TYPES OF SITUATIONS

CLEAR SITUATIONS	UNCLEAR SITUATIONS	
Level of difficulty: **1** Example: **sending text messages** - almost no thinking involved - no original way to do it –only one way to do it	Level of difficulty: **2** Example: **a printer does not work** - the problem must be identified - then an automatic way of handling the problem is applied - only one way of dealing with the given problem	**CLEAR SOLUTIONS**
Level of difficulty: **3** Example: **4% increase of students in courses** - we need to provide the same quality of education for more students at university - many ways to achieve that goal	Level of difficulty: **4** Example: **Tertiary Education Reform** - such situations are often introduced by *"something must be done before it gets too late…"* - what the situation looks like is not entirely clear (due to lack of information, for instance) - what should be done is not clear either	**UNCLEAR SOLUTIONS**

Adapted from: Krouwel, W. Goodwill, S. (1994): Management Development Outdoors. London. Kogan Page.

Convergent situation (where convergent thinking is used) – we aim for a single, correct solution to a problem; usually a well-known algorithm or procedure exists and can be applied

- *commonly used at schools and in testing*
- *hardly ever noticed in real life situations*

Divergent situation (where divergent thinking is used) – we need to generate one or more answers to a set of problems; usually an unknown algorithm or procedure must be applied to obtain one of a wide range of possible solutions

- *noticed in our everyday life situations*
- *rarely used at schools or in testing*

AREAS OF DEVELOPMENT IN CREATIVITY

● FLUENCY
- ability to produce a great number of ideas or problem solutions in a short period of time

● Word fluency
- ability to produce a great number of words, or words containing a given letter or combination of letters
TASK TYPE: Write as many words as possible that begin with "L" and end with "D" . **L……………D**

● Associational fluency
- ability to produce a great number of synonyms, antonyms, associations…
TASK TYPE: Write as many synonyms to the word "*example*" as possible.

● Expressional fluency
- ability to produce a great number of well formed sentences with a specified content
TASK TYPE: Write as many different sentences as possible where given words start with the following letters.   **I…….. S……… A……… R……… .**

● Ideational fluency
- ability to produce a great number of ideas that fulfil certain requirements or form categories
TASK TYPE: Name all things that fly.

● FLEXIBILITY
- ability to simultaneously propose a variety of approaches to a specific problem and easily abandon old ways of thinking and adopt new ones

● Spontaneous flexibility   …regardless of the situation
   - visual: TASK TYPE: optical illusions
   - semantic: TASK TYPE: Out of the five words below, choose two of them which have most features in common: **CAR** – **CLOTH** – **SCARF** – **GUITAR** - **THIEF**

● Adaptive flexibility …in a situation when a solution must be found
   - visual: TASK TYPE: Look at the maze and find your way from the start to the finish.
   - symbolic: TASK TYPE: Correct the following equation without changing anything that is written: **XI + I = X**

● ORIGINALITY
- ability to produce new, original, statistically unusual ideas and remote associations
TASK TYPE: Listen to the song (lyrics in an unknown language) and say what it is about.

● ELABORATION
- ability to systematize and organize details of a more complex idea or general scheme and carry it out
TASK TYPE: Finish the five shapes to make some drawing. Each must be separate and different to the others.

CREATIVITY BARRIERS

B. of PERCEPTION
● difficulties with problem identification - tendency to limit problems too narrowly
● incapacity to see a problem from different perspectives
● stereotyping (I see only what I expect to see)
● not all senses are used

B. of ENVIRONMENT
● lack of cooperation, of trust among colleagues, students (boss's / teacher's autocracy)
● distraction, noise, phone calls, movement of other people in an office
● lack of support for realization of ideas

B. of CULTURE
● fantasy is a waste of time or a form of insanity
● playing is only for children and problem solving is a serious matter
● reason and logic are good / intuition and feelings are bad
● tradition guarantees / changes are unwanted and dangerous
● women cannot have their own opinion

B. of EMOTIONS
● fear of making mistakes or of failing
● intensive need of safety and order
● preferring passivity (watcher) to pro-active approach (creator)
● incapacity to relax and give things their own time
● avoiding challenges
● over enthusiasm and excessive motivation to succeed in the shortest time possible

B. of INTELLECT and EXPRESSION
● problem solving with the use of a wrong language (verbal, mathematics, visual)
● inadequate use of intellectual strategies at problem solving
● wrong information or lack of information
● lack of skills (language, musical, visual) for expressing or recording ideas

Adapted from: http://www.is.wayne.edu/drbowen/crtvyw99/guilford.htm

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I. Which of the scripts below could characterise the session best?

A)

B)

C)

D)

E)

Feel free to add any comments:

BALEAP 2013 *The Janus Moment in EAP: Revisiting the Past and Building the Future*
FRIDAY 19th April, 2013

I. Which formula is closest to your own idea of creativity?

$$E = mc^2$$

$$W = \int \vec{F} \cdot d\vec{s}$$

$$P = \lim_{\Delta t \to 0} P_{\text{avg}} = \lim_{\Delta t \to 0} \frac{\Delta W}{\Delta t} = \frac{dW}{dt} \; .$$

1 + 1 = 3

$$\Delta E = W + Q + E$$

$$T_{spring} = (1/2\pi)\sqrt{\frac{m}{k}}$$

$$\nabla \times \mathbf{E} = -\frac{\partial \mathbf{B}}{\partial t}$$
$$\nabla \times \mathbf{B} = \mu_0 \epsilon_0 \frac{\partial \mathbf{E}}{\partial t} = \frac{1}{c^2}\frac{\partial \mathbf{E}}{\partial t}$$
$$\nabla \cdot \mathbf{E} = 0$$
$$\nabla \cdot \mathbf{B} = 0$$

$$\sum F = ma$$

Could you provide your own?

I. How would you characterise the speaker? Feel free to add comments (no words, please).