

Project title: Teachers Training Programme to Support Gifted and Talented Students (GATE) –
2021-1-LT01-KA220-SCH-000027713

GOOD PRACTICES

1	Title	<i>“The Creativity and Self-actualisation Training Programme”</i>
2	Country	Lithuania
3	How is/was it promoted?	Regional program
4	Context of implementation	<i>The context where the best practice was developed</i> X large city <input type="checkbox"/> small city <input type="checkbox"/> village
5	Goals of the activity	<ul style="list-style-type: none"> - <i>Develop students’ cognitive creative abilities and the need to reveal their own creative powers through cognitive and personality techniques for fostering of their own creativity;</i> - <i>Acquaint students with the psychological theories and studies dealing with creativity as well as with the techniques and programs designed to foster creative power.</i>
6	Description	<p>The program is based on the assumptions of humanistic-existential and Gestalt psychology as well as on the postulates advanced by psychological theories of creativity. First of all, it rests on the humanistic theory contending that the character of each person conceals a tendency towards growth and self-actualization. The program is designed so as to give each trainee a chance of self-actualization on the grounds of a vital human ability, i.e. the ability to realize one’s thoughts, senses, images, feelings, and desires.</p> <p>The program also draws upon the internal (openness to experience, internal source of assessment, and ability to use available information in an unconventional way) and the external (secured psychological safety and psychological freedom) conditions for constructive creative activity defined by C. R. Rogers (1961).</p> <p>It involved 160 seconds to fourth years social science students at Vilnius Pedagogical University, who participated in four months of training with 2h/week training sessions (32 hours in total).</p>
7	Implementation choices	<p>The main target group was undergrad university students. They participated in four months of training with 2h/week training sessions (32 hours in total). The program was drawn up and employed within the context of <i>Psychology of Creativity</i> subject offered to students by Vilnius Pedagogical University.</p> <p>As said above, it was based on the assumptions of humanistic-existential and Gestalt psychology as well as on the postulates advanced by psychological theories of creativity.</p> <p>The assessment methods used for the results of the training were the following:</p> <ul style="list-style-type: none"> - <i>Torrance Test of Creative Thinking (TTCT, 1974)</i>

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		<p>- <i>Dembo-Rubinstein's polar profiles technique.</i></p> <p>The first method was used to estimate cognitive abilities, while the second one was employed to elicit from the participants their subjective opinions on their own creative power. For the assessment, 4 parameters were chosen: creativity, originality, ability to generate ideas, and curiosity.</p> <p>In the end, the program reached the expected results, as the subjects manifested an increase in all the parameters chosen.</p>
8	Materials	No specific material. Handouts and other materials commonly used in class for frontal lectures.
9	Who runs the activity	<input type="checkbox"/> mentors <input type="checkbox"/> a school <input type="checkbox"/> an NGO <input type="checkbox"/> an organization/institution <input type="checkbox"/> an informal group <input checked="" type="checkbox"/> University
10	Benefits and results	<p>After taking part in this program, the participants:</p> <ul style="list-style-type: none"> – strengthened their creative thinking skills – realized their cognitive and personality qualities related to creativity – realized to a greater degree their creative potentialities
11	Relevance for the GATE Project	Although this program did not make use of the methodologies relevant for the GATE project, the attention devoted to creativity might play an important role in the promotion of the 21 st Century Skills that the GATE project is expected to develop in children. The theoretical foundation of the program is solid, and the assessment method is appropriate. These could be easily adapted for children.
12	Website/E-mail /Other contact info + References, if any	Karkockienė, Daiva. (2007). Creativity training – a part of gifted education programs in Lithuania, in Csermely, P., Korlevic, K. & Sulyok, K. (eds), <i>Science Education: Models and Networking of Student Research Training under 21</i> , NATO Security through Science Series.