

Creativity - innovations muse: how art & design pedagogy can further entrepreneurship

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Creativity - Innovations Muse: How Art & Design Pedagogy can further Entrepreneurship

Συν Αθηνά και χείρα κίνει

Melanie Levick-Parkin
Sheffield Hallam University

*Art & Design Pedagogy, Entrepreneurship, Creativity, Social
enterprise, Design thinking, Citizenship, Democracy*

‘liberal arts college graduates, are uniquely oriented to (substantially over index) entrepreneurial value creation and innovation as compared to other college graduates.’

Point Judith Capital

‘that there appears to be a substantial correlation between a liberal arts education and becoming a successful entrepreneur.’

Point Judith Capital



‘emphasis on inventiveness, innovation and going
beyond the status quo.’

Danvers J., (2003) *Towards a Radical Pedagogy*

*‘without deviation from the norm,
progress is not possible.’*

Frank Zappa

How art and design pedagogy can further entrepreneurship
needs to be discussed,
- not just as a transferal of pedagogic methods,
but also as a transferal of its intrinsic values.

CREATIVITY AND INNOVATION

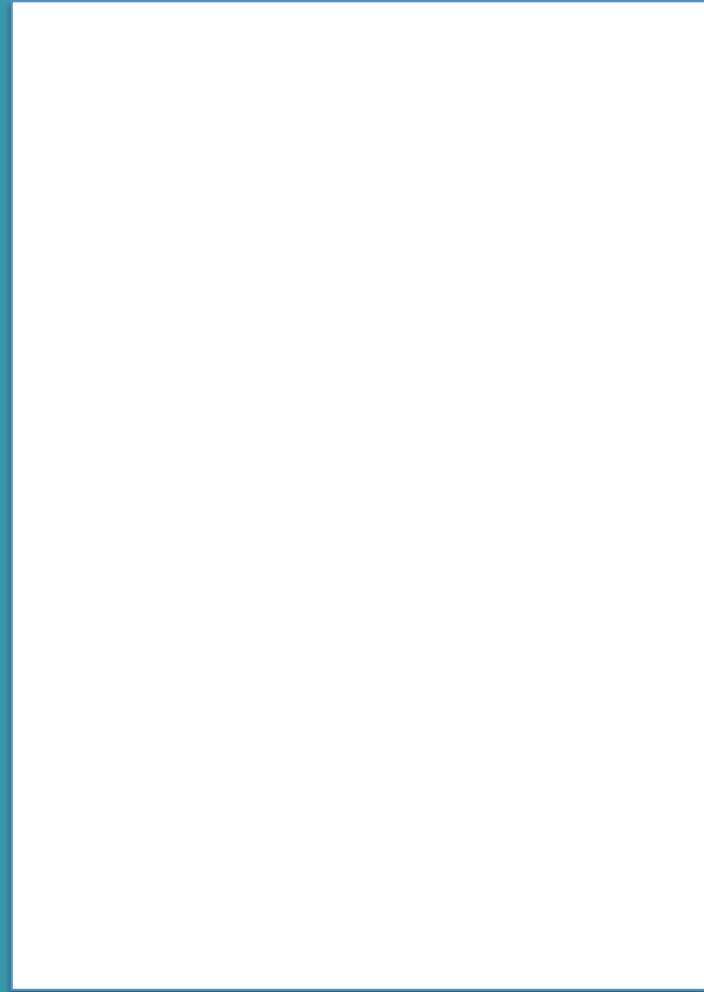
*‘creativity is as much an attitude as it’s a set of mental processes.
It incorporates playfulness, curiosity, sensitivity, self-awareness
and independence.’*

Bowkett 2005

‘ For many people, alas, this great potential is never realized and they fall back on routine thinking skills and hide-bound views of the world.’

Bowkett 2005

PEN +



Art and design is not just about aesthetics and creativity. It *‘is not garnish to the productivity roast, but fundamental to a highly complex, challenge-ridden and rapidly changing Social Order.’*

WilliamMc E. and Haukka S., Educating the creative workforce 2008

INNOVATION AND THE STATE

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Metropolis Fritz Lange 1927

‘the reason for this degradation of the EU’s image can, amongst others be found in the perception that the recipes it proposed to deal with the economic and financial crisis have not improved citizens’ socio-economic conditions over the past few years.’

European Union Citizenship policy review 2013

'they (the government) have linked this type of creativity to the type required for global competitiveness.'

'Art of innovation' 2008 NESTA

*‘do not regard creativity synonymous with culture of the arts.
Both cultural and [other] work can be creative or formulaic. Work
in other parts of the economy is not necessarily seen as being ‘less
creative’.*

‘Art of innovation’ 2008 NESTA

INNOVATION AND ART & DESIGN PEDAGOGY

‘pedagogy of ambiguity’

Danvers J., (2003) *Towards a Radical Pedagogy*

‘a belief in learning as fundamentally about ‘changing one’s mind’, an educational encounter that leads to some change in one’s ideas, beliefs, values, ways of being, knowing and doing.’

Danvers J., (2003) *Towards a Radical Pedagogy*

‘The kind of knowledge that art and design deals with is procedural, provisional, socially constructed and ever changing.’

Orr et al (2008)

‘Because of the open nature of the brief and the desire of students to be directed. Students will often ask if what they are doing is ‘right’ and our response will be to explain that rather than ‘right’ or ‘wrong,’ we are expecting students to engage with the themes of the brief and develop a position in response to that engagement.’

Art & Design Tutor





22/3/11

Research

- Schedule, Ideas, Roles

- Needs & Satisfaction - Outcome

Participation! & Lectures

Nutrition

Andrew Whiteley

Andrew Whiteley Killed Bread!

Mass Production Killed locally!

can you source locally?

Grow a salmon!

you wouldn't start your day

with a sandwich.

The importance of the

participatory

participatory

Final questions

What?

What? How? Why?

What? How? Why?



Bread
pumpkin
buns

More
bread
ideas

fat bread
clock
non fat
bread

Bouncy
bread

Bread
stretching
long
like
a
fat
man

Bread
cushions

Bread
pocket
could
bulge
out
in
arrows

Bread
Some
in
the
bottom
of
the
loaf
showing
the
bread
weight
in
it

fat
pigeons

dead
pigeons

Bring
out
a
bowl
of
fat
in
the
middle
instead
of
bread
rolls

Some
were
you
knead
down
bread
loaves

Handing
out
bread
rolls
like
bread

Bread
tunnel
faced
like
a
tunnel

Where
the
bread
would
go
each
day
and
that
bread
is
a
case
about
any
size
in
a
country
household

Bread
stick

Move
the
bread
to
the
cheapest
section
of
the
supermarket

Pushing
non
fat
bread
fat
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on
the
ground

The
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house
to
be
a
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in
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middle
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the
house

Use
a
cheap
box

Bread
baking
roll
like
a
bread
roll

Message
of
fat
bread

Bread
roll
with
fat
bread

Message
of
fat
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Message
of
fat
bread

Message
of
fat
bread

Bread
gun
instead
of
gun

Bread
shooting
game

In
the
bread
section
of
the
supermarket

Use
a
cheap
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Message
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Message
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Message
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Message
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Rebels
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‘Creative businesses are creative throughout. As well as being a path to new products and services, creativity is also a route to greater productivity.’

2005 Cox Report









TELEPHONE

SIXA
CAB



Pixar Studios





ART & DESIGN PEDAGOGY AND ENTREPRENEURSHIP

‘business thinking’ to the ‘art school’

‘art school thinking’ to business

‘the majority [of students] believe that measurement of entrepreneurial activity needs to recognize the benefits and values created in society in addition to and sometimes as an alternative to economic value.’

ADM-HEA, NESTA, (2007) *Creating Entrepreneurship*

- Strong sense of independence
- Distrust of bureaucracy and its values
- Self made/self belief
- Strong sense of ownership
- Belief that rewards come with own effort.
- Hard work brings its rewards
- Belief that can make things happen

- Strong action orientation
- Belief in informal arrangements
- Strong belief in the value of know-who and trust
- Strong belief in freedom to take action
- Belief in the individual and community not the state

(after Gibb, 2005) [1]

‘in the 21’st century, governments and global corporations are presiding over complex systems they are no longer confident they control’

Restarting Britain

‘the radical power of financial interests to uproot businesses and destroy individual lives has grown in the wake of deregulation’

Friedman K. (2010)



If Art and design pedagogy can offer its students *'a sense of human engagement based on ethics and on care'* (Friedman K. 2010), this sense needs to also be offered to the wider community when using this pedagogy to further innovation and entrepreneurship.

Design education has the ability and the duty to contribute to the propagation of future entrepreneurship by ensuring that pedagogies support the development of anticipatory action in students and encourage co-creation with all societal stakeholders via service design, design thinking and human centered technological strategies.

Συν Αθηνά και χείρα κίνει

Along with Athena, move also your hand.



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