The creative learner: Developing and assessing creativity with e-portfolios

Belinda Allen, Learning and Teaching Unit/School of Education, UNSW

Assessing creativity

Assessment of creativity in creative disciplines has tended to focus on assessment of product, whereas aspects of creativity such as process, person and place are all deemed to be critical to creative development (De la Harpe et al., 2009).

The Studio Teaching Project (ALTC) has identified a range of dimensions for the assessment of creativity, and has developed a holistic assessment model to support this. The foci of this model are:

- Outcome dimensions: Product, process and person
- Knowledge and skills: underpinning and core
- Reflective and professional practice: acting like a [creative practitioner]

Model for holistic assessment in studio-based disciplines (adapted from (De la Harpe et al., 2009), p.47)

E-portfolios for creativity

Mapping the holistic assessment model (de la Harpe et al., 2009) shows the different dimensions of creative practice for which users can provide evidence - including personal, process and product - and the proposed dimensions for assessment of creative practice: outcomes, reflective practice and knowledge/skills.

Any discipline area in which application of skills and knowledge, through a design process, to the development of a product could utilise this multi-dimensional model.

- e-portfolio provides an ideal platform to accommodate the multi-dimensionality of this approach
- e-portfolio scaffolds the compilation of evidence produced in a range of technologies
- e-portfolio is integrated into online networking and communication tools to allow a wide range of connectivity and presentation options
- e-portfolio supports peer and self-assessment practice.
- e-portfolio encourage student ownership and direction of learning as they select and reflect on their evidence for presentation.

Creativity as graduate attribute

Higher education has been paying attention to the development of 'creative' graduate attributes across disciplines, such as innovative problem-solving, creative leadership and interdisciplinary practice.

Robinson (2000), Florida (2002) and Pink (2005) maintain that apart from any individual humanist benefit, new millennium economic imperatives demand the development of a greater capacity for creativity. The Business Council of Australia (2006) identified the importance of creativity among other related capabilities, and cited employer concerns that graduate skills are lacking in these areas.

Amabile (1998) has suggested that industry would benefit by providing opportunities for employees to exercise their creativity, and suggests that the qualities required for creativity in business are expertise, creative thinking skills and motivation.


Creative practice


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knowledge and skills

personal skills

evidence of personal reflection and development

evidence of personal outcomes

process

evidence of process outcomes

product

evidence of product outcomes

reflective practice

personal contribution to product

evidence of product reflection and evaluation

product
reflective and professional practice

product evaluation cycle

evidence of product knowledge and skills

knowledge and skills

evidence of production knowledge and skills

evidence of process knowledge and skills

dimensions of assessment

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