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CREATIVITY EDUCATION IN TEACHING DEVELOPMENT

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Abstract:

Creativity is precious human resources. This research involves the study of creativity in education, specifically through the training of teachers and future teachers to use theories of creativity in instructional design. Teacher Education students were exposed to creativity theory and conditioned to use theory in developing learner creativity in lesson and project design. It refers to the ability of and individual to create, discover or produce something that is unique. Participants studied and applied creativity frameworks in instruction and learning design within the sort of lessons and projects. Lesson Designs were full-length lessons with applications of creativity theory. Project Designs were group projects incorporating creativity theory into an educational resource. Uses of creativity theory in lessons and projects were analyzed for understanding and application of theory.

Keywords: Creativity, Instructional & Project Design, Teacher Training, Online Education

Introduction:

Man's journey from the ancient period to modern time is a saga development and story of creativity. It is necessary to inventive thinking in any domain, and underappreciated in many formal educational environments. All solution making and construction require creative thinking. Yet, almost no schools teach for creativity or train teachers to show for creativity. The following study explores the worth of creativity in educational design in teacher training, and is a component of a sequence of studies investigating critical thinking in education. The research was embedded in an online course in critical thinking in teaching and learning in a Odisha school of education. Creativity theories were examined for his or her utility in education and applied within the design of creation activities integrated into the course. The learning outcomes include critiquing creativity theories in teaching and learning and applying theories in education.

While there are incredible signs of remarkable creation, there's also evidence everywhere we are in need of creativity development. It refers to the ability to produce work that is moved and useful for the society.

The overarching objective of this research is to encourage and evaluate creativity in education, specifically through the training of teachers and educators to include creativity within the practice of developing learners and learning environments. A further objective is to develop the web instructional technologies to support creativity development. This paper describes the participants, instruments and procedure, analysis and results of applying creativity in education in teacher training.

Design:**Participants:**

Participants were students enrolled in online critical thinking in teaching and learning courses at a Odisha school of education over the course of several terms. Twenty-one of sixty students volunteered to incorporate their add the study, five male and 16 female. The participant body was composed of teachers and teachers in training of multiple ethnicities on intern and student teaching tracks in education , single subject in varying subject areas, multiple subject credentials, and Teaching English as a Second Language (TESOL). Participants included two Multiple Subject candidates, fourteen Single Subject candidates including two in Math, two in English, three in education , two in Science, two in Language, two Educational Specialists, two undeclared, and one TESOL candidate. Selection decided by required participation within the course and volunteering for the study. The volunteers were representative of the course participants and teacher candidates within the school.

Instruments and Procedure:

This study was inside a sequence of readings and assignments and primarily consisted of two assignments: a weekly module focused on creativity and intelligence in the 7th module & 8th module term, and a final project incorporating all theory covered throughout the course, including creativity application. The study instruments were part of an online course in critical thinking in an Intelligence and Creativity Module. Instruments included creativity readings and assignments made up of lesson design and project activities. Lesson designs required selection of a subject to show based upon State Standards with a design incorporating the reading. Project designs were culminating group or individual work incorporating creativity theory into projects. Participants completed activities individually and in groups during the course of the week of the module and submitted their assignments online. Project and

lesson designs were received through online submissions in digital word or web format. Participant designs were analyzed for content.

Analysis:

Student constructions were analyzed for creativity theory understanding and referencing and application of creativity theory in education. Referencing to theory and application of theory in lesson design were counted and analyzed for quality of design. Projects were analyzed for theory referencing and application in project design. Types of application of theory were reviewed in lessons and projects.

Intelligence and Creativity Module:

Creativity research, resources, and assignments were designed into Module 7 of an 8 Module Term. Module 7 may be a unit on intelligence, emotional intelligence, and creativity in critical thinking. The goal of the module is to provide an overview of intelligence, emotional intelligence, and creativity theories. Learning objectives include analyzing ideologies of intelligence and determining how to effectively apply the ideologies of intelligence in lesson plans and project designs. Readings present foundational theories in Intelligence, Emotion, and Creativity. Assignments include brainstorming in project groups over the way to incorporate intelligence and creativity theories into project design, researching technology for project, selecting insights from intelligence and creativity theorists and incorporating into lessons designed in previous assignments, and providing meaningful feedback to classmates' lesson designs. The Module 7 lesson prompt is described within the Instrument and Procedure section as is the final project prompt.

Applications in Project Designs:

Participants included creativity in project designs in a range of applications. One project design involved designing a bar chart during a math lesson. A project on decoding messages within the media involved exploration of political activism through media and art. An adjective game for secondary school students engaged students in identifying adjectives that describe images. One project on healthy eating asked students to make nutrition labels on healthy food. In a project on world travel, networking, and communication in learning, creativity is taken into account in the design by applying Suchismita's suggestion of creativity to be enhanced by bringing past knowledge to new experiences in learning about language food and travel online. In a project focused on money investment and banking in 12th

Grade economics, creativity is incorporated into activity by including song writing about the economy.

In a unit designed to show high school students research, independent learning activities activate creativity in pattern observation and analysis. In a project based learning unit to show parents and teachers about problem based learning, a student unit has students choosing their own adventure and make a presentation of their adventure story. In a project to support students in math test taking and learning, creativity was considered to scale back emotional anxiety by having students create schedules for studying and learning aids. In a project on relationship development intervention with children with autism for teachers, teachers are recommended to consider keeping lessons more open ended with more dynamic thinking with problem solving through varying sorts of scenarios, and experiences and showcasing of quite a method toward an answer with multiple perspectives. In an emergency in training unit, designed to understand the way to save an athlete's life, creativity is usually recommended to be applied by providing information during a different way and new options for student expression. In a unit plan designed for alternative assessment, creativity is considered in encouraging creative assessments with more creative ways to show mastery. In a project on physical fitness, creative intelligence is exercised by encouraging students to make exercise plans.

Conclusion:

Creativity is prime to human thought development and survival. Creativity theories are important in supporting instruction and learning, and elevation of teacher understanding and learning design. It is the capacity of a person to produce composition, products or ideas which are essentially new or novel and previously unknown to the producer. It can be imaginative activity. This course was successful in inspiring teacher candidates to research and apply creativity theory to instruction. A potentially creative person may wither in environment that does not foster creativity. Upon reading theories in creativity, teacher education candidates referenced and applied theories in creative ways to develop creativity in study and learning in lesson designs and final projects. Some applications of creativity theory which arose as beneficial to teaching, included employing open assignments, building upon past knowledge within the development of latest experiences, creating and/or investigating an artefact, such as creating study skills resources, presentations, media messages, and cultural artefacts, encouraging dynamic thinking through varying scenarios, showcasing multiple solutions, and considering mind expand concepts.

The results of this study suggest creativity theories should be included within the teaching of teachers in developing their knowledge and skills needed to shape student development, particularly creativity development. Teacher and teacher candidate designs resulted in inspiring learning circumstances for advancing creation and thinking through expansive and transcending ideas and action.

The course was successful in cultivating creativity in educational design. The course developed participant brooding about creativity and participant designs. Participants understood and applied theory during a range of creative designs intended to support creativity. A future study could assign the experience differentially with an impact group to form a causal claim about course efficacy. The current study doesn't measure learning from the creativity design in K-12 students for whom the teachings and projects are designed, though does in course participant creations. Another future study could investigate how the teacher constructed designs influence learning in the classroom. Broader work might consider how creativity training and thought are often incorporated into all institutions. Care and consideration should tend to cultural norms and conventions in expanding creatively by investigating and using caution with boundaries.

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