The purpose of this presentation is to describe the components of creativity courses that should be taught at schools and the relative importance of the components to teaching creativity. Creativity does not belong to scientists and artists only; rather, anyone needs to be creative, at least, at one point in their life and work. Indeed, few human traits have as much impact on our lives as creativity. Extraordinary achievement in most domains of human performance depends to a great extent on creativity. Because of its importance, creativity training has been developed for occupations ranging from marketing, political sciences, and business management, medicine to engineering and arts and design.

Enhancing creative productivity and creative problem solving along with domain-related knowledge and skills in students is a serious problem for teachers. Researchers who have studied creativity have shown that creativity can be taught in a number of courses, including, mathematics, sciences, language, and the arts. Indeed, creativity coursework can be embedded in all programs at schools because all disciplines require creative problem solving and production to some extent. At schools, creativity training can be executed as either distinct course segments or embedded activities. This presentation will include strategies to design and redesign creativity coursework.