

Creativity in the Classroom

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Creativity can expand in the classroom for students to discover what they are fully capable of and carry it with them through each stage in life. Creativity is argued to begin at many different stages in life, although the best place to focus on developing and expanding creativity is in an educational setting. Classrooms are impactful places for people to learn. The encouragement for learning gives opportunities for students to expand their thoughts and build off each other. Depending on the teacher, creativity can be limited in a classroom, this is not encouraged. The creativity in classrooms involving thinking and expression develop into new life skills that the students will carry with them.

Creativity can be described in multiple ways. For the purpose of this paper, the definition of creativity is, 'Creativity is about divergent thinking' (Gurteen 1998, 6). Creativity is not only the actions of putting crafts together, but rather the creation and expansion of ideas. Ideas can be thought of by one person or be created and slowly developed by multiple people. Gurteen describes the only way to create ideas 'required the application of existing knowledge and the development of appropriate new knowledge' (1998, 6). The role of creativity in education is not only develop but to extent creative thinking.

Creativity begins at a young age. Many researchers disagree on what stage creativity begins to develop in human development. However, many researchers agree that creativity does not stop at any developmental stage. Gurteen explains, 'Adults, like children, learn most effectively through play and through experience' (1998, 8). Adults learn things about the subject, themselves and their mind when they are being creative through play and experiences. Although the understanding of thinking is through creativity may not be understood, the concept of creating and expanding ideas is remembered. Education uses many types of creativity, 'Several waves of creativity in education' (Robina 2010, 166). Creativity can be brought out through

play, creation of something, debates, writing, etc. Creativity is used down each avenue of thinking because it is the creation and extension of thinking.

With the understanding of 'Creativity' and that people of all ages learn through creativity. This brings up the question of 'Why is it important for creativity to be taught, expressed and importance of creativity given in schools?' School classrooms have many different lessons being taught every single day. Therefore, a classroom is the best place to have exposure to creativity, 'Schools are being seen as places for the encouragement of creativity because they can do this in a more efficient manner and can develop it not merely in elites but masses of students' (Robina 2010, 166). Students can learn in all sorts of scenarios, although, some students do learn better in one way more than the other. Large gatherings of students learn about the same topic at the same time. Education in schools is used to teach children of all ages different skills that can be expanded into more education and more specifically, life skills. Robina states the importance of education, 'education as a fundamental life skill which needs to develop to prepare future generations' (2010, 166). The inclusion of students in classrooms helps them develop their creativity, in doing so this will expand on their life skills. Creative skills are learned through each year and ideally remembered to help in later times in life.

Combining creativity and current life skills can make life in the later years easier, 'By integrating creativity approaches and skills into entrepreneurship education, students will gain new and much-needed skills to interact with the dynamic marketplace of today' (Solomon, Yar Hamidi, Wennberg and Berglund 2008, 317). Skills are learned, expanded on and developed through the school years by using creativity in education. Expanding on the definition of Creativity used above, Gurteen states 'Creativity' of thought processes, 'A more useful approach is to view creativity as the process of generating ideas whilst seeing innovation as the sifting,

refining and most critically the implementation of those ideas' (1998, 6). Creativity is not just making a dinosaur out of pipe-cleaners but rather the thought process and creation of ideas.

Creativity is also not just the who comes up with an idea but also the expansion onto the idea.

Creativity is seen in each subject in education; however, education is partially limiting, based on what is being taught and to how far the lessons are generated/specified. Creativity can be something as 'basic' as answering a question, 'Did you have questions arise when reading the article?'. A question like this would have the student think about the article, make connections, question their understanding, etc. Subjects do not limit the creativity output. An entrepreneurship program easily displays creativity, '...entrepreneurship education should extend focus on prowess in team working, divergent thinking, and interpersonal communication (Solomon et al., 2008, 317). Creativity is demonstrated through schools largely because the creativity is encouraged by the teachers and peers.

Creativity in schools gives students the opportunity to grow in a creative way. For student to not only grow but to develop their sense of their creativity and what they can bring to the table of thought. More creative assessments need to be brought into the classroom. Every student does not learn through the same way of thinking. Many types of learners mean many types of opportunities to create something. Assessment can be written, verbal, visual or any way needed. It is up to the teacher to create, by using their creativity this leads to a way for the students to learn best and can be the best way for each individual student to be assessed. Many researchers have dug into the topic of creativity in classrooms, there is no right or wrong answer, but rather, what is best for the students.

Researchers have found cognitive abilities for leaders to possess in order to succeed. It had been stated a perspective of creativity as development for leadership, '[The argument has

been made] for the crucial role of creativity, as one of the five cognitive abilities that leaders of the future should seek to cultivate' (Hadzigeorgiou, Persa, Kabouropoulou 2010, 603). Creativity is needed to help develop leadership skills. In order to lead something, creative thinking must be obtained.

Creative thinking can help not only expand a thought, but also to make something new. Lack of employment can be identified as an issue that is all across the world. Robina stated, 'the role of creativity in the economy is being seen as crucial to assist nations for attaining higher employment, economic achievement' (2010, 166). Robina's statement is not saying creativity is the only way employment can be created, but that creativity is 'crucial' for making and keeping higher employment. Mankind (peoplekind) is constantly creating new ideas and breaking a new idea off an old idea. Take the laptop for example, a laptop did not get thought of and created within a day. Many stages and steps took place before a laptop became what it is in 2019. This being said, 'As we are entering a new era, creativity is not just becoming increasingly important, but it seems that our future is now closely tied to human creativity' (Hadzigeorgiou et al. 2010, 603). Creativity, or lack of creativity needs to be a focus in classrooms, not only for the fact of letting the child explore their own mind subconsciously, but to give the students chance to discover what the students can come up with.

All ideas developed and created needed to start somewhere, as does the creativity mindset. Some people are creative without needing to be shown how to take their creativity further. On the other hand, some people are unable to see their own creativity and need a starting statement from another and can build off of it. Either direction for creativity is correct, there is no wrong answer for being creative and having an idea; however, depending on the subject and the area of thought, there may be a better option. Life is an individual creative journal that

everyone goes through in their own way. Creativity takes each person down different paths. The creativity in the self can hold someone back and push another forward. Education should bring the creative mind forward to allow each student to develop their own creative understanding. Creativity, simply put, is the way of thinking and expanding on those thoughts. Classrooms should give opportunities for this creative thinking and developmental skill to expand through each stage in life.

Creativity in life is brought out and grown through education. Education should not limit the students to be creative in their own ways. Creativity of one student can build off of another. Verbal communication is used to express creative thoughts. Wegerif expresses the importance of verbal creativity, 'Close analysis of actual dialogues highlights the essential importance of verbal creativity even to the task of solving reasoning test problems in small groups (2005, 223). If students are solving a math problem, there may only be one way to solve the problem, but the students need to use their creative minds to try and solve the problem. Trying to solve why is the most important question to be answered, for any question. Gurteen explained thoughts on the 'why' being most important, 'In fact, know-why is often more important than know-how as it allows you to be creative – to fall back on principles – to reinvent your know-how and to invent new know-how' (1998, 5). Creativity is finding out the way more than any answer question. Many answers can be developed for any question if the question why is brought up. Each person can come up with an answer as to why something takes place, or questions it even further/in more detail. Classroom discussions are highly important for the reason above. Students need to be questioned why, or ask why. The creative mind is powerful and can create multiple ideas for each and every idea thought of. Education teaches and gives students the chance to expand on their creativity throughout each day. Taking a group of students outside and giving them the

opportunity to gather objects from outside to create a craft is creative. Not only is the student exploring and learning the creation of the earth, but the students also need to think of something to make using already created things. Wegerif states a thought about questioning creativity, ‘...creativity in language does not need to be explained, it is the absence of creativity that needs to be explained’ (2005, 235). Creativity is present in all thinking, expanding and receiving the opportunity in the classroom. Classroom education is ideal because the students are still learning, wanting to learn and are able to gain new knowledge every day.

Creativity in education is highly important for students. The students should be given the opportunity to be creative. Creativity can be something such as writing, drawing, doodles, cutting, anything. The creation of a thought for something is creative. The more limitations made on student’s creativity creates a limited amount of learning that students can do for their possible life skills. Skills are developed in all stages of life. Education allows students to let their creativity grow. Creativity is the creation and expansion of ideas. The role of creativity in education is to learn life skills.

References

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