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Creative Learning through Art of Visualization

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Abstract - Visualization or Spatial Intelligence is an area in the theory of multiple intelligences that deals with spatial judgment and the ability to visualize with the mind's eye. It is defined by Howard Gardner as a human computational capacity that provides the ability or mental skill to solve spatial problems of navigation, visualization of objects from different angles and space, faces or scenes recognition or to notice fine details. Gardner further explains that Spatial Intelligence could be more effective to solve problems in areas related to realistic, thing-oriented, artistic and investigative occupations.

Art and design disciplines, by their very nature, focus on learner creativity and tend to view knowledge in its own perspectives. The development of creativity has become an important educational goal intended to provide a rationale to increase potential learning and give students confidence as a pedagogic model. Also, the creative pedagogic approach will emphasize the learning environment to create a sense of excitement and enthusiasm among the students in order to increase enjoyment and commitment to the program. Students are required to be active participants at all times and they are encouraged to determine the pace and content of classroom sessions and to work in ways which suit their individual approaches to learning. The relationship between theory and practice are constantly linked with concepts to increase their analytical skills and thus their ability to make judgments.

Key Words: *Visualization; Creativity, Ability; Spatial Intelligence; Art & Design*

I Introduction

"Creativity" is not just the talent it is the mental ability to conceptualize new, unusual or unique ideas. The creative talent with passion connect between the new and fascinating things, it is as seen in their ability to draw, paint, sculpt, write, play music, sing, dance, etc. Creative potential exists in most of us and have to be explored and nurtured to achieve something new and unique.

The creation of iPhone by Steve Jobs, the CEO of Apple is an example of creativity, because he has the forward-thinking ability to imagine new ideas for the unique products, and also to see new connections between different things (such as combining an iPod, the iTunes store, an Internet browser, a camera, a GPS, and a cell phone to create the iPhone). Creativity- Creativity is a function of three components: expertise, creative-thinking skills, and motivation.

II Creative Education in the Domain of Art and Design

The learning and development of creativity has become an important educational goal for Art & Design area. The very nature of thinking demands the creativity at various levels.

A. *Learner's Creative Environment*

It is essential to set up an environment of trust and support in order to give students the courage to embark on this new journey. Students are encouraged to get inspiration from each other through discussing each other's work and giving feedback to their peers. If students feel respected and valued, their confidence and independence will grow and they will begin to take responsibility for their own education. The teacher-learner relationship is central to these developments. In addition, the teacher acts primarily as a facilitator rather than as an authority figure, a role which encourages active and flexible participation from students and which turns teaching itself into a creative learning process. The e-environment helps in connecting with virtual world in teaching and learning. The use of technology is a boon for such people who work with dispersed and displaced teams across the globe.

B. *Creative Visualization*

Our imagination is a critical part of Creative Intelligence because it is a powerful tool that helps us visualize and understand alternatives. Visualization helps us understand unexpected ideas and new possibilities. The creative potential of mental imagery has been demonstrated by many studies. It has been used in laboratory experiments as well as in everyday life, such as for rearranging furniture or designing new products. Creative visualization also helps to overcome mental blocks that interfere with creative thinking. Intuition and insight share some of the same characteristics of visualization by suddenly interrupting our thinking in ways that can contribute to new ideas or understanding⁵.

C. *Visual Journaling*

A visual journaling is an economical craft, in cost as well as in scale. As anyone can make a visual journal, no prior visual art or writing experience is required. Also, there is no right or wrong way of making a visual journal. The advantages like keeping information private, portable and the personal style has helped designers to create and manage their portfolios. Therefore, the formation of journal clubs will help in harvesting creativity among students.

D. *Creative Blogging*

Today, the social media has brought the world very close and next door through Facebook, Twitter, YouTube and Blogging. Blogging helps in expressing the creativity to the whole world and reach out to the farthest to be heard and recognized. Every day there will be new learning and sharing through blogging. The social media provides network world as a platform for value creation.

E. *Cognition and Creativity*

Cognition describes our ability to recognize and understand information, ideas, and concepts that are needed to form judgments. Cognition is important for creativity because it allows us to combine ideas into more complex ones based on past experience. It also affects our

ability to understand new information. Cognition includes the ability to construct a wide variety of concrete and abstract concepts stemming from seemingly inconsequential information to generate creative ideas. Writers often produce a complex plot by combining a number of different ideas. Inventors also view different ideas or consider different ways to look at a problem to determine whether a result is really new. The human mind is indeed a paradox. Perception and cognition are exceedingly complex, but are critical to the creative process¹.

III Teaching Approach

An extensive variety of teaching methods are used including slide-lectures, demonstrations, group discussions, group and individual tutorials, handouts, story boards and posters. All lectures are “performed” rather than simply read out and discursive, active learning elements are incorporated. The intention is to create a sense of excitement and enthusiasm among the students in order to increase enjoyment and commitment. Inspirational visual material is used frequently and students are required to analyze the material in terms of aesthetics and meaning.

The relationship between theory and practice is constantly restated with concepts presented in lectures being utilized in the subsequent project or exercise.

F. Time-by-Line Scheduling

Each taught session is planned to build holistically on the previous one. This approach lessens ambiguity and encourages a sense of continuous progress, as well as increasing student confidence. All the students receive a schedule at the start of the module or unit of study with ready notes, assignment questions and tutorial for additional learning. The sessions and learning systems are explained during the orientation programme³.

G. Project/Problem Based Learning

Projects are known to assist both creativity and motivation². Project requires students to solve communication problems rather than simply practice skills. The focus on communication and the challenging nature of the projects are intended to prevent a reliance on existing skills. In addition, project briefs outlining purpose, duration, and content are discussed at the start of each week. Both the timetable and project briefs are used to help ensure that students understand the rationale behind the module delivery, as a whole and in relation to the individual sessions. This helps students to cope with any unusual or novel aspects of the delivery and assists independent study and reflection⁵.

A problem-based approach to learning requires identification and analysis of both the problem and any proposed solutions. The theoretical sessions are intended to improve students' analytical skills and thus their confidence in their ability to make judgments. This helps to lessen their reliance on the teacher, encouraging independent study and autonomy. Therefore, brings close proximity to what is visualized and what is really there⁴.

IV Conclusion

Students are made familiar with the creative pedagogic model to explain the need for an experimental approach and for students to be open up for new possibilities. The students should be taught to master the four modes of creative functioning, such as thinking, feeling, sensing and acting. An important aspect of creativity is our ability to see, understand and visualize our environment. **Perception, which is part of Creative Intelligence, is how we see and react to new information.** Human perception actively restructures information that is needed to form a

picture of the world. Thus, interpretation is not merely a passive reflection of what is seen. Rather, perception is influenced by memories, which play an important role in the ability to recognize and classify information through their memory lanes. Students are encouraged to determine the pace and content of classroom sessions and to work in ways, which suit their individual approaches to learning

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