

## 1. BASIC DETAILS

<b>Course</b>	Creative Thinking
<b>Degree</b>	Bachelor's degree in advertising
<b>School/Faculty</b>	Social and Communication Sciences
<b>Year</b>	1º
<b>ECTS</b>	6 ECTS
<b>Type</b>	Core
<b>Language(s)</b>	Spanish
<b>Delivery Mode</b>	On campus
<b>Semester</b>	1st semester
<b>Academic Year</b>	24-25
<b>Teacher</b>	Álvaro Gómez Iranzo

## 2. INTRODUCTION

The course is part of the third semester of the bachelor's degree in advertising and covers the essential knowledge of Creative Thinking: The world of ideas. What is an idea? The creative process. Development of a creative attitude. Learn to think. Inspiration, Simplicity. Recognizing mental blocks. Divergent, parallel and lateral thinking.

## 3. SKILLS AND LEARNING OUTCOMES

### Key skills (CB, by their acronym in Spanish):

CB2 - Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area

CB3 - Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters

CB4 - Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

CB5 - Students have developed the learning skills necessary to undertake further study in a much more independent manner

### Transversal skills (CT, by their acronym in Spanish):

CT1 - Ethical values: Ability to think and act in line with universal principles based on the value of a person, contributing to their development and involving commitment to certain social values.

CT2 - Independent learning: Skillset for choosing strategies to search, analyse, evaluate and manage information from different sources, as well as to independently learn and put into practice what has been learnt

CT3 - Teamwork: Ability to integrate and collaborate actively with other people, areas and/or organizations to reach common goals.

CT4 - Written/spoken communication: Ability to communicate and gather information, ideas, opinions and viewpoints to understand and be able to act, spoken through words or gestures or written through words and/or graphic elements

CT6 - Adapting to change: Be able to accept, consider and integrate different perspectives, adapting your own approach as required by the situation at hand, and to work effectively in ambiguous situations

CT9 - Global mindset: Be able to show interest in and understand other customs and cultures, be aware of your own biases and work effectively as part of a global community.

**Specific skills (CE, by their acronym in Spanish):**

CE07 - Ability to use production techniques to generate innovative and creative ideas in a professional advertising environment.

CE15 - Ability to produce creative solutions to new consumer needs

CE17 - Know the various systemic structures and processes involved in the professional processes of advertising communication.

**Learning outcomes (RA, by their acronym in Spanish):**

RA1: List and understand the elements that make up what we refer to as creative thinking.

RA2: Apply these elements to their own creations, giving them a contemporary and attractive aspect.

RA3: Understand the evolution of creative thinking applied to advertising and acquire a certain creative criterion.

Skills	Learning outcomes
CB4, CT6, CE17	RA1
CB4, CT6, CE17	RA2
CB4, CT6, CE17	RA3

## 4. CONTENTS

- The world of ideas.
- What is an idea?
- The creative process.
- Development of a creative attitude.
- Learn to think.
- Inspiration, Simplicity.
- Recognising mental blocks.
- Divergent, parallel and lateral thinking.

## 5. TEACHING/LEARNING METHOD

### ON CAMPUS STUDY MODE

- Lecture/online conference
- Case studies
- Collaborative learning
- Problem-based learning
- Simulation environments

## 6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

### On-campus:

Learning activity	Number of hours
Lectures	24
Asynchronous lectures	6
Debates and discussions	15
Case study analysis	30
Problem-solving	15
Oral presentations	15
Drawing up reports and written work	10
Group tutorials	10
Independent working	25
<b>TOTAL</b>	<b>150</b>

## 7. ASSESSMENT

The assessment methods, plus their weighing in the final grade for the course, are as follows:

### On-campus:

Assessment system	Weighting
On-campus knowledge tests	40.0
Oral presentations	20.0
Reports and written work	10.0
Case study/problem scenario	20.0
Performance observation	10.0

On the Virtual Campus, when you open the course, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

### 7.1 Ordinary call

To pass the subject in the ordinary session, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary that you obtain a grade greater than or equal to 4.0 in the final test, so that it can average with the rest of the activities.

### 7.2 Extraordinary call

To pass the subject in the ordinary session, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary that you obtain a grade greater than or equal to 4.0 in the final test, so that it can average with the rest of the activities.

Activities that have not been passed in the ordinary call must be submitted, after having received the corresponding corrections from the teacher, or those that were not delivered.

## 8. SCHEDULE

This section indicates the schedule with deadlines for assessable activities on the subject:

Assessable activities	Date
Activity 1	Week 1,2,3
Activity 2	Week 5

Activity 3	Week 6,7,8
Activity 4	Week 9,10,11
Activity 5	Week 18,19

This schedule may be modified for logistical reasons. Any modification will be notified to the student in a timely manner.

## 9. BIBLIOGRAPHY

The work of reference for follow-up of the course is:

The recommended bibliography is indicated below:

- Arboleda Aparicio, J. C. (2007). *Pensamiento Lateral y Aprendizajes*. Bogotá: Cooperativa Editorial Magisterio.
- Romo, M. (1998). "Teorías implícitas y creatividad artística". En *Arte, Individuo y Sociedad*, núm. 10. Madrid: Servicio de Publicaciones Universidad Complutense de Madrid.
- De Bono, E. (1991). *El Pensamiento Lateral. Manual de creatividad*. Madrid: Paidós Plural.
- Gompertz, W. (2013). *¿Qué estás mirando?* Barcelona: Taurus.
- Himpe, T. (2010). *La publicidad de vanguardia*. Barcelona: Ed- Blume.
- Marcus, G., y Alou, D. (1993). *Rastros de carmín. Una historia secreta del siglo XX*. Barcelona: Anagrama.
- Medina, A. (2007). *Ideas para tener ideas. Cómo ser creativo sin tener una pizca de imaginación*. Madrid: Pearson Educación.
- Ponti, F. y Ferràs, X. (2008). *Pasión por innovar: de la idea al resultado. Un modelo novedoso que incentiva la creatividad empresarial*. Barcelona: Ediciones Granica.
- Ponti, F. y Ferrer, J. M. (2010). *Si funciona, cámbialo: cómo innovar sin morir en el intento*. Barcelona: Ediciones Gestiones 2000.
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- Romo, M. (2009). "Pensamiento creador en tiempos de crisis". En *Encuentros Multidisciplinares*, vol.11, núm. 31. Disponible en: [http://www.encuentrosmultidisciplinares.org/Revistan%BA31/Manuela\\_Romo\\_Santos.pdf](http://www.encuentrosmultidisciplinares.org/Revistan%BA31/Manuela_Romo_Santos.pdf)
- Russell, P. (2013). *Game Changers. The evolution of Advertising*. Spain:Taschen.

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit (ODI) we offer accompaniment to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility on the different campuses of the university and equal opportunities.

This Unit offers students the following:

1. Accompaniment and follow-up through the realization of personalized advice and plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made, that is, at the level of methodology and evaluation, for those students with specific educational support needs, thus pursuing equal opportunities for all students.
3. We offer students different extracurricular training resources to develop various skills that will enrich them in their personal and professional development.
4. Vocational guidance through the provision of tools and advice to students with vocational doubts or who believe that they have made a mistake in the choice of the degree.

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 11.SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to participate in satisfaction surveys to identify strengths and areas for improvement in the teaching staff, the degree and the teaching-learning process.

Surveys will be available in the survey space on your virtual campus or via email.

Your assessment is necessary to improve the quality of the degree.

Thank you very much for your participation.