

INTERNATIONAL SYMPOSIUM
The Real-World Impact of Creativity: Education, Organisations, and Society

6th of December, LLC Commons, Webster University Geneva

PROGRAM

9:00 - 9:15 – Opening (Webster Center for Creativity and Innovation, Webster University Geneva, and the Centre for the Science of Learning and Technology, University of Bergen)

9:15 - 10:00 – Keynote: **Creativity in school: On habits and habitats** by Maciej Karwowski, University of Wroclaw, Poland

10:00 - 11:00 – Paper session **The real-world impact of creativity in education**

10:00 - 10:15 – ***Conditions to liberate the creativity of cultural diversity in education*** by Abdeljalil Akkari, University of Geneva, Switzerland

10:15 - 10:30 – ***PhD for Innovation: Interdisciplinary problem solving and creativity*** by Ingunn Johanne Ness, Birgit Kopainsky and Hiwa Målen, University of Bergen, Norway

10:30 - 10:45 – ***'Build, therefore, your own learning experience!': Reflections on designing arts-centered learning experiences across the liberal arts undergraduate curriculum*** by Julianna Sandholm-Bark, Webster University Geneva, Switzerland

10:45 - 11:00 – ***Panel discussion*** with the presenters

11:00 - 11:15 – Coffee break

11:15 - 12:00 – Keynote: **Organizational creativity – what is it? How can we enable it?** by Ingunn Johanne Ness, University of Bergen, Norway

12:00 - 13:00 – Paper session **The real-world impact of creativity in organisations**

12:00 - 12:15 – ***Creativity management in public sector innovation*** by Ole Fredrik Norbye, NLA University College, Oslo, Norway

12:15 - 12:30 – ***An exploration of the idea generation process for social media content marketing*** by Edward Boon, Webster University Geneva, Switzerland

12:30 - 12:45 – ***A different starting point to create solutions for a flourishing planet*** by Elaine France, Founder of Flow In Action, Switzerland

12:45 - 13:00 – ***Panel discussion*** with the presenters

13:00 - 14:30 – Lunch

14:30 - 15:15 – Keynote: **How creative activism develops our liberal democracy** by Silas Harrebye, Roskilde University, Denmark

15:15 - 16:15 – Paper session **The real-world impact of creativity in society**

15:15 - 15:30 – ***Is programming really the epitome of creativity?*** by Damian Mehers, Geneva, Switzerland

15:30 - 15:45 – ***The consequences of serendipity for real-world creativity and innovation*** by Wendy Ross, Kingston University, United Kingdom

15:45 - 16:00 – ***Societal creativity and why we urgently need it*** by Vlad Glaveanu, Webster University Geneva, Switzerland

16:00 - 16:15 – ***Panel discussion*** with the presenters

16:15 - 16:30 – Coffee break

16:30 - 17:15 – **Final panel** (including keynotes and organisers; moderator: Vlad Glaveanu)

17:15 - 17:30 – **Closing remarks**

17:30 – Aperero

BOOK OF ABSTRACTS AND AUTHOR BIOS

Keynote: Creativity in school: On habits and habitats

Maciej Karwowski, University of Wrocław, Poland

Contrary to widely spread beliefs, school does not kill creativity. Quite the opposite – educational systems around the world – even if not always listing creativity among their main goals, provide mental training that makes creativity possible. This talk explores two overlooked elements of contemporary creative education and education for creativity literature. First and foremost, it discusses the benefits and psychological, and social conditions of habitual creativity. To this end, the very notion of habitual creativity, present in the literature for some time, will be recapitulated, and re-read in lights of recent educational and psychological studies. Second, this presentation will discuss what kind of environment (habitat) does creativity require and why popular notions of unconstrained freedom and great benefits of creative teaching are often overly simplified. Based on recent empirical evidence, a more balanced and evidence-based perspective will be proposed.

Maciej Karwowski, PhD is an associate professor and head of Psychology of Creativity Lab (PoCL) at the University of Wrocław, Poland. His research focuses on educational psychology of creativity and the role of creativity-related self-beliefs for creative thought and action. Karwowski co-edits an open journal access *Creativity: Theories-Research-Applications* and serves as an associate editor of the *Journal of Creative Behavior*.

Conditions to liberate the creativity of cultural diversity in education

Abdeljalil Akkari, University of Geneva, Switzerland

In many educational contexts, diverse culture (or at least some of its forms) is seen as a problem to be solved rather than an opportunity to unlock the creative potential of learners and educators. On the basis of qualitative studies with teachers, I will first show the tendency of teachers to value students' cultural diversity as long as it does not force them to change their professional practices. Then, I will formulate some ways to free the pedagogical creativity of teachers in a context of hyper-diversity of students.

Abdeljalil Akkari is full professor and director of a research group on international and education at the University of Geneva (ERDIE). He is member of the Swiss national commission for UNESCO. He is also a regular consultant for international organizations. He was the Dean for research at the Higher Pedagogical Institute HEP-BEJUNE (Bienne, Switzerland) and assistant professor at the University of Maryland Baltimore County (USA). His major publications include studies on educational planning, multicultural education, teacher training and educational inequalities. His main research interests focus currently on teacher education and reforms of educational systems in a comparative, multicultural and international perspective.

PhD for Innovation: Interdisciplinary problem solving and creativity

Ingunn Johanne Ness, Birgit Kopainsky and Hiwa Målen, University of Bergen, Norway

At the end of January 2019, the University of Bergen, Faculty of Social Sciences approved a pilot version of a new PhD course “PhD for Innovation – Interdisciplinary Problem Solving and Creativity” to be held in spring 2019. “PhD for Innovation – Interdisciplinary Problem Solving and

Creativity” is a new PhD course at the University of Bergen. The course equips PhD candidates with problem solving methods that facilitate interdisciplinary collaboration with a strong focus on research impact. This is achieved by working concretely with challenge-driven innovation related to sustainable development goals (SDGs), in teams consisting of PhD candidates with varied disciplinary backgrounds. This talk describes the main activities and outcomes of the course pilot and offers thoughts on impact also in a global perspective. The course directly answers to a series of strategic initiatives and calls at the University of Bergen, such as SDG in higher education and action plan for ph.d.- education. By merging methods from fields such as system dynamics and innovation methods and by working directly with societal actors outside the university, the course represents an innovative and effective approach to fostering creative problem solving abilities that goes beyond already existing courses at UiB and in Norway at large.

Ingunn Johanne Ness, PhD, is a senior researcher and Cluster Leader at the Centre for the Science of Learning & Technology (SLATE). She has a PhD from the University of Bergen, Faculty of Psychology, Department of Education, and a postdoc from the Faculty of Psychology, SLATE. Ness leads the theme *Creativity, Learning, and Technology* and carries out research on interdisciplinary collaboration, innovation, creativity, and leadership. Ness has a particular interest for the sociocultural approach and works with one of the world’s leading environments on sociocultural theory, the OSAT group at the Department of Education, University of Oxford and the Creativity & Innovation center at Webster University, Geneva. In addition Ness has close collaboration with business such as Equinor. She has a number of publications in International journals and Handbooks and her main teaching areas are creative knowledge processes, innovative methods and supervision of Master and PhD students. Ness is co-editor in a Special Issue in the *Creativity Research Journal*, Section Editor for the *Palgrave Encyclopedia of the Possible*, Associate Editor of the *European Journal of Psychology* and co-editor on *Dialogical pedagogy, creativity and learning*, KLIM forlag, Denmark.

Birgit Kopainsky is professor in System Dynamics at the University of Bergen, Norway. She holds a PhD in agricultural economics from ETH Zurich and a master’s degree in Geography and Environmental Studies from the University of Zurich, Switzerland. She teaches at ETH Zurich in Switzerland as well as at the University of Bergen. Her research explores the role that system dynamics can play in facilitating transformation processes in social-ecological systems such as the transformation towards sustainable and resilient agri-food systems. She conducts and supervises research both in Europe and in developing countries. Birgit is currently involved in two Horizon2020 projects and has received funding from a broad range of funding sources such as the International Livestock Research Institute, the Research Council of Norway, ETH Zurich World Food System Center, the Swiss National Science Foundation, the Peder Sather Center for Advanced Studies at UC Berkeley, and the University of Zurich. Birgit is a very active member of the System Dynamics Society. At the beginning of her academic career, she was the president of the student chapter and the founding president of the Swiss chapter. In the meantime, she has become the first ever female president of the System Dynamics Society.

Hiwa Målen is Center manager at Digital Social Science Core Facility (DIGSSCORE), which is a research infrastructure for advanced social science data collection and multi-disciplinary research at the University of Bergen. Målen holds a PhD and a master's degree in molecular biology from the University of Bergen, Norway. The purpose of his PhD thesis was the identification of novel antigens for the development of new serodiagnostic test prototypes, to be used for rapid and

reliable detection of tuberculosis disease. The scientific works of Hiwa Målen have contributed to the global effort to combat the disease, and are cited frequently, with a current h-index of 10. In addition to his researcher background, Hiwa Målen has extensive project management expertise with several years' experience as project manager in the private sector, with responsibility for project portfolios covering maintenance & modification on North sea energy extraction installations. As Improvement Coordinator at corporate level, experiences and knowledge he gained from project completions were applied to educate next-generation project managers and streamline corporate processes towards increased efficiency and value creation. In 2015, Leadership Foundation in Norway selected Målen as one of the Top10 role models in Norway, for outstanding contribution to the Norwegian business and society. The award was handed over by His Majesty Crown Prince Haakon.

'Build, therefore, your own learning experience!': Reflections on designing arts-centered learning experiences across the liberal arts undergraduate curriculum

Julianna Sandholm-Bark, Webster University Geneva, Switzerland

The core principle in liberal arts education consists of providing students with active learning experiences that will make them more aware of how they use their own critical and creative skills, so that they may emerge as advocates of their own freedom to "build, therefore, [their] own world!", as Ralph Waldo Emerson aptly put it. Teaching in a liberal arts framework (in which students often favor non-liberal arts disciplines) requires faculty to be flexible and open to integrating different disciplinary perspectives. This presentation will focus on the Meet the Artist Lecture Series, a recently-launched learning platform at Webster University Geneva, which brings various disciplines into a dialogue with the arts, and which provides students with both cognitive and experiential learning opportunities within the context of liberal arts education. After briefly introducing Webster's liberal arts program - the Global Citizenship Program - and the Meet the Artist Lecture Series, this talk will highlight a learning community experience that was particularly successful in engaging the Webster community in a collaborative art project that increased the awareness of green issues on campus and the local community.

Julianna Sandholm-Bark is Assistant Professor and Head of the Global Citizenship Program at Webster University Geneva. She holds a PhD in Art History from the Institute of Fine Art at New York University as well as a licence ès lettres in English, Art History and Photography from the University of Geneva. Prior to completing her PhD in 2009 she has worked with a several arts organizations in New York, Paris, and Geneva. Her current research project explores Geneva's contemporary art scene from the point of view of visual artists. It is a companion piece to the Meet the Artist Lecture Series, an arts education platform, which she started in March 2018 and which integrates a lecture series, a podcast interview project (accessible through <https://podcast.webster.ch/category/meet-the-artist>), as well as art exhibitions.

Keynote: Organizational creativity – what is it? How can we enable it?

Ingunn Johanne Ness, University of Bergen, Norway

Organizational creativity is a precondition of innovation. Consequently, organizational creativity is a field that is becoming more and more important in organizations aiming to survive and thrive in our complex knowledge society. The keynote's aim is to provide a deeper insight into organizational creativity and how creativity is understood, practiced, and why it matters - its real

world impact - in an organizational context. The traditional view on creativity has mainly been based on individual views and focused on individual traits, thus creativity as a collective phenomenon in groups then was investigated more closely. However, in terms of organizational creativity as a collective phenomenon, a strict separation between the social and the individual fails to account for the relational interdependence of people working together in organizations. Organizational creativity can be defined as “the creation of a valuable, useful new product, service, idea, procedure, or process by individuals working together in a complex social system” (Woodman, Sawyer, & Griffin, 1993, p. 293). Further, creativity can be understood as a collaborative process (Moran, 2010) and one of the most popular strategies for enabling creativity in organizations, is interdisciplinary team work. The talk will present recent findings from studies on creative processes in knowledge intensive organizations. A model unpacking the creative processes and underlying conditions for succeeding with interdisciplinary collaboration, will be discussed in detail.

Ingunn Johanne Ness, PhD, is a senior researcher and Cluster Leader at the Centre for the Science of Learning & Technology (SLATE). She has a PhD from the University of Bergen, Faculty of Psychology, Department of Education, and a postdoc from the Faculty of Psychology, SLATE. Ness leads the theme *Creativity, Learning, and Technology* and carries out research on interdisciplinary collaboration, innovation, creativity, and leadership. Ness has a particular interest for the sociocultural approach and works with one of the world’s leading environments on sociocultural theory, the OSAT group at the Department of Education, University of Oxford and the Creativity & Innovation center at Webster University, Geneva. In addition Ness has close collaboration with business such as Equinor. She has a number of publications in International journals and Handbooks and her main teaching areas are creative knowledge processes, innovative methods and supervision of Master and PhD students. Ness is co-editor in a Special Issue in the *Creativity Research Journal*, Section Editor for the *Palgrave Encyclopedia of the Possible*, Associate Editor of the *European Journal of Psychology* and co-editor of *Dialogical pedagogy, creativity and learning*, KLIM forlag, Denmark.

Creativity management in public sector innovation

Ole Fredrik Norbye, NLA University College, Oslo, Norway

Public sector is currently undergoing changes regarding creativity and innovation. The goal of the study was to investigate how employees perceive how managers manage their creativity in innovation processes. The study was based on a constructivist view of science and a qualitative method has been used with semi-structured interviews of public sector employees. The study was empirically driven, but at the same time theory-informed so the data material and the categories developed was influenced by the theoretical framework. The main findings are that employees do not feel that their creativity is being managed, but remain as an unused potential in many government agencies. One of the main reasons for this seems to be linked to the managers' risk aversion. There is very little room for experimentation, which can be explained partly in the operating model and the bureaucratic system, but also because managers do not see the value of involving employees in creative processes. At best, the manager’s operation can be seen as a desire to keep employees’ creativity in check so that unnecessary noise is avoided in the organizations. The study also suggests further research areas.

Ole Fredrik Norbye is an assistant professor in music at the NLA University College in Oslo where he lectures in jazzpiano and self - management. He also holds an MBA and works as a business consultant on topics related to leadership , innovation and creativity.

An exploration of the idea generation process for social media content marketing

Edward Boon, Webster University Geneva, Switzerland

Marketing, and in particular marketing communication, has been reliant on creativity and innovation since its inception. There are numerous examples of companies and brands that became successful on the basis of a single product concept or advertising idea. However, changes in media consumption, from traditional to digital and social media, have added new requirements to the concepts that marketers need to come up with. ‘Content marketing’ relies on the creation and publication of a continuous flow of blog posts, videos, podcasts, or other forms of content. In other words, marketers need to generate lots of small, replicable ideas that are easy to execute. This study examines a number of case studies to evaluate how these changing requirements affect marketing organizations, the idea generation process, and the ideas themselves.

Edward Boon is a researcher and lecturer in marketing and entrepreneurship. His research interest covers the intersection between consumer behavior, social media and technology, and he has published papers in various peer-reviewed journals, including Psychology & Marketing, Business Horizons, and the Journal of Financial Services Marketing. His professional experience includes marketing positions at Procter & Gamble and online insurance broker First Europa. Edward Boon has a PhD in Industrial Marketing from the Royal Institute of Technology in Stockholm, and an MBA from Erasmus Rotterdam School of Management. In 2017 he developed the educational marketing simulation game ‘Battle of the Brewers’.

A different starting point to create solutions for a flourishing planet

Elaine France, Founder of Flow In Action, Switzerland

We need radical solutions to truly tackle challenges in communities and at a global scale, which means we need a new generation of intra- and entrepreneurs with the courage, vision and skills to imagine and design around flourishing, for flourishing of people and planet. We need to cultivate the conditions for people to show-up in their organisations in this way, to create their best solutions and challenge the status quo. That means connecting them to their unique creativity and giving them the space to explore and discover. Bringing together wellbeing tools and innovation challenges, provides a new lens to look through and ‘change-maker spaces’ to play with ideas, break entrenched rules, take risks and change perspective to generate innovative solutions; as well as building complex problem-solving, design and systems thinking skills.

Elaine France is the Founder of Flow In Action, training a new generation of innovators and entrepreneurs to take action for the planet by imagining, designing and creating powerful solutions around flourishing. She uses design and systems thinking in challenge-based learning activities, to empower youth, leaders and entrepreneurs. Elaine is an experienced social innovation consultant, coach and trainer, bringing together 25 years of leadership, management, strategic business development and operational expertise from across sectors and multi-stakeholder engagement across government advisory, education, the UN, entrepreneurship and impact investment eco-systems.

Keynote: **How creative activism develops our liberal democracy**

Silas Harrebye, Roskilde University, Denmark

Liberal democracy is in a state of crisis. For many countries this crisis has to do with external threats, internal populism, and demagogues dismantling democracy as we know it. But in many other countries a different and less dramatic but no less serious kind of danger is threatening democracy: The adequate satisfaction which leads to indifference and apathy. The risk is that we do not develop democracy and thus leave it to become stale and outdated. I will show why democratic shock therapy can be necessary when you have gone into a democratic cone of abundance – and how four different concrete types of shock therapy can generate democratic innovation. Central to each kind, although in different ways, is creativity. The past decade has witnessed a surge in “artistic activism,” both in practice and its study. I will show why the creative activist is key for the political imagination.

Silas Harrebye is an Associate Professor of Social Science and Head of Studies of Global Studies at Roskilde University in Denmark. He has written a number of peer reviewed articles on creative activism published in international scientific journals. His two latest books on this particular topic are *Social Change and Creative Activism in the 21st Century - The Mirror Effect* (Palgrave MacMillan) and *Democratic Coma Demands Shock Therapy* (Gyldendal). Harrebye has been a board member in a number of political and non-profit organisations, and has worked as a professional consultant on a number of global development projects.

Is programming really the epitome of creativity?

Damian Mehers, Geneva, Switzerland

Creating software is in many ways the epitome of creativity: making something from nothing. It can be a joy to envision something in your mind's eye, to make it real, and then to share it with others. But what does the creator owe to society at large when they release their inventions to the world? In this talk Damian will share his personal experience of the unexpected ways in which software he created has been used, and his journey towards understanding the responsibility of software developers to the people that use what they create: Why did someone with stage four cancer thank Damian for creating something that he never imagined might benefit that person?

Damian Mehers is an independent software developer and consultant, based near Geneva, Switzerland, developing mobile and watch apps. He's provided consulting to companies as varied as Evernote in California and Nestle in Switzerland. Damian has founded and sold several successful software companies, and loves the magic that is creating software products: turning something imagined into something real.

The consequences of serendipity for real-world creativity and innovation

Wendy Ross, Kingston University, United Kingdom

Much of the psychological research into creativity takes place in the laboratory and while this is a useful arena to disentangle some of the underlying cognitive mechanisms it is a poor proxy for examining how creativity and innovation unfold across extended time periods in a complex, real world situations. Part of the complexity of creativity ‘in the wild’ is generated by chance and accidents which qualitative evidence suggests undergirds many innovations. This talk will

introduce the audience to the concept of serendipity as a complex phenomenon requiring both sagacity and accident before exploring the role serendipity has played in several key innovations and finally offering some thoughts on how an acceptance of serendipity can strengthen our theoretical understanding of creativity.

Wendy Ross is a cognitive scientist based at Kingston University, London. Her main area of research is the role of serendipity in creativity and problem solving from both an experimental and a philosophical perspective. Her recent publications have explored mathematical and insight problem-solving, collaborative creativity, and serendipity. She is also a section editor for the Palgrave Encyclopaedia of the Possible and Secretary of the Serendipity Society.

Societal creativity and why we urgently need it

Vlad Glaveanu, Webster University Geneva, Switzerland

Creativity is often brought up in relation to social change and yet there are many other ways in which creative expression contributes to maintaining and transforming our societies. One of these is what I call 'societal creativity' or the collective forms of creative expression required to respond to challenges that are themselves collective in nature such as climate change or building more open, tolerant societies. What is specific about this kind of creativity thus is not only its real world impact, but its collective nature. And yet, it is intrinsically difficult to theorise creativity at the level of groups and communities and we have great methodological challenges to study such creative acts. In this short talk, I will reflect on the roots of this problem and on some practical solutions that can help us not only to understand what societal creativity is but to actually foster it.

Vlad Glaveanu, PhD, is Associate Professor and Head of the Department of Psychology and Counselling at Webster University Geneva, Associate Professor II at Bergen University, Norway, and Director of the Webster Center for Creativity and Innovation (WCCI). His work focuses on creativity, imagination, culture, collaboration, and societal challenges. He edited the Palgrave Handbook of Creativity and Culture (2016) and the Oxford Creativity Reader (2018), and co-edited the Cambridge Handbook of Creativity Across Domains (2017) and the Oxford Handbook of Imagination and Culture (2017). He co-edits the book series Palgrave Studies in Creativity and Culture for Palgrave Macmillan. Vlad is editor of Europe's Journal of Psychology (EJOP), an open-access peer-reviewed journal published by PsychOpen (Germany). He received in 2018 the Berlyne Award from the American Psychological Association for outstanding early career contributions to the field of aesthetics, creativity, and the arts.