

# CREATIVITY: 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 introductory meeting will take place on 21 April 2016. The meeting for midterm presentations will take place on 20 June 2016. Full attendance in both meetings is required for successful participation in the seminar!

Students may work in teams of two or individually. Seminar papers of 8-10 pages have to be handed in by 15 August 2016. Master students have to include two abstracts of different length: one with 70-100 words, one with 120-150 words. Midterm presentations of max. 20 minutes followed by a short discussion will allow you to give and get feedback concerning the research ideas and study designs. The feedback you give will be included in your grading. Grading consists of the seminar paper (50%) and your midterm presentation plus discussion (50%).

Application will be possible via the centralized platform until 29 February 2016. 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 Leonie Fütterer ([leonie.fuetterer@kit.edu](mailto:leonie.fuetterer@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, WP.
- 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 onTED. 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.”