ANALYSIS OF PERCEIVED CREATIVE AND EFFECTIVE TEACHING BEHAVIORS OF UNIVERSITY INSTRUCTORS

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ABSTRACT

This study examined the creative and effective teaching behaviors of instructors in the College of Agriculture, Food and Natural Resources (CAFNR) at the University of Missouri. Three methods were used to examine instructor creativity, including a self-perceived assessment of creative teaching behaviors, a student assessment of creative teaching behaviors and a norm-referenced creativity assessment. In addition, students evaluated the effective teaching behaviors of CAFNR instructors.

Little relationship was found between instructors’ perceived creativity, norm-referenced creativity, and students’ perceived creativity. However, both instructors and students agreed that creative teaching behaviors occur in CAFNR courses. Further, students suggested CAFNR instructors are effective teachers. A very high correlation \((r = .91)\) was found between students’ perceive creative teaching behaviors of instructors and students’ perceive effective teaching. Creativity, as measured by the ATTA, was substantially higher for participants than for norm-referenced populations.

Little differences were observed between disciplines, sex, and teaching experience and the three measures of creativity. However, students’ perceptions of instructors’ creative teaching behaviors were significant different when compared to students’ perception of effective and ineffective teaching.