CREATIVE TEACHING: THE NEED OF THE HOUR

Kiranjit Kaur[1] & Sesadeba Pany2, Ph.D.

[1]*Research Scholar Centre for Education Central University of Punjab, Bathinda*

[2]*Asst. Professor Centre for Education Central University of Punjab, Bathinda*

Abstract

The researches show thatevery child is born with creative potential, but this potential may not be unfolded if care is not taken to nurture the creative abilities of the children. This article begins by stressing the importance of creativity in our life. It also highlights what is creative teaching by focusing on some principles of creative teaching given by NACCCE (1999) report and some other researchers to enhance the creative abilities of the students. Since teacher plays a dominant role in shaping and molding the life of the children hence he can apply a lot of innovative teaching strategies to nurture the creative potentials of the children. As such this article deals with different methods of creative teaching becausecreative teaching leads a child to give of his best to society.

Key words: *Creative Teaching, Brain Storming, Synectics, Analogy, CPS.*

Introduction

Creativity is the ability to imagine new ideas or invent something new. Creativity is not the ability to create out of nothing but the ability to generate new ideas by changing, or reapplying existing ideas. Ancient Indian spiritual philosopher AdiShankaracharya defines Creative Thinking –"NavanavonmEsalineebudhihih" – a power to think of newer and newer ideas. Some creative ideas are surprising, while others are just simple, and practical. All children have some element of creativity. Creative ability of the human being is both inherited and acquired. Although human being can not have control on the heredity as a factor influencing creativity but we can control the environment to enhance the creative ability of the students.In this scenario creativity is the need of the hour to solve difficult problems confronting us.Although Creative people do not have answers to all questions, but they think about alternatives and improvements. So they are able to discover and invent possible answers. The main characteristic of creative people is that they have optimism which helps them to invent new ideas and solutions for the problems. Teaching creativity to everyone is very important if we desire a good life for all. Creativity is important at both the

individual and the societal levels. At the individual level, creativity is beneficial to solving real life problems. At the societal level, creative individuals make progress in science and technology and also in arts .The researchers suggest that developing creativity may be good for the economy, good for the individual, good for society, and good for Education. Creativity also plays an important role at the global level. Ironically, our teachers often teach students about the meaning of creativity, but don't teach them about the techniques that can enhance their creativity.

Identification of creative people

There are many Standardized and Non Standardized tests are available to measure the creative ability of the human being. In spite of it, there are many characteristics of creative people which discussed in the paper which can behelpful to identify the creative people.

Fluency: They have ability to think many ideas to solve the problems.

Elaboration: The ability to think the details of an idea.

Originality: The ability to think original ideas rather than copying.

Curiosity: They seek pleasure in discovering new and different ideas.

Commitment: They show deep involvement and intense commitment.

Independence: Ability to think new solutions without any support.

Flexibility: They never show rigidity to anything.

Passion for work: They have deep passion for work.

Creative teaching

The creative teacher is one who is aware of, and values, the human attribute of creativity in themselves and make every effort to promote it in others. The creative teacher has a creative state of mind which is helpful to draw out and develop the creative abilities of the students .In England researchers have put creativity on the agenda as a central element in education (Craft, Jeffrey, &Leibling, 2001; Fisher & Williams, 2004). A report by the British National Advisory Committee on Creative and Cultural Education (NACCCE) entitled, all our Futures, observed in 1999 that no education system can be world-class without valuing and integrating creativity in teaching and learning. According to Simon and Hicks (2006) our students are to be offered opportunities to explore their own creativity and there should be no pressure of formal modes of learning and assessment. So creative teaching and integrating creative styles of learning in our presenteducational system is very necessary. Ewing and Gibson (2007) Studied and found that Creative teaching demands a strong willingness to take risks and open- mindedness. In spite of it, flexibility is also required in creative teaching.Amabile's (1983) research found that personal commitment motivates the creative

individual to produce more qualitative work rather than extrinsic motivation. Sawyer (2004) Inthe creative classroom, there should be a balance between structure and script, flexibility and improvisation. Moreover, active participation of all students is necessary for creative teaching. The opportunities must be given to the students for inquiry-based learning, constructivism and collaborative learning.

The NACCCE report (1999) made a distinction between teaching creatively and teaching for creativity in its characterization of creative teaching. The former is defined as 'using imaginative approaches to make learning more interesting and effective'. The latter is defined as forms of teaching that are intended to develop young people's own creative thinking or behavior.

To develop the creative abilities of the students, the NACCCE (1999) report sets up three main principles for the teachers to address:

 • Encouraging students to believe in their creative potential, engage their sense of possibility, and give them the confidence to try;

• Identifying students own creative strengths in different areas.

• Fostering the creative potential of all children and by realizing that the best way to enhance creativity is through the process of being creative.

  Lucas (2001) is critical of the assumption that creativity cannot be learned He outlines four key conditions for teaching creativity and creative learning relevant in the school context:

1. The need to be challenged – both by having goals set for us and by being helped to set our own – in a supporting and demanding atmosphere.

2. The elimination of negative stress. If the brain is over-stressed, it ceases to operate at a higher level and our most primitive survival instincts take over and dominate.

3. Feedback. We need skilled feedback to learn to distinguish what is quite good from what is stunningly brilliant and which approaches work better than others and to develop reflective internal feedback strategies.

4. The capacity to live with uncertainty. Teachers who are seeking to encourage creativity cannot expect to have all the answers, but they can offer robust and workable alternative structures and processes to their pupils, which can be developed and personalized.

Fisher(2004) states that, if we want to transform education to foster creativity, it is necessary to build creative capacity both in students and in teachers as individual learners. The most important keys to individual creativity are:

• Inspiration –which means being inspired by oneself or by others, getting fresh input and lots of knowledge and stimulating curiosity by being more observant and asking more questions.

• Gestation – that is allowing time for creative ideas to emerge. We need time to think things through on conscious and unconscious levels. Creative insights often result from processes that are unconscious and lie below the level of awareness.

• Collaboration – because we normally are more creative when we have others to support us. The learning environment in school needs to open up for ideas to be created, examined, shared and tried out, and for this, we need creative partners.

The challenge for the teacher is to manage a balance between the goals that one has for a group of learners and a method which we are using for real conversation. Creativity can be developed through the application of a number of teaching methods and some of such popular methods have been discussed hereunder;

Brain storming

Brainstorming is a group creativity technique by which efforts are made to find a solution for a specific problem by gathering a list of ideas contributed by its members .Brainstorming is a very effective technique for the creation of new ideas and to solve problems. It is also helpful to motivate team work which is the need of the hour in this techno- savvy world of isolation. However, brainstorming is not simply a random activity. Brainstorming needs to be structured and it follows brainstorming rules. This is crucial as Brainstorming needs to involve all the group members, which means that everyone must be active in it. Brainstorming enhances a burden on the facilitator to manage the process and students involvement. The effective use of brainstorming is very helpful for excellent results in improving the organization, performance, and developing the team.
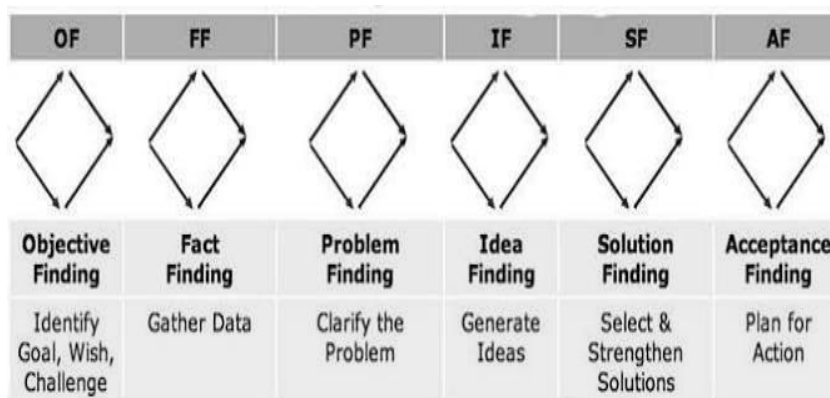
Role playing

The term "role" comes from the "rolled-up" script actors used to use over two thousand years ago in Ancient Greece. In time, the script became the part, and actors then were said to play the "role" of, say, Hamlet or Othello. Role playing is a technique in training or psychotherapy in which participants assume and act out roles so as to resolve conflicts, practice appropriate behavior for various situations, etc. An example of role playing is when you pretend that your friend is your boss and you have a practice conversation in which you ask for a raise. Role playing is a methodology derived from socio drama that can be used to help students understand the most difficult ideas of literature, social studies, and some aspects of science also. Role playing is very effective way to develop the skills, communication and problem-solving ability.It is a very easy technique which teachers can use in every classroom to develop creative abilities of the students.

Creative Problem Solving (CPS) Model

The roots of CPS are found in Alex Osborn's (1953) work. He was enthusiastically worked for promoting creativity for finding new and useful solutions to solve problems. He believed that every person havecreative ability and they can learn to use his creative potential that can enhance their productivity in every field. The main aim of this model is approaching a problem in the innovative and most unique manner. The CPS process involves six major steps like objective finding, fact finding, problem finding, idea finding, solution finding and acceptance finding.

The Osborn- Parnes Creative Solving Process

OF	FF	PF	IF	SF	AF
Objective Finding	Fact Finding	Problem Finding	Idea Finding	Solution Finding	Acceptance Finding
Identify Goal, Wish, Challenge	Gather Data	Clarify the Problem	Generate Ideas	Select & Strengthen Solutions	Plan for Action

Source:www.creativitylandinc.

CPS involves both divergent as well as convergent thinking at every stage to arrive at the best solution.

Synectics Model

"Synectics" is a teaching model, developed by William J.J. Gordon, to "Enhance Creative Thought". Synectics is an instructional model designed to make students more creative and help them see old ideas in new ways by using Making the familiar strange (MFS)   and Making the Strange Familiar (MSF) approaches. This model of teaching gives more emphasis on metaphors and analogies for developing the creativity of the learners .Gordon has described three types of metaphors such as direct analogy, personal analogy, and compressed conflict. Those are discussed in the followingparagraph.

Personal Analogy

The personal analogy is the emotional involvement of the students with the ideas as they must feel they have become the part of the physical element of the problem. The identification may with the animal, plant or non-living thing. Gordon(1961) gives the example of a problem situation in which the Chemist personally identifies with the Molecules in action. He might ask, "How would I feel if I were a molecule?" and then feel himself being

part of the "stream of dancing molecules." The essence of the personal analogy is on empathetic involvement.

Direct Analogies

The direct analogy is the comparison of two objects or ideas. But such comparison is expected to be identical in all respects. Its function is to transpose the conditions of the real idea, topic or problem to another idea or problem for the emergence of a new idea about the real topic or problem .GordonCites the experience of the Engineer watching a shipworm tunneling into a timber. As the worm ate its way into the timber by constructing a tube for itself and moving forward, TheEngineer ,Sir March Isumbard Bruner, got the notion of using caissons to construct underwater tunnels (Gorden,1961).

Compressed Analogy

The third metaphorical form is a compressed analogy, generally a two-word phrase in which the words seem to contradict each other. As Gordon's examples are a life-saving destroyer and nourishing flame? Compressed conflicts,according toGordon provide deep insight into subject. The compressed analogy is very helpful to develop the mental flexibility of the students.

Creative teaching with computers

Researches provide strong evidences that certain computers environment such as logo, word processing and design tools are very helpful for enhancing the creativity. Furthermore, the use of computers can support either uncreative drill also. With the help of logo the children can create the pictures with more elaboration than they can create by hand. They can also convert their new ideas into art work. . Finally, they transfer components of these new ideas to art work on paper (Vaidya and McKeeby, 1984). Such computer drawing is appropriate for children as young as 3 years, who show signs of developmental progression in the areas of drawing and geometry during such computer use (Alexander, 1984)Similarly, word processing is very helpful for the learning disabled in creative writing by reducing their spelling errors who have severe spelling problems.

Sensitivity training

This training techniqueis developed by Kurt Lewin which enables the children to develop their sensitivity on various issues and viewing the in the unique manner. The aim of this training is to educate its participants and Make them more constructive. Sensitivity training gives emphasis on being sensitive and to understand the feelings and attitudes of others as how their actions affect others, and how others affect them. Sensitivity training is for teaching more effective work practices within groups and with other peopleand it focuses on three

important elements: immediate feedback, here-and-now orientation, and focus on the group process. This method can be used very easily for the development of innovative ideas because there is no fixed schedule of meeting the group for discussion.

Psycho drama

Psychodrama was developed by Jacob L. MorenoWhichoffers a creative way for students to explore and solve personal problems. It is based upon dramatization, role playing and self-representation strategy. There are three main sessions in the psychodrama as warm-up, the action, and the sharing. During the warm-up the actors are motivated to enter into state of mind where they can understand others and think freely. In this session ice -breaking games are very helpful. Next, in the action section the actual scenes take place.At the last stage i.e. the post-discussion the actors express their experiences during the course of action. In conclusion, it can be said that the psychodrama provides opportunity for expression of ideas freely which forms the basis of creative thinking.

Environment for creative teaching

Environment of the classroom greatly contribute to the creative process of learning. The class teachers play pivotal in maintaining creative environment of the classroom by motivating the learners for active participation. Torrance states that the main drawback of our education system isthat our teachers are giving too much emphasis on the conformity to behavior norms and original work is ignored by them. He suggests 'released control' in the classroom which means that some control is present in the learning environment but more freedom will be given to the students for experiments with creative alternatives .The principle of immediate feedback must be avoided in the classroom because the students can thought great number of creative ideas without the fear of immediate scrutiny. Researches show that there is need of variety of settings for innovative environment. Positivity of teachers' behavior towards the students' responses is an essential feature to nurture creativity among the students. The teacher should try to see things from the students' point of view and respond respectfully to the unusual questions asked by the students. A safe and secure environment without any rigidity can fulfill our motive of creative teaching.

Role ofthe Teacher

The role of teachers in enhancing the creativity of the students is as a facilitator rather than the instructor, helping students with self-reflection, discussion, role play and group activities. Throughout the class, teachers have to act as a learning partner, inspirer, and sharer, while students transform from passive listeners to performers and co-learners. If

teachers do not implement creative strategies in their teaching, they prevent students from developing creative strategies in the learning process. Also, if a teacher has not sufficient knowledge in a subject area, it is difficult for him to become creative or to help the students to deepen their knowledge through creative activities. The teacher should encourage active learning and individual interests rather than standardized curriculum. Social learning must be encouraged by giving group work, because we normally are more creative when we have others to support us. The learning environment in school needs to open up for ideas to be created, examined, and tried out, and for this, we need creative partners. Open-ended questions and offering many patterns may also helpful to make students creative. By understanding the emotions of the students a teacher can help them to learn more creative activities because creativity gives more emphasis on the emotions than intellect. In spite of its opportunities should be provided to learners to take risks and willing to take risks themselves also. Motivation is the key to creativity because we feel passionate about; they engage us and give internal encouragement. Sawyer (2004) believes that a better understanding of creativity as a dialogic and collaborative process is needed; it is possible that we could learn more as teachers from actors. The teachers should change their traditional ways of teaching and use different techniques for teaching. There is some general principle that can help the teacher for creative teaching:

- Encourage originality in both yourself and the children.
- Research the children's creative learning within and beyond the classroom.
- Willing to take risks themselves and provide opportunities to students .
- Remain open to new ideas.
- Pay attention to unusual ideas evident in children's work.
- Allow learners to think and express themselves
- Appreciate the creative thinking of the students.
- Believe on continues learning.

Conclusion

Every child is born with creative potential, but this potential may be decreased if care is not taken to nurture the creative abilities of the children .The children are very curious to learn about the world even before they enter the primary school , they already have a variety of learning skills as a skill of questioning , searching ,manipulation and playing, So at this stage if we nurture these skills with creative teaching rather than giving emphasis on memorizing information the children will become more creative and innovative .There are many

methods of teaching to enhance creativity as brainstorming , the synectic model of teaching and role playing etc. Creativity is the act of turning imaginative ideas into reality which is the need of the hour in this fast growing word of technology. So the development of the creative potential is very necessary at the both personal and societal levels for successful life and the prosperity of the country.

References

Alexander, D. (1984). Mathematical, geometric and spatial reasoning. In Pitcher, E. G., Feinburg, S. G., and Alexander, D. (eds.), Helping Young Children Learn (4th Ed.), Charles E. Merrill, Columbus, OH, pp. 185-207.

Amabile, T.M. 1983. The social psychology of creativity. New York: Springer-Verlag.

Bruce J, Weil M & Calhoun E (2015) Models of teaching. Pearson Publication.

Chamberlin, L. J., & Bergman, J. (1982). The Mystery of Creativity Revealed. The High School Journal, 65(4), 112-118.

Craft, A., Jeffrey, B., &Leibling, M. (2001).Creativity in Education. London: Continuum.

Cremin, T. (2009).Creative teachers and creative teaching.Creativity in primary education, 36-46.

Ewing, R., and R. Gibson. 2007. Creative teaching or teaching creatively? Using creative arts strategies in pre-service teacher education. Waikato Journal of Education 13: 161_79

Fisher, R. (2004). What is creativity? In R. Fisher & M. Williams (Eds.), Unlocking Creativity: Teaching Across the Curriculum. London: David Fulton Publishers Ltd

Gibson, R. (2010). The 'art' of creative teaching: implications for higher education. Teaching in Higher Education, 15(5), 607-613.

Joyce, Bruce and Weil Marsha (1985): Models of Teaching Second Edition. Prince-Hall of India Pvt. Limited, New Delhi.

Lucas, B. (2001). Creative Teaching, Teaching Creativity, and Creative Learning. In A. Craft, B. Jeffrey & M. Liebling (Eds.), Creativity in Education. London: Continuum

NACCCE. (1999). All our Futures: Creativity, Culture, and Education. London: DFEE.

Pruitt, R. P. (1989). Fostering Creativity: The innovative classroom environment. Educational Horizons, 68(1), 50-54.

Rajput A (2013).Efficacy of Synectics model of teaching in enhancing problem-solving ability, teaching skills and creativity of pupil teachers .Synopsis , Dayalbagh Educational Institute, (Deemed University), Dayalbagh, Agra

Sæbø, A. B., McCammon, L. A., & O'Farrell, L. (2006).Exploring teaching creativity and creative teaching: The first step in an international research project.

Sak, U. (2004). About creativity, giftedness, and teaching the creatively gifted in the classroom.Roe per Review, 26(4), 216-222.

Sawyer, R.K.(2004). Creative Teaching: Collaborative Discussion as Disciplined Improvisation. Educational Researcher, 33(1), 12-20.

Simon, H., and J. Hicks. 2006. Opening doors: Using the creative arts in learning and teaching. Arts and Humanities in Higher Education 5, no. 1: 77_90.

Vaidya, S., and McKeeby, J. (September 1984). Computer turtle graphics: Do they affect children's thought processes? Educ. Technol.

Woods, P and Jeffrey, B (1996) Teachable moments: the art of creative teaching in primary schools. Buckingham: Open University Press: Creative teachers and creative teaching.
http://onlinelibrary.wiley.com/doi/10.1111/j.1470-6431.2005.00445.x/full
http://www.blatner.com/adam/pdntbk/rlplayedu.htm
http://www.yourdictionary.com/role-playing
https://en.wikipedia.org/wiki/Brainstorming
https://en.wikipedia.org/wiki/Psychodrama
https://people.goshen.edu/~marvinpb/arted/tc.html