

# Creativity: Building the New

- ISP 5660 (main course)
- ISP 3340 (attached directed study)

Course web site: <http://www.is.wayne.edu/drbowen/crtvyw06>

Moodle: <http://techtools.culma.wayne.edu/moodle>

# Agenda

- Names, etc.
- Creativity as a course topic (~ 1 hr)
- Photo album / pictures
- Taking an online class
- Syllabus and assignments (~ 1 hr)
- Working with Moodle (~ 1 hr)

# Instructor

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# Contact information #2

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# Contact information #3

So do I mind being contacted? Suppose I did mind, what do I do?

I once gave an assignment to call me at home on a weekend, but only one person ever did, and she apologized.

# Creativity

- Imagine that:
- You are a newspaper reporter
- You have been assigned to do a story on the ten most creative visual artists in the three-county area (including finding out who they are)
- What do you do?

skip

# Creativity

- What words do you associate with Creativity? Either as
  - Definitions  
OR
  - Descriptions  
OR
  - Related concepts  
OR
  - Examples?

# Theories of Creativity

- The gods put those things in our heads
- Great Man, Genius  
Great men different than we are
- Creative Hero  
Overcomes opposition to force vision on us
- Objective Characteristics  
Creativity is objective: person & product
- Triangle Model (Csikszentmihalyi,  
Gardner) person, domain, field

# Is Creativity Objective?

1. We can identify objective characteristics of creative people, e.g. ideational fluency.
2. We can measure their achievement in these areas (scores on tests).
3. We can train people to have high scores on these tests.
4. This does not make people more creative.

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# Is Creativity Objective?

- The best determiner – do what you love and have an ambition to be creative
  - The rest will follow
- Popularity and success are not good guides
  - W.A.Mozart and Antonio Salieri  
Contemporaries in late 16<sup>th</sup>, early 17<sup>th</sup> centuries.  
Salieri: famous, successful. Mozart: died a pauper. Today, Salieri is virtually forgotten except to contrast with Mozart.

# What is Creativity?

No single universal definition (a sign that we are dealing with something fundamental?)

- Something new that meets a need or solves a problem
- A change in the culture

# What is Creativity?

- Is it “yes or no” or a sliding scale like 0 to 10, or what?
  - My answer: it changes from time to time
- BIG C Vs little c
- The creative product
  - Is there *always* a creative product?
  - For a permanent effect, I think so

skip

# What is Culture?

- “High culture” – not what is meant here  
art museum, opera, ballet (but this is part of  
how culture is used in this class)
- Anthropology – “what uncivilized societies  
have instead” (although culture includes  
civilization)

skip

# What is Culture?

- Major elements as far back as we can see: song; dance; art and self-decoration; production and distribution; who are we, how did we get here, why are we here; how does the natural world work?
- Material culture cf. symbolic culture
  - “Creativity” reserved in use for symbolic culture

# Creativity and Friends

- Creativity  
A change in the symbolic culture - product
- Innovation  
A change in the material culture - product
- Flow (Csikszentmihalyi)  
An internal state or feeling – the creative high?  
In sports, “in the zone”

skip

# Flow

You are  $\Rightarrow$   
Situation is

$\Downarrow$

	Passive	Attentive, involved
Within abilities	Boredom	Flow ("optimal experience")
Beyond abilities	Survival mode	Anxiety

# A Creative Process

Common view but some objections

1. Preparation (period of intense work)
2. Incubation (give up, work on something else)
3. Aha! (solution comes “out of the blue”)
4. Cleaning up and correction (results of aha are imperfect)

Poincaré and others

# A Creative Process

If there is any truth to this model, clearly there is something going on in the unconscious. We do not at this point have consensus on what this something is. The unconscious mind somehow generates a potential solution to our problem, and then that is brought to our conscious attention.

Most common objection: many small steps instead of one big one

# Why Study Creativity?

1. Learn about some interesting people
2. Learn about developments in various areas
3. Satisfy curiosity about creativity
4. Become more creative yourself
  - Parents wanting to raise creative children
  - Supervisors, managers, administrators
    - Innovation
    - Morale and human development
  - May seem long way around, but we will arrive here!

skip

# Course Books

- Csikzentmihalyi, Creativity: Flow and the Psychology of Discovery and Invention
  - Approximately 100 creative people who were older but still alive at the time of the study
  - Detailed, uniform interviews
- Gardner, Creating Minds
  - Seven extraordinarily creative people as case studies
  - Dead but helped to found modern age
  - Many details of lives available

# Highly Creative People

Q. Why study such highly creative people?  
Why not study ordinary people?

A. If we are not sure what Creativity is, a good technique is to study people who are unquestionably creative, then apply results to ordinary people.

That is how this course is laid out.

# Highly Creative People

Example - apply results to ordinary people:

Result: All of Gardner's seven case studies were involved in their fields in early childhood and had relatives or family friends in the fields they would become active in.

Apply: It takes time in a field to become creative. Early success and influence are important.

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# Being Creative

- Create time and control
- Find what you love
- Be active in that field / domain
- Search out others in your field and outside it
- Raise the bar on yourself

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## Two Different Statements

- Everybody can be creative  
(a common opinion in the readings)
- Everybody is creative  
(although we all do problem-solving in our daily lives)

skip

# Creativity is Not, #1

- Being smart or a genius  
(IQ helps up to about 120 – today’s normal)
- Doing something well or being the best  
(performance belongs in the material culture)
- A starving artist alone in a garret  
(Creative people move to the center of the field)
- The same as “good,” “kind,” etc.

skip

## Creativity is Not, #2

- Novelty – something that is new or unusual just for the sake of being new or unusual
  - Must solve a problem or meet a need
  - Be lasting, more than a fad
  - Many new ideas need a lot of work before they are useful – Step 4 of earlier creative process
    - Lots about this in Corporate Creativity
- “Dr Feelgood” – going public involves dread, risk, disappointment, pain, even humiliation

# Creativity is Not, #3

- Something that can be directed or assigned (even in a class on Creativity!)
  - Teresa Amabile, Creativity in Context (one of the choices for a fourth book): Assigning or even assessing creativity kills it
    - Sole exception: A frank, even-handed and collegial assessment by someone who appreciates what you are trying to do (I will try to be such a person for you)
  - My guess: you can't control your unconscious

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# Complaints

- “(Csikszentmihalyi, Gardner) doesn’t care about me, they don’t relate to me”
  - Fairer about Gardner, but *you* can apply it
  - Read Creativity Chapter 14
  - Read Finding Flow, Optimal Experience (then say that!)

# Complaints

- “I’m not interested in (poetry, business, culture, etc.)”
  - It’s all about Creativity
  - Putting Creativity under a microscope
  - Triangle model works out differently in different domains, fields

skip

# Complaints

- “It’s not fair not to call innovators creative” (innovators make changes in the material culture)
  - Sorry, that’s the way everyone uses the word.
- “It’s not fair for the field (people) to be the gatekeepers. They are / can be biased, prejudiced”
  - They taught you about the domain
  - There is no other way to change people’s minds except to work with people

skip

# Complaints

- “These are not nice / kind / happy / good people / role models” (particularly about Gardner’s subjects - Picasso).
  - You may not want to be *that* creative!  
Csikszentmihalyi’s subjects are less creative, but *much* happier
  - Creative people tend to be a little narrow – they have a domain

# Complaints

- “I don’t like (Picasso, Elliott, Freud, etc.). They don’t influence my culture. They are not creative for *me*.”
  - They don’t have to influence you directly. If they influence you indirectly, now that is *real* power!
  - They do influence you, even if you don’t know it. They helped to create the culture you live in.
  - Cultural influences will be listed on course web site later

# Online Classes

# Taking an Online Class #1

- High dropout rate
  - Why?
    - Easiest course to put off
    - Can get disconnected
    - Work piles up
  - What I do about this:
    - Emails from me
    - Be accessible and supportive

# Taking an Online Class #2

- Internet access and skills
  - Not an issue
  - If you have *any* problems, get help ASAP
- You – autonomy and responsibility
  - You have more effect on the course – topics, timing, atmosphere
  - The online discussion is the hero
  - But - just do it

# Taking an Online Class #3

- Methods of getting help
  - In-person: sometimes just works best
  - Phone: good for complicated issues, or for something that is holding you up
  - Email: good for stating things clearly and reviewing responses. Generally for a simple question or issue, however
  - Conference: good for involving class

# Taking an Online Class #4

- Online discussion
  - Another student may respond to you before I do
  - If I agree with the response, I will probably not respond myself
  - Don't worry, if I disagree, I **WILL** respond!  
(This is the Captain Speaking)
  - Single-issue messages work best
  - Quote if appropriate

# Taking an Online Class #5

- Changes
  - Every course has changes during the semester. For a face-to-face class, these are usually announced several times in class.
  - In an online class, you need to know how changes will be announced
  - In this class, changes will be officially announced in the News Forum.
    - Also generates an email to everyone

# Taking an Online Class #6

- For the next one:
  - Contact Instructor after you register
  - If you don't use your WSU email, forward it to an account you do use. (WSU sends you email too.) See link to instructions on the course web site.
  - Keep your University information up to date. (You will be able to do this through Pipeline soon.)

# Online Photos

- Moodle puts your photo alongside everything you do.
  - No photo? Then you get “the grinning yellow fool”
- Can use your photo or I can take one
- If yours is too dark, I may go in and edit it

# Syllabus and Assignments

# Assignments

- Readings
- Essays
- Postings
  - Can quote Forum in essays, especially for opinions
  - Two easy “starters” (but don’t stop!)
- Email and telephone in Moodle

Review Syllabus now!

# Moodle

# Online Forum

- For people that like online courses, usually the hero of the course
- Great tool for dialogue
- Requires “jumping in”
- People who observe from the sidelines don’t get it, and end up not liking online courses
- Does require a critical mass as well

# Moodle

- Handout
  - [techtools.culma.wayne.edu/moodle](http://techtools.culma.wayne.edu/moodle)
  - Creating an account
    - Enrolment key: crtvyw06 (it is zero, not oh)
  - Using Moodle
  - This course listed as "W06 Creativity ISP 5660 and ISP 3340" or "ISP5660 W06"

[DCC\\_Learning](#) » [W06\\_1990](#)

<p><b>People</b> <span>[-]</span></p> <p> <a href="#">Participants</a></p>	<p><b>Weekly outline</b></p> <ul style="list-style-type: none"> <li> <a href="#">News forum</a></li> <li> <a href="#">Introduce yourself</a></li> <li> <a href="#">Starting off</a></li> <li> <a href="#">Messages not about the course content</a></li> <li> <a href="#">Science and Religion discussion (counts towards requirements)</a></li> </ul>	<p><b>Online Users</b> <span>[-]</span></p> <p>(last 5 minutes)</p> <p> <a href="#">David Bowen</a> </p>																														
<p><b>Activities</b> <span>[-]</span></p> <ul style="list-style-type: none"> <li> <a href="#">Assignments</a></li> <li> <a href="#">Forums</a></li> </ul>	<p><b>Search Forums</b> <span>[-]</span></p> <p><input type="text"/> <input type="button" value="&gt;"/></p> <p><a href="#">Advanced search</a> </p>	<p><b>Latest News</b> <span>[-]</span></p> <p>(No news has been posted yet)</p>																														
<p><b>Administration</b> <span>[-]</span></p> <ul style="list-style-type: none"> <li> <a href="#">Grades</a></li> <li> <a href="#">Activity report</a></li> <li> <a href="#">Edit profile</a></li> <li> <a href="#">Change password</a></li> <li> <a href="#">Unenrol me from W06_1990</a></li> </ul>	<table border="1"> <tr> <td style="text-align: center;"><b>1</b></td> <td>11 January - 17 January</td> <td style="text-align: right;"></td> </tr> <tr> <td style="text-align: center;"><b>2</b></td> <td>18 January - 24 January</td> <td style="text-align: right;"></td> </tr> <tr> <td style="text-align: center;"><b>3</b></td> <td>25 January - 31 January</td> <td style="text-align: right;"></td> </tr> <tr> <td style="text-align: center;"><b>4</b></td> <td>1 February - 7 February</td> <td style="text-align: right;"></td> </tr> <tr> <td style="text-align: center;"><b>5</b></td> <td>8 February - 14 February</td> <td style="text-align: right;"></td> </tr> <tr> <td style="text-align: center;"><b>6</b></td> <td>15 February - 21 February</td> <td style="text-align: right;"></td> </tr> <tr> <td style="text-align: center;"><b>7</b></td> <td>22 February - 28 February</td> <td style="text-align: right;"></td> </tr> <tr> <td></td> <td> <a href="#">Essay 1</a></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>8</b></td> <td>1 March - 7 March</td> <td style="text-align: right;"></td> </tr> <tr> <td style="text-align: center;"><b>9</b></td> <td>8 March - 14 March</td> <td style="text-align: right;"></td> </tr> </table>	<b>1</b>	11 January - 17 January		<b>2</b>	18 January - 24 January		<b>3</b>	25 January - 31 January		<b>4</b>	1 February - 7 February		<b>5</b>	8 February - 14 February		<b>6</b>	15 February - 21 February		<b>7</b>	22 February - 28 February			<a href="#">Essay 1</a>		<b>8</b>	1 March - 7 March		<b>9</b>	8 March - 14 March		<p><b>Upcoming Events</b> <span>[-]</span></p> <p>There are no upcoming events</p> <p style="text-align: center;"><a href="#">Go to calendar...</a> <a href="#">New Event...</a></p>
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<p><b>My courses</b> <span>[-]</span></p> <ul style="list-style-type: none"> <li> <a href="#">W06 IST 1990 Science and Religion</a></li> <li> <a href="#">Fall 2005 IST 2420 / 1990</a></li> <li><a href="#">All courses...</a></li> </ul>	<p><b>Recent Activity</b> <span>[-]</span></p> <p>Activity since Sunday, 8 January 2006, 04:01 PM</p> <p style="text-align: center;"><a href="#">Full report of recent activity...</a></p> <p><b>Course updates:</b></p> <ul style="list-style-type: none"> <li>Added Forum: <a href="#">Introduce yourself</a></li> <li>Added Forum: <a href="#">Starting off</a></li> <li>Added Forum: <a href="#">Messages not about the course content</a></li> <li>Added Forum: <a href="#">Science and Religion discussion</a></li> </ul>																															

# Moodle

- What is there:
  - Participants (list of class)
  - Online users (class members online now)
  - Chat
  - Edit Profile
  - Forums
  - Assignments – turn in files – file names
  - Recent activity (everyone, since the last time)
  - Under Administration, Activity report (yours)
  - Link back to course web site
  - More coming (grades)

# Moodle: keeping track

- Moodle will keep excellent track of what you have done
  - Assignments (essays)
  - Postings (online discussion)

# Demonstrate Moodle now!

# Moodle

- Assigned postings (count towards course requirement for number of postings):
  - Introduce yourself
  - Starting out
- Pictures
- Warning about starting online courses
  - One week – two weeks is stretching it
- Moodle warning – watch for message
- Watch course web site and email (weekly)

# Moodle

- Do not expect instantaneous responses from me
- You do not need to respond to everything – gets out of hand if you do
  - I usually do not respond to messages that I agree with
  - I always respond to messages that I disagree with
  - Responses as well as original messages count
- In a public setting, be sure to log out

# Editing

- Moodle gives you great tools and control over formatting
  - Spellcheck
  - Font formatting – bold, underline, italics, font, size, color
  - Smilies
  - Lists – bulleted and numbered

# Special Topics

- Tech (for technical problems)
- Changes to the course web site
- This is the captain speaking
- Just talkin' (personal asides not “on topic”)
- One for each of the first messages
- Suggestions?
- Yours

Questions or comments?

# ISP 3340

- Review of Syllabus
  - 2, 3 or 4 credits (or not registered)
  - Books
  - Assignments – Postings, online exams, essay (for 3 or 4 credits only)
  - Reading questions

Done!