



CREATIVE CLASSROOM THINKING

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BRAIN TEASER

- It was a dark and stormy night. You are driving alone in your sporty little two-seater. You come to a bus stop. Three people are waiting for the bus. One is a stranger who at that moment keels over with a heart attack. Next is an old friend who once saved your life. The last, is the person of your dreams. Who do you pick up??



BRAIN TEASER

THINK • PAIR • SHARE

- On your own come up with a solution
- Then, share with your neighbors
- What's the best response you came up with?

THINKING OUT OF THE BOX

- How did you come up with your answer?
- What stopped you from thinking creatively?
- What helped you to think creatively?



10 USES

- In five minutes, can you come up with 10 uses for unused pizza boxes?
- **Remember:**
 - Don't prejudge
 - Don't evaluate
 - Don't criticize – your own ideas and each others'



WHY CREATIVE THINKING?

- Strategic thinkers
 - Traditional grading systems = Rewards
 - Marks = Mastery (Shepard, 2000)
 - Transfer of knowledge
 - Expert – Novice Relationship
- How does this affect the nurturing of critical and creative thinking?
- Why is it important to think creatively?

WHY CREATIVE THINKING?

- Competitive, globalized world
- Increasing demand to see connections
 - Between and within disciplines
 - Value of interdisciplinary thinking
- Enhances ability to solve complex problems
- Increases social responsibility – engagement

WHY CREATIVE THINKING?

- Find innovative solutions to everyday problems
- Openness to new ideas and new experiences
- Perform better at school
- Focus on the important aspects of learning
 - Minimize concern over details

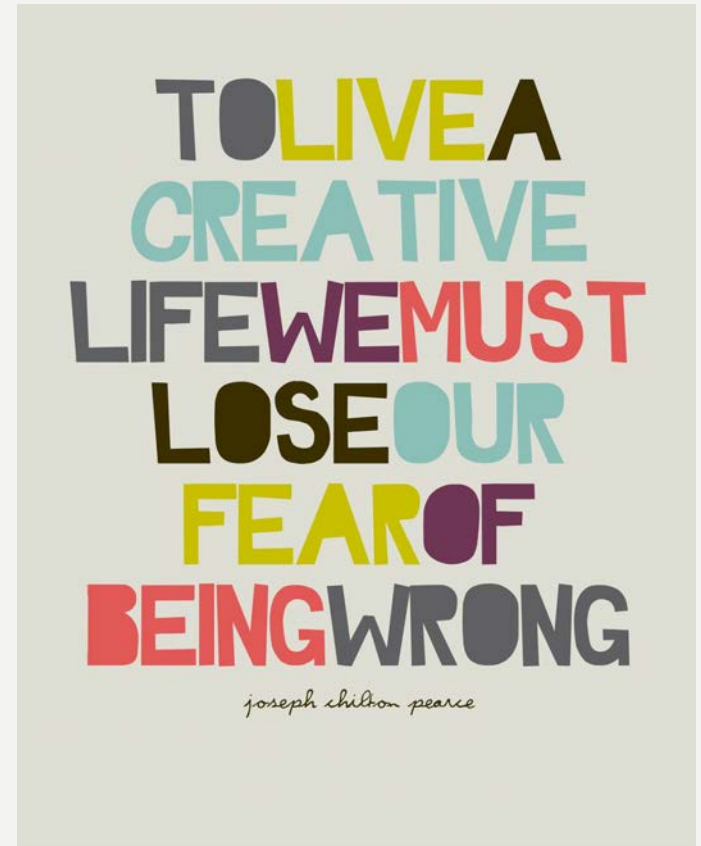
WHY THINK CREATIVELY?

- Creative thinking will improve:
 - Self esteem
 - Performance
 - Motivation
- A little research on creative potential:
 - Age 5 = 98%
 - Age 10 = 30%
 - Age 15 = 12%
 - Adulthood = 2%

(Robinson, 2000)

ANYONE CAN BE CREATIVE

- It just takes being:
 - Open
 - Thoughtful
 - Ready to think differently
- Let's try another exercise...



THE MARSHMALLOW CHALLENGE

- Can you build a structure that holds the marshmallow in place?
 - In groups of 4-5 try to build a tall, free-standing structure using only spaghetti, tape, string, and a marshmallow.
 - The marshmallow needs to be on top.



THE MARSHMALLOW CHALLENGE

- Marshmallow = metaphor
- Hidden assumptions about a project
 - Identify these assumptions
 - Test them early and often
 - When you do that, you'll lead to better innovations!

https://www.ted.com/talks/tom_wujec_build_a_tower/transcript



TAKEAWAY FROM THE CHALLENGE

- Pressure of assessment
 - Increases stress and anxiety
 - Reduces deep learning
 - Promotes strategic thinking at the expense of creative thinking
- Challenging students to solve problems
 - Reduces pressure of assessment
 - Encourages authentic exploration of:
 - Curriculum
 - Content
 - Skill building

IWISH ACTIVITY

- Goal of the activity
- Challenging students to solve problems
 - Reduces pressure of assessment
 - Encourages authentic exploration of:
 - Curriculum
 - Content
 - Skill building

IWISH ACTIVITY



- Think of a daily problem/issue that annoys you
 - Can you find opportunities in problems that we encounter?
 - **For example:**
 - Habitual lateness in students
 - Construction/Detours – The city and you!
 - Safe drinking water everywhere
- In groups, decide on one that can best be solved with a smartphone app
 - Draw an iPhone
 - Design the app interface

IWISH ACTIVITY



- What did you discover?
- Could your innovation work? Why or why not?
- Thinking alone → Thinking in groups
- Innovations – success comes from solving *real* problems

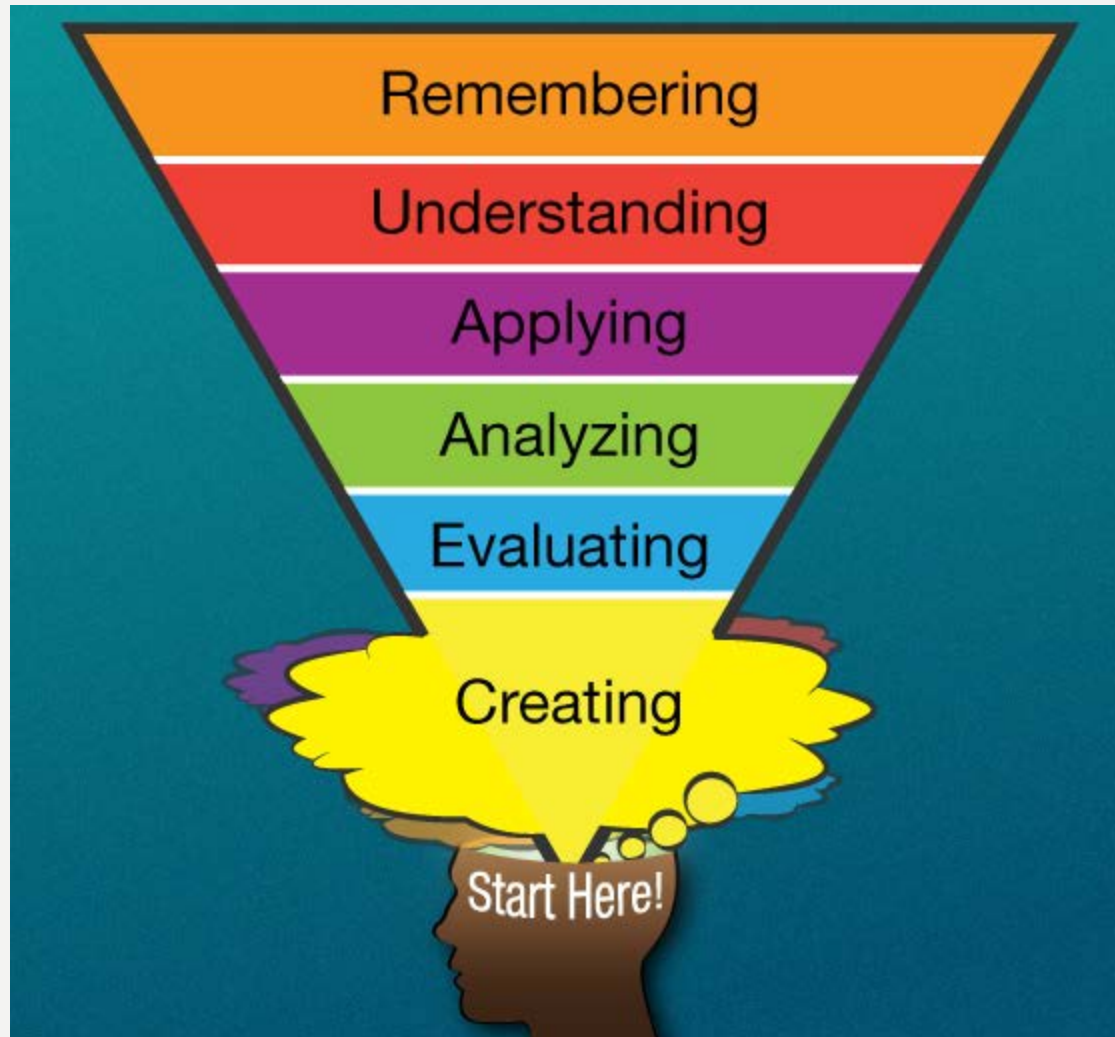
IWISH ACTIVITY

- The roadblocks to learning for business students
 - Need versus Want
 - Market Segmentation
 - Target Markets
 - Environmental Analysis

IWISH ACTIVITY

- What will you create?
- What will you create for your students?
 - Where are their roadblocks?

FLIPPING BLOOM'S TAXONOMY



WHAT WILL YOU CREATE?