Encouraging Innovation: Cognition, Education, and Implementation is of interest to people who desire to become more innovative in their daily lives and careers. Part I discusses the cognitive and social skills required for innovation – reasoning, problem solving, creativity, group decision making, and collaborative problem solving. The second part discusses education – the development of cognitive skills and talent, application of relevant learning theories, methods, and curricula for enhancing creativity, creativity across disciplines, and design education. Part III discusses the implementation of these skills in society – the transition from theory to practice, business innovation, social innovation, and organizational support. Whereas business innovation is related to commercialization, market demands, and profitability, social innovation addresses fulfilling social needs and public demands. Organizational support for innovation occurs at international, national, agency, and regional levels.

To Tom Carey
for his inspiration and guidance
# Contents

**Preface**  
page xi  

**PART I COGNITION**  

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>Associations versus Rules</td>
<td>4</td>
</tr>
<tr>
<td>Fast versus Slow Responses</td>
<td>6</td>
</tr>
<tr>
<td>Biases</td>
<td>8</td>
</tr>
<tr>
<td>Monitoring Reasoning</td>
<td>11</td>
</tr>
<tr>
<td>Summary</td>
<td>15</td>
</tr>
</tbody>
</table>

| 2 Problem Solving                     | 16   |
| Puzzles                               | 16   |
| Insight Problems                      | 19   |
| Classroom Problems                    | 22   |
| Design Problems                       | 24   |
| Summary                               | 26   |

| 3 Creativity                          | 27   |
| Routine versus Creative Cognition    | 28   |
| Creative Processes                   | 30   |
| Generation versus Exploration        | 33   |
| Creative Attributes                  | 37   |
| Summary                               | 40   |

| 4 Group Decision Making              | 41   |
| Shared Beliefs                       | 42   |
| Conflicts                             | 44   |
| Group Interactions                   | 47   |
| Innovation                           | 49   |
| Summary                               | 51   |

| 5 Collaborative Problem Solving      | 52   |
| Team Assessments                     | 53   |
| Team Composition                     | 55   |
Contents

Team Communication 56
Team Leadership 60
Summary 63

PART II EDUCATION

6 Improving Skills 67
Cognitive Skills 67
Social Skills 70
Acquiring Expertise 74
Developing Talent 76
Summary 79

7 Learning Theories 81
Knowledge Building 81
Active Learning 83
Problem-Based Learning 86
Self-Regulated Learning 88
Summary 91

8 Teaching Creativity 93
Creative Perspectives 93
Creative Methods 95
Creative Curricula 97
Creative Risks 100
Summary 102

9 Discipline Creativity 103
Comparisons of Disciplines 103
Arts and Humanities 106
Science and Mathematics 108
Engineering and Technology 110
Summary 113

10 Design Education 114
Design Challenges 114
Methods and Strategies 116
Design Programs 120
Changing Design Education 124
Summary 126

PART III IMPLEMENTATION

11 Linking Theory to Practice 129
Applying Design Theories 130
Contents

Motivation 133
Risks 136
Organizational Outcomes 139
Summary 141

12 Business Innovation 143
Constraints on Innovation 144
Cognitive Entrenchment 147
Leadership 150
An Integrated Model 152
Summary 155

13 Social Innovation 157
Social Interventions 157
Environmental Innovations 160
Health Innovations 163
Achieving Innovations 166
Summary 170

14 Organizational Support 172
International Organizations 172
National Organizations 177
Government Agencies 179
Regional Alliances 181
Summary 183

References 184
Name Index 200
Subject Index 206
Preface

I enjoy the challenge of integrating knowledge and a book on innovation provided me with my biggest challenge. How does a writer begin to organize a book on a topic so extensive? When I searched for the word ‘innovation’ in Google Scholar my computer returned 4,670,000 hits in 0.05 seconds.

One approach to narrowing my search would be to focus on a particular type of innovation, but this approach would interfere with my hope for a more extensive integration. I decided to emphasize breadth rather than depth by providing a broad overview that will assist readers in establishing a conceptual framework for continuing their journey into specific topics. The framework begins with the cognitive skills that are needed for innovative thinking, continues with educational methods to teach these skills, and ends with the implementation of these skills in society.

My goal is to write a book that will help prepare college students and practitioners for the application of innovative thinking in their lives. I recognized that potential readers have different experiences and skills that will make some parts of the book more familiar than others. Part I on cognitive skills should look familiar to psychologists, Part II on teaching these skills should look the most familiar to educators, and Part III on implementation should look the most familiar to practitioners. I therefore tried to reduce jargon and provide concrete examples for theoretical frameworks to accommodate these differences.

So how does one select articles from the four million hits on Google Scholar? First, I focused on articles that included integrative overviews to point readers toward helpful resources. Second, I emphasized articles published in the previous five years to provide current references. Third, I selected articles that made impressive advances in our understanding of innovation. Although I did not intentionally select articles based on geographical location, I soon discovered that the articles I did select were written by scholars throughout the world. I often identify these locations so readers can appreciate that encouraging innovation is an international pursuit.
This book was inspired by my many conversations with Tom Carey. Tom is involved in the Workplace Innovation Network for Canada by leading curriculum development projects in Ontario, British Columbia, and Brisbane, Australia. We became colleagues at the Center for Research in Mathematics and Science Education at San Diego State University when Tom led an earlier project on improving mathematics education within the California State University system. I dedicate this book to him because I would not have written it without his enthusiastic support.

I would like to thank David Repetto, Rowan Groat, and Clare Dennison and others at Cambridge University Press for their skillful collaboration on its publication. Amala Gobiraman at Lumina Datamatics Ltd. headed the production team that turned my manuscript into a book. The copy editor, Mitch Fitton, and indexer, Carol Bailey, assisted her. As has occurred for all of my books, my wife Karen continued to manage many aspects of our lives to give me more time to read, reflect, and write. I hope that the final result is a book that will appeal to readers and provide them with a broad overview of this exciting topic, as well as practical ideas for cultivating innovative thinking.