

Creativity (Rich Pictures)
<p>QAA Benchmark Skills:</p> <ul style="list-style-type: none"> • Problem solving skills, including the ability to formulate problems clearly and to identify key issues and be able to apply different approaches to work towards a solution • Communication skills • Personal skills including the ability to work both independently and as part of a team, and the ability to plan, organise and perform work efficiently and conscientiously in a timely way, meeting deadlines where necessary • Personal development skills, including the ability to identify and reflect on where further training or skill acquisition is necessary for self-improvement • Self-direction and originality in problem solving • Independent learning ability
<p>ARU Graduate Capitals:</p> <ul style="list-style-type: none"> • Knowledge
<p>Objectives:</p> <ul style="list-style-type: none"> • To explore, understand and describe a situation or problem • To create a collective understanding or meaning from a group • To visualise and communicate complex ideas effectively
<p>Skills:</p> <ul style="list-style-type: none"> • Stimulate creative expression • Give ownership of learning to participants • Discussion on the basis of existing knowledge and ideas
<p>Study Level:</p>
<p>Time: 1 hour</p>
<p>Group Size: Groups of 4-6 students</p>
<p>Resources: Flip Chart/large paper, Pens</p>
<p>Overview: Visual representation of problems and how this helps define a situation. To stimulate participants and allow them to express themselves and their ideas in a pictorial form. This approach is often known as a rich picture and helps to open discussion and come to a broad and shared understanding of a situation. This is done through exploring, acknowledging and defining a situation and representing this in a diagram.</p>

	Time	Activity
Introduction to Enterprise Education	10 mins	PowerPoint presentation to introduce Enterprise Education
Activity	20 mins	<p>In groups, discuss the meaning of a concept or an event to explore a situation or problem. Portray this in a pictorial form as a basis for presentation and discussion with other participants.</p> <p>The following activities should be completed in groups:</p> <ul style="list-style-type: none"> • Using pens and flip chart sheets, the group must discover their own meaning through discussion and write down or draw what they see as key components • The group must then draw a picture which they believe encapsulates the meaning of the issue
Evaluation	20 mins	<p>On completion of the drawing, the picture must be shown to the rest of the class and their peers will be tasked with describing what it means to them.</p> <p>This is compared with the meaning the group was attempting to portray and the group must then go on to explain this to their peers in the rest of the class.</p> <p>The lecturer then notes all of the meanings given and pulls these together for discussion of the concept and why it was given different meanings.</p>
Session Review	10 mins	<p>What skills do students feel have been developed through this session?</p> <p>Do students understand the importance of Enterprise Education?</p> <p>Can students identify ways in which Enterprise Education is already included in the modules?</p> <p>Can students identify Enterprising skills they have already developed from their modules?</p>