ECED 7540
Integrating Creativity and Critical Thinking in ECE
3 SEMESTER HOURS

Dewar College of Education
Valdosta State University
Department of Early Childhood and Special Education
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

Edwards, L. C. (2010). *The creative arts: A process approach for teachers and children*. Boston: Merrill.

Siegler, R. S., & Alibali, M. W. (2005). *Children's thinking*. Upper Saddle River, NJ: Pearson.

Other readings as assigned.

COURSE DESCRIPTION

An examination of the development of creativity and thinking skills across the curriculum.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

COURSE OBJECTIVES (CO):

The candidate will:

1. identify and analyze current theories of developing creativity and thinking skills in children. (CFS II)

2. investigate ways that the early childhood curriculum can be enhanced by applying theories of creative and thinking development. (CFS II, V)

3. plan and implement lessons in an early childhood classroom that integrates creativity and thinking theories into standards-based learning. (CFS II, V)

4. evaluate an existing curriculum unit for elements of creative and thinking development and suggest modifications for improvement. (CFS II, V)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Creativity and Thinking Theories Paper. The candidate will select one theory for creative or thinking development to investigate and identify related current professional literature. A paper will be written to identify theorists associated with the theory, a description of the theoretical framework, and ways in which the theory can be translated into educational practice for young children. (CO 1, 2)

2. Case Study in Enhancing Curriculum Planning. Using an existing P - 5 teaching unit, the student will examine and evaluate the unit for ways in which it enhances creativity and thinking skills. Recommendations for revision of the teaching unit will be made. (CO 2, 4)

3. Curriculum Planning. The candidate will plan and implement a unit of study in a P-5 classroom. The unit of study will be developed employing creativity and thinking theory. Data regarding children's learning outcomes will be collected and analyzed. The student will

discuss the outcomes in relation to standards-based instruction and creative/thinking. Recommendations for revision will be proposed. (CO 1, 2, 3, 4)

4. Reflection Journal. The candidate will write a one-page reflection about each course topic. Journal reflection will include a summary of the reading and ways in which the reading may be applied to teaching young children.

COURSE EVALUATION

Creativity and Thinking Theories Paper	150 points
Case Study Curriculum Planning	50 points
Curriculum Planning	150 points
Reflection Journal (10@ 10 points)	100 points
	450 points

Grading scale:
- A = 90-100%
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69%
- F = below 60%

ATTENDANCE POLICY

PROFESSIONALISM

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

> Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).
The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml).   According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the

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survey and a timetable for this term is available at
http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

<u>INSTRUCTOR</u>

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website: