EVOKING TEACHER CREATIVITY WHILE USING SOCIAL MEDIA

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Recently a question whether good teaching is creative teaching has been widely discussed however little attention has been paid to creative teachers themselves who face a challenge to teach *with*, *through or for* the creativity. The article stresses the importance of creativity in higher education and explores the expression of teacher creativity while using social media in university studies. The research is based on Hans-Georg Gadamer's philosophical approach as well as the interpretation of creativity concept by Mihaly Csikszentmihalyi. The paper presents an overview of teacher "lived experience" that reveals the elements influencing their creativity; it addresses the key points for better understanding of the relation of the most influential elements provoking teacher creativity. Having identified the factors influencing the expression of teacher creativity while using social media, the conclusion is drawn that teacher creativity is sustained by inner creative personality characteristics, external institutional and social environment influence including active idea exchange and implementation. Applying social media in university studies, mastering it themselves and using it for teaching, teachers get involved in the continuous university study processes, the success of which is sustained by the traits of creative personalities and the environment supportive to creativity.

Keywords: creative personality, lived experience, self-expression, social media, teacher creativity.

Introduction

The study focuses on the theme of the expression of teacher creativity in the context of applying social media – a form of new technologies in university studies. Inevitably, new technologies change the nature of human work essentially; what is more, the changes embrace personal life, social and cultural dimensions of personal world in the information and globalized society. The restructuring and fragmentation of the post-modern world force the contemporary individual to take decisions independently and construct individual reality, create one's own personal, social and work world. Constant learning and personal development become one of the main parts of human life (Glastra *et al.* 2004), where creativity and its expression become essential.

Human creativity, the ability of human race to create various technologies has been analysed by philosophers through Promethean myth. Gadamer (1999) reveals that while giving fire to the humanity Prometheus also gives the ability to acquire technai, in other words cultural skills, the ability to create and have a possibility of self-help. He provides a list of creative activities or human arts which include astronomy, navigation, medicine, etc. Epimetheus did not provide the human race with any qualities which could ensure its survival. When Prometheus realized that helpless humans were doomed to perish without help, he gave then fire which symbolized entechnos sophia syn pyri (translation: knowledge of art or craft). According to Gadamer (1999) the Promethean myth embodies the human creativity. Bernard Stiegler's (1998) interpretation goes further showing that fire and tools helped humans to survive and improve their condition and humans got wound up with their created technology turning into cyborgs with organic and inorganic parts, constantly reinventing their prostheses and living in their prosthetic existence intertwined with technology, inventing technology and being reinvented by technology.

According to Marc Prensky (2014) contemporary education realities have a tendency to undergo such fast changes that require an increasing adaptability from teachers and creative approach to the technologically wired and changing educational environments. Similarly, the problem is described by Marshall McLuhan (2003), stating that the times of mechanistic and linear philosophy are over, that the linearity has been changed by the simultaneity and concentricity of the digital age with its infinite intersection planes, where all types of media are constantly interacting with each other. So teachers have to enter this simultaneous world involving themselves into the university study processes, the success of which is determined by personal creative expression, and in which the creativity is realized. Neil Selwyn (2013) observes that the research field of social media application in higher education embraces multiple discourses ranging from absolutely enthusiastic ones featuring social media as the panacea evoking unilimited possibilities for the expression of human creativity to the most resistant ones viewing social media as totally disruptive technology contaminating education and human minds. It provokes to look deeper at the experience of a human being in the study environments enriched with social media. The author identifies that social media itself is still developing, new applications appear and social media embraces various applications which undergo development and changes. The numerous applications of social media include such developments as wiki, blogging, social networking, podcasting, etc. Selwyn (2013) also emphasizes the fact that social media is the blend of information technologies and social interaction which embraces various forms of digital communication and leads to co-creation of content and knowledge. User generated content becomes the main feature of social media which is crucial in evoking human creativity.

The purpose of the current study is to examine the phenomenon of teacher creativity expression while using social media in university studies. The choice of the qualitative research methodology applying phenomenological strategies is closely related to the aim of the research. The study of the phenomenon is based on teachers' "lived experience" while using social media in university studies for teaching and learning.

The main research question is focused on how teachers perceive the expression of creativity while using social media in university studies for teaching/learning process. What aspects of their experience reveal the elements that influence teacher creativity while using social media in university studies and how these elements relate to evoking of teacher creativity? How does social environment of university as an organization influence teacher creativity?

The research object is the meaning of teacher creativity expression while using social media in university studies. The research investigates the phenomenon of teacher creativity expression while using social media in university studies with the particular focus on the meaning of the teachers' "lived experience".

The research creates a better understanding of teacher creativity expression while using social media in university studies by revealing how teachers make sense of their creativity expression through their own lived experience. It discloses the meaning of being a creative human in university study environments enriched by social media. The results of the research enable to envisage the positive effects of social media use in university studies on teacher creativity and also raise questions for future investigation.

Systematic approach to creativity

Creativity tends to be closely associated with artistic, spiritual activities, but modern scholars extend the concept by emphasizing the practical and professional perspectives. Qualities of a creative personality are analysed by the representatives of the humanistic philosophical school of thought. For example, according to Abraham Maslow (1977), courage, freedom, spontaneity and self-confidence allow a person to work in a creative way and achieve self-realization. Also, creative people are treated as vitally important resources (Rickards 1993). The approach to creativity and creativity research has been systemized by Robert J. Sternberg and Todd I. Lubart (1998). They distinguish seven paradigms of creativity evaluation ranging from the mystical approach to creativity, addressing psychoanalytic, pragmatic, psychometric, and cognitive, social-personality approaches and finishing with modern, interdisciplinary theories. The most relevant creativity research paradigm, which is identified by the authors, is the confluence paradigm. The aim of the theories attributed to this paradigm is to reveal the multiplicity of creativity, to combine a wide range of components and to convey the understanding of broader impact of the context.

Csikszentmihalyi (1996) applies systems theory perspective for the study of creativity. The author distinguishes three systems the interaction of which induces creativity. The first system is a system of individual where creative ideas appear as well as the need to create, to change and improve. Every creative act or a piece of work in a certain sense is considered to be a deviation from the norm. When some of these variations are positively assessed they get rooted and become the new norms. The teacher works in a creative way applying new technologies, new methods and tools. The second system is social environment, which includes people, who promote and accept teacher creative initiatives. In university environment they are colleagues and the management. The third one is culture. The expectations of the faculty perform-

ance dictated by the managers and the reaction of the faculty itself shape the unique culture of the organization.

Teachers, using social media as new technologies in university studies, demonstrate such qualities as interest in innovation, self-confidence, the ability to experiment and take risks, which are inherent qualities of creative personalities. Personality characteristics and socio-cultural environment as a source of creativity, as key factors of creativity are identified in the social-personal approach theories. Teresa Amabile (1983) indicates that certain personality traits such as independent thinking, self-confidence, interest in complex phenomena, aesthetic needs and risks often characterize creative people. Amabile, Regina Conti, Heather Coon, Jeffrey Lazenby and Michael Herron (1996) while investigating the influence of organizations on creativity identify three levels of creativity, which show how creativity is fostered. The level of the social environment of creativity recognition begins with the provision of new ideas, their development and promotion of the exchange of ideas, their succeeding support and implementation. The second level of the social environment includes the manager approach and the promotion of creativity at the institutional level. The third level of the social environment refers to the peer support, collaboration, openness to innovation and change, constructive approach to challenge and the relationship based on trust and mutual assistance.

Bob Jeffrey and Anna Craft (2004) stress that creativity is an essential element of self-expression and satisfaction, the authors add that it is vital in ensuring a motivated and meaningful learning and life including life-long learning in spite of changing market forces and employment opportunities. Arthur J. Cropley (2008) introduces three main characteristics of the particular importance of creativity in psychology and education. The first characteristic is a novelty. This can be a product, a process or an idea, in our case it is the use of social media in university studies. The second one is efficiency, which means that it works and gives some results that can be aesthetic, spiritual or tangible. The third one is ethical, because the term creativity is not used to describe the manifestations of self-interest or destructiveness. Cropley (2008) also discusses such important components as a creative products which can be tangible or not, and creative personality, as the cause or the potential for the products to appear, creative personality traits such as openness, flexibility and courage and the interaction with the social environment, where space for creativity appears. Creative personality traits discussed by Cropley (2008) are revealed as specifically important characteristic of teachers using social media in university studies.

Research strategies

The study is based on the phenomenological interview as a tool to get the authentic material on the experience of the study participants. The recorded semi-structured interviews provide opportunities for deep investigation of the phenomenon. Interviews allow the respondents to raise the important issues, and also allow the respondents to present their versions of the events. In education research the sources of information are the individuals who experienced the phenomenon. In this way, the researcher collects

empirical data through communication with the study participants. Actually, the phenomenological research strategy relying on lived experience is based on the insights by Paul Ricoeur (2000).

According to Ricoeur (2000), communication is a way of crossing the fundamental loneliness of each human being. Loneliness as Ricoeur (2000) states is understood like what is experienced by one person and what it is not possible to be fully conveyed to someone else. One person's experience cannot just become another person's experience. The event belonging to one stream of consciousness cannot be directly transferred to another stream of consciousness. However, despite this, there is something in one person that could go to someone else something from one sphere of life moved to another sphere. That "something" is not just experience, but its significance its meaning (Ricoeur 2000). Experience which is lived through remains personal, and its meaning, its significance becomes available. So communication overcomes radical impossibility to transcend personal nature of lived experience. The author clearly reveals the importance of communication and its power, the power to transfer the dimension of lived experience to another person. Thus phenomenological interview gains meaning, in such a way we rely on the semi-structured interview as the authentic material conveying teacher lived experience of evoking their creativity in the process of using social media in university studies.

Data collection methods

The study is focused on how the teachers in one Mykolas Romeris University (Lithuania) department perceive and identify their creative expression associated with the use of social media in teaching and learning process. The study participants were selected according to their potential to provide a complete picture of their lived experience while mastering and using social media in university studies for teaching and learning and their insights about the expression of creativity and elements influencing it. The study sample was constructed being conscious of the importance of the work experience of the study participants using social media in university studies for teaching and learning process. Criterion-based sampling was used taking the following criteria into account: nature of work (teachers who apply social media in their work for teaching and learning) and experience using social media (at least three years of job experience using social media). Twelve study participants participated in semi-structured interviews. The interviews on average lasted 45 minutes (from 40 minutes to 50 minutes) totalling to approximately 9 hours of the recorded material.

Researcher personal relationship with the study participants ensured the knowledge of their professional backgrounds and the knowledge about their involvement in social media use. It also facilitated the overall openness and sincerity of the study participants during the interviews.

The study participants were introduced to the general research overview and study purposes. They voluntarily decided to participate in the study. The study participants were assured that pseudonyms will be used in order to preserve the confidentiality of personality.

Semi-structured interviews were used for empirical data collection. Open-ended questions were prepared in order to elicit the study participants' stories about their experiences. The interviews were constructed around the main question focusing on the most memorable experience of the research participants concerning the expression of teacher creativity while using social media in university studies (could you tell me more about your most memorable experience how you experienced creativity while using social media in your work?). It was extended by specific questions of a clarifying nature on how the episode was experienced; what feelings were involved; what the details of the experience were; how the environment was experienced during the episode. This kind of interviews gave a possibility for deep investigation of the phenomenon. In the course of the interview the questions could be changed or not asked at all, if the study participant presented his experience in detail by answering the questions even before they were asked. The interview allowed the participants to raise the issues that were important to them and also led the participants to submit their own versions of the events.

Data analysis methods

The transcribed interviews are read many times in order to grasp the meaning as a whole. According to Anders Lindseth and Astrid Norberg (2004) naive reading allows the text to speak to the researcher and allows formulating the naive understanding which guides the structural analysis. Structural analysis allows the researcher to validate and adjust naive interpretation and get deeper meaning. At this stage the meaning units are identified. They could be a part of a sentence, a sentence or a few sentences, in other words, a piece of a text which carries one meaning. The meaning units are abstracted and condensed to form sub-themes which are clustered into themes and, if necessary, the themes are joined into the main themes. The meaning units and themes are used further in compiling the textual description. While discussing the data, it is attempted to summarize the meaning of a number of different contexts, to identify logical relationships and to develop a clear picture of the phenomenon relying on the interpretation from the positions of some of the participants.

In our case the first step in the process of the empirical data analysis was a phenomenological reading of the text in the light of a specific question about the lecturer lived experience of creativity expression in the context of using social. The next step was the identification of meaning units, bolding them in the text. Then these units were abstracted and structural analysis was performed by clustering the units into subthemes, which in turn were clustered into the themes. Finally, the themes were incorporated into the major theme of evoking teacher creativity.

Findings

Teachers' experience embraces the major theme of evoking teacher creativity which reveals that on an individual level teachers employ their creativity while acquiring the necessary skills and ideas how to use social media in university studies and, actually, in the process itself of using social media in university studies.

Table 1. Evoking teacher creativity (source: created by authors)

Meaning Unit	Sub-theme	Theme	Major theme
I was inspired by an example of a colleague. I should say her sincere amazement was really inspiring. T2	Colleague example	Social environment influence	EVOKING TEACHER CREATIVITY
There were seminars for the teaching staff and all the teachers shared their own ideas. T4	Colleagues sharing ideas		
I started using social media actively when I started teaching and training my colleagues. T5	Training colleagues		
During the seminars there are a lot of things are presented during the seminars and training sessions. T9	Information acquired at seminars	Exchanging and implementing ideas	
I participated in the courses where we got a lot of information how to find free of charge programs and we could use them. T10	Information acquired at courses		
You notice some ideas while reading books, reading what others write, also by hearing what people say, you just need to listen to the ideas and understand that they are constructive ideas. T12	Ideas in literature sources		
If I remember how I started using social media and when I started using it, I understand that some ideas came from various technical experiences, from perceiving the logics of the program and trying to create a program for teaching. T1	Ideas acquired through experience		
I can say that there are various kinds of social media and if you do not start using them actively and systematically after some time you forget about them and do not use later. T6	Active social media application		EVOKING TEACHER CREATIVITY
I started using social media, I joined training seminars at our university, during the seminars we had to prepare an interactive study module, but my colleagues did not have time, so I had to do everything myself. T7		Institutional influence	
I started using my first social media because I felt that the university forced to use it. T11	University institutional impact		
I can say that university encourages the use of social media so we start using it and feel a new flush of creativity. T12			
Students use social media because it is a formal requirement, certain formalized use of social media and the university propagates it. T4			
With technology, including social media everything started in a workplace situation, we had to learn, some colleagues did not have a computer at home, some of them did not know how to use word processor, but for them it was a workplace situation and they wanted to perform their job. T3			

End of Table 1.

Meaning Unit	Sub-theme	Theme	Major theme
I can handle high risk level, I can easily take risks, I am not afraid of losing the material, I know I can find it, I am not afraid that it might take some time to arrange and connect everything, I am sure I can find out how to do anything. T7	Ability to take risks	Creative personal characteristics	EVOKING TEACHER CREATIVITY
Even if it seems difficult, I try doing something, even if I do not know, I keep trying ☺ if I do not know, I ask for help. T9	Ability to experiment		
I am still experimenting with various kinds of social media. T12			
Sometimes technologies let me down, then I try to solve the problems, I try to use the Internet. I always have my teaching material on the net, in my blog, so students can access it on the Internet, and I do not need to worry if I can present it on the multimedia or send it separately to everyone. T8	Ability to solve problems creatively		
My colleagues and I got interested in social media. T1	Interest		
My interest in blogs started when I began reading newspaper and magazine blogs. They became much more interesting for me than the newspapers and magazines themselves. I can say they are more interesting and more active, although the information on blogs is not verified it is more personalized and more interesting linguistically, I should say It is more suitable for students as language learning material. T9			
When you get inspired and enthusiastic, you want to share with others and you try... T4	Enthusiasm		
It just needs to be understood that information exists here and especially on the Internet in great quantities and it is important not to oppose to the flow of information and be ready to accept changes. T11	Openness to changes		

The theme of evoking teacher creativity reveals that teacher creativity is sustained by inner creative personality characteristics and external institutional and social environment influence including active idea exchange and implementation. Applying social media in university studies, mastering it themselves and using it for teaching, teachers get involved in the continuous university study processes, the success of which is sustained by the traits of creative personalities and the environment supportive to creativity.

Teachers' experience discloses a twofold approach on evoking teacher creativity. A certain influence of external social factors such as stimuli received from colleagues is experienced. It comes from the process of exchanging and implementing ideas and insti-

tutional leverage. On the other hand, research participants experience revelation of their own personal qualities which sustain their creative activity while using social media.

Analysing the external influence, at the top of the table (see Table 1) we find the themes which represent the external factors influencing teacher creativity expression while using social media in university studies. The theme of social environment influence represents colleagues' influence, which is transmitted by colleagues' examples, sharing ideas between them and even trying to help and teach the colleagues. It is closely related to the impact of exchange of informative ideas and their implementation because ideas can be acquired directly from colleagues at work, as well as at various seminars, courses and other training sessions, while reading literature or observing something "You notice some ideas while reading books, reading what others write, also by hearing what people say, you just need to listen to the ideas and understand that they are constructive ideas" (T12).

Another source of ideas is the teacher personality, when reflecting and summarizing the experience in working with a variety of programs and equipment. Colleagues' example encourages, "inspires" to start using social media; however, active and systematic use is necessary to ensure that through the process of training others a perception arrives that the media has been mastered "I started using social media actively when I started teaching and training my colleagues" (T5).

Concerning the theme of the institutional influence the impact of the university as an institution is experienced. The research participants indicate the university institutional impact as encouraging the use of social media in the process of which moments of evoking creativity are felt "I can say that university encourages the use of social media so we start using it and feel a new flush of creativity" (T12). However, some research participants perceive the university impact as an enforced matter, as a pressure from the institution "I started using my first social media because I felt that the university forced to use it" (T11).

Another interesting observation could be drawn from one research participant indicating that sometimes pressure and stressful situation could lead to exercising of personal creativity "I started using social media, I joined training seminars at our university, during the seminars we had to prepare an interactive study module, but my colleagues did not have time, so I had to do everything myself" (T7). Stressful situations which encourage people to mobilize their inner resources for acting are identified as "fight-or-flight" situations, usually they concern more bodily physical instant reactions. However, it is highly credible that creativity is mobilized together with the whole body and mind alert. Teachers are affected by various trainings, seminars, literature, colleague examples, diverse technical experience acquired in work situations, and encouraging influence of the university as an institution.

When talking about how teachers personally felt their creativity, as they experienced using social media, the research participants indicated their personal qualities which helped them to start using social media, develop their skills and apply social media creatively in university studies. Creative personal characteristics fall into the theme, which reflects the inner creative personality factors encouraging the use of social media as a new technology in university studies. Such creative skills as the

ability to take risks allows teachers to confidently try new techniques without any fear of errors, encourage teachers to employ testing and attempts "I can handle high risk level, I can easily take risks, I am not afraid of losing the material, I know I can find it, I am not afraid that it might take some time to arrange and connect everything, I am sure I can find out how to do anything" (T7). Another related feature is the ability and willingness to experiment "Even if it seems difficult, I try doing something, even if I do not know, I keep trying if I do not know, I ask for help" (T9), such qualities allow mastering new media through trying as if through playing and not feeling self-conscious about multiple attempts. Another important feature such as the ability to solve problems creatively allows seeing the ways how to apply social media, when other technologies do not work. Additional important factors which also characterize creative personalities are deep fascination with media, which means the genuine interest promoting a deeper understanding of social media and the enthusiasm to apply it "When you get inspired and enthusiastic, you want to share with others and you try..." (T4).

Finally, insights about the need for information, about the significant changes in the information communication and creation processes, the perception that changes are inevitable and it is necessary not only to abandon any resistance to change, but also to live with it, all of these personality-related factors influence social media adoption and use. Teachers identify creative personality traits, such as ability to take risks, flexibility, willingness to experiment, enthusiasm, open approach to innovation and change as helpful in the process of adopting social media and using it in university studies.

Discussions on research findings

Applying social media in university studies, mastering it and using it for teaching, teachers get involved in the continuous university study processes, the success of which is sustained by the traits of creative personalities and the environment supportive to creativity.

Amabile, Conti, Coon, Lazenby and Herron (1996) also identify three main factors while analysing the specific organizational factors influencing creativity. The authors admit the importance of provision and development of the new ideas as well as promotion of the exchange of ideas, idea support and implementation. Another important factor for creativity in working life is a favourable team, who are said to be open to innovation and collaboration. The research participants speak extensively about sharing of ideas and colleague influence: sharing information, training each other. Finally, Amabile, Conti, Coon, Lazenby and Herron (1996) discuss the influence of an institution which is expressed through manager encouraged creativity, setting the institutional performance targets favourable for creativity. Institutional university influence on teacher social media use was also investigated Jolita Šliogerienė, Giedrė Valūnaitė-Oleškevičienė, Julia Fotheringham and Kirsty J. Palfreyman (2014) who established that universities as institutions usually encourage and support social media use by teachers providing favourable environments for creativity.

However, some research participants perceive the university impact as an enforced matter, as a pressure from the institution. Here we can remember Michel Foucault (1998) paradigm indicating that educational institutions have ritualized their practice to discipline and control and the control extends over all the institutional levels, that is why some research participants perceive institutional impact as a pressure.

The research participants perceive that ability to take risks, flexibility, willingness to experiment, enthusiasm, openness to innovation help them to successfully use social media in university studies. All these features are mentioned in theoretical approaches to creativity as creative personality characteristics (Maslow 1977; Cropley 2008). Lithuanian scholar Rimantas Tidikis (2003) also recognizes similar qualities of a creative personality: ability to risk, flexibility, "childishness" in other words the ability to play, to experiment.

Taking these characteristics into account, the research reveals a twofold approach on evoking teacher creativity which includes themes related to internal and external factors determining teacher creativity while using social media in university studies: external factors that promote the expression of creativity of the teachers while using social media in university studies and the inner creative personality characteristics that allow teachers to successfully use social media in university studies. The external factors include colleague influence, sharing ideas and their active implementation as well as of the institutional influence of the university which is perceived by the research participants as institution encouragement or pressure at times. According to Csikszentmihalyi (1996) from the systems theory perspective on creativity there are three interacting systems: the individual, the social environment and culture. The external factors distinguished in the research unite the manifestations of the social environment and culture systems. The social environment theoretical system is related to the theme distinguished in the research – colleague influence, and culture system is related to the institutional influence of the university. Faculty performance expectations dictated by managers are defined in the statements of the research participants that the university encourages and propagates the use of social media.

Conclusions

Research participants identify that external factors such as colleague example and new ideas that teachers want to try, are stimulated by the internal factors – personality characteristics such as willingness to take risks, willingness to experiment, openness to innovation and a desire to solve problems creatively. All these features and their expression are manifested in the process of teachers using social media in university studies. The mentioned elements are intertwined together and form a whole system of factors influencing the process of teacher mastery of the media and the use of it in university studies. Similarly, personal effects and social structure act as the factors integrally related to each other, as Csikszentmihalyi (1996) states in the systems theory perspective on creativity. Teacher creativity is encouraged by their colleagues, idea sharing and the faculty performance expectations dictated by the university as an

institution encouraging the use of social media. We can see that broad understanding of creativity delineated by the representatives of humanistic philosophical approach is manifested in teacher activities through openness to innovation (social media) and the challenges (mastery and of social media application in university studies), continuous learning, the ability to live and work in the context of permanently changing circumstances. It also highlights the importance of creative personality characteristics, the qualities that promote the adoption of new information and the use of it in different ways.

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DĖSTYTOJŲ KŪRYBIŠKUMO SUŽADINIMAS NAUDOJANT SOCIALINES MEDIJAS

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Santrauka

Pastaruoju metu klausimas, ar geras mokymas yra kūrybiškumą skatinantis mokymas, nagrinėjamas labai plačiai, tačiau neskiriama dėmesio kūrybiškiems mokytojams, kurie susiduria su iššūkiu mokyti kūrybiškai, skatinant kūrybą ar kūrybai. Straipsnyje remiamasi Hanso-Georgo Gadamerio filosofiniu požiūriu ir Mihaly'o Csikszentmihalyi'o kūrybiškumo sampratos interpretacija. Pabrėžiama kūrybiškumo svarba aukštajame moksle ir nagrinėjama dėstytojo kūrybiškumo raiška naudojant socialines medijas universitetinėse studijose. Pateikiama dėstytojų išgyventos patirties apžvalga, atskleidžianti pagrindinius elementus, provokuojančius kūrybiškumą, nagrinėjami pagrindiniai veiksniai, leidžiantys suprasti dažniausiai pasireiškiančių elementų santykius. Atskleisti pagrindiniai dėstytojų kūrybiškumo raiškos elementai leidžia daryti išvadą, kad dėstytojų kūrybiškumą stiprina ir provokuoja vidinės kūrybiškos asmenybės charakteristikos, išorinė institucinė ir socialinė aplinkos, įtraukiant aktyvų idėjų apsikeitimą ir įgyvendinimą.

Reikšminiai žodžiai: kūrybiška asmenybė, išgyventa patirtis, saviraiška, socialinės medijos, dėstytojo kūrybiškumas.