

## Liverpool John Moores University

Title: IDEAS GENERATION  
Status: Definitive  
Code: **4529DVA** (115288)  
Version Start Date: 01-08-2011

Owning School/Faculty: Liverpool School of Art & Design  
Teaching School/Faculty: Stockport College

Team	Leader
Jon Moorhouse	Y

**Academic Level:** FHEQ4      **Credit Value:** 12.00      **Total Delivered Hours:** 52.00  
**Total Learning Hours:** 120      **Private Study:** 68

### Delivery Options

Course typically offered: Runs Twice - S1 & S2

Component	Contact Hours
Lecture	1.000
Seminar	1.000
Tutorial	1.000
Workshop	49.000

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Report	AS1	Practical Projects	80.0	
Presentation	AS2	Presentation (1x10 minutes)	20.0	

### Aims

*To develop skills and techniques to stimulate creative thinking.  
To develop means and methods of overcoming temporary creative blocks.*

### Learning Outcomes

After completing the module the student should be able to:

- 1 Generate a body of work that demonstrates a variety of imaginative interpretations and techniques.
- 2 Identify and distinguish a range of ideas generating techniques and concepts within design and visual arts.
- 3 Present research and ideas through oral communication.

### Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Practical Projects	1	2	3
10 minute presentation	3		

### Outline Syllabus

*Ideas generation is the third module in the 'basic course' which dominates semester 2. This module investigates methods that explore creative thinking and ideas generating techniques. Students will identify concepts and demonstrate a variety of creative interpretations. The exploration of these techniques and concepts will take place in the wider context of design and visual arts practices and will help develop critical judgment in the assessment of ideas*

### Learning Activities

The module comprises a range of activities that focus on the presentation of group and individual assignments addressing ideas, concepts and solutions. It is envisaged that this will lead to healthy debate. Seminars lead to practical application of specific approaches to a range of problems.

Visual exploration and an element of visual risk-taking is fostered rather than the 'correctness' or otherwise of conventional thinking.

### References

<b>Course Material</b>	Book
<b>Author</b>	Fletcher, A.
<b>Publishing Year</b>	2001
<b>Title</b>	The Art Of Looking Sideways
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	London: Phaidon Press Ltd
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Von Oech, R.
<b>Publishing Year</b>	1983
<b>Title</b>	A Whack On The Side Of The Head
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	(sI): Angus & Robertson
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	DeBono, E.
<b>Publishing Year</b>	1990
<b>Title</b>	Lateral Thinking
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	London: Penguin
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Crow, D.
<b>Publishing Year</b>	2003
<b>Title</b>	Visible Signs
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Switzerland: AVA Publishing SA
<b>ISBN</b>	

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## Notes

Ideas Generation is the third of the 'basic course' scheme of modules which focuses on underpinning Fundamental knowledge. This is often 'generic' and involves cross teaching and shared cross pathway lecture/tutorial and seminar opportunities.

Critical and evaluative study stemming from the projects/themes support and further informs the learning and reinforces the holistic approach to the curriculum delivery.