

Interconnections between creative processes, citizenship practices in activities in Training in Work Context

1. Introduction

The problem under study arises from transformation that the artistic educational practices have undergone in recent decades. We see a concern inherent in dimensions involving creative processes and citizenship practices integrated into school activities in training in work context as 21st century challenges for either educators and students. These transformations are associated with the need to find solutions to the emerging problems of a society in constant change, given the evolution of new information and communication technologies, which show us changes in our way of seeing, resulting in changes in our way of life; therefore, they will be reflected in ways of thinking, of creating and recreating artistically, of guiding and implementing pedagogical actions, implicit in individual or collective creative processes. Artistic activity is a privileged means of providing young people with an integral education. The contribution of this research is to understand the interconnection between the processes of creative development and practices of social and cultural citizenship, integrated into Training in Work Context (FCT) projects (Figure 1), in relation to the students' learning, particularly in the practices of the Artistic Production course at the António Arroio Artistic School (EAAA), in the specializations of Plastic Realization of the Spectacle and Ceramics.

2. Objectives

Analyze and understand the articulation between the development of creativity and citizenship practices integrated in Training in Work Context (FCT) projects, in the teaching and learning processes in EA practices, in the specializations in Plastic Realization of Spectacle and in Ceramics, of António Arroio Artistic School (EAAA).

Specifics:

- ✓ **Identify** pedagogical actions and interventions that improve learning and the development of creativity and sociocultural values, in this context;
- ✓ **Characterize** the contributions and interconnections of processes to stimulate creativity and citizenship practices within the scope of projects in a FCT, in the learning processes of Project and Technologies discipline (PT) practices, in the specializations in Plastic Realization of Spetacule and in Ceramics from EAAA;
- ✓ **Propose** other approaches in artistic teaching practices, which allow other possibilities for reflection and understanding about these interconnections to develop educational strategies on learning and skills development in plastic and artistic production in the educational context.

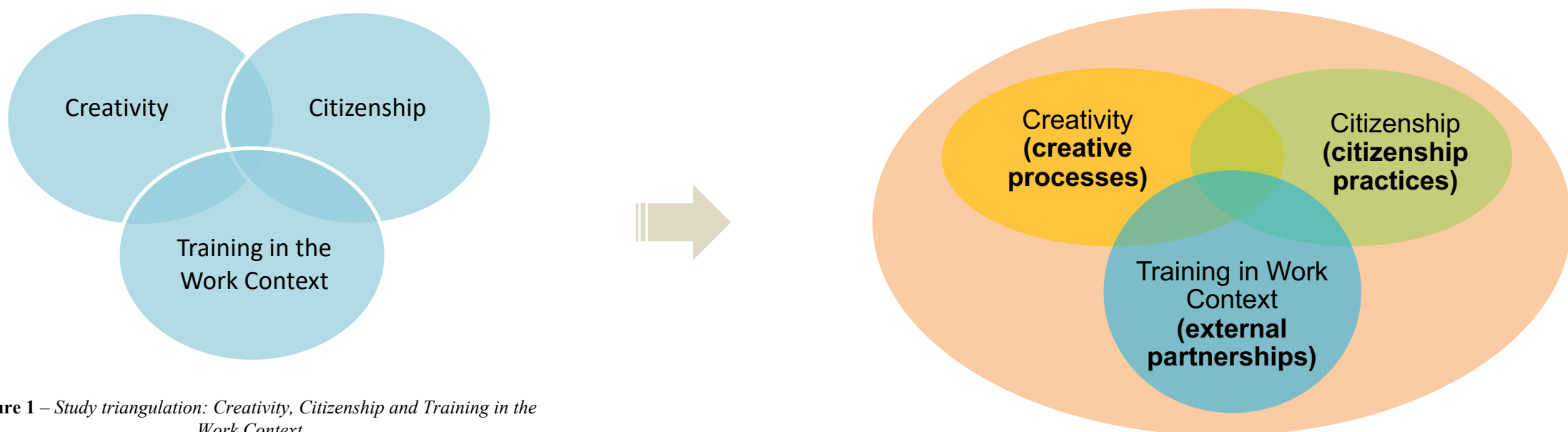


Figure 1 – Study triangulation: Creativity, Citizenship and Training in the Work Context.

3. Methodology

Table 1 – General Planning of Activities per academic year.

| School year | Course | Class | PT | Projects / action plans |
|-------------|----------------------------------|--------|---------|---|
| 2018/2019 | Plastic Realization of Spetacule | 12.º A | PT | Project I – I Am Who I Am. |
| | | | FCT/PAA | FCT Project - Partnership with the artist Pedro Cabrita Reis and the artists from Pavilion 31 - Hospital Júlio de Matos, which culminated in the holding of a collective exhibition with works by students and artists from Pavilion 31. Delivery of portfolios and presentation in the Artistic Aptitude Test resulting from activities developed with partners. |
| 2019/2020 | Ceramic | 12.º B | PT | Borders (theme for ceramic mural) / Sculpture (free theme) |
| | | | FCT/PAA | From My Hands (creation of a line of ceramic pieces, for a Ceramics Fair) / International Medalist Project, under the theme Future For Nature. Delivery of portfolios and presentation in the Artistic Aptitude Test resulting from one of the activities carried out throughout the year. (a) |

Table 2 – Methodology – Action Research investigation.

| ACTION RESEARCH (McNiff & Whitehead, 2002; Amado, 2014) | | |
|---|----------------------------------|-----------|
| Modality | Emancipatory or Critical | Practice |
| School year | 2018/2019 | 2019/2020 |
| Artistic Production Course | Plastic Realization of Spetacule | Ceramic |
| Class | 12.º A | 12.º B |
| Students (number) | 9 | 8 |
| Teachers (number) | 2 | 3 |

Table 3 – Instruments used in data collection.

| Observation | Interviews | Class Questions (CQ) | Portfolios | Photographs | Official documents |
|----------------------------------|--|--|--|----------------------------------|---|
| aim-public: students. | aim-public: students and teachers. | aim-public: students. | aim-public: students. | aim-public: students. | aim-public: School Educational Project. |
| Type: participant. | Type: semi-structured. | Type: participant. | Type: participant. | Type: digital. | Type: School Educational Project, etc. |
| Phase: during the investigation. | Phase: intermediate (1st Phase) and final (2nd Phase). | Phase: end of one of the projects included in the investigation. | Phase: end of one of the projects included in the investigation. | Phase: during the investigation. | Phase: during the investigation. |

a) Due to the pandemic situation, which led to a state of emergency, to conclude the academic year, the work requested was: delivery of portfolios of projects carried out and writing of a reflective document for the Artistic Aptitude Test.

4. Data analysis (from the Nvivo program)

Contributions and interconnections between creative processes and citizenship practices

Figure 2 - Contributions associated with Creativity.

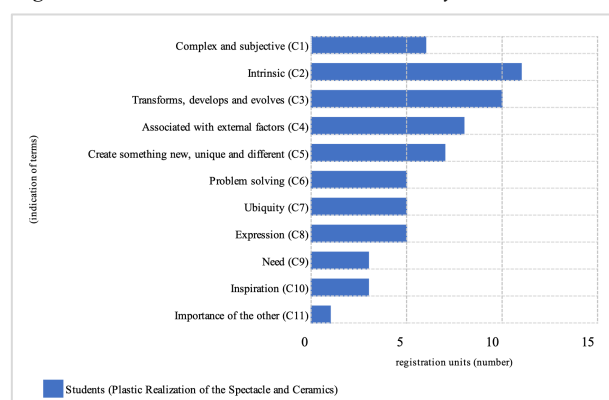


Figure 3 - Interpretations of Citizenship and associated terms.

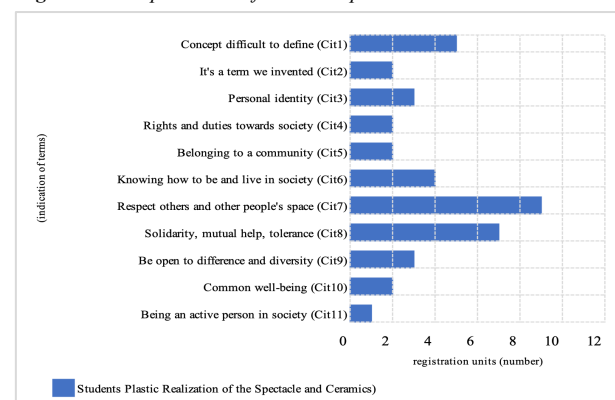


Table 4 – Elements to analyze Creativity Development.

| Subject | Elements |
|---------------------------|---|
| Development of Creativity | Agents who influence creative processes |
| | Methods and Techniques |
| | Creative Capabilities |
| | Creativity development factors |

Table 5 – Elements to Analyze the Development of Citizenship.

| Subject | Elements |
|-------------------------|--------------------------------------|
| Citizenship Development | Citizenship Practices Identification |
| | Citizenship Education Dimensions |
| | Important Factors for Development |

Table 6 – Elements to analyze Pedagogical Actions and Interventions

| Subject | Elements |
|-----------------------------------|--|
| Pedagogical actions and practices | Teaching Strategies Diversified |
| | Personal Attributes to Teaching Practice |
| | Climate for Expression of Ideas |
| | Encouraging New Ideas |
| | Student Learning Interest |
| | Traditional Teaching Procedures |

Collaborative dynamics in learning

Table 7 – Collaborative Dynamics in Learning and constituent relational elements.

| Element | Subelement |
|------------------------|--|
| Collaborative Dynamics | Relational dynamics with the physical and material environment |
| | Intrapersonal and interpersonal relational dynamics |

- Ambience and learning spaces with possibilities of access to material resources to carry out work. With flexibility and freedom of movement in learning spaces;
- Intercommunication between the school's courses.

Table 8 – Intrapersonal and Interpersonal Relational Dynamics and the identified components.

| Element | Underlying relationships |
|---|--------------------------|
| Intrapersonal and Interpersonal Relational Dynamics | Student/Actor |
| | Student-Student |
| | Student teacher |
| | FCT Student-Partners |

5. Results and Conclusions

Promoting learning encounters, whose experiences stimulate creative processes at the same time as the exercise of citizenship practices, in environments with the flexibility and sensitivity to understand the different moments of student progression results in the valorization of diversity and solidarity, with relevance to the relational processes between individuals who interact better understand each other and the world, and also encourages the continuous promotion of synergies between the inside and outside of the school community, increasing the possibilities for bridges of educational action, based on social and cultural relationships, for the construction of knowledge.

Main conclusions focus on:

Construction of knowledge. Self-expression valorization and the right to communicate and express oneself as an individual. A mutable process that feeds on experiences with or from others (intrapersonal and interpersonal dynamics), with the possibility of externalizing feelings or ideas in artistic manifestations that also evoke the individual's volitional capacities.

Artistic Education as a fundamental socialization space for the integral development of the individual, in particular their creative capacities and citizenship practices.

Creative practice and citizenship practice are interdependent. Students highlighted the relational dynamics existing during their learning, experiencing "creativity as an experience" and "citizenship through practice" as actors in creative actions and citizenship practices.

Collaborative creativity emerges from human interactions and mediations. Intrapersonal and interpersonal relationships were the driving force behind learning. The relational and collaborative dynamics throughout the activities carried out, as well as being significant, also contributed to increasing creativity for those involved. Creative collaboration promotion between all those involved led to the emergence of collaborative creativity.

Action research methodology is inherent in developing processes of creativity and citizenship practices. This methodology is a practice for changing practices, which establishes a dialectic between theory and practice in a cyclical dynamic of "action-reflection-new action" that was both observed in the reflection on pedagogical practices and also identified as the one that the students used to produce knowledge in successive attacks of observation-action-reflection-deliberation and new action in the construction and expansion of their knowledge network.