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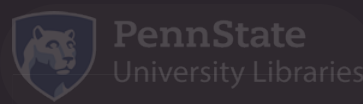
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Joining in on the creative chaos with our students, we logged our own curiosities and passions. As I scribbled poems, sketched the plant on my desk, and recorded questions about who invented the fountain pen, I was re-immersed in the joy of the learning process. I'm convinced the notebook made me a more engaged teacher, especially on challenging days. There's no way to know with certainty what the effects of these notebooks were. Explicitly discuss creativity myths and stereotypes with your students. Help them understand what creativity is and is not, and how to recognize it in the world around them. Experiment with activities where students can practice creative thinking. Many teachers have suggestions for creative activities they've tried as warm-ups or quick breaks. Paper 14 - Collaborative learning through film production on iPad: Touch creates conflicts. Paper 15 - Digital childhood, risks and opportunities: Why is it so important to listen to children? Paper 16 - New Literacy Practices and Teacher Agency. digital resources. In Colvert's and Salomaa's cases, there is a clear intention in contributing to the development of relevant theoretical models. Family digital literacy practices are the object of study of a considerable number of investigations. The childhoods of today's children are shaped by the influence of changes related to system transformations and globalization. They grow up in a global civilization, they witness ongoing changes, suffer from the effects of domestic changes and experience various events (Matyska, 2011). This study examines how the properties of digital (an iPad app and PC software) and non-digital (collage and drawing) resources for children's text-making influence the creative expression of a three-year-old during collaborative text-making with her father at home. Particular attention was paid to the child's 'possibility thinking' (Craft, 2008) and engagement in 'what if scenarios', her father's support for this kind of creative expression and their joint creative collaboration as it unfolded during eight episodes of text-making. We used video transcripts analysed using themat