Incorrect answers are in red.

1. ML2\_M1\_L5\_A1\_01

For each constraint that inhibits creative thinking in the classroom, match it to a classroom practice that would better promote creativity. When you are finished, **Submit** your answer.

|  |  |
| --- | --- |
| **Creativity Constraint** | **Classroom Practice that Promotes Creativity** |
| Overemphasis on factual knowledge and recall. | Promoting content learning through collaboration, questioning, and investigation. |
| Procedural learning activities with restricted choices. | Inquiry-based discovery that provides student choice and encourages self-direction. |
| A regimented schedule or excessive structure. | Structure with some freedom for creative thought and reflection. |
| An overemphasis on content evaluation with high-stakes consequences for failure. | Creativity indicators incorporated into content assessments, with value placed on the process. |

**Feedback**

**Correct!** Classroom practices that promote creativity include open-ended learning activities, collaboration, time for creative thought, time for experimentation, and value placed on creative processes and efforts.

**Not quite.** The correct answer is now shown. Classroom practices that promote creativity include open-ended learning activities, collaboration, time for creative thought, time for experimentation, and value placed on creative processes and efforts.

1. ML2\_M1\_L5\_A2\_02

**True or False:** Creative ideas occur in moments of insight for people who have abilities to recognize the potential of the ideas and take immediate action.

True

False

**Feedback**

**Correct!** Creativity is a process that involves many skills, such as critical thinking, imagination, and ideation. Most creative ideas actually come from other ideas that generate further thinking.

**Not quite.** The correct answer is now shown. Creativity is a process that involves many skills, such as critical thinking, imagination, and ideation. Most creative ideas actually come from other ideas that generate further thinking.

1. ML2\_M1\_L5\_A2\_03

Which of the following are dispositions that can be targeted and addressed through classroom instruction as a method of cultivating creativity? Select all that apply, and **Submit** your answer.

1. Inquisitiveness
2. Persistence
3. Imagination
4. Collaboration
5. Discipline

**Feedback**

**Correct!** Inquisitiveness, persistence, imagination, collaboration, and discipline are all dispositions that can be targeted and addressed through instruction in the same way that educators teach effective collaboration and teamwork.

**Not quite.** Inquisitiveness, persistence, imagination, collaboration, and discipline are all dispositions that can be targeted and addressed through instruction in the same way that educators teach effective collaboration and teamwork.

1. ML2\_M1\_L5\_A2\_04

Which of the following instructional strategies can be used to foster student creativity? Select all that apply, and **Submit** your answer.

1. Practice divergent thinking
2. Brainstorm
3. Make common associations
4. Produce new ideas
5. Construct general categories

**Feedback**

**Correct!** In a personalized, mobile learning environment, teachers have a great opportunity to foster the creative process through targeted learning activities. Some of these instructional strategies include brainstorming, practicing divergent thinking, producing new ideas, and making uncommon associations. Making common associations and constructing general categories do not allow students to develop creative thinking skills.

**Not quite.** The correct answer is now shown. In a personalized, mobile learning environment, teachers have a great opportunity to foster the creative process through targeted learning activities. Some of these instructional strategies include brainstorming, practicing divergent thinking, producing new ideas, and making uncommon associations. Making common associations and constructing general categories do not allow students to develop creative thinking skills.

1. ML2\_M1\_L5\_A2\_05

Which of the following statements about creativity and assessment are true? Select all that apply, and **Submit** your answer.

1. Creativity can be assessed in both formative and summative methods.
2. Rubrics can clarify indicators of creativity and show what the continuum of performance looks like.
3. Creativity assessment shows that creativity is valued as part of the learning experience.
4. Creativity is a unique, indefinable quality that cannot be assessed in all content areas.
5. Creativity should be assessed separately from other content indicators.

**Feedback**

**Correct!** When creativity is assessed, either through formative or summative methods, it shows that creativity is valued as an important part of the learning process and therefore should be assessed alongside other content indicators. Assessment rubrics show that creativity can be defined through performance indicators in all content areas.

**Not quite.** The correct answer is now shown. When creativity is assessed, either through formative or summative methods, it shows that creativity is valued as an important part of the learning process and therefore should be assessed alongside other content indicators. Assessment rubrics show that creativity can be defined through performance indicators in all content areas.

1. ML2\_M2\_L3\_A2\_01

Select and drag **each creative thinking skill** to its corresponding description, and **Submit** your answer.

|  |  |
| --- | --- |
| **Creative Thinking Skill** | **Description** |
| Flexible Thinking | Thinking about different ways to approach and solve a problem. |
| Analogical Thinking | Using information from one domain to help solve a problem in another domain. |
| Metaphorical Thinking | Thinking about familiar objects in a different way. |
| Associative Thinking | Thinking through relationships between connected ideas. |

**Feedback**

**Correct!** Flexible thinking is the ability to approach a problem from many angles, while metaphorical thinking helps you to think differently about common objects. Analogical thinking is the ability to apply learned information to a new situation, while associative thinking helps you to make connections between ideas.

**Not quite.** The correct matches are now shown. Flexible thinking is the ability to approach a problem from many angles, while metaphorical thinking helps you to think differently about common objects. Analogical thinking is the ability to apply learned information to a new situation, while associative thinking helps you to make connections between ideas.

1. ML2\_M2\_L3\_A2\_02

Consider what you have learned about evaluating apps for personalized learning. Which of the following statements describe good learning apps? Select all that apply, and **Submit** your answer.

1. Students select from a list of ideas.
2. Students are given an opportunity for critical thinking and problem-solving.
3. The content is flexible and responsive to student input.
4. The app’s settings can be customized.
5. The app provides generic feedback to students.

**Feedback**

**Correct!** A good personalized learning app should be flexible and allow for students to solve problems through higher-level thinking. The app’s settings should be designed to meet a variety of individual student needs. Rather than have students select from preset ideas, a personalized learning app should allow students to come up with their own ideas. The personalization should also include giving specific feedback based on student input.

**Not quite.** The correct matches are now shown. A good personalized learning app should be flexible and allow for students to solve problems through higher-level thinking. The app’s settings should be designed to meet a variety of individual student needs. Rather than have students select from preset ideas, a personalized learning app should allow students to come up with their own ideas. The personalization should also include giving specific feedback based on student input.

1. ML2\_M2\_L3\_A2\_03

Select and drag **each creativity tool** to the student objective that is best met by this tool, and **Submit** your answer.

|  |  |
| --- | --- |
| **Student Scenario** | **Creativity Tool** |
| A student wants to write an informal story that her classmates can view and critique. | Blog |
| A student wants to visually conceptualize a story. | Comic Strip |
| A student wants to better understand an abstract concept through a visual illustration. | Mind Map |
| A student wants to develop an eye-catching display of data using images and text. | Infographic |
| A student wants to improve her creative problem-solving skills. | Games and Puzzles |

**Feedback**

**Correct!** Blogs are useful tools for creative writing in an informal environment, while comic strips allow students to convey a story through imagery. Mind maps can help students make sense of complex ideas, while infographics can help students display complex data in a way that is easy for others to understand. Games and puzzles are useful tools for improving creative problem-solving skills.

**Not quite.** The correct answer is now shown. Blogs are useful tools for creative writing in an informal environment, while comic strips allow students to convey a story through imagery. Mind maps can help students make sense of complex ideas, while infographics can help students display complex data in a way that is easy for others to understand. Games and puzzles are useful tools for improving creative problem-solving skills.

1. ML2\_M2\_L3\_A2\_04

Select and drag **each future technology trend** to its corresponding description, and **Submit** your answer.

|  |  |
| --- | --- |
| **Future Trend** | **Description** |
| Augmented Reality | The layering of digital information over a real-world physical environment. |
| Game-Based Learning | The incorporation of game mechanics, dynamics, and frameworks to promote desired behaviors and learning engagement. |
| Wearable Technology | Clothing and accessories that incorporate advanced computer and electronic technologies. |
| Gesture-Based Computing | Devices and software that receive signals in the form of physical movements that allow a user to control the system. |

**Feedback**

**Correct!** Augmented reality provides virtual information layered over a real-world environment. Wearable technology incorporates computing functions into everyday clothing, while gesture-based computing uses natural body movements to control computing devices. Game-based learning uses gaming principles to engage students and increase learning retention.

**Not quite.** The correct matches are now shown. Augmented reality provides virtual information layered over a real-world environment. Wearable technology incorporates computing functions into everyday clothing, while gesture-based computing uses natural body movements to control computing devices.

1. ML2\_M2\_L3\_A2\_05

Which of the following are key design concepts for game-based learning? Select all that apply, and **Submit** your answer.

1. Opportunities for experimentation and failure
2. Elements of progression and incremental success
3. Simple rules system
4. Public recognition
5. Predictable rewards and bonuses
6. Collaboration incentives

**Feedback**

**Correct!** Game-based learning incorporates popular game design elements, including the opportunity for unrestricted experimentation and visual progression through levels and points. Public recognition and incentives for working with other players can help students become invested in their work. The most popular games use a complex, not simple, rules system to keep players engaged. Rewards and bonuses that are unexpected can keep students motivated to learn.

**Not quite.** The correct matches are now shown. Game-based learning incorporates popular game design elements, including the opportunity for unrestricted experimentation and visual progression through levels and points. Public recognition and incentives for working with other players can help students become invested in their work. The most popular games use a complex, not simple, rules system to keep players engaged. Rewards and bonuses that are unexpected can keep students motivated to learn.

1. ML2\_M3\_L3\_A2\_01

**True or False:** When using the SMART goal framework, students should set flexible and broadly defined goals.

1. True
2. False

**Feedback**

**Correct!** The SMART goal framework helps students set specific, well-defined goals, so that they can strategically and clearly create a plan for success.

**Not quite.** The correct answer is now shown. The SMART goal framework helps students set specific, well-defined goals, so that they can strategically and clearly create a plan for success.

1. ML2\_M3\_L3\_A2\_02

Which of the following tools can be used to help students develop self-direction skills? Select all that apply, and **Submit** your answer.

1. Journal
2. Self-direction rubric
3. Teacher-led slideshow
4. Project plan
5. Peer assessment

**Feedback**

**Correct!** Journals, self-direction rubrics, project plans, and peer assessments are all tools that teachers can use to help students develop self-direction skills. These tools provide students meaningful opportunities to develop metacognitive skills, make relevant decisions, track performance, and collaborate with others.

**Not quite.** The correct answer is now shown. Journals, self-direction rubrics, project plans, and peer assessments are all tools that teachers can use to help students develop self-direction skills. These tools provide students meaningful opportunities to develop metacognitive skills, make relevant decisions, track performance, and collaborate with others.

1. ML2\_M3\_L3\_A2\_03

Select and drag **each solution** to a problem that one might have when implementing mobile devices in a classroom, and **Submit** your answer.

|  |  |
| --- | --- |
| **Solution** | **Problem** |
| Host a device-specific workshop for families, where teachers and students help families become more familiar with mobile learning devices. | Parents feel disconnected from the work that their children do at school because they have very limited knowledge of how to use mobile devices. |
| Select a lesson that you’re familiar with and identify what the device does really well. Then, weave the capabilities of the mobile device into your already established lesson. | You feel overwhelmed about using mobile learning devices in your classroom. |
| Regularly invite a few students to share brief demos with the class, showing their peers how to use specific apps and features. | Students have limited knowledge of apps and features of the new mobile learning devices. |

**Feedback**

**Correct!** Starting a new mobile technology initiative has its challenges, but there are also lots of solutions. Solutions include: educating parents, using technology in manageable ways in your own classroom, and leveraging student expertise to help others become more familiar with the new devices.

**Not quite.** The correct answer is now shown. Starting a new mobile technology initiative has its challenges, but there are also lots of solutions. Solutions include: educating parents, using technology in manageable ways in your own classroom, and leveraging student expertise to help others become more familiar with the new devices.

1. ML2\_M3\_L3\_A2\_04

What types of support and resources can schools offer families online? Select all that apply, and **Submit** your answer.

1. A calendar of technology-related events, such as device-specific workshops and launch events
2. Information about how devices support state standards and 21st century skills
3. Material about how students deepen their understanding of digital citizenship with the help of parents, teachers, and administrators
4. Communication about how the school keeps students safe by enforcing an Acceptable Use Policy (AUP) and filtering software

**Feedback**

**Correct!** These are all ways that schools can keep families up-to-date using an online space. Families can therefore stay abreast of current technology-related policies and ways to support digital citizenship at home.

**Not quite.** The correct answer is now shown. These are all ways that schools can keep families up-to-date using an online space. Families can therefore stay abreast of current technology-related policies and ways to support digital citizenship at home.

1. ML2\_M3\_L3\_A2\_05

Which of the following ideas can be used to help a pilot program become a larger technology initiative? Select all that apply, and **Submit** your answer.

1. Identify support resources in the school building, in the community, and online
2. Think through logistics, such as how students will safely store and transport devices
3. Encourage teachers to work independently
4. Articulate a vision of how technology will be used in the classroom
5. Avoid sharing information with students about challenges

**Feedback**

**Correct!** Teachers should set themselves up for success by partnering with colleagues, identifying resources, and articulating a vision of how they want to leverage the technology in high-impact ways. Teachers must also be ready to embrace challenges, and model for their students and families how to address the failure, adjust, and continue to move forward.

**Not quite.** The correct answer is now shown. Teachers should set themselves up for success by partnering with colleagues, identifying resources, and articulating a vision of how they want to leverage the technology in high-impact ways. Teachers must also be ready to embrace challenges, and model for their students and families how to address the failure, adjust, and continue to move forward.