

ABSTRACT

RESEARCH PAPER: SUPPORTING TEACHER CREATIVITY: ANALYZING HOW IDEAS DEVELOP DURING STRATEGY INSTRUCTION

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In this intervention study, we explored the integration of creative thinking strategies into educational practices, drawing inspiration from Beghetto and Kaufman's (2014) framework. Participating teachers were tasked with a story-building activity, with their responses analyzed using three critical variables: fluency, elaboration, and "final idea." By seamlessly infusing creative thinking techniques into instructional methodologies, the intervention aimed to shed light on how educators can foster creativity within learners.

The findings unveiled a noticeable enhancement in the sophistication and elaboration of ideas when participants engaged in activities combining divergent and convergent thinking. While fluency showed no substantial improvement, participants demonstrated notable advancements in idea generation and refinement under imposed constraints.

The intervention concludes by advocating for collaborative efforts among educators, researchers, parents, and policymakers to advance creative pedagogies. By providing practical creative thinking strategies tailored for educators, the research promotes a holistic approach to cultivating creativity in learners, empowering them to navigate the complexities of the modern world with ingenuity and resilience.