

Enriching Students' Academic Life with Creative Education

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“Creativity is a type of learning process where the teacher and pupil are located in the same individual.” –Arthur Koestler

AS research and practical exploration in education intensify, the awareness that school education should aim at outcomes more than just student academic achievements has been heightening in the educational community. Social advancement raises more demanding requirements for education, posing increased responsibilities on schools and instructors. There is a growing consensus that schools should provide students with a more colorful academic life, which goes beyond curricula content and allows students rich academic experiences, in order to foster all-round development in them.

Articles published in this issue exhibit common concern about this topic. *Effects of After-School Programs on Student Cognitive and Non-Cognitive Abilities: A Meta-analysis Based on 37 Experimental and Quasi-experimental Studies* is a comprehensive evaluation of the impact of after-school service on student growth with the conclusion that diverse and meaningful after-school programs have positive influences on cognitive and non-cognitive development of students (Yao et al., 2023). This study yields scientific evidence for school administrators and teachers on how to optimize the planning and execution of after-class activities. The other two original articles study the utilization of intelligence games and scientific models in disciplinary instruction and investigate the roles of games and models in nurturing students' cognitive capabilities. The findings of these two studies indicate that well-designed intelligence games and scientific models can serve as effective means for students to deepen their thinking and develop systematic thinking skills, facilitating the instruction of complex, challenging subject matter. The lesson study titled *Practical Exploration of the Holistic Module Learning Model* provides an example of how to employ a well-crafted learning protocol to implement student-centered, captivating classroom teaching (Zhang, 2023).

Discourses like these are unquestionably of practical significance. Against the backdrop of aggravated uncertainty where political and economic situations as well as science and technology are undergoing dramatic changes, it is possible that today's stu-

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dents will have difficulty tackling future challenges with established knowledge, methods, and experience. It is imperative that schools help students develop adaptive capacities through creative education. The traditional linear teaching paradigm that pursues definite answers and solutions will inevitably be replaced by more innovative, competence-based education. Although the articles in this issue are not intended to offer conclusive solutions for such a shift, efforts to present evidence-based research findings on specific areas and to provide educators with practical instruction approaches will ultimately contribute to educational transformation. Despite that it is impossible to teach students to get fully prepared for all future uncertainties; we believe that we are on the right track when offering students diverse, novel educational experiences.

References

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