

The Analysis of the Relationship Between Learning City and Creative City in Order to Achieve Sustainable City (Case Study: City of Rasht)

Shahram Amirentekhabi*

Assistant Professor, Dep. of Geography & Urban Planning, University of Payamenoor, Rasht, Iran

Yaser Gholipour

Young Research & Elite Club, Rasht Branch, Islamic Azad University, Rasht, Iran

Saeed Meysami

M.A in Geography & Urban Planning, University of PayameNoor, Rasht, Iran

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EXTENDED ABSTRACT

Introduction

Classic methods of urban management and centralized planning are no longer satisfying citizens' creative minds, so new methods are required based on public participation in city management. This participation strongly depends on people ability on creativity and innovation which could be obtained through proper education and continuous learning. Therefore, learning cities should be focusing on continuous teaching of their citizens in a way that they act creative and innovative when facing problems. This will make a city creative. Thus for expanding the creative spirit citizens and city managers should understand that the context of creativity must be provided in the educational system inside and outside the school. This educational system has to be based on up-to-date and universal science which is domesticated and available for all ages. The goal of such system will be training knowledgeable citizens who fulfill their needs through knowledge-based economics. In other words, knowledge-based cities and learning cities are the best environments for education, training creativity and active citizenship, because the citizens in these cities are permanently adding to their knowledge through participation in lifelong learning processes. Addressing creative cities as a result and output of the knowledge-based cities and learning communities in the era of creativity and the development of new knowledge, obviously appears to be necessary. Creative cities are cities in which creative people live, i.e. ones that Richard Florida recognizes them as creative class.

Methodology

The research method is applicable in terms of the purpose, in terms of nature is descriptive analytic and based on questionnaires (survey). The population consists of experts of organizations and offices in Rasht city. A sample of 367 individuals were determined based on Morgan table. Sampling method used in this study is snowball sampling. Cronbach's alpha was used to determine the reliability of the test. The value of this test for learner city index is 0.86 and for creative city index equals to 0.82. To assess the validity Content Validity was employed. To analyze the hypothesis Spearman test was used for categorical variables.

* Corresponding Author:

Email: shahram_aeh@yahoo.com

Results and Discussion

The questionnaire survey shows that 68% of the sample are male and 32% are female. 14.2% of have associate degree, 55.8% are in the group of bachelor, 80 people (22.7%) are masters graduates and 26 (7.4%) have PhD. 31.7% of sample members ranked the status of education in the city of Rasht “poor”, 24.1% voted for “average” and the remaining 44.2% has given a “good” evaluation.

The research hypothesis is: It seems there is a significant relationship between indicators of learning city and creative city.

Spearman test results show that there is a significant relationship between the spiritual indicator of learning city and all four indicators of creative city. The value of correlation between the spiritual indicator of learning city and flexibility indicator of creative city equals to 0.537 which in the level of error of less than 0.01 and reliability of 0.99 is statistically significant. Correlation between indicators of spiritual and creativity of creative city shows the value of 0.486 which with an error of less than 0.01 and reliability of 0.99 is meaningful. The value of correlation between the spiritual indicator of learning city and risk-taking indicator of creative city equals to 0.324 which with the error of less than 0.01 and reliability of 0.99 ensures substantial correlation. The Spearman correlation coefficient between the spiritual indicator and leading indicator of creative city is 0.120 which in the level of error of less than 0.01 and reliability of 0.99 the relationship is significant. Among the knowledge indicator of a learning city and indicators of creative city there is a significant statistical relationship. All these relations are at the level of error of less than 0.01 and reliability of 0.99. Statistical relationship between social indicator of learning city and indicators of creative city with the error level less than 0.01 and 0.99 reliability is significant. Economic indicator of learning city has a statistically meaningful relationship with indicators of creative city, as the political indicator of learning city has a significant relationship with creative city indicators with the error of less than 0.01 and reliability of 0.99 in which the highest value belongs to the correlation between the political and creativity indicators.

Conclusion

Citizenship training is the most important element in changing human behavior and attitudes which is utilized in the headway of economic, social, cultural and political development of civil societies. As a result of this continuous education, learning process in cities are understandable and therefore creative cities are shaped. With a slight contemplation the rise of the knowledge-based and learning cities can be considered synonymous with the emergence of creative cities. In other words, creative cities are the main places for society development, knowledge-based economy (creative economy) and the knowledge production. On the other hand, the assets of a leaning society are knowledgeable citizens who are bearers of knowledge and are considered equivalent to creative class in the creative city. So, moving towards the knowledge society is the same as going towards creating creative cities in which teaching and training creativity will lead to innovation and production. At the end it has to be said that the concepts of education and learning has different interpretations in different cultures and as a matter of time and location they could have different indicators to explain them.

Key words: learning city, creative city, sustainable city, Rasht City