Constructive Activities for People to Develop Their Creative Scientific Insights

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Most people differ from institutional scientists in terms of institutional knowledge, objectives, and lived experiences. Such differences provide opportunities for *personal scientific creativity*: people can draw from—and contribute to—scientific knowledge themselves. This paper studies creativity in scientific endeavors by amateur scientists (university students) *when* supported with constructive activities. We provide empirical evaluation of two constructive techniques: 1) reconstruction activity to support people in evaluating scientific explanations, and 2) procedural guidance to design experiments for a personal intuition. A between-subjects experiment tested whether asking readers to recreate an experiment leads them to focus more on underlying logic; participants asked to recreate explanations relied less on irrelevant surface details. A second between-subjects experiment tested whether procedural guidance assisted in experimental design; participants with access to procedural guidance created experimental designs that received higher scores from an experimental design expert. Our results suggest that constructive activities help people perform creative scientific work.

CCS Concepts: • **Human-centered computing → Empirical studies in HCI**.

Additional Key Words and Phrases: constructive activities, creativity, science, citizen science

1 INTRODUCTION

People are curious about the world. We wonder about how the world works and create potential explanations and hypotheses for phenomena we observe around us. However, most people do not possess the technical knowledge or research experience of institutional scientists [25]. Such differences of knowledge, experience, and objectives provide opportunities for creative, complementary contributions to science from a broader population [18, 25]. Making scientific thinking accessible to people has multiple potential upsides: people can better understand scientific findings, apply those findings in their daily lives when appropriate, and contribute to expanding the scientific knowledge [18]. However, people may not know how to interpret existing science or design hypotheses from their lived experiences. Unsurprisingly, most citizen efforts to science are limited to providing data to institutional projects. The lack of systematic understanding and support for such *personal scientific creativity* is a missed opportunity for both science and for society.

Scientific work–like explaining a study's findings or creating experimental designs—shares a similar structure to creative problem-solving. Both instantiate critical thinking and analogical reasoning to form explanations about cause and effect [5, 7, 15]. This paper focuses on two common issues of creative problem-solving as applied to scientific work: 1) focusing on surface-level details, and 2) difficulty getting started with scientific plans. The first concern is an instance of *fixation* where people focus extensively on some ideas while not considering a broader space of possibilities [32]. The second problem—lack of support for creating concrete artefacts—is a key challenge in supporting creative work across many domains. While prior research has extensively studied idea generation by novices [6, 31], research supporting people in implementing their ideas is relatively sparse.

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The main contribution of this paper is a demonstration that constructive activities improve creative scientific work. *Constructive activities* "are those that require learners to produce some outputs, which may contain some new ideas, such as in self-explaining, drawing a concept map, or inducing hypotheses, and reflecting" [8]. We use ideas from constructive activities to improve people's performance on two scientific tasks: creating scientific explanations and designing an experiment for an intuition. This paper examines whether constructive support helps novices in creative scientific activities, specifically in generating explanations of scientific phenomena and in designing experiments to test hypotheses. To reduce fixation on surface-level features in scientific explanations, participants recreated an experiment being explained. To transform intuitions to experimental designs, we provide a scaffolded approach with *procedural guidance* through examples, checklists, and templates. Our results demonstrate that constructive approaches can help in reducing fixation on surface details when generating explanations and improve the quality of experimental designs.

2 RELATED WORK

In this section, we review research that discusses the opportunities and challenges for creative scientific contributions from people. Further, we summarize how different constructive activities can help amateur scientists in tackling these challenges.

2.1 Novices generate creative scientific insights by building on their knowledge and experiences

This paper focuses on two aspects that enable scientific contributions from citizens: a lack of expert blind spots and unique lived experiences. First, people are often unencumbered by prior expert knowledge; sometimes, this can help them notice details experts might miss. E.g., lacking domain expertise about galaxies, citizen scientists on Galaxy Zoo fixated on green, blurry images while labeling galaxy images. Thus, a citizen science community *discovered* green pea galaxies [34]; experts had previously considered these galaxy images as apparatus error. Second, unique lived experiences provide people different starting points for scientific enquiry than experts. This interpretive process of constructing personal knowledge is a form of personal or "mini-c" creativity that comes from the relationship of a person with their world [21]. For instance, rather than starting with genetic data, users on the 23andme fora discuss their genetic testing results in terms of their and family members' traits and behavior. One online user shared how they and their parents found chewing noises difficult to stand. Experts built on this insight to conduct further surveys and analysis which led to the discovery of misophonia markers [1].

The examples mentioned above are one-off stories of success. The lack of support for transforming ideas into concrete designs is a critical problem in deepening and scaling creative work. Online citizens' intuitions about the microbiome provide an example of challenges faced by citizens [27]. Early versions of "hypotheses" shared by users about the microbiome were closer to rambling accounts of personal health and lifestyle than falsifiable statements [26]. Such accounts neither connected to existing science nor identified a possible relationship between independent and dependent variables. Introducing just-in-time training with scientific content and hypotheses structure improved the quality of microbiome hypotheses created by people [27].

2.1.1 Constructive activities might help people perform deeper scientific work. Constructive support—like just-in-time training—helps people create knowledge or inferences by transforming their open-ended ideas and experiences to artefacts that demonstrate better structure and deeper knowledge content. Constructive activities are a good match for personal (or mini-c) creativity: people's subjective experiences and ideas can be guided into a more formal shape by following known rules and heuristics. In doing so, people produce and repair knowledge using the underlying structure of a situation rather than its surface details [9]. Few scientific projects conceptualize contributions form citizens that go deeper than data; a better understanding and evaluation of constructive activities might deepen citizen's creative contributions to science.

2.2 Fixation on Surface Details Prevents Correct Evaluation but Re-creation Might Help

As the green pea example highlights, focusing on surface features might sometimes provide insights that experts have overlooked; however, more often such *fixation* stands in the way of both creative ideation and understanding [32]. Such fixation can cause misunderstandings when deeper knowledge is needed. For example, a 1993 study found that college students momentarily performed better on spatial reasoning when listening to Mozart [28]. The Mozart Effect paper only reported a temporary increase in spatial reasoning, yet numerous news articles claimed that Mozart makes people permanently "smarter".

Fixation hinders creative problem-solving by preventing a broad search of a solution space [32]. Compelling surface details like Mozart's name can overshadow the logic within an explanation. People might fixate by focusing on easily accessible surface-level features of an artefact. This focus on surface features shows up in multiple domains. While learning, novices commonly misunderstand explanations by overly relying on surface details—the literal objects, concepts, or entities explicitly described [11]—instead of evaluating underlying logic. In contrast, experts generally notice the deep structure of a situation that lies within their area of expertise [12].

Understanding the underlying logic of a process or an artefact provides one self-sourced approach to reduce fixation. People may compare and contrast two scenarios [16] or self-explain a worked example [10]. More broadly, re-creating someone else's work is a common learning strategy in creative disciplines, from painting to programming [13]. But people might lack the expertise to perform tasks for which they have limited or no training. One low-cost scaffold to induce such doing is perspective-taking. Perspective-taking has demonstrated improved diversity of ideas. In one version, participants asked to assume different roles generated more creative ideas [33]. One study found that experts were worse predictors of novice performance times, and resistant to debiasing techniques [20]. Since debiasing techniques worked better on those with lower expertise, maybe putting on an expert hat might help novices reduce fixation? Supporting perspective-taking with a re-creation activity might be useful in reducing novices' fixation on surface features. The first study evaluates this idea.

2.3 Construction Stalls at Idea Generation Due to Lack of Support; Guidance might help

Creativity support for domain-specific work (like science) is hard to find. Prior work seeks to improve divergent thinking using examples and feedback: timely examples help [31], examples induce conformity [24], and combining reflection with feedback leads to extensive revisions [37]. While such techniques help with creating more/better ideas, support for creating domain-specific artefacts is far less common. For open-ended work like writing product reviews, Shepherd supports the creation process with expert feedback [14]; however, experts might not always be readily available to provide feedback. Furthermore, asking for inputs from experts, peers, or crowdworkers requires creating a first draft [17].

Converting an idea to a design requires knowing the domain-specific rules and applying them correctly. Even when people come up with creative insights, evaluating them with scientific experiments is difficult for multiple reasons. First, it requires knowing the structure of an experiment. E.g. A between-subjects experiment design has a defined structure: a hypothesis, ind/dep vars, conditions, instructions. Second, making contextually-appropriate choices for these components require prior knowledge. E.g., knowing are the measures appropriate for the hypotheses? Third, experimental design is an iterative process; people learn about the constraints and expectations as they design the experiment. People need two kinds of support to perform complex new tasks: conceptual support (what to do), and procedural support (how to do it). For instance, when creating a new experimental design, this includes informational resources (what does an experiment contain, how to create different parts of an experiment) and means to document their design. These challenges necessitate explicit support for both the conceptual structure and the procedural steps to follow. Scaffolding techniques–defined as "guiding individuals through smaller subtasks in sequence that, in turn, have them complete a larger complex task" [17]–can help. The second study examines the efficacy of procedural guidance in designing experiments.

3 EXPERIMENT 1: DO CONSTRUCTIVE ACTIVITIES IMPROVE EXPLANATION COMPREHENSION?

This experiment compares a constructive activity with a recall activity for understanding science explanations. We hypothesized that compared to the recall activity, the creative task of recreating an explanation would reduce fixation on surface features. Additionally, we hypothesized that after recreating an explanation, participants will avoid fixating on neuroscience surface features in subsequent explanations.

3.1 Motivation

Prior work has found adding a patina of neuroscience leads readers towards positively assessing explanations [36]. The study presented people with logically coherent and illogically circular science explanations. People generally perceived logical explanations as more satisfying than illogical ones. However, when irrelevant brain-related terminology was added to the explanations, novices in neuroscience rated illogical explanations more satisfying [36]. When evaluating a scientific explanation, fixation on surface details like neuroscience terminology may discourage people from examining the logic of the explanation.

3.2 Participants

Undergraduates were recruited from social science courses at a California research university (n = 72, 54 female). Participants received course credit for participation and were informed that the results of their experiment would have no impact on their class performance.

3.3 Design

Participants completed an online study with two tasks: *Comprehension* and *Ratings*. The first task—*Comprehension*—tests for the reliance on surface features.The second task–*Ratings*—tests the transfer of reduced reliance on surface features from the *Comprehension* task. There are two conditions for each task, resulting in a 2 x 2 design: (for Comprehension task) *Recreate* vs *Recall* × (for Ratings task) *Without Neuroscience* vs. *With Neuroscience*. We hypothesized that *Recreate* participants would avoid fixating on the surface details in the recreated explanation. We also hypothesized that *Recreate* participants would avoid fixating on surface details in subsequent explanations, even when not explicitly instructed to recreate them.

3.4 Materials and Procedure

In the *Comprehension* task, participants were shown a science explanation from a prior neuroscience study [36]. The *Recreate* group was asked to imagine themselves as scientists reconstructing the described experiment and answer questions about their results, while the *Recall* group was asked to recall answers from the given text (Table 1a). In the

Ratings task, participants rated the quality of explanations copied from [36]. Each explanation either proposed a logical mechanism or provided a circular restatement of a psychology finding. A circular restatement (Table 1b) provides the same information as the description, not providing any additional explanatory power. Each subject rated 4 logical and 4 circular explanations in a random order. In the *With Neuroscience* condition, irrelevant neuroscience information was added to every explanation.

3.5 Measures

Independent variables are the *Comprehension* task questions (*Recall* vs. *Recreate*), *Ratings* explanation content (*With Neuro* vs. *Without Neuro*), and *Ratings* explanation quality (logical vs. circular). Dependent variables are the *Comprehension* responses and *Ratings* numeric ratings of explanation quality ranging from +3 (good) to -3 (bad). Two raters with scientific training and multiple peer-reviewed scientific publications independently rated 10 of the 72 entries, then discussed them to form a shared view of assessment. Next, each independently rated all 72 *Comprehension* responses on three binary scales: *Surface*, *True*, and *Alternative*.A response was marked as Surface if it referenced the irrelevant neuroscience information from the original explanation. A response was marked as True if it referenced the mechanism provided by the original explanation. Finally, a response was marked as Alternative if it proposed an alternative mechanism not directly present in the original explanation. The final score is the mean of the independent ratings for a feature. A high degree of reliability was found for neuro information. The average measure ICC was .805 with a 95% confidence interval from .704 to .874 ($F(70,70)= 10.8$, $p<.00001$). A medium degree of reliability was found for mechanism ratings. The average measure ICC was .472 with a 95% confidence interval from .27 to .635 ($F(70,70)= 2.09$, $p<.00001$). A high degree of reliability was found for inference ratings. The average measure ICC was .836 with a 95% confidence interval from .749 to .894 ($F(70,70)= 8.06$, $p<.00001$).

3.6 Results

3.6.1 Recreate Participants Rely Less on Surface Features and Generate Alternative Mechanisms. In the *Comprehension* task, *Recall* participants relied on the explanation's text. When asked why an experimental finding occurred, they often included the explanation's provided mechanism but also its irrelevant neuroscience information (Figure 1). Compared to *Recall*, *Recreate* participants were less likely to include the explanation's mechanism and neuroscience information

Table 1. Tasks in Experiment 1: (a) *Comprehension* task: Explanation and questions for each condition. Participants also read a description of the experiment (not shown). (b) *Ratings* task: Example of a circular explanation with neuroscience.

(a) *Comprehension* task	**(b) *Ratings* task**
Explanation: Information about stereotypical animals is stored in a certain way by CA3 brain cells, which have been shown to mediate memory. This makes the information more readily accessed and manipulated than information about rare animals.	**Description** (excerpt): The researchers discovered that words spoken soon after a presented target word were words that sounded like the target, while words spoken later were words that had a similar meaning to the target.
Recall: Based on the explanation above, why was one type of animal easier to reason about than another? *Recreate*: Suppose you are a scientist recreating this experiment and find similar results. Why might your subjects be better at reasoning about stereotypical animals than rare animals?	Rate the quality of the following explanation: Patterns of brain activation in these subjects lead researchers to conclude that this happens because Broca's area, a part of the brain's language system, associates two different types of words with the target word at two different times.

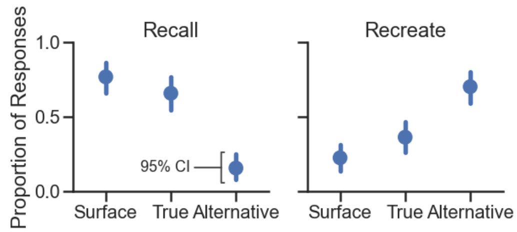


Fig. 1. In the *Comprehension* task, *Recall* participants utilize irrelevant neuroscience information, while *Recreate* participants propose alternative mechanisms without relying on neuroscience information.

(True: $t(135.7) = 3.64$, $p < 0.01$; Surface: $t(134.2) = 7.60$, $p < 0.01$). We reflect on this in the discussion section. *Recreate* participants generated alternative mechanisms more often than *Recall* (Alternative: $t(142.0) = -7.89$, $p < 0.01$).

3.6.2 Neuroscience Detail Increases Ratings of Circular Explanations. Contrary to our hypothesis, participants in both conditions rated circular explanations with neuroscience higher quality than circular explanations without neuroscience (*Recall*: $t(125.6) = -2.10$, $p < 0.05$; *Recreate*: $t(157.2) = -3.233$, $p < 0.01$) (Figure 2a). In addition, there was no significant difference between *Recall* and *Recreate* for ratings of circular explanations with neuroscience ($t(121.8) = -1.8$, $p > 0.05$). These patterns are consistent with prior work that did not include a task before ratings, suggesting that neither *Recall* nor *Recreate* mitigated the positive bias caused by neuroscience surface details. When explanations did not include neuroscience, participants rated logical explanations higher quality than circular explanations (*Recall*: $t(119.1) = 5.69$, $p < 0.01$; *Recreate*: $t(180.4) = 3.22$, $p < 0.01$) (Figure 2b). This is also consistent with prior work, suggesting that participants perceived a difference between logical and circular explanations when neuroscience was not included.

3.7 Discussion

3.7.1 Recreation Reduced Fixation on Irrelevant Surface Details. 59.4% of participants in the Recall condition made reference to the neuroscience information in their response while 20% of participants in the Recreate condition made reference to the neuroscience information. Qualitatively, a number of responses in the Recall condition were nearly word-for-word copies of the explanation text. Despite the inclusion of an irrelevant neuroscience surface detail in the explanation, *Recreate* participants seldom used this detail when recreating the explanation. In fact, *Recreate* participants proposed alternative mechanisms instead of referencing either neuroscience detail or original mechanism in their explanations. One interpretation is that these participants ignored the text entirely or did not understand the mechanism.

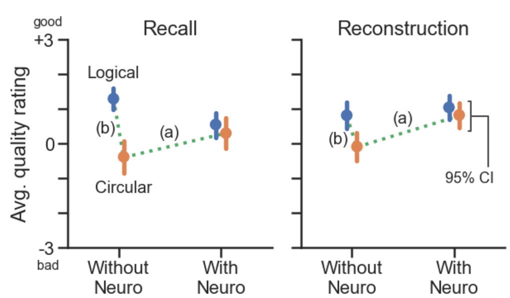


Fig. 2. Contrary to our hypothesis, participants in both conditions rated circular explanations higher quality when explanations contained neuroscience information (a). Participants rated circular explanations without neuroscience lower quality than logical explanations (b).

If this was the case, the proposed mechanisms should be irrelevant or inconsistent. Most *Recreate* participants, however, proposed relevant mechanisms that accounted for the specific experimental results discussed in the text. Some proposed mechanisms referenced the original explanation and elaborated on it, demonstrating both knowledge of and ability to extend the text's structure. While *Recall* responses were often word-for-word copies of the text, *Recreate* responses proposed a variety of mechanisms.

3.7.2 Re-creation participants proposed creative explanations. Participants possibly drew from some prior scientific knowledge; they used terms suggesting mechanisms based on prior knowledge or "confidence"; one explicitly used the scientific term "schema" (highlighted by the lead author).

> "People are more likely to have **previous knowledge** on stereotypical birds which makes it easier to understand the new information."
> "It may be possible that not only is this information easier to access, but participants are more **confident** because of their familiarity with stereotypical birds."
> "human beings already have **certain schemas** that help them make sense of the world. stereotypical animals are more accessible schemas and are more commonly referenced in everyday life, as opposed to rare animals."

Not all *Recreate* participants' explanations were useful. Some participants proposed more outlandish theories.

> "a lot of the people like to follow the norm so they follow within certain social guidelines that may be stereotypical"
> "subjects are better at reasoning about stereotypical animals because they have been exposed to some type of information by society. they have somewhat of an understanding of how these stereotypical animals are seen through experiences of others."

3.7.3 Recreation participants displayed more words suggesting role-taking. Additionally, some Recreate participants used hypothetical language suggesting they slipped into the role of a scientist; participants used words like "subjects"/"my subjects"/ "i believe" and others demonstrating lack of surity, such as "probably" /"they might"/ "likely to have". These patterns might have come from people making creative guesses while recreating the experiment; future work can investigate such questions.

> "**my subjects** may be better at reasoning about stereotypical animals than rare animals because stereotypical animals are more easily accessible in the way they are stored by ca3 brain cells"
> "in **my version**, i would simplify the study"

This experiment demonstrated that people people reduce fixation on surface features when prompted with recreating the explanation as a scientists. People generated multiple alternative explanations; such explanations are crude hypotheses that people could test with some support for experiment design. The second experiment describes this activity—designing experiments for personal intuitions— that is personally motivating, but also requires more knowledge support.

4 EXPERIMENT 2: EXPERIMENT DESIGN WITH PROCEDURAL GUIDANCE

Many online lectures provide definitions and conceptual knowledge for designing experiments; however, they do not provide how-to resources for creating such structure [22]. Templates for between-subjects experiments might help people convert an intuition into the structure of an experiment (e.g. starting by converting an intuition to a hypothesis). However, people would still need help filling in the different parts of this structure; we call support for filling in the different components–using examples, checklists, templated options–as *procedural guidance*. We hypothesized that participants who use procedural guidance create better experiment designs than those who watch videos on the topic. A between-subjects experiment tested this hypothesis.

4.1 Method and Design

The study asked participants to compose an experimental design for a personal intuition of their choosing. Participants were randomly assigned to one of two conditions: Tutorial or Procedural Guidance (PG) (Figure 3). Each condition provided informational resources and a means to document their design (Tutorial with a text document, or procedural guidance with inline text fields). Moreover, participants were provided instructions that the resources described the attributes that their designs should possess. Scripted study instructions ensured the same manipulation between the two conditions.

The Tutorial condition provided a playlist of six videos about experiment design (mean length: 3min 30sec). All videos, except one, showed an expert in experiment design define and provide details about different experiment components; three are shown in Figure 3. These videos were curated from a MOOC about designing and running experiments. One video (about experimental and control conditions) was sourced from a Clinical and Translational Research Institute (CTRI) at an American public University. The videos were lightly edited to focus on material relevant to designing an experiment. The Procedural Guidance (PG) condition provided participants access to similar information about experiment design. In this condition, participants followed a guided interface that displayed examples, checklists, and templated options.

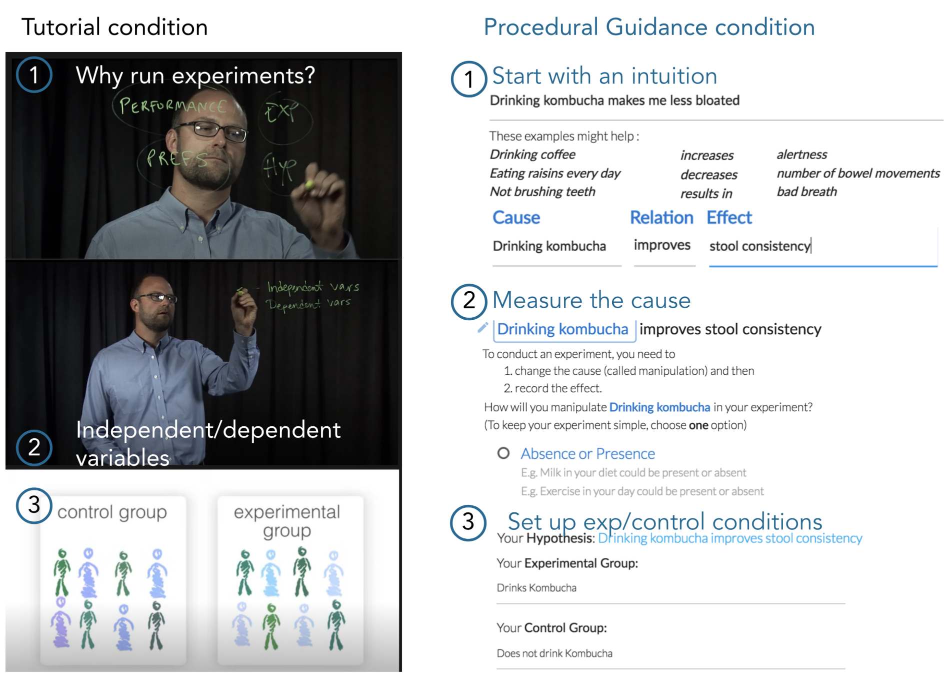


Fig. 3. In Study 2, two conditions offered equivalent content through different means. The Tutorial condition (left) provided short, topical videos; for each video, the number and the text present the order and topic of the video. The Procedural Guidance condition (right) provided examples, checklists, and templated options for different steps of designing an experiment.

Both conditions had access to similar content for creating a structurally-sound experiment; they differed in the nature of support in two key ways: 1) *just-in-time*: In the PG condition, participants received appropriate examples and other support only upon reaching that step. In the Videos condition, participants were not restricted from exploring any video at any time without having to create a design. 2) *in-situ*: In the PG condition, people received 'how-to' help (examples, templates, and checklists) in the same interface that they created the experiment design in. In the Tutorial condition, participants saw the videos on a browser tab and typed in a google doc in a separate tab.

Participants were told that there was no lower- or upper-time limit on how long they took on the task. Each session comprised the following steps: consent, design task, survey, and interview. Participants could also use web resources–such as Wikipedia–and many did. The interview asked participants about confidence in their experiment design abilities and their experience using the system. The interview was tailored to participants' behavior and survey responses: for example, if a participant did not watch some videos, the interviewer asked why. An independent rater (a professor who teaches experiment design) blind to condition rated each participant's experiment using the rubric.

4.2 Participants

Recruitment: 72 participants were recruited from a Western US Research University (Table 2). 11 had no prior experience with experiment design; 61 had taken a course or equivalent. Expertise was counterbalanced across conditions.

4.3 Measures

The study scored experiments via a 13-question rubric (Table 3a), and recorded time taken. A blind-to-condition expert (a regular instructor of large, undergraduate courses on experiment design) provided the scores for the experiment design. The rubric was developed iteratively by the lead author & an instructor (an expert in research methods instruction) during an early pilot in a class. The rubric checks whether people create correct specific elements of an experiment. Qualitative measures included how participants used the tool, where they faced challenges, and a post-experiment survey. A non-parametric Mann-Whitney test assessed the effect of condition on design quality.

4.4 Results

Participants in the PG condition created higher-quality experiments (M = 11.3) than Tutorial participants (M = 5.6); Mann–Whitney U = 108, n1 = n2 = 36, $p < 0.005$ (Table 3b). Of the 36 designs rated in the top half, 29 were from PG condition. PG participants performed better on five out of six sections (all except hypothesis). There was no significant

Table 2. Demography info for 72 participants (all undergraduate students). Some participants did not complete portions of the survey.

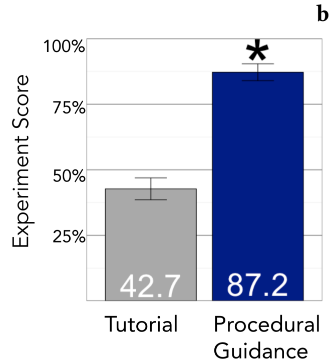
Nationality	USA = 37 No Answer = 6	China = 11 Others = 18
Gender	Female = 47	Male = 24
Native English	Yes = 38	No = 34
Age	18-20 = 40 21-25 = 31	26-30 = 1
Ethnicity	Asian/Pacific = 36 White = 11	Hispanic/Latino = 14 Others = 11
Major	Biology = 12 Cognitive Sci = 12	Psychology = 20 Others = 20
Used online learning	Never = 28 1 class = 11	Occasional = 16 2-5 classes = 12

Table 3. Details for Experiment 2:
a) Measure: Rubric for design-quality criteria for Structure (13 points)
b) Result: Access to Procedural Guidance improved the quality of experiment design. Mann–Whitney U = 108; n1 = n2 = 36, $p < 0.005$.

a

Hypothesis: 3 points
Is the cause/relation/effect specific? (1pt each)
Measurement: 2 points
Are the cause and effect manipulated/measured correctly? (1pt each)
Conditions: 3 points
Are the control and experimental conditions appropriate? 2pts
Do the conditions differ in manipulating the cause? 1pt
Steps: 2 points
Are experimental steps clear for control/experimental conditions?
Criteria: 2 points
Are the exclusion criteria correct and complete?
Are the inclusion criteria correct?
Can the overall experiment be run as-is? 1 point

b



difference in the amount of time participants spent creating an experiment in the Tutorial (M = 30.8 mins) vs PG (M = 29.0 mins) conditions; Mann–Whitney U = 734, n1 = n2 = 36, p = 0.33 two-sided.

4.5 Discussion

As PG aims to improve creative knowledge work, like experimental design, the primary dependent variable was the quality of the experiment design. Online video resources–as provided in the Tutorial condition–represent a common status quo: contemporary and bite-sized yet still static resources. This comparison enabled us to observe how procedural support changed design outcomes compared to a common way people consume (educational) information online.

4.5.1 Why did participants with procedural guidance design structurally-sound experiments? Procedural Guidance participants performed better on all aspects of experiment design and produced more high-scoring experimental designs (Figure 4). Tutorial condition's lower score and our observations suggest contextually-integrated approaches like procedural support increase useful adoption of information due to three reasons. First, receiving a structure provides a

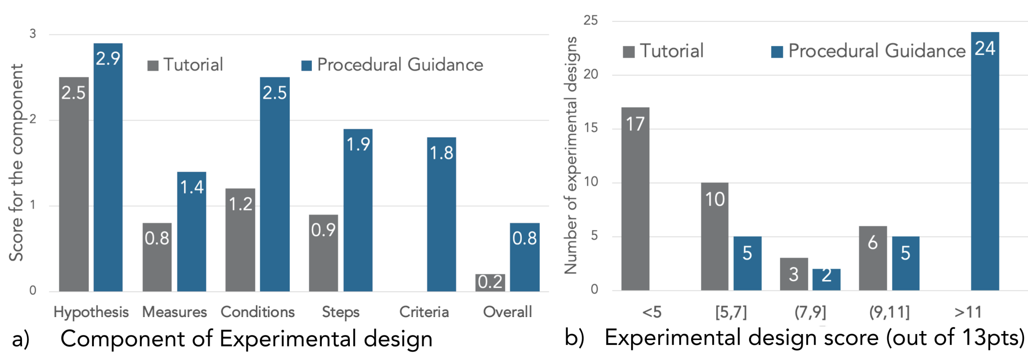


Fig. 4. a) PG experiments' components scored higher than Tutorial experiments. b) Most Tutorial designs (27/36) scored less than 7 points, while most PG designs (31/36) scores more than 7 points.

headstart. Tutorial participants wrote down specific words like "independent variable" and "dependent variable" in their sheet to to fill in later. Most Tutorial participants used topics and keywords from videos to structure their experiment. Second, in-situ support helps. PG participants mentioned that the interface provided sufficient examples. Participants in the Tutorial condition felt that the videos provided a refresher of some concepts they vaguely knew about but that the videos felt slow. Tutorial participants followed one of two strategies: 1) watch all the videos at once and then begin writing the experiment; or 2) begin designing the experiment and use the videos to fill in the gap when stuck. Like cramming, all-at-once watching floods the mind, perhaps making it difficult to use seen ideas [23]. By contrast, the search-when-needed approach interrupts flow, replacing the attention on design with a task of locating needed information. Third, people successfully translate examples to their setting. We provide one comparison: Participants in both conditions verbally expressed a lack of confidence in their chosen cause/effect measures; PG participants demonstrated high scores for the section but Tutorial folks did not. PG participants had access to templated options for measurements that many reused; Tutorial participants did not have this option. Furthermore, during interviews, Tutorial participants wanted to see recommendations about how past experiments have measured the variables they are interested in; many explicitly mentioned the need for more examples.

4.5.2 People made creative choices and drew from personal experience. People made surprising, creative choices in the content of the experiments, sometimes spending substantial time. Many participants searched online to find technical details and measures. Some spent over 15 minutes searching online for measures: one found a formal sleep-quality scale from Stanford researchers. People found online resources of varying utility. E.g., using JOVE, a database for peer-reviewed scientific video protocols and tracking REM sleep quality (mattressadvisor.com/rem-sleep) might be useful for a sleep-related experiment but other choices–like finding measures for keratinocyte production–were less relevant. Participants in both conditions mentioned that they enjoyed reflecting on their lifestyle/health ideas and thinking through how to transform an intuition into an experiment. Participants wished that the tool was integrated with their class, describing it as "hands on" and "DIY."

Experiment designs showcased topics of personal interest. Majority of experiments were about sleep combined with topics from personal health and performance. While the focus on sleep could represent some fixation with the given example note about sleep, people still had a variety of questions about sleep. E.g., "*I am more awake and energetic in the morning if I am woken up abruptly by an alarm or a person* (S12)" or "*I feel more awake when I take my iron supplement* (S33)" Participants mentioned that their intuitions were based on personal curiosity; e.g. "*Does physical activity help reduce anxiety and stress levels?* (S49)" and "*I am more sluggish throughout the day if I hit the snooze button* (S57)". Most designs demonstrated a topic that was discussed on other online fora, showing that others have similar intuitions about health; e.g., "*Exercising right before I fall asleep makes it much harder for me to fall asleep* (S54)".

5 GENERAL DISCUSSION

This paper empirically investigates two techniques for constructive scaffolds– re-creation and procedural guidance–for two goals–reducing fixation in understanding explanations and creating experimental designs. Our results suggest that constructive techniques provide a promising approach for supporting creative thinking within scientific activities. This section summarizes our findings and lessons for the creativity and cognition community by building on the individual discussion section of the two experiments.

5.1 Constructive Techniques for Reflection and Deeper Creative Production

Design, creativity, and crowdsourcing researchers have evaluated many techniques to improve the quantity and quality of ideas generated by novices. Multiple interventions have successfully improved the diversity of ideas; examples include providing timely examples [31], task-specific feedback [14], and providing explanations with ideas [2]. Perspective-taking can also encourage people to explore more alternatives [33]. Participant responses in the Re-creation condition in EXP1 suggest that they displayed role-taking and focused less on surface features. Such lightweight prompts can make more people look deeper than the next viral headline or a message forwarded on social media. Future work can illuminate how to use constructive activities to reduce the creation and spread of misinformation.

Generating more ideas is one half of the creative process for domain-specific work. The idea needs to be converted to an artefact that can be evaluated. One way to support a complex task is to create an appropriate activity structure that naturally translates to pedagogical tools like procedural guidance. Support for procedural tasks in Augmented Reality environments supports this view with one key difference [19]: hands-on tasks performed in AR environments provide many tangible clues that abstract knowledge work like experimentation does not.

Our work finds that contextual, in-situ guidance can lead to more creative insights; timely examples and templates provided appropriate support for creating experimental designs without compromising people's ability to express their own ideas.Prior research has noted the same; good support systems are "by default, task-specific and specific step-specific" [14]. While scaffolds like rubrics or worked examples help reduce the fixation bias for novices [3, 4], they often prescribe a singular way of solving a problem, which can hinder the transfer of knowledge to new situations [30]. An area for future work could be in assessing the longevity of these constructive scaffolds on problem-solving strategies and the learning of scientific concepts.Exploring learning gains and the cognitive processes underlying constructive strategies can be especially useful for motivated novices who, unlike experts, might not have prior knowledge to activate [29].

5.1.1 Limitations. The participants in our experiments are students at a public university; therefore, they might be more informed about science and experiments than people without a college degree. On the one hand, existing knowledge about science might boost their performance; on the other hand, it might also provide ceiling effects for what the techniques can achieve with college population. Furthermore, students might also be less motivated than some communities with important personal needs. Our work provides a demonstration that constructive techniques can help at least one population. We invite future work on studying how communities of practice and citizen scientists can use constructive techniques to deepen their contributions.

5.2 Supporting Personal Scientific Creativity

Both experiments demonstrated creative insights from participants: alternative mechanisms in the first experiment and creative personal intuitions for experimentation in the second. Such creative work represents a form of personal, or mini-c creativity [21] which is poorly understood for scientific activities. We believe that creativity is not only about significant novel invention with large social impact. We believe personal creativity is of equal interest to the Creativity & Cognition community and of benefit to human well-being. Supporting people's scientific notions and curiosities can promote creative thinking as well as potentially create more scientific findings across varied contexts. For instance, lead users create novel designs from existing products for their needs; such designs eventually benefit many [35]. Supporting people in converting their creative ideas to designs is likely a worthwhile goal.

6 CONCLUSION

This paper examined whether constructive support can help novices in creative scientific activities. To reduce fixation on surface-level features in scientific explanations, participants recreated an experiment being explained. To transform intuitions to experimental designs, we provide a scaffolded approach with procedural guidance through examples, checklists, and templates. Our results demonstrate that constructive approaches reduce fixation on surface features and improve the quality of experimental designs. Intuitions gathered from people can scale up scientific inquiry by people's insights and lived experiences with scientific know-how. We believe that supporting more people in personal scientific creativity can be beneficial to science and to society.

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