1. OVERVIEW

Subject Area	Creativity Techniques
Degree	Bachelor's Degree in Design
School/Faculty	Faculty of Architecture, Engineering and Design
Year	Third-party
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish/English
Delivery Mode	On campus
Semester	First term
Academic Year	2024-2025
Coordinating professor	

2. INTRODUCTION

Creativity Techniques is one of the core subjects in the Transversal skills area at the Universidad Europea.
> What is creativity? Can it be learnt?
> Do creative energy and knowledge exist?
> How can they be taught? How can we enhance them?
> What about particular projects? How can we avoid repeating models from the past, all the while enriching ourselves by learning from them?

This subject allows students to develop their own creativity through diverse exercises focusing on:
> *observation,*
> *listening,*
> *speaking,*
> *action,*
> *manual creation*
> *and writing.*

Working closely with a wide range of creative professionals provides the opportunity for direct and practical/theoretical learning. Open dialogue between our guests will support and aid students to generate ideas and search for creative solutions in particular projects. Visits to exhibitions and buildings in Madrid will stimulate observation and the ability to remember and interpret ideas. The practical exercises, developed along the same lines as they appear in professional life, will enhance students' imagination and allow them to bring creative ideas to life which are relevant in today's world.

The methods covered in the course encompass several concepts which include: **lateral thinking**, **semantic games**, **graphic and artistic stimuli**, group exercises which encourage **dialogue**, **individual thought**, **collective thinking** and **resolving conflict**.

The course will be taught in Spanish, with exercises and practical work carried out in that language. However, English will be frequently used, as well as references to reading, videos and web pages which are in that language, as we encourage the use and practice of English in general academic learning.

3. SKILLS AND LEARNING OUTCOMES

Key skills (CB, by the acronym in Spanish):

- CB1: Students have shown their knowledge and understanding of a study area that builds on general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.
- 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, as per the Spanish acronym):

- CT7: Awareness of ethical values.
- CT9: Interpersonal relationship skills.
- CT10: Initiative and entrepreneurial spirit. Ability to undertake difficult or risky actions with resolve. Ability to anticipate problems, propose improvements and persevere in their fulfilment.
- CT15: Responsibility: ability to fulfil commitments to themselves and others when undertaking a task and try to meet a range of objectives within the learning process. Ability to face and accept the consequences of actions taken freely.
- CT17: Teamwork.

Specific skills (CE, as per the Spanish acronym):

- CE12: Ability to make value judgements from an ethical point of view of cases in professional activity.
- CE13: Ability to develop communication skills to effectively share ideas in a work group.
- CE15: Ability to take informed decisions, adapt behaviour to different circumstances and take on a leadership style which suits each situation.
- CE16: Ability to develop critical, creative and reflexive thinking in the professional field of design.

Learning outcomes (RA, as per the Spanish acronym):

- RA5: Solve problems based on assumptions and information.
- RA6: Show suitable ability to address new problems and independently search for solutions.
- RA12: Understand the attitudes, interests, needs and outlooks of others and take an approach towards developing others.
- RA14: Show critical, creative and reflexive thinking skills.
- RA15: Understand the dynamics of work groups and how to manage them effectively. Recognise skills and ability in others and harness this for their development.

The following table shows how the skills developed in the subject area match up with the intended learning outcomes:

Skills	Learning outcomes
CB1 CB2 CB3 CB4 CB5 CT15 CE16	• RA5: Solve problems based on assumptions and information.
CB1 CB2 CB5 CT10 CE15, CE16	• RA6: Show suitable ability to address new problems and independently search for solutions.
CB2 CB3 CB4 CT7 CT9 CT17 CE13	• RA12: Understand the attitudes, interests, needs and outlooks of others and take an approach towards developing others.
CB2 CB3 CB4 CB5 CT10 CE16	• RA14: Show critical, creative and reflexive thinking skills.
CB1, CB2, CT5, CT9, CT17, CE13	• RA15: Understand the dynamics of work groups and how to manage them effectively. Recognise skills and ability in others and harness this for their development.

4. CONTENTS

We offer theory classes on where contemporary art, design and thinking come together. Students will have the opportunity to actively participate; commenting, debating and asking any questions.
We will look at units such as the creative anti-portrait, texts/graphics in contemporary art, the concept of the 'other' in 21st century society (xenomorph + assemblies), as well as concepts of spatiality and new ecologies.

The subject matter is divided into three units:

• UA1 – OUR GUESTS
A series of creative professionals will give a talk on the theory behind their creative processes

• UA2 – VISITS
Visits to exhibitions and buildings will stimulate active observation and help to understand where the idea, materiality and form come together setting in motion the creative and analytical processe

• UA3 – IDEAS + CREATIVE EXERCISES
Practical exercises, developed in the same phases as in professional life, will enhance the imagination and make it possible for students to creatively materialise ideas debated in class with relevance to the present and today's world.

5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:
- Master lecture.
- Collaborative 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
Attendance and participation in activities	25h (on-site)
Directed learning, practical exercises and problem-solving	50h (44% on-site)
Self-study	50h (off-site)
Tutorials, academic follow-up and assessment	25h (on-site)
TOTAL	150 h

7. ASSESSMENT

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

Assessment method	Weight
Knowledge tests	70-80%
Submission and/or presentation of projects	20-30%

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 examination period

To pass the course in the ordinary examination period you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject so long as you have completed on time all the programmed activities in the course. For this, you must achieve a grade greater than or equal to 5.0 in each of the programmed activities on the course so they can be used to take an average with the rest of the activities.

• Students who miss more than two classes without justification (justified serious illness or evidence of driving exam, for example) will take a final knowledge test which will be more extensive than the one for the rest of the group.

• We apply the continuous assessment system.

• Timely attendance is compulsory to more than 80% of classes and activities.
• Missing more than 25% of classes and programmed activities will mean an automatic fail in the ordinary examination period.
• Participation in all the activities is compulsory, as well as submission and passing all the exercises.
• Not submitting 100% of the exercises will lead to a fail in the ordinary examination period.
• It is possible, pending written justification, to submit exercises
at a later date (although as soon as possible) in agreement with the lecturers. An example of a suitably justified reason would be illness with a doctor's note.
• Plagiarism or copying will result in a 0 for that entire block of work and a penalty of -3 points in the overall grade.

7.2. Extraordinary examination period

To pass the subject in the extraordinary examination period you must: obtain a final grade of 5 or higher out of 10 (weighted average) for the subject. The average will only be applied
in cases where the student has obtained at least 5.0 out of 10 in all work
submitted.

• Activities not passed in the ordinary examination period, or those not delivered, must now be delivered after having received
the relevant corrections by the lecturer. You must also submit any work which was not submitted and take the knowledge test.

8. SCHEDULE

The schedule with delivery dates of assessable activities in the course is indicated in this section:

Assessable activities	Date
UA1/ Exercises 1 A, 1 B, 1 C	Week 3-12
UA 2/ Exercise 2	Week 1 to 14
UA 3/ Exercise 3	Week 1-2
UA 3/ Exercise 4	Week 3-5
UA 3/ Exercise 5 A B and C	Week 6-14
UA 3/ Exercises 6 to 10 Creative methods C (Individual and group)	Week 1 - End
Submission of Ideas and methods notebook	Week 7 - End

The schedule may be subject to modifications for logistical reasons of the activities. Students will be informed of any changes in due time and course.

9. BIBLIOGRAPHY

The recommended bibliography is indicated below:

• Ambrose, G, y Harris, P. (2005) Imagen. Barcelona. Parramón Ediciones, SA.

• Berger, J. (2016) Modos de Ver (4ª ED), Barcelona: Gustavo Gili

• Buzan, T. (1996). El libro de los Mapas Mentales, Ediciones Urano. Barcelona.

• De Bono, E. (2013) El pensamiento lateral: Manual de creatividad. Ediciones Paidós Ibérica, S.A. Buenos Aires.

• Fletcher, A. (2001). The Art of Looking Sideways, Editorial Phaidon. Londres.

• Goldsmith, K. (2015) Escritura no-creativa, gestionando el lenguaje en la era digital. Editorial Caja Negra, Barcelona.

• Marina, J.A. (1993). Teoría de la inteligencia creadora. Editorial Anagrama. Barcelona.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

The Educational Guidance and Diversity Unit offers support throughout your time at university to help you with your academic achievement. One of the main pillars of our educational policy is the inclusion of students with special educational needs, universal accessibility to the different university campuses and equal opportunities.

This unit offers students:

1. Support and monitoring through personalised counselling and programmes for students who need to improve their academic performance.
2. Promotion of diversity, with curricular changes possible in terms of methodology or assessment for those students with special educational needs in order to provide equal opportunities for all our students.
3. We also offer students a range of educational extracurricular resources for developing a variety of skills to enhance their personal and professional development.
4. Career guidance by offering tools and advice to students with doubts regarding their professional careers or those who believe they have chosen the wrong line of study.

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 surveys area of your virtual campus or by email.

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

Many thanks for taking part.