The Role of curriculum content and technology to create and develop creative thinking from the perspective of teachers Lamerd and Mohr city

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Received: 30 March 2015, **Accepted**: 20 April 2015, **Available online**: 15 May 2015

Abstract

This study aimed to investigate the role of curriculum and technology to create and develop creative thinking from the perspective of teachers in the school year 2014/2015 was sealed Lamerd and Mohr city. The purpose of the survey is cross-functional in terms of performance. The study sample consisted of all teachers and technology lessons and Lamerd and Mohr city number is 203 . 132 using formula Cochran as the sample size was selected using simple random sampling method and sample size was under. To collect data from a questionnaire given to the concepts of creative thinking in the curriculum of art using item analysis was performed using the validity and reliability using Cronbach's alpha ./78 Respectively. To analyze the data, descriptive and inferential statistics are used. Descriptive statistics to determine the content, preparation tables, graphs and frequency viewpoints and components used in each question. Inferential statistics is to determine the significant differences between the views of teachers used a tripod. For this purpose, analysis of variance and non-parametric Kruskal-Wallis and chi-square tests are used, they.

The results showed that the amount of fluid components according to the mind, interpretation and evaluation of the well below average, average and component element of flexibility in problem solving and new ideas is above average. Also, the average amount given to each of the components in each book and technological foundations of the sixth, seventh and eighth, there is no significant difference in the results is the same for all three books.

Keywords

Thinking, thinking, creating, curriculum, and technology teachers.

Introduction

Bertrand Russell, in the early twentieth century (1920) has made the point on education noted. He claimed that education, Paradvksal faced with a reality that Mhsvrshdn the concept of intelligence and disregard for the concept of thought and deliberation within the class. This statement and end with the arrival of the twentieth century, was considered by some experts to verify the accuracy of the (Sarsany, 2006). Accordingly, one of the problems in our schools, in addition to relying on the memories is that schools and teachers are paid less creative thoughts and behavior (Hashemi, 2012).to adapt (Zimmerman, 2006). And good ideas of others to recognize and support them and enjoy its benefits faster.

In this regard, many experts believe (Anara, 1999; Bqtv, 2006; Dvlan and Mtklafh, 2008) It is time to think of memories, and we pass that lead to creative thinking is, as A selection of our solutions. This type of education is creative in nature, both the changes and the new changes in the world of diverse and creative students the meaning and nature. Therefore, rather than to guide the students to think, to them, something to think about that. It is appropriate to do so with strength, resolve and ultimately their thoughts, their conclusion.

Be creative and thoughtful when someone is inclusive of three elements: a comprehensive, curriculum and parental line work methods, procedures, objectives and plans of these elements do not cancel other activities. Michel Fvlan this process "power trio" is named (Hashemi, 2011). So far as the curriculum and textbooks at the top of the key role in the development of creative thinking as well as learners, today fixed the inherent creativity not only from factors such as skill acquisition, training, accountability, flexibility, knowledge and awareness. ..tasyr is great, this study, which deals with the question of curriculum and technology to create and develop creative thinking from the perspective of teachers and October is the city Lamerd and Mohr?

In this regard research has been carried out, including:

Khademian (2012) in a study titled "Effectiveness of teaching critical thinking skills and student achievement on second base in Tehran" creative thinking skills to evaluate the effect on student

achievement second base region 15 Tehran. The result showed that creative thinking skills to progress effectively.

Sarsany (2009), in a study on creative students have the education and curriculum, parents, teachers, habits, and interests, and goals of the people mentioned as factors in its success. Peterson and (2004), communication environment with innovative examine, and especially the role of creativity is Vilas school. He concluded that classroom teachers have an important role in increasing the motivation and creativity.

Kraft (2001), the role of education in development and prosperity, and highlighted a number of ways brainstorming techniques such as role-playing, art therapy and problem-solving strategies and the question and the answer has to offer.

Hesny (1997), communication environment with innovative examine in particular the role of the school and the class is creativity. He concluded that classroom teachers have an important role in increasing the motivation and creativity.

Research questions:

1- The teachers' views about the role of textbooks and technology to create and develop the skills of the mind is the fluid?

2- The teachers' views about the role of textbooks and technology to create and develop flexible skills is the mind?

3- The teachers' views on the role of textbooks and technology and skills in creating new ideas how?

4- The teachers' views about the role of textbooks and technology to create and develop the skills to interpret how?

5- The teachers' views about the role of textbooks and technology in the development and evaluation skills like?

6- The teachers' views about the role of textbooks and technology in the creation and composition skills like?

7- The teachers' views about the role of textbooks and technology to create and develop problem solving skills How?

8- Prioritize attention to any of the components of creative thinking in textbooks and technology from the perspective of how teachers?

Research Methodology

The purpose of this research in terms of functionality and in terms of how cross-survey data collection. In order to collect data from the questionnaire is used. Its validity was confirmed by experts and its reliability by using Cronbach's alpha ./78 Respectively. To analyze the data, descriptive and inferential statistics were used.

Results

1- The teachers' views about the role of textbooks and technology to create and develop the skills of the mind is the fluid?

Table 1. Descriptive information teachers answer questions related to measuring the skills of mind provides fluid. This results in separate lessons and technology skills (1), skills and technology (2), and Skills and Technology (3) have been brought together in a table to compare and judge the views of the editors of each of the books, The most are created.

Table 1: The views of teachers on the use of fluid skills of mind

middle	average	very high	high	average	low	Very low	title
3	2.91	1	9	41	15	1	Skills and Technology (1)
3	2.805	0	4	21	11	0	Skills and Technology (2)
3	2.862	0	6	14	8	1	Skills and Technology (3)
3	2.871	١	١٩	٧٦	٣٤	٢	Total Books

It can be seen that the fluid component of the overall question of the mind mean 2.87 and a median of 3 significantly different from the average value of 3. So we can say that the use of these components is almost below average.

2- The teachers' views about the role of textbooks and technology to create and develop flexible skills is the mind?

Table 2 Descriptive information teachers answer questions related to measuring the skills of mind provides fluid. This results in separate lessons and technology skills (1), skills and technology (2), and Skills and Technology (3) have been brought together in a table to compare and judge the views of the editors of each of the books, The most are created.

Table 2: views of teachers about how to use the skills and flexibility of mind

middle	average	very high	high	average	low	Very low	title
3	3.01	0	6	56	5	0	Skills and Technology (1)
3	2.972	0	6	23	7	0	Skills and Technology (2)
3	2.965	0	5	18	6	0	Skills and Technology (3)
3	2.99	0	17	97	18	0	Total Books

Observed that the question of component flexibility minds Average 2.99 And a median of 3 is not significantly different from the average value of 3 So we can say that the use of these components is about average.

3- The teachers' views on the role of textbooks and technology and skills in creating new ideas how?

Table 3 Descriptive information teachers answer questions related to measuring the skills of mind provides fluid. This results in separate lessons and technology skills (1), skills and technology (2), and Skills and Technology (3) have been brought together in a table to compare and judge the views of the editors of each of the books, The most are created.

Table 3: Teachers' views about the role of books and IT skills in the development of new ideas

middle	average	very high	high	average	low	Very low	title
3	٣.٢٥٧	١١	٨	٣٧	٩	٢	Skills and Technology (1)
3	٣.١٣٨	٢	6	23	٥	٠	Skills and Technology (2)
3	٣.٤١٣	٦	٢	١٩	٢	0	Skills and Technology (3)
3	٣.٢٥٧	١٩	١٦	٧٩	١٦	٢	Total Books

Observed that the question of new ideas averaged 3.257 and a median of 3 elements significantly different from the average value of 3, then we can say that the role of this component is desirable.

4- The teachers' views about the role of textbooks and technology to create and develop the skills to interpret how?

Table 4 Descriptive information teachers answer questions related to measuring the skills of mind provides fluid. This results in separate lessons and technology skills (1), skills and technology (2), and Skills and Technology (3) have been brought together in a table to compare and judge the views of the editors of each of the books, The most are created.

Table 4: Teachers' views about the role of books and IT skills in the creation and interpretation skills

middle	average	very high	high	average	low	Very low	title
3	٢.٧٧٦	٠	٣	٤٦	١٨	٠	Skills and Technology (1)
3	٢.٩١٦	٠	٤	٢٥	٧	٠	Skills and Technology (2)
3	٢.٧٥٨	٠	٠	٢٢	٧	0	Skills and Technology (3)
3	٢.٨١٠	٠	٧	٩٣	٣٢	٠	Total Books

Observed that the question of new ideas averaged 2.810 and a median of 3 elements significantly different from the average value of 3, then we can say that the role of this component is undesirable.

5- The teachers' views about the role of textbooks and technology in the development and evaluation skills like?

Table 5 Descriptive information teachers answer questions related to measuring the skills of mind provides fluid. This results in separate lessons and technology skills (1), skills and technology (2), and Skills and Technology (3) have been brought together in a table to compare and judge the views of the editors of each of the books, The most are created.

Table 5: views of teachers on the role of education in creating books and IT skill assessment skills

middle	average	very high	high	average	low	Very low	title
3	٢.٨٠٦	٠	٦	٤٢	١٩	٠	Skills and Technology (1)
3	٢.٧٢٢	٠	٢	٢٢	١٢	٠	Skills and Technology (2)

3	٢.٧٢٤	٠	١	١٩	٩	0	Skills and Technology (3)
3	٢.٧٦٥	٠	٩	٨٣	٤٠	٠	Total Books

It can be seen that the overall question of evaluation Average 2.765 and a median of 3 elements significantly different from the average value of 3, then we can say that the role of this component is undesirable.

6- The teachers' views about the role of textbooks and technology in the creation and composition skills like?

Table 6 Descriptive information teachers answer questions related to measuring the skills of mind provides fluid. This results in separate lessons and technology skills (1), skills and technology (2), and Skills and Technology (3) have been brought together in a table to compare and judge the views of the editors of each of the books, The most are created.

Table 6: views of teachers on the role of books and IT skills in the creation and composition skills

middle	average	very high	high	average	low	Very low	title
3	٢.٧٦١	٠	٥	٤١	٢١	٠	Skills and Technology (1)
3	٢.٨٠٥	٠	٤	٢١	١١	٠	Skills and Technology (2)
3	٢.٩٣١	٠	٢	٢٣	٤	0	Skills and Technology (3)
3	٢.٨١٠	٠	١١	٨٥	٣٦	٠	Total Books

Observed that the combined average of 2.810 and a median of 3 components in question is generally significantly different from the average value of 3, then we can say that the role of this component is undesirable.

7- The teachers' views about the role of textbooks and technology to create and develop problem solving skills How?

Table 7 Descriptive information teachers answer questions related to measuring the skills of mind provides fluid. This results in separate lessons and technology skills (1), skills and technology (2), and Skills and Technology (3) have been brought together in a table to compare and judge the views of the editors of each of the books, The most are created.

Table 7: Teachers' views on the role of books skills and technology to create and develop problem solving skills

middle	average	very high	high	average	low	Very low	title
3	٣.٢٦٨	٤	١٦	٤٢	٤	١	Skills and Technology (1)
3	٣.٥٢٧	٧	٨	١٨	٣	٠	Skills and Technology (2)
3	٣.٢٤١	٥	٣	١٦	٤	١	Skills and Technology (3)
3	٣.٣٣٣	١٦	٢٦	٧٦	١١	٢	Total Books

Observed that the general question of problem solving Average 3.333 and a median of 3 components significant difference in the positive direction with the average value of 3 .So we can say that the role of this component is desirable.

8- Prioritize attention to any of the components of creative thinking in textbooks and technology from the perspective of how teachers?

To check the same amount of attention to each of the components in textbooks and technology Friedman test was used.

Table 8: Results of the Friedman test

p-value	The chi-	Degree of	Count	Average Rating	Components

	square test	freedom			
۰.۰۰۰	۳۱۱.۱۲٤	٦	۱۳۲	۲/۸۷	Being fluid
				۲/۹۹	Flexibility
				۳/۲۵	New ideas
				۲/۸۱	Interpretation
				۲/۷۶	Evaluation
				۲/۸۱	Combination
				۳/۳۳	Problem solving

For this reason, the significance level of less than 5% of the amount due to each of the components are the same claim is rejected And the ranking of the role of each of the seven there. As the average of each of the components of the solution components and component evaluation lowest average is highest.

Conclusion

In a world that is rapidly changing, stagnation and lack of creative thinking, will have nothing but failure. In fact, this century, the century is over. Over a century of failed methods of teaching creative approach Morpheus. Will produce knowledge, and most of the scientific method, you must first properly identify the training bottlenecks, analyze and then offer solutions. Creativity and creative learning, growth, development, and development and usability, features, and create new opportunities for productive thinking creates.

Traditional academic education and the school, all have experienced. I see otherwise. It is time that the minds of students to think, to criticize, question, push. It used to be the queen of it in our mind. In the present world, the transmission of information, no scientific value. What valuable scientific potential and adaptation, to overcome the difficulties exterior. The key to this work, honoring the students and creative products. Those who do not appreciate the uniformity of critical thinking and problem solving techniques to employ and train others more successful. The modern patterns of work and society, people need to be able to change, adapt and good information management, to dominate the environment are growing. The ability to make

important decisions, a living and effective work. Traditionally, teachers have been the main source of information inside and outside the classroom, and advice and counsel that was needed, they offered to learners.

Thus, if we strive for innovation and development in today's generation, we can put this capital to deposit, in the future, take great interest because creative people are better able to analyze the changing and complicated world and analysis and in the light of the creativity, the best, to achieve innovation and entrepreneurship. As the results showed, unfortunately, according to an emphasis on creative thinking in the educational system, in practice, to encourage students to use creative thinking and motivation will not exist. In this connection, content and technology curriculum has been unable to provide basic necessities creative thinking skills. The results of this study showed that the amount of fluid components according to the mind, interpretation and evaluation of the well below average, average and component element of flexibility in problem solving and new ideas is above average. According to the results of the study comments and ideas to provide educational scholars of proposals for paid training position:

1. Based on the results of the study showed that due to creative thinking skills in curriculum content and technology is a disadvantage; Experts and planners need to further investigate this important area of curriculum and careful consideration.
2. Given that the results of the study showed that due to a combination of factors, interpretation, evaluation and mental fluidity of the components of creative thinking skills are poor, it is essential to the field of curriculum experts and planners are more important review and careful consideration.
3. Use active teaching methods in classrooms.
4. providing real opportunities for transfer of learning in classrooms.
5. create a learning environment designed to develop thinking among students.
6. inservice training to all teachers of different educational levels to become familiar with creative thinking.
7. Based on the experience of other countries in the development of creative thinking in educational environments.

Resources

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