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The Relationship Between Learning Styles And Creativity

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Abstract

Much has been written about the relationships between learning styles and creativity with the aim of finding the ways that students prefer to learn. This study examined the relationship between learning styles (Subjective experience, abstract concepts, active experimental, reflective observation) with creativity. The study sample included 354 students (164 boys, 190 girls), The results showed that there is a significant relationship between learning styles and creativity. Results of regression analyses indicated creative learning styles significantly predicted.

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1. Introduction

Learning styles are more and more incorporated to enhance learning, and lot of research work is done in this area. Many researchers agree that learning styles play an important role in education. Felder points out that learners with strong preference for a specific learning style may have difficulties in learning if the teaching style does not match with their learning style (Sabine, Silvia, Kinshuk and Tommaso; 2002) confirmed this by a study showing that students attending an online course that matches with their preferred learning style achieved significantly better results than those who got delivered course that did not match their learning style. Malaysia's education is an "exam-oriented" concept. Students are exposed to a variation of assessment and evaluation such as quiz, test, project work and final exam before attaining their own academic achievement. Academic achievement has become the benchmarking line in determining what students have gathered and learned throughout a certain period of their learning process (Masita, Maizam and Maizan; 2009).

Mental abilities of students, teaching methods, learning styles and speeds, preparation, passion and motivation to learn and academic activities are different. Thus, taking into account individual differences in students' learning and tailored to meet their specific features is an important teacher tasks, Seif, 2008 wrote about learning styles: a learner can develop their learning, in learning style; it is preferable to other learning methods. Also believes that despite the

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talent ability, learning style, not ability. Learning style shows that a learner can find out how he learns and it doesn't look for how he learns.

Kadivar (2008) points out that some people are flexible in thinking and learning, and some are not flexible. Some learners are more confident and try to get a review of all aspects reach to correct answer. But others choose to respond quickly. Some of the learners are inner motivated and others, who need external rewards. The differences in information processing and dealing with different environments and reactions, psychologists have made Extensive research in cognitive field style, i.e., how students have to get, keep thinking and problem solving, learned.

According to Kolb's learning, learning occurs by the process which the experience. Kolb said that his idea, interaction between the learner and his environment. In his theory, he plays a very important role in the learning experience. And based on objective four-way learning experience, reflective observation, abstract conceptualization and active experimentation defines. One objective emphasizes the sensory experience. Involved in their experiences, individual's position with respect to matters of personal perspective and his intuitive approach have is emphasized. The integration of theory and generalization, those people are very well done intuitive decisions. And have good performance in unstructured situations; always have an open mind vision of towards life. They trust their feelings more than their mind and they rely on sense ability in situation. In view to understanding and making sense of a proposition or position reflection to practical application is emphasized. These people are well able to see things from different perspectives and from different points of view and evaluate the concept. in fact, ideas and opportunities to make sense of intuitionism. As well as their thoughts and emotions that are of particular interest due to their personal beliefs, These people form opinions and theories are studied with patience and exactness of judgment are different views, Finally, they do not do anything. Learning in groups are, through careful observation before judgment, listening, seeing things from different angles, for meaning. In the abstract of their inner feelings and intuition have emphasized, Systematic manipulation of abstract symbols in planning and quantitative analysis, good performance and enjoy doing measures. The people in general to understand use their opinion logical, their feelings and learn through experience rather than mere observation of a situation affecting on people and events taking place. In practical experimentation influences and changes the position and do not pay much attention to understanding the phenomenon of passive. They enjoyed completing actions and take risks to achieve their goals Impact on the environment and their willing to return receive and the same behaviour, Those people are active and lean by experience, instead of observing from different position and they influenced on people and events (Kolb, 1995, translated by Seif, 2008).

2. Methodology

2.1. The research design for this study is correlational research. Second order head

2.1.1. participants

According to J. C Morgan's sampling table, the sample size was 354(164 girls, 190 boys) who studied in high school.

2.1.1.1. Instruments

1 - Kolb Learning Style Inventory, which was developed in 1985 by David Kolb.

2-CREE creative questionnaire that was conducted in 1954 by JJ the flow lines

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