

DESCRIPTION OF THE COLLEGE

GENERAL INFORMATION		
Course Holder	doc. Ph.D. Maja Kolega	
Name of the College	Psychology of Creativity	
Study program	Professional Graduate Study – Business Management - MBA	
Status of the College	Optional	
Code	MBA-PK-izb-24	
Year	Year 2	
Point value and method of teaching	ECTS Student Workload Coefficient	4
	Number of hours (P+H+S)	28+14+0

DESCRIPTION OF THE COLLEGE
1.1. <i>Objectives of the course</i>
<i>Students are expected to develop:</i> <i>(a) general competences.</i> <i>Adapt to changes and the 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 their own creativity</i> <i>apply the acquired knowledge and skills in solving (business) problems and decision-making</i> <i>(A) Specific competencies.</i> <i>Evaluate the impact 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 positive and negative factors in the development of creativity</i> <i>apply the acquired knowledge and skills to improve and implement a creative approach in overcoming business challenges</i>

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 according to the developmental phases 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 particular 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. The content of the course

Introduction to the Psychology of Creativity

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

Approaches to the research of creativity – 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 beat it.

The dynamics of the creative process

Finding and creative problem solving.

Ability to see. Dimensions of divergent thinking: fluidity, flexibility, originality, elaboration.

Phases 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.

Operationalization and measurement of creativity

Methods and approaches to measuring creativity: test-oriented, person-oriented, and product-oriented.

Guilford's Tests of Divergent Thinking and Torrance's Tests of Creative Thinking.

Remote Associates Test.

Assessment tests for specific areas of creativity.

New Insights in Creativity Research

Creativity as a multi-dimensional construct.

Factors in 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)

☒ Lectures

☐ Seminars and
workshops

☒ Exercises

☐ Distance education

☐ Field Teaching

☐ Independent tasks

☐ Multimedia & Network

☐ Laboratory

☐ mentoring work

☐ other

1.6. Obligations of students

Student obligations are prescribed in detail by the Statute, the Study Regulations and the Instructions on Student Obligations. 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 commitments 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 teaching hours to be eligible to sign.*

EXAM: 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 (has achieved a total of at least 54 points in the course and met the lower point threshold for the acquisition of each learning outcome, i.e. at least 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 required 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, as well as appropriate argumentation. The written exam also includes tasks that check the student's acquisition of the material through analytical frameworks.

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

1.7. Monitoring of student work (add X with the appropriate form of monitoring)

Attendance	x	Teaching activity		Term paper		Experimental work	
Written exam	x	Oral exam		Essay		Research	
Design		Continuous assessment*		Paper		Practical work	
Portfolio							

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

Assessment and evaluation of students' work during classes and at the final exam is carried out on the basis of the Study Regulations of the EFFECTUS University of Applied Sciences.

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

	Attendance	Written exam	Design	Term paper	Practical work	Total
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I1		16				16
I2		16				16
I3		16				16
I4		16				16
I5		16				16
I6		16				16
OUT OF THE BOX	4					4
TOTAL	4	96				100

Linking learning outcomes, teaching methods and methods of assessment of knowledge:

FORMS OF TRACKING	NAME OF LEARNING OUTCOMES	TEACHING METHOD	METHOD OF ASSESSMENT KNOWLEDGE	Maximum number of rating points
Written exam	OUTCOME 1 Explain the basic assumptions about the nature of creativity and the psychological processes that underlie it.	Lecture	Simple recall tasks to which an answer is sought that demonstrates the identification and definition of key terms, their connection and appropriate argumentation. They can include problem questions and tasks that need to be argued.	48
		Asking questions Discussion		
	OUTCOME 2 Explain the importance of the basic components of creativity and their mutual relationship in building a creative personality.	Lecture	Simple recall tasks to which an answer is sought that demonstrates the identification and definition of key terms, their connection and appropriate argumentation. They can include problem questions and tasks that need to be argued.	
		Asking questions Discussion		
	OUTCOME 3 Interpret the dynamics of the creative process according to the developmental	Lecture	Simple recall tasks to which an answer is sought that demonstrates the identification and definition of key terms, their connection and appropriate argumentation. They can include problem questions and tasks that need to be argued.	
		Asking questions Discussion		

	<i>phases and dimensions of divergent thinking.</i>			
<i>Written exam</i>	<i>OUTCOME 4</i> <i>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 that demonstrates the identification and definition of key concepts, their connection and corresponding arguments of a higher degree of complexity. They can include problem questions and tasks that need to be argued.	<i>48</i>
		<i>Asking questions</i> <i>Discussion</i>		
	<i>OUTCOME 5</i> <i>Propose valid and reliable instruments for assessing (measuring) creativity for the needs of a particular business organization.</i>	<i>Lectures</i>	Simple recall tasks to which an answer is sought that demonstrates the identification and definition of key terms, their connection and appropriate argumentation. They can include problem questions and tasks that need to be argued.	
		<i>Asking questions</i> <i>Discussion</i>		

	OUTCOME 6 <i>To set guidelines for the development of personal and organizational creativity based on new research findings and the modern paradigm of creativity.</i>	<i>Lecture</i> <i>Asking questions</i> <i>Discussion</i>	Essay-problem questions to which an answer is sought that demonstrates the identification and definition of key concepts, their connection and corresponding arguments of a higher degree of complexity. They can include problem questions and tasks that need to be argued.	
<i>Attendance</i>	<i>All outcomes</i>	<i>Lectures and exercises</i>	<i>Attendance records</i>	<i>4</i>
	TOTAL POINTS			100

Type of student workload	Hours of student workload	ECTS credits
Attending face-to-face 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
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JUDGING:

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:

NUMBER OF POINTS	RATING
0,00 – 53,90	Insufficient (1)
54,00 – 64,90	Sufficient (2)
65,00 – 79,90	Good (3)
80,00 – 89,90	Very Good (4)
90.00 and more	Excellent (5)

The evaluation is carried out in a transparent manner by collecting points. The course is valued 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 by

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 subject. Points for the Challenge learning outcome are not distributed according to the learning outcomes, but the number achieved is 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.

1.9. Required literature and number of copies in relation to the number of students currently attending classes in the course

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Degmečić, D. (2017): Creative Mind, Zagreb: Medicinska naklada.	<i>5* students receive literature in permanent retention</i>	-

1.10. Supplementary literature

- 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. Quality monitoring methods that ensure the acquisition of output knowledge, skills and competences

- *statistical processing and analysis of exam results (verification of the Gaussian curve – normal distribution of performance, comparison and monitoring of exam results 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,*
- *achieved results, level of understanding and knowledge during the preparation of the seminar paper,*
- *the achieved results and the level of knowledge presented during the preparation and defense of the final thesis (of students who choose the graduate thesis in this subject),*
- *analysis of the reports of the head of the quality center, and*
- *Feedback from students who have already graduated about the usefulness of the content of this course in the performance of the tasks they are engaged in.*