AMITY GLOBAL INSTITUTE

MODULE SYLLABUS

Course	Bachelor of Science (Honours) Creating Computing Awarded by University for the Creative Arts (UK)
Module Title	Creative Thinking
Module Syllabus No. (if any)	CCOM4002
Content	**What do we do?** You will be introduced to a range of core skills in concept development, and representation, through sketching, model making, diagramming, and time-based media. You will be encouraged to use digital tools to record and reflect upon the design process. **Why do we do it?** To provide a foundation in communication and creative development skills because these will become key tools in your skillset "toolbox", used for all future project representation and design development. **How do we do it?** This Unit is delivered through a series of short projects, each of which will introduce a new skill or production methodology. This project will be taught predominantly in the design studio, alongside the Screen Space unit content. You will also attend workshops and seminars on software and analogue skills development
No. of Teaching Hours	36hours
Teaching Methods	Lectures, tutorials, case-studies, and group discussion
Assessment Methods and Weightages	100% coursework
Skills for Maximising Learning Outcomes	Reading and Research
Dates of Examinations, Major Assessments and Assignments	See University Academic Calendar
Recommended Text	Bergstrom, B. (2008) Essentials of visual communication. Laurence King
Additional Reference Texts (if any)	Graphic 10: Diaries, Notebooks & Sketchbooks (2008) Bis Publishers Moggridge, B. (2006) Designing Interactions. MIT Press. Norman, D. (2002), The Design of Everyday Things, New York: Basic Books.
Additional Remarks (if any)	

No.	Learning Outcomes/Aims
1	Utilise a range of media and techniques to effectively communicate ideas and concepts.
2	Identify relevant media and technical support to enhance learner self-sufficiency.
3	To embed a proactive approach to iterative design workflows.
4	Locate relevant media and technical support to enhance learner self-sufficiency.
5	To embed a reflective approach to iterative design workflows.
6	To engage students with a broad base of techniques for communication and concept development.
7	To engender a versatile and interdisciplinary attitude to design.
8	To embed a proactive and reflective approach to iterative design workflows.