

## Joint Research Centre (JRC)

# Creativity in Schools in Europe: A survey on Teachers



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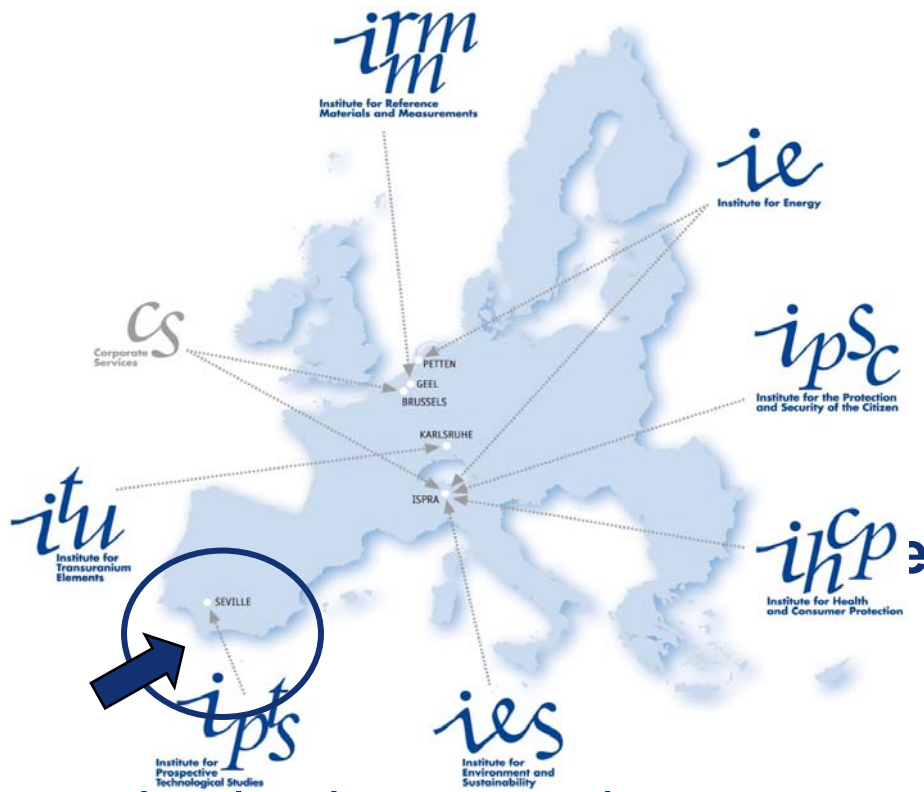
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## Joint Research Centre (JRC)



Part of Joint Research Centre of the EC

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- ❖ Context of Study
- ❖ Major results
- ❖ Current Analysis

Phase	Objective	Method
Phase 1	To validate methodological framework, focus and operation of the study	Scoping workshop
Phase 2	To understand the implication of creativity and innovation in education	Literature Review
Phase 3	To assess how <i>creativity</i> and <i>innovation</i> are explicitly mentioned in the national learning objectives of member states	Content analysis
Phase 4	To assess teacher's opinions and practices on creativity and innovation in each country at the school level	Teachers' Survey
	To assess the conditions for creativity and innovation in each member stage according to major stakeholders and to validate results from content analysis.	Interviews
Phase 4	To identify good practices of creativity and innovation in education in Europe	Case Study
Phase 5	To validate results of the study	Validation workshop 1 – 2 June 2010



The image shows the cover of a survey brochure. At the top right is the European Commission logo. The background features a stylized map of Europe with starburst effects. The title 'Creativity in Schools in Europe: A survey of Teachers' is centered. At the bottom, there are logos for IPTS, JRC, European Schoolnet, and the 'Creativity and Innovation European Year 2009' logo.

Creativity in Schools in Europe:  
A survey of Teachers

## Respondents:

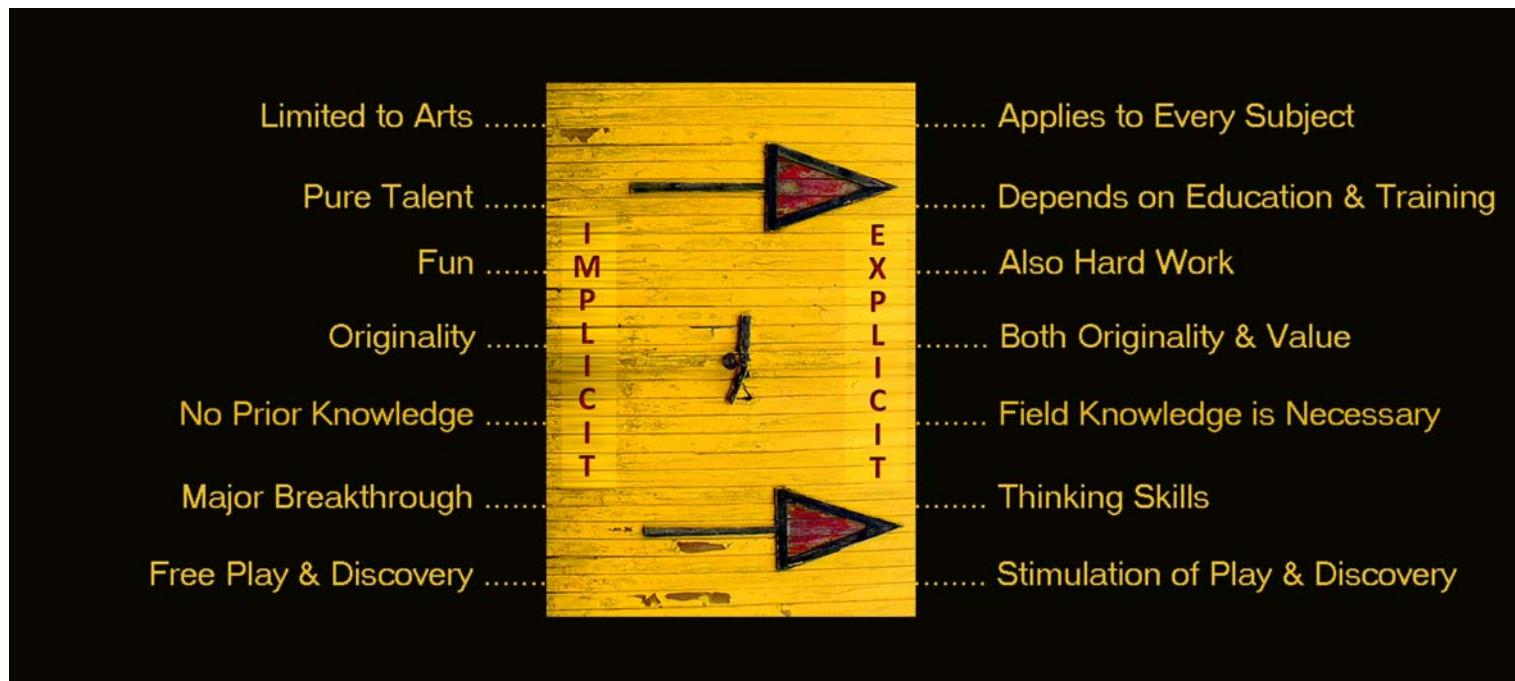
- 11.473 answers from 32 countries
- 9.460 from EU 27

## Instrument:

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

## 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



**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**



**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.



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%)



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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