



ORIGINAL COURSE IMPLEMENTATION DATE: January 2018  
 REVISED COURSE IMPLEMENTATION DATE: September 2023  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2029  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> MEDA 260	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Exploring Creativity <b>Course Short Title:</b> Exploring Creativity													
<b>Faculty:</b> Faculty of Humanities	<b>Department (or program if no department):</b> Media Arts												
<b>Calendar Description:</b> Students learn strategies and techniques for developing creative ideas and working effectively as part of a creative team. Students generate ideas both individually and collectively; engage in a creative process that includes planning, experimentation, and revision; and analyze and critique creative work constructively to refine creative artifacts, concepts, and ideas.													
<b>Prerequisites (or NONE):</b>	15 university-level credits.												
<b>Corequisites (if applicable, or NONE):</b>													
<b>Pre/corequisites (if applicable, or NONE):</b>													
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> Grading System: <b>Letter Grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): 36												
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">15</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td style="text-align: center;">0</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table>	Lecture/seminar	15	Tutorials/workshops	30	Supervised laboratory hours (computer lab)	0					<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> <b>PLAR is available for this course.</b>
Lecture/seminar	15												
Tutorials/workshops	30												
Supervised laboratory hours (computer lab)	0												
<b>Total hours</b>	<b>45</b>												
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<b>Transfer Credit</b> <i>(See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>												
<b>Department approval</b>	<b>Date of meeting:</b> January 20, 2023												
<b>Faculty Council approval</b>	<b>Date of meeting:</b> February 10, 2023												
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> March 24, 2023												

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Apply strategies to activate their creativity and imagination.
2. Consider practical and theoretical applications for creativity in both academic and professional environments.
3. Experiment with process, application, and delivery of creative concepts and ideas.
4. Demonstrate self-reflexive awareness of their own creative process and choices.
5. Use analysis and critique constructively to refine creative work.
6. Critically engage with diverse approaches to creativity, including Indigenous creative methodologies.
7. Collaborate on a creative artifact that includes planning, experimentation and revision.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Assignments:	75%	Project:	25%	Quizzes/tests:	%
	%		%		%

**Details:**

Assignments include creative exercises, short written assignments, group assignments, responses to guest speakers/artists, and presentations.

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Michalko, M.	Thinkertoys: A Handbook of Creative Thinking Techniques.	2006
2. Textbook	Michalko, M.	Creative Thinkering: Putting Your Imagination to Work.	2011
3. Textbook	Von Oech, R.	A Whack to the Side of the Head: How You Can Be More Creative.	2008
4.			
5.			

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)*

Computer (or ready access to a computer) capable of running Adobe Creative Cloud.

**Course Content and Topics**

- Unlocking your creativity
- Exploring makers (highlighting IBPOC creative practitioners)
- Theory and practice
- Inside or outside the box?
- Giving and receiving feedback
- Groups and teams
- Resilience
- Presentations