

# Applying the Views on 4P Creativity to Explore the Development Process of Elementary School Teachers' Creative Thinking

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## Abstract

**The purpose of this study was to apply the perspective on 4P (Product, Process, Person, Press/Place) creativity to gain a better understanding about the development process of elementary school teachers' creative thinking. It proposed a number of conclusions and suggestions to promote the cultivation of teachers' creative thinking.**

**The participants (one male and one female) in this case study were two elementary school teachers in Taiwan. The research tool was a semi-structured interview guideline designed by researchers .The major findings of this study were summarized as follows: First, in the aspect of Product, teachers had more creative ideas coming from "life or teaching experience". Moreover, they improved their abilities through "observation". When they encountered difficulties, they overcome them by asking other persons and brainstorming with coworkers. Second, in the aspect of Process, the teachers' creative thinking were greatly influenced by "teachers", "classmates" and "family inheritance" when they grew up. Additionally, "the mode of parental upbringing" may**

**affect the development of teachers' creative thinking. Third, in the aspect of Person, creative teachers have more positive personalities, including the sense of humor, imagination, risk- taking, curiosity, problem-solving,etc. Fourth, in the aspect of Press / Place, stress from working was one of the sources for teachers' creative thinking. They cared for creative and challenging work surroundings. If the working environment can have more creative atmosphere, it can help teachers to create thinking. Furthermore, it was very important that the support and cooperation from the working partners can enhance teachers to create thinking.**

### **Keywords**

4P creativity, Creative thinking, A case study.