

Common Misconceptions and Partial Understandings

ENGLISH Program

Global Competencies



Creativity

This resource supports educators in developing a deeper awareness of what **creativity** means. By exploring the common misconceptions and partial understandings related to this competency, we can move towards a shared understanding across Manitoba schools.

Mitchel Resnick, in his book *Lifelong Kindergarten: Cultivating Creativity through Projects, Passion, Peers, and Play*, unpacks four misconceptions about creativity.

Common misconception and/or partial understanding

Creativity is about artistic expression.

Extending our understanding of creativity

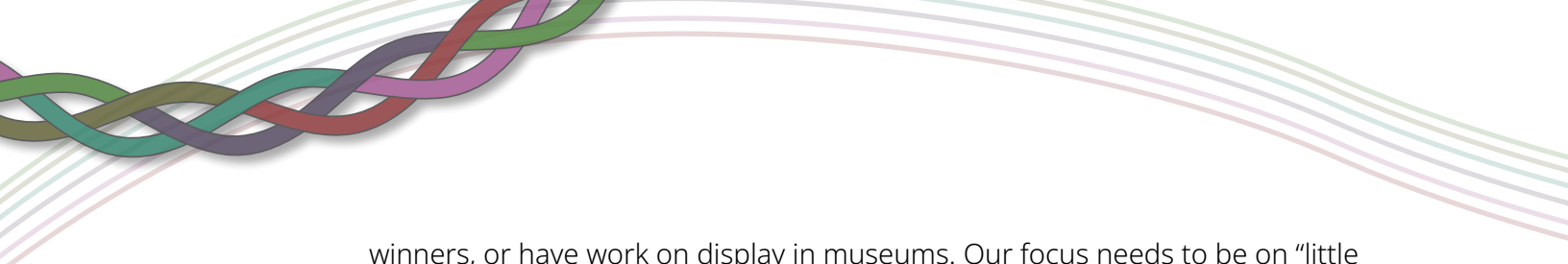
Creativity is not reserved for sculptors, poets, musicians, or painters, etc., and artistic expression. Creativity transcends all professions, disciplines, and facets of daily life. Creativity ultimately involves “purposeful creation that is novel or unique and has value or significance” (Gini-Newman and Case 51).

Common misconception and/or partial understanding

Only a small segment of the population is creative (big C versus little c).

Extending our understanding of creativity

There is no such thing as a “creative type.” We are all born with curiosity and the potential for creative thinking. A small percentage of people might be considered “big C” creative. These people may be famous inventors, Nobel Peace Prize



winners, or have work on display in museums. Our focus needs to be on “little c” creativity which relates to when people come up with an idea that is new and useful to them in their daily life, like creating a schedule for a busy family, finding a new way to address a classroom school supply issue, solving a math problem differently, or finding an inventive way to share learning.

Common misconception and/or partial understanding

Creativity comes in a flash of insight.

Extending our understanding of creativity

“Creative intelligence is about tools, not lightbulbs. It’s something we do, not something that happens to us. It’s about what happens during those moments of insight, but also after; it’s the hard work and the collaborations that can help bring your idea out of your mind and into the world” (Nussbaum).

Common misconception and/or partial understanding

You can't teach creativity.

Extending our understanding of creativity

Part of our role as teachers is to nurture, model, encourage, and support creativity. We can do that by creating a learning environment and interactive, organic learning opportunities in which creativity flourishes.

References

Gini-Newman, Garfield, and Roland Case. *Creating Thinking Classrooms: Leading Educational Change for This Century*. Corwin, 2018.

Nussbaum, Bruce. *Creative Intelligence: Harnessing the Power to Create, Connect, and Inspire*. Harper Business, 2013.

Resnick, Mitchel. *Lifelong Kindergarten: Cultivating Creativity through Projects, Passion, Peers, and Play*. MIT Press, 2017.