

Newsletter of Applied Creative Thinking

Minor in Applied Creative Thinking: Program Updates

Since the launch of the Minor in Applied Creative Thinking in Fall 2012, its popularity is on the rise. More and more students are taking an interest in creative thinking, part of the University's QEP. Currently, the Noel Studio offers a variety of courses in the applied creativity discipline. These courses range from Innovation and Creativity to the Pedagogy of Creativity Studies. Because of the increased interest in the Minor in Applied Creative Thinking, the Noel Studio is proud to offer a new course – CRE 301: Texts and Technology of Creativity. The course was first taught this past Spring and allowed students to establish foundations in creating, understanding, analyzing, and producing innovative media projects.

The increased interest in the ACT has also prompted other advancements in the development of the minor. As such, the Introduction to Creative Thinking will now be offered in both an online and an in-class format, and in multiple sections. These new formats offer more flexible classes for students.

Lastly, CRE 101: Introduction to Creative Thinking is now part of both the Bachelor in General Studies and the Social Intelligence & Leadership Minor.

For more information on the ACT, contact Russell Carpenter at Russell.Carpenter@eku.edu



Creativity Courses for Fall 2014

CRE 101 – Introduction to Creative Thinking
The course is an introductory course that establishes a foundation in creative thinking through instruction in basic theories and practices. The concentration is on basic language and fundamental and powerful concepts in creative studies.

CRE 301 – Texts and Technology in Creativity
This course explores the texts, technologies, and new media that allow people to create compelling messages. The course also provides an introduction to creative production and appeals through technology.

For more information, please visit the Noel Studio Website at: studio.eku.edu/minor-applied-creative-thinking.

Creativity in Research

Brain Imaging Studies of Intelligence and Creativity: What is the Picture for Education?

Richard J. Haier and Rex E. Jung (2008). From *Roeper Review*, 30, 171-180.

The debate on creativity and intelligence is one that has raged for many decades. As such, there are proponents on each side of the argument: that creativity is a sub-component of intelligence, or that it is its own concept, separate from intelligence. However, despite the disagreements, most scholars agree with the notion that certain parts of the brain (i.e., the posterior parts) are necessary for creative processes, yet are not solely responsible for the manifestation of that creativity. That is, in order for an individual to be creative, certain processes stored in the posterior parts of brain must be present, but the presence of these resources does not necessarily guarantee creativity.

Based on the above information, various studies have been conducted using sophisticated machines and methodologies (i.e., fMRI, rCBF, EEG, and PET) to determine which parts of the brain are activated when participants are engaging in creative activities. The results suggest that various parts of brain are activated when creative processes occur. As such, these results suggest that there are certain areas that are crucial to creativity. However not much consensus exists on whether creative processes occur solely in posterior areas of the brain, the frontal areas of the brain, or a combination of the two.

The above results are interesting in that they suggest that as with intelligence, there are areas of the brain responsible for creative processes. However, future research needs to be conducted to determine how these results can be translated into the classroom. ♦

Consequences of Beliefs about the Malleability of Creativity

Alexander J. O'Connor, Charlan J. Nemeth, and Satoshi Akutsu (2013). From *Creativity Research Journal*, 25(2), 155-162.

As recently as 2010, creativity has become a desirable attribute in many aspects of the corporate and educational realms. However, as many educators and organizational personnel will attest, not everyone is creative. Although evidence exists to suggest that creativity is, to an extent, based on one's ability, the belief that creativity is either fixed or malleable can affect one's creativity. As such, the researchers conducted three studies that investigated the malleability beliefs of creativity and how those beliefs affect creative potential, problem-solving, and achievement. Furthermore, as the authors point out, the belief about creativity's malleability is in fact malleable itself; the authors investigate how the manipulation of this factor can also affect creativity.

The results from the studies indicate that:

1. The more fixed a person's beliefs about creativity were predicted lower self-reported creativity, less interest in creativity, and poorer creative problem-solving;
2. The more fixed a person's belief about creativity were predicted less prior creative achievements using the Creative Assessment Questionnaire;
3. Creative potential can be increased by acknowledging and believing statements that promote malleable views of creativity.

These results indicate that negative beliefs about creativity can in fact affect creativity and creative performance. This finding is important for educators because it shows how they can facilitate a creative environment, which in turn may increase the creative potential ♦

EKU in the *New York Times*

Recently, Eastern Kentucky University's Minor in Applied Creative Thinking was featured in a New York Times article entitled *Learning to Think Outside the Box: Creativity Becomes an Academic Discipline*. The article focuses on the fact that creativity has become an increasingly popular concept among businesses in that it is one of the most commonly used "buzzwords" as a determinant of success (a running theme in this issue). This recognition has prompted schools across the nation to start adopting creativity as a discipline itself, akin to psychology or English.

Degrees are offered in creativity from several different institutions. For example, Buffalo State has the nation's oldest creative studies program (1967) and offers an undergraduate minor, a master's degree, and is planning a Ph.D. program. Furthermore, Drexel University offers an online master's degree. Creativity can also be paired with other disciplines. For example, Saybrook University in San Francisco offers a certificate and a master's degree in creative studies, but the University has recently added a specialization to its psychology Ph.D. This addition highlights the fact that other disciplines are starting to incorporate creativity studies into their own curriculum.

The article makes it clear that creativity is a concept that is growing in significance. As a skill that can be used in everyday life, creativity is useful in just about every discipline. As such, do not be surprised to see creativity studies explode over the next couple of years.♦

Learning to Think Outside the Box: Creativity Becomes an Academic Discipline

By: Laura Pappano, February 5, 2014

"...there is a larger conversation happening on campus: 'Where does creativity fit into the EKU student experience?'"

-Dr. Russell Carpenter on the increased popularity and interest in creativity

"The new people who will be creative will sit at the juxtaposition of two or more fields."

Dr. Bonnie Cramond, director of the Torrance Center for Creativity and Talent Development at the University of Georgia



F – Figure out which topics you want to flip.

L – Locate content-based resources to make available to students outside of class.

I – Include an incentive for students to complete the work (i.e., quizzes).

P – Provide in-class activities for students to apply the content they learned outside of class.

Flipping the Classroom and Technology

The flipped classroom technique is currently being implemented in classrooms across the country, including classrooms at Eastern Kentucky University. The growing trend in the adoption of flipped classrooms has resulted in researchers and educators alike scrutinizing the benefits and costs of implementing the flipped approach. One of the challenges associated with successfully flipping a classroom is the utilization of technology.

Technological advances have been significant for the classroom (both traditional and flipped classrooms). Greater technology, such as the Internet, has allowed students to explore virtually any subject imaginable. With regards to the flipped classroom, technology plays an even greater role. The flipped classroom approach hinges on the fact that students access and study information outside of class, then discuss what they have learned in class. The majority of this outside preparation invariably requires Internet connection to access video lectures, podcasts, educational audiovisual clips, and many other resources. Using the flipped classroom model is predicated on the notion that these students have access to this technology.

As technology becomes more available to the public, the costs in attaining those technologies decreases, meaning more people can afford them. This situation increases the likelihood that students can afford the technology. However, the bigger concern is not *affordability*, but rather *accessibility*. Institutions such as EKVU are considered regional comprehensives. Consequently, students tend to commute from more rural areas. It is in these areas that accessibility to the Internet is limited. As a result, these students are not able to access the material needed to prepare for the next class, as is required in the flipped classroom model.

The flipped classroom model is promising. Together with technological advancements, the model indicates a way to further engage students in their learning. However, a major consideration that needs to be addressed is the student's access to the technologies needed. Educators need to ensure that their students will be able to benefit from the flipped classroom model by ensuring the students have the technology needed. ♦

Upcoming Events

2014 Kentucky Pedagogicon – May 16, 2014

The conference theme is *Practicing Scholarly and Creative Teaching* and the presentations will revolve around this.

Professional Learning Community on Flipping the Classroom – Fall 2014

Participants will research the approach, create material for the TLC website, and produce short articles for the forthcoming *It Works for Me, Flipping the Classroom* (New Forums) to be edited by Charlie Sweet, Hal Blythe, and Russell Carpenter.

Let us know if you would like to participate in any of our events! Lynn.Phillips@eku.edu



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