



Up-scaling Creative Classrooms in Europe

[Work in progress – please do not cite or distribute]

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Institute for Prospective Technological
Studies (IPTS)



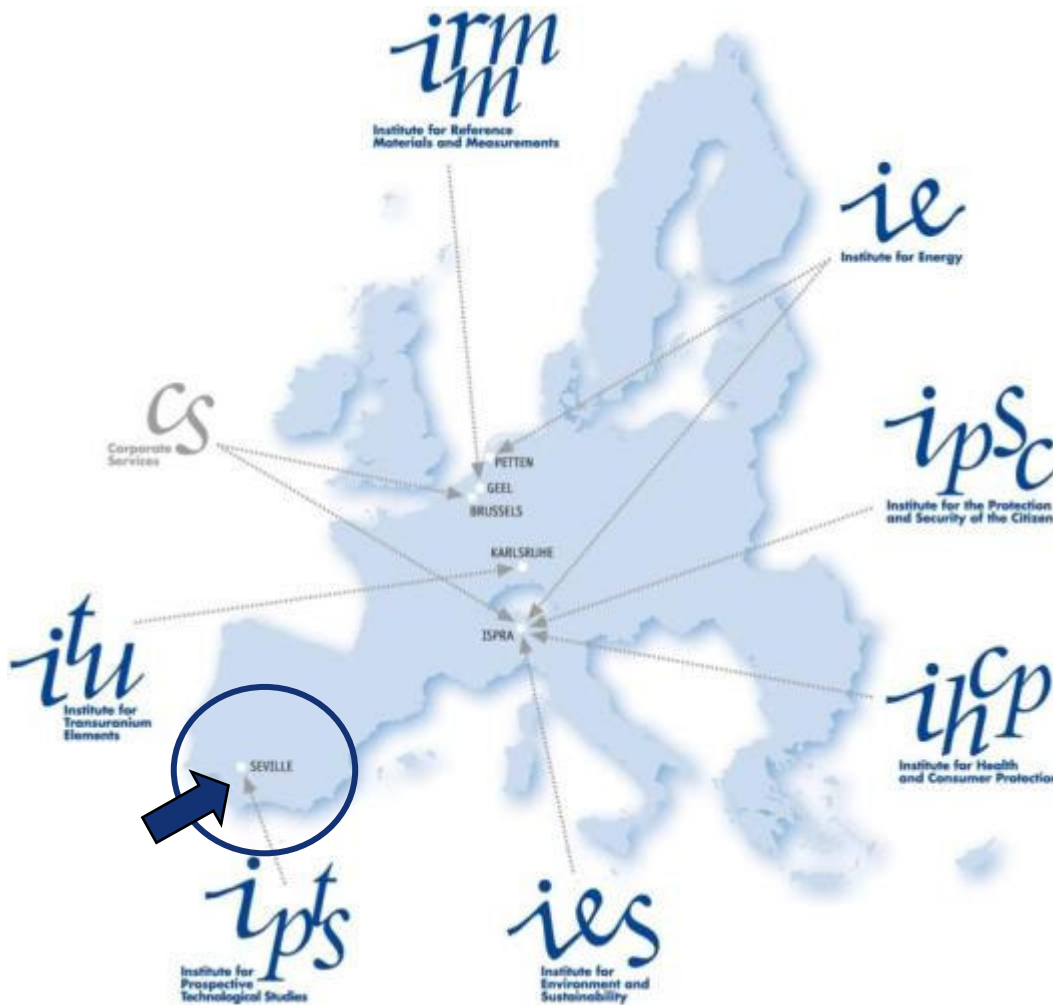
Summary

1. Introduction
2. Widespread creativity myths
3. Creative Classrooms framework
4. Discussion





1. Introduction



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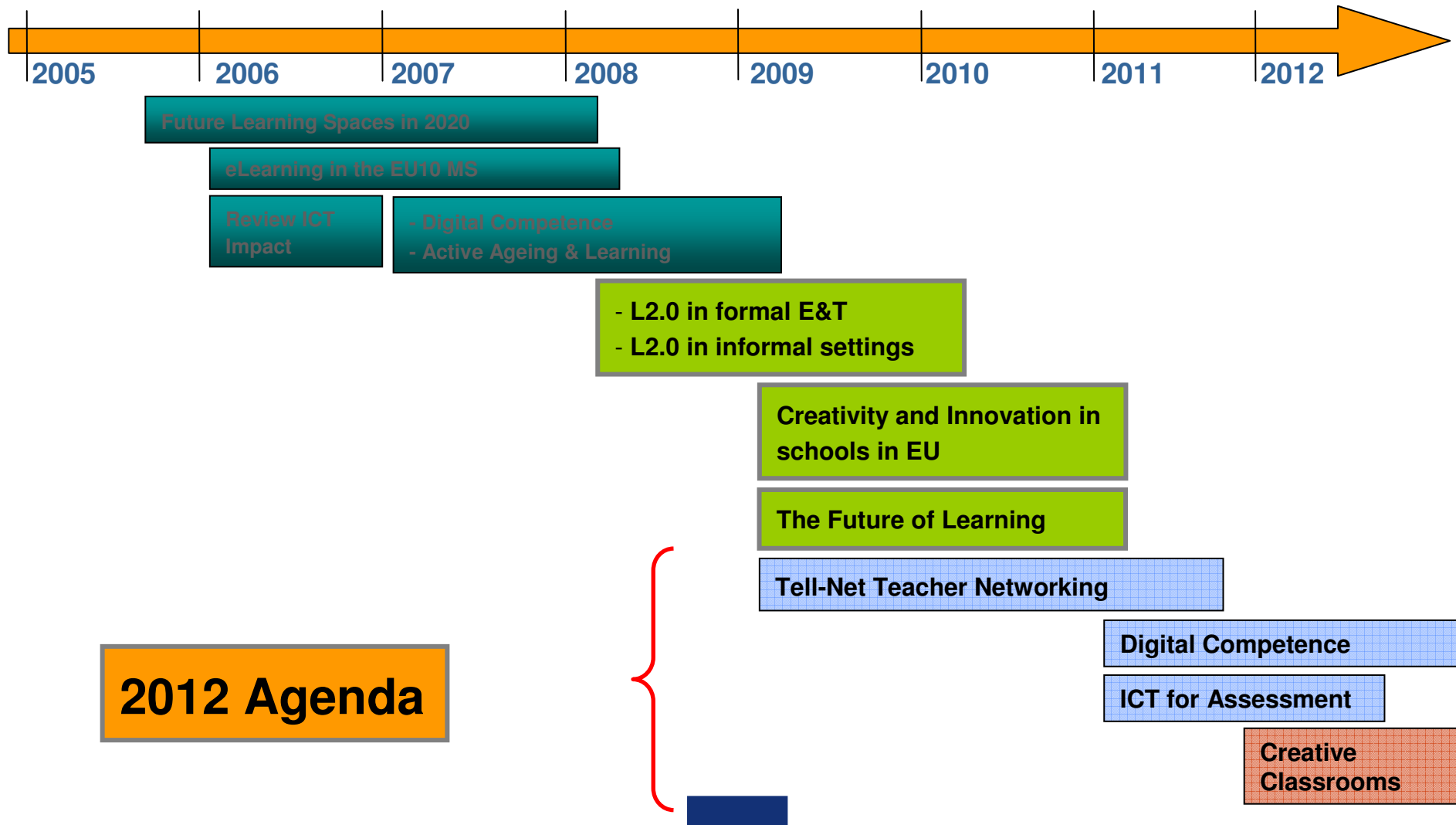
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Institute for Prospective Technological Studies





IPTS studies on ICT for Learning and Skills





2. Creativity myths



- 1. Creativity derives from the unconscious as a burst of inspiration***
- 2. Creativity correlates directly with intelligence***
- 3. Creativity is a right-brain phenomenon***
- 4. The creative product is completely original***
- 5. Creative expression requires absolute freedom***
- 6. You either are or you are not creative; creativity cannot be nurtured***





- 7. Creativity is a characteristic of individuals only***
- 8. Organizational creativity entails only creative employees***
- 9. Children are more creative compared to adults***
- 10. Individuals with disabilities and special needs cannot be creative***
- 11. You must be psychologically unhealthy in order to be highly creative***
- 12. Creativity is a universal concept***





- 13. Creativity is something enjoyable and desirable by all***
- 14. There are "creative" and "non-creative" school subjects***
- 15. Creativity is something that brings "good for all"***





3. Creative Classrooms framework

Stakeholders & practitioners consultation and discussion

**CCR concept
development and
reference
parameters**

**In-depth analysis of
existing
ICT-enabled
innovation**

**Recommendations for
mainstreaming CCR in
Europe**

Objectives

Project Plan

Up-Scaling Creative Classrooms in Europe (SCALE CCR study)





Creative Classrooms Framework

- Equity
- Inclusiveness
- Accessibility
- Careness

Values

- Multi-disciplinarity
- Competence-based
- Real-life & context-based
- Formal and informal learning
- Thinking skills
- OER

Content & Curricula

- Learning Leadership
- Vision
- Holistic approach
- e-Maturity
- Co-owned and shared
- Cultural and learning centres

Organization & Leadership

- Assessment for learning
- Multiple learning outcomes
 - Self-assessment
- Embedded within instruction
 - ICT-enabled
- Aligned with learning & curricula

Assesment

Innovative pedagogies

[Work in progress – please do not cite or distribute]

- Networked with outside world
- School Community
- Open Classroom policies
- e-Collaboration

Connectedness

- Personalised
- Playful & active learning
 - Collaborative
- Emotional & motivating
- Self-monitoring

Learning practices

- Blended technology
- Open and personalized
- Multimodal
- Game-based
- Creative physical spaces
- Services

Infrastructure & Resources

Teaching practices

- Teacher as a guide (1to1 relation)
 - Learner-centred
 - Engaged in LLL
 - Peeragogy
 - Self-awareness



4. Discussion



Key questions for Creative Classrooms

What is your view on what a "Creative Classroom" should be?

What do you think about the Creative Classrooms Framework proposed by the Institute for Prospective Technological Studies?

- Is there any dimension in this framework that is not related to Creative Classrooms?
- Is there any dimension that is missing?
- In each dimension (e.g. teaching practice, connectedness, etc.), can you propose some more key elements (apart from those already mentioned)?





Thank you very much for your attention!

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<http://is.jrc.ec.europa.eu/pages/EAP/eLearning.html>