

# IL005-15 Applied Imagination: Theory and Practice

**24/25**

**Department**

Institute for Advanced Teaching and Learning

**Level**

Undergraduate Level 2

**Module leader**

Jonathan Heron

**Credit value**

15

**Module duration**

10 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

What is 'imagination'? Can we measure it? When and how do you use your imagination? Do different disciplines engage and treat imagination differently? Is imagination important in academic studies, the working world, or wider life? What would it be like to not have an imagination? How could you get others to manifest their imaginative and creative thinking? This interdisciplinary module is grounded in critical pedagogy and designed to enable you to make connections between the 'imaginative' thinking and practice deployed within your own and other disciplines and to autonomously explore and develop your own theory of applied imagination by exploring the relationship between theories of creativity and creative practice. Our sessions will be interactive and co-created as we seek to better understand the role of imagination in our own lives, in knowledge and its creation, in wider society and in making change.

## Module aims

The intention of this module is to encourage the following by engaging with theories and practices of imagination within academia and the wider world, to encourage you to:

- Develop an understanding of key current theories and applications surrounding imagination and creativity
- Engage with ideas of how imagination can be applied to develop a unique approach to learning and knowledge
- Explore ways disseminate and communicate your work relating to applied imagination in both form and content

## 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.

1. Unit 1: Your Imagination and Theories of Creativity (Introduce module resources)
2. Unit 1: Your Imagination and Creative Practice (Introduce learning journals)
3. Unit 2: Developing Imagination: Voices from Philosophy and Psychology (Guest speaker 1 & 2)
4. Unit 2: Developing Imagination: Sociological perspectives (Guest speaker 3)
5. Unit 2: Developing Imagination: Time and space to think and re-imagine (Learning journals)
6. Unit 2: Developing Imagination: Voices from Education and the Arts (Guest speaker 5 & 6)
7. Unit 3: Imaginative Stimulus: Devising in groups with a guest artist (TBC)
8. Unit 3: Imaginative Stimulus: Sharing feedback from devising (Introduce SDAs)
9. Unit 3: Student-devised assessments & Revision from module (SDA preparation)
10. Unit 3: Student-devised assessments & Revision from module (SDA preparation)

## Learning outcomes

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

- Identify and analyse theories and practices of the imagination through its manifestations as creative expression
- Reflect on their own disciplines and interdisciplinary ideas to develop the study and application of the imagination
- Explore an area of imagination which interests you through practice or theory with appropriate critical reflection
- Examine theories of creativity and creative practices relating to the imagination in the production of their own project
- Integrate multiple disciplinary perspectives to develop and respond to questions and problems of creativity and the imagination

## Indicative reading list

## PRIMARY READING:

Bateson and Martin (2013) *Play, Playfulness, Creativity and Innovation*

<https://go.exlibris.link/Rf6kjrvc>

Csikszentmihalyi, M. (2014) *The Systems Model of Creativity* <https://go.exlibris.link/KLHTjKf1>

Hughes, T. (1997) *Tales from Ovid* <https://go.exlibris.link/4I5v8Qg7>

Kind, A. (2020) 'Philosophical Perspectives on Imagination in the Western Tradition', in A. Abraham (ed.) *The Cambridge Handbook of the Imagination*. Cambridge University Press, pp. 64–79.0.

Klein, J. T. (1996) *Crossing Boundaries: Knowledge, Disciplinarity and Interdisciplinarity*. University Press of Virginia.

Lehrer, J. (2012) *Imagine: How Creativity Works* <https://go.exlibris.link/9H4q1vpB>

## SECONDARY READING:

Abraham, A. (2018) 'The Forest versus the Trees: Creativity, Cognition and Imagination', in R.E. Jung and O. Vartanian (eds.) *The Cambridge Handbook of the Neuroscience of Creativity*. Cambridge University Press, pp. 195–210.

Buckner, R. L. (2010). 'The role of the hippocampus in prediction and imagination'. *Annual review of psychology*, 61, 27-48.

Csikszentmihalyi, M. (2014) *Flow and the Foundations of Positive Psychology* <https://go.exlibris.link/nR1wN3T5>

Coult and Kershaw (1983) *Engineers of the Imagination* <https://go.exlibris.link/Sm1hnvdB>

Damasio, A. (2018) *The Strange Order of Things* <https://go.exlibris.link/WqYqb5fd>

Fisher, Philip. 2003. *Wonder, the Rainbow and the Aesthetics of Rare Experience*, Harvard University Press.

Lakoff and Johnson (1981) *Metaphors We Live By* <https://go.exlibris.link/R6xCNB4G>

Hepburn, R.W. (1980) 'Wonder', *Proceedings of the Aristotelian Society*, Vol. 54, pp.1-23S

Parsons, H. L. (1969) 'A Philosophy of Wonder', *Philosophy and Phenomenological Research*, Vol. 30, No. 1, pp.84-101

Sissa and Martelli (2023) *Ovid's Metamorphosis and the Environmental Imagination* <https://go.exlibris.link/4I5v8Qg7>

## ONLINE RESOURCES:

Horizon, BBC (2013) <https://www.dailymotion.com/video/x1gn21d>

Ken Robinson, TED (2006) [https://www.ted.com/talks/sir\\_ken\\_robinson\\_do\\_schools\\_kill\\_creativity](https://www.ted.com/talks/sir_ken_robinson_do_schools_kill_creativity)

Landy, BBC (2014) <https://www.youtube.com/watch?v=6EqVPZwiT5Q>

## Research element

Research is defined by BERA as the development of new knowledge. In this module you will have the opportunity to develop new knowledge in the classroom through your Reflective Learning Journal (formative assessment) and your Student Devised Assessment (summative assessment) which will be developed independently as an imaginative work.

## Interdisciplinary

The module is an interdisciplinary module designed to enable students to make connections between their own discipline/s and the imaginative thinking and creative practice deployed within other disciplines. The module will help students develop an understanding of the current uses of

imaginative thinking and creative practices across a range of disciplines and the relationship of imagination to the abstract and complex concerns of those disciplines (multidisciplinary); to synthesize these into an imaginative approach to managing their own imaginative learning and research (interdisciplinary); your work may fall beyond the scope of a single discipline in practice (transdisciplinary).

## **International**

The module addresses intercultural practices of the imagination and uses international examples of creative practice..

## **Subject specific skills**

- Develop an understanding of key current theories and applications surrounding imagination and creativity
- Engage with ideas of how imagination can be applied to develop a unique approach to learning and knowledge
- Explore ways disseminate and communicate your work relating to applied imagination in both form and content

## **Transferable skills**

- Independent learning
- Oral and written communication
- Interdisciplinary learning
- Collaborative team working skills
- Creative research skills
- Time management
- Critical thinking
- Enterprise and innovation skills
- Reflective learning journaling

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## **Study**

### **Study time**

<b>Type</b>	<b>Required</b>
Seminars	10 sessions of 2 hours (13%)
Private study	30 hours (20%)
Assessment	100 hours (67%)
Total	150 hours

### **Private study description**

Research, development and preparation for Learning journal (formative assessment) and SDA (summative assessment)

## Costs

No further costs have been identified for this module.

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## Assessment

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

### Assessment group A7

	<b>Weighting</b>	<b>Study time</b>
Student-devised Assessment	100%	100 hours

An imaginative form of assessment devised by the student with the support of the tutor might include creative writing, filmmaking, graphic illustration, musical composition or it might include an entrepreneurial project in cultural engagement or creative technologies. This project allows you to critically engage with applying theories and practices of imagination in the creation of your piece. You will need to communicate how and why you have arrived at the definition of imagination with which you are engaging, in reference to theories of creativity and/or creative practice. You will include a critical and reflective element of the process of learning throughout the module and in relation to the creation of the Student Devised Assessment.

### Feedback on assessment

Detailed written and/or oral feedback will be provided by the tutor(s) to you for each element of the assessed work, with an emphasis on development and learning. Formative oral feedback will also be given at relevant points within seminars throughout the module and as you devise your own forms of assessment. The reflective learning journal is an additional vehicle for formative assessment and feedback. You will also be encouraged to share your developing work with other students, and to offer supportive and critically engaged feedback on their work, towards at the end of the module.

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## Availability

### Courses

This module is Optional for:

- Year 4 of UFIA-QW25 Undergraduate Film and Literature

This module is Option list G for:

- USX2-Y202 Undergraduate Social Studies [2 + 2]
  - Year 3 of Y202 Social Studies [2 + 2]
  - Year 3 of Y202 Social Studies [2 + 2]
  - Year 3 of Y202 Social Studies [2 + 2]

This module is Unusual option for:

- Year 2 of UFRA-R101 Undergraduate French Studies