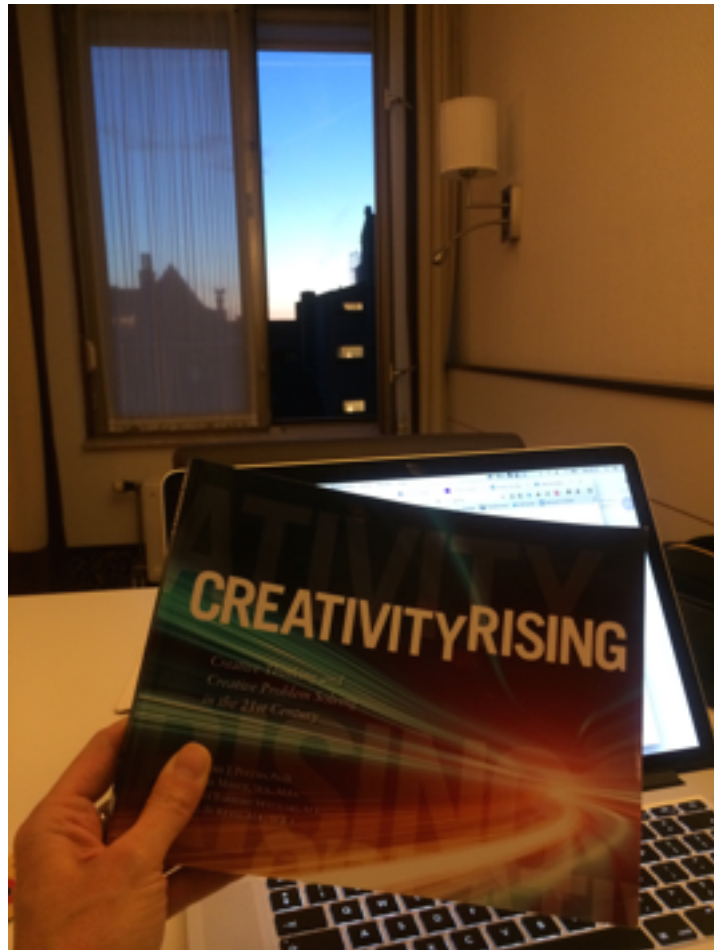


Book Review



Book: Creativity Rising by Puccio, Mance, Switalski, Reali,
Published by ICSC Press, Buffalo NY, 2012.

Nicolette Wever Fall 2016

CH 1

*'To cease to think creatively
is but little different from ceasing to life'*

Benjamin Franklin.



① prepare for $ch^2 N E e$

↓
awareness for 21st Cent:
increased rate of change

→ trends that illustrate accelerating nature of change:



automation
robots



become a society
of creators

Rise of
Unknown
Jobs

JOB
DISAPPEAR...



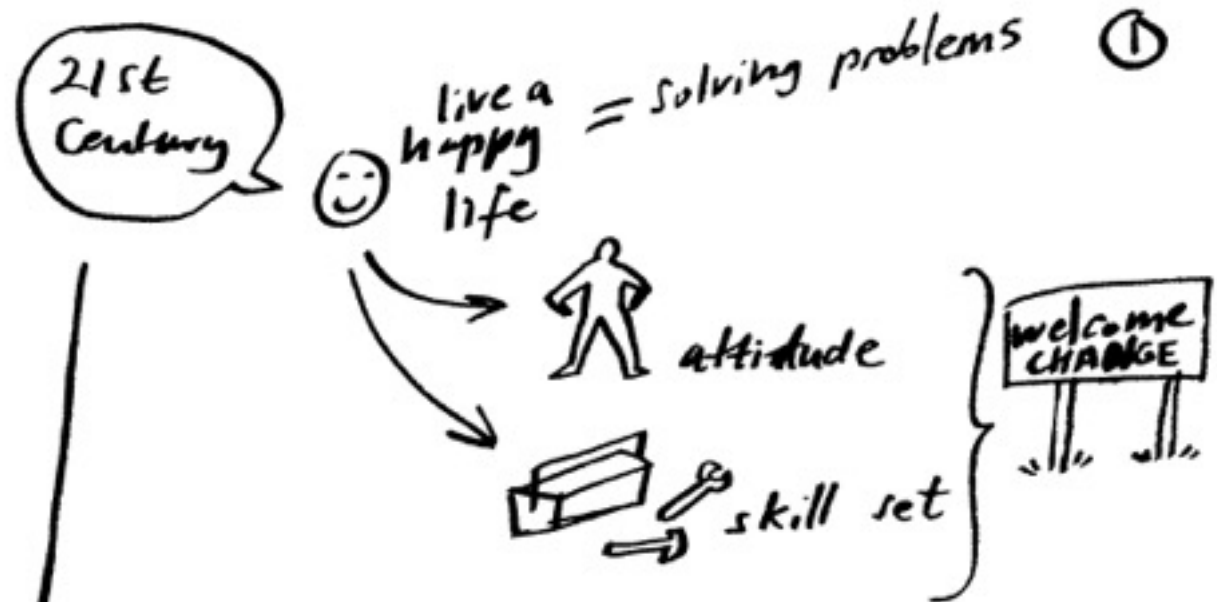
Key to cope with
change:

↓ grow with change

Q drive change

or... both..!

How?



change originates in creative thought
problems, approach $\left\{ \begin{array}{l} \text{reactive} \\ \text{pro-active} \end{array} \right.$
opportunities

creating change is pro-actively looking
for places to bring about
NEW solutions and Approaches.

CH 2

ch 2: skills for Living & working in the 21st Cent.

START → 1950 J.P. Guilford president of A.P.A. ^{fact & fig.} ^{not} sufficient
Calls state of research on Creativity *appalling!*

↓
WHILE:
social importance = EXCEEDINGLY HIGH

↓ Alex Osborn BBDD → (IDEO)
book 'Applied Imagination' 1953
founded CEF 1954
revised ed. 1957
1966 R.I.P.

"a more creative trend is underway"
Trends in education:

Partnership for the 21st C. skills P27

P21 Framework calls for creativity & innovation skills

21st Cent. Skills

- ③ Global awareness
- 📊 Finance, economic, business, entrepreneurship

4 HIGHLIGHTS:

👤 Learning & innovation skills (both cognitive skills)
↳ developing NEW knowledge

👁️ insights

learning = creativity :- posing questions?

declaration
 P21:
 21st C. Skills
 "separate students who are prepared for complex life & work environments in the 21st. C. and those who are not"

- reviewing outside information
- solving problems
- communication teamwork
- creating knowledge and innovations to build a better world

4 highlights P21: what the future needs:

- Learning & innovation skills
- creativity & innovation
- Flexibility & adaptability
- critical thinking & problem solving

all 4 are process skills: endlessly valuable.

knowledge acquisition \triangleleft focus on what to learn

process skills \triangleleft focus on how to think

↓
Learning, creativity, innovation
flexibility, adaptability, critical thinking
problem solving

MS DOS
for example
↓
obsolete
↓
is always
needed

education

pro- or anti-creativity?

- rigid curriculum: teaching for knowledge
test and not for skills
- failure is not an option
- one way of offering education no difference forms in intelligence 6

CH 3

title chapter ③ Creativity Facts & Fictions

summary:

there is no unifying theory of creativity: Robert Sternberg: "no one thing that is truly creativity, but multiple things are":

separated

elements

Myth: creativity is the result of innate talent

Fact: creativity is the result of hard work

practice the 10 year rule: practice makes perfect

Myth: creativity = associated with arts

Fact: creativity cuts ~~across~~ across all areas of life

• technological advance, science, social & behavioral sciences, humanities, arts, \Rightarrow Role in innovation & entrepreneurship = key concerns of org. nations

Myth: Children are more creative than adults

fact: True creative achievement requires years of life experience

Moller: $C = f_a(K, I, E)$ Creativity ~~acquires~~ follows through flows

conclusion:

Attitude

\hookrightarrow built from Knowledge

Imagination and Evaluation

Creativity = a deliberate intention

Attitude = Vision, Deliberate Practice and Intrinsic Motivation

$\partial = V, DP, IM$

Puccio, Mumme, Switalsky, Reali

Myth: creativity = same as originality

fact: creativity = intersection between novelty & usefulness

'create something novel that is useful'

'ideas are cheap' - usefulness creates a value to the user.

Myth: creativity cannot be taught

fact: creativity can be enhanced through teaching & training

Conclusion:

There is ^{some} evidence to support ^{the} mistaken beliefs

And there is 60 years of research to support the facts.

As the world changes (as a result of human creativity...)

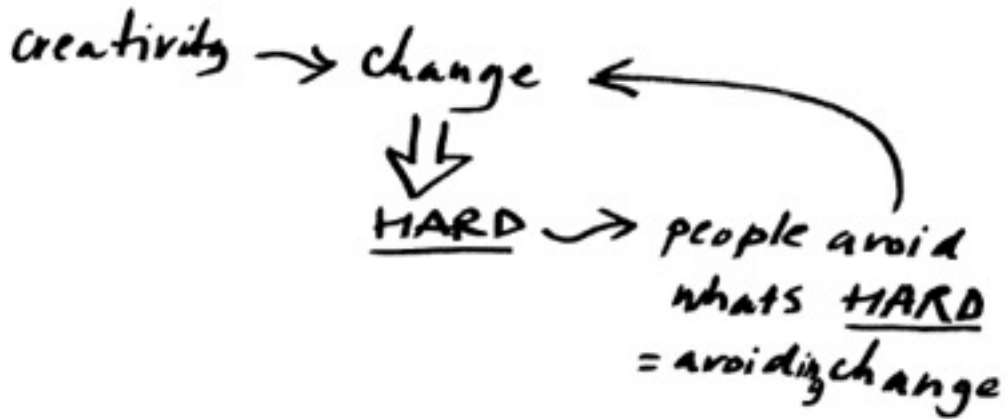
we need all the creativity to adapt, thrive and drive

—
END Ch. 3

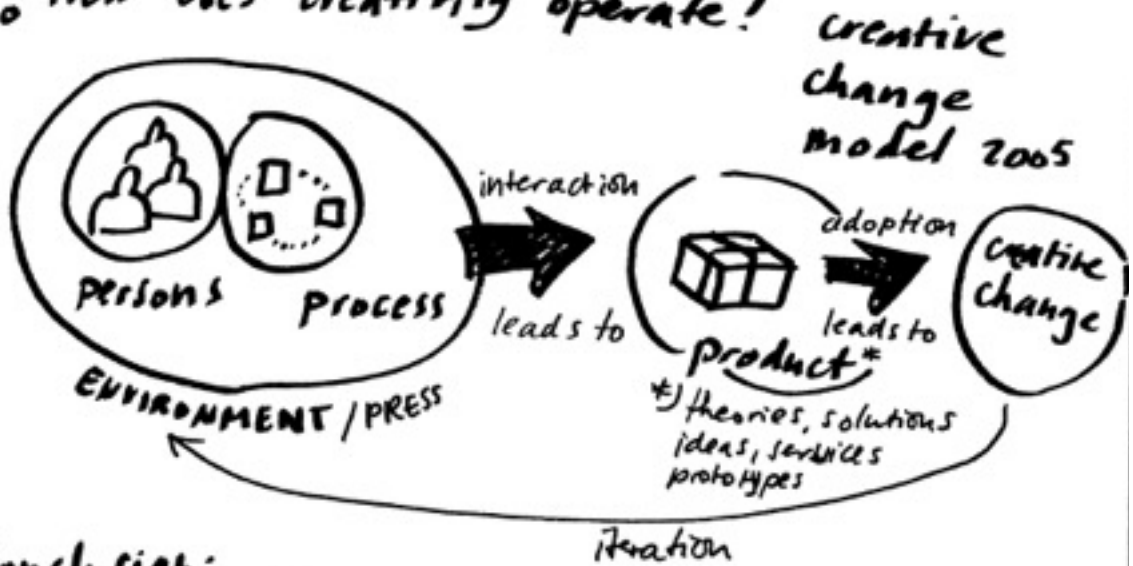
CH 4

Ch. 4

a systems approach to Creativity



? How does creativity operate?



Conclusion: this model shows that cr. in organisations are dependant of more than one element.

* Training in creative thinking (process) improves climate (press) of teams

↑ what helps:

therefore success in cr. change = difficult

(4)

WHAT helps :

- * Training in creative ^{thinking} process improves the work climate of teams (environment).
- * individual ^{person} personalities (i.e. persons) influence the working environment
- * formal training in creativity techniques and principles (i.e. process) ^{enhances} individuals creative thinking skills.

Conclusion

organisational creativity or creative change in organisations can only be achieved when RIGHT elements are combined. (3)

CH 5



"the performance of a car does not depend on the horsepower of the car but upon the skill of the driver."


Like driving we need to deliberate practice our **thinking** skills in order to think creatively.

WHAT IS **THINKING**?

when we are actively directing movements of the mind. that makes creativity a cognitive skill.

✿ B. Blooms taxonomy 2001

classified learning objectives from less to more complex. In 2001 he put creativity / 'creating' at the very top of the taxonomy.

this relocation  to the top (5)

Indicates that 'creating' is considered to be the most complex (i.e. difficult) and challenging function of the brain.



highly prized & appreciated because
→ Result of highly complex thought process.

→ crucial for personal and professional success in 21st Century.



CH 6



The ♥ of creative thinking.

2 mental operations that are

FUNDAMENTAL to creative thinking

* Generating = divergent thinking

* evaluating = convergent thinking

→ generating = creating options/possibilities

→ evaluating = selecting one/few

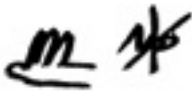
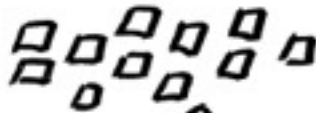
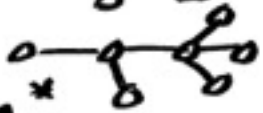
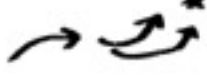
metaphor generating ⚡ 'gas pedal'

evaluating ⚡ 'brake'



CH 7


Ch. 7

Principles for divergent < and > convergent thinking

- * defer judgement 
- * go for quantity 
- * make connections 
- * seek novelty 

Principles for > convergent thinking

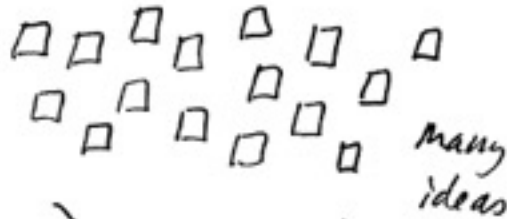
- * apply affirmative judgement
- * keep novelty ^{**} alive 
- * stay  focused
- * check your objectives

Inbetween: Allow time for incubation 

Tools for deliberate divergent thinking

Brainstorming
for groups

(apply the principles!)



Hits
clustering

Tools for

convergent thinking



label clusters

(apply the principles)



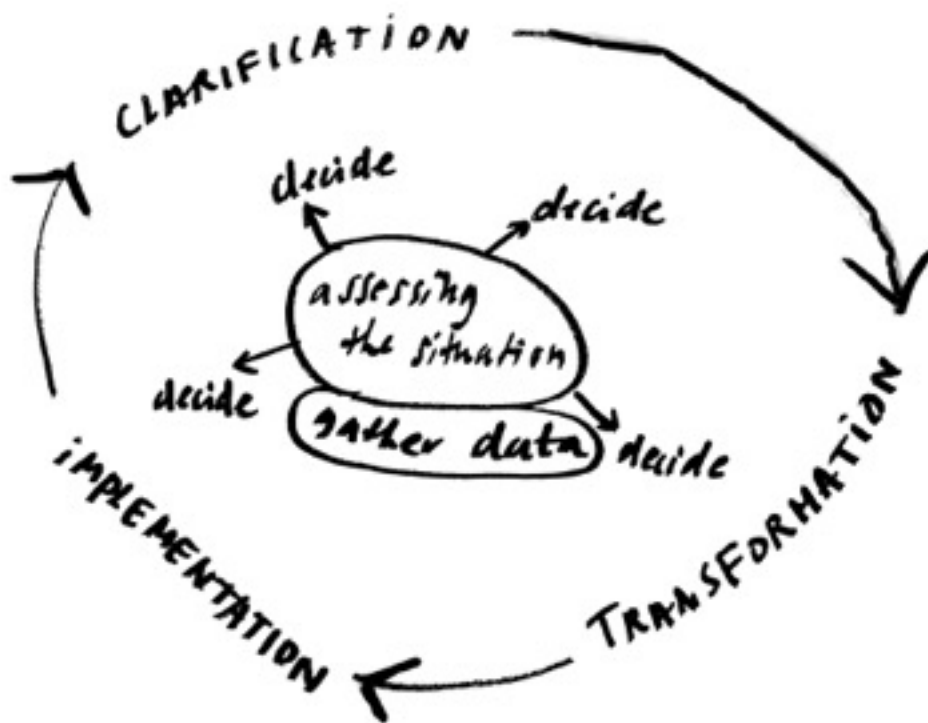
these principles can really transform your
thinking → and enhance your
creative behaviour!

It's the creative ♥ heartbeat

(ch 8)

Creative Problem Solving

Use this model as a tom tom for the creative process. The CPS process parallels our own natural creative thinking processes and organises them more efficiently. Model for thinking & doing.



3 stages with each 2 formal steps:

* Clarification stage

- exploring the vision
- formulating challenges


CH 9

* Transformation stage

- exploring ideas
- formulating solutions

* Implementation stage

- exploring acceptance
- formulating a plan

nice extra's in the  book: Case Study
Overview CPS process
- steps



CPS = a process that helps re-define problems
come up with creative ideas
transform problems into workable solutions
step by step.

CH 10

ch 10

step by step walk through the
CPS process
with examples of questions
and statements to guide to the
next step...

extra help is this chapter full of tools, models very clear examples.

thinking skills and tools for CPS

Tools help to apply the thinking skill
in a deliberate and focused way. F.E:

- Exploring the vision :
- * Thinking Skill ↓
 - Visionary thinking
 - * Affective Skill ↓
 - Dreaming
 - * Thinking Tool
 - Imaginary journalism

and so on for every stage.

overall conclusion

- * Creativity is a life skill
 - * Creativity begins with seeing a problem as a challenge
 - * CPS will give you the proper framework
 - to: assess the situation
 - ask the right questions
 - formulate a challenge
 - explore ideas
 - formulate solutions
 - explore acceptance
 - and formulate an action plan
- } clarification
- } transformation
- } implementation

BUY THIS BOOK BECAUSE:

- * this book provides you with the psychological theory about what creativity is, how it works, the myths and facts, a clear framework and lots of scientific sources to dig in deeper. A must have!

Book review: Creativity Rising

This book contributed to my learning and teaching because:

- The theoretical background of what creativity is, is clearly defined from the psychological perspective. Therefore it is much easier to explain the importance to my students.
- The underlying cooperative processes in the brain that have to do with creativity, as described through psychologic perspective, is an eyeopener. Especially to people who work as a maker and those who are not consciously thinking about every step they make while creating something.
- Reading the clarification and reasons why certain steps are important to make at a certain point, makes the reader more aware of the worth of creative thinking for themselves and others too.
- This book proved to me that creativity is in fact a cognitive skill and that creative people use their intelligence in a different way.
- This book provides the debunking of creativity myths in a way the reader can use to refute reoccurring misconceptions in a discussion about The Gift of creativity, art and talent.
- This book clearly defines why we need creativity for the future and that people are to be taught to be more creative so they can learn to live a more happy life.
- Therefore this book is a perfect readable How To guide in developing ourselves and others in thinking more creatively. Thanks to the creative thinking models, tools and step by step methods.
- This book helped me to structure my thinking in a way that I could make my intentions and expectations more clear towards the students.
- The key concept of this book is very well structured, chapters digging deep enough in the psychology and yet usable as an approach to on-demand creativity in practice.

A MUST-READ FOR EVERYONE WHO WANTS TO EXPLORE
THE NATURE AND NURTURE OF CREATIVITY.