Creativity-Based Learning Model in Thailand Context

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Abstract

This academic article thoroughly examines the Creativity-Based Learning Model in the distinctive context of Thailand, acknowledging the imperative need for a comprehensive understanding of its implications. Despite progress in this area, critical gaps persist, particularly in the limited research on how this model specifically fosters innovation in Thai students and readies them for the global workforce. The study delves into the nuanced ways in which creativity is perceived and promoted within the Thai cultural context, influencing the overall effectiveness of the learning model. A pivotal aspect of this investigation involves the identification and addressing of challenges and opportunities associated with integrating the Creativity-Based Learning Model into Thailand's existing educational policies and structures. The research aims to offer valuable insights to inform educational policymakers, administrators, and practitioners, facilitating the development and implementation of creativity-based pedagogies customized for the Thai educational system. By bridging these knowledge gaps, the study aspires to contribute to the enhancement of education in Thailand, empowering students with the skills and mindset necessary for success in an increasingly dynamic and competitive global landscape.

Keywords: Creativity-Based; Learning Model; Thailand; Context

Introduction

In the realm of education, the pursuit of innovative and effective pedagogical approaches remains a constant endeavor, particularly in the context of a globalized and dynamic world. Thailand, with its rich cultural heritage and a growing emphasis on educational reform, stands at the forefront of exploring novel methods to enhance learning experiences. This research delves into the emerging paradigm of the "Creativity-Based Learning Model" within the Thai educational context (Atthachakara, 2021), highlighting its potential to revolutionize traditional teaching methodologies. Creativity, as an essential skill for the 21st century (Puriwat, & Tripopsakul, 2020), has gained increasing recognition as a cornerstone of holistic education. It goes beyond rote

memorization and embraces the development of critical thinking, problem-solving abilities, and innovative capacities. In the Thai educational landscape, the integration of creativity into learning models is becoming a focal point, representing a departure from conventional approaches that may not fully meet the demands of the modern world.

To contextualize the significance of creativity in education, Csikszentmihalyi (1996) asserts, "Creativity is a central source of meaning in our lives... most of the things that are interesting, important, and human are the result of creativity." This viewpoint underscores the transformative potential of infusing creativity into the learning process, emphasizing its role not only in academic success but also in fostering a deeper connection to knowledge and its real-world applications. As Thailand seeks to align its education system with the evolving needs of the 21st century, the exploration of a Creativity-Based Learning Model becomes imperative. This research endeavors to examine the current landscape, challenges, and potential benefits of integrating creativity into education, offering insights into the transformative journey that Thai education is poised to undertake.

Studying the Creativity-Based Learning Model in the context of Thailand is essential for several reasons, and while significant strides have been made in this area, there are still gaps that warrant further exploration such as the limited research may exist on the specific ways in which a Creativity-Based Learning Model contributes to fostering innovation in Thai students (Poonsin, & Jansoon, 2021) and preparing them for the demands of the global workforce. And the nuanced ways in which creativity is perceived and encouraged within the Thai cultural context, impacting the effectiveness of the learning model. The challenges and opportunities associated with integrating a Creativity-Based Learning Model into existing educational policies and structures in Thailand. By addressing these objectives, the research aims to contribute valuable insights to educational policymakers, administrators, and practitioners, facilitating the development and implementation of effective creativity-based pedagogies in the Thai educational system.

Part 1: Assess the Impact of the Creativity-Based Learning Model on Innovation in Thai Students

Explore and analyze how the integration of the Creativity-Based Learning Model contributes to fostering innovation among Thai students. In the pursuit of educational excellence, the exploration of innovative pedagogical approaches has become paramount. This research endeavors to unravel the transformative potential of the Creativity-Based Learning Model and its role in fostering innovation among Thai students. By delving into the intricacies of this integration, the study aims to provide insights into how creativity can be harnessed to cultivate a generation of innovative thinkers and problem solvers, poised to meet the demands of a rapidly evolving global landscape.

In a world where innovation is a linchpin for success, education systems must evolve to nurture creativity and critical thinking among students. Thailand, with its rich cultural heritage

and a growing emphasis on educational reform, stands at the forefront of exploring novel methods to enhance learning experiences. This research seeks to explore and analyze how the integration of the Creativity-Based Learning Model contributes to fostering innovation among Thai students. The significance of creativity in education has been underscored by scholars such as Csikszentmihalyi and Csikszentmihalyi (2014), who posited that creativity is a central source of meaning in our lives. In the context of Thailand, previous studies may have explored the importance of creativity in education, but a gap exists in understanding how a specific model, such as the Creativity-Based Learning Model, contributes to fostering innovation among students.

Enhanced Problem-Solving Abilities, the integration of the Creativity-Based Learning Model is anticipated to enhance students' problem-solving abilities, providing them with the skills to navigate complex challenges with innovative solutions. Critical thinking development, the model is expected to contribute to the development of critical thinking skills, enabling students to analyze situations from diverse perspectives and think beyond conventional boundaries. Increased Motivation and engagement is a key finding is anticipated to be an increase in student motivation and engagement, as the Creativity-Based Learning Model encourages active participation and hands-on learning experiences.

1. Enhanced Problem-Solving Abilities

As students immerse themselves in the Creativity-Based Learning Model, a palpable transformation unfolds in their approach to problem-solving. Traditionally confined to rote memorization and standardized assessments, students now find themselves at the nexus of a dynamic learning experience. The model operates as a catalyst, propelling them beyond the constraints of conventional thinking. No longer tethered to rote methodologies, students are empowered to navigate intricate challenges with a newfound creativity that permeates their problem-solving abilities. In classrooms adorned with collaborative spaces and vibrant learning materials, students are encouraged to confront real-world problems. The curriculum becomes a canvas, inviting them to synthesize knowledge from various disciplines. Through project-based assignments and interactive problem-solving sessions, the Creativity-Based Learning Model acts as a guide, nurturing inquisitiveness and resilience. The conventional barriers that once hindered students are dismantled, paving the way for innovative solutions to complex challenges. As they grapple with ambiguity, students cultivate adaptability, a hallmark of their enhanced problem-solving prowess.

2. Critical Thinking Development

Within the embrace of the Creativity-Based Learning Model, a metamorphosis occurs in the realm of critical thinking. The model serves as an incubator for intellectual growth, fostering an environment where students transcend the boundaries of traditional thought. Encouraged to question, analyze, and challenge assumptions, students embark on a journey of critical inquiry

that transcends disciplinary silos. Classrooms become vibrant forums for discourse, where diverse perspectives converge. The Creativity-Based Learning Model, with its emphasis on open-ended exploration, cultivates a culture of inquiry that permeates every facet of education. Students, once passive recipients of information, emerge as active participants in their own cognitive development. They learn to dissect situations with analytical precision, viewing challenges through a kaleidoscope of perspectives. The model not only shapes their intellectual acuity but also instills a lifelong commitment to curiosity and intellectual exploration.

3. Increased Motivation and Engagement

In the heart of the Creativity-Based Learning Model, a resurgence of motivation and engagement takes root. No longer confined to monotonous lectures and rigid structures, students find themselves invigorated by a learning experience that is both immersive and participatory. The model redefines the traditional student-teacher dynamic, transforming it into a collaborative partnership. Through hands-on learning experiences and interactive projects, students discover the joy of learning for its intrinsic value. The curriculum is no longer a series of checkboxes but a dynamic landscape that beckons exploration. As students actively engage with the learning process, their motivation becomes an innate force propelling them forward. The Creativity-Based Learning Model, with its emphasis on active participation, not only sparks an intellectual awakening but also kindles a passion for learning that transcends the boundaries of the classroom. In the vibrant tapestry of this model, students become architects of their educational journey. Their enhanced problem-solving abilities, cultivated critical thinking, and newfound motivation coalesce into a narrative of empowerment, a testament to the transformative impact of the Creativity-Based Learning Model on the educational landscape. The findings will be discussed in the context of existing literature, highlighting the ways in which the Creativity-Based Learning Model aligns with fostering innovation among Thai students. The discussion will also explore potential challenges and opportunities associated with the implementation of this model.

Summary, Thailand seeks to prepare its students for a future marked by innovation and change, the exploration of the Creativity-Based Learning Model becomes imperative. This research aims to contribute valuable insights to educational practitioners, policymakers, and researchers, fostering a deeper understanding of how creativity can be harnessed to unleash innovation among Thai students, ultimately shaping a generation of forward-thinking and adaptive individuals. Examine the specific ways in which creativity enhances problem-solving abilities, critical thinking, and innovative capacities, preparing students for the demands of the global workforce.

Part 2: Identify the Challenges and Opportunities in Integrating the Creativity-Based Learning Model into Thai Educational Policies

Explore the existing educational policies in Thailand and assess the alignment with the principles of the Creativity-Based Learning Model. Identify challenges and opportunities associated with integrating this model into the current educational policies and structures. This research seeks to unravel the intricate dynamics involved in integrating the Creativity-Based Learning Model into the fabric of Thailand's educational policies. Through an exploration of existing policies and a critical assessment of their alignment with the principles of the Creativity-Based Learning Model, this study aims to identify the challenges and opportunities inherent in this transformative process. As Thailand endeavors to adapt its educational landscape to meet the evolving needs of the 21st century, understanding the policy implications of integrating creativity into learning becomes imperative.

In the wake of global educational shifts towards more dynamic and innovative approaches, Thailand stands at a crossroads, contemplating the integration of the Creativity-Based Learning Model into its educational policies (Atthachakara, 2021). This research aims to scrutinize existing policies, examining how well they align with the principles of creativity in education. Simultaneously, it endeavors to unearth the challenges and opportunities embedded in the process of integrating this model into the current educational policies and structures. The global landscape of educational policies that embrace creativity and innovation. It also delves into the unique cultural and contextual factors that shape Thai educational policies. Prior research may provide insights into the challenges faced by other nations in integrating creativity into education, but a specific analysis of Thailand's situation is essential.

Policy alignment assessment will assess the alignment of current educational policies in Thailand with the principles and goals of the Creativity-Based Learning Model. This involves scrutinizing policy documents, curriculum frameworks, and official guidelines to identify areas of synergy or divergence. Challenges in integration identify challenges associated with integrating the Creativity-Based Learning Model into existing policies, including resistance to change, resource constraints, and potential conflicts with traditional assessment methods. Opportunities for enhancement include exploring opportunities to enhance existing policies to better accommodate the principles of the Creativity-Based Learning Model, such as revising curriculum frameworks, providing professional development for educators, and fostering collaboration between educational institutions and policymakers. The findings will be discussed in the context of global trends in educational policy and the unique challenges and opportunities faced by Thailand. The discussion will explore potential strategies for mitigating challenges and leveraging opportunities to facilitate a smooth integration process.

1. Policy Alignment Assessment

Embarking on the journey of integrating the Creativity-Based Learning Model into Thailand's educational landscape necessitates a comprehensive evaluation of the alignment between existing policies and the model's principles and goals. This phase involves a meticulous scrutiny of policy documents, curriculum frameworks, and official guidelines to discern the nuanced intersections and potential divergences. In the dim glow of policy documents, researchers meticulously trace the contours of Thailand's educational landscape. Examining the language, intent, and objectives articulated within these documents, the assessment endeavors to unveil the implicit stance on creativity in learning. The scrutiny extends to curriculum frameworks, where the nuances of teaching methodologies, assessment criteria, and educational goals are carefully examined to identify areas of synergy or discord with the envisioned Creativity-Based Learning Model. As the assessment unfolds, patterns begin to emerge, illuminating the policy landscape in relation to the proposed creativity-centric paradigm. The identification of alignment points and potential divergences becomes crucial for the subsequent phases of integration, offering a foundational understanding of the policy context.

2. Challenges in Integration

As the gaze shifts from policy documents to the practical realm, challenges inherent in the integration of the Creativity-Based Learning Model into existing policies come to the forefront. Resistance to change, an ever-pervasive force in educational ecosystems, emerges as a formidable obstacle. Educators, administrators, and stakeholders may harbor skepticism about departing from familiar educational norms. Resource constraints cast a looming shadow over the integration landscape. The Creativity-Based Learning Model, with its emphasis on dynamic and interactive methodologies, demands resources that may not be readily available within the current educational infrastructure (Jugembayeva, et al, 2022). The clash with traditional assessment methods adds another layer of complexity, as the model challenges established modes of evaluating student performance. Yet, within the challenges lies the potential for growth and transformation. Each obstacle becomes a pivot point for strategic interventions, offering an opportunity to rethink established norms and foster a more adaptable educational ecosystem.

3. Opportunities for Enhancement

In the quest for integration, opportunities for enhancement present themselves as beacons of potential progress. The revision of curriculum frameworks emerges as a pivotal avenue, providing the space to infuse creativity into the very fabric of educational goals and outcomes. The model's principles can be woven seamlessly into the curriculum, ensuring a harmonious alignment with policy objectives (Ashari, et al, 2022). Professional development for educators becomes a catalyst for change. By equipping teachers with the skills and mindset needed to embrace the Creativity-Based Learning Model, the educational landscape can undergo a profound transformation. Fostering collaboration between educational institutions and

policymakers is another key opportunity. Establishing a shared vision and a collaborative framework can bridge the gap between policy intent and on-the-ground implementation.

4. Discussion and Strategies for Mitigation

The findings of the policy alignment assessment, coupled with insights into challenges and opportunities, become the focal point of a robust discussion. This discourse situates the Thai educational context within global trends, acknowledging both the shared challenges and unique opportunities faced by the nation. Strategies for mitigating challenges and leveraging opportunities emerge through this dialogue. Collaborative initiatives, capacity-building programs, and incremental policy adjustments are explored as potential pathways to facilitate a smooth integration process. The discussion becomes a crucible for refining the vision of an educational system that not only embraces creativity but also strategically aligns policies for sustained innovation. In the intricate dance between policy alignment, challenges, and opportunities, the narrative unfolds a narrative that charts the course for a transformative educational landscape, where the integration of the Creativity-Based Learning Model becomes not just an aspiration but a dynamic reality (Tolbert, 2022).

Summary as Thailand charts its course towards educational reform, the integration of the Creativity-Based Learning Model is a pivotal step. This research aims to contribute actionable insights for policymakers and educators, fostering a nuanced understanding of the challenges and opportunities involved in aligning educational policies with a model that embraces creativity and innovation. Through this exploration, the hope is to pave the way for an educational landscape that not only meets the needs of the present but also nurtures a generation of creative thinkers poised for the challenges of the future.

Part 3: Nurturing Educational Innovation through Teacher Professional Development

The training and support systems required for teachers to successfully incorporate creativity into their teaching methods. The imperative realm of understanding and addressing the professional development needs of teachers for the effective implementation of innovative educational models, with a focus on the Creativity-Based Learning Model. As educational paradigms evolve to meet the demands of the 21st century, this study seeks to uncover the specific training, support, and growth opportunities required for educators to successfully integrate and navigate the transformative landscape of creativity-based teaching methodologies. In the dynamic tapestry of contemporary education, teachers serve as the linchpin in the successful implementation of innovative models. As educational philosophies shift towards fostering creativity and critical thinking, the professional development needs of teachers become paramount. By understanding and addressing these needs, the study aims to contribute to the sustainable integration of creative pedagogies in educational practices.

In the ever-evolving landscape of education, the role of teachers stands as the cornerstone of transformative change. As the demands of the 21st century redefine the expectations placed on education, it becomes imperative to examine the professional development needs of teachers to facilitate the effective implementation of innovative teaching models. The embarks on a journey to explore the multifaceted dimensions of the professional growth essential for educators, with a particular focus on the dynamic realm of the Creativity-Based Learning Model. The rapid pace of technological advancement, coupled with a paradigm shift towards fostering creativity and critical thinking, underscores the need for educators to continually refine their skill sets (Dumitru, & Halpern, 2023). Professional development emerges as the linchpin in this process, equipping teachers with the tools, strategies, and insights necessary to navigate the evolving educational landscape. This study delves into the nuanced aspects of teacher professional development, unveiling the specific needs that arise when implementing innovative models such as the Creativity-Based Learning Model. As educational philosophies transition from traditional paradigms to more dynamic and interactive approaches, teachers are entrusted with the crucial task of not only imparting knowledge but also cultivating an environment where creativity thrives. The effectiveness of innovative models hinges on the preparedness and adaptability of educators, prompting a focused inquiry into the areas where professional development is most crucial.

By illuminating the professional development needs of teachers, this research seeks to contribute to the ongoing discourse on educational reform. It aims to provide insights that empower educators to navigate the challenges and opportunities inherent in implementing creative and innovative teaching methodologies, ultimately fostering an educational ecosystem where both teachers and students flourish in the pursuit of knowledge and innovation. While the exploration of teacher professional development needs for effective implementation, particularly within the context of the Creativity-Based Learning Model, is a crucial endeavor, it is essential to critically reflect on the potential limitations and challenges associated with such research. One primary concern revolves around the generalizability of findings (Waladi, & Lamarti, 2024). The landscape of teacher professional development is vast and varies across educational systems, cultures, and regions. A study focused on the needs of teachers in a particular context might not capture the diverse challenges faced by educators globally. Thus, there is a risk that the identified needs and proposed strategies might not be universally applicable, necessitating careful consideration of the research's contextual limitations.

Furthermore, the dynamic nature of educational technology and teaching methodologies poses a challenge in keeping the research findings relevant over time. As technology continues to evolve, the specific technical competencies identified in the research may become outdated, requiring continuous updates to maintain the applicability of the proposed professional development strategies. This calls for a sustained commitment to monitoring and adapting teacher training programs. Another critical consideration is the potential tension between

standardized assessments and the implementation of innovative teaching models. In many educational systems, standardized testing remains a predominant evaluation method, which may clash with the principles of creative and student-centric learning. The research should address how teachers can navigate this tension and advocate for a balance between innovative teaching methodologies and the need for standardized assessments. Additionally, the effectiveness of professional development programs hinges on the willingness and receptivity of educators to embrace change. Identifying needs alone may not be sufficient; understanding the barriers to implementing suggested strategies is equally crucial. Resistance to change, institutional constraints, and lack of administrative support are factors that must be critically examined to ensure the viability of the proposed professional development interventions.

Summary, while the exploration of teacher professional development needs is a commendable initiative, researchers and educators must approach the findings critically. Acknowledging the contextual limitations, staying attuned to evolving educational landscapes, and addressing potential tensions are paramount to developing sustainable and impactful professional development programs that genuinely empower teachers for effective implementation of innovative teaching models.

Part 4 Identify the professional development needs of educators to ensure the effective implementation of the Creativity-Based Learning Model

In the ever-evolving landscape of education, the call for innovative and transformative teaching methodologies has become increasingly resonant. At the forefront of this pedagogical revolution stands the Creativity-Based Learning Model, a dynamic approach that places emphasis on fostering critical thinking, problem-solving, and creativity in students. As educators grapple with the task of navigating this paradigm shift, it becomes imperative to scrutinize and address their professional development needs to ensure the seamless and effective implementation of this groundbreaking model. The Creativity-Based Learning Model represents a departure from traditional, rote-based instructional methods, aiming to cultivate a generation of learners who are not just knowledgeable but also adept at applying their knowledge in novel ways (Hoseini, et al, 2020). Its success, however, hinges on the preparedness and adaptability of educators, making the identification of their professional development needs a cornerstone in the journey towards effective implementation.

The innovative teaching models requires educators to traverse new pedagogical territories, incorporating technology, collaborative learning strategies, and dynamic assessment methods into their instructional repertoire. Professional development emerges as the catalyst that equips teachers with the skills, insights, and strategies needed to navigate this transformative landscape. This endeavors to unravel the multifaceted dimensions of professional development needs specific to educators engaged in implementing the Creativity-Based Learning Model. By illuminating these needs, we aim to provide a roadmap for educational institutions,

policymakers, and professional development providers to tailor programs that empower educators to not only embrace but also excel in delivering a curriculum that fosters creativity, critical thinking, and holistic student development. In doing so, we embark on a journey to enhance the educational experience, preparing students not only for academic success but also for the demands of a rapidly evolving global landscape.

The initiative to identify the professional development needs of educators for the effective implementation of the Creativity-Based Learning Model is undoubtedly valuable, yet a critical perspective reveals certain challenges and potential pitfalls within this undertaking. One fundamental concern revolves around the definition and measurement of "effectiveness" in the implementation of the Creativity-Based Learning Model (Alt, et al, 2023). The term itself may be subjective, and different stakeholders may have varying criteria for what constitutes effective implementation. The research may inadvertently impose a particular interpretation of effectiveness, potentially overlooking diverse perspectives and alternative success indicators that might emerge from the dynamic nature of educational contexts. Furthermore, the very notion of "professional development needs" might be approached with assumptions about a one-size-fits-all solution (Swasey, 2021). Educators come from diverse backgrounds, experiences, and pedagogical philosophies. Prescribing a uniform set of professional development needs may oversimplify the intricate tapestry of teaching expertise. It is critical to recognize and respect the individuality of educators and their diverse instructional styles.

The study must also contend with the inherent challenge of capturing the dynamic nature of educational environments. Educational technology, teaching methodologies, and the needs of students evolve rapidly. A snapshot of professional development needs at a specific point in time may risk becoming obsolete as the educational landscape continues to transform. It is essential for the research to incorporate mechanisms for ongoing adaptation and flexibility in addressing emerging needs. Moreover, the focus on professional development needs could inadvertently shift attention away from broader systemic issues within the educational ecosystem. Teachers do not operate in isolation; they are influenced by institutional policies, administrative support, and broader societal expectations. Ignoring these external factors might result in an incomplete understanding of the barriers that educators face in implementing the Creativity-Based Learning Model effectively. An additional concern pertains to the potential mismatch between identified needs and available resources. While pinpointing professional development needs is crucial, the feasibility of addressing these needs within the constraints of time, budget, and infrastructure must be rigorously examined. Without a realistic assessment of resource constraints, there is a risk that proposed solutions may remain aspirational rather than implementable.

Summary, while the pursuit of identifying the professional development needs of educators for the effective implementation of the Creativity-Based Learning Model is commendable, a critical lens is necessary to navigate the complexities inherent in such endeavors. Recognizing the subjectivity of effectiveness, respecting the diversity of educators,

adapting to the dynamic nature of education, addressing systemic issues, and ensuring feasibility are essential considerations for the research to truly contribute meaningfully to the enhancement of teaching practices.

Conclusion

In conclusion, the implementation of a Creativity-Based Learning Model in the context of Thailand holds significant promise for fostering a dynamic and innovative educational environment. By prioritizing creativity as a central component of the learning process, this model aims to equip students with the skills and mindset necessary for success in an ever-evolving global landscape. Thailand's rich cultural heritage and diverse educational landscape provide a fertile ground for integrating creativity into the curriculum. The emphasis on creativity not only enhances students' critical thinking and problem-solving abilities but also encourages a holistic approach to learning that goes beyond rote memorization. Moreover, fostering creativity aligns with the demands of the 21st-century workforce, where adaptability and innovation are key drivers of success. However, the successful implementation of a Creativity-Based Learning Model requires collaborative efforts from educators, policymakers, and stakeholders. Adequate training and support for teachers, along with the incorporation of modern teaching methodologies and technologies, are essential components of this transformative educational approach. In embracing a Creativity-Based Learning Model, Thailand has the opportunity to nurture a generation of individuals who not only excel academically but also contribute meaningfully to society through their innovative thinking and problem-solving skills. As the educational landscape continues to evolve, this model provides a pathway towards a more engaging, relevant, and globally competitive learning experience for Thai students. Through continuous adaptation and refinement, the Creativity-Based Learning Model has the potential to serve as a beacon for educational innovation, inspiring positive change in the broader context of Thailand's educational system.

Declaration of Interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Ethical Considerations

These considerations work to protect the rights of research participants and enhance research validity to maintain scientific or academic integrity This article mainly focuses on research ethics in human research, even though this academic article was collecting data based on documentation.

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Definition of Conflicts of Interest

Declares no conflicts of interest related to the Creativity-Based Learning Model in the Thailand context. The study was conducted with academic rigor and impartiality, and the author's affiliations do not pose any influence that could compromise the objectivity or integrity of the findings.

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