



## IMAGINATION

1

PROPOSED  
TECHNICAL /THEORETICAL  
FRAMEWORKS

2

KEY GENERAL COMPONENTS:  
KNOWLEDGE, ATTITUDES, SKILLS,  
VALUES ETC.

3

POSSIBLE KEY FACTORS/VARIABLES IN ONLINE  
TUTORING ENVIRONMENTS RELATED TO THE  
SKILL OF THE DIGITAL TUTOR IN VOCATIONAL  
TRAINING

the ability of the mind to be creative or resourceful.

Imagination is quite possibly a uniquely human ability. In essence, it allows us to explore ideas of things that are not in our present environment, or perhaps not even real. For example, one can imagine the cup of coffee seen the day before, or one can imagine an alien spaceship arriving in the earth's orbit.

(Davies, 2012)

**There are 8 types of Imagination:**

- 1. Effectuative Imagination** combines information together to synergize new concepts and ideas.
- 2. Intellectual (or Constructive) Imagination** is utilized when considering and developing hypotheses from different pieces of information or pondering over various issues of meaning say in the areas of philosophy, management, or politics, etc.
- 3. Imaginative Fantasy Imagination** creates and develops stories, pictures, poems, stage-plays, and the building of the esoteric, etc.
- 4. Empathy Imagination** helps a person know emotionally what others are experiencing from their frame and reference.
- 5. Strategic Imagination** is concerned about vision of *'what could be'*, the ability to recognize and evaluate opportunities by turning them into mental scenarios...
- 6. Emotional Imagination** is concerned with manifesting emotional dispositions and extending them into emotional scenarios.
- 7. Dreams** are an unconscious form of imagination made up of images, ideas, emotions, and sensations that occur during certain stages of sleep.
- 8. Memory Reconstruction** is the process of retrieving our memory of people, objects, and events.

**Using Learners' Imagination in eLearning:**

**1. Developing learning activities that encourage learners to reflect.**

Integrate learning activities that encourage them to reflect upon how they could use their new found information in the real world.

**2. Asking provoking questions.**

Get them thinking about ideas or opinions that they might not have thought about otherwise, so that they can imagine the possibilities.

**3. Allowing students to arrive at their own conclusions.**

This is because it requires a great deal of critical thinking, analysis, reflection, and imagination to arrive a decision or solution with minimal assistance.

**4. Encouraging to design own learning material.**

By asking your learners to create their own learning materials, such as blogs, slide shows, and modules, they can use their imagination and other skills they may have, to explore the subject matter on their own terms.



IMAGINATION

Digkey  
Attitudes  
Structure  
Template

General Skill

1

## PROPOSED TECHNICAL /THEORETICAL FRAMEWORKS

### 8 TYPES OF IMAGINATION

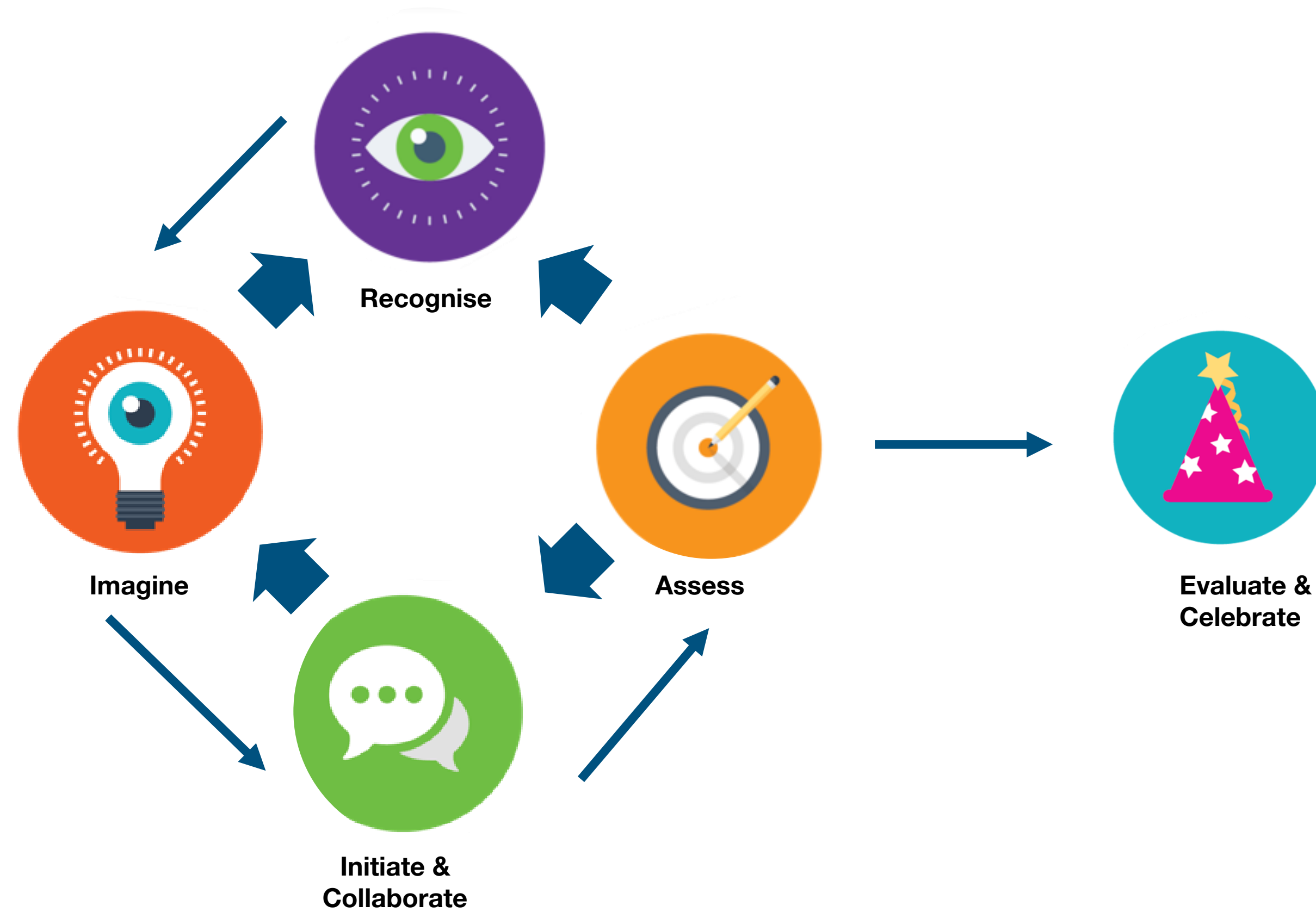




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## PROPOSED TECHNICAL /THEORETICAL FRAMEWORKS





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## PROPOSED TECHNICAL /THEORETICAL FRAMEWORKS

The components of digital creative pedagogies (DCP).

DCP dimensions	Components
Learning environment	Flexible use of space and time
	Use of the outdoor environment
	Space for exploration and discovery
	Safe and non-judgemental climate
	Connect knowledge to students' life and interests
	Place knowledge in a wider context
Teaching strategies	Inquiry-/project-/problem-based learning
	Collaborative and improvisational practices
	Game-based learning approaches
	Multimodal teaching approaches
Teacher-student interactions	Non-prescriptive planning
	Participation of educators as learners
	Agency-oriented ethos
	Value learning processes above outcomes
	Tolerance of ambiguity and uncertainty
	Promotion of risk-taking and use of failure as a positive learning factor
	Mutual respect, dialogue and negotiation
Digital tools	Manipulative technologies
	Educational robotics
	Game design and coding

(Barajas et al. 2018)



## IMAGINATION

# REFERENCES

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