

From creativity to innovation

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Propositions
accompanying the dissertation

**From creativity to innovation:
Understanding and improving the evaluation and selection
of ideas in educational settings**

by

Kim Christine Maria van Broekhoven

1. The *two cultures* of Science and Art are more alike than unlike in their creative competencies (Chapter 2).
2. Generally, divergent thinking skills are cultivated in training programs, while convergent thinking skills are not naturally developed within the context of training programs (Chapter 3).
3. Task exposure improves people's ability to recognize creative, original, and highly feasible ideas (Chapter 4).
4. Children inhibit themselves in selecting original ideas once expecting idea implementation, and this may lead to losses of valuable novel ideas that were initially regarded as impossible to implement (Chapter 5).
5. In order to move from creativity to innovation, students need to develop an ability to separate the wheat from the chaff among their own and other's ideas (Chapters 2, 3, 4 and 5).
6. Educational support for creativity should foster openness, creative self-efficacy and divergent thinking as broadly as possible, from Kindergarten through to University education.
7. Not all creativity experts are suitable to recognize creative ideas, the degree of domain knowledge should prevail in the choice for experts in creativity research.
8. Lay people seem to consider the novelty criterion more important to determine the creativity of an idea than the feasibility criterion, while creativity researchers attach similar value to these two criteria.
9. As an educational researcher, it is only by discussing and collaborating with practitioners that gives research her true meaning.
10. When you come to a fork in the road, take it (Yoggi Berra).