

Kyung-Hee Kim

From: "Runco, Mark" <runco@Exchange.FULLERTON.EDU>
To: "kyung Hee Kim" <kyungheekim556@hotmail.com>
Sent: Wednesday, May 11, 2005 11:44 AM
Subject: RE: Creativity Research Journal

Thank you! It is on the way to you.... --Mark

From: kyung Hee Kim [mailto:kyungheekim556@hotmail.com]
 Sent: Wed 5/11/2005 8:32 AM
 To: Runco, Mark
 Subject: Re: Creativity Research Journal

I would love to do that. I would be honored to review a paper for such a prestigious journal.
 Thank you for asking me.

Kyung Hee Kim Sergent, Ph.D.
 The Coordinator of International Education
 The Torrance Center for Creativity & Talent Development
 The University of Georgia
 Assistant Professor, Department of Teacher Education
 Eastern Michigan University
 A Disciple of Dr. Bonnie Cramond
<http://www.coe.uga.edu/torrance/>

----- Original Message -----

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 To: "kyung Hee Kim" <kyungheekim556@hotmail.com>
 Sent: Tuesday, May 10, 2005 3:12 PM
 Subject: RE: Creativity Research Journal

Hi,
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From: kyung Hee Kim [mailto:kyungheekim556@hotmail.com]
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Thank you for sending me the reviewer's comments and your instrument.

I have read and loved your work more than any other people in my department have (Did you know that I have been one of your big fans?). I will talk with you later.

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----- Original Message -----

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Sent: Sunday, May 08, 2005 5:48 PM

Subject: RE: Creativity Research Journal

Hello,

It was nice to have met you. I had a nice trip to Athens.

This morning I found the review of your paper. It was sent in December. It could have been sent to the wrong address, or ...well I am not sure what happened, but all kinds of things happen these days to deflect email.

I skimmed the review and remember the paper well. Should be an easy revision.

I will paste it in here. A copyright form is attached. That needs to be posted, not emailed, back to me.

Cheers, Mark

To: Kyung Hee Kim (kyungheekim556@hotmail.com)

From: Mark Runco

Editor, Creativity Research Journal

Re: Diligence or Creativity?

The reviews of your paper were fairly positive and I am able to accept the paper, contingent on revision. The revision will mostly involve restructuring the paper, though there was also some concern over the first person and tone of the paper (or 2-3 parts of it). It would be much better for the CRJ if you minimized or avoided the first person. Your first paragraph, then, should be changed. You might be able to begin with your third sentence ("The differences...") or some rewording of it.

One general concern was that you spend a few pages (up to p. 6 or even farther) without saying much about creativity. Only one reviewer mentioned this, but other readers might. But you can avoid this problem if you (a) promise in your Introduction to focus on creativity after you cover the traditional educational issues, and/or (b) at least mention creativity in those first few pages. You mention intrinsic motivation, for example, and might just add one sentence about how intrinsic motivation is often tied to creativity. You could do the same on p. 9 when you mention authority, perhaps just briefly noting that "This is significant because creativity often requires nonconformity." On p. 11 you refer to flexibility, and here you could say (and therefore creativity) in parentheses.

One reviewer asked that you define the Asian Five Dragons immediately after you use the term. I think you can do this with "(i.e., Hong Kong, Japan,...; Hahm, 2003)."

Move the reference to Thomson on p. 4 to the end of that sentence, and again, try to reword around the first person. Try "Former President Bill Clinton may have been correct when" And use the past tense (e.g., "when

he said").

Check the APA manual for ethnic designations. You have "white" on p. 4, but perhaps non-Asians is better.

Two reviewers felt you were generalizing across all Asians. One pointed to the bottom of p. 4.

The other pointed to the bottom of p. 8.

The same two reviewers complained about your headings. I think the problem is that you introduce some topics (e.g., Funding for Schools) that were not mentioned early on. You might mention them in an Advanced Organizer, at the end of your Introduction. There you could state what you cover in the paper.

Avoid "etc." because of its ambiguity (p. 5), and in the same paragraph try "There is also a noticeable...."

Your references may need changing such that you cite Haynes & Chalker, 1997, 1998—mention the names only once. Also on p. 5 you might say "placing the responsibility" instead of "fault," and it would be good if you could cite someone at the end of the sentence which begins, "American teachers consider parental indifference...." On the next page you have a quotation without a page number.

Do you really mean 16 hours after school (p. 7)?

On p. 8 you should qualify your claim so it reads, "best predictors are thought to be...." Below that

On p. 9 could you say "offered talented young men and women"?

There is more first person on p. 10, and you might be able to avoid it with "Perhaps this kind of relationship...."

Be certain you follow the APA guidelines for pronouns, so "he or she."

Your wording on p. 12, right after the headings, can be streamlined. Late on that page you might qualify by saying that "American teachers are free to encourage...."

There were only two other conceptual questions from reviewers. One was about academic freedom. I think the idea here was that American educators have flexibility and freedom because of our rights, our academic freedom, and the reviewer seemed to think that this explained all. I do not recall a place in your paper where you could insert this idea, or the idea that academic freedom is one influence, but you may see a spot to do so.

The other conceptual issue was about your title. It emphasizes diligence,

but reviewers did not think this was true of your paper and argument. Diligence may be a part of it, but is it such a big part of your paper to deserve the title?

There is another generalization which needs to be qualified when you refer to "American researchers." You could say "such as Torrance (1961)," or Torrance (1961) and many other American educators...."

This paragraph on p. 13 is jumpy. You might need to divide it with breaks before Potential creativity and before Some traits—or smooth it out. At the end of the paragraph you jump to a recommendation for teachers.

This brings us to the section of the paper that bothered all reviewers. At the end of the page you return to a discussion of Asia. Hence you start with Asia, then go to the US, and now back to Asia. You might have a reason for doing it, but any logical progression was invisible to reviewers and myself.

You need a citation instead of "According to creativity researchers...." (P. 14).

Reword on p. 17 such that the paragraph there begins "Torrance (1980b) identified a stereotype of the Japanese as unoriginal thinkers...."

On p. 18 you cite Reid (1975) and the reviewer wondered if this was still true 30 years later.

Below that, transpose such that "A growing interest in creativity was developed in Japan in the late 1950s...."

The reviewer just mentioned thought you might start this section of the paper with the paragraph that is last on p 18. I think this was her attempt at justifying the shift back to Asia, or for focusing on Japan.

Near the bottom of p. 19, how about "rationale" or "objective" instead of "notion?"

On p. 20, reword such that "Norquist (1993, p. 65) claimed that 'Some American experts...'" That way you do not start the sentence with a quotation. Also, the sentence below that, referring to what the US taught Japan, seems out of place. Perhaps it should precede the quotation?

Add a heading (Conclusions) to the bottom of p. 21, just above the 2nd to last paragraph. Work around the first person on the last page.

Many of these suggestions are just wording; the revision should be very easy. Do let me know if you have any questions. And thank you for supporting the CRJ with your work.

Kyung-Hee Kim

From: "Runco, Mark" <runco@Exchange.FULLERTON.EDU>
To: "kyung Hee Kim" <kyungheekim556@hotmail.com>
Sent: Tuesday, June 07, 2005 1:08 PM
Subject: RE: Creativity Research Journal

Hello,

I am just back from a brief vacation. Now I teach summer school. Thank you for the review! That will be very helpful. I appreciate your taking the time to help. And I look forward to seeing your revised paper. Say hello to Bonnie! Best wishes, Mark

From: kyung Hee Kim [mailto:kyungheekim556@hotmail.com]
Sent: Mon 5/30/2005 2:25 PM
To: Runco, Mark
Subject: Re: Creativity Research Journal

Dear Dr. Runco,

I am sorry to send back the review so late. The Torrance Center secretary, Margaret, put the envelope of the article with other mail (people's TTCT sample scoring results for certification), so that I found the envelope when I scored all those results last Wednesday. I hope that it is not too late. I have attached my review of CRJ 2005-200 and enjoyed reading it. Thank you for giving me the opportunity to read the article.

I have translated into Korean and had a Korean doctoral student reread and revise your instrument. I do love using it, but I am afraid that it might be a little bit too long for elementary students. For middle, high, and college students, it will be okay. I am wondering if you have a shorter or easier version of the instrument or if there any way for elementary students to use it? Any way, thank you for giving me the permission to use yours.

Dr. Cramond and I have printed out your vita, and have shared it with several faculty members in our department. We have been advertising (?) you to them.

From now on, I will revise my manuscript for your journal. I hope that I can e-mail you again soon.

Thank you.

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