

The Stencil Printing Tutorials and the Impact of Aesthetic Awareness on Education Art Decorative Designs Students

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Abstract: *As a result of growing interest in the present century, Educators nowadays need to address the special category of gifted students. It is therefore to embody the hopes and achieve their aspirations in the belief of the importance of the role of artists in society. However, growing interest to psychologists and researchers study through the past five decades, the concept of creativity filled thinkers, scholars and scientists throughout the ages. Furthermore, an enormous evolution in our understanding of the creative phenomenon is requested and should be subjected to scientifically systematic research and experimental methodology. The current research among college students of basic education in Kuwait state is focused on mental activity and scientific knowledge which is technically innovative designs as new formations. It appears like a technical blue print with a stencil printing studies with it's the impact on the enrichment programs of the undergraduate courses. Moreover, in the areas of plastic arts, the present research has shown the importance of enrichment programs at total educational levels. With the needs of gifted students concerning in undergraduate courses it was found a profound effect on increasing the level of student's technicality and creativity.*

Keywords: *creativity, scientifically systematic, innovative, gifted students*

I. Introduction

The arts play an important part in educational process [1] as it seems to discover and express the student's feelings through art. Through arts it could gain skills, experience, techniques, aesthetic taste and visual task. However it will help innovation by expressing ideas through the studying and experimentation, abstraction, and the spontaneosity to enrich their thinking. Eventually it must develop the ways to detect the gifted students, innovators and those has intellectual wealth and recognition. In this aspect it would be care and develop taken to their ideas through enrichment programs with high opportunity to express what the ideas is inside.

The enrichment programs as such:

- Exploratory learning
- Modern materials
- New technological instruments,
- Technical progress
- Exploratory art techniques
- Expressive drawing skills

All of these categories will open our eyes on the new world whilst it will keep up all the greatest artistic renaissance forms whilst send a message to the whole world. However, not only with supporting and encouragement but also to strengthen and improve our ability to detect movement. The activity, therefore, will be accomplished with relationships, expressive terms and cultural forms around them, leading to training them to the appropriate elements of creativity.

Through enrichment program [2] which adopted to stimulate the creative process by providing the professionalities, unfortunately the study has introduced only visual vision neglecting the other sources .The study hasn't provided it to the general education grades or even the social common activities. On the other hand, by utilizing the art as a tool to develop creative thinking to those who own the high ability in practice, these programs was established as an attempt to develop the creative thinking.

By enriching the gifted students in various scientific and technical fields, many studies [3, 4,5] has shown the importance of establishing enrichment programs which proved its effectiveness role in the development of creativity.

For the development of creative thinking among students of Basic Education at Faculty in the State of Kuwait, researcher innovated an enrichment curriculum ornamental design in printing stencil which developed the creative student's capacities, especially in the field of printing stencil. Moreover, to reproduce designs characterized by creativity and beauty to be implemented manually or mechanically to save time, effort and cost .

In order to get the same desired result every time using printing strip[6] at all forms of transition formats and its repetitive fractal, the printing will be printed and replicated at the same direction opposite or

different sizes or upside down on different levels so as to get the same desired result every time using special printing design.

Although Stencil printing is of the most popular areas in all educational levels as in Elementary – Middle – High School of art education in the State of Kuwait, but often applied in conventional and traditional way devoid of creativity and technicality innovation. Researchers, therefore, seek behind providing expertise and new developed vision, enquiry to create a distinctive and innovative educated technicality and knowledgeable in the field of art education in General and stencil printing in particular.

II. The Study Problem

The current research is:-

- Limited by validating the effectiveness of decorative design on curriculum enrichment art stencil print to develop creative thinking to be measured by Torrance test graphic creativity.
- To be implemented among students of decorative design Curriculum College of basic education for girls at Art Education Department of the State of Kuwait.
- To enriching the stencil printing by decorative design curriculum.
- To search for innovative technologies on different materials and surfaces textures with colors and noodles as appropriate for each design.
- To find a particular printing curriculum that to be independent away in the future from any other curriculum,
- To meet the needs in printing stencil for the education art Department at the Faculty of education of the State of Kuwait.

However the theoretical and practical information as well as scientific skills in stencil printing are not as adequate enough as other art fields.

III. The study aim

The study aims to:

- Preparation of an enrichment unit for decorative educational curricula design art in stencil printing technology serves to develop creative thinking.
- To check the effectiveness of the decorative curriculum design art.
- To stencil printing technology art by the development of their creativity by the Enrichment unit.
- To provide some suggestions and recommendations that lead to increase student performance and develop their skills on the professional level of monotype printing or monoprint stencil under decorative design curriculum.
- To increase student performance design processes, experimentation and artistic value and design discovery in the light of what is the results could be produced by an idea.

IV. The study importance

- Highlight the necessity to pay attention to the development of creativity in the technical fields in general and stencil printing technology in particular through the use of innovative methods and variety in printing techniques.
- The possibilities to utilise this program in developing the methodology and styles to make a decorative design curriculum enrichment unit.
- By stencil printing technique using some software (such as Adobe illustrator, Photoshop and after design) to increase the efficiency of creativity and its usability.
- To determine the skills needed to produce artwork and stencil printing technology provide the most appropriate means and ways to develop the skills of creativity and innovation with technology.
- To provide programs to develop and enrich creative thinking to produce stencil printing technology artwork.

V. Terms of Studying

V.1.Art

- Is the activity which is based on creating unfamiliar shapes and regionalisation of media as raw materials and tools into concrete goals.
- Artworks as well as a translation of the expressive aesthetic ideas [7].

V.2.Stencil Printing:

- Manual method printing which aims to reproduce a design on the surface, in different textures and materials.

- Transferring a pattern by brushing, spraying, or squeezing ink or paint through the open area of a stencil cut from thin metal or cardboard [8].

V.3.Artistic Production:

Although some sort of final form of design which defined as a set of skills and experience, but researcher defined procedurally enrichment program that the stencil printing curriculum amendment is be able to meet the exceptional academic requirements. Details for the experimental group students that will lead to increase their creative performance using innovative techniques and methods for printing stencil based on their creative skills development efficiently.They will allow gifted students where the program to continue their studies in greater depth than their peers in other classes by adding creative capacity improvement activities . Torrance [9,10] is well known for developing the Torrance Test of Creative Thinking (TTCT) which is used in the education to assess individuals' capacity for creativity. TTCT has five sub scales include; the dimensions or cognitive functions of Creativity, fluency, flexibility, originality and elaboration of the individuals' ideas where it might to explain that terminology.

V.3.1.Creativity

Creativity is a sense that awareness of the problems [11] shortcomings, gaps process inconsistencies and lack of information where no solution has been taught in the past. Moreover, in order to reach solutions or new links using data available ,compiling the information into the memory and search for solutions with the ability to predict and formulate new hypotheses, hypotheses judgment and reworked or modification. Finally link these results with each other.

as the evidences of change in educational objectives, teaching methods, curriculum and instructional materials, procedures for identifying creative gifted students, and the assessment of creative achievement Creativity and explores could be tested by Torrance methods[12,13] .

V.3.2.Fluency:

Fluency is a valuable skill to practice because when you has many different ideas, you has more options and are therefore more likely to find more viable solutions to your problem. Fluency of thinking able to think well and effortlessly which has different subcategories as such:

- Word fluency: Can easily state words containing a given letter or combination of letters.
- Associational fluency: Can easily state synonyms for a given word.
- Expressional fluency: Can easily write well-formed sentences with a specified content in design.
- Ideational fluency [14]: Can easily produce ideas to fulfill certain requirements, for example: to write an appropriate title for a given story.

V.3.3.Originality :

- Is the most properties linked to creative thinking, creativity, novelty and uniqueness.
- Is the most common factor that focus on creative outputs, as a litmus test to judge the level of creativity and originality where is not absolute but under defined subjectively per person [15].

V.3.4.Flexibility:

- The ability to look at something from a different angle or point of view.
- Shifting to an opposing viewpoint, angle, direction, chronology, modality, putting yourself “in someone else.

However Flexibility is important [16, 17]:

- To understand more than one perspective on an issue.
- Not to miss out on whole areas of possibility.
- To promote interpersonal understanding.
- It often leads to original ideas and solutions.
- To be able to interpret data in many different ways (forming and checking hypotheses).
- To vary hypotheses for scientific method.

V.3.5.Elaboration

- Is the ability to add details fill in the gaps, add finishing touches and embellishment.
- Elaboration however [18] is often the easiest creativity skill for teacher-pleasers and most students in the school culture.

- It is safest to add details and embellishment to an idea already accepted by authorities and peers. At different terminology, Visual elaboration grows from adding to drawings and basic shapes to make detailed works of art.

VI. The limits of the study

The current study is determined by the following parameters:

1. The study will apply in the College of basic education for girls in the Shamia region of the State of Kuwait.
2. Time limits: the first semester of the academic year.
3. Human limits: undergraduate students majoring in art education College of basic education for girls in the State of Kuwait.

VII. Previous studies

The work setting of art is [19] considered a great deal. As far as the setting holds the memory and visions, it provides optical meanings that could potentially be very expressive and unique. It will also contribute to the formation of the aesthetic paintings that has a flavor and taste of their own. Undoubtedly the high level of technical education students production through the development of appropriate skills, therefore, art education is important goals. Although so many researches on ways to achieve these goals and to develop the creative abilities of students, and it's not sufficient enough especially in stencil printing on the middle east region, but the researcher has to search a number of empirical studies that dealt with design of enrichment programs in plastic art. However the research classified as three Studies on the impact of:

1. Enrichment programs in plastic arts.
2. Enrichment programs in printing stencil.
3. Enrichment programs in undergraduate study courses.

VII.1: The Impact of Enrichment Programs in Plastic Arts

As has been applied to the intermediate and secondary school levels, Several studies has confirmed the importance of preparing enrichment programs in the areas of art education, either through the student study classes and examination [20, 21] or through summer programs.

It was reported [22] that these programs are so important for the development of innovative thinking skills for gifted students. The study based on scientific and technical bases for Islamic geometric motifs to apply at the Faculty of home economics - University of Menoufiya -Arabic Republic of Egypt. The application is due to the importance of developing technical capabilities and innovative gifted students through developing and implementing new educational program.

However by applying it to a sample of 60 student of secondary school which divided into four groups as "15" for each group as follows:-

- Experimental group I study program through structural foundations for Islamic geometric motifs.
- Experimental group II studied Systems of labels between the geometric forms of the Islamic motifs in addition to the structural foundations.
- Experimental group III as a control group studied the geometric forms of the Islamic motifs where did not instructed with any scientific bases where they practiced the traditional method.

The study has reported through statistical "analysis of variance in odd direction and an excellent analysis" of the results. The application of the program has showed the superiority of the experimental group II compared to the control groups III. In addition the study revealed a positive and effective role for a remarkable part between Forms of Islamic geometric shape with the highest level of student performance for professional and creative capabilities and skills followed by the experimental group II and finally the experimental group I as respectively.

The objective of studying [22] which established summer enrichment program where took place in Riyadh in the national Prince Sultan and sponsored by King Abdul Aziz and his followers for the gifted students. The studying to develop the students' creativity through enriching vision learning visually to be added to the number of developed skills, innovative thinking and connected with creative arts output.

As a safe enrichment of the environment, class has been provided for gifted students and honors in the field of art. the sample consisted of 61 students of general education students. Three levels elected by the teachers of art education. The highly reliable Torrance Tests of Creative Thinking [23] are the most widely used tests of their kind since testing only requires the examinees to reflect upon their life experiences. These tests invite examinees to draw and give a title to their drawings (pictures) or to write questions, reasons, consequences and different uses for objects (words). Moreover, as a part of gifted matrices (Tests are instruments which must be used with professional care) these instruments has been used for identification of the creatively gifted.

The tests [24] were not designed to simply measure creativity, but instead to serve as tools for its enhancement. Torrance [25, 26, 27] suggested the following uses for the tests:

1. To understand the human mind and its functioning and development.
2. To discover effective bases for individualizing instruction.
3. To provide clues for remedial and psychotherapeutic programs.
4. To evaluate the effects of educational programs, materials, curricula, and teaching procedures.

By measuring the difference between the scores obtained by students in Torrance post-test, it was clearly shown through the score difference that the innovative thinking was raised up.

For development of plastic artistic creation by using Visual teaching aids, among members of the experimental group, the study [28] was held to know the effectiveness of the proposed programming , where has used experimental method. The sample of the study consisted of 40 students in the general secondary school with selected groups in art education courses. Those samples were split into two competing groups as equal to control group as 20 students each. The pilot group has offered a training program to develop their capacity of creativity over twenty training session while the control group is offered education classes with traditional method.

It was found that the training program confirms that the experimental group surpassed the control group in all dimensions of plastic artistic assessment scale where statistically significant differences were found high in post test.

Another study was revealed the effectiveness of the training program for the development of a number of creative abilities in plastic art and verbal creative thinking abilities as such fluency, originality and flexibility. The study [29] was implemented on a sample of 64 student were selected from different schools in art education at the general secondary level in Kuwait State ; and the sample was split into two groups, equal by 32 student for each experimental and control groups. It was strictly emphasised that the performance of the experimental group was improved in various plastic and verbal creativity than control group when comparing the pictures of the pre and post-test.

VII. 2: Studies related to the impact of enrichment programs in stencil printing

The enrichment programs in stencil printing course has designed for the eighth student's level with selected prime drawing on the printer paper, then cut and pastes them on large black sheet .This study including the aid of Jackson Luke model [30, 31]where it has applied on the 2nd student's level of preparatory school of children. By students stimulating creativity imagination, the modern and innovative methods of printing has used the stencil printing. The Complete study has shown that because of the high capacity to manufacture the different images in endless printing, the technique of stamp and stencil printing process could be enjoyed by all age groups. The printing process can repeat images and interfere with different colors and reassembled in manipulated different shapes,

As stated in a study [32], it was clear that critical thinking skills and manual skills of female student's home economics was very importance in the development of their thinking skills. On other study as it [33] aimed to solve the problem stemmed from the fact that the tutorial of the students in College art education in Tanta Egypt in metalwork that it needs to develop their skills. The experimental work has been carried out when producing metal artwork to develop the level of the artistic and creativity through educational program. The sample identified by the third level of art education with 80 female and male students as has been arbitrary chosen.

The selected sample was divided into two equal groups at random where each 40 students experimental and controlled. However, all variables (skills) test of mental processes and cognitive skills (problem solving) in design and metallic plastic formation has been prepared. Questioner card for the technical scientific skills and performance methods used in plastic metallic formation, the researcher prepared all adequate tools as well as the adequate criterion for judging the technical output design and metal art. More over each study tools were applied on the two groups bearing in mind that the teaching program applied only on the experimental group and then the application tools applied on each of the two groups.

It was found statistically significant differences at a level (0.05) between the two groups in the post test at dimensional size in mental processes, cognitive skills and problem solving, scientific skills, design and metallic reform for the experimental group.

VIII. Previous Studies Comment

The review of previous work and studies confirmed that there is an agreement with how important enrichment programs and their role in the development of creativity, innovative thinking and acquire skills in the field of plastic arts. Although, it was found statistically significant differences between the hypotheses of some researches and the experimental / control groups but it was found that researches in agreement with the

study of Hashim and Abu Sanan [22] in the field of technical capacity development and innovative gifted students in the primary school.

In terms of enrichment programs effectiveness, students in art education on secondary school, the present research has been confirmed by the study of Idris and Bu-Rashid[20,21]. However, the study of Sanan as reported above [2] at summer course of enrichment programs revealed that the research has a significant impact on the development of artistic creation of gifted students. On the other hand the enrichment studies in stencil printing was very rare and mostly applied on children using the stencil printing by using Luke Jackson style as reported in Booth[30].

Whenever it applied to middle school in simplified form as in the study of Tam [31], the current study from this perspective will be unique. It will be implemented for the development of innovative thinking skills in applying a new and innovative technique in stencil typography. However this technique will enhance innovative output processes program and will be applied to a sample of students in the third level of art education collage.

IX. Hypotheses of the Study

After applying the proposed program for students of the experimental group, there were statistically significant differences between the average performance of students experimental / control group in creative thinking scale. On the other hand there are significant statistical differences between the experimental group scores averages in creative abilities as measured by a scale of Torrance creative thinking pre-test and post-test of applying the proposed program.

X. Research Methodology

The present study will follow the curriculum semi-experimental work seeking ascertain the enrichment unit efficiency in the development of creative thinking in general and in developing fluency , originality , flexibility and details. This type of curriculum applied for the third level students majoring in art education College of basic education in the State of Kuwait in decorative design curriculum. Bearing in mind the homogeneity of the groups, the total sample will be divided into two groups. Accordingly, the experimental group would be the independent variable and exposed to the proposed training program, whilst leaving the control group to be thought with the regular way. To identify the differences in applications results in the two groups and after the training period of the experimental group against the control group, Torrance pre/post--test reported clear differences by the proposed program effectiveness.

X.1.The study community:

The study consists of the entirety of the third level girls students in the Department of art education of the College of basic education in the State of Kuwait. The total research group is 75 students. It is worth mentioning that members of this community were divided to three groups, 25 students for each group.

X.2.The Study Samples

Sample configuration will randomly picks two branches out of three branches that enrolled in successfully studied a decorative design curriculum. Eventually one of the two branches as experimental group receive training on developer course in this study, the other group does not receive any training program.

X.3.The Study Tools:

By using the Torrance Test of Creative Thinking (TTCT) [32, 33] format which consists of 18 Questions for Gifted and Talented School Admissions testing with three parameters as such:

1. Torrance Tests of Creative Thinking.

The Torrance Tests of Creative Thinking (TTCT) are used to assess creativity in a child or adult. In schools it is often given in conjunction with an intelligence or achievement test to determine admittance to gifted programs.

2. The testing material on the TTCT?

The Torrance Tests use a series of figural exercises (thinking with pictures) and verbal activities (thinking with words) that showcase creative abilities. The full test is a series of individual exercises that are administered over a 90-minute period.

3. Preparing the child for the TTCT?

The child should be asked questions that would make him think with pictures and words.

The Torrance Tests of Creative Thinking (TTCT) consists of four activities.

X.3.1.The first

Non-verbal tasks as Creative design or shapes task:

In this activity presents the test sheet as black oval shape model and the other model as shape of bean seed fig (1). The student has been asked to draw an interesting and surprised shape where the form of bean is a part of the total shape. Eventually the student has to give a title to that drawing or even create a story about this drawing to be written for that drawing.

X.3.2.The second

Incomplete figures task model:

The task [34,35] has been contained ten different incomplete shapes where the student has been asked to complete that drawing interestingly and attractively, or to make the drawing tell a story with an interesting title suggestion in the appropriate place fig(2).

X.3.3.The third

The parallel lines model (a):

At ten minutes to complete all of requirement [36& 37],The students under test gives a sheet containing sampled with 18 questions, each of which contains two parallel lines to draw a joyable and interested drawing with different shapes by adding symbols, straight or curved lines for each pair of the straight lines. Eventually it might be asked to write a story about the drawing form or make that drawing shapes tells a funny story whilst puts an adequate title fig (3).

X.3.4.The fourth

The circles task model (b):

The students under test within ten minutes has to think about how many themes or images that can be painted as the circles must be the main part of each picture or drawing. The drawing contains signs inside and outside the circles which that drawing could tell a story in a different subjects [38].

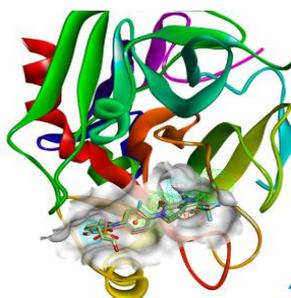


Fig (1)

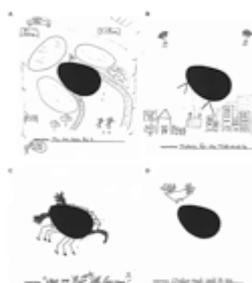


Fig (2)

	Starting Shapes	Completed Drawing	
		More Creative	Less Creative
Use			
Combine			
Complete			

Fig(3)

Under the test of Torrance picture application graphic two models as pre-test and the second for post-test. This type of testing is highly considered in the local community, as confirmatory factor. As Hasi (1997)[39] proposal, the assessment of stability in a manner equal images, where the total sample of 1635 students from fourth level of secondary school .It was found a high correlation coefficients which has been calculated at the level of Correlation coefficient (0.01) , bearing in mind to reject the levels of confident of correlation of :

- Correlation coefficient between originality and details (0.107) at level 0.05.
- Correlation coefficient between originality and title abstract (0.046), indicate statistically insignificant in the model first model test.
- Correlation coefficient between originality and details (0.021), where this coefficient statistically indicated insignificant in the second model test.

The formal test has been corrected to ascertain the degree of firmness.

Statistical Treatment

The statistical package (SPSS) has been used to process the data using, to detect levels of creative control/ experimental study groups in different variables, as well as using analysis of variance (ANOVA) and multivariate (MANOVA). The significance of differences (T-TEST) has been used also which is used to analyse the variance between and within the groups.

XI. Conclusion

According the back feeding of students provided by many graduated students and teachers in the field of art who need to develop their skills, mental abilities and cognitive science the innovated curriculum indicated that the steps of such a innovated program could be incorporated in the stencil printing in Plastic Arts. Enrichment program objectives give gifted students opportunity to participate with others towards the particular goal. The use of careful analysis, innovative thinking, an experience in creative expression, arts experience, and the opportunity to discover the expertise in new areas, might require the use of multiple materials at a high level

whilst giving opportunities to study problems at more wide area .As far as the theoretical and practical information as well as scientific skills in printing are not as adequate enough as other art, The Present research is modern and innovative methods which could be used in stencil printing. These methods can be used also to stimulate the creative imaginary process to gain a creative skills and formal experimental work. The effect of direct art on human behavior must give all of the new in the field of artistic creativity and gifted students which rising up the aesthetics cognitive in connection with the environment.

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