Creativity with AI in Education

2025 Report

Adobe × ADVANIS

Contents

1 Executive Summary and Key Findings

In a world increasingly shaped by advancements in technology like generative AI, how can we prepare students not only to adapt but to thrive?

This *Creativity with AI in Education 2025 Report* explores the current and potential impact of generative artificial intelligence (AI) in K–12 and higher education, focusing particularly on its use for creative thinking, multimedia content creation, and communication skills.

The report highlights the potential of this new technology to enhance student outcomes in key areas, including academics, careers, and personal development factors such as self-expression and well-being.

Drawing on quantitative and qualitative research from 2,801 educators across the US and UK, the study offers insights that reveal how generative AI can transform classrooms. This technology has the potential to empower students to connect ideas, express themselves, and build the confidence needed to tackle the challenges of tomorrow. Additionally, the report addresses the varying sentiments regarding AI in the classroom, as well as barriers to its implementation in educational institutions.

As indicated in the report, the influence of generative AI in education goes beyond mere functionality; it has the potential to enable students to learn more deeply, nurture lifelong curiosity, and pursue new professional and personal opportunities.

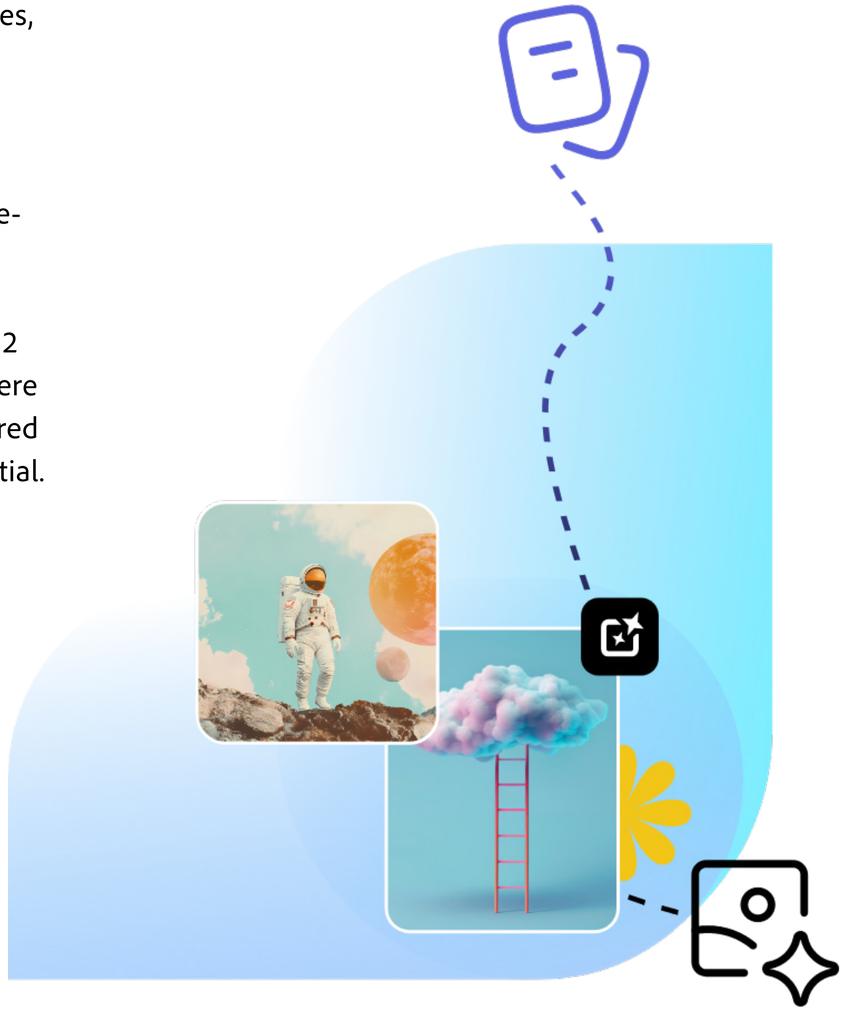
Educators involved in the study report that creative projects and curricula allow students to bring complex ideas to life, solve intricate problems, and create connections that make learning personal and meaningful.

With generative AI serving as a catalyst for creative thinking, students can move beyond rote memorization. They can embrace opportunities to think independently, develop resilience, and discover the joy of learning in ways that are personally relevant and engaging.

Furthermore, generative AI has the potential to bridge the gap between education, skill development, and career readiness. By providing students with hands-on experience with technologies that are reshaping the workforce, AI literacy can foster adaptability, creative problem-solving, and critical digital skills that employers across various industries prioritize today. This literacy, along with creative skills, also enables students to pursue entrepreneurial initiatives and new forms of employment, ultimately striving for economic stability and equitable mobility.

Lastly, the report emphasizes AI's role in supporting students' well-being by encouraging self-expression, purpose, and emotional growth in the classroom. In a time when mental health is a pressing concern, AI offers students new avenues to explore their identities, share their voices, and understand their sense of purpose.

By gathering insights directly from classroom educators, this report illustrates how practical, future-focused learning can equip students with technical expertise while fostering innovative thinking. By merging technology with creativity, educators in K–12 and higher education are creating environments where every student feels empowered, capable, and prepared to shape a future that reflects their boundless potential.



Key Findings

1

89%

of educators report that their students are using creative AI tools for their coursework.

AI has quickly become an essential part of the learning experience in K–12 and higher education classrooms today. Educators have observed that students incorporate AI into regular assignments and class projects to enhance their thinking and engage more deeply with their learning.

Educators note that AI is especially effective in helping students visualize complex ideas and express themselves creatively.

This widespread use highlights the growing potential of generative AI to provide students with modern, relevant learning experiences that resonate with their interests and future career aspirations beyond the classroom.

“While it is not a requirement, I often tell students to take advantage of AI . . . when used thoughtfully, it can enhance engagement and deepen creativity and understanding.”

— US high school humanities teacher in Illinois

2 3 4 5

Key Findings

1

2

85%

of educators believe that generative AI has the ability to increase students' creativity and creative thinking skills.

Initial questions regarding generative AI in the classroom focused on whether this technology would enhance or hinder students' creative thinking. These questions exist alongside broader concerns about students becoming overly reliant on generative AI for skill development.

The study found that when used thoughtfully, generative AI can be a powerful tool for unlocking students' creative potential. It allows them to brainstorm more freely, explore alternative ideas, visualize concepts, and communicate their thoughts in innovative ways.

This emphasis on creativity fosters an environment in which students can embark on imaginative projects, boosting their confidence and curiosity as they bring abstract ideas to life. It also encourages them to take risks and think outside the box.

> **"AI can help student creativity. It allows them to do research, create presentations and images for reports, and generate ideas that can help them with creative thinking."**
>
> — US middle school multi-subject teacher in Tennessee

3

4

5

Key Findings

1 2 3 4 5

92%

of educators believe that creative literacy is beneficial for enhancing student learning and preparing students for college.

Teachers have found that integrating creativity into the curriculum with the help of AI not only sparks student interest but also enhances essential skills and metacognition that are important for every subject, discipline, and career.

By encouraging students to actively engage with the material and make connections across different subjects, AI-supported creative projects help them internalize information and think critically about complex topics. This approach has proven particularly effective in fostering a deeper and more lasting understanding of academic content.

“[Creative AI] has increased my students’ thinking because they are constantly coming up with new ideas. Every day, at least one or more students have a different way of thinking other than the traditional way. They have fun with it.”

— US middle school multi-subject teacher in Florida

Key Findings

1 2 3 4 5

86%

of educators believe that learning generative AI for creative or multimedia uses will increase the likelihood of students landing jobs.

AI proficiency is now considered an essential skill for the modern workforce. Many educators and schools are working to incorporate AI into the curriculum to provide students with industry-relevant capabilities.

By offering hands-on experience with safe and responsible generative AI tools, educators in K–12 and higher education are helping students develop important skills such as adaptability, confidence, and technical expertise, which are increasingly sought-after in various careers.

Educators emphasize that generative AI can enhance the integration of real-world problem-solving projects and practical applications. This approach not only increases student engagement but also helps students visualize how their skills can be applied in the professional world.

“Creative AI can open the minds of students and help them see themselves or think in a different way when it comes to their career or what they are interested in.”

— US elementary school STEM teacher in Georgia

Key Findings

1 2 3 4 5

90%

of educators believe that generative AI fosters greater creative expression, which positively affects students' well-being and sense of purpose.

Educators believe that creativity is crucial for mental and emotional development, and generative AI can help eliminate design barriers, boost creative confidence, and enable students to engage in self-expression and explore meaningful projects more frequently and easily.

Educators observe that AI-based projects enhance students' confidence and create a supportive environment where they feel empowered and valued. Educators also recognize the potential of generative AI to promote a sense of purpose, belonging, resilience, and confidence in students as they develop into lifelong learners.

"Most of my learners appreciate the benefits of using AI in their studies, and that achievement drives motivation and encourages well-being. The correct use of AI for creative, meaningful tasks enables all learners to achieve their full potential and fulfill their aims for self-expression"

2 About the Study

The study examines the transformative impact of artificial intelligence on creativity, critical thinking, career readiness, and personal well-being in education.

It addresses five key questions that reflect the crucial needs of today's education system:

1. How is creative **generative AI** currently being used in classrooms?
2. How does creative generative AI affect students' **creativity**, creative **problem-solving,** and **communication skills**?
3. In what ways does creative generative AI prepare students for **future careers**?
4. How does learning with creative generative AI influence students' personal **well-being** and **sense of purpose**?
5. What are the main barriers to adoption, and what opportunities exist to enhance student access and **holistic impact**?

Methodology

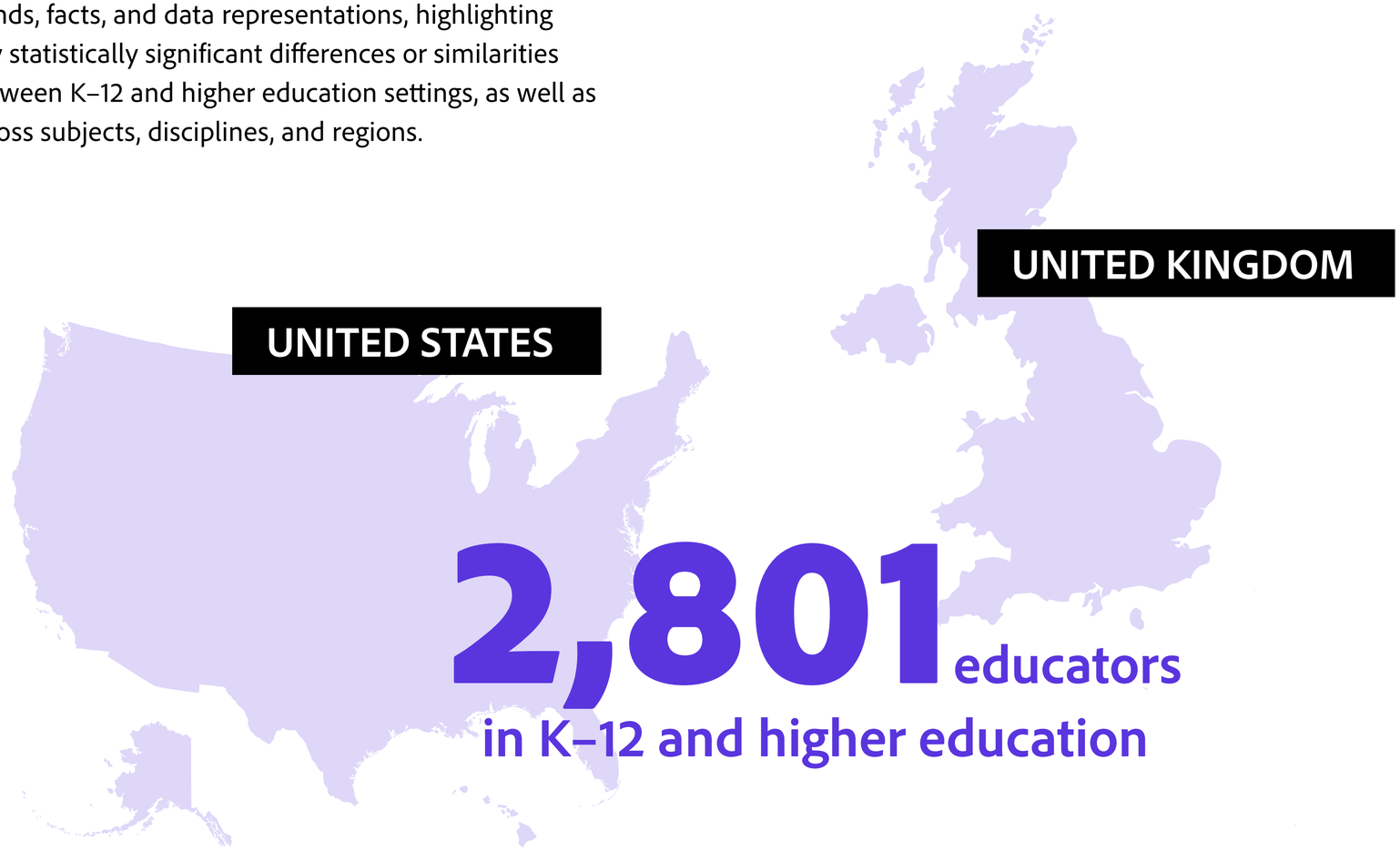
By focusing on these vital areas, the study provides a comprehensive overview of how educators are leveraging AI to equip students with not only technical proficiency but also the creative confidence and adaptability necessary for success in school, work, and life.

This research was conducted through a comprehensive survey administered by Advanis, an independent research firm, in late 2024.

The survey included 2,801 educators from the US and UK, ensuring a balanced representation of diverse school environments and educators across various subjects, disciplines, grade levels, and teaching experience.

Participants were asked questions regarding the development of creative skills and the use of generative AI by their students for coursework. They shared their observations on the impact of AI and provided expert insights into its benefits and challenges in equipping students with the creative skills necessary for holistic success.

The survey captured both quantitative data and qualitative perspectives, allowing for a thorough understanding of how AI influences the learning experience. Responses were analyzed to identify key trends, facts, and data representations, highlighting any statistically significant differences or similarities between K–12 and higher education settings, as well as across subjects, disciplines, and regions.



Key Terms

To ensure clarity and consistency, several key terms were defined for participants in the study.

Creativity

The ability to generate original ideas, make meaningful connections, and solve problems in new and innovative ways. In an educational context, creativity includes skills that promote inquiry, exploration, and expression. Importantly, creativity is not limited to artistic expression or design skills; it encompasses creative thinking that spans various subjects and disciplines.

Generative AI

A type of artificial intelligence that produces original content—such as images, text, or multimedia—based on user input. This study focused on generative AI tools that support students in creative projects, offering them new ways to generate ideas, design, and express themselves artistically. Specifically, the study emphasized students creating multimedia content rather than standalone textual or numerical outputs.

AI literacy

A foundational understanding of how artificial intelligence operates and how to interact with it effectively, responsibly, and ethically. This concept can also encompass more advanced computer science skills, including model building.

AI literacy equips students with the knowledge and skills to navigate an increasingly AI-integrated world, fostering adaptability and promoting informed digital citizenship.

3 Creative AI in the Classroom Today

In just a few years since the general release of generative AI technology, it has begun to transform educational experiences across K–12 and higher education classrooms. This innovation allows students to engage more deeply with creativity, problem-solving, and exploration.

The adoption of various generative AI technologies differs significantly among schools today. Factors influencing usage include who is utilizing the technology—whether administrators, educators, or students—and the specific applications, such as administrative tasks, lesson planning, student homework and projects, or assessment and feedback.

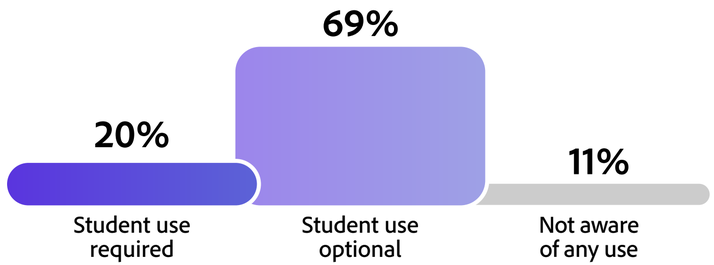
This report found that student usage of generative AI for creativity and content creation in coursework is surprisingly high.

FIGURE 3.1

Student use of generative AI for coursework

89%

of students are creating with AI for classes.

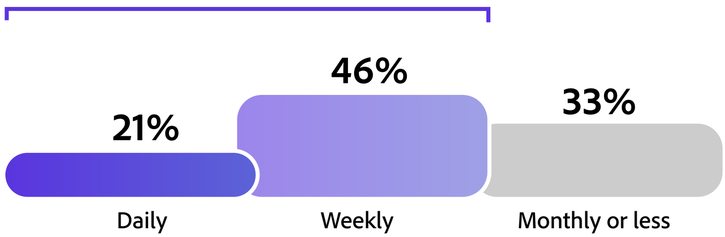


→ "In the past two years, have your students used generative AI tools to create content for assignments in any of your courses?"

Frequency of creative AI use by students for their coursework

67%

of students who create with AI for classes do so at least weekly.



→ "In the past year, roughly how often were your students creating content with generative AI in your courses?"

As illustrated in Figure 3.1, 89% of educators report that their students are using creative AI tools. Additionally, 67% of students are engaging with generative AI in their classes at least once a week.

As a result, AI has become an integral part of the learning experience for many students, helping them to bring abstract ideas to life and encouraging innovative thinking and communication.

Educators hold a variety of perspectives on student use of creative AI. When asked about their reasons for integrating creative generative AI into their courses, educators expressed that their motivation stems from a desire to foster curiosity and confidence in students, enhance engagement, deepen understanding, and make self-expression more accessible for those who find it challenging to visualize their ideas in projects or assessments. There are many ways students can utilize generative AI to enhance their learning process, and educators are rapidly discovering which methods have the most significant positive impact. When surveyed about the types of activities that could be most enriched by AI, educators identified the top three: 1) assisting students with brainstorming and ideation, 2) facilitating creative demonstrations of learning, and 3) promoting creative self-reflections (Figure 3.2).

> **“AI can help children foster their ideas when they have trouble expressing themselves.”**
>
> — US elementary school English language arts teacher in Minnesota

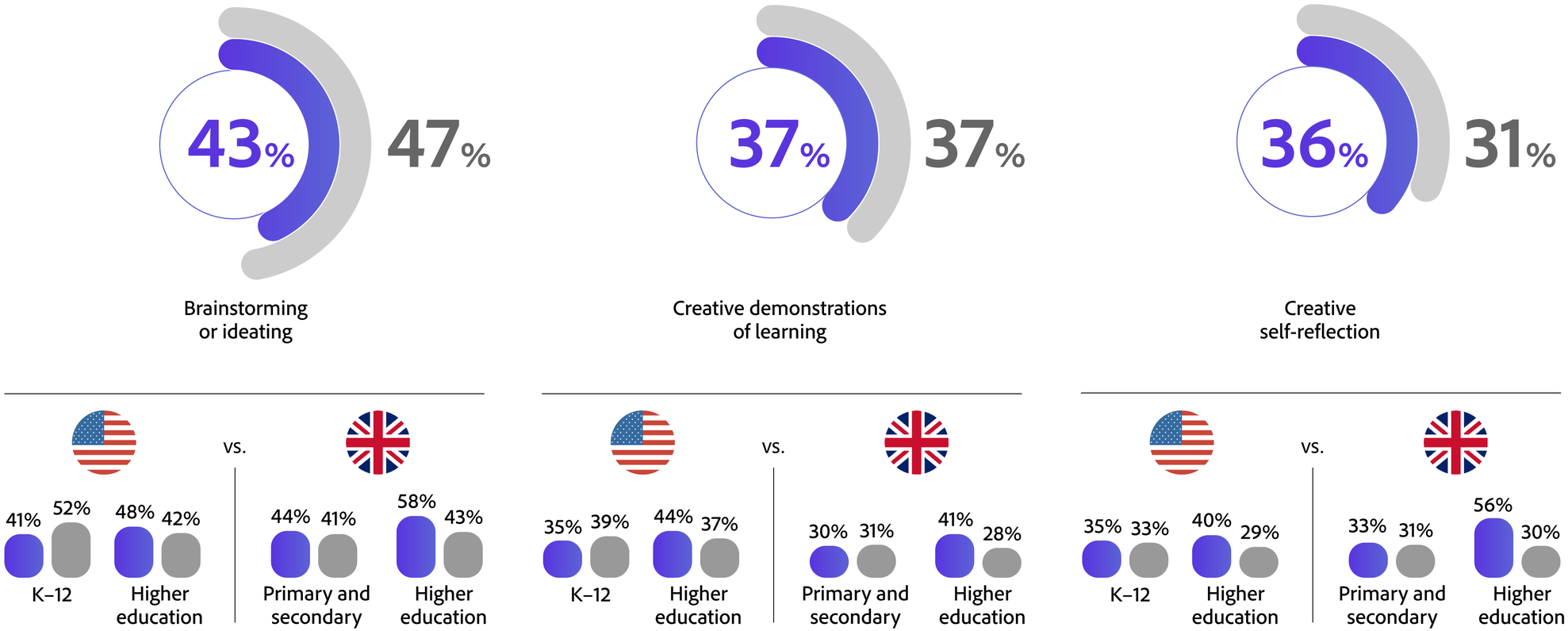
> **“I teach math, so it’s important to remind myself that even though I’m teaching a science with hard-and-fast rules, there is room for free association and expressing new ideas.”**
>
> — US high school math teacher in Tennessee

> **“AI can provide inspiration when students have creative blocks. It gives guidance and incentivizes them to look at things in a different way.”**
>
> — UK university social sciences lecturer in London

FIGURE 3.2

Creative thinking activities educators see as having the greatest potential to be enriched by generative AI

● Educators with a higher focus on creative skills in their class ● Educators with a lower focus on creative skills in their class



→ "Which of the following creative and self-expression activities or assignments has the most potential to be enriched with the use of AI?"

The educators in this study expressed a keen interest in viewing the learning process as iterative and creative, recognizing that different stages may benefit from AI assistance based on the specific project or the individual growth areas of their students.

> “
> [AI for creative thinking] encourages personal expression and the ability for students to know themselves better.”
>
> — UK secondary multi-subject teacher in Yorkshire

This insight aligns with other preliminary research exploring creativity and AI in education. It suggests that certain aspects of the creative process, particularly brainstorming, can have a notably positive effect on student learning.[1] By focusing on creative engagement during moments of brainstorming, ideation, and the generation of novel ideas or approaches, students are encouraged to take risks, explore new concepts, and learn from their experiences.

The ability to reflect on their creative process, which is ranked third in terms of potential, highlights how generative AI can enhance students' awareness of their own thinking and creativity. This awareness allows students to identify areas for personal growth.

Additionally, using generative AI technology to support creative project-based learning provides students with opportunities to showcase their understanding in ways that are personally meaningful to them.

“ AI can help take the ‘heavy lifting’ off of a task and let children see the outcome quicker, encouraging them to spend more time on brainstorming different approaches or outcomes.”

— UK primary multi-subject teacher in South East England

Use of Generative AI for Creative Skill Development

Creative skills are increasingly recognized as essential in education, yet their integration into classrooms remains inconsistent. This inconsistency often hinges on available resources, curriculum goals, and individual teaching methods, all of which influence how creativity is prioritized in the learning experience.

Furthermore, educational standards and assessments at the state, regional, and national levels in general education subjects rarely incorporate creative thinking.

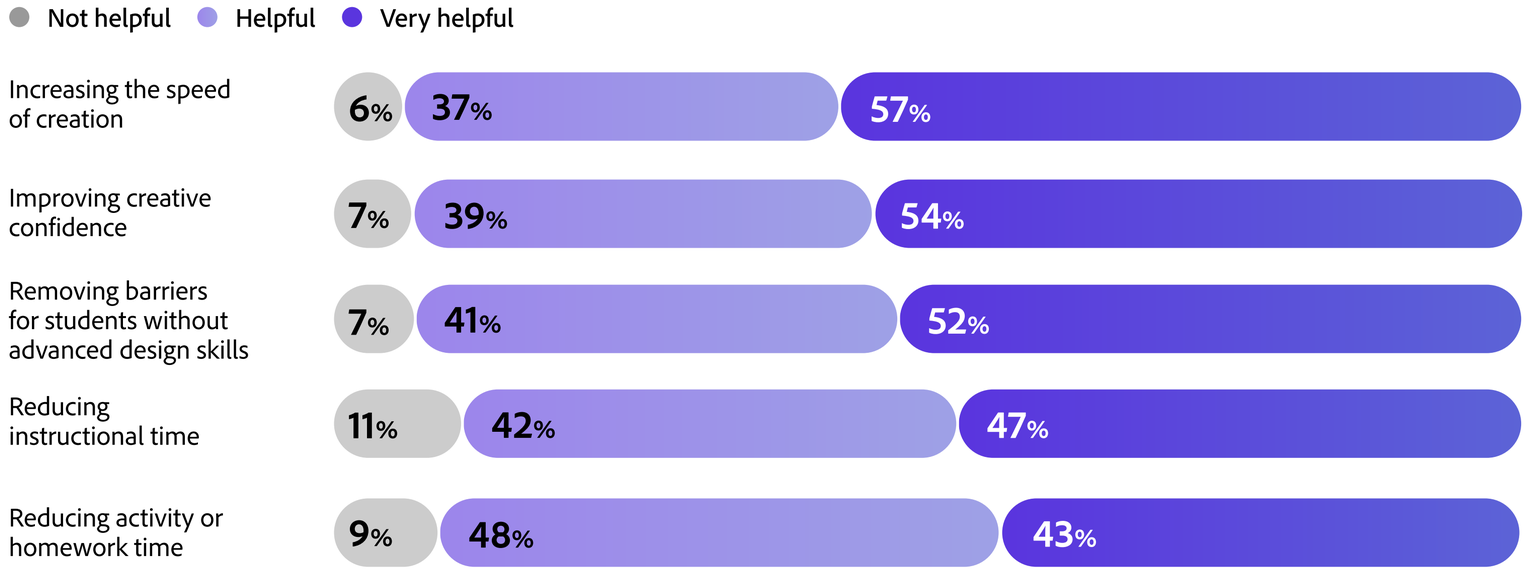
The growing adoption of generative AI in classrooms presents a unique opportunity to enhance the frequency of creative projects and the teaching of creative thinking and communication skills.

Notably, 85% of educators believe that generative AI can boost students' creativity and creative thinking skills when used thoughtfully.

In particular, the user-friendly nature of AI tools helps eliminate traditional barriers to integrating creativity into the classroom.

FIGURE 3.3

Areas in which educators find generative AI to be helpful to students for creative projects and multimedia assignments



→ "How helpful do you think generative AI can be for students in the following areas?"

Educators find generative AI especially beneficial for creative projects and multimedia assignments in the following ways:

Increasing the speed of creation
(**94%** helpful / very helpful)

Removing design and communication barriers between a student's great idea and its realization
(**93%** helpful / very helpful)

Improving creative confidence in students to explore and express their ideas
(**92%** helpful / very helpful)

Reducing time students need to create something they are proud of
(**91%** helpful / very helpful)

Decreasing instructional time to teach students manual steps to create from a blank canvas
(**89%** helpful / very helpful)

This increase in productivity is particularly valuable in today's classrooms, where students often feel overwhelmed by the volume of work. Many routine tasks yield minimal pedagogical impact. AI helps streamline these processes, making it easier for students to approach projects with creativity and depth.

> "AI boosts student creativity by offering customized inspiration, automating routine tasks, and enabling experimentation with novel concepts."

— US high school STEM teacher in Florida

Selection of Appropriate Classroom Tools

Today, schools follow a range of guidelines and regulations that suggest, approve, or even prohibit certain generative AI tools. In many instances, both educators and students are making personal choices about which tools will be effective and helpful. In this way, educators play a crucial role in evaluating these tools on behalf of their students.

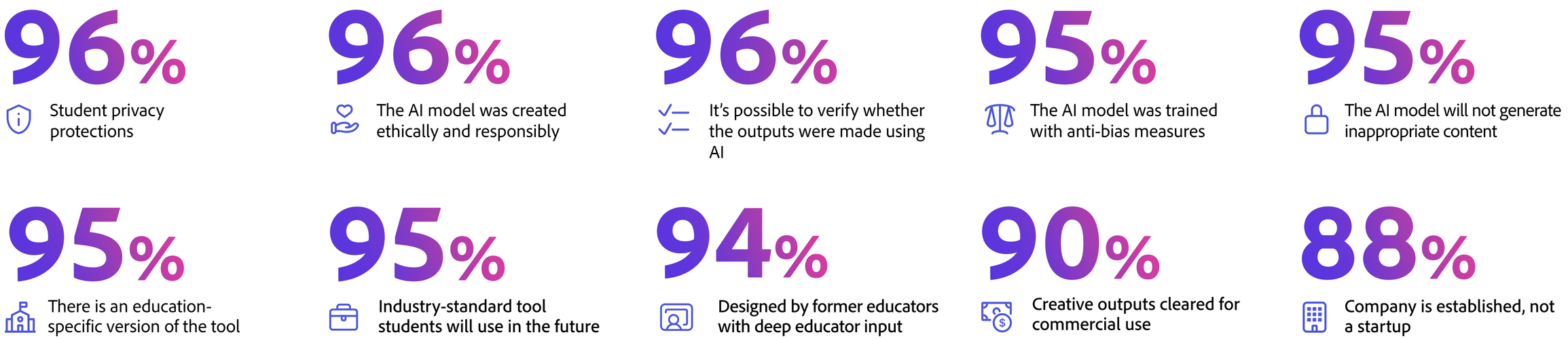
With an ever-expanding array of options available, educators have identified key features and attributes (related to the tool, the model, or the company behind it) that are most important when determining whether a technology is suitable for student coursework, as illustrated in Figure 3.4.

This chapter has offered a foundational overview of the current state of generative AI in K–12 and higher education classrooms, particularly regarding its creative and multimedia applications by students.

The following chapters will explore the reasons behind this usage, focusing on the aspirations educators have for this new technology to enhance students' academic, career, and personal outcomes.

FIGURE 3.4

Percentage of educators who find particular generative AI features important for student classroom use



→ Percentage of educators who say the following features are important when deciding whether an AI tool is appropriate for their students to use in their class.

4 Academic Outcomes from Creativity with AI

In addition to delivering benefits such as increased productivity and engagement, any new technology introduced for classroom use must directly address students' academic outcomes. These outcomes can be measured through improved performance on assessments, higher grades, better retention rates, or more holistic indicators such as engagement, confidence, and a love of learning.

For generative AI to effectively tackle significant and longstanding challenges in education, including enhancing essential creative thinking skills, it must be demonstrated that it has a positive impact on student performance in both classroom and academic settings.

The findings presented in this section highlight how educators across K–12 and higher education are utilizing AI-driven creative projects to improve these critical academic outcomes. This sheds light on AI's potential to make learning more engaging and impactful for students.

Increasing Engagement and Retention

Low student engagement is a significant concern affecting all educational levels today. In the US, 25% to 54% of Generation Z students report that they lack engaging school experiences.[2] In higher education, university students in the UK struggle to maintain consistent engagement in their studies, often citing boredom in lectures, assignments, and assessments, which leads to lower attendance and poorer academic performance.[3]

Given these challenges, educators at all levels are increasingly interested in how generative AI can help reengage students by making learning experiences more relevant, interactive, and creative.

> “Students are excited to use AI for their projects. This helps improve their attendance at school because students feel more in control of their schoolwork.”
>
> — US elementary and middle school multi-subject teacher in California

This finding indicates that combining creativity with generative AI can be crucial in addressing the issue of

93% of educators believe that integrating AI literacy into their coursework will enhance student engagement.

57% of educators say improved student engagement is one of their primary reasons for having their students use creative AI more frequently.

student disengagement. By doing so, educators can empower students to take more ownership of their learning and express themselves creatively.

Educators participating in this study expressed particular enthusiasm for AI's ability to support personalized and project-based learning. Both approaches have demonstrated effectiveness in enhancing student interest and involvement.

> "AI enhances student creativity by offering personalized learning, innovative tools, and instant feedback, enabling them to explore and expand their creative potential."
>
> — US university arts and digital media faculty in California

34%

of educators in this study reported they are motivated to incorporate creative AI into their curricula because of the positive impact these projects can have on student retention, attendance, and graduation rates.

Cultivating Multimodal Communication

A key way to drive engagement is to move students from passive consumers of information to active creators and communicators of their unique and ideas and solutions. According to this report, generative AI has the potential to enhance communication and self-expression.

By offering diverse formats—such as visuals, multimedia, and presentations—AI enables students to communicate in ways that align with their learning styles and personalities, thereby fostering more inclusive and effective learning environments.

Many educators in this study connect accessibility and inclusion with assessments that depend on communication skills. When students face challenges with confidence or multimedia communication skills, generative AI can equitably ensure that all students can fully express their understanding.

Additionally, developing these multimodal communication skills benefits all students, preparing them for a world that increasingly relies on diverse modalities and multimedia for sharing and consuming information.

51%

of educators are motivated to incorporate generative AI into their classrooms in order to help students articulate their ideas more effectively and express themselves.

> “I feel generative AI will help spawn a whole new world of learning for my students. This is especially helpful to students who may be introverts. They get the chance to interact and unleash their creative sides.”
>
> — US high school careers and technical education teacher in Georgia

> “I have many students who have the imagination but don’t know how to get their ideas out there, and generative AI helps them be able to do that.”
>
> — UK secondary history teacher in North West England

> “AI can help students who are not capable of fully expressing their ideas. They may have a good idea about what image they want to use for a project but can’t find anything that matches, and they don’t have the artistic capability to make it without assistance.”
>
> — US middle and high school multi-subject teacher in Illinois

> “AI can help children foster their ideas when they have trouble expressing themselves”
>
> — US high school special education teacher in Maryland

How Creativity Improves Broader Academic Outcomes

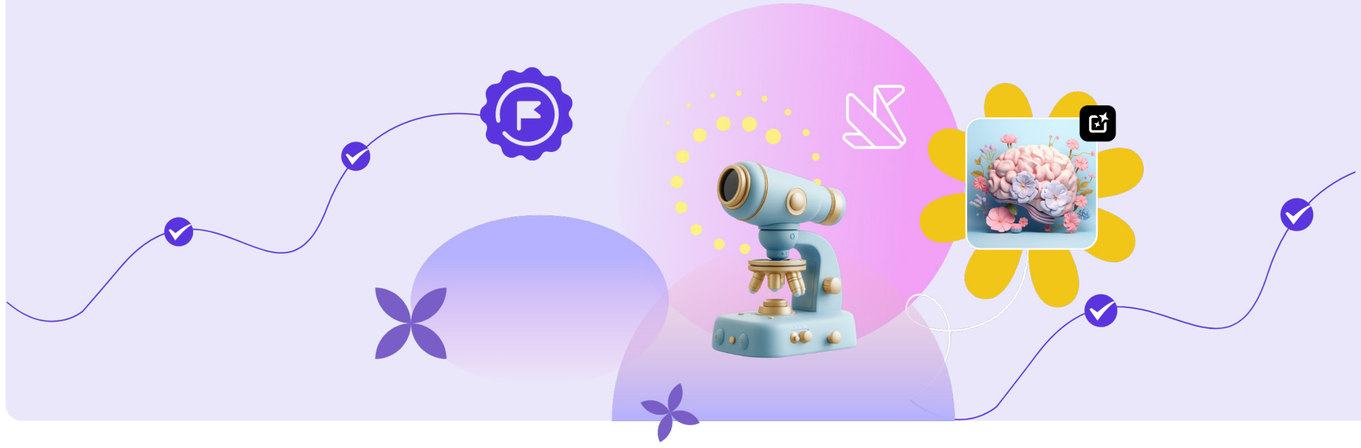
Creativity occupies a distinct role among the essential "4 Cs"—alongside critical thinking, communication, and collaboration. At first glance, educators and parents may overlook creativity as merely an "elective" skill related to the arts rather than as a core competency vital for success across various subjects and industries.

In practice, a classroom that fosters creativity often incorporates a number of creative thinking instructional practices and pedagogical strategies.

Research indicates that many of these practices not only enhance creative thinking but also improve higher-order cognitive and academic skills.[6] In this report, we surveyed educators to determine how often they incorporate creative practices in their classrooms. We divided the survey respondents into two groups: those who focus most on creativity (the top 25th percentile) and those who focus least (the bottom 25th percentile). This approach mirrors similar research methodologies used in previous studies

Top creative thinking instructional practices

- Brainstorming **various approaches or solutions**
- Creating projects that reflect **what students have learned**
- Experimenting with **different methods**, even if they may not succeed
- **Drawing connections** between multiple subjects or classes
- **Generating original ideas** to address a problem
- Working on projects or assignments with **real-world applications**
- **Engaging in discussions** on topics that lack definitive right or wrong answers
- Presenting information or knowledge in **diverse formats or media types**



(Appendix A).

This segmentation allows us to demonstrate the impact of creative instructional practices on student outcomes. It also emphasizes the potential for generative AI to facilitate more positive outcomes for a greater number of students.

As shown in Figure 4.1, educators who deploy more creative activities in their classrooms report significant increases in their students' weekly demonstration of other essential skills compared to educators with a lower focus on creativity:

- Deep learning of subject matter (+31%)
- Resilience (+31%)
- Curiosity (+29%)
- Making connections between subjects (+30%)
- Knowledge retention (+25%)
- Problem-solving (+21%)
- Critical or analytical thinking (+14%)

91%

of educators believe that creative AI fosters deeper learning by enabling students to examine topics from various perspectives and encouraging the integration of knowledge across different disciplines.

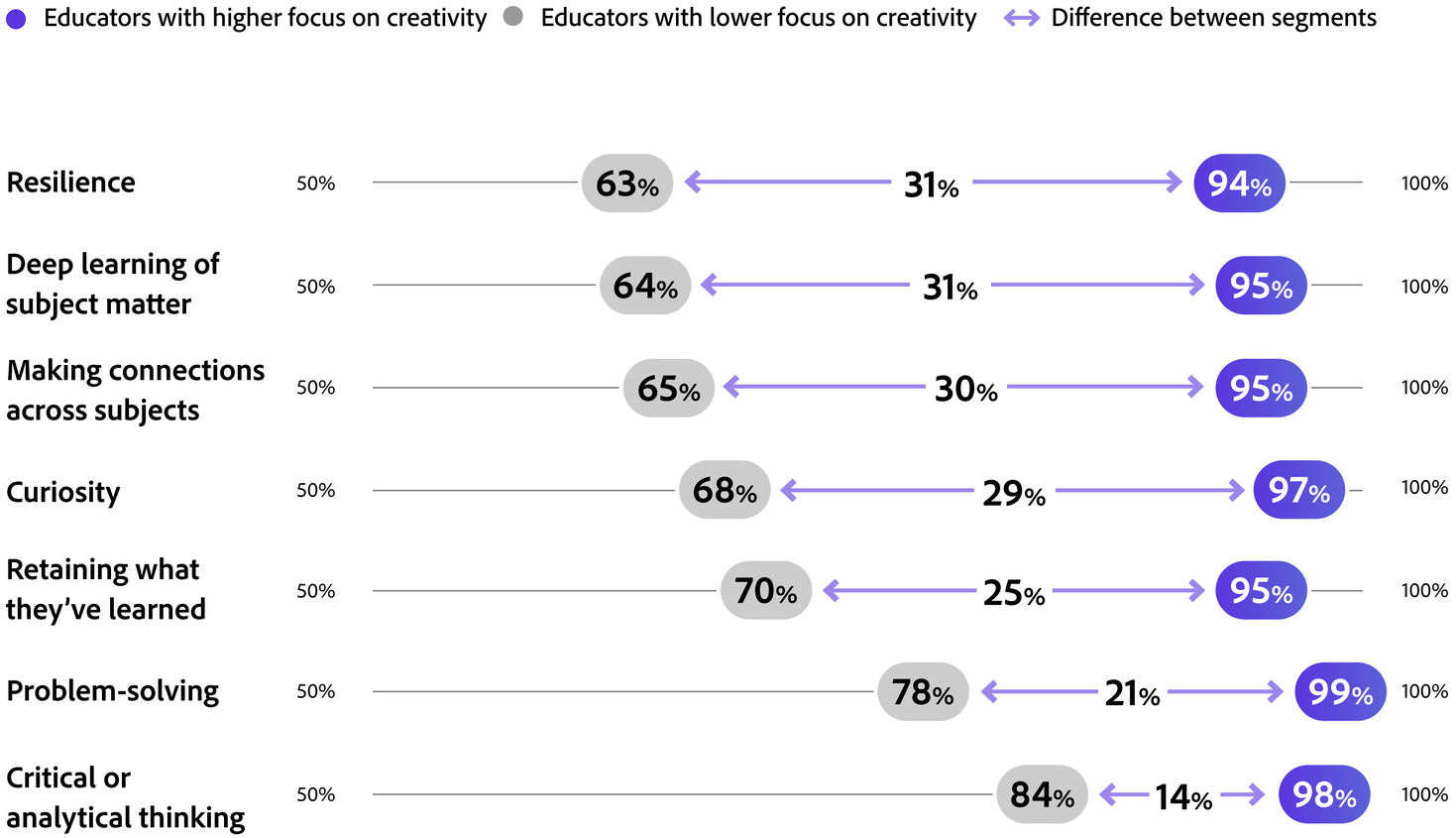
Educators in this study offered valuable insights into why these creative activities have such a wide-ranging impact beyond fostering creativity and the role of generative AI in enhancing those benefits.

Educators who incorporate more creative activities in the classroom are often attracted to the hands-on nature of AI projects. These projects require students to apply their knowledge in meaningful ways, which enhances their engagement with the content. As a result, students tend to perform better academically and experience deeper learning as they actively process and internalize information.

AI also offers new approaches for analyzing and solving problems, empowering students to experiment and take intellectual risks. This willingness to explore contributes to a deeper understanding and improved retention of the material.

FIGURE 4.1

Percentage of teachers who report that their students demonstrate each cognitive skill at least weekly



→ "How often do your students demonstrate the following cognitive skills?"

Insights from Educators

Generative AI with creativity . . .

". . . lets students gain confidence and resilience around being able to commit their thoughts and ideas to paper."

— UK secondary careers and technical education teacher in North West England

". . . informs my students of alternative solutions to problems and has shown them how to look at issues from different points of view."

— US high school STEM teacher in Kansas

". . . helps to assist students in brainstorming and evaluating diverse ideas, fostering innovative thinking and collaboration."

— UK secondary multi-subject teacher in London

". . . allows students to explore hypothetical scenarios, encouraging imaginative thinking and problem-solving."

— UK university business and economics lecturer in London

". . . instills curiosity in students' minds, not just accepting things but always asking why and trying to find new answers, meanings, and reasons."

— UK university social sciences lecturer in London

". . . helps my students get different views and helps their thinking process."

— US college engineering faculty in Missouri

Assessment and Grading of Creative Work Produced with AI Assistance

The introduction of generative AI into classrooms is significantly reshaping how educators approach assessment and grading. This shift is prompting educational institutions to re-evaluate the emphasis they place on rote memorization and routine tasks.

Part of this transformation is driven by the acknowledgment that generative AI is particularly effective at assisting with these types of tasks, similar to how calculators changed perspectives on the importance placed on manual mathematical computation.

However, an important discussion is emerging within classrooms regarding the balance between generative AI as a tool to assist and its potential to replace essential skills. This conversation has sparked considerable caution and thoughtfulness about how and where generative AI is integrated into learning and assessment practices.

By the end of 2024, discussions about generative AI, assessments, and concerns about cheating have focused primarily on traditional assessments like essays, multiple-choice questions, and computations involving text-to-text or text-to-code generative AI. However, when it comes to creative projects, collaborative work, or multimodal assessments, the conversation takes a different direction. For these more comprehensive and holistic assessments, there is typically a strong emphasis on the process students use, including feedback rounds, rather than solely evaluating the final product or outcome.

Many innovative generative AI tools designed for multimedia creation utilize technologies like embedded Content Credentials. These credentials provide metadata that reveals how the content was created, whether AI was employed, and whether the content was edited or credited.

59%

of educators believe that cheating is a lesser concern when it comes to using AI for creative or multimedia projects.

83%

of educators believe that feedback on the creative process is more important than grading the final result, particularly for multimedia and creative projects.

This suggests that creative AI projects, which often produce unique and personalized results, are less vulnerable to traditional forms of academic dishonesty.

Additionally, 83% of educators in this study express confidence that students can learn to disclose their use of AI, similarly to how they handle attribution and citations, especially employing technology that helps them show how they used AI.

Educators also observe that students are more inclined to take ownership of AI-driven creative projects. They view these projects as genuine self-expression opportunities rather than simply assignments that need to be completed for the "right answer."

> "[Creative AI can allow] the development of authentic assessment and creative portfolio assessment, providing the foundation for innovative student work."
>
> — UK university business and economics lecturer in Yorkshire

Assessment can often be a mundane or personally unfulfilling task for educators, especially when it comes to evaluating multiple-choice questions or routine student assignments. In contrast, many educators gain deep personal satisfaction from assessing creative work. In fact, 85% of them believe that providing feedback on creative projects is more meaningful than grading exams or essays.

Educators also report that creative projects offer them greater insights into their students' personalities, strengths, and areas for improvement.

At a time of increasing teacher burnout and a need for more authentic connection and well-being in the classroom, the intellectual exchange of ideas between students sharing their creative work and educators providing feedback can create powerful opportunities.

> "Students express themselves best and feel most comfortable when they don't feel judged.
>
> Sharing their ideas and exploring interactively with AI allows them to build confidence while receiving helpful feedback. AI builds on this, and students feel a sense of purpose as their self-esteem increases with their skills."
>
> — US elementary multi-subject teacher in New York

96%

of educators believe the ability to verify if outputs were generated using AI is crucial when determining whether an AI tool is suitable for classroom use.

> The sense of achievement and pride you see in a child when they've done something they're proud of is amazing. I work with children with autism, and it's extra special when they improve on assessments or show pride in something they've done."
>
> — UK primary multi-subject teacher in Wales

This interaction not only enhances the effectiveness of projects and assessments but also makes them more meaningful.

Evaluating creative work, whether it involves AI or not, presents unique challenges for educators who may lack training in providing process-based feedback or assessing creative and multimodal projects.

In fact, 83% of educators indicate that they need rubrics or guidelines to assist them in grading AI-assisted creative work.

This evolving approach to assessment reflects a broader trend in education, where grading practices are moving away from static, outcome-based evaluations and toward dynamic, process-oriented feedback.

As generative AI continues to influence the learning environment, educators are reconsidering grading methods to acknowledge not only final assignments but also various learning artifacts. These artifacts demonstrate how students engage with the learning process and reflect on their thinking in metacognitive ways.

> **"School leaders should set clear and precise guidelines that assist in the assessment of the final product created."**
>
> — US high school social studies teacher in North Carolina

5 Career Outcomes from Creativity with AI

In today's rapidly changing job landscape, K–12 schools and higher education institutions play a crucial role in preparing students for meaningful career success in the age of AI.

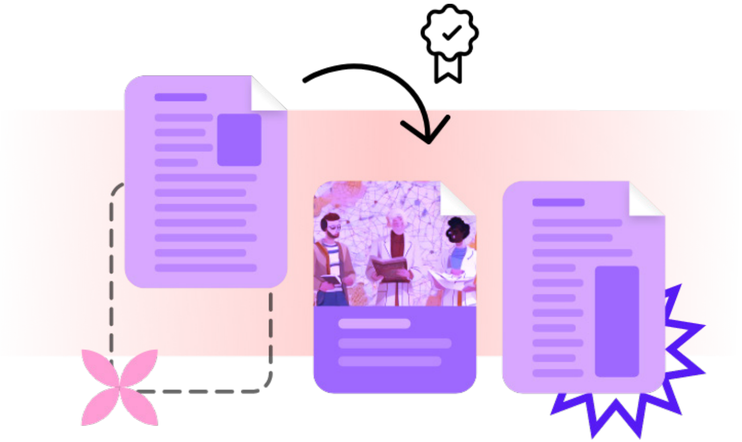
From generative AI to augmented and virtual reality, new technologies are transforming every career and every aspect of the human experience.

Today's students are the first generation empowered to use these tools to enhance productivity, reduce routine tasks, and foster creative thinking, innovation, and collaboration. This technological empowerment opens new doors to career paths that were previously inaccessible or did not exist.

Integrating AI into creative projects offers students more than just an education; it provides a vital competitive edge that aligns them with the expectations of modern employers. Within just three years of the general release of generative AI tools, 66% of industry leaders now report that they would not hire someone without AI skills.[7] Additionally, creative thinking is projected to be the most important skill by 2027, making it essential across various fields, including healthcare and engineering.[8]

The rapid rise of AI in the workplace, combined with the increasing demand for creative skills, highlights career opportunities for students that extend far beyond traditional "creative" roles.

Classroom projects that incorporate AI literacy equip students with highly relevant competencies such as brainstorming, storytelling, and multimedia communication, all of which are applicable across various industries, including finance, healthcare, and education.



> "My purpose is to teach my students to be good people. Not everything is about grades, and all students are different. If teaching is going to change anything, we must understand that not all students are going to be doctors and lawyers. There are so many other career paths we also have to nurture."

— US middle school multi-subject teacher in New Jersey

Acquiring Essential Creativity and AI Career Skills

In our study, 86% of educators believe that teaching students how to use generative AI for creative or multimedia projects will enhance their chances of securing jobs in the increasing number of careers that require these skills.

Many educators recognize that AI literacy contributes to students' career readiness by fostering essential skills such as critical thinking, digital literacy, and creativity—skills that are vital for success in nearly every industry.

Additionally, 38% of educators indicate that improved career prospects for students is a key reason for encouraging the use of AI in creative or multimedia projects. By fostering confidence in creative problem-solving and communication skills, educators can help students enter the workforce equipped with abilities that distinguish them from previous generations.

Motivations for teaching creativity and AI for student career success

> "I feel AI takes kids' imaginations to a different level once they experience what they can do. It challenges them to want to learn how to do anything they might want to do."
>
> — US middle school math teacher in Georgia

> "AI can support a student's creative side as they can make anything, which opens up new doors for their future."
>
> — UK primary school multi-subject teacher in South West England

> "Creative AI gives my students a greater sense of self-accomplishment and empowerment, which gives them the best edge for success."
>
> — US high school multi-subject teacher in Arizona

Addressing Underemployment with Durable Skills

Underemployment and skill mismatches pose significant challenges for recent graduates, as many find themselves in jobs that do not require a degree or fully utilize their potential.

In the United States, approximately 40% of recent college graduates are underemployed; alarmingly, 73% of those who start underemployed remain in that situation 10 years after graduating.[9]

In the United Kingdom, over one-third of college graduates end up in low-skilled jobs, resulting in lower levels of job and life satisfaction.[10]

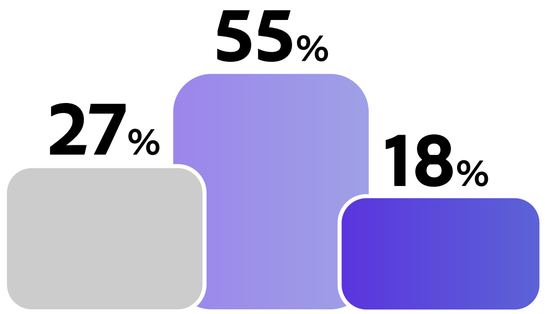
The financial consequences of this trend are considerable: underemployed recent graduates in the US earn about $10,000 less each year compared to their peers working in roles that require a degree.[9]

In light of these realities, educators are increasingly recognizing their responsibility not only to prepare students academically but also to ensure that they are career-ready.

FIGURE 5.1

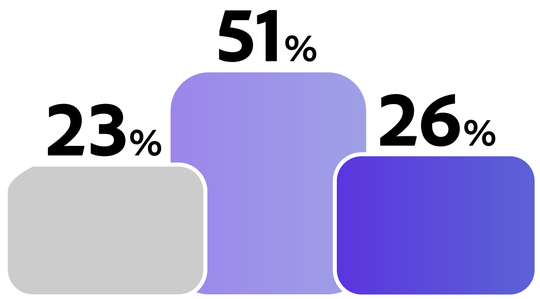
Perceived responsibility for cultivating student creativity and AI career skills

Student's responsibility · Shared responsibility · Educator's responsibility



Responsibility for developing creative thinking skills

→ "To what degree do you see it as your responsibility to set students up to pursue a wide variety of careers with transferable skills like creative thinking?"



Responsibility for developing generative AI skills

→ "To what degree do you see it as your responsibility to set students up to pursue a wide variety of careers with transferable skills like generative AI?"

In this study, educators express a significant sense of responsibility for equipping their students with creativity and AI skills necessary for career success (see Figure 5.1).

They view AI-supported creative projects as valuable opportunities that allow students to explore career paths that align with their interests and ambitions.

> “AI empowers students to think creatively, equipping them to not only land jobs but make meaningful contributions in any field they choose.”
>
> — UK secondary science teacher in North West England

When selecting the right generative AI tools for their classrooms, educators consider the employable skills they want to equip students with, ensuring that they gain fluency in industry-standard tools.

With the rapid increase of new generative AI tools available, many of which have uncertain longevity, 88% of educators emphasize the importance of using tools developed by established companies rather than startups. This is to ensure the durability of the technical skills students acquire.

95%

of educators believe it is important for students to use industry-standard tools that they are likely to encounter in their future careers involving generative AI. Among these, 57% regard this as “very important.”

Additionally, whether students aim for careers in companies or as entrepreneurs or freelancers, educators recognize the value of training students on tools suitable for professional use. For instance, 90% of educators find it important to teach students how to use tools that allow their creative outputs and projects to be cleared for commercial purposes.

Beyond skill development, creative AI also allows students to explore their personal interests and find a sense of purpose in their work. By engaging in projects that resonate with their unique aspirations, students can identify meaningful and sustainable career pathways aligned with their interests and ambitions.

This commitment to supporting students' career opportunities was a recurring theme among educators participating in this study. They discussed their own professional purpose and the sense of accomplishment that extends beyond immediate indicators like grades.

"Teaching can become monotonous. It's the different students that you encounter every year that can motivate you to help them achieve success in life.

I love seeing the variety of careers our students go on to, and their enthusiasm and big dreams are an energizer for me in day-to-day teaching."

— UK university humanities lecturer in Wales

6 Personal Outcomes from Creativity with AI

With the rise of disruptive technologies and the emergence of global social, economic, and environmental challenges, the next generation is striving to find their place and purpose in a rapidly changing world.

As a result, educational institutions are increasingly attempting to address the observed lack of purpose and diminished personal well-being among youth.

Research indicates that 80% of young people lack a clear sense of purpose, which negatively impacts their mental health and resilience.[11] This issue does not seem to improve over time; college students report similar struggles, with over half stating that they lack direction in their lives, an issue that contributes to ongoing mental health challenges.[12] Furthermore, 95% of college graduates consider having a sense of purpose in their careers essential, yet only 40% feel that they have achieved it.[13]

Addressing these issues requires more than academic solutions; it necessitates a focus on how schools can support students' holistic well-being, mental health, and broader sense of purpose.

This report builds on previous research demonstrating how creativity can enhance well-being, particularly for students and teachers. How can creativity, assisted by AI, create new opportunities for students to express themselves, discover their passions, and explore their sense of purpose in ways that may positively impact their well-being?

Creativity's Impact on Mental Health and Well-being

Creative activities in the classroom have been shown to benefit mental health and reduce stress for both students and teachers.[14,15] Recent research shows that 95% of educators believe that encouraging creativity improves mental health and lowers stress levels for themselves and their students.[16]

These findings show that incorporating creative projects in the classroom can support academic growth and help address youth well-being challenges.

AI-powered tools that streamline creative projects and promote equity can help educators dedicate more time to their students' personal development, ultimately enhancing the well-being of both teachers and students.

82%

of educators who utilized creative activities in their classrooms last year reported positive effects on student well-being and engagement, leading to increased teacher satisfaction and reduced burnout.

"Many students have creative visions but lack the skillsets to make them come to fruition. Using AI, students can bring their vision to life. Since creativity is natural, when a student completes an endeavor using AI, she feels a sense of accomplishment, increasing her sense of well-being."

— US community college math and computer science faculty in Texas

"Creative generative AI facilitates creative projects such as digital art or music composition, allowing students to express themselves and explore their identities, which can enhance their sense of purpose and belonging."

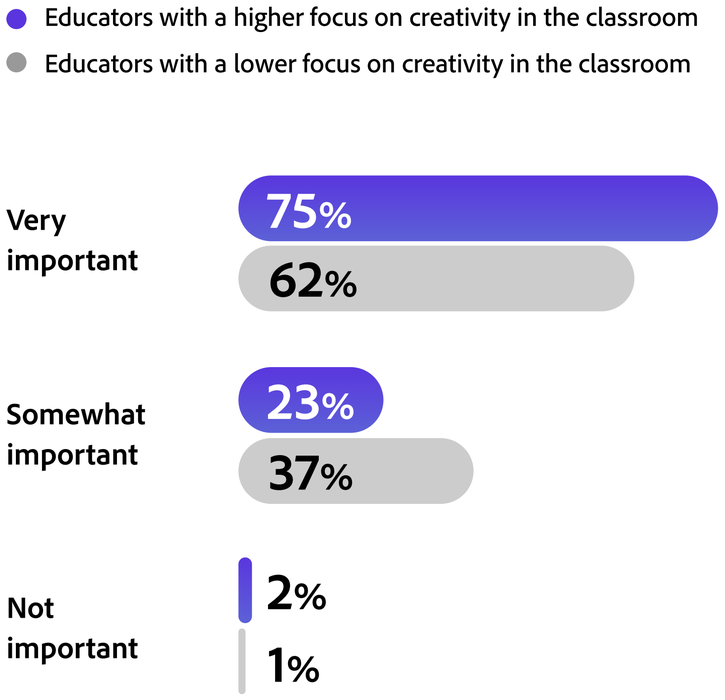
— US high school multi-subject teacher in California

"Students express themselves best and feel most comfortable when they don't feel that they are being judged. To be able to share their ideas and explore interactively with AI allows them to build confidence while receiving helpful and positive feedback. Students then feel a sense of purpose as their self-esteem increases with their skills."

— US elementary school multi-subject teacher in New York

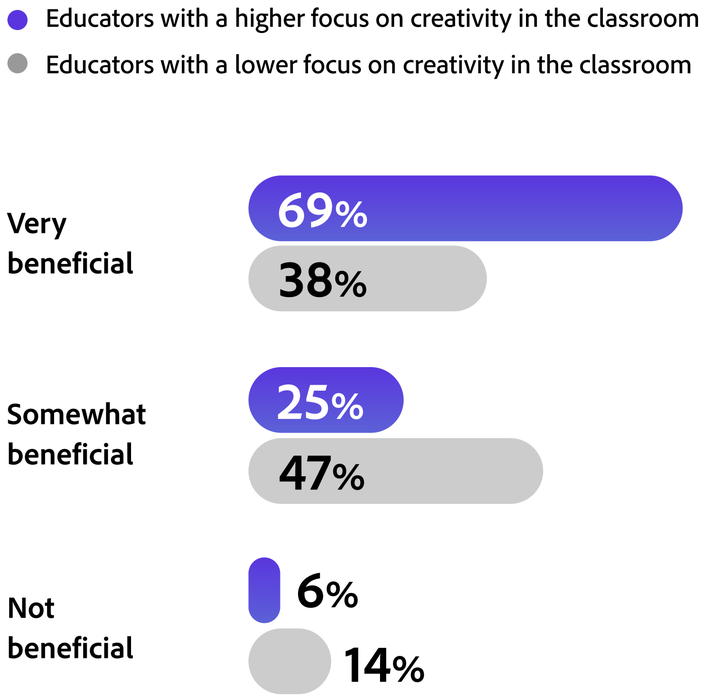
FIGURE 6.1

How important educators find creativity and self-expression in the classroom for the well-being of their students and themselves



→ "How important do you believe creativity and self-expression are in fostering both teacher and student well-being?"

How beneficial educators believe creating with generative AI can be for student self-expression and well-being



→ "If students learn AI literacy, how beneficial do you believe it will be for their self-expression and personal well-being?"

In this study, 98% of educators report that creativity and self-expression are important for fostering well-being in both teachers and students, with 75% stating that it is “very important.”

To enhance the benefits of creativity, 94% of educators believe that learning AI literacy for creative work can also significantly improve student self-expression and personal well-being. Additionally, 69% of educators reported that this outcome is “very beneficial” when generative AI is integrated effectively.

Educators who emphasize creative thinking and activities in their courses tend to recognize the significant impact that creativity—both with and without the aid of generative AI—can have on the well-being of both teachers and students, as shown in Figure 6.1.

The potential of creative activities in the classroom to unleash student self-expression, foster personal connections with educators and peers, and help students find meaning in their daily experiences is immense. This is an exciting field for further exploration. Future research could help identify which types of activities or curricula are most effectively enhanced by generative AI to promote positive outcomes for both students and educators.

“AI gives students another outlet to be creative in a more technological way. It can help boost pupils’ confidence and self-esteem as well as their overall engagement and interest in their learning.”

— UK primary school multi-subject teacher in East of England

The Power of Purpose: A Foundation for Self-Discovery and Growth

A person's sense of purpose significantly impacts their well-being and personal fulfillment. Opportunities to explore this sense of purpose can profoundly influence the lives of students. Purpose can be defined in various ways, such as having a central, self-organizing aim in life.[17] Individuals with a strong sense of purpose can often identify what matters most to them and set goals aligned with those values, enabling them to lead more purpose-driven lives.[17]

In addition to enhancing mental well-being, a robust sense of purpose is linked to numerous positive health outcomes, including improved sleep.[18]

Moreover, a strong sense of purpose is essential not only for health but also for creativity. Research indicates that engaging in creative activities—whether they involve designing solutions or innovating in new ways—is one of the primary methods through which people find meaning in their lives.[17]

In the classroom, creative AI offers students the chance to explore these pathways, helping them understand and define their personal and professional sense of purpose from an early age. Educators, who are often driven by a strong sense of purpose themselves, are increasingly recognizing that fostering a sense of purpose in students is crucial for their success and overall well-being.

> "There's a power that comes from within when you have created something, and showing or expressing it is an amazing feeling."
>
> — US high school English language arts teacher in Tennessee

Research studies typically assess an individual's sense of purpose in life through surveys that include statements like, "I have a sense of direction and purpose in life" and "Some people wander aimlessly through life, but I am not one of them."

For this study, we adopted a similar approach by asking respondents to react to various statements using a scale. This allowed us to create an overall purpose index and categorize respondents into two groups: those in the highest quartile as "educators with a high sense of purpose" and those in the lowest quartile as "educators with a low sense of purpose."

This methodology reveals insightful correlations between an educator's personal sense of purpose and their dedication to fostering a sense of purpose in their students. This commitment often involves integrating activities into the curriculum that promote creative self-expression, utilizing multimodal assessments, and providing personalized opportunities for students to connect the subject matter to topics, skills, and real-world applications that hold significance for them.

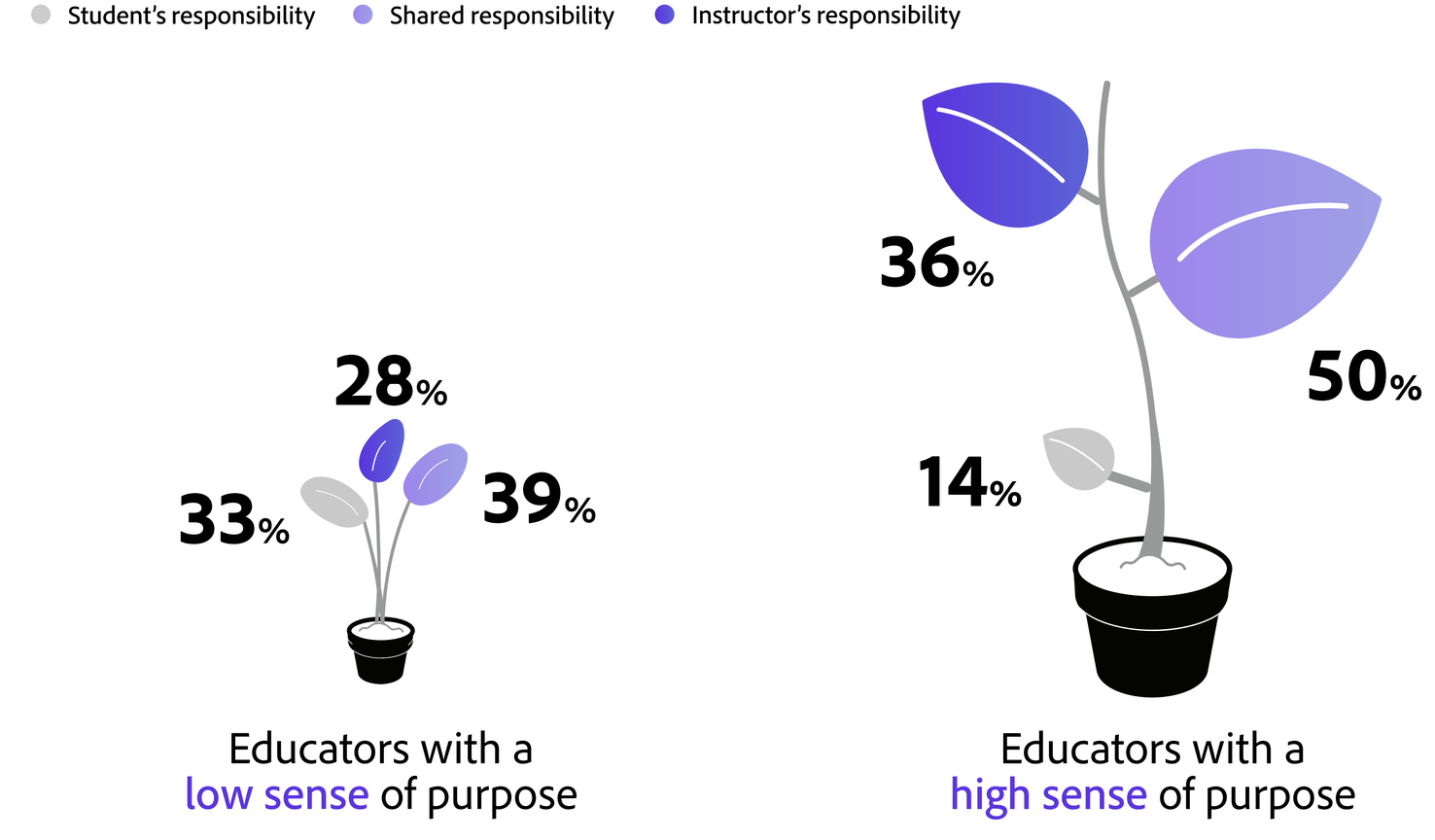
Almost half of educators believe this responsibility is shared with students, emphasizing the importance of collaborative approaches that foster students' growth and self-discovery. Creative activities—especially those facilitated by generative AI—are becoming a powerful way to achieve this.

> "While teachers are meant to teach the curriculum, I also strongly believe teachers should help students find their place and what motivates them in their own lives."
>
> — US elementary school multi-subject teacher in Maryland

FIGURE 6.2

The higher an educator's sense of purpose, the more they see it as their responsibility to instill a sense of purpose in their students.

"To what degree do you see it as your responsibility to give students the opportunity to explore their sense of purpose?"



Creative self-expression, supported by AI, allows students to engage in projects that resonate with them personally, which promotes emotional well-being and resilience.

As previously mentioned, the next generation is deeply invested in ensuring that their careers have a sense of purpose. However, without a clear understanding of what motivates them and what they truly care about, it becomes difficult for students to make career decisions that are driven by purpose.

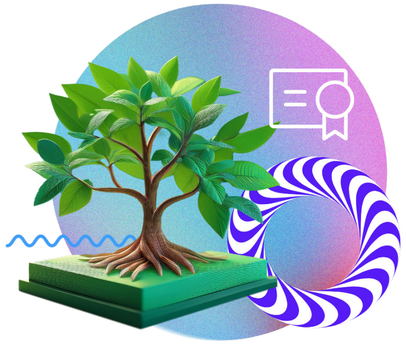
> “I just want to be able to help others. It’s what I’ve always wanted to do and teaching is a way that I can do that. I can help others realize their purpose in life and make them better prepared for the future.”
>
> — US middle school English language arts teacher in New Mexico

As shown in Figure 6.3, an educator’s sense of responsibility for preparing students for their careers is significantly shaped by their personal sense of purpose. Educators who possess a strong sense of purpose tend to be more dedicated to teaching skills such as creative thinking and generative AI. They are also more likely to explore potential career pathways that these skills can support.

> “My purpose is to actually help others discover purpose. That includes exploring their creativity.”
>
> — UK secondary school multi-subject teacher in London

AI tools, such as text-to-image software and digital art applications, enable students to express their creative visions without being constrained by their technical skills. This availability offers immediate validation and a sense of accomplishment. These enriching experiences allow students not only to explore their unique interests but also to cultivate resilience by fully engaging with projects because they are personally meaningful to them. By integrating creative AI tools throughout K–12 and higher education, we can offer consistent support for self-discovery and personal development.

86%

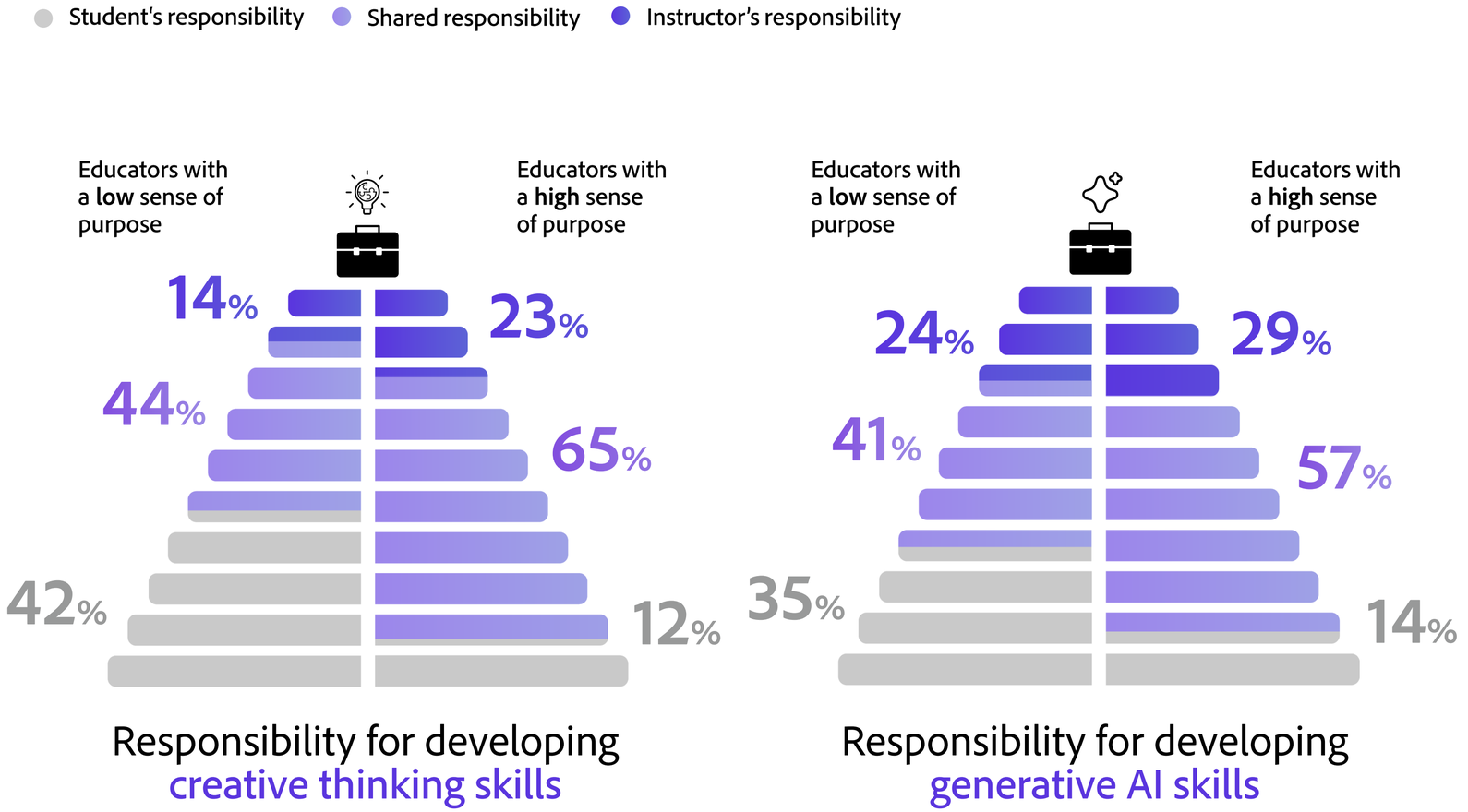


of educators with a high sense of purpose feel it is their responsibility to help their students explore their own sense of purpose, compared to only 68% of educators with a low sense of purpose.

> “AI can significantly contribute to student well-being and a sense of purpose by enhancing their creativity and self-expression in various ways. It can help students express themselves, building confidence with creative wins, exploring identity and finding purpose, reducing stress.
>
> Whether it’s offering a safe space for self-expression, building their confidence, or helping them connect with others. AI can be a powerful ally in supporting student well-being.”
>
> — US university business faculty in Georgia

FIGURE 6.3

How an educator’s sense of purpose influences their commitment to student career exploration



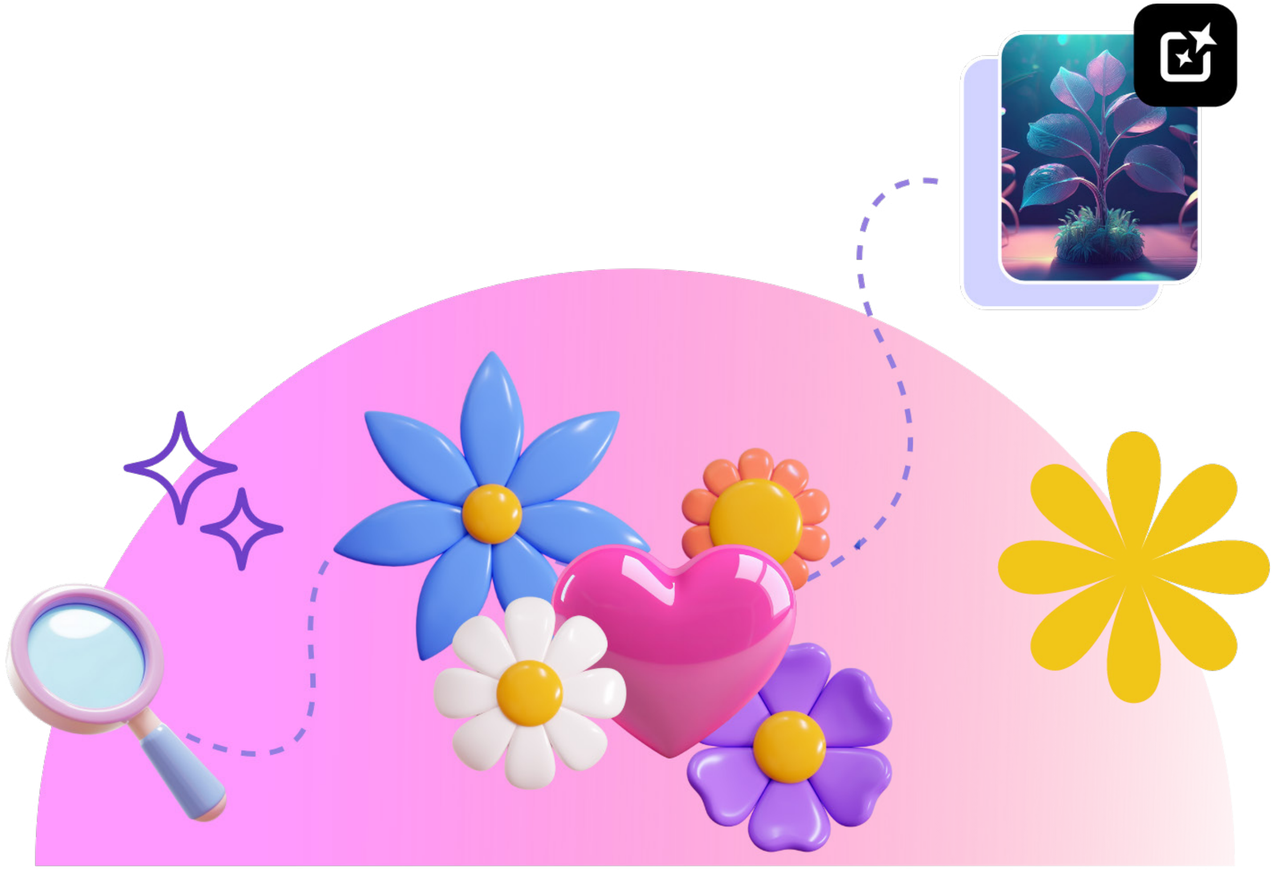
→ “To what degree do you see it as your responsibility to give students the opportunity to explore their sense of purpose?”

Building a Brighter Future: Empowering Students with Digital Creative Skills and Purpose

In today's world, purpose and well-being are crucial. Helping students develop them requires holistic approaches that go beyond traditional academic goals. By incorporating creative AI in education, we are not only teaching technical skills but also empowering students to discover meaning, build confidence, and develop resilience that will benefit them throughout their lives.

This generation of students has a unique opportunity to use generative AI to express themselves, explore their interests, and make meaningful contributions to the world around them.

With tools for creativity and AI readily available, students have new ways to navigate today's challenges with purpose and hope, preparing them to lead fulfilling and impactful lives.



7 Barriers and Opportunities to Increase Student Success

As more AI tools emerge in educational settings, educators and school leaders are carefully evaluating which features make these tools effective, safe, and responsible for classroom use.

This assessment goes beyond functionality; it addresses fundamental concerns related to academic integrity, student safety, change management, and the necessary resources for integrating new technology.

Despite their enthusiasm for AI's potential, educators encounter significant barriers to the widespread adoption of AI tools. Limited budgets, complex IT approval processes, and inconsistent AI policies often hinder the realization of AI's transformative possibilities in schools.

Identifying these barriers is the first step, but overcoming them requires a unified effort across education, industry, and government to bridge these gaps and unlock the full value that AI offers to both students and teachers.

Top Barriers to Adoption and Leading Solutions

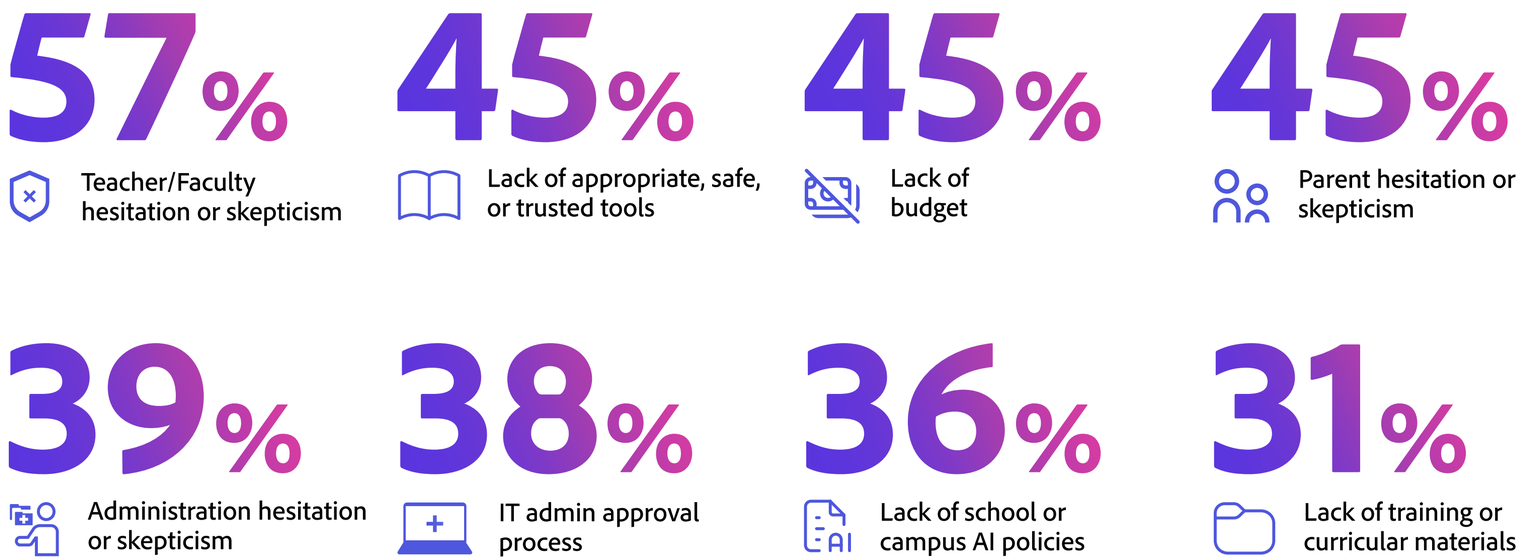
One of the aims of this report was to consider how educators can find a balance between the opportunities presented by creative generative AI in the classroom and the existing barriers that hinder its accessible and equitable use for themselves, their colleagues, and their schools. Figure 7.1 illustrates some of the top barriers educators reported.

In light of these barriers, educators in this study offered insights into their characteristics. They also suggested practical solutions to address these barriers, enabling students to fully benefit from the positive outcomes associated with creative generative AI.

FIGURE 7.1

Top barriers to adoption of creative generative AI in the classroom

Percentage of educators who ranked a factor as a "top 5" barrier to a broader adoption at their school or campus.



→ "What are the biggest barriers to broader adoption of creative generative AI at your school or campus? (rank)"

1. Educator, administrator, or parent hesitation or skepticism

As with any new technology, the initial learning curve often brings hesitancy, skepticism, and concerns about disruptions to established norms, as well as the costs associated with managing such changes.

Generative AI seems to be particularly impacted by this pattern of adoption. This is partly due to the complexity of the technology and the varying levels of AI literacy among administrators, educators, students, and parents.

In this study, educators highlighted that hesitancy and skepticism toward generative AI are the main barriers to its wider acceptance. Hesitancy from educators was identified as the top barrier, while concerns from parents ranked as the fourth-highest barrier. Hesitancy from administrators and school leaders was noted as the fifth-highest barrier.

Proposed solutions to overcome these challenges focused on professional development and raising awareness to enhance understanding of AI. This includes addressing key concerns and dispelling common misconceptions.

INSIGHTS AND SOLUTIONS SHARED BY EDUCATORS ON SHIFTING MINDSETS AROUND GENERATIVE AI

> Schools need to be more hands-on and involved in finding the best ways to present this topic to parents who are hesitant or untrusting or even unsure of their child using AI in school."
>
> — US middle school science and engineering teacher in Louisiana

> An understanding of AI itself would go a long way towards helping in this matter. A lack of understanding [by administrators] is holding back the usage of AI in the classroom."
>
> — UK secondary arts and digital media teacher in Yorkshire

> Administrators need to check their bias against AI and realize that it is a useful tool and not a threat. Then they would hold PD or seminars for faculty."
>
> — US arts and digital media faculty in New York

> Teach classes and educate parents directly on the subject of AI technology and its capabilities."
>
> — US middle school math and business teacher in California

> Administrators need to change their attitudes about AI, meaning they should stop seeing it as a tool that goes against academic integrity and see it in a more positive light as something that can help students in other ways. Changing attitudes might change their strict policies on AI."
>
> — UK university social science lecturer in London

2. IT approval and policies

Educators today often face challenges in obtaining IT and administrative approval for new AI tools, resulting in slow or stalled processes. This is typically complicated by inconsistent or nonexistent policies. Educators are seeking more agile processes and clearer guidelines on when and how they can incorporate AI into their learning environments across various subjects and disciplines, particularly in ways that promote equitable access.

Current policies regarding AI in education often focus on restricting its use to prevent cheating or misuse. While preventing cheating is important, many educators in this study noted that these restrictions can unintentionally stifle innovation and hinder the potential benefits of AI for student engagement and learning outcomes.

By evolving AI policies to support positive applications—such as encouraging creative projects, collaborative work, and critical thinking exercises using AI—schools can create an environment where AI enhances rather than disrupts education.

INSIGHTS AND SOLUTIONS SHARED BY EDUCATORS ON SHIFTING MINDSETS AROUND GENERATIVE AI

> All administration needs to do is give the go-ahead. Then I can run with so many ideas. I've been teaching for 29 years, and I have a lot of experience and wonderful ideas, but we still need the go-ahead from the administration."
>
> — US elementary multi-subject teacher in New York

> Having a standard school policy on the use of AI would be extremely helpful. As it is, different subject areas encourage AI use in different ways and, as such, we lack a cohesive standard policy with standard objectives in when and how we would like AI used."
>
> — UK secondary science teacher in the West Midlands

> Leadership should make AI a policy in the student handbook and create a code of conduct for students using it."
>
> — US middle school humanities teacher in North Carolina

> Create a campus-wide policy—either we all use it, or we don't. Otherwise, it's too confusing to students."
>
> — US business faculty in Mississippi

> Help staff create and enforce guidelines for using AI software designed for creative content creation, including references and the disclosure of AI usage in a piece of work."
>
> — UK university social science lecturer in South East England

3. Cross-curricular frameworks and curricula for AI literacy and creative projects

In many schools, the skills related to generative AI are not yet integrated into the curriculum, creating challenges for educators who wish to introduce these concepts. However, AI literacy frameworks, developed in collaboration with educational technology providers and nonprofit organizations, are starting to facilitate the meaningful integration of AI into school programs.

Many educators involved in this study observed that the integration of AI is still limited to specific subjects, disciplines, or courses. This siloed approach makes it difficult to connect AI literacy with transferable skills like creative thinking and to support interdisciplinary projects or programs. Additionally, there is a significant need for more comprehensive frameworks, curricula, and resources focused on AI literacy to foster creative thinking and expression.

Industry and educational partners, through initiatives like TeachAI, are working to establish policy guidance and AI literacy frameworks and curricula that balance the needs of educators and students. The goal is to promote the use of AI as a safe and enriching tool in the classroom.

INSIGHTS AND SOLUTIONS SHARED BY EDUCATORS ON SHIFTING MINDSETS AROUND GENERATIVE AI

> School leaders need to give approval for students to use AI across the curriculum, not for certain subjects only."
>
> — US college interdisciplinary faculty in Ohio

> Lecturers should work with curriculum development teams to integrate AI as a tool for creative activities across different subjects."
>
> — UK university interdisciplinary lecturer in North West England

> We've had several teaching-related conversations about AI in the classroom in the more general sense, but less for creative outputs."
>
> — US college social science faculty in Illinois

> Campus leaders have to set better standards for incorporating AI in my particular area of expertise. We instructors need more learning about AI in order to effectively teach our students and show them how AI can increase their creativity."
>
> — US college social science faculty in Missouri

> Campuses need to build an AI curriculum that can be tailored to each subject and allow students to be knowledgeable about AI and the best way to use it . . . without fully depending on it.""
>
> — UK university business lecturer in East of England

4. Educator professional development and co-learning communities

Educators from both K–12 and higher education also emphasize that a major barrier to the adoption of creative generative AI is the lack of relevant and ongoing professional development in AI literacy. This is particularly true for professional development aimed at enhancing creative thinking skills.

Educators point out that training should be continuous, tailored to various subjects and disciplines, and focused on learning outcomes and curricula rather than just superficial explanations of tools or features.

Given that generative AI is a rapidly evolving field—with new innovations and opportunities emerging in real time — many educators in this study also express a desire to connect with their peers in professional learning communities provided by their schools, organizations, or industry partners to exchange knowledge and best practices.

INSIGHTS AND SOLUTIONS SHARED BY EDUCATORS ON SHIFTING MINDSETS AROUND GENERATIVE AI

> The school administration needs to provide professional development workshops on integrating AI tools into creative activities, helping teachers become more proficient in using these technologies."
>
> — UK primary STEM teacher in North East England

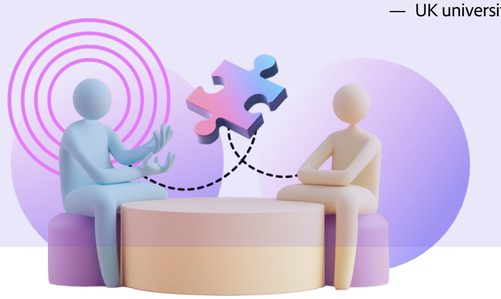
> Collaboration with other schools or industry professionals to share best practices and innovative ideas would further enhance the integration of AI in creative activities."
>
> — UK university interdisciplinary lecturer in London

> Have workshops and meetings with all of the teachers in the school together so that everyone is on the same page and we can perhaps help each other feel more comfortable with AI."
>
> — US elementary multi-subject teacher in California

> Provide training and professional development workshops or courses that help teachers understand AI tools and how to integrate them creatively into their lessons."
>
> — US high school digital media teacher in Maryland

> It would help if we, as educators, got together and discussed AI and creativity, not only in this school but with other schools, too."
>
> — US secondary maths teacher in London

> We need to be provided professional development on the use of AI in higher education—and protected time to undertake this professional development."
>
> — UK university science lecturer in the West Midlands



Summary

The solutions shared by educators in this study collectively create a dynamic blueprint for addressing the challenges of AI adoption in schools.

By fostering targeted partnerships and developing intentional policies, the education system can equip students with the tools, knowledge, and confidence they need to use AI responsibly. This approach can enhance their academic performance, career opportunities, and overall well-being in an ever-changing world.

AI in education is not a distant concept; it is an immediate reality that is shaping the next generation. By focusing on AI-driven creativity, safety, responsibility, and support for teachers, educational institutions can prepare students not only to thrive in an AI-augmented world but also to play an active role in creating a better future.

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[8] "The Future of Jobs Report 2023," World Economic Forum, April 30, 2023.

[9] "TALENT DISRUPTED: College Graduates, Underemployment, and the Way Forward," Burning Glass Institute and Strada Institute for the Future of Work, February 2024.

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[13] "Forging Pathways to Purposeful Work: The Role of Higher Education," Gallup and Bates College, 2019.

[14] Daisy Fancourt and Saoirse Finn, "What is the evidence on the role of the arts in improving health and well-being? A scoping review Health Evidence Network synthesis report," World Health Organization, November 5, 2019.

[15] Ross C. Anderson et al., "Reinvigorating the Desire to Teach: Teacher Professional Development for Creativity, Agency, Stress Reduction, and Wellbeing," Frontiers in Education, vol. 7, March 1, 2022.

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Appendix

Appendix A.

Segmenting educators by emphasis on creative skills in the classroom

To better understand how AI and creativity are integrated across classrooms, educators in this study were segmented into two groups: those with a high focus on creativity and those with a low focus on creativity, based on how frequently they incorporate activities that promote open-ended thinking and real-world applications in their classes. This approach is an adaptation of a similar approach used in Gallup's Creativity in Education report, and it provides a valuable perspective on how different teaching practices impact student engagement and other learning outcomes.

The survey segmented educators based on their responses to questions about the frequency of creative activities. For example, the survey asked, "How often do your students have the following learning experiences in your classroom?", and then it listed experience options like brainstorming, project creation, real-world applications, and discussions with no clear right or wrong answers.

Educators with a high focus on creativity—those in the top 25%—frequently incorporate open-ended learning activities. In contrast, educators with a low focus on creativity—the bottom 25%—primarily use traditional methods like memorization and test preparation, providing fewer opportunities for creative thinking and utilizing them less frequently.

Appendix B.

Segmenting educators by their sense of purpose

To better understand how an educator's sense of purpose influences their instructional approaches related to creativity, career exploration, and AI, this study segmented educators into two groups: those with a high sense of purpose and those with a low sense of purpose. The survey administered to educators used the Ryff Psychological Well-Being Scales, specifically the "purpose in life" subscale, which assesses various aspects of psychological well-being, including a sense of purpose. This method offers valuable insights into how an educator's sense of purpose impacts student engagement and other learning outcomes.

Educators were categorized based on their responses to statements such as: "I have a sense of direction and purpose in life," "I enjoy making plans for the future and working to make them a reality," "I don't have a clear sense of what I'm trying to accomplish in life," and "My daily activities often seem trivial and unimportant to me."

Appendix C.

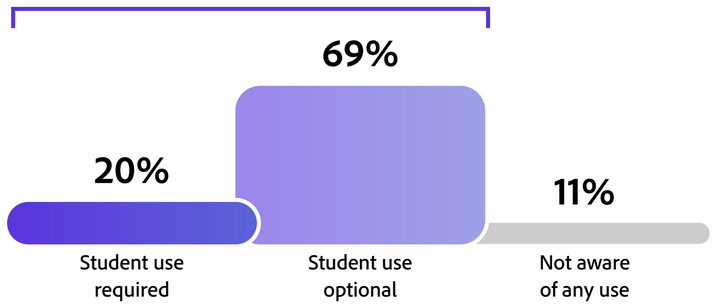
Figures segmented by geography and grade level

FIGURE 3.1

Student use of generative AI for coursework

89%

of students are creating with AI for classes.

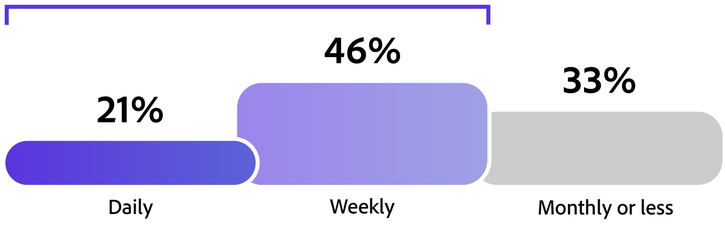


→ "In the past two years, have your students used generative AI tools to create content for assignments in any of your courses?"

Frequency of creative AI use by students for their coursework

67%

of students who create with AI for classes do so at least weekly.



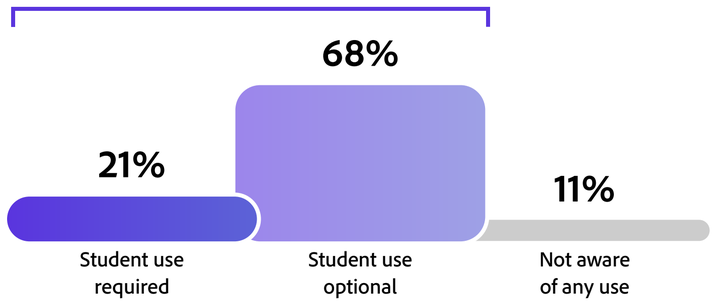
→ "In the past year, roughly how often were your students creating content with generative AI in your courses?"

FIGURE 3.1

K–12 US student use of generative AI for coursework

89%

of students are creating with AI for classes.

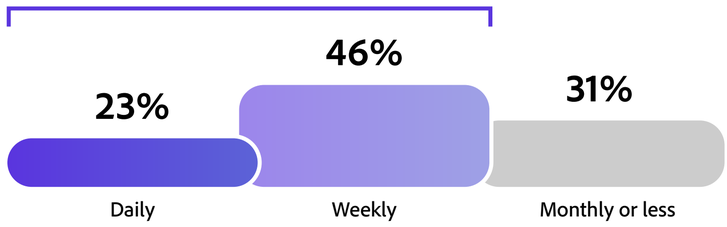


→ "In the past two years, have your students used generative AI tools to create content for assignments in any of your courses?"

Frequency of creative AI usage by K-12 US students for coursework

69%

of students who create with AI for classes do so at least weekly.



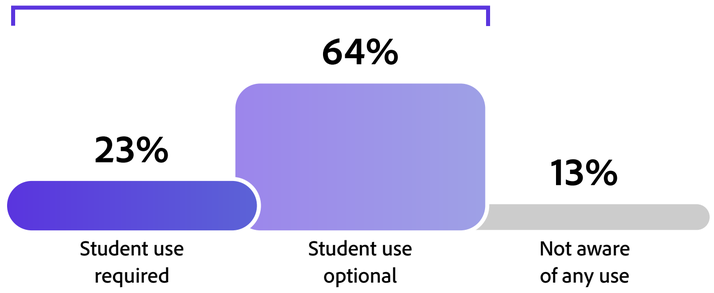
→ "In the past year, roughly how often were your students creating content with generative AI in your courses?"

FIGURE 3.1

Higher education US student use of generative AI for coursework

87%

of students are creating with AI for classes.

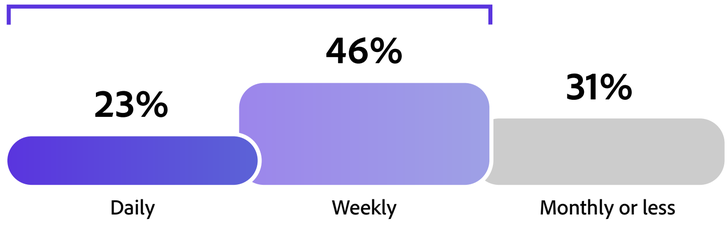


→ "In the past two years, have your students used generative AI tools to create content for assignments in any of your courses?"

Frequency of creative AI usage by higher education US students for coursework

69%

of students who create with AI for classes do so at least weekly.



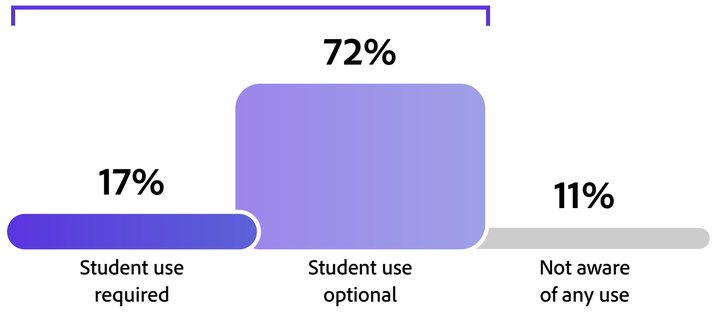
→ "In the past year, roughly how often were your students creating content with generative AI in your courses?"

FIGURE 3.1

Primary and secondary UK student use of generative AI for coursework

89%

of students are creating with AI for classes.

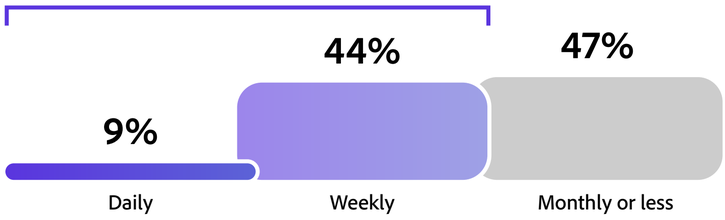


→ "In the past two years, have your students used generative AI tools to create content for assignments in any of your courses?"

Frequency of creative AI usage by primary and secondary UK students for coursework

53%

of students who create with AI for classes do so at least weekly.



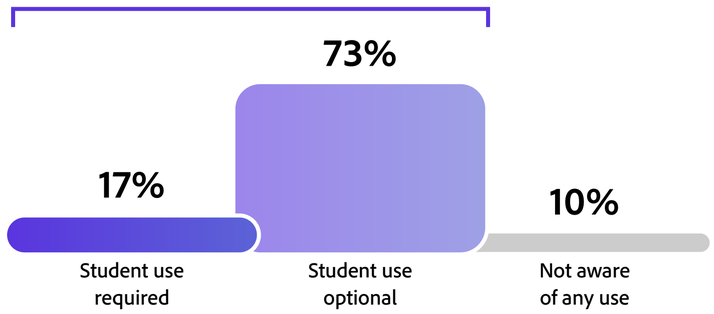
→ "In the past year, roughly how often were your students creating content with generative AI in your courses?"

FIGURE 3.1

Higher education UK student use of generative AI for coursework

90%

of students are creating with AI for classes.

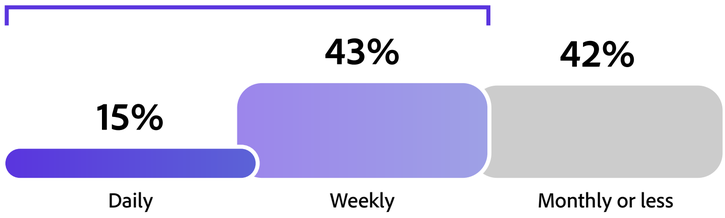


→ "In the past two years, have your students used generative AI tools to create content for assignments in any of your courses?"

Frequency of creative AI usage by higher education UK students for coursework

58%

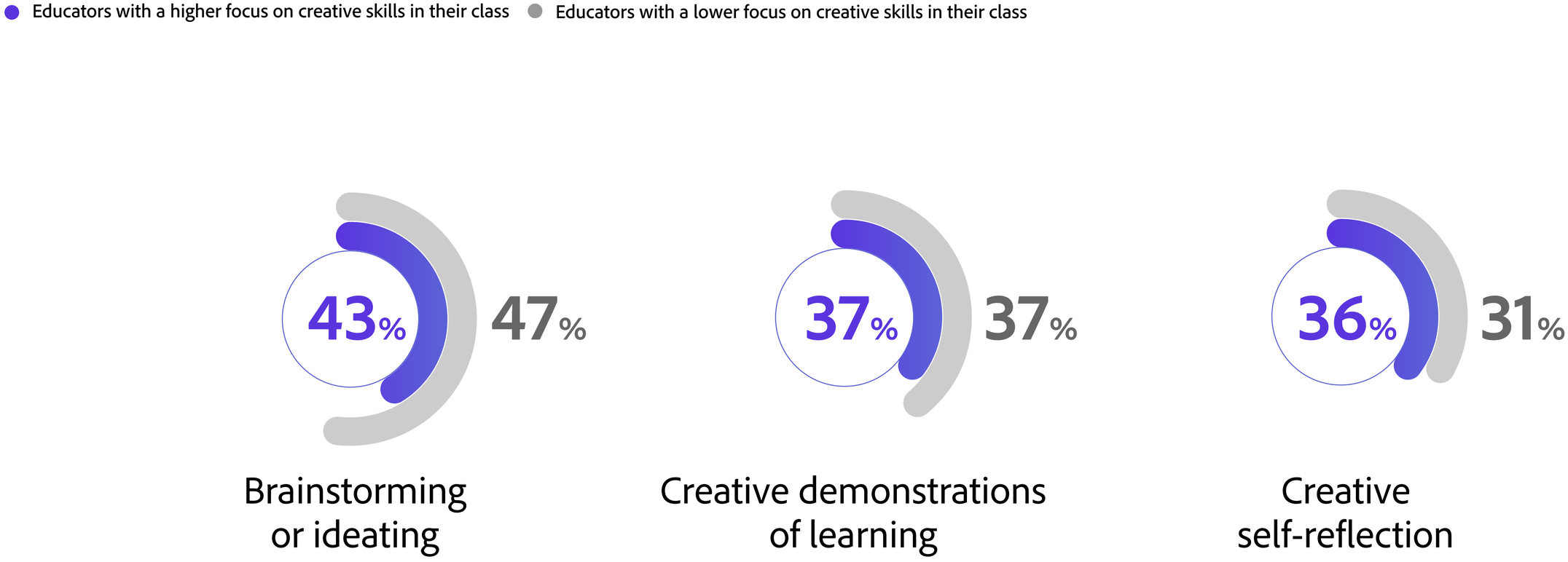
of students who create with AI for classes do so at least weekly.



→ "In the past year, roughly how often were your students creating content with generative AI in your courses?"

FIGURE 3.2

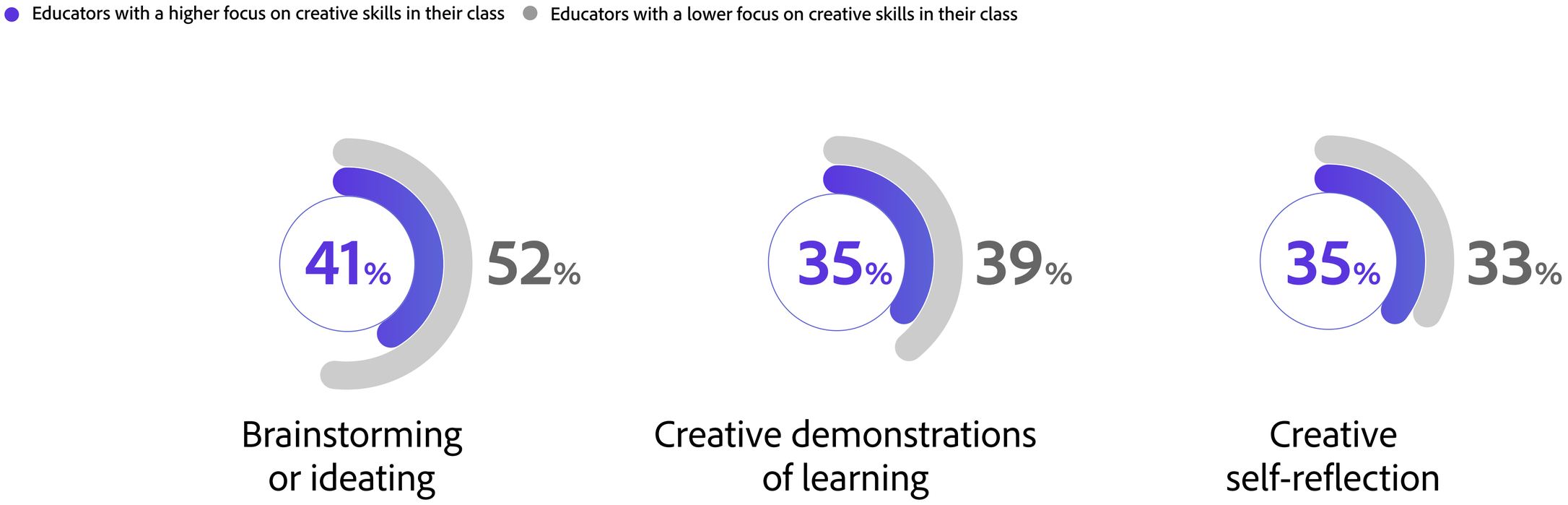
Creative thinking activities educators see as having the greatest potential to be enriched by generative AI



→ "Which of the following creative and self-expression activities or assignments has the most potential to be enriched with the use of AI?"

FIGURE 3.2

Creative thinking activities K–12 US educators see as having the greatest potential to be enriched by generative AI



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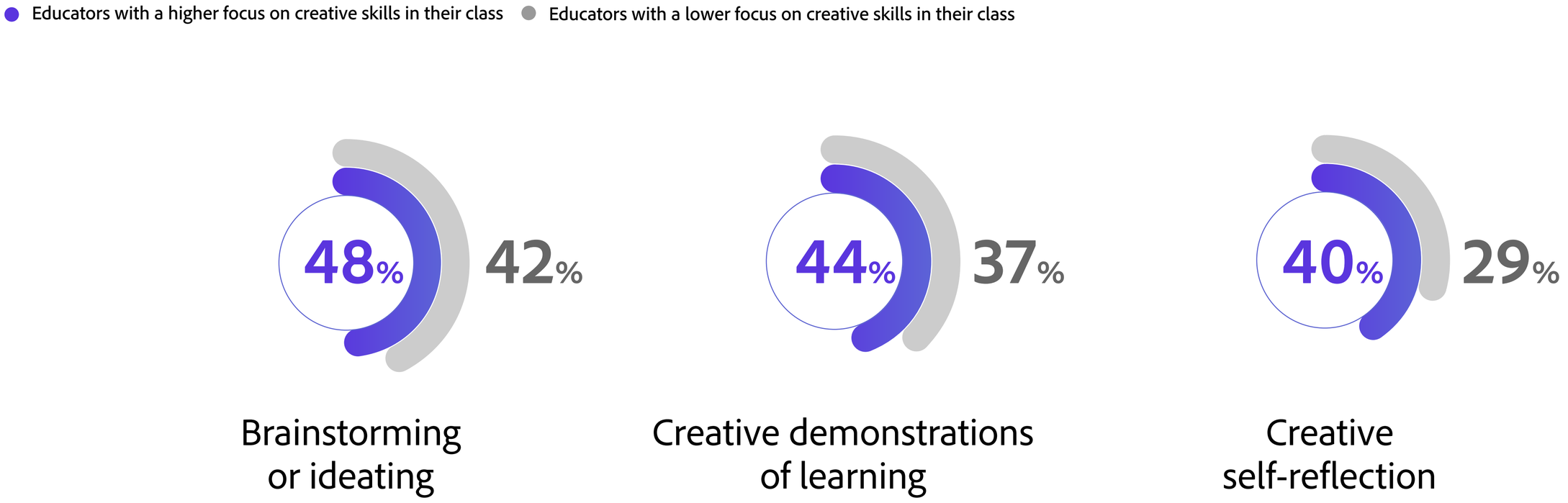
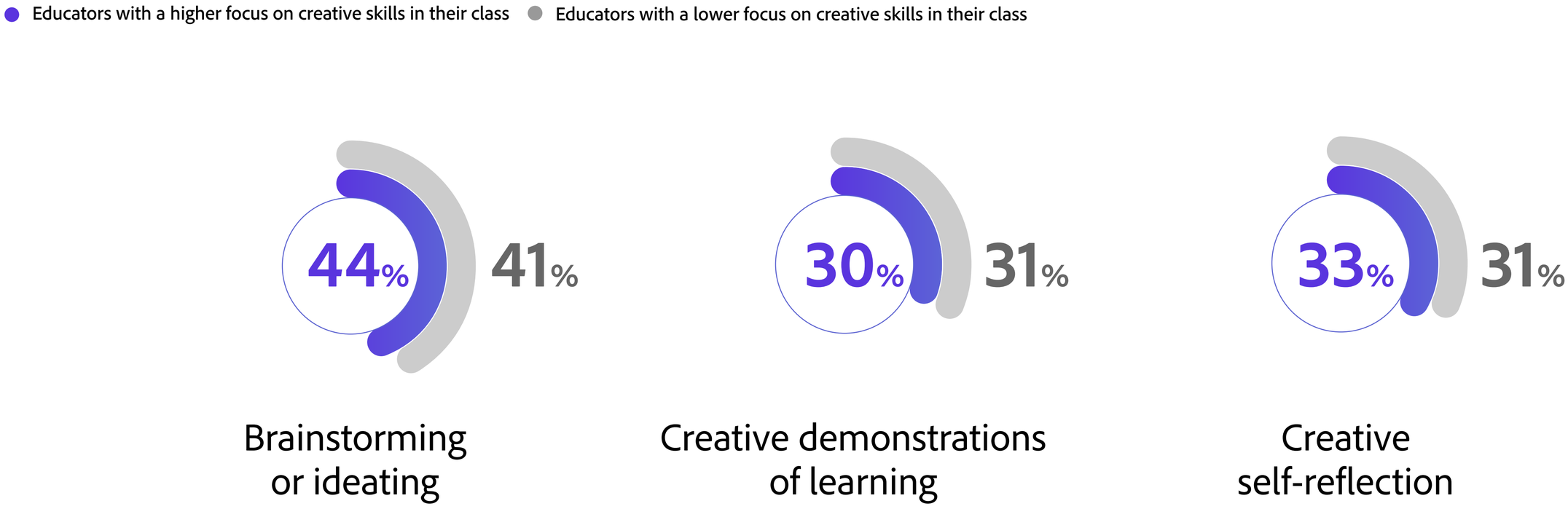


→ "Which of the following creative and self-expression activities or assignments has the most potential to be enriched with the use of AI?"

FIGURE 3.2

Creative thinking activities primary and secondary UK educators see as having the greatest potential to be enriched by generative AI



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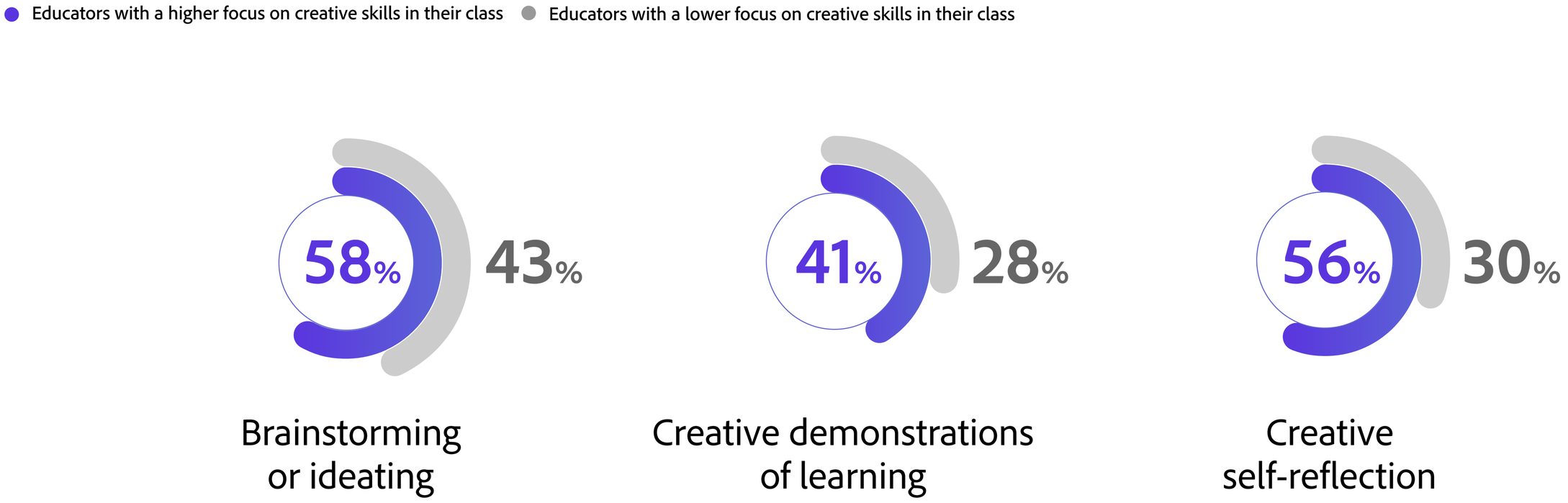
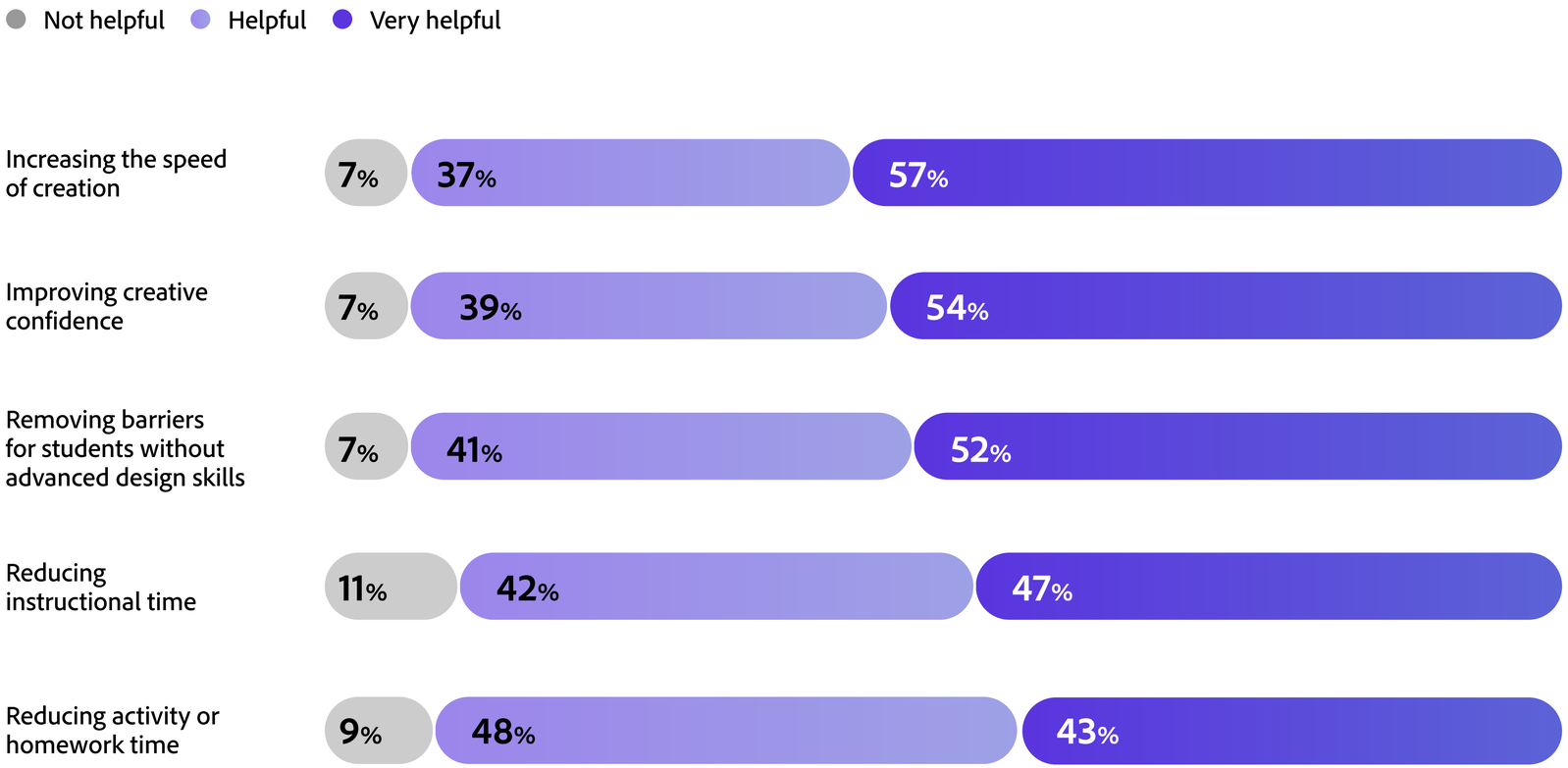


→ "Which of the following creative and self-expression activities or assignments has the most potential to be enriched with the use of AI?"

FIGURE 3.3

Areas educators find generative AI helpful to students for creative projects and multimedia assignments

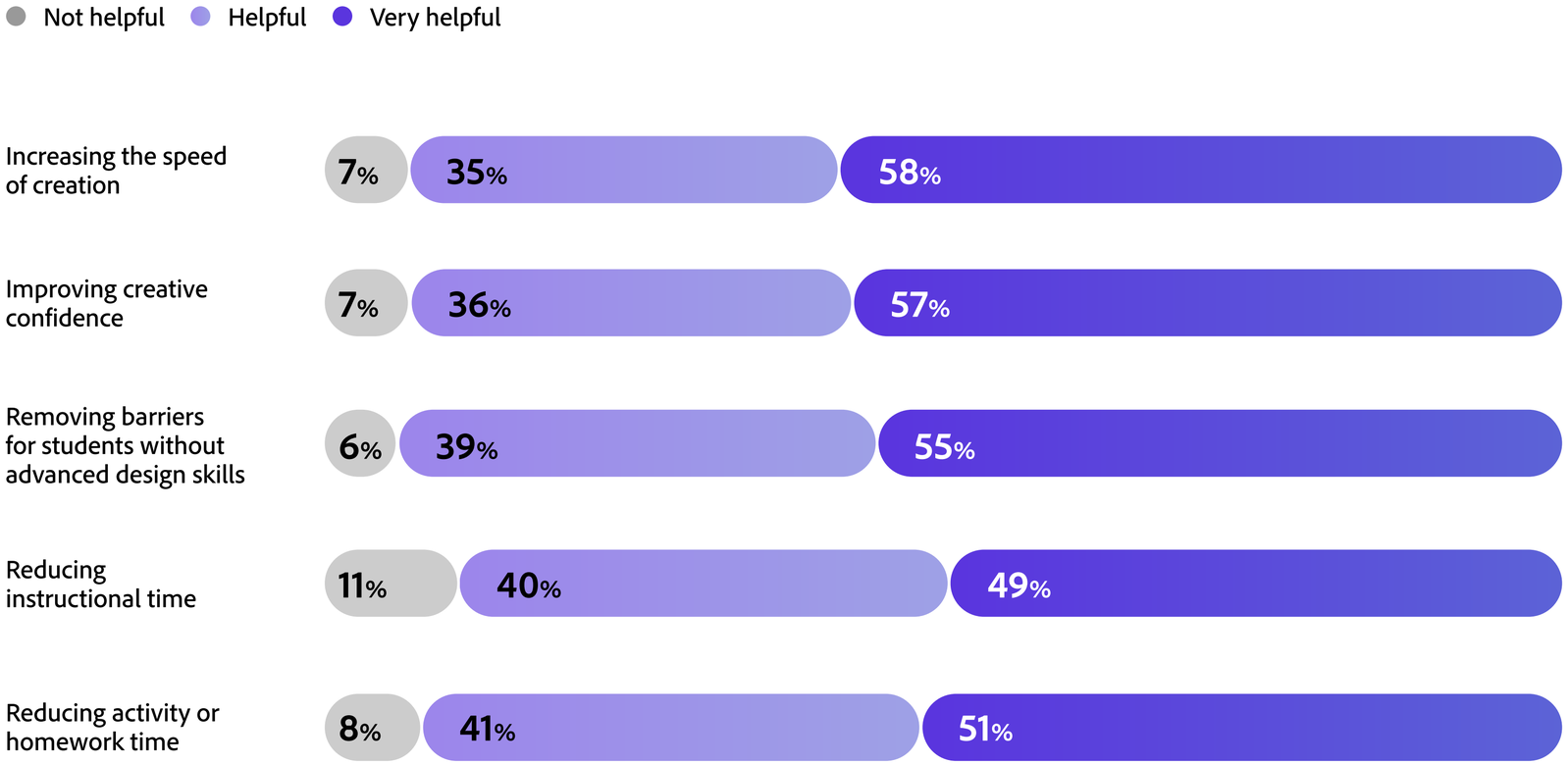


→ "How helpful do you think generative AI can be for students in the following areas?"

K–12

FIGURE 3.3

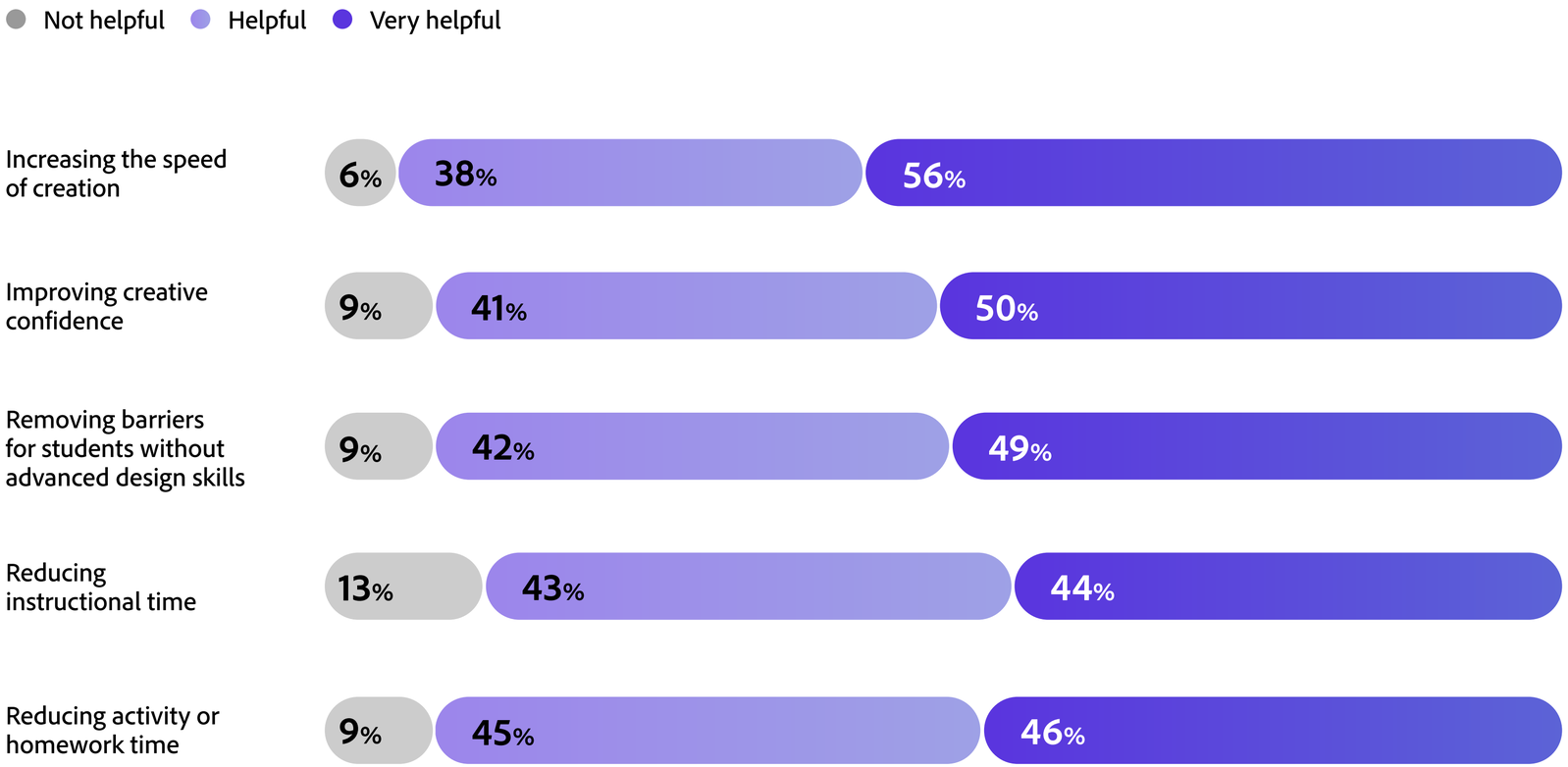
Areas K–12 US educators find generative AI helpful to students for creative projects and multimedia assignments



→ "How helpful do you think generative AI can be for students in the following areas?"

FIGURE 3.3

Areas US higher education educators find generative AI helpful to students for creative projects and multimedia assignments



→ "How helpful do you think generative AI can be for students in the following areas?"

FIGURE 3.3

Areas UK primary and secondary educators find generative AI helpful to students for creative projects and multimedia assignments

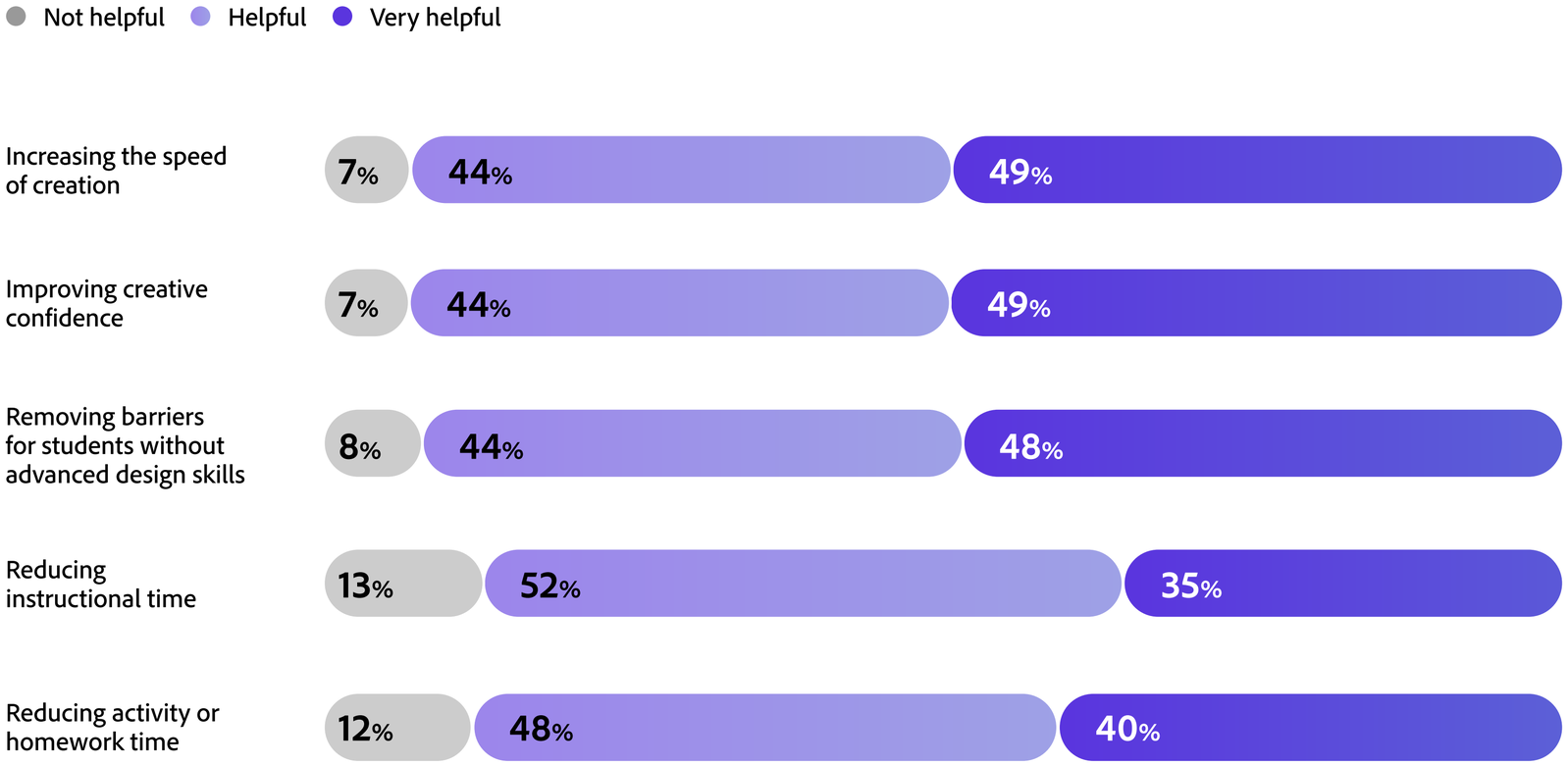


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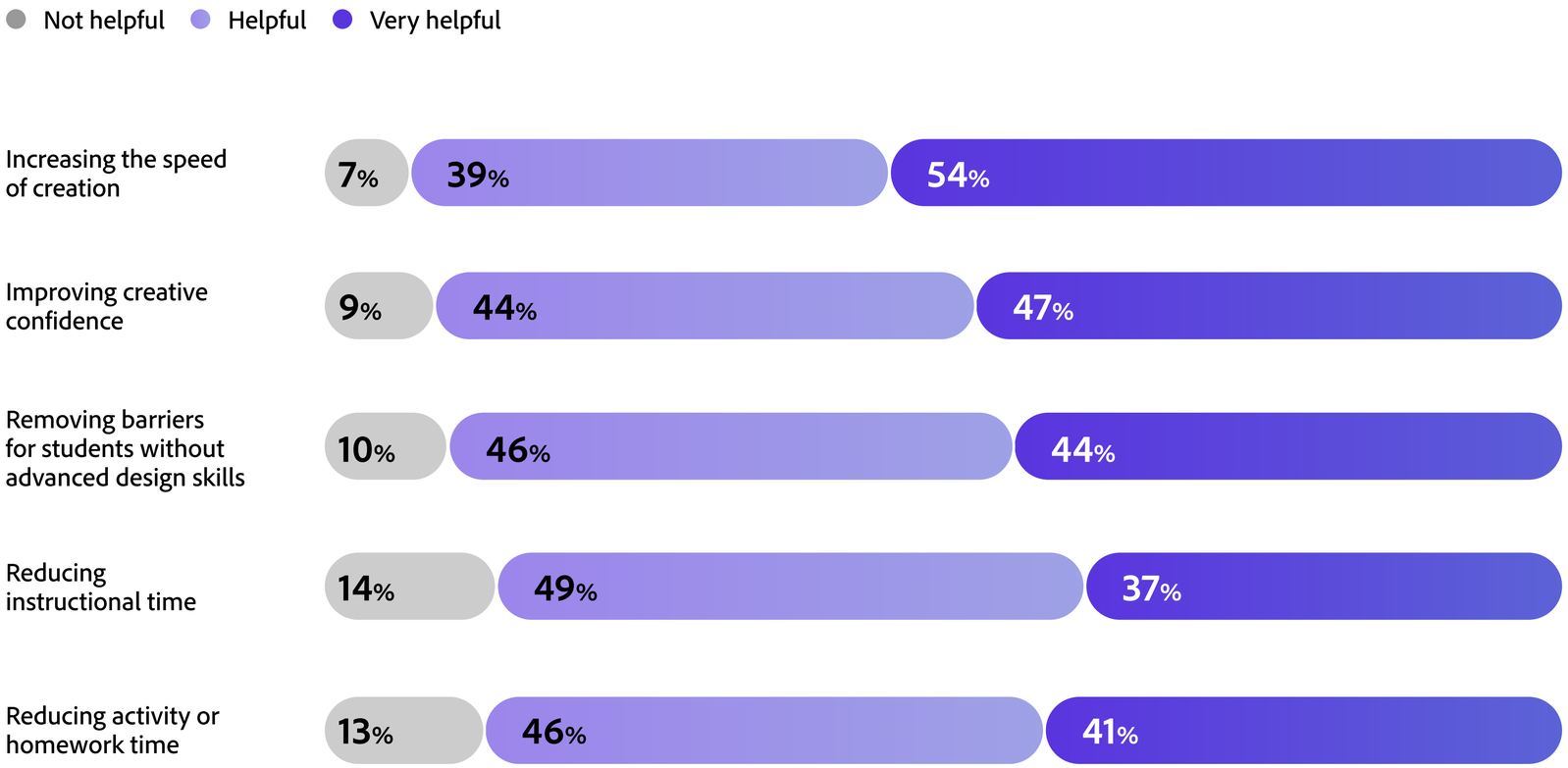
FIGURE 3.3

Areas UK higher education educators find generative AI helpful to students for creative projects and multimedia assignments



→ "How helpful do you think generative AI can be for students in the following areas?"

FIGURE 3.4

Percentage of educators who find particular generative AI features important for student classroom use

96% Student privacy protections

96% The AI model was created ethically and responsibly

96% It's possible to verify whether the outputs were made using AI

95% The AI model was trained with anti-bias measures

95% The AI model will not generate inappropriate content

95% There is an education-specific version of the tool

95% Industry-standard tool students will use in the future

94% Designed by former educators with deep educator input

90% Creative outputs cleared for commercial use

88% Company is established, not a startup

→ Percentage of educators who say the following features are important when deciding whether an AI tool is appropriate for their students to use in their class.

K–12

FIGURE 3.4

Generative AI features K–12 US educators find important for student use in classrooms

97% Student privacy protections

97% The AI model was created ethically and responsibly

96% It's possible to verify whether the outputs were made using AI

96% There is an education-specific version of the tool

96% Industry-standard tool students will use in the future

96% Designed by former educators with deep educator input

95% The AI model was trained with anti-bias measures

95% The AI model will not generate inappropriate content

92% Creative outputs cleared for commercial use

91% Company is established, not a startup

→ Percentage of educators who say the following features are important when deciding whether an AI tool is appropriate for their students to use in their class.

FIGURE 3.4

Generative AI features higher education US educators find important for student use in classrooms

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96% Industry-standard tool students will use in the future

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95% Designed by former educators with deep educator input

94% The AI model will not generate inappropriate content

93% There is an education-specific version of the tool

88% Creative outputs cleared for commercial use

86% Company is established, not a startup

→ Percentage of educators who say the following features are important when deciding whether an AI tool is appropriate for their students to use in their class.

FIGURE 3.4

Generative AI features primary and secondary UK educators find important for student use in classrooms

97% Student privacy protections

96% The AI model was trained with anti-bias measures

96% The AI model will not generate inappropriate content

96% There is an education-specific version of the tool

95% The AI model was created ethically and responsibly

95% It's possible to verify whether the outputs were made using AI

95% Industry-standard tool students will use in the future

93% Designed by former educators with deep educator input

89% Creative outputs cleared for commercial use

87% Company is established, not a startup

→ Percentage of educators who say the following features are important when deciding whether an AI tool is appropriate for their students to use in their class.

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Generative AI features higher education UK educators find important for student use in classrooms

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94% There is an education-specific version of the tool

93% Designed by former educators with deep educator input

92% The AI model will not generate inappropriate content

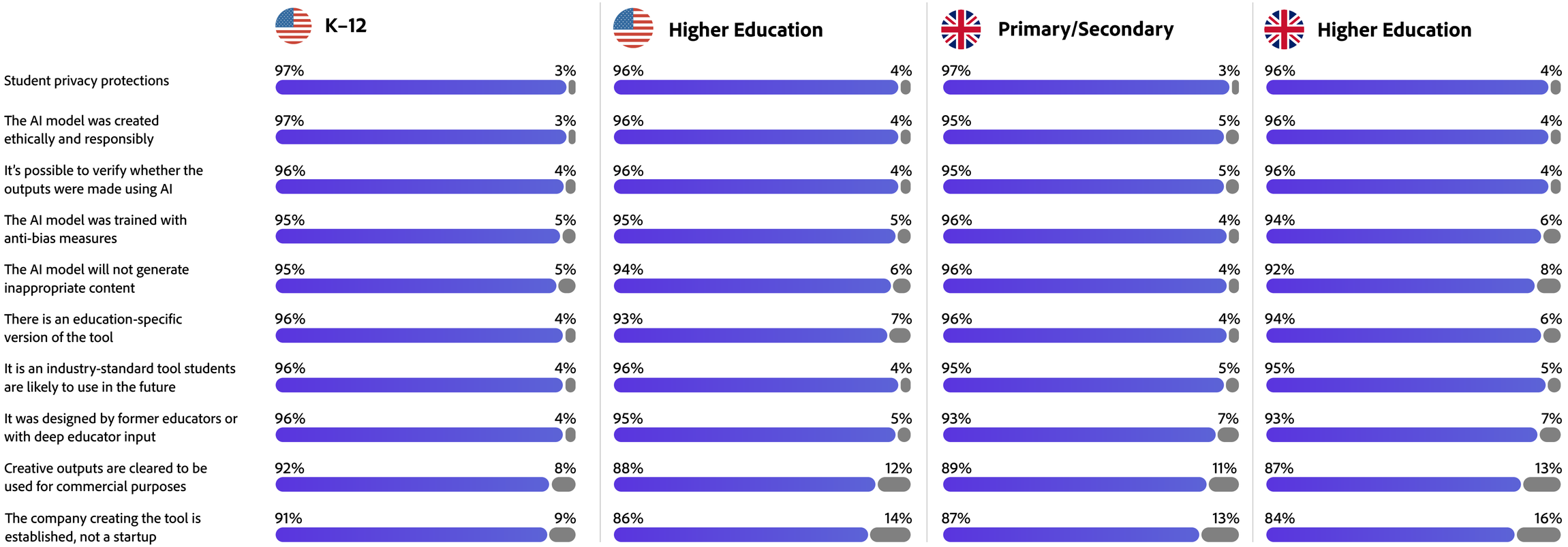
87% Creative outputs cleared for commercial use

84% Company is established, not a startup

→ Percentage of educators who say the following features are important when deciding whether an AI tool is appropriate for their students to use in their class.

FIGURE 3.4

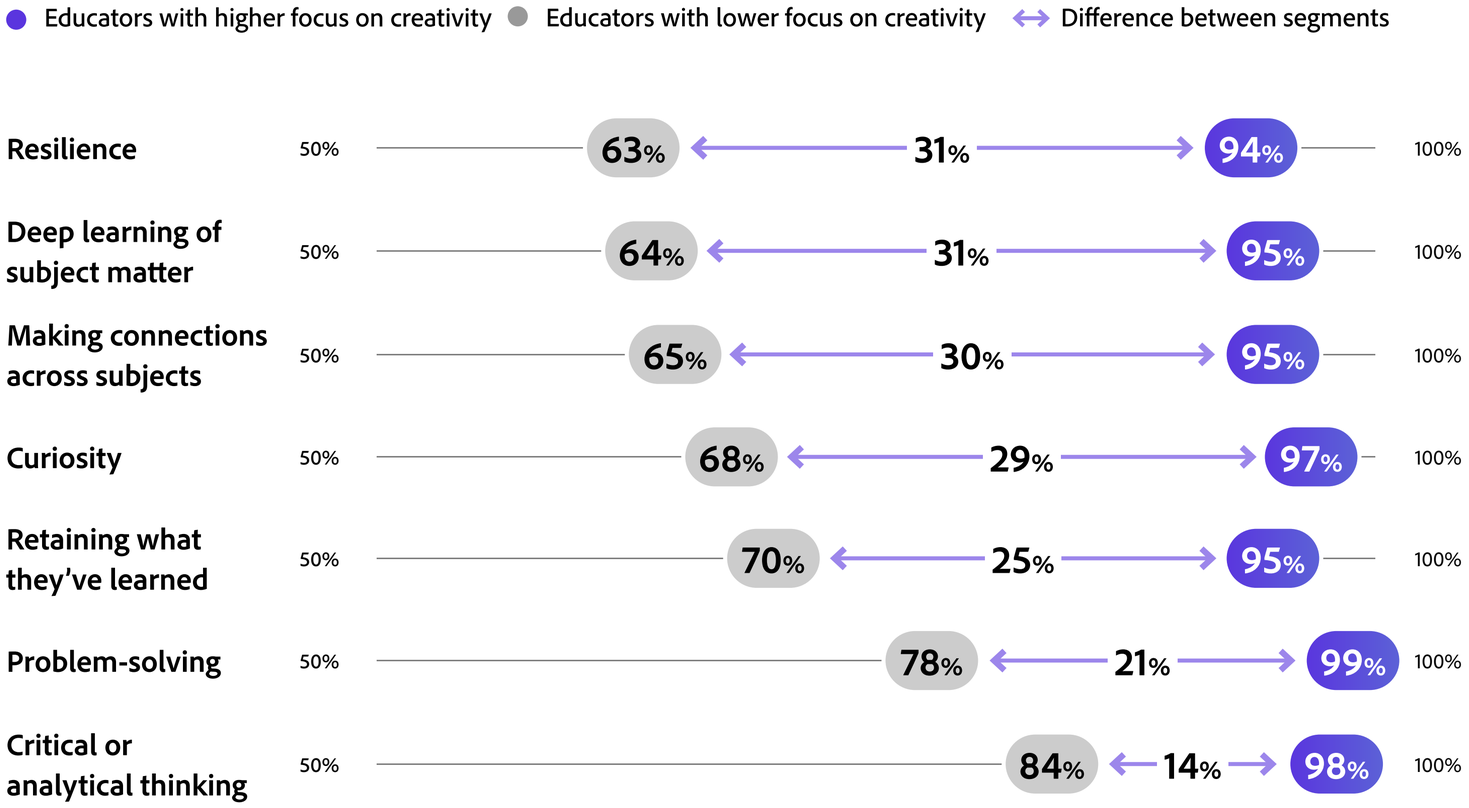
Percentage of educators who find particular generative AI features important for student classroom use



→ Percentage of educators who say the following features are important when deciding whether an AI tool is appropriate for their students to use in their class.

FIGURE 4.1

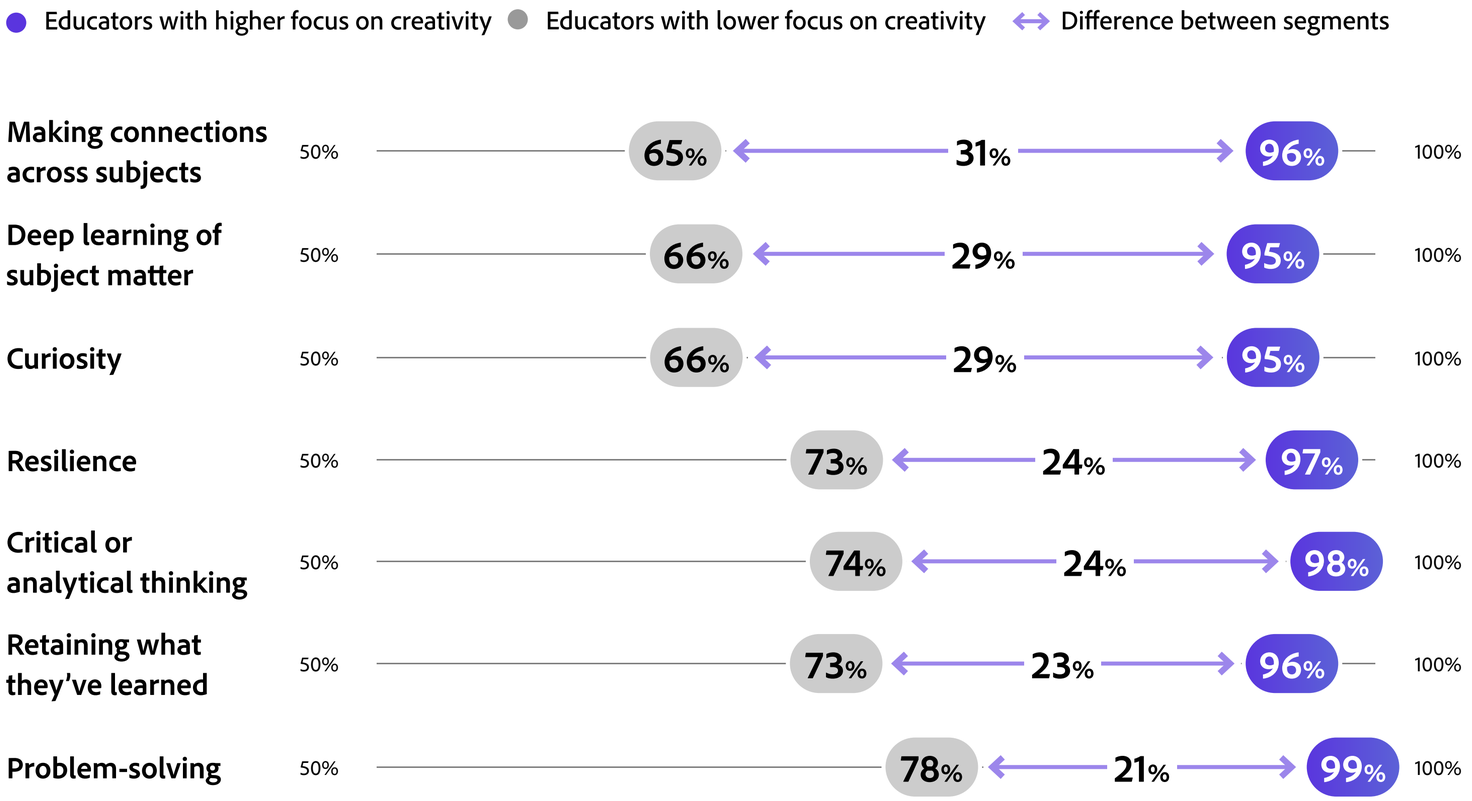
Percentage of teachers who report that their students demonstrate each cognitive skill at least weekly



→ "How often do your students demonstrate the following cognitive skills?"

FIGURE 4.1

Percentage of K–12 US teachers who report that their students demonstrate each cognitive skill at least weekly

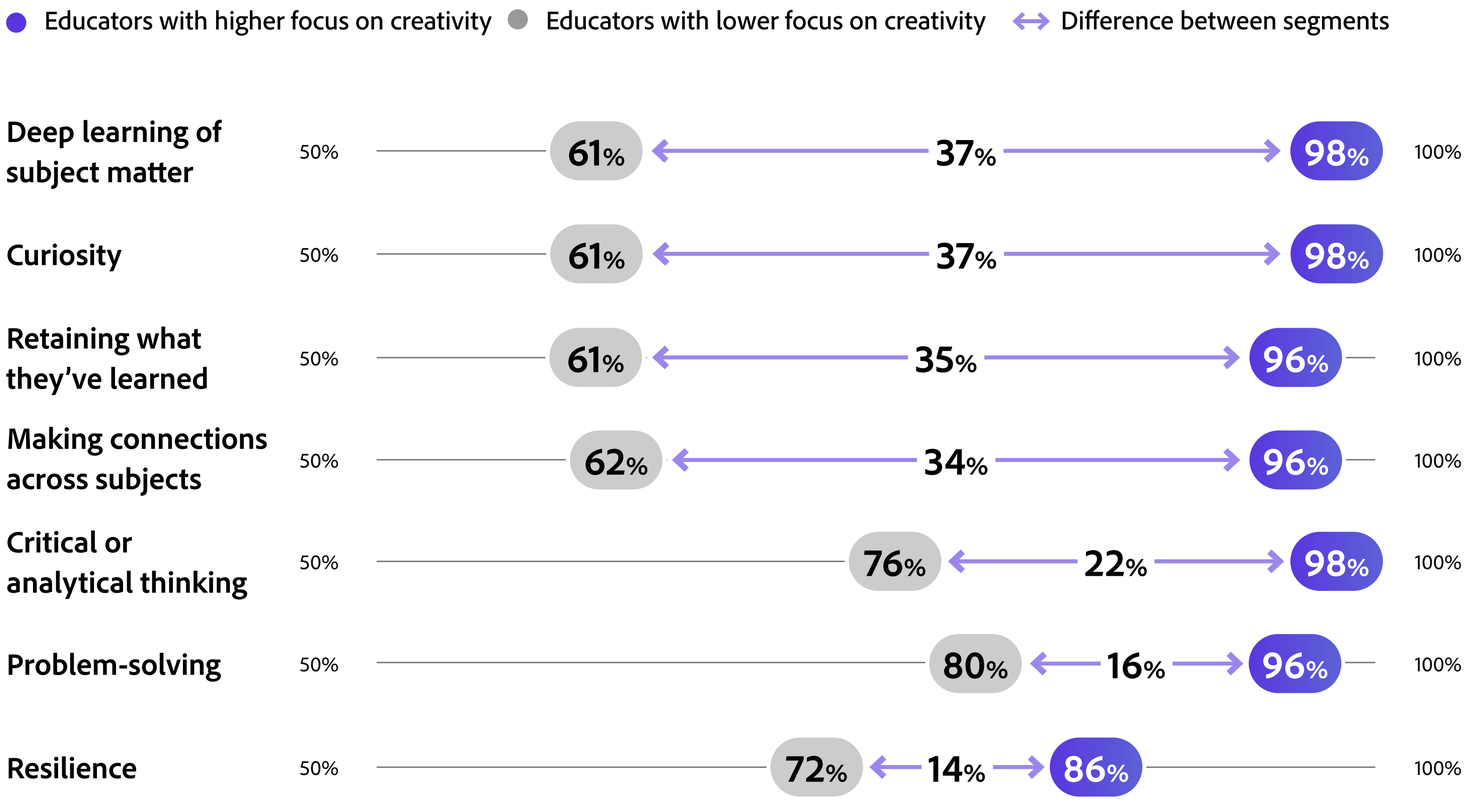


→ "How often do your students demonstrate the following cognitive skills?"

Higher education

FIGURE 4.1

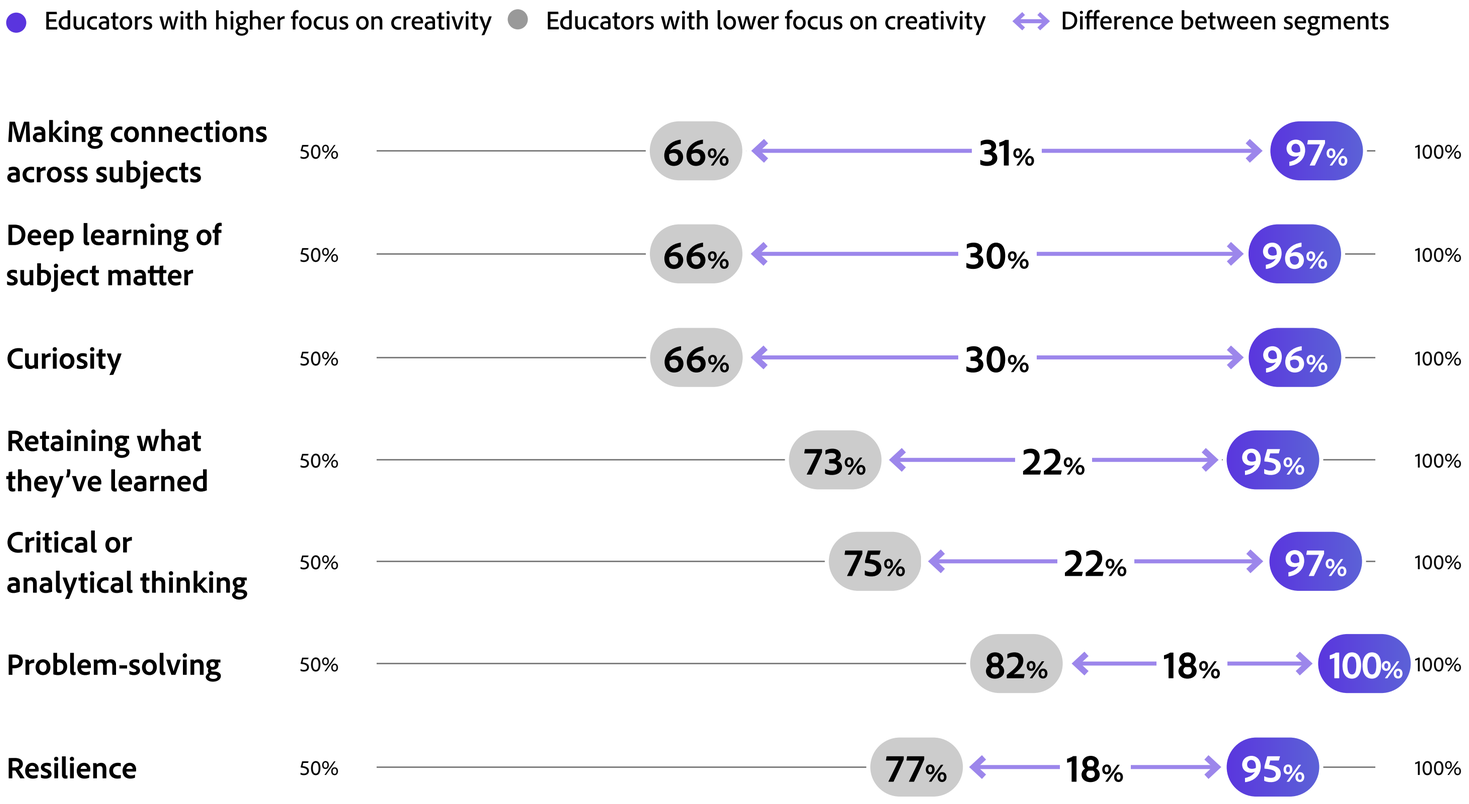
Percentage of higher education US teachers who report that their students demonstrate each cognitive skill at least weekly



→ "How often do your students demonstrate the following cognitive skills?"

FIGURE 4.1

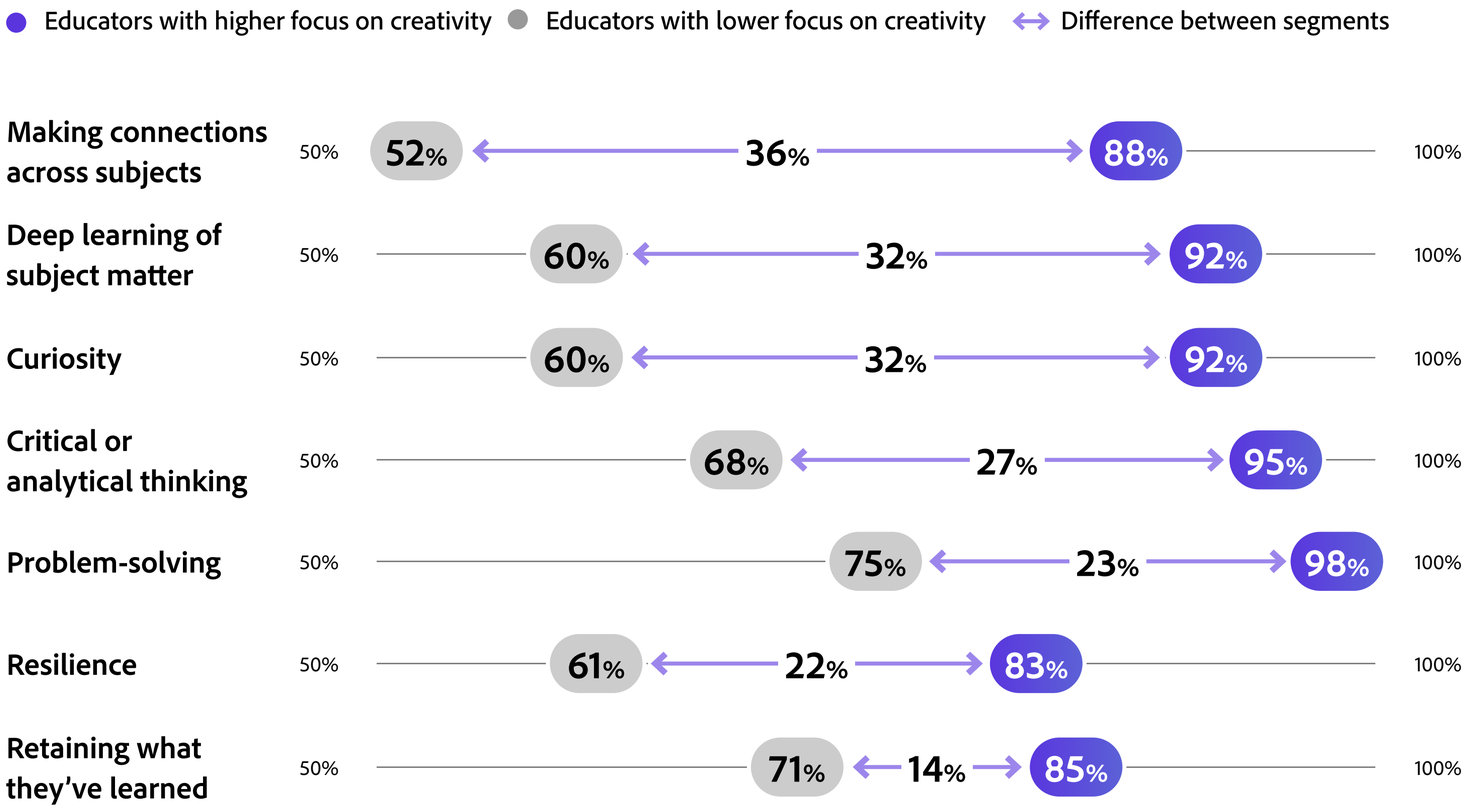
Percentage of primary and secondary UK teachers who report that their students demonstrate each cognitive skill at least weekly



→ "How often do your students demonstrate the following cognitive skills?"

FIGURE 4.1

Percentage of higher education UK teachers who report that their students demonstrate each cognitive skill at least weekly

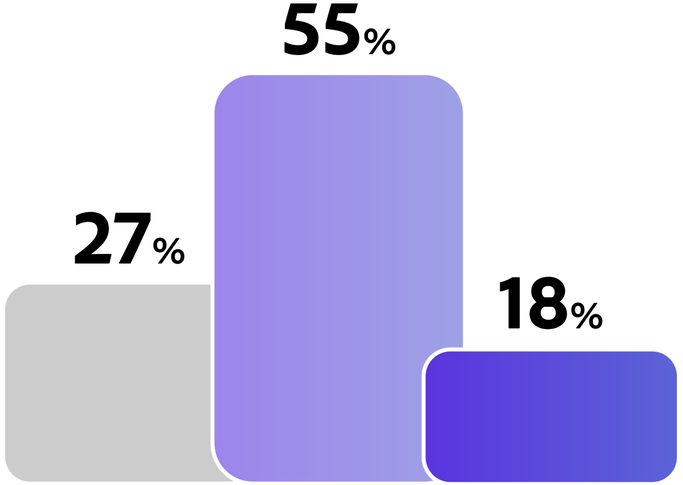


→ "How often do your students demonstrate the following cognitive skills?"

FIGURE 5.1

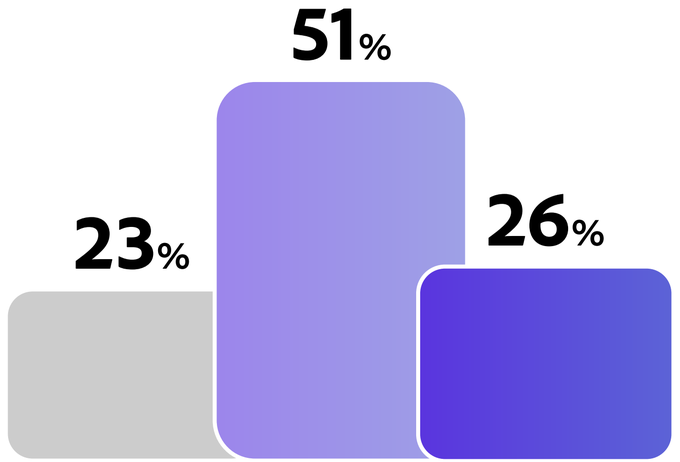
Perceived responsibility for cultivating student creativity and AI skills for career success

Student's responsibility Shared responsibility Educator's responsibility



Responsibility for developing creative thinking skills

→ "To what degree do you see it as your responsibility to set students up to pursue a wide variety of careers with transferable skills like creative thinking?"



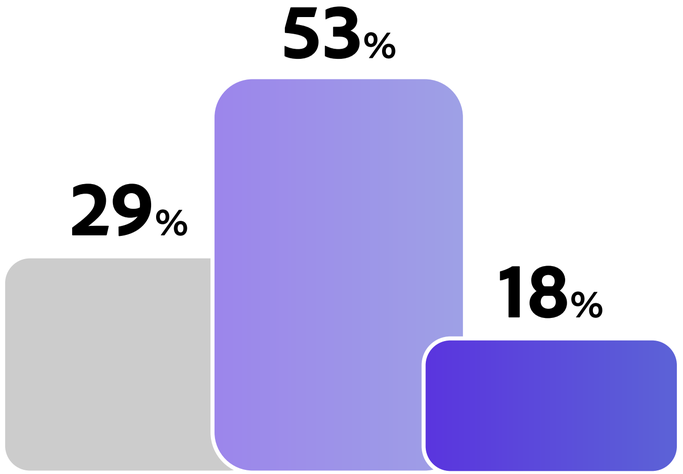
Responsibility for developing generative AI skills

→ "To what degree do you see it as your responsibility to set students up to pursue a wide variety of careers with transferable skills like generative AI?"

FIGURE 5.1

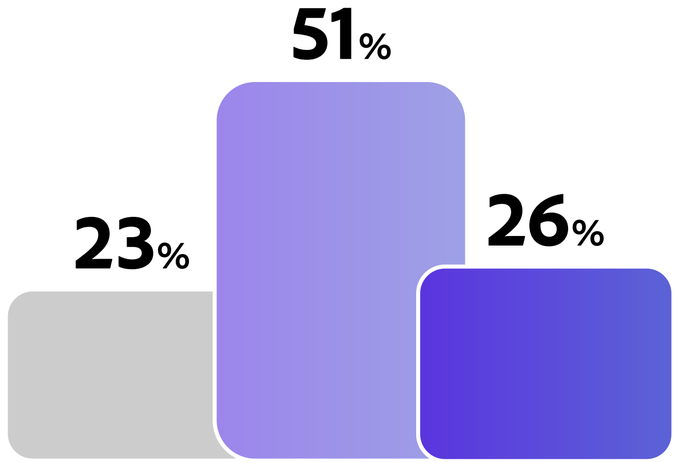
Perceived responsibility for cultivating K–12 US student creativity and AI skills for career success

Student's responsibility Shared responsibility Educator's responsibility



Responsibility for developing creative thinking skills

→ "To what degree do you see it as your responsibility to set students up to pursue a wide variety of careers with transferable skills like creative thinking?"



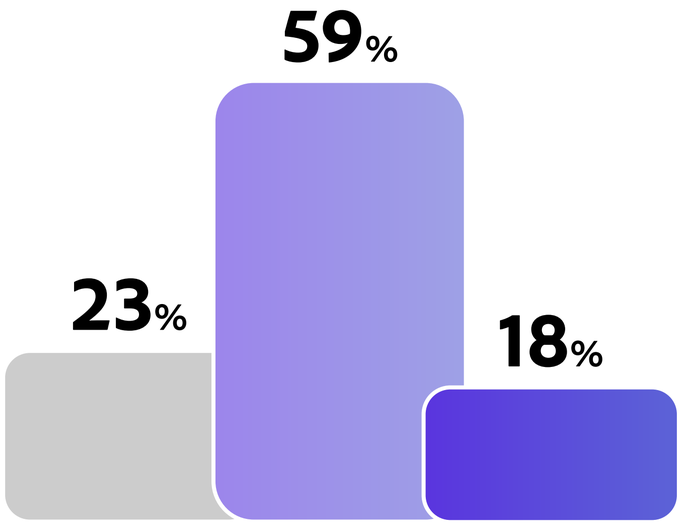
Responsibility for developing generative AI skills

→ "To what degree do you see it as your responsibility to set students up to pursue a wide variety of careers with transferable skills like generative AI?"

FIGURE 5.1

Perceived responsibility for cultivating higher education US student creativity and AI skills for career success

Student's responsibility Shared responsibility Educator's responsibility



Responsibility for developing creative thinking skills

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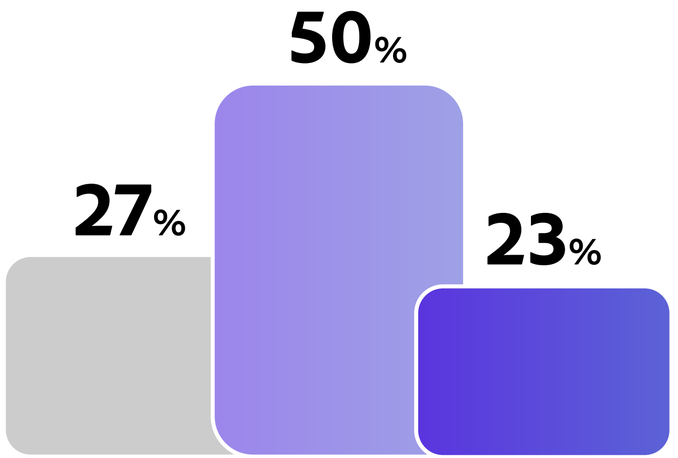


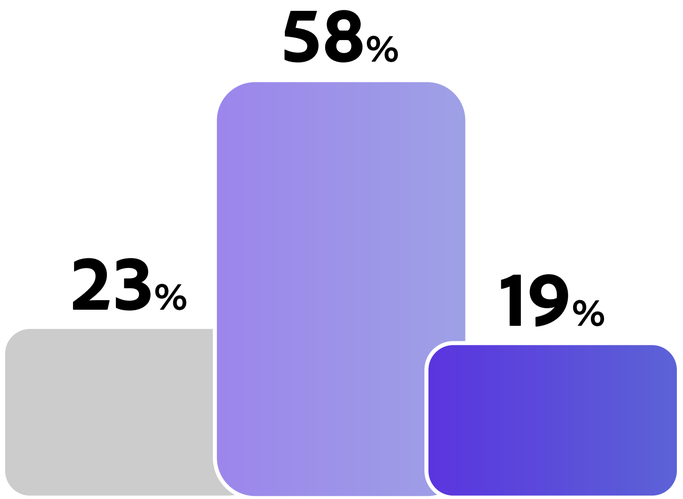
Responsibility for developing generative AI skills

→ "To what degree do you see it as your responsibility to set students up to pursue a wide variety of careers with transferable skills like generative AI?"

FIGURE 5.1

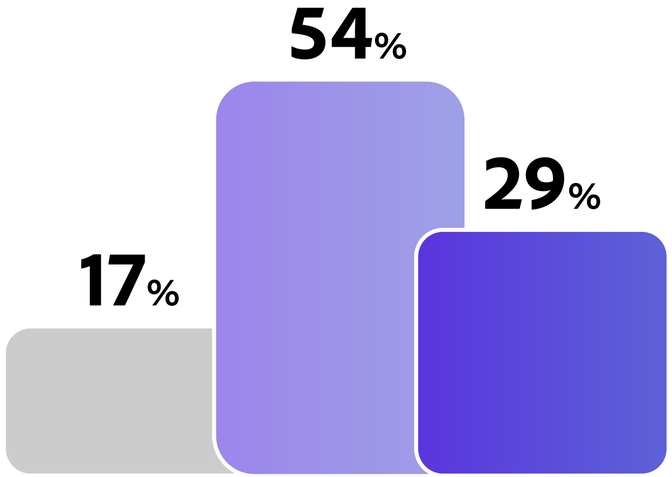
Perceived responsibility for cultivating primary and secondary UK student creativity and AI skills for career success

Student's responsibility · Shared responsibility · Educator's responsibility



Responsibility for developing creative thinking skills

→ "To what degree do you see it as your responsibility to set students up to pursue a wide variety of careers with transferable skills like creative thinking?"



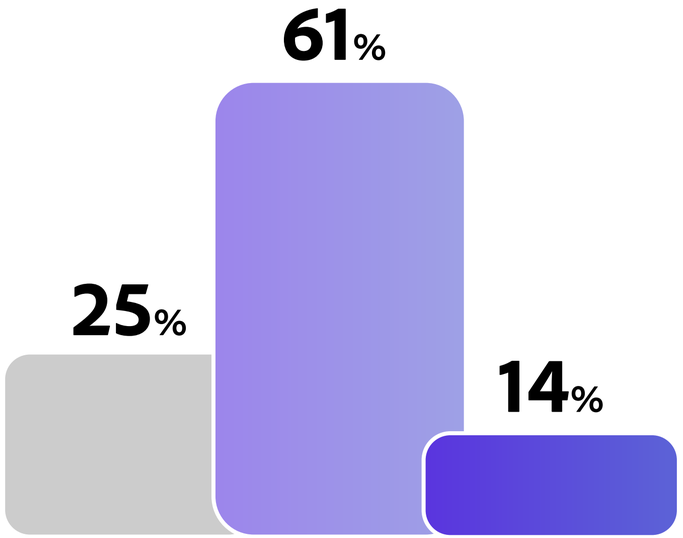
Responsibility for developing generative AI skills

→ "To what degree do you see it as your responsibility to set students up to pursue a wide variety of careers with transferable skills like generative AI?"

FIGURE 5.1

Perceived responsibility for cultivating higher education UK student creativity and AI skills for career success

Student's responsibility Shared responsibility Educator's responsibility



Responsibility for developing creative thinking skills

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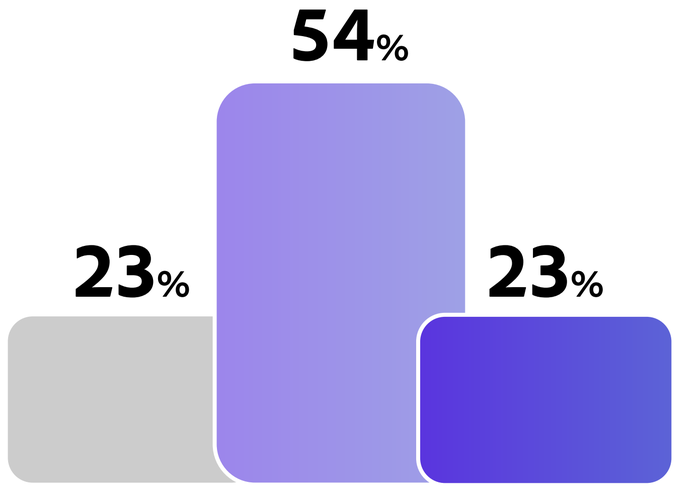
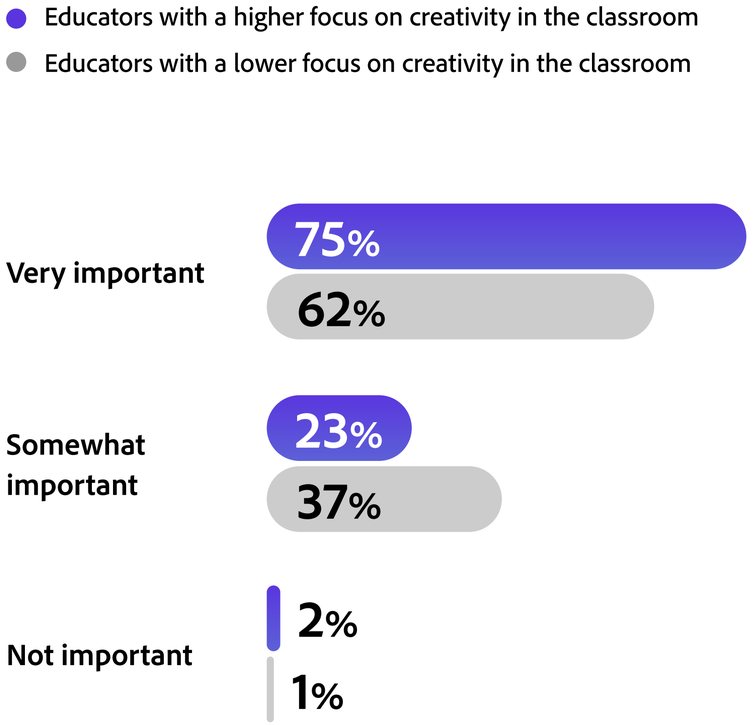


Responsibility for developing generative AI skills

→ "To what degree do you see it as your responsibility to set students up to pursue a wide variety of careers with transferable skills like generative AI?"

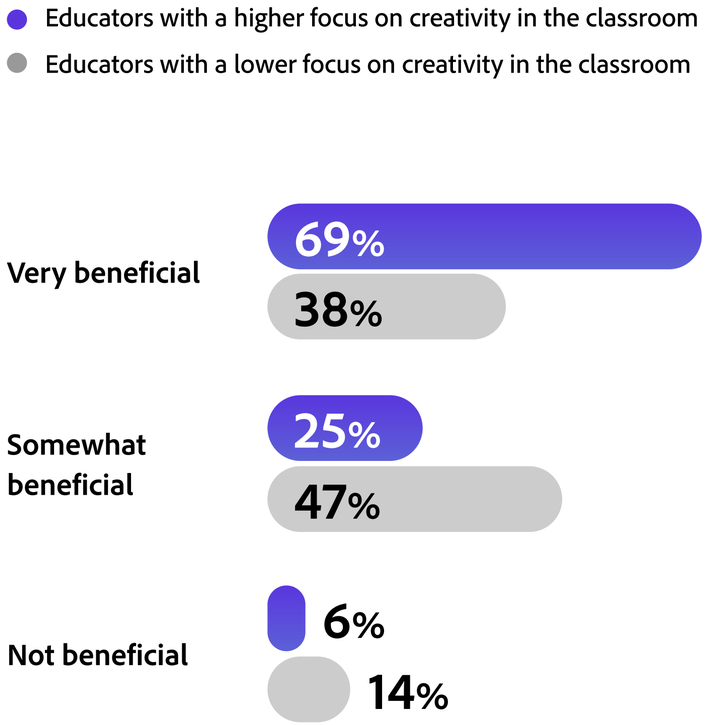
FIGURE 6.1

How important educators find creativity and self-expression in the classroom for the well-being of their students and themselves



→ "How important do you believe creativity and self-expression are in fostering both teacher and student well-being?"

How beneficial educators believe creating with generative AI can be for student self-expression and well-being

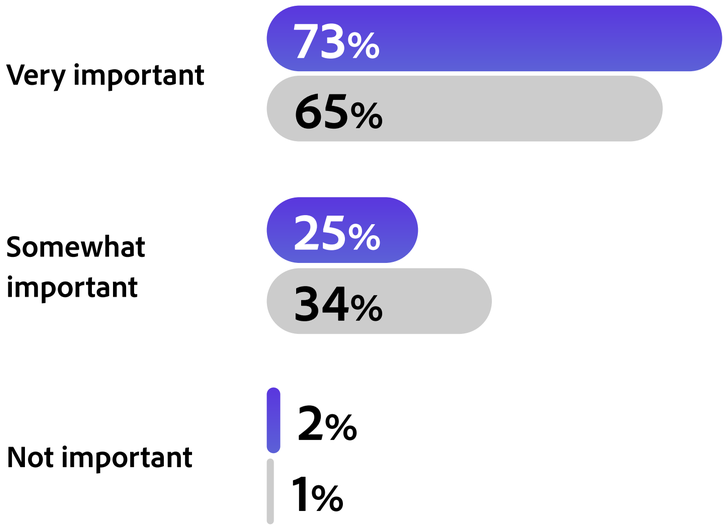


→ "If students learn AI literacy, how beneficial do you believe it will be for their self-expression and personal well-being?"

FIGURE 6.1

How important K–12 US educators find creativity and self-expression in the classroom for the well-being of their students and themselves

- Educators with a higher focus on creativity in the classroom
- Educators with a lower focus on creativity in the classroom



→ "How important do you believe creativity and self-expression are in fostering both teacher and student well-being?"

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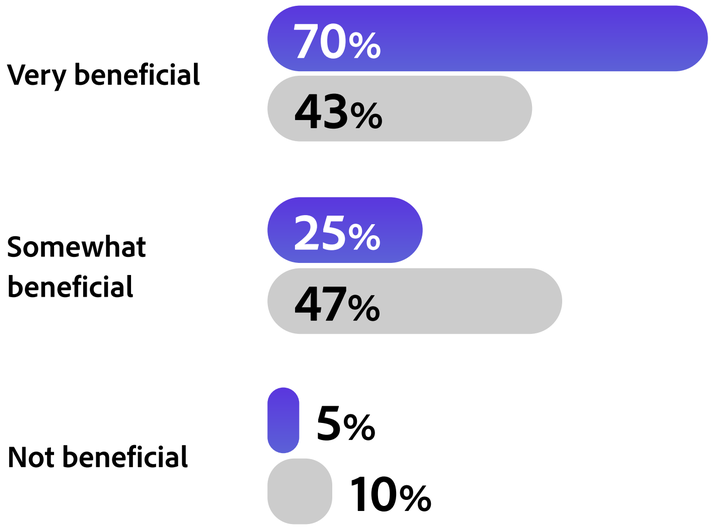

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Higher education

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How important higher education US educators find creativity and self-expression in the classroom for the well-being of their students and themselves

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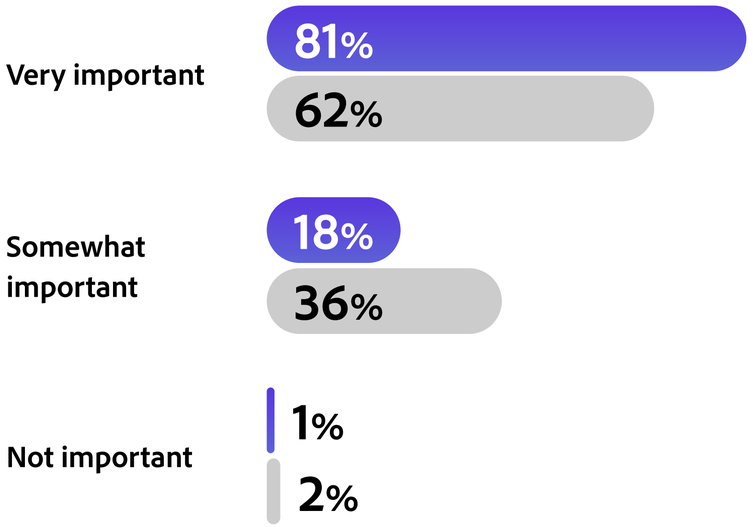
- Educators with a lower focus on creativity in the classroom



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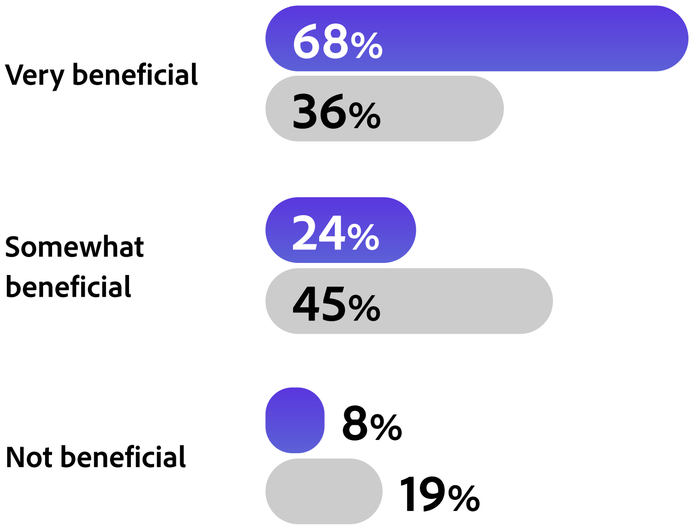

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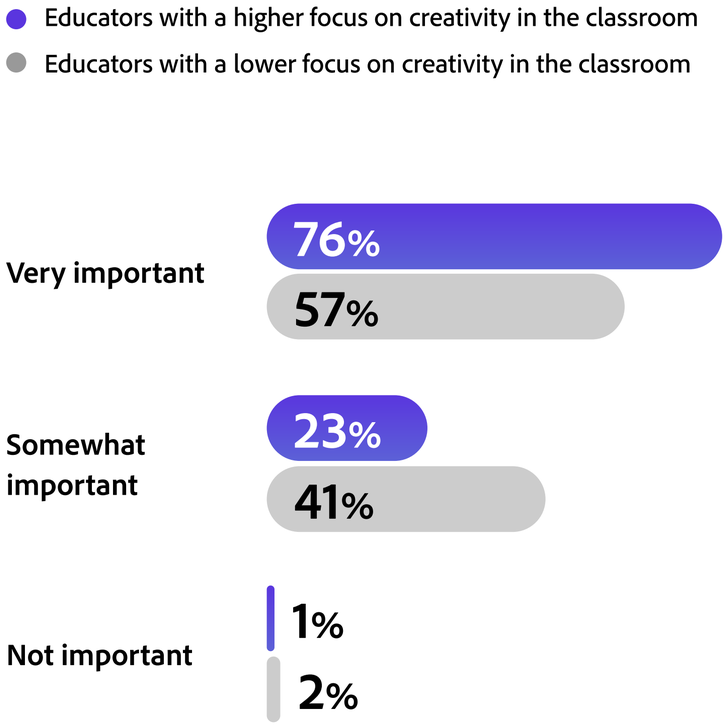
FIGURE 6.1

How important primary and secondary UK educators find creativity and self-expression in the classroom for the well-being of their students and themselves



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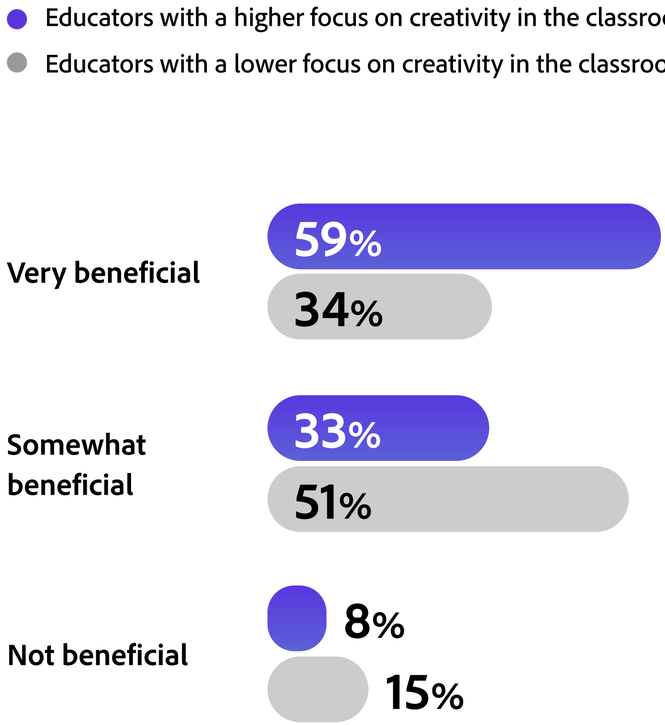

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Higher education

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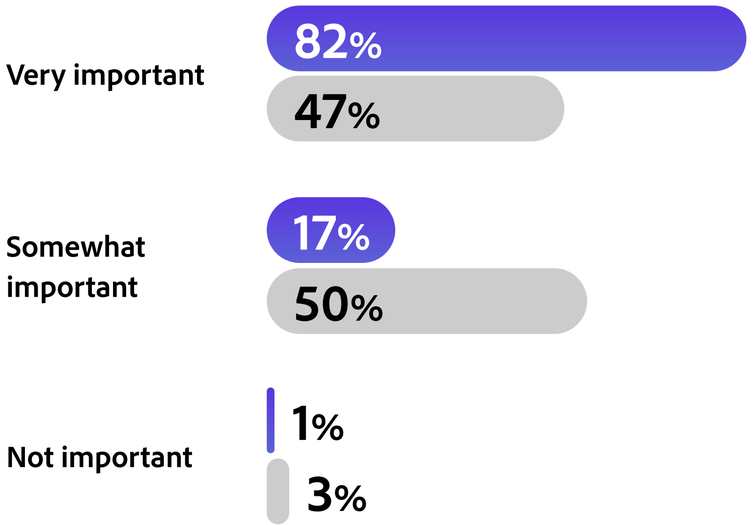

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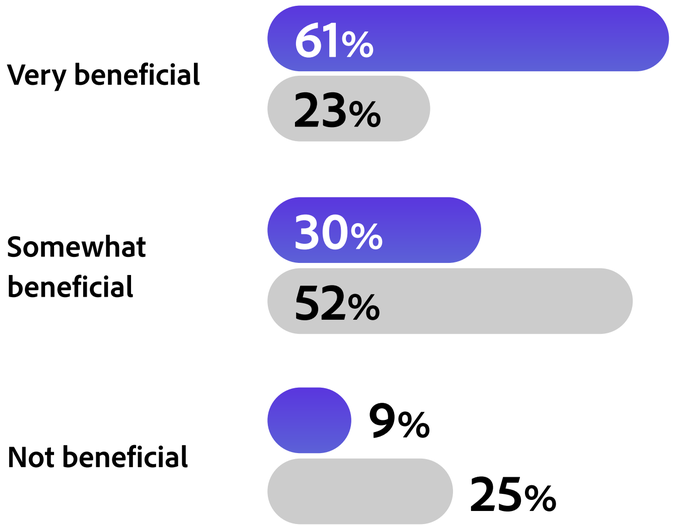

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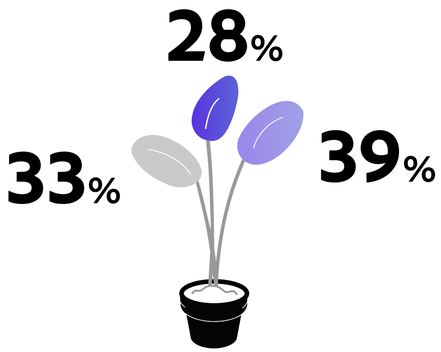
FIGURE 6.2

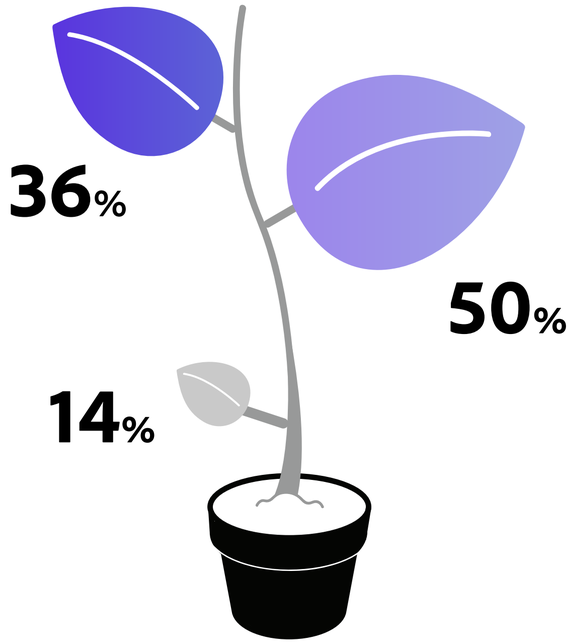
The higher an educator's sense of purpose, the more they see it as their responsibility to instill a sense of purpose in their students

Student's responsibility · Shared responsibility · Instructor's responsibility



Educators with a low sense of purpose

Student's responsibility · Shared responsibility · Instructor's responsibility



Educators with a high sense of purpose

→ "To what degree do you see it as your responsibility to give students the opportunity to explore their sense of purpose?"

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The higher an educator's sense of purpose, the more they see it as their responsibility to instill a sense of purpose in their students

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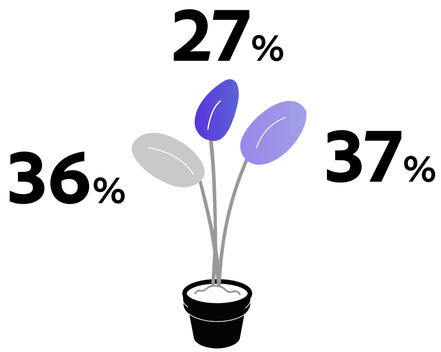
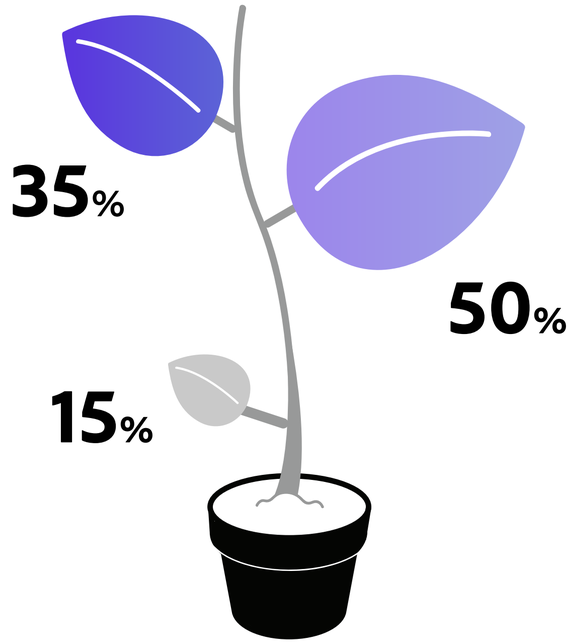


Educators with a low sense of purpose

Student's responsibility · Shared responsibility · Instructor's responsibility



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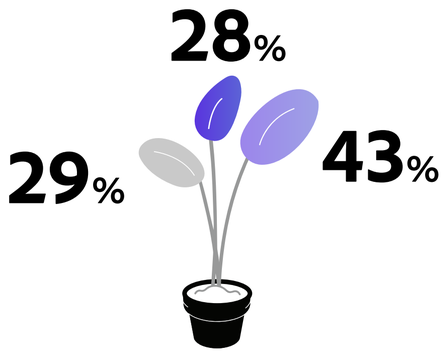
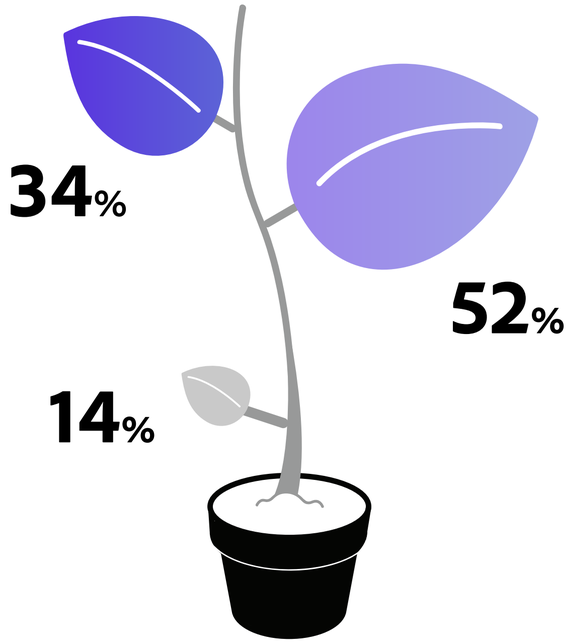


Educators with a low sense of purpose

Student's responsibility · Shared responsibility · Instructor's responsibility



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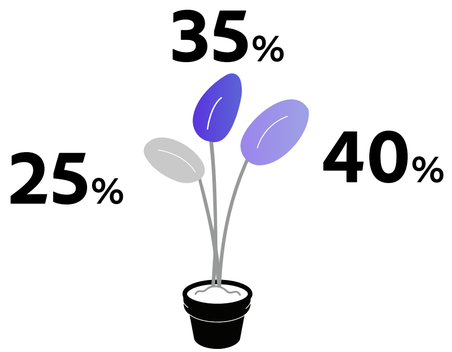

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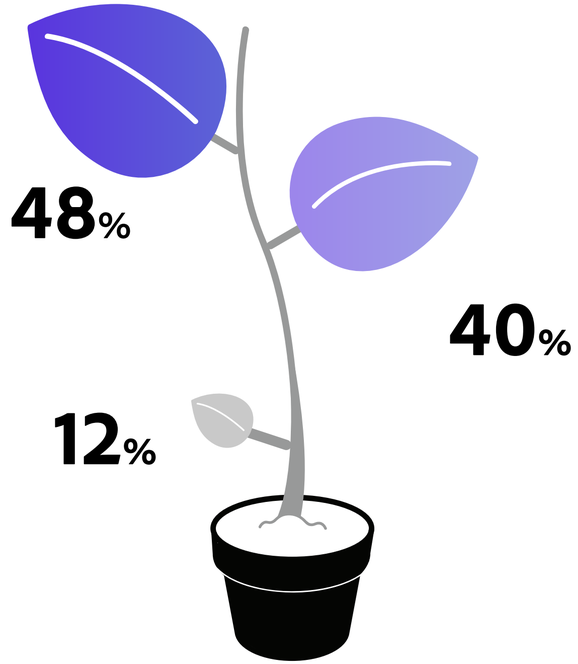

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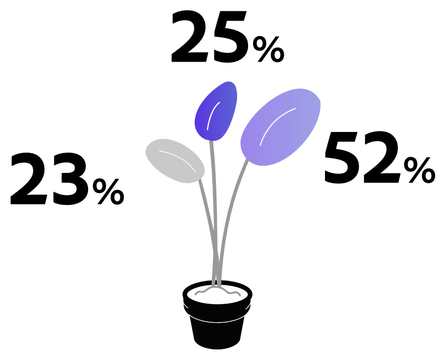

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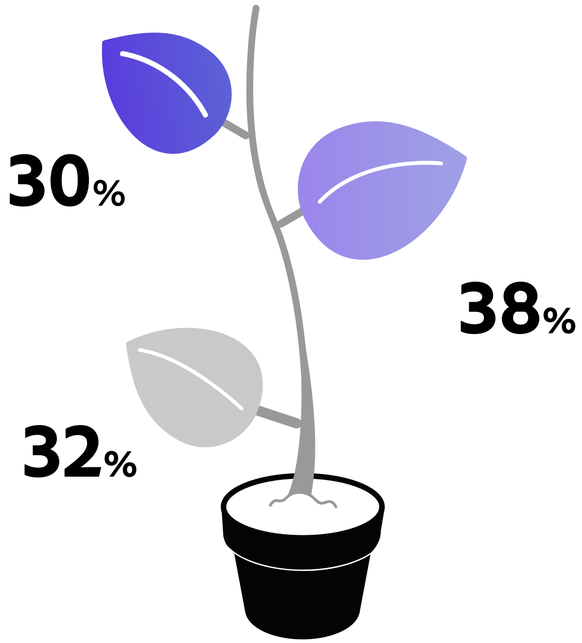

Educators with a high sense of purpose

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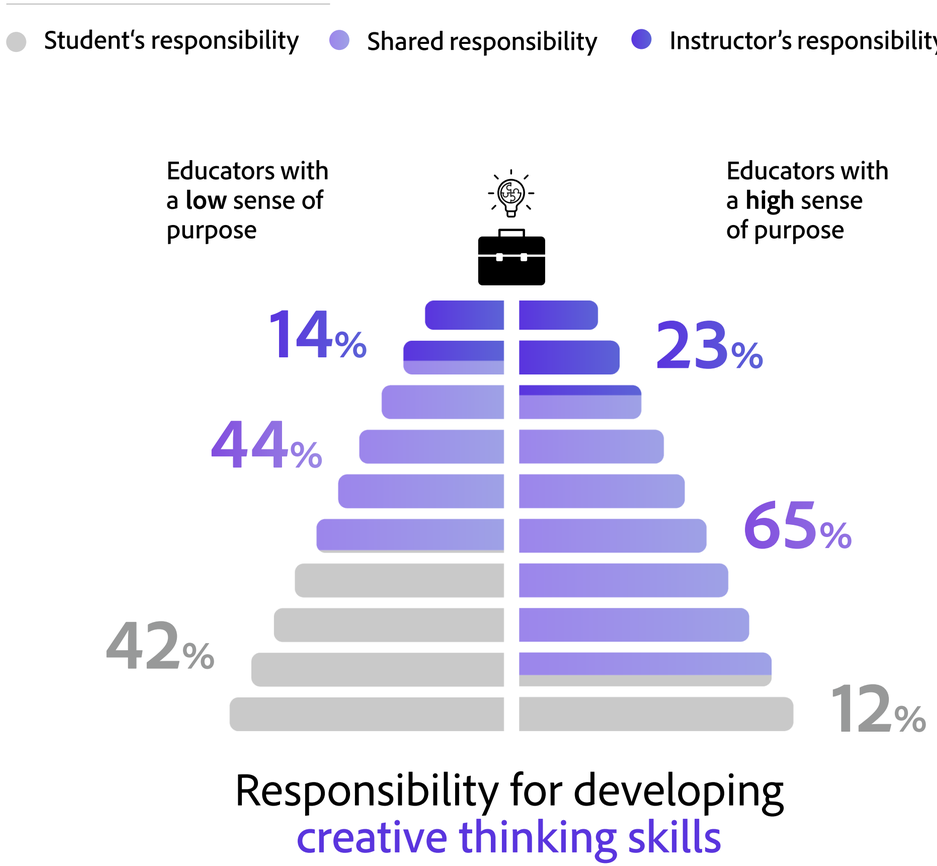
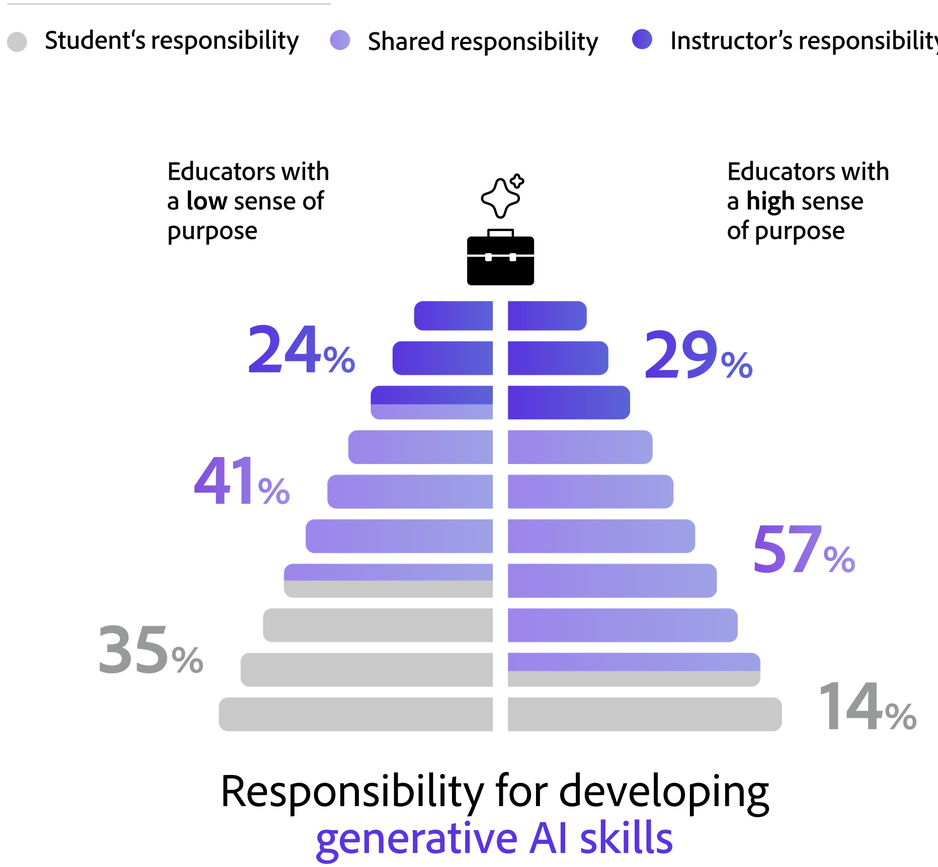
FIGURE 6.3

How an educator's sense of purpose influences their commitment to student career exploration



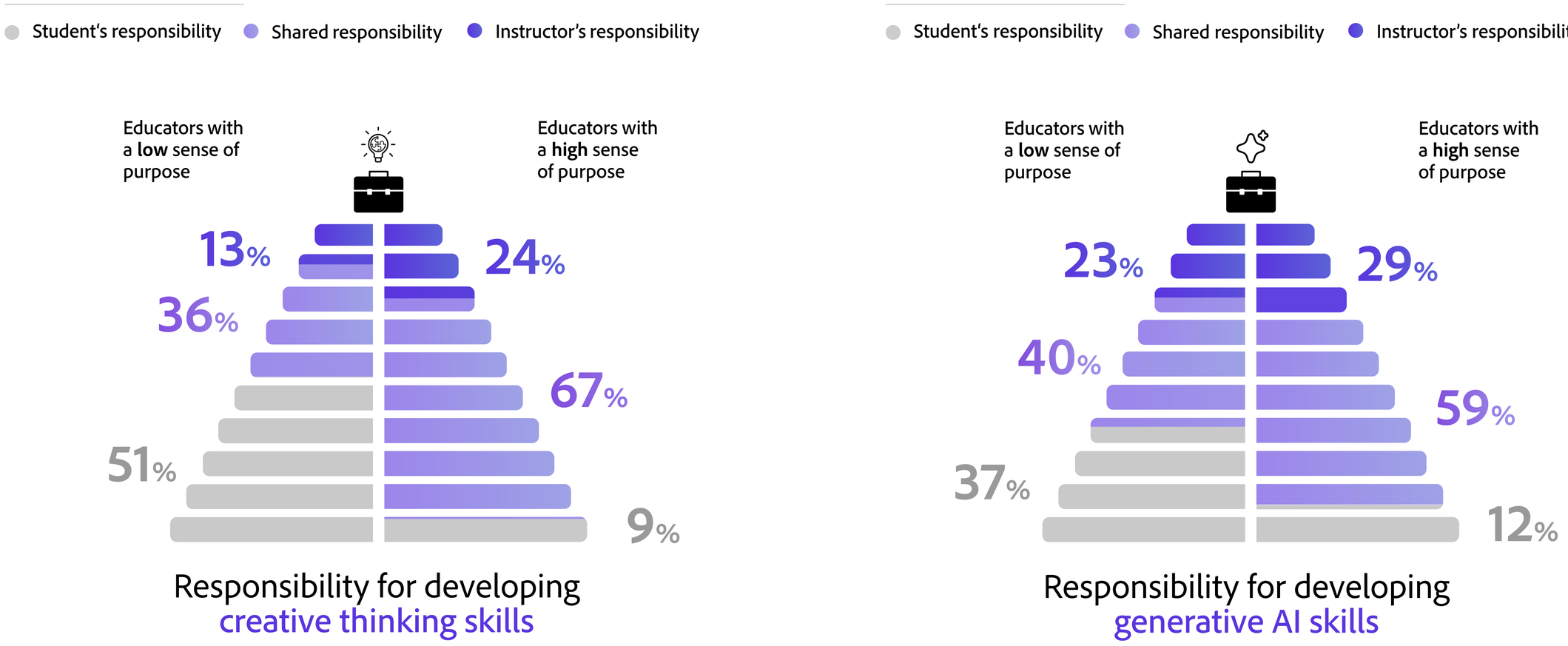


→ "To what degree do you see it as your responsibility to set students up to pursue a wide variety of careers with transferable skills like creative thinking or generative AI?"

K–12

FIGURE 6.3

How an educator's sense of purpose influences their commitment to student career exploration



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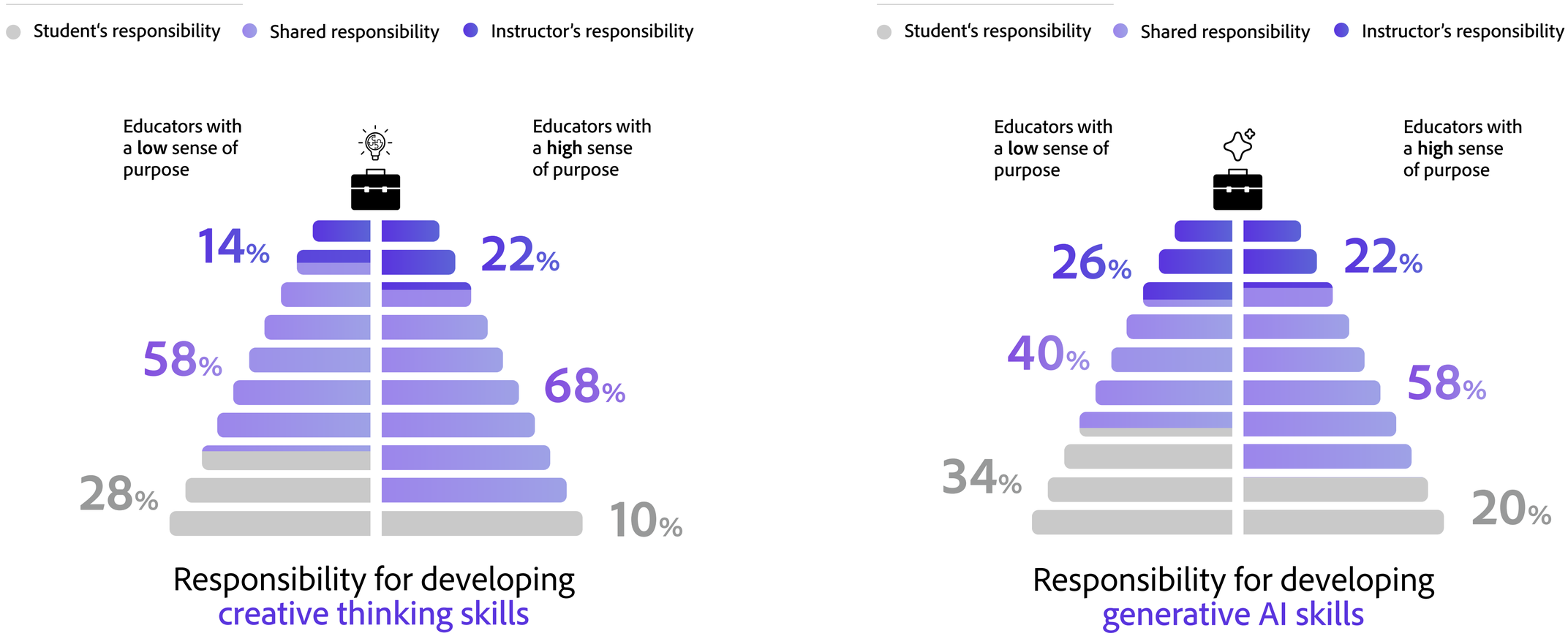

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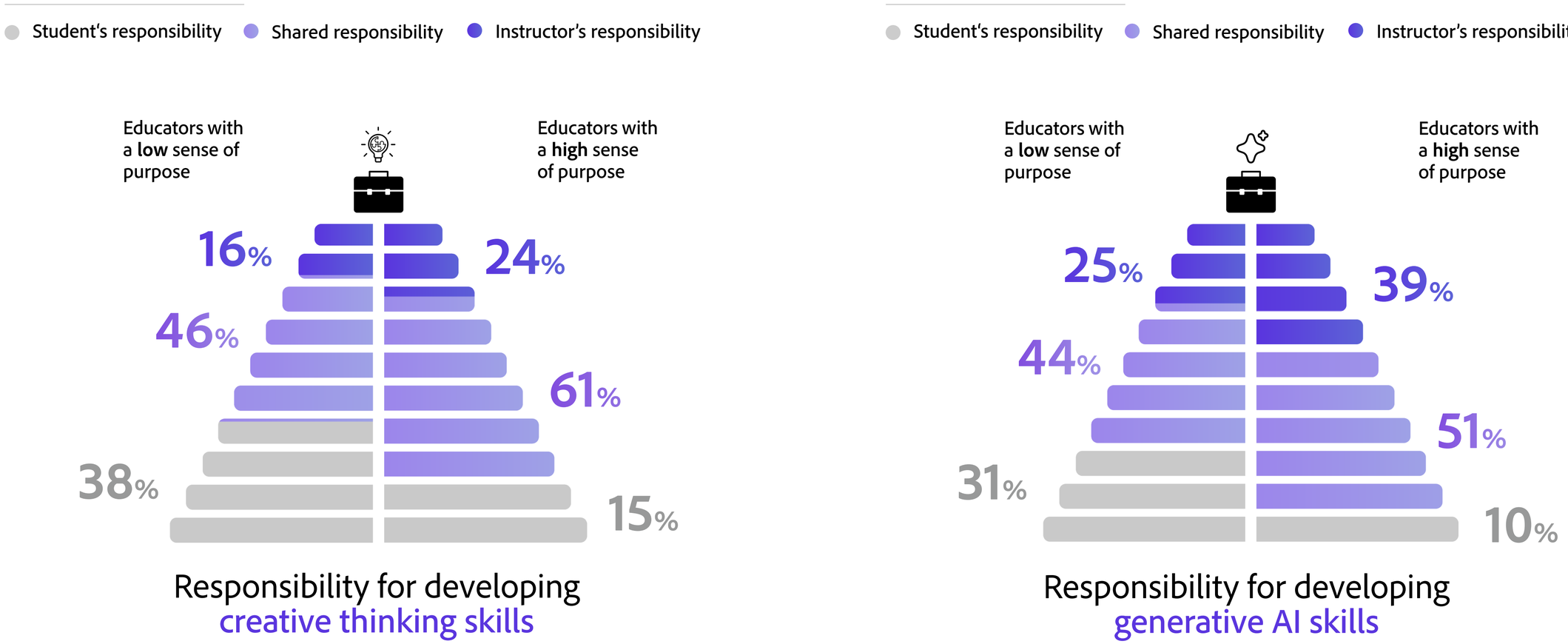

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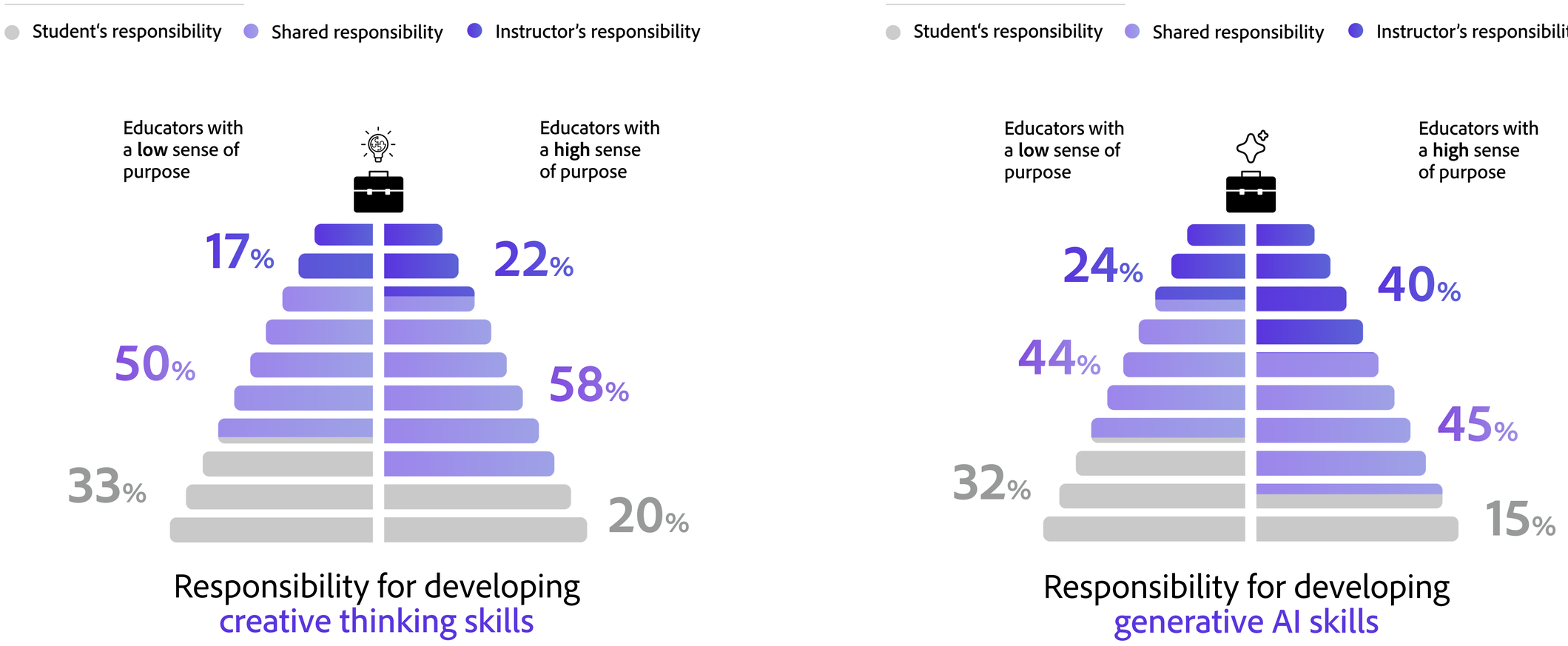

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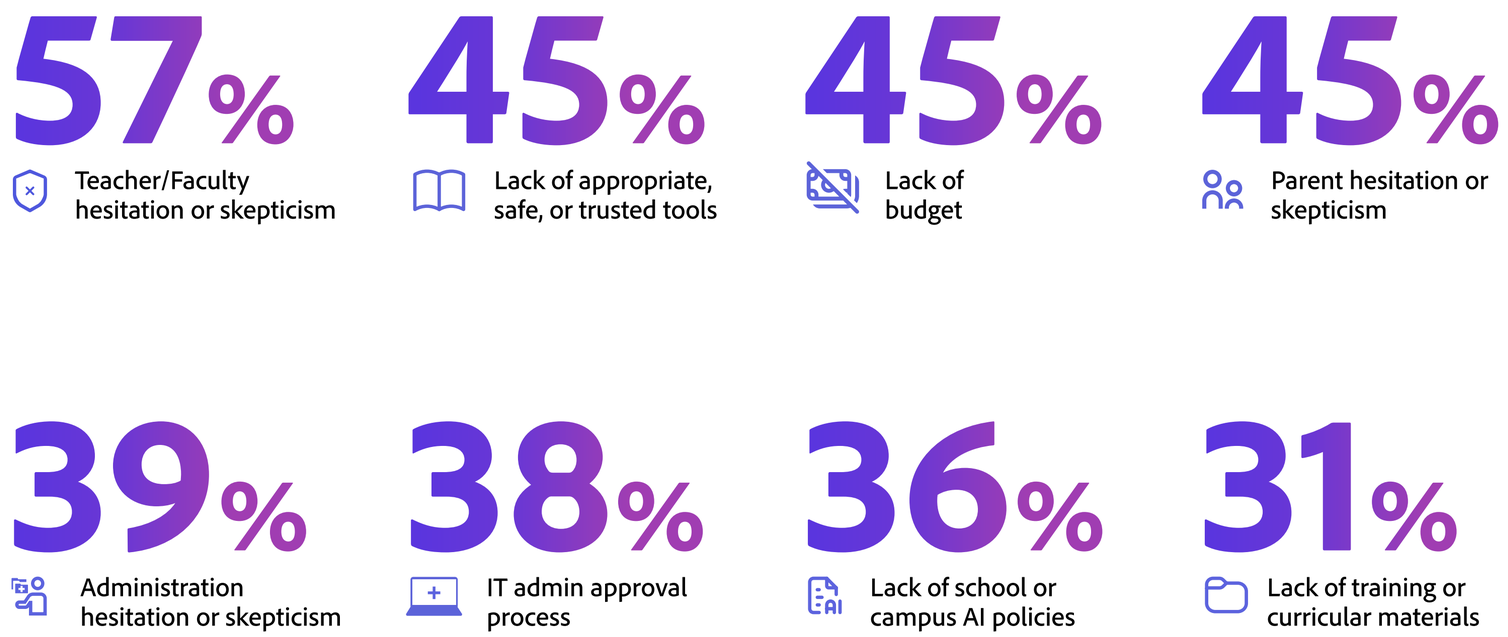
FIGURE 7.1

Top barriers to adoption of creative generative AI in the classroom

Percentage of educators who ranked a factor as a “top 5” barrier to a broader adoption at their school or campus.



→ “What are the biggest barriers to broader adoption of creative generative AI at your school or campus? (rank)”

K–12

FIGURE 7.1

Top barriers to adoption of creative generative AI in the classroom

Percentage of educators who ranked a factor as a “top 5” barrier to a broader adoption at their school or campus.

56% Teacher/Faculty hesitation or skepticism

46% Parent hesitation or skepticism

45% Lack of budget

44% Lack of appropriate, safe, or trusted tools

38% IT admin approval process

37% Administration hesitation or skepticism

37% Lack of school or campus AI policies

30% Lack of training or curricular materials

→ “What are the biggest barriers to broader adoption of creative generative AI at your school or campus? (rank)”

Higher education

FIGURE 7.1

Top barriers to adoption of creative generative AI in the classroom

Percentage of educators who ranked a factor as a “top 5” barrier to a broader adoption at their school or campus.

61% Teacher/Faculty hesitation or skepticism

48% Administration hesitation or skepticism

45% Lack of school or campus AI policies

43% Lack of appropriate, safe, or trusted tools

38% IT admin approval process

37% Lack of budget

29% Lack of training or curricular materials

→ “What are the biggest barriers to broader adoption of creative generative AI at your school or campus? (rank)”

Primary and secondary

FIGURE 7.1

Top barriers to adoption of creative generative AI in the classroom

Percentage of educators who ranked a factor as a "top 5" barrier to a broader adoption at their school or campus.

59% Lack of budget

56% Teacher/Faculty hesitation or skepticism

50% Lack of appropriate, safe, or trusted tools

43% Parent hesitation or skepticism

39% IT admin approval process

34% Lack of training or curricular materials

30% Lack of school or campus AI policies

29% Administration hesitation or skepticism

→ "What are the biggest barriers to broader adoption of creative generative AI at your school or campus? (rank)"

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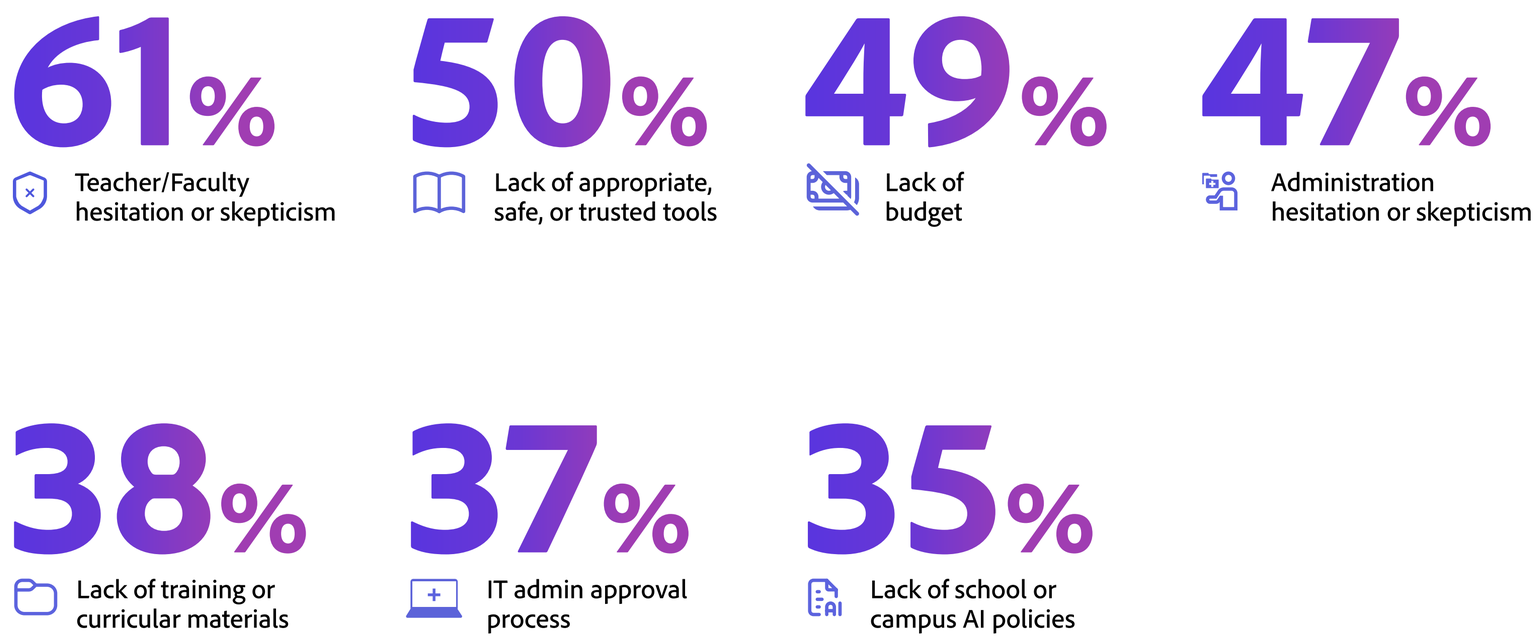

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