**Digital curriculum for non-routine problem solving and teamwork.** Supporting teachers, as they create an environment for deeper learning: beyond memorising facts and beyond simplistic textbook problems.

**Why?**
- **One in ten** 15-year-old students across developed countries is able to solve fairly complex problems creatively. In the top performing country, Singapore, 29% of students are able to do this ([PISA, 2012](#)).
- Labour market trends suggest that the type of jobs that grow most quickly involve **non-routine interactive skills**: solving new problems while working in a team ([Autor, 2010](#)). The same skills are required for solving complex social issues.
- Teaching students to think critically and solve problems is notoriously difficult, as research has shown ([Willingham, 2007](#)). Few teachers are equipped with **the skills and tools** (i.e. curriculum resources) to support the development of these skills.

**What?**
Digital curriculum materials for one sample learning unit that supports non-routine problem solving and teamwork.

- **Summary**: A tool that can be accessed through a web browser (Chrome, Safari) and that enables children to design healthy, tasty and affordable snacks
- **Learning activities**: exploring the **basic rules of healthy eating** (based on the science of biochemistry) and the concept of **balanced diet**; simulating the long-term effects of unhealthy eating (**BMI**, **calories**); designing a menu that is healthy, tasty and **affordable**
- **Differentiation**: Combine visual images with text that has different levels of complexity (simple, medium or complicated) to match children’s reading ability
- **Pilot school**: An innovative school in a very diverse community in West London
- **Students**: 6-7 year old students in primary school, almost half of the students do not have English as their first language
- **Scope of unit**: the curriculum materials will be used during the unit that lasts 7 weeks (3 60-minute lessons per week), including 'learning' about the science of healthy eating, ‘growing’ vegetables and ‘cooking’ healthy snacks
- **UI**: UI is especially important, because visualising complex information is key to help children (and adults) understand the problem and come up with solutions
- **UX**: User experience needs to be very simple and intuitive, as the tools will be used by 6-7 year old children

**Note.** In the next phase of the project (from early 2016), we will begin creating a platform for **digital curriculum materials**: to share our existing materials and enable a community of teachers to add their own resources to our existing units. Over the next 3-5 years, the plan is to collaboratively develop a full problem-based curriculum for primary schools (Years 1-6). The curriculum is designed to align with learning standards in a number of countries (England, Estonia, and others to be determined).

**Team**: we are an international team of educators designing innovative curriculum and supporting teachers’ professional skills. We have been working collaboratively with innovative schools and organisations in England, Estonia and beyond.

**IP**: Student Interns agree to assign to Creco Learning Ltd all right, title, and interest in and to any and all inventions and computer code which the Interns develop during the project.

**Contact**: Artur Taevere, artur@creativegeneration.org, Skype: arturtaevere