EDU 655: Creativity in Teaching
Course Syllabus

DEPARTMENT: ELC

I. TITLE: CREATIVITY IN TEACHING

II. CATALOG DESCRIPTION.

A course designed to help participants to become more effective educators and reflective decision-makers as they (a) explore and enhance their own creative powers, (b) learn how to teach creative problem solving techniques and creative habits of mind to others, and (c) become aware of the variety of theory, research, and instrumentation and resources available in the areas of creativity.

III. PURPOSE

The primary purpose of this course is reflected in the words of Erich Fromm, “Education for creativity is nothing short of education for living.” Therefore, the course aims to help participants, and subsequently their students, to develop the creative approach to teaching and to life. Teachers teach what they themselves have mastered. Through the nurturing of their own creative abilities they are better prepared to assist their students in actualizing their creative potential.

IV. COURSE OBJECTIVES

Each of the behaviors indicated below are referenced to the Kentucky Experienced Teacher Standards (ETS) and to the Council for Exceptional Children/National Association for Gifted Children (CEC/NAGC) Standards and are understood to be reflective of, but not limited to, those behaviors advocated by the Kentucky Educational Reform Act Initiatives. As a result of their participation in this course, students will grow as Reflective Decision-Makers and will be able to:

1. Develop, revitalize, and strengthen important attributes of creative behavior and innovative problem solving. (ETS 1, 9; CEC/NAGC 2, 4)

2. Gain repeated insights into the kinds of difficulties they face as problem solvers and how these can be overcome. (ETS 7; CEC/NAGC 2, 3)

3. Discover new facets of their imagination and inventive powers. (ETS 6, 7; CEC/NAGC 6, 7)

4. Develop new modes of teaching, assessment and patterns of thought that are designed to foster creativity in their professional work. (ETS 2, 3, 4, 5, 8, 10; CEC/NAGC 4, 5, 6, 7, 8, 10)
5. Increase awareness, understanding and appreciation for the following:

a. the importance of developing one’s creative powers,
b. the importance of developing the creative powers of young people in the public schools, and
c. leading theorists, researchers and resources in the area of creativity in teaching.
(ETS 1, 3, 7; CEC/NAGC 1, 2, 4, 6, 10)

6. Students will demonstrate continued development of the COE Professional Dispositions and the Kentucky Code of Ethics for Kentucky School Certified Personnel as evidenced in all course activities. (ETS 1,7: CEC/NAGC 9)

The COE Conceptual Framework and the Theme of Educator as Reflective Decision-Maker are addressed in this course by urging students to consider the gifted student’s abilities and needs, reflect on how to best serve those needs, collect data regarding instructional interventions, reflect upon the implications of those data, and thus make informed decisions about future instruction.

The theme of Diversity is explored in the course through planning multifaceted instructional and assessment options. Students learn to assess and plan for the learning and achievement of all learners, regardless of gender, ethnicity, learning styles, or exceptionalities.

Technology is addressed through the provision of current web resources in the area of creativity and gifted education, use of technology in teaching and learning activities in the course, and through Blackboard-enhanced instruction.

The ESPB Themes – Diversity, Assessment, Literacy/Reading, and Gap Achievement are analyzed and discussed as students research, write and prepare professional programs to fully explore the topic.

V. CONTENT OUTLINE

Understanding Creative People and Processes
  Creativity Defined
  Theories and Models of Creativity
  Creative People
  Creativity and Talent Development

Creativity and Classroom Life
  Teaching Creative Thinking Skills and Habits
  Creativity in the Content Areas
  Motivation, Creativity, and Classroom Organization
  Assessing Creativity
  Creative Activities and Lessons
VI. INSTRUCTIONAL ACTIVITIES

1. **Chapter readings.** Students will read assigned chapters from the course textbook and manual and prepare them for class discussions and related activities. (Objective 2/ETS 7, CEC-NAGC 2,3; Objective 3/ETS 6,7, CEC-NAGC 67; Objective 4/ETS 2,3,4,5, CEC-NAGC 4,5,6,7; Objective 5/ETS 1, 3, 7, CEC-NAGC 1,2,4,6)

2. **Reflections.** Students will write two reflections (maximum of 3 typed, double-spaced pages) that reflect upon issues and ideas that arise from reading and their own reading and experiences in the field of creativity and pedagogy. (Objectives 1-5/ETS 1-9, CEC-NAGC 1-7)

4. **Presentation of teaching activity.** Students will design, develop, and share an original lesson plan as part of a Professional Development Packet that integrates theories and practices of creativity addressed in the course. Keep in mind that, even though one might develop a “creative lesson,” the lesson is intended to develop creative thinking skills in the public school student. Students will develop a Track Star to complement the content and/or skills taught in the lesson. The entire lesson (or a significant portion of it) may not consist of material taken from a book, the Internet, educational periodicals, or commercial product. (Objective 5/ETS 2, 3, 4, 5, 7; CEC-NAGC 1,2,4,6)

5. **Professional Development Packet.** The teacher will develop a professional development packet to share with colleagues which will develop their colleagues abilities regarding ways to enhance students’ creativity in the classroom. (Objectives 1-5 – ETS 1-9, CEC-NAGC 1-7)

6. **Class participation and discussion.** Students will prepare and participate in online discussions and activities. **Note:** A traditional class entails 3 hrs of class time weekly for discussion and deliberation of the material. Students need to recognize that this course will be more writing intensive (although not necessarily more time intensive) than a traditional course, since the Discussion Board will be the medium of communication. (Objectives 1-5/ETS 1-10, 1-7, 10)

VII. FIELD AND CLINICAL EXPERIENCES

Not applicable.

VIII. RESOURCES

Textbook
Professional Journals
Instructional materials
Electronic software
Others as available and needed
Internet
VI. GRADING PROCEDURES

Assignments and Points:

1. Reflections (2) .................................................................................................................. 40
5. Professional Development Packet (with Lesson Plan) ................................................ 100
6. Class preparation and discussion .................................................................................. 50

Total ................................................................................................................................... 190

Grading Scale:
175-190 A
156-174 B
137-155 C
124-136 D
123-below E

X. ATTENDANCE POLICY

Since the course is entirely online, there is no “class attendance” policy. However, lack of regular and responsible participation in the course jeopardizes the learning of all. Graduate students are expected to demonstrate professional responsibility and leadership in this regard.

XI. ACADEMIC HONESTY POLICY.

All work, although (as is all our knowledge) based on the knowledge of others, must be the student’s own work. Cheating, plagiarism, or other academic dishonesty is clearly a violation of academic standards and university policy. This course adheres to the academic honesty policy published in the current MSU Graduate Bulletin.

XII. TEXT AND RESOURCES


Other resources will be shared during the course.

XII. PREREQUISITES.

Graduate status or special permission.
XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY.

Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-762-3155.