

Creativity, Culture and Education: Between Tradition and Innovation in the Era of Artificial Intelligence

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1 Introduction

For a long time, creativity was associated with talent, genius, inspiration, and even mysticism. However, this understanding has broadened in recent years. Creativity is now recognized as a complex and multidimensional phenomenon, related not only to human development but also to social and cultural transformations (Long et al., 2022; Lubart, 2007; Neves-Pereira; Fleith, 2020; Runco; Albert, 2010; Weiner, 2000).

In the field of education, creativity has gained increasing attention, particularly in response to the need to prepare individuals capable of dealing with complex problems, generating new ideas, and actively participating in societal transformations. In this context, fostering and stimulating creativity also means creating opportunities for students to mobilize existing knowledge and cultural repertoires, establishing new connections among them and generating possibilities for innovation (Csikszentmihalyi, 1996; Nakano; Wechsler, 2018).

This discussion acquires new dimensions with the expansion of digital technologies and, particularly, generative artificial intelligence (GAI). By enabling the production of texts, images, narratives, and other forms of content, GAI introduces new conditions for creative processes and expands the possibilities for interaction between humans and technologies. At the same time, it raises important questions regarding authorship, the appropriation of knowledge and cultural repertoires, the reliability of information, and the ethical use of these tools, especially in educational contexts (Illera, 2024; Pettalongi, 2025; Souza; Zocal, 2025; Teles; Nagumo, 2023).

Based on these considerations, this study explores the relationships among creativity, culture, tradition, innovation, education, and generative artificial intelligence. Its objective was to analyze how creativity has been addressed in educational contexts, highlighting its potential to connect tradition and innovation in the era of generative artificial intelligence. The study is theoretical and reflective in nature and adopts a qualitative approach. It was developed through a bibliographic review and an interpretative analysis of scientific publications related to the concepts that guide the discussion.

2 Development

2.1 Creativity and Education

Creativity has been the subject of scientific investigation for decades, and among its most recurrent characteristics are originality and usefulness, which must operate in conjunction for an idea, product, or process to be considered creative (Patston et al., 2021; Runco; Jaeger, 2012). This understanding allows creativity to be recognized not only as an individual characteristic but also as a process related to the production and transformation of knowledge. In the educational field, its development has become increasingly important given the need to prepare individuals capable of dealing with complex situations, generating alternatives, analyzing possibilities, and actively participating in social and cultural transformations (Organisation for Economic Co-operation and Development, 2021; Rodrigues, 2025).

In a society marked by accelerated scientific, technological, and social changes, education is challenged to expand its role beyond the mere transmission of knowledge. Schools should foster the development of competencies that enable students to deal with uncertain and unprecedented problems by integrating creativity, critical thinking, collaboration, communication, and ethics. In this context, teacher education also becomes essential, since the integration of different forms of knowledge and pedagogical practices depends on mediation processes capable of preserving students' autonomy and encouraging their active participation in learning.

2.2 Generative Artificial Intelligence and Educational Processes

The growing expansion of GAI is reshaping educational contexts by transforming the ways knowledge is generated, accessed, and shared, creating new possibilities for pedagogical mediation, personalization, and content production (Souza; Zocal, 2025). At the same time, GAI should not be understood as a substitute for human creativity, but rather as a technology that can participate in processes of creation and collaboration. Studies suggest that humans and artificial intelligence systems operate in distinct ways, yet they can jointly contribute to the generation of ideas and solutions across different contexts (Bicalho-Rodrigues et al., 2025; Vinchon et al., 2023).

For this collaboration to be productive, however, education must foster students' ability to evaluate, select, transform, and contextualize the content produced by these technologies. In this scenario, creativity can expand possibilities for exploration, while knowledge and critical thinking guide the analysis and use of the alternatives generated. Schools therefore assume a strategic role in preparing autonomous individuals who are capable of using GAI consciously, critically, and responsibly.

2.3 Creativity, Tradition, and Innovation

The relationship between creativity, culture, and GAI also expands the possibilities for dialogue between tradition and innovation. Knowledge, memories, narratives, and cultural expressions can be recorded, communicated, and reinterpreted through digital resources, creating new forms of interaction among different generations and contexts. In this sense, technology can foster educational experiences that connect historically constituted knowledge with contemporary languages and possibilities (Csikszentmihalyi, 1996; Kotz; Rodrigues; Sobrinho, 2025; Neves-Pereira; Fleith, 2020).

Creativity plays a central role in this process by enabling students not only to reproduce cultural repertoires but also to establish new relationships among them, generating forms of expression and knowledge that respond to present-day demands. Thus, tradition and innovation should not be understood as opposing dimensions. Tradition can serve as a source of knowledge and belonging, while creativity enables its interpretation, transformation, and re-signification in response to social and cultural changes.

2.4 Possibilities and Tensions of GAI in Education

Despite these possibilities, the incorporation of GAI into educational processes involves tensions that cannot be overlooked. Issues related to authorship, intellectual property, the appropriation of cultural and traditional repertoires, the reliability of generated content, algorithmic biases, autonomy, and unequal access to technologies require critical reflection. While the use of these tools can expand opportunities for creativity and cultural circulation, it may also contribute to the homogenization of cultural expressions or to the marginalization of

knowledge historically developed by different social groups (Illera, 2024; Pettalongi, 2025; Teles; Nagumo, 2023).

Therefore, the integration of creativity, education, and generative artificial intelligence requires an approach that simultaneously considers both the opportunities and the limitations of these technologies. The use of GAI must be accompanied by knowledge, ethical criteria, and critical thinking so that students can engage with it not merely as consumers of content, but as individuals capable of analyzing, creating, transforming, and re-signifying knowledge and cultural repertoires.

Conclusion

The objective of this study was to analyze how creativity has been addressed in the educational context, highlighting its potential to connect tradition and innovation in the age of generative artificial intelligence. The discussions indicate that fostering creativity is fundamental to developing individuals capable of mobilizing knowledge, experiences, and cultural repertoires in the construction of new possibilities. In this process, education can promote not only the production of ideas and solutions but also students' participation in the interpretation and transformation of culturally constituted knowledge.

In the age of generative artificial intelligence, these possibilities are expanded by technologies' capacity to produce, record, access, and transform cultural content and expressions. However, the use of GAI also involves challenges related to authorship, the appropriation of cultural repertoires, the reliability of information, biases, and the possibility of cultural homogenization. Therefore, its integration into educational processes requires more than technical proficiency. It demands knowledge, critical thinking, ethical and legal criteria, and the participation of the groups involved.

The findings therefore indicate that creativity can constitute an important link between tradition and innovation, while education plays a central role in creating the conditions for GAI to be used critically, ethically, and responsibly, fostering new possibilities for creation without disregarding the knowledge and cultural contexts that underpin these productions¹.

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