

Cultivating Creativity

A Group Presentation By:

Kate Veith

David Scheer

Kyle Laessig

Description of Issue

Cultivating Creativity is a challenge to educators operating in a boxed in a top down system.

Challenges and Opportunities the issue provides in an education setting

Challenges:

- Where is the students headspace?
 - Do they feel safe enough to make themselves vulnerable by being creative.
- Stigma
 - Are microcultural stigmas existent in the student body that operate against creative expression. Is peer pressure a conforming function or accepting of differences?
- Standardization
- Time (specific schedule)/Space
- Ability to cultivate in their environment

Opportunities

- Fine Arts classes/extracurriculars
- Build on student interest to create opportunity
- Teacher alterations to course requirements
 - formatting to include creative delivery

Informative points provided in the research

1. It is possible to make future ready students from an arts centric curriculum.
2. Everyone has creative capacities
3. Ask better questions-questions matter
 - a. Why? How?
4. Continue to reflect even after the result.
5. Creativity is generated by “idea generation”
6. The entire brain is involved when engaged in creative tasks

Key questions and discoveries from your #1 critical thinking question

Discuss the challenges to fostering creativity in the classroom. What social and cultural influences impact creativity in children?

- a. Strict curriculum
- b. Required minutes per subject
- c. EL learners - understanding
- d. Increased screen time
- e. No hands-on learning/activities
- f. Access to resources
- g. Home life - growing up too soon, unable to develop the “play” mentality needed to foster future creative growth/mindset
- h. Stress influences - if they are simply trying to survive, creativity will be harder
- i. Peers (envy and shame)

Response to your #2 critical thinking question

What techniques can educators use to infuse creativity when they may be restricted by scripted curriculum and mandated testing.

- a. Ask open ended questions
- b. Engage students in collaborative projects
- c. Build on the curriculum with hands-on activities as often as possible
- d. Have conversations about the test, explain that it is a test, but that they are capable of so much more than what they can do on a piece of paper at one time in their life
- e. Push students to try the hard stuff and expect them to fail, give them a chance to move forward
- f. Have the students do most of the talking and questioning
- g. Bring students personal interests into the curriculum
- h. Creating a “yes” mentality
- i. Teacher connection - allowing them to make their own meaning and letting them roll with it
- j. Teaching flexibility - to pivot quickly: be able to grieve loss and change your plan to meet your needs (the ability to let go of what you maybe cannot have)
- k. Augment the environment (Pacific Centered Map, Backward Clock, etc)

Top tips and “Aha” moments to help Educators in the classroom

1. When it comes to cultivating creativity, students need to have an open mind and an idea to get them started. They must be interested in what they are working on and given the chance to explore in the right now, however with the future in mind by developing life skills that will help in future job settings.
2. **Teaching students that it is okay to fail, but reflect upon and learn from the process.**
3. **There are powerful educational benefits to students asking questions and seeking inquiry.**
4. Students can benefit and become future ready through an arts centric approach to learning.
5. Remember that everyone can be creative.
6. **Ask powerful questions, do not expect a correct answer.**
7. **Give opportunities for play and exploration within a students’ interests.**
8. Students, especially young students need opportunities to play in order to develop creative thinking skills. Allow for open ended play such as: legos, blocks, dolls/dress up, creation/coding type games
9. Creating a “yes” mentality
10. **Teacher connection - allowing them to make their own meaning and letting them roll with it**
11. **Teaching flexibility - to pivot quickly: be able to grieve loss and change your plan to meet your needs (the ability to let go of what you maybe cannot have)**
12. **Continue to reflect even after the result, the end is never the end**

Powerful resources

Berger, W. (2014). *A more beautiful question : The power of inquiry to spark breakthrough ideas* (First U.S. ed.). New York: Bloomsbury.

017. *Creativity in higher education - Create2learn - The play podcast*. (2016). Spotify. Retrieved June 12, 2020, from <https://open.spotify.com/episode/6Kxty9X2LcvhmZZJVXfveR?si=R36Lzw0GS3GwKFiz77WafA>

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Sawyer, K. (2011). The Cognitive Neuroscience of Creativity: A Critical Review. *Creativity Research Journal*, 23(2), 137–154. <https://doi.org/10.1080/10400419.2011.571191>

Seechaliao, T. (2017). Instructional strategies to support creativity and innovation in education. *Journal of Education and Learning*, 6(4), 201-208. <https://doi.org/10.5539/jel.v6n4p201>

Webb, S., & Hagley, T., Jr. (2015, December). *Cultivating creative schools: an arts-centric approach in Vancouver, Wash., sparks a 'different kind of mind'*. <https://link.gale.com/apps/doc/A437608031/AONE?u=stevens&sid=AONE&xid=e886aa12>