# Poor Examples of Summarizing Research

# Teaching Collaborative Creativity to University Students

Because of computing advances, there is a modern emphasis on creativity—evidenced in part by a 68.3% increase in the level of patent applications from 1996-2001—that has led our emerging society to be called the "creative economy" (Banahan & Playfoot, 2004) where creative skills are critical to job and business success (Ogunleye, 2006). There is an additional emphasis on collaboration in the creative process, as this is the “secret to breakthrough creativity” and “group genius” (Sawyer, 2008, p. 3). Some researchers have found that collaborative creativity can be effectively taught in higher education. For example, Hokanson (2006) found that students who received training in creativity improved their creative thinking. Ginamarie, Leritz, and Mumford (2004) reported in their meta-analysis that well-designed training programs produced performance gains. Driver (2001) argued that creativity education could be effectively integrated into business education. Finally, Cole, Sugioka, and Yamagata-Lynch (1999) found that supportive classroom environments promoted more creativity in higher education. However, higher education systems still often lack quality instruction in collaborative creativity. Ramocki (1994) argued, “we must be concerned with how creativity operates within groups” (p. 17) but lamented that marketing education, as one example, has neglected the training of essential group creative skills.