


CREATIVE THINKING-Problem Solving-Managing Classrooms and Opening Minds for 21st Century

Creative thinking involves generating new and innovative ideas, perspectives, and solutions. It's a cognitive process that breaks away from traditional, linear thinking and embraces originality.

Description

- Day 1: Introduction to Creative Thinking
 - Welcome and Icebreaker
 - Introduction to the course objectives and structure.
 - Icebreaker activities to create a positive and interactive learning environment.
 - Understanding Creativity
 - Definition of creativity and its importance in education.
 - Exploration of common myths about creativity.
 - Barriers to Creativity
 - Identification and discussion of common barriers to creative thinking.
 - Strategies to overcome these barriers.
 - Creativity in Education
- Day 2: Creative Thinking Models
 - Introduction to Creative Thinking Models
 - Practical Application
 - Hands-on activities applying creative thinking models to real-world scenarios.
 - Group discussions and sharing of insights.
 - Case Studies in Creative Teaching
 - Analysis of case studies showcasing creative teaching practices.
 - Group discussions on adapting these practices to various subjects.
- Day 3: Techniques for Fostering Creativity
 - Brainstorming and Mind Mapping
 - Techniques for effective brainstorming.
 - Introduction to mind mapping as a visual thinking tool.
 - Creative Exercises for the Classroom
 - Interactive activities that can be easily integrated into lesson plans.
 - Exploration of techniques to stimulate creativity in students.
- Day 4: Cultivating a Creative Classroom
 - Building a Creative Classroom Culture
 - Strategies for creating a classroom environment that encourages creative thinking.
 - Importance of positive feedback and encouragement.
 - Role of Technology in Creative Education
 - Exploration of educational tools and technologies that promote creativity.
 - Hands-on experience with selected tools.

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- Day 5: Assessment and Continuous Improvement
- Assessing Creativity in Students
- Strategies for assessing and evaluating creative thinking in the classroom.
- Course Wrap-up and Certificates
- Distribution of course completion certificates.
- Closing remarks and encouragement for continued creativity in teaching.

Learning objectives

Be willing to consider ideas that might initially seem unusual or unconventional. Avoid immediate judgment and explore different viewpoints.

Cultivate a curious mindset. Ask questions, seek new information, and challenge assumptions. Curiosity fuels exploration and can lead to unexpected connections.

Encourage the generation of a wide variety of ideas. Brainstorming is a classic example of divergent thinking, where the goal is to produce a large quantity of ideas without initially evaluating them.

Make connections between seemingly unrelated concepts. This can lead to novel and creative solutions. Metaphors, analogies, and similes are tools that can help in this process.

Create visual representations of ideas and their relationships. Mind maps can help you organize thoughts and identify connections that might not be immediately apparent in a linear format.

Questioning assumptions can lead to fresh perspectives. Ask yourself why things are done a certain way and consider alternatives.

Comfort with uncertainty and ambiguity is crucial for creative thinking. Sometimes the most innovative ideas emerge from situations that lack clear solutions.

Approach problems with a sense of play. Experimentation and play can lead to unexpected breakthroughs.

Engage with others to exchange ideas and perspectives. Collaboration often brings together diverse experiences and knowledge, fostering creativity.


Stepping away from a problem can give your mind the space it needs to subconsciously process information and come up with creative solutions.

Exposure to a variety of ideas, disciplines, and perspectives can inspire creativity. Read books, articles, and materials outside your usual areas of interest.

Methodology

Pedagogical Approaches: Teacher training courses typically employ various pedagogical approaches to model effective teaching practices. This may include lectures, interactive seminars, workshops, and hands-on teaching experiences.

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Practical Teaching Experience: Practical teaching experience is a fundamental component of teacher training. Participants often have opportunities to observe experienced educators and engage in actual teaching in classrooms or educational settings. Feedback and guidance from mentors are essential during these experiences.

Collaborative Learning: Collaborative learning is often encouraged in teacher training courses. Participants may work in groups to develop teaching materials, lesson plans, and teaching strategies. Collaborative projects can promote the exchange of ideas and best practices.

Reflective Practice: Reflective practice is a crucial aspect of teacher training. Participants are encouraged to reflect on their teaching experiences, analyze their teaching methods, and consider how to improve their practice. Journals, written reflections, and discussions are common tools for fostering reflective practice.

Assessment

Written Assignments: Teacher training courses often include written assignments, such as research papers, case studies, or essays, on topics related to education and teaching methods.

Examinations: Some teacher training courses may include written examinations to assess participants' understanding of pedagogical theories, educational psychology, and other relevant subjects.

Professionalism and Communication: Assessment may also consider participants' professionalism, communication skills, and ability to collaborate with colleagues, parents, and students.

Feedback and Self-Assessment: Regular feedback from mentors and self-assessment are crucial components of teacher training assessment. Participants are encouraged to use feedback to improve their teaching skills.

Certification details

Completion Certificate: Upon successfully completing a teacher training course, you will typically receive a completion certificate or diploma from the training provider or institution. This certificate acknowledges your participation and successful completion of the training.

Course Duration: The duration of teacher training courses can vary widely. Some may be short-term workshops or seminars, while others may be more comprehensive and span several weeks or months. The certificate may indicate the total number of hours or credits completed.

Content and Curriculum: The certificate should outline the key topics, content, and skills covered during the training. This information helps future employers or educational institutions understand the scope of your training.

Credits or Continuing Education Units (CEUs): In some cases, teacher training courses may offer academic credits or Continuing Education Units (CEUs). These credits can be valuable for professional development and may be recognized by educational authorities or institutions.

Language of Instruction: If the teacher training course is conducted in a language other than your native language, the certificate may indicate your language proficiency level or the language in which the training was delivered.

Evaluation and Assessment: Teacher training courses often involve assessments or evaluations of your performance. The certificate may include information about your performance in the training, such as grades or evaluations.

Recognition and Accreditation: Ensure that the teacher training course and the institution providing it are recognized and accredited by relevant educational authorities or professional bodies. This can affect the credibility and transferability of your certificate.

Pedagogical Practices: If the training includes practical teaching experience or classroom observations, the certificate may highlight your proficiency in specific pedagogical practices or teaching methodologies.

Pricing, packages and other information

Price: 400 Euro

Package contents: Course

Additional information

Language: English

Target audience ISCED:

Primary education (ISCED 1)

Lower secondary education (ISCED 2)

Upper secondary education (ISCED 3)

Target audience type: Teacher Head Teacher / Principal Government staff / policy maker

Learning time: 25 hours or more