

WORKSHOP

**Creativity in Borderline situations:
FLUXUS art (anti art) tools for
developing transversal and
unconventional skills**

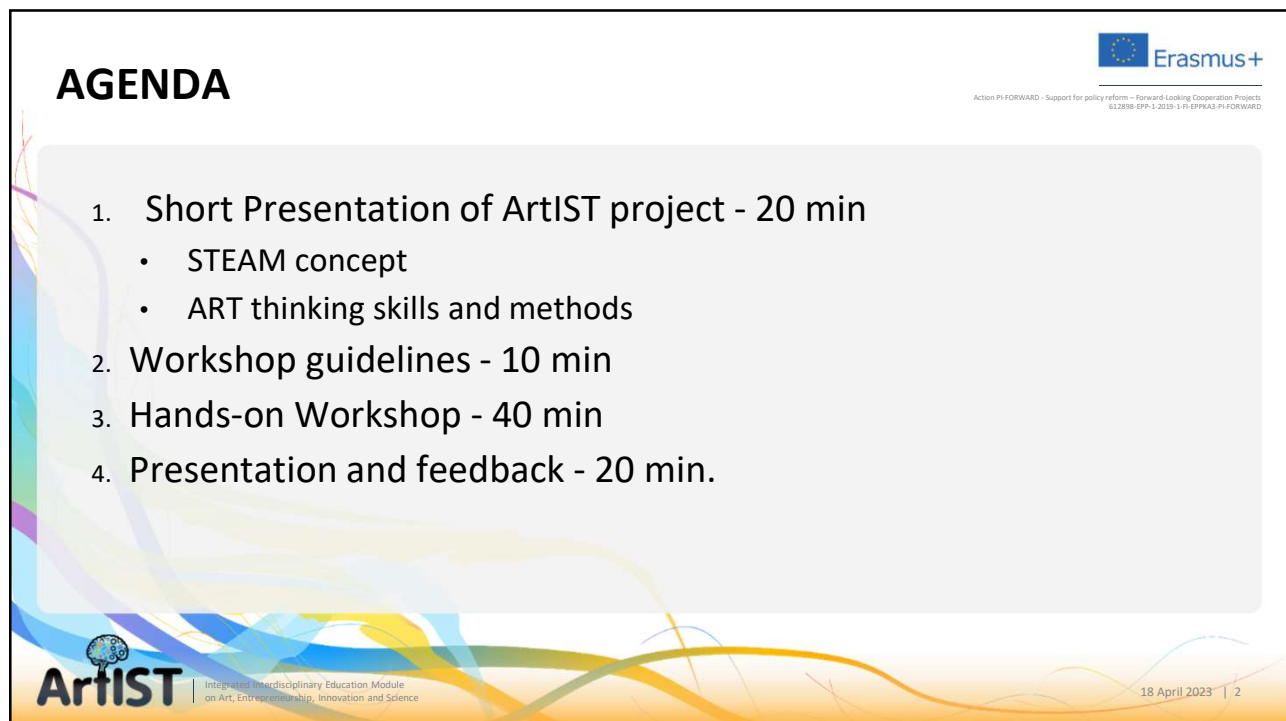
18 April 2023

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ArtIST
INTEGRATED INTERDISCIPLINARY EDUCATION MODULE ON ART,
ENTREPRENEURSHIP, INNOVATION AND SCIENCE

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AGENDA

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1. Short Presentation of ArtIST project - 20 min
 - STEAM concept
 - ART thinking skills and methods
2. Workshop guidelines - 10 min
3. Hands-on Workshop - 40 min
4. Presentation and feedback - 20 min.

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ArtIST PROJECT INTRODUCTION


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Modernization or
Creation of
STE(A)M
subjects




01.2020 – 12.2022
(3 years)




Students and
University
teachers



7 partners




9 meetings










7 work packages

- Developing a network of European universities
- Building together innovative modules of management education that rely on a STE(A)M approach






In STEAM subjects for multidisciplinary programmes, such as business, innovation and entrepreneurship, students will build necessary skillset for a successful future, including such skills as **creative problem solving, flexibility and communication**










AIMS OF THE ArtIST PROJECT


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- ✓ ArtIST aims to **develop and modernize STE(A)M subjects** in multidisciplinary programmes (business, technology, innovation, entrepreneurship).
- ✓ ArtIST is focusing on **reforming educational systems** in partner institutes to ensure that graduates have all necessary skills and knowledge (not convergent or divergent but both) to successfully enter the labor market – Skills of the Future.
- ✓ This innovative module as a **mix of arts and technology hard and soft skills** accompanied with *entrepreneurial* and *business* training. The module will be based on *creativity techniques, design driven methods*, and modern *IoT and ICT tools* in the teaching and learning practices.



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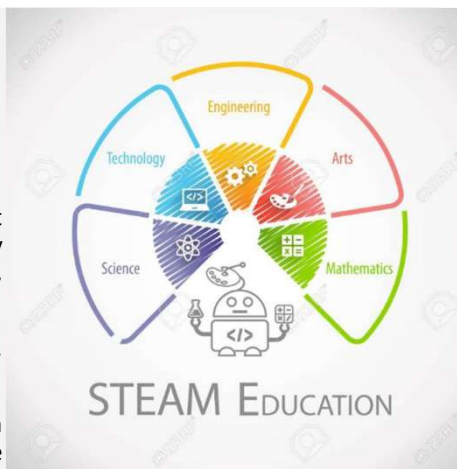
STEAM EDUCATION APPROACH



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- **STEAM** learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and **critical thinking**.

- “A”rts need to be integrated into the STEM education:
- STEAM is an integrated education method that allows deeper student understanding of each discipline by contextualizing notions and by exposure to socially and culturally relevant STEM contexts (Yakman, 2008; Wang, Moore, Roehrig and Park, 2011)
- to “recognize the importance of the role of beauty, creativity, aesthetics, and emotion in the solution of a problem » (Bush et al, 2016)
- the pedagogy is further developed in a more complex learning system that permits the desired business vision value and capabilities ... create new professions as “astronautic geologists or biomimicry analysts” (Lang, 2013)



FACTS & MAIN ELEMENTS



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The global need *for 21st century skills* induces a change in teaching practices.

STEAM approaches

- Focus on experiential and transversal learning, transdisciplinary and project-based approaches to encourage students' autonomy, innovativeness and creativity.
- Despite a growing interest, STEAM initiatives are less developed at the university level
- just adding some crafts, drawing or music to a lesson does not create a STEAM lesson
- the challenge remains to effectively integrate the arts into the current educational curricula, especially in innovation management and entrepreneurship education.

STEAM education on the development of transversal,
unconventional and artistic skills

Challenges & Skills for a Sustainable Future

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Facing challenges like energy crisis, war, social inequalities, unemployment, followed by migration and human trafficking issues, human rights, social equality, sustainability, environmental issues, climate and other.

The need for skills to act under unknown unknowns, high level of uncertainty, complexity and wicked problems.

The exploitation art thinking and integrating **methods**, artistic **tools** in challenging situations where students can connect their primary senses, body, and mind; connect with their intuition, creativity; evoke curiosity then research and develop new ideas; aim to **break rules and find unorthodox ways of approaching contemporary issues**

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ART THINKING MAIN SKILLS

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**THINK LIKE AN ARTIST
DON'T ACT LIKE ONE**

- Develop Empathy and Emotional engagement
- Foster intuitive and associative thinking
- Accept ambiguity
- Develop Sensemaking
- Encourage divergent and wrong thinking

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Art Thinking: a Method



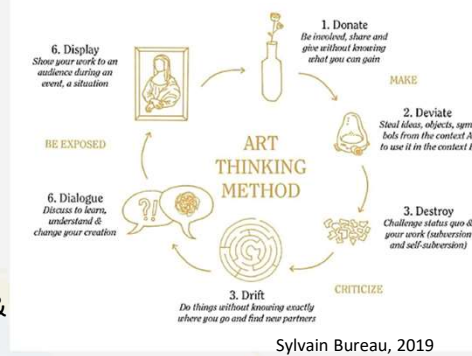
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Adopting an artistic mindset as well as creative practices

- to develop a unique perspective for dealing with chaos and uncertainty,
- to develop sensemaking

Three main steps

1. **MAKE** to think
2. **CRITICIZE** to build new representations
3. **BE EXPOSED** to transform & discover yourself



Berit Sandberg (2019)

Art Thinking: a Mindset rather than a Process



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« It develops a specific artistic mindset, it is an embodied practice and a collective sensemaking process that invites different values and perspectives », Sandberg 2021

- Diverse art forms and the creative processes that underpin them **help inspire creative ideas** that extend beyond those yielded by conventional frameworks, and solve problems
- It offers a **unique way** to bring, sometimes unheard, diverse stakeholder voices into a collaborative innovation process.
- A **new perspective** leading to more sustainable and **responsible innovation**
- More **inclusive** approach as art can “speak” to everyone

NOW THE WORKSHOP!



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How to leverage your creative thinking in borderline situations?

KEY TAKEAWAYS

- Develop fresh and artistic ideas on how to develop new artistic skills and competences for higher education students in engineering or social science studies (management)
- Gain practical training and teaching tools and unconventional insights for teachers and practitioners
- Understand and gain the critical art thinking, creative thinking, unconventional STEAMpreneurship skills needed in order to solve complex future challenges or wicked problems, to act under high levels of uncertainty, or to embrace critical situations



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THE FRAMEWORK: Borderline Situations



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- insurmountable difficulties to the individual, but at the same time, they reveal being as such as well as the potential for self-realization of Existence:



- death, suffering, struggle, guilt, and chance.
- Boundary situations are non-transparent, inescapable, and uncontrollable. They imply a destruction of values and constraints upon value-formation. *Karl Jaspers*

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Planning & Guidelines of the “PAPER EXPRESSIONS” Workshop



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- Build groups of 3 to 5 participants → **1 min**
- Seat to your table with your group and choose one borderline situation → **3 min**
- Define the perspective and the persona (stakeholder) you want to represent to act in this borderline situation → **5 min**
- Define the skills that are needed by your stakeholders to cope with the borderline situation you chose → **5 min**

Using the recycled material at your disposal, you will have to create a 3D, self-standing Art piece that represents se these skills

- Planning → **5 min**
 - What to build ? Who would do what ? What material to use ?
 - Get material / supplies
- Creative Act → **15 min**
- Display your Art piece → **2 mins** per group (max 10 in total)
- Group reflection on the process → **5 min**
- Debrief on the workshop

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Inspiration for “Paper Expressions”



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FLUXUS art/ anti art movement


- Fluxus movement is playful and turns everyday objects and actions into living art
- **experimental** art performances
- all forms of **art accessible** to the masses by rejecting their institutional conventions
- **disrupting** the art world in many ways
- Fluxus as an **attitude** rather than a movement
- Fluxus works were meant to be **simple mixed media and fun**
- Fluxus embrace **humor**
- Fluxus required **the viewer to interact with the piece** in order for it to be considered complete






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Fluxus arts-based tools in order to:

- dare to **change** and **make a difference**,
- act under **unknown** and **uncertain** conditions;
- **embrace uncertainty** and borderline situations,
- exercise creativity, improvisation, play, envisioning, uncertainty mastering, smart risk skills.
- to use **frugality** and **constraints** as powerful creative tools
 - Time
 - Resources: material, human, knowledge

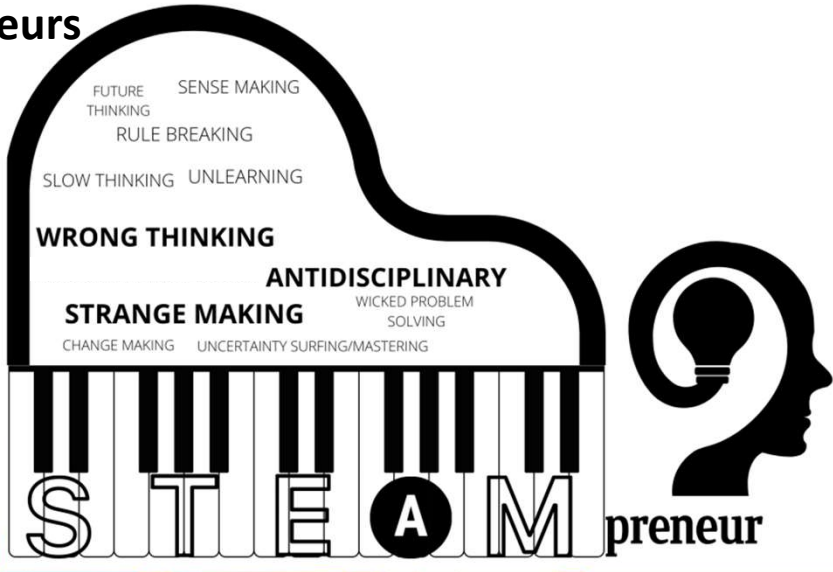


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Competence framework for future STEAMpreneurs



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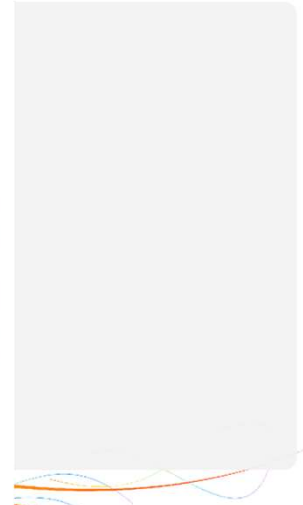
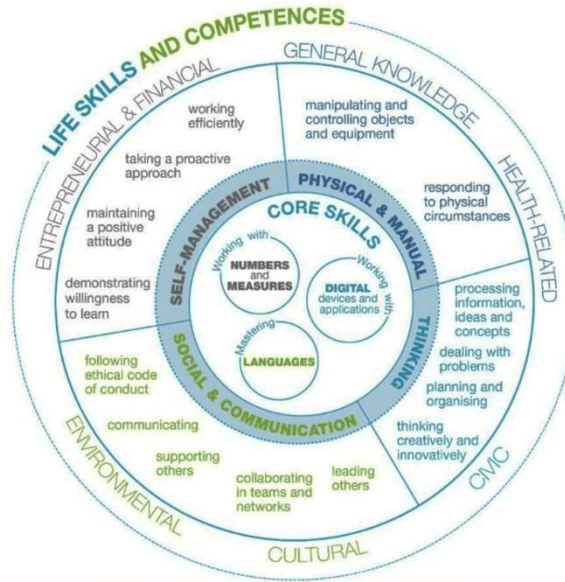
WHAT TRANSVERSAL SKILLS DO YOU THINK YOU REACH THROUGH ART THINKING & STEAM?



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THANK YOU

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