



RETHINKING LEARNING  
IN A DIGITAL AGE  
18-20 SEPTEMBER 2017, BULGARIA

TWG6

*Developing Creativity  
for teachers and learners  
with and through digital technologies*

# Setting the Context: Why Creativity?

- One of the most important skills for 21st century learning
- Social, emotional, cognitive and professional advantages in life  
(Sternberg & Lubart, 1996; Sternberg, 2006)
- Highly coveted qualities of thinking  
(Lewis, 2002)



# Common challenges

Creativity is hard to define.

Creativity is not embedded enough in the culture of education.

Students, teachers, and policy makers need to understand how digital technologies both support and constrain creativity.



# Teachers - Key challenge and recommendations

**Creativity is not an integral part of what we teach, evaluate and assess now**

- Teachers as part of research teams (with students and scientists)
- Revise a concept of creativity in education
- Rethinking the importance of creativity for education
- Sharing the best practice in promoting creativity (in education)



# Learners - Key challenge and recommendations

## **School systems and environments can constrain learner creativity**

- **Teachers:** Look for opportunities to infuse into school structures the idea that all learners can be creative.
- **Policymakers:** Offer clear guidelines for how school systems can systemically value and support creative learning environments.
- **Researchers:** Study school environments that appear to either constrain or support learner's creativity.

# Policy Makers - Key challenge & recommendations

## **Creativity is ill-defined for teaching and learning**

develop a clearer picture to support research and teacher education

## **We do not know what evidence of creativity looks like across different contexts**

engage research that both seeks to identify general principles of creativity across teaching and learning contexts and develop examples to help teachers to integrate creativity in their own context



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