

# IL005-15 Applied Imagination: Theory and Practice

**23/24**

**Department**

Institute for Advanced Teaching and Learning

**Level**

Undergraduate Level 2

**Module leader**

Naomi de la Tour

**Credit value**

15

**Module duration**

10 weeks

**Assessment**

100% coursework

**Study locations**

University of Warwick main campus, Coventry Primary

Distance or Online Delivery

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## Description

### Introductory description

“The imagination is an essential tool of the mind, a fundamental way of thinking, an indispensable means of becoming and remaining human.” – Ursula K. Le Guin “The Operating Instructions”

What is 'imagination'? Can we measure it? When and how do you use your imagination? Do different disciplines engage and treat imagination differently? Is imagination important in academic studies, the working world, or wider life? What would it be like to not have an imagination? How could you get others to manifest their imaginative and creative thinking? This interdisciplinary module is grounded in critical pedagogy and designed to enable you to make connections between the 'imaginative' thinking and practice deployed within your own and other disciplines and to autonomously explore and develop your own theory of applied imagination by exploring the relationship between

theory, practice and playful exploration. Our sessions will be interactive and co-created as we seek to better understand the role of imagination in our own lives, in knowledge and its creation, in wider society and in making change.

[Module web page](#)

## Module aims

The intention of the module is to support students to:

- Appreciate the value of understanding different disciplinary approaches, imaginative and creative practices, research methods, and perspectives in response to certain questions.
- Understand how to apply the communicative and collaborative skills used in the module to their work and imaginative practices.
- Develop an understanding of imaginative practices in different contexts and consider ways of communicating those practices and approaches, their value and impact to other people in other areas of work.
- Engage in inter- and transdisciplinary processes and learning

## Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Indicative weekly topics

1. Introduction to applied imagination.
2. Insight management in business and organisation
3. Imagination in Chemistry: self efficacy
4. Imagination and belonging: critical questions of us, them, home, and empathy
5. Imaginative stimulus: how can we stimulate the imagination and share feedback in ways that helps imagination grow?
6. CONTEMPLATION WEEK
7. The medium is the message: how *form* tells its own story
8. Language, story and metaphor
9. The dark imagination: weapons, war, propaganda, suffering.
10. (Re)Imagining the future: where do we go from here?

## Learning outcomes

By the end of the module, students should be able to:

- Explore understandings, and practices of the imagination, its manifestations and expressions through reflection, practice and critical engagement
- Engage with interdisciplinary ideas and practices in relation to the imagination.
- Explore an area of imagination which interests you through practice, theory and critical

reflection

- Imaginatively develop and respond to questions, ideas and problems.
- Explore how your learning sits in the wider field of the study and application of imagination

## Indicative reading list

Before week one, you are invited to do the following.

1. before you begin reading the introductory reading list (below), write down and/or mindmap what 'imagination' means to you right now. What does the word evoke? What associations do you have with it? Do you consider yourself to be 'imaginative'? What has the word meant to you in the past? Has your understanding changed as you've aged?
2. Explore how 'imagination' is understood within your home discipline. If you're a scientist, you might explore Einstein's famous quote that 'imagination is more important than knowledge'. If you're a sociologist, perhaps investigate the sociological imagination. PAIS students might see what you can discover about the concepts of the public or political imagination. Global Sustainable Development students might look at how the imagination is discussed in relation to climate change and sustainability. These are suggestions; allow your own discipline and interests to guide you. The imagination is used in all disciplines and whatever the emphasis of your degree, you will find examples of its use. Bear in mind that the word 'imagination' might not be used, and think about what synonyms might be preferred in your discipline. Create a short list of the places you have drawn on. This 'reading list' will be useful for you later on in the module and as we move towards thinking about your final project.

### *Introductory Reading List: the pedagogical underpinnings of this module*

The readings suggested here introduce key concepts for the module that underpin the approach to our learning together. Reading and reflecting upon them before we start learning together will help you to understand why this module has been designed in the way it has, and allow us to establish a shared learning and understanding to draw from as we seek to establish and cultivate our learning community together.

As you read, please ask yourself the following: what ideas or principles do these texts share? How are they relevant to creating a learning community that is exploring imagination? What are *your* responses to the readings? Do they excite you? Trouble you? Intrigue you? All or none of the above? Something else entirely?

#### 1. Critical pedagogy

On Critical Pedagogy, by Henry Gireux

Please read the introduction, which is available free on Amazon via the 'Look inside' function or by requesting a kindle sample.

[https://www.amazon.co.uk/dp/B082XGH4QS/ref=rdr\\_kindle\\_ext\\_tmb](https://www.amazon.co.uk/dp/B082XGH4QS/ref=rdr_kindle_ext_tmb)

An Urgency of Teachers: ADVENTURES IN UNVEILING: CRITICAL PEDAGOGY AND IMAGINATION by Sean Michael Morris.

Available here: <https://criticaldigitalpedagogy.pressbooks.com/chapter/critical-instructional-design/>

#### 1. Contemplative pedagogy

Contemplative Practices in Higher Education by Daniel P. Barbezat and Mirabai Bush.  
Please read the foreword by Parker J Palmer (pages vii -- vx) and the first chapter (pages 1-20)

2. Pedagogy of Imagination

Releasing the Imagination by Maxine Green  
Please read the introduction (pages 1-6)

3. Imagination and learning

Engaging Imagination: Helping Students Become Creative and Reflective Thinkers by Alison James and Stephen Brookfield.  
Excerpt available here: <https://www.wiley.com/WileyCDA/WileyTitle/productCd-1118409477,miniSiteCd-JBHIGHERED.html>

4. Action Research

What is Action Research? by Koshy et al. Available here:  
[https://www.sagepub.com/sites/default/files/upm-binaries/36584\\_01\\_Koshy\\_et\\_al\\_Ch\\_01.pdf](https://www.sagepub.com/sites/default/files/upm-binaries/36584_01_Koshy_et_al_Ch_01.pdf)

Weekly set readings will be shared via Moodle, Talis Aspire and OneNote and will develop as the module progresses in response to the interests of the group and contributors.

## Research element

Research is defined by BERA as the development of new knowledge. In this module you will have the opportunity to develop new knowledge in the classroom, through digital technology, through your Student Devised Assessment and your Reflective Learning Journal. Knowledge will be developed independently as well as co-created.

## Interdisciplinary

The module is an interdisciplinary module designed to enable students to make connections between their own discipline/s and the 'imaginative' thinking and practice deployed within other disciplines. The module will help students develop an understanding of the current uses of 'imaginative' thinking and practices across a range of disciplines and the relationship of imagination to the abstract and complex concerns of those disciplines (= multidisciplinary); to synthesize these into an imaginative approach to managing their own imaginative learning and research (= interdisciplinary) in ways which may lie beyond the scope of a single discipline (= transdisciplinary).

## Subject specific skills

By the end of the module, students should be able to:

- Appreciate the value of understanding different disciplinary approaches, imaginative and creative practices, research methods, and perspectives in response to certain questions.
- Understand how to apply the communicative and collaborative skills used in the module to their work and imaginative practices.

- Develop an understanding of imaginative practices in different contexts and consider ways of communicating those practices and approaches, their value and impact to other people in other areas of work.

## Transferable skills

- Independent learning
  - Oral and written communication
  - Interdisciplinary learning
  - Collaborative team working skills
  - Research skills
  - Time management
  - Critical thinking
  - Project design and management
  - Pedagogic and epistemic understandings
  - Critical reflective learning
  - Journaling for reflexivity
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## Study

### Study time

Type	Required	Optional
Online learning (independent)	9 sessions of 1 hour (6%)	9 sessions of 1 hour
Other activity	26 hours (17%)	
Private study	15 hours (10%)	
Assessment	100 hours (67%)	
Total	150 hours	

### Private study description

Private study hours (including independent online learning) include background reading, completing reading/other tasks in preparation for timetabled teaching sessions and follow-up reading work. Mid module, you will be required to produce a formative assessment, an 'Imaginative Stimulus', which will form the basis for the later assessments and give an opportunity to play with ways of applying the learning of the module to practical outcomes. In contemplation week (W6) you will be asked to engage in contemplative practices, as well as to continue your critical reflection. Throughout the module you will be asked to contribute to the shared OneNote and Teams space, which will form a shared and co-created resource and offer means of developing our learning community.

### Other activity description

## Interactive Sessions

These weekly interactive sessions will likely include a combination of workshop, lecture and discussion.

## Optional Hour

This optional hour will run following the 2 hours and will be an opportunity to respond to wider issues and questions emerging from the module. It will be student led with the support of the module convenor(s).

Week 6 will be Contemplation Week and there will be no in-person workshop.

In the following term, a roundtable sharing and feedback session will be held approx. a week before their deadline.

## Costs

No further costs have been identified for this module.

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## Assessment

You do not need to pass all assessment components to pass the module.

### Assessment group A6

	<b>Weighting</b>	<b>Study time</b>
Student Devised Assessment	100%	100 hours

An imaginative form of assessment devised by the student with the support of the tutor might include a short story, poetry, a play, a short film, a graphic (animated) short story, original music composition, workshop. This project allows you to critically engage with applying theories and practices of imagination in the creation of your piece. Ensure you are communicating how and why you have arrived at the definition of imagination you are engaging with, and the reasons you have chosen the form you have, bearing in mind Marshall McLuhan's assertion that 'the medium is the message'. To include a critical, contemplative element of the process of learning throughout the module (and how that is tied into the creation of the SDA) and/or through the creation of the SDA

### Feedback on assessment

Detailed written and/or oral feedback will be provided by the tutor(s) to you for each element of the assessed work, with an emphasis on development and learning. Formative oral feedback will also be given at relevant points within seminars throughout the module and as you devise your own forms of assessment. You will also be encouraged to share your developing work with other students, and to offer supportive and critically engaged feedback on their work, including through the roundtable at the beginning of the following term.

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## Availability

### Courses

This module is Optional for:

- Year 4 of UFIA-QW25 Undergraduate Film and Literature

This module is Option list G for:

- USX2-Y202 Undergraduate Social Studies [2 + 2]
  - Year 3 of Y202 Social Studies [2 + 2]
  - Year 3 of Y202 Social Studies [2 + 2]
  - Year 3 of Y202 Social Studies [2 + 2]

This module is Unusual option for:

- Year 2 of UFRA-R101 Undergraduate French Studies