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Morgan Culp

# Creative Educational Inspirationalism Theory

The new theory I have titled “Creative Educational Inspirationalism” is rooted in the creativity and diversity of the human mind and how everyone differs depending upon lived experience, location, upbringing, and so many other factors. One thing that can tie us all together regardless of language barriers is creative expression and inspiring creativity to help keep one’s mind active through the process of ageing. I have always referred to the term “inspirationalism” throughout my life as I thought it was the official word used to define the individual process of seeking and processing inspiration, I tried researching this term and found that it is not a real word—yet! So, my research is going to help define this word as I connect it to an educational setting where students and individuals utilize their creativity to draw inspiration to continue using it to create ideas, objects, and knowledge as they go throughout the stages of life—and how that changes for people depending on their age.

What does Creative Educational Inspirationalism mean?

Gestalt Theory Implications

Keller's ARCS Model Implications

Bloom's Taxonomy Implications

## **Creative Educational Inspirationalism in Practice**

**Think Aloud Activity**

**Conclusion**

Lesson 1 of 7

# What does Creative Educational Inspirationalism mean?

 Morgan Culp

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## Introduction

This theory with help IDT experts in educational settings encourage students to keep their inspiration alive as this theory emphasizes that creativity inspires more creativity. This can help students when it comes to learning and retaining information. Children and students are too often forced to suppress their creativity to fit into the typical and traditional learning formats in school where they are not to speak aloud, collaborate, or draw unless explicitly asked. To begin to understand this issue, teachers can start and even have started to retreat from traditional learning styles to allow students to be inspired and creative in the classroom. If students are allowed more room to form their own understanding and become inspired to be creative, they will form a deeper knowledge of the subjects they are allowed to be creative in. We must understand that everyone has differing learning styles and for many, suppressing natural creativity is killing their inspiration which is why Creative Educational Inspirationalism will be such an important theory for young developing minds in school.

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## **Educational**

Educational is the second word in this theory. I am tying together the concepts of creativity and inspiration to relate to someone's education and helping to expand that. In this theory, the term education means what happens in the classroom but also extrinsic learning that happens on a day-to-day basis outside of school.



## Creative

Creativity is the root of this new theory. We must become creative in our workspaces and at school to help self motivate and become passionate about what we do and using our favorite creative outlets.



## **Inspirationalism**

The new term I am founding "inspirationalism" is the theory of becoming inspired and inspiring others-- through creation. There is something that inspires everyone. Once we can define what that is for each person, they can make relations to how that can use that inspiration to create at work, school, or in life.

# Gestalt Theory Implications



I learned of the Gestalt Theory from the textbook utilized in our class: Psychology of Learning for Instruction by Macy Driscoll. I am drawing from the author's definition of the Gestalt Theory of insightful learning to combine some elements with human inspiration and free-will when creating my brand-new learning theory. Created in the early 1900s in Germany, a Gestalt psychology was created which is a school of thought that looks at the bigger picture. This theory emphasizes that the whole of something or the end product, is greater than the individual parts that make it up. The authors of an article from Moscow that examine this theory, conclude that **the best transfer of knowledge and transfer of learning is done through the interconnected relationships humans uncover and explore each and every day.** Social interactions and context clues are how learning comes to life and becomes knowledge that people will use for the basis of operation in future scenarios.

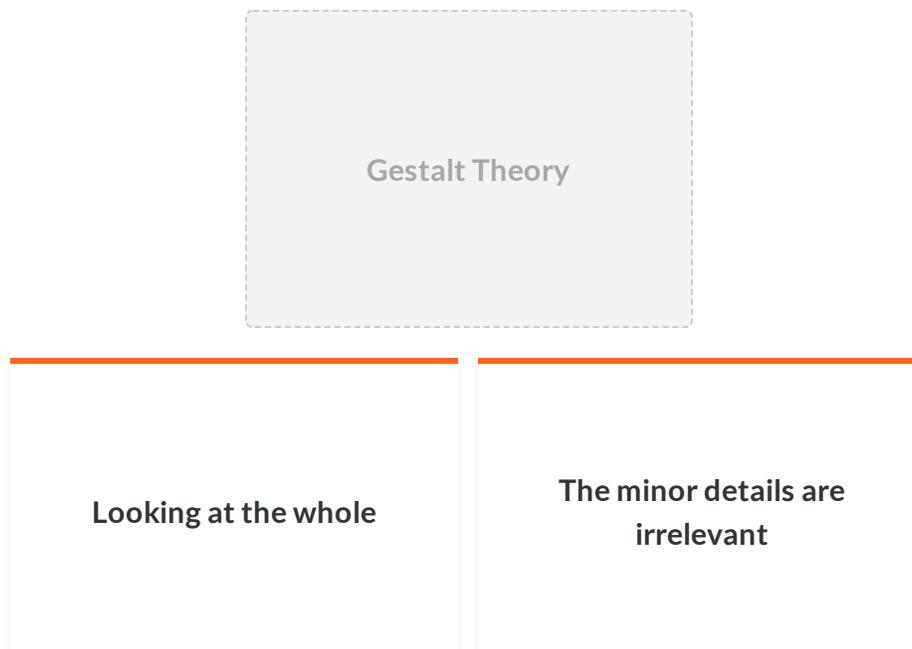
 YOUTUBE



## Gestalt in a Nutshell

[VIEW ON YOUTUBE >](#)

I am planning to show how the Gestalt Theory connects **insightful learning to the new term of inspirationalism**. Gaining insight and inspiration combined is how creativity is fostered. They two components work in conjunction to how knowledge can come out in the form of creative expression. Creativity is derived from learned experiences of social interactions and the insight that is gained from them. Inspiration of oneself comes from separate experiences but when we look at all of them, like the Gestalt Theory says we must do to better understand, we can see where reasoning and creativity begin to form and are displayed differently for each person. **There is not one “correct” or “right” way or answer to explain what the best way for each person is to learn so we must use the Gestalt Theory regarding all components of inspiration to look at a complete picture when one inspires creativity.**



**Creative Educational  
Inspirationalism**

**Looking at the whole**

**The minor details are relevant  
but do not define**

**CONTINUE**

# Keller's ARCS Model Implications



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## Drawing from Keller's ARCS Model for Inspiration

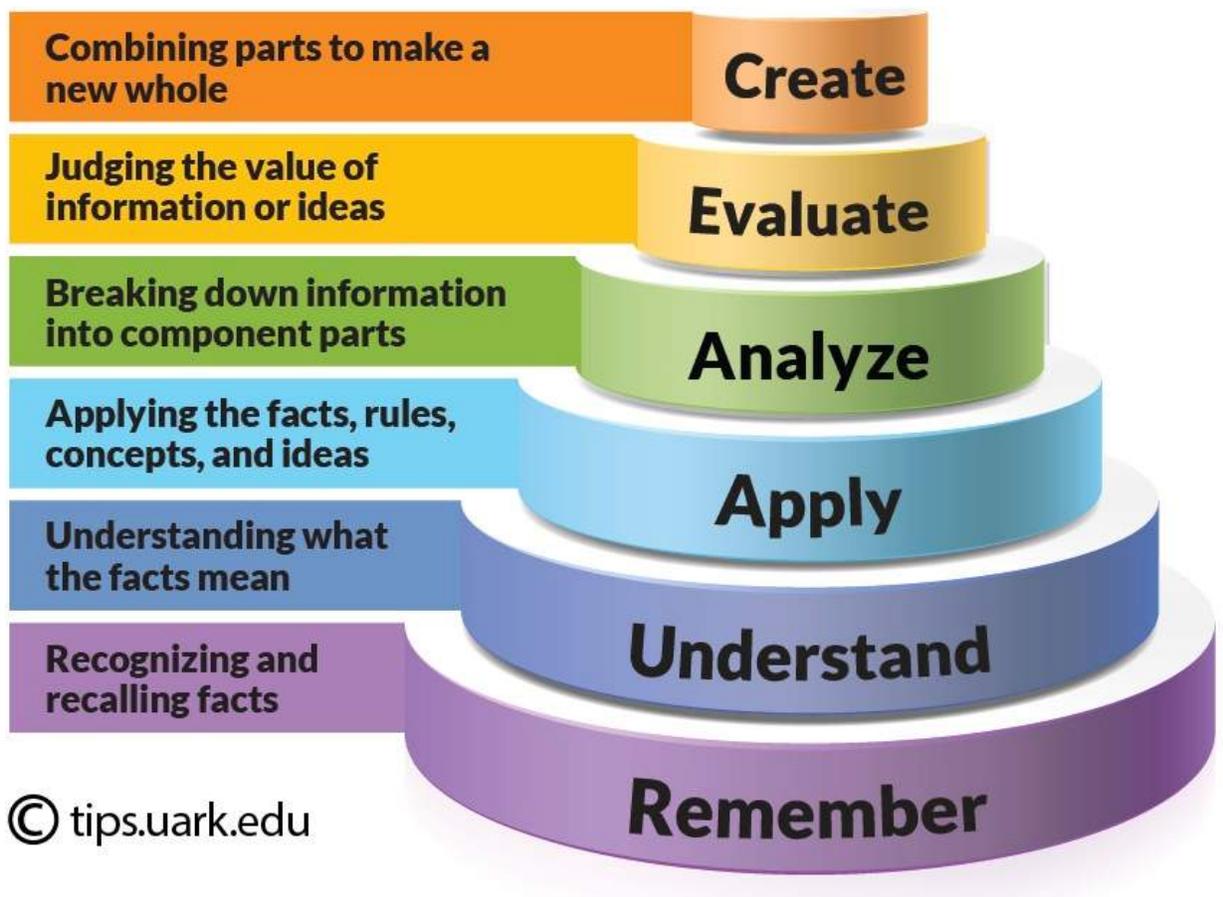
The second most important theory that is the basis for my research and creation of my own personal theory would be John Keller's model of motivational design. Created by John Keller in 1983, what is now commonly known as the ARCS model synthesizes the design process of motivation and categorizes concepts and theories into four different categories: **Attention (A), Relevance (R), Confidence (C), and Satisfaction (S)**. This theory has a great way of categorizing different ways to engage and interact with learners to keep them motivated to learn. One area of the ARCS model that could use some further research would be how motivational factors change with age. **What you need to motivate a kindergartener to stay involved and active in class differs from what you may need to encaptivate a senior citizen to sit down and learn a new skill.** There are different motivations that each person will need to really become self-motivated and self-sufficient in trying and wanting to become an active learner. The factor that might be missing here is inspiration. Once you motivate a learner to tap into what inspires them, what keeps them going, or what they aspire to do one day, you can attempt to connect the subject matter at hand to their inspiration so that they may foster motivation through inspiration. This would also help them become more creative in their expressions, if someone is inspired to learn and further their knowledge, they will find fun ways that work from them to creatively learn and adapt. With my new theory, I will reference Keller's ARCS model of motivation and help add to it by bringing in factors that will help learner motivation and those factors will be creativity and inspiration. **Similar to the (R) relevance of Keller's model, learners will become more motivated if they know why they need to know the content, but they will become even more motivated if they understand why they need to know the content but are also inspired by their creativity within to help expand their knowledge and see it through with the subject matter.**



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# Bloom's Taxonomy Implications

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## **Introduction**

The inspire creativity module we had to go through for class resonated most with me and inspired me to create a theory rooted in creativity, inspiration, and motivation of a learner. Bloom's taxonomy places creativity at the highest level of the hierarchy of learning. I believe that creativity should not stop when a student is too old to draw or doodle, it should continue into higher education and even the workplace to encourage collaboration, creativity, and fun for employees.

## Step 1

### How I Relate

The theory I believe that I would most align as an inspirationalist. I was going back and forth between inspiration and situationism, but I thought more about it, and I do believe there are benefits from social creativity, but I believe most everyday creativity is individual and happens within oneself, it is not always shared in a situation with others. If I get overwhelmed or need inspiration to problem solve, I draw inspiration from being outside, people watching, and drawing from past experiences. These theories need to be studied further when it comes to the interconnections of inspirationalism and situationism.

## Step 2

### Implications into Real World

People all have different learning styles that are drawn from their lived experiences, culture, upbringing, and classroom experiences. There is no one theory that will work for everyone and that is why further discovery is needed to bring inclusivity to people of all backgrounds. If I were to conduct this experiment, I would interview people of all age groups from kindergarteners to retired senior citizens to see how they view creativity and how it changes depending on the generations.

## How we could study this further

.It would be a great idea to follow one person almost documentary style to see how their views change growing up and through their lived experiences getting into adulthood.

1

Create

2

Evaluate

3

Analyze

4

Apply

5

Understand

6

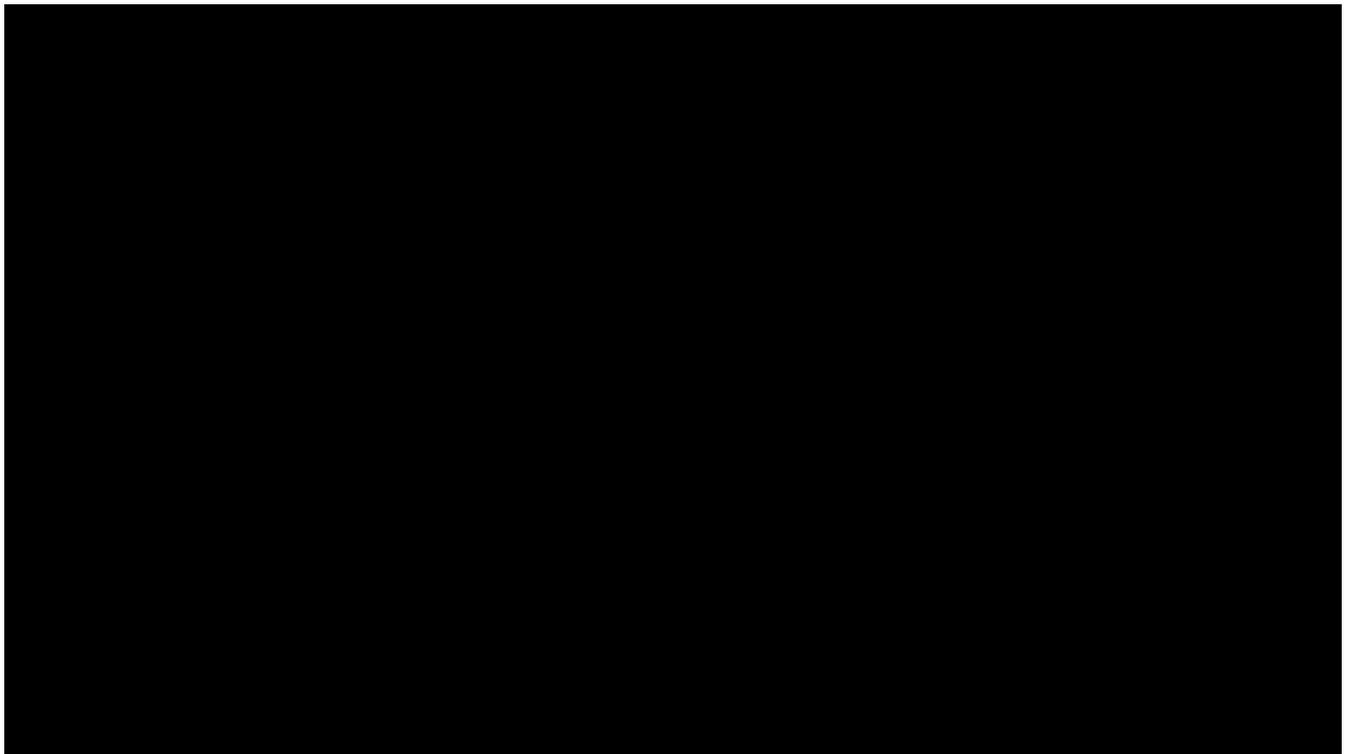
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# Creative Educational Inspirationalism in Practice

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## **Please watch the video above.**

My new theory of Creative Educational Inspirationalism combines aspects of Gestalt Theory, Keller's ARCS model of motivation, and Bloom's Taxonomy to create a brand-new learning by doing theory. I have taken the holistic review approach from Gestalt's theory when it comes to looking at something as a whole instead of measuring worth from one small aspect that makes up the whole. I have used and references the components of ARCS model of motivation to add on to some of these standards the intrinsic inspiration that will promote motivation when adding

inspiration to attention, relevance, confidence, and satisfaction. The ARCS model inspires more than just motivation in my new theory, when combined with inspiration it also motivates creativity within as well. When looking at Bloom's Taxonomy, it places creativity at the highest level of the hierarchy of learning.

My theory seeks to find out what comes first, inspiration or creativity? The trick is that it is a cycle. One must inspire to create and thus create to inspire and so on in a never-ending cycle. My theory also states that this cycle will continue from a person's first learning and creative educational inspiration into older age if practiced throughout life. This theory is done by most people unknowingly, but once you are aware of creative educational inspirationalism you will be more apt to want to continue following your own inspirations to create and then inspire through your creations and work your brain and live out your knowledge to keep your brain and body moving into old age.

An example of how this is used could be in a classroom setting. The teacher may ask who means a lot to you to a class of first graders. They will all recollect loving memories with parents, grandparents, siblings, or friends. The teacher may then ask them to use their imagination and create something for that person they choose that will mean something special to them. The students now have creative expression to create a piece of art, a meaningful letter, a filmed video, a dance, virtually anything they set their mind out to do. If we do not limit how people should use their creativity and internal inspiration, we will live in a much brighter and happier world.

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# Think Aloud Activity



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The Creative Educational Inspirationalism Theory is very individual to each person. I have created a think aloud activity of questions where I urge you to pair in groups, or spend time pondering these answers on your own so that you can see how the Theory would work for you.

Question

01/10

Think back to the last time you created something. What did you create?

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Click here once you have talked amongst your peers to answer the question.

I have not created anything.

*Question*

**02/10**

When you are not forced to create something (not in class, not for work) what do you create most often? How does it make you feel?

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Click here once you have talked amongst your peers to answer the question.

I have not created anything.

*Question*

**03/10**

What inspires you? Please take a moment to reflect and collaborate on your inspirations. Type "done" in the box to move on once you have completed this think aloud.

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Type your answer here

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Question

04/10

If you were allotted more time in work or school to express your creativity, how would that effect you? Why?

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Yes

No

Question

05/10

Do you think what you do for work is important? Why/why not?

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Yes

No

Question

06/10

Are you working in a field that you are inspired to be in? What got you to the position you are in now if you work, or what led you to choose the major/degree you are in?

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Click here once you have discussed this question thoroughly.

Question

07/10

Do your bosses/teachers/family know what inspires you?

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Yes

No

Question

08/10

Based on the Creative Educational Inspirationalism Theory, will you be more intentional in where your creativity comes from?

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Yes

No

*Question*

**09/10**

Based on the Creative Educational Inspirationalism Theory, how have you noticed creativity change from different age groups? Share aloud with your group.

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I have listened to everyone in my group share, and have shared my opinion

I need more time.

Question

10/10

1. What three theories contributed to the creation of the Creative Educational Inspirationalism Theory?

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≡ First Theory

Gestalt Theory

≡ Second Theory

Keller's ARCs Model of Motivation

≡ Third Theory

Bloom's Taxonomy

# Conclusion



## To sum it all up...

Created in 2022 by graduate student Morgan Culp for a research project for her master's program in Instructional Design and Technology at the University of Tampa, the Creative Educational Inspirationalism theory was developed. With inspiration from past theorists such as Gestalt, Keller and Bloom, a new creative learning theory has been developed. Drawing from past experiences in my own personal education, teaching as a TA in different undergraduate courses at The University of Tampa and visiting family members of all ages from newborn to nursing home, I have concluded that creativity comes from inspiration and that inspires others to create. To simplify my theory for everyday users, it would boil down to the point that it is a cyclical movement from inspiration to creativity, and then creativity back to inspiration. This cycle starts as a child and continues until death.

Whether you use this theory for creative arts, writing, gamification, or education, the core value remains the same. We must inspire creativity and provide a safe space for young students to be comfortable sharing their inner inspirations and finding what gives them purpose individually so that they may be creative in the world and outward expression of that inspiration. Once this happens, peers, family members, and the world will view that creative expression and be able to form their own inspirations from it.

Creativity creates inspiration and inspiration inspires creativity. This is mainly significant to study in an educational IDT setting in classrooms. Many times, younger students are allowed to have set aside creative time, but we see that dwindle down as students move into high school or college. Learning must be fun and inspiring for students to want to expand their knowledge and

understand that everyone is different, we all have inspirations that give us purpose, and we are all creative in our own unique ways.

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Theory 1

Gestalt Theory

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Theory 2

ARCs Model of Motivation

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Theory 3

Bloom's Taxonomy

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