

Learning Creative Thinking: A Comparative Perspective Between Social Science And Management Students

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Abstract:

Creative thinking is aimed at solving the various challenges faced by today's society, characterized by increasing complexity in a constantly evolving world. This environment demands that students transcend traditional conceptions of creativity and develop a broader and more sophisticated skill set, where creative thinking takes center stage. The objective of this research is to analyze the learning of creative thinking in two student profiles —social sciences and administrative sciences— in order to identify the characteristics that this learning adopts in each group and understand how it configures the tools they use to face and solve creative problems. A qualitative descriptive approach was adopted, through interviews conducted with students from both areas of knowledge in Mexico. The findings reveal significant differences in the way creative thinking is learned and approached in social and administrative disciplines. These results allow us to identify areas of opportunity aimed at optimizing the quality of university education. A solid academic premise: how creativity manifests itself differently depending on the discipline (Social vs. Administrative). To extend the topic and land it in professional practical life, we must transform these "qualitative findings" into behaviors and strategies that occur within organizations. The distinction between the profile of social and administrative sciences is not only academic, but also defines organizational culture and the way in which economic entities resolve crises. While in administrative ones creativity seeks efficiency, in social ones it seeks relevance and human impact.

Keywords:

Creative thinking, teaching, education, creativity, social areas, administrative areas.