IO-MI-223

CONNECTED CREATIVITY

Syllabus for the Minor Connected Creativity 2023- 2024

Contents

1 Introduction

If there is a constant in the world, it is that it is constantly changing. We are living in a revolutionary period, where technological, cultural, social and political forces continuously push us forward and change the way we live. Because of this, organisations across the world are urgently in need of a creative workforce: people that are flexible, adaptive and inventive

This minor aims to empower you, independently of your discipline, on creativity skills, methods and attitudes. As the name indicates, the minor Connected Creativity strives to connect different disciplines in an interdisciplinary manner, both in terms of your (the students') backgrounds but also in terms of how we will combine knowledge from different domains. "Connected" in this case can be understood from multiple dimensions:

- Connecting a diverse set of people: across disciplines, backgrounds, cultures, experience, etc.
- Connecting theory and practice.
- Connecting the context, organisations, individuals and society.
- Connecting individual creativity and group creativity.
- Connecting technology, innovation and creativity.
- Finally, Connected Creativity expands on the notion that creativity cannot exist in a vacuum; it is always connected to something in order to result in something novel, useful and meaningful.

Therefore, this minor will support you in embracing a deliberate creative process, connecting multiple domains of knowledge to answer challenging complex problems; current and future ones.
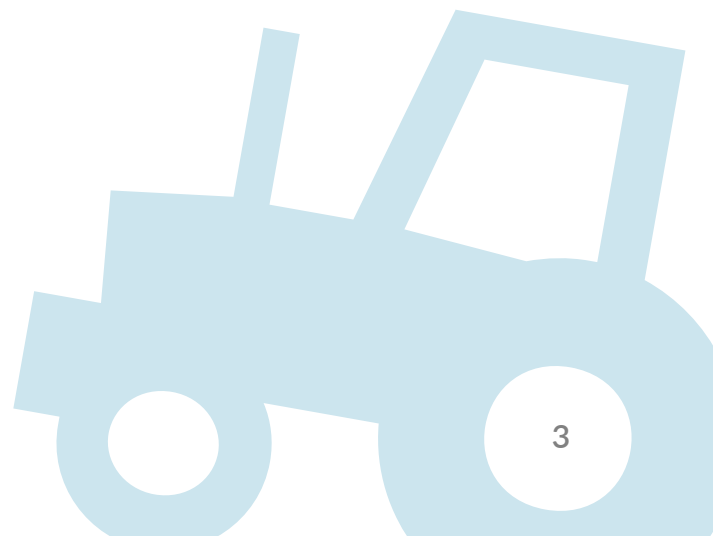
1.1 Why should you invest in your creativity?

Creativity is an essential 21st century skill, recognized worldwide (e.g. WEF, G20 and P21). Students in science, design, managerial, humanities and beyond are increasingly required to be innovative and forward-looking: to foresee opportunities, to set new problems, to come up with new solutions and adapt readily to new ideas of others. This requires a flexible and creative approach and to address problems that no longer fit in well-defined silos or single disciplines.

This is especially important when we consider that our current problems are "open, complex, dynamic, networked" (Dorst, 2015) and require creative attitudes and a deliberate creative process. Creative thinking is thus an indispensable skill during your education, but also in your future job career, because creativity is crucial for problem framing and problem solving, at all levels of society, technology and businesses.

In this minor, you will embark on a journey towards deliberate creativity in everyday, inter-disciplinary contexts. This means that we will support you to reflect upon your knowledge and disciplines, making you aware of your own assumptions and willing to approach problems from other perspectives. We will do that by guiding you towards a deliberate, structured and reflective creative process.

This minor will support you towards becoming a future-ready creator, who is prepared to tackle present and future complex challenges, by bringing a creative-leading edge to your own field of expertise and future workplace. This is particularly important, as we consider that current and future jobs are becoming more interconnected, imbued with political, cultural, societal and technological dimensions.

2 Set up of the Minor

The minor Connected Creativity incorporates creativity theory and practice, through interactive lectures, a deep dive into creativity, workshops, reflective moments and research/design projects in interdisciplinary domains.

You will develop critical and creative thinking approaches and apply them deliberately in any field (design, engineering, policy making, research, writing, etc).

You will build your knowledge, skills and attitudes to apply creativity at four levels of influence: individual, teams, organisations and culture. This is translated into the structure represented in Figure 1A. Our teaching approach is evidence-based, alternating between theory, experimenting and reflecting at its core

You will go through:

two practice-based group projects with an increased level of complexity (Deliberate Creativity in Q1 and Practice of Creativity in Q2),

two theory/research-based group projects to support knowledge/approaches-building (CreativiTree in Q1 and Recontextualising Creativity in Q2), building upon each other, and **one individual-based course**, focused on creative confidence (Creative Path in Q1).
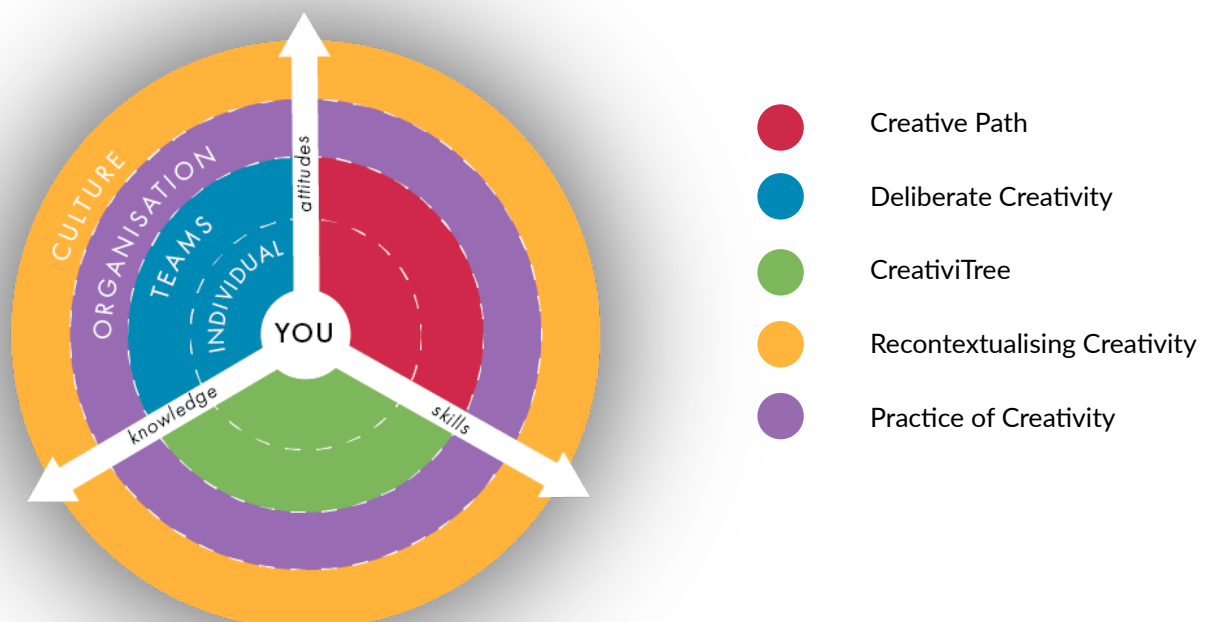

Figure 1A: The visual setup of the five courses of the minor.

2.1 Minor Structure

The minor is built up in two parts:

The first quarter of 15 ECTS is block A —'Ignite'; and is all about the basics of Creativity.

The second quarter (also 15 ECTS) is block B—'Electrified'; here we will dive deeper into the topic and can only be attended after participation in block A.

To get everyone kick-started into creativity, the minor will start with a week of creative exercises and team building activities - the Creative Deep Dive. This first week will be about exploring the concept of creativity, tackling your expectations and getting to know each other. These activities will ensure that you get immediately into a creative mindset, by getting you curious about the topic, stimulated to learn and to jumpstart your imagination.

Since this is an interdisciplinary programme, one of the goals of the Deep Dive is for you to learn about each other's different backgrounds. As such, you will give the first steps towards your creative confidence and allow you to bring your expertise and skills into your interdisciplinary teams. The Deep Dive is mandatory for all students of the Minor to attend.

The first quarter will end with an incubation week.

To kick-start the second part of the minor, Q2 will start with the Creative Recharge week, in which we will focus on team spirit and the last preparations for the Inspeeration Event, which will be held on Thursday November 16th. This Recharge week is also mandatory to attend for all students of the minor.

In Block A 'Ignite', you will learn the basics of creativity through three courses.

Half of the time (7.5 ECTS) you will spend on Deliberate Creativity (DC). This is a practical course in which you will learn and experience the iCPS-process (Integrated Creative Problem Solving) through several cases from different domains and topics. The focus of this course is on creativity skills and attitudes.

CreativiTree (CT) is a knowledge-based course of 4.5 EC in which you will learn the theoretical background of creativity. You can apply this knowledge in the aforementioned course DC.

The Creative Path (CP) is a course with a focus on reflection and the development of skills from the individual to the team level. This course will be 4 EC, and will continue towards Quarter 2, as the backbone course that runs through the whole minor. You will learn how to reflect by applying reflection models and analysing your creative attitudes on several weekly topics throughout block A.

This course supports the other courses in capturing knowledge, skills and attitudes and will help you gaining strength in your creative confidence. The Creative Deep Dive mentioned above is formally part of the DC course, but will set the stage for the entire Minor.

Block B 'electrified' is divided into three courses:

the Practice of Creativity (PoC), Recontextualising Creativity (RC) and the continuation of Creative Path (CP). In PoC all the knowledge from Block A will be deployed in an organizational context. The link between creativity and innovation will be made. Special focus will be on barriers and success factors of creativity within organizations. Real organizations will be involved in the course to share real life cases. You will work in project teams of 3 or 4 on a specific case. During the course several guest lecturers will be invited to organize masterclasses about knowledge and experiences regarding creativity and innovation within organizations. (e.g. innovation managers, consultants and entrepreneurs).

Recontextualising Creativity (RC) focuses on the emergence of creativity theories/practices in social, political and technological contexts. You will be confronted with different perspectives and will be invited to investigate how creativity has interacted with topics such as management, education, artificial intelligence or the military. It is distinguished from the course CreativiTree (CT) in part A, as CT is theory-based, while RC is a knowledge and research-based course and addresses the contexts in which creativity theory and practices came to be embraced. As such, RC is driven by your curiosity and ambition to learn more about the creative field.

And finally, Creative Path continues in Quarter 2, now dedicated to your own creative personal development. You will be asked to gain autonomy and explore how you can become a creative individual in your field. You will follow workshops and coach sessions with a number of fellow peers, but most of the work will come from you: you will be asked to create interventions and develop a Personal End Project, where you reflect on what you have learned and how can you use it as a future-ready creator.

This visual shows how the courses are organised across the two quarters.

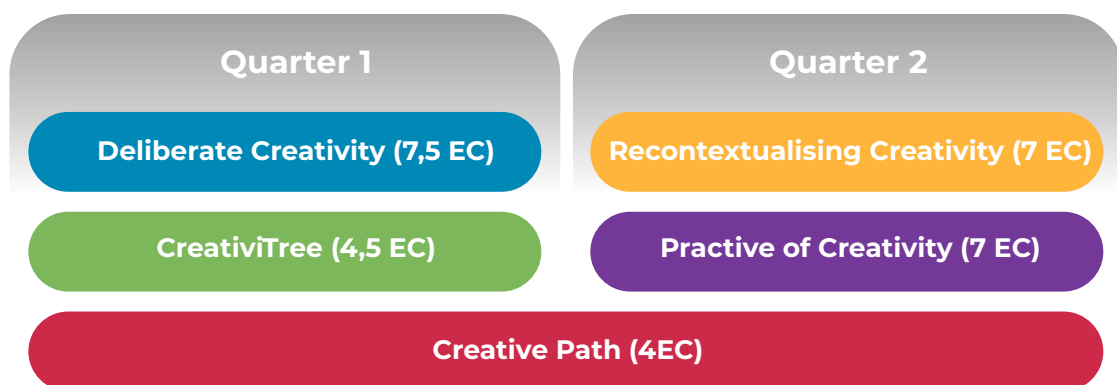| Quarter 1	Quarter 2
Deliberate Creativity (7,5 EC)	Recontextualising Creativity (7 EC)
CreativiTree (4,5 EC)	Practive of Creativity (7 EC)
Creative Path (4EC)	

Figure 1B: The visual setup of the five courses of the minor.

2.2 Learning Objectives

Throughout the entire minor the following attitudes, skills and knowledge will be advocated and practiced:

Attitudes

We want you to attain during the minor: creativity, courage, curiosity, critical questioning, deliberateness, openness.

Skills

We want you to attain during the minor: co-creating/collaborating, experimenting, facilitating, reflecting, applying creative techniques and dealing with uncertainty.

Knowledge

we want you to attain during the minor: Balance creativity theory and practice, where the context around you is closely considered. Also, to consider creativity at four levels of involvement - individual, teams, organisations and at the culture level.

The general learning objectives of the minor are listed below. In chapter 3 you can read more about the learning objectives per sub course.

By the end of Q1 'Ignite', you will be able to:

- Evaluate best practices in relation to individual and team's creative path.
- Research and compare different creativity theories.
- Apply creativity attitudes and skills, working both in teams and individually.
- Apply a deliberate creative process, methods and techniques, in all stages of the integrated creative problem solving process in an interdisciplinary context.

By the end of Q2 'Electrified', you will be able to:

- Apply a deliberate creative process in a real, interdisciplinary context, by connecting creativity and innovation in organisations.
- Indicate success factors and barriers of creativity in organizations.
- Investigate how creativity is situated in social, political and historical contexts.
- Criticise different scientific perspectives on creativity.

2.3 3 Organization

The minor will run through Quarter 1 and Quarter 2, starting on September 5th, 2022 and ending on February 3rd, 2023.

We will host 3 days a week on campus. The remaining two days will take place online or are about self-study.

During Quarter 1, the **on-campus days are Mondays, Tuesdays and Thursdays.** In Quarter 2, the **on-campus days will be (most likely) Mondays, Wednesdays and Thursdays.**

Quarter 1: Weeks 1.1 through 1.9 (September 4th - November 3th)

Incubation week: Week 1.10 (November 6th - November 10th)

Quarter 2: Weeks 2.1 through 2.10 (November 13th - February 2nd)

A complete overview of the calendar (including contact hours with your teachers, deadlines and locations/links) will be available on Brightspace and Miro.

2.4 Staff and Contact Information

For any questions about the minor, please reach out to connectedcreativity@tudelft.nl.

The table below contains all the people and contact information for the staff involved in the minor this year.

Name	Email	Role
Katrina Heijne	K.G.Heijne@tudelft.nl	Minor coordinator, Course coordinator Deliberate Creativity
Milene Gonçalves	M.GuerreiroGoncalves@tudelft.nl	Course coordinator Creative Path
Willemijn Brouwer	W.Brouwer@tudelft.nl	Course coordinator CreativiTree
Bregje van Eekelen	B.F.Vaneekelen@tudelft.nl	Course coordinator Recontextualising Creativity
Barbera Keukens	B.M.Keukens@tudelft.nl	Course coordinator Practice of Creativity
Casper Koomen	C.J.Koomen@tudelft.nl	Instructor
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Amélie Niemeijer	A.L.W.Niemeijer@student.tudelft.nl	Student Assistant

2.5 Communication Platforms

As parts of this minor will take place remotely, we will use a number of online platforms to help us work together:

Purpose	Platform
Official announcements, submission of assignments, course materials, etc	Brightspace
Weekly planning at a glance. Facilitation and workshops. (there will be different boards for every course - those links will be communicated in time by your teachers)	Miro
For more instant communication, group work, coaching and online meetings	Teams

2.6 Referencing Style

For all courses, we use APA reference style for written work. The following link explains the basic rules of the APA reference style, that you should apply whenever you use references from literature and other material.

3 Courses

The Minor is composed of 5 courses. As you can read in the previous chapter, the courses together form a comprehensive curriculum. In this chapter, we give a detailed description of all of the courses.

3.1 Courses Overview

		Code	Course	Assessments	ECTS	Course Coordinator
Q1	Block A—Ignite	IO 3886	Deliberate Creativity (DC)	- Process(ing) report (group) - Poster presentation personal technique (individual) - Journal	7,5	Katrina
		IO 3887	CreativiTree (CT)	- Written assignment & 'free format' assignment - Teach back presentations	4,5	Willemijn
Q1+Q2	across the Minor	IO 3885-22	Creative Path (CP)	- Weekly reflections - Final reflection assignment (individual) - Personal End Project	4	Milene
Q2	Block B—Electrified	IO 3889-23	Recontextualising Creativity (CC)	- 5 reading responses - Bibliography and research project outline - 2 rounds of peer feedback - Final research paper	7	Bregje
		IO 3888-22	The Practice of Creativity (PoC)	- Factors of creative capacity - Creative Capacity Instrument	7	Barbera

Creative Path

3.2 Creative Path (CP)

About the course

Creative Path is a course dedicated to self-discovery, reflection and creative confidence. The aim of the course is for you to explore your path towards creativity, and that is done by reflecting on your practices and your knowledge. After all, **we do not learn from experience, we learn from reflecting on experience** (following Dewey, 1933). As such, you will start a journey of discovery on your own individual creativity, but also on your role in a creative team, using your past experiences and those taken from the other Minor courses. The following figure (Figure 2) shows the reflective cycle you will go through, balancing between practice (what have you experienced in practice – DC & PoC) and theory (what knowledge can you use in the situation you are experiencing/experienced – CT & CC).

During your Creative Path, you will be engaged at the individual level (for your assignments) and at the group level (during workshops). You will be confronted with potentially prevailing myths on creativity and by asking you to reflect on what makes you (or hinders you to become) more creative.

Creative Path runs along the two blocks of the minor, to support your creative confidence. In Quarter 1, you will get the right tools to reflect, weekly themes to use as a lens and we meet all together weekly. In Quarter 2, the whole class meets less often; instead you will meet regularly with a coach and a number of colleagues. Quarter 2 is dedicated to your Personal End Project.

For more detailed information about the course, please check BS Course Information.

Figure 2: *The reflective cycle of Creative Path*

Learning objectives

By the end of the Creative Path, you will be able to:

- LO1: Apply relevant reflective models while reflecting on your development into a creative future-ready creator.

- LO2: Reflect on whether and how you were able to apply creative attitudes (such as curiosity, deliberateness and openness).

- LO3: Identify challenges, opportunities and key moments on your own creative path, both individually and in teams.

- LO4: Appraise best practices in relation to creative attitudes, the creative process and group dynamics in an interdisciplinary context.

Course overview - Quarter 1

Learning activities - Quarter 1

There are three types of learning activities, which fall neatly into Mondays, Thursdays and Fridays (the following image gives you a sense of the flow of the week):
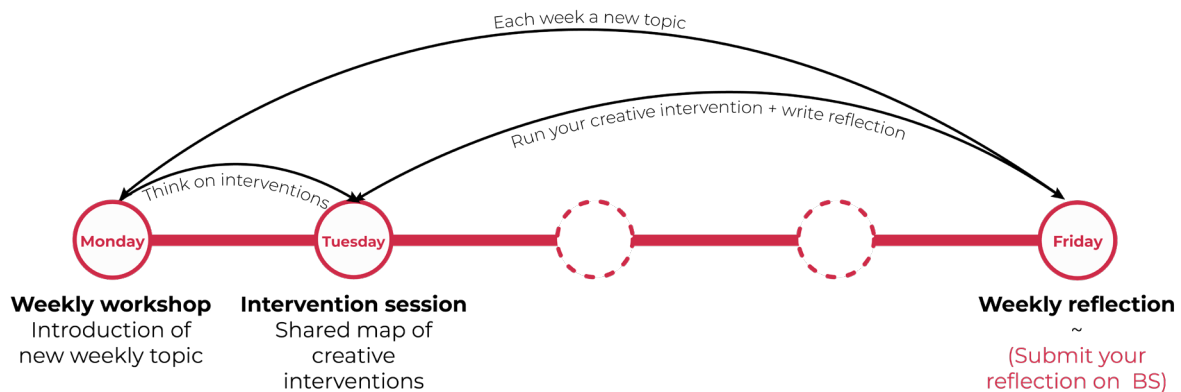

Figure 3: The reflective cycle of Creative Path

Mondays - Weekly workshops (mandatory onsite presence):

Introduction of the weekly topic, the guiding force of the intervention and reflection of that week.

Tuesdays - Intervention session (mandatory onsite presence):

Session to support you in defining your creative intervention for that week (which should be about the weekly topic).

Fridays (no presence):

Submission of your individual weekly reflection, which should contain your insights regarding your creative intervention and weekly topic.

Course overview - Quarter 2

Creative Path continues throughout Q2 with a bigger focus on your autonomy and personal development. Thus, rather than weekly workshops, we will have three workshops (the PEP talks) and you will choose a coach to work with. You will regularly meet with the coach and a small group of colleagues and individually develop your Personal End Project. From the initial exploration you did in Q1 during Creative Path, in Q2 you will now dive deeper into what distinguishes you as a creative individual.

Deliverables

There are 3 main deliverables in this course (2 in Q1 and 1 in Q2):

#	Deliverable	Individual or Group Submission	Formative or Smmative	Deadline
0	Q1 Active participation during the Monday workshops and Thursday's intervention sessions	Individual	5%	Attendance to every workshop+session from week 1.2 to week 1.9
1	Q1 Weekly reflections (you will do 8 in total)	Individual	Formative 15% *(However, you will receive a grade based on the submission of all 8 reflections)*	Every Friday from week 1.1 (September 8th) to week 1.8 (October 27th)
2	Q1 Final reflection assignment	Individual	Summative – 80%	Week 1.9: November 3rd, 2022
3	Q2 Personal End Project (PEP)	Individual	Summative pass/fail	Week 10: February 1st, 2023 Submit to Brightspace

Weekly Reflections (Q1)

Every week, you will be asked to reflect on your creative path, focusing on the weekly topics of the course, with the goal of getting you into the habit of reflecting. Choose one of the the two options for submission: a) Google doc or; b) blog format (Tumblr, Wordpress, Squarespace, Instagram, etc). Whatever option you choose, it should be digital and it should 'grow', i.e., it should be a platform that enables you to add together all 8 weekly reflections, one after the other. To help you capturing your thoughts and insights, as soon as they happen, we advise you to keep a personal notebook with you throughout the minor, shared among all the courses. **Important**: Don't forget to provide access to your personal reflections (Google doc or blog).

Final reflection assignment (Q1)

Throughout the course Creative Path, you will be exposed to a variety of different ways to reflect and a number of perspectives on creativity. For the **final reflection, you should carefully choose one reflection model to reflect on, and justify this choice**. Furthermore, using your selected model/approach, you should reflect on:

- Your development as a creative future-ready creator;
- Best practices of creative attitudes, creative process and interdisciplinary group dynamics.

- Your creative attitudes;
- Key moments of your creative path (resulting from your past experiences and creative interventions);

The content of your final reflection comes heavily from your experiences that you have been documenting during your weekly reflections. By creating a habit of reflecting, it will become much easier to complete the final reflection assignment.

The assessment forms and criteria of the deliverables will be available on Brightspace.

PEP: Personal End Project (Q2):

The Personal End Project (PEP) will focus on self-discovery and reflection on your personal creative capacity. You will start from the question: How do I become a future ready creator? The aim of this assignment is to integrate your creativity knowledge, skills and attitudes and apply it to your future context, beyond this minor.

The deliverable will consist of a 'Growing Pact', a tangible boundary object, which will represent how much you have grown as a creative person. In addition, it should remind you of those things you want to keep and further improve in the future. This Growing Pact will be supported by an essay, in which you will explain the link between the Growing Pact to how you become a future ready creator, in terms of what you have achieved and how you can still grow. The deliverable should also contain an action plan including a reachable goal for the short-term future (6 weeks to 6 months), right after the completion of the minor.

PEP will be summatively assessed according pass/fail. The assessment criteria to pass PEP will be available on Brightspace.

Staff and contact information

Name	E-mail	Role
Milene Gonçalves	M.Guerreirogoncalves@tudelft.nl	Course coordinator and instructor
Sander Mulder	S.S.Mulder@tudelft.nl	Instructor
Chrysantos Kindynis	C.Kindynis@tudelft.nl	Teaching Assistant of Creative Path

Deliberate Creativity

3.3 Deliberate Creativity (DC)

About the course

The overall aim of this course is to enable you to apply creativity deliberately in problem framing and problem solving both in individual and group projects. It is about developing the competence of creative thinking, and applying creative methods and techniques.

The first part of DC (wk 1.1-1.5) will focus on creativity in groups. After a deepdive full of (group)exercises, you will understand the basic principles of creativity in groups. Then, each one of you will have to facilitate at least one creative session in order to deepen your understanding of iCPS. Within small teams of 3 you will reflect on your experiences. By week 1.5 you will hand in a group report, which we will refer to as 'Process(ing) Report'.

The second part of DC (wk 1.6-1.9) will focus on individual creativity. In duo's you will conduct various exercises which will help you in understanding your personal preferences for creativity. The aim is to develop a creativity technique that really is beneficial to you personally.

Learning objectives

By the end of this course, you will be able to:

- LO1: Reflect on applying deliberate creativity in all stages of the integrated creative problem solving process;

- LO2: Assess the mindset and ground rules for each step of the creative process.

- LO3: Assess the 3 principles of deliberate creativity in groups (role rigidity, clear problem statement and rules and techniques for each step of the creative diamond)

- LO4: Reflect on experiments with methods and techniques for diverging, reverging and converging (individually and in groups)

Deliverables and Assessment

The assessment approach for the first part of DC was designed to focus on learning, understanding, and mastering the skills for applying creativity deliberately, inspired by Beghetto (2005). Your insights will be captured in a journal, as well as in the so-called 'Process(ing) Report'; a group deliverable that can be considered a proof of your group's understanding of the deliberate creative process.

To create optimal 'creative press', any creative output in this course will only be assessed formatively (so, no grades for that). This will allow you to experiment and take risks! After conducting various experiments, you will integrate your knowledge and experience regarding deliberate creativity and develop a personal creativity technique which can be used individually.

An overview of the 4 deliverables in this course is provided below, including the deadline and the weight of the summative assessments of which your grade will be composed.

#	Deliverable	Individual or Group Submission	Formative or Summative	Deadline
1	Learning Pact	Individual	Formative	Week 1.1: September 5th, 2023 at 9am
2	Process(ing) Report	Group	Summative 50%	Week 1.5: October 3th, 2023
3	Poster presentation: Personal creativity technique + explication document	Individual	Summative 40%	Week 1.8: October 27th, 2023
4	Journal	Individual	Summative 10%	Week 1.9: October 31st, 2023

The assessment forms and criteria of the deliverables will be available on Brightspace

The course will start with a **Learning Pact** (to be created in the deep dive). This tangible boundary object represents what you want to get out of this minor by investing your precious time and energy. And what is your commitment to achieve this?

With your group of 3 (or 2), you will hand in a **Process(ing) Report**, in which you will describe the creative process that you have applied. In addition, the report will also show how you have processed the information and experiences. The aim is to reach an understanding of the deliberate creative process in group sessions.

In this process(ing) report you will reflect on your learnings following the reflective model 'What? So what? Now what? More information about this model can be found in the [Reflection Toolkit](#) by the University of Edinburgh. The quality of these reflections will demonstrate your understanding of the theory, awareness of your own and your peers' interventions and the effect.

You will also explore your personal preferences for creativity, resulting in a **Poster Presentation** of an individual deliberate creativity technique that particularly suits you well. E.g. considering your preferences, skills and field of expertise. In a condensed **explication document**, you will explain why you chose and developed this technique into its current form.

During Q1 you will be encouraged to keep a **journal**, as journalling can increase your personal creative capacity. The focus of this journal is on quantity, rather than quality, in line with one of the ground rules of diverging. Just jot down any thoughts, ideas, sparks, insights, sketches, etc. Try to do this on a regular (daily) basis and you will easily fill up your entire journal!

Staff and contact information

Name	e-mail	role
Katrina Heijne	K.G.Heijne@tudelft.nl	Course coordinator and instructor
Barbera Keukens	B.M.Keukens@tudelft.nl	Instructor
Sander Mulder	S.S.Mulder@tudelft.nl	Instructor
Tessa Gossens	T.Goossens@tudelft.nl	Student Assistant

CreativiTree

3.4 CreativiTree (CT)

About the course

Creativity research emerged in the USA around the 1950s, in background of the Cold War. Ever since scholars have created different theoretical perspectives on, and approaches to creativity. The overall aim of CreativiTree is for to be able to have deep conversations about theoretical concepts on creativity, reflect on your own creative practices with these theories and using these theories in conversations with laymen. CT is an individual course. However, you will go through the course with a buddy (or buddies) of your choice.
We expect you to read, listen to each other and to speak up, to be critical and opinionated. This course is full of fun facts and paradoxes! You will learn where the phrase outside-the box thinking comes from and why we say that we get the best ideas in the shower. Whether that is true, you can be the judge.

Learning objectives

LO1: Discuss (relationships between) theoretical concepts on creativity with creativity experts. (60%)
LO2: Reflect on theoretical concepts on creativity in relationship to your creativity practices. (20%)
LO3: Reflect on layman creativity conversations through recognition of different theoretical perspectives in these conversations. (20%)

Deliverables and Assessment

CreativiTree has two assignments. First, there is the Viva Voce. The Viva Voce is an informal conversation with a peer and two of your teachers to discuss creativity theory. Second, there is the Noob Reflections. The Noob Reflections are theoretical reflections on a conversation you have with a layman (=noob).

#	Deliverable	Formative or Summative	Deadline
A	The Viva Voce	Summative	October 12th, 2023 8:30 - 17:30
A.1	Conversation piece for Viva Voce	Formative	September 21st, 2023 23:59
A.2	Conversation piece for Viva Voce reworked	Formative	October 4th, 2023 23:59
A.3	Practice Viva Voce	Formative	October 9th 2023 13:30 - 17:30
B	Practice teach back	Summative	November 2nd 2023 23:59
B.1	Teach back	Formative	October 25th, 2023

The assessment forms and criteria of the deliverables will be available on Brightspace.

Staff and contact information

Name	e-mail	role
Willemijn Brouwer	W.Brouwer@tudelft.nl	Course coordinator and instructor
Casper Koomen	C.J.Koomen@tudelft.nl	Instructor
Amélie Niemeijer	A.L.W.Niemeijer@student.tudelft.nl	Student Assistant

Recontextualising Creativity

3.5 Recontextualising Creativity (RC)

Please note: A more detailed description of this course will become available on Brightspace soon. Due dates of assignments may shift slightly depending on the teaching schedule, keep track of the schedule on Miro and Brightspace.

About the course

This is a knowledge and research-based course in which you learn to contextualise creativity in its 20th century contexts of emergence. This course situates the uptake of creativity in social, political and historical settings. What does creativity mean in a particular context? How is its development related to the Cold War, to (de)industrialization, and changing notions of productivity? You will explore a variety of interfaces of creativity: e.g. its history of emergence in military, manufacturing and government settings; its intersections with academic fields (engineering, management, psychology, design). You will learn to research themes in the making of the field of creativity (the measurement, disciplining and materiality of the concept), and become aware of the varied geographies of creativity (its uptake in various locations). Finally, you will learn to take an informed stance in the long debate on (expectations of) artificial intelligence, manpower, and creativity.

Teaching activities will involve interactive seminars.

Learning objectives

By the end of this course, you will be able to:

- LO1: Explain how creativity is situated in social, political and historical contexts.
- LO2: Search for and analyse relevant information on the topic you want to learn about/improve.
- LO3: Carry out and analyse a small research project where you explore several relevant contexts.
- LO4: Reflect on the making of the field of creativity studies and how it relates to your own creative practices.
- LO5: Formulate an informed position in debate regarding a chosen research topic.

Competences

- You will become competent in literature research.
- You learn to reflect on the making and social life of (creativity) science.
- You will become competent in reflecting, debating and communicating .

Deliverables and Assessment

Your active participation is a prerequisite for this course. We expect you to come well-prepared to each session. You read the literature in advance, and share your insights by bringing questions. Each week groups of 2-3 students prepare the discussion.

#	Deliverable	Individual or Group Submission	Formative or Smmative	Deadline
1	5 reading responses (5 in 7 weeks)	Individual	Formative and Summative 50%	Weeks 2.1-2.7: Hand in on workday prior to seminar by 14:45
2	Research Project Topic	Individual	Formative	Week 2.5: Tuesday 12h December 23.59
3	Bibliography and project outline	Individual	Formative and Summative 15%	Week 2.6: Monday 18th December at 10:30
4	Final project	Individual	Summative 35%	Week 2.10: Tuesday January 30st at 23.59

Staff and contact information

Name	e-mail	role
Bregje Van Eekelen	B.F.Vaneekelen@tudelft.nl	Course coordinator and instructor
Sam Franklin	S.W.Franklin@tudelft.nl	Instructor
Amélie Niemeijer	A.L.W.Niemeijer@student.tudelft.nl	Teaching Assistant of Recontextualising Creativity

Practice of Creativity

3.6 Practice of Creativity (PoC)

Please note: A more detailed description of this course will become available on Brightspace soon. Due dates of assignments may shift slightly depending on the teaching schedule, keep track of the schedule on Miro and Brightspace.

About the course

In this course all the knowledge from Q1 will be deployed in an organizational context. PoC can be considered the follow-up of Deliberate Creativity, but will also include learnings from Creative Path and CreativiTree and interactions with the parallel course Recontextualising Creativity.

The link between creativity and innovation will be made. Special focus will be on barriers and success factors of creativity within organizations, including topics like acceptance finding, stakeholder management and creative climate.

You will work in project teams of 3 or 4 to develop an intervention to gain insight in an organization's creative capacity. This intervention will be tried out at an actual organization. Based on the outcome you will develop a recommendations, including interventionsfor the organization with the aim to enhance the creative capacity of the organization.

During the course, guest lecturers will be invited to give masterclasses about knowledge and experiences of the creative process within organizations. (e.g. innovation managers, experts and consultants).

Learning objectives

By the end of this course, you will be able to:

- LO1: Appraise success factors and barriers of creativity in organizations
- LO2: Appraise the creative capacity of an organization
- LO3: Integrate creativity knowledge, skills and attitudes to develop interventions to enhance an organization's creative capacity
- LO4: Apply acceptance finding theory

Deliverables and Assessment

An overview of the deliverables in this course is provided below, including the deadline and the weight of the summative assessments of which your grade will be composed.

#	Deliverable	Individual or Group Submission	Formative or Smmative	Deadline
1	Weekly work-in-progress document. To be handed in to your coach	Group	Formative	Every Thursday at 9am hand in w.i.p. to your coach: Wk 2.1: Research and action plan Wk 2.2: Reflection on CCO model Wk 2.3: Amplified model and how to recognize factors Wk 2.4: Draft CCO intervention and approach client session Wk 2.5: (client session) Wk 2.6: Review outcome + Next steps (anticipating Christmas Break) Wk 2.7: Recommendations for future interventions Wk 2.8: Draft summary client report Wk 2.9: Overall learnings and insights
2	Factors of Creative Capacity + literature study	Group	Summative 35%	Week 2.4: December 1st Submit to Brightspace.
3	Client report	Group	Summative 30 %	week 2.8: January 19th Submit to Brightspace
4	Final Client presentation: insights and Recommendations	Group	Formative	week 2.9: January 25th
5	Final Reflection report : Model and factors	Group	Summative 35 %	week 2.9: January 26th Submit to Brightspace

4 Attendance and Passing/Failing Policy

4.1 Attendance

You are required to attend every time that there is a lecture or workshop session.

If you fail to attend these events without a plausible and official justification your final individual grade will be deducted 0,5 points (out of 10 points) for every event you miss. However, we understand that we are living through difficult times, amidst Covid-19, and we all struggle sometimes. Just make sure that you inform your teacher beforehand with your valid argument, so that we can agree on a later submission. Likewise, you are to submit all deliverables on the dates and times stipulated. If you fail to do so without a plausible and official justification your final grade will be deducted 0,5 points (out of 10 points) for every two (2) days you prolong your submission. Again, make sure to let the coordinator of the course know you are struggling.

4.2 Improving grades and passing/failing policy

You are considered to have passed the minor when the following requirements have been met:

- The minor courses undertaken must add up to a minimum of 30 EC (if you follow both blocks Ignite and Electrified). If you choose to follow only the first block (Ignite), and continue with another programme, the minimum would be 15EC to pass.

- None of the marks for the individual courses may be lower than a 6.0.

- If a course consists of different main components, each main component has to result in a mark not lower than 5.0. Together, the main components must add up to a minimum of 6.0.

A final mark for a course will be expressed in a whole mark or a half mark from 1.0 to 10.0. If the marks are rounded off to half and whole figures, 0.3, 0.4, 0.8 and 0.9 will be rounded up (for example, 7.3 will be 7.5) and 0.1, 0.2, 0.6, and 0.7 will be rounded down (for example, 7.7 will be 7.5).

If you have above 6,0 (inclusive) there is no possibility to improve the grade.

If you have between 5.0 and 6.0 even after discussion with your teacher, you will be given the opportunity to improve the grade – the way to improve will be discussed between you and your coach.

If you have below 5.0 (inclusive) after discussion with your teacher, there will be no opportunities for improving your work.

The meaning of the mark at TU Delft is as follows:

9.5 - 10.0	Excellent	pass
8.5 - 9.0	Very good	pass
7.5 - 8.0	Good	pass
6.5 - 7.0	More than satisfactory	pass
6.0	Satisfactory	pass
4.5 - 5.5	Unsatisfactory	fail
3.5 - 4.0	Poor	fail
1.0 - 3. 0	Very poor	fail

Appendix 1:
The 10 principles of Connected Creativity

1. **Everyone can be (more) creative.**

2. **You don't have to wait to stumble upon creativity or that it comes to you. You can deliberately become more creative by pursuing a creative process.**

3. **To be creative is to be able to learn and avoid potential hindrances to creativity. Reflection is an indispensable part to learn more about your creative process.**

4. **Diversify your knowledge: breadth-wise and depth-wise to foment connections beyond disciplines.**

5. **Creativity thrives on collaboration.**

6. **Creativity is ubiquitous, at all steps of working processes: in discovering your problem, in ideation, in implementation, in testing, and in communicating your idea.**

7. **To be creative means to experiment and take risks. With this minor, we give you a safe environment to be creative.**

8. **Creativity involves both curiosity and critical inquiry.**

9. **To learn, to observe and to teach creativity to others provide a full-round understanding of deliberate and reflective creativity.**

10. **Being creative doesn't mean to have crazy ideas, but rather seeking novelty, value and meaningfulness. Creativity should always come with a purpose.**