

## Using unfamiliar learning activities to encourage creativity

Accountants need to be able to solve problems creatively and communicate complex ideas to non-specialist audiences. However, giving accounting students opportunities to be creative during their programmes is challenging: we must deliver module content and support students toward their assessments within finite teaching hours; and we know that some students do not engage with the 'extra-curricular' (Bradley *et al*, 2021). We must be creative in our approach to building creativity into the curriculum, recognising that we may need to use multiple small opportunities to do that. For a group of forty second-year accounting students we have created space in a technical module to provide a taste of dealing with the unexpected using Lego and storytelling, which has unleashed creative responses and conversations. The question for debate is 'How do we create spaces to allow students to consider themselves as creative when they're not studying 'creative disciplines'?'

Bradley, A., Quigley, M. and Bailey, K. (2021) 'How well are students engaging with the careers services at university?' *Studies in Higher Education*, 46(4), 663-676. Available at:

<https://doi.org/10.1080/03075079.2019.1647416>