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Imparting Creativity into the Classrooms Practice through the Curriculum

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Abstract

Education is the perfection existing in human according to the words of Swami Vivekananda and the quality of the education system emerging in the present scenario is not meeting the expectations of the student population. The 21st century students are exposed to technological gadgets and gain a lot of knowledge through the internet sources. The discipline of the students and the respect for the teaching profession is slowly deteriorating over the years. The factors that could help to redeem the decline of the profession are commitment towards the profession, creativity, innovation in the classroom, compassion for the students by the teachers, administrators, etc. Expanding students' creative capacity can make them more adept at forming original ideas, as well as exercising their critical thinking skills. Creativity is also a life skill, which can help students unlock new avenues in their personal self-expression. It allows to view and solve problems more openly and with innovation and it opens the mind. A society that has lost touch with its creative side is an imprisoned society, in that generations of people may be closed minded. It broadens individual perspectives and can help to overcome prejudices. A child's creative activity can help teachers to learn more about what the child may be thinking or feeling. Creativity also fosters mental growth in children by providing opportunities for trying out new ideas, and new ways of thinking and problem-solving. The present study throws light on the innovative practices that could be employed in the school level to uplift the present scenario existing in the education system in the country. From the curriculum, creativity allows all students to look at problems and challenges from different angles and to come up with solutions that may not be immediately obvious and also an ability to think outside the box is essential in today's fast-paced, rapidly changing world.

Keywords: *Creativity, Curriculum, Classrooms Practice, Teacher Role.*

Introduction

The myth that creativity is only for a special few has a long, long history. For the Ancient Chinese and the Romans, creativity was a gift from the gods. Fast forward to the mid-nineteenth century and creativity was seen as a gift, but only for the highly talented, romantically indulgent, long-suffering and mentally unstable artist. Fortunately, in the 1920s the field of science began to look at creativity as a series of human processes. Creative problem solving was the initial focus, from idea generation to idea selection and the choice of a final product. The 1950s were a watershed moment for creativity. After the Second World War, the Cold War began and competition for creative solutions to keep a technological advantage was intense. It was at this time that the first calls for Science Technology Engineering and Mathematics (STEM) in education and its associated creativity were made. Since this time, creativity has been researched across a whole range of human activities,

including maths, science, engineering, business and the arts. Creativity is the interaction between the learning environment, both physical and social, the attitudes and attributes of both teachers and students, and a clear problem-solving process which produces a perceptible product that can be an idea or a process as well as a tangible physical object and it is producing something new, relevant and useful to the person/people who created the product within their own social context. The idea of context is very important in education. Something that is very creative to a year one student for example, the discovery that a greater incline on a ramp causes objects to roll faster would not be considered creative in a university student. Creativity can also be used to propose new solutions to problems in different contexts, communities or countries. An example of this is having different schools solve the same problem and share solutions. Creativity is an inherent part of learning and whenever students try something new, there is an element of creativity involved, if schools have effective curriculum intent, they are often focused on a strong commitment to developing meaningful learning experiences that help pupils develop their capacity to learn. If curriculum intent is focused on creativity, teachers will need to embrace teaching for creativity as the tool for implementation. Many teachers already teach creatively and they use imaginative and innovative approaches to deliver curriculum and make learning interesting and memorable. However, teaching for creativity is slightly different. It enables children to develop their own learning capacities (Cattell, R. B., and Drevdahl, J. E., 1984).

Objectives of the Study

1. To review the creative process in education
2. To highlight Creativitized Curriculum
3. To discuss about Imparting Creativity into the Classrooms Practice Through the Curriculum

Methodology

The present study is mainly established on secondary data which are gathered from renowned research articles, journals, position papers, etc. and are all related to “Imparting Creativity into the Classrooms Practice Through the Curriculum.”

Creativity

Creativity is the ability to think about a task or a problem in a new or different way, or the ability to use the imagination to generate new ideas. Creativity enables you to solve complex problems or find interesting ways to approach tasks. If you are creative, you look at things from a unique perspective. You can find patterns and make connections to find opportunities.

There is some risk involved with being creative, but you can show you are self-motivated to try things that have not been done before. Creativity is the ability to produce or develop original work, theories, techniques, or thoughts. A creative individual typically displays originality, imagination, and expressiveness. Creative thinking refers to the mental processes leading to a new invention or solution to a problem. Products of creative thinking include new machines, social ideas, scientific theories, artistic works, and more (Davis, L., 2018) Creativity is a fundamental quality of the human mind. At the same time, creativity is incredibly difficult to describe and define. Leonardo da Vinci is an excellent example of creativity. Da Vinci was not only a prolific painter, but also a scientist and engineer. In order to tackle the problem of the difficulty of painting the human figure, he studied anatomy at a scientific level, which was recorded and later used in the medical field. The popular Four-C model of creativity lists four different types of creativity. Mini-C creativity involves new ideas and insights that are personally meaningful, while Little-C creativity involves everyday thinking and problem solving. Pro-C creativity is a professional's ability to solve problems in unique ways and create new things in their respective fields. Big-C creativity is the creation of ideas that are largely considered great. Creativity is derived from the word ‘creo’ meaning – ‘to create’ or ‘to make’. Spearman (1931) defines “Creativity is the power of human mind to create new contents by transforming relations and generating new correlates”. Drevdahl (1956) says that “Creativity is the capacity of a person to produce compositions, products or ideas which are essentially new or novel and previously unknown to the producer”. Guilford J. P. (1992) defines that “Creativity is the capacity to produce ideas that are both new and useful through divergent thinking”.

Fig.1. Creative Process

Source: https://ideapod.com/the-creative-process/

Creativitized Curriculum

1. The content is organized around key ideas and questions that can be viewed from multiple perspectives and it includes information about the creative methods of the discipline being taught.
2. The methods include instructional techniques that require students to ask questions, generate varied options, and consider multiple perspectives.
3. Activities ask students to represent information in multiple forms, using varying media and points of view.
4. Assessment includes multiple formative and summative assessments, including some that offer choices and use content in new ways.
5. Assessment for creativity builds intrinsic motivation through a sense of increasing competence.
6. This requires the wise use of diagnostic and formative assessments, as well as appropriate feedback.
7. It provides opportunities to use content in new ways, through examining multiple perspectives, solving problems, and applying ideas in original situations.
8. It builds intrinsic motivation through the use of choice and meaningful tasks.

Significance of Creativity in Curriculum

Creativity is a natural extension of our enthusiasm. according to Earl Nightingale. Creativity is an essential element towards the overall development of students. Classrooms are one of the ideal places where teachers inspire the students to use their imagination to enhance learning. The right mix of creativity along with curriculum helps students innovate and also encourages them to learn new things easily. Creative classrooms can really transform the way students grasp knowledge and influence how they apply it in their real life. According to Rabindranath Tagore, creative expression plays a key role in a student emotional development. It makes them good communicators and improves their emotional and social skills. Creativity is as important in education as literacy and every child has some inborn potential of creativeness. Creativity plays a crucial role in the aspect of developing personality and provides a direction to analyse things diversely and uncommonly. Creativity cannot happen overnight, instead it needs to be cultivated, nurtured and needs proper guidance. This process of cultivation of creativity starts from the classroom and the teachers play a very important role in this regard and are lots of ways in which the teachers can play

their part both inside and outside the classroom. We have to incorporate new and innovative things for the students. The teachers can promote active learning with the help of the technological tools that helps to generate the creativity and innovation among the students. Active learning enables the addition of a creative touch to already learnt concepts and facts.

Influence of Creativity in the Classroom

- **Reduces Stress and Anxiety:** When a certain time is allocated towards creativity during the strenuous study hours, it will reduce the stress and offer comfort and relaxation to prepare well for the examinations.
- **Emotional Quotient:** It is enhanced and creativity gives the freedom to explore the surroundings and learn from them. It gives the opportunity to express their own self, boosts the self-confidence and enhances their emotional development and being considerate towards others opinion.
- **Promotes Fun Learning:** When the concepts are transacted through play-way method, the students have a higher tendency of grasping concepts as they enjoy learning and this will facilitate the exchange of ideas among students and promote critical thinking.
- **Improves communication Skills and Problem-solving Skills:** Creative classrooms will enable the students to think out of the box and think and analyse logically thereby interacting with peers developing their communication and the communication skill is developed as the children are open minded in accepting the ideas of others through discussion.

Means to Develop Creativity in the Classroom

- Re-wording Assignments to promote Creative thinking
- Creating a compassionate and trustworthy environment
- Accepting student ideas and encouraging Autonomy
- Giving students immediate feedback on their creativity
- Assigning creative projects to the students
- Supporting student intrinsic motivation
- Making the students understand that creativity needs effort
- Using creative instructional strategies, models and methods
- Experimenting activities to promote creative thinking

Creative Activities at the Primary Level

Languages

- **Learning the synonym through an image:** The teacher while teaching a simple three or four-letter word will initiate to symbolize the word through drawing in a chart or making colourful postures depicting the meaning of it. For example, if the teacher wants to teach the meaning of the letter and love‖ the pictorial depiction of the word could be given in the form of heart with a smile. Moreover, the teacher can insist the students to draw about the synonym of the word to induce creativity.
- **Associating favourite Characters with student names:** The teacher during transaction of instruction in the classroom during the reinforcement of the right act and correct answers from the students can associate their favourite cartoon characters and call them along with their names.
- **Story Completion:** The teacher would narrate a part of the story and make them understand about the favourite characters and can ask them to complete the story according to their perception.
- **Introducing the various sounds through Multi-media:** The teacher would introduce the animal or bird through animation and will play the respective sound to the children. The children will grasp and repeat the sounds one by one and will learn collaboratively. In Languages too, the child will learn the sound of the alphabets through multi-media for better learning.
- **Formation of the alphabets:** The child could be induced of their psychomotor domain in order to learn through imitation and manipulation. Children are provided with coloured clay and after the introduction of the alphabets with the respective sounds they can imitate the teacher in framing the letter with the clay material thereby gaining a firsthand experience.
- **Composing songs to learn Alphabets:** The series of alphabets can be taught through a song with a catchy tune and appropriate actions should be taught in order to stimulate their senses for learning through fun.

Social Sciences

- **Learning Continents through Jigsaw Puzzle:** The children are given fun time activities in learning about the seven continents of the world by giving the actual picture and small

cutouts of it in order to arrange through analysis. Similarly, our country India outline was presented and children would solve through Jigsaw puzzle.

- **Train game to learn cities and culture:** A group of children are asked to form a human train and few students are asked to spread out carryingplacards representing different cities of India and also natural resources of those cities. As the train approaches various cities, the children are involved in participatory learning thereby learning about the culture and resources of various cities in the country
- **Role Play:** The various kings and freedom fighters in Indian History and their significant role could be asked to been acted by students through role play in order to learn their contribution and achievements and this will enhance their creativity as they dress themselves as different personalities.
- **Tasting Flavour:** Across The various flavours and crops of the country could be exposed to the children through a healthy display of food from other states of the country. This will imbibe a spirit of enquiry and coordination with peers
- **Hands on activities on Natural Resources:** The children could be given purposeful projects in order to know about the rivers, dams and vegetation and monuments of different places in the country and afirst-hand exposure could be also given by making them visit zoo, bird sanctuaries and parks.

Sciences

- **Exposure to varied Temperature:** As suggested by Maria Montessori the sensory learning experience could be provided to the primary children to understand the difference between temperatures both hot and cold and get familiar with the concept of temperature.
- **Understanding the Universe:** The concept of the solar system and the revolution of the sun and the moon could be taught creatively through outdoor activities with the names of the planets written and pinned to the children and the attributes of each planet, sun and moon are explained and will promote a joyful learning experience in children increasing their creativity.
- **Activities for Identifying Plants and Animals:** The primary children could be split into two groups consisting papers with information. One group will be having the details and characteristics of the plants and animals and the other group of students will have the names with them. The children by looking at the attributes should identify the name of the animal and plant. The groups could be interchanged and the game could be continued.

- **Orienting herbal Plants:** The primary children could be given exposure to herbal gardens and the health benefits of various plants could be explained to them thereby creating a desire to grow plants at home for medicinal benefits and the creativity in growing plants in a roof garden or backyard could be instilled in an early age.
- **Demonstration of basic experiments:** The basic experiments performed to understand the concept of air, sound and heat will enhance their interest as the teacher demonstrates in classroom and ask the students to repeat and gain conceptual understanding.

Creativity at the High School Level

Languages: The children could be asked to write poetic lines in a bookmark while creating a bookmark as a recreational activity. This will stimulate the child creativity and will enhance the literary writing skills. The children could be also asked to dress up like a poet and explain the context of the poetic lines being aware of the pronunciation and expression. The teacher can play podcasts of different plays to imbibe the concept of the play and can make them to write the summary on their own. The children can be made to involve themselves in Book Reading Clubs and review it moreover, the children can be asked to contribute towards class and school magazine. The creative humour in children can be brought out by asking them to prepare comic strips.

Sciences and Mathematics: The students at the high school level could be asked to sort jelly beans to learn genetics and to understand air pressure and force by the means of a balloon powered car. The tea bag experiment to understand how heat affects air molecules could be performed and understood by the students in the sciences laboratory. The tendency of an egg in salt water could be understood by performing simple experiments thereby stimulating divergent thinking.

Mathematics: Here, the dice game can be played to understand subtraction and addition. Students can be made to learning arithmetic operations in a grocery store, understand measurement through volume of liquids in various measuresand learning Geometry through measuring tapes thereby creating angles of various measures. The teacher can involve the students in finding the area of the bench in the class and also the perimeter of the classroom to understand the formulas in Mensuration.

Social Sciences: The children could be given map projects by giving a country or a region inside country and asked to create a map. Creation of timeline of the history of an empire or region will enable them to learn the information in a detailed manner with deep understanding. The teachers can ask the students to perform a drama of pre-historic times and

collect ancient coins moreover, hands on experience can be given by taking them to a museum of places of historical significance.

Creativity Process in Education

The creative process is an act of solving problems through innovation and it is a systematic approach to solving problems by finding new ways of looking at old concepts. This system can be executed by an individual/a team of people for personal, educational, business, etc. purposes. Creativity is valuable in education because it builds cognitive complexity. Creativity relies on having deep knowledge and being able to use it effectively. It develops over time and is more successful if the creative process begins at a point where people have at least some knowledge and skills. To continue the earlier example of the ramp, a student rolling a ball down an incline may notice that the ball goes faster if they increase the incline, and slower if they decrease it. This discovery may lead to other possibilities like the student might then go on to observe how far the ball rolls depending on the angle of the incline, and then develop some sort of target for the ball to reach. The world of education is now committed to creativity. There has also been a global trend in education to move from knowledge acquisition to competency development. Creativity often is positioned as a competency or skill within educational frameworks. However, it is important to remember that the incorporation of competencies into a curriculum does not discount the importance of knowledge acquisition and it is essential that teachers consider both how they will support their students to acquire the necessary knowledge and skills in their learning area as well as the opportunities they will provide for applying this knowledge in ways that support creativity. In fact, creativity requires two different sets of knowledge: knowledge and skills in the learning area, and knowledge of and skills related to the creative process, from idea generation to idea selection, as well as the appropriate attitudes, attributes and environment. The role of the teacher is to ensure that all ideas are listened to and given feedback in a respectful manner. In terms of the physical environment, a set of simple changes rather than a complete redesign of classrooms is required: modifying the size and makeup of student groups, working on both desks and on whiteboards, or taking students outside as part of the idea generation process can develop creative capacity. Even something as simple as making 21st century students more aware of the objects and affordances which lie within a classroom may help with the creative process (Kaufman, S. B., & Gregoire, C., 2016).

Conclusion, Discussion and Summary

Creativity in the classroom transforms the learning experience for students, it will promote a readiness to learn and grasp even the difficult concepts. If schools put creativity at the heart of their curriculum intent with teaching for creativity as the mechanism for how that intent is implemented, the impact can be an outstanding learning environment where significant and sustained progress is evident in all aspects of school life. The teacher is a second mother to the children at the primary age group and has the responsibility to imbibe creativity in them through classroom activities and role modelling. A set of activities can be carried out to arouse interest and active participation from their side. Creativity also directly enhances learning by deepening understanding, and promoting joy. Intrinsic motivation is essential to the creative process and it will lead the student pursue meaningful goals. As per the components of the revised Bloom 's Taxonomy, create‖ is at the final level of the cognitive domain and by noticing broader patterns and connecting material across academic disciplines, creative thinking can facilitate deeper cross-curricular learning. Hence, creativity stands as a vital ingredient in the process of education and hence the teachers should role model and imbibe creativity in every class to redeem the system of 21st century education (Runco, M., 2008).

Educational Implications and Suggestions

- Try setting student tasks with differing time constraints, this will challenge pupils to adapt and think quickly.
- Develop pupil's imagination by asking open questions that encourage dialogue and exploration, this approach helps pupils to develop deeper transferable thinking.
- Start a lesson with a provocation/with a series of intriguing questions.
- Explore issues from different perspectives and experimenting with thoughts and options stimulates imagination (Gowan, J., Khatena, J., & Torrance, E. P., 1981).
- Encourage pupils to generate new ideas within a safe environment.
- Equip pupils with the tools to learn independently.
- Inspire a love of learning.
- Embed a culture that enables learners to grow in resilience and embrace challenge.
- Empower learners to find new solutions.
- Prepare learners fully for changing 21st century world.

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