

EM1 Creativity and Innovation

Course Outline — Revised

Course Title: Creativity and Innovation
Course Topics: Creativity and innovation
Modality: Online; instructor-led; synchronous and asynchronous
Hours: 10 weeks
3 hours/week (30 hours total)
LMS: D2L initially, then Canvas and Blackboard
Desired Completion Date:

Course Outcomes and Learning Objectives

1. Discuss the conceptual landscape of creativity and innovation, as well as their complexities.
 - 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.
 - 1.4 Describe the various complexities of creativity, including stages, the convergent/divergent thinking "diamond," creative tensions, intuition, and the "sweet spot."
 - 1.5 Compare different perspectives on the nature of creativity.
 - 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."
 - 1.8 Discuss the concept of "coolhunting," including who decides what is cool.
2. Use group creativity techniques to develop solutions to organizational and societal problems.
 - 2.1 Describe the role collaboration plays in creativity.
 - 2.2 Identify the elements of an effective brainstorming session.
 - 2.3 Identify common pitfalls in brainstorming and collective creativity.
 - 2.4 Discuss the concept of ideation, including its purposes, conceptual foundations, techniques, and importance in collective creativity.
 - 2.5 Collaborate with students on creative exercises.
 - 2.6 Develop divergent and lateral thinking skills.
 - 2.7 Discuss the connection between results and collaborative dynamics and psychological preferences.
 - 2.8 Discuss the social nature of creative production.
 - 2.9 Identify ways to manage and increase creativity within an organization.
 - 2.10 Produce a culminating project that addresses a "wicked problem" through the creative and innovative use of fun.
 - 2.11 Use ethnographic techniques as part of the creative process.
3. Use technology as a fully integrated part of the creative process.
 - 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. Develop a framework for understanding and cultivating your own creativity.

- 4.1 Describe creative character traits.
- 4.2 Discuss the concept of creativity as a process as opposed to a single “lightbulb moment.”
- 4.3 Describe the role of improvisation in the creative process.
- 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.
- 4.7 Discuss the elements and forms of the creative environment.
- 4.8 Identify the elements of your personal ideal creative space.
- 4.9 Describe your personal goals for developing and using your creative capacity.
- 4.10 Use ideation techniques as part of the creative process.

Assessment Strategy

Students will be awarded a grade of Pass or Fail based on their engagement in the class discussions and their work on out-of-class activities. Grades will be determined according to the following assignment types, with Explorer Add-On and Pioneer Challenge assignments functioning as extra credit:

Area of participation	Points	% of grade
Open Forums	0	0%
Discussions	200 (20/wk)	21%
Assignments	400 (40/wk)	42%
Digital Presence Assignment: Week 1	0	0%
EdgeMaker Habits Journal Entries	150 (15/wk)	15%
Culminating Project Benchmark: Week 6	30	3%
Culminating Project Benchmark: Week 9	30	3%
Culminating Project Final: Week 10	150	15%
Explorer Add-On	0	0%
Pioneer Challenge	0	0%
Total	960	100%

Course Outline

Week 1:	
Learning Objectives	<ul style="list-style-type: none"> 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.

	<p>3.3 Use digital tools to create effective written, visual, and multimedia responses to class discussions and assignments.</p> <p>4.1 Describe creative character traits.</p> <p>4.4 Analyze the creative processes of outstanding creators to determine similarities and differences in creative character traits, skills, and styles.</p> <p>4.5 Identify hindrances to and enablers of creativity.</p> <p>4.6 Describe the traits, skills, and activities that contribute to your own personal creative process.</p>
Key Topics	<ul style="list-style-type: none"> • Course experience: structure and navigation • Introduction to the culminating project (Fun-Novation) • EdgeMaking: Value proposition and rationale • My creative habits: introducing the EdgeMakers Habits Journal
Lesson/Ungraded Activities	<ul style="list-style-type: none"> • Introduction • Read the Lesson (LO 1.1, 1.2, 1.3, 1.6, 1.7, 2.9, 3.1, 3.2, 3.3, 4.1, 4.4, 4.5, 4.6) • Open Forum: Epic Questions from Lessons 1-3 (LO 1.1, 1.3, 4.4, 4.6) • Creative Advice from Vincent Van Gogh (LO 1.2, 2.9, 4.1, 4.4) • Tips on Finding the Creative Spark (LO 1.2, 2.9, 4.1, 4.4) • Rules for Doing Creative Work (LO 1.2, 2.9, 4.1, 4.4) <p>Videos:</p> <ul style="list-style-type: none"> • Introduction to the 6 Cs (LO 1.3) • Edge Capacities Video (LO 1.1) • Apple “Think Different” ad (LO 4.1, 4.4) • An EdgeMaker’s Animation by Briana Polk-Perez (LO 1.3, 4.1, 4.4, 4.5, 4.6) • Inspiring Creativity (LO 1.2, 2.9, 4.1, 4.4) • Dancing Traffic Light (LO 1.6, 2.2, 3.1, 3.2, 3.3)
Graded Activities	<ul style="list-style-type: none"> • Discussion: Creativity Exploration Socratic Dialogue [EM1 Lesson 2, Step 1, Activity 1] (LO 1.3, 4.1, 4.4, 4.5) • Assignment: Establish a Digital Presence + Three Images, One Question curation activity to find creative young people (LO 1.1, 1.3, 3.1) • Main Assignment: Remix for Fun: Improve and Transform [EM1 Lesson 20, Activity 3 + Quick Think activity (no deliverable): 3 minutes on ideas to mash up two additional items] (LO 1.3, 1.6, 2.2, 3.1, 3.2, 3.3) • Explorer Add-On (optional): “Think Different” Presentation [EM1 Lesson 3, Step 2, Activity 2 with Advanced Option] (LO 1.2, 1.3, 1.6, 2.9, 3.1, 3.2, 3.3, 4.1, 4.4) • EdgeMaking Habits Journal entry [EM1 Lesson 2, Step 4, Activity 4 + 6 C Questions] (LO 1.3, 4.1, 4.4, 4.5, 4.6) • Pioneer Challenge: Stop-Motion Animation about a Wicked Problem [EM1 Lesson 2 Digital Challenge] (LO 1.3, 1.7, 3.3)

Week 2: Where Do New Ideas Come From?	
Learning Objectives	<p>1.3 Describe the purpose and advantages of the “6 Cs” approach to learning.</p> <p>1.4 Describe the various complexities of creativity, including stages, the</p>

Week 2: Where Do New Ideas Come From?	
	<p>convergent/divergent thinking “diamond,” creative tensions, intuition, and the “sweet spot.”</p> <p>2.1 Describe the role collaboration plays in creativity.</p> <p>2.4 Discuss the concept of ideation, including its purposes, conceptual foundations, techniques, relationship to intuition, and importance in collective creativity</p> <p>3.2 Use digital tools to document and describe your creative process.</p> <p>3.3 Use digital tools to create effective written, visual, and multimedia responses to class discussions and assignments.</p> <p>4.2 Discuss the concept of creativity as a process as opposed to a single “lightbulb moment.”</p> <p>4.3 Describe the role of improvisation in the creative process.</p> <p>4.5 Identify hindrances to and enablers of creativity.</p> <p>4.10 Use ideation techniques as part of the creative process.</p>
Key Topics	<ul style="list-style-type: none"> • Improvising • The “sweet” spot • The role of collaboration in creativity • The role of intuition • The creativity diamond
Lesson/Ungraded Activities	<ul style="list-style-type: none"> • Introduction • Read the Lesson (LO 1.3, 1.4, 2.1, 2.4, 3.2, 3.3, 4.2, 4.3, 4.5, 4.10) • Creativity Diamond (LO 1.3, 1.4) • Open Forum: Epic Questions from Lessons 4-6 (LO 1.4, 2.1, 4.2, 4.3, 4.5) <p>Videos:</p> <ul style="list-style-type: none"> • A 5-Step Technique for Producing Ideas (LO 2.4) • Soccer (LO 1.4, 3.2, 3.3) • Where Do Good Ideas Come From? (LO 1.3, 2.4, 3.3, 4.3, 4.10) • Elizabeth Gilbert at TED: Your Elusive Creative Genius (LO 1.3, 2.4, 3.3, 4.3, 4.10) • Leonard Cohen on Songwriting, Creativity and Work (LO 1.3, 2.4, 3.3, 4.3, 4.10) • Cultural Icons on What Ideation Is (LO 1.3, 2.4, 3.3, 4.3, 4.10)
Graded Activities	<ul style="list-style-type: none"> • Discussion: Creative Tensions [EM1 Lesson 6, Step 2 (Activity 1, Alternative Activity) + Step 3 (questions about soccer video + questions about improvising/Week 1 remix assignment)] (LO 1.3, 1.4, 2.1, 3.2, 3.3) • Assignment: Cultural Icons and the Creative Process [adapted from Essentials 1 Lesson Plan 3, Activity 2 + find additional resources] (LO 1.3, 2.1, 2.4, 3.3, 4.3, 4.10) • Explorer Add-On: Reducing Waste Solution [adapted from EM1 Lessons 7-8] (LO 1.3, 1.4, 2.4, 3.2, 3.3, 4.2, 4.3, 4.5, 4.10) • EdgeMaking Habits journal entry [response to “Where Do Good Ideas Come From?” Video, EM1 Lesson 5 Digital Ideas] (LO 1.3, 3.2, 3.3, 4.3, 4.5) • Pioneer Challenge: Cover Story [EM1 Lesson 5 Step 2 Activity 2] (LO 1.3, 2.4, 3.2, 3.3, 4.10)