Course Outline (Higher Education)

Institute / School:	Global Professional School
Course Title:	CREATIVITY AND INNOVATION
Course ID:	GPENT1501
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	080307

Description of the Course:

This course develops creative, design based, problem-solving skills to identify emerging opportunities and challenge conventional wisdoms. The interactive tutorial format allows students to explore ways to be creative and overcome blocks in this process. The creative solutions that come from such interactive learning experiences are then examined for their ability to be successfully exploited as innovations, in the competitive market or as value-added elements to non-market activities in the public sector or non-profit organisations. This course has been designed to incorporate additional learning hours to support students' academic and study skill development.

Grade Scheme:	Graded (HD, D, C, P, MF, F, XF)
Placement Component:	No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	**6**	**7**	**8**	**9**	**10**
Introductory	✔					
Intermediate						
Advanced						

Learning Outcomes:

Knowledge:

K1. Relate a variety of creative styles and the principles of creative management to real business problems

K2. Determine the impact of critical thinking on action in order to advance the creative problem solving process

K3. Identify appropriate creativity and innovation strategies, including design based approaches, in a business setting

K4. Recognise the different processes and determinants of the successful exploitation of innovation, including within group based settings

K5. Support an ethical framework when managing the creativity process

Skills:

S1. Consolidate and synthesise creative and innovative problem solving techniques, including design based thinking, to add value in order to solve a problem

S2. Determine different creative styles to defend how they can add value to the performance of the firm

S3. Observe and analyse the creative processes and then prepare and deploy strategies to cope with blocks to creative problem solving

S4. Communicate the value of creative problem solving processes and methods for solving complex real world problems

S5. Develop the appropriate English language and academic skills to successfully study at an undergraduate level.

Application of knowledge and skills:

A1. Apply initiative and judgment in developing creative problem solving techniques while practicing and valuing teams, communication, and diversity

A2. Identify, plan and evaluate a diverse range of decisions, across multiple industries, using appropriate creative problem solving techniques

A3. Develop specific skills in creative and innovative thinking techniques and then focus on practical application of these skills, both in the classroom when applied to learning activities and during individual and team assignments

Course Content:

Topics may include:
C1: Spiritual and alternative viewpoints on creativity.
C2: Models for creative problem solving, including design thinking approaches.
C3: Removing blocks to creativity and innovation in business.
C4: Idea generation models.
C5: Problem identification and definition.
C6: Innovation and idea implementation.
C7: Evaluating ideas.
C8: Methods for generating and evaluating ideas including design thinking, brainstorming, mapping, metaphors, imaging.
C9: Strategic innovation and change.

Values:

V1.   Appreciate the complexity of human behaviour

V2.   Defend unconventional approaches to solving problems

V3.   Develop a broad view of creative processes and the mechanisms for unlocking creativity

V4.   Defend the range of personal values, attitudes, and styles in relation to innovative versus reproductive and compliant versus challenging behaviour to be able to make productive use of all styles when in a leadership role

V5.   Develop an awareness of the barriers to creativity in individuals and organisations

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, K4, K5, S1, S2, S3, S4 S5	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K1, K2, K3, K4, K5, A1, A2, A3, A4, S1, S2, S3, S4, S5	AT1, AT2, AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K2, K3, K4	AT2, AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, K2, K3, K4, A1, A2, A4, S1, S2, S3, S4, S5	AT1, AT2, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1, K2, K3, K4	AT1, AT2, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S2, A1	Tests to assess attainment of required learning outcomes with emphasis on those not previously assessed	In-class tests, and/or other time constrained assessable tasks	10-20%
K1, K2, S2, S3, S5, A1, A3	Analysis of personal and organisational styles and assessment of strategies for improvement	Essay	30-40%
K2, K3, K4, K5, S1, S4, S5, A1, A2, A3	Research, critical analysis then synthesize information into a group report using the creative problem solving process.	Group Project Part A - Written Report	20-30%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, K3, K4, K5, S1, S3, S4, A1, A2, A3, S5	Research, critical analysis then synthesize information into an oral presentation using the creative problem solving process.	Group Project Part B - Presentation	20-30%

Adopted Reference Style:

APA

Refer to the library website for more information

Fed Cite - referencing tool