

## Creative Collaboration

The European Commission has established in their agenda of “Key Competences for Lifelong Learning” that creativity and innovation are fundamental skills that should be developed in school and beyond. Creativity and innovation are however not spontaneous processes, and therefore need to be systematically promoted and supported. Based on the literature review from the CoCreat research team, divergent thinking, a safe atmosphere, trust, and tolerance of ambiguity are essential factors for promoting creative collaboration. We believe that great things happen in groups, and by collaborating we gain access both to the group members’ individual knowledge and the advantages of the group’s collective intelligence. The project started at the end of 2010, and since then we have developed five separate technology-supported collaborative spaces for learners of different ages.

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# CoCreat

Enabling Creative Collaboration Through  
Supportive Technologies



## Mobile Digital Storytelling for Children

The elementary school pupils created a collaborative story with support from mobile devices. Their stories were inspired by onsite activities (museum, local historical sites), and by studies in history class. Each pupil had an individual role to play in the story creation process. Therefore, all group participants took an active part in collecting story materials, and in the production and processing of the story. The roles were:

- ✓ Audio
- ✓ Visual
- ✓ Documentation



The stories were made onsite with the iPod Touch and a designated story creation application. The documentation part aimed at making the pupils aware of and reflect on what choices and decisions they made and why; important issues to consider for the collaborative story creation part.



## Creative Writing on the Web

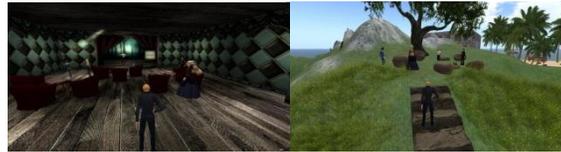
Together with the CoCreat-project, Päätaalo-Institute arranged a creative writing course at Taivalkoski, Finland, in Spring 2013. Upper secondary school students and adult learners studied how to write in different styles, ranging from search engine poetry to traditional prose. Between the meetings the students worked in a blog platform where everyone could comment and give feedback on each others' texts. Experienced writers' acted as tutors, giving feedback and encouraging the students to go further in their writing. Based on the course feedback, the students were highly motivated to work in this collaborative space, and their sense of being creative were elevated.

## Handbook for Educators

In Autumn 2012, university students from Finland, Estonia and Norway joined to collaboratively write book chapters in a wiki environment. Their task was to write instructions for educators in challenging scenarios.

Based on the student feedback and our analysis, for successful creative collaboration the importance of the following factors can be highlighted

- ✓ Use of imagination
- ✓ Generation of ideas
- ✓ Playfulness
- ✓ Exploration
- ✓ Opportunity to discuss early ideas, and
- ✓ Understanding of initial views.



## Course in a Virtual 3D World

University students from Finland, Estonia and Romania joined in a virtual 3D space (Second Life) in Spring 2012, in order to explore new ways of designing and implementing virtual courses for learners of different ages. In the implementation of the "Designing Technology Enhanced Learning"- course, the main learning management platforms were Second Life and Moodle. The study-process was structured with the ideas of design-based learning together with the notions of playful learning. Through technical solutions and pedagogic structuring students were engaged to develop creative suggestions for informal and formal learning in virtual places.



## Aged people and Tablets

This pilot study was implemented in Pudasjärvi, Finland, in Spring 2012. The elderly people are living in rural areas where the distance to the nearest town can be 100 kilometers or more. In this implementation, the participants used the tablet for supporting everyday situations and actions, such as:

- ✓ communication and interaction with other project participants, and with friends and relatives
- ✓ valued activities and hobbies, e.g. reading newspapers, telephoning people, knitting, weaving and handicrafts
- ✓ other kinds of everyday activities, such as using maps, reading books, taking and sharing photographs

The use of the tablet promoted a sense of purpose, competence and personal growth. It also supported autonomy and interactions with others. Thus, the elderly people's use of the tablets supported a sense of 'successful aging' and feelings of reduced isolation.



Article: Creativity in Collaborative Learning across the Life Span

