

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

**Teresa Maria Rocha Gomes Varela**

*Teacher, Higher School of Theater and Cinema, Portugal. Universidade de Lisboa, Faculdade de Belas-Artes, Centro de Investigação e de Estudos em Belas-Artes (CIEBA), Largo da Academia Nacional de Belas-Artes, Lisboa, Portugal*

---

### Abstract

This poster aims to reflect the need to realize new activities involving interconnections between creative processes and citizenship practices in learning Artistic Education practices. As well as understand the impact of the activities on the construction of learning and pedagogical actions from the perspective and voice structures of the students, where teachers become more involved in questioning visual culture and artistic practices that provide students with a search for knowledge of themselves and the other, collectively. A study was carried out on the curricular activities of two 12th-grade classes, integrated into Training in Working Context (FCT) projects, in two Artistic Production courses at the António Arroio Art School (EAAA) in the 2018/19 and 2019/20 school years. The methodology used was action research with students and teachers in a class specialized in Plastic Realization of the Spectacle and another specialized in Ceramics. The data collection instruments were based on direct observation and interviews. The analysis was carried out using the NVivo program. This research settled on sociocultural theories of creativity (Glăveanu, 2013; Beghetto, 2016), citizenship and educational contexts (Eça, 2010; Caetano & Freire, 2014), and the context of Art Education (Eça *et al.*, 2012; Eça, 2014; Ramirez, 2016). The main results revealed an interdependent relationship between creative processes and citizenship practices through social interactions, the integral development of the individual, increased knowledge, and creative capacities capable of promoting collaborative creativity (Burnard & Dragovic, 2015). This study shows the need to foster new activities involving these interconnections to understand more profoundly the correlation between creative practices and citizenship practices based on social, cultural, and situational interactions.

**Keywords:** creativity, citizenship, art education context, creative teaching, learning in workplace training.

## Interconexiones entre los procesos creativos y las prácticas ciudadanas en las actividades de formación en el contexto laboral

### Resumen

Esta presentación pretende reflexionar sobre la necesidad de realizar nuevas actividades que involucren las interconexiones entre procesos creativos y prácticas ciudadanas en el aprendizaje de prácticas de Educación Artística. Así también comprender el impacto de las actividades en la construcción de aprendizajes y acciones pedagógicas desde la perspectiva y estructuras de voz de los estudiantes, donde los docentes se involucran más en cuestionar la cultura visual y las prácticas artísticas que brinden a los estudiantes una búsqueda de conocimiento de sí mismos y el otro, colectivamente. Se realizó un estudio sobre las actividades curriculares de dos promociones del grado 12, integradas en proyectos de Formación en el Contexto de Trabajo (FCT), en dos cursos de Producción Artística, de la Escuela de Arte António Arroio (EAAA), en los cursos 2018/19 y 2019/20. La metodología utilizada fue la investigación acción con estudiantes y docentes, en una clase especializada en Realización Plástica del Espectáculo y otra especializada en Cerámica. Los instrumentos de recogida de datos se basaron en la observación directa y entrevistas, y el análisis se realizó mediante el programa NVivo. Esta investigación se basó en teorías socioculturales de la creatividad (Glăveanu, 2013; Beghetto, 2016), la ciudadanía y los contextos educativos (Eça, 2010; Caetano & Freire, 2014) y el contexto de la Educación Artística (Eça *et al.*, 2012; Eça, 2014; Ramírez, 2016). Los principales resultados revelaron una relación de interdependencia entre los procesos creativos y las prácticas ciudadanas, a través de las interacciones sociales, el desarrollo integral del individuo, el aumento de conocimientos y capacidades creativas, capaces de promover la creatividad colaborativa (Burnard & Dragovic, 2015). Este estudio muestra la necesidad de realizar nuevas actividades que involucren estas interconexiones, para comprender mejor la correlación entre prácticas creativas y prácticas ciudadanas, basadas en interacciones sociales, culturales y situacionales.

*Palabras clave:* creatividad, ciudadanía, contexto de la educación artística, enseñanza creativa, aprendizaje en la formación en centros de trabajo.

---

### *Acknowledgments*

This work is financed by National Funds Through the FCT – FUNDAÇÃO PARA A CIÊNCIA E A TECNOLOGIA, I.P., NO ÂMBITO DO PROJETO «UIDB/04042/2020».

**References**

- Alencar, E. M. L. S., Fleith, D. S. (2010). Escala de práticas docentes para a criatividade na educação superior. *Avaliação Psicológica*, 9(1), 13-24. [http://pepsic.bvsalud.org/scielo.php?script=sci\\_arttext&pid=S167704712010000100003&lng=pt&tlng=pt](http://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S167704712010000100003&lng=pt&tlng=pt)
- Amado, J. (2014). *Manual de investigação qualitativa em educação*. Coimbra, Imprensa da Universidade de Coimbra. ISBN 978-989-26-0879-2. <http://dx.doi.org/10.14195/978-989-26-0879-2>
- Beghetto, R. A. (2016). Creative learning: a fresh look. *Journal of Cognitive Education and Psychology*, 15(1), pp. 6-23. <https://doi.org/10.1891/1945-8959.15.1.6>
- Burnard, P.; Dragovic, T. (2015). Collaborative creativity in instrumental group music learning as a site for enhancing pupil well-being. *Cambridge Journal of Education*, 45(3), p. 371–392. DOI: [10.1080/0305764X.2014.934204](https://doi.org/10.1080/0305764X.2014.934204)
- Eça, T. T. de. (2010). A educação artística e as prioridades educativas do início do século XXI. *Revista Iberoamericana de Educación*, 52, 127-146. <https://doi.org/10.35362/rie520581>
- Eça, T. T. de. (2014). Para além do crepúsculo das artes visuais na escola. *Revista Lusófona de Educação*, 26, 17-27. <http://hdl.handle.net/10437/6035>
- Eça, T. T. de., Pardiñas, M. J.; Trigo Martínez, C. (2012). Transforming practices and inquiry in-between arts, arts education and research. *International Journal of Education through Art (ETA)*, 8(2), 183-190. [https://doi.org/10.1386/eta.8.2.183\\_7](https://doi.org/10.1386/eta.8.2.183_7)
- Glăveanu, V.P. (2013). Rewriting the Language of Creativity: The Five A's Framework. *Review of General Psychology*, 17(1), 69-81. <https://doi.org/10.1037/a0029528>
- McNiff, J.; Whitehead, J. (2006). *All You Need to Know about Action Research*. SAGE Publications: University of Cumbria, UK.
- Ramirez, E. (2016). *Educación artística para la formación ciudadana: Gajas de herramientas para la educación artística*. Santiago de Chile. Consejo Nacional de la Cultura y las artes. [cuaderno4\\_web.pdf cultura.gob.cl](http://www.cultura.gob.cl)

## 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 21<sup>st</sup> 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 Spectacle 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.

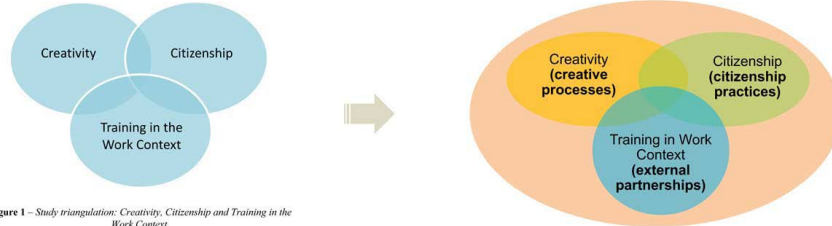


Figure 1 – Study triangulation: Creativity, Citizenship and Training in the Work Context.

### 3. Methodology

Table 1 - General Planning of Activities per academic year.

School year	Course	Class	PT	Projects / action plans
2018/2019	Plastic Realization of Spectacle	12 <sup>a</sup> A	FCT	Project 1 – I Am Who I Am.
			PAA	FCT Project - Partnership with the artist Pedro Cabrita Reis and the artists from Pavilion 31 - Hospital João 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 <sup>a</sup> B	PT	Borders (thematic for ceramic mural) / Sculpture (free theme) / From My Hands (creation of a line of ceramic pieces, for a Ceramics Fair) / International Medalist Project, under the theme Future <i>Far</i> Nature.
			FCT/PAA	Delivery of portfolios and presentation in the Artistic Aptitude Test resulting from one of the activities carried out throughout the year. (6)

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 Spectacle	
Class	12 <sup>a</sup> A	12 <sup>a</sup> 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, etc.
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 the 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.

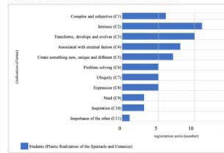


Figure 3 - Interpretations of Citizenship and associated terms.

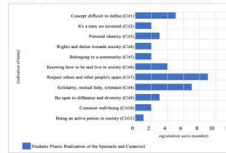


Table 4 - Elements to analyze Creativity Development.

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-Student
	Student-teacher
	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.