

# Chapter 10

## Developing Creativity as a Skill and Disposition in Learners: An Approach to Teaching Creative Thinking Creatively in Blended Business Education

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### **ABSTRACT**

*The development of creative skills by business students has become an increasingly important graduate competency to address contemporary social, environmental, and business challenges. This chapter defines creativity and explores creativity in higher education via its two distinct yet related guises—creativity as a learning outcome (skill) and creativity as a learning process employed by educators to achieve this learning outcome. Grounded in our experiences of the delivery of responsible management education and entrepreneurship education in blended learning environments, this chapter advances creative pedagogy, or creagogy, as an approach to developing and delivering effective, engaging, and enjoyable business education which fosters creativity as a skill and disposition in learners.*

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## **INTRODUCTION**

Student engagement is often balanced by instructors with content delivery and teaching core competencies, such as creative thinking. In order to maximise student learning and satisfaction levels, higher education institutions often are seeking to foster learning experiences which maximise consumption benefits for its participants (Learners). Consumption benefits comprise the positive flow of satisfaction provided by the learning environment such as interest, challenge, social relationships and enjoyability (Mora, Vila & Garcia-Aracil, 2005). This demand for education to be multifaceted has given rise to edutainment rather than providing real opportunities for learning, which fails to consider the pedagogical needs of all learners (Rabah, Cassidy & Beauchemin, 2018). Despite the potential pitfall for edutainment to foster beliefs that learning can easily occur without any work, dedication or serious study (Okan 2003), there remains a pressure on educators to deliver learning experiences which are perceived as fun, and to entertain rather than teach their classes. With such a setup, educators, with precarious employment opportunities tethered to student reviews, can easily be seduced to prioritize easy to deliver, fun entertainment over strong educational outcomes that educates its learners how to deep dive into creative pursuits within topics.

When combined with the skill of critical thinking (Halpern, 2003), creativity is an essential element in problem solving and the ability to interrogate situations and invent new solutions by synergizing ideas. Creativity engages imagination, originality and open-mindedness (Joubert, 1999). Such an orientation is essential for building socially responsible global citizens (Glăveanu, 2020; Kreber, 2010; Nussbaum, 2002) who are not only responsive to the views and concerns of others but also able to reflect on their own particular and partial perspective. Therefore, this conceptualization of teaching creative thinking is more than keeping learners engaged but shaping the future. To expand the learners' thinking beyond their immediate considerations. To foster creative thinking to develop leaders which can tackle the world's problems with new solutions. Where such a need for creativity and creative input by society is a constant struggle of knowing social responsibility (critically aware of the changes taking place more so than just compliant) and citizenry, yet being unclear how to meaningfully contribute (Kreber, 2010). This ability to produce original thought when artificial intelligence and other tools are able to reconstitute existing knowledge makes creativity as a skill among the top skills employers are seeking from graduates (World Economic Forum, 2023) and has been argued to offer lifelong career benefits (Mannucci, 2021).

Creativity is now a key graduate competency in business schools globally (Ghosh, 2014; Jackson & Chapman, 2012) and understanding of what it means to be a creative individual have moved beyond a narrow association of creativity with

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