



LAUREA
UNIVERSITY OF APPLIED SCIENCES



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LbD4All Guidebook Series

Creativity



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LbD4 All Guidebook Series

Creativity

CREATIVITY

This guidebook is a part of a series of guidebooks concentrating on the LbD4All action model. The series of guidebooks consists of eight guidebooks that introduce the five dimensions of the LbD4All action model. The dimensions are authenticity, research-oriented approach, partnership, experiential nature and creativity. Furthermore, assessment, project and teamwork, as well as e-learning are introduced. In addition, the series of guidebooks includes five videos on the five dimensions.

The guidebook describes the LbD4All action model. The LbD4All action model is based on the action model Learning by Developing (LbD) that has been developed by Laurea University of Applied Sciences. LbD4All is an action

model developed in the LeTeEm (Learners, Teachers and Employers) project by Laurea University of Applied Sciences for comprehensive schools and secondary education. The guidebooks and videos have been created as part of the LeTeEm project.

This guidebook concentrates on **creativity**. Creativity is one of the dimensions of LbD4All (Learning by Developing for All). The dimension is defined on a general level and also from the perspective of a possible practical example of a history project. The aim of this guidebook is to describe the nature of the dimension in practice and give concrete examples of how to implement the LbD4All methodology in secondary education.

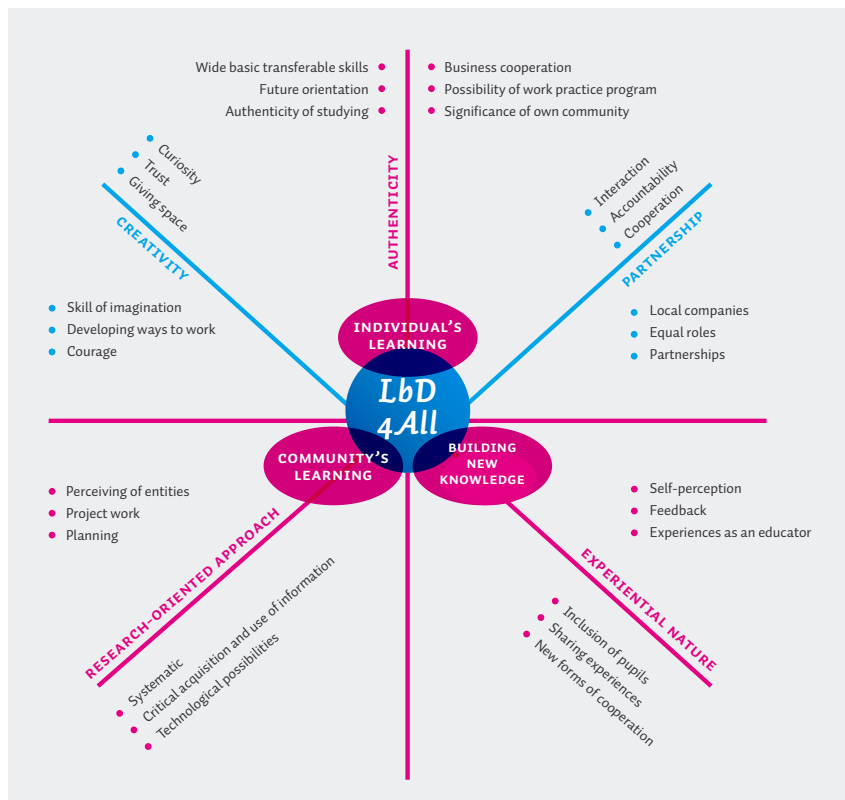


Figure 1. The LbD4All model adapted for comprehensive schools.

Description:

Creativity means "the freedom to seek new, to produce new ideas and find new paths". To have different options enables the finding of creative solutions and innovations. The aim is to find new information and develop new knowledge. Creativity can be supported with the help of joint learning experiences and environments. Creativity also varies in its approaches. Along with tests and exams, one needs communal approaches!

How is it visible?

- Freedom to follow one's own ideas
- Involvement
- Methods (co-creation)
- New ideas, leading to innovation

Whom does it influence?

- Pupils
- Teachers
- Partners
- School community

Who does what, when, where, why?

- Everyone
- School administration
- Shared process
- Inspiration from e-discussions
- Pupils can be creative when working on their projects
- Teachers have the opportunity to be creative when planning the contents and implementation

What does it generate/produce?

- Motivation
- Enthusiasm
- New products, creations, innovations, ideas, and solutions

Realization:

- Curiosity, joy and shared experiences are an opportunity
- One needs to cope with failure
- Encouraging people to be themselves and supporting the development of self-esteem
- Indicate trust and permission to try
- Give space to act, think by oneself and strive for self-realization

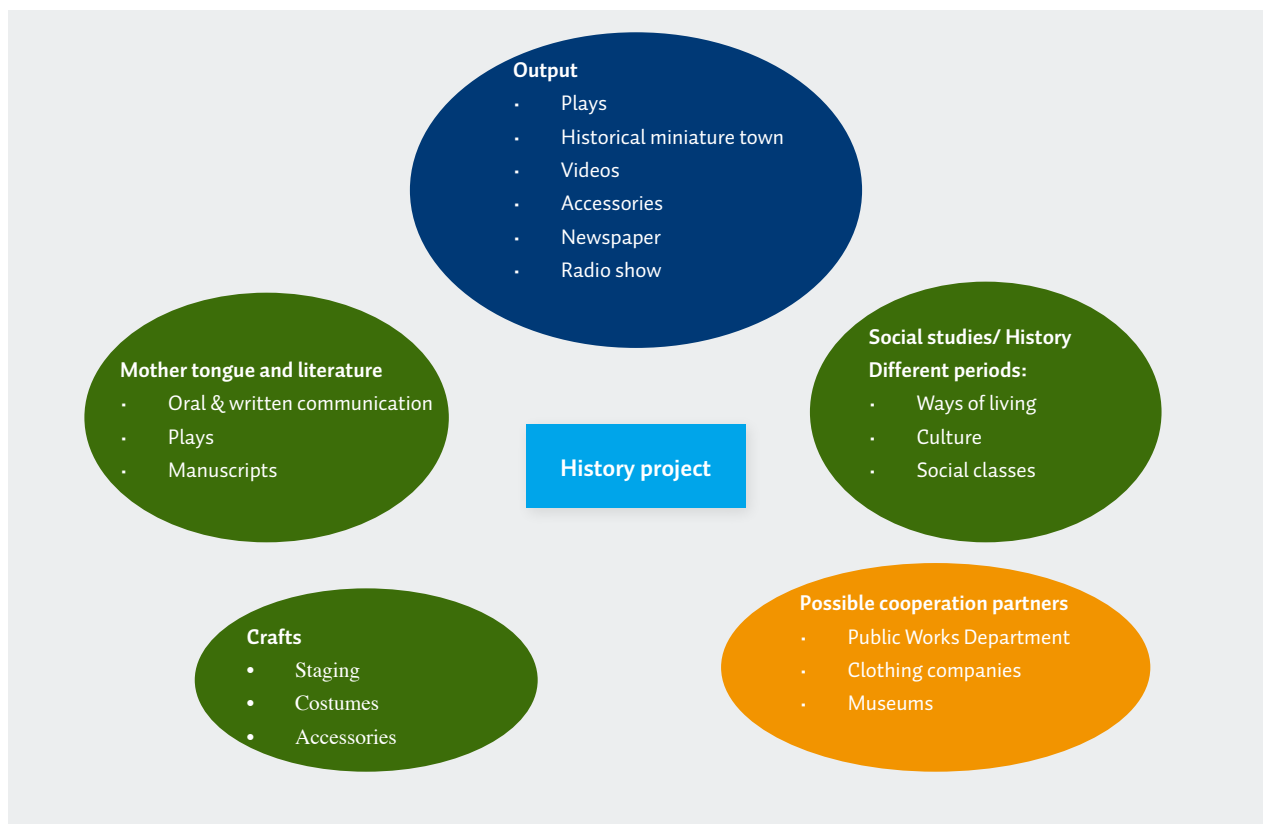


Figure 2. Example of a practical implementation, a history project.

The study subjects, crafts, social studies/history, and mother tongue and literature, are combined in this project. The partners in the project are the Public Works Department, clothing companies and museums. In the subject mother tongue and literature, the topics that are studied are oral and written communication, as well as manuscripts. In the study of crafts, the topics to be studied are staging and costumes. The topics studied in social studies/history concentrate on ways of living, culture, and social classes of different periods.

The project runs through the whole school year, and the teachers plan in advance how to launch the project after summer holidays in a class with 20 pupils aged 14 years old. In the preparation phase, the teachers act as partners in the planning of the project. The teachers plan the working schedule, the contents from the perspective of the learning, and the partners that are needed for the project. They also decide on the time era that the history project will focus on. They contact the organizations and agree on certain principles for carrying out the project with the pupils. Furthermore, the teachers make sure that the cooperation partners are committed to the project.

The pupils start their project by dividing into four teams, each with five members. Each team chooses a team captain. Teams focus on certain approaches of the project idea, and they share the results of their planning with the whole class and the teachers to start a discussion. Together team captains and teachers create a schedule and a project plan, which are then introduced to the teams by their respective captains. The pupils visit a museum to learn more about the culture and the ways of life of the time period they are focusing on. Each team makes a video on the component they have taken on; ways of life, culture, social classes and infrastructure. The videos are then uploaded online to be studied by the teams.

Before Christmas vacation, the pupils create a miniature town from the time period studied with the help of the Public Works Department. All the partners and all the pupils in the school have access to the miniature town. After Christmas vacation, the pupils start to plan a historical play concerning the time era. They revisit the museum to gain more specific knowledge on the subject. The pupils also have a meeting with a clothing company to gain sponsorship when creating costumes for their play. Before summer vacation, they will present a play related to the time era that they have planned and executed themselves, including staging and costumes. The pupils also produce their own newspaper and broadcast a radio program in their school to spread information about the time period.

The partners working on the project gain advertisement, free manpower and new ideas for their organizations. They also receive great networking possibilities when meeting other cooperation partners of the project.

The teachers have to see things from many different perspectives. The LbD4All method enables teachers to create open learning processes. The teachers must also be open to making creative solutions for assignments, as well as when guiding and teaching the pupils. They must remember to encourage the pupils to use their imagination and creativity.

The pupils have the chance to use their natural imagination and skills. When working together, they can come up with new creative solutions.

The project described above is an example that can be adapted to fit different needs and contents.

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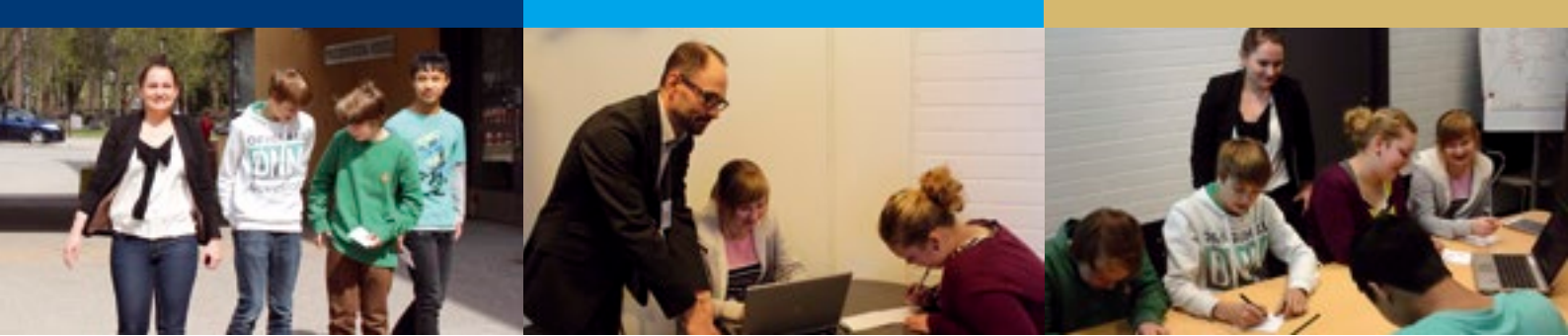
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