

Tamkang University Academic Year 107, 1st Semester Course Syllabus

Course Title	SEMINAR ON CREATIVE THINKING	Instructor	CHANG I-HSIUNG
Course Class	TDCXM2A MASTER'S PROGRAM, GRADUATE INSTITUTE OF EDUCATIONAL PSYCHOLOGY AND COUNSELING, 2A	Details	<ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 2 Credits
Departmental Aim of Education			
<ul style="list-style-type: none"> I. To foster prospective practitioners with disciplines of Educational Psychology and Counseling Psychology. II. To train students with disciplines and research specialization. III. To nourish students' disciplines in interacting with settings of various levels of schools and other related agencies. IV. To enhance students' competitiveness via incorporating studies of Educational Psychology and Counseling Psychology. V. To integrate theory and practice in diversifying the horizons for students. VI. To well-prepare students with competence in their certifying by the public agencies. 			
Departmental core competences			
<ul style="list-style-type: none"> A. Well-equipped with disciplines of Educational Psychology and Counseling Psychology. B. Competent for conducting research on the fields of Educational Psychology and Counseling Psychology. C. Competent for acting as a specialist in Educational Psychology and Counseling Psychology. D. Well-specialized in ethics of Educational Psychology and Counseling Psychology. 			
Course Introduction	<p>Based on creative thinking, and then mention about the influence of innovation and the theory of the creativity, practice and usage. How to develop the creativity and enhance the development and influence of the competition and creativity.</p>		

The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I. Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Applying,
C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation,
P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing,
A4-Organizing, A5-Characterizing, A6-Implementing

II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A, AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	1. Let students recognize the difference among creation, innovation, creativity. 2. Introduction of the theory, practice and usage of the creativity. 3. Introduction of the creativity and training. 4. The creativity is used among education, consulting, design and business.	C6	A
2	Innovation and Creativity Potential Development	C2	A
3	Innovation and Creativity Potential Development	C2	A

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	1. Let students recognize the difference among creation, innovation, creativity. 2. Introduction of the theory, practice and usage of the creativity. 3. Introduction of the creativity and training. 4. The creativity is used among education, consulting, design and business.	Lecture, Discussion, Appreciation, Practicum, Visit, Problem solving, 邀請外賓演講	Written test, Report, Participation, 出缺勤

2	Innovation and Creativity Potential Development	Lecture, Discussion	Written test, Report, Participation
3	Innovation and Creativity Potential Development	Lecture, Discussion	Written test, Report, Participation

This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◇ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◇ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◇ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◇ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◇ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◇ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	107/09/10 ~ 107/09/16	課程介紹_ 創意、創新及創造力	
2	107/09/17 ~ 107/09/23	創意思考訓練 (一)	
3	107/09/24 ~ 107/09/30	228連假	
4	107/10/01 ~ 107/10/07	創造思考訓練 (二)	
5	107/10/08 ~ 107/10/14	創造力內涵	
6	107/10/15 ~ 107/10/21	創意思考訓練 (一)	
7	107/10/22 ~ 107/10/28	創造思考訓練 (二)	
8	107/10/29 ~ 107/11/04	兒童節	
9	107/11/05 ~ 107/11/11	認知與創造力	
10	107/11/12 ~ 107/11/18	創造力的發展趨勢和影響	

11	107/11/19~ 107/11/25	創造力在生理學上的觀點	
12	107/11/26~ 107/12/02	創造力在教育上的觀點	
13	107/12/03~ 107/12/09	文化與創造力	
14	107/12/10~ 107/12/16	企業參訪	
15	107/12/17~ 107/12/23	創造潛能的實踐與提升	
16	107/12/24~ 107/12/30	端午連假	
17	107/12/31~ 108/01/06	創造力在教育、諮商、設計及商業之運用	
18	108/01/07~ 108/01/13	期末考試週	
Requirement			
Teaching Facility	Computer, Projector		
Textbook(s)	邱皓政、丁興祥等(譯)(2008.10)。創造力：當代理論與議題(原作者：Mark A. Runco)。臺北市：心理。		
Reference(s)	陳龍安著(2008.09)。創造思考教學的理論與實踐。臺北市：心理。 饒見維著(2005)。創造思考訓練：創造思考的心理策略與技巧。臺北市：五南。 周卓明著(2016.03)。創意思考訓練。新北市：全華圖書。		
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 20.0 % ◆ Mark of Usual : 20.0 % ◆ Midterm Exam : 30.0 % ◆ Final Exam : 30.0 % ◆ Other () : %		
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php . ※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.		