

**Fostering Creative Pedagogy among Secondary Art
Teacher Training Students in Taiwan: Investigating the
Introduction of Possibility Thinking as a Core of
Creative Pedagogy in a Workshop Intervention**

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DEDICATION

To my parents and my brother and sister, for their unfailing supports

To my beloved husband, for his endless love and concern

To my dearest daughter Becky and my unborn baby

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ABSTRACT

This study explored how a teacher-training course helped secondary art student teachers in Taiwan to develop their perceptions and practice of creativity and creative pedagogy [CPed]. A series of CPed workshop sessions, based on the Western theoretical framework of possibility thinking [PT] and its pedagogy [PTCPed], were designed to introduce to the twelve secondary art teacher training students in an arts university in Taiwan.

Through adopting an action-based case study approach, qualitative data were collected from the participants' interviews together with the reflective documents of the participants and the researcher, and any possible visual materials. Observations were also video-recorded. The analytical methods focused on both inductive and deductive approaches to explore how student teachers developed their perceptions of creativity and CPed and the possible influences in practice.

Adopting the idea of "contextualising" one set of cultural values in another, a new landmark of PTCPed emerged. This study confirmed most features of PT, but found question-posing and question-responding to be intriguingly absent in the participants' definitions of creativity (PT) and their practice of CPed; and it also, significantly, identified several emerging PT characteristics and attitudes: originality, confidence, no limitations, and problem-solving. These features were fostered by teacher's creative teaching [CT] and learners' creative learning [CL] in an enabling and effective context in which teachers offered the learners' opportunities (including time, space and challenges) to develop ideas and confidence to play with the materials, prioritised learners' agency (including individual and group activities), and stood back to offer freedom, and at the same time moved step forward to observe the learners' engagement and check when to offer help. Finally, this study also highlighted the implications for the practice in the Taiwanese

initial art teacher education [IATE], in which teacher educators are suggested to appreciate this complexity, and to understand and allow student teachers to interact with different perspectives or approaches when interpreting their pedagogy through reflective practice.

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ABBREVIATIONS

The Arts and Humanities Learning Area	[AHLA]
Big-C Creativity	[BCC]
The British Educational Research Association	[BERA]
Computer Centre of Ministry of Education	[CCME]
Creative Learning	[CL]
Creative Pedagogy	[CPed]
Continuing Professional Development	[CPD]
Creative Teaching	[CT]
The Creative Self-expression Art Education Approach	[CSEAE]
Discipline-based Art Education Approach	[DBAE]
Department for Education and Employment in England	[DfEE]
European Commission	[EC]
Effective Teaching	[ET]
Effective Teaching Context	[ETC]
European Trade Union Committee for Education	[ETUCE]
European Union Seventh Framework Programme	[EUSFP]
Future Imagination and Creativity in Education	[FICE]

Humanities and Social Science Education Programme	[HSSEP]
Initial Teacher Education	[ITE]
Initial Art Teacher Education	[IATE]
Information and Communication Technology	[ICT]
Little-C Creativity	[LCC]
Pro-C Creativity	[PCC]
Postgraduate Certificate in Education	[PGCE]
Possibility Thinking	[PT]
Possibility Thinking Creative Pedagogy	[PTCPed]
Mini-C Creativity	[MCC]
Ministry of Education	[MOE]
National Advisory Committee on Creative and Cultural Education	[NACCCE]
Teaching for Creativity	[T for C]
Supportive Learning Climate	[SLC]
Visual Culture Art Education	[VCAE]
White Paper on Creative Education	[WPCE]