



SFIVET

SWISS FEDERAL INSTITUTE FOR
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*Swiss excellence in vocational
education and training*

TITLE: THE ILLUSORY PARADOX CONSTITUTING CREATIVITY

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Creativity and research can look like two opposite worlds. In fact, the former is commonly in the realm of imagination, inventiveness, intuition; the latter of punctiliousness, method and discipline. However, at a closer look, backed up by neuroscience, we realize that creativity blossoms exactly from imagination meeting rationality. Even more, creativity *consists* of intuition and rational steering, fast and slow thinking, divergent and convergent thinking. The same seems to be true for innovation, which also requires robust knowledge on which to build new, often unexpected solutions. In my research team at SFIVET we are concerned with technological and pedagogical innovations within the field of vocational education and training.

Based on our research findings we realized that effective learning can result from combining

1. a joint co-design method for instruction together with the actors in the field (teachers, school principals, trainers in companies, corporate associations, and of course learners),
2. an experiential learning approach, exploiting the potential of the learners' professional situations,
3. a well-rationed blend of visual and reflective thinking,
4. the role of technology as a boundary crossing object.

Against this background I will briefly introduce some implementations of technology in VET concerning mobile learning and interactive video that allow teachers and learners to be creative and unleash their enthusiasm towards training.