

Plenary 1: Wednesday 11th December

Dynamic Perspectives on Creativity in Higher Education

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The aim of this keynote is to present basic definitions of creativity and related terms such as invention and innovation and to explore their possible roles as concepts in a higher educational setting. The intent is to fuel discussions on the dilemmas, the challenges and key opportunities in working with creativity in the context of higher education more. The presentation will invite us to adopt a dynamic perspective on creativity, focusing on the central role of faculty relationships and staff in the development of creativity at an organizational level in departments and in teaching and research units.

A dynamic perspective in creativity is concerned with a 'we'-perspective on creativity in general and in education specifically. It addresses the need to turn the glance from an individual perspective (e.g. student creativity or teacher creativity) and instead look at the dynamic interaction or transaction leading to participant engagement in creative action as part of education. In the context of this presentation, a specific interest will be how faculty and staff can contribute to the development of a dynamic perspective on creativity in higher education allowing for participant engagement in creative action.

The presentation draws on some recent insights from research into creativity from a mainly cultural psychological approach in which creativity is viewed as the process of turning something that might happen into what does happen, under the condition that it might (or should) happen (Glăveanu, Gillespie & Valsiner, 2014, xix; Tanggaard, 2014) and is a research perspective concerned with "*the situated, social nature of creative practices*" (Sawyer, 2014, p. xiii). In this sense, creative practices in education result from a dimension of sociality, with faculty and staff playing a vital role in allowing for and creating a social environment affording and inviting creative practices in all academic activities. It is indeed impossible to understand creativity without asking for or exploring the conditions for making this happen.

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Focusing on the central role of faculty relationships and staff in the development of creativity in teaching and research units, the presentation explores what it means to educators to have creative agency in their professional lives, meaning opportunities to plan for creativity, to improvise and to use their professional reflection and judgement to reach for creativity in teaching and in all educational activities. Educator agency concerns the way educators respond to problematic situations and the way educators respond to and experience their possibilities for creating and influencing their own decisions. The presentation reflects on examples from studies on creativity in higher education and the knowledge sector more broadly. The examples invite a discussion of agency in relation to a dynamic perspective on creativity, the challenges involved in inviting faculty, staff and students to engage in creativity and in relation to the formation of creative communities in higher education.