

Before 654: What knowledge and skills do you feel are most critical to you to learn in this course as they pertain to: 1) your students 2) your teaching 3) your personal creative work?

All of them. I do not consider myself a very creative person, so I can't wait to absorb all the information in this course.

N/A

I want to encourage creativity in my students and teach them how to be more creative. I want to be better at explaining the process. I am creative but don't always have the words to explain the process.

I want to continue to cultivate and encourage creativity for students, not only in the classroom, but in their lives in general. So often, society forces us into "boxes", and conformity can stifle creative impulses. I have experienced this myself personally and professionally. I want to learn teaching and counseling strategies as well as professional and personal strategies for myself as an adult gifted learner and teacher. I want to learn how to best advocate for creativity and provide avenues for expression and practice of such skills and talents.

I am very excited to learn about every aspect about teaching creativity to my students and identifying characteristics they might already have. I would like to be able to nurture those abilities. I grew up in a very creative family as my father was an art professor, so I was exposed to a lot of visual arts, museums, and travel. Since having my own family and professional career I feel at times that my personal creative work with painting, and photography as been put on the back burner. I do keep hobbies to express myself but look forward to getting back into photography on a more consistent basis. I'm really excited about this class!

I need to learn how to help students who don't think they are creative be creative. I also need to learn to mesh the ideas of giving specific rubrics and expectations with the idea of fostering creativity.

1.) I'd like to learn more about how the creative processes work, some of the science and study behind creativity and creative persons, as well as philosophies and strategies that work best in the classroom. I think I am naturally inclined toward the creative, part of the nature of being a creative person, but also due to my work in the IB program over the past 13 years as an instructor or IB Literature, IB Theatre and IB Theory of Knowledge. Most of my work is inspired, but at times it's messy and a bit on the cuff...don't get me wrong I think it's good and effective, but I'd love to use some of the method behind my madness.

2.) As one who has moved into a position of leading their peers in gifted training, I think I could design some great PD opportunities, as well as teaching opportunities for my students in the classroom. I'd like to explore myself as a creative person and understand more of my creative processes, which could lead to opportunities for those I lead. I think I've always just done, but not understood the hows and whys. I'd like to know those more and understand my mind and processes better.

3.) I have seldom claimed that I just can't create as I hear other adults around me often do. I always challenge those people to see their own endeavors and look for the creativity there. I think at times I claim that my creative work is in my lesson planning and execution of those lessons and also in theatre direction, which I enlist 2-3 times each year. There are other avenues I'd like to pursue as a creative: I'd like to get back to some of my fiction work that I abandoned over 10 years ago, maybe spend time pursuing endeavors I've wondered about like acting on stage (over directing), art like drawing or cartooning, or even glass work that my husband does as a creative outlet. I'm excited to have some direction/motivation for me.

1.) How to allow my students to use and explore their creativity in class. 2.) How I can use creativity to engage and motivate my students. 3.) I have never really thought about my personal creative work. I always thought of creativity more as a gift that I don't have than a talent that can be enhanced.

1,3,2

I would like a deeper understanding of the creative process and ways to manage creative freedom within my classroom. I would like to incorporate more creativity into class assignments, but need help designing grading criteria and expectations (rubrics). For my own creative work, I need to be willing to "put myself out there" without being embarrassed.

What I feel is most critical for me to learn in this course is a definition of creativity, how to cultivate creativity in my own life (and be intentional about it), how to challenges students to develop creativity, and how to maintain creativity in my teaching.

- 1) I need to open up to different kinds of creativity from my students and allow for them to showcase their own naturally creative selves.
- 2) I need to learn how to allow for more creativity in my classroom. Too many lessons either have no creativity or have plenty of creativity, but the kids aren't used to being creative and the activity flops.
- 3) I have recently attempted to become more creative with doodles, but I'm stuck. So for personal creative work, I'm working on learning the basics of new forms of art (to me), that way I can enjoy the creative process.

I would love to be able to add more creative tasks (results) to my lessons and allow for more open ended

I feel understanding and knowing the characteristics of creativity are pertinent in all three areas listed. Learning about the creative process and theories of creativity are critical to gain that understanding.

I would like to learn more about the creative instruments available for my students and the applications of creativity models to be able to foster students' creativity.

Inspiring and encouraging creative risk taking in the classroom: how to help my students be willing to try new ways of thinking and approaching tasks rather than focusing solely on graded products. This applies to my students, my teaching, and myself: If I can better model creativity, I am more likely to see success in teaching it.

I think it is important for me to gain a better understanding of the different ways that creative thinking can manifest in different students. I also think it is critical to better understand how to support creative thinking in classroom instruction as well as include strategies to encourage creative thinking in daily activities.

I would like to learn how to best foster creativity for my students especially in areas that I am not good at.

- 1: For my students, it is most important for me to learn different strategies in which their creativeness can be related to math.
- 2: It can be hard for me to let go of control and let my students be creative as sometimes it makes the classroom feel "messy" and not in control, so finding ways to still be able to manage while letting them have creative freedom.
- 3: I often do not view myself as being very creative, so having an open mind and willing to put myself out there and take a risk to try something new.

I think that I need to learn the different models and theories of the creative process. I do not have any idea what they are and they seem important to know for creatively gifted students. I also think I need to learn the characteristics of creativity. Divergent thinking is another topic that I have not had any knowledge of and need to learn more about.

- 1.& 2. I think knowing how to provide opportunities for students be creative in our classroom and still meet the requirements of the district to use the required curriculum and schedule.
3. I am not sure because I struggle with creativity. I am a very structured person that works well with a checklist and clearly defined parameters.

I feel I need to learn characteristics of creativity and ways to integrate creativity into my classroom as these pertain to my gifted students. My teaching practice would morph around knowing these characteristics. Sometimes I feel I am so busy with my career and the business of life that my personal creative work, which changes in its form, decreases significantly.

The theories behind creativity, the process of creativity. Most importantly, the actual ways to encourage and enhance creativity in the classroom....how to structure without stifling

before the course, the most critical things to learn were how to reach all of the students, engage them through my teaching and how to improve my explanation of creativity.

1. How to cultivate and empower creativity in a meaningful way, 2. How to identify creativity in others and then activate it. 3. Setting aside time to be creative

I feel that I should know more about creative problem solving and divergent thinking to improve my teaching techniques and benefit my students. As far as my personal creative work, I need to boost my confidence in my ability. Perhaps I need to know more of the creative characteristics as sometimes it is hard for me to decide if work, personal or student work, is indeed creative.

Is 689 the same as 654? 1. I would like to learn more about letting students explore their creative side and 2. how it will fit into my curriculum and teaching style, and ways to change it up, I get bored and my teaching starts to feel stale. 3. I like to dabble and try different things to be creative in different ways.

I want to motivate my students to not worry about being "right" or earning a certain grade as much when they complete project assignments. I want to be able to think on my toes more. I want to encourage creative thinking in my classroom in the strictly virtual environment and all the obstacles that presents. I want to be able to relax enough in my personal life to be able to sit down and create! I used to more in college but ever since I started teaching and being in the "real world" I feel my creativity stifled.

Being a math teacher, finding ways to be creative in the classroom with content can be difficult. I hope to hear and learn of ways to incorporate creativity to my lessons & activities, while being more cognizant of the creative results coming in from students (and hopefully learn how to process them). On a personal level I'd like to just identify new ways to enjoy "being creative".

I know and can apply divergent thinking strategies in the classroom.
I know how to create a classroom environment that supports motivation and creativity.

I want to utilize more creative outlets to let students express their knowledge about subject areas so that I know that they are "getting it" as an assessment piece instead of a test or quiz.

I'm always up for learning more ways to bring creativity into my classroom! :) I think it would benefit my students and teaching to learn more about the characteristics of creative people. I also think I need to learn about the different creative models because this is an area where I have no knowledge.

Before 654: What are your thoughts on this statement? "A teacher who explores their own personal creativity is better prepared to supporting creativity in the classroom."

I fully agree with that statement, however, I don't see myself as a creative person, and now I'm wondering if there is a deficit in my classroom because of it.

This reminds me of how in teaching literacy if I don't genuinely enjoy reading and writing and model it for my students, it's hard to create a genuine community of literacy.

I love this quote. This idea is one of joy. A teacher finding their personal creativity is more joyful and can encourage their students. it is a type of momentum that carries through the creative process into the classroom.

I 100% agree. It's the same adage when used to describe best practices in teaching writing and reading. Math, not so often, but could easily be applied...so why not creativity too? It does all good to stretch ourselves and extend beyond our limits and boundaries. This is where innovation occurs.

I completely agree with this statement and feel that it is important to be in touch with some form of creativity within yourself. It should be a form of joy or learning process about something that brings out emotions or a passion. Then as teachers, we can share that freedom to encourage and explore, doodle, write, or pursue passions.

This is completely true. If you aren't creative yourself, and you aren't comfortable with your own creativity, you will not be able to support creativity in others.

100% true! Those that I know that do this job well has a passion for their subject. I've seen those without it and it shows in the classroom and in the student. That passion is what gets me up early to read or has me up late taking notes, reading plays and mapping out designs and blocking. Sure a teacher can just teach and get by, but those that embrace their subject and experiences it by doing are far more able to reach students and help them to connect to the content.

I think that is pretty accurate. If you don't take risks and try new things creatively, then you won't know how to support your students when they try.

makes sense
I do agree that a teacher who explore her own creativity would be better prepared to support creativity in the classroom. It is important for us to experience what we are asking of our students so we can work through barriers that may come up, especially the barrier of reluctance.
I agree with this statement. Teachers cannot take students to where they have not been before.
I agree with this statement, as long as we look at creativity with a very general view and not just the traditional sense of art, music, and the like. Creativity for teachers could be coming up with ways to support their students' creativity. So yes, I think a teacher who explores their creativity will be better suited to support creativity in the classroom, but sometimes the classroom is the teacher's creativity.
I feel that is an accurate statement. It is difficult to support a method or area if one is not comfortable with it themself. I have seen and experienced creativity although I am not one to explore it or seek it out. Therefore, while I can see it in others and often times admire it, I am not comfortable in knowing my role as a supporter of it and what my students would need from me in order to use creativity n the classroom.
I would agree with the statement because teaching for 13 years now I can truly see where I need to push/challenge myself to rise above my comfort zone. I very much love to add more depth/complexity and inquiry learning into the classroom, but feel creative
Learning the creative process and theories of creativity will give a teacher knowledge and preparedness of what to look for in students for creative tendencies. However, if a teacher hones in on their own creativity, that personal experience can help guide students in reaching their creative potential and provide an even greater resource for students.
I would agree with this statement that it is important for teachers to understand and value creativity in themselves in order to embrace the creativity of students.
This makes sense to me. In nearly everything I do in the classroom, I am more successful when I model the behaviors I want to see.
I feel this statement is fairly accurate, and I think I am a good example of why this is true. I don not consider myself a strong creative thinker, which I have to believe may impact how I engage creative thinking in my students. I think it is important for me to learn how to explore and harness my own creativity in an effort to better understand how to support and encourage creative thinking in my students.
I think that is true. If you can be creative and understand what makes you creative you can most likely encourage that in your students.
I think this statement is very accurate. The more a teacher understands their own creativity the more accepting and encouraging they probably are in their own classroom for students to have the freedom to explore and be creative themselves.
I think this is an interesting statement. I believe there is some truth to it because that teacher has an idea of what it takes to explore within that creative mindset. With that being said, it could be hard for some teachers to explore this if they have never been creative.
I believe this to be true. As a teacher that feels she as limited creative abilities I know that I struggle to understand and support my more creative teachers.
I agree with this statement. Exploring my own creativity is a way to give my brain a break from the business of teaching. Having a break mentally allows my brain to reset.
I agree, I would believe that a creative person sees the need for creativity, understands the process and feelings of creating, and can more easily allow for it since they have participated in moments of creativity.
if you are inspired, you can easily inspire others.
Agreed! I think this could be one of the main things holding back our classrooms and students. Many of our teachers are not currently exploring their own creativity and therefore the classrooms are predictable and "vanilla".

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I agree with this statement. If a teacher wants his/her students to be creative, he/she must not be afraid to utilize the same process to create something reflective of themselves.

As a teacher to experience different ways of creativity and how creativity impact the ways you can express yourself and interact with the content allows you to reach students and help them to express themselves and interact with content.

I think this is akin to "fill your own cup in order to pour out to others". If teachers feel too consumed with the needs of others, without ever helping themselves, they become a shell- uninspired, unhappy, and not their true self. Students want to see a teacher that's authentically themselves, so teacher's should work to support their own creative needs so their true self can shine through.

It sounds reasonable. A relatively creative person will see and look for opportunities to fulfill their own desires and bring kids along.

I agree with this statement. I think it is easy to ask students to explore their creativity, but for many students what you are really asking them is to move toward limits and boundaries they may have already determined. In the 7th grade many students come to me saying "I can't do x, y, z." At 12 years old they have explored arts and creative outlets and many think they can't because they tried and weren't successful. I think when you ask students to be creative you are sometimes asking them to push their limits and boundaries and if you can't do that yourself then get out of town! I plan on pushing some of my own boundaries in this class.

I believe that it is very true - how can you ask students to be creative if you have not explored that outlet yourself?

I agree to a point. As a creative person, I think it is easier for me than others to support and understand the creativity of my students. However, I am unfamiliar with how other types of creativity (that are different from my own) may manifest in my students, so I need educated in that area.

After 654: Where did you feel you made the most growth in this class? What areas do you still feel you need or want to improve?

Most growth: open-mindedness and importance of creativity in my own life and classroom.
Area of improvement: following through

I made a lot of growth confirming my own areas of creativity and knowing what I need to be creative. Unfortunately, time in the day is always an element that we can't add more off. Reorganizing, time management, and finding ways to include meditation are necessary steps for creativity. I struggle to find the time with family, working, and classes.

I began to tune into and listen to recognize myself as creator again. I still need to take time to nurse that creative person and give them time to grow. I enlist a lot of creativity in my efforts in the classroom, but am missing that in my own life.

I feel like I learned to take more creative risks, and try new things in general and in the classroom. I still need to continue to set aside time specifically for creativity.

most growth in understanding creativity and the measures used to identify. Improve- just keep trying to add creativity

I feel I made the most growth in my knowledge of Piirto's core attitudes and the role those aspects play in the lives of creative individuals. I am also much more aware of my own creativity.

I think I made the most growth in learning about different types of creativity, that it's not simply visual arts, that people often traditionally think of.

I feel I made the most growth in learning about creativity and the creative process. This is not something I would have been able to put words to before, but now I feel I can, at least when it comes to Piirto's ideas. While I understand some of how to bring creativity into the classroom, I do not yet feel comfortable doing so, as I'm stuck in the loop of trying to just get through what must be done. I need to get into a new mindset, which is hard to do.

I made the most growth in opening my mind. I realize now that creativity has a much broader definition than I originally thought. I still want to work on incorporating more into my classroom. Sometimes I feel like I get stuck in a routine, which can be good but it doesn't allow for the exploration and spontaneity of creativity.

I feel the most growth with areas of creative talent and how to incorporate the creative process into my classroom. I would still continue to work on how we can further their opportunities beyond the classroom. This course has really made me think in ways I give feedback, nudge growth within all domains of learning and I hope to learn more to continue the innovative, creative ideas that our in our students.

My attention had not previously been focused on creativity (or very little). Now, I find myself thinking more about creativity and thinking about the process the creator went through. I still find myself very self-conscious about sharing my work.

I made the most growth in this class in seeing the importance of creativity. Before this class, I tended to think that the creative things I enjoyed doing were unnecessary or unimportant. This class gave me a renewed sense of the importance of creativity in myself and my students.

I have a stronger understanding and value for creativity in the classroom, especially for my high achievers. I would still like to develop my skills at incorporating creativity into my curriculum.

I feel that I have a much more broad understanding of what creative thinking means, and the different ways in which it can be expressed. I see the importance of prioritizing creative thinking in the classroom and recognize the connection it can have to the development of critical thinking. I also feel much more confident in planning activities to build creative thinking in the classroom.

I feel I really had to search for something I could do creatively. I had to get out of my comfort zone. I would like to continue pushing myself towards being more creative.

I feel that I made the most personal growth in this class. I was really apprehensive at the beginning of this course as the thought of sharing my creativity and just being creative felt very overwhelming. But I feel as though I have come a long way in the past twelve weeks and have really opened myself up to being creative and noticing creativity around me. I would like to bring more creativity into my classroom and allow students the time to be creative with the content.

I feel I made the most growth in my overall comfortableness with creativity. I was never one who thought of myself as creative and through this class, I was able to see how so many aspects connect to so many people in so many ways. There are dancers, actors, singers, athletes, writers, etc and I would have never thought to include athletes. I feel I know what creativity is how it can be applied to many different types of people.

I feel as though I have a broader understanding creativity. Prior to the class I focused on creativity in the arts. Not realizing it is present in many areas, such as math and science. I want to improve my ability to incorporate creativity and choice in the classroom.

I feel I made the most growth in this class by learning about ways of assessing creativity and noticing creativity around me. I would like to improve further implementing creativity in my classroom.

I feel that I see creativity more holistically, not just creative output. I still need to improve the consistency of allowing for creativity, to work it into my curriculum and not just making it "extra" or "fun"

I feel like I am more articulate in explaining the creative process. there are so many areas where creativity happens and doesn't need an explanation. I have new descriptions and definitions to help explain the process to my students.

1. Being able to define creativity more specifically, the different aspects, and how to incorporate these concepts into the Gifted Program. 2. I still need to grow in my knowledge and understanding of how to identify students as gifted in creativity.

I think I've made the most growth in appreciating the creativity of students and allowing opportunities for students to feel their creativity is valued. I will continue to modify the content and instruction to allow students connect back to their creativity, especially with the students who are struggling to recognize their own creativity. I want my classroom to be a place where students are able to explore and interact with the content, I still need to work on the physical environment and adjusting the units.

I felt I made the most growth in learning how to make assignments more creative and open-ended to encourage creativity for my students. I still want to improve in the area of creativity-identification assessments.

Personal development/reflection. I think I have a better understanding of who I am and what makes me tick after this course. Simply reading the material helped me to understand some of my own habits of mind and harness things in a good way. I still want to improve on being intentional with time and allowing myself to pursue my own creativity.

I made the most growth learning the experiences, situations, and behaviors that support creative thought and creative work. I want to still work on improving applying these to my classroom, not just in my class with gifted students.

I felt I made the most growth towards recognizing creativity. I am now able to see assignments, artwork, etc beyond its face value. I would like to be able to have more creative, open ended assignments.

I feel as though I have grown both personally and professionally. I still want to continue working on various techniques in the classroom.

I understand the core attitudes, seven I's, and general practices of creativity as outlined by Piirto, but I don't think I have a good handle on what other researchers think/propose as a model.

After 654 Reflection: Please comment on the course itself, the texts, the instructor, the format, pace, level of challenge, anything you wish to share so that I can improve the course:

At first I felt annoyed that we had to actually do the creativity but I realized that it was what helped the most.

The instructor was AMAZING! I also felt the books were good and enjoy reading Piirto's theories. I felt the pacing was great, especially after doing the condensed classes from this summer. I enjoyed your video's and felt the explanation was perfect along with the syllabus. I wish we would have done a little more with application of creativity in the classroom. Like choose a project and try it in our classrooms, reflect on the results, and share.

I have liked getting to know the work and research of Jane Piirto. I appreciate the opportunity to try new things and probably things I would never have done. I think pacing was mindful of those who teach and lead a busy life. Dr. Groman's enthusiasm and passion for this subject is contagious. I appreciate her thoughts and efforts in the design of this course. While I wish there were an intensive course focused on passing the State exam, which is something I need to do at the end of the six courses. I know that is not Ashland's place, but it is the only thing I feel that is truly missing at the end of all this great work.

I think the course was fine the way it was.

Texts were great and helpful with tons of practical applications, course itself was difficult

Dr. Groman is awesome! Her videos and blackboard site are organized and provide everything we could possibly need in order to succeed in the class and our learning. I felt that this course was rigorous, but not overwhelming.

I would have loved to see more connections to gifted students and how we could incorporate more creativity in the classroom.

The information was interesting and well presented. I miss in person classes and true discussions, though.

Change nothing. I felt everything was great! You are an amazing instructor! I love and admire your passion and enthusiasm. I have thoroughly enjoyed every one of your classes in the endorsement program.

This course was my favorite to date. I loved reading Understanding Creativity and would find myself reading on when I should have been writing my reflections or doing the course work needed. I loved

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being able to do things I love to do and not have made time for them in such a long time and how to encourage these concepts in my classroom or with my own children.

A great deal of information was learned throughout the course. I especially enjoyed learning more of Dr. Piirto's expertise. The texts were great. It was hard keeping up/working on the long-term assignments while keeping up with the weekly assignments.

The instructor was wonderful! She appreciated all of our unique differences and was so encouraging in all that we were doing. Our time spent on readings and assignments was seen as valuable and used accordingly.

I would like a little more variety in texts, perhaps via articles from different authors if not a full text from another author.

I was able to connect much better to the text Understanding Creativity, so that was the one that I relied on most frequently. Dr. Groman was an excellent mentor for developing an understanding of creative thinking, and providing unique opportunities for use to explore our own creativity. While I didn't always like it, she forced me to step outside of my comfort zone on several occasions, and I think this was necessary to really see how we can push ourselves creatively.

I just love your attitude. You are so positive and incredibly talented. I felt overwhelmed a little a times taking two classes and trying to teach and take care of my family but I feel accomplished and feel it will be worth it in the end.

Dr. Groman was amazing as usual! Every assignment and reading was very useful and applicable!

The books were helpful. The chapters were lengthy but had so much great information in them that it was worth reading them. The syllabus was clear and precise which is very helpful. I was challenged to think outside the box and be open to creativity and I believe I was.

This class was extremely challenging at times, but in a good way. It really made me step out of my black and white views and push myself to see education from a different perspective.

The videos were extremely helpful. I appreciate the explanation of course content, the feedback on assignments, and the timely responses to my questions.

The pace was perfect, the instructor was phenomenal, encouraging, warm, and helpful. The level of challenge seemed just right - it stretched me to do things I didn't want to do but felt accomplished after. I really really struggled with the openness of the thoughtlog - I understand the point but I craved a bit more structure that I couldn't seem to provide for myself.

This was a great course, great teacher, I love the pace, level of challenge and text books.

I really enjoyed this course! The Understanding Creativity text was very influential to me as I learned and considered how these concepts could influence the learning process at my school. As an instructor, you did a wonderful job. The syllabus and weekly videos were so helpful to keep me on track and moving in the right direction. I really enjoyed the variety in receiving and processing through content, and presenting my learning. Thank you so much for your patience, flexibility, and graciousness with me as well.

I have enjoyed all of my courses with Dr. Groman. She is extremely knowledgeable and makes herself available as needed. Each weekly video lays out the structure for the week in a nice format. There were always extra reference materials so I could extend my learning.

This was a valuable course, the variety of methods to interact with the content was very valuable. It was much more than just reading, writing papers and a presentation, and allowed me to interact and connect with the reading and apply it to my position. I enjoyed most of the texts, Chapter 10 in Cash was probably the least beneficial and I got the least out of it. The pace of the course was fine, I never felt overwhelmed with a bunch due of items due at the same time. This is one of my top courses I've taken.

This course was challenging yet rewarding. I found both texts relevant to study and I understand the aspects of creativity much better now than before this course. The instructor was helpful and understanding.

None! I think it is a well oiled machine at this point :)

I like everything about the course!
I really enjoyed the thoughtlog assignment. It pushed me to pickup my violin again and realize that I can play/ it is a good coping mechanism. I hope there would be more creative reflections, really enjoyed the clay assignment~ what matters!
Overall, it was a very good experience. I think it has really changed my way of thinking.
I think it would be beneficial to find another text to use instead of two very similar texts by the same author. I preferred Understanding Creativity and would keep that one.

After 654 Reflection: What are your thoughts on this statement? "A teacher who explores their own personal creativity is better prepared to support creativity in the classroom."

Absolutely agree.
This is important. I feel teachers need to experience this to some extent. Teachers should have a solid understanding about creativity and how to nurture that from their students. Finding ways to encourage creativity is important no matter what area the child is gifted in. I feel that they need to expose students to the steps and ideas of creativity.
Yes, yes, yes. My desire to create has been awakened and I want to invest time in that for myself. I feel like I am mostly a creative teacher in the design of my lessons and work in stage, but when I feel more creative personally, I think I more creative and more engaged as a creator professionally. I liked the time to focus on Creativity and how it works and doesn't in my day to day life.
I think it is absolutely true. I think I find myself being a lot more empathetic and encouraging of my students' creativity because of my own creative endeavors.
I would agree, you have to try it and risk it yourself to show others and teach about it
I agree with this statement because now that I have explore my own creativity, I have first-hand knowledge of the benefits such as decompressing, stress-relief, and openness to thinking and exploring new ideas. I now see the value of incorporating creativity in the classroom and fostering creative interests in my students rather than thinking of creativity as "fluff" assignments, there benefits are numerous!
I agree wholeheartedly. It's very hard to lead students to places we have not been before.
I think this statement is true. If the teacher is never willing to be creative in his or her own way, then they will struggle to allow time for creativity or notice creativity of students. Without the time or the acknowledgement, students will never be given the opportunity to grow as a creative individual, at least in the classroom.
I completely agree. When you explore you own creativity, you begin to understand how creativity "works" and how it can fit in the classroom. Also it is difficult to support anything that you do not have any knowledge about. A lot of knowledge comes through exploration. You can listen to people talk about something and you think you understand. However, until you experience it yourself, you don't truly know.
I would agree with the statement in seeing the challenges, frustration when something isn't right in my own work, the struggle of how complicated I made the process so often (relating to even a child learning to read in my classroom or one struggling with anxiety). And allows me to find ways to use all our "suns" to find ways to support the talented child. We know that modeling is where our students do the best work so showing my students that I too am working on my passion, talent shares a connection that we can build a relationship and they see the value I have in my own work and their work too!
Teachers who model their own creativity (verbally or physically) encourage and inspire students to explore their creativity. By exploring their own creativity, teachers can help alleviate fear in students to create, and make them more willing to engage.

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1000% agreed! I think students need to see the teachers take risks and be open to the creative world around them in order for students to see their own creativity.

I don't think my perspective has changed, but I see the value in letting my students see my take risks and sometimes fail. It is important to model our lack of success as much as our successes.

I can now honestly say that if we don't explore our own personal creativity, it would be almost impossible to support it in the classroom.

I think this statement is 100% accurate. It would be hard to inspire or instill creativity in your classroom if you do not put it into practice in your real life.

I think this statement is so true! I know personally taking the time out of my normal routine to really focus on my creativity has made me realize what is lacking in my classroom.

I think that this has a lot of validity. Once you explore your creative side, it gives you avenues to aid others or even present it to others so that they can see that side of you. If you show that side, then students will be more likely to show theirs.

I believe this is true, partially because someone who is aware of the process, productive struggles, failures and successes can support someone else going through similar situations and encourage them to continue.

I agree wholeheartedly with this statement. Teachers who are in touch with their own creativity look for and appreciate creativity in their students and create safe environments for expression of creativity.

Creativity brings a sense of wholeness and expression. When you are able to express yourself, you are better for all your roles.

When a teacher is interested, creative and inventive, that excitement and enthusiasm translates to the classroom.

I agree wholeheartedly! Something that stood out to me over and over throughout this course is that the activation and development of someone's personal creativity translates into any and every situation. If I am developing and utilizing my own creativity, I'll be better at solving problems and improving the way we do things. As a teacher, I'll be able to design more exciting, engaging, and impactful lessons/units/experiences. As a student, I'll be able to process content in deeper ways and produce higher quality work.

I agree with this statement. Exploring personal creativity can be intimidating and make one feel vulnerable. It can be uncomfortable at times. Going through this process will help us to understand more of the emotions coming from our students. We can help to guide them through this process by creating a safe place for them to explore.

Connecting to ones creativity allows you to recognize the creativity in others. The creative process is different but similar depending on the disciplines and a teacher should show the students value in exploring creativity not just the final products.

A teacher who is required to "go there" and face such a personal thing- their own creativity- can only come out on the other side more understanding to what students are asked to do at school every day. I developed more compassion for students and want them to experience greater think time, ambiguity, authentic problems to solve, and overall be more open to their learning process and ideas as a result of my creative journey in this class.

Absolutely! Being able to experience your own creativity allows you to recognize it in others and look for opportunities for others creativity to blossom in your own classroom.

I agree that this is 100% true. You need to feel that vulnerability before you put students in situations where their grades are depending on their ability to be vulnerable.

I definitely agree with this statement. I would not be able to sit here and tell gifted children to be creative if I didn't realize how I could be creative. It's like the statement you cannot drink from an empty cup. I cannot teach gifted children (who have multitalented aspects) without realizing who I am as a person as well.

I agree. Like I said, this course has changed my thinking of creativity both personally and professionally. I feel as though I am better able to access my own creativity and allow students to show me what they

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know in a format that they feel is best for them. I can't wait to see where this next journey leads me and my students!

I agree. If we do not practice it ourselves, then how can we have any right to demand our students practice creativity. It also helps us stay grounded in the frustrations that can arise with being creative and stay connected with how our students are feeling.