

Welcome to the module, Changemakers: Creativity and Value Creation.

The aim of the module is:

- To develop the concepts and practice of creativity and value creation for the development of innovative, aspiring, and progressive solutions.

Upon the successful completion of this module, you will be able to:

- Demonstrate knowledge and critical understanding of innovation, creativity, and enterprising mindset, recognising the values and the contribution creativity makes to the common good.
- Conceive, articulate, and apply creative thinking within a work-based or academic context to develop novel solutions and/or value creation.

The module looks at the contribution of innovation and creativity around the world, how it shapes society and the way we live and work. Taking an integrative approach, through demonstrating the relationship between many academic perspectives, the module draws on evidence, theories, concepts, and frameworks from a multidisciplinary viewpoint. The units within the module are designed to help you gain skills to identify and pursue opportunities and develop ideas to generate value that contribute to a sustainable planet. These skills include investigative techniques; creative problem-solving to develop practical solutions; working collaboratively and ethically on ambiguous, complex, and open-ended challenges; critical analysis and evaluation; displaying resilience; and the capacity to learn, both from direct personal experiences and those of others.

The module develops upon themes introduced in the Level 4 Module Contemporary Challenges: Making a Difference and underpins the knowledge required to undertake the Independent Project in your final year of study. You will make connections between the practice of design thinking and research, recognising when used together they can give rise to insights that generate maximum value for individuals and society.

Module Structure:

The module consists of 4 units each containing 10 hours of online learning, which will be supplemented with approximately 8 hours of virtual lecture/tutorial sessions.

The four units are:

- Unit 1. What's the Problem?
- Unit 2. The Worst Possible Idea
- Unit 3. Making it Happen
- Unit 4. What's the Verdict?

This module incorporates project-based learning and as such you will be expected to undertake group work to meet the learning outcomes of the module.

Unit 1 – What's the Problem?

Across millennia humans have constantly sought to develop more efficient and effective ways of doing things. Problem solving, it seems, is in our DNA. However, too often we put the 'cart before the horse' and start 'solutionising' before fully understanding the problem. In addition to understanding how to effectively investigate and define a problem before considering solutions, this unit introduces the concept of innovation, how it has shaped the world we live in and how individuals can find sources of inspiration to contribute to innovations.

[Session 1: How innovation shapes the world](#)

From the invention of language to space travel and artificial intelligence, human invention has shaped the world as we know it. In this session you will:

- discover the evolutionary positive impact, importance and benefit of creativity and innovation in society and to you as an individual.
- identify concepts used to describe the progress of technology.
- recognise personal Interests and passions as sources for idea generation.

[Session 2: How do *YOU* solve a problem?](#)

In his famous TED Talk of 2006, the late Ken Robinson discusses how school kills creativity. Creativity is an essential element of problem solving and as such it is important to recognise how we can develop our creativity muscles. Perceptions of our creativity can influence our approach to investigating a problem and the research philosophy we identify with. In this session you will:

- Discover the importance of creative confidence for your future success within your subject area.
- Determine how your research philosophy will impact your approach to investigating a problem.
- Identify your research philosophy.

Session 3: The Known Knowns

Investigating what is already known about a problem is another foundation of successful research and of the design thinking process. Searching for relevant, credible, and scholarly text on the issue that views it from different perspectives, giving insight into what is already known about the problem and what remains unknown, allowing you to investigate any gaps in knowledge. In this Session you will:

- Select appropriate databases to identify research related to your problem investigation.
- Use search strategies for identifying credible and relevant research related to your problem investigation, e.g., Boolean searches.
- Develop a systematic approach to identifying themes from your search of the literature.

Session 4: The problem is...

First the question, then the methods, then back to the question (Patton, 2015, p.251).

When investigating a problem there are numerous strategies to choose from. These will be influenced by the research philosophy you subscribe to. Your research methodology includes determining the purpose of your research along with the approach and strategies you will use to collect data. In this session you will:

- Use a conceptual framework to articulate themes from your investigation.
- Develop a problem statement/research question.
- Use feedback to improve the focus of your problem statement/research question

Unit 2 – The Worst Possible Idea

Repeatedly, when trying to identify solutions to problems we fall into several traps, often driven by personal experiences that create bias. Rather than fully investigating the

problem we draw conclusions based on our experience and ultimately are unable to create an accurate problem definition. Even when we do understand the problem when it comes to solutions, we often stop short of investigating all the possibilities.

Design thinking advocates for an approach where every idea is considered, even *the worst possible idea*.

In this unit you will look at strategies for:

- Identifying the research approach most appropriate for addressing the problem statement/research question.
- Selecting the most suitable methods for data gathering.
- Practicing effective idea generation.

Session 1: Choosing the right approach

When investigating a problem there are numerous strategies to choose from. These will be influenced by the research philosophy you subscribe to. Your research methodology includes determining the purpose of your research along with the approach and strategies you will use to collect data. In this topic you will:

- Develop awareness of research methodology as a problem investigation process.
- Identify the purpose and approach for conducting research to investigate a problem.
- Compare and contrast quantitative and qualitative research strategies.

Session 2: Finding the needle in the haystack

Gathering relevant and useful data is a bit like looking for a needle in a haystack, impossible without the right tools. Selecting the appropriate techniques to gather data relevant to your problem is foundational to the success of any research. In this session you will:

- Develop awareness of different research choices and data collection methods.
- Identify appropriate sampling strategies to enhance validity, reliability, and generalisability.
- Design a data collection method appropriate to investigating a given problem.

Session 3: Now for the Solutions

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- Practice effective techniques for generating ideas.
- Practice effective techniques for identifying appropriate solutions.
- Develop a problem statement/research question.

Session 4: Creating Value

Demonstrating your research/project has a value is an important measure of success, whether that be instrumental or intrinsic val. Value can be measured in different ways and mean different things to different people. In this section you will:

- Develop awareness of how value is created.
- Identify attributes associated with changemaking and value creation.
- Articulate how your solution/research will create value.

Unit 3 – Making it Happen

Any project/commission or research you undertake will involve a range of stakeholders and understanding who these are and how you can influence them to engage with you will be fundamental to your success, it could make all the difference in getting the funding and support you need to get your work off the ground. In this unit you will be asked to consider how you can build and influence your network in support of your work and showcase your ideas/research to get buy in.

[Session 1: The Power of Networks](#)

There is no escaping the fact we are all part of a network, which in today's world includes both humans and non-humans. How we understand and use these networks can determine the success or failure of our work. In this section you will:

- Identify stakeholders important to the success of your research/idea.
- Develop networks that will contribute to the success of your research/idea
- Create a stakeholder/network map.

[Session 4: Finance It!](#)

Whether it's a new product, winning a commission or undertaking a large research project you will need to be able to secure finance. To do this it is likely you will need to demonstrate to stakeholders the value of what you are working on. In this section you will:

- Identify appropriate methods for funding your projects.

- Demonstrate how your research/idea has added value.
- Participate in a crowdfunding activity.

Session 4: Telling Your Story

Being able to confidently present yourself and articulate your ideas will help you get the support you require to get your work off the ground and bring it to fruition. In this section you will:

- Demonstrate the use of storytelling as a persuasive communication tool.
- Identify characteristics associated with confidence and authenticity
- Identify skills associated with effective presentation techniques.

Session 4: Making it Happen

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Unit 4 – What's the Verdict

This Unit focuses on feedback and analysis. You will be introduced to basic quantitative and qualitative techniques for analysing the outputs from your research.

"It is impossible to live without failing at something unless you live so cautiously that you might as well not have lived at all, in which case you have failed by default." — *J.K. Rowling*

You will also consider how new experiences and reflecting on these experiences, including the failures, is a powerful way of creating new knowledge and skills. You may not get the results you desired when you set out on your project/research or achieve the marks you wished for in your assignment, but with a growth mindset and engaging with feedback you can make significant steps forward.

Session 1: It's All in the Numbers

A 2019 headline in The Express claimed 7 in 10 Britons support a hard Brexit, it turned out the number of people polled wasn't large enough to provide any reliable insight.

This raises the question "how much of the 'fake news' that surrounds us today is based at least in part on bad statistics." From climate change to abortion rates and even choosing a toothpaste we are continuously bombarded with statistics designed to mislead, therefore making it increasingly important to raise awareness of how these statistics are derived when analysing quantitative data. In this section you will:

- Understanding the different sorts of quantitative analysis.
- Undertake basic statistical analysis using MS Excel by presenting data in charts and graphs.
- Use design techniques to engage your reader with your results.

Session 4: There's a Theme Here

According to Patton (2015, p.15) "*Qualitative inquiry studies, documents, analyses and interprets how human beings construct and attach meaning to their experiences.*"

The outputs of qualitative research can be rich and extensive and therefore we must learn how we can extract meaning from these vast quantities of data by looking for themes. In this section you will:

- Organise qualitative data
- Apply techniques to identify patterns and themes
- Use qualitative analysis software

Session3: Succeed or Fail

Reflecting on successes and failures is a powerful way of learning. Accepting failures as learning opportunities rather than seeing them on as a negative will help you to build resilience and feelings of wellbeing. In this section you will:

- Identify characteristics of success and what it means to be successful.
- Identify the link between feelings of wellbeing and feelings of success.
- Recognise how successful ideas may originate from failure or be an offshoot of other projects.

Session 4: Sharing Success

Being given the opportunity to share the outputs of your work and celebrate your success provides a sense of achievement. In this section you will:

- Apply learning from a project to improve or innovate.
- Develop an approach to showcase the outputs of your project
- Implement an approach to showcase the outputs of your project.