Creativity and positive emotions in studying: Novel possibilities for improving students’ learning

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Novel possibilities for improving students' learning

Aims and Hypotheses

H1: Positive affect in studying in semester 1 will be positively associated with use of creative cognition in studyi

This study investigates the longitudinal relationsh

The found effect of creativity on positive affect in studying indicates that the use of creative cognition is a promising target variable for interventions aimed at enhancing students' positive affect and, in turn, their academic performance.

Limitations

This study has three key limitations that should be considered in interpreting the findings and be addressed in future research:

1. The self-reported nature of the data could have inflated the strength of the reciprocal relationship between positive affect and use of creative cognition.
2. A two-wave design can only suggest causality; this is particularly the case for a reciprocal model, as a third, unmeasured variable might be a cause or a mediator of both variables. Additional research is needed to determine the true causal relationship.
3. A two-wave design with a relatively short follow-up time does not support inferences concerning the dynamics and long-term development of the found reciprocal relationship.

Conclusions

Despite its limitations, the present study is the first one to establish the reciprocal relationship between positive affect and use of creative cognition in educational settings. Moreover, it provides a preliminary framework for designing interventions aimed at improving students' positive affect in studying by stimulating their use of creative cognition in studying.

References


