



International Conference
The Future of Education



LEARNING CREATIVITY AND INNOVATION

a case study in tourism degree

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**do not rely on a thought that has
been drawn when sitting**

NIETZSCHE



We need movement for richer and more creative cognitive and artistic elaborations





Homogenization

- BEHAVIOURS
- IDEAS
- CONSUMPTIONS

Context oriented to an increasingly individualized productivity, with weak group consciousness.

Mechanization

- TASKS AND WORKS

Impatience grows, an accelerated society is affirmed, with no time to lose, no time for connection, sense, feeling, relationship.



FAST



LIGHT

HYPERMODERN SOCIETY



INSTANTANEOUS



LIQUID RELATIONS

BAUMAN, 2006



INDIVIDUALITY


KUMAR, 1995
LIPOVETSKY, 2016
BOURDIEU, 2007

HYPERMODERN PEOPLE



CONSUMPTION AS A WAY OF IDENTITY

FEATHERSTONE, 2000

The background is a close-up, slightly blurred image of a notebook page. A crumpled ball of white paper is the central focus, resting on the page. A pen is visible on the right side, and there are some faint, hand-drawn sketches and arrows on the paper. The overall color palette is warm, with shades of orange and brown. The text is overlaid in the center in a bold, white, sans-serif font.

**Educational institutions must
urgently take a new look at the
teaching-learning process,
adapting to the demands of the
market of the 21st century**

HOW?

- develop technical skills
- innovative teaching methods
- develop soft-skills
- relations students-reality
- practical application
- encourage curiosity an interest
- define measurable and achievable objectives and results
- manage levels of frustration and stress
- active learning
- encourage conscience, consistency and critical capacity of



Students are producers and bearers of skills and competences that are more easily identified and measured in the use of activities and tasks of a practical nature, and which should be taken into account in the teaching-learning process

LE BOTERF, 2004



**Innovative
teaching
methods**

CASE STUDY



Creation of products and touristic experiences

OBJETIVE

Provide students with knowledge and skills
in creativity and innovation in the field of
tourism

EVALUATION

- two written tests
- individual portfólio
- group work (practical activity)

PROGRAM

- Creation and creativity
- Creativity and tourism
- Touristic products and experiences



CLASSES

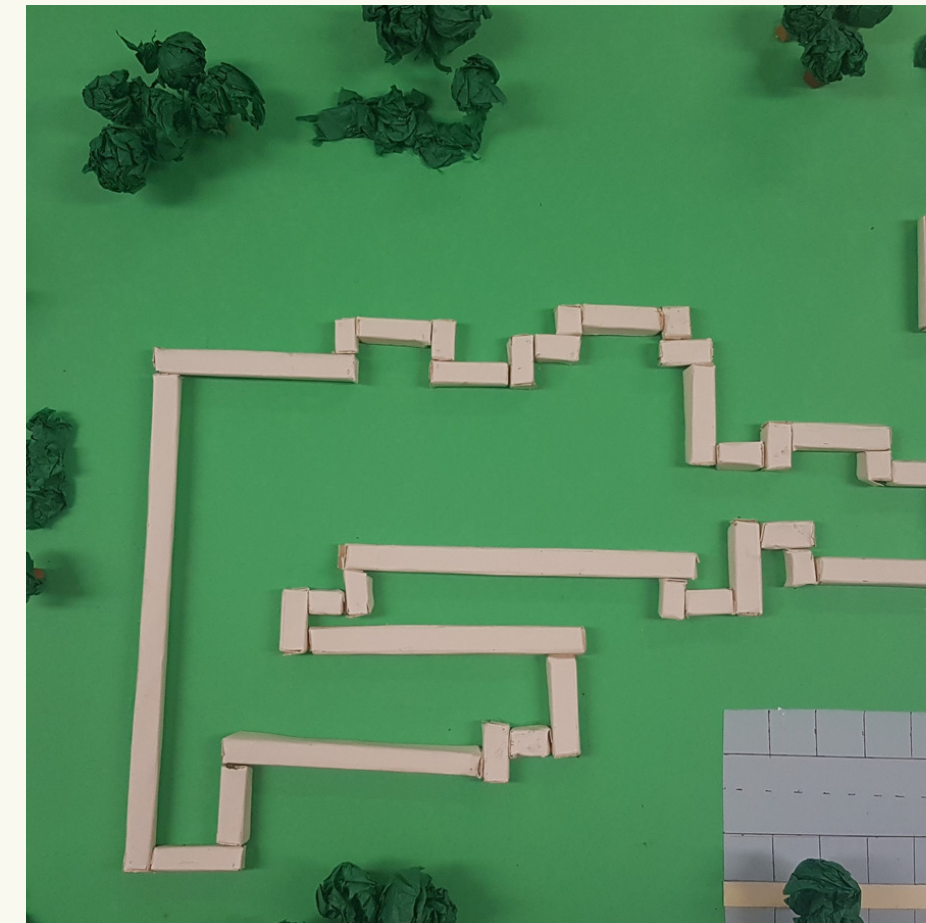
- **theoretical content**
- **dynamic activities, pedagogical games, creativity techniques**

ACTIVITIES



BRAINSTORMING
REPRESENT SCHEMATICALLY,
ASSOCIATE
IDEAS AND CONCEPTS EXPRESSED BY
WORDS OR IMAGES

ACTIVITIES



BRAINWRITING/DIARY
PROMOTE INDIVIDUAL EXPRESSION
AND CREATIVITY

ACTIVITIES



MUSIC AND MOVEMENT
AS AN INDUCER OF INSPIRATION AND
CREATIVE STIMULATION BY THE
SOUND OF DIFFERENT STYLES AND
INTENSITIES

ACTIVITIES



LEGO ACTIVITIES
IMPROVISED RESPONSES,
SIMULATION,
STORYTELLING, COOPERATION

ACTIVITIES



SEMINARS
INVITATION TO SPECIALIZED
PROFESSIONALS

ACTIVITIES



GROUP WORKS FOR EVALUATION

ACTIVITIES



GROUP WORKS FOR EVALUATION

ACTIVITIES



GROUP WORKS FOR EVALUATION



Population

POPULATION

41 students enrolled in the curricular unit of Creation of Products and Touristic Experiences, of the Degree in Tourism.

ISAG - Higher Institute of Administration and Management -
European Business School
Porto | Portugal



Sample

SAMPLE

31 students (n=31)

64.5% (n=20) - Female

35.5% (n=11) - Male

Aged between 18 and 36 years old

Average 21.4, standard deviation of 3.49 years



Quantitative methodology

SURVEY

Online survey, applied after the end of classes and evaluation period (April and May, 2019)

Measuring the students perceptions and feedback about (likert scale):

- level of satisfaction with the curricular unit
- influence or contributions of proposed activities
- contribution to the development of soft skills

Results



LEVEL OF SATISFACTION

| | | |
|---------------------------------------------------------------------------------------|----------------------------------|-------------|
|  | Content interest | 4.23 |
|  | Content relevance | 4.13 |
|  | Teaching method | 4.45 |
|  | Activities and dynamics interest | 4.58 |
|  | Spaces where classes took place | 4.29 |
|  | Relevance for the evaluation | 4.32 |



INFLUENCE OR CONTRIBUTION OF ACTIVITIES



Assiduity and punctuality

4.00



Interest

4.35



Motivation

4.42



Promotion of autonomy

4.32



Promotion of decision making

4.26



Knowledge practical application

4.23



INFLUENCE OR CONTRIBUTION OF ACTIVITIES



Active learning

4.45



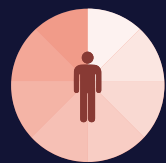
Critical capacity

4.39



Creative expression

4.42



Feeling of belonging

4.42



Obtained results

4.13



CONTRIBUTION TO THE DEVELOPMENT OF SOFT SKILLS



Communication

4.16



Leadership

3.94



Interpersonal skills

3.97



Time management

4.10



Team work

4.42



CONTRIBUTION TO THE DEVELOPMENT OF SOFT SKILLS



Conflict management

4.26



Responsability

4.48



Proactivity

4.45



Creativity

4.58



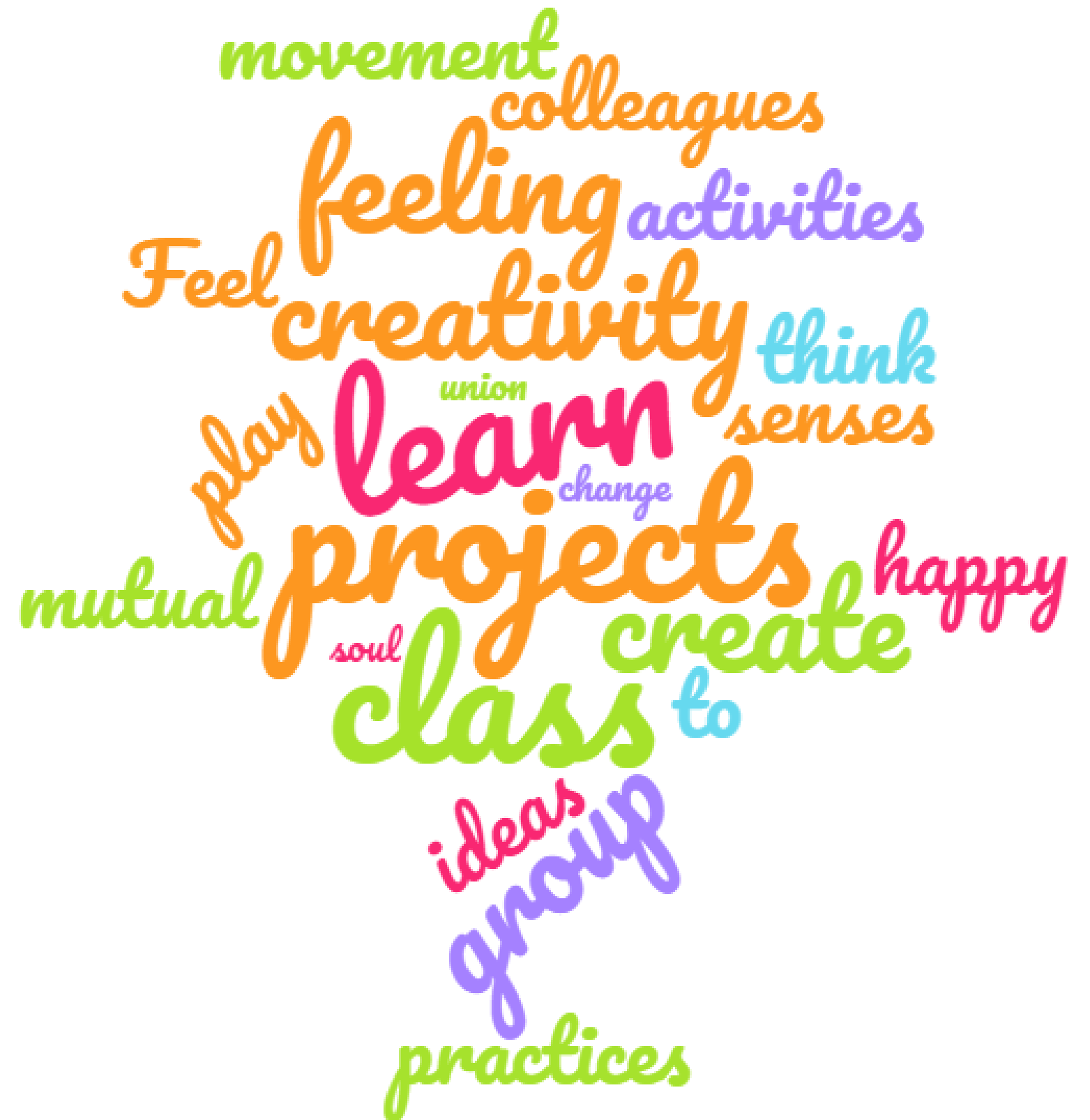


**Qualitative
methodology**

CONTENT ANALYSIS

Portfolios

WORD CLOUD





Thank you