

DRAFT

Sustaining creativity with neuro-cognitive feedback: a preliminary study

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Abstract: Ideation is a key phase in engineering design and brainstorming is an established method during ideation. The proposal of ideas tends to peak at the beginning of the brainstorming process and quickly decreases over time. In this preliminary study, we tested an innovative solution to sustain idea generation by providing engineering designers feedback about their neuro-cognition. We used a novel neuro-imaging technique called functional near-infrared spectroscopy (fNIRS) to monitor engineering design students during a brainstorming task. Half were given real-time feedback about their brain activation. Our results show that these students applied more cognitive effort in the region of the brain generally associated with memory retrieval and making associations compared to the control group of students that were not provided neuro-feedback. Students that received neuro-feedback also generated significantly more concepts over time and displayed a higher fluency of engineering design solutions.

Keywords: *neuro-cognitive feedback, fNIRS, design engineering, creativity, brainstorming,*

1. Introduction

A critical step in the engineering design process is idea generation (Cross, 1989). Anything that enriches this step in the design process has the potential to improve engineering outcomes that benefit society. Idea generation, or ideation, brings together problem understanding, engineering science, social factors and practical knowledge to develop new concepts and possible solutions (French, 1999). The quality and quantity of solutions generated during ideation informs and even determines the outcome of design (Helm *et al.*, 2016). However, a problem during the ideation process is new ideas tends to peak early in the design process and decline over time (Shealy *et al.*, 2018).

In this paper, we present an experiment that tests a technique to sustain idea generation by providing engineering designers feedback about their neuro-cognition. Neuro-cognitive feedback has had success in other domains (Hammond, 2011), for example to train musicians on attention and relaxation to improve their performance (Egner & Gruzelier, 2003) or as a collaborative and social experience for an art performance (Kovacevic *et al.*, 2015). By providing designers neuro-cognitive feedback, we aimed to extend the time and cognitive effort to generate new ideas.

In the following section, we describe principles and functioning of one method for ideation, called brainstorming. In section three, the potential of neuro-cognitive feedback is further explained followed by our research question, methodology and results. The results highlight the effects of neuro-cognitive feedback to sustain ideation. The discussion and conclusion provide ground for future research.

2. Brainstorming: an established method for idea generation

A large number of techniques for idea generation have been developed (Smith, 1998). Nonetheless, brainstorming remains a dominant approach for this step in the design process (Isaksen & Gaulin, 2005). Designers are instructed to imaginatively generate as many solutions as possible while suspending criticism of the solutions being generated (Hernandez *et al.*, 2010). Previously generated solutions can

be combined to form new solutions (Pinsonneault *et al.*, 1999). Only after this brainstorming process ends should judgement be applied to filter concepts with given parameters (Osborn, 1953). The cognitive process needed for brainstorming originates in the mental structures that control memory cognition (Potter & Balthazard, 2004). Brainstorming works by classifying attributes of solutions identified in primary memories, which serve as probes to seek and retrieve matching traces in secondary memory and transform these memories into new and modified mental schemas (Cross, 2001). To continue to brainstorm requires repeated prompts to memory functions that re-initiate the search process. More mental energy is required for each new search process (Alexiou *et al.*, 2011).

3. Developing tools to sustain creativity: the potential of neuro-feedback

Prior research has shown that the cognitive search process during ideation tends to decay over time (Viswanathan, 2017), resulting in many solutions early in the process and fewer solutions later in the process (Helquist *et al.*, 2007; Howard *et al.*, 2008). This reduction in idea generation over time might be because the prior products of memory search that led to the earlier ideas begin to interfere with the generation of new ideas (Ditta & Storm, 2017; George *et al.*, 2019; Storm & Hickman, 2015). The decay of ideas may also be due to a resource constraint (Shealy & Hu, 2017). Devoting new cognitive resources to fewer ideas eventually becomes ineffective and thus designers stop expending new cognitive resources (Alexiou *et al.*, 2011; Shealy *et al.*, 2018). In either explanation, new ideas being retrieved or generated during brainstorming decrease over time (Helquist *et al.*, 2007; Howard *et al.*, 2008).

To address the issue of a drop of idea generation over time and to sustain creativity during brainstorming, we explored the potential of neuro-cognitive feedback. Studies in fields unrelated to engineering have shown that self-regulation of specific brain activity can be learned with neuro-cognitive feedback (Egner & Gruzelier, 2003; Kovacevic *et al.*, 2015). Neuro-cognitive feedback interventions can be carried out in-situ and are inexpensive compared to the cost of engineering design. Other interventions to sustain concept generation exist but neuro-cognitive information provides customized feedback and may help teach self-regulation. With this preliminary study, we aimed at providing grounds toward the development of design engineers who better understand their design patterns of performance and improve their mental ability to quickly adjust their cognitive approach during design.

4. Research question

Our research question is what are the effects of neuro-cognitive feedback on idea generation during a brainstorming task? To answer this research question, we measured the number of ideas generated during a brainstorming session, the fluency of design solutions by analyzing the time span between solutions, and the cortical activation in the regions of the brain associated with concept generation tasks. The purpose of measuring change in cortical activation was to observe the neurological effect of feedback on engineering design.

5. Methodology

To explore the effects of neuro-cognitive feedback on idea generation, we asked ten graduate engineering students from *authors' university* (all male and right-handed) to develop a range of possible solutions using brainstorming for a design task about the first/last mile mobility problem. The first/last mile problem is about transporting people between mass transit stops and their residential dwellings (Tilahun *et al.*, 2016). Students were asked to verbally describe their solutions. They were told the goal of the design task was to develop as many solutions as possible. They were given no time limit to complete the task. To compare the difference in the number of ideas between the control and experimental group we used an independent t-test.

Before the task began, students were outfitted with our neuroimaging instrument that measures change in oxygenated blood in the prefrontal cortex (PFC). We provided half of the students real-time feedback about their cognitive activation in the prefrontal cortex. The purpose of providing this feedback was to help them become more self-aware of their cognitive activation patterns and help them sustain

activation. Participants were instructed to try to sustain activation and keep receiving feedback as red on the heat map of cortical activation in their PFC. The aggregated change in oxy-hemoglobin across their PFC is represented on the heat map with specific channels, shown in Figure 1. A running average of 30 seconds was used to produce the heat map, where red means high activation, green neutral, and blue negative.

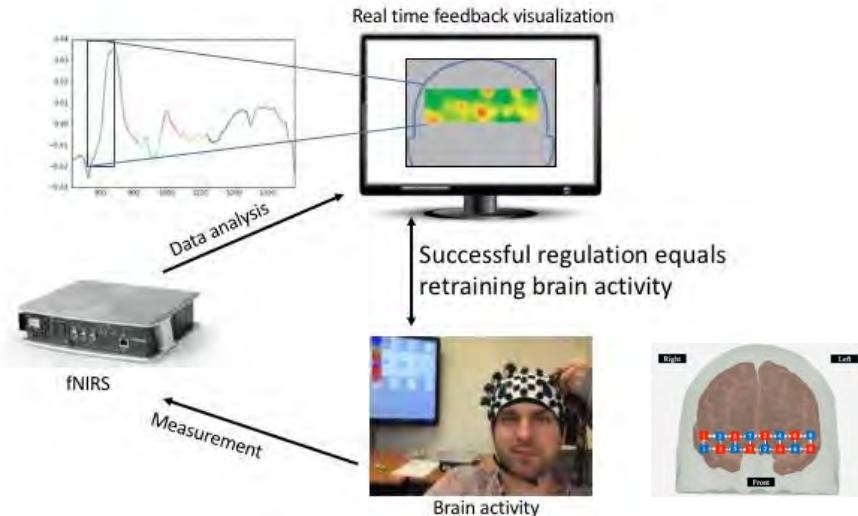


Figure 1. fNIRS neuro-cognitive feedback device

Students decided when they were finished with the task, so their time to complete the task was grouped into ten equal segments or deciles. Participants' cognitive activation was averaged together for these segments. This segmenting technique is similar to previous engineering design cognition studies (Gero *et al.*, 2013). Segmenting normalized time across subjects and allowed us to average patterns of cognitive activation across time.

Tool to measure neurocognition

We used functional near-infrared spectroscopy (fNIRS) to provide neuro-cognitive feedback. fNIRS provides higher spatial resolution than electroencephalography (EEG) and a more realistic setting than functional magnetic resonance imaging (fMRI) (Shealy & Hu, 2017). fNIRS is also easier to prepare for neuro-cognitive feedback trials compared to EEG and allows subjects to sit in a relatively naturalistic setting compared to fMRI. Data collection with fMRI is constraining because the scanner encloses participants. The recent development of portable fNIRS devices also makes the potential for ecological validity greater than fMRI. fNIRS works similarly to fMRI but it emits a near-infrared light into the human cortex, and refracted light that is not absorbed is detected by sensors (Ferrari & Quaresima, 2012). The change in light absorption indicates change in oxy- and deoxy-hemoglobin.

The region of interest for measuring change in oxy-hemoglobin is the PFC and its sub-regions including dorsolateral PFC (dlPFC) and the medial PFC (mPFC). These sub-regions within the PFC are of interest for data analysis in most cognitive studies about design (Shealy *et al.*, 2017), decision making (Hu & Shealy, 2019), and planning because of their associated cognitive function. The dlPFC is associated with cognitive flexibility, working memory, and abstract reasoning (Pochon *et al.*, 2002; Soltanlou *et al.*, 2018). mPFC is a critical region for memory retrieval. The data we used to provide neuro-cognitive feedback and the data we used for analysis was the change in oxy-hemoglobin over time in the PFC and these subregions. We used oxy-hemoglobin instead of deoxy-hemoglobin or total hemoglobin because it is the most sensitive signal to changes in cerebral blood flow. The arrangement of sensors and detectors is illustrated in Figure 1.

Results

Creativity and fluency of design ideation

The students who received the neuro-feedback produced more solutions (7.8 solutions on average) compared to the control group (3.8 solutions on average). We note that the time participants spent brainstorming was not significantly different ($p=0.76$) between our two groups, although students with the neuro-cognitive feedback spent less time brainstorming (223 sec. on average) than the control group (242 sec. on average). A t-test between our groups shows that the fluency of ideas, that is the time between ideas, is significantly less ($p=0.04$) for the experimental group (29 seconds between solutions on average) compared to the control group (65 seconds between solutions on average).

Table 1. Design metrics

	Control (SD)	Neuro-feedback (SD)
Number of solutions	3.8 (1.1)	7.8 (4.2)
Total time in seconds	242 (132)	223 (40)
Fluency, time between concepts	65	29

Neurophysiological activation in the prefrontal cortex (PFC)

To explore students' neuro-cognitive activation across time, we looked at the interpolation of the average of oxygenated blood in the pre-frontal cortex for each decile for our control group (no neuro-feedback) and experimental group (neuro-feedback). For our control group, our analysis shows a decay in brain activation during brainstorming, Figure 2. The slope of the linear fit is negative, which indicates a decrease in neuro-cognitive activation over time. When students were given real-time feedback about their brain activation, they applied more cognitive effort in the pre-frontal cortex, Figure 3. The neuro-cognitive feedback intervention reversed the decay of activation during concept generation as the slope of the linear fit is positive.

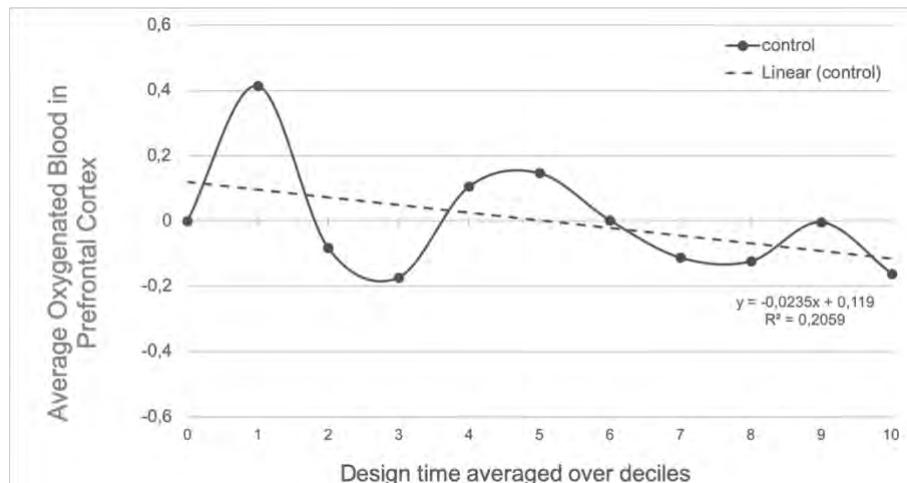


Figure 2. Average of Oxy-Hb (uM) in the PFC across time for control group

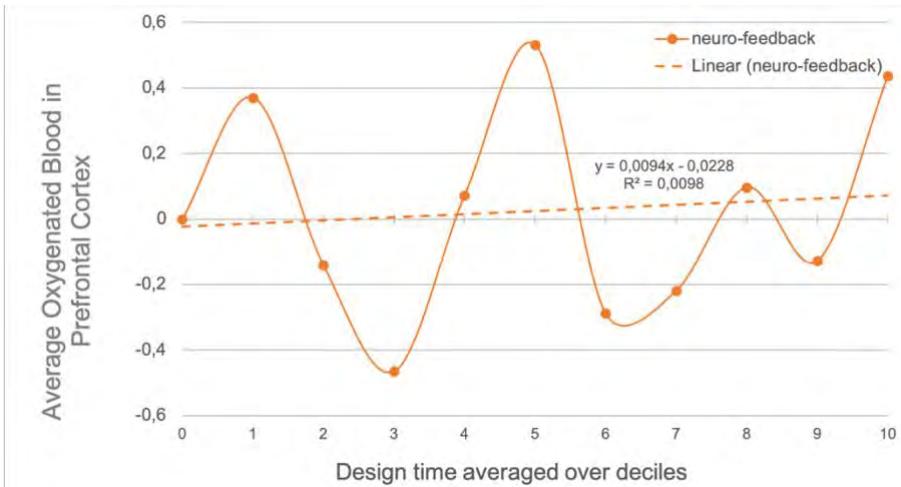


Figure 3. Average of Oxy-Hb (uM) in the PFC across time for neuro-cognitive feedback group

Another finding is the similarity of the evolution of the cortical activation overtime that follows a wavy curve, Figure 4. This phenomenon appears in both groups and illustrates an alternation of activation and deactivation that might account for a cycle in the idea generation process. We also note that for our experimental group, the amplitude of the wave is higher than for our control group. Moreover, it remains the same across time when neuro-cognitive feedback is given, whereas without this feedback, the amplitude drops as the ideation session reaches its end.

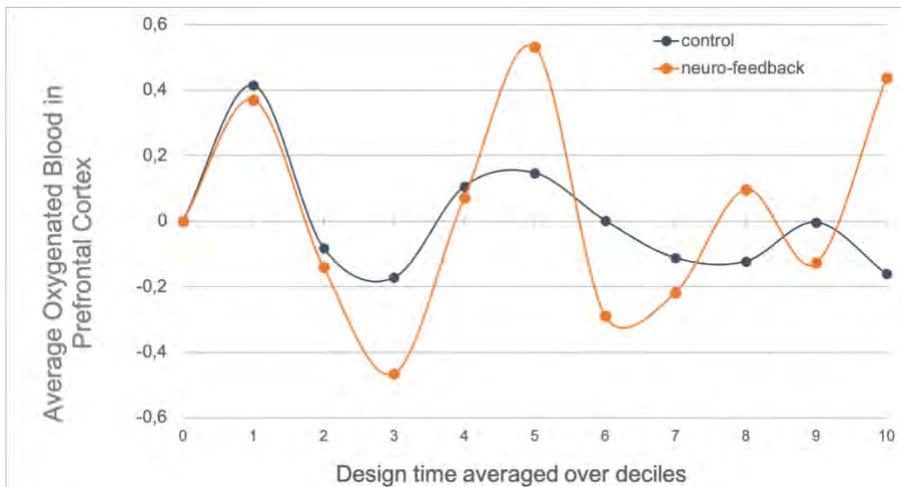


Figure 4. Average of Oxy-Hb (uM) in the PFC across time for both groups

Activation in subregions of the PFC

The average oxygenated blood (oxy-Hb) in the right and left hemispheres of the PFC was compared between the control and experimental group. Oxy-Hb was consistently greater in the experimental group in all channels of the PFC compared to the control group except in channels one and two, along the right dlPFC. The right dlPFC is known to contribute to improvisation (Rosen *et al.*, 2016). The largest difference in oxy-Hb between the experimental and control group occurred in the right mPFC. This region is connected with association tasks (Bhattacharya & Petsche, 2002) and is observed to play a role in the retrieval of “remote” memories (Euston *et al.*, 2012). The average oxy-Hb is positive in the neuro-feedback group and negative in the control group, illustrated in Figure 5(a). The differences between groups in the mPFC becomes more pronounced later in the brainstorming process. The difference in oxy-Hb increases by over 250 percent when isolating activation in the second half of the brainstorming process, in deciles 6-10, illustrated in Figure 5(b).

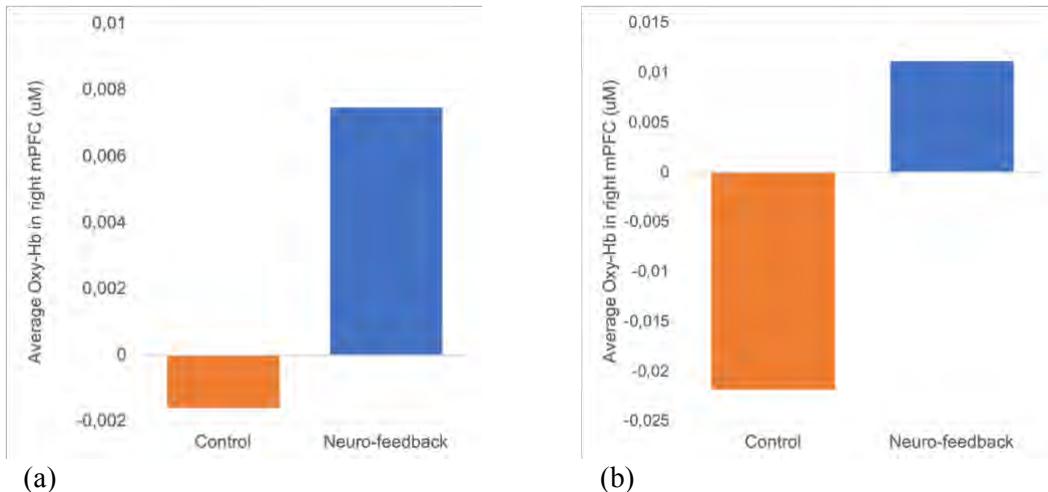


Figure 5. Average of oxygenated blood (uM) in the right mPFC for each group for (a) entire session (all deciles), (b) for the last deciles (6 to 10)

Discussion and Conclusion

Our results show a positive impact of the neuro-cognitive feedback on students' creative behavior during brainstorming. Neuro-cognitive feedback did not extend the time participants spent brainstorming, but rather helped them become more efficient during the task as there was a significant improvement in the fluency of design ideation. Across time, participants with the neuro-cognitive feedback succeeded in maintaining cortical activation in their PFC, and this coheres with our findings on design fluency. While not all neurological changes have a causal relationship with cognition and behavior (Fishburn *et al.*, 2014), an association between the number of solutions proposed and the increase of oxygenated blood in the PFC seems evident. Student designers in the experimental group exhibited more oxygenated blood in all regions of the PFC except two channels in the right dlPFC, which has known associations with improvisation (Rosen *et al.*, 2016). Perhaps designers in the experimental group exhibited more directed attention and fixation on the neuro-cognitive feedback and this limited cognitive resources to this region. The largest positive difference in activation occurs in the right medial PFC, a region associated with memory retrieval and making associations. The difference is most pronounced later in the brainstorming process. This might suggest designers continued to retrieve memories to sustain neuro-cognitive activation, which is supported by the increase in the number of solutions from designers in the experimental group.

These results should be interpreted with some caution because of our limited sample size. A larger sample and multiple additional studies are needed before any type of generalization. Future work should investigate the relationship between region dominance (Shealy & Gero, 2019) and could compare patterns of activation using network analysis (Shealy *et al.*, 2018). With more participants, future studies can begin to use more advanced statistical methods and prediction models to explain the relationship between increased oxy-Hb in the right mPFC and design fluency and creativity. While this project is focused on ideation, similar opportunities for improved performance during multiple phases of design are also possible. For example, the results demonstrate the potential for an entirely new class of engineering design tools. While much current research advances computers to replace humans, these findings suggest a future where neuro-cognitive feedback aids, rather than replaces, human cognition. These can also be directly integrated into engineering education to support self-regulated learning and provide new types of active learning pedagogy in engineering since this feedback is immediate.

Acknowledgements

To come

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