



CREATE

This is a supporting strategy which forms the vehicle for our community to debate, define, enhance, embed and celebrate Norwich's creative pedagogy. The Creative Learning Strategy draws from the University Strategy and works alongside the Research and Knowledge Exchange Strategy. The strategy is a guide for our academic community, who are closely engaged with all aspects of it. It is also a reference point for our whole community, who are integral to the debate and enhancement of learning and teaching at Norwich.

LEARN

STRATEGY

VISION

By 2027, we will be taking a pivotal role in the national debate on the importance of creative education and the benefits of promoting creativity throughout society. We will have refined, debated and embedded our Creative Pedagogy, which is distinguished by our focus on:

POSITIVE CHANGE

We use creativity to shape our world; recognising diverse views and working towards an ecologically and socially secure future. We are mindful and attentive listeners who collectively benefit from the unique experiences and expertise we share. We use creative endeavour to see the world and our place in it differently and to make manifest new possibilities for an equitable future.

INTERCONNECTEDNESS

Understanding that peripheral and tangential experiences are central to learning and that open engagement with space, place and journeys enriches and informs creative practice. We embrace the concept of mobilities as a method to 'unstick' - physical journeys around campus unlocking and opening new ideas, concepts and mobility of thought. We look outwardly and seek to work with international partners who share and shape our vision.

EXPERIMENTATION

Original and innovative concepts, artefacts and performances are only possible by taking creative risks and embracing the possibility of failure in the process. Play, when taken as the act of trying things out without the pressure of an end-goal, facilitates iterative experimentation in which routines and patterns are tested and repeated, leading to new ways of experiencing, thinking and making. Understanding and testing established and emerging technologies advances practice.

COLLABORATION

Practice transforms through observation and engagement with others, enriching making, performing and thinking. Facilitating interdisciplinarity is a mechanism to advance critical debate and contextual understanding. Regular encounters with the unfamiliar and unexpected are key strategies for learning and preparation for future challenges and opportunities. Working with others fosters a sense of belonging to a community of learners. Working with our students enhances the curriculum and wider learning experience.

WHOLE SELF

Recognising our community as a collective of unique and autonomous individuals and celebrating individual stories and lives. We support the challenges of living, working, studying and staying well, understanding that embracing uncertainty becomes possible by developing resilience and creative confidence. We adopt a mindful approach to teaching, learning and the wider student experience.



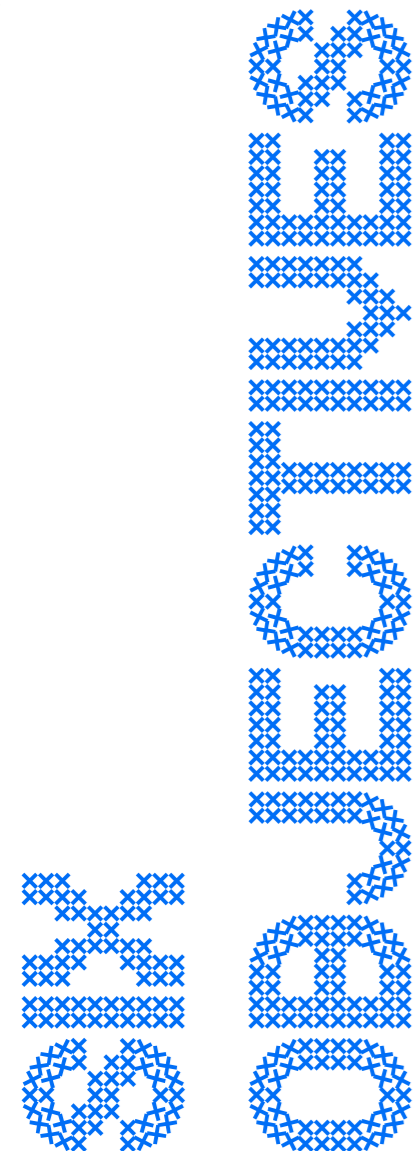
→ Andi Sapey
2024

VALUES

..... We are all learners, we are all teachers; we are all creative. We teach creativity.

..... We teach our students to be confident, radical and reflective practitioners with a deep understanding of the role of creative risk-taking in the development of new work, ideas and futures. Our students learn by making things and observing things being made; they learn through enacting and creating shared experiences; they learn through debate and appreciation of diverse views and experiences; they learn through attention to the histories, theories and specificities of the discipline and the interconnections they make to the peripheral and tangential; they learn through collaboration and a sense of belonging to a community of practice.

..... All of this is open for debate.



→ Rory James
2024

1

Establish criticality in practice, using dialogue, conversation and debate as key pedagogic strategies

Embed disciplinary knowledge in the curriculum and use this as a prerequisite for interdisciplinary practice and learning

Establish the theories and histories that are key to creative practice and ensure this contextual knowledge is visible in the curriculum

Build reflective evaluation and critical thinking into each unit of study

Ensure all teaching is enquiry-led and research-informed

Adopt an 'assessment for learning' approach to ensure students are engaged in the purposes of assessment and that feedback is forward-focused and action-oriented

2

Use our campus, Norwich and its environs as the fundamental material through which our model of creative education is delivered

Generate an active studio culture that recognises its centrality to learning

Promote the importance of materiality and embodied knowledge in creative learning

Create a culture of journeys and mobilities in which our community feels confident and enriched by exploring and making the most of the campus

Design projects that address local issues which reflect global challenges and make use of our proximity to Norwich's history and creative community

Facilitate events, exhibitions and live projects that create intensity and excitement on campus

Empower students to embrace the technical expertise and equipment available within our workshops

3

Equip our graduates to become skilled navigators, ready to engage with the unfamiliar and energised to shape our world

Embed ambitious local and international industry projects and experiences within all our courses and facilitate student engagement in knowledge exchange initiatives

Develop teaching strategies that encourage looking with new eyes; exploring the visual and spatial in unexpected and different ways.

Use the experience and expertise of academic and technical staff to give students confidence in their education, skills and critical creativity

Use project centred learning to integrate contextual knowledge with creative, technical and critical thinking skills and develop independent learners

Encourage play and active experimentation as key creative strategies

Embrace the fast moving and transformative nature of emerging and established technologies within the curriculum and wider learning experience

4

Facilitate collaboration, interdisciplinary events and global challenge projects

Provide co-curricular and interdisciplinary experiences that recognise the peripheral as integral to the creative learning experience

Facilitate the imagining and producing of new and better ways of living now and in the future

Connect with international partners and join in collaborative creative projects

Expand our awareness of global issues through challenge projects and events

Embed environmental and socially sustainable practices into the curriculum for all courses and integrate the UN sustainability goals within the learning experience



→ Denisa Ilie
2024

5

Nurture a creative community of practice with wellness, equity and belonging at its centre

Develop student confidence in creative risk-taking and the resilience to accept the possibility of failure as a means to innovation

Design briefs and assessments that include multiple modes of submission and are accessible to all

Provide regular opportunities for staff to share and develop best practice

Integrate wellbeing in the curriculum at all levels of study

Develop close working relationships with the Student Support team to ensure we provide an integrated approach to support

Promote equity and celebrate diversity in every aspect of the student experience

6

Embed an evaluative and research-led approach to enhancement, curriculum development and delivery

Involve students in co-creating their learning experience through formal and informal mechanisms

Support student-facing staff to attain teaching qualifications and Advance HE accreditation and maintain currency through regular CPD activities.

Ensure that all academic staff maintain active profiles as practitioners and researchers

Use staff research to develop curricula and define the disciplines

Develop systems that enable students to monitor and evaluate their engagement

Develop processes to measure the efficacy of interventions and enhancements we make

FOUR
PROJECTS
INITIATIVES



↑
Tiggy Pretty
2023

ONE
/
BELONG

Co-create the campus experience to instil a culture of mobilities by working with student groups and staff to identify barriers and drivers in gaining familiarity and desire to make campus journeys.

Amplify creative confidence and resilience in students by further developing and embedding the Need to Know programme, providing academic staff CPD and redeveloping the PALs scheme into a student mentoring scheme

Evaluate the effectiveness of enhancements and continue to reflect and build on them

Use the Award and Credit Scheme review to build an accessible and equitable curriculum and assessment framework (cf. Enhance)

→ Denisa Ilie
2022



TWO / ENHANCE

Review the Award and Credit scheme to:
Identify and establish where and how critical debate takes place within the curriculum;

- Amplify the importance of materiality and embodied knowledge in creative learning
- Build collaborative and interdisciplinary opportunities
- Ensure flexibility and accommodate the Lifelong Learning and the Lifelong Loan Entitlement
- Build an accessible and equitable curriculum and assessment framework (cf. Belong)
- Enhance integration of employability and environmentally sustainable practices in the curriculum (cf. Prepare)

Design the learning experience to support and encourage creative risk-taking incrementally through project centred learning and co-curricular activities identified across the academic year

Further develop robust annual monitoring and action plans at Course Level by refining and adapting the BaSELiNE project

Develop formal and informal opportunities for students to inform and co-create enhancements

THREE / TEACH

Deliver professional development and sharing good practice opportunities for academic staff which support:

- The design and delivery of pedagogically-informed and enquiry-led teaching
- Empowering staff to facilitate critical debate and allow diverse views to be heard
- Embedding an understanding of students as unique individuals with life experiences and skills we can learn from and celebrate (cf. Belong)
- Sharing research and co-creating knowledge exchange with students

Develop, implement and evaluate action research projects to drive enhancements

Co-create working definitions for the key terms and concepts of our creative pedagogy (learning through; play, teaching creativity; etc) through debate and dialogue with staff and students

Review internal support and funding for teaching-related activities, attending and delivering conferences, etc

Programme regular events and exhibitions in interstitial spaces across the whole campus, curated by course teams and EAST Gallery.

Organise internal symposia that lead to an external conference on Creativity and Creative Education in 2025 and publication in 2026

FOUR / PREPARE

Design and deliver learning encounters with historically, socially, politically and environmentally relevant aspects of Norwich and its environment by developing and using civic partnerships and connections

Engage industry and third sector organisations in the design and delivery of global challenge projects by developing networks and partnerships at Programme and Course level

Integrate study and life skills within the curriculum to facilitate resilience and creative confidence (cf. Belonging; Teach)

Review and enhance integration of employability and environmentally sustainable practices in the curriculum, using the Award and Credit Scheme review as a vehicle for embedding improvements (cf. Enhance)

Explore how students gain exposure to emerging and established technologies within the curriculum and how AI can be introduced across disciplines