Professional Development

**Students must register by July 28, 2010 at 3:30pm**

**Course Syllabus**

Course Number: EDGT 5111 (Sec.01)  
Course Title: Creativity and Critical Thinking Skills  
Course Prerequisites: Degree; Edufest participant  
Continuing Education Credit(s): 3  
Total Cost for Credit: $240.00  
Instructor: Jo Henderson  johender@gmail.com  6324 Randolph Dr., Boise, ID 83709

NOTE: Continuing Education courses are designed for professional development and do not normally count toward an academic degree.

1. **Educational Goals for the Course:**
   - The major purpose of this course is to study the theoretical and practical aspects of creativity—what it is and how to stimulate creative and critical thinking in students. The course is an introduction to major definitions, theories, and research related to the study of creativity.
   - Educators will learn techniques for stimulating creative thinking as well as strategies for adapting existing curricula to develop creative thinking skills and dispositions in students. Possible topics include the assessment of creative thinking abilities, methods for enhancing personal creative abilities, and techniques for examining the creative process.
   - After attending strands and keynotes at Edufest that have been designated as those fulfilling the creativity and critical thinking course requirements, educators will complete several projects that require them to confront the research in the field of creativity as compared to those practices that have been recommended in the field of gifted and talented education. Educators will attend Edufest, read the research-based literature, and complete a course project that is designed to implement an action plan or project to serve these students.

2. **Instructional Learning Objectives – Educators will:**

   (What will educators learn and put into practice as a result of completing this process?)
   - Understand major theories and models of creativity that attempt to describe creative people, creative processes, and creative products.
   - Define typical barriers (internal and external) to creative thinking.
   - Describe factors that influence the development, assessment, and evaluation of creative potential in individuals.
   - Apply techniques for stimulating creative thinking abilities in students, including brainstorming, attribute listing, metaphorical thinking, SCAMPER, and creative problem solving.
   - Discuss classroom activities, practices, and organizational strategies that support the development of creativity.
   - Examine creative thinking programs, such as Future Problem Solving and Destination Imagination, as well as curricular materials designed for the development of creative thinking abilities.
   - Reflect on the role of creative thinking in gifted education and talent development.

3. **Course Requirements:**

   The quality of written material produced by you should reflect the highest standards of scholarship. Your “comparison paper” (Project Two) should be typewritten, completed in APA style. The three projects should be submitted on or before the date listed.

   The following list describes each of the projects that will be completed:

   **Project One: Edufest Attendance Log**

   The educator must attend 45 hours of Edufest, including keynotes and special topics sessions and sessions that are designated as addressing the creative and critical thinking skills in the field of gifted and talented. The

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educator will submit a log of attendance summarizing and reflecting on what was learned in each session, on each day. A total of 20 entries are required for the log.

Project Two: Confronting Knowledge
The educator will complete the reading of the required text that is research-based and make comparisons to another text that has been recommended for this course, or one comparable to this topic selected by the educator and approved by the instructor. The purpose of this project is to confront the research literature that is reviewed in the required text and compare this with the recommendations made in a supplemental text that has been designed by educators as a strategy for developing creative and critical thinking skills in students. A three-page comparison paper will be submitted that outlines what the research-based text recommends as compared to what the instructional supplementary text suggests. The paper should address: What recommendations have been made to enhance critical and creative thinking skills in young people? What program recommendations have been made to enhance a creative classroom environment? What factors influence and hinder creative production and behavior? How would a school begin to address these recommendations for facilitating creative and critical thought in their students? How does the research-based text compare with the recommendations offered in the supplementary materials?

Project Three: Special Project
From the knowledge gained in Project One and Two, the educator will choose and complete one of the following projects:
1) Thinking About the Classroom: Select five “Thinking About the Classroom” activities (from at least three different chapters) from the Starko text. Note, some of these activities described in the text involve implementing an activity with students, but others do not. Compile the materials for these five activities (and a written reaction to those actually implemented with students) into a collection that will be submitted for evaluation.

2) Interview with a Creative Individual: Select and interview a creative individual (preferably not a family member or a K-16 student). The interview should focus on an individual’s creative thinking processes and personal insights. Submit a description of the purpose for the interview (which may include hypotheses) and an interview schedule (list of questions) that you used to conduct this interview. Prepare a written analysis of the findings from the interview, and discuss the implications of these findings in light of the research that you read.

3) Implementation of Creative and Critical Thinking Lessons: Develop a series (at least three) of lesson plans that engage young people in creative and critical thinking strategies that you have acquired knowledge and use of during the conference and those from your readings. These plans should include “teacher talk” that helps students understand the importance of the use of these skills and procedures for understanding how the use of these skills can promote creative productivity. Lesson plan formats that can be used to guide the construction of these lessons will be provided.

4. Dates, Times and Location of Proposed Course:
(1 Semester Credit Equals 15 Professor Contact Hours plus an additional 30 Hours Outside Work)
July 25 - 30, 2010; various times to equal minimum of 45 contact hours, plus an additional 90 hours of outside course work to equal the necessary 135 hours for a three-credit course. BSU, Boise, ID

5. Due Dates for Completion of Course Requirements: October 1, 2010
6. Learning Resources and Required Text:


**RECOMMENDED TEXTS:**


7. Evaluation Procedure: Graded

Attendance and participation at the conference is mandatory prior to taking this course.

A. Project One: Edufest Attendance and Log 20 points
B. Project Two: Confronting Knowledge 40 points
C. Project Three: Special Project 40 points

92-100 points = A 84-91 points = B 76-83 points = C 68-75 points = D
67 and below points = F