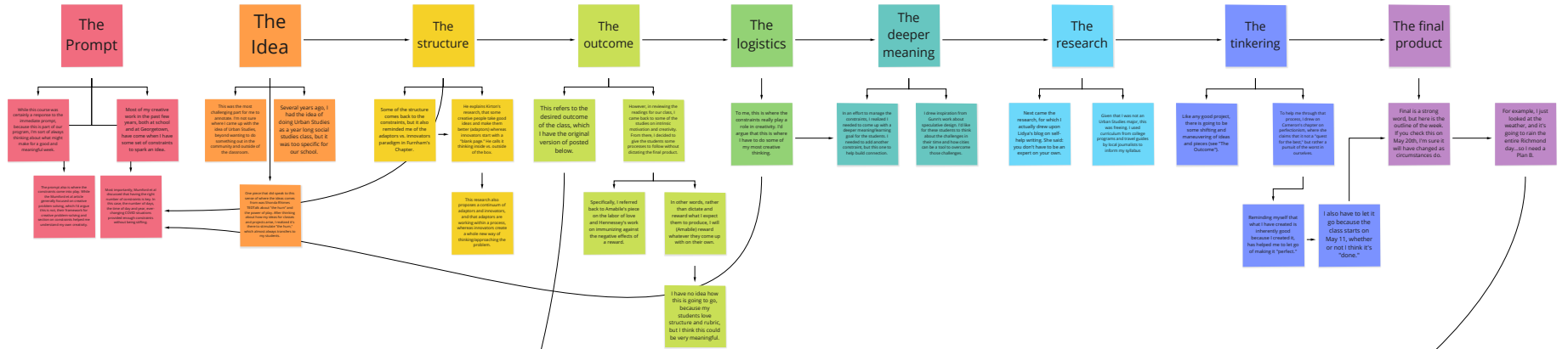


# CREATIVE ANNOTATION

The sticky notes below represent my reflection of my creative process in designing an Intercession course for my school. Attached to the different steps in the process are my notes and thoughts around the connection to our class and my understanding of my creativity. I thought quite a bit about the form this annotation could take. I found myself comparing my idea to the examples in class before realizing that those are the best representations of their processes and strengths. Not mine. I started planning this course in Miro, because I found that I could move things around easily, making changes as I navigated the constraints of the course I was designing. As I was outlining and filling in the outline of the class, I realized this would be a useful tool for documenting my process. For example, when presenting to the class, I had moved "The deeper meaning" up a few steps because I thought that's where it should be based on the backwards design principles we learned in Methods. But that ultimately wasn't where I had to find the deeper connection. I had to find it as I was getting stuck in the logistics and the (too) many options of where to go and what to do. Using the sticky notes allowed me to move things back and forth as I developed my understanding. So while this is somewhat of "final" version for the purposes of this class, this tool gives me the ability to move things around as I come to different understandings of my creative process. Moreover, doing this project in Miro allowed me to draw connections between different parts of the process that connected back to the same concepts in creativity. While the visualization limited the number of words I could write (you have to be able to read it after all), I think it was worth it in terms of how I was able to move and connect the process.



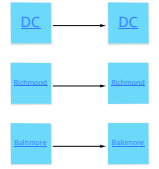
	What is a city?	DC	Annapolis	Richmond	Design Day + Film?	DTSS	Baltimore	AME Fresh Designs PM: All school meeting?
	Wednesday 5/11	Thursday 5/12	Friday 5/13	Monday 5/16	Tuesday 5/17	Wednesday 5/18	Thursday 5/16	Friday 5/20
Before 9:00								
9:00-10:30	What is a city? Why do cities exist?	Metro to D.C. - Dupont Circle West End	Drive to Annapolis	Reading on Bus	Historic Cities (mapping)	Scavenger Hunt in DTSS	Travel to Baltimore (Union Station by 9:20)	Prep for Presentations in D.C. (location TBD)
10:30-12:00	Features of Cities + Intro to Field Notes	Farragut North Stop (industry of D.C.)	Statehouse + Historic District -> Harbour	Arrive to Richmond	Megacities Documentary	Comparison Activity + Team Lunch	Inner Harbor Exploration	Prep for Presentations in D.C. (location TBD)
12:00-1:00	Readings for DC Day	Union Market Lunch	(Eat @ Market by Waterfront)	Eat, explore, shop	Lunch Break	Readings for Baltimore	Lex Market for Lunch	Lunch Break
1:00-2:45		Walk on MBT to RI Station	Pit stop to US Naval Academy + Drive Home	Walk around historic sites, gov't buildings	Begin Team Presentation Brainstorm		1:35 depart Penn Station arrive at Home at 2:28 + 1 hr in Baltimore, arrive 3:44	All-school presentations

## Notes and Research

Outcome: Design the ideal city

Essential Question: How do cities inform our identity as a whole?

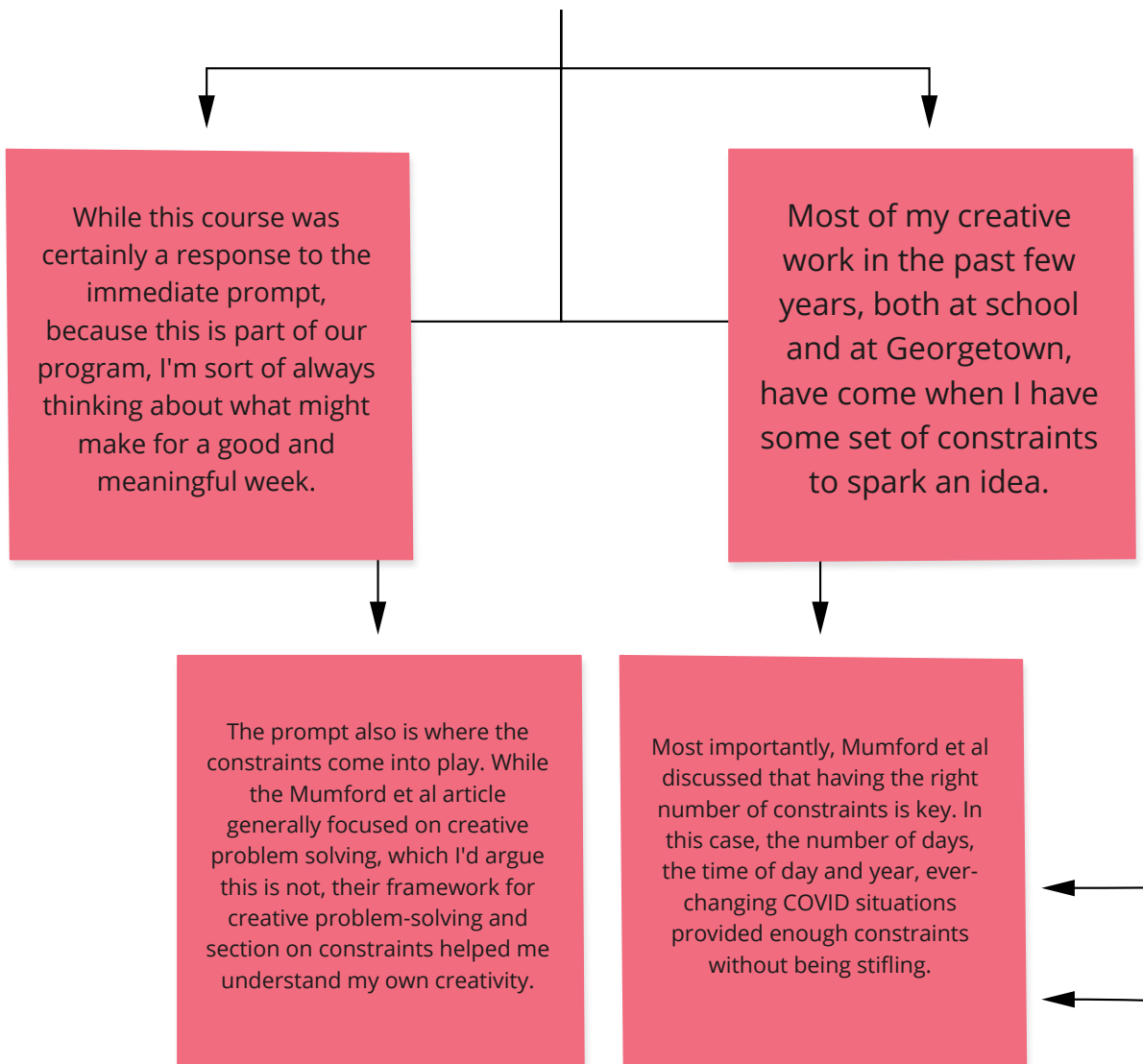
Project 2 teams of 2-3 people each, person going to pick an essential city to model out in each place used in each



# CREATIVE ANNOTATION

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# The Prompt



# The Idea

This was the most challenging part for me to annotate. I'm not sure where I came up with the idea of Urban Studies, beyond wanting to do something out in the community and outside of the classroom.

Several years ago, I had the idea of doing Urban Studies as a year long social studies class, but it was too specific for our school.

One piece that did speak to this sense of where the ideas comes from was Shonda Rhimes TEDTalk about "the hum" and the power of play. After thinking about how my ideas for classes and projects arise, I realized it's there to stimulate "the hum," which almost always transfers to my students.

# The structure

Some of the structure comes back to the constraints, but it also reminded me of the adaptors vs. innovators paradigm in Furnham's Chapter.

He explains Kirton's research, that some creative people take good ideas and make them better (adaptors) whereas innovators start with a "blank page." He calls it thinking inside vs. outside of the box.

This research also proposes a continuum of adaptors and innovators, and that adaptors are working within a process, whereas innovators create a whole new way of thinking/approaching the problem.

# The outcome

This refers to the desired outcome of the class, which I have the original version of posted below.

However, in reviewing the readings for our class, I came back to some of the studies on intrinsic motivation and creativity. From there, I decided to give the students some processes to follow without dictating the final product.

Specifically, I referred back to Amabile's piece on the labor of love and Hennessey's work on immunizing against the negative effects of a reward.

In other words, rather than dictate and reward what I expect them to produce, I will (Amabile) reward whatever they come up with on their own.

I have no idea how this is going to go, because my students love structure and rubric, but I think this could be very meaningful.

# The logistics

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To me, this is where the constraints really play a role in creativity. I'd argue that this is where I have to do some of my most creative thinking.

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# The deeper meaning

In an effort to manage the constraints, I realized I needed to come up with a deeper meaning/learning goal for the students. I needed to add another constraint, but this one to help build connection.

I drew inspiration from Gunn's work about speculative design. I'd like for these students to think about the challenges in their time and how cities can be a tool to overcome those challenges.



# The research

Next came the research, for which I actually drew upon Lidya's blog on self-help writing. She said: you don't have to be an expert on your own.

Given that I was not an Urban Studies major, this was freeing. I used curriculum from college programs and travel guides by local journalists to inform my syllabus

# The tinkering

Like any good project, there is going to be some shifting and maneuvering of ideas and pieces (see "The Outcome").

To help me through that process, I drew on Cameron's chapter on perfectionism, where she claims that it not a "quest for the best," but rather a pursuit of the worst in ourselves.

Reminding myself that what I have created is inherently good because I created it, has helped me to let go of making it "perfect."

I also have to let it go because the class starts on May 11, whether or not I think it's "done."

# The final product



Final is a strong word, but here is the outline of the week. If you check this on May 20th, I'm sure it will have changed as circumstances do.

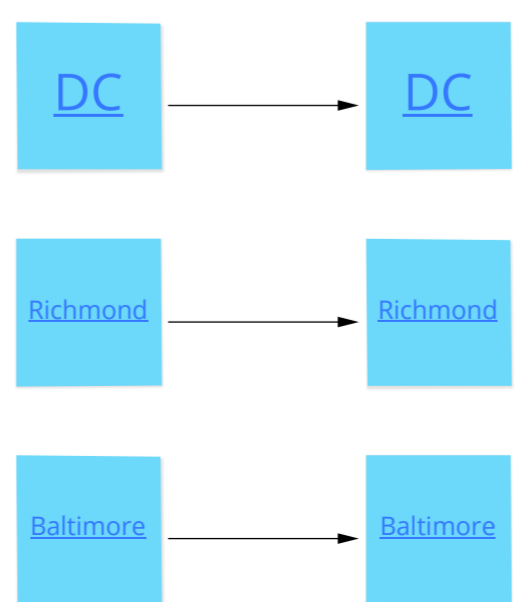
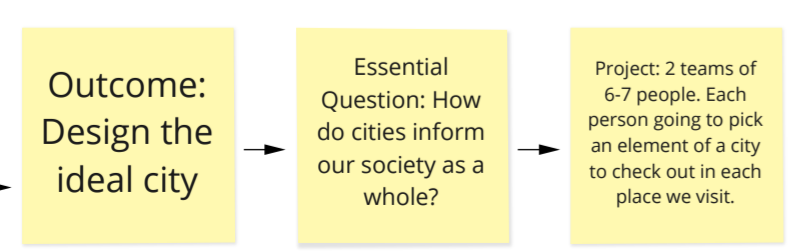


For example, I just looked at the weather, and it's going to rain the entire Richmond day...so I need a Plan B.



	What is a city?	DC	Annapolis	Richmond	Design Day + Film?	DTSS	Baltimore	AM: Finish Designs PM: All school meeting?
	Wednesday 5/11	Thursday 5/12	Friday 5/13	Monday 5/16	Tuesday 5/17	Wednesday 5/18	Thursday 5/16	Friday 5/20
Before 9:00				Readings about Annapolis	We will need to leave early 8:40 Greyhound from SS			
9:00-10:30	What is a city? Why do cities exist? <small>Definition Activity</small>	Metro to D.C.--Dupont Circle/West End <small>Video</small>	Drive to Annapolis	Reading on Bus	Historic Cities (mapping)	Scavenger Hunt in DTSS	Travel to Baltimore (Union Station by 9:20)	Prep for Presentations in D.C. (location TBD)
10:30-12:00	Features of cities + Intro to Field Notes	Farragut North Stop (industry of D.C.) <small>Scavenger Hunt/Observation Activity</small>	Statehouse + Historic District--> Harbour	Arrive to Richmond	Megacities Documentary	Comparison Activity + Team Lunch	Inner Harbor Exploration	Prep for Presentations in D.C. (location TBD)
12:00-1:00	Readings for DC Day	Union Market Lunch	(Eat @ Market by Waterfront)	Eat, explore, shop	Lunch Break	Readings for Baltimore	Lex Market for Lunch	Lunch Break
1:00-2:45		Walk on MBT to RI Station <small>Pandemic Change Reflection</small>	Pit stop to US Naval Academy + Drive Home <small>Reflection Activity over weekend</small>	Walk around historic sites, gov't buildings	Begin Team Presentation Brainstorm		1:35 depart Penn Station arrive at Nora at 3 OR +1 hr in Baltimore, arrive @4 <small>Reflection Activity on Metro Home</small>	All-school presentations
				Leave late get home late <small>Reflection Activity on Metro Home</small>				

## Notes and Research



- |           |             |                  |                |
|-----------|-------------|------------------|----------------|
| Monuments | Restaurants | Public Spaces    | Housing        |
| Museums   | Stores      | Local Government | Transportation |