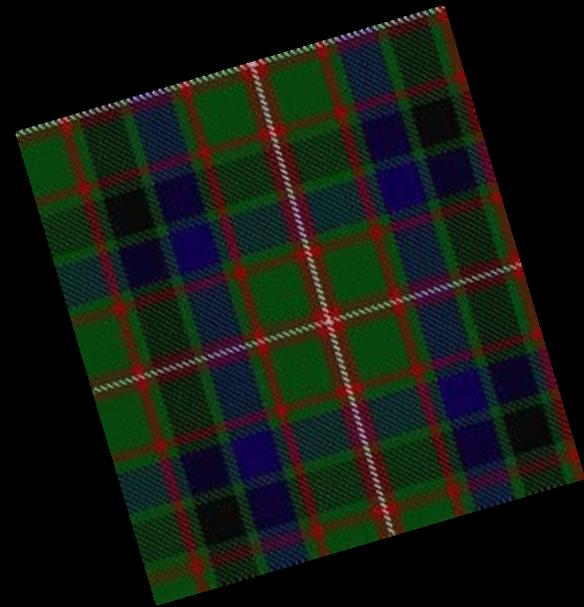
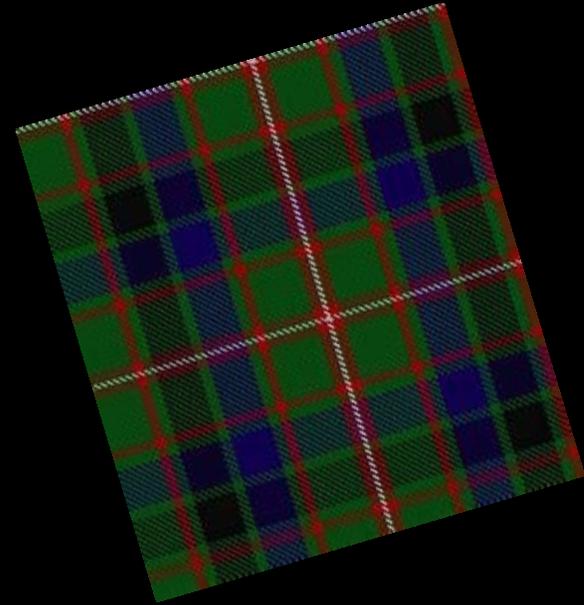


David

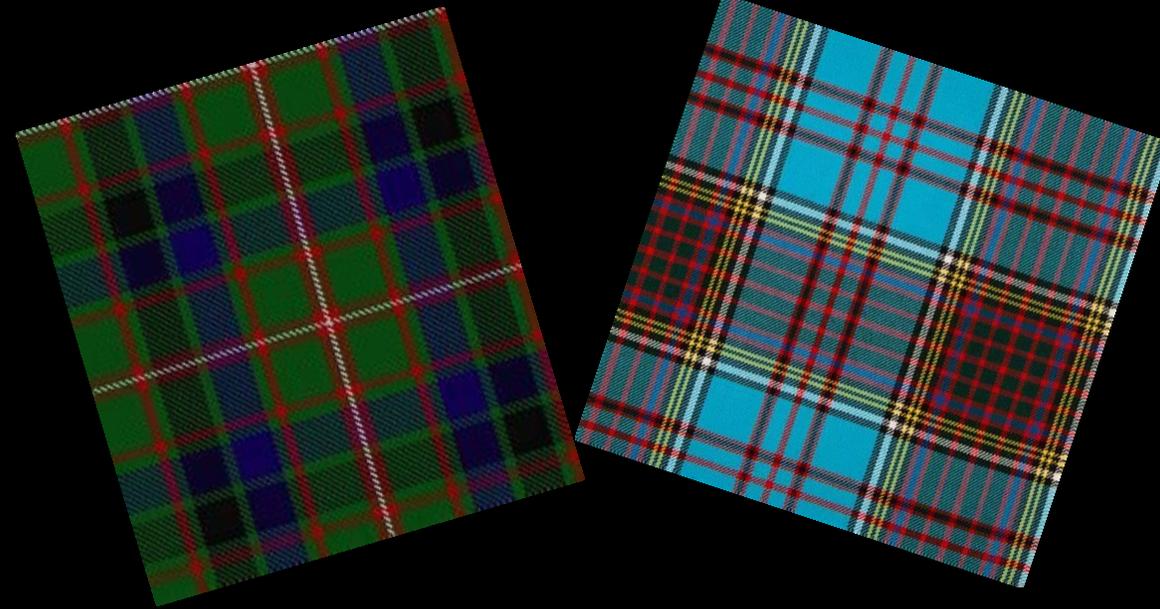
David Reid



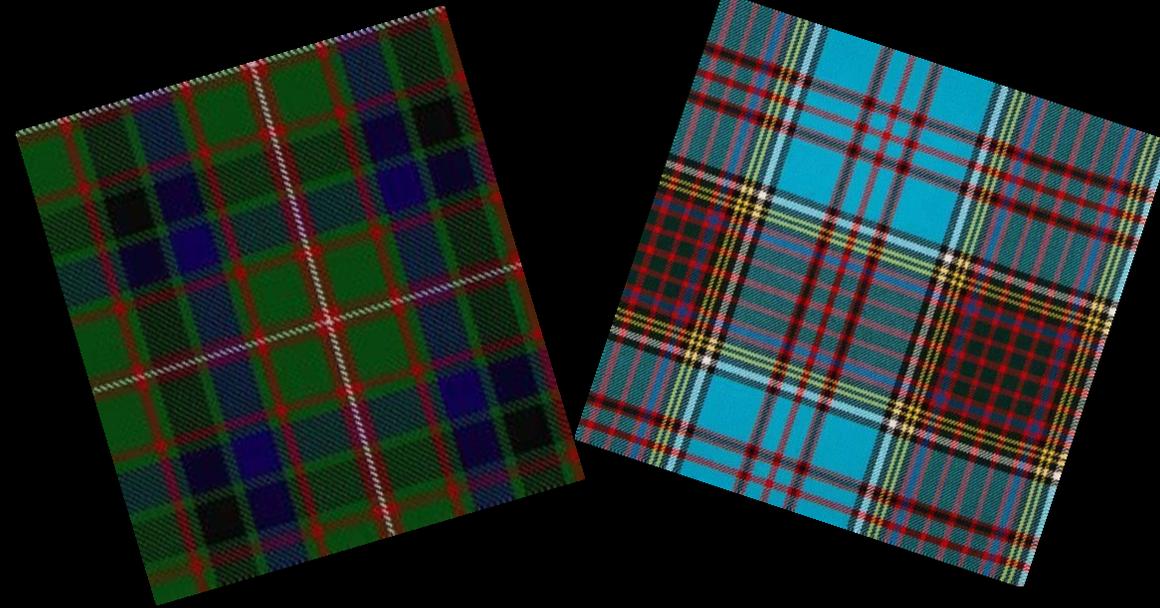
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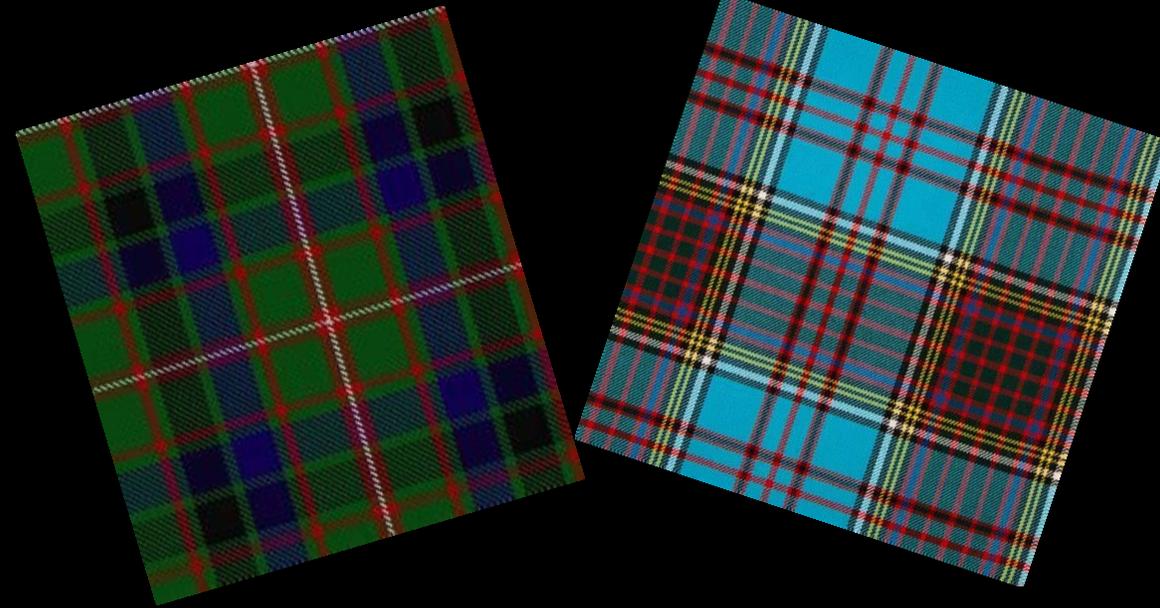
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**David Reid Anderson**



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creative problem causer



**David Reid Anderson**  
creative problem causer  
(INTERGALACTIC EXPLORER)

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(intergalactic explorer)

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# Educating Learners@ Vilnius Technical University

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“creative problem causers”

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“creative problem causers”

‘The mark of creativity is not the ability to solve the problem

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“creative problem causers”

‘The mark of creativity is not the ability to solve the problem **but**

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# “creative problem causers”

‘The mark of creativity is not the ability to solve the problem **but** to be able to discover [or create] one’

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(intergalactic explorer)

# “creative problem causers”

‘The mark of creativity is not the ability to solve the problem **but** to be able to discover [or create] one’

*(Csikszentmihalyi, 1990)*

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(intergalactic explorer)

# “creative problem causers”

‘The mark of creativity is not the ability to solve the problem **but** to be able to discover [or create] one’

*(Csikszentmihalyi, 1990)*

Phonetic - CHIK-sent-mee-hy-ee

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“creative problem causers”  
If you want something new,

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“creative problem causers”  
If you want something new, you have to stop doing something old

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# “creative problem causers”

“Throughout history, people with new ideas  
— who think differently and try to change things —  
have always been called troublemakers.”

(Richelle Mead)

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# James Joyce

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‘Chaosmos’

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# 'Chaosmos'

Finnegans Wake (1939)

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# Fusion

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# Fusion

Learning,

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# Fusion

## Learning, Teaching

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# Fusion

## Learning, Teaching &

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# Fusion

Learning, Teaching & Storytelling

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# Fusion

Learning, Teaching & Storytelling

It's in the Narrative

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(intergalactic explorer)

# Fusion

Learning, Teaching & Storytelling  
It's in the Narrative

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“There is nothing so practical...

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“There is nothing so practical...  
as a good theory”

Kurt Lewin

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# Learning through storytelling

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# Learning through storytelling

Refers to a process in which learning is structured around a narrative or story as a means of 'sense making'.

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# Learning through storytelling

It involves the use of personal stories  
and anecdotes  
to engage learners  
and share knowledge.

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**‘We’re designed for storytelling’**

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# 'We're designed for storytelling'

"The author, Julian Barnes, once said: 'you could look at human beings as machines designed for storytelling...'

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(intergalactic explorer)

# 'We're designed for storytelling'

...From body language to syntax, from inflection to timing, we're the perfect shape and form for utilizing this amazing art form. We explain ourselves through this medium...

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# 'We're designed for storytelling'

Who we are, what we like, do, love, hate,  
our ambitions, fears and yearnings  
are all communicated through this device."

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# 'Storytelling'

Highlights the quality of one's articulation, the length and build of one's sentences, the character and range of one's vocabulary, the scholastic consistency of one's words used, the readiness with which words respond to the requirements, in particular the suitability of one's language to communicate one's concepts and ideas...

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# Thinking Inside the Box

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# Thinking Inside the Box

a paradigm for learning

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# The Story Arc

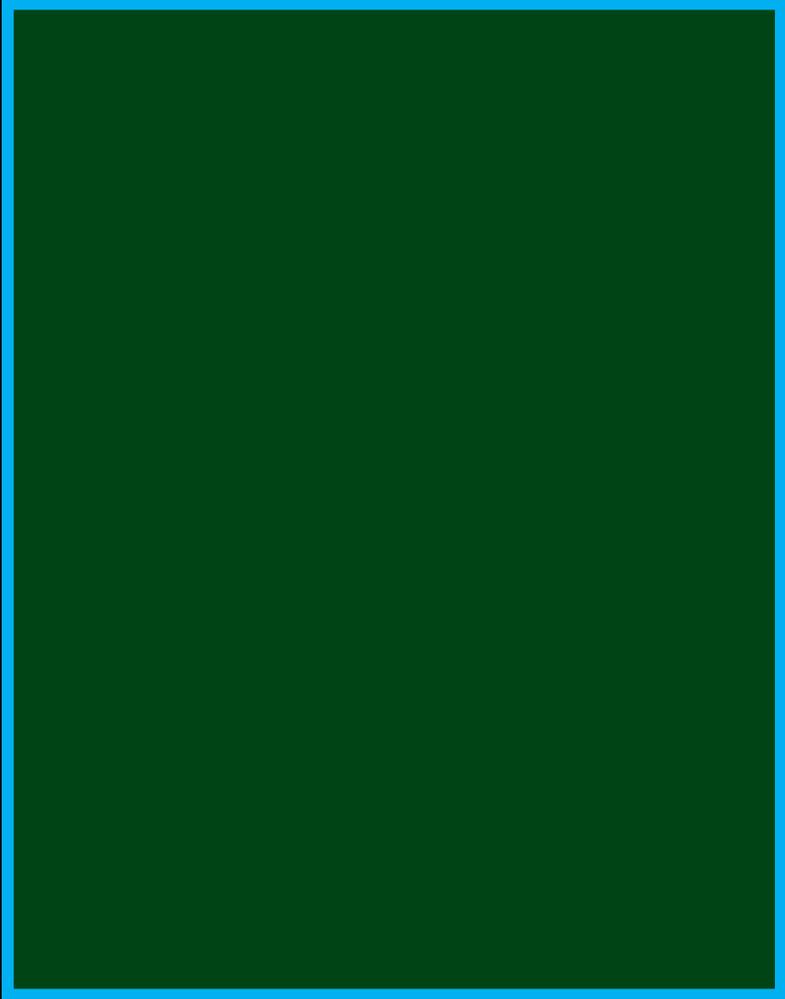
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**The Story Arc**

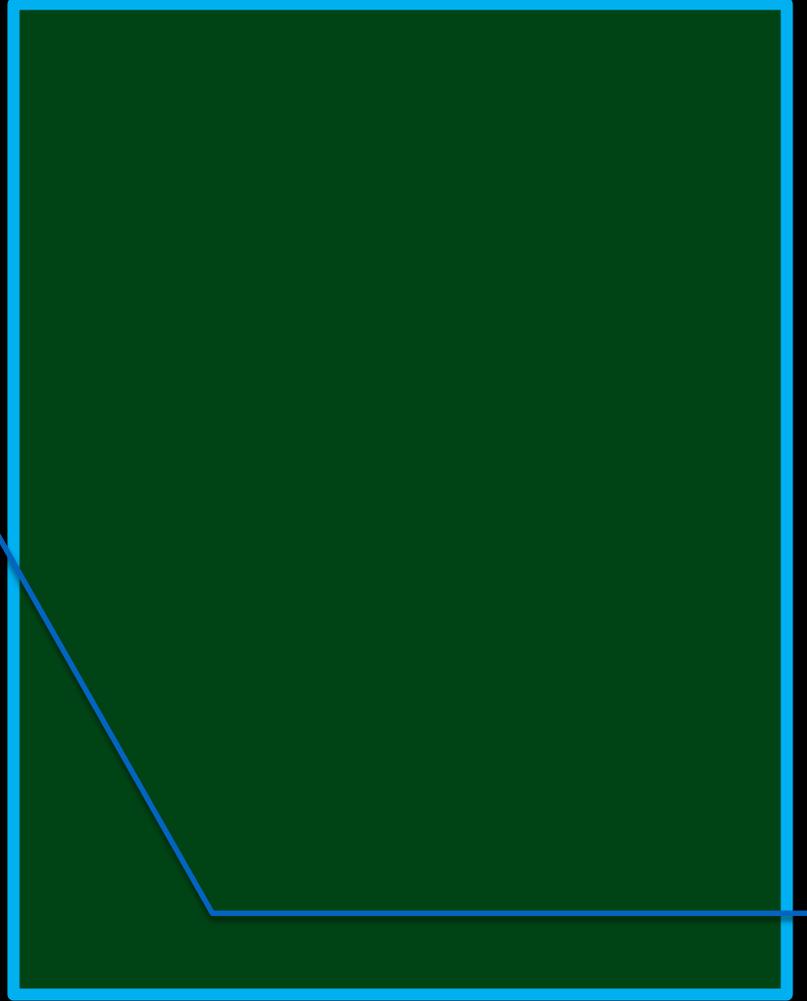
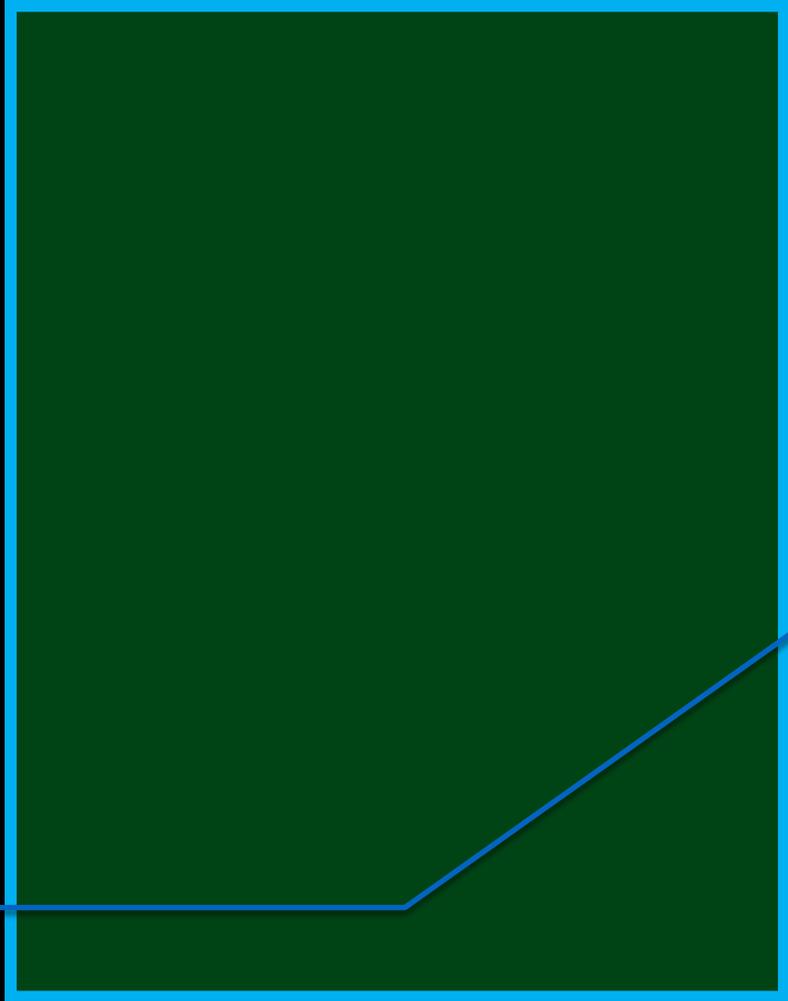
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# The Story Arc

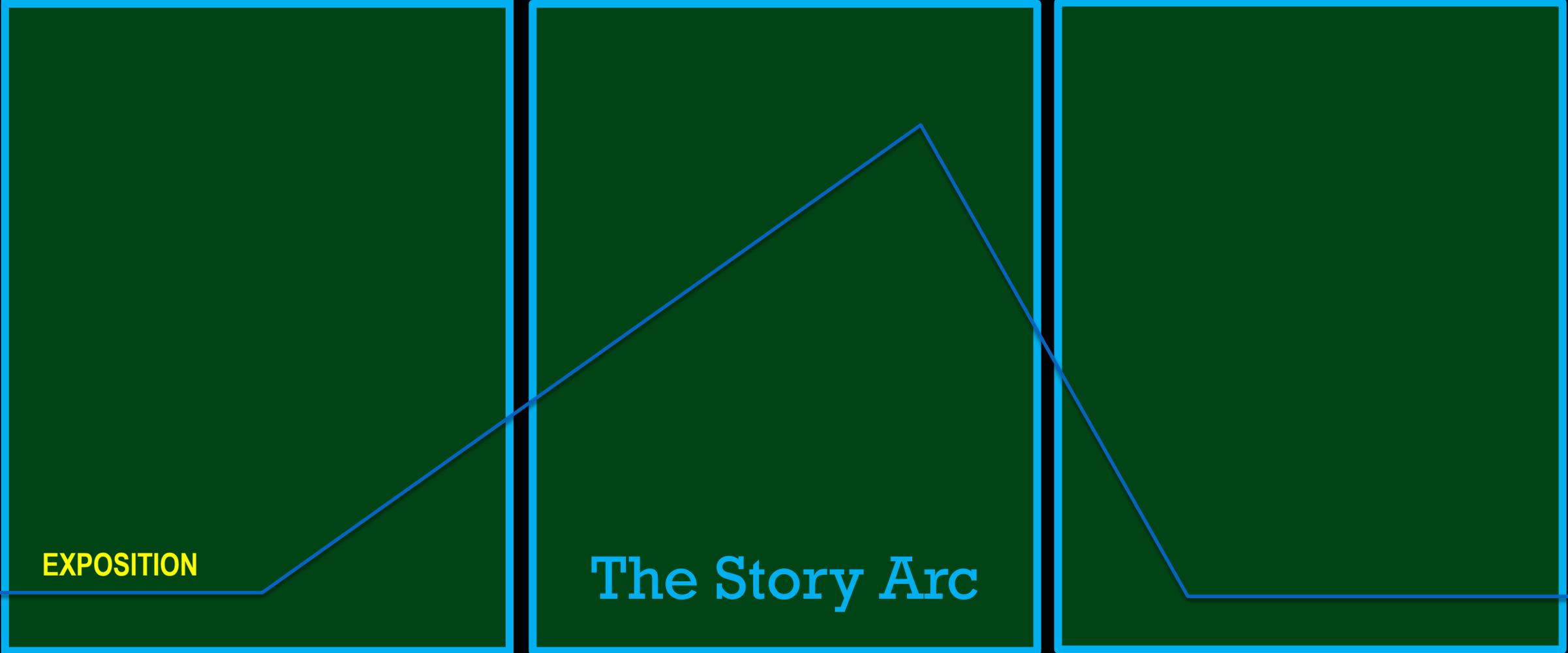
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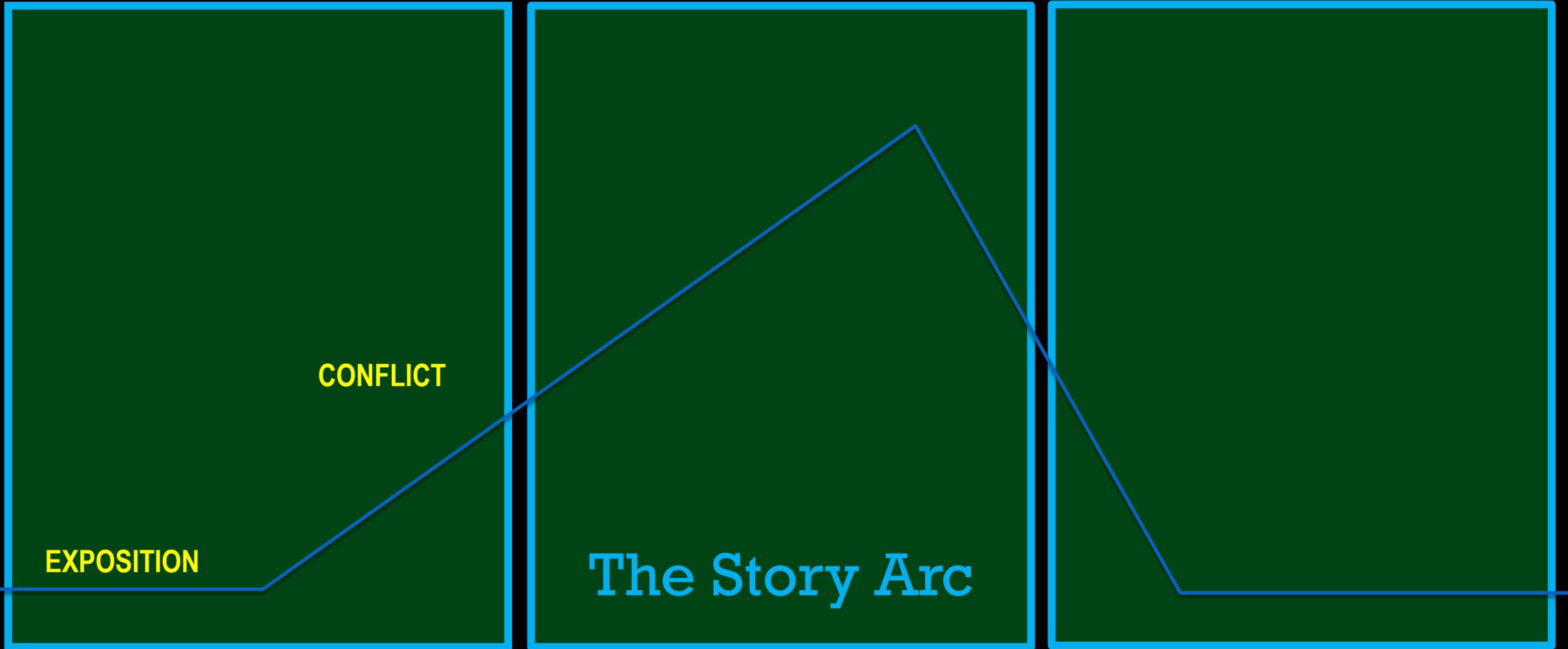
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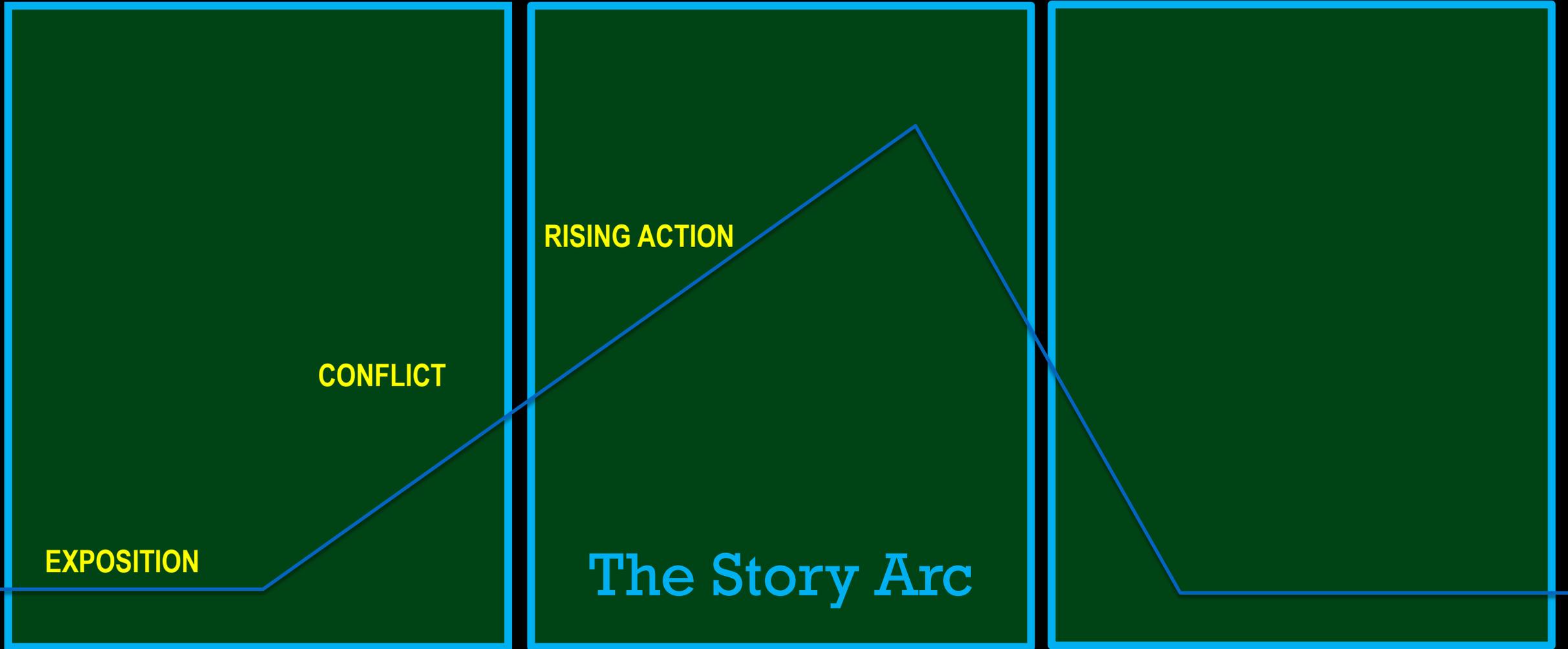
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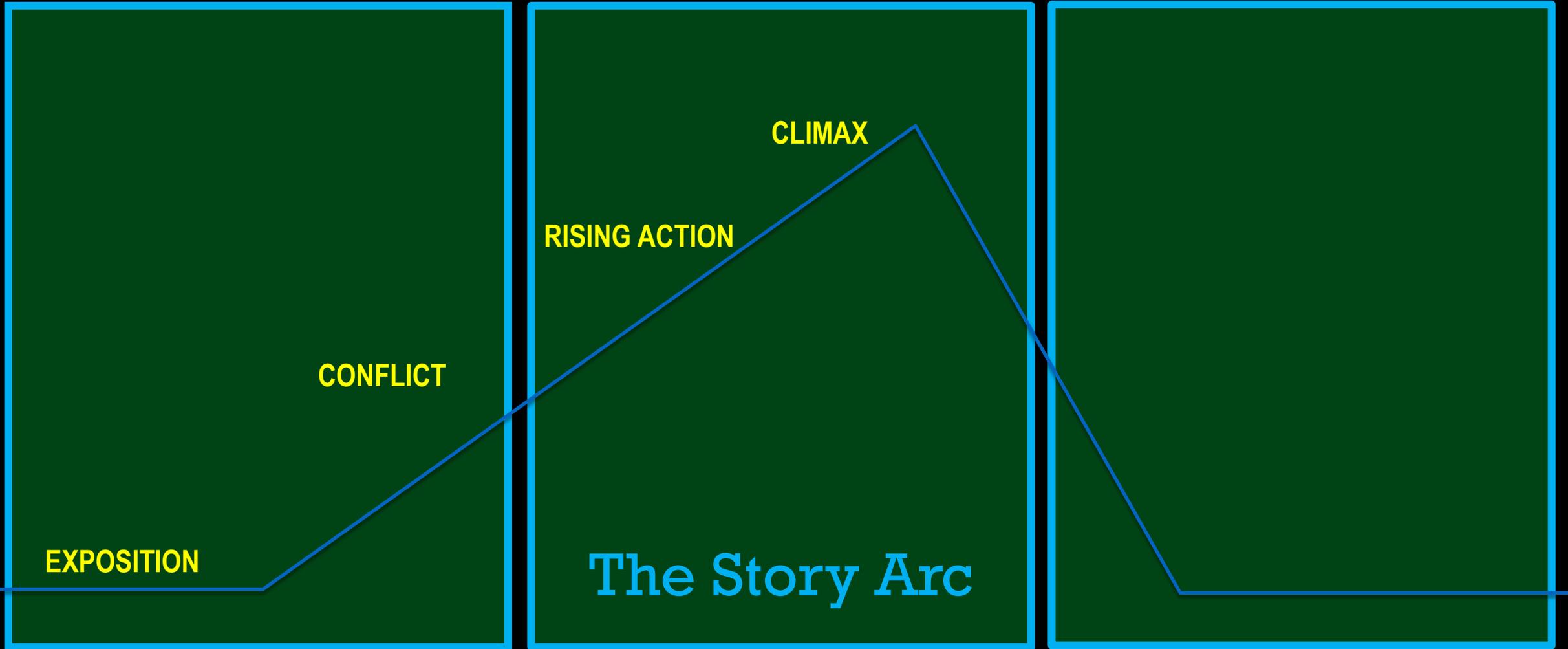
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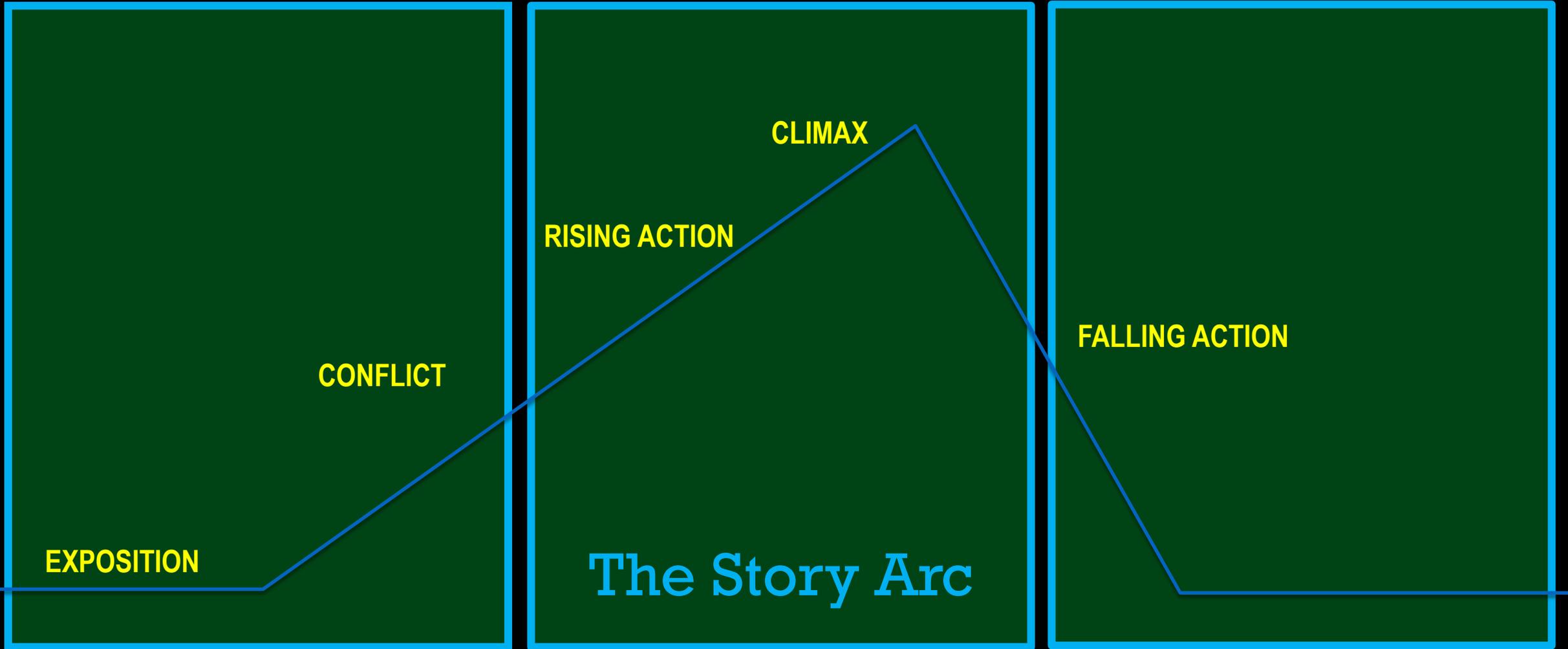
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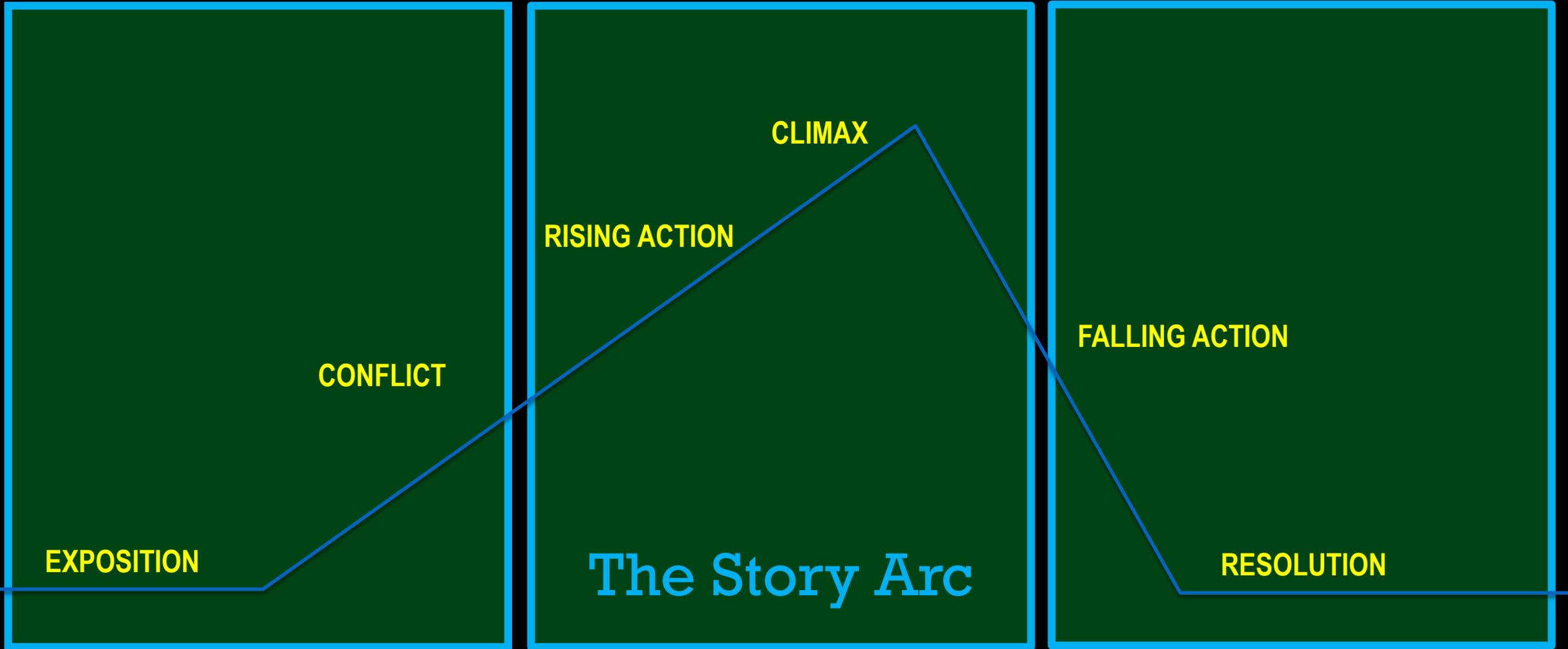
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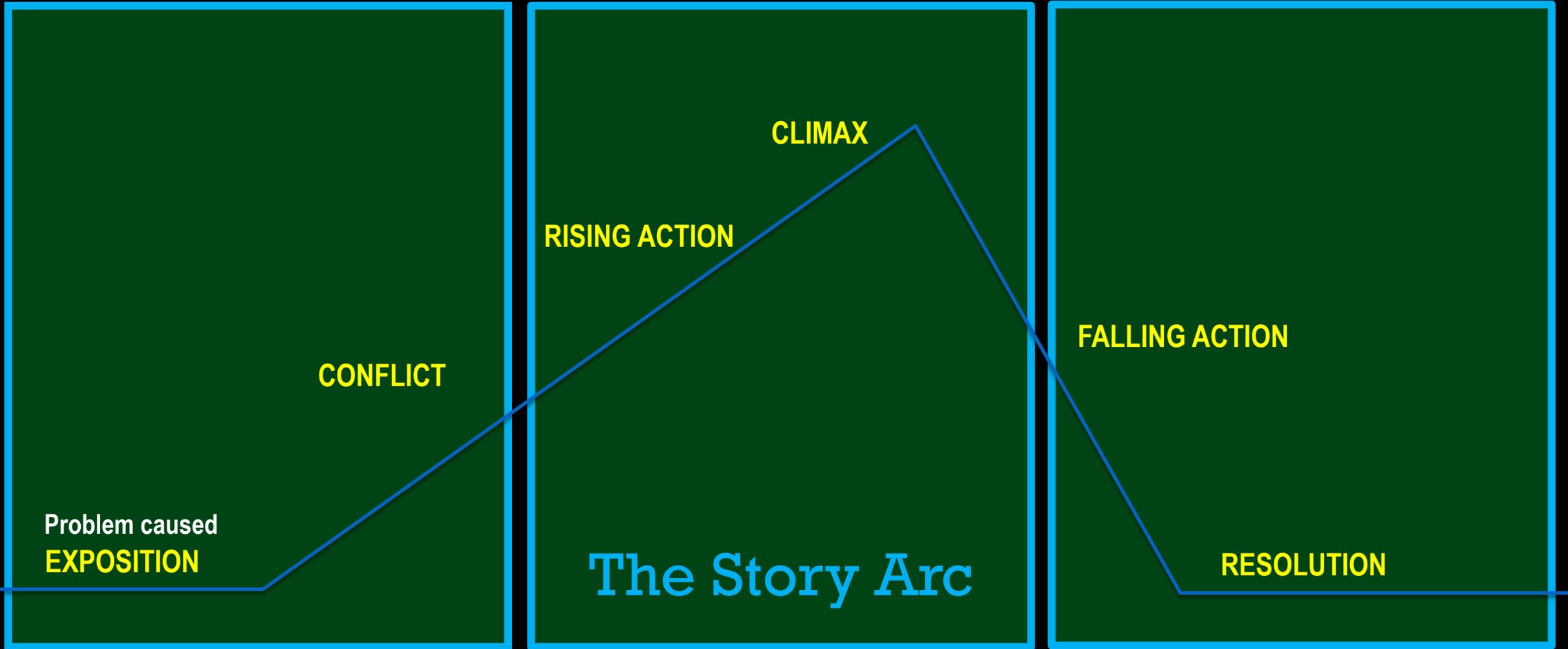
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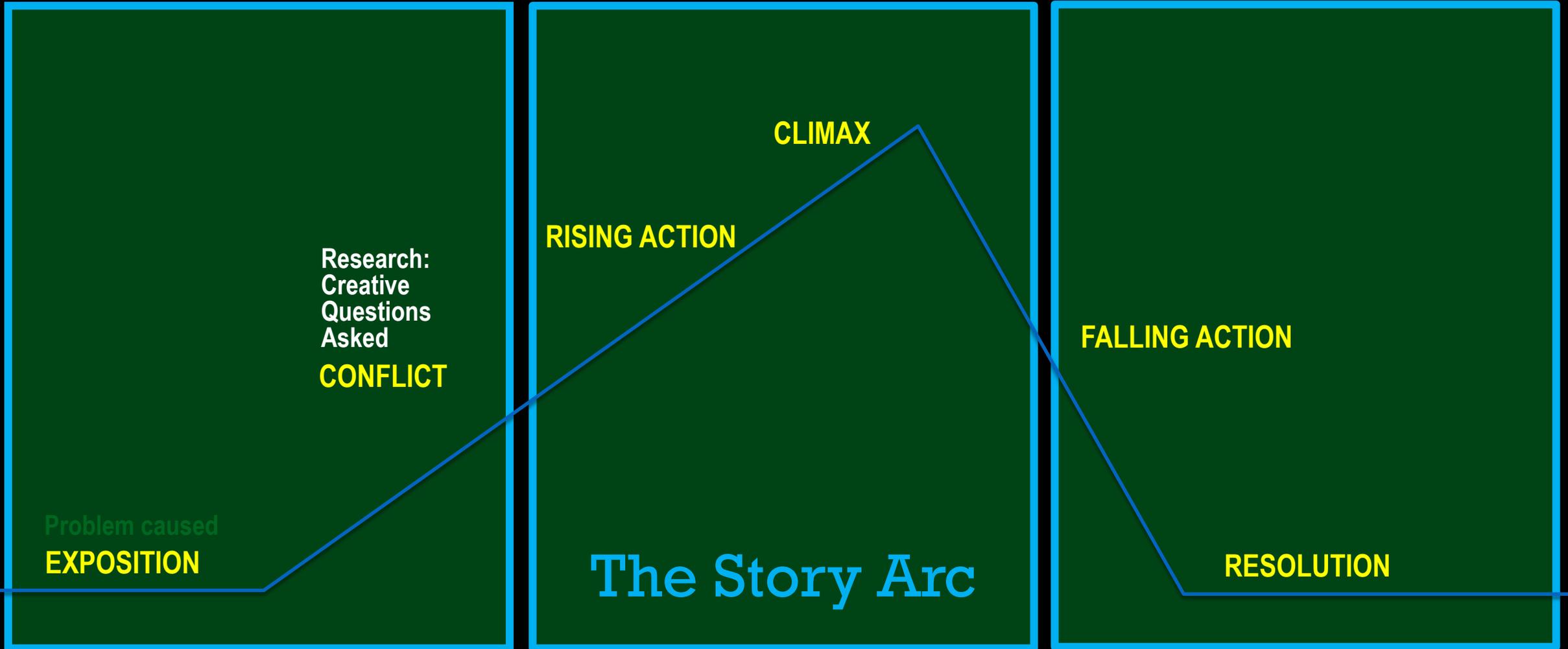
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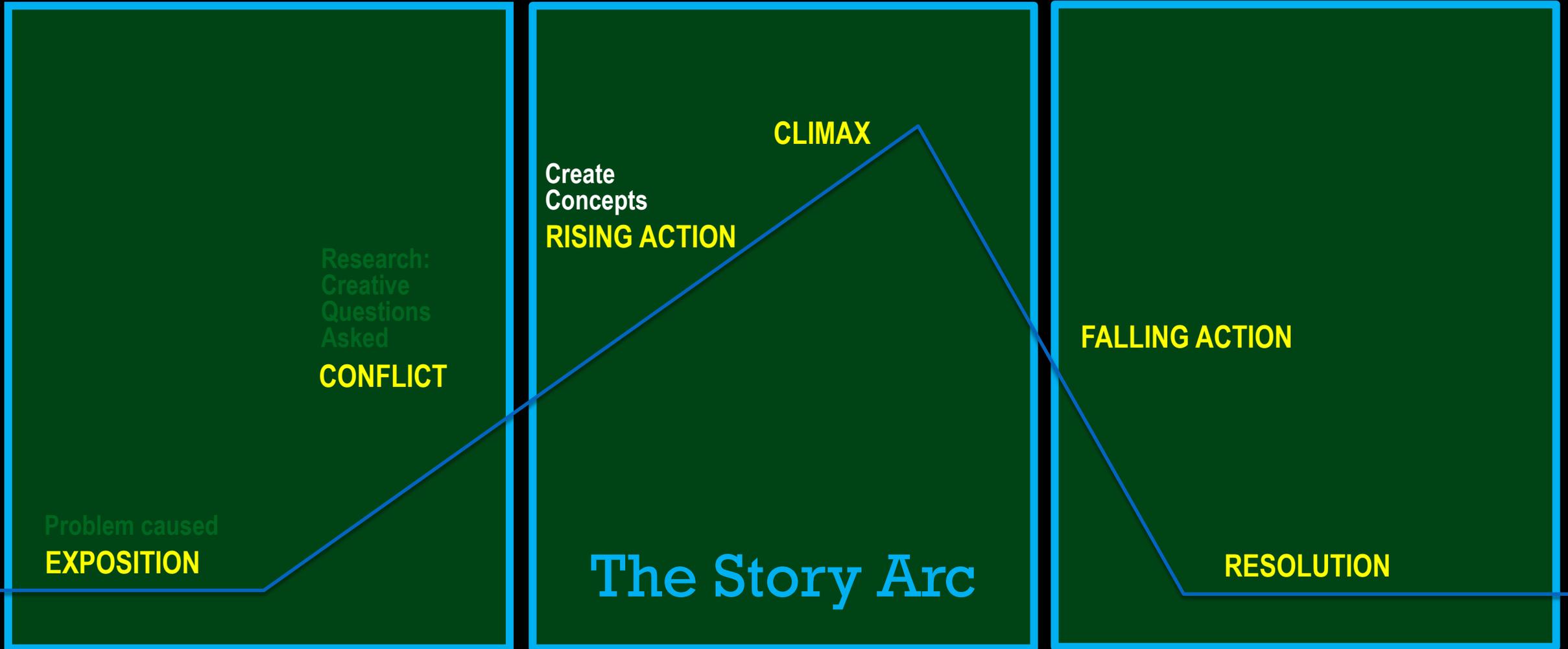
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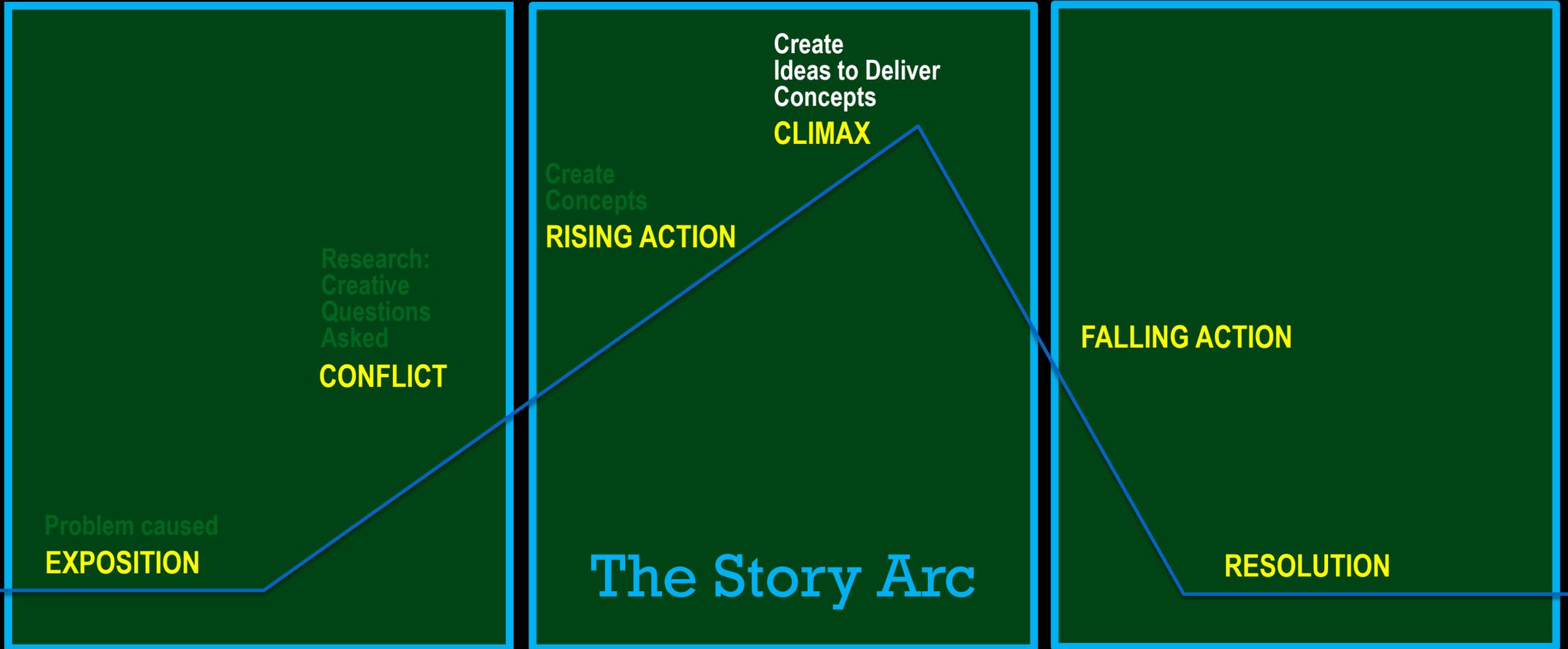
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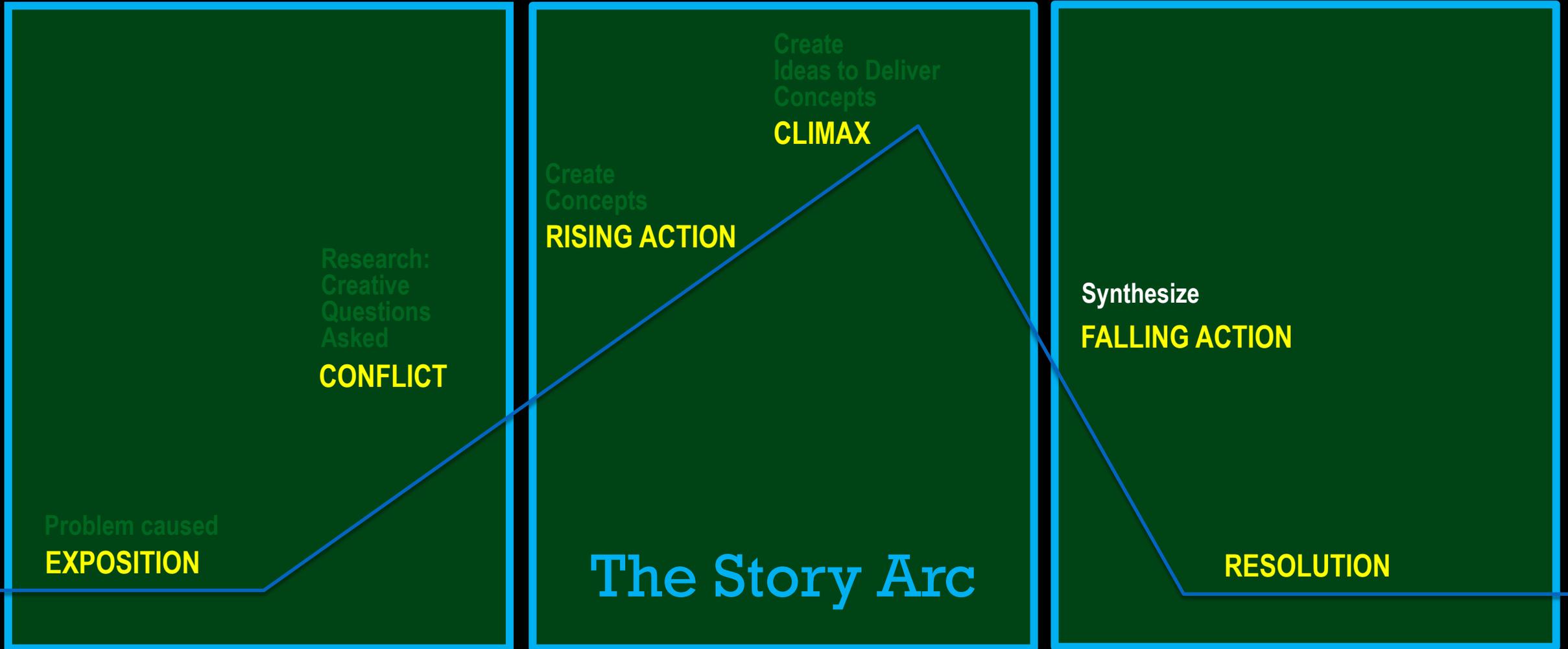
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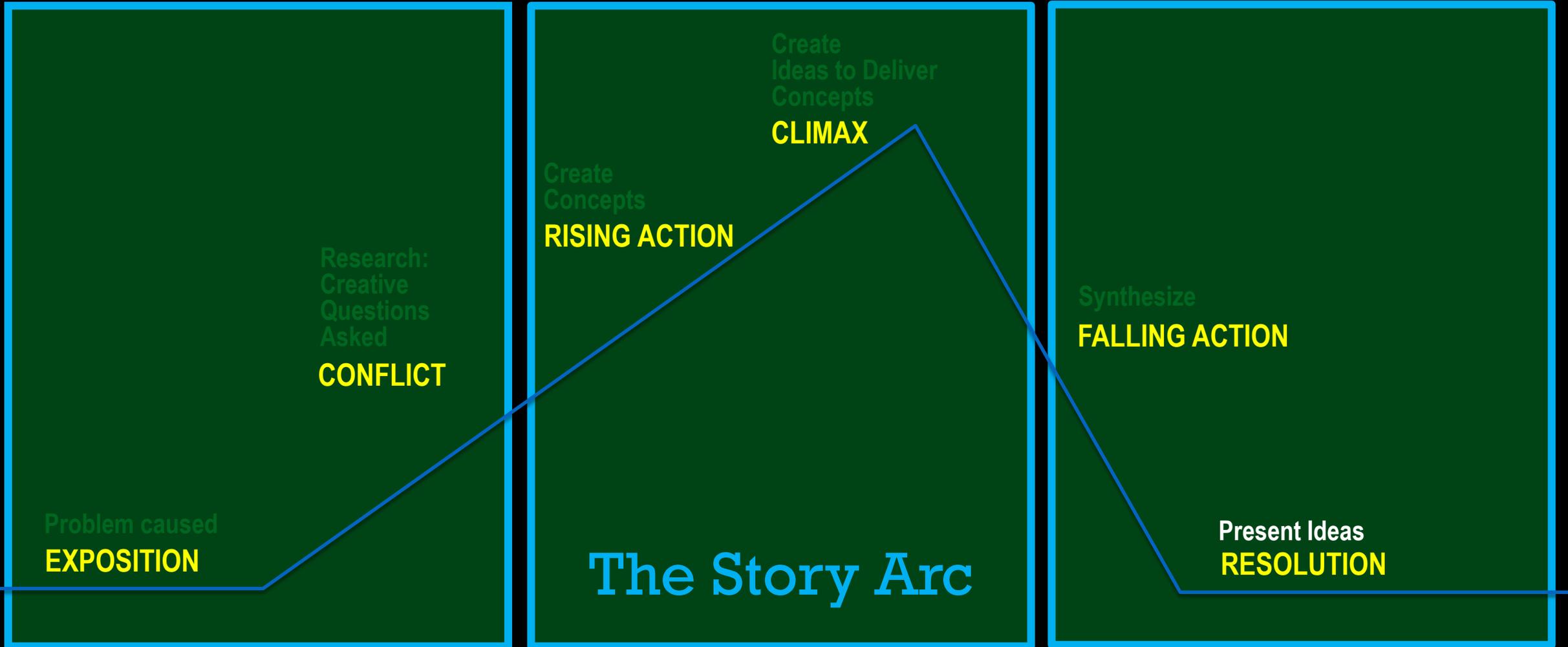
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# Archetypes

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# Archetypes

## Ancient Patterns of Personality

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# Archetypes

## Ancient Patterns of Personality

A SHARED HERITAGE OF THE HUMAN RACE

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# Archetypes

## Hero

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# Archetypes

## Hero - Student

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# Archetypes

## Hero - Student - Concept

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# Archetypes

Hero - Student - Concept

Psychological function of the Hero - Growth

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# Archetypes

## Hero - Student - Concept

### Psychological function of the Hero - Growth

The Hero has to learn and grow.

The Hero's journey is about change.

Agree a clear starting point, and allow their journey to determine their destination.

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# Archetypes

## Hero - Student - Concept

### Psychological function of the Hero - Growth

The Hero has to act.

Has to do something to overcome obstacles  
and achieve goals,  
whilst gaining knowledge and wisdom.

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# Archetypes

## Hero - Student - Concept

### Character flaws of the Hero

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# Archetypes

## Hero - Student - Concept

### Character flaws of the Hero

We can recognize ourselves in a character.  
One who is challenged to overcome inner  
doubts, errors in thinking, from the past,  
or fear of the future.

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# Archetypes

Mentor

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# Archetypes

## Mentor - Supervisor

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# Archetypes

## Mentor - Supervisor - Research

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# Archetypes

**Mentor - Supervisor - Research**

**Mentor: Dramatic & Psychological Function**

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# Archetypes

## Mentor - Supervisor - Research

### Mentor: Dramatic & Psychological Function

Mentor figures stand for the heroes highest aspirations.

Just as learning is an important function of the hero, educating whilst inspiring is a key function of the Mentor

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# Archetypes

Mentor - Supervisor - Research  
Mentor: Motivation

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# Archetypes

## Mentor - Supervisor - Research

### Mentor: Motivation

It is important that the Mentor archetype motivates the hero, and helps her/him to overcome their fears.

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# Archetypes

Threshold Guardian -

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# Archetypes

Threshold Guardian - Creative Problem Causer

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# Archetypes

Threshold Guardian - Creative Problem Causer - Questions

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# Archetypes

Threshold Guardian - Creative Problem Causer - Questions  
Dramatic & Psychological Function: Neuroses

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# Archetypes

**Threshold Guardian - Creative Problem Causer - Questions**

**Dramatic & Psychological Function: Neuroses**

Testing the hero.

The primary function of the Threshold Guardian.

When heroes confront one of these figures,  
they must solve a puzzle or pass a test.

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# Archetypes

Herald

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# Archetypes

## Herald - The Change Maker

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# Archetypes

## Herald - The Change Maker - Motivation

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# Archetypes

Herald - The Change Maker - Motivation

Dramatic & Psychological Function: The call for change

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# Archetypes

## Herald - The Change Maker - Motivation

**Dramatic & Psychological Function: The call for change**

The Herald archetype issue challenges and announce the need for and coming of significant change.

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# Archetypes

Shapeshifter

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# Archetypes

Shapeshifter - Creates Doubt

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# Archetypes

Shapeshifter - Creates Doubt - Review

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# Archetypes

Shapeshifter - Creates Doubt - Review (synthesize)

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# Archetypes

**Shapeshifter - Creates Doubt - Review (synthesize)**

**Dramatic & Psychological Function: The elusive one**

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# Archetypes

**Shapeshifter - Creates Doubt - Review (synthesize)**

**Dramatic & Psychological Function: The elusive one**

They serve to bring doubt and suspense into a story.

We often go through a process of trying to force a concept or/and ideas – a square peg in a round hole!

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# Archetypes

Shadow

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# Archetypes

## Shadow - Challenger

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# Archetypes

## Shadow - Challenger - Challenge Findings

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# Archetypes

Shadow - Challenger - Challenge Findings  
Dramatic & Psychological Function:

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# Archetypes

## Shadow - Challenger - Challenge Findings

### Dramatic & Psychological Function:

This archetype known as the Shadow represents the dark side, the unexpected, unrealized, or rejected aspects of something.

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# Archetypes

## Shadow - Challenger - Challenge Findings

### Dramatic & Psychological Function:

Primarily to challenge and give her/him a worthy struggle.

Shadows create conflict that brings out the best in the hero, by putting them in difficult intellectual situations.

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# Archetypes

Ally

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# Archetypes

## Ally - Peer

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# Archetypes

## Ally - Peer - Peer Review

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# Archetypes

Ally - Peer - Peer Review

Dramatic & Psychological Function:

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# Archetypes

## Ally - Peer - Peer Review

### Dramatic & Psychological Function:

Heroes may need someone to travel with them.  
Allies who can serve a variety of functions, such as companion, sparring partner, conscience, or even supply comic relief.

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# Archetypes

## Ally - Peer - Peer Review

### Dramatic & Psychological Function:

They may provide alternate paths for problem-solving, help reveal the heroes strengths and weaknesses, fear, humour, or perhaps even ignorance.

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# Archetypes

## Trickster

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# Archetypes

Trickster - realists

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# Archetypes

Trickster - realists - keep one grounded

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# Archetypes

**Trickster - realists - keep one grounded**  
**Dramatic & Psychological Function: Mischief**

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# Archetypes

**Trickster - realists - keep one grounded**

**Dramatic & Psychological Function: Mischief**

**They cut big egos down to size.**

Bring heroes and audiences down to earth.

By provoking healthy laughter, bringing everyone together – healthy change and transformation

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# Learners as Protagonists

## Primary characteristics

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# Learners as Protagonists

Primary characteristics

Must be curious

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# Learners as Protagonists

Primary characteristics

Must be curious

Must be reasonably independent  
and self-reliant

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# Learners as Protagonists

Primary characteristics

Must have convincing motivation  
to pursue their investigation

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# Tools to Help

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# Tools to Help 'creative problem causers'

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# A Learning Journal



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# A Learning Journal

A Record of the students' story



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# A Learning Journal



A Record of the students' story  
Concept/Example Journal:

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# A Learning Journal



**A Record of the students' story**

**Concept/Example Journal:**

A type of learning journal that promotes thinking through concepts (abstract) or thinking through examples (concrete).

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# A Learning Journal

Leading to Narrative Processing



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# A Learning Journal



Leading to Narrative Processing  
One's experiences get stored in the form of  
narratives:

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# A Learning Journal



**Leading to Narrative Processing**

**One's experiences get stored in the form of narratives:** information that triggers narrative processing is more consistent with one's knowledge... representations and are easier to process... think of them as Gestalts

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# Narrative

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# Narrative

## Now...

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# Narrative

Now...  
it's time for a story

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# intergalactic exploring

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# intergalactic exploring my obsession

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# Visual Synectics

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Look in places you would not normally look.  
Focus on unrelated pieces of data  
and find a way to connect it to the problem  
one has caused or discovered.

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# When in Rome...

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# When in Rome...

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# Visit the Cathedrals...

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# Lots and Lots of Candles

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# Ensure to Wear Protection...

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# Ensure to Wear Protection...

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# Applied Creative Thinking

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# Ensuring one has Protection

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# Ensuring one has Protection

A Coke bottle  
shaped candle  
with mosquito repellent

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# Ensuring one has Protection

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# Making connections

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# Making connections through evolution

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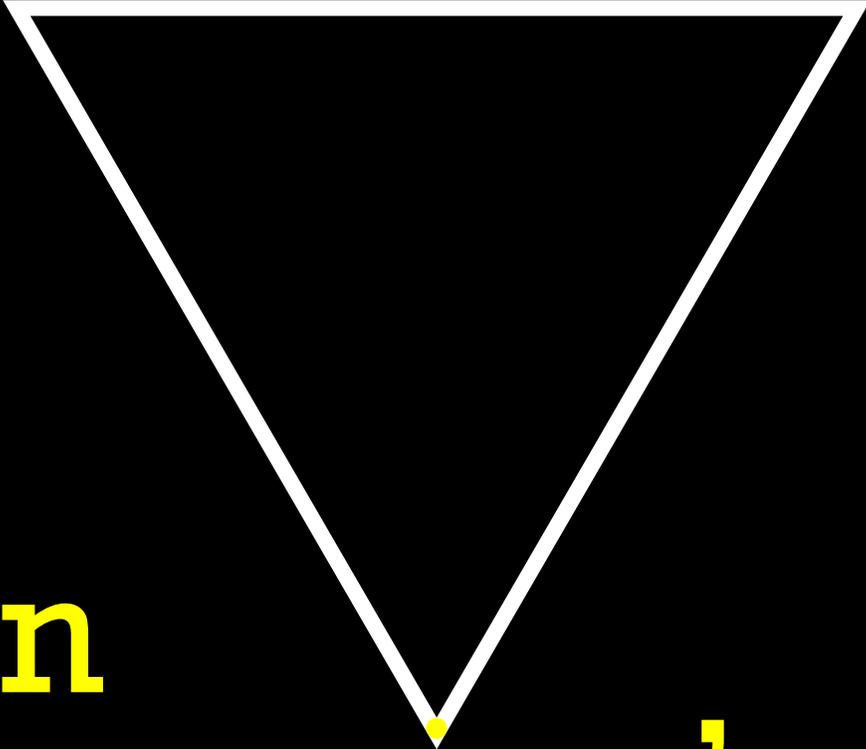
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# Making connections through evolution 'creative problem causing'

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# Making connections through evolution 'creative problem causing'



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# Narrative

Narrative is a deeply human, linguistic process, a kind of primal developmental impulse.

We are storytelling creatures. We don't just tell stories, we live them, create them, define ourselves through them...

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# Narrative

“Our narratives  
are the means through which  
we imagine ourselves into the person  
we become”

(Hopkins 1994)

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# How teaching affects students' learning

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# How teaching affects students' learning

SADLY...

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# How teaching affects students' learning

**SADLY...**

The lecture method of delivery founded  
in the medieval university still prevails.

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# How teaching affects students' learning

The perception being:

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# How teaching affects students' learning

The perception being:

Students take notes from the professors'  
citing their expertise, and authority.

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# How teaching affects students' learning

Which is to say:

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# How teaching affects students' learning

Which is to say:

The professor has the spotlight,  
whilst the students (at best) remain passive...

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# How teaching affects students' learning in reality

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# How teaching affects students' learning

in reality - detached and distracted

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# How teaching affects students' learning

in reality - detached and distracted



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# 180° thinking

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LIFE

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LIFE

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Answers  
don't change the world  
questions do

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# What if

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What if the student  
has the opportunity  
to develop their voice

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What if the student  
has the opportunity  
to develop their voice  
and not be drowned out  
by the voice, vocalizing  
from the Lectern...

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# What if

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# What if we create a learning environment

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What if we create  
a learning environment...  
as opposed  
to a teaching environment

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# What is Learning

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# What is Learning ...if it's not

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# What is Learning ...if it's not about change.

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# Learning

**Learning' is not a single thing;**  
it may involve mastering abstract principles,  
acquiring methods, techniques and  
approaches, recognition, reasoning, debating  
idea, or developing behaviour appropriate to  
specific situations...

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180°

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# 180° thinking

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# 180° thinking What if

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180°

thinking  
What if



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# 180°

# thinking

Affording students the authority...



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# 180°

# thinking



**Affording students the authority...**

That they tell us their story...

The story about their learning...

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# 180° thinking the student's story

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# 180° thinking



‘The need for reflection within learning  
and the potential for learning through storytelling  
is beginning to be recognised’

(Clandinin and Connelly 1990; McDrury and Alterio 2002; Pendlebury 1995; and Witherell and Nodding 1991).

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# 180°

# thinking



‘Stories allow a person to feel and see the information as well as factually understand it ...

(Neuhauser 1993:4)

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# 180° thinking



The student's storytelling  
can encompass the bigger picture'  
including affect values  
and other unspoken material.

(Moon 2010).

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# Traditional teaching won't change the world

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but...

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but... teaching  
students how to

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‘learn-to-learn’  
and storytelling  
probably **will..!**

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# Allas...

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...that's another story

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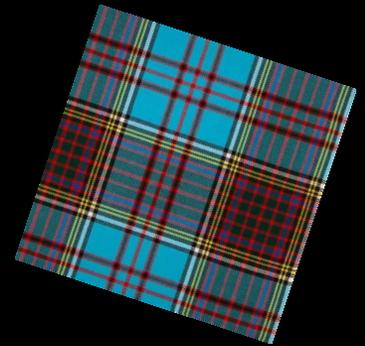
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Ευχαριστώ και  
επιτρέψτε μου να ευχηθώ σε όλους σας συνεχή επιτυχία

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