Chapter 46
Creativity and Impactful Learning Through Implicit Cognitive Vulnerability

Caroline M. Crawford
University of Houston-Clear Lake, USA

Janice Newsum
University of Houston-Clear Lake, USA

Sharon Andrews White
University of Houston-Clear Lake, USA

Jennifer Young Wallace
Jackson State University, USA

ABSTRACT

Creating an instructional environment in which the learners can be cognitively vulnerable with the information learned, with learner colleagues, as well as with the instructional facilitator is vitally important towards information attainment and actively evaluating and revising one's own conceptual framework-ing of information. The instructional engagement of the learner within the instructional environment is vitally important, towards knowledge acquisition as well as the learner's creativity towards understanding and working with the information, while emphasizing the strengths associated with impactful learning. Creativity is understood within implicit cognitive vulnerability, articulated as value, effectiveness. Further, impactful learning is understood as relationships and community, as well as respect and consciousness.

INTRODUCTION

Implicit cognitive vulnerability is an understanding around the instructional engagement and learning process that occurs within a teaching-training environment. Through the implementation and impact of implicit cognitive vulnerability, one's professional creativity has the potential to be realized. At the basic level of understanding, implicit cognitive vulnerability is a reflection of the learner's ability to feel safe within an instructional environment and with new knowledge, wherein short-term memory and long-term memory's cognitive acquisition of and connection between old and new information is able to successfully enhance connections so as to achieve the higher order thinking skills of analysis, synthesis, evaluation and creation can be realized by the learners (Anderson, 2013; Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths & Wittrock, 2001; Bloom, Englehart, Furst, Hill & Krathwohl, 1956; Krathwohl, Bloom & Masia, 1964). Specifically emphasized is the higher order thinking skill of creation, or creativity, Implicit cognitive vulnerability is a supported frame of reference and comfortability of the learner, that supports knowledge acquisition by framing the learning experience within a developed understanding of trust, comfortableness, openness towards new ideas and new ways of thinking, and a connection with others that can be described as an interdependent reliance upon others within the learning environment.

The ability to be vulnerable within an instructional space does support one's ability to *think out of the box* and embrace the newness of ideas that may initially seem uncomfortable, yet upon closer inspection and the ability to work within the safe space of the learning environment the learner may recognize the interconnected nature of prior information with new information. This understanding of the interconnected nature of learners and instructional facilitators throughout the instructional process is extremely important, towards developing an environment in which learners support each other's strengths as well as perceived weaknesses while striving towards achieving stronger informational understandings. These stronger informational understandings are achieved both individually and as a group endeavor.

Through the supportive understanding of implicit cognitive vulnerability, implicit cognitive vulnerability can be achieved. The objectives of the article are towards offering a framework of understanding around understanding the foundations upon which implicit cognitive vulnerability sits, as well as ways through which to positively implement and impact the professional creativity of implicit cognitive vulnerability towards a successful instructional engagement of the learners.

BACKGROUND

Cognitive vulnerability has traditionally been viewed within the professional scope of cognitive psychology as a state of emotionally-laden cognitive depression (Haeffel & Hames, 2014; Hanklin & Abramson, 2001; Matthews & MacLeod, 2005; McGinn, Nooner, Cohen & Leaberry, 2015). The suggestion that vulnerability is supported by a level of stress and enhanced cognitive dissonance has been recognized as a problem that needs to be solved. Yet within the learning process, cognitive dissonance and a low level of uncomfortableness associated with subject matter, engagement with the subject matter, offers the opportunity to accentuate new ways to think about prior knowledge. The learning process can be a bit uncomfortable, as new information is woven into prior knowledge; however, a recognition that this discomfort and cognitive dissonance moments of un-learning and re-learning information in new and different ways, to recognize the new and different ways towards understanding information is integral

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