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SOURCE: Empowering Students To Identify, Nurture And Sustain Motivation Within And Beyond Art And Design Education

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ABSTRACT

The term 'horizontalisation of learning', first used by Etienne Wenger, describes a new paradigm for the doctor-patient relationship, where a consultation is seen as a 'dialogue between two experts'. How might similar re-conceptualisation be brought into tutor-student hierarchy within Higher Art and Design Education?

We will explore how students learning to become 'experts' in their own creative needs, obstacles and desires allowed the student to engage in a more equitable relationship with studio tutors.

This paper looks at ways in which we have tried to broadening our curriculum to encourage the development of meta-cognitive abilities.

Students identified their experiences of intrinsic motivation in childhood and explored how that might refresh their current work; they explored orally and visually the area of introjected extrinsic motivations, or "the inner critic", in order to reconsider their internal dialogue with it and they played with the idea of "the Muse" as part of their creative relationship with themselves.

Workshop 1/

Introduction to Extrinsic and Intrinsic motivations

Introduction to research into intrinsic and extrinsic motivation, focusing on the negative effect of contingent rewards and Ryan and Deci's research into conditions that were identified to elicit and sustain intrinsic motivation- autonomy, competence and relatedness.

Activity:

Students were invited to recall early experiences of delight in creative play from different stages in childhood; collecting, making, organising etc. They then had the opportunity to find an activity that provides the same essential pleasure, document their experience and reflect in their journal. The reflective journal became an essential part of all five workshops.

Aims:

To foster a connection to intrinsic motivations (on intellectual, emotional and experiential levels).

Learning Outcomes:

(In reflective journal) To explore the sources and drivers of individual intrinsic motivation.

**Workshop 2/
Recognising and Challenging Overt and Covert Rules and Limitations**

We asked the students: What do you think you're not allowed to do but really want to? What do you think you can't do? Discussion of Carol Dweck's self theories and Mihaly Csikszentmihalyi's research into flow.

Discussion: What is 'good' and 'bad' drawing?

Activity:

To identify self-constructed rules and restrictions and spend the afternoon breaking one.

Aim:

To support autonomy and legitimise non-adherence to self constructed limitations.

Learning Outcomes:

(In reflective journal)

To identify unnecessary and unwanted limitations and consider whether there is value in non-adherence to self-imposed rules.

**Workshop 3/
Visualising the Inner Critic; Replacing harsh judgement with responsive discernment**

Stone and Stone, Deci's diagram; introjected regulation; Kolb's learning cycle in relation to negative self criticism.

Activity:

Find an image or sentiments that help you to explain your inner critic...optional discussion

Discussion of focusing, mindfulness and compassion as possible ways of detaching.

Aims:

To consider the idea of 'the inner critic' with detachment and discernment.

Learning Outcomes:

To express visually and orally a representation of your critic.

To reflect on how you wish to respond to its opinions (in reflective journal).

**Workshop 4/
Identifying and Understanding your Strengths**

Introduction to positive psychology movement and Strengths-based learning.

Activity:

Strength finder 2.0 - an online questionnaire.

Aims:

To reframe perceived weaknesses. E.g. One individual felt her lack of interest in planning was a weakness, indicating irresponsibility, but realised that flexibility was one of her strengths.

Learning Outcomes:

To identify strengths and ways of exploiting them in self initiated projects (in reflective journal).

Workshop 5/

Eros as a Metaphor for Creativity

With the romantic tradition of the artist/poet's relationship with the Muse in mind, the myths and realities examined in popular culture, about finding and sustaining passion and honesty in relationships, were used to explore the parallels in the students' relationships with their creativity. Elizabeth Gilbert

<http://www.youtube.com/watch?v=86x-u-tz0MA>

Activity:

Using familiar ideas about romantic relationships the metaphor was extended in discussion: 'How to woo your creativity?' Having identified 'any relationship' problems, going on a 'date' that will refresh, stimulate or heal the relationship.

Aims:

To identify what is valuable in sustaining your intrinsic motivation and what will undermine or diminish it.

Learning outcomes:

To reflect on conditions that will support and enhance your learning and creativity

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