

社會科學院跨域教育大一新生案例

勾癮：上鉤與脫鉤創意思考跨域學習工作坊

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摘要

當前教育的主流是跨領域整合，希望培養 T 型人才，而非科系專攻，如果在大一新生一入學時就能播下種子，將可以為此奠定基礎。因此本研究以社科院三個學系的新生為對象，由本學院不同學系兩位教師組成教學團隊，以去除壞習慣，培養好習慣為主題，以設計思考為工作手法，以問題解決為目標，以一日工作坊七小時為教學模式，期望帶領學生從做中學認識多元跨域，培養互助合作的學習方式，啟發創意與問題解決能力，並激發學習熱情。工作坊各項教學活動安排採一動一靜的形式，先有創意思考與心智圖實作為問題定義與解決提供方法，簡介成癮與脫癮機制為待解決議題提供知識基礎，經歷設計思考迷你工作坊以學習問題界定和解決的流程。之後分組運用上午所學，以 4Ds 雙鑽石設計流程為步驟進行發現異同（discover）、決定主題、界定問題（design）、方案設計、解決問題（develop）、分組報告成果（deliver）。最後彙整所學，師生並且共同票選前三名最佳成果獎。學員自陳整體滿意程度與整體受益程度是五點量尺的 4.63($N=16$)，所得的收穫依序是團隊合作、跨域學習 ($n=14$)、心智圖、($n=11$)、同理設計、問題解決 ($n=9$)、溝通能力、勇於表達 ($n=8$)、創意思考 ($n=5$)，可謂達成預期目標。

關鍵詞：設計思考（design thinking）、4Ds 雙鑽石設計流程（4Ds double diamond design process）、T 型人才（T-shaped people）

A Case of Interdisciplinary Teaching in Freshmen of the Social Science College

Innovative Design Thinking and Interdisciplinary Learning Workshop – Addiction: Hook Up and Set Free

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Abstract

The current mainstream of education focuses on interdisciplinary teaching/learning in order to cultivate T-shaped students, and we can do that from the very first time of college years. Therefore the research recruited freshmen coming from three different departments in the Social Science College as participants, the teaching team consists of two instructors from different departments. The objective of this 7-hour workshop is to establish good habits and break bad ones. The teaching activities include creative thinking and mind map for problem define and solving, the mechanism of addiction for understand habits establishment and elimination, going through design thinking process for problem define and solving. Afterwards, participants were divided into small groups and followed 4Ds double diamond design process to understand and discover the phenomenon which small group members presented, define the challenges from the different ways, seek inspirations and develop creative options, then deliver solutions to the whole participants. Three best projects were decided by all. The evaluation results showed that the overall satisfaction and gain was 4.63 in Likert 5-point scale ($N = 16$). The specific benefits reported were team work and interdisciplinary learning ($n = 14$), mind map ($n = 11$), design thinking and problem solving ($n = 9$), communication and self-assertive expression ($n = 8$), and creative thinking ($n = 5$). It suggests that the purpose of the project was achieved.

Keywords: design thinking, 4Ds double diamond design process, T-shaped students

