

**Theme:
Validating the Effectiveness of CPS**

**Initiative:
Documenting the Successful Application of CPS at CSC (Impact)**

Project Title: From Their Words: An Analysis of CRS 615 Papers to Find Common Philosophies, Beliefs and Values, Part II

Rationale and Questions: There is currently a need for documentation of the unique population that the CSC graduate students represent. The focus of this study will be to examine the exit papers from CRS 615 to develop an understanding of the philosophies, beliefs and values that the students have assimilated, it will provide baseline data by organizing, collecting and reporting initial data. The questions that will guide the study are:

- What philosophy, beliefs and values were articulated by those entering the field through a formal educational program in creativity?
- Are there elements of CBIR vocabulary shown in CSC Alumni's personal philosophy of creativity?

Statement of Significance: In regard to the content of this study, there is a need for continuing studies of specific groups of people connected with creativity. The 140+ graduates of the CSC Masters' program represent a truly unique group of professionals within that field. Although some studies of our graduates and the program's impact on their lives have been done (Lunken, 1990; Keller-Mathers, 1990; Neilson, 1993), no recent work exists that examines baseline philosophies, beliefs and values. Our study will be the first to explore these fundamental thoughts of the graduate students and provide a base of data for future longitudinal studies. In regard to the qualitative analysis process used in this study, Mayer (1999) notes that the next fifty years of creativity research need to develop a clearer definition of creativity and use more combinations of methodologies that will help move the ideas of creativity from speculation toward specification. What is also needed is a methodology that combines scientific approaches with the biographical approaches.

Description of the Method or Process: Qualitative analysis will be the major methodological approach in this study. The papers will be sorted according to year and assignment. We will then identify key words, phrases or sections that illustrate philosophies, beliefs and values of creativity. We will cluster those key words, phrases or sections into categories. We will then develop an open coding system to describe those categories. Finally, we will analyze and synthesize the results.

Learning Goals: 1.) I want to learn about what the other graduate students have felt when completing the program. Where did they want to go? What was the best lesson that they are walking away with? 2.) I want to learn how to blend my abilities of close reading with the research process. 3.) To learn more about the research process from the gathering of the physical data to the writing up the results in a readable form. 5.) I want to learn that I can reach a personal goal—getting my masters—and that I can do it well and with honor.

Outcomes:

- Report of data analysis, including charts, graphs and stories
- Data file of CRS 615 papers
- An executive summary to be shared with study participants and published on the CSC web page
- A chart comparing CBIR controlled vocabulary to our results.
- CBIR annotations, 10-20, as pertinent and advised. One of which will be my project.

Timeline:

December: Gather names and addresses of participants. Clarify address and contact information. Begin reading qualitative research literature.

January: Develop letter of intent. Mail letter. Hope for good returns. Begin sorting by year and assignment focus. Begin identifying terms that are common in the papers. Continue reading literature.

February/March: Continue reading papers. Continue sorting and finding common themes. Develop open coding system.

April: Write results and executive summary for web page.

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Literature

Floistad, G. (1993). Creativity, past, present and future: a philosophical perspective. In Isaksen, S.G., Murdock, M.C., Firestien, R.L., & Treffinger, D.J. (Eds.), *Understanding and recognizing creativity: the emergence of a discipline* (pp. 202-248). Norwood, New Jersey: Ablex Publishing Corp.

Keller-Mathers, S.(1990). *Impact of creative problem solving training on participants' personal and professional lives: a replication and extension*. Unpublished master's project, Buffalo State College, Buffalo.

Lunken, H.P.(1990). *Assessment of long term effects of the master of science degree in creative studies on its graduates*. Unpublished master's project, Buffalo State College, Buffalo.

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Murdock, M.C., Isaksen, S.G., & Tricanati, N.S.(1993). A community of scholars: an examination of antecedents of 1990 international working creativity conference participants. In Isaksen, S.G., Murdock, M.C., Firestien, R.L., & Treffinger, D.J. (Eds.), *Understanding and recognizing creativity: the emergence of a discipline* (pp. 83-104). Norwood, New Jersey: Ablex Publishing Corp.

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