



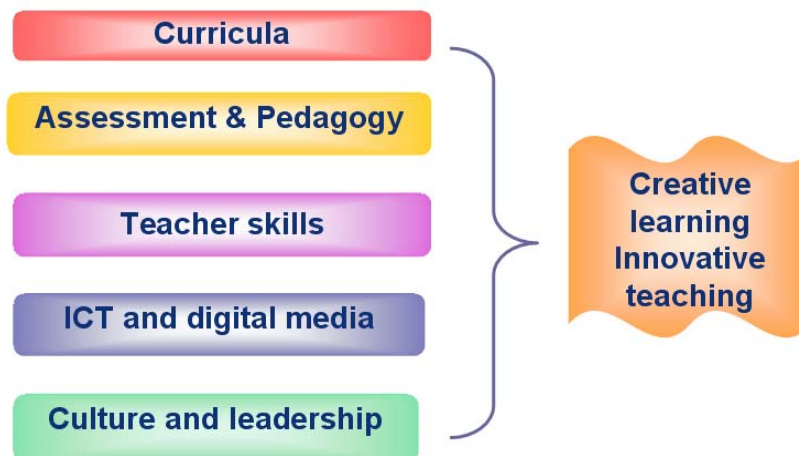
JRC-IPTS Study: Creative Learning and Innovative Teaching

Final Report on the Study on Creativity and Innovation in Education in the EU Member States

Creativity as transversal and cross-curricular skill

The study "Creative Learning and Innovative Teaching: Final Report on the Study on Creativity and Innovation in Education in the EU Member States", describes the state-of-the-art of creativity and innovation in education in the schools in EU27.

This report argues that creativity, in the educational context, should be conceptualized as a transversal and cross-curricular skill, which every student can develop. Therefore it can be fostered or inhibited. The report proposes five major areas where effort and improvement is needed to enable more creative learning and innovative teaching: namely, curricula, pedagogies and assessment, teacher training, ICT and digital media, and educational culture and leadership.



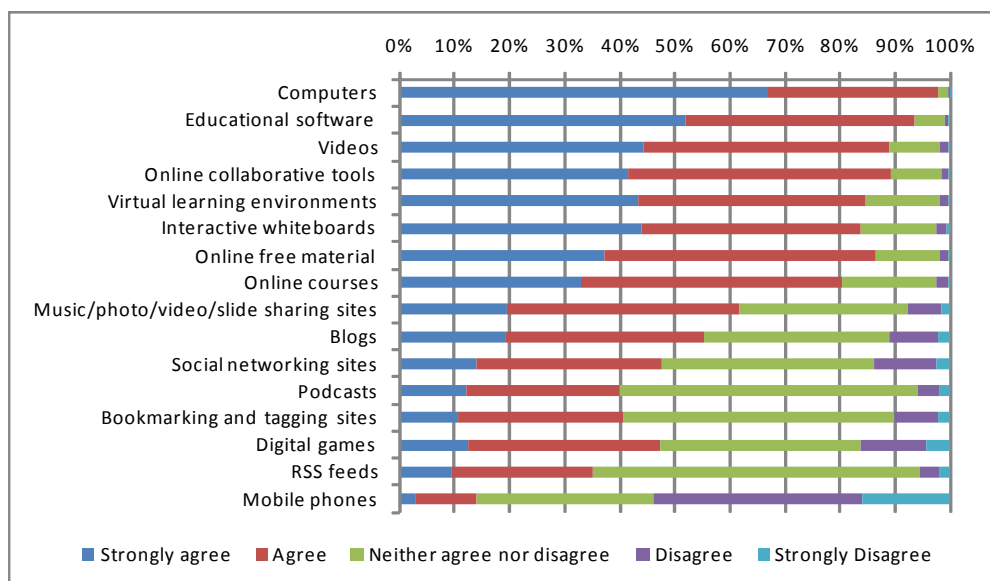
Importance of Creativity

Teachers in this study have highly positive views about the importance of creativity and innovation in education, claiming that creativity could be applied to every domain of knowledge (98%) and creativity could be applied to every school subject (96%). The majority of teachers claim to encourage learning activities which are likely to allow students to be creative. Despite such claims, conventional ways of teaching such as teacher-centred methods, frontal teaching and chalk and talk prevail in a good majority of schools in EU27.

Creativity in school curricula

The terms creativity is relatively frequently mentioned in school curricula in many European countries. In comparison, the term innovation hardly occurs at all. The term creativity is mostly prominent in the curricula of Northern Ireland (1.78), Estonia (1.65) and Scotland (1.25) and the least found in The Netherlands, Poland (both at 0.04) and Wallonia (Belgium) (0.07)*. Reference to the terms however, is not a guarantee for creative practices to occur. At the same time, many teachers and education experts interviewed for this study, feel that the curricula in their countries do not, as yet, sufficiently encourage creativity and innovation, mainly because they are not clear how creativity should be defined and how it should be treated in learning and assessment. Assessment and teacher training come up throughout the study as major issues which could act as both enablers and barriers for creative learning and innovative teaching.

*These figures represent the per mil percentage of occurrence of the terms, i.e. how often the terms occur per thousand curricula words.



Summary of the appreciation of different ICT tools by European teachers (7,659 responses)

The potential of ICT

The study also highlights the potential of Information Communications Technology (ICT) in enabling innovative and creative school environments. While teachers in the EU27 use ICT for their teaching resources, these technologies are not fully exploited for creative learning and innovative teaching in the classroom. Furthermore, despite the increase in the numbers of computers in schools, the survey results show that hands-on access for pupils remains very low. Throughout this report, it has been argued that educational actors have the power to unlock the creative and innovative potential of the young. However, they require substantial support, especially in terms of training, revision of curricula and assessment, and institutional change. There is a growing need for action at both national and European level to bring about the necessary changes required for an open and innovative European educational culture based on the creative and innovative potential of its future generations.

Background

This is the final report of the project: 'Creativity and Innovation in Education and Training in the EU27 (ICEAC)' carried out by the JRC-IPTS under an Administrative Arrangement with the Directorate General for Education and Culture of the European Commission. Results are based on a literature review, a survey with teachers, an analysis of curricula and of good practices, stakeholder and expert interviews, and two workshops with experts in the field.

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