‘It’s only a chair’ – stakeholder views of creativity

7th March 2019
James Wadsworth
Year 5 PhD (Prof)
Today

- Background to the research
- Theoretical and conceptual underpinnings
- Methodology and method
- Findings
- The future
How does the perception of creativity as an employability skill vary between HE students, academics and employers?
Indicative literature

General

• Kaufman and Beghetto (2009) – models
# hello my name is... 

Jesus
Indicative literature

General
• Kaufman and Beghetto (2009) – models
• Simonton (2009) – domain regressive

Students

Employers

Academics
Seminal piece...
Seminal piece...
Creativity is a chair

Students
- Advancing a situation
- Meeting an expectation
- Empowering the individual
- Synthesising at all levels

Employers
- Exploring theoretically and tangibly
- Working on a solution flexibly
- Understanding the subject
- Positioning in a context

Academics
- Communicating thoughts and ideas
- Possessing fundamental skills
- Questioning boundaries

No exclusive agreement
Methodology

- Studies tend to be more positivistic
- Generic vs domain
- Little employer engagement
- Currently researched

- Constructivist Grounded Theory
  - in-situ data collection
  - section of domains
  - directly engaging with employers

- Common narrative
- Phenomenenographic approach
Method

- Constructivist Grounded Theory
  - *in-situ* data collection
  - section of domains
  - directly engaging with employers

- Phenomenographic approach

Stage 1: *Survey*

n = 150 (84 st, 41 ac, 25 emp)

Stage 2: *Reflexive photography*

n = 8 (3 st, 3 ac, 2 emp)
Method

- Constructivist Grounded Theory
  - *in-situ* data collection
  - section of domains
  - directly engaging with employers
- Phenomenographic approach

Stage 1: *Survey*

n = 150 (84 st, 41 ac, 25 emp)

Stage 2: *Reflexive photography*

n = 8 (3 st, 3 ac, 2 emp)

Stage 3: *Unstructured interview*

n = 8 (3 st, 3 ac, 2 emp)

Stage 4: *Semi structured interview*

n = 8 (3 st, 3 ac, 2 emp)
Findings

Chart 4.2a - overall participant perception of the value of creativity (n=154)

- Extremely important: 4%
- Very important: 21%
- Moderately important: 44%
- Slightly important: 20%
- Not at all important: 11%
Findings

Chart 4.2c - academics' perception of the value of creativity (n=45)

- 48% Extremely important
- 30% Very important
- 22% Moderately important
- 5% Not at all

Chart 4.2b - students' perception of the value of creativity (n=84)

- 45% Extremely important
- 19% Very important
- 18% Moderately important
- 13% Slightly important
- 5% Not at all

Chart 4.2d - employers' perception of the value of creativity (n=25)

- 36% Extremely important
- 32% Very important
- 20% Moderately important
- 8% Slightly important
- 4% Not at all
Findings

• Processing ideas
• Producing a valued entity
• Understanding the subject
• Facilitating environment
• Collaborating with others
• Enabling characteristics
Findings (process)

- Conceptualising
  - Clarifying
    - Designing
      - Synthesising
        - Evaluating
          - Applying
Findings (environment)
In operation

For the purpose of:

Personal Safety

For further information contact:

The Campus Manager

Follow the arrows & balloons

EDD Colloquium
The future

• Processing ideas
• Producing a valued entity
• Understanding the subject
• Facilitating environment
• Collaborating with others
• Enabling characteristics

‘Plurality’
Thank you for listening