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EDUCG 808

Reflection 1

Creativity and Differentiation

The article “The Creativity Crisis” cites the definition of creativity as the production of something original and useful. Creativity is needed in every students pallet, otherwise they are limited in their growth and their “potential”. What is ironic about creativity is schools, is that we have so many standards. These standards are what some people call an outline to what students should learn in a respected subject and grade. Although standards are supposed to bring a lot of consensus and regularity to our school systems, they seem to hinder creativity.

This however does not mean that I do not believe in standards. Standards are a great way to keep teachers organized and promote teaching of important topics. I believe there is a large tiers missing that often gets overlooked in schools. With so much expected from teachers and in turn their students, and not enough hours in the day, I believe specialists should be put in schools to help the teachers plan and help stretch the creative aspect from what we are given to work with in terms of standards. The difference would be that there needs to be several specialists for a school, not just one spread thin.

There is way too much of teaching to the test, and worrying about standards and in turn creativity has been put on the backburner. There is so much to teach and so much to go over and with scaffolding and differentiation coming into play, there are some gaps. Corners are often cut, work unfinished, and often enough with little help from the home life of the students, learning stops in the classroom.

The article “The Creative Monopoly “discusses creativity and how the change can mean the future of the education system. It also states that creating a whole new game often trumps being good at the old one. This is a good outlook but it takes creativity to change what we have in place now; and seeing as the previous article discussed the decline of creativity, I do not see a drastic new game that will fix everything coming out soon.

Creativity does not mean differentiation. In my opinion differentiation should be the standard. Anyone remotely educated in the education world should know that children learn differently. Differentiation should be used as a tool in order to reach the students and have them retain the information they need. Creativity is an extension off of this. Creativity is taking the differentiation and sparking the want in every child. “The want” is when students want to learn more, to ask questions, and to make connections. Wanting to learn and to do the work is not something differentiation can account for, but the creativity is. What troubled me was in the article “Gifted but Learning Disabled: A Puzzling Paradox” when it explained how learning disabled students are often excluded from gifted programs because their giftedness is not equated with outstanding achievement across all subject areas. Not all gifted students are gifted in all areas, however this does not mean that they should not be pushed. They should be pushed in a creative sense. The creativity that these students may use may outshine what was expected of them. There is a group that this article discusses as an “unidentified students” group. I believe that these terms are horrendous. Average, unidentified, mainstream, these are all terms that I would not want to hear my students or future children labeled as so why is this what we want as a goal for some of our students.