self-regulating possibility: executive & strategic aspects of creative thought

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psychology, uncg
QUIET PLEASE

sh-h-h-h

CREATIVITY IN PROGRESS

THANK YOU
. Guilford’s Spectrum

<table>
<thead>
<tr>
<th>divergent</th>
<th>convergent</th>
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<tbody>
<tr>
<td>“good” answers</td>
<td>correct answers</td>
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<tr>
<td>creativity</td>
<td>intelligence</td>
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<td>bottom-up</td>
<td>top-down</td>
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<td>associative</td>
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<td>open-form</td>
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<td>ill-structured</td>
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<td>problem-finding</td>
<td>problem-solving</td>
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<tr>
<td>romanticism</td>
<td>rationalism</td>
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Hey girl,

I'm only against romanticism in creativity theories.
Kim (2005):

\[ 447 \text{ rs} \]

\[ n = 45,880 \]

simple \( r = .13 \)

weighted \( r = .17 \)
. executive aspects of creative thought

interference management
obvious uses
concrete features
prior responses

finding, maintaining, & applying strategies

idea evaluation
Nusbaum & Silvia (2011, S1), *Intelligence*

- 3 Gf tasks
- 4 Gr (verbal fluency) tasks
- 3 strategy fluency tasks
- 2 divergent thinking tasks (BRICK & KNIFE)
Nusbaum & Silvia (2011, S1), *Intelligence*
Kim (2005):

\[ 447 \text{ rs} \]

\[ n = 45,880 \]

\[ \text{simple } r = .13 \]

\[ \text{weighted } r = .17 \]
Nusbaum & Silvia (2011, S2), *Intelligence*

Do the rich get richer?

IV: Good Strategy (disassembly)

DV: BRICK divergent thinking
You are like the prime numbers
unpredictable turns, unconstrainable
Tantalizingly regular but never quite the same

I am like the Riemann-Zeta function
A rippled curtain of the imagined and real
Deeply tied with you in ways incomprehensible

Although, strictly speaking,
The Riemann-Zeta function
Couldn’t have given you herpes.
Some lawyers are sharks

Glucksberg’s Model

ad hoc *attributive category*

“things that are cruel & predatory”

plausible

exemplary

Some lawyers are sharks

clothed
mammal
JD degree

swims
oceanic
has gills
HANDLING A STUDENT WHO CHALLENGES YOUR EXPERTISE WITH AN INSIGHTFUL QUESTION:

SO, KIDS, THE AIR ABOVE THE WING TRAVELS A LONGER DISTANCE, SO IT HAS TO GO FASTER TO KEEP UP. FASTER AIR EXERTS LESS PRESSURE, SO THE WING IS LIFTED UPWARD.

BUT THEN WHY CAN PLANES FLY UPSIDE DOWN?

RIGHT:
Wow, good question! Maybe this picture is simplified—or wrong! We should learn more.

WRONG:
It's... complicated. And we need to move on.

VERY WRONG:
Santa Claus is your parents.

from xkcd
. what’s involved?

identify a feature that forms the abstract attributive category
  . “things that are seem scarier than they really are”

search knowledge for potential vehicles that have the feature

do this while maintaining the attributive category

manage interference from…
  . adjectival knowledge & the attributive category itself
  . obvious clichés, idioms, tropes, stock phrases
  . irrelevant topic features, irrelevant vehicle features
Silvia & Beaty (in press), Intelligence

6 Gf tasks

2 metaphors

“boring class” and “disgusting food,” no time limit
Silvia & Beaty (in press), *Intelligence*
$\beta = .49$
• **adjectival responses**
  – “That was class extremely boring”

• **obvious, “exemplary” vehicles**
  – vomit, poop, slime, urine

• **direct retrieval of idioms, clichés**
  – “That class was like watching paint dry”
  – “Sitting through that class was like watching grass grow”

• **wrong topic**
  – “Men are like buses---miss one, another comes along in 15 minutes”
“Eating cous-cous is like being waterboarded with a bag of kitty litter”

“Tofu is like a small square of bland”

“Being in that class was like sitting at a funeral when you don’t know who died”