

The Design, Implementation, and Impact of a Creative Guqin Course based on the Systems Model of Creativity

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Background

- How to integrate creativity education into the regular classroom has been a significant movement in recent educational reforms in Asia (Chang, 2011).
- The Guqin (古琴), a traditional Chinese musical instrument, has been emblematically acknowledged as a manifestation and vehicle of cultural heritage (Juan et al., 2023).
- This study proposes that Guqin music education contains a significant element of creativity and the potential to enhance students' creativity.



Theory and Method

- Qualitative method
- Theory: Csikszentmihalyi's (1996; 1999; 2014) and Kuo's (2014; 2019) *Systems Model of Creativity*.
- Sample: The entire class (N=11)

Infusing creativity in the Regular Music Lesson of Guqin

Learners:

The concept of learners is expanded from the individual to the public.

Learning Culture:

Ethos: allowing students to express themselves and share feelings after performances. **Curriculum and Practice:** promoting creativity, imagination, project-based learning, and collaboration with peers from different disciplines. **Skills and Knowledge:** including a hands-on Guqin-making activity in students' regular study.

Open Field:

This comprises *Gatekeepers*, *Facilitators*, and *Contestation*, which differs from Csikszentmihalyi's Field but shares an emphasis on gatekeepers' importance in creativity.



Results and Findings

1. Updating the understanding of the Guqin's musical heritage.
2. Encouraging students to integrate various art forms into traditional Guqin performances.
3. Establishing connections between formal and informal approaches in Guqin music education.

Conclusion

- This research delves into incorporating Guqin within a conventional and formalised higher education music course, seeking to elucidate how its creative components can significantly amplify students' creativity and transform/enhance their educational experiences.
- The Guqin, a venerable Chinese musical heritage and a specialised instrument, assumes a pivotal role in this exploration.
- Evidence indicated improved motivation, interest, and enjoyment among students studying the Guqin and traditional culture after participating in the innovative course.
- Participants articulated their learning experience as dynamic, captivating, and imaginative, fostering an enriched comprehension of music and cultural heritage.