

Creative Studies Curriculum Development – The Early Years:

An Executive Summary of Kosinski's Master's 1977 Thesis

by

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Introduction/Overview

This thesis by Kosinski (1977) was written during an exciting time in the Center for Studies in Creativity. The graduate program was in its infancy when Kosinski wrote the thesis to build upon and add a dimension of change to the creativity curriculum.

The creativity classes followed the sessions designed by Parnes, Noller, and Biondi, Guide to Creative Action (1977) and supplemental activities were taken from Creative Actionbook. The sessions and activities designed in these books were a blueprint for the Center's curriculum. Kosinski took the blueprint and ran with it.

He studied the fifteen instructional objectives in Guide to Creative Action and created fifteen instructional gaming units. It was his intention that these gaming units could be used with or as a supplement to the curriculum that was being taught at the Center.

Pertinent Background/Context

Kosinski studied the fifteen instructional objectives in Guide to Creative Action as a starting point and basis for the topics of the gaming devices. He completed literature source searches, informal reviews of many books, visited the gaming sections of department stores and read literature on how to set up instructional games when designing the activities presented in this thesis.

The games were designed with the intent to focus on the learning experience. Competition exists within the structure of the games, but it plays a secondary role. The main focus of the games is to build a positive environment for all participants by creating an atmosphere of cooperation. They were developed to allow for interaction between participants. A balance between individual and group play is structured within the games.

The games are designed to be played in a classroom setting and have a facilitator introduce the game, explain rules and procedures, mediate between participants and keep the game flowing from one stage to another. Chapter IV of the thesis is entitled, “Notes for Facilitators.” This section of the thesis is there to support the person running the gaming activities.

In developing the units, Kosinski made an effort to use the same vocabulary found in Guide to Creative Action. He also standardized the format of the instructions and explanations of the fifteen instructional gaming units. Each gaming exercise states the name of the Game or Simulation, the Objective (from Guide to Creative Action), Player Organization, Gaming Devices (written and visual descriptions of the devices that need to be made are given within this area), Steps of Play, and the Rationale.

Chapter VI, “Gaming Devices,” (Gaming Device Catalog and Specialization Gaming Devices) gives information about the materials needed for each gaming activity. Details about the specialized gaming devices and the construction of the materials to create the gaming devices were given in the Specialized Gaming Devices section of the chapter.

The fifteen suggested classroom gaming exercises are:

Session One – The Flight of CRS 105, Weedpatch, and Face-Off.

Session Two – The Problem-Empathy Sculpture Game.

Session Three – Future-Janus, Arbitration, Slow Chess, and Habitat.

Session Four – The Game of Ahha! and In What Ways Might I.

Session Five – The One and Only.

Session Six – The Adventures of Super Plan.

Session Seven – Creative Actionbook.

Session Eight – Fact-Finding Mission Force, What Would Sherlock Say, and Sensations.

Session Nine – Creative Action Book.

Session Ten – Mind Boggle.

Session Eleven – Odd-Ball Industry and White Elephant Sale.

Session Twelve – Creative Actionbook.

Session Thirteen - Morphological Battleship.

Session Fourteen – Creative Actionbook.

Session Fifteen – Oyster Bed.

The final product of this thesis was to create a host of games that would be used to support and enhance the creative studies curriculum. The games were tested to see if they did indeed reach the instructional objectives laid out by Guide to Creative Action. The author made the assumption that the games do reach the instructional objectives because they were designed from them.

References to both Guide to Creative Action and Creative Actionbook are made throughout the thesis. Being familiar with both works would benefit the reader.

References

Kosinski, C. T. (1977). *The use of simulation and gaming for enhancing creative behavior*.

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Noller, R. B., Parnes, S. J., Biondi, A. M. (1976). *Creative actionbook*. New York: Charles Scribner's Sons.

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