



| 1. Discover the learning approach



*“Learning is most effective when part of an activity
the learner experiences
as constructing a meaningful product”*

Seymour Papert



Creative Learning principles

The **Creative Learning** approach was developed by the Lifelong Kindergarten group at the MIT Media Lab. This pedagogical framework emphasizes learning through creating **personally meaningful projects** and is anchored in four key principles, known as the **4 Ps**:

1. **Projects**: Educators create learning sessions in which students can learn while working on **their own project**, in hands-on activities that encourage exploration and experimentation.



2. **Passion**: Educators allow students to work on projects **"they care about"**, encouraging them to pursue topics and projects they are passionate about to enhance motivation and engagement.



3. **Peers**: Educators promote collaboration and knowledge sharing among students, to build a supportive **learning community**.

4. **Play**: Educators foster a playful, exploratory, and open-ended learning environment where curiosity and experimentation drive the process. Through **multiple iterations**, students can refine their ideas, develop new insights, and continuously improve their creations.

Structure of a Creative Learning activity

A Creative Learning activity should be structured in 3 phases:

1. IMAGINE
2. CREATE
3. SHARE

Activity Overview

Here's a programming tip for a 1-hour activity:



IMAGINE
15 minutes

Divide the class into groups and introduce the theme of the activity



CREATE
30 minutes

Help participants create their own project, working at their own pace



SHARE
15 minutes

Plan a final moment of project sharing and reflection

One-hour creative learning activity summary

In the **IMAGINE PHASE**, split the class into groups and get the learners thinking by explaining the theme and coming up with new ideas for the projects.

At this stage, it is important to **come up with ideas and inspiration**. For example, you can show an introductory video about the tool you will use during the activity (in this case Tinkercad), as well as examples of simple objects created with the software.

At this stage, it is helpful to encourage **peer-to-peer collaboration**, to allow people to share their ideas and work together to come up with new ones. Before moving on, give the learners a demo project by showing them the first steps to creating a new project.

In the **CREATE PHASE** 'create' phase, you are the **facilitator** who helps to guide the process by:

- Suggesting ideas to get the project started;
- Displaying demo projects;
- Providing scaffolding materials (Create cards)
- Providing useful resources;
- Encouraging people to work together;
- Inviting them to try more features and face more difficult challenges;
- Helping them solve problems.

TIPS!

You can guarantee an inclusive approach by preparing simple, pre-assembled demos that have "low floor, high ceiling, and wide walls".

- **Low floor:** the demo is accessible for beginners.
- **High ceiling:** the demo offers challenges for advanced learners, allowing space to experiment with increasingly complex ideas.
- **Wide walls:** the demo can be personalised and it offers opportunities for diverse expressions of creativity based on students' interests.

In the **SHARE PHASE**, ask learners to share their projects. Ask questions to join the discussion. For example, ask "*What did you like the most about the project you created?*", "*What was the hardest part?*" and "*If you had more time, what would you have wanted to add or change?*"

If you can, create an online space where everyone can share their projects. This could be used as a source of inspiration for future sessions.

In the fourth section of the VET Toolkit ("*Facilitate the activity*"), you will learn how to use the Creative learning approach in one-hour class-activity, and you will get practical advice and step-by-step instructions for running project-based activities effectively.