

## EDUC90267 Understanding & Teaching for Creativity

<b>Credit Points:</b>	12.5
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2016, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: 18 Total Time Commitment: 170 hours
<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>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt; <p>&lt;p&gt;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 Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p> </p>
<b>Coordinator:</b>	Assoc Prof John Munro
<b>Contact:</b>	<a href="mailto:j.munro@unimelb.edu.au">j.munro@unimelb.edu.au</a> (mailto:j.munro@unimelb.edu.au)
<b>Subject Overview:</b>	This subject examines the process of creativity and its implications for teaching and curriculum. Topics covered include: Models of creativity (componential and stage models); the psychological characteristics that promote creative productive achievement; the relationship between creativity and traditional intelligence; the conditions most likely to lead to creativity; the types of thinking that lead to creative outcomes; teaching for creativity, creative problem solving, pedagogical implications and classroom application; measuring creativity; innovation.
<b>Learning Outcomes:</b>	<p>On subject completion you should be able to:</p> <ul style="list-style-type: none"> <li># understand, critically analyse and evaluate contemporary theories of creativity across the life span,</li> <li># identify the psychological processes involved in creativity, developmental trends in creativity and its domain-specific base,</li> <li># understand the links between creativity and personality,</li> <li># identify the conditions necessary for fostering creative thinking and learning, develop and evaluate procedures for assessing both creative potential and the level of creativity of out comes and for monitoring the gradual emergence of creative products and processes,</li> <li># identify strategies fostering creative thinking in curriculum implementation and pedagogy practice,</li> <li># evaluate the effectiveness of assessment procedures and education programmes intended to foster creativity in students.</li> </ul>
<b>Assessment:</b>	A 5,000 word assignment reviewing a particular issue in creativity and identifying implications for practice This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
<b>Prescribed Texts:</b>	None

<b>Recommended Texts:</b>	<p>Ambrose, D., Cohen, L.M. &amp; Tannenbaum A.J. (Ed). Creative intelligence. Towards theoretic integration. Cresskill, NJ: Hampton.</p> <p>Fasko, D. (Ed.). (2003). Critical thinking and reasoning: current research, theory, and practice. Cresskill, N.J.: Hampton Press. Mayesky, M. (2003). How to foster creativity in all children. Clifton Park, NY: Thomson/Delmar Learning.</p> <p>Mason, J.H. (2003). The value of creativity : the origins and emergence of a modern belief. Burlington, VT: Ashgate. Tusa, J. (Ed.) (2003). On creativity: interviews exploring the process. London: Methuen.</p> <p>Sawyer, R.K. (2003). Creativity and development. Oxford University Press, NY. Wyse, D. &amp; Jones, R. (2003). Creativity in the primary curriculum. London: David Fulton.</p>
<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>	<p>On completion of this subject you should be able to:</p> <ul style="list-style-type: none"> <li># critically analyse contemporary theories of creativity and approaches to its assessment,</li> <li># develop a problem solving approach to the fostering of creativity, o develop skills in communicating aspects of creativity to teachers, parents and students,</li> <li># use the topics of creativity developed in lectures to implement effective intervention and instructional procedures and to plan a schedule for implementing creativity programs,</li> <li># work in a team with other professionals working in a range of contexts to analyse instructional and management procedures, assessment and education programmes in relation to creativity, and</li> <li># display positive attitudes to understanding and fostering creativity in educational and other contexts.</li> </ul>
<b>Links to further information:</b>	<a href="http://www.edfac.unimelb.edu.au">www.edfac.unimelb.edu.au</a>
<b>Related Course(s):</b>	<p>Master of Education</p> <p>Master of Education</p>