DESIGN CRITERIA
FOR ACTIVITIES THAT FOSTER CREATIVITY OR CRITICAL THINKING SKILLS

This resource was developed by the OECD for the CERI project Fostering and assessing creativity and critical thinking skills. It is available under the Creative Commons Attribution-NonCommercial-ShareAlike 3.0 IGO licence (CC BY-NC-SA 3.0 IGO). © OECD
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

NB. This is a non-exhaustive list of design principles to assist teachers in the design of activities and exercises.