Theoretical Foundations of Creativity and Giftedness
MS_ED 442
Fall 2015

Dr. Paula Olszewski-Kubilius
p-olszewski-kubilius@northwestern.edu
Office hours: Monday through Thursday from 8 am to 3 pm

Topics in this foundations course include theories of giftedness and creativity; models of talent development; cognitive and social-emotional characteristics of gifted individuals; diverse populations of gifted learners; and historical and current research in the field of gifted education and talent development.

Course Objectives
1. Students will become knowledgeable about various definitions and perspectives on giftedness and creativity.
2. Students will be able to identify the major theories of giftedness and creativity, their authors and critical concepts and be able to critically and analytically compare and contrast them.
3. Students will begin to formulate their own unique perspective and beliefs about the development of giftedness and creativity.
4. Students will be able to articulate practical implications and applications of major theories of creativity for learning, schooling, and education.

Northwestern University Conceptual Framework:
As active participants in the field of education, our candidates will strive for improvement and innovation, based on inquiry that is grounded in reflection and research. The candidates will have

A Vision or Learning that focuses on:

1.1 understanding student thinking about the subject matter;
1.2 reflection and research as a means of learning;
1.3 learning as a social practice, which encourages collaborative learning in which people clarify doubts, examine beliefs and work together to address questions and concerns;
1.4 authentic experience, where class sessions and assignments are designed to engage students’ interests and to have implication for the student beyond the classroom; and
1.5 the use of technology to extend learning opportunities and thinking.

A Vision of Learners that focuses on:

2.1 lifelong learning and development shaped by social contexts; and
2.2 student diversity as a resource for the educational community.

A Vision of Teaching that focuses on:

3.1 connection of theory and practice, where the candidates understand that theories suggest questions and ideas about practice, and practice suggests modifications of theory; and
3.2 professional conduct that is responsible and ethical.

Dispositions (as implied by the NUCF):

1. Willingness to systematically reflect on one’s own practice. (*NUCF 1.2, 3.1*)
2. Commitment to understanding students’ thinking about the subject matter (*NUCF 1.1*)
3. Belief in the value of seeing students as individuals. (*NUCF 2.2*)
4. Enthusiasm for learning and teaching through collaboration. (*NUCF 1.3*)
5. Willingness to take the risks associated with engaging students’ interests through real world experiences. (*NUCF 1.4*)
6. Energy for incorporating innovations in teaching, including the use of new technologies. (*NUCF 1.5*)
7. Commitment to conducting one’s self professionally and responsibly. (*NUCF 3.2*)

ILLINOIS PROFESSIONAL TEACHING STANDARDS 2013

#1 Teaching Diverse Students
The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

#2 Content Area and Pedagogical Knowledge
The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

#3 Planning for Differentiated Instruction
The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

#4 Learning Environment
The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

#5 Instructional Delivery
The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

#6 Reading, Writing, and Oral Communication
The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

#7 Assessment
The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data and curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

#8 Collaborative Relationships
The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

#9 Professionalism, Leadership, and Advocacy
The competent teacher is an ethical and reflective practitioner who exhibits professionalism, provides leadership in the learning community, and advocates for students, parents, or guardians, and the profession.

Grading: Writing assignments are worth a total of 210 points, 70 points for the chart, 40 points for the mission statement, and 40 points for the power point presentation on an assigned chapters. You can earn up to 5 points for posted responses to weekly questions (18 total questions and you must do 12 of the 18) on the readings for a total of 60 points. Also, you are required to post a response to the comments of at least two of your classmates weekly, even if you choose to skip posting a response that week to a question. These responses to your other students’ posts will not be graded, but you will lose points if you do not post them. And, these responses must be substantive in nature, e.g. providing information, sharing an experience, offering practical suggestions or
applications, or elaborating on the points made. They cannot be statements such as “I agree with your points” or “I like your comments”. The power point presentation on an assigned chapter is worth 25 points. There will be some online activities that will be required, but not graded. Grades will be based on percentages of points (total 210 points) earned as follows:

- A  95% or higher
- A-  90 to 93%
- B+  88 to 89%
- B   84 to 87%
- B-  80 to 83%
- C+  78 to 79%
- C   74 to 77%
- C-  70 to 73%

**Attendance Policy:** You may not miss more than one virtual class without having it affect your grade (loss of 10 points).

**SESP Academic Integrity Statement**

Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic guide". All papers submitted for credit in this course must be submitted electronically unless otherwise instructed by the professor. Your written work may be tested for plagiarized content. For details regarding academic integrity at Northwestern or to download the guide, visit: [http://www.northwestern.edu/provost/policies/academic-integrity/index.html](http://www.northwestern.edu/provost/policies/academic-integrity/index.html)

**Accommodations for Students with Disabilities**

In compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Northwestern University is committed to providing equal access to all programming. Any student with a disability requesting accommodations must register with Services for Students with Disabilities (ssd@northwestern.edu; 847-467-5530) and request an SSD accommodation notification for his/her professor, preferably within the first two weeks of class. All information will remain confidential.

**Texts**


Selected readings that will be provided by the instructor as pdfs online.
Topics, Readings, and Assignments by Class Week

Class 1 (Week of September 21st) Overview of course objectives, assignments, readings; Personal meaning of giftedness and talent

We will meet virtually online to go over the syllabus, course requirements, and course site, date and time to be arranged. The address for you to logon online will be emailed to you. If you cannot make this meeting, it will be recorded and you can listen to it at later in the week.

Class Activities:
1. Complete “Beliefs About Giftedness Questionnaire” online—on course site.
2. Post responses to vignettes that instructor posts on course discussion board.
3. Please post a brief bio and picture if you have one on our course website so your classmates can get to know you.

Note: These two activities will not be graded. Their purpose is to help you get ascertain your own beliefs about giftedness and creativity. At the end of the course, you will want to do these again and compare your responses to see if your beliefs have changed as a result of the readings.

(CF 1.2, 2.1, 3.1) (ITPS 1A, 1B, 1C, 2A, 2E, 2G, 4D, 1F)

Class 2 (Week of September 28th)
Overview of Field and Issues
   Gallagher (Colangelo and Davis)
   Passow (Selected reading)

Class Activities:
1. Listen to voiced over power point for Gallagher and Passow articles
2. Read interviews with Jim Gallagher and Harry Passow.
3. Post responses to weekly questions (see rubric for grading discussion posts on course site)
4. Take a look at the chart you will complete to compare the various theories of giftedness and talent development. Even thought the completed chart is not due until October 29th, you may want to fill in the chart with notes as you read rather than waiting until you finish all the readings. In other words, use the chart as a guide to organize your thoughts as you read.

(CF 1.2, 2.1, 3.1) (ITPS 1A, 1B, 1C, 2A, 2E, 2G, 4D)

Class 3 (Week of October 5th)
Conceptions of Giftedness
   Tannenbaum (Colangelo and Davis book) or Tannenbaum (selected reading on course site)
   Gagne (Colangelo and Davis book or Sternberg and Davidson book or selected reading on course site)
   Brody and Stanley (Sternberg and Davidson book)
   (for a little more information on talent search model, also see Olszewski-Kubilius and Thomson on course site

Class Activities:
1. Listen to voiced over power points for Gagne, Brody and Stanley, and Tannenbaum
2. Read interviews with Francoys Gagne, Abe Tannenbaum, and Julian Stanley
3. Post responses to weekly questions.

(CF 1.2, 2.1, 3.1) (ITPS 1A, 1B, 1C, 2A, 2E, 2G, 4D)

Class 4 (Week of October 12th)
Conceptions of Giftedness
   Renzulli (Sternberg and Davidson book)
   Renzulli (Selected reading on course site)
   Renzulli (Selected reading on course site)
   Feldman (Selected reading on course site)

Class Activities:
1. Listen to voiced over power points for Renzulli and Feldman
3. Post responses to weekly questions

(CF 1.2, 2.1, 3.1) (ITPS 1A, 1B, 1C, 2A, 2E, 2G, 4D)

Class 5 (Week of October 19th):
Conceptions of Giftedness
   Sternberg (Sternberg and Davidson book)
   Sternberg (Colangelo and Davis book)
   Subotnik and Jarvin (Sternberg and Davidson book)

Class Activities:
1. Listen to voiced over power points for Sternberg and Subotnik and Jarvin
2. Read interviews with Subotnik and Sternberg
3. Post responses to weekly questions

(CF 1.2, 2.1, 3.1) (ITPS 1A, 1B, 1C, 2A, 2E, 2G, 4D)

Writing Assignment #1 (Due: November 2nd)
Fill in the chart template posted online on course site that compares the various theorists we have read on key components of their theories. Fill in the boxes and make the chart as complete as possible. You can use quotes from your reading but primarily I expect you to summarize the views of the theorists in your own words. You will be evaluated on the thoroughness and completeness of your chart, appropriate comparisons, as well as unique insights. (70 points)

Class 6 (Week of October 26th)
Perspectives and Critiques
Cross and Coleman (Sternberg and Davidson book)
Gottfredson (Colangelo and Davis book)
Robinson (Sternberg and Davidson book)
Simonton (Colangelo and Davis book)
Ericsson (Selected reading on course site)
Borland (Sternberg and Davidson book)

Class Activities:
1. Listen to voiced over power points for Cross and Coleman, Gottfredson, Robinson, Simonton, Ericsson and Borland.
2. Choose 3 articles to read from the 6 listed above.
3. Read interviews of the authors you chose above.
4. Post responses to weekly questions.

(CF 1.2, 2.1, 3.1) (ITPS 1A, 1B, 1C, 2A, 2E, 2G, 4D)

Writing Assignment #2 (Due November 17th)
A mission statement typically specifies the overall goal or purpose of a program. For schools, this can include, "preparing students for the 21st century" or "preparing social responsible, autonomous learners". Write a mission statement for a school or district gifted program. Your mission statement should be one paragraph. Include also a list of belief/value statements that underlie your mission statement. Write several paragraphs to tell me how the theories of giftedness we have read are reflected within your mission statement and why you chose them (40 points).

Class 7 (Week of November 3rd)
Theories of Creativity
Starko (Chapter 2: Models of the Creative Process) Starko
(Chapter 3: Theories of Creativity: The Individual)
Starko (Chapter 4: Theories of Creativity: Systems in Context)

Class Activities:
1. Listen to voiced over power point for Starko chapters
2. Post responses to weekly questions

(CF 1.2, 2.1, 3.1) (ITPS 1A, 1B, 1C, 2A, 2C, 2E, 2G, 4D)
Class 8 (Week of November 16th)

Creativity in the Classroom
- Starko (Chapter 6 (Teaching Creative Thinking Skills and Habits)
- Starko (Chapter 9 (Motivation, Creativity and Classroom Organization)
- Starko (Choose either Chapter 7, Creativity in the Content Areas: Language Arts, Social Studies, and the Arts or Chapter 8 Creativity in the Content Areas: Science, Math and General Teaching Strategies)

Class Activities
1. Listen to voiced over power point for Starko chapters
2. Poste responses to weekly questions.

(CF 1.2, 2.1, 3.1) (ITPS 1A, 1B, 1C, 2A, 2C, 2E, 2G, 4D)

Writing Assignment # 3 (Due by day of virtual class meeting, TBD)
For this assignment, you will be assigned a chapter in the Piirto book (I will provide the chapter) or Starko book to teach to the rest of the class. You will do this by preparing a power point presentation of no more than 10 slides. Remember that you audience is your fellow classmates who have not read the chapter—see below for more information. (40 points)

Class 9 (Week of November 23rd)
Creativity and Talent Development in Various Domains
- Piirto (Chapters 5-10, Starko, Chapters 1 or 5, Assigned by instructor)

You will be assigned a chapter from Piirto or Starko to read and prepare to teach the class via a powerpoint presentation (online).

Class Activity: Virtual Class meeting. Date to be arranged sometime during the week of December 1st.
1. Make your power point presentation on your assigned chapter available to your classmates. Do your presentation to your classmates via Adobe Connect.

(CF 1.2, 2.1, 3.1) (ITPS 1A, 1B, 1C, 2A, 2E, 2G, 4D)