



Creative Thinking Projects in China

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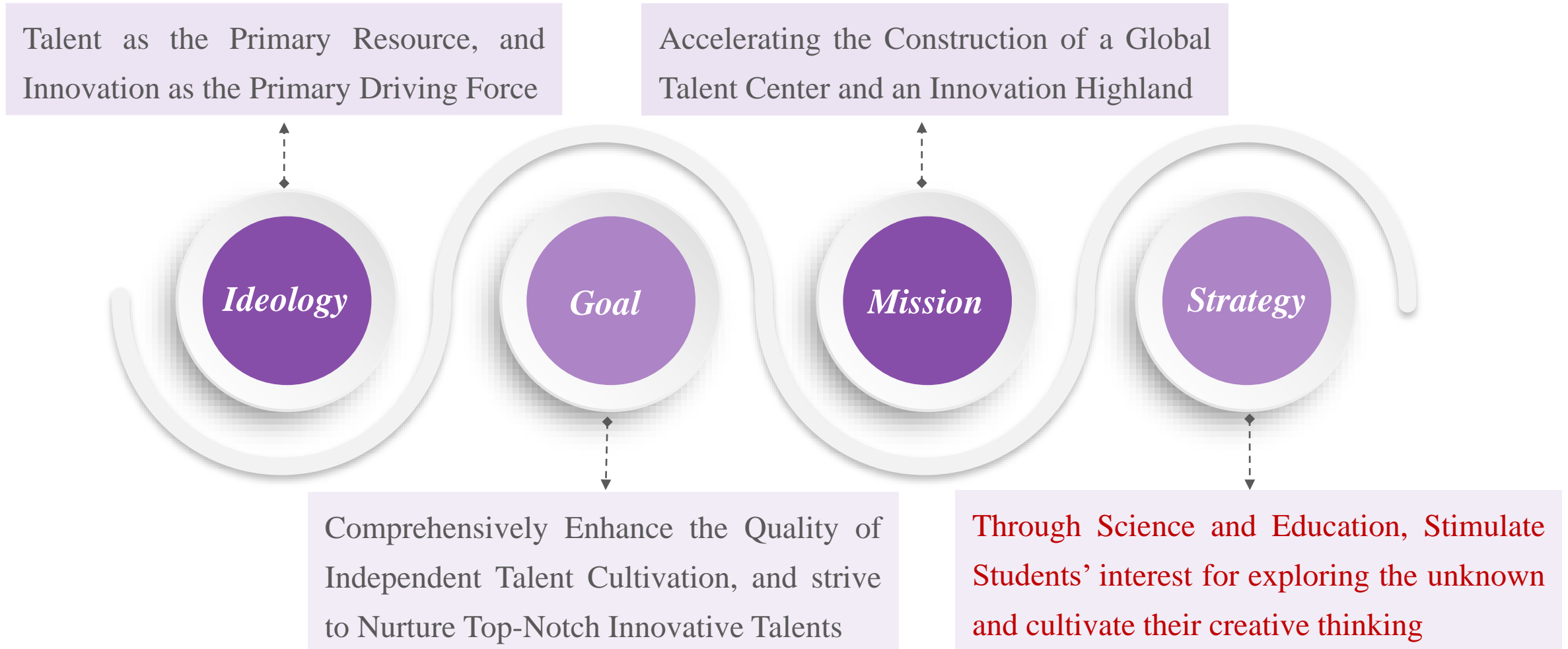
Nov 24, 2023



清华大学
Tsinghua University

National Policy

Report Presented by the Communist Party of China at the 20th National Congress in 2022





Shanghai is playing a leading role in China in promoting creativity thinking in education

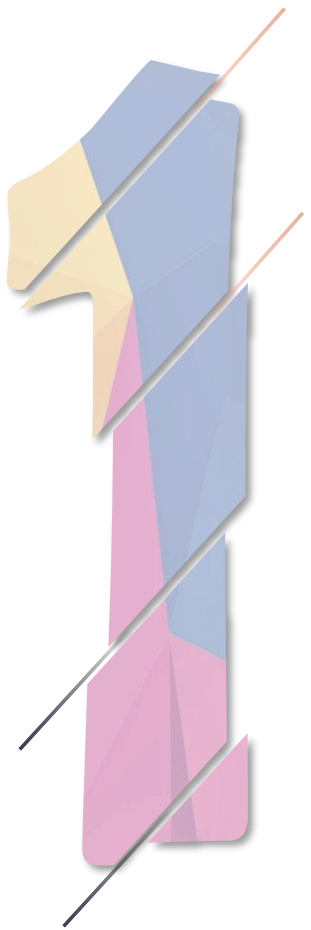


2019

Shanghai Student Creativity Cultivation Project

Jiading District & Pudong District

Two pilot districts develop creative education
curricula based on regional characteristics

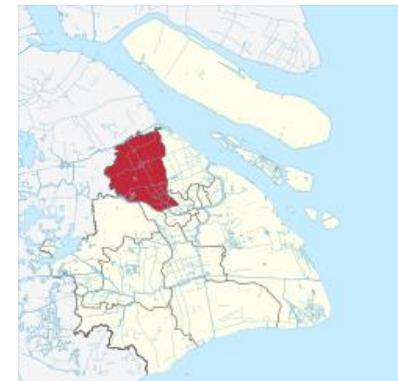


“ENGINE”

Comprehensive Curriculum System

Project Implementation in Jiading District

- Two regional characteristics of Jiading:
 - 1) Humanities (> 1000 years of history)
 - 2) Science and Technology (car industry)
- Take the cultivation of students’ creativity as the engine for industrial, cultural, societal, and individual development of this region

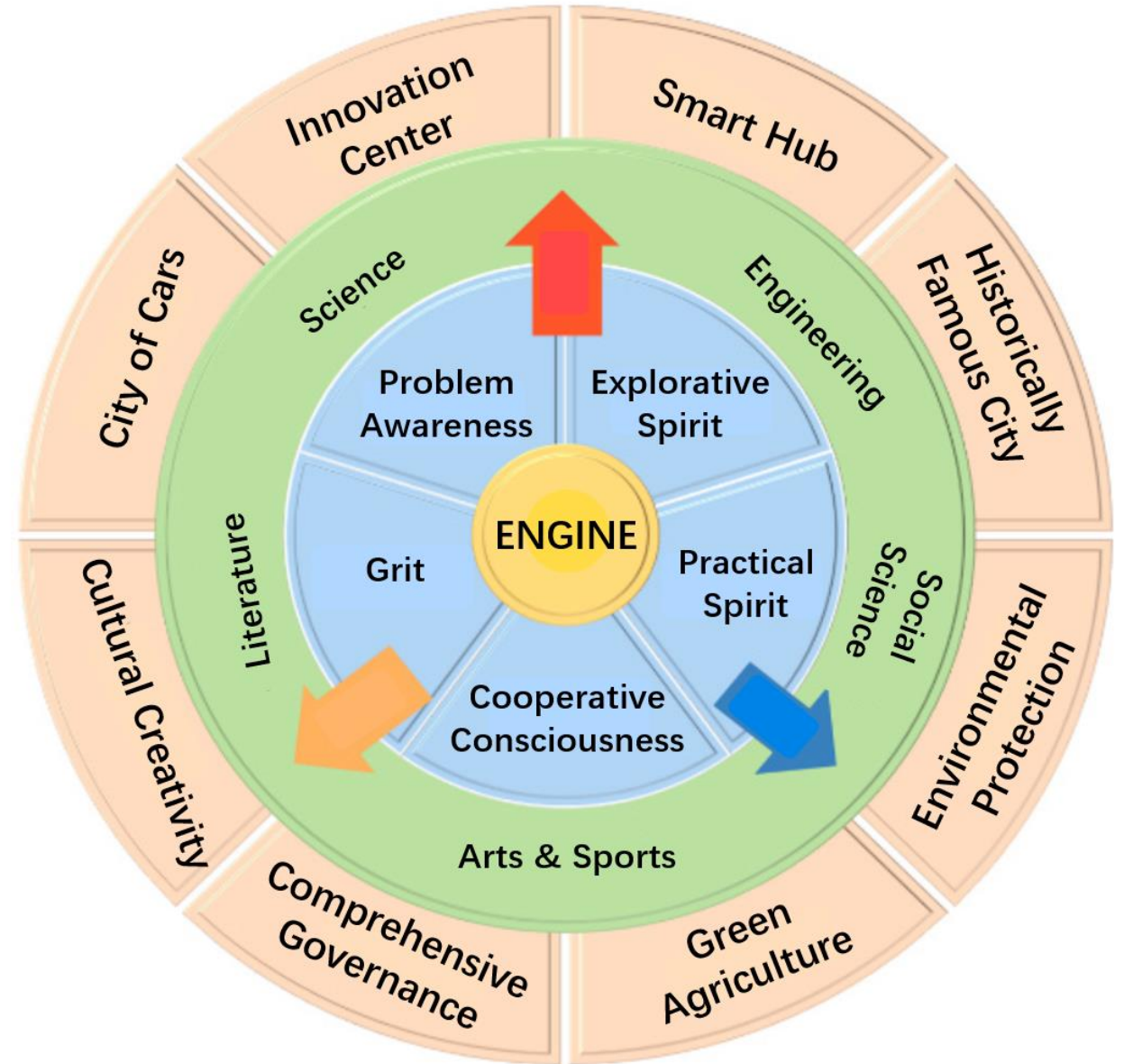


Top-level Design

- To address the challenge of *Activity mosaic*
- The ENGINE curricula integrate the two regional characteristics and set up eight themes
- One school one theme, develop school-based curricula



Anting Elementary school develop *Stepping into Fantastic Automotive World* curriculum



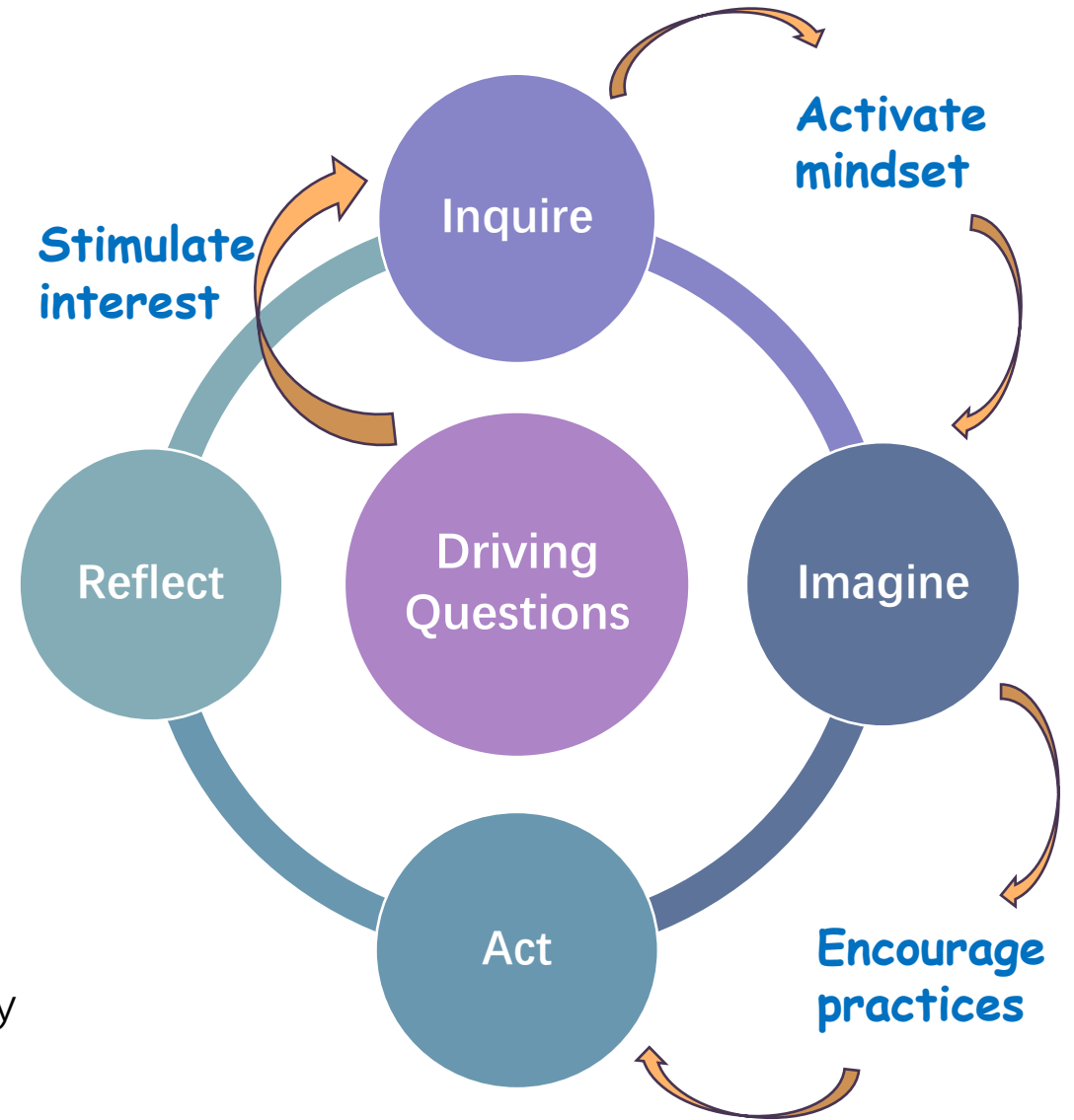
The Compass of ENGINE Curricula

Concrete Operation

- To address the challenge of *Popularization difficulty*
- Utilize the *Visualized Domain Thinking Tools* to help students' creatively solving problems
- Train teachers to serve as facilitators, organizers, companions, and praisers



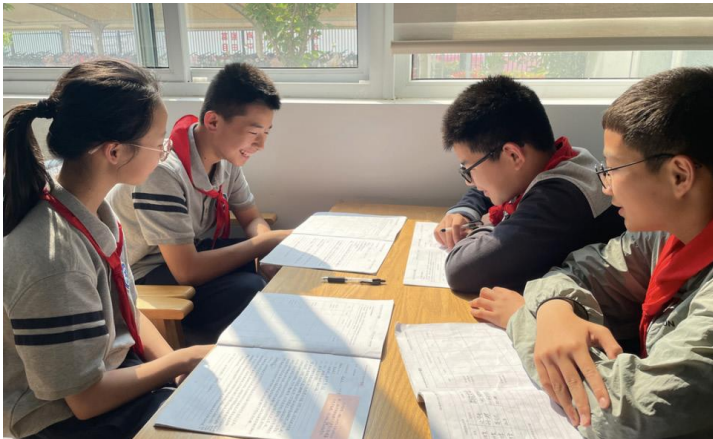
Tongji Elementary school develop *Future Intelligent creator* curriculum



The Flywheel Model of Teacher-student Interaction in Creative Education

Evaluative Framework

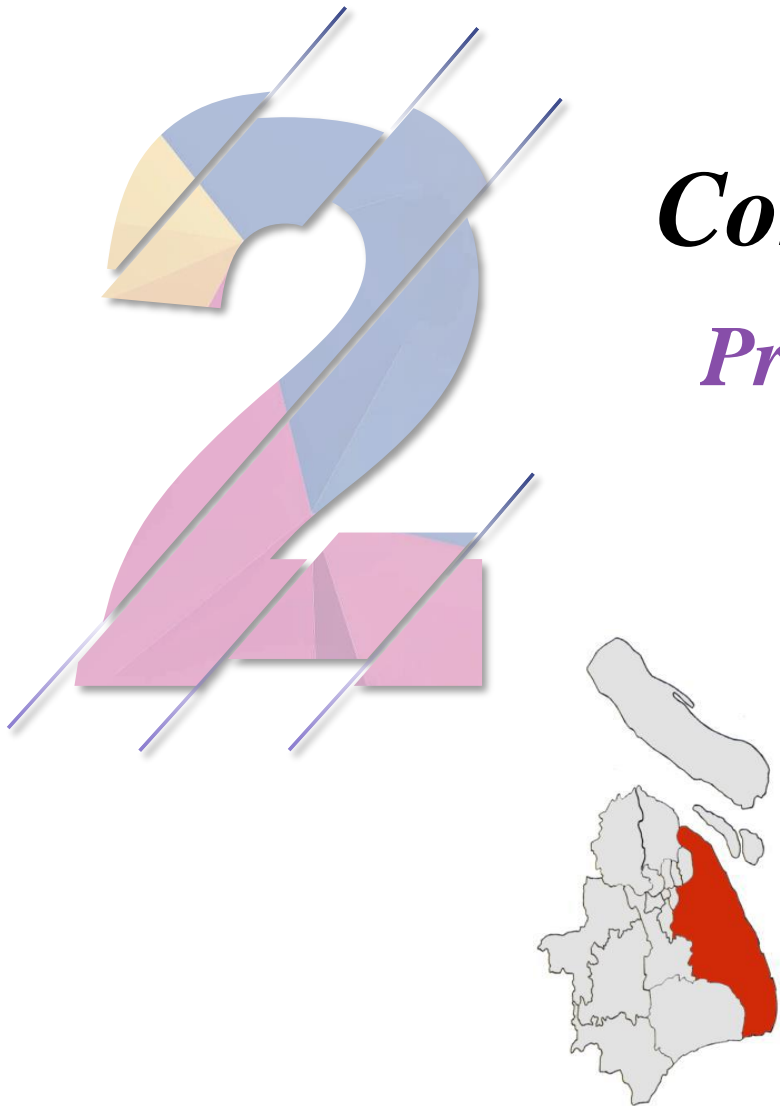
- To address the challenge of *Assessment black box*
- Evaluate the “Learning by Creating” community including peers and teachers, construct “Instructing-learning-evaluating” integrative evaluation framework



*People and events in
the science and
technology history
Curriculum in Shanghai
Experimental School of
Chinese Academy*

“Learning by Creating” community evaluation model of this school:

- **Subject growth:** ability to creatively think and solve problems using scientific methods and historical perspectives
- **Environment creation:** students' acceptance of different viewpoints, their attitude towards difficulties, and external environmental characteristics
- **Learning methods:** active participation and their mastery of specific learning methods and metacognitive strategies
- **Learning tools:** proficiency in using various tools or creating new tools to solve problems



“Creative Education”

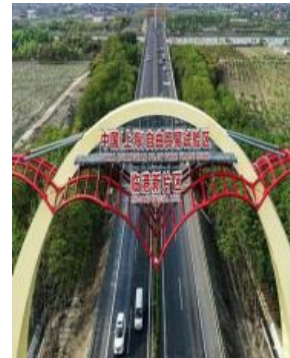
Comprehensive Curriculum System

Project Implementation in Pudong District

- Four regional characteristics of Pudong



**Financial
Center**



**Trade
Center**



**Shipping
Center**



**Science &
innovation
Center**

Four Thematic Curriculum Leagues

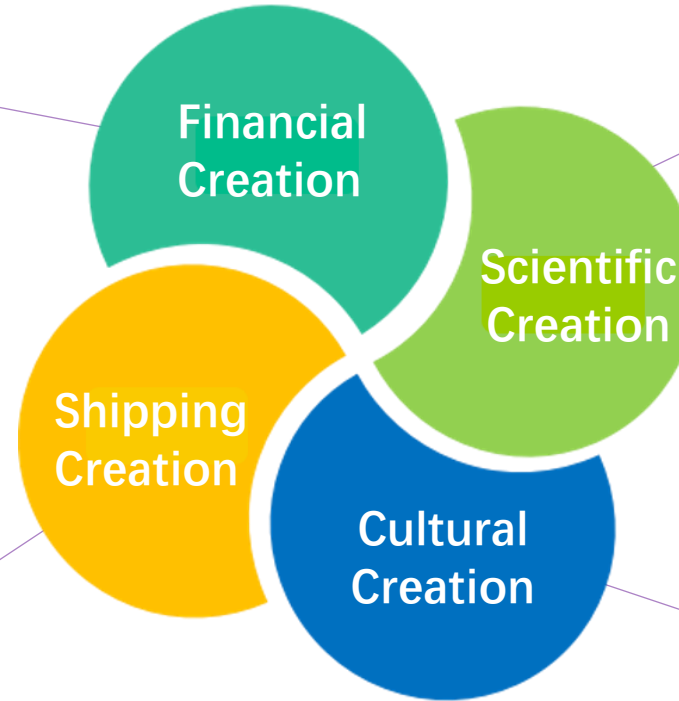
- Develop financial knowledge and skills, financial awareness and attitudes, and financial thinking and methods



One-Day Financial Talent course



- Including shipping exploration, cruise culture, underwater robot courses



Students in AI class



Students learn to use a traditional loom

- Leveraging the autonomy and creativity of each league school to generate a series of culturally distinctive activities and courses

Sharing Experience of Creative Education



Book series of creative education



Keynote speeches in conferences



Drama plays of cultural creation

Challenges of Implementing Creative Education in China

- The division and fragmentation of knowledge learnt by students
- Teachers' professional literacy for creative education
- Creativity assessment issues



China Education Modernization 2035
(State Council, 2019)

Thanks for listening!

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