

IB3H5-15 Images of Creativity

20/21

Department

Warwick Business School

Level

Undergraduate Level 3

Module leader

Rachel Dickinson

Credit value

15

Module duration

10 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

The overarching objective of this module is to build an interdisciplinary appreciation and model of Creativity, through content and experience of different disciplinary approaches to the field, throughout history. Over the 10 weeks, students will experience a range of active, open space and creative pedagogies, which set out to explore theories underpinning creativity in and as practice.

[Module web page](#)

Module aims

Students will examine the idea of 'unlearning', questioning assumptions and preconceived notions around what creativity is, what it looks like in a range of different disciplinary contexts, and how it can be applied to their own disciplinary interests e.g. Management / Accounting and Finance. Learning to manage uncertainty lies at the heart of the module, inviting students to move beyond existing assumptions around Creativity to establish new understanding. Weekly lectures will introduce and explore different disciplinary perspectives of Creativity, with weekly seminars dedicated to exploratory practice. Content will consider how creativity is owned and adapted by different people, including academics, artists and entrepreneurs. Students will develop and deepen competencies in creative reasoning and problem-solving, exploring and understanding the subject from a range of alternative perspectives and positions. Students are encouraged to reflect creatively and imaginatively on experiences, in a range of mediums, and finally, demonstrate

understanding and knowledge development in a group presentation that explores the potential role and value of creativity and an individual essay that examines creativity from a disciplinary perspective.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The module sets out week by week, to examine and illuminate thinking on Creativity, through social and collaborative group learning. Each class draws on a range of academic disciplines, including the creative practice of individuals and organisations to help provide participants with an inquiry led and interdisciplinary perspective for understanding (and practicing) creativity.

Something not exclusive to one discipline, but reflected in our collective thinking, attitude to learning and crucially to knowledge development.

Each week the module leader leads and or facilitates the class, to integrate and stimulate the interdisciplinary foci for the learning. The teaching and learning approach will embody an interdisciplinary emphasis, using open-space learning and creative pedagogies across the course of the module. Learning in this context is co-constructed, teacher-led but not teacher dominated, with progress dependent on our ability to communicate, connect and co-operate with one another. Students will be introduced to a range of disciplinary grounded material, delivered by the module leader, guest academic or practitioner or artist. A small creative project running across the module will help integrate and thread the weekly themes/content. Students will encounter guest practitioners/artists who will emphasise hands-on learning and creation in different locations to the regular teaching space e.g. dance studio, laboratory, gallery, which will help the development of the creative project.

In the concluding session the Module Leader will review the students' creative results in a presentation-based workshop, in which the group will receive formative and summative assessment.

Indicative weekly topics:

- Creativity: A Theoretical Perspective.
- Creativity in Practice.
- Legal Re-Creation.
- The Creative Economy.
- The Necessity of Failure.
- Creating Strategy.
- Creative Spaces.
- Science and Invention.

Learning outcomes

By the end of the module, students should be able to:

- Understand and use elements of different disciplinary languages.
- Critically evaluate texts and other material with a comparative understanding of different disciplinary processes.
- Recognise the different disciplinary uses of evidence and documentation.

- Express complex and transdisciplinary ideas of Creativity.
- Recognise the complexity of different disciplinary and practitioner notions of Creativity.
- Understand the various manifestations of Creativity in texts, cases and other materials.
- Identify and understand how creativity relates to different disciplines and different media.
- Reflect on their own and others' experiences as participants in a creative and interdisciplinary learning process.
- Weigh and compare evidence from historical and contemporary sources in order to make informed but independent and original judgements.
- Reflect on and contrast different disciplinary models of pedagogy, learning and creation.
- Identify trans- and inter-disciplinary issues, formulate questions and engage in creative problem-solving, including own independent research.
- Synthesise ideas imaginatively from a range of different disciplinary perspectives.
- Imaginatively respond to dramatic stimuli (texts, visual image, performance) to support group learning and performance.

Indicative reading list

Teresa M Amabile, *Creativity in Context: Update to the "Social Psychology of Creativity"*, Westview Press, 1996.

Chris Bilton, *Management and Creativity: From Creative Industries to Creative Management*, Wiley-Blackwell, 2006.

Lotte Darsoe, *Artful Creation: Learning-Tales of Arts-in-Business*, Samfundslitteratur, 2004.

James C. Kaufman & Robert J Sternberg (eds), *The Cambridge Handbook of Creativity* (Cambridge Handbooks in Psychology), Cambridge University Press, 2010.

Kyna Leski and John Maeda, *The storm of creativity*, London, Cambridge, Mass, MIT Press, 2016.

Keith Osborn, *Something Written in the State of Denmark: An Actor's Year with the Royal Shakespeare Company*, Oberon Books Ltd, 2010.

Tony Proctor, *Creative problem solving for managers: developing skills for decision making and innovation*, London, Routledge, 2014.

Ken Robinson, *Out of Our Minds: Learning to be Creative*, Capstone, 2001.

Jim Shorthose and Neil Maycroft, *Where is creativity? A multi-disciplinary approach*, London, Routledge, 2017.

Penny Sparke, *The Genius of Design*, Quadrille Publishing Ltd, 2010 (book) and DVD (Acorn Media UK Ltd, 2010).

Alexander Styhre, *Science-Based Innovation: From Modest Witnessing to Pipeline Thinking*, Palgrave Macmillan, 2008.

Fons Trompenaars, *Riding the Whirlwind: Connecting People and Organisations in a Culture of Innovation*, Infinite Ideas Ltd, 2007.

Subject specific skills

Appreciate the value of understanding and experiencing different disciplinary approaches and perspectives on creativity, especially in relation to their subject specialism.

Leverage a confidence and competence in creative interdisciplinarity for further study, work and citizenship.

Participate in creative activities and support the generation of original ideas and questions.

Transferable skills

Observe and reflect on their own and others' creative processes.

Communicate imaginatively with their peers and with academics.

Work within teams and successfully collaborate on short- and module length creative projects.

Use research tools and resources, including creative archives and cases, and reference material correctly.

Articulate arguments orally and through well-argued writing, supported by wide reading and research.

Conceive and present concepts verbally, graphically and through performance.

Manage time to meet a series of deadlines as an individual and team member.

Develop collaborative skills (across disciplines) of listening, giving and receiving feedback, and achieving resolution.

Make productive links between theoretical ideas and practical applications, and appreciate the practical value of learning through participative experiences.

Solve problems creatively and with originality.

Study

Study time

Type	Required
Lectures	10 sessions of 1 hour (7%)
Seminars	10 sessions of 2 hours (13%)
Private study	47 hours (31%)
Assessment	73 hours (49%)
Total	150 hours

Private study description

Private Study.

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Assessment group A3

	Weighting	Study time
Individual Assignment (15 CATS)	100%	73 hours
Individual Assignment		

Feedback on assessment

Detailed written feedback will be provided by the module tutor to individual students for each element of assessed work, i.e. the group project / presentation and individual assignment. Formative oral feedback will also be given to students at relevant points within seminars throughout the module, project development and at the concluding creative presentation.

Availability

Courses

This module is Optional for:

- UIBA-MN34 Law and Business Four Year (Qualifying Degree)
 - Year 3 of MN34 Law and Business Studies Four Year (Qualifying Degree)
 - Year 4 of MN34 Law and Business Studies Four Year (Qualifying Degree)
- Year 3 of UIBA-MN31 Undergraduate Law and Business Studies
- UIBA-MN32 Undergraduate Law and Business Studies
 - Year 3 of MN32 Law and Business Studies (Four-Year)
 - Year 4 of MN32 Law and Business Studies (Four-Year)
- UIBA-MN37 Undergraduate Law and Business Studies (Qualifying Degree) with Intercalated Year
 - Year 4 of MN37 Law and Business Studies (Qualifying Degree) with Intercalated Year
 - Year 5 of MN37 Law and Business Studies (Qualifying Degree) with Intercalated Year
- UIBA-MN36 Undergraduate Law and Business Studies with Intercalated Year (4+1)
 - Year 4 of MN36 Law and Business Studies with Intercalated Year (4+1)
 - Year 5 of MN36 Law and Business Studies with Intercalated Year (4+1)

This module is Unusual option for:

- UPHA-V7ML Undergraduate Philosophy, Politics and Economics
 - Year 3 of V7ML Philosophy, Politics and Economics (Tripartite)
 - Year 3 of V7ML Philosophy, Politics and Economics (Tripartite)
 - Year 3 of V7ML Philosophy, Politics and Economics (Tripartite)

This module is Option list G for:

- UPHA-V7ML Undergraduate Philosophy, Politics and Economics
 - Year 2 of V7ML Philosophy, Politics and Economics (Tripartite)
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 - Year 2 of V7ML Philosophy, Politics and Economics (Tripartite)