How to teach creativity?

Techniques for teaching creativity

Human creativity

- **Technological change** is driven by **human creativity**

- In turn it provides **new contexts** and **tools for creative output**.

- Teaching and learning must emphasize their *connection.*

Henriksen, Hoelting, & The Deep-Play Research Group, 2016

Creativity and education

- For all its importance, creativity is a concept that has not been well understood, framed, or defined.

- Education needs *a frame* to help students and teachers develop creative thinking skills that span disciplines and use technology tools for creative solutions and outcomes.

Successfull teachers

- not afraid of intellectual risk-taking

- connect learning to the real world

- recognize the value of making cross-curricular connections

Real world learning and teaching

- Learning and knowledge in the real world are not tightly bounded by discipline (a scientist working on alternative energy issues will invariably brush up against politics, engineering, design, etc.).

- Real world learning naturally comes into play with teachers who think and work in inter/cross-disciplinary ways.

- "Real world" teaching in and of itself equates with "creative" teaching, but it seems to be one facet of sucessfull teachers.

Barriers to students creativity

- Students want to be told what to learn.

- They want notes.

- "I'm not creative. I can't draw. I can't play a musical instrument."

How to motivate students to be creative (1)

- Do you want them to just know the answer?

- Do you teach them how to think and how to document the process of how they came to a certain conclusion?

- Do you want them to be comfortable with more than one answer or more than one way of reaching an answer?

The documentation of the thinking process is important!

How to motivate students to be creative(2)

- It's very important for students to be OK with the sense that you don't have to get the right answer, but you need to be able to think in a way that could possibly generate the right kind of answer.

- Help them build their creative confidence.

- We want them to be able to reflect on the process of thinking and not necessarily come up with these groundbreaking new innovative ideas.

(https://www.ted.com/talks/david_kelley_how_to_build_your _creative_confidence)

Digital Story

Students use computer-based tools, such as video, audio, graphics, and Web publishing, to tell personal or academic stories about life experiences relevant to course themes.

1. Clarify your teaching purpose and learning goals for the Digital Story
2. Create a prompt that establishes the content or topic area of the story
3. Set assignment parameters (media, length, etc.)
4. Develop a plan for learning assessment or grading
5. Communicate assignment instructions to students
6. Allow students time to create their Digital Story
7. Reflect upon the activity and evaluate its effectiveness

https://www.facultyguild.org/

Three-Minute Message (1)

- Three-Minute Messages (3MM) are modeled on the Three-Minute Thesis (3MT) academic competition, in which students have

    - **three minutes to present a compelling argument and to support it with convincing details and examples.**

Three-Minute Message (2)

1. Clarify your teaching purpose and learning goals for the 3MM
2. Select the focus and parameters of the message
3. Set assignment parameters (including order of presentations, etc.)
4. Develop a plan for learning assessment or grading
5. Communicate assignment instructions to students through a handout
6. Allow students time to prepare and then present their messages
7. Reflect upon the activity and evaluate its effectiveness

https://www.facultyguild.org/

Translate That!

In Translate That!, you pause your lecture and call on a student at random to "translate" the information you just provided into plain English for an imagined audience that you specify.

1. Clarify your teaching purpose and learning goals for Translate That!

2. Decide what students should observe about their engagement

3. Set assignment parameters (how you will choose students randomly, etc.)

4. Determine if and how you will assess or grade Translate That!

5. Communicate assignment instructions to students

6. Begin the lecture, pausing for students to "translate" what you just said

7. Reflect upon the activity and evaluate its effectiveness

Sources

- Eunice M. L. Soriano de Alencar, Denise de Souza Fleith: Creativity in Higher Education: Challenges and Facilitating Factors. Trends in Psychology / Temas em Psicologia – Junho 2017, Vol. 25, nº 2, 553-561

- Digital story telling : lesson https://sites.google.com/site/digitizeww/digital-storytelling-lesson

- http://digitalstorytelling.coe.uh.edu/page.cfm?id=24&cid=24&sublinkid=42

- Digital stories for edu purposes: http://anth101.com/videos/

- https://www.facultyguild.org/