

## Training to Evaluate Creative Activity in a Training Context, Analysis of a Learner Evaluation Model

**Authors :** Massy Guillaume

**Abstract :** Introduction: The implementation of creativity in educational policies or curricula raises several issues, including the evaluation of creativity and the means to do so. This doctoral research focuses on the appropriation and transposition of creativity assessment models by future teachers. Our objective is to identify the elements of the models that are most transferable to practice in order to improve their implementation in the students' curriculum while seeking to create a new model for assessing creativity in the school environment. Methods: In order to meet our objective, this preliminary quantitative exploratory study by questionnaire was conducted at two points in the participants' training: at the beginning of the training module and throughout the practical work. The population is composed of 40 people of diverse origins with an average age of 26 (s:8,623) years. In order to be as close as possible to our research objective and to test our questionnaires, we set up a pre-test phase during the spring semester of 2022. Results: The results presented focus on aspects of the OECD Creative Competencies Assessment Model. Overall, 72% of participants support the model's focus on skill levels as appropriate for the school context. More specifically, the data indicate that the separation of production and process in the rubric facilitates observation by the assessor. From the point of view of transposing the grid into teaching practice, the participants emphasised that production is easier to plan and observe in students than in the process. This difference is reinforced by a lack of knowledge about certain concepts such as innovation or risktaking in schools. Finally, the qualitative results indicate that the addition of multiple levels of competencies to the OECD rubric would allow for better implementation in the classroom. Conclusion: The identification by the students of the elements allowing the evaluation of creativity in the school environment generates an innovative approach to the training contents. These first data, from the test phase of our research, demonstrate the difficulty that exists between the implementation of an evaluation model in a training program and its potential transposition by future teachers.

**Keywords :** creativity, evaluation, schooling, training

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