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Finding Balance Between the Technical and the Creative

Beverly Z. Weihz

State University of New York College at Buffalo - Buffalo State College, bzweihz@gmail.com

Advisor

Dr. Susan Keller-Mathers

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Finding Balance between the Technical and the Creative
by

Beverly Zapatka Weihz

An Abstract of a Project
in
Creative Studies

Submitted in Partial Fulfillment
of the Requirements
for the Degree of

Master of Science

May 2016

Buffalo State
State University of New York
Department of Creative Studies

ABSTRACT OF PROJECT

Finding Balance between the Technical and the Creative

The aim of this project was to develop a curriculum for a high school news broadcasting classroom that balances the technical and creative aspects necessary for the class to be both proficient and innovative. For most, the technical aspect would be enough to satisfy the needs of the classroom. However, in an ever growing age of technology with a need for innovative and problem solving skills, this was an opportunity to bring creativity into the technical classroom, both in teaching design and in creative outlets for the students. In addition to creative outlets, attention was paid to the needs of a 21st century classroom by including opportunities for problem solving, analytic thinking, collaboration, communication, and accountability. Activities were chosen to highlight these skills as well as specific creativity skills from the Torrance Incubation Model. Activities were also checked against an updated digital themed version of Bloom's taxonomy to include updated higher order thinking skills.

Key Words: creativity, technology, engaging, 21st century



Beverly Z. Weihz

5/3/2016

Date

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Dates of Approval:

5/3/16



Susan Keller-Mathers
Associate Professor

5/3/16



Beverly Z. Weihz
Student

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Name

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Date

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Dedication

I dedicate this paper to Deborah Lynn Rhatigan. Deb was my college roommate, my maid of honor and my best friend. I lost her to colon cancer in 2009. Before I ever thought about creativity as an entity to strive for or as the wonderful phenomenon that I now know it to be, Deb would praise me for my creativity. I didn't fully understand what she meant at the time, but I've come to hold her words as my truth and honor them in my journey to Buffalo State College and my attempts to help my students see the creativity within themselves. This is for you, Deb, my Goddess of Strength. Your legacy lives on.

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SECTION ONE: BACKGROUND TO THE PROJECT

Project Purpose and Description

When I entered the Creative Studies Master's Program at Buffalo State College, my purpose was clear: I wanted to bring creativity into the public high school where I work. Having only earned my teaching certificate a few years before, the studies in earning that certificate made it clear to me that the current public school system was lacking in an outlet for creativity. The adoption of No Child Left Behind (<http://www2.ed.gov/nclb/landing.jhtml>) had placed an emphasis on high stakes testing resulting in many teachers teaching to the test. Rote memorization had become the focus for students, not only for performing well on these tests, but also for achieving a perfect transcript in attempts to be accepted into the top college of their choice. I realized the system was creating test takers, not passionate learners...and not the innovators they claimed to desire. I decided then that creativity would be my long term focus in education, which brought me to Buffalo State College.

My studies at Buffalo State College have centered on creativity and education. The work has gone hand in hand with my career as a teacher of Art, Art Media, and Journalism for high school and alternative high school students. My papers, journal selections, and research have all focused on various views of creativity in education. Like an onion, I have peeled away one layer of the content only to reveal another layer of interest in answering the questions of not only why but how to bring creativity into the classroom. Have I reached the core yet? I know I have not. However I am at the jumping off point of putting what I have learned thus far into action: walking the talk, if you will.

My objective for my Master's Project is to build a curriculum for my Television Broadcasting Class at the high school that allows for a balance between the technology of running a news program effectively and the creativity that ensures the program will be something exciting and different. Last year I was asked to take a newly created position in my department that would essentially design a media program for the new state of the art studio we would move into the following year. My administration gave me four new classes for this past year with the direction to look at how we teach these classes now and decide how we might change them to make the most of our new space next year. The current broadcasting class is taught in a trailer with a green screen and a tricaster, which is essentially a studio in a box. Next year the classroom will consist of a three-room-suite, television/radio station with a control room, an actual broadcasting set, and a computer classroom for editing. My job is to build a program that will justify this space and create the greatest opportunity for our students and for our high school. The goal of the high school is to have the curriculum stretch across several content areas and promote 21st Century skills. My main goal is to create a curriculum that includes the technical needs to run a broadcasting studio but also includes creative problem solving and an outlet for creativity within a real life working experience. I believe this is what will make our students competitive and happy in life after school and I believe that all classrooms should work toward including creativity.

The project will include content standards that promote cross curricular learning, including Fine Art, 21st Century Skills, and English focus. The content standards of 21st Century Skills aim toward real life application and experience. Forster (2012) stated "the faces of creative thinking should match inside and outside the windows of the classroom" (p. 288). Students should be engaged in and will find value in activities that they can use outside of

school. Davis proposes that young learners thrive where they have the opportunity to interact, are free to pose questions, can learn in an untraditional way, work in a playful environment, are given time for reflection, can connect the task to their own interests, can solve work related problems, are able to build trust with both teachers and peers, and can express themselves (2013, p.12). The use of diverse, challenging, well-constructed yet flexible group activity addresses most, if not all, of these elements. The broadcasting classroom is the perfect environment to aim for these goals.

Along with real life work application, I would like to build a curriculum that allows for the very things that I have identified through my research as important for a creative classroom: choice of direction, room for risk taking and failure, use of creative problem solving as a tool to do anything, and overall a focus on process in order to break students of the learned habit of trying only one route from start to finish. I want students to think on their feet and experiment. Yes, they will have to memorize some aspects of their learning, but this memorization will support action. The outlet for creativity will come into play with the programs they decide to run in conjunction with the broadcast. These may include interviews, features, reports, and commercials for clubs and/or events, community service announcements, book reviews and so on. Use of creative problem solving will help them to decide the direction that they take.

Project Goals

- Identify and include the elements that encourage creativity in the classroom.
- Create projects that allow choice and promote the pursuit of intrinsic interest.
- Include the teaching of creative problem solving as a tool into the curriculum.

- Create a class/program that engages in real world application of technique, rewards creativity, risk taking, active experimentation/class participation, and product.

Rationale for Selection

The rationale for my project is self-fulfilling. I went to graduate school to learn how to bring creativity into the classroom. My master's project is to do just that. The curriculum for the broadcasting classroom is technique driven and very specific in achieving goals in order for it to function as it is intended. The challenge is to infuse creativity into the curriculum and bring balance between the technical and the creative. In truth, I believe that it will be the creative aspect of the program that will make it successful and different from others.

The rationale for my choices in how to do that comes from my research thus far:

- The work of Beth Hennessey and Teresa Amabile (1987) reveal the power of intrinsic award over extrinsic reward in motivation. Allowing students to choose what interests them is more important in lifelong learning and life choices than the extrinsic award of a grade. Students are more willing to experiment and take risks, which leads to true discovery and problem solving. By allowing students to have a choice in the direction of their projects, I will be allowing them to choose what truly interests them. This ability to choose may help them to not only be more engaged and successful in the class, but also be more aware of those interests as they make life decisions.
- Molly James (2015) adapted Amabile's KEYS (1996) proposal for the work environment to the classroom. This adaption is an excellent guideline for setting the stage for my curriculum.

- Torrance's Incubation Model (1979) provides a great framework for building lesson plans. Simple in structure, it allows for heightening anticipation, deepening expectations, and extending the learning; all while incorporating creativity skills for inspiration. I have used this model in lesson building for other classes and found that it is very effective.
- Tony Wagner's (2012) research of successful young innovators showed the commonalities that existed among those he interviewed included a discovery of passion or intrinsic interest, a supportive teacher or adult, and the freedom to do- to explore, experiment, take risks and discover.

SECTION TWO: PERTINENT LITERATURE

In addition to the sources listed in *Rationale*, I have chosen several new sources to expand my knowledge of creativity in the classroom and motivation of students. These sources offer various perspectives of education to help prepare for not only what is needed in the classroom, but to also consider the school as a whole, the administration and board of education, and the community. Each source is listed along with why it was selected.

❖ *Nurturing Creativity in the Classroom* –

Beghetto, R. A., & Kaufman, J. C. (2010). *Nurturing creativity in the classroom*.

Cambridge, MA: Cambridge University Press.

This is an edited compilation of chapters submitted by various creativity scholars.

Selected chapters are as follows:

- Chapter 3: *Developing Creative Productivity in Young People through the Pursuit of Ideal Acts of Learning* by Joseph s. Renzulli and Catharina F. De Wet- This chapter describes in the depth the role of the teacher in promoting creativity in the classroom.
- Chapter 4: *Creativity: A Look Outside the Box in Classrooms* by Alexinia Young Baldwin- This chapter offers some creativity killers as well as suggestions for out of the box activities.
- Chapter 7: *The Five Core Attitudes, Seven I's, and General Concepts of the Creative Process* by Jane Piirto- This chapter is a great compilation and breakdown of attitudes, inspirations, and concepts paired with exercises.

- Chapter 9: *Broadening Conceptions of Creativity in the Classroom* by Ronald A. Beghetto and James C. Kaufman- This chapter presents the 4 C's of creativity- Big C, Little C, Professional C, and mini c- essential information in teaching for creativity and acknowledging the creativity in everyone.
- Chapter 12: *Roads Not Taken, New Roads to Take: Looking for Creativity in the Classroom* by Thomas Skiba, Mei Tan, Robert J. Sternberg, and Elena L. Grigorenko- This chapter looks at assessment for creativity.
- Chapter 14: *Possibility Thinking and Wise Creativity: Educational Features in England?* By Anna Craft- This chapters looks at the creative classroom under the framework of possibility thinking, including great graphics to further explain ideas.
- Chapter 16: *Intrinsic Motivation and Creativity in the Classroom: Have We Come Full Circle?* By Beth Hennessey- The master of intrinsic motivation presents her chronology of studies ending with what the creative classroom should look like.
- Chapter 19: *Teaching for Creativity* by Robert J. Sternberg-This chapter touches on every element that I have identified through other research as essential for the creative classroom. It serves as a concise yet extensive resource.

❖ *Building a Community of Self-Motivated Learners-*

Ferlazzo, L. (2015). *Building a community of self-motivated learners: Strategies to help students thrive in school and beyond.*

This book is geared toward motivating students who are not engaged in school with lesson plans, assessments for engagement, and examples of practical experience in the classroom. It should be noted that one of my underlying goals in having a creative classroom is to engage

all learners, with a particular focus on the students who do not like school. While building this curriculum, I have actively recruited students that I have had in the past, who perform better in practical application projects over deskwork. I have also reached out to the guidance counselors who help the students select their classes with information about the class and instructions to suggest it to the kids who are hands on learners.

❖ *Essentials of Creativity Assessment-*

Kaufman, J. C., Plucker, J. A., & Baer, J. (2008). *Essentials of creativity assessment.*

Hoboken, NJ: Wiley.

In order for me to have a more open classroom that incorporates the elements for creativity that I have identified and still address standards for teaching, it is critical for me to be able to assess the students properly. I picked out this book to help me create assessments and rubrics that properly measure creativity. My hope is that it will help me to identify what is measurable in assessing creativity so that I can effectively convey this to my students and assess them in achieving it.

❖ *Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools-*

Ritchhart, R. (2015). *Creating cultures of thinking: The 8 forces we must master to truly transform our schools.*

I chose this book to address the larger picture; to make sure I am looking at not only my classroom but how my classroom contributes to the larger picture and how my classroom might help change how we look at the larger picture. As a school board member, a parent,

and a teacher I have a well-rounded view on schools in general and an understanding of how they work. I do not have the narrow view of only my classroom. I believe in order to enact change, the larger picture must always be considered. More specifically, the success of this class more than perhaps any class in the school, relies on its ability to reach out to and inform the student body and the public effectively and professionally.

❖ *The Motivated Student: Unlocking the Enthusiasm for Learning and Peak Performance for Smart Kids-*

Sullo, R. A. (2009). *The motivated student: Unlocking the enthusiasm for learning.*

Alexandria, VA: Association for Supervision and Curriculum Development.

While working on this project, I am also attending an educator-focused class on Motivation. This book is the base for this class and focuses specifically on classroom teaching. I decided to take this class to view motivation strictly from an educator standpoint in contrast to the creativity/ motivation literature I have been reading for my master's program research. I have found that the core information is the same. These books give specific classroom experiences and examples, which is very helpful. It is a solid base. My creativity background expands on this base and has allowed me to offer insight to my classmates that might not have considered.

❖ *Bloom's Digital Taxonomy –*

Churches, A. (n.d.). *Bloom's Digital Taxonomy*. Retrieved March 08, 2016, from

[http://edorigami.wikispaces.com/Bloom's Digital Taxonomy](http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy)

This is an updated version of Benjamin Bloom's educational objectives that have guided teachers for decades in building lessons and curriculum. Andrew Churches presents a version

that is adapted for the digital age with an updated list of higher order thinking skills that places creating at the top. I am so excited to dive into this to help identify learning objectives with the highest goal of creating in mind.

❖ *The Critical 21st Century Skills Every Student Needs and Why-*

Crockett, R. (2015). *The Critical 21st Century Skills Every Student Needs and Why.*

century-skills-every-student-needs

This article, as the title suggests, addresses the skills students need for the 21st century. It takes each one: creativity, problem solving, analytic thinking, collaboration, communication, and accountability, and explains why they are important in today's classroom.

Other pertinent literature is listed in the reference section of this paper. They have shaped my direction thus far and will serve as sources as I move forward in building my curriculum.

SECTION THREE: PROCESS PLAN

Plan to Achieve Project Goals and Outcomes

My plan to achieve my project goals and outcomes is essential as my work demands it and fast. The basic curriculum map with content areas and standards, essential questions and objectives is due to my director as soon as possible. Building the depth into that map can take a little longer. The depth will include using the Torrance Incubation Model (Torrance, 1977) to select and assign creativity skills to each unit, implementing the basic ideas of KEYS (Amabile, 1996) as outlined by Molly James (2015) in creating the classroom environment, allowing students freedom of choice in their program development, and teaching Creative Problem Solving (Miller, Vehar, Firestien, Thurber, & Nielson, 1997) to the students at the very beginning of the curriculum.

My plan is to focus first on that which is needed for my job: the curriculum map. I will read the literature listed under Pertinent Literature to further inform and guide my formal curriculum plans throughout my project. Once I have submitted the curriculum map, I will dive in deeper to the activity plans and select activities that teach for creativity as well as technical knowledge. By project deadline, I plan to submit a completed semester curriculum that includes a curriculum map with units of content, learning objectives, essential questions, and cross-curricular standards as well as creativity/activity map with the same units of content, creativity skill, planned activity for skill, 21st century skills, and thinking skills according to an updated Bloom's taxonomy.

Project Timeline

January 25th thru– March 31st - Reading of New Literature

February 17th – Visit to Mount Olive High School's Live News Show

February 8th thru April 10th- Motivation Class through College of New Jersey

February 22nd- Review for Adopt a Project

February 20th- March 15th- Creation of Curriculum Map with essential questions, objectives and standards

March 14th- Sections 1-3 Master's Project submitted

March 20th- Feedback from Director

March 23rd- Visit to North Hunterdon High School

March 14th- March 31st- Aligning curriculum map with Torrance Creativity Goals and creating map for lesson plans

April 11th- Sections 4-6 Master's Project submitted

April 25th- Final Project due

Evaluation Plan

This project will be successful if based on self-reflection, observation, and director feedback:

- Curriculum map is accepted by the Director of Fine Arts and English as the guideline for next year's broadcasting class.
- Curriculum map includes essential questions and objectives that support a classroom that is both technically and creatively driven.
- Curriculum map promotes a classroom that is cross curricular, identifying standards for Art, English, and 21st Century Skills.

- Content Areas and Activities are matched with Torrance creativity skills/goals to inspire and encourage creativity.
- Content Areas and Activities offer a range of thinking skills but aim towards the higher order thinking skills of analyzing, evaluating, and creating.
- Content Areas and Activities address at least one of the 21st century skills of problem solving, creating, collaborating, communicating, analytic thinking, and accountability.
- Classroom environment promotes real life application, collaboration, creative exploration, and choice.
- Curriculum includes the teaching of Creative Problem Solving as a tool.

SECTION FOUR: OUTCOMES

The main work of this project was the development of a curriculum that satisfies the expectations of administration in the technical focus of the class combined with a creative focus that will further enhance the experience and learning of the students. The standards of the 21st century classroom include hands-on application of material that exist in real life as careers and encourage problem solving, creativity, analytic thinking, collaboration, communication, and accountability. As a result of doing this project, I have had the following outcomes:

- A curriculum map for a news broadcasting classroom that includes units of study, essential questions, learning objectives and cross-curricular learning standards.
- Units of learning that are aligned with the Torrance creativity skills.
- Units of learning that address needs of a 21st century classroom.
- Activities that are engaging and encourage problem solving, creativity, analytic thinking, collaboration, communication, and accountability.

Curriculum Map

The first thing I needed to do for my work and for my project was to design a curriculum map, which is basically a framework for the class and includes units of study, essential questions, learning objectives, content standards, and assessment. I needed to identify what the students would need to learn in order to produce a live television show for the high school. Once the units of study were created, then the learning objectives and essential questions for those units would need to be defined. The goal for the class was to make it cross curricular with a large focus on 21st century skills and standards, but also including Art and English standards, which I am certified to teach. The curriculum map (see figure 1) includes all of these things and it satisfies

administration as a plan for the class (see Figure 2), but it is just a framework. It does not address the actual implementation of the class. It looks good on paper and it addresses the basic needs, but more needs to be considered for the development of this class so that it includes creativity and is engaging.

Figure 1- Curriculum Map

UNITS-CONTENT/ TOPICS and TIME	ESSENTIAL QUESTIONS	OBJECTIVES/LEARNING TARGETS	STANDARDS	ASSESSMENTS
<p><u>Role of Media</u></p> <p>History of Media</p> <p>Innovation of Media</p> <p>Pros and Cons of Media</p> <p>1 week</p>	<p>What is the role of media (tv, news, radio) in current society?</p> <p>Why is media important?</p> <p>How has innovation and technology affected media through history?</p> <p>What are some of the positives and negatives of modern media?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify the impact of media on contemporary society Explain the importance of media as tool for communication Make connections between innovation and the evolution of media Evaluate the effects of media on society, both positive and negative. 	<p>Art- 1.2.12.A. 2 1.4.12.B. 3</p> <p>English- 11-12 SL.05</p> <p>21st Century- 9.1.12.E02 9.4.12.C2.1</p>	<ul style="list-style-type: none"> Discussion Q&A
<p><u>Role of Stateliner TV</u></p> <p>Creative Problem Solving/ Generating Ideas</p> <p>Ethical and Moral Responsibility</p> <p>2 weeks</p>	<p>What is the role of Stateliner tv as a source of media for the high school?</p> <p>What are all the ways STV can be an effective source of information to the high school?</p> <p>What are the ways STV can be unique and different?</p> <p>What are the ethical and moral responsibilities of STV as a source of information?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Define the role of STV as a source of media Apply Creative Problem Solving (CPS) to generate many options (diverge) for the direction of STV and identify/select (converge) the best options for development Create new options for programming. Understand ethical/moral responsibilities and apply these as a code of conduct for all programs and activities. 	<p>Art- 1.1.12.D. 1 1.4.12.B. 3</p> <p>English- 11-12 W.02.B</p> <p>21st Century- 9.1.12.B03 9.1.12F02 9.4.12.C15</p>	<ul style="list-style-type: none"> Active Involvement/Fluidity Discussion Q&A Sign off on Code of Ethics

<p><u>Equipment</u></p> <p>Equipment Identification</p> <p>Equipment Function and Use</p> <p>Collaboration/ Synthesizing functions to create broadcast</p> <p>2 weeks</p>	<p>What are the specific jobs involved in a broadcast?</p> <p>What is the equipment used for each job?</p> <p>How does one operate the equipment for each job?</p> <p>How do these jobs work together to create a broadcast?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Name specific jobs involved in broadcast • Identify equipment used for each job involved in broadcast • Demonstrate use of equipment for each job • Collaborate with peers to create a broadcast 	<p>Art- 1.2.12.A. 2 1.1.12.D. 1</p> <p>English- 11-12 SL.05</p> <p>21st Century- 9.3.12.C1.2 9.4.12.C2.12 9.4.12.C.17 9.4.12.C.52</p>	<ul style="list-style-type: none"> • Quiz on equipment and function
<p><u>Writing</u></p> <p>Script Writing</p> <p>Story Boarding</p> <p>Planning for different programs</p> <p>Practice broadcast</p> <p>2 weeks</p>	<p>What is the importance of pre-production?</p> <p>What information is essential to a broadcast?</p> <p>How can personality be incorporated into the script?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Gather information for program • Create outline/schedule of programs for broadcast • Write scripts for programs • Incorporate personality into script • Compile scripts for broadcast • Practice scripts 	<p>Art- 1.3.12D4 1.1.12.D. 1</p> <p>English- 11-12 W.01.D 11-12W.02.B</p> <p>21st Century- 9.1.12.E02 9.4.12.C1.06 9.4.12.C2.01.07 9.4.12.C2.2 9.4.12.C2.3</p>	<ul style="list-style-type: none"> • Review written work • Test performance
<p><u>Live Broadcast</u></p> <p>(On Going)</p>	<p>Why is teamwork essential?</p> <p>How does a crew work together to produce a show? What is the importance of problem solving during a live production?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Collaborate to produce a show. • Perform various duties involved with a live broadcast. • Problem solve to overcome mistakes made during a live broadcast 	<p>Art- 1.3.12D4 1.1.12.D.2 1.4.12.B.2 1.2.12.A.2</p> <p>English- 11-12 SL.05 11-12 W.01.D 11-12W.02.B</p> <p>21st Century- 9.1.12.C.04 9.1.12.E02 9.3.12.C1.2 9.3.12.C1.3 9.3.12.C1.4 9.4.12.C1.06</p>	<ul style="list-style-type: none"> • Daily performance • Active engagement • Rotation of jobs

			9.4.12.C2.01, 07 9.4.12.C2.2	
<p><u>Developing Features</u></p> <p>-Reports -Interviews -Commercials -CSA's</p> <p>Editing (On Going)</p>	<p>What are all the ways media can be used to inform and entertain?</p> <p>What features can be pre-recorded and edited for viewing?</p> <p>How can STV serve the high school community through features.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Develop features for either news or video loop • Interview individuals in the school community • Create commercials of school events • Create community service announcements that educate and inform. • Edit features using computer 	<p>Art- 1.3.12.D4 1.1.12.D.2 1.1.12.D.4 1.4.12.B.2 1.4.12.B.3 1.2.12.A.2 English- 11-12 SL.05 11-12 W.01.D 11-12W.02.B 21st Century- 9.1.12.A.01 9.1.12.C.05 9.1.12.E02 9.3.12.C1.4 9.4.12.C1.06 9.4.12.C2.01.07 9.4.12.C2.2 9.4.12.C2.4</p>	<ul style="list-style-type: none"> • Project rubrics

Figure 2- Director Comment



Torrance Creativity Skills

The need for technology is unavoidable in today's society and today's classroom. It is ever changing and ever evolving. Future innovation and success rely on using and expanding technology. Expansion of technology requires creativity, yet many overlook this in the technology classroom. Technology classrooms are often rich in hands on training, requiring a certain precision but lacking an outlet for creativity and expression. For me, the thought of this is unbearable.

The media news broadcasting classroom, in my opinion requires both technology and creativity. When I found out I would be teaching this, I knew that the only way it could work for me would be to balance the technology with outlets for creativity...but how? If you've ever watched a news broadcast in action, every member of the crew has a job that needs to happen on cue and with precision. Most of the creativity comes through in the featured stories, the commercials, and in the personalities of the presenters. I decided that this wasn't enough. I decided that I would have to bring creativity into this classroom with how I taught the units of learning.

In order to integrate creativity into the teaching of this class, I chose to break the units down into sub-units and assign a Torrance Creativity skill (See figure 3) to each of these sub units (see figure six). For instance a section on teaching the history of media, I use Torrance's skill *Visualize It Richly and Colorfully*, which will allow me to show the students the history of media through old photos and clip so that they get a clear idea of what it was like. When we move onto defining the role of our news program we will use *Enjoy and Use Fantasy*, imagining all it can be and then using *Produce and Consider Many Alternatives* as the students brainstorm

all of the ideas they have for our new program. I am amazed at how each of Torrance's skills magically aligned with my units for teaching. These units aligned with skills set the stage and direction for the lesson, but the needs of the 21st century classroom as well as the actual activities for engagement needed to be considered.

Figure 3- Torrance Creativity Skills (graphic created by Beverly Weihz)

Torrance Creativity Skills		
The Problem	Keep open	be flexible
let humor flow and use it	Get glimpses of the future	Elaborate but not excessively
be aware of emotions	visualize it richly and colorfully	Enjoy and use fantasy
make it swing, make it ring!	put your ideas into context	be original
look at it another way	visualize the inside	breakthrough and expand the boundaries
combine and synthesize	Highlight the essence	produce and consider many Alternatives

21st Century Classroom

Another consideration before creating and selecting the actual activities that would be used to teach the curriculum of this class, was to make it a 21st century classroom. What that means is not doing the same old lecture and note-taking that has been the standard since the beginning of teaching. Today's students are tech savvy. They are constantly plugged in, texting, tweeting, taking photos, looking up anything and everything, and they are not used to waiting. Some may conform, take the notes, and replay what they heard for the test, but they are not hitting what are now considered the higher order thinking skills of the digital age. They are not using the technology that the students have grown up with as a source of engagement. As part of the planning for this curriculum I checked my plans against both the critical 21st century skills identified by Ross Crockett (2015) (see figure 4) and against Bloom's Digital Taxonomy by Andrew Church (2009) (see figure 5), which presents an updated Bloom's taxonomy for the digital age. I labeled each unit for its 21st century skill of problem solving, creativity, analytic thinking, collaboration, communication, and accountability to insure that I had included all of them in my planning (see figure 6). Then I labeled each unit for its lower to higher order thinking skills as defined by Church - remembering, understanding, applying, analyzing, evaluating and creating- to insure and understand that I was addressing this more contemporary order of skills (see figure 6.) From here, I needed to do what I consider the most challenging part: finding and creating engaging activities for the students.

Figure 4- 21st Century Skills (graphic created by Beverly Weihz)

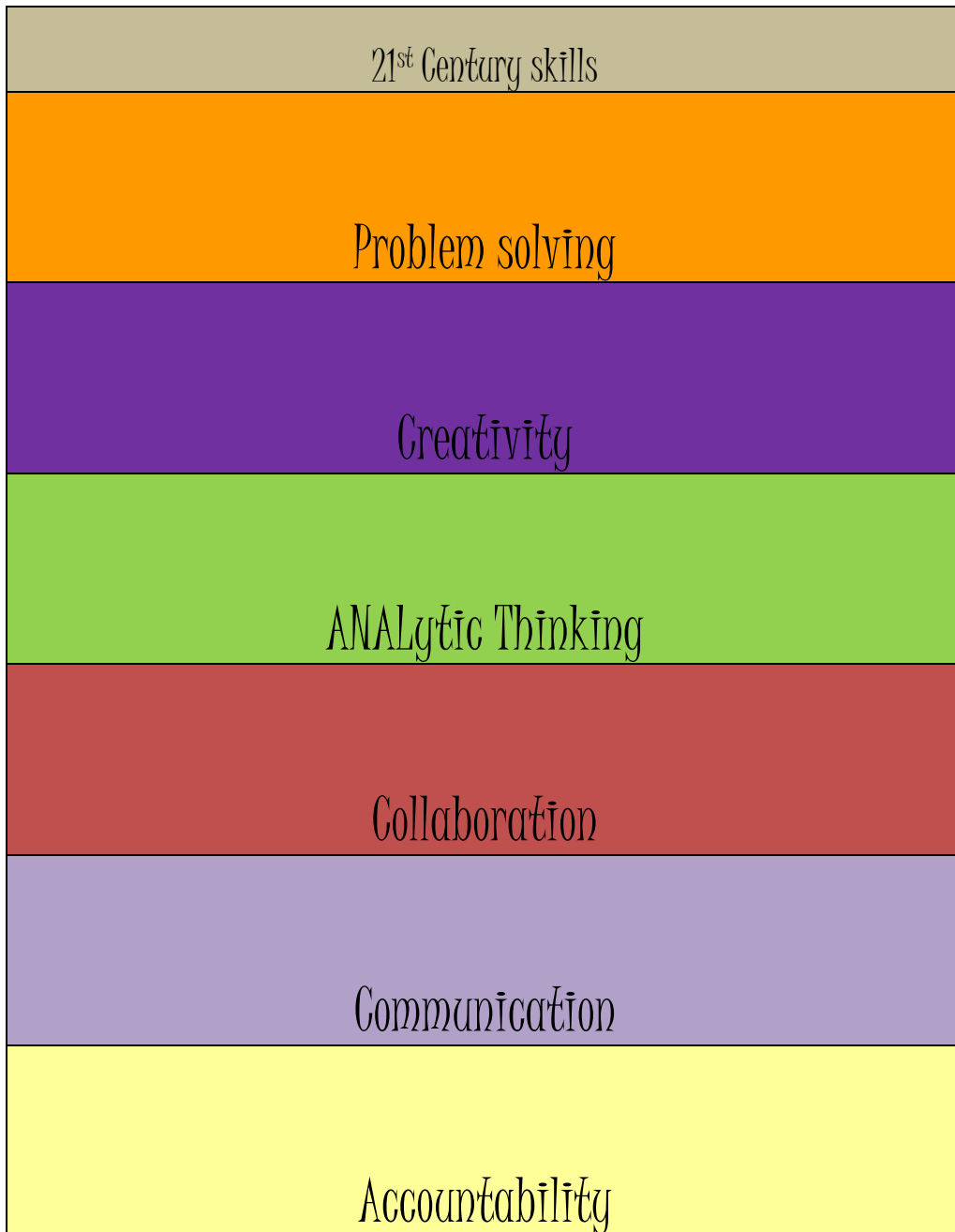


Figure 5- Higher Order Thinking Skills (graphic created by Beverly Weihz)



Engaging Activities

Once the sub-units and alignment with creativity skills was completed, the challenge became to find engaging activities that would both teach the technology of the unit but allow it to be creative and fun. The goal was to get away from the lecture and note-taking style of teaching which does not engage 21st century students. I looked for a balance of technology driven and out of your seat hands-on group activities. Ironically some of the best activities go back to the play aspect of pre-school and elementary school. Pulling from positive past experiences and primarily two books: *The Accelerated Learning Handbook* by Dave Meir (2000) and *Weaving Creativity into Every Strand of Your Curriculum* by Dr. Cyndi Burnett and Julia Figliotti (2015), I listed activities to go with each unit and creativity skill (see figure 6). For instance, when the students are learning the different equipment, the sub unit is matched up with Visualize the Inside. I have a puzzle challenge planned for them to match up the piece of equipment with its function. Then they will look at how all of these pieces work together like a machine to produce the show. When they move onto making Commercials, their sub unit is matched up with Let Humor Flow and Use It. The activity I have planned for this is Charades. This will loosen them up and let them be silly so that they can be creative and confident in front of the camera. Burnett and Figliotti's book, in particular, was helpful as it is set up to go with most of Torrance's creativity skills, listing lots of possibilities for each.

Moving forward from here, the daily lessons still need to be planned, using Torrance's Incubation Model of 1)Heightening Anticipation, 2)Deepening Expectation, and 3)Extending the Learning. This project does not include these daily lessons, but work beyond this project will take each of these units and activities and set them up with this model for each day.

Figure 6- Creativity Skills/Activity Map

UNITS- CONTENT/ TOPICS and TIME	Creativity Skills	Activity	21 st Century Skill	Bloom's Digital Taxonomy
<p><u>Role of Media</u></p> <p>History of Media</p> <p>Innovation of Media</p> <p>Pros and Cons of Media</p> <p>1 week</p>	<p>Visualize it Richly and Colorfully</p> <p>Get Glimpses of the Future</p> <p>The Problem</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Watch video/powerpoint on progression of media • Assign groups and time periods- -put together presentation of how people got news during that time • Assign groups- create ad for a product or service in future in media • Debate- Media is good. Media is evil. 	<ul style="list-style-type: none"> • Communication • Creativity • Analytic Thinking 	<ul style="list-style-type: none"> • Remembering • Evaluating • Applying • Creating • Evaluating • Creating • Analysing • Evaluating • Understanding
<p><u>Role of Stateliner TV</u></p> <p>Creative Problem Solving/ Generating Ideas</p> <p>Ethical and Moral Responsibility</p> <p>2 weeks</p>	<p>Enjoy and Use Fantasy</p> <p>Produce and Consider Many Alternatives</p> <p>Be Aware of Emotions</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Imagine how Stateliner tv can be. How can we be better than any other school broadcasting program? • CPS- What are all the things we can do with Stateliner tv to make it successful and different? Diverge/Converge • What Would (Clark Kent, Ron Burgundy, etc) Do? Review laws of media and why? 	<ul style="list-style-type: none"> • Creativity • Collaboration • Problem Solving • Ethics, Action, and Accountability 	<ul style="list-style-type: none"> • Evaluating • Creating • Applying • Analysing • Creating • Analysing • Evaluating

<p><u>Equipment Identification</u></p> <p>Equipment Function and Use</p> <p>Collaboration/ Synthesizing functions to create broadcast</p> <p>2 weeks</p>	<p>Visualize the Inside</p> <p>Combine and Synthesize</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Puzzle Challenge- Groups will have to identify equipment and match with proper function (like matching- everything on cards) • Musical chairs- students will work at each piece of equipment and rotate through, learning every function and working together 	<ul style="list-style-type: none"> • Communication • Analytic Thinking • Collaboration • Communication 	<ul style="list-style-type: none"> • Remembering Applying • Remembering Applying Understanding
<p><u>Pre-Broadcast</u></p> <p>Script Writing</p> <p>Story Boarding</p> <p>Planning for different programs</p> <p>Practice broadcast</p> <p>2 weeks</p>	<p>Elaborate But Not Excessively</p> <p>Put Your Ideas Into Context</p> <p>Breakthrough- Expand the Boundaries</p> <p>Be Flexible/Tolerate the Ambiguity</p>	<p>Students will :</p> <ul style="list-style-type: none"> • Writing Workshop- • Picture storyboard- What I See Myself Doing- Now to Goal • Create a Giant Wall Size Master Calendar/ Daily Calendar • SCAMPER • Show Apollo 13 clip- Anticipate and practice everything that could go wrong. • Create a compilation of videos- everything that could go wrong. 	<ul style="list-style-type: none"> • Communication • Creativity • Problem Solving • Collaboration 	<ul style="list-style-type: none"> • Analysing Evaluating • Analysing Evaluating Creating • Analysing Evaluating Creating • Applying Understanding Analysing Evaluating Creating
<p><u>Live Broadcast</u></p> <p>(On Going)</p>	<p>Make it Swing! Make it Ring!</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Pick music for each broadcast to reflect mood, get staff pumped up for broadcast. • Showcase personalities of students through broadcast 	<ul style="list-style-type: none"> • Communication • Collaboration • Ethics, Action, and Accountability 	<ul style="list-style-type: none"> • Remembering Applying Understanding Analysing Evaluating Creating

<p><u>Developing Features:</u></p> <p>-Reports</p> <p>-Interviews</p> <p>-Commercials</p> <p>-CSA's</p> <p>Editing</p> <p>(On Going)</p>	<p>Be Original</p> <p>Highlight the Essence</p> <p>Let Humor Flow and Use It</p> <p>Look At It Another Way</p>	<p>Students will to:</p> <ul style="list-style-type: none"> • Art Exercise- 10 instructions- different outcomes • “Find the Core.” – Students develop list of 5 standard questions to get to core of story. • Charades- Act out Scenes • What’s another way to say or show this... • Multiple versions of a scene 	<ul style="list-style-type: none"> • Problem Solving • Creativity • Communication • Collaboration • Analytic Thinking • Ethics, Action, and Accountability 	<ul style="list-style-type: none"> • Remembering • Applying • Understanding • Analysing • Evaluating • Creating
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SECTION FIVE: KEY LEARNINGS

The key learnings of this project was the consideration of several things when planning: course objectives and key questions, 21st century skills and standards, Bloom's digital taxonomy as presented by Andrew Churches, creativity skill themes, and student motivation learning activities that combine all of these factors and engage the student.

Course Objectives and Key Questions

As with any new journey, a map is needed, in this case a curriculum map. I had to identify what would need to be learned for this class to begin the entire process. After several visits to other high schools and witnessing their successful broadcasting programs, I was able to sit down and consider what was needed for our program. One of the schools was kind enough to share their maps for the three classes that build their broadcasting program. This was very helpful, but I had to combine the essential information from the three classes into one for our first year in order to get us up and running, and fast. Subsequent years will break these classes down into two and ultimately three classes like the original, but taking all of them much deeper with the creativity balance.

Creating the curriculum map was the foundation for this project. I learned all that will need to happen before we go live and that we can move it quicker than usual, but there's certain things we cannot skip. It is essential that we are thorough in identifying what we want it to be. This will be a first, and we don't get too many true firsts. I don't want to overlook any opportunities that will define our program. I am confident in the fact that we will use creative problem solving to clarify, ideate, develop, and implement our program's direction. Likewise,

proper time needs to be spent on learning the equipment and their function. People will be anxious to see this program up and running, but we need to do it right.

21st Century Standards

A big push for this class was to be cross-curricular but with a big focus on 21st Century standards. In the process of creating the curriculum map, I had to identify the 21st Century standards that the curriculum would be satisfying. Through doing that, I became familiar with yet another domain, one that is truly geared toward real life application of learning. I believe that all classes should work toward incorporating these standards into their own content and domain. Kids always want to know how they are going to use what they are learning in the real world. These standards are all about that. Whether students go to college or to a trade school or to work after high school graduation, these skills are useful in promoting hands-on activity and problem solving. They promote collaboration and communication. They are a good base standard to work from.

Bloom's Digital Taxonomy

Benjamin Bloom's taxonomy (1956) has been the standard for lesson planning for teachers for a long time. Ironically, before this project started, another teacher and I were discussing how the classroom has changed and how something needed to be developed to address the needs of a technology infused student body. When I decided my direction would be to balance technology and creativity in my curriculum, Dr. Keller-Mather's guided me to Bloom's Digital Taxonomy by Andrew Churches. It was one of those serendipitous moments when the clouds parted and the light shone through. Churches presents a revised taxonomy, created by Lorin Anderson (2001) that lists verbs rather than nouns and places *creating* at the top

of the higher order thinking skills while remembering, the goal of so many classes, at the bottom. This revised taxonomy along with the breakdown of each thinking skill alone has been so useful and inspiring for me. Although I only match a thinking skill with each unit for this project, I know that as I move forward in designing the lessons, this document will be a continuous resource for me for teaching. It serves not only as a checkpoint for thinking skills for curriculum, but also as a goal setter for higher learning and teaching.

Creativity Skill Themes

Using Torrance's creativity skills as inspiration for unit design is downright fun... and easy. I have used these skills before when I designed my journalism curriculum, which as one would guess is rich in writing standards. Just as the skills lined up easily into my journalism curriculum, they lined up as easily into my technology driven news broadcasting curriculum. In fact, looking forward to a needed digital photography curriculum, I see again an easy match up. I believe that Torrance's creativity skills can be used for any classroom of any domain. They are inspiring, thought-provoking, and very flexible in that they can be used for so much. I find myself quoting the skills to students all the time: highlight the essence, look at it a different way, combine and synthesize. They are so simple and yet so brilliant... and they set the stage for great activities.

Engaging Activities

Finding and creating engaging activities is, I think, the toughest part of curriculum planning. Honestly, sometimes it's tough enough to just come up with lesson plans without even considering the inclusion of engaging activities. I can see how some teachers never go there; their curriculums so specifically designed to hit the topics that the students will have in testing.

Having been a student myself for the past two years, I have witnessed the magic of being in a class with engaging activities. Creativity spent in the planning of activities brings creativity in the responses and learning of the students. Switching it up keeps students on their toes and brings opportunities for them to shine in different ways. I want students to say “you’ll never guess what we did in class today,” to their friends. I want to stretch their comfort levels and have them be ok with trying and failing at something. I want them to work well alone and with groups. I want them to speak confidently in front of others and know how to use creative problem solving for anything. Finding and creating engaging activities is difficult, but worth the effort when your goal is to motivate students and inspire creative, lifelong learners.

SECTION SIX: CONCLUSION

The experience of completing this project has been educational and rewarding. Never before have I considered so many different components when planning course curriculum. The process itself was a creative one in that the outcome is not one you will likely see in any other classroom or school. This is not to say that there are not other classes that incorporate creativity and 21st century skills, but rather the outcome did not follow a boxed version: it was born out of a meticulous attempt to include various components. As a result of this project, I have a solid framework for a news broadcasting curriculum that balances technology needs and creative hopes. The framework includes a curriculum map with units of learning, essential questions, course objectives and cross curricular standards along with a creativity map that includes each unit paired with a Torrance creativity skill, 21st century skill, Bloom's digital taxonomy thinking skill, and an activity meant to engage. Moving forward from this project, lessons will be designed using the Torrance Incubation Model. I can move forward knowing that I have a solid base for a news broadcasting curriculum that balances technology and creativity.

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