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“Training Need Analysis of University Teachers for Creative Teaching”

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ABSTRACT

Creative teaching is an art (Craft, 2011). There is an increasing awareness of the importance of fostering creativity in higher education. The rationale of the study was to investigate the overall training needs of creative teaching among university teachers in AJ&K. To understand the perspectives of university teachers regarding the training needs for creative teaching interviews were taken from faculty members in one institution of higher education. There were 15 faculty members from whom information regarding training needs for creative teaching was collected. The findings of the study are based upon data analysis of interviews conducted with faculty members. Findings revealed that to make teaching more creative there is a need for the latest technologies, innovative teaching methodologies, and also the use of ICT in the classroom. The study concluded that there is a lack of training in higher education in AJ&K. Therefore there is a need of initiating training in AJ&K universities for achieving the fruitful results of teaching.

Introduction

21st-century education requires that the process of teaching and learning be constructive and creative. However, there is a lack of creativity in universities of AJ&K. It means that teaching methods are still traditional in which individual activities, findings, and discussions can be done. As a result, students receive information without the development of creativity.

Creative teaching is an essential component of fostering creativeness (Sternberg, 2015). Creative teaching is defined as instructive interactions facilitated through the instructor that is “distinctive, modified as well as significant” (Rinkevich, 2011). Creative teaching is an important component of nurturing creativity. Around the world, national education bodies are working for a change from conventional pedagogy and standardized testing to more innovative education standards (Beghetto & Kaufman, 2017).

At the higher education level, training for creative teaching is obligatory. Without the training of instructors, the process of creative teaching cannot be attainable in a successful manner. So it is necessary to professionally train the teachers at higher education institutions for the accomplishment of the process of creative teaching. The idea that professional development (PD) for creative teaching can promote perfections in teaching is extensively accepted'. So, there is a need to improve teacher training to supply a successful instructor teaching as well as an effectual along with appropriate professional development to **promote the development of teachers** (Bleedron, 2005).

The quality of higher education largely depends upon the quality of teaching in institutes of higher

education (Tang, 2011). Teaching is an art (Johnson, 2015). It depends not only on knowledge and understanding of the core areas of learning, but also depends upon the ability to teach these creatively. Tharp (2000) state that the importance of teaching cannot be ignored at any cost, and to meet the global trends there is a need to bring innovative changes in the teaching process. For the achievement of these innovative changes in the teaching process, the role of a teacher is pivotal. Highly qualified and well-trained university teachers are essential in building excellence in teaching (Murtaza, 2011).

Professional development of university teachers is the need of the day to meet individual and societal demands. At the higher education level, professional development for creative teaching is essential. Without the professional development of university teachers, the process of creative teaching cannot be attained successfully. As Murad (2017) and King (2014) highlight the importance of professional development for creative teaching. It is very essential to have skilled teachers at higher education institutions that can apply diverse methods of creative teaching to make students get ready for future challenges by using their skills. So it is necessary to professionally train the teachers at higher education institutions for the accomplishment of the process of creative teaching.

One of the key elements in most of these reforms is the improvement of teachers. People are acknowledging that teachers are not only the variables' that are supposed to be distorted to progress their education systems, but the teachers are too the most important managers in these improvements. In the educational process, the teacher has a central position and is considered a basic component of education. There is a need for specialized training regarding creative teaching in

formal education at universities for sophisticated professional knowledge proposed to assist teachers to develop their specialized understanding, capability, ability, as well as efficiency in their profession (Brinkman, 2010).

Review of The Related Literature

Without creativity, we are not able to develop any art, literature, and science with modernization. And it may be, not understand that creativity has an important role in teaching (Benlarmi, 2013). That's why it is of utmost importance to enhance creativity in teaching to encourage students' learning abilities by use of real activities through engaging students in flexible and modern methods. Creativity has become one of the basic capabilities to be put into practice in classrooms. "By encouraging creativity and imagination, we are promoting children's ability to explore and comprehend their world and increasing their opportunities to make new connections and reach new understandings." (Duffy, 2006)

Creative Teaching

The act of instruction in a new and constructive method that supports learner's development is associated with the improvement of unique thinking with achievement (Zhou, 2016). Creative teaching spotlights equally on the techniques an instructor employs to convey knowledge along with the overall consequence those techniques have on learners and the result shaped.

According to Stein (2012) creativity in teaching is "an innovation that is valuable in the creation of innovative and realistic ideas by an individual or small group working cooperatively".

According to Lubart, Mouchiroud, Tordjman & Zenasni (2015) creativity in teaching is the aptitude to create new and modified resolutions in a particular condition.

Creativity in teaching is a bunch of skills that are required to create thoughts

that are unique and valuable (Sternberg, 2006).

Teaching creatively has been distinct as 'use of creative approaches to construct knowledge more inspiring, motivating as well as effectual (Fautley, 2007).

Professional Development

Professional development refers to the improvement of an individual in his or her professional responsibility (Reimers, 2003). Professional development refers to long-lasting learning along with occupation preparation after a person has gone into the personnel organization to support them and to develop innovative abilities, stay up-to-date on current trends, as well as move forward their occupation. The use of professional development is to provide a chance to specialists to uncover as well as use innovative information along with talents that can assist them in their occupation and additional in their career. Professional development is concerning with, structuring the ability as well as knowledge supported in the relevant field (Antley, 2020).

The importance of fostering creativity in the classroom

. Creativity is an integral part of the psychological functioning of children; therefore teachers are being advised to introduce creativity into their daily classroom practice for unbiased and attractive education. All over the world, there are innovative periods in education systems. From the beginning of the new century, numerous societies are engaging in the grave and promising reform of education. The following points show the importance of creativity in teaching.

Promote more ways to resolve problems

Flexibility is essential when it comes to promoting innovation. It's about developing the ability to come up with different solutions and unique ideas by motivating students to carry on their struggles of discovery when their initial plan doesn't achieve, examine options and

work hard until the completion of tasks. When students come to independent problem solving as a result they become more flexible and confident.

Generate meaningful assignments that permit students to play to their full potential

Each learner has a distinctive need. Therefore generate activities in such a way that cooperate with the distinctive potencies of each learner. So it is necessary, that interest of learners should be kept in mind while using any method. It assists to promote true wisdom where you can build interest and engage in this challenge.

Create a safe and open space where failure is accepted and celebrated

According to my point of view the role of art in the classroom, about generating a secure and suitable environment where thoughts can flow without restraint and students can struggle and discover their imaginative resolutions, without the force of 'getting it right' Sometimes classes may feel that there is only one answer or a solid answer; we must permit students to discover different solutions order to grow and prosper.

Weave creativity into every subject area

All subjects can be creative. Even well-defined and well-structured topics such as mathematics and science have an area where art can be integrated into a topic to endorse greater student understanding.

Adapt activities and methods of learning to cater to individual students

Perhaps because we're aware of reconciling ingenuity with artistic abilities, we can count on that a baby who attracts and likes to draw is wise, even though this

may be disregarded. The artwork and potential to take a hobby in studying is available in all paperwork and could suggest something distinctive to all kids. Instructors want to know the differences and to apply their teaching successfully. For example, some students may be visible novices, others may additionally select to study through performing intelligently, or by way of staring at or taking note of such information.

Challenge yourself with the perspective of the adult in the room

Building an attractive and creative classroom may be a mission, specifically in far-flung gaining knowledge of the area in which you teach kids on display. One of the satisfactory matters I'm able to inspire instructors to do is embody artwork yourself. How will you teach your class in case you can't speak? Are you able to draw? Can you use symbols? Can you write a mystery message about the usage of emojis and make your readers discover it? When we assign ourselves as adults, we sell information, there may be not anything we can do however be innovative within the manner we teach.

Embrace group projects

Team initiatives are amusing by way of encouraging collaboration and problem-solving as a team. Operating as a group encourages students to address other humans' ideas and methods; if you are put in a room with different thoughts and ideas, you don't have any desire however to be creative for your method to problem-solving (Team, 2020).

Facilitating factors to Promote Creativity in Teaching

For the development of creativity in teaching in higher education, it is essential to facilitate the endorsement of an institutional civilization that provides

better worth to creativity as well as its appearance, not being limited to conventional types of educational improvement. There is a need for educational modification in higher education. For this modification, there is a need that teachers recognize as well as enhance their creativity as an essential element of their professionalism. There is a need for an institutional climate to give confidence to teachers and students for reflection and personal development. Due to the significant position of teachers in the improvement of learners' creative abilities, creativity should be a subject matter generally addressed in teacher's professional development, to get organized teachers acquainted with and increase students' innovative capabilities. To develop students' creativity it's also crucial for instructors to have proper access records concerning pedagogical practices that may be used within the study room in addition to approximately the variety of things that could have an impact on innovative expression (Wisdom, 2007).

Creativity

Creativity is a distinctive as well as the creative approach of employing one's mind's eye and taking that mind's eye to the next stage of consideration through transporting regarding clean as well as rousing techniques in demonstrating substance of knowledge. The teacher needs to recognize what creativity is and how to be familiar with it, and how to sustain it within his or her learners, as well as to encourage creativity in the classroom (Runco, 2003).

There is a need for teachers to realize the importance of creativity for students. A child's potentially imaginative effort very well can be innovative as well as adaptive when it is only considered individually and it is not original when it is compared with others' ideas (Runco, 2003).

According to some researchers, creativity is considered an indescribable idea (Bohm, 1998; Craft, 2003). There is a need for

innovation for a creative teaching process (Runco, 2003). Creativity is considered an essential ability for all to obtain and should be equally delighted with the identical position as literacy. (Craft, 2003; Sawyer, 2004; Strom & Strom, 2002), The teaching of thinking skills makes a payment to an improvement in creativity. The creativity of teacher's acts as an essential part in increasing learner's creativity, moreover, creativity is considered as an essential component of the instructive procedure (Runco, 2006).

Role of Creative Teacher

A creative teacher can make use of accessible information and convey it to the learners in a narrative and distinctive manner by establishing a procedure that makes constructive consequences as of the pupil. Professional teachers can be creative in every subject according to the situation. Planning is necessary to organize the creativity, such as a field trip, to even play an amusement as well as to show how for every action there is a resulting reaction. Creative teachers can remove the restrictions of the traditional method of teaching to new methodologies, no matter if it is intended or unexpected. Creative teachers have the authority for changing the curriculum according to the needs of students. Creative teachers work out to manage the instruction processes concerned with a requirement for preference as well as the authority to make it with the help of sensible contribution. To adjust the students according to cultural needs creative teachers work within a broad range of traditional social standards (Jeffery & Craft, 2006; Woods, 1995)

Creative teachers tend to be autonomous intellect but collaboratively organize the work. Creative teachers carefully listen to the student along with directed by a strong principled basis by the use of clear values. Creative teachers exemplify concern for fairness as well as give a central position to the students to cover learning and commitment in a

conducive atmosphere. Creative teachers encourage the students to raise questions relevant to the problem that support the investigation of a problem space and provide a suitable solution regarding the problem (Jeffrey & Craft, 2006).

Every time creative teachers are ready to hear the views of students on their learning and take their thoughts seriously. One component of effective teaching may well be viewed as creative teaching. According to some researchers, a teacher's role in creative teaching can be measured under the extensive category of the 'teacher effectiveness' exam, which represents the impact on student learning" (Craft, 2008).

Incorporating creativity into classroom practice across the curriculum

Inquiries are at the heart of learning along with Problem-solving. Creative teachers inspire the students to think about the problem as well as to provide solutions relevant to that problem. A good teacher raises questions at the right level to pitch the problems at exactly the right level to capture the attention of the student's thoughts, as well as to provide support related to their problems. The teachers present the solution of the problems relevant to questions of the students according to the situation e.g. student age, the local civilization, the discipline being studied, and many other factors. Sometimes it is mistakenly assumed that creativity can be promoted in the classroom through group work and the role of the teacher as facilitator. By engaging the students with the help of instruction in a conducive and supportive environment as well as focuses on powerful questions and problems encourage creativity in the class (Hattie, 2009)

Direct teaching plays a significant role to provoke the thinking of the students through a highly skilled active process as well as providing relevant information to the students regarding teaching and

learning. Discussions are based on questions that include important concepts and ideas. Teachers stimulate the students with new ideas and thinking skills instead of signaling failure. Teachers as well as students find out the mistakes and guide each other to overcome these mistakes. There is a need that teachers should be vigorous in challenging student thinking and bringing positive consequences from learning.

Methodology

The layout for this research was qualitative. "Qualitative research is known as the naturalistic investigation or suggestion on everyday life critical occurrence". This research allows in-depth interviews which appoint human stories, feelings, and awareness, which can't be justified by way of quantitative research. Respondents' points of view are lots more seen and deeper insights are shown through qualitative research, a technique that's quite imperceptible in quantitative research (Berg, 2001). The facts have been collected within the shape of character interviews with the teaching faculty members of the University of AJK Muzaffarabad. Thus, the qualitative method facilitates understanding the different aspects of training which is helpful for creative teaching.

Sample and Sampling Technique

Purposive sampling gives an inductive approach in which the sample length decided on is generally on small scale (Suri, 2011). For this study purposive sampling became organized that protected the population of university faculty. There has been no drawback of age, gender and education; however, 15 participants have been diagnosed from 1 university of Azad Jammu and Kashmir.

Research Instrument

An open-ended interview question was used to extract the required information. The in-depth interview gave

an actual insight of the teaching faculty about the need for training for creative teaching in higher education.

Data Analysis

To understand the interviewees' point of view qualitative exploratory study was used regarding the phenomenon under investigation. The data analysis was done through thematic analysis collected from interviews, which concerned manually coding the data transcript and then attaining various themes as well as groups from it. The meanings were generated through categorizing segments of the interviews.

Results & Discussion

When the respondents were asked about the overall training needs for creative teaching, the following themes emerged from their responses.

Latest technologies

"There can be infinite uses of the computer and new-age technology, but if the teachers themselves are not able to bring it into the classroom and make it work, then it fails." (Nancy Kassebaum)

"We need technology in every classroom and every student and teacher's hand, because it is the pen and paper of our time and it is the lens through which we experience much of our world." (David Warlick)

Some of the respondents responded that to make teaching more creative we need the latest technologies in our classrooms and also need training related to the use of the technologies in our teaching because *There is no proper system of the use of these technologies in our classroom, so there should be proper training for the use of these technologies for creative teaching.*

Innovative Teaching Methodologies

"Without change, there is no innovation, creativity, or incentive for improvement. Those who initiate change will have a better opportunity to manage the change that is inevitable". (William Pollard)

There is no doubt that creativity is the most important human resource of all. Without creativity, there would be no progress, and we would be forever repeating the same patterns." (Edward de Bono)

The majority of the respondents emphasized that there should be a proper system of training relevant to the use of innovative teaching methodologies in the classroom because the system of education is changed. Now the teaching methods are changed from traditional methods to modern methodologies

of teaching. Creative teaching is only possible when *we are aware of the latest methodologies and there is a proper arrangement of training according to teaching needs.*

Use of ICT

"There can be infinite uses of the computer and new-age technology, but if the teachers themselves are not able to bring it into the classroom and make it work, then it fails." – Nancy Kassebaum

In the response to the question about training for creative teaching, some of the respondents positively emphasized that there is a need for training related to the use of ICT in the classroom for creative teaching. *There should be an arrangement of Google classroom to interact with the students. But still, there is a lack of these facilities in AJK.*

Innovative use of local/traditional resources for creativity

When I am finishing a picture, I hold some God-made object up to it – a rock, a flower, the branch of a tree, or my hand – as a final test. If the painting stands up beside a thing man cannot make, the painting is authentic. If there's a clash [between the two, it's bad art.](#)

(Marc Chagall)

Some of the respondents said that there is a need for training, how to use local resources innovatively to promote creativity in teaching because local resources are easily approachable and also cost-effective. *We have resources but we don't know how to use them according to the need of teaching. So there should be training relevant to this.*

Discussion

The study was carried out to find out the need for training for creative teaching in higher education in AJ&K. At the higher education level, training for creative teaching is obligatory. Without the training of instructors, the process of creative teaching cannot be attainable in a successful manner. Most of the findings pursue prior research. The descriptions of these researches are mentioned with each finding of the study. Innovative technologies play a great role in teaching creatively. In higher education, there is a need to use the latest technologies for creative teaching. It was found from the result of the study that to make teaching more creative we need the latest technologies in our classrooms and also need training related to the use of these technologies in our teaching but there is no proper system of the use of these technologies in our classroom, so there should be proper training for the use of these technologies for creative teaching.

According to [Mishra and Mehta \(2017\)](#) given the digital world in which education is increasingly situated, there has been much consideration of what teachers need to know to use technology

actively in the classroom, and the competencies needed to develop digitally-fluent creative students.

The system of education has changed. Now the teaching methods are changed from traditional methods to modern methodologies of teaching. The finding of the study showed Creative teaching is only possible when we are aware of the latest methodologies and there is a proper arrangement of training according to teaching needs. McCarthy and Anderson (2000) conducted research to study, analyze, and compare the outcomes of students taught by traditional methods with those of students taught by the active learning methodology. The results of quizzes demonstrated that the students involved in active learning achieved higher scores than those who were taught traditionally.

ICT is an important tool of teaching creatively and of teaching for creativity. In the response to the question about training for creative teaching, some of the respondents positively emphasized that there is a need for training related to the use of ICT in the classroom for creative teaching. There should be an arrangement of Google classroom to interact with the students. But still, there is a lack of these facilities in AJK. Recently, there has been a great deal of interest and research about the use of ICT in the educational process. The rapid development of technology has presented a challenge for classroom integration ([Zhao, 2012](#)) and this supports the idea of creativity as the process to construct everyday creativity (Charlile & Jordan, 2012). Referring back to the two concepts of creativity adopted in this study, the teachers can construct everyday creativity through the implementation of technology in their teaching practice. Technology does not provide ideas; technology can complement skills by providing a means of experimentation and exploration ([Charlile & Jordan, 2012](#)).

According to Gall & Breeze (2008), new technologies can be used in educational settings to enhance learning, and many researchers found that the application of ICT across a range of school subjects can provide a different, creative and collaborative process in the classroom.

It was found from the result that there is a need for training, how to use local resources innovatively to promote creativity in teaching because local resources are easily approachable and also cost-effective. We have resources but we don't know how to use them according to the need of teaching. So there should be training relevant to this.

Learning that takes place in local settings contributes to improved thinking and problem-solving skills. Decision-making in authentic contexts is most relevant to learners. The world beyond the classroom provides a more inclusive learning environment for all learning styles. (Rethinking, n.d).

Conclusion

The study concluded that respondents are aware of the importance of training for creative teaching but still there is a lack of training in higher education in AJ&K. Creative teaching is an important segment of the education process. There is a dire need of initiating training in AJ&K for achieving the fruitful results of teaching.

Recommendations

So for the improvement in the teaching process following steps should be taken.

1. There may be proper training of teaching after induction in higher education institutions.
2. There may be arrangements for refresher courses for teachers.
3. There may be a system of updating the teachers according to the need for innovative teaching.

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