



ERASMUS+ COURSE IN LJUBLJANA

**TEACHING CREATIVITY IN SCHOOLS,
INSPIRED BY EDWARD DE BONO,**

16. 11. 2015 – 20. 11. 2015





Week's Program

MONDAY: Introduction to parallel thinking and CoRT 1

TUESDAY: AGO: Objectives
CAF: The Factors Involved
OPV: Other People's View
Experience with teaching CoRT

WEDNESDAY: APC: Alternatives
CoRT 4 - Introduction to Lateral Thinking

THURSDAY: Experience with teaching CoRT
Random Input: Random Entry
FIP: Priorities

FRIDAY: C&S: Consequences
PMI: The Treatment of Ideas
Conclusion and Next Steps

NASTJA MULEJ

- The only licensed trainer of de Bono thinking in Slovenia:
 - ✓ Six Thinking Hats
 - ✓ Lateral Thinking
 - ✓ Simplicity
 - ✓ CoRT
- Translated his basic works in Slovenian
- over 138 teachers in 6-months program, over 50 Thinking Clubs at schools, Over 100 organizations, over 10 000 people
- BA in Economics, BA in Sociology, M.Sc. in communication studies
- 10 years in New Moment (ex Saatchi & Saatchi, now Young & Rubicam) as head of new ideas department (New Moment Magazine, Ideas Campus, New Moment Thinking)
- Lecturer at many Colleges
- PR manager of Slovenian Marketing Association, Golden Drum, Slovenian Marketing conference...





Dr. Edward de Bono

- World's leading authority in creative and conceptual thinking
- M.D., Ph.D., Rhodes Scholar
- Author of over 70 books with translations into more than 40 languages
- World renowned consultant to business, government and education
- More than 500,000 people have been trained in this method

De Bono's books, 1/2



De Bono's books, 2/2



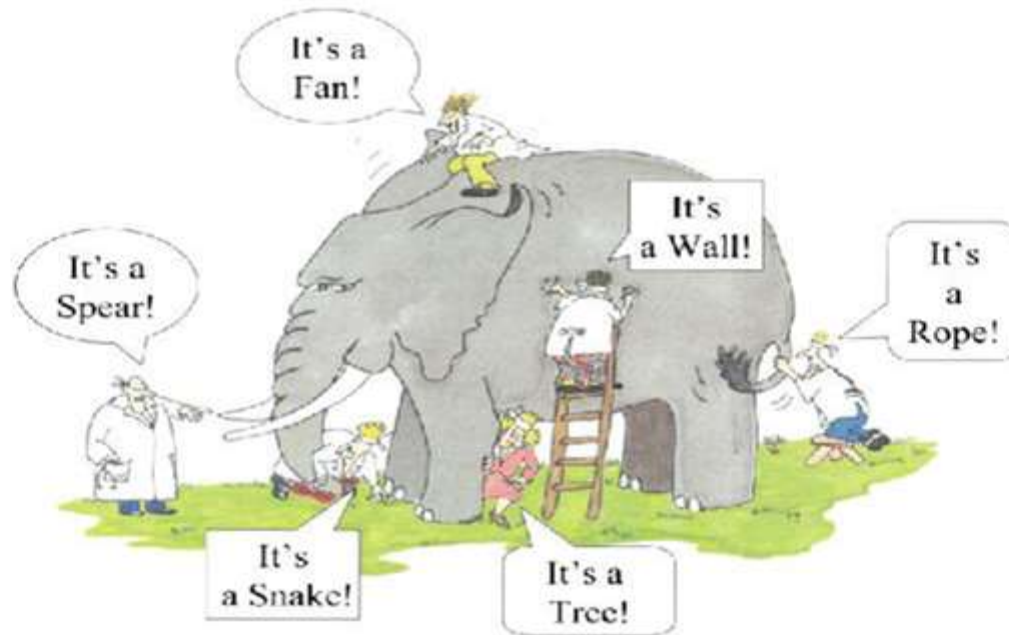
Goals of the program



- To learn how to ~~motivate~~, ~~encourage~~ enable creative and innovative thinking with students
- To motivate students to become proactive and to do something by themselves to improve the situation or solve the problem
- To get to know the basic de Bono thinking tools for teaching in schools (CoRT)
- To develop the skills of the group work and to become tolerant to the views of the others
- To get fresh ideas for your working and personal life
- To have a good time!

What have you found out?

Do some thinking about your thinking ...



What were we doing?

Parallel Thinking

Getting everyone focused on using the same thinking tool at the same time

From adversarial



To parallel thinking (collaboration and exploration)



Our natural ,thinking' = debating

Emotions before ratio

Negative (cautious) attitude

We do/think several things at the time
This causes confusion

We think according to

- Previous experience,
 - Raised values,
 - Gathered information,
 - Current sentiment
- => In a routine way!

Directing attention + parallel thinking
-> to escape ,intelligence trap'





CoRT

- CoRT – Cognitive Research Trust
- From 1974
- In 44 countries:
 - in Venezuela 2 hours/week,
 - in Australia in 60 % of schools,
 - in Canada in 40 % of schools,
 - in India million teachers,
 - in China in 680.000 schools...
- In Slovenia: 2012-2015: 138 teachers from 93 institutions

CoRT

CoRT 1 Breadth:

1. PMI: Treatment of ideas
2. CAF: The Factors Involved
3. Rules
4. C&S: Consequences and sequel
5. AGO: Objectives
6. Planning
7. FIP: Priorities
8. APC: Alternatives
9. Decisions
10. OPV: Other people's view

CoRT 4 Creativity:

1. Yes, No and PO
2. Stepping Stone
3. Random Input
4. Concept Challenge
5. Dominant Idea
6. Define the Problem
7. Remove Faults
8. Combination
9. Requirements
10. Evaluation

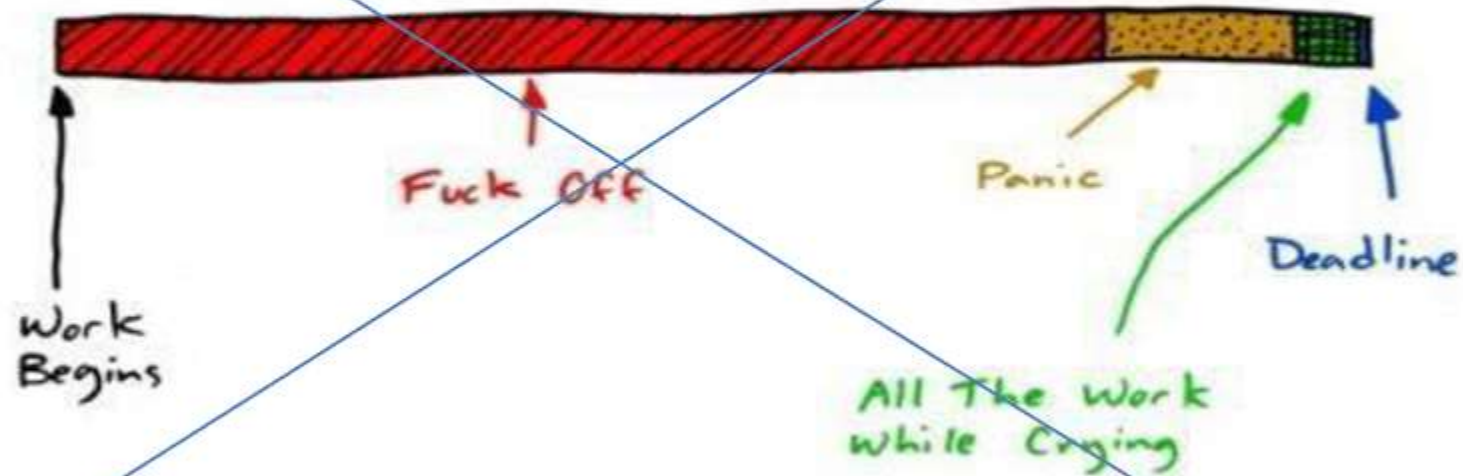
CoRT – results

- *‘Perhaps the most important benefit from teaching thinking is the increase in self-esteem and self-confidence of those taught. A youngster taught thinking feels in control of his or her life – instead of feeling like a cork carried along by a stream of life and controlled by the currents.’*

Edward de Bono.

- English research:
 - Higher grades (30 – 100 %)
 - Higher employment (for 500 %)
 - Less aggression among kids (up to 10 %)
- Enjoyment, engagement

THE CREATIVE PROCESS



The Creative Process



Purpose

↓
Input

↓
Possibilities

↓
Evaluation

↓
Execution

Define your thinking:

What are your goals? **AGO**

Get information:

What are the factors to be considered? **CAF** and
What are other people's views? **OPV**

Find priorities:

What is most important?
What should we do first? **FIP**

Generate alternatives:

How we normally do it?
Which new alternatives can we think of? **APC**

Evaluate and appraise to get the best alternatives:

Which alternatives get us the consequences we want? **C&S** and
Which alternatives have the most attractive merits and least difficult risks? **PMI**

+ Which alternatives are in accordance to our priorities?? **FIP**,
With information? **CAF**, With other people's views? **OPV**



CoRT – OPV

OPV: Other People's View

Many thinking situations involve other people.

Another person may

- *consider different factors (CAF),*
- *see different consequences (C&S),*
- *have different objectives (AGO) or priorities (FIP).*

In fact, all the thinking that you do for yourself, others may be doing for themselves – but differently.

TEACHERS...



What my friends think I do



What my mother thinks I do



What society thinks I do



What my students think I do



What I think I do



What I really do

PERCEPTION



How my friends see me.



How my parents see me.



How my teammates see me



How my teachers see me



How my siblings see me



How I see me

Quote

- Most of the mistakes in thinking are inadequacies of perception rather than mistakes of logic.

Edward De Bono

- Perception = Assumptions



with Jakarta expansion



What is that?



1 minute. Write down.



CoRT – APC

APC: Alternatives, Possibilities, Choices

*When you have to make a decision or take action, you may at first think that you do not have all the choices at your disposal. But if you look for them, **you may find that there are more alternatives** than you thought.*

*Similarly in looking at a situation there are always obvious explanations. But if you look for them, you may find that there are **other possible explanations** that you had not thought of.*

Train yourself to be Creative:

Divergent thinking exercise.

Think of as many (12+) different, fresh, new uses of this common household objects as possible.



1. Comb



2. Umbrella



3. Glasses



4. Fork



LATERAL THINKING

Vertical thinker:

„I know what I am looking for.“

Lateral thinker:

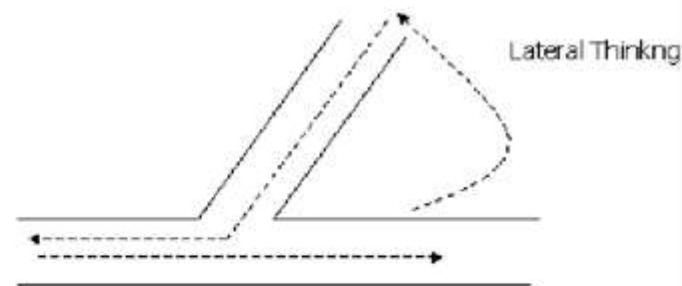
„I am looking for something, but I don't know what until I'll find it.“



LATERAL THINKING ≠ LOGICAL THINKING

What's the next number in the pattern?

1
11
21
1211
111221
312211
13112221
?





CoRT 4 – Random Input

You cannot get new ideas by looking harder at the old ones,
so you **bring in something** which is random or unconnected with the situation.

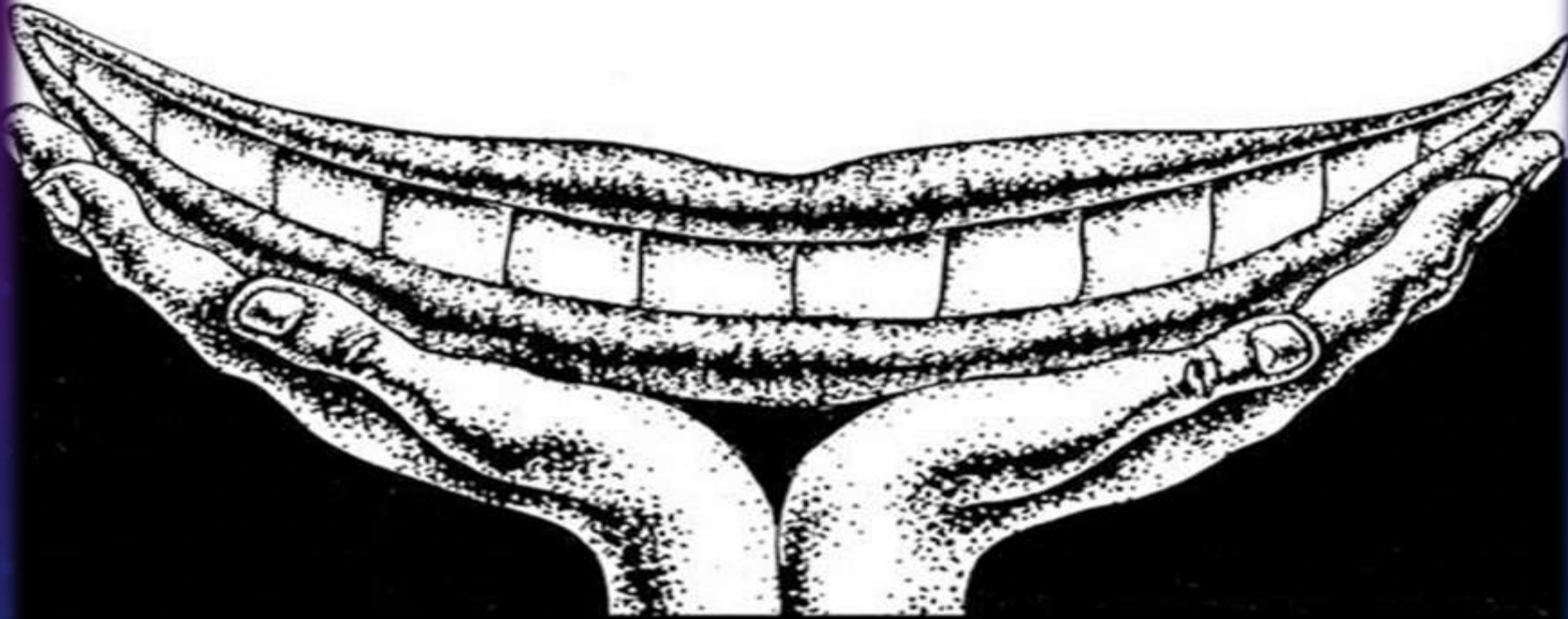


REVIEW



TEDENSKI MENI	
PONEDELJEK	- Filipini
TOREK	- Indija
SREDA	- Maroko
ČETRTEK	- Nigerija
PETEK	- Egiptat
SUBOTA	- Bangladeš

THANK YOU!



HVALA NA POZORNOSTI!