

Introduction

- IB independent school
- Year 9 = critical stage – interest in leisure reading & creative writing wanes
- Creativity stifled - first response = best response
- Need to:
 - return some of the fun and joy to creative writing;
 - foster willingness to take risks with ideas; and
 - help them gain enjoyment from the hard work.



Research Question

How can digital technologies transform the creative writing process in boys and foster imagination and risk taking through collaboration?



Research Context & Participants

IB programme requires narrative writing under exam conditions
 Boys not engaged – seen as a task .
 Creative response predictive, not imaginative.

- Opportunity to bring the joy and fun of writing back
- integrating social media
 - develop prolonged focus through strategy 'Write a Novel in a Day.'.

- Participants – my Year 9 English classes (38 in cohort).
- mixed ability.
 - happy & motivated.
 - BYOD: 45% use own notebook or iPad.

The Research Action

Write a Novel in a Day approach

- Integrated
- *Padlet* as class/ group brainstorming
 - *YouTube* as creativity seminars
 - *Edmodo* as online space to 'grow' story
 - digital templates as creativity boosters

Data Collection

Data collected from :

- boys comments on *Padlet*
- posts from *Edmodo* pages
- reflection questionnaire.
- survey – *Survey Monkey*
- student designed assessment rubric responses



Data Analysis

Combed comments from posts, *Padlet* ideas, responses to questionnaire for themes arising:

- attitudes toward the digital technologies fostering
 - risk taking,
 - sharing of ideas in a collaborative setting
 - critical feedback
- reactions to peer assessment
- reflection on experience

Colour coded each comment/ post to the pertinent theme.

Survey Monkey - direct tabulation/generation of graphs recording responses to each question.

Key Findings and Discussion

Digital technologies capture ideas quickly,
 ideas generator
 assisted them in solving problems
 facilitated collaboration during story developing phases

Peer assessment of story (feedback) - importance of logical sequencing, mix of action, description & dialogue.



Conclusion

Digital technologies have potential to create positive atmosphere and mutual agreeable places for boys to share ideas.

Creativity becomes the focus – boys experience flow – absorbed

Interactivity – manipulating tools towards a goal built creative environment.



Implications of the Study on Practice

- creativity ignited when removed from normal environment.
- engage boys in real tasks that meet their interests.
- encourage "novel" interactive strategies.
- feedback motivational - fosters creativity.

Implications for Further Research

- Continue challenging boys to take risks and think creatively further cycles
- trial *Fakebook* - develop characterization & dialogue .
 - film stories

Key Readings

- Fletcher, R. (2006). *Boy writers: Reclaiming their voices*. Portland: Stenhouse.
- Joubert, M. (2001) The art of creative teaching: NACCCE and beyond. In A. Craft, B. Jeffrey & M. Leibling (eds.). *Creativity in Education*. London: Continuum.
- Loveless, A. (2007). *Creativity, technology and learning: A review of recent literature*. Retrieved from <http://archive.futurelab.org.uk/resources/publications-reports-articles/literature-reviews/Literature-Review382>.
- McNiff, J. (2010). *Action research for professional development: Concise advice for new action researchers*. Retrieved from <http://www.jeanmcniff.com/ar-booklet.asp>
- Peppler, K., & Solomou, M. (2011). Building creativity: Collaborative learning and creativity in social media environments. *On the Horizon*, 19(1), 13-23.

Further Information

The full report of this project and an online copy of this poster are available at <http://www.theibsc.org/>.

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