

DOCTORAL THESIS

Creativity in teaching: conceptualization, assessment and resources

Cheng, Mo Yin Vivian

Date of Award:
2002

[Link to publication](#)

General rights

Copyright and intellectual property rights for the publications made accessible in HKBU Scholars are retained by the authors and/or other copyright owners. In addition to the restrictions prescribed by the Copyright Ordinance of Hong Kong, all users and readers must also observe the following terms of use:

- Users may download and print one copy of any publication from HKBU Scholars for the purpose of private study or research
- Users cannot further distribute the material or use it for any profit-making activity or commercial gain
- To share publications in HKBU Scholars with others, users are welcome to freely distribute the permanent URL assigned to the publication

Creativity in Teaching:
Conceptualization, Assessment and Resources

CHENG Mo Yin, Vivian

A thesis submitted in partial fulfillment of the requirements
for the degree of
Doctor of Philosophy

February 2002

Hong Kong Baptist University

ABSTRACT

Adopted a multifaceted and psychometric approach, this study has attempted to conceptualize, assess and identify resources of creativity in teaching. Regarding creativity in teaching, five constructs were suggested. They include creativity in teaching ideas (developed in real-life teaching), creativity in teaching performance, ability and motives in creative teaching, and divergent thinking abilities in teaching. Based on existing theories on general creativity in mainstream psychology, this study has developed five methods for assessing these constructs, and hypothesized six resources for creativity in teaching. The assessment methods include consensual assessment of teaching ideas, reporting of everyday teaching ideas, written teaching tests, questionnaires for rating teaching performance, and self-reporting attitudes on creative teaching. The resources hypothesized are teaching skills, creative personality, legislative thinking style, general divergent thinking abilities, intrinsic motivation in teaching and environmental factors. Using about eighty pre-service and 73 in-service Chinese primary school teachers in Hong Kong as two separate samples, a cross-sectional study was conducted. It was aimed at finding evidence for the reliability and validity of the assessment methods, and exploring the inter-relationships between the five measures of creativity in teaching and the hypothesized resources. Based on the findings of this study, a theoretical model (on p.150) of creativity in teaching was proposed.

The study found that all the five creativity constructs and their assessment methods were useful and appropriate. The creativity constructs and the hypothesized resources were all closely inter-related in both samples. Several demographic variables, such as age and teaching experience, were also found to have significant relationships with creativity in teaching. The final model depicts that creativity in teaching performance is mainly influenced by creativity in teaching ideas, teaching performance skills and environmental factors. Ability and motives in creative teaching, and diverging thinking abilities in teaching mediate the effects of most of the resources onto creativity in teaching ideas and performance. All in all, evidence is supportive of the hypotheses and the model proposed, and reveals that creativity in teaching ideas (defined in this study) is central to the concepts of creativity in teaching.

TABLE OF CONTENTS

		page
Declaration		i
Abstract		ii
Acknowledgments		iii
Table of Contents		iv
List of Figures		vi
List of Tables		vii
Chapter 1	Introduction	1
Chapter 2	Review of Literature	
	Concepts of Creativity	
	Nature and Definitions	3
	Assessment of Creativity	10
	Models and Theories	17
	Chinese Perspective	25
	Creativity in Teaching	
	Nature of Teaching	27
	Nature and Definitions of Creativity in Teaching	30
	Resources of Creativity in Teaching	31
	Relationships with Theories in Teacher Education	34
Chapter 3	Research Design and Methodology	
	Overview of the study	37
	Objectives of the study	39
	Sample	40
	Conceptualization	41
	Study of Implicit Theories	48
	Development of Assessment Methods	50
	Identification of Resources	61
	Construction of Theoretical Model	66
	Overall Research Plan	67
Chapter 4	Results	
	Study of Implicit Theories	70
	Development of Assessment Methods	80
	Identification of Resources	127
	Construction of Theoretical Model	149
Chapter 5	Discussion	
	Objectives Achieved	173
	Summary of Findings	174
	Significance of the Study	184
	Limitations and Suggestions of Future Study	190
	Final Remarks	202

TABLE OF CONTENTS

		page
Declaration		i
Abstract		ii
Acknowledgments		iii
Table of Contents		iv
List of Figures		vi
List of Tables		vii
Chapter 1	Introduction	1
Chapter 2	Review of Literature	
	Concepts of Creativity	
	Nature and Definitions	3
	Assessment of Creativity	10
	Models and Theories	17
	Chinese Perspective	25
	Creativity in Teaching	
	Nature of Teaching	27
	Nature and Definitions of Creativity in Teaching	30
	Resources of Creativity in Teaching	31
	Relationships with Theories in Teacher Education	34
Chapter 3	Research Design and Methodology	
	Overview of the Study	37
	Objectives of the Study	39
	Sample	40
	Conceptualization	41
	Study of Implicit Theories	48
	Development of Assessment Methods	50
	Identification of Resources	61
	Construction of Theoretical Model	66
	Overall Research Plan	67
Chapter 4	Results	
	Study of Implicit Theories	70
	Development of Assessment Methods	80
	Identification of Resources	127
	Construction of Theoretical Model	149
Chapter 5	Discussion	
	Objectives Achieved	173
	Summary of Findings	174
	Significance of the Study	184
	Limitations and Suggestions of Future Study	190
	Final Remarks	202

References	204
Appendixes	215
Curriculum Vitae	237