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Democratizing mathematical creativity through Koestler’s bisociation theory.

Nicol, Cynthia (ed.) et al., Proceedings of the 38th conference of the International Group for the Psychology of Mathematics Education “Mathematics education at the edge”, PME 38 held jointly with the 36th conference of PME-NA, Vancouver, Canada, July 15–20, 2014, Vol. 5. [s. 1.]: International Group for the Psychology of Mathematics Education (ISBN 978-0-86491-360-9/set; 978-0-86491-365-4/v.5). 1-8 (2014).

Summary: The presentation challenges a frequently-expressed assertion: “There is no single, authoritative perspective or definition of creativity [in mathematics]” *M. Kattou* et al. [“Does mathematical creativity differentiate mathematical ability?”, in: M. Pytlak (ed.) et al., Proc. of seventh conference of the European Society for Research in Mathematics Education. Rzeszów, Poland: CERME. 1056–1065 (2011)]. It points to difficulties resulting from using accepted definitions in educational research. In this paper, the authors express concern about joining research on creativity with the research into giftedness and suggest the need for democratizing that approach. To that end, they introduce an alternative definition of creativity – bisociation, that is “a creative leap of insight” or an Aha moment [*A. Koestler*, The act of creation. London, UK: Hutchinson & Co, Ltd. (1964)]. *V. Prabhu* and *B. Czarnocha* [“Focus: women of rural Tamil Nadu”, in: K. Subramaniam (ed.) and A. Mazumbar (ed.), Proceedings of epiSTEME 3. London MacMillan. 233–238 (2008)] argue for adopting Koestler’s bisociation as “the authoritative perspective or definition of creativity”.

Classification: D20 C30

Keywords: mathematical creativity; giftedness; bisociation; research in mathematics education; democratization