CHAPTER 4

DEVELOPING AND PROMOTING CREATIVITY

ABSTRACT

One of the most important tasks in today's connected world is to be in a position to promote creativity in younger generations. The chapter explains the creative thinking concept and its elements that support it, such as imagination, divergent thinking ability, and connecting completely irrelevant things.

The chapter proceeds to explain how all these elements can be integrated into the curriculum planning process. It calls for educational methods that allow students to explore and question, learn through inquiry, have choices to express themselves differently—project-based learning, open-ended problems, and a safe environment to experiment and fail.

All this would be very critical in developing creativity: empowering the student and educator. The chapter discusses how educators can increase their own creative spirit and then put that in action when designing classroom activities. This could include pursuing professional development opportunities to introduce creative activities into the classroom and continuing to develop a growth mindset themselves and their students.

It is only by instilling a strong ability to creatively think in the next generation and preparing them for what AI has in store,

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Research shows that both students and teachers benefit from creative growth. Hunter (1993) and Wei-don, W. (2010) stress how teachers must create open spaces where creative ideas flow freely. Universities should focus on developing student independence and original thinking, according to Yang (2004). HONG et al. (2009) connects teachers' beliefs about knowledge and their teaching goals to classroom methods, noting how learning-focused goals boost creative expression. These findings show that nurturing creativity needs action at every level of education.

This research forms the base for bringing creative methods into schools, readying students for a world where AI and human thinking intersect.

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