

Mainstreaming the Education of Creativity

Exploring the application of Neuroscientific and Eastern
Traditional practices in contemporary education

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ABSTRACT

The purpose of this paper is the exploration and development of teaching mechanisms that can be introduced in the existent mainstream subjects like mathematics, science and language, to nurture creative thinking. The paper also explores the relation between traditional eastern teaching practices intended to bring physiological changes to the brain, and the mechanisms involved both the process of being creative and learning creativity. The primary hypothesis is that while some children might be more genetically inclined to have brains with creative potentials, creativity like many other skills, can be taught and learned; and there is a science to it.

The mainstream education of creativity in our schools, is mostly rudimentary, often non-existent and accidental at the best. A sound neuro-cognitive approach to understanding how the brain learns to be creative is thus required and a curriculum must be framed around it. This is often ignored because of the belief that “creativity” needs to be taught as a separate subject, or through specific lessons on visual or performing arts. Creativity involves cognitive processes that, if developed, can make the students perform better even in conventional subjects. A study of the brain’s functioning in a creative process provides insights into developing better syllabi and teaching practices for our education system.

Conventional practices brought down through a western colonial system of education, are the most prevalent pedagogy today. They do not promote, but often inhibit the brain’s capacity for creative intelligence to a great extent. Classroom practices based in the contemporary neuroscientific and eastern traditional understanding of creativity and cognition, can increase creative potential and can be directly correlated to a whole-brained approach towards education and learning.

Keywords: Creative Intelligence, Teaching Practices, Cognitive Learning, Neuroscience, Eastern traditions, Creative Potential, mainstream subjects, Curriculum

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