



Course Syllabus

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COURSE NUMBER AND SECTION **INSTRUCTOR** **E-MAIL ADDRESS**

Creativity in the Classroom **Spring 2005** **3**
COURSE TITLE **TERM** **CREDIT HOURS**

Webster Hall room 403
SITE

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)

This institute on creativity focuses on answering these essential questions: What is creativity? How can creativity be evaluated? What factors influence human creativity? How can a person increase one's own creativity? How can teachers influence creativity in students? How does learning about eminent creative people enhance one's understanding of creativity? The material covered in this course is valuable to anyone wishing to improve personal creativity or aspiring to enhance creativity among students; the course content is especially suited for graduate students pursuing certification in gifted education.

2. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.

1. Evaluate contrasting definitions of creativity and determine appropriate definition. (MS 2, 8)
2. Analyze information about eminent creative people and determine factors that enhance creativity. (MS 2, 3, 6)
3. Utilize learned strategies to develop personal creativity. (MS 2, 4, 5, 6, 7)
4. Analyze current psychological and educational understandings of creativity and apply learned information to develop classroom strategies that enhance creativity in students. (MS 1, 2, 3, 4, 5, 6, 7)
5. Determine appropriate ways to evaluate creativity. (MS 8)
6. Apply learned strategies to develop a short series of creativity lessons (two or more lessons) appropriate for a specific student population. (MS 1, 2, 3, 4, 5, 6, 7, 8)

Enduring Understandings: People can learn to be more creative. Several factors influence creativity . One can use specific strategies to enhance creativity.

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Week	In Class	Assignment
1	1. Pre-assessment – web known information about creativity, complete creative exercise (brainstorm as many uses of a tin can), list questions to be answered in class 2. Discuss essential questions. What is creativity? Can	♦ Read Chapters 1 and 2 in <i>Creating Minds</i> ♦ Read Chapters 1, 2, and 5 <i>Understanding Creativity</i> be prepared

	<p>creativity be improved? Why do we need creativity? What can one do to enhance personal creativity? What can be done to improve students' creativity in our classrooms? What is the connection between intelligence and creativity? What is the connection between giftedness and creativity? What factors influence creativity? Does studying creative people help us understand creativity? How can one assess creativity? How can we defend the importance of creativity in the classroom with the emphasis on achievement testing?</p> <ol style="list-style-type: none"> 3. Discuss class assignments and go over rubrics for creativity journal, creativity assignments, and participation 4. Development of personal creativity through CORE (Curiosity, Openness, Risk, Energy); assess CORE and develop goals (place this in journal) 5. Introduce bag of toys to enhance creativity – participants can use during class 6. Discuss ideas for journaling (refer to pages 50 – 56 and 223- 226 in Aha!) 7. Complete creativity activity that can be used in the classroom – brainstorming 	<p>to discuss content</p> <ul style="list-style-type: none"> ◆ Purchase or make a journal of creativity. Be creative! Carry the journal everywhere – write down creative thoughts, quotes, draw pictures... Decide if you will glue or tape in interesting mementos, pictures, etc.. Also use this journal when responding to assigned readings and when planning lesson. ◆ Write definition of creativity in journal.
2	<ol style="list-style-type: none"> 1. Discuss chapters 1 and 2 of <i>Creating Minds</i>. Why did Gardner choose these eminent people in his study of creativity? What conclusions has Gardner made about creativity? 2. Share creativity journal; refer to pages 105 – 107 in <i>Cracking Creativity</i> 3. Background information: Why do humans create? Theories of intelligence and creativity; creativity and talent development 4. Discuss Chapters 1, 2, and 5 in <i>Understanding Creativity</i> 5. Introduce strategies to enhance creativity: people and environment; evaluate personal environment and classroom environment 6. Assign interview (see assignments) and discuss rubric for creativity assignments 7. Activity that could be used in classroom – SCAMPER and TRANSFORM 	<ul style="list-style-type: none"> ◆ Read chapter 4 (Albert Einstein) in <i>Creating Minds</i> ◆ Read Chapter 12 in <i>Understanding Creativity</i> (assessing creativity) ◆ Read article, “Specific Measures of Creativity” by Joe Khatena ◆ Read introduction in <i>Cracking Creativity</i> ◆ Interview an elderly person or a person from a different culture. Use information gained from interview to design a new product (invention, book, movie idea, article of clothing...). In class share the part of the interview that sparked the idea for the product and share the design. Design should be sketched in journal. ◆ Decide on topic of lesson plans (i.e. laws of motion, poetry of T.S. Eliot...)
3	<ol style="list-style-type: none"> 1. Discuss Albert Einstein and factors that enhanced creativity 2. Share interview and product ideas 3. Background information – Identifying creativity in others, assessing creativity (Torrance Test of Creativity and others); discuss chapter 12 in <i>Understanding Creativity</i> and article on assessment 4. Introduce strategy to enhance creativity: travel 5. Travel assignment (see box to right) 6. Activity that could be used in classroom – forced connections 7. Share lesson plan formats and rubric for lesson plans 8. Briefly review each student's lesson idea 	<ul style="list-style-type: none"> ◆ Read chapter 7 (T. S. Eliot) in <i>Creating Minds</i> ◆ Read Chapter 13 in <i>Understanding Creativity</i> ◆ Read article “Making Creative Analogies” by Joe Khatena ◆ Read Part 1 in <i>Cracking Creativity</i> (Knowing How to See and Making your Thoughts Visible) ◆ Visit a place in St. Louis that you've never been and probably would never go. In your journal, jot down and sketch impressions and ideas about the environment, people, surroundings, etc. Include a picture or memento in the journal. What did you experience that could be used in a creative way? ◆ Decide on big ideas (essential

		question, enduring understanding) of lesson plans; decide on a format to use when writing lessons
4	<ol style="list-style-type: none"> 1. Discuss T. S. Eliot and factors that enhanced creativity 2. Share travel experience. How does traveling to new places enhance creativity? 3. Background information on Teaching Creative Thinking Skills and Habits; FPS, OM, CPS; analogies; discuss chapter 13 and article on analogies 4. Introduce strategy to enhance creativity: art 5. Art assignment (see box to right) 6. Complete activities that could be used in classroom – CPS and OM 7. Briefly review each student's lesson big ideas and format 	<ul style="list-style-type: none"> ◆ Read chapter 8 (Martha Graham) in <i>Creating Minds</i> ◆ Choose one chapter to read in <i>Understanding Creativity</i> (chapter 6, 7, 8, 9, 10, or 11) ◆ Read Strategy 3 and 4 in <i>Cracking Creativity</i> (Thinking Fluently and Making Novel Combinations) ◆ Participate in an artistic experience – go to the Symphony, Art Museum, finger-paint, go to a pottery painting shop, etc. Include impressions and pictures or mementos in journal. If you create a piece of art, bring that to class. ◆ Begin creating lesson plans
5	<ol style="list-style-type: none"> 1. Discuss Martha Graham and factors that enhanced creativity 2. Share art experience 3. Background Information: Creativity in Content Area and Thinking Fluently and Making Novel Connections 4. Discuss chosen chapters form <i>Creativity in the Classroom</i> 5. Introduce strategy to enhance creativity: technology 6. Technology assignment (see box to right) 7. Activity that could be used in classroom – random words and questioning 	<ul style="list-style-type: none"> ◆ Read chapter 9 (Mahatma Gandhi) in <i>Creating Minds</i> ◆ Choose one chapter to read in <i>Understanding Creativity</i> (chapter 6, 7, 8, 9, 10, or 11) ◆ Read Strategy 5 (Connecting the Unconnected) in <i>Cracking Creativity</i> ◆ Experiment with a new piece of technology (software, PDA...). In your journal describe how you felt learning something new and how you could use this technology to enhance your creativity and the creativity of your students. ◆ Work on lesson plans
6	<ol style="list-style-type: none"> 1. Discuss famous Mahatma Ghandi and factors that enhanced creativity 2. Share technology – how could participants in this class and students in your classrooms use the technology? 3. Discuss chosen chapters form <i>Creativity in the Classroom</i> 4. Introduce strategy to enhance creativity: reading; measure current reading quotient 5. Magazine assignment (See box to right) 6. Activity that could be used in classroom – analogies 7. Meet with students to discuss lesson plans 	<ul style="list-style-type: none"> ◆ Read Chapter 10 (Creativity Across the Domains) in <i>Creating Minds</i> ◆ Read Strategies 8 and 9 (Finding What You're NOT Looking For and Awakening the Collaborative Spirit) in <i>Cracking Creativity</i> ◆ Read a magazine that you normally wouldn't read because it covers a subject area that you aren't interested in. In your journal describe any articles, advertisements, photos that could be used in future projects. You could even cut out useful parts of the magazine and place in your journal. ◆ Work on lesson plans
7	<ol style="list-style-type: none"> 1. Discuss chapter 10 – Creativity Across the Domains 2. Share completed magazine assignment. How could regular perusal of magazines, best selling novels, and books enhance creativity? 3. Background information – Collaborative Spirit, additional information not yet shared; discuss readings 4. Introduce strategies to enhance creativity: play and humor; assess your humor quotient; has bag of toys help to enhance creativity? 	<ul style="list-style-type: none"> ◆ Read "Creatively Gifted Children Have Problems" by Joe Khatena ◆ Finish lesson plans, share next week ◆ Find a joke to tell in class next week. ◆ In journal, write personal reflection of how course increased their own creativity and will change their personal teaching style. Did you find something you were not looking for?

	<ol style="list-style-type: none"> 5. Joke assignment (see box to right) 6. Activity that can be used in the classroom – role playing and creative dramatics 7. Review each student’s creativity journal – point out any missing assignments so student can finish before next class. 	<ul style="list-style-type: none"> ◆ Make sure all journal assignments are finished
8	<ol style="list-style-type: none"> 1. Tell jokes. How does humor enhance creativity? 2. Discuss article about problems creatively gifted children have and ways the problems can be dealt with 3. Share lesson plans. Turn in lesson plans to instructor. 4. Assess CORE – did you meet your goals? 5. Course Evaluation 6. Turn in journal and self-addressed stamped envelope so journal can be mailed back. (Hopefully, students will not miss their journal too much!) 	

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

4. Resources:

Text(s):

- ◆ *Understanding Creativity* by Jane Piirto
- ◆ *Creating Minds: An Anatomy of Creativity Seen Through the Lives of Freud, Einstein, Picasso, Stravinsky, Eliot, Graham, and Gandhi* by H. E. Gardner
- ◆ *Cracking Creativity: The Secrets of Creative Genius* by M. Michalko

Additional Books participants might like to read:

- Enhancing Creativity of Gifted Children: A Guide for Parents and Teachers* by J. Khatena
- Creativity Games for Trainers: A Handbook of Group Activities for Jumpstarting Workplace Creativity* by Robert Epstein
- The 12 Secrets of Highly Creative Women: A Portable Mentor* by G. McMeekin
- Aha! 10 Ways to Free your Creative Spirit and Find Your Great Ideas* by Jordan Ayan
- Creativity is Forever* (1999) by G.A. Davis
- Creativity in the Classroom: Schools of Curious Delight* by A.J. Starko

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Creativity Journal – Students will maintain a journal throughout this course and will be asked to make several weekly entries: responses to chapters read, creative assignments, reflections; rubric will be given to students. (30% of grade)

Weekly Creative Activity – Students will be assigned an activity each week that will enhance their own creativity. A simple rubric will be used to evaluate assignments. (5 = assignment completed thoroughly 3 = assignment completed, but without care 1 = Assignment attempted, but not completed 0 = assignment not completed) (30% of grade)

Class Presentation – Participants will develop a series of lessons (two or more) around a topic (laws of motion, poetry of T.S. Eliot, etc.) that develops student creativity while teaching content. Participants will analyze their own lessons using learned concepts and identify how the lesson promotes student creativity. Participants will receive a rubric and criteria before beginning to write lessons. (30% of grade)

Class Participation – Active participation in weekly discussions of assigned readings, enthusiastic participation in in-class assignments, and weekly sharing of creative assignments. (10% of grade)

6. Supplements (study guide, sample tests, project outlines may be attached.) Please list.

7. 3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings:

- a) Lab
- b) Curriculum Project – students are writing a set of lesson plans
- c) Paper(s)
- d) AV Project
- e) Other

8. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:

Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project can be returned

NOTE; Papers will not be available for pick up from the School of Education Office.

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.