


Creativity

Duration: 14 hours

Trainer:



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<http://www.cycert.org.cy/index.php/el/>

Project partners



RINOVA
innovate, create & regenerate

<http://dim-ap-varnavas-lef.schools.ac.cy/>

15billionebp

www.rinova.co.uk



<https://15billionebp.org/>

FH JOANNEUM
University of Applied Sciences

www.dimitra.gr

GRUPPO 4

<https://blogs.sch.gr/4dimtyrnavlar/>

<https://www.fh-joanneum.at/>

<https://www.gruppo4.com/>



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ROAD MAP

1. INTRODUCTION TO CREATIVITY
2. INDIVIDUAL CREATIVITY
3. BOOSTING CREATIVITY IN SCHOOL

Learning Outcomes



IN TERMS OF KNOWLEDGE:

1. DEFINE CREATIVITY AND LIST ITS ELEMENTS THAT ARE RELEVANT IN CLASSROOMS

IN TERMS OF SKILLS:

2. ENCOURAGE PUPILS TO FIND NEW IDEAS AND PERSPECTIVES BY USING CREATIVE TECHNIQUES LIKE MIND MAPPING, THE WALT DISNEY METHOD AND OTHERS, AND GUIDE THEM THROUGH THEIR DEVELOPMENTS BY BEING AWARE OF THE FOUR MAIN STEPS OF THE CREATIVE PROCESS

IN TERMS OF COMPETENCES:

3. SUPPORT PUPILS TO GENERATE IDEAS AND ENCOURAGE EXPERIMENTATION BY PROVIDING A LEARNING ATMOSPHERE THAT ENCOURAGES CREATIVITY

4. UNDERSTAND OWN CREATIVE STRENGTHS AND WEAKNESSES AND HELP PUPILS TO BECOME AWARE OF THEIR CREATIVITY BY SUPPORTING REFLECTION OF THEIR CREATIVE ENDEAVOUR

Training Rules

- ▶ Mobile Phones
- ▶ Smoking
- ▶ Breaks
- ▶ Other



Participation

Respect

Express your opinion



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Communicating Effectively



Time to play Pictionary!



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1.

INTRODUCTION TO CREATIVITY



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Creativity

“TO DEVELOP CREATIVE
AND PURPOSEFUL
IDEAS”

(EntreComp)

“THE ABILITY TO USE
SKILL AND
IMAGINATION TO
PRODUCE SOMETHING
NEW OR TO PRODUCE
ART; THE ACT OF
DOING THIS”

(Oxford Dictionary)



Elements of Creativity

Elements of creativity mean different things to different people, e.g.:

- Finding and thinking valuable ideas
- Being able to go through processes for inventing something new
- The ability to make connections from various pieces of information in a novel way, and to bring these ideas to a fruitful result
- New ideas, improvements, innovations
- Invention or expression of that which is both useful and original to the creator
- Mental process
- Usually, the presence of a problem to be urgently solved



Elements of Creativity

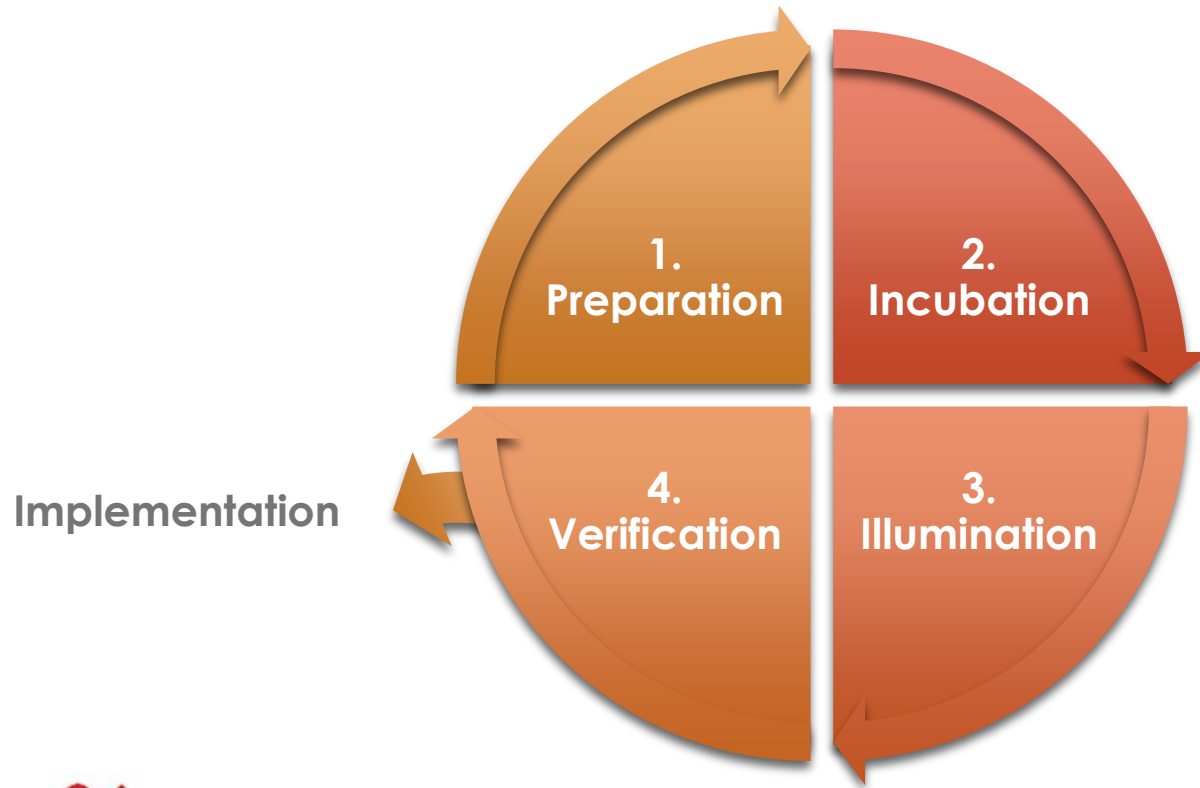
NACCCE



1. using imagination
2. pursuing purposes
3. being original
4. judging value



Creative Process



2.

INDIVIDUAL CREATIVITY



Possible Characteristics of Creative Persons

- ▶ Curiosity
 - ▶ Flexibility
 - ▶ Intrinsic motivation
 - ▶ Openness to new experiences
 - ▶ Self-disciplined and dedicated to their works
 - ▶ Perseverance
 - ▶ ...
- Creativity is not the preserve of a special kind of person, any community or culture**



Assessing Creativity

- ▶ Recognize the importance of a deep knowledge base and continually work to learn new things.
- ▶ Be open to new ideas and actively seek them out.
- ▶ Find source material in a wide variety of media, people, and events.
- ▶ Organize and reorganize ideas into different categories or combinations and then evaluate whether the results are interesting, new, or helpful.
- ▶ Use trial and error when they are unsure how to proceed, viewing failure as an opportunity to learn.

(source Brookhart, 2010, pp. 128–129)



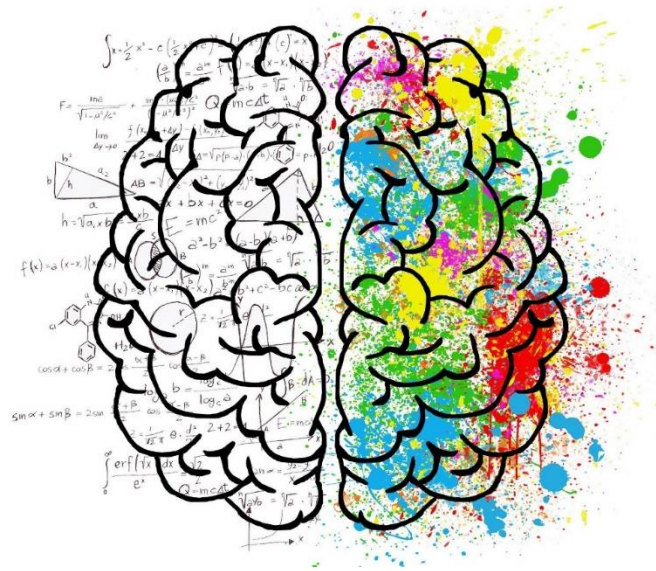
Activity: (MIS)CONCEPTIONS ON CREATIVITY



Yes or No



1. IQ



Do creative people have high IQ?



2. Measurability



Is creativity measurable?



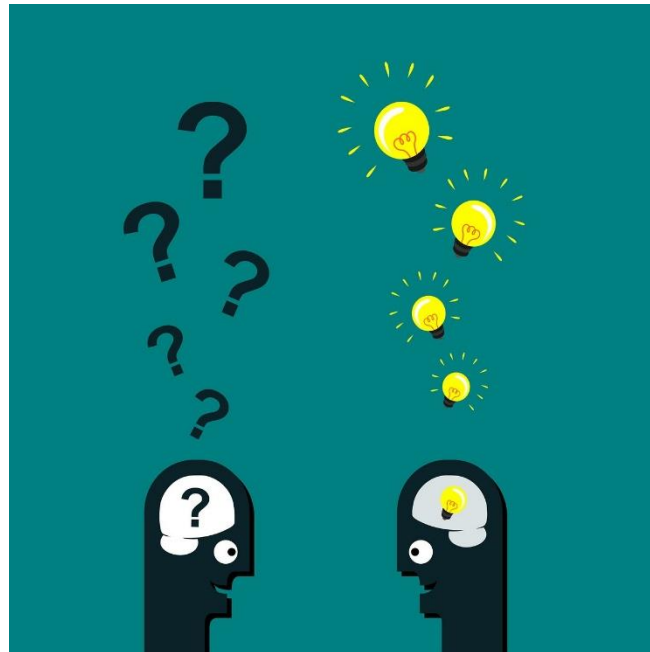
3. Artists



Is creativity only important for artists?



4. Talent



Is creativity a talent given at birth?



Myth Breaking



3.

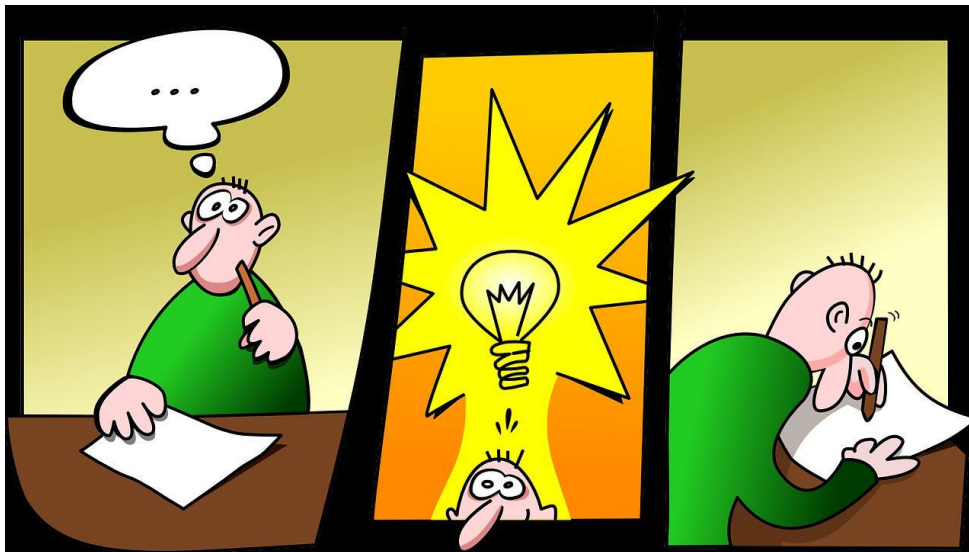
BOOSTING CREATIVITY IN SCHOOL



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Creativity Techniques - Aims

1. Support new ways of thinking and
2. Generate as many ideas as possible



"The best way to get good ideas is to develop as many ideas as possible"

Linus Pauling (Nobel Prize winner Chemistry)



Creativity Techniques

▶ FREE ASSOCIATION

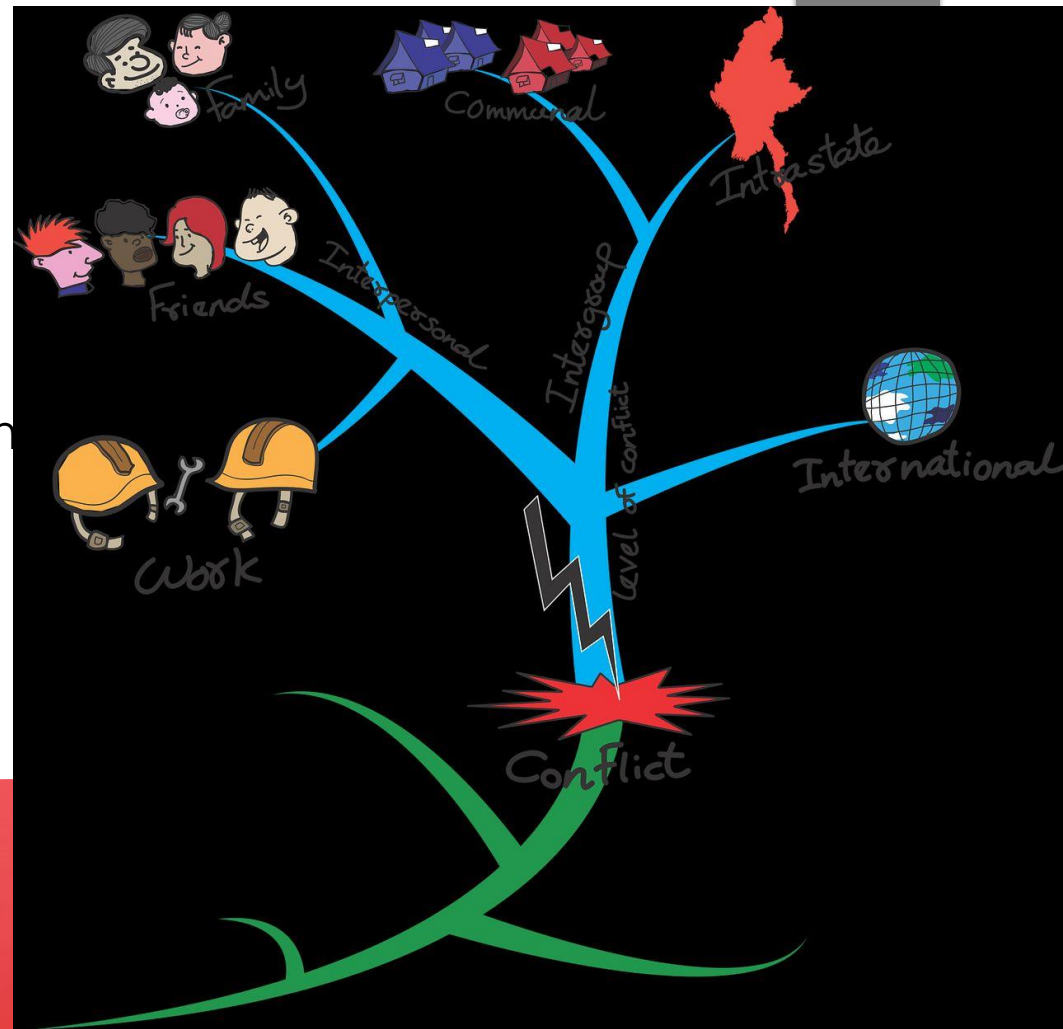
- ▶ expressed ideas spontaneously lead to other ideas which are in some way related to them
- ▶ E.g.: Brainstorming, **Mindmapping**, **Story telling**, Random Stimulus Techniques

▶ STRUCTURED ASSOCIATION

- ▶ directions of thought or other elements are given
- ▶ E.g.: Six-color thinking, **Walt Disney Method**



- Start with a white paper sheet
- Write or draw the central theme in the middle
- Starting from this, connect the main themes
- One key term per line/branch
- Further levels are added on thinner branches or in different colors
- Use visual element to highlight connections



Mindmapping

FREE ASSOCIATION

-Give inspiration on how to start a story

-E.g.:

- Put several small pieces of paper with words or phrases on it in a jar.
- Create magic cubes with images on every side.

-Whatever the word , phrase or image is, that pupil must tell, write or draw a story including it. If the child gets stuck, you can use prompts, such as:

"What does your character see or hear?"

"Who else is there?"

"What does the place look like?"



www.imagineforest.com

Story Telling Activities

FREE ASSOCIATION

Brainstorming

Think about a story telling activity you would like to implement in your classroom

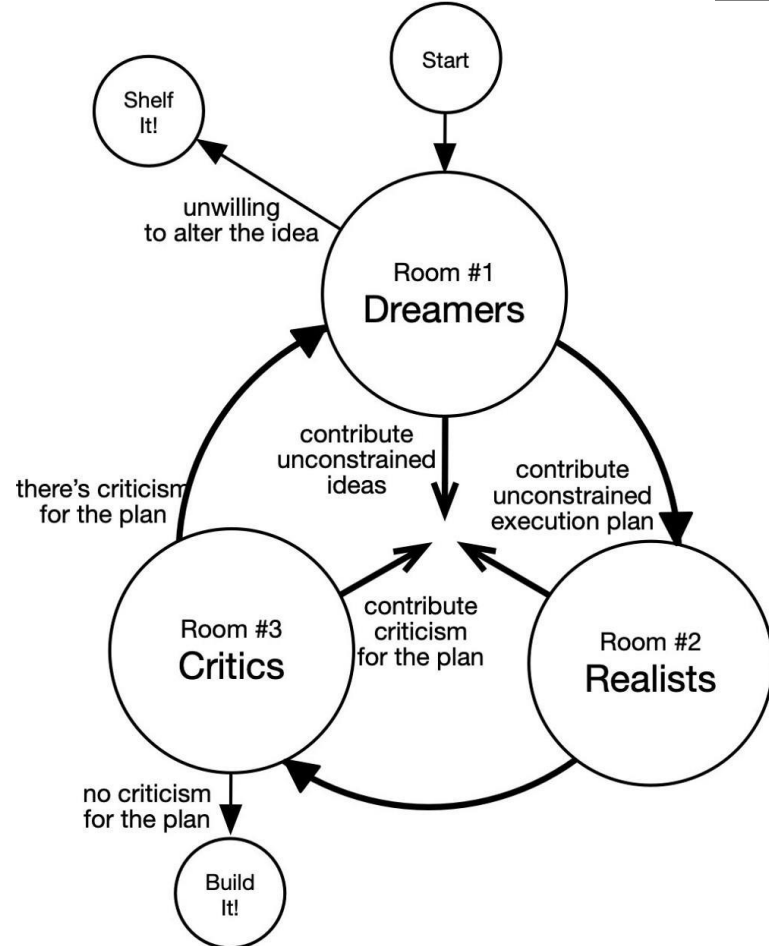
- Instructions to pupils?
- Preparation and materials?
- Encouraging all pupils?
- Emotional support to pupils?



Based on the interaction of three "roles"

- dreamer (generate ideas)
- realist (realist, doer)
- spoiler (quality manager)

- Role play
- applied by an individual and in a team
- moderator can lead and avoid unnecessary discussions



an-awesome-
ethod-

Walt Disney Method

STRUCTURED ASSOCIATION

Individual Exercise

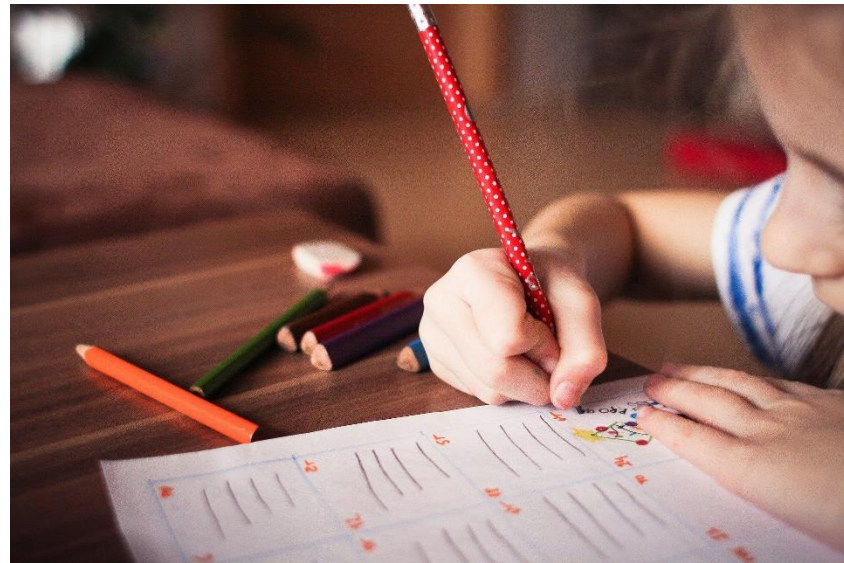
Find the right word

- Individually work out the tasks on the handout (30 min)



Reflection of creative endeavours

- ▶ Plan for writing as a way for children to plan and to reflect
- ▶ Ensure availability of books and other media for reading to gather ideas
- ▶ Ask the pupils about their developments in oral or written form
- ▶ Encourage communication between the pupils to exchange their experiences
- ▶ Provide enough time for exchange



Questions for Reflection



Were you reached what you had planned? How do you know/measure? What results have you achieved?

Were you not achieved any planned result? Why was that? Do you need to adjust your plan?

How did you feel during the process? How when you achieved/missed the planned milestones?

How did you celebrate that you achieved what you set out to do? Even if you did not reach all results, you have learned some lessons and should be proud of this!



Supporting Aspects for Promoting Creativity

- ▶ Freedom, open and respectful learning environment
- ▶ Work with interest of pupils and attract their attention
- ▶ Set up and support work groups
- ▶ Encouragement, belief in pupils, foster pupils' self-efficacy
- ▶ Provide enough resources (e.g. time, material etc.)
- ▶ Education, guided practice if needed
- ▶ Problem solving attitudes
- ▶ Foster own experiences
- ▶ Promote reflection (through drawing and writing) of creative endeavors



Hindering Aspects for Promoting Creativity

SCHOOL BARRIERS

like institutional and physical limitations or pressure and expectations of classmates, teachers, etc.

ENVIRONMENTAL BARRIERS

like belief in oneself, behavior of others

CULTURAL BARRIERS

like desired behavioral patterns of children, cultural stereotypes, fear of experimentation, waiting for the perfect innovation, etc.



Example # 1

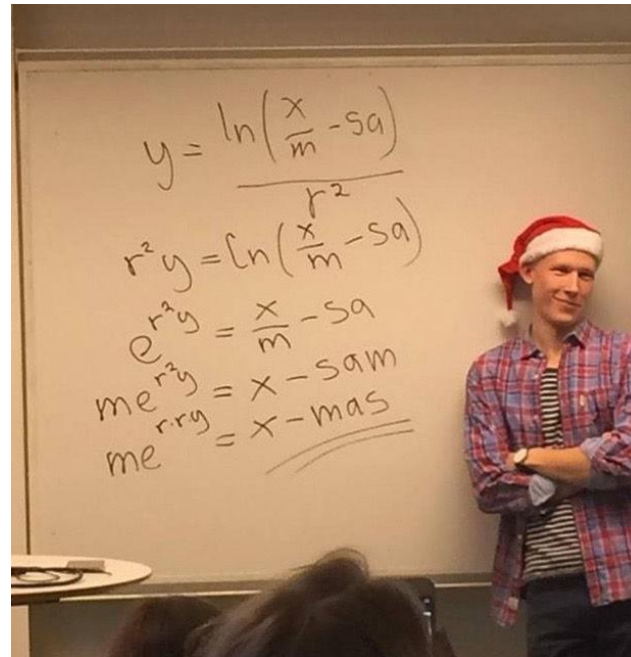


This instructor chose a very creative way of greeting the pupils every morning.

<https://youtu.be/TQAKOarAxss>



Example # 2



This instructor wished his class a merry Christmas in a very unique manner.



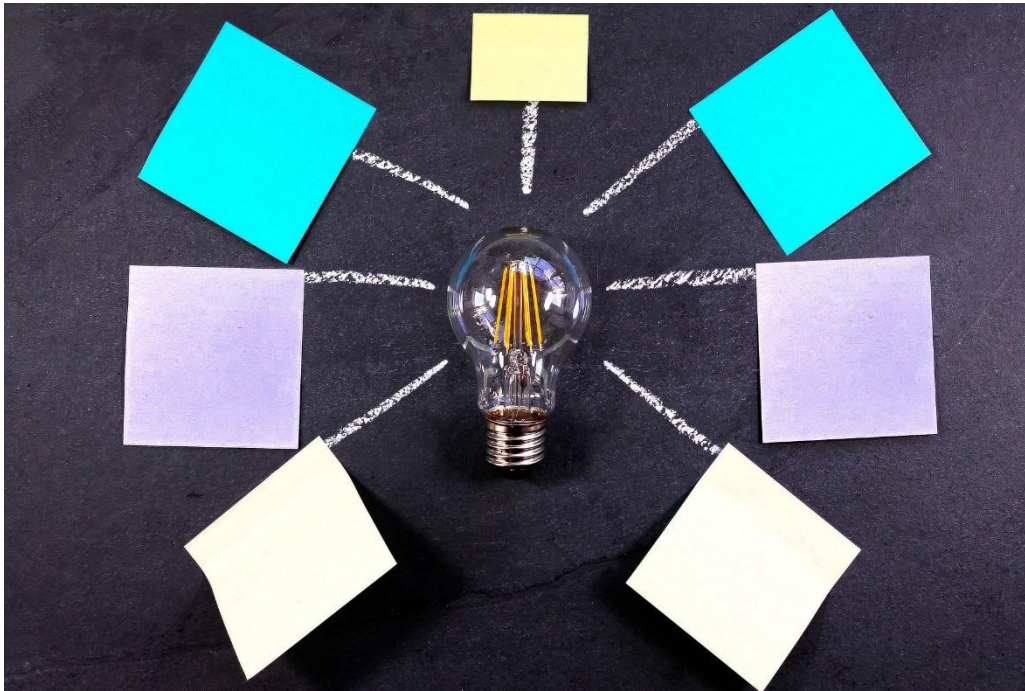
Example # 3



To mark attendance, an instructor required her students to select a smiley face to indicate how they felt so that she could help them accordingly



Creativity in the Classroom: Brainstorming



- Where?
- How?
- When?



Creativity in the Classroom



Let's discuss!



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- ▶ Creativity can be developed.
- ▶ Creativity is important for all professions, not just artists.
- ▶ Artwork is not the only way to showcase creativity.
- ▶ Pupils can be encouraged to be creative by using suitable techniques.
- ▶ Creative thinking can be easily incorporated in classrooms.



Key Points

No.	Title and Reference
1	James, M. A. (2015). Managing the Classroom for Creativity. <i>Creative Education</i> , 6, 1032-1043. http://dx.doi.org/10.4236/ce.2015.610102
2	Cremin, T. & Barnes, J. (2015). Creativity in the curriculum. https://www.researchgate.net/publication/284039696_Creativity_in_the_curriculum/citations
3	Sawyer, R. (2010). Learning for Creativity. In R. Beghetto & J. Kaufman (Eds.), <i>Nurturing Creativity in the Classroom</i> (pp. 172-190). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511781629.009
4	Craft, A (2005). <i>Creativity in Schools: Tensions and Dilemmas</i> . Abingdon: Routledge.
5	Kaplan, D. E. (2019). Creativity in Education: Teaching for Creativity Development. <i>Psychology</i> , 10, 140-147. https://doi.org/10.4236/psych.2019.102012

Recommendations for self directed learning

