PUSHING THE CREATIVE BOUNDARIES IN ASSESSMENT

Written by Catherine Eppen-VanDerAa
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Introduction

- We are most creative before aged 8
- By grade 3 or 4 children have learned how to be a 'good' student
- Conforming to standards at a young age has consequences
- By age 4, 70% children have worked out if they are 'smart' or 'dumb' (Prof. Carol Dwerk, 2013)
Contents

"ALL CHILDREN ARE ARTISTS.
THE PROBLEM IS HOW TO REMAIN AN ARTIST ONCE YOU GROW UP."
- PABLO PICASSO

• Defining creativity
• Current forms of assessment
• We need to be creative!
• Creative students
• Assessing creativity
• Ideas—just try!
"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

- Albert Einstein
James
- Was the disruptive child in class
- Couldn't write a paragraph
- Was not interested in school
- Had not achieved ever at school

When given the opportunity to use his creativity
- Accurately recreated the story of Ned Kelly with animation
- He achieved his success for the first time in his school life
James

- Was the disruptive child in class
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*When given the opportunity to use his creativity*

- Accurately recreated the story of Ned Kelly with animation
- He achieved his success for the first time in his school life
- He was a changed student
Defining Creativity

- It is complex and multi-dimensional
- It refers to both intelligence and learning
- It can mean different things to different people
Intelligence

- Multifaceted
- Complex
- Across domains
- Can be developed

Learning

- Involves imagination
- Involves imitation
- Can be developed

Spencer, Lucas & Claxton, 2012
Creative Habits of Mind

inquisitive
persistent
imaginative
disciplined
collaborative

Collard, 2011
Current forms of assessment

- Essays
- Multiple choice
- Reports
- Test
- Short answer
- Research projects
- Exams

Creative assessment ideas

- Drama presentations
- Movies and animations
- Oral presentations
- Web page design
- Video game construction
- Video game playing - Minecraft
- Application design
- Participating in competitions
- Social Media
- Real-life applications
What we do now

Individual differences
Multiple intelligences
Cultural diversity
Curiosity, passion, creativity

Schooling

Employable skills

(Zhoa, 2012)
Creative assessment ideas

- Drama presentations
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What we need to do

- Individual differences
- Multiple intelligences
- Cultural diversity
- Curiosity, passion, creativity

Enhanced Human Talents

Schooling

(Zhoa, 2012)
The need to be creative

Students need to have the skills to work across cultures and national boundaries. WHY?
1. It fosters deeper learning
2. It builds confidence
3. It prepares students for life

80% of the jobs children will have in the future do not exist yet!!

Miller, 2013
Children will have exist yet!!

Jobs of the future

Winter, 2013
So what does a creative student look like?

This????

OR........

This????
This????
This????
Creative students

- Recognises the importance of a deep knowledge base
- Is open to and actively seeks out new ideas
- Finds a wide variety of source material
- Organises and re-organises ideas
- Use trial and error when proceeding

Brookhart, 2013
To General Nathanael Greene
New York

My dearest friend,

It fills me with much anguish as I sit and write to you that I have been forth because the occasion of such anxious news. I am writing in secret to inform you, as I hope you have already become aware of, that the vital battle that is West Point has fallen into British hands. You will now see the problem that has arisen. I have not received any news, that West Point is the most important Post within all America in this bloody war. It does appear that we have been brutally and unmercifully betrayed by Sir Benedict Arnold as it was he, being that of the commanders of West Point, who literally handed the keys of West Point over to that of British Major John Andre. I am infuriated at my own idiosyncrasy that I didn’t just let that mostly weak Benedict resign. Instead I was blinded by his pedigree and the thought of what such an individual could do to immensely benefit this fine country that I did not see the wicked intent that resided within his cold heart and due to this I will deeply pay.

I suppose it is now time to deliver some more inexpressible concerning news to you my old companion. Before Benedict’s conception of a plan came to light, he invited me to come and dine with him where it seemed fit to take the opportunity to discuss my growing concerns regarding his planning supplies and defenses at West Point. On reflection I now see that this was also Benedict’s doing as he was mapping the British advance on West Point easier, though not knowing this at the time I duly accepted his evening and invitation. When I arrived at West Point in the east of September it was to my shock that I was theดวงดวง’s view. The Father and the Father’s son, the two town’s past. The invading British held a men’s house and at no point did our brave and righteous keep standing West Point stand a chance. I was a soldier. At the smoke-dried I was forcefully taken as prisoner of war and I was dragged into Benedict’s private ‘circle’. At which I left the house, no I had the privilege of being the impression unless until I was controlled again at which his dastardly Hansker sentenced me to death. My dear friend I have enjoyed many of our interactions but I need you to do me a favor. I need you to look after Martha. I am putting my most cherished possession in your hands. Make sure as long as she loves that the well do so in comfort and away from threat my friend. I have been informed that I am to be hung on the 1st of October and you have to take it to West Point at all cost, it is one of our American victory in this war. If you are unable to take lead West Point and so I die in the process the best of my letters of expression to George Washington him forth state the truth. Before this Nighthawk war must be submitted to the Continental Congress that Nathanael Greene be placed in the roll of Commander of Chief of the Continental Army. Nathanael I plead with you no matter whatever happens next, you need for the sake of all patriots and their families to continue the worthy fight and work towards that of a noble and fine country.

Yours Sincerely

Washington
Course Outcomes

School Standards and Curriculum Authority, 2015

Chronology, terms and concepts
• Identify links between events to understand the nature and significance of causation, continuity and change over time

Historical questions and research
• Formulate, test and modify propositions to investigate historical issues
• Frame questions to guide inquiry and develop a coherent research plan for inquiry
• Identify, locate and organise relevant information from a range of primary and secondary sources
• Practise ethical scholarship when conducting research

Analysis and use of sources
• Analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument

Perspectives and interpretations
• Analyse and account for the different perspectives of individuals and groups in the past

Explanation and communication
• Communicate historical understanding by selecting and using text forms appropriate to the purpose and audience
• Apply appropriate referencing techniques accurately and consistently

Knowledge and understanding:
• The aims and contribution of significant individuals to the revolutionary movement
• The significant political, social and constitutional changes brought about by the American Revolution
• The significance of the American Revolution into the 19th century
Assessing creativity
WITH A GREAT DEAL OF DIFFICULTY!

Some possible categories for assessment include:
- The Generation of ideas
- The ability to dig deeper
- Opened and courage to explore new ideas
- Ability to listen to one's inner voice

Treffinger et al., 2002

Moderation arrangements
Scope of the presentations
Lack of summative assessment
What mark/level can you give?
Let's Talk About The Issues

Moderation arrangements
Scope of the presentations
Lack of summative assessment
What mark/level can you give?
What did I do?

- Ancient Chinese museum with Yr 8,
- Mock trial with Yr 7
- Yr 7 recreate an ancient civilization using Minecraft,
- Yr 9’s took a perspective other than Australian to share their thoughts on what it was like in WW1 through performances, dioramas, and diary entries.

The pinnacle ...

Memory Forever
Mandurah Baptist College invites you to the premiere showing of the documentary movie Memory Forever.

Directed by Jin Tzu, the film documents the true story of a mother’s plea to save her sole surviving son.

Tuesday April 28 6:00 pm pre show drinks 7:00pm showing
Lakes Theatre Catalina Drive North Mandurah
pre and post premiere refreshments provided
Semi formal dress code please

RSVP catherinee@mbc.wa.edu.au or 95837000 by 22/04/2015
WHAT IF???

What if you changed one assignment?

What if you allowed your students the chance to be creative?

What if your students taught you something?

What if just one student pushed their creative boundaries?
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