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Appetizers ...

- ◆ Mobile phones

CEO of Samsung:

“We are not producing telephones.
We are producing fashion!”

Appetizers ...

- ◆ G2000

Michael Tien:
“When it works,
It’s obsolete!”



◆ Design ...

Post-industrial:

- Small organizations:
 - ◆ total solutions to end-users
- Flat organizations:
 - ◆ design & decisions at front-line
- Loose organizations:
 - ◆ few procedures, rules, regulations
- Unstable structure:
 - ◆ blurred division of labour
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Post-industrial:

- Ill-defined labour division:
 - ◆ temporary specialization
- Changing tasks
 - ◆ just-in-time learning
- Changing technologies
 - ◆ continuous adaptation
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Post-industrial:

- Teamwork:
 - ◆ collaboration & integration
- Collaborations
 - ◆ ever-changing partners
- Networks
 - ◆ unstable relations

After all ...

Industrial

- ◆ analytic, regulated, structured, clear-cut, uniform, convergent, normative, neat, assertive and reducible to parameters

Rational-legality

Post-industrial

- ◆ holistic, flexible, loose, fuzzy, plural, divergent, liberal, complex, speculative and tolerant of multiplex concepts

Cultural-humanity



◆ Human activities ...

Human activities

- ◆ Communications
 - ◆ Brainstorming
 - ◆ Presentation
 - ◆ Negotiation
 - ◆ Arbitration
 - ◆ Persuasion
 - ◆ Debates
 - ◆ Seminars
 - ◆ Forums
 - ◆ “Retreats”
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What is winning and “convincing”?

Then,
only

- ◆ Data, formula, science

Now,
also

- ◆ Aesthetic presentation
- ◆ Human stories



◆ Arts education ...

Arts education ...

as I see it ...

- ◆ Design, creativity, innovations as pervasive economic activities
- ◆ Communication as predominant human activity

Arts education ...

as I see it ...

also almost the only space in schools

- ◆ that expects creativity
- ◆ that encourages group work
- ◆ that entails reflection and criticism
- ◆ that fosters humanity

Basics of human developments

- passion for life, confidence in human beings, optimism about human future
- appreciation, curiosity, admiration and protection of nature
- responsibility towards work, society, nation and the world
- care, understanding and consideration
- family and parenting
- self-confidence and self-reflection
- insistence of just, equity and principles
- aspiration for democracy, freedom and peace
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Basics of human developments

- ability of scientific discovery and social investigations
- empathy with the rural and the deprived
- facing success and failure, ups and downs
- facing admiration and criticism
- leadership and membership of a community
- values more than money, fame, sex and status
- capacity about music, art, sports and leisure
- speaking the second and third languages
- self-management of time, finance and hygiene
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Education dimensions in China

- ◆ Moral
 - ◆ Intellectual
 - ◆ Physical
 - ◆ Community
 - ◆ Aesthetics
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◆ Arts teachers ...

Role for arts teachers

- ◆ Teaching the subject
- ◆ Fostering aesthetics and humanity
- ◆ Infrastructural coordination

Nurturing arts educators

On theory, Question 1:

- ◆ How could teachers be exposed to the literature about the nature of creativity and innovations, the processes of creativity and innovations, and the process of learning creativity and innovations?

Nurturing arts educators

On theory, Question 2:

- ◆ How could we construct a general and encompassing theory about arts in education, so that it is no longer a vertical dimension parallel to other subjects, but a foundation that should underpin all learning experiences in schools?

Nurturing arts educators

On theory, Question 3:

- ◆ In this respect, how would principals and teacher educators be given prior opportunities to understand the holistic nature of arts education?

Nurturing arts educators

On coordination, Question 4:

- ◆ Hence, how could arts educators be equipped with not only knowledge about the arts and arts education, but also the preparedness to induce arts elements in other parts of school lives?

Nurturing arts educators

On coordination, Question 5:

- ◆ How could they be equipped with the capacity to work with other people who have little knowledge of arts and arts education?

Nurturing arts educators

On coordination, Question 6:

- ◆ How could school lives be so organised that creativity, innovations and aesthetics become a general underlying theme in students' learning experiences?

Nurturing arts educators

On teacher learning, Question 7:

- ◆ How could we create the learning experience for arts educators, so that they could understand arts education not only as a matter of producing art pieces, but a comprehensive experience typical of human beings working together?