



Agricultural Teacher Creativity:  
An examination of agricultural  
teachers' creative behaviors

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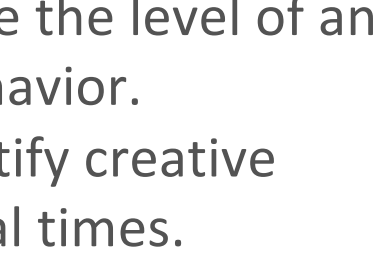
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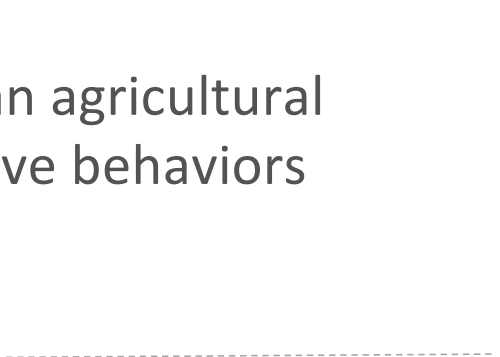
# Purpose Statement

This study was designed as an exploratory study to include the collection of data for a deeper understanding creative behavior. In this study quantitative data was used to measure the level of an individual's creativity and creative behavior. Qualitative data was collected to identify creative practices exhibited during instructional times.





# Research Questions

1. What is the teacher's level of creativity?
  2. How do agricultural teachers display creativity in the classroom during instruction?
  3. What is the relationship between an agricultural teacher's creativity level and creative behaviors used during instruction?
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# Literature

## Creativity and Creative Behaviors

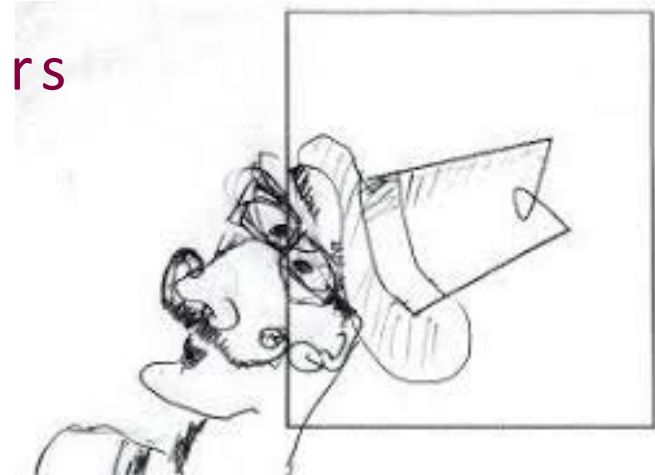
- All people are problem solvers therefore all people are creative (Kirton, 2003).
- Creativity is defined as producing a product that is both novel and appropriate (Sternberg, 2004).
- Torrance (1993) identifies that creativity can be considered from the following viewpoints person, process, product, and the environment.



"fish eating fish"



"The clown"



- The Torrance Tests of Creative Thinking (TTCT) identifies level of creativity and can be used to predict creative output.
- Creative Check-List measures creative behaviors.
- Behaviors selected for this study were: storytelling, movement, humor, fluency, originality, fantasy, emotion, and colorfulness

# Methods

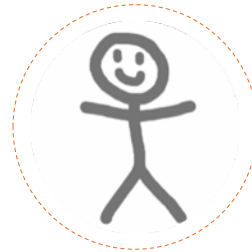


# Population and Sample



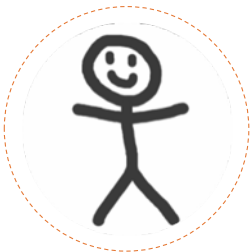
## Avery

- 24 years of teaching experience
- Bachelor's in Agricultural Sciences
- Both parents were Agricultural Educators
- Moderate level of creativity
- Submitted 0 Videos



## Cameron

- 31 years of teaching experience
- Experience in FFA during middle and high school led to their career path
- Low level of creativity
- Submitted 3 videos



## Dakota

- First year teacher
- Experience in agricultural education courses in high school and time as a State FFA officer led to their career path
- High level of creativity
- Submitted 3 videos



## Emery

- 18 years of teaching experience
- Experiences in 4-H, and agriculture courses led to their career path
- High level of creativity
- Submitted 3 videos



# Data Collection and Analysis



## CREATIVITY WORKSHOP AND TTCT

### Creativity Workshop and TTCT

Participants completed the Torrance Tests of Creativity Thinking Figural form A as part of a creativity workshop.

## VIDEO SUBMISSION

### Video Submission

Participants were asked to follow a video protocol to showcase their creative teaching.

## VIDEO ANALYSIS

### Video Analysis

Videos were uploaded into the Noldus Observer TX software to identify creative behaviors and measure the number of occurrences as well as duration of each behavior.

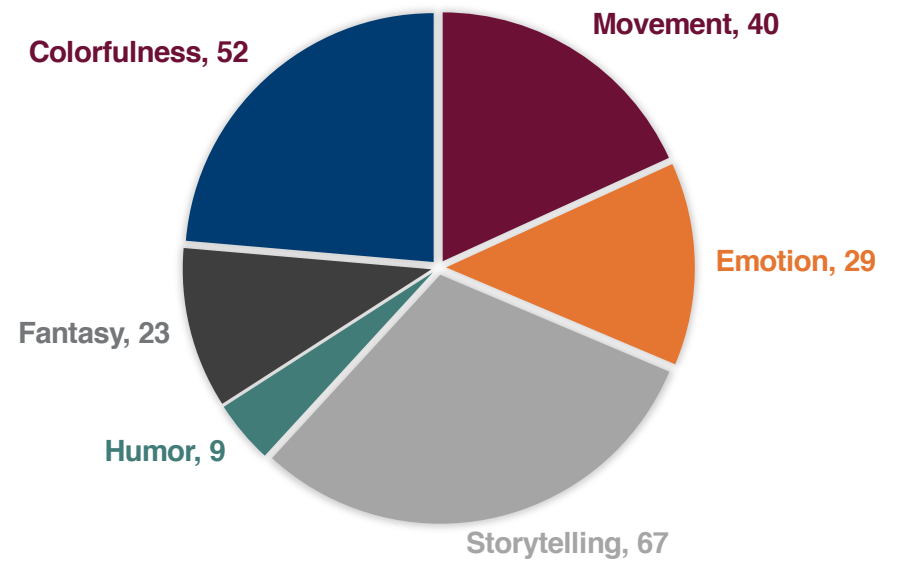


# Results and Findings

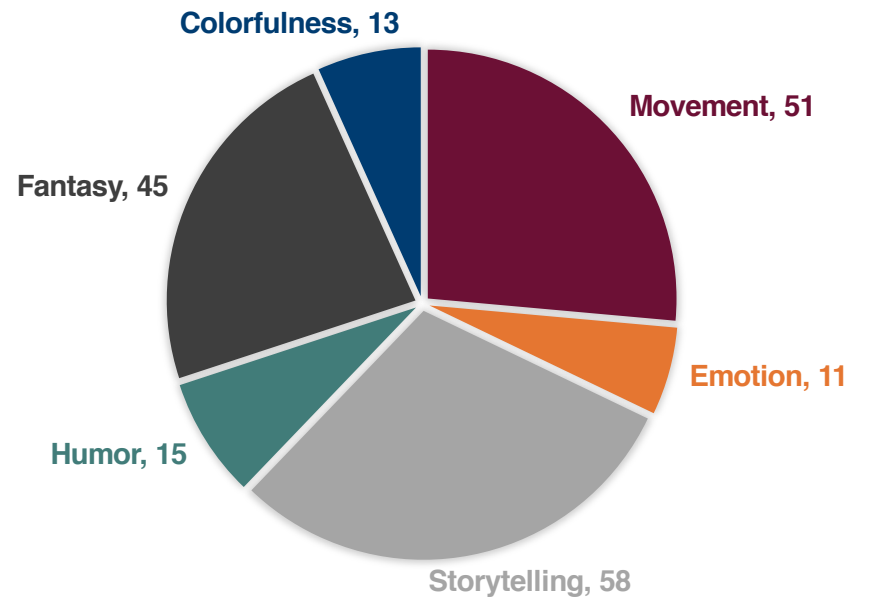
Participant  
Torrance Tests of  
Creative  
Thinking Scores:  
Figural Form A

	<b>Avery</b>	<b>Cameron</b>	<b>Dakota</b>	<b>Emery</b>
Fluency	92	97	97	99
Originality	88	54	92	93
Abstractness of Titles	61	20	35	75
Elaboration	15	4	55	55
Resistance to Premature closure	48	48	81	70
Checklist	14	11	19	13
National Percentile Sore	69	35	92	92

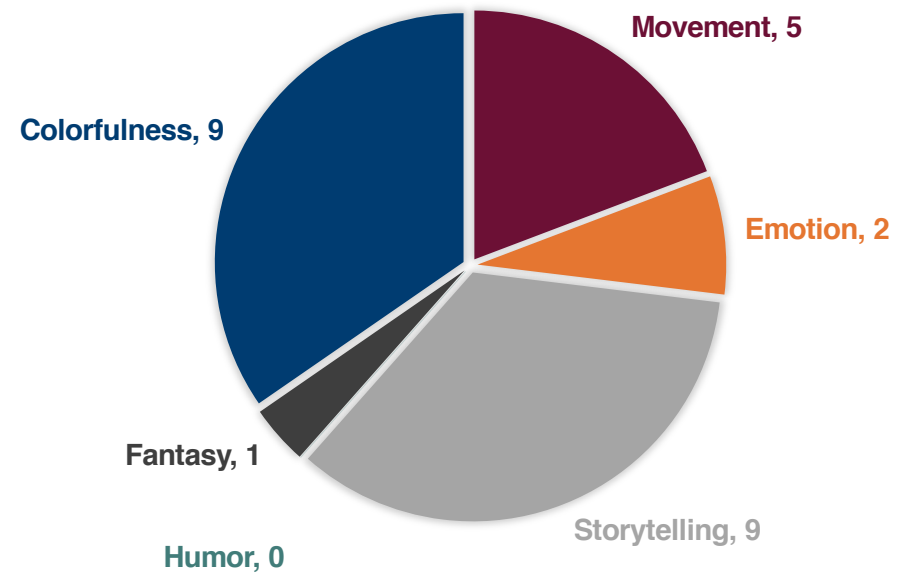
└ Cameron



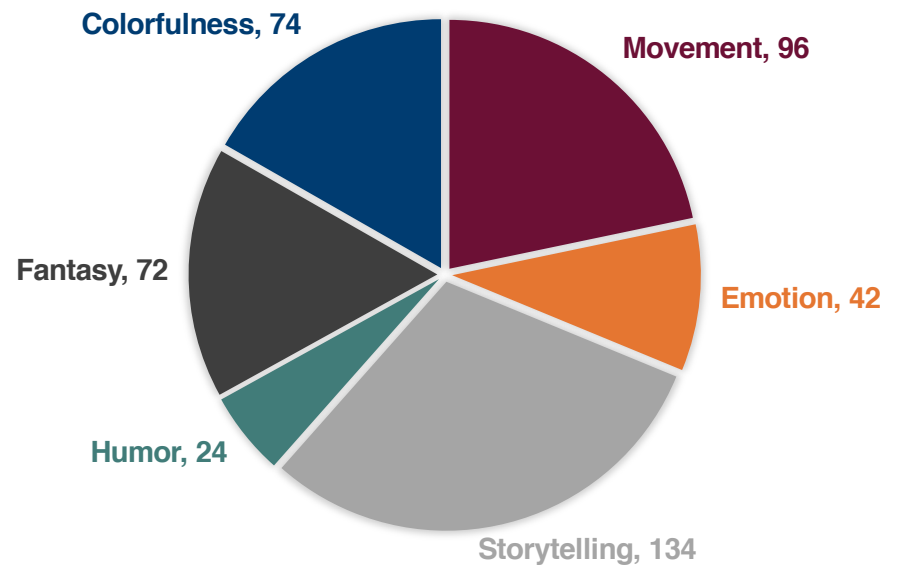
┌  
Dakota



Emery



└ Creative Behavior Occurrences



# Discussion and Conclusion

## What is the teacher's level of creativity?

- Dakota and Emery were identified as having a high level of creativity.
- Avery was identified as having a moderate level of creativity.
- Cameron was identified as having a low level of creativity.
- The creative strength for all participants was fluency
- Skill development needed for elaboration, abstractness of titles, and resistance to closure



How do teachers display creativity in the classroom during instruction?

- Creative behaviors most used by teachers include: storytelling, movement, fantasy, and colorfulness.
- Humor is used the least.
- There are differences between academic level of instruction (Middle vs High School).
- Originality should be removed as a construct to measure for creative behavior at this time.

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What is the  
relationship between a  
teacher's creativity  
level and the  
classroom instruction  
they utilize?

- There is not a significant relationship between creativity level and creative behaviors.
- Cameron was anticipated to utilize few creative behaviors, but had as many occurrences of creative behaviors as her peers that were identified as highly creative.
- Despite creativity level teachers can and do utilize creative behaviors during instruction.

# Recommendations

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Recommendations for  
Teacher Preparation  
Programs and  
Professional  
Development

Inclusion of creativity and creative behaviors as teaching methods.

- ❖ Storytelling
- ❖ Colorfulness
- ❖ Elaboration
- ❖ Fantasy
- ❖ Movement
- ❖ Emotion
- ❖ Humor

## Recommendations for Future Research

- Examine the relationship between creative behaviors and student achievement.
- Use Kirton's Adaption-Innovation (KAI) to examine the relationship between creative behavior and problem-solving style.
- Examine the role that gender has in creativity among agricultural teachers.



# References

Kirton, M. J. (2003). *Adaption-Innovation in the Context of Diversity and Change*. New York, NY: Taylor & Francis Group.

Sternberg, R. J. (2004). *Handbook of creativity*. New York, NY: Cambridge University Press.

Torrance, E. P. (1993). Understanding creativity: Where to start. *Psychological Inquiry*, 4(3), 232-234.  
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Thank You!

Questions?