

chapter III

Round Table 2 | CREATIVE LEARNING

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Having as starting point the discussion about a future vision of learning inside and outside the school and as background the orientations of the European Parliament about themes as current as Informal Learning and Non Formal, and the potential offered by the internet and by the Web 2.0, this round table had the participation of George Siemens (Keynote Speaker), Markku Markkula, Walter Kugemman and Godelieve Van den Branden (speakers). It had also the contribution on videotape of Roberto Carneiro and Claudio Dondi, the moderation having been left in charge of Mónica Pedro.

It gathered in summary a group of specialists of recognized merit in the field of innovation and learning that tried to answer to the pertinent questions asked beforehand for the development of this session on Creative Learning:

- How to implement and sustain the Learning 2.0?
- What are the critical skills in the world of the 2.0?
- What are the new learning environments/spaces?
- Personalized Learning Environments? Is it a vision for the future of learning?

An amount of questions that are more than current and with great strategic interest, namely for those who hold in their hands the decision on teaching organization and learning and on the indispensable preparation to live in a society in constant transformation.

The emergence of new and powerful learning environments and the consequent blurring of the school's role in that transformation process, in opposition to the greater potential that technology places in the hands of each individual to manage their own learning, are, indeed, dimensions of a problem that is important to think about and for which this round table was an excellent contribute.

Starting by reflecting on “creativity” and “system”, George Siemens draws attention to the disturbing effect associated to everything that represents creativity and change and the tension that necessarily exists regarding what, at a certain given moment, is established and, according to the system's logic, is important to preserve.

It assumes “Creative learning” not only as an alternative to the formal and scholarized way, as we are usually led to learn, but also as a way to innovate the processes of teaching themselves (innovate by teaching).

It actually gives great importance to the need to act and contribute for the change of mentality about what it means to learn, namely, to those that more directly are linked to the processes of the teaching's organization, as is the case of teachers and of the professionals that are somehow linked to training.

The idea of neuronal network as a base for learning, and the connections that we start building amongst the different nodes of that same network, are the essential ingredients of the proposition (“connectivism”) that George Siemens presents as an alternative to the way school usually organizes itself. He suggests that, a conceptual change regarding the model in which school bases itself, presenting the social networks as a good example of thinking education in a different way, towards the future. To George Siemens it is not enough to innovate inside the school (system), it is necessary to innovate the system itself!

Although with much differentiated backgrounds, the invited speakers didn't positioned themselves very far from the central ideas presented by George Siemens, namely in what concerns the connection between creativity and innovation.

Godelieve Van den Branden refers, for example, to the inducer role that information and communication Technologies are having, regarding teachers and their work processes, although she recognizes the existence of resistances at that level and the need to invest in didactic training of those same teachers to work with Technologies and thus, actively contribute and take into their own hands the construction of a new school.

Markku Markkula refers to the importance of investigation regarding the new teaching and learning processes as a way to consolidate and generalize the practices experimented with success. The “Knowledge Triangle”, formed

by education, investigation and innovation, is, in fact, presented by this speaker as the key to the transformation of school, although recognizing the complexity of that task and the need for a change of the paradigm about the way we interpret the school's reality.

Walter Kugemman draws attention to the fact that the approach to the issues concerning innovation cannot be atomized, analyzing each aspect separately, suggesting in alternative an integration vision of the problems and the need to invest in what he calls "learn to innovate" and that is very close to the concept of "Specialization in Creative Learning" introduced by Roberto Carneiro.

The concept of "disruptive innovation" introduced and discussed by Roberto Carneiro and Claudio Dondi was, at this round table, a key-idea that is important to highlight also because, as was suggested, there it could lie the secret for us to be able to think the real opportunities offered by Technologies that are part of the WEB 2.0, namely in a perspective of informal learning and of personal and professional development throughout life.