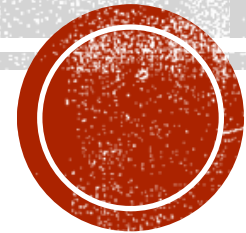


ENCOURAGING CREATIVE THINKING

Petra Vallin



TASK 1:

Take a small piece of paper and write answers to the following questions:

1. What does creativity mean to me?
2. Why is it important?



WHAT IS CREATIVITY?

„Creativity is the act of **turning new and imaginative ideas into reality**. Creativity is characterised by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions. Creativity involves two processes: **thinking, then producing**. If you have ideas but don't act on them, you are imaginative but not creative.“

<http://www.creativityatwork.com/2014/02/17/what-is-creativity/>



CREATIVITY TESTS

1. Alternative Uses

Developed by J.P. Guilford in 1967, the Alternative Uses Test stretches your creativity by giving you two minutes to think of as many uses as possible for an everyday object like a chair, coffee mug, or brick. Here's a sample brainstorm for "paper clip" uses:

- Hold papers together
- Cufflinks
- Earrings
- Imitation mini-trombone
- Thing you use to push that emergency restart button on your router
- Keeping headphones from getting tangled up
- Bookmark



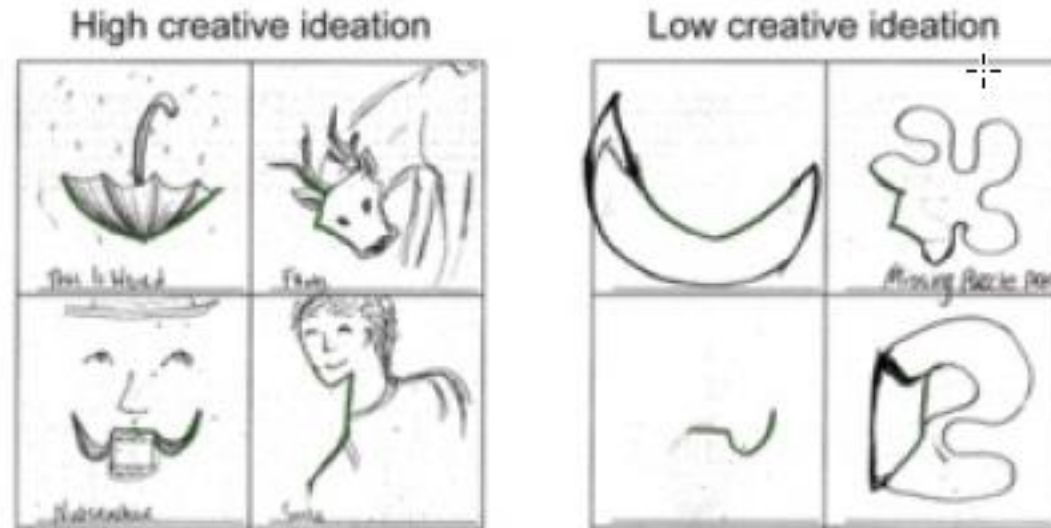
The test measures *thinking* across four sub-categories:

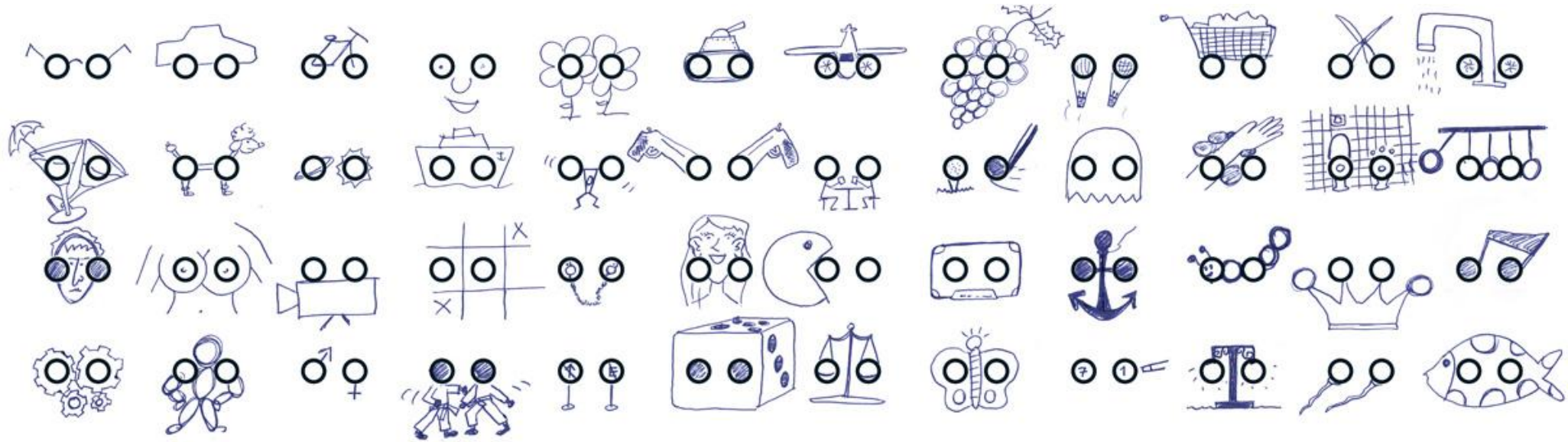
- **Fluency** – how many uses you can come up with
- **Originality** – how uncommon those uses are (e.g. “router restarter” is more uncommon than “holding papers together”)
- **Flexibility** – how many areas your answers cover (e.g. cufflinks and earrings are both accessories)
- **Elaboration** – level of detail in responses; “keeping headphones from getting tangled up” would be worth more than “bookmark”
- ***Try it yourself:*** How many uses can you think of for a spoon? You have two minutes... Go!



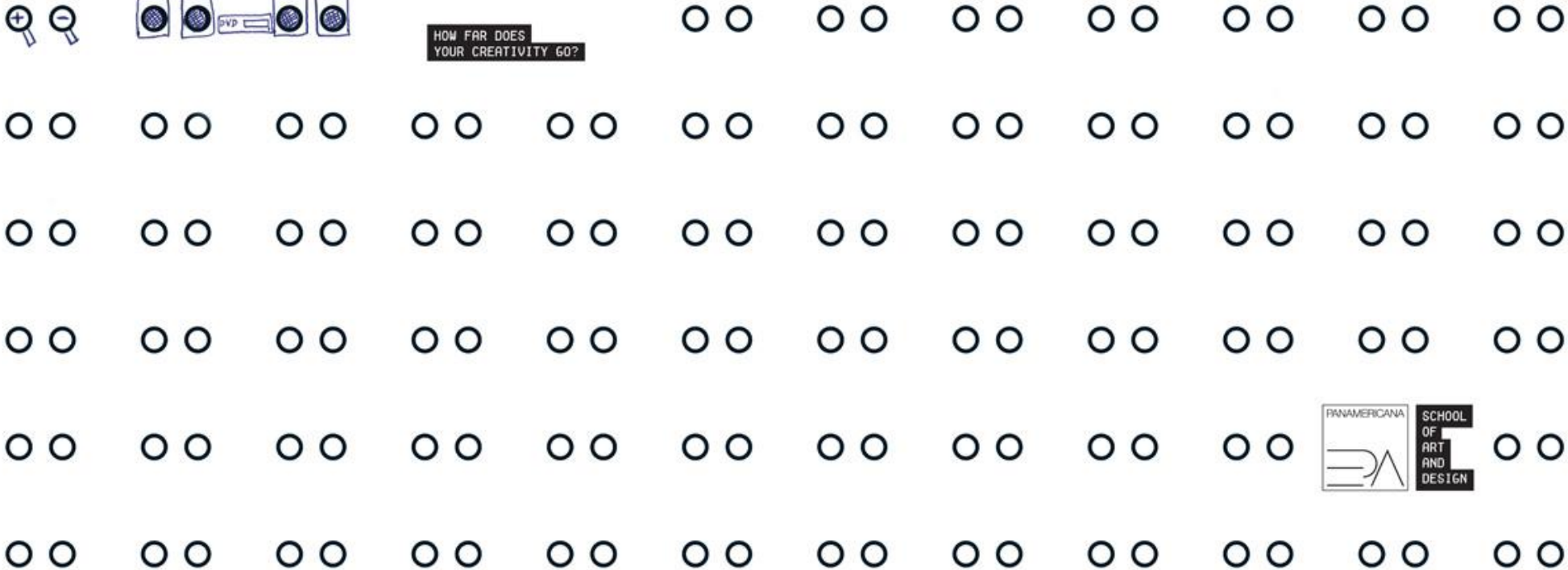
2. Incomplete Figure

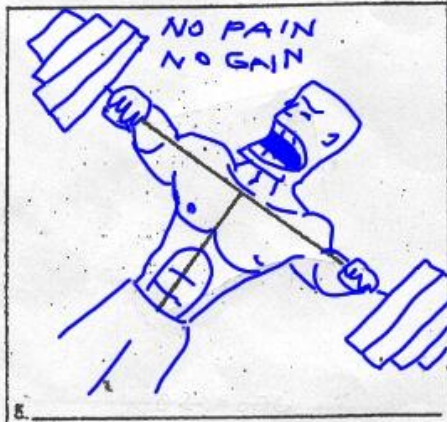
- Developed in the '60s by psychologist Ellis Paul Torrance, the Torrance Test of Creative Thinking (TTCT) sought to identify a creativity-oriented alternative to IQ testing. One of the most iconic elements of the TTCT was the Incomplete Figure test. You're given a shape like the below, and then asked to complete the image.



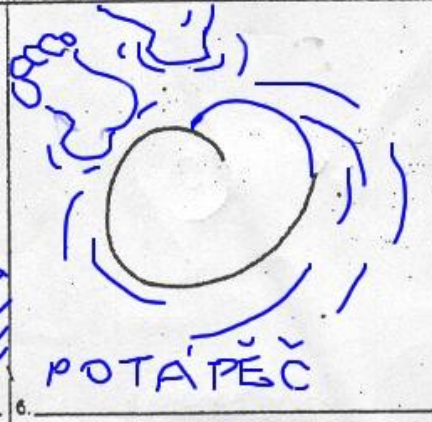


HOW FAR DOES
YOUR CREATIVITY GO?





5.



6.



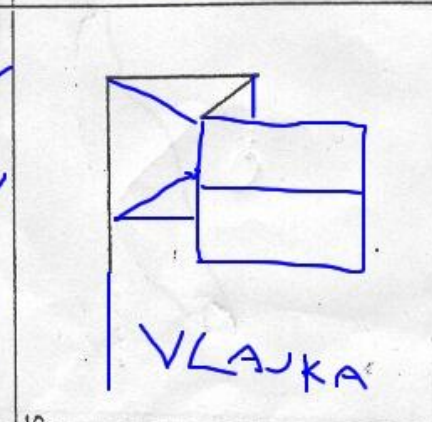
7.



8.



9.



10.



[HTTPS://WWW.EDUTOPIA.ORG/PRACTICE/INQUIRY-BASED-LEARNING-TEACHER-GUIDED-STUDENT-DRIVEN](https://www.edutopia.org/practice/inquiry-based-learning-teacher-guided-student-driven)



TASK 2:

Watch the video and try to answer the following questions:

1. Write down why this school belongs among the „creative“ schools. What makes it creative?
2. What specific tasks did the pupils do in the videos?
3. What kind of competences did the students learn during the filmed activities?



SCHOOL THAT PROMOTES INQUIRY-BASED LEARNING

- primarily a **pedagogical method**, developed during the discovery learning movement of the 1960s as a response to traditional forms of instruction
- has its roots in **constructivist learning** theory
- starts by **posing questions**, problems or scenarios - rather than simply presenting established facts
- students have role of **inquirers** who will identify and research issues and questions to develop their knowledge or solutions
- should enable **learning through an experience**
- teacher has a role of **facilitator**
- teaching methods are generating new ideas



PROCESS

- Open – ended Questions



- Research and Investigate



- Present and Discuss



- Reflect



STUDENTS' COLLABORATION

According to Johnson and Johnson, there are five elements of cooperative learning:

- 1. individual accountability
- 2. positive interdependence
- 3. face-to-face promotive interaction
- 4. group processing
- 5. interpersonal and small group skills



5 PILLARS OF COOPERATIVE LEARNING

1. **Positive interdependence** refers to the 'feel' of each other. Students feel that they cannot work without the absence or one or more group members.
2. **Individual accountability** refers to specific and group assessment that results in the skills and outcomes of each student and a whole group.
3. **Face-to-face interaction** encourages the students of a group by sharing and helping each other on specific topics. There can be one or more students of a group who don't have a good idea about some specific topic. But there can be a third student who is master of that topic.
4. **Interpersonal and small group skills** refer to the social skills that each and every student of the group should have. It is necessary in order to have true and long term success of the group.
5. **Group reflection** refers to the assessment and remarking of the capabilities and actions of each group. For example, instructor can take three or four students from a group and can make an outline of what had made the group successful. Furthermore, the instructor can tell what points and factors can make the group even more successful in future.

(http://www.teach-nology.com/currenttrends/cooperative_learning/johnson_and_johnson/)



EXAMPLES OF COLLABORATIVE TASKS

- poster assignment
- jigsaw reading (RWCT methods)



petra.koukal@gmail.com

