# Chapter 8
# Future Research:
## Exploring Values of "Problem–Based Approach"

## ABSTRACT

*The last chapter in this book contributes to an exploration of future research on creativity, innovation, and PBL. The future directions are guided by key topics including seeking for appropriate strategies, new technologies in PBL, management of change process, and a problem-based approach to research innovation. Beyond an educational model of PBL, this chapter maps future research directions that bring a deeper rethinking of how to facilitate creativity development and innovation in Chinese universities and how to research creativity and innovation by a problem-based approach in a global context.*

## INTRODUCTION

Globalization, innovation, and new development of policies and emerging technologies bring Chinese universities both challenges and opportunities of pedagogic reforms. According to Johnson and Weiss (2008), much of the entrepreneurial activities in China is in manufacturing and/or trade related, and many innovations taking place are incremental in nature and based on imitation of imported technologies and processes. This is what we have framed as innovations of being 'Made in China'. To create a robust level of economic growth for the future, China must change its innovation where they

are not 'copying' but create new knowledge and solutions which is unknown till the actors and to the world. This reflects a change in research innovation in China, that calls for ideas of 'thinking about innovation activity' based on discussions on 'how to better innovate and how to create better innovation' (Zhou, et al., 2020).

This reflects further on 'how to improve the higher education experiences and the future lives of young talents by giving greater attention to the role of creativity in their learning'. It is well known that universities are used to be considered public good, provided by nonprofit organizations that are unexposed to market pressure and have clear societal missions (Zhou, 2016). Such a traditional thinking should be changed as higher education is becoming a global service delivered by quasi-companies in an ever-more complex environment and competitive knowledge marketplace (Zhou, 2012). Along with the rise of China and progress of Chinese higher education reforms, we should recognize the values of a problem-based approach to develop learning, creativity and innovation and that also provides implications for other cultures in a global context. Accordingly, it is necessary to explore a discussion on future research directions as a conclusion.

## SEEKING FOR APPROPRIATE STRATEGIES

Creativity does not exist in isolation. Creativity is of a concept of being social, cultural and collaborative. However, in human systems, people are also skilled at creating conditions that inhibit or interfere with creativity (Zhou, 2012). Since we agree that individual creativity is a function of antecedent conditions, for example, cognitive styles, personality, knowledge, motivation, social influences, contextual influences, and so on. A good way to help students learn about creativity is for a teacher to reveal their own creativity and show students what it means to them in their own practice, appreciating that this may be easier said than done (Jackson & Sinclair, 2006). For developing creativity in a PBL environment, as discussed, the climate of creativity is of greater importance than other factors (such as ability). Then, for Chinese educators, it is important to recognize creativity as being contextual and situational that calls for efforts of seeking for appropriate strategies.

This is aligned with a shift of creativity research from 'what creativity is' to 'how to make people creative', 'why they become creative', and 'when

20 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/future-research/265640

## Related Content

Constructivist Instructional Design: A Blueprint for Online Course Design
Carlos R. Morales (2010). *Handbook of Research on Human Performance and Instructional Technology (pp. 24-42).*
www.irma-international.org/chapter/constructivist-instructional-design/38277

Facilitating Student Learning Through Multisensory Tools That Engage and Foster Collaboration
Daniel A. Novey, Hal L. Hollomanand Marjorie C. Ringler (2020). *Handbook of Research on Developing Engaging Online Courses (pp. 200-223).*
www.irma-international.org/chapter/facilitating-student-learning-through-multisensory-tools-that-engage-and-foster-collaboration/247828

LMS Implementation in Startup Institutions: Case Study of Three Projects
Sergey Butakov, Oleg Solodkyand Bobby Swar (2013). *Learning Management Systems and Instructional Design: Best Practices in Online Education (pp. 40-54).*
www.irma-international.org/chapter/lms-implementation-startup-institutions/76183

Potential of Internet-Based Qualification Systems for Teachers in Federal Education Systems: Experiences From the Field of Economic Education
Michael Koch (2020). *International Journal of Online Pedagogy and Course Design (pp. 37-56).*
www.irma-international.org/article/potential-of-internet-based-qualification-systems-for-teachers-in-federal-education-systems/258260

Reflections on Designing for Learning: Ten Ideas from Ten Studies from Ten Years of Work in a University in Hong Kong
Carmel McNaught (2014). *International Journal of Online Pedagogy and Course Design (pp. 58-68).*
www.irma-international.org/article/reflections-on-designing-for-learning/106816