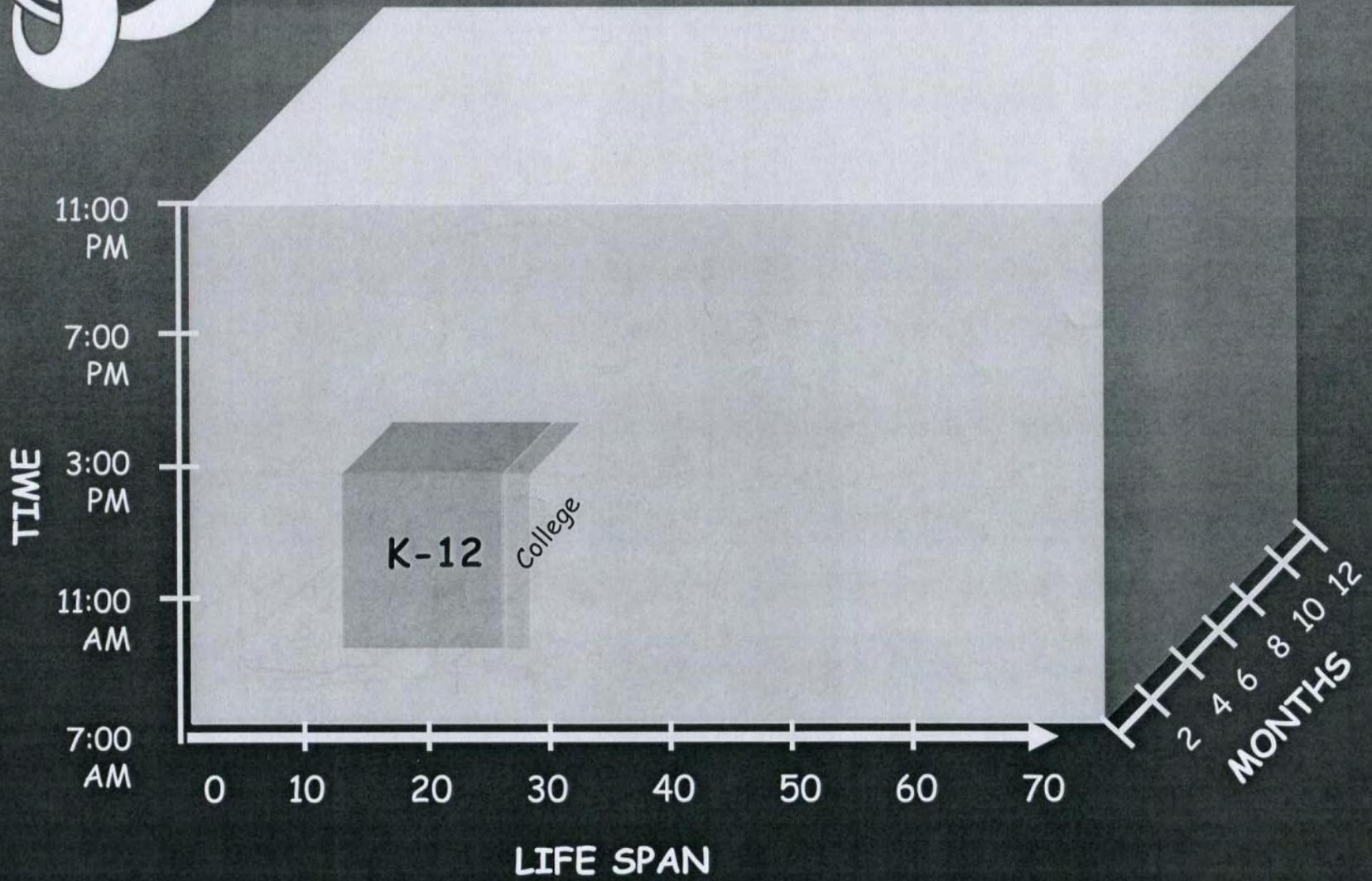


Creating the 21st Century User Experience

CENTER FOR CREATIVITY

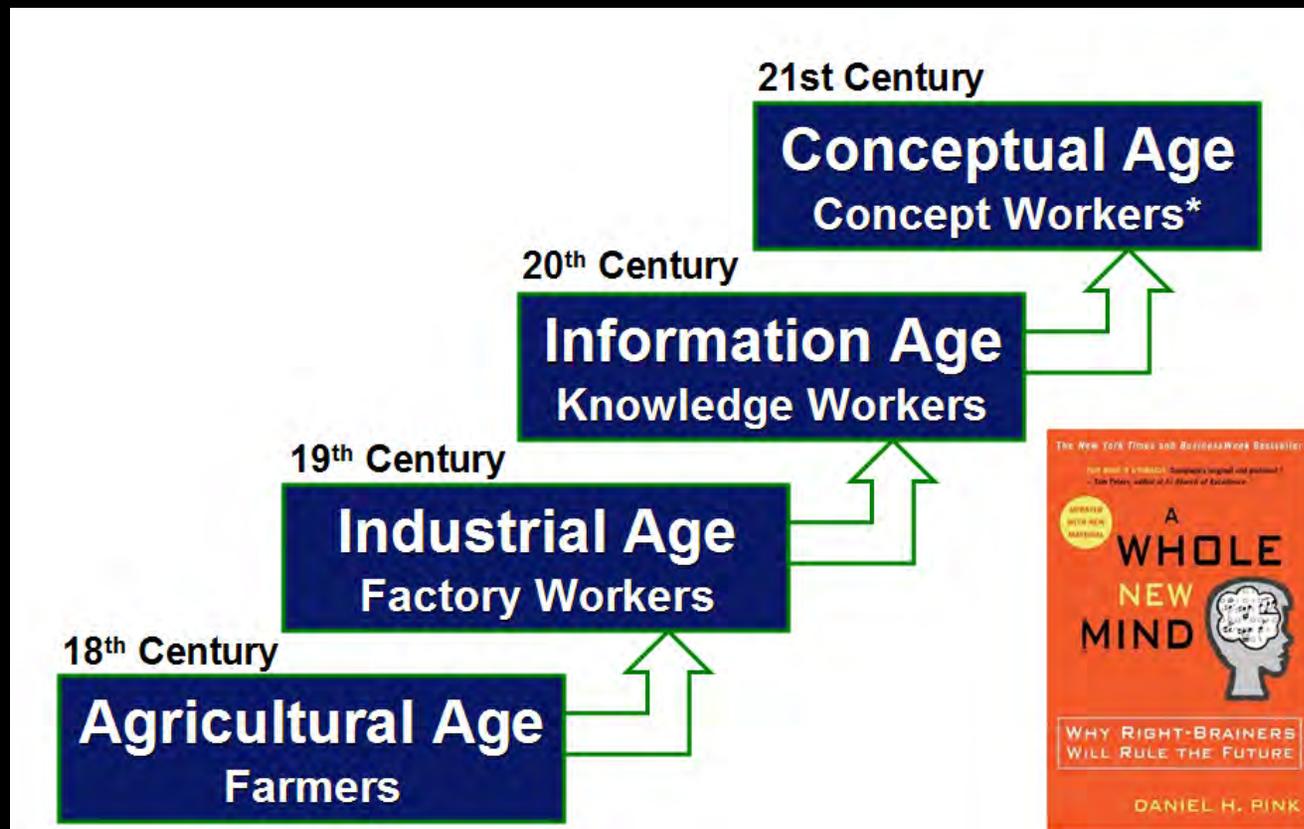
- Spaces (18,000 sq ft)
- Programming
- Resources





The Century Shift

| | 20TH CENTURY | 21ST CENTURY |
|------------------------|--|--|
| Number Jobs / Lifetime | 1-2 jobs | 10-15 jobs (US Department of Labor 2004) |
| Job Requirement | Mastery of one field | Simultaneous mastery of many rapidly changing fields |
| Job competition | Local | Global |
| Work Model | Routine; hands-on; fact based | Non-routine; technical; creative; interactive |
| Education Model | Institution centered; formal degree attainment is primary goal | Learner centered; self-directed, lifelong learning is primary goal |
| Organizational Culture | Top down | Multi-directional (bottom-up, top down, side to side, etc.) |



State of Ohio Board of Education

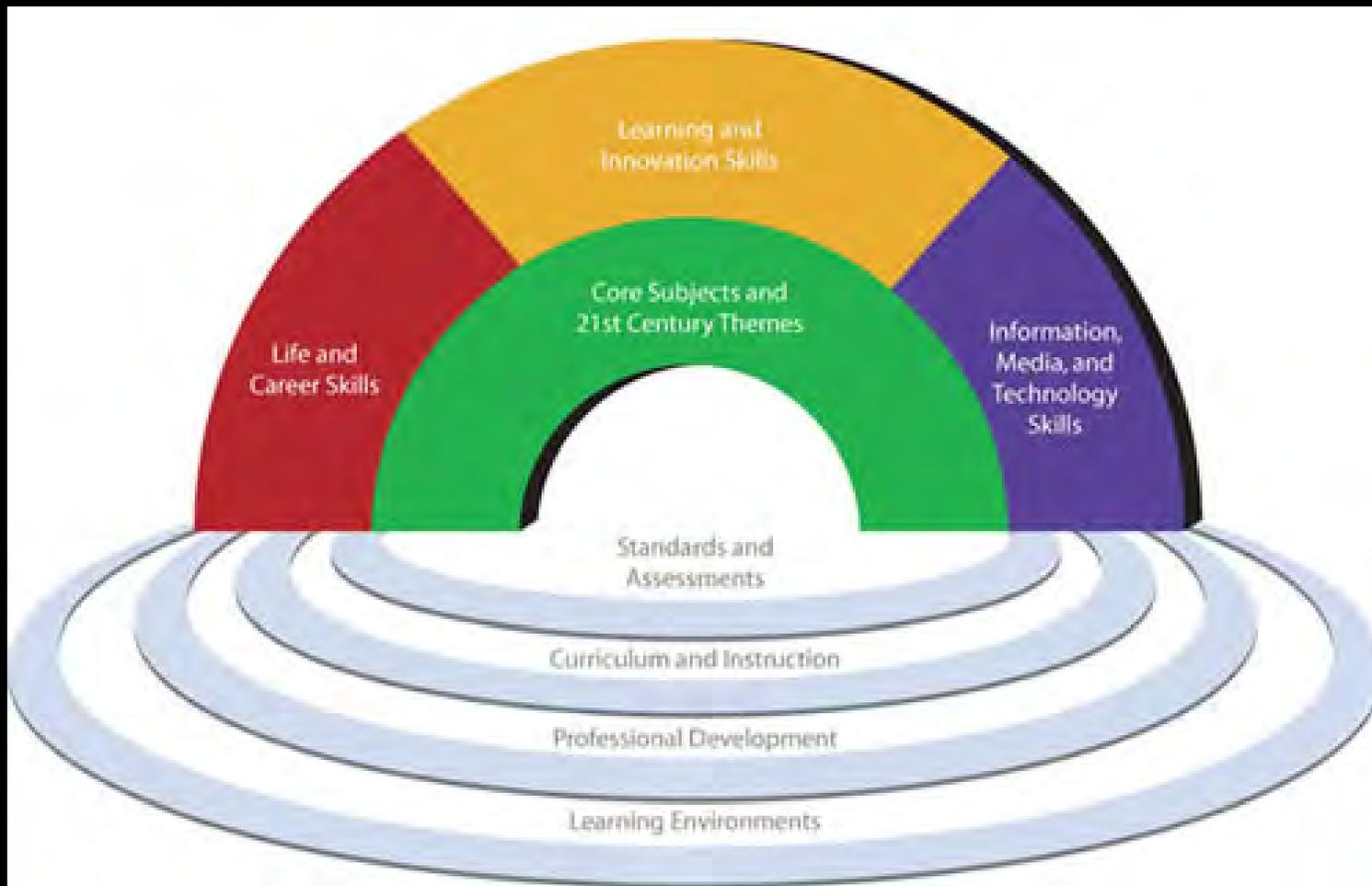
Subcommittee for
Education In
The New Global
Economy

Executive
Summary of all
Research
April 28, 2008

TOP 10 LIST

1. Critical thinking, problem-solving skills, and applied knowledge for practical results
2. Mastery of rigorous academic content, especially in literacy, mathematics, and information technologies
3. Innovative and creative thinking, including entrepreneurial skills
4. Communication skills, both oral and written
5. Team learning and work, relationship building, and interpersonal social skills
6. Alignment of education with the needs of economic development, including better communications and cooperation between educators and business people*
7. Personal responsibility, including good work habits, work ethic, knowing how to be flexible and continue learning, and financial literacy
8. Global awareness, languages, and understanding other cultures (including history, economics and geography)
9. Communications and better interfaces between K-12 public education and post-secondary/higher education to make high school graduates better prepared for the next stages of their education and lives*
10. Teacher education, preparation, and professional development to support content mastery and skill development, including applied learning (or problem-based learning) across disciplines in a global context*

So first, what are 21st Century Skills?



21st Century Skills Framework – Adapted for Libraries and Museums

LEARNING AND INNOVATION SKILLS (see page 23)

- Critical Thinking and Problem Solving
- Creativity and Innovation
- Communication and Collaboration
- Visual Literacy
- Scientific and Numerical Literacy
- Cross-Disciplinary Thinking
- Basic Literacy

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS (see page 25)

- Information Literacy
- Media Literacy
- Information, Communications and Technology (ICT) Literacy

LIFE AND CAREER SKILLS (see page 26)

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

21ST CENTURY THEMES (see page 25)

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

The Four Cs

GOAL: fuse the three Rs and four Cs

- The Three Rs include English, reading or language arts; mathematics; science; foreign language; civics; government; economics; arts; history; and geography.
- The Four Cs include **critical thinking** and problem solving, **communication**, **collaboration**, and **creativity** and innovation

www.p21.org

Ohio - Mozilla Firefox

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http://www.p21.org/route21/index.php?option=com_content&view=article&id=219&Itemid=293

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Ohio

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 - Advisory Council
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- WEST VIRGINIA
- WISCONSIN

Ohio

Ohio | Department of Education

Ted Strickland, Governor | Deborah S. Delisle, Superintendent of Public Instruction

Because Ohioans are competing in a global economy that demands innovation, Governor Ted Strickland proposed several reform initiatives designed to help the state's education system keep up. The plan focuses on 21st century readiness for every student and aims to establish and maintain student centered 21st century learning environments that foster and nurture the fusion of the three Rs and the four Cs (critical thinking and problem solving, communication, collaboration, and creativity and innovation). The Governor's work has been supported by a broad coalition of educators, policy-makers and business and civic leaders, as evident in the passage of Amended Substitute House Bill I in July 2009 by the Ohio House of Representatives.

21st Century Readiness in Ohio

Because Ohioans are competing in a global economy that demands innovation, Governor Ted Strickland proposed several reform initiatives designed to help the state's education system keep up. The plan focuses on 21st century readiness for every student and aims to establish and maintain student centered 21st century learning environments that foster and nurture the fusion of the three Rs and the four Cs (critical thinking and problem solving, communication, collaboration, and creativity and innovation). The Governor's work has been supported by a broad coalition of educators, policy-makers and business and civic leaders, as evident in the passage of Amended Substitute House Bill I in July 2009 by the Ohio House of Representatives.

Key Legislation:

- Establishes a framework for development of student-centered, collaborative, professional, innovative and critical thinking 21st century learning environments;
- Measures Ohio students against the world;
- Expands learning opportunities for all Ohio students; and
- Prepares and supports Ohio's educators for a successful instructional career.

Download the 2-page overview: [21st Century Readiness in Ohio.](#)

Done

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3 of 24 - Clipboard Item collected.

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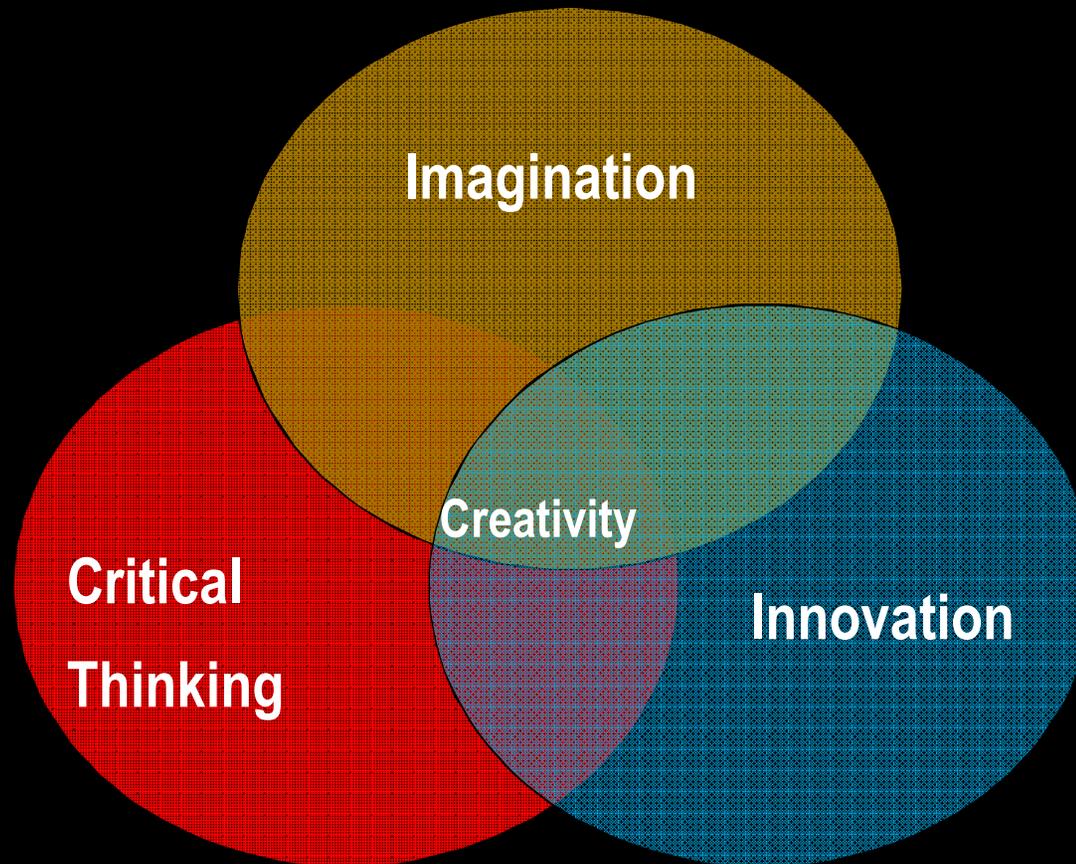
The 21st Century Museum/Library Shift

20th Century Museum/Library

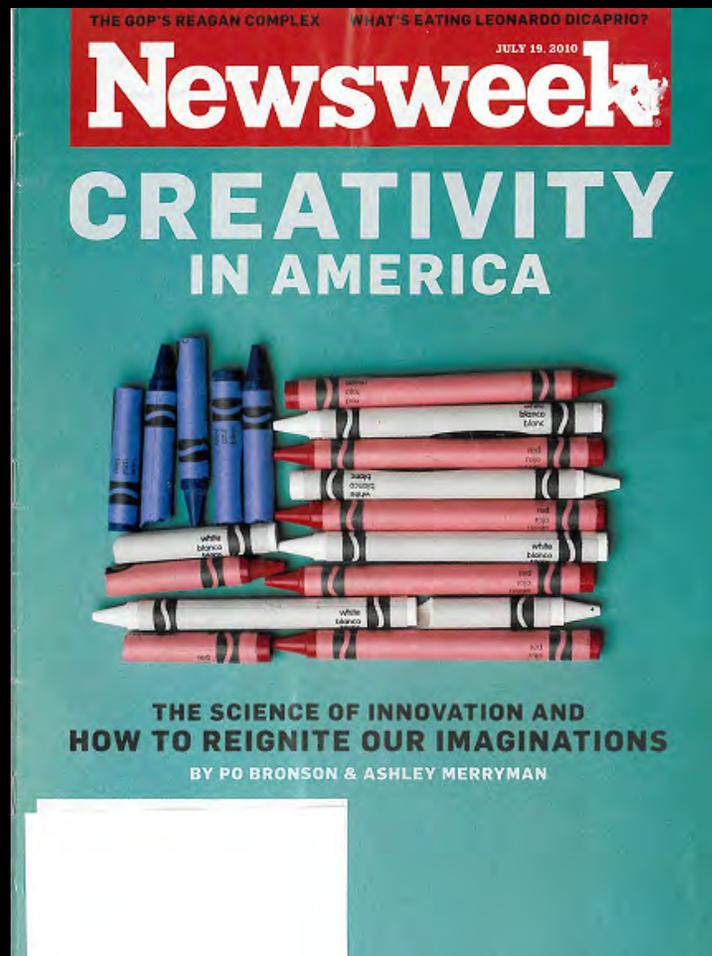
21st Century Museum/Library

| | | |
|--|---|---|
| Primarily content-driven | → | Combination of audience- and content-driven |
| Mostly tangible objects (e.g., art, books) | → | Combination of tangible and digital objects |
| One-way information (institution presents information to audiences) | → | Multi-directional (co-created experiences involving institution, audiences, and others in diverse arrangements) |
| Focus on presentation and display | → | Focus on audience engagement, experiences |
| Emphasis on enhancing knowledge | → | Emphasis on enhancing knowledge and 21 st century skills |
| Acts independently | → | Acts in highly collaborative partnerships |
| Located in community (operates independently) | → | Embedded in community (aligned with and acts as a leader on community needs/issues) |
| Learning outcomes assumed, implied (content knowledge, and skills like critical thinking tend to be byproducts of programming) | → | Learning outcomes purposeful (content, knowledge, and 21 st century skills like critical thinking are visible, intentional outcomes of audience experiences) |
| Institution leads content development (e.g., content tightly edited and controlled) | → | Content co-created among diverse partners and audiences; accessible in multiple ways |

CMA Education Department Guiding Principals



Creativity in Crisis



The Torrance Creativity Test—the gold standard in creativity assessment and taken by millions worldwide—is showing that since 1990, American intelligence (IQ) and creativity scores had kept pace with each other in America for generations, but in the last 20 years, creativity scores have fallen off track while intelligence scores continue to increase. This decline is especially significant for K-6 grade children, for whom the results are interpreted as “most serious.”

Are we
communicating
our core beliefs?



CREATIVITY MATTERS !



In what
ways are
we taking
risks in our
programs?

Are we allowing for
co-learning and co-
creating content?



What does
lifelong
learning look
like in the
21st Century?

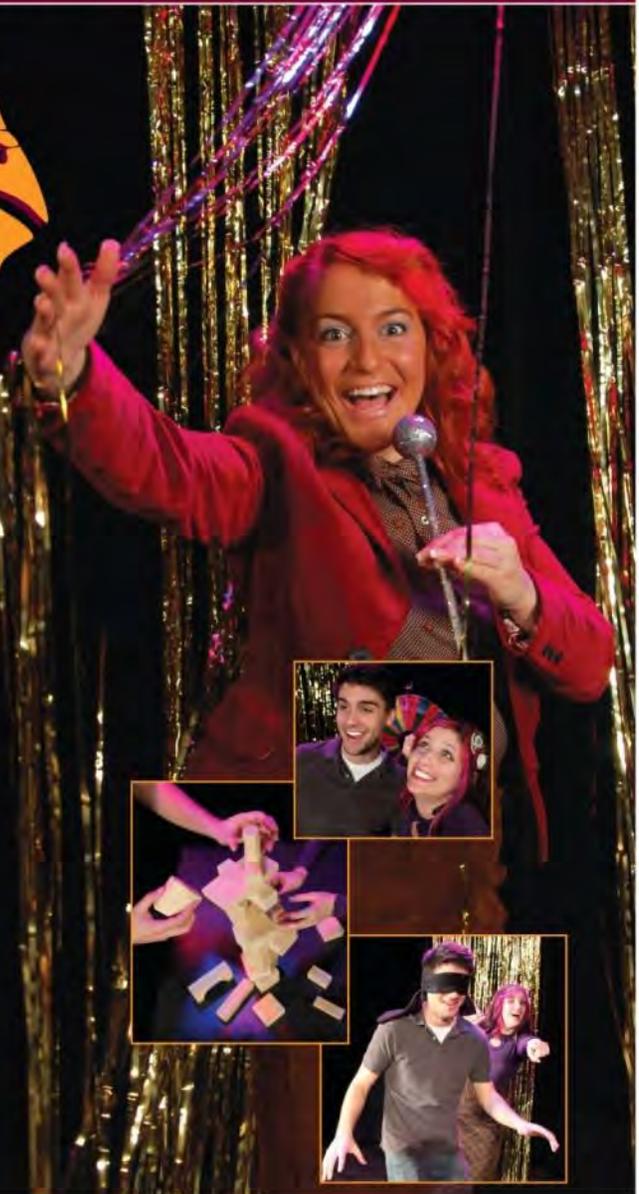
cma columbus museum of art

CMA's New Game Show!



Thursday, March 31, 6:00 - 8:00 PM

Move over Bob Barker...here comes Susie Starliner! Join us for CMA's Game Show for the chance to be plucked from the studio audience to compete in creative challenges for awesome prizes. During the first half hour, you'll get the chance to mingle with other hopefuls while enjoying scintillating conversation and adult beverages at the cash bar. The show will be webcast live and a recording will be posted online. Who knows? You may just leave with a brand new toaster oven. Tickets are \$10 and can be purchased at columbusmuseum.org or at the door. Reservations requested but not required.



cma columbus museum of art

480 East Broad Street / Columbus, OH 43215
614.221.6801 / www.columbusmuseum.org

What fosters Teaching for Creativity?



What do we want
our visitors to take
away from their
experiences?

Creative Change!

With our beloved 1931 building now renovated for the twenty-first century, we have reinstalled our permanent collection in a fresh, new way. In tandem with the creation of our Center for Creativity, we have chosen Creative Change as the overarching theme for the reinstallation. Art, like life, is never static. Artists respond to their world by bringing change to their art. These changes in turn help change and expand the way we "see" art and our world.

The works you will see here—many old favorites and many new ones—are installed in roughly chronological order. But there are some surprises in store. Each gallery is devoted to an important artist and his world or a universal theme.

We invite you to tour our beautifully refurbished galleries, spend time with your old favorites and make new friends as well. Discover behind the scenes stories and secrets of the CMA and find out why we have one of the finest collections of European and American modern art in the country.

Enjoy your visit with us!



Can informal learning environments have an impact on school reform?



What must happen for art museums to have real impact on thinking (critical & creative) skills?



1. ODIP OBSERVE
Look hard. Look closely. What do you see?
What information is there?

2. ODIP DESCRIBE
Identify what you see. How does it look?
What are the colors, shapes, and lines?
What do you think the artist was trying to say?

3. ODIP INTERPRET
Make an intelligent guess. What's going on?
What's the story?

4. ODIP PROVE
Back up your interpretation. What do you see that makes you say that? What clues did you use to come to that conclusion?

ODIP

What is ODIP? ODIP (Observe, Describe, Interpret, Prove) is a critical thinking strategy that the Columbus Museum of Art uses to promote conversation and deeper looking when engaging with art.

cm^a columbus museum of art
480 East Street, Columbus, Ohio 43215
614.221.4100 www.columbusmuseum.org

How do we
help our
families
cultivate the
next
generation of
thinkers?



Creative thinking skills

1. **Fluency** – ability to think of many ideas
2. **Flexibility** – ability to move from one idea to another
3. **Originality** – ability to think of unusual ideas (novel responses)
4. **Elaboration** – ability to add to an idea (make it better)

Ellis Paul Torrance; Torrance Tests of Creative Thinking



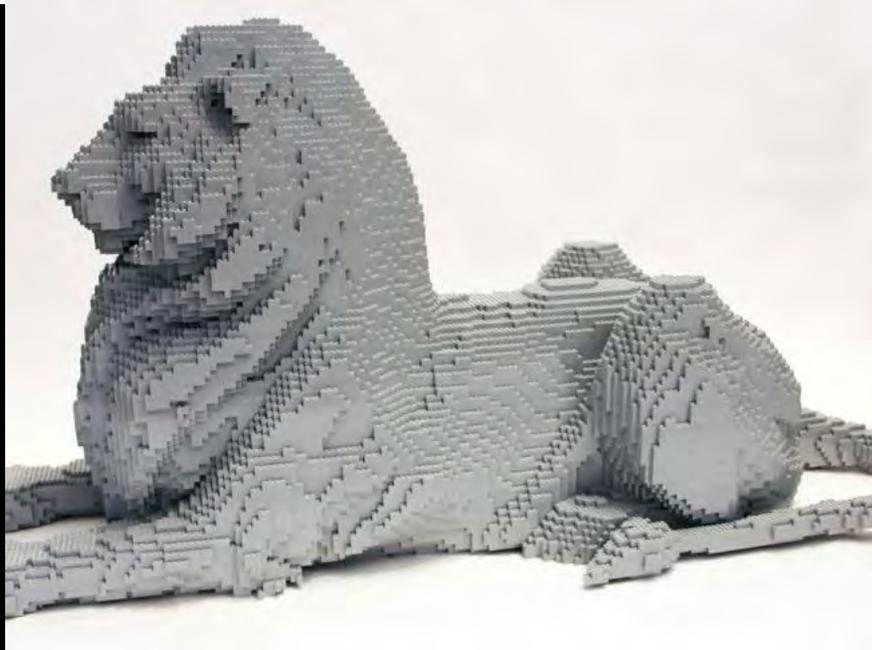
Fluency





Flexibility





Originality

Nathan Sawaya



Elaboration

Sean Kenney

Philadelphia Zoo

Innovation



Jan Vormann

Most of the things that are interesting, important, and *human* are the result of creativity. –
Mihaly Csikszentmihalyi

cm**a**

columbus museum of art