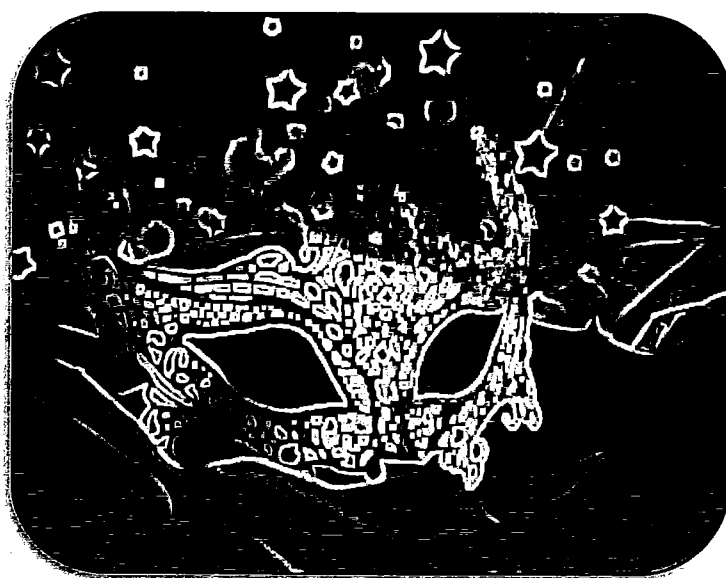


GROMAN  
Presentation

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# THE CHANGING FACES OF CREATIVITY



## Creativity Night

Thursday, November 15, 2018

7:30 p.m. - 9:00 p.m.

Symphony I Hilton Minneapolis

#NAGC18



#NAGC18

The Creativity Network thanks Laurie Abeel, Clar Baldus, April Dennis, and Billie Woodel for their contributions on the planning and execution of Creativity Night 2018!

**THANK YOU!**

Interested in getting more involved in the  
NAGC Creativity Network?

All are welcome at our Creativity Network Meeting  
Saturday @ 8:00am in room 205 B!

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The purpose of the Creativity Network's E. Paul Torrance Award is to acknowledge and reward significant contributions of individuals and groups whose work facilitates the enhancement and spread of creativity, especially among gifted children, and who are themselves creative thinkers. The award carries the name of the man who probably more than any other individual has promoted the values and behavior the Creativity Network wishes to honor.

Kyung Hee Kim deserves the Creativity Network E. Paul Torrance Award because she has been dedicated to researching creativity for years. Most importantly, in addition to her own work, she has advanced and expanded Torrance's work through 111 academic publications, 49 nonacademic publications, and numerous workshops, talks, and keynotes all over the world. She is the former Chair of NAGC's Creativity Network and has been the International Representative of Division 10 of the American Psychological Association. She is an innovator who has 12 patents; patents filed, or Trade/Service marks. She created the online CQ (Creativity Quotient) with patented eye-tracking technology and instant assessment. She has won numerous awards, including the Berlyne Award from APA, the Early Scholar Award and the Hollingworth Award from NAGC, and the Torrance Award from the American Creativity Association. She has put creativity in the eyes of the public through "The Creativity Crisis", a Newsweek cover story (2010) has been frequently sought by the media such as US News & World Report, The Wall Street Journal, The Washington Post, The New York Times, and more.

Thank you to Future Problem Solving Program International for providing the flame award for tonight's presentation and to Dr. Bonnie Cramond for presenting the award.

## 1. Why Play Games

*Rebecca Anderson*  
Set Enterprises

[randerson@setgame.com](mailto:randerson@setgame.com)



Just as lifting weights can build muscles; playing quality games can build thinking skills. This hands-on workshop demonstrates the use of intellectual games to teach and solidify logical and spatial reasoning as well as cognitive thinking skills, which are integral for our students. Using games at home or in the classroom can teach students how to convert data into knowledge by recognizing patterns and how to apply that knowledge to achieve solutions. Intellectual games are great for exercising both sides of the brains and for maintaining and enhancing thinking skills through repeated practice.

## 2. Lasting Lessons: Learning with Legos

*Cheryl Whitesitt*  
Affiliate Director, Minnesota Future Problem Solving Program

[cheryl@mnfmsp.org](mailto:cheryl@mnfmsp.org)



Lego comes from the Danish word that means to "play well together." During this hands-on session, we will go through a series of lessons that show the results of "playing well together." During this fast-paced session, you will learn to apply these lessons to teaching creative and critical thinking in your classroom as well as showing you creative ways to teach a variety of lessons. Come and be inspired while discovering new ways to engage your students.

### 3. Creative Storytelling – Starting at the End

*Kyla Mocharnuk*  
Future Problem Solving Program International

[kyla@fpspi.org](mailto:kyla@fpspi.org)



Thinking creatively takes effort, and more importantly, practice. Celebrate your own creativity by joining us for an interactive story-telling session. We will explore what happens when the story starts at the end: “They lived happily ever after”. This easily replicable classroom exercise provides tools for coaxing creativity out of the timid, and structure for those that possess ideas without direction.

### 4. Spark a Design for Change

*Kim Stephenson and Dr. Jane Newman*  
University of Alabama (Ph.D. student)

[kgstephenson@crimson.ua.edu](mailto:kgstephenson@crimson.ua.edu)



This creative-problem solving hands-on session will begin with a spark activity to open up the collaborative innovation process and lead to applying a design thinking approach to create change. Participants will use their creativity in a makerspace format with various materials to work through the divergent and convergent steps of the design thinking process. Using design thinking to empathize, define, ideate prototype, and test allows you to change the way you tackle problems. This speed-date session with design thinking is a useful takeaway for beginning to implement social impact design in your classroom easily!

## 5. Unmasking the Art of Simple Booklets

*Dr. Clar Baldus*  
The University of Iowa

[Clar-baldus@uiowa.edu](mailto:Clar-baldus@uiowa.edu)



Easily transform any paper into folded booklets for sketches and notes. No expensive or complicated tools needed! These simple techniques have been successfully explored by students of all ages. Create your own adaptations after learning some basic steps. Invent, embellish, and play with the possibilities!

## 6. Unmasqueing Creativity

*Dr. Connie Phelps*  
Emporia State University

[cphelps@emporia.edu](mailto:cphelps@emporia.edu)



Creativity appears in many forms throughout academic programs and on the faces of diverse gifted children and adolescents. Like theatrical comedy/tragedy masques, its guises evoke surprise and delight when creativity smiles in its domain-based applications. Force creativity, however, and the masque frowns with perplexity and frustration. This demonstration unmasques creativity in verbal and graphic forms using divergent and convergent thinking skills. Participants score drawings and stories with the Evaluation of Creative Potential (EPoC; Lubart, Besançon, & Barbot, 2011) assessment criteria.



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## 7. Using Blackout Poetry to Inspire Creative Thinking

*Dr. Kimberley L. Chandler*  
Essex County Public Schools, Tappahannock, VA

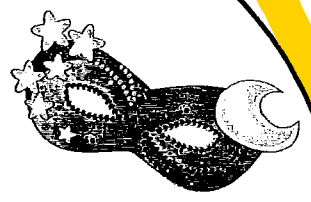


[8kimberleychandler8@gmail.com](mailto:8kimberleychandler8@gmail.com)

Blackout poetry activities allow students to exercise their creativity in both the writing and visual arts domains. When creating blackout poetry, an author takes an existing document and crosses out a majority of the text, leaving only the words that make up his/her poem. This results in a new text that was derived from an existing one. The imagery resulting from the eliminated words (done through the use of a black marker) and the remaining text create a piece of visual poetry. In this session, participants will practice creating their own blackout poems.

## 8. Sketchnoting: Fun and Creative Notetaking

*Jennifer Groman*  
Ashland University



[jgroman@ashland.edu](mailto:jgroman@ashland.edu)

Move over Cornell Notes, and make room for Sketchnoting! This fun and creative visual notetaking method uses words, simple pictures, and other easy-to-incorporate images into student-created notes that not only focus students' attention, but helps organize their thinking. These notes will appeal especially to your visual learners, but will give all thinkers a fun way to interact with ideas and concepts in your classroom. I will be presenting a general introduction to using sketchnoting in the classroom, we will learn a few techniques, and practice a few ways of organizing and embellishing sketchnotes.

## 9. Yes, You Have a Creative Bone!

\* This presentation will begin at 8:00 pm

*Cappie Dobyms*  
Ames CSD, Ames, Iowa

Cappie.dobyms@ames.k12.ia.us



Creativity and innovative thinking are essential life skills that *can* be developed. And, translating divergent processes into kid-friendly language can be a fun, first step. Beginning with an engaging art activity that encourages creative exploration through improvisation, learners collaboratively identify the conditions, attitudes and behaviors that support and hinder innovative thinking. From this experience, connections to Guilford's divergent processes (fluency, flexibility, originality, elaboration) are formed while crafting personal "Creative Bones." Ideal for the classroom, yet enjoyed by everyone.

