Students’ Learning Through Teaching Creativity: Teachers’ Perception

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Abstract

During the last few decades educators and parents have focused on the special needs and abilities of children therefore creativity and solving problems in creative way is identified as a main factor in reaching high educational aims. This paper is a study based on the literature and previous research papers to explain students’ learning through teaching creativity, with regarding teacher’s perception. Researchers cannot study creativity by isolating individuals and their work from the historical and social environment in which they act. So teachers’ perspective about creativity can be effective in process of student’s learning. The findings of this study show there are many definitions and concepts about creativity which they should be considered by teachers to improve students’ creativity.

Keywords: students’ learning, creativity, teachers’ perception, creativity in education.

Introduction

Creativity is emphasized in the education filed since the 20th century. Consequently creativity has become one of the goals at schools in many different countries. If a person has higher levels of domain-specific knowledge, but does not possess creative problem solving skills then utilization of the domain-specific knowledge may be less effective (Renzulli, Owen, & Callahan, 1974). Studies have shown novice creative problem solvers can demonstrate improved ability in creative problem solving situations when training of these techniques was implemented (Basadur, Graen, & Green, 1982; Dow & Mayer, 2004; Esquivel, 1995).

The ability of firms or agencies to offer new products or services depends on the presence of creativity and the organizational capability of turning new ideas into innovations (Brown & Duguid, 2001). There are great demands placed on organizations to produce innovative services, products or processes (Storey, 2000). In order to stay competitive, they themselves often need to learn to adapt, which can be a manifestation of organizational learning or organizational innovation (Schein, 1996).

For decades, administrations, many state departments of education, teacher educators, and teachers of the world have agreed that inefficient classroom management skills are a major problem for teacher retention and effective teaching (Darling-Hammond & Bransford, 2007). Researchers found that teachers who use their creative ability to solve variety of problems in classroom are more successful in their teaching and are unlikely to decide to leave the profession (Esquivel, 1995; Feldhusen & Hoover, 1986; Simplicio, 2000). Davidovitch and Milgram (2006) found a positive correlation (r=.64) between creative thinking and teacher effectiveness in solving realistic classroom problems. Chant, Moes, and Ross (2009) posited that teaching creative problem solving is a useful process for generating innovative curriculum and creative activities that will help students of the elementary and secondary classroom learn content of subjects as expected by state guidelines.