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Italian school policies for supporting Creativity and Innovation

“Italian Creativity” and school policies: which convergencies?
Creativity in the Italian school system

**Main ideas**
Free expression, Fantasy, Inspiration, Giftedness....

**Attention devoted to**
Products *instead of* Processes

**Prevailing educational method**
Letting creativity emerge...

*instead of:*
Educating to ...
Supporting the development of ...
Enhancing...
## IPTS scoping Workshop on creativity and innovation in learning

**Seville 23-24 February 2009**

### Key ideas:

- Creativity should not be regarded only as the result of giftedness, and can be, to some extent, taught (Shneiderman, 2000).

- The concept of creativity “deals with a process” (Burleson 2005).

- Creative actions can be considered “evolutionary” in nature, as they may result from the “refinement and application of existing paradigms” or from the “unusual juxtaposition of current but previously unrelated facts and ideas” (Johnson & Carruthers, 2006).

- Creativity is not merely individual and can be promoted by means of “social” interactions (Fisher et al. 2005).

- Creativity has no age (Cohen, 2006).

- Creativity is multiple in nature (Sternberg, 2005).

### Conditions to foster creativity:

- Promoting teachers’ awareness of the rationale behind creativity development.

- Addressing the cognitive process behind learning activities.

- Promoting the access to different sources of information and supporting the comparison and evaluation of multiple elements.

- Fostering well-targeted (focused) social interactions.

- Extending the attention to creativity to all the school levels.

- Fostering interdisciplinary approaches.
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A problem of choices:

Tools
Role of ICT??????

Methods
References


