Creativity Night

Magic of Creativity:
Imagine the Possibilities
Hosted by Creativity and Arts Network
Thursday, November 3rd
7:00 PM – 8:30 PM
Celebrate the many ways creativity is happening in the academic world. An array of presenters will be teaching techniques and strategies for stimulating creativity.

“Diverse soil, bright sun, fierce storms, and free space are necessary for plants to grow strong and flourish. Likewise, the 4S climates, first soil, second, sun, third storm, and finally space climates, are necessary for children's creativity to grow strong and flourish.” ~KH Kim from The Creativity Challenge: How We Can Recapture American Innovation

Creativity Network Meeting

@ NAGC Conference
Saturday, November 5th
1:15 PM - 2:15 PM
Location: Baja

IN THIS ISSUE

- Pong – An ION thinking activity (p. 2)
- Can only smart people be creative? Find out on page 3.
- A message from our new Chair! (p. 9)
- NAGC 63rd Annual Conference Details (p. 11)
A STUDY was conducted to investigate how understanding and applying problem solving styles in a creative problem solving scenario effects Future Problem Solving performance and process\(^1\). A group of 75 high school students who were participating in the Future Problem Solving program participated with both groups receiving training in Creative Problem Solving and one group receiving training in problem solving styles as measured by VIEW.

* * *

THE RESULTS suggested that while students received similar training in Creative Problem Solving in their FPSPI programs, the group who was also training in understanding their problem solving style outperformed the other group. Additionally, the results also showed that students trained in understanding problem solving style made statements about Understanding (continued on p. 6)

One of the challenges facing teachers today is external exams that their students must sit. The immense pressure on students, teachers, and administrators for successful performance on them has led to much more focus in schools than the days before A Nation at Risk (1983), but that focus has come at a price. Today, schools are becoming the “exam hell” that Asian countries are long famous for and, with it, a loss in creativity (Kim, 2016). For those teachers interested in fostering creativity without seeing their students’ exam performances decline, the challenge is to find instructional strategies that build creative thinking skills within the state-mandated content. **Pong** is a simple ION (Inbox, Outbox & Newbox) activity that teachers can employ on the fly (if they need to inject some energy into a classroom) or with greater planning and forethought for a more sophisticated lesson activity. The name pong is based upon the 1970s era video game, one of the first, which was an electric (continued on p. 8)
Does Science Say Smart People Are Creative?

Schools use IQ scores and standardized test scores (which also correlate to IQs) to identify gifted children, favoring academic achievers and teacher pleasers. This identification system eliminates 70 to 80 percent of the top creative children, who tend to be nonconformists but are potential innovators. IQ scores are also often used to predict future potential, but this process also eliminates most future innovators, including Nobel Prize winners such as William Shockley and Luis Alvarez.

Many people believe that IQ and creativity are synonymous. Many scholars, for example, believe in the threshold theory, which suggests that only the smartest people — less than top 10 percent of the population, with an IQ above 120 — can be creative. This assertion, however, is not supported by my research. Instead, I have discovered the following surprising results:

1. Meta-analytic studies show that IQ and creativity are weakly related at any level, suggesting the threshold does not exist. Also, IQ data from 108 countries show that high national IQs correlate to high international test scores but not to a high number of innovators.

2. Many of the greatest innovators in history did not have high IQs. In fact, innovators who earned low grades in school achieved more revolutionary innovation than those who earned high grades.
3. Americans’ IQs and standardized test scores have steadily increased over time, but since 1990 their creativity, especially children’s creativity, has decreased. This divergence would not occur if IQ and creativity were synonymous.

4. People with high IQs exhibit adequate inbox thinking, but they are often conformists who exhibit inadequate outbox thinking. Creativity is making something unique and useful, therefore outbox thinking is necessary for unique ideas (in addition to inbox thinking for useful ideas).

5. A creation must be promoted to be recognized as an innovation by society, and people with high IQs find this endeavor difficult. Promotion requires outbox thinking to develop a unique way to attract attention. It also requires understanding others’ emotions (including their wants and needs) and communicating features and benefits of the creation in a clear and meaningful way; this helps others readily recognize the value of the creation.

6. Instead of emphasizing high IQs or other standardized test scores, the aim should be to develop children's subject of Curiosity, Preference, or Interest (CPI) — subject areas that inspire curiosity, preference, or enjoyment — as early as possible. Children should then be encouraged to develop expertise in their CPI (a thorough mastery of knowledge and skills of a specific subject). The foundation of creative thinking requires developing expertise for at least 10 years in one's subject of CPI.

Since NCLB was passed, schools have increasingly created standardized testing nightmares brought on by state-mandated tests. The Every Student Succeeds Act (ESSA) that was recently passed also requires mandatory state testing. These Acts have been successful in producing smart test-takers — rather than smart children — while squashing their curiosity. Furthermore, college and graduate school admission procedures worsen students' nightmares by heavily relying on standardized tests such as the SAT, ACT, GRE, GMAT, MCAT, and LSAT. These exams reinforce students' test-taking skills by selecting smart test-takers, instead of future innovators. Adding to the problem, these tests measure students’ lower-order
thinking skills such as memorization and comprehension. Although memorization and comprehension skills are necessary for developing initial expertise in students' CPI, further development requires application skills so that students can apply learned materials to new or real world situations and solve them appropriately. Most of the aforementioned tests do not measure application skills. Furthermore, standardized testing nightmares stifle students' higher-order inbox thinking (critical thinking) and outbox and newbox thinking. Students are conditioned to pick the right answer, instead of exploring all angles of a future problem to solve it.

The more highly selective colleges are, the more they are dependent on students’ test scores in their admission decision. However, students' scores highly correlate to their IQ and their family income, which is disadvantageous to students from lower-income backgrounds. Higher-income families have the money to pay for multiple test-taking sessions, expensive college-prep high schools, and test-prep classes or tutoring. American parents pay testing companies hundreds of millions of dollars for tests and test-prep materials each year. Testing companies such as the Educational Testing Service (ETS), the College Board, and the ACT, Inc. have reaped enormous financial benefits from the standardized testing nightmares. Many top executives of these companies make more money than the presidents of many prestigious universities do, and the companies do not have to pay federal taxes because they are nonprofit organizations.

Instead of helping testing companies get increasingly richer, America should invest money in developing children’s CPI and corresponding expertise as early as possible, along with the promotion of outbox thinking skills. All children are born curious and with natural outbox thinking skills. Prior to 1990, American parents and educators provided children with opportunities to exercise outbox thinking skills, the exploration of CPI, and various career avenues for creativity development. It was understood that not all answers can be found on standardized tests. America cultivated the 4S (soil, sun, storm, and space) climates for children, which nurtured their 4S attitudes. America produced resourceful cross-pollinators (in the soil climate), curious optimists (in the sun climate), resilient hard workers (in the storm climate), and defiant dreamers (in the space climate) who applied ION thinking skills for innovation. The defiant spirit — which is reflected in neither test-taking skills nor IQs — is what resulted in generations of American innovators, scientific discovery and invention, technology, business, entrepreneurship, sports, leadership,
education, and the arts. Parents and educators must cultivate the 4S climates for all children, not just for academic achievers or teacher pleasers, to recapture the innovation that is being tested out of them. Discover how to cultivate the 4S climates; nurture the 4S Attitudes; and apply ION thinking skills in The Creativity Challenge: How We Can Recapture American Innovation.

Note: This article was originally published on October 17th, 2016 on the website The Creativity Post. 
http://www.creativitypost.com/education/does_science_say_smartest_people_are_creative

ABOUT THE AUTHOR  Dr. KH Kim is a professor at the College of William & Mary and was Creativity Network Chair from 2013-2015. Her new book The Creativity Challenge: How We Can Recapture American Innovation was published this September, is intended for parents and teachers and is focused on identifying and developing creativity in children. She is co-editor of Creatively Gifted Students Are Not Like Other Gifted Students. She is co-editor of Creativity Network Newsletter.

Future Problem Solving Program and Problem Solving Process (cont.)

Self and others more frequently than those students who did not receive this training. As a result, it was concluded that students who work in a problem solving team and are trained in problem solving style perform better and are more reflective about themselves than students who do not receive such training. The results supported a practical way for students to acquire skills in: creativity and innovation, critical thinking and problem solving, and communication and collaboration. Benefit of study included gaining an understanding of the benefits of training in problem solving styles in relation to FPSPI performance as well as the perceptions of teams involved in training about their problem solving styles as compared to students who did not receive this type of training.


ABOUT THE AUTHOR  Laura Main currently serves as the Director of Academics/Principal at Booker T Washington Academy in New Haven, CT. She works on curriculum and program development as well as professional development and teacher evaluation. Dr. Main holds an Ed.D degree in Instructional Leadership from Western Connecticut State University, a C.A.S. degree in educational leadership from Sacred Heart University, a M.S. in elementary education from Bank Street College, and a B.A. in English from Cornell University.
Creativity Network Newsletter

**i-Journals: Every Day Innovations**

Creativity is the process of making something unique and useful. Innovation is the result of the creative process. It can be anything from a concept, intellectual property, invention, product, or service. Teaching creativity can be challenging, and children often assume creativity must result in world-changing innovation like the lightbulb. However, examples of innovation are everywhere and happen every day. In fact, innovation ranges from Small *i* to Big *I*. Small *i* innovations are examples of the creative process in everyday life and have little effect on society. On the other end of the continuum, Big *I* innovations have an immense effect on society. People are innovative on a daily basis and most do not even realize it. Younger children tend to be even more creative than older children because their experiences teach them to conform to societal expectations.

One way a teacher or parent can encourage the creative process is by recognizing children’s every day innovations. This can be accomplished by drawing or writing about their daily innovations in an **i-Journal**. Have students create a journal with sheets of paper, or use one they already have and record innovations they create. Have them bring it with them wherever they go because the creative process can happen at any time. After they have documented 10 innovations, have them share it with you or the class. By documenting and sharing their innovations with each other, students will be amazed by their creative potential. Sharing their innovations with others can lead to ideas for improving their creations or ways to combine theirs with someone else’s. This process will also help debunk the common belief that creativity is a flash of brilliance that only a select few are capable of. I have done this in my own classroom and the innovations were amazing. I even had one student create their own language, complete with pronunciations and definitions. The goal of the **i-Journal** is to empower students to recognize their creative potential because any and every one can be creative!

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**ABOUT THE AUTHOR** Noël Williams is the co-editor of Creativity Network Newsletter. She is a doctoral student at the College of William & Mary. She is in the Educational Policy, Planning and Leadership program with a concentration in curriculum leadership. She has a Masters of Art in Teaching and undergraduate degree from James Madison University. Prior to going back to school, she was an elementary school reading teacher in Virginia.
Pong (cont.) ping-pong table. Let’s begin with the simple version. Imagine a three-week unit on some topic – it could be from any of the academic disciplines. In one lesson, near the end of the unit, the teacher divides the students into pairs and has the students face one another. The teacher explains the rules of pong: after a topic has been given, one student will begin by mentioning a word, concept, or idea that is related to the topic. The other student then responds with a word, concept, or idea related to the topic. Then, the first student goes again, and on. The challenge is to see which pair of students can sustain the longest “rally.” Encourage students to think of unusual ideas. Tell them that the links between the topic and their words, concepts, or ideas can be somewhat attenuated as long as the link is defensible.

A more elaborate version of the game involves, the day before the lesson, handing out a list of topics that will be covered in the Pong game tomorrow. Ask the students to study. The teachers should have as many topics on the list as there will be pairs of students (class enrollment/2). The next day, rather than have all the students go simultaneously, arrange the classroom as a fishbowl: all of the chairs and desks, facing inward, are in a circle except two, which are in the center of the circle and facing one another. Select a pair (and, for the first pair, this selection has to be strategic: you want a funny, strong, unusual pair to set the right tone). While the two students play pong, the other students take notes, recording the terms. Students have to work hard here, at least at first, writing everything down (as the rally goes on, it does slow down). Once it stops, students examine the list and ask the pair questions about words, concepts, and ideas where the link was not obvious. Then, the teacher asks students to informally assess the list for fluency (how many ideas did the pair come up with), flexibility (how many categories of words, concepts, and ideas was the pair able to generate) and originality (how many terms did the pair come up with that no one else saw the link).

Four key elements of Pong, either its simple form or a more elaborate form such as I describe here make it a worthwhile activity:

• When the tone is set right, it is fun – students like doing it.
• Students are engaged with mandated content, which they have to in today’s environment.
• They are building creative thinking skills.
• They are engaged in metacognition (thinking about thinking) about creative thinking skills.

When a classroom is fun, creativity is enhanced. And, students like being there.

ABOUT THE AUTHOR Dr. Rob Pierce, Assistant Professor of Business at George Mason University, has taught high school, college, and graduate students and in-service teachers. An instructional specialist, he focuses on student-centered learning within content-mandated programs, like Advanced Placement and IB. He holds a Ph.D. in early Modern European history (University of Virginia, 1996).
A Note from Billie Woodel-Johnson  
Creativity Network Chair

I am delighted to be the Chair of the Creativity Network, a network dedicated to inspiring creativity in others. I am very passionate about creativity and its importance in our society and enjoy seeing the pleasure individuals receive, especially children, when they create something unique.

It is my hope that educators will embrace creativity for the opportunities that it brings to the education of our students. Creativity’s uniqueness lies in its potential to involve the development of the whole child. The creative process under the proper guidance is an exceptionally rewarding experience for all.

As the previous chair of Creativity Night, I am looking forward to the Creativity Network’s tradition, Creativity Night at the NAGC conference. This year’s theme is “The Magic of Creativity: Imagine the Possibilities” and what a better place for someone to see the magic that creativity brings than at Disney World. I hope that if you are attending the conference that you will come to Creativity Night on Thursday evening from 7:00 to 8:30pm in Fiesta 6. Creativity Night is a great occasion for those teachers hungry for great ideas that inspire creative opportunities for their students.

In our test driven society, I am inspired by a book started by Dr. Seuss and finished by Jack Prelutsky and illustrated by Lane Smith, Hooray for Diffendoofer Day. The authors and the illustrator bring to light how we can encourage and prepare our students to think deeply in a fun and engaging way. I cannot think of a better way to engage students than through the creative experience.

“Hooray for Creativity” and remember how much creativity plays in the health and wellness of each one of us. When you need help to invigorate and restore, do something unusual and see how it makes you feel.

I leave you with a few critical questions: In our ever changing society, what can each one of us do to bring the importance of the creative classroom to the forefront of education? Additionally, how can we make our classrooms a place where creativity is celebrated and experienced by all?
The Creativity Crusader Magical Monster Marking

'Tis The Seasons
Holidays bring out creativity all around us no matter what the season. This certainly came to mind when we first saw this garage “monster face”. Our first thoughts were, “Wow, cool! Wish we had thought of that.” Our next thought was, “Hmmmm.” Then we immediately started thinking about another version. This is the place where all creativity begins – something catches your eye and jumpstarts your thinking on to the next version of the idea. Click on the monster below and watch the magic begin!

What Are the Reasons
So we stopped to think for a moment, “What is it about holidays that inspires some of the more noticeable creative creations in our homes and neighborhoods?” Well, there are certainly many of the ingredients needed for bursts of creativity associated with our major holiday celebrations. Let’s stay with the Halloween theme to take a closer look.

Magical Thoughts: children’s stories, fairy tales, ghost stories, and scary tales
Merriment Celebrations: happy, playful attitudes and outlooks when trick-or-treating
Inspirational Themes: bold orange and black colors with witchy creatures flying around
Attitude Adjustments: “permission” to be fun, wild & crazy with costume designs and home decorations
Holiday Humor: whimsical and joyful thoughts Q: “Why don’t ghosts like rain on Halloween? A: “It dampens their spirits.”

Temporary “Fake” Environment
When a holiday arrives it often feels like it comes with its own temporary, new environment. And interestingly enough, it causes us to all move into new patterns of thinking and creating. You might describe it as a screen or curtain being pulled down over the real world of everyday happenings. This “other place” brings with it the decoration and celebration expectations.

Freedom to be Creative
Holidays are an excellent time to let go of mental constraints and let your creativity roll. And don’t we all love driving around the neighborhood and seeing all kinds of fun and stimulating changes in the unique and kinda’ weird ideas that come up around Halloween and other holidays? And of course there’s usually one or two that really go over the top and knock our socks off. Here’s one last photo of a “magical monster making” moment we dug out of our old albums to share with you.

Note: This blog post was originally posted on October 19th, 2016 on the Curiosita website: http://curiositateaching.com/blog-summary/

ABOUT THE AUTHORS Dr. Rick Shade, Ed.D. is an international author and presenter. He was awarded “Outstanding Educator” awards at two universities and was recruited to help lead a national teacher training program in creativity and gifted education for Oxford University.
Ms. Patti Garrett Shade, M.A. is recognized for her work in creativity and differentiation as a gifted and talented state director and for the development of an innovative elementary science enrichment program. She was also selected to serve on the World Creativity Center development team.
Highlights for the upcoming NAGC 63rd Annual Conference

What you won’t want to miss!

Thursday, November 3rd

3:00 PM – 4:15 PM
Opening General Session
The Wonderful World of Creativity with Alex Wright,
Walt Disney Imagineering

7:00 PM – 9:00 PM
Creativity Night
The Magic of Creativity: Imagine the Possibilities
## Friday, November 4th

### Creativity Strand Sessions

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| 8:00 AM - 9:00 AM | The Creative Process in Writers  
Jane Piirto  
PROMOTING CREATIVITY IN THE HIGH SCHOOL AND COLLEGE CLASSROOM  
Erin M. Miller  
WHY CREATIVITY IS ESSENTIAL IN THE COMMON CORE CLASSROOM  
Diane Rowen Garmire |

| 9:15 AM – 10:15 AM | FROM THE 3 R’S TO THE 4 C’S: DEVELOPING CREATIVE THINKERS FOR THE  
21ST CENTURY  
Carolyn Coil  
CREATIVE TALENT DEVELOPMENT THROUGH MAKERSPACES FOR GIFTED LEARNERS  
David Aderhold  
USING THE ARTS TO DEVELOP CRITICAL AND CREATIVE THINKING SKILLS  
Jason Helfer  
Stephen T. Schroth  
ONE LITTLE SPARK — ENCOURAGING CREATIVITY IN THE CLASSROOM  
Scott A. Chamberlin  
Eric Mann  
CREATIVITY: A COMMODITY WORTH CULTIVATING  
Amy Graefe  
Stuart Omdal  
CULTIVATING CREATIVITY IN THE MOST DELIGHTFUL WAY: A PEAK INTO A GIFTED CLASSROOM  
Kelly K. Davis  
Ty S. Campbell  
Lynn Howard  
Tara Strang  
STUCK ON CREATIVITY  
Michelle Buchanan  
Alicia A. Cotabish  
Debbie D. Dailey  
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Rachelle Miller |
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<td>The Ideal Student Perceptions of Creative Teachers&lt;br&gt;Nur Cayirdag</td>
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<td>Jumping Off the Cliff of Creativity: Building Programming that Soars to Great Heights&lt;br&gt;Michelle D. Oslick&lt;br&gt;Brittany Sundgren</td>
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<td>1:15 PM – 2:15 PM</td>
<td>Imagining Possibilities that Make Creativity Happen through Intuitive Theater Games&lt;br&gt;Carrie K. Brun&lt;br&gt;Bailey B. Carter&lt;br&gt;Connie L. Phelps</td>
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<td>2:30 PM – 3:30 PM</td>
<td>Fare Thee Well, Felicia: A Creative Approach to Educating 2e Students&lt;br&gt;Holly Paul&lt;br&gt;Stacey Schlichter-Burt</td>
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<td>Maximizing Classroom Creativity: Connecting Theory to Practice Using the Torrance Tests of Creative Thinking&lt;br&gt;Sarah Marie Catalana&lt;br&gt;Sarah E. Sumners</td>
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<td>3:45 PM – 4:45 PM</td>
<td>Using Bloom's Taxonomy as a Lens to Engage Gifted and Talented Students in a Creative Technology Culture&lt;br&gt;Robin Kesterson Franklin</td>
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<td>Why? Why? Why? Asking High Level Questions to Promote Critical and Creative Thinking&lt;br&gt;Amy Clune&lt;br&gt;Ellen Honeck</td>
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<td>Implementing Enrichment Opportunities for Creative Talent Development of Gifted Students&lt;br&gt;Jean Chandler</td>
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<td>Pure Genius! Sparking Student Creativity and Motivation in the Elementary Classroom&lt;br&gt;Scarlett Randall&lt;br&gt;Susan Wolfe</td>
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<td>Educating the Twice-Exceptional Learner: A Strengths-Based Approach&lt;br&gt;Clayton Martin</td>
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Saturday, November 5th

10:30 AM – 11:30 AM

The E. Paul Torrance Distinguished Lecture Series
We Are All Stewards of the Magic of Childhood
Jennifer Stancil, President, Glazer Children’s Museum

1:15 PM - 2:15 PM

Creativity Network Meeting
Location: Baja

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<td>Luke T. Hurst</td>
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<td>Effects of Challenging Math Curriculum and Effort Regulation Strategies Use on Math Creativity of Mathematically Promising English Language Learners</td>
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<td>Seokhee Cho</td>
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<td>Marcella Mandracchia</td>
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<td><strong>9:15 AM – 10:15 AM</strong></td>
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<td>Assessing Creative Problem Solving Ability in Mathematics: Revising the Scoring System of the DISCOVER Assessment</td>
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<td>Sema Tan</td>
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<td>Cultivating Creative and Reflective Thinking to Encourage Global Awareness in Gifted Students</td>
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<td>Sarah Marie Catalana</td>
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Keely Alexander  
Max Birdnow  
Jessica Gahm  
Barbara A. Kerr  
Improving Creative Thinking and Problem Solving Performance  
Marcia Delcourt  
Laura F. Main  
Create! Imagine! Innovate! Changing the Way We Teach: Integrating the Art of Creativity in Gifted Classrooms  
Reba H. Yarborough |
| 12:00 – 1:00 PM | Concocting Creative Magic: Case Studies in Implementing the Incubation Model of Teaching  
Sarah Marie Catalana  
Meg Easom Hines  
Developing Creative Leadership Skills in Gifted Students  
Jean Chandler  
Digital Story-telling of Perpetual Motion Machines: Potential Pedagogical Context for Embedding Creativity in the Physics Classes  
Mehdi Ghahremani  
Sareh Karami  
Encouraging Creativity to Promote Abstract Thinking in High Poverty School Districts  
Kayla Kubitza |
| 2:30 PM – 3:30 PM | Raising Creative Kids -- Many Joys and Many Challenges  
Susan Daniels  
Fostering Creativity in Gifted Students Living in Rural Locales  
Anthony Siradakis  
Noel G. Williams |
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<td>Recent Research and Perspectives on Creativity</td>
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<td>3:45 PM – 4:45 PM</td>
<td>Getting the Most out of Creative Problem Solving</td>
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<td>Competitions for the Gifted</td>
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<td>Taru Joshi</td>
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<td>Elena McLaughlin</td>
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<td>Dynamic Approaches to Critical and Creative Thinking</td>
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<td>Across the Content Areas at the Middle Grades</td>
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<td>Christine Dykstra</td>
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<td>Getting Creative with Rubik’s Cubes</td>
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<td>Diana Gettman Flores</td>
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<td>STEAM Labs: Connecting Creativity, STEM, and Arts</td>
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<td>Shawn S. Jordan</td>
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<td>Nielsen Pereira</td>
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**Sunday, November 6th**

8:00 AM – 9:00 AM

**Super Session**

Imagine This! Visual Thinking, Creativity, and Active Learning

Susan Daniels
A Note from the Co-Editors

KH Kim & Noël Williams

Welcome onboard, Billie! We are so happy to have you serve as the chair of our Creativity Network. We want to thank all the authors featured in our newsletter and for continuing their commitment to creativity! We hope to see everyone in Orlando, Florida at the 63rd annual National Association of Gifted Children Conference.