Week 1

Week 1: Introduction to Creativity, Innovation, and EdgeMaking

Introduction

Welcome to Creativity and Innovation. This course will help you develop your creative voice and apply your newfound skills to focus your creativity on purposeful activity. You will analyze the creative processes of outstanding creators and use digital tools to document and describe your own creative process. Through creative projects and collaboration with your classmates, you will learn how to develop and apply your creative capacity.

This week, you will learn the difference between creativity and innovation. You also will be introduced to the EdgeMakers "6 Cs" structure of learning and the criteria for the Culminating Project, which you will work on throughout the semester and present during Week 10.

Watch the video to learn more about the concepts you will explore this week.

Link title: Creativity, Innovation, and EdgeMaking
Link source:
[Insert a screen shot from the video here to use as the link to the video]

Overview

To prepare for this week's discussions and independent work, first complete the following activities:

- Watch the Creativity, Innovation, and EdgeMaking video to learn about this week's topics.
- Read the Lesson.
- Watch the Edge Capacities video to learn about capacities that are important in the 21st century.
- Watch the "6 Cs" video to learn about the instructional approach used in this course.
- Watch the Culminating Project video to learn about the multimedia project you will complete at the end of the course and benchmark assignments throughout the course.

After you have progressed through the Lesson, you will complete the following graded activities and assignments:

- Participate in the Creativity Exploration discussion in Assignment 1a.
- Establish a digital presence and complete the Social Media Challenge in Assignment 1b.
- Complete the Creative "Make" Challenge: Remix for Fun: Improve and Transform Presentation in Assignment 1c.
- Make entries into your EdgeMaking Habits Journal in Assignment 1d.

You may also complete these optional activities to progress toward the Explorer and Pioneer achievement levels:

- Research a creative person and create a visual presentation about this person's life in the Explorer Add-On.
- Combine imagery, text, voice-over and relevant music to create a video about creativity or a "wicked problem" in Assignment 1e.

Learning Objectives

When you have completed the work for this week, you should be able to:

1.1 Distinguish between creativity and innovation.
1.2 Analyze modern societies' approaches to cultivating creativity and innovation.
1.3 Describe the purpose and advantages of the "6 Cs" approach to learning.
1.6 Discuss the significance of fun and play in human growth, the creative industries, and entrepreneurship.
1.7 Describe the characteristics of a "wicked problem."
2.9 Identify ways to manage and increase creativity within an organization.
3.1 Create a personal digital landscape, including social media accounts and a digital portfolio.
3.2 Use digital tools to document and describe your creative process.
3.3 Use digital tools to create effective written, visual, and multimedia responses to class discussions and assignments.
4.1 Describe creative character traits.
4.4 Analyze the creative processes of outstanding creators to determine similarities and differences in creative character traits, skills, and styles.
4.5 Identify hindrances to and enablers of creativity.
4.6 Describe the traits, skills, and activities that contribute to your own personal creative process.

Lesson

EPIC QUESTION

If innovation is the big answer you seek, what is the question that you're trying to solve for?

"We have no choice; we have to innovate our way out of here." — Steve Jobs

Creativity and Innovation

What is an EdgeMaker? EdgeMakers are driven by an innate desire to develop new ideas, take action, and improve the condition of the world around them. EdgeMakers harness innovative thinking and collaboratively apply creativity, storytelling, design, and entrepreneurship to solve complex problems. Creativity and innovation build the essential foundation for the work of all EdgeMakers. In this Lesson, you will start to explore the topics of creativity and innovation and begin to reflect on your own creative process in your EdgeMaking Habits Journal.

The EdgeMakers curriculum begins with the subjects of creativity and innovation. The two terms aren't interchangeable, and it's important to understand the distinction from the beginning.

Creativity is the universal human ability to generate new ideas. Central to the entrepreneur's role, for example, is the desire to create something new: a new organization, new insights into the market, new organizational cultures, new ways of making things, new products or services, and new ways of managing.

While new ideas may be novel, they may not always be useful. This is where innovation comes into play. Innovation is the larger, overall process by which ideas are generated, developed, and then converted into value. We view innovation as an umbrella concept that delineates the EdgeMaking process as a whole. In addition to creativity, EdgeMaking uses the capacities of storytelling, design, collaboration, and entrepreneurship. Creativity is necessary for generating new ideas, but actually realizing the value of a new idea requires executive, personal, and entrepreneurial skills as well.

Starbucks' Frappuccino coffee drink is an example of creativity turning into innovation. After the staff at a Starbucks in Santa Monica, Calif. invented a new drink in the early 1990s, they asked an executive to propose the idea to headquarters. The idea was rejected. The staff then invented the Frappuccino. This time, the executive asked the staff to sell it at their store, where it became a hit. Headquarters finally embraced the idea once its value had been proven—and the Frappuccino became one of Starbucks' most popular innovations.

To illustrate the difference between creativity and innovation—and to reinforce the notion that everyone is creative — try this Quick Think exercise, in which you will quickly think of as many ideas as you can in a short period of time.

Set a timer for three minutes. Make a list of all the new ways you can think of to use a straw. Don't judge your ideas—write down or sketch anything that comes to mind, no matter how impractical or outlandish it seems. When you're done, look back over your list and consider these questions:

1. How many ideas did you come up with?
2. Does quantity of ideas mean quality? Were any of your ideas really off the wall?
3. Which of your ideas would you describe as innovative—that is, creative with a purpose?
4. What made this exercise difficult? What made it easy?

Creativity and innovation are also about making the world better. These capabilities enable global civil society to address the kind of daunting challenges—the so-called "wicked problems"—that face us at this moment in history. Wicked problems are complex challenges with diverse stakeholders that do not have a simple answer or solution. Examples of wicked problems include such issues as security, poverty, sustainability, and climate change.

From an EdgeMaking perspective, innovation is always the answer to a question. As such, it has to have a purpose; otherwise, it's merely a kind of hygiene or "good practice," like brushing your teeth. What we are looking for is purposeful innovation directed at addressing significant issues. That is where innovation—and EdgeMaking—really come alive. Zeal and purpose—the notion of a cause, or the prospect of a noble achievement—are central to the pursuit of innovation.

Edge Capacities

In addition to creativity, EdgeMakers outlines a number of other capacities that help form the foundation of the EdgeMakers experience.

"Capacities" refers to a level of being able to make things happen that goes beyond mere skills. Watch the video of EdgeMakers CEO John Kao to learn more about "Edge Capacities"—those that are increasingly important for success in the 21st century.

Link title: Edge Capacities

The 6 Cs
All EdgeMakers courses are built around a framework called the "6 Cs" that is designed to encourage self-directed learning. Click the link below to watch a video introducing the 6 Cs, and then continue reading for a more detailed explanation of each term and how they are used in this course.

Conversation
Active discourse is essential for learning. In this course, you will participate in several discussions with your peers through the LMS forum. Moreover, EdgeMakers encourages the opening of the class "space" into a more global social media platform—Twitter. Twitter is considered one of the most important mediums of our time due to its scale, immediacy, and ability to facilitate social and political movements. The goal is to practice digital fluency skills, build up a personal learning network, experience "thinking in public," and connect globally outside this insular course. Your instructor will assign a course hashtag for these Twitter chats.
Each week, you will also have the option to participate in an Open Forum discussion that will allow you to ask questions and dive into deeper discussions with your classmates on any course topic.

Curation
The ability to curate—to select and contextualize—is generally seen as one of the most important "new literacies." Each week, you will co-construct knowledge by curating relevant resources and contextualizing them with annotations and reflections. You will share your findings with the wider community either through blog posts or the "3 Image, 1 Question" model of presentation developed by the EdgeMakers team, in which you will create a visual presentation of only three slides, each with a relevant and ideally metaphorical image and few to no words. Your final slide should include a "non-Googleable" question to spark conversation.

Contemplation
During this course, you will create a personal blog to house writing, media, and images. This is meant to be a space for "thinking out loud"—for reflecting, analyzing readings and resources, making connections, expressing dissent, exploring further, and continuing conversations started in class discussions.
Your blog is also where you will keep your EdgeMaking Habits Journal. Each week, you will be assigned one or two prompts designed to keep you in the creative habit for success focused on that week's topic. These prompts are personal and are developed to stimulate metacognition, mindfulness, creativity, and reflection. You are also encouraged to use this space as a container for ideas that spring from the experience of the course content.

Creation

Creative work calls for "white space"—that much-needed time for thinking, ruminating, and even making and iterating. It's that blankness on a printed page that allows the design and typography to pop. You can use a portion of your blog portfolio to share your creative work/multimedia production, as well as to complete your EdgeMaking Habits Journal.

Note: All of your projects should include a **Design Log** that traces the process and troubleshooting of the entire production. The Design Log will be a key part of your Culminating Project, so it's important to keep up with it.

Each post featuring a creative element should ideally include

- An introduction or overview of the task
- The media/creation itself (the **"**product")
- The Design Log and reflection (the **"**process")

Consideration
At EdgeMakers, we know it is important to embrace constructive failure as a valuable learning experience. We want to encourage you to cultivate your creative confidence. We want to stimulate the character traits of persistence and resilience. We also want you to hone your metacognitive thinking skills and consider what you learned or gained from failure.
In these reflective blog posts, you might ask:

- How did I "fail better"? This term, introduced by author Samuel Beckett, is often used by Silicon Valley entrepreneurs to help them examine and learn from their failures. They see failure as an essential part of their process and they believe they can become better entrepreneurs if they can articulate what they've learned from this experience.
- How did failing this way make me smarter or stronger?
- What did I learn, specifically?
- How did I troubleshoot the problem? Could these steps help others?

Connection
Throughout the course experience, we hope you will establish various valuable connections—to ideas, to people, and to tools, resources, and skills. These cumulative experiences provide an opportunity for you to reflect at the end of the course. The framing questions are:

- What is in my "tool box"?
- Who were the important people I connected with in this field? In "real life"? Virtually?
- What are the tools (hardware, software, skills) I learned that will best serve me in my future learning and career?
- What sites, hashtags, blogs, etc. did I encounter and start to follow that might become a part of my learning network or use to increase my social capital?

Additional Resources
These resources can help you further explore the topics in this Lesson. Feel free to post your responses, questions, or other thoughts in the Open Forum discussion.

- Watch this video about creativity and innovation. Click the link to go to Vimeo, search for "inspiring creativity Liberatum," and then click on the video titled "Inspiring Creativity: A Liberatum film presented by illy."

  Link title: Vimeo
  Link source: https://vimeo.com/

- Read creative advice from Vincent Van Gogh. Click the link to go to the *Paris Review* website, click the search box on the top right of the page, search for "advice from Van Gogh: just slap something on it," and then click on the link titled "Advice from Van Gogh: Just Slap Something on It."

  Link title: Paris Review
  Link source: https://www.theparisreview.org/

- Read tips on finding the creative spark. Search Google for "Gretchen Rosswurm yes you are creative." Then, click the link titled "Yes, You Are Creative—Here's How to Find the Spark."

- Read about rules for doing creative work. Click the link to go to the *Fast Company* website, search for "Janet Malcolm darlings," and then click on the link titled "Kill Your Darlings and 4 More Rules for Doing Creative Work."

  Link title: Fast Company
  Link source: https://www.fastcompany.com/

Questions for consideration

- What do you feel are some common traits, thought processes, and behaviors of most creative people?
- To what extent have you learned from the creative habits of others, and to what extent do you need to cultivate your own patterns? What is your personal "formula" for creativity?
- How does creativity go from being just "creativity" to real "innovation"? Think of and describe some historical or local examples.

Introduction to the Culminating Project

Link title: Culminating Project
Link source: To come

Each EdgeMakers course includes a Culminating Project that you will work on throughout the semester. You may complete this project individually or, if your instructor allows, as a small group of no more than three students. Your project must be accompanied by a Design Log, in which you reflect on the process of creating or designing your project. If you work in a group, you and your teammates must decide how you will divide the tasks as part of your project plan, so each team member's role is clearly defined. Be sure to note in your Design Log what each teammate did for each Culminating Project assignment throughout the semester.

In this course, you will conclude your exploration of creativity and innovation with a Culminating Project related to innovation and fun. "Fun-novation" is the idea that you can use your creative and innovative skills to discover new ways to have fun. In Week 5, for example, you will get the chance to turn one of your mundane daily tasks into a game. As an EdgeMaker, you can even apply your fun-novation skills to add substantial value to the world—and perhaps even solve a wicked problem at the same time. Volkswagen's Fun Theory Award, which you will learn more about in Week 5, recognizes innovators who suggest fun ways to solve problems. Recent award entries include a piano staircase that encourages people to get some exercise by "playing" the stairs.

The concepts of fun, whimsy, and play are integral to ever-growing creative industries. You will have a chance to put your creative thinking skills into action as you plan and design a fun-novation prototype. Your prototype should be of an innovative place, experience, activity, or object that exemplifies fun for you.

You have two goals: first, to maximize the amount of fun involved and try to make it appeal to as many types of people as possible; and second, to challenge yourself with designing to make the world a better place. You may choose the digital tools and elements you wish to use to create your Culminating Project. See the EdgeMakers Digital Toolbox for recommendations.

At the end of the semester, you will upload your finished Culminating Project to share with your classmates. You will evaluate one another's projects so each individual or team will have a wealth of crowdsourced feedback.

You will complete several smaller benchmark assignments throughout the semester to help you build toward your Culminating Project:

- **Week 4:** Brainstorm ideas for your Culminating Project.
- **Week 6:** Submit a proposal for your project.
- **Week 9:** Create your fun-novation prototype.
- **Week 10:** Submit your final Culminating Project.

Week 1 Open Forum

Learning Objectives
This activity addresses the following learning objectives:

1.3 Describe the purpose and advantages of the "6 Cs" approach to learning.
4.1 Describe creative character traits.
4.4 Analyze the creative processes of outstanding creators to determine similarities and differences in creative character traits, skills, and styles.
4.5 Identify hindrances to and enablers of creativity.
4.6 Describe the traits, skills, and activities that contribute to your own personal creative process.

Description
The Open Forum provides a space for you and your classmates to freely discuss topics related to the week's lesson content. This is an optional activity; it will help you further explore and more deeply understand the week's concepts, but you will not receive a grade. You may answer the questions provided below, discuss the Additional Resources provided in the Lesson, or pose questions of your own. Week 1 Open Forum questions:

1. What does it mean to "be" and "do" creativity?
2. Who are creative people? What do their creative processes look like?
3. How does creativity work?
4. If innovation is the answer, what is the question we're trying to solve for?

Instructions
This is an open discussion, so you may participate by starting a new thread or by responding to a thread started by one of your classmates. (If someone has already started a thread related to a particular question or resource, respond within that thread rather than starting a separate thread on the same topic.) Some things to consider:

- Open-ended questions make for better discussions than questions with yes/no answers.
- Responding to a classmate's post with "I agree/disagree" or "That's interesting" will not do much to further the discussion. Say why you agree or disagree, or why you find "that" interesting.
- You may challenge a classmate's opinions or ask for more information or clarification, but you must do so in a respectful manner. If a classmate challenges your opinion or disagrees with you, you must be respectful in your response.

Graded Assignments

Assignment 1a: Creativity Exploration Discussion (Deliverable: Discussion Posts)

Learning Objectives
This assignment addresses the following learning objectives:

1.3 Describe the purpose and advantages of the "6 Cs" approach to learning.
4.1 Describe creative character traits.
4.4 Analyze the creative processes of outstanding creators to determine similarities and differences in creative character traits, skills, and styles.
4.5 Identify hindrances to and enablers of creativity.

Description
To begin exploring the creative process, you're going talk about people you think of as creative and explain how they express that creativity.

Instructions
1. In a post to the discussion board, answer the following questions:

a. Who is the most creative person you know? Why? How do you know?
b. What does his or her creative process look like? What seems to enable it?
c. What is it about the way he or she "does" creativity that stands out?

2. Continue the conversation by responding thoughtfully and respectfully to at least two of your classmates' posts. You may, for example, support or provide evidence to challenge their points, ask for more information or clarification, or pose open-ended questions.

Grading
You will be graded on the following:

- You posted thoughtful, appropriate answers to each of the questions in the instructions.
- You responded to at least two of your classmates' posts with comments that went beyond "I agree/disagree," "that's interesting," etc.

Assignment 1b: Creative "Make" Challenge: Establish a Digital Presence and Complete a Social Media Challenge (Deliverables: Completed Student Profile in LMS, Discussion Posts, Slide Presentation)

Learning Objectives
This assignment addresses the following learning objectives:

1.1 Distinguish between creativity and innovation.
1.3 Describe the purpose and advantages of the "6 Cs" approach to learning.
3.1 Create a personal digital landscape, including social media accounts and a digital portfolio.

Description
To succeed in this course, you will need to be comfortable using a variety of digital tools and platforms. You will start by creating a personal profile in the LMS. Then you will create an introduction for yourself using the tools of your choice. Next, you will begin connecting with your classmates and others on Twitter Finally, you will search online for examples of creative young people who inspire you and share your examples on Twitter.

Instructions

Part I
Create and complete your profile within the LMS.

Part II
1. Using the digital tools of your choice, create an introduction for yourself and post it to the discussion board. For example, you could make a video (you may add annotations directly in YouTube's editing mode), create a photo essay, or use VoiceThread to make a visual podcast. The goal is to introduce yourself to your peers and instructor. Share the following:

- Why you are taking this course and what you hope to achieve by taking it
- Your personal thoughts about, and relationship with, creativity and innovation. Consider these questions:
    - Imagine a line representing a continuum of creativity—with "not creative at all" on one end, "average" in the middle, and "very creative" on the opposite end. Where would you place yourself? Why?
    - Do you think creativity is learned, or an inborn trait?
- Interesting questions you have as you enter this course (it would be helpful to peruse the syllabus of topics)
- What topics/issues you are currently considering for the Culminating Project

2. View your classmates' introductions and respond thoughtfully and respectfully to at least two of them. For example, you may ask for more information/clarification or pose open-ended questions.

Part III
1. Post an introductory message on Twitter using the designated class hashtag from your instructor.
2. Using keywords related to this course, find at least 10 people to follow, including your peers, your instructor, and @edgemakers. You may also refer back to the Twitter Handles discussion in the Start Here section to find your classmates.
3. Read your classmates' Tweets and follow any additional accounts you find interesting.

Part IV
How creative do you think you are? Many factors can affect how we view ourselves, from our past creative successes and failures to comments from friends and teachers. Is it possible to become a more creative person?
For this social media challenge, you will start and curate a conversation on Twitter about your relationship to creativity.
1. Using your designated class hashtag and the hashtag #creativeme, tweet about the last creative thing you did that you were proud of or the most memorable thing you've created in your life.
2. Using the same hashtags, tweet about your own creative process. Your tweets should include both text and images, and contain an open-ended question about the creative process for your classmates to discuss. (You can post more than one tweet about your most creative moments.)
3. Use an online archiving tool like Storify to curate responses to your tweets and annotate them with text, images, and other media. Post your Storify to the discussion board, and include an analysis of the progression of the conversation. Feel free to include screen shots of tweets or the link to the Storify you create.
4. View your classmates' tweets and respond thoughtfully and respectfully to at least two of them.

Grading
You will be graded on the following:

- You completed your profile in the LMS.
- You created a digital introduction that included answers to each of the questions listed in Part II.
- You posted an introductory tweet using the class hashtag.

- You tweeted three examples of creative young people, including explanations of how each person is creative and an open-ended question about the person's creative process.
- You responded thoughtfully and respectfully to at least two of your classmates' introductions.
- You responded thoughtfully and respectfully to at least two of your classmates' tweets.
- You responded to your classmates' posts with comments that went beyond "I agree/disagree," "that's interesting," etc.

Assignment 1c: Creative "Make" Challenge 2: Complete Remix for Fun: Improve and Transform Presentation (Deliverables: Illustration, Discussion Posts)

Learning Objectives
This assignment addresses the following learning objectives:

1.3 Describe the purpose and advantages of the "6 Cs" approach to learning.
1.6 Discuss the significance of fun and play in human growth, the creative industries, and entrepreneurship.
3.1 Create a personal digital landscape, including social media accounts and a digital portfolio.
3.2 Use digital tools to document and describe your creative process.
3.3 Use digital tools to create effective written, visual, and multimedia responses to class discussions and assignments.

Description
What does fun have to do with being an EdgeMaker? Fun is powerful—it can change behaviors, and it can be used to make the world a better place. In this assignment, you will examine several everyday objects and then use creative thinking strategies to invent new objects with the aim of making them more fun. (The remix/mashup you do here is an ideation technique that can be used to develop creative ideas for many problems.)

Instructions
Part I: Create Your Mashup
1. For inspiration, watch this video about Smart Car's dancing traffic light. Click the link to go to YouTube, search for "dancing traffic light," and then click on the video titled "The dancing traffic light, by smart."

Link title: YouTube
Link source: https://www.youtube.com/

2. Examine and choose any two of the everyday objects shown in the graphic below.

Assignment_1c_images.pdf

3. Then spend three minutes using the Quick Think approach you tried in the Lesson to figure out how to mash up the two items together so that the new item is more fun than the previous items. You may take elements from each of the items to develop a hybrid "Frankenstein" type of object that is now more fun. Give your new creation a name. Use the digital tools of your choice (see the EdgeMakers toolbox for suggestions) to sketch your creation.

Part II: Improve Your Mashup

Now use any of the objects pictured to improve upon this item to make it more fun. Spend three minutes figuring out what you would add and how you would change your creation. Add your drawings and notes to your original sketch.

Part III: Transform Your Mashup
Spend three minutes thinking about how this new creation might typically be used. Then think about how it could be used for an entirely different purpose. Add your drawings and notes to your original sketch.

Part IV: Present Your Mashup
1. Post your sketch to the discussion board along with your answers to the following questions:

      a. How did you come up with the idea for your mashup?
      b. How is your new creation more fun than the original objects?
      c. In what ways did you improve upon this creation?

2. Continue the conversation by responding thoughtfully and respectfully to at least two of your classmates' posts. You may, for example, support or provide evidence to challenge their points, ask for more information or clarification, or pose open-ended questions.

Grading
You will be graded on the following:

- You created a mashup.
- You improved and then transformed your mashup.
- Your post included an illustration of and name for your mashup creation.
- Your discussion post included answers to the suggested questions.
- You responded to at least two of your classmates' posts with comments that went beyond "I agree/disagree," "that's interesting," etc.

Explorer Add-On (Optional)

Learning Objectives
This assignment addresses the following learning objectives:

    1.2 Analyze modern societies' approaches to cultivating creativity and innovation.
    1.3 Describe the purpose and advantages of the "6 Cs" approach to learning.
    1.6 Discuss the significance of fun and play in human growth, the creative industries, and entrepreneurship.
    2.9 Identify ways to manage and increase creativity within an organization.
    3.1 Create a personal digital landscape, including social media accounts and a digital portfolio.
    3.2 Use digital tools to document and describe your creative process.
    3.3 Use digital tools to create effective written, visual, and multimedia responses to class discussions and assignments.
    4.1 Describe creative character traits.

Description
What does it mean to originate an idea? What does it mean to think differently? What role might courage play in creativity? In this assignment, you will explore these questions by learning about a variety of creative people and then choosing one of them to research. Then you'll create a presentation explaining the ways in which this person "thinks different."

You'll start by watching Apple's "Think Different" ad, which features a variety of notable creative individuals who brought a different perspective to the table. These people also exhibited creative courage as they worked toward innovative solutions to various wicked problems.

Featured individuals include:

- physicist Albert Einstein
- musician Bob Dylan
- Muppets creator Jim Henson
- civil rights activist Martin Luther King, Jr.
- entrepreneur Richard Branson
- musician John Lennon
- architect Buckminster Fuller
- inventor Thomas Edison
- boxer Muhammed Ali
- mogul Ted Turner
- singer Maria Callas
- pacifist leader Mahatma Gandhi
- aviator Amelia Earhart
- director Alfred Hitchcock
- dancer Martha Graham
- architect Frank Lloyd Wright
- artist Pablo Picasso

Instructions
1. Click the link to go to YouTube, and then search for "Apple Think Different ad." There may be several videos in the search results that show the same ad—click any of them and watch.

Link title: YouTube
Link source: https://www.youtube.com/

2. Pick one of the people from the ad and research online to find out more about this person. Then use the digital tools of your choice (see the EdgeMakers Digital Toolbox for suggestions) to create a poem, song, or poster highlighting the person's most significant achievements, how this person "thought different," and how the two are connected. You may want to consider the following questions:

a. What does it mean to originate an idea?
b. What does it mean to think differently? If this is "different," what would "normal" be?
c. What role did courage play in this person's type of creativity?
d. In what ways did this person think differently?
e. What similarities do you share with this individual? How are you different?
f. Why are people who think differently needed in society?

3. Post your presentation to the discussion board. Continue the conversation by responding thoughtfully and respectfully to at least two of your classmates' posts. You may, for example, support or provide evidence to challenge their points, ask for more information or clarification, or pose open-ended questions.

Grading
You will be graded on the following:

- You created a poem, song, or poster that identified the most significant creative contributions of the person you researched.
- Your presentation explained how "thinking different" from the mainstream led to this person's innovations.
- You responded to at least two of your classmates' posts with comments that went beyond "I agree/disagree," "that's interesting," etc.

Assignment 1d: EdgeMaking Habits Journal (Deliverable: Two Journal Entries)

Learning Objectives
This assignment addresses the following learning objectives:

1.3 Describe the purpose and advantages of the "6 Cs" approach to learning.
4.1 Describe creative character traits.
4.4 Analyze the creative processes of outstanding creators to determine similarities and differences in creative character traits, skills, and styles.
4.5 Identify hindrances to and enablers of creativity.
4.6 Describe the traits, skills, and activities that contribute to your own personal creative process.

Description

Your blog is the place where you will make entries to your EdgeMaking Habits Journal**.** Each week, you will respond to prompts designed to keep you in the creative habit. The length and format of your responses are up to you—feel free to include images, drawings, notes, or videos.
As highlighted in the 6 C's, contemplation is a key focus of this course. Reflecting on and understanding your own creative process is key to building your creative capacity. The EdgeMaking Habits Journal provides a forum for you to refine your creative process through contemplation.

Prompt 1
1. This week, you'll complete a Your Thoughts exercise on creativity and innovation.
In any given moment, our brains are generating and connecting multiple ideas. The challenge for us is to be able to focus our thoughts in order to generate and produce ideas that can be acted upon.
To reflect on this, first complete this mindfulness activity to understand how you develop ideas. Sit quietly for a few minutes and pay attention to your thoughts, feelings, emotions, visual images, etc. Set a timer for three minutes, make yourself comfortable and close your eyes while you're thinking. Jot down (draw or write) any thoughts or ideas that come to your mind.

2. Next, watch the video "An EdgeMaker's Animation," created by former EdgeMaker student Brieana Polk-Perez. Click the link to go to YouTube, enter the search terms "EdgeMakers Animation Brieana Polk-Perez," and then click on the link titled "An EdgeMakers Animation by Brieana Polk-Perez."

Link title: YouTube
Link source: https://www.youtube.com/

Now use the same reflective technique to spend three minutes thinking quietly about what you've watched. Observe the thoughts, feelings, emotions, and visual images that arise during this time. Then answer the following questions:

a. What kinds of thoughts did you have?
b. How did these thoughts shift and change throughout the exercise?
c. What made this activity easy or difficult?
d. What conclusions can you draw about what is going on in your mind?
e. Where did the ideas you came up with come from?
f. What can you learn from this exercise in terms of how to focus and enhance creativity?

Prompt 2
In this week's Lesson, you read about the "6 Cs" framework for EdgeMakers courses: Conversation, Curation, Contemplation, Creation, Consideration, and Connection. Think about and outline your plans to use the components of this framework—the Discussion area, Twitter, learning resources, your journal, and connections/websites/tools to enhance your creative process. How comfortable do you currently feel with these approaches to self-directed learning? What do you hope these approaches will help you achieve by the end of the course?

Post your responses on your blog with the title "Week 1 Journal."
[For Canvas only, add the following additional step: Click the "Submit Assignment" button and then copy and paste the URL of your blog post.]

Grading
You will be graded on the following:

- You posted responses to the prompts on your blog.
- Your responses demonstrated thoughtfulness and attention paid to the questions posed in the prompts.

Assignment 1e (Optional): Pioneer Challenge

Learning Objectives
This assignment addresses the following learning objectives:

1.3 Describe the purpose and advantages of the "6 Cs" approach to learning.
1.7 Describe the characteristics of a "wicked problem."
3.3 Use digital tools to create effective written, visual, and multimedia responses to class discussions and assignments.

Description
The goal of EdgeMaking is to help you tap into the creative engine room that is your own brain—and then link that creativity to a purpose. Think back to the video you watched for Assignment 1d, "An EdgeMaker's Animation." For this challenge, you will make a video of your own. Combine imagery, text, voice-over, and relevant music to create a video using digital tools (see the EdgeMakers Digital Toolbox for ideas).

Instructions
1. Make your own short film (two minutes or less). Choose from these two topics:

- Bring attention to a wicked problem of your choice.
- Show what you have learned about creativity in Lesson 1.

2. Upload your film to the discussion board. Continue the conversation by responding thoughtfully and respectfully to at least two of your classmates' posts. You may, for example, support or provide evidence to challenge their points, ask for more information or clarification, or pose open-ended questions.

Grading

You will be graded on the following:

- You created a short video (two minutes or less).
- Your video addressed a wicked problem or showed what you learned about creativity in Lesson 1.
- You responded to at least two of your classmates' posts with comments that went beyond "I agree/disagree," "that's interesting," etc.