



ANALYSIS ACTIVITY 1 – CRITICAL REFLECTION

NB this table is based on Brookfield’s (2017) four lenses for critical reflection.

Research Question	What role can possibility thinking play in connecting arts education, community engagement, and cultural participation for lifelong learning?
Case Study 7 Beaford Arts	Setting – Adult Workshop – Rural Touring – 11 participants - Parracombe

Autobiographical lens

Data from e.g. teaching journals, self-reflections, peer observations, evaluations

This workshop repeated many of the processes used in an earlier adult workshop. However, following reflection on previous findings, I intentionally made moments of creative choice more explicit.

Throughout the session I drew attention to decision-making opportunities around colour, paper selection, structure, scale and presentation.

I was interested in whether participants would recognise these moments as examples of possibility thinking when they were explicitly named.

Consider in relation to the RQ: what are my assumptions, values, beliefs, previous experiences, feelings?

The previous workshop suggested adults often engage in creative decision-making without recognising it as creativity.

This session challenged me to consider whether possibility thinking needs to be actively framed for adult learners.

I became increasingly aware that creative agency may not always be visible to participants unless it is deliberately surfaced through dialogue and reflection.

Summary: autobiographical

Explicitly naming creative decision-making appeared to help participants recognise their own creativity.

Students’ lens

Data from e.g. student evaluations, student creative outputs, student journals, focus groups, interviews



Eleven participants completed pre- and post-workshop questionnaires exploring possibility thinking, creative confidence, problem-solving and engagement.

Across all four sections, participants generally reported high levels of confidence and engagement prior to the workshop. Despite these initially high scores, post-workshop responses showed small but consistent increases across most participants and question areas.

Open responses suggested participants particularly valued learning new skills, experimenting with materials and colours, and creating a finished outcome. Several participants identified increased confidence and willingness to continue creative activity independently.

Examples included:

“I should try more activities.”

“Yes, I think I’ve finally found a new hobby.”

“Yes, more confident.”

Participants also highlighted experimentation and creative choice, referencing:

- trying different flower cuts
- exploring display methods
- choosing colours
- creating something new

Unsolicited comments in the ‘Anything else?’ questionnaire final option:

“Loved it! Great tutor + easy to follow + loved coming away with something beautiful.”

And perhaps:

“Loved it, really clearly explained and I liked the demo on different sides of the table. Would love to do it again.”

Consider in relation to RQ: How did students react/ what did they say? Why?



The questionnaire findings suggest that possibility thinking may support creative confidence even amongst participants who already view themselves positively as learners.

Particularly significant was the evidence that participants recognised opportunities for experimentation and independent decision-making. This aligns with observations made during the workshop, where participants increasingly adapted techniques rather than simply replicating demonstrated examples.

The responses also suggest transfer beyond the workshop itself, with participants expressing intentions to continue making independently and apply skills in future creative activities.

Summary: students' lens

The questionnaire data indicates that structured opportunities for creative choice, experimentation and reflection can support confidence, engagement and creative autonomy within adult learning contexts.

Colleagues' experiences

Data from e.g. mentoring, feedback, informal conversations, dialogue partner discussions

Participants frequently discussed ideas with one another and shared solutions across tables.

Several participants compared this workshop positively with previous instruction-led workshops I had delivered with them.

The workshop generated discussion about continuing creative practice independently beyond the session.

Consider in relation to RQ: How did they react/ what did they say? Why?

These interactions suggest possibility thinking may support peer learning and collaborative enquiry in adult contexts.

Participants appeared to value learning approaches that prioritised choice and adaptation over replication.

Summary: colleagues experiences

Adult learners appeared to respond positively to creative autonomy and collaborative problem-solving.

**Theoretical perspective*****Data from Reading Template (Understanding Context module) or other reading***

Craft (2001) identifies “what if?” questioning as central to possibility thinking.

Throughout the workshop participants repeatedly encountered “what if?” moments through choices about materials, colours, structures and presentation that I had deliberately structured into the 3hr session.

These choices required consideration of alternatives and encouraged iterative thinking.

Consider in relation to RQ: What is the context? What else do I need to learn?

The workshop supports the idea that possibility thinking can be embedded within practical making activities through structured opportunities for choice.

It also suggests that adults may require more explicit support in recognising these moments than younger learners.

Summary: theory

The findings support possibility thinking as a transferable creative pedagogy within adult lifelong learning contexts.

Overall Summary

This workshop enabled me to test whether explicitly identifying moments of possibility thinking influenced participants’ awareness of their own creativity. Initial findings suggest that making creative processes visible may strengthen confidence, autonomy and participation. I will compare this to data from the previous workshop.

Based on Brookfield, S.D. (2017). *Becoming a critically reflective teacher*, 2nd edition. Jossey-Bass



APPENDIX: QUESTIONNAIRE Data:



APPENDIX: QUESTIONNAIRE - Before

What does “What if?” mean?

A “what if?” idea is when you start thinking of your own changes or new ideas:

What if I fold it a different way?

What if I make it really small?

What if I turn it into a different animal?

It means you are not just following instructions - you are thinking creatively.

How should I answer? – Please give each statement below a number:

Likert Scale (1–5)

1 = Strongly Disagree 😞 Never

2 = Disagree 😞 No

3 = Neutral 😐 Maybe

4 = Agree 😊 Yes

5 = Strongly Agree 😄 Lots

Example:

- 2 I ask “what if?” questions when I am working

Section A: Possibility Thinking

- I ask “what if?” questions when I am working
- I can think of more than one way to solve a problem
- I am happy to try ideas even if I don’t know what will happen
- I enjoy trying out different ideas
- I am willing to try something new, even if it might not work

Section B: Creative Confidence

- I feel confident sharing my ideas
- I think of myself as a creative person
- I feel comfortable trying new ways of doing things



- I am okay with making mistakes

Section C: Problem Solving

- I can find different ways to solve a problem
- I can change my idea if something doesn't work
- I feel confident trying new challenges
- I can build on other people's ideas

Section D: Engagement

- I feel interested in creative activities
- I enjoy taking part
- I feel motivated to join in
- I feel comfortable sharing my ideas

APPENDIX: QUESTIONNAIRE - After



Section A: Possibility Thinking

- I ask “what if?” questions when I am working
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Section D: Engagement

- I feel interested in creative activities
- I enjoy taking part
- I feel motivated to join in
- I feel comfortable sharing my ideas

Section E: Origami Art



- This activity helped me think in new ways
- I tried something I wouldn't normally try
- I explored more than one idea
- I would like to do this again

Open Questions

- What did you enjoy most?
- Did you have a “what if?” idea? What was it?
- What did you find challenging?
- Has this changed how you think about being creative?

Anything else?