

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

LEVICK-PARKIN, Melanie

Available from Sheffield Hallam University Research Archive (SHURA) at:

<http://shura.shu.ac.uk/10901/>

This document is the author deposited version. You are advised to consult the publisher's version if you wish to cite from it.

Published version

LEVICK-PARKIN, Melanie (2013). Creativity - innovations muse: how art & design pedagogy can further entrepreneurship. In: NHIBE 8th International Conference: "New Horizons in Industry, Business and Education", Chania Crete, 30-31st August 2013.

Repository use policy

Copyright © and Moral Rights for the papers on this site are retained by the individual authors and/or other copyright owners. Users may download and/or print one copy of any article(s) in SHURA to facilitate their private study or for non-commercial research. You may not engage in further distribution of the material or use it for any profit-making activities or any commercial gain.

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

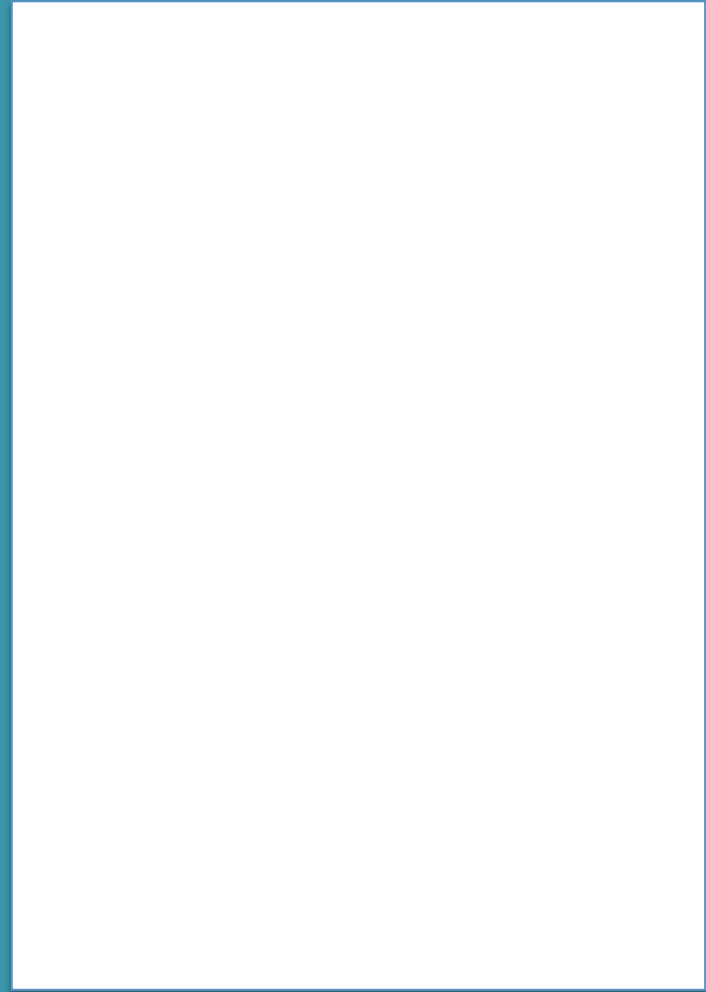
*'creativity is as much an attitude as it's a set of mental processes.
It incorporates playfulness, curiosity, sensitivity, self-awareness
and independence.'*

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



Handwritten text in green and yellow, possibly a signature or date, located in the bottom left corner of the drawing.



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, Palms

Needs & Satisfaction - ~~Optional~~

Participation | Lectures

Nutrition

Andrew Whiteley | Andrew Whiteley

~~Andrew~~ Andrew Whiteley

Mass Production Killed Bread!

Can you source slower locally?

Slow & Savour!
you wouldn't start your day
with a sandwich.

The impact of...
is...
...

Washed
...

Final questions
...

Washed from the
milk powder...
...

‘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

300
200



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.



[1]. ADM-HEA, NESTA, *Creating Entrepreneurship: entrepreneurship education for the creative industries*, ADM-HEA, UK, (2007) pp. 57, 58, 59, 126, 126 Towards and entrepreneurial University (Gibb 2005)

[2]. Bowkett S., *100 ideas for teaching creativity*, Continuum International Publishing Group, London, UK, (2005) pp.12,13,

[3]. Cox G., Sperry B., '*Cox Review of Creativity in Business: building on the UK's strength*' UK, (2005) pp. 2,3,

[4]. Danvers J., *Towards a Radical Pedagogy: Provisional Notes on Learning and Teaching in Art & Design*, JADE 22.1 NSEAD, UK, (2003) pp.51, 53,

[5]. Design Commission, *Restarting Britain: Design Education and Growth*, UK, (2011) pp.15,

[6]. European Commission, *EUR 25948 - Co-creating European Union Citizenship A Policy Review*, EU, (2013) pp.8, 13, 14

[7]. Friedman K., *Models of Design: Envisioning a future Design Education*, Visible Language , 46.1/2, 132-154, (2010) pp. 138, 139, 151,

[8]. Judith Point Capital, *The Liberal Arts Entrepreneur*, Online, (2010)
<http://pointjudithcapital.com/blog/blog-post-3/> (Accessed 20th of April 2013)

- [9]. Maslow A.H., *A theory of human motivation*, *Psychological Review*, 50(4), 370–96.UK, (1943)
- [10]. Oakley K., Sperry B., Pratt A., *The art of innovation: How fine arts graduates contribute to innovation* NESTA, London, UK, (2008)
- [11]. Shreeve A., Sims E. and Trowler P., ‘A kind of exchange’: learning from art and design teaching, *Higher Education Research & Development* , 29:2, 125-138, (2010) pp.132
- [12]. Spence M., in Kristof D.N. Occupy the Agenda *New York Times*, Online, (2011)
http://www.nytimes.com/2011/11/20/opinion/sunday/kristof-occupy-the-agenda.html?_r=0
(Accessed 15th of May 2013)
- [13]. Schumacher E.F., *Small is beautiful*, Vintage Books, London , UK, (1993) (First published 1973 by Blond & Briggs Ltd)
- [14]. WilliamMc E. and Haukka S., Educating the creative workforce: new directions for twenty-first century schooling, *British Educational Research Journal* , 43:5, 651-666, (2008) pp.652
- [15]. Zappa F., *Progress is not possible without the deviation from the norm*, (s.n.)