



Course Syllabus

COURSE NUMBER: SOCS 5750 02	COURSE TITLE Creativity in the Classroom	TERM: Spring 2004
SITE:	INSTRUCTOR CONTACT INFORMATION: Christine Nobbe, EdS nobbechristine@rockwood.k12.mo.us	CREDIT HOURS: 3

1. COURSE DESCRIPTION: This seminar 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? This course is intended for graduate students who are pursuing certification in gifted education, but the material covered in this course is valuable to anyone wishing to improve personal creativity or aspiring to enhance creativity among students.

2. LEARNING OUTCOMES:

Course Outcomes	MoSTEP/Prof Standards Addressed
1. Evaluate contrasting definitions of creativity and determine appropriate definition.	Mo STEP 2, 8
2. Analyze information about eminent creative people and determine factors that enhance creativity.	MoSTEP 2, 3, 6
3. Utilize learned strategies to develop personal creativity.	MoSTEP 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.	MoSTEP 1, 2, 3, 4, 5, 6, 7
5. Determine appropriate ways to evaluate creativity.	MoSTEP 8
6. Apply learned strategies to develop a short series of creativity lessons (two or more lessons) appropriate for a specific student population.	MoSTEP 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 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	♦ Read Chapters 1 and 2 in <i>Creating Minds</i> ♦ Read Chapters 1, 2, 5 in <i>Understanding Creativity</i> ; be prepared to discuss content ♦ 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

	<p>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"> Discuss class assignments and go over rubrics for creativity journal, creativity assignments, and participation Development of personal creativity through CORE (Curiosity, Openness, Risk, Energy); assess CORE and develop goals (place this in journal) Introduce bag of toys to enhance creativity – participants can use during class Discuss ideas for journaling (refer to pages 50 – 56 and 223- 226 in Aha!) Complete creativity activity that can be used in the classroom – brainstorming 	<p>tape in interesting mementos, pictures, etc.. Also use this journal when responding to assigned readings and when planning lesson.</p> <ul style="list-style-type: none"> ◆ Write definition of creativity in journal.
2	<ol style="list-style-type: none"> 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? Share creativity journal; refer to pages 105 – 107 in <i>Cracking Creativity</i> Background information: Why do humans create? Theories of intelligence and creativity; creativity and talent development Discuss Chapters 1, 2, 5 in <i>Understanding Creativity</i> Introduce strategies to enhance creativity: people and environment; evaluate personal environment and classroom environment Assign interview (see assignments) and discuss rubric for creativity assignments 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 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"> Discuss Albert Einstein and factors that enhanced creativity Share interview and product ideas Background information – Identifying creativity in others, assessing creativity (Torrance Test of Creativity and others); discuss chapter 12 in <i>Understanding Creativity</i> Introduce strategy to enhance creativity: travel Travel assignment (see box to right) Discuss reading assignment on creativity in the classroom Activity that could be used in classroom – forced connections Share lesson plan formats and rubric for lesson plans 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 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"> Discuss T. S. Eliot and factors that enhanced creativity Share travel experience. How does traveling to new places enhance creativity? Background information on Teaching Creative Thinking Skills and Habits; FPS, OM, CPS; analogies; discuss chapter 13 Introduce strategy to enhance creativity: art Art assignment (see box to right) Complete activities that could be used in classroom – CPS and OM 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 from <i>Understanding Creativity</i> (chapters 6, 7, 8, 9, 10, 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-

		<p>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.</p> <ul style="list-style-type: none"> ◆ 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 chapter 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 from <i>Understanding Creativity</i> (chapters 6, 7, 8, 9, 10, 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 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 chapter 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. Introduce strategies to enhance creativity: play and humor; assess your humor quotient; has bag of toys help to enhance creativity? 4. Joke assignment (see box to right) 5. Activity that can be used in the classroom – role playing and creative dramatics 6. Review each student’s creativity journal – point out any missing assignments so student can finish before next class. 	<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? ◆ 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!) 	

4. RESOURCES:

Required Text(s):

- ◆ *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
- ◆ *Understanding Creativity* by Jane Piirto

Additional Books the students might like to read:

Enhancing Creativity of Gifted Children: A Guide for Parents and Teachers by J. Khatena

Creativity in the Classroom: School of Curious Delight by A. J. Starko

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

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

Assessments	Links to Course Outcomes	Percentage of Grade
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)		30
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)		30
Curriculum Project – 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. Students will present their projects to the class. (30% of grade)		30
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)		10

7. GRADING SCALE:

Rubrics will be shared on the first day of class. 90 - 100% = A 80 – 89% = B 70 – 79% = C

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE.

ACADEMIC HONESTY POLICY

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMMODATIONS POLICY

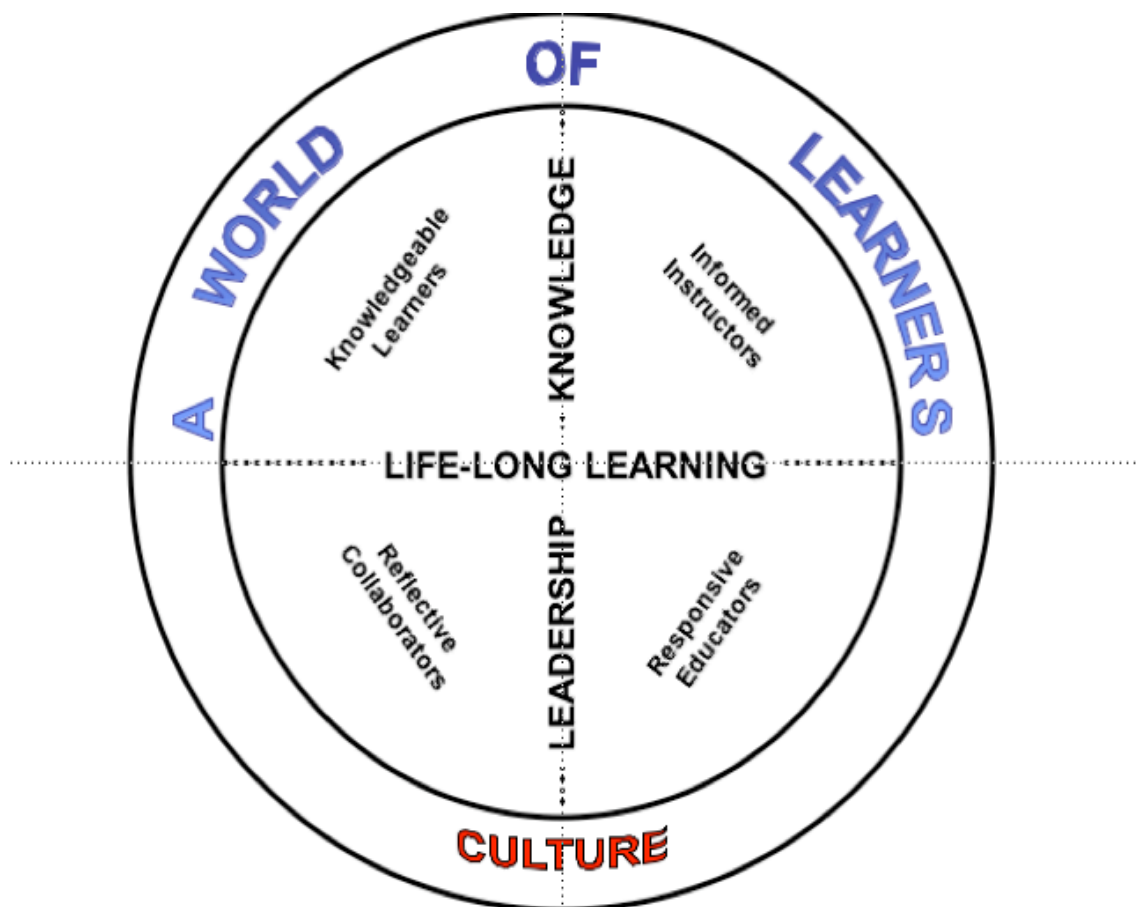
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**Webster University
School of Education**

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

School of Education Dispositions

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection
2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

MoSTEP Standards

1. The pre-service teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.
2. The pre-service teacher understands how students learn and develop and provides learning opportunities that support the intellectual, social, and personal development of all students.
3. The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners
4. The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and states performance standards.
5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
6. The pre-service teacher uses an understanding of individuals and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation
7. The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
8. The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner
9. The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.
10. The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well being.