

CreaCIT, Creative Cross Innovation Tutor for Product Development

Project 505571-LLP-1-2009-1-FI-KA3-
KA3MP

EU – Lifelong Learning Programme

What is CreaCIT?

- ➔ A creative and cross disciplinary e-learning environment for product development; material and immaterial products, e.g. services
 - Real life problem solving
 - Reusable scalable content
 - Languages: EN, FR, ES
 - Creative guides for teachers
- ➔ Narrative and constructive approach
- ➔ Target groups: 2nd and 3rd level students and teachers
 - Common product development between the two levels

Why CreaCIT 1?

- ➔ To promote creativity and innovation; sense of initiative and entrepreneurship* (EU key competences for LLL * *)
 - CreaCIT prepares students for creative thinking and the diversity of modern global challenges. It improves their skills, competitiveness and their ability to cooperate, investing in human capital through education and skills for the 21st century workforce.
 - ➔ * http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11090_en.htm
 - ➔ * * Lifelong learning

Why CreaCIT 2?

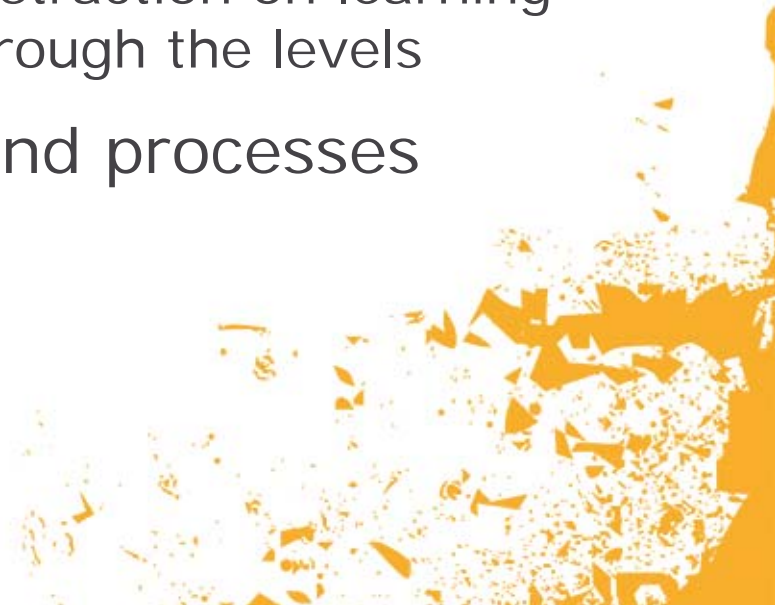
- ➔ Innovative products and processes to improve the quality of education and training
- ➔ To support the development of innovative ICT-based content, services, pedagogies and practice for LLL
- ➔ ICT as a catalyst for innovation and creativity in LLL
- ➔ To promote European cooperation in fields covering two or more sectoral sub-programmes.

How 1?

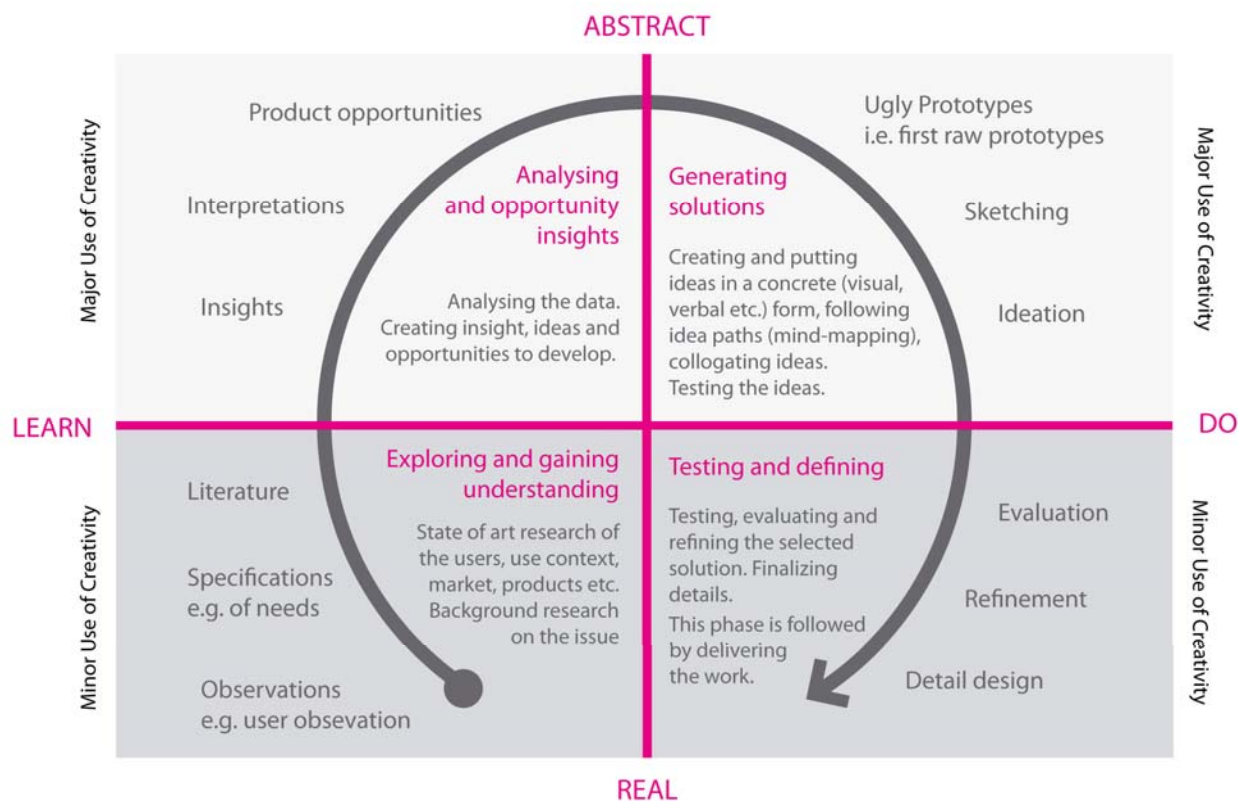
- ➔ Narrative approach
 - The learning environment is a story
 - Each task is a story
 - ➔ Narration increases motivation and enhances the memorizing process
- ➔ Constructivist approach
 - Learning levels: from basic skills towards holistic problem solving
- ➔ Creativity and problem solving
 - Creativity embedded in pedagogy and tasks
 - The Wallace model of creativity: preparation, practicing and illumination (compare constructivism)
 - Real life related tasks

How 2?

- ➔ Crossing disciplines, learning levels and cultures
 - Common product development between disciplines, learning levels and cultures
 - Cultural variations of modules
- ➔ Development theories and curricula
 - Respecting requirements for abstraction on learning levels; abstraction increases through the levels
- ➔ Product development cycle and processes



Product development cycle



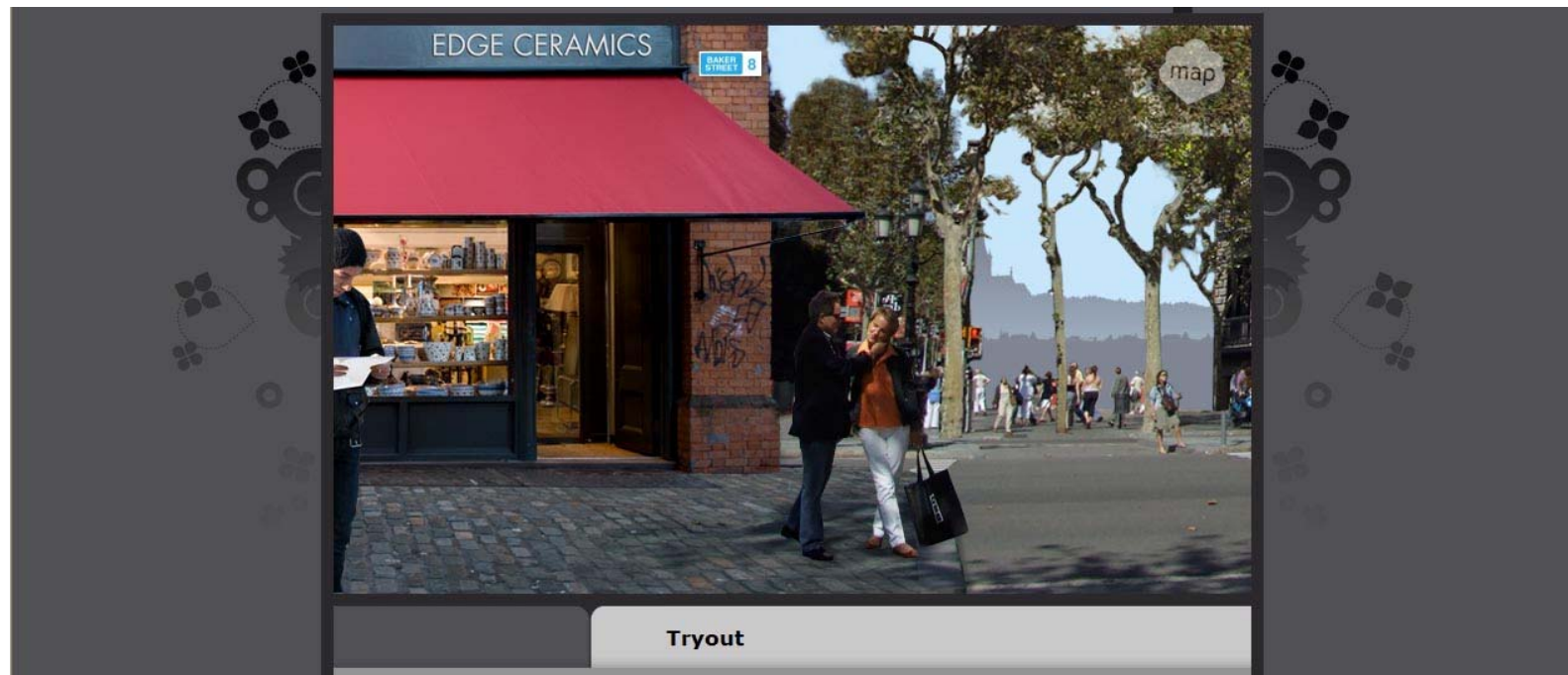
Examples of methods and techniques at the outer ring

Derived from IDEO's Human-Centered Design Toolkit

What is it based on?

- ➔ Combine e-CIT and Salero
- ➔ **e-CIT**, a creative e-LE for craft sector VET
 - Leonardo da Vinci project (EU, LLP)
 - (visual) narrative pedagogy
 - www.craftopolis.net
- ➔ **Salero**, aims to produce 'intelligent content' for media production, consisting of multimedia objects with context-aware behaviours for self-adaptive use and delivery across different platforms
 - FP (EU) project

An example of a task scene from e-CIT



When?

➔ 1.11.2009 – 31.10.2011

➔ Project phases

- Content development
- Expert evaluation (testing)
- User testing
- Final development
- Creative consortium
- Piloting



Partners

- Western Finland Design Centre MUOVA (Aalto, TaiK-UWASA), coordinator
- Digital Media Centre DMC (DIT - The Dublin Institute of Technology)
- Estonian Academy of Arts EAA
- Seinäjoki Vocational Education Centre **SEDU**
- University of Vaasa UWASA, Department of Production
- Flemish Ministry of Education & Training **DBO**
- Ciudad Industrial del Valle sen Nalón S.A.U., VALNALÓN
- Tehniški šolski center Nova Gorica TSC

Associated partners

- COTEC (Fundacion Cotec of Spain) - private foundation
- I3G - Graphic Expression in Engineering Research Group - University of Oviedo
- IES Cuenca del Nalón (secondary non-VET educational institute)
- SEMA (Société d'Encouragement aux Métiers d'Art)

Website and news

➔ 4 newsletters during the project

➔ www.muova.fi/CreaCIT



Contact information

Website: www.muova.fi/CreaCIT

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Thank you!

