COURSE CALENDAR DESCRIPTION

Being creative is about solving problems or approaching opportunities in novel and valuable ways. This course is designed to help students harness their creative potential by stimulating their own creative process, in order to help them develop ideas that create real value and have a positive impact on society. Creativity can be applied across many disciplines, and this course is designed for students from all faculties, with enhanced learning opportunities fostered through projects delivered in cross disciplinary teams. The course will help students learn how to observe and frame critical problems, and then identify and choose potential solutions that can be implemented by individuals or organizations. As a consequence of participating in this course, students will become an innovation enabler in any type of organization, or better able to use their own creativity to create a startup. Students will start by exploring their own creativity and problem solving style, before being introduced to creative problems solving frameworks, tools and processes, which they can deploy while solving real problems, both individually and in teams. Course credit exclusions: LE/ENG 1101 4.00, LE/ENG 1102 4.00

INSTRUCTOR(S)

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<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
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<tr>
<td>Maxwell, Andrew L.</td>
<td>Sec. M / BLEN / S2</td>
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ADDITIONAL INFORMATION

COURSE LEARNING OBJECTIVES

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

1. Discuss existing theories, frameworks, and case studies regarding innovation, creativity, entrepreneurship and problem solving [Knowledge]

2. Assess barriers to creativity and innovation at individual and team levels [Analysis]

3. Apply strategies to address barriers to creativity and innovation [Implementation]

4. Use available tools and methods to create, reflect on, and present ideas for innovation [Synthesis]

5. Effectively contribute to peer learning and team performance, in innovation and problem solving processes [Impact]

Organizational

6. Develop and design implementation strategies (and documentation) for business / entrepreneurship (including pivoting) [Implementation]

7. Assess and articulate an organizational / social impact of a particular innovation and/or a business strategy [Impact]
Overview of Sessions
1. Introduction: Introduce Design Thinking & Creative Problem Solving Process (CPSP) concepts
2. Creativity
3. Design thinking
4. Workshop 1: Problem identification
5. Creative problem solving → 8 stages
6. Workshop 2: Solution development
7. Workshop 3: Hypothesis development
8. Entrepreneurship (includes barriers to adoption)
9. Resilience + Reflection
10. Workshop 4: Implementation
11. Innovation
12. Innovation management
Each student will receive a copy of the handbook that contains information about each module.

EVALUATION
This course aims to enable your creativity and innovation in your current (or planned) practice. The quality of your deliverables are assessed on holistic criteria, as provided in individual rubrics. Overall, the course grades are distributed as the following:
Online Quizzes (2.5% x 8) 20%
Homework Tasks (included in the Learning Portfolio, 5% x 8) 40%
Individual Project (facilitated through 4 workshops) 25%
Contribution to Peer Learning 10%
Reflection and Self-Assessment 5%
Total 100%
There will be multiple choice questions throughout online modules to help clarify important concepts. Each online module will conclude by the completion of an online quiz. A few open-ended questions or exercises will be given in each module as well, which are included in the student’s Learning Portfolio. Reflection and self-assessment activities will also be online.
There will be opportunities to provide peer feedback on submitted work, as well as participate in group activities. The quality of peer input will be assessed as ‘contribution to peer learning.’
Everyone will develop an innovation & creativity project, personalized for their own home, work, or community setting. The in-person workshops will facilitate the development of these projects, and the students will submit the outcomes. More details will be provided during the workshops.

ACADEMIC INTEGRITY LINKS
• Senate Policy on Academic Honesty - http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/
• Academic Integrity - http://lassonde.yorku.ca/academic-integrity

STUDENT LINKS
• Student Rights and Responsibilities - http://oscr.students.uit.yorku.ca/student-conduct
• Religious Observance - https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.owa/wa/regobs
• Academic Accommodation for Students with Disabilities - http://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-with-disabilities-policy/
• Student Accessibility Services (SAS) - https://accessibility.students.yorku.ca/
• York University’s Policies on Sexual Violence - http://secretariat-policies.info.yorku.ca/policies/sexual-violence-policy-on/
• York University’s Policies on Gender/LGBTQ*/Positive Space - http://rights.info.yorku.ca/lgbtq/

LAND ACKNOWLEDGEMENT
• We acknowledge our presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, the Huron-Wendat, and the Métis. It is now home to many Indigenous Peoples. We acknowledge the current treaty holders, the Mississaugas of the New Credit First Nation. This territory is subject of the Dish With One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.
• The Indigenous Framework for York University: A Guide to Action can be found here: http://indigenous.info.yorku.ca/
• Meaning of a land acknowledgement: http://healthydebate.ca/opinions/indigenous-land-acknowledgements

Many courses utilize Moodle, York University’s course website system. If your course is using Moodle, click here to access it.

Moodle @ York University