

Returning Creativity to the Classroom[®]

GRADES K–12

Returning Creativity to the Classroom[™] is a graduate-level course developed for K–12 teachers. This course explores the integral role creativity plays in education today. You will learn the current research on creativity, including the most innovative techniques and strategies that can be used to create dynamic learning experiences, inspiring learning environments, and effective assessments that not only meet content standards but also bring out the creative spirit in you and your students.

COURSE TOPICS

- What is creativity?
- Why creativity is important in the 21st century
- Attitudes and dispositions of creative teachers and learners
- Learning environments that foster creativity
- Tools to promote creative teaching and learning
- Creative problem-solving
- The arts, creativity, and learning
- Technology, learning, and creativity
- Project-based learning: Imagine the possibilities
- Assessment in creative learning environments

COURSE OUTCOMES

By the end of the course, educators will:

- Understand the contemporary definition of creativity.
- Analyze and communicate the skills and attitudes related to creativity that students will need in order to thrive in the 21st century.
- Analyze and explain how teachers can build attitudes and dispositions that promote creativity in their students.
- Develop a plan to improve their classroom environments/cultures in order to better support and guide creative teaching and learning.
- Plan a lesson that uses metaphorical thinking to promote creativity linked to student learning.
- Plan a lesson that uses creative problem-solving to promote creativity linked to student learning.
- Research, exchange, and increase their knowledge of specific tools that promote creativity and enhance student learning.
- Plan several lessons that implement the tools described in this course.
- Summarize their thinking about the relationship among creativity, the arts, and learning.
- Identify and explain examples that represent the coalescence of technology, creativity, and learning.
- Develop an initial project-based learning experience for their students.
- Explain the strengths, purposes, and application of authentic/performance assessment and begin using this type of assessment.
- Analyze and critique their own teaching practice regarding essential components in the lesson-planning process and implementation.

COURSE ASSESSMENT

This course provides numerous opportunities to apply research-based concepts and theory to practical teaching situations. Assessment is conducted in the following ways:

→ **Discussions**

Participants engage in discussions that stimulate professional dialogue among colleagues regarding the content presented. Discussion summaries require participants to make connections among key ideas and synthesize their learning through thoughtful written responses.

→ **Activities**

Activities help participants explore concepts and make connections during the course. Some activities are graded assessments; others are ungraded and are preparation for other assignments.

→ **Application Assignments**

Participants personalize course content and plan how they will apply the theories, concepts, and strategies in their teaching practice.

→ **Quizzes**

Several multiple-choice quizzes assess students' knowledge of the theories, concepts, and strategies presented in the course.

→ **Reflection Paper**

Participants summarize their course learning from a more global perspective in a final reflection paper that exhibits the knowledge and insights gained from the course material.

COURSE FORMAT AND MATERIALS

This course is offered in two distance-learning formats: print & DVD and online. Participants choose and enroll in one format.

PRINT & DVD FORMAT

Participants in the print & DVD version of the course receive printed materials to facilitate their learning. This version of the course requires educators to form a study team. The participant must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and solicit for feedback. It is not necessary for the study partner to be enrolled in the course. Participants enrolled in the print & DVD version should have Internet access in order to connect with the many Web sites that are offered as learning resources. Assignments are submitted via email. Participants will receive:

→ The print study guide:

- *Returning Creativity to the Classroom*®

→ The DVD:

- Laureate Education, Inc. (Executive Producer). (2009). *Returning creativity to the classroom*. Baltimore: Executive producer.

→ The course textbook(s):

- Starko, A. J. (2010). *Creativity in the classroom: Schools of curious delight* (4th ed.). New York: Routledge.

→ The other required readings

ONLINE FORMAT

Participants in the online version access the course content through an online learning management system. Teachers are required to participate in virtual discussions via a discussion board with fellow educators with whom they interact. Course texts, Web sites, and journal articles help facilitate learning and transfer theory into practice. Video programs feature interviews with nationally recognized education experts. Classroom scenes provide a view into the classrooms of master teachers who demonstrate the strategies taught in the course. The online course includes:

→ Access to the online classroom for:

- *Returning Creativity to the Classroom*®

→ Access to the video programs in the online classroom as well as a back-up DVD

- Laureate Education, Inc. (Executive Producer). (2009). *Returning creativity to the classroom*. Baltimore: Executive Producer.

→ The course textbook(s):

- Starko, A. J. (2010). *Creativity in the classroom: Schools of curious delight* (4th ed.). New York: Routledge.

→ Access to the other required readings

SYSTEM REQUIREMENTS FOR ONLINE COURSE FORMAT:

- Operating system for PC: Windows® XP, Windows Vista®, or Windows® 7
- Operating system for Mac®: OS X or higher
- Processor: 1 GHz, 32/64 bit or higher
- Memory: Minimum 512 MB of RAM; 1 GB recommended
- Browser: Microsoft Internet Explorer® 6.0 or higher; Firefox® 3.6 or higher (also for Mac®: Apple® Safari® 4 or higher)
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft Word®, Adobe® Flash® Player 7 or higher (free), Adobe® Acrobat® Reader® version 8 or higher (free)
- Monitor resolution: 1280 x 800 pixels or higher

Note: If you are using a Macintosh®, please be sure to download Mozilla® Firefox® 3.6. It's free and the download should take only a few minutes at <http://www.mozilla.com/en-US/firefox/all-older.html>.

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EDUCATION EXPERTS

Sara Armstrong, Ph.D.

Dr. Sara Armstrong has been an educator for nearly 30 years. She is an associate of the Thornburg Center for Professional Development. She consults in schools around the United States on topics such as project-based learning, multiple intelligences, educational technology, information literacy, and ThinkQuest resources. She has been a featured presenter at Computer-Using Educators, Inc. (CUE), National Staff Development Council (NSDC), and International Reading Association (IRA) conferences.

Vicki Davis

Vicki Davis is a classroom teacher and information technology director at Westwood Schools in Camilla, Ga. Her award-winning, international projects have connected thousands of students in more than 10 countries and 40 classrooms. The Flat Classroom project won the Edublog award for Best Wiki in 2006 and 2008, and the Horizon Project was a finalist for Best Wiki in Education in 2007. Davis has been featured in various media including the *Wall Street Journal* and the *Boston Globe*, and educational journals such as *Edutopia*, *Technology & Learning*, and *Learning & Leading*.

Christopher Dede, Ph.D.

Dr. Christopher Dede is the Timothy E. Wirth Professor of Learning Technologies at Harvard University's Graduate School of Education. Dede's fundamental interest is the expanded human capabilities for knowledge creation, sharing, and mastery that emerging technologies enable. His research spans emerging technologies for learning, infusing technology into large-scale educational improvement initiatives, policy formulation and analysis, and leadership in educational innovation.

James C. Kaufman, Ph.D.

Dr. James Kaufman is an associate professor in the Department of Psychology and founding director of the Learning Research Institute at California State University at San Bernardino, Calif. Kaufman has researched and written extensively in the field of creativity and worked in conjunction with noted psychologist, Dr. Robert Sternberg. In 2008, Kaufman received the E. Paul Torrance Award from the National Association for Gifted Children's Creativity Division and has a book, *Nurturing Creativity in the Classroom*, in press with the Cambridge University Press.

Harvey F. Silver, Ed.D.

Dr. Harvey Silver is president of Silver Strong & Associates, Inc., an educational training and consulting firm specializing in learning styles, effective teaching strategies, and curriculum design. The author of numerous books and articles, Silver has served as a consultant/trainer for the Association for Supervision and Curriculum Development (ASCD), RAND Corporation, Educational Testing Service (ETS), Phi Delta Kappa, and I.D.E.A.-Kettering, as well as a number of state departments of education and school districts in the United States, Canada, and overseas.



ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 35 years later, has helped more than 295,000 educators address the most critical issues in education through proven programs delivered through distance-learning.

FOR MORE INFORMATION

For more information regarding Canter graduate-level courses, visit www.Canter.net or call 1-800-669-9011.

ABOUT PARTNERSHIP

Canter offers its courses in partnership with Walden University, allowing you to benefit from Canter's quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university. The course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through a partnering university that assesses student work. Credit may be applicable for certification renewal and/or salary advancement.* Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

Walden University

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org; 1-312-263-0456. Canter and Walden University are both subsidiaries of Laureate Education, Inc.†

*It is a student's responsibility to check with his/her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.

†Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or prof.educ@k12.wa.us to determine whether Walden's programs in the field of education are approved for teacher certification or endorsements in Washington State. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.