

Creative Thinking



THE NATURE
OF KNOWLEDGE

LEARNER IMPACTS

- Attitudes
- Behavior

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



Pearson

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SELF-ASSESSMENT INSTRUMENT



Principle Criteria	Integration (4-5 points)	Exploration (2-3 points)	Consideration (1 point)	Not Applicable (0 Points)	Total Points
Definition	<ul style="list-style-type: none"> Strong support of novelty in the ideation and problem-solving process Strong support of utility in the ideation and problem-solving process Strong emphasis on metacognitive strategies to support creative thinking 	<ul style="list-style-type: none"> Some support of novelty in the ideation and problem-solving process Some support of utility in the ideation and problem-solving process Some emphasis on metacognitive strategies to support creative thinking 	<ul style="list-style-type: none"> Poor support of novelty in the ideation and problem-solving process Poor support of utility in the ideation and problem-solving process Poor emphasis on metacognitive strategies to support creative thinking 	Does NOT qualify according to definition	= ____
Core Process	<ul style="list-style-type: none"> Strong support of idea generation through brainstorming, problems, constraints, or exploration Strong support of self-regulated learning (SRL) planning, monitoring, and evaluating to reflect upon and improve ideas Strong support of attitudes that are flexible, motivated, and confident Strong communication of goals to produce context-relevant and applicable concepts 	<ul style="list-style-type: none"> Some support of idea generation through brainstorming, problems, constraints, or exploration Some support of SRL planning, monitoring, and evaluating to reflect upon and improve ideas Some support of attitudes that are flexible, motivated, and confident Some communication of goals to produce context-relevant and applicable concepts 	<ul style="list-style-type: none"> Poor support of idea generation through brainstorming, problems, constraints, or exploration Poor support of SRL planning, monitoring, and evaluating to reflect upon and improve ideas Poor support of attitudes that are flexible, motivated, and confident Poor communication of goals to produce context-relevant and applicable concepts 	Does NOT apply the process effectively	= ____
Design	<ul style="list-style-type: none"> Strong support of metacognition through the design of activities Strong support of creative thinking at both the individual and group levels Strong application of relevant strategies from the literature 	<ul style="list-style-type: none"> Some support of metacognition through the design of activities Some support of creative thinking at both the individual and group levels Some application of relevant strategies from the literature 	<ul style="list-style-type: none"> Poor support of metacognition through the design of activities Poor support of creative thinking at both the individual and group levels Poor application of relevant strategies from the literature 	Does NOT use design effectively	= ____
Assessment	<ul style="list-style-type: none"> Strong use of creative thinking rubrics and assessment that is tightly tied to the context Strong application of metacognition/self-regulation in the assessment process Strong consideration of individual differences 	<ul style="list-style-type: none"> Some use of creative thinking assessment that is tightly tied to the context Some application of metacognition/self-regulation in the assessment process Some consideration of individual differences 	<ul style="list-style-type: none"> Poor use of creative thinking assessment that is tightly tied to the context Poor application of metacognition/self-regulation in the assessment process Poor consideration of individual differences 	Does NOT use effectively or is not a related activity	= ____