

	GE course title	Creative and Critical Thinking
	No. of credits	2
	Contact hours	30
	Medium of instruction	English
	QF level	4

A. Course Description, aims and objectives (where applicable)

This course intends to develop students' attitude and thinking process, and help them achieve maturity and a fruitful life. Games, cases and exercises will be used in class to let students experience the thinking process in action. To motivate students to actively change their own attitudes and participate in experiential workshop-style tutorials, a lot of everyday and interesting examples and cases will be used.

B. Course Intended Learning Outcomes (CILOs)

CILO	On completion of the course, students will be able to:
Knowledge and skills	
1.	link different aspects and ideas in the thinking process to enhance creativity;
2.	demonstrate understanding of the principles of effective thinking;
3.	apply skills in problem identification, idea generation, decision making and problem solving;
4.	manage change and crisis creatively and constructively.
Values and attitudes	
5.	apply intellectual principles to achieve maturity and a fruitful life;
6.	remain positive and unruffled when facing adversity.

C. Teaching and learning activities

	TLAs (brief description)	CILO
1.	Lecture Introduce basic theories, methodologies and thinking skills and provide an in-depth analysis on various intellectual, social and/or cultural issues.	1,2,3,4,5,6
2.	Interactive tutorial Provide games and exercises for students to experience the thinking process in action.	1,2,3,4,5,6
3.	Discussion of case Students will be given discussion topics to apply concepts and	1,2,3,6

	skills to analyse various social and cultural issues.	
4.	Project Students are required to apply various theories and thinking skills to handle a given question or solve a problem creatively and constructively. Assessment includes presentation and an individual report.	1,3,4,6

D. Assessment

	Assessment task with brief description	Weighting	CILO
	Continuous Assessment		
1.	Class Participation - Students will be given topics for discussion. Arguments will be assessed based on whether they are clearly explained and are closely related to intellectual, social and/or cultural issues, respectful of others and with sufficient foundation.	10%	1,2,3,6
2.	Case Study - This is to assess students' awareness of their own thinking patterns and other alternative processes, towards constructing a model for critical and effective thinking.	10%	1,2,3,6
3.	Test - It will cover all topics in lectures 1 to 8. - Students are required to apply various thinking skills or theories to solve a given problem or make suggestion to an assigned topic from different perspectives.	10%	1,2,3,5
4.	Group Presentation - The presentation topic could be determined by the group, or assigned by the lecturer. - The topic should be related to intellectual, social and/or cultural issues. - The content of presentation should include background information, subject matter, analysis on the difficulties encountered, and ways to solve the problems faced, etc.	30%	1,3,4,6

5.	Individual Assignment <ul style="list-style-type: none"> - Students are required to analyze an intellectual, social and/or cultural issue from multiple perspectives. - Students should link different ideas and arguments in the thinking process to analyze the issue selected. - The assignment should also demonstrate students' ability in self-reflection and self-study. 	40%	1,2,3,4,5,6
	Total	100%	

E. Syllabus topics and number of hours

	Topic (with key points of course content)	Number of Hours
1.	Introduction to Creative and Critical Thinking <ul style="list-style-type: none"> - The Values of Creativity and Ways to Enhance Creativity - The Values of Critical Thinking and Ways to Enhance Critical Thinking 	4
2.	Identifying Problems & Root Cause Analysis <ul style="list-style-type: none"> - Nature of Problem - Types of Problem & Decision - Introducing Root Cause Analysis 	6
3	Approaches for Problem Solving: Brainstorming and Others <ul style="list-style-type: none"> - Innovative Approach - Systematic Approach 	6
4.	Planning and Evaluating Alternatives: Tools & Skills <ul style="list-style-type: none"> - Establishing Goals and Developing Plans - Approaches to Planning - Evaluating Tools and Skills 	6
5.	Process of Plan-Do-Check Act (PDCA)	2

	<ul style="list-style-type: none"> - Establishing Output Expectations - Executing the Process - Creativity, Feasibility and Action 	
6.	Implementing Ideas, Exploring Challenges, Generating Ideas, and Drawing Conclusions <ul style="list-style-type: none"> - Positives, Negatives - Introducing the Idea of Crisis and Change - Rethinking Creative and Critical Thinking 	6
	Total	30

F. Text and reference materials – hard copy / online

1.	Cottrell, S., <i>Critical Thinking Skills: Developing Effective Analysis and Argument</i> , Palgrave MacMillan, 2011.
2.	Bono, D. E., <i>Lateral Thinking: A Textbook of Creativity</i> , Penguin, 2009.
3.	Michalko, M., <i>Creative Thinking: Putting Your Imagination to Work</i> , New World Library, 2011.
4.	陶國章，《開發精確的思考》，香港:中華書局，2004 年。
5.	陶國章，《思考的盲點》，香港:中華書局，2004 年。
6.	戎子由、梁沛霖，《李天命的思考藝術》，香港:明報出版社，2006 年。
7.	李天命，《從思考到思考之上》，香港:明報出版社，2005 年。
8.	何秀煌，《思想方法導論》，台北:三民書局，2003 年。
9.	柯比(Irving M.Copi)，《邏輯導論》，香港:香港公開大學出版社，2002 年。

Feedbacks from Local Academics and Fulbrighters

The overall design is good. It would be better if there are some topics related to argumentation analysis.

It would be nice if critical thinking skills particularly related to developing arguments can be highlighted to students.

It would be helpful to specify the academic disciplines that will be employed in the course. Creative and critical thinking is a broad topic that may incorporate such disciplines as management & leadership, rhetoric (communication), logic (philosophy) among others. Specifying the academic methodologies and disciplines used in the course will allow reviewers to assess its interdisciplinarity