

Creativity

DESCRIPTION OF COURSE UNIT

Program Studi Sarjana (S1) Desain Produk

Bachelor of Industrial Design (BOLD)

2018-2023



Description of Course Unit
according to the ECTS User's Guide 2015

Course unit title	Creativity
Course unit code	DP184627
Type of course unit	Enrichment
Level of course unit	First cycle Bachelor
Year of study when the course unit is delivered	3 rd year
Semester/trimester when the course unit is delivered	6 th semester
Number of ECTS credits allocated	4,8 ECTS Credits
Name of lecturer	Ellya Zulaikha, S.T., M.Sn., Ph.D.
Learning outcomes of the course unit	<ol style="list-style-type: none"> 1. Able to design products (or systems) with consideration of human behavior, environment, economy, security, safety, and social issues 2. Able to operate design technology and equipment, both manual and digital, in an integrated and multi-dimensional way 3. Able to research design problems using design principles and methods 4. Able to implement design methods in the design process by considering various aspects such as human (user experience), environment, economic, security, safety, and social issues 5. Able to apply design skills using interdisciplinary knowledge
Mode of delivery	face-to-face
Prerequisites and co-requisites	-
Course content	<p>Creativity Course is an Enrichment Course to explore techniques for using the information as a source of inspiration to enhance divergent thinking, creative problem solving, and strengthening aspects of aesthetic taste and sensitivity. Topics discussed include Creative Potential, empathy, lateral thinking, six thinking hats, mind mapping, SCAMPER, Brainstorming (Brain-dumping, Brainwriting, and Brain-walking), Worst Possible Ideas, Challenge Assumptions, Analogy, Rough Prototyping.</p> <ol style="list-style-type: none"> 1) Introduction 2) Six thinking hats (emphaty) 3) Assumption busting 4) Random word generation 5) Random word generation

	6) Scamper 7) Change perspective 8) Reverse 9) Lateral thinking 10) Picture association 11) Consensus mapping 12) Snack writing 13) Triggered brainwalking 14) Analogy 15) Project presentation
Recommended or required reading and other learning resources/tools	<ul style="list-style-type: none"> • De Bono, E. (2017). Six thinking hats. Penguin UK. • De Bono, E., & Zimbalist, E. (2010). Lateral thinking. Viking. • De Bono, E. (2015). Serious creativity: How to be creative under pressure and turn ideas into action. Random House. • De Bono, E. (2008). Creativity workout: 62 exercises to unlock your most creative ideas. Ulysses Press. • Kahneman, D. (2011). Thinking, fast and slow. Macmillan
Planned learning activities and teaching methods	Case method; Team Based Learning
Language of instruction	Indonesia and English
Assessment methods and criteria	Assignment, Project, Midterm Evaluation and Final Evaluation

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Course Details

DP184627

Kreativitas

Creativity

3 credits

Coordinator: Ellya Zulaikha, S.T., M.Sn., Ph.D.

Course Form

Course Type

Minimum Passing Grade

:

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Tidak Ada

C

Course Description

Mata Kuliah Kreativitas merupakan Mata Kuliah Pengayaan berisi teknik-teknik efektif untuk mengakses dan menggunakan informasi sebagai sumber inspirasi, berpikir divergen, penyelesaian masalah desain secara kreatif, serta memperkuat aspek rasa dan kepekaan estetika. Topik yang dibahas meliputi : Potensi Kreatif, empathy, lateral thinking, six thinking hats, mind mapping, SCAMPER, Brainstorming (Braindumping, Brainwriting, and Brainwalking), Worst Possible Idea, Challenge Assumptions, Analogy, Rough Prototyping.

Creativity Course is an Enrichment Course to explore techniques for using the information as a source of inspiration to enhance divergent thinking, creative problem solving, and strengthening aspects of aesthetic taste and sensitivity. Topics discussed include Creative Potential, empathy, lateral thinking, six thinking hats, mind mapping, SCAMPER, Brainstorming (Brain-dumping, Brainwriting, and Brain-walking), Worst Possible Ideas, Challenge Assumptions, Analogy, Rough Prototyping.

LO

CLO

Assessment & Evaluation Plan

Lesson Plan

Learning Outcomes Charged by the Course

Curriculum: Kurikulum 2018 S-1 Desain Produk

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No.	Description
<input type="checkbox"/>	1. Mampu menyusun konsep desain dengan mengidentifikasi sumber masalah, menganalisis, dan mensintesis kebutuhan dengan mempertimbangan aspek estetika, kenyamanan dan keselamatan pengguna pada suatu produk <i>Able to develop design concepts by identifying problem sources, analyzing, and synthesizing needs by considering aesthetic, comfort and user safety aspects of a product</i>
<input checked="" type="checkbox"/>	2. Mampu merancang sistem produk dan benda produk berdasarkan penguasaan metoda desain, cara produksi dan sistem distribusi, untuk menghasilkan produk yang dapat dipertanggungjawabkan terhadap kaidah desain, dampak pada lingkungan hidup, dan isu-isu sosial budaya <i>Able to design product systems and product objects based on mastery of design methods, production methods and distribution systems, to produce products that can be accounted for by design principles, impacts on the environment, and socio-cultural issues</i>
<input checked="" type="checkbox"/>	3. Mampu membuat model untuk menyelesaikan masalah desain yang kompleks secara kreatif berdasarkan prinsip-prinsip desain dan rekayasa, dengan mempertimbangkan faktor ekonomi, keamanan, keselamatan, dan kelestarian lingkungan <i>Able to create models to solve complex design problems creatively based on design and engineering principles, taking into account economic, security, safety, and environmental sustainability factors</i>
<input checked="" type="checkbox"/>	4. Melakukan kolaborasi dalam bidang kerja yang multi disiplin dengan memanfaatkan pengetahuan dan kemampuan desainnya <i>Collaborating in multi-disciplinary work areas by utilizing design knowledge and skills</i>
<input type="checkbox"/>	5. Memahami konsep teoretis desain: 1. fungsi, 2. estetika, 3. ekonomi, 4. sosial dan, 5. teknologi secara umum <i>Understand the theoretical concepts of design: 1. function, 2. aesthetics, 3. economy, 4. social and, 5. technology in general</i>
<input type="checkbox"/>	6. Ketrampilan presentasi lisan, tulisan dan multimedia dan teknologi presentasi secara umum <i>Oral, written and multimedia presentation skills and general presentation technology</i>
<input type="checkbox"/>	7. Ketrampilan rekabentuk dan visualisasi 2 dan 3 matra secara mendalam <i>Design skills, 2 and 3 dimension visualization in depth</i>
<input type="checkbox"/>	8. Prinsip dan metodologi desain secara mendalam <i>Design principles and methodologies</i>
<input type="checkbox"/>	9. Konsep user centered design secara mendalam <i>The concept of user centered design in depth</i>
<input type="checkbox"/>	10. Sejarah dan perkembangan desain produk secara mendalam <i>The history and development of product design in depth</i>
<input type="checkbox"/>	11. Wawasan budaya dan perkembangan tren secara mendalam <i>Insight into culture and trend developments in depth</i>
<input type="checkbox"/>	12. Prinsip dan isu terkini dalam teknologi manufaktur secara umum <i>Current principles and issues in manufacturing technology in general</i>
<input type="checkbox"/>	13. Bisnis dan pemasaran, kewirausahaan, kode etik dan HAKI (Hak atas Kekayaan Intelektual) secara umum <i>Business and marketing, entrepreneurship, code of ethics and IPR (Intellectual Property Rights) in general</i>
<input type="checkbox"/>	14. Konsep dan prinsip pelestarian lingkungan secara umum <i>Environmental conservation concepts and principles in general</i>

Course Learning Outcomes

Curriculum: Kurikulum 2018 S-1 Desain Produk

























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Code	Description of CLO	Mapping of CLO to LO			Weight of CLO
		LO 2	LO 3	LO 4	
CLO-1	Mampu mendesain produk (atau sistem) dengan pertimbangan perilaku manusia, lingkungan, ekonomi, keamanan, keselamatan dan isu sosial <i>Able to design products (or systems) with consideration of human behavior, environment, economy, security, safety, and social issues</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20%
CLO-2	Mampu mengoperasikan teknologi dan peralatan desain, baik manual maupun digital secara terpadu dan multi-dimensi <i>Able to operate design technology and equipment, both manual and digital, in an integrated and multi-dimensional way</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	20%
CLO-3	Mampu meneliti permasalahan desain menggunakan prinsip dan metode desain <i>Able to research design problems using design principles and methods</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20%
CLO-4	Mampu menggunakan metode user experience dengan pertimbangan faktor manusia, lingkungan, ekonomi, keamanan, keselamatan dan isu sosial <i>Able to implement design methods in the design process by considering various aspects such as human (user experience), environment, economic, security, safety, and social issues.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20%
CLO-5	Mampu mengaplikasikan pengetahuan dan kemampuan desain secara inter-disiplin <i>Able to apply design skills using interdisciplinary knowledge</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	20%
Total Weight		33%	33%	33%	100%

Assessment & Evaluation Plan

No.	Evaluation Plan	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5	Total Weight
1	Everyday Creativity SCAMPER Chindogu Everyday Creativity SCAMPER Chindogu Studi Kasus Case Method	20%	0%	0%	0%	0%	20%
2	Portofolio Kreativitas Creative Portfolio Kognitif - UAS Cognitive - Final Exam	0%	30%	0%	0%	0%	30%
3	Six Thinking Hats Six Thinking Hats Studi Kasus Case Method	0%	0%	10%	0%	0%	10%
4	Empathy Empathy Studi Kasus Case Method	0%	0%	0%	10%	0%	10%
5	Brainstorm-Random Input-Mind Map Brainstorm-Random Input-Mind Map Studi Kasus Case Method	0%	0%	0%	0%	30%	30%
TOTAL		20%	30%	10%	10%	30%	100%
Target		20%	20%	20%	20%	20%	100%

Lesson Plan

Weeknum	Course Material	Learning Method	
1	<p>Pengantar Kreativitas : Pada pertemuan pertama ini, mahasiswa akan memahami rencana perkuliahan dan saling mengenal satu sama lain. Siswa akan mengenali setiap potensi kreativitas masing-masing melalui diskusi dan kontemplasi. Tujuan pengenalan adalah agar siswa terbiasa berinteraksi dan berkolaborasi dengan orang lain.</p> <p><i>Introduction to Creativity : At this first meeting, students will understand the course plan and get to know each other. Students will recognize each potential for creativity by discussion and contemplation. The purpose of the introduction is for students to get used to interacting and collaborating with others</i></p>	Metode SCL lainnya	 
2	<p>Every Day Creativity : Sesi ini akan meningkatkan kepekaan siswa untuk mengenali masalah sehari-hari di sekitar mereka, apakah itu terkait dengan kepraktisan, kenyamanan, keamanan, keselamatan, keindahan, atau aspek lain, dan hal-hal yang mereka (atau orang lain) sukai atau tidak sukai. Siswa dapat memecahkan masalah sesuai dengan pengetahuan awal yang telah mereka miliki (Tidak harus canggih, percaya diri dan orisinalitas lebih penting). Pelajaran ini melatih siswa untuk menerapkan berpikir dan berperilaku kreatif.</p> <p><i>Every Day Creativity : This session will enhance students' sensitivity to recognize everyday problems around them, whether it is related to practicality, comfort, security, safety, beauty, or other aspects, and things they (or others) like or dislike. Students can solve problems according to their prior knowledge they already have (It doesn't have to be sophisticated, confidence and originality is more important). This lesson to train students to apply creative thinking and behavior.</i></p>	Case method	 
3	<p>Pemetaan Pikiran (1) : Mampu menemukan ide-ide baru/ unik menggunakan metode Pemetaan Pikiran secara berkelompok dan komprehensif (memikirkan sebanyak mungkin hubungan). Mahasiswa harus memilih 20 ide baru/ unik yang belum pernah ada, dan divisualisasikan</p> <p><i>Mind Mapping (1) : Students will explore new and unique ideas using Mind Mapping in group, comprehensively (thinking about possible relationships as much as possible). Students must choose 20 new/unique ideas that have never existed, then visualize them</i></p>	Case method	 
4	<p>Pemetaan Pikiran (2) : Mahasiswa menseleksi dan mengembangkan ide-ide yang diperoleh dari metode Mind Mapping</p> <p><i>Mind Mapping (2) : Students able to select and develop ideas obtained from the Mind Mapping method.</i></p>	Case method	 
5	<p>Empati : Empati sebagai Pemicu Kreativitas, Membuat Persona, dan Membuat Peta Empati</p> <p><i>Empathy : How Empathy Fuels Creativity, Making Persona and Empathy Map</i></p>	Case method	 
6	<p>Lateral Thinking : cara berpikir mengedepankan alternatif-alternatif, mengakomodir kemungkinan sebanyak mungkin, sehingga terlatih untuk berpikir terbuka, berani berpikir kritis, analitis dan bisa menentukan arah.</p> <p><i>Lateral Thinking : a way of thinking that puts forward alternatives, accommodates as many possibilities as possible so that they are used to think openly, dare to think critically, analytically and can determine direction.</i></p>	Metode SCL lainnya	 
7	<p>Random Input: sebuah cara mencari hubungan dan membaca pola atas hubungan-hubungan yang terjadi antar hal, kemudian menentukan nilai atas hubungan yang terjadi</p> <p><i>Random Input: a way of looking for relationships and reading patterns that occur between things, then determining the value of the relationships</i></p>	Metode SCL lainnya	 
8	<p>Brainstorming : metode berpikir kreatif secara lateral untuk mengeksplorasi dengan prinsip-prinsip yang benar, baik Brainstorming Individual maupun Kelompok</p> <p><i>Brainstorming: creative thinking method to explore ideas, using the right brainstorming Alex Osborn principles, both Individual and Group Brainstorming</i></p>	Metode SCL lainnya	 
9	<p>Presentasi Proyek Kreatif</p> <p><i>Creative Project Presentation</i></p>	Metode SCL lainnya	 
10	<p>SCAMPER : teknik pencarian ide sebanyak-banyaknya (Alex Osborn), untuk mengembangkan produk yang sudah ada dengan cara: Substitusi, Kombinasi, Adaptasi, Modifikasi, Penggunaan Lain, Eliminasi and Reverse. Mahasiswa akan mengembangkan satu produk atau jasa layanan berangkat dari produk yang sudah ada dengan minimal 7 kemungkinan pengembangan.</p> <p><i>SCAMPER : a way to explore as many ideas as possible by Alex Osborn techniques: Substitution, Combination, Adaptation, Modification, Other Uses, Elimination, and Reverse. Students will develop a product or service starting from a precedent product or service with a minimum of 7 development possibilities.</i></p>	Case method	 
11	<p>Six Thinking Hats : Sebuah Metode Edward de Bono untuk Evaluasi Desain / Kasus secara menyeluruh</p> <p><i>Metode Enam Topi: An Edward de Bono Method for Design/Case Evaluation</i></p>	Case method	 
12	<p>CHINDOGU : Metode mendesain produk secara bebas cara Kenji Kawakami untuk penyelesaian masalah sehari-hari</p> <p><i>CHINDOGU : Kenji Kawakami's method of designing products independently of everyday problems</i></p>	Case method	 

13	Proyek CHINDOGU (1) : Mahasiswa mengasistensikan progress Produk Chindogu yang dibuat <i>CHINDOGU Project (1) : Students present the progress of the Chindogu Project that they made</i>	Case method	 
14	Proyek CHINDOGU (2) : Mahasiswa mempresentasikan Proyek CHINDOGU yang dibuat <i>CHINDOGU Project (2) : Students present the Chindogu Project that they made</i>	Case method	 
15	PORTOFOLIO KREATIF (1) : Mahasiswa mengembangkan portofolio kreatif berdasarkan semua proyek kreatif yang telah dibuat <i>CREATIVE PORTFOLIO (1) : Students develop a creative portfolio based on all creative projects that they have made</i>	Metode SCL lainnya	 
16	PORTOFOLIO KREATIF (2) : Mahasiswa mempresentasikan portofolio kreatif dan direview oleh teman dalam satu kelompok <i>CREATIVE PORTFOLIO (2) : Students present their creative portfolio and are peer-reviewed by friends in a group</i>	Metode SCL lainnya	 

Bahasa Indonesia

English

Choose method ▼

