

Review of: "Does a 'Creativity Crisis' Truly Exist Among Science Learners?"

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Potential competing interests: No potential competing interests to declare.

This paper highlights an important issue in the field of creativity: the student's creative potential seen from the perspective of their teachers. The paper is well organized, the research question is relevant. Nevertheless, it's important to highlight certain reservations regarding a theoretical background such as a methodology utilized in the paper.

The definition of creative potential doesn't mention the emotional factors, one of the four aspects according to Lubart's et al. (2015) multivariate approach. The methods such as problem-solving, divergent thinking, and brainstorming should be explained in order to understand the relevance for creative thinking (Craft, 2005; Lubart et al., 2015). Furthermore, Daubman, and Nowicki (1987) argue that being in a positive mood can result in a scattered focus of attention and is likely to boost both the depth and extent of cognitive information search.

The validation procedures for assessing the accuracy of domain measurements should be thoroughly examined and incorporated into the research methodologies, is the instrument is validated?

The authors' conclusions lack support from the way the current study has been presented. To bolster the validity of the results, I would require further elaboration and clarification.