

What is still worth teaching? Reflections on creation, knowledge and human formation in contemporary creative fields

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1 Introduction

Contemporary technological transformations, intensified by digital expansion and the popularization of generative artificial intelligence, have significantly altered the conditions under which knowledge is created, circulated and appropriated. In creative fields such as Visual Arts, Design, Fashion and Art and Technology, these changes challenge historically consolidated notions of authorship, creativity, imagination and professional formation. At the same time, they destabilize educational models traditionally organized around the transmission of relatively stable knowledge and technical competencies.

In a context characterized by informational abundance and increasingly automated forms of cultural production, the article proposes the following central question: what is still worth teaching in contemporary creative fields? Rather than approaching technological change as a threat to education, the article argues that current transformations demand a redefinition of teaching itself. The focus shifts from access to information toward the capacity to interpret, contextualize and construct meaning. Based on bibliographic review and reflections emerging from the author's teaching experiences across Design, Visual Arts, Art and Technology, and academic supervision, the article investigates how teaching can remain meaningful in environments increasingly mediated by intelligent systems.

2 Development

The article argues that the central challenge posed by contemporary technologies is not whether machines are capable of creating, but how creative processes are reconfigured when production becomes shared between human and computational agents. Drawing on authors such as Manovich and Flusser, the text suggests that digital culture should not be understood through an opposition between humans and machines, but as a hybrid environment in which cultural production emerges through interactions between human repertoires, interpretive choices and algorithmic operations.

Within this scenario, educational institutions are no longer defined primarily by their role in granting access to information. As informational

abundance expands, the educational challenge becomes increasingly related to interpretation, critical judgment and the construction of meaningful knowledge. The article therefore argues that the value of creative education can no longer be located exclusively in technical mastery or operational competence.

In dialogue with Cross, Freire, Arendt, Morin, Krippendorff and Manzini, the text proposes that education in creative fields should be understood as a practice of cultural mediation. Teaching becomes less about transmitting content and more about developing capacities such as problem formulation, imagination, ethical reflection, aesthetic sensitivity, cultural repertoire and critical thinking. The role of the teacher progressively shifts from information provider to curator, mediator and facilitator of intellectual and creative development.

3 Conclusion

The article concludes that contemporary technologies do not eliminate the need for teaching, nor do they render education obsolete. Instead, they reveal the limits of educational models centered primarily on technical training and information transmission. In increasingly automated contexts, the most relevant educational contribution lies in strengthening capacities that remain profoundly human.

Teaching in creative fields therefore becomes less concerned with training individuals to reproduce techniques and more focused on forming subjects capable of interpreting culture, assigning meaning to experience and imagining alternative futures. Critical thinking, imagination, ethical judgment, aesthetic sensibility and the ability to formulate significant questions emerge as essential competencies for contemporary education.

The article ultimately argues that the most meaningful educational innovation does not reside in technologies themselves, but in reaffirming the human dimension of formation. To teach, in this context, is not simply to prepare individuals to operate tools, but to cultivate their capacity to think, create and act critically within an increasingly complex and technologically mediated world¹.

¹ English translation and language revision by: Ladjane Barros de Carvalho holds a degree in English from the University of Prince Edward Island, completed in 2020. Lattes: <http://lattes.cnpq.br/1355856896207917>. E-mail: ladjane.bc@gmail.com

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