

# Cultivating Digital Creativity among Vietnamese High School Students

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July 14, 2023

Science, technology, and innovation are crucial to Vietnam's economic development. The digital environment, particularly, fosters the creation of social and economic values, resulting in a heightened need for a skilled workforce proficient in navigating, operating, and creating values within this digital landscape. High-school students are an essential group that needs studying for digital creativity since they are in a vital period of transitioning into the labor market and have a high potential to become young computational entrepreneurs [1-3]. Gaining insights into strategies encouraging digital creativity among high school students is, therefore, crucial.

Based on the serendipity-mindsponge-3D (SM3D) knowledge management framework [4-7], a recent study of 1061 Vietnamese high school students has offered several ways that can effectively cultivate digital creativity [8].

The first way to foster digital creativity is to enhance the capability to seek, critically evaluate and use digital tools and information. Students with better digital skills are more likely to successfully employ digital tools, platforms, and resources to generate and test creative ideas. In addition, improving digital capability will facilitate the information-seeking process, enabling students to find the required information for the creativity-making process.



**Illustration.** Retrieved from: <https://adamsteaching.com/blogs/2014/9/22/cultivating-digital-literacy-citizenship-leadership.html>

Secondly, fostering an openness to new knowledge sources on the Internet platform is vital for the development of students' digital innovation. By integrating external information with the digital knowledge stored in students' minds, they can not only access a wider variety of relevant information but also provide themselves with the opportunity to conduct a comparative analysis, evaluation, and the creation of new connections. As a result of this dynamic process, students are presented with a variety of opportunities that contribute to better digital innovation.

Lastly, promoting autonomous learning with encouragement from family and school is a key factor in cultivating digital creativity. With sufficient direction and support from parents and teachers, students will be given the required inputs, conditions, and incentives to continue and increase the effectiveness of their self-learning process, increasing the possibility that they will come up with novel concepts. In contrast, self-learning students who receive less parental and teacher support generally demonstrate lower levels of digital creativity than those who learn from alternative sources. This contrasting result might be attributed to the dominant parenting style, teacher-centered education philosophy, and massive class size in Vietnam [9-11].

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