



Understanding and acting on curiosity

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Approach

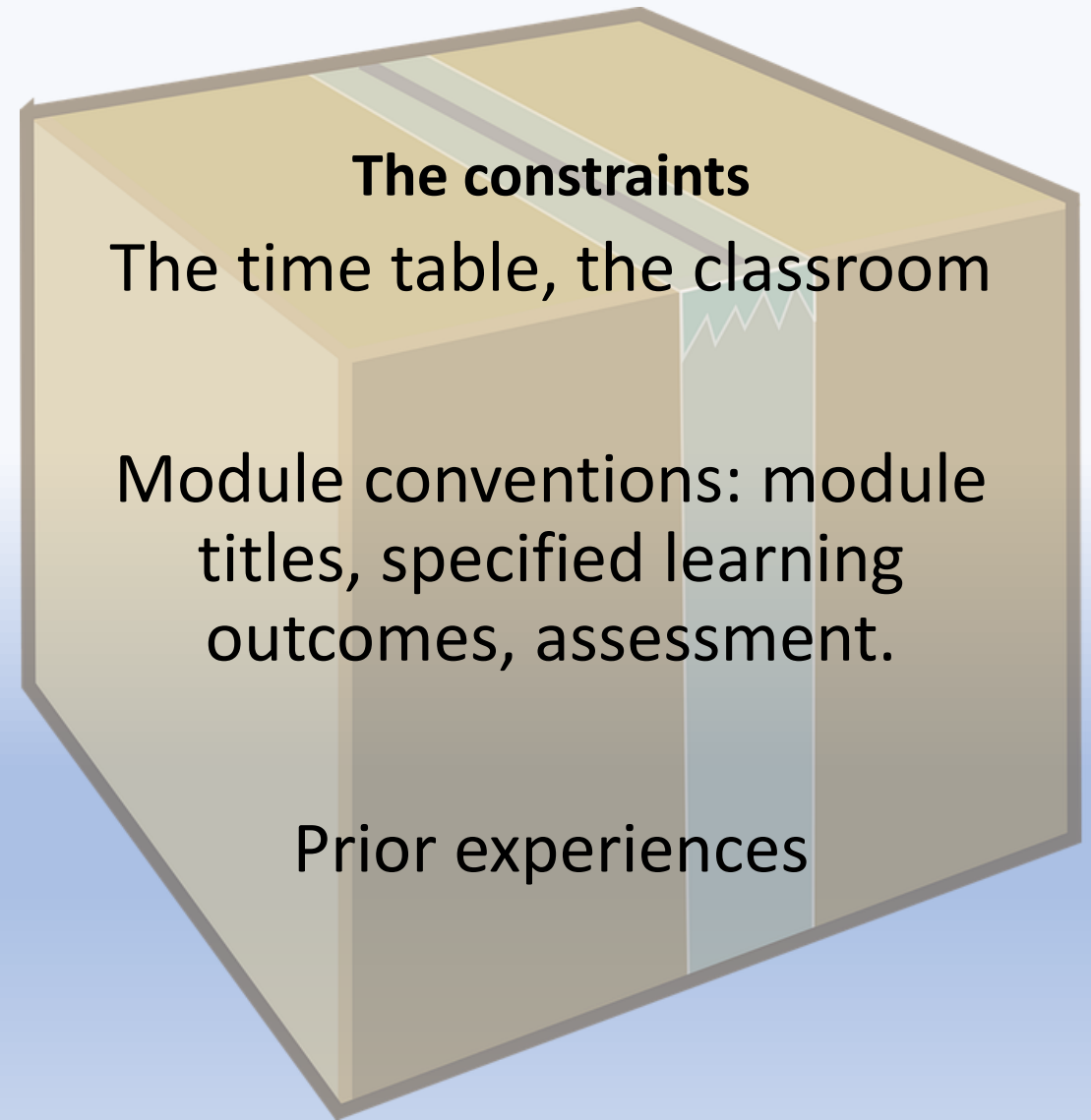
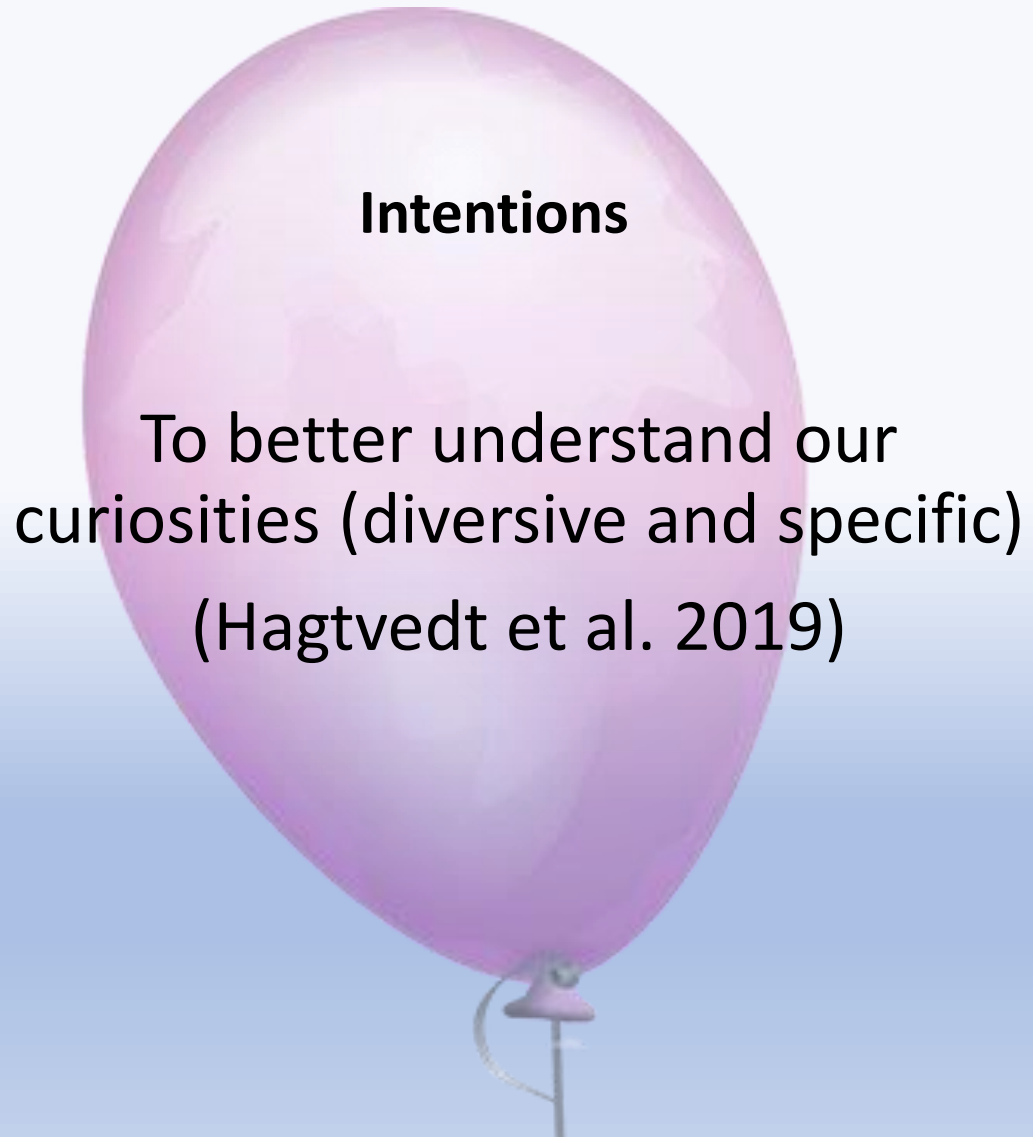
- Intrinsic case study (Stake, 2005).
- My approach?
 - As action researcher (Christenson et al., 2002) and auto-ethnographer (Hamdan, 2012).
- What questions arise?
 - What curiosities do business students have? What practices facilitate exploring curiosity? What are the implications for curriculum?

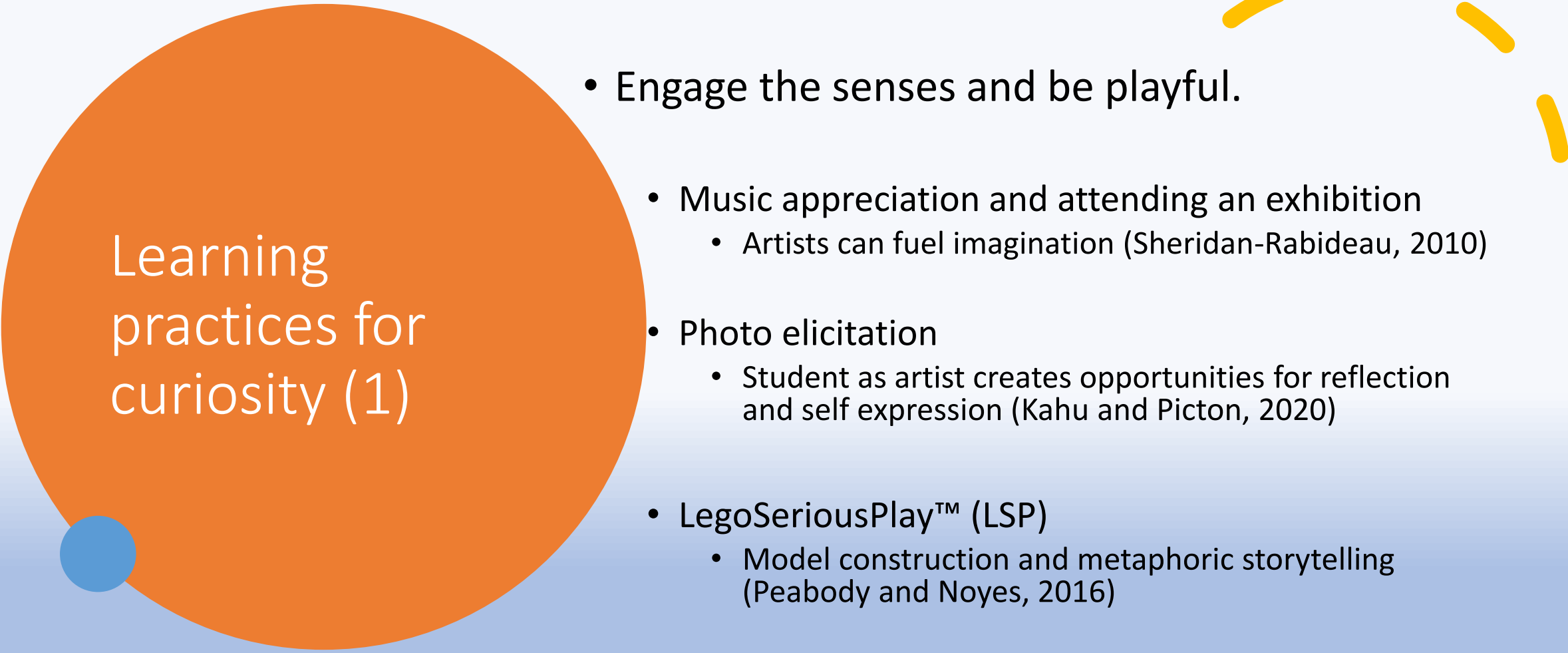


Module: The Curious Mindset

- Masters Option - Business School
- Portfolio of personal development assessment
- *How am I curious? About what? What does this mean for me?*
- 17 students in Semester 1

Teaching and learning challenge...





Learning practices for curiosity (1)

- Engage the senses and be playful.
 - Music appreciation and attending an exhibition
 - Artists can fuel imagination (Sheridan-Rabideau, 2010)
 - Photo elicitation
 - Student as artist creates opportunities for reflection and self expression (Kahu and Picton, 2020)
 - LegoSeriousPlay™ (LSP)
 - Model construction and metaphoric storytelling (Peabody and Noyes, 2016)
 - Reception Elevator Pitch (McCollough et al., 2016)

Assessment outcomes



What are students curious about?

Recycling and waste minimisation

Health and lifestyle habits

Blogging

Travel and navigation

What skills are developed in pursuing our curiosity?

Reflection and story telling

Openness (to feedback)

Creative thinking / divergent thinking / design thinking

Problem solving

Curious outcomes

- Behavioural economists and marketing students are curious about curiosity
- Emotions expressed in assessed work.
- The Reception Elevator Pitch provided a wealth of amenable feedback.

Implications for curiosity on curriculum

- Similarities to reflective practice modules. Should we refer to curiosity more?
- As a pre-requisite to 'New venture creation' modules:
 - *Expression of emotions / us of the senses*
 - *Working with feedback at the idea formulation stage*
- *Learning is enhanced where students build connections with other modules.*



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