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Truths and Misconceptions about Creative Learning²

Extended summary

Creativity provokes the interest in the environment because it brings novelty and change. It is defined as a new solution that responds to a problem, the ideas and other products that solve an existing problem. Children's creativity results in the products created in the field without their knowledge, and the creativity of adults is seen as work contributing to the improvement of the field mastered by their authors. The paper is dealing with high social expectations from educational institutions to support the creativity of students and dissatisfaction with what education provides. An attempt has been made to improve the understanding of the gap between social expectations and the results of nurturing students' creativity. The second goal of the paper was to contribute to a more constructive view of the school's capacity to support creativity in the future.

Children learn the basics that are necessary as the material on which to express themselves creatively. The first type of creativity that appears in an individual's life is creative learning, and it will be creative if what is being learned is meaningful to the student. It is about the creative insights and interpretations that make up learning. Creative learning assumes an understanding of the meaning of what is being learned and the construction of personal meaning. The concept of mindful learning can be useful for interpreting the conditions that will support creative learning. The student's mind will be more engaged if he/she is offered information that

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is accurate in certain contexts, which makes conditional teaching. In the circumstances when they are consciously engaged, students are forced to make what they learn meaningful to themselves by deciding and inferring concepts that represent social constructs rather than facts. The unknown is learned better if it is based on the multiperspectivism in the observation and interpretation of the phenomena. Multiperspectivism in education implies that participants develop their views on arguments, but at the same time are open to considering and accepting other ideas, if they get convincing arguments for them.

The concepts of creative learning, conditional teaching that results in meaningful learning, and multiperspectivism in education point to significant individual learning potentials. The same is with the concept of the growth mindset. Growth mindset interprets human nature as subject to change that is achieved through the support of the environment and the engagement of the person himself. The most important advantage of interpreting human potential and development through the growth and fixed mindsets is that these beliefs can be influenced. Although changing implicit beliefs is a lengthy and complex process that requires more empirical confirmation, past experiences and research projects yield promising results.

It is necessary to encourage the belief that creativity can be developed in school through concrete examples, in working on tasks given in context, which means in circumstances that are current and relevant to students. Creativity assumes knowledge, but it is treated much more flexibly than the usual ways of working in school. This approach gives students and teachers the right to re-examine what is known and to be convinced of its relative meaning - something is true in certain conditions, while in others it becomes questionable and inapplicable. The organization of the problem-based teaching, learning through research, and similar approaches that promise creative results, require leaving the classroom, involving other participants, such as parents, former students who have meanwhile become experts in a particular field and all others whose creativity is confirmed through works for which they are known, etc.

The set goals involve serious changes in education that will ensure continuity in providing support to the potentials of all actors, regardless of how far they will go in their realization. The basic preconditions for these changes are: policy that will allow greater flexibility of the education system; professional development of teachers who will recognize their own talents and use them in their work with students (initial education and on-the-job training); parents who trust teachers and want to work with them for the benefit of their children (harmonization of expectations and goals of education); and motivated students who are willing to learn and convinced that the school can help them in that (attitude towards themselves and others). Self-regulation and the well-being of the individual lead to the sustainable development of society, whose stability, in turn, supports self-regulation and well-being at the individual level.

Keywords: creativity, learning, education, school, growth and fixed mindsets.

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