

THE FUTURE OF CREATIVE EDUCATION

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Abstract

Creativity in education is one of the different way of teaching students to expand their attention creativity needs freedom in learning it is the biggest challenge for any teacher to capture each student's concentration, and convey ideas effectively enough to create a lasting impression.

During the past decade, schools have been promoting, and implementing in their classrooms, an increased prominence on creativity, problem-solving ability, and imagination for all the students.

As a teacher, to tackle this challenge effectively, He or She should implement innovative ideas that make the classroom experience much more lovable for their students

This article explores the seditious nature of creativity, the value of creative teaching and proposes a number of strategy higher education should consider if they hope to graduate the future leaders of twenty-first century society.

Key words : *Classroom , creativity , Problem-solving*

Introduction

Creativity in education is where the students are able to use imagination and critical thinking to create new and meaningful forms of ideas by taking risk, be independent and flexible, here the student's participation level increases and develop their concentration skill and enjoy their learning. When students have more say in their education they grow to be more engaged which smooth the progress of learning. More than creative education is to challenge each students and encourage originality.

Objectives

- To study the development of the creative thinking of Students inside classroom.
- To study the development of intellectual activity inside the classroom.

Creativity

Creativity itself is a method of learning. It is archetypal way of learning. It involves an attentive liveliness – learning through experimental 'play'. It is serious play conjuring up, exploring and developing possibilities and then critically evaluating and testing them.

Creativity in classroom encourages students and makes them engage and develop confidence and responsibility. The ability and inclination to be creative is essential to living a fulfilled and successful life, and it is valued in higher education and the workplace. There are many other benefits of maximizing one's own creative potential such as physical and psychological health improvements, improved flexibility in the face of difficulties and even lower levels of hostility.

Creativity in teaching

- Move from projects to Project Based Learning,
- Teach concepts, not fact,
- Distinguish concepts from critical information,
- Make skills as important as knowledge, Form teams, not groups,
- Use thinking tool, Use creativity tools,
- Reward discovery.

Creativity is a way of living life that embraces originality and makes unique connections between seemingly disparate ideas. Creativity is a journey of life into seeing and communicating the extra-ordinariness of the simplest every day acts.

Being creative helps to become a better problem solver in all areas of everyone's life and work. It helps to imagine, things differently and better deal with uncertainty. Studies show that creative people are better able to live with uncertainty because they can adapt their thinking to allow for the flow of the unknown.

Uses of creativity inside the classroom

1. Creativity is a part of learning. ...
2. Think of creativity as a skill. ...
3. Participate in or create a program to develop creative skills. ...
4. Use emotional connections. ...
5. Use a creativity model. ...
6. Consider how classroom assignments use divergent and convergent thinking.

Creativity as a emotional development

A good classroom environment always has some elements of creativity which makes the lessons more interesting and interactive. The right mix of creativity along with

curriculum helps students to be innovative and also encourages them to learn new things. Students can grow up as good communicators in addition to improving their emotional and social skills. Creative classrooms can really transform the way students acquire education and how they apply it in their real life. In fact, creative expression plays a key role in a student's emotional development.

Learn with fun:

Creative classrooms give an opportunity for students to learn with fun. The teaching activities such as storytelling and skits help them to learn without the pressure of learning. Students are always fun loving and including creative activities along with curriculum gains their interest for learning. Teachers should encourage this quality in students from the lower classes itself and inspire them to believe in one's own creativity. Fun team building activities can be organized so as to promote creative thinking in groups and helping them to learn about accepting others' ideas.

Freedom of expression:

Unlike the conventional teaching methods, the creative classrooms give them the a opening to express themselves. Whether it is deliberate or classroom discussions or field trips, students have the chance to come out of their shelves and become a part of it. This freedom of expression gives them a sense of goodness and happiness. Making some assistance in the learning sessions gives them a sense of satisfaction too. A creative approach to learning makes them more open with the puzzles that come their way and gives them a feeling of accomplishment and pride.

Reduced stress and anxiety:

When some time is set out-of-the-way for creativity in between all the tiring study times, it takes a lot of stress away from students. This sense of joy keeps them comfortable and reduces their anxiety which in turn helps them to prepare well for exams and excel in it. Integrating more hands-on learning and making room for visual reflection is really going to make a positive impact. Encouraging productive discussions as well as making the classroom design more flexible all matters a lot in gearing up a creative classroom atmosphere.

Development of creativity

Benjamin Franklin once said "Tell me I forgot ,Teach me I may

Remember, Involve me and I earn"

Language

Rather than asking students to read class texts at home, incorporate a group reading session into each class. Ensure that every student is selected as the daily reader at least once.

Media/design /models

If students are learning about a “real world application” wherever possible skip the theory and get them to submerge into the real thing. For example, rather than teaching students about the basics of web design in a media class, encourage them to create a site for something they’re passionate about.

Encourage discussion

Avoiding chatter and meaningless conversation can be a difficult task as a teacher. But on the other hand, channeling meaningful discussions can provide students with an arena to express new ideas and voice their opinions.

Some other reasons why discussion can be productive include:

- It gets students thinking more critically about the material.
- It challenges them to listen to other students’ opinions and think vitally about their contributions and ideas.
- It gives them the opportunity to challenge each other intelligently and build off of each other’s ideas.

This could take the shape of a reflective session 10 minutes before the end of a session, or by asking one member of a group to present their ideas to the class

Replace class structure with collaborative learning spaces

Collaborative working spaces help students see themselves as co-constructors of knowledge, rather than “subjects” of teachers. Without hierarchical front to back row seating, every seat is the best seat in the class, and students are always at the center of learning. Maintain structure in less traditional ways by creating “zones” for different parts of the learning process, such as reflection and brainstorming.

Drive lifelong learning:

A person with a creative mindset always has that hunger to learn new things every time and this helps them to have that amazing feeling of lifelong learning. This would really keep them engaged and active throughout which in turn helps them to stay young always. A curious mind always loves to learn more and the creative classrooms can build up a curious mindset in children through unconventional ways.

Creativity and technology in education

Creative teaching alone is a complex and open-ended arena. Incorporating effective uses of technology for teaching is also complex on its own terms. So things become more complex when these two intersect, as they must in 21st century classrooms. Mishra, Koehler, and Henriksen (2011) have argued that the best uses of educational technology must be grounded in a creative mindset that embraces openness for the new and intellectual risk-taking. This is a tremendous challenge for any teacher, but especially new teachers. It has not been addressed in great detail by teacher education, professional development, or educational policy.

Contemporary technologies often bring new possibilities for people to be creative. In classroom terms teachers must understand the range of ways in which technology can present content creatively, and see how this intersects with different pedagogies. Since technologies emerge and shift continuously, a tool-based focus is akin to a moving target. Creative real-world approaches to teaching might allow us to also consider how technology helps us view and learn content in original or compelling ways. It allows us to create content, rather than summarize and repeat it.

TPACK has become a central framework for using technology well in the classroom. It focuses on knowledge types for effective teaching with technologies (from chalkboards to smart boards, pencils to Pixlr). The TPACK framework suggests that that teacher have a specialized brand of knowledge for using classroom technology, involving an integrated combination of Technological, Pedagogical, and Content knowledge. While TPACK framework has received a significant level of scholarly and theoretical attention, it has been argued that the framework overall is neutral with regard to the goals of teaching.

It is also important to note that the TPACK framework offers no specific directives about what content to teach (science or music), which pedagogical approaches are useful (didactic or constructivist), and what kinds of technologies to use in teaching (digital or analog). Thus given the changing world we live it, it becomes critical for us to ask ourselves what it is that today's students need to know in order to succeed... Once we identify these larger purposes and goals, the TPACK framework helps to consider how to achieve them.

Focusing on the affordances of tools, and how tools can serve the content in novel and effective ways, helps us use creativity as a driver for good teaching with technology. One of the

key affordances of digital technologies is that content or knowledge can be created, shared, and discovered much more quickly and easily.

With digital media contributing to globalization and diversification of ideas and content, there has been a rethinking of how we communicate and share ideas, art, culture, and other forms of content. New technology has much to offer to the world of creative sharing—as seen in internet crowd-sourcing of data or ideas, new applications for content development, creating unique or remixed work, sharing video/audio/images/text across global contexts, and websites that allow diverse creators to share content (for example, YouTube, Sound Cloud, Vimeo, to name a few) . This explosion in technologies for content sharing and development is transforming how culture, art, and knowledge emerge within disciplines.

Contemporary digital and networking technologies can play a significant role in the systems view of creativity we presented earlier. The field, the domain, the individual and their interconnections are transformed by content creation and sharing technologies. For instance, an individual can sidestep the gatekeepers of the field and connect with an audience directly. Thus the gate-keeping function now shifts from the members of the field to the audience. Moreover, the content audience can speak back to the individual creator. A good example of this is the YouTube channel, Veritasium, created by Derek Muller. Muller’s channel focuses on physics, and the choice of topics is often driven by questions sent in by his audience—allowing learners all over the world interact directly with science ideas and each other via his site. Individuals can also follow their interests within a domain more promptly and easily – given the wide access to resources and information, and tools to create new knowledge/content. Thus we see the rise of YouTube superstars, individuals who have sidestepped standard approaches to creative success. This suggests a possible reconfiguration of the standard systems view of identifying creativity.

Role of technology and creativity in the classroom

Much of our discussion here focuses on creativity “in the wild,” i.e., creativity in the broader world. This is different from creativity in educational contexts. We suggest there are two key aspects to the role of technology and creativity in the classroom. The first is that educators must be creative in devising new ways of thinking about technology, particularly for teaching specific content. Most digital tools (be it Face book or a smart-phone or any other tool) have usually not been designed for educational purposes. It becomes an opportunity for the teacher to creatively repurpose existing tools for educational purposes.

Second, it is also clear that technologies afford new ways of constructing, representing, communicating, and sharing knowledge, providing opportunities for creative output by and between students that were not possible before.

These two approaches complement and support each other. An example of the first approach would be when teachers use tools (such as Face book or Twitter) not designed for education in creative ways in the classroom. While an example of the second would be the opportunities that tools such as Voice Thread allow, for students to engage in creative multi-modal writing. Within this new context, there is a reciprocal relationship between creativity and digital technologies. Here we mean that technologies allow for new and creative pedagogical practices, but also that educators must develop a creative mindset to teaching and learning. Only then can they fully exploit the potential of these new technologies. Of course the idea of TPACK is key—in that teachers need to always ask themselves how these new creative use of tools fits with the content to be covered and their pedagogical approaches.

It is important to note the significance of teacher beliefs about creativity and technology. There is research indicating that teacher beliefs about subject matter, learning, teaching and technology influence the way they approach practice.

Impact of Technology and creativity in education

The reciprocal relationship between creativity and new technologies has implications for (a) teacher education and professional development; (b) for how we evaluate student learning and output; and finally, (c) for policies we enact to support teachers and students in this arena. There are many ways to categorize the systemic elements of creativity in education

Teacher education / teacher professional development recommendations

Develop Teacher Education curriculum that integrates technology and creativity across the program Current teacher education curricula may give some emphasis to teaching creatively with technology – though even there it appears spotty at best. The other aspect that of teaching to enhance creativity in students, and to explore the affordances of technology to do so, has received even less attention. Integration of ideas related to creativity and technology need to be across the program and curriculum. Research has shown that highly creative teachers tend to engage in a variety of creative pursuits that they draw into their teaching practice . Teacher education students could be encouraged to actively spend time in creative interests, and incorporate these into lessons and activities through technology. This might include coursework that specifically asks new teachers to “play” with approaches to using technology in the curriculum in creative lessons on content. Opportunities to engage in lesson planning focused on real-world, cross-curricular and novel approaches to content and technology (TPACK) would help build creative teaching skills, as a part of a teacher education curriculum. Examples of such practices can be found in the special issue devoted to teacher education, creativity and technology.

Specific course / programs focusing on creativity and technology

Even as we seek to suffuse a “creativity mindset” across programs, we see the need for specific courses that target creativity and technology and their use in the classroom teaching/learning context. This includes more theoretical knowledge of creativity into teacher education curricula for pre-service teachers, particularly in emphasizing the relationship between creativity and student achievement or teacher effectiveness and impact . Other researchers have highlighted the ways that TPACK can be used as the basis of creative approaches to technology integration . A theoretical understanding of creativity is something that should connect to practical applications. Teacher education students must have the opportunity to consider how creativity works in their own lives and practices, particular with regard to technology and tools for teaching.

Identify / use a framework that connects creativity and technology to curriculum guidelines

Curriculum guidelines are overarching structures that determine how specific curricula are designed. It is important that the dual-goals of teaching creatively with technology, and teaching for enhancing creativity with technology, be incorporated in these guidelines. The use of theoretical frameworks (such as the systems model of creativity or TPACK) gives cohesion to any research study or paradigm. Without a good framework guiding the work, it is hard to move beyond ad-hoc ideas and examples. While frameworks currently exist for creative education, or for technology infusion in education, it is difficult to find a framework that integrates the constructs. Developing such a framework would guide teacher education programs on a path that blends these ideas into their curricula.

Conclusion

In traditional education students are passive participants on all the education levels. Their personal creativeness is not encouraged, nor is they challenged to think critically. On completing the process of formal education they are capable of more or less successfully reproducing the information they learned in the course of their schooling, however, they have not learned to implement the acquired knowledge in practice and use this knowledge as basis for creating new ideas and making business decisions autonomously. The knowledge students acquired in the course of their education process has frequently turned out not to be really applicable or be rather inadequate to meet the modern requirements of the business environment. Hence, it is necessary that the fast changes characteristic of the new economy and the modern business environment be accompanied by the change in the learning environment. The new learning environment should provide preconditions for independent learning and support human development process. Meeting these challenges calls for an education strategy which seeks to establish new goals of education and place greater emphasis on individuality. In this context, new education strategies should encourage interaction between teachers and learners. In order to prepare students for

learning and growth in a technologically-fostered and globalized world, schools must evolve from their traditional model of education to a more active, learner centered approach to learning. Students should have the flexibility in learning since it is a skill, and the reaction ultimately determines the level of perception of the curriculum. Basically, it is an interaction between the teacher and the students which must reflect freedom and not rigidity. Namely, a newly proposed education strategy gives students the freedom to recognize their capabilities and individual potentials. To move in this direction, schools must rapidly transform from the traditional model of learning, where the curriculum is textbook-driven and facts are memorized, to a new, transformed education strategy based on freedom of learning and teaching.

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