

## **Título**

Motivación para Creatividad en Estudiantes de Diseño de Interiores: Implementación de una Estrategia Pedagógica

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## **Resumen**

La investigación trata sobre estudio de la motivación para la creatividad. El objetivo fue analizar aspectos de la motivación para estimular la creatividad en los estudiantes de diseño de interiores. El marco teórico se basó en la teoría de Orientación Cognitiva, la cual define la motivación en función de un sistema de tipos de creencias, y temas identificados como relevantes para el desarrollo de la creatividad. Los participantes fueron 52 estudiantes de diseño de interiores, a los que les fue administrado el cuestionario de Orientación Cognitiva de la creatividad. Algunos de los temas más importantes detectados fueron: énfasis en el mundo interior y singularidad del diseñador, necesidad de autonomía, desarrollo de uno mismo, valoración de la creación de algo personal, guiarse por la intuición y las emociones, y énfasis en el yo por encima del medio externo y los demás. Los resultados de este estudio proporcionan pautas claves para implementar una estrategia pedagógica apuntada para mejorar la educación en diseño.

## **Contenido**

Creativity is defined as a cognitive process of innovative problem solving by means of which original outcomes are produced (Csikszentmihalyi 1997). An outcome may be any kind of solution to a problem, as abstract as an idea, or as concrete as an art product (Milgram 1989). The development of creativity for design problem solving is a primary concern of design education (Casakin et al. submitted). It is the major requisite for solving of design problems in disciplines like architecture and engineering, in which students have to make use of their creative abilities. The acquisition of skills, knowledge, tools and technologies needed to deal with creative design problems is carried out in interactive sessions, where students get continuous feedback from their mentors about their achievements (Casakin and Kreitler 2008a; Kreitler and Casakin in press). More often than not teachers and students assess the creativity of the design outcomes with little consciousness of the motivational aspects that have led to them. In most cases, efforts center on the promotion of creativity without awareness of personal motivations. As a result, instructors pay attention mainly to the mechanics of creativity but fail to notice the motor responsible for generating the driving force that guides the creative acts. A fair number of studies have dealt with motivation for creativity; i.e., intrinsic motivation, when an individual engages in some activity mainly for its own sake (Amabile 1983; Gardner 1993), and extrinsic motivation when an individual engages in some activity principally in order to attain a goal external to the activity itself (Lepper et al. 1973). However, to the best of our knowledge, none of these approaches managed to put forward an all-embracing theory of motivation, so that they could offer only a partial view of the subject. The motivational approach considered in this investigation is based on the Cognitive Orientation theory (Kreitler and Kreitler 1982; Kreitler 2004) which is one of the more developed and comprehensive theories of motivation including both a broad conceptual structure, and an assessment method with a well established empirical basis. The major theoretical proposition is that behavior in all domains – including design and creativity – is a function of motivation and performance, whereby motivation is conceptualized in terms of beliefs concerned with particular themes. The present study focuses on the cognitive components – beliefs and themes - that were found to be significant for the assessment of motivation for

creativity. Students of interior design were studied. Gaining a better insight in regard to the main aspects characterizing motivation for creativity in this group of students is the main challenge of this investigation, the implications of which are expected to be of particular relevance for design education. A pedagogical strategy for implementing motivation for creativity in interior design is suggested.