

# CREATIVITY, COLLABORATION AND TECHNOLOGY IN PRIMARY EDUCATION: A DIDACTIC IMPLEMENTATION IN THE ENGLISH SUBJECT



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## INTRODUCTION

The National Advisory Committee on Creative and Cultural Education (NACCCE) proposes a **definition of creativity** that educators can use: "imaginative activity fashioned to produce both unique and desirable outputs" (1999, p. 29). Moreover, Loveless (2002) explored how models of access to **ICT resources** should include aspects of creative contexts and teaching tactics, as well as teaching methods that recognise both "teaching for creativity" and "teaching creatively". In reference to the English subject, students must be good communicators, creators, critical thinkers, and collaborators (**4Cs**) to be prepared for today's society (Erdoğan, 2019).

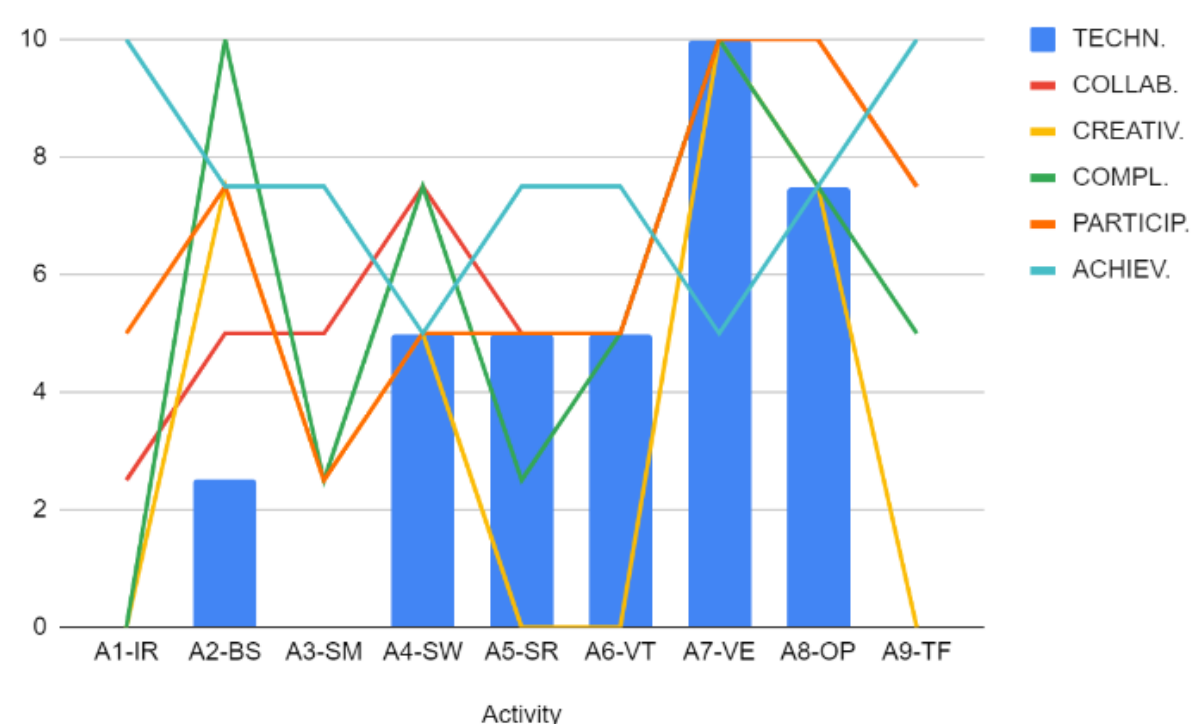
## METHODOLOGY

The methodology was qualitative and was based on a **case study of a Didactic Unit carried out in 5th year** in La Creu School in Torrefarrera, Lleida. In reference to data collection and information processing, the instruments and techniques considered were (1) observation in the classroom; (2) compilation of learning evidence in the dossier of the project; (3) individual participation rubric, printed and filled by the teacher; and (4) the group tasks rubric, posted in the classroom and filled by students.

## RESULTS

The tasks of the Didactic Unit were analysed according to their complexity, the students' degree of participation and the level of creativity, collaboration and technology (high-medium-low). Moreover, these items were also related to the performance of each group, the final achievement and the individual participation rubric to reflect on the importance of motivation and technology in the classroom.

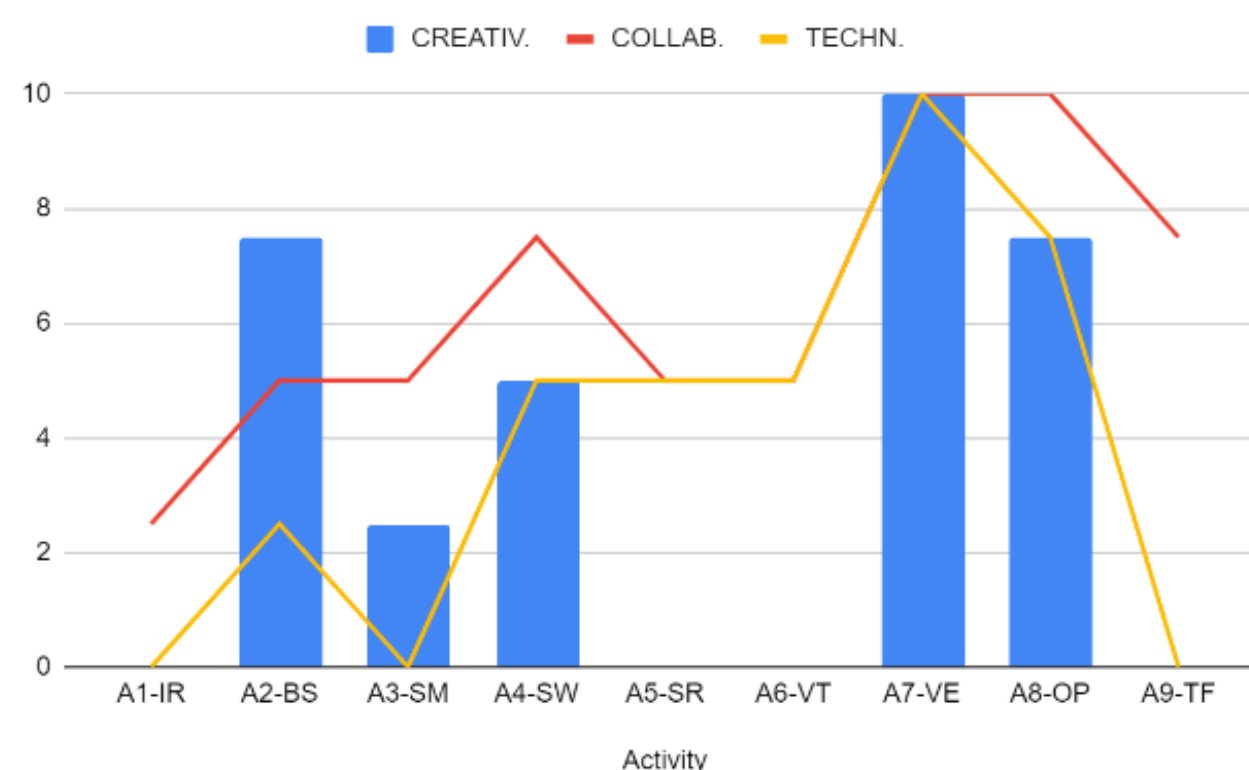
When it comes to **technology**, ICTs were not used at the beginning of the didactic unit, later being used as a consulting tool (e.g. Brainstorming); and progressively increasing its use in the elaboration of the script. The highest peak was at the editing of the video.



Graphic 5: Progressive increase of technology.

## OBJECTIVES

1. **To investigate how creativity is perceived in different countries**, and its relationship with collaboration and technology.
2. **To analyse the current situation of a public school in Catalonia** with regard to the implementation of activities that develop creativity, collaboration and technology in the classroom.
3. **To put into practice methodologies** that foster collaboration and creativity through the use of new technologies.



Graphic 6: The role of creativity in the Didactic Implementation.

In order to follow the line of the thesis, **creativity** has to be taken into account as the main variable. The main peaks in creativity were in tasks A2-BS (Brainstorming) and A7-VE (Video Editing).

This increment was also seen in the other two principal items of the research: **collaboration** and **technology**. Even though these tasks with laptops were considered as difficult, the participation and collaboration remained higher than with tasks with the same degree of difficulty which were not carried out with laptops.

## MATERIALS & RESOURCES



## CONCLUSIONS

The most enriching activities from the Didactic Implementation, as could be observed in the analysis, shared three characteristics: (1) **A high level of creativity**, owing to the openness of the tasks and the importance of starting from scratch; (2) **A significant degree of collaboration**, allowing the group to work together, agree on actions, and carry them out in a coordinated and participatory manner; and (3) Tasks were completed right before a **crucial task** that students knew would be graded.

**National education policy**, on the other hand, is more than just documents. They emphasise what is considered important while disregarding or underplaying what is not. Despite the importance of developing creativity in schools (Runco, 2014), experts have observed that school systems still run in traditional ways (Collins & Halverson, 2018).

## REFERENCES

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