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Orginal Article

A Phenomenological Study of the Fundamental Factors Affecting the Flourishing of Idea Generation and Innovation among Elementary School Students

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Abstract

Idea Generation and innovation creates a favorable environment for cultivating the seeds of ideas in children's minds and creates in them a new vision for looking differently, innovation and self-efficacy; This is especially important in the curriculum of the elementary school. The present study is practical in terms of purpose and the research approach is qualitative and phenomenological. The sample size was 12 people and sampling were done in a targeted way. The data collection tool was a semi-structured interview. Data analysis was done using Claysey's method. The identified factors in the flourishing of children's ideation and innovation are "atmosphere and physical environment", "technique and strategy", "mental factors" and "inspiring teachers and parents". The results of the current research show the wide angles and dimensions of idea seeking and innovation, and the activation of these angles through the factors identified in this study plays a significant role in realizing the goals of the elementary school and provides the ground for the cultivation of thinking, active and free-thinking learners. Makes. On the one hand, searching for ideas improves the individual identity, independence and self-confidence of elementary school students, and on the other hand, from a practical point of view, it leads to the active participation of children in educational activities and special events of the elementary school.

Keywords: Idea Generation, innovative ideas, flourishing, creativity, innovation.

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Extended Abstract

Introduction

Given the increasing developments of the present era, knowledge accumulation is not effective and learners, in addition to applying new knowledge, must also learn the capabilities to face the challenges of the 21st century (Hamzerobati, & Javdani, 2022). In order to face problem-solving situations and complex conditions, students need to be strengthened in the field of creating new ideas. As Lavonen (2016) also points out, given the rapid growth of technology, students must be equipped with the necessary skills to enter the new world. The most beautiful of human characteristics is their creative power, which has a multidimensional theoretical structure. This multidimensional approach is evident in various studies that have empirically examined innovation and creativity (Mazerant et al., 2021).

Method

Since the aim of the present study was to identify the fundamental factors affecting the development of children's ideation and innovation, this study was conducted using the phenomenological method. The present study is applied from the perspective of the purpose. The statistical population included specialists and experts in the field of child innovation and the sample size was conducted using the purposeful and snowball method. Interviews continued until information saturation.

Results

By examining the interview texts using the Claise method, 109 concepts were obtained. From the examination of the concepts, 47 subthemes and 10 themes were categorized, and from the themes obtained, four main factors were identified: "the effect of tools, techniques and strategies", "the effect of mental factors", "the effect of teachers and parents", and "the effect of the atmosphere and physical environment". Mental factors include two themes: "imagination and mental imagery" and "questioning". The results of the present study show that creating opportunities for creative visualization through methods of possibility thinking and strengthening children's imagination in carrying out activities and asking imaginative questions strengthens children's mental imagery. The results obtained are consistent with the following research: The study (Canvatto et al. 2022) on imagination indicates that imagination is the ability or act of forming new

ideas, images, and concepts from external objects that are not presented to the senses; therefore, imagination is an effective factor in the process of idea seeking and achieving innovation. Questioning is another factor that is achieved through original questions in the education process and adopting a question-centered approach instead of focusing on the answer-centered approach. The factor of atmosphere and physical environment focuses on the two themes of "appropriate atmosphere and physical space" and "dominance of an atmosphere of trust and acceptance". Enriching educational environments is an example of the effect of physical space on children's innovation. Tools, techniques, and strategies are another well-known factor in this study, resulting from “creative activities and assignments,” “use of idea-seeking tools,” and “gamification of lessons.” The results of the study show that the use of idea-seeking techniques act as attractive tools for raising children who are creative and innovative. The findings are consistent with the results of research by (Ozyaprak & Roza, 2020).

Discussion

In addition to facilitating learning, education in the form of games and storytelling provides the ground for the emergence of valuable ideas in children's minds. Making handicrafts and practical activities grow seedlings of innovation from the seeds of ideas. Despite the positive effects, the rapid changes in new technologies, in some cases, promote "mental gluttony" in children and make them "little consumers". Self-empowerment of teachers through active participation in social events and volunteer campaigns provides them with sources of inspiration. Asking original questions leads to strengthening children's independence of opinion and idea generation. Dialogue is the cradle and cradle of ideas, and teachers' ability and mastery of effective dialogue are of particular importance.

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