Creativity with generative AI

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Learning goal

This learning material explains how generative AI can support creative work in the classroom. Teachers still set learning goals and use their professional judgement. Students develop the work and make their own creative choices.

Creativity involves more than a good answer. It includes defining a problem, exploring options and testing ideas. It also means reviewing results and explaining why one option works better than another.

AI can suggest alternatives, provide examples and create drafts. It can also adapt content to different formats, suggest different perspectives and give feedback. Its outputs must be checked and adapted to the learning goals.

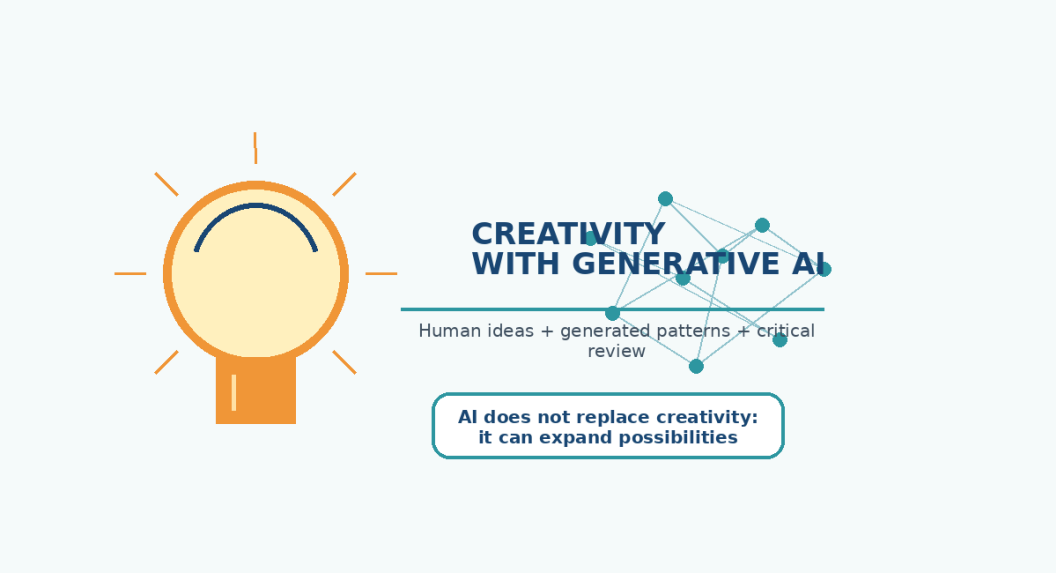


Figure 1. Generative AI can expand creative possibilities. People set the goals and judge the results.

Exploring and selecting creative ideas

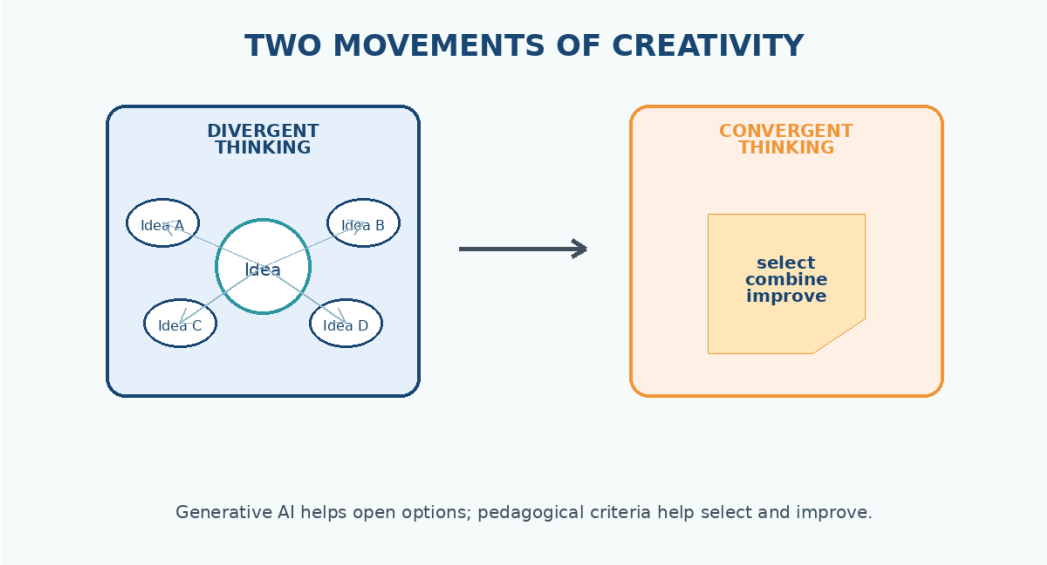


Figure 2. Divergent and convergent thinking in an AI-assisted activity.

In education, creative work means developing new ideas, connecting existing ones and adapting solutions. Students also explain their choices and improve their work using clear criteria.

Creative thinking involves two complementary approaches:

Divergent thinking: exploring many ideas, approaches and possible solutions. Convergent thinking: selecting, combining and improving ideas to meet the goal. This also involves setting aside less suitable options.

AI can help students explore options. Teachers and students must judge whether these options are relevant, ethical, original, practical and suitable for the class.

> Key point: students show creativity by explaining their choices and developing drafts into their own work.

Using generative AI as a creative partner

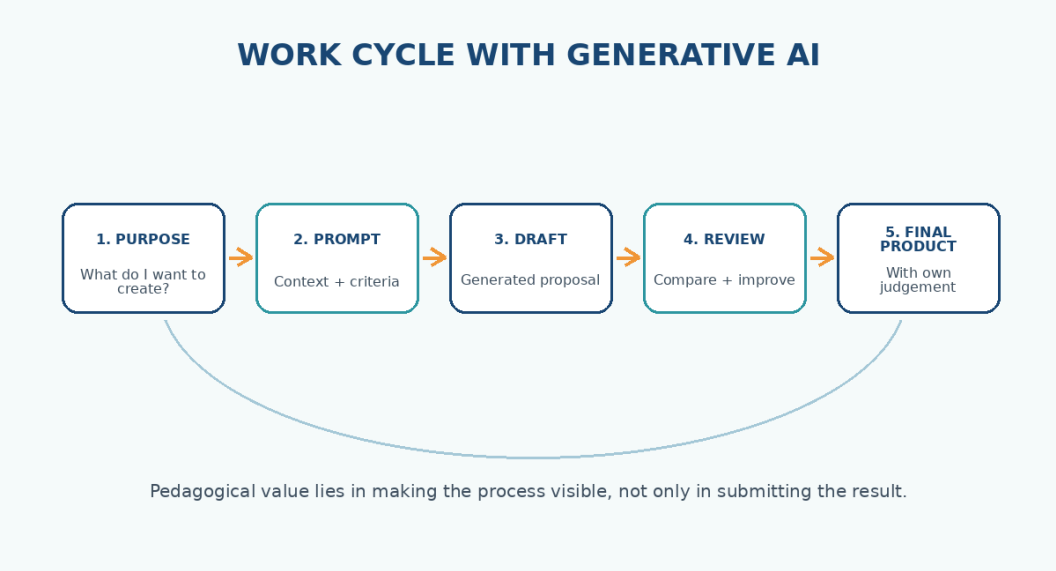


Figure 3. A cycle of setting a goal, writing a prompt, drafting, reviewing and creating the final product.

Generative AI works differently from a human creator. It uses patterns learned from large datasets to generate text, images, music, code and other content. Its results can be interesting, but they may also contain errors, clichés or unsuitable material.

Present AI as a tool that supports the creative process:

It can make it easier to get started by creating a first draft.
It can suggest different styles, levels of difficulty, formats or viewpoints.
It can give initial feedback, suggest questions or help explore how an audience might respond.
People must still check sources, seek expert review when needed and take responsibility for the result.

> Questions for students: What did I ask AI to do? What did I keep? What did I change? What did I reject, and why?

From a prompt to a prototype

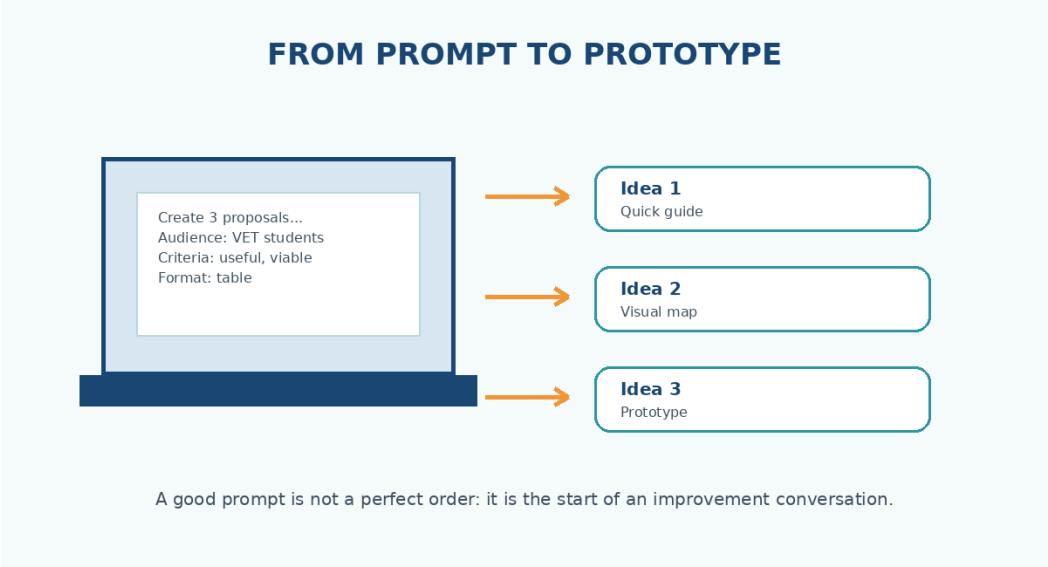


Figure 4. A creative prompt should state the goal, audience, limits and output format.

A prompt is an instruction given to an AI tool. It can be improved through discussion, testing and clearer requirements.

A useful prompt for a creative classroom task usually includes five elements:

Goal: what you want to create or solve.
Context: the course, learners, subject, available resources and how the result will be used.
Criteria: what a good result should be like, including tone, length, level, accessibility and practical limits.
Examples or references: a preferred style, sample format or mistakes to avoid.
Review: ask for alternatives, questions to guide improvements or risks to consider.

> Example prompt: “Suggest three classroom activities about the circular economy for vocational education and training (VET). Each should last 30 minutes, use few materials and include group work. Each activity should produce something the teacher can assess.”

Classroom activities

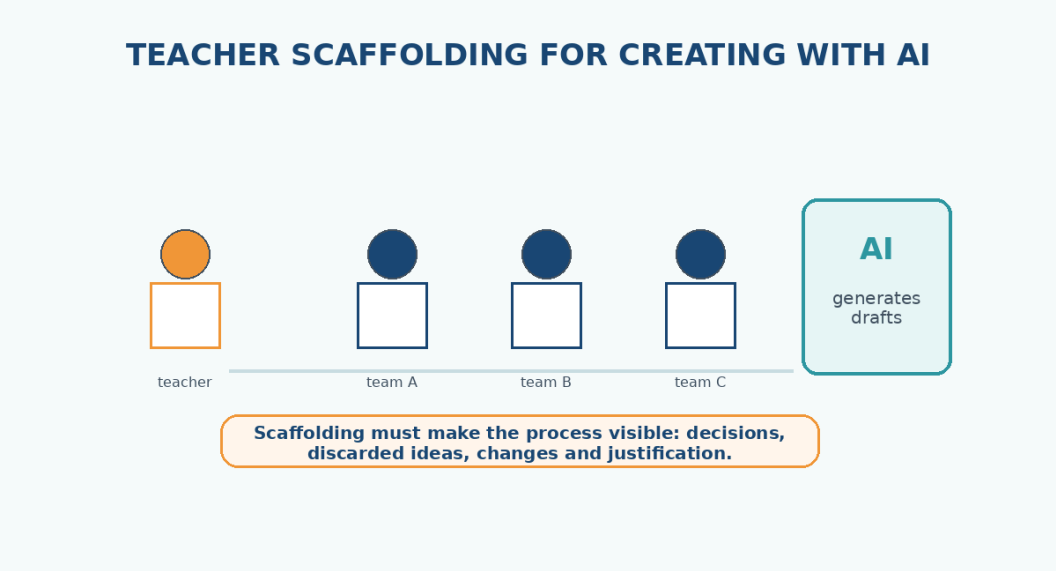


Figure 5. The teacher sets criteria, helps students make decisions and asks them to reflect on their work.

AI can support short classroom activities and larger projects. For example:

AI-assisted brainstorming: AI suggests ideas. Students group them by usefulness, originality and how practical they are.
Improving a draft: students ask AI for feedback on their own work and decide which changes to make.
Changing the format: students turn an explanation into an infographic, script, concept map, checklist or case study.
Exploring an audience's perspective: students ask AI to take the role of a client, user, technician, patient or family member. The AI then asks questions from that perspective.
Comparing options: students generate two versions of an idea and judge which one better meets the criteria.

For each activity, students should submit a short record of their process with the final work. They should explain the choices they made.

A template for creative prompts

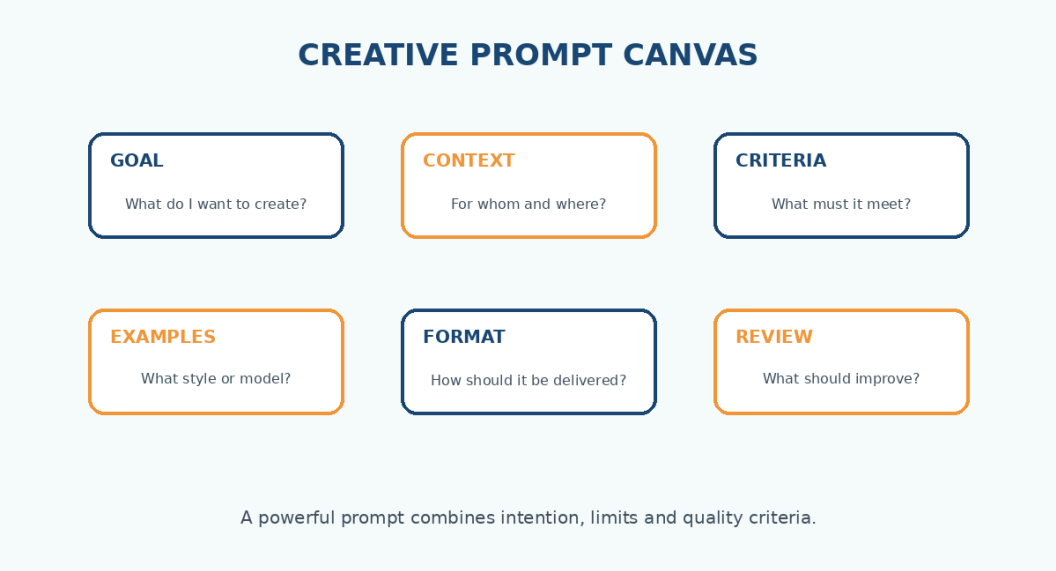


Figure 6. Six parts for planning useful prompts and assessing the results.

A prompt canvas is a template for planning instructions. It helps students define their goal and decide how to judge the result before using AI.

Use the following structure:

Goal: “I need to create…”
Context: “The audience is…”
Criteria: “The result must meet these requirements…”
Limits: “Do not include…”
Format: “Present the result as…”
Review: “Explain the strengths, risks and possible improvements.”

> Classroom use: ask students to submit their first prompt, a revised version and a short reflection. They should explain how the result changed.

Risks and responsible use

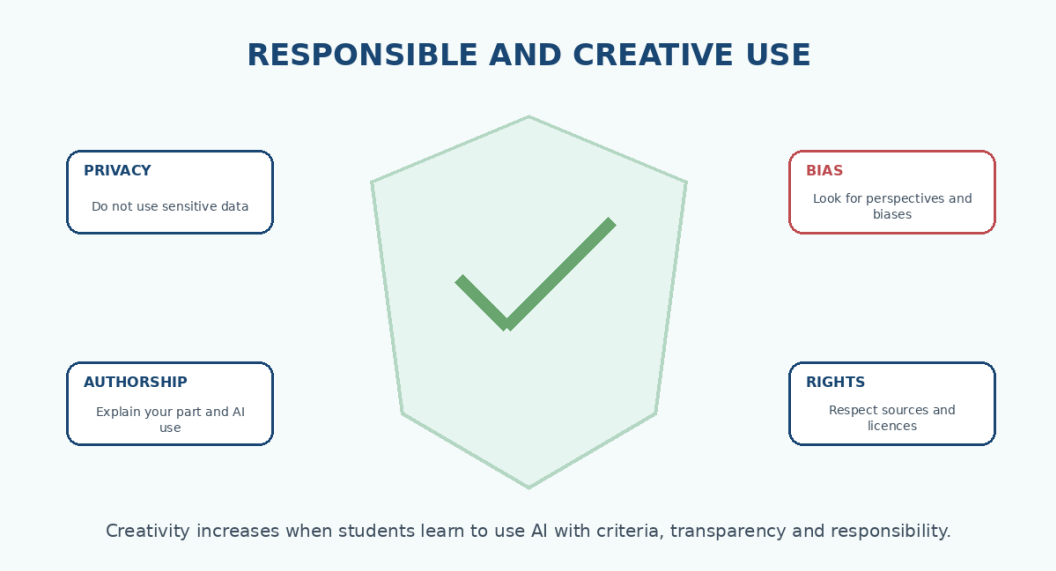


Figure 7. Creative activities should address privacy, authorship, bias and rights.

Creative work with AI should include clear guidance on responsible use:

Do not enter personal data, images of identifiable people or sensitive information without a clear basis and appropriate permission.
Explain when and how AI has been used in the process.
Do not claim AI-generated work as entirely your own. Review it, adapt it and make a personal contribution.
Check for bias, stereotypes, errors and oversimplified views.
Respect licences, copyright and your institution's rules.

Teach students to use AI openly and critically, with clear learning goals.

Assessing AI-assisted creativity

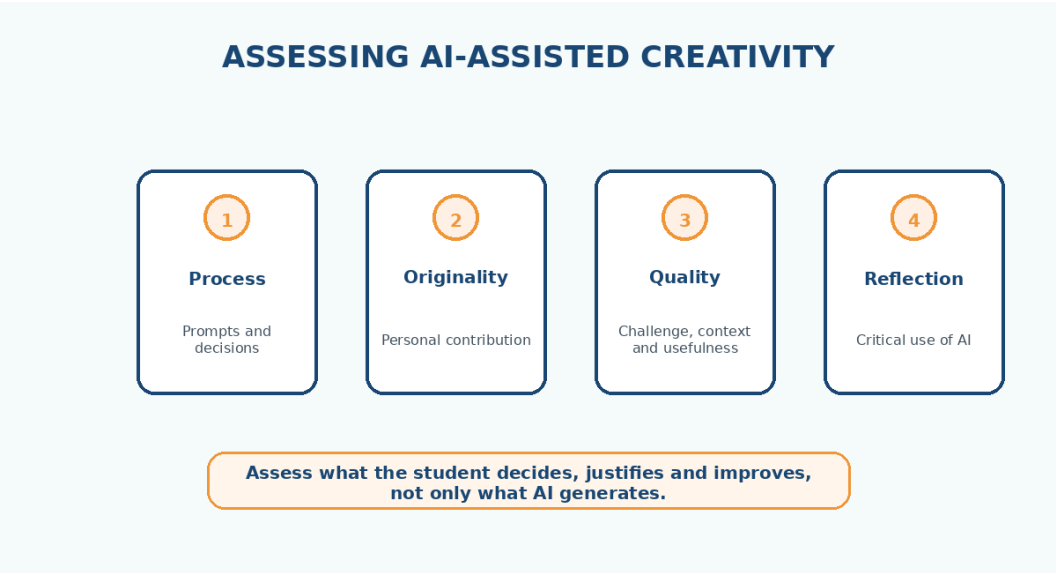


Figure 8. Assessment should focus on the process, the reasons for decisions and improvements to the work.

The final product alone may not show what a student has learned. Assess the creative process as well.

Assessment criteria may include:

Process: the student records prompts, changes, decisions and versions.
Originality: the student develops AI suggestions and adds their own ideas and judgement.
Quality: the result meets the task requirements and agreed criteria, and suits the context.
Critical use: the student checks, corrects and improves AI outputs.
Reflection: the student explains how AI helped and where it fell short.

> Final question for students: “How did my decisions shape the final result?”

Key points for teachers

Generative AI can support creativity when activities have clear steps and shared quality criteria.

Teachers set meaningful tasks and help students write prompts. They ask students to record their process, review AI outputs critically and develop drafts into their own work.

Ask students how they used AI, what they decided and what they learned. They should also explain the reasons for their decisions.

References and resources

UNESCO. Guidance for generative artificial intelligence in education and research.
European Commission. Ethical guidelines on the use of AI and data in teaching and learning.
OECD AI Principles. Principles for trustworthy, human-centred AI.

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