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Enlargement of Praising Words for Fostering

Individuality and Creativity

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In order to foster a child's creativity, it is important to accept a child's attitudes and behaviors that orient to individuality and creativity, and tell him/her the correctness of these. Praising is one of useful such ways. In this research, 62 of 1st-year- and 90 of 3rd-year- college students and 40 of teachers recalled twice praising words for Academic IQ, Creativity IQ, and Leadership and followership IQ. During the 1st and 2nd recall, they experienced Brain Writing with 6-persons for 21 minutes. The amounts of 2nd recall were increased. While the teachers increased 30% of praising words, the 3rd students increased about 200%, and the 1st students increased about 300%. The reasons for the differences in gain might be reduced to that the students had a high motivation and attitude to new learning such as BW and memory freshness. Concerning the 1st students' superiority of gain could be explained by the learning style that is inheriting from preparing "entrance examination." It needs to examine in future.

1. Individuality and Creativity in Europe and the US and Japan

In the European and American society, the Individuality and creativity are fully respected. At Omaha in Nebraska and Ithaca in New York, the author lived there for one year, met praising scenes many times. Teachers and parents praised their pupils and children by using words such as "It is wonderful that you are expressed in the product", "Your product is worth because it is different from the others". Similar cases were also experienced at Edmonton in Canada.

Praiser (1) stated that the importance of creativity in German has its origin in European intellectual and cultural history, which may be mostly derived from the Christian view of humankind. Reflecting such a history, German Constitution has an article for personality development: "Everyone has the right to develop his personality in a free way"-- article 2.1, Constitution of the Federal Republic of Germany. He concluded that creativity stimulation is a fundamental mission of school education.

Contrasting to European history, Japan had not the concept of "Individuality" in history until Japan opened harbors to all countries. About 150 years ago, Japan opened harbors and began to import European studies, science, medicine, law, social system and also culture so rapidly. The Individuality and creativity are two of these imported things.

Before the period that "human right" was not established, Japan had not the concept of individuality that corresponds to recent usage of the word. During the period in which "the family system" that was peculiar to old Japan was prospered, the individual and individuality were neglected with a reason it was not fitted to the system. Individual and individuality appeared in society of Japan after World War II by guaranteed with Japan's new constitution that has an article for "basic human rights."

What is individuality? The meaning of individuality is defined in dictionary as follows:

2. What is individuality?

[Western Dictionary]

1. Distinctive or unique character or personality; a work of great individuality
2. The qualities that distinguish one person or thing from another; identity
3. The state or quality of being a separate entity; discreteness.

(Collins English Dictionary - © HarperCollins Publishers 2003)

[Japanese Dictionary]

1. The characteristics of a person.
2. Personality.
3. The traits of an individual.

(Ordinary Japanese Dictionary ©Gakusyu Kenkyu Sha 1982)

We cannot grab the true meaning of individuality, even if we see above definition. We need more pragmatic explanation. So, I cite a real world definition from the internet. Someone defined individuality as follows:

"It is just being yourself! Not following any trends from, Kloe Kardashian(:Entrepreneur, socialite, television personality, radio personality, model) or something. You make the trends. Individuality is also being original. (Examples) Lady GaGa. She is very original. I haven't seen outfits like hers before! 6 months ago" ----- Rachel.

3. A variety of individuality

Not restricted to an area of education, the word "Individuality" is used frequently in many areas of our activities. However, the meant of it is multifarious. It includes that the characteristics of perception and cognition, intelligence and creativity, character, strength of will, motivation, leadership, the styles of problem solving, preferences to independence, abilities of body, gestures and talking styles, preference to foods and colors, fashion, dressing, hobbies, life styles, interests and depth of attainments to economic, religious, political, artistic, moral areas. We cannot state all areas. Individuality appears in all genres of human activities.

If we think individuality from a viewpoint of psychology, it involves "world view, cosmos view, social view, human view, value, knowledge, judgment, thinking way, sensibility, aesthetic feeling, personality, expression, etc." These are too much to use in educational setting. So I restrict individuality in relatively small area later.

4. Why are individuality and creativity so important in Japan and UK?

<Japan>

One of answers to this is in "Summary of the Discussion" of Central Education Council put out in August, 1997. Let's excerpt the important contents. "In this country that is aimed at a truly rich matured society, individuality should be esteemed. In order to do this, it is requested the educational reform for that.

Apart from homogenous and group oriented mentality and overweighed value to the age, the promotion of the unique, creative talent corresponding to the change such as the development of the internationalization and the science and technology, is needed. Standing in the standpoint of individuality esteem, the education in the future should develop an individual ability and the education according to individuality aiming to bring up "Zest for Living" in "time to spare" that was newly introduced to curriculum.

In addition, the promotion of individuality and creativity is the emphasized targets in Fundamentals of Education Law revised in 2006. "We, the citizens of Japan, desire to further develop the democratic and cultural state we have built through our untiring efforts, and contribute to the peace of the world and the improvement of the welfare of humanity. To realize these ideals, we shall esteem individual dignity, and endeavor to bring up people who long for truth and justice, honor the public spirit, and are rich in humanity and creativity, while promoting an education which transmits tradition and aims at the creation of a new culture. In order to develop the individuality and creativity, it is of course needed to reform teaching methods.

In order to achieve above ideal goals, the teachers and parents are required to have good praising strategy. This is a reason why the author begun to conduct this research.

Another reason why Japanese children need the individuality and creativity is the weakness of their mentality. Recent research indicated that self-esteem and self-efficacy of Japanese children are very low, and loneliness of them are incredibly high when we compare them to the children of the US, China, Korea, and Netherland (2).

<UK>

National Advisory Committee on Creative and Cultural Education (1999) made a report. It includes following advices:

1. There are great opportunities now to promote young people creative and cultural education.
2. The Government is committed to promoting the creative abilities and cultural understanding of all young people through education.
3. The business community wants education to give a much higher priority to promoting young people's creative abilities; to developing teamwork, social skills and powers of communication.
4. Many professional and other organizations are keen to develop innovative partnerships with education, through visits, residencies and liaison schemes.
- 5. Many of those who have contributed to our inquiry believe that current priorities and pressures in education inhibit the creative abilities of young people and of those who teach them. There is a particular concern about the place and status of the arts and humanities. There is also concern that science education is losing its vitality undercurrent pressures.
- 6. There are concerns about the supply of teachers and the extent to which current training takes account of the importance of creative and cultural education.

5. The relationship between individuality and creativity.

Individuality and creativity are used for multifarious ways in many areas. Creation means making out something a new product which belongs to a genre. It is anticipated that high-level creation needs individuality of a creator. How creativity is related to individuality?

Not individual oriented but group oriented society, Japan, it has not been discussed the relationships between creativity and individuality. However, when we consider fostering creativity, the relationship should be discussed. The conclusion is very simple. The relationship is figured out if we ask "ordinary

person can produce higher creative products?" Answer is "no". When we unfold the history of study, science, technology, art, literature, etc, it is clear that the creativity of the first class has leapt greatly from common sense, knowledge, sense of values, and the skills, etc. at that time. Not ordinal individuality of a creator (sense of values, space, outlook on the world, view of society, views on humanity, sense of beauty, sensibility, and skill, etc.) made excellent products.

. It is understood that individuality exists as a condition of creativity when we think like this. After when we admitted a child's individuality, it is expected that his/her creativity is opened well. So, it is necessary to introduce carefully the creativity promotion program in education of Japan where has the culture of "the nail that sticks out gets hammered in".

Parting from the high creativity that is admitted in social level, let's think about creativity that ordinal children have. All children have creativity just like intelligence too. Introducing a creativity program in the school, it is necessary to include all children's creativity, and to explore the ways fostering each child's creativity. If a child challenges something, and completed it well, we should praise his/her attitudes and behaviors for creating.

6. Praising individuality and creativity.

Stated earlier, the individuality has multifarious meanings. It is not so easy to foster individuality of children with praising. Especially, in educational situations, one teacher has to work with many children. It means that the teacher has to prepare a huge variety of praising words. Actually, it is impossible to hold them. If the teacher has no strategy to develop individuality with praising, good opportunities are lost. In such reason, we have to limit the individuality into a narrow area.

The author had an attention to the "7 abilities (IQ)" that were proposed by Skromme (3). These are 1.Academic IQ(AIQ), 2.Creativity IQ(CIQ), 3.Dexterity IQ(DIQ), 4.Empathy IQ(EIQ)、 5.Judgment IQ(JIQ)、 6.Motivation IQ(JIQ)、 7.Personality IQ(PIQ). He insisted that each child has at least one superior IQ when we view each child from the viewpoint of 7-IQs. The author added another IQ to these: 8. Leadership and Followership IQ (L&FIQ). All these IQs are inner abilities of children. If we confine abilities as 8-IQs, the teachers and parents have a chance to foster a child's individuality and creativity by praising.

1) How many praising words do the teachers and the students have?

In order to improve Japanese children's weakness of self-esteem and self-efficacy, it seems effective to encourage individual unique abilities and creativity. In such case, "praising" become a key to inform a child the

correctness of his/her behaviors. Therefore, the guardians and the teachers should have a lot of "praise words" and use them in suitable situations". Yumino and Yamazaki (4) took a data for praising words that the teachers and college students have. 98 of 1st-year- and 80 of 3rd-year- college students and 32 of teachers output praise words based on different conditions. Teaching years of teachers were about 20 years. The subjects wrote words that praise primary school pupils on an answer sheet. While the teachers wrote about 12 words, the college students wrote about 7 words. Recalled praising words covered a lot of behaviors. The teachers wrote significantly more words than that of students. It can be concluded that the teaching experiences for 20 years enlarge the amount of praising words.

2) Enlargement of praising words for fostering individuality and creativity by using "Brain Writing"

In order to foster children's individuality and creativity, the parents and teachers are expected to have a large number of praising words concerning 8-IQs. It is very easy to learn praising words for children from lecture, etc. However, leaned praising words will not work so well in front of children, because they are other people's words. If the parents and teachers could create superior praising words by themselves, the words will work in reality. Brain writing is available for creating new praising words.

<Brain Writing>

"Brain Writing" is a method for developing creativity. This method, known as the 6-3-5 Method, is a group creativity technique used in marketing, advertising, design, writing and product development originally developed by Professor Bernd Rohrbach (5). The technique involves 6 participants who sit in a group and are supervised by a moderator. Each participant thinks up 3 ideas every 5 minutes. Participants are encouraged to draw on others' ideas for inspiration, thus stimulating the creative process. After 6 rounds in 30 minutes the group has thought up a total of 108 ideas.

As thinking praising words is not so heavy problem solving task, creating time in this research was shortened to 3 minutes.

<Subjects>

In the college lectures and summer lecture for teachers, the author took a data again for praising words. The subjects were 62 of 1st-year- and 90 of 3rd-year- college students and 40 of teachers. They wrote twice the praising words for primary pupils on different conditions. Writing time was 4 minutes for each. Teaching years of teachers were among 20-30 years.

The subjects were divided into three different conditions (1.AIQ, 2.CIQ, 3.L&FIQ) in each group (teachers, 1st- and 3rd college students), and asked to write down the praise words concerning for each IQ. After having done the Brain Writing (BW) with few hints for each IQ, 3 groups of subjects output praise words again.

<Instruction & Hints>

1. AIQ:

AIQ shows the ability of a pupil who adapting to educational situations and real world. However, in Japan, this mainly indicates the abilities of understanding, memory and recall. A high-AIQ child is good at to learn from lessons and books, and respond quickly to required things by teachers and parents. High-AIQ child is also good at “time keeping”, “obeying to the rules”, “taking note clearly”, “reviewing & pre-reviewing”.

Concerning AIQ, above contents that were orally expressed in daily words were given to the subjects.

In BW session, the following hints were given to the subjects.

- a) You could read fast and exactly.
- b) What a big word holder you are?
- c) You could solve it in short period.

2. CIQ

CIQ is an ability to think out new ideas and new things. A high-CIQ pupil can produce many ideas and new imagination that ordinal pupil never think of. In addition, the student is good at to discover new job or to develop new activity with other pupils, and has an ability to solve a problem in original fashion.

Concerning CIQ, above contents that were orally expressed in daily words were given to the subjects.

In BW session, the following hints were given to the subjects.

- a) Only you could think up of it.
- b) I'm impressed original solution you did.
- c) It is very good that the solution is consisted of multiple points of view.

3. L&FIQ

What is a leadership in a class? We can say that the leadership is a process by which a pupil influences classmates to accomplish a common goal. What is followership? It is a process that the followers accomplish the goal by collaborating with the leader.

Concerning L&FIQ, above contents that were orally expressed in daily words were given to the subjects.

In BW session, the following hints were given to the subjects.

- a) You could guide well the group members to attain common goal.
- b) What a good timing joke that make the group members relaxed.
- c) You could motivate members who were thoroughly tired.

<Results>

The number of praise words increased after BW in each group and condition (see Table1).

Table 1. Mean Praising Words that output before- and after- BW.

	Number of subjects	Before-BW	After-BW
Teacher-AIQ	13	6.09	8.09
Teacher-CIQ	13	6.82	9.64
Teacher-L&FIQ	14	5.9	7.1
1st-grader-AIQ	20	4.8	16.3
1st-grader-CIQ	21	5	15.8
1st-grader-L&FIQ	21	4.18	13.53
3rd-grader-AIQ	30	6.01	11.1
3rd-grader-CIQ	30	5.73	10.02
3rd-grader-L&FIQ	30	3.66	6.6

Table 2 shows the praising words for AIQ, CIQ, and L&FIQ. Concerning an appearance rate, top 5 words are summarized in the table.

Table 2. Praising words for fostering AIQ, CIQ and L&FIQ

	1 st -graders of college	3 rd -graders of college	Teachers
AIQ	<ul style="list-style-type: none"> • You are knowledgeable/...Doctor! • applicable person/ had applicable ability. • You've learned a lot. • Let's make effort more with this tune. • You noticed good points / You had a good points of view. 	<ul style="list-style-type: none"> • You have good memory. • Your note is beautiful/ Writing note is very fast. • You are faster solver. • Perfect/ All problems were solved right. • It is well summarized. 	<ul style="list-style-type: none"> • You have an excellent memory. • ...Great doctor. • You became real solver. • You could challenge next problem. • You could proceed next step.

CIQ	<ul style="list-style-type: none"> • Only you could complete it / Only you could think out of it. • You could improve other pupils' idea. • I (the teacher) never think out such idea. • It is a new idea / it is a novel idea. 	<ul style="list-style-type: none"> • It expressed your real characteristics. • You have multi points of view. • The idea all belong to you. • I never saw such a thing. so far. 	<ul style="list-style-type: none"> • No one could think such a thing. • Your opinion is fun because it differed from other's ones. • What a original thing that is? • It is available in the future/ It is surely realized in the future. • Never seen this kind of thing.
L&FIQ	<ul style="list-style-type: none"> • It is well considered for whole pupils. • It was good timing scolding and care. • You have well listened to all pupil's opinions. • We all trust you so much. • You behaved as famous leader A. 	<ul style="list-style-type: none"> • It worked out well with your good initiatives / Your works was so reliable. • All enjoyed with your good guide. • Your indication was perfect. • Thanks your sincere effort. 	<ul style="list-style-type: none"> • All thank to your nice lead. • You could notify the points suitably. • You could considered to whole (especially weak pupil) pupils • Good indication! • Good judgment to new situation!

<Discussion>

Surprising enough, the increment number for 1st students overwhelmed other groups. 3rd students also increased praising words twice than one of before-BW. On the contrary, the teachers were not increased so much. Why the 1st students can create new praising words so much? The reasons for the differences in gain might be reduced to that the students had a high motivation and attitude to new learning such as BW and memory freshness. Concerning the 1st students' superiority of gain could be explained by the learning style that is inheriting from preparing "entrance examination. About 6 months ago, 1st students were struggling for to attain high performance.

It is figured out in this research that the number of praising words for AIQ, CIQ and L&FIQ were increased with by BW. If BW is applied to other 5-IQs, same results might be gotten. When the teachers and parents have a lot of praising word, it is expected to foster children's individuality and creativity more high. In order to develop children's individuality and creativity, the teachers are needed to improve their teaching skills for creativity development and the

parents are required to prepare suitable situations that are related to creation, for example, bring their children to the wild nature, museum, science park, craft factory, library, etc. In such circumstances, when a child shows a creative attitude or gives birth an original product, the teachers or the parents can praise him/her attitude and behavior with their plentiful praising words. Consecutive process like this might enlarge the child's individuality and creativity.

7. References

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