



Art for Life: LLP LDVPA09 IT0362

Creative Labs Didactic Units

Creativity in job training – An approach to creativity stimulation through performative arts

Introduction

“Creativity is a process of changing, developing, evolution in the organization of subjective life”
(Ghiselin, 1952)

Talking about creativity arises to many definitions because it's something very vague and it's applied in to many areas, so it's impossible to perspective this construct in only one way.

Yet, when talking about creativity, it's inevitable our mind be involved with designations, such as: imagination, motivation, courage, knowing, originality, innovation, creating something knew, among others.

If we ask people what came to mind when we talk about creativity they immediately associate it with art or artistic professions. But this is to reduce a wide concept such creativity to a small term. In fact, the National Advisory Committee's on Creative and Cultural Education of England (1999) states that “we are all, or can be, creative to lesser or greater degree if we are given the opportunity”. So it's imperative to deconstruct such idea, because, creativity can be applied to diverse areas, as mentioned. This way we can consider that creativity presents itself in four characteristics:

- “First, the characteristics of creativity always involve thinking or behaving imaginatively;
- Second, overall this imaginative activity is purposeful, that means that is oriented to a achieve a purpose;
- Third, these processes must generate something original;
- Fourth the outcome must be of value in relation to the objective”

(National Advisory Committee's on Creative an Cultural Education of England, 1999)

So, creativity is something (an action, an idea), that is unusual (is creative), and has a purpose – something that we want to achieve, and arises when people need to solve a problem, to innovate, to communicate with others and entertain ourselves and others. We may say that arises from human



motivation to accomplish a goal. In fact, and according to Franken (1988), there are three reasons why people are motivated to be creative:

- Need for novel, varied, and complex stimulation;
- Need to communicate ideas and values;
- Need to solve problems;

So in order to be creative you need to be able to view things in a new way, from another perspective, in way to create new possibilities and new alternatives (Franken, 1988). To be creative include the ability to take existing objects or ideas and combine them in different ways for new purposes. In other words is the action of combining previously uncombined elements (<http://members.optusnet.com.au/charles57/Creative/Basics/definitions.htm>). But it's necessary to keep in mind that creativity is constricted by our own personal, social, and cultural boundaries <http://members.optusnet.com.au/charles57/Creative/Basics/definitions.htm>. So we can say that it's a social and personal construct.

As mentioned, creativity is present in various ways in our life, such personal, educational and professional areas. So, a very important question arises when talking about creativity – can creativity be learned? A study by George Land refers that it's a innate capacity, and as we grow up we learn to be uncreative (Naiman, 2010). Naiman (2010), says that creativity is a process/ability that can be developed and managed. We can compare learning creativity to learning a sport – it requires practice to develop the right muscles, to develop the dexterity to be good in that sport (Naiman, 2010). The same principle can be applied to learning creativity. If we don't exercise our creative muscle, our capacity to be creative, like a muscle it tends to atrophy. So we have to promote our creative action and thinking in every day life situations. The more training us have and the more diverse (different contexts) the training, the greater potential for creative output (Naiman, 2010). The average adult thinks of 3 to 6 alternatives for any given situation and the average child thinks of 60 (Naiman, 2010). Naiman, adds "that research has shown that in creativity equals quality", so, the longer the list of ideas, the higher the quality the final solution. The highest quality ideas appear at the end of the list (Naiman, 2010).

In the contemporary times, more and more is necessary to improve our creative capacity. In the professional area is more required to be creative because is a world very competitive. In this area, creativity is characterized by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, to generate solutions (Naiman, 2010).



If we direct our analysis to education, specially to adult learning we verify that these nominations are present in an idiosyncratic way, but they need to be awake, worked, “switched on”. It’s almost like if there’s an “on button” inside of us and there is a need to press it. Now, one of the considered paths to find the “yellow brick road”, which lead us to the “on button” is reflection: What I have learn? When? In which context? Which were the learning’s that were involved in this experiential period? How did I get here? Which are my plans? – WHY and HOW?

To question, to study in depth the why of specific knowledge and how these arise, new tools of creativity are created. This constant inquiry allows to unfold and to increase knowledge’s and mainly to improve the self-knowledge. If we know ourselves well, if we are conscious of our limits and how to use our resources/knowledge, this allow us to amplify our self-esteem, self-fulfillment, causing an increase of creativity in resolution of situations and in the application of our resources.

In the constant searching of methodologies, we concluded that creativity is necessary to interpersonal development and inner construction and it should be implemented creativity labs, in a way to provide individuals of creative capacities to face life’s arising challenges. It also should be promoted creativity in teaching system, because only through education of creative capacities we can develop effective responses. As a matter of fact, in ancient times, philosophies considered creativity as being part of human nature, a divine gift, a “mystic state of some kind of message receptivity, which comes from divinity entities.” (Alencar, 2001, p.15). In this way, to make ourselves “divine” and mainly to know ourselves, creativity should be a desideratum to achieve in human life, after all, creativity is art for life...

The ADRAVE is constantly searching new tools to work the creativity, having this way participated in Leonardo da Vinci project, which allows the exchange of experiences. In this project, there were discussed new ways to promote creativity in the target public that each institution works with.

The Project

Considering the *Art for Life* has a *Life Long Learning* project to promote creativity, our partnership developed learning paths focused on the increasing creativity in VET.

Each partner created and implemented their own creative labs, according to their target group and their activities.

General Aim of the Portuguese partner`s work

The main objective of this project is “to promote and develop creative competences and expressive skills in VET context as a transversal skill to other competences and through performative arts”

Main Objectives of the Portuguese partner`s work:

- To stimulate creativity in adults with different backgrounds;
- To develop reading habits;
- To Develop new ways of thinking and reasoning;
- To promote and foster self-esteem and self-confidence;
- To promote pro activity and initiative in life;
- To promote new emotional answers to face daily situations;
- To use artistic skills as training and social inclusion tool;
- To elaborate flexible learning paths based on the active participation of trainee in the training process;
- To improve the relation between trainees and trainers.

Beneficiaries

Considering the objective of the “Art for Life” Project and its framework within the Leonardo da Vinci Program we selected the trainees that were inserted in a VET program to form Tourism Professionals (Technical Information and Tourism Recreation).



These 15 trainees had very specific profiles which provided a very interesting starting point to apply the creative labs.

From the start we consider that these creative labs would be a great transforming process to these trainees in their quest to find themselves and a professional identity.

All the trainees were unemployed and had different backgrounds. We had trainees from (idade) to (idade) years old. Some were parents, some were returned immigrants. He had and ex drug addict, and an ex prisoner.

This way we wanted to take advantage from all these traces to explore creativity and to integrate creativity in their Professional Training.

Target group needs

- Self Esteam;
- Rationality;
- Group relationship;
- Emotions management;
- Motivation;
- Expression (oral, body, mind);

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