Closing conference of European Year of Creativity and Innovation
Stockholm, 16-17 December 2009

Workshop 2:
Culture for a new creative generation
Creativity in schools in Europe – A survey of teachers
Joint Research Centre (JRC)

Creative learning and innovative teaching

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Research Institutes across Europe

Mission: “to provide customer-driven support to the EU policy-making process by researching science-based responses to policy challenges that have both a socio-economic as well as a scientific or technological dimension”
Why creativity and innovation in education?

Creativity and innovation in education

- Creativity is a form of understanding and a transversal skill
- Shared consensus on the benefits of creativity and innovation in education
- Unshared understanding of its meaning → misleading implications
- Need of support mechanism and favourable conditions

ICEAC study: Dec 2008 – Oct 2010
Creativity and innovation in education (primary and secondary)
Learning objectives and school practices (27 MS)
in collaboration with DG EAC
## Methodological triangulation

<table>
<thead>
<tr>
<th>Phase</th>
<th>Objective</th>
<th>Method</th>
<th>Progress</th>
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<tbody>
<tr>
<td>1</td>
<td>To validate methodological framework, focus and operation of the study</td>
<td>Scoping workshop</td>
<td>✓</td>
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<tr>
<td>2</td>
<td>To understand the implication of creativity and innovation in education</td>
<td>Literature review</td>
<td>✓</td>
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<td>3</td>
<td>To assess the role and relevance of <em>creativity</em> and <em>innovation</em> in the national learning objectives (curricula) of member states</td>
<td>Analysis of the Curricula</td>
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<td>4</td>
<td>To assess teachers’ opinions and practices on creativity and innovation in each country at the school level</td>
<td>Teachers’ survey</td>
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<td>5</td>
<td>To assess the relevance of creativity and innovation in education at national level</td>
<td>Stakeholders’ interviews</td>
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<tr>
<td>6</td>
<td>To identify good practices of creativity and innovation in education in Europe</td>
<td>Good practices (Case Studies)</td>
<td>×</td>
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<tr>
<td>7</td>
<td>To validate the results of the study</td>
<td>Validation workshop</td>
<td>×</td>
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Theories of creativity

- Limited to Arts
- Pure Talent
- Fun
- Originality
- No Prior Knowledge
- Major Breakthrough
- Free Play & Discovery

- Applies to Every Subject
- Depends on Education & Training
- Also Hard Work
- Both Originality & Value
- Field Knowledge is Necessary
- Thinking Skills
- Stimulation of Play & Discovery
Enablers

![Diagram showing enablers for creativity and innovation](image-url)
Teachers’ survey on creativity in learning and teaching

First results
Teachers’ survey on creativity in learning and teaching commissioned by DG Education and Culture / European Commission

11,473 answers from 32 countries

9,460 of these answers from EU 27

Online questionnaire available in 22 languages

From mid-September to mid-October 2009

29 questions (multiple choice)
Creativity = Mostly applicable to subjects concerned with art & culture?
Creativity

= Applicable to any subject

95% agree (>60% strongly)
Creativity

= 

Only for geniuses
Everyone can be creative

almost 90% agree (>50% strongly)

Creativity can be taught..... and assessed?
Does creativity play an important role in the curriculum?

Teachers’ opinion

- Italy: 75%
- Latvia: 75%
- UK: 75%
- Sweden: 60%
- Finland: 60%
- Germany: 30%
- Hungary: 30%
- France: 30%
Factors fostered by schools enhancing creativity

- Open mindedness: 7.11/10
- Space for imagination: 6.80/10
- Mistakes allowed: 6.50/10
- Experimentation: 6.35/10

Factors hindering creativity

- Conformity: 6.19/10

Risk-taking: 5.43/10

Teachers’ opinion
Teachers’ opinion

ICT can enhance creativity

Portugal
UK
Spain
95%
(62% strongly)

Italy
Sweden
France
90%
(45% strongly)

Finland
Germany
80%
(20% strongly)
Teachers’ practice?

Potential of social media remains untapped
Potential of digital games remains untapped as well
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