

A SOCIOLOGY-BASED EDUCATIONAL MODEL PRACTICE TO ENHANCE CREATIVE THINKING SKILLS OF CHILDREN

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Introduction

For 21st century society, using higher order thinking skills, especially creative thinking skills, to cope with rapid changes, to solve multi-dimensional problems and come up with new ideas have become an important asset. Common components of creativity, which are underlined by a variety of definitions, are novelty, relating concepts in an original way, thinking out of the usual perspectives and posing alternative solutions to problems (İzgören, 2010; Rıza, 2001; San, 1985; Sanyel, 1997). On the nature of its definition, the concept of creativity usually comes up within the context of arts or psychology and you can come across only a few initiatives trying to interpret this concept as a culture-bound term which is socially constructed. Practically, creativity has mostly been an elusive concept for the social sciences; especially it has been under-theorized in some of the social sciences disciplines such as Sociology.

Sociology is the study of human social life and an attempt to understand the social behavior. So that it is a discipline which efforts to develop understandings of how individual experiences are connected to the wider society, it is regarded as a discipline which can contribute significantly to understanding human creativity and which can be a mediator to create a bridge between individuals and society. On the other hand, teaching creative processes not only involves significantly different techniques other than content instruction (Antoniotti, Colombo & Pizzingrilli, 2011; Clary, Brzuszek & Fulford, 2011) but also requires inter- and multi-disciplinary information sources and approaches. Starting from this point of view, it is aimed, in this study, (a) to examine creativity-themed opinions, experiences and performance products of five undergraduates from Sociology discipline, from the perspective how basic concepts of Sociology can be used as an education and assessment tool in enhancing the creative thinking skills of children and (b) to enrich this discussion with the presentation of a model practice for educators and researchers.

Brief Biographies

Göksu Gözen, Ph.D., is an assistant professor of Educational and Psychological Measurement and Evaluation at the Department of Educational Sciences of Mimar Sinan Fine Arts University, Istanbul, Turkey. Her research interests include developing educational measurement and evaluation tools and psychological tests for cognitive, affirmative and psychomotor domains, test scoring methods, teaching and assessing higher order thinking skills (particularly creative thinking and problem solving skills), constructing art and design activities for children, enhancing creativity through digital storytelling approach, project-based learning, and performance assessment. She has also published in the area of ethics in educational and psychological testing process.

Defne Kaya, is a research assistant at Mimar Sinan Fine Arts University, Faculty of Science and Letters, Department of Educational Sciences, Division of Curriculum and Instruction. She has her bachelor's degree from primary math education department. She received her master's degree from curriculum and instruction department and still doing her PhD in the same area. Her current research interests are curriculum development, instructional design, instruction methods, constructivism, alternative education and mathematical discourse in classroom settings.