Evaluating creativity
from an objective point of view

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(Based on research conducted during a Master's degree in M. Ed. from the Faculty of Education, PERFORMA, University of Sherbrooke)

Presentation outline

Workshop goals
1. Share a common vision on theory underlying evaluating creativity
2. Become familiar with the research results regarding both criteria and scoring rubrics applicable to creativity
3. Reflect on how to transfer and use the assessment tools resulting from this research in one's own field

- Research problem
- Research literature review
- Tools resulting from the research
- Time to reflect and share
- In conclusion...

Introduction...

Bad news...

« There is no one perfect test for creativity. »

(Kaufmann, Plucker et Baer, 2008, p. 2)

Good news...

- ...using competency-based evaluation as a framework, notably the use of professional judgment...

Context of the research problem

- Being creative, especially using one's creative thinking skills are sought after qualities in today's job market

- Research conducted at Cégep Marie-Victorin (a.k.a. Marie-Vic) in Montreal

- Study program outcomes refer to creativity
  - Product, process and person

- Sparked curiosity as to the quality of evaluation of creative learning

Research problem

Getting to the source of the problem

- Self-evaluation report on the application of the Institutional Student Evaluation Policy (ISEP or PIEA) conducted at Marie-Vic (Allaire et *al.*, 2008)

Time to reflect…

- What difficulties do you experience when you evaluate creative learning?

Research problem

Difficulties that teachers encounter when evaluating creative learning:

1. Variety of interpretations of the concept of creativity
2. Subjective aspect linked to professional judgment
3. Rigour involved in evaluating complex tasks
4. Defining precise criteria for creative learning
5. Constructing reliable and valid evaluation grids
6. Not enough professional development workshops on the topic

Research purpose

Define precise criteria pertaining to creative learning and construct an evaluation grid using descriptive scales in order to help teachers from the targeted study programs who encounter difficulties when evaluating creative learning.

- Developmental research (Harvey et Loiselle, 2009)
- Three study programs
  - Fashion Design
  - Visual Arts
  - Special Education

Evaluation in a competency-based approach (Scallon, 2004; Tardif, 2006; …)

- **assessment** (evaluation, judgment)
  - performance assessment and authentic assessment

- **professional judgment assessment tools**
  - evaluation grids, criteria and descriptive scales

- **importance of formative assessment**
  - feedback on progress of learning – understanding criteria
  - student participation in evaluation – self-monitoring

- **concept of competency and the 3P**
  - objects of evaluation – the 3P - **product**, **process** and **discourse**

Evaluation of creative learning (Starko, 2005; Treffinger *et al.*, 2002; ...)

- subscribes to the same notions as evaluation in a competency-based approach
  - use of the word **creative** before each P
  - use of the word **person** (includes discourse)
  - use of **multiple sources of data** in collecting the necessary information to support professional judgment of the 3P

Time to reflect...

- What sources of data do you use in collecting the necessary information to evaluate creative learning during a complex open-ended task?

Sources of data

Creative product	Creative process	Creative person/discourse

• Presentation portfolio
• Final production resulting from an authentic, open-ended task
   • Project
   • Artwork
   • Demonstration
   • Performance
   • Etc.
	• Learning portfolio
	• Research file
	• Study file
	• Journal
	• Interview
	• Verification list
	• Work log
	• Progress sheet
	• Etc.
		• Self-evaluation
		• Reflection
		• List of personality traits
		• Survey
		• Observation
		• Oral presentation
		• Written argument
		• Etc.

Concept of creativity main model (Filteau, 2009, p. 69)
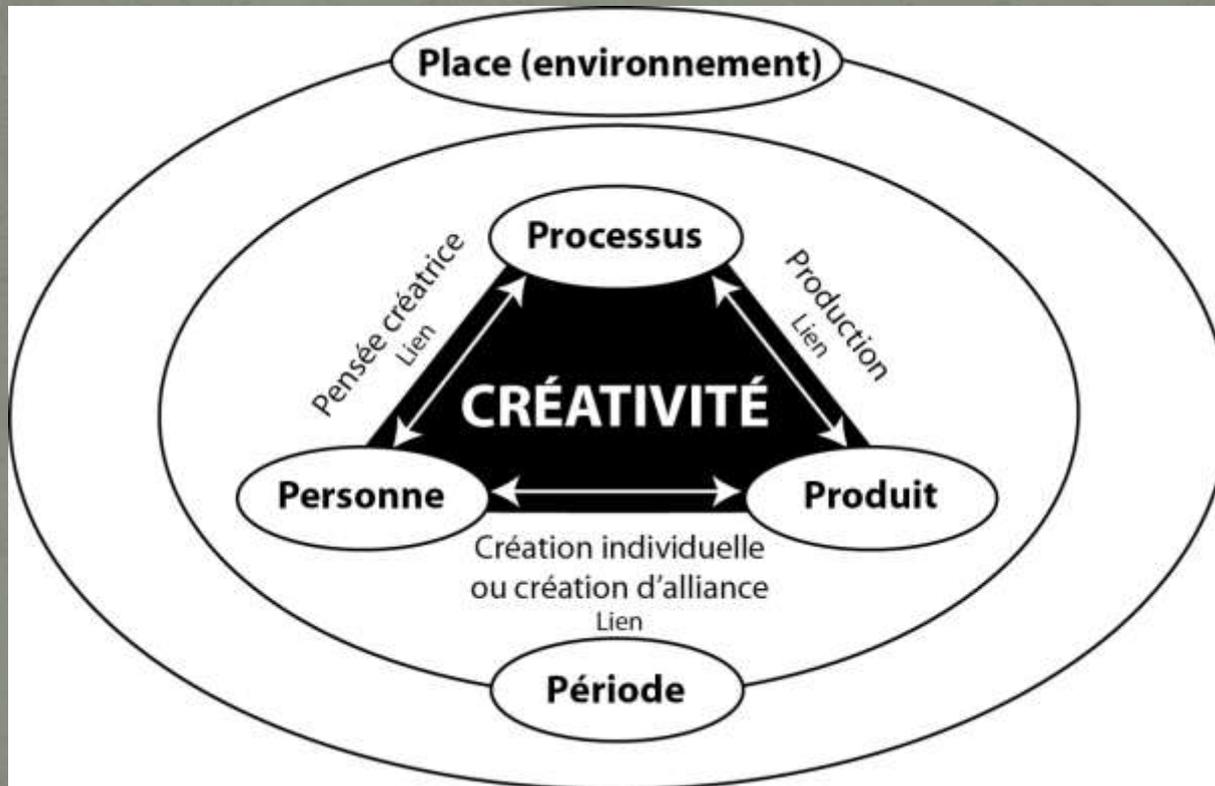
Literature review: key elements

When evaluating creative learning, one should consider…

Creative product

- specific qualities (expectations) of the final production resulting from an authentic, open-ended task

Creative process

- stages observed during the production or process
- creative thinking processes (divergent and convergent thinking)
- mobilization of ressources specific to the field

Creative person/discourse

- specific behaviours and personality traits
- reflection (metacognition) on one's work and processes

Presentation of the assessment tools

Concept stage

- First set of tables that describe, categorize and compare data from the three study programs concerning the 5P of the concept of creativity model of Filteau (2009)

- Second set of tables that define, categorize and compare data from the three study programs concerning criteria used to evaluate the 3P

Highlights of this stage
similarities between the three study programs
trend towards a generic form
formulation of generic evaluation criteria

Time to reflect…

- What criteria do you use when evaluating creative learning?

…Eleven generic criteria

Creative product (4)

- *coherent* **choices** *consistent* with the **objective** and the **intent** developed by the student

- *adapted* to the **context**; *relevant* for the **targeted persons**

- *polished* and *harmonious* **characteristics**, attesting to an *innovative* **approach**

- *convincing* **rendering** due to *skilful* **utilization** of **techniques** and **means of expression**

Bold type = **indicator** of the criterion and text in *italics* = *quality* of the criterion

…Eleven generic criteria

Creative process (4)

- **process observed** is *dynamique* and *personnelle* and in the spirit of the **proposed process**

- *relevant* **research** conducted *before* and *during* **production**

- *clear* **demonstration** of the four **skills** associated with creative thinking
  - **fluidity**, **flexibility**, **originality** and **complexity**

- *relevant* **utilization** of **knowledge**, **techniques** and **language** specific to the field

Bold type = **indicator** of the criterion and text in *italics* = *quality* of the criterion

…Eleven generic criteria

Creative person/discourse (3)

- *in-depth, accurate* **reflection**; *sensitive, justified* and *coherent* **interprétation**

- *convincing* **communication** (oral or written) due to an *organized, clear* **structure** and *appropriate* **utilization** of **language** and **vocabulary specific** to the field

- *assured* **demonstration** of *professional* **behaviours** and *personal* **attitudes** deemed important to the field

Bold type = **indicator** of the criterion and text in *italics* = *quality* of the criterion

Presentation of the assessment tools

Production stage
- construction of an evaluation grid with three descriptive scales...one for each P

Elements that were taken into account:
1. **Number** of descriptive scales
2. **Type** of descriptive scales
3. **Decisive** criteria
4. **Number** of performance levels
5. **Generic aspect** of formulating the performance levels
6. **Glossaries** accompanying each descriptive scale
7. **Description** of the performance levels
8. **Weighting** and **marking scheme**

Presentation of the assessment tools

Validation stage
- the same 3 research participants / study programs

Interview questions:
1. **Coherence** of the generic evaluation criteria
2. **Relevance** of the three descriptive scales
3. **Comprehension** of the criteria and the glossaries
4. **Accuracy** of the descriptive scales
5. **Use** of the assessment tools

Presentation of the assessment tools

Highlights from the validation stage:

➢ Unanimious as to the coherence of the generic evaluation criteria

➢ Relevance as to defining and separating the criteria into three distinct descriptive scales according to the 3P

➢ Appreciation for the glossaries – helpful in understanding

➢ Accuracy of the scales depends on the subject area, the course, it's position in the program and the learning outcomes...

➢ Use and adaptability of the assessment tools is possible because of their generic form

Time to reflect and share…

Research findings can be transfered

Time to reflect on the last workshop goal…
- How to transfer and use the assessment tools resulting from this research in one's own field

- Share thoughts with your neighbour…
  - What key ideas do you retain from this presentation?
  - How can you transfer these ideas when constructing assessment tools in your subject area?

- Share a few thoughts with the audience…

In conclusion...

Research report can be found online at the College Documentation Centre (CDC)

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Furthur exploration…

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