

Keri Campbell

EDIS 654, Summer A

2020

Course Reflection Journal

I was scared to death about taking this course because I felt that I lacked in the creativity part of being a teacher. I thought this course would be very hard for me to understand and be able to apply the concepts I would learn. But I was wrong. The textbooks you had us read for all the assignments were very informative and helpful. I liked how the two Piirto books overlapped with information to help reinforce the aspects of creativity. The monster activity was fun, even though I am not an artsy person. I plan to use this activity as a back to school, get to know you, activity with my students. The sculpture activity was hard for me, again I am not an artsy person. I guess being a Harry Potter fan really showed in my silly creation. I plan to use this activity with my students too. I would like to display their work in one of the showcases in our cafeteria so other students can see their work. The assignments were just right for all the reading we had to do with this course. The Padlet was nice to see what other teachers thought about and their interpretations of the readings. The Meditation Day assignment was fun. I enjoyed watching the movie, *Miss Potter*, and plan to watch a few other movies listed in the syllabus. The Biographical Sketch project was informative. I learned so much more about my favorite children's author and the life he led. Overall, I really enjoyed this course and learned a lot from it. I plan to use many of the suggestions in the Piirto books and the Cash chapter 10 assignment with my students. I would not change a thing about this course. It is perfect just the way it is.

Course Reflection Journal

Creativity was something I knew of, but never really thought much about. I really enjoyed our first assignment of the Creativity Scavenger Hunt because it forced me to really think of products of creativity. The readings for this chapter were very helpful because they helped me realize the process of creativity, how to encourage creativity in myself, and how to encourage creativity in my classroom. I enjoyed the biography study because I could see validity from the readings, that different talents do respond to creativity in similar ways, have similar personality types, or personality aspects that makes them who they are. I connected with Piirto's pyramid in the class and understood how the different "Suns" impact a gifted and talented person. I enjoyed how the class broke into a jigsaw study, where I had the option to select a chapter that pertained to my content focus. I also enjoyed how I could still look through my classmates jigsaw posts and obtain an understanding from their summary from their content focuses.

From the readings, I took an understanding of the national importance for integrating creativity into our education system. From my experience teaching 7th grade math in Virginia 10 years ago, the schools pushed standardize test scores and spent most of the school days teaching to the test in order to improve the school's testing grade. Creativity had no room in the day for the kids aside from their art and music classes. I believe there is a shift in the education program and we are beginning to embrace creativity more. I love how the gifted and talented programs truly embrace the importance and integration of creativity. Therefore, this course was very helpful in providing tools that can be used in an inclusion or self contained classroom, such as mandalas, the sculpture project, the creativity monster and several other ideas from chapter 10 in *Differentiate Curriculum* from Cash (2017).

Although this class was a summer class and the content and assignments were compacted, I felt the pace and the content were very realistic. I did spend everyday working on my thought journal, my creativity project, and reading my biography. However, I felt that these all were good practices to establish in my own creativity journey.

I plan to continue journaling in my thought log and continue to work on creating music on my ukulele after this class if finished. I plan to incorporate into my teaching those practices, along with so many others that were talked about in this class.

I enjoyed this class so much. I felt that Dr. Groman was always accessible for questions, and her posted videos were very helpful and informative. My only constructive comment would be that I wanted more strategies and more time to soak it in.

Thank you so much for this experience. It was probably one of my most useful classes.

Amber Scholl
EDIS 654
Course Reflection

This course on creativity was most definitely a challenge for me and I needed it! As a math teacher, I tend to consider myself a logical, sequential thinker and I rarely take the time to consider the multitude of creativity that I am skimming over as I work. Luckily, I do recognize my need to develop in this area and I am thankful that I already have an appreciation the artistic skills and talents of others. They inspire me. I simply need to develop my own abilities and help bring out those in others. Working with gifted learners has helped me realize very quickly that I need to broaden my perspective, slow down my thought process, and notice more about the “how” and “why” rather than the “what” that comes in the end.

Overall, this class was fantastic and it really made a difference in the way I think about and see creativity in and out of the classroom. Beginning with a focus on what’s around me in the scavenger hunt to incorporating the readings and discovering more about what’s going on in my district, it was a great start to get me thinking about how much I don’t actually know that much about the procedures and policies for our students. Also, I must say that I really appreciate that we were given unique choices for our focus question topics. The questions were well-constructed for approaching this topic in different ways. It was very helpful to have a variety of structures to use to do our focus questions. I didn’t know I liked Powerpoint presentations so much. The biographical sketch will be something that I use in the classroom when we get back. By selecting someone that is connected to my field, I learned a lot that I can share with the students.

The only issue that I can think of was that the Piirto books were very similar and overlapped a bit. One clearly has more information than the other, so it was nice to have both, but they are heavy readings to get through. I’m glad that you said we could skim through them and pick one chapter to focus on for our writing activities.

I am not sure what to recommend to change or take away. It was all very meaningful and connected to the importance of creativity very well. I guess if you were looking to reduce, you could possibly combine the meditation day and biographical sketch projects so that there is only one

assignment with several choices. Each of those were special opportunities to be creative, so I'm just not sure. Thank you again for this fun class. It was a very enlightening!

Lindsey Clouston
Week 7, 6/28/2020
Course Reflection Journal

This creativity course challenges me in many ways.

The EDIS 654 course is intellectually and emotionally challenging. The organization of the course promotes success, and the videos clearly describe expectations. The texts and assignments correlate well with the goals of a creativity development program. I have very few suggestions for improving this class.

The course readings, assignments, and videos provide for a well-researched understanding of creativity. The Week 2 video summarizing the Ohio Operating Standards is clear and essential to this course. The syllabus is well-organized, and I misunderstood only one part of one assignment. If possible, more explanation can be written for the biographical sketch video. While "presentation" is listed in the syllabus descriptor and "video" is listed on the schedule, I was unsure about the content of the recording. Perhaps a sixth bullet and be added, under Biographical Sketch on page 9 of the syllabus, explaining that an eight- or nine-minute recording of our slideshow must be created. Cash's (2017) *Advancing Differentiation* and Piirto's (2011) *Creativity for 21st Century Skills* have many practical applications, and both are easy to read and comprehend. Piirto's (2004) *Understanding Creativity* is a challenging read. It seems repetitive and technical to me; however, the chapters that connect to our biography assignment are helpful. While the biography book is time-consuming, the Biographical Sketch is one of the most beneficial assignments. It effectively encourages me to apply concepts from the course to real life. Recognizing these traits helps me do the same in my classroom. Piirto's core attitudes of risk-taking, self-discipline, and group trust are clearly supported by the assignments, especially the Thoughtlog and Creativity Project. As expected, the Raisin Meditation video connects well with the core attitude of naivete. Similarly, the meditation videos are relaxing and informative. I have no previous experience with meditation, so I find these enjoyable. After initial apprehension, I enjoyed the Creativity Scavenger Hunt, Creativity Monster, and What Matters Sculpture. These assignments are important because their expectations are different from other college

assignments regarding teaching and learning. They place me in the role of a learner, experiencing the risks of creativity like my own students. The final three focus questions assignments allow me to apply concepts to my classroom, which benefits my future students. Therefore, the assignments are relevant, practical, and beneficial to instruction.

I find very few aspects of this course in need of improvement. In fact, my main concern with the course is largely due to the online format, which is outside of the instructor's control. The Padlet discussion board and weekly videos are very beneficial, yet I feel that I learn more effectively in-person. I understand that circumstances prevent this, but the incidental learning and collaborative nature of learning with others is difficult to replicate. Expectations for responding to Padlet and assignments posted by classmates appear somewhat unclear. While Piirto's (2011) "Feeding Back Prompts for Reacting to Work" are helpful, additional guidance on when and how often responses are expected have been provided more clearly in other courses of this sequence (p. 38). Regardless, I feel that the instructor has worked to establish group trust and collaboration, and I appreciate her efforts. As expected, the hybrid format of previous courses may have been helpful for the meditation activities. Similarly, the mandala and labyrinth videos are interesting and may be effective in a whole-group format.

Overall, this course has challenged me in many ways. I appreciate the way the instructor has adapted the course to an online format. I feel that I have gained sufficient knowledge and experience to better support creativity in my own classroom.

References

Jill Sanders
EDIS 654
Course Reflection

Thank you for teaching this class! As I entered into this final class I was apprehensive about the content. I very frequently say that I am not a creative person and I only borrow other creative teachers' ideas. I very much feel this is an area of weakness for me. I am quite envious of those who are able to freely think in a creative manner. As I explained in some of my writings, I had a highly creative outlet when I was younger, however, I do not call on those skills as frequently anymore. I

feel that the process of this class allowed me to see that I can still pull on that creativity if I allow myself. In my meditation paper I alluded to the fact creativity may have to take a backseat for a while. I am already feeling like that might not be as true as I meant it that day. Reflecting on the readings and activities that you presented, I have been inspired to allow myself a little more freedom to express myself.

As far as the content of the course work, I feel that there is balance of information and related activities. In the beginning, I was uneasy about posted ALL of my assignments to the Padlet but throughout the course I became more comfortable with sharing. I feel that the activities also pushed me on a little outside of my comfort level but allowed me to learn and grow in the process. I feel the weekly videos you presented were thorough and well presented. I enjoyed having the videos as a form of presenting the assignments as opposed to just written. Although I did not take advantage of the office hours very much, I appreciated that the time was there if I needed it. This coursework will make me consider creative involvement in my classroom and how greatly it can contribute to my students' success. Overall, I enjoyed your class, your guidance, and the knowledge that you shared.

Keith Shannon

EDIS 654
Reflection
Summer A

2020

The online format works surprisingly well for EDIS 654, since most people think of workshops and students working in a studio for creativity studies. Due to the popularity of fully online courses for working professionals and the current reality of COVID-19, there is no choice but to “get creative” with the online format. The use of videos and virtual technology made the course seem very “live,” and I looked forward to signing on each week for new messages, videos, and presentations. I was especially interested in the video presentation about the Royal Shakespeare Company’s partnership

with The Ohio State University for the *Shakespeare and Autism Project*. The use of Padlet technology helped build a sense of community among the students in the course. Although it required more effort, the narrated or full video presentations added to the creative aspect of the course, since a certain amount of artistry and skill is required for those mediums. The work posted from this group was very strong, and that uplifts the entire group. This was definitely one of my favorite graduate education courses and helped me bridge purely creative work with scholarly study of creativity among gifted and talented students.

Jane Piirto's books for the subject of creativity and the gifted and talented are incredibly insightful, comprehensive, and pleasurable to read. Her forthright and candid writing style is refreshing, making her books much more personal than a typical text for an education course. Because Piirto is a published writer of poems and fiction, as well as a connoisseur of the arts, she has a true sense of which practices actually foster creativity and how to approach artists for her academic research. Several years ago, two students of mine received scholarships to attend one of Ashland's summer camps for gifted and talented students, and Dr. Piirto eloquently introduced an evening program featuring student work.

Although I have had several creative adventures as a graduate of a museum art school, this course is structured in such a way that you can try many new mediums in an encouraging and non-threatening manner. I like to learn about creative people and how their experiences influence their methods of working, so the use of biographies and biographical films were particularly enjoyable. I also liked having multiple options for responses to the readings and information presented that included using photographs, drawings, videos, and creative writing. The use of the thought-log helped me organize my thoughts about creativity and reflect upon current and past creative and professional endeavors. The feedback for both the creative projects and academic writing was very

thoughtful and constructive, as well as encouraging for deeper exploration of creativity and the gifted.

654_SummerA_2020_Sarah Kelley

Course reflection journal

I learned a ton in this course. As I went through the course, I became more aware of creativity all round me. I also started to look at things that I had previously taken for granted in a new way. I have always been creative, and I have previously had trouble explaining to others how to do it. I have found that when you are naturally able to do something, it is challenging to be able to explain to others how you do it. I also feel like I can now explain and teach creativity more effectively. I really enjoyed all of the assignments, and felt that they were useful and worthwhile. The texts were easy to read and understand. I will definitely refer to them later. I have also suggested them to a number of my teacher friends as resource texts.

I really enjoyed seeing how you modeled how to teach creativity and explain why along the way. That was more helpful to me than just reading a textbook. I wish I had been able to take your course in person; however, the videos were very helpful.

Thank you for a memorable course. I have already started to put what I have learned into practice. This by far has been my favorite course I have taken in many years.