

EDUC90636 Educating for Creativity and Innovation

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2013, Parkville This subject commences in the following study period/s: August, Parkville - Taught on campus.
Time Commitment:	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.
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	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 Overview, Objectives, Assessment and Generic Skills sections of this entry. It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and the Disability Liaison Unit: http://www.services.unimelb.edu.au/disability/
Contact:	Education Student Centre 234 Queensberry Street Phone: +61 3 8344 8285
Subject Overview:	<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"> # models and theories of creativity # the psychological characteristics of creativity # conditions for fostering creativity # the types of thinking that lead to creative outcomes # evaluating and measuring creativity # pedagogical implications and classroom application. <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>
Objectives:	<p>The students will:</p> <ul style="list-style-type: none"> # examine, critically analyse and evaluate theories of creativity; # identify the cognitive and affective psychological processes involved in creativity; # identify the conditions necessary for fostering creative thinking and learning;

	<ul style="list-style-type: none"> # develop and evaluate procedures for assessing both creative potential and creativity; # identify strategies for fostering creative thinking in curriculum implementation and pedagogy practice; # evaluate the effectiveness of assessment procedures for creativity.
Assessment:	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.
Prescribed Texts:	There is no prescribed text for this course.
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>The students will:</p> <ul style="list-style-type: none"> 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.
Related Course(s):	<p>Master of Education (Stream 100B)Coursework Master of Education (Stream 150)</p>