

TEACHING CREATIVITY

MAKING FOUNDATION FOR PREVAILING
CREATIVITY TECHNIQUES

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Weakness of Japan Education

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(President of Kyusyu-Imperial University, 1911)

- ◎ <Career>
- ◎ 嘉永7年（1825）会津生まれ 慶應4年（1868）戊申戦争に参加
- ◎ 明治4年（1871）アメリカに留学 明治12年（1879）日本初の物理学教授
- ◎ 明治34年（1901）東京帝国大学総長 明治44年（1911）九州帝国大学初代総長
- ◎ He said following words to Students. Japanese students make attention to “How”, but never say “Why”.
- ◎ A hundred years later, this words **alive as a weakness** of Japan Education.

Creation and Development of the Study · Science & Technology

- ◉ Recent Japan- One of Advanced Nations in Sci. & Tech.
- ◉ Basic Education for Creating /Developing Sci. & Tech. lacks in Japan's School Education.
- ◉ Creating /Developing Sci. & Tech. require "What" , "Why" , "How" Questions.
- ◉ "How Questions" are important in Japan Society/Schools which put high value on "Learning: Manabi"
- ◉ Together with "How-Questions" , "What-" & "Why-" Questions are heavily important in the Western Society/Schools.

Learning(Manabi) and Creation(Tsukuri)

- ◉ What is Learning(Manabi)?

It is said that the origin of a word " Manabi :learning:" is "to imitate something." In the case, it needs two persons(objects), those who imitate, and those who are imitated (objects) . Objects Include language, new knowledge, action, skill, value, liking, etc. People gain those objects through books and textbooks, various kinds of media, teachers, parents, a family, friends, and society.

- ◉ What is Creation(Tsukuri)?

- ◉ Difference of "make "and "create" .

- ◉ • **Make:** Based on a model/plan, complete a product.

- ◉ • **Create:** Not imitate others, but complete a product in own original way.

- ◉ ⇒Encourage Tsukuri is essential for Creativity Education.

Characteristic of Learning(Manabi) and Creation(Tsukuri)[Yumino, 2012]

	Manabi	Tsukuri
○ ①Create Study, Sci. & Tech.	Not Include	Include
○ ②Efficiency of Learning	High	Low
○ ③Truth or False of Material	True	Need Judge
○ ④Scope of Knowledge	Narrow	Broad
○ ⑤Forgetting Knowledge	Easy	Strong
○ ⑥Responsibility to Learning	Low/Middle	High
○ ⑦Confidence in Knowledge	Low	High
○ ⑧Self Involvement	Low	High
○ ⑨Discussion	Little	Often
○ ⑩Usable Knowledge for Discussion	Confident	Not Confident
○ ⑪Enlargement of Creativity	Not Expected	Expected
○ ⑫Atmosphere of the Place	Serious	Free and Easy

TSUKURI IN JAPANESE AND WESTERN SCHOOLS

- ◉ Japanese Schools
- ◉ There is little Tsukuri Lesson except **Art & Integrated Study**.
- ◉ The western school (USA, Canada, German, Finland, France) lessons always include **Tsukuri**.
- ◉ Example: 「**Creative Writing**」 「**Drama**」
- ◉ Example: <Japan> Subtraction ⇒ 「12-7」 。
<USA> How could you divide 12 in two parts.
- ◉ <Finland> Using Keyword “good treat” , students planed to make a memorial birthday party. Students thought celebration words, music, decoration, foods, etc.

“READING COMPREHENSION “ AND TSUKURI IN THE WEST

- Reading Comprehension in Japan ⇒ To comprehend an **intension and emotion** of the author.
- Reading Comprehension in the West ⇒ To comprehend multiple sentences, and add learner' opinion.

Example: 2 different opinions concerning graffiti.

⇒ Which opinion do you agree? Citing one or another opinion, complete your answer using your own words.

- ⇒ Japanese Schools recently noticed Western Type
- Reading Comprehension.

『落書き』学校の壁の落書きに頭に来ています。壁から落書きを消して塗り直すのは、今度が4回目だからです。想像力という点では見上げたものだけけれど、社会に余分な損失を負担させないで、自分を表現する方法を探すべきです。

禁じられている場所に落書きをするという、若い人たちの評価を落とすようなことを、なぜするのでしょうか。プロの芸術家は、通りに絵をつるしたりなんかしないで、正式な場所に展示して、金銭的援助を求め、名声を獲得するのではないのでしょうか。

わたしの考えでは、建物やフェンス、公園のベンチは、それ自体がすでに芸術作品です。落書きでそうした建築物を台なしにするというのは、ほんとに悲しいことです。それだけではなくて、落書きという手段は、オゾン層を破壊します。そうした「芸術作品」は、そのたび消されてしまうのに、この犯罪的な芸術家達はなぜ落書きをして困らせるのか、本当に私は理解できません。

ヘルガ

『十人十色』人の好みなんてさまざまです。世の中はコミュニケーションと広告であふれています。企業のロゴ、お店の看板、通りに面した大きくて目障りなポスター。こういうのは許されるのでしょうか。そう、大抵は許されます。では、落書きは許されますか。許せるという人もいれば、許せないという人もいます。

落書きのための代金はだれが払うのでしょうか。だれが最後に広告の代金を払うのでしょうか。その通り、消費者です。

看板を立てた人は、あなたに許可を求めましたか。求めてはいません。それでは、落書きをする人は許可を求めなければいけませんか。これは単に、コミュニケーションの問題ではないのでしょうか。あなた自身の名前も、非行グループの名前も、通りで見かける大きな制作物も、一種のコミュニケーションではないかしら。

数年前に店で見かけた、しま模様やチェックの柄の洋服はどうでしょう。それにスキーウェアも。そうした洋服の模様や色は、花模様が描かれたコンクリートの壁をそっくりそのまま真似たものです。そうした模様や色は受け入れられ、高く評価されているのに、それと同じスタイルの落書きが不愉快とみなされているなんて、笑ってしまいます。

芸術多難の時代です。

ソフィア

MANABI AND INTELLIGENCE

- ◉ Japan⇒ Manabi is main stream of learning.
- ◉ Manabi needs a model, textbook, theory, behavior of a teacher, value, etc.
- ◉ Intellectual ability in Manabi is “**Intelligence**”.
- ◉ The speed of understanding & memorization of the textbook, which characterizes Japan’s education, is closely related with Intelligence.

TSUKURI AND CREATIVITY

- ◉ I/Self is profoundly related to Tsukuri . “My Opinion” , “My Thought” , “My Expression” , “Things that represent me”
- ◉ The most excellent product which appears in encouraging Tsukuri process is corresponds to **creativity of the child** .
- ◉ **Important: Tsukuri requires a lot of failures, trials and errors.**

FOSTERING CREATIVITY BY PRAISING, SCOLDING, CORRECTING

PSYCHOLOGICAL MEANING OF SCOLD

- ◉ Behavior of Scold includes,
- ◉ ① Your behavior is **wrong**. Judging from my “right model”, your behavior is deviated.
- ◉ ② I’d like to **correct** or **prohibit** your **wrong behavior**.
- ◉ ③ I’m **a matured teacher**, on the contrary, you **a immature learner**.
- ◉ ④ Furthermore, it also contains the implications of **making his/her best doing** towards a goal by appealing to his/her feelings.

ATTENTIONS IN USING SCOLDING

- ① Scolding includes strong negative feelings.
- ② A learner never know at first time his behavior (statement) was wrong or his opinion was impudent in front of older people (teachers, parents, senior fellows).
- ③ When a child scolded strongly in front of people, he will liable to avoid to express his opinion or making discussion in order to maintain self-respect feeling.
- ④ In case of scolding, it needs that the reasons to scold and to tell him them.

PSYCHOLOGICAL IMPLICATION FOR PRAISING

- ◉ Praising includes,
 - ① Your doing is right.
 - ② Your doing is superior.
 - ③ Continue your doing now.
 - ④ I admit you.
 - ⑤ I much admire you.

PSYCHOLOGICAL IMPLICATION FOR CORRECTING

- ◉ Scolding is divided in two parts:
- ◉ ① A feedback information(your doing is wrong) to the learner.
- ◉ ②Putting the learner an emotional punishment.

We can find another part exists between two parts, that is, “**correcting**” which has no emotional tone.

- ◉ ③ When trying to develop a child’s creativity, **scolding** should minimize, instead of it, education that uses **correcting** and **praising** may effective.

CAN WE DEVELOP INDIVIDUALITY & CREATIVITY BY SCOLDING?

- ① A child never notice a right model and direction, only just has scolding without correcting.
- ② When a child **always scolded without correcting**, he does not understand the **right model or direction of acting** that he refers after that.
- ③ Neither individuality nor creativity will be realized without accepting an opinion and expression of every child as a valuable thing.

Hitherto, there are a lot of right models.

- ④ At the atmosphere under scolding, creative idea never produces.
- At the atmosphere under **praising, individuality and creativity** may be fostered.

6-FACTORS THAT CONSTITUTE CREATIVITY(GUILFORD)

- ① Sensibility to the problem
- ② Fluency of thinking(number of ideas)
- ③ Flexibility of thinking(a variety of ideas)
- ④ Originality of thinking
 - Originality in group
 - Originality in individual
- ⑤ Elaboration of thinking
- ⑥ Ability to redefine

PRAISING WORDS FOR FOSTERING CREATIVITY

---USAGE OF PRAISING WORDS TO CHILDREN OR SUBORDINATES---

- ◉ ① Sensibility to the problem—"You are a new finder of core problem!" , "You caught an important problem that make new era.
- ◉ ② Fluency: "You've output many good ideas"
- ◉ ③ Flexibility: "It is very good your ideas come from a lot of view points"
- ◉ ④ Originality: "Only you could think this idea" , "Edison defeated by your idea" , "Original idea is splendid"
 - In group: "I never see like the idea."
 - In individual: "This idea is excellent if we compare yesterday one"
- ◉ ⑤ Elaboration: "This idea is considered deliberately"
- ◉ ⑥ Redefinition: Multi-ways of utilization are came up with in your ideas.

CREATIVITY EDUCATION IN THE WEST

○ 1.USA

- (Students) 「Project in their schools」
- (Teachers) Many graduate schools, CPSI: Private creativity organization , Teaching Certificate for Gifted & Talented children

○ 2.UK

- Creativity Education is introduced to public primary and secondary schools(2000).
- More than a thousand schools(2003)
- Fostering creativity is executed in a subject alone, or crossing subjects.

○ 3.Finland

- Entrepreneur education⇒Creativity that initiates business.

CREATIVITY EDUCATION IN UK

- From 2000 : QCA-Project
- 「What is creativity?」
- First level: younger pupils
⇒Imagination.
- Next Level: Imagination that has an aim.
- Third Level: Originality of the product.
- ④Fourth Level: Is the product worthy in the light of the purpose?
- photo:
 - Victoria Primary(Leeds)

“I’m not just looking for children to have a nice time.”

Headteacher Tessa Mason at Victoria Primary School in Leeds (below)



and now it looks in the classroom, says Talboys.

Gill Jones is a keen supporter of the creative learning ethos. In her last headship, SATs scores rocketed from 28 per cent at 4+ to 90 per cent after the school began emphasising a creative approach to learning in all subject areas. They were awarded the Artsmark Gold for their efforts.

“Bored staff and children do not perform well,” Jones says. “Creativity is of immense

which is projected on to a screen and can be filled and emptied.

The staff have access to the digital content site Espresso, where live author chats and news items actively encourage children to question and debate.

The digital camera has become a common sight in class at all levels. For example, the reception class have used it to photograph each other, which leads into self-portrait work, while Year 4 have photographed school meals as part of a healthy eating project.

Virtually the whole school is used as creative space with one of the halls dedicated to creative activity, whether arts, technology or science. The school also has an artist in residence who operates across the curriculum.

Year 3 have worked with her on geography, creating huge jungle collages to support a project about the rainforest and Year 5 worked with her to design, print and make life-size Tudor costumes as part of a design technology/

FIN2

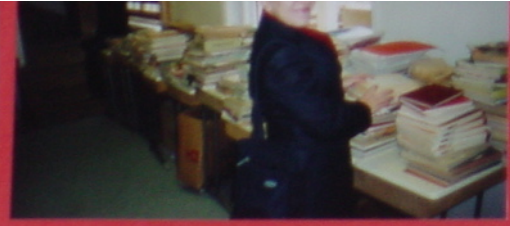




Anat tekivät kaupansa



Ehtoajat emännät kahvi- ja mehu-
pöydän takana



Ennen oppilait - Kirjailija Marja Ikola -
missä myytiin kuiti kirjastoalan luona
leikkimäisiä talleja



Lelukirpputorilla reippaat kauppiat
valmiina



Kuppi kahvia ja ihana tyttöjen
leipoma pulla = 1 euro



Pihalla huutokaupattun kaikki
Koulun vanhat kamat muhormooni



Huutokauppa alkamassa ja Teija
antaa viimeiset ohjeet.



Ylen runsas leivonnaispöytä ja
intohokkaat myyjät



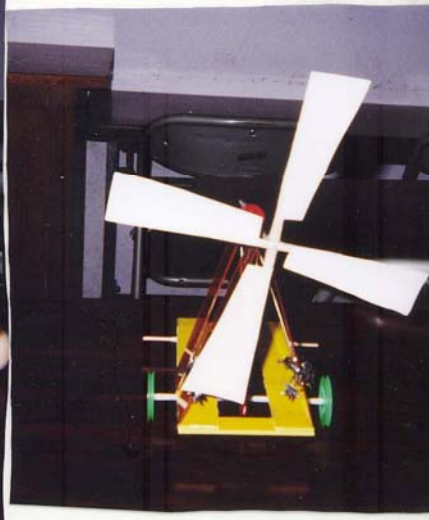
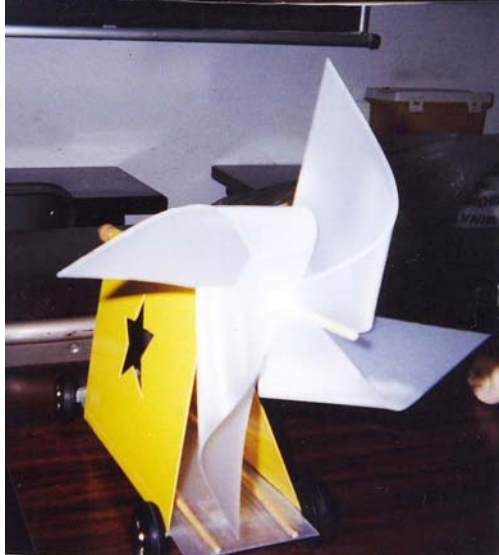
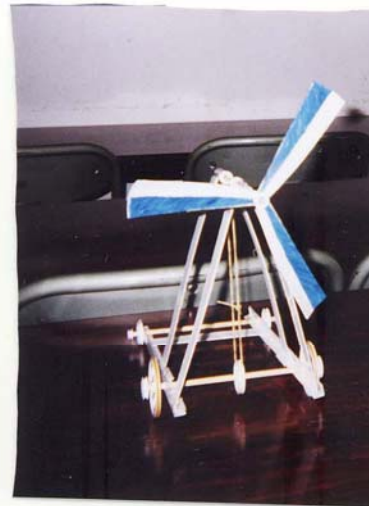
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Damenker!

FOSTERING CREATIVITY (YUMINO)

MAKING A WIND CAR RUNS AGAINST WIND

- ◎ 「Please make a car that runs against wind」
- ◎ Gave college students a goal, not showed making methods.
- ◎ Students thought several plans, and choosing a plan, finally made a wind car with collaboration.
- ◎ 6-Students one group : Total 13 groups.
- ◎ materials ---- (under 3,000yen)
- ◎ (Example) Chop stick, wire, thick paper, rubber, straw, Postal cards.

STUDENTS MADE WIND CARS



CREATIVITY BOOKS & HOME PAGE

- 弓野著 「学びと創りの心理学: PDF-Books」
- { Yumino: Psychology of Manabi and Tsukuri
- [<http://www.dyumiken.com> (from left HP, you can download above PDF-Book)]}
- 弓野著 「総合的学習の学力 明治図書」
- {Yumino: Introduction to Integrated Study, Meiji Publishing Company}
- 弓野（編著）「世界の創造性教育 ナカニシヤ出版」
- {Yumino(Ed.) Creativity Education in the World, Nakanishiya Publishing company}