Journal of Creative Behavior:

The year 1999 in summary

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JOURNAL OF CREATIVE BEHAVIOR:

THE YEAR 1999 IN SUMMARY

Patricia L. Moynihan

Organizing and Disseminating Knowledge about Creativity: Themes in the 1999 *Journal of Creative Behavior*

Patricia L. Moynihan

Submitted in Partial Fulfillment of the Requirements for the Degree of

Master of Science

May 2001

**State University of New York
Buffalo State
Center for Studies in Creativity**

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_____
Patricia L. Moynihan, Candidate

Date of Approval:

_____   _____
Mary C. Murdock, Ed.D., Advisor
The Center for Studies in Creativity

Abstract of Project

Organizing and Disseminating Knowledge about Creativity: Themes in the 1999

Journal of Creative Behavior

This Master's project contains a content analysis of articles from the *Journal of Creative Behavior*, 1999. This effort is one piece of a larger, long-term initiative to organize and synthesize the creativity journal literature (Bowman-Jones, 1999; Donaldson, 1999; Ezrin, 1999; Carroll, 2000). To analyze and report on themes, this project continued to use the Runco and Feist, 1993 schema which contained categories created to analyze trends and themes over 25 years of the *Journal of Creative Behavior*. Data were collected in five domains: Structural Characteristics, Authorship Patterns, Methods, Populations, and Issues in Title and focus.

Data were collected from the *Journal of Creative Behavior* calendar year 1999 and tabulated for comparison with data from other journal years. This project contains charts to represent various themes that appear in the journal for the year 1999 as well as compare data to 1998 calendar year. It also contains a

discussion of key personal learning implications and significance of the project.

A qualitative analysis of *Journal of Creative Behavior* for the calendar year 1999 yielded the following:

- A total of 16 articles or an average of four per issue, with an average length of 17.375 per article and 36.125 references; and a predominance of male authors and single-authorships.
- Data from research methods shows an equal number of empirical and non-empirical studies: eight each.
- The most prevalent topic in the domain of issues in Title and Focus were Social/Environmental Influences of Creativity in four out of 20 focus areas.

Dedication

To all of my students: past, present, and future. May each of you
learn and be inspired by the power of creativity.

Acknowledgements

To Dr. Mary Murdock, my advisor, for giving me the confidence in myself to complete this endeavor. Her support and encouragement are greatly appreciated.

To Linda Bowman-Jones, Hugh Carroll, Judith Donaldson and Sandra Ezrin who helped define the framework for this project.

To Russell Wheeler, for being a great friend through this Master's Program.

To the entire faculty at the Center for Studies in Creativity. Thank you for believing in the power of creativity.

To Mary Mueller, my aunt and my friend. Without her skills in editing and word processing, I would have been lost. Thank you for helping me see the light at the end of the tunnel.

To my husband for always believing in me.

To my entire family, especially my mom, Donna Gauthier, who has always been my biggest fan and greatest supporter.

Table of Contents

List of Figures

List of Tables

Section One: The Project

Background

The initial work originated with Donaldson (1999), Ezrin (1999) and Bowman-Jones (1999) with an analysis of the 1998 volumes of *Creative Research Journal, Creativity and Innovation Management*, and the *Journal of Creative Behavior*, respectively. In 1999, the Center for Research in Creativity at Buffalo State College began a five-year commitment to gather and analyze data from these three professional journals (Murdock, 1999).

Their work was followed by Carroll (2000) that, along with this project, continues to analyze and interpret data from the journal literature. The work was a sequel to Feist and Runco's work (1993) that provided a synthesis of 23 years worth of articles from the *Journal of Creative Behavior*. The schema set forth by Feist and Runco has been consistent throughout these initiatives. The schema is outlined in Section Four, Appendix A.

Project Rationale, Questions and Significance

Project Rationale

The Center for Studies in Creativity is conducting an on-going research project to review the journal literature for a five-year period.

The purpose of this project was to increase awareness of the content and themes in creativity journals and to provide a process model for synthesizing journal literature by following up on the *Journal of Creative Behavior* for 1999.

Project Questions

The questions that guided this project were:

• What are the themes in content and method in the *Journal of Creative Behavior* calendar year 1999?

• What types and kinds of material appear in the journal?

• What are the implications of this information for the development of the domain of creativity?

• What are the similarities and differences in the content?

• How might this process model be further advanced?

Project Significance

Recent work at the Center for Studies in Creativity (Bowman-Jones, 1999; Donaldson, 1999; Ezrin, 1999; Carroll, 2000) addressed the importance of synthesizing the journal literature on a regular basis. These authors responded to earlier concerns of creativity professionals about the repetitiveness and seemingly disconnected historical approach to prior creativity research and work (Isaksen & Murdock, 1993; Raina, 1993; Stein 1993). The analysis was done to increase awareness in the field of creativity of the work that has currently been done in order to prevent repetitive research and to promote development in the emerging discipline of creativity.

Section Two: The Results

This section contains the results of the content analysis of the 1999 *Journal of Creative Behavior (JCB)* issues. The *Journal of Creative Behavior* is a thirty-three-year-old publication whose primary mission is to offer current information in creativity, innovation and problem solving with an interdisciplinary approach. It is a refereed journal that is open to both established and new authors. *JCB* has a worldwide distribution and is recognized in the field for its wide variety of articles. (*JCB*, 1999).

In order to obtain these themes, the framework that Feist, G., & Runco, M., used in their 1993 article, *Trends in the Creative Literature: An Analysis of Research in the Journal of Creative Behavior (*1967-1989), which analyzes twenty-five years of the *JCB* literature was adapted.

The schema set forth by Feist and Runco allowed for constant summarization of all literature in the field of creativity. The use of this framework also allowed for some interesting comparisons between their work and the current analysis. There were five domains across which data from the articles were collected: ***Structural Characteristics, Patterns of Authorship, Research Methods, Populations***, and ***Issues in Title & Focus.***

Structural Characteristics

Structural Characteristics contained the number of articles per issue, length of an article and the total number of references per article. References were also sorted by dates: recent (five years or less) and classic (twenty-five years or older).

There were 16 articles for the year 1999, with a total of 278 pages or an average number of pages 17.375 pages per article. *JCB* had 16 articles in the 1998 volume, 263 pages or an average of 16.4375 pages per article showing slight increase in length of articles (See Figures 1A & 1B).

Figure 1A: Number of Pages Per Article – *JCB*

20%

54%

26%

Present - 1994-99
Classic 1974-Earlier
Other-1975-1993
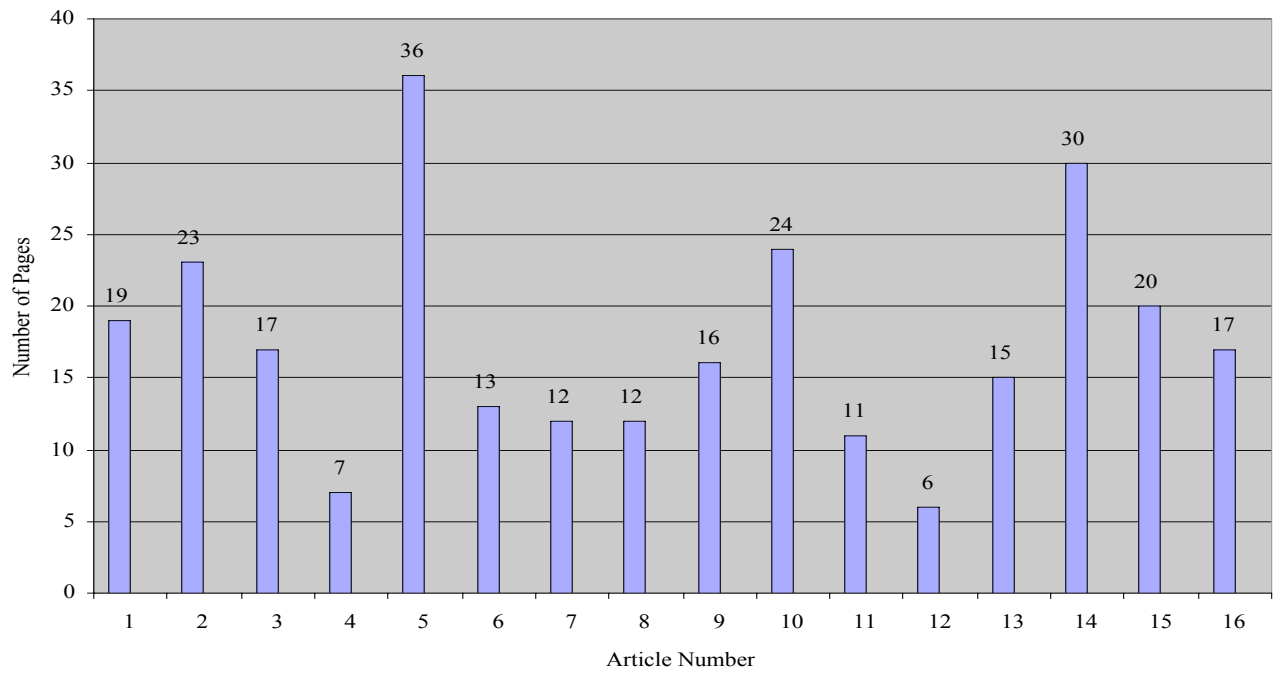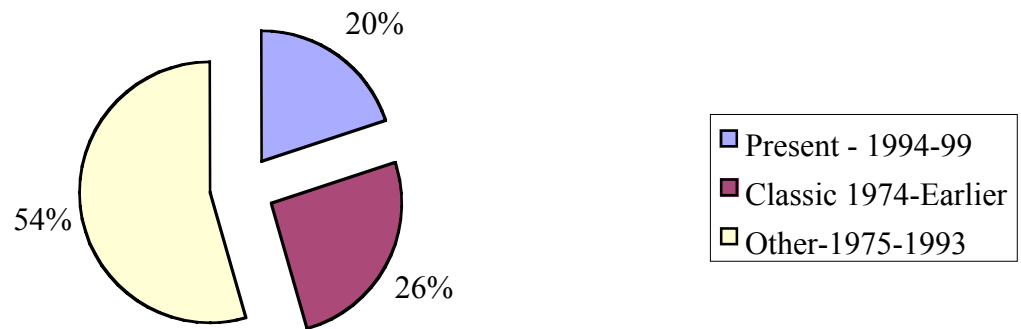
Figure 1B: References Sorted by Date – *JCB* 1999

The total number of references for the year 1999 was 578 or an average of 36.125 per article, as compared to last year's 505 or an average of 31.5625. Recent references for this calendar year totaled 115 or 20% as compared with 177 or 35% the prior year. The classic references totaled 148 for 1999 or 26% compared with 73 or 16% (See Table 2).

The most dramatic change within the structural characteristics seemed to be with the recent (down 15%) and classic references (up 10%. This difference may very well be due to a change in the nature and focus of articles. It may also be due to the focus and studies of the authors.

Table 2: Structural Characteristics Comparison for 1998-99

Structural Characteristics	1998	1999
Number of Articles	16	16
Number of Pages	263 (16.4375)	278 (17.375)
Total References	505 (31.5625	578 (36.125)
Recent	177 (35%)	115 (20%)
Classic	73 (16%)	148 (26%)

Authorship Patterns

Authorship Patterns referred to the number of authors and their gender. The articles were authored by a total of 31 people as compared to 23 people in 1998. There were five female authors and 26 male authors. In 1998, four authors were female and 18 male. For multiple authored articles, in both 1998 and 1999, no females were identified as first author; while in 1999, four males were first author and two males were first author the previous year. The predominance of male authors and single authorship are interesting (See Table 3). Are females in the field attempting to be published in this journal?

Table 3: Authorship Patterns

Authorship Patterns	1998	1999
Number of Authors per Article	1.4375 total 23	1.9375 total 31
Number of Female Authors	4	5
Number of Male Authors	18	26
Number of Female First	0	0
Number of Male First	2	4
Undetermined Gender	1	0

Methods

Methods referred to two broad categories, *empirical* and *non-empirical*, further broken down into sub-categories. In examining methods used, empirical and non-empirical studies were evenly distributed with eight articles each. An empirical study has explicit or implicit methods used such as subjects, instruments and procedures. A non-empirical study does not report original empirical data (Feist & Runco, 1993).

Within the empirical studies, four studies used multi-method studies, which implemented more than one instrument of measurement. Two studies applied the use of questionnaires, which is a decrease from 1998 in which five studies used questionnaires as a testing instrument. One study conducted used laboratory test and one used a test instrument, both of which were not used in the previous year's studies.   Quantitative and qualitative studies were split at four each, which the previous year had six quantitative studies and three qualitative ones.

Non-empirical methods included the sub-categories of descriptive/review which included six articles; prescriptive which included one article; technique which was absent from the year, and theoretical which included one article. In 1993, Runco and Feist noted that empirical articles were outnumbered by non-empirical articles by 3 to 1. This trend was not evident in 1999, or in the previous year. It will be interesting to see if a trend is occurring to keep a balance between empirical and non-empirical methods (See Table 4).

Table 4: Methods Used in Studies, 1998 & 1999

Methods	1998	1999
Empirical Methods	10	8
Laboratory	0	1
Tests	0	1
Questionnaire	5	2
Interview	2	0
Field	3	0
Longitudinal	0	0
Archival	3	0
Meta-analytic	0	0
Quantitative	6	4
Qualitative	3	4
Analysis and use of computer technology	1	0
Multi-Method	3	4
Non-empirical Methods	6	8
Descriptive/review	5	6
Prescriptive	3	1
Technique	1	0
Theoretical	1	1

Populations Studied

Populations Studied refers to groups of people studied in empirical articles only (See Table 5). University students were studied in four out of the eight empirical studies for *JCB*, 1999. One study used students in grades six through eight, one empirical study utilized students in grades nine through twelve, and one study was done with adult educators. Of note was that in the 1998 calendar year, no university students were studied in empirical studies compared to four in 1999 and four studies with middle school age children in grades six through eight were published in 1998 as opposed to one in 1999. Creative occupations received much less attention.

In both 1998 and 1999, some populations were neglected completely. Children

under six year old were not represented in any studies along with the general population

of adults, artists, scientists and engineers and adults which do not fit in any other

category. More focus must be put on areas that are neglected in multiple years.

Table 5: Populations Studied

Populations	1998	1999
Under 6 years old	0	0
Grades 1 through 5	1	0
Grades 6 through 8	4	1
Grades 9 through 12	0	1
University Students	0	4
Adults, general population	0	0
Artists	0	0
Scientists & Engineers	0	0
Business people	0	1
Creative Occupations	3	0
Adult Educators	2	1
Other adults	0	0

Issues in Title and Focus

Issues in Title and Focus referred to sorting the articles as to their main theme or

focus. From the 16 articles in 1999, nine topic themes were used out of a possible 32

categories (See Table 6). This is an adaptation to Feist and Runco's (1993) study with 31

categories. The category of Computer Technology was added by Bowman-Jones (1999).

The importance of this topic was again apparent with computer technology being the

focus of two articles.

Social/Environmental influences of creativity rank the highest with four articles in

this issue; three articles addressed the same issue and focus in 1998.

Motivation/Source/Origin, which deals with motivational (drive) components of

creativity or the source or origin of creativity, had three articles in this focus. This was a

drop from eight the previous year. *Enhancement of Creativity, Cross-cultural*

Differences and *Computer Technology* all were issues in title and focus on two occasions.

Education and Creative Behavior also dropped considerably from 1998 to 1999.

Education dropped from five articles in 1998 to one article in 1999. *Creative Behavior*

had eight articles in title and focus in 1998 and dropped to two articles in 1999.

Table 6: Issues in Title & Focus 1998 & 1999

Issues in Title & Focus	1998	1999
Art/Artistic	2	1
Brainstorming	2	0
Business/Management	1	1
Computer Technology	2	2
Creative Behavior	8	2
Creative Product	1	0
Cross cultural Differences	1	2
Developmental Processes	0	0
Education	5	1
Emotion	0	0
Enhancement of Creativity	3	2
Freewill/Will	0	0
Gender Differences	1	0
Giftedness	1	0
Humor	0	0
Imagery/Visualization/Dreams	1	0
Intelligence and Creativity	0	0
Intuition A. thought processes that involve intuition A. deals with nature of intuition and its role in creativity	0	0
Leadership	2	0
Mental Health	0	0
Motivation/Source/Origin	8	3
Neurobiological	0	0
Personality	3	0
Potential	3	0
Problem Solving/Incubation	1	0
Psychic/Futuristic	0	0
Science/Scientific	2	0
Social/Environmental Influences of Creativity	3	4
Synthetic/Divergent Thinking	1	0
Testing/Measurement	1	0
Therapy	0	0

Feist and Runco (1993) identified in their coding criteria for Issues in *Title and Focus*, that each article to be coded on its explicit title and its main focus sometimes this will mean each article can be rated twice, or sometimes once. It is imperative that good judgment is used to avoid over-categorizing *Issues in Title and Focus*. In 1999, 18 *Issues in Title and Focus* were identified compared to 1998, which yielded 52.

Computer Technology has been identified as a tool from which those in creativity research can learn. Computers are now being used to brainstorm, and diverge and converge. The use of computers within the subject of creativity seems to be receiving more and more attention. The two articles in which the *Issue in Title and Focus* hit on computers show the use of computer technology in creativity. In this, the beginning of the twenty-first century, computer technology must be acknowledged as having its place in the field of creativity.

Section III: Taking It Forward

This section contains only key learnings with respect to process and content along with a list of recommendations that may guide future work in the field of creativity.

Process Learnings
- How to do qualitative research.

- How to synthesize information.

- How to organize raw data into usable form.

- How to distribute a big piece of work over time so that it becomes manageable.

- How to read and interpret empirical studies.

- How to use information learned in various classes to complete project.

- How to self-motivate to complete task.

- How to utilize others help to edit, type, and organize.

- How to manage stress.

- How to present data and findings in the most effective way.

Content Learnings
- Became intimately knowledgeable about the 1999 *JCB*.

- How the journals in the field compare to one another.

- Gained understanding of the need for balance in theory and practice in individual journal articles.

- How computer technology is being used in a variety of ways in the field of creativity.

- Lack of female authors/co-authors in *JCB*.

- Learned to become critical of what is published.

- The references seem to be focusing more on material published in the 1980's and early 1990's

- University students are very popular for research, along with middle school children.

- There is much to be done in the work of creativity.

<u>Recommendations</u>

- This project is important and it is a long-term effort. The goal is to continue its work for the next three years. So much of the structure is in place already. Begin with the projects completed before yours.

- Begin by reading and completing abstracts of articles with your journal year.

- Once you have begun this project, do not put it away, stay with it.

- Work within a timeline.

- Be forgiving of yourself if you miss deadlines.

- Stick with it, use charts and spreadsheets to stay organized.

- Revisit Feist & Runco's article often.

- Enjoy the content of the journal – you will be an expert on the content within.

- Stay true to the original schema introduced by Feist & Runco's article.

References

Bowman-Jones, L.C. (1999). *Current themes in creativity journal literature.*
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Feist, G.J. & Runco, M.A. (1993). *Trends in the creativity literature: An analysis*
of research in the journal of creative behavior (1967-1989). Creativity Research
Journal, 6(3), 271-286.

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Murdock, M.C. (1999). *CRS Project/Thesis Menu Topics.* CRS 590 class handout, Buffalo State College, Center for Studies in Creativity, Buffalo, N.Y.

APPENDIX A: CONCEPT PAPER

<div style="border:1px solid black; background:#cccccc; padding:10px;">

Organizing and Disseminating Knowledge about Creativity: Themes in the 1999
Journal of Creative Behavior
Initiative:

Identifying and Studying the Existing Infrastructure and Characteristics of Community In the Field.

</div>

Project/Thesis Title: *Journal of Creative Behavior*, the Year 1999 in Summary

Rationale and Questions

The purpose of this project was to increase awareness of the content and themes in creativity journals and to continue to follow a process model for synthesizing journal literature. The questions that will guide this project are:

- What are the themes in content and method in the Journal of Creative Behavior?
- What types and kinds of materials appear in the journal?
- What are the implications of this information for the development of the domain of creativity?
- What are the similarities and differences in the content?

<u>Statement of Significance</u>

Recent work at the Center for Studies in Creativity (Bowman-Jones, 1999; Donaldson, 1999; Ezrin, 1999) addressed the importance of synthesizing the journal literature on a regular basis. These authors responded to earlier concerns of creativity professionals about the repetitiveness and seemingly disconnected historical approach to prior creativity research and work (Isaksen & Murdock, 1993; Raina, 1993; Stein, 1993). The analysis was done to increase awareness in the field of creativity of the work that has currently been done in order to prevent repetitive research and to promote development in the emerging discipline of creativity.

<u>Description of the Method or Process</u>

The project will use qualitative analysis to examine journal themes in *The Journal of Creative Behavior* (*JCB*). I will examine carefully the 1999 issues of the journal. The project will follow these five basic steps: (1) Become familiar with the Runco and Feist (1993) framework and approach for analyzing the literature, (2) collect and read all journal material published in *The Journal of Creative Behavior* in the calendar year 1999, (3) analyze the 1999 material according to the Runco & Feist categories, (4) make changes, additions, modifications or adjustments to their schema as needed, or dictated by, the data, (5) prepare a full project report that includes data organized in such a way that it is suitable for publication.

Learning Goals
- How to master new software programs to generate data (such as graphs).
- How to stay organized.
- How to become comfortable with a variety of article topics.
- How to do qualitative research.
- How to synthesize information.
- How to become knowledgeable about *The Journal of Creative Behavior*.
- How to complete project in a timely fashion.
- How to keep project within a manageable framework.
- How to gain a deep understanding of Runco & Feist's original research titled: *Trends in the creative literature, Creative Research Journal,* 6(3), 271-286(1993).

Timeline
March-April: Work on concept paper.
May**:** Approval of concept paper.
May-July: Reading/identifying key topics, trends and themes.
August-October**:** Writing begins, as well as recording data, analyzing data and continue collaboration with advisor, Dr. Murdock.
November 1: Final submission of project write-up for review.
November 15: Submission of Executive Summary and final write-up.

Principal Investigators
Advisor: Mary C. Murdock, Ph.D. Collaborator: Patricia L. Moynihan

Related Literature

Bowman Jones, L.C. (1999). *Current themes in the creativity journal literature*.

Unpublished Master's Project, State University College at Buffalo, Buffalo, N.Y.

Donaldson, J.E. (1999). *Current themes in the creativity journal literature*.

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Research Journal.6(3), 271-286.

Isaksen, S.G. & Murdock, M.C. (1993*). The emergence of a discipline: Issues*

and approaches to the study of creativity. In S.G. Isaksen, M.C. Murdock, R.I. Firestein,

D.J. Treffinger (Eds.), *Understanding and recognizing creativity: The emergence of a*

discipline. (pp. 13-47). Norwood, N.J.: Ablex.

Murdock, M.C. (1999). *CRS Project/Thesis Menu Topics. CRS* 590 class

handout, Buffalo State College, Center for Studies in Creativity, Buffalo, N.Y.

APPENDIX B: DEFINITIONS AND CODING CRITERIA

[From Feist and Runco (1993); Bowman (1999).]

APPENDIX C: DATA CHARTS

Figure 1A - Number of Pages Per Article - JCB

**Figure 1B**
References Sorted by Date - *JCB* 1999

■ Present - 1994-99
■ Classic 1974-Earlier
□ Other-1975-1993
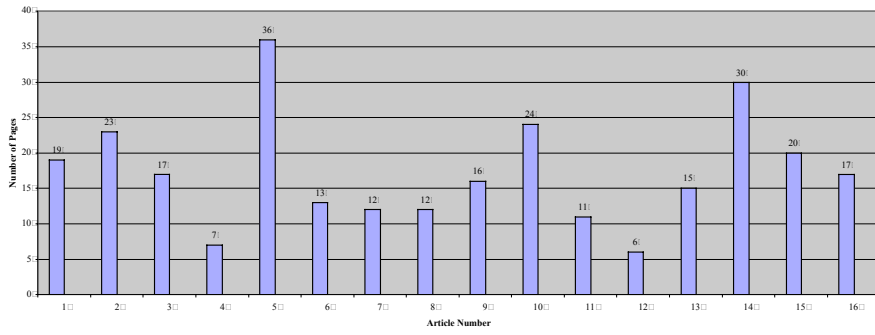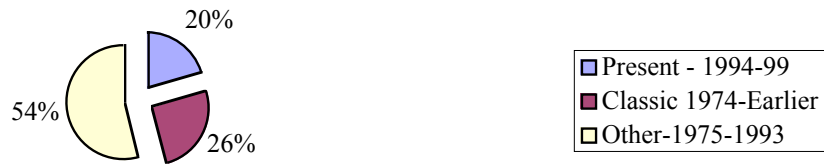
Figure 1C
Structural Characteristics - Number of Articles Per Issue (excludes book reviews)
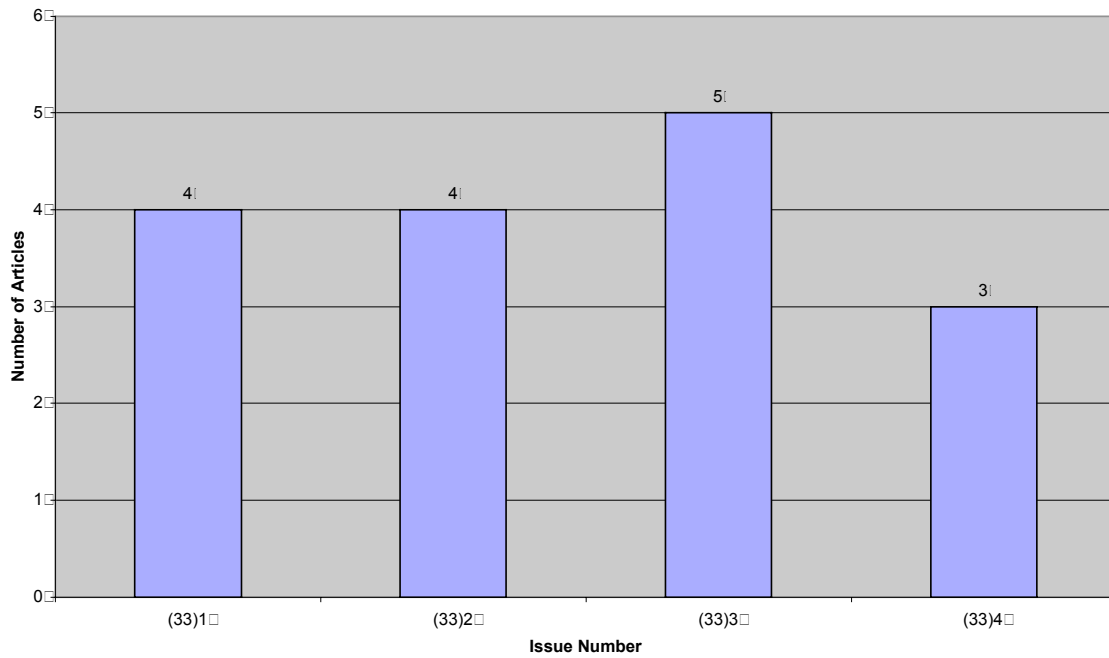
APPENDIX D: RAW DATA

AUTHORSHIP PATTERNS

REFERENCE NUMBER	NUMBER OF AUTHORS	NUMBER OF FEMALES	NUMBER OF MALES	NUMBER OF MALE FIRST
1.	1		1	
2.	1		1	
3.	1		1	
4.	1		1	
5.	3	1	2	1
6.	1	1		
7.	1		1	
8.	5		5	
9.	3		3	
10.	2		2	
11.	1		1	
12.	2	1	1	1
13.	2		2	1
14.	3		3	
15.	1		1	
16.	3	2	1	1
Total Number of References 16	Total Number of Authors 31	Total Number of Female Authors 5 16%	Total Number of Male Authors 26 84%	Male Co-authored 4

STRUCTURAL CHARACTERISTICS

Ref. No.	1974** Earlier (25 years old)	1994-1999* Recent	Title of Article	No. of Pages	No. of References
1.	19	7	**Confusion, Lack of Consensus and the Definition of Creativity as a Construct. H. Parkhurst.**	19	49
2.	32	12	**Inebriation & Inspiration? A Review of the Research on Alcohol and Creativity. T. Norlander.**	23	71
3.	12	10	**The Dissolution of the Self in Unsettled Times: Postmodernism & The Creative Process. J. Gemin.**	17	42
4.	2	2	**Problem Finding Creative Style & Musical Compositions of High School Students. D. Brinkman.**	7	11
5.	20	5	**Improving the Measurement of Divergent Thinking Attitudes in Organization. M. Basadur, S. Taggar, P. Pringle.**	36	68
6.	0	4	**East-West Difference in Views on Creativity: Is Howard Gardner Correct? Yes & No. S. Cheng.**	13	8
7.	8	9	**Re-analyses of Student Responses to Creativity Checklists: Evidence of Content Generality. J. Plucker.**	12	36
8.	1	13	**Game play Decisions o University Badminton Students. B. Everhart.**	12	24
9.	3	4	**The Qatar Creativity Conference: Research & Recommendations for School, Family & Society. G. Davis.**	16	9
10.	9	14	**Creative Problem Solving and Problem Finding in Young Adults. D. Carson, Ph.D.**	24	58

11.	0	3	**Internet, World Wide Web & Creativity. K. Siau.**	11	6
12.	5	0	**Using Torrance's Problem Identification Techniques to Increase Fluency & Flexibility in the Classroom. R. Kurtzberg & A. Reale.**	6	13
13.	6	8	**Evaluating Community Creativity & Innovation. G. Bonneau & S. Amegan.**	15	61
14.	4	18	**Leadership Style, Anonymity & Creativity in Group Decision Support Systems. J. Sosiak, S. Kahai, J. Surinder, B. Avolio.**	30	54
15.	21	1	**Breakdown or Breakthrough: A History of European Research into Drugs and Creativity. V. Berge.**	20	29
16.	6	5	**Supportive Classroom Environments for Creativity in Higher Education. D. Cole, H. Sugioka, L. Yamagata-Lynch.**	17	39

TOTALS 148		**115**		**311**	**578**

Average 36.125

Total recent reference index. Number of references that are 5 years old or less from

publication date.

** Total <u>classic</u> reference index – number of references that are 25 years old or older.

RAW DATA

Article Number	Methods	Population	Issue in Title & Focus
1.	Non-empirical **Descriptive/Review**	--	Motivation/Source/ Origin
2.	Non-empirical Descriptive/Review	--	Motivation/Source/ Origin
3.	Non-empirical Descriptive/Review	--	Social/Environmental Influences of Creativity
4.	Empirical Quantitative Tests	High School Students	Creative Behavior
5.	Empirical Qualitative Questionnaires	Business People	Business/Management
6.	Empirical Quantitative Questionnaires	Adult Educators	Cross-cultural Differences and Education
7.	Non-empirical Prescriptive	--	Creative Behavior
8.	Empirical Qualitative Multi-method	University Students	Enhancement of Creativity
9.	Non-Empirical Descriptive/Review	--	Cross-cultural Differences
10.	Empirical Qualitative Multi-method	University Students	Social/Environmental Influences of Creativity
11.	Non-Empirical Descriptive/Review	--	Computer Technology
12.	Empirical Quantitative Multi-method	Junior High School Students	Enhancement of Creativity

13.	Non-Empirical Theoretical	--	Social/Environmental Influences of Creativity
14.	Empirical Quantitative Laboratories	University Students	Computer Technology Leadership
15.	Non-Empirical Descriptive/Review	--	Motivation/Source/ Origin & Art/Artistic
16.	Empirical Qualitative Multi-method	University Students	Education & Social/Environmental Influences of Creativity

ISSUES IN FOCUS

31 Categories
 1 new category adapted from (Bowman, 1999). Computer Technology

1. Art/Artistic   1

2. Brainstorming   0

3. Business/Management   1

4. Computer Technology   2

5. Creative Behavior   2

6. Creative Product   0

7. Cross-cultural Differences   2

8. Developmental Processes   0

9. Education   2

10. Emotion   0

11. Enhancement of Creativity   2

12. Freewill/Will   0

13. Gender Differences   0

14. Giftedness   0

15. Humor   0

16. Imagery/Visualization/Dreams   0

17. Intelligence and Creativity   0

18. Intuition   0

    A.

    B.

19. Leadership   1

20. Mental Health   0

21. Motivation/Source/Origin   3

22. Neurobiological   0

23. Personality   0

24. Potential   0

25. Problem solving/Incubation   0

26. Psychic/Futuristic   0

27. Science/Scientific   0

28. Social/Environmental Influences of Creativity   4

29. Synthetic/Divergent Thinking   0

30. Testing/Measurement   0

31. Therapy   0

APPENDIX E: JOURNAL ABSTRACTS

JOURNAL ABSTRACTS

1. Author: Parkhurst, Howard B.
2. Title: *Confusion, lack of consensus and the definition of creativity as a construct.*
3. Journal: *Journal of Creative Behavior*
4. Date: 1999
5. Volume: 33
6. Issue: 1
7. Location: 1-21
8. Abstract:

Author explores the many definitions of creativity in a chronological fashion and identifies the reasons that each definition has failed to gain widespread acceptance. The author explains the need for a broad, widely accepted definition of creativity for educational purposes as well as for psychologists and the people in the field of creativity. A new definition of creativity is given by the author.

9. Descriptors:
Creativity/Philosophy/Theory/Educational/Creative Thinking.

1. Author: Norlander, Torsten
2. Title: *Inebriation and inspiration? A review of the research on alcohol and creativity.*
3. Journal*: Journal of Creative Behavior*
4. Date: 1999
5. Volume: 33
6. Issue: 1
7. Location: 22-44
8. Abstract:

A review of experimental studies which explore the correlation between the intake of alcohol and creativity. The author suggests that moderate intake of alcohol can both positively and negatively effect the creative process. Both primary and secondary processes of creativity are discussed.

(Personal Note: Studies found moderate intake of alcohol makes preparation phase more difficult; incubation easier; decreases flexibility but increases the originality during illumination, complicates the verification phase and facilitates resolution.)

9. Descriptors: Creativity/Research/Stimulating Creativity.

1. Author: Gemin, Joseph
2. Title: *The dissolution of the self in unsettled times: Postmodernism and the creative process.*
3. Journal: *Journal of Creative Behavior*
4. Date: 1999
5. Volume: 33
6. Issue: 1
7. Location: 45-61
8. Abstract:

A theoretical look at creativity and postmodernism. A look at modern culture and how it may affect creativity. Postmodern consciousness and its connection to the creative process is explored. The environmental impact on creative flow is considered.

9. Descriptors: Socioculture/Stimulating Creativity Culture/Environment/Creative Thinking.

Author: Brinkman, David J.
1. Title: *Problem finding, creative style and the musical compositions of high school students*.
2. Journal*: Journal of Creative Behavior*
3. Date: 1999
4. Volume: 33
5. Issue: 1
6. Location: 62-68
7. Abstract:
    A quantitative study which sought to understand the effect of problem solving and creative style on the creative musical product. High school band students were given the KAI and the 16 strongest identified innovators and adaptors were asked to complete a composition task. The students had to both complete an open ended and closed problem.
8. Descriptors: KAI/Evaluation/Styles/Measurement/Technioques/Empirical/Quantitative.

1. Authors: Basadur, Min//Taggar, Simon//Pringle, Pam.
2. Title*: Improving the measurement of divergent thinking attitudes in organizations*.
3. Journal*: Journal of Creative Behavior*
4. Date: 1999
5. Volume: 33
6. Issue: 2
7. Location: 75-111
8. Abstract:
    Two research studies conducted to improve Basadar & Hausdorf (1996) original measurement scale to identify management's feeling towards creative thinking, emphasis on divergent thinking. Results of studies are given, attitudes before and after training are identified and future research opportunities are identified.
9. Descriptors: Divergent Thinking/Qualitative/Managers/Instruments/Corporate Culture/Organizational/Surveys/Training.

Author: Cheng, Say K.
1. Title*: East-West differences in views on creativity: Is Howard Gardner correct? Yes, or no.*
2. Journal: *Journal of Creative Behavior*
3. Date: 1999
4. Volume: 33

5. Issue:2
6. Location: 112-125
7. Abstract:
   An empirical study which emerged from a report found in the Journal of Aesthetic Education (Vol. 23, No. 1, 1989) by Howard Gardner tests the conceptions of cultural differences in the field of creativity. The subjects of the study are Singapore teachers and the study uses questionnaires to compare views of Chinese culture with those of western culture.
8. Descriptors: Culture/Researchers/Quantitative/Empirical.

1. Author: Plucker, Jonathan A.
2. Title: *Reanalysis of student responses to creativity checklists: Evidence of content generality*.
3. Journal: *Journal of Creative Behavior*
4. Date: 1999
5. Volume: 33
6. Issue: 2
7. Location: 126-138
8. Abstract:
   The author re-analyses data from three previously published studies to find out whether creativity is content general or content specific. The prescriptive article explores studies done by Holland & Nichols (1964), Holland & Richards (1965) and Hocevar (1976) and future research ideas are suggested.
9. Descriptors: Creative Thinking/Researchers/Creativity.

1. Authors: Everhart, Brett//Kernodle, Michael//Turner, Ed//Harshaw, Clay//Arnold, Dan.
2. Title: *Game-play decisions of university badminton students*.
3. Journal*: Journal of Creative Behavior*
4. Date: 1999
5. Volume: 33
6. Issue: 2
7. Location: 138-149
8. Abstract:
   Study investigated the effects of creative problem-solving intervention on the game-play decision making of university badminton players. One group was given creative Problem solving training. Subjects were video taped and analyzed. Results suggest the intervention improved decision-making in most categories during game-play.
9. Descriptors: CPS/Play/Training/Group Performance/Empirical/Qualitative.

1. Authors: Davis, Gary//Kogan, Nathan//Soliman, Abdulla, M.
2. Title: The Qatar Creativity Conference: Research and recommendations for school, family, and society.
3. Journal: *Journal of Creative Behavior*
4. Date: 1999
5. Volume: 33
6. Issue: 3

7. Location: 151-166
8. Abstract:
   A review of a four-day conference on creativity and its development held in March 1996 at the University of Qatar, Doha. The conference included 75 speakers and also included two American speakers: Dr. Gary Davis and Dr. Nathan Kogan. Discussion in article include the issue of the majority of participants held advanced degrees in education and/or psychology from the United States or the United Kingdom; language differences among speakers and the issue of Arab culture.
9. Descriptors: Researchers/Philosophy/Cross Culture/Ethnic Diversity/Sex Roles/Higher Education.

1. Author: Carson, David K.//Runco, Mark A.
2. Title*: Creative problem solving and problem finding in young adults: Interconnections with stress, hassles, and coping abilities*.
3. Journal*: Journal of Creative Behavior*
4. Date: 1999
5. Volume: 33
6. Issue: 3
7. Location: 167-190
8. Abstract:
   Empirical study examining the relationship among creative problem-solving and problem generation abilities, stress and daily hassles, and coping skills. Subjects of the study were undergraduate college students. Results of the study suggested that problem solving and problem generation abilities appear to help an individual cope with stress and hassles, however, these abilities seem to be relatively independent.
9. Descriptors: CPS/Convergent/Divergent/Empirical/Qualitative/Stress/Research.

1. Author: Siau, Keng
2. Title: *Internet, worldwide web, and creativity*
3. Journal: *Journal of Creative Behavior*
4. Date: 1999
5. Volume: 33
6. Issue: 3
7. Location: 191-201
8. **wsaZX**Abstract:
   A broad and general look at the services available on the Internet for creativity. An examination into the use of electronic brainstorming is given as well as a list of internet capabilities and their potential.
9. Descriptors: Computer-aided Creativity/Computerized Techniques/Brainstorming/Tools.

1. Authors: Kurtzberg, Richard L.//Reale, Amelia.
2. Title: *Using Torrance's problem identification techniques to increase fluency and flexibility in the classroom*.
3. Journal: *Journal of Creative Behavior*
4. Date: 1999

5. Volume: 33
6. Issue: 3
7. Location: 202-207
8. Abstract:
   This study was conducted to determine if it is possible to increase students' creative output by teaching a portion of the future problem-solving (FPS) process. Subjects were 43 middle school students. Results indicate that thinking skills can be taught systematically in a content-based curriculum. Results suggest that two of the essential skills involved in divergent thinking, fluency and flexibility can be taught using part of Torrance's Future Problem Solving method Training can have an effect on creativity.
9. Descriptors: Empirical/Quantitative/Future Problem Solving/Teaching Thinking/Middle School.

1. Authors: Bonneau, Gilles A.//Amegan Samuel.
2. Title: *Evaluating community creativity and innovation: Methodological proposal and reflexions*.
3. Journal: *Journal of Creative Behavior*
4. Date: 1999
5. Volume: 33
6. Issue: 3
7. Location: 208-222
8. Abstract:
   Article suggests the importance of evaluating creativity and innovation at the level of society. The authors include a proposed methodological design to do so. Problems and concerns with the approach are discussed and feasibility of such a concept are outlined.
9. Descriptors: Methodology/Evaluation/Instruments/Press/Model.

1. Authors: Sosiak, John J.//Kahai, Surinder, J.//Avolio, Bruce J.
2. Title*: Leadership style, anonymity, and creativity in group decision support systems, the mediating role of optimal flow*.
3. Journal: *Journal of Creative Behavior*
4. Date: 1999
5. Volume: 33
6. Issue: 4
7. Location: 227-256
8. Abstract:
   An empirical study conducted to evaluate the effects of leadership style and anonymity level on flow and creativity of 159 undergraduate students. Groups of four performed a creative task using a Group Decision Support System (GDSS). Future research ideas are suggested and discussed.
9. Descriptors: Computer-aided Creativity/Leadership/Group Performance.

1. Author: Berge, Jos Ten
2. Title: *Breakdown or breakthrough? A history of European research into drugs and creativity*.
3. Journal*: Journal of Creative Behavior*

4. Date: 1999
5. Volume: 33
6. Issue: 4
7. Location: 257-276
8. Abstract:
   An art historian reports on several Swiss, English, French and German studies conducted between the 1940's and 1970's. The report offers new data on a research area which has been banned. Since drugs such as mescaline, psilocybin, and LSD became illegal. The author notes that American and European scientists have remained ignorant of each other's work to a surprisingly large extent.
9. Descriptors: Fine Arts/Stimulating Creativity/Creative Thinking/Research.

1. Authors: Cole, Darnell G.//Sugioka, Heather L.//Yamagata-Lynch, Lisa C.
2. Title: *Supportive classroom environments for creativity in higher education.*
3. Journal: *Journal of Creative Behavior*
4. Date: 1999
5. Volume: 33
6. Issue: 4
7. Location: 277-293
8. Abstract:
   A study conducted in a naturalistic setting which followed qualitative methods to investigate the effects of a supportive classroom environment on developing student creativity. Observations and interview data was collected focusing on classroom activities and the teacher's efforts in creating this supportive environment. Teacher-student relationships, de-emphasizing standardized assessments and encouraging multiple perspectives was significant to the success of the students. Study was conducted with the context of an advanced level graphic communication course at a large mid-western university. Subjects were 18 undergraduate students.
9. Descriptors: Classroom/Environment/Press/Dimension of Climate/Higher Education/Qualitative.