

# SEMINAR ON MORALS AND SOCIAL BEHAVIOR: THE SIGNIFICANCE OF CREATIVITY IN OUR LIVES

“The encouragement of creativity from an early age is one of the best guarantees of growth in a healthy environment of self-esteem and mutual respect—critical ingredients for building a culture of peace.”

(UNESCO)

## 1. TOPIC DESCRIPTION

Creativity plays a vital role in our everyday lives and our society as a whole. We need creativity to overcome obstacles, to adapt to change and to find our own way to cope with a huge variety of situations. Creativity as a new and appropriate solution to a problem is indispensable for a society to further advance (e.g. think about new medicine, technologies, scientific theories, policies). Besides, embracing and practicing creativity can increase emotional and physical health. There also exists evidence that creativity plays an important role in ethical reasoning and decision making. For business and research alike, creativity is an essential feature to uncover new knowledge, create innovations and break new ground. According to a global CEO study from IBM that interviewed over 1500 corporate heads and public sector leaders, creativity is the most important leadership quality for CEOs. In this seminar, we think about the importance and meaning of creativity to develop exciting research ideas in this field.

## 2. SCOPE OF THE SEMINAR

During the seminar, students develop their own research idea about or including aspects of creativity. Using their own creative abilities, students design an economic experimental or field study that answers their research question.

Important: We do not assign or provide pre-developed topics in this seminar! Finding a topic and your own research idea is substantial to this seminar.

We expect from you a strong interest for experimental economics, active participation and self-dependence as well as the will to use your creativity, enthusiasm and curiosity in order to develop your own research idea. Prior knowledge about experimental economics is very helpful (e.g. successful completion of the lecture “Economics and Behavior” at our chair).

The seminar starts with an introductory meeting on Thursday, April 19 at 11:30 am in building 05.20 room 1C-02. Ideas for experiments or field studies will be presented in a block event on Friday, June 29 in building 05.20 room 1C-02. Each

presentation should last max. 20 minutes. Full attendance in both meetings is required for successful participation in the seminar! Seminar papers of 8 – 10 pages are to be handed in by August 20.

For bachelor students grades will be based on the quality of presentations in the seminar (50%) and the seminar paper (50%). Master students additionally have to hand in two abstracts with their paper. Their grades will be based on the quality of presentations in the seminar (40%), the seminar paper (40%) and the two abstracts (20%) – one with a maximum length of 100 words and one with a maximum length of 150 words.

Both Bachelor and Master students can improve their grades by 0.3 for good and constructive discussion contributions or by 0.7 for excellent and constructive discussion contributions.

Application will be possible via the centralized platform until March 12, 2018. Please note that we will ask you for a brief description of the topic and research question you are interested in to ensure a well-balanced variety in the seminar. For further questions, please contact Jannis Engel ([jannis.engel@kit.edu](mailto:jannis.engel@kit.edu)).



### 3. SOURCES OF INSPIRATION

#### A. Creativity and Incentives

- Kreps, D. M. (1997). Intrinsic motivation and extrinsic incentives. *The American Economic Review*, 359-364.
- Charness, G., & Grieco, D. (2014). Creativity and Financial Incentives.
- Bradler, C. (2015). How creative are you? An experimental study on self-selection in a competitive incentive scheme for creative performance (No. 15-021). ZEW Discussion Papers.
- Pink, D. (2009). The surprising science of motivation. Talk on TED. com, [http://www.ted.com/talks/lang/eng/dan\\_pink\\_on\\_motivation.html](http://www.ted.com/talks/lang/eng/dan_pink_on_motivation.html).

#### B. Creativity, personality, intelligence and health

- Barron, F., & Harrington, D. M. (1981). Creativity, intelligence, and personality. *Annual review of psychology*, 32(1), 439-476.
- Gino, F., & Ariely, D. (2012). The dark side of creativity: original thinkers can be more dishonest. *Journal of personality and social psychology*, 102(3), 445.

#### C. Development of creativity and creativity in children and young adults

- DeAngelis, T. (2014). The latest research on creativity and the arts. *American Psychological Association*, Vol. 45, No.6, page 58.  
(e.g. on “Drawing improves children’s moods by helping distract them.”, “Acting classes may help people avoid unhealthy emotional behaviors and adopt healthy ones.”, or “Happiness and creativity go hand in hand.”)
- Galenson, D. W. (2004). *A portrait of the artist as a very young or very old innovator: Creativity at the extremes of the life cycle*. National Bureau of Economic Research.

#### D. Measuring creativity

Tests to measure creativity are often divided into three categories: divergent thinking tests, self-assessments, and artistic assessments.

Two common tests are the Guilford’s Test of Divergent Thinking (Alternative Uses Task) and the Torrance’s Tests of Creative Thinking (TTCT, verbal or figural). Of course, more tests do exist and we highly encourage you to think about further ways to measure and elicit creativity. Howard E. Gruber for example highly criticizes traditional approaches when it comes to measuring creativity: “Averaging across subjects blurs our view of exactly that which we want to study.”