CREATIVITY WORKSHOP

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OUTLINE

• BACKGROUND

• COMMON TERMS & DEFINITIONS

• EXAMPLES OF TEACHING STRATEGY

• Q & A
INNOVATION

“An activity which transforms insight and technology into novel products, processes, and services creating new value for stakeholders, driving economic growth and improving standards of living” (NII 2004).
## CRITICAL VS. CREATIVE THINKING

<table>
<thead>
<tr>
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<th>CRITICAL THINKING</th>
<th>CREATIVE THINKING</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Left Brain Activity</td>
<td>Right Brain Activity</td>
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<tr>
<td>2</td>
<td><strong>Vertical – Convergent</strong> Typical Sentence, “Possibly but…”</td>
<td><strong>Lateral – Divergent</strong> Typical Sentence, “Yes and…”</td>
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<td>3</td>
<td>Seeks the Right Approach, is Analytical, and Sequential; Focuses on Obtaining the Solution Through Objective Linear Reasoning.</td>
<td>Very Flexible; Explores Different Alternatives to Change Existing Concepts, Perceptions and Status Quo.</td>
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Creativity is the act of making something new.

(Ref: Wikipedia)
BRAINSTORMING
An Idea Generation Approach

• Group activity
• Keep an open mind
• No criticism
• No discussion
• Let your imagination roll
• Avoid mental and emotional blocks
• Positive attitude

Or else

Brainstorming ---> Braindrizzle ---> Braindraught
OSBORN'S CHECKLIST
for Adding New Ideas

- **Adapt?** Is there anything else like this? Other uses?
- **Modify?** Alter the color, sound, shape, angle, etc.?
- **Magnify?** Can anything be added, height, length, strength?
  Can it be duplicated, multiplied or exaggerated?
- **Minify?** Can anything be taken away? Made smaller?
  Lowered? Shortened? Lightened? Omitted?
- **Substitute?** Different ingredients used? Other material?
  Other processes? Other approach?
- **Rearrange?** Swap components? Alter the pattern, sequence or
  layout? Change the pace or schedule?
- **Reverse?** Opposites? Backwards? Reverse roles?
  Change shoes? Turn tables? Turn other cheek?
- **Combine?** Combine units, purposes, appeals or ideas?
  A blend, alloy, or an ensemble?
Problem Statement

HOW COULD THE RULES OF BASKETBALL BE CHANGED SO THAT PLAYERS UNDER 5’8” TALL MIGHT BE MORE COMPETITIVE?
BASKETBALL EXAMPLE

• Tall players are **not allowed** to: block, rebound, dribble, jump, look at the basket, use the backboard,…
  – They must wear uniforms with itching powder, carry a sack of potatoes on their backs, wear weighted shoes,

• **Short players are allowed:** to foul, 3-point line closer, baskets count for more points, platform shoes, lower basket
  – Short players should just get over it and play soccer
OSBORN'S CHECKLIST
Applied to Basketball Example

- **Adapt?** Change the rules of the game
- **Modify?** Alter the court, ball, uniforms
- **Magnify?** Increase short player’s height by using platform shoes
- **Minify?** Shorten 3-point line for small players
- **Substitute?** Change the ball
- **Rearrange?** Change the pace or schedule
- **Reverse?** Make scores inversely proportional to height
- **Combine?** Combine various features from this list
QUESTIONS?

COMMENTS?