

Wilmington University

College of Education

Creativity and Critical Thinking

Course Number: MED7807

Course Title: Creativity and Critical Thinking

FACULTY INFORMATION

See Canvas for information

Course Description: The perspective of this course is that creativity and critical thinking are essential

The manner in which we prepare educational personnel is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;
4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one's daily work;
5. enabling authentic participation, collegiality and collaboration;
6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology.

Program Theory and Foundation

Link to Taskstream to the Program Theory will be housed at the top of your program on Taskstream.

Program Competencies:

<https://www.wilmu.edu/education/instruction-teaching-master-curriculum.aspx>

Standard 5: Instructional Planning and Strategies

Beginning gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.

5.1 Beginning gifted education professionals know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.(Knowledge). (ISTE Standard1. Element: 1.1, INTASC Standard 5. Element: 5.14, I Standard 6. Element: 6.1, 6.5, Standard 8. Elements: 8.4, 8.1, 8.10, 8.11, 8.12).

5.2 Beginning gifted education professionals apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents.(Skill). (ISTE Standard 2. Element: 2.1, INTASC Standard 6. Element: 6.7, Standard 8. Elements: 8.7, 8.8, 8.9, 8.13, 8.14, 8.15, 8.16).

5.3 Beginning gifted education professionals collaborate with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that promote challenging learning opportunities in general and sp(y)-1(c)-1.7 (e,pJ EMC /P 15.8 (es)-)Tj EMC

5.4 Beginning gifted education professionals emphasize the development, practice and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society for individuals with gifts and talents.(Skill). (ISTE Standard 1. Elements: 1.1, 1.2, 1.3, 1.4, INTASC Standard 1. Elements: 1.4, 1.5,1.6, 1.8-1.11).

5.5 Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents.

Professional Standards:

<https://www.wilmu.edu/education/abouteducation.aspx>

Wilmington University Graduate Graduation Competencies: [Graduate Graduation Competencies](#)

- *Program Competency 5. Instructional Planning and Strategies*
- *Graduation Competencies # 2. Written Communication*

Technology Standards: [International Society for Technology Administrator Standards](#)

Delaware Performance Appraisal System II: [DPAS II for Administrators](#)
OER's

Text(s):

TITLE: Design: Higher Order Thinking

AUTHORS: FJ King, L. Goodson, F. Rohani

[PDF Copy of : Higher Order Thinking](#)

Title: Critical Thinking in the Classroom: A Practitioner's Guide

AUTHORS: Sandra Love

Available on Amazon

Precise information regarding the textbook(s) for this class, please visit the bookstore website at <http://www.wilmu.edu/bookstore>

Course Materials and Reading List:

Week 1:

- Readings & Video
 - Higher Order Thinking Skills
 - Critical Thinking in the Classroom (Introduction, Chapter 1-2)
 - Guide to Using Bloom's Taxonomy
 - The Thought-Filled Curriculum
 - Webbs-DOK Flip Chart
 - Bloom's Taxonomy Strategy Cards
 - Play, Passion, Purpose TED Talk

- Scaffold for Critical Thinking Video

Week 2:

Week 5: How would a focus on a critical thinning change the students' role in your classroom? What about the teacher's role?

Week 6: As a teacher, how can learning be enhanced when the match between the skills of the learner and the challenges of the subject matter are optimized?

Week 7: How can we promote mindset in the classroom?

Learning/Performance Outcomes

- Learning Outcome 1 – Principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.
- Learning Outcome 2 – Beginning gifted education professionals apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents
- Learning Outcome 3 – Beginning gifted education professionals apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents
- Learning Outcome 4 – Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents

Structured External Assignment: Standard 5: Instructional Planning and Strategies

PROGRAM COMPETENCY STANDARD 5. *Instructional Planning and Strategies*

Beginning gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.

SEA EVALUATED ASSIGNMENT :

Purpose:

To design a Creative Problem Solving Lesson

General Information

Creative Problem Solving is a way of thinking and behaving. The definitions allow for a common understanding of some terms that are used as the foundation for this assignment.

- CREATIVE an idea that has an element of newness or uniqueness, at least to the one who creates the solution, and also has value and relevancy
- PROBLEM any situation that presents a challenge, an opportunity, or a concern
- SOLVING devising ways to answer, to meet, or to resolve the problem

Creative Problem Solving (CPS) is a process, method, or system for approaching a problem in an imaginative way and resulting in effective action. The Creative Problem Solving process presented in this document is known as the [CPS Model based on work of G.J. Puccio, M. Mance, M.C. Murlock, B Miller, J Vehar, R. Firestien, S. Thurber, & D. Nielsen \(2011\)](#)

