Creativity in the World Language Classroom: Practical, Powerful, Essential!

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"Creativity now is as important in education as literacy, and we should treat it with the same status" (Sir Ken Robinson, 2006)

Defining Creativity

"Novelty that is useful"
The Irish Historical Library (1724)

World Economic Forum (2018)

The Jobs Landscape in 2022

"Digging below the surface to find previously undetected patterns, and finding connections among unrelated phenomena" Roger von Oech, author (2002)

By Serge Bloch, Illustrator

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Defining Creativity

“A certain attitude that you can bring to any task, a general spirit of spontaneity and questioning the world and the way things work—seeing things continually fresh and new, that you may have seen many times before.” Scott Kaufman, psychologist (2018)

My definition

Creativity

Think Creatively

Work Creatively with Others

Implement Innovations

Partnership for 21st Century Learning

Changing Education Paradigms—Sir Ken Robinson

Creativity now is as important in education as literacy, and we should treat it with the same status.

—Sir Ken Robinson

Cultivating Creativity in the World Language Classroom

Changing Education Paradigms—Sir Ken Robinson

Creativity now is as important in education as literacy, and we should treat it with the same status.

—Sir Ken Robinson

1. What is divergent thinking?
2. How does divergent thinking change as children become adults?
Creative Warm-Up Part I

- Using the paper and pencil at your table, draw the person next to you
- You have one minute to draw

Creative Warm-Up Part II

- Introduce yourself
- Share your drawing

Task: Quickly draw the person next to you

“Hello!”

“Thqt will be me when I’m 12!”

“Mine looks absolutely beautiful.”

“I have squiggly ears! Cool!”
On a post-it note, individually write the creative things you do in the classroom or creative things you have seen. One idea per post-it.

Post them on the flip chart on your table silently. Read them individually and choose three that you would like to learn more about by placing a check-mark.

Begin to organize only the checked post-it into clusters. Discuss with your team as you organize.

Think of creative things you do in the classroom.

Think of someone you consider to be a creative teacher.

Creative Thinking Tools

1. Explore possibilities
2. Decide what to do

Divergent thinking
Convergent thinking

What is Creative Language Teaching?

The Teacher Side

Creative language teaching using multimodalities

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Students will be able to order the planets
Impact of Visuals

- Rule of thumb:
  - Oral: 10%
  - Visual: 35%
  - Oral & Visual: 65%

Pictures are more memorable than text (Medina, 2008)

Creative input?
Visual

Creative input
Visual

Creative input
Visual
Draw and Tell Structure

- Create a story where the final drawing reveals something about the story

Who was the turtle racing?

Who stole the backpack?

Creative language teaching using multimodalities

Lesson Plan Description

Creative input

Tactile

Lesson planning with creativity in mind

Lesson Plan Description

Tactile experience signal our vision and auditory centers (Spence & McDonald, 2004)

Our different senses provide complementary views (Kayser, Petkov, Augath, & Logothetis, 2005)

Central America

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Creativity Tip #1
Defer Judgement

1. Explore possibilities
2. Decide what to do

Divergent thinking
Convergent thinking

What is teaching for students’ creativity?
The Student Side

Tell me about a creative lesson

Preparing global citizens
Flexible thinkers
Adaptable
World ready
Deferring judgement
Intercultural communicators

Creative Challenge
A tool for creative planning

Creative Planning: Problem-solving. Come up with at least 10 different solutions to help the raccoon get his hat. To challenge yourself, try to not include solutions that are all related to the same cat, like "climb on!"

Student side
Teacher side

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Quick Thinks

Design a sail for a sailboat

Design a 12 inch bridge

Quick Think: Animal Survival: Step 1

Task: Using the materials provided, create an animal that would survive in a creative world.

Rules:
- Work with your table, one animal per table
- Use only the materials provided
- Feel free to break or alter any of the materials.

Materials and list up:
- Materials for the teacher/children: 30 straws, 30 paper cups, one ruler to measure

Parts:
- Testing
  - Shape the basic way to build the bridge
  - Build the bridge
  - Present the bridge

Quick Think: Animal Survival: Step 2

Task: Describe your animal and explain why it would survive in a creative world.

Complete the following prompt found on your table. Then, present your animal.

This animal would survive in a creative world because ___ and _____ but ________.
Lesson planning with creativity in mind

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Creativity Tip #2
Creativity thrives with constraints
- Design an animal
- Constraints:
  - Use specific materials
  - Apply a Scenario: Live in a creative world
  - Time limit
- Magic number: 2-5 constraints

A Tool for Creative Planning

Example from Bilingual Beginnings
There is a family. In the family, there is a dad. The dad's name is _______________. There is also a dog. The dog is small. The dog's name is __________________.
One day, the dog eats a _________________. The dog eats a big _________________. The dog is not angry. The dog is happy. The dad walks quickly towards the dog. The dad yells, "_________!" The dad is very angry. The dog is sad. Poor, __________. (insert dog's name)

Creative Input & Student Creativity

Where can we seek creative inspiration?
Where do we find inspiration?

(Schell, 2008, pg. 58-59)

Is creativity only a trait of the few?

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Aren’t we all creative?

• Seen as a property of all people (Craft, 2001; Richards, 2007)

We all have creative capabilities and creativity can be learned and practiced.

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My inspiration

Reflect on your own passions

Fat Cat Art (example from van Gogh)

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Creativity is contagious. Pass it on.

--Einstein

Bibliography