1
00:00:00,000 --> 00:00:12,120
Hi and welcome back to a practical approach to teaching creativity.

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00:00:12,120 --> 00:00:17,520
This is our fifth and final podcast titled Making It Useful.

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00:00:17,520 --> 00:00:22,720
So this is in association with the University of Stavanger, the research project, Literary

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00:00:22,720 --> 00:00:27,400
Games in the Classroom, and research funding for literary games as innovative pedagogy.

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00:00:28,200 --> 00:00:31,000
I'm your host, Alan C. Jones.

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00:00:31,000 --> 00:00:35,000
Okay, so this is our final podcast.

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00:00:35,000 --> 00:00:42,760
In the last podcast I talked about really the meat, the heart of this project, which

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00:00:42,760 --> 00:00:49,760
is an advanced use of divergent thinking in creative writing games.

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00:00:49,760 --> 00:00:55,360
Games that take a text and interact in depth with it by playing games with it.

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00:00:55,360 --> 00:01:02,260
A lot of which involve cutting up that text, rearranging it, rethinking it, but always

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00:01:02,260 --> 00:01:07,680
through the text itself, as I talked about in that last podcast.

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00:01:07,680 --> 00:01:13,960
So once you've developed a creative space for your students, once you've developed these

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00:01:13,960 --> 00:01:18,320
divergent skills, and then once you've used them to play these creative textual games,

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00:01:18,320 --> 00:01:23,960
the question arises, how can I make this useful in a more traditional approach, as part of

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00:01:23,960 --> 00:01:27,560
a more traditional assignment?

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00:01:27,560 --> 00:01:32,200
So in this podcast, I'm just going to go over briefly some ways to think about doing that,

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00:01:32,200 --> 00:01:33,200
to start doing that.

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00:01:33,200 --> 00:01:41,840
And I think I'll mention this, but I do have work on more advanced levels of using this

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00:01:41,840 --> 00:01:45,160
in the university, but here I'll give you an idea at different levels, how you might

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00:01:45,160 --> 00:01:48,120
use this, how you might think about it.

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00:01:48,120 --> 00:01:51,040
And I would tell you, I mean, some of these things are going to be very familiar to you,

22
00:01:51,040 --> 00:01:52,040
like brainstorming.

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00:01:52,120 --> 00:01:56,240
I think what happens is people use these techniques without developing divergent thinking, so

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00:01:56,240 --> 00:01:57,880
they become kind of fluff.

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00:01:57,880 --> 00:02:00,960
It's one extra thing students kind of rush through that isn't that effective.

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00:02:00,960 --> 00:02:05,080
Oh, I have to do a brainstorming, I have to do a flow chart, I have to do a bubble map.

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00:02:05,080 --> 00:02:09,400
And then you kind of just do it quickly, and they haven't actually learned the skills necessary

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00:02:09,400 --> 00:02:11,640
to productively do that task.

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00:02:11,640 --> 00:02:17,040
So I would say, while some of these are familiar, think about seeing what happens if you teach

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00:02:17,040 --> 00:02:21,240
divergent thinking, make students aware that they're using divergent thinking and how to

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00:02:21,440 --> 00:02:27,080
use it, and then have them do some of these things and see the difference.

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00:02:27,080 --> 00:02:29,840
So the first one is brainstorming.

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00:02:29,840 --> 00:02:32,360
And this is something that was invented by a salesman.

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00:02:32,360 --> 00:02:37,000
I've forgotten his name, I should have it right here somewhere.

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00:02:37,000 --> 00:02:42,360
And we often take it for granted, but I think you'll see a difference once you actually

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00:02:42,360 --> 00:02:44,480
take on divergent thinking seriously.

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00:02:44,480 --> 00:02:50,760
But for essay assignments, reports, projects, you can scaffold that assignment.

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00:02:50,760 --> 00:02:55,200
You can create multiple steps in the process to build up the final product.

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00:02:55,200 --> 00:03:00,080
So for example, you might have a graded brainstorming stage as part of the project.

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00:03:00,080 --> 00:03:04,280
And this will open up a space for assessment-based use of divergent thinking.

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00:03:04,280 --> 00:03:08,960
It will also help students practice invention techniques that often get sidelined in the

42
00:03:08,960 --> 00:03:11,120
race for a final product.

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00:03:11,120 --> 00:03:14,720
So if you have deadlines before the final deadline, and you have a product, something

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00:03:14,720 --> 00:03:19,800
they actually turn in as a brainstorm, and that actually gets some sort of measurement.

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00:03:19,840 --> 00:03:22,760
And if it's divergent thinking, it can only be measured for fluency.

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00:03:22,760 --> 00:03:26,600
So for example, how many ideas did you come up with?

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00:03:26,600 --> 00:03:28,640
That's going to be the measure, as opposed to the quality.

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00:03:28,640 --> 00:03:34,000
Any kind of feedback on quality or choosing or judgments is going to ruin that creative space.

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00:03:34,000 --> 00:03:39,880
So recall that even if it's graded, pass, fail, even if it's graded in some way, it

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00:03:39,880 --> 00:03:44,080
can't involve judgment, or you're going to erase intrinsic motivation.

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00:03:44,080 --> 00:03:48,880
And this has been shown to really destroy, to kill creativity.

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00:03:48,960 --> 00:03:54,000
So I recommend a participatory grade on this step without any feedback, except positive

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00:03:54,000 --> 00:03:55,200
feedback on finishing.

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00:03:55,200 --> 00:03:59,560
Good job type feedback is fine, however you like to do that.

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00:03:59,560 --> 00:04:04,800
But even feedback on which ideas are best will destroy that open space necessary to

56
00:04:04,800 --> 00:04:05,800
develop divergent thinking.

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00:04:05,800 --> 00:04:09,840
And if students know that, or if they know it for next time, they'll no longer be creative.

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00:04:09,840 --> 00:04:15,420
They will try to satisfy the teacher, satisfy what you want, which is extrinsic, which means

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00:04:15,420 --> 00:04:17,980
creativity is done.

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00:04:18,080 --> 00:04:21,100
A second way to use these techniques would be in drafting.

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00:04:21,100 --> 00:04:23,340
I think brainstorming people are more familiar with.

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00:04:23,340 --> 00:04:27,620
I think it will change if you seriously develop divergent thinking and teach students what

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00:04:27,620 --> 00:04:31,780
creative mind, I use the term creative mind with students, what that is and how they're

64
00:04:31,780 --> 00:04:33,380
using it, when they're using it.

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00:04:33,380 --> 00:04:34,740
It will change that.

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00:04:34,740 --> 00:04:35,740
They'll take it more seriously.

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00:04:35,740 --> 00:04:38,540
They'll take it on seriously as a step.

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00:04:38,540 --> 00:04:44,260
If you link it to assessment as a stage without feedback, that's one way to make students

69
00:04:44,260 --> 00:04:48,260
take it on seriously and actually develop their creative thinking as opposed to just

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00:04:48,260 --> 00:04:51,260
trying to write the final essay as fast as they can.

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00:04:51,260 --> 00:04:57,420
But then in drafting, drafting is something that we're all familiar with.

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00:04:57,420 --> 00:05:02,740
And so I would say brainstorming is a simple way to incorporate these skills, or a familiar

73
00:05:02,740 --> 00:05:03,740
way.

74
00:05:03,740 --> 00:05:04,740
I don't think it's simple.

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00:05:04,740 --> 00:05:08,500
It's a familiar way to incorporate these skills and mindsets into traditional assignments.

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00:05:08,500 --> 00:05:11,960
But divergent thinking can also be used in drafting.

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00:05:11,960 --> 00:05:15,560
So one way to think about this is the word remediation.

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00:05:15,560 --> 00:05:19,840
This is just a fancy word that means taking something and building it again in a different

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00:05:19,840 --> 00:05:21,680
media, a different medium.

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00:05:21,680 --> 00:05:26,640
So if you have a paragraph on a topic, let's say, okay, I'm interested in politics in the

81
00:05:26,640 --> 00:05:30,940
US or whatever, you then make some other media.

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00:05:30,940 --> 00:05:35,600
So for example, you might make a short video or a short little audio clip or podcast, or

83
00:05:35,600 --> 00:05:40,160
you might design some sort of animation or make a 3D room out of it.

84
00:05:40,160 --> 00:05:42,760
Or you might write a silly little song or a riddle.

85
00:05:42,760 --> 00:05:48,680
So you can take the same content and move it into some other form or medium.

86
00:05:48,680 --> 00:05:53,160
This represents divergent thinking because it asks you to take multiple approaches to

87
00:05:53,160 --> 00:05:54,840
the same thing.

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00:05:54,840 --> 00:05:59,360
So for example, some things that I've done is once students have chosen an idea, they've

89
00:05:59,360 --> 00:06:03,360
gone through the divergent stage of brainstorming, coming up with ideas, then they've chosen

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00:06:03,360 --> 00:06:04,360
one.

91
00:06:04,360 --> 00:06:05,360
So they've gone to convergent thinking.

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00:06:05,360 --> 00:06:08,800
They've started to go to critical, logical, directed thinking.

93
00:06:08,800 --> 00:06:12,720
You might say, okay, let's stop for a moment and do some divergent work here, do some creative

94
00:06:12,720 --> 00:06:14,080
mind work here.

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00:06:14,080 --> 00:06:18,360
Take what you've chosen and remediate it, work it into another form.

96
00:06:18,360 --> 00:06:20,440
So for example, you might do a verbal remediation.

97
00:06:20,440 --> 00:06:23,840
So you have them verbalize their ideas.

98
00:06:23,840 --> 00:06:26,040
And I typically do this paired with something physical.

99
00:06:26,040 --> 00:06:27,440
So they also embody the idea.

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00:06:27,440 --> 00:06:30,880
And this just helps people think in different ways, helps access different parts of their

101
00:06:30,880 --> 00:06:32,440
mind.

102
00:06:32,440 --> 00:06:35,100
So I would have students, I call it the presidential walk.

103
00:06:35,460 --> 00:06:38,980
And students had a partner and they had to try to keep that person's attention as they

104
00:06:38,980 --> 00:06:43,220
walked around the quad as they were talking, as if you were walking next to the president

105
00:06:43,220 --> 00:06:44,220
of the United States.

106
00:06:44,220 --> 00:06:46,100
This was in the US, could be the prime minister.

107
00:06:46,100 --> 00:06:50,460
You're talking, trying to keep them interested as they walk because they're a very busy person.

108
00:06:50,460 --> 00:06:51,740
And then you switch.

109
00:06:51,740 --> 00:06:53,380
And that just gives you the same exact idea.

110
00:06:53,380 --> 00:06:54,380
They don't change the idea.

111
00:06:54,380 --> 00:06:58,020
They simply do it again, another approach.

112
00:06:58,020 --> 00:07:02,580
And so in some ways, rather than producing new ideas, you're producing, you're using

113
00:07:02,580 --> 00:07:08,540
divergent thinking and a divergent approach in terms of creating different ways into the

114
00:07:08,540 --> 00:07:09,540
idea.

115
00:07:09,540 --> 00:07:11,420
So, for example, you could have them create an image.

116
00:07:11,420 --> 00:07:16,220
This could be something like a flow chart, could be a graph, it could be a drawing.

117
00:07:16,220 --> 00:07:17,220
You could have them produce a song.

118
00:07:17,220 --> 00:07:21,580
Well, they could make a recording, you know, they could make like a podcast.

119
00:07:21,580 --> 00:07:24,940
Remember that the key here, if you're using divergent thinking, is to value the process

120
00:07:24,940 --> 00:07:28,720
and its openness rather than the final product.

121
00:07:28,720 --> 00:07:32,680
This might be challenging if you say you're going to make a podcast.

122

00:07:32,680 --> 00:07:34,920
That word sounds very serious.

123
00:07:34,920 --> 00:07:39,720
But if you say, hey, you're going to write a little song, something sort of light, almost,

124
00:07:39,720 --> 00:07:42,600
you know, you can use the word silly as long as you, if they know what divergent thinking

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00:07:42,600 --> 00:07:47,920
is, you say the mindset is light, it's playful, but it's serious play.

126
00:07:47,920 --> 00:07:52,800
This opens up this non-serious space where they can actually be more productive in terms

127
00:07:52,800 --> 00:07:55,000
of divergent thinking.

128
00:07:55,000 --> 00:07:58,960
So take note here, in a divergent thinking approach, you would not think of these as

129
00:07:58,960 --> 00:08:02,600
final products.

130
00:08:02,600 --> 00:08:05,680
Oftentimes people will say, okay, once you've finished your essay, then you can do something

131
00:08:05,680 --> 00:08:06,680
extra, creative.

132
00:08:06,680 --> 00:08:08,360
And it's kind of a throwaway.

133
00:08:08,360 --> 00:08:11,000
You say, ah, you already have the idea, you can draw a little picture of your idea.

134
00:08:11,000 --> 00:08:12,560
That would be fun.

135
00:08:12,560 --> 00:08:15,920
And this is exactly what undermines real creative thinking.

136
00:08:15,920 --> 00:08:19,940
Instead of that, you want to make this part of the process of thinking about the topic.

137
00:08:19,940 --> 00:08:24,740
So the song or the audio recording or the conversation or the animation or whatever

138
00:08:24,740 --> 00:08:29,540
it is, it would be rough, uncut, imperfect, ungraded, right?

139
00:08:29,540 --> 00:08:31,940
Participation, participation, fine.

140
00:08:31,940 --> 00:08:34,380
But it would be set aside before moving forward with the idea.

141
00:08:34,380 --> 00:08:35,740
The idea is at the center.

142
00:08:35,740 --> 00:08:36,740
These things are peripheral.

143
00:08:36,740 --> 00:08:38,220
They're around the outside.

144
00:08:38,220 --> 00:08:43,020
You write a short limerick or a poem, you do a short clip, you explain it to a friend.

145
00:08:43,020 --> 00:08:50,380
There are ways of creating many, many approaches, a divergent set of approaches.

146
00:08:50,380 --> 00:08:56,620
Even just teaching or practicing yourself the idea of creating creative approaches as

147
00:08:56,620 --> 00:09:03,340
you go, bubble maps, audio clips, flow charts, raps, and keeping that space not artistic,

148
00:09:03,340 --> 00:09:08,820
not classically, oh, it has to be a work of art in a sense of genius, keeping it playful.

149

00:09:08,820 --> 00:09:10,620
I'm going to play around with this.

150
00:09:10,620 --> 00:09:12,900
That's going to open up this divergent space.

151
00:09:12,900 --> 00:09:13,900
We're going to come up with new ideas.

152
00:09:13,900 --> 00:09:18,220
We're going to have that light bulb moment because you've tried all these different approaches

153
00:09:18,220 --> 00:09:20,300
and kept them non-serious, kept them non-product.

154
00:09:20,300 --> 00:09:23,000
You're not looking for the final product.

155
00:09:23,000 --> 00:09:24,940
You're playing around with the idea.

156
00:09:24,940 --> 00:09:29,060
Okay, another divergent tool in drafting stages is free writing.

157
00:09:29,060 --> 00:09:33,020
So you can have a student or a writer pick out some part of what they've written.

158
00:09:33,020 --> 00:09:34,440
They've got something they're working on.

159
00:09:34,440 --> 00:09:37,900
You pick a part of it and you say, okay, you're going to free write on this.

160
00:09:37,900 --> 00:09:40,580
And you want to make sure that the process again is highlighted here.

161
00:09:41,540 --> 00:09:45,220
So the free write product doesn't matter so much as the process of taking a different

162
00:09:45,220 --> 00:09:47,980
mental angle on the information.

163
00:09:47,980 --> 00:09:53,180
This free writing has been the most productive technique in research on this kind of approach

164
00:09:53,180 --> 00:09:54,180
to writing and thinking.

165
00:09:54,180 --> 00:09:57,820
I mean, in some ways it's kind of mainstream, I guess, but I think doing it seriously with

166
00:09:57,820 --> 00:10:00,940
a divergent approach is often short shrifted.

167
00:10:00,940 --> 00:10:03,080
We often don't take it on.

168
00:10:03,080 --> 00:10:08,780
It's something that's tacked onto an assignment as opposed to taken on seriously perhaps.

169
00:10:09,780 --> 00:10:11,340
However, so think about this.

170
00:10:11,340 --> 00:10:14,580
Because many students find writing difficult, you're always going to have a population that

171
00:10:14,580 --> 00:10:16,660
find writing difficult to face.

172
00:10:16,660 --> 00:10:21,100
I suggest doing free writing orally on serious projects.

173
00:10:21,100 --> 00:10:23,860
And I suggest pairing it with a physical activity like walking.

174
00:10:23,860 --> 00:10:28,500
This really opens up students who otherwise, the specter of writing when writing is difficult

175
00:10:28,500 --> 00:10:32,540
to a student, when they've self-identified as someone who's not a writer, can be challenging.

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00:10:32,540 --> 00:10:36,900
If you verbalize it, this really helps students who aren't trained in creative thinking, who

177
00:10:36,900 --> 00:10:40,580
aren't trained in writing, who find free writing difficult.

178
00:10:40,580 --> 00:10:43,380
And you can even include technology where they record themselves talking to somebody

179
00:10:43,380 --> 00:10:49,500
as long as that can be done in a non-intrusive, non-judgmental, non-turned-in open space.

180
00:10:49,500 --> 00:10:51,460
Or if turned in, it's something that you don't listen to.

181
00:10:51,460 --> 00:10:52,700
It's something you simply check off.

182
00:10:52,700 --> 00:10:54,620
It needs to be free and open.

183
00:10:54,620 --> 00:10:58,900
Okay, another tool at a level that can become very advanced, I mean, I use it in my own

184
00:10:58,900 --> 00:11:00,940
work, is juxtaposition.

185
00:11:00,940 --> 00:11:03,740
Juxtaposition just means taking two things and sticking them together.

186
00:11:04,260 --> 00:11:09,340
You may have noticed many of the games I presented, many of these games at their heart are based

187
00:11:09,340 --> 00:11:12,980
around this technique.

188
00:11:12,980 --> 00:11:19,260
They function by pairing two ideas, two words, two things together.

189
00:11:19,260 --> 00:11:22,980
What happens when you've trained students, you've trained your writers in these techniques,

190
00:11:22,980 --> 00:11:24,900
you can start to pair them up.

191
00:11:24,900 --> 00:11:26,980
You might take, you say, okay, take what you've written.

192
00:11:26,980 --> 00:11:29,700
You've got some rough stuff, some notes.

193
00:11:29,700 --> 00:11:31,500
Like in the metaphor game, you're going to take two terms.

194
00:11:31,500 --> 00:11:33,300
You're going to select from this.

195
00:11:33,380 --> 00:11:38,340
And then rather than making a riddle, because a riddle is great for developing skills, but

196
00:11:38,340 --> 00:11:39,820
it doesn't produce a product.

197
00:11:39,820 --> 00:11:42,500
And right now, it does produce a product, but not one that's useful in a traditional

198
00:11:42,500 --> 00:11:45,340
technique, traditional assignment, excuse me.

199
00:11:45,340 --> 00:11:47,260
And so we're looking to move more towards that.

200
00:11:47,260 --> 00:11:50,940
So take two terms and then use free writing.

201
00:11:50,940 --> 00:11:54,940
And free write about each of those things, keeping in mind what you're writing about.

202
00:11:54,940 --> 00:11:58,620
So partially free, free write.

203

00:11:58,660 --> 00:12:04,020
And then use that to compare and contrast those two ideas.

204
00:12:04,020 --> 00:12:09,460
So note that all of these tasks are based on a text that students have already produced.

205
00:12:09,460 --> 00:12:10,980
You're never writing to a blank page.

206
00:12:10,980 --> 00:12:15,140
Writing to a blank page is a sure method for writer's block.

207
00:12:15,140 --> 00:12:17,300
I never have students face a blank page.

208
00:12:17,300 --> 00:12:19,340
You always want to have them facing something they've created.

209
00:12:19,340 --> 00:12:23,780
And you want to keep those early stages super divergent, super open, super free, so there's

210
00:12:23,780 --> 00:12:25,740
no worry about what they've created.

211
00:12:25,740 --> 00:12:30,060
You can only judge, you can only rate what you've done, you can only have feedback once

212
00:12:30,060 --> 00:12:31,260
you've already created it.

213
00:12:31,260 --> 00:12:34,020
It needs to be free in the beginning.

214
00:12:34,020 --> 00:12:39,300
So to keep divergent creative thinking and writing active, those early texts or early

215
00:12:39,300 --> 00:12:43,940
images or early audio pieces or animations, whatever they are, they need to be rough.

216
00:12:43,940 --> 00:12:50,660
It needs to be clearly stated, clearly shown that it's not a polished piece of work.

217
00:12:50,660 --> 00:12:51,660
It's something simple.

218
00:12:51,660 --> 00:12:52,860
So it shouldn't be developed.

219
00:12:52,980 --> 00:12:55,780
It should be something like a brainstorm or a word map.

220
00:12:55,780 --> 00:12:59,340
This will keep it in that divergent area.

221
00:12:59,340 --> 00:13:04,900
As you move to more directed writing, still remember to de-emphasize the final product

222
00:13:04,900 --> 00:13:05,900
to some degree.

223
00:13:05,900 --> 00:13:10,180
Even when the final product is graded, it's meant to be polished.

224
00:13:10,180 --> 00:13:13,860
And I don't mean de-emphasize by saying it's not important, but giving it a percentage

225
00:13:13,860 --> 00:13:14,860
of the grade.

226
00:13:14,860 --> 00:13:16,820
So 100% of the grade is not the final essay.

227
00:13:16,820 --> 00:13:21,580
If you do that, every other step will be minimized and you will not have creative development

228
00:13:21,580 --> 00:13:22,580
in your students.

229
00:13:23,300 --> 00:13:26,300
They'll rush to write something as fast as they can and then they'll worry about their

230

00:13:26,300 --> 00:13:27,300
grade.

231
00:13:27,300 --> 00:13:31,460
So, you know, of course the goal is to become, you know, typically a good writer if you're

232
00:13:31,460 --> 00:13:33,700
in school for writing, right?

233
00:13:33,700 --> 00:13:35,660
That's one of the basic skills we do in school.

234
00:13:35,660 --> 00:13:40,020
So being a good essay writer, a good writer of ideas is the goal.

235
00:13:40,020 --> 00:13:43,620
And that grade should be some percentage of the grade.

236
00:13:43,620 --> 00:13:45,140
But learning to write takes decades.

237
00:13:45,140 --> 00:13:46,340
It doesn't happen today.

238
00:13:46,340 --> 00:13:48,340
And now I sound like I'm preaching to people.

239
00:13:48,340 --> 00:13:49,580
But anyway, I'm just reminding you of this.

240
00:13:49,580 --> 00:13:50,740
You probably know this.

241
00:13:50,780 --> 00:13:56,340
So developing, you know, practically developing divergent skills and then convergent skills

242
00:13:56,340 --> 00:14:00,820
and having that be part of the process and reflected in assessment is going to build

243
00:14:00,820 --> 00:14:08,900
that path faster to real excellence than frantically just focusing on convergent thinking.

244
00:14:08,900 --> 00:14:11,620
So what I'm trying to do in this podcast, I'd say, instead of just preaching to you

245
00:14:11,620 --> 00:14:13,620
and saying, yes, we might know this, but how do you do it?

246
00:14:13,620 --> 00:14:15,920
Well, here's some practical ways to do that.

247
00:14:15,920 --> 00:14:20,180
So factoring in these steps to assessment, but keeping them open.

248
00:14:20,180 --> 00:14:22,060
So it's pass, fail, it's participation.

249
00:14:22,060 --> 00:14:23,060
You did this.

250
00:14:23,060 --> 00:14:24,060
You have the list.

251
00:14:24,060 --> 00:14:26,300
That's a way to do this.

252
00:14:26,300 --> 00:14:28,100
One note on feedback and grading.

253
00:14:28,100 --> 00:14:32,340
Feedback, this is going to sound counterintuitive, but feedback is not necessary and in fact

254
00:14:32,340 --> 00:14:37,100
should be avoided, avoided, capital letters, in divergent stages.

255
00:14:37,100 --> 00:14:38,460
Students love feedback.

256
00:14:38,460 --> 00:14:41,460
And this can be used to some extent in a sort of good job format.

257

You want to encourage students.

258
00:14:42,460 --> 00:14:44,060
You want to give them what they need to go on.

259
00:14:44,060 --> 00:14:49,940
However, to keep the drafting space divergent, it needs to be intrinsic and student driven.

260
00:14:50,700 --> 00:14:53,380
So feedback is an outside judgment, even a tiny bit, as Amabile has shown, who I talked

261
00:14:53,380 --> 00:14:58,420
about in an earlier podcast, even a tiny bit, but it stifles creativity.

262
00:14:58,420 --> 00:14:59,420
So feedback is a kind of judgment.

263
00:14:59,420 --> 00:15:04,740
If it's a kind of judgment, definitely, should only begin after that divergent space has

264
00:15:04,740 --> 00:15:09,980
moved to a closed writing practice and a draft or maybe even two drafts of the essay have

265
00:15:09,980 --> 00:15:10,980
been completed.

266
00:15:10,980 --> 00:15:14,740
Even saying this idea is better than those ideas, which we typically want, we desperately

267
00:15:14,740 --> 00:15:16,900
want to do because we can see it.

268
00:15:16,900 --> 00:15:18,780
That's something that's going to kill that creative space.

269
00:15:18,780 --> 00:15:22,860
So figuring out a way to not do that until they've gotten through the divergent stages

270
00:15:22,860 --> 00:15:26,860
and they have confidence that those are open spaces and then they've chosen and then they've

271
00:15:26,860 --> 00:15:30,700
worked on it, then that kind of feedback is useful.

272
00:15:30,700 --> 00:15:36,420
So before that, it's simply you did this or encouragement, as you know, in terms of teaching

273
00:15:36,420 --> 00:15:42,540
management, encouragement that they need, but without valuing one thing over another.

274
00:15:42,540 --> 00:15:43,540
Okay.

275
00:15:43,540 --> 00:15:44,540
Making arguments.

276
00:15:45,300 --> 00:15:51,140
So this is where at a more advanced level, I've used these techniques for about 15 years

277
00:15:51,140 --> 00:15:55,460
now in the US and now in Norway a little bit.

278
00:15:55,460 --> 00:16:00,260
But taking that metaphor game, that comparison game and using concepts at a more advanced

279
00:16:00,260 --> 00:16:04,980
level, for example, the last year of high school or university, this metaphor analogy

280
00:16:04,980 --> 00:16:08,460
game can be used to produce advanced critical thinking.

281
00:16:08,460 --> 00:16:12,500
So I don't have space to go into it now, but if you're interested, look into composition

282
00:16:12,500 --> 00:16:14,860
research or see my work and handouts on the subject.

283
00:16:14,860 --> 00:16:19,820
But basically at a higher level, writers take two concepts rather than two words and they

284

00:16:19,820 --> 00:16:21,140
compare them.

285
00:16:21,140 --> 00:16:26,580
So in essence, they play the riddle game with complex ideas and without the hidden guessing

286
00:16:26,580 --> 00:16:31,740
game dynamic, but at the heart, it's the same idea.

287
00:16:31,740 --> 00:16:35,060
And the boring word for it, which I always hated growing up, is the compare contrast

288
00:16:35,060 --> 00:16:36,060
essay.

289
00:16:36,060 --> 00:16:41,020
And I think if you teach that essay with a true divergent approach, it can be breathtaking

290
00:16:41,060 --> 00:16:44,940
in the ideas it produces, especially in the 17 plus age group.

291
00:16:44,940 --> 00:16:47,620
I haven't tried it with younger students.

292
00:16:47,620 --> 00:16:48,620
So it'd be interesting.

293
00:16:48,620 --> 00:16:55,460
I believe you can level almost anything, but this is, for me, has been successful with

294
00:16:55,460 --> 00:16:58,580
last year of high school, college students.

295
00:16:58,580 --> 00:17:00,780
So some last things before I finish up here.

296
00:17:00,780 --> 00:17:04,700
There will be skeptics if you use anything you call a quote game, especially at the university

297
00:17:04,700 --> 00:17:06,660
level, but also at high school level.

298
00:17:06,660 --> 00:17:10,020
As you get into higher grades, they'll say, okay, well, we don't have time for that.

299
00:17:10,020 --> 00:17:12,060
We need to deal with this exam that's coming up.

300
00:17:12,060 --> 00:17:16,020
These students need to become successful and go on.

301
00:17:16,020 --> 00:17:21,620
And so I've argued in these podcasts that actually creativity through divergent thinking,

302
00:17:21,620 --> 00:17:23,140
teaching these skills is very, very serious.

303
00:17:23,140 --> 00:17:26,780
In fact, it's what a lot of students need because they're getting convergent thinking

304
00:17:26,780 --> 00:17:28,100
everywhere they turn.

305
00:17:28,100 --> 00:17:32,180
And so adding this in is actually very important, but because it's framed in a way that culturally

306
00:17:32,180 --> 00:17:38,020
is not valued because of these myths about creativity and where it fits in.

307
00:17:38,020 --> 00:17:42,140
One way to talk about this is, and you can contact me if you want, but there's an essay

308
00:17:42,140 --> 00:17:46,220
written on this that I've talked about the way in which analogy, comparing these, is

309
00:17:46,220 --> 00:17:48,620
at the heart of all thinking, even scientific thinking.

310
00:17:48,620 --> 00:17:53,060
I was just reading an article about this, but the ability to compare things is really

311

00:17:53,060 --> 00:17:55,700
at the heart of advanced thinking.

312
00:17:55,700 --> 00:18:00,380
So you can go with confidence and when people say, this looks silly, you'll say, well, actually,

313
00:18:00,380 --> 00:18:01,380
it's not just silly.

314
00:18:01,380 --> 00:18:06,780
It is valuing an open space for divergent thinking to create a creative space so that

315
00:18:06,780 --> 00:18:10,860
my students become fluent in creating ideas and innovation.

316
00:18:10,860 --> 00:18:15,540
And then they move on to picking answers that are the best in their opinion or in their

317
00:18:15,540 --> 00:18:16,540
arguments.

318
00:18:16,540 --> 00:18:20,180
Okay, so that's the end of podcast five.

319
00:18:20,180 --> 00:18:23,180
Here's a summary of what I've talked about in this brief podcast.

320
00:18:23,180 --> 00:18:28,260
I chatted a little bit about ways to transition from divergent practice and writing and reading

321
00:18:28,260 --> 00:18:32,260
games to incorporating these techniques into more traditional assignments.

322
00:18:32,260 --> 00:18:35,540
Relatively brief, but I wanted to give you a sense of where to go with this.

323
00:18:35,780 --> 00:18:37,300
This is a big topic.

324
00:18:37,300 --> 00:18:41,900
Here I emphasize that building, brainstorming, and drafting into the writing process, making

325
00:18:41,900 --> 00:18:46,900
them part of the process, will allow you to grow creativity and also make these techniques

326
00:18:46,900 --> 00:18:51,180
useful in traditional assignments, more traditional assignments.

327
00:18:51,180 --> 00:18:56,820
The key here is keeping an open creative space as one of the steps and doing that by assessing

328
00:18:56,820 --> 00:19:01,540
divergent steps as pass, fail, parts of the process without feedback, other than encouragement

329
00:19:01,540 --> 00:19:03,540
and that kind of feedback.

330
00:19:03,540 --> 00:19:07,780
This is key to getting student investment, opening a creative space, and keeping the

331
00:19:07,780 --> 00:19:13,660
tasks in the realm of intrinsic motivation in those early stages.

332
00:19:13,660 --> 00:19:15,020
In later stages, it changes.

333
00:19:15,020 --> 00:19:16,020
It's more convergent.

334
00:19:16,020 --> 00:19:17,020
It's more directed.

335
00:19:17,020 --> 00:19:18,020
That's fine.

336
00:19:18,020 --> 00:19:19,300
That's part of what we do.

337
00:19:19,300 --> 00:19:25,140
But opening up a space early on, getting that seed of inspiration through these techniques

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00:19:25,140 --> 00:19:30,900
is really going to change your students, their minds, the way they work, and the final product.

339
00:19:30,940 --> 00:19:34,060
If you're interested in more ways to incorporate this, see my other work, as well as people

340
00:19:34,060 --> 00:19:35,060
working in composition.

341
00:19:35,060 --> 00:19:37,740
I'm going to leave it there.

342
00:19:37,740 --> 00:19:38,740
I hope that this is useful.

343
00:19:38,740 --> 00:19:39,740
I really tried.

344
00:19:39,740 --> 00:19:44,100
I did use some terms like divergent this and deformation and remediation, but I tried to

345
00:19:44,100 --> 00:19:45,100
explain them.

346
00:19:45,100 --> 00:19:46,660
I don't use those terms with students so much.

347
00:19:46,660 --> 00:19:49,060
I try to keep it really practical, hands-on.

348
00:19:49,060 --> 00:19:50,260
We have something we're trying to do here.

349
00:19:50,260 --> 00:19:52,300
We're trying to make it as clear as possible.

350
00:19:52,300 --> 00:19:53,300
No fancy talk.

351
00:19:53,300 --> 00:19:57,900
Let's just get down to business and try to make this creative space work for us.

352
00:19:57,900 --> 00:19:58,900
But it's up to you.

353
00:19:58,900 --> 00:20:01,060
I think students will love fancy terms.

354
00:20:01,060 --> 00:20:03,780
It just depends on your population.

355
00:20:03,780 --> 00:20:08,260
It's not the words that matter so much, the particular terms, but these ideas, these approaches,

356
00:20:08,260 --> 00:20:12,580
and making them work for your student minds, for your own mind, if you're working on this

357
00:20:12,580 --> 00:20:15,260
yourself as a writer or an artist or something.

358
00:20:15,260 --> 00:20:16,500
So this is goodbye.

359
00:20:16,500 --> 00:20:17,580
I hope this has been useful.

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00:20:17,580 --> 00:20:18,860
Feel free to contact me.

361
00:20:18,860 --> 00:20:22,860
Look out for more information, workshops, handouts, podcasts, and publications.

362
00:20:22,860 --> 00:20:28,420
This has been a podcast in association with the University of Savannah.

363
00:20:28,940 --> 00:20:30,420
I'm Alan C. Jones, signing off.

364
00:20:30,420 --> 00:20:31,420
Until we meet again.