

EASTERN MICHIGAN UNIVERSITY

EDPS 614: Psychology of Creativity in Education

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Course Description:

This course is designed to explore historical and contemporary theories regarding the nature, development, and measurement of creativity. We will focus on examining the creative person, process, product, and environment by viewing these through the eyes of creative individuals as well as through those of the most eminent theorists, philosophers, and research in related fields.

Course Objectives: At the completion of this course, you should be able to:

1. explain and compare several definitions and theories of creativity.
2. identify major theorists with their theories of creativity.
3. analyze literature on creativity for its theoretical base.
4. explain and justify your own theory of creativity as embracing one that exists, synthesizes several, or breaks new ground.
5. develop a project that applies or explores in greater depth one or more of the theories of creativity.
6. respond knowledgeably to the following questions: Who is creative? What is creativity? Is the creative process the same for all individuals and across domains? Must creativity result in a product? In what ways does the environment affect creativity?
7. access various sources of information on creativity: journals, websites, books, etc.
8. score creativity tests based on theories of creativity.

Textbook:

Sternberg, R. J. (Ed.) (1999). *Handbook of Creativity*. New York: Cambridge University Press.

Course Requirements:

1. Reflection on the weekly reading assignments (36 points)

- You will be expected to keep a paragraph of reflection and submit an entry each week of class corresponding to the week's assigned readings. All of the 12 journal entries will be worth 3 points each (total of 36 points). Please be sure your name, class number, the due date, and the journal number corresponding to the pertinent readings are designated on the top of the page. It must be only **one** page.
- You may use whatever format you wish, however, it would probably be helpful to determine how each of the readings answers (or doesn't answer) the five questions in the Course Objective 6? Address things that agree or disagree with your point of view and questions that you have. Refer to your pertinent experiences, thoughts, and readings outside of class. Don't just summarize; ask questions, argue, agree, synthesize, exemplify, etc. The key is to interact with the content.
- Papers should be typed, with double-spacing, Times New Roman, 12-point font, 1" margins, and spaces between sections.

- Your submission should have a page number with your last name on the top right corner.
- You may use word processing, typing, **drawing, etc.** for your journal. An entry will be turned in prior to the start of each class.
- Grading for the Journals:
 - 3---Exceptional connections; creative; complete
 - 2---Good response; almost complete
 - 1---Poor response and incomplete

2. Project (30 points). Please select a project that you feel would best meet your needs and interests related to theories of creativity. Some suggestions:

- Develop a multimedia compilation (scrapbook of clippings, recordings from radio/TV, pictures, etc.) of evidence of creativity and creative people in the world around you.
- Read a book or books on creativity and report on your reading. Summarize briefly and react to what you read in 15-20 typewritten pages. The emphasis should be on an analysis of the reading rather than merely summarizing.
- Profile a creative person. Describe characteristics, the creative process, and things that have blocked or enhanced the person's creativity as determined from interviews, biographical and autobiographical literature, or media reports. Be sure you point out the aspects that relate to creativity theory.
- Design a research project to test one of the theories.
- Write a literature review or annotated bibliography on a special topic related to creativity.
- Design a creativity Web Page with appropriate links.
- Student's choice with instructor approval.

3. Final Exam (20 points) REVIEW FOR FINAL EXAM:

- Who is creative? Are we all creative? To the same degree? Can creativity be developed or stifled? Under what conditions? Are they the same for everyone? What characteristics seem to be associated with the creative personality? Which do you possess?
- What is creativity? Is it domain specific or can it be generalized for all domains? Is it an ability we possess, or is it the result of co-incidence, change, etc.? Is creativity hierarchical?
- Is the creativity process universal? Is it the same for everyone? Is it domain specific? Can it be taught or learned?
- Must creativity result in a product? According to what and whose criteria is the creativeness judged?
- In what ways do environmental factors affect creativity? What role does motivation play?

Your **final exam** must be put in the appropriate drop box by **4/23/06**.

4. Class Participation (14 points):

Grades for consistent timeliness and responsibility, consistent positive and constructive comments in discussion.

- A Class Participation grade of 12 points will be reserved for students who achieve 12 points AND who stand out as strongly engaged in classroom discussions (e.g., volunteering; helping other students; frequent constructive written contributions, etc.)
- 2 points of the Class Participation grade are for the two assignments (Due: January 7):
 - **Introduce yourself (1 point)**

- **Reflection on the Reading**, Learning from Each Other (Kim, 2005), **(1point)**

General Course Expectations

Grading Policy

- A = All required work is complete and on time. Quality is above what is required. Student has demonstrated an integrated understanding of the subject matter and gone beyond basic requirements.
- B = All required work is complete; quality shows a basic understanding of material and writing has few mechanical errors.
- C = All work is complete; quality is lacking.
- D- (62 percentage points) = Work is incomplete (or has missing part(s)); quality is lacking.

The following scale will be used in this course

A (93-100%)	B (83-86%)	C (73-76%)	D (63-66%)
A- (90-92%)	B- (80-82%)	C- (70-72%)	D- (60-62%)
B+ (87-89%)	C+ (77-79%)	D+ (67-69%)	E (59% & below)

Late Work Policy

Late work will **NOT be accepted**. An assignment is late if it is not turned in at the very beginning of the class it is due. I firmly believe that deadlines are a part of life and that allowing repeated revisions after a deadline has passed is a disservice and does not properly prepare a student for the future. Therefore, I do almost **anything** to help you **before** you are required to submit a project for which I have concrete deadlines. I will provide examples of my previous students work (usually only the best examples) so you understand what I expect of you.

Academic Honesty

University rules concerning plagiarism will be followed. You are expected to complete your own work and give appropriate credit when referencing work from other people.

Professional Writing

Papers and tests should have few, if any, grammatical, spelling, or other mechanical errors. If you are not a strong writer, be sure to use the spelling and grammar checks on your computer, or a proofreader. There are **NO** excuses for not using these aids. Assignments with many errors will receive a grade of C or lower since this is unacceptable writing for teachers. Note: I will not correct all of your grammar/spelling errors—at most I will point out errors through one or more examples in your paper. It is **your responsibility to read and correct** the entire paper prior to submittal.

APA Formatting

- Papers should be typed, double-spaced, 12-point font, Times New Roman, 1" margins, and have no spaces between sections.
- Your paper must start with a numbered cover page that includes (in order) Project/study title, Course number & title, Your name, Your Program, Eastern Michigan University, Date of submission, and the semester (Winter 2008).
- All pages should have a page number with your last name on the top right corner.

- Papers **not followed the APA Style** will receive a grade **no higher than B**.

Course Incompletes

Incompletes will be given only: a) in extenuating circumstances; and b) after a student-initiated discussion with the instructor **prior to** the end of the semester. Generally, a student must have completed the majority of course work and have an average grade of "B" or better in order to be even considered for an incomplete.

- In this course, you must have **83% (B) or better** on the test 1 to qualify for an "I" grade.
- You must also present an acceptable reason (and accompanying documentation) for an extension, the date when your paper will be submitted, and your student ID number.

The instructor will provide the student and the department head with a rationale for the "I" grade and will specify the work required to remove the incomplete. An "I" grade must be removed within 12 months from the end of the semester or session in which it was issued or within 18 months from the beginning of the semester of registration for correspondence courses. These limits may be extended only under unusual circumstances upon the written recommendation of the instructor and with the approval of the dean of graduate studies and research. The initiative for conversion of an "I" to a letter grade rests with the student. If not converted, the "I" becomes a permanent part of the student's academic record. Permanent "I" grades may be removed only by repeating the course under the policy on repeating courses

Students with Disabilities

Pursuant to the Americans with Disabilities Act (ADA) of 1990, students with qualified disabilities will not be the objects of illegal discrimination in this class. If you have a documented disability, please contact me immediately so that I can provide appropriate accommodations to the learning environment.

Course Schedule & Reading Assignments (tentative)

Week	Date	Reading (Activity)	Submission
Week 1	1/9	(Overview)	Intro & Reflection 0
Week 2	1/16	Ch. 1 & Ch. 2	Reflection 1
Week 3	1/23	Ch. 3	Reflection 2
Week 4	1/30	Ch. 4 & 5	Reflection 3
Week 5	2/6	Ch. 6	Reflection 4
Week 6	2/13	Ch. 7	Reflection 5
Week 7	2/20	Ch. 8 & Ch. 9	Reflection 6
Week 8	2/27	Ch. 10 & Ch. 11	Reflection 7
Week 9	3/5	Ch. 12 & Ch. 13	Reflection 8
Week 10	3/12	Ch. 14 & Ch. 15	Reflection 9
Week 11	3/19	Ch. 16 & Ch. 17	Reflection 10
Week 12	3/26	Ch. 18 & Ch. 19	Reflection 11
Week 13	4/2	Ch. 20, Ch. 21, & Ch. 22	Reflection 12
Week 14	4/9	(Project Discussions)	Project Due
Week 15	4/16	(Project Discussions) (Final Exam given)	Project Due
Week 16	4/23		Final Exam Due