

Studyprogramme: Special education and rehabilitation			
Type and level of studies: Doctoral academic studies			
Course title: Creative learning in persons with mental development disorder			
Lecturer: Japundža-Milisavljević M. Mirjana, Đurić-Zdravković A. Aleksandra			
Status ofthecourse: Elective course			
ECTS: 20			
Prerequisites: No prerequisites			
Objectiveofthecourse: The objective of the course is to familiarize students with the theoretical and practical importance of using the potentials of creativity in the education of children and students with intellectual disabilities.			
Learningoutcomes: The outcome of the course is to prepare students to assess the creative potential of children and students with intellectual disabilities on the basis of which they will conceive creative activities that will encourage the ability of creative learning, creative thinking and creative problem solving.			
Coursecontents: <i>Lectures:</i> Definition of creativity; Understanding creativity within different scientific disciplines; Criteria of creativity and creative behavior; The importance of convergent and divergent thinking for the development of creativity; Ability to creatively learn, think, and solve problems; Components of creative thinking; Flexible and active learning strategies; Educare program; Creative stimulation method; Divergent games (verbal, visual, spatial); The role of educator in the process of creative learning; Assessment of creativity; Implicit theory of creativity in pre-school children; Creativity in the activities of students with difficulties in mental development; Developing teaching creativity in teaching students with difficulties in mental development. <i>Practical exercises:</i> Includes the practical application of teaching content processed during the course of theoretical lessons.			
Requiredtextbooks/reading:			
<ol style="list-style-type: none"> Almeida, L., Prieto, L., Ferrando, M., Oliveira, E., & Ferrandiz, C. (2008). Torrance Test of Creative Thinking: The question of its construct validity. <i>Thinking Skills and Creativity</i>. 3, 53-58. Beghetto, R.A., & Kaufman, J.C. (2007). Toward a broader conception of creativity: A case for 'mini-c' creativity. <i>Psychology of Aesthetics, Creativity, and the Arts</i>. 1(2), 13-79. Gagić, S., Japundža-Milisavljević, M., Đurić-Zdravković, A. (2013). Muzikairazgovorkaopodsticaju kreativnogizražavanjakoddece s lakomintelektualnomometenošću. <i>Beogradskadefektološkaškola</i>. 19 (3), 469-476. Gagić, S., Japundža-Milisavljević, M. (2013). Značajpodsticanjalikovnogizražavanjakoddece s LIO za ispoljavanjekreativnihposobnosti, <i>Pedagogija</i>. 68 (3), 432-440. Feldhusen, J. (2002). Creativity: the knowledge base and children. <i>High Ability Studies</i>. 13 (2), 179-183. Glăveanu, V. (2011). Children and creativity: A most (un)likely pair? <i>Thinking skills andcreativity</i>.6(2), 122-131. Hun Ping, Cheunn, R., & Hung Leung, C. (2013). Preschool Teachers' Beliefs of Creative Pedagogy: Important for Fostering Creativity. <i>Creativity Research Journal</i>. 24 (4), 397-407. DOI 10.1080/10400419.2013.843334 Jyrki, R., Hui-Chun, L., Li-Chen, W., Inkeri, R., Teemu, N., &Sanna, M. (2014). Children's creativity in day care. <i>Early Child Development and Care</i>. 184 (4), 617-632. DOI: 10.1080/03004430.2013.806495 Kampylis, P., Berki, E., Saariluoma, P. (2009). In-service and prospective teachers' conceptions of creativity. <i>Thinking Skills and Creativity</i>. 4, 15-29. Kim, K.H. (2006). Can we trust creativity tests: a review of the Torrance tests of Creative Thinking (TTCT). <i>Creativity Research Journal</i>.18 (1), 3-14. Murdock, M. (2003). The Effects of Teaching Programmes Intended to Stimulate Creativity: A disciplinary view. <i>Scandinavian Journal of Educational Research</i>, 47 (3), 339-357. DOI 10.1080/00313830308597 Urban, K. (2004). Assessing Creativity: The Test for Creative Thinking - Drawing Production (TCT-DP) The Concept, Application, Evaluation, and International Studies. <i>Psychology Science</i>. 46 (3), 387 - 397. 			
Total numberofactiveteachingclasses			
Lectures: 3		Research work: 10	
Teachingmethods: Lectures, independent assignments, demonstrations, multimedia, interactive teaching.			
Knowledgescore (maximalpoints = 100)			
Pre-examobligations	points	Finalexam	points
Research project	25	written exam	
term paper(s)	20	oral exam	55