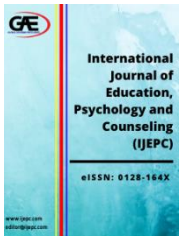
International Journal of Education, Psychology and Counseling
IJEPC
EISSN : 0128-164X
Volume 9 Issue 53 (March 2024) PP. 237-245
DOI 10.35631/IJEPC.953020



INTERNATIONAL JOURNAL OF EDUCATION, PSYCHOLOGY AND COUNSELLING (IJEPC)
www.ijepc.com

CURRENT STATE AND FUTURE PROSPECTS OF CREATIVITY TRAINING MODULES (CTM) IN PUBLIC ART EDUCATION IN CHINESE UNIVERSITIES: A LITERATURE REVIEW

Yang Hong[1*], Norzuraina Mohd Nor[2], WenKai Zhou [3] ,Roslita Ramli[4]

[1] Faculty Of Art, Sustainability And Creative Industry, Sultan Idris Education University, Malaysia
Department of Art Teaching and Research, Changde Vocational and Technical College, China
Email: 169079329@qq.com
[2] Faculty Of Art, Sustainability And Creative Industry, Sultan Idris Education University, Malaysia
Email: zuraina.nor@fskik.upsi.edu.my
[3] Department of Economic Managementt, Dezhou Vocational and Technical College, China
Email: zhiouzhou0417@163.com
[4] Faculty Of Art, Sustainability And Creative Industry, Sultan Idris Education University, Malaysia
Email: roslitaramli92@gmail.com
[*] Corresponding Author

Article Info:

Article history:
Received date: 10.12.2023
Revised date: 15.01.2024
Accepted date: 20.02.2024
Published date: 13.03.2024

To cite this document:

Yang, H., Nor, N. M., Zhou, W., & Ramli, R. (2024). KiPPs Dalam Pembelajaran Topik Pembezaan Dan Pengamiran. *International Journal of Education, Psychology and Counseling*, *9* (53), 237-245.

DOI: 10.35631/IJEPC.953020.

Abstract:

This paper provides an overview of the current state and future prospects of creativity training modules (CTM) in public art education in Chinese universities. We begins by introducing the concept and theoretical foundation of CTM, followed by an analysis of the current state of public art education in Chinese universities. The article then delves into the application of CTM in public art education, covering aspects such as curriculum, teaching methods, and interdisciplinary approaches. Additionally, the article highlights the challenges and opportunities faced by CTM in public art education in Chinese universities, including issues such as the lack of a systematic curriculum design, insufficient teaching resources, and low student participation. Finally, we concludes by presenting policy recommendations and suggesting future research directions, aiming to offer insights for promoting the development of CTM in public art education in Chinese universities.

Keywords:

Public Art Education; Creativity Training Module; Chinese Universities

International Journal of Education, Psychology and Counseling
IJEPC
EISSN : 0128-164X
Volume 9 Issue 53 (March 2024) PP. 237-245
DOI 10.35631/IJEPC.953020

Introduction

Public art education in Chinese universities has emerged as a pivotal aspect of higher education, to foster artistic literacy and aesthetic abilities among all students through a range of art education courses and activities (Department of Education, 2022). Its integration into the higher education curriculum system underscores the importance of enhancing students' aesthetic and humanistic qualities, fostering innovative spirit, and practical skills, and shaping well-rounded personalities. In today's rapidly evolving society, the significance of innovation and creativity is widely recognized as a driving force across various domains, particularly in the realm of education. Given the growing emphasis on aesthetic education and the need to cultivate innovative thinking and creativity among students, Chinese universities face significant challenges in strengthening their public art education programs. One such challenge is the inadequate number of teachers for public art courses, which should ideally constitute at least 0.15% of the total enrolled student population to meet the Outline's requirements. In 2020, Renmin University made a notable increase in public art education courses, offering a total of 84 courses, representing a substantial growth of 52 courses or 162% compared to the previous year (Zhao Liang, 2020).In addition, the singleness of art education methods is also a problem. Public art education in some universities still adopts the traditional "cramming" teaching method, which lacks interaction and innovation (Zhong Rong., 2024). This method often fails to stimulate students' learning interest and creativity, and cannot meet their diverse learning needs.

This paper analyzes the current development status and prospects of Creativity Training Modules (CTM) in public art education in Chinese universities by reviewing relevant literature from domestic and international sources. The aim is to provide theoretical support for the reform of public art education in Chinese universities.

Literature Review

In the field of public art education in Chinese universities, the creativity training modules (CTM) has been attracting significant attention as a key teaching tool. Currently, research on creativity training at these institutions concentrates on three aspects: improving and innovating creativity training methods; integrating creativity training with other disciplines; and fostering talent through creative training initiatives. Finally,the literature review will provide policy recommendations along with directions for future research based on a comprehensive overview of existing literature.

Definition and Theoretical Foundations of the Creativity Training Modules (CTM)

The modern integration of the term creativity with psychology and pedagogy began with Guilford, who distinguished the cognitive basis of creativity as convergent and divergent thinking(Guilford, J. P. , & Hammer, E. F, 1961). Over time, research on creativity modeling has deepened. Csikszentmilahyi proposes a model of creativity that suggests it arises from the dynamic functioning of a system consisting of three elements: a culture with symbolic rules, individuals who introduce novelty, and experts who recognize and validate innovation(Csikszentmihalyi, 1997) as Figure 1.Creativity Training Module, refers to the systematic teaching and training of creativity as a distinct module in education (Osburn, H. K., & Mumford, M. D, 2006). The theoretical foundation of CTM is supported by various subject areas, including psychology, education, and art education. Psychological research has demonstrated that creativity is an ability that can be enhanced through systematic training. Pedagogy emphasizes the development of creativity in conjunction with specific teaching

International Journal of Education, Psychology and Counseling
IJEPC
EISSN : 0128-164X
Volume 9 Issue 53 (March 2024) PP. 237-245
DOI 10.35631/IJEPC.953020

methods and strategies (Runco, 2006). In the field of art pedagogy, the theoretical basis of CTM focuses more on cultivating artistic creativity and fostering students' creative abilities and artistic expression (Sternberg, R. J. , & Lubart, T. I., 1999).In the psychological study of creativity, researchers generally agree that creativity is a multidimensional ability encompassing various aspects such as creative thinking, creative personality, and creative emotions. Creative thinking refers to an individual's capacity to generate novel, unique, and valuable ideas during the thinking process, encompassing both divergent and convergent thinking. Creative personality refers to the stable psychological traits individuals exhibit in creative activities, including curiosity, adventurousness, and self-confidence(Kaplan, D. E. , 2019).

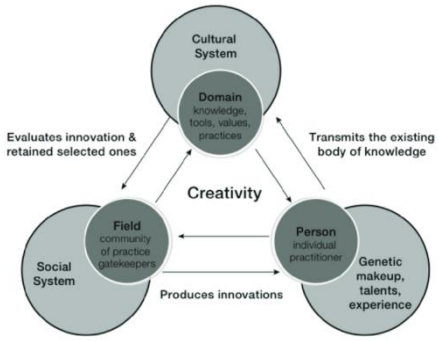


Figure 1: Systems Model of Creativity

Source: (Csikszentmihalyi, 1997, p. 315)

Pedagogical research suggests that education should focus on personalized development of students and the cultivation of their practical skills to improve innovative thinking and creativity. Individualized development involves providing personalized educational content and teaching methods that stimulate creativity and potential based on each student's interests, strengths, and needs (Liu, H. Y., Wang, I. T., Chen, N. H.et al., 2020). A study evaluated methods to enhance creativity in a design course (Mahboub, K. C., Portillo, M. B., Liu, Y., et al., 2004), which was also replicated in civil engineering and interior design fields at the University of Kentucky. The study demonstrated that special training modules effectively improved creativity performance in both disciplines. Based on psychological and pedagogical research, CTM holds great significance for the development of innovative thinking and creativity in students (Rong, Z., 2018). CTM helps students discover their creativity and imagination, and enhances their ability for innovative thinking and creativity through systematic teaching methods and practical activities (Hu, Y. , Chen, A. S.et al., 2017). However, research by Kani and Ulger found that the impact of creative training on students' problem-solving was not significant. The open structure of learning activities, a component of creative training, may contribute to open-ended thinking in the thinking process. Open structures such as "open-ended thinking", open-ended learning activities, a free and flexible learning environment, and teacher encouragement play a crucial role in developing students' creative thinking and problem-solving skills (Kani, & Ulger., 2016).

Status of Public Art Education in Chinese Universities

In recent years, there has been positive development in public art education in Chinese universities. Many universities worldwide have introduced art courses and majors, offering students more opportunities and choices for learning. However, there are still certain issues in the cultivation of creativity in public art education in Chinese universities.Firstly, there is a

International Journal of Education, Psychology and Counseling
IJEPC
EISSN : 0128-164X
Volume 9 Issue 53 (March 2024) PP. 237-245
DOI 10.35631/IJEPC.953020

need for improvement in schools' understanding of creativity cultivation. According to a survey as Figure 2, many schools focus primarily on theoretical knowledge education and overlook practical creativity training (Peng, W., 2021). Consequently, students lack practical experience and struggle to apply their theoretical knowledge to practical creation. Research indicates that practice is a crucial aspect of nurturing creativity. Secondly, public art education in Chinese colleges and universities lacks systematic creativity training modules(Ding Nianjin, & Feng Zhen. ,2015). This hinders the full development of students' creativity. A systematic training module can help students comprehend the essence of creativity and related concepts, while providing various methods and techniques to foster creativity. Furthermore, there is a need for further research and improvement in the teaching methods and strategies employed by college teachers for the development of creativity. Teachers play a pivotal role in fostering creativity, and their teaching methods and strategies directly impact students' creative development. Studies have demonstrated that inspirational teaching methods and motivational feedback can effectively enhance students' creativity (Ge Qi. , 2021).

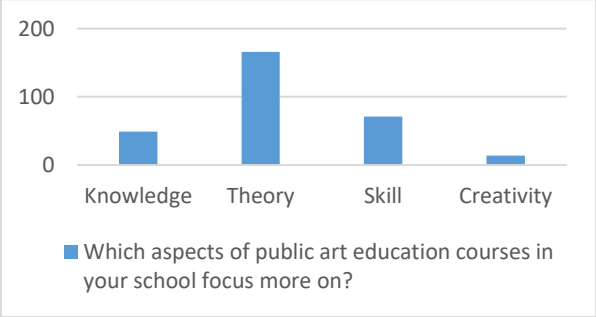


Figure 2: A Survey on The Focus of Public Art Courses

Source: (Peng, Wu, 2021)

The Practice of CTM in Public Art Education in Chinese Colleges and Universities

Currently, there are limited instances of implementing CTM in public art education in Chinese universities; however, there have been some promising outcomes. Certain colleges and universities have started integrating creativity training modules into their curricula and are exploring ways to foster students' creativity through project-based learning and other approaches.

Application of CTM in Curriculum Development

Some universities have implemented CTM in public art education as a means to foster students' innovative thinking and creativity. These institutions offer creativity training courses such as creative writing, creative painting, and creative dance with the aim of stimulating students' imagination and creativity (Lin Sihong, 2023). For instance, China Pharmaceutical University has introduced a graphic creativity course that follows the philosophy of 'using shape as a boat, giving it meaning, enjoying the process, and expanding wisdom happily' (Zhao Guiqing.,2012). This course guides students to overcome conventional thinking, adopt scientific creative methods, explore flexible creative perspectives, and develop their innovative thinking skills. Additionally, some colleges and universities organize creative competitions and innovation and entrepreneurship activities to encourage students to apply their knowledge in practical settings.

International Journal of Education, Psychology and Counseling
IJEPC
EISSN : 0128-164X
Volume 9 Issue 53 (March 2024) PP. 237-245
DOI 10.35631/IJEPC.953020

Application of CTM in Teaching Methods

In addition to incorporating CTM into the curriculum, certain universities have also implemented CTM in their teaching methods (Zhang Yangyang., 2021). For instance, Kashgar University's Fine Arts and Design program introduced CTM as a teaching method with the objective of fostering students' creativity and innovative thinking. This approach involves a range of thinking exercises and practical activities (Zhu Qingli., 2021). Similarly, some teachers utilize the project-based teaching method to encourage students to collaborate on creative projects, thereby enhancing their creative thinking and teamwork abilities.

Application of CTM in Interdisciplinary

With the continuous development of disciplinary cross-fertilization, the application of CTM in public art education is gradually expanding into interdisciplinary fields (Peng Chanjuan., 2021). Some colleges and universities are exploring the integration of CTM with other disciplines, such as art and science and technology, or art and economy, to cultivate innovative composite talents. A study recruited 80 college students in China to incorporate "STEAM" (science, technology, engineering, arts, and mathematics) into their creativity training.Before and after the training course (duration = 4 months), participants' creativity was measured in terms of both creative abilities and creative self-efficacy and the increase was significantly higher than in the control group as Figure 3 (Gu, X., Tong, D., et al., 2023).This interdisciplinary approach helps broaden students' knowledge horizons, enhance their comprehensive quality, and foster innovative thinking abilities.The application of CTM in public art education in Chinese universities has yielded certain results. Some universities have incorporated CTM into public art education through creativity training courses, innovative teaching methods, and interdisciplinary collaborations. However, there are still challenges and issues in its practical implementation, including inflexible curriculum, inadequate teaching resources, and low student participation (Wang Xiuqin., 2023). To enhance the effectiveness and quality of CTM application in public art education in Chinese universities, it is essential to deepen educational reforms, strengthen the teaching team, enrich teaching content and methods, and enhance student participation and understanding, among other measures (Gao Zhenping., 2021).

Measures	Training (N = 41)		Control (N = 39)	
	Pretest (M±SD)	Posttest (M±SD)	Pretest (M±SD)	Posttest (M±SD)
AUT				
Fluency	7.51±2.92	10.6 ± 3.67	8.28±3.18	9.62±3.26
Flexibility	5.93±1.99	8.39±2.65	6.44±2.50	7.18±1.75
Originality	2.54±0.37	2.64±0.34	2.53±0.32	2.36±0.26
Consequences task				
Fluency	6.83±2.84	9.63±3.37	7.87±2.96	8.44±3.49
Flexibility	5.00±1.66	6.95±2.20	5.38±2.00	5.56±1.80
Originality	2.64±0.55	2.84±0.50	2.69±0.47	2.49±0.43
Scientific design task				
Fluency	8.32±3.97	12.2 ± 5.66	9.21±3.51	10.5 ± 5.28
Originality	2.85±0.59	2.97±0.39	2.88±0.68	2.75±0.34
Usefulness	2.86±0.36	3.35±0.30	2.84±0.50	3.13±0.35
Drawing task				
Originality	2.76±0.81	3.36±0.99	2.79±0.92	2.86±0.88
Elaboration	2.99±0.77	3.54±0.95	2.90±1.06	2.53±0.97
Resistance to premature closure	2.65±0.90	3.15±1.05	2.37±1.16	2.11±1.09
Creative self-efficacy	4.60±1.01	5.13±0.96	4.59±0.95	4.81±0.92

Figure 3: Descriptive Statistics of Creativity Measures

Source: (Gu, X., Tong, D., et al., 2023)

International Journal of Education, Psychology and Counseling
IJEPC
EISSN : 0128-164X
Volume 9 Issue 53 (March 2024) PP. 237-245
DOI 10.35631/IJEPC.953020

Challenges and Opportunities of CTM in Public Art Education in Chinese Universities

In the process of promoting and applying CTM in public art education in Chinese colleges and universities, there are both challenges and opportunities. The Ministry of Education has issued the Guidance Outline for Public Art Programs in Colleges and Universities, which provides policy support and guidance for the implementation of CTM. According to this guiding outline, colleges and universities are required to develop a working program for implementing public art courses. They also need to establish a working mechanism for public art courses, which is overseen by school-level leaders, coordinated by relevant functional departments, and specifically implemented by public art education and teaching departments (Department of Education., 2022). However, there are also obvious challenges. Firstly, universities need to invest in human, material, and financial resources to implement this Outline. This includes constructing hardware facilities for public art courses and recruiting and training public art teachers, among other things. However, the application of CTM in public art education in Chinese colleges and universities comes with its own set of challenges and opportunities. Universities need to formulate appropriate strategies and measures based on their individual circumstances in order to make the most of these opportunities and effectively address the challenges.

Policy Recommendations

For the development of CTM in public art education in Chinese universities, this paper puts forward the following policy recommendations.

Development of A Comprehensive Public Art Education Policy

To promote the development of university CTM the government and education departments need to increase their support for public art education (Wen Jing., 2018). This can be achieved by developing a comprehensive policy that emphasizes the importance of creativity cultivation and clearly defines the status and role of CTM in the higher education system. Such a policy would provide a solid foundation for the growth and advancement of the CTM.

Increased Financial Inputs

To ensure the successful implementation and development of CTM, it is recommended that the government increases its investment in public art education in colleges and universities (Wang Li., 2018). This should include providing greater financial support for CTM.

Improvement of Arts Teachers

To enhance the quality of education, it is recommended that universities focus on improving the development of their teaching staff (Cao Xue., 2023). This can be achieved by recruiting teachers who have extensive experience in fostering creativity, thereby enhancing their professional skills and teaching abilities.

Promoting Innovation In Curriculum Reform

Promoting curriculum reform and innovation is crucial in public art education. Introducing the concepts of "Modules" and "Thinking" into public art curriculum. As shown in Figure 4, drawing on the experience of art curriculum reform in the Netherlands, the public art curriculum was developed into eight modules, with "artistic creativity" as the core mission of the curriculum and has developed two modules, namely, "1.1development strategy" and "1. 2 thinking strategy"(Tang XiaoWen., 2022). Only by constructing specific modules can students be free to develop "thinking strategies" in a certain space. It is important to encourage colleges

International Journal of Education, Psychology and Counseling
IJEPC
EISSN : 0128-164X
Volume 9 Issue 53 (March 2024) PP. 237-245
DOI 10.35631/IJEPC.953020

and universities to integrate CTM (creativity training modules) into the curriculum. This integration will enhance the practicability of the curriculum and foster innovation among students.

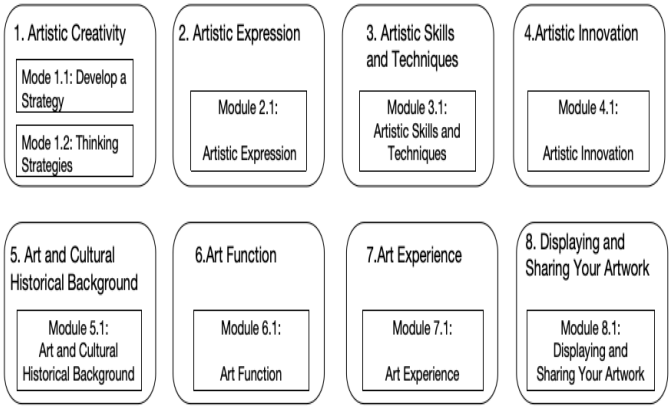


Figure 4: Main Tasks and Modules

Source: (Tang XiaoWen., 2022)

Conclusion

This paper examines the challenges faced by public art education in Chinese colleges and universities in terms of cultivating creativity. Through a literature review of the current situation and prospects of creativity training modules (CTM) in public art education, the dilemmas are identified as the lack of relevant training resources, limited creative awareness and educational ability of teachers, and the absence of an effective evaluation mechanism. These issues hinder the implementation of creativity training modules and hinder students' creativity development. The paper proposes policy recommendations to promote the further development of creativity training modules in public art education. Future research should focus on evaluating the application effect of CTM in practice, training and developing teachers, and establishing an evaluation mechanism. It is important to explore the actual effects of CTM and assess its impact on students' creativity. Additionally, research on effective training modes and methods for teachers can enhance their professionalism in fostering creativity. Furthermore, establishing an effective creativity evaluation mechanism should involve assessing students' creativity from different perspectives and levels, including thinking ability, creative expression, and problem-solving skills.

Acknowledgements

This research was not funded by any grant.

References

Cao Xue. (2023). A brief discussion on the dilemma and solution of the teaching staff of public art courses in universities—taking Nanjing University of Finance and Economics as an example. Art Education (8), 40-43.

Csikszentmihalyi, M. (1997). Flow and the psychology of discovery and invention. HarperPerennial, New York, 39, 1-16

Department of Education, Sports and Arts, Ministry of Education of China [2022] No. 1. Guidance outline for public art courses in colleges and universities.

Ding Nianjin, & Feng Zhen. (2015). Basic ideas for the development of creativity training courses. Course. Textbook. Teachings (6), 6.

International Journal of Education, Psychology and Counseling
IJEPC
EISSN : 0128-164X
Volume 9 Issue 53 (March 2024) PP. 237-245
DOI 10.35631/IJEPC.953020
Gao Zhenping. (2021). Creativity, innovation and general education - Reflecting on the basic characteristics of art education from the graduation project. Art Market (6), 2.

Ge Qi. (2021). On the comprehensive application of heuristic teaching in active learning and innovation capabilities.

Gu, X., Tong, D., Shi, P., Zou, Y., Yuan, H., Chen, C., & Zhao, G. (2023). Incorporating STEAM activities into creativity training in higher education. Thinking Skills and Creativity, 50, 101395.

Guilford, J. P. , & Hammer, E. F. . (1961). Creativity. The American Journal of Psychology, 74(4), 663.

Hu, Y. , Chen, A. S. , Chen, Y. Y. , Yang, C. Y. , & Yeh, C. L. . (2017). Course Modules Designed for Creativity Training in Materials Engineering Education. 2017 ASEE Annual Conference & Exposition.

Kani, & Ulger. (2016). The creative training in the visual arts education. Thinking Skills & Creativity.

E. (2019). Creativity in education: Teaching for creativity development. Psychology, 10(2), 140-147.

Liu, H. Y., Wang, I. T., Chen, N. H., & Chao, C. Y. (2020). Effect of creativity training on teaching for creativity for nursing faculty in Taiwan: A quasi-experimental study. Nurse education today, 85, 104231.

Lin Sihong. (2023). Teaching practice of the "Graphic Creativity" course—taking the digital media art major of Beihai College of Art and Design as an example. Beautify Life (9).

Mahboub, K. C., Portillo, M. B., Liu, Y., & Chandraratna, S. (2004). Measuring and enhancing creativity. European Journal of Engineering Education, 29(3), 429-436.

Osburn, H. K., & Mumford, M. D. (2006). Creativity and planning: Training interventions to develop creative problem-solving skills. Creativity Research Journal, 18(2), 173-190.

Peng Chanjuan. (2021). Interdisciplinary and creative loop-new exploration of new media art design education. Art Observation, 000(005), 71-72.

Peng, W. (2021). Research on the Current Situation of Public Art Education Curriculum in Chinese Common Universities. The Journal of Study on Language and Culture of Korea and China, (59), 327-348.

Rong, Z. . (2018). An analysis on the current situation and countermeasures of public art education in colleges and universities. The Science Education Article Collects.

Runco, M. A. . (2006). Creativity: Theories and Themes: Research, Development, and Practice

Sternberg, R. J. , & Lubart, T. I. . (1999). The concept of creativity: prospects and paradigms. Handbook of Creativity.

Tang Xiaowen. (2022). "Module" and "Thinking" - Enlightenment from the Dutch art curriculum reform. Journal of Aesthetic Education, 13(4), 105-113.

Wang Xiuqin (2023). Research on creativity curriculum of college students. (Doctoral dissertation, Hohai University).

Wang Li. (2018). Research on the current situation and countermeasures of public art education in universities—taking 34 universities in Beijing as an example[J]. Beijing Education (3):16-19.

Wen Jing. (2018). Dilemmas and solutions facing university public art education. Southern Agricultural Machinery, 49(3), 2.

Xu Xue. (2022). Research on the current situation and countermeasures of art education in colleges and universities. Art Science and Technology, 35(23), 220-222.

Zhao Guiqing. (2012). Research on the construction of graphic creativity courses in public art education in colleges and universities. Art Education Research (17), 2.

International Journal of Education, Psychology and Counseling
IJEPC
EISSN : 0128-164X
Volume 9 Issue 53 (March 2024) PP. 237-245
DOI 10.35631/IJEPC.953020

Zhao Liang. (2020). Cultivation of students' creativity in public art education in colleges and universities. Music Time and Space, 000(006), 92-93.

Zhang Yangyang. (2021). On art education in colleges and universities and the cultivation of innovative thinking among college students. Daguan (Forum), 000(005), P.126-127.

Zhong Rong.(2024). Realistic demands and innovative ideas for public art education in colleges and universities from the perspective of aesthetic education [J]. Hebei Pictorial (1): 224-226.

Zhu Qingli. (2021). Thoughts on the cultivation methods of creative thinking in the reform of printmaking teaching. Chinese Handicraft (3), 2.