

## Index

- Adams, John Stacey, 201, 207
- alternative uses test, 114
- applied research, 4
  - definition, 5
  - education methods, 5
- Aptitudes Research Project, 114
- assessments
  - checklists, 110, 175
  - creativity, 80
  - diagnostic, 83, 178
  - formative, 82
  - interview, 177
  - interviews, 82
  - motivation, 80
  - motivation assessments
    - checklists, 167
    - diagnostic, 167
    - interviews, 167
    - questionnaires, 167
    - rating scales, 167
    - self-reports, 167
    - surveys, 167
  - non-standard, 82
  - observation, 83
  - products, 110, 120
  - questionnaires, 171
  - rating scales, 110, 119, 171
  - reliability, 81
  - self-assessments, 109
  - self-reports, 110, 167
  - standard, 82, 109, 110
  - summative, 82
  - surveys, 175
  - validity, 81
- Bandura, Albert, 201, 204
- basic research, 4
  - definition, 4
  - tools, 4
- Bloom's taxonomy, 86
- Brabeck, Mary, 2
- business systems
  - moribund, 377
- cognitive dissonance theory, 207
- consensual assessment technique, 121
- creative and caring collaboration
  - call to action, 379
  - General McChrystal, Stanley, 377
  - questions we should be asking ourselves, 379
- creative problem-solving
  - creative problem-solving grid, 86
  - diagnostic teaching, 84
- creative product semantic scale, 121
- creative thinking process, 27
- creativity
  - 4P framework, 23
  - characteristics, 227
  - common myths, 27
  - components, 229
  - creative collaboration, business perspective, 375
  - creativity versus innovation, 23
  - definition (creativity), 228
    - by field
      - architects, 18
      - artists, 18
      - corporate/business/industry, 19
      - education, 21
      - engineering, 18
      - military, 19
      - psychologists, 22
      - scientists, 19
    - collective components
      - Jordanous, Anna, 16
    - creative work
      - Stein, Moe, 16
  - domain-general versus domain-specific, 26
  - Four-C model, 22
  - future of, 48
  - killers and quick fixes, 30
  - motivation, connection, 165

- creativity (cont.)
  - neuroscience, 210
  - relationship with intelligence, 26
- creativity modules
  - characteristics of creative teaching (Module 9.3), 246
  - convergent thinking (Module 9.13), 282
  - counting boards computation (Modules 9.16), 295
  - creative place value pedagogy (Module 9.15), 288
  - critical thinking (Module 9.4), 248
  - divergent thinking (Module 9.12), 278
  - enhancing elaboration (Module 9.7), 263
  - enhancing flexibility (Module 9.11), 275
  - enhancing fluency (Module 9.6), 258
  - intrinsic and extrinsic motivation (Module 9.14), 287
  - mindfulness and creativity (Module 19.18), 303
  - neuroscience of creativity (Module 9.17), 300
  - originality (9.5), 254
  - resistance to premature closure (Module 9.10), 272
  - risk-taking and creativity (Module 9.9), 269
  - tolerance of ambiguity (Module 9.8), 265
  - what is creativity? (Module 9.1), 228
  - why should instructors know about creativity? (Module 9.2), 242
- creativity trailblazers, 31
  - Amabile, Teresa, 31
  - Beghetto, Ronald, 31
  - Betts, Kristen, 31
  - Bruner, Jerome, 32
  - Cramond, Bonnie, 33
  - Copley, Arthur, 33
  - Copley, David H., 33
  - Csikszentmihalyi, Mihaly, 34
  - De Bono, Edward, 34
  - Gardner, Howard, 35
  - Glăveanu, Vlad, 35
  - Gowan, John Curtis, 35
  - Guilford, John Paul (J. P.), 36
  - Isaksen, Scott, 36
  - Kaufman, Alan, 37
  - Kaufman, James C., 37
  - Kaufman, Nadine, 37
  - Kim, Kyung-hee (Kay), 37
  - Kogan, Nathan, 38
  - Krippner, Stanley, 38
  - Lubart, Todd, 39
  - Martindale, Colin, 39
  - Mumford, Michael, 39
  - Neethling, Kobus, 40
  - Noller, Ruth, 40
- Osborn, Alex Faickney, 40
- Parnes, Sidney, 41
- Piaget, Jean, 41, 201
- Plucker, Jonathan, 41
- Pritzker, Steven, 41
- Puccio, Gerard J., 42
- Richards, Ruth, 42
- Robinson, Ken, 43
- Runco, Mark, 43
- Sawyer, Robert Keith, 44
- Simonton, Dean Keith, 44
- Sisk, Dorothy, 44
- Stein, Morris (Moe), 45
- Sternberg, Robert, 45
- Torrance, Ellis Paul, 46
- Treffinger, Donald John, 46
- Vygotsky, Lev, 47
- Wallach, Michael A., 47
- Wallas, Graham, 47
- curriculum new categorization
  - developmental curriculum levels, 89
- Education Passport, 370
  - dissemination/communication techniques
    - badges, 372
    - digest of research, 373
    - microcredentials, 372
    - parent guides, 372
    - research briefs, 373
    - social media, 373
    - spotlights, 372
    - TED Talks, 373
  - education system
    - little choice, 376
- Festinger, Leon, 201, 207
- Flavell, John H., 201, 206
- Four-C model, 22
- Freddie Reisman Center for Translational Research in Creativity and Motivation (FRC), xv, xvii, 2, 370
  - purpose, 10
  - services provided, 12
- General McChrystal, Stanley, 377
- generic influences on learning, 118
- Guilford, Joy Paul (J. P.), 109
  - address, American Psychological Association (APA), 15
- Hammrich, Penny, xvii
- inverted-U theory, 8
- Jacobson, Lenore, 201, 204

- Kaufman Domains of Creativity Scale (K-DOCS), 119
- Keiser, Larry, xvii
- RKW (Reisman, Keiser & Westphal)  
Student – Enhancing Self-Motivation Diagnostic, 185
- Likert, Rensis, 6, 110
- Likert-type scales, 6, 110
- Maslow, Abraham, 203
- Maslow's hierarchy of needs, 63, 160
- MeaningSphere, xvii
- Mind, Brain, and Education (MBE), 220  
common themes and principles, 221  
education, 221
- mindfulness, 214, *See* neuroscience of creativity benefits
- corporations, 219
  - education, 218
  - employees, 219
  - schools, 219
  - students, 218
  - teachers, 218
- creativity, enhances, 214, 216
- mindfulness technique, 217
- motivation, 216
- Mosaic, xvii
- motivation
- assessment explanation, 166
  - Autonomy-supportive Intervention Program, 186
  - Basic Psychological Need Satisfaction in General Checklist, 175
  - checklists, 175
  - corporate employee, enhancing motivation, 164
  - corporate employer, enhancing education, 167
  - creative collaboration, business perspective, 375
  - creativity, connection, 165
  - definition, 60, 160, 310
  - diagnostic assessment, 178
  - Employee Motivation Survey, 175
  - extrinsic, 308
    - subset, 61
  - interviews, 177
  - intrinsic, 308
    - subset, 61
  - key elements, 61
  - mindfulness, 216
  - Motivation Assessment Scale, 174
  - neuroscience of, 76
  - process of, 61
- Reisman Diagnostic Motivation Assessment (RDMA), 180
- RKW Student – Enhancing Self-Motivation Diagnostic, 185
- Rosenberg Self-Esteem Scale (RSES), 173
- school leadership, enhancing teacher motivation, 163
- self-determined education, 75
- self-esteem, 165
- self-motivation questionnaire, 171
- Situational Motivation Scale, 169
- Student Motivation Survey, 176
- student motivation, enhancing, 161, 167
- Student Opinion Scale, 174
- surveys, 175
  - teacher motivation, enhancing, 163
  - types of, 61
- motivation modules
- defining motivation (Module 10.1), 310
  - developing intrinsic motivation (Module 10.6), 347
  - diagnostic teaching (Module 10.11), 366
  - extrinsic motivation (Module 10.7), 350
  - gamification and education (Module 10.8), 354
  - instructor motivation descriptors (Module 10.3), 325
  - mindfulness and motivation (Module 10.9), 356
  - neuroscience of motivation (Module 10.10), 362
  - self-determination theory (Module 10.4), 333
  - self-directed learning (Module 10.5), 335
  - teachers' knowledge regarding motivation (Module 10.2), 315
- motivation trailblazers, 62, 70
- Aargyris, Chris, 68
  - Alderfer, Clayton P., 67
  - Amabile, Teresa, 71
  - Deci, Edward L., 74
  - Herzberg, Frederick, 65
  - Kramer, Steven, 72
  - Latham, Gary, 73
  - Lawler, Edward, 73
  - Locke, Edwin, 73
  - Maslow, Abraham, 63, 201
  - Mayo, George Elton, 72
  - McClelland, David, 68
  - McGregor, Douglas, 69
  - Merton, Robert K., 72
  - Murray, Henry, 67
  - Ouchi, William, 69
  - Porter, Lyman, 73
  - Ryan, Richard, 74
  - Urwick, Lyndall F., 71

384

*Index*

- neuroscience of creativity, 210  
methodologies, 211
- Piaget, Jean, 201
- Pygmalion effect, 205
- RDCA, 6, 180, 227, 237
- Reisman Diagnostic Creativity Assessment (RDCA), xvii, 6, 117  
creativity factors, 227  
interpretation, 237
- Reisman Diagnostic Motivation Assessment (RDMA), xvii, 160  
corporate use, 180  
student use, 180  
teacher use, 180
- Reisman, Fredricka, xvii
- RKW (Reisman, Keiser & Westphal)  
Student – Enhancing Self-Motivation Diagnostic, 185
- Remote Associates Test, 114
- RKW Student – Enhancing Self-Motivation Diagnostic, 185
- Rogers, Carl, 201, 202
- Rosenthal, Robert, 201, 204
- Runco ideational behavior scale, 120
- self-assessments, 115  
advantages, 117  
disadvantages, 117  
Gough personality scale, 116  
Reisman Diagnostic Creativity Assessment (RDCA), 117
- self-efficacy, 204
- Skinner, Burrhus Frederic (B. F.), 201, 204
- standardized assessments  
achievement, 110  
aptitude, 110  
diagnostic, 110, 178
- Stein, Morris “Moe,” 15
- Torrance tests of creative thinking, 113
- translational education research, xv, 1, 2  
cycle, 3  
lab to learner model, 7, 10
- voice from the field, 244, 251, 259, 281
- Westphal, Jeff, xvii
- RKW (Reisman, Keiser & Westphal)  
Student – Enhancing Self-Motivation Diagnostic, 185