Effectiveness of Teaching Components of Cognitive and Metacognitive Creativity on the Components of the Fluid Levels, Flexibility, Originality and Elaboration among Students

Introduction: Undoubtedly, creativity has a very special place in people's personal and social life so that all the achievements of human civilization since the beginning and also in the future are the product of creativity.

Goal: The main objective of this study was to investigate the influence of teaching the components of cognitive and metacognitive creativity on the increase of its components among students.

Method and Materials: The design of this study was experimental and implemented through pretest and posttest with control group. For this purpose, 100 students were selected divided into two groups of 50 randomly. From both experimental and control groups were asked to answer Torrens's Test of Visual Creativity before the implementation of the independent variable and after 10 one-hour sessions of teaching the components of cognitive and metacognitive creativity were presented for experimental group using four categories of anticipated activities based on illustrating concepts, fiction, creative ideas and games based on four concepts of Torrens's creativity.

Results: The results of this study indicate that there is a significant difference between experimental and control groups in the total score of creativity. Also, the research findings showed that teaching of the components of cognitive and metacognitive creativity has not made a significant change in the components of the flexibility and expandability among the students.

Conclusion: Given the research findings, through implementing interventions such as teaching of the components of cognitive and metacognitive creativity can enhance the level of fluid components and initiative among the students.