![Universidad Europea Valencia logo]

1. BASIC INFORMATION

Course	Creativity and Innovation
Degree program	Marketing Degree
School	Social Sciences
Year	2
ECTS	3 ECTS
Credit type	Compulsory
Language(s)	English
Delivery mode	Face-to-face
Semester	1st semester
Academic year	2025-2026
Coordinating professor	Abel Vallés Ismael
Professor	Ceylan, Canan

2. PRESENTATION

To innovate is to do things differently; creativity is necessary for innovation.

The work environment demands more and more professionals with creative skills that allow them to approach current challenges from different perspectives. New problems require new solutions. Starting from the premise that creativity is not a gift reserved for a few people but a capacity that can be exercised and enhanced, in this subject, we will try to awaken, stimulate, and provoke the creative side of the students, providing them with tools for the practice of different techniques.

Some of the most common and applicable creativity and innovation techniques will be discussed and worked on with the purpose of unconscious automation. This means that with practice, these techniques become second nature, and you can apply them without consciously thinking about it. That is, it is about activating creative thinking with spontaneity, and this serves for the rest of the subjects of the degree and, of course, for daily life.

3. LEARNING OUTCOMES

LEARNING OUTCOMES OF THE DEGREE PROGRAMME

Knowledge

- KN04: Ability to recognize the technological and innovation strategies, as well as the technological analysis tools and the technological capacities of the company as a means of growth, development and improvement of its competitiveness.

Competences

- CPT01. Create new ideas and concepts from known ideas and concepts, reaching conclusions or solving problems, challenges, and situations in an original way.

- CPT03. Use information and communication technologies for searching and analyzingdata, research, communication, and learning.

- CPT04. Influence others to guide and direct them towards specific goals and objectives,considering their points of view, especially in situations arising from the volatile, uncertain, complex, and ambiguous (VUCA) environments of today's world.

- CPT05. Cooperate with others to achieve a shared goal, participate actively and empathetically, and exercise active listening and respect for all members.

- CPT06. Integrate analysis with critical thinking in evaluating different ideas or possibilities and their potential for error based on objective evidence and data, leading to effective and valid decision-making.

- CPT07. Adapt to adverse, unexpected, stressful personal or professional situations, overcoming them and even turning them into opportunities for positive change.

LEARNING OUTCOMES OF THE SUBJECT

At the end of the subject,

- The student will understand how ideas arise, based on which elements innovations of different types can be developed (products, services, procedures, etc.), and how they impact the economic development of the environment.
- We will be able to highlight innovation as a constant source of competitive advantage and the need to continuously evolve to adapt to the evolution of the environment permanently, the interests of consumers, and the opening of new markets.

4. CONTENIDOS

- Introduction
- Culture of innovation

- International culture models and adaptation
- Design Thinking
- Functionalism
- New lines of business innovation

5. TEACHING-LEARNING METHODOLOGIES

A continuación, se indican los tipos de metodologías de enseñanza-aprendizaje que se aplicarán:

- Case method
- Cooperative learning
- Problem-based learning (PBL)
- Project-based learning
- Master classes

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning Activity	Number of hours
Master Classes	11
Asynchronous Master Classes	4
Autonomous Work	15
Oral Presentations	5
Case analysis and problem solving	10
Group Participatory Activities	7.5
Knowledge test	5
Tutorials	10
Completion of Works/Projects	7,5
TOTAL	**75**

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Sistema de evaluación	Peso
Knowledge exam	30%
Case analysis and problem solving	15%
Reports and submissions	15%
Oral presentations	10%
Assignments/projects	30%
TOTAL	100%

When you access the course on the Campus Virtual, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average). You must also have attended at least 50% of the in-person classes.

In any case, you must obtain a grade greater than or equal to 5.0 on the final exam so that it can be averaged with the rest of the assignments.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Actividades evaluables	Fecha
Case analysis and problem solving	Week 6 to 8
Reports and submissions	Week 10
Assignments and projects	Week 12
Oral presentations	Week 13-14
Knowledge exam	Week 16

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main reference works for this subject is:

Homo Creativus. The 7 C's of Human Creativity. Creativity in the Twenty First Century. Editors: Lubart, T., Botella, M., Bourgeois-Bougrine, S., Caroff, X., Guegan, J., Mouchiroud, C., Nelson, J., and Zenasni, F. Springer.

Rowan, G. (2015). *A Power Tool for Creative Thinking.* Wiley-Blackwell.

Shields, K. (2022). *Leading Innovation.* 1st Ed. Published by eCampusOntario. Creative Commons. https://ecampusontario.pressbooks.pub/leadinginnovation/

Tidd, J. & Bessant, J. (2013). *Managing Innovation: Integrating Technological, Market and Organizational Change.* 5ed. Published by John Wiley & Sons.

The recommended bibliography is as follows:

- Brown, Tim (2019), *Designing change*. How design thinking can transform organizations and inspire innovation. Active company
- *Creativity, Innovation, and Change Across Cultures.* (2023). Edited by David D. Preiss Marcos Singer and James C. Kaufman, Palgrave Macmillan.
- De Bono, E. (2008), Six *hats to think.* Paidós
- den Dekker, T. (2020). *Design Thinking.* International Edition, Routledge.
- Lee, T. , O'Mahony, L., and Lebeck, P. (2023). *Creativity and Innovation. Everyday Dynamics and Practice.* P. Palgrave Macmillan.
- Micael, D. (2010). *Creativity Unlimited: Thinking Inside the Box for Business Innovation.* Wiley.
- Roberto, M. A. (2018). *Unlocking Creativity: How to Solve Any Problem and Make the Best Decisions by Shifting Creative Mindsets.* Wiley.
- Wessel, D. (2012). Organizing Creativity (2nd ed.). Createspace.

Supplementary reading and resources will be provided by the professor during the course.

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity, and Inclusion Unit (ODI), we offer support to our students throughout their university life to help them achieve their academic goals. Other pillars of our work include the inclusion of students with specific educational support needs, universal accessibility across the university's various campuses, and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by mean of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunity for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:
orientacioneducativa.uev@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the "surveys" section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.