

Creativity-based learning in Social Studies

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Abstract

Creativity-based learning in social studies is the learning and teaching model which allows social studies teachers to develop 21st century learning competencies of learners. It is an active learning that focuses on encouraging students to practice in order to achieve learning skills according to the aims of the curriculum. The design of social studies teaching is based on creativity-based learning. Social studies teachers should use student-centered learning process which consists of 5 steps: 1) Getting attention, 2) Identify problems and grouping by student interests, 3) Research and thinking, 4) Presentation and 5) Evaluation for developing the learning process to achieve the course goals in response to the national strategy.

Keywords: creativity based learning, social studies

Introduction

Nowadays, our world is in 21st century, the society of globalization which is changing rapidly and violently. Educational management plays an important role in the learning management to know and be ready for changes both for learners and teachers. It is to promote the quality of the people by emphasizing on moral and knowledge and development to be ready both physical, intelligence and ethics and to be able to solve problems and live together in peace. This is in line with the educational reform planning for Thai's new generation which aims to develop people to have more social responsibility rather than their own interest to know the civic duty, with morals and ethics. These young people will grow up into a new generation with potentiality, smartness, responsibility and have the ability in critical thinking, synthesis and applying to work, problem solving and economic competition (Pornpichet Hanghon and Wanchai Dhammasaccakarn, 2017:929). This is also consistent with the 21st century learning which aims at educating learners to be able to live a quality of life in society as follows: 1) learning to know, it is a tool for developing thinking process, learning process and knowledge acquisition for lifelong learning and self-development, 2) learning to do, it is a tool for developing the ability and expertise as well as professional competence in

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order to work as a team, 3) learning to be, it is a tool aimed at developing learning in all aspects both physical, mentality and intelligence by focusing on imagination and creativity in order to develop people to be ready to live in society, can adapt to improve their personalities and understanding in themselves and others and 4) learning to live together, it is a tool aimed at helping learners to live a happy life with others (The International Commission on Education for the Twenty-first Century, 2008). Student development

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, especially in social studies, is a required subject that everyone must study in order to gain the basic experience that is beneficial for living in society. This is especially true in today's rapidly evolving world society, with the advancement of knowledge, information and new discoveries are constantly being made. What we learned yesterday may be outdated today. This leads to a complex and constantly changing society and results in a lot of problems. People who can live a happy life and create build a good society must be people who have learning management ability (Chaweewan Suwannapha, 2015:1). For this reason, the social studies, religion and culture learning areas therefore aims to focus on the coexistence of human and environment in our world that is constantly and dramatically changing all the time and also focus on developing social skill, knowledge, skills, moral and desirable values in students by allowing students to progress in various aspects. One of the key elements is team work which is a social skills including leadership and fellowship in teamwork, the ability to create work and perform duties in a responsible manner (Duangkamol Sinpeng, 2010: 31-32). Social studies, religion and culture subjects also focus on developing students into good citizens of society and can apply knowledge in everyday life. The social studies, religion and culture learning areas in The Basic Education Core Curriculum B.E. 2551 (A.D. 2008) encourage students to have a better understanding about living together in peace (Siriwan Sripahol, 2009: 10).

Social studies is an important subject, however, social studies teachers and social studies subject have been neglected for a long time because it is not a subject that can increase the GDP of the country. Thus, social studies teachers teach by using the passive approaches instead of the active approaches that focus on solving problems rather than providing information. Therefore, it is necessary to focus on teaching social studies in a way that can help new generations to understand the changes of society and focus on critical thinking, problem solving and practicing to create new works or new choices for students (Paitoon Sinlarat, 2015:1). Therefore, good learning and teaching management should focus on

the activities that encourage and maximize the benefits to students which allow students to develop their full potential. These are activities that give students the opportunities to learn. The inquiry-based learning is based on the learning philosophy “learning by doing” of John Dewey, 1916:104 (cited in Watchara Laowreandee, 2012: 101). This is consistent with Thanawat Arunsuksawang and Narin Sungrugsu (2015: 496) which mentioned that for encouraging Thai people to be prepared and have qualities and desirable characteristics, teachers need to adjust their teaching methods, pursuing education all the time and seeking new teaching techniques in order to create the atmosphere and provide a variety of learning activities. Especially for teaching on thinking skills which is necessary for learning process for learners at all levels. Learning and teaching approach that can develop the 21st century learning skills is creativity-based learning. Wiriyah Ruechaipanit and Kitchawat Chandee (2015 :1-2) said that creativity-based learning is a student-centered learning in which the core structure is developed from problem-based learning and parallel thinking for creativity development of Edward De Bono. Creativity-based learning allows learners to develop necessary skills needed for the future which are 1) critical thinking skills, 2) knowledge-seeking skills, 3) communication skills and 4) creative thinking skills. Creativity-based learning requires teachers as the learning facilitators in researching, playing games to stimulate curiosity, one-on-one instruction and tutoring, practicing on problem solving and individual problem solving, practicing on work group and creative presentation to meet the goal of student development and to achieve the objectives of quality education.

Social studies and 21st century skills

Kanok Chanthong (2017: 229-232) suggested that learning management of social studies in a rapidly changing context should take into account the 21st century skills developed by the Partnership for 21st century skills which want to see young people have 3R skills which includes Reading, Writing and Arithmetic and 7C skills which includes Critical Thinking & Problem Solving, Creativity & Innovation, Cross-Cultural Understanding, Computing & ICT Literacy and Career & Learning skills. Teachers need to work hard to organize learning activities to achieve the course goals. In particular, social studies teachers need to plan the learning management that focuses on the active learning process in all substances whether religion, civic duty, economics, history and geography. Activities must be designed explicitly and learning management approaches for social studies in 21st century must be used such as creativity-based learning.

Creativity-based learning (CBL)

The 21st century is the high social competitive era which affecting the adaptation to be equal and to keep pace with changes in social context in all aspects. Therefore, enhancing knowledge, specific skills, specialization and literacy performance are necessary for effective learning in the changing society. The changes are the challenge to the potential and capability of human to create learning innovations and can cope with changes. The 21st century skills can develop the conceptual framework of learning which is used in learning management for the core subject outcomes of learners. The 21st century skills and innovations are creativity and innovation for practicing skills, thinking process, conflict situation skills and the application of knowledge for preventing and solving educational problems (Tisana Khammani, 2014: 82)

Creativity-based learning model is developed from problem-based learning (PBL) which is one of student-centered learning. Creativity-based learning is an active learning which the learning is managed to keep students active in researching rather than waiting for traditional lectures. In addition, Tisana Khammani (2014: 75-80) also suggested that creativity-based learning allows learners to develop the necessary skills by focusing on learners. It is the parallel-thinking creativity development approach of Edward De Bono. Creativity-based learning can help learners to develop necessary skills for the future whether analysis thinking, critical thinking, problems solving, self-study from different learning resources skills as well as skills for communication with others and problem-solving in person and with other people in society.

The meaning of creativity-based learning

Creativity-based learning is to organize activities to provide students with creative knowledge by focusing on active learning in research which allows students to develop necessary skills for the future which are 1) critical thinking skills, 2) knowledge-seeking skills, 3) communication skills and 4) creative thinking skills. Creativity-based learning requires teachers as the facilitators in learning, one-on-one teaching and tutoring, practicing, playing games to stimulate curiosity, one-on-one instruction and counseling, practicing on individual question posing and problem-solving, practicing on group work by using project, practicing on creative presentation and discussion by using different kind of competitions and assessment of creative learning achievement.

Creativity-based learning model

Creativity-based learning model consists of 1) process and 2) context. Wiriyah Ruechaipanit and Kitchawat Chandee (2015: 43-45) have proposed the teaching model as follows.

1. Method is

1. Inspiration: to inspire and motivate students to be curious and interest in what they are learning.
2. Self-study: to provide opportunity to search, collect, identify and use the data to acquire knowledge.
3. Practicing posing questions in the activities both individual and group activities.
4. Individual problem solving.
5. Game-based learning.
6. Practicing in group activities such as team project.
7. Presenting works in the creative ways (creative presentation).
8. Measurement and evaluation are performed by teachers and students by using different measures according to the objectives.

2. Atmosphere

1. Teachers should give students more time for research and presentation, spend less time in teaching and teach in group rather than the whole class.
2. Avoid detailed explanation but try to make students find the answers by themselves. Teachers often use questions to organize activities in order to gain attention from students.
3. In creativity-based learning (CBL), teachers will avoid the definite determination such as correct and incorrect but use the question such as “Are you sure?”, “Why do you think like that?” or “What do you think about this?”
4. The most important atmosphere of creativity-based learning is encouraging students to practice thinking skills.
5. Use the topic students interested as the introduction followed by research, content and knowledge in textbooks.
6. Learning should take more than 90 minutes and teachers should integrate multiple subjects into the same classroom.

7. Creativity-based learning encourages students to pay attention to their development in different aspects which should be measured and reported the outcomes in each aspect to students.

8. Creativity-based learning works better with voluntary, cooperation and attention from students. Therefore, score deduction and punishment should be avoided.

9. Teachers will listen to what students are thinking and presenting and they learn along with students. Giving opinions and encouraging students are needed in classroom.

Creativity-based learning procedure

Design process of social studies teaching based on creativity-based learning consists of 5 steps:

1. Getting attention

It is an introduction to lesson topic which teachers must stimulate students' attention. To make students are eager to learn, know and find answers is an important factor for success in creativity-based learning. The ways to stimulate student interest are as follow:

1.1 Using different real life situations related to students or their interests as stimuli.

1.2 Using multimedia Teachers need to select content-related media such as images, sounds and messages to be used as medium for stimulating interest or motivating students in lesson

1.3 Using games or activities is a great way to stimulate students' interest. The chosen games or activities should be relevant to the content to be taught which teachers can choose a variety of games or activities according to student needs.

2. Identify problems and grouping by student interests

This step is to identify problems and grouping by student's interests. Teacher will allow students to find the problems that they are interested, then divide students in groups by their interests.

3. Research and thinking

The third step is the most time consuming step in creativity-based learning. Teachers will let students take their time. Teachers will walk around the classroom and are responsible for group counseling, provide advices when students have problems, act as mentors, introduce appropriate knowledge resources to students, guide students to choose information correctly, and let the students enjoy learning and exploring such knowledge. This is in order to allow students think, find answers, choose and decide on the obtained

information and to allow students use their time with the contents they interests to their heart's content.

4. Presentation

The fourth step, students will present the works that they researched and practiced thinking skills. Teachers should allow students to finish their presentation then teachers will let classmates ask questions on such topics. This is a process that enables students to verify the accuracy of the data they obtained and classmates are commenters. Then teachers take control and keep questions and comments on topics. If classmates do not have any questions or doubts, teachers may start asking questions by themselves to create inquiry atmosphere in classroom which may lead to new knowledge as well.

5. Evaluation

The fifth step is an assessment of all activities students performed throughout creativity-based learning. In this step all 3 aspects of the learner development are evaluate knowledge, skill and desirable characteristics as following method:

Knowledge

Knowledge can be assessed by examination or exercises and the scores are then used to evaluate the content of knowledge on social studies.

Skill

Skill assessment is the assessment of students' abilities. This can be done by using Rubric depending on assessment's topic and the necessary assessment details for skill or learner performance in 21st century education. For example, when we want to evaluate on the topic of presentation skills, the necessary details are content, communication and collaboration, work creativity with others and presentation techniques and so on.

Desirable characteristics

The assessment of the desirable characteristics can be done by using Rubric. This is similar to skill assessment that is assessment topic is determined by the characteristics that teachers want students to have the corresponding assessment details.

In the learner assessment after the creativity-based learning, teachers need to recognized that it is intended to develop students' knowledge, skills and desirable characteristics in order to determine the correct assessment topic.

Examples of learning management

The problems used creativity-based learning are similar to problems-based learning. However, teachers must create an atmosphere that encourages students to practice creative thinking skills as much as possible (Kanok Chanthong, 2017: 235). For example, in the creativity-based learning management for fresh water resources conservation, the activities should be carried out as follows:

1. Stimulate learners' interests on fresh water resources and water pollution problems from newspapers, TV news, researches or relevant problems.
2. Let students think about questions or topics for doing research, relevant problems and issues.
3. Divide students into groups and assign them to do research by using a variety of technologies from different sources.
4. During research, teacher may walk around the classroom and talk to students in order to stimulate the students' interest or explain something as students needed.
5. Analyze and synthesize the data to solve problems creatively on the basis of reality.
6. Creative work presentation of each group and co-evaluation of all activities.

Benefits of creativity-based learning

The benefits of creativity-based learning which can result in new approach of living and new approach of Problems-Solving in everyday life and learning and teaching management for both teachers and students are as follows (Wiriyah Ruechaipanit and Kitchawat Chandee (2015: 29-35).

1. Build self-confidence and self-esteem in students and make students able to handle and solve problems smoothly. Students can become opinion leaders and have more self-esteem.
2. Promote joyful learning atmosphere which allows students to think of new things related to learning and they do not feel bored in class.
3. Make students the intellect, have the opportunities to practice thinking skills and develop their brains to be intelligent and able to find information and used it as the basis for analysis and problems-solving.

Conclusions

Creativity-based learning is the learning and teaching method in which social studies teachers can develop 21st century competencies of learners. It is an active learning that encourages students to develop necessary skills by focusing on learners which results in self-development in 1) critical thinking skills, 2) knowledge-seeking skills, 3) communication skills and 4) creative thinking skills. In creativity-based learning, students can show their abilities to identify problems, analyze problems, practice on workgroup and listen to and accept the opinions of others. This learning model gives students the opportunities to think, find the answers, choose data for problem solving and practicing presentation so that students can apply knowledge and experiences in their real lives in the creative ways.

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