Creative Thinking

DESCRIPTION

Creative thinking can be defined as a metacognitive process of thinking about and generating novel or useful associations or ideas with the purpose of producing a plan, generating a solution, or identifying a model, pattern, process, structure, or product not clearly present before. Creative thinking is also known in the literature as divergent thinking (Hargrove, 2013).

Creative thinking must be supported by critical thinking in order for learners to increase the ability to refine creative ideas and hone solutions by using judgments to make decisions, solve problems, and take action, as appropriate (American Management Association, 2012).

CAPABILITIES

- Assessment: Open-ended assignments (file upload)
- Assessment: Project
- Assessment: Work sample/e-portfolio

SAMPLE DESIGN IMPLEMENTATIONS

- Robust Technology: Student generated videos detailing business strategy pitches
- Simple Technology: Concept mapping a story
- Content Support: Problem-based instruction with student generated solution

LEARNER IMPACTS

- Attitudes
- Behavior

Pearson

Creative Thinking

SELF-ASSESSMENT INSTRUMENT

Principle Criteria	Integration (4-5 points)	Exploration (2-3 points)	Consideration (1 point)	Not Applicable (0 Points)	Total Points
Definition	Strong support of novelty in the ideation and problem-solving process	Some support of novelty in the ideation and problem-solving process	Poor support of novelty in the ideation and problem-solving process	Does NOT qualify according to definition	
	Strong support of utility in the ideation and problem-solving process	Some support of utility in the ideation and problem-solving process	Poor support of utility in the ideation and problem-solving process		= _____
	Strong emphasis on metacognitive strategies to support creative thinking	Some emphasis on metacognitive strategies to support creative thinking	Poor emphasis on metacognitive strategies to support creative thinking		
Core Process	Strong support of idea generation through brainstorming, problems, constraints, or exploration	Some support of idea generation through brainstorming, problems, constraints, or exploration	Poor support of idea generation through brainstorming, problems, constraints, or exploration	Does NOT apply the process effectively	
	Strong support of self-regulated learning (SRL) planning, monitoring, and evaluating to reflect upon and improve ideas	Some support of SRL planning, monitoring, and evaluating to reflect upon and improve ideas	Poor support of SRL planning, monitoring, and evaluating to reflect upon and improve ideas		= _____
	Strong support of attitudes that are flexible, motivated, and confident	Some support of attitudes that are flexible, motivated, and confident	Poor support of attitudes that are flexible, motivated, and confident		
	Strong communication of goals to produce context-relevant and applicable concepts	Some communication of goals to produce context-relevant and applicable concepts	Poor communication of goals to produce context-relevant and applicable concepts		
Design	Strong support of metacognition through the design of activities	Some support of metacognition through the design of activities	Poor support of metacognition through the design of activities	Does NOT use design effectively	
	Strong support of creative thinking at both the individual and group levels	Some support of creative thinking at both the individual and group levels	Poor support of creative thinking at both the individual and group levels		= _____
	Strong application of relevant strategies from the literature	Some application of relevant strategies from the literature	Poor application of relevant strategies from the literature		
Assessment	Strong use of creative thinking rubrics and assessment that is tightly tied to the context	Some use of creative thinking assessment that is tightly tied to the context	Poor use of creative thinking assessment that is tightly tied to the context	Does NOT use effectively or is not a related activity	
	Strong application of metacognition/ self-regulation in the assessment process	Some application of metacognition/ self-regulation in the assessment process	Poor application of metacognition/ self-regulation in the assessment process		= _____
	Strong consideration of individual differences	Some consideration of individual differences	Poor consideration of individual differences		