CREATIVITY AND INNOVATION IN GUIDANCE AND COUNSELING

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THERE IS CHANGE...!

WHAT'S SOMETHING CREATIVITY AND INNOVATION ...?


WHY CREATIVITY AND INNOVATION ...?

CREATIVITY....

NOT JUST THE ONES THAT TICKLE OUR SENSES, SUCH AS FILMS, BOOKS, SONGS, AND PAINTINGS, BUT ALSO THOSE THAT HAVE INNOVATED OUR WORLD AND HELP US TO ADAPAT TO CHANGING ENVIRONMENT

(Boon, Wouter, 2014: 13)

Multi perspectives (philosophical, historical, cultural, psychological, biological, evolutionary); different angle of explanations (theoretical, practical, ideas, behaviors, works,

extremely handy, invisible tool for making stuff, solving problem, and innovation, not just practical; it is also a form of self experience and experienced as enjoyable

not all output of creativity regarded as 'creative'➜ subjective, cultural, and dynamic construct; it is not ruled by one single mental process or personality traits ➜ use different part of the brain and different personalities; don't know exactly what happen in our brain when we are being creative

OMNI PRESENT/ UBIQUITOUS

WHAT IS CRETIVITY

HOW TO BE DEFINED

COMPREH ENSIVE

ILLUSIVE
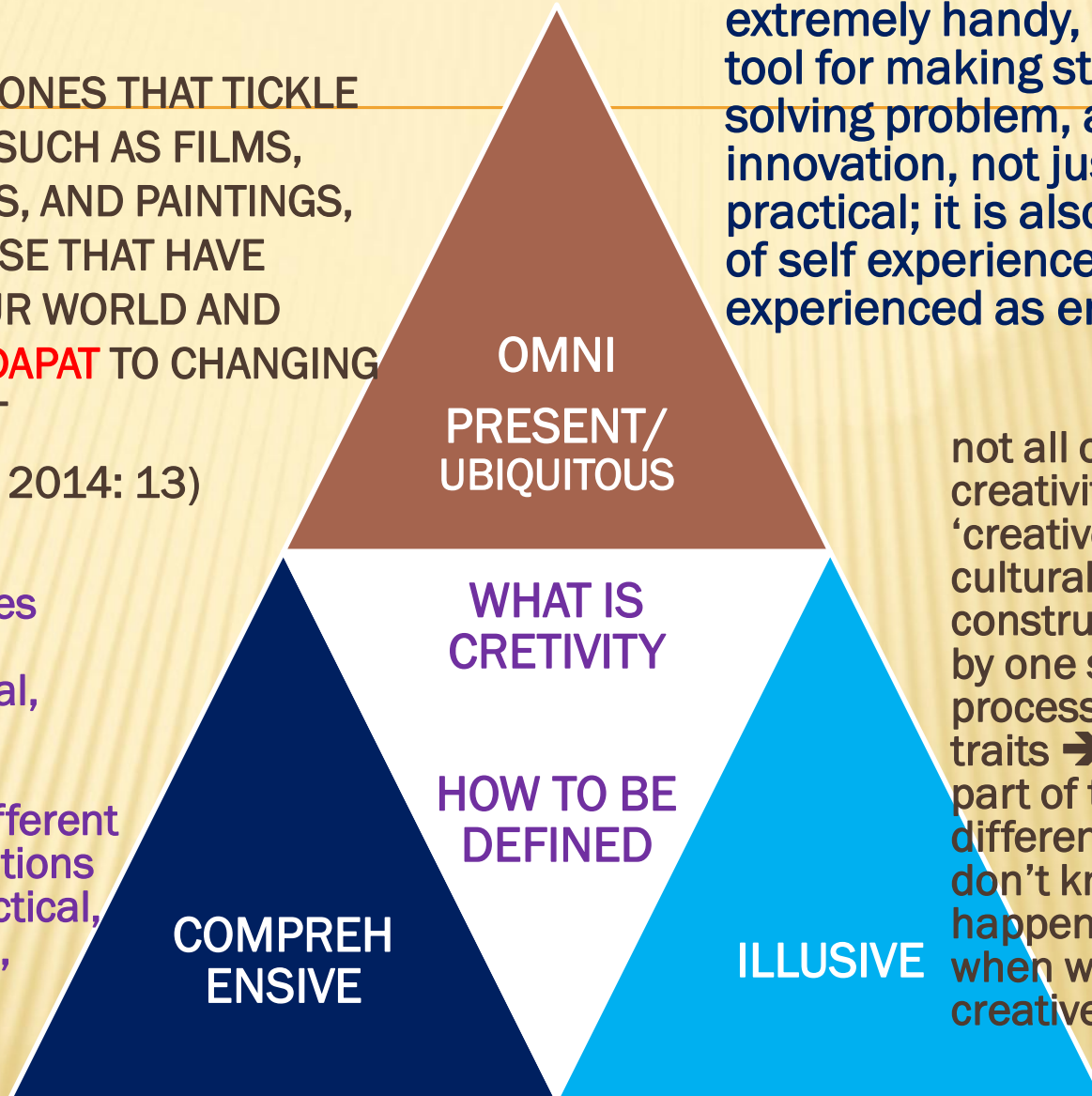
Innovation
Imagination
Discovery
Communication
World view
Everyone
Culture
Change
Motivation
Happiness
Combination
Problem finding
Problem solving
Insight
Process
Harmony
Exploration
Evolution
Interaction

Interaction
Innovation
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Evolution
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Everyone
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Culture
Insight
Change
Problem solving
Motivation
Problem finding
Combination
Happiness

There is no single definition

Boon, Wouter. 2014: 127-130

INNOVATION…HOW TO UNDERSTAND…?

Innovation is a process by which VALUE IS CREATED for customers through public and private organizations that TRANSFORM NEW KNOWLEDGE AND TECHNOLOGIES INTO PROFITABLE products and services for national and global markets. A high rate of INNOVATION IN TURN CONTRIBUTES TO MORE intellectual capital, market creation, economic growth, job creation, wealth, and higher standard of living.

... VALUES, INNOVATION, AND PROFESSIONAL/COMMUNITY DEVELOPMENT....

- **VALUES INNOVATION➜ PRODUCTS?**
  - Offering ... fundamentally new and superior value .... through innovative ideas and knowledge.....
- **(LIVING LOCAL) VALUES➜ LEADERSHIP AND PROFESSIONAL?**
  - ...leadership and professionals involves engaging with the hearts and minds of members to deliver service improvements.
- **SUSTAINABILITY DEVELOPMENT**
- **SOCIAL RESPONSIBILITY AND INNOVATION**

peoples must use all their abilities to anticipate opportunities and threats

RAPID CHANGING (GLOBAL) WORLD

SUSTAINABILITY

ADAPTABILITY

CREATIVITY AND INNOVATION (INHERENT)

God The Creator
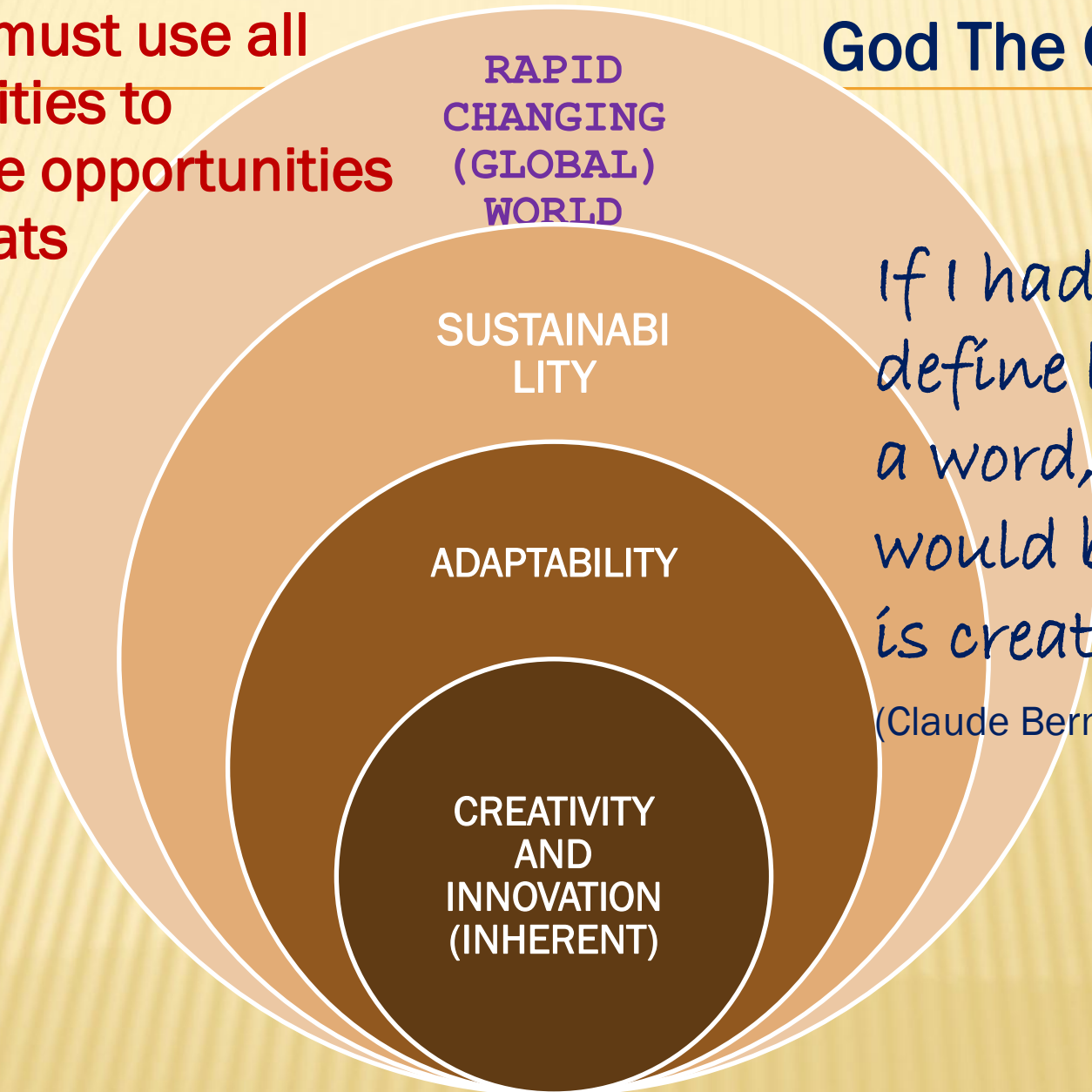
*If I had to define life in a word, it would be life is creation*

(Claude Bernard)

LEARNING ..FOR.. INNOVATION SKILLS

- Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not.

- A focus on **creativity, critical thinking, communication and collaboration** is essential to prepare students for the future.

    ➜ INNOVATION STUDENTS

    ➜ INNOVATION NATION

INTERCONNECTED FOCUS ON LEARNING FOR INNOVATION SKILLS

Creativity and innovation

Communication & Collaboration

Critical Thinking & Problem Solving
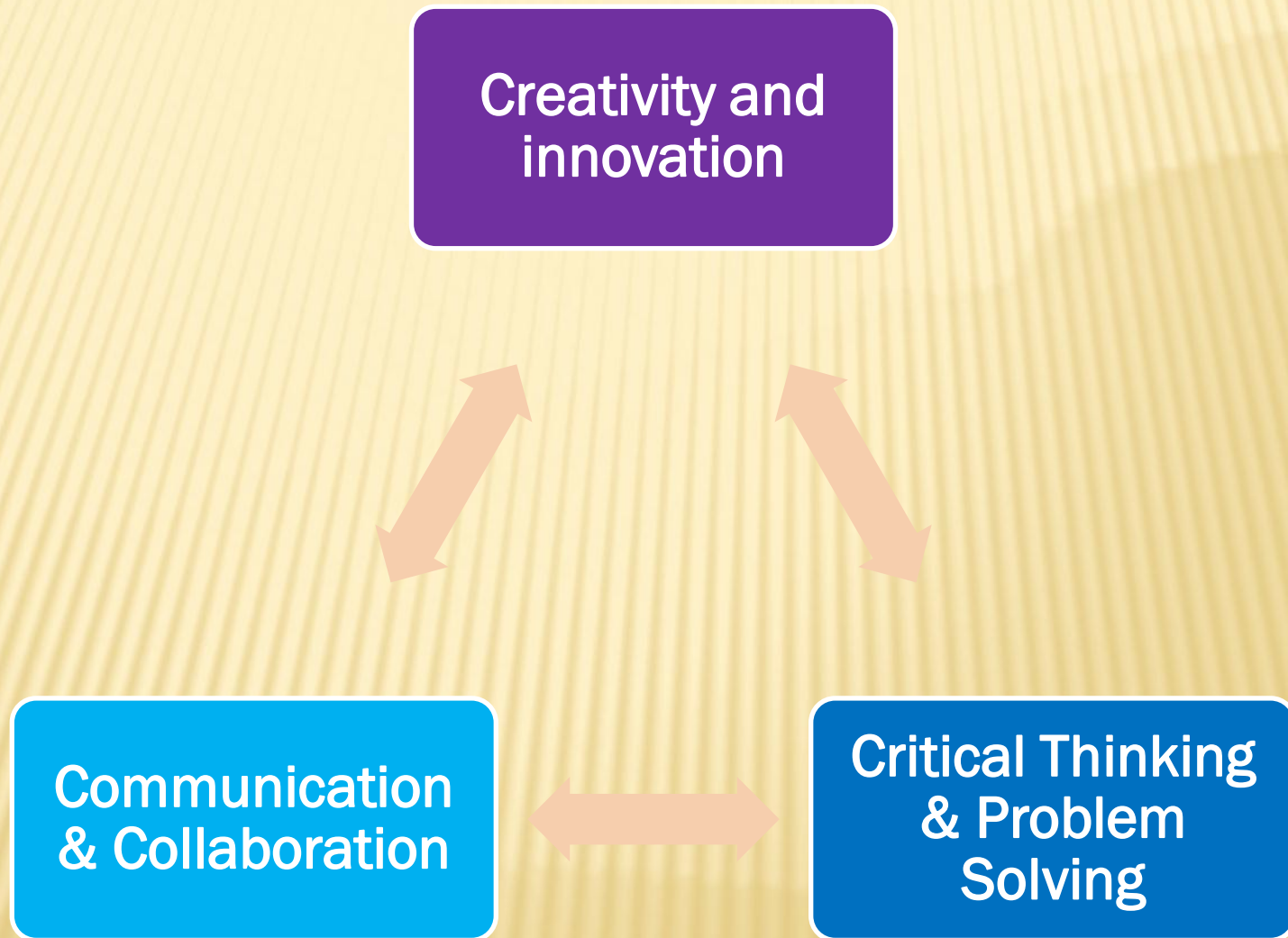
CREATIVITY AND INNOVATION

- *Think Creatively*
  Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

- *Work Creatively with Others*
  Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

- *Implement Innovations*
  Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

http://www.p21.org/about-us/p21-framework/262-creativity-and-innovation

CRITICAL THINKING & PROBLEM SOLVING

- *Reason Effectively*
- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
- *Use Systems Thinking*
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- *Make Judgments and Decisions*
- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes
- *Solve Problems*
- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

COMMUNICATION & COLLABORATION

* *Communicate Clearly*
* Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
* Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
* Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
* Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
* Communicate effectively in diverse environments (including multi-lingual)
* *Collaborate with Others*
* Demonstrate ability to work effectively and respectfully with diverse teams
* Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
* Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

USE A WIDE RANGE OF IDEAS

From innovation view point…

Creativity builds entirely new ideas using existing virtual and physical building blocks

HOW TO BUILD (BIG) IDEAS

HOW TO CREATE IDEAS: ANALYSIS AND SYNTHEZISE

- GOOD IDEAS VS GREAT IDEAS
- TOOLS OF CREATING IDEAS

    MINDS COMPETENCES

    ➔ CREATING MINDS

- FROM TACIT TO EXPLICIT

SPECTRUM OF CREATING MINDS

✖ INDIVIDUAL LEVEL:

      Cognitive➔ kinds of intelligence that exhibit

      Personality and Motivation ➔ self confident, alert,
                          unconventional, hardworking, committed

      Social-Psychological aspects➔ supportive household,
      unconditional   intimacy, warm Life Patterns: The Shape of
      Productivity

✖ DOMAIN LEVEL: (5 distinct kinds of activities)

      Solving a particular problem ➔ scientific one

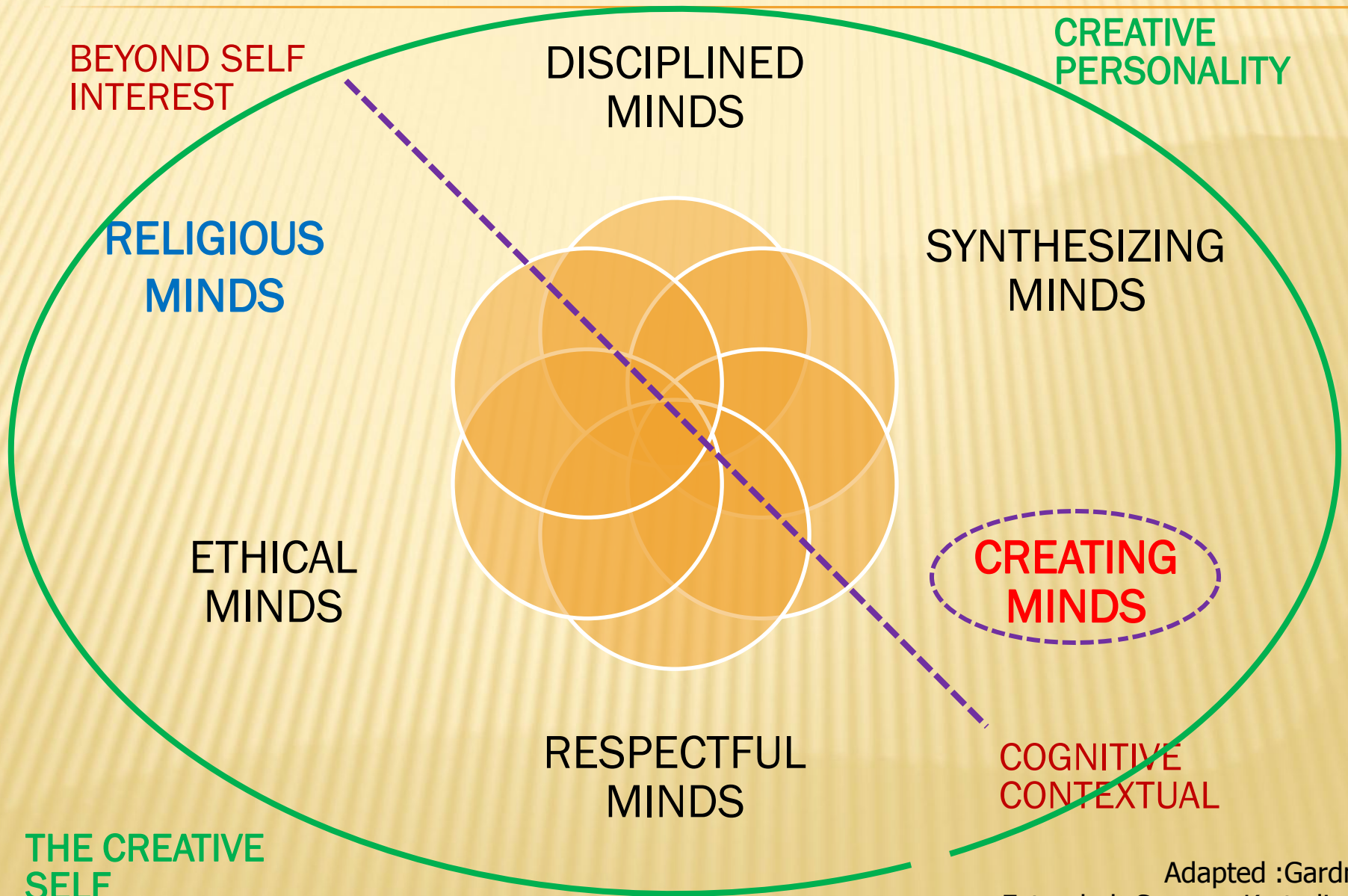   Putting forth a general conceptual scheme➔ "original mission"

      Creating a product➔ embody ideas, emotions, and concepts

      A stylized kind of performance➔ "autographic"

      A performance for high stake➔ political or spiritual realm

○ FIELD LEVEL

FIVE MINDS FOR THE FUTURE...

BEYOND SELF INTEREST

CREATIVE PERSONALITY

DISCIPLINED MINDS

RELIGIOUS MINDS

SYNTHESIZING MINDS

ETHICAL MINDS

CREATING MINDS

RESPECTFUL MINDS

COGNITIVE CONTEXTUAL

THE CREATIVE SELF

Adapted :Gardner
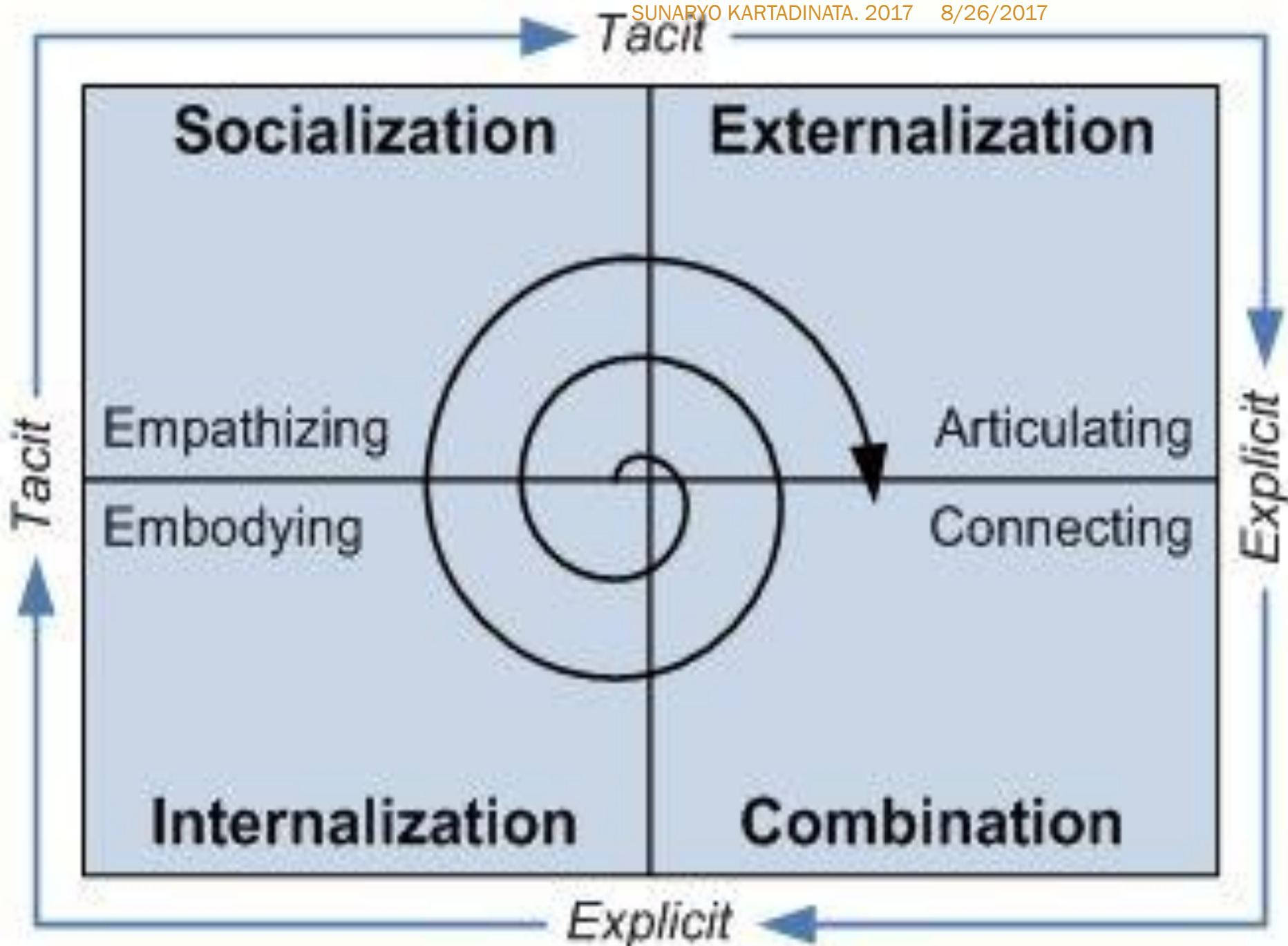Extended: Sunaryo Kartadinata

Tacit Knowledge

- Personal and context-specific

- Experiential

- Difficult to document and communicate

- Examples: Hands-on skills; Special know-how; Employee experiences

Explicit Knowledge

- Formal

- Codified

- Easy to document, transfer and reproduce

- Examples: Online tutorials; Policy and procedure manuals

GUIDANCE AND COUNSELING PERSPECTIVES: BASIC ASSUMPTION

× *Development is a creative process.* The process of creativity is subjective; emerges as an authentic representation of self, is expressed from inside the individual and manifested in interaction with self. It does not mean that external factors are not important or influential for the creativity. It simply implies that creativity process is a part of the personal organic live of an individual. Outside stimulus can be prepared, however, its meaning is created by the individual himself. Creativity does not mean choosing from various alternatives; it is an original and novel choice in the dynamic process of individual's development. **The process of counselor education should produce creativity, as an internal strength of the counselor, and skills to create pedagogic situation that facilitates the development of creative personality of counselee.**

Sunaryo Kartadinata: 2016

WHAT COUNSELOR TO CREATE..?

✖ ***The process of choosing and making decision is a creative process.*** Decision making is limited, not enriched, by problem solving techniques. The real 'counselor' **never chooses from a series of alternative techniques** to facilitate counselee. He responds to counselee's problem with **totality and novel ways** for each individual. He **creates alternatives**, not choosing from a prepared set of techniques. He **seeks new understanding**. It does not mean that counselor's action does not need professional foundation. The counselor's meaningful values, understanding, and developing questions inherent in himself will develop professional consistency and effective foundation for counselor's actions.

CREATIVTY AND INNOVATION IS THE WAYS AND PRODUCT OF COMPLEX PROCESS OF THINKING

CREATIVE-PRODUCTIVE PERSONALITY

CREATIVE COUNSELOR

CREATIVE COUNSELEE

TECHNOLOGY IS A TOOL OF WORKING. ← → THE WAUS OF WORKING : COLLABORATION AND COMMUNICATION AS THE WAYS OF WORKING SHOULD BE CREATIVELY SUSTAINED AND DEVELOPED

How to teach student counselor to produce creativity?

How student counselor learns to facilitate counselee to produce creativity?
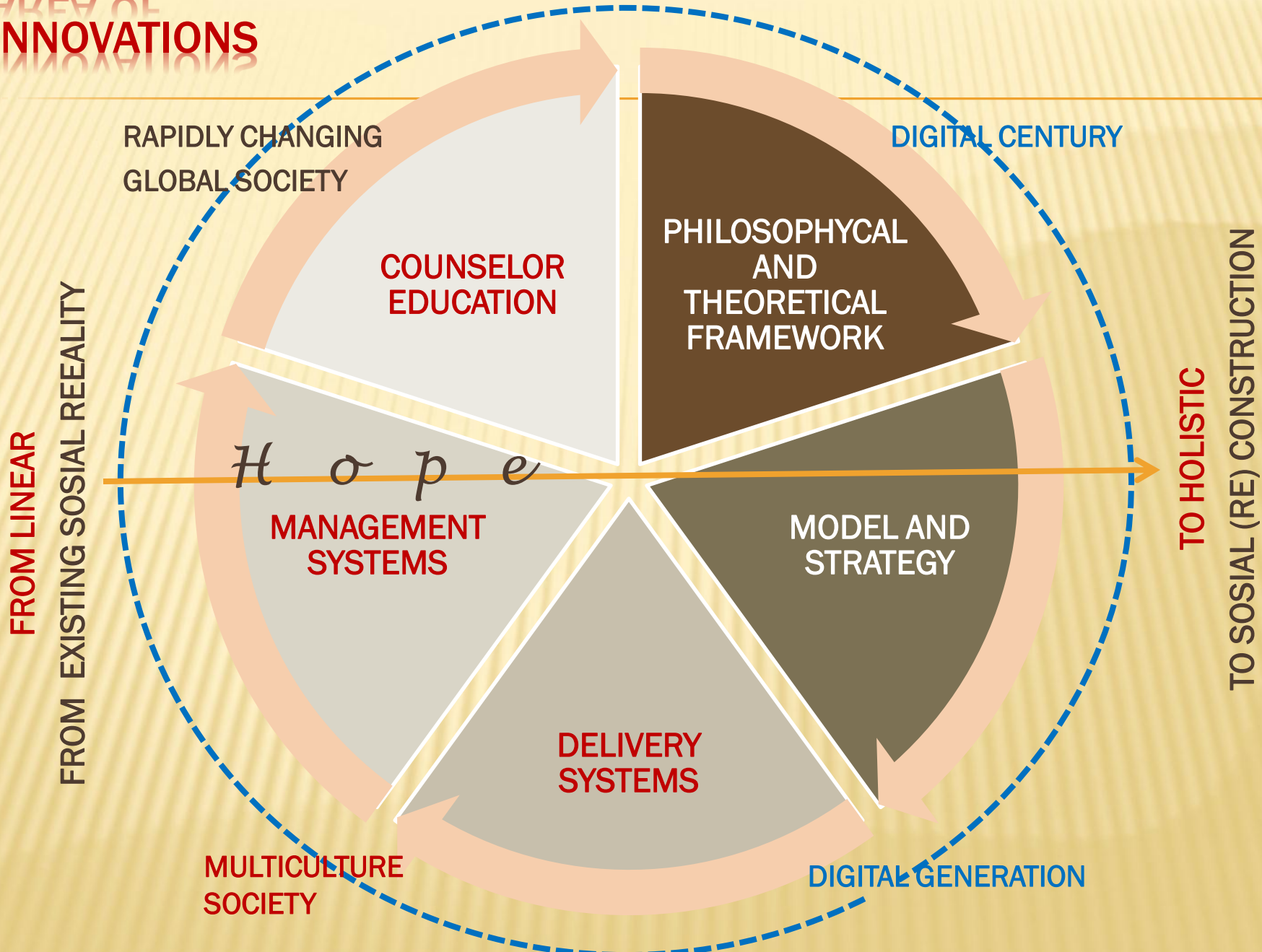
How to teach tacit to be explicit?

How to counsel and facilitate counselee's development in a creative way?

How counselee creatively learns to make choice and decision in his/her own responsibility

How counselee learns to internalize good and true ways in goals attainment

How counselee learns to think, behave, and produce creativity that will be beneficial for society?

AREA OF INNOVATIONS

SUNARYO KARTADINATA. 2017   8/26/2017

RAPIDLY CHANGING GLOBAL SOCIETY

DIGITAL CENTURY

FROM LINEAR

FROM EXISTING SOSIAL REEALITY

TO HOLISTIC

TO SOSIAL (RE) CONSTRUCTION

COUNSELOR EDUCATION

PHILOSOPHYCAL AND THEORETICAL FRAMEWORK

Hope

MANAGEMENT SYSTEMS

MODEL AND STRATEGY

DELIVERY SYSTEMS

MULTICULTURE SOCIETY

DIGITAL GENERATION

EXAMPLE 1

AN EXAMPLE: PEDAGOGICAL IMPLICATIONS FOR CED 2014

❖ Personal aspect is very crucial for the success of guidance and counseling. However, personal development has not been designed into an instructional process that develops a counselor's personality holistically.

❖ Model of instruction fit in counselor personal development need to be formulated This research aims to develop an instruction based on Gardner's Five Minds in counselor personal development.

❖ Socratic dialog model was chosen as the basic model of instruction; ADAPTED SOCRATIC MODEL was developed in the form of imaginary (written) Socratic model.

❖ Conducted for two years, adopting research and development method and involving 70 sixth semester students of the Department of Educational Psychology and Guidance, UPI.

GARDNER'S LINE OF MINDS DEVELOPMENT

ASPECT	DISCIPLINED	SYNT'SIZING	CREATING	RESPECT FUL	ETHICAL	RELIGIOUS
1. 2. EMPHATY	COGNITIVE	CONTEX TUAL		BEYOND	SELF	INTEREST
10.						
11.						

Sunaryo Kartadinata and Team: 2014

EFFECTIVENESS OF INSTRUCTION BASED ON GARDNER'S FIVE MINDS IN COUNSELOR PERSONAL DEVELOPMENT

VARIABLE/ASPECT	EXPERIMENTAL		CONTROL	
	Sign	Inference	Sign	Inference
Counselor Personal (As a whole)	0.000	Significant	0.539	Not Significant
General Understanding (GU)	0.000	Significant	0.637	Not Significant
Meaning Formation (MF)	0.000	Significant	0.590	Not Significant
Tendency to Strengthen Meaning (TM)	0.001	Significant	0.545	Not Significant
Steps to Build Meaning (SM)	0.147	Not Significant	0.559	Not Significant

"POINT OF ARRIVAL...?"
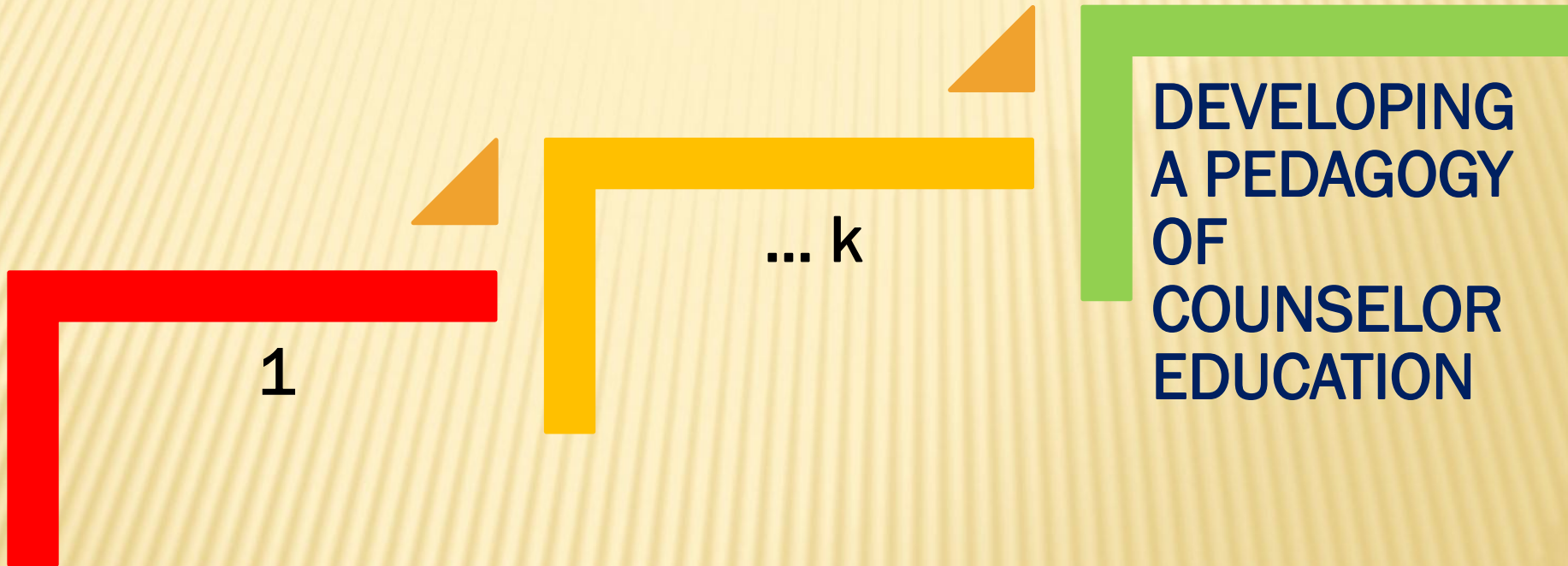
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DEVELOPING A PEDAGOGY OF COUNSELOR EDUCATION

EXAMPLE 2

EXPLORING LOCAL LIVING VALUES OF PEACE CULTURE	• A COMPARATIVE STUDY BETWEEN INDONESIAN (SUNDANESE) AND FINLAND CULTUR
DEVELOPING A MODEL OF PEACE PEDAGOGY	• COLLABORATIVE RESEARCH WITH: • UNIVERSITY OF TAMPERE, FINLAND • FILNDERS UNIVERSITY, AUSTRALIA • HIROSHIMA UNIVERSITY, JAPAN • MIRIAM COLLEGE, PEACE EDUCATION CENTER, THE PHILIPHINES
TRYIYNG OUT AND IMPELEMENTING THE MODEL	• LABORATORY SCHOOL OF UNIVERSITAS PENDIDIKAN INDONESIA

POINT OF ARRIVAL

PEDAGOGY OF PEACE EDUCATION

⬇

Safe and Peacful

SCHOOL

(ECOLOGY OF HUMAN DEVELOPEMNT)

EXAMPLE 3

3: RESEARCH 1996-1999; 2000-2003

- DEVELOPMENTAL AND COMPREHENSIVE GUIDANCE AND COUNSELING

- ITP

- ATP➜ INTELLECTUAL PROPERTIES

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Thnak You