Review of the Literature on Digital Creativity in Higher Education: Moving Toward a Conceptual Framework

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Introduction

In the evolving landscape of higher education, the integration of digital technologies has profoundly influenced how teaching, learning, and creative processes are conceived and practiced. Digital creativity, as an area of research, is emerging as a critical domain within higher education, representing a convergence of digital tools, creativity, and pedagogy. With the rise of new technologies such as artificial intelligence, virtual and augmented reality digital media, and online collaboration platforms, there is a growing interest in how these innovations can foster creative practices among students and educators. However, the term "digital creativity" remains underexplored and lacks a unified definition and conceptual framework in the context of higher education. This article reviews the existing literature on digital creativity in higher education, highlighting key themes, challenges, and potential directions for developing a comprehensive conceptual framework for understanding and promoting digital creativity. The concept of digital creativity merges two broad areas: creativity and digital technology. While creativity is generally understood as the ability to generate novel and useful ideas or solutions, digital creativity refers to the use of digital tools, platforms, and technologies to enhance, express, or facilitate creative processes. The literature reveals that digital creativity is not just about producing digital artifacts but also about using digital tools to augment problem-solving, collaboration, and critical thinking in diverse educational settings [1-3].

Description

One of the primary themes in the literature is the role of digital tools in supporting and expanding creativity in higher education. The rapid advancement of digital technologies, including graphic design software, coding platforms, multimedia production tools, and virtual collaboration environments, has made it easier for students and educators to experiment, create, and collaborate. These tools enable students to engage in creative tasks that were previously inaccessible, such as designing virtual worlds, producing multimedia projects, or participating in global collaborative efforts. Many studies highlight the transformative potential of digital tools in enhancing creativity by offering new forms of expression. For example, design students can use software like Adobe Creative Suite or 3D modeling tools to bring their ideas to life, while engineering students can use coding and simulation tools to prototype innovative solutions to real-world problems. Moreover, the use of platforms like blogs, podcasts, and social media allows students to engage in digital storytelling and communicate their ideas in creative and interactive ways. Digital creativity is often viewed as a collaborative endeavor, and several studies emphasize the importance of digital platforms in facilitating group-based creativity. Tools such as Google Docs, Trello, Slack, and various cloud-based platforms enable students to work together in real time, sharing

ideas, editing documents, and creating digital products. These platforms foster a collaborative environment that not only enhances individual creativity but also nurtures collective problem-solving and innovation [4,5].

Conclusion

Digital creativity is a multifaceted concept that has significant implications for higher education. The integration of digital tools and platforms, the adoption of student-centered pedagogies, and the development of new assessment strategies all play key roles in fostering creativity in digital environments. However, challenges related to access, educator preparedness, and assessment need to be addressed to fully realize the potential of digital creativity in higher education. As the field continues to evolve, moving toward a conceptual framework for digital creativity will provide educators, researchers, and policymakers with a clear foundation for understanding and promoting creative practices in the digital age. Addressing issues of access and equity is essential to ensuring that all students have the opportunity to engage in digital creativity. The framework should include strategies for bridging the digital divide and providing equitable access to technology.

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Conflict of Interest

None.

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