

CREATIVE PEDAGOGICAL DESIGN IN TEACHER EDUCATION

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Abstract

Nurturing creativity from top to down is actively promoted in Asian countries. Varies innovative pedagogies are adopted nowadays to enhance the creativity in higher education. The investigator fined a pedagogy which is “learner centered” to cater the need of the prospective teachers. The prospective teachers are the future teachers and the shapers of the society. A conceptual frame work was made to find creative pedagogy. Through this article, the investigator introduces a model which includes creative thinking, creative learning and creating creative pedagogy.

Keywords: *Creative, Pedagogy, Blend Space, Module, Prospective teachers.*

INTRODUCTION

Individuals who can write excellent stories or create stunning artwork are considered special, creative ones in school. However, evidence demonstrates that everyone is creative. In actuality, one of the most crucial aspects of being human is creativity. It is one of the key characteristics that contribute to our success as a species and as individuals. Innovation is the buzz word which reverberates in every field. Pedagogy is an art and source of teaching to meet the challenges of Paradigm shift in education. Innovative pedagogy is inevitable to cater and foster learner –centered education which promotes vibrant vistas vision and to reach new horizons at Higher education. Innovative pedagogy will make any instructional context effective to suit the ever-changing learner and learning requirements which promulgate quality teaching and learning requirements in the Global network. Innovative Pedagogy is an imperative to ensure competent Professional Practice in higher education. Hence, an attempt to trace the innovative pedagogy for Higher education suits today’s Digital era. Creativity should be used in teaching. The teachers are creative by making use of innovative models, charts, modules etc., Not only the teachers in schools but also the teachers in colleges and universities are preparing and using innovative pedagogies for teaching. Creative pedagogy is one such pedagogy which will be used in teacher education for prospective teachers. This article describes about the objectives, conceptual frame work, research questions and model

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of creative pedagogy. Hence this article is named as “Creative Pedagogical Design in Teacher Education”.

OBJECTIVES OF THE STUDY

The objectives of the studies are given here under

1. To trace and explore various innovative pedagogy in higher education.
2. To implement the innovative pedagogies, cater to “learner centered paradigm” of education.
3. To excel the quality of higher education through innovative Pedagogy
4. To address today’s higher education learning by reflective collaborative creative pedagogy.
5. To evaluate the creating creative pedagogy.

CONCEPTUAL FRAMEWORK

Each teacher is unique in her way of presentation of education/ method of teaching to the learning mass. Their ideologies and methodologies are different from one another. By imparting education in an innovative pedagogical manner, we get an opportunity to shape the quality of education.

Pedagogy

Pedagogy contains both theory and practice. “It is a strategy where the study and practice of how best teaching and learning process happens with all the available resources and technology to meet the future needs. It is to teach and to learn through facilitation” (www.bsauniv.ac.in). Interdisciplinary research in education, philosophy, psychology and neuroscience strongly suggests that teachers can intentionally and reliably stimulate creativity in students if they focus pedagogical attention onto developing an educational approach and learning environment that are conscientiously “situated” and “senate” (Robyn Tudor, 2008).

In this rapidly changing world creativity is a catalyst for innovation and changing. To nurture creativity in learners, we should promote teaching strategies. Institutions and faculties transmit efficiently the content, mastery ever academic or technical knowledge and apply that knowledge in timely manner with disciplinary, commercial, industrial, cultural or social contents. Trans disciplinary knowledge and hybrid knowledge is essential in the frame work of innovative pedagogy and its application. Hence, this project is named as “Creative pedagogy in Teacher Education” (www.bsauniv.ac.in).

This article leads to a path to improve creativity in prospective teachers while studying. As prospective teachers are the future teachers, they can design their own projects. Their pedagogical subject should be a creative one which last in their memory for ever. For that purpose, the investigator taught them “Blend Space” an e- modeling tool which is a blend creative platform helps student to study and produce a creative pedagogy while doing their Bachelor of Education course (B.Ed.). This tool the “Blend Space” contains word documents, pdfs, power point presentations, videos, audios, web pages, e-contents and the like. This “Creative Pedagogy” may teach a methodology to use the “Blend Space” and re-use it along their life style (Stephenie Mailles-Viard Metz et al, 2010).

Creativity has vast definition. But it has the common vital documents. They are

- Preparation- Problem finding and data gathering
- Incubation-Flying away from the problem for a period
- Illumination- Sudden emergence of an idea
- Verification- Testing of new idea

Creativity makes one laugh. So, creativity contains imagination, play and joy. The teachers should encourage the students’ creative playing with ideas. They should not scold them. While instructing creative pedagogy the teacher allows the students to improve in creative learning and producing innovative pedagogical model using ‘Blend Space’ to the children (Lorin W. Anderson and Ana Pesikan, 2017).

Creative Pedagogy/ies

Creative pedagogies are termed as an assembly place (Thomson Hall, Jones& Sefton-Green, 2012) where diverse pedagogies are framed. Jeffery and Craft (2004) expressed that creative teaching/teaching creativity and teaching for creativity as “The creative teaching is intrinsic in the teaching for creativity and creative teaching often leads directly to teaching for creativity”. They explain creativity between teacher and the taught.

Blend Space

Blend Space is an e-platform/tool in which we keep our resources. It tremendously helps us deciding what tool to integrate into our classroom.

1. Build/Create a lesson

Blend Space used to create a lesson/unit of a course.

2. Flip the class room

The created lesson is shared with students through direct link or their class account.

3. Student's Work

Blend space is a way to present the creative work of students which can be presented before students and staff. In essence, it paves a way for "Students' Creative Pedagogy".

Posting any lesson for any class or subject is possible with Blend Space. "You can add boxes, move items and it is done quickly. It is a great way to share information using TES resource tools like Edu creations, Google drives, Google search, Drop box, uploads from your laptops and more you can swiftly create a lesson" (<https://www.teachtaught.com>).

RESEARCH QUESTIONS/ HYPOTHESES

1. What is "Creative Pedagogy"?
2. How will you frame "Creative Pedagogy"?
3. To whom and when will you teach "Creative Pedagogy"?
4. How will you impart "Creative Pedagogy" to the target group?
5. What is the evaluation practice to know about the outcome of "Creative Pedagogy"?
6. In what way the student teachers reproduce the "Creative Pedagogy"?
7. Write down the evaluation procedure of "Creating Creative Pedagogy".

REVIEW OF LITERATURE

Stephanie Maille-Viard Metz and Huguette Albernhe –Giordan (2010) made a study on "E-Portfolio: a Pedagogical tool to enhance Creativity in Students' Project Design". The investigators integrate the design of an E-portfolio with in the course to frame a creative curriculum. This process has four steps 1. Based on professional and scholarly environment seek information, 2. Make a physical box that represent itself 3. For an E-Portfolio design a mind-map and 4. Reuse it. 90 bachelor students were tested using this model. The students with the help of the teacher participated in the training programme, the product development. Then he produced design for his own assistance. Reflective analysis was used by percentage analysis. It was found that a large majority of the students (84%) appreciated this training and wanted to work autonomously. Half of the students (50%) wanted this method.

2) Era.P.Brooks, Nanna Borum and Torben Rosenorn (2014) studied about "Designing Creative Pedagogies through the use of ICT in Secondary Education". In education, Creativity

and Information Communication Technology are the two sides of the same coin. This study insisted about the design of creative learning which influences technology. Methodology includes focus group interviews and future work shop activities. 100 students from secondary schools were analyzed. The outcome of the interview and workshop synthesized into 7 design guidelines such as 1. In an integrated learning locale support work should be given 2. Support working with multiple devices 3. Support multi model forms of communication and learning 4. Encourage student-initiated activities 5. Support sustained work 6. Promote individual and collective agency 7. Non-formal and ad-hoc learning should be encouraged.

3) Alaric Kohler, Romain Boissonnade and Marcelo Giglio (2015) investigated on “From innovative teacher education to creative pedagogical designs”. Design of innovative teaching practices is dealt in this paper. The pedagogical design contained 2 sets. The first one is a pedagogical design; in the second one iterative research methodology is followed. This investigation also suggests that “These two sets of pedagogical designs can be designed for teaching practices to fit specific learning and pedagogical objectives. And can be evaluated through small-design research”. The first method is an observation and demonstration of creative pedagogy by teacher education. And the second method was the Predicting, Implementing and Observing (PIO) method for developing creative pedagogical design by the prospective teachers.

SCOPE AND METHODOLOGY

The definition of *creativity* is in relation to a specific field (Amabile, 1993/1996; Gardner, 2001; Mayer, 1999), which decides what, is novel. According to Vygotsky (1925–1971) and John-Steiner et al. (2010), creativity also refers to a psychological path that is associated with creation, fantasy, feelings, and emotions, as well as the use of symbols and the creation of meaning. Different creative activities can be explored as collectives, as components of collaborative, communicative, and cultural practices, in addition to the individual psychology approach to creativity. Inspired by earlier studies (Sawyer, 2008; Moran & John-Steiner, 2004; Miell & Littleton, 2008), we will speak more specifically about the relationship between teamwork and creativity (Giglio, 2014). The generation of fresh ideas is a common component of collaborative projects. These novel concepts may be viewed as learning opportunities or solely as a product (Giglio & Perret-Clermont, 2010). Teachers can try to plan their lessons so that students engage with their concepts in original ways. However, in order to promote both creativity and learning, teachers must specifically create the tasks that

students complete (Vygotsky, 1925/1971; 1930/2004; 1931/1994). According to research on socio cognitive conflict, situations in which peers debate ideas can be instructive for learning when certain conditions are met (Perret-Clermont, 1980; Doise & Mugny, 1981; Littleton & Howe, 2010), even if none of the peers had previously completed the task successfully on their own (Schwarz et al., 2008).

Methodology of this project contains four phases. Creative Pedagogy, Creative teaching, Creative Learning and Creating creative Pedagogy.

A slightly modified phase for “Teaching for Creativity” is used in my study. “Creating/Reflecting Creative Pedagogy” is the fourth step for my study and this is done by the student teachers who are the observers of the teacher educator’s creative pedagogy.

Phase I

Creative Pedagogy by Teacher Educators-This phase contain the creative pedagogy which was framed by the teacher educators using Blend space which contain word document, pdfs, ppts, videos, web pages, audios e-content and the like. The need for creative teaching is expected worldwide (Education for Scotland 2015, Ministry of Education Singapore 2015) In academic works like Publications by Fullan and Langworthy (2014), creativity is regarded as one of the "New Pedagogies" for instruction.

Phase II

Creative Teaching- The teacher educator teaches through creative pedagogy which was prepared by them. Before that the creativity of the student teachers are measured by a standardized self evaluative creativity questionnaire for pre test. Lin (2011) pointed out that creative teaching arouses curiosity and motivation. According to Craft (2011), "exciting, original, engaging, and frequently unforgettable" pedagogy is the goal of creative teaching.

Phase III

Creative Learning- In this phase III the student teachers learn their lessons Creative Pedagogy through Blend Space by Creative Teaching of the Teacher Educator. A "middle ground" between teaching for creativity and creative teaching, according to Jeffery and Craft (2006), is creative learning. "Whilst it may be an impressive team, it does stand for a set of principles centered around growing individual potential and with an emphasis on true "deep" educational experiences," argued Sefton-Green, Parker, and Ruthra-Rajan (2008). This kind of creative

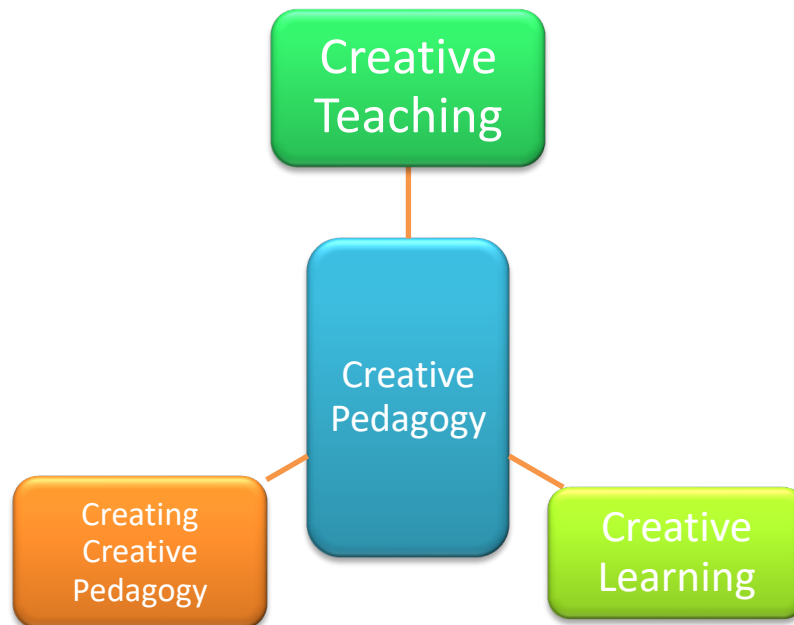
learning is measured through the same self evaluated creativity questionnaire for post test for measuring the enhancement of creativity of the student teachers.

Phase IV

Creating Creative Pedagogy- This is the last phase of my module in which the student teachers are grouped into 4 or 5 groups and are asked to produce the same “Creative Pedagogy” for lesson they want to teach in the class. This model is valued using a model validated questionnaire which includes

- Results-driven responses
- Reactions that emphasize emotion
- Skill- and outcome-focused replies
- Inquiry-based responses

The modified form of the Fin model will be



CONCLUSION

Creativity adds endless variety and pleasure to life. The ability to embrace novelty and discover unexpected connections between seemingly unrelated ideas is creativity. Living creatively is a journey into recognizing and expressing the extraordinary nature of even the most routine, everyday actions. The monitoring tools created to assess the outcomes of the

interventions will also be made available to the public. To encourage educators and institutions around the world, the pedagogical resources (Blend space, curriculum, activities, assessments, professional development plans) will be made available under a Creative Commons license. The module's ultimate goal is to start a sustainable improvement process in teaching and learning in teacher education. Participating institutions will provide their instructors with a rare opportunity for professional development and enhance their capacity for innovation and improvement in teaching and learning thanks to their involvement in an international network of like-minded institutions.

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