

ZMATH 2015c.00452

Shriki, Atara; Lavy, Ilana

Students' self-assessment of creativity: benefits and limitations.

Nicol, Cynthia (ed.) et al., Proceedings of the 38th conference of the International Group for the Psychology of Mathematics Education "Mathematics education at the edge", PME 38 held jointly with the 36th conference of PME-NA, Vancouver, Canada, July 15–20, 2014, Vol. 5. [s. 1.]: International Group for the Psychology of Mathematics Education (ISBN 978-0-86491-360-9/set; 978-0-86491-365-4/v.5). 177-184 (2014).

Summary: We describe the process of students' self-assessment of their creativity and its development in the context of posing mathematical problems, presuming that such a process would support the development of their creativity. Examination of two case studies reveals that self-assessment of creativity may support its development provided that one possesses specific personal resources; however, this process might suppress the creativity of those lacking the needed resources. Therefore, we suggest that self-assessment of creativity cannot stand on its own, and should be supplemented by teachers' feedback or other environmental 'scaffolding'

Classification: D60 C30 D50

Keywords: self-assessment; creativity; problem posing