



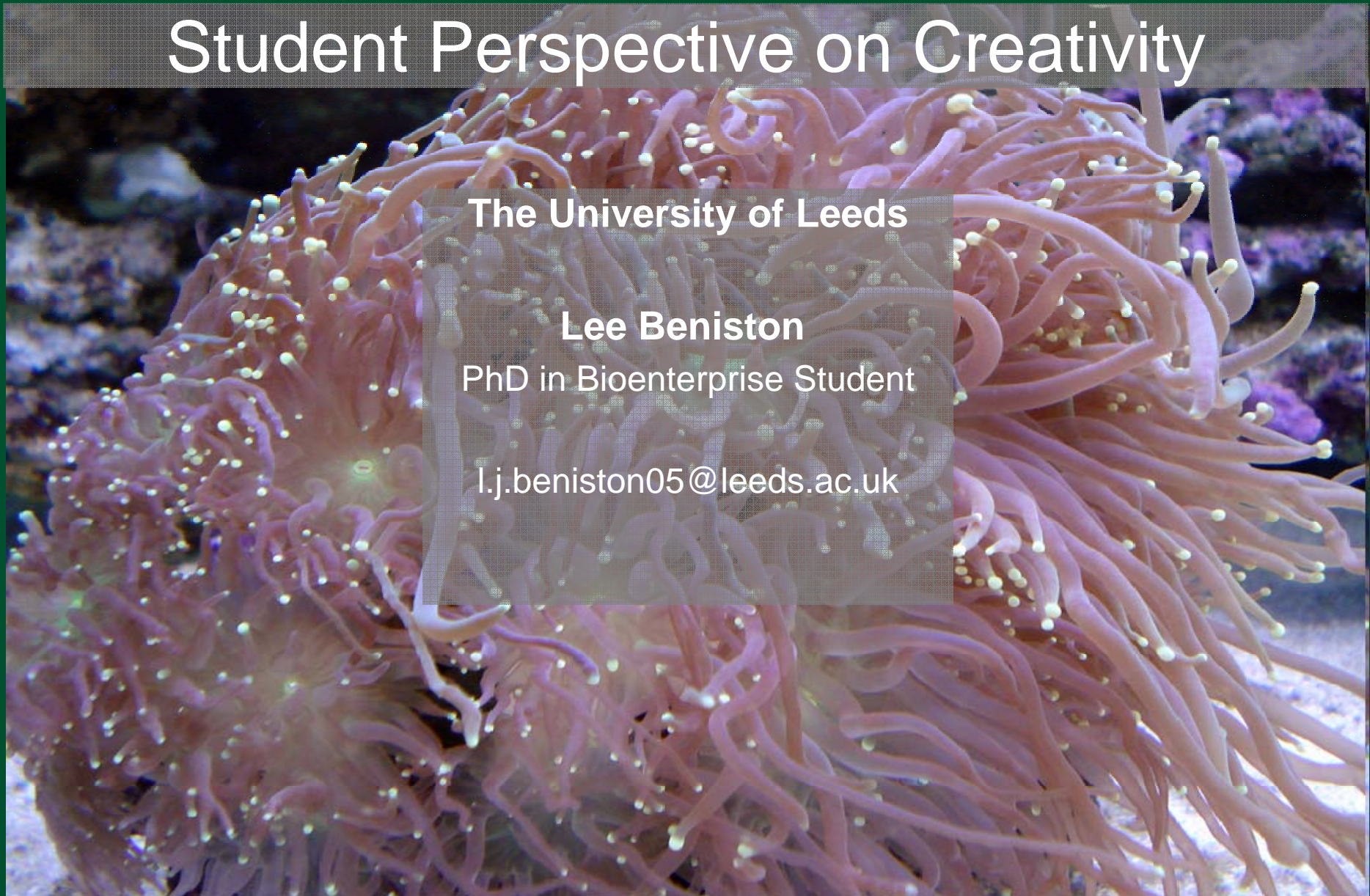
# Student Perspective on Creativity

The University of Leeds

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PhD in Bioenterprise Student

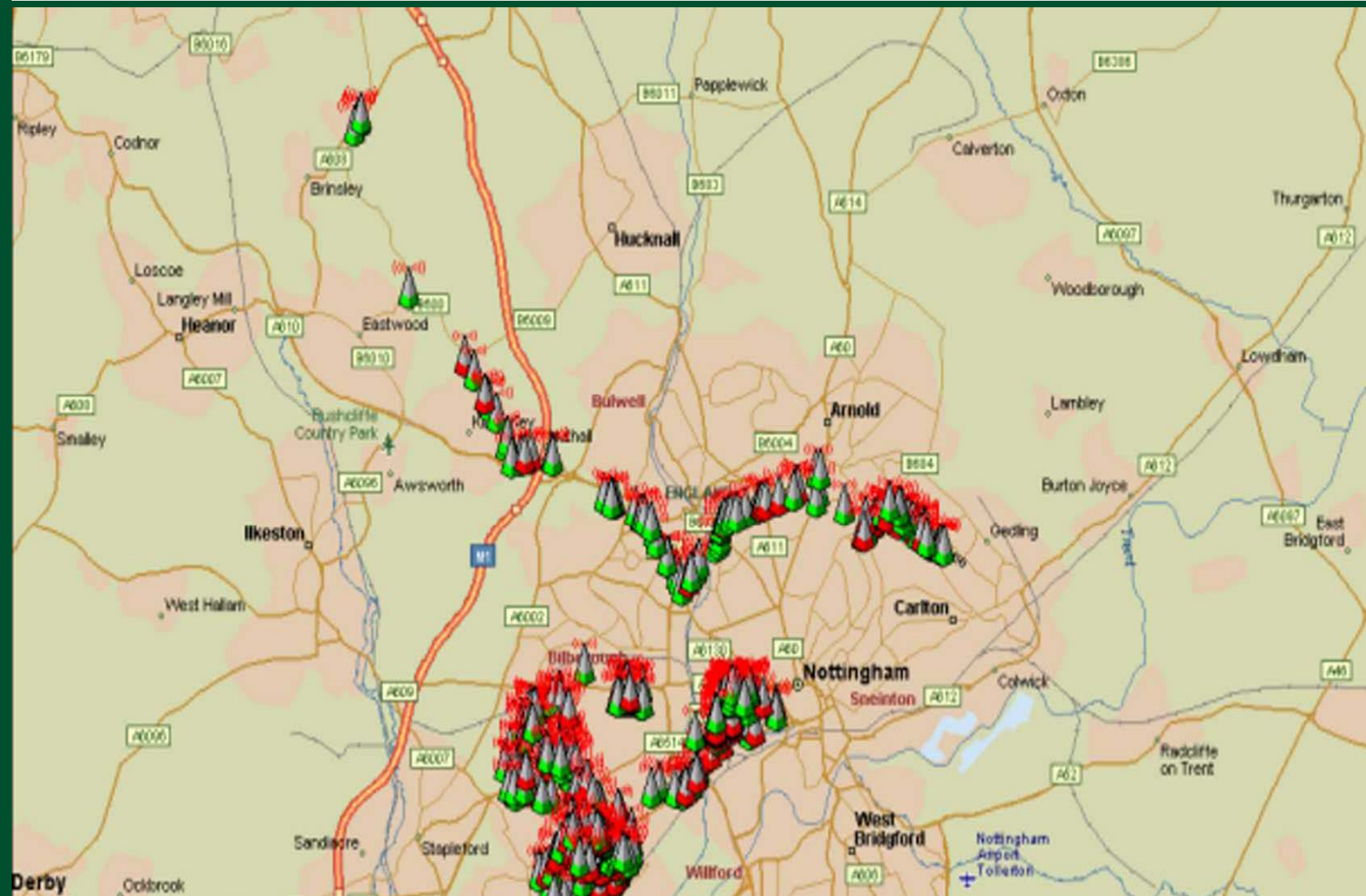
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# My interest in creativity and enterprise

- Early creative & entrepreneurial behaviour
  - Worked in groups where friends had different knowledge and skills
  - Questioned normal procedures, tasks etc. Why??!
- Built on creativity & enterprise skills through business development
  - **BS Networking Solutions**, Wireless security, PC Repair, Data Recovery
  - Business meetings with friends
  - Enterprise help from college





# Combining creativity, enterprise & science

- Applying to university
  - Looked for courses that integrated enterprise with science
    - Unaware of the role of creativity in science and enterprise
    - BSc Bioscience, University of Leeds
- Enterprise for Life Scientists
  - Three progressive modules over three years
  - Final year business plan and pitch
  - Integration of creativity and use of creativity website and other tools
  - Real life examples of how successful people have used creativity and enterprise to create and sustain their own business



# Undergraduate creativity in the sciences

- Enterprise for Life Scientists module highlighted importance of creativity in science
- Structure of modules and teaching styles stifled creativity in students
- Many science students demonstrated the ability to be highly creative when creative behaviour was encouraged. Need for follow-up sessions.
- Recent survey showed that 88% of the UK universities that were surveyed did not provide any specific creativity training for science students in the bioscience degree programmes that were available



# Postgraduate creativity in the sciences

- Creativity for problem solving workshop
- No other creativity training or workshops offered in LUBS and FBS for scientists
- Behaviour associated with creativity discouraged in scientists
  - Little support for creativity
  - Incorrect understanding and knowledge of creativity
  - Restrictive environments and working climates
  - Hierarchical pressures



# Embedding creativity in science

- Important to define what creativity is along with its roles and uses in science;
  - Problem-solving
  - New technology
  - Business start-up
  - .....Creativity is USEFUL!
- Integration in to teaching methods and compulsory modules
  - Encourage students to work in problem solving groups using creative techniques and tools
  - Support for creative behaviour and outcomes of creative behaviour
  - Assign more importance to creativity



# Questions