Proposal Information

Type: Change Course

Title: Course change for Creativity LIB 310

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General Education Goals

Issues course have a maximum capacity of 40 students.

Issues Course Goals - Information, Innovation, and Technology

Explain how you will teach and measure the following student learning outcomes.

1. How the course relates to issues and questions regarding the Issue category.

A. Teach

This interdisciplinary course is designed to evaluate, analyze, and practice innovativeness and creativity as a process from a variety of perspectives. The instructor will provide a conceptual framework and necessary material drawn from relevant disciplines/areas/fields such as literature and the arts, or philosophy, or mathematics, or information and technology, or entrepreneurial endeavors, or all of them, among others. Thus, examples of successful creative and innovative figures and projects will be offered. The course will be taught such that students will be able to do the following things: evaluate current concepts relating to creative thinking and innovativeness; analyze the creative processes from a variety of perspectives; identify and apply --both individually and collaboratively --creativity skills in different contexts and situations; research, identify, analyze, and state or narrate-- both individually and collaboratively-- problems of and barriers to innovative endeavors; undertake

individual and collaborative creativity projects that demonstrate creative uses of information and technology; undertake individual and collaborative creativity projects that demonstrate creative problem solving and integrative learning; research and analyze-- both individually and collaboratively --interdisciplinarity itself as a creative process; and synthesize the results of the creativity project via narrative reflection, formal paper, or presentation to the class, the GVSU community, and/or surrounding area.

B. Measure

Via in-class discussions surrounding necessary readings, group discussions, blog entries, online discussions, frequent short response papers, response papers to co-curricular events and activities, creative collaborative presentations, creativity research projects, and final collaborative creativity projects (like films, business ventures, theater production, to mention but a few) --activities that would demonstrate how students conceptualize and analyze what it means to be creative and innovative by way of integrating information, insights, ideas, and technologies on the one hand, and practice creativity/innovativeness itself on the other.

2. How complementary and competing perspectives covered in the course contribute to the ongoing discussion about the Issue category you selected above.

A. Teach

Given the interdisciplinary nature of the course, while being both theoretical and applied, the course will expose students to both complementary and competing perspectives surrounding creativity, innovativeness, and the creative processes in artistic and literary, philosophical, scientific-technological, entrepreneurial endeavors, for instance, while also dwelling on the complementary and competing perspectives about the creative and innovative integration of information and

technology through relevant readings, documentaries on creative figures and projects, films, lectures, participation in creative events and co-curricular activities, and through undertaking creative projects themselves to which students themselves will bring their different talents, skills, perspectives, and ideas.

B. Measure

First, there will be in-class writing exercises through which students themselves will articulate their own notions of creativity and innovativeness. Also, students will examine competing and complementary perspectives through discussing relevant readings in class and relevant films on a number of accomplished creative figures and their works. Further, students will be required to research and integrate information from various fields of study in connection with their research question/problem surrounding innovativeness and creativity themselves; and, finally, students will integrate the results of their efforts through their final team-based, collaborative creative projects. Integration, Collaboration, and Problem Solving Rubrics will be intensely discussed and shared prior to the beginning of these assignments (or any assignment for that matter).

Each of these three student learning outcomes has four related objectives, all of which need to be taught and assessed in your course. Although it is possible that you may teach more than one objective at a time, or assess more than one objective with one measure, please fill in each of the boxes below. (In other words, it is acceptable to use the same language in multiple boxes.)

Collaboration

Collaboration is two or more students working together and sharing the workload equitably as they progress toward shared learning objectives.

Collaboration Objective 1: Students contribute to the development of shared goals within the group.

A. Teach

The entire course will keep emphasizing the need for collaboration and shared goals right from the beginning, while also making the point that both integrative learning and creative problem-solving call for collaboration and shared goals. Students will be required to do their creative group presentations in which they will collectively innovate new methods of presentations that might involve, but are not limited to, music and films and other visuals, including learning-enhancing games and exercises. Students will also be required to do their final team-based creative projects. Detailed guidelines in writing will accompany every assignment. Documentaries and films on successful collaborative and creative projects will also be shown so that students understand the value of shared goals. Further, students

will assess their own contributions and their peers by applying the COMET criteria (Clearly defined goals, Open communication, Member involvement, Education, Trust).

B. Measure

Via all collaborative creative projects, group presentations included, and through conferences with students individually and as a team. Also, each team member will engage in assessment through the individual and group assessment tools designed by the team utilizing COMET criteria. Further, Blackboard will be used to keep records of student contributions so that the instructor can review them.

Collaboration Objective 2: Students contribute their own knowledge and expertise to the group.

A. Teach

The COMET acronym (Clearly defined goals, Open communication, Member involvement, Education, Trust) will be explained to each student in class while the entire set of the criteria will be emailed to each student so that they read them and further discuss those criteria in class. In fact, the instructor will hold a workshop so that students learn about the need for contributing their own knowledge and expertise fairly and equitably to the group while learning about the COMET criteria themselves. For all of their creativity group projects, students will then be required to develop a tool for individual assessment and group assessment, employing the COMET criteria. Also, every group of students will be asked to submit a page-long write-up outlining individual contributions to the group. Students may also be asked to use a number of Blackboard features which help to facilitate and assess effective collaboration including blogs, wikis, discussion boards, groups, Blackboard instant messenger, and so on.

B. Measure

Via all collaborative creative projects, group presentations included, and through conferences with students individually and as a team. Also, each team member will engage in assessment through using the individual and group assessment tools designed by the team utilizing the COMET criteria. Further, Blackboard will be used to keep records of student contributions so that the instructor can review them.

Collaboration Objective 3: Students participate actively and responsibly in all group activities.

A. Teach

The COMET acronym (Clearly defined goals, Open communication, Member involvement, Education, Trust) will be explained to each student in class while the entire set of the criteria will be emailed to each student so that they read them and further discuss those criteria in class. In fact, the instructor will hold a workshop so that students learn about the need for participating actively and responsibly in all group activities while learning about the COMET criteria themselves. For all of their creativity group projects, students will then be required to develop a tool for individual assessment and group assessment, employing the COMET criteria. Students may also be asked to use a number of Blackboard features which help to facilitate and assess effective collaboration including blogs, wikis, discussion boards, groups, Blackboard instant messenger, and so on.

B. Measure

Via all collaborative creative projects, group presentations included, and through conferences with students individually and as a team. Also, each team member will engage in assessment through using the individual and group assessment tools designed by the team employing the COMET criteria. Further, Blackboard will be used to keep records of student contributions so that the instructor can review them.

Collaboration Objective 4: Students honestly assess their own contributions and the contributions of others.

A. Teach

The COMET acronym (Clearly defined goals, Open communication, Member involvement, Education, Trust) will be explained to each student in class while the entire set of the criteria will be emailed to each student so that they read them and further discuss those criteria in class. In fact, the instructor will hold a workshop so that students learn how to assess their own contributions and the contributions of other group members while learning about the COMET criteria themselves. For all of their creativity group projects, students will then be required to develop a tool for individual assessment and group assessment, employing the COMET criteria. Students may also be asked to use a number of Blackboard features which help to facilitate and assess effective collaboration including blogs, wikis, discussion boards, groups, Blackboard instant messenger, and so on.

B. Measure

Via all collaborative creative projects, group presentations included, and through conferences with students individually and as a team. Also, each team member will engage in assessment through using the individual and group assessment tools designed by the team employing the COMET criteria. Further, Blackboard will be used to keep records of student contributions so that the instructor can review them.

Problem Solving

Problem Solving is the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals.

Problem Solving Objective 1: Students construct clear and insightful problem statements that prioritize relevant contextual factors.

A. Teach

The entire course seeks to identify and examine various problems of and barriers to innovativeness and creativity. One foundational working assumption of the course is that creativity itself is based on problem solving. In fact, the instructor will hold an open, participatory workshop with students so that students-- as individuals and as groups-- learn how to identify, formulate, narrate, and prioritize the potential problems surrounding creativity and innovativeness, while also being able to compare and contrast different definitions and perceptions of the creativity-related problems, weigh their relative merits, and narrate or state them with clarity. Also, Integration, Collaboration, and Problem Solving Rubrics will be discussed and shared with students continuously and consistently throughout the course.

B. Measure

While every student will be asked right from the beginning to identify, formulate, and narrate problems relevant to creativity and innovativeness for all assignments, their abilities to construct clear and insightful problems will be particularly, if not exclusively, measured through their conceptual response papers, their collaborative creative presentations, and their final collaborative creative projects. Given that the course is not only an applied one but a theoretical one as well, students will be required to undertake relevant research and integrate information from various fields of study in connection with their creativity project-related question/problem, and synthesize the results of their efforts through their final collaborative creative projects. Also, Integration, Collaboration, and Problem Solving Rubrics will be used to measure the issues in question.

Problem Solving Objective 2: Students identify multiple approaches for solving the problem within the given context.

A. Teach

The multiplicity and diversity of approaches characterizes the entire course, given that it is interdisciplinary. Thus the instructor and students will examine and identify various disciplinary and generic approaches for solving the problems relevant to their creative projects, while also both conflicts and intersections among the approaches as well as their possibilities and limitations will be discussed.

B. Measure

While every student will be asked right from the beginning to value the multiplicity and diversity of approaches to solving problems relating to creativity and innovativeness for all assignments, their abilities to identify multiple approaches for solving those problems will be particularly, if not exclusively, measured through their conceptual response papers, their collaborative creative presentations, and their final collaborative creative projects. Given that the course is not only an applied one but a theoretical one as well, students will be required to undertake relevant research and integrate information from various fields of study for identifying multiple approaches to solving a given problem, and synthesize the results of their efforts through their final collaborative creative projects. Also, Integration, Collaboration, and Problem Solving Rubrics will be used to measure the issues in question.

Problem Solving Objective 3: Students design and fully explain proposed solutions that demonstrate deep comprehension of the problem.

A. Teach

Every creativity project, including every group presentation, will be geared towards problem solving one way or another. For instance, producing a play itself or devising a new business idea will involve solutions to certain problems besetting the production of the play in question or the innovation of the relevant business venture. In other words, students will be required to show how they are designing and fully explaining the solutions that demonstrate the depth of their comprehension of the relevant problem(s). Students will also practice developing/refining solutions by presenting refined problem statements and research findings. Further, each team solution will be subject to critique and discussion throughout the semester.

B. Measure

While every student will be asked right from the beginning to value problem-solving as part of creativity and innovativeness for all assignments, their abilities to design and fully explain proposed solutions demonstrating the depth of their comprehension of the relevant problems will be particularly, if not exclusively, measured through their conceptual response papers, their collaborative creative presentations, and their final collaborative creative projects. Given that the course is not only an applied one but a theoretical one as well, students will be required to undertake relevant research and integrate information from various fields of study for designing and fully explaining proposed solutions, and synthesize the results of their efforts through their final collaborative creative projects. Also, Integration, Collaboration, and Problem Solving Rubrics will be used to measure the issues in question.

Problem Solving Objective 4: Students evaluate the feasibility of solutions considering aspects such as the historical context and ethical, legal, or practical impact of potential solutions.

A. Teach

While every creativity project, including every group presentation, will be geared towards problem solving one way or another, the instructor will hold a workshop so that students understand the feasibility of the solutions they propose in terms of their historical contexts and their ethical, legal, or practical implications. For instance, the instructor will work with students to see if producing a play itself or devising a new business idea involves solutions that are hurtful to or disrespectful of any particular race, class, gender, and so on. In other words, students will be required to show how they develop solutions that are historically, ethically, legally, and practically viable and feasible. Students will also practice developing/refining solutions by presenting refined problem statements and research findings. Further, each team solution will be subject to critique and discussion throughout the semester, and such critique will aim at evaluating the historical, ethical, legal, and practical feasibility and viability of each solution suggested or designed.

B. Measure

While every student will be asked right from the beginning to remain fully attentive to the historical, legal, ethical, and practical viability and feasibility of the solutions they propose, suggest, design, explain, and implement, their abilities to evaluate the feasibility of the solutions in the terms mentioned will be particularly, if not exclusively, measured through their conceptual response papers, their collaborative creative presentations, and their final collaborative creative projects. Given that the course is not only an applied one but a theoretical one as well, students will be required to undertake relevant research and integrate information from various fields of study to evaluate the feasibility of the solutions they suggest or design, and synthesize the results of their efforts through their final collaborative creative projects. Also, Integration, Collaboration, and Problem Solving Rubrics will be used to measure the issues in question.

Integration

Integration is the process of synthesizing and applying existing knowledge, past experiences, and other perspectives to new, complex situations.

Integration Objective 1: Students draw conclusions from examples, facts, and/or theories from more than one field of study of perspective.

A. Teach

Given the interdisciplinary nature of the course, while being both theoretical and practical, the course will expose students to multiple --both complementary and competing--perspectives surrounding creativity, innovativeness, and the creative processes themselves in artistic and literary, philosophical, scientific-technological, and entrepreneurial endeavors, among others, while also dwelling on multiple both complementary and competing perspectives about the creative and innovative integration of information and technology through relevant readings, documentaries on creative figures and projects, films, lectures, participation in creative events and co-curricular activities, and through undertaking creative projects themselves to which students themselves will bring their different talents, skills, perspectives, and ideas.

B. Measure

There will be in-class writing exercises through which students will first articulate their own notions of creativity and innovativeness. Also, students will examine multiple --competing and complementary perspectives-- about creativity and innovativeness through discussing relevant readings in class and relevant films on a number of accomplished creative figures and their works. Further, students will be required to research and integrate information from various fields of study in connection with their research question/problem surrounding innovativeness and creativity themselves; and finally, students will integrate the results of their efforts through their final team-based, collaborative creative projects. The Integration, Collaboration, and Problem Solving Rubrics will be intensely discussed and shared consistently and continuously throughout the semester, as those rubrics will also be used to measure the fact that students draw conclusions from examples, facts, and/or theories from more than one field of study or perspective.

Integration Objective 2: Students must adapt and apply skills, abilities, theories, or methods to explore complex issues in original ways.

A. Teach

Given that the course is about innovation and creativity and that, thus, the course reckons originality itself as a foundational principle, and also given the interdisciplinary nature of the course itself, while being both theoretical and practical, the course will expose students to the ways in which various creative figures in human history have adopted and applied various skills, abilities, theories, or methods to explore complex issues in artistic and literary, philosophical, scientific-technological, and entrepreneurial endeavors, among others, through relevant readings, documentaries on creative figures and projects, films, lectures, participation in creative events and co-curricular activities, and through undertaking creative projects to which students themselves will bring their different skills, abilities, theories, or methods.

B. Measure

Students will identify and examine the various ways in which creative figures themselves have adopted and applied skills, abilities, theories, or methods to explore complex situations in original ways through discussing relevant readings in class and relevant films on a number of accomplished creative figures and their works. Further, students will be required to research and integrate information from various fields of study so that they learn about effective skills, abilities, theories, or methods to explore complex issues in original ways; and finally, students will integrate the results of their efforts through their final team-based, collaborative creative projects. In fact, this objective will be measured through an entire range of assignments-- through conceptual response papers, collaborative creative presentations, and final collaborative creative projects. The Integration, Collaboration, and Problem Solving Rubrics will be discussed and shared consistently and continuously throughout the semester, as those rubrics will also be used to measure the fact that students adopt and apply skills, abilities, theories, or methods to explore complex issues in original ways .

Integration Objective 3: Students effectively communicate synthesized knowledge in ways that are inclusive of diverse audiences and perspectives.

A. Teach

Given the interdisciplinary nature of the course, while being both theoretical and practical, the course will expose students to multiple both complementary and competing--perspectives surrounding creativity, innovativeness, and the creative processes themselves in artistic and literary, philosophical, scientific-technological, and entrepreneurial endeavors, among others, while also dwelling on the effective methods and techniques of communicating synthesized knowledge in ways that are inclusive of diverse audiences and perspectives through relevant readings, documentaries on creative figures and projects, films, lectures, participation in creative events and co-curricular activities as well as through creative group presentations and through undertaking creative projects themselves to which students themselves will bring their different talents, skills, perspectives, and ideas.

B. Measure

Students will identify and examine the various ways in which creative figures themselves have effectively communicated synthesized knowledge in ways that are inclusive of diverse audiences and perspectives through discussing relevant readings in class and relevant films on a number of accomplished creative figures and their works. Further, students will be required to research and integrate information from various fields of study so that they learn how to communicate effectively synthesized knowledge in ways that are inclusive of diverse audiences and perspectives; and finally, students will integrate the results of their efforts through their final team-based, collaborative creative projects. In fact, this

objective will be measured through an entire range of assignments through conceptual response papers, collaborative creative presentations, and final collaborative creative projects. The Integration, Collaboration, and Problem Solving Rubrics will be discussed and shared consistently and continuously throughout the semester, as those rubrics will also be used to measure the fact that students effectively communicate synthesized knowledge in ways that are inclusive of diverse audiences and perspectives.

Integration Objective 4: Students demonstrate self-reflection, building on prior experiences and responding to new and challenging contexts presented in the course.

A. Teach

The instructor will frame the entire course in such a way that students will learn the value of remaining self-reflective, self-critical, and self-evaluative all at once. In fact, in-class discussions, online discussions, blog entries, and blackboard journals will be designed to encourage and enable students at every turn to reflect on what they are learning, what new experiences and new insights they are acquiring, and on how they can synthesize and integrate the new ideas, insights and experiences they ve acquired in the interest of their creative projects. The instructor will also familiarize students with creative writers and other creative figures who have effectively demonstrated self-reflection, building on prior experiences and responding to new and challenging contexts.

B. Measure

Students will identify and examine the various ways in which creative figures themselves have effectively demonstrated self-reflection, building on prior experiences and responding to new and challenging contexts through discussing relevant readings in class and relevant films on a number of accomplished creative figures and their works. Further, students will be required to research and integrate information from various fields of study so that they learn how to reflect critically and productively on their own processes of learning; and finally, students will integrate the results of their efforts through their final team-based, collaborative creative projects. In fact, this objective will also be measured through an entire range of assignments through conceptual response papers, collaborative creative presentations, and final collaborative creative projects. The Integration, Collaboration, and Problem Solving Rubrics will be discussed and shared consistently and continuously throughout the semester, as those rubrics will also be used to measure the fact that students demonstrate self-reflection, building on prior experiences and responding to new and challenging contexts presented in the course.