THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Bachelor of Education (Honours)
Programme QF Level	:	5
Course Title	:	Creativity and Human Development
Course Code	:	INS1043
Department	:	Department of Cultural and Creative Arts; Department of Science and Environmental Studies
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	1

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course is an introductory course of "Creativity" minor. It situates human development in a broad evolutionary context and studies its relationship with creativity, from individual level to historical human level. The course covers topics related to the value of creativity on human development and the development of creative attitudes and abilities from childhood to adulthood. Articulating the creative needs and characteristics of human beings at various stages of development, the course enables students to understand human development and creativity from the perspectives of psychology and sociology, and to make informed decisions on issues related to creativity and human development. In many ways, human developments were realized by our creations, many of which were developed through STEAM. STEAM can be considered as an important domain of human creativity. This course will further study the relationships of creativity and human development through case studies of STEAM persons and STEAM developments. Apart from case studies and issue discussions, STEAM model constructions and other creative thinking and problem solving exercises will be conducted to provide experiential learning experiences to participants. Ultimately, this course will provide a fundamental knowledge base of creativity, equipping participants for further studies in this field.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO$_1$ describe the needs and features of human beings in different developmental periods, and their relationships with creativity development and pursuits

CILO$_2$ develop basic conceptions and multiple perspectives on creativity

CILO$_3$ reflect critically on personal practices, and their impacts on psychological and creativity development

CILO$_4$ reflect critically on human practices in creativity pursuits and their impacts on human development

3. Content, CILOs and Teaching & Learning Activities

Teaching Content	CILOs	Teaching/Learning Activities
(a) Psychological theories in relation to personal creativity development - An overview of human development theories; - Creativity development across lifespan - Value of creative activities on personal development -self-actualization, self-expression and etc. - A brief introduction of the development of creative attitudes, thinking and making (e.g. curiosity, intuition, sensitivity, imagination, divergent thinking, problem solving abilities)	*CILO$_1$*	- Literature readings; - thinking exercises and games, class discussions; - STEAM workshops
(b) Ecology of creativity - creativity in context - creative person, process, product and environment	*CILO$_2$*	- Case studies; - story-based learning; - sharing on personal experiences;

	- systems approach of creativity - convergence of multiple factors - theory of "flow"- the psychology of creativity		- model-construction
(c)	**Conceptions of creativity (C)** - Process of C – from preparation to verification - Domains of C - from artistic to STEAM creativity - Levels of C – from everyday to eminent level - Styles of C - from innovative to adaptive creativity - Who's C-from personal creativity to human creativity	*CILO$_2$*	- Literature readings; - self-evaluation with questionnaires; - video-sharing; - case studies & STEAM workshops

(d)	**Sociological and cultural aspects of human creativity**
	- Values of human creativity/STEAM to mankind
	- Creativity and culture:
	  · East and West differences;
	  · digital, virtual and STEAM culture
	- Creativity, law and ethics:
	  · plagiarism and copyright, freedom and responsibilities
		CILO$_2$	- Literature readings;
			- video-sharing;
			- issue-based discussions

(e)	**Issues in creativity studies (with a special concern on STEAM)** - controversies between nature and nurture – can creativity be learnt? - paradox between knowledge learning and creativity development – which should come first? - qualitative versus quantitative assessment of creativity – can creativity be measured? - Human creativity and human development – is all creativity "good"? - what benefits has/can STEAM do to mankind? what roles should STEAM play in human development? how to achieve them?	*CILO$_{3,4}$*	- Critical analysis through debate, issue-based discussion (the answers to all these questions are open); - collaborative learning and group presentations

4. Assessment

Assessment Tasks	Weighting (%)	CILOs

(a)   <u>**Course works**</u>
 	
   (i) *Class Participation*
     In each lesson, participants are required to develop ideas creatively and to analyse issues critically. Students should be able to articulate the value of creativity during class discussion.
 	
   (ii) *Group Presentation*
     Present on the preliminary findings of case studies in (c) and (d). Students should demonstrate in their presentation:
     - ability to implement a case study.
     - ability to summarize the results of the study and present it clearly.
	30%	$CILO_{1,2,3,4}$

(b)   <u>**Individual Reflective Case Studies:**</u>
 	
   (i) *Reflection on group presentation:*
     To reflect on the experience of the group presentation and propose some suggestions to solve the problems or/and improve the result
 	
   (ii) *Reflection on human development:*
     Through these above experiences, what related human development issues are induced? How is the global community reacting or solving these problems? Please provide a least one example as a reference.
 	
   (iii) *A related (historical) case study:* Please refer to one historical person/ event to analyse the factors affecting its creativity and its impacts on human development, in reflection of what you learnt in this course.
 	
Total word requirement: around 1500 words in English.
	70%	$CILO_{1,2,3}$

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ *Not Permitted*: In this course, the use of generative AI tools is not allowed for any assessment tasks.

✓ **Permitted**: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. **Required Text(s)**

Eisner, Elliot (1977). The Arts, Human Development and Education. Journal of Aesthetics and Art Criticism 36 (1):98-100.

Eisner, E. W. (1992). The misunderstood role of the arts in human development. Phi Delta Kappan, 73(8), 591-95.

GUYOTTE, K. W., SOCHACKA, N. W., COSTANTINO, T. E., WALTHER, J., & KELLAM, N. N. (2014). STEAM as Social Practice: Cultivating Creativity in Transdisciplinary Spaces. Art Education, 67(6), 12–19.

Hanna, G., Patterson, M., Rollins, J., & Sherman, A. (2011). The arts and human development: Framing a national research agenda for the arts, lifelong learning, and individual well-being. Washington, DC: National Endowment for the Arts. Retrieved from: https://www.arts.gov/publications/arts-and-human-development-framing-national-research-agenda-arts-lifelong-learning-and

7. **Recommended Readings**

Adams, D., and Hamm, M. (2009). *Demystify math, science, and technology: creativity, innovation and problem-solving*. Lanham, Md.: Rowman & Littlefield Education.

Brown, D.E. (2002*). Inventing modern America: from the microwave to the mouse*. Cambridge, Mass.: MIT

Csikszentmihalyi, M. (1996). *Creativity: flow and the psychology of discovery and invention.* New York : Harper Collins Publishers.

Freedman, K. (2010). Rethinking creativity: A definition to support contemporary practice. *Art Education, 63*(2), 8-15.

Gardner, H. (1990). *Art education and human development*. Los Angeles, CA: Getty Center for Education in the Arts.

Howe, A. (2001). Primary design and technology for the future : creativity, culture and citizenship. London : David Fulton.

Kaufman J.C. (2009). *Creativity 101*. New York: Springer Pub.

Lau, S., Hui, A.N.N. & Ng, G.Y.C. (2004). *Creativity: When East Meets West*. River Edge, NJ: World Scientific Publication.

Marsh, J. (2010) *Childhood, Culture and Creativity: A literature review*. Newcastle: Creativity, Culture and Education. Retrieved from: http://www.creativitycultureeducation.org/wp-content/uploads/CCE-childhood-culture-and-creativity-a-literature-review.pdf

Milbrath, C., & Lightfoot, C. (2009). *Art and human development*. London: Psychology Press.

Ogle, R. (2007). Smart world: breakthrough creativity and the new science of ideas. Boston, Mass.: Harvard Business School Press.

Richards, R. (2007*). Everyday creativity and new views of human nature: psychological, social, and spiritual perspectives.* Washington, D.C.: American Psychological Association *(e-book)*

Rogoff, B. (2003). *The cultural nature of human development*. Oxford: Oxford University Press.

Sawyer, R. K. (2012). *Explaining creativity: the science of human innovation*. New York : Oxford University Press.

Starko A.J. (2010). *Creativity in the classroom: schools of curious delight*. New York:

Routledge.

Sternberg, R. J. (2006). Nature of Creativity. *Creativity Research Journal, 18*(1), 87-98.

Willett R., Robinson, M. & Marsh, J. (2009). *Play, creativity, and digital cultures.* New York : Routledge.

Zimmerman, E. (2010). Creativity and art education: A personal journey in four acts. *Art Education, 63*(5), 84-92.

林美珍、黃世琤和柯華葳（2007）：《人類發展》，台北市，心理出版社。

8. Related Web Resources

> **https://lesley.edu/article/steam-learning-in-action**
> **https://globaldigitalcitizen.org/6-sites-steam-learning-activities**

9. Related Journals

> Art Education
> Creativity and Human Development International ejournal
> Journal of Creative Behaviour
> Creativity Research Journal
> Thinking skills and Creativity

10. Academic Honesty

> The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith.   Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/00000000016336798924548BbN5).   Students should familiarize themselves with the Policy.

11. Others

> Nil

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