

S L O W D O W N: HOW SLOWING DOWN SCIENCE INSTRUCTION FOSTERS CREATIVITY IN THE ELEMENTARY CLASSROOM



QUESTIONS

What evidence is there of creativity in science education?
How are students taught to think creatively and how is this expressed?
What are the overall attitudes and sentiments in a slower paced classroom?
What evidence is there that students can connect their understanding of science to the real world. (synthesis)

METHOD

Through observations, interviews, and journaling I saw how the slow paced methodology was implemented. Quantitative data was taken by seeing what benchmarks students reached independently with their biomimicry project that indicated creativity including:

- Selection of creature
- Distinguishing their creature's superpower
- Perceiving a problem
- Creating a biomimicry solution

INTRODUCTION

When children are given the time to explore, create, and investigate at their own pace, it sets up a foundation of creative thought and problem solving. This case study involved researching a school with a slow paced methodology already in place. A biomimicry unit was being taught to the students for science instruction. The goal was to see how a slower paced science curriculum allowed students to be creative with problem solving.

What I learned

Students in a slow paced classroom were independent and confident in choosing their creature to investigate

Students benefited from science brainstorming sessions

Most students struggled to come up with a problem and solution initially, but by week 8, an explosion of creative thinking enabled students to come up with a problem and solution

