



WW-PSYC 355

The Psychology of Creativity and Innovation

Online Course Syllabus

Worldwide 2022-03 March

Course Information

Credit Hours: 3

Delivery Method: Online (Internet/Canvas)

Suggested Course Materials

Title: Publication Manual of the American Psychological Association

ISBN: 978-1433832161 (Paperback), 9781433832185 (eBook)

Authors: American Psychological Association

Publisher: American Psychological Association (APA)

Publication Date: 2020

Edition: 7th

Catalog Course Description

Interdisciplinary focus highlighting creative processes in the arts and the sciences. How psychologists and scientists define, measure and conduct research on creativity and innovation; how the creative problem-solving process works; how to design and construct a creative product; and how the social environment affects the development of the creative personality from individual, group and cross-cultural perspectives. PSYC 220 is recommended prior to taking this course.

Prerequisite(s): PSYC 355 prerequisite is RSCH 202

Course Goals

This course is designed to provide the student with an understanding of the psychological study of creativity and innovation, including: theories of creativity; the processes of creativity; characteristics of creative people; blocks to creativity; the motivation to create; and creative thinking tools for solving problems. The course will explore how creativity and innovation are defined and measured including current research in the area of creativity with respect to individuals, groups, organizations, and societies. The course will help students develop the skills to apply creative problem solving in practical life and work situations.

Student Learning Outcomes

1. Identify the ways that different disciplines define and measure creativity and innovation.
2. Compare different theories/models/research approaches of creativity and innovation.
3. Identify key questions and controversies related to creativity and innovation in the modern world.
4. Examine how the social-cultural environment affects creativity and innovation.
5. Develop innovative solutions via the creative problem-solving process.
6. Recommend strategies to foster creativity and innovation at home/school/work.

7. Explain how creativity interacts with other related psychological constructs (such as intelligence, personality, and motivation).

Grading

| Scale | Grade |
|----------|-------------------|
| 90 - 100 | A (Superior) |
| 80 - 89 | B (Above Average) |
| 70 - 79 | C (Average) |
| 60 - 69 | D (Below Average) |
| 0 - 59 | F (Failure) |

Evaluation Items & Weights

| | |
|---------------------------------|-------------|
| Roundtables | 25% |
| Journey Logs | 25% |
| Be the Change Outline | 10% |
| Be the Change Executive Summary | 15% |
| Be the Change Final Submission | 25% |
| Total | 100% |

Course Structure

This is not your typical online course! In this course, you will participate in The Quest – a search for creativity and innovation. To gain entry into the first leg (module) of the quest, you must view the Quest page and post a video in the Roundtable: Your Creative Self discussion in The Quest Begins/Get Your Guidebook Module. You must complete the requirements of each leg of the quest before the next one opens. In each leg of the course, you will seek answers to questions related to creativity and innovation.

Roundtables

Roundtables are discussion assignments that provide opportunities to connect with your fellow questors and your instructor. In the roundtables, you will exchange information related to the question posed in the Starting Point of the leg. You must submit your initial response (about 500 words) by the fourth day of the leg and reply to at least two of your peers by the last day of the leg.

Journey Logs

In each leg of this quest, you will create entries in a reflective Journey Log. The specific assignments will be related to the course material. You can select any tool that you would like to use to answer the challenges – written document, video, PowerPoint, etc. – and you are not required to use the same tool each time.

Be the Change Project

In your quest for creativity and innovation, you will apply the creative strategies you are learning, exercise your natural creative abilities, and consider how to make real-world change in the course project. You will work on the project throughout the Quest and must deliver the following major components: project outline, executive summary, and presentation. Details for the project are contained in the individual assignments.

Disability and Special Needs

ERAU-WW is committed to the success of all students. It is a University policy to provide reasonable accommodations to students with disabilities, who qualify for services. If you would like to request accommodations due to a physical, mental or learning disability, please contact the Disability Services Support Office at 386-226-7334 or via email at wwdss@erau.edu. ALL DISCUSSIONS ARE CONFIDENTIAL.

Additional Information

APA Format

Go to the [APA website](#) for additional information about the *American Psychological Association Publication Manual*.

Library

Embry-Riddle Aeronautical University has one of the most complete library collections of aviation-related resources in the world. The Hunt Library is the library for all Worldwide students regardless of location. For help finding resources for your assignment, project, or topic, or to learn more about the library services available to you, please contact our librarians using the following information:

- [Hunt Library Worldwide: Information, Services, Help](#)
 - [Library Basic Training](#)
 - [Ask-a-Librarian](#)
 - [Library Hours](#)
- Contact Information
 - Email: library@erau.edu

Title IX

[Title IX of the Education Amendments of 1972](#) ("Title IX") is a Federal civil rights law

that prohibits discrimination on the basis of sex in education programs and activities. All public and private elementary and secondary schools, school districts, colleges, and universities receiving any Federal funds must comply with Title IX.

The Title IX Office oversees compliance of Title IX Sexual Harassment in accordance with Federal Regulations as well as incidents falling under the University Sexual Misconduct policy. Policy violations can include sexual harassment or sexual violence, such as rape, sexual assault, sexual misconduct, sexual battery, sexual coercion, and stalking.

Anyone **may** report suspected or known violations directly to the Title IX Office. However, there are certain persons / offices who **must** report incidents to the Title IX Office (mandatory). Those are Campus Safety & Security, Dean of Students (or designee), Vice President of Human Resources (or designee). Please refer to the policy and/or contact the Title IX Office for more specifics related to filing a report.

Phone: 386/226-6677; 386/481-9131; 386/241-1881

Email: wwtitle9@erau.edu or meyerspa@erau.edu

Website: <https://worldwide.erau.edu/administration/diversity>

Form: [Online Complaint Form](#)

Course Policies

Academic Integrity

Embry-Riddle is committed to maintaining and upholding intellectual integrity. All students, faculty, and staff have obligations to prevent violations of academic integrity and take corrective action when they occur. The adjudication process will involve imposing sanctions which may include, but are not limited to, a failing grade on the assignment, a failing grade in a course, suspension, or dismissal from the University, upon students who commit the following academic violations:

1. Plagiarism: Presenting the ideas, words, or products of another as one's own. Plagiarism includes use of any source to complete academic assignments without proper acknowledgment of the source. Reuse or resubmission of a student's own coursework if previously used or submitted in another course, is considered self-plagiarism, and is also not allowed under University policy.
2. Cheating: A broad term that includes, but is not limited to, the following:

1. Giving or receiving help from unauthorized persons or materials during examinations.
2. The unauthorized communication of examination questions prior to, during, or following administration of the examination.
3. Collaboration on examinations or assignments expected to be, or presented as, individual work.
4. Fraud and deceit, that include knowingly furnishing false or misleading information or failing to furnish appropriate information when requested, such as when applying for admission to the University.

Note: The Instructor reserves the right to use any form of digital method for checking plagiarism. Several electronic systems are available and other methods may be used at the Instructor's discretion.

Online Learning

This course is offered through Embry-Riddle Online (Canvas) and runs nine (9) weeks. The first week begins the first day of the term and ends at midnight EDT/EST (as applicable) seven days later. Please note that all assignments, unless otherwise indicated, are due by 11:59p.m. EDT/EST on the date shown. Success in this course requires in-depth study of each module as assigned, timely completion of assignments, and regular participation in forum discussions.

Late work should be the exception and not the rule and may be downgraded at the discretion of the Instructor, if accepted at all. Unless all work is submitted, the student could receive a failing grade for the course. Extensions may be granted for extenuating circumstances at the discretion of the Instructor and only for the length of time the Instructor deems appropriate. The most important element of success in an online course is to communicate with your Instructor throughout the term.

Conventions of "online etiquette," which include courtesy to all users, will be observed. Students should use the Send Message function in Canvas for private messages to the Instructor and other students. The class discussion forums are for public messages.

It is highly recommended that students keep electronic copies of all materials submitted as assignments, discussion posts and emails, until after the end of the term and a final grade is received. When posting responses in a discussion forum, please confirm that the responses have actually been posted after you submit them.

Course Specific Policies

Late Work Policy: All course work is expected to be completed on time and should be submitted before 11:59 PM ET on the date indicated in the Course Schedule below. Unless otherwise specified in this document, late work will be downgraded 10% for each day it is past due, up to 5 days beyond the deadline. After that, a permanent score of zero (0) will be entered in the Canvas Grades area (Note: please look in the “Assignments” section of the syllabus for more instructions). Please coordinate with the instructor as soon as possible if you know your assignment will be late. In some special cases, a penalty-free extension might be granted if you provide your expected date of submission in addition to the reason you cannot make the deadline (expect to provide supporting documentation). Keep in mind that you are always allocated a sufficient time to complete your assignments, so difficulties encountered less than 24 hours prior to the deadline will not be viewed in a favorable light.

Exceptions: Instructors may choose to develop and implement their own policies regarding the following:

1. Discussion boards (initial posts and replies to classmates)
2. Assignments submitted after the last class day
3. Assignments submitted using third-party integrations

Any such deviations must be clearly posted in the announcements, instructor bio, and online office (as well as any other appropriate location).

Course Schedule

Leg 1 Defining and Measuring Creativity and Innovation

Clues

Roundtable: Measuring Creativity

Journey Log: Your Inspiration Board

Check Point

Leg 2 Theories of Creativity and Innovation

Clues

Roundtable: Creative Theories

Journey Log: Your Theory Reflection

Project Pathway: "Be the Change" Proposed Topic

Check Point

Leg 3 Creative Types and Creative Personalities

Clues

Roundtable: Your Creative Type

Journey Log: Specialist or Polymath?

Check Point

Leg 4 Creativity and Science – The Scientific Method and Creative Techniques

Clues

Roundtable: The Scientific Method and the Stages of Creative Process

Journey Log: Creative Problem Solving

Project Pathway: "Be the Change" Project Outline

Check Point

Leg 5 Creativity, Cognition, and Intelligence

Clues

Roundtable: Brain Hemisphericity

Journey Log: Intelligence vs. Creativity

Check Point

Leg 6 Motivation and Fulfillment of Potential

Clues

Roundtable: Motivation

Journey Log: Motivation

Project Pathway: "Be the Change" Executive Summary
Check Point

Leg 7 Culture and Creativity

Clues

Roundtable: Cultural Influences

Journey Log: The Role of Culture in Creativity and Innovation

Check Point

Leg 8 Collaborative Creativity

Clues

Roundtable: Collaboration

Project Pathway: "Be the Change" Presentation

Check Point

Leg 9 Entrepreneurial Creativity – From Personal to Global

Clues

Roundtable: Creative Entrepreneur

Journey Log: Final Reflection

Project Pathway: "Be the Change" Share and Comment

Check Point

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By: Dr. Donna L. Roberts

Summary

- Before you begin the course, read the Important Course Information and other items in the Start Here module. If you have any questions, please contact your instructor.
- Visit the Modules area for an overview of the course structure and direct navigation to all course content.
- All assignments due by 11:59 pm ET.

| Date Due | Name (link) | Event Type | Points |
|-----------------|---|-------------------|---------------|
| 3/27 | Leg 1 - Journey Log: Your Inspiration Board | Assignment | 100 |
| 3/27 | Leg 1 - Check Point | Assignment | 0 |
| 3/27 | Leg 1 - Roundtable: Measuring Creativity | Discussion | 100 |
| 4/3 | Leg 2 - Project Pathway: "Be the Change" Proposed Topic | Discussion | 0 |
| 4/3 | Leg 2 - Check Point | Assignment | 0 |
| 4/3 | Leg 2 - Roundtable: Creativity Theories | Discussion | 100 |
| 4/3 | Leg 2 - Journey Log: Your Theory Reflection | Assignment | 100 |
| 4/10 | Leg 3 - Roundtable: Your Creative Type | Discussion | 100 |
| 4/10 | Leg 3 - Journey Log: Specialist or Polymath? | Assignment | 100 |
| 4/10 | Leg 3 - Check Point | Assignment | 0 |

| Date Due | Name (link) | Event Type | Points |
|-----------------|--|-------------------|---------------|
| 4/17 | Leg 4 - Project Pathway: "Be the Change" Project Outline | Assignment | 100 |
| 4/17 | Leg 4 - Roundtable: The Scientific Method and the Stages of the Creative Process | Discussion | 100 |
| 4/17 | Leg 4 - Check Point | Assignment | 0 |
| 4/17 | Leg 4 - Journey Log: Creative Problem Solving | Assignment | 100 |
| 4/24 | Leg 5 - Check Point | Assignment | 0 |
| 4/24 | Leg 5 - Roundtable: Brain Hemisphericity | Discussion | 100 |
| 4/24 | Leg 5 - Journey Log: Intelligence vs. Creativity | Assignment | 100 |
| 5/1 | Leg 6 - Roundtable: Motivation | Discussion | 100 |
| 5/1 | Leg 6 - Project Pathway: "Be the Change" Executive Summary | Assignment | 100 |
| 5/1 | Leg 6 - Check Point | Assignment | 0 |
| 5/1 | Leg 6 - Journey Log: Motivation | Assignment | 100 |
| 5/8 | Leg 7 - Check Point | Assignment | 0 |
| 5/8 | Leg 7 - Roundtable: Cultural Influences | Discussion | 100 |
| 5/8 | Leg 7 - Journey Log: The Role of Culture in Creativity and Innovation | Assignment | 100 |

| Date Due | Name (link) | Event Type | Points |
|-----------------|--|-------------------|---------------|
| 5/15 | Leg 8 - Roundtable: Collaboration | Discussion | 100 |
| 5/15 | Leg 8 - Project Pathway: "Be the Change" Presentation | Assignment | 100 |
| 5/15 | Leg 8 - Check Point | Assignment | 0 |
| 5/22 | Leg 9 - Project Pathway: "Be The Change" Share and Comment | Discussion | 100 |
| 5/22 | Leg 9 - Roundtable: Creative Entrepreneur | Discussion | 100 |
| 5/22 | Leg 9 - Check Point | Assignment | 0 |
| 5/22 | Leg 9 - Journey Log: Final Reflection | Assignment | 100 |
| | Roundtable: Your Creative Self | Discussion | 100 |
| | Expert Guidance | Discussion | 0 |
| | Watering Hole | Discussion | 0 |