

Developing a **Creative** Mindset



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Education
Innovation**

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Point #1

Driving a creative economy goes beyond preparing people to work in creative industries.



“The educational process in many creative disciplines – problem solving, project-based, collaborative and experiential learning – helps to develop many of the skills and attributes required for successful **innovators** and **entrepreneurs**, skills that are in demand across the economy.”





Farmers



Factory workers



Knowledge workers



Creators and empathizers

Agricultural Age

Industrial Age

Information Age

Conceptual Age

Daniel H. Pink (2005) *A Whole New Mind*, New York: Penguin, p. 49.



Point #2

A teaching and learning approach developed in the industrial age is no longer suitable when both our students and the world of work we prepare them for have changed significantly.





“Evidence suggests that the innovation process in creative industries differs fundamentally from traditional **linear** models of innovation in science – it is **open**, **iterative** and **collaborative**, working through networks and up and down supply chains in ways that are neither well researched nor understood.”



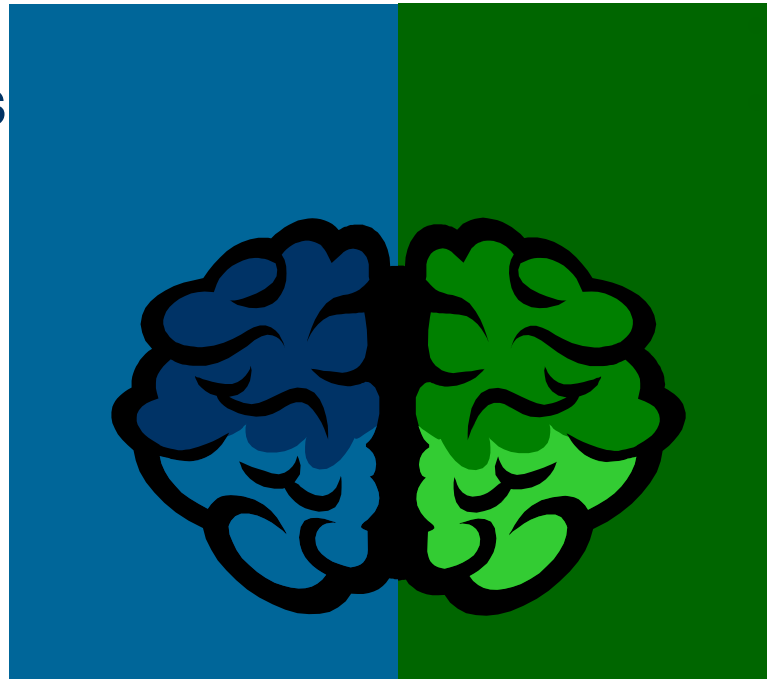
Androgynous minds

Left Brain

- Sequential
- Text
- Details

Right Brain

- Simultaneous
- Context
- Big picture



Daniel H. Pink (2005) *A Whole New Mind*, New York: Penguin.



Point #3

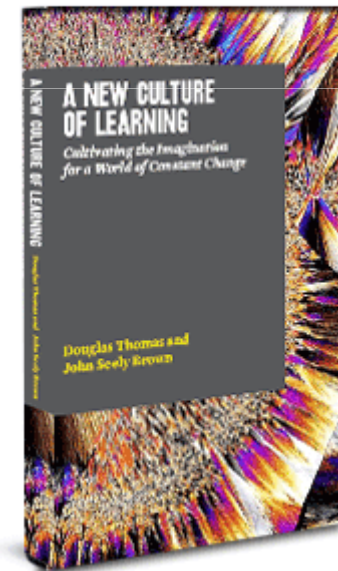
*It would be difficult for an individual to have an androgynous mind, but relatively easy for a **group** of people to do so.*





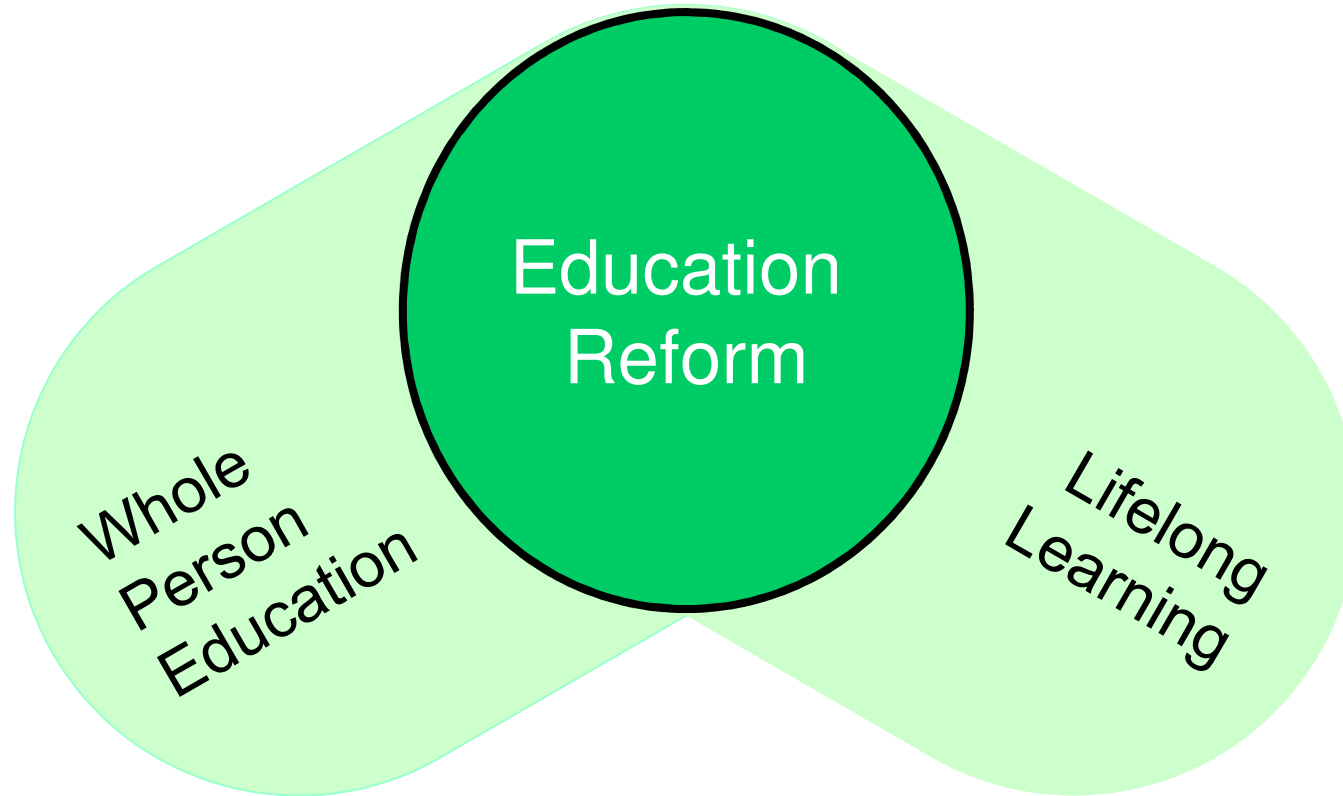
A New Century of Learning

- Learning in the **collective**
- Learning as **inquiry**
- **Playing** to learn





Aims of the Education Reform in Hong Kong





The New Senior Secondary Curriculum

- Provide more choices to students
- Encourage students to identify their interests and strengths
- Create opportunities for inquiry-based and collaborative learning
- Establish multiple models of success





Opportunities offered in the 4-year curriculum

- More time for students to identify their interests and strengths
 - e.g., school-based admission
- A better balance between specialization and generalization
 - e.g., common core/general education courses
- More choices of purposeful learning experiences
 - e.g., exchange, internships, service learning
- Opportunity for building **learning communities**





Point #4

*The challenge will be in building purposeful **learning communities** and in assessing their effectiveness.*





Building **learning communities** for student and faculty development

*“Groups of people engaged in intellectual interaction for the purpose of **learning**.”*

--- K. Patricia Cross

About Campus/July-August, 1998, p.4

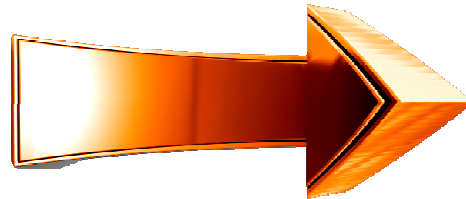


Collaborative problem solving through inquiry

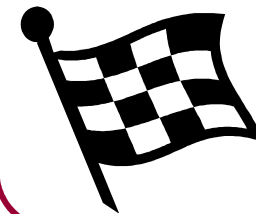
Purpose



Testing &
Evaluation



Outcome



Collective
ownership

Role of members



Critical
thinkers

Behavior#1



Balanced
arguments

Behavior#2



Open to
alternatives

Behavior#3



Accept
constructive
criticism

Minority views



Cultivated
and valued

A decision-making approach described
by Garvin and Roberto, 2001.
Harvard Business Review, 79(8), 108-116.



Summary

- A learning environment that fosters **inquiry-based and collaborative learning** will produce talented individuals for a creative economy, as either practitioners or participants.
- The education reform in Hong Kong provides an opportunity for building this type of learning environment in both schools and universities.
- Realizing this opportunity will require building **learning communities** for student and teacher development and assessing their effectiveness.

