

1. OVERVIEW

Subject area	Creativity and Innovation
Degree	Bachelor's Degree in Business Administration and Management
School/Faculty	SOCIAL SCIENCE AND COMMUNICATION
Year	Third
ECTS	3 ECTS
Type	Compulsory
Language(s)	Spanish and English
Delivery mode	On campus and online
Semester	First semester
Year	2024/2025
Coordinating professor	Joaquín Lizana

2. INTRODUCTION

The subject area Creativity and Innovation is part of the third year of the Bachelor's Degree in Business Administration and Management. The aim is for students to understand how ideas arise, which form the basis of the different types of innovation (products, services, procedures, etc.) that can be developed and how they impact on the economic development of the environment. Innovation is a constant source of competitive advantage, and businesses need to be in constant evolution in order to permanently adapt to the changing environment and consumer interests, as well as to open up to new markets.

3. LEARNING OUTCOMES

Knowledge (CON, by the acronym in Spanish)

CON2. Identify the key, relevant information, data and trends, materials and human resources needed for business management and the launching of business initiatives in order to offer solutions with regard to decision-making in business.

- Understand how ideas arise, which form the basis of the different types of innovation (products, services, procedures, etc.) that can be developed and how they impact on the economic development of the environment.

Abilities (HAB, by the acronym in Spanish)

HAB2. Solve problems and practical cases using mathematical and data analysis techniques and tools to solve economic issues. Use basic calculus, algebra and programming methods to gain a better understanding of the operational functioning of the company and its environment.

HAB7. Analyse consumer behaviour: evaluate and predict behaviour and trends in the different audiences in which consumers are classified in relation to a particular product or service, both geographically and culturally or in terms of population segments.

- Use innovation as a constant source of competitive advantage, and understand the need to be in constant evolution in order to permanently adapt to the changing environment and consumer interests, as well as to open up to new markets.

Skills (COMP, by the acronym in Spanish):

COMP08. Identify technology and innovation strategies, as well as tools for technology assessment and the technological capabilities of a business as a means of growth, development and improvement of its competitiveness.

4. CONTENTS

The subject is organised into six learning units, which are further divided into topics (four or five topics depending on the unit):

Unit 1: Introduction

Unit 2: Culture of innovation

Unit 3: International cultural models

Unit 4: Design Thinking

Unit 5: Functionalism

Unit 6: New forms of business innovation

5. TEACHING/LEARNING METHODS

The types of teaching-learning methods are as follows:

On campus mode

1. Case studies
2. Collaborative learning
3. Problem-based learning
4. Project-based learning
5. Lectures

Online mode

1. Case studies
2. Collaborative learning
3. Problem-based learning
4. Project-based learning.
5. Lectures

6. LEARNING ACTIVITIES

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

On campus mode:

Learning activity	Number of hours
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Lectures	15h.
Independent working	15h.
Oral presentations	5h.
Case studies and problem solving	10h.
Group work	7,5h.
Knowledge tests	5h.
Tutorials	10h.
Projects	7,5h.
TOTAL	75h.

Online mode:

Learning activity	Number of hours
Online seminars	5h.
Reading course material and consulting complementary resources	10h.
Individual applied activities: problems, case studies, projects	15h.
Collaborative applied activities	7h.
Tutorials	10h.
Self-assessment questionnaires and knowledge tests	3h.
Autonomous learning	25h.
TOTAL	75h.

7. ASSESSMENT

The assessment systems, plus their weighting in the final grade for the subject area, are as follows:

Assessment system	Weighting
Knowledge tests	30%
Case studies and problem solving	20%
Group project	20%
Introduction	10%
Written reports	20%

On the Virtual Campus, when you open the subject area, you'll find details of your assessment activities, including the submission dates and assessment procedures for each activity.

7.1. Ordinary exam period

To pass the subject area in the ordinary exam period, you must achieve a grade of at least 5.0 out of 10.0 as the final grade (weighted average) for the subject area.

In any case, you will need a grade of at least 4.0 in the final test for it to be included in the weighting with the other activities.

7.2. Extraordinary exam period (resits)

To pass the subject area in the extraordinary exam period (resits), you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject area.

In any case, you will need a grade of at least 4.0 in the final test for it to be included in the weighting with the other activities.

Any activities not passed in the ordinary exam period must be submitted after receiving the relevant corrections and feedback from the teacher. Students must also submit any activities that were not submitted in the first place.

8. TIMELINE

This section details the timeline and submission dates for the assessment activities in this subject area.

Assessment activities	Date
Activity 1	Weeks 2–3
Activity 2	Weeks 4–5
Activity 3	Weeks 7–8
Activity 4	Weeks 10–11
Activity 5	Weeks 14–17
Activity 6	Weeks 14–17

The timeline may be subject to change for logistical reasons related to the activities. Students will be informed of any changes in due time via the appropriate channels.

9. BIBLIOGRAPHY

The reference material for the subject area is as follows:

- European Commission (2014) Horizon 2020 Online Manual. Available in HTML format via the following link:
<http://ec.europa.eu/research/participants/portal/desktop/en/funding/guide.html>
- Fagerberg, J.; Mowery, D. C. y Nelson, R. R. (2006) The Oxford Handbook of Innovation. Oxford: Oxford University Press.
- Hidalgo, A.; León, G. y Pavón, J. (2002). La Gestión de la Innovación y la Tecnología en las Organizaciones. Madrid: Pirámide.
- Kotler, P. y Armstrong G. (2003). Fundamentos de Marketing. Madrid: Pearson Educación.
- Kotler, P.; Kartajaya H. y Setiawan I. (2011). Marketing 3.0. Madrid: Lid Editorial.
- Morcillo, P. (2006). Cultura e innovación empresarial. Ed. Thomson. Madrid
- Organización para la Cooperación Económica y el Desarrollo (2005) Manual de Oslo:
- Directrices para la recogida e interpretación de información relativa a innovación. Madrid: Colección Madrid+d.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

The Educational Guidance and Diversity Unit (ODI, by the acronym in Spanish) offers support to our students throughout their university experience to help them achieve their academic goals. Our work also centres around the inclusion of students with special educational needs, accessibility for all on the different university campuses and equal opportunities.

This Unit offers students:

1. Support and follow-up by means of personal counselling and plans for students who need to improve their academic performance.
2. With regard to support for diversity, non-significant curricular adjustments are made, i.e. in terms of methodology and assessment, for those students with special educational needs, thus pursuing equal opportunities for all students.
3. We offer students a variety of extracurricular learning resources for developing different skills to enrich their personal and professional development.
4. Career guidance through the provision of tools and counselling to students with career doubts or who believe they have made a mistake in their choice of qualification.

Students who need educational support can contact us at:

orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the survey area of your virtual campus or by email.

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.