

## EDUC90636 Educating for Creativity and Innovation

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2011, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: 24 hours. Total Time Commitment: 125 hours. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H
<b>Coordinator:</b>	Dr John Munro
<b>Contact:</b>	Education Student Centre
<b>Subject Overview:</b>	<p>This subject investigates the theory and practice of the process of creativity and its implications for teaching and curriculum. The aim of this subject is that students will leave with a deeper appreciation of the importance of educating for creativity and innovation across the disciplines and in different educational contexts.</p> <p>Students will examine a number of areas including</p> <ul style="list-style-type: none"> <li># models and theories of creativity</li> <li># the psychological characteristics of creativity</li> <li># conditions for fostering creativity</li> <li># the types of thinking that lead to creative outcomes</li> <li># evaluating and measuring creativity</li> <li># pedagogical implications and classroom application.</li> </ul> <p>Students will have the opportunity to respond to readings, to transfer the theory to practice and to reflect on their practice in light of the theories. This will prepare them for their major assignment which will require the application, investigation and reporting on an aspect of the study of creativity and innovation and its implications for education.</p>
<b>Objectives:</b>	<p>The students will:</p> <ul style="list-style-type: none"> <li># examine, critically analyse and evaluate theories of creativity;</li> <li># identify the cognitive and affective psychological processes involved in creativity;</li> <li># identify the conditions necessary for fostering creative thinking and learning;</li> <li># develop and evaluate procedures for assessing both creative potential and creativity;</li> <li># identify strategies for fostering creative thinking in curriculum implementation and pedagogy practice;</li> <li># evaluate the effectiveness of assessment procedures for creativity.</li> </ul>
<b>Assessment:</b>	Report on a reading or practical task, 1000 words, due mid-semester, 20% of final grade. Essay on self-designed question, 4,000 words, due end of semester, 80% of final grade. Class time

	will be devoted to this assignment and students will be required to submit their questions, an abstract and a partial draft for feedback during the semester.
<b>Prescribed Texts:</b>	There is no prescribed text for this course.
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	The students will: have in-depth knowledge of educational practice and theory; be critical and creative thinkers, with an aptitude for continued self-directed learning; examine critically, synthesise and evaluate knowledge across a broad range of disciplines; expand their analytical and cognitive skills through diverse learning experiences; have the capacity to participate fully in collaborative learning and to confront unfamiliar problems; have a set of flexible and transferable skills for different types of educational practice.
<b>Related Course(s):</b>	Master of Education (Stream 100B)Coursework Master of Education (Stream 150)