
Employing qualitative methods of surveys, unit tests, and teacher reflection, Cavanaugh analyzes the results of two 5-week 7th grade science units, one on the weather with 50 students and the other on ecology with 24 students. Concepts of the sublime are elucidated through the work of philosophers and incorporated into Dewey’s idea of the power of aesthetic experiences to awaken awe and appreciation for learning. The teacher/researcher measured both students’ learning of content material and their growing sense of the sublime that the researcher posits informs understanding of scientific knowledge. The findings indicate that students experienced the sublime found in extreme experiences, such as earthquakes or dramatic weather events. They were less able to experience connective sublime experiences, those which lead one to feel at one with the universe. The researcher concluded that use of extreme aesthetic experiences in instruction is justified as a way to stimulate interest in scientific knowledge and to provide students with a healthy fear of natural events, rather than fear based on ignorance.


This study examines the narrative activities and creativity of 90 students in Ankara, Turkey, stimulated by experiences with StoryTech, a smart storytelling toy consisting of real plush animals and a computer interface that imposed children’s actions with real objects onto a virtual background. The researchers employ experimental design with children assigned randomly to four groups, according to ages: control group of single children, control group of dyads, StoryTech group of single children, and StoryTech group of dyads. To determine the impact of StoryTech on narrative activities, researchers recorded children’s play and verbal activity; to determine impact on creativity, they counted the number of imaginative objects children created from StoryTech background cards. Results of statistical analysis show that children’s narrative activities increased significantly among the five and six year olds playing alone with StoryTech. Six year olds playing with StoryTech showed the most creativity.


In this literature review, the authors found four aspects of creative education practices that retain high ability and gifted students in school systems. They are: (1) understanding characteristics and challenges of creative educational practices; (2) conducting effective professional training programs for teachers and practitioners who support creative education for gifted students; (3) defining various aspects and types of giftedness; and finally (4) incorporating effective pedagogical practices, and hiring teachers who are capable of incorporating and implementing a wide variety of artistic activities such as painting, drawings, and dramas that motivate students’ curiosity and desire to attend classes. Last, supports from family and school administration ensure successful implementation of creative education, as well.


To gain a deeper understanding of the complexity of the human spirit, cozy up to this engaging retrospective study of three gifted individuals whose childhoods, each characterized by trauma to some degree, seemed to set the stage for deep creativity in adulthood.
For further reading...


