**Chapter 12: Creativity**

**Class Activities**

**Activity 1: Brainstorming vs. Brainwriting**

Objective: To engage students in brainstorming versus brainwriting and examine their effects on creativity.

Activity: Begin by having the whole class come up with a problem that can have many solutions. Divide the class into small (3-4 person) groups. Assign half of the groups to use brainstorming and the other half to use brainwriting. Present all groups with the task of coming up with as many ideas as possible to the problem. Levi 5e describes how to use brainstorming versus brainwriting; have students refer to the reading.

Discussion: How many ideas on average did brainstorming versus brainwriting produce (redundant ideas should be omitted)? Did either technique result in more ideas than if an individual working alone?

**Activity 2: INDIVIDUAL VERSUS GROUP CREATIVITY**

Objective: To compare individual versus group creativity

Activity: Provide students with a creativity activity. Have some students carry out activity by themselves, or in a group of various sizes. Possibilities for the activity are endless; it could be to draw a logo for the university, to make something using common items (e.g., paper clips, paper towel roll, sheet of paper, pen), etc.) Provide in-class time to carry out this activity.

Discussion: Have the class vote the most “creative” product. Were groups or individuals more creative? Ask students to further discuss what may have enhanced group creativity or what may have impeded group creativity. To make this challenging, instructor may choose to offer reward (candy, extra credit) for group/individual whose work was voted as most creative. If so, a discussion regarding creativity, extrinsic rewards, and competition may be valuable.

**Activity 3: ORGANIZATIONAL CREATIVITY**

Objective: To help students realize the value of creativity in contemporary jobs/organizations.

Activity: Before the below discussion, have students search various company websites to find organizations who greatly value creativity (e.g., who include creativity as their core value, whose products necessitate creative employees, who recruit for creative individuals, etc.)

Discussion: In class, ask students to share what they find.

**Activity 4: CREATIVITY IN VIRTUAL MEETINGS**

Objective: To compare creativity in a virtual meeting to the traditional face-to-face meeting

Activity: Divide students into small (3-4) groups. Randomly assign some groups to meet with their mates face-to-face, others to meet only virtually. Instructor would have to make sure beforehand the technology is available and space allows for this activity. Provide students with a basic brainstorming activity (some good ideas are available at <http://www.glencoe.com/sec/busadmin/entre/teacher/creative/brain/act1.htm> and other websites). Arrange students so that those who are meeting only virtually are in other rooms from their group members. Provide enough time to carry out activity, depending on type of task chosen.

Discussion: After activity, engage class in a discussion to compare outcomes of those who worked face-to-face versus virtually. Which groups were more creative? What enhanced or impeded creativity within each type of group? This may also include a valuable discussion of what “creativity” means.