

How the Project Approach Affects Pre-schoolers' Creativity

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ABSTRACT With this paper, the researchers aim to determine whether the project-based approach affects preschoolers' creativity. An experimental design was used involving a pretest, post test, and retention test to compare an experimental and control group, as well as a general information form for collecting basic information about the participating students and their families and the Torrance Test of Creative Thinking: Figural Form A. Results showed that project-based education influenced the students' creativity, since the statistical evaluations of each mental characteristic assessed in the creative thinking test revealed no significant difference ($p > .05$) between the pre- and post test scores of the experimental and control groups regarding the subdomain of elaboration. However, significant differences emerged concerning the subdomains of fluency, originality, abstractness of titles, resistance to premature closure, and overall creativity between the pre- and post tests ($p < .01$).