

Old KSD Statements (from the 2016 updated syllabus):

KNOWLEDGE:

The graduate education student will have knowledge of:

1. Psychological and educational definitions and studies of creativity.
2. The historical development of the field of creativity studies.
3. Common theories about the creative process in individuals and in groups.
4. Predictive behaviors of creative people in domains such as the sciences, the arts, business, politics, education, and the humanities, including people from diverse backgrounds, with certain childhood cultural experiences.
5. Commonly used models in creativity training in sciences, the arts, business, politics, education, and the humanities.
6. Research-supported pedagogical techniques for teaching others to be more creative in school settings, including programs utilizing the internet and other technologies.
7. The difference between divergent production and convergent production, and between critical and creative thinking.
8. Assessment options for creative thinking in both identification and service.

SKILLS:

The graduate education student will have skills to:

1. Teach divergent production techniques such as fluency, flexibility, elaboration, and evaluation.
2. Teach groups of various ages, ethnicities, language status, cultural backgrounds, and socioeconomic status how to enhance creativity.
3. Enhance individual creative production through encouragement of affective dispositions related to risk-taking, seeing the world with naiveté, and encouraging self-expression through imagery and metaphor.
4. Recognize predictive behaviors for domains of creativity and refer talented individuals to experts in those domains.
5. Use and evaluate various authentic assessment techniques for evaluating creative products including those using the internet and other technologies.
6. Use formal and informal assessment instruments, including learner interviews, to assess creative individuals including those of nontraditional ethnicity.
7. Use and evaluate standardized instruments having to do with identifying creative thinking ability.
8. Recognize cognitive and affective characteristics of learners in creative domains.
9. Recognize the influence of the family and/or primary caregivers in the overall development of creativity in children, and convey this to parents, caregivers, and others.

DISPOSITIONS:

The graduate education student will:

1. Appreciate the complexity of creativity as a psychological, sociological, philosophical, and aesthetic construct.
2. Value their own creativity.
3. Appreciate the aspects of the creative process as they relate to creative production.
4. Value the creativity of others in domains of the arts, science, business, and education.
5. Value the importance of the family on the development of creativity in children.

EDIS 654 – Creativity for Teachers of the Talented  
Changes to KSD statements as of Summer, 2021

New course outcomes statements and formatting, as of Summer, 2021

These are aligned with Ohio Department of Education gifted competencies, the Ohio Assessments for Educators framework, the National Association for Gifted Children/Council for Exceptional Children standards, and the Ashland University Student Learning Outcomes. These outcome statements are better formatted for use in a Pre- and Post-Assessment to show growth. I am still working on full KSD statements for this course.

<p align="center"><b>Outcomes/Knowledge, Skills, and Dispositions</b> <b>(Updates to course outcomes/KSD statements are in progress)</b></p>	<p align="center"><b>STANDARDS*</b> ODE, OAE, NAGC/CEC, AU</p>
1. The graduate student will define and rate their previous knowledge of course outcomes and describe areas they need or want to learn about in EDUC 665.	ODE = OAE = NAGC/CEC = 5 AU =
2. The graduate student can find creativity in the world around them and reflect on it.	ODE = OAE = NAGC/CEC = 5 AU = Standard 3
3. The graduate student can articulate a rationale for including creativity in their teaching, especially as it pertains to gifted students.	ODE = OAE = NAGC/CEC = 5 AU = Standard 6
4. The graduate student knows and can articulate two or more models of the creative process.	ODE = OAE = NAGC/CEC = 5 AU = Standard 3
5. The graduate student knows and can articulate two or more theories of creativity.	ODE = OAE = NAGC/CEC = 5 AU = Standard 3
6. The graduate student knows and can apply characteristics associated with creativity to a creative individual.	ODE = OAE = NAGC/CEC = 5 AU = Standards 1 and 5
7. The graduate student knows and can apply divergent thinking strategies in the classroom and is comfortable doing so.	ODE = OAE = NAGC/CEC = 5 AU = Standards 3 and 5
8. The graduate students can apply creative problem finding in her content area and is comfortable doing so.	ODE = OAE = NAGC/CEC = 5 AU = Standards 3 and 5
9. The graduate students knows how to create a classroom environment that supports motivation and creativity and is comfortable doing so.	ODE = OAE = NAGC/CEC = 5 AU = Standard 2
10. The graduate student knows two or more creativity assessment instruments, and can articulate a rationale for and challenges associated with creativity assessment.	ODE = OAE = NAGC/CEC = 5 AU = Standard 4

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<p>11. The graduate student can apply core attitudes and other aspects of the creative process to their personal life and to the creative process and performances of others.</p>	<p>ODE = OAE =          NAGC/CEC = 5          AU = Standards 2, 3,          and 5</p>
<p>12. The graduate students knows areas in which they is creative and is comfortable exploring their own creativity and creative process.</p>	<p>ODE = OAE =          NAGC/CEC = 5          AU = Standard 6</p>
<p>13. The graduate student will define and rate their end-of-course knowledge of course outcomes, will describe areas in which they increased their knowledge and skills, and will identify areas they still need or want to improve, for their own further professional development.</p>	<p>ODE = OAE =          NAGC/CEC = 5          AU = Standard 6</p>