

# *CREATIVE CLASSROOM CLIMATE AS A MEANS TO PROMOTE MASTERY ORIENTED MOTIVATION*



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# Teaching for creativity is decreasing

Increased performativity focus in traditional learning and subject goals

Despite a creativity knowledge goal in the Swedish curriculum:

Pupils should be able to "solve problems and transform ideas into creative results"





# DILEMMAS IN SCHOOL ANNA CRAFT (2003)

- ◉ Curriculum too detailed, too stuffed, centrally fixed
- ◉ Creativity in all subjects not just Art
- ◉ Different subject may need different strategies
- ◉ Rules, control, classroom-management





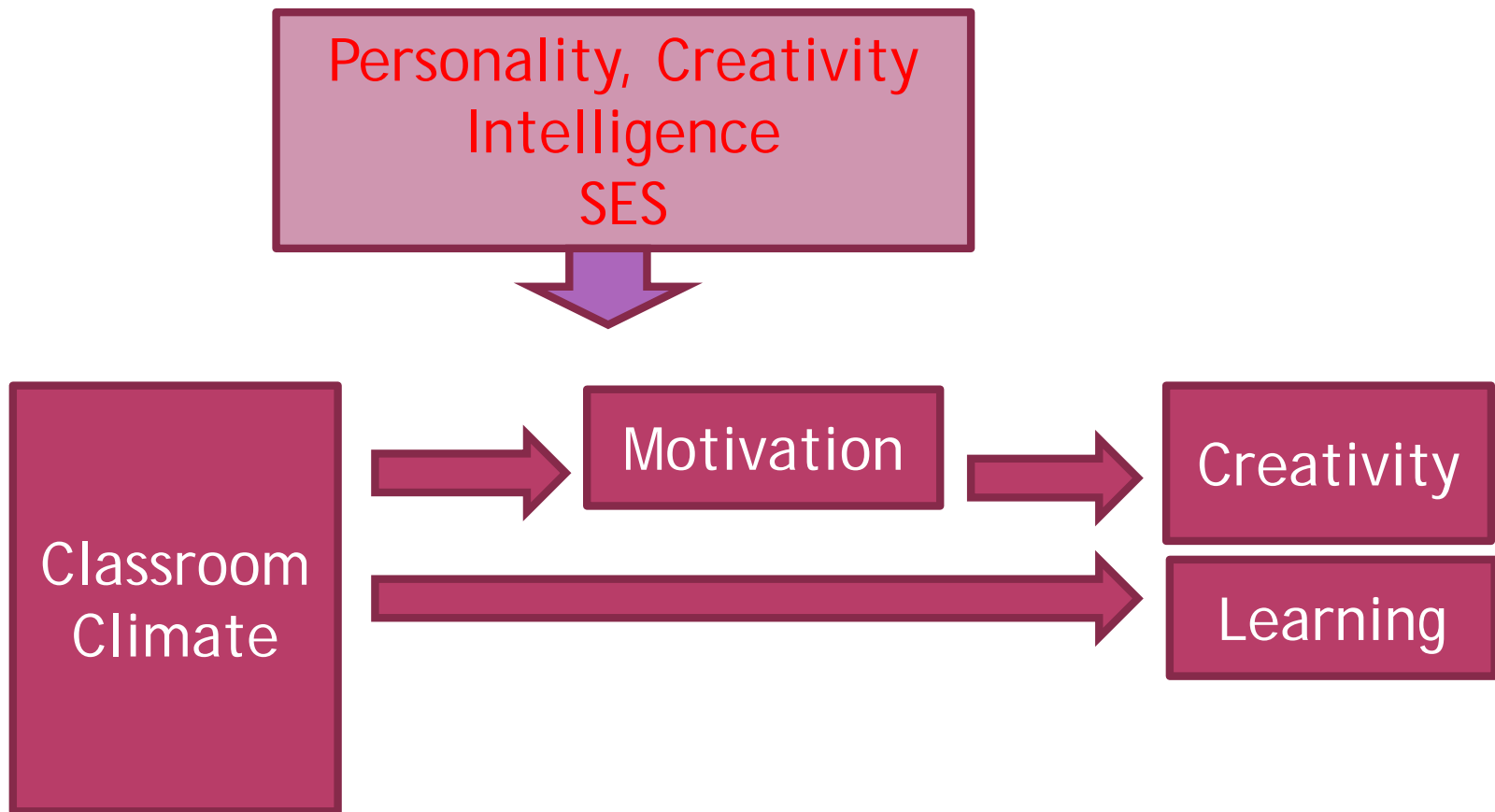
# ARGUMENTS FOR MEASUREMENT APPROACH

- ◉ Teachers do not always recognise creativity, nor know how to develop creativity (Hoff & Carlsson, 2011)
- ◉ Research findings exist on creativity fostering dimensions, but how help teachers apply research
- ◉ One way is to make "climate" and "instructional styles" measurable
- ◉ Can be used as diagnostic tools for teachers who want to work with creativity development
- ◉ Having statistics can convince policy makers that "creative school" is "useful"

# THE AIM OF PROJECT

- ◉ To construct two questionnaires
- ◉ Parallell versions for students and teachers
  - My Classroom
  - My Teaching style
- ◉ Step 1 To show relation to mastery motivation
- ◉ Step 2 To show relation to creativity growth and learning

# CREATIVE CLASSROOM MODEL



# BACKGROUND: WHAT IS A CREATIVE CLIMATE?

Organizational researchers' key-dimensions and inventories

- ◉ Göran Ekvall (1996) GEFA, SOQ

challenge  
freedom  
risk-taking  
idea time  
encouragement

dynamics  
play  
openness  
debate  
low conflict

- ◉ Teresa Amabile & Grysiewicz (1989) WEI; KEYS

**Stimulants:**  
freedom  
challenge  
enough resources  
supervisors  
coworkers  
recognition  
unity  
support

**Obstacles:**  
time pressure  
evaluation  
Status Quo  
Politics



# CREATIVE INSTRUCTIONAL STYLE/CREATIVE CLASSROOM CLIMATE

- Arthur Cropley (1997), Soh (2000) CFT
  - 1) Independence 2) Co-operation 3) Solid knowledge base 4) Delayed Judgement 5) Flexible thinking 6) Self-evaluation 7) Take suggestions seriously 8) Variation in material/method 9) Frustration/failure coping





# CREATIVE INSTRUCTIONAL STYLE/CREATIVE CLASSROOM CLIMATE

- Cremin, Burnard, Craft (2006), Jeffrey & Woods (2009) Possibility thinking
  - Play and imagination, questions and immersion, risk-taking and innovation, making connections, learner agency and ownership & teachers standing back, student control, relevance



# 8 DIMENSIONS OF CREATIVE CLASSROOM

Flexibility

Solid Knowledge

Openness  
towards Others

Collaboration in  
learning



Participation

Creativity  
Encouragement

Challenges  
and Risks/failure  
coping

Independence in  
Learning

# 8 DIMENSIONS OF CREATIVE CLASSROOM BECAME 5 FACTORS

Solid Knowledge  
Only teacher items

Openness  
towards Others

Collaboration in  
learning



Flexibility

Creativity  
Encouragement  
Challenges  
and Risks/failure  
coping

Independence in  
Learning

Participation

# TWO PARALLELL QUESTIONNAIRES: **MY CLASSROOM**/MY TEACHING STYLE

- ◉ **My Classroom** started with 7 dimensions, 46 questions for students
- ◉ After factor analyses: 4 factors were found, 30 questions remained:



# TWO PARALLELL INVENTORIES: MY CLASSROOM/MY TEACHING STYLE

- ◉ My Teaching Style 8 dimensions & 61 questions for teachers
- ◉ After factor analyses: 4 factors were found (other item distribution than for students), 34 questions:





# TWO PARALLELL INVENTORIES: MY CLASSROOM/MY TEACHING STYLE

## ◉ **Creativity and flexibility encouragement**      1   2   3   4   5   6

The teachers praise us when we do things in new ways (ST)

I encourage students to do things in new, original ways (TE)

I know that I should not give up when the work is hard, only try harder (ST)

I help students who experienced failure to cope with it so that they regain their confidence (TE)

## ◉ **Independence/influence**

In class, our teachers ask questions about our ideas to make us think more (ST)

In class, I ask questions to students' ideas to encourage them to think one step further (TE)

The teachers take our suggestions seriously and want to discuss them with us (ST)

I follow up on my students' suggestions so that they know that I take them seriously

# TWO PARALLELL INVENTORIES: MY CLASSROOM/MY TEACHING STYLE

## ◉ **Trustful collaboration/low hostility**

1 2 3 4 5 6

I feel safe in this class (ST)

I have an intention to build a classroom climate that is characterized by openness and trust (TE)

We are allowed to work in groups in our class (ST)

Students in my class have opportunities to do group regularly (TE)

## ◉ **Supportive Climate**

We don't say bad things about each other in our class (ST)

In my class, I carefully explain to the students that it is not OK to talk behind anyone's back (TE)

We joke in a friendly way and have fun in this class (ST)

I encourage the class to joke and to have fun quite a deal (TE)

## ◉ **Solid Knowledge (only teachers)**

I emphasize the importance of mastering the essential knowledge (TE)

# MOTIVATIONAL STYLE: ACHIEVEMENT GOALS

MIDGLEY ET AL, 1998

- ◉ **Mastery motivation/learning motivation/task:** “An important reason why I do my school work is because I like to learn new things”
- ◉ **Performance, ability demonstration/ego:** “I want to do better than other students in my classes”
- ◉ **Avoidance goals:** “The reason I do my work is so others won't think I'm dumb”

*Dweck, C. S. (1999). Self-theories: Their role in motivation, personality, and development: New York, NY, US: Psychology Press*

*Nicholls, J. G. (1984). Achievement motivation: conceptions of ability, subjective, experience, task choice, and performance. Psychological Review, 91, 328-346*

# RELATION BETWEEN CLASSROOM CLIMATE AND MOTIVATION (N= 95 5TH GRADERS)

	Class room TOTAL	Collaboration low hostility	Independence / Influenc	Creativity/ challenge	Support low conflict
Avoid	0.05	-0.12	0.10	0.15	-0.07
Mastery	0.50**	0.45**	0.42**	0.33**	0.32**
Perform	-0.01	-0.04	-0.05	0.05	-0.18

# FUTURE QUESTIONS

- Will "Creative Classroom Climate" (students' perceptions) and "Teaching style" (teachers' report) predict higher creativity development?
- Will CCC and TS predict better learning?
- The use of the questionnaires as diagnostic tools for teachers



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