

Collaborating to Unlock Creativity

A Palette of Inspiration

LOEX 2014



NICOLE E. BROWN, *Multidisciplinary Instruction Librarian*

SUSAN K. JACOBS, *Health Sciences Librarian*



NYU | LIBRARIES



OPENING REFLECTION

Think about a recent instructional collaboration you wish could have been more creative.

write (2 min.)



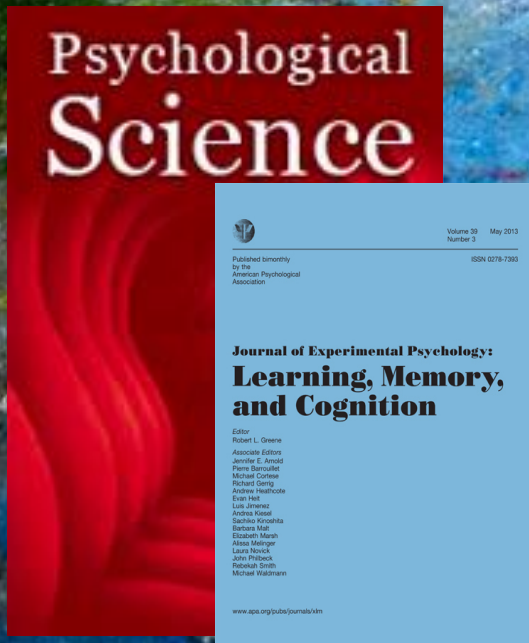


NO PARKING
ANY TIME
ANY DAY









six themes

CREATIVITY CAN BE LEARNED.

HAVE FUN. PLAY!

CAPTURE YOUR IDEAS.

FIND CREATIVE SPACE.

FAILURE IS INEVITABLE.

SCIENCE + CHEMISTRY MATTER.

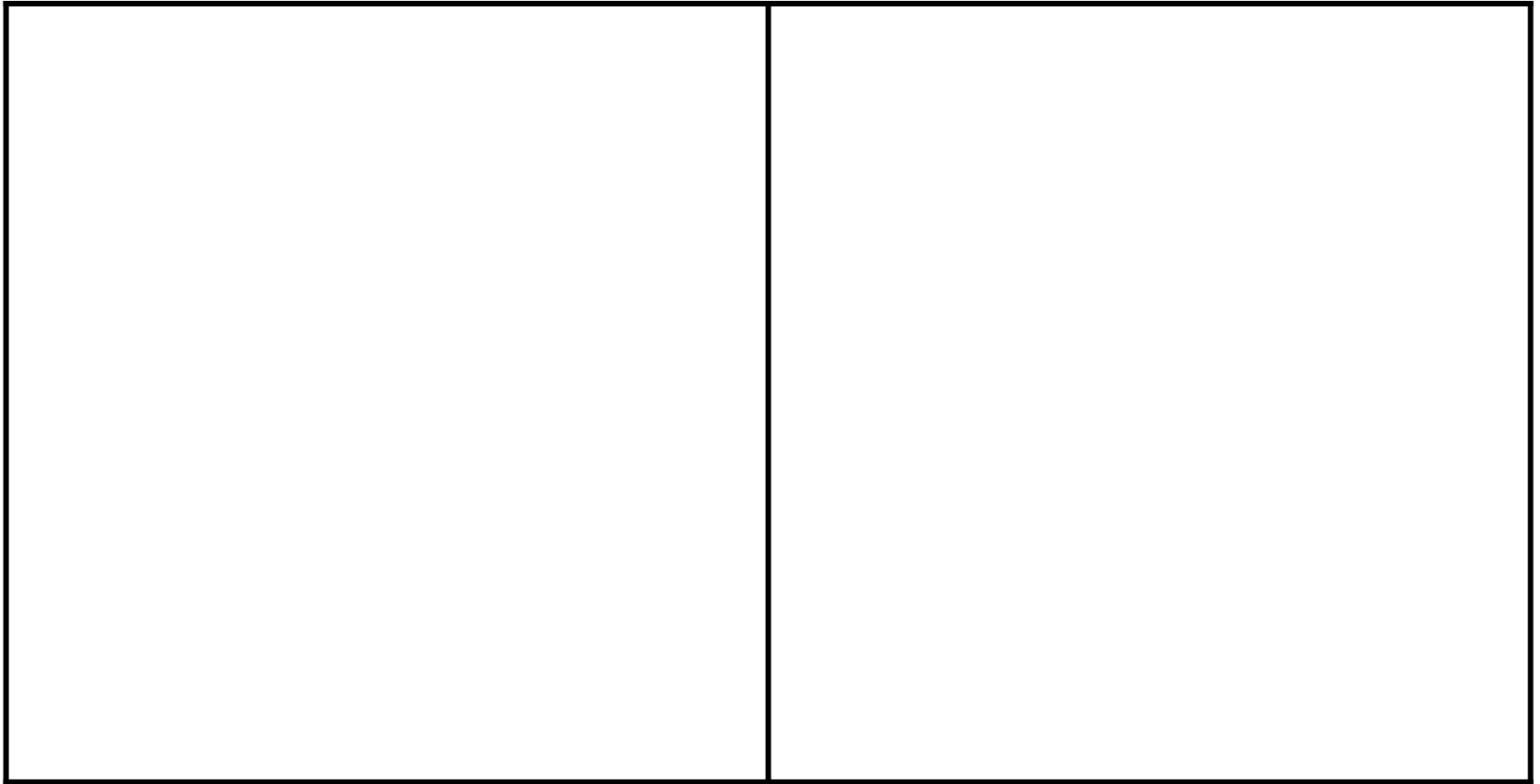


theme

CREATIVITY CAN BE LEARNED.



EXERCISE: Creativity vs. Artistry



A

B

1) Draw something (anything) in box A.

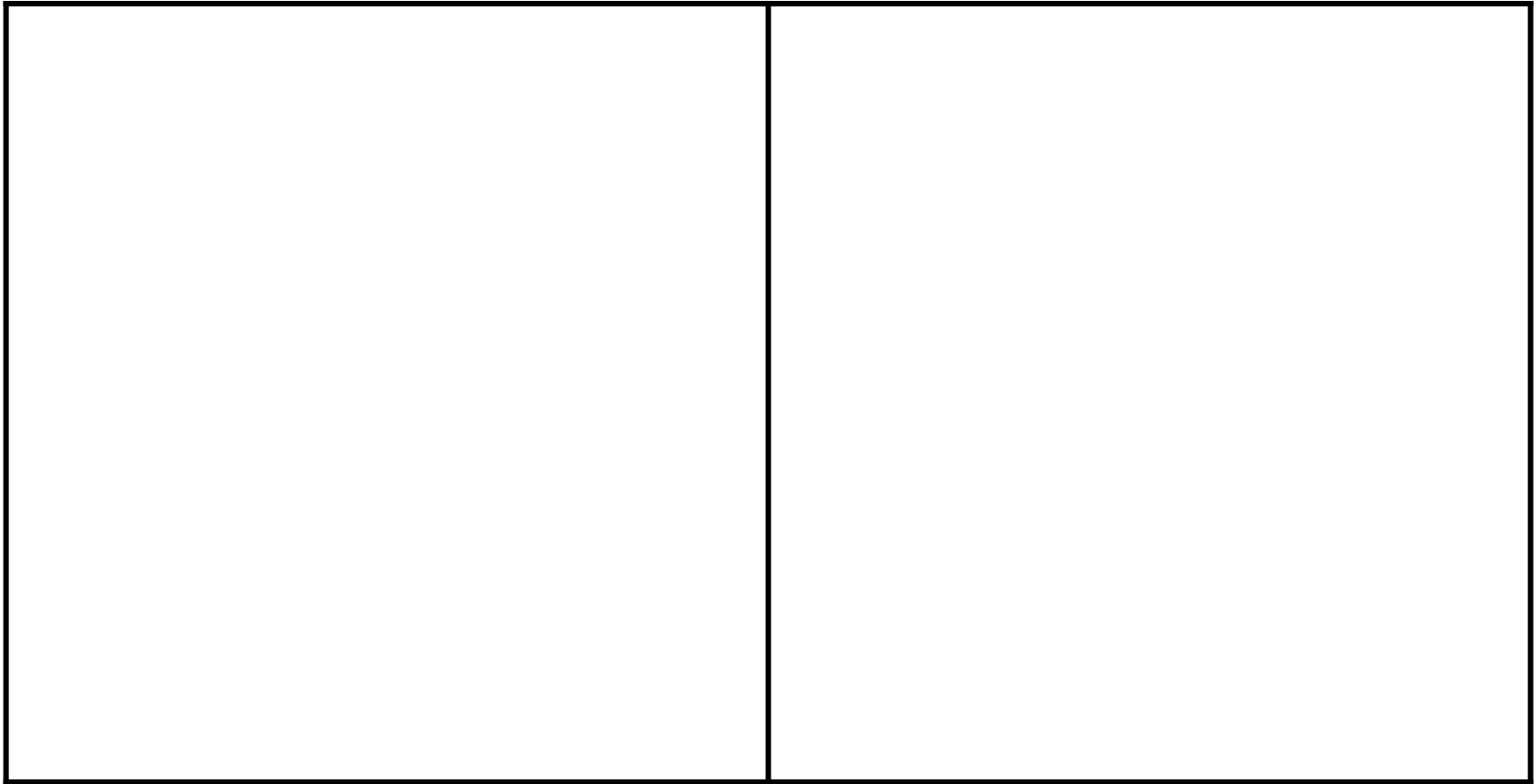
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A

B

2) Poke a hole in box B.

Use the hole as part of a drawing of a face.



A

B

The New York Times

EDUCATION LIFE

Learning to Think Outside the Box

Creativity Becomes an Academic Discipline

By LAURA PAPPANO FEB. 5, 2014



International Center for Studies in Creativity



BUFFALO STATE
The State University of New York

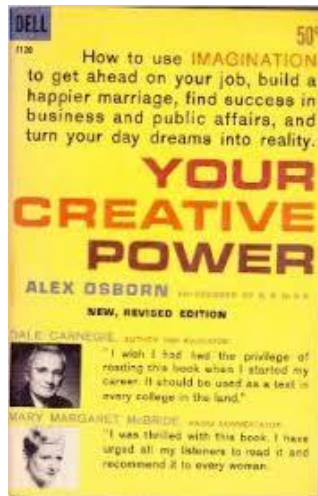


“...the production of original ideas that serve a purpose.”

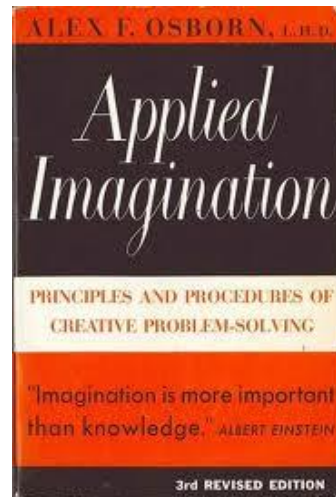
International Center for Studies in Creativity



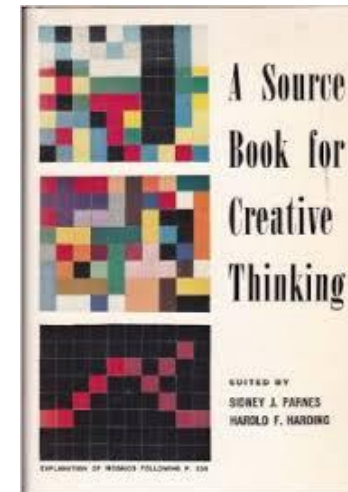
BUFFALO STATE
The State University of New York



1948



1953



1962

Creative Studies (Minor)

CORE COMPETENCIES

- Expertise in facilitating problem-solving teams
- Enhanced ability to manage diverse groups
- Ability to develop, implement, and support an environment that nurtures creative thinking
- Learn a practical skill set for individual and group problem solving
- Ability to use problem solving tools to define complex problems, to generate creative solutions, and to transform solutions into action
- Learn theories and models for managing and coping with change in a complex world
- Increased effectiveness in decision making
- Sound theoretical base for understanding creativity
- Learn strategies to nurture the creative talent of others
- Enhanced leadership capabilities

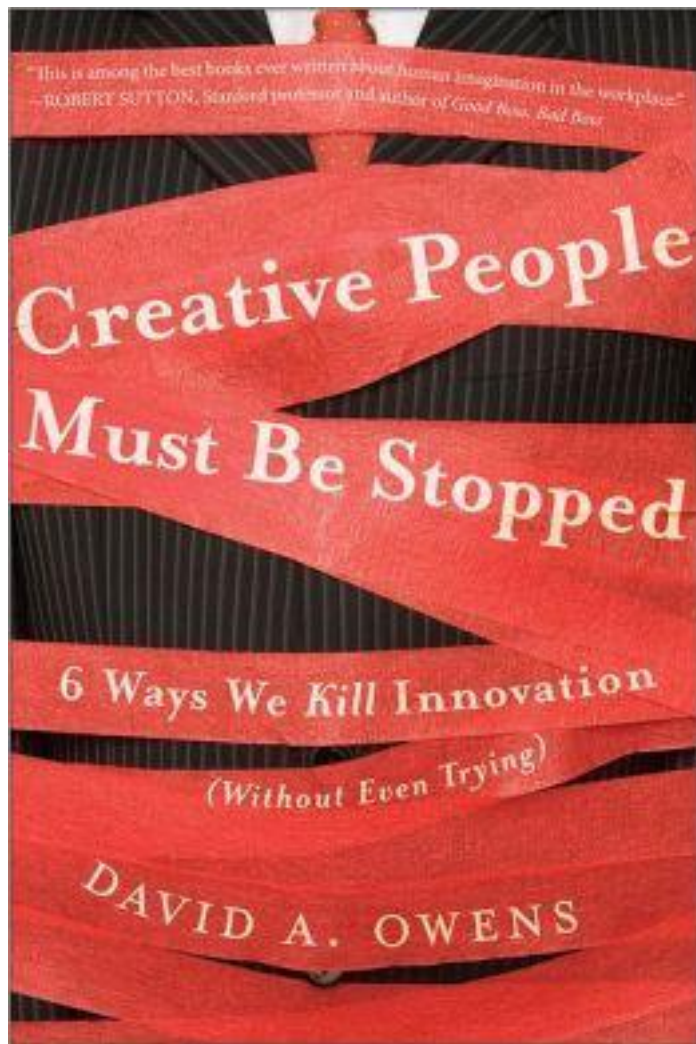
Creative Studies (Minor)

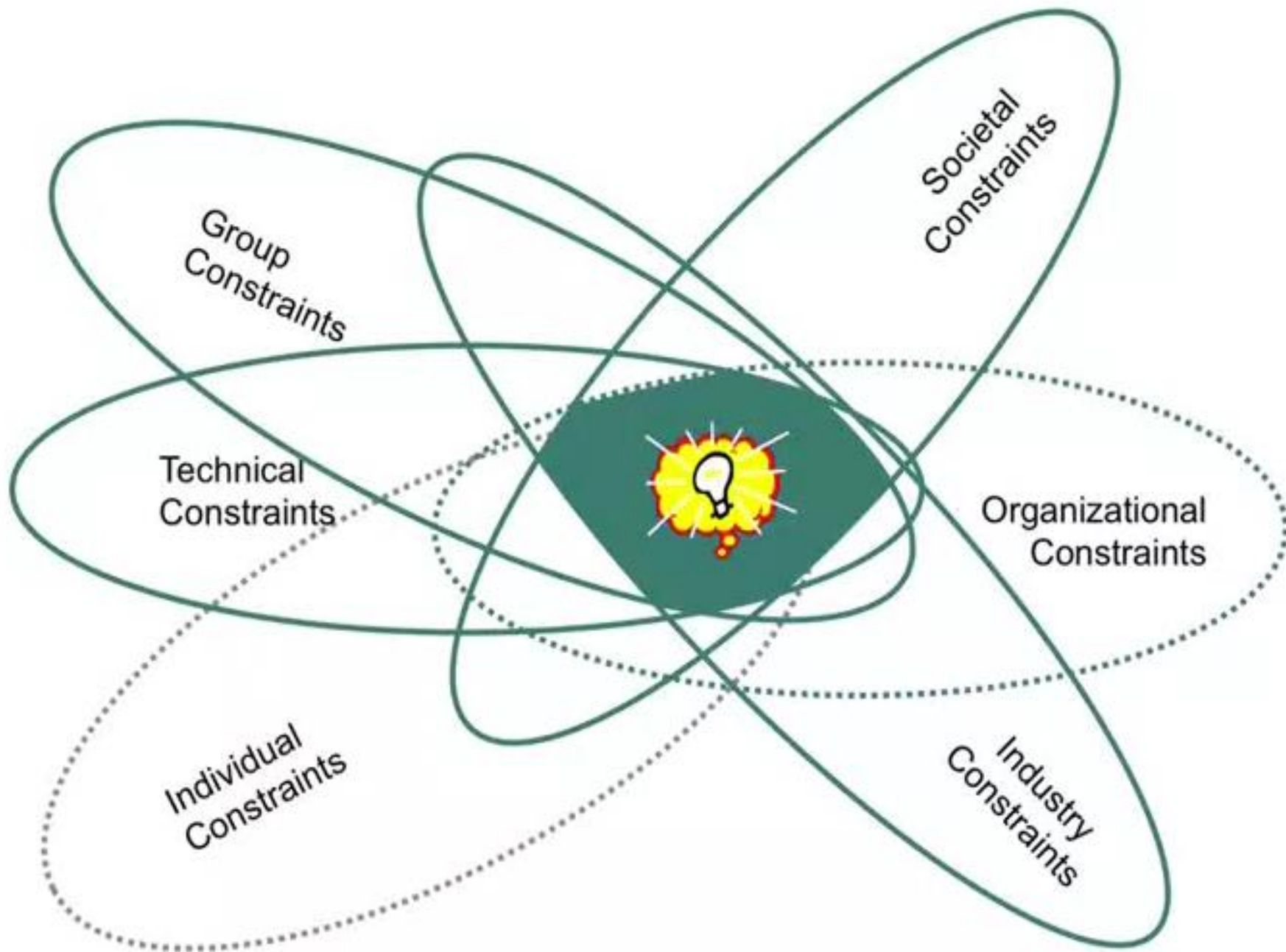
CORE COMPETENCIES

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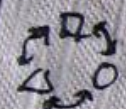






HASSO PLATTNER
Institute of Design at Stanford

OUR INTENT: CREATE THE BEST
DESIGN SCHOOL. PERIOD.

 prepare FUTURE INNOVATORS to be
breakthrough thinkers & doers

 use DESIGN THINKING to
inspire multidisciplinary teams

 foster RADICAL COLLABORATION
between students, faculty & industry

 tackle BIG PROJECTS and use
prototyping to discover new solutions

STANFORD & school



CREATIVE CONFIDENCE

UNLEASHING THE CREATIVE
POTENTIAL WITHIN US ALL.

by TOM KELLEY
BESTSELLING AUTHOR OF THE ART
OF INNOVATION
& DAVID KELLEY
FOUNDER, IDEO & STANFORD D. SCHOOL



“Creativity is something you practice, not just a talent you’re born with.”

Watching: **Introduction**

From: Creativity Training: Generate Ideas in Greater Quantity and Quality with Stefan Mumaw

✓ In playlist ▼

📄 Exercise files

🔗 Share

Take a tour



theme

HAVE FUN. PLAY!



Creativity Training: Generate Ideas in Greater Quantity and Quality with Stefan Mumaw

+ Playlist ▾

📄 Exercise files

🔗 Share

Without play,
creativity can
never
effectively be
trained.





wyfl - with
Pattern Notes

All slipped stitches are to be slipped pu

Herringbone is always worked ov

bone Stitch Pattern

(S): * P2tog and leave

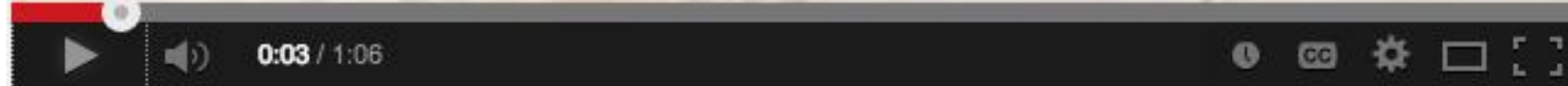
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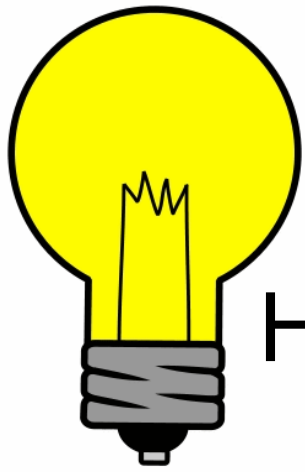


CAPTURE YOUR IDEAS.



A man with grey hair, wearing a blue button-down shirt over a blue t-shirt and blue jeans, stands on a green lawn. He is smiling and has his hands in his pockets. In the background, there is a stone wall, a large green bush, and several white Adirondack chairs. The scene is outdoors and well-lit.

**“YOUR MIND IS FOR
HAVING IDEAS,
NOT HOLDING THEM.”**

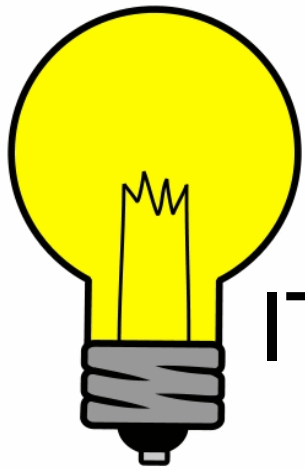


HOW LONG DOES IT TAKE TO...

have a creative idea?

be inspired?

recognize an opportunity?



IT TAKES ZERO TIME TO...

have a creative idea.

be inspired.

recognize an opportunity.



CAPTURE

01

CAPTURE

COLLECT THINGS THAT CATCH
YOUR ATTENTION



CLARIFY

02

CLARIFY

PROCESS WHAT THEY MEAN



ORGANIZE

03

ORGANIZE

PUT THE RESULTS WHERE
THEY BELONG



REFLECT

04

REFLECT

REVIEW FREQUENTLY

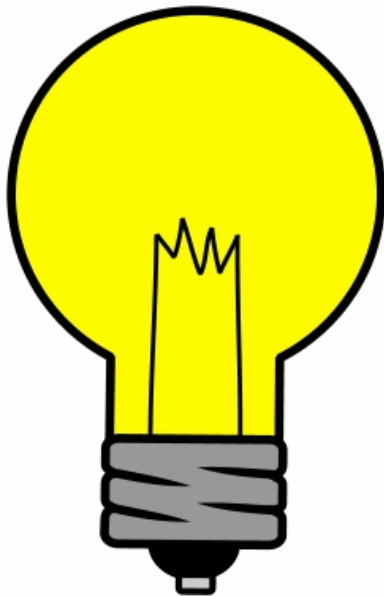


ENGAGE

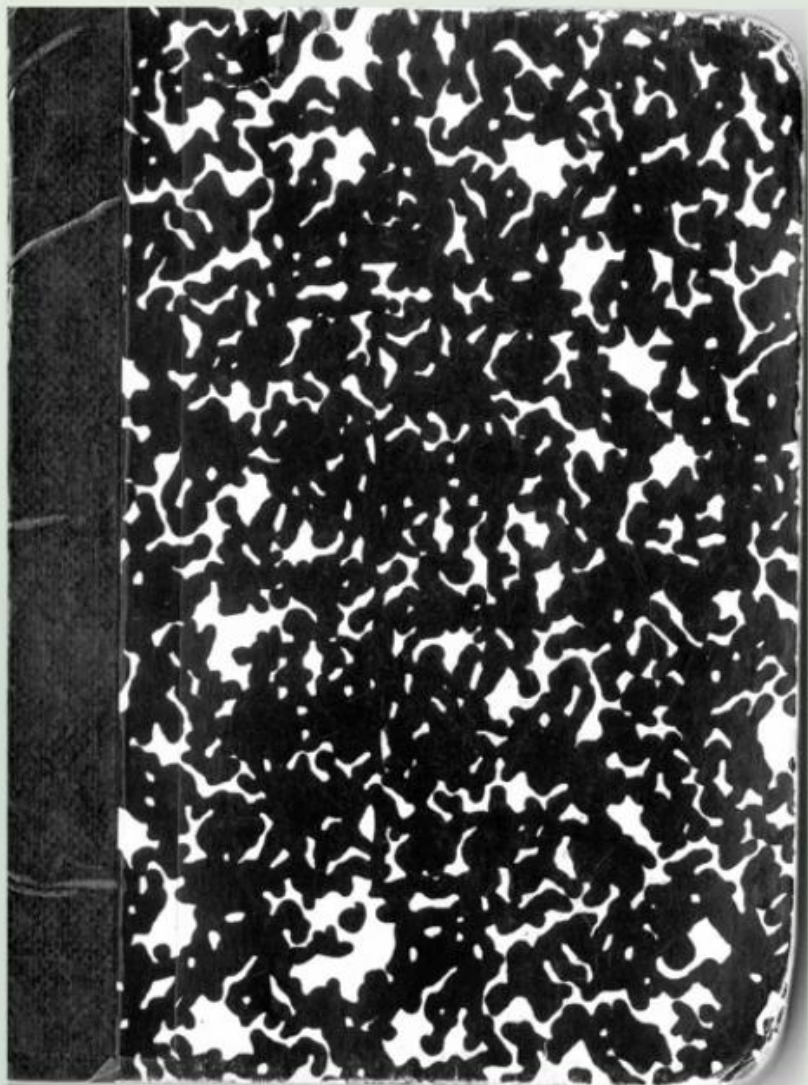
05

ENGAGE

SIMPLY DO







KBUS
TICKET

I LIKE MY
FOOTAGE
ON AN EQUAL



I'D LIKE FOR
US TO BE ON AN
EQUAL



VICTIMS



Don't ASK

THE WORLD'S TOP 20 ECON



DOGMATIC
MAGNANIMOUS



"It keeps me from looking at my phone every two seconds."



Tasks: To Do

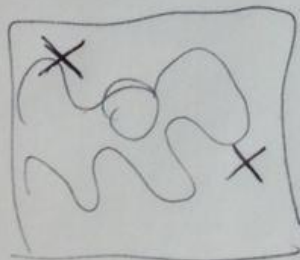
- ☐ email suzannne
Related email
- ☐ NYU | Libraries logo for handout
Related email
- ☒ ~~new W-4 forms~~ ➤
~~Related email~~
- ☐ Add references to inform our framework for experiential learning (done by Nicole), start a document that summarizes in a page or so what we consider the scope of experiential education for our subcommittee, updating it as we talk to more people (Nicole, could you take the lead on this? Arun will help.)
- ☐ KBMG Examples from similar institutions - write email!
Related email
- ☐ update CV
- ☒ ~~Reminder: pay for LOEX @ Thu Feb 13, 2014 4:30pm - 5pm (neb1@nyu.edu)~~
~~Related email~~
- ☒ ~~[is-ilbp] Evaluating the Fall Submissions~~
~~Related email~~
- ☐ Brookfield - CIQ, etc.: http://www.stephenbrookfield.com/Dr._Stephen_D._Brookfield/Critical_Incident_Questionnaire.html
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- ☐ Application for promotion due Fall 2014!!! <http://wiki.library.nyu.edu/display/MENTOR/Toolkit+for+Promotion+and+Tenure>
- ☐ Email Ding, get syllabus and assignment and tell her Caitlin is working with me on it.... Invitation: 619
~~Research Services (Ding) @ Thu Mar 13, 2014 9:30pm - 10:15pm (ask1@nyu.edu)~~

Actions ▶

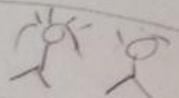
Pop-in ✓ + 🗑️ ☰ ➤

Reflect

What can not
apply to situation



Idea





- Files
- Photos
- Sharing
- Links
- Events


Bobst Minute LibGuides 8.6.12.pptx


Search in Presentation


Home Themes Tables Charts SmartArt Transitions Animations


Slides Font Paragraph

New Slide


1  The Bobst Minute

2 


3 

4 


5 Quick screen capture of Actor's Page

6 


7 Screen Capture: Health Sciences Guide

8 

9 Screen Capture: New York City Research Guide

10 

11 Screen Capture: Research Guides Main Page

12  nyu.libguides.com

Slide Sorter View 66%

Drive

CREATE



My Drive

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Trash

More ▾

▼ My Drive



Capstone Wagner w. Kovner



Embedded Librarian



Libguides Working Group



▼ LOEX 2014



image bucket



LOEX 2014 Creativity Inspiration NB S



MLA 2014



nursing research conference june 2014



online learning

**PRESENTATION IDEAS**

Research Minutes



Tooth Whitening Cochrane 2014

Shared with Me

Starred



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Comments				
#33250				

STAPLES
www.staples.com

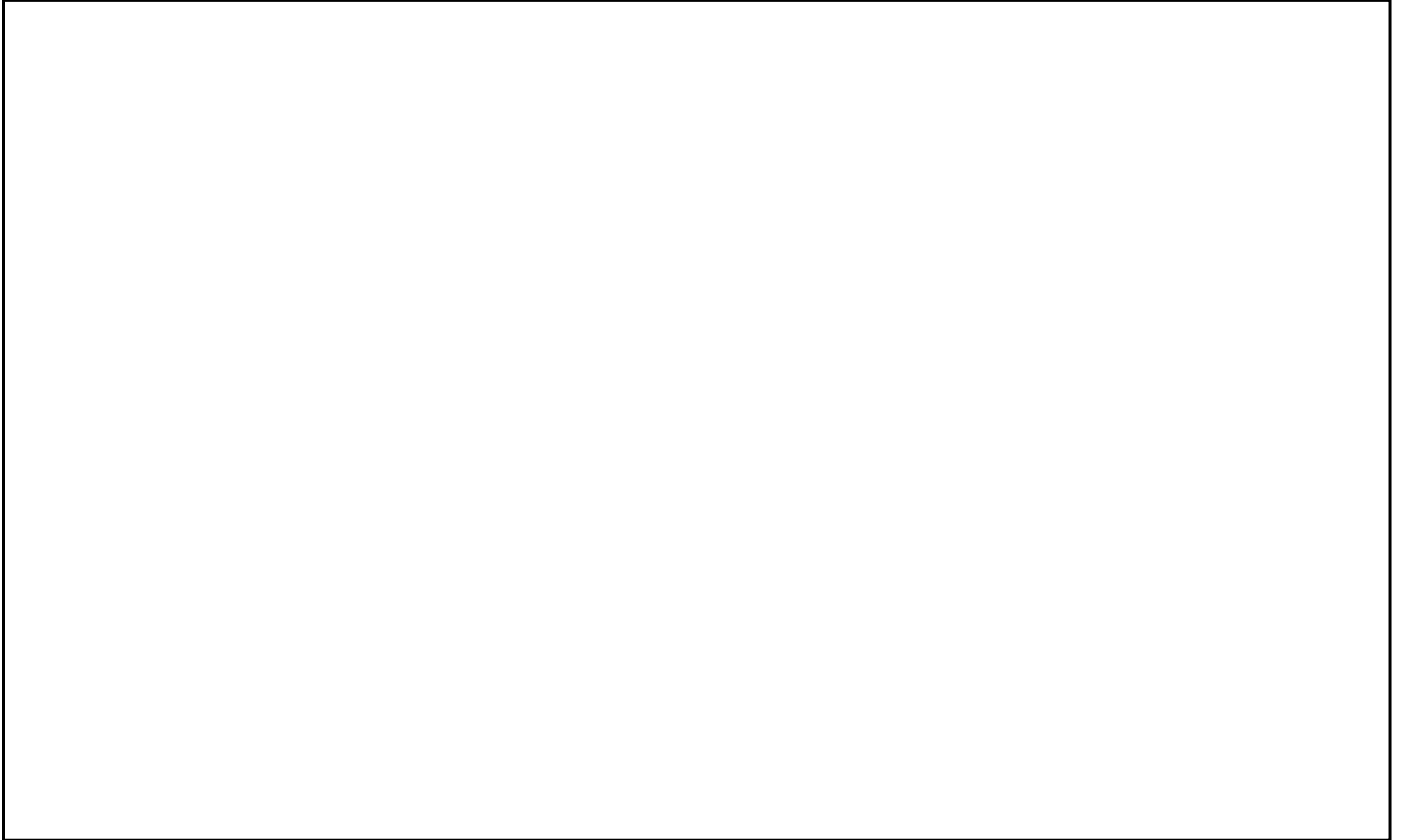
“I start every dance with a box...”

Twyla Tharp



theme

FIND CREATIVE SPACE.





Search Calendar



Calendar

Today



Apr 7 – 13, 2014

Day

Week

CREATE



▼ April 2014



M	T	W	T	F	S	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4
5	6	7	8	9	10	11

► My calendars



▼ Other calendars



Add a coworker's calendar

- ☐ Alexa Pearce
- ☐ Alicia Estes
- ☐ Amanda Watson
- ☐ Amani Magid
- ☐ Amy E Lucker
- ☐ Andrew H Lee
- ☐ Andrew L Rarig
- ☐ Andy Rutkowski

GMT-05

Mon 4/7

Tue 4/8

Wed 4/9

Thu 4/10

Fri 4/11

10am	10 – 12p NEB Desk	10 – 12p performance appraisal			10 – 12p Tenure writing workshop
11am					
12pm	12p – 1p Dawn/Nicole lunch	12p – 2p loex research	12:10p – 1:10p VLTF Skype	12:30p – 1:30p UAAC Subcommittee Teaching w/ Tech	12p – 1p Lunch Dawn / Nicole
1pm					1p – 3p LibGuides navigation and use Focus group viewing
2pm	2p – 3p Dept Meeting	2p – 3p All-ref working meeting		2p – 3p Assessment Survey 7th, 8th, & 9th Floors	
3pm			3p – 4p HOLD UAAC Writing	3p – 4:30p MM/NB weekly mtg	3p – 5p Desk NEB
4pm	4p – 5p Consultation - Eleni				
5pm	5:10p – 6:10p LFTE Team Meeting (Nicole's office)	4:55p – 6:25p Curriculum Construction in Organizations and Education 35 W 4th	5:30p – 6:30p UAAC Experiential Meetings - KMC 8-191		
6pm					

javascript: SR_backToCalendar();



EXERCISE: Creativity “Gas Stations”

OUT	AROUND	IN

EXERCISE: Creativity “Gas Stations”

OUT	AROUND	IN
<i>Activities that require a trip that take more than a day and require planning.</i>	<i>Activities that require you to leave your environment.</i>	<i>Activities that you can do where you are.</i>

EXERCISE: Creativity “Gas Stations”

OUT	AROUND	IN
<i>Foreign travel</i> <i>Camping</i> <i>Road trip</i> <i>Visit family</i> <i>Visit friends</i> <i>Leave NYC</i> <i>Grand Rapids!</i>	<i>Walk in the park</i> <i>Coffee break</i> <i>People watching</i> <i>Go to a museum</i> <i>Watch a movie</i> <i>Farmer's Market</i> <i>Bike ride</i> <i>Swim</i> <i>Yoga</i>	<i>Read a book</i> <i>Read the news</i> <i>Make something</i> <i>Garden</i> <i>Cook</i>





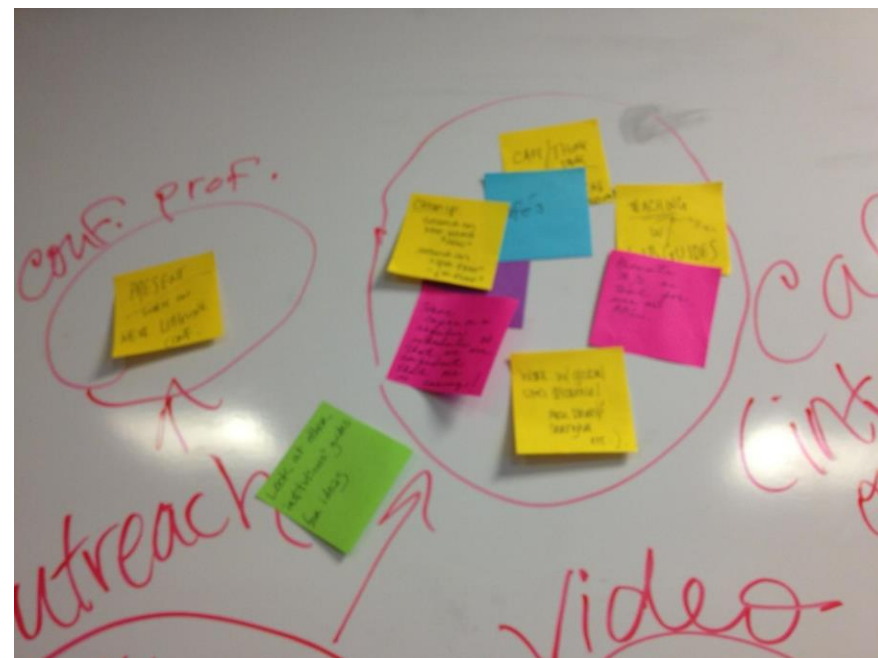
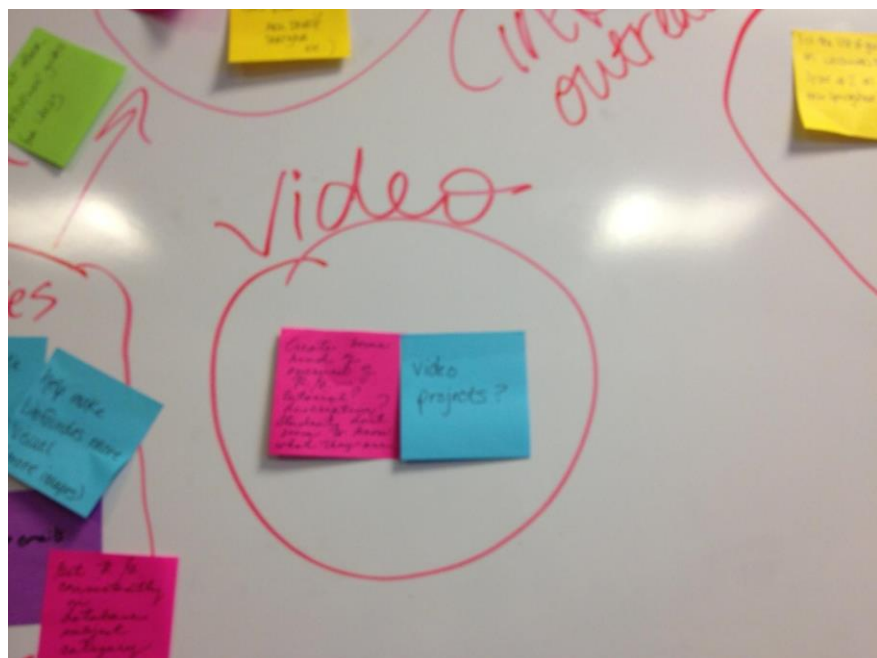
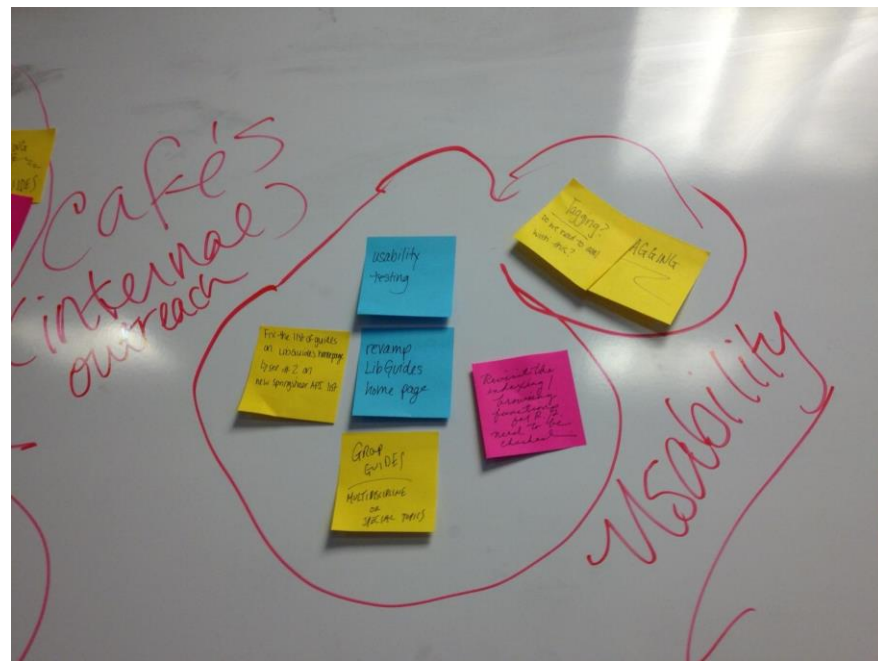
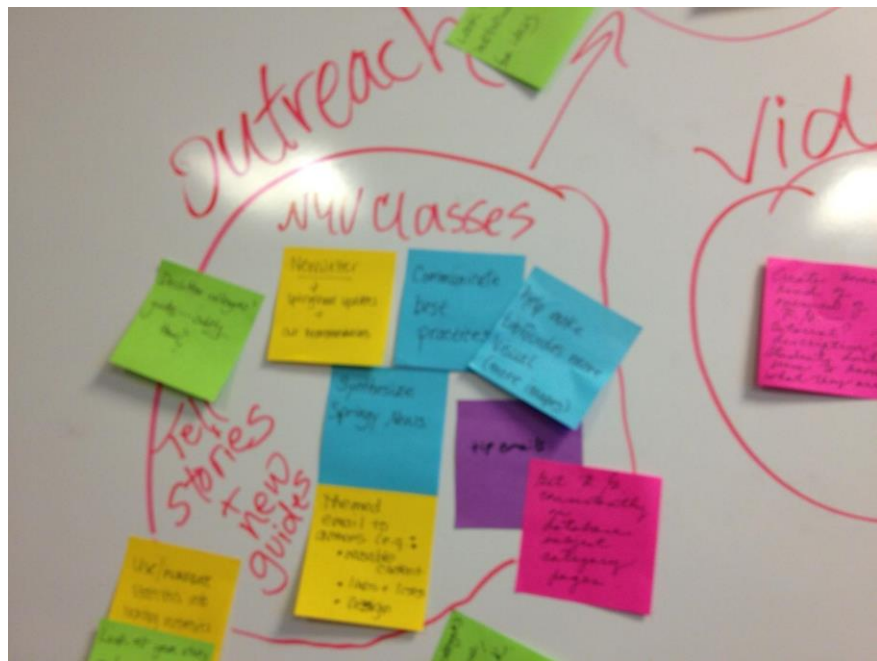












Join us for the Spring “**Links and Lists LibGuides Café**” for a session to focus on freshening links and spring cleaning your guides.

Time: 1:30-3pm (drop in for as long as you wish)

Date: May 23, 2013

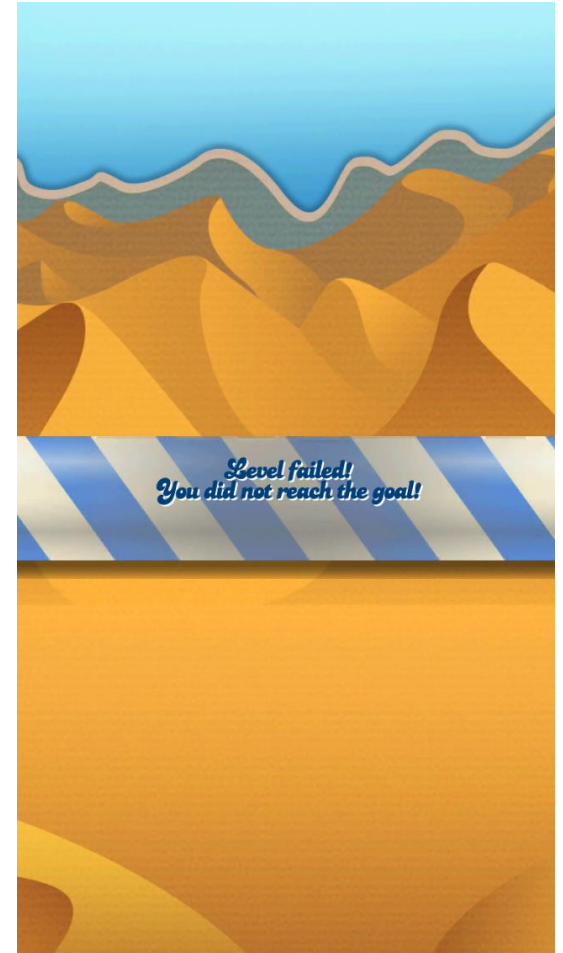
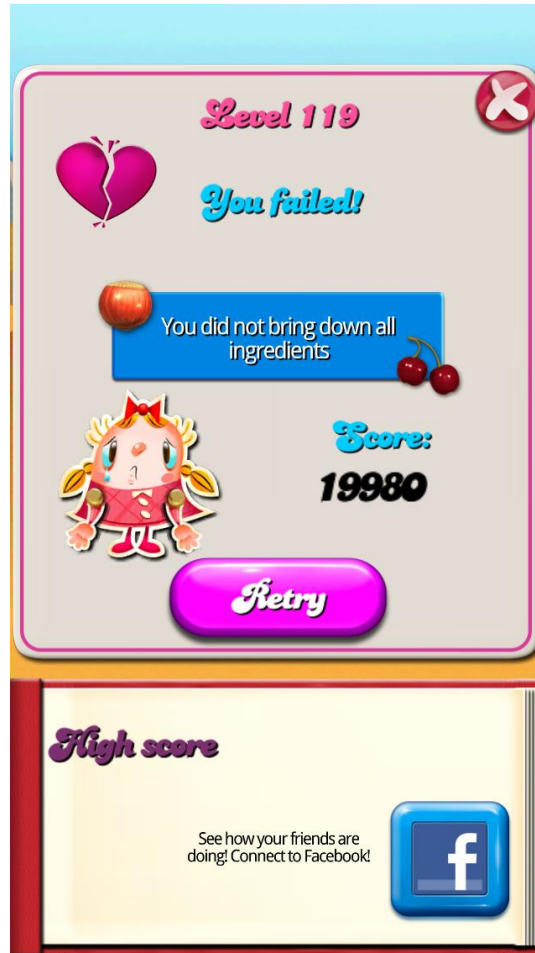
Location: Bobst Room 619

Snacks will be served.



theme

FAILURE IS INEVITABLE.



Press Esc to exit full screen mode.



0:00 / 1:07



YouTube





Using Boolean Logic to Conduct a Li...

Do exercise programs reduce
the incidence of accidental falls in
the aged population?



0:00 / 2:00

YouTube

Checklist AND Operating Rooms (a ...



0:00 / 1:50

YouTube



BUILDING
OUR INFORMATION
FUTURE

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MEDICAL LIBRARY ASSOCIATION ANNUAL MEETING AND EXHIBITION

Chunky, Sticky, and Bite-Sized: Embedding Screencasts for Information Literacy in Evidence-Based Graduate Nursing Education

📅 5/20/2014 ⌚ 2:24 PM - 2:43 PM 📍 Room: Columbus GH, Gold Level, East Tower

Susan K. Jacobs, AHIP

Health Sciences Librarian, New York University, New York, New York

Nicole E. Brown

Multidisciplinary Instruction Librarian, New York University, New York, New York

Arieh D. Ress

Adjunct Business Librarian and Tutorialsmith, New York University, New York, New York

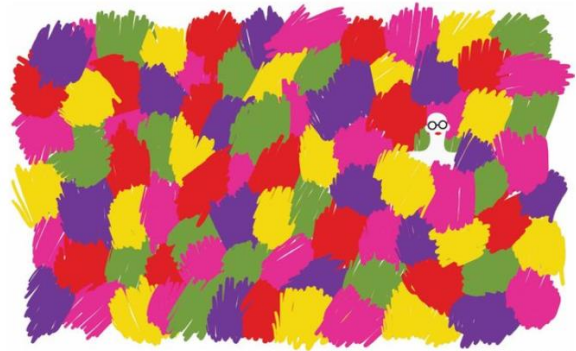
theme

SCIENCE + CHEMISTRY MATTER.





GRAY MATTER
 It's Not 'Mess.' It's Creativity.



By KATHLEEN D. VOHS
 Published: September 13, 2013

Olimpia Zagnoli

MIND | JUNE 21, 2013, 12:01 AM 98 Comments

How the Hum of a Coffee Shop Can Boost Creativity

By ANAHAD O'CONNOR



- E-MAIL
- FACEBOOK
- TWITTER
- SAVE
- MORE

Pulling up a seat at your favorite coffee shop may be the most efficient way to write a paper or finish a work project. But now a new Web site lets you bring the coffee shop to your cubicle.

The site, called *Coffitivity*, was inspired by

The Lunchtime Lounge

PLAY 0:30
 Listen to a sample of Coffitivity's ambient noise.

Want to Be More Creative? Take a Walk

By GRETCHEN REYNOLDS APRIL 30, 2014, 12:01 AM 19 Comments



Getty Images

FINDINGS

Discovering the Virtues of a Wandering Mind

By JOHN TIERNEY
 Published: June 26, 2010

At long last, the doodling daydreamer is getting some respect.



In the past, daydreaming was often considered a failure of mental discipline, or worse. *Freud* labeled it infantile and neurotic. Psychology textbooks warned it could lead to *psychosis*. Neuroscientists complained that the rogue bursts of activity on brain scans kept interfering with their studies of more important mental functions.

But now that researchers have been analyzing those stray thoughts, they've found daydreaming to be remarkably common — and often quite useful. A wandering mind can protect you from immediate perils and keep you on course toward long-term goals. Sometimes daydreaming is counterproductive, but sometimes it fosters creativity and helps you solve problems.

Consider, for instance, these three words: *eye*, *gown*,

- TWITTER
- LINKEDIN
- COMMENTS (103)
- E-MAIL
- PRINT
- REPRINTS
- SHARE



theguardian

News US World Sports Comment Culture Business Mc

News Science Neuroscience

Walking could protect brain against shrinking, US research says

Neurologists who monitored 300 volunteers over 13 years say walkers could be defending themselves against memory loss

Martin Wainwright

The Guardian, Wednesday 13 October 2010 14.15 EDT



your health
 Walk While You Talk: The Meeting Goes Mobile

by JESSICA STOLLER-CONRAD
 January 26, 2013 1:40 PM ET



This meeting will now come to order.

K.I. Erickson, PhD*
C.A. Raji, PhD*
O.L. Lopez, MD
J.T. Becker, PhD
C. Rosano, MD, MPH
A.B. Newman, MD,
MPH
H.M. Gach, PhD
P.M. Thompson, PhD
A.J. Ho, BS
L.H. Kuller, MD, DrPh

Address correspondence and
reprint requests to Dr. K.I. Erickson,
Department of
Psychology, 1107 Second Street,
210 S. Bouquet St., Pittsburgh,
PA 15260
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Physical activity predicts gray matter volume in late adulthood

The Cardiovascular Health Study

ABSTRACT

Objectives: Physical activity (PA) has been hypothesized to spare gray matter volume in late adulthood, but longitudinal data testing an association has been lacking. Here we tested whether PA would be associated with greater gray matter volume after a 9-year follow-up, a threshold could be identified for the amount of walking necessary to spare gray matter volume, and greater gray matter volume associated with PA would be associated with a reduced risk for cognitive impairment 13 years after the PA evaluation.

Methods: In 299 adults (mean age 78 years) from the Cardiovascular Health Cognition Study, we examined the association between gray matter volume, PA, and cognitive impairment. Physical activity was quantified as the number of blocks walked over 1 week. High-resolution brain scans were acquired 9 years after the PA assessment on cognitively normal adults. White matter hyperintensities, ventricular grade, and other health variables at baseline were used as covariates. Clinical adjudication for cognitive impairment occurred 13 years after baseline.

Results: Walking amounts ranged from 0 to 300 blocks (mean 56.3; SD 69.7). Greater PA predicted greater volumes of frontal, occipital, entorhinal, and hippocampal regions 9 years later. Walking 72 blocks was necessary to detect increased gray matter volume but walking more than 72 blocks did not spare additional volume. Greater gray matter volume with PA reduced the risk for cognitive impairment 2-fold.

Conclusion: Greater amounts of walking are associated with greater gray matter volume, which is in turn associated with a reduced risk of cognitive impairment. *Neurology*® 2010;75:1415-1422

GLOSSARY

3MSE = modified Mini-Mental State Examination; CHS-CS = Cardiovascular Health Study Cognition Study; DSST = Digit Symbol Substitution Test; GM = gray matter; MCI = mild cognitive impairment; OR = odds ratio; PA = physical activity; SPM = Statistical Parametric Mapping; TIV = total intracranial volume; VBM = voxel-based morphology; WM = white matter.

Gray matter (GM) volume shrinks in late adulthood, often preceding and leading to cognitive impairment.¹ Participation in physical activity (PA) and exercise, however, has been hypothesized to protect against the deterioration of brain tissue, but this hypothesis has not been tested in longitudinal studies.^{2,3} Limited support for this hypothesis comes from cross-sectional neuroimaging research demonstrating that older adults who are more fit have greater GM volume in the prefrontal and temporal lobes,^{4,6} and larger hippocampal volumes,⁷ than their less fit peers. Randomized controlled trials over 6 months have also shown increased cortical volume in response to a moderate-intensity exercise regimen.⁸

Supplemental data at
www.neurology.org

e-Pub ahead of print on October 15, 2010, at www.neurology.org.

*These authors contributed equally to this work.

From the Departments of Psychology (K.I.E., J.T.B.), Pathology (C.A.R.), Radiology (C.A.R., H.M.G.), Neurology (O.L.L., J.T.B.), and Epidemiology (C.A.R., A.B.N., L.H.K.), and Western Psychiatric Institute (J.T.B.), University of Pittsburgh, PA; Nevada Cancer Institute (H.M.G.), University of Nevada, Las Vegas; and Department of Neurology (P.M.T., A.J.H.), University of California, Los Angeles.

Study funding: Supported by the National Institute on Aging, AG-023620. C.A.R. was supported by contract number N01-HC-45079 through N01-HC-45086, N01-HC-91125, N01-HC-15125, N01-HC-65222, N01-HC-75150, N01-HC-45131, and grant number U01 HL080295 from the National Heart, Lung, and Blood Institute, with additional contribution from the National Institute of Neurological Disorders and Stroke. Additional support was provided through R01 AG-15928, R01 AG-20058, and AG-027058 from the National Institute on Aging, R01 HL-47556 from the National Heart, Lung, and Blood Institute, and the University of Pittsburgh Claude D. Pepper Older Americans Independence Center P30-AG-024827 and an American Heart Association predoctoral grant to C.A.R. (0815402D).

Disclaimer: Author disclosures are provided at the end of the article.



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www.apa.org/pubs/journals/xlm

Give Your Ideas Some Legs: The Positive Effect of Walking on Creative Thinking

Marilyn Oppezzo and Daniel L. Schwartz
Stanford University

Four experiments demonstrate that walking boosts creative ideation in real time and shortly after. In Experiment 1, while seated and then when walking on a treadmill, adults completed Guilford's alternate uses (GAU) test of creative divergent thinking and the compound remote associates (CRA) test of convergent thinking. Walking increased 81% of participants' creativity on the GAU, but only increased 23% of participants' scores for the CRA. In Experiment 2, participants completed the GAU when seated and then walking, when walking and then seated, or when seated twice. Again, walking led to higher GAU scores. Moreover, when seated after walking, participants exhibited a residual creative boost. Experiment 3 generalized the prior effects to outdoor walking. Experiment 4 tested the effect of walking on creative analogy generation. Participants sat inside, walked on a treadmill inside, walked outside, or were rolled outside in a wheelchair. Walking outside produced the most novel and highest quality analogies. The effects of outdoor stimulation and walking were separable. Walking opens up the free flow of ideas, and it is a simple and robust solution to the goals of increasing creativity and increasing physical activity.

Keywords: creativity, embodied cognition, exercise

General Discussion

“Walking is an easy-to-implement strategy to increase appropriate novel idea generation. When there is a premium on generating new ideas in the workday, it should be beneficial to incorporate walks”

J C R

Journal of Consumer Research

AN INTERDISCIPLINARY BIMONTHLY

VOLUME 39 | NUMBER 3 | AUGUST 2012

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Is Noise Always Bad? Exploring the Effects of Ambient Noise on Creative Cognition

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RUI (JULIET) ZHU
AMAR CHEEMA

This paper examines how ambient noise, an important environmental variable, can affect creativity. Results from five experiments demonstrate that a moderate (70 dB) versus low (50 dB) level of ambient noise enhances performance on creative tasks and increases the buying likelihood of innovative products. A high level of noise (85 dB), on the other hand, hurts creativity. Process measures reveal that a moderate (vs. low) level of noise increases processing difficulty, inducing a higher construal level and thus promoting abstract processing, which subsequently leads to higher creativity. A high level of noise, however, reduces the extent of information processing and thus impairs creativity.

Creativity is ubiquitous in the realm of consumption. On the one hand, we as consumers engage in everyday creative behavior such as home decor, fashion, or planning meals with limited resources (Burroughs and Mick 2004; Burroughs, Moreau, and Mick 2008). On the other hand, many businesses thrive on consumers' ability and desire to be creative. For example, consumers' ability to understand and appreciate creative and metaphorical persuasive messages is an essential element of any successful creative advertising campaign. Similarly, consumers' desire to be creative has a significant impact on the success of many products, including play kits (e.g., model trains, paint-by-numbers kits), how-to guides (e.g., cookbooks, landscaping;

ment, it is not surprising that a great deal of research has explored factors that can affect consumers' creative ability and performance, including external constraints (Moreau and Dahl 2005), involvement (Burroughs and Mick 2004), analogical thinking (Dahl and Moreau 2002), systematic training (Goldenberg, Mazursky, and Solomon 1999), and life experiences (Maddux and Galinsky 2009). However, extant research in this domain has largely ignored the impact of physical environment on an individual's creativity (for exceptions, see Mehta and Zhu 2009; Meyers-Levy and Zhu 2007). The current study attempts to fill this gap in the literature by investigating the effects of an important environmental variable—ambient noise—on creativity.

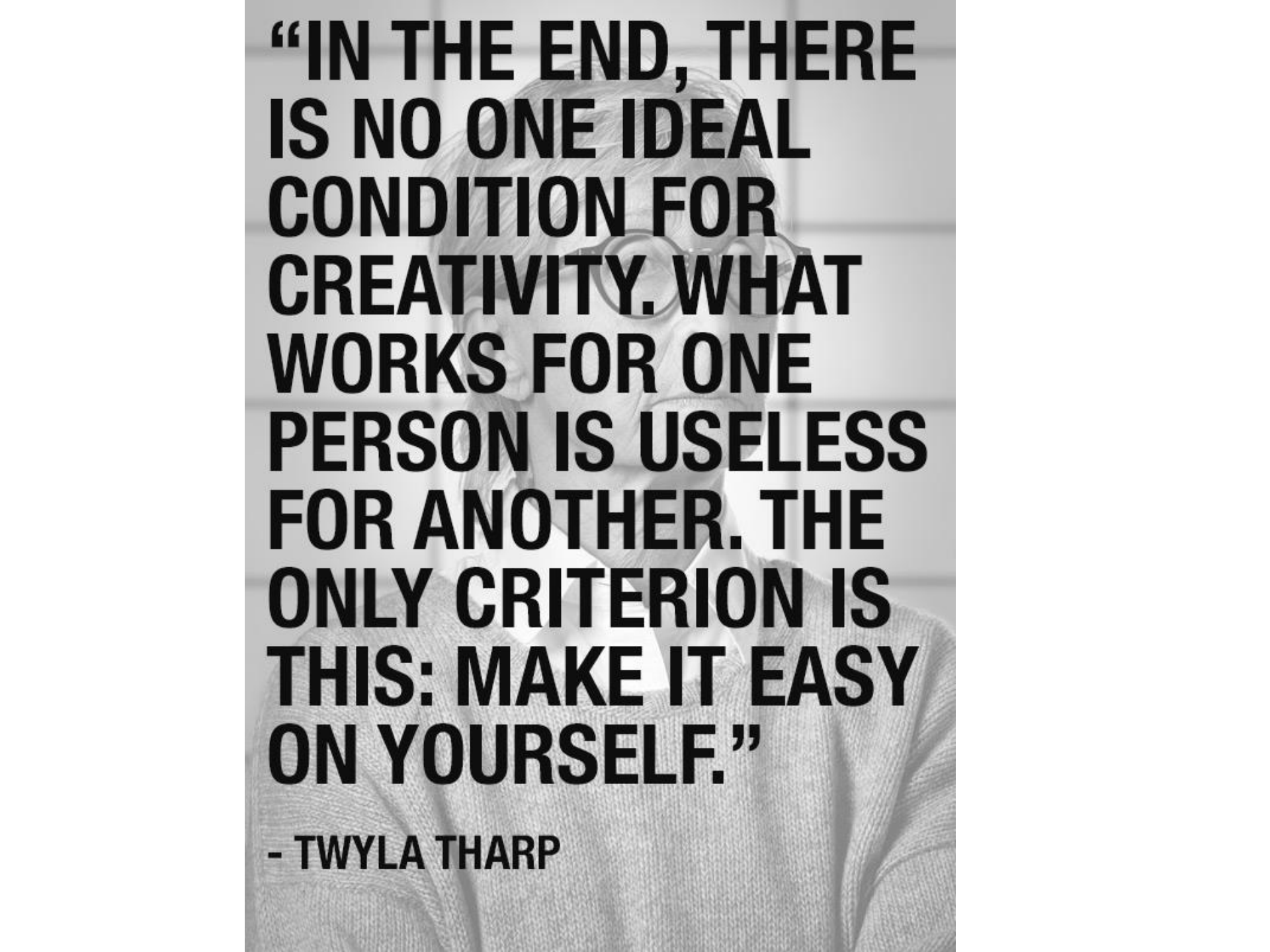


“...a moderate level of noise leads to higher creativity than either a low or a high level of noise.”

a special note
ABOUT CHEMISTRY.







**“IN THE END, THERE
IS NO ONE IDEAL
CONDITION FOR
CREATIVITY. WHAT
WORKS FOR ONE
PERSON IS USELESS
FOR ANOTHER. THE
ONLY CRITERION IS
THIS: MAKE IT EASY
ON YOURSELF.”**

- TWYLA THARP

six themes

CREATIVITY CAN BE LEARNED.

HAVE FUN. PLAY!

CAPTURE YOUR IDEAS.

FIND CREATIVE SPACE.

FAILURE IS INEVITABLE.

SCIENCE + CHEMISTRY MATTER.



thank you!

QUESTIONS & COMMENTS WELCOME



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