

Once again, Chapters 10 and 11 continue to allude to the fact that there are an unimaginable number of factors when considering creativity. The notion of intrinsic motivation was one that did seem to be pretty obvious. Although there are individuals who are “good at” or have a creative element in one area or another, it does not mean that they enjoy it. However, I would imagine that most individuals with a personal interest in a given area combined with the elements needed to be a “creative” thinker have the potential to do very well.

I enjoyed the section on extended concepts. I never really thought about it, but we really do rely on past experiences and exposures. The pictures of the aliens from another planet were also interesting. The fact that they all were symmetrical with four limbs, eyes, and ears, was an eye opener. It was definitely proof to me that we rely on what we already know in order to create something new. However, I don't recall reading any part that states that any individual was considered “creative” for not having followed the norm. Has this happened? And if so, would the individual be considered creative???

The section on insight was also interesting. I never thought of it as having creative thoughts when we're not “thinking”. Although, as we discussed in class, many of us have our best thoughts when we are in a relaxing bath or shower, or during some other personal quiet time. I guess it would make sense that this is the perfect time for our thoughts to wander without anything to hinder where they go. I do wonder how this can be truly tested. Even the tests of body temperature are a test where the participants are aware of what is being tested. There still has to be some level of influence here. I cannot imagine that there is really a true way to test this kind of thinking unless we were to hook someone up while they were sleeping, without him or her knowing of course. As individuals, what we know does influence how we act, react

and think, whether we are fully aware of it or not.

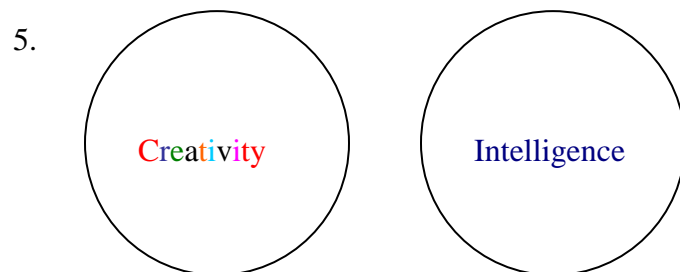
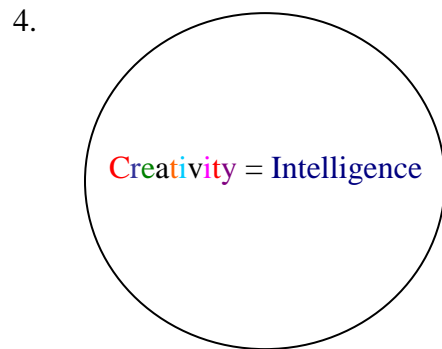
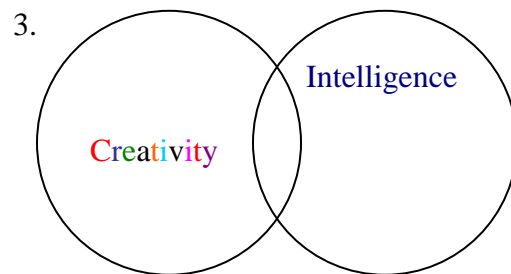
Immersion seemed to be a bit similar to intrinsic motivation to me. If you are motivated and have a love for something, typically you will immerse yourself in that love. An example in the book was playing the piano. If one were to have the intrinsic motivation as well as the ability to immerse themselves into something that they have a passion for, it would definitely be possible for some creativity to shine through. On the other hand, there are people who have a love for something, have the intrinsic motivation, as well as the opportunity to immerse themselves in to the area of their passion, and still are not successful. It may sound funny, but the show *American Idol* comes to mind when I think of people like this. There are so many people who truly love singing, immerse themselves in it, but are not at all successful.

At this point I have read some really interesting facts pertaining to creativity. However, I am still left to wonder if there is ever going to be one true measure for creativity. This topic is so incredibly multifaceted that I still cannot imagine that there is any one, or even combination of theories that can truly test creativity. Furthermore, I wonder how all of this pertains to me and how I handle my third grade classroom?!

**Sternberg's and O'Hara's 5 Possible Answers to the Relationship between Creativity and Intelligence:
Examples of Classroom Experiences that Support Each Answer**

1. Intelligence Creativity

2. Creativity Intelligence



1. Creativity as a part of intelligence. Teaching problem solving strategies to students adds to their intelligence. Students then apply their knowledge in a creative way to enhance their strengths in problem solving.
2. Intelligence as a component of creativity. A student using creativity to create a poem about Martin Luther King, Jr. needs to possess intelligence and knowledge about Dr. King's life.
3. Creativity and intelligence as overlapping sets. A basketball coach with high intelligence regarding knowledge of the game will be able to incorporate quality strategies.
4. Creativity and Intelligence are no different from each other. To solve a story problem in math, a student will need to apply knowledge and be creative in coming up with a way to attack the problem. Solving the problem does not necessarily result in a novel discovery.
5. Creativity and intelligence are disjoint sets. In education, some students score high on aptitude tests; however they struggle when the time comes to create unique information such as writing fiction.

Journal #4
EDPS 340: Psychology of Creativity in Education
Laura Hurst #7
Educational Psychology: Development and Personality
Eastern Michigan University
2/9/06

The more I read this book on creativity, the more I think that a bunch of very smart, non-creative people wrote it. I have always thought creativity as a range of ideas and the way in which one exhibits them. After reading chapter 7 and the biological bases for creativity I am unsure of the text.

The book discusses the activity of the brain during creative and non-creative activity. They considered an I.Q. test to be creative and said that the activity in the brain increased when the more creative subjects took the test. I personally don't find/see the correlation between I.Q. and creativity. I understand the idea of coming up with new ideas, creating something useful and the idea of the "big C, and little c", but do not agree with it. I believe in the idea that everyone is creative. It seems to me that the book portrays that only brilliant, non-stimulated, non-social people can be creative, and I disagree.

I do agree that the two different lobes of the brain are used in different operations, and that the right lobe is stimulated through creative activity. I just think there are different levels and areas in which creativity is expounded. Again, I am not sure that it should be measured or that it can even be tested. I am not sure if I would agree that the Torrance Test of Creative Thinking is an accurate measure of ones creativity.

I have gone back and forth in my thoughts about creativity throughout this book and course. I am now swinging back to my original thoughts, that creativity cannot be measured through a test or by one other person. I think that it is a combination of what your thoughts are and how you present them, and then what others think of what you have presented. I am still in hopes that this course will show me how and when creativity can be used in education and its role in the classroom.