

Will More Creative Freedom Increase Student Buy-In?

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Abstract

Certain subjects in school allow students to display their creative freedom while others stick to strict guidelines and requirements. Art is one of those subjects that give students an opportunity to express themselves however they choose. While creative freedom is a word that gets thrown around quite often, how much can it influence a student's learning? Typically, choices that are given to students are mediated by adults in some capacity (Ramsey et al. 2010).

In this study, I aim to decide at what level of freedom student participation increases. While the study has not yet been completed, the methods and expected results are described.

Introduction

An average art class stereotypically stresses the idea of creativity and students expressing themselves. At the same time, guidelines and full-content lesson plans are given to show how the project is expected to turn out, negating the idea that the student is allowed to be creative with it. Studies completed have shown that when students are given a choice on what they work on and the order they do it, giving themselves more control over the assignment, time-on-task, and overall completion percentages elevate (Ramsey et al. 2010). Allowing students the opportunity to use what they have learned and show that in their way is a style of teaching not often used. Giving students the overall expectations of the project, along with what standards need to be met, and letting them create whatever it is that they want would allow them total and complete creative freedom.

Analysis

I expect to find that Class B, with very few guidelines, will have overall more complete projects with better results. I believe that when students are passionate and can take ownership of a project, they are more likely to spend increased time on it. They display more care over what results they get and how they personally feel about the assignment. Additionally, I also believe that it would allow them to process the information better. By creating their own assignment, they can analyze and understand the concepts and apply them in their own unique way.

References

Ramsey, M. L., Jolivette, K., Patterson, D. P., & Kennedy, C. (2010). Using choice to increase time-on-task, task-completion, and accuracy for students with emotional/behavior disorders in a residential facility. *Education & Treatment of Children* (West Virginia University Press), 33(1), 1–21.



Methods

How this study will be conducted

Using two classes that are learning the same material, there will be a course guide of projects that are used for everyone, so that all students are completing the same projects.

Class A will be given the projects with strict instructions and mass amounts of walk throughs through the durations of the projects

Class B will be given the same projects as class A, but with minimal guidelines and told to be as creative as they chose. Minimal guidelines will include what the overall idea of the lesson is, terms or vocab that need to be displayed in the project, and the standards that need to be met.

Results

The results will be based on the following questions:

- In what class did students commit to the project most?
- In what class did students put in extra work or go the extra mile?
- Overall, which class created better, more complete and thought-out work?

