**Fostering Creative Thinking and Innovation**  
A Few Practical, Research-based Strategies  
Handout for the Keynote Workshop in Suffolk University’s  
2017 Symposium on Innovation in Teaching & Learning  
1:30-3:00 PM on 16 May 2017  

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Some common beliefs about creativity and innovation we might examine

Directions – Please mark each statement in the list below in the following way:

- If you agree with the statement, put a plus sign (+) in front of it;
- If you disagree, put a minus sign (−) in front of it; or
- If you are unsure, put a question mark (?)

<table>
<thead>
<tr>
<th>1st Response</th>
<th>2nd Response</th>
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<tr>
<td>____ 1. Talent (of the genetic sort) matters a lot in creativity</td>
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<td>____ 2. You need a high IQ to be big-C Creative</td>
<td>2. _____</td>
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<td>____ 3. Creativity and invention are one and the same thing</td>
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<tr>
<td>____ 4. Creativity and innovation are one and the same thing</td>
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<td>____ 5. How creative individuals create is still a mystery</td>
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<td>____ 6. Group brainstorming is a productive first step in innovation</td>
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<td>____ 7. Most important innovations were created by individuals working alone</td>
<td>7. _____</td>
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<td>____ 8. The more expertise you have, the more creative you are likely to be</td>
<td>8. _____</td>
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<tr>
<td>____ 9. The less expertise you have, the more creative you are likely to be</td>
<td>9. _____</td>
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<td>____ 10. Younger people (under 30) are generally more creative than older ones</td>
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<td>____ 11. The more creative you are, the more ethical you are likely to be</td>
<td>11. _____</td>
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<td>____ 12. Prizes and other incentives promote creativity and innovation</td>
<td>12. _____</td>
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<td>____ 13. Criticism inhibits creative thinking and innovation</td>
<td>13. _____</td>
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<tr>
<td>____ 14. Rules and similar constraints inhibit creative thinking and innovation</td>
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A few questions we might consider . . .

1. What do we mean by creative thinking?
2. Is there more than one “flavor” of creative thinking?
3. What “habits of mind” does creative thinking require?
4. What kinds of creative thinking do our courses promote? foster? require?
5. What kinds of creative thinking do employers want? (And should this matter?)
6. How does creative thinking relate to problem solving (PS)?
7. What kinds of “problems” require creative solutions?
8. Can we/How can we effectively teach creative thinking & PS?
9. Can we/How can we effectively assess creative thinking & PS?
10. ______________________________(your question)

Directed Paraphrasing

In 1 or 2 brief sentences, describe or define what creative thinking looks like when your students do it well – or what it would look like if they could do it well – by the end of a course you teach or program you lead.

Creative Thinking . . .

Some key terms and concepts that might be of use

- Extrinsic and intrinsic motivation
- Tolerance for ambiguity
- Deliberate practice
- Generativity
- Systematic variation
- Closure
- Simple, Complicated, Complex and Super-complex problems
- Analogies
- Algorithms
- Concept maps
- Portfolios
Applications Card

DIRECTIONS: Please take a moment to recall and list the ideas, techniques, and strategies we've discussed – and those you've thought up – to this point in the session.

| Interesting IDEAS/TECHNIQUES from this session | Some possible APPLICATIONS of those ideas/techniques to my work |

A Few Possibly Useful References on Creativity and Innovation


Space for Creative Thinking & Innovation . . .