Sparking Student Creativity: Practical Applications and Strategies

This course, ***Sparking Student Creativity: Practical Applications and Strategies***, will help you teach creatively whether you are creative or not. Using readings and ideas from Patti Drapeau's book *Sparking Student Creativity Practical Ways to Promote Innovative Thinking and Problem Solving* (ASCD, 2014) and from journal articles and videos, this course focuses on how to integrate creativity into content to meet and extend curriculum standards. You'll learn how to use a creativity road map to plan instruction, how to use strategies to enhance creative tasks, and how to assess creativity lessons.

Course Objectives

By the end of this course, you will be able to

Module 1

- Analyze your teaching practice for evidence of intentional creativity and create a plan or vision statement to foster a creative classroom climate.
- Evaluate how the creativity road map provides a framework for creativity to take place in the classroom.

Module 2

- Distinguish Torrance's four creative thinking skills and the purposes of each.
- Analyze a lesson to determine the best uses of each of the four creative thinking skills and create a plan for their systematic uses in the classroom.

Module 3

- Understand how creativity can help students meet rigorous standards meaningfully.
- Design standards-based lessons that target specific creativity skills.

Module 4

- Understand the role and importance of imagination in the learning process.
- Create a lesson plan or revise an existing lesson to inspire creative thinking and imagination.

Module 5

- Understand similarities and differences between the innovative process and the creative problem-solving process.
- Apply the innovative process to an existing lesson.
- Apply the creative problem-solving process to an existing lesson.

Module 6

- Analyze the value of feedback on creativity tasks and assignments.
- Plan lessons to include appropriate use of different types of creativity assessment tools.

Course Syllabus

Module 1	**Intentional Creativity** • Module Welcome • Reading 1: Understanding Creativity and How to Get There • Reading 2: *EL*—Why Creativity Now? A Conversation with Sir Ken Robinson • Reading 3: *EL*—Technology and the Illusion of Creativity • Video: Priya Ganesan—Creativity in School • Knowledge Check • Application 1: Write a Vision Statement to Describe Your Creative Classroom • Application 2: Categorizing Creative Strategies • Post-Module Reflection
Module 2	**Practical Creativity** • Module Welcome • Reading 1: Targeting Creativity Skills • Reading 2: *EL*—A Recipe for Artful Schooling • Reading 3: *EL*—U-Turn to Prosperity • Video: How to Help Kids Think Creatively • Knowledge Check • Application 1: Using Starter Phrases • Application 2: Mapping Out and Using a Creativity Calendar • Post-Module Reflection
Module 3	**Creativity and Standards** • Module Welcome • Reading 1: Reconfiguring Standards for Creative Thinking • Reading 2: *EL*—The Uncommon Core • Reading 3: *EL*—Cognitive Verbs and the Common Core • Video: Why Is Creativity Important in Education? • Knowledge Check • Application 1: Deconstruct and Reconstruct a Standard • Application 2: Standards and the Four Skills of Creativity • Post-Module Reflection

Module 4	**Creativity and Imagination** • Module Welcome • Reading 1: Designing Lessons to Target Creativity and Imagination • Reading 2: *EL*—The Power of Noticing • Reading 3: *EL*—Fundamentals of Creativity • Video: A Crash Course in Creativity • Knowledge Check • Application 1: Imagination and the Four Creative Thinking Skills • Application 2: Create an Imagination Lesson Plan • Post-Module Reflection
Module 5	**Innovation and Creative Problem Solving** • Module Welcome • Reading 1: Innovation and Creative Problem Solving • Reading 2: Calling All Innovators • Video 1: How Little People Can Make a Big Difference • Video 2: Caine's Arcade • Video 3: ReVOLT: Illuminating Standards Video • Knowledge Check • Application 1: Innovation and Creative Problem Solving Processes • Application 2: Modify a Lesson to Target Innovative Process or Creative Problem-Solving Process • Post-Module Reflection
Module 6	**Creativity and Assessment** • Module Welcome • Reading 1: Creativity, Feedback, and Assessment • Reading 2: *EL*—Assessing Creativity • Reading 3: Can You Grade Creativity? • Video: Assessing Creativity and Innovation in PBL • Knowledge Check • Application 1: Formative Assessment Feedback Critique • Application 2: Comparing Creativity Assessment Tools • Post-Module Reflection

References

Anderson, L., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., & Wittrock, M. C. (2000). *A taxonomy for learning, teaching, and assessing. A revision of Bloom's taxonomy of educational objectives.* Upper Saddle River, NJ: Pearson.

Azzam, A. (2009). Why creativity now? A conversation with Sir Ken Robinson. *Educational Leadership, 67*(1) 22–26.

Baldwin, H. (2012, July 24). Time off to innovate: Good idea or a waste of tech talent? *Computer World* [Online]. Retrieved from http://www.computerworld.com/s/article/9229373/Time_off_to_innovate_Good_idea_or_a_waste _of_tech_talent_

Barrett, J., & Barrett, R. (1978). *Cloudy with a chance of meatballs.* New York: Simon & Schuster.

Beghetto, R. A., & Kaufman, J. C. (Eds.). (2010). *Nurturing creativity in the classroom* [E-reader version]. Cambridge, UK: Cambridge University Press.

Beghetto, R., & Kaufman, J. (2013). Fundamentals of creativity. *Educational Leadership, 70*(5) 11–15.

Booth, E. (2013) A recipe for artful schooling. *Educational Leadership, 70*(5) 22–27.

Boykin, A. W., & Noguera, P. (2011). *Creating the opportunity to learn: Moving from research to practice to close the achievement gap.* Alexandria, VA: ASCD.

Boykin, A. W., & Noguera, P. (2012, March). Increase in student achievement. *Education Update.* Alexandria, VA: ASCD.

Brookhart, S. (2013). Assessing creativity. *Educational Leadership, 70*(5) 28–34.

Brookhart, S. (2010). *How to assess higher-order thinking skills in your classroom.* Alexandria, VA: ASCD, pp. 131–132.

Csikszentmihalyi, M. (1996). *Creativity: Flow and the psychology of discovery and invention.* New York: Harper Perennial.

Drapeau, P. (2004). *Differentiated instruction: Making it work.* New York: Scholastic.

Drapeau, P. (2011). The creative classroom. *Teachers Matter, 13,* 30.

Drapeau, P. (2014). *Sparking student creativity: Practical ways to promote innovative thinking and problem solving.* Alexandria, VA: ASCD.

Dweck, C. (2006). *Mindset: The new psychology of success. How we can learn to fulfill our potential.* New York: Ballantine.

Fincher, D. (Director), & Sorkin, A. (Writer). (2010). *The social network.* United States: Columbia Pictures.

Fisher, D., & Frey, N. (2012). Making time for feedback. *Educational Leadership, 70*(1), 42–46.

Garner, B. (2013). The power of noticing. *Educational Leadership, 70*(5) 48–52.

Govindarajan, V. (2010, August). *Innovation is not creativity* [Blog post]. Retrieved from http://blogs.hbr.org/2010/08/innovation-is-not-creativity/

Grant, A., Grant, G., & Gallate, J. (2012). *Who killed creativity? . . . And how can we get it back?* New York: Wiley.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. London: Routledge.

Hattie, J. (2012). Know thy impact. *Educational Leadership, 70*(1), 18–23.

Higgins S., Hall, E., Baumfield, V., & Moseley, D. (2005). *A meta-analysis of the impact of the implementation of thinking skills approaches on pupils.* London: Institute of Education, University of London. Retrieved from https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=339

Isaksen, S. G., & Treffinger, D. J. (1985). *Creative problem solving: The basic course.* Buffalo, NY: Bearly.

Jensen, E. (2013). *Engaging students with poverty in mind: Practical strategies for raising achievement.* Alexandria, VA: ASCD.

Johnson, S. (2010). *Where good ideas come from: The natural history of innovation.* New York: Riverhead. Retrieved from http://www.ted.com/talks/steven_johnson_where_good_ideas_come_from.html

Johnson, D. (2014). Technology and the illusion of creativity. *Educational Leadership, 71*(7) 84–85.

Kirschner, P. A., Sweller, J., & Clark, R. E. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching. *Educational Psychologist, 41*(2), 75–86. http://dx.doi.org/10.1207/s15326985ep4102_1

MacLachlan, P. (1985). *Sarah, plain and tall.* New York: Scholastic.

Marzano, R. (2013). Cognitive verbs and the Common Core. *Educational Leadership, 71*(1) 78–79.

Mobile County Public Schools. (1974). *Criterion referenced tests of talents*. Mobile, AL: Author.

Ohler, J. (2013). The Uncommon Core. *Educational Leadership, 70*(5) 42–46.

Osborn, A. F. (1963). *Applied imagination: Principles and procedures of creative thinking*. New York: Scribner.

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010a). *Common Core State Standards for English language arts & literacy in history/social studies, science, and technical subjects*. Washington, DC: Author. Retrieved from http://www.corestandards.org/the-standards

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010b). *Common Core State Standards for mathematics*. Washington, DC: Author. Retrieved from http://www.corestandards.org/the-standards

Robinson, K. (2011). *Out of our minds: Learning to be creative* [E-reader version]. Chichester, UK: Capstone.

Sawyer, R. K. (2006a). Educating for innovation. *Thinking Skills and Creativity, 1*(1), 41–48. Retrieved from http://www.academia.edu/946010/Educating_for_innovation

Sawyer, R. K. (2006b). *Explaining creativity: The science of human innovation*. New York: Oxford University Press.

Schlichter, C. (1986, July). Talents unlimited: An inservice education model for teaching thinking skills. *Gifted Child Quarterly, 30*(3), 119–123. http://dx.doi.org/10.1177/001698628603000305

Simonton, D. K. (1999). *Origins of genius: Darwinian perspectives on creativity*. New York: Oxford University Press.

Sternberg, R. J., & Williams, W. M. (1996). *How to develop student creativity*. Alexandria, VA: ASCD.

Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: ASCD.

Torrance, E. P. (1987a). *Teaching for creativity*. In S. G. Isaksen (Ed.), *Frontiers of creativity research: Beyond the basics* (pp. 189–215). Buffalo, NY: Bearly.

Torrance, E. P. (1987b). *Torrance tests of creative thinking*. Bensenville, IL: Scholastic Testing.

University of Houston Education. (2014). *What is digital storytelling?* Retrieved from http://digitalstorytelling.coe.uh.edu/page.cfm?id=27&cid=27

Wagner, T. (2012) Calling all innovators. *Educational Leadership, 69*(7) 66–69.

Wagner, T. (2012). *Creating innovators: The making of young people who will change the world.* New York: Scribner.

Wiliam, D. (2011). *Embedded formative assessment.* Bloomington, IN: Solution Tree.

Zhao, Y. (2013). U-turn to prosperity. *Educational Leadership, 70*(5) 57–59.

Video

CUEInc. (2013, May 17). *Can creativity be assessed? Sir Ken Robinson interviewed by Hall Davidson at CUE 2013.* [Video file]. Retrieved from https://www.youtube.com/watch?v=iUWUEy8iDHk

TEDx Talks. (2012, August 1). *A crash course in creativity: Tina Seelig at TEDxStanford.* [Video file]. Retrieved from https://www.youtube.com/watch?v=gyM6rx69iqg.

TEDx Talks. (2014, October 30). *How little people can make a big difference: Charlie Cooper at TEDx JCUCairns.* [Video file]. Retrieved from https://www.youtube.com/watch?v=V7Z-Hq-xvxM

TEDx Talks. (2010, October 1). *Creativity in school: Priya Ganesan at TEDxRedmond.* [Video file]. Retrieved from https://www.youtube.com/watch?v=k3UKbO-suFw.

The National. (2015, March 23). *How to help kids think creatively: Education revolution.* [Video file]. Retrieved from https://www.youtube.com/watch?v=vybNkSOlsi8.

Mullick, N. (2012, April 9). *Caine's arcade.* [Video file]. Retrieved from https://www.youtube.com/watch?v=faIFNkdq96U

Expeditionary Learning. (n. d.). *ReVOLT: Illuminating standards video.* [Video file]. Retrieved from http://centerforstudentwork.elschools.org/resources/revolt-illuminating-standards-video

