School of Education

EDST5806
Creativity and Giftedness

Term 3 2021

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IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST5806 Creativity and Giftedness (6 units of credit)
Term 3 2021

2. STAFF CONTACT DETAILS

Course Coordinator:	Dr Geraldine Townend
Office Location:	G25, Morven Brown Building
Email:	g.townend@unsw.edu.au
Availability:	By appointment

3. COURSE DETAILS

Course Name	Creativity and Giftedness
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T3.html#EDST5806T3

SUMMARY OF COURSE

Creativity is notoriously difficult to define, explain and measure. In this course, you will analyse and evaluate differing theories of creativity and consider creativity's shifting role within the context of cultures and education, including gifted education and arts education. The course focuses on five areas: developing an understanding of the creative object; creative process and creative product; relations between creativity, intelligence, and giftedness; socio-psychological and sociological perspectives including practices and politics of creativity; developing and supporting students' creative outcomes through teacher-student relations; and assessing attempts to facilitate creativity in classrooms.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- More classroom strategies have been included for practical applications in schools.
- Mock assessments of draft versions of assessment tasks in Video Chat sessions
- Reduction to the numbers of prescribed readings

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Articulate an understanding of creativity based on various theoretical perspectives	1, 2
2	Identify how theories of creativity are variously used in education at the level of policy, programs, practices, beliefs, and desires in a range of educational contexts	2
3	Discuss and explain how philosophy, aesthetics, social psychology, and sociological perspectives enhance/contravene the scope of psychological understandings of creativity and their application in educational contexts including gifted education and arts education	1, 2
4	Explain how social practices and politics inform creativity, creative performances and the artefacts valued as 'creative'	2
5	Assess and evaluate efforts to foster creativity in education and K-12 classrooms	2

PROGRAM LEARNING OUTCOMES

Outcome		Assessment/s
1	**Advanced disciplinary knowledge and practices** Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	2
2	**Enquiry-based learning** Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present, implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1, 2
3	**Cognitive skills and critical thinking** Demonstrate advanced critical thinking and problem-solving skills	1, 2
4	**Communication, adaptive and interactional skills** Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
5	**Global outlook** Demonstrate an understanding of international perspectives relevant to the educational field	1, 2
6	**Ethics** Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.5.4	Differentiate teaching to meet the specific learning needs of students across the full range of abilities	2
3.1.3	Establish challenging learning goals	2
3.3.4	Use teaching strategies	2
3.6.1	Evaluate and improve teaching programs	2
6.3.3	Engage with colleagues and improve practice	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The teaching, learning, and assessment activities in this course are designed to provide opportunities for you to develop requisite theoretical and practical knowledge and understandings of creativity, and its relations with education, including but not confined to gifted education and arts education. The approach will contribute to your critical evaluation of published chapters and articles from the fields of philosophy, psychology, sociology, and education while enhancing your understanding of how creativity is represented in educational discourses and practices in classrooms. Further, active participation in the course will facilitate your capacity to analyse, evaluate and interpret current cases of creativity in education from a theoretically informed point of view.

5. TEACHING STRATEGIES

To develop both theoretical and practical knowledge and understandings, the course will involve selected readings, teacher input, (re)view of short video clips and other media, peer discussion, structured research activities including an excursion to the AGNSW (TBC), and individual reflection which will provide you with opportunities to engage deeply, dialogically, and reflexively with the topics and their application.

6. COURSE CONTENT AND STRUCTURE

Week	Lecture Topic
1	**Overview of the course** **What is creativity?** **Perspectives on creativity**
2	**Theories of the creativity**
3	**Creativity in curriculum** **Policies around creativity in education**
4	**Theories of creativity in the classroom**
5	**How do we find creativity? How do we assess creativity?**
6	**Flexibility week**
7	**Environments and conditions that support creativity**
8	**Practices of creativity – bringing it into curriculum subjects**
9	**Practices of creativity –assessment in the class**
10	**Assessing and evaluating attempts to facilitate creativity in classrooms**

For **each required reading** consider the following:

1. Is there a ***specific passage/s*** that struck you personally—as interesting, profound, something you can apply to your classroom practice?
2. What would you identify as a ***central idea or premise*** of the chapter/article – how is it relevant to practice?
3. Is there an idea in the chapter/article where you can identify or make ***connections*** with your own thinking and/or research and/or classroom practice?

7. RESOURCES

All required readings below are available on the course Moodle site or through the library. Selected recommended readings may be added to Moodle during the course subject to their availability and their meeting copyright requirements.

Required Readings
As per the course *required readings* for each week.

Further Readings
As per the course *recommended readings* for each week. It is suggested that students pursue their further reading beyond the required readings beginning with those marked with an * where indicated.

Useful journals: some examples

Art Education Australia
Creativity Research Journal
Educational Leadership
Gifted Child Quarterly
International Journal of Early Childhood
Journal for the Education of the Gifted
Journal of Creative Behaviour
Journal of Educational Measurement
Journal of Educational Research
Journal of Secondary Gifted Education
Music Education Research
Psychological Inquiry
Studies in Art Education

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Australian Professional Standards Assessed	Due Date
Task 1: Response paper	2500 words equivalent	50%	1,3	2-6	6.3.3	Monday 11th October by 5pm
Task 2: Response paper	2500 words equivalent	50%	1-5	1-6	1.5.4, 3.1.3, 3.3.4, 3.6.1, 6.3.3	Friday 19th November by 5pm

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data, and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

More details will be provided in emails before the course begins. The first assessment is required to be submitted prior to census date hence is a 'preparatory' assessment. The second assessment will be unpacked in class during the intensive week of study.

Assessment 1

Response paper: Theories of creativity and applications in the classroom
Word count: 2500 words equivalent
Assignment weight: 50%

Assessment will be a response to required readings. More details will be provided on Moodle.

Make explicit reference to course readings in your response.

Please use APA style for your referencing.

Assessment 2

Response paper: Analysis and evaluation of a case of creativity in education
Word count: 2500 words equivalent
Assignment weight: 50%

Task: Create a lesson or a unit of work to study in an area of the curriculum (e.g., mathematics, history, music etc.). Assessment will be a response to course lectures. More details will be provided on Moodle.

Please use APA style for your referencing and include any relevant images and information.

NSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5806 CREATIVTY AND GIFTEDNESS

Student Name: Student No.:
Assessment Task 1: **Response paper**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • understanding of the task and its relationship to relevant areas of creativity theory • clarity and accuracy in use of key terms and concepts related to theories of creativity and creativity research					
Depth of analysis and explanation in response to the task • depth of understanding of key concepts and issues raised • depth of analysis relating to explanations and discussions of creativity, including theoretical and practically related concerns					
Familiarity with and relevance of professional and/or research literature used to support response • range of research literature in addition to required course readings to support your response					
Structure and organisation of response • appropriateness of overall structure of response • coherence in developing a point of view that is sustained • clarity and coherence of organisation, including use of section headings and summaries to enhance readability					
Presentation of response according to appropriate academic and linguistic conventions • clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**
Recommended: /20 (FL PS CR DN HD) **Weighting: 50%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5806 CREATIVTY AND GIFTEDNESS

Student Name: Student No.:
Assessment Task 2: **Response paper**

SPECIFIC CRITERIA	(-) ——————➤ (+)				
Understanding of the question and the key concepts involved • understanding of the task and its relationship to relevant theories of creativity (philosophical and psychological), critical debate and relevant educational literature • selection of a rich case to study and its characterisation • clarity and accuracy in use of key terms and concepts related to theories and practices of creativity and creativity research					
Depth of analysis, evaluation, and interpretation in response to the task • depth of understanding of key concepts and issues explicitly raised during the course and in your follow up readings • depth of analysis, evaluation and interpretation of the selected case including theoretical and practically related concerns					
Familiarity with and relevance of professional and/or research literature used to support response • range of research literature to support your response in addition to required course readings					
Structure and organisation of response • appropriateness of overall structure of response • coherence in developing a point of view that is sustained relative to the selected case • clarity and coherence of organisation, including use of section headings and summaries to enhance readability					
Presentation of response according to appropriate academic and linguistic conventions • clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting references to other things e.g., photographs, program notes • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**
Recommended: /20 (FL PS CR DN HD) **Weighting: 50%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**