It's a known fact that not everybody learns the exact same way. Everybody's life experiences are also different. Why should education only be taught one way? It shouldn't.

There are so many ways to teach a lesson within a subject. Teaching a lesson or subject utilizing a variety of modes will reach the greatest number of minds. Though, I feel it is important to note that not everybody will respond positively to every mode thus lies the very reason to use a variety!

The cognitive tools of creative thinking we've studied during the course of the semester build upon each other and each reflects having foundational knowledge. Nearly every example given within Sparks of Genius is an example of a person looking at a situation through their lens of prior education and experiences. Rarely is one simply drawing upon a singular, one-dimensional sliver of education they are currently studying to solve a problem. Even thinking about learning something as basic as the alphabet, children learn to associate the letter 'A' with apple and 'B' with boy. I find it difficult to be able to discern whether learning something this basic could even be done without having some type of associated knowledge to relate it to.

As an individual hopeful of a career in academia, I have realized there are many ways to view teaching a particular lesson or subject. There's something more to education than having students read a book, complete a worksheet then take a test. It's a matter of simply knowing versus understanding. Do worksheets aid in knowing or understanding? I feel the presentation of material and the interaction between the students and the material is where understanding takes place. Breaking down material into using these cognitive tools will aid the students to be better prepared to handle a side variety of situations as professionals because they will, hopefully, be better equipped to see an object, situation or otherwise from multiple perspectives and therefore be able to add some sort of value to it.

Using perception is to take in information from all senses to make sense of an object or situation. In my line of work this is imperative. They must know what it is to observe with sight, sound, smell, touch and lastly taste, though I'll admit, this sense is the least likely to be used directly. Though, if they are taught to be mindful utilizing the sense of taste, this mindfulness may carry over to other aspects of their perception of situations. This is type of ability is incredibly useful during the initial evaluative process. What is the patient/athlete saying? How do they look? How does their injury look? How does it feel? Is there a smell associated with the athlete? (Hygiene comes into play here!) An idea to enhance this perception and mindfulness is to take a piece of fruit and with their eyes closed try to discern what it is. Is it soft or firm? Round? What does it smell like? To fully appreciate what they perceive they must have the knowledge to know how to put these pieces of information together, hence trans-disciplinary studies.

Patterning transcends subject matter! There's always a method to the madness. The key is to find it. Figuring it out will lend itself to an anticipated outcome, something to be ready for. What about re-patterning? I think the hallmark sign to be able to re-pattern is to fully understand and appreciate the pattern that is discovered. If one does not understand the rhyme or reason then re-patterning cannot take place. I believe this could be a true test for understanding of a subject matter. Is the pattern of rehabilitation or a smaller pattern within it, able to be re-patterned? I suppose my students will have to let me know!

Abstracting is a skill useful to pick out what is essential in a situation. Building off this key point is what allows for subject matter to develop. A good activity for students may be to give them the elemental idea of my subject matter then have them build off

it, using what they have learned within my class and others. It may be easy for some and not so easy for others. However, getting them to think this way will help them to break down ideas and situations so they are able to build their own.

Embodied thinking requires putting one's self wholly into something. Often times, I've found myself feeling with my arms and hands *wanting* to tape an ankle or a thumb. My limbs actually want to go through the motions of the tape application. The sensations do not leave until they have been satisfied. I want my students to know this material so well they can actually feel what needs to be done. They should also be able to put themselves in the position of the patient/athlete or the athlete's coach or parent. Being able to see themselves from another's perspective will help them be a better clinician. An activity involving kinesthetic thinking could be helping them prepare for testing. Can they imagine and act out tape jobs or special tests? If they can do these they are likely to be able to perform them well.

Modeling is something students in this particular subject will utilize quite often. It's extremely effective in teaching anatomy or concepts of injury or rehabilitation. As I discussed in module 6's assignment, modeling is easily extended to the depths of human anatomy and is an excellent tool used to teach the subject. Modeling also utilizes other cognitive tools such as abstraction and because this is so, makes it all the more useful.

Playing allows for freedom to divulge in the material in a non-threatening way. There is no right or wrong answer. This play allows for exploration of knowledge through pure curiosity. Though for this to take place, there must be knowledge present to play *with*. There can only be curiosity if there is some knowledge. I feel this is an important part of learning. Students should be able to take known information, question and explore it and possibly answer some of their own questions regarding it or even come up with more inquiries regarding concepts and ideas. I feel play is where new ideas are birthed and questions answered.

Synthesizing-- combining skills and experiences across multiple disciplines. It's combining perception with embodied thinking or playing and patterning. Bringing these cognitive ideas together in dance, science, music, art, history. This is synthesizing. Would a physician make a good poet? Potentially, if he is a good physician. A good physician is one who is able to see the patient as a whole and observe them using their whole self. They should be able to feel the patient emotionally with the depths of themselves. If they are able to do this, they are able to feel and may pull upon this skill to reflect thoughts and emotions with their words, on paper.

I believe if an individual is able to synthesize information across multiple subjects utilizing these cognitive tools, they are setting themselves up to be innovators; problem-solvers who come up with creative solutions to the world's dilemmas.

After having gone through this class, my new and improved definition of creativity is this: Taking information from multiple disciplines and coming up with a solution to a problem or situation and adding something valuable to it. The key to this statement is trans-disciplinary knowledge. Individuals must have a firm knowledge base in multiple subjects and be able to utilize several cognitive tools to develop answers to their own or another's question.