Introduction to Creativity in the Classroom/EPSY3020/Section

Instructor Information

Instructor Contact

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Course Description, Structure, and Objectives

This course serves as an introduction to the field of creativity by examining prominent models and theories, situating the field in the larger educational context, and providing strategies for how to design classrooms supportive of creative thinking. Furthermore, in the state of Texas, a gifted/talented student includes one who exhibits high performance capability in an intellectual, creative, or artistic area, making this course particularly relevant for educators working with students with creative potential. Topics covered also include characteristics of creative individuals and elements of creative pedagogy to maximize student learning in the classroom especially for advanced learners from diverse backgrounds.

Pre-requisite
None

Course Goals
The content in this course contributes to meeting the National Association for Gifted Children 2019 Pre-K - Grade 12 Gifted Programming Standards. Specifically, upon completing this course, students will be able to "understand the variations in learning and development in cognitive, affective, and psychosocial areas between and among individuals with gifts and talents, create learning environments that encourage awareness and understanding of interest, strengths, and needs; cognitive growth, social and emotional, and psychosocial skill development in school, home, and community settings" (Standard 1: Learning and Development, 2019 Pre-K-Grade 12 National Association for Gifted Children Gifted Programming Standards).

Learning Objectives
Students will be able to:

1. list characteristics of creative individuals across different domains;
2. identify personal strengths and areas of development by exercising creative activities;
3. compare and contrast basic definitions, models, and theories of creativity; and connect educational theories and frameworks to situate creativity within the larger educational framework;
4. design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity in core subject areas; and elaborate on personal, social, and environmental factors hindering and supporting creative learning.

Required/Recommended Materials

Burnett, C., & Figliotti, J. (2020). *Weaving creativity into every strand of your curriculum*. Knowinnovation Incorporated.

Other supplemental readings will also be required but will be available online at no cost. More information will be provided online.

Technology Requirements

- This is an online class. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System. You will also need all zoom capabilities (webcam and microphone) because you will meet with your classmates to teach a class as part of a course assignment. If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at Learn Anywhere (https://online.unt.edu/learn).
- Microsoft Word will be used for all word processing. You can access Office 365 on the course home page.
- Adobe Acrobat Reader (available here: http://www.adobe.com/uk/products/acrobat/readstep2.html)

How to Succeed in this Course

Your success is my goal! Because this is an online class, it is understandable that you may have questions about the course content and assignments beyond a face-to-face class. Reach to me when you have questions. Office hours offer you an opportunity to ask for clarification or find support with understanding class material. I encourage you to connect with me. If office hours are not best times to meet, you can request a meeting via email and specify the dates and times that work for you.

Please review the office hours presented above. Besides the office hours, you can also contact me via email. I typically respond within 24 hours although it may take up to 48 hours to respond. Besides communication, time management and planning are key to succeeding in class. Please review the entire course syllabus and course assignment to make necessary arrangements to prepare and submit your work on time. Last minute attempts to submit or prepare the assignments often fail.

AI tools can only be used when the way it was used was clearly stated if it is different from language editing. You are strongly encourage to avoid them.

Supporting Your Success and Creating an Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together. To this end, please review the Diversity Statement (PDF) (https://studentaffairs.unt.edu/sites/default/files/counseling-and-testing-services/documents/diversity-statement.pdf)

I also encourage you to review UNT's student code of conduct so that we can all start with the same baseline civility understanding (Code of Student Conduct) (https://deanofstudents.unt.edu/conduct)

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must

obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website (http://www.unt.edu/oda). You may also contact ODA by phone at (940) 565-4323.

Assessing Your Work

Include the grading scale (A-F) along with the point totals and/or percentages you will use to calculate the final grade. A numeric example of a grading scale might be:
A = 900-1000
B = 800-899
C = 700-799
D = 600-699
F = 500-599

Late work will be accepted with point deductions. Each day after the deadline is equal to 10 points deducted from the assignment or the discussion board. Late submission does not apply to the reply posts. After the third day after the deadline, late work is not accepted and will receive a grade of zero unless the student has a university-excused absence and provides documentation within 48 hours of the missed deadline.

Course Requirements/Schedule

The class assignments and the course schedule are presented as the following:

Discussion Board: Typically, 1 initial post and two replies are required. Each discussion board except the first one is worth 35. Exceptions are explained below or on Canvas. **Total points: 380**

Infographic: Visual presentation on the value of creativity. **Total points: 90**

Teacher interview: Interviewing a teacher to compare trends in education and lived experience of teachers in the field. **Total points: 150**

Classroom observation: Observation of classroom to analyze the climate characteristics. **Total points: 140**

Lesson video: Teaching a class online to a small group after developing and improving it with feedback. **Total points: 90**

Final assignment: A structured written assignment based on template. **Total points: 150**

Introduction to the course

Week	***Topic, Activities, and Readings***	***Assignment Due***	***Points Possible***	***% of Final Grade***
1	*Course Overview and Introductions* *Creative Introductions* • *Activity: Tests of Creativity*	*Syllabus Quiz* *Discussion Board*	*0 pts.* *30 pts.*	 *3%*

Unit 1: Introduction to Creativity

Week	***Topic & Readings (Videos or other course materials are not listed here but provided on Canvas course shell)***	***Assignment Due***	***Points Possible***	***% of Final Grade***
2	What is creativity and what is it NOT? • Beghetto Chapter 1: What is creativity? • Creativity Myths & Misconceptions	Discussion Board	35 pts.	3.5%
3	Why care about creativity in and outside schools? • Starko Chapter 1	Infographic	90 pts.	9%
4	Dissecting Creativity as 4P's • Rhodes (1961) article • Gruszka & Tang (2016) chapter	Discussion Board	35 pts.	3.5%

Unit 2: Creativity in the Classroom

Week	***Topic***	***Assignment Due***	***Points Possible***	***% of Final Grade***
5	Creativity in the age of standardization • Baer & Garrett (2017) • Beghetto Chapter 3	Teacher Interview	150 pts.	15%
6	Characteristics of Creative Students & Teacher Bias • Aljughaiman & Mowrer-Reynolds (2005) • Davis and Woodward (2020) chapter	Discussion Board	35 pts.	3.5%
7	Facilitating the Creative Process in Class • Hokanson Ch 5 • Hokanson Ch 8	Discussion	35 pts.	3.5%
8	Enhancing Creativity: Programs, Models, and Initiatives	Discussion board	35 pts	3.5%
9	Setting a Climate for Creativity • Beghetto Chapter 2 • Beghetto Chapter 5 • Beghetto Chapter 7	Classroom observation	140 pts.	14%

10	Creativity assessment methods • Fishkin & Johnson (1998) • Hokanson Chapter 2 • Hokanson Chapter 6	Group Discussion Board	35 pts.	3.5%
11	Evaluating Students' Products for Creativity • Fishkin & Johnson (1998)	Discussion board	35 pts	3.5%

Unit 3: Infusing Creativity into Curriculum and Instruction

Week	Topic	Assignment Due	Points Possible	% of Final Grade
12	Torrance Incubation Model (TIM) • Burnett & Figliotti (2020)	Adopting TIM into a Lesson	35 pts.	3.5%
13	Group Feedback to TIM Lesson • Burnett & Figliotti (2020)	Discussion Board: PPCO	35 pts.	3.5%
14	Revising TIM with Feedback & Reflections • Burnett & Figliotti (2020)	Revised Lesson Plan with a Commentary	35 pts	3.5%
15	Teaching a Lesson with TIM • Burnett & Figliotti (2020)	Lesson Video	90 pts	9%
16	Final Exam: 10 Lessons Learned		150 pts	15%

Deadlines

All assignments are due Sunday morning at 8am except initial discussion posts, which are due Thursday midnight. Final assignment is due Thursday midnight of the final week of the class. All submissions are online via course Canvas shell.

You will be notified by Eagle Alert if there is a campus closing that will impact a class and thus the calendar is subject to change as explained in Emergency Notifications and Procedures Policy (PDF) (https://policy.unt.edu/sites/default/files/06.049_Standard%20Syllabus%20Policy%20Statements_supplement.pdf). I will make such announcements via Canvas course shell. Please check your linked email and Canvas course shell regularly to stay up-to-date.

Grades are based on mastery of the content. As a rule, I do not grade on a "curve" because that is a comparison of your outcomes to others.

Every student in my class can improve by doing their own work and trying their hardest with access to appropriate resources. Students who use other people's work without citations will be violating UNT's Academic Integrity Policy. Please read and follow this important set of guidelines for your academic success (https://policy.unt.edu/policy/06-003). If you have questions about this, or any UNT policy, please email me or come discuss this with me during my office hours.

In all the assignments and discussion posts, you just follow the standards for academic integrity in the course, which are presented in Academic Integrity Policy (PDF) (https://policy.unt.edu/sites/default/files/06.049_Standard%20Syllabus%20Policy%20Statements_supplement.pdf). Plagiarism is not tolerated, and UNT's regulations will apply to anyone who does not follow the guidelines. You cannot use your assignments submitted/prepared for another class.

Attendance and Participation

It is important to review the course materials and submit your work online. That is how you attend and participate in this class. Late or crammed work often results in poor learning and grades. Unless properly documented, late work may not be accepted.

If you are experiencing any symptoms of COVID (https://www.cdc.gov/coronavirus/2019-ncov/symptoms testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at https://www.ice.gov/sevis/schools/reg#f6iv. The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.