

Editorial

Knowledge Application and Creativity

Once in a year the journal devotes an entire edition to a few selected, double-blind peer-reviewed papers that were presented at the annual *International Conference on Knowledge, Innovation and Enterprise*, associated conference. This year, however, is a little different: two competitive and complementary research papers, one from amongst those submitted to the conference and a non-conference paper were selected for this edition.

We know from a simple, Collins¹ dictionary definition that knowledge is ‘information and understanding about a subject which a person has, or which all people have.’ The keywords from this definition are: information, understanding, subject, person, or people. We also know that information has to be transformed (Haradhan, 2016) and applied to make sense of the knowledge created (or the learning of the subject in question). This is where creativity or creative learning comes in. Creativity in this context is conceptualised in terms of process or knowledge application: the ability to apply knowledge in a variety of contexts to both familiar and unfamiliar situations to achieve or produce a valuable outcome/s (see Ogunleye & Tankeh, 2013; Ogunleye & Tankeh, 2006; Ogunleye, 2001).

The first paper by Rose Nyambura Macharia & Asenath Onguso (Kenya) on knowledge examines the effect of knowledge creation and knowledge application on the performance of organisations with a particular focus on government parastatals in Kenya. The paper finds that even though ‘knowledge creation and knowledge application had been highly adopted among the parastatals in Kenya and they had significant effect on performance.’

The second paper on creativity by Lindsay Esola (USA) reports an Apple project on teaching intervention ‘designed to adapt and implement a constructivist theory to assess whether students were able to enhance their creative thinking capabilities by engaging in a series of creative tasks.’ The paper finds, in part, increased self-efficacy and enhanced creative thinking over the course of the research project.

Back to where we started: knowledge or knowledge creation on its own will not achieve meaningful, valuable results without application, practical application, or the ability to apply that knowledge (or learning) in a variety of contexts to both familiar and unfamiliar situations.

Enjoy.

Ogunleye, J.

1. <https://www.collinsdictionary.com/dictionary/english/knowledge>

References

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