

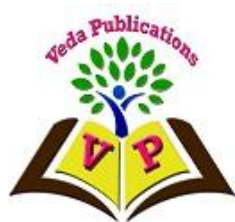
FACILITATING STUDENT CREATIVITY

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ABSTRACT



Creativity involves imagination and is nothing but being original which helps to produce something new and innovative. Imagination stimulates curiosity and ideas are generated which facilitates in creativity. The teacher can enable the students to achieve full potential by being positive and facilitating the students with meaningful and fun learning strategies like role playing, debates, presentations, etc. Creativity emerges spontaneously through the relationships and interaction with the teachers. Thus it helps students to thrive in this world and help them to lead more satisfying and meaningful lives.

Keywords: Creativity, Facilitating, Teacher, Student, Imagination.

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INTRODUCTION

Creativity is something that grows out of uniqueness of the individual on the one hand and the environments, events, people or circumstances of an individual's life on the other. Creativity emerges when someone is motivated to apply their capability and creative thinking to a particular situation. Some people believe that they are just not creative compared to that they are the people around them as being highly creative. Individual's creative development will be hindered unless they believe that they have potential to be creative in their own ways. Creativity is about using imagination, speculating and exploring new horizons. According to Csikszentmihalyi, if young people become involved

with what they enjoy, the foundations for creativity will be in place. In other words, an individual identifies his particular passions and interests which gives him joy, satisfaction, well-being and happiness and later self-identity as well as enhanced potential for professional development. These gains occur as individuals explore their own potential and imagine new possibilities for themselves. Therefore the teachers must model the joy of learning themselves, and be able to spark it in their students.

Robinson defines creativity as "imaginative processes with outcomes that are original and of value". It is important that in our work of developing creativity we both widen and revitalise our notion of originality. Originality is not only about producing

something new but also about combining old elements in new ways or applying old ideas to new contexts in order to work on a problem, advance a particular field and to add to the storehouse of knowledge and the repertoires of professional and artistic practices. Murray and Moore note that creative people are “more likely to think in boundary less ways about a topic, and are happy to ‘borrow’ important notions from fields of enquiry other than their own”. The outcomes of creativity are personal and/or economic, but can also be spiritual, social, environmental and political.

FACILITATING STUDENT CREATIVITY

It is vital that teachers have a good understanding of creativity and creative education. Many teachers are already doing impressive work that could be capitalised on, in collaboration with other providers and creative education can firmly be put on the teacher professional development by providing some online training.

Teachers need professional development opportunities to develop the knowledge and skills to nurture creativity in their students. Teachers need to understand and appreciate their own creativity and to recognise it as a fundamental part of their professional development. Each student has some innate creative potential, which can be enhanced by teachers who are aware of and knowledgeable about proven and effective ways to teach creative behaviour.

Much of the professional literature appears to lean towards creative thinking being a challenging endeavour. An integral part of teaching methodologies designed to foster creative reflection is the type of classroom environment which the teacher helps to create. What is needed are teachers who engage their students in meaningful activities - ones which incorporate students' unique interests, abilities, backgrounds and community needs.

The first role of the educator in facilitating creativity is to encourage students to explore who they are by identifying their particular passions, interests and gifts: So if one wishes to inject creativity in the education system, the first step might be to help students find out what they truly love, and help

them to immerse themselves in the domain – be it poetry or physics, engineering or dance.

A study by Fryer identifies several teaching techniques for facilitating creativity: heuristic strategies i.e. problem-based learning; game-based learning that utilizes challenging problems; real-life scenarios; practical exercises; and groupwork. Fryer's work shows that positive teacher attitudes and supportive factors such as the relationship between tutor and students are also significant in facilitating a creative learning environment.

One of the most significant ways in which we can help learners prepare themselves for their future is by enabling them to understand and develop their creativity -both their imagination and capability for converting their thoughts into new things. Several initiatives are taking place in learning and teaching to foster student creativity.

Indeed, in recent years, technology has been regarded as having a potentially critical role to play in supporting and transforming creative communities at all levels and stages in the higher educational process. It is argued in this chapter that the challenge for educators is to research fully these opportunities, as well as to learn how to sustain the creative process successfully within higher education. The technology, whatever its nature, should support the pedagogical purpose underpinning creative learning by sharing goals, purposes, knowledge, multiple perspectives and experiences.

There are several pedagogical strategies that can be integrated relatively quickly with students. All are creative, participatory teaching techniques that are important tools in the teaching repertoire. These approaches involve high group member involvement while they facilitate meaningful and fun learning, through strategies such as role-playing, debates, poster presentations, one-to-one tutorials and the use of creative thinking techniques and tools. They all have their own complex structures and variations, but are all also conducive to tapping into the creative potential of students. For example, role-plays are structured and have a defined set of participants with specific times, places, equipment and rules. Debates are powerful models of teaching because they help students master concepts and learn to be effective in

pursuing goals. And finally, with presentations, the student must not only understand what is being presented, but also to whom it is being presented, and apply appropriate presentation strategies. As long as no one is forced to participate, competition can be positive and encourage player discovery, examination and learning. Each of these strategies help foster creative potential as they are in contrast to the passive reception of knowledge of teacher-centred classrooms; this style of teaching promotes active, student-centred learning.

The pedagogic task for teachers who intend to develop students' creativity is threefold. Firstly, it is one of developing learners' understandings of their own creativity by facilitating personal enquiry, the sharing of perspectives and understandings in a collaborative, supportive discursive environment and the co-creation of understandings within the group of learners including the teacher. Secondly, it is about enriching their understandings with knowledge about creativity and its role in human endeavour. Thirdly, it is about providing new and challenging opportunities for the learner to continue to develop and utilise their creativity both individually and collaboratively.

Clearly having the will to do something positive is the necessary first step but beyond this a good teacher will always try to establish what her students know and understand before she engages them in her own developmental process. The teacher's role is to help students recognise and understand their own creativity and help them express it. This is a powerful belief when it comes to designing and facilitating education for students' self-development. Enabling learners to think analytically and creatively about their own and other people's creativity is the key task in raising awareness of creativity's importance.

Teachers should believe that we all have unique creative capability and that being creative is integral to who we are, who we become and how we become who we want to become - how we fulfill our ambitions and destiny.

Through education, the teacher should be concerned with making positive difference to students' lives by enabling them to achieve their full potential, with their creative as well as their

academic development. Teachers should have the ability to design and facilitate interesting and challenging learning experiences, are able to exert a strong influence on students' creative development. Being creative in a field requires the mastery of domain knowledge and skills and an important part of students' creative development while they are learning to become a historian, lawyer or scientist is to appreciate what creativity means in their discipline.

CONCLUSION

Creativity is nothing but being original. It is connected to the invention and innovation and making use of imagination in disciplinary thinking. Imagination stimulates curiosity and generates ideas for creative solutions and facilitates interpretation in situations which cannot be understood by facts or observations.

The teaching and learning process, with all its complexity, unpredictability and endless sources of stimulation from the subjects that are taught or practiced in the field, has the potential to be a highly creative space for teachers and student learners. Creativity emerges spontaneously through the relationships and interactions of teachers with their institutional contexts including their courses, the knowledge, tools and materials they work with, and their students and most teachers recognise this. Thus our ability to work creatively as educators will help our students survive and thrive in this world and help them to lead more satisfying and meaningful lives.

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