

## Newsletter: July 2022

Welcome to the July edition of the monthly **Jasneath Education** newsletter. If you missed any previous issues, they are available for FREE download at <https://jasneatheducation.com/newsletters>

I'm thrilled to see the number of folk subscribing to the **Jasneath Education** site! It's wonderful to see our community building. Don't forget that I've made some additions to the website, aimed at supporting our Subscriber Community. In each newsletter I'm providing a summary of a new piece of literature—usually a journal article. If you are a Subscriber and would like to read more deeply, you can download the full article from the Subscriber page on the website. There is also a link from the Subscriber page to some of my recent writing, also available for free download. If you'd like to subscribe, please head to <https://jasneatheducation.com> and scroll to the bottom of the home page, where you'll be able to input your preferred email address.

This month's article summary (page 2 of this newsletter) examines an article by Renzulli et al., who describe the process and results from the development of an instrument for examining schools as institutions where teaching practices and school structures provide opportunities and support for student imagination, creativity, and innovation. I hope you find it interesting!

## AAEGT Virtual Conference: 21-22 October 2022

The Australian Association for the Education of the Gifted & Talented (AAEGT) have announced dates for their 2022 virtual Conference. Keep an eye out for further information and presenter lists. Abstract submission closed on the 3rd July, with presenters to be announced in August. For further information please see [https://www.aaegt.net.au/whats\\_on](https://www.aaegt.net.au/whats_on)

## Asia-Pacific Conference on Giftedness (APCG): 7-10 July 2022

A final reminder about the APCG, Taipei, with both face to face and virtual registrations—which are **FREE!** The list of keynote speakers is fabulous, being headlined by Prof. Robert Sternberg. For further information and last-minute registration, see <https://www.apcgtaipei2022.org/home.php>



Don't forget, if there are other items that you'd find useful, please let me know, as this newsletter is about providing a service and information, so I would love to be able to respond to your interests and needs. If you have any ideas or requests, please email me at [jasneath.education@outlook.com](mailto:jasneath.education@outlook.com)

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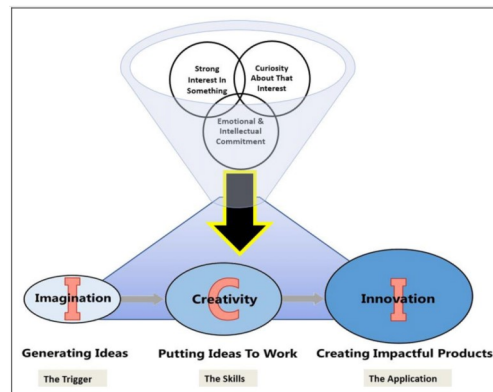
# Insights from the Literature:

Renzulli, J., Beghetto, R., Brandon, L., & Karwowski, M. (2022). Development of an instrument to measure opportunities for imagination, creativity, and innovation (ICI) in schools. *Gifted Education International*, 38(2), 174-193. <https://doi.org/10.1177/02614294211042333>

This article documents the development and initial usage of an instrument (i.e. survey/questionnaire) to measure the degree to which opportunities for imagination, creativity, and innovation (ICI) are fostered in schools. Despite the majority of educators unequivocally supporting the need for these constructs being nurtured, the authors suggest that an international focus on student performance on standardized tests (e.g. NAPLAN in Australia) is negatively impacting support for these areas that are “essential ingredients to individual, social and cultural prosperity” (p. 175). Interestingly, following on from the themes presented by Sternberg (2022) highlighted in the June **Jasneath Education** Newsletter, the present authors suggest:

Schools that place a premium on developing these potentials may be those that are most likely to prepare the students who one day will transform our world. Theirs may be the students who grow up to develop miraculous cures for disease, launch new businesses and even entire industries, invent technological marvels, and contribute to the arts, sciences, and humanities in ways that will improve efficiency, effectiveness, aesthetics, and the quality of life for countless generations to come (p.175).

An attempt at assessing creative problem solving has been included in the Program for International Student Assessment (PISA) since 2012, however it is noteworthy that the authors see this as falling short. They also acknowledge that other instruments have been developed to measure the ICI constructs, but these tend not to have measurable, actionable outputs. The newly developed instrument is based on the following theoretical framework. The authors note



that previously “researchers have reported a positive relationship between high levels of creative productivity and the presence of clubs, organizations, and extracurricular activities that exemplify the kinds of learning environments where ICI takes place...The effectiveness of such activity in extracurricular experiences suggests that infusing more of these kinds of learning experiences into general classroom practices would also support students’ development of ICI skills” (p. 176).

The focus of the ICI instrument is to measure creative productivity, which is defined as “the development of

original ideas, products, artistic expressions, and areas of knowledge that are purposefully designed to have an impact on one or more target audiences”. The three factors (imagination, creativity, and innovation) relate support Renzulli’s Enrichment Triad Model which is used to operationalize the Three-Ring Conception of Giftedness. This model, along with Tannenbaum’s Sea-Star Model, and Gagne’s Differentiated Model of Giftedness and Talent are explored in the **Jasneath Education** course, **Understanding Giftedness: An introduction**.

The educational techniques that the ICI Instrument examines are specific types of school activity that support four characteristics of the work of people who have been recognized for their contributions to their respective fields of knowledge (e.g., Picasso, Marie Curie; see Renzulli, 2005). These characteristics are: (1) personalization of interest (e.g., students select the topics or problems rather than the teacher), (2) the use of authentic investigative and creative methodologies (e.g., creative thinking and research skills), (3) addressing problems that do not have a single, predetermined correct answer and (4) which are designed to have an impact on one or more intended audiences (e.g., bringing ideas to fruition through publications, performances, and other product configurations). The ICI Instrument measures the extent to which these four characteristics of creative and productive people are supported in schools (p. 179).

The authors undertook construct and content validity testing, including factor analyses in both the two rounds of pilot testing. These are reported in the Results section of the paper which is included in the **Subscribers** section of the **Jasneath Education** website ([jasneatheducation.com](http://jasneatheducation.com)), if you would like to read further. The authors also note that the results are limited by the characteristics of the sample size ( $n = 5020$  students and  $n = 268$  teachers), and recommend further testing with populations with varying demographics.