



Education for Creativity and Innovation

Dr. Dirk Van Damme
CERI – OECD/EDU

Comparative perspective

- Are European education systems unimaginitive?
 - European education systems are doing a lot better than competitors
 - Labels such as ‘traditional’, ‘conservative’, etc. often used for rhetorical purposes without much reference to empirical reality
 - In modern education systems there is a need for a balance between stability and innovation

Historical perspective

- Foundations of modern European education are mixture of
 - Socialising, moralising, adjusting people
 - But also: stimulating critical thinking, questioning authority, promoting inquiring mind
 - Intellectual, rational, cognitive, knowledge-oriented
 - But also: physical, emotional, artistic, moral

Historical perspective

- Are education systems ‘out of balance’?
 - ‘Knowledge explosion’ has driven curriculum development more than any other trend
 - But, contemporary knowledge development is more than accumulation of knowledge
 - Trans-disciplinary: the end of compartmentalized subjects, faculties, professions
 - Trans-paradigmatic
 - Breaking boundaries with other ways of ‘understanding’

Pedagogical perspective

- The harmonious development of a person still is the prevalent pedagogical ideal
 - But we mostly tend to favour only the ideal of the cognitive well-developed person
 - Various aspects of harmonious development are interrelated
- From the ‘pedagogy of failure’ to the ‘pedagogy of success’

Social perspective

- Social functions of education don't value diversified talents
 - Social selection, upward social mobility, meritocratic functions all value mostly cognitive talents
 - European systems mostly are not very equitable, mainly oriented to middle-class value systems
 - Creative, imaginative, innovative elements of education systems often preserved for elitist parts of system
 - Parents' expectations often value the more traditional functions and approaches of schooling

Economic perspective

- How to tune schooling to needs of post-industrial knowledge societies?
 - ‘Educational revolution’, massification
 - Emphasis on ‘learning to learn’, ‘lifelong learning’, etc.
 - Yes, but the knowledge base needed for that is also quite substantive
 - Quality remains crucial: nobody is asking for more superficiality, mediocrity

Cultural perspective

- Social and even economic progress also depends on cultural renewal in education
 - Innovation can only flourish in a rich cultural climate

Futures perspective

- Linking academic learning to diversified development of all talents
 - The scientifically enquiring mind is not very different from the creative or imaginative mind
 - Curiosity and creativity as forms of divergent thinking

Futures perspective

- Innovation of teaching-learning interactions in classrooms
 - Technology has an important role (‘new millennium learners’), but much more is needed