J. Basic. Appl. Sci. Res., 2(3)2185-2191, 2012
© 2012, TextRoad Publication
ISSN 2090-4304
Journal of Basic and Applied Scientific Research
www.textroad.com

Nine-Folded Elements of Curriculum A Different Pattern in Growth of Classroom Creativity

Bizhan Samiei nezhad[1]; Sholeh kosari Moghaddam[2]

[1]Phd student curriculum of Tehran Tarbiat Moallem university , Iran
[2]Graduate in elementary education course, Islamic Azad university , Iran

ABSTRACT

In this paper, writer intends to introduce a new plan and pattern with a general writing format. As a result we start with relevant concepts and then will study all current patterns. Then it is possible to speak about 9-folded pattern after considering all mentioned basic theories (from viewpoint of specialists in the field of curriculum and innovation field).
KEYWORDS: innovation, Education, Iran.

INTRODUCTION

It is a need to make a change in educational system of under-developing countries. This is because education is one of the main factors of fixed development and training of required forces. On the other hand, an under-developing country needs some innovative people in all fields in order to accelerate any developing process. Of course the survival of any civilization depends upon innovative people of it. This reality has been proved many times. We believe that it is possible to train and obtain innovation as well. The average of mentioned preliminary factors has a great and valuable role in training and growth of innovation in people. Therefore an educational system is obliged to provide a real programming for training of innovative builders of the future of country. One of the collections of training activities is learning – training process based upon a real system in order to obtaining any goals and organization. Curriculum is the drawing of training & learning process.

The mentioned plan under the title of "9-folded elements of curriculum – a different pattern in growth of classroom innovation" is based upon all factors and details of curriculum. In other words, it is possible to say that mentioned 9-folded factors will provide required field of such a growth in a complete and integrated format of learning –teaching process.

Upon studying various books and papers and thesis and also considering all available patterns in the field of training of innovation (classroom & school bases), the writer concluded that all submitted patterns have always considered different dimensions of classroom innovation growth and it is necessary to submit a pattern different from previous ones (from completeness of learning –teaching process point of view) for applying of other guidelines for training of innovative studies in the classroom (in all academic periods).

creativity

"Innovation is a mental process resulted to solving a problem, idea making, conceptualization, creating of artistic forms, theorization and producing of new products". (Ghassemi, 2005,60)

"In this definition there is a point out to 4-folded classification of innovation and also the role of higher mental processes in it. Recognition activities include learning, conception, thinking, visualization and motivation. A collection of these activities make a person to produce a mental, artistic, scientific and /or new industrial work". (Pir Khaefi, 2005, 18).

Regarding all different definitions about creativity, it is possible to understand complexity of creativity concept. Therefore after about 50 years of research and study and testing of creativity, Torrans believes that there is no clear and integrated description of innovation. (Ghassemi, 2005, 61).

Curriculum:
"Curriculum of a school and/or a course is a collection of all pre-estimated accidents for finding educational-training results for one or more students (Mehr Mohammadi, 2002, 58)

Eisner believes that such a description of creativity has a complexity of previous definitions. Although after considering the complexity of curriculum some of the specialists believe that it is not easy to provide a definition accepted for all specialists in this field.

"Providing a definition for curriculum is so much challenging, wage and non-specified. For this purpose, Goodlad says:" Curriculum is a field free from living crisis but certainly with entity crisis. Also Eisner named it as a reformate field. (Fathi, 2007,10).

***Corresponding Author:** Bizhan Samiei nezhad, Phd student curriculum of Tehran Tarbiat Moallem university , Iran

Current patterns of creativity growth at school & classroom:

In chapter 5 of her book under the title of "Nature of creativity & relevant training methods of it", Dr. Afzalosadat Hosseini has mentioned two cases of most important and applicable patterns and proposed her creativity pattern in next chapter as well.

Renzooli's pattern (1993):

He has an interesting idea about effective factors on innovation training at schools. He has mentioned three main elements as: Teacher, Student, Curriculum….

Therefore by suitable combination of these elements it is possible to have an effective and innovative learning. It means that we will create a relation between learner and further abilities, interests and learning methods.

Curriculum is related with sub-group of structure, concept and methodology and pay attention to visualization. Teacher has the most important role in this field as well. Teacher's role is important from three aspects: Recognition of the field, Interested in the field and teaching methods. (Hosseini, 2004, 104-5).

William's creativity training pattern:

Frank William has a complex model in this field (1970). The real purpose of William is to present a special model for classroom training and enabling teacher change any homework with relevant dimensions of curriculum, students' behavior and teacher's behavior in class. Teachers are entitled to apply this model in different learning situations.

This model includes three dimensions: Syllabus (1st dimension), Teaching methods (2nd dimension), creative thinking skills (3rd dimension). All mentioned dimensions have various classifications. For instance, 2nd dimension includes 33 educational guidelines and 3rd dimension has 8 thinking processes for students.

Sternberg & Williams (1997) pointed out to 24 effective guidelines in a book under the title of "How is it possible to train creativity of students?" (Hosseini, 2008, 125).

creativity growing pattern in classroom (Hosseini):

Regarding her experiences in different creativity educational classrooms for teachers in the framework of educational workshops, Afzalosada Hosseini believes in lack of any integration in previous patterns. She has provided a pattern in 1st chapter of third part of her book under the title of "creative learning, creative classroom) which is resulted from considering and comparing traditional teaching methods with creative methods presented by teachers. Therefore they could understand any difference and value of curriculum in these methods. Important factors of this pattern are as follows:

Dominant environment of educational place
Curriculum
Teacher's functions

Dominant environment of educational place is one of the factors introduced in this pattern. In case of a suitable and supportive environment in school we have ensured teachers who may present new and effective plans. An active curriculum is a basic factor in this pattern which may affect teachers' function and prevent them from fixed and traditional functions. Teacher's function is another important factor which is under the effect of its personal and professional specifications. (Ibid, 131-136).

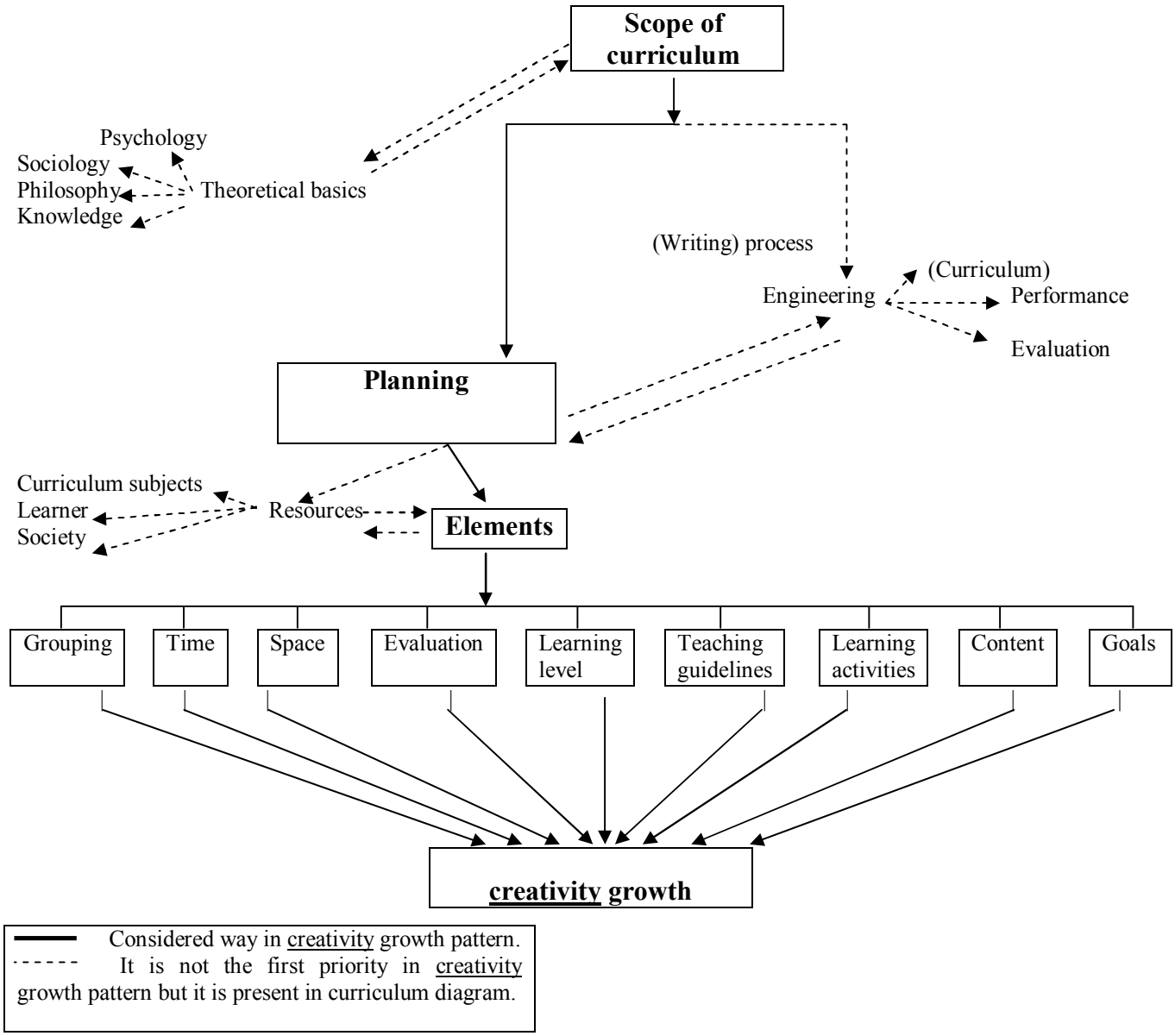
Of course it is recommended that there are some other patterns as well such as Galager pattern (1985) based upon 4 aspects of creative process, expected format, major thinking function, personality factor and other elements like: Experience, Preference, creativity, Teaching skills. Also we have Sborne- Parnes including 5 general steps: Observation & seeking reality – seeking problems, seeking ideas, seeking solution, acceptance and performing the solution.

Relevant theories of new pattern:

1- creativity includes a wide range of small daily problems up to important historical advances in sciences, literature and art. In contrast with public idea, any persons with normal recognition abilities may create creativity.
2- It is possible to find a degree of creativity in any personal special job.
3- Although people have different potential abilities in creativity, but it is possible to increase creativity in all people.
4- This is a constructional and formic pattern for presenting a format and vessels (methods, effective people, activities, benefiting from equipment and space and …) in the field of creativity growth.
5- The mentioned pattern is based upon different elements and 9-folded parts of curriculum and a sub-division of planning in the scope of curriculum (It means that this pattern has 9 elements).
6- The mentioned pattern is really a school creativity growth pattern. It is better to say that it is a classroom creativity growth pattern.
7- The above-mentioned pattern is compliance with one of the planning patterns of curriculum under the title of process skills pattern. All made decisions about 9-folded factors are similar to the made decisions in programming pattern based upon students.

8- The real meaning of process skills the content of curriculum in mentioned methods and/or processes which is assumed to have high level of transfer and benefits in real personal life. The content of training program includes a process for determining valuable systems, primary skills in learning methods " as the fundamental skills in continuous and permanent learning" and also problem solving skills.
9- Student & learner are the major factors in above-mentioned pattern. Therefore all activities, methods and techniques of effective persons are in parallel with training & growth of creativity of learner.
10- In order to introduce this pattern, we should firstly describe a curriculum and then introduce all specifications and characteristics of these elements which are required for creativity growth at classroom
11- Since a curriculum programming person should bear enough theories and attitudes in order to write its program goals, it is necessary to mention that there is a relation between this pattern and recognition viewpoint. Therefore it is related with research/ decision making viewpoint. Of course it is necessary for a teacher to apply different attitudes in the classroom.
12- From among different presented ideas in the field of creativity growth, this pattern has more attention to recognition viewpoint (Gestalt), in spite of this belief that it is possible to consider the average attitudes in the field of creativity growth in an educational process. (Pir Khaefi, 2005, 23-34)/
13- Teacher has an important role in this pattern. It may facilitate creativity growth field of students based upon applying all mentioned elements.
14- creativity is more a mental & thinking activity. creativity is the practice form of thinking and ideas.
15- creative thinking is the same meaning of creativity.

9-Folded elements of curriculum, a different pattern in creativity growth



A different pattern of creativity growth at classroom

Upon considering previous creativity growth patterns, we may not that they have pointed out to different elements and factors of curriculum without submission a complete and integrated framework in this regard.

In this new pattern we have considered its designing part based upon 9-folded curriculum. The writer believes that it is necessary to prove the situation completely and then put the same ways and methods and growing mechanisms for obtaining any considered results.

"The real meaning of curriculum is the written form or structure of it in both levels of public (value) or private (technical) decision making. Furthermore the structure of curriculum is under the effect of technical level and all decision made for concluding elements of the curriculum.

Followings are different factors of curriculum which would be mentioned in most discussions about curriculum patterns: Goal, content, learning activities of students and finally evaluation methods. Some of the writers of curriculum, added other elements and factors including learning resources & tools time, space, environment, grouping of students and finally teaching guidelines.

We may treat with these 9-folded factors in curriculum in different ways which may be appeared based upon the type of decisions, format and different structures. In other words, it is possible to provide various curriculums". (Mehr Mohammadi et al. 2008, 173-4).

One of the curriculum plans which may ignore current classifications among these three types of information resources (written subjects, learner, society) is the same process skills pattern of Dr. Mehr Mohammadi which may combine all of them accordingly. He has stated in new publication of his book on page 189:

"Such a position is focusing on those elements which are not related to any special curriculums. The content of curriculum include different methods and processes in a way that it is assumed a high level of transfer ability and benefiting from it in real personal life (Not those methods which are limited to any research in different scientific fields) like evaluation systems process, primary skills of learning (as the fundamental skills in continuous and permanent learning) and also problem solving skills. These are included as the content of program and subject of teaching. All made decisions about 9-folded factors and elements are similar to those made decisions in relevant curriculum based upon the students". (Ibid, 91, 188).

Of course it is necessary to mention that with regard to power & weak points of presented patterns for curriculum, it is recommended to apply different curriculum patterns for finding various educational goals.

Different elements and specifications for creativity growth at classroom:

1-Goals

"Rather than behavioral goals we should consider other goals as well which may include innovation and personal novelty. Eisner named these goals under the title of **problem solving.**

"The learner recognized a problem in problem solving goal to solve. Therefore problem solving method has a lot of reflections for recognition activities, thoughtful searches and high level of mental processes". (Maleki, 2007, 57-8).

The real meaning of goals in this pattern is relevant purposes in recognition range.

"We have different goals in recognition range with a content related to theoretical aspect. Any learning of the mentioned goals requires mental & conceptual activities. There are different levels of learning from simple to complex in this scope". (Farahani, 2009, 83).

Regarding the goals considered in a pattern based upon student, Mehr Mohammadi stated that:

"The mentioned goals would be specified due to an active cooperation between teacher and student. There is no more pre-determined results for a program in which the audiences include all students. (Mehr Mohammadi, 2008, 189).

As a result and with regard to all mentioned theories, the goals should bear these specifications in classroom and the school in order to make further creativity growth.

"Training of thinking skills (For instance: Conception, Critical thinking, Theory making, Indirect thinking). (Mehr Mohammadi, 2005, 189).

2-Content:

"Content means any learned items. It is necessary to teach any things to a person through teaching process. This person is a student and the thing is content". (Farahani, 2009, 105-6).

"In case of specifying any problems and subject and exercises through writing any books in a way that the students had to think more than their curriculum, it is a type of creativity. (Malek Pour, 2008, 34).

"… A suitable course book is a field of applying a suitable learning process, critical thinking skills, problem solving, social & life skills, process skills & scientific knowledge, training of values, attitudes & suitable habits, concept making skills". (Khalkhali, 2002, 122).

In addition, he has proposed to reduce from volume of course books in Iran.

Mehr Mohammadi stated about content in any patterns based upon students as follows:
"Real learning is only when the student intends personally to organize the content of a program in order to find a private meaning and concept for the content". (Mehr Mohammadi, 2008, 189).

3-Learning activities

"Suitable activities of this plan (process skills) belong to those who may invite the students for effective and active occupation including: Making any thing, interview, finding their required items and organizing the learning resources. Although these activities have not been intended to find pre-determined goals, but all of them may assist the students in finding their educational goals". (Ibid, 184).

"Growth and creativity are not limited to some enough and advanced facilities and equipment. Therefore some of the necessities of creativity s are freedom of action, opportunity of function, efforts, provision, trial & error". (Malek Pour, 2008, 34-5).

We believe that all these activities should be applied for encouragement of different recognition processes. In a part of recognition process, Miller stated about the attitude of theorists about learning as: "Most of recognition processes are based upon a special understanding of children thoughts… for instance: in an analogical thinking (Ausubel) has stated a pre-organizer accompanied with different steps of problem solving (Robinson) from recognition of problem up to the evaluation of the result. In a comparative thinking, (Taba) has considered the subject of meaning and classification of questions by the students based upon common specifications. In an indirect thinking (Dobono) it has been specified to use different techniques as well (Turbulence of mind, benefiting from geometric forms)". (Mehr Mohammadi, 2004, 189-90).

"… Furthermore, since it is not acceptable for students to do a lot of homework, it may cause their lack of interests in other activities including creative activities which may need mental calmness". (Soleimani, 2008,48).

4-Teaching guidelines:

"Teachers should supervise their children's thinking. If possible, teacher is obliged to work with students individually and/or in the form of small groups. Teacher is the facilitator who may disagree, inspect the affairs and encourage the students by the use of questions, problems and examples". (Mehr Mohammadi, 2004, 191).

"Teachers are expected to facilitate learning processes as a partner of student in learning. Then it may accept a suitable role in compliance with teaching guidelines. There are no more methods or special ways for playing such a role. Teacher is obliged to help all students in learning process and in accordance with their needs". (Mehr Mohammadi, 2008, 184).

"The heart of teacher is suitable with its creative learning and teaching methods. As a result he/she is obliged to recognize creative teaching methods and apply them in his/her own work". (Hosseini, 2004, 140).

As it was mentioned before, this paper is mostly based upon theoretical aspects of creative growth. It means that it is only based upon the form and structure. The real way has been presented based upon all mentioned items. All activities and /or practical ways and methods and guidelines are included in the same pattern. As a result suitable teaching methods of teacher should be the same guidelines which may be presented in parallel with recognition process. It means that it should encourage the learner.

5-Learning materials & resources

"In their public and wide meaning, educational resources and tools include any things necessary for learning of students". Course books have no more value because they have been recognized as the organized content for students. Instead there are a lot of required materials and educational resources for providing the student with a research chance and regulating his/her own program" (Mehr Mohammadi, 2008, 184).

In his book under the title of "Theories about Curriculum" translated by Mehr Mohammad, Miller has stated that: " Environment includes a lot of educational materials and resources as the best encouragements for recognition different processes".

By recognition processes he means a good understanding of different theorists in this field about teaching and learning of people (Ausubel analogical thinking, Robinson's problem solving, Taba's comparative thinking, Dobono's indirect thinking).

"Sometimes any lack of facilities may cause an obstacle or failure of creativity training programs in a class. In most cases, these shortages will have destructive effect on the interests and motivation of students for taking part in these programs…. Although most of innovative activities do not need some special costs and facilities, but most of them are applicable with a little changes in teaching methods and suitable benefit from current and available educational facilities". (Soleimani, 2008, 45).

6-Evaluation

On page 180 of his book, Mehr Mohammadi has stated determining of content learning as one of the goals of evaluation which is performed at different time schedules by focusing on qualitative measurements.

"Evaluation is a common effort between teacher and student. Evaluation is an important process in this curriculum pattern. Learning process evaluation may involve the students as well. If evaluation of final product is not more important than learning is not less important than it". (Mehr Mohammadi et al. 2008, 185).

"Processes and recognition skills are the centers of evaluation. As a result the relevant tests include different problems for which the students have no more chances only to apply their mental and thinking skills". (Mehr Mohammadi, 2004, 191).

"When a student feels that success base is higher grades, he/she specifies his /her goal to obtain higher grades and makes efforts for finding it. There is no room for creativity and novelty in such a case as well". (Malek Pour, 2008, 33) (Soleimani, 2008, 44).

7- Space

"Educational space… it has not be specified in advance- but it is necessary to provide required spaces and facilities in the school and/or society through the learning process (Mehr Mohammadi, 2008, 185).

"Teacher is obliged to provide a full confidence space in the classroom. Students should not be feared with any dangers and threats in order to explain their feelings with others. Teacher has a great role in decoration of governing space of class… Teacher is obliged to welcome new thoughts and play the role of a learner as well". (Mehr Mohammadi, 2004, 225).

About the space of schools, Robinson says:
"If we want to change our schools into a potential place for growth of mental skills, therefore it is necessary to change their governing space in different ways". (Ibid, 225).

"Space of classrooms should provide a suitable chance for motivation of creative thoughts of students. It means decoration of tables and chairs accompanied with allocation required space for their activities according to different courses". (Hosseini, 2004,125).

8-Time

"Teacher will keep the time in a reflective and predetermined form. Time is a source of responsibility and in favor of students. They will not follow up a fixed time scheduling but also it is not acceptable".

Learning time scheduling is not limited only to the relevant times spend by the student in class and/or performing of homework outside the school. It means learning any important subjects in any time positions". (Mehr Mohammaid, 2008, 185).

"In the scope of creativity, we should create any things even novelty chance. You should provide different chances for students in order to find the code of any things. Allocate a part of class time for performing creativity exercises". (Soleimani, 65-67).

9-Grouping

"It is so much reflective to make different groups of students. The groups are based upon different needs and interests of students. It is recommended to consider common interests of students (but not in opinion of teacher about their abilities), base of educational groups in order to have reflective, short-term and natural interactive groups". (Mehr Mohammadi et al. 2008,185).

"Teacher is obliged to work with students individually and/or in the form of small grops if possible".

"creative people may include a group. Although they are seeking to find some information from the outside, but they will respect themselves as a source of information. This may increase their self-independency". (Malek Pour, 2008, 63).

On page 63 of his book under the title of "creativity & Novelty", Malek Pour considers the following as one of the priority reasons of group researches and education as narrated by Gillford:
"The scope of knowledge, assumptions and experiences of different persons are more than one person".

Hope the result of any changes in education will be training some creative students by creative teachers and according to the specified time schedules.

REFERENCES

- Pir Khaefi, Alireza, (2005), creativity (Training basics & methods) (First publication), Tehran: Hezareh Ghoghnoos press.
- Hosseini, Afzalosadat, (2008), creative learning, creative class (1st publication), Tehran: Madreseh press.
- Hosseini, Afzalosadat, (2004), creative nature & training methods (3rd publication), Mashad: Astane Ghods Razavi Press (Beh Nashr)

- Khalkhali, Seyed Morteza (2002), Iranian Curriculum Pathology & Different guidelines for its treatment (1st publication) Tehran: Sogand press.
- Soleimani, Afshin (2008 creativity Class (Practical exercises & methods for creativity of teachers and coaches) (4th publication). Tehran. Parents & Teachers Association Press.
- Fathi Vajargah , Koroush (2007) Curriculum towards new identities (A description about contemporary ideas about curriculum) (1st edition) (1st publication) Tehran: Aeeij press.
- Farahani, Mohsen Farmahini (2008). Descriptive culture of Training Sciences (1st publication). Tehran: Aradanesh Press.
- Malek Pour Afshar, Ezatollah (2008). creativity & Novelty (Special for teachers, coaches and parents) (1st publication) Qom: (Islamic Researches center). Zam Zam Hedayat press.
- Maleki, Hassan (2007) Curriculum (Practical Manual) (8th publication). Mashad: Payam Andisheh Press.
- Mehr Mohammadi, Mahmoud. (et al) (2008). Curriculum: Ideas, Attitudes and Landscapes (1st publication). Tehran & Mashad: Samt & Beh Nashr presses
- Miller J.P. (2004). Theories about curriculum (Translated by: Mahmoud Mehr Mohammadi) (3rd) Tehran: Samt press.