

LEARNING PROGRAMME

Overcoming Barriers to Creative Writing

10-DAY COURSE

50 learning hours | Course programme

Overcoming Barriers to Creative Writing – 10-Day Course

Introduction and Description

This course offers an in-depth and multidisciplinary inquiry into the nature of creative writing as both a cognitive practice and a socio-cultural act. Drawing on contemporary research from creativity studies, educational psychology, linguistic theory and narrative pedagogy, the programme examines the complex interplay of factors that shape learners' ability and willingness to engage in imaginative writing. Participants explore internal constraints—such as fear of judgement, perfectionism, limited linguistic self-efficacy and reduced divergent-thinking flexibility—alongside structural, curricular and relational barriers that may restrict learners' expressive potential within school settings.

The programme positions creative writing not merely as a literary skill but as a powerful vehicle for identity formation, emotional processing, critical thinking and meaning-making. Accordingly, teachers are introduced to a range of instructional approaches that cultivate psychological safety, autonomy and intrinsic motivation, all of which are essential conditions for creative risk-taking. Through systematic engagement with low-stakes writing environments, scaffolding techniques, collaborative authorship models and dialogic pedagogies, educators learn to design learning experiences that legitimise student voice, encourage narrative experimentation and embrace imaginative ambiguity.

A substantial component of the course is devoted to experiential learning. Participants engage in diverse creative writing practices—flash fiction, sensory writing, dialogic scripts, poetic forms—and analyse these processes through metacognitive reflection. Workshops on games, simulations and role-play illustrate how embodied and social activities can unlock narrative potential and reduce affective barriers. Complementary modules on digital and interactive storytelling introduce multimodal pathways for creative expression, enabling educators to integrate visual, auditory and nonlinear narrative forms into their teaching.

Throughout the programme, teachers develop and refine pedagogical strategies tailored to heterogeneous classrooms, including learners with varied linguistic backgrounds, differing levels of writing confidence and diverse learning profiles. They critically evaluate assessment practices that may unintentionally suppress creativity, and explore alternative, formative approaches that value process, exploration and personal voice. By the end of the training, participants emerge with a theoretically grounded and practically robust framework for supporting creative writing across disciplines, equipped to cultivate imaginative, confident and expressive writers in their educational environments.

Methodology and Assessment

The course employs an experiential, learner-centred methodology combining practical workshops, collaborative writing, games, simulations, storytelling exercises and digital narrative production. Participants alternate between guided experimentation, micro-teaching, individual writing labs and reflective dialogue, enabling them to internalise techniques and translate them into classroom practice. Assessment is formative and continuous, centred on reflective journals, peer feedback, participation in creative tasks and the development of a final creative writing or digital storytelling project. Emphasis is placed on process, experimentation and pedagogical transfer rather than evaluating artistic mastery.

Learning Objectives

By the end of the course, participants will be able to:

Understanding Creativity and Writing Barriers

• Critically analyse psychological, cognitive and emotional factors that inhibit creative writing in learners.
• Evaluate socio-cultural, linguistic and institutional constraints shaping students' writing behaviours.
• Reflect on their own creative profiles and identify implicit assumptions about writing, creativity and competence.

Designing Supportive Creative Writing Pedagogies

• Apply evidence-based strategies to reduce writing anxiety, support risk-taking and scaffold narrative fluency.
• Employ games, role-play, simulations and collaborative activities as tools for idea generation and narrative development.
• Create inclusive writing environments that promote autonomy, imaginative exploration and multimodal expression.

Developing Narrative and Multimodal Competence

• Implement storytelling and narrative-building techniques applicable across subjects and learner profiles.
• Design and facilitate digital and interactive storytelling processes to enhance engagement and voice.
• Produce, evaluate and refine creative writing tasks that integrate traditional and digital forms of expression.

Evaluating Practice and Learner Growth

• Assess creative writing processes through formative, dialogic and reflective approaches rather than solely product-focused measures.
• Adapt creative writing methodologies to diverse educational contexts and curriculum requirements.
• Demonstrate reflective practice through analysis of classroom applications and learner outcomes.

Preparation

After registration participants will receive pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

Fee: 800 €

Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

TENTATIVE PROGRAMME (50 didactic hours - 5*45min per day) Monday to Friday	
Day 1	Introduction, Creative Warm-Up, Group Building
09.00 - 09.45	Introductions & Icebreakers
09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	Warm-up sensory activities: associative thinking, free-writing bursts
11.15 - 11.30	Break
11.30 - 12.15	Introduction to creativity as a cognitive, emotional and social process
12.15 - 13.00	Establishing a supportive writing community
Day 2	Psychology of Creativity
09.00 - 09.45	Theories of creativity

09.45 - 10.30	Divergent vs. convergent thinking exercises
10.30 - 11.15	Creative fluency, flexibility and originality tasks
11.15 - 11.30	Break
11.30 - 12.15	Emotional dimensions of creativity
12.15 - 13.00	Mapping personal creative profiles
Day 3	Barriers to Creative Writing
09.00 - 09.45	Identifying internal and external barriers in school contexts
09.45 - 10.30	Linguistic barriers
10.30 - 11.15	Affective and socio-cultural factors
11.15 - 11.30	Break
11.30 - 12.15	Classroom mechanisms that inhibit creativity
12.15 - 13.00	Strategies for removing barriers
Day 4	Strategies to Overcome Writing Blocks
09.00 - 09.45	Techniques for idea generation
09.45 - 10.30	Overcoming perfectionism through iterative drafting
10.30 - 11.15	Writing fluency development tasks
11.15 - 11.30	Break
11.30 - 12.15	Collaborative writing as a support system
12.15 - 13.00	Supportive environments for diverse learners
Day 5	Games, Simulations, Role-Play for Creative Expression
09.00 - 09.45	Pedagogical rationale behind games and simulations supporting writing
09.45 - 10.30	Dramatic play, object prompts, improvisation for character/plot creation
10.30 - 11.15	Simulation-based writing tasks
11.15 - 11.30	Break
11.30 - 12.15	Role-play for dialogue writing, perspective-taking and empathy-driven narratives
12.15 - 13.00	Micro-teaching
Day 6	Creative Writing Techniques

09.00 - 09.45	Genre exploration
09.45 - 10.30	Advanced narrative structures
10.30 - 11.15	Character development
11.15 - 11.30	Break
11.30 - 12.15	Mentor texts
12.15 - 13.00	Individual writing lab with guided feedback
Day 7	Storytelling & Narrative Building in Education
09.00 - 09.45	Storytelling as a heuristic for learning
09.45 - 10.30	Narrative pattern structures
10.30 - 11.15	Oral storytelling techniques for classroom use
11.15 - 11.30	Break
11.30 - 12.15	Transforming lived experiences and curriculum content into narrative form
12.15 - 13.00	Group creation of a shared class narrative
Day 8	Digital Storytelling
09.00 - 09.45	Introduction to digital storytelling (DST) and multimodal expression
09.45 - 10.30	Exploring tools
10.30 - 11.15	Writing and scripting for DST
11.15 - 11.30	Break
11.30 - 12.15	Creating short digital story prototypes in groups
12.15 - 13.00	Peer feedback and refinement
Day 9	Interactive Digital Storytelling Scenarios
09.00 - 09.45	Branching narratives, choice-based stories, interactive fiction basics
09.45 - 10.30	Tools for interactive storytelling
10.30 - 11.15	Designing learning tasks with interactive narratives
11.15 - 11.30	Break
11.30 - 12.15	Developing an interactive narrative based on curriculum themes
12.15 - 13.00	Teacher-to-teacher consultations on project development

Day 10	Individual Support, Presentations & Course Closure
09.00 - 09.45	Preparing the final presentations and individual support (part 1)
09.45 - 10.30	Preparing the final presentations and individual support (part 2)
10.30 - 11.15	Final presentations and feedback
11.15 - 11.30	Break
11.30 - 12.15	Evaluation & Reflection
12.15 - 13.00	Validation of learning outcomes and certification

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.
**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.