



International
Institute Of
Inspiration
Economy



Resilience Economy



International Inspiration Economy Project

www.inspirationeconomy.org

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Master of Inspiration Economy- Course Syllabus

Course Name: IE 18 The art of Visualisation & Curiosity

1. Program Intending Learning Outcomes (PILOs):

Upon the completion of the MIE program, students will have:

a) An in-depth knowledge of Inspiration Economy theories, practices, methodologies, processes and tools.
b) The mindset and the competency needed to successfully carry out inspiration labs development projects across organization and communities fields.
c) The capacity to use inspiration economy approaches in solving complex problems and developing corporate and public institutional strategies.
d) The mastering of the tools that would create an effective socio-economic outcome.
e) The ability to communicate effectively to promote the culture of inspiration economy, and to disseminate the practice in the public as well as the corporate spheres, by engaging with communities issues and challenges and bringing solutions for sustainable development.
f) To develop the capabilities of the students to effectively harness the practices of Inspiration Economy with evidence-based higher quality intended learning designs.
g) To carry out world-class research and development in line with Inspiration Economy strategic priorities which focus on applied research.

2. **Course credits:** 3 credit hours

3. **Pre-requisites:** IE 02 Methods of Observation & Opportunities Discovering

4. **Course web-page:**

5. **Course coordinator:** Dr. Mohamed Buheji & TBA (Program Advisory Board)

Email: buhejim@gmail.com , Email:

6. **Academic year:**

7. **Semester:**

	First	x	Second	Summer
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8. **Textbook(s):**

Book of Reference No 1

Buheji, M (2019) Designing a Curious Life, AuthorHouse, UK.

ISBN- 9781728386171

Book of Reference No 2

Buheji, M. (2018) *Re-Inventing Our Lives, A Handbook for Socio-Economic "Problem-Solving"*, AuthorHouse, UK. ISBN- 978-1-5462-9840-3.

Paper References

1. Buheji, M (2020) Optimising the 'Economics of Curiosity' for Better Future Foresight. Tracking how Curiosity Can Solve Future Socio-Economic Challenges. *American Journal of Economics*, 10(1): 21-28.
2. Buheji, M (2019) Enhancing Human Capacity. Curiosity as an Example, *International Journal of Inspiration & Resilience Economy* 2019, 3(1): 0-0
3. Buheji, M (2019) Shaping Future Type of Poverty - The Foresight of Future Socio-economic Problems & Solutions - Taking Poverty as a Context- Beyond 2030, *American Journal of Economics*, 9(3): 106-117.
4. Buheji, M (2020) 'Visualising Resilient Communities', Authorhouse Publishing, UK. (Published in Feb).
5. ISBN 978-1-7283-9928-7.
6. Buheji, M (2019) Influence of visualised reflection on 'solving socio-economic problems' – a case from youth economy forums, *Int. J. Innovation and Learning*, 25 (1), pp. 1-16.

9. Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

- a) Additional required materials will be provided throughout this course in a soft copy.
- b) Field Visits will be arranged based on students availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.
- c) Case Studies of both Inspiration Economy and similar concepts that lead to love models creation that influenced the socio-economy.

10. Course description (as per the updated MIE Program catalogue):

Visualisation and curiosity are both important keys for any Inspiration Economy project. The students would learn how visualise and to develop their curiosity through 'learning by doing'. The course expects all the students would explore how to design a curious life through choosing the paths of 'what' and 'why' followed by 'how' to design curiosity. Curiosity anatomy and psychology are discussed. The students would get acquainted with the formula of: Curiosity + Focus = Visualisation. Curiosity anatomy and psychology are discussed to give importance of 'why we should design and live a curious life?'. Then, 'what is the importance of a curious life to creating a differentiate inspiration economy outcome?' i.e. How curiosity would differ when we try to find the 'right problem' or 'right solution'?

11. Course Intended Learning Outcomes (CILOs):

1.

CILOs	Mapping to PILOs						
	a	b	c	d	e	f	g
1. Critically Understand why it is important in inspiration economy to	✓	✓				✓	

<i>visualize and be curious to establish 'inspiring models'</i>						
2. <i>Evaluate when and how: Inspiration Economy Models are created through visualization or curiosity.</i>			✓			
3. <i>How to test the role of visualization and curiosity in addressing the different communities & organizational situations.</i>		✓	✓	✓		✓
4. <i>Effectively illustrate visualization and curiosity in real-life situation.</i>	✓		✓	✓		✓
5. <i>Apply critical thinking in analyses and syntheses of the visualization and curiosity in the different Inspiration Economy projects.</i>		✓		✓	✓	✓

14. Course assessment:

Assessment Type	Number	Weight
<i>Taking Discussion Notes, Participation in Visits and Active Contribution Assignments</i>	1	10%
<i>Students Case Studies</i>	2	10%
<i>Course Project & Presentation</i>	1	45 % (*)
<i>Final (Open Book Exam)</i>	1	25%
Total	7	100%

(*) Please read the notes below at the end of the syllabus

15. Course Weekly Breakdown:

Month	Date	Topics covered	CILOs	Teaching Method	Assessment
1	Sep	<i>Introduction to the techniques of visualisation and curiosity</i>	1,2	<i>Lecture/ Discussion</i>	<i>Active Participation</i>
2	Oct	<i>Reviewing how Inspiration Economy Models are influenced by visualization and curiosity</i>	1,2,3	<i>Lecture/ Case Studies, Students Presentations & Discussion</i>	<i>Assignment #1</i>
3	Nov	<i>Experimenting with visualisation and curiosity in the field</i>	2,3,4	<i>Lecture/ Discussion/ Projects/ Case Study</i>	<i>Case #1 Inception of Course Project</i>
4	Dec	<i>Researching how can Inspiration Economy Experts utilize curiosity and visualize current 'live models'</i>	3,4,5,6	<i>Research Analysis Application</i>	<i>Research & Active Participation</i>
5	Jan	<i>Creating Models for Curiosity-driven Project Outcomes</i>	2	<i>Lecture/ Students Presentations, Discussion</i>	<i>Project Continuation</i>

16. Course-related policies:

- This course is an intensive one-semester course where the student would have to execute a project, therefore, ready to present and discuss in class.
- The Class Instructors is more of a facilitator for an exciting journey. Therefore, everyone is invited to contribute the extracurricular material and multimedia that would add to the quality of and outcome of this journey.
- There would be visits that would be planned 2-3 times during the course. Usually, these visits timing depend on the nature of the organisations visited.
- Inspiration Economy Experts would also be invited where possible to some of the classes to participate and share experiences.
- The course project is meant to be the main contribution of the students to the course outcome. Therefore, you are highly encouraged to make a live project where it might change your life and inspires others in the class.
- Students should try their best not to miss class or visits as it would affect their contribution to the course. The instructor would use the 10% of participation to ensure that this encourages the student to abide by this requirement.
- Missing any assignment or exam required to close should be for a serious excuse.
- Final Exam would be an open book.