Collaborating to Unlock Creativity

A Palette of Inspiration

NICOLE E. BROWN, Multidisciplinary Instruction Librarian
SUSAN K. JACOBS, Health Sciences Librarian
Think about a recent instructional collaboration you wish could have been more creative.

write (2 min.)
CREATIVITY CAN BE LEARNED.

HAVE FUN. PLAY!

CAPTURE YOUR IDEAS.

FIND CREATIVE SPACE.

FAILURE IS INEVITABLE.

SCIENCE + CHEMISTRY MATTER.
CREATIVITY CAN BE LEARNED.
EXERCISE: Creativity vs. Artistry

A

B
1) Draw something (anything) in box A.
2) Poke a hole in box B. Use the hole as part of a drawing of a face.
Learning to Think Outside the Box
Creativity Becomes an Academic Discipline

By LAURA PAPPANO  FEB. 5, 2014
“…the production of original ideas that serve a purpose.”
International Center for Studies in Creativity

BUFFALO STATE
The State University of New York

1948

1953

1962
Creative Studies (Minor)

CORE COMPETENCIES

- Expertise in facilitating problem-solving teams
- Enhanced ability to manage diverse groups
- Ability to develop, implement, and support an environment that nurtures creative thinking
- Learn a practical skill set for individual and group problem solving
- Ability to use problem solving tools to define complex problems, to generate creative solutions, and to transform solutions into action
- Learn theories and models for managing and coping with change in a complex world
- Increased effectiveness in decision making
- Sound theoretical base for understanding creativity
- Learn strategies to nurture the creative talent of others
- Enhanced leadership capabilities
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The image shows the cover of the book "Creative People Must Be Stopped: 6 Ways We Kill Innovation (Without Even Trying)" by David A. Owens. The cover is prominently displayed on the left side of the image. On the right side, there is a picture of a man and a woman smiling and standing together, possibly at an event or gathering.
OUR INTENT: CREATE THE BEST DESIGN SCHOOL. PERIOD.

- prepare FUTURE INNOVATORS to be breakthrough thinkers & doers
- use DESIGN THINKING to inspire multidisciplinary teams
- foster RADICAL COLLABORATION between students, faculty & industry
- tackle BIG PROJECTS and use prototyping to discover new solutions

STANFORD & SCHOOL
“Creativity is something you practice, not just a talent you’re born with.”
theme

HAVE FUN. PLAY!
Without play, creativity can never effectively be trained.
Pause the video

A Bug's Ride Exercise

5 minutes

Using any building materials you can find, design a carnival ride for a bug!
All slipped stitches are to be slipped purlwise.

Herringbone is always worked over an even number of stitches. (: * P2tog and leave stitches together from left-right.

yarn in back and knit 1 row. [ ]
theme
CAPTURE YOUR IDEAS.
“YOUR MIND IS FOR HAVING IDEAS, NOT HOLDING THEM.”
HOW LONG DOES IT TAKE TO...

have a creative idea?
be inspired?
recognize an opportunity?
IT TAKES ZERO TIME TO...

have a creative idea.
be inspired.
recognize an opportunity.
01 | CAPTURE
COLLECT THINGS THAT CATCH YOUR ATTENTION

02 | CLARIFY
PROCESS WHAT THEY MEAN

03 | ORGANIZE
PUT THE RESULTS WHERE THEY BELONG

04 | REFLECT
REVIEW FREQUENTLY

05 | ENGAGE
SIMPLY DO
I like my son to feel like he can be on an equal footing with others.

I'd like for us to be on an equal footing as well.

Draw Ask

Victoria
THE WORLD'S TOP 20 ECONOMIES

D O G M A T I C
M A G N A N I M O U S
"It keeps me from looking at my phone every two seconds."
Here’s your email message to Susan Kaplan Jacobs:

To: Susan Kaplan Jacobs

Subject: At Nyu

Idea for low X presentation use taxi photo
- Email Suzanne
- NYU Libraries logo for handout
- New W-4 forms
- Add references to inform our framework for experiential learning (done by Nicole), start a document that summarizes in a page or so what we consider the scope of experiential education for our subcommittee, updating it as we talk to more people (Nicole, could you take the lead on this? Arun will help.)
- KBMG Examples from similar institutions - write email!
- Update CV
- Reminder: pay for LOEX @ Thu Feb 13, 2014 4:30pm - 5pm (neb1@nyu.edu)
- [is-illb] Evaluating the Fall Submissions
- Brookfield - CIQ, etc.: http://www.stephenbrookfield.com/Dr_Stephen_D_Brookfield/Critical_Incident_Questionnaire.html
- Application for promotion due Fall 2014!!! http://wiki.library.nyu.edu/display/MENTOR/Toolkit+for+Promotion+and+Tenure
- Email Ding, get syllabus and assignment and tell her Caitlin is working with me on it.... Invitation: 619 Research Seminar (Ding) @ Thu May 15, 2014 2:00pm - 4:45pm (neb1@nyu.edu)
Reflect

What cannot apply in this situation
“I start every dance with a box…”

Twyla Tharp
theme
FIND CREATIVE SPACE.
<table>
<thead>
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<tbody>
<tr>
<td>10am</td>
<td>10–12p NEB Desk</td>
<td>10–12p performance appraisal</td>
<td></td>
<td>10–12p Tenure writing workshop</td>
<td>10–12p</td>
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<td>11am</td>
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<tr>
<td>12pm</td>
<td>12p–2p Dawn/Nicole lunch</td>
<td>12p–2p loex research</td>
<td>12:10p–1:10p VLTF Skype</td>
<td>12:30p–1:30p UAAC Subcommittee</td>
<td>12p–1p Lunch Dawn / Nicole</td>
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<td>1pm</td>
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<td>Teachina w/ Tech</td>
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<td>2pm</td>
<td>2p–3p Dept Meeting</td>
<td>2p–3p All-ref working meeting</td>
<td>2p–3p Assessment Survey</td>
<td>2p–3p</td>
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<td>3pm</td>
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<td>3p–4p HOLD UAAC Writing</td>
<td>3p–4:30p MM/NB weekly mtg</td>
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<tr>
<td>4pm</td>
<td>4p–5p Consultation - Eleni</td>
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<td>3p–5p</td>
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<td>6pm</td>
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<td>6:30p</td>
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EXERCISE: Creativity “Gas Stations”

<table>
<thead>
<tr>
<th>OUT</th>
<th>AROUND</th>
<th>IN</th>
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### EXERCISE: Creativity “Gas Stations”

<table>
<thead>
<tr>
<th>OUT</th>
<th>AROUND</th>
<th>IN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities that require a trip that take more than a day and require planning.</td>
<td>Activities that require you to leave your environment.</td>
<td>Activities that you can do where you are.</td>
</tr>
</tbody>
</table>
**EXERCISE: Creativity “Gas Stations”**

<table>
<thead>
<tr>
<th>OUT</th>
<th>AROUND</th>
<th>IN</th>
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</thead>
<tbody>
<tr>
<td>Foreign travel</td>
<td>Walk in the park</td>
<td>Read a book</td>
</tr>
<tr>
<td>Camping</td>
<td>Coffee break</td>
<td>Read the news</td>
</tr>
<tr>
<td>Road trip</td>
<td>People watching</td>
<td>Make something</td>
</tr>
<tr>
<td>Visit family</td>
<td>Go to a museum</td>
<td>Garden</td>
</tr>
<tr>
<td>Visit friends</td>
<td>Watch a movie</td>
<td>Cook</td>
</tr>
<tr>
<td>Leave NYC</td>
<td>Farmer’s Market</td>
<td></td>
</tr>
<tr>
<td>Grand Rapids!</td>
<td>Bike ride</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Swim</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yoga</td>
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</tbody>
</table>
Join us for the Spring “Links and Lists LibGuides Café” for a session to focus on freshening links and spring cleaning your guides.

Time: 1:30-3pm (drop in for as long as you wish)

Date: May 23, 2013

Location: Bobst Room 619

Snacks will be served.
FAILURE IS INEVITABLE.
Do exercise programs reduce the incidence of accidental falls in the aged population?
Chunky, Sticky, and Bite-Sized: Embedding Screencasts for Information Literacy in Evidence-Based Graduate Nursing Education

📅 5/20/2014  ⏰ 2:24 PM - 2:43 PM  ✈️ Room: Columbus GH, Gold Level, East Tower

Susan K. Jacobs, AHIP  
Health Sciences Librarian, New York University, New York, New York

Nicole E. Brown  
Multidisciplinary Instruction Librarian, New York University, New York, New York

Arieh D. Ress  
Adjunct Business Librarian and Tutorialsmith, New York University, New York, New York
theme

SCIENCE + CHEMISTRY MATTER.
How the Hum of a Coffee Shop Can Boost Creativity
BY ANNA O’CONNOR

Pulling up a seat at your favorite coffee shop may be the most efficient way to write a paper or finish a work project. But now a new Web site lets you bring the coffee shop to your cubicle.

The site, called Coffitivity, was inspired by

Want to Be More Creative? Take a Walk
BY GRETCHEN REYNOLDS

At long last, the doodling daydreamer is getting some respect.

In the past, daydreaming was often considered a failure of mental discipline, or worse. Freud labeled it infantile and neurotic. Psychology textbooks warned it could lead to psychosis. Neuroscientists complained that the rogue bursts of activity on brain scans kept interfering with their studies of more important mental functions.

But now that researchers have been analyzing those stray thoughts, they’ve found daydreaming to be remarkably common — and often quite useful. A wandering mind can protect you from immediate perils and keep you on course toward long-term goals. Sometimes daydreaming is counterproductive, but sometimes it fosters creativity and helps you solve problems.

Consider, for instance, these three words: eve, poson, ...
Physical activity predicts gray matter volume in late adulthood
The Cardiovascular Health Study

ABSTRACT
Objectives: Physical activity (PA) has been hypothesized to spare gray matter volume in late adulthood, but longitudinal data testing an association has been lacking. Here we tested whether PA would be associated with greater gray matter volume after a 9-year follow-up, a threshold could be identified for the amount of walking necessary to spare gray matter volume, and greater gray matter volume associated with PA would be associated with a reduced risk for cognitive impairment 1.5 years after the PA evaluation.

Methods: In 2,995 adults (mean age 78 years) from the Cardiovascular Health Cognition Study, we examined the association between gray matter volume, PA, and cognitive impairment. Physical activity was quantified as the number of blocks walked over 1 week. High-resolution brain scans were acquired 9 years after the PA assessment on cognitively normal adults. White matter hyperintensities, ventricular grade, and other health variables at baseline were used as covariates. Clinical adjudication for cognitive impairment occurred 1.5 years after baseline.

Results: Walking amounts ranged from 0 to 300 blocks (mean 56.3; SD 69.7). Greater PA predicted greater volumes of frontal, occipital, entorhinal, and hippocampal regions 9 years later. Walking 72 blocks was necessary to detect increased gray matter volume but walking more than 72 blocks did not spare additional volume. Greater gray matter volume with PA reduced the risk for cognitive impairment 2-fold.

Conclusion: Greater amounts of walking are associated with greater gray matter volume, which is in turn associated with a reduced risk of cognitive impairment. Neurology2010;76:1415–1422

GLOSSARY
SMILE = modified Mini-Mental State Examination; CHS-C2 = Cardiovascular Health Study Cognition Study; DSST = Digit Symbol Substitution Test; GM = gray matter; MCI = mild cognitive impairment; OR = odds ratio; PA = physical activity; SPM = Statistical Parametric Mapping; TV = total intracranial volume; VBM = voxel-based morphometry; WM = white matter.

Gray matter (GM) volume shrinks in late adulthood, often preceding and leading to cognitive impairment. Participation in physical activity (PA) and exercise, however, has been hypothesized to protect against the deterioration of brain tissue, but this hypothesis has not been tested in longitudinal studies. Limited support for this hypothesis comes from cross-sectional neuroimaging research demonstrating that older adults who are more fit have greater GM volume in the prefrontal and temporal lobes, and larger hippocampal volumes, than their less fit peers. Randomized controlled trials over 6 months have also shown increased cortical volume in response to a moderate-intensity exercise regimen.

Supplemental data at www.neurology.org

*Funding: The study was supported by contract NS052591 from the National Institutes of Health (NIH), grant R01AG034032 from the National Institute on Aging (NIA), R01AG032227 from the NIA, R01AG029548 from the NIA, R01AG035085 from the NIA, R01AG027756 from the NIA, and the University of Pittsburgh Claude D. Pepper Older Americans Independence Center (P30AG-02487) and an American Heart Association production grant to C.A.R. (201045Z).

**Author disclosures are provided at the end of the article.
Journal of Experimental Psychology: Learning, Memory, and Cognition

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Give Your Ideas Some Legs: The Positive Effect of Walking on Creative Thinking

Marily Oppezzo and Daniel L. Schwartz
Stanford University

Four experiments demonstrate that walking boosts creative ideation in real time and shortly after. In Experiment 1, while seated and then when walking on a treadmill, adults completed Guilford’s alternate uses (GAU) test of creative divergent thinking and the compound remote associates (CRA) test of convergent thinking. Walking increased 81% of participants’ creativity on the GAU, but only increased 23% of participants’ scores for the CRA. In Experiment 2, participants completed the GAU when seated and then walking, when walking and then seated, or when seated twice. Again, walking led to higher GAU scores. Moreover, when seated after walking, participants exhibited a residual creative boost. Experiment 3 generalized the prior effects to outdoor walking. Experiment 4 tested the effect of walking on creative analogy generation. Participants sat inside, walked on a treadmill inside, walked outside, or were rolled outside in a wheelchair. Walking outside produced the most novel and highest quality analogies. The effects of outdoor stimulation and walking were separable. Walking opens up the free flow of ideas, and it is a simple and robust solution to the goals of increasing creativity and increasing physical activity.

Keywords: creativity, embodied cognition, exercise
General Discussion

“Walking is an easy-to-implement strategy to increase appropriate novel idea generation. When there is a premium on generating new ideas in the workday, it should be beneficial to incorporate walks.”
Is Noise Always Bad? Exploring the Effects of Ambient Noise on Creative Cognition

RAVI MEHTA
RUI (JULIET) ZHU
AMAR CHEEMA

This paper examines how ambient noise, an important environmental variable, can affect creativity. Results from five experiments demonstrate that a moderate (70 dB) versus low (50 dB) level of ambient noise enhances performance on creative tasks and increases the buying likelihood of innovative products. A high level of noise (85 dB), on the other hand, hurts creativity. Process measures reveal that a moderate (vs. low) level of noise increases processing difficulty, inducing a higher construal level and thus promoting abstract processing, which subsequently leads to higher creativity. A high level of noise, however, reduces the extent of information processing and thus impairs creativity.

Creativity is ubiquitous in the realm of consumption. On the one hand, we as consumers engage in everyday creative behavior such as home decor, fashion, or planning meals with limited resources (Burroughs and Mick 2004; Burroughs, Moreau, and Mick 2008). On the other hand, many businesses thrive on consumers’ ability and desire to be creative. For example, consumers’ ability to understand and appreciate creative and metaphorical persuasive messages is an essential element of any successful creative advertising campaign. Similarly, consumers’ desire to be creative has a significant impact on the success of many products, including play kits (e.g., model trains, paint-by-numbers kits), how-to guides (e.g., cookbooks, landscaping; Burroughs and Moreau 2007), and home-decor items. Considering the increasing number of creative products on the market, it is not surprising that a great deal of research has explored factors that can affect consumers’ creative ability and performance, including external constraints (Moreau and Dahl 2005), involvement (Burroughs and Mick 2004), analogical thinking (Dahl and Moreau 2002), systematic training (Goldenberg, Mazursky, and Solomon 1999), and life experiences (Maddux and Galinsky 2009). However, extant research in this domain has largely ignored the impact of physical environment on an individual’s creativity (for exceptions, see Mehta and Zhu 2009; Meyers-Levy and Zhu 2007). The current study attempts to fill this gap in the literature by investigating the effects of an important environmental variable—ambient noise—on creativity.
“...a moderate level of noise leads to higher creativity than either a low or a high level of noise.”
a special note
ABOUT CHEMISTRY.
“IN THE END, THERE IS NO ONE IDEAL CONDITION FOR CREATIVITY. WHAT WORKS FOR ONE PERSON IS USELESS FOR ANOTHER. THE ONLY CRITERION IS THIS: MAKE IT EASY ON YOURSELF.”

- TWYLA THARP
six themes

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SCIENCE + CHEMISTRY MATTER.
thank you!

QUESTIONS & COMMENTS WELCOME

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