

CREATIVE INTELLIGENCE AND CREATIVE WRITING

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Abstract: *Creative intelligence is the ability to find solutions to small or large problems and requires a kind of abstract thinking in unusual ways at an individual or group level. Through it, the individual acquires new skills and knowledge, devises solutions to problems and increases his or her imagination. Creative intelligence can be expressed and enhanced through creative writing, i.e. through writing novels, short stories, poems and other textual genres. Writers, using language, seek the most appropriate words to express their thoughts and describe all the images in their mind, while experimenting with forms and structures in order to find innovative ways to reach their readers.*

Keywords: *intelligence; writing; creative.*

Introduction

The manner in which we understand everything that happens around us, how we adapt to our environment, how we learn, think and cope with difficulties is not the same for all people. This cognitive ability is innate in humans and is called intelligence. Therefore, as the cognitive performance of a person varies in different situations and by different criteria, understanding intelligence as a complex concept is possible through its external manifestations and effects (Fustana, 2007). However, the original notion that it is a vast repository of information has now been replaced by the view that it is a network of interconnectedness and interrelated knowledge structures (Gallagher, 2003).

Until the early 1990s, the majority of studies confirmed the existence of only one form of intelligence, cognitive intelligence, which develops mainly in the first three years of life (Kafetsios, 2003). In fact, according to traditional views, intelligence is a single ability to solve problematic situations and successfully cope with reality, whose level is determined mainly by genetic and much less by environmental factors, while, at the same time, it can be measured by using the classical intelligence tests (I.Q. tests) (Kassotakis, 2022).

In 1983, the American psychologist Gardner presented in his book "Frames of mind" the radical view of multiple intelligences, identifying seven types of intelligence which are autonomous, as they have a separate biological deposit in the brain (Gardner, 1983). According to him, all people have skills and talents, which we call intelligence, and the only thing that differs among them is the degree of each skill and the way in which said skills are combined. The seven types of intelligence described by Gardner are the following: 1) Verbal-linguistic intelligence, which refers to correct word choice, correct textual analysis, memorisation and argumentation. 2) Musical-rhythmic intelligence, which refers to the appreciation of melody, rhythm and the various forms of music. 3) Logical-mathematical intelligence, which is used in arithmetic and mathematical calculations. 4) Visual-spatial intelligence, which is related to orientation and space. 5) Interpersonal intelligence, which is related to understanding and expressing emotions. 6) Intrapersonal intelligence, which refers to the understanding of our strengths and weaknesses and, finally, 7) Kinesthetic intelligence, which includes abilities to coordinate bodily movements in subtly differentiated ways (Kassotakis & Flouris, 2006). Another theory dealing with human intelligence is the Triarchic theory of intelligence, which is comprised of three subtheories: (a) the constitutive, (b) the experiential, and (c) the contextual. The first subtheory defines the mental processes that underpin behaviour, while the second defines the relationship between behaviour towards a goal and the individual's experience of that goal. The latter hypothesis links intelligence to the external world, determining which behaviors are intelligent and in which context (Sternberg, 1997). The Triarchic Theory of Intelligence is identified with Successful Intelligence which is defined as the ability of an individual to use a set of cognitive abilities in order to succeed in life within the socio-political context in which they live and with the goals they have set. In fact, this success occurs when the individual takes advantage of all his or her abilities and possesses analytical, creative and practical thinking in equal measure (Sternberg, 1998).

Continuing the above about the Triarchic Theory of Intelligence, human intelligence includes three dimensions-abilities that play an important role in the cognitive functioning of the individual and are the following: a) Analytical intelligence which involves the analysis, judgement, comparison and evaluation of the evidence in a situation. b) Practical intelligence which is related to the individual's ability to solve problems and c) Creative intelligence, which is possessed by those individuals who can discover innovative ideas and find original solutions to the problems they face. People with heightened creative

intelligence are distinguished by their imagination and ingenuity (Sternberg, 1999a. Sternberg, 1999b. Sternberg & Grigorenko, 2002).

Relationship between intelligence and creativity

According to Flach (1988), the emergence of creativity is associated with possible stress or potential crisis that the individual may be experiencing. This stress, as it may upset his/her mental equilibrium, leads the individual to an internal conflict. This conflict in turn can lead to a complex reorganization of his personality. In fact, if the person is able to integrate this conflict into a higher level of mental balance, then he or she becomes more adaptive, but also more resilient to stressful situations in the future. Otherwise, the individual develops a dysfunctional mental balance and is less adaptive to future changes. It should be stressed that the role of a supportive environment that is open to communication and new ideas is important in order to promote and develop creative change.

For Haensly and Reynolds (1989), intelligence and creativity can be seen as two intersecting cycles. On the intelligence side, what lies outside the intersection constitutes clear thinking and is correct, but cannot lead to greater possibilities. On the side of creativity, what lies outside the intersection is unusual, diverging into new areas, but cannot be justified. The intersection space of intelligence and creativity includes what is original, correct and justified.

In addition, for Stacey (1996), the intelligence of a creative person is a complex system, consisting of two subsystems: a dominant symbol system and a residual one. Through the first subsystem, the individual strives to improve themselves and critically evaluates the effectiveness of their work, taking into account the demands of the environment. On the other hand, through the second subsystem, the individual enjoys the life of imagination, play and creativity. Through the coexistence of the two subsystems, a safe creative space emerges that leads the individual to innovation.

Piaget (1962), in the context of his theory on cognitive development, sees intelligence as a process of mental balancing, as the individual, and indeed the child, on the one hand adapts the mental schemas according to the demands of the environment and on the other hand assimilates or processes them to satisfy the child's own desires. It should be noted that the child suffers a mental imbalance when the child experiences a cognitive conflict, i.e. a discrepancy between his/her own expectations and the expectations of his/her environment. If this cognitive conflict is neither too great nor too small for the child's developmental capacity, he or she will be able to assimilate and process mental schemas, i.e. create new schemas to resolve each conflict.

For Guastello (1998), creativity is closely related to the problem-solving process in which ideas are generated and combined. These ideas are organized, evaluated and refined until the problem is given a solution. Similarly, Holland (1998) also states that creativity and innovation begin with the identification of a solution to a problem situation. In the process of solving said problem, the individual creates new combinations of the already basic and given elements, so that, eventually, they transform what is abstract and constitutes in essence the problem into something familiar and accessible.

Creative intelligence

To begin with, it is important to clarify the distinction between the concepts of 'creativity' and 'creative intelligence'. Sternberg (2006) states that an individual is creative when through the search for new, and indeed unpopular, ideas he or she is able to create something particularly important or even valuable. According to the aforementioned (2003), creative intelligence refers to the ability to apply innovative mental patterns to a variety of situations. In addition, Kaufman, Cole and Baer (2009) state that creative intelligence can be seen as a component of overall creativity.

For Buzan (2017), creative intelligence is an individual's ability to come up with new ideas and solve problems in original ways, using their imagination and productivity. It includes the following factors: (a) the ability to use both the right hemisphere of the brain (creativity, spatial skills, artistic and musical skills) and the left hemisphere (speaking, comprehension, arithmetic, writing); (b) the ability to capture new ideas on paper in order to process them better; (c) the speed of generating new ideas, (d) the ability to generate different kinds of ideas, using different strategies and from different perspectives; (e) the creation of original, unusual and 'eccentric' ideas; (g) the extension of these ideas; and (h) the association of ideas with other ideas in order to enhance all aspects of creativity.

Furthermore, Rowe (2004) states that creativity can be seen as a reflection of an individual's creative intelligence, as the latter concerns not only the way the individual sees the world, but also his or her own beliefs. Indeed, he stresses that creative intelligence is different from general intelligence, as creativity focuses on how the individual thinks in order to achieve something new. To this he adds that creative intelligence characterizes four basic types of people, which are: a) The intuitive person, who is distinguished by hard work, determination and high motivation. b) The innovative person, who is characterized by perseverance, curiosity and experimentation. c) The imaginative person who is characterized by boldness, expression of new perspectives and independent thinking. d) The person who is inspired by everything and

characterized by understanding, communication and contribution to society.

Goldstein and colleagues (2015) studied creative intelligence and its relationship with innovative and unconventional problem solving through a series of studies. Initially, a sample of 80 people were given unconventional problems, such as predicting future situations involving different kinds of people, for example people who are born young and die young or people who are born old and die young, etc. Another sample of 60 people were given more conventional problems involving ratios, sequence completions and classifications. Through these studies it was found that creativity involves the following key elements: intelligence, knowledge, thinking, personality type and motivation. In addition, it was found that the creativity expressed by the people who participated in the survey was greater in cases where it referred to a field with which they were related or knowledgeable. A final conclusion that researchers came to was that creative intelligence tests outperform conventional intelligence assessment tests both in terms of the requirement of the individual's verbal skills and in terms of their ability to analyze ideas, generally tapping into skills beyond those assessed by conventional intelligence tests.

Rea (2003) in his attempt to interpret creative intelligence, uses the concepts of 'creativity' and 'intelligence' separately. He states that when creativity is isolated from intelligence, it is very likely to lead to speculation, whereas, when intelligence is isolated from creativity, the individual may be driven to a narrow way of thinking. Creative intelligence coordinates both the general intelligence and the creative extension of reality as the person perceives it. For the above mentioned, when there is a balanced interaction of creativity and intelligence, the individual manages to adapt intelligently to the demands of the environment and assimilate it creatively.

Continuing, as mentioned above, analytical, creative and practical intelligence are dimensions of human intelligence and play an important role in cognitive functioning. The existence of these three dimensions is an important principle of the theory of Successful Intelligence (Sternberg, 1999a) and can be taught and applied to different areas of life, as what varies from environment to environment is the cognitive content attributed to information (Sternberg et al., 2001). In particular, in addition to creative intelligence, which involves solving non-conceptual problems, analytical intelligence is used by the individual when he or she has to solve problems that require critical thinking. Practical intelligence is used by the individual in order to apply any knowledge acquired in daily life, at work or at home (Zmpainos & Antonopoulou, 2012). In fact, Sternberg and Grigorenko

(2004) state that both teaching and assessment should promote analytical, creative and practical intelligence so that students can exploit their potential, overcome obstacles and gain flexibility in their thinking.

Creative Writing

There is no precise definition of what creative writing is, as many interpretations have been given to the concept of creativity (Kotopoulos, 2012). In an attempt, therefore, to clarify the term, we could say that it is the understanding, exploration and recording of experience (Marshall, 1974), the re-creation of emotional experiences (Sharples, 1996), the spontaneous expression of thoughts and feelings (Gerard, 1996), the enhancement of imagination (Hooker, 1997), the organization and revision of ideas (Harmer, 2004), a discipline involving knowledge and techniques (Dawson, 2005), the original composition (Evernett, 2005), expressive art (O'Rourke, 2005), poetry, prose, drama (HMIE, 2006), a tool of various types of therapy (Morley, 2007), imaginative interpretation of the world (Bennett et al., 2008), intuition and personal memories (Maley, 2009), active engagement with reading and writing (Freiman, 2009), creating imaginative narratives (Nettle, 2009), developing thinking skills (Chen & Zhou, 2010), originality (Temizkan, 2011), the free expression of opinions and feelings (Oral, 2012), a field of research in psychology (Forgeard, Kaufman & Kaufman, 2013), the connection of new information with previous information (Demir, 2013), a kind of catalyst in discussions about cultural differences (Harper, 2014), self-expression in an imaginative way (Ghani & Din, 2017), and finally, creative writing is limitless, as it has the potential to accept all writers, asking them to be completely original (MacVean, 2016), while also being linked to all three aspects of literacy: the functional, the critical and the creative (Kiosses, 2019).

In education, the benefits of creative writing are manifold: a) It helps to develop language at all levels, including grammar, vocabulary and phonology. b) It encourages students to "play" with language, to experiment and explore without fear. c) It emphasizes the right side of the brain, emotions, intuition, musicality. d) It enhances students' self-confidence. e) It increases their motivation. g) It enhances their reading and writing skills (Maley, 2009). Stewart (2010) states that one of the advantages of creative writing is the enhancement of the 'personal voice' of students. For her, the author's 'voice' has the potential to 'reach' the reader, offering them an unexpected experience. The "voice" makes the text more compelling and therefore easier for the reader to understand. Additionally, Pawliczak (2015) argues that creative writing improves ways of thinking, as the individual resolves various issues,

rethinks issues that had been on their mind, achieves goals they had never achieved before, while Barbot and colleagues (2012) report that creative writing skills are directly related to the promotion of learning. The term "creative writing workshop" refers both to the process of evaluation of the texts produced by the other participants of the workshop and to the physical space in which it takes place. The workshop emphasizes all stages of writing (pre-writing, writing, writing, post-writing or revision stage), encourages autonomy and collaboration among students, as the student is placed at the center of the process with the teacher acting as a guide and facilitator of learning (El Said, 2006. Harris & Hodges, 1995. Massengill, 2001. Pollington, 1999). According to AWP (Association of Writers and Writing Programs, 2012), in the context of the workshop, 'teaching' provides students with the following: (a) an overview of literature, (b) experience in critical analysis, (c) an understanding of a writer's techniques, (d) intellectual discipline, (e) an understanding of different cultural values, (e) creativity, (g) knowledge of grammar, (h) communication skills, and (i) an understanding of New Media. In addition, the methods used are as follows: (a) varied readings, (b) study of literary terminology, (c) study of critical approaches, (d) practice in critical reading, (e) practice in one author's technique, (g) peer review, (h) memorization, (i) practice in critical writing, (j) instructor comments, (k) practice in revision, (l) testing and evaluation, and finally, (m) experience with New Media Technology.

Enhancing creative intelligence in school through creative writing activities

Enhancing creative intelligence at school is an urgent need, as, even though school should function as a place to promote creativity, emphasis is still on conventional school performance (Dimopoulos, 2007). Quite often, the behavior of creative students is confused with that of the so-called 'troublemakers', is characterized as misbehavior, is punished and these students are marginalized (Xanthakou, 1998). In addition, Paraskevopoulos (2004) states that, despite the statements of school officials regarding a school focused on promoting children's creativity, everyday practices in classrooms are differentiated. Besides, written examinations that promote memorization, the extensive curriculum, and the lack of teacher training in enhancing creativity and creative intelligence act as inhibiting factors (Kampylis et al., 2009). According to the Triarchic Theory of Intelligence, achieving the coveted creativity in school requires the simultaneous utilization of all three aspects of students' intelligence, namely analytical, creative and practical. One could even argue that creative intelligence acts as a

bridge between analytical and practical intelligence, which, in other words, entails not only conceiving innovative ideas, but also evaluating their suitability and application in everyday practice (Sternberg, 1999a). In addition to the above, Sternberg and Grigorenko (2003) list some key words that could be used in teaching according to the Triarchic Theory of Intelligence: a) Enhancing analytical intelligence (indicatively): analyze, compare, explain, reason, know, study; b) Enhancing creative intelligence (indicatively): create, invent, imagine, guess, predict, devise; and c) Enhancing practical intelligence (indicatively): use, apply, participate, act. Examples of creative writing activities for the cultivation of creative intelligence are the following:

- ♣ Create a poem together with your students.
- ♣ Imagine what your life would be like if you lived at the North Pole and had an igloo for a home.
- ♣ Assume that the earth's temperature rises by 5 degrees Celsius. What effect would this have on our lives?
- ♣ Predict what your life would be like 30 years from now.
- ♣ Draw an alien and write a short story about it.

'An example of a creative writing activity in the light of the Triarchic Theory of Intelligence is the following:

1. Collect information from printed and digital material about what to do at the time of the earthquake (analytical intelligence).
2. Create a rhyming poem in a group context to render in rhyming speech some of the above ways of responding to the earthquake (creative intelligence).
3. Take part in earthquake drills and participate with your poems in public awareness campaigns on earthquake (practical intelligence).

Further, and as creative intelligence has been linked to problem solving, it is important to note that many studies have highlighted the use of creative writing activities as an educational tool in the problem solving process to improve creative thinking (Flower & Hayes, 1980; Harkow, 1996; Ryan, 2014). It should be stressed that while there is a wide variety of problem situations that can be presented to children, not all of them are suitable for enhancing creative intelligence. Goffin and Tull (1985) suggest the following questions to assist teachers in selecting appropriate problems for children to solve: a) Is the problem interesting? b) Can it be solved in many ways? c) Does the attempt to solve encourage the production of new ideas? d) Can the actions

leading to the solution be evaluated at the end? However, it is important to stress that, although the use of realistic problems over hypothetical ones enhances creativity to a greater extent (Sternberg & Lubart, 1991), the scenario should always have a storybook character, especially for young children (Xanthakou & Kaila, 2002).

Examples of creative problems that can be used as a stimulus for creative writing activities are the following:

- ♣ Imagine that suddenly the earth has lost all electricity for a month. Write down how your life would change and what you would do to survive.

- ♣ Pick two characters from two different books and have them fight. The reason may be, for example, which of the two suffered more or which had a happier life.

- ♣ Two or more people do something that is really stupid and get criticized by the animals. What exactly did they do and what are the animals' observations?

- ♣ Write about someone who is always getting in big trouble for being too honest.

- ♣ Your pet can only talk like a human at midnight for one hour. Write down what might happen.

To the above, it is worth adding the positive effect of play in enhancing children's creative intelligence. Through it they cultivate their imagination, as, particularly in social/dramatic play, they play a role and pretending to participate in a particular situation, they are asked to respond to the corresponding social context with the appropriate use of language and choice of actions (Smith, 2001). Moreover, through play they exchange information, think, and judge, discover new ideas and knowledge, observe, remember and compare (Antoniadis, 1994). On the other hand, creative writing approaches language and its potential in an experiential manner, combining play with learning (Paparousi & Tsilimeni, 2010). In fact, Maley (2009) states that one of the multiple benefits of creative writing is that it encourages students to 'play' with language, experiment and explore without fear.

Examples of playful creative writing activities that can help to enhance creative intelligence include the following:

- ♣ Write the longest word you can. Then write as many words as you can, using only the letters from the original word you wrote. With all those words you have written down, write a story.

♣ Invent characters that are made of strange materials (for example, Pinocchio is made of wood), describe their properties and tell their adventures.

♣ Write an acrostic with your name on it.

♣ Take a verse from a poet and rewrite it, changing syllables, word order, adding absurd phrases or images.

♣ Choose five words related to each other (for example: glass, table, soup, mother, apron) and five words completely unrelated (for example: yard, whale, school, beans, pillow, astronaut) and write a story with them.

To add to the above, as creative intelligence is an individual's ability to seek out new ideas, creative writing is the thinking, organizing and revising of those ideas (Harmer, 2004). Besides, O'Rourke (2005) also argues that the writer through activities creates his/her own imaginative world and is led to new meaningful ideas. Literary books, pictures, poems, works of art and films can be the inspiration for these activities. Examples of creative writing activities that contribute to the enhancement of creative intelligence and are inspired by a variety of texts and images are the following:

♣ *Literary texts*

- Give a literary text another ending.
- Change the setting of the story and write it in another place or time.
- Choose a hero and interview him or her.
- Write a new story, combining the literary passage with other literary texts of similar content.
- Send a letter to the author, expressing your feelings about the plot development.

♣ *Poetry*

- Rewrite a rhyming poem in free verse, removing the rhyme.
- Remove words from poems and add your own, being respectful of meaning and rhythm.
- Collect slogans, advertisements, store signs and other material and write poems that are humorous, satirical or dramatic.
- Write a boring poem, a poem with mixed Greek, French, German or English words, or write a very short poem.
- Make pairs of rhyming words and use them to write poems.

♣ *Images*

- Choose objects depicted in books, "bring them to life" and transform them into characters in a story.
- Choose a picture and write what has happened before and after the events in the picture.
- Write stories, using a painting, which can be the setting (place & time).
- Use two or more covers from picture books and write your stories.

Conclusions

One of the main purposes of the school is or should be to enhance students' creative thinking through inquiry, curiosity, perseverance, autonomy, discovery skills and the development of multiple information. It should be emphasized that for the development of creative intelligence, it is important to have a supportive school environment that motivates the motivation and enthusiasm, not only of the students, but also of the teachers themselves, as well as their creative behavior (Hennessey, 2007). It is important that teachers are given the freedom of expression, but also the necessary resources and organizational and administrative support to encourage their creativity. On the other hand, as far as children themselves are concerned, let us not forget that they are creative by nature and are impressed by unconventional things, even when they are not in a creative environment (Jackson et al., 2006). However, creative intelligence is not developed in schools to the extent it should be and usually remains at the level of intentions.

Creative writing can help to develop creative intelligence, as it enables not only the generation of new ideas, but also their capturing on paper. Creative writing is a way of understanding our experiences. Through poems, for example, we express our feelings, interpret our experiences and discover our emotional connection to the world. In other words, through the poetic and metaphorical representation of our experiences, we access those unconscious processes that help us make sense of what is around us (Keane, 2012). Besides, Kenny (2011) claims that the reasons why the use of creative writing in the classroom is considered necessary are freedom of expression, promotion of imagination, creativity, self-expression, emotional responsiveness, but also the connection between the known and the unknown, as creative writing can connect pre-existing knowledge with new ideas and unfamiliar language structures.

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