

Syllabus¹
Creative Devices in Entrepreneurship

A. General Information²

1. Academic Unit	Global UDD					
2. Program	COIL					
3. Code	DRI563-1					
4. Location in the curriculum	2025-2-3					
5. Credits³	Indicate credits					
6. Type of course	Mandatory		Elective	X	Optional	
7. Duration	Bimonthly		Semi-annual	X	Annual	
8. Modules per week	Theoretical	2	Practical		T.A.	1
9. Class hours⁴	Classes	42 hours	Teaching Assistance		75%	
10. Prerequisites	No					

B. Contribution to the Graduate's Profile

The aim of this course is to equip students with the necessary skills to foster their creativity and innovative thinking. Through a blend of lectures, case studies, and hands-on activities, participants will engage in a theoretical-practical approach to acquire tangible tools. These tools will then be applied to real-world challenges, elucidating the indispensable role of creativity in driving innovation and entrepreneurship.

By the end of the course, students will have honed their ability to identify potential business opportunities, confront professional hurdles with novel perspectives, and cultivate confidence in their creative capabilities. Moreover, students will have the opportunity to put their newfound knowledge into practice by collaborating on a practical project alongside peers from the University of Toronto, Canada.

¹ If the school is making a change to an existing program, it must be careful about the changes to be made since changes in content, learning outcomes might affect the graduate's profile and the relationship between courses.

² In points 6 and 7, use an X to mark the choice.

³ Follow the "Credit Assignment Instructions" issued by the Office of the Vice-President of Undergraduates of UDD.

⁴ The total number of hours per academic period. Take into account the hours defined in the curriculum for the Program and any changes.

C. Competencies and Learning Outcomes from the Course

Define the competencies taught by the course and learning outcomes from the course.

Use the following table to explain this:

Generic Competencies	General Learning Outcomes
<i>Entrepreneurship</i>	<i>Values the relevance of creativity for entrepreneurship, dominate the essential concepts and develop a personal perspective about the relationships introduced.</i>
<i>Communication</i>	<i>Understands the idea development process and techniques to refine the development of new and current entrepreneurial ventures.</i>
<i>Leadership</i>	<i>Applies the knowledge on creativity applied to entrepreneurship, identifying, evaluating and executing new business opportunities.</i>

D. Units, Content and Learning Outcomes

The information in the following table must be provided:

Units and Content	Competency (Name)	Learning Outcomes (by unit and specific/generic competency)
<i>1. Culture Mapping</i>	<i>Creativity, Co-Creation</i>	<i>Getting to know each other using interactive tools and AI. Learning about assumptions and characteristics from each culture.</i>
<i>2. Development and Ideation</i>	<i>Researching another market, including culture, habits, platforms, language.</i>	<i>Comprehending each country pros and cons so the students can achieve a better concept of what creating products for a global market means.</i>

3. Marketing & Audience Development	Figuring out the how, where why and who of using social media to promote your work or build an audience.	Audience development from a local and global perspective. Defining what is the right marketing and communication strategy to get the selected audience interested.
4. Financing, Distribution & Exhibition	Using available tools to sell an idea by making it testable.	Identifying countries that are investing in creativity or creating opportunities for creation; cross-country funding opportunities. Selling an idea: how to pitch to investors and what materials and prototypes you need.

E. Teaching Methods

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.*

F. Evaluation

Sprints

Students must complete one sprint, per module (modules 2-4). Options for sprints include creative exercises and more administrative or research based options. A sign up sheet will be posted at the beginning of the module with limited slots per sprint/ first come first served. Some sprints are peer reviewed and some are prof reviewed. Each student must complete at least one peer reviewed sprint and one instructor reviewed sprint over the course of the term.

Manifesto

Over the course of the semester, students are required to reflect on their learnings and experiences, accumulating 2-3 key learnings from each module along with practical examples. At the end of the semester, they will compile these reflections into a 10-item manifesto on international co-creation (think of this as something you could put on your wall or could have on your desk to refer back to.)

Conference

During the last class, we will hold The Global Campus Studio International Creation Symposium, a student-run conference on international co-creation. Each student will participate in one panel

discussion, either as a panelist or as a moderator. The moderator is responsible for preparing questions in advance, and panelists should come prepared with examples and media to show. This conference will be open to the public.

Participation

Participation will be based in part on the completion of in-class and asynchronous workshop exercises, which should be saved to the student's Google Drive folder.

G. Learning Resources & 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.*