



Syllabus

Field of study: ERASMUS+

Subject name Creativity and Creative Industries		
Subject name in English Creativity and Creative Industries		
Subject code	Year / semester	Forma zaliczenia (egzamin/ zaliczenie)
Specialisation	Track	Poziom kształcenia
Forma studiów stacjonarna	Language of instruction English	Subject
Number of hours 30 Lectures: 30 Classes: -	Number of ECTS points	Block (A, B, C)
Responsible	Prof. dr hab. Jan Fazlagić	

Subject's educational aims

At the end of the course, the course participants are expected to be able to:

C1	identify and explain basic terminologies in psychology of creativity
C2	connect and associate individual creativity with the performance of teams and organisations
C3	understand as the impact of creative industry on economic development

Subject's learning outcomes

Code	Outcomes in terms of	Learning outcomes within the field of study
Knowledge		
W1	The student defines creativity	
W2	The student is able to identify similarities and differences between creativity and intelligence	
W3	The student lists the main milestones in research on creativity in the last 100 years	
W4	The student understand the impact of the environment and society on creative performance of an individual	
W5	The student describes different methods of creative the measurement and assessment	
W6	The student defines the creative sector	
W7	The student presents examples of organisations from creative industries	

W8	The student understand the relationship between the behaviour of individuals and the innovation results of organisations	
Skills		
U1	The student characterises different myths on creativity	
U2	The student characterises barriers to creativity development in organisations	
U3	The student is able to discern different theories of creativity	
U4	The student designs basic tools for measuring creativity of employees	
U5	The student is able to identify different types of creative companies in is the creative industries	
U6	The student applies appropriate criteria describing the creative person and creative environment	
Social competences		
K1	The student knows the limitation of his/her cognition and the need for life-long learning	
K2	The student is empowered to formulate opinions on the impact of individuals on their society and well-being of an individual	
K3	The student is there of ethical aspects of utilising human creativity	

Study content

No.	Study content	Subject's educational aims	Subject's learning outcomes
1.	Understanding creativity	C1	W1, W2, W3, U1, U2, U4, K1
2.	Defining creativity	C1	W1, W2, W3, U1, U2, U4, K1
3.	The evolution of scientific research on creativity	C1	W1, W2, W3, U1, U2, U4, K1
4.	Creativity vs. Intelligence	C1	W1, W2, W3, U1, U2, U4, K3
5.	Research studies in the field of creativity	C1	W3, W5, K1, K3
6.	Social aspects of creativity	C2, C3	W4, K3
7.	Myths on creativity	C1, C2	W2, W4, W5, W6
8.	Measuring creativity	C1	U4, K3
9.	Evaluating creativity	C2, C3	W3, K2, K3, K4, K5
10.	Defining creative sectors	C3	W6, U3, U4, U5
11.	Utilizing individual creativity for economic benefits	C3	W5, W6, U2, U3
12.	Creative industries in the world	C3	K5, K5, U3
13.	Characteristics of creative industries	C3	W8, K3, K4, K6
14.	Examples of creative industries and enterprises	C3	K5, K6, K7, K8, U3

Bibliography

Obligatory

1. Amabile, T. M. (1983) The social psychology of creativity: A componential conceptualization. *Journal of Personality and Social Psychology*, 45(2), s.357–376.
2. Amabile, T. M. (1997) Motivating Creativity in Organizations: On Doing What You Love and Loving what you do. *California Management Review*, Vol. 40 No. 1, Fall 1997, s. 39-58.
3. Markides, C. (2013) Do schools kill creativity?, *Business Strategy Review*, Issue 4.
4. Muijs, D., Reynolds, D. (2011) *Effective teaching: Evidence and practice*, Sage, USA.
5. Robinson K. (2006) Do schools kill creativity? https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity, [30.12.2017].
6. Scott, S. and Bruce, R. (1994) Determinants of innovative behavior: a path model of individual innovation in the workplace, *Academy of Management Journal*, Vol. 37 No. 3, s. 580-607.
7. Smith, M. C., Walker, D. A., Hamidova, N. (2012) A structural analysis of the attitudes toward science scale: attitudes and beliefs about science as a multi – dimensional composition, *Annual Meeting of the American Educational Research Association*.
8. Sternberg, R. J., Williams, W. M. (1996) *How to Develop Students' Creativity*, Association for Supervision and Curriculum Development Alexandria, Virginia.

Recommended

1. Defining creativity: Literature review, <https://www.britishcouncil.org/programmes/creative-play/defining-creativity-literature-review-part-1>
2. A. Craft, An analysis of research and literature on CREATIVITY IN EDUCATION, Report prepared for the Qualifications and Curriculum Authority, March 2001, http://www.creativetallis.com/uploads/2/2/8/7/2287089/creativity_in_education_report.pdf
3. Williams, A. (1999) *Creativity, Invention and Innovation*, allen and unwinn, Sydney. Clapham, M. M. (2003) *the Development of innovative ideas through Creativity training*, [w:] L.v. Rogers, E. M. (1995) *Diffusion of Innovations* (wyd. czwarte), the Free Press, New York. Bailey, J. R. i C. M. Ford (2003) *Innovation and evolution: managing tensions Within and Between the Domains of theory and Practice*, in L.v. Shavinina (ed.), *The International Handbook on Innovation*, Pergamon, London, s. 248-58.

Entry requirements	Basics of sociology and economics, basics of management science
Teaching methods	Lecture, workshops, student projects, essays
Method of evaluation	Online exam, student projects (additional points)

Settlement of ECTS points

Lecture	30	
Essays, homework	10	
Student projects	20	
The total layout of the student's work	Numer of hours 60	ECTS

Contact hours (with the teacher)	Numer of hours 30	ECTS
Practical-class work	Numer of hours 5	ECTS

Opis sposobu sprawdzenia osiągnięcia efektów uczenia się

Learning-outcome code	Methods of evaluation			
	Class activity	Exam	Essay/Homework	Student Group Project
W1				x
W2		x		
W3		x		
W4		x		
W5			x	
W6		x		
W7	x			
W8			x	
U1	x			
U2	x			
U3	x			
U4	x			
U5	x			
U6			x	
K1	x			x
K2	x			x
K3	x			x