

Contemporary and Classic- Creative approaches.

By Chelsea Jones

What is creativity?

Robin Gibson said in “The ‘art’ of creative thinking..” that creativity is when students are able to use imagination and critical thinking to create new and meaningful forms of ideas where they can take risks, be independent and flexible.” (Gibson, R. 2010)
In this poster I will be exploring the classic and contemporary aspects of creative approaches from a number of different educationalists.



Creativity statistics

- Over 80% of people feel that unlocking creativity is critical to economic growth.
- 2/3 thirds feel creativity is valuable to society.
- Only 39% of global respondents described themselves as being creative.
- 52% of Americans can say they are creative.
- On the creativity gap- only 1 in 4 believe they are living up to their creative potential.
- 75% of people feel under pressure to be productive rather than creative in work.
- More than half that were surveyed feel that creativity is being stifled by their education systems- 59% globally and 62% of people in the US.
- The UK are believed to be one of the lowest in creativity being at just 9%.

Ken Robinson

In his TED talk, educationalist Sir Ken Robinson claims that “schools kill creativity”. He believed that we go grow out of creativity, or in a sense we get educated out of it. Creativity to Robinson is almost as important as literacy, he feels it should be given some credit. Robinson felt creativity is about imagination, self-expression and divergent thinking. However, Tim Leunig Chief scientific adviser at the Department of Education, his examples of creativity stemmed using logical thinking and scientific principles. He believed creativity is something that needed to be taught, whereas Robinson believed it was something we are born with. (Thersa.org, 2018)

Robinson who has a contemporary approach to modern society believes too many schools follow Victorian teachings where children are all put through a ‘production line’ and molded to try to be the same sort of person in batches. His beliefs made traditionalists hesitant, he thinks all subjects deserve to have equal applause for achievements in both art as much as maths. (Smallman, E. 2018)

Ken Robinson believes we are not thinking about creativeness the right way, “Creativity is a function of intelligence. It is possible anywhere intelligence is being used or applied.” He states when kids are given the chance, they will be inquisitive and they’ll try it out, because they do not mind if they are wrong. Without being wrong we will never get anywhere in life and never be able to express our own originality. As we get older, we lack creativity and we fear being wrong so we do not take steps to move forward, whether it be for a promotion in work we sometimes stop ourselves and make ourselves believe we cannot do it. (Sugg, A. 2018)



As seen in the image above Robinson believes children have an endless supply of creativity. He believes that we are educating our children out of creativeness and not giving them a chance to pursue their full potential. Picasso says “All children are born artists the problem is how to remain an artist once he grows up.” This backs up Robinson as he believes children are not given the chance to be independent and creative, as children are pushed to more ‘academic’ subjects.

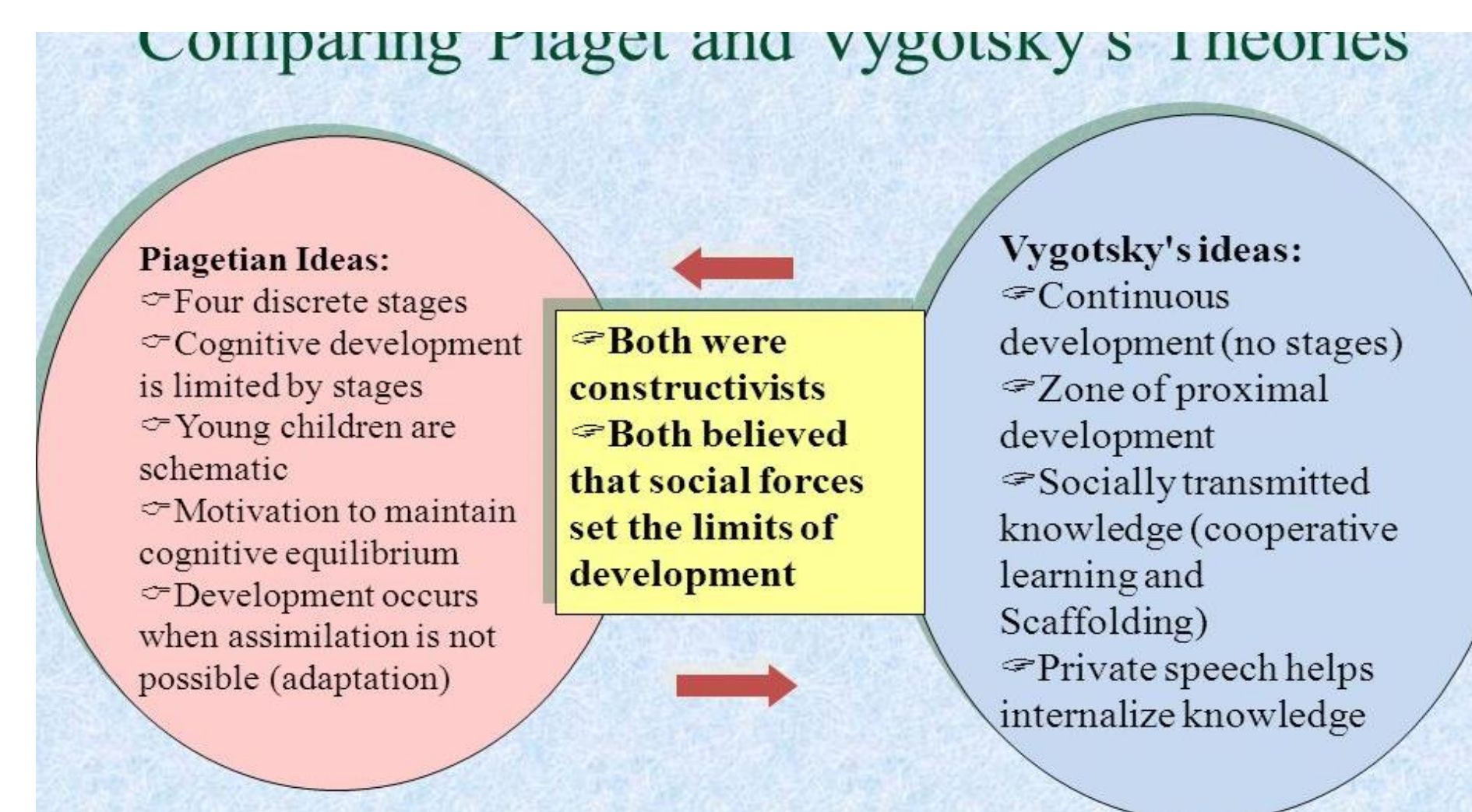
Jean Piaget/Lev Vygotsky

Jean Piaget a psychologist was best known for his work on the cognitive development theory. This theory focused on the cognitive structures of a child and how they are based on activities. Much like John Dewey, Piaget said that only through engaging with things around them, children can make sense of things and develop through unstructured play to help progress their social, cognitive and emotional development. Through developmental stages a child will build a structure where they can understand and learn from their physical experiences.

Piaget’s cognitive developmental theory can help a child with advancing their creativity and individualism. When overseeing the child’s outcomes then the teachers must be able to understand the thought process of a child. (The Herald, 2014)

Play is seen to play a fundamental role to cognitive development, whilst processing through the four stages play helps the child to develop a thought process and make them question right and wrong. For a child to move through and complete each stage they need to be receiving the correct engagement and environment. The child is on their own as part of moving from each stage as they are the ones that are in control of their own development. (Burgemeester, A. 2017)

On the other hand, Lev Vygotsky (1934) was mostly well known for his Social Development Theory. Unlike Piaget he believed that social intervention was a critical part of a child’s development, as he believed the community played an integral part in the role of helping a child develop. Vygotsky’s theory differs in many ways to Piaget’s as he sides more with culture affecting cognitive development rather than Piaget who believes in universal culture. Adults hold more of a role in his work as they are believed to be a prominent tool needed to help the intellect of children, yet Piaget focuses more on peers being of more importance. Vygotsky thought that social interactions with teachers etc were an integral part of the development instead of Piaget’s self-initiated discovery. (McLeod, S. 2008)

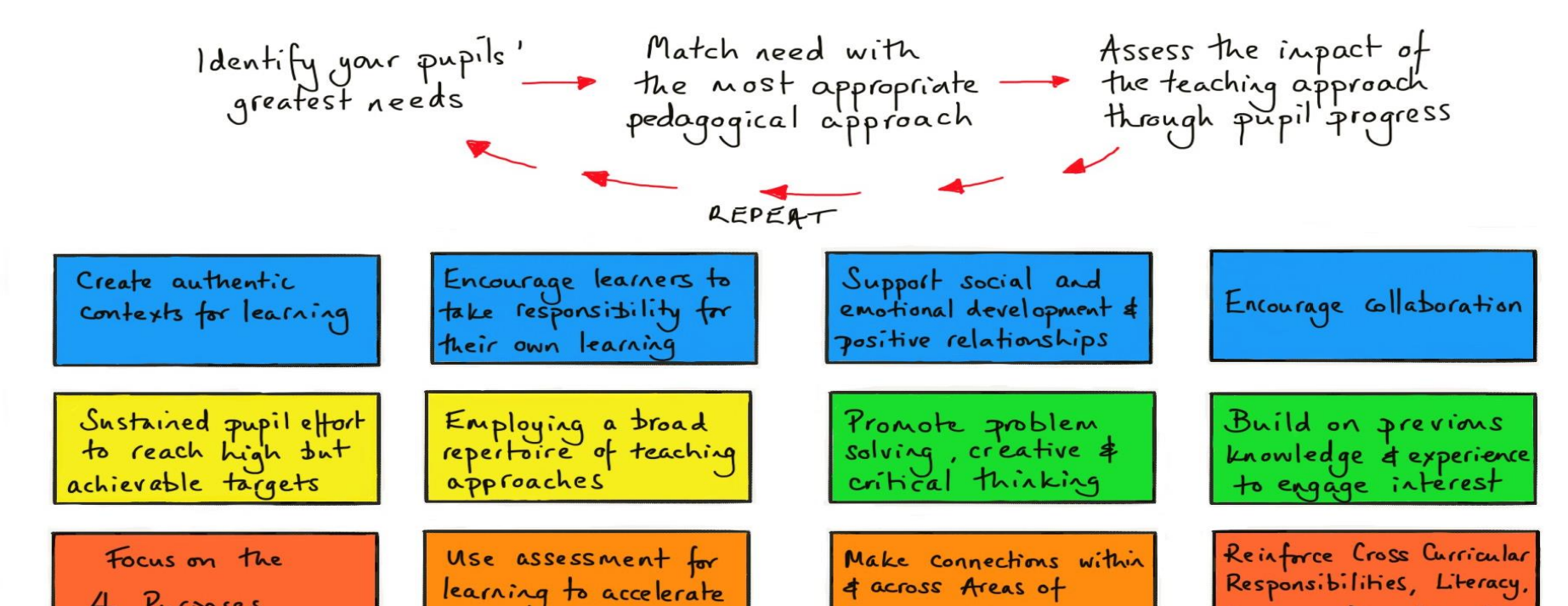


In the picture shown above it shows the comparisons between Piaget and Vygotsky’s ideas. Although both were very similar they did have some different thoughts, they had a different outlook on

Graham Donaldson

Professor Graham Donaldson helped to develop the Scottish curriculum, which will be introduced in 2022. The Donaldson review has four purposes that they propose children should be. It is believed they need to be ambitious, creative, ethical and confident learners. Donaldson himself says all experiences should be planned on a day to day basis but should be done creatively at school accuracy. (Dauncey, M. 2015) As seen in the figure below it shows the 12 pedagogical steps schools follow, basically they identify the needs of pupils, choose the most successful pedagogy approach and then monitor the teaching progress through the pupil and they repeat this.

“To be clear, the recommendations of this Review do not imply an emphasis on any particular teaching approaches: decisions about teaching of learning are very context and purpose specific, and are best taken by teachers themselves.” Successful Futures



John Dewey

John Dewey is known mostly for his role in progressive education this is a view where education emphasizes the need to learn by doing. He believed that humans learned through a ‘hands on’ approach- meaning they needed to experience the reality of education to learn from it. By a child being faced with problem solving and things around them, they have to interact to be able to learn and eventually adapt. (Study.com, 2003)



"Education, therefore, is a process of living and not a preparation for future living."

John Dewey

Dewey believed education is a necessary part of life, his pragmatist view said it must be experienced in order to make it a reality. He rejected many views such as behaviourism as being too simple and not sufficient enough to explain something as complex as learning engagements. His thoughts on letting knowledge come to someone was not as thorough as a child taking action and learning themselves. This way a child can be creative and learn by themselves or amongst other students. Dewey’s theory of engaging with the environment soon turned into ‘experiential learning’, this is where impressions are made by natural objects upon us. Overall, Dewey’s views are way overdue in a classroom as he believed that teachers were not there just to instruct a child, but also encourage students to push themselves and learn from a more creative viewpoint by being independent. (Wheeler, S. 2018)

Conclusion

Overall, we can see that from all aspects of creativity in education they can all in some way be implemented in today’s 21st century schools. Although, some more than others would work better. Robinson’s thoughts on schools killing creativity can be shown to be true as today children are pushed to achieve their best academically in core subjects. Children are not pushed to pursue dance or art classes as they are not seen as academic. Creativity by other educationalists believe children need to be left alone to use their imagination as a way to progress in the future. There seems to be two points of view from either side either the child learns on their own or they are guided by a teacher.

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