

## Appendix 5: Parents' attitudes to creativity questionnaire

To the parents of this class, my name is Shu-Yi Chiu. I am currently conducting research for my PhD project which focuses on creativity in primary education. My research topic places particular focus on the students' creative capabilities. Thank you for taking the time and effort to respond to this questionnaire. Please give your most candid and thorough response to the questions below. Rest assured that the information you share here is confidential.

1. What does creativity mean to you? Please tick the three best descriptions

- Imagination
- Design
- Creation
- Crazy Idea
- Taking risks
- Unusual idea
- Problem Finding
- Breaking Rules

2. Which two school subjects do you think offer the most potential for developing creativity? List in order

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_

3. Which two school subjects do you think offer the least potential for developing creativity? List in order

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_

Gender:  Female

Male

Date: \_\_\_\_\_

4. Please select your age group:  21-30  31-40  41-50  51-60  61 & over

5. Highest level of education completed:  Doctor  Masters degree  College graduate  High school graduate  N/A

6. Occupation:  primary & secondary school teacher  primary & secondary school staff  university lecturer  university staff  Official  Engineering  Medical  Manufacturing  Business  Services  Computer Tech.  Housewife  other \_\_\_\_\_

7. How much educational budget do you spend on your child per year:  up to 120,000 (£2400)  NT120,001-150,000  150,001-180,000  180,001-210,000  210,001 or over (£4200)

8. Have you heard about the "Creative Education White Paper":  Yes  No

9. If yes, how did you hear about this policy initiative:  teacher  newspaper  MOE website  Internet  other \_\_\_\_\_

10. Snow White and seven dwarfs, please tick **THREE** you think are the most creative

- 1<sup>st</sup> Dwarf is very clever and has high IQ
- 2<sup>nd</sup> Dwarf is good at drawing and always gets the championship.
- 3<sup>rd</sup> Dwarf likes playing music and can make some lovely songs.
- 4<sup>th</sup> Dwarf is good at study and always gets full marks
- 5<sup>th</sup> Dwarf is good at math and can try different ways to solve math questions.
- 6<sup>th</sup> Dwarfs likes playing baseball and can throw various unpredictable 'breaking pitches'.
- 7<sup>th</sup> Dwarfs likes playing computer games and can try different ways to win games

	Strongly Agree	Agree	Disagree	Strongly Disagree
11. Boys and girls are equally creative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. My children can get high marks without being creative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The high IQ students are more creative than ordinary students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. My children can be more creative outside of school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Creative students are mischievous and high spirited.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Being creative is difficult for my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Creative children have more competitive advantages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. In the current educational system, school hinders my children's creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Creative people can find a good job in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Being creative involves breaking original rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Developing creativity is wasting time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Everyone can be creative in their own way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Boys are more active than girls in taking risks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Creative children always get high marks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Creative ideas need to be fermented continuously over a long time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Girls use their imagination more than boys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Creative children don't like following school disciplinary codes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Some people are just born creative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Creative teaching can raise my children's' learning interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Being creative is a performance of self-actualization and confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. The more creative you are, the higher you get paid at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. In the current education system, my children can become more creative in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. I always encourage my child to show his/her creativity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Creative ideas just happen dramatically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. In your own words, write down what creativity, or being creative, means to you.

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Comments about this questionnaire

If you are willing to discuss your opinion with me, please leave your name and contact number on this form. Name: \_\_\_\_\_ Tel: \_\_\_\_\_ Thank you for your contribution

## Appendix 6: Teachers' attitudes to creativity questionnaire



Gender:  Female  Male

School: \_\_\_\_\_

Seniority: \_\_\_\_\_

Date: \_\_\_\_\_

1. Please select your age group:  21-30  31-40  
 41-50  51-60  61 & over
  2. Highest level of education completed:  PhD  Master  College graduate  N/A
  3. Which year group do you teach now?  Y6  Y5  
 Y4  Y3  Y2  Y1  Kindergarten
  4. What subject do you teach?  Mandarin  English  Math  Science  Social Study  Music  Arts  PE  Computer  other \_\_\_\_\_
  5. Have you heard about the "Creative Education White Paper"?  Yes  No (If no, please go on to Q14)
  6. If yes, how did you hear about this policy initiative:  
 official document  newspaper  MOE website  Taipei Gov. website  Internet  other \_\_\_\_\_
  7. Have you participated in the "Creative Education" Action Plans?  Yes  No (If no, please go on to Q12)
  8. If yes, what have you participated?  Creative Teachers  Creative Learners  Creative Schools  Creative Life  Online Learning  Sustainable Creativity Cultivation
  9. Do you get or have had any guidelines or training from the Ministry of Education or the Taipei City Government Education Department regarding how to practice creativity in teaching and learning?  Yes  No (If no, please go on to Q14)
  10. If yes, what form did this take?  Booklets  Online resources  Workshops  Conference  Talk  Seminar  Camps  Competition  other \_\_\_\_\_
  11. If no, how do you understand creative education?  
 past teacher education  teaching experience  outside school extra course  newspaper & magazines  learning from mistakes  online resources  other \_\_\_\_\_
- 
12. What does creativity mean to you? Please tick the three best descriptions
 

Imagination	<input type="checkbox"/>
Design	<input type="checkbox"/>
Creation	<input type="checkbox"/>
Crazy Idea	<input type="checkbox"/>
Taking risks	<input type="checkbox"/>
Unusual idea	<input type="checkbox"/>
Problem Finding	<input type="checkbox"/>
Breaking Rules	<input type="checkbox"/>
  13. Which two school subjects do you think offer the most potential for developing creativity? List in order  
(1) \_\_\_\_\_  
(2) \_\_\_\_\_
  14. Which two school subjects do you think offer the least potential for developing creativity? List in order  
(1) \_\_\_\_\_  
(2) \_\_\_\_\_
  15. Snow White and seven dwarfs, please tick **THREE** you think are the most creative
    - 1<sup>st</sup> Dwarf is very clever and has high IQ
    - 2<sup>nd</sup> Dwarf is good at drawing and always gets the championship.
    - 3<sup>rd</sup> Dwarf likes playing music and can make some lovely songs.
    - 4<sup>th</sup> Dwarf is good at study and always gets full marks
    - 5<sup>th</sup> Dwarf is good at math and can try different ways to solve math questions.
    - 6<sup>th</sup> Dwarfs likes playing baseball and can throw various unpredictable 'breaking pitches'.
    - 7<sup>th</sup> Dwarfs likes playing computer games and can try different ways to win games.

	Strongly Agree	Agree	Disagree	Strongly Disagree
16. Boys and girls are equally creative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. My students can get high marks without being creative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The high IQ students are more creative than ordinary students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. My students can be more creative outside of school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Creative students are mischievous and high spirited.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Being creative is difficult for my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Creative students have more competitive advantages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. In the current educational system, school hinders my students' creativity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Creative people can find a good job in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Being creative involves breaking original rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Developing creativity is wasting time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Everyone can be creative in their own way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. I like disciplined students more than creative students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Boys are more active than girls in taking risks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Creative students always get high marks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. I can see my students' creative works.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Creative ideas need to be fermented continuously over a long time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Girls use their imagination more than boys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Creative children don't like following school disciplinary codes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Some people are just born creative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Creative teaching can raise my children's' learning interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Being creative is a performance of self-actualization and confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. The more creative you are, the higher you get paid at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. In the current education system, my children can become more creative in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Creative ideas just happen dramatically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

41. In your own words, write down what creativity, or being creative, means to you.

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Comments about this questionnaire

**If you are willing to discuss your opinions with me, please leave your name and contact number on this form.**

Name: \_\_\_\_\_ Tel: \_\_\_\_\_ Thank you for your contribution

## Appendix 7: Students' attitudes to creativity



1. What does creativity mean to you? Please tick the three best descriptions

- Imagination
- Design
- Creation
- Crazy Idea
- Taking risks
- Unusual idea
- Problem finding
- Breaking rules

2. Which two school subjects do you think offer the most potential for developing creativity? List in order

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_

3. Which two school subjects do you think offer the least potential for developing creativity? List in order

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Gender:  Girl  Boy

Date: \_\_\_\_\_

4. Snow White and seven dwarfs, please tick

**THREE** you think they are most creative

- 1<sup>st</sup> Dwarf
- 2<sup>nd</sup> Dwarf
- 3<sup>rd</sup> Dwarf
- 4<sup>th</sup> Dwarf
- 5<sup>th</sup> Dwarf
- 6<sup>th</sup> Dwarf
- 7<sup>th</sup> Dwarf

5. Magic Potion lesson (tick **ONE**)

- Searching in the textbook, find an interesting magic potion which you've never tried, and then follow the steps in the textbook to produce it
- Creating a new magic potion by yourself, and then try to test it out.
- Making the magic potion as you have made before.
- Following others' ideas, and then make the same magic potion
- Searching in the textbook, find an interesting magic potion which you've never tried, and then modify a few rules to produce your magic potion.
- Searching in the textbook, find an interesting magic potion which you've never tried, and then break some rules to produce it.
- Other \_\_\_\_\_

6. In the process, (tick **TWO**)

- Asking Professor Slughorn how to deal with it.
- Review the steps of the experiment and quality of materials, and then find and solve the solution.
- Ignoring problems, and carry on your experiment.
- Open your textbook to find the answers
- Asking and discussing with classmates to find out the solution.
- Throw away your magic potion, and then make a new one
- other \_\_\_\_\_

7. Outcome (tick **TWO**)

- Review your experiment, and thinking about solutions by yourself.
- Let it go, and do nothing else.
- Go to the library to consult some books
- Discuss with Professor Slughorn about how to improve it.
- Discuss with classmates about how to improve it
- Testing it again at another time
- other \_\_\_\_\_

	Strongly Agree	Agree	Disagree	Strongly Disagree
				
8. I can become more creative in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Creative students are mischievous and high spirited.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Creative ideas just happen dramatically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Creative people have more competitive advantages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Some people are just born creative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Being creative is difficult for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Being creative involves breaking original rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Teachers like disciplined students more than creative students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Boys and girls are equally creative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Creative teaching can raise my learning interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The high IQ students are more creative than ordinary students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Creative students always get high marks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I can be more creative outside of school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Being creative is a performance of self-actualization and confidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Girls use their imagination more than boys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. School hinders my creativity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Creative ideas need to be fermented continuously long time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Creative people can find a good job in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Everyone can be creative in their own way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Developing creativity is wasting time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Boys are more active than girls in taking risks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. The more creative you are, the higher you get paid at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Teachers can see my creative works.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. I can get high marks without being creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Creative students don't like following school disciplinary codes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. My parents always encourage me to be creative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. In your own words, please write down what creativity or being creative means to you?				

36. Do you attend any extra outside school lesson? If so, please list date, time and subject.

## Appendix 8: data list

### 1. Interview Subject List

Title	H=Head-teacher, O=Official, P=Parents, S=Student, SC=Scholar, T=Teacher, ,A=Administrator,
Fieldwork Phase	1. Pilot study (Sep-Dec. 2007) – School A1/ B/ C 2. Empirical Study (Mar.-Jun. 2008) – School D/ E/ A2
Level	Central = Central Gov., Taipei = Taipei City Gov.
Gender	M=Male, F=Female
Subject	SS=Social Study, PE=Physical Education, Core=core subjects, GC=Gifted Class

Title	phase	Sch.	Level	Gender	Subject	Seniority	Code
H1	2	A2		M	n/a	2	CKH
H2	2	D		M	n/a	12	CSH
H3	2	E		M	n/a	12	CYQ
O1	2	n/a	Central	M	n/a		TDC
O2	2	n/a	Central	F	n/a		CET
O3	2	n/a	Central	F	n/a		CJY
O4	2	n/a	Taipei	F	n/a		WMN
O5	2	n/a	Central	M	n/a		YHS
O6	2	n/a	Taipei	M	n/a		CSX
O7	2	n/a	Central	M	n/a	n/a	CYJ
P1	2	E		F	n/a	n/a	HSG
P2	2	E		F	n/a	n/a	WWF
P3	2	E		F	n/a	n/a	CHU
P4	2	E		F	n/a	n/a	XXL
P5	1	n/a		M	n/a	n/a	PWF
SC1	2	n/a		M	n/a	n/a	WWD
SC2	1	n/a		M	n/a	n/a	LDW
SC3	2	n/a		M	n/a	n/a	WJJ
SC4	2	n/a		F	n/a	n/a	CBL
SC5	2	n/a		M	n/a	n/a	CCY
SC6	2	n/a		M	n/a	n/a	CYH

SC7	2	n/a		M	n/a	n/a	CLA
SC8	2	n/a		M	n/a	n/a	CWW
SC9	2	n/a		M	n/a	n/a	YWZ
SC10	2	n/a		M	n/a	n/a	ZYY
SC11	1	n/a		M	n/a	n/a	HJC
T1	1	B		M	ICT	20	PKI
T2	1	B		F	GC	27	CJX
T3	1	C		F	SS	7	CYH
T4	1	A1		M	Arts	5	KZD
T5	1	n/a		M	Core	20	LZL
T6	2	E		M	GC	6	LCZ
T7	2	E		M	Science	20	YCH
T8	2	D		M	ICT	4	CMY
T9	2	A2		F	Arts	27	CLH
T10	2	A2		M	Music	15	LYJ

## 2. Questionnaire

Stage	School	Year	Students	Teachers	Parents
Empirical Study	E	6	33	37	32
	A2	6	34	16	28
	D	5	34	74	28
<b>Sum</b>			<b>101</b>	<b>127</b>	<b>88</b>

## 3. Observation

Stage	School	Year	Students' Diary	Sections
Pilot Study	A1	5	32	<b>6</b>
	B	6	32	<b>8</b>
	C	6	6	<b>10</b>
<b>Sum</b>			<b>70</b>	
Stage	School	Year	Students' Diary	Sections
Empirical Study	E	6	32	<b>9</b>
	A2	6	33	<b>3</b>
	D	5	32	<b>7</b>
<b>Sum</b>			<b>97</b>	