Creative Studies: Exploring Creativity

7.1 Module Overview								
Module Number		**Module Title**	Creative Studies: Exploring Creativity					
Stage of Principal Programme			1	**Semester**	1	**Duration.** *(Weeks F/T)*	12	**ECTS** 5
Mandatory / Elective (M/E)	M	**Hours of Learner Effort / Week**	2					
Analysis of required hours of learning effort								
Teaching and Learning Modalities				**✓if relevant to this module**		**Approx. proportion of total (hours)**		
Contact Hours								
In person face-to-face				✓		24		
Synchronous								
Indirect/Non-Contact Hours								
Asynchronous								
Work Based								
Other: • Independent reading, engagement with VLE, research and preparation of assessments				✓		101		
Total						125		

Pre-Requisite Module, if any. Module # and Title	
Co-Requisite Module, if any. Module # and Title	Creative Studies: Arts and Social Care
Maximum number of learners per instance of the module	60

Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.

Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required	Staff - Learner Ratio X:Y
Lecturer	A minimum Level 9 qualification in the relevant discipline or a closely cognate area. Staff delivering material on this module should have experience of facilitating collaborative creative work in professional, educational or community/social care settings. The specific requirements of professional bodies (e.g. CORU) must be taken into consideration when meeting the staffing requirements of the programme.	1:60
Workshop Facilitator		1:20

Assessment Techniques – percentage contribution					
Continuous Assessment	100%	**Proctored Exam – in person**		**Practical Skills Based**	
Project		**Proctored Exam - online**		**Work Based**	
Capstone (Y/N)?	N	**If Yes, describe**			

7.2	**Minimum Intended Module Learning Outcomes (MIMLOs)**	
MIMLO - On completion of this module a learner will be able to:		**Related MIPLO #**
1.	Demonstrate an experiential understanding of the benefits and challenges of creative work	5
2.	Demonstrate the reflective skills needed to participate in and facilitate creative process work	1, 3, 5
3.	Show clear understanding of the thinking behind creative process work	3

7.3	**Indicative Module Content, Organisation and Structure**

The module aims to introduce social care learners to opportunities to have both a personal experience of how the arts and creative processes are effective ways to build capacity and confidence and it will support learners to understand the principles that are at the root of working with the arts and the imagination in social care.

It will include the following topics:

- Experiential and theoretical understanding of creative arts interventions (visual art, music, puppetry, photography, movement)
- Engaging in, and reflecting on creative activities
- The importance of creativity
- The challenges of process-based expressive arts work
- The core elements and principles of the creative experience
- Exploration of one's own creative processes
- Through the process of exploring their own creativity, students will be prepared and ready to engage with the co-requisite module in Semester 2, Creative Studies: The Arts and Social Care.

7.4	**Work-based learning and practice-placement** *(if applicable)*

N/A

7.5	**Specific module resources required** *(if applicable)*

Creative Space/Room, Creative materials.

7.6	**Application of programme teaching, learning and assessment strategies to this module**

The module will be a mixture of lectures, workshop and small group work. The lectures will include time for discussion of themes and clarification of "muddiest points". The workshops are experiential allowing students to gain personal experience of the creative process and reflect on same. The small group work is intended to build towards the group work project in Semester 2 and build facilitation skills and confidence with the methods.

Learning strategies include the implementation of authentic assessments such as group activities, case studies and choice of assessments, as part of lesson planning and delivery which provide opportunities for collaborative working. This will support students in demonstrating achievement of the module's MIMLO's in line with universal design for learning and inclusive curricula. This module contains 'Must-pass' assessments. Even if a learner achieves a pass mark by virtue of other assessments, they will fail the module if they do not pass a 'must pass' assessment.

7.7	**Summative Assessment Strategy for this module**	
MIMLOs	***Technique(s)***	***Weighting***
1	Video Submission	**20%**
2	Reflective Essay	**40%**
3	Poster (in-class)	**40% (Must Pass assessment)**

7.8	Sample Assessment Materials

Video submission (20%) – early-stage assessment, video uploaded within first four weeks of semester. Topic: Create a 2-minute video, using a Photo Voice approach, titled "Autumn and Me", "My College, My Perspective", or "I choose to see Hope".

Video Marking Rubric
Subject Knowledge – 40%
Organisation/Structure - 20%
Presentation delivery – 20%
Standard of references – 20%

Poster (40%) – Create an A3 poster by hand in class, using creative materials in class, which illustrates and examines the barriers that you see to people working creatively. A photo of this poster is uploaded to Moodle.

Poster Marking Rubric
Subject Knowledge – 40%
Organisation/Structure - 20%
Creativity – 20%
Standard of references – 20%

Reflective Essay (40%) – Write 1000 words, using the Gibbs reflective cycle, to tell the story of your experience of "Exploring your Creativity" this semester.

Reflective Essay Marking Rubric
Reflective writing spectrum – 40%
Analysis and making connections - 20%
Appropriate use of model – 20%
Authenticity, honesty and self-awareness – 20%

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's Regulations in Relation to Assessment and Standards unless otherwise indicated.

7.9	Indicative reading lists and other information resources

Indicative Core Reading:
Benson, J. F. (2001). *Working More Creatively with Groups*. London: Routledge.
Boal, A. (2002). *Games for Actors and Non-actors.* New York: Routledge.
Goss, L & Mac GiollaRi, D (2023). 'Creative approaches to developing the professional competencies for social care practice', in Lalor, K., Share, P., & Brown, T. (2023). *Social care work: An introduction for students in Ireland.* Dublin, ROI: Gill Education.
Lyons, D. (2010). *Creative studies for the caring professions.* Dublin: Gill & MacMillan.

Other Reading:
Boal, A. (2013). *The Rainbow of Desire: The Boal Method of Theatre and Therapy.* New York: Routledge.
Brooke, S.L. (2006). *Creative arts therapies manual: A guide to the history, theoretical approaches, assessment, and work with special populations of art, play, dance, music, drama, and poetry therapies.* USA: Charles C Thomas Publisher.

Web Resources:
Reflective Practice eLearning Module (Free on www.HSELand.ie) - Social Care Ireland
Therapeutic Photography for Mental Health - Healing Through Art (theoneproject.co)
Society and Puppets – Social Applications of Puppetry | World Encyclopaedia of Puppetry Arts (unima.org)
Dancing for joy | Wellcome Collection