



## UNSW Course Outline

# EDST5806 Creativity and Giftedness - 2024

Published on the 25 Aug 2024

## General Course Information

Course Code : EDST5806

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : Multimodal

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

Creativity is notoriously difficult to define, explain and measure. In this course, you will analyse and evaluate differing theories of creativity and consider creativity's shifting role within the context of cultures and education, including gifted education and arts education. The course

focuses on the following areas: developing an understanding of the creative object from the perspectives of the creative subject; creative process and creative product; relations between creativity, intelligence and giftedness; socio-psychological and sociological perspectives including practices and politics of creativity; developing and supporting students' creative outcomes through teacher-student relations; and assessing attempts to facilitate creativity in classrooms.

## **Relationship to Other Courses**

Course EDST5808 is a prerequisite for EDST5806.

# Course Learning Outcomes

Course Learning Outcomes
CLO1 : Articulate an understanding of creativity based on various theoretical perspectives
CLO2 : Identify how theories of creativity are variously used in education at the level of policy, programs, practices, beliefs and desires in a range of educational contexts
CLO3 : Discuss and explain how philosophy, aesthetics, social psychology and sociological perspectives enhance/contravene the scope of psychological understandings of creativity and their application in educational contexts including gifted education and arts education
CLO4 : Explain how social practices and politics inform creativity, creative performances and the artefacts valued as 'creative'
CLO5 : Assess and evaluate efforts to foster creativity in education and K-12 classrooms

Course Learning Outcomes	Assessment Item
CLO1 : Articulate an understanding of creativity based on various theoretical perspectives	• Response paper: Theories of creativity
CLO2 : Identify how theories of creativity are variously used in education at the level of policy, programs, practices, beliefs and desires in a range of educational contexts	• Response paper: Theories of creativity
CLO3 : Discuss and explain how philosophy, aesthetics, social psychology and sociological perspectives enhance/contravene the scope of psychological understandings of creativity and their application in educational contexts including gifted education and arts education	• Response paper: Apply and assess a creativity element as part of a unit of work
CLO4 : Explain how social practices and politics inform creativity, creative performances and the artefacts valued as 'creative'	• Response paper: Apply and assess a creativity element as part of a unit of work
CLO5 : Assess and evaluate efforts to foster creativity in education and K-12 classrooms	• Response paper: Apply and assess a creativity element as part of a unit of work

## Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

## Learning and Teaching in this course

Rationale

The teaching, learning, and assessment activities in this course are designed to provide opportunities for you to develop requisite theoretical and practical knowledge and understandings of creativity, and its relations with education, including but not confined to gifted education and arts education. The approach will contribute to your critical evaluation of published chapters and articles from the fields of philosophy, psychology, sociology and education while enhancing your understanding of how creativity is represented in educational discourses and practices in classrooms. Further, active participation in the course will facilitate your capacity to analyse, evaluate and interpret current cases of creativity in education from a theoretically informed point of view.

## Teaching Strategies

In order to develop both theoretical and practical knowledge and understandings, the course will involve selected readings, teacher input, (re)view of short video clips and other media, peer discussion, structured research activities and individual reflection which will provide you with opportunities to engage deeply, dialogically, and reflexively with the topics and their application.

## Other Professional Outcomes

### AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.5.4	Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.	2
3.1.3	Develop a culture of high expectations for all students by modelling and setting challenging learning goals.	2
3.3.4	Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.	2
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	2
6.3.3	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	1, 2

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Response paper: Theories of creativity Assessment Format: Individual Short Extension: Yes (2 days)	40%	Start Date: Not Applicable Due Date: 04/10/2024 05:00 PM Post Date: 18/10/2024 05:00 PM
Response paper: Apply and assess a creativity element as part of a unit of work Assessment Format: Individual Short Extension: Yes (2 days)	60%	Start Date: Not Applicable Due Date: 13/11/2024 05:00 PM Post Date: 27/11/2024 05:00 PM

## Assessment Details

### Response paper: Theories of creativity

#### Assessment Overview

In this assignment students are to examine three theories of creativity and explain their implications for classroom practice in gifted education. Explore these three theories of creativity in the context of classroom practices for gifted students. This is against the backdrop of a whole-class approach. Many classrooms are mixed-ability so differentiated tasks in both process and product may need to be considered. The assessment task will be a response to collaboration sessions, online presentations and required readings. Make explicit reference to course readings in your response; and use APA style referencing.

#### Course Learning Outcomes

- CL01 : Articulate an understanding of creativity based on various theoretical perspectives
- CL02 : Identify how theories of creativity are variously used in education at the level of policy, programs, practices, beliefs and desires in a range of educational contexts

#### Detailed Assessment Description

In this assignment students are to examine three theories of creativity and explain their implications for classroom practice in gifted education.

- Explore these three theories of creativity in the context of classroom practices for gifted students. This is against the backdrop of a whole-class approach.
- Many classrooms are mixed-ability so differentiated tasks in both process and product may need to be considered.
- The assessment task will be a response to collaboration sessions, online presentations and required readings.
- Make explicit reference to course readings in your response.
- Use APA style referencing.

Please note:

- Additional details will be provided on the course Moodle site.
- Assessments will also be discussed during teaching time.
- Recordings of all sessions will be online and accessible for all students.

### Assessment Length

2500 words

### Assessment information

<ul style="list-style-type: none"><li>• RUBRIC/FEEDBACK SHEET EDST5806 UNSW SCHOOL OF EDUCATION</li><li>• Assessment Task 1: Response paper – Theories of creativity</li><li>• Specific Criteria and Grading (FL/PS/CR/DN/HD)</li></ul>	
<ul style="list-style-type: none"><li>• Understanding of the question or issue and the key concepts involved</li><li>• Understanding of the task and its relationship to relevant areas of creativity theory</li><li>• Clarity and accuracy in use of key terms and concepts related to theories of creativity and creativity research</li></ul>	
<ul style="list-style-type: none"><li>• Depth of analysis and critique in response to the task</li><li>• Depth of understanding of key concepts and issues raised</li><li>• Depth of analysis relating to explanations and discussions of creativity, including theoretical and practically related concerns</li></ul>	
<ul style="list-style-type: none"><li>• Familiarity with and relevance of professional and/or research literature used to support response</li><li>• Range of research literature in addition to required course readings to support your response</li></ul>	
<ul style="list-style-type: none"><li>• Structure and organisation of response</li><li>• Appropriateness of overall structure of response</li><li>• Coherence in developing a point of view that is sustained</li><li>• Clarity and coherence of organisation, including use of section headings and summaries to enhance readability</li></ul>	
<ul style="list-style-type: none"><li>• Presentation of response according to appropriate academic and linguistic conventions</li><li>• Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li><li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length</li></ul>	
<ul style="list-style-type: none"><li>• General comments/recommendations for next time:</li></ul>	
<ul style="list-style-type: none"><li>• Lecturer:</li><li>• Recommended: /20 (FL PS CR DN HD)</li></ul>	<ul style="list-style-type: none"><li>• Date:</li><li>• Weighting: 40%</li></ul>
<ul style="list-style-type: none"><li>• NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</li></ul>	

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

### Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

### Generative AI Permission Level

#### **Simple Editing Assistance**

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

### **Response paper: Apply and assess a creativity element as part of a unit of work**

#### Assessment Overview

In this assignment students are to include a creativity element to be applied and assessed as part of a unit of work. Students are to create a unit of work to study in an area of the curriculum (e.g., Mathematics, History, Music etc.). Within the unit of work incorporate a creativity element, state the theoretical lens used, illustrate **three** classroom activities, and the assessment used, that support and provide feedback to the creative element within the unit of work. Please use APA style for your referencing and include any relevant images and information.

#### Course Learning Outcomes

- CL03 : Discuss and explain how philosophy, aesthetics, social psychology and sociological perspectives enhance/contravene the scope of psychological understandings of creativity and their application in educational contexts including gifted education and arts education

- CLO4 : Explain how social practices and politics inform creativity, creative performances and the artefacts valued as 'creative'
- CLO5 : Assess and evaluate efforts to foster creativity in education and K-12 classrooms

#### Detailed Assessment Description

In this assignment students are to include a creativity element to be applied and assessed as part of a unit of work.

- Students are to create a unit of work to study in an area of the curriculum (e.g., Mathematics, History, Music etc.).
- Within the unit of work incorporate a creativity element, state the theoretical lens used, illustrate **three** classroom activities, and the assessment used, that support and provide feedback to the creative element within the unit of work.
- Use APA style for your referencing and include any relevant images and information.

Please note:

- Additional details will be provided on Moodle and during the course collaborates.
- Assessments will also be discussed during teaching time.
- Recordings of all sessions will be online and accessible for all students.

#### Assessment Length

Plan plus 1000 word rationale - equivalent of 3000 word assignment



### Assessment information

<ul style="list-style-type: none"><li>• RUBRIC/FEEDBACK SHEET EDST5806 UNSW SCHOOL OF EDUCATION</li><li>• Assessment Task 2: Response paper – Apply and assess a creativity element as part of a unit of work</li><li>• Specific Criteria and Grading (FL/PS/CR/DN/HD)</li></ul>	
<ul style="list-style-type: none"><li>• Understanding of the question or issue and the key concepts involved</li><li>• Understanding of the task and its relationship to relevant theories of creativity (philosophical and psychological), critical debate and relevant educational literature</li><li>• Clarity and accuracy in use of key terms and concepts related to theories and practices of creativity and creativity research</li></ul>	
<ul style="list-style-type: none"><li>• Depth of analysis and critique in response to the task</li><li>• Depth of understanding of key concepts and issues explicitly raised during the course and in your follow up readings</li><li>• Depth of analysis, evaluation and interpretation of the selected case including theoretical and practically related concerns</li></ul>	
<ul style="list-style-type: none"><li>• Familiarity with and relevance of professional and/or research literature used to support response</li><li>• Range of research literature to support your response in addition to required course readings</li></ul>	
<ul style="list-style-type: none"><li>• Structure and organisation of response</li><li>• Appropriateness of overall structure of response</li><li>• Coherence in developing a point of view that is sustained relative to the selected case</li><li>• Clarity and coherence of organisation, including use of section headings and summaries to enhance readability</li></ul>	
<ul style="list-style-type: none"><li>• Presentation of response according to appropriate academic and linguistic conventions</li><li>• Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li><li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length</li></ul>	
<ul style="list-style-type: none"><li>• General comments/recommendations for next time:</li></ul>	
<ul style="list-style-type: none"><li>• Lecturer:</li><li>• Recommended: /20 (FL PS CR DN HD)</li></ul>	<ul style="list-style-type: none"><li>• Date:</li><li>• Weighting: 60%</li></ul>
<p>• NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</p>	

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For more information on Generative AI and permitted use please see [here](#).

## **General Assessment Information**

- Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures \(unsw.edu.au\)](https://www.unsw.edu.au/school-of-education/policies-and-procedures).
- Assessments will also be discussed during teaching time.
- Recordings of all sessions will be online and accessible for all students.

## **Grading Basis**

Standard

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 0 : 2 September - 8 September	Other	• Review Moodle site for information about weekly topics and readings
Week 1 : 9 September - 15 September	Topic	• Overview of the course. • What is creativity? • Perspectives on creativity.
Week 2 : 16 September - 22 September	Topic	• Theories of the creativity. • Policies around creativity in education.
Week 3 : 23 September - 29 September	Topic	• Guest lecturer planned - this may change date in which case another week will replace this week to allow space for the guest speaker at another time. • See Moodle for details.
Week 4 : 30 September - 6 October	Topic	• Theories of creativity in the classroom. • Creativity in curriculum.
Week 5 : 7 October - 13 October	Topic	• Guest lecturer planned - this may change date in which case another week will replace this week to allow space for the guest speaker at another time. • See Moodle for details.
Week 6 : 14 October - 20 October	Homework	• Flexibility Week - readings and activities will be provided
Week 7 : 21 October - 27 October	Topic	• How do we find and assess creativity? • Environments that support creativity.
Week 8 : 28 October - 3 November	Topic	• Practices of creativity. • Bringing it into curriculum subjects - setup teachers example recording.
Week 9 : 4 November - 10 November	Topic	• Practices of creativity - assessment in the class.
Week 10 : 11 November - 17 November	Topic	• Assessing and evaluating attempts to facilitate creativity in classrooms. • Risk taking in action.

## Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

## General Schedule Information

- Please note that all content will be covered but, should a guest lecturer have to change their date, a planned content delivery week may be exchanged for another.
- All content will be recorded and online for those who cannot attend live sessions.
- Students are welcome to attend both online and face-to-face sessions.
- If any sessions fall on public holidays a recorded lecture and activities will be available.
- This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

# Course Resources

## Prescribed Resources

### Readings

- All required readings are available on the course Moodle site or through the library.
- Selected recommended readings may be added to Moodle during the course, subject to their availability and meeting copyright requirements.

### Required readings

- As per the course *required readings* and *stimulus links* for each week.

For each required reading consider the following:

- Is there a ***specific passage/s*** that struck you personally - as interesting, profound, something you can apply to your classroom practice?
- What would you identify as a ***central idea or premise*** of the chapter/article - how is it relevant to practice?
- Is there an idea in the chapter/article where you can identify or make ***connections*** with your own thinking and/or research and/or classroom practice?

### Further readings

- As per the course recommended readings for each week.
- It is suggested that students pursue their further reading beyond the required readings beginning with those marked with an \* where indicated.

### Useful journals: some examples

- *Art Education Australia*
- *Creativity Research Journal*
- *Educational Leadership*
- *Gifted Child Quarterly*
- *International Journal of Early Childhood*
- *Journal for the Education of the Gifted*
- *Journal of Creative Behaviour*
- *Journal of Educational Measurement*
- *Journal of Educational Research*
- *Journal of Secondary Gifted Education*
- *Music Education Research*
- *Psychological Inquiry*
- *Studies in Art Education*

## Course Evaluation and Development

- Student feedback is used to shape future iterations of the course.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Geraldine Townend		Ground Floor, Morven Brown Building		Email to arrange an appointment	No	Yes

## Other Useful Information

### Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

### Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

## Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

## Submission of Assessment Tasks

### Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au)

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

### Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and

- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

## School-specific Information

### Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: [SED Policies and Procedures \(unsw.edu.au\)](#).

### School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: [education@unsw.edu.au](mailto:education@unsw.edu.au)
- W: <https://www.arts.unsw.edu.au/education>