

## **Innovation, creativity, and entrepreneurship as a teaching strategy**

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### **Abstract**

*In today's times, the amount of information is huge. With this, the speed of transformation also reaches very high levels. With technological advances being humans are being gradually replaced by machines in their daily mechanical functions. Banking self-service providers, supermarkets, and other retail giants evidence these changes daily. In order for the professional to be able to face these new challenges, he must become an innovator by nature. However, this intrinsically human characteristic has been forgotten in the student formation. This work presents the creation of a new movement emerged called inovativismo (word in portuguese that means the fusion between three words: Inovação (Innovation), criatividade (creativity) e empreendedorismo (entrepreneurship). Innovation, creativity and entrepreneurship will be some of the essential pillars to differentiate us from the machines in the not so distant future. In which innovative, creative and entrepreneurial actions are stimulated and directed towards the students in order to face the challenges that the new world will present.*

**Keywords:** innovation; creativity; entrepreneurship; learning strategies;

## **1. Introduction**

Times have changed. And the world evolves over time. We are living in an era of expanding connectivity and technology. In recent years, we can see that evolution has caused jobs to be replaced by machines and computers generating unemployment [1]. This trend allows us to understand why businesses have changed their profile, the emergence of the Internet - increasing connectivity - enables a range of new business relationships to be created and established. For example, advising online consultants, distance education courses, obtaining products in other cities and states with distance-pricing research among others. Each professional, who has his function performed in the same way, is counting the days. For, soon a machine can replace it developing even more efficiently in many specific situations. This causes us to consider what decisions we can make to make our services necessary and irreplaceable. Thinking about it, that a movement inspiring young people and making them aware of the need to innovate in whatever area of professional activity emerged called inovativismo (word in portuguese that means the fusion between three words: Inovação (Innovation), criatividade (creativity) e empreendedorismo (entrepreneurship). Innovation, creativity and entrepreneurship will be some of the essential pillars to differentiate us from the machines in the not so distant future.

Education in Brazil is a difficult and poorly remunerated area. This creates a lot of problems and inevitably reflects on student learning. The lack of interest and lack of awareness of the value that education possesses make the work of the student difficult. As teachers, we must stimulate student interest through innovative techniques so that the class becomes attractive and surprising with each passing day. In fact, we can infer that this is the essence of innovativeness applied in the classroom. This idea of the new gives young people an interest in learning and a willingness to be present in the classroom. Consequently, once young people are stimulated by the insertion of innovation and creativity in the classroom, the lack of interest with some curricular components will be replaced by the power of the new, and by the curiosity of the unpredictability of the teaching methodology applied in the classroom.

Another challenge is to stimulate entrepreneurial thinking as a young person and to prepare for the job market. This essence is steeped in entrepreneurship. Through group dynamics we build new entrepreneurial mindsets that will boost their career in the future.

## **2. Methods and Materials**

Our work is divided into weekly meetings in the classroom. After working with the students on the programmatic contents established by the Brazilian national curriculum, we separated 15-20 min from the class to work on the development of innovative, creative and entrepreneurial thinking in students.

Once a week, we choose between two options: group dynamics with business objectives (stimulating the development of leadership, creativity) and oriental chronicles with a philosophical character (to improve personal relationships and life).

After performing the dynamics or the reading of the chronicle, we ask for feedback from the participating students and analyze the potential effect it will cause. In general, creating expectations about what is going

to happen in this "innovative moment" is the main goal of inserting that moment at the end of class each week.

The materials used for each moment depend a lot on what is prepared in a creative and innovative way. For example, post-its for mental maps workshops, paper and brush are quite used in moments. The main raw material used is creativity.

### **3. Results and Discussion**

An interesting aspect of this work is the creation of an innovative community. That is, the dissemination of this work provides the growth of an extremely important young network these days. This network of connected contacts virtually generates a great brainstorm fostering ideas. In addition, the mental trigger of the collective generated by the coexistence of young people who think of innovation and understand that regardless of the profession they will act is necessary for us to be in constant modification of mindset and attitudes. In the era we live in, we can not stop doing our work in an innovative way, due to the many professions that are in danger due to computerization [1].

Another result is the creation of expectations due to the periodicity of the dynamics. This provides students with a significant improvement in acceptance of the discipline, as we are able to generate empathy and reciprocity. The student stops to visualize the teacher as a pure transmission agent of knowledge, but also as a mentor for life projects (due to the message that is passed in the dynamics), and as a projection frame. Then, the teacher can use this framework to improve the quality of learning in the classroom, to reduce school dropout due to the expectation generated in the innovative meetings.

Recently, this work was published on the Institute's official website in a journalistic article about the "young doctors" of the institute. This news report reported that innovative dynamics are based on corporate engagement strategies, with the main objective of generating empathy.

The students of the school in which we apply the dynamics belong in their great majority to a social class disadvantaged financially. Many of them do not have adequate environments in their residences for study, need to work at the opposite time to school and often suffer very serious problems with family members. This causes year after year, dropping out of school during the school year. With this work, we are providing other skills to students, stimulating the learning of truly innovative and differentiated skills in their lives. This strategy is leading students to expand entrepreneurial mindset, providing more reasons for staying in school and as a result increasing the expectation of learning for several students in the municipality. In the personal context, the dynamics have led messages of overcoming, motivation, creativity, persistence, planning and time management causing a positive impact on the personal life of the students from the youngest age that we can reach.

In this paper, we take into account the consequences of these dynamics. They produce in students another important point: mindset change. Mindset is one of the most powerful tools for the entrepreneur's ascension. It is from it, that we end up developing another point known as angular habit. Angular habits are attitudes that can be realized and end up generating a chain reaction effect. We can cite the situation of ALCOA [3], which invested in job security to leverage its profits. In an analogous way we can associate in the personal and professional life of each individual. We take some actions that provoke other areas of our lives,

generating a domino effect and amplifying the positive effect of the primary attitude in several areas of our lives.

In the Institute where the dynamics are applied the effect has generated repercussion within the walls of the school. Several classes mentioned interest in participating but it is up to the teachers of each class to develop their disciplines and classes in the way that is most convenient for the principle of freedom of teaching.

#### **4. Conclusion**

It is well known that in the teaching-learning process, the student has a preponderant role when thinking about long-term learning and the fulfillment of personal goals, thus requiring an active and voluntary participation in many of the activities proposed by the teacher and by the educational institution. However, it is clear that, in practice, few students act in this way. In this context, it is up to the teacher to dialogue with the students in order to make them aware of their role and also to alert them that they themselves will suffer the consequences of the way they put themselves in this process. With this in mind, through educational coaching, teachers present students with tools that aim at self-knowledge; increasing students' performance by using the knowledge acquired by them to create new ones, transforming the boundaries of each one into promising resources, thinking and discussing goals and actions observing the past, aiming at the future, focusing on accelerating results.

This change in teaching practice will allow a positive influence on students' choices, since they live in constant times of difficult choices that will influence the rest of their lives. Choices related to the desired profession and its articulation with the academic paths, reasons of professional preference, and perception of professional opportunities and characteristics valued by the market. In this way, the experience of these innovative moments can help the student in this decision making, thus influencing in a crucial way the perspective of building a life mission for the young.

#### **5. Acknowledgement**

In short, the work has a great scientific contribution in view of the current need of students to face the future of work. It is extremely important to publicize this movement so that more education professionals are witnesses of the possibilities that collective mindset change can provide for each individual. In addition, evidence of improvement in school performance transforms the student environment in a replicating and expansive way, serving as a stepping stone to levels of excellence for future youth. Fruitful discussions like these serve to stimulate the divergence of thinking management by expanding creativity and providing unusual and effective solutions.

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