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Creativity - a new vocabulary

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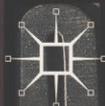
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PALGRAVE
STUDIES IN
CREATIVITY
AND CULTURE

CREATIVITY – A NEW VOCABULARY

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AALBORG UNIVERSITET

A new look on creativity

- Beyond 'new and useful' and towards 'engaging with difference'
- Beyond 'ideas' and towards 'human action and interaction'
- Beyond 'production' and towards 're-making' and 'learning'
- Creativity is *at once* a social, material, psychological, and developmental process

Where do ideas come from?



A trajectory of the book

- *This book was conceived during a coffee break.*
- How many words could we use? Very few. In fact, one word might do. Just like in a dictionary! ‘A new dictionary . . . ?’ ‘A new vocabulary . . . ?’ ‘Creativity . . . ?’ ‘Creativity – A new vocabulary’!
- Consolidation, creative limits and innovation

The role of difference

- Creativity emerges out of differences or 'gaps'
 - Differences between self and others;
 - Differences between material and symbolic;
 - Differences between past, present, and future;
 - Differences between different life contexts, etc.
- Difference offers an opportunity for creative learning even if this opportunity is often ignored or even denied (e.g., in education)

DON'T THROW
ANYTHING
AWAY,
THERE IS NO
'AWAY'

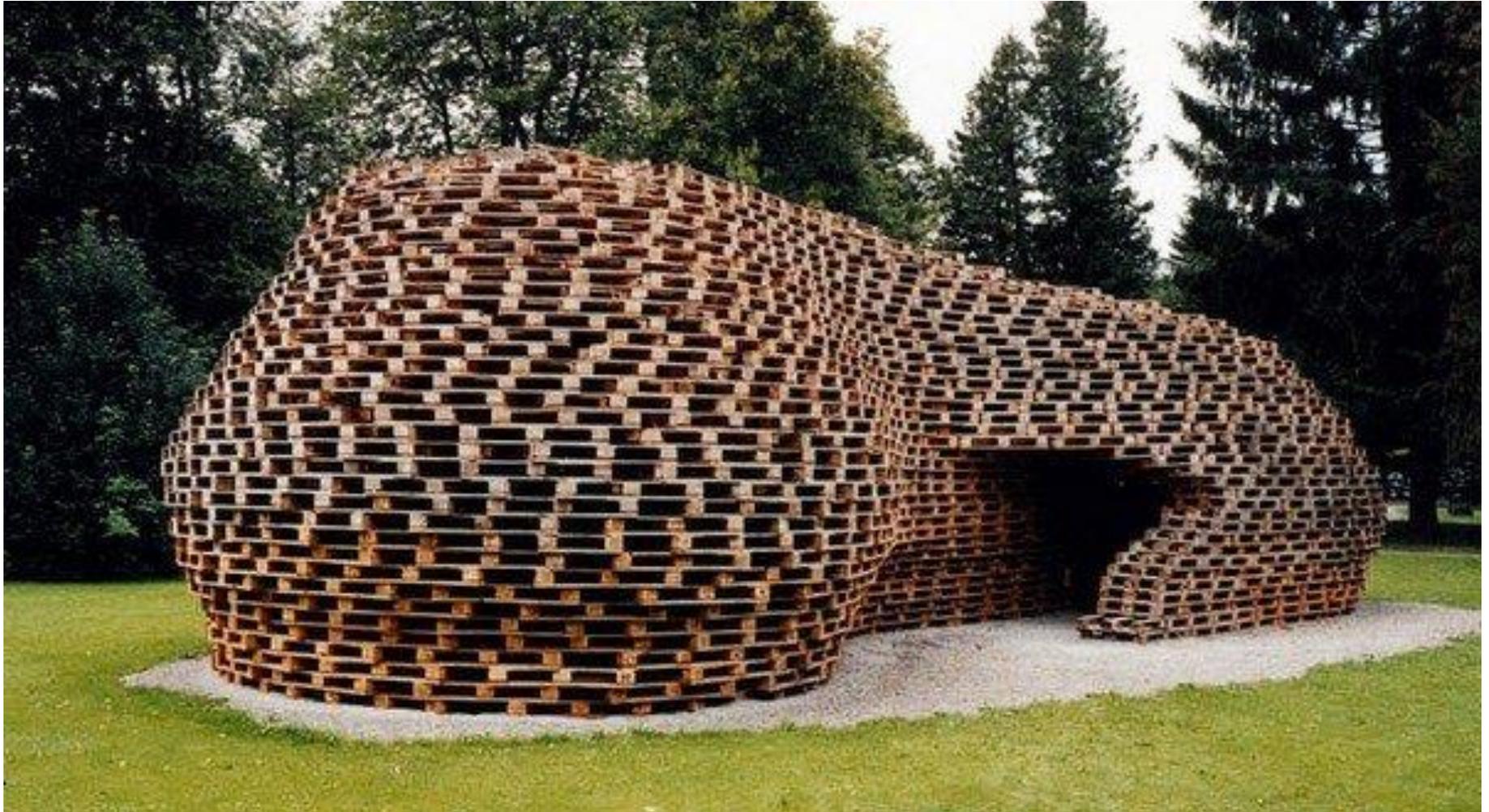
Upcycling – or: Three course dinner at the auto repair garage



The upcycling *story*



Sustainable consumption



Small world perspective

Knowledge brokering

The ability to look into other worlds, reconsider value and envision future value

Ressources become novel for their unfamiliar origins and valuable for their established elements (Hargadon, 2002)

Pathways of creative learning

- Creative learning has social and material traces/consequences, defining various paths
- In education, a narrow focus on what happens inside the classroom fails to account for these
- Both the vertical (e.g., university to work) and horizontal (e.g., school to home) 'moves' of students deserve more scrutiny
- And so does the value of differences or gaps between these life contexts

Missing the gap

- Boundary crossing and brokering between university and work as vertical opportunities for creativity – seeing things from both sides
- Differences between school, education and work as fruitful places to explore the ‘hidden’ potentials of gaps
- Gaps in themselves as creative breaks – balancing family/leisure and work/education

Blocking pathways in education

- Students in vocational education experience the move from school to work and vice versa as a lonely travelling
- School and workplaces may act as two different 'cultures' – making the realization of student and teacher pathways difficult
- Uniform ideas of what a pathway may be makes it difficult to engage with differences in education

Enabling pathways

- School as creative places to learn when they point in future directions
- Acknowledging the various pathways among students enable them to see their own creative potential
- Exploring new kinds of vertical and horizontal pathways across university/work and family life as one key task of the creative and entrepreneurial university

Thank you!



For comments or questions please don't
hesitate to contact us at:

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