



Creative Actions Research Summary October 2021

Research Findings – Students - Schools don't kill creativity

- Elements of creativity including openness, divergent thinking and mathematical creativity have a positive impact upon both NAPLAN and ATAR results. Longitudinal study of 1053 students over a two-year period. Multiple self-report and creative performance measures taken. 18% of unique variance was accounted for by creativity measures (after taking into consideration GPA and personality), highlighting the importance of emphasizing creative thinking skills in schools.

(Kaufman, J. C., Kapoor, H., Patston, T., & Cropley, D. H. (2021). Explaining Standardized Educational Test Scores: The Role of Creativity Above and Beyond GPA and Personality. Psychology of Aesthetics, Creativity, and the Arts.)

- Creativity had a positive impact upon student stress and student engagement during Covid lockdowns. This paper reports on students in senior secondary levels in two schools in different Australian states (Years 10–12, n = 834). The findings challenged our expectation that the increased difficulty and anxiety caused by the disruption would reduce perceived opportunities for creativity. Students at both schools demonstrated generally positive attitudes toward their learning and strongly associated opportunities for creativity with other attitudinal constructs including enjoyability, subject relevance, and self-efficacy. These complex associations made by the students appear to have buffered the impacts of the disruption, and they may even have supported creative resilience.

(Patston, T., Kennedy J., Jaeschke, W., Kapoor, H., Leonard, S., Cropley, D., Kaufman, J.C. (2021). Secondary Education in COVID Lockdown: More Anxious and Less Creative -maybe not? Frontiers in Psychology.)

Research Findings – Teachers – Teachers value creativity

Contrary to previous findings teachers have a deeper understanding of creativity than previously reported. A sample of 613 primary and secondary teachers reported the following factors -

- Factor 1 = Creativity is Essential (creativity is an important element of education)
- Factor 2 = Creativity is Technical (creativity requires domain-specific knowledge)
- Factor 3 = Creativity is Recognisable (creativity can be assessed, measured, and tested)
- Factor 4 = Creativity is Universal (creativity is found in all subjects, not just the arts)
- Factor 5 = Creativity is Unexceptional (creativity is not limited to certain students)

Teachers in this study reported that they just need some professional support for integration and implementation. Creativity is more than generating and applying ideas—it is using a series of processes, attitudes and skills within a supportive environment. There is little support in turning policy into practice.

(Cropley, DH, Patston, T, Marrone, RL & Kaufman, J. C. (2019). 'Essential, unexceptional and universal: teacher implicit beliefs of creativity', Thinking Skills and Creativity, vol. 34, pp. 1-11.)