

Teaching-Learning Engagements in Action at KIU: Sharing of Innovative Pedagogies that had been Tried and Tested in the Classroom

THE CREATIVE PEDAGOGY PACKAGE (CPP) AT POSTGRADUATE LEVEL

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A project entry shortlisted and recognized by international judges for its outstanding potential to improve pedagogy and employability of university graduates, QS Wharton Reimagine Education Awards 2016, Philadelphia, Pennsylvania, USA

Synopsis

This creative and innovative teaching-learning strategy was recognized and shortlisted in the Reimagine Educations Awards 2015, Philadelphia, Pennsylvania, USA from over 500 global competitors by a panel of distinguished international judges under the *Teaching Delivery Category* for its outstanding potential to improve pedagogy and employability in a higher education environment. Supporting documents to this entry were multi-colored power points of the Organizational Behavior (OB) course loaded with mobiles and sounds; learning outcomes assessment materials; on line links for self awareness on personality; motivation, emotional intelligence; multiple intelligence; motivation; decision-making and conflict management. The course taught was Organizational Behavior for PhD students since 2009 until now. The creative pedagogy techniques (CPTs) were employed during the regular semester, among over 20 PhD students, 6-9pm.

Methods and Techniques

Initially, the students were oriented to the course in terms of course outline, standard university academic policies and assessments required; the CPTs to be employed and expected learning outcomes; OB topics/tasks assignments and time table on when to apply the CPTs. For every CPT, the session room was arranged accordingly. The engagements were mentor-learner interactions and dynamics that indeed established personal involvement and learning in a meaningful and significant climate. The specific CPTs employed since then were organized depending on the course and the modalities (regular semester, in-service, distance, sandwich programs) coexisting with creative pedagogy or innovative teaching; andragogy or self-directed learning and heutagogy or self-determined learning (CPAH). CPAH was further elaborated as follows:

Creative Pedagogy: The science and art of creative teaching;⁷ “...an innovative art of teaching categorized as theater based that greatly involves the student in his learning to develop him into a self-reliant, responsible, critically minded and creative character or actor in the theater of learning.”⁸

⁷ Aleinikov “Creative Pedagogy.”

⁸ Sumil, et., al, *Innovative Teaching-Learning at Postgraduate Level: An Advocacy, A Creative Pedagogy Package from Actual Experience and Experimentation*.

*Andragogy*⁹: The science and art of helping adults learn; employed student-centered and facilitator-driven techniques; self-directed learning (self-empowered to explore) orchestrated by mutual planning between the educator and the learner based on the latter's needs and interests

*Heutagogy*¹⁰: The study of self-determined learning; the learner acquired *competency* (proven ability for knowledge and skills acquisition) and *capability* (confidence in his/her competency for appropriate and effective action in new, familiar or unfamiliar situations); *blended practice with theory*.

The contents of the Creative Pedagogy Package (facilitator driven with personal involvement of the learners) were in these dimensions: interactive dynamics, journal sharing, panel discussion, interactive seminar and action research with the following techniques as learning outcomes assessments aside from the standard university exams and post engagement evaluation: reflection and reaction papers, case analysis, quiz bowl and academic debate.

Results

The **students' learning outcomes** revealed a computed learning achievement of the students in the OB course utilizing the CP techniques with no failures. The students are now PhDs and some are handling the OB course at master's level while the rest are in their respective disciplines engaging also in the application of CP techniques in their own teachings.

Conclusions and Impact

Employing the CP techniques created a more positive, forward- looking and supportive educational climate; less fear on the learners in taking risks and challenges related to their studies; learners took more responsibility of their own learning rather than someone else's job; the learning of the students was facilitated with a rich conducive environment that offered a wide array of materials that can be touched and handled or provided contact with objects and events; there was freedom of the learners to express themselves freely maximizing their talents and abilities.

Recommendations and Next Steps

The need to intensify, proliferate, propagate more teacher enablers in the African academe in a wider and recognized scale should be underscored. The serious concern on sustainability of the CP techniques was that, not all lecturers in Ugandan universities recognized its impact. Though pedagogy was one of the focuses of discussion in the 4th East Africa Quality Assurance Network Forum, things were better done than said. A universal problem in the academe could be implementation. Who should then initiate? With the support of the Kampala International University(KIU) management, the CP techniques could be sustained. KIU did not only benefit from this innovative and quality engaging approach but perhaps the African continent in totality by establishing a mobile team of CP facilitators duly sanctioned by East African governing academic bodies

⁹Knowles, *The Modern Practice of Adult Education From Pedagogy to Andragogy*.

¹⁰Hase and Kenyon, "From Andragogy to Heutagogy."

Source: Excerpts from the main author's paper on **Creative Intelligence in Teaching-Learning Engagements: A Strategic Envelope of Innovators' DNA**: Presented at the 6th East African Higher Education Quality Assurance Forum, May 16-19, 2016, Imperial Beach Hotel, Entebbe, Uganda

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