



Creativity Accreditation Has Potential to Motivate Students with Low Grades to Improve Their Results: A Letter to Editor

Gholamreza Abdouli ¹, Fateme Sayyahi ^{2,*}

¹ School of Health, Kermanshah University of Medical Sciences, Kermanshah, Iran

² School of Rehabilitation Sciences, Kermanshah University of Medical Sciences, Kermanshah, Iran

* Corresponding author: School of Rehabilitation Sciences, Kermanshah University of Medical Sciences, Kermanshah, Iran. Email: sayyahi@gmail.com

Received 2023 November 1; **Revised** 2023 December 24; **Accepted** 2024 April 22.

Keywords: Motivational Education, Creative Thinking, Small Group, Focused Learning, Effective Teaching

Dear Editor,

Motivation is one of the most crucial skills for a teacher (1, 2), and recognizing creativity is highly influential in encouraging students to engage more actively in lessons and to be mentally present in class (3, 4). A bibliometric mapping of research literature indicates that creativity is significantly associated with cognitive performance (5) and effectively enhances learning and motivation, leading students to achieve better academic outcomes (6, 7). In a speech therapy class of seven students, we observed an increase in self-worth among students who think outside the box and those with lower grades, potentially due to the recognition of their creativity (September 2022 until November 2023). Creativity scores were assigned for verbal responses to encourage unique and diverse thinking in one course each semester. Additionally, a creativity question allowing for an optional answer and extra points was included in the mid-term and final exams, prompting students to draw an innovative diagram of a concept from their perspectives. Figure 1 illustrates the progression of students' creativity scores over three semesters. The second semester in speech therapy features challenging assignments, and most students experienced a significant drop in their average grades compared to the first semester. However, students recognized for their creative thinking (number 4 and number 7) improved their average grades, advancing from the middle to the top third of the class. By the third semester, as shown in Figure 1, most

students were actively competing for higher creativity scores by studying more and collaborating more in class.

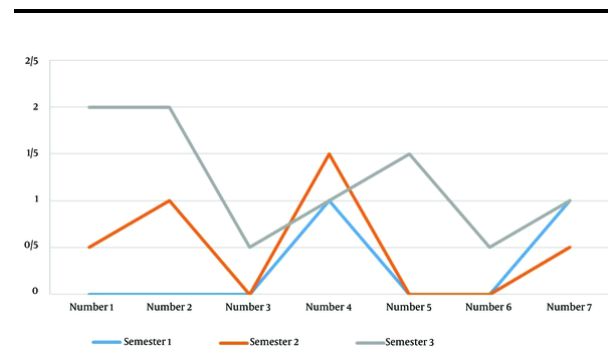


Figure 1. Trend of students' creativity scores by semester

This experience demonstrated that recognizing creativity could be an effective strategy to motivate intelligent students with low grades in small groups. Creative students are smart and capable of academic success (8), but they often struggle to maintain focus in class. Despite their hard work, they tend to score poorly on traditional evaluations (9, 10). Repeated poor results can lead to a negative cycle, discouraging them and perpetuating a loop of increasingly poor outcomes. Conventional teaching styles may not suit these students, but when they are acknowledged for their unique intelligence, it can inspire them to see

themselves as capable of succeeding academically. This recognition helps them adapt better to traditional teaching methods and improve their academic performance.

Footnotes

Authors' Contribution: GA, performed Statistical analysis and interpretation of data; FS, designed the study and drafted the manuscript.

Conflict of Interests Statement: The authors have no conflicts of interest to declare.

Ethical Approval: We ensured that all research is conducted in accordance with ethical principles.

Funding/Support: It was not declared by the authors.

References

- Al Shraah A, Abu-Rumman A, Alqhaiwi L, Alshurideh MT. The role of AACSB accreditation in students' leadership motivation and students' citizenship motivation: business education perspective. *J Appl Res Higher Educ.* 2022;**15**(4):1130-45. <https://doi.org/10.1108/jarhe-11-2021-0409>.
- Ferrer J, Ringer A, Saville K, A Parris M, Kashi K. Students' motivation and engagement in higher education: The importance of attitude to online learning. *Higher Educ.* 2022;**83**(2):317-38.
- Conradty C, Bogner FX. From STEM to STEAM: Cracking the Code? How Creativity & Motivation Interacts with Inquiry-based Learning. *Creat Res J.* 2019;**31**(3):284-95. <https://doi.org/10.1080/10400419.2019.1641678>.
- Fischer C, Malycha CP, Schafmann E. The Influence of Intrinsic Motivation and Synergistic Extrinsic Motivators on Creativity and Innovation. *Front Psychol.* 2019;**10**:137. [PubMed ID: 30778313]. [PubMed Central ID: PMC6369195]. <https://doi.org/10.3389/fpsyg.2019.00137>.
- Hernández-Torrano D, Ibrayeva L. Creativity and education: A bibliometric mapping of the research literature (1975–2019). *Think Skill Creat.* 2020;**35**:100625. <https://doi.org/10.1016/j.tsc.2019.100625>.
- Akyıldız ST, Çelik V. Thinking outside the box: Turkish EFL teachers' perceptions of creativity. *Think Skill Creat.* 2020;**36**:100649. <https://doi.org/10.1016/j.tsc.2020.100649>.
- Wang S, Sun Z, Chen Y. Effects of higher education institutes' artificial intelligence capability on students' self-efficacy, creativity and learning performance. *Educ Inf Technol.* 2022;**28**(5):4919-39. <https://doi.org/10.1007/s10639-022-11338-4>.
- Janpirom C, Tuntinongwa S. Action Learning with Smart Classrooms Incorporating Creativity And Innovation, a Systemic Synthesis Literature Review. *Innovate Learning Summit.* 2021:398-404.
- Burden P. Creating confusion or creative evaluation? The use of student evaluation of teaching surveys in Japanese tertiary education. *Educ Assess, Eval Account.* 2010;**22**(2):97-117. <https://doi.org/10.1007/s11092-010-9093-z>.
- Strom RD, Strom PS. Changing the Rules: Education for Creative Thinking. *J Creat Behav.* 2011;**36**(3):183-200. <https://doi.org/10.1002/j.2162-6057.2002.tb01063.x>.