Creativity in Schools in Europe: 
A survey on Teachers

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IPTS: Research Institute supporting EU policy-making on socio-economic, scientific and/or technological issues
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## Context of Survey

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Survey

Respondents:

- 11,473 answers from 32 countries
- 9,460 from EU 27

Instrument:

- Online questionnaire in 22 languages
- From mid-Sept to mid-Oct 2009

Design of Survey

28 close-ended questions divided into four sections:

- Conceptualization of creativity and innovation
- Teaching practices for creativity
- Use of ICT in schools
- Demographics and factual items
Main Results: Teachers’ opinions on creativity

Everyone can be creative (88%)

Creativity can be applied to every domain of knowledge and to every school subject (96%)

Creativity is a fundamental skill to be developed in school (94%)
Only 40% of teachers in Europe have received training in creativity

Situation largely varies between countries (higher in Slovakia, Estonia and Romania and much lower in France, Lithuania, Hungary)

60% of teachers have received training in innovative pedagogies or methods
Main Results: ICT for creativity

ICT can be used to enhance creativity (80%)

Only 36% have received training on the use of ICT in the classroom

The potential of social media and digital games to enhance creativity remains untapped
Respondents:

11,473 answers from 32 countries

7,659 from EU 27 but only from obligatory schooling
Teachers responded positively to activities which foster creativity: ability to think (96%); ability to learn (90%); motivation (89%); and curiosity (86%).

Various creative learning activities are encouraged by teachers: developing thinking skills (83%); active and participative learning (80%); learning how to learn (73%).

Nonetheless, only less than half of the respondents claim that play (46%) and multi-disciplinary work (41%) take place in their classroom.
Results: Assessment

Only half of the teachers believe that creativity can be assessed.

Formal tests are still the predominant form of assessment in Europe (76%).

Some creative ways of testing may also be observed: assessing students without giving them a mark (63%) asking students to reflect on their own learning and progress (56%).

Other types of assessment are less preferred: portfolios (39%) asking students to test each other and give each other feedback are less preferred ways (31%).
The importance of Web2.0 technologies for learning is remains fuzzy for European teachers.

ICTs which are important for learning: computers (98%), educational software (93%), online collaborative tools and videos (both 89%) were ranked as the top technologies.

In contrast to:
blogs (55%)
SNS (48%)
podcasts (40%)
bookmarking and tagging sites (41%)
Results: Technology

Teachers mostly use the Internet to:
- access information to update their own knowledge for use in their lessons (90%)
- to prepare handouts and material (89%)
- to search for teaching material (87%).

More than half of European teachers (54%) disagree that mobile phones could be important for learning.

Less than half of the respondents (47%) agree that digital games are important for learning and only 17% of the respondents use them as resources in their teaching.
Questions?

Thank you for your attention

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