4. Internet – For everyone

> "Creativity requires the courage to let go of certainties"
>
> *Erich Fromm, psychologist*

CHECKLIST FACT SHEET 14 – VIDEOS, MUSIC AND IMAGES ON THE INTERNET

Check the licence of any content that you would like to reuse.

Use the Creative Commons classification on the content you create and post online.

Support fair online business models which enable you to pay for content from your favourite artist, musician or content creators.

CHECKLIST FACT SHEET 15 – CREATIVITY

One image can speak a thousand words, especially if we are not careful about our private information and that of others.

Do you understand how to ensure that your ownership of creative output is respected by others?

Plagiarism shows non-respect of creative ownership and can weigh heavily on multiple aspects of society. Are you aware of the multiple ways in which plagiarism can impact on society?

CHECKLIST FACT SHEET 16 – GAMES

Life balance is important: is the time you are spending online on games infringing on outdoor and face-to-face activities?

When the games you play online lead you to meet and communicate with strangers, remember that not everyone is who they say they are. Choose "human-moderated" games or games with "safe chat" through pre-selected phrases for very young children.

In-app purchases can be a trap for the unwary in certain games. Have you checked the tips in Fact sheet 13?

CHECKLIST FACT SHEET 17 – DIGITAL CITIZENSHIP

Do you know your online rights and responsibilities?

Have you checked your digital footprint lately? Put your name into a search engine and see what comes up.

What are the digital skills required to become a fully-fledged digital citizen?

CHECKLIST FACT SHEET 18 – DIGITAL PARENTING: POSITIVE AND PROACTIVE

Be positive when parenting in this new digital age and do your best to communicate with your child about what they are doing online, where they are going online and who they are talking to online.

Realise that even though technology has advanced in leaps and bounds, parenting remains much the same: staying active in your children's life, encouraging them to be good (digital) citizens and emphasising kindness and empathy.

Whether you are the parent of a toddler or a teen, be aware of the challenges of your child's development with respect to technology. Use technology in ways that help, not hinder, your child's development.

Fact sheet 15

Creativity

HOW DOES THE INTERNET PROMOTE CREATIVITY?

Because of the flexible nature of the Internet, today's classroom setting is less rigid than ever before. Rapidly evolving technology gives students ample opportunity to explore topics that interest them and learn in non-traditional ways (see Fact sheet 3 on Web 2.0, 3.0 and more).

Using the tools that modern technology provides, students can create professional-standard material that can be published for audiences anywhere in the world. They can produce their own online products and conduct experiments and simulations of all kinds within the classroom, or interactively with other learners across the Internet.

The Internet has globalised education and provides the opportunity for students to reach out in real time to peers all over the globe. To fully exploit these opportunities, it is important that young Internet users become creators and not just consumers, an objective which underlies the many coding initiatives (for example, see <*http://codeweek.eu*>) being implemented in many countries today.

ENHANCING CREATIVE PROCESSES IN LEARNING

- Successful technology integration in the classroom offers students a chance to show their innovation, individuality and creativity, and to develop their entrepreneurship capacities.
- The use of creativity software and the Internet fosters motivation and improves learning in and beyond the classroom in meaningful ways. Coding helps develop a deeper understanding of how technology works, and can therefore contribute to more responsible user strategies.
- The possibility to express creativity and take on a more active role in the learning process encourages engagement and participation, two essential building blocks in citizenship.
- The Internet and mobile technology offer a multitude of exciting possibilities for teachers and students to create and upload their own audio-visual content. They can also use the Internet to contact artists anywhere in the world to ask for advice and opinions on their work. Artists can use video conferencing tools[1] and virtual meetings (see Fact sheet 12 on distance learning) to give workshops.
- Using social media[2] and dedicated social platforms[3] in classroom learning encourages students to work together, collaborating online on shared projects. This provides a new creative outlet, and the brainstorming involved can stimulate the creative process.

ETHICAL CONSIDERATIONS AND RISKS

- **Equity issues:** does everyone have the necessary equipment and connection to access the Internet? Are all children and young people the world over, regardless of age, ability or special needs, able to benefit from equal opportunities to be creative, that is to know how to use all available technology to be creative.
- **The online safety factor:** do the filters[4] put in place to protect young users, especially very young children and those with special educational needs, inhibit in any way access to the material needed to be creative? How can this be dealt with so that students can enjoy safe access to content they need (see Fact sheet 20 on labelling and filtering).
- **Training opportunities for teachers:** students can often be more Internet savvy than their teachers. Teachers need to benefit from more training opportunities in order to properly guide their students in all aspects of ICT, including mobile phone usage (see Fact sheet 5 on mobile technology, and Fact sheet 12 on distance learning).
- **Technical support issues:** adequate technical support in schools is necessary so that programmes and projects are not inhibited.
- **A buffered environment:** creativity allows expression of a person's feelings as an individual. Although ideally we should avoid imposing any constraints on a young person's creative processes, it is important to underline principles of tolerance, empathy and respect regarding outputs, especially in group brainstorming settings. A teacher or class delegate should be present to guide the work in a constructive manner.
- **Privacy:** Web 2.0 and 3.0 have largely facilitated the uploading of photos and images to the Internet. Students should be aware that a single image can speak a thousand words and could put at risk their private information and that of others.
- **Copyright:** young people need to learn from the earliest age to respect the ownership of creative output, and understand the cost of plagiarism to society[5]

1. http://web.archive.org/web/20080614214250/http://www.netlingo.com/right.cfm?term=video%20conferencing
2. http://www.eun.org/teaching/smile
3. http://www.etwinning.net
4. https://en.wikipedia.org/wiki/Content-control_software
5. https://www.teachingcopyright.org/handout/copyright-faq.html

BOOSTING CREATIVITY IN THE CLASSROOM

- A webquest[6] is an inquiry-based approach to integrating the Internet into the classroom.
- Students can challenge their creativity by learning the basics of coding[7] to build their own websites. This stimulates creative thought processes in different ways by requiring input on graphics and content.
- Students can collaborate on projects that develop writing and audio-visual production skills by producing online stories and other content. Mobile phones can be used, for example, to record and exchange images and video on cultural or occupational aspects of their own country with students from abroad. This can help them to learn through practice about concepts related to privacy, photo permissions and more.
- Encourage students to create interactive quizzes and activities for the Web with software such as Hot Potatoes[8] or interactive stories with multiple outcomes using software such as that available at Quia's[9] website.
- Secondary school and university students can create their own 3D learning environment with software like Active Worlds[10]. They can build their ideal landscape or their own virtual campus. They can also collaborate with other students in projects on different topics.

GOOD PRACTICE

- The Internet can be used as a basic research tool for background information on different topics. Students can then apply the knowledge they have gained in an assignment that stimulates creativity. Technology provides students with the opportunity and the freedom to develop higher-order thinking.
- The Internet and other modern technology allows for powerful communication and collaboration between students of different countries and cultures. More than ever before, students have the possibility to brainstorm creative solutions with a broad peer base.
- Open source software enables students from all over the world, especially children from less privileged households, to express their creativity for free. Software such as Open Office, Gimp, Audacity or Blender enables children to create documents, edit images or audio files, or even get into 3D animation at no cost. Furthermore, open source software offers the opportunity to learn about coding and sharing your skills by joining a community of motivated volunteer coders to enhance and update the software you use. Be sure to point out such alternatives to your children/students.
- Teachers have found that implementing technology in the classroom in such a way as to provide hands-on activities allows students opportunities for problem solving and innovation.
- Keep learning goals in mind: the key to reaching these goals is to focus on the process taken to get to the product rather than on the product itself.
- When students publish the results of creative activities online, they need to respect copyright[11]and perhaps learn more about Creative Commons[12]. Remind them to cite their sources when using material created by others.

6. http://webquest.org
7. https://scratch.mit.edu/educators/
8. http://hotpot.uvic.ca/
9. http://www.quia.com/
10. http://www.activeworlds.com/
11. https://en.wikipedia.org/wiki/Copyright
12. https://en.wikipedia.org/wiki/Creative_Commons

FURTHER INFORMATION

A number of websites can be used as a starting point to involve students in projects where creativity is encouraged and collaboration is essential:

- International Schools Cyberfair is an online meeting place where parents, students and educators can collaborate, interact, develop, publish and discover learning resources <*http://www.globalschoolnet.org/GSH/*>. European Schoolnet provides similar resources for schools: <*http://www.eun.org*>.
- The Future Problem Solving Program International engages students in creative problem solving by simulating critical and creative thinking skills: <*http://www.fpsp.org*>.
- Ideas and resources for promoting creativity can be found at Education Scotland: <*http://www.educationscotland.gov.uk/learningandteaching/approaches/creativity/*>.
- John Hopkins School of Education's New Horizons for Learning <*http://education.jhu.edu/PD/newhorizons/*> is a repertory of new didactical practices to promote creative learning.
- Chapter 6, "The artist in you", in the handbook Web We Want <*http://www.webwewant.eu*> provides a range of activities that lead young people to examine their own creativity and to learn more about plagiarism, copyright and much more.