

# **The Study on the Creativity Teaching Strategies of Cognitive Dimension: Measurement Activities**

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This action research has developed "the creative instruction of children mathematics". During the process of exploration, development and improvement of the instruction, the curricula and teaching strategies have been justified and verified. The framework of the question-pose has associated children's measurement concept and operation level of problem-solving. The pattern of question-pose has influenced on the presentation of children's thinking and drawing. Children's creative thinking has developed from the brainstorm strategy with varied operations and the restriction strategy with measurement concepts. Children's higher creative thinking level has been stimulated from the strategies of analysis and practice thinking that include explanation, examination, clarification, prompting and emphasizing misconception. These teaching strategies have provided children with opportunities and experiences to accommodate their misconceptions and refine mathematics concepts.

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