

Training to creative activity in a training context, evolution of perceptions and teaching practices.

Summary

This research focuses on the evolution of self-perceptions of certain aspects of creativity among student teachers at the Haute école pédagogique du canton de Vaud (hereafter HEP). This poster presents the first data from two batches of students on the Short Scale of Creative Self test (SSCS); a measure of creative teaching and the evolution of representations of creativity. The data indicate little divergence between the educational profiles. In contrast, representations of creativity between the beginning of training and the end of training changed. These first elements generate a better understanding of the representation of creativity and its development in training.

Introduction

Training future teachers in creativity is a priority for the 21st century (OCED, 2018). Several authors (Lubart et al., 2015; Pantaleo, 2019; Selkrig & Keamy, 2017) point to a confusion of meaning in teachers' representation of it and a lack of awareness of its development among teachers (Selkrig & Keamy, 2017)

Research objective

In this context, our study focuses on the impact of creativity assessment training on prospective teachers' representations of creativity and their practices. For this poster, we focus on the evolution of representations in two training profiles: Cycle 1 (kindergarten) and Cycle 2 (primary).

Contact



Methodology

In this exploratory quantitative questionnaire study, the sample consisted of 181 participants aged 19-56 years (M=24 years, 86% female). Their perceived creativity was measured using the Short Scale of Creative Self test (Karwowski, Lebeda, Wisniewska & Gralewski, 2011). Their instructional creativity was measured by the Instructional Creativity Test (Besançon & Ahmadi, 2019). Finally, individual items dealing with the definition of creativity were collected through semi-open-ended questions. The first results presented in this poster are from the pre-test of a module dealing with creativity in the fall semester of 2023.

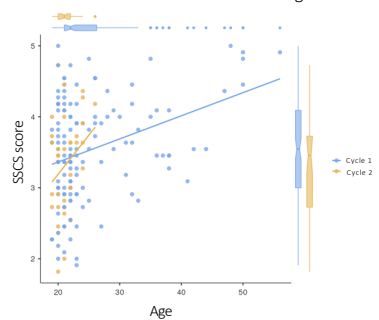
SSCS score

The mean obtained on the likert scale (5) on the SSCS pre-test of the creative self is about 3.47 (range =0.21). The graph opposite shows a reversed trend according to age and cycle.

Descriptive statistics of the groups

Group	N	Medium	Median	SD
Scors SSCS Cycle 1	136	3.54	3.55	0.721
Cycle 2	39	3.33	3.45	0.702

Correlation table of SSCS scores and age



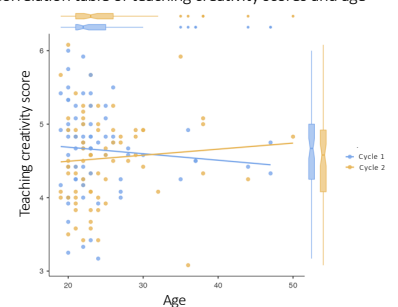
Teaching creativity score

In the first test, the Teaching creativity score (likert max: 7) showed a non-significant difference between the profiles (P=0.23). In addition, the scores between the cycles are quite close (cycle 1: 4.65; cycle 2: 4.53).

Descriptive statistics of the groups

Group	N	Medium	Median	SD	e
T0 Cycle 1	73	4.65	4.67	0.595	
Cycle 2	78	4.53	4.58	0.588	

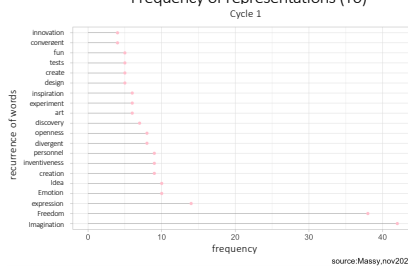
Correlation table of teaching creativity scores and age



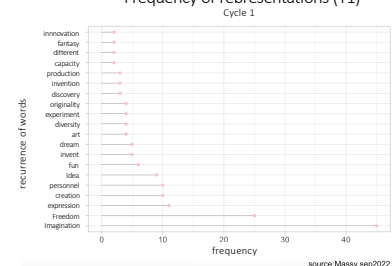
Creativity definition score

The analysis of the future teachers' representations indicates a progression in their recurrence between the pre and post-test. Despite this, the majority of words present remain similar.

Frequency of representations (T0)



Frequency of representations (T1)



Conclusion

Initial results indicate a closeness of results on teachers' self-perception of creativity. An analysis with future rounds should provide more precision. From the perspective of creative teaching, the data indicate that there is no significant difference between the two divisions. An analysis of the results of the next rounds should validate this result. Finally, the representations when defining creativity change under the impact of creativity training. As these data are still being analyzed, other elements should emerge soon.

Bibliography

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