

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 5th Dimensions is a
fundamentally creative process**

Goldiblox's Inspired Project Learning



Anna
1st semester

WA-Becca
3rd semester

Josephine
(LuLu)
4th semester

Abigail
3rd semester

Scarlette
1st semester



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

Sawyer & DeZutter (2009) Sawyer (2006) Wilf (2014)

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”

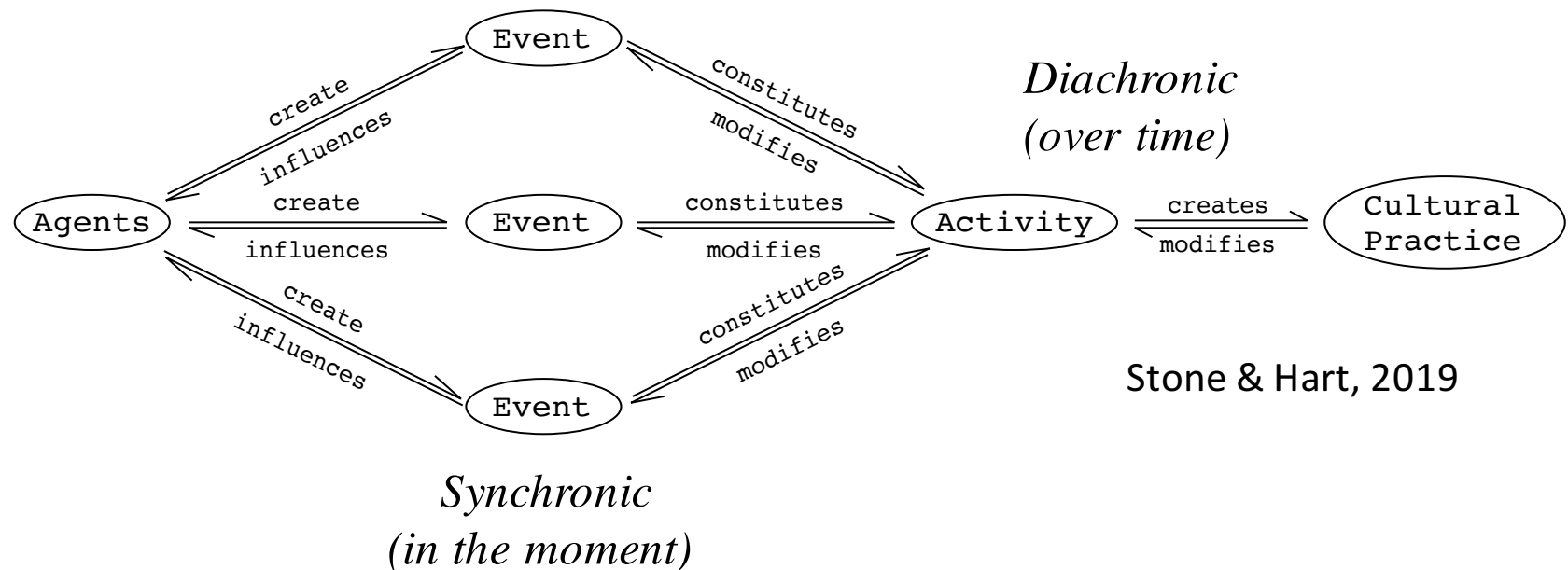
(Barad, 2003, 2007)

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

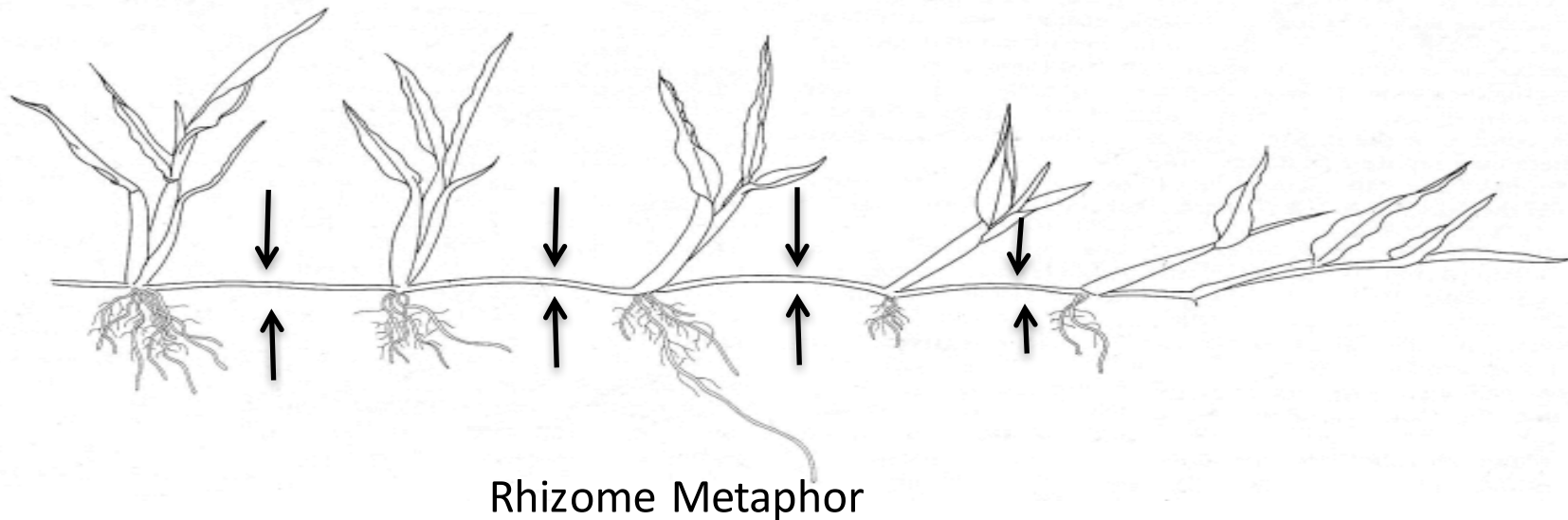
How can we understand what creates and what is created within agential activities

Diagram of a cultural practice



Agential Activity

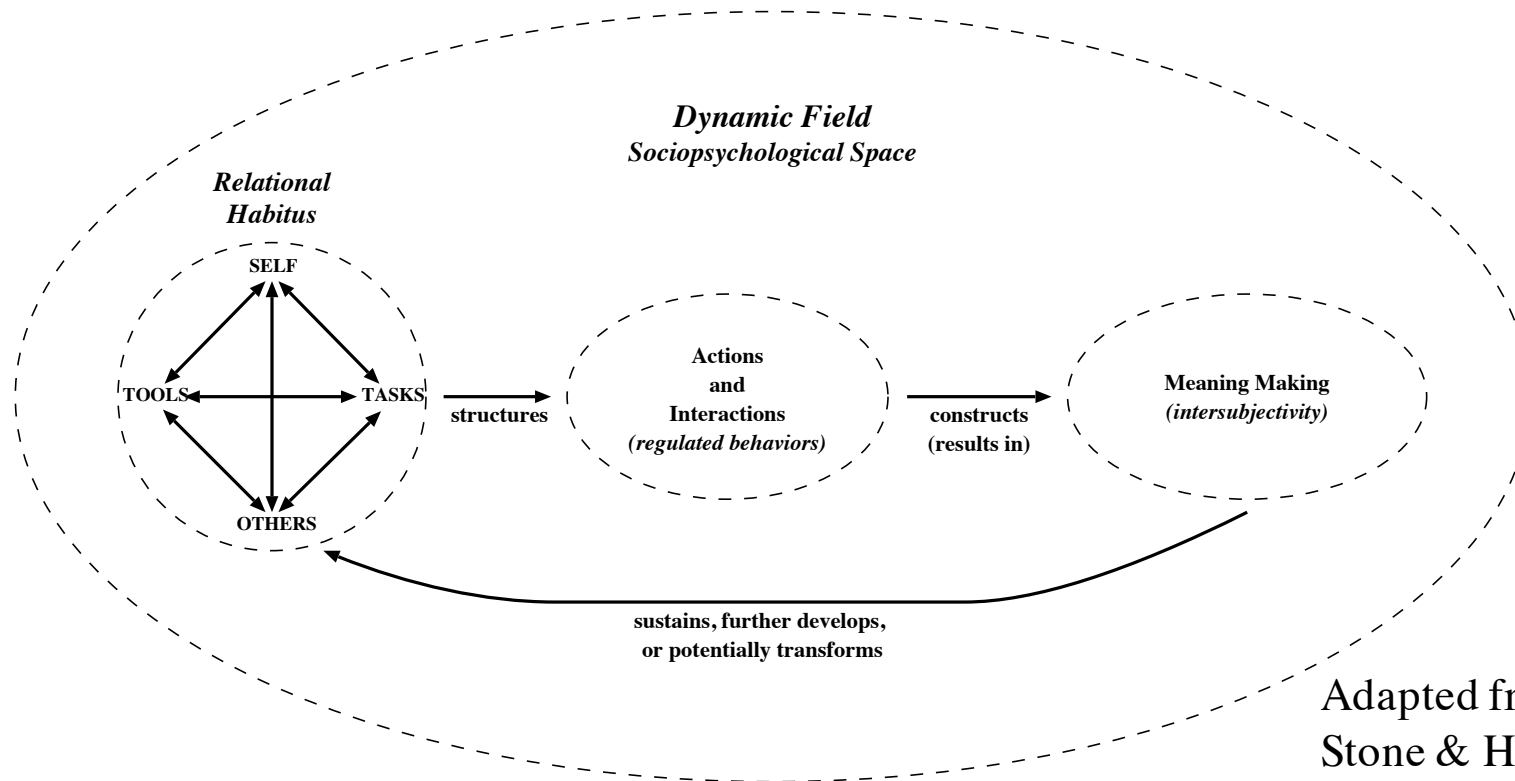
All activities, agential or not, are proleptic---
they shape future developmental trajectories



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

Relational Habitus: The social organization of intersubjectivity



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

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

Project Planning in the “Web” - Learning about engineering

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

AB: like a blueprint ↑

WA-B: a blueprint

JB: yeah a blue:print

WA-B: yeah [I think that's a great idea

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

WA-B: you're [absolutely right

AB: [should we get should we use [a blue paper

AS: [blue::e

JB: **ye::ah** [let's use a blue paper and white marker

WA-B: [we can

SC: [yeah

AB: [yeah

Project Planning in the “Web” - Learning about engineering with GoldiBlox

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