Creative Economy, Creative University and Creative Development
Ideas, Knowledges and Paths towards Sustainability, Happiness & Wellbeing

3rd Creative University Conference

An International Conference organized by the **Institute for GNH Studies** (iGNHaS, Royal University of Bhutan), **International Creative University Network** (ICUN), **Center for Global Studies in Education** (CGSE, Waikato University, New Zealand), and **Future Education, Groups & Organization Studies** (FUEGOS, University of Marburg, Germany), and supported by the Commission of Organizational Education of the German Educational Research Association **(GERA–OE)**

Royal University of Bhutan Convention Centre
Thimphu, 14 - 16 April 2014

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In our dynamic, accelerating societies, innovation and creativity are on the agenda of economical, political and social actors. According to specific rationalities, global, national, institutional and professional discourses on future, innovation and creativity differ greatly. In this polyphonic structure, some voices are heard more than others and some paradigms have become dominant: especially the market and economic growth paradigm even at present seems to be unquestionable. In an obviously more and more challenged world, the global polyphonic scenery now has the potential to open up towards new ideas and visions. The role of public universities being under debate and the public mission of the university being reframed: How will universities interpret the present trends? According to dominant discourses, the university should become an economically shaped institution to advance and promote the production of market knowledge. Will universities react – or respond to this market-pressure? And how will universities contribute to develop our common future?

Nowadays, many academics and intellectuals intend to create and open up old and new spaces for critical reflection, for new ideas, visions for the future and alternative developmental paths. Reflecting on the idea and potential, mission and responsibility of the university helps to open up and foster spaces for a critical and transformative institution that shifts academic self-concepts from (dis-)interested scholarship towards the promotion of global citizenship. So what is the potential of universities, to contribute to a sustainable development and to strategies of happiness and wellbeing?

An alternative development agenda addresses the interconnectedness of economical and social development to academic knowledge creation and as well to higher education. Knowledge for development, "development education" and "education for sustainable development" approaches show that education has become central to development and community development. Democratic participation of all groups (especially women) in the developmental process is understood as foundational. What are the paradigms of development education that suggest new possibilities and spaces for "development" that take advantage of emerging world trends, critical knowledge development paths and the role of education in these processes?

At a local and global level, new communications- and information-technologies open up towards the emerging paradigm of development education. Global knowledge development brings about an open global society as well as the development of trust-relationships within learning societies. "Open knowledge" and "open knowledge production" and related models like "peer production" and "peer governance" provide emerging alternatives to traditional proprietary models of knowledge production. The agenda of non-rivalry, coproduction and collaboration defines new developmental trajectories, where sustainability, happiness and wellbeing become relevant at the level of individuals, communities, institutions and societies.

The 3rd Creative Universities Conference is being held in the Royal University of Bhutan in the Kingdom of Bhutan which has promoted the concept of happiness and wellbeing as an alternative developmental paradigm. Organized jointly by the Institute for GNH Studies (iGNHaS), International Creative Universities Network (ICUN), the Global Studies program of Waikato University, New Zealand and the Future Education, Groups and Organization Studies (FUEGOS) Center Initiative at Philipps-University of Marburg, Germany, the conference aims to open up an international "polylogue" on the role and potentials of a Creative University, effectively advancing the notions and potentials of creative development.

The conference offers spaces for different kinds of papers and workshops. In order to connect theoretical reflections with creation, the practices of the conference combine different ways and formats of learning. Traditional (theoretical, methodological, empirical or conceptual) papers will be presented in assigned fora and connected to developmental workshops. Like this, the bridging of different ways of thinking, the emergence of thought out of practice will be supported. In order to explore integrated ways of learning, in workshop sessions, body and artistic interventions will be especially welcome. Combined with traditional academic approaches, the conference will enable the participants to engage in a transformative learning process through dialogue, introspection and self reflection. This leads to a deepening of understanding of how the creative university intersects its functioning with what the new development paradigm should look like. Also, the notion of co-creating and of enabling to prototype change as social practice is a principle to be followed here.

Forum 1 (1st day): Creativity and the educational mode of development

Exploring the Agenda of Creative University and Creative Development leads to reflections on the educational mode of development. What are different notions of the educational mode of development? What role can universities play in developing a new agenda of institutional creativity? Which actors and groups of actors (do & can) initiate transitions towards integrated developmental strategies? Which role do diversity, heterogeneity and inequality of actors play and how can this be researched as well as addressed in institutional strategies? What are different notions and concepts in order to foster equality and wellbeing? How is the relationship between creative economy, creative university and creative development shaped in discourses of the presence, how can it be analyzed?

Workshop 1 (2nd day): Creating Developmental Spaces and supporting Actors of Change

How do we create developmental spaces in our universities, societies, economies and cross sector innovation strategies? How can actors in creative universities and institutions in society and economy be supported to create happiness and wellbeing? How can students, staff, faculty, leadership, management, community become involved? How can we develop positive relationships and functional structures for our vision of the university and its relationship to society, communities and economy? How can transitory spaces, think spaces and creativity labs arise and be fostered by educational institutions, economical actors, organizations and initiatives in society?

Forum 2 (1st day): Creative University: Strategies of Creation and Creative Development of the Future

Which patterns and grammars of awareness are the basis for the practice of organizational change towards an integrated development perspective? How do organizational awareness cultures contribute to the support, negotiation, dilution or prevention of creativity? Which notion of the "idea of university" brings about real change? How can creative development and possibilities for change be supported and how can the interaction and contradictions between bureaucratic, market-oriented and communal organizational cultures be opened by awareness rising and mindfulness? What can other partnering institutions contribute – in an overarching cross sector innovation perspective?

Workshop 2 (2nd day): Developing and Discovering Mindfulness approaches to teaching, learning and development

How can spaces of awareness, mindfulness and creative approaches in organizations emerge and be implemented? What are strategies of creation and practices belonging to a true mindfulness approach? How can a network culture of future orientation, of mindfulness and sustainability be created and how can it contribute regularly to positive dynamics of institutional change? Which kinds of ideas of university, of economy and society are brought about by a different practice? How does mindfulness integrate and fit together with other learning intentions? Which kinds of developmental paths can be created here? What are the knowledges and paths to happiness and wellbeing?

Forum 3 (1^{rst} day): Methodology and Methods of (action-) research

What is the best way to theoretically and empirically reconstruct organizational, institutional and network rules of creating creative organizing? Which methodological strategies and methods are best suited to empirically analyze the emergence and implementation of open and creative futures in organizations? How are new and established methods combined in exploring the complex and multilevel phenomenon of creativity and future orientation in organisations, economy and society? What is the potential of innovative research designs? What is the benefit of multi-methods and triangulation approaches? How can action-research contribute to address both research and change? What is the implications and possibilities for organizational transformation in society and economy - and academic knowledge creation?

Workshop 3 (2nd day): Using Action-(Research) for the transformation of society

How can we inspire change agents, actors and communities to develop in a mindful way? How can we use a methodology of action research focusing on the notion of action? How to use culturally adequate methods, which inspire articulation and envisioning desired futures? What is methodology and methods of creative action research and organizing in our societies, economy and university? What are new potentials for action research approaches in an interdisciplinary and international perspective? Which knowledges and paths can be created by open developmental strategies of innovation?

Forum 4 (1^{rst} day): Creativity, Open Science & Travelling Ideas

Exploring the question of creative economy, creative university and creative development is related to the debates on open science and to making ideas travel. This forum provides space for the discussion of the dimensions of the New, related to open science and the role

of "creative university" for a creative economy and creative development. What are different patterns and options of generating creative futures and awareness in organizing? What is the nature of open science and open education – and how can international program development contribute to the creation of a global structure and global flows of "travelling ideas" and "travelling universities"? What are the paths into a sustainable future and the paths of sustainability oriented university programs?

Workshop 4 (2nd day): Ideas and practices of partnerships, co-operations and the development of academic programs

What are ideas and practices, which contribute to a cross sector innovation approach and to an outreach of university to community learning, volunteerism and nation building as well as cosmopolitism? How does the creative university develop relationships outside academia – to community, government and industry? What are risks and possibilities of public private co-operations, partnering and innovating across sectors? What are technological requirements to realize international and global cooperation? How can decentralized and multi-campus settings be made fruitful in a global world? How can peer to peer technologies contribute to develop global education approaches? What can universities contribute to the educational mode of development?

Fora and Workshop Sessions

We'd like to invite you to hand in your abstracts and suggestions for a conference paper for one of the fora or a workshop proposal for one of the workshops (1000-1500 characters). The abstract should demonstrate the paper's/workshop proposal's relation to the above mentioned thematic areas as well as the theoretical, methodological, empirical or conceptual background of the paper or workshop. Please let us know in which forum or workshop you would like to present your paper or design-activity. All abstracts and workshop proposals will be peer reviewed and assigned to one of the fora or workshops. After the conference, a peer reviewed book in English with conference proceedings and workshop results will be published.

Submission of abstract/workshop proposal

Please send your abstract and/or proposal for a workshop session until **November 30, 2013** to:

1) **Ms Tshering Choden:**   *tsheringchoden.ovc@rub.edu.bt*
2) **Dorji Thinley:**   *dthinley6789@gmail.com*