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Student Creativity in the Age of Ai

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Abstract

As generative AI tools become increasingly accessible in education, questions arise about how students engage with them; particularly in creative contexts. This paper explores how adolescents use AI in school-based creative tasks, drawing on data from a transnational Erasmus+/eTwinning project involving students aged 13–15 from three countries (Slovenia, Spain, and Germany). Activities such as poem writing, logo design, and short story creation were often completed using AI tools, with minimal teacher prompting. While AI supported student output and lowered barriers related to language and self-expression, most learners engaged with these tools uncritically - treating AI as a shortcut rather than a creative partner. This observation aligns with emerging research suggesting that young learners tend to adopt AI for convenience, often without questioning authorship, originality, or ethical use (Schulz & Davies, 2022; Holmes et al., 2023). Drawing on the European Commission's DigComp 2.2 and current AI-in-education frameworks, this study highlights both the motivational value of AI in creative tasks and the need for explicit scaffolding to develop critical AI literacy. The findings suggest that while students are eager to adopt generative technologies, educators must play a key role in fostering reflective engagement and ethical awareness. Without pedagogical support, AI risks reinforcing passivity rather than empowering creativity and digital agency in young learners.

Keywords: Ai in Education; Digital Literacy; Creativity; Critical Thinking; Teenage Learners