Universidad del Desarrollo
Universidad de Excelencia

A. General Information

1. **Academic Unit**	Film School & Advertising School				
2. **Degree**	Communication				
3. **Code**	RIC162				
4. **Number of classes per week**	2				
5. **Location in Curriculum**	4th & 5th year				
6. **Credits**	10				
7. **Classes by Professor**	Theory	X		Practice	X
8. **Classes by Teaching Assistant**	None				
9. **Course Type**	Mandatory		Elective	X	Optional	
10. **Prerequisite**	None				

B. Contribution to the Graduate's Profile

The Creative Industries are among the world's most dynamic emerging sectors. Trade in global creative goods and services has enjoyed rapid growth over the past two decades and this trend is expected to continue well into the future. This course is intended to give students an overview of the Creative Industries and their impact in economic and cultural landscape. The academic program presents a global outline and deepens into the local scenario. The creative industries have always been culturally important, and today they are crucial to national development. Chile needs skilled people who can drive the delivery of creative ideas from the drawing board to the marketplace. The course aims to prepare students to relate with creative employment and entrepreneurial opportunities

The skill based approach of the course aims to motivate students to approach their own creative niche in the future by providing a "guided tour" across a range of selected creative disciplines. This unique ability to study and connect different creative disciplines gives students a valuable insight of the creative industries and beyond. The entrepreneurial attitude and creative skills students develop in this course build on their capacity to identify future career opportunities and enhance their employability and professional satisfaction.

The Creative Industries course focuses on management in the creative sector, cultural policy and its place in everyday life. It develops understanding of work relationships in creative organisations, and the key issues faced by the creative sector in Chile and abroad. To offer students a wide range of opportunities to engage actively, the course cover examples from different parts of the creative sector. It builds from theory and concepts to guide students into applied practice motivating them to develop a final project and working with teams on the production of cultural goods and services.

C. General Learning Objective of the Course

Conceptual Level
● Approach the concept of Creative Industries and Orange Economy
● Identify the different activities within the Creative Industries
● Understand the role of Creative Industries within the major economic and cultural landscape.
● Visualize the future trends within the Creative Industries.
● Gain a global perspective on the impact of Creative Industries in the present and the future

Procedure Level
● Face the challenge of reading, communicating and creating in English
● Analyze the factors that drive the development of Creative Industries
● Investigate and describe new trends within the Creative Industries
● Debate about the current scenario of Creative Industries in the global landscape
● Establish relations within Creative Industries phenomena at a global level and the local level
● Prepare oral presentations about the impact of Creative Industries in the economic and cultural landscape

Attitudinal Level
● Reflect about their own creative professional identity
● Value their personal experience and interests as tools for their creative career development and entrepreneurship
● Reflect on the experience of collaborative working in multidisciplinary teams

D. Units Content and Learning Objectives

UNIT 1: ¿What is the Creative Industries?

Declarative Level
● Definition and characteristics of CI and Orange Economy
● Cultural, Economic and Political factors within the Creative Industries
● Examples on main areas of Creative Industries

Procedural Level
• Identifying different professional activities within the Creative Industries
• Describing the impact of Creative Industries at a global level
• Researching about cases of analysis within Creative Industries field
• Preparing oral presentations about international examples on Creative Industries

Attitudinal Level
• Value the surge of Creative Industries as a consequence of cultural, economic and political changes

UNIT 2: Trends within the Creative Industries field

Declarative Level
• Major trends within the Creative Industries field

• Overview on activities within the CI - Advertising, Film and Animation, Design, Literature, Music, Photography, Software & Apps, TV, Visual Arts –

Procedural Level
●   Write a report on a specific area within CI describing its stage of development
●   Debate about the opportunities within specific areas of CI
●   Select and apply a range of trend forecasting methodologies appropriate for the global creative industry
●   Identify and evaluate the potential impact of cultural, social, economic and technological components in the trend forecasting process within CI

Attitudinal Level
●   Value the diversity of activities and opportunities within the Creative Industries field

UNIT III: Analysis and projections

Declarative Level
• Analysis of the impact of the surge of CI at a global and a national level
• Projections within the field. Main drivers for the future

Procedural Level
●   Integrating new knowledge and applying it to a collaborative Project
●   Using concepts and statistics in the development of a new entrepreneurship.
●   Develop and present trend scenarios and forecasts appropriate to the global creative industries

Attitudinal Level
●   Value the creative skills and entrepreneurial spirit as professional capabilities.
●   Critically reflect on broad theories and recent developments, both local and international, to demonstrate knowledge and practice of forecasting in the creative disciplines

E. Teaching Strategies

The course methodology aims to actively engage students and achieve meaningful learning. It is based on critical thinking, promoting students to using criteria to judge the quality and validity of information offered. Projects and other learning activities will provide them with the framework to recognise, analyse and predict emergent consumer trends and cultural scenarios.
Clear and flexible approaches to teaching methodology and materials are necessary to meet the needs of a diverse student body. The professor uses a range of teaching methods and teaching materials through an academic programme that seeks to link theory and practice through practicals, role playing, inviting practitioners to be guest lecturers etc.
Some of the learning strategies are:

•   Class Room Teaching
•   Group work
•   Problem Based Learning

- Self-directed teaching and learning
- E-Learning strategies and web resources
- Cooperative Learning Strategies
- Case Study /Discussion Method
- Reciprocal Peer Questioning and Reader's Questions
- Conference Style Learning
- Use Writing Assignments

* Units and contents will not be necessarily covered in the order presented, but they will develop according to the interests and needs of the students.

F. Evaluation

Students will be assessed on how well they meet the course's learning outcomes and on their development against the program learning outcomes. Feedback will be given on all assessment tasks.
At the beginning of each assessment and the final project students will receive a copy of the: brief, teaching schedule and assessment rubric. The rubric should be consulted regularly, as it allows students to self asses and manage their progress. Clear and flexible assessment approaches are necessary to all students have an equal opportunity to display their acquisition of learning outcomes. The professor uses a range of assessment methods:
- Written work
- Theoretical Exams
- Group work
- Oral presentations
- Feedback

Attendance Requirement: *Students must attend 75% of the classes mandatory.*

MANDATORY READING:

- Richard Florida "The rise of the Creative Class". 2002
- Penn, Michael, "Microtrends: Small Forces Behind Big Changes". 2009.
- Press reports, journal articles, web resources and viral videos suggested by the professor

Students are also be expected to seek further resources relevant to the focus of their own learning