



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST5806
Creativity and Giftedness

Summer Term 2020

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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 and Social Sciences
School of Education
EDST5806 Creativity and Giftedness (6 units of credit)
Summer Term, 2020

2. STAFF CONTACT DETAILS

Course Coordinator: Geraldine Townend
Office Location: G25 Morven Brown Building
Email: g.townend@unsw.edu.au
Phone: 02 9385 1037
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_U1.html |

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.

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 |

AITSL PROFESSIONAL TEACHING STANDARDS (GRADUATE, PROFICIENT, HIGHLY ACCOMPLISHED, LEAD)

| Standard | Assessment/s |
|----------|--------------|
| 1.5.4 | 2 |
| 3.1.3 | 2 |
| 3.3.4 | 2 |
| 3.6.1 | 2 |
| 6.3.3 | 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

In order 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

| Module | Lecture Topic |
|--------|--|
| Day 1 | Overview of the course |
| | Locating the creative object: subject, process, product |
| | Theories of the creativity |
| Day 2 | How is creativity represented in educational discourses? |
| | Creativity, intelligence, cognition, creative thinking, and neuroscience |
| Day 3 | Creativity and giftedness I |
| | Creativity and giftedness II |
| Day 4 | Perspectives on creativity |
| | Practices of creativity: Creativity as a function of social reasoning in teacher-student relations |
| | Practices of creativity |
| | 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, incomprehensible, illuminating?
2. What would you identify as a **central idea or premise** of the chapter/article?

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 day.

Further Readings

As per the course *recommended readings* for each day. 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 | Learning Outcomes Assessed | Graduate Attributes Assessed | Due Date |
|-------------------|------------|--------|----------------------------|------------------------------|--------------------|
| Task (1) Response | 2500 words | 50% | 1, 3 | 2, 3, 4, 5, 6 | 17/01/20 by 5pm |
| Task (2) Response | 2500 words | 50% | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5, 6 | 07/02/20 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

Word Count: 2500 words

Assignment (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.

Quantitative feedback will be provided within 10 business days of submission.

Assessment 2

Response paper: Analysis and evaluation of case of creativity in education

Assignment (50%)

2500 words

Task: Create a lesson or a unit of work to study in an area of the curriculum e.g. the arts (e.g. music, 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, program notes etc.

Please use APA style for your referencing.

NSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5806 CREATIVITY AND GIFTEDNESS

Student Name:
 Assessment Task: 1

Student No.:

| SPECIFIC CRITERIA | (-) → (+) | | | | |
|--|--|--|--|--|--|
| Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • range of research literature in addition to required course readings to support your response | | | | | |
| Structure and organisation of response <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 Recommended: /20 (FL PS CR DN HD)

Date 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 CREATIVITY AND GIFTEDNESS

Student Name:
 Assessment Task: 2

Student No.:

| SPECIFIC CRITERIA | (-) —————> (+) | | | | |
|--|----------------|--|--|--|--|
| Understanding of the question and the key concepts involved <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • range of research literature to support your response in addition to required course readings | | | | | |
| Structure and organisation of response <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 Recommended: /20 (FL PS CR DN HD)

Date 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.**