



EFFECTUS
University of Applied
Sciences

DESCRIPTION OF THE COURSE

GENERAL INFORMATION		
Course Holder	mr. sc. Lidija križan	
The name of the college	Psychology of Creativity	
Study program	Professional Graduate Study – Business Management - MBA	
Status of the College	Elective course	
Year	2 nd Year	
Point value and method of teaching	ECTS coefficient of student workload	4
	Number of hours (P+V+S)	28+14+0

DESCRIPTION OF THE COURSE
1.1. <i>Objectives of the course</i>
<p><i>Students are expected to develop:</i></p> <p><i>(a) General competencies</i></p> <ul style="list-style-type: none"><i>Adapt to the changes and demands of the work environment</i><i>collaborate effectively in project teams</i><i>apply knowledge about the dynamics and phases of the creative process in the development of one's own creativity</i><i>apply the acquired knowledge and skills in solving (business) problems and decision-making</i> <p><i>(a) Specific competencies.</i></p> <ul style="list-style-type: none"><i>evaluate the influence of certain biological and psychosocial factors in the development of creativity</i><i>critically assess the relationships between criterion and predictor variables in the assessment of creativity and recognize the importance of controlling sociodemographic variables in the measurement process</i><i>recognize the positive and negative factors of creativity development</i>

apply the acquired knowledge and skills to improve and implement a creative approach in overcoming business challenges

1.2. *Requirements for enrolment in the course*

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1.3. *Expected learning outcomes for the course*

Students should be able to:

1. *Explain the basic assumptions about the nature of creativity and the psychological processes that underlie it.*
2. *Explain the importance of the basic components of creativity and their mutual relationship in building a creative personality.*
3. *Interpret the dynamics of the creative process by developmental stages and dimensions of divergent thinking.*
4. *Analyze sociological, pedagogical and demographic factors influencing the career development of creativity.*
5. *Propose valid and reliable instruments for assessing (measuring) creativity for the needs of a specific business organization.*
6. *To set guidelines for the development of personal and organizational creativity based on new research findings and the modern paradigm of creativity.*

1.4. *Course content*

An Introduction to the Psychology of Creativity

The concept of creativity as a theoretical and empirical construct. Forms, dimensions and criteria of creativity.

Approaches to Creativity Research – A Historical Overview.

Evolutionary development of creativity.

Components of creativity

The nature, development and characteristics of the creative personality.

The neurobiological basis of creativity.

The relationship between creativity and intelligence.

Motivation and creativity.

The "dark side" of creativity and how to overcome it.

The dynamics of the creative process

Finding and creative problem solving.

Insightful abilities. Dimensions of divergent thinking: fluidity, flexibility, originality, elaboration.

Stages of creative activity - preparation, incubation, illumination, verification.

Development of creativity

The relationship between age and creativity: career trajectories of creative individuals.
 The age of the first contribution, the age of the best contribution, the age of the last contribution.
 Implementation of various non-traditional pedagogical approaches and development of creativity.
 The influence of group norms and social context on the development of creativity.

Operationalizing and measuring creativity

Methods and approaches to measuring creativity: test-oriented, person-oriented and product-oriented.
 Guilford's Divergent Thinking Tests and Torrance's Creative Thinking Tests.
 Remote Associations Test.
 Tests to assess specific areas of creativity.

New insights into creativity research

Creativity as a multidimensional construct.
 Factors for the development of creativity in an organizational context.
 Biological and sociocultural predictors of creativity.
 Cognitive or intellectual styles as potential causes of differences in creative outcomes.

1.5. *Types of teaching (put X)*

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|---|---|
| <input checked="" type="checkbox"/> lectures | <input type="checkbox"/> Independent tasks |
| <input type="checkbox"/> seminars and workshops | <input type="checkbox"/> Multimedia & Network |
| <input checked="" type="checkbox"/> exercises | <input type="checkbox"/> laboratory |
| <input type="checkbox"/> Distance education | <input type="checkbox"/> Mentoring work |
| <input type="checkbox"/> Field Teaching | <input type="checkbox"/> Other _____ |

1.6. *Student obligations*

The obligations of students are prescribed in detail by the Statute, Study Regulations, and Student Obligations Guidelines. The key obligations of students are:
ATTENDANCE AT CLASSES: students are obliged to attend classes, actively follow lectures and exercises, and participate constructively in classes, and in order to acquire the right to take the exam, it is necessary to attend classes in the percentages prescribed by the Study Regulations. For each student, their presence in class is recorded through the Infoeduka digital office system. The minimum obligations are;



- *Full-time students must attend at least 70% of the total number of classes to be eligible to sign.*
- *Part-time students need to attend at least 50% of the total number of classes to be eligible to sign.*

PASSING EXAMS: in order to achieve a positive grade in the subject, it is necessary to achieve at least 54 points in the subject, but also at least 50% of points for each learning outcome. The method of taking the exam is described in more detail in the item Assessment and evaluation of students' work during classes and at the final exam.

**FINAL EXAM – a student who has not met the conditions for passing the exam during the continuous examination of knowledge (has achieved a total of at least 54 points in the course and has met the lower point threshold of adoption of each learning outcome, i.e. a minimum of 50% of the points of each learning outcome), may take the learning outcomes of the course at the final exam.*

WRITTEN EXAM: *the student is obliged to take a written exam that verifies the acquisition of theoretical knowledge related to the course. The questions also test the ability to identify, explain and relate key concepts and to make appropriate arguments. The written exam also includes tasks that check the student's acquisition of the material through analytical frameworks.*

**CONTINUOUS EXAMINATION: In order to make students progress more efficiently in class, continuous examinations are carried out (2 intermediate exams). In this way, students acquire smaller teaching units and master the subject material more easily.*

1.7. Student Work Tracking (Add X to the appropriate tracking format)

Attending classes	x	Teaching activity		Seminar paper		Experimental work	
Written exam	x	Oral exam		Essay		Research	
Project		Continuous Assessment*		Report		Practical work	
Portfolio							

1.8. Assessment and evaluation of students' work during classes and at the final exam

Evaluation and evaluation of students' work during classes and at the final exam is carried out on the basis of the Regulations on Studying of the



EFFECTUS
University of Applied
Sciences

EFFECTUS University of Applied Sciences.

Allocation of points according to the forms of student work monitoring:

	Attending classes	Written exam	Project	Seminar paper	Practical work	Altogether
I1		16				16
I2		16				16
I3		16				16
I4		16				16
I5		16				16
I6		16				16
OUT OF OUTCOME	4					4
ALTOGETHER	4	96				100



Linking learning outcomes, teaching methods and knowledge assessment methods:

FORMS OF TRACKING	NAME OF LEARNING OUTCOMES	TEACHING METHOD	KNOWLEDGE ASSESSMENT METHOD	Maximum number of points
<i>Written exam</i>	<i>OUTCOME 1 Explain the basic assumptions about the nature of creativity and the psychological processes that underlie it.</i>	<i>lecture</i>	Simple recall tasks to which an answer is sought, demonstrating the identification and definition of key terms, their connection and appropriate argumentation. They may include problem questions and tasks that need to be argued.	48
		<i>Asking questions discussion</i>		
	<i>OUTCOME 2 Explain the importance of the basic components of creativity and their mutual relationship in building a creative personality.</i>	<i>lecture</i>	Simple recall tasks to which an answer is sought, demonstrating the identification and definition of key terms, their connection and appropriate argumentation. They may include problem questions and tasks that need to be argued.	
		<i>Asking questions discussion</i>		
	<i>OUTCOME 3</i>	<i>lecture</i>	Simple recall tasks to which an answer	



	<i>Interpret the dynamics of the creative process by developmental stages and dimensions of divergent thinking.</i>	<i>Asking questions discussion</i>	is sought, demonstrating the identification and definition of key terms, their connection and appropriate argumentation. They may include problem questions and tasks that need to be argued.	
<i>Written exam</i>	<i>OUTCOME 4 Analyze sociological, pedagogical and demographic factors influencing the career development of creativity.</i>	<i>lecture</i>	Simple recall tasks to which an answer is sought, demonstrating the identification and definition of key concepts, their connection and corresponding arguments of a higher degree of complexity. They may include problem questions and tasks that need to be argued.	48
		<i>Asking questions discussion</i>		
	<i>OUTCOME 5 Propose valid and reliable instruments for assessing (measuring) creativity for the needs of a specific</i>	<i>lectures</i>	Simple recall tasks to which an answer is sought, demonstrating the identification and definition of key terms, their connection and appropriate argumentation. They may include problem questions and tasks that need to be argued.	
		<i>Asking questions discussion</i>		



EFFECTUS
University of Applied
Sciences

	<i>business organization.</i>			
	<p>OUTCOME 6</p> <p><i>To set guidelines for the development of personal and organizational creativity based on new research findings and the modern paradigm of creativity.</i></p>	<i>lecture</i>	<p>Essay-problem questions to which an answer is sought, which demonstrates the identification and definition of key terms, their connection and appropriate argumentation of a higher degree of complexity. They may include problem questions and tasks that need to be argued.</p>	
		<i>Asking questions discussion</i>		
<i>Attending classes</i>	<i>All outcomes</i>	<i>Lectures and exercises</i>	<i>Attendance records</i>	<i>4</i>
	TOTAL POINTS			100



EFFECTUS
University of Applied
Sciences

Type of student workload	Student Load Hours	ECTS credits
Attending contact classes	42	1,5
Field Trips/Visits Outside the College		
Independent study/research	33	1
Out-of-classroom preparation and preparation of seminars/presentations		
Work on an out-of-classroom project assignment		
Independent preparation for exams and exam time	45	1,5
Consultation activities		
Other		
TOTAL ECTS credits	120	4

RATING:

In order to achieve a positive grade in the course, the student must cumulatively meet two conditions: achieve a total of at least 54 (fifty-four) points in the course and meet the lower point threshold for the adoption of each individual learning outcome, which is 50% of the total points of the learning outcomes. A student may receive an additional four points if (i) attends classes more than 80% for full-time students and (ii) attends classes more than 55% for part-time students.

Grades are calculated based on the following distribution of points:

<i>SCORE</i>	<i>RATING</i>
<i>0,00 – 53,90</i>	<i>Insufficient (1)</i>
<i>54,00 – 64,90</i>	<i>Sufficient (2)</i>
<i>65,00 – 79,90</i>	<i>Good (3)</i>
<i>80,00 – 89,90</i>	<i>Very good (4)</i>
<i>90.00 and more</i>	<i>Excellent (5)</i>

Grading is carried out in a transparent manner by collecting points. The course is evaluated with 100.00 points (with the possibility of achieving an additional 8 points on the Challenge learning outcome).

CHALLENGE LEARNING OUTCOME - the student has the opportunity to earn an additional maximum of 8 points through the Challenge learning outcome; The student independently chooses one of the activities proposed in the first lesson, and has the opportunity to independently propose an activity with which he wants to increase the number of points and, with the consent of the course holder, achieves them according to the criteria of the course. Points for the Challenge learning outcome are not distributed according to the learning outcomes, but the number achieved makes an additional number of points to the total number of points achieved according to the learning outcomes.

Before taking the final written exam, each student must meet the prescribed conditions, which primarily means that they have attended the % of classes determined by the Study Regulations and that they have received an electronically encrypted permission to take the exam.



EFFECTUS
University of Applied
Sciences

1.9. Required reading and number of copies in relation to the number of students currently attending classes in the course		
Title	Number of copies	Number of students
Degmečić, D. (2017): Creative Mind, Zagreb: Medical Publishing.	5* students receive literature for permanent retention	-
1.10. Supplementary literature		
<ul style="list-style-type: none"> - Kaufman, J. C. & Sternberg, R.J. (2010): The Cambridge Handbook of Creativity, Cambridge University Press. - Aldous, C. R. (2007): Creativity, problem solving and innovative science: Insights from history, cognitive psychology and neuroscience. International Education Journal, 2007, 8(2), 176-186. - Paek, S. H. & Runco, M. A. (2018): A Latent Profile Analysis of the Criterion-related Validity of a Divergent Thinking Test. Creativity Research Journal, 30:2, 212-223, DOI: 10.1080/10400419.2018.1446751. - Abraham, A., G. (2015): Gender and creativity: an overview of psychological and neuroscientific literature. Brain Imaging and Behavior. DOI 10.1007/s11682-015-9410-8. - Sternberg, R. J. (2006): The Nature of Creativity. Creativity Research Journal, 18(1), 87–98. - de Casia Nakano, T. et al. (2015): Intelligence and Creativity: Relationships and their Implications for Positive Psychology. Psico-USF, Bragança Paulista, 20 (2), 195-206. - Kim, K. H. Can We Trust Creativity Tests? (2006): A Review of the Torrance Tests of Creative Thinking (TTCT). Creativity Research Journal, 18(1) 		
1.11. Ways of quality monitoring that ensure the acquisition of output knowledge, skills and competencies		
<ul style="list-style-type: none"> • statistical processing and analysis of exam results (checking the Gaussian curve – normal distribution of success, comparing and monitoring the results of exams of different generations, analysis of understanding of individual modules/questions on the exam, etc.), • conducting a survey among students, • evaluation and self-evaluation of teachers, 		



EFFECTUS
University of Applied
Sciences

- *achieved results, level of understanding and knowledge during the preparation of the seminar paper,*
- *achieved results and level of knowledge presented during the preparation and defense of the final thesis (students who choose a graduate thesis in this course),*
- *analysis of the report of the Head of the Quality Centre, and*
- *Feedback from students who have already graduated on the usefulness of the content of this course in the performance of the work they do.*