



DESIGN CRITERIA

FOR ACTIVITIES THAT FOSTER CREATIVITY
OR CRITICAL THINKING SKILLS

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A PEDAGOGICAL ACTIVITY ALIGNED WITH THE CREATIVITY AND CRITICAL THINKING RUBRIC SHOULD:

1. CREATE STUDENTS' NEED/INTEREST TO LEARN

- Usually implies to start with a big question or an unusual activity
- May imply to get back to these questions several times during the activity

2. BE CHALLENGING

- Often, the lack of student engagement comes from learning goals or activities that lack challenge

3. DEVELOP CLEAR TECHNICAL KNOWLEDGE IN ONE DOMAIN OR MORE

- The activity should include the acquisition and practice of both content and procedural knowledge (technical knowledge)

4. INCLUDE THE DEVELOPMENT OF A PRODUCT

- A product (a paper, a presentation, a performance, a model, etc.) makes the learning visible and tangible
- Teachers and students should also be attentive and possibly document the learning process

5. HAVE STUDENTS CO-DESIGN PART OF THE PRODUCT/SOLUTION OR PROBLEM

- Products should thus in principle not look all alike

6. DEAL WITH PROBLEMS THAT CAN BE LOOKED AT FROM DIFFERENT PERSPECTIVES

- Problems should have several possible solutions
- Several techniques may be used to solve them

7. LEAVE ROOM FOR THE UNEXPECTED

- Teachers and students do not have to know all the answers
- The most commonly adopted techniques/solutions may have to be taught and learnt, but there should be room for exploring or discussing unexpected answers

8. INCLUDE SPACE AND TIME FOR STUDENTS TO REFLECT AND GIVE/RECEIVE FEEDBACK