1. BASIC DETAILS

Course	Digital Creativity Laboratory
Degree	Bachelor's Degree in Advertising
School/Faculty	Social and Communication Sciences
Year	4º
ECTS	6 ECTS
Type	Optional
Language(s)	Spanish
Delivery Mode	On campus
Semester	1st semester

2. INTRODUCTION

The Digital Creativity Laboratory subject of the Bachelor's Degree in Advertising at Universidad Europea is an essential course for students who wish to develop their creative profile and stand out in the field of advertising. The course is focused on teaching students how to create and design both innovative and effective digital advertising content, which will allow them to stand out on a market which is increasingly competitive and technological.

Throughout the course, students will learn how to use digital tools and technology to create attractive and effective advertising content. They will learn how to design and produce graphic advertisements, videos, content for social media and other forms of digital advertising. Students will also be taught how to work in a team and collaborate on the generation of creative and effective projects.

The course is centred on developing creative skills such as generation of ideas, conceptualisation and storytelling, creativity in the use of technology and creation of persuasive stories and characters. Students will learn how to use creative thinking techniques to generate original and attractive ideas for advertising campaigns.

At the end of the course, students will be capable of creating effective and attractive digital advertising content, in addition to working as a team to generate creative projects. They will be capable of using digital tools and technology to create both attractive and effective advertisements and advertising content, as well as using creating thinking techniques to generate original and persuasive ideas. In short, The Digital Creativity Laboratory subject of the

Bachelor's Degree in Advertising at Universidad Europea is an essential course for students who wish to stand out in the field of advertising and develop their creative profile.

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

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

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

CT5 - Analysis and problem-solving: Be able to critically assess information, break down complex situations, identify patterns and consider different alternatives, approaches and perspectives in order to find the best solutions and effective negotiations

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):

CE28 - Ability to creatively solve problems by meeting the specific communication needs of advertisers.

CE29 - Understand and take part in the work and creation processes of various professional profiles in the different scopes of advertising creativity.

CE30 - Ability to use the necessary communication tools to carry out each job professionally, implementing the knowledge acquired in the preparation and production of a work portfolio.

Learning outcomes (RA, by their acronym in Spanish): NOT INCLUDED in the approved report

4. CONTENTS

Carrying out of campaigns by working groups, which will gradually acquire different roles while these are being executed. The aim is to emulate a professional setting in order to promote synergies and collaborative work which enables the end result to be enriched with everything provided by its members.

Review of production processes related to the pieces that are being developed. Transversal collaboration with other courses that may mutually benefit from this shared experience would therefore be desirable.

5. TEACHING/LEARNING METHODS

ON CAMPUS STUDY MODE

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

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	15
Asynchronous lectures	5
Case study analysis	10

Oral presentations	10
Drawing up reports and written work	50
Group tutorials	10
Independent working	50
TOTAL	150

7. ASSESSMENT

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

On-campus:

Assessment system	Weighting
On-campus knowledge tests	20.0
Oral presentations	20.0
Reports and written work	10.0
Case study/problem scenario	20.0
Performance observation	10
Portfolio of learning	20.0

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.

8. BIBLIOGRAPHY

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

The recommended bibliography is indicated below:

Boyd, D. (2014). It's complicated: The social lives of networked teens. Yale University Press.

Brown, T. (2009). Change by design: How design thinking transforms organizations and inspires innovation. HarperBusiness.

Creativity, Inc. (2014). Random House.

De Bono, E. (1992). Serious creativity: Using the power of lateral thinking to create new ideas. HarperCollins.

Goleman, D. (1998). Working with emotional intelligence. Bantam Books.

Johnson, S. (2010). Where good ideas come from: The natural history of innovation. Penguin Books.

Pink, D. H. (2006). A whole new mind: Why right-brainers will rule the future. Riverhead Books.

Sawyer, R. K. (2012). Explaining creativity: The science of human innovation. Oxford University Press.

Thaler, R. H., & Sunstein, C. R. (2009). Nudge: Improving decisions about health, wealth, and happiness. Penguin Books.

Whiting, A. (2016). The Psychology of Creative Writing. Palgrave Macmillan.