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1 Introduction

If there is a constant in the world, it is that it is constantly changing. We are living in a revolutionary period, where technological, cultural, social and political forces continuously push us forward and change the way we live. Because of this, organisations across the world are urgently in need of a creative workforce: people that are flexible, adaptive and inventive.

This minor aims to empower you, independently of your discipline, on creativity skills, methods and attitudes. As the name indicates, the minor Connected Creativity strives to connect different disciplines in an interdisciplinary manner, both in terms of your (the students') backgrounds but also in terms of how we will combine knowledge from different domains. "Connected" in this case can be understood from multiple dimensions:

- Connecting a diverse set of people: across disciplines, backgrounds, cultures, experience, etc.
- Connecting theory and practice.
- Connecting the context, organisations, individuals and society.
- Connecting individual creativity and group creativity.
- Connecting technology, innovation and creativity.
- Finally, Connected Creativity expands on the notion that creativity cannot exist in a vacuum; it is always connected to something in order to result in something novel, useful and meaningful.

Therefore, this minor will support you in embracing a deliberate creative process, connecting multiple domains of knowledge to answer challenging complex problems; current and future ones.

1.1 Why should you invest on your creativity?

Creativity is an essential 21st century skill, recognized worldwide (e.g. WEF, G20 and P21). Students in science, design, managerial, humanities and beyond are increasingly required to be innovative and forward-looking: to foresee opportunities, to set new problems, to come up with new solutions and adapt readily to new ideas of others. This requires a flexible and creative approach and to address problems that no longer fit in well-defined silos or single disciplines.

This is especially important when we consider that our current problems are “open, complex, dynamic, networked” (Dorst, 2015) and require creative attitudes and a deliberate creative process. Creative thinking is thus an indispensable skill during your education, but also in your future job career, because creativity is crucial for problem framing and problem solving, at all levels of society, technology and businesses.

In this minor, you will embark on a journey towards deliberate creativity in everyday, interdisciplinary contexts. This means that we will support you to reflect upon your knowledge and disciplines, making you aware of your own assumptions and willing to approach problems from other perspectives. We will do that by guiding you towards a deliberate, structured and reflective creative process.

This minor will support you towards becoming a future-ready innovator, who is prepared to tackle present and future complex challenges, by bringing a creative-leading edge to your own field of expertise and future workplace. This is particularly important, as we consider that current and future jobs are becoming more interconnected, imbued with political, cultural, societal and technological dimensions.

2 Set up of the Minor

The minor Connected Creativity incorporates creativity theory and practice, through interactive lectures, a deep dive into creativity, workshops, reflective moments and research/design projects in interdisciplinary domains.

You will develop critical and creative thinking approaches and apply them deliberately in any field (design, engineering, policy making, research, writing, etc).

You will build your knowledge, skills and attitudes to apply creativity at four levels of influence: individual, teams, organisations and culture. This is translated into the structure represented in Figure 1. Our teaching approach is evidence-based, alternating between theory, experimenting and reflecting at its core.

You will go through two practice-based group projects with an increased level of complexity (Deliberate Creativity - Q1 and Practice of Creativity - Q2), two theory/research-based group projects to support knowledge/approaches-building (CreativiTree - Q1 and Contextualising Creativity - Q2), building upon each other, and one individual-based course, focused on creative confidence (Creative Path - Q1).

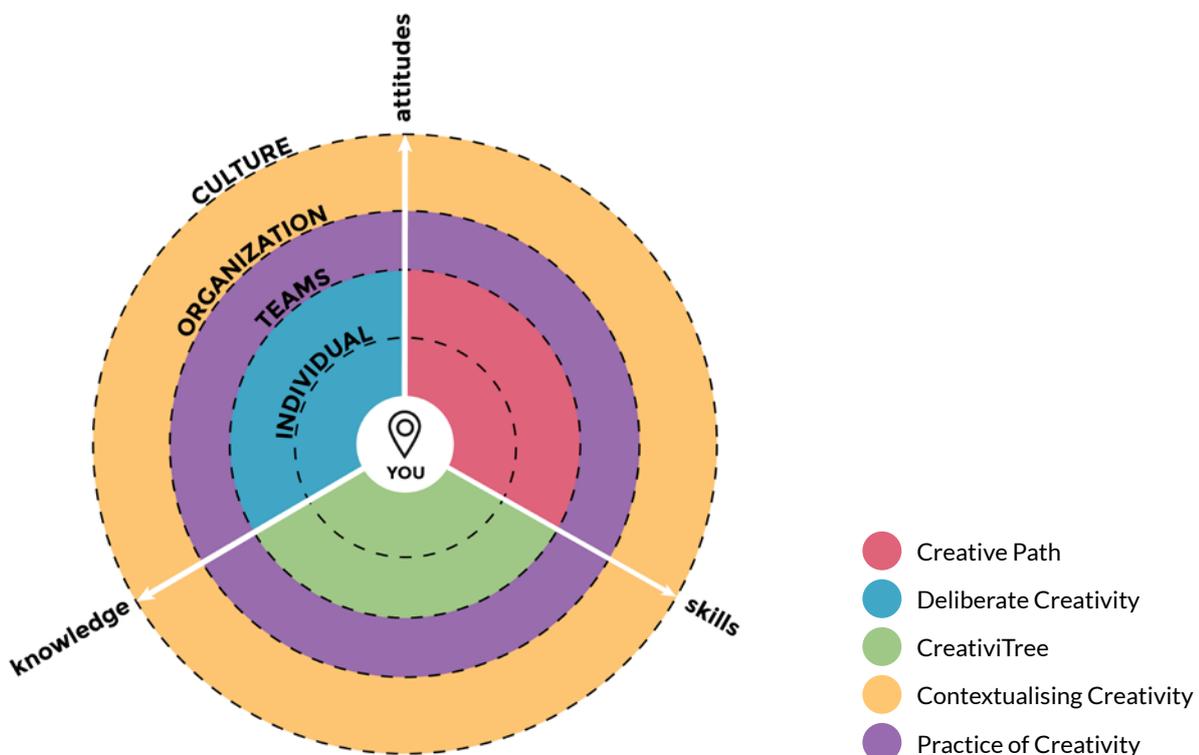


Figure 1: The visual setup of the five courses of the minor.

2.1 Minor Structure

The minor is built up in two parts:

The first quarter of 15 ECTS is block A - 'Ignite'; and is all about the basics of Creativity.

The second quarter (also 15 ECTS) is block B- 'Electrified'; here we will dive deeper into the topic and can only be attended after participation in block A.

In order to get everyone kick-started into creativity, the minor will start with a week of creative exercises and team building activities - the Creative Deep Dive. This first week will be about exploring the concept of creativity, tackling your expectations and getting to know each other. These activities will ensure that you get immediately into a creative mindset, by getting you curious about the topic, stimulated to learn and to jumpstart your imagination.

Since this is an interdisciplinary programme, one of the goals of the Deep Dive is for you to learn about each other's different backgrounds. As such, you will give the first steps towards your creative confidence and allow you to bring your expertise and skills into your interdisciplinary teams. The Deep Dive is mandatory for all students of the Minor to attend.

In Block A 'Ignite', you will learn the basics of creativity through three courses.

Half of the time (7.5 ECTS) you will spend on Deliberate Creativity (DC). This is a practical course in which you will learn and experience the iCPS-process (Integrated Creative Problem Solving) through three cases from different domains and topics. The focus of this course is on creativity skills and attitudes.

CreativiTree (CT) is a knowledge-based course of 4.5 EC in which you will learn the theoretical background of creativity. You can apply this knowledge in the aforementioned course DC.

The Creative Path (CP) is a course with a focus on reflection and the development of skills from the individual to the team level. This course will be 3 EC. You will learn how to reflect by applying reflection models and analysing your creative attitudes on a number of weekly topics throughout block A.

This course supports the other two courses in capturing knowledge, skills and attitudes and will help you gaining strength in your creative confidence. The Creative Deep Dive mentioned above is formally part of the CP course, but will set the stage for the entire Minor.



Figure 2: Overview of Block A - Ignited

Block B 'Electrified' is divided into two courses: the Practice of Creativity (PoC) and Contextualising Creativity (CC).

In Practice of Creativity (PoC) all the knowledge from Block A will be deployed in an organizational context. The link between creativity and innovation will be made. Special focus will be on barriers and success factors of creativity within organizations. Real organizations will be involved in the course to share real life cases. You will work in project teams of 3 or 4 on a specific case. During the course several guest lecturers will be invited to organize masterclasses about knowledge and experiences regarding creativity and innovation within organizations. (e.g. innovation managers).

And finally, Contextualising Creativity (CC) focuses on the emergence of creativity theories/practices in social, political and technological contexts. You will be confronted with different perspectives and will be invited to investigate how creativity has interacted with topics such as management, artificial intelligence or the military. It is distinguished from the course CreativiTree (CT) in part A, as CT is theory-based, while CC is a knowledge and research-based course and addresses the contexts in which creativity theory and practices came to be embraced. As such, CC is driven by your curiosity and ambition to learn more about the creative field.



Figure 3: Overview of Block B - Electrified

2.2 Learning Objective

Throughout the entire minor the following attitudes, skills and knowledge will be advocated and practiced:

Attitudes

We want you to attain during the minor: creativity, courage, curiosity, deliberateness and openness.

Skills

We want you to attain during the minor: co-creating/collaborating, experimenting, facilitating, reflecting, applying creative techniques and dealing with uncertainty.

Knowledge

We want you to attain during the minor: Balance creativity theory and practice, where the context around you is closely considered. Also, to consider creativity at four levels of involvement - individual, teams, organisations and at the culture level.

The general learning objectives of the minor are listed below. In chapter 3 you can read more about the learning objectives per sub course.

By the end of Q1 'Ignite', you will be able to:

- Evaluate best practices in relation to individual and team's creative path.
- Research and compare different creativity theories.
- Apply creativity attitudes and skills, working both in teams and individually.
- Apply a deliberate creative process, methods and techniques, in all stages of the integrated creative problem solving process in an interdisciplinary context.

By the end of Q2 'Electrified', you will be able to:

- Apply a deliberate creative process in a real, interdisciplinary context, by connecting creativity and innovation in organisations.
- Indicate success factors and barriers of creativity in organizations.
- Investigate how creativity is situated in social, political and historical contexts.
- Criticise different scientific perspectives on creativity.

2.3 Course Organization

The minor will run through Quarter 1 and Quarter 2, starting on August 31st, 2020 and ending on January 29th, 2020.

Due to the Covid19 restrictions, the minor will take place 20% offline (in the Industrial Design Engineering Faculty) and 80% online. During Quarter 1, we will only have presential classes, at the Industrial Design Engineering Faculty, on Mondays. The rooms allocated to us are Studio 7, 8, 9 and 10 of the IDE faculty, but exact locations of your presential classes will be announced via Brightspace beforehand.

For this reason, make sure to regularly check Brightspace and Slack to keep yourself informed, as there might be last minute changes!

Quarter 1: Weeks 1.1 through 1.10
(August 31st - November 6th)

Quarter 2: Weeks 2.1 through 2.10
(November 9th - January 29th)

A complete overview of the calendar (including contact hours with your teachers, deadlines and locations/links) will be announced before the beginning of the quarters on Brightspace.

2.4 Staff and Contact Information

For any questions about the minor, please reach out to connectedcreativity@tudelft.nl.

The table below contains all the people and contact information for the staff involved in the minor this year.

Name	Email	Role
Milene Gonçalves	M.GuerreiroGoncalves@tudelft.nl	Minor course coordinator, Course instructor and coordinator Creative Path
Katrina Heijne	K.G.Heijne@tudelft.nl	Course instructor and coordinator Deliberate Creativity and Practice of Creativity
Willemijn Brouwer	W.Brouwer@tudelft.nl	Course instructor and coordinator of CreativiTree
Bregje van Eekelen	B.F.Vaneeekelen@tudelft.nl	Course instructor and coordinator Contextualising Creativity
Han van der meer	Meer@innovation.nl	Course instructor
Casper Koomen	Casper@blaulab.nl	Course instructor

2.5 Communication Platforms

As most of this minor will take place remotely, we will use a number of online platforms to help us work together:

Purpose	Platform
Official announcements, submission of assignments, course materials, etc	Brightspace
On-the-fly communication (Synchronous/Asynchronous) among teachers and students	Slack
Facilitation and workshops (there will be different boards for every course - those links will be communicated in time by your teachers)	Mural

2.6 Referencing Style

For all courses, we use APA reference style for written work. The following [link](#) explains the basic rules of the APA reference style, that you should apply whenever you use references from literature and other material.

3 Courses

The Minor is composed of 5 courses. As you can read in the previous chapter, the courses together form a comprehensive curriculum. In this chapter, we give a detailed description of all of the courses.

3.1 Courses Overview

	Code	Course	Assessments	ECTS	Course
Block A - Ignite	IO 3885	Creative Path (CP)	- Weekly reflections - Final reflection assignment (individual)	3	Milene
	IO 3886	Deliberate Creativity (DC)	- 3 Process(ing) reports - Peer/Self evaluation	7,5	Katrina
	IO 3887	CreativiTree (CT)	- 2 Draft reports - Oral exam - Final report	4,5	Willemijn
Block B - Electrified	IO 3889	Contextualising Creativity (CC)	- 5 reading responses - Bibliography and research project outline - 2 rounds of peer feedback - Final research papervv	7	Bregje
	IO 3888	The Practice of Creativity (PoC)	- Factors of creative capacity - Creative Capacity Instrument - Personal End Project	8	Katrina



Creative Path

3.2 Creative Path (CP)

About the course

Creative Path is a course dedicated to self-discovery, reflection and creative confidence.

The aim of the course is for you to explore your path towards creativity, and that is done by reflecting on your practices and your knowledge. After all, we do not learn from experience, we learn from reflecting on experience (following Dewey, 1933). As such, you will start a journey of discovery on your own individual creativity, but also on your role in a creative team, using your past experiences and those taken from the Deliberate Creativity (DC) and CreativiTree (CT) courses.

The following figure shows the reflective cycle you will go through, balancing between practice (what have you experienced in practice – DC) and theory (what knowledge can you use in the situation you are experiencing/experienced – CT).

During your Creative Path, you will be engaged at the individual level (for your assignments) and at the group level (during workshops). You will be confronted with potentially prevailing myths on creativity in relation to our 10 principles of Connected Creativity and by asking you to reflect on what makes you (or hinders you to become) more creative.

Creative Path kicks off the whole minor with a Creative Deep Dive, into what Connected Creativity is all about. In an engaging and interactive first week, you will find out more about your role in teams, your own personal attitude regarding creativity, and the most important guidelines for a deliberate and connected creative process. This Deep Dive will set the tone for the rest of the minor.



Figure 4: The reflective cycle of Creative Path

There are three types of learning activities in Creative Path, that fall neatly into Mondays, Wednesdays and Fridays:

Mondays (mandatory onsite presence): After the Deep Dive, weekly workshops (where we will reflect at the group level) will take place every Monday morning (think of it as your weekly standup meeting to kick off your week). The weekly topics are in close connection with the current issues being dealt by the other two courses. They will be introduced either by a mini-lecture at the beginning of the workshop or a video, provided on the Friday before. In this way, CP is a blended learning course, with both online and offline presence.

Wednesdays (optional online presence): This day is reserved for the optional Open House, on the timeslot of 09:00-10:00. During the Open House, you can ask for detailed feedback, have a frank conversation or discuss a creative topic that interests you. Note that you have to reserve beforehand your spot for the Open House. Wednesdays are also reserved for your Creative Intervention: every week, we will ask you to try something new that is out of your comfort zone. According to the various weekly topics, we will encourage you to experiment and take risks. For instance, imagine that the weekly topic is on Inspiration; in that case, your creative intervention could be to force yourself to seek inspiration in a completely different way than your usual routine. These Creative Interventions can be as big or as small as you want to make them, as long as they help you adopt a more curious and risk-taking attitude. You should reflect on them during the weekly reflections.

Fridays (no presence): This day is reserved for working on and submitting your weekly individual reflection assignments. More on this below.

Learning objectives

By the end of the Creative Path, you will be able to:

- LO1: Apply relevant reflective models while reflecting on your development into a creative future-ready innovator.
- LO2: Reflect on whether and how you were able to apply creative attitudes (such as curiosity, deliberateness and openness), based on the 10 principles of connected creativity.
- LO3: Identify challenges, opportunities and key moments on your own creative path, both individually and in teams.
- LO4: Appraise best practices in relation to creative attitudes, the creative process and group dynamics in an interdisciplinary context.

Deliverables and Assessment

There are 2 deliverables in this course:

#	Deliverable	Individual or Group Submission	Formative or Summative	Deadline
1	Active participation during the Monday workshops	Individual	5%	Attendance to every MonWday workshop from week 1.2 (September 7th) to week 1.10 (November 2nd)
2	Weekly reflections	Individual	Formative 10% (However, you will receive a grade concerning the submission of all weekly reflections)	Every Friday from week 1.1 (September 4th) to week 1.9 (October 30th)
3	Final reflection assignment	Individual	Summative 85%	Week 1.10: November 6th, 2020

3.2.1 Weekly Reflections

Every week, you will be asked to reflect on your creative path, focusing on the weekly topics of the course, with the goal of getting you into the habit of reflecting.

For this purpose, we advise you to keep a personal notebook with you throughout the minor, shared among all the courses, where you can take notes of all your insights as soon as they emerge. Your notebooks will be the source of your thoughts, with little editing, which provides an authentic and unprocessed perspective of your creative path. Based on that, you will organize and edit those insights to build on your reflections, using an online platform as a medium, at your choice. You can choose the online platform for your reflection. For instance, you can use a blog format (Tumblr, Wordpress, Squarespace, Instagram, etc) or a vlog format (Youtube, Vimeo).

Important: These are individual, hence, personal reflections and you may not want to make them public. In that case, you can make them private but please provide access to your teacher (Milene).

Your weekly reflections count 10% of your final grade and its main goal is to create a reflection habit and to practice it for your final reflection assignment. Each student will receive formative feedback on your reflections twice throughout the course. In order to get the full points for this part of the grade, you need to deliver all the 9 weekly reflections. Your grade for this assignment will be reduced 0.1 points for each week that you fail to submit.

3.2.2 Final Reflection Assignment

Throughout the course Creative Path, you will be exposed to a variety of different ways to reflect and a number of perspectives on creativity (which are translated into the weekly topics). For the final reflection, you should carefully choose one model to reflect on, and justify this choice. Furthermore, using your selected model/approach, you should reflect on:

- Your development as a creative future-ready innovator.
- Your creative attitudes.
- Key moments of your creative path (resulting from your past experiences and creative interventions).
- Best practices of creative attitudes, creative process and interdisciplinary group dynamics.

As you can see, the content of your final reflection comes heavily from your experiences that you have been documenting during your weekly reflections. By creating a habit of reflecting, it will become much easier to complete the final reflection assignment. The format of this assignment is free for you to choose. There are many options: written form, combined with visuals or even a video is possible. Choose your medium according to what best fits your message.

The assessment forms and criteria of the deliverables will be available on Brightspace.



Deliberate Creativity

3.3 Deliberate Creativity (DC)

About the course

The overall aim of this course is to enable you to apply creativity deliberately in problem framing and problem solving both in individual and multi-x-team projects. It is about developing the competence of creative thinking, and applying creative methods and techniques.

You will be working on cases in teams of 3, where each student comes from varied fields of education. These teams will remain the same across the course, although at times your team may team up with another team. The 3 cases will be about a challenge of increasing complexity. Each 'case-block' will focus on a specific competence or approach to apply to the case. During the next case, the previous knowledge will be applied again, but each time new knowledge, skills or attitudes are added.

Each 'case-block' will start with an introduction to the case and a lecture/training on the competence or approach. Then, you will apply this knowledge in a studio-setting, with supervisors walking around for questions and suggestions. In case of digital application, these activities will take place in the online collaboration tool Mural.

At the end of each case-block you should hand in a Process(ing) Report explaining and reflecting upon your creative process.

Learning objectives

By the end of this course, you will be able to:

- LO1: Explain the core elements of the foundational theory of creativity provided to you in the course.
- LO2: Discuss relationships between the theories provided in the course.
- LO3: Connect the theory of creativity provided to you in the course with the practice of Creative Problem Solving in teams.

Deliverables and Assessment

The assessment is made out of two deliverables: a report on which you will be working on throughout the course, and an oral exam in which you will discuss creativity with a colleague and two assessors.

The report will test you on learning objectives one and two. The oral exam will test you on learning objectives two and three.

An overview of the 4 deliverables in this course is provided below, including the deadline and the weight of the summative assessments of which your grade will be composed.

#	Deliverable	Individual or Group Submission	Formative or Summative	Deadline
1	Learning Contract	Individual	Formative	Week 1.2: September 7th, 2020
2	Case 1 - creative output	Group	Formative	Week 1.3: September 14th, 2020
3	Process Report: Creative Confidence (reflecting on case 1)	Individual	Summative 25%	Week 1.3: September 17th, 2020
4	Case 2 - Creative output	Group	Formative	Week 1.6: October 5th, 2020
5	Process Report: Creative Collaboration (reflecting on case 2)	Individual	Summative 35%	Week 1.9: October 8th, 2020
6	Process Report: Creative Impact (reflecting on case 3)	Group	Summative 40%	Week 1.10: November 4th, 2020
7	Case 3 - Creative output	Group	Formative	Week 1.10: November 5th, 2020
8	Peer and Self-evaluation	Individual	Up to +/- 1 point of your final grade of the course	Week 1.10: November 6th, 2020

The assessment forms and criteria of the deliverables will be available on Brightspace.

The course will start with customizing your **Learning Contract** (developed in the deep dive) to Deliberate Creativity. So, what is your Return On Investing your time and energy in DC? And what is your commitment to achieve this?

Each case round will be wrapped up by a concluding **creative output**. This creative output is the result of applying deliberate creativity to certain problem statements and can take the form of a product, a presentation, a play, a video, a game, you name it.

You will hand in three times a **Process Report**, which is sometimes referred to as the 'Process(ing) Report', in which you will describe the creative process that you have applied. In addition, the report will also show how you have processed the information and experiences. The aim is to reach understanding of the deliberate creative process on three levels, named:

1. Creative Confidence, focusing on individual creativity
2. Creative Collaboration, focusing on group creativity
3. Creative Impact, focusing on organizational creativity

In these process reports you will reflect on your learnings following the reflective model 'What? So what? Now what? More information about this model can be found in the [Reflection Toolkit](#) by the University of Edinburgh. The quality of these reflections will demonstrate your understanding of the theory, awareness of your own and your peers interventions and the effect.

By the end of the course you will be asked to fill out a **peer and self-evaluation** form (which will be provided to you via Brightspace) to indicate the quality of the contribution of each team member, including you. You do this by giving a 'grade' and justifying that value with detailed written feedback about your judgment. Whilst the peer evaluations are a deliverable, they are not graded. However, depending on how your group members evaluate your contribution during the whole course, your final DC grade can be adjusted by up to +/-1 point (out of 10 points). If peer evaluations suggest a relatively even level of participation among the group members, no adjustments will be made to your individual course grade.



CreativiTree

3.4 CreativiTree (CT)

About the course

The overall aim of CT is to enable you to understand the core elements, and assumptions in the theoretical foundations of theory on creativity, the relations between them, and to Creative Problem Solving in teams. The focus will be on creativity as a problem solving thinking activity.

Throughout the course you'll work in teams of three (different teams from DC) on writing assignments. Those assignments will lead to a report that will be graded (see deliverables & assignments).

In the first weeks we will focus on five different theorists who had a great influence on contemporary creativity theory and on business creativity. We will read literature from these theorists, and discuss questions and insights in online workshops. Literature from these theorists will be provided to you in the Reader.

In the second part of the course the focus will shift to working on the report and preparing for the oral exam (see deliverables & assignments).

This course is full of fun facts and paradoxes! You will learn where the phrase outside-the-box thinking comes from and why we say that we get the best ideas in the shower. Even though our plenary moments have to take place online, using Zoom and Mural, we expect you to take active participation, and to be critical and opinionated. We love original opinions, especially if they are supported with good arguments.

Learning objectives

By the end of this course, you will be able to:

- LO1: Reflect on applying deliberate creativity in all stages of the integrated creative problem solving process.
- LO2: Assess the mindset and ground rules for each step of the creative process.
- LO3: Assess the 3 principles of deliberate creativity in groups (role rigidity, clear problem statement and rules and techniques for each step of the creative diamond).
- LO4: Reflect on experiments with methods and techniques for diverging, reverging and converging (individual, group and organization).

Deliverables and Assessment

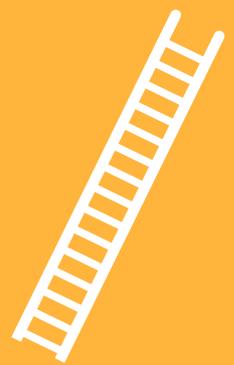
The assessment is made out of two deliverables: a report on which you will be working on throughout the course, and an oral exam in which you will discuss creativity with a colleague and two assessors.

The report will test you on learning objectives one and two. The oral exam will test you on learning objectives two and three.

An overview of the 4 deliverables in this course is provided below, including the deadline and the weight of the summative assessments of which your grade will be composed.

#	Deliverable	Individual or Group Submission	Formative or Summative	Deadline
1	Draft Report Part 1	Group	Formative	Week 1.5: September 30th, 2020
2	Draft Report Part 2	Group	Formative	Week 1.8: October 21st, 2020
3	Oral Exam	Pairs	Summative 35%	Week 1.9: October 29th, 2020
4	Final Report	Group	Summative 65%	Week 1.10: November 3rd, 2020

The assessment forms and criteria of the deliverables will be available on Brightspace.



Contextualising Creativity

3.5 Contextualising Creativity (CC)

Please note: A more detailed description of this course will become available on Brightspace soon, as it depends on the changing regulations concerning COVID-19. Due dates of assignments may shift slightly depending on the teaching schedule (online or onsite).

About the course

This is a knowledge and research-based course in which you learn to contextualise creativity in its 20th century contexts of emergence. This situates the uptake of creativity in social, political and historical settings. What does creativity mean in a particular context? How is its development related to the Cold War, to (de)industrialization, and changing notions of productivity? You will explore a variety of interfaces of creativity: e.g. its history of emergence in military, manufacturing and government settings; its intersections with academic fields (engineering, management, psychology, design). You will learn to research themes in the making of the field of creativity (the measurement, disciplining and materiality of the concept), and become aware of the varied geographies of creativity (its uptake in various locations). Finally, you will learn to take an informed stance in the long debate on (expectations of) artificial intelligence, manpower, and creativity.

Teaching activities will involve interactive seminars. Furthermore, two workshop sessions will support the development of your research project.

Learning objectives

By the end of this course, you will be able to:

- LO1: Explain how creativity is situated in social, political and historical contexts.
- LO2: Search for and analyse relevant information on the topic you want to learn about/improve.
- LO3: Carry out and analyse a small research project where you explore several relevant contexts.
- LO4: Reflect on the making of the field of creativity studies and how it relates to your own creative practices.
- LO5: Formulate an informed position in debate regarding a chosen research topic.

Competences

- You will become competent in literature research.
- You learn to reflect on the making and social life of (creativity) science.
- You will become competent in reflecting, debating and communicating.

Deliverables and Assessment

Your active participation is a prerequisite for this course. We expect you to come well-prepared to each session. You read the literature in advance, and share your insights by bringing questions. Each week groups of 2-3 students prepare the discussion.

#	Deliverable	Individual or Group Submission	Formative or Summative	Deadline
1	5 reading responses (5 in 8 weeks)	Individual	Formative and Summative 50%	Weeks 2.2-2.9: Hand in on workday prior to seminar by 13.00
2	Bibliography and research project outline	Individual	Formative and Summative 15%	Week 2.5: Seminar Day at 09:00
3	Peer feedback of bibliography*	Individual	Formative	Week 2.6: Seminar Day at 09:00
4	Draft research paper	Individual	Formative	Week 2.8: 2 days prior to seminar day at 09.00
5	Peer feedback on draft paper*	Individual	Formative	Week 2.8: Seminar Day at 09.00
6	Final research paper	Individual	Summative 35%	Week 2.10: January 26th, 2021

* Two rounds of peer feedback can add or remove up to 1 point of the final grade.

How will the course be assessed? What are the assessment criteria?

Each assessment component will have particular criteria, based on the assessment form:

- *Reading responses* (analysis and interpretation of literature, argumentation underpinning critical insights)
- *Bibliography and project outline* (rationale and motivation for topic, quality of proposed literature, clarity of research question and research paper outline).
- *Final research paper* (rationale and motivation for topic, literature review, clarity of research question, data analysis and interpretation of insights, use of theoretical framework, argumentation, structure, cohesive narrative)

How will the grade be composed?

1. Evaluation of reading responses (5 in 8 weeks) (50%)
2. Evaluation of bibliography and project outline (15%)
3. Evaluation of final research paper (35%)
4. Peer feedback can add or remove up to 1 point of the final grade



Practice of Creativity

3.6 Practice of Creativity (PoC)

Please note: A more detailed description of this course will become available on Brightspace soon, as it depends on the changing regulations concerning COVID-19. Due dates of assignments may shift slightly depending on the teaching schedule (online or onsite).

About the course

In this course all the knowledge from Q1 will be deployed in an organizational context. PoC can be considered the follow-up of Deliberate Creativity, but will also include learnings from Creative Path and CreativiTree and interactions with the parallel course Contextualising Creativity.

The link between creativity and innovation will be made. Special focus will be on barriers and success factors of creativity within organizations, including topics like acceptance finding, stakeholder management, valley of death and creative climate. Real organizations will be involved in the course to share real life cases.

You will work in project teams of 3 or 4 to develop an instrument to measure an organization's creative capacity. In order to develop this instrument, barriers and success factors in the form of *mechanisms* and factors for enhancing a *creative climate* are indicated.

Mechanism: established means aimed at stimulating creativity and/or executing innovative activities.

Creative climate: the confluence of attitudes, feelings and behaviours that stimulate (or not) creativity in an organization.

This instrument will be tried out at an actual organization. Based on the outcome of the 'scan' you will develop an intervention for the organization which aims to enhance the creative capacity of the organization.

During the course several guest lecturers will be invited to organize masterclasses about knowledge and experiences of the creative process within organizations. (e.g. innovation managers and consultants).

Learning objectives

By the end of this course, you will be able to:

- LO1: Appraise success factors and barriers of creativity in organizations.
- LO2: Indicate mechanisms for organizational creativity.
- LO3: Indicate factors that define the creative climate of an organization.
- LO4: Scan the creative capacity of an organization.
- LO5: Integrate creativity knowledge, skills and attitudes to develop interventions to enhance an organization's creative capacity.
- LO6: Apply acceptance finding theory in the development of all deliverables.

Deliverables and Assessment

An overview of the 7 deliverables in this course is provided below, including the deadline and the weight of the summative assessments of which your grade will be composed.

#	Deliverable	Individual or Group Submission	Formative or Summative	Deadline
1	Factors of Creative Capacity	Group	Formative	Week 2.2: November 20th
2	Factors of Creative Capacity + literature study	Group	Summative 25%	Week 2.3: November 27th
3	Instrument for measuring creative capacity	Group	Formative	Week 2.4: December 4th
4	Final Presentation intervention	Group	Formative	Week 2.9: January 21st
5	Final version Creative Capacity instrument	Group	Summative 45%	Week 2.9: January 22nd
6	Peer and Self-evaluation	Individual	Up to +/-1 point of your final grade of the course	Week 2.9: January 22nd
7	Personal End Project (PEP), consider this the continuation of your Creative Path.	Individual	Summative 30%	Week 2.10: January 28th

PEP: Personal End Project: - Creative Path Continued

The Personal End Project (PEP) can be considered the continuation of the Creative Path in Q1. It will focus on self-discovery and reflection. You will have some freedom to pick an assignment that appeals most to you, within the following two possibilities:

1. Motivational letter or open application letter to a company of your choice in which you apply for a role as Chief Creative Officer: Describe what you want to achieve with the organization and why. Also explain why you would be a perfect fit for the job.

OR

2. Write an essay on how to use all the insights you developed during the course while reading and practicing creativity for your personal development the rest of your life. Make a distinction for your career as a student, a professional and private person. Develop an action plan and end with a reachable goal for the coming 6 weeks.

As the PEP follows up from the reflections you had during Creative Path, the rubric for assessment will be the same as the one used for the final reflection assignment of CP. The assessment forms and criteria of the deliverables will be available on Brightspace.

4 Attendance and Passing/Failing Policy

4.1 Attendance

You are required to attend every time that there is a lecture or workshop sessions.

If you fail to attend these events without a plausible and official justification your final individual grade will be deducted 0,5 points (out of 10 points) for every event you miss. However, we understand that we are living through difficult times, amidst Covid-19, and we all struggle sometimes. Just make sure that you inform your teacher beforehand with your valid argument, so that we can agree on a later submission. Likewise, you are to submit all deliverables on the dates and times stipulated. If you fail to do so without a plausible and official justification your final grade will be deducted 0,5 points (out of 10 points) for every two (2) days you prolong your submission. Again, make sure to let the coordinator of the course know you are struggling.

4.2 Improving grades and passing/failing policy

You are considered to have passed the minor when the following requirements have been met:

- The minor courses undertaken must add up to a minimum of 30 EC (if you follow both blocks Ignite and Electrified). If you choose to follow only the first block (Ignite), and continue with another programme, the minimum would be 15EC to pass.
- None of the marks for the individual courses may be lower than a 6.0.
- If a course consists of different main components, each main component has to result in a mark not lower than 5.0. Together, the main components must add up to a minimum of 6.0.

A final mark for a course will be expressed in a whole mark or a half mark from 1.0 to 10.0. If the marks are rounded off to half and whole figures, 0.3, 0.4, 0.8 and 0.9 will be rounded up (for example, 7.3 will be 7.5) and 0.1, 0.2, 0.6, and 0.7 will be rounded down (for example, 7.7 will be 7.5).

If you have above 6,0 (inclusive) there is no possibility to improve the grade.

If you have between 5.0 and 6.0 even after discussion with your teacher, you will be given the opportunity to improve the grade – the way to improve will be discussed between you and your coach.

If you have below 5.0 (inclusive) after discussion with your teacher, there will be no opportunities for improving your work.

The meaning of the mark at TU Delft is as follows:

9.5 - 10.0	Excellent	pass
8.5 - 9.0	Very good	pass
7.5 - 8.0	Good	pass
6.5 - 7.0	More than satisfactory	pass
6.0	Satisfactory	pass
4.5 - 5.5	Unsatisfactory	fail
3.5 - 4.0	Poor	fail
1.0 - 3.0	Very poor	fail

Appendix 1: The 10 principles of Connected Creativity

- 1. Everyone can be (more) creative.**
- 2. You don't have to wait to stumble upon creativity or that it comes to you. You can deliberately become more creative by pursuing a creative process.**
- 3. To be creative is to be able to learn and avoid potential hindrances to creativity. Reflection is an indispensable part to learn more about your creative process.**
- 4. Diversify your knowledge: breadth-wise and depth-wise to foment connections beyond disciplines.**
- 5. Creativity thrives on collaboration.**
- 6. Creativity is ubiquitous, at all steps of working processes: in discovering your problem, in ideation, in implementation, in testing, and in communicating your idea.**
- 7. To be creative means to experiment and take risks. With this minor, we give you a safe environment to be creative.**
- 8. Creativity involves both curiosity and critical inquiry.**
- 9. To learn, to observe and to teach creativity to others provide a full-round understanding of deliberate and reflective creativity.**
- 10. Being creative doesn't mean to have crazy ideas, but rather seeking novelty, value and meaningfulness. Creativity should always come with a purpose.**