



Superior[®]
SIMPLY

STRATEGIES and TECHNIQUES of the CREATIVE ACT - *an introduction*

ABSTRACT:

while it is taken for granted that an artist in whatever medium must be "creative", the methods, practical applications and technology which can be used to solve problems related to this act are not normally taught in any clear or concise way at the present time outside of non-academic environments. the proposed course aims to give the background, theory and practice of many traditional and many unorthodox methods of problem-solving and variety-generation applicable to The Creative Act in any domain, leaving participants with a rich and diverse set of tools for planning, thinking about and producing creative work of any kind.

PRELIMINARY LIST of SUBJECTS to be COVERED:

At all times, three aspects of each technique will be explored: Historical, Theoretical and Practical. Emphasis will be on practical applications of the salient points from each area, with pointers and references to more in-depth usage if and when it becomes apparent that this is necessary or desired by the participants.

disciplines and concepts include:

Systems Analysis:

CYBERNETICS

Cybernetics is the interdisciplinary study of the structure of complex systems, especially communication processes, control mechanisms and feedback principles. Cybernetics is closely related to control theory and systems theory. Contemporary cybernetics began as an interdisciplinary study connecting the fields of control systems, electrical network theory, mechanical engineering, logic modeling, evolutionary biology and neuroscience in the 1940s. Other fields of study which have influenced or been influenced by cybernetics include game theory, system theory (a mathematical counterpart to cybernetics), psychology (especially neuropsychology, behavioural psychology, and cognitive psychology), and also philosophy, and even architecture.

SYSTEMATICS

Systematics is a study of systems and their application to the problem of understanding ourselves and the world, developed by John G. Bennett in the mid-twentieth century. The purpose of systematics is the understanding of organized complexity. It was described, at various stages of development, in his major work in four volumes *The Dramatic Universe* in 1970.

MORPHOLOGICAL ANALYSIS

Morphological analysis or **General Morphological Analysis** is a method developed by Fritz Zwicky (1967, 1969) for exploring all the possible solutions to a multi-dimensional, non-quantified problem complex.

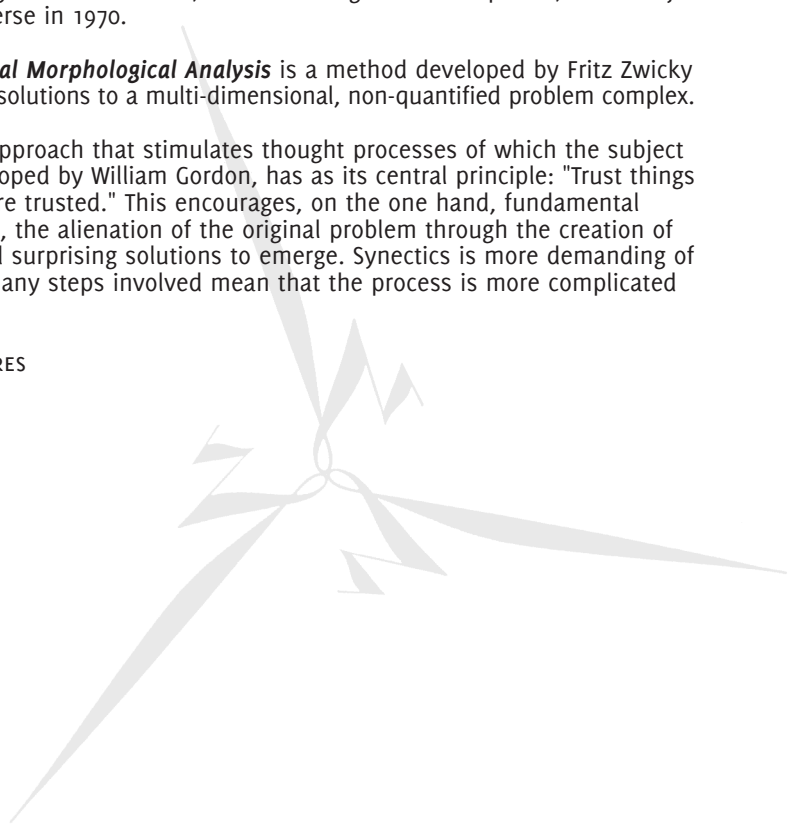
SYNECTICS

Synectics is a problem solving approach that stimulates thought processes of which the subject is generally unaware. This method, developed by William Gordon, has as its central principle: "Trust things that are alien, and alienate things that are trusted." This encourages, on the one hand, fundamental problem-analysis and, on the other hand, the alienation of the original problem through the creation of analogies. It is thus possible for new and surprising solutions to emerge. Synectics is more demanding of the subject than brainstorming, as the many steps involved mean that the process is more complicated and requires more time and effort.

ATTRIBUTE LISTING

BOTTOM UP / TOP DOWN STRUCTURES

CHECKLISTS



Thinking:

LATERAL THINKING

Lateral thinking is a term coined by Edward de Bono, a Maltese psychologist, physician and writer. It first appeared in the title of his book *The Use of Lateral Thinking*, published in 1967. De Bono defines lateral thinking as methods of thinking concerned with changing concepts and perception. Lateral thinking is about reasoning that is not immediately obvious and about ideas that may not be obtainable by using only traditional step-by-step logic.

NEURO LINGUISTIC PROGRAMMING

Neuro-linguistic programming (usually shortened to NLP) is an interpersonal communication model and an alternative approach to psychotherapy based on the subjective study of language, communication and personal change

AXIS THINKING

Developed by Brian Eno - a means of categorization that depends on an object/sound/idea's position on several interrelated axes. As these axes multiply we move further and further away from a single point on a two-dimensional scale of categorization. As the axes multiply, so do the dimensions, until locating the position of any given thing becomes an act of creating a unique multi-dimensional singularity.

GENERAL SEMANTICS

General Semantics is an educational discipline created by Alfred Korzybski (1879-1950) during the years 1919 to 1933. According to Korzybski, the central goal of General Semantics is to develop in its practitioners what he called "consciousness of abstracting", that is, an awareness of the map/territory distinction and of how much of reality is missed in the linguistic and other representations we use.

MIND-MAPPING

A **mind map** is a diagram used to represent words, ideas, tasks or other items linked to and arranged radially around a central key word or idea. It is used to generate, visualize, structure and classify ideas, and as an aid in study, organization, problem solving, decision making, and writing.

SIX THINKING HATS

The Hats represent six thinking strategies, as identified by Edward de Bono. These Thinking Hats have recently been incorporated in school business programs such as the IBT (International Business and Technology) program.

CARTESIAN COORDINATES

APPLIED IMAGINATION

OBJECT ORIENTATED THINKING : PROGRAMMING AND NON-PROGRAMMING APPLICATIONS

METAPHORICAL THINKING

HUMOUR AS REFRAMING AND JUXTAPOSITION TOOL

MEMORY TECHNIQUES AND EXERCISES

Choice Generation:

A HUMUMENT

OBLIQUE STRATEGIES

Oblique Strategies (subtitled over "*one hundred worthwhile dilemmas*") is a set of published cards created by Brian Eno and Peter Schmidt first published in 1975, and now in its fifth edition. Each card contains a phrase or cryptic remark which can be used to break a deadlock or dilemma situation.

COLLAGE

CUT-UPS

RANDOM INPUT AND CHANCE OPERATIONS

BRAINSTORMING

Brainstorming is a group creativity technique designed to generate a large number of ideas for the solution to a problem. The method was first popularized in the late 1930s by Alex Faickney Osborn, an advertising executive and one of the founders of BBDO, in a book called *Applied Imagination*. Osborn proposed that groups could double their creative output by using the method of brainstorming.

Physical Techniques of Problem-Solving

Divination:

ORACULAR SYSTEMS AND THEIR APPLICATION

Learning and Perception Exercises:

TIME CONSTRAINTS AND TIME DISTORTION

PROBLEM REVERSAL

THE DISCONTINUITY PRINCIPLE

NEW WAYS OF ASKING QUESTIONS

UNCONVENTIONAL MATHEMATICS

FORCED RELATIONSHIPS/ANALOGY

LIMITATION

- and others.

POSSIBLE and PROJECTED OUTCOMES

The Students/Participants projects can be those with problems that must be surmounted in order that they may reach completion; projects that their creators desire a new way of inputting to and seeing from various new perspectives; or the generation of a new project or series of projects that are designed to give an opportunity to explore any, or several of the techniques introduced. participants may work towards a goal that is specific to themselves and a particular project, or towards an effort made up of the work of several individuals. as a number of the techniques involve at least temporary group work in order to understand what is involved, this will be encouraged.

PROJECTED TIME USAGE and ALLOCATION

given total = 45 (academic) hours, rough delineation of time as follows:

3 x 15 hour blocks [allowing for 3 different approaches to eventual outcome to be investigated and developed, or even three small projects] - each block being separated by a pause so that each participant can spend time away from the course to pursue avenues of research outside the scope of the actual instruction part of the sessions, but relevant to their own interests and project.

each block:

- ~ 1 hour examination of objectives of this block, with needs and requirements brought forwards and the appropriate techniques then being those that will inform that block, should then not have already been assigned to another block
- ~ 3-4 hour overview, history and walk-through of the techniques and strategies and their applications with examples for the particular block and its projected goals and outcomes
- ~ 3-4 hour practical guided immersion in the use of the various techniques, incorporating the beginning of solid use of them in the participants actual projects at hand, exercises and demonstrations
- ~ 1 hour review, status, and eventual possible discussion of the required steps to be taken for the successful completion of the particular block and its goals
- ~ 3-4 hour full application of techniques to specific projects

SOME NOTES on IMPLEMENTATION

- * the emphasis is to alter the balance in favour of participation which leads to discovery, rather than didactic methods
- * the presentation will not be a document, but will provide necessary support to the teaching - not a substitute for it
- * techniques are "real world" as much as possible
- * pacing the attention spans of all participants so that maximum utilisation of the materials presented will be carried out at all times
- * approaches will vary in character and nature depending on the material employed - leading to deeper comprehension and later recall
- * goals and milestones for each session will provide stimulus through a sense of progress

ANDREW M. MCKENZIE
H3O@TRIAMAZIKAMNO.COM
[HTTP://WWW.SIMPLYSUPERIOR.ORG](http://www.simplysuperior.org)
LINKEDIN

