TWG 6: Creativity in a Technology Enhanced Curriculum
Research Plan

**Group leaders:** Punya Mishra; Michigan State University (Convenor); Petra Fisser, Netherlands Institute for Curriculum Development; Danah Henriksen, Arizona State University; Nicholas Reynolds, University of Melbourne.

**Group members:** Miroslava Cernochova, Charles University, Prague; Sacha DeVelle, Australian Council for Educational Research; Leah Irving, Curtin University; Don Krug, University of British Columbia; Paolo Tosato.

**Focus, rational, and scope**
This strand of the EduSummit 2015 would focus on developing a better understanding of the relationship between creativity, its role in teaching and learning, the role that technology can play in the process and how all of these fit into broader curricular frameworks and goals.

We aim to understand what creativity might look like at present and in the future, and to develop ways of nurturing these practices towards improved teaching, learning and curriculum. Contemporary technologies provide new and powerful ways for individuals and groups of individuals to be creative – and our group will focus on these opportunities within a 21st century framework for education.

**Objectives**
- Develop a working definition of creativity, its relationship to technology and curriculum
- Build a knowledge of current research in the field
- Develop approaches to creativity in contemporary classrooms
- The importance of creativity as an underlying concept in developing curricula, in teacher education, in school practice, and in government and community expectations
- Define the kinds of knowledge teachers require to develop creative curricula and the corresponding nature of teacher training and professional development required
- Understanding how creativity can be supported and developed through ICTs in contemporary classrooms
- Understanding the connections between disciplinary areas (for example; music, arts, science, literature, mathematics and so on) and creative ICT practices
- Strategies for effective and meaningful assessment of creative process and product in contemporary classrooms
- Meaning of the above for policy and research
How would your group’s research be related to policy and practice?
Governments and educational institutions around the world are calling for the development of creative thinking skills, and our group will work to address this. For instance the push for innovation and creative approaches to contemporary problems is often spoken about or referred to in curriculum materials or educational policy standards internationally. However, one core problem here is that “creativity” as a term is not always clearly defined, or even articulated. This is essential if we are to move forward with specific suggestions or practices in curriculum and policy that meet the overarching 21st century goal of creativity. So we will articulate a definition of creativity that is flexible and adaptive, yet specific enough to guide policy. We will examine what “creative” and effective practices might look like, particularly in technology-rich environments, and how we might consider or guide others to develop them.

Core issues that may be explored (among others) include: An investigation of creativity in curricula and policy; Investigations of creative practices across curricula; and Investigations of specific creative approaches to teaching and learning.

Proposed Outputs
Conference presentations
- Presentation / Symposium at the SITE16 conference (as a part of the Creativity Special Interest Group). All the group leaders of TWG6 are members/leaders of the SIG.
- Other conference options to be explored

Publications
- Article in the special issue of *Journal of Educational Technology and Society* (guest editors Gerald Knezek and Joke Voogt)
- Article for either *Journal of Technology and Teacher Education* or *Journal of Digital Learning in Teacher Education*, emerging from the meeting

Others
- The policy document to be used as background papers for AMFIE, and possibly published by UNESCO

Ways of communication within your group and division of labor
Ways of communication
- Most communication between participants will be via email.
- The TWG6 leadership has created (and are using) a shared Dropbox for sharing documents, drafts, articles etc. The leadership met during the recent SITE conference and discussed plans for the future. We plan to continue interacting via email with Skype/Zoom video-conferencing as needed.
- We also plan to collect and share resources (articles, policy documents) with other members of the group – through file-sharing sites such as Google Drive / DropBox.

Division of Labor
- We have so far worked together as a team. As work progresses we see some division of labor but at this time all our work has been shared with individuals volunteering to take on first steps then followed by others in the group.
• At this time we see Mishra & Henriksen focusing on the discussion paper while Fisser and Reynolds take the lead on the policy document.

Timeline
• March 18: Research plan submitted (March 18)
• April 15: Contact other members of the group seeking resources, policy documents etc.
• July 15: First draft of discussion paper (by Mishra & Henriksen) and Policy Document (by Fisser & Reynolds)
• August 15: Discussion paper completed and shared with EduSummit leadership as well as with other members of TWG6 to solicit feedback
• August 15: Policy paper to be submitted to EduSummit leadership
• September 1: Prepare for EduSummit15. Devise questions and issues to be discussed based on input from members
• September 13-15: EduSummit 2015
• October: Submit symposium to SITE2016 conference
• December 2015: Finalize paper for submission to JETS. Also plan other articles etc. as opportunity arises.