

INSTRUCTIONAL MEDIA AS A METHOD TOWARD ENHANCING
CREATIVITY IN PRIMARY SCHOOL CHILDREN

by 1264

KAREN KAY OLSON

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THE PROBLEM AND DEFINITIONS OF TERMS USED

For many years researchers have worked to develop more effective instructional media for the use of the classroom teacher. Likewise, much research has been done to identify creative experiences for children. The possibility of relating the use of instructional media to the development of creativity in children should be recognized, explored, and expanded by every classroom teacher.

The Problem

Statement of the problem. Although creativity is an important concept to be considered in the total development of the child, ways and means of aiding a child to "become creative" have not been adequately investigated.

Objectives. It was the purpose of this study (1) to identify what is currently known about creativity in children and its correlation with instructional media, and (2) to develop new techniques of using instructional media in the development of creativity.

Importance of the study. The significance of the use of instructional media is being stressed in the current literature. It is of great importance that the classroom teacher recognize the value of these teaching aids and their use in the development of the whole child. An aspect of this development is the recognition of his creative ability. Through the use of instructional media, creativity can be encouraged and enhanced in the classroom situation.

Limitations and delimitations. This study has been confined to the primary grades. The information for this report was restricted to library research and the creative talents of the children involved.

Definitions of Terms Used

Creativity. Creativity is essentially the production of something new. All essentially healthy individuals possess a certain degree of general creative ability. For the purposes of this study, the simple expressive creativity (what he does) of the individual was the focal point. The skills and quality of the product were considered unimportant.

Instructional media. Throughout the report of this investigation the term "instructional media" pertains to any device, method, or experience used for enhancing the God-given creative ability in each individual concerned. The instructional media used may include textbooks, field trips, audio-visual materials, and other sensory materials.

REVIEW OF THE LITERATURE

Only a small amount of research has been done on the correlation of creativity and instructional media; but much has been done on the two areas as separate topics. A brief summary of each follows with a short summary of what has been done on their correlation.

Creativity

"Creativity is a widely distributed general, but uniquely human potentiality. It is not limited to the so-called 'gifted.'"¹ "All young children possess in good measure the qualities on which creativity depends - curiosity, inventiveness, a zest for seeing and doing things."² Studies of the behavior of nursery-age children show that all youngsters, except perhaps the grossly retarded, have an innate flair for creative expression.³

Creativity is found in many diverse fields and aspects of human endeavor, and in diverse media, ways, and forms. It is agreed that creativity is not limited to the cultural arts or some special separate aspect of living.⁴

¹Laura Zirbes, Spurs to Creative Teaching (New York: G. P. Putnam's Sons, 1959), p. 3.

²S. Newton, "How to Encourage Your Child's Natural Creativity," Parents Magazine, 43:42, July, 1968.

³Ibid., p. 43.

⁴Zirbes, loc. cit.

Educators recognize the fact that creativity is not limited to the arts but plays a major role in education.⁵

The implications of creative education are broad in scope . . . There is something in the very nature of our times that accounts for the current emphasis on creativity and the demands on it . . . It is not an educational fad. Historians, philosophers, and artists recognize the deep cultural significance of creativity and its bearings on the reconstruction of education.⁶

Creativity does not mold learners or teachers into conformists, but enhances individualism. It respects individuals as developing personalities so that each human being will recognize his own potentialities.⁷ Creativity in each human being should be looked at for its own worth and uniqueness. As Marie M. Hughes has stated:

If individuality is to be cherished, if the child is to gain confidence in himself and learn to respect and like himself, if the child is to become or even approach that which he is potentially capable of becoming, his own 'core' of uniqueness and his right to be himself, as he is and as he chooses, must be cultivated and respected. Otherwise he cannot create, for, as an individual, he cannot maintain his own integrity.⁸

Arnold Toynbee has explained the importance of creativity in relationship to animals and insects. He states that creativity on this planet is found in human beings alone. Animals and insects pass on their social organization or way of life to the next generation in the form of instincts. Human beings transmit the majority of their heritage through education. Therefore, there is a definite need for creative

⁵Ibid., p. 25.

⁶Ibid.

⁷Ibid., p. 36.

⁸Alice Miel (ed.), Creativity in Teaching (Belmont, California: Wadsworth Publishing Company, Inc., 1961), p. 81.

leadership since the patterns of living are so subject to change.⁹

In order to develop the creative leadership which is in such demand, children "need the encouragement to stretch their own imaginations and expand their own ideas."¹⁰ In addition to encouragement . . . "we need to give our children opportunities for growth and exploration if they are to be ready for a complicated world."¹¹

Educators agree that creativity is an important part of the total educational program. DeLong and Clark have stated reasons for creativity in the area of arithmetic. These may be applied to any subject area thusly: (1) Learning to be creative in a given area will serve the future development of creativity in general. (2) Learning to be creative in a given area will serve to promote more complete understanding of concepts. (3) Learning a subject creatively will demonstrate that the understanding of concepts has occurred.¹²

Due to the many current reports and studies of creativity, it is evident that there is a growing interest in creativity among teachers. The teachers of today are recognizing and understanding the growing need for creativity.¹³ Gene R. Derrell pointed out this fact when he

⁹M. Mason, "Creativity in Our Schools; Interview with Arnold Toynbee," Instructor, 77:21, April, 1968.

¹⁰K. Gay, "Your Child Deserves More Than Packaged Creativity," American Home, 68:15, April, 1965.

¹¹Ibid.

¹²A. R. DeLong and R. M. Clark, "Developing Creativity Through Arithmetic," Arithmetic Teacher, 6:206, October, 1959.

¹³M. Mason, loc. cit.

made the statement, "The need for . . . creative teaching techniques in the public schools has become one of the most demanding problems in this decade."¹⁴ Since every person, and certainly every child, possesses creative ability the schools are vital to the development of these inner creative abilities.¹⁵ Jameson and Hicks pointed out that creativity cannot be taught to an individual; it can only be released and guided. It is the duty of the teacher to release inner power into outer productive channels.¹⁶

The school, as a whole, has a major role in the development of creativity; that is, to develop national leaders who are creative persons and who will be able to recognize when our country's social and cultural heritages have to be modified to meet new situations. Creative leadership must be developed in order to change.¹⁷

The elementary teachers are vital in the development of creative leaders. A teacher's influence on a child can be crucial, because the adults who surround a child in his early years determine his attitudes almost irrevocably.¹⁸ For this reason, creativity needs to be encouraged, fostered, and developed on the way to maturity.¹⁹

¹⁴Fred B. Dixon and Clarence H. Spain, "The Search for Creativity," The Clearing House, 39:165, November, 1964.

¹⁵Ibid.

¹⁶Marshall C. Jameson and Wm. Vernon Hicks, Elementary School Curriculum, (New York: American Book Company, 1965), p. 307.

¹⁷M. Mason, loc. cit.

¹⁸Ibid.

¹⁹Zirbes, op. cit., p. 26.

Motivation is essential to creativity; without it, even the best minds accomplish little. With adequate motivation comes the self-control necessary to draw on inner resources. Creative effort requires personal discipline. A person wishing to demonstrate creative ability must show his own initiative to accomplish a task.²⁰

The essential element in the development of creativity is:

. . . that children shall participate in the steps of learning with independent thought instead of learning to re-cite the learning of others from memory. This creativity or discovery yields an important independence to a child in that he can fall back upon an understanding and recreate instead of relying upon memory.²¹

Instructional Media

Instructional media are the tools used to assist the teacher in the molding and shaping of human minds. The selection of specific media to achieve a particular effect is the prerogative and the responsibility of the creative teacher.²²

The value of instructional media depends upon the ability of the teacher to use it effectively.²³ Therefore, to be effective and conducive to learning, instructional media must be used by creative teachers.²⁴

²⁰Jerome Kagan (ed.), Creativity and Learning, (Boston: Houghton Mifflin Company, 1967), p. 193.

²¹DeLong, op. cit., p. 200.

²²Kagan, op. cit., p. 4.

²³Robert E. DeKieffer, Audiovisual Instruction, (New York: The Center for Applied Research in Education, Inc., 1965), p. 2.

²⁴Ibid., p. 3.

The use of audiovisual materials, which is in essence a more widely used term for instructional media, is not a cure-all for education but is a tremendous aid. Butts explains the value of audiovisual materials when he states:

Audiovisual materials in the classroom are tools to be used with the students to impart knowledge. They do offer the teacher in the classroom a chance to use a variety of approaches to a learning situation. If a teacher, in any classroom, does not use this approach, she in turn cannot hope to reach all of the students. Each child is an individual, and as an individual, he learns differently than others. Only with this approach to the subject matter can the teacher hope to reach the majority of the students. Audiovisual materials can be used to vary the content, to vary the approaches by which the content is presented, and to vary the pace at which this content is being presented.²⁵

Butts has cited two major problems in the use of audiovisual materials which, in time, should be adequately overcome.

The first problem is the dissemination of research information to the teachers so they know how to use audiovisual materials properly . . . The second problem is providing the teachers with the necessary audiovisual materials.²⁶

The argument for the importance of the use of audiovisual materials has been stated by Butts when he said:

. . . in order for the school to compete with the mass media - radio, television, newspapers, etc., - the school must use a multi-media approach in the classroom. . . . The student today is a product of his environment, and his environment is greatly affected by mass media and the electronic age, so teachers need to meet him on his common ground. Audiovisual materials are the mass media of the classroom.²⁷

²⁵G. K. Butts, "How Effective are Audiovisual Materials?" High School Journal, 51:344, May, 1968.

²⁶Ibid., p. 347.

²⁷Ibid., p. 344.

It should be kept in mind that instructional media are aids.

Conley describes the value of instructional media as follows:

They do not and will not replace the classroom teacher. At best, they will enhance the teacher by stimulating sensory perception through the use of media acceptable to young people as belonging to their generation.²⁸

Enhancing Creativity Through the Use of Instructional Media

Every teacher should search for a creative method of teaching which is the essence of all good teaching.²⁹ The use of instructional media make students more alive, more spontaneous, and more ready for creativity. While using instructional media, students can be encouraged to see and hear things which they think others will miss and use these as the basis for their creative productions.³⁰

Giving the child the media to work from is ". . . a matter of helping him become aware of his surroundings and inspiring in him the confidences to express, in this form, what his senses tell him."³¹ "It is well to remember when viewing the creative work of a child that the finished piece may be totally unrelated to an adult's

²⁸W. H. Conley, "Adopting the Multi-Media," Catholic School Journal, 68:4, October, 1968.

²⁹Dixon, op. cit., p. 166.

³⁰E. Paul Torrance, Rewarding Creative Behavior, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965), p. 8.

³¹Gay, loc. cit.

perception of a subject. If so, any evaluation should be given carefully and thoughtfully."³²

Although creativity through the use of instructional media is developed to an extent in classrooms, there is still a need for further experimentation on new methods of developing creativity. Teachers need to further experiment in the area of developing student initiative and creativity. Instructional media is an essential item in developing creativity and

. . . we must have creativity in teaching if we are to feed the individual spirit in a technological age - this is imperative to offset the mechanizing influences of the factory of automation. If we can give, not to just a few, but to each of our students a feeling of individual worth, a belief in himself, we may yet make what the then Vice-President Johnson called in his June 1963 commencement speech at Tufts College "The Century of the Educated Man."³³

³²Ibid., p. 91.

³³Dixon, op. cit., p. 168.

DESIGN AND PROCEDURE

Research Design

This study was both action and descriptive research. Action research is concerned with the in-service training of the teacher which was what the writer intended as a primary goal. Through the use of action research the writer attempted to solve some immediate problems that are ordinarily found in the classroom.

This study was also of a descriptive nature in that it was intended to identify what is known about enhancing creativity through the use of media. It acted as a focal point for further research into the actual quality of creativity.

Sample

A third grade class of 12 boys and 11 girls was used as an area for seeking creative abilities. These subjects were in the primary educational level. Various ability levels (poor, average, and good) and socio-economic levels were represented.

Possible Measuring Devices

The creative ability of the children involved were rated by teacher judgment of creative talents as presented by the subjects after their exposure to specific instructional media used to enhance creativity. There was no formal statistical measuring device in this study.

Method of Gathering Data

The instructional media, e.g., field trips and audio-visual media, were used to enhance creativity in the major areas of art projects, myths, verse, story writing, and songs. The area of art projects included drawing, painting, and construction of various objects. The instructional media used, hopefully, would directly act as a stimulating point for the desired creative talents sought for from the subjects.

Method of Presenting Data

The creative attempts of some of the children are shown by examples of their work in the following section of this report. This is not necessarily always the work which was judged as very good. Other ideas for enhancing creativity will be explained but no examples will be given.

RESULTS OF CREATIVE ENDEAVORS

In the following pages are examples of original creative work done by primary children in the third grade. These children average eight years of age. A brief description of the use of the media involved will be given. The background of the child will also be presented. These children were from middle and lower socio-economic situations, not upper class families. The examples of the best work will not always be given but rather a sampling of all results.

Creative Writing of Poetry

In their reading groups the children read and discussed a story about a horse. Then we discussed the requirements for writing a poem about a horse that they would like to have. They were told that the poem would be five lines in length. The first one word line was to tell what the horse looks like or how he sounds. The second two word line would tell how the horse acts. The third three word line would tell where the horse is. The fourth four word line would tell what the child likes to do with the horse and the fifth one word line was to tell when the child gets to see the horse or for how long he would get to keep his pet. This poem was a modified form of a cinquain. The only help which the children received from the teacher was in the spelling of words.

Examples. Ross is at the top of his class and comes from an upper-middle class family. His parents are very conscientious about

his education as is Ross, himself. He has had many worthwhile experiences outside the immediate home environment.

Thunder
Very frisky
In a corral
Ride till he falls
Forever

Brenda is a good student who comes from a middle class family. She has had a satisfactory amount of travel experiences to enrich her education. She is a very conscientious child.

Sunrise
Very lively
In the pasture
We ride over hills
Forever

Joey comes from a middle class family. His reading ability is very good; he has been reading books and actually recognizing words since he was in kindergarten. However, his comprehension ability is quite poor in comparison to his word recognition ability. He likes to be challenged with work which is out-of-the-ordinary.

Thunder
Acts frisky
In a stable
I play with him
Weekends

Carol is from a low class family and has had very limited cultural experiences. She tries her best but is an average student. She is very slow in completing her work and is easily distracted.

Lightning

Very nice

In his corral

I play with him

Summer

Danny is very easily confused when directions are given as is seen in his poem. He tries very hard at his work and is an average student. He comes from a lower-middle class family.

Lightning

Mean

In his pasture

I ride him, too

Forever

Julie is a hard-working student but doesn't seem to have the ability which she hopes for. As with Danny, Julie is also easily confused. Her family is in a lower-middle class situation.

Beauty

He's frisky

In the barn

We play and ride

Summer

Stories About Mother

Mother's Day seemed to be an opportune time for discussing the importance of having a mother. Pictures of mothers and their children were shown and discussed. A poem about mother was also read by the teacher. Then the children were asked to write a short story entitled "What a Mother Is." The following examples are results of this discussion. The spelling and punctuation has been left exactly as it was when the papers were handed in.

Examples. Yvonne's ability level is approximately two years behind her grade level. She comes from a very low class family which is a basis for the very deep emotional problems of the child.

What a Mother Is

My mom is nice. When my mom says she is going to get me a goat she bought me a bike. She get me new close to went to school.

Monica is a good student who, at times, simply needs to be more conscientious. She comes from a middle class family where both parents work and, therefore, Monica knows how to accept responsibility.

What a Mother Is

A mother is somebody who cares for you. Your mother feed you. Your mother loves you a lot. She sets your hair. She combs it. She irons your clothes for you. My Mother helps my did solve proplems when my did can't get them. My mother helps me do lots of things.

Eddie comes from a low class family. He is a child whose physical maturational process has been very slow which has caused a small amount of emotional problems. The guidance counselor has indicated that his poor ability is due to his small physique which leads to self-consciousness. However, retention has been impossible due to lack of parental cooperation.

What a Mother Is

a mother cook and dry dishes. They go a sleep a lot.
Then they heep thing across the street. Then they
eat luch.

Peggy is a poor student due to her lack of reading ability. She is a hard worker and shows excellent ability in art. Her home life is without a father which has a great effect on Peggy. She comes from a low-middle class family.

What a Mother Is

She is my mother. I love her aco deary. She help
me with thing I do. She buy me closs to wear to school.
She gits good food to eat. And shoes to wear on my feet.
And a brush to brush my hear. And a wounderful house to
live on. And some booke to read. And a coat to wear with
it is cold. And a sweater to with it is cool. And the
furenture we have in are house. And for the lighth we have
in are house. And the help I got of her. I couldn't live
whith out her.

Hubert is a happy child from a very unfortunate home situation. The family is very poor which is the reason for little, if any, experiences outside of the immediate home and school environment. Hubert did show great improvement for his ability level throughout the school year.

What a Mother Is

a mothe is to clen up and cook thing for the children and father to eat she take care of use she clean up the and wash dish she said to Leon go feed your dog and he do than she sweep up all the room in the house...

Martin is a heavy set, jolly child who is very conscientious in his school work. He is a very good student. He comes from a middle class home which has never had a father but rather a grandfather and uncles. His circle of friends is limited to classmates. He has been taught to think of others first.

What a Mother Is

A mother is kind and she is gentle with babys. She cares for us and loves us. Sometimes she buys things for us. She helps us with things when we can't always do them. She is noce to older folks. She whips us when we do something wrong because she doesn't want us to do it again. She buys furenture and pays bills.

Machines

A unit on simple machines, e.g., lever, pulley, windlass, gear, inclined plane, was taught through the use of the overhead projector and Instructor transparencies. Then, as a culminating creative activity, the students were allowed to make a machine of their own from construction paper, yarn, and string. They were told that their imagination should "run wild" when thinking of a machine to create. The following is their explanation of their machine. The explanations were tape recorded and are in the child's own words. The writer may insert a brief comment after the explanation since the children hesitated to name all the simple machines which were in their machine.

Examples. Colleen is from an upper-low class family and is an excellent student. She needs to develop her creative ability to a greater extent.

Lop-Sided Machine

Pull the rope and the window comes up. Pull a pulley and the giant bracelet comes up. And on the back is a rope that you hang people on. Then this is a stretcher. (Writer's note: The window and stretcher were inclined planes.)

Judy is a student who has a great deal of ability but does not put it to good use. She is not accepted by the other students because of her devious personality. She comes from a broken low-middle class family.

Ribbon Making Machine

You put this piece in here. The ribbon goes through here. It comes out here. (Writer's note: Judy seemed to have missed the whole idea of the activity.)

Monica's background has been previously explained.

Barber Shop

The screw under the chair turns it around and pushes it up like a lever. And then put your head back here and you have a short hair cut. (Writer's note: The children were taught that a screw is a type of inclined plane.)

Lianne is a good student who comes from a middle class family. Her main trouble in school seems to be a lack of conscientiousness.

Egg Machine

Pull the pulley and the eggs come out this inclined plane.

Freddy is a happy child who always places his academic work first. He thoroughly enjoys art and shows great possibilities in the field of art. He is somewhat shy but well accepted. He comes from a large middle class family.

Candy Machine

This is my candy machine. You put the money in here and your candy comes out this ramp. Pull this lever to get the money in.

Peggy's background has been previously explained.

Candy Machine

If you want some gum, you put a nickel in the slot and it would fall into this bag. Then if you want some candy bars you would put a dime in and it would fall into the bag and your candy bar would come out. If you want some change you can get some change here. And this pulley is for the man who comes to pick the money up to pull the bag of money up. (Writer's note: The machine was decorated with wedges, the turn knob was a gear, and where the candy came out there was a ramp.)

Song Writing

The children were taught the song "On Top of Spaghetti" sung to the tune of "On Top of Old Smoky." This came from the reading books. As a creative venture from this song, the children wrote their own lyrics to go with the tune. They were told to be aware of whether or not the words fit the tune but could choose any subject to write about. The children were allowed to work in groups of two to four.

Examples. Ross and Peggy have both had resumes previously. The following is the outcome of a good student working with a poor student.

My Poor Tongue

On top of my hotdog, all covered with horseradish
I burned my poor tongue, when I ate my bun.

It burnt me so badly, I started to sneeze
And there went my hotdog, out into the breeze.

It jumped on my bike, and took down the street
That was the last of my hotdog, I guess he was beat.

I looked here and there, all down the street
My little hotdog was no where to see.

I found him one day under some moss
That was my hotdog, all covered with moss.

Mark, Hubert, Carol, and Colleen worked together on the next two songs. Mark is a good student from an upper-middle class family. Hubert, Carol, and Colleen have previously been introduced. In this group are two good students working with two poorer students.

French Fries

On top of french fries, we had two bad guys
And so we had to say a lot of good-bys.

Toast

Today for our toast, we had to boast
Our friend, the host, right into a ghost.

Joey and Danny, who have previously been described, are an example of a good student working with an average student.

On Top of Spaghetti

On top of spaghetti, all covered with meat
When I tried to eat it, it rolled off my seat.

When I ate spaghetti all covered with sauce
When I tried to eat it, it began to toss.

When we ate spaghetti all covered with salt
We tried to drink thirsty malt.

Ideas

Following are some ideas of ways to use instructional media to enhance creativity. No examples will be given.

Highway Patrol safety movie. A field trip to the Highway Patrol is an excellent form of instructional media. This may follow a school visit by a Highway Patrolman and a lesson on safety.

The culminating creative project is to make a simple movie of the trip. Plan what you need to make pictures of according to what was seen. Then divide children into groups or pairs to color the different scenes. When the pictures have been finished they can be taped together, in order, to make a long roll. This roll is then fastened to a screen made of a box and two cardboard rolls, one at either end of the box.

The finished project may be used as a program for another class or parents. Each child tells about his own picture. Pictures colored

jointly should be explained jointly. This could be a creative activity for any sort of field trip.

Poem about a banana. A cinquain may be written about an old, withered banana. The teacher should make up a story telling where the banana came from and why it is in such a depressing condition. The children should be encouraged to contribute their ideas about the reason for the condition of the banana.

After satisfactory discussion the children will be able to write their cinquain (poem) as the teacher guides them: one word first line, two word second line, three word third line, four word fourth line, and one word fifth line.

Birds. The study of birds seems to primarily take place in the primary grades. Study prints are colorful and attract the interest of the children. Filmstrips and films of birds help the children to more fully understand the actual size of birds and their habits. Through the use of this various media the children are able to understand and appreciate the many environments of birds.

After the completion of a study of birds, the children can express their creative abilities by making their own bird. Each child needs two strips of colored paper, both about two inches wide but of different lengths. They glue each strip into a circle and then attach the two circles. The larger circle is the body and the smaller circle is the head. From this point, the children can be creative when putting on wings, tail feathers, beaks, eyes, and feet.

Crazy family stories. Children enjoy writing stories about their family but this can easily become boring. Thus, collect pictures of various cartoon characters and mount them on a large attractive piece of cardboard. They could be made into felt board characters. The animals for pets could come from the make-believe animals on cereal boxes. Talk about these characters; what they do, what makes them funny and different.

Let the children pick the characters and animals which they like best to be their family and pets. This is the beginning for a story about the family which can have some sort of imaginary journey or experience. In particular, the children who seldom take trips, enjoy this activity.

Kansas map. As residents of Kansas, school children always study Kansas, even if it is just for the few days around Kansas Day. This involves seeing what our state looks like through the use of maps, pictures, films, and filmstrips. Children enjoy this media because they are able to pick out places where they have been. After the study of all or some of these media, the children should be able to tell the shape of Kansas and point out major rivers and cities.

A Kansas relief map may be made by every student using flour, salt, and water. All that is needed are the three ingredients mixed to pie dough consistency and a piece of cardboard on which to make the map. The children press the dough mixture into the shape of Kansas, using the cardboard as a base. When half dry, the cities should be marked with toothpicks and the rivers may be scratched in with a paper clip. When fully dry, the map may be painted according to land

elevations and a key may be made. Thus, each child has created his own map of his state.

What's happening? Pictures may be taken from magazines and made into transparencies through the process of color lifting. These pictures could be scenes, cartoon pictures, etc. Show one of the pictures on the overhead projector but make it blurred. Talk about the various colors and approximate shapes that can be seen. Then have each child write a short paragraph of what they think is happening in the picture. After each child is finished with his story bring the picture into focus. The children enjoy reading their stories and seeing how their imagination compares to reality.

Clown pictures. All children enjoy a circus, especially the clowns. Therefore, they will enjoy hearing a clown story such as Circus Clowns on Parade by Gladys Emerson Cook. After the book is read to the class and all have seen the pictures let them paint their own clown faces. Have the children paint the type of clown which they would like to be. This is the point at which creativity is displayed. These faces may be cut out and put up as a "Clown Corner."

Book mural. Children enjoy listening to the teacher read a book. This is an advantageous time to correlate the reading of a book with some unit of study. For example, Smiling Hill Farm is an excellent book when teaching a pioneer unit in social studies.

When the book has been completed, the children will enjoy displaying the three major parts of the book through the creation of a

mural. This will allow a responsibility for all without being a big job for any one student. This activity is creative and, at the same time, an excellent review of the unit being taught.

Flag study. What does the flag mean to children? Have each child write his own story and express his feelings about why we have a flag. Then introduce a record of patriotic songs with which the children may sing if they desire. Talk about the flag and read Red Skelton's adaptation of the flag salute. After the use of this media, see if the children's ideas have changed with a story, written by them, entitled "What the Flag Stands For."

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

There is a dire need for further study concerning the use of instructional media as a device to enhance creativity. It is evident that this area of research is extremely limited. Instructional media is playing an ever increasing major role in the education of our young people. With all of the advances in education it should be obvious to all educators that media will continue to increase in importance and value.

After introducing a creative activity both with and without the use of media, one is able to understand the motivating effect which all forms of instructional media seems to have on children. When the children have a somewhat different purpose or motive to spur them onward, then their natural creative ability is exposed. However, if a creative activity is simply introduced and assigned much like regular classroom lessons then the enthusiasm and creativeness are never exposed to their fullest potential.

In any classroom there are various ability levels due to such factors as academic achievement, home environment, and quantity of numerous experiences. It was, however, demonstrated in the previous examples of creative work that even the poor student shows a satisfactory amount of creativeness when instructional media is used to make an activity a pleasurable challenge rather than another assignment. The students of naturally high ability are able to demonstrate

their talents and the instructional media acts as a springboard from which to create.

The grouping of poor ability students and high ability students seems to act as another motivating device. The children in the group, regardless of ability, want to demonstrate to the others that they are able to contribute a worthwhile addition to the group project.

Recommendations

It is the writer's opinion that much more needs to be done in the area of enhancing creativity through the use of instructional media. Considering the highly mechanized age in which we are living, there are bound to be continuous advances in the instructional media which will be available to education.

It would be interesting to have a panel of judges evaluate a creative project which was the outcome of using instructional media as a motivating device. Then compare the evaluated project to the child's ability level. For example, an art project could be evaluated according to a set of characteristics by several art teachers. Then the ability level of the child could be compared to the judge's evaluation. This could relate the relationship between creative ability and academic ability.

It might also be worthwhile to determine whether a creative activity is more satisfactorily enhanced by a certain form of instructional media. A creative project may be introduced several times through the use of various forms of instructional media. The finished

creative work would need to be evaluated each time by the same set of judges according to the same set of characteristics.

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INSTRUCTIONAL MEDIA AS A METHOD TOWARD ENHANCING
CREATIVITY IN PRIMARY SCHOOL CHILDREN

by

KAREN KAY OLSON

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AN ABSTRACT OF A MASTER'S REPORT

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It was the purpose of this study (1) to identify what is currently known about creativity in children and its correlation with instructional media, and (2) to develop new techniques of using instructional media in the development of creativity.

Library research and the creative talents of the children involved were used as a means of obtaining information for this report.

It is generally accepted that creativity is not limited to the "gifted" child since all children possess curiosity, inventiveness, and a zest for seeing and doing things on which creativity is dependent. Creativity is also not limited to the cultural arts.

Creativity plays a major role in education. It helps to develop the individualism of students. This individualism will be needed for the creative leadership which is needed of future leaders.

Teachers are taking an ever-increasing interest in the development of creativity. This requires that they become extremely familiar with motivational devices. It is in this area that instructional media plays such an important role. The use of instructional media makes students more alive, more spontaneous, and more ready for creativity. While using instructional media, students can be encouraged to see and hear things which they think others will miss. This can then be used as a basis for a creative endeavor.

Through the use of media as a form of enhancing creativity, one is able to recognize the talents which were released by the children

whose examples are given. The academic ability, in many cases, was not a determining factor in the quality of the finished product. Instead, the media was able to reveal hidden talents which are not ordinarily revealed by many of these children in the regular academic classroom work. Thus, media does act as a motivational force in enhancing creativity.