A New Perspective for Developing Education in the 21st Century: From Creative Educational Philosophy and Theory to Creative Curriculum, Creative Instruction and Creative Learners
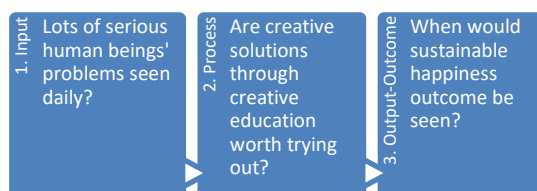
Khongsak Sangkhamanon[1]

Abstract

The purposes of this academic article are to present a New Perspective for Developing Education in the 21st Century: From Creative Educational Philosophy and Theory to Creative Curriculum, Creative Instruction and Creative Learners and to inspire some readers to create some creativity for upgrading learners' learning quality by means of research-based procedures. To cope with the topic which is rather big and wide, the author has presented most perspectives and related researches conducted in brief. The contemporarily creative educational philosophies, theories, curricula and instruction development models, by John Dewey, Lord Buddha, Ralph Tyler and others, have been mentioned with highly accepted in their values. Moreover, the new perspective namely KS-Creative Educational Philosophy (KS-Creativism), KS-Creative Curriculum Development Model and KS-Creative Instruction Model has been presented briefly. The guidelines for applying or implementing those ideas, however, have been emphasized through showing some pictures which should be worth more than a thousand words, that is to help learners become creative ones by the end of each creative curriculum and creative instruction.

Keywords : New Perspective for Developing Education in the 21st Century, Creative Educational Philosophy and Theory, Creative Curriculum, Creative Instruction, Creative Learners

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Introduction

Nowadays, hundreds of human beings' serious problems have been seen daily through varieties of mass media and social media all over the world. When considering deeply to the causes, we might have to accept that those might be partly from their poor education quality which has influenced them making or facing those problems. In terms of being educational personnel or stakeholders, it is our responsibilities to help solve them properly as soon as possible so that our young children and all may grow up with sustainable happiness. This article contributes some new creative solution perspectives and hopes interested educators, educational administrators, instructors or lecturers, graduate students and educational stakeholders would gain some inspirations to deal with developing ones' creative works for better living together in the current borderless world.

1. Input	2. Process	3. Output-Outcome
Lots of serious human beings' problems seen daily?	Are creative solutions through creative education worth trying out?	When would sustainable happiness outcome be seen?

1. Background: Why?

1.1 Problems: First, according to the lessons learned from the 5th US-Thai Roundtable Meeting in 2011, most educational specialists agreed that the learning quality of graduates all over the world have been getting lower in 3 aspects, i.e. being global citizen, being critical thinker, and using ICT (Information and Communication Technology) (Sangkhamanon, 2011). Second, in terms of competitiveness among countries according to World Economic Forum 2014-15, Thailand's basic education was at the 7th rank and higher education was at the 8th rank compared with ASEAN countries (Sangkhamanon, 2018a). Moreover, Thailand's education quality was found it was nearly impossible mission to solve the problems found (Suwanwela, 2019). Thus, it should be the most important issues and national agenda to deal with solutions by the government and all stakeholders, i.e. learners, parents, personnel in schools or education institutions, and all people in communities of the country.

1.2 Solutions: Firstly, "A New Perspective for Developing Education in the 21st Century: From Creative Educational Philosophy and Theory to Creative Curriculum,

Creative Instruction and Creative Learners"- What is it? It is the author's opinion and perspective to deal with upgrading learners' learning quality, not only for Thailand but also for overseas or all other countries and not only for formal education but also non-formal and informal education. It is presented briefly and respectively from "Creative Educational Philosophy and Theory to Creative Curriculum, Creative Instruction and Creative Learners" in the first quarter of 2022. Secondly, there might be some upcoming solutions to be presented somewhere in 2022 as well.
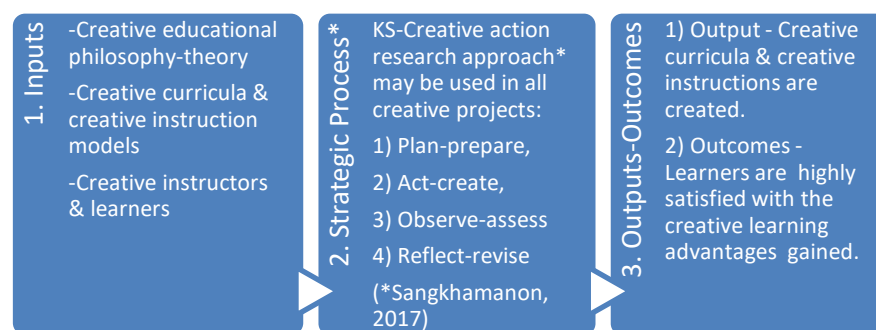
2. Purposes: What for?

2.1 To provide the creative guidelines for interested educational practitioners, mostly teachers or instructors or lecturers and administrators, to apply some interesting or meaningful theories or models into classrooms under the aims on upgrading learners' learning quality

2.2 To inspire some interested researchers to apply some interesting or meaningful issues into their creative research projects under the aims on upgrading learners' learning quality as well

3. Procedure: How?

The procedure of this perspective may be presented as follows.

1. Inputs	2. Strategic Process*	3. Outputs-Outcomes
-Creative educational philosophy-theory -Creative curricula & creative instruction models -Creative instructors & learners	KS-Creative action research approach* may be used in all creative projects: 1) Plan-prepare, 2) Act-create, 3) Observe-assess 4) Reflect-revise (*Sangkhamanon, 2017)	1) Output - Creative curricula & creative instructions are created. 2) Outcomes - Learners are highly satisfied with the creative learning advantages gained.

3.1 Creative Educational Philosophies and Theories

3.1.1 Creative Educational Philosophies

1) Dewey's Creative Educational Philosophy: Progressivism

Dewey's Progressivism has brought about Dewey's Progressive

Education which is as "a product of discontent with traditional education" which imposes adult standards, subject matters, and methodologies. Dewey (1938) believed that traditional education as just described, was beyond the scope of young learners.

Dewey's 5 main principles of progressive education, began in 1896, includes (1) Emphasis on learning by doing – hands on projects, expeditionary learning, experiential learning, (2) Integrated curriculum focused on thematic units, (3) Integration of entrepreneurship into education, (4) Strong emphasis on problem solving and critical thinking, and (5) Group work and development of social skills (Dewey, 1938).

2) Buddhist Educational Philosophy:

The main aim of Buddhist Education is to make a free, an intelligent, a wise, moral, talented, non-violent and secular man. It makes man judicious, humanist, logical and free from superstitions. (Theravada, 2022).

Buddha taught the famous "Four Noble Truths" and "Eightfold Path," which allows people to achieve enlightenment. Enlightenment (nirvana, awakening, realization, satori) is the cessation of suffering, freedom from conditioned existence (samsara). The Buddha taught that every action has a consequence; things are because of previous conditions. If one practices the Four Noble Truths and the Eightfold Path, then one will no longer be subject to the cycle of existence samsara. (Wikibooks.org, 2022).

Buddhist education system (200 B.C. to 200 A.D.) was founded by Lord Gautam Buddha. Gautam Buddha was primarily an ethical teacher and reformer and not a philosopher. He was concerned mainly with the problems of life. He avoided the discussion of metaphysical question because they are ethically useless and intellectually uncertain. He always discussed the most important questions of suffering, its cessation and the path leading to its cessation. Thus Buddha's enlightenment which he tried to share with all fellow-beings has come to be known as the four Noble Truths. Four Noble truths are: 1) There is suffering. 2) There is cause of suffering. 3) There is cessation of suffering. 4) There is a way to cessation of suffering.

Buddhists philosophy of life- To get 'Nirvana' from suffering is based on the following eight principles: 1) Right Faith (Samyak Dristi), 2) Right Resolve (Samyak Sankalpa), 3) Right Speech (Samyak Vakya), 4) Right Action (Samyak Karmanta), 5) Right

Living (Samyak Ajiva), 6) Right Thought (Samyak Smriti), 7) Right concentration (Samyak Samadhi), 8) Right Effort (Samyak Vyayama)

Educational Philosophy of Buddhism - Buddhist Education offered to impart education to all. Many people shifted to Buddhist system of education. It was for the first time in India that education was institutionalised on a large scale during Buddhist movement. It is also a historical fact that with the arrival of Buddhist era great international centres of education like Nalanda, Takshashila, Vikramshila, Ballabhi, Odantapuri, Nadia, Amravati, Nagahalla and Saranath were in prominence. Educational centres in Buddha period developed in Viharas and Sanghas.

Aims of Education - The Buddhist educational aims were comprehensive based on knowledge, social development, vocational development, religious development, character development aims which were as follows: 1) To follow the moral values of Buddhist religion, 2) To adopt good conduct and violence, 3) To achieve the final goal of Nirvana, 4) To propagate Buddhism, 5) To eradicate Vedic karmakanda or ritualism, 6) To give up caste system, 7) To take the teachings of Buddhism to the masses, 8) To leave yajna and sacrifices for achieving knowledge, 9) To provide education in the language of masses i.e Pali, 10) To emphasize the progress and development of the society rather than the individual, and 11) To provide education through the new system this was stated by Buddha.

Principles of Education –1) Avidya that is ignorance must be removed through education as it is the root cause of sufferings. 2) Education should be provided in peaceful surroundings in Buddhists monasteries, viharas and organised educational institutions instead of Gurukulas. 3) Pupils should be educated in a democratic atmosphere. 4) Things of luxury must be prohibited for students. 5) Framed few commandments for the Suddhvi, Harika (new entrant) at the time of 'Pabajja' ceremony. A ritual called as "pabajja ritual was necessary for admission to a monastery for education. Educational period for this phase was 12 years. 6) After 20 years of age Upsampada ritual was performance to gain an entry into higher education. Rules for second ceremony of Upasampada were also laid down.

Education System -Two tier system: 1) Popular Elementary Education and 2) Higher Education (tetsuccesskey.com, 2022)

1) Elementary Education **-**Popular Elementary education was religious in nature, included wordly education, up to the age of 12 years, pupils received instructions in reading, writing, arithmetic and religion.

Curriculum of Elementary education: Thorough learning of Grammar, Hetu vidya (Logic), Nyaya (science of reasoning), Adyatma vidya (philosophy), shilpa sthan (arts & crafts) & chikitsya vidya (medicine)

2) Higher education: It was well organized, carried out at Buddhist monasteries & Buddhist universities. Higher education was given to only those students who intended to be monks or nuns. It was emphasized both theoretical and practical aspects.

3) KS-Creative Educational Philosophy (KS-Creativism): For Developing Creative Life

Creative Education is the one that learners have opportunities to gain creative learning through creative curricula, creative instruction instructed by creative instructors in creative context until they become creative learners, with creative life-long learning, who are supposed to be able to bring long life growth to themselves and societies forever. (Sangkhamanon, 2020a)

4) Others'

3.1.2 Creative Educational Theories

1) Dewey's Creative Educational Theory

Dewey's 5 main principles of progressive education (began in 1896)(Dewey, 1938): 1) Emphasis on learning by doing – hands on projects, expeditionary learning, experiential learning, 2) Integrated curriculum focused on thematic units, 3) Integration of entrepreneurship into education, 4) Strong emphasis on problem solving and critical thinking, 5) Group work and development of social skills

2) Buddhist Creative Educational Theory

The Buddhist principle of Four Noble Truths which focus on solving human beings' problems or struggling is considered to be Buddhist Creative Educational Theory because it was in the first teachings of Buddha. It includes (1) Dukkha - All beings experience pain and misery during their life time. (2) Samudaya -

The origin of pain and misery is due to a specific cause. (3) Nirodha – The cessation of pain and misery can be achieved as follows. (4) Noble Eightfold Path – The method we must follow to stop pain and misery as follows. (4.1) Right view, (4.2) Right thought, (4.3) Right speech, (4.4) Right action, (4.5) Right livelihood, (4.6) Right effort, (4.7) Right mindfulness and (4.8) Right concentration (Theravada, 2022)

3) Jean Piaget's Cognitive Development Theory

Piaget focused on the study of learners' knowledge construction through adaptation of themselves and the environment. He found that children constructed their thinking or scheme by interacting with environments through Assimilation or absorbing experiences and Accommodation or adjusting their cognitive structure until they got Equilibration or balancing of understanding and thinking

Piaget divided the cognitive development into 4 stages; 1) Sensorimotor Stage – It happens in the first two year after birth which children are to learn from sensing with environments and to do things under curiosity. 2) Preoperational Stage – It happens during 2-7 years old period which children are in self-centeredness, able to gain one dimension until they are 5-6 years old when they are able to understand multi-dimensions and they begin to gain some concepts. 3) Concrete Operational stage –They are in 7-11 years old who are able to think reasonably about surroundings and phenomena, to think reversibly, to understand about conservation, to do seriation, but they cannot think complicatedly like adults. 4) Formal Operational stage – They are in 11 years old – adulthood who are able to imagine about conditions of problems including to develop hypotheses. (Sangkhamanon, 2020d)

4) Howard Gardner's Theory of Multiple Intelligences

1) This theory proposes that people are not born with all of the intelligence they will ever have.

2) This theory challenged the traditional notion that there is one single type of intelligence, sometimes known as 'g' for general intelligence, that only focuses on cognitive abilities.

3) To broaden this notion of intelligence, Gardner introduced eight different types of intelligences consisting of: Linguistic, Logical/Mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal and Naturalist.

4) Gardner noted that the linguistic and logical-mathematical modalities are most typed valued in school and society.

5) Gardner also suggests that there may be other "candidate" intelligences – such as spiritual intelligence, existential intelligence, and moral intelligence – but does not believe these meet his original inclusion criteria. (Simplypsychology.org, 2022).

5) Ralph Tyler's Education Theory:

Education is a process of changing the behavior patterns of people. He values the individual learner. (Tyler, 1949 cited in Maheshwari, 2015)

Four big questions for developing any curriculum and instruction (The Tyler Rationale): 1) What educational purposes should the school seek to attain? 2) What educational experiences can be provided that will likely attain these purposes? 3) How can these educational experiences be effectively organized? 4) How can we determine whether the purposes are being attained?

The reformulated into 4-step process is: 1) Stating objectives, 2) Selecting learning experiences, 3) Organizing learning experiences, 4) Evaluating the curriculum 5) KS-Creative Education Theory:

KS-Creative Education Theory: Creative Education is to provide all learners opportunities to gain creative learning outcomes through creative goals created by both learners and institutions, creative curricula developed by both learners and institutions, creative instruction created by learners, creative instructors and creative administrators in creative contexts not only in formal education but also non-formal education and informal education to help learners become life-long creative ones. (Sangkhamanon, 2020b)

3.2 Creative Curriculum and Instruction Models

1) Dewey's Curriculum and Instruction Model

Dewey (1938) Progressive education is as "a product of discontent with traditional education" which imposes adult standards, subject matter, and

methodologies. (He believed that traditional education as just described, was beyond the scope of young learners.)

Dewey's five main principles of progressive education: (began in 1896) includes (1) Emphasis on learning by doing – hands on projects, expeditionary learning, experiential learning, (2) Integrated curriculum focused on thematic units, (3) Integration of entrepreneurship into education, (4) Strong emphasis on problem solving and critical thinking, and (5) Group work and development of social skills (Dewey, 1938)

2) Tyler's Curriculum and Instruction Model

Education is a process of changing the behavior patterns of people. (Tyler, 1949. cited in Maheshwari, 2015)

The Tyler Rationale or Tyler's Four Big Questions for developing any curriculum and instruction includes (1) What educational purposes should the school seek to attain? (2) What educational experiences can be provided that will likely attain these purposes? (3) How can these educational experiences be effectively organized? (4) How can we determine whether the purposes are being attained?

The reformulated into 4-step process is (1) Stating objectives, (2) Selecting learning experiences, (3) Organizing learning experiences, and (4) Evaluating the curriculum (Maheshwari, 2015)

3) KS-Creative Curriculum Development Model and KS-Creative Instruction Model

3.1) KS-Creative Curriculum Development Model:

(1) Background: There are some worrying findings found by researchers. First, learning quality of graduates all over the world have been getting lower (Sangkhamanon, 2011). Second, Thailand's basic education was at the 7th rank and higher education was at the 8th rank compared with ASEAN countries (Sangkhamanon, 2018a). Third, "Thailand's education quality was found it was nearly impossible mission to solve the involving problems" (Suwanwela, 2019). Fourth, KS-Creative Curriculum Development Model is considered meaningful and worth both trying out and using.

(2) Purposes: (2.1) To contribute interested persons the guideline of this model for applying in developing creative school-based curricula or courses

(2.2) To provide interested researchers the guideline of this model for conducting further research

(3) Basic principles & theories: (3.1) Dewey's Progressivism and Learning by Doing Theory - Learners experience meaningful learning by doing creative learning activities. (3.2) Tyler's Curriculum Theory – It focuses on setting learning objectives of courses, selecting suitable experiences, selecting suitable activities and identifying suitable measurement and evaluation. (3.3) Slavin's Cooperative Learning Theory (Slavin, 1995) –The committee works in small cooperative groups. (3.4) Learner-Centered Principle –Learners are to be realized as the most important persons in all learning activities in classes.

(4) Strategic Process*: It includes (4.1) Plan-prepare (The staff or The Creative School-Based Curricula Development Committee, the project on developing creative school-based curricula or courses of the institution, the materials, the duration and the venue to be used), (4.2) Act-create (The action plan is implemented and the creative school-based curricula or courses are developed, focusing on specifying creative project-based instruction to be used in all courses, and presented as planned.), (4.3) Observe-assess (The action and the creative outputs are observed and assessed as planned.), and (4.4) Reflect-revise (The conclusion and reflection on success and problems found is done and the weak points are revised as planned.)(*KS-Creative Action Research Approach) (Sangkhamanon, 2017 adapted from Kemmis and McTaggart, 1990)

(5) Application: It includes (5.1) Levels of education – all, (5.2) Suitable contents – all courses which need to become creative ones, and (5.3) Supporting things - The positive policy announced and some budget subsidiary supported by the administrators (Sangkhamanon, 2020c)

3.2) KS-Creative Instruction Model:

(1) Background: There were some significant findings found by researchers. First, learning quality of graduates all over the world have been getting lower (Sangkhamanon, 2011). Second, Thailand's basic education was at the 7th rank and higher education was at the 8th rank compared with ASEAN countries (Sangkhamanon, 2018a). Third, "Thailand's education quality was found it was nearly

impossible mission to solve the involving problems" (Suwanwela, 2019). Fourth, KS-Creative Instruction Model is considered meaningful and worth trying out or using.

(2) Purposes: (2.1) To contribute interested people the guideline of this model for applying in school classrooms (2.2) To provide interested researchers the guideline of this model for conducting further research

(3) Basic principles & theories: (3.1) Dewey's Progressivism and Learning by Doing Theory - Learners experience meaningful learning by doing activities. (3.2) Tyler's Instruction Theory – It focuses on specifying learning objectives, selecting suitable experiences, doing suitable activities and using suitable measurement and evaluation. (3.3) Slavin's Cooperative Learning Theory –Learners works in small cooperative learning groups (Slavin, 1995). (3.4) KS-Creative Project-Based Instruction - Learners deal with creative project works (Sangkhamanon, 2019d). (3.5) Service Learning – Learners give creative academic service to communities, for example, NMC Creative Human Library Event 24 – Learners are to act as creative living books to tell readers creative and applicable contents on the due date.

(4) Strategic Process*: It includes (4.1) Plan-prepare (The learners are informed. The creative action plan including the titles of learners' creative course projects is done. the materials and the venue to be used are prepared.), 4.2) Act-create (The creative action plan is acted or implemented and the creative works are created and presented by learners whom guided by instructors as planned.), 4.3) Observe-assess (The action and created works are assessed by learners and instructors as planned.), and 4.4) Reflect-revise (The conclusion focusing on the results or the outputs and outcomes are reflected and the weak points are revised by learners and instructors as planned.) (*KS-Creative Action Research Approach (Sangkhamanon, 2017)

(5) Application: It includes 5.1) Levels of education – all, 5.2) Suitable contents – all courses, and 5.3) Supporting things - (1) Social structure - Learner-centered approach, with friendly atmosphere, and (2) Positive policy and budget subsidiary from administrators (Sangkhamanon, 2019a)

3.3) KS-Creative Language and Culture Instruction Model: (Sangkhamanon, 2019c)

(1) Background: (1.1) Lots of human beings' problems have come from misuses of language and culture. (1.2) G-Theory has a creative framework which may be used to develop success and happiness by letting learners do creative language and culture projects.

(2) Purposes: (2.1) To be the guideline for interested teachers to apply in classrooms, (2.2) To be the guideline for conducting further research

(3) Basic Principles and Theories: (3.1) Dewey's Progressivism and Learning by Doing Theory - Learners experience meaningful learning by doing activities. (3.2) Tyler's Instruction Theory – It focuses on setting learning objectives, selecting suitable experiences, doing suitable activities and using suitable measurement and evaluation. (3.3) Slavin's Cooperative Learning Theory –Learners works in small cooperative learning groups (Slavin, 1995). (3.4) NMC Creative Human Library Model (Sangkhamanon, 2019b) - Learners act as creative living books to tell readers creative and applicable contents. (3.5) Service Learning – Learners gain meaningful learning from doing creative projects to contribute academic services to communities.

(4) Strategic Process*: It includes (4.1) Plan-prepare (The learners are informed. The action plan including the titles of learners' creative course projects is done. The materials and the venue to be used are prepared.), (4.2) Act-create (The action plan is acted or implemented and the creative work is created and presented as planned.), (4.3) Observe-assess (The action and created work are assessed as planned.), and (4.4) Reflect-revise (The conclusion focusing on the results or the output and outcome are reflected and the weak points are revised as planned.) (*KS-Creative Action Research Approach) (Sangkhamanon, 2017)

(5) Application: It includes (5.1) Levels of education – all, (5.2) Suitable contents – all courses, and (5.3) Supporting things - (1) Social structure; - Learner-centered approach, with friendly atmosphere, and (2) Positive policy and budget subsidiary from administrators

3.3 Creative Learners

According to Sangkhamanon (2020d), creative learners' characteristics includes 1) the creative knowledge or cognitive or intelligent ability that is to be to tell (1) the creative meaning of what ones studied, (2) the creative the creative understanding of what one studied, (3) the creative application of what ones studied, (4)the creative analysis of what ones studied, (5) the creative synthesis of what ones studied, (6) the creative evaluation of what one studied, (7)the creative creativity of what one studied, and(8) the creative problem-solving of what ones studied, 2) the creative performance or psychomotor ability that is to do what studied accurately fluently and creatively, and 3) the creative attitude or affective ability that is to do anything creative regularly.

According to current Thailand Framework of Qualification (TQF), creative learners' purposeful characteristics includes 1) the merit or moral outcomes, 2) the knowledge or cognitive or intelligent ability, 3) the intellectual skill, 4) the intrapersonal and responsibility skills, and 5) the numerical analysis and information and communication technology skills. (Sangkhamanon, 2020d)

4. Results: Some Lessons Learned

Some Lessons Learned from related research works are as followed.

4 . 1 The lessons learned from KS-Creative Educational Philosophy (KS-Creativism) and Theory, KS-Creative Curriculum and KS-Creative Instruction Models:

4.1.1 KS-Creative Curriculum Development Model

Some lessons learned from KS-Creative Curriculum Development Model in schools can be seen as the pictures and descriptions as in Picture 1 which Bunlue Meengern conducted a research on "The Development of Training Course on Leadership Enhancement in Thailand 4.0 Era for the Nakhonratchasima College Student Organization Committee" (Meengern and Sangkhamanon, 2020) and Khongsak Sangkhamanon organized the training course on "How to Set a Creative Human Library for MCI-4.2 students in Nakhonratchasima College in 2020" which found that most participants were satisfied with the creative learning advantages focusing on the knowledge of 4 stages of Setting a Creative Human Library Event and the creative experiences gained at the most level (Sangkhamanon, 2020e)

	Khongsak Sangkhamanon created the training course on How to Set a Creative Human Library for MCI-4 students in Nakhonratchasima College in 2020 and found that most participants were satisfied with the creative learning advantages focusing on the knowledge of 4-stage of Setting a Creative Human Library Event and the creative experiences gained at the most level (Sangkhamanon, 2020f).
	Students were doing creative learning activities including 1) to do registration as creative living books and to display their creative living books catalogs, 2) to borrow some interesting books, 3) the creative living books' telling creative stories and the readers' reading those by doing creative activities, and 4) the readers' returning the creative living books and reflecting their satisfactions.

Picture 1 Some lessons learned from KS-Creative Curriculum Development Model

       4.1.2 KS-Creative Instruction Model

       Some lessons learned from KS-Creative Instruction Model in schools can be seen as the pictures and descriptions as in Picture 2.

	Khongsak Sangkhamanon supported and promoted Tanaporn Saelim who organized OPS-Creative Human Library-1 as a part of developing KS-Creative Instruction Model in the school and as an expanded project of normal instruction with Mathayomsuksa 3 students and some interested people on October 9, 2020, in Ban Or Prachasamakkhee School (OPS) and found that all participants (100 %) were satisfied with the creative learning advantages focusing on the creative knowledge and experiences gained at much level (Sangkhamanon, 2020e).
	Khongsak Sangkhamanon organized NMC-Creative Human Library-19, using KS-Creative Instruction Model, with MCI-4.2 students in Nakhonratchasima College in 2020 and found that most participants (93.55%) were satisfied with the creative learning advantages focusing on the knowledge of Creative Human Library Event and the experiences gained at the Very Good level (Sangkhamanon, 2020f)

Picture 2 Some lessons learned from KS-Creative Curriculum and Instruction in schools

5. Applications into classrooms:

The applications for developing creative educational philosophies and theories, creative curricula and instruction models, and creative learners can be seen briefly as follows.

5.1 How to Apply Creative Educational Philosophies into classrooms

Input	Strategic Process*	Outputs-Outcomes

Creative Educational Philosophy:
 	
  1. Aim - Its aim is to gain a new or a revised Creative Educational Philosophy.
 	
  2. Content – It may focuses on the creative meaning, purposeful or key characteristics of learners or graduates.
 	
  3. Levels - Its levels may be classified into 3 or 4 levels, i.e., 1) National, 2) Educational area or Regional, 3) Local or School, and 4) Classroom depending on the real status of the institution.
	*KS-Creative Action Research Approach may be applied including (Sangkhamanon, 2017):
	
	  1. Plan-prepare (The project including a creative action plan is done. The staff or committee, the materials needed, and the venue are prepared.)
	
	  2. Act-create (The action plan is implemented and the Creative Educational Philosophy is created and presented by learners and instructors as planned.)
	
	  3. Observe-assess (The action and the creativity are observed and assessed by learners and instructors as planned.)
	
	  4. Reflect-revise (The conclusion is done including the achievement, weak points or problems are specified. The weak points or problems are revised or solved by learners and instructors as planned.
		1. Outputs – There is a creative project report focusing on creative educational philosophy achievement, participants, problems found and solutions done.
		2. Outcomes – Most learners or stakeholders as participants are highly satisfied with the creative learning advantages obtained from the outputs.

5.2 How to Apply KS-Creative Educational Theory into classrooms

The systematic framework and the procedure may be similar to 5.1. The difference might be at "1. Aim" which a new creative educational theory should be selected or revised and announced to apply.

5.3 How to Apply on KS-Creative Curriculum Development Model

Input	Strategic Process*	Outputs-Outcomes
Creative Curriculum Development: 1. Aim - Its aim is to gain a new creative curriculum model or to revise the former one. 2. Content – It may focuses on the creative purposes, creative learning experiences or contents, and creative measurement and evaluation. 3. Levels - Its levels may be classified into 3 or 4 levels, i.e., 1) National, 2) Educational area or Regional, 3) Local or School, and/or 4) Classroom	*KS-Creative Action Research Approach may be applied including (Sangkhamanon, 2017): 1. Plan-prepare (The project including a creative action plan is done. The staff or committee, the materials needed, and the venue are prepared.) 2. Act-create (The action plan is implemented focusing on the developing a conventional curriculum to be a creative one and the creative curriculum is developed by specifying the use of creative project-based instruction* on the stage of managing learning activities and presented by learners and instructors as planned.) (*Sangkhamanon, 2019c): 3. Observe-assess (The action in 2. and the creativity are observed by learners and instructors and assessed as planned.) 4. Reflect-revise (The conclusion is done including the achievement,	1. Outputs – There is a creative project report focusing on the creative curriculum achievement, participants, problems found and solutions done. 2. Outcomes – Most learners as well as stakeholders as participants are highly satisfied with the creative learning advantages obtained from the outputs.

depending on the real status of the institution.	weak points or problems are specified. The weak points or problems are revised or solved by learners and instructors as planned.	

5.4 How to Apply KS-Creative Instruction Model into classrooms: A Creative Framework

Input	Strategic Process*	Outputs-Outcomes

A. From a creative instruction model:
 	
  1. Aim - Its aim is to gain a new creative instruction model or to revise the former one.
 	
  2. Content – It may focuses on the creative objectives, creative learning experiences or contents, creative learning activities, creative measurement and evaluation, and creative learning remedy and promotion.
 	
  3. Levels - Its levels may be classified into 3 or 4 levels, i.e., 1) National, 2) Educational area or Regional, 3) Local or
	*KS-Creative Action Research Approach may be applied including (Sangkhamanon, 2017):
	
	  1. Plan-prepare (The project including a creative action plan is done. The instructors, the learners, the materials needed, and the venue are prepared by learners and instructors.)
	
	  2. Act-create (The action plan is implemented and the creative course projects are created and presented by learners and instructors as planned.)
	
	  3. Observe-assess (The action and the creativity are observed and assessed by learners and instructors as planned.)
	
	  4. Reflect-revise (The conclusion is done including the achievement, weak points or
		1. Outputs – There is a creative project report focusing on the creative instruction model achievement, participants, problems found and solutions done.
		
		2. Outcomes – Most learners as well as stakeholders are highly satisfied with the creative learning advantages obtained from the outputs.

School, and/or 4) Classroom, depending on the real status of the institution. B. From KS-Creative Instruction Model: See	problems are specified. The weak points or problems are revised or solved by learners and instructors as planned.	

6. The Conclusion: Future Scenarios

The future scenarios, as the expected outputs and outcomes of implementing this New Perspective for Developing Education in the 21st Century: From Creative Educational Philosophy and Theory to Creative Curriculum, Creative Instruction and Creative Learners, are supposed to be seen as follows:

6.1 Future creative classrooms

All classrooms in the future should be seen as a uniquely beautiful and happy place to study in as in Figure1.
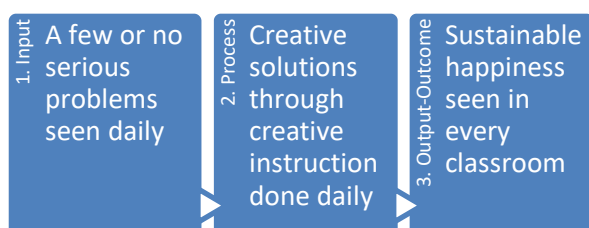

Figure 1   The scenario of the future classrooms

6.2 Future creative schools or educational institutions

Every school or educational institution in the future should be seen as a uniquely beautiful and happy place to study or live in as in Figure 2.

Figure 2   The scenario of the future schools or educational institutions

6.3 Future creative communities

Every community in the future should be seen as a uniquely beautiful and happy place to live in everywhere as in Figure 3.

1. Input	A few or no serious human beings' problems seen daily in any community	2. Process	Creative solutions through creative management done daily	3. Output-Outcome	Sustainable happiness seen in every community

Figure 3   The scenario of the future communities

6.4 Future creative world

The world in the future should be seen as a uniquely beautiful and happy place to live in everywhere as in Figure 4.
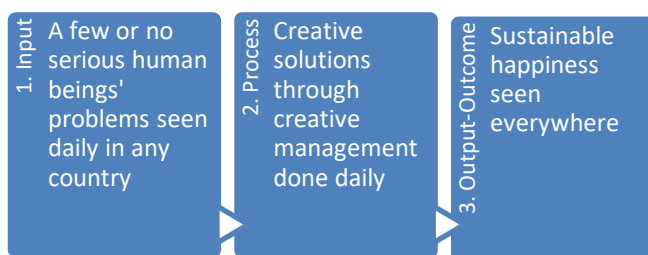
1. Input	A few or no serious human beings' problems seen daily in any country	2. Process	Creative solutions through creative management done daily	3. Output-Outcome	Sustainable happiness seen everywhere

Figure 4   The scenario of the future world

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