Enhance creativity in teacher education through interdisciplinary approach and co-teaching techniques

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Teachers play a key role in fostering creativity in society but a useful question to ask is ‘Do teachers receive creative higher education while they are studying so that they, in turn can pass this on to their students? This paper will attempt to answer this question aiming to examine the different perceptions of creativity in teacher education. At the same time, the study attempts to reconceptualize and reinterpret the creativity concept in teacher education programs. Furthermore, It indicates to the need for an interdisciplinary approach in teacher education programs to cultivate teaching for creativity among graduate teachers. Finally, it argues that the incorporation of an interdisciplinary approach and co-teaching techniques into teacher education could provide prospective teachers with the skills needed to cope with 21st Century educational challenges. Ultimately, this study will articulate that an interdisciplinary approach and co-teaching techniques allow creative teachers to be able to critique the educational status quo and strive for emancipatory pedagogy.

The study will utilize qualitative research design to answer the research questions. Additionally it employs critical approaches to reinterpret the concept of creativity in teacher education.

A limitation of this study was the scarcity of literature on interdisciplinary studies in teacher education programs and vagueness of the term ‘creativity concept’ in teacher education.

Conclusions and suggestions

This study has shown the need for a paradigm shift in schools of education to develop creativity among our prospective teachers. The principal theoretical implication of this study suggests that an interdisciplinary approach and co-teaching techniques between lecturers and professors across different departments at a university could produce creative teachers and produce creative schools. For example, philosophy enhances teachers’ critical thinking
skills and cultural studies can hone teachers’ intercultural skills to teach creatively in international schools.

References

