



## Editorial:

# Improving Teaching and Learning

Recently, a colleague posed this question in an email message, "In what ways might CPS contribute to the improvement of teaching and learning?" An interesting challenge, indeed, especially in relation to the general "landscape" of policy regarding teaching and learning today. My initial reaction was skeptical: Not much will help until people start thinking about education as more than a place where we send children and youth to memorize information in order to pass tests! It often seems that, no matter where one visits, the message is the same: "Everything we're doing in school is being driven by the tests. We don't have time for anything that can't be justified as contributing to our students' scores on the looming "high stakes" assessment."

That said, where does CPS fit in to improving teaching and learning? I see a few glimmers of light and hope (but be wary, for as someone once said, "The light at the end of the tunnel can sometimes be the headlight of an oncoming train!"). With caution, in search of optimism, CPS can contribute to effective teaching and learning by offer-

ing a powerful set of tools and practical strategies for:

1. Educators to use in designing curriculum that focuses on solving problems and managing change (within and across curriculum areas or disciplines);
2. Adults to apply themselves in managing change and solving problems in school administration, management, operation, or long-range planning;
3. Both adults and students to use in personal (life or career) planning and growth;
4. Students to learn and use in generating and focusing options as part of daily classroom activities and lessons;
5. Youngsters to use in social and interpersonal relationships;
6. Establishing a process framework for planning and managing independent learning and small group projects;

7. Organizing, learning, and applying metacognitive skills (thinking about your thinking while you are thinking) for all ages.

If administrators, teachers, counselors, parents, community leaders, and students all applied CPS in these ways, teaching and learning would certainly improve. Let us continue to work together to make constructive change, improvement, and innovation possible.

### Where To Find It

Improving Teaching and Learning .....	1
Applying CPS with Second-Grade Students .....	2
VIEW: Report on the Chinese Edition .....	3
Eggs Parcel Post .....	4
Funding Sources .....	7
Professional Development Opportunities .....	8
Conceptualizing New Music for Young Musicians .....	9
CPS Distance Learning .....	9
CPS Kit Now Shipping .....	10
CPS Master Teaching Tips: Use Varied Tools To Level the Playing Field for Differing Styles .....	10

## Applying CPS With Second-Grade Students

By Anna R. Cassalia

My school district, Virginia Beach City Public Schools, emphasizes using Creative Problem Solving within our curriculum. My task was to use the entire CPS process to explore economics at a second grade level. I decided to use current events, and look at the economic devastation of Hurricane Katrina in New Orleans. This tied together our economics unit and our science study of weather.

Prior to using CPS as our focal point, I felt my economics instruction leaned towards memorizing economic terms. Through using CPS to really explore and dive into the economic devastation of the hurricane, I saw the students internalize the economic principles. The students learned how an economy was destroyed and they came up with ideas on how to help repair that economy.

We began our CPS unit with the headline: "Hurricane Katrina Wipes out the City of New Orleans." The students created WIBAI statements from the headline. Since the students were familiar with the hurricane devastation they came up with some amazing ideas. For example, Wouldn't it be awful if you lost a friend or family member in the hurricane? Wouldn't it be awful if you lost your pet in the disaster? Wouldn't it be awful if you didn't have a car to evacuate New Orleans? Wouldn't it be awful if you lost your home? Wouldn't it be awful if no one came to help after the hurricane? Wouldn't it be awful if no one made donations to help? From these ideas I explained to the students that I'd like them to change their thinking from the negative WIBAI to the positive WIBNI. They quickly got the hang of this and changed their statements to: Wouldn't it be nice

if everyone was safely evacuated? Wouldn't it be nice if the buses took pets? Wouldn't it be nice if they had enough transportation to get everyone out? Wouldn't it be nice if lots of people came to help after the hurricane? Wouldn't it be nice if they got enough donations to help everyone? Then we used the focusing tool, Hits and Hot Spots to narrow our Opportunity Statement. The students loved to get up and "vote" for their favorite WIBNI. We decided on: Wouldn't it be nice if they got enough donations to help everyone?

Next I had the students Explore the data using the 5W+H. These questions helped the students draw out important information and gain clarity on how to proceed next. I explained that they didn't need to answer these questions, but they were merely a way to expand our thinking. At this time, I gave the students time to research various newspaper clippings, on-line articles, periodicals, and television news clippings. They used this research to broaden their knowledge on the subject so they would be able to ask more thought provoking questions. I also emphasized that the students consider emotional data like observations, feelings, and questions that this research may have evoked. I was amazed at how easily the students were able to generate these questions and did not feel compelled to answer them. Some of their questions included: Who needs the money? Who's going to give donations? Who's going to collect the money and give it to those in need? How are they going to deliver the goods? How much does each person get? What kinds of donations do we need to give? How do we know what the people need? How would it feel

to lose everything? What would I want replaced?

At this time we used Hits and Hot Spots; the "Hits" helped to identify key data and the "Hot Spots" to cluster the key data. As a result, we found that our attention was focused on generating donations for New Orleans. We proceeded by framing the problem. I gave the kids the question stems and had them work in small groups to generate possible problem statements. Then the students shared their problem statements. After generating a list we decided on the problem statement: In what ways might we raise donations?

At this point I wanted the students to connect the economic terms I needed the students to learn with and the economic devastation of Hurricane Katrina. First we defined the key economic terms on a class list. Then I gave the students multiple and varied resources on Hurricane Katrina to use to tie together the terms and the reality of the hurricane. Their task was to explain how Hurricane Katrina affected New Orleans' economy. I posed essential questions for the students to answer. For example: What losses have producers experienced? What challenges are consumers facing? How has supply and demand been affected? How have the natural resources been affected? This provided the necessary scaffolding for the students to bridge their knowledge of key economic terms with the aftermath of the hurricane. We later used their lists as points of discussion as to how to meet the needs of the people in this community.

At this point I had a clear group of students who were extremely involved in this task. They wanted to do more so I provided news articles and asked them to generate a list of ways we could help the people of New Orleans. The students generated these ideas: sell old books and donate the profits, sell book marks and donate the profits, stand outside stores and ask for donations, donate old toys, sell hot chocolate and donate the profits, ask for donations from friends, family, and neighbors, have a school-wide fund raiser. After this group of students completed their research, our class used the Force-Fitting tool to create unique ways to help in crisis. The students forced together all of the selling ideas and came up with the idea of having a school-wide garage sale and donating the proceeds. They also forced together standing outside stores selling hot chocolate and asking for donations. Lastly, they forced together the ideas of asking for donations from friends, family, and students.

After identifying the promising possibilities they used the focusing tools ALoU, Advantages, Limitations, How to Overcome these limitations, and Uniqueness. I gave each group one solution and had them complete an ALoU. We decided that although the school-wide fundraiser wasn't unique it was our best way to get everyone involved. Also, it was something that second graders could do without a lot of parental help. With this idea decided upon, the students used SML to create a list of timely goals.

Lastly the students began to prepare how to carry out their solution successfully. Again we used the 5W+ H to consider possible assisters and resisters. They came up with: Who will be

willing to hear our suggestions? Who will be willing to help us meet our goals? When can we present this information? Where will we meet obstacles?

The students were overwhelmingly emotionally involved with this task. By using Hurricane Katrina as the hook I engaged all of the learners successfully, and the students used their creativity to truly help out a community in need. However simple our solution may seem to adults, it was truly novel to my students and they were proud of their accomplishments.

This was my first time using the entire CPS process with my students and I was amazed at how willing they were to work through difficult material and plow through the messy problem. They were not stuck in a mold and could really imagine new possibilities. My father has often said, "If we gave the world's problems to children to solve we may get somewhere." Children don't have preconceived notions and won't let politics get in the way of a true answer. They will look at the data and come up with ideological answers that if given time to breathe and foster could solve the intricate problems of today.

I've taught CPS to many teachers in the past two years, many of whom struggled with the messiness of CPS and wanted concrete answers to their questions as to how to plan a lesson incorporating CPS. I continually encourage them to try CPS and sort through the messiness, searching the light at the end of the tunnel. My hope is that through reading this article on the success seven-year-olds had with CPS that they too may be inspired to try this process.

## VIEW Assessment of Problem Solving Style: A Summary Report on the Chinese Edition

By Dr. Mei-Hung Chiu  
National Taiwan Normal University

*Editor's Note.* Within the past three years, VIEW, our instrument for assessing problem-solving style, has received increasing attention among international researchers, educators, and business leaders. By 2004, VIEW was available in French and Dutch as well as in English. Additional work has continued since then. VIEW is now also available in Chinese and in Korean, and pilot testing is underway on a Japanese edition. These efforts enable participants in many countries to respond to VIEW in their native language, making it possible for respondents to understand and respond to the items with greater comprehension and comfort. This report summarizes research on the development of the Chinese edition; in future issues, we will share information on other translations as well.

The VIEW inventory includes three dimensions: Orientation to Change (OC), Manner of Processing (MP), and Ways of Deciding (WD). Each has two general styles: Explorer and Developer for OC, External and Internal for MP, and Person and Task for WD. This summary report describes the development of a Chinese language edition of VIEW, the test-retest processes, and the results of the initial data analyses. This research was conducted from September to November, 2005. The principal results of our research on the Chinese language edition were as follows.

*Continued on Page 9*

# Eggs Parcel Post

By: Dr. Patricia F. Schoonover

University of Wisconsin-Stevens Point

Each year in March and April about 600 6th-grade students from all over Wisconsin converge on the University of Wisconsin-Stevens Point campus to attend a variety of classes through a program called *College Days for Kids*. This program is designed for high-ability sixth graders. Participating schools bring these young people to the University of Wisconsin-Stevens Point campus for two Fridays of enrichment classes taught by University faculty and academic staff who volunteer to teach these classes usually within their field of expertise. The goals for the program are to:

- Introduce sixth graders to a university setting and thereby encourage them to set appropriate educational goals.
- Provide higher-level enrichment through exposure to a variety of topics in the humanities and sciences.
- Promote healthy affective development through interactions with peers from other schools.

There are two sessions (Session I and II) each with two classes. Schools select either session in which to participate. During the first class students learn the initial concepts of the topic being taught. The instructor provides homework of some sort and students are expected to have it completed by the time the second class begins two weeks later. Each class period is 70 minutes. Class sizes vary from 10 to 50 students. Our class had 19 students. Parents and classroom teachers are encouraged to attend with the students in a ratio of 1 adult to every 10 students. We actually had three adults accompanying the students along with

two university students as escorts for the group. We always ask the adults to take part along with the students.

The 6th graders are allowed to choose their courses, so they are, theoretically, in classes that hold some interest for them. Many of the students we see in our course are in the Destination ImagiNation® program, which promotes CPS process and tools. But, frequently they are unaware of the tools or how to use them. We do find the students quick to pick up on the tools, but they do not always carry through and use the tools in their project unless they work as a team.

The course we teach is an introduction to Creative Problem Solving and the tools, with emphasis on the tools. I have taught this course for many years in the program, but over the past three years I have taught it with my office associate and colleague, Linda Rice. We have incorporated a project with the course that is designed to encourage the students to apply some of the tools.

During the first class we introduce the students to the concepts of creativity, Creative Problem Solving and generating and focusing tools. We mostly work with the students on the tools. After trying out some of the tools as a class as well as in small groups, we give the students their homework. Then, two weeks later, we meet with the students again and discuss their homework and see how much they have applied what they have learned from the first class and reinforce this. In our decision to work with these students on the

topic of generating and focusing tools, we believe that if the students had a project to actually do, as well as something to think about and construct with a specific goal, they would learn about the tools along with creative and critical thinking more effectively than they would if we simply talked about it.

We introduce the tools by first teaching the rules for generating and focusing, and then demonstrate a version of Brainstorming and Hits and Hot Spots with the entire class participating. We use a version of Brainstorming (Alphabet, Post-Its, Stop-and-Go or Brainwriting). We then focus on the generated options with Hits and Hot Spots. The rules for both generating options and focusing are visible with the overhead projector. We also use the *Thinking Tool Guides* posters for each group as we teach the tools. The first generating and focusing session is done as a full class. The students are then put into small groups of five to seven members, and we show them how to use Attribute Listing and SCAMPER and provide them with reminders on how to use these tools. We also provide them with a background on how to use ALoU and PCA. After each generating or focusing tool is used we debrief with the students by asking how else they might use each tool.

Each tool is used in a way that is fun and enjoyable and sometimes silly. Laughter helps most students to relax and open up, especially since the students do not always know the other students in the class. However, there are always people, even this young, who want more practical

and realistic ways of applying the tools. We discuss and, if we have time, demonstrate practical uses with the students. We use challenges from *Practice Problems for CPS* and *CPS for Kids*. The challenges in these resources seem to be very relevant and enjoyable for the kids and they respond enthusiastically to the situations presented in these books.

Before the class ends we present the homework, which is to mail a raw, medium chicken egg to our office without using special labeling or special postage. Points are awarded for the best ratio of the weight of the egg to the weight of the total package. The students also receive points for innovative packaging and use of materials. The egg must, however, be wrapped in waterproof wrapping of some sort so that if the egg does crack, it will not leak over other mail. This is a very important detail for our colleagues who share the campus mail service.

Generally students do the project on their own, one student, one egg. But, over the years more students are interested in working as a team, which we allow. A team of students can only mail one egg, however. If students work as a team, we enjoy hearing about their experience. We have noticed that the egg project done by a team usually attains a very good ratio, ending up in the top three places.

They also have our email address and phone number if they have questions. Until this year we have never been contacted by the students, their teachers or parents. This year it was, in each case, to let us know the egg was to be mailed late and we would receive it after the date by when we asked the eggs to arrive. One student wrote a note about why his egg was late. His egg was wrapped (rapidly, it seemed) in

tissue and then had a piece of foil wrapped around it as the leak-proof barrier. It was sent in a cardboard box with the note stating that he was so busy with other homework and with a history project he could not send it earlier. We do take the time to discuss the rules and consequences if this were a course taken for credit. There are usually students from campus helping as escorts who can verify what we say regarding responsibility for completing their work required for class.

Part of the homework includes a page with questions for the students to complete and bring back to class. The questions ask the students to write about the tools they have tried and the tools they prefer. The students don't often try the tools outside of the class, it seems, so they discuss the tools we used in class. In some cases they will make up a name for a tool or talk about a tool (or one they believe is a tool) that is used in their class at school. The students are also asked to discuss other ways they might have applied the tools and if they taught anyone else how to use any of the tools. It is the students who participate in the Destination ImagiNation program who seem most interested in applying the tools and trying them out. They also seem to be the most gregarious and enthusiastic participants in the class.

Once the students return for the second class, we ask them to pull out their page with the questions. Before looking at the Power Point of the eggs that were mailed, we discuss the tools they hopefully applied in the process of packaging and mailing them. The discussion, however, often feels a bit like dragging in a very huge, heavy fish to get some students to talk about and respond to the questions. There might be a lot of different reasons for this. One

might be that the College Days for Kids is just two sessions and there is not a lot of time to get to know the other students much less who we are as instructors. The homework we give is not high priority in their lives and they know they most likely will never see us again. It is very clear to both Linda and me that some students are not as confident in themselves and still others are quite shy. I am also not certain that participation is completely the decision of the student. Some students have said their parents make the decision after they are nominated by the teacher. So the motivation to complete and discuss the tools is not great. However, we charge ahead into these uncertain waters and end up having a good time with the students.

The project itself is not an original concept, but is very useful to encourage students to complete the project. Part of this is because it seems unusual enough to grab their attention and interest them enough to go forward and do the project. Many students are familiar with the "egg drop" and have participated in classes where this was done. Students have said they enjoy the change from dropping the egg. There is a bit more of the unknown in mailing something this fragile.

The class is always fun to teach and we enjoy seeing the eggs arrive, hopefully whole. When each egg package arrives we weigh and photograph each package then open it, and photograph the egg inside, as shown in Photo #1, on the next page.

The egg is then weighed (as shown in Photo #2) and then we compute the ratio of the weight of the egg to the weight of the package. We use a gram scale for accuracy, quite frankly, because grams are more dramatic than are ounces. After all of the eggs are

weighed and ratios computed we evaluate the packaging and innovation of the design and use of materials, as well as effectiveness of the design. We make a Power Point presentation of the eggs so we can show the kids at the second class.



**Photo 1** This is a typical box and we don't know if another package is inside, or the egg alone..



**Photo 2.** The egg being weighed on the gram scale. This one is close to the average weight of the eggs that arrived.

We see a wide range of quality in the packages from no attempt to do anything but the minimum (i.e. wads of paper with an unprotected egg in a cardboard box) to projects that seem to be more thoughtfully developed.

Often the most common packing materials are used in the projects and they do not receive as many points as do more innovative materials. If the common materials are used in innovative ways, they do receive more points. So, Styrofoam peanuts and parts of egg cartons do not receive great points. If an egg arrives in a box with wads of paper and nothing

else, we still weigh, photograph things and compute the ratio. The other points will be very low. But, if rubberbands and toothpicks are used to suspend an egg in a box, this would receive more points (as shown in Photo #3, below).



**Photo 3.** This student used a sturdy length of cardboard and folded it into this cube. He used sturdy rubber bands and toothpicks to create a suspension unit. The egg is wrapped in plastic and a cloth-type tape was wrapped around that to create a cradle. This was not the lightest egg and package solution, but it was innovative.

The second class is a review of the mail-an-egg solution with the Power Point and to consider what else they could have done or might have done differently. Photos 4 and 5, at right, illustrate two unique solutions.

We also review the tools and use them again with mini-challenges. These are done both as small group and also with the entire class. This year, I asked the students to generate as many kinds of materials that might be used to pack something fragile. We then took one or two of the items and used Attribute Listing. We also used Attribute Listing with the egg. They finally understood the importance of that tool and many began to comment how, if they had used this tool, they might have found other



**Photo 4.** A form fitting package using foaming insulation and plastic wrap, inserted in a box and mailed. It also was not the lightest, but certainly innovative.



**Photo 5.** A small Nerf football used to mail an egg. It was put in a box; how it might have fared had it been mailed as is?

ways to use the materials they did use, or even find other ways to package the egg. We then gave them the challenge: "You received 50 kilograms of peanut butter, what are some unconventional ways you might use it?" They had time first in small groups to use Attribute Listing and then as a class they generated ideas. Some ideas included edible wall covering, a way to quiet a noisy sibling, and potential building material.

The time with the students goes so swiftly, it seems a shame to have the two weeks in between without any communication about how they are doing and what they are thinking about with regards to the tools and their

project. It might be that, with more communication and discussion, they might have more motivation to develop a more innovative solution.

Thinking about my experience with the class over the past few years, I have thought how the course might be made more relevant for the students. Some changes I have considered are to have students:

- Incorporate a brief description of their choice of packaging in relation to what they are learning in school at the time.
- Write a brief paper with their egg about what they have discovered about ways other

cultures transport and package fragile items such as eggs.

- Email or mail their responses to the list of questions so they arrive before or about the same time as the eggs. This would allow more reflection on their responses for the second class.

We have also thought how nice it would be to have the students for 140 minutes per session. We would have to see if that can be arranged.

We don't have access to the class records, but it would be interesting to see if students from previous years have maintained any knowledge or interest in what

they have learned in our class. Perhaps this is something to consider for another project.

### Resources

Draze, D. (1994) *Creative problem solving for kids*. San Luis Obispo, CA, Dandy Lion Publications.

Treffinger, D. J. (2000). *Practice problems for creative problem solving* (3rd ed). Waco, TX, Prufrock Press.

Treffinger, D. J. & Nassab C. A. (1998). *Thinking tool guides*. Sarasota, FL, Center for Creative Learning.

## Funding Sources

From time to time, we learn about agencies that make grants or awards for educational projects. Usually, we have only rather limited information about these programs, but we share them with Creative Learning Today readers in the hope that you will investigate them with the goal of supporting new initiatives for talent development, style, or CPS in your setting. If you find an opportunity that seems promising, we will be happy to assist you in preparing an inquiry or proposal that would make it possible for you to work collaboratively with us on projects that use our programs and resources or provide opportunities for new training initiatives with us.

**The Starr Foundation** makes grants in a number of areas, including education. In 2003, an average grant was from \$25,000 to \$125,000. The foundation has no set guidelines. The Starr Foundation was established in 1955 by Cornelius Vander Starr, an insurance entrepreneur who founded the American International family of insurance and financial services companies, now known as American International Group, Inc. The foundation has assets of approximately \$3.5 billion. For more information go to: <http://fdncenter.org/grantmaker/starr>

**The RGK Foundation** awards grants in the broad areas of Education, Community, and Medicine/Health. The Foundation's primary interests within Education include programs that focus on formal K-12 education (particularly mathematics, science and reading), teacher development, literacy, and higher education. Grants range from several thousand dollars to \$150,000. Grant requests exceeding \$50,000 are reviewed four times a year. Eligible applicants include nonprofit organizations such as hospitals, educational institutions and governmental institutions with 501(c)(3) status. All applicants first must submit a letter of inquiry completed online to be considered for funding. For more information, visit: [www.rgkfoundation.org/guidelines.php](http://www.rgkfoundation.org/guidelines.php)

**Wachovia Foundation.** Wachovia's longstanding history of supporting education led the Wachovia Foundation to create the *Wachovia Teachers and Teaching Initiative*. The program ultimately seeks to increase student achievement in pre-K – 12 public education by building and supporting teachers and the teaching profession in scalable and sustainable ways. Awards range from \$100,000 to \$250,000. Applicants must be nonprofit 501(c)3 organizations with core programs for K-12 public education, and must partner with a local foundation in their area. The email contact is: [ttti@wachovia.com](mailto:ttti@wachovia.com), or you may visit the website at [http://www.wachovia.com/inside/page/0,,139\\_414\\_430\\_6336,00.html](http://www.wachovia.com/inside/page/0,,139_414_430_6336,00.html)

# 2006 Professional Development Institutes

There's still time for you plan to attend one or both of the Center's two professional development Institutes in Sarasota this summer. These programs will focus on new developments and directions in the areas of talent development and Creative Problem Solving (CPS). The programs will be offered successively, enabling participants to attend either or both programs with a single trip. You will find registration information, and a complete PDF brochure at the "Workshops and Services" page on our website, [www.creativelearning.com](http://www.creativelearning.com).

## ***Talent Development: The Levels of Service Approach (July 6-8, 2006)***

**The Institute** will provide an in-depth presentation of the Levels of Service (LoS) approach to talent development. As a participant in the program, you will learn:

- The implications of contemporary views of talent, and talent development for educational programming.
- The four Levels of Service and how to identify practical activities for each level.
- A systematic planning model for implementing the LoS approach (when designing new programs or updating existing G/T programs).
- Strategies, tools, and resources for gaining involvement and support at the school, district, or state levels.
- Specific strategies, tools, and resources to link LoS programming with other school priorities and initiatives.
- Tools and resources for professional development, parent and community awareness, and effective evaluation.

This Institute will provide you with training and practical guidance for program design, implementation, and evaluation. The Institute will provide you with the information, skills, tools, and resources you need to implement the LoS approach in a school, a school district, or on a regional or statewide basis.

## ***Creative Problem Solving (CPS) in Education (July 10-12, 2006)***

This Institute will provide you with training and hands-on practice on *Understanding the Challenge, Generating Ideas, Preparing for Action, and Planning Your Approach*— with a variety of specific tools for generating options, focusing your thinking, and planning for successful implementation of new ideas. People of all ages can learn and apply CPS effectively. In educational settings, CPS Version 6.1™ can be applied in many important ways, including:

- To guide planning for student success and positive gains in achievement.
- To support leadership and teamwork in projects (for both adults and students).
- To enhance curriculum development and empower individuals and teams to deal with real-life problems and challenges.
- To expand and enhance life skills and career planning and counseling activities.
- To provide tools that link creative and critical thinking with academic content standards.
- To support and empower school advisory teams, site-based management, and school improvement or strategic planning efforts.
- To guide teams or groups in planning new programs or revising existing programs in any area.

You will return home with a wide variety of skills and tools that you can use on your own, when you are working with students of all ages in a classroom or training setting, or when you are working with other adults to solve problems, plan new projects or programs, or manage change.

Both of these Institutes are open to individual participants. However, we strongly recommend that you enroll a team of 3-5 people from your organization (e.g., a planning team, task force, or program management team). A team, including participants with both administrative and instructional responsibilities, often provides a broad base for powerful, effective implementation and follow-up when you return home. Contact the Center's office for more information or to register!

## Research Abstract

# Conceptualizing New Music for Young Musicians

By Dr. Bernard W. Andrews

University of Ottawa

Contemporary composers have adapted to the changing musical landscape of the 21st century by employing both acoustic and electronic modes of composition, and by integrating a broad range of compositional techniques – tonal, atonal, serial, environmental and electronic – into their works. Few composers, however, have successfully written major works for young musicians. Twenty-four Canadian composers who were commissioned to compose new music for young musicians participated in an evaluation study of the compositional process, and they completed a questionnaire, responded

to emerging questions, and completed a reflective report. An analysis of the in-depth questionnaire data reveals that the composers identified a diverse range of *stylistic features* in their works, often merging cultural and historical influences with personal style and imagery. They described a *conceptual approach* to writing that balanced pedagogical ambition with sensitivity to the limited experience of the musicians. The majority of participants indicated that *prior experiences* with young people were invaluable in helping them to accurately gauge students' technical abilities and

developmental levels. They identified a range of important *compositional parameters*, notably melody, harmony, rhythm and texture, and integrated them within the musical structure to provide a challenge and reinforce learning. The composers also agreed that the *adjustments* to their compositions were explicitly technical rather than stylistic, and that writing for young performers *did not affect their personal style*. They expressed discomfort with the notion of pedagogical music and preferred to see music for young musicians as "artistically valid" works equal to those intended for people of all ages.

Dr. Andrews teaches music certification, curriculum theory, arts education, creativity and program evaluation courses in the Faculty of Education at the University of Ottawa. Currently, he is Chair of the Arts Education Partnership, a collaboration between the University of Ottawa and the National Arts Centre, National Gallery, Canadian Museum of Civilization, and Library and Archives Canada. This article represents a summary (extended abstract) from Andrews, B. W. (2004). Conceptualizing new music for young musicians. In L. Bartel (Ed.), *Questioning the paradigm*. Research to Practice series, Vol. II (pp. 146-160). Toronto, ON: Canadian Music Educators Association.

## Continued from Page 3

### Report on the Chinese Edition of VIEW

There were normal distributions of OC (orientation to change), MP (manner of processing), and WD (ways of deciding) for VIEW.

The test-retest reliabilities for all three dimensions exceeded 0.8.

There were no age and gender differences in each dimension.

As for the internal consistency, all of the three dimensions were beyond or close to 0.8. which were considered high (0.866 for OC, 0.864 for MP, and 0.794 for WD).

We found Chinese subjects more likely to have a Developer preference than has been reported for subjects responding to VIEW in other languages and cultural settings. This may reflect cultural differences relating to Orientation to Change as well as in responding to web-based assessment tools. Further research may help clarify cross-cultural perspectives on the Orientation to Change construct and its assessment.

## Did You Know?



*Talent Development, Creative Learning, and Style Have Global Importance! The Center's colleagues now represent more than 18 countries on four Continents.*

## CPS: Master Teaching Tips

# Use Varied Tools to Level the Playing Field for Differing Style Preferences

Brainstorming. Almost by acclamation the best known of all tools for generating options—but, alas, also our candidate for “most misunderstood and abused.” It’s not another word for discussion, debate, or “bull session.” To use it well, begin with an open-ended, invitational question, and remember to apply “deferred judgment” and other basic guidelines. However, in our Master Teaching Tip for this issue, let’s consider another challenge. Think for a moment about how groups are usually set up or prepared for Brainstorming. The group facilitator presents an open-ended question—perhaps stated in very good form (e.g., “In what ways might we...”). Often, the group members may be seeing or hearing that question for the first time when the facilitator gives it to them. Next, the facilitator calls for the group to begin generating ideas—immediately, with a vigorous pace, and out loud. “Let’s think out of the box and come up with as many ideas as we possibly can in the next five minutes!”

Now, consider the Manner of Processing style preferences of the members of many groups: a mix of both *external* processors (who love to start talking right away, and will easily fill a wall with many sheets of chart paper brimming with ideas), and *internal* processors (who want to think about the question, or work through it in their own mind, before saying a word). Almost immediately as you consider the task for the tool and the styles of the people, the conflict becomes apparent. The Externals will love the task, thrive on it, and start feeding each other with their ideas. But the Internals may very well feel frustrated or even left out. The session is moving forward, at near breakneck speed, and they’re being left behind or overlooked, even though a number of interesting possibilities may be taking shape in their mind. As a facilitator, how might you respond to this dilemma?

You can respond effectively by drawing on several tools in your repertoire, and not relying only on a traditional application of the Brainstorming tool. For example, you might employ a Brainstorming variation, such as “Stop and Go,” alternating periods of talk and periods of reflection, to provide time for internals to gather their ideas and prepare to share them. Brainwriting or Brainstorming with Post-It® notes can also help. Know, and be ready to use, a variety of tools!

## Purpose of CLT

**Editor:** Dr. Don Treffinger

**Purpose:** To share new ideas and practical strategies for productive thinking, and talent development, and learning style; information about and reviews of new resources; and opportunities for networking among our readers.

*Creative Learning Today* is published on an occasional basis and distributed electronically without cost to interested readers.

Direct all inquiries and changes of email address to [don@creativelearning.com](mailto:don@creativelearning.com)

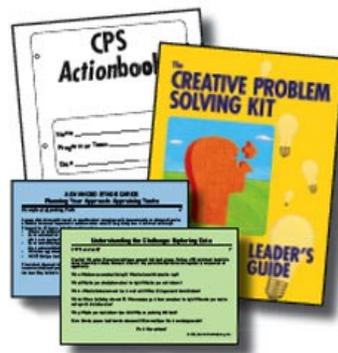
*Creative Learning Today*,  
ISSN #0895-9234.

Copyright © 2006 by Center for Creative Learning.

Quotation permitted provided credit is given to *Creative Learning Today* as the source.

Visit us on the web at:  
[www.creativelearning.com](http://www.creativelearning.com)

## CPS Kit Now Shipping



In the last issue of *Creative Learning Today*, we announced *The CPS Kit*—an innovative new program that offers an in-depth, hands-on approach to guide individuals and groups in learning and applying CPS. The Kit is now available for shipping. It includes a Leader’s Guide, a 51-page reproducible *Actionbook* for students, and individual, color-coded cards detailing the CPS components, stages, and tools. *The CPS Kit* will easily become an integral

part of your CPS endeavors. Group and classroom leaders can use the simple, concise and informative Leader’s Guide to build on their knowledge of the process and conduct successful CPS training. The *Actionbook* workbook allows students to document their work and provides worksheets and templates to guide their thinking process. And, each component and individual stage of CPS has its own set of color-coded cards, including separate Generating and Focusing Tools cards, to bring a hands-on approach to learning CPS. This flexible problem-solving program is designed for anyone learning or practicing CPS. Discover the enthusiasm among your students and colleagues as they watch their problems and concerns become real, viable solutions and creative actions with the help of *The CPS Kit*! The regular price for the **Complete kit is \$79.95.**