

Revised: 2016

ASHLAND UNIVERSITY
GRADUATE EDUCATION
COURSE SYLLABUS

Credit Hours: GRAD 3 UNDERGRAD
Field/Clinical Hours:

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Course Number: EDIS 654

Course title for the catalog: **Creativity Studies for Teachers of the Talented**

Catalog Description:

This is a course in creativity studies with a focus on the field of the education of the talented and gifted. Creativity will be discussed with regard to (1) the creative person and what makes him/her creative; (2) the creative process; (3) the creative product. Creativity in outstandingly talented students in the four identified areas of the Ohio Standards will be considered: These are intellectual, specific academic, creative, and arts-identified students. Students will be exposed to readings, assignments, and exercises designed to enhance personal and student creativity, as well as to classic and current psychological and educational theories of creativity and creativity training. This course fulfills requirements for the Ohio Intervention Specialist/Gifted Licensure.

The prerequisite (s) for this course is (are):

EDIS 650 and EDIS 651, or permission of the instructor

The enrollment restriction (s) for this course is (are):

Up to 25

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.

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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.

Required texts:

Cash, R. (2011). *Advancing differentiation*. Minneapolis, MN: Free Spirit. (you should have this from EDIS 651)

Piirto, J. (2004). *Understanding creativity*. Tempe, AZ: Great Potential Press.

Piirto, J. (2011). *Creativity for 21st Century Skills*. Rotterdam, Netherlands: Sense Publishers.

Suggested

Starko, A. (2017). *Creativity in the classroom: Schools of curious delight*, 4th Ed. NJ: Longman.

Suggested instructional strategies:

Simulations	Discussion
Creativity exercises	Performers
Journals	Guest speakers
Lectures	Group activities

Description of field/clinical experiences:

FIELD EXPERIENCE – a field experience to a cemetery, place of worship or an art museum.

CLINICAL EXPERIENCE – firsthand exploration of a creative realm with focus on personal creativity and creative production for the final Creativity Project.

Evaluation of Students:

- Creativity Thoughtlog
- Focus questions on reading material
- Scholarly biographical sketch
- Individual creativity project

Licensure programs in which course is required:

Endorsement/Gifted

The Bibliography and list of Professional Organizations

Appears under a separate cover. See Blackboard document, “Bibliography & Prof Associations.” This list is quite comprehensive and includes books and journal articles on many subjects within the field of gifted education and creativity.

Grading Policy

Grades for this course will be determined based on completion of the course assignments, activities, and regular participation in all aspects of the course. In completing the written assignments, make certain to answer the entire question, to provide as much detail as possible, and to use syntax, grammar, spelling, and punctuation appropriate to graduate level academic discourse.

Word Process all assignments following the 6th edition of the *Publication Manual of the American Psychology Association*. Graduate work should be as close to error-free as is humanly possible.

The Grading Scale is as follows:

91-100 = A-- Excellent Achievement

81- 90 = B-- Good Achievement

70-80 = C-- Below Expectations for Graduate Work

Below 69 = F-- Failure

Summary of Grade Components

Assignment	Points
Participation (Discussion responses)	60
Thoughtlog Self-Reflection	50
Focus Question Responses (6 X 20)	120
Meditation Day Reflection	30
Jigsaw of UC Chapter	20
Picture of Sculpture and Creativity Monster	20
Biographical Sketch	50
Creativity Project	50
	400

Resource Notebook

*Students will begin compiling an AU Resource Notebook in EDIS 650 and continue adding to it throughout their program. The student determines his/her format (hard copy or electronic) for the Notebook, as long as there is some way to submit it to the instructor at the end of the program (during 796 or 710 for MEd students). A list of all Resource Notebook items and a video overview is provided on Blackboard. Items required from EDIS 654 include:

654	Biographical Sketch handout Creativity Project Cash Ch. 10 Wiki (practical ideas for Creative Thinking) Any self-selected assignments, notes or activities
Local Documents	Creative Thinking Ability service settings for your district (if applicable) Visual/Performing Arts service settings for your district (if applicable)

Assignments and Requirements in Detail

Please format the file name of any assignment thus:

654_FirstNameLastInitial_FQ# It would look like this: **654_JenniferG_FQ2**

This is a great help to me in grading and organizing and finding submissions quickly if I need to.

Thoughtlog

Purpose of Thoughtlogs: To create the habit of **core attitude of self-discipline** in notating your creative thoughts, one of the five core attitudes for creativity. No one's creativity is constant without that person having self-discipline.

Material: You may use whatever form you wish, whatever is best suited to your style of reflection. It could be more traditional, like a small notebook or sketchbook, or less traditional like an online journal, short daily video reflections, multimedia documents. Make sure you can organize them in chronological order.

What to do: Date your entries before beginning. Write, draw, muse, jot, doodle, reflect, collage, on creativity: what the readings reveal; your own creativity; others' creativity.

Work in your Thoughtlog each day for about 10 minutes. Carve out this time for **you**, many 654 students simply tell their families, "This is an assignment, I need 10 minutes without interruption." You may want to try working at the same time every day. You may also react to the assignments and readings on creativity. You may want try automatic writing, or you may want to draw, sketch, write music, do lyrics, do a collage, or anything that will help you process creativity and process creatively. Especially use your Thoughtlog to work through and record your progress on your Individual Creativity Mini-Project.

Suggestions: How you have been creative today; a movie you've seen that is creative; a book you've read that is creative, a comment you overheard, a joke, a poem, a dream, etc. You are not required to write, but you may make diagrams, may draw, may paste things in, etc.

In Week 7 you will be asked to submit a short journal that describes your work with your thoughtlog, and you will assign your own grade/points. You are on your honor.

Focus Questions

These are responses to a variety of readings. Skim all the chapters indicated and choose one to read in depth. (Skim All/Read One). You have a choice of format for your responses to the readings. You could:

- 1) Select a focus question from one of the chapters and respond to it in the traditional way. 350 words, double spaced, with citations; OR
- 2) Respond to the chapter of your choice by creating an image or responding to it using artistic or creative forms. This must show understanding and/or application of at least one concept from the chapter. If it is not obvious, please explain; OR
- 3) Respond to the chapter by with a practical application in any format, explaining or planning a way you might integrate the ideas into your classroom. The best responses for this option are practical ideas that are ready to put into place.

Submit to the Padlet (for comments by your class colleagues) AND to the Blackboard dropbox (for me/Dr. Groman to read, comment, and provide points), as indicated.

NOTE: You may use Word or PDF. If you use a Google Doc link, please make sure I can access, edit and comment within the document. You may also provide a link to a presentation or video.

Focus Question 1 Scavenger Hunt

1. Read the Preface & Chapter 1 *Understanding Creativity (UC)*, the Preface & Chapter 1, *Creativity for 21st Century Skills (CF21CS)*
2. Go on a Creativity Scavenger Hunt. Spend one-two days traveling through your day with a camera and an eye toward creativity. Take pictures of anything you feel is creative – visual/performing arts creative and/or a creative solution to a problem. Choose 5.
3. Create a PowerPoint or Prezi (or similar presentation), sharing at least 5 images and connecting them to creativity, refer to the readings at least twice, citing the ideas by page number even if you don't use direct quotes (author, year. p. ?). There should be pictures and text. Include a title slide with your name, where and what you teach.
4. Post to the Focus Question 1 Padlet column AND to the Blackboard (Bb) dropbox.
5. View as many as you can, but at least three of your colleagues' presentations and comment on three. Choose presentations that have no responses. This way everyone has a response. Consider:
 - Relate to and reflect on the creativity you saw.
 - Connect to your thoughts on creativity and your own Scavenger Hunt response. What does this remind you of? What does it make you think of?
 - Or you can respond creatively with poetry or a creative work of your own.

Focus Questions 2 - 5

<p>Focus Questions 2 and 3. Choose one for FQ2 and one for FQ3 (20 pts each)</p> <p>Post to Padlet AND to the Dropboxes</p>	<p>Identification</p> <ul style="list-style-type: none"> -Read <i>Talented Children and Adults</i> Chapter 4. Link on Blackboard -ODE's Ohio Rule for Identifying and Serving Children who are Gifted, Creativity identification section -Choose two of ODE's guides for Identification of students who are gifted in Visual Arts, Drama/Theatre, Music, and/or Dance. You will find a link to this ODE page on Dr. Groman's Gifted Document Page. <p>FQ: Find your district's identification protocol for Creativity and the two Visual/Performing Arts areas you chose to read about. In a one-page document OR presentation of up to five slide, summarize this process, comment and reflect on its clarity and usefulness, its ability to capture diverse and nontraditional students, and other aspects meaningful to you. Post to the Padlet under "Identification" column to the Focus Question dropbox you choose.</p>
<p>See Links to docs on Blackboard</p>	<p>Creativity Assessments</p> <ul style="list-style-type: none"> -Chapter 12, <i>UC</i> -Search one or two of the Creativity Assessments outlined by Piirto for more information and examples. <p>FQ: In a one-page document OR presentation of up to five slides, state what you believe to be true for the assessment of giftedness in creativity, focusing on it either as a way to identify giftedness or to show growth in creativity. Post to the Padlet under Creativity Assessments column and to the Focus Question dropbox you choose.</p> <p>Encouraging Creativity, Working creatively in an institution</p> <ul style="list-style-type: none"> -Chapters 3 and 4, <i>UC</i> -Chapter 6, <i>CF21CS</i> <p>FQ: Choose a focus question for one of the chapters, create an image or plan how you might use one of the ideas in your classroom. Post to the Padlet under "Encouraging Creativity" column and to the Focus Question dropbox you choose.</p>
<p>Choose one Focus Question in any format for FQ4 and one for FQ5 (20 pts each)</p> <p>Practical Applications welcome!</p> <p>Post to both Padlet and DB</p>	<p>The Creative Process/5 Core Attitudes</p> <ul style="list-style-type: none"> -Ch. 3, <i>UC</i> -Ch. 2, <i>C21CS</i> <p>Post to the Focus Question 4 or 5 Padlet column and to the Focus Question dropbox you choose.</p> <p>Inspiration</p> <ul style="list-style-type: none"> -Ch. 3, <i>CF21CS</i> <p>Post to the Focus Question 4 or 5 Padlet column and to the Focus Question dropbox you choose.</p> <p>The 6 Other I's/General Practices</p> <ul style="list-style-type: none"> -Ch. 4, 5, <i>CF21CS</i> <p>Post to the Focus Question 4 or 5 Padlet column and to the Focus Question dropbox you choose.</p>

Focus Question 6

Read Chapter 10, "Creative Thinking: Stepping Outside the Box" in the Cash textbook *Advancing Differentiation*. The least formal Focus Question of them all, sketch out a practical

activity for your classroom (write, document, video, or slides) where you might use one or more of Cash's ideas in your classroom. Post to the Cash Idea Padlet column and to the Focus Question 6 dropdown.

Meditation Day Reflection

Choose one Meditation Day activity. Submit your reflection to the Meditation Day Reflection dropdown only.

Choice: Live Performance Reflection

1. You may choose to attend a live performance or view a *new to you* live performance video, one you have not viewed before. You may attend or view a concert, a play, a dance performance, a comic's presentation, a performance at a local club, a poetry reading, a lecture.
2. Reflect on the experience. Reflect and comment on the creativity shown by the performer. Refer to the chapter in *Understanding Creativity* for that domain (Ch. 6, 7, 8, 9, 10 or 11), connecting to at least two ideas from this course. Also include aspects of the Piirto Pyramid, if you wish.
3. Length: 375 to 500 words. Double-spaced, Times New Roman, 12 pt. font. Professional writing, first person. You are welcome to include images. Submit to the Meditation Day Bb dropdown.

Choice: Film Reflection

1. You may choose to view one of the videos of a biographical or fictional film of a creative person/people. See the list of suggested films below, others by approval.
2. Reflect and comment on the creativity and creative process shown by the person. Refer to the chapter in *Understanding Creativity* for that domain (Ch. 6, 7, 8, 9, 10, or 11), connecting to at least two ideas from this course. Include aspects of the Piirto Pyramid, if you wish.
3. Length: 375 to 500 words. Double-spaced, Times New Roman, 12 pt. font. Professional writing, first person. You are welcome to include images. Submit to the Meditation Day Bb dropdown.

Suggested Films

<i>Madame Sousatska</i> (classical music development process)	<i>Coco Before Chanel</i> (Coco Chanel, fashion designer)
<i>Camille Claudel</i> (female French sculptor.)	<i>The Social Network</i> (Mark Zuckerberg, computer whiz)
<i>Gandhi</i> (about a political and moral leader)	<i>Sylvia</i> (Sylvia Plath, writer/poet)
<i>Amadeus</i> (Mozart)	<i>Kafka</i> (Prague, Czechoslovakia writer)
<i>Frida</i> (painter Frida Kahlo)	<i>Madame Curie</i> (Marie and Pierre Curie, scientists)
<i>Pollock</i> (painter Jackson Pollock)	<i>Frances</i> (film star Frances Farmer)
<i>Modigliani</i> (painter Modigliani)	<i>This Boy's Life</i> (Tobias Wolff, writer)
<i>Basquiat</i> (20 th century street artist)	<i>Immortal Beloved</i> (Beethoven)
<i>Surviving Picasso</i> (Pablo Picasso, artist)	<i>Total Eclipse</i> (poets Arthur Rimbaud and Paul Verlaine)
<i>Girl with the Pearl Earring</i> (Vermeer, artist)	
<i>Ray</i> (singer/musician Ray Charles)	<i>Artemisia</i> (visual artist Artemisia Gentileschi)

<i>The Buddy Holly Story</i> (early rock star)	<i>Hillary and Jackie</i> (music prodigies string players)
<i>Kinsey</i> (Albert Kinsey, scientist)	<i>Pandaemonium</i> (poets Wordsworth and Coleridge)
<i>Walk the Line</i> (Johnny Cash, country singer)	<i>Iris</i> (writer Iris Murdoch)
<i>A Beautiful Mind</i> (John Nash, mathematician)	<i>Impromptu</i> (Chopin, George Sand, Mussat)
<i>Shine</i> (David Hefgott, pianist)	<i>Klimt</i> (Norwegian painter Gustav Klimt)
<i>La Vie En Rose</i> (Edith Piaf, singer)	<i>El Greco</i> (Spanish painter El Greco)
<i>Bright Star</i> (John Keats, poet)	<i>Creation</i> (Darwin)
<i>John Adams</i> (HBO series on founding father)	<i>Hemingway and Gellhorn</i> (writers Ernest Hemingway and Martha Gellhorn)
<i>Agora</i> (Hypatia, female mathematician)	
<i>Coco Chanel & Igor Stravinsky</i> (fashion designer and avant-garde composer)	<i>Hitchcock</i> (Alfred Hitchcock, film director)
	<i>Mr. Turner</i>
<i>The Last Station</i> (Russian writer Leo Tolstoy)	Other film with instructor permission
<i>Miss Potter</i> (children's writer Beatrix Potter)	

Choice: Personal Meditation Day Field Trip

Take at least 3-hours/a half day *alone* to meditate on your own creativity.

Set aside 3 hours *alone* to visit one or more of the following on your own: an art museum, cemetery, church, wilderness/park, or other such place. The purpose of the day is to sit quietly with your creative self.

Reflect: What do I value? Does my life reflect those values? Is there a creative self I had once that I no longer allow time for? Take pictures, write your thoughts or poetry, make sketches, etc. Respond in a way that is most comfortable to you. Immediately afterward write up your reflection on the experience. Some ideas are: thoughts before, during, and after, ideas the experience generated for any aspect of your life, inspirations, intuitive thoughts and feelings, connections to class discussions or readings. It should be personal and reflect on some aspect of creativity.

Reflect on the experience. Connect to at least two ideas from this course, including aspects of the Piirto Pyramid, if you wish.

Length: 375 to 500 words. Double-spaced, Times New Roman, 12 pt. font. Professional writing, first person. You are welcome to include images or pages from your thoughtlog. Submit to the Meditation Day Bb dropbox.

Jigsaw Understanding Creativity

Read and prepare one chapter from *Understanding Creativity* chapters 6, 7, 8, 9, 10, or 11 for jigsaw with a one-page handout or a 3-5 slide presentation (PowerPoint or Prezi) that includes the following:

- *The Myers-Briggs Type(s) for this domain
- *The aspects of the Piirto Pyramid that are prevalent
- *The creative aspects (Core Attitudes/Seven I's/General Aspects) we have read about.
- *An interesting story from the chapter is always welcome.

Use the Padlet to sign up for one of these chapters by posting your name underneath your choice. No more than two students per chapter. You may or may not have a partner, but if you do, you are welcome to divide the chapter as you wish.

Post your handout/slides to the Padlet column for your chapter and submit to the UC Jigsaw dropbox. View at least three, comments are welcome but not necessary.

Biographical Sketch

1. Choose a creative person who is no longer living - an artist, architect, writer, scientist, mathematician, inventor, entrepreneur, musician, composer, actor, dancer, athlete — who has had a **scholarly** biography written about him/her. A person creative in political or military leadership—a President, politician, spiritual or military leader or chief — is also a possibility, although you will have trouble with part 2 of the assignment, as *leadership is not fully discussed in UC*. "Scholarly" means that the author is a researcher, and that the biography contains an index, footnotes, and references. Instead of a full-text biography, you may choose at least three scholarly online sources. Start with www.biography.com as a scholarly source.

2. Read the biography or articles on this person's life.

4. Refer to the Biography Chart below. Choose three Piirto Pyramid Aspects that are most applicable to this person based on what you read, and compare what Piirto says about persons who are creative in the domain to what the person you studied experienced. Refer to the chapter in *Understanding Creativity* that corresponds with that person's domain. You should have one slide for each aspect. Your slide presentation should contain the following:

-Title slide

-Basic info about your creative person. Name, birth/death dates, general introduction,

-Work this person is known for (images, links to videos or music are welcome!)

-Three to four slides comparing Piirto's research to this creative person.

-Anything else you want to include.

5. Post your presentation to the *Understanding Creativity* column that corresponds to your creative person's domain and to the Biographical Sketch dropbox.

Biography Chart:

Piirto Pyramid Aspects (Choose 3)	What <i>Understanding Creativity</i> says about persons creative in this domain	What the person being studied experienced
Genetic Aspect		
Emotional Aspect		
Cognitive Aspect		
Talent in a Domain		
"The Thorn"		
Sun of Home		
Sun of School		
Sun of Chance		
Sun of Gender		
Sun of Community and Culture		

Individual Creativity Mini-Projects.

This mini-project can be an exploration into the **arts or humanities** (poetry, music, photography, drama, visual arts, dance or athletics, video, fashion); the **sciences or mathematics** (chemistry, physics, biology, earth science, games, puzzles, proofs); **business**; **social sciences** (education, psychology, history, political science), **problem solving** (identifying a problem or need, working through the CPS or other model, finding and creating a solution to the problem), or in an **interdisciplinary** field.

Creativity is making something new, and so your project must be something new that you have made. Former projects by class members:

- an autobiographical video ("My creative self");
- performance of an original song;
- a photographic exhibit;
- an exhibit of original art works;
- a reading of an original short story;
- an autobiographical multimedia presentation;
- an original dance routine;
- original poetry;
- a business plan for a new business;
- a music video;
- philosophical musings about the meaning of life;
- display and demonstration of a particularly creative Thoughtlog.

NOTE: Do not do a project related to your teaching assignment. Do not do a home-based project, like redecorating, remodeling, or refinishing furniture. Many of you are creative in your home and in your cooking, but this is a project to have you take a few risks. No projects where you follow a pattern or craft kits, no scrapbooking. You may not finish your project in this 7-week timeframe. You will make a presentation of your individual creative project.

Set aside time each week (more after your teaching year ends) to explore a new creative form. Use your thoughtlog to plan, practice, log the time you spent, the resources you use, and reflect on your progress and process. What Piirto creativity elements (Core Attitudes, Seven I's, General Practices) are you experiencing as you explore this creative form?

No written submission for this project. Your final submission is a 5-8 minute video posted to Padlet, no Bb. In your video:

- Talk about why you chose this creative form;
- Connect to at least two Piirto concepts you experienced and reflect on them;
- Share what you learned about yourself;
- Talk about how you plan to continue your own creative work;
- Share any insights as to how this project will help you support creativity in your classroom.

Piirto Model of Creativity Training	
Theme	Activities
Core Attitudes	Risk-taking (The Princess and the Pea) Naiveté (The Raisin Meditation) Group trust (Red Wounds) Tolerance for ambiguity (More than one right answer) Self-discipline (Thoughtlogs--Individuation)
Seven I's	1. Imagery (10- minute movie, archetypes) 2. Imagination (finger painting, clay, poetry, fiction) 3. Intuition (intuition probe, psychic intuition, dreams) 4. Insight (grasping the gestalt, Aha! Zen Sketching) 5. Inspiration (visitation of the muse, dreams, travel, others, I'll show you, frustration) 6. Incubation (See Meditation) 7. Improvisation (jazz, theater, word rivers, writing practice, creative movement, rhythm and drumming, scat singing, doodling)
General Practices	1. The need for solitude; 2. Creativity rituals; 3. Meditation; 4. Exercise, especially walking; 5. The quest for silence; 6. Synchronicity; 7. Divergent production practice; 8. Creativity salon; 9. Individual or group creativity projects; 10. Creativity as the process of a life; 11. Supporting—Visiting bookstores, museums, concerts, plays, movies, readings or lectures.

EDIS 654 Schedule

Please keep up with assignments as best you can, especially those shared in discussion boards and video postings. The course is seven weeks. A three-day grace period is offered for all dropbox submissions without penalty with the exception of the final week of class. All assignments must be submitted by Monday, June 29, at midnight.

Week	Readings and Assignments Always have your thoughtlog handy when you view the weekly videos.	Due Sunday at midnight
Week 1 May 11-17	<ul style="list-style-type: none"> -View the Week 1 Video. Have your thoughtlog and a handful of raisins or other small sweets. (Course overview, The Raisin Meditation, Princess and the Pea) -View the Week 1 Core Attitudes Video. Have your thoughtlog. -Visit Dr. Groman's Gifted Document Page -Focus Question 1 (Scavenger Hunt) -Begin Thoughtlog, begin thinking about your Creativity Project -Choose a Creative Individual for your Biography and a research option (book or articles), view the handout template for the Biographical Sketch assignment to guide your reading -Sign up for the Jigsaw domain chapter by posting your name and chapter choice to the Padlet "Understanding Creativity Jigsaw" column. No more than two people per chapter. <p><u>Dr. Groman's drop-in Zoom office hours</u> Wednesday, May 13, 11am-1pm See the link on Blackboard</p>	<ul style="list-style-type: none"> -Focus Question 1 (FQ1) to Padlet and DB -Sign up for UC Jigsaw
Week 2 May 19-24	<ul style="list-style-type: none"> -View the Week 2 Video. Have a printout of the Labyrinth handout, colored paper and a glue stick. No scissors. (mindfulness, "Creativity Monsters") -View the Video "654 - Ohio Operating Standards" -(optional) Read/skim "The Bully's Face" article on Blackboard -Focus Question 2 readings and work: -Thoughtlog each day, settle on a Creativity Project and begin -Reading/working on your Biography Sketch <p><u>Dr. Groman's drop-in Zoom office hours</u> Tuesday, May 19, 11am-1pm</p>	<ul style="list-style-type: none"> -FQ2 to dropbox and Padlet -A single slide of your creativity monster with a title/name submitted to Monster dropbox

Week 3 May 25-31	<ul style="list-style-type: none"> -View the Week 3 Video. (WEP and service options for V/Parts and CTA, mindfulness) -Focus Question 3 readings and work -Thoughtlog each day -Work on your Creativity Project -Reading/working on your Biography Sketch -Divide your UC Jigsaw chapter with your partner, if applicable, and begin reading and preparing slides/handout---- -Get a small amount of clay for next week. <p><u>Dr. Groman's drop-in Zoom office hours</u> Wednesday, May 27, 11am-1pm</p>	-FQ3 to dropbox and Padlet
Week 4 June 1-7	<ul style="list-style-type: none"> -View the Week 4 Video. Have a lump of clay about the size of your fist. (the Ohio Operating Standards, mindfulness, "What Matters" Sculpture) -(optional) Read/skim "What Matters" article on Blackboard -Finish handout/slides for your UC Jigsaw and post to Padlet and the UC Jigsaw dropbox -Thoughtlog each day -Work on your Creativity Project -Reading/working on your Biography Sketch <p><u>Dr. Groman's drop-in Zoom office hours</u> Tuesday, June 2, 11am-1pm</p>	-UC Jigsaw posting to Padlet -A single slide of your sculpture with a title submitted to Sculpture dropbox
Week 5 June 8-14	<ul style="list-style-type: none"> -View the Week 5 Video -Focus Question 4 -Thoughtlog each day -Work on your Creativity Project -Finish your Biographical Sketch handout and video. Post both to the Padlet column under the applicable UC domain chapter column and dropbox by the end of this week. -Reminder: take yourself on a Meditation Field Trip this week, or once school has let out for the summer. <p><u>Dr. Groman's drop-in Zoom office hours</u> Tuesday, June 9, 11am-1pm See the link on Blackboard</p>	-FQ4 to Padlet and dropbox -Biographical Sketch posted to Padlet and to the dropbox

Week 6 June 15-21	<ul style="list-style-type: none"> -View the Week 6 Video (Creative Problem Solving) -FQ 5 -Meditation Day Reflection -Thoughtlog each day -Work on your Creativity Project video, post by 6/23. -Reminder: write up your Meditation Field Trip for the dropbox. <p><u>Dr. Groman's drop-in Zoom office hours</u> Wednesday, June 17, 11am-1pm See the link on Blackboard</p>	<ul style="list-style-type: none"> -FQ5 to the Padlet and dropbox -Meditation Day Reflection to the dropbox (at the latest June 29)
Week 7 June 22-28 (no three-day grace period this week!) Please post all assignments by Monday, June 29, midnight.	<ul style="list-style-type: none"> -View the Week 7 Video (Your thoughts on Integrating Creativity into the Classroom) -FQ 6 -Thoughtlog Self-Assessment -Creativity Project Video posted by Tuesday, June 23 -Please complete the AU Course Evaluation. You should receive an invitation in your AU email. -Please submit a short reflection journal to Blackboard, I am updating this course soon, so I would love to hear your thoughts/comments. Comment on the texts, activities and assignments, discussion boards, field components, etc. Thank you! <p><u>Dr. Groman's drop-in Zoom office hours</u> Wednesday, June 24, 11am-1pm See the link on Blackboard</p>	<ul style="list-style-type: none"> -Creativity Project video posted to Padlet only by 6/23 -FQ6 to the Padlet and dropbox -Thoughtlog Self-Assessment -Course Reflection Journal (optional/10 bonus points) -Download and save the 654 Padlet for your Resource Notebook.

Monday, June 29 – Monday, July 6

Enjoy a nice little break. Be sure to get your books for Summer B courses!

No drop-in Zoom office hours this week except by appointment.