

Index

- A&E Biography* (television program), 80
 absinthe, 145
 accountability
 conflict with creativity, 45–50
 lessened creativity and, 49, 357–358
 lower test scores and, 49
 Accreditation Board for Engineering and Technology (ABET), 212
 action theory of creativity, 276
 adaptation in brainstorming, 27
 Adequate Yearly Progress (AYP), 255
agape (love of God), 144
 alphabet, 39
 Alternative Uses Test, 121
 AltSchool, 257–258
 Amabile, Teresa, 33, 54, 88, 98, 170, 347–348
Amadeus (movie), 80
 ambiguity, tolerance for, 370
 America Competes Act of 2007, 266
 American Abstract Artists group, 142
American Idols (television show), 155
America's Got Talent (television show), 155
 amphetamines, 145
 analytical intelligence, 122
 Archambault, Francis, 26
 Aristotle, 149
Art and Cognition (Efland), 275
 Artist in the Schools program, 131
 arts education, 18, 271–273
 Arts Education Partnership, 273
 Asperger's syndrome, 9
 attitude towards creativity, 190–206
 coursework difficulty and, 203–204
 finding related belief and attitude change, 198
 improving students' creativity/innovation and, 204–205
 misconceptions and, 205
 model of innovation enhancement and, 193–194
 myths, 191–193
 constraints hinder creativity, 202–203
 creativity does not generalize, 200–201
 creativity is a fuzzy, soft construct, 192, 201–202
 creativity is a negative attribute, 191–192
 creativity is enhanced within a group, 192, 202
 people are born creative or uncreative, 191, 198–199
 Aurora-*r*, 123–124
 Australia, 17
 Baer, John, 100
 Barron, Frank, 141
The Bell Jar (Plath), 362
 Bergman, Ingrid, 147
 Bethe, Hans, 146
 “big four” core subjects, 3
 Big-C (legendary) creativity, 71, 80–81, 112. *See also* little-c (everyday) creativity
 Big-C exemplars, 80–81
 Bill Moyers Creativity series, 156
 Blake, William, 145
 blind variation and selective retention model, 46
 Bohr, Neil, 146
 Boston Public School System, 253
 brain
 default mode network, 310–313
 networks, 310
 Brain and Education Movement, 229
 brain-based schools, 229
 brainstorming
 in creative problem solving, 169
 definition of, 27–28
 in divergent thinking, 51–53
 fluency and, 180
 phases, 183
 resisting premature closure with, 182–183
 British General Medical Council, 214
 “British school” vs. “Chinese school”
 documentary, 86–87
 Bruner, Jerome, 327

- Burnett, P.C., 122
 business education, 18
- C = O x TA notation of creativity, 70
 Callahan, Carolyn, 42
 Calliope (muse), 143
 Campbell, Donald, 46
 Camtasia Studio 8, 41
Capote (movie), 80
 career, 3
 Carnegie Commission, 3
 Carr, Emily, 146
 Carson, Rachel, 43
 Carver, George Washington, 43
 casting software, 41
 Categorize Ideas On Television activity, 179–180
 Central Park East (CPE) Schools, 253
 changing the subject, 3–5
 children's play, 31
 Chinese school system
 vs. British school (documentary), 86–87
 mathematics teaching, 88, 92
 teacher training model, 100–101
 Chinese teachers, 69
 Christopher Newport University, 194, 195
 CIC (Connecticut Invention Convention),
 6–11
 Clampitt, Amy, 152
 classical conditioning, 362
 classroom atmosphere, 32–36
 creativity and cooperation in, 297–302
 deferred judgment principle in, 33
 fluency principle, 34
 legitimization of laughter in, 33
 mini-c creativity, 71
 peer evaluation in, 36
 rewarding desired types of responses in, 34
 self-evaluation in, 33, 35–36
 teaching and assessing creativity in, 120
 classroom creativity, 67–82
 academic constraints and, 68–70
 bending rules in, 113–114
 cooperation and, 297–302
 definition of creativity, 112–113
 formal assessment, 121–122
 Four-c Model of Creativity, 71
 Big-C (legendary) creativity, 80–81, 112
 little-c (everyday) creativity, 75–77, 112
 mini-c creativity, 72–75
 Pro-c creativity, 77–80
 future of, 81–82
 high-stakes assessments and, 114–115
 importance of, 109–110
 intelligence testing and, 122–125
 keypoints in, 381–384
 teacher perceptions of, 115–119
 teaching and assessing, 119–121
 closure, in convergent thinking, 178–179
 Coalition of Essential Schools, 254
 co-construction
 learning as, 278
 values and, 289–290
 Cognitive Abilities Test (CogAT), 124
 cognitive apprenticeship, 91
 Coleridge, Samuel Taylor, 145
 collaboration, 375–376
 collaborative emergence, 275
 college, 3
 Coltrane, John, 71
 combination in brainstorming, 28
 Common Core State Standards, 45, 47, 121
 communicative technologies, 325
 community mentors, 14
 Compass Learning, 41
 competition, mild, 30–32
 complex creativity, 340–341
 Componential Framework of Creativity, 88
 Componential Model of Creativity, 75
 confluence, 361–362
 conformity, 358–359
 Confucius, 99–100
 Connecticut Common Core standards, 7
 Connecticut Invention Convention (CIC),
 6–11
 Consensual Assessment Technique (CAT), 234
 constructive internal reflection, 316–317
 constructivist theory, 278–279
 content knowledge. *See also* knowledge
 acquisition of, 50–60
 improving thinking with, 49
 content standards, 45–50
 convergent production, 23–24
 convergent thinking, 46, 164, 178–180. *See also*
 divergent thinking
 categorization of ideas on television, 179–180
 closure, 178–179
 outlining and, 179
 role of the incomplete, 179
 conversation, 290
 Cookie Monster, 315
 cooperation
 and creativity in classroom settings, 297–302
 and creativity in school context, 293–297
 principle of, 32
 reflexivity in, 302
 social interactions and, 290
 core attitudes, 137–143
 group trust, 141–143
 openness to experience, 137–139
 risk-taking, 140–141

- self-discipline, 139–140
- tolerance for ambiguity, 141
- Core Knowledge, 48
- Core Knowledge Foundation, 45
- Core Knowledge Sequence, 45, 47
- Council of Chief School Officers, 45
- Coursera, 41
- CPS. *See* Creative Problem Solving (CPS)
- Creating Innovators* (Wagner), 265
- Creating Systems that Work* report, 215
- creative abilities, 339
- creative characteristics, 164–165
- creative class, 155
- creative courage, 140
- Creative Idea Generator, 37
- creative integration, 78
- creative intelligence, 122
- creative intersection, 236–238
- creative micro-moments, 120
- Creative Problem Solving (CPS), 46, 50, 131
 - brainstorming in, 169
 - components of, 169
 - grid, 184
- creative process
 - core attitudes of, 137–143
 - group trust, 141–143
 - openness to experience, 137–139
 - risk-taking, 140–141
 - self-discipline, 139–140
 - tolerance for ambiguity, 141
 - general aspects of, 152–156
 - creativity as defined by community and culture, 155
 - creativity as process of life, 155–156
 - creativity rituals, 153–154
 - meditation, 154
 - need for solitude, 152–153
 - seven I's of, 143–152
 - imagery, 148
 - imagination, 148–149
 - improvisation, 151–152
 - incubation, 151
 - insight, 150–151
 - inspiration, 143–148
 - intuition, 149–150
- Creative Process, The* (Ghiselin), 132
- creative self-efficacy-identity-values triad, 348
- The Creative Spirit*, 156
- creative students
 - teacher misperceptions of, 68–69, 163–164
 - teachers' creativity and, 100
 - teachers' perceptions of, 115–119
- creative thinking, 185, 374
- creative types, 17
- creativity, 355–359
 - accountability and, 45–50
 - action theory of, 276
 - attitude towards, 190–206
 - C = O x TA notation of, 70
 - changing the subject, 3–5
 - conceptions of, 110–112
 - Connecticut Invention Convention, 10
 - as defined by community and culture, 155
 - definitions of, 110–112
 - enhancing, 50–60
 - ethics of, 288
 - “everyday”, 233–234
 - as a habit, 355–356
 - hypothetical curve of, 26
 - idealist theory of, 276
 - importance of, 359
 - “killers of”, 235–236
 - literature, 19
 - modeling, 185
 - myths of, 191–193
 - constraints hinder creativity, 202–203
 - creative does not generalize, 200–201
 - creative is enhanced within a group, 192, 202
 - creativity is a fuzzy, soft construct, 192, 201–202
 - creativity is a negative attribute, 191–192
 - limited time to be creative, 199–200
 - people are born creative or uncreative, 191
 - as process of life, 155–156
 - prosocial values and, 287–303
 - psychological self and, 313–320
 - questionnaire, 196
 - real-world, 233–234
 - rituals, 153–154
 - role in day-to-day curriculum, 71
 - roles of educational leader in, 12–15
 - school's impact on development of, 292
 - self-actualizing, 343
 - skills, 237
 - social processing and, 320
 - social psychology of, 229–232
 - teaching for, 355–376
 - types of, 339–340
 - complex, 340–341
 - identification of, 343–344
 - rebellious, 341–342
 - self-actualizing, 343
 - subordinate, 342–343
- Creativity Checklist, 122
- Creativity Compass program, 346–347
- creativity development, 23–43
 - basic principles, 23–25
 - basic principles and strategies, 26–28
 - classroom atmosphere in, 32–36

- creativity development (*cont.*)
 - getting started with, 28–30
 - infusion-based approach in, 36–40
 - principle of cooperation in, 32
 - principle of mild competition in, 30–32
 - self-evaluation in, 35–36
 - starting points, 23–25
- creativity dilemma, 162–163
- creativity enhancement model, 193–194
 - data sources, 196–197
 - creativity questionnaire, 196
 - document analysis, 196–197
 - group and individual interviews, 196
 - triangulation of, 197
 - evaluating application of, 195–197
 - two-step member checking process, 197
 - undergraduate coursework based on, 194–195
- creativity factors, 165
- creativity in mathematics teaching, 86–102
 - Chinese school system, 100–101
 - “Chinese school” vs. “British school” documentary, 86–87
 - domain relevant knowledge in, 89–92
 - expert teachers, 96
 - good teachers, 99–100
 - learning process, 92–97
 - multiple methods of problem-solving, 93–96
 - task motivation and, 97–98
 - theoretical framework of, 89
- creativity in schools, 17–19, 337–350
 - Creativity Compass program, 346–347
 - current trends in, 18–19
 - identification of student’s type of creativity, 343–344
 - practice of theory, 346–348
 - supporting student’s creativity, 344–346
 - typological approach to, 338–343
- creativity training, 28–30
 - phrases or expression to avoid in, 34–35
 - principle of mild competition in, 30–32
 - sample activity for, 29
 - self-evaluation in, 35
 - use of praise in, 30
- creativity-enhancing activities, 171–184
 - convergent thinking, 178–180
 - creative problem solving grid, 184
 - divergent thinking, 174–178
 - elaboration, 180
 - extrinsic motivation, 183–184
 - flexibility, 173
 - fluency, 180–182
 - intrinsic motivation, 183
 - originality, 172
 - resistance to premature closure, 182–183
 - risk taking, 174
 - tolerance of ambiguity, 182
- critical thinking, 185
- Croce-Collingwood theory, 276
- Csikszentmihalyi, Mihaly, 80, 170
- da Vinci, Leonardo, 109
- Dali, Salvador, 144
- daydreaming, 317–318
- de Bono, Edward, 169, 174
- de Kooning, Willem, 137
- de Mille, Agnes, 139
- default mode network, 310–313, 316
- deferred judgment, principle of
 - in brainstorming, 50, 52
 - classroom atmosphere and, 33
 - creative thinking and, 27
- Democratic Education in Practice: Inside the Mission Hill School* (Knoester), 254
- Dewey, John, 3, 272, 367
- dialogues, 302–303
- Dickenson, Emily, 71
- discounting principle, 238
- divergent production, 24
- divergent thinking, 174–178. *See also* convergent thinking
 - blind variation and selective retention model, 46
 - brainstorming and, 51–53
 - creativity and, 274
 - defined, 164
 - lateral thinking, 174–176
 - personal qualities, 176
 - provocations, 176
 - SCAMPER, 176
 - teaching, 50–54
- document analysis, 196–197
- domain skills, 237
- Dostoevsky, Fyodor, 145
- dreams, inspiration from, 147
- dreamstorming, 182
- drugs, inspiration through, 145–146
- Duckworth, Eleanor, 256
- Edison, Thomas, 43
- educational leaders, roles of, 12–15
- Efland, Arthur, 275
- Einstein, Albert, 141, 147
- Eisner, Elliot, 272
- elaboration, 164, 180
- empathy, 321–322
- Engineering Coalition of Schools for Excellence and Leadership (ECSEL), 215

- engineering education, 18
 creativity in, 212–225
 need for, 213–215
 overview, 212–213
 i-shaped graduates, 215–216
 problems in, 218–220
 causes of, 217–220
 fixing with creativity, 222–224
 lack of knowledge, 218
 manifestation in practice, 220–221
 over-specialization, 217
 pseudo-expertise, 217
 reductionism in, 218–219
 English, 3
 Enrichment Triad Model, 119
 ensemble performance, 278
 environment, 361, 373–376
 Erato (muse), 144
 Erdős, Paul, 149
 Ericsson, K. Anders, 320
eros (sexual love), 144
 essay tests, 357
 ethics of creativity, 288
 Euterpe (muse), 143
 Evaluation of Potential for Creativity (EPoC), 121
 excursion technique, 172
Explaining Creativity (Beghetto), 276–277
 extrinsic motivation, 33, 54–58, 164, 183–184. *See also* intrinsic motivation
- FairTest, 241
 fantasy baseball cards, 39
 feedback, 55
 Fermi, Enrico, 146
 Feynman, Richard, 146
 fiction writers, 277–278
filios (brotherly love), 144
Five Minds for the Future (Gardner), 272
 “Five Traits of Thinking” model, 90
 Flanagan, J.C., 121
 flat profile, 345
 flexibility, 164, 173
 floodlight mind, 24
 fluency, 26, 180–182
 fluency principle, 34
 fluent thinker, 122
 formative years, 12
 Four P model, 119
 Four-c Model of Creativity, 71. *See also*
 classroom creativity
 Big-C (legendary) creativity, 80–81, 112
 little-c (everyday) creativity, 75–77, 112, 121
 mini-c creativity, 72–75
 Pro-c creativity, 77–80
- Frames of Mind* (Gardner), 272
 Freud, Sigmund, 147
 Friedman, Tom, 265, 279
 Future Problem-Solving, 131, 167–169
 future-oriented thinking, 313–315
- game face, 144
 games, 30
 Gandhi, Mahatma, 25
 Garcia, John, 362
 Gardner, Howard, 39, 171, 272
 GBI. *See* Good Bad Interesting (GBI) exercise
 Genera Many Ideas technique, 180–181
 general pedagogical knowledge (GPK), 90
 Geography, 38
 Ghiselin, Brewster, 132
 gift of observation, 137
 Ginsberg, Allen, 145
 Good Bad Interesting (GBI) exercise, 173
 Good Player Award, 230
 GoQuest, 41–42
 Gorky, Arshile, 137, 153
 Graduate Careers Australia, 214
Graduate Outlook Survey, 214
 Graham, Martha, 152
 Graves, Morris, 154
 Greene, David, 230
 Grigorenko, Elena, 76
 group activities, 32
 group genius, 142
 group interviews, 196
 Group of Seven, 146
 group trust, 141–143
 guided imagery, 148
 Guilford, J.P., 46, 109, 121, 273, 355
- habit of creativity, 355
 Hagopian, Jesse, 241
 Harris, Lawren, 146
 Hetland, Lois, 273
 Heuristic Diagnostic Creative Intervention, 165
 Hierarchy of Human Needs, 170–171
 high-stakes assessments, 114–115
 hiring process, 13
 Hopper, Edward, 152
 Huxley, Aldous, 145
- IBM, 162–163
 idealist theory of creativity, 276
 ideas
 avoiding ownership of, 50
 encouraging wild, 50
 hitchhiking on other, 50
 imagery, 148
 imagination, 148–149

- immunization studies, 241–245
- improvisation, 151–152, 277
- incubation, 151
- Incubation Model of Teaching and Learning (TIM), 167–169
- independence, 339
- Indiana University, 194, 195
- informational blotters, 47
- infusion-based approach, 36–40. *See also* creativity development
 - Creative Idea Generator, 37
 - described, 36
 - developing own activities in, 36–40
 - objectives, 37
 - using technology in, 40–42
- Ingenuity Test, 121
- Innovation in the Knowledge Economy: Implications for Education and Learning*, 266
- insight, 150–151
- inspiration, 143–148. *See also* seven I's of creative process
 - of the dark side, 148
 - from dreams, 147
 - of the “I’ll show you” (personal), 148
 - of love, 143–144
 - of nature, 145
 - of novel surroundings (travel), 147–148
 - by other’s creativity, 146–147
 - through substances, 145–146
- Institute of Personality Assessment and Research, 140, 141
- instructionism, 268–269
- intellectual abilities, 360
- intelligence
 - analytical, 122
 - artistically rooted forms of, 272
 - creative, 122
 - multiple, 39, 171, 229
 - practical, 122
 - triarchic theory of, 122, 170
- intergroup competition, 31–32
- International Association for Evaluation of Educational Achievement (IEA) Studies, 87
- Internet, 40, 41
- interviews, 196
- intrinsic motivation, 54–58, 183. *See also* extrinsic motivation
 - in classroom, 227–258
 - classroom reform for, 245–246
 - creative intersection, 236–238
 - factors of, 33
 - immunization studies, 241–245
 - for long-lasting learning, 249–251
 - open classroom approach and, 246–249
 - open education approach and, 256–258
 - in Reisman Diagnostic Creativity Assessment, 164
 - teachers’ role in, 252–256
 - in typical American classroom, 238–241
- Intrinsic Motivation Principle of Creativity, 227
- overview, 236
- intuition, 149–150
- Invented Worlds: The Psychology of the Arts* (Winner), 275
- Invention Convention, 6–11
- Invention Log, 7, 8
- investment theory of creativity, 359–364
 - confluence in, 361–362
 - definition of, 359–360
 - environment in, 361
 - intellectual abilities in, 360
 - knowledge in, 360–361
 - little-c (everyday) creativity and, 75
 - motivation in, 361
 - overview, 123
 - personality in, 361
 - research supporting, 362–364
 - thinking styles in, 361
- IQ test, 18
- i-shaped engineering graduates, 215–216. *See also* engineering education
- Jackson, A.Y., 146
- Janusian process, 141
- Judging Circles, 10
- Jung, Carl, 147
- Juno software, 41
- Kerouac, Jack, 145
- Khan Academy, 41
- kindergartens, 256
- King, Martin Luther, Jr., 71
- knowledge
 - content, 49, 50–60
 - domain relevant, 89–92
 - general pedagogical, 90
 - in investment theory of creativity, 360–361
 - pedagogical content, 90
 - situated view of, 269
 - subject matter, 90
 - in teaching for creativity, 368
- lateral thinking, 169, 174–176
- Leal, Gabriel, 73
- learner-centered learning. *See* student-centered learning
- learning
 - as co-construction, 278

Index

391

- rote memorization in, 49
- standard model of, 268–269
- student-centered, 58–60
- teacher-centered, 58–60
- learning for creativity, 265–282
 - arts education, 271–273
 - constructivist theory, 278–279
 - creativity education, 273–275
 - in groups, 275–279
 - overview, 265–266
 - recommendations for, 279–281
 - schools as institutions, 266–267
 - transforming schools in, 267–271
- learning games, 30
- Lepper, Mark, 230
- Li Po (Chinese Zen poet), 145
- Lisner, Arthur, 146
- little-c (everyday) creativity, 71, 75–77, 112, 121.
 - See also* Big-C (legendary) creativity
- little-c expectations, 76–77
- logic, 185
- longitudinal coherence, 96–97
- love, inspiration of, 143–144
- Lubart, Todd, 123, 359
- Magic Market Study, 232, 238
- magnification in brainstorming, 28
- making marks, 140
- Manhattan Project, 146
- Marland Report of 1972, 131
- Maslow, Abraham, 170–171
- Massachusetts Comprehensive Assessment System (MCAS), 254
- Massive Open Online Courses, 41
- mathematics teaching
 - American method of, 92
 - Chinese method of, 88, 92, 100–101
 - as core subject, 3
 - domain relevant knowledge in, 89–92
 - expert teachers, 96
 - good teachers and, 99–100
 - learning gap, 90
 - learning process, 92–97
 - longitudinal coherence, 96–97
 - multiple methods of problem-solving, 93–96
 - Pro- c creativity in, 79
 - task motivation and, 97–98
 - teaching gap, 90
 - Teaching-Regulated Ability model, 90–91
 - theoretical framework of, 89
- Maugham, W. Somerset, 23
- MBTI. *See* Myers-Briggs Type Indicator (MBTI)
- MCAS. *See* Massachusetts Comprehensive Assessment System (MCAS)
- McCartney, Paul, 320
- McClure, Michael, 145
- McKinnon, Donald, 355
- medical education, 214
- meditation
 - in creative process, 154
 - day, 143
 - field trip, 145, 153
 - raisin, 139
- Mednick, S.A., 121
- Meeker, Maru, 131
- Meier, Deborah, 253, 254, 255
- Melpomene (muse), 143
- mescaline, 145
- Michaelangelo, 109
- mild competition, 30–32
- mind wandering, 318–320
- mindstorming, 181–182
- mini-c creativity, 72–75
- mini-c insights, 74–75
- minification in brainstorming, 28
- Minnesota Test of Creative Thinking, 42
- Miró, Joan, 147
- Mischel, Walter, 315
- mistakes, allowing, 375
- model lesson, 100–101
- modification in brainstorming, 28
- Montessori, Maria, 71
- moral and values development, 292–293, 295–296
- moral subjects, 295–296
- Morrison, Toni, 362
- motivation, 33
 - creativity and, 347–348
 - creativity in mathematics teaching and, 97–98
 - discounting principle, 238
 - extrinsic, 54–58
 - intrinsic, 54–58
 - in investment theory of creativity, 361
 - “killers of”, 235–236
 - overjustification hypothesis, 238
 - social psychology of creativity and, 229–232
- motivation synergy theory, 347–348
- motivational theory, 12–13
- Mullis, Kary, 151
- multiculturalism, 322–323
- multiple intelligences, 39, 171, 229
- Munch, Edward, 362
- muse, inspiration by, 143–144
- My Life School, 13
- Myers-Briggs Type Indicator (MBTI), 149
- myths of creativity, 191–193
 - constraints hinder creativity, 202–203
 - creative does not generalize, 200–201
 - creative is enhanced within a group, 192, 202

- myths of creativity (*cont.*)
 creativity is a fuzzy, soft construct, 192, 201–202
 creativity is a negative attribute, 191–192
 limited time to be creative, 199–200
 people are born creative or uncreative, 191
- NAEG Senior Scholar Series, 245–246
- Namagiri (Indian goddess), 147
- National Endowment for the Arts, 131
- National Governors Association, 45
- National Science Foundation (NSF), 215
- nature, inspiration of, 145
- negative transfer, 91
- NEO-PI-R, 137
- new assessments, 172
- New Jersey Core Curriculum Content Standards, 53, 54
- Newton, Isaac, 320
- Next Generation Science Standard, 7
- Night of The Notables showcase event, 40
- Nisbett, Richard, 230
- No Child Left Behind Act of 2001, 45, 68, 110, 265, 267
- novelty, 14
- obstacles, identifying and surmounting, 368–369
- Odyssey of the Mind, 50, 131
- Olympics of the Mind, 50
- Omega Institute, 156
- online course, 41
- Open Center, 156
- open classroom approach, 246–249
- Open Classroom Reader*, *The* (Silberman), 247
- Open Courseware program, 41
- open education approach, 256–258
- open-ended activities, 37
- openness to experience, 137–139, 339
- opium, 145
- Oppenheimer, J. Robert, 146, 150
- Organization for Economic Cooperation and Development (OECD) Studies, 87
- organizational creativity, 15
- original thinker, 122
- originality, 164, 172
- Osborn, Alex, 169
- outlining, 179
- overjustification hypothesis, 238
- over-specialization, 217
- Page after Page* (Sellers), 176
- painters, 277–278
- Partnership for Assessment of Readiness for College and Careers (PARCC), 255
- patrios* (love of country or tribe), 144
- pedagogical content knowledge (PCK), 90
- peer evaluation, 36
- perseverance, 347–348
- personal qualities, 176
- personality, 361
- perspective taking, 321–322
- peyote mushroom, 145
- Physics, 40
- Picasso, Pablo, 144, 147
- Picture-Taking Study, 232–233
- piggybacking, 32
- Pink, Dan, 265, 279
- PISA. *See* Programme for International Students Assessment (PISA)
- Plath, Sylvia, 362
- play training, 30
- playful associations, 290
- Playlist, 258
- Poe, Edgar Allan, 145
- Pollack* (movie), 80
- Polyhymnia (muse), 143
- positive constructive daydreaming, 317–318
- practical intelligence, 122
- principals, 12
- problems, redefining, 365–366
- problem-solution-problem-solution cycle, 212
- Pro-c creativity, 77–80
- Pro-c professionals, 79
- Proctor, R.M.J., 122
- Professional Development sessions, 7
- Programme for International Students Assessment (PISA), 86, 87
- Propulsion Theory of Creative Contributions, 78
- prosocial values and creativity, 287–303
 bridging through sociability, 290–291
 in classroom settings, 297–302
 co-constructive nature of, 289–290
 dialogues in, 302–303
 overview, 287
 rapprochement between, 289
 reasons for, 287–289
 reflexivity in, 302
 in school context, 293–297
- prototypes, 7
- provocations, 176
- pseudo-expertise, 217
- psychological self and creativity, 313–320
 constructive internal reflection, 316–317
 future-oriented thinking, 313–315
 mind wandering, 318–320
- psychology, 18
- Pyramid of Talent Development, 135–137, 155
- RAE. *See* Royal Academy of Engineering (RAE)
- raisin meditation, 139

Index

393

- Ramanujan, Srinivasa, 147
 reality shows, 155
 rearrangement in brainstorming, 28
 rebellious creativity, 341–342
 reductionism, 218–219
 reflection, 174
 reflexivity, 302
 reinitiation, 78
 Reisman Diagnostic Creativity Assessment (RDCA), 164–165
 Remote Associates Test, 121
 Renzulli, J.S., 119
 replication, 78, 213
 resistance to premature closure, 164, 182–183
 reversibility in brainstorming, 28
 rewards
 for creativity, 374–375
 effects of, 54–56
 right-brain thinking, 133
 risk taking, 140–141, 164, 174, 369–370
 rituals, creativity, 153–154
 Rogers, Carl, 32, 171
 role of the incomplete, 179
 role play, 174
 rote memorization, 49, 270
 Roth, Gabrielle, 152
 Rothenberg, Albert, 141
 Rothko, Mark, 141
 rounding up/down, 97–98
 Royal Academy of Engineering (RAE), 215
- Sarason, Seymour, 240
 Sawyer, R.K., 275
 SCAMPER, 176
 schools, 229
 brain-based, 229
 as bureaucratic institutions, 266–267
 Chinese school system
 vs. British school (documentary), 86–87
 mathematics teaching, 88, 92
 teacher training model, 100–101
 impact on development of creativity, 292
 as privileged space for human development, 292
 promotion of ethics and moral development, 292–293
 as socio-cultural systems, 291–293
 standard education system, 7
 standard model of learning, 268–269
 Schuh, K.L., 58
 science, 3
 science teachers, 79
 Screenflow Software, 41
 self-actualizing creativity, 343
 self-assessment, 174
 self-discipline, 139–140
 self-efficacy, 371
 self-evaluation, 35
 self-gratification, delaying, 372
 Sellers, Heather, 176
 Sesame Street, 315
 seven I's of creative process, 143–152
 imagery, 148
 imagination, 148–149
 improvisation, 151
 incubation, 151
 insight, 150–151
 inspiration, 143–148
 from dreams, 147
 of love, 143–144
 of nature, 145
 of novel surroundings (travel), 147–148
 by other's creativity, 146–147
 through substances, 145–146
 intuition, 149–150
 Silberman, C.E., 247
 Simmel, G., 290
 simulations, 30
 Singer, Jerome L., 317
Six Thinking Hats framework, 169
 Sizer, Theodore, 254
 skills acquisition, 50–60
 divergent thinking, teaching, 50–54
 intrinsic and extrinsic motivation, 54–58
 Smith, David, 147
 SMK. *See* subject matter knowledge (SMK)
 Snyder, Gary, 154
So You Think You Can Dance (television show), 155
 sociability, 290–291
 social imagination, 325–326
 social media, 326
 social processing and creativity, 320
 empathy, 321–322
 multiculturalism, 322–323
 perspective taking, 321–322
 understanding social world, 320–321
 social psychology of creativity, 229–232
 social studies, 3
 social world, understanding, 320–321
 social-emotional imagination, 308–328
 creativity in schools and, 327–328
 default mode network as neural engine of, 310–313
 definition of, 308
 harnessing power of, 323–327
 mind wandering, 318–320
 overview, 308–309
 psychological self and creativity, 313–320
 constructive internal reflection, 316–317

- social-emotional imagination (*cont.*)
 future-oriented thinking, 313–315
 positive constructive daydreaming, 317–318
 recommendations for
 communicative technologies, 325
 encouraging strategic internal reflection,
 324–325
 imagining pathways to goals, 325
 informed choices about curricular content,
 326
 meta-awareness, 325
 moving between task-oriented focus and
 meaning making, 324
 scheduling time for reflection, 323–324
 social imagination, 325–326
 social media, 325–326
 using stories to build personal narratives,
 326
 social processing and creativity, 320
 empathy, 321–322
 multiculturalism, 322–323
 perspective taking, 321–322
 understanding social world, 320–321
 two brain networks and, 310
 software, casting, 41
 solitude, 152–153
 spotlight mind, 24
 standard education system, 7
 standardized testing, 114–115, 356–357
 Sternberg, Robert, 122, 170
storge (love of family), 144
 Stravinsky, Igor, 137
 Strouger, Neil, 86
 Structure of the Intellect Model, 46, 131
 student-centered learning, 58–60
 subject, changing, 3–5
 subject matter knowledge (SMK), 90
 subordinate creativity, 342–343
 substitution in brainstorming, 28
 successful intelligence theory, 122
 “Sun of Community and Culture”, 142, 155
 Syntectics, 50
 Systems Model, 80

 TAC. *See* typological approach to creativity
 (TAC)
 tall-poppy phenomenon, 358
Tar Baby (Morrison), 362
 task motivation, 97–98, 237
 TCQ. *See* Types of Creativity Questionnaire
 (TCQ)
 teacher-centered learning, 58–60
 teachers, 12, 18
 Chinese, 69

 encouraging creative thinking in classrooms,
 24–25
 math, 96, 99–100
 misperceptions of creative students, 163–164
 perception of creativity, 115–119
 science, 79
 strategies for creative collaboration, 299–301
 Turkish, 69
 views on creativity, 68–70
 teaching artist, 131
 teaching for creativity, 355–376
 allowing mistakes in, 375
 allowing students to think creatively in, 374
 building students’ self-efficacy in, 371
 conformity and, 358–359
 conventional educational practices and, 356
 creative collaboration in, 375–376
 cross-fertilization of thinking in, 373–374
 delaying self-gratification, 372
 developing creativity in students, 364–365
 environment for, 373–376
 essay tests in, 357
 ethics use of creativity in, 373
 helping students find what they love to do in,
 371
 idea generation in, 367–368
 identifying and surmounting obstacles in,
 368–369
 imagining things from other viewpoints in,
 376
 instructing and assessing for creativity in,
 374
 knowledge in, 368
 person-environment fit in, 376
 questioning and analyzing assumptions in,
 366–367
 redefining problems in, 365–366
 rewarding creativity in, 374–375
 risk-taking in, 369–370
 role modeling in, 373
 selling creative ideas in, 367
 standardized tests and, 356–357
 taking responsibility for successes and failures
 in, 375
 tolerance for ambiguity in, 370
*Teaching for Creativity in the Common Core
 Classroom*, 384
 Teaching-Regulated Ability (TRA), 90–91, 103
 team collaboration, 32
 ten-year rule, 49
 Terspichore (muse), 143
 Tesla, Nikola, 140, 149
 Test for Creative Thinking – Drawing
 Production, 338
 Thalia (muse), 143

Index

395

- The Culture of School and the Problem of Change* (Sarason), 240
 “The Princess and the Pea”, 140
 theorists, 165–171
 thinking
 creative, 185, 374
 cross-fertilization of, 373–374
 divergent. *See* divergent thinking
 future-oriented, 313–315
 lateral, 169, 174–176
 outside the box, 174–176
 right-brain, 133
 styles, 361
 Third International Mathematics and Science Study (TIMSS), 87
 Thomson, Tom, 146
 thoughtlogs, 145–146, 153
 3 Es – Enjoyment, Engagement, and Enthusiasm For Learning, 36
 TIM. *See* Incubation Model of Teaching and Learning (TIM)
 tolerance for ambiguity, 141, 164, 182
 Torrance, Ellis Paul, 109, 167–169, 274, 355
 Torrance Incubation Model of Teaching, 119
 Torrance Tests of Creative Thinking (TTCT), 42, 46, 121, 167–169, 233, 274, 280
 TRA. *See* Teaching-Regulated Ability (TRA)
 training, creativity, 28–30
 phrases or expression to avoid in, 34–35
 principle of mild competition in, 30–32
 sample activity for, 29
 self-evaluation in, 35
 use of praise in, 30
 transmission and acquisition model of schooling, 269
 travel, 147–148
 Treffinger, D.J., 120
 triarchic theory of intelligence, 122, 170
 T-shaped professionals, 216
 TTCT. *See* Torrance Tests of Creative Thinking (TTCT)
 Turkish teachers, 69
 twenty-first century skills, 110
 Types of Creativity Observation Scale, 344
 Types of Creativity Questionnaire (TCQ), 344
 typological approach to creativity (TAC), 338–343
 complex creativity, 340–341
 focus of, 339
 identification of student’s type of creativity, 343–344
 overview, 340
 rebellious creativity, 341–342
 self-actualizing creativity, 343
 subordinate creativity, 342–343
 supporting student’s creativity in, 344–346
 University of California at Davis, 73
 University of Connecticut, 7, 41
 utility, 14
 values, and creativity, 287–289
 Van Gogh, Vincent, 139
 Varley, F.H., 146
The Voice (television show), 155
 Wagner, Tony, 265
 Waldorf schools, 272
 walking encyclopedias, 359
 Wallas, Graham, 151, 169–170
 Watts, Alan (philosopher), 24
 “Who Am I” guessing game, 40
A Whole New Mind (Pink), 265
 Winner, Ellen, 273, 275
 Winnicott, Donald, 291
 Winslow, Leon, 272
The World is Flat (Friedman), 265
 Yeats, William Butler, 152
 “Yesterday” (song), 320
 Zeigarnik, Bluma, 179
 Zeigarnik effect, 179
 Zen sketching, 150