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The Creative Platform

Course in New Thinking - Teaching material for higher education institutions

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RESEARCH CENTER FOR
THE CREATIVE PLATFORM
AALBORG UNIVERSITET

The Creative Platform

Course in new thinking

TEACHING MATERIAL FOR HIGHER EDUCATION INSTITUTIONS

Contents

Course description for New Thinking

This course will enable the participant to enhance his/her abilities in new thinking, to plan and execute a process for new thinking, and to understand the theory related to new thinking. New thinking can be in relation to entrepreneurship, tourism, biochemistry or any other field. The participant will also be able to identify the challenges and potentials in new thinking.

The course is build around the experience, the process and the reflection of new thinking. The experience includes practicing of new thinking individually and in groups. The process includes the role of motivation, confidence, concentration and knowledge application in relation to new thinking. The reflection includes theory on creativity related to motivation, confidence, concentration and knowledge application.

Course objectives
1. The participant should have knowledge about new thinking and be able to reflect a process in relation to the literature
2. The participant should have skills in new thinking individually and in groups
3. The participant should have competence to plan and execute a process for new thinking

Sub-objectives (Knowledge, skills and competences)

The participant should have **knowledge** on:
1.1 New thinking in knowledge-intensive work
1.2 Models and tools for new thinking
1.3 Challenges and potentials in new thinking
1.4 Processes for new thinking

The participant should have **skills** in:
2.1 New thinking individually
2.2 New thinking in groups
2.3 Using creativity tools
2.4 Unlimited application of knowledge
2.5 Identify and apply knowledge needed for the new thinking process
2.6 Develop new ideas

The participant should have **competences** to:
3.1 Plan a process for new thinking
3.2 Facilitating a process for new thinking
3.3 Projecting processes for further development of ideas

Format of the course

The course is based on holistic education as a mix between classroom lectures, group exercises and workshops. There is a high level of involvement in the class. The participants should be aware that breaks are planned ad hoc by the teacher and that computers, watches and mobile phones are not permitted in classroom during this course. The course consists of 40% lecture combined with short assignments, 20% workshop as well as 40% project work.

Evaluation and obligatory activities

A written assignment is obligatory. The assignment should be maximum 10 and is conducted individually. The teacher conducts a division into groups. The assignment includes a short presentation of the idea (10%) as well as a reflection on new thinking (90%). This assignment is the point of departure for the oral exam.

Exam is oral. You have 30 minutes oral exam per participant. Evaluation is individual and is conducted internally. Marking is based on pass/not passed. Weighting in marking is 50% based on the project and 50% based on the oral exam. You should prepare a short presentation (maximum 5 minutes) of your written assignment. Following this presentation you will be examined in the content of the written assignment, the content of the course as well as the literature listed in the course description.

Literature list and links

A: Byrge, C. and Hansen, S.(2009) The creative platform: a didactic approach for unlimited application of knowledge in interdisciplinary and intercultural groups, European Journal of Engineering Education, 34: 3, page 235 – 250
http://vbn.aau.dk/files/52369678/Conceptualisation_of_creativity_practices_through_action_research_The_case_of_The_Creative_Platform_at_Aalborg_University.pdf page 69-85

B: Byrge, C.; Hanson. S. (2009). The creative platform: A new paradigm for teaching creativity. Problems of Education in the 21st Century 18: page 33-50.
http://vbn.aau.dk/files/52369678/Conceptualisation_of_creativity_practices_through_action_research_The_case_of_The_Creative_Platform_at_Aalborg_University.pdf page 86-106

C: Hansen, S. & Byrge, C. (2011). The Creative Platform: From kindergarten to workplace. Research Center for The Creative Platform, Aalborg
http://vbn.aau.dk/files/53108805/The_Creative_Platfom_from_kindergarten_to_workplace.pdf

D: Byrge, C. (2010). Conceptualisation of creativity practices through action research: The case of the creative platform at Aalborg University, Aalborg University, page 186-190 and page 243-299
http://vbn.aau.dk/files/52369678/Conceptualisation_of_creativity_practices_through_action_research_The_case_of_The_Creative_Platform_at_Aalborg_University.pdf page 186-190 and page 243-299

E: Byrge, C. (2010). Conceptualisation of creativity practices through action research: The case of the creative platform at Aalborg University, Aalborg University, page 107-147
http://vbn.aau.dk/files/52369678/Conceptualisation_of_creativity_practices_through_action_research_The_case_of_The_Creative_Platform_at_Aalborg_University.pdf page 107-147

F: Videos 1 Horizontal thinking
http://vbn.aau.dk/files/52517691/Horizontal_thinking.wmv & http://vbn.aau.dk/files/52518002/Knowledge.wmv

G: Videos 2 Task focus
http://vbn.aau.dk/files/52518113/Task_focus.wmv & http://vbn.aau.dk/files/52518004/Motivation.wmv

H: Videos 3 No-experienced judgement http://vbn.aau.dk/files/52518005/No_judgement.wmv & http://vbn.aau.dk/files/52517687/confidence.wmv

I: Videos 4 Parallel thinking
http://vbn.aau.dk/files/52518111/Parallel_thinking.wmv & http://vbn.aau.dk/files/52517685/concentration.wmv

J: Video 5 3D Didactic
http://vbn.aau.dk/files/52517234/3D_didactic.wmv

K: Video 6 3D CASE: Yes, we made a mistake http://vbn.aau.dk/files/52516697/Items_meet_with_principles_.wmv

L: Video 7 The creative platform concept vvvvvvvvvhttp://vbn.aau.dk/files/52517686/Concep_of_The_Creative_Platform.wmv

M: Video 8 The 6-phase model
http://vbn.aau.dk/files/52517235/6_phase_process.wmv

The course and The Creative Platform

This course is based on the principles and didactic of The Creative Platform. It is important that you read this chapter and potentially do further readings, and that you attempt to run the course in accordance with the principles and the didactic of The Creative Platform.

The notion of The Creative Platform is to provide a group of participants the ability to apply their knowledge unlimited in a common creation. It is to provide the confidence to dare, the motivation to will, the concentration to be and the free application of knowledge.

The participants need to have the motivation to set aside social and relational complexities in order to bring an idea or thought to life. Any social conflict can de-motivate the will.

The participants need to be able to concentrate on an activity to an extend where reflection and action becomes one, and the world around him/her

disappears. Any disturbance can stop the creation.

The participants need to freely apply knowledge in any given situation where new thoughts and ideas have potential - To play with all kinds of knowledge in search for a new thought or idea. Any call for logic can limit the application of knowledge.

The participants need a physical and psychological confidence towards thinking and expressing new thoughts and ideas. Any judgement can be power over the creator.

In order to achieve these goals The Creative Platform provide four working principles, a 3D didactic for teaching creativity as well as a 6-phase process model for creative process. These are all included and integrated into the material you will use for running this course. Therefore you will naturally follow the working principles, the 6-phase process model and use the 3D didactic when you use this teaching material. It is, however, important that you understand the elements of The Creative Platform in order to ensure a higher quality in usage of the material. The elements of The Creative Platform are explained further in the following.

The four principles

The Creative Platform has four working principles: horizontal thinking, parallel thinking, task focus and no-experienced judgment. These four principles should be used without compromise in a group in order to insure the motivation, confidence, concentration and knowledge application needed for creating a creative platform. The four principles are described in the following:

- No-experienced judgement is to have the participants experience not feeling judged by others or judged by themselves. It also encompasses no judgement of ideas, persons, the course or the task at hand. The idea is to avoid an increase in the level of arousal of the individual, which is perceived as diminishing to creativity. Therefore there should be no audience, not even participants or the teacher watching other participants while working on The Creative Platform. This provides confidence to the participants.

- Horizontal thinking is used for a broader application of knowledge by combining existing knowledge and analogical transfer of that knowledge. Horizontal thinking (as opposed to vertical thinking) is to apply knowledge NOT directly related to a problem field (for example by using knowledge about coffee pots to solve a problem with frost and plants). The idea is to use as much diverse knowledge as possible for idea generation and idea development. Therefore it also includes setting a group with as much diverse knowledge as possible, and to activate this knowledge by using pragmatic creativity tools (such tools are presented in later chapters). This makes application of knowledge more free.

- Parallel thinking is to make the participants work on the same subtasks of a task at the same time. They should think and present different ideas on the same subtasks without involving other subtasks. It requires a division of a task into smaller subtasks, systemising the subtasks and turning the task into a deadline driven process. There should only be one subtask per deadline. Parallel thinking also requires a control of information towards the participants, so that they are relieved from all unnecessary input, leaving them only with one subtask to think about at a time – and nothing else. This enhances concentration in a group setting.

- Task focus is to make the participants have a constant focus on the subtask, thus leaving a minimum of space for person focus. The idea is that task focus increases awareness, and that awareness of a specific subtask increases motivation, because it becomes the only thing you talk about, the only thing you think about and the only thing you write/draw about - you become one with the problem. Focus on any other matter than the subtask at hand should be avoided. This increases motivation in a group setting.

3D didactic

Based on the notion that anyone can enhance his or her creative abilities, the 3D didactic is designed to help this enhancement. It is designed to enhance the creative abilities for an individual and for groups of participants. The 3D didactic provides a paradigm shift in teaching creativity by focusing on experience-learning rather than the more traditional reflective-learning. It is hoped that by providing experiences for the participants they will, not only understand how to be creative, but more important they will become more creative.

Therefore the information (telling them what to do) given to the participants becomes secondary and the provided experience (make them experience what to do) becomes primary on The Creative Platform.

The 3D didactic consists of a number of 3D cases. The 3D cases are short induced experienced. The inducing part makes the role of teacher important. You need to make sure that the participants are instructed well and precise in order to optimise their experience. Any 3D case provides a unique experience, where the learning from that experience is needed in a following task or subtask. An example is that if you need the participants to be able to solve a subtask by using analogies; you should use a 3D case that provides the experience of using analogies prior to that subtask. 3D cases can hereby be perceived as "making the participants ready" for solving the following task.

The 3D didactic is based on the four working principles of The Creative Platform and it always involves a change in the use of body, mind and attitude.

6-phase process model

The process that takes place on The Creative Platform follows 6 phases. It brings the participants onto the platform, make them work there and take them down from it again. These phases are as follows:

1. Preparation where a process manual is constructed.

2. The red carpet that sets the rules of behaviour and a creative mindset.

3. Presenting the problem (only one problem).

4. Idea generation and development. First individual idea generation, secondly further idea generation/development in pairs of two and finally further idea development in groups. These sub-phases have a looping structure.

5. Professional input in terms of new participants and feedback loop to phase 4.

6. Blue carpet, which is to bring participants down from the platform (back to normal)

Practical dimension in the course

The participants will experience a creative process based on the 6-phase model, the 3D didactic (3D cases) as well as the four principles of The Creative Platform. They will generate new ideas for a concrete and practical problem and develop these ideas further. They will try to work on The Creative Platform individually, in 2-man groups and in larger groups. The idea of the practical dimensions is to give the participants the experience of The Creative Platform and to train their abilities in new thinking. Furthermore, the participants will be trained in instruction and facilitation of creative processes, the development of new 3D cases as well as the development of their own creative platform.

Theoretical dimension in the course

In the course several theoretical areas related to The Creative Platform are covered. The four areas of concentration, motivation, confidence and knowledge application are presented in relation to the general literature on creativity. The four principles of parallel thinking, horizontal thinking, task focus and no-experienced judgement are presented in relation to the practical dimension of the course. Furthermore, the 6-phase model and the theory of the 3D didactic are presented to the participants.

Role of the teacher

The Creative Platform requires of the teacher to take a very strong role in setting up and running the course as well as the responsibility for participants learning during the course. The following tools are important for the success of this course:

- The teacher controls the process, and no one should interrupt the process or have influence on the process. This is especially important in the workshop/practical parts of the course. You decide when an activity start, how it is performed and when it stops. In the first couple of hours in the course you might experience resistance to this strong control. However, experience from teaching more than 20.000 participants shows that this resistance disappears during the first 4 hours. Be patient and a little bit stubborn – with a smiling face.

- Make sure the participants change partner as often as possible. The more they change partner the easier it is for you as a teacher to make them follow the instructions in the course. This tool is already put into the course material, which also states how you make them change partner. However, sometimes you will find a few participants who continuously stay with the same partner regardless of instructions. In such a situation you should use the Group division cards (found in a later chapter). You hand out the cards completely random– one per participants. After this you make them find the other participants with the same number on the card.

- Do not judge the ideas developed by the participants.

- In the instruction of 3D cases you should be able to demonstrate yourself, and not only tell and instruct, how participants should perform it.

- Do not judge the participants while they are performing 3D cases.

Further readings

It is important that you take yourself the time to understand The Creative Platform before you run this course. Read more about The Creative Platform on our homepage www.uka.aau.dk/the creative platform.

Module structure in the course

The course is constructed by a number of modules. Each module includes a part of the course and hereby represents a learning outcome. We have constructed the course in new thinking to be run in a specific chronological way. It is a good idea to place the practical part (experience) in the first part of the course and the reflective part in the last part of the course. Furthermore it is recommended to start the course with a whole day covering module 0, 1A, 2, 3B, 3C, 3D and 4A as a minimum. This gives a stronger experience for the participants.

The module structure allows you to construct your own version of the course by putting together modules in the way you find most suitable for your organisation or administration. Therefore it is possible to run the course over 5, 10, 15 or another amount of days.

Module 0, 1 and 8 are used on every day of the course. Module 0 and 1 are always used in the start of the day before you will do any other module. Module 8 is always used at the end of each day.

In the following chapter about the "Modules" you will find a short description of all the modules used in this course. In each module description you will find a link to a homepage, where you will find an open source slideshow for you to use in your lecture/workshop. You will also find detailed information for each slide and well as an instruction video for most slides. The estimated minimum time for each module is given. Be aware that the estimated time is given without breaks, lunch or similar. Some modules require other modules to be run before in order to function well. The pre-requirements for each are presented and show which other modules that are necessary to run before the module. The pre-requirements are solely related to the principles of the creative platform and the 3D didactic. Finally you will also find a list of physical requirements for each module. These requirements state what you need in each module related to the room, pen, paper and so forth.

The model structure is listed in the following (further details in next chapter):

Module	Content	Est. Time
Module 0	1. Auto running slideshow for when participants enter the room 2. Your presentation of the course structure and objective	7.5 min
Module 1A, 1B, 1C, 1D, 1E	1. A number of 3D cases that will bring the participants onto the platform	15 - 30 min
Module 2	1. Presenting the problem for the participants	10 min
Module 3B	1. Idea generation using "Brain writing" 2. Idea generation using "Person" stimuli 3. Idea generation using "Picture" stimuli 4. Idea generation using "Word" stimuli	40 min
Module 3C	1. Idea generation using "Principle" stimuli	60 min
Module 3D	1. Idea generation using "Challenge" stimuli	30 min
Module 4A	1. Idea generation using "Brain writing" in 2-man groups 2. Idea generation using a pile of mixed idea generation tools in 2-man groups	45+ min
Module 5A	1. Putting all ideas onto the wall 2. Selecting one idea per participant	15+ min
Module 4B	1. Further development of ideas using "what happens next" and "new offer" in 2-man groups	45 min
Module 4D	1. Further development of ideas using "what happens next", "new offer", "start over" and "ding-man"	45 min

Module	Content	Est. Time
Module 5B	1. Putting all ideas onto the wall 2. Give each idea a number (1, 2, 3, 4…) 3. Individual voting into a bowl	60 min
Module 6B	1. Drawing a mental library of the knowledge needed to continue development of an idea	30 min
Module 7A	1. Presentation of ideas for a all	5+ min
Module 10A	1. Theory on knowledge and creativity 2. Theory on horizontal thinking for enhancing knowledge application	45 min
Module 10B	1. Theory and examples of horizontal thinking	15 min
Module 11A	1. Theory on confidence and creativity 2. Theory on no experienced judgement for enhancing confidence	45 min
Module 12A	1. Theory on motivation and creativity 2. Theory on task focus for enhancing motivation	30 min
Module 13A	1. Theory on concentration and creativity 2. Theory on parallel thinking for enhancing concentration	30 min
Module 14A	1. Theory on 3D didactic for practical enhancement of creativity	15 min
Module 15A	1. Practicing the instruction of 3D cases / practicing the facilitation role	90 min
Module 16A	1. Developing new 3D cases 2. Practicing the instruction of 3D cases / practicing the facilitation role	90 min

Module	Content	Est. Time
Module 17A	1. 6-phase model as a process for new thinking	30 min
Module 18A	1. Participants develop ideas for their own creative platform 2. Participants are supervised and to understand and integrate all modules they have experienced	120 min
Module 8A	1. Writing reflection notes 2. Writing reflection report using reflection notes as stimuli	45+ min

Modules

Module 0 - Introduction

This module includes:

1. Auto running slideshow for when participants enter the room

2. Your presentation of the course structure and objective

Module 0 is the introduction to the course. In the link you will find a slideshow. This is an auto running theme slideshow. Each slides presents a theme from the course. The slideshow for this module can be running while the participants enter the room. You do not need to be present while this module is running. In addition to the slideshow you should provide the participants with your own presentation of the course structure and objective. This presentation should include an emphasis that the participants will first experience a workshop, later understand by theory and ending up by learning how to execute processes themselves.

Estimated time for this module: 10 minutes

Link to slideshow, detailed description and instruction videos:
http://www.uka.aau.dk/The+Creative+Platform/Process+modules/0A/

Pre-requirement: none

Physical requirements:

- Projector

- Slideshow on computer

- Any kind of chair/table setup

Module 1A, 1B, 1C… – Red carpet

This module includes:

1. A number of 3D cases that will bring the participants onto The Creative Platform

Module 1 consists of a number of 3D cases. The idea is to prepare the participants for the form of work that takes place on The Creative Platform. The red carpet is a kind of ritual that should be used every time you use The Creative Platform. Therefore you should use module 1 every time you start a new day and every time there is a longer break (more than 2 hours). Following the link you will find several different red carpets.

Estimated time for this module: 15 - 30 minutes

Link to slideshow, detailed description and instruction videos:

http://www.uka.aau.dk/The+Creative+Platform/ Process+modules/1A/

http://www.uka.aau.dk/The+Creative+Platform/ Process+modules/1B/

http://www.uka.aau.dk/The+Creative+Platform/ Process+modules/1C/

http://www.uka.aau.dk/The+Creative+Platform/ Process+modules/1D/

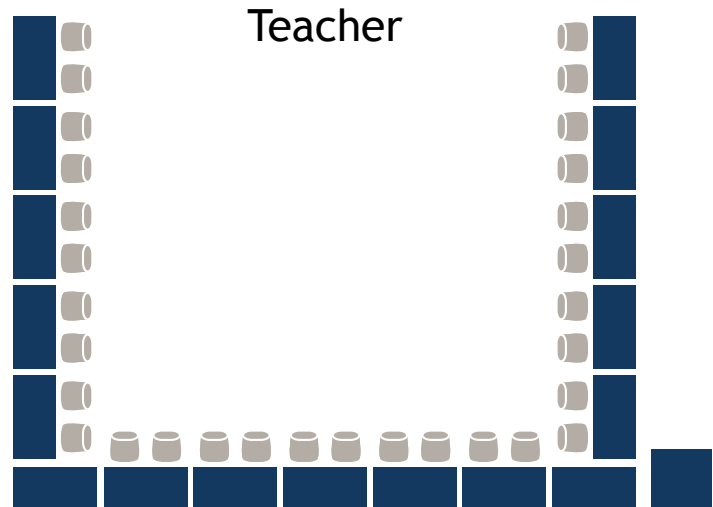http://www.uka.aau.dk/The+Creative+Platform/ Process+modules/1E/

Pre-requirement: none

Physical requirements:

*   Chair/table setup: tables towards the walls and the chairs up against them facing towards the teacher (see illustration)

*   1 word instruction card per participant

Teacher

Module 2 – Presenting the problem

This module includes:

2. Presenting the problem for the participants

Module 2 is to present the problem for the participants. Following the link you will find an example of how to present a problem as well as an example of a problem. There are two important aspects of presenting a problem: problem area and presentation of problem.

The problem area is about where the problem belongs. In order to enhance the learning outcome it is important to separate process from product. If the participants are marketing participants, then you should not use a problem within marketing. If they are wind-energy engineers, then you should not use a problem within wind-energy engineering. The issue is that the participants will focus more on the product rather than on learning the process. On the other hand the problem should be interesting for all the participants. Therefore it is a good idea to take a problem that relates to common knowledge like "how can we make a private mailbox that can handle larger packages", "alternative ways to sell real estates", "how can we make our group work more creative", "how can we make a tourist attraction in a junkyard" or similar.

The presentation of the problem is important. It should be presented orally and short. It should maximum take 10 minutes to present and should only include elements that are "need to know" in order to solve the problem. Any "nice to know" should be left out in order to allow the participants to focus on the real problem. It is a good idea to put up a poster in the room that states the problem you are working on, but do not hand out a written description of the problem as it would put too much focus on the million different ways the problem can be analysed.

Estimated time for this module: 10 minutes

Link to slideshow, detailed description and instruction videos:

http://www.uka.aau.dk/The+Creative+Platform/Process+modules/2A/

Pre-requirement: module 1

Physical requirements:

- Projector

- Slideshow on computer

- Any kind of chair/table setup

Module 3B – Individual idea generation

This module includes:

5. Idea generation using "Brain writing"

6. Idea generation using "Person" stimuli

7. Idea generation using "Picture" stimuli

8. Idea generation using "Word" stimuli

This module consists of four idea generation tools. The participants should write down as many ideas as possible and only one idea per paper (it is a good idea to use post-its or similar). Make sure the participants understand that any idea should be written down no matter if it is a good, bad, crazy, weird or boring idea. The Brain writing tool is to make the participants write down any idea that pops into their mind without using any stimuli. The person, picture and word tools are using stimuli (person, picture and word) to help the participants generate new ideas. Use only one stimulus at a time.

Estimated time for this module: 40 minutes

Link to slideshow, detailed description and instruction videos:

http://www.uka.aau.dk/The+Creative+Platform/ Process+modules/3B/

Pre-requirement: module 1 and 2

Physical requirements:

- Projector
- Slideshow on computer
- 1 post-it note pad per participant
- 1 pen per participant
- 1 person training card per participant
- 1 picture training card per participant
- 1 word training card per participant
- Chair/table setup: tables towards the walls and the chairs up against them facing towards the teacher (see illustration)

Teacher

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Module 3C – Individual idea generation

This module includes:

2.   Idea generation using "Principle" stimuli

This module consists of one idea generation tool. The participants should write down as many ideas as possible and only one idea per paper (it is a good idea to use post-its or similar). Make sure the participants understand that any idea should be written down no matter if it is a good, bad, crazy, weird or boring idea. The principle tool is to help the participants generate new ideas by using principles as stimuli. Use only one stimulus at a time.

Estimated time for this module: 60 minutes

Link to slideshow, detailed description and instruction videos:

http://www.uka.aau.dk/The+Creative+Platform/Process+modules/3C/

Pre-requirement: module 1 and 2

Physical requirements:

- Projector
- Slideshow on computer
- 1 post-it note pad per participant
- 1 pen per participant
- 1 principle training card per participant
- 1 word training card per participant
- Chair/table setup: tables towards the walls and the chairs up against them facing towards the teacher (see illustration)

Module 3D – Individual idea generation

This module includes:

2.   Idea generation using "Challenge" stimuli

This module consists of one idea generation tool. The participants should write down as many ideas as possible and only one idea per paper (it is a good idea to use post-its or similar). Make sure the participants understand that any idea should be written down no matter if it is a good, bad, crazy, weird or boring idea. The challenge tool is to help the participants generate new ideas by using principles as stimuli. Use only one stimulus at a time.

Estimated time for this module: 30 minutes

Link to slideshow, detailed description and instruction videos:

http://www.uka.aau.dk/The+Creative+Platform/Process+modules/3D/

Pre-requirement: module 1 and 2

Physical requirements:

• Projector

• Slideshow on computer

• 1 post-it note pad per participant

• 1 pen per participant

• 1 challenge instruction card per participant

• 1 word training card per participant

• Chair/table setup: tables towards the walls and the chairs up against them facing towards the teacher (see illustration)

Teacher

Module 4A – Collaborative idea generation

This module includes:

3. Idea generation using "Brain writing" in 2-man groups

4. Idea generation using a pile of mixed idea generation tools in 2-man groups

This module uses six idea generation tools. The participants should write down as many ideas as possible and only one idea per paper (it is a good idea to use post-its or similar). Make sure the participants understand that any idea should be written down no matter if it is a good, bad, crazy, weird or boring idea.

The participants work in groups of 2 (3 if uneven number of participants). Start by presenting the problem and make the participants use brain writing. Following this you hand out a pile of mixed playing cards (person, picture, word, principle and challenge) per group. The pile of tools is to help the groups generate new ideas by using mixed stimuli. Make sure they only use one stimulus at a time. After every 20 minutes you make new groups and continue idea generation using a pile of mixed playing cards.

Estimated time for this module: 45+ minutes

Link to slideshow, detailed description and instruction videos:

http://www.uka.aau.dk/The+Creative+Platform/ Process+modules/4A/

Pre-requirement: module 1, 2, 3B, 3C and 3D

Physical requirements:

• Projector

• Slideshow on computer

• 1 post-it note pad per participant

• 1 pen per participant

• 1 word training card per participant

• Half a pile of mixed playing cards per participant

• Chair/table setup: tables towards the walls and the chairs up against them facing towards the teacher (see illustration)

Teacher

This module makes the participants go from many ideas to one idea each. The participants should put up all ideas on the walls in the room. After this the participants should chose one idea each. Make sure there is total silence in the room while they are selecting.

Estimated time for this module: 15+ minutes

Link to slideshow, detailed description and instruction videos:

http://www.uka.aau.dk/The+Creative+Platform/Process+modules/5A/

Pre-requirement: module 1

Physical requirements:

- Projector
- Slideshow on computer
- Any kind of chair/table setup

Module 5A – Selection of ideas individually

This module includes:

3. Putting all ideas onto the wall

4. Selecting one idea per participant

Module 4B – Collaborative idea development

This module includes:

2. Further development of ideas using "what happens next" and "new offer" in 2-man groups

This module uses two idea development tools. The participants have selected an idea each and are now supposed to make a further development of these ideas. The participants work in groups of 2 (3 if uneven number of participants).

The participants should use the idea development tools "what happens next" and "new offer".

Make sure the groups work on one idea at a time.

Estimated time for this module: 45 minutes

Link to slideshow, detailed description and instruction videos:

http://www.uka.aau.dk/The+Creative+Platform/ Process+modules/4B/

Pre-requirement: module 1 and 5

Physical requirements:
- Projector
- Slideshow on computer
- 1 post-it note pad per participant
- 1 pen per participant
- 1 piece of A4 paper per participant
- 1 word training card per participant
- Chair/table setup: tables towards the walls and the chairs up against them facing towards the teacher (see illustration)

Teacher

Module 4D – Collaborative idea development

This module includes:

2. Further development of ideas using "what happens next", "new offer", "start over" and "ding-man"

The participants have selected an idea each and are now supposed to make a further development of these ideas. The participants work in groups of 4 (5 if uneven number of participants).

The participants should use the idea development tools "what happens next", "new offer" and "start over". Make sure the groups work on one idea at a time. The "owner" of the idea that is worked on should function as a ding-man, while he/she writes down all further development of the idea.

Estimated time for this module: 60+ minutes

Link to slideshow, detailed description and instruction videos:

http://www.uka.aau.dk/The+Creative+Platform/Process+modules/4D/

Pre-requirement: module 1 and 5

Physical requirements:
- Projector
- Slideshow on computer
- 1 post-it note pad per participant
- 1 pen per participant
- One piece of A4 paper per participant
- 1 word training card per participant
- Chair/table setup: tables towards the walls with a distance between each table and the chairs placed by each table (see illustration)

Module 5B – Selection of ideas in groups

This module includes:

5.   Putting all ideas onto the wall

6.   Give each idea a number (1, 2, 3, 4…)

7.   Individual voting into a bowl

This module makes the group go from several ideas to one final group idea. The group should put up all ideas on the walls close to their group work area. After this the group should give each idea a number. After this the group should make an individual voting on the ideas. They have each 2 votes (pieces of paper). They should put the votes in a bowl or similar to make the voting as anonymous as possible. Make sure there is total silence in the room while they are voting. The idea that gets the most votes is the one selected by the group.

Estimated time for this module: 15 minutes

Link to slideshow, detailed description and instruction videos:

http://www.uka.aau.dk/The+Creative+Platform/Process+modules/5B/

Pre-requirement: module 1

Physical requirements:

- Projector
- Slideshow on computer
- 1 post-it note pad per participant
- 1 pen per participant
- Any kind of chair/table setup

Module 6B – Knowledge mapping

This module includes:

1. Drawing a mental library of the knowledge needed to continue the development of an idea

The participants work in groups to physically draw a picture of a human brain. In the brain they write names of persons, fields, professions, organisations and similar that are needed in the creative process for further development of a specific idea. After this module the participants should seek and invite this identified knowledge into a new creative process. In the new creative process the problem is to find out how to implement the idea. The participants should conduct the creative process with the invited people themselves, but base the process on what they have experienced in the course so far.

Estimated time for this module: 30 minutes

Link to slideshow, detailed description and instruction videos:

http://www.uka.aau.dk/The+Creative+Platform/Process+modules/6B/

Pre-requirement: module 1, 2, 4B and 5

Physical requirements:

- Projector
- Slideshow on computer
- 1 post-it note pad per participant
- 1 pen per participant
- 1 piece of A1 paper or similar per group
- Chair/table setup: tables towards the walls with a distance between each table and the chairs placed by each table (see illustration)

Teacher
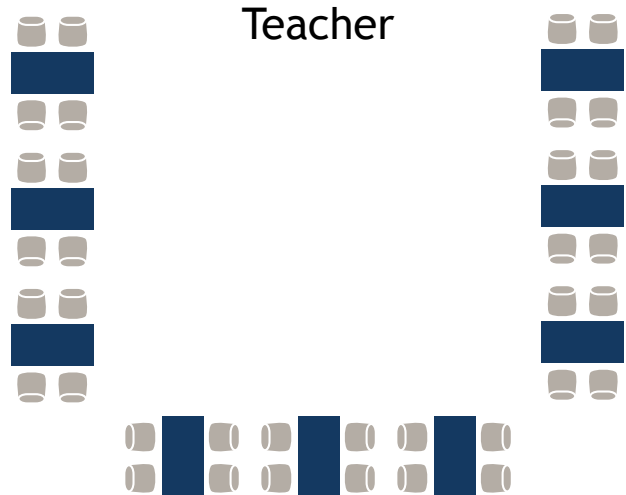
Module 7A – Presentation of ideas

This module includes:

2. Presentation of ideas for all participants

The participants work in groups to present their ideas for all other participants. While the presentation is on going all other participants write ideas for the presenting group to help them develop their idea further after the presentation. The ideas are written on papers that are handed over to the presenting group at the end of the presentation.

Estimated time for this module: 5 minutes x number of ideas presented

Link to slideshow, detailed description and instruction videos:

http://www.uka.aau.dk/The+Creative+Platform/Process+modules/7A/

Pre-requirement: module 1, 2, 4B and 5

Physical requirements:

- Projector
- Slideshow on computer
- 1 post-it note pad per participant
- 1 pen per participant
- 1 piece of A1 paper or similar per group
- Chair/table setup: tables towards the walls with a distance between each table and the chairs placed by each table (see illustration)

Teacher

Module 8A – Reflection using power writing

This module includes:

1. Writing reflection notes

2. Writing reflection report using reflection notes as stimuli

The participants work individually. They should write reflections upon their experiences on The Creative Platform (previous modules). These reflections should be written on papers – one reflection on a piece of paper (reflection notes). The reflection notes are now used as stimuli for writing a reflection report. Make sure the participants use only one note at a time as stimuli.

Estimated time for this module: 45+ minutes

Link to slideshow, detailed description and instruction videos:

http://www.uka.aau.dk/The+Creative+Platform/Process+modules/8A/

Pre-requirement: module 1, 2, 3B

Physical requirements:

• Projector

• Slideshow on computer

• 1 post-it note pad per participant

• 1 pen per participant

• 10 pieces of A4 paper per participant

• Chair/table setup: tables towards the walls and the chairs up against them facing towards the wall (see illustration)

Teacher

Module 10A – Horizontal thinking and knowledge

This module includes:

3. Theory on knowledge and creativity

4. Theory on horizontal thinking for enhancing knowledge application

In this module you will present the relation between creativity and knowledge. After this you will present how horizontal thinking can enhance knowledge application. You will use 3D cases to show practical examples of the theory. Following the link you find a slideshow and instruction videos of how we conducted this module. During your presentation the participants should write reflections – one reflection per piece of paper.

Estimated time for this module: 45 minutes

Link to slideshow, detailed description and instruction videos:

http://www.uka.aau.dk/The+Creative+Platform/Process+modules/10A/

Pre-requirement: module 1C

Physical requirements:

• Projector

• Slideshow on computer

• 1 post-it note pad per participant

• 1 pen per participant

• 1 word training card per participant

• Chair/table setup: tables towards the walls and the chairs up against them facing towards the teacher (see illustration)

Module 10B – Horizontal thinking and knowledge

This module includes:

1. Theory and examples of horizontal thinking

In this module you will present a model of horizontal thinking. In relation to this you will present examples of horizontal thinking. Following the link you find a slideshow and instruction videos of how we conducted this module. During your presentation the participants should write reflections – one reflection per piece of paper.

Estimated time for this module: 15 minutes

Link to slideshow, detailed description and instruction videos:

http://www.uka.aau.dk/The+Creative+Platform/Process+modules/10B/

Pre-requirement: module 1C

Physical requirements:

- Projector
- Slideshow on computer
- 1 post-it note pad per participant
- 1 pen per participant
- 1 word training card per participant
- Chair/table setup: tables towards the walls and the chairs up against them facing towards the teacher (see illustration)

Teacher

Module 11A – No-experienced judgement and confidence

This module includes:

1. Theory on confidence and creativity

2. Theory on no-experienced judgement for enhancing confidence

In this module you will present the relation between creativity and confidence. After this you will present how no-experienced judgement can enhance the level of confidence. You will use 3D cases to show practical examples of the theory. Following the link you will find a slideshow and instruction videos of how we conducted this module. During your presentation the participants should write reflections – one reflection per piece of paper.

Estimated time for this module: 45 minutes

Link to slideshow, detailed description and instruction videos:

http://www.uka.aau.dk/The+Creative+Platform/Process+modules/11A/

Pre-requirement: module 1C

Physical requirements:

- Projector
- Slideshow on computer
- 1 post-it note pad per participant
- 1 pen per participant
- 1 word training card per participant
- Chair/table setup: tables towards the walls and the chairs up against them facing towards the teacher (see illustration)

Module 12A – Task focus and motivation

This module includes:

1. Theory on motivation and creativity

2. Theory on task focus for enhancing motivation

In this module you will present the relation between creativity and motivation. After this you will present how task focus can enhance the level of motivation. You will use 3D cases to show practical examples of the theory. Following the link you will find a slideshow and instruction videos of how we conducted this module. During your presentation the participants should write reflections – one reflection per piece of paper.

Estimated time for this module: 30 minutes

Link to slideshow, detailed description and instruction videos:

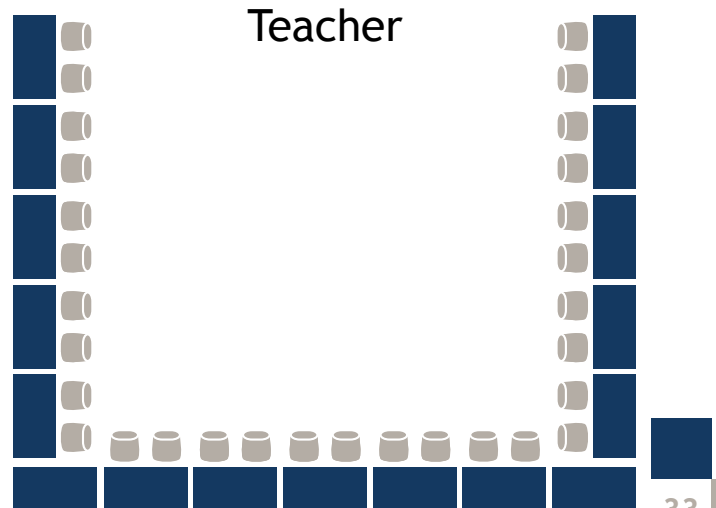http://www.uka.aau.dk/The+Creative+Platform/Process+modules/12A/

Pre-requirement: module 1C

Physical requirements:

- Projector

- Slideshow on computer

- 1 post-it note pad per participant

- 1 pen per participant

- 1 word training card per participant

- Chair/table setup: tables towards the walls and the chairs up against them facing towards the teacher (see illustration)

Teacher

Module 13A – Parallel thinking and concentration

This module includes:

1. Theory on concentration and creativity

2. Theory on parallel thinking for enhancing tconcentration

In this module you will present the relation between creativity and concentration. After this you will present how parallel thinking can enhance the level of concentration. You will use 3D cases to show practical examples of the theory. Following the link you will find a slideshow and instruction videos of how we conducted this module. During your presentation the participants should write reflections – one reflection per piece of paper.

Estimated time for this module: 30 minutes

Link to slideshow, detailed description and instruction videos:

http://www.uka.aau.dk/The+Creative+Platform/Process+modules/13A/

Pre-requirement: module 1C

Physical requirements:

• Projector

• Slideshow on computer

• 1 post-it note pad per participant

• 1 pen per participant

• 1 word training card per participant

• Chair/table setup: tables towards the walls and the chairs up against them facing towards the teacher (see illustration)

Teacher

Module 14A – 3D didactic

This module includes:

1.   Theory on 3D didactic for practical enhancement of creativity

In this module you will present the relation between creativity and 3D didactic. You will use 3D cases to show practical examples of the theory. Following the link you will find a slideshow and instruction videos of how we conducted this module. During your presentation the participants should write reflections – one reflection per piece of paper.

Estimated time for this module: 15 minutes

Link to slideshow, detailed description and instruction videos:

http://www.uka.aau.dk/The+Creative+Platform/ Process+modules/14A/

Pre-requirement: module 1C and 9 or module 1, 10, 11, 12 and 13

Physical requirements:

- Projector
- Slideshow on computer
- 1 post-it note pad per participant
- 1 pen per participant
- 1 word training card per participant
- Chair/table setup: tables towards the walls and the chairs up against them facing towards the teacher (see illustration)

Teacher

Module 15A – 3D case instruction

This module includes:

1. Practicing the instruction of 3D cases / practicing the facilitation role

In this module the participants will practice the instruction of 3D cases. They will use existing 3D cases to instruct other participants thus practicing the facilitation role as well. You will use 3D cases to show practical examples of 3D cases. Following the link you will find a slideshow stating how we conducted this module as well as a list of 3D case instruction cards to hand out to the participants for their practicing.

Estimated time for this module: 90 minutes

Link to slideshow, detailed description and instruction videos:

http://www.uka.aau.dk/The+Creative+Platform/Process+modules/15A/

Pre-requirement: module 14

Physical requirements:
- Projector
- Slideshow on computer
- 1 post-it note pad per participant
- 1 pen per participant
- 1 3D case instruction card per participants (hand out)
- 1 word training card per participant
- 1 picture training card per participant
- 1 person training card per participant
- 1 challenge training card per participant
- 1 principle training card per participant
- Chair/table setup: tables towards the walls and the chairs up against them facing towards the teacher (see illustration)

Teacher

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Module 16A – Develop your own 3D case

This module includes:

1. Developing new 3D cases

2. Practicing the instruction of 3D cases / practicing the facilitation role

In this module the participants will develop new 3D cases. These 3D cases are based on horizontal thinking, parallel thinking, no experienced judgement and task focus. They will use these new 3D cases to instruct other participants thus practicing the instruction of 3D cases as well as practicing the facilitation role. Following the link you will find a slideshow and instruction videos of how we conducted this module.

Estimated time for this module: 90 minutes

Link to slideshow, detailed description and instruction videos:

http://www.uka.aau.dk/The+Creative+Platform/Process+modules/16A/

Pre-requirement: module 14

Physical requirements:
* Projector
* Slideshow on computer
* 1 post-it note pad per participant
* 1 pen per participant
* 1 word training card per participant
* 1 picture training card per participant
* 1 person training card per participant
* 1 challenge training card per participant
* 1 principle training card per participant
* Chair/table setup: tables towards the walls and the chairs up against them facing towards the teacher (see illustration)

Teacher

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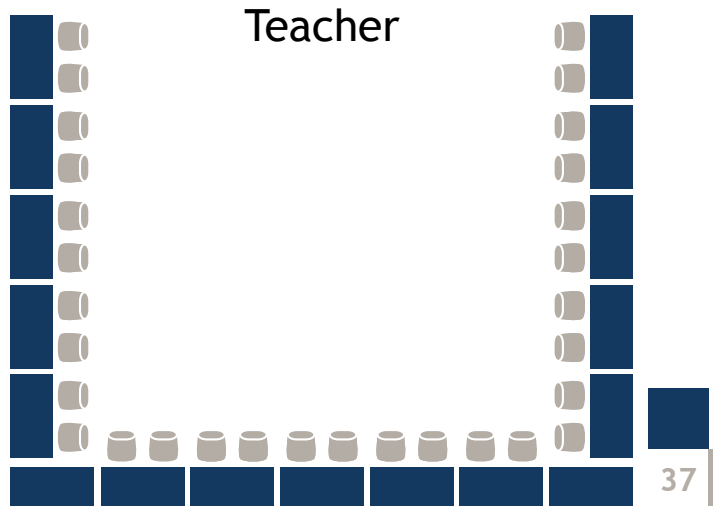
Module 17A – 6 phase model

This module includes:

1.   6-phase model as a process for new thinking

In this module you will present the 6-phase model for the creative platform. You will go into detail about each phase: preparation, red carpet, presenting the problem, idea generation and development, professional input and blue carpet. You will show how each phase is important for new thinking. Following the link you will find a slideshow and instruction videos of how we conducted this module. During your presentation the participants should write reflections – one reflection per piece of paper.

Estimated time for this module: 30 minutes

Link to slideshow, detailed description and instruction videos:

http://www.uka.aau.dk/The+Creative+Platform/
Process+modules/17A/

Pre-requirement: none

Physical requirements:

•   Projector

•   Slideshow on computer

•   1 post-it note pad per participant

•   1 pen per participant

•   1 word training card per participant

•   Chair/table setup: tables towards the walls and the chairs up against them facing towards the teacher (see illustration)

Teacher

Teaching materials

For this course you (as a teacher) will need some materials. Each module describes which materials are required (physical requirements). Following the links in each module you will find information and instruction videos on how they are used in each module.

Below is a list of all the teaching materials you will need during the entire course:

- Projector
- Slideshow on computer
- 1-2 post-it note pads per participant
- 1 pen per participant
- 17 pieces of A4 paper per participant
- 1 piece of A1 paper or similar per four participants
- Hand-outs of module slideshow or module descriptions.
- 1 word training card per participant
- 1 picture training card per participant
- 1 person training card per participant
- 1 challenge training card per participant
- 1 principle training card per participant
- Half a pile of mixed playing cards per participant
- 1 3D case instruction card per participants (hand out)
- Chair/table setup: tables towards the walls with a distance between each table and the chairs placed by each table (see illustration)
- Chair/table setup: tables towards the walls and the chairs up against them facing towards the wall (see illustration)
- Chair/table setup: tables towards the walls and the chairs up against them facing towards the teacher (see illustration)

In the following chapters you will find examples of group division cards, person instruction cards, picture instruction cards, word instruction cards, principle instruction cards, challenge instruction cards and playing cards.

In each chapter you will also find links to downloadable version of the material. It is downloadable in an easy-to-print and free of charge version.

Group division cards

1	1	2	2	3	3
4	4	5	5	6	6
7	7	8	8	9	9
10	10	11	11	12	12
13	13	14	14	15	15
16	16	17	17	18	18
19	19	20	20	21	21
22	22	23	23	24	24
25	25	26	26	27	27
28	28	29	29	30	30
31	31	32	32	33	33
34	34	35	35	36	36
37	37	38	38	39	39

3D case instruction cards for hand out (in module 15A)

The idea about the 3D case instruction card for hand out is to train the participant in instruction and facilitation. The 3D case instruction cards are NOT used for idea generation on solving the problem – only for training the participants in instruction and facilitation.

You can download a list of 3D case instruction cards for hand out in an easy-to-print and free of charge version by using this link:

http://vbn.aau.dk/files/52662706/3D_case_instruction_cards_for_hand_out.pdf

3D CASE: Entrance to supermarket

1. Find toghether with one who is born in the same month as yourself

2. Hand out "Person training cards"

3. If anyone looks at their card, they should change their card with someone around to make sure they have a card, they have not looked at

4. If the person mentioned on the card were to develop a new kind of entrance to a supermarket what ideas would he/she get?

5. Help each other to develop ideas

6. Use a new person analogy everytime you have developed a new idea

7. Demonstrate
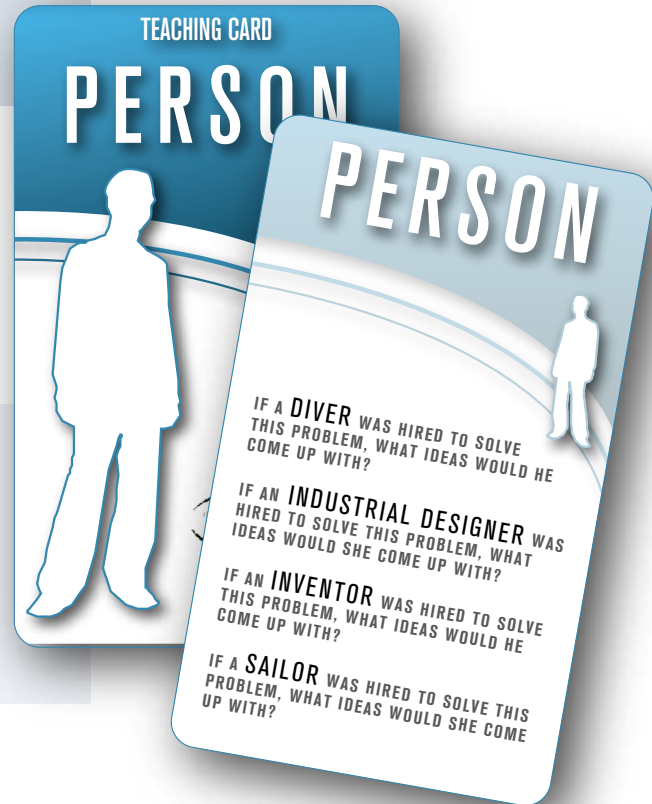
8. The one with the longest nails starts

Person training cards

The idea about the person training card is to train the participant in using person analogies in order to generate new ideas. The training cards are NOT used for idea generation on solving the problem – only for training the participants in the use of creativity tools.

You can download the person training card in an easy-to-print and free of charge version by using this link:

DANISH: http://vbn.aau.dk/files/52981003/ Person_tr_ningskort.pdf

ENGLISH: http://vbn.aau.dk/files/52985468/ Person_training_cards.pdf

TEACHING CARD

PERSON

PERSON

IF A **DIVER** WAS HIRED TO SOLVE THIS PROBLEM, WHAT IDEAS WOULD HE COME UP WITH?

IF AN **INDUSTRIAL DESIGNER** WAS HIRED TO SOLVE THIS PROBLEM, WHAT IDEAS WOULD SHE COME UP WITH?

IF AN **INVENTOR** WAS HIRED TO SOLVE THIS PROBLEM, WHAT IDEAS WOULD HE COME UP WITH?

IF A **SAILOR** WAS HIRED TO SOLVE THIS PROBLEM, WHAT IDEAS WOULD SHE COME UP WITH?

Picture training cards

The idea about the picture training card is to train the participant in using pictures as stimuli to generate new ideas. The training cards are NOT used for idea generation on solving the problem – only for training the participants in the use of creativity tools.

You can download the picture training card in an easy-to-print and free of charge version by using this link:

DANISH: http://vbn.aau.dk/files/52981002/Billede_tr_ningskort.pdf

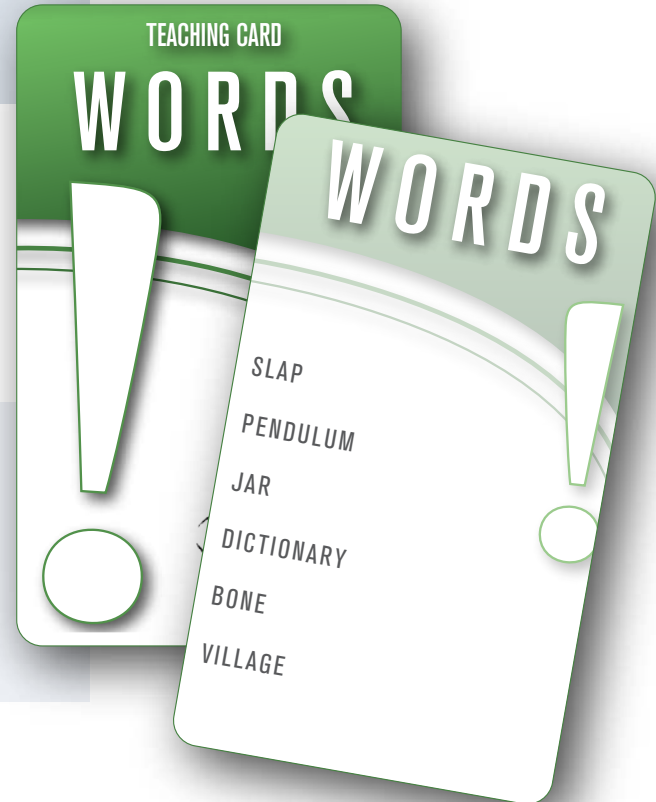ENGLISH: http://vbn.aau.dk/files/52985467/Picture_training_cards.pdf

Word training cards

The idea about the word training card is to train the participant in using words as stimuli to generate new ideas. The training cards are NOT used for idea generation on solving the problem – only for training the participants in the use of creativity tools.

You can download the word training card in an easy-to-print and free of charge version by using this link:

DANISH: http://vbn.aau.dk/files/52981004/Ord_tr_ningskort.pdf

ENGLISH: http://vbn.aau.dk/files/52985466/Word_training_cards.pdf

TEACHING CARD

WORDS

WORDS

SLAP

PENDULUM
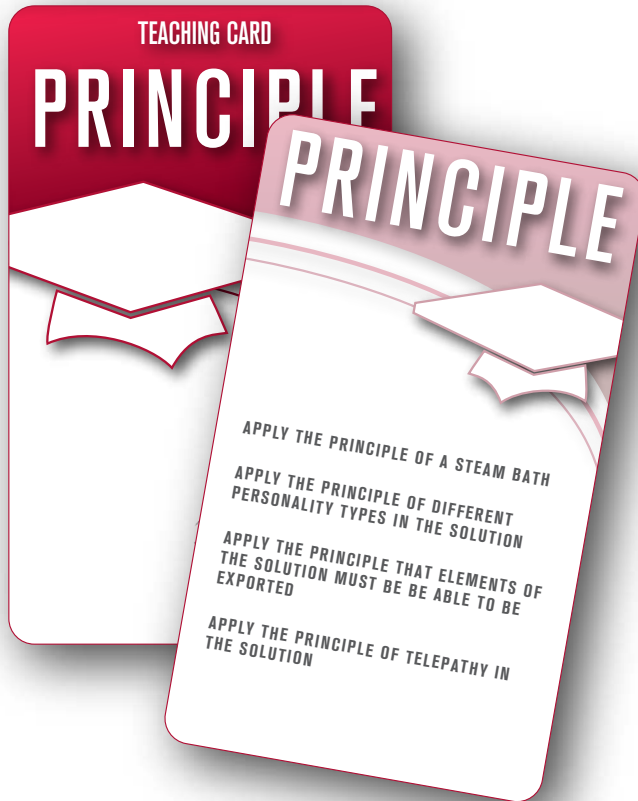
JAR

DICTIONARY

BONE

VILLAGE

Principle training cards

The idea about the principle training card is to train the participant in using principles to generate new ideas. The training cards are NOT used for idea generation on solving the problem – only for training the participants in the use of creativity tools.

You can download the principle training card in an easy-to-print and free of charge version by using this link:

DANISH: http://vbn.aau.dk/files/52981058/Princip_tr_ningskort.pdf

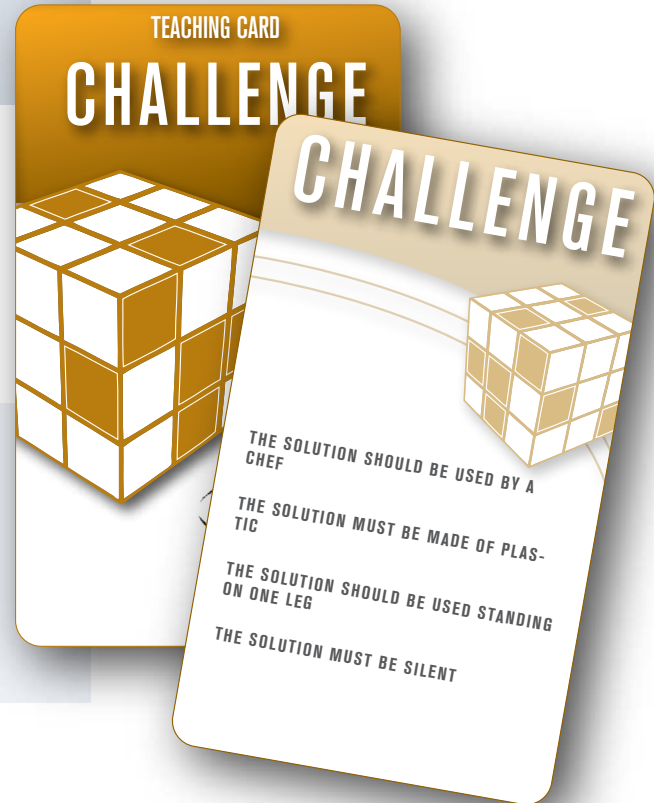ENGLISH: http://vbn.aau.dk/files/52985565/Principle_training_cards.pdf

Challenge cards

The idea about the challenge training card is to train the participant in using challenges as to generate new ideas. The training cards are NOT used for idea generation on solving the problem – only for training the participants in the use of creativity tools.

You can download the challenge training card in an easy-to-print and free of charge version by using this link:

DANISH: http://vbn.aau.dk/files/52981005/Udfording_tr_ningskort.pdf

ENGLISH: http://vbn.aau.dk/files/52985469/Challenge_training_cards.pdf

TEACHING CARD
CHALLENGE

CHALLENGE

THE SOLUTION SHOULD BE USED BY A CHEF

THE SOLUTION MUST BE MADE OF PLAS-TIC

THE SOLUTION SHOULD BE USED STANDING ON ONE LEG
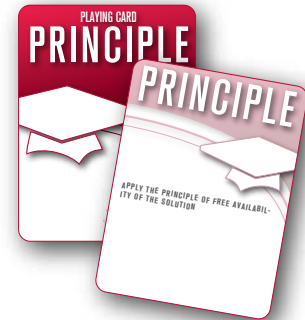
THE SOLUTION MUST BE SILENT

Playing cards

The idea about the playing card is to use for idea generation after the participants have been trained. Only the playing cards are used for idea generation on solving the problem.

You can download the playing cards in an easy-to-print and free of charge version by using this link:

DANISH: http://www.uva.aau.dk/Open+source/Spillekort/

ENGLISH: http://www.uka.aau.dk/The+Creative+Platform/Process+tools/

The
Creative
Platform

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Udvind Vækst