In which way can teachers contribute to the creative talent development of primary school students?

Background
Engaging in visual art or musical activities that foster creativity is not self-evident for primary school students. This can be explained by a number of reasons:

- Teachers do not feel confident or capable of teaching arts education (Garvis, 2010)
- There is strong focus on subjects such as language and math (Gibson, 2003)
- There is disconnection between students’ interests and what is offered in art education (Haanstra, 2010)
- Teachers often hold traditional perspectives of talent development (Steenbeek et al., 2011)

Creativity development in art education
Creativity in art education
The creation of a product in art education that is novel for the individual learner and useful for the situated practice (adapted from Odena, 2012)

Curious Minds Research Programme

Study design:

A. Design study

Literature study
- Talent development
- Creativity
- Music and visual arts education in primary schools

Classroom observations
- Making video recordings of teacher-student interactions in music and visual arts education
- Developing an observation scheme to code the videos
- Interviewing teachers

Teacher training
Consisting of:
- Theoretical introduction talent development
- Formulating teachers’ learning goals
- Video-feedback coaching focused on using creativity enhancing teaching strategies such as
  a) Questioning
  b) Offering structure
  c) Scaffolding
- Creativity enhancing hands-on exercises given by music and visual arts experts

B. Intervention study

Pretest
- Video recordings

Intervention
- Teacher training
- Video recordings

Posttest
- Video recordings

Follow-up
- Video recordings

Contact Details
Drs. Linda Hendriks, PhD student, Prince Claus Conservatoire, Hanze University of Applied Sciences, Developmental Psychology, University of Groningen, l.h.hendriks@pl.hanze.nl
Dr. Ineke Haakma, Postdoctoral researcher Curious Minds, School of Education, Prince Claus Conservatoire, Hanze University of Applied Sciences, i.haakma@pl.hanze.nl

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