

Researching and Assessing Creativity



Course Information

Course: CRTV 620: Researching and Assessing Creativity (3.00 credits) [Online]

Program: M.S. in Creativity & Innovation

Term: Winter 2017-2018

Instructor: Jen Katz-Buonincontro, PhD, MFA

Catalog Course Description

This course acquaints students with creativity research and applications. The main course goal is to expose students to a variety of research methods for understanding and studying creative thinking and creative problem solving in their own area of study as well as their respective workplaces or selected settings.

Required Text: Kaufman, J. C. & Sternberg, R.J. (2010). *Handbook of creativity*. Cambridge, UK: Cambridge University Press.

Recommend Texts & Readings: posted in Blackboard Learn

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Course Learning Objectives:

As a result of successfully completing this course, students will:

CRTV620-1 Discuss various creativity research and assessment approaches

CRTV620-2 Differentiate between key models of creative thinking and creative problem solving

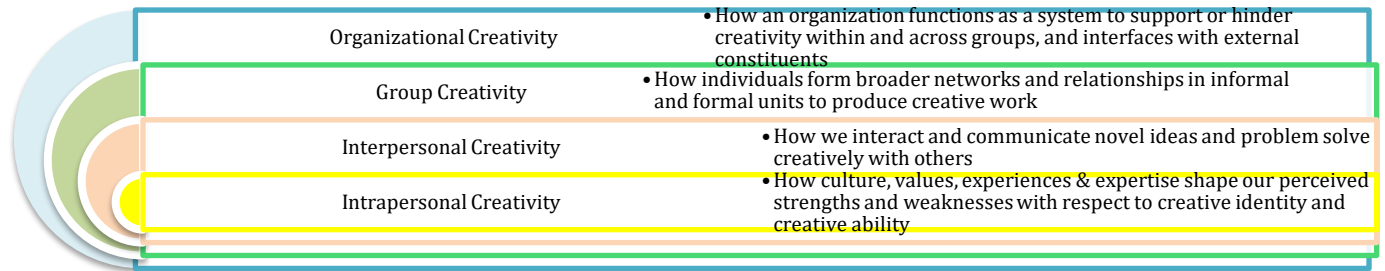
CRTV620-3 Self-assess creativity beliefs

CRTV 620-4 Interview a person about their application of creativity

CRTV 620-5 Observe how a group derives and expresses creative ideas and/or problem solves creatively

CRTV 620-6 Plan for researching organizational creativity

Pedagogical Framework: Course Modules on Researching and Assessing Creativity



COURSE SCHEDULE

Each color in the schedule below corresponds to the pedagogical framework above. To note, all assignments are due by the last day of the week/unit - on Tuesdays at 11:59 p.m. Eastern Time Zone.

Week {Unit}	Course Module	Research Focus	Reading #1	Reading #2	Discussion Board (DB) Activity Due	Due
1: 01-08	IntRApersonal Creativity	Self-Report/ Assessment	Kaufman, Plucker, & Baer (2008) CH 5 Self-assessment	Sawyer (2012) CH 3 Assessment	1-Who Am I? Blog 2-Identify a candidate to interview about their creativity	1-Course Survey 2-Beliefs about Creativity Scales (BACS) Survey-Pre
2: 01-17	Intrapersonal Creativity	Reflection on Self-Report	Runco & Albert (2010) CH 1	Kozbelt, Beghetto & Runco (2010) CH 2	1-Pair & Share: BACS results 2-Confirm your interview candidate	
3: 01-24	IntERpersonal Creativity	Interview	Plucker & Makel (2010) CH 3	Moran (2010) CH 4	1-Wiki (interview protocol (IP))	
4: 01-31	Interpersonal Creativity	Interview	Simonton (2010) Ch 09	Richards (2010) Ch 10	2-Refine & post IP 3-Conduct and report on Interview	
5: 02-07	Group Creativity	Observation	Hennessy (2010) Ch 18	Smith & Smith (2010)	1-Wiki: Observation Protocol (OP) 2-Identify group to observe their creativity	Assignment #1 (Creativity Interview)
6: 02-14	Group Creativity	Observation	Sawyer (2010) Ch 19	Russ & Fiorelli (2010) CH 12	2-Refine & post OP	
7: 02-21	Group Creativity	Observation	Sawyer (2012) CH 11 Sawyer (2012) CH 12	Sawyer (2012) CH 13	1-Conduct and report on observation	
8: 02-28	Organizational Creativity	Int, Obs, +/- Measurement	Kaufman, Plucker, & Baer (2008) CH 4	Puccio & Cabra (2010) CH 08	1-Post Observation	Assignment #2 (Creativity Observation)
9: 03-07	Organizational Creativity	Int, Obs, +/- Measurement	Lubart (2010) Ch 14	Sawyer (2012) CH 14	1-Post Draft #1 (research plan)	
10: 03-14	Organizational Creativity	Int, Obs, +/- Measurement	Kim, Crammond, VanTassel-Baska (2010) Ch 21	Beghetto (2010) Ch 23	1-Pair & Share: Review of draft #1 Research plan	
11: 03-22	Intrapersonal Creativity	Reflection on Self-Report	Baer (2010) Ch 1	Sternberg & Kaufman (2010) Ch 24	1-Post Final Research Plan 2-Post Comparison of BACS 1 and BACS 2	Beliefs about Creativity Scales (BACS) Survey-Post Assignment #3 (Research plan)

ASSESSMENT AND GRADING POLICY:

- *Grade Breakdown:* Course grades are based on the Drexel University grading policy:

98-100 = A+	77-79 = C+
94-97 = A	74-76 = C
90-93 = A-	70-73 = C-
87-89 = B+	67-69 = D+
84-86 = B	60-66 = D
80-83 = B-	< 60 = F

- *Weights of Graded Assessments:*

1. Weekly Online Learning Activities: Discussion Board Posts, Blogs, Wikis, Peer Reviews: 22%
 2. Course Survey: 05%
 3. BACS Pre-/Post-Surveys (05% each): 10%
 4. Assignment #1 (Creativity Interview): 20%
 5. Assignment #2 (Creativity Observation): 20%
 6. Assignment #3 (Research Plan for Assessing Organizational Creativity): 23%
- Total Points: 100%

DESCRIPTIONS OF GRADED ASSIGNMENTS

1. *Weekly Online Learning Activities (22%: 2 pts each week)*

Discussion Board Posts, Blogs, Wikis, and Peer Reviews serve as the counterpart to class participation and attendance for online courses. Regular participation is an important part of learning. Therefore, online “attendance” and participation is required. “Attendance” in an online course means participating in all course activities in a timely fashion. Online participation and “attendance” is the student’s responsibility.

- Weekly activities are graded: 0 = no participation; 1= minimal participation; 2= full participation. Each activity e.g. DB Post = At Least 3 Paragraphs. 1 Paragraph = 3 – 5 Sentences.

Responses to weekly DB Prompts demonstrate that you have read the required readings, and are engaged in our course research activities. Responses to Posts enrich your coming together as a community of learners, and sharing research tips and lessons. As such, you will be expected to respond to the weekly discussion prompt as well as respond to at least two other posts. All posts should be and be at least 3 Paragraphs in length. (Please refer to Online learning activity document posted in BB).

2. *Course Survey (05%)*

The survey is a short self-assessment on your achievement of course outcomes. It provides you with a good opportunity for reflection before and after the course.

3. *Beliefs about Creativity Pre-/Post-Surveys (10%)*

This short survey is an opportunity to rate your own creativity and also to give insight into the survey and assessment experience.

4. *Assignment #1 (Creativity Interview) (20%)*

This paper will report on the interview protocol questions used to interview a person about their own creativity process, the interview responses, and a critical reflection and analysis of the reported creative process produced by comparing extant research to the interviewee’s responses. (Assignment Description Posted in BB)

5. *Assignment #2 (Creativity Observation) (20%)*

This paper will report on the observation protocol guidelines used to observe a group’s creativity or creative problem solving processes, the notes taken during the observation, and a comparison of the group’s creativity process to extant research (see Readings for Group Creativity weeks). (Assignment Description Posted in BB)

6. *Assignment #3 (Research Plan for Assessing Organizational Creativity) (23%)*

This research plan is a special opportunity to propose how your own organization might assess the quality of creative thinking or creative problem solving in key processes such as learning (any subject, age, or population), leadership development, staff development, or other types of services. (Assignment Description Posted in BB).

- *Special Note: All assignments and exams must be submitted via Gradebook.*

DREXEL UNIVERSITY COURSE POLICIES

Drexel University – Academic Policies

University Calendar:

Students are able to view Drexel University's Academic Calendars here:

<http://drexel.edu/provost/calendars/academic-calendars/>

Course Add/Drop Policy

The course registration adjustment period for adding or dropping courses begins with the opening of a student's time ticket assignment for course registration through Sunday at midnight of the first week of the term. Students are allowed to add/drop courses from their schedule during this scheduled time period.

Course Withdrawal Policy

Withdrawal from a course after the official course add/drop period affords a student the means to adjust their course load through a significant part of an academic term in accordance to the official course withdrawal deadlines.

Students may withdraw from a course during the withdrawal period beginning at the end of the *Add/Drop Period* through the Friday or Week 7. A withdrawal from a course will result in a grade of "W" being reflected on a student's transcript with no impact to the student's term and cumulative grade point average (GPA). *A course withdrawal is not permitted in situations involving academic dishonesty.

Process for course withdrawal: The Withdrawal form is obtained at *DrexelCentral [PDF]*. A student must secure instructor's and advisor's signatures or e-mail correspondence as verification of a discussion regarding his/her performance and progress in the program. The student submits the Withdrawal form to his/her advisor.

Withdrawal from a course may impact a student's ability to progress in the major, as in the case of withdrawal from pre-requisite courses or a student's eligibility for financial aid as described in the *Satisfactory Academic Progress policy*.

Consultation with the student's academic advisor is strongly recommended.

It is the responsibility of the student to understand the impact of any change to course registration to his/her enrollment status (full-time vs. part-time) and financial aid eligibility. Course registration adjustments may impact billing and financial aid eligibility. Adding or dropping courses can have serious financial and academic implications, possibly affecting billing, financial aid, VA benefits, eligibility to participate in NCAA athletic events and, for international students, immigration status.

Students are strongly encouraged to discuss the decision to withdraw with:

- the course instructor to assess their performance and progress in the course and determine if withdrawal is warranted;
- their academic advisor to explore the impact of withdrawal on reasonable progress in the program given pre-requisite standards and potential course sequencing limitations; and
- Drexel Central representative to review impact of withdrawal on billing and current and future financial aid eligibility.

Accessibility & Accommodations:

The mission of the *Office of Equality and Diversity's Disability Resources* team is to provide equal opportunity and equal access to education, employment, programs and activities for individuals at Drexel University.

Disability Resources (DR) empowers individuals who have documented disabilities by working together proactively to provide reasonable accommodations. Disability Resources also provides education and guidance across the broad University community.

***Disability Resources serves all Drexel students.** Students who seek *accommodations* for a documented disability will first need to complete an Online Intake Form. For additional information, please visit <http://drexel.edu/oed/disabilityResources/students/>

Incomplete (INC) Grade Policy:

At the discretion of an instructor, the grade of "INC" or Incomplete may be reported in place of a grade for any course in which the instructor deems that the work has not been completed and that the student can complete the work within an agreed-upon amount of time. ***Student's may request for an INC grade if they are experiencing extenuating circumstances and have completed at least 70% of the coursework.**

The conditions and terms for the completion of the course are at the discretion of the instructor and are to be mutually agreed upon by the instructor and the student and noted in the *Petition for an Incomplete Grade* to be filed with the Student's Advisor. If the grade is not submitted within one year, the "INC" will turn into an "F" on the student's record and will be reflected in the student's GPA. The grade of "F" will be considered a permanent grade unless there are extenuating circumstances.

Academic Misconduct/Academic Integrity

Drexel University expects all members of its community to uphold the highest values of academic integrity. In upholding these values, the University is committed to investigating any allegation of violations of academic integrity against a student. Violations include, but are not limited to: plagiarism, cheating, fabrication, and academic misconduct.

RELATED POLICIES AND PROCEDURES *Student Code of Conduct Scientific Misconduct Policy*

Acceptable Use Policy

Plagiarism:

Plagiarism is the inclusion of someone's previously documented words, ideas, or data in one's own new and original work. When a student submits work for credit that includes the words, ideas or data of others, including one's own previously submitted work, the source of that information must be acknowledged through complete, accurate and specific references, and, if verbatim statements are included, through quotation marks as well. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. A student must obtain permission from the current instructor, prior to submission, to use his or her previously submitted work in a new and original work.

***The instructor reserves the right to make changes to their syllabus if circumstances warrant such change.**