YOU CAN'T USE UP CREATIVITY.
The more you use, the more you have.
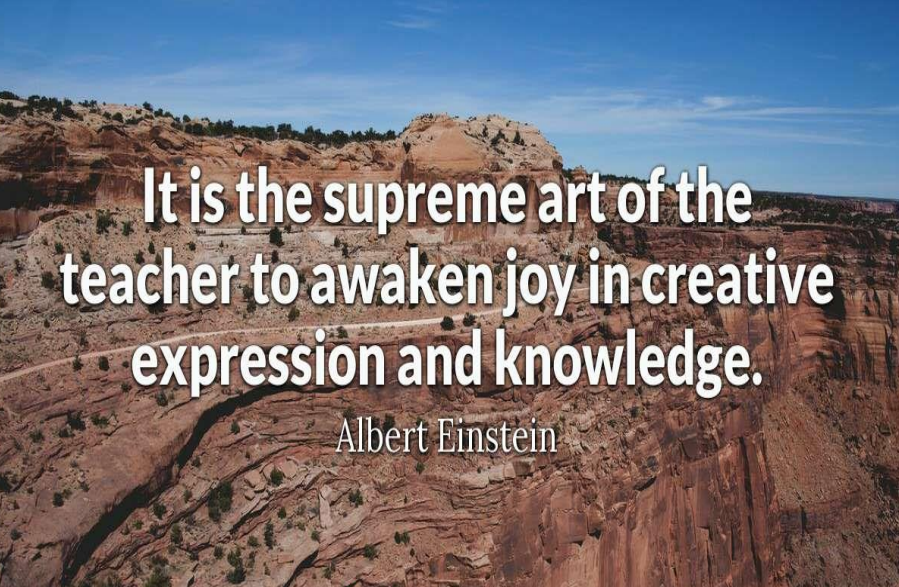
Maya Angelou

Creativity in Assessment
Elena Riva and Sally Tissington
IATL – Institute for Advanced Teaching and Learning
CLL – Centre for Lifelong Learning

It is the supreme art of the teacher to awaken joy in creative expression and knowledge.
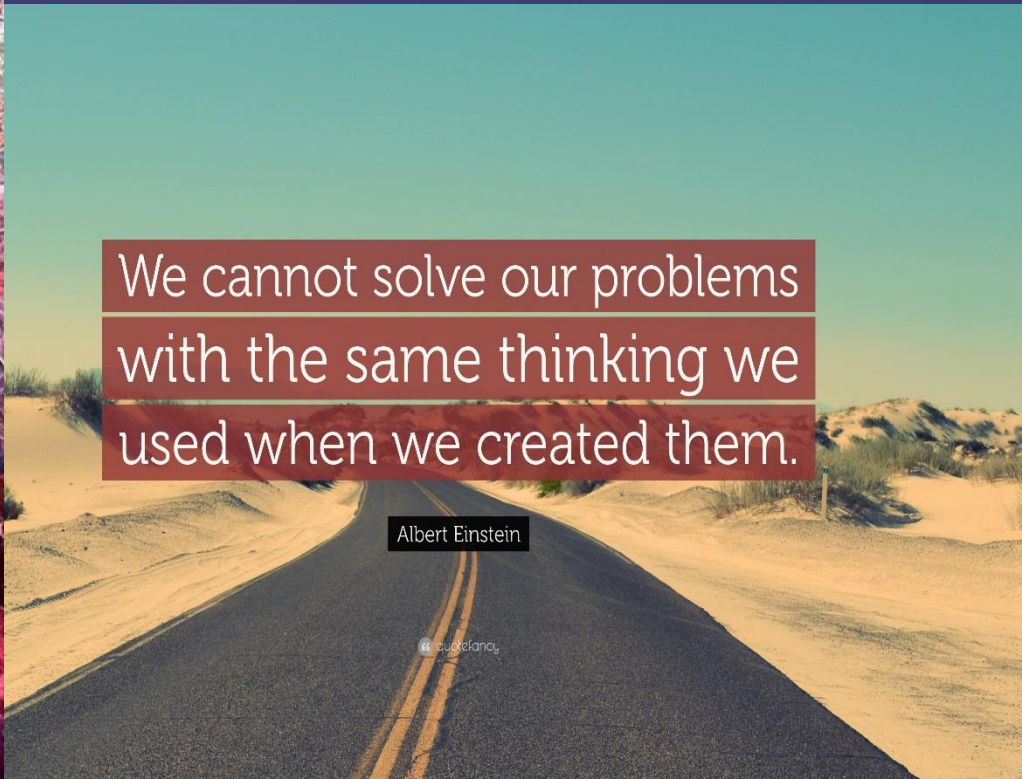
Albert Einstein

Creativity is just connecting things. When you ask creative people how they did something, they feel a little guilty because they didn't really do it, they just saw something. It seemed obvious to them after a while. That's because they were able to connect experiences they've had and synthesize new things.

Steve Jobs

Mistakes are the portals of discovery.

James Joyce

We cannot solve our problems with the same thinking we used when we created them.

Albert Einstein

Inventing　　　Breaking rules　　Mixing up disciplines
Making connections　　Growing　　Experimenting
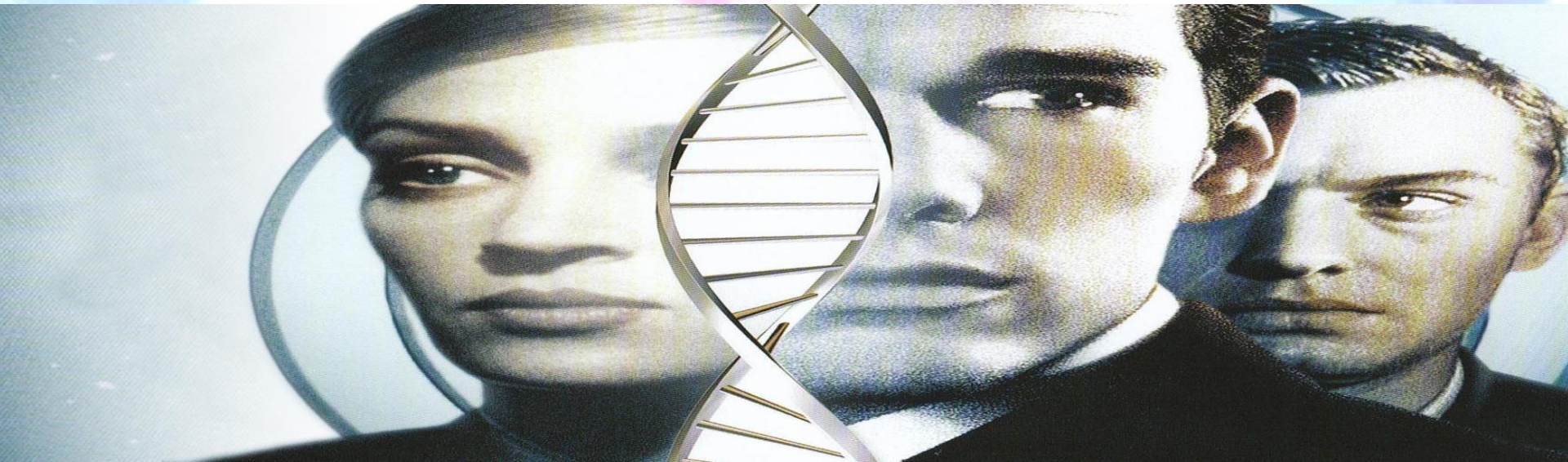Making mistakes　　Having fun　　Taking risks

IATL

'Genetics : Science and Society'

Help students to summarise their multidisciplinary learning into a global approach to genetics-related issues and problems, developing their own research in a holistic way that crosses disciplinary boundaries.

Space for discovery! And for an epiphany!

GATTACA, 1997

How can we assess this?

What is a student devised assessment (SDA)?

The SDA offers students the chance to display their critical engagement with the themes and theories of the module and to take a considered approach as to how they might practically apply what they have learned in a medium of their choosing.

Jurassic park, 1993

It gives them space and the opportunity to test their ideas and to be creative!

What does an SDA look like?

The SDA's form is down to the student. They consider what issues and theories they want to address and then pick whatever form they feel best expresses them. They start by thinking of the key question they would like to investigate or explore in their SDA and then they choose how to develop their research and the medium with which they would like to communicate their findings.

The SDA can take any form they wish (a story, workshop, presentation, blog, comic, painting, video, essay, dance, website, poem, song, learning resource, collage, diary...anything!) and it displays their personal experiences of and thoughts about the module's topics, questions, and stimuli in the best way possible. They have to clearly demonstrate and critically engage with theory and give an explanation of their choice of medium. To help with this, they write an accompanying explanation or give an accompanying presentation to their piece together with a detailed bibliography.

Never let me go, 2010

'The prospect of a Student Devised Assessment (SDA) was at first very daunting, being completely different to any assessment I have done in the past. This is the first time I've been given complete freedom over what topic I wished to pursue but also the format in which I wished this to be assessed on. However, as the process of constructing my SDA progressed I found myself enjoying the assessment more and more, as I became immersed in a topic I found really interesting and I was allowed to present this in a far more creative and interactive way than an essay would allow.'

From the SDA accompanying piece of a Sociology student

'In my home department of Life Sciences, there is very little scope for creativity. We are taught the facts and demonstrate them through experiments, but rarely learn and critically reflect about the effects of science. Although it's easy to think of science as something that occurs exclusively in laboratories, science affects real people every day. For this reason, I decided to write a short story; I wanted to combine the science of genetics with an emotive, personal account of a woman affected by it.'

From the SDA accompanying piece of a School of Life Science student

'I hope that people enjoyed my pieces of assessed work as much as me when I made them.'
From the SDA accompanying piece of a WBS student

'I always felt very immerse, it was a good and very personal experience. I did feel I was actually making a difference by being in that class and I was able to liberate my creativity in the assessment.' **From the SDA accompanying piece of a School of Life Science student**