

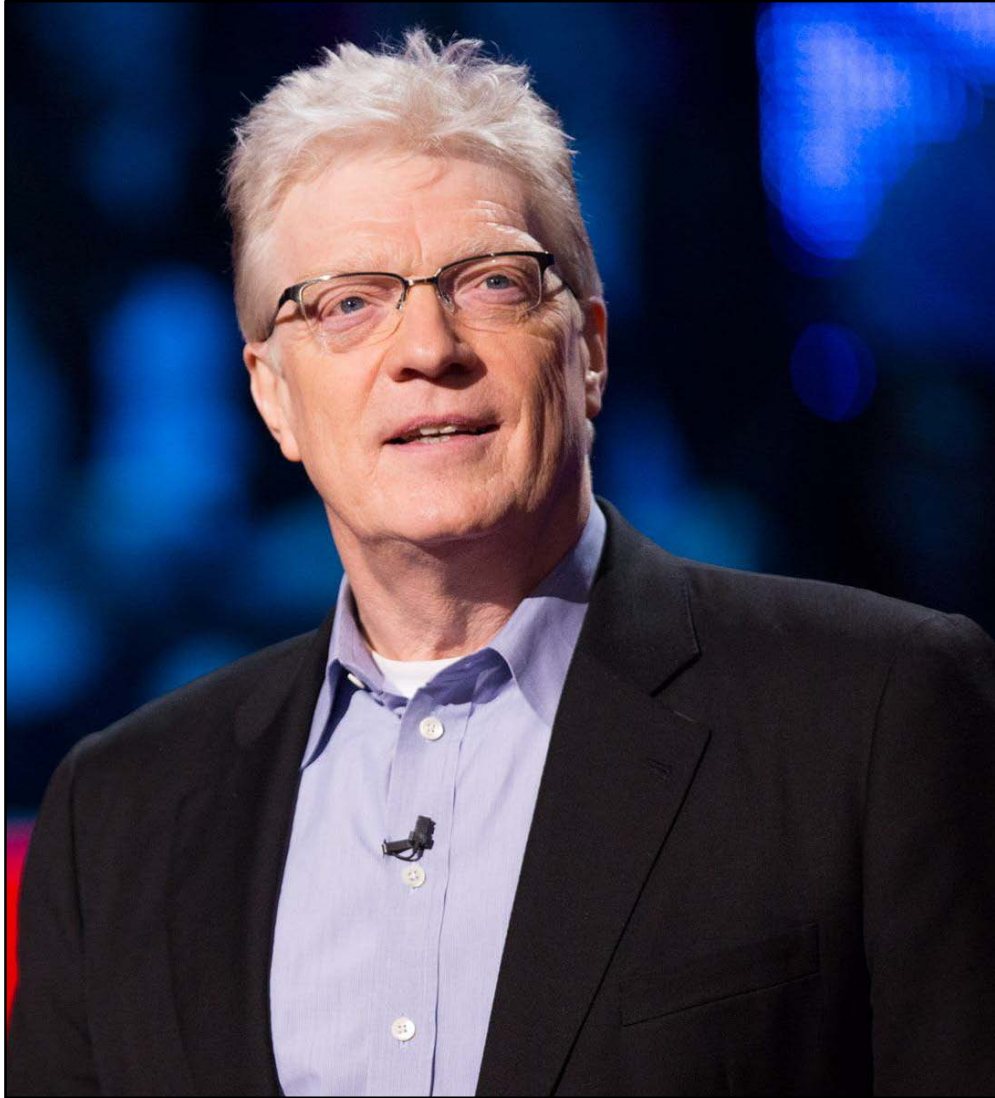
# Enabling Creativity

How to get students to think for themselves

‘Sir, I can’t draw’

‘I haven’t got any ideas’

‘Here is a photograph of my design idea’



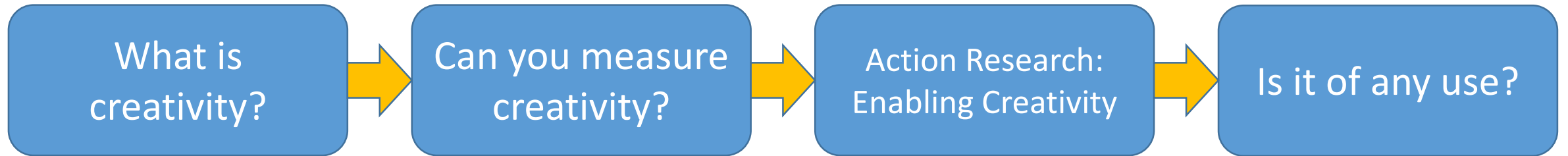
‘Schools are killing creativity’

# The Problem

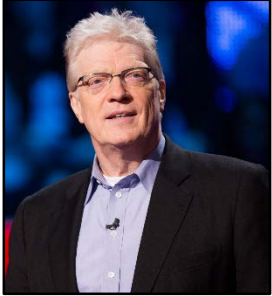
- Are a lack of skills (drawing, making) preventing students from expressing their creativity? - *or is that quality, not creativity?*
- Is a lack of understanding of what they are designing a barrier to original solutions?
- Does it all come down to confidence?

# If these are the problems, what do I think the solutions are?

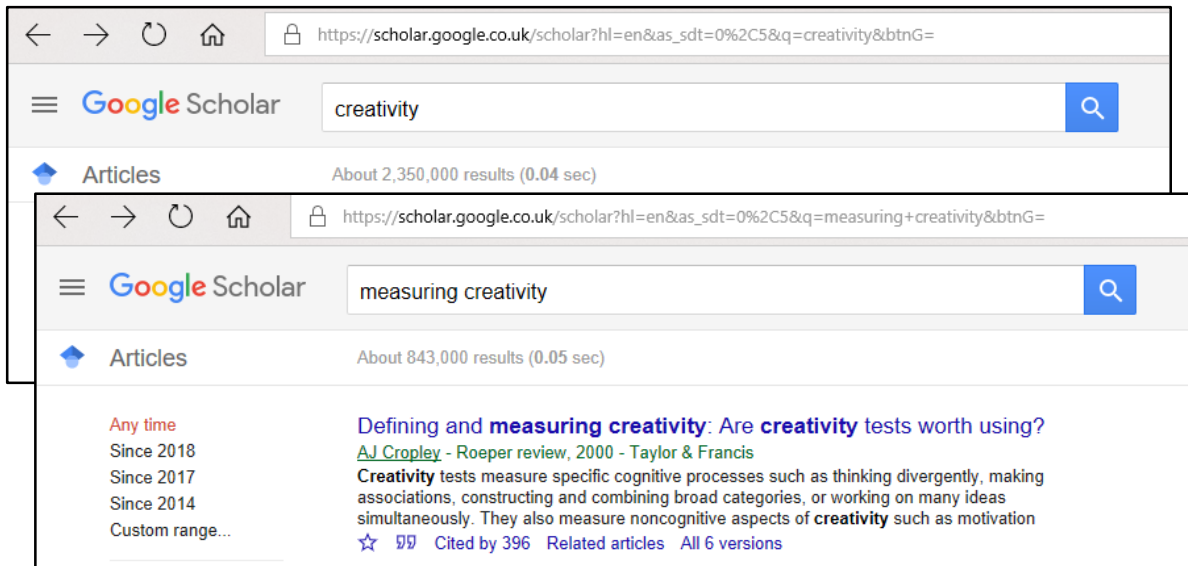
Goal: To try and make students 'disposed to think creatively'



# Defining Creativity



‘Creativity is the processes of having original ideas that have value’



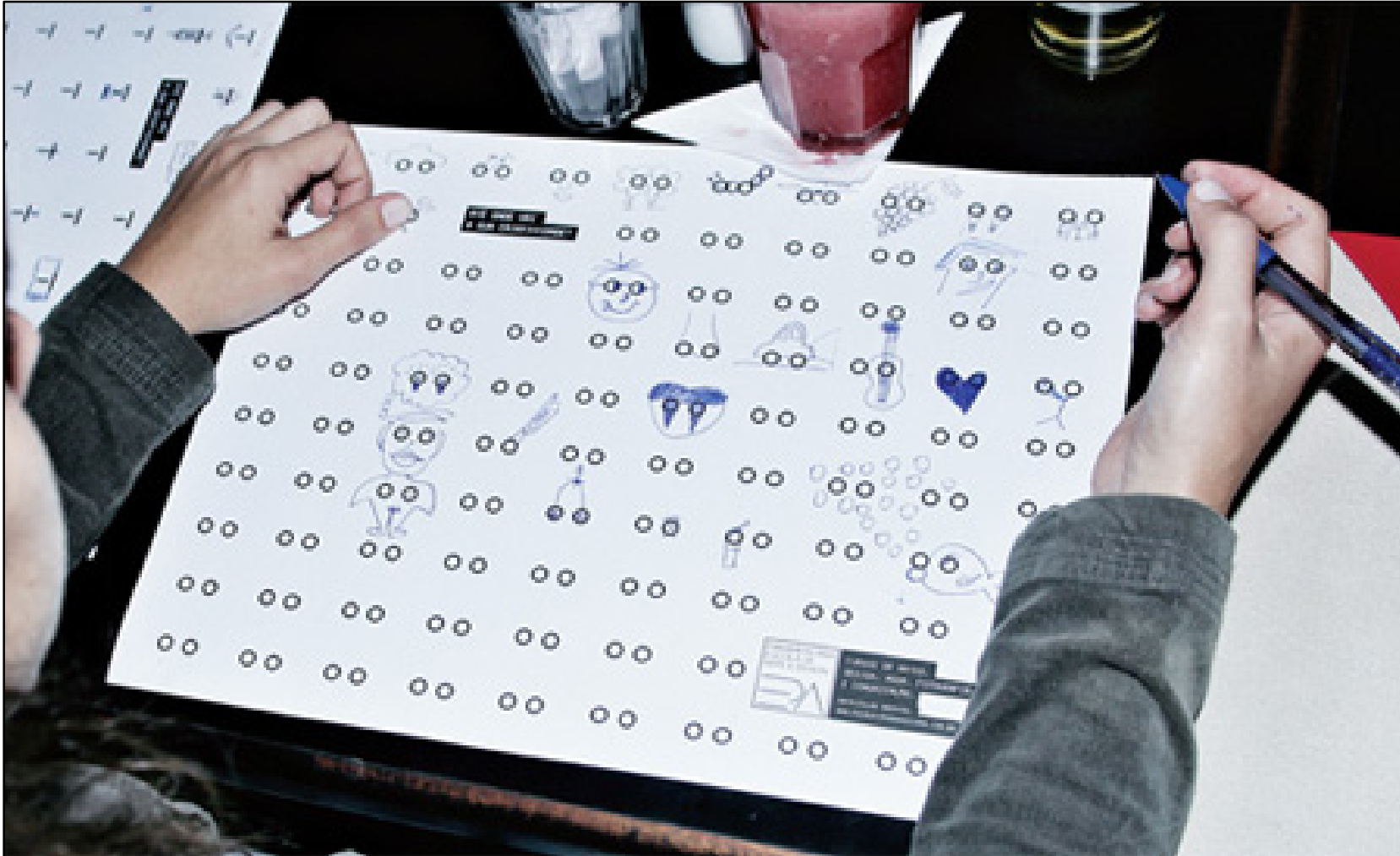
The image shows two screenshots of Google Scholar search results. The top screenshot shows a search for 'creativity' with approximately 2,350,000 results. The bottom screenshot shows a search for 'measuring creativity' with approximately 843,000 results. The bottom screenshot also displays a list of filters on the left and a search result snippet for 'Defining and measuring creativity: Are creativity tests worth using?' by A.J. Cropley.

Any time  
Since 2018  
Since 2017  
Since 2014  
Custom range...

**Defining and measuring creativity: Are creativity tests worth using?**  
[A.J. Cropley](#) - Roper review, 2000 - Taylor & Francis  
Creativity tests measure specific cognitive processes such as thinking divergently, making associations, constructing and combining broad categories, or working on many ideas simultaneously. They also measure noncognitive aspects of creativity such as motivation  
☆ 97 Cited by 396 Related articles All 6 versions

‘Even recent work on the development of design learning strategies and design pedagogy (Eastman et al. 2001) lacks any underpinning by research data. **The two main problems the authors encountered were the lack of rigorous evaluations of innovative classroom interventions, and the lack of clarity in determining the gains in student performance on the basis of the learning method applied.** Nevertheless, there is consensus in the literature that competence in designing can only be gained through experiencing the design process as a problem-solving event’.



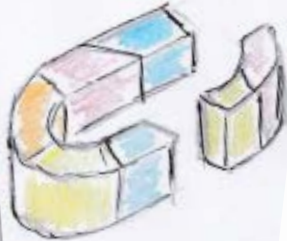

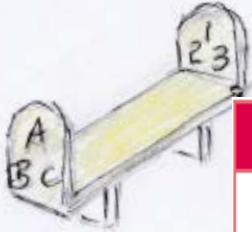



# Measuring Creativity








Is it just marking the work against the scheme provided?

Are we trying to do something more than achieve an exam grade?

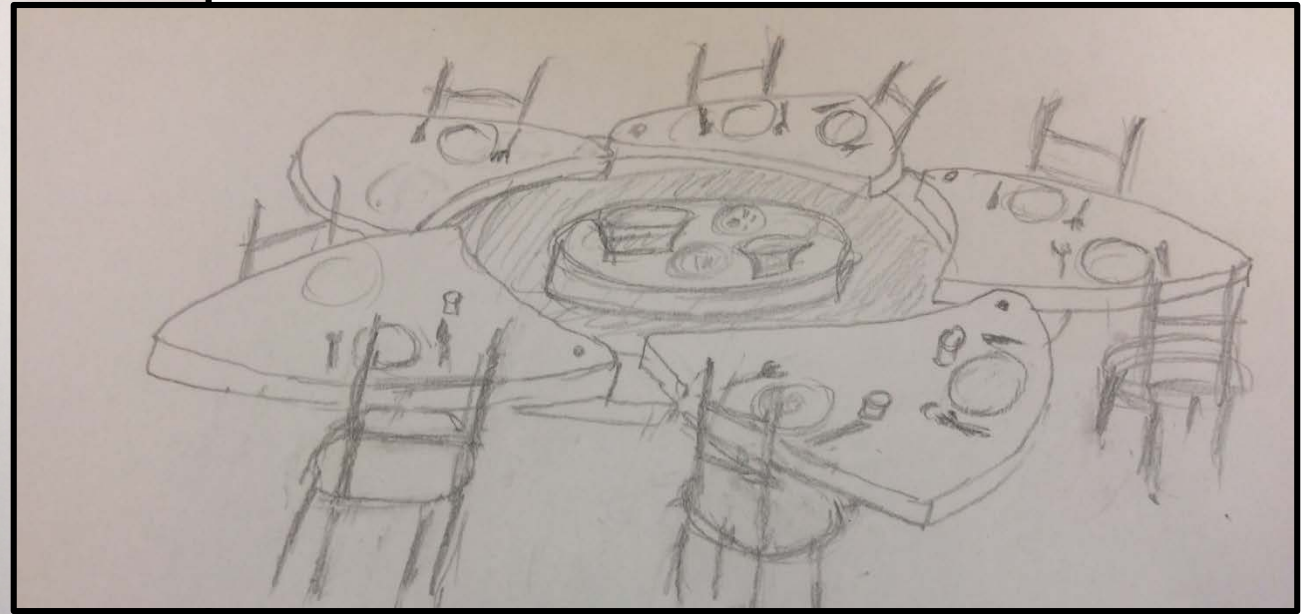
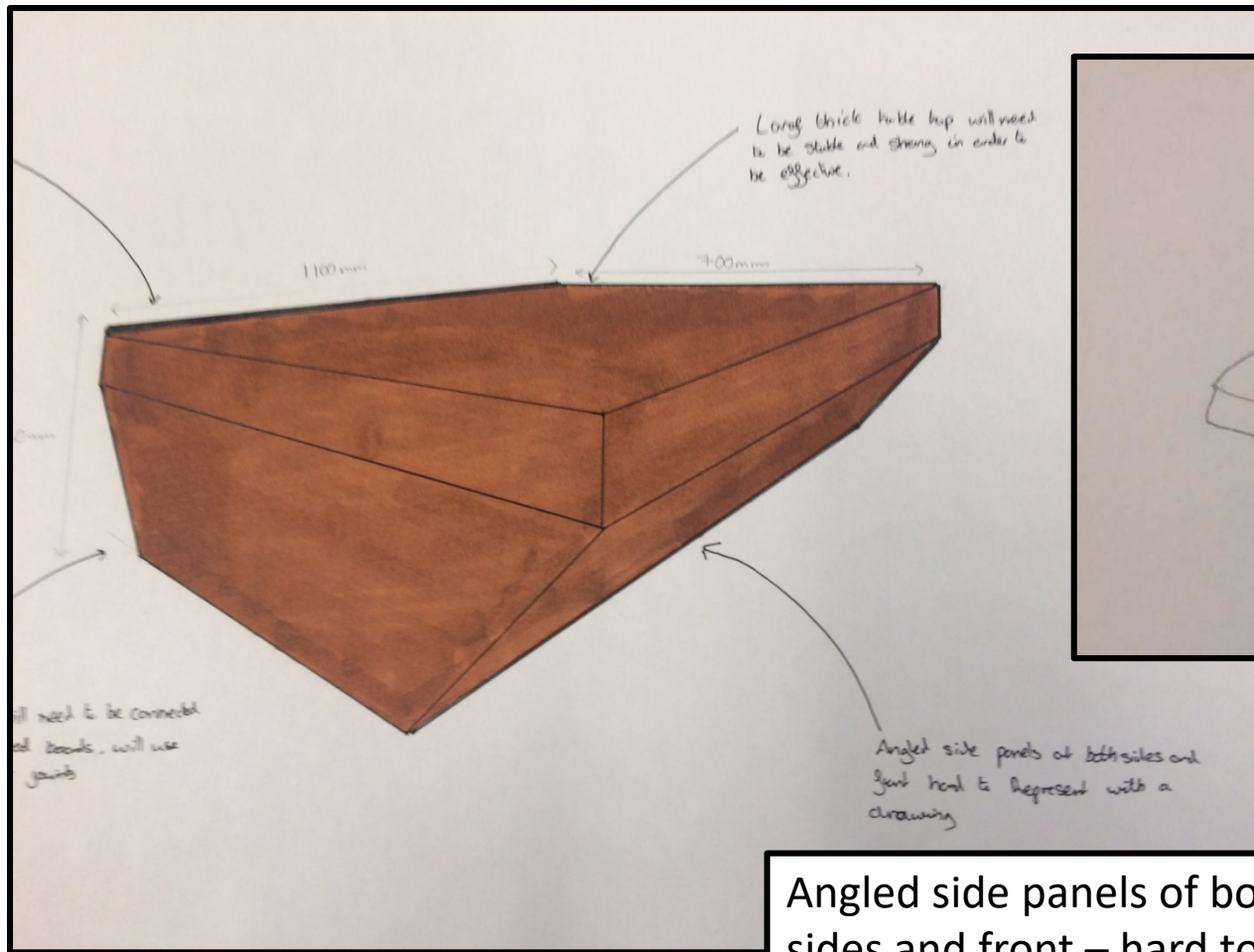
Q2b Exemplar answers- Public seating for young children

1 mark A simple idea	2 marks An idea that displays some creativity or additional design features	3 marks An idea that displays creativity or several design features
		
		
		

1 mark A simple idea	2 marks An idea that displays some creativity or additional design features	3 marks An idea that displays creativity or several design features
		
		

Level	Assessment objective 3 Develop ideas	Component 3 Project
5	a <b>fluent</b> investigation of ideas through <b>perceptive</b> analysis of objects, ideas, images and artefacts; <b>critical</b> understanding of purposes, meanings and their related contexts	17-20
4	a <b>confident</b> investigation of ideas through a <b>thoughtful</b> analysis of objects, ideas, images and artefacts; a <b>secure</b> understanding of purposes, meanings and their related contexts	13-16
3	a <b>coherent</b> investigation of ideas through a <b>competent</b> analysis of objects, ideas, images and artefacts; <b>clear</b> understanding of purpose and meaning	9-12
2	a <b>basic</b> investigation of ideas through <b>moderate</b> analysis of objects, ideas, images and artefacts; <b>limited</b> awareness of purpose and meaning	5-8
1	a <b>partial</b> investigation of ideas through an <b>uneven</b> analysis of objects, ideas, images and artefacts; <b>incomplete</b> awareness of purpose and meaning	1-4
0	no rewardable response	0





Angled side panels of both sides and front – hard to represent with a drawing

The products produced by these students were far more creative than their design sketches suggest – based on experience and judgement.

Is it therefore acceptable to 'rate' creativity in this manner; an opinion of someone who considers it often?

# Action Research

Place initial teaching focus on drawing, so that students are better able to express their creativity. Perhaps only for six lessons, but enough to build confidence in all students.

How do I measure if it is of any use?

Does it answer all my questions? – no.

# What have I learnt?

- Thinking space – do I need to re-phrase the question?
- I've had to think about how to make the initial questions more specific.
- Think carefully about what to measure and how to do it – how do I know it's been of any use?
- Relevance – are there marks for creativity on the exam?
- Results – next autumn?
- Can they be applied to other subjects?