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Cybernetics and Generating Creatvity

Notes for Presentation: "Generating Creativity, Embracing Technology, Collaborating Techniques." Best Practices in Teaching with Technology: A Baltimore Collegetown Network Conference, Goucher College. Baltimore, Maryland, March 2001.

Premise

Second-order cybernetics guides my thinking and doing.

Circularity When asking and accepting the biological question about observing explaining phenomena of any sort starts with explaining me as an observer observing, including how I think and explain when is human being.

Observing When asking and accepting the biological question about observing one realizes that we human beings live immersed in language (which is always grounded in emotions) through which objects, entities including self and others arise.

It is never trivial what distinctions we make -- generate, construct....

One Model

Models are not true or false. They are more or less useful. (Staford Beer)

Characteristics of trivial and non-trivial systems (Hienz von Foerster

Trivial systems

- Synthetically determined
- Independent of the past
- Analytically determined (thus)
- Predicable

Non-trivial systems

- Organically determined
- Dependent on a past
- Analytically indeterminate (hence)
- Unpredictable

Uncertainty a characteristic of living sygstems.

When wanting to generate creativity:

I turn toward cybernetic thinking then and NOW when I want to know how and what I don't know - yet. Questioning is vital and answers are always nested in a particular context.

Things are **relations**... when observing systemic relations in a context that generates particular dynamics

One Distinction: Not all human relations are social relations:

Social relations generate mutual respect, dialogue, learning while living in the biology of love, generates self- awareness, generates awareness of self in relations.

Dis--social relations generate disrespect, debate, learning nested in meanness and hate.

Recursions one reason why we humans don't do the exact same things again and again and again.

A rose is a rose is rose.... (Gertrude Stein)

Falling into cybernetics is indispensable for doing cybernetics:

No instructional learning PLAY = Production

Being in the Flow (See Andy's piece)

Asking question rather than giving answers

Watching analogue and digital video (Nicole)

Defining terms (go to definitions at site and Nicole)

Embracing uncertainty, circularity, recursion in relations

We do the only thing we can do at any moment (SDSystems)

Establishing Connection betweeen trivial and non-trivial systems

I cannot teach another the best I can do is to invite another to learn

Making distinctions a consequence of living immersed in language

Active listening invites learning, like when listening to new music by Herbert Brun

Generating triatic relations (Hienz von Foerster) :

Technology, technique and creativity

Meeting individuals, defining interests, needs, wants and desires, constraints and thus possibilities for projects

Setting Deadlines

Generating Creativity in our doing writing poetry, tracing our dreams, journaling, drawing from the right side

of brain

Composing our projects

Creating power point why power point and other types of presentations

Performing in front of others, written music, play guitar, power point projects etc.

Collaborating with each other when combining music and images

Inviting others to collaborate with us: Maureen, Gavin, Lori, Julie .

Designing as a group of students, staff, faculty a the website called traces left

How does one communicate equally with someone labeled a master?

Making images: avoiding copyright laws, generating photos both digital and analogue, digital video camera, drawings, paintings, sounds, compositions, etc.

Establishing Connections when putting together the website and falling into cybernetics

Some indispensable concepts for doing cybernetics:

Relations Questions are always contextual to the relations in which they arise

Interpretations each I is unique and processes for understanding experience are always in a relational context

Organizing self, others and societies, seeings that are nested in reporting distinctions via sensing and epigenisis.

Models for organizing and understanding consciousness and self-consciousness as streams of flowing.

Fear not best environment for learning

Mary Rose O'Reilly The Peaceable Classroom

Project peace

Nesting a variety of projects or interrelated elements

Music: compositions
Visuals: pictures, paintings, video, photos
Language: words, quotes, poems, books
Emotions: biology of love, curiosity and desires

Sumary of Elements:

Time
Space
Nesting
Mapping
Circularity
Designing

Uncertainty
Why plans never work
Colaboration team work
Flexability and a spirit of adventures

--- Objects by Stein for Erin

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