

IDS 1353 Creativity-in-Context



SPRING 2017 ● 2 Credits ● SECTION: #

COURSE MEETING PLACE: Innovation Academy

COURSE MEETING DAY & TIME: Tuesdays 3-5

E-LEARNING/ CANVAS WEBSITE:

<http://elearning.ufl.edu/>

Use email "Conversations" in e-Learning for all course communication with your instructor

INSTRUCTOR: Tom Hart

OFFICE LOCATION: Sequential Artists Workshop

OFFICE HOURS: text or email to arrange

E-MAIL: hutchowen@gmail.com or tom@sequentialartistsworkshop.org

PHONE: 718-687-7434

A couple useful links:

Blog from 2014 class:

https://uf-2014-creativity-in-context-hart.blogspot.com/2014_02_01_archive.html

Somebody else's blog about Sparks of Genius book:

<http://christinapilkington.com/2012/03/14/sparks-of-genius-the-first-two-thinking-tools/>

Everything on Brain Pickings is good:

www.brainpickings.org

But especially useful is the "creativity" tag:

www.brainpickings.org/index.php/tag/creativity/

Course Description

IDS 1353 Creativity in Context highlights a set of creative thinking tools and provides an introductory overview of the theoretical models of creativity. The creative thinking tools and theoretical foundations frame experiential learning activities in the course and offer the necessary background for *IDS 1359 Creativity in Action*, the next course in the Innovation Academy (IA) minor.

Throughout the semester, students will learn about the theory behind creativity, practice a set of thinking tools that can enhance creative output, explore and develop their own creative processes, experience collaborative creative problem solving in teams, and practice lo-fi prototyping. Creative scientists, artists, entrepreneurs, designers, and engineers will present their stories and experiences with the creative process in the IA Speaker Series.

The course balances instructor-led presentations, active dialogue, small group work, and hands-on activities. All course sections will contain common core content, but individual instructors will provide their own unique class experience and offer a variety of experiential learning exercises. Learning in this course will occur in many ways: presentations; discussions; exercises; as well as project-based learning that involves observing, diagramming, sketching, and building.

Course Goals & Objectives

DISCOVER CREATIVITY & THE CREATIVE PROCESS

- Define creativity
- Explain theories that guide creativity: 4P's, G. Wallace, Flow, etc.
- Recognize barriers that limit creativity in individuals and teams

PERCEIVE CRITICAL & CREATIVE THINKING SKILLS

- Examine perceptions of personal creative ability
- Define 9 creative thinking tools
- Apply 9 creative thinking tools

IDEATE NEW IDEAS THROUGH DESIGN THINKING

- Define the design thinking process
- Apply creative thinking tools to design thinking
- Develop a novel & valuable innovation with an interdisciplinary team

MAKE LO-FI & 3D PROTOTYPES

- Become oriented with the 3D fabrication lab
- Create a 3D printed prototype
- Experience building at least 2 different types of prototypes

Required Textbook

Root-Bernstein, R. and M. Root-Bernstein. *Sparks of Genius: The 13 Thinking Tools of the World's Most Creative People*. First Mariner Books, Edition 2001. ISBN-10: 0618127453. ISBN-13: 978-0618127450.

Required Supplies

- An Idea Book - for brainstorming, diagramming, idea generation (no smaller than 5"x8")
- Two 2"x2" post-it notepads
- One dry-erase marker

These materials will be used throughout this course and in IDS 1359, Creativity-in-Action

Required IA Speaker Series

Students are required to attend two IA Speaker Series events during the course of the semester:

- 1) **February 1, 2017 6:30-7:30pm**
- 2) Following Spring Break; Date TBD

Attendance is required. Class or exam will be excused absences Evidence must be provided to the instructor prior to the event . Work will not be an excused absence so schedule accordingly.

Attendance is part of the participation grade. Students may have 1 unexcused absence or 2 unexcused tardies. After that, students will lose 5 points on their participation grade per subsequent absence and 2.5 points per subsequent tardy. Excused absences are documented illness and/or documented emergencies, which must be reported in a timely manner and approved at the discretion of the course instructor. Missed work for these approved absences must be made up within a timely fashion. If students miss class for some (unexcused) reason, they should obtain course material & assignments from another class member. It is also a good idea to email your instructor. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

A 93-100

A- 90-92

B+ 87-89

B 83-86

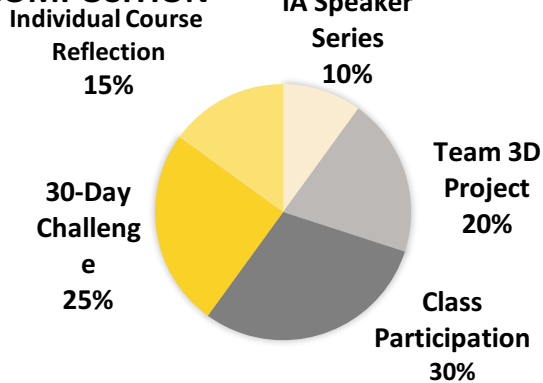
B- 80-82

C+ 77-79

C 73-76

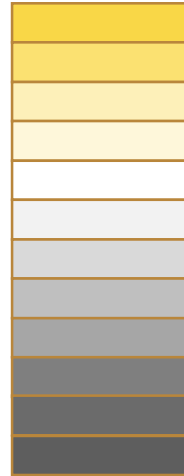
C- 70-72

COURSE GRADE COMPOSITION



Participation in & outside of class will help students make the most of their IA experience. Participation is defined as coming to class well-prepared, initiating & contributing to relevant discussions; synthesizing & applying course material; & modeling good classroom citizenship. This experiential class requires active dialogue, small group work, and hands-on-exercises to facilitate the learning process. Texting, web surfing, or using electronics for non-course activities cannot occur during class.

UF GRADING SCALE*



*Note: the IA minor courses must be completed with a minimum grade of C and no S-U. For additional information on UF grade policies see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Email & Announcements relay important course information. As stated by UF & the IA Handbook, **students are responsible for checking email and e-Learning for course communications at least once every 24 hours**. Instructors will not be held accountable for students who are unresponsive to electronic communications about coursework that could impact students' grades. Check the "clutter" inbox in the UF email system to make sure course emails are not being incorrectly marked.

UF POLICIES

ACCOMODATIONS FOR DISABILITIES

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

TECHNOLOGY SUPPORT

If you have any technical issues, including issues with Canvas in e-learning, please immediately contact the UF Help Desk at helpdesk@ufl.edu; 352-392-HELP (4357) and select option 2; or the UF Help Desk website at: <http://helpdesk.ufl.edu/>

** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

UF ACADEMIC HONOR CODE

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’ The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the course instructor.

FACULTY EVALUATIONS

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

UF WELLNESS RESOURCES

**U Matter,
We Care**

If you or a friend is in distress, contact umatter@ufl.edu or 352 392- 1575

**Counseling
& Wellness**

www.counseling.ufl.edu,
352-392-1575
Student Health Center:
352-392--1161

**SARS
Sexual Assault
Recovery
Services**

Student Health Care
Center:
352-392-1161

**UF Police
Department**

Call: 352-392-1111
or 9-1-1 for emergencies
<http://www.police.ufl.edu/>

Your well-being is important to UF. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care team can help connect students to the many other helping resources available including, but not limited to Victim Advocates, Housing Staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In emergency call 9-1-1.

UF ACADEMIC RESOURCES

**e-Learning
Tech Support**

e-Learning/Canvas technical support,
352-392-4357 (select option 2) or
e-mail to Learningsupport@ufl.edu <http://helpdesk.ufl.edu/>

**Career
Resource**

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>

**Library
Support**

Library Support, <http://cms.uflib.ufl.edu/ask> There are various ways to receive assistance with respect to using the libraries or finding resources.

**Teaching
Center**

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

**Writing
Studio**

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

**Student
Complaints**

Student Complaints on Campus:
https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

IDS 1353 Course Schedule

Hart 14E4 (T 8-9)**

Note, if it's in yellow, it's subject to change (creativity works that way!) In class and Canvas are the best and only ways to keep up to date

Items listed are due **by class time** for the week listed, unless otherwise indicated in Canvas

WK	DATE	TOPICS	ASSIGNMENT
1	1/10	Course Introduction Define Creativity Introduction to 21 st Century Skills	Purchase the textbook, sketchbook, post-its, & dry erase marker
2	1/17	Course Questionnaire History of Creativity in Innovation Creative Thinking Tool: Observing	Bring laptop or tablet to class Read Ch. 3 <i>Sparks of Genius</i> Reading, Exercises & Multimedia in Canvas
3	1/24	Introduction to the 4P's of creativity 4Ps: The Creative Person Creative Thinking Tool: Imagining	Read Ch. 4 <i>Sparks of Genius</i> Reading Exercises & Multimedia in Canvas
4	1/31	4Ps: The Creative Process Creative Thinking Tool: Abstracting	Read Ch. 5 <i>Sparks of Genius</i> Reading Exercises & Multimedia in Canvas Guest Speaker: February 1, 2017 6:30-7:30pm Submit 30-Day Challenge: Days 1-10
5	2/7	4Ps: Creative Product Creative Thinking Tool: Recognizing & Forming Patterns	Read Ch. 6 & 7 <i>Sparks of Genius</i> Reading Exercises & Multimedia in Canvas Submit 30-Day Challenge: Days 11-20
6	2/14	4Ps: Creative Place Creative Thinking Tool: Analogizing	Read Ch. 8 <i>Sparks of Genius</i> Reading Exercises & Multimedia in Canvas
7	2/21	5 th P ^{''} : Persuasion Creative Thinking Tool: Empathizing	Read Ch. 10 <i>Sparks of Genius</i> Reading Exercises & Multimedia in Canvas Submit 30-Day Challenge: Days 21-30
8	2/28	30-Day Challenge Project Presentations Introduction to Innovation Introduction to Design Thinking	30-Day Challenge Final Project Due Reading & Multimedia in Canvas

9	3/7	SPRING BREAK!	
10	3/14	Design Thinking Phase: DISCOVER Applied Creative Thinking Tools: Observation, Recognizing Patterns	Reading & Multimedia in Canvas Go DISCOVER the unseen problem through Design Thinking research methods and applied Creative Thinking Tools Instructor chosen deliverables for DISCOVER
11	3/21	Design Thinking Phase: PERCEIVE Applied Creative Thinking Tools: Body Thinking, Empathizing & Imaging	Reading & Multimedia in Canvas Go PERCEIVE the innovation problem through a human-centered lens using Design Thinking methods and applied Creative Thinking Tools Instructor chosen deliverables for PERCEIVE
12		<i>Design Jam</i> : Prep for Infinity Lab (Teams, Topic, Initial Idea) Design Thinking Phase: IDEATE Applied Creative Thinking Tools: Abstracting, Forming Patterns, Analogizing. & Synthesizing Course Questionnaire	Reading & Multimedia in Canvas Go IDEATE from the discoveries and perceptions to develop novel ideas with value for an attainable and best-fit solution using Design Thinking methods and Creative Thinking Tools Instructor chosen deliverables for IDEATE
13	3/28	MEET IN INFINITY LAB 3D Modeling Software Creative Thinking Tool: Dimensional Thinking	Read Ch. 11 <i>Sparks of Genius</i> Team 3D Prototyping Project Deliverable 1 Due
14	4/4	MEET IN INFINITY LAB Fabricating a 3D Prototype Creative Thinking Tool: Modeling	Read Ch. 12 <i>Sparks of Genius</i> Team 3D Prototyping Project Deliverable 2 Due
15	4/11	Reflect on Design Thinking phases: DISCOVER, LEARN, IDEATE & Prepare for MAKING Course Synthesis Preview: A look ahead to IDS 1359	Bring Laptop or Tablet to Class Final Team 3D Prototyping Project Presentation & Deliverable Due Individual Course Reflection Due