

## Module Specification

Module Title	Psychology of Creativity	Module Code	PSY313				
Credit Value	15	Level	6	Mode of Delivery	On Campus	Semester	Semester A

Pre-requisite modules	Co-requisite modules	Overlapping modules
-PSY125 Brain and Behaviour - PSY109 Research Methods and Statistics -PSY209 Research Methods and Statistics -PSY215 Social Psychology -PSY211 Cognitive Psychology		

### 1) Content Description

Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module will provide students with an in-depth understanding of different theoretical conceptualizations of creativity, how it can be measured, how it can be improved and the biological underpinnings of the creative processes. It will draw on research from various different disciplines within psychology, covering areas such as neuroscience, social, and cognitive psychology and arts. The module will offer a detailed analysis of the several creativity stages and processes linking them back to their main biological mechanisms. Practical activities to improve creativity will be presented along with a discussion on how they can be applied in different areas (e.g. science, business, education, arts).

### 2) Module Aims

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

- 1) Present the foundations of the Psychology of Creativity, including its core concepts, research methods and its links to other fields.
- 2) Develop students' skills in developing and evaluating methods for studying the Psychology of Creativity.
- 3) Engage students on creative thinking toward solving research problems in the field by implementing the techniques taught during the course.
- 4) Consider how empirical research can be used to inform "real-world" practices across a range of domains such as education and arts.

### 3) Learning Outcomes

Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant [QAA benchmark statements](#) and the [Framework for Higher Education Qualifications in England, Wales and Northern Ireland \(2008\)](#). The [SEEC Credit Level Descriptors for Further and Higher Education 2003](#) and [Queen Mary Statement of Graduate Attributes](#) should also be used as a guiding framework for curriculum design.

Academic Content:	
A1	Demonstrate in-depth conceptual knowledge about the psychology of creativity and its relation to other fields
A2	Critically evaluate different theories and empirical evidence related to creativity across a range of psychological domains
A3	Synthesize creativity research across different disciplines in psychology and consider the implications for applied contexts
Disciplinary Skills - able to:	
B1	Employ evidence-based reasoning to critically evaluate different research methodologies applied to creativity
B2	Ability to apply aspects of creativity research to a new/different context where they are appropriate.
B3	Design a creative research project in the field of the Psychology of creativity.
Attributes:	
C1	Ability to independently locate, read, comprehend and critically evaluate relevant literature in the field of creativity
C2	Communicate ideas confidently, clearly and succinctly in writing and orally
C3	Ability to convey ideas and apply knowledge created in an academic setting to current social and economic contexts
C4	Take responsibility for own learning and academic/personal development using reflection and feedback

### 4) Reading List

Provide an indicative reading list for the module. This should include key texts and/or journals but **should not** be an exhaustive list of materials.

Sawyer, R. K. (2012). Explaining creativity: The science of human innovation. Oxford University Press. • Ohlsson, Stellan. Deep learning: How the mind overrides experience. Cambridge University Press, 2011. • Sternberg, R. J. and Kaufman, J. (2010) (eds). The Cambridge Handbook of Creativity. Cambridge University Press. • Sawyer, Keith. Group genius: The creative power of collaboration. Basic Books, 2007.

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## 5) Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake. This information will form the Key Information Set for each undergraduate programme and will be used to populate the KIS widget found on the QMUL programme information pages. More information can be found [online](#) about KIS. You may also wish to refer to the [QAA guidance on contact hours](#) when completing this section.

Activity Type	KIS Category	Time Spent (in hours)
Lecture	Scheduled	18
Practical Classes and workshops	Scheduled	4
Total		22

Specify the total module notional study hours. This should be a total of the hours given for each activity. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

Activity Type	Total Time Spent (in hours)	Percentage of Time Spent
Scheduled learning and teaching	22	15
Placement		
Independent Study	128	85
Total	150	100

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

## 6) Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

Description of Assessment	Assessment Type	KIS Category	Duration / Length	% Weighting	Final element of assessment?	Qualifying Mark
Essay-based exam. Answer 1 out of 3 (Section A) and 1 out of 3 (Section B) questions	Written Exam	Written	2 hours	75%		

In-class activities during each lecture	Engagement in activities in class	Practical		5%		
Creativity research project	Written assignment	Coursework		20%		

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

### Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
  Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)		
Brief Description of Assessment	Assessment Type	Duration / Length of Examination / Coursework
Resit Examination	Written Exam	2 Hours

### Section 3 - Alternative Assessment Arrangements for Associate Students

This section **must only** be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

### Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in **Semester A**. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

#### **Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)**

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in [Semester B](#). Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.