

Track 2: Creative Ways in Education

Creativity in Education - The Preparation of Students to Face their Professional Activity and Competitiveness: Lessons Learned from a Case Study

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In today's society one of the important issues to help organizations to be competitive is innovation. This means that firms must innovate, create new knowledge and have new ideas constantly. However, in order to innovate, first, people and organizations need to be creative.

As Cropley and Cropley(2009:2) state "innovation involves the introduction of effective novelty into a functioning system. The first step is the generation of the effective novelty; this is the task of creativity. Creativity is thus a prerequisite for innovation".

Creativity plays such a crucial role that the same authors call it "the source of organizational change and development" and the "instrument of renewal and development, as well as an approach to solving problems of equity, human welfare, peaceful coexistence and stability"(op.cit.:2). This means that without creativity the development of society will be very difficult.

One question remains. Who are the creative people? What do we need to be creative? Is it possible for teacher to help their students to develop their creativity? Cropley and Cropley(2009:3) point out that "creative people are involved in the production of "meaningful new forms". For these authors, there are three kinds of creative people: the core group consisting of scientists, engineers, architects, designers, philosophers and psychologists, poets, novelists, artists, entertainers and actors. They are the producers of acknowledged creativity. The second group consists of university professors, non-fiction writers, editors, cultural figures, think-tank researchers, analysts and other opinion makers, Their contribution is mostly to encourage other people to realize the importance of creativity, foster openness for innovation, indicate the directions and develop approaches to generating effective novelty. Finally, the third group consists of people who usually solve specific problems and includes those working in different sectors. Their importance is that they apply a high level of specialized knowledge and experience typically acquired through formal education and focused training. As one can see creativity can be seen and experienced by all people at all sectors of society and although we may consider a profession more creative than another, all of us are or can be creative and this competence can be further developed. This also means that we, as teachers, can help our students to become more creative. The question now is how.

Within this context and with these assumptions, we developed a case study with the aim to contribute to the development of creativity among students in the unit of "Marketing Communication" in the course of Business Communication (3rd year, 1st Bologna cycle, 1st semester) at ISCAP - School of Accountancy and Administration of Porto.

In this article, we will describe and characterize the situation at the beginning of the semester (A1), explain the tasks and activities (these include the development of a communication plan, problem analysis and discussion as well as the use of a blog/e-portfolio) the proposed to students and the final result (A2). We will discuss differences between situation A1 and A2, formulate some hypotheses concerning differences and draw some recommendations.

Friday 8 October 3:30 – 5:00