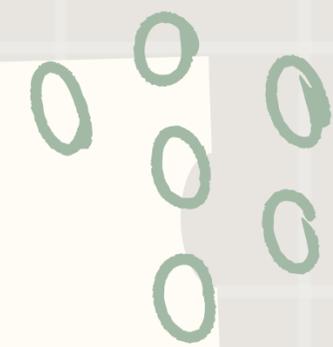# The connection between

## Hong Kong
## Cultural and Creative Industries (CCI)
## &
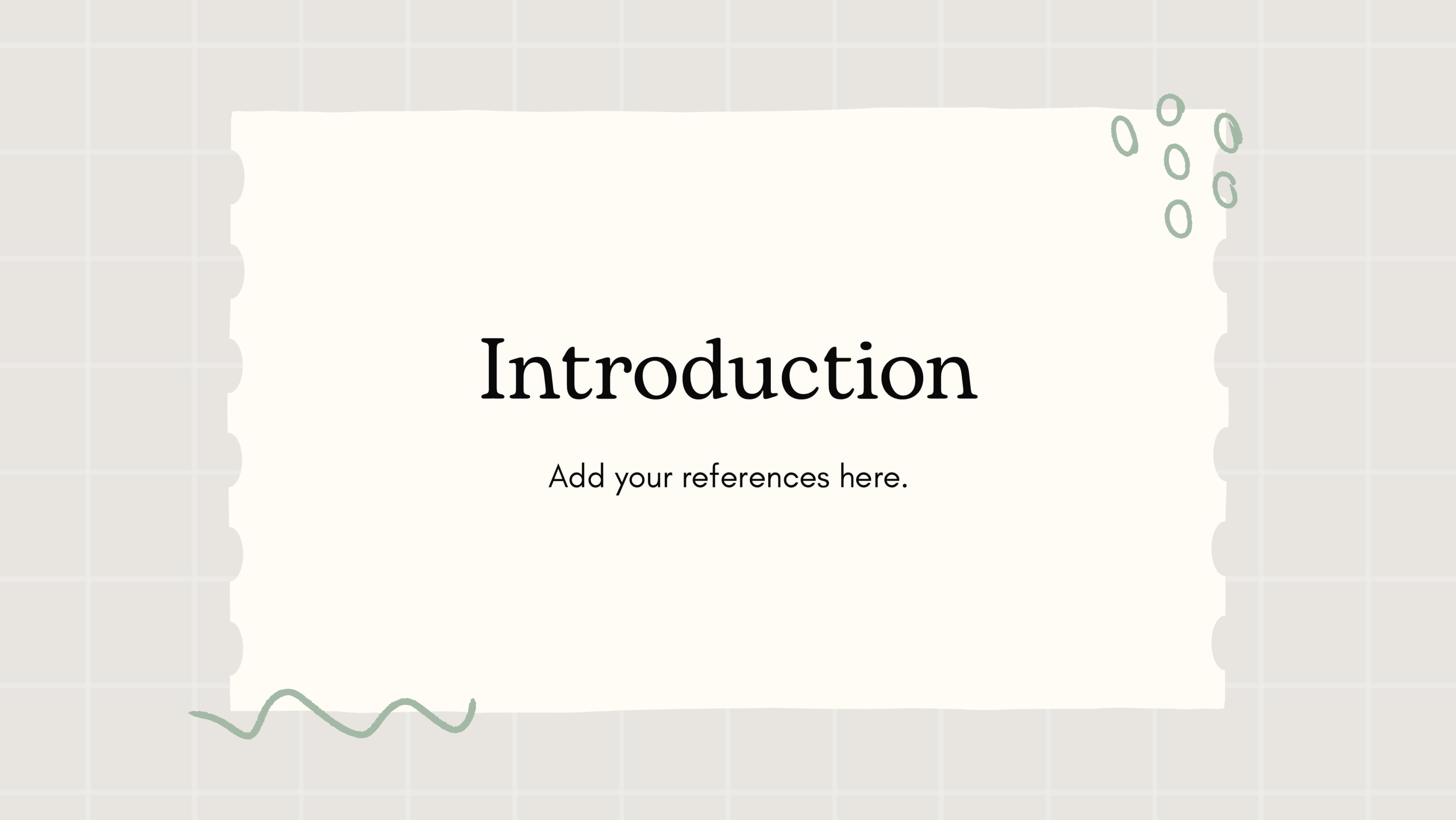## HKICC Lee Shau Kee
## School of Creativity ( HKSC )

SIN SHUK YI

# Present Outline

- Introduction
- Literature Review
- Methodology
- Expected results
- Reference

# Introduction

Add your references here.

# Background of CCI

According Hong Kong Monthly Digest of Statistics.

- The cultural and creative industries (CCI) are among the most dynamic economic sectors in Hong Kong

- Deploy creativity and intellectual capital as primary inputs

- Deliver goods and services with cultural, artistic and creative content.

- Hong Kong's creative industries comprise:
  - advertising, architecture, design, digital entertainment, film, music, printing and publishing, and television.

(Census and Statistics Department,2023)

# Background of HKSC

- HKICC Lee Shau Kee School of Creativity (HKSC) founded by The Hong Kong Institute of Contemporary Culture (HKICC)

- Hong Kong's first secondary school focused on art, design, and culture

- Puts creativity at the center of their education process

- Guide youth preparing them for creative industry careers

- Learning process Focuses on:

    - personal discovery through creative and expressive tasks,

(The Hong Kong Institute of Contemporary Culture (HKICC), 2006)

# Concept of CPOP & DCA

Creative Profession-oriented Programme (CPOP)

- ⭐ FVA - Film and Video Arts
- ⭐ DVC - Design and Visual Communication
- ⭐ SS - Spatial Studies
- ⭐ PA - Performing Arts

These 4 themes will carry them through their high school life

Diploma in Creative Arts (DCA) (QF Level 3)

- ⭐ CPOP
- ⭐ Chinese & English Languages
- ⭐ Humanities and Liberal Studies
- ⭐ Studio
- ⭐ Hong Kong Studies

(HKICC Lee Shau Kee School of Creativity (HKSC), 2023)

# About This Study...

⭐ **Objective**

- To find out the impact studying at HKSC have on graduates' careers in CCI

⭐ **Theme**

The connection between CCI and HKSC

⭐ **Research Question**

- Has HKSC promoted the development of CCI?

- The development of CCI Is it more conducive to HKSC's educational concepts?
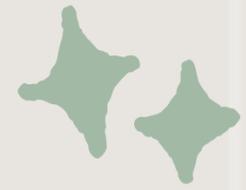
# Literature review

Add your references here.

# Education of CCI

- To become a creative city, the development of "creative labor" is important. (Harland et al., 2000)

- In 3T model states: the high creativity index is balanced by:
  - Technology, Talent and Tolerance. (Florida, R., 2002)

- Time, flow, interaction, suspension of judgment, and risk-taking are important in enhancing the creativity of students.  (Craft, A., 2005)

- The human capital resulting from arts education skills includes "<u>art knowledge</u>", "<u>communication and expressive</u>", "<u>creativity and thinking</u>", "<u>knowledge of the social and cultural domains</u>" and "<u>personal and social development</u>". (Harland , J., et al., 2000)

# Education of CCI in Kong Kong
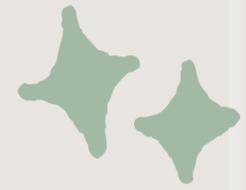
- Since 2000, creativity has been important in Hong Kong education. (Tam, C.S.Y., et al., 2014)

- But the parents and the education system, do not encourage creativity. (Cagape, 2012; Leong, 2013; Siu, 2013).

- Students have weak high-order creativity development. (Cheng, V. M. Y., 2011)

- It is difficult to transform from being passive to being creative. (Tam, C.S.Y., et al., 2014)

- Pre-service teachers tend to believe that/ creativity cannot be developed. (Seng, Q. K., et al., 2008)

# Education in HKSC
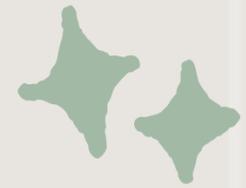
- HKSC aims to nurture a new generation of professionals and researchers in the art scene through all-round creative learning experiences

- Creativity in HKSC was defined as having divergent thinking to solve a problem.

- The precedence of interest or passion over persistent and focused skill development in HKSC.

- Through the application of problem-solving, creativity became an intangible ability.

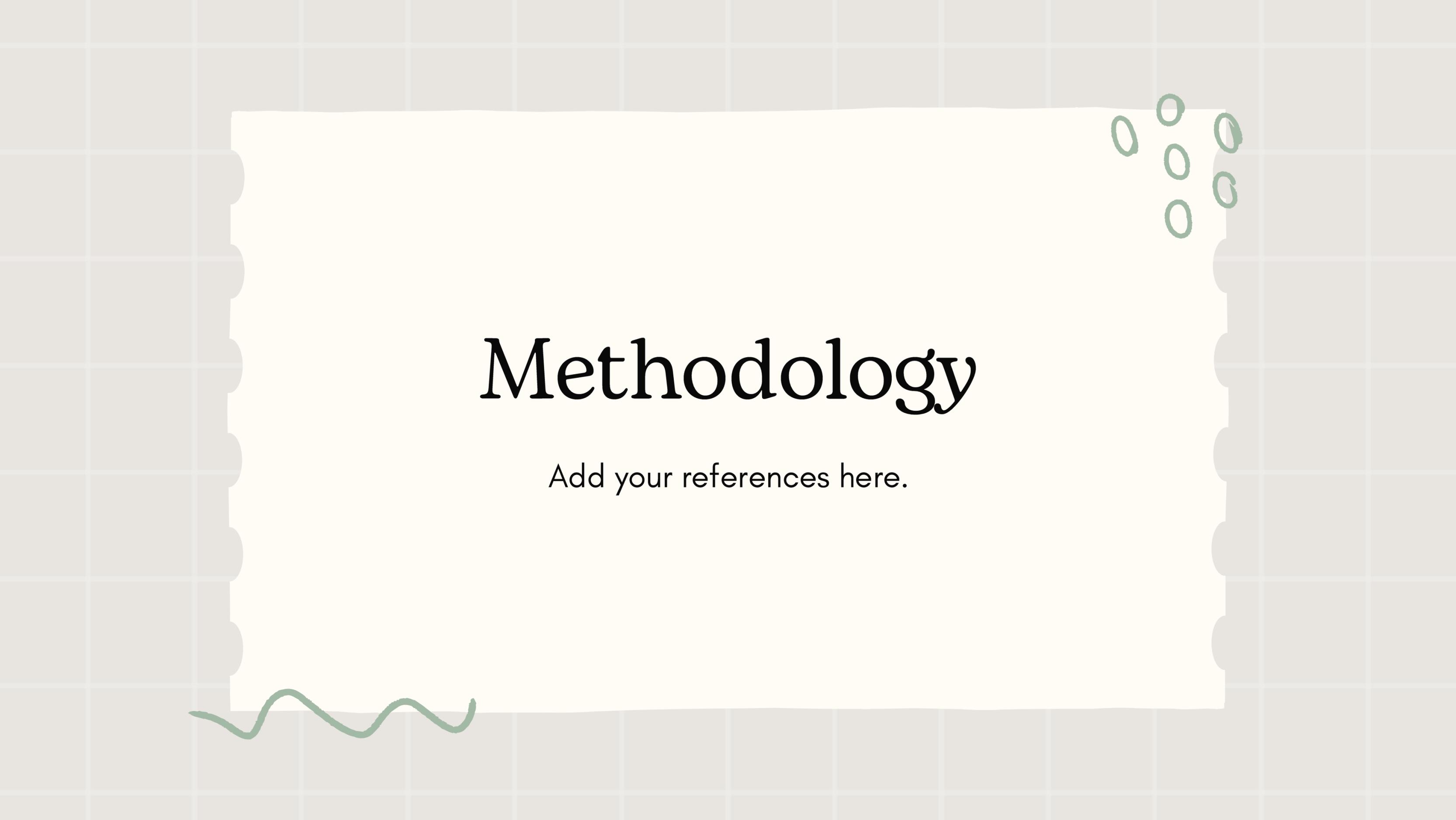(The Hong Kong Institute of Contemporary Culture (HKICC), 2006)

# Nitch-the need
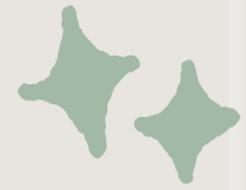
So far, no scholars have studied the development of HKSC's graduates from the perspective of CPOP.

This study focuses on the studies CPOP's impact on graduates' employment paths.

# Methodology

Add your references here.

# Research methods for collecting data

## Focus groups studies

- Qualitative – Focus group studies

- Focus groups described meetings held with a limited group of participants with the objective of discussion.

- Allowing people to probe each other

- Individuals will often argue with each other and challenge each other's views

(W. Lawrence Neuman., 2014)
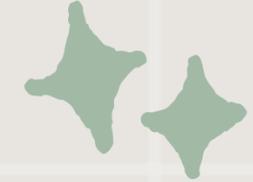
# Selecting Participants
# & Set-up Question

Group size:

Have 8 graduates of HKSC in this focus group

Should graduate and been employed for more than 4 years
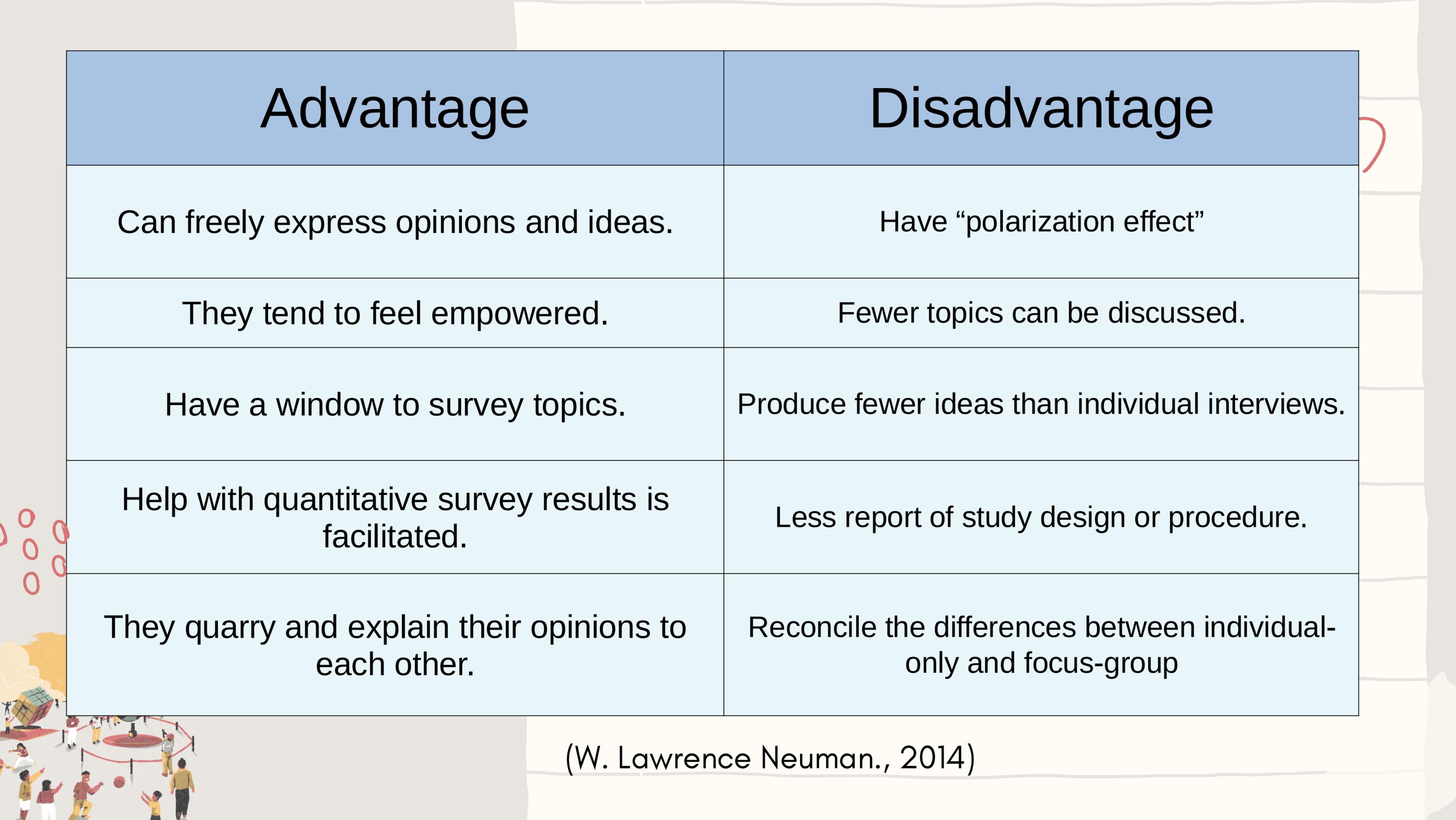
I divided them into two groups

Further studies
after graduation:

DVC, FVA, SS, PA

Join a career
after graduation:

DVC, FVA, SS, PA

The standard of set-up questions seeks to identify and understand graduates' perceptions "How much impact does study at HKSC have on their careers?"

| Advantage | Disadvantage |
|---|---|
| Can freely express opinions and ideas. | Have "polarization effect" |
| They tend to feel empowered. | Fewer topics can be discussed. |
| Have a window to survey topics. | Produce fewer ideas than individual interviews. |
| Help with quantitative survey results is facilitated. | Less report of study design or procedure. |
| They quarry and explain their opinions to each other. | Reconcile the differences between individual-only and focus-group |

(W. Lawrence Neuman., 2014)

# Research Methods for analyzing data

analyzing data from Focus group studies

- Content Analysis
- Narrative analysis
- Dis.course Analysis
- Thematic Analysis
- Critical Discourse Analysis （CDA）

# Expected results

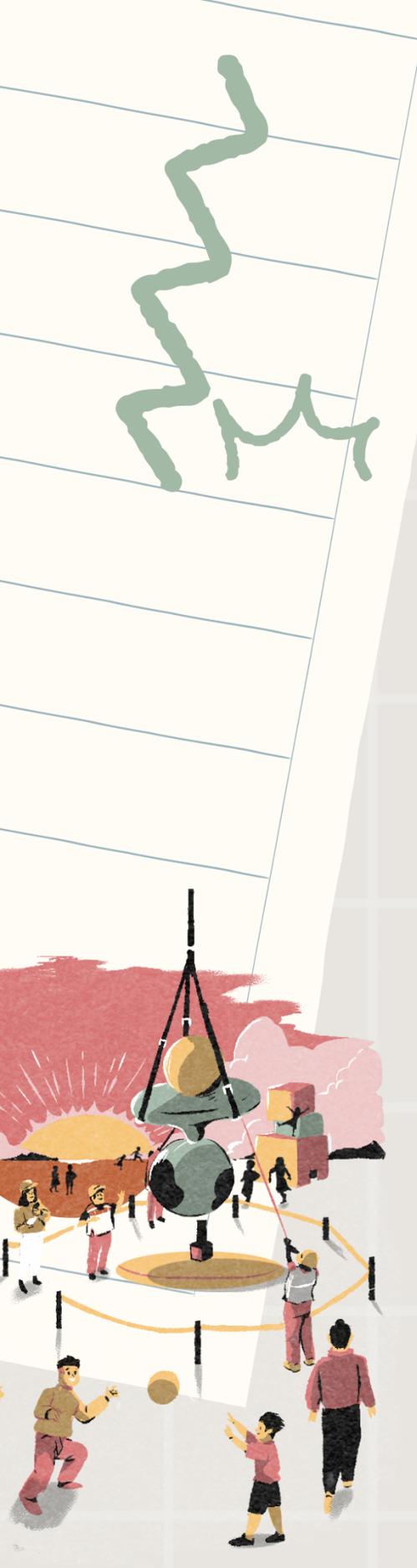It is expected that the eight interviewees would have different evaluations of the relationship between  CPOP and their path to CCI.
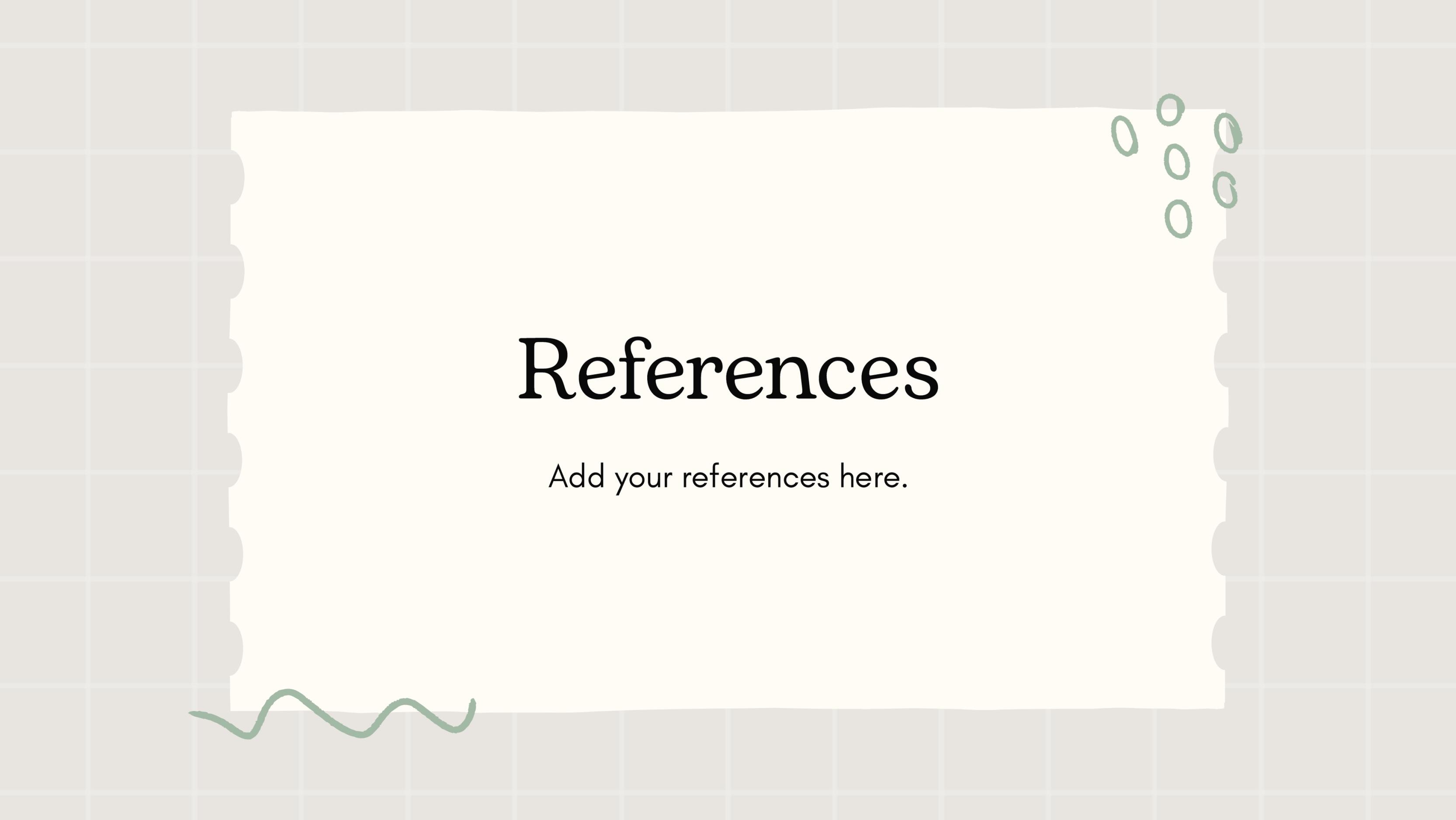
First, the different graduate pathways will have different views on CPOP.

Secondly, the fo

they will have different evaluation of teaching in their CPOP.

Finally, how would they evaluate whether CPOP is helpful to CCI in education?
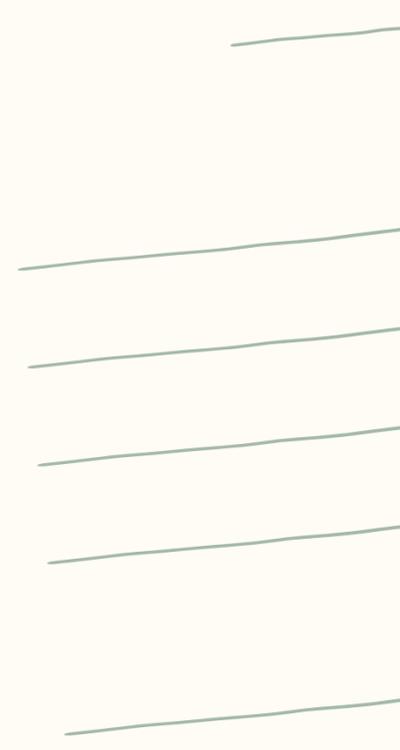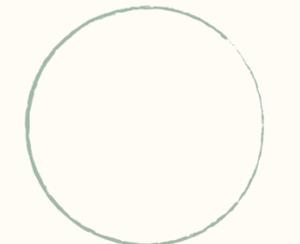
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Add your references here.

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# Thank You