Theory and Development of Creativity

General Objective
Participants will be provided an overview of theory, research, practical strategies, and resources on creativity, with an emphasis on classroom applications. Participants will demonstrate the ability to work as a catalyst in being able to stimulate and develop the creative interests of students.

Specific Objectives
Participants will:
1. State several definitions of creativity and explain the similarities and differences among those definitions.
2. Identify at least four (4) major elements of creative thinking and name theories or models associated with each element.
3. Identify contemporary and historical examples of people who demonstrate creativity.
4. Identify critical points in the development of creativity through one's life span.
5. List and give examples of cognitive and personality characteristics associated with creativity and representative resources for assessing those characteristics at various age levels.
6. Define four (4) basic guidelines for generating ideas and four (4) guidelines for analyzing and refining ideas, and explain the implications of those guidelines for classroom application to develop creativity in the classroom.
7. List at least four (4) general controversial issues regarding the nature of creativity and describe the major argument surrounding each of those issues.
8. Identify how culture, economics, environments, and time impact the expression of creativity.
9. Identify socio-cultural experiences that facilitate/inhibit the development of creativity.
10. Describe, compare and evaluate different instruments for measuring creativity.
11. Define and give examples of three levels of instructional planning for creative learning.
12. Analyze the creative learning environment from 3 perspectives: personal, socio-cultural, and educational.
13. Define and give examples of the application of at least five (5) strategies for generating ideas and at least (5) strategies for analyzing or refining ideas.
14. Identify and explain at least ten specific criteria for evaluating published resources for creativity.
15. List at least four (4) specific process models for solving problems creatively, explain the specific stages or dimensions of each, and identify the similarities and differences among them.
16. Identify programs that can serve as initiatives for fostering creativity such as Odyssey of the Mind, Future Problem Solving, inventing programs, mentoring.
17. Distinguish between “realistic” and “real” problems, and identify at least three (3) ways for students to work effectively on solving real problems.
18. List and give examples of at least four (4) different personal barriers to creativity and ten (10) organizational climate factors that encourage or inhibit creativity; identify specific strategies for overcoming blocks and barriers to creativity.
19. Identify the value of creativity in an era of educational accountability.
20. Describe three (3) major dimensions for analyzing and evaluating creative products, and apply appropriate criteria for each dimension to rating at least two (2) different products.
21. Describe, compare, and evaluate at least three (3) different instruments for measuring creativity among students.
22. Identify at least five (5) important factors in authentic assessment of creativity, and explain their importance in creating student profiles and portfolios.
23. Plan specific application of creativity models, methods, strategies, and resources for their own professional setting.
24. Monitor, describe, and evaluate their own personal creative experiences and development and their success in applying creativity strategies to real problems and challenges of their own.

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25. Identify at least nine (9) consistent home environment factors that encourage creativity in young people.
26. Identify programs or curricula that can foster creativity.
27. List several characteristics of a non-creative classroom.
28. Identify characteristics of the creative individual and plan appropriate teaching strategies.
29. Develop, design and implement a personal plan for establishing a classroom environment to nurture and develop creativity.

**Activities/Procedures**
Participants will:
1. Regular attendance at and participation in all course meetings, including group discussions and both individual and group activities.
2. Reading and evaluation of literature, drawing upon appropriate theory and research.
3. Individual and small group work with an innovative interaction videotext.
4. Reading and critical reviews of published curriculum and instructional resources.
5. Participation in small group team and collaborative experiences.
6. Review and critical analyses of creativity assessment resources and results, through observation, case studies, or simulation.
7. Planning, development, and conferences with instructional staff concerning classroom application of course content.
8. Personal reflection and applications of creativity techniques and resources.
9. Participate in group discussions.
10. Complete four Creative Reflections on a variety of topics/experiences as assigned by the instructor.
11. Prepare and present a Creativity Lesson on a topic chosen by the class member that will be taught to a class of gifted students.
12. Participate in a Creativity Celebration in which each class member will share a sample of his/her personal creativity.

**Follow-up**
1. Structured coaching or mentoring
2. Action research related to the training
3. Collaborative planning related to the training
4. Sample lesson plans
5. Study group participation to discuss curriculum strategies that were successful.

**Evaluation**
Participants will:
1. Successfully complete all individual and group activities at a level of quality established by the instructor.
2. Submit in writing and present a lesson plan designed to foster the development of the elements of creativity.
3. Participate in class activities
4. Design and submit a satisfactory individual project applying course content to his/her own professional context.

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