

# Creativity and Innovation Certificate

- May 3, 2021 to June 12, 2021
- Developed and Delivered by NSCAD University and Dalhousie University

## Course Description

Gain mastery of creativity and innovation concepts and learn to apply them to grow your potential, advance your career, and achieve a competitive edge for your organization.

Creativity is found in the knowledgeable and skillful exploration of possibilities. Innovation happens when we use our creativity to solve problems or discover opportunities to make something new or better. Creativity and innovation work together to help new ideas reach their full potential.

Join experts in creativity and management for an outstanding educational experience with a focus on creativity and innovation. Jointly delivered in an exciting partnership between Dalhousie and NSCAD universities, this six-week fully online course covers the creative process, key components of creativity and innovation, and how to bring creativity, innovation, and entrepreneurship together in a collaborative process.

## Learning Outcomes

Upon completion of this course, learners will be able to do the following:

- Recall and define multiple perspectives of creativity through the lens of business, visual art, design, music, neuroscience, and technology
- Apply design processes as a means of problem solving in order to produce possible solutions
- Draw connections among ideas through the use of play, imagination, discovery, analogy, flexibility, flow and experimentation
- Differentiate the value of soft skills in solving various problems, including self-awareness, self-reflection and multiple points of view comparisons.
- Create and present a solution incorporating aspects of design thinking, design speculation and

continuous  
improvement

## Course Format

This course is offered online and incorporates a multimodal approach to teaching and learning. Content will be delivered via written text, videos, and mini lectures. Learners will participate in group discussions, activities, and reflection. To optimize the learning experience, this course uses the [Brightspace Learning Management System](#).

## Course Schedule

**Pre-Week 1 Assignment:** Before the first class each registrant will provide their own introductory response or video (maximum 3 minutes). Your response or video should include a brief biography; it would also be good if you could describe one or two of the problems you're thinking about right now: how have you tried to develop or make use of creative solutions to address those problems? Finally, we'd be glad if you could tell us a bit about your expectations: what influence do you expect the course to have on your work or practice? Please post to Brightspace Discussion Forum or introductory Padlet.

### Arts-Based and Management Theories of Creativity

Week One (May 5, 2021)

- Welcome, Moragh MacAulay and Martine Durier-Copp
- Contagious-Resilient Leadership, Dr Heidi Weigand
- Arts-Based Theories of Creativity, Dr. Karin Cope

### Components of Creativity

Week Two (May 12, 2021)

- Six Essentials for Creative Life, Dinuk Wijeratne
- Concept Triangle, Dinuk Wijeratne
- Creativity by Mind and Brain, Dr Ray Klein

### Creative Processes In Action

Week Three (May 19, 2021)

- Theories of Change, Dr Heidi Weigand
- Creativity with a Capital "C", Marlene Ivey
- Creative Spaces and Places, Marlene Ivey
- Creative Processes in Action, Dr Karin Cope

### Bridging Creativity and Innovation

Week Four (May 26, 2021)

- 'Contagion Effect', Dr Heidi Weigand
- Innovation Design Thinking
- Conceptualizing, Connections and Collaborations

### Innovation and Entrepreneurship

Week Five (June 2, 2021)

- Innovation and Entrepreneurship, Grant Sullivan
- From Inspiration to Innovation,

Miriam Zitner

- Creative Industries, Greg Dubeau

### Connection and Collaboration

Week Six (June 9, 2021)

- Innovation and Entrepreneurship, Grant Sullivan
- NSCAD Creative Entrepreneurship Lab, Gregory Adolphe-Nazaire
- Dalhousie Creative Destruction Lab
- Summary: Bringing It All Together, Dr Heidi Weigand and Dr Karin Cope

## Faculty Bios



### Dr. Heidi Weigand

Dr. Heidi Weigand is an instructor with a focus on leadership development and social communications technology. Before completion of her Ph.D in Management, Heidi held senior leadership roles in the high-tech industries with Xerox Corporation and IBM Canada Ltd. She has extensive experience working with First Nation leaders and communities with a passion for cultivating self-governing practices and sustainable communities. Heidi is a certified Lean Six Sigma Black Belt and has served on a variety of boards. She is often invited to speak on the topics of leadership and developing a contagious innovative mindset in others. Heidi's research interests include inter-generational and inter-cultural organizational dynamics and communication technologies.



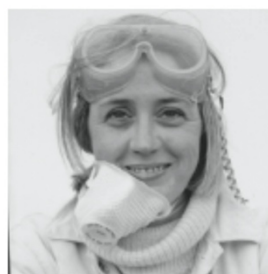
## Dr. Karin Cope

Karin Cope holds a BA in Literature from Yale University and a PhD in Comparative Literature with a concentration in Art History from Johns Hopkins University. An Associate Professor, she is currently Director of the MFA Program and Chair of Art History and Contemporary Culture at NSCAD. Prior to her appointment at NSCAD, Dr. Cope held a postdoctoral fellowship dedicated to the study of Multiculturalism and the Arts with the Pembroke Center for Teaching and Research on Women at Brown University, and then an Assistant Professorship in the Department of English at McGill, where she taught courses in Queer Theory, Feminist Theory, Postcolonial Studies and African American and African diasporic literatures. Dr. Cope's solo publications include a scholarly monograph written in dialogue and concluding with a play, *Passionate Collaborations: Learning to Live with Gertrude Stein* (University of Victoria, 2005), a poetry collection entitled *What We're Doing to Stay Afloat* (Pottersfield, 2015), and, since 2009, a photo/poetry blog entitled *Visible Poetry: Aesthetic Acts in Progress* (<https://visiblepoetry.ca/>)

Cope frequently works collaboratively, and has co-created numerous research, activist and arts collectives and projects, including the Wild Art Shore Project, the Dimensional Poetry Project, the Rural Coastal Communities Project and the Art + Activism Collective, a NSCAD-based interdisciplinary group designed to explore and

develop relationships between art practice, scholarship, activism and social justice. Recently she has joined colleagues at NSCAD and Kings College as a researcher and arts-based collaborator in a \$235,000 SSHRC grant dedicated to techniques and histories of Counter Mapping and Memory Activism (<https://www.coutermemoryactivism.ca/>)

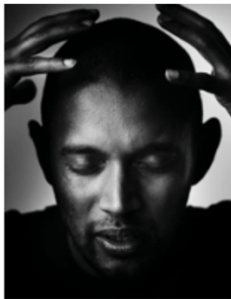
A poet, photographer and sailor as well as an activist and academic, Cope has logged months at sea with her partner, Marike Finlay, in remote coastal communities in Central America, Maritime Canada, British Columbia, the Arctic and the Baja California, while conducting collaborative research and developing poetic, scholarly and socially engaged bodies of work. Records of some of their voyages may be seen here: <https://quoddysrun.ca/> Cope is completing a trilogy of poetry and performance works about their time in the Pacific entitled *Ex votos for a broken world*. They are developing a new project for 2022 that will address migration flows in the Mediterranean.



## Marlene Ivey

Marlene Ivey (BFA, MDES) joined NSCAD University as Associate Professor, Interdisciplinary Design in July 2010. Between 2008-2010 she was Co-ordinator of Strategic Initiatives, Highland Village Museum, Iona, NS where she guided the organization through an interactive strategic planning process footed in design methodologies and methods. Between 1994 and 2008 she was Senior Lecturer, and ultimately Director of Master of Design at

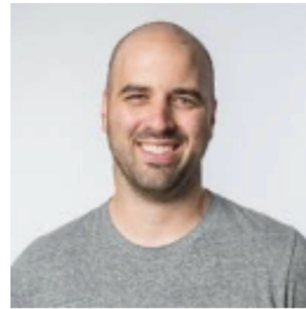
Duncan of Jordanstone College of Art and Design, Dundee University, Scotland. Prior to joining the University of Dundee, she worked in the public health sector as the first Fundholding Manager in Scotland designing and implementing new systems and services for General Practice Fundholding. Described by some as a hybrid practitioner crossing the boundaries of design, art and craft, her creative work has been published in exhibition and conference proceedings in the UK, Europe, China, Canada and the USA. Collaborators have included the ICA London; The Lighthouse - Scotland's Centre for Architecture, Design and the City; Make Tools, USA; Nova Scotia Office of Gaelic Affairs; Nova Scotia's Highland Village Museum, and the Nova Scotia Gaelic Community.



## Dinuk Wijeratne

Instructor Dinuk Wijeratne a Sri Lankan-born Canadian *Dinuk Wijeratne* is a JUNO and multi-award-winning composer, conductor, and pianist who has been described by the Toronto Star as 'an artist who reflects a positive vision of our cultural future', and by the New York Times as 'exuberantly creative'. His boundary-crossing work sees him equally at home in collaborations with symphony orchestras and string quartets, tabla players and DJs, and takes him to international venues as poles apart as the Berlin Philharmonie and the North Sea Jazz Festival. Fascinated by how creativity exerts an influence across disciplines, Dinuk was featured as a lead character in 'What Would Beethoven

Do?', the 2016 documentary about innovation in Classical music.



## Greg Dubeau

Instructor Greg Dubeau RGD is a multidisciplinary creative entrepreneur heading a design consultancy in Bedford, Nova Scotia. He collaborates with agencies, organizations, and entrepreneurs to make their businesses look and work a little bit better than they did yesterday. His creative industry experience also includes time as Graphic Designer for Generator Strategy Advertising in Thunder Bay, ON, Art Director at m5 Communications in Halifax, and most recently, as Art Director with Cossette Halifax, where he was involved in mentoring NSCAD design students in experiential learning scenarios. He is a member of the Board of Directors for the Association of Registered Graphic Designer (RGD), a prestigious, Canada-wide professional association. He serves on the Board Executive as Secretary as well as Events Chair. He has worked closely as a pro bono creative consultant for charitable and non-profit organizations such as Camp Quality, SPCA, Ronald McDonald House Charities, and the Aga Khan Foundation of Canada.



## Grant Sullivan

Grant started his career in the public service as a Combat Systems Engineer within the Canadian Navy. After ten years he joined industry as a Project Manager commercializing and delivering emerging defense technologies. In 2001 Grant owned and operated his own software company building software for the utilities industry.

For the next 15 years Grant sold and delivered large scale digital projects for fortune 500 firms leveraging Nearshore teams in Atlantic Canada. Currently, Grant leads a Federal Government team supporting firms to develop and implement strategies for world leading innovation in Atlantic Canada.

Grant is an active member of the University community. Over the past fifteen years, Grant has taught courses in Electronic Commerce, Information Systems, Marketing Informatics, and Project Management. Recently, Grant has delivered executive seminars in Digital Transformation, Data Literacy, and Innovation. Grant is an Industrial Engineer and a Project Management Professional with an MBA and a Masters in Electronic Commerce. Grant is currently completing a PhD program in Rural Sourcing and sits on the board of the Strongest Families Institute.



## Dr. Ray Klein

Dr Raymond Klein is an Emeritus Professor in the Department of Psychology and Neuroscience at Dalhousie University, Research Fellow as NSCAD University and Fellow of the Royal Society of Canada. He a cognitive neuroscientist and internationally recognized expert on human attention and its relation to eye movements. Whereas he is best known for his basic research, Dr. Klein has, since his first sabbatical at Bell Telephone Laboratories, regularly sought to apply his expertise in experimental psychology and cognitive neuroscience to help solve real-world problems. His applied interests include attention deficits (in ADHD, autism, Parkinson's patients, people with damage to the parietal lobe), the development of game-like tasks for repairing and assessing the networks of attention, safety (while driving, in the management of off-shore disasters, and pilot fatigue), using eye monitoring to draw conclusions about attention in every-day activities (reading, looking at art and looking at money). His collaboration with NSCAD colleagues to establish the Drawing Lab is a particularly rewarding example of his interest in applying the methods of experimental design and his expertise in cognitive processes in the real world.





## Greg Nazaire

Greg has been teaching corporate finance at the Rowe School of Business since 2005. Before moving to Halifax, Greg had worked for several large financial institutions across North America as a banker and investments manager, where he advised businesses and high net worth individuals on investments, financial planning, and risk management.

Before moving to Halifax, Greg had worked for several large financial institutions across North America as a banker and investments manager, where he advised businesses and high net worth individuals on investments, financial planning, and risk management. Since starting teaching at Rowe School of Business, Greg, a multi-award winner for excellence in teaching, has also brought his passion for entrepreneurship and business finance into the classroom at Dalhousie University (both on-campus and online), where he teaches topics such as entrepreneurship, financial management and planning. As a former executive member and current Director at the BBI, Greg had led the research and the development of high social impact projects that help local governments, agencies, and community-based organizations bring meaningful change to targeted communities. He has been actively involved in the community where he volunteers at many community-based events and works as an advisor to many grassroots, notably Hope Blooms since their inception and international trade development

organizations such as Canadian Council on Africa was the Vice President. He serves on several boards and committees across the Maritimes. Greg is also an economic analyst and commentator for Radio-Canada/ CBC and sometimes appears across the network's particular segments on social and political issues.

He holds Master of Science from University of Bordeaux Management School, an MBA from University of Nantes, and he is currently pursuing a Ph.d at Aix Marseille University.



## Miriam Zitner

Miriam Zitner is leading the three-year master plan to develop and advance Halifax's Innovation District, working in collaboration with the innovation leaders private, public and post-secondary sectors and Halifax's startups and innovation leaders.

Miriam has over 15 years experience working with Fortune 100 technology companies and start-ups, primarily out of Toronto and Vancouver, focused on photonics, biometrics and energy - companies such as IBM (B2B), Intel (B2C and B2B, channel sales), Microsoft (B2C, some B2B), and MSN.CA. She has also worked with academic institutions and associations and understands the operating framework of collaborating with many constituents that share a desired outcome.

Miriam's experience working with Canadian subsidiaries of American companies, as well as start-ups in various stages of maturation, lends itself well to attracting high-growth companies to the region and fostering the growth of Halifax-based companies and its emerging Innovation District.

## Course Policies

- Late submissions require a note with reasonable request for extensions.
- Grade appeals should be directed in writing to the Manager, Executive Education. An alternate instructor will then be assigned to view the assignment in question.
- Students at Dalhousie University follow the Dalhousie University guidelines for Academic Honesty/Student Conduct. This means that students cannot: cheat; plagiarize (use another person's words or ideas as their own without proper documentation); or let another student login to their Brightspace account. Please review the information on Academic Integrity and Student Conduct at the end of the syllabus under "How Dalhousie University Supports a Positive Learning Environment."



- Dalhousie University subscribes to “Urkund”, a computer-based service that checks for originality in submitted papers.

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## Brightspace Access

Click on [Brightspace Learning Management System](#), or visit

1. [www.dal.ca](http://www.dal.ca) and click Brightspace in the top right corner.
2. Enter your Username (your NetID) and Password: (this would have been setup when you activated your NetID)

## Brightspace Assistance


Brightspace supports the most common operating systems used for PCs and Macs. Note: Computers using Windows XP, Windows 8 RT and OS X 10.6 or lower are no longer supported. Please ensure that you have the most recent Adobe program downloaded to be able to access certain files on Brightspace.

- Brightspace questions can be directed to Ellie Wang, Program Coordinator, Dalhousie Executive Education.  
[ExecEd@dal.ca](mailto:ExecEd@dal.ca)
- Technical questions can be directed to the Help Desk.  
Local: 902 494 2376  
Toll free: 1 800 869 3931  
[helpdesk@dal.ca](mailto:helpdesk@dal.ca)
- Brightspace tutorial videos may be viewed at  
<https://www.youtube.com/watch?v>

## Brightspace and Privacy

While connected to Dalhousie University's Learning Management System (Brightspace), learners may be tracked for their use of the features and tools. For the life of the program, all administrators and instructors with access to the course can request full or partial reports of tracked data for any student(s). Instructors may use tracked information to help determine pass/fail – specifically data stamps on discussion, postings and assignment file uploads are used to determine if activities were completed by a specific deadline, and to calculate late penalties when applicable. Aggregate class data is used by administrators to study usability, access, and pedagogical issues in the online learning environment.

Administrators and Instructors can view the following:

- Content (how much has been viewed and read)
- Login history
- User progress
-  • Discussion messages read
- Discussion messages posted
- Documents submitted
- Surveys

## Netiquette

While Online communication etiquette enhances the learning experience. Some examples of effective practices include:

- Emails: put the topic in the Subject and your name at the end.
- Don't write messages in all capital letters. This is understood as shouting.
- Attend to grammar and spelling.
- Avoid unkind, public criticism of others.
- Use sarcasm cautiously. In the absence of nonverbal clues such as facial expressions and voice in flexions, your message may be misinterpreted.
- Never use profanity in any area of the course.
- Be careful what you put in writing. Though you may send an email to a single person, it is very easy to forward your messages to others.

### How Dalhousie Supports a Positive Learning Environment.

- **Recognition of Mi'kmaq Territory**

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (Room 3037) or contact the programs at [elders@dal.ca](mailto:elders@dal.ca) or 902 494 6803 (leave a message).

- **Academic Integrity**

What does academic integrity mean?

At university we advance knowledge by building on the work of other people. Academic integrity means that we are

honest and accurate in creating and communicating all academic products. Acknowledgement of other people's work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information. It is the student's responsibility to seek assistance to ensure that these standards are met.

*How can you achieve academic integrity?*

We must all work together to prevent academic dishonesty because it is unfair to honest students. The following are some ways that academic integrity can be achieved; some may not be applicable in all circumstances.

- Make sure you understand Dalhousie's policies on academic integrity (see [http://www.dal.ca/dept/university\\_secretariat/academic-integrity/academic-policies.html](http://www.dal.ca/dept/university_secretariat/academic-integrity/academic-policies.html))
- Do not cheat in examinations or write an exam or test for someone else
- Do not falsify data or lab results

Be sure not to plagiarize, intentionally or unintentionally, for example...

- Clearly indicate the sources used in your written or oral work. This includes computer codes/ programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images
- Do not use the work of another from the Internet or any other source and submit it as your own

- When you use the ideas of other people (paraphrasing), make sure to acknowledge the source
- Do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor (These examples should be considered only as a guide and not an exhaustive list.)

## Where can you turn for help?

*If you are ever unsure about any aspect of your academic work, contact your instructor. Other sources of help can be found below.*

- Academic Integrity website (see [http://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](http://www.dal.ca/dept/university_secretariat/academic-integrity.html).) Links to policies, definitions, online tutorials, tips on citing and paraphrasing
- Writing Centre (see [http://www.dal.ca/campus\\_life/student\\_services/academic-support/writing-and-study-skills.html](http://www.dal.ca/campus_life/student_services/academic-support/writing-and-study-skills.html).) Assistance with learning to write academic documents, reviewing papers for discipline-specific writing standards, organization, argument, transitions, writing styles and citations
- Dalhousie Libraries (see [http://libraries.dal.ca/writing\\_and\\_styleguides.html](http://libraries.dal.ca/writing_and_styleguides.html)), online tutorials, citation guides, Assignment Calculator, RefWorks

## Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. (Read more: [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html))

## Writing Centre

The Writing Centre offers online support in the form of a Resource Guide that can assist with many types of writing that you may need to do in your course. (Read more: [https://www.dal.ca/campus\\_life/academic-support/writing-and-study-skills.html](https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html))

## Study Skills

Handouts on time management, goal setting, focusing, reading critically, presentation and speaking skills, and preparing for exams are available at [https://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)

## Diversity and Inclusion – Culture of Respect

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take

disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution (Read more: <https://www.dal.ca/cultureofrespect.html>)

## Fair Dealing Policy

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie (Read more: [https://www.dal.ca/dept/university\\_secretariat/policies/academic/fair-dealing-policy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy.html))

## Accessibility

The Student Accessibility Centre is Dalhousie's Centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: A disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre

([https://www.dal.ca/campus\\_life/academic-support/accessibility.html](https://www.dal.ca/campus_life/academic-support/accessibility.html)) for all courses offered by Dalhousie with the exception of Truro.

- Student Success Centre in Truro for courses offered by the Faculty of Agriculture (<https://www.dal.ca/about-dal/agricultural-campus/student-success-centre.html>)

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.