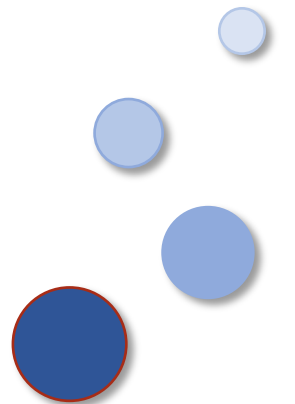


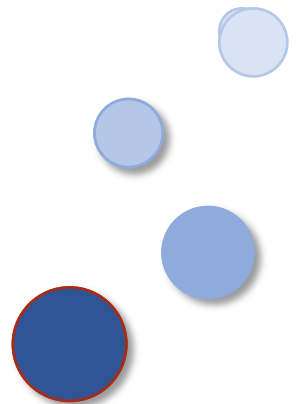
# Working Solo

- Please, write down as many games as you can
- If you need some paper, take some



# Tracking Creativity to Teach Creativity

Learning by Doing



# The Psychology of Creativity

Procedural Drift Fiddling  
Cultural Transmission  
Serendipitous Error

Intelligence  
Working Memory  
Domain Specificity

Personality  
Openness  
Conscientiousness

Competition  
Judgment  
Motivation  
Intrinsic  
Cooperation

Comparative Psychology

Insight  
Cognition Incubation  
Spreading Activation

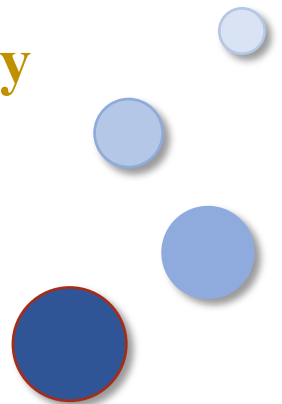
C C C c  
Types of Creativity

Problem Solving

Computers Sciences  
Artificial Intelligence

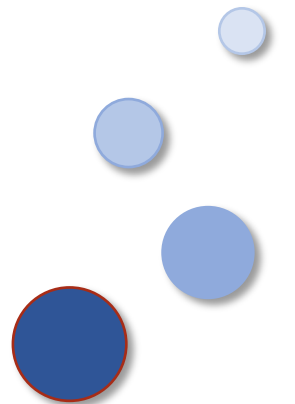
Dance  
The Arts Visual  
Literary

Language



# Tripping over Creativity

- Too much time defining a construct
- Finding the right level of resolution
  - A nod to Douglas Hofstadter



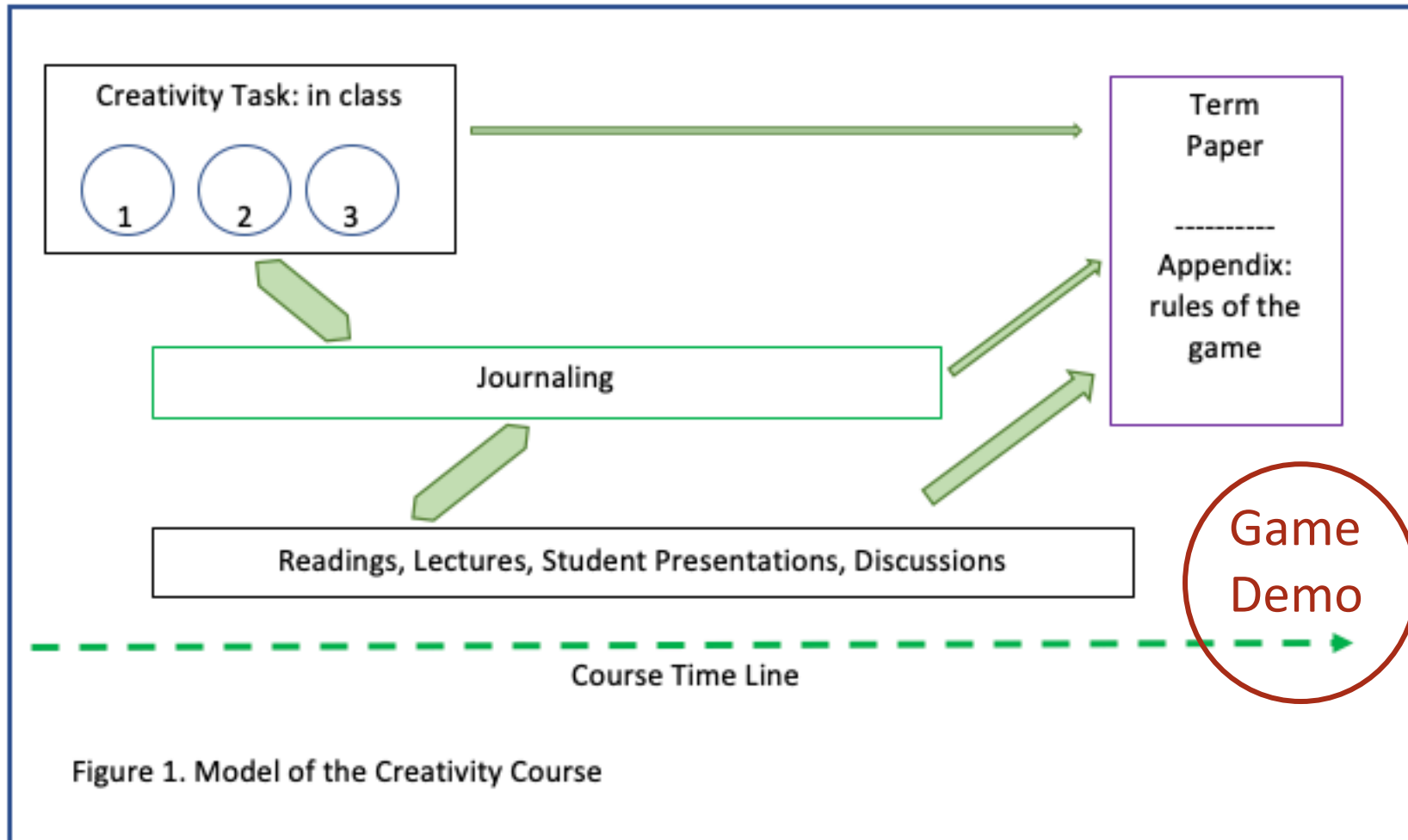
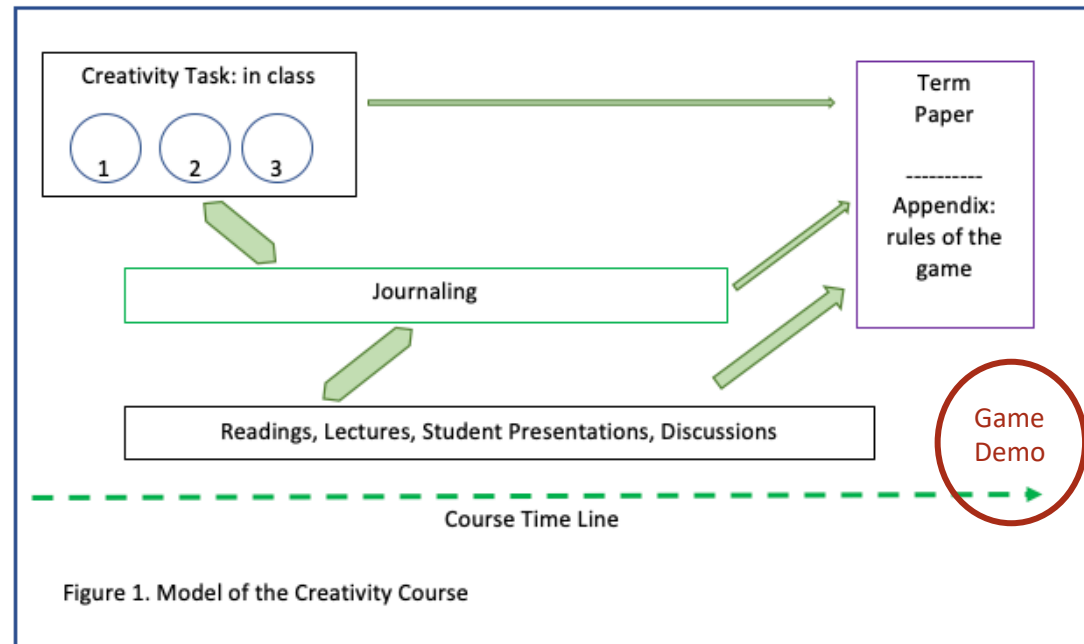


Figure 1. Model of the Creativity Course

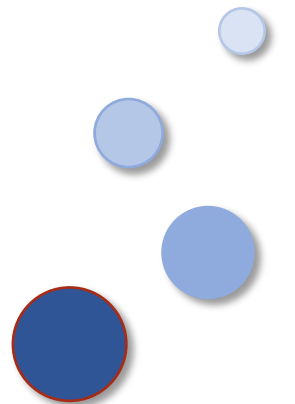
# The Journal

- Reflection
- Description
- Writing, Drawing



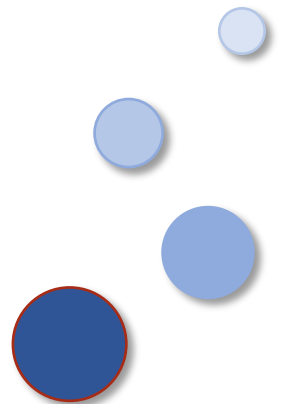
# Creating a Game

- Why?
  - Connecting research to application
  - Making the abstract concrete
  - A shared domain expertise



# The First Two Weeks

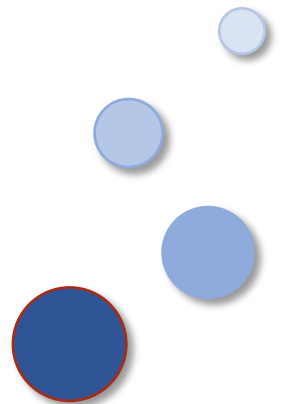
I invite you to partake in the first two weeks of the course  
in 40 minutes (or less)





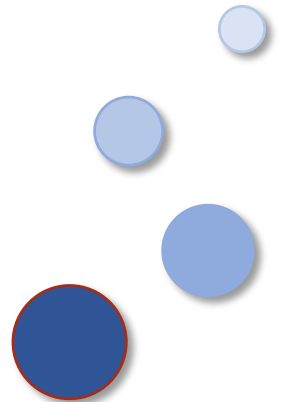
# Week 1

Working Solo



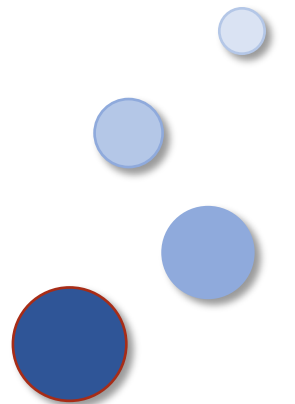
# The First Activity

- You already completed this when you entered
  - List as many games as you can
- Time: two minutes



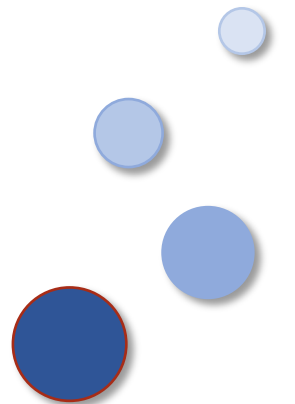
# The Creative Task

- Working solo
- Create a new game
  - Elementary school-aged children
  - Full- or partial-body movement
- Time: seven minutes



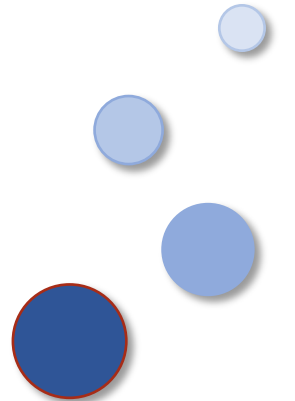
# Incubation & Knowledge

- What is incubation?
  - (Ellwood, Pallier, Snyder, & Gallate, 2009; Guilford, 1950)
- Domain Specificity



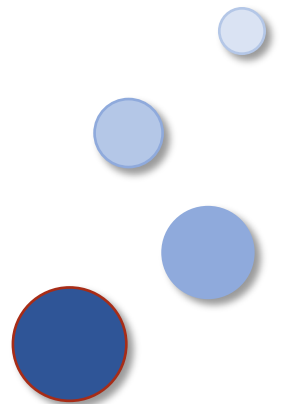
# Journal

- Think and write about
  - The goal
  - What you were thinking?
  - Where should your thoughts go next?
- Time: three minutes



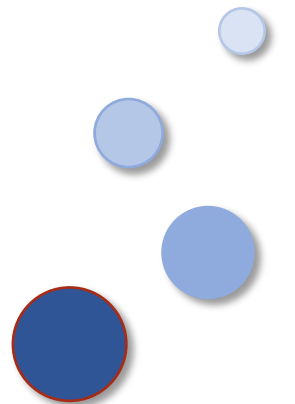
# Week 2

Small Teams



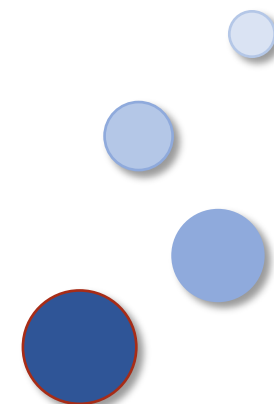
# The Creative Task - Sharing

- Form small groups (3 – 4 people)
- Share your ideas
  - Elevator pitch
- Time: six minutes



# New Criteria

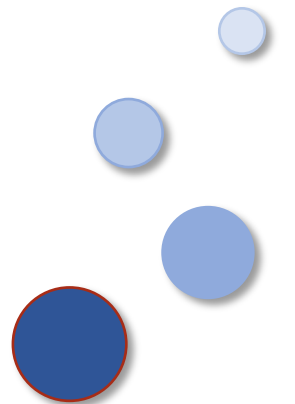
- The game must be safe





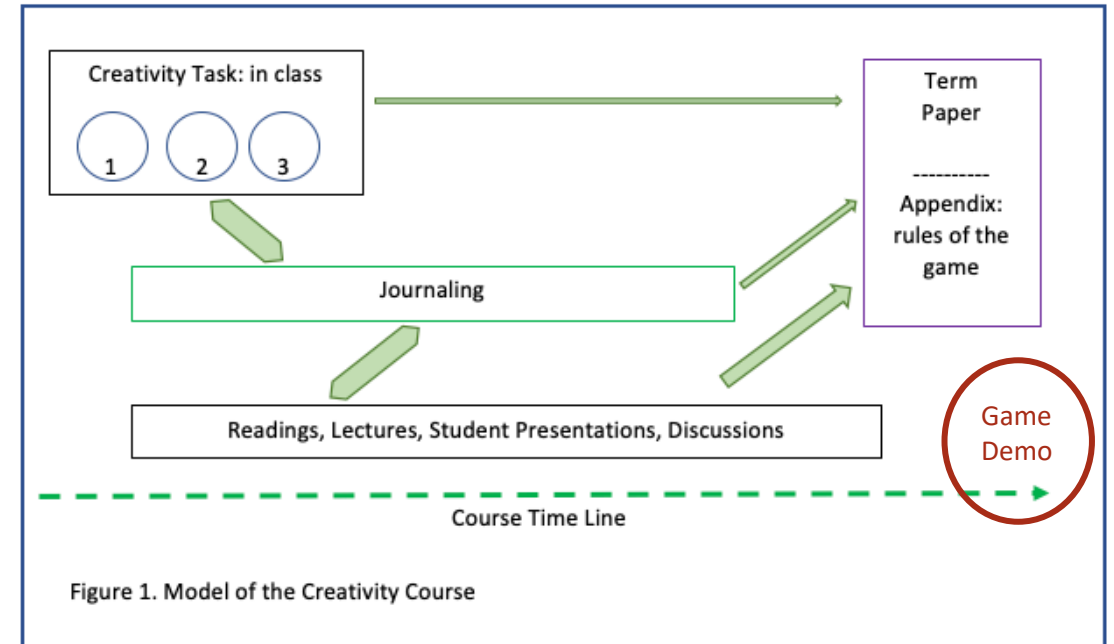
# Continue Creating Game

- Form a group (or continue solo)
- You can use the new ideas
- You can change how you are working
  - New seat?
  - Standing?
  - Lie on floor?
- Time: seven minutes



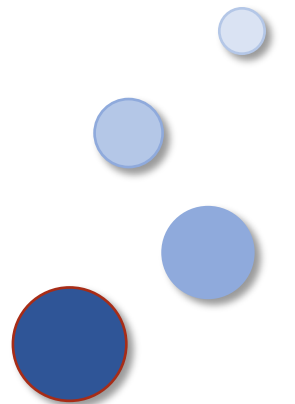
# The Class

- Game development
- A 250-word reflection each week
- Data for term paper
  
- Some students ride the wave
- Others stay close to shore



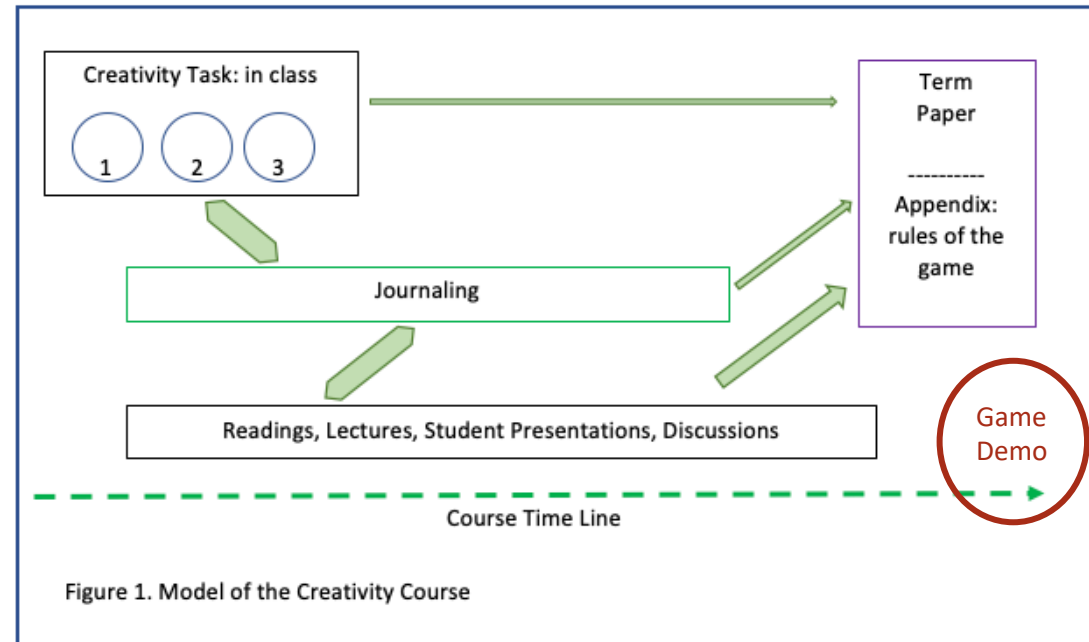
# Motivation

- Teresa Amabile (1983) measured the impact of social judgment
- Creativity on a scale
  - Internal motivation > External motivation

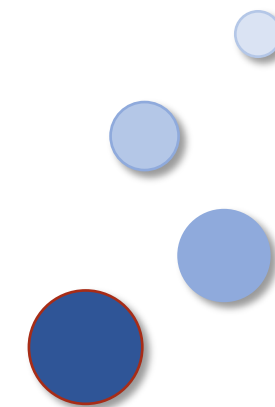


# Test the Game

- After the Term Paper
- Voluntary
- Use of peer recognition

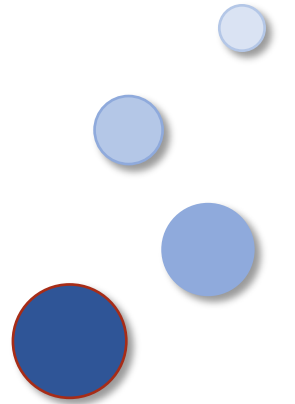


# Sharing and Discussion

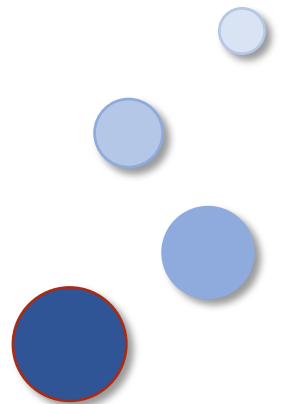


# Share

- The Game?
  - The added constraint
  - Working with others
  - The Journal
- 
- Time: eight minutes



# Q & A



# The Psychology of Creativity – Q&A

Procedural Drift      Fiddling  
Cultural Transmission  
Serendipitous Error

Intelligence  
Working Memory  
Domain Specificity

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Spreading Activation

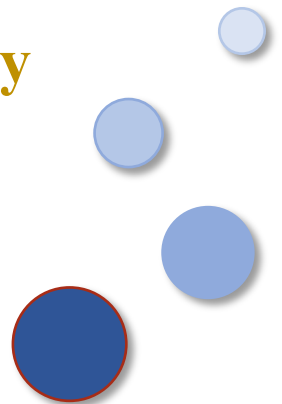
C C C c  
Types of Creativity

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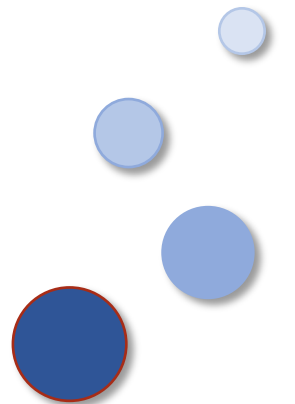
Dance  
The Arts      Visual  
Literary

Language





# Thank-you



# Wrap Up

- My classes – my experiences
  - The good, the bad, the ugly

