

9th International Symposium on Creative Education
at a glance

9th International Symposium
on Creative Education at a
glance

CCE FINLAND

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For over a decade, the Council for Creative Education has been celebrating Creativity and Innovation within a common man, especially through education. UNESCO has declared April 21st as World Creativity and Innovation Day followed by World Earth Day on April 22.

Commemorating these 2 special days – CCE Finland is now ready to welcome researchers & educators around the world for its 9th Symposium on Creative Education focusing on 'Creativity for Sustainable Education.

For UNESCO, education for sustainable development involves: Integrating key sustainable development issues into teaching and learning. This may include, for example, instruction about climate change, disaster risk reduction, biodiversity, and poverty reduction, and sustainable consumption. It also requires participatory teaching and learning methods that motivate and empower learners to change their behaviors and take action for sustainable development. ESD consequently promotes competencies like critical thinking, imagining future scenarios, and making decisions in a collaborative way.

Through this symposium, CCE Finland aims to provide a common global forum for esteemed researchers and educators to present their research/innovation on how creativity plays an important role in designing new tools for sustainable development. 9th Symposium promises insights on key methodology, real-time classroom implementation, and some meaningful debates and discussions.

About CCE

About [Council for Creative Education \(CCE\) Finland](#)

[Council for Creative Education \(CCE\) Finland](#) is a global organization originating from Tampere, Finland, with the motto of redefining education through creativity. We provide tailor-made [teacher training](#) and [school development programs](#) – from pre-primary to higher education. Our programs are based on [research and expertise from Finnish universities and academia](#). We provide insights into the Finnish education system through [educational tours](#) and [student camps](#) by which the participants understand how creativity is blended well within the Finnish classroom and curriculum. [SISU Schools and Preschools](#) is a Finnish curriculum-based K-12 school designed by CCE Finland and operational across South Korea, Taiwan, and India. [SISU Box](#) is a research-based pedagogical solution for the preschool owners and teachers to implement the Finnish preschool curriculum with Play N Fun Learning.

Along with Finland, CCE operates in MEA, Nigeria, America, Australia, and Asia with our collaborators and network. Team CCE Finland has already served customers and educators from more than 35 countries.

[CCE Finland](#) is an official member of [“Education Finland”](#) governed by the Finnish National Agency for Education under the Ministry of Education, Govt of Finland

For further details, kindly visit our website: www.ccefinland.org

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www.ccefinland.org

www.sisu.school

Youtube: <https://www.youtube.com/c/CCEFinland>

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LinkedIn : www.linkedin.com/company/ccefinland

Twitter: www.twitter.com/CCEFinland

Instagram : www.instagram.com/cce_finland

Educational Programs/products and services:

SISU Box – Finnish Preschool in a Box (TM) :

<https://www.sisu.school/sisu-preschool-box>

<https://www.ccefinland.org/sisupreschoolbox>

SISU Box is a research-based pedagogical solution for the preschool owners and teachers to implement the Finnish preschool curriculum with Play N Fun Learning.

It is a comprehensive tool kit for teachers, and parents of kids aged 2-7. It consists of Finnish preschool curriculum-based teaching aids, activities, games backed with sound research, and experiences from Finnish Preschool teachers and daycares.

[eSISU Preschool: 100% online preschool based on Finnish Early Childhood Education Curriculum](#)

Considering the pandemic situation the first priority should be given to the health and safety of our children but that doesn't mean that they should be away from learning. The technology has provided an excellent opportunity for everyone to experience the Finnish preschool with one click. eSisu preschool is the first virtual preschool based on the Finnish Early Childhood Education curriculum. The kids can learn from the certified teachers in a friendly way using a lot of creative methods in a safe home environment.

<https://www.sisu.school/esisupreschool>

School Development Program: <https://www.ccefinland.org/school-development-program>

A step-by-step school development model based on Finnish Curriculum. [Prezi Link](#)

School Registration Form: www.ccefinland.org/registration
(Kindly fill up the registration form for your existing school or plans for upcoming school)

The webpage and presentation provided a detailed offering on how CCE delivers a 360-degree solution of the 'Finnish School Abroad': A complete package, which combines the physical and

digital dimensions of the inspiring classroom and learning environments – architecture, learning space design, educational technology – with the foundation of pedagogically and research-driven high-quality teacher training, with creative, self-directed and active learning.

CCE Finland has opened the Finnish Schools in Pune and Bengaluru accredited to Education Finland.

We inaugurated The Academy School at Pune in Jan 2021 with 420 students in a span of the last 2 months, we have a strength of 650 students. We are proud to say, this is the most growing school in this area during pandemic times and this is a testimony to parents' confidence in Finnish Education and its relevance in shaping the future of their young ones. In Dec 2020, we started our school in Bengaluru and now on 17th June 2021, we will be formally announcing the second expansion of our school in Bengaluru, India with Silicon City Academy School with a high-quality campus of 1400+ students expanding to 2000+ by 2024!

Silicon City Academy of Secondary Education, Bangalore

www.siliconcity.edu.in

The Academy School, Pune

www.tas.edu.in

Similarly, we have Finnish schools opened and operated in South Korea, Taiwan, Vietnam, and Saudi Arabia. We have development plans and agreements with more than 12 countries to open Finnish schools across 20+ locations in the next 3 years.

Online Courses and Training in Finland:

- Diploma in Early Childhood Education (ECE101):
<https://www.ccefinland.org/diploma-early-childhood-education>
- PG Diploma in Pedagogical Leadership (PL101) : (For Principals)
<https://www.ccefinland.org/program-in-pedagogical-leadership>
- Certificate Course: Online Early Childhood Education: A

positive response to Covid-19: <https://www.ccefinland.org/onlineece>

- Know Your Child (KYC101) for parents and preschool teachers: <https://www.ccefinland.org/kyc101>
- Introduction to Finnish Education (FE101): <https://www.ccefinland.org/product-page/introduction-to-finnish-education-fe101>
- Finnish STEAM Education: <https://www.ccefinland.org/finnishsteamedu>
- Phenomenon Based Learning: Finnish approach to integrated learning and design thinking <https://www.ccefinland.org/product-page/phenomenon-based-learning>
- Be a Global Teacher: <https://www.ccefinland.org/product-page/become-a-global-teacher>
- Digital Game-Based Learning: <https://www.ccefinland.org/product-page/digital-game-based-learning>
- ePedagogy: Masterclass on Online Teaching in New normal: <https://www.ccefinland.org/product-page/epedagogy-essentials-masterclass-in-online-teaching>
- ePedagogy (ECE): <https://www.ccefinland.org/product-page/epedagogy-ece-essentials-masterclass-in-teaching-preschoolers-online>
- ePedagogy (Primary Education): <https://www.ccefinland.org/product-page/epedagogy-essentials-masterclass-in-online-teaching>
- ePedagogy (Secondary Education)

CCE offers more than 70 courses (online and classroom mode) for teachers, principals, students, and parents. For a detailed list of courses offered: <https://www.ccefinland.org/training>

[Finland Education Tours](#)

A dedicated training cum workshop program on the Finnish Education Model for International educators who are interested in

understanding the secrets of the Finnish education system.

Following are the 4 themes of educational tours, which are the most popular

Finland Education Tour – Comprehensive K-12 Schools:
<https://www.ccefinland.org/finland-education-tour>

Finnish Early Childhood Education Tour:
<https://www.ccefinland.org/early-childhood-education-tour>

A 4-day program to understand Early Childhood Education in Finland and its working with practical examples and workshops by the Finnish and international teachers / Educators.

Finnish Pedagogical Leadership Tour:
<https://www.ccefinland.org/pedagogical-leadership>

The program is meant for educational leaders, management, administrators, and teachers who are interested to learn about the Finnish Education System with a specialization in applying contemporary leadership skills in the context of education.

Education Technology Tour: <https://www.ccefinland.org/information-comm-technology>

The program is meant to understand the importance of ICT as a foundation stone in the context of the Finnish Education system.

Along with these tours, educators can extend their experience to more academic certifications like [Diploma in Early Childhood Education](#)

Team CCE Finland, has hosted more than 6000 educators, researchers, and Govt officials including Ministers of Education from 35+ countries in the last 7 years.

We are proud to host the following delegations:

1. Minister of Education – Govt of Delhi – Sep 2016
2. Minister of Education – Govt of Chhattisgarh – Aug 2016
3. Minister of Education – Kingdom of Bahrain – 2016-2017 and 2020
4. Minister of Education – Govt of Bangladesh – Oct 2019
5. Delegation of Govt of Maharashtra – May 2018 and Nov 2018
6. State minister and directors of SUBEB – Govt of Nigeria:

2018-2019

7. Govt of Singapore – Ministry of Education – delegation in 2018

Student Camps

CCE Finland believes in the innovative powers young minds possess and our goal is to give them the freedom to explore their innovative ideas, and creative abilities through various student camps.

- Wilderness skills and adventure – School Camp
- Adventure activities in the wild
- Science, Technology, & Sustainability
- Media skills & Art (Filming)
- Creativity and Media Skills
- Media Skills and Entrepreneurship

C-club is a platform for Creative Ideators and kids who wish to innovate, have their own ideas and are interested in developing those further through self-learning. CCE's innovation coaches and experts from Finland and across the globe will be guiding the young minds.

Finland University Admissions: <https://www.ccefinland.org/study-in-finland>

We are helping the students who want to come to Finland for their Bachelor's studies in the field of Engineering, Nursing, and other professions as well.

Publications :

[Phenomenon Based Learning from Finland – Prof Kirsti Lonka](#)
[In Search Of Creativity: A Compilation Of International Studies](#)
[Creativity in New Normal: Teachers' and Parents' account of action amidst COVID-19 pandemic](#)

CCE's Accomplishments :

- Network of educators from 50+ countries for courses and

Educational visits program

- Official Member of Education Finland, Education Tampere, and many other educational consortiums
- Top Authentic Educational product by Education and Visit Finland: Pedagogical Leadership Program
- Design from Finland Mark for SISU Box
- Completed multiple projects for governments and private schools
- Instrumental in reviewing and designing National Education Policy NEP2020 for Govt of India
- Cost-Effective and Scalable Solution for Finnish Preschool Development
- Teachers' Professional Development and certification
- End to End turnkey solution provider for K-12 School Development and Consultancy

Looking back: Past symposiums

Council for Creative Education (CCE) Finland is always in the forefront of academic brainstorming by organizing symposiums, conferences, seminars, and workshops.

1st International Symposium at Pune, India

The symposium was held in March 2014 in India in collaboration with the University of Pune, Department of Education. International and National speakers, Prof. Eero Ropo, Mr Heramb Kulkarni from Finland, and Prof. Dr Sanjeev Sonawane from Pune University spoke on creativity in education. Marja Suurla, Kaarina Marjanen, Elina Harju and Shirin Kulkarni took creativity workshops with the team from Finland. Take away from the symposium was India-Finland collaboration for the first time in the field of education.

2nd International symposium at the Tampere University of Finland

The symposium was held during Oct – 14. Participants explored the schools of Finland and the education system with hands-on experience with workshops taken by Finnish experts. Participants from 12+ countries attended this symposium. The keynote address was given by Prof. Kari Uusikyla from the University of Helsinki. The main theme was Creative pedagogy. The speakers on various topics were Riittaa Juusenaho, Sari Yrjananinen, Sally Kesälähti, Miika Lehtovaara and Shirin Kulkarni. The topics discussed were evaluation and assessment in Finnish education, inclusive education, Narrative learning, and Being a teacher in Finland. The highlight of the symposium of expansion of creative activities designed by CCE in various nations and collaboration with the Kingdom of Bahrain.

3rd International symposium at Tampere Rudolf Steiner School, Tampere

The symposium was held from 16-19th Nov. 2016. Participants from 22 countries have attended this 4 days program in the creative Steiner school with Keynote from Prof. Eero Ropo, about 'Creativity and narrative identity in the field of education. The main theme was 'creative schools'. The other speakers were Ms. Elina Harju, Marja Suurla and Shirin Kulkarni. The topics discussed were painting as a tool for learning, learning from the Finnish education model, and educational reforms in Finland. The paper presenters put up their ideas about various kinds of creative schools. The important takeaway was the research advancement in the field of creativity considering primary and secondary schools. We came up with new pedagogy courses for creativity through discussions with international educators.

4th International Symposium on Creative Education at Tampere University of Technology

The symposium was held at the Tampere University of Technology from 8th to 11th November. The main theme for the symposium was 'Engaging minds in Creative ways'. There were 2 keynote speakers for the symposium. Dr. Arto Salonen spoke about sustainable education and its role in the future. Godi Keller, the famous pedagogue from Norway spoke about the key idea of the conference, that is, engaging minds in creative ways. Both the keynote speakers were well received and appreciated by the audience. Heramb Kulkarni, Anu Lumiaho, and Satu Bethell were other speakers. Early childhood education in Finland and understanding the process of creativity were other topics discussed during the symposium. Participants presented their research related to the theme which was very innovative and inspiring for others. A total of 15 countries were represented in the symposium.

5th International Symposium on Creative Education at Tampere University of Technology

The symposium was held at the Tampere University of Technology from 7th to 11th November. The main theme for the symposium was 'Together, we create'. There were 2 keynote speakers for the symposium. The welcome address was given by –

Jukka Gustaffson -Ex-minister for Education, Govt of Finland. He spoke about the evolution of the Finnish education system and the challenges the government faced. Key Note Address was given by Dr Jarmo Vitelli – University of Tampere, Finland. Both the keynote speakers were well received and appreciated by the audience. Heramb Kulkarni, Antti Leikkanen, and Marja Suurla were other speakers. Collaborative creativity, phenomenon-based learning, and understanding the process of creativity were other topics discussed during the symposium. Participants presented their research related to the theme which was very innovative and inspiring for others. A total of 20 countries were represented in the symposium.

6th International Symposium on Creativity, Imagination and Digital Technology

The 6th symposium was on Creativity, Imagination and Digital Technology from 12-16 November 2018. The council for Creative Education (CCE) was like to draw the attention of the educator community toward the pivotal change in the learning process. The search for knowledge that was stuck with the books for several generations had now shifted to the internet. The information was readily accessible to most of the world at a click. Technology has overtaken repetitive tasks which gives us more time to think about other creative ideas. The very first step towards creativity was to ponder on different ideas and imagine various situations. In current learning environments, how were we handling those steps? The advancement of the modern world had come into existence as a result of the imagination and creativity of earlier generations. Now with the better tools and technology available were we challenging the imagination and creativity enough? How could we use technology to nurture creativity and imagination? The discussion was about the synergy of creativity, imagination and digital technology. It was interesting and edutaining to see what the researchers and educators were thinking about this concept in their context. CCE cordially invited educators to present their findings and philosophies in accordance with the theme for the 6th

International Symposium on Creative Education, that is, 'CREATIVITY, IMAGINATION AND DIGITAL TECHNOLOGY'

7th International Symposium on “Embrace the Creativity amidst COVID-19 Crisis”

The 7th symposium was organized to celebrate the United Nation's World Creativity and Innovation Day and at the same time to reflect on the current situation of the whole world, which was in great pain and grief due to the pandemic. Professor Pekka Neittaanmäki, UNESCO Chair on Digital Platforms for Transforming Economies, and Professor Heikki Lyytinen, UNESCO Chair on Inclusive Literacy Learning for All (University of Jyväskylä) were giving keynote talks at the online event. Several internationally renowned scholars from Finland and all over the globe, teachers from lockdown areas, and education innovation experts were contributing to the online discussion on current issues. Topics were concerning challenges in distance learning, the creative and innovative potentials of STEAM education, questions related to health, well-being, and learning in critical times, and more.

8th International Symposium on “Creative education in New Normal”

The 8th symposium included an OECD panel with the talk of the OECD's Director for Education and Skills and PISA founder Andreas Schleicher and the Deputy Head of the same unit, Stéphan Vincent-Lancrin. The topic of the panel was Creative Education in the New Normal. The Creative and innovative challenges in education worldwide amidst the COVID-19 Crisis focused at the Global Online Conference organized by the UNESCO Chairs of the University of Jyväskylä and Council for Creative Education, Finland. This conference was attended by 12,220 unique visitors from more than 60 countries across five continents and was globally appreciated by the educator community. There were stories about the fight and innovation across many nations especially in the field of education in our Online Conference on the World Creativity and Innovation Day, 21st April 2021. Considering the technical glitches and different time zones, CCE had come up with a unique approach for the online

conference. The conference was divided into two parts. The first part was streaming the pre-recorded videos by the speakers according to the theme of their talk. The second part was the online live interaction with the speakers.

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I.

Ms. Anum Muhammad Iqbal

The purpose of this research work was to find out the effects of online learning on students' A.P, S.E, and S.R in during COVID 19. All the male and female secondary private school students' in Lyari town and Saddar town were the populations of the study. The sample for this study was made up of 81 female students and 69 male students who experience online learning during COVID 19 which were selected through a simple random sampling technique. The objectives of the study were: to define students' A.P during online learning, to define the effects of online learning on students' S.E, to define the effects of online learning on students' S.R. Study was limited to 5 secondary schools in Lyari town, and Saddar town. The study was a descriptive type, and an adopted questionnaire was used for data collection. Data was collected through Google form. Then it was organized, tabulated, and analyzed. Statistical tools. The findings of the study suggest that students' performance is better during online learning as compared to traditional classes. It was also found that during online classes performance and self-efficacy of male and female students remain the same, while online classes increase self-regulation in female students as compared to males.

Keywords: Academic Performance, Self-Efficacy, Self-Regulation, Online Learning, English as foreign language

2. Abstract 2 - Teaching Kids 0-6 years old, thanks to innovative digital Learning Technology

Ms. Isabella Calvagna

The childhood age is probably the Most Productivity and amazing Phase of a person's Development preschool age is challenging for any human being. Stimulating them with Learntech Innovation makes them grow faster than before, but also More Sustainable oriented, Develops awareness for the Planet, more creativity is put at stake and competencies for better Communication are at stake & Kids will grow to respect the Environment easily and will make them ready for a World which is rapidly changing. Starting from Early Childhood Education is for the teachers the most important mission and duty. In this paper, I will present to the audience a classroom 1/ working day with them I've developed an English-speaking class Including learning telling by innovative tools and a handbook and innovative subjects with fun. Ensure that this moment represents a crucial point in their future but it can also save our planet.

3. Abstract 3 - Infusing Social Responsibility in Higher Education Through Education for Sustainable Development

Heba, EL-Deghaidy

This paper presents contributions from 41 students enrolled at a not-for-profit higher education institution in Egypt. The paper highlights how organisations such as higher educational institutions align their values with societal expectations through educating future generations and how such institutions need to lead societal transformation through their programmes and courses, especially in liberal arts institutions. A course on education for sustainable development (ESD) was developed and offered. The course was designed based on sociocultural theory. The theory was reflected in all course activities and assignments through student-centred collaborative activities where knowledge was shared through social-cultural tools and context. The course aimed at developing students' individual social responsibility (ISR) as change agents in their local contexts. This paper illustrates the main milestones and processes through a mixed-methods approach to what students went through during their enrolment in a 15-week elective course on ESD. Three instruments were developed to collect quantitative and qualitative data to answer the research questions.

4. Abstract 4 - Sustainability Creative Value Share through W W E_Own [Water Waste Energy Ownership] equals "We Own"

Salil K, Sen

W W E_Own equals "We Own" evokes creative value. Aligns "We", parenthesizing policymakers, processors, ESG-compliant financiers, AI-aware grassroots-up community. Generates sustainability shared value equitably appealing to developed and developing country scenarios. The spirit of "Ownership" is the mainstay of this creative equation. The appeal is enduring, positive, inclusive and cascades to immediate term, medium-term and sustainable terms. Such value-share evokes entrepreneurship and synergy. Five literature review trajectories emerge, (i) inter-disciplinarity, (ii) sustainability, (iii) shared value, (iv) integrative social contracts and (v) value co-creation stimulus. Three creative transformational possibilities are (a) how water waste energy ownership creates proactive "pull" given the challenges of climate change, warming, disaster vulnerability, water insecurity and energy led emissions. (b) what value pressure dynamically emanated from water waste energy "ownership" impacts policymakers, manufacturers, service providers and consumers. (c) where ESG compliant financing may lead to disaster resilience.

W W E_Own; "We Own"; water waste energy ownership; ESG compliance; disaster resilience

5. Abstract 5 - Art as an Educational Tool to explore the emotions in the primary school

Pei An

Why there is an apparent difference between Italian and Chinese children. Are there common behaviors between Italian and Chinese children? Is it a cultural question or just a question of methodology? This raises a number of questions such as the theme of cultural comparisons. The research of Tobin, Wu, Davidson, who studies the three Japanese, Chinese and American cultures through their childcare services, has led me to hypothesize a line of research in which emotional education, through art, can be an analyzer of the how each society conceives of education. This is not a proposal of cultural relativism but an exercise in critical revision and in-depth study of one's own culture, an active way to approach the "others" cultures, recognizing their complexity and the opportunity they offer to revisit and develop the fundamental values for education." Paul Ekman has become a pioneer in recognizing emotions: Anger, Disgust, Sadness, Joy, Fear, Surprise; The main and final goal that I propose is to influence the Chinese educational methodology with regard to early childhood paying particular attention to emotional education: recognition of emotions, awareness, expression and management, emotional independence.

Keywords: emotional education, picture books, interculture, abstract art

6. Abstract 6 - Explaining Polar Science and Climate Change through stop-motion and mini-figures

Ramcharan Vijayaraghavan

This study looks at effectively communicating the various tasks carried out by scientists and addresses a target audience of young aspirants and explorers anywhere from intermediate years to high school, who want to understand polar science and climate change and wanting to create an impact. As the study was based on various scientific tasks like weather monitoring, seal surveys, glaciology and ice measurements etc. a few of those topics have been chosen for communication.

The presentation is a combination of actual photos and mini-figures (part of it being stop-motion) that appeals across age groups. The final output is in the form of videos (as it is the easiest form of delivery for the above content) and is being delivered through a website. It can alternately be delivered through a YouTube channel if desired. Also, a creative such as a poster to communicate the existence of these videos could be used to promote / provide information. The impact of the exercise can be measured by the motivation levels of the aspirant in the form of how much he/she remembers and whether it leads to further investigation, questions, or exploration.

Keywords: Polar Science, Climate Change, mini-figures

7. Abstract 7 - “Hurdles to integrate Creativity in classroom” A case study through survey method

Avinash Kulkarni, Ms. Vani Kulkarni

Creativity in school education is a foundation to strengthen these pillars and engross its roots in the classroom enabling 21st-century skillsets. The entire ecosystem of education needs to be revised to address the upcoming challenges by educating students about problem-solving through creativity. Purpose: To know how teachers are thinking about creativity in the classroom and the problems they face for being creative.

Method: Survey method was conducted with over 100 educators which include teachers, principals, heads of academics and others to identify constraints invoked to bring creativity to the classroom. A questionnaire of ten questions compressing different aspects of bringing creativity has been surveyed.

Findings: The interesting finding through this survey is that 42% of the people are considering the biggest hurdle to bringing creativity into the classroom as the current assessment system and 22% of them are of the opinion that the current curriculum is a hurdle. 60% of the people are of the opinion that ICT is the key factor to bring creativity to the classroom. Hence for sustainability and growth, one needs to restructure the assessment policies and integrate technology to bring creative minds.

Keywords: creativity, sustainability, ICT, Hurdle, incubate

8. Abstract 8 - Creative ways to teach children

Raquel Rosas

The session will be about creative activities, their importance and how and when to present them in our young learners' classes.

I will start the session by discussing the importance of using a wide variety of activities in my classes. After exchanging some ideas, some thoughts will be presented and teachers will have time to discuss and share their opinions. Then, I will ask the audience what their opinion is.

After that, I will talk about the importance of using creative activities in class and demonstrate some activities with the help of the audience. Some resources I have used in class will be shown, too. If time is available, some videos that we recorded in class will be shown.

Different activities will also be demonstrated and teachers will be asked to think of possible variations to our activities. Finally, some tips will be mentioned.

Keywords: Attention span in children's lessons tends to be reduced. Creativity is considered now a skill more than an inborn talent. There are different creative ways to motivate our students when they learn a language. Come to this workshop which will offer you creative ideas on how to engage children and make their learning memorable and fun. Come and see us.

9. Abstract 9 - Phosphate Sustainability: Getting Closer to the Point of No Return

Ozcan, Gulacar

At schools, chemistry courses are in general taught abstractly so it can be challenging for students to see the value of chemistry in their everyday lives. This study investigated changes in students' chemistry self-efficacy and motivation by incorporating a socio-scientific issue into the general chemistry curriculum. Due to phosphate's economic importance and potential supply risk, phosphate sustainability was chosen as the socio-scientific Issue. Students explored the topic with a Prezi learning activity, teaching the students the chemical properties of phosphate, its uses, and recycling strategies that can help preserve this limited resource. After the learning activity, it was found that both student motivation and chemistry self-efficacy were improved. Analysis of the responses to open-ended questions indicates an improvement in comprehension of phosphate sustainability and human's role in the process as well. This study provides insight for chemistry educators on how they can introduce socio-scientific issues into their curriculum, making the subject more relevant to students and changing the way they perceive their own abilities to learn the material.

Keywords: Motivation, self-efficacy, chemistry, science education, sustainability

10. Abstract 10 - The integrate waste management and sustainable landfilling

Soneye Babatunde

Waste management, being one of the most important aspects of urban development, is gaining importance among developing nations. Landfills, which were initiated for hazardous waste management and subsequently transformed into sanitary landfills, have been the most widely adopted practice for municipal solid waste management worldwide. The research was conducted over a 9 months period 3 years on the operational strategy of the larger of the only two sanitary landfills and leachate treatment ponds in NIGERIA and sub-Sahara Africa. The purpose was to examine and evaluate the sanitary landfill and leachate stabilization ponds against the backdrop of technically sound and sustainable management options. However, the conventional design of landfills not only fails to fulfil the needs of waste management but also fails to target optimal resource recovery and energy generation.

Keywords: Sanitary landfills, Sustainable and integrated solid waste management, Leachate stabilization ponds, Lagos, Nigeria and Sub-Saharan Africa, Developing economies

II. Abstract II - Study of Climate Literacy and Pro-Environmental behavior amongst Students

Vinita Srivastava

This research examines the role of effort at the school level in ensuring climate literacy and the influence of climate literacy on the pro-environmental behaviour of children. Literature has shown that pro-environmental behaviour is mediated by hope and despair amongst the children. An attempt has been made to study the same. Also, the role of climate literacy in inducing generation behaviour shall be studied. The research is based on a questionnaire developed to measure the constructs (Efforts at the school level, hope, despair, climate literacy, pro-environmental behaviour and indoor generation). The questionnaires were used to survey 477 students of the middle and high-level schools in the Delhi National Capital Region(Delhi-NCR). Structural Equation modelling is used to demonstrate the fitness of the proposed model. The research reveals that efforts at the school level have a positive effect on pro-environmental behaviour, while a negative effect on indoor generation behaviour. Hope has been found to positively mediate pro-environmental behaviour. The research is one of its kind and explores the psychological and behavioural implications of climate literacy amongst school students.

Keywords: Climate literacy, physical health, mental health, pro-environmental behaviour, indoor generation.

12. Abstract 12 - Innovation Is Creativity

Deepali Goswami

Increasingly, innovation in education at school is more than just a buzzword. It is fast becoming a way of learning and teaching for both students and teachers respectively. Innovation in education encourages students and teachers to research, explore, and use all the tools to uncover something new.

Innovation involves a different way of looking at problems and solving them. It also improves education because it compels students to use a higher level of thinking to solve complex problems. At RG, The Concept School, we encourage true innovation in education. In fact, innovation in education is woven into the very fabric of learning at RG. Our teachers use technology as well as the latest pedagogical tools to encourage our students to think out of the box and innovate in and out of the classroom.

We use innovation by integrating different subjects and giving hands-on experience in science, technology, engineering, art, and mathematics. At RG, we also understand that every student is different and so, we assign projects to individual students based on their interests and capability.

Keywords: Innovation New Approach Teaching Strategies Capabilities Concept School

13. Abstract 13 - Imaginative education, science and narration: seeing stories as models of complexity

Alessandro Gelmi

This research aims to deepen the didactic applications of Imaginative education theory (IE) by articulating the concept of cognitive tool (e.g. narration) and clarifying three complementary ways of using it in primary education: a curricular concept can be presented in an imaginative way (e.g. teachers create engaging stories about the concept), can be discovered and created (e.g. children manipulate the concept by inventing and modifying stories) or it can pose imaginative challenges for collective change (e.g. children relate the stories to their social context).

On this basis, the research aims to develop and test an educational program for science education in primary schools in order to stimulate the development of learning environments that are functional to the growth of children's imaginative abilities and scientific mental habits and to facilitate the understanding of specific curricular concepts.

Keywords: Imaginative education; Science education; Primary education

14. Abstract 14 - Towards bridging the gender digital divide for remote teaching and learning during covid 19 pandemic in Rwanda

Anne Kagwesage

In this research, we explore the educational resilience of primary and secondary education systems in Rwanda during the Covid 19 Pandemic. In terms of gender specifically, we explore issues related to differences in the digital learning environment that students faced during the lockdown and school closure. The sample was derived from primary and secondary schools students from ten districts in Rwanda, with consideration of the rural/ urban divide. Preliminary results reveal differences in terms of access to technology and digital learning depending on the area (either rural or urban) and family status. In some cases, girls were generally swamped by other household activities especially in rural areas while the situation seems to be balanced in town. In some homes, priority went to boys when it comes to using the few available digital tools in the house. In addition to the notable digital divide, the study reveals parental support, students learning commitment as well as flexibility in teaching/ learning timetables as areas that need to be improved to build resilient and productive gender-responsive education systems in times of pandemics.

Keywords: Online teaching and learning, digital divide, education systems, gender, covid 19 pandemic

15. Abstract 15 - Let's be Innovative and Creative in the context of the pandemic - Need of Innovation and Creativity for remote learning

Vijaya Bhanu Kote

Heutagogy is Self-determined learning. Heutagogic mode of learning was successful and we crossed many milestones including publication of National as well as International books, Working and succeeding on Heutagogy App and showcasing it by Grade II kids in TECH Global Symposium, submission of papers at 5 Global Symposiums, the twinning of my Heutagogy Class with Riverley Primary School, London, UK this academic year. I utilized the lockdown period to pursue 164 Microsoft courses that made me a "Microsoft Innovative Education Expert". Being a world curator and scholar at wikiquals, I could train and present papers of 13 teachers, parents and grandparents who implemented Heutagogy at schools and homes. I trained parents in Heutaogogy which aided in easy learning for kids at home during school closure. Working with the founder of Heutagogy Stewart Hase and his esteemed team members, Fred Garnett and Nigel Ecclesfield, we published two international books named "Architecture of Participation" and "Unleashed" along with a national publication of my experiments named, "Nayi Talim-My experiments with Heutagogy"

Keywords: Innovation, Creativity, Pandemic, new normal

16. Abstract 16 - Introspective Heutagogy and the impact of healthy atmosphere and food on children

Bangarraju Elipe

Innovation and technology are part and parcel of emerging education trends. When it comes to creativity, it is an innate ability and a common human trait that even children might be unaware of, until it is extracted by self or by someone. Children who pursue education in a healthy atmosphere with healthy organic food are more energetic and can pursue learning well due to being healthy. I have been documenting the improvement of children in health, learning abilities and being innovative by observing the hostlers of our School that has own organic farming and dairy that gives wholesome healthy diet to hostlers.

I have been experimenting with Introspective Heutagogy for the past 10 years and have introduced a tool named, "Good Book" for improvement in one's own potent that aids in self-assessment and invention. Introspective Heutagogy was a success during its implementation. Students trained themselves. They even trained themselves in having healthy food.

This paper shall include how the innovative and creative method of Introspective Heutagogy helps the children in moulding themselves to pursue sustainable education and living.

Keywords: Introspective Heutagogy, Healthy organic food, inventing self, innovation, creativity

17. Abasatract 17 - Interdisciplinary Learning: Visualising real world experience into classrooms with visual tools

Melita Coutinho

Making real-world connections promotes student achievement through the authenticity of the learning. The learning and the results of the learning are directed to audiences beyond the school. It supports character education as relationships between the community, the school and students are enhanced.

- Real-world connections draw from, or upon, actual, events, experiences and situations to effectively address a concept, problem or issue.
- It involves learning that allows students to actually experience or practise concepts and skills, as opposed to learning that is theoretical or idealistic.
- It features learning projects that directly relate to, is relevant to, or provide benefit to students, their families or the community.

Why Use it?

- This approach utilizes concepts, problems, or issues that are similar to what one's students have encountered or are likely to encounter in life.
- It brings the relevance, complexity and motivation of the real world to learning.
- Sensory experiences are highlighted thereby appealing to and assisting a wide range of learners.

- Making real-world connections promotes student achievement through the authenticity of the learning.

Keywords: Speaking Skills development ,Reading ,Writing

18. Abstract 18 - Creative Education

Tanusri Bhattacharya

There is an increasing need for creative Education where creativity can be blended with STEAM, a multidisciplinary approach to teaching topics/ subjects in an innovative way to find solutions to the problems.

e.g. the students were shown a picture of a housing society that had high-rise buildings.

I Group: Study the waste management,

would estimate the waste types, collection from the houses, segregated at source or not, identify the destination. Recycling and reusing methods for each material. Is any vermicomposting done?

II Group: To find out how much garbage per household is generated,% of waste material eg paper, plastic, bio- medical, e-waste etc. % of environment friendly substances, man-made substances ,% of non- biodegradable material, safety standards and procedures followed.

III Group: check out the different materials used for construction and the basic criteria followed during construction. What are the basic criteria for healthy housing and whether they have been kept in mind? Any innovative material used for the construction of the interiors.

IV Group: They tried to find out how the residents liked staying in the society and why? Whether all basic amenities are available nearby the housing society.

Keywords: Creativity, STEAM , waste management, innovative , multidisciplinary

19. Abstract 19 - A Study on the Relationship between Creativity and Innovation in Teaching and Learning Methods towards Students Academic Performance at Private Higher Education Institution

Sourabh Jadhav, Ruchita Chaudhari

Education is an engine for growth and progress for any society and nation. Many challenges are faced by 21st-century education despite the implementation of many teaching and learning approaches. In the pre-technology education context, most teachers use the teacher-centred learning method. There are many studies that show that the traditional methods are no more relevant to the current younger generations and many higher education institutions moving forward by applying creativity and innovation in their teaching and learning activities. This paper attempts to investigate the relationship between creativity and innovation in teaching and learning activities towards students' academic performance in private higher education institutions. Information has been collected through surveys, depth interviews, observations with teachers or educators and together with secondary data (library research) were analyzed using SPSS. The studies found that creative and innovative teaching methods make a particular concept

clear to the students, students develop an interest to know exactly the concept, create long-lasting memory/correlation of a concept and there is a positive relationship between creativity, and innovation with student academic performance using various teaching methods. Through this study, the researchers have proposed a few ways which could be used applied by teachers/educators in private higher education institutions in an effort to educate students using student-centred learning instead of traditional teaching method to ensure students' improve in academic performance

Keywords: Creativity, relationship, education, teaching, innovation.

20. Abstract 20 - The concept of “Little c Creativity”

Dr Helen Teague

Research exists that explains the Creative characteristics of geniuses such as Curie, Einstein, Stravinsky, Fibonacci and others (Feldman et al., 1994; Gardner, 1993; 1997). These extraordinary thinkers have advanced society through their research and contributions to the world. The work of Great Creative Thinkers is impressive and awe-inspiring. However, it is not often scalable to the everyday work of well-meaning and sincere practitioners, such as parents, teachers, administrators, instructional coaches, curriculum writers, administrators and others who work with students of all ages in compressed time frames of an educational calendar. For these tireless practitioners, the concept of “Little c Creativity” or LCC focuses on the “resourcefulness and agency of ordinary people” (Craft, 2001) as they work to attain productivity in their occupations, vocations, and avocations. In this session rather than a focus on the extraordinary and unattainable contributions of genius, we will discover the genius in the everyday contributions to learning. We will match the extraordinary genius of Great Minds with the everyday, real-life ingenuity and genius of a can-do attitude and skill in real-life learning environments (Craft, 2001, Teague, 2017). LCC can be the driving force for an instructional practice that reaches all learners, especially in diverse student populations. This session will focus on Little c Creativity (LCC) with specific adaptations for mathematics and science learning environments. Specific strategies will focus on a “SCROLL” model, Situating instructional activity in math and science learning environments. Context-aware, conversational learning communities geared toward Little c Creativity (LCC). Responsiveness to learners through close reading and extensive,

personalize feedback Open-sourced lesson activities Learner-initiated inquiry toward learner's professional practice Learning experiences tailored to learners' engagement and empowerment Participants receive ideas, research-based best practices, and access to an online community for continued learning beyond the conference.

Keywords: Creativity, Learning, Mathematics, Science, Teaching

21. Abstract 21 - Impact of Leadership on learning in Educational Organizations.

Dr Seema Saini

Leadership is defined as a leadership approach that causes a change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders. Enacted in its authentic form, transformational leadership enhances the motivation, morale and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the mission and the collective identity of the organization; being a role model for followers that inspires them; challenging followers to take greater ownership of their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that optimize their performance.

The transformational style of Leadership comprises the components of idealized influence, inspiration, intellectual stimulation and individualized consideration and has been suggested widely as the optimum style for managing change.

Thus there is a need to determine the impact of transformational leadership on faculty learning and performance in educational institutions and whether such institutions are effective in their area.

Keywords: Transformational Leadership, Impact on education, Being a role model. The goal of developing followers is a Sense of Identity.

22. Abstract 22 - Egyptian growing kids

Atia arida

The organisation of education in setting up stage preschool and primary in Egypt working since 2011 and also special needs education .try to involved more experience to help family and students to be as an international model, also have deep desire to be an entrepreneur in finish system by youtube channel taking in Arabic, and more investors ask me about the franchise of branding of kindergarten stage

Keywords: Egyptian growing kids

23. Abstract 23 - Playful learning in mathematics class

Khaula Zeeshan

Our work is mainly focused on mathematical skill development in early childhood education. The study presents how kids aged 4-6 can learn mathematics while playing. We discuss why mathematical learning in a playful environment is more productive and how educators can facilitate small kids in developing mathematical and computational skills? We showcase in our study how the Finnish daycare system is helping kids in developing their mathematical skills in a playful way.

Keywords: Mathematics education, playful learning, early childhood skill development, STEM Skills

24. Abstract 24 - Non-anthropocentric creative multimodal interpretation of poetry

Kieran O'Halloran

I showcase my video poem undergraduate module. One pedagogical focus involves students making videos of poems, on mobiles, that inventively stimulate non-anthropocentric thinking, responding to the urgent need to preserve the biosphere. Video poems generate unusual connections between film and poem, transforming the poet's intentions; one creative work is used as a springboard for another. Video poems usefully facilitate the defamiliarisation of anthropocentrism in poetry via transformative ecological readings. I demonstrate this using Ann Brontë's poem 'Home' (1846). When read-only intuitively, 'Home' communicates young Brontë's yearning for her family home. The non-anthropocentric video of 'Home' I showcase, made in collaboration with an undergraduate, is a non-intuitive digital multimodal realisation: a young Californian stuck in London because of pandemic travel restrictions yearns for her home state in the aftermath of wildfires linked to anthropogenic climate change. This transformative reading, depicting negative human impact on the biosphere, defamiliarises the poem's anthropocentric normality. I also show how analysis of 'Home's' style motivates creative use of audio-visual effects enhancing the non-anthropocentric reading.

Keywords: anthropogenic climate change, higher education pedagogy, mobile phone filmmaking, non-anthropocentric reading of poetry, video poems.

25. Abstract - 25 Enhancing Social Creativity in Education with digital literacy

Ayobami Soyoye Emmanuel

The future of education depends solely on the power to enhance creativity and develop technological skills in the classroom. One of the major skills that have been reformed to cause a major turnaround and meet the required standard of this present generation of learners is creativity. The learner's curiosity concept is tailed towards using their ideas to innovate and generate something special for their own needs. In Nigeria's curriculum, the subject that allows writing from the abstract and imagination is called English composition. But for us in M. D School, Lagos Nigeria, we needed to address the real concept of learners being able to use their creative mindset to write, draw and bring results. We changed the subject name to creative writing. Creativity however is the combination of different skills, knowledge and attitudes used to evaluate a variety of input ideas from multiple perspectives to create new and valuable ideas. However, for digital literacy, it is clear that technology provides a set of tools that can enrich the learning context and nurture social creativity processes in education. Technology has exposed great potential in coordinating and prompting creative processes in finding information, representing concepts and sharing ideas which most times leads to the promotion of creative thinking. Internet settings, mobile tools, and interactive boards are distinct examples of technologically rich learning devices. The concept supports successful teaching and learning processes as it enhances creative skills in learners. Instrumentalization processes where tools like robotics help learners solve problems creatively and introduce them into open-

ended goal-oriented tasks which allow learners to the interplay between logic and reasoning and also between play and seriousness is an essential tool to enhance social creativity in education. Conclusively, collaborative creativity skills are essential in the current global-digital knowledge society for learners to play an active role.

Keywords: Education, creativity, digital, learning, teaching, literacy.

26. Abstract 26 - Utilizing virtual worlds in teaching - from history to the present

Petri Lounaskorpi

Virtual worlds have been developed and studied for teaching throughout the 21st century. How have they evolved and what research has revealed the benefits of virtual worlds for learning? Many subjects gain great added value in Virtual Worlds where different environments and contents can be simulated. Such environments and closely related content include history, many phenomena in biology and physics, foreign language and working life environments. Experiential and exploratory learning, communality and the joint construction of knowledge are often associated with learning in the virtual world. In virtual environments, learners can also take advantage of their own individual learning styles, while the multimedia environment provides a variety of stimuli and experiences to support different learners and learning strategies. Some learn easily visually, while others learn from what they hear or discuss, or by utilizing different texts or activities. Still, information can be shared through consultation, in-depth, and evaluation. With today's technology, learning in virtual worlds is easier to access and build, for today's pupils, who will be members of society after 10-15 years. What kind of work skills do they need?

Keywords: Virtual Worlds, learning, 21st century

27. Abstract 27 - Teacher education in the light of NEP 2020: What India can learn from Finland?

Shirin Kulkarni

India is now turning pages of its education policy with new meaningful and much-needed changes through NEP 2020. The new National Education Policy that was approved in 2020 has unique features like the change in the education structure from 10 + 2 to 5+3+3+4, more emphasis on vocational education, and skill development. Similarly, a bigger change is expected in the teacher education policy. Finland also did a major change in its teacher education policy in 1970 and it has been proven as the most useful change for the overall success of the Finnish education system. Teacher education is fundamental for the success of any kind of new education policy implementation. This paper discusses the history and current status of the Indian and Finnish teacher education and what India can learn from Finland in the light of NEP.

This is where you can add appendices or other back matter.