

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

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This is a very interesting text, addressing an issue that is pertinent to education at any time, but is particularly relevant today.

The research design corresponds to what is prescribed in canonical terms, obeying what is expected of quantitative research. There could have been a notable strengthening of the study's theoretical foundation, opening it up to dimensions that seem to me to be absent, and which would have given it greater scope.

As far as the development of the work is concerned, applying the instrument, analyzing the data, and exploring its scope, determined by the instrument and the methodological perspective, the authors obviously perform proficiently. We would like to see a full discussion of the procedures and results.

The authors reveal an unshakeable faith in the serous positivism that quantification disseminates ("The study used a descriptive survey method, which is the most suitable research method to understand any phenomenon."), a faith that must be demonstrated.

Radical issues in education, such as the one addressed here, go far beyond what a positivist anthropological, epistemological, methodological, and technical perspective can provide. The combination of qualitative perspectives and approaches would make it possible to overcome the limitations of the chosen approach.

The attempt to understand the Indian context in relation to the development of creativity in its science students, taking as a reference what has been acquired in educational research in general, seems to me to be limited: the specific cultural issues of Indian culture and civilization - vast? - cannot be considered? Developing creativity with Indian students/teachers is certainly not the same as working in a US context, for example.

Our times, which are developing a context that is largely censorious and authoritarian in social and political terms, demand perspectives for analyzing education that go beyond the current paradigms, which are mostly positivist, but also those emanating from the culture of complaint, which is a serious and stimulating challenge for educators and researchers.

As I said, it's an interesting text, but it could be improved. Good luck to the authors in their research!

