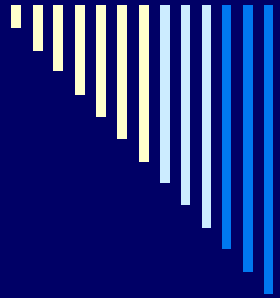


Creativity dilemma in learning environment: to live up or kill?

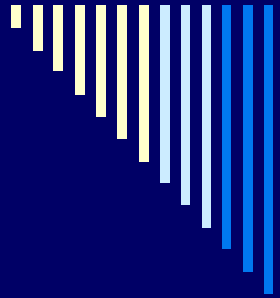
Assoc. Prof. Jūratė Černevičiūtė

Vilnius Gediminas Technical university



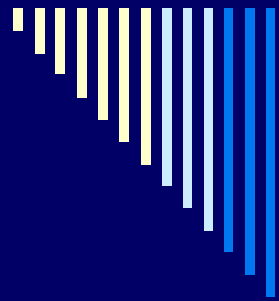
Creativity is a multidimensional phenomenon

- Can be manifested in a great variety of situations, from the play activities to industrial research
 - It involves the ability to synthesize and combine data and information, but also requires confidence to take risks
-



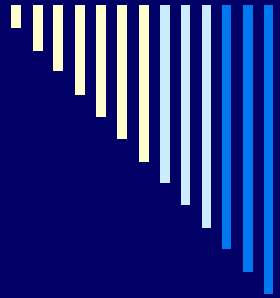
The concept of culture-based creativity

- is linked to the ability of people to think imaginatively or metaphorically, to challenge the conventional, and to call on the symbolic and affective to communicate.
 - has the capacity to break conventions, the usual way of thinking, to allow the development of a new vision
-



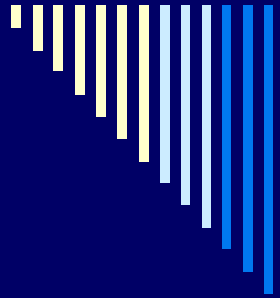
Culture-based creativity is an essential feature of a post-industrial economy

- Digital technologies play an important role in this intangible economy as they provide new forms of social exchanges and contribute significantly to new expressions of creativity
-



Cultural and creative industries

- are the main financier of creativity and therefore important risk-takers.
- They play an important role in promoting and marketing creativity



Education and learning

- need to respect intrinsic motivation and the need for tolerance
 - environments which allow autonomy and which provide the resources and respect necessary for the individual to maintain independence of thought
-



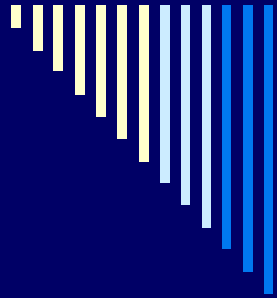
The learning environment

- may comfort, stimulate or “kill” personal ability
 - creativity in learning is about fostering flexibility, openness for the new, the ability to adapt or to see new ways of doing things and the courage to face the unexpected
-



In Lithuanian

- education is often seen as simply developing academic abilities and rewarding achievement through formal assessment
 - the “testing-culture” militates against this idea of experimenting and taking risks without fears of failure
-



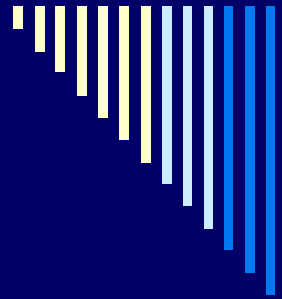
Creative students education

- creative learners require creative teachers.
 - creativity needs to be taught in an open and exploratory way which enables taking risks, failing and allowing experimentation
-



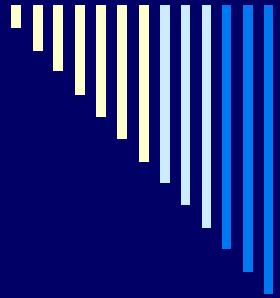
Creativity in universities

- require open structures, democratic relationships and cooperation of students and teachers with various backgrounds
 - demands for more personalized learning
 - partnerships with the social environment
-



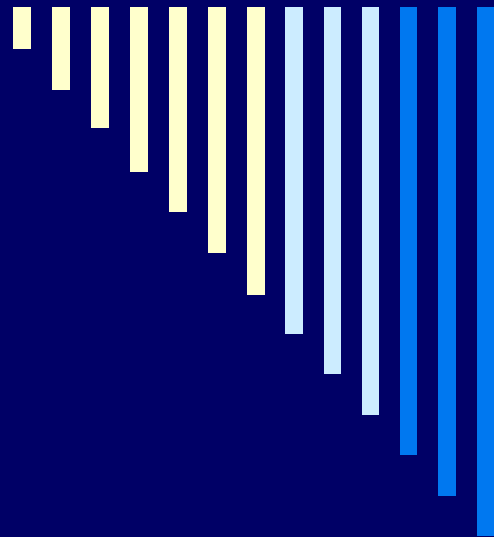
Creative Industries study BA programme

- is based on idea of culture-based creativity
 - inter-disciplinary learning
 - partnership with the social environment
-



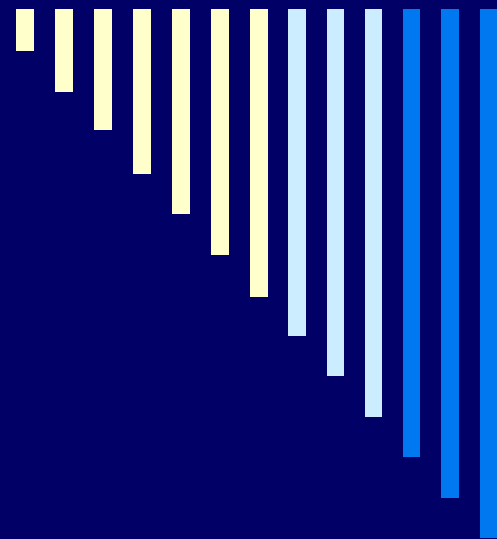
Problems

- too large groups
 - too rigid learning process management
 - too enclosed for social environment
 - too much oriented to result
-



Too much factors for killing creativity?

**How to live up to creativity
expectations?**



Case presentation: unexpected social research

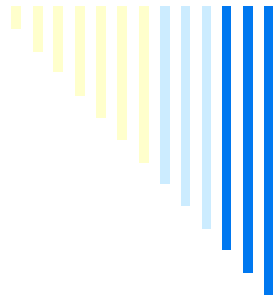
**Creative industries BA programme
student presentation**

Emigrants in VILNIUS

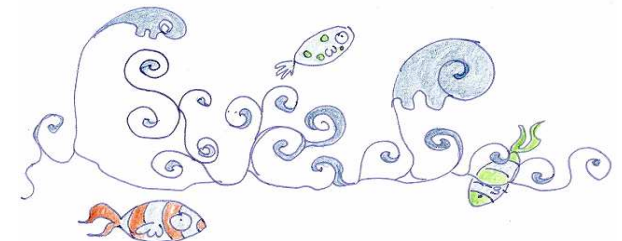
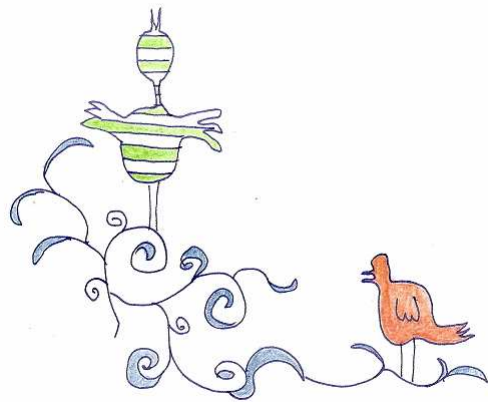


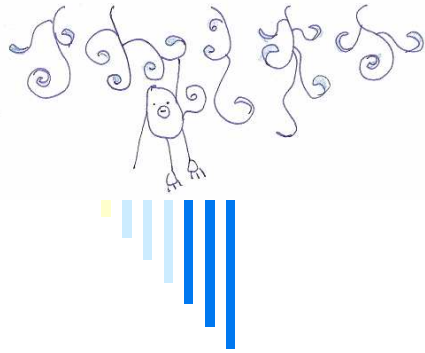
Student: Unė

Tutor: Jūratė



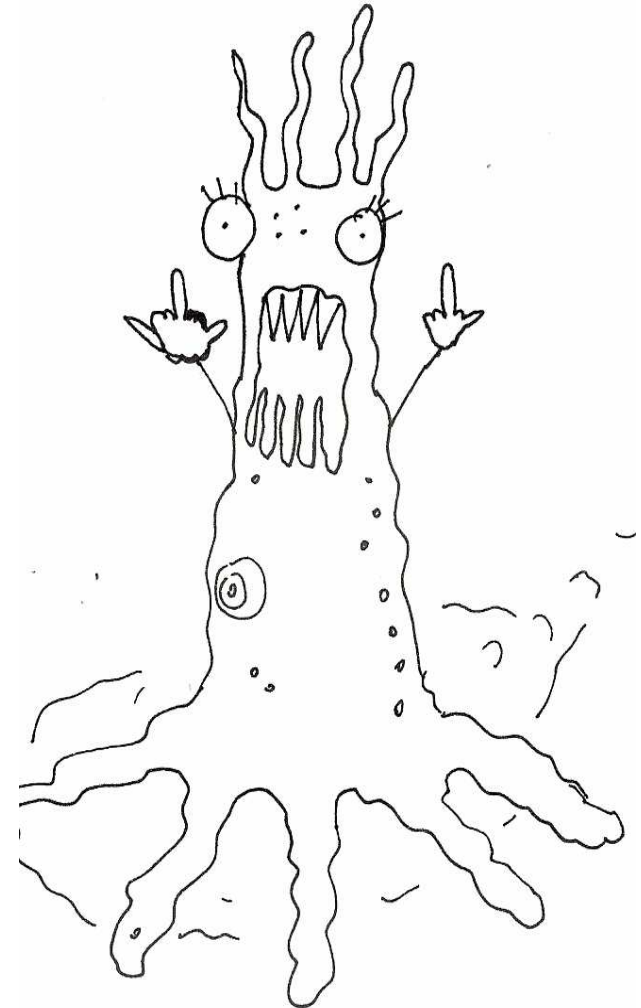
Emigrants – students from other Lithuanian cities

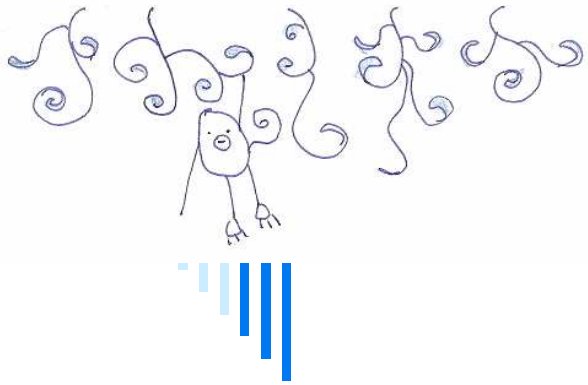




Bad Vilnius

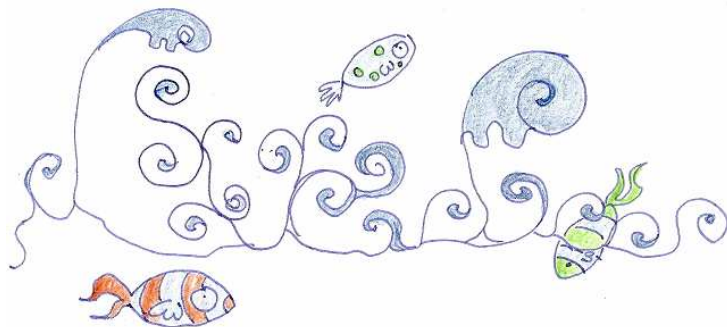
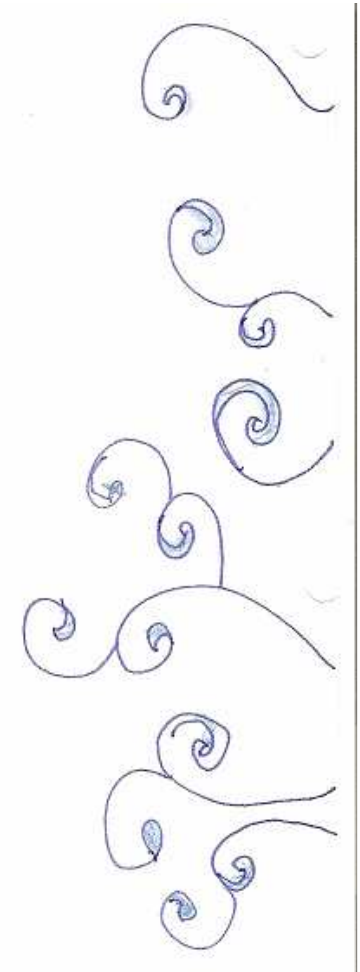
- Big
- There aren't family (especially mammy)
- Overcrowded

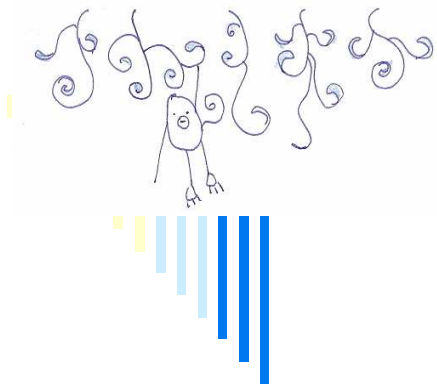




Good Vilnius

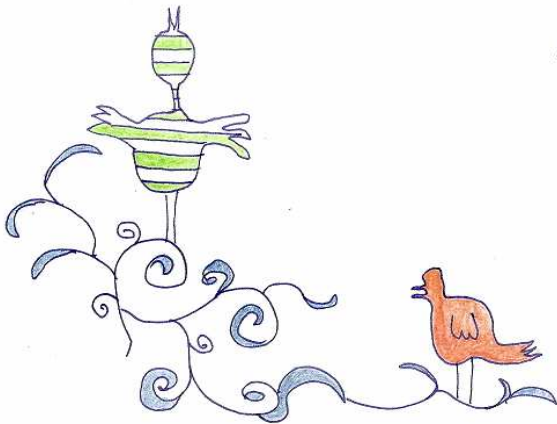
- Alive**
- Funny**
- Free**
- Auspicious**





City demerits

- Noisy
- Trashy
- Dangerous

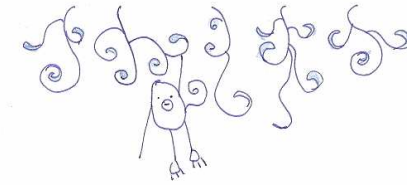
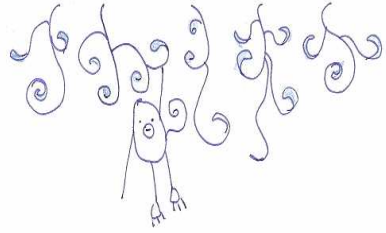




City merits

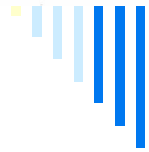
- **Comfortable communications**
- **Nice spaces**
- **Many suggestions for entertainment**



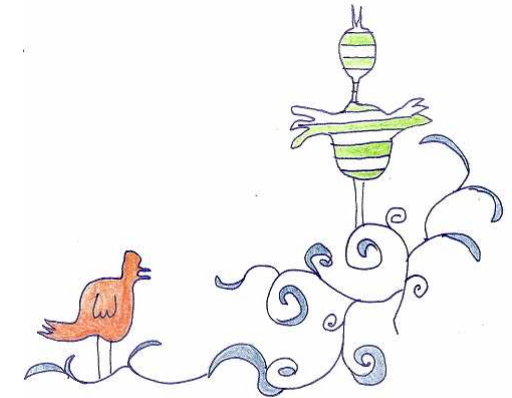
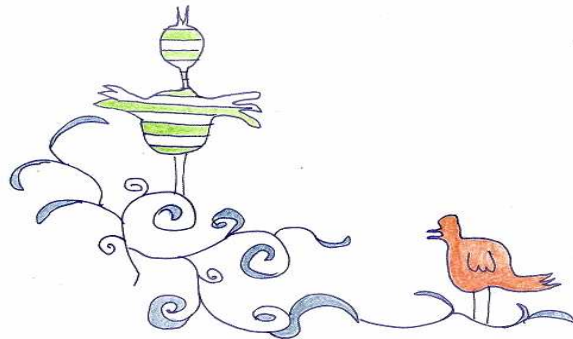
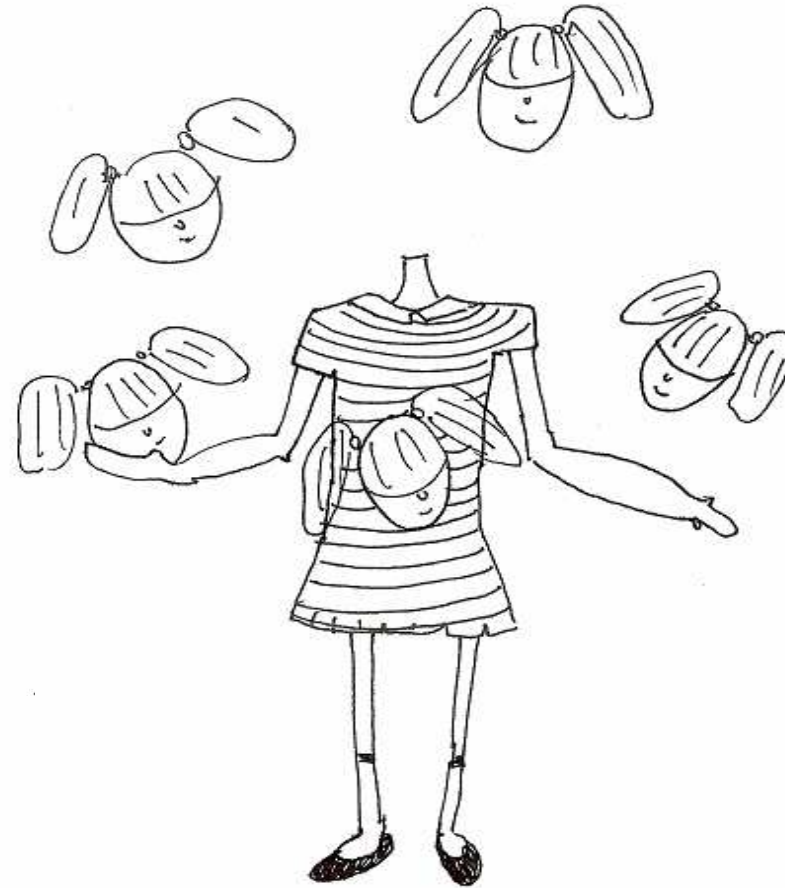


VILNIUS city is nor good, nor bad;
there is only emigrant who feels himself
sometimes good, sometimes – bad





Interpretation/ Conclusion



Thanks!

