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Reimagine, redesign and transform. Enhancing generation and exploration in creative problem finding processes in visual arts education.

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The aim of thesis 'Reimagine, redesign and transform' was to contribute to the development of instructional designs that focus on improving students' creativity and the originality of visual arts products. This dissertation also contributes to further development of learning and instruction in visual arts education and the measurement of the effectiveness of new educational programmes.

Creativity is considered as one of the skills to be acquired through education. Enhancement of creativity and originality are important purposes of visual arts education and cultural and arts education (Dutch: ckv). Therefore as main research question was explored: 'How can teachers support their students' learning to think creatively and originally in visual arts education?'.

From previous research we know divergent thinking is crucial in creative visual arts processes to create original visual arts products and it is therefore considered as an indicator of creativity. In part one of the thesis, effects of two versions of instructional designs were studied. They focused on enhancement of divergent thinking through explicit (strategy) instruction of metacognition. This is no common practice in visual arts education. Results indicated that students' divergent thinking was actually enhanced through these programmes.

In part two, three processes were examined to explain variance in originality of visual arts products. Results showed that visual generation and visual exploration explained variance in originality of visual arts products. Three types of exploration – association, combination and abstraction – significantly contributed to the originality of visual designs. Moreover, the more remote the activities were (from a stimulus), the higher the originality of visual arts designs.