


*JINS 355: Creative Work
in the Arts & Sciences:*


Robert Martin

Goal 1: Can we make the course a model of what it attempts to teach?



- creative processes: How is creative?
- creative people: When is creative?
- creative work: What is creative?
- self as an creator/inventor: When and how am I/can I be/ creative?

*Goal 2: Learn what/how/why
creative is through creating.*



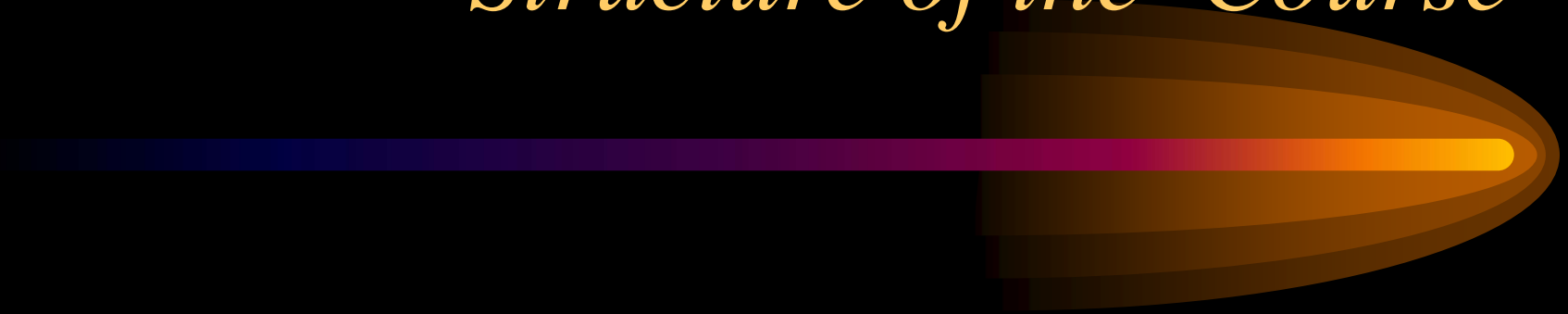
- What cannot exist without your making/inventing it?
- What is quality work is your eyes?
 - Is this the best you can do?--Heinz von Foerster

*Goal 3: Change how we
look at the world.*



What's a small change an I can
make is how that I sees, acts,
thinks?

Structure of the Course



Part I
Philosophy and Biology:



- **How much of the world do we invent?**
- **What is our responsibility for what we invent?**

Part II. Topic:

Psychology: How do to enhance (and inhibit) creative activity?

- Bateson: Life as a product improvisation and creative decisions.
- Csikszentmihaly: What the research on the psychology of creativity tells us.
- Shekerjian: What the lives of creative people tell us about creativity
- Seligman: The research on how people make themselves happy or miserable (it's related to same factors that describe creative people.

Part III. Topic: Application

- The Video Project
 - Habits of thinking & acting that enhance or inhibit creativity/learning/problem solving: How to do the one & avoid the other
- Readings
 - Maisel,
 - Gelb
 - Von Oech
- Films
 - Charles & Ray Eames: Designers combining art and science (library reserve; after Thanksgiving)
 - Others

My Job...Your Job

- **My Job**

- Structure the course to involve everyone in meeting their own agendas & course requirements.
- Negotiate with you to help you meet your needs.
- Support you in doing quality work.
- Evaluate your work on the basis of quality
- Encourage cooperation.
- Contribute.

- **Your Job**

- Develop an agenda of your own and then pick materials and projects that meet your needs.
- Negotiate with others (including instructor) where needed to meet your needs.
- Do quality work
- Evaluate your own work on quality
- Cooperate with others in creating quality
- Contribute

Not My Job...Not Your Job

- **Not My Job**

- Lecture
- Read Your Mind as to what you want/need.
- Supply handouts & information when you can't make it (call someone in the class ahead of time & ask them to pick up handouts & info.

- **Not Your Job**

- Read my mind: Ask when you have questions.
- Do other people's part of the work.

Creative Work: Theory and Practice

How to Succeed




- Course is student-driven
- Have an agenda: Things you want to do..
 - “Having an agenda” means you set the agenda for what you want to learn in collaboration with others (e.g. the instructor)
 - Invent/make choices.
 - Focus on what interests you.
 - Focus on what will have value for you.
 - Use opportunity to go more deeply into your own subject area/life/career interests.





- Do Quality Work.

- “What does he want?”

- “He wants you to do what you want and to do a good job of it.”

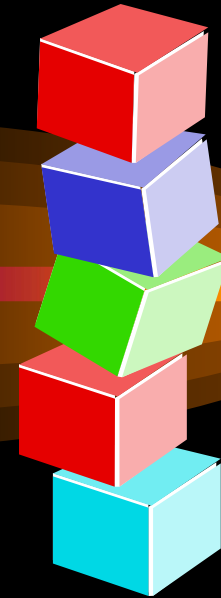
- 
- Choose to do the assignments in a way that takes you in a direction you want.

- 
- Collaborate; help others.
 - Especially with the video, collaboration works...
 - “Many hands make light work.”
 - Editing and proofreading papers.
 - Sharing ideas for papers and projects

- 
- Have Fun.
 - Fun is nature's reward for learning.
 - Fun helps us handle the ambiguity (and anxiety) that is part of the creative process.

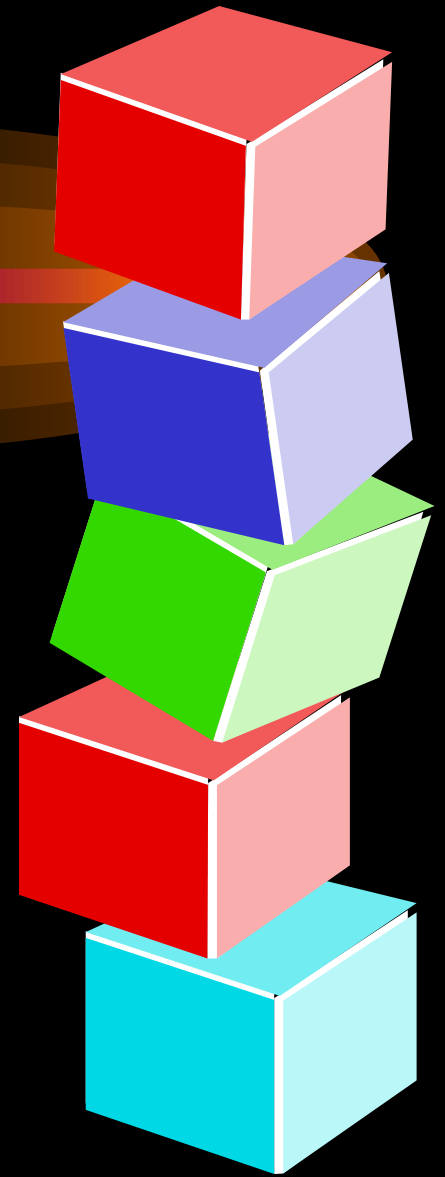
Expect

- Ambiguity:
 - Creativity is what we do when we don't know what to do.



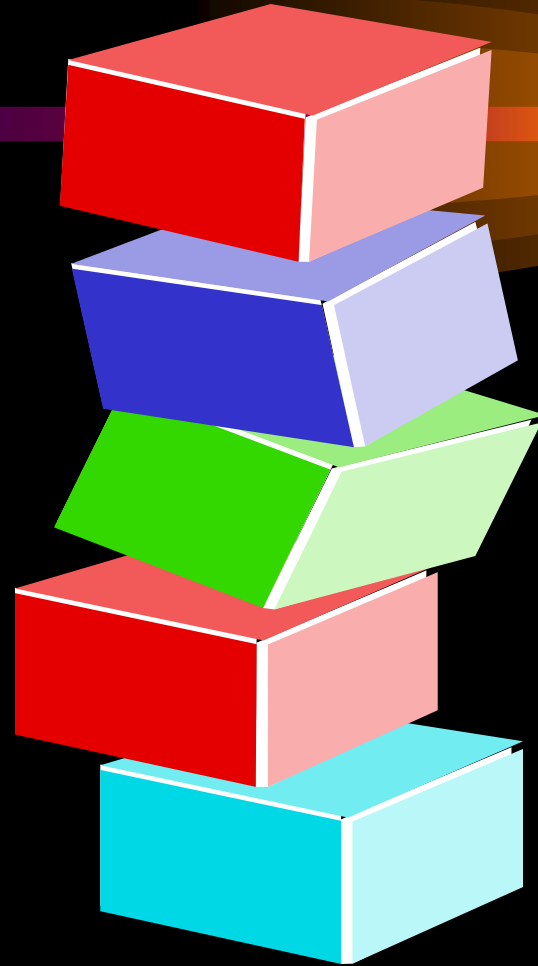
Expect:

- Some cognitive disequilibrium.
 - We only reorganize our thinking and acting when we experience some disorientation.



Expect:

- As you learn to enjoy ambiguity...
 - you will become more creative.



*JINS 355: Creative Work:
Learner Outcomes*



You will take away:

1. Knowledge
2. Skills
3. Products
4. Performances

1. Knowledge



- Knowledge of creativity
 - as viewed from disciplines of
 - Philosophy and Biology
 - Psychology
 - Design (of objects, processes, environments)
 - Design can be considered a discipline
 - There are schools of design...

2. Skills

- Improved ability to organize, write, and edit.
- Improved skill in using technology
 - iMovie,
 - PowerPoint

3. Products



- Numerous short “writing to learn papers/quizzes.
- Notes (used in creating written papers)
- 3 written papers
- Video
- PowerPoint presentation

4. Performances

- Introduction and presentation of your video.
- In-class conversations
- In-class small group presentations
- Final PowerPoint Presentation