

## Creative Learning Spaces

Designing creative learning spaces means making sure all students ideas, suggestions, questions, and brainstorms they bring into a conversation, are valued and given the opportunity to bring “knowledge from an abstract to a product.” Creative learning must entail a combination of both divergent and convergent thinking, where the learner can engage in problems solving and producing ideas, to breaking away and processing information and how to deliver content. For this reason, a variety of different seating options, intimate zones, and shared spaces are important. As seen in In Sync: Environmental Behavior Research and the Design of Learning Spaces, “Caves and Commons” are essential.

### Applications for Creating Knowledge— (“Caves and Commons”)

Example: Project Room

Behavioral Attributes:

- Individual private spaces
- Sociopetal arrangements
- Focal point delivery
- Foveal vision is not blocked

Setting Attributes:

- "Landscape" layout
- Flexible or “wrenchable” furnishings
- Information persistence
- High technology
- Zoned light levels

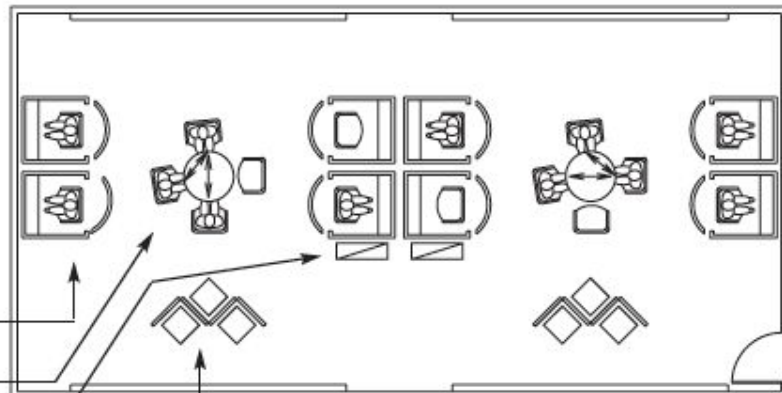
Individual retreat area

Group interaction area

Artifact storage

Information persistence

Privacy from public



Webber, Lennie Scott. *In Sync: Environmental Behavior Research and the Design of Learning Spaces*. Ann Arbor: Society for College and U Planning, 2004. 2009. Web. Oct. 2015.

## What is creativity?

When people hear the word “creative” the first reaction is often to think of it as a synonym for “artistic.” While creativity certainly can have artistic elements, that view is too narrow. In reviewing the definition of creativity...

*Students are demonstrating creativity when they develop and/or revise ideas with attention to originality.*

Originality is the ability to develop a product or to express oneself in a unique way. “The principal goal of education is to create [students] who are capable of doing new things, not simply repeating what other generations have done-[students] who are creative, inventive, and discoverers.” Jean Piaget.

Creativity is a choice (Sternberg). This becomes more obvious when there is a clear objective and sufficient research on current solutions or representations to inform an original design. Spending quality time on these two things allow a person to choose the creative path based on evidence of past originality.

Based on Robert Sternberg’s research, it must be recognized that true creativity can often be misunderstood. The original idea is usually very foreign by definition thus requiring patience by the evaluator. There may be times when a student produces a piece of work that seems far outside the spectrum of the assignment. This is when a reference to the objective and the nature of originality must be carefully considered. According to the newly revised Bloom's Taxonomy creativity is...putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or *structure through generating, planning, or producing. Creating requires users to put parts together in a new way or synthesize* parts into something new and different a new form or product. This process is the most difficult mental function in the new taxonomy.”

-Citation from Minnetonka Public Schools Framework Guide