

The Academic Attributes of Best Human Resources Needed in Creative Education

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Abstract

Creative education includes active cognitive processes such as creating, problem-solving, reasoning, decision making and evaluation. However, the process requires appropriate human resources with the right academic attributes to guide the process along, most especially in the upcoming conceptual age where people will no longer live in the sequential, logical and analytical order of information age but rather a nonlinear, intuitive and holistic world. Therefore, this paper seeks the knowledge regarding the type of brain require in conceptual age, illuminates on the attributes of best academicians required in creative education. It also proposed the learning and teaching method that academicians in creative education can use in teaching and learning process.

Keywords: Academic attributes, Creative education, Academician, Teaching and Learning.

1. Introduction

Creative industries involve the exploration of intellectual properties such as knowledge and information which have potential of creating wealth and job. Their activities include active cognitive processes such as creating, problem solving, reasoning, decision making and evaluation. Therefore, in the process of creative learning, students are required to be intrinsically motivated to learn ("Virtual World Teacher", 2010). However, this can only be achieved when the appropriate human resources, with the right academic attributes are employed. The term academic attributes are the qualities or features regarded as a characteristic or inherent part of academician.

Creative industries have been seen to become increasingly important to economy well-being; that is, human creativity is one of the ultimate economic resources (Florida, 2002). Also, the results of the surveys carried out by the World Intellectual Property Organisation (WIPO) in 2003 provided indisputable evidence that creative industries are indeed economically significant and are comparable to other high profiled sectors in terms of their contribution to income, employment and trade (“Borneo Post Online”, 2010). According to Landry & Bianchini (1995), the 21st century industries will depend greatly on the generation of knowledge through creativity and innovation. Figure 1 illustrates the job trend in the coming years.

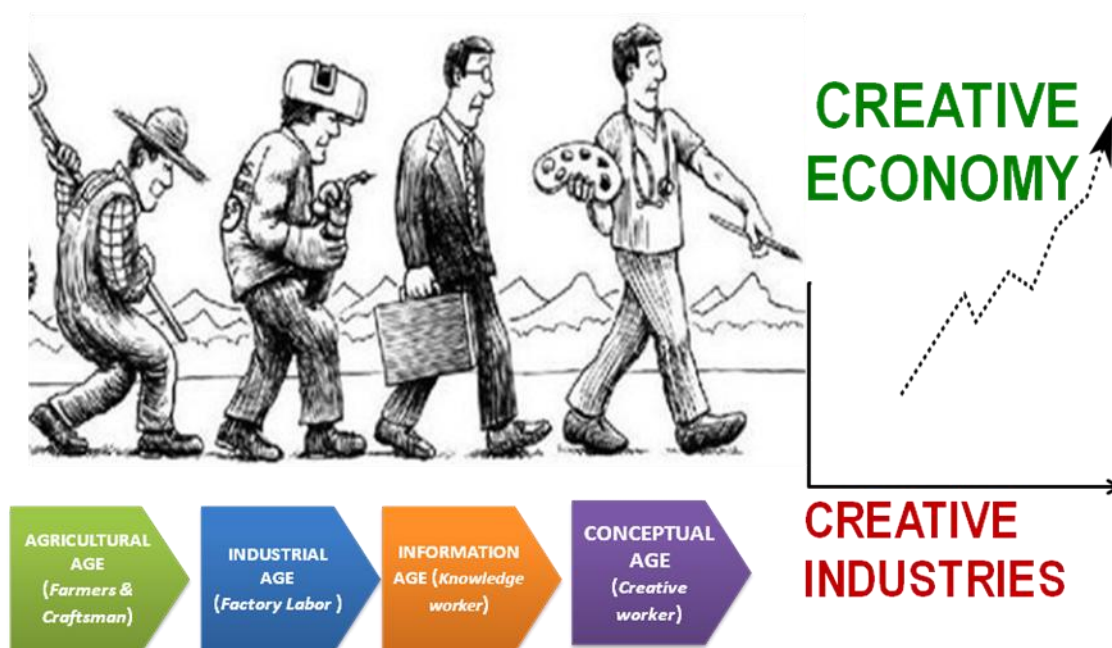


Figure 1: Job trend in the coming years.

Some studies suggest that in the past, the field of education has been somewhat less effective in attracting and retaining academically talented candidates than have been in other professional fields (Pigge & Marso, 1992; Chapman, 1983; Chapman & Hutcheson, 1982). However, in recent time, other researchers have proofed that the teaching profession does not fair as poorly in recruiting academically capable people to education profession (Pigge & Marson, 1997). Therefore, this paper illuminates on the academic attributes of human resources needed in creative teaching and learning. It also proposed the teaching and learning approach that academicians in creative education can employ in teaching and learning process.

2. Types of Brain for Conceptual Age

Pink (2005) divided brain into the left-brain (L-directed) and the right-brain (R-directed). The left-brain is sequential, logical and analytical which was considered important for the information age. However, they are necessary but no longer sufficient; therefore, the R-brain with nonlinear, intuitive and holistic qualities will determine who flourishes and who flounders in the conceptual age. It has six senses which include design, story, symphony, empathy, play and meaning (Pink, 2005).

2.1 Design: design is critical to every business; therefore, to make products more user-friendly, beautiful, energy-efficient, ergonomic and useful, R-brain is necessary because it allows us to understand how people use products in order to make products not just functional but also beautiful and emotionally engaging.

2.2 *Story*: This is how information has traditionally been passed from one generation to another. According to Pink (2005), story is a context enriched by emotion, therefore story remains important because of its emotional impact which makes information stick.

2.3 *Symphony*: Pink (2005) defines symphony to be largely about relationships. Therefore, the conceptual age will reward those who can see connections between seemingly unrelated areas. Those who can blend their knowledge of diverse talents and skills to push the boundary of accepted practices (Pink, 2005). This is because the greatest demand will not be analysis but synthesis.

2.4 *Empathy*: this is an ability to enter someone else's shoe, to care for others. This attribute will be highly needed in the conceptual age; it will distinguish those who thrive.

2.5 *Play*: According to Pink (2005), conceptual age will allow us to combine both work and play. The focus of play will be on the process rather than product; activity rather than its result; relationships rather than outcome (Huitt, 2007). Therefore, laughter and light-heartedness will be of benefit not only to health, but also professional performance because too much sobriety can be bad for career and worse for the general well-being (Pink, 2005).

2.6 *Meaning*: This is the basic desire to find purpose and meaning in one's life (Pink, 2005). Meaning has become a central aspect of our work and our lives; therefore pursuing it is obviously not a simple task.

Table 1 below illustrates the types of brain and developmental trend at each age.

Table 1: Brain needed at each age and the developmental trend

PERIOD	TREND	BRAIN	IMPACT
Conceptual Age	Art & Humanity	Left & Right Brain	Spiritual, meaning & Emotion
Information Age, Knowledge Based	Science & Technology	Left Brain	Hi-Tech, Virtual Knowledge & Communication
Industrial Age	Science & Technology	Left Brain	Science & Technology Exploration & Mechanization
Agricultural Age	Art & Technology	Left & Right Brain	Exploration, Natural energy & Resources

3. Attributes of the Best Academicians

The academic attributes of the best academicians in creative education includes; Passionate, knowledge seekers, futurist and holistic.

3.1 Passionate

One of the academic attributes of best academicians is that, they are always passionately involved in teaching. Their passionate involvement makes them to take teaching like worship (Ibadah), therefore, they get reward of self satisfaction. Also, the passion built in them the intellectual identification with or vicarious experiencing of the feelings, thoughts or attitudes of another person (empathy). Therefore, they have the ability to understand problem and issues from the students stand point. Furthermore, passionate academicians' working hours are always beyond office hours and they always involve in student-centred activities. One of the

qualities of passionate academicians is that, their thinking and judgement are rationale and evidence biased and not emotionally biased.

3.2 Knowledge Seekers

Best academicians are constantly engaged in seeking new knowledge; they crave for knowledge frontier and cutting edge technology. Therefore, they inculcate the inquisitive attitude towards wanting to know and learn more. Also, academicians that are knowledge seekers takes knowledge gained as starting point for further research. They believe a teacher is always a student and also sees researching as an obligation. However, they always stay focused to their area of specialization.

3.3 Futurist

According to ASF (2006), futurists are visionary leaders, innovators, thinkers, consultants and others who “look to the future” and just as frequently or provides analysis of the future via some future-oriented activities. Futurist keeps looking further ahead even when the world changes fast (Patrick, 2009). This is one of the attributes of best academicians in creative education has this helps them to have natural inclination; it creates in them the habit of being inquisitive and also makes them to always question social and scientific phenomena. Therefore, they always want to improve and innovates situation because they care and are obliged to contribute to the development and well-being of mankind.

3.4 Holistic

This is based on find identity, meaning and purpose in life through connections to the community, to the natural world and to humanitarian values such as compassion and peace. Holistic attribute in academicians make them to be spiritually attached to all engagements, see things in a multiple facets. This attributes also makes them to consider all aspects before making decisions. Therefore, teaching and learning is not a burdensome but a joyful experience to them.

4. Creative and Innovative Education

Education occurs in many different forms and environments. There may not be a definitive answer to the question of, “what is education?” However, we can start thinking about the purpose of education. Is it to educate youth to be responsible citizens? Or to develop individuals, as well as society, in order to ensure a society’s economic success? Is the purpose of education to simply focus on developing individual talents and intelligence?

According to Virtual World Teacher (2010), creative education involves activities with active cognitive processes such as creating, Problem solving, reasoning, decision making and evaluation. In addition, students are intrinsically motivated to learn due to the meaningful nature of the immersive learning environment and activities. Learning and teaching methods can be grouped into pedagogy and andragogy methods.

4.1 Pedagogy

This is the art and science of education that range from the full development of human being to skills acquisition. Pedagogy embodies teacher-focused education and authoritarian teaching in educating children. In pedagogy model, teachers assume responsibility for making decisions about what will be learned, how it will be learned and when it will be learned; i.e. teachers direct learning (Conner, 1995).

4.2 Andragogy

Knowles’s theory of andragogy attempts to develop a theory specifically for adult learning (Conner, 1997). Knowles emphasizes that adults are self-directed and expect to take

responsibility for decisions. Therefore, adult learning program must accommodate this fundamental aspect. However, in recent time, andragogy is now defined as the learner focused education for people of all ages. It applies to any form of learning and has been used extensively in the creative education.

Andragogy model asserts five issues in formal learning. They include;

- i. Letting learners know why something is important to learn.
- ii. Showing learners how to direct themselves through information
- iii. Relating the topic to the learners' experience
- iv. People will not learn until they are ready and motivated to learn
- v. It requires helping learners to overcome inhibitions behaviours and beliefs about learning.

Therefore, to succeed, learners need to unlearn teacher-reliance (Conner, 1995). They must take it upon themselves to meet the learning needs and demand. To know their demands, they must know how they process information (Conner, 1995).

4.3 Pedagogy and Andragogy: A Hybrid

John Dewey proposed a hybrid approach where learning will be guided experience. Dewey emphasized learning through various activities rather than traditional teacher-focused curriculum. He believed children learned more from guided experience than authoritarian instruction. He ascribed to a learner-focused education philosophy and therefore held that learning is life not just preparation for life (Conner, 1997). Also, the hybrid approach will make teachers see learning as an approach of active inquiry and not passive reception.

4.4 Teaching and Learning Method in Malaysia

Creative learning and teaching has been effective in Malaysia by employing both pedagogy and andragogy approaches. Pedagogy method has been solely used for primary and secondary education while undergraduate education has been the combination of both pedagogy and andragogy method. However, andragogy approach is being used for postgraduate education (see Figure 2)

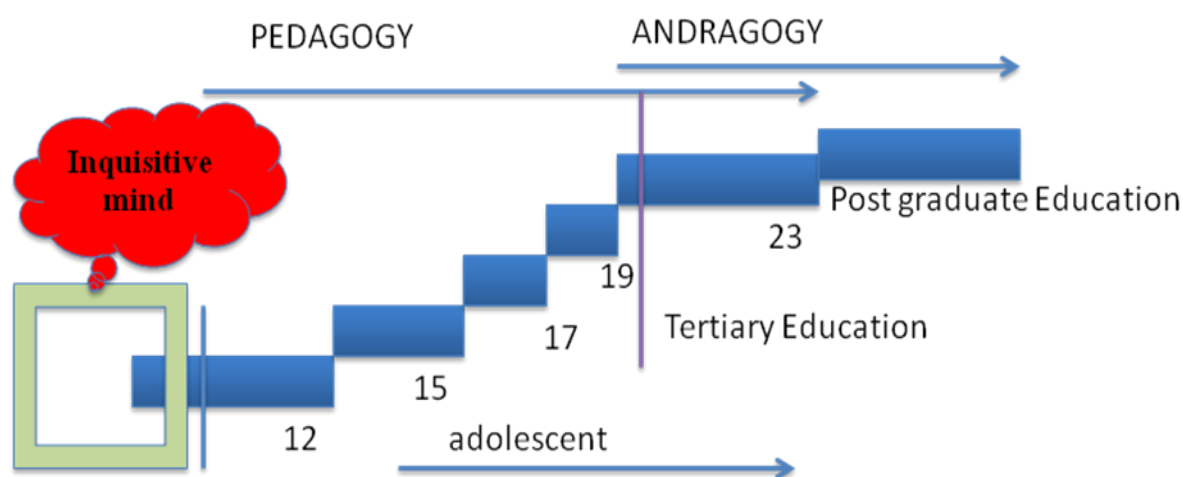


Figure 2: Teaching method in Malaysia

Conclusion

Virtual World Teacher (2010) proposed that in creative learning process, students are required to be intrinsically motivated to learn. However, successful learning process will require human resources with the appropriate academic attributes and also using the appropriate teaching and

learning method. In the light of this, this paper has been able to illuminate on the academic attributes of best human resources (academicians) in creative education and also proposed the teaching and learning approach they can employ in creative teaching and learning process.

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