Creativity emerging from agential activity:
Relational Habitus in the 5th Dimension

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Children flourished in the “Web”
and they are flourishing across our Fifth Dimensions

*Creating* their own futures,
their own ways of being,
their own ways knowing, and
their own ways of doing

Engaging in learning in 5\textsuperscript{th} Dimensions is a fundamentally creative process
<table>
<thead>
<tr>
<th>Name</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Anna</td>
<td>1st</td>
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<tr>
<td>WA-Becca</td>
<td>3rd</td>
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<td>Josephine</td>
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<td>Abigail</td>
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<td>Scarlette</td>
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Multimodal engagement in planning
Outside enjoying the beautiful weather as they build their rides for a GoldiBlox inspired project-learning activity
Creativity

- no longer viewed as ex nihilo process of solitary individuals

- this newer view requires moving beyond methodological individualism to further our understandings of the creative processes occurring in our social and cultural world

New analytical frameworks and new methodologies are being used to capture creativity as:

- emerging through the *communicative and improvisational events* that create our activities
- *a process distributed* across people, tools (ideational/symbolic/material), tasks, and the environment


Our work contributes to these newer frameworks and methodologies for understanding creativity in the complexities of our lived worlds
Creating their own development trajectories through engagement in ecological “intra-actions”

(Barad, 2003, 2007)

What do we learn as we begin to view creativity from a very dynamic perspective of the social and cultural world?
How can we “see” agential activity emerging in the 5th Dimension

How can we understand what creates and what is created within agential activities

Diagram of a cultural practice

Stone & Hart, 2019
All activities, agential or not, are proleptic---they shape future developmental trajectories.

A non-hierarchical plane of connectivity, heterogeneity---open-ended creation of ideas, tools, etc. – dialogic, contingent assemblages

Horizontal nodes giving rise to new ideas, adaptations, solutions, hunches, etc.

Deleuze & Guattari, 1976; 1988
An ecological ensemble of relations socially organizing intersubjectivity, consisting of *self, tools, tasks, and others* situated in dynamic fields (arenas of learning).

RH establishes - relational rights and responsibilities
- boundaries - how, what, and with whom conceptual and/or concrete tools are expected to be used
- affordances for movement
  when and how movement occurs within dynamic fields

Adapted from Stone & Hart, 2019
How does an activity become agential?

How does creativity emerge from agential activity?

What mechanisms are at play?

What did we find?
Contextual level of analysis: Emergent patterns of practical-moral ways of engaging

• The social context makes possible *multiparty* interactions interwoven with *dyadic* interactions and sprinklings of *private speech*.

• *Open patterns of attention* (agential actions of attention for engagement)

• Local cultural and communicative organization of the relational habitus as collaborative and the RH’s influence on movement in sociopsychological space afforded agential actions and interactions as relational accomplishments about a projected future
• Developing competencies conferred more responsibility (status), this in turn influenced when and how agential actions were enacted

• Continually shifting patterns of competency - Context made possible complexity in the dynamically shifting patterns of assistance –

• Multiple forms of agential actions distributed the creative process across group members and their tools (ideational/material) in learning activity and this resulted in new ideas, new methods, new tools; these creative actions expanded and developed over time
okay (. ) well why don't you talk to- what do you guys think ( 

um I was ummm (. ) no that won't work ↓

what won't work ↑

I was gonna say maybe we can like. draw a picture out of what we’re (. ) trying to do

yeah

like a blueprint ↑

a blueprint

yeah a blueprint

yeah [I think that's a great idea

[cause umm (. ) because engineers um use blueprints to build stuff

you're [absolutely right

[should we get should we use [a blue paper

[should we get should we use [a blue paper

[let's use a blue paper and white marker

[we can

[yeah

[yeah
Project Planning in the “Web” - Learning about engineering with GoldiBloxs

WA-B: okay (. ) well why don't you talk to- what do you guys think

SC: um I was ummm (. ) no that won't work ↓.

WA-B: what won't work ↑.

SC: I was gonna say maybe we can like. draw a picture out of what we’re (. ) trying to do

WA-B: yeah.
WA-B: a blueprint

JB: yeah a blueprint

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