

COURSE DESIGN, VALIDATION THROUGH PRACTICE, AND INTERPERSONAL INTERACTION: A QUALITATIVE STUDY OF CREATIVE DEVELOPMENT IN AI-INTEGRATED HIGHER EDUCATION

Aim of the Study

Generative AI is rapidly transforming higher education and has shown considerable potential to support creativity and innovation. While quantitative intervention studies have demonstrated that AI-integrated courses can improve students' creative outcomes, they provide limited insight into why these improvements occur or which aspects of the learning experience contribute most to students' creative development.

This study addresses this gap by examining students' learning experiences in an AI-integrated Problem-Based Learning (PBL) course, Creativity and Innovation Management, offered to graduate business students at a research-intensive university in Taiwan. Building on the quantitative findings reported in a companion study, which found significant improvements in students' creative self-efficacy, this study investigates the learning experiences that help explain these improvements.

Drawing on 96 reflection documents produced by 32 students at three stages of the semester, the study analyses students' reflections using the Gioia method to identify the pedagogical mechanisms underlying creative development. The findings suggest that three interrelated mechanisms, course design, validation through practice, and interpersonal interaction, collectively explain why the course effectively fostered students' creative development. Rather than acting as the primary source of creativity, AI supported students' learning within a carefully designed educational environment.