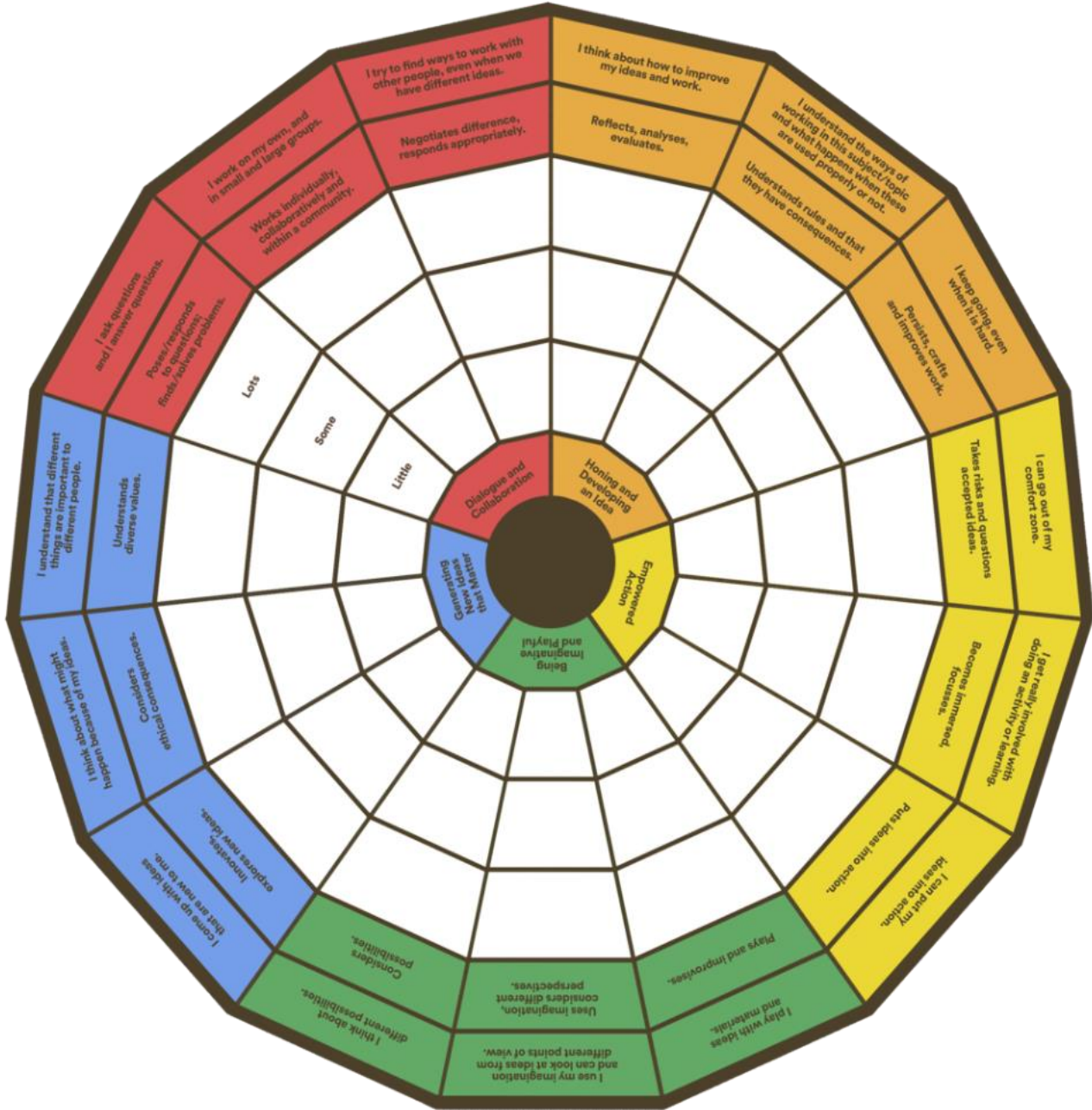




PENRYN CREATIVITY COLLABORATIVE CREATIVE SKILLS DATA COLLECTION WHEEL





Using the PCC Creative Skills Data Collection Wheel

Designed to support data collection as part of the [Penryn Creativity Collaborative](#) project, this 'wheel' is based on the Penryn Creativity Collaborative Creative Skills Framework. It includes each part of the framework in 'teacher language' (the inner circle) and in 'student language' (the outer circle) so it can be used by teachers, students, or by both together. It also has space to note whether each part of the framework is evidenced 'a little', 'some', or 'lots'.

To use this in your research, you can select whether to use the whole wheel (suitable for research questions that look at creative skills in a more holistic / general way), or whether to select some individual sections of it to use (suitable for research questions that address a specific area of creative skills).

The wheel is NOT a validated quantitative tool – you will find little value in simply ticking the boxes for students as a way of 'assessing' their creativity or in trying to add up ticks in boxes for groups of students. It IS a valuable way of focusing observations and prompting reflective discussion or self-assessment.

As an observation tool

- Watch an individual child / young person for a set period of time (e.g. 20 mins) and mark on the wheel whether you see them demonstrating any one of the creative skills features a little, some, or lots. Make notes next to the wheel or on a separate piece of paper to explain what it was you saw that supported this assessment. NB it is your notes that will be the most valuable data – the completed wheel will just give you a general gist of whether you saw the student demonstrating creativity a lot or not so much.
- Repeat the observation and reflective note-making regularly (e.g. once a week) or less often (beginning, middle and end of your study), or utilize it once in your focus lesson for small scale studies.
- If you are using photos or video, use the wheel to help you identify exactly what it is that you want to capture in your photos / video.

As a self-reflection tool

- Ask students to regularly fill in a 'wheel' for themselves as a reflection on their participation in a specific lesson or task and / or to self track their progress.
- Use the wheel (or a section of it) as a basis for a reflective conversation with students at the end of a task / as part of a focus group.
- Use it as the basis for your own reflection in a research journal.

Use the wheel to help you design your interview questions or survey

- Use the wheel to help you break down the concepts in your research question into separate areas, and to design interview or survey questions related to these. You can use the language on the wheel directly in your interview or survey questions.

Example: It might be difficult for a student to reflect on whether a particular lesson helped them to 'take empowered action', so you could look at that section of the wheel to design related questions:



- Example focus group question: Did you notice any occasions in the project when your group went out of their usual comfort zone?
- Example interview question: Where there any times in the lesson where you got really involved with doing an activity or learning – can you describe that?
- Example multiple choice survey question: During the lesson were you able to put your ideas into action a little bit, some, or lots?
- You can also have the wheels themselves at an interview or focus group and use them to prompt reflective conversations.

Anything else!

- Feel free to get creative!