Preface

The aim of this book is to improve our understanding of creative knowledge environments. The various chapters analyse creative and innovative activities as carried out by individuals, groups and organizations. The book's focus is on identifying and understanding the factors relating to the working environment that are conducive to human creativity and innovation.

The editing of this book has been a collaborative effort between two psychologists with a background in cognitive psychology and a science policy researcher. Reflecting this, the book includes chapters covering a broad range of literature, including psychology, sociology and a number of cross-disciplinary fields such as science, technology and innovation policy studies. Despite our rather different disciplinary backgrounds, we share a strong interest in gaining a better understanding of the circumstances that bring about creative research and innovations. The first and the last chapters of the book integrate the findings from the studies reported in the book and from other literature on the subject to address two main questions: what is a creative knowledge environment, and how can creative knowledge environments best be stimulated?

The book is likely to be of interest to students and scholars in a number of research fields as well as to science and innovation policy decision makers concerned with research, teaching and policy measures for the development of creative knowledge environments. As we move towards what some have described as a 'knowledge society', in which knowledge and innovation are playing an ever more important role, the issues considered here are clearly of great topical importance.

The seven chapters forming the central part of this book illustrate various approaches to the analysis of creative knowledge environments. These chapters were selected from a number of working papers presented at the Fourth International 'Triple Helix' Conference held in Copenhagen on 19–20 November 2002. At that conference, we organized five sessions on the theme of 'Creative Knowledge Environments'. We are grateful to all the participants in these sessions for their part in the stimulating discussions and in particular to the contributors to this volume.

The editing of this book and the writing of the first and last chapters were completed when one of us (SH) was supported by a research grant from the Swedish Agency for Innovation Systems (VINNOVA) and was working at the

Centre for Research Ethics at Göteborg University, Sweden; he is indebted to both of these. The second editor (CMA) has during the same period been salaried by the Department of Psychology, Lund University, Sweden; he is grateful for this. Over the same period, another of the editors (BM) was working on research projects at SPRU (Science and Technology Policy Research) funded by various sponsors, in particular the Economic and Social Research Council (ESRC) and the European Commission; he is grateful to these organizations for their support.

This book is dedicated to two individuals who in their different ways have had an immense influence on the editors. One is Donald Campbell who, with his broad mind, covered in depth many research areas relevant to this book in an exciting and integrative way. Among these research areas are philosophy of science, theory of science, sociology of knowledge and research methodology. The other person is Keith Pavitt who, over a period of 40 years, was one of the outstanding pioneers in the field of science and innovation studies, looking in particular at the factors that account for success and failure in relation to science, technology and innovation. During much of this time he was, for one of us (BM), a close friend, esteemed colleague and truly inspirational mentor.

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