

Course Title: CREATIVE DEVICES FOR ENTREPRENEURSHIP

Lecturer: Patricio Soto-Aguilar P.

A. Course description

The main goal of this course is for students to acquire tools to exercise their creativity and innovative thinking through a combination of lectures, case studies, and practical activities. Enabled by a theoretical-practical approach, students will be provided with concrete tools and apply them to practical challenges in order to understand how creativity has been and continues to be fundamental to innovation and entrepreneurship. By the end of the course, students will have gained practical skills to identify business opportunities, think differently to overcome future professional challenges, and gain confidence in their own creative capacity. It is also expected that students can apply this knowledge by collaborating and developing a practical project with students from the University of Toronto, Canada.

B. Unit Contents and Learning Results

Unit Contents	Competence	Learning Results
Unit 1: Creativity and Entrepreneurship 1. Definitions and characterization of creativity, entrepreneur and entrepreneurship. 2. Establish the relationship between creativity and entrepreneurship. 3. Relevance of creativity for entrepreneurship.	<i>Entrepreneurship, flexibility, communication.</i>	Values the relevance of creativity for entrepreneurship, dominate the essential concepts and develop a personal perspective about the relationships introduced.

<p>Unit 2: Idea generation techniques</p> <ol style="list-style-type: none"> 1. Characterize the idea generation concept. 2. Techniques for idea generation (brainstorming, mind mapping, forced connections, reverse thinking, analogies) 3. Ideas evaluation and selection. 	<p><i>Entrepreneurship, flexibility, communication, leadership.</i></p>	<p>Values the idea generation process and its techniques to introduce innovations to new and current entrepreneurial ventures.</p>
<p>Unit 3: Idea development</p> <ol style="list-style-type: none"> 1. Techniques to further develop ideas (Lotus blossom, morphological analysis, SCAMPER, provocations) 	<p><i>Entrepreneurship, flexibility, communication, leadership.</i></p>	<p>Understands the idea development process and techniques to refine the development of new and current entrepreneurial ventures.</p>
<p>Unit 4: Creative devices for entrepreneurship.</p> <ol style="list-style-type: none"> 1. Develop a project iterating the ideas using the techniques learned. 2. Idea diagnosis and articulation of a potential project. 3. Prototyping and testing 4. Pitch and presentation. 	<p><i>Entrepreneurship, flexibility, communication, leadership.</i></p>	<p>Applies the knowledge on creativity applied to entrepreneurship, identifying, evaluating and executing new business opportunities.</p>

C. Teaching Strategies

In the teaching process, it is considered the use of diverse theoretical and practical tools, with a special emphasis on creating class dynamics that actively involve the students' work, as well as the progressive domination of the course knowledge.

The strategies to be used are the following:

- Expository Class: Delivery of theoretical and conceptual contents.
- Schemes and graphic organizers: Use of visual representation tools.
- Case study: Global, national and local cases will be studied.
- Guided Discussion: Regarding the themes addressed, complemented by the visit and testimony of local actors relevant to the topic.
- Project-based learning: A project proposal in collaboration with the students from University of Toronto, delivered as a pitch and presentation.

D. Evaluation Strategies

Each evaluation will be based on observation scales that will be revised at the beginning of each work process. The evaluation instances are:

- **Evaluation 1:** A critical reflection on the creative techniques learned.
- **Evaluation 2:** A paper run through of an intended workflow applying all the contents from ideation to prototyping.
- **Additive Evaluation:** In-class summative assessment.
- **Final Exam:** Develop a project using the tools provided in class, elaborate a lo-fi prototype and pitch.

References

- Catmull, E. (2014). *Creativity, inc.* Random House.
- Csikszentmihalyi, M. (2009). *Flow: The psychology of optimal experience.* Harper and Row.
- Csikszentmihalyi, M. (2015). *Creativity: The psychology of discovery and invention.* Harper Perennial Modern Classics.
- Harvard Business Review Press. (2021). *On creativity.*
- Paul, A. M. (2022). *The extended mind: The power of thinking outside the brain.* Mariner Books.
- Reckwitz, A., & Black, S. (2017). *The invention of creativity: Modern society and the culture of the new.* Polity.