

Transliminality as a biological limitation to teach creativity

In relation to attempts to educate learners to develop their creativity, we report about a small-scale empirical project (N = 29). The project aimed to establish a preliminary link between the concept of creativity and the concept of transliminality via experimentally assessed individual scores in both domains. The study found a significant positive correlation between both scores and we thus suggest that transliminality may be the foundational concept for creativity. As both concepts are associated with different brain-regions, we discuss the implication of these biological locations in terms of educational attempts to enhance creativity. We conclude that any creativity-education will work most successful in young learners.

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Full Article available at the following location:

Elsevier

Thinking Skills and Creativity

Volume 28, June 2018, Pages 131-137

<https://www.sciencedirect.com/science/article/pii/S1871187117303395>