International Journal of Advanced Education and Research
ISSN: 2455-5746, Impact Factor: RJIF 5.34
www.newresearchjournal.com/education
Volume 1; Issue 4; April 2016; Page No. 65-68

Creativity: A new dimension in blooms taxonomy

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Abstract
This paper outlines some of the factors involved in promoting creativity in education. Creativity is the higher order term which influences in education to kindle the innovative ideas of students. A higher education student should posses creative ideas for his/her future world. In their studies if they posses creative ideas, they will shine like anything. This paper conveys the ways and means to foster creativity among higher education students. Within classroom climate how the teacher fosters, the domains to enhance creativity are discussed in this paper. In revised Blooms taxonomy creativity stands in higher order thinking skill. Foster creativity in classroom climate is a challenging tasks for today's teachers. This article pictures the tips, questions and methods to foster creativity in higher education. It also emphasis the methods of creative teaching and learning. Creative thinking, creative teaching, creative potentials and creative activities influence higher education. We can get clear picture of all this components in this paper.

Keywords: Creativity, blooms taxonomy, foster creativity

Introduction

> " The principal goal of Education is to create a man, who is capable of doing new things, not simply of repeating what other generation have done, man who is creative inventive and discover".- Guilford.

The systematic fostering of creativity is part of a liberal/humanistic approach to education that goes back to the ancient world. Creativity arises from a combination of cognitive, affective and psychomotor domains but many creativity training packages fail to take this sufficiently into account. Special provision for fostering creativity such as building enrichment sessions into the curriculum are also less effective than they could be, particularly because they are isolated from regular classroom activities. What is needed are creativity-facilitating teaching and learning methods and approaches that permeate the entire curriculum in all content areas and at all age levels.

Need of the study

The central focus of fostering creativity in the classroom is not production of creative geniuses, and it is not necessary for teachers interested in fostering creativity to set their sights on achieving scientific, technological, literary, artistic, or other revolutions. Nonetheless, teachers may sometimes make a contribution in this direction-for instance, by sowing the seeds – and this possibility cannot be disregarded; research has shown that teachers have sometimes played a key role in the emergence, even years later, of widely acclaimed creative talents. It is also important to note that in the liberal tradition the purpose of both education and creativity is not self-aggrandizement or domination of other people, but the making of contributions to the common good. For this reason, discussions of the fostering of creativity should have an ethical element.

Foster creativity

To foster creativity teachers must encourage learners to think laterally and make associations between things that are not usually connected. They must be able to reinterpret and apply their learning in new context, look at things from different points of view and experiment with alternative approaches to solving problems. Teachers must help learners to see possibilities and challenges and all of these skills can be taught. "Edward De bano" a writer promoted the view that creative thinking is something that can be developed by any one and have formulated a wide range of practical techniques to develop creative thinking. The most powerful creative thinking occurs when the left and right hemispheres of the brain combine to apply both generative and evaluative processes.

Creativity and classroom environment

Creativity is a psychological constellation. Creativity arises from a constellation of psychological characteristics including cognitive aspects (knowledge, creativity based skills and abilities. Classroom interaction to lead creativity, the person must be motivated to learn a new thing, produce a new one, establish a new concept. This requires appropriate personal properties such as courage openness or self-confidence.

These interactions occur within a social context, of which the classroom is most important for the present study. "Classroom climate", affect all three intrapersonal areas (cognitive, affective and psychomotor). The relationship between creativity and classroom is similar to the relationship between creativity and family and the like. The class room can foster the prerequisites for creativity such as interest in the new, thinking, or openness, but it is also affected by the personal properties like thinking skills, openness and the like are encouraged by appropriate classroom climate.

Cognitive factors in creativity

The definition of creativity emphasizes thinking. It arises out of the distinction between convergent and divergent thinking. Convergent thinking involves applying conventional logic to a number of elements of information in order to zero in on the one and one only best answer implied by the available information-the answer that would in theory be arrived at by anybody who possessed the necessary information and applied the rules of conventional logic. Divergent thinking involves branching out from the available information, for instance, by seeing unexpected aspects that others might not notice. Effective application of divergent thinking requires information-that is, knowledge of a field. Otherwise the divergent thinking has no contents to which it can be applied. A person with broad knowledge of a field possesses a large array of cognitive elements that can be combined with each other to form configurations until a novel and effective configuration occurs.

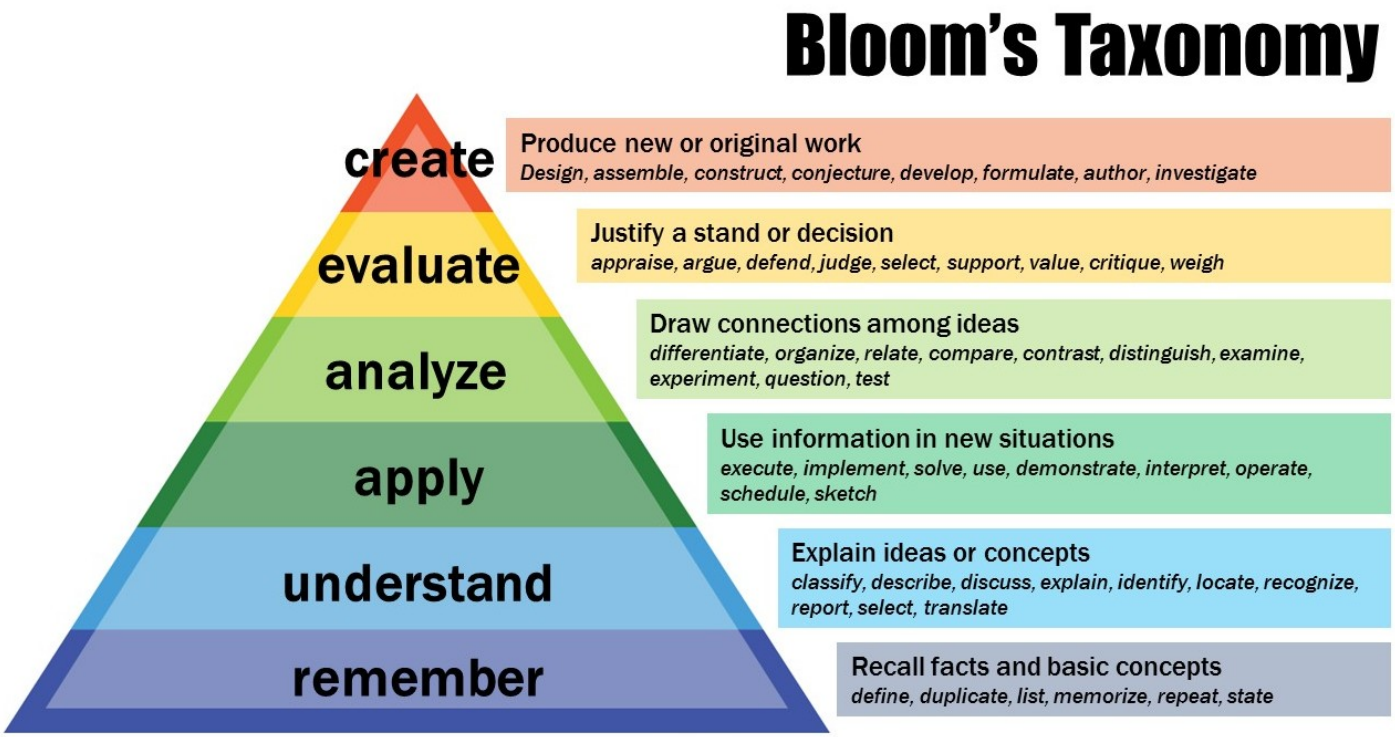
Teachers should not go overboard for creativity; what is needed is rounded ability- the originality and similar characteristics accompanied by accuracy and conventional thinking at appropriate times. Teachers will be tempted to suppress divergent thinking, fantasizing, and similar processes in the justified interest of exam success, preferring to promote one-sided convergence that is often more favorable for this kind of task than one –sided divergence. Success in school in conventional terms (i.e. good grades) is valuable or necessary not only for factors such as admission to higher education but also for other aspects for life.

The teachers should promote the following characteristics in their students:

1. Possession of a fund of general knowledge.
2. Knowledge of one or more special fields
3. An active imagination
4. Ability to recognize, discover, or invent problems.
5. Convergent thinking
6. Divergent thinking
7. Ability to think up many ways to solve problems.
8. A preference for accommodating rather than assimilating.
9. Ability and willingness to evaluate their own work.
10. Ability to communicate their results to other people.

Revised blooms taxonomy

Benjamin Bloom the father of taxonomy talked about the taxonomy of educational objectives as cognitive, affective and psychomotor. As creativity falls under the cognitive domain, in the revised Blooms taxonomy, creativity stands the latest important component in higher order learning skill. The revised Blooms taxonomy is hereunder.



Creating potential activities and products

Create an innovative idea among the students includes lot of steps. In teaching for higher education students, the teacher can ask the students to invent a machine, design a new building, create a new product, write up about a situation and the like. These processes are given hereunder by the diagram.

Creativity questions

Creativity questions can be asked in classroom while teaching. These questions inspire, motivate students of future generation. Motivation has both intrinsic and extrinsic characters. Questions both the side of students and teachers are boost to creativity. For example questions like

1. Can you design a car?
2. Can you see a possible solution to flood in Chennai?
3. If you had access to all resources, how would you deal with customers?
4. Why don't you devise your own way to …?
5. What would happen if Tsunami comes in your town?
6. How many ways can you teach students?
7. Can you create new and unusual uses for teaching aids?
8. Can you develop a proposal which would help the inclusive children?

Creativity in teaching and learning

Various researches emphasis four steps to enhance creativity in teaching and learning. They are as follows.

1. **Discovery Learning;** Working in small groups with a given assignment includes this discovery learning. In this learning, the students within their small groups do the assignments by themselves. They try very well in a small group, put forth their efforts to finish the given assignments. As group different creative thoughts will be captured.
2. **Play Learning;** Play is free of constrains. Emotionally, mentally, psychologically the students will be free. They ready to learn anything and everything through playing than the other mode. Not only in preschools but also in higher education this play way method plays an important role. In a carefree environment creativity flourishes in colors.
3. **Learning via Problem solving:** Problem solving is a higher order learning which is usually used in higher education to foster creativity among students. During problem solving sessions the students used to create new ways and means to find the solution for a problem.
4. **Learning via structural analysis:** A given situation has to be broken down into its constituent elements (in some ways the opposite of discovery learning) and the rules or principles are identified.

Tips to foster creativity

Aspects of each components should mixed up to foster creativity. With the ideal that all factors of creativity should be represented in enhancement efforts, the following guidelines should be followed to foster creativity among higher education students.

1. Design activities to attracts individual or group's attention
2. Supply information about strategies that are useful and interesting.
3. Provide skills and information.
4. Attempt to alter attitudes about creativity.
5. Design activities that excite, stimulate, and increase curiosity.
6. Remove excessive evaluation and supervision.
7. Require problems to be solved individually and in groups.
8. Avoid making assumptions about students.

9. Consider the use of well-established programs that address multiple components of creativity and have already been field-tested and refined.

Conclusion

In recent times, there has been a shift towards the increased acceptance of valuaing creativity for all learners. David Hughs, founder of Decision Labs and professor at UNC Chapel Hill, argues that innovation is an essential skill for our global economy. Most of the practices of creative methods is being done outside the traditional educational institutions by consulting firms and persons in companies who have been trained in creative problem solving methods. In universities not much has changed since 1950, when the distinguished psychologist J.P. Guilford in his inaugural address as president of American Psychological Association stated that educationists neglect the subject of creativity was appalling.

Adding to this sequence of events is the fact that text books are at least three years out of date when they are published and educational systems were the slowest adopters of innovation. Thus we see that educational institutions need a story close of creative problem solving. This paper emphasis the importance of creativity in terms of Blooms revised taxonomy, creativity in cognitive domain, foster creativity in higher education classroom climate, tips to promote creativity, methods of creative teaching and learning and tips to foster creativity. Since creativity plays an important role in the field of higher education in India and abroad, the study is essential in present scenario. One can understand the pros and corners to enhance creativity will give a boon to the society he belongs.

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