



# School of Education

EDST5806

Creativity and Giftedness

Summer 2019

## **Contents**

1.

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST5806 Creativity and Giftedness (6 units of credit)  
Summer 2019

## 2. STAFF CONTACT DETAILS

Course Coordinator: Honorary Associate Professor Kerry Thomas  
Office Location: use email contact please  
Email: [k.thomas@unsw.edu.au](mailto:k.thomas@unsw.edu.au)  
Phone: use email contact please  
Availability: prior to class/after class

## 3.

**Assessment:** Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes be achieved.

**Attendance:** Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

*Student Learning Outcomes*

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Outcome	Assessment/s
1	Articulate an understanding of creativity based on nn p( )Tj -0.8 to t/s (n)-12

#### **4. RATIONALE FOR THE INCLUSION OF CONTENT**

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



#### Required readings

- Wallas, G. (1973) The art of thought. In P. E. Vernon (ed.), *Creativity selected readings*, pp. 91-97. Harmondsworth, Middlesex: Penguin.
- Guilford, J. P. (1967). Creativity: Yesterday, today and tomorrow. *Journal of Creative Behaviour*, 1 (1), 3 - 14.
- Tomas, V. (1958). Creativity in art. *The Philosophical Review*, 67(1), 1-15. Available at: <http://www.jstor.org/stable/2182766>

#### Recommended readings

- Arnheim, R. (1962) *The genesis of a painting: Picasso's Guernica* pp. 1-12. Berkeley: University of California Press.
- \*Beardsley, M. (1979). On the creation of art. In W. E. Kennick (ed.), *Art and philosophy Readings in aesthetics*, pp. 143 - 162. New York: St. Martin's Press.
- Darwin, C. (1930). *The descent of man*. London: Watts and Co.
- Darwin, C. (1952). *The origin of the species by means of natural selection the descent of man and selection in relation to sex*. Chicago: Encyclopaedia Britannica, Inc.
- \*Galton, F. (1976). Genius as inherited. In A. Rothenberg & C. R. Hausman (eds), *The creativity question*, pp. 42-47. Durham, NC: Duke University Press.
- \*Ecker, D. (1966). The artistic process as qualitative problem solving. *The Journal of Aesthetics and Art Criticism*, 21(3), 283-290  
Available at: <http://www.jstor.org/stable/427437>
- Getzels, J.W., & Csikszentmihalyi, M. (1976) *The creative vision: A longitudinal study of problem finding in art*, pp.64-76. New York: John Wiley & Sons.
- Koestler, A. (1967). The glory of man. In *The ghost in the machine*, pp. 172-196. New York: Macmillan.
- \*Koestler, A. (1981) The three domains of creativity. In D. Dutton & M. Krausz (eds.), *The concept of creativity in science and art*, pp. 1-18. The Hague: Martinus Nijhoff Publishers.
- Lowenfeld, V. (1970). The meaning of creativity for elementary education.

*science and art*, pp. 129-156. The Hague: Martinus Nijhoff Publishers.

Hausman, C. R. (1981). Criteria of creativity. In D. Dutton & M. Krausz (eds.), *The concept of creativity in science and art*



	<p>Carmeli, A. and McKay, A. S. and Kaufman, J. C. (2013). Emotional intelligence and creativity: The mediating role of generosity and vigor. <i>Journal of Creative Behaviour</i>. Article first published on line 12 Dec 2013: DOI: 10.1002/jocb.53</p> <p>*Dietrich, A. (2004). The cognitive neuroscience of creativity. <i>Psychonomic Bulletin</i>, 11, 6, 1011-1026.</p> <p>*Eisner, E. (1966). A typology of creative behaviour in the visual arts. In E. Eisner &amp; D. Ecker (eds), <i>Readings in art education</i> (pp. 323-335). Massachusetts: Blaisdell</p> <p>*Gardner, H. (1994). The creator's patterns. In M. Boden (ed.), <i>Dimensions of creativity</i>, pp. 75-119. Massachusetts: MIT Press.</p> <p>Guilford, J. P. (1967). Creativity: Yesterday, today and tomorrow. <i>Journal of Creative Behaviour</i>, 1 (1), 3 - 14.</p> <p>Keith Sawyer, R. (2012). Cognitive neuroscience and creativity. In <i>Explaining creativity</i>, pp.185-210. Oxford: Oxford University Press.</p> <p>*Mecca, J. and Mumford, M. (2013). Imitation and creativity: Effects of propulsion strategies and specificity. <i>Journal of Creative Behaviour</i>. Article first published on line 12 Dec 2013: DOI: 10.1002/jocb.49</p> <p>Torrance, E. P. (1978). Education and creativity. In A. Rothenberg and C. R. Hausman (eds.), <i>The creativity question</i>, pp. 217-226. Durham, NC: Duke University Press.</p> <p>*Torrance, E. P. (1989). Creativity as manifest in testing. In R. J. Sternberg (Ed.), <i>The nature of creativity</i>, pp. 43-75. Cambridge MA: Cambridge University Press.</p> <p>Wallach, M. A. and Kogan, N. (1965). <i>Modes of thinking in young children: A study of the creativity-intelligence distinction</i>. New York: W. H. Freeman and Company.</p> <p>Witkin, H. A., and Goodenough, D. R., (1981). <i>Cognitive styles: Essences and origins Field dependence and field independence</i>. New York: International Universities Press, Inc.</p>
<p><b>Day 3</b> <b>17.01.19</b></p>	<p><b>Creativity and giftedness I</b></p> <p>Required readings</p> <p>Gross, M. (2004). <i>Gifted and talented education Professional package for teachers module 1</i>, p. pp. 4-5. <a href="https://docs.education.gov.au/system/files/doc/pdf/gifted_talented_education_module1_early_childhood.pdf">https://docs.education.gov.au/system/files/doc/pdf/gifted_talented_education_module1_early_childhood.pdf</a></p> <p>NSW Department of Education (n.d.). <i>Policy and implementation of strategies for the education of gifted and talented students</i> (Revised 2004) <a href="https://education.nsw.gov.au/policy-library/associated-documents/polgdl.pdf">https://education.nsw.gov.au/policy-library/associated-documents/polgdl.pdf</a></p> <p>Australian Curriculum (n.d.) Gifted and talented students <a href="https://www.australiancurriculum.edu.au/resources/student-diversity/gifted-and-talented-students/">https://www.australiancurriculum.edu.au/resources/student-diversity/gifted-and-talented-students/</a></p> <p>Kaufman, J. C., Kaufman, S. B., Beghetto, R. A., Burgess, S. A., Persson, R. S. (2009). Creative giftedness: Beginnings, developments, and future promises. In L. Sharvivina (ed.), <i>International handbook on giftedness</i>, pp. 585-598. New York: Springer.</p> <p>Torrance, E. P. (2004). The role of creativity in the identification of the gifted and talented. In D. Treffinger and S. M. Reis (eds), <i>Creativity and giftedness</i>, pp. 79-86. Thousand Oaks, California: Corwin Press.</p>



Publishers.

Perrson, R. (2000). Survival of the fittest or the most talented? Deconstructing the myth of the musical maestro. *Journal of Secondary Gifted Education*, 12(1), 25-38.

Petrovic R., Trifunovic, V. & Milovanovic, R. (2013). Giftedness and creativity of students and teachers in the process of education. *International Education Studies*,



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assessment of practice in *Philosophical realism in art, design and education*, pp. 243-260. Springer: Switzerland.

**Assessing and evaluating attempts to facilitate creativity in classrooms**

Required readings

Best, D. (1983). Creativity. In *Feeling and reason in the arts*, pp. 74-87. London: Allen and Unwin.

Keith Sawyer, R., John-Steiner, V., Moran, S., Sternberg, R. J., Feldman, D. H. Nakamura, J., and Csikszentmihalyi, M. (2003). Key issues in creativity and development. In R. Keith Sawyer, V. John-Steiner, S.

Moran, R. J. Sternberg, ment. 1-1.1 (2-1.1 (k2 1 Tf4.9 (y)16.1 (er)-6. ( )JTJTJ 6.1937p1.8(.)-aand C



UNSW SCHOOL OF EDUCATION FEEDBACK SHEET  
EDST5806 CREATIVITY AND GIFTEDNESS

Student Name:  
Assessment Task: 1

Student No.:

**SPECIFIC CRITERIA**

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**Understanding of the question or issue and the key concepts involved**

- x understanding of the task and its relationship to relevant areas of creativity theory
- x clarity and accuracy in use of key terms and concepts related to theories of creativity and creativity res8 (e )-12Srih7.08 Tm ( )Tj ET EMC Q BT /LE





## 8. RESOURCES

### *Required Readings*

As per the course *required readings* for each day.

### *Further Readings*

As per the course *recommended readings* for each day. 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*