

01 「設計始於實踐」論壇聚焦永續與創新議題
The “Design Begins with Implementation” forum explored sustainability and creative innovation.

創意的激發 × 引導 × 實踐

— 高雄校區時尚設計學系的設計教與學

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一、從感知到靈感：創意的萌芽

本校高雄校區時尚設計學系（以下簡稱本學系）自 2007 年成立以來，即將邁入第二十年，其教育宗旨是培養兼具「整體造型」與「媒體傳達」專業能力的時尚設計人才。本學系教師身兼設計師與創作者的角色，在創作與教學之間往返，帶領學生「在實作中學習、在學習中創作」，實踐「教學相長」的核心精神。

對設計者而言，創意往往源自生活。從社會觀察、材料特性到身體與衣著的互動，皆可能成為靈感來源。這不僅是一種靈感捕捉的過程，更是思維訓練的結果，而創意的激發，其實是一種「從感知、反思到再構」的系統轉化。

在教學實踐方面，本學系強調「感知訓練」的重要性。透過觀察任務、主題書寫與感官筆記，引導學生從多角度觀看世界，累積創意素材與靈感觸發點，使作品不僅具形式美感，更蘊含文化與情感深度。



02 《星命之環》以二十八星宿詩意詮釋宇宙秩序
"Cycle of Cosmic Life" reinterprets constellations in poetic design.

二、從想像到結構：創意的引導

創意的萌發充滿無限可能，但若缺乏引導，往往難以具體化。引導的目的，不是限制想像，而是建立框架，協助學生將抽象概念轉化為具體設計方向。

本學系以一對一指導、小組討論及工作坊為主要教學形式，陪伴學生經歷從概念發想到設計成型的完整過程。這是一個不斷探索、修正與再創的循環，學生在過程中學習自我反思與批判思考的能力，使創意從感性走向理性，從混沌走向秩序。

教師在其中不只是導師，更是共創者。本學系師生一同參與設計提案、展覽籌劃與跨域合作，將「引導」轉化為共學歷程。在這樣的互動中，創意不再只是個人靈感的展現，而是群體思辨與實踐的成果。

三、從構想到行動：創意的實踐

創意的價值，最終在實踐中被驗證。實踐不只是創作的終點，更是下一次創意的起點。它考驗執行力與整合能力，亦是設計教育成果的具體展現。

實踐的第一步，是將構想轉化為可見的原型——無論是一張草圖、一件服裝樣本或是一段展演影片。原型的目的不在完美，而在透過具體行動驗證想法的可行性，並從中修正與深化。

現實條件往往充滿挑戰，如預算、人力、技術與時間的限制，都可能成為創意深化的催化劑。許多具代表性的時尚設計作品，正是在有限



03 《星命之環》以視覺詩構築星宿的永續寓言
"Cycle of Cosmic Life" visualizes the constellations as a sustainable allegory.

資源下誕生。學生學會在限制中突破，在困境中找解方，這正是創造力真正被磨鍊的時刻。

同時，實踐亦意味著與社會對話。從高雄青春設計節、臺北新一代設計展，到駁二藝術特區的畢業展演與國內外競賽，學生在真實場域中面對觀眾與市場，學習如何讓創意被理解、被感受、被回應。這種「實踐中的對話」，正是創意教育最真實的延伸。

結語：讓創意成為流動的生命力

「創意的激發 × 引導 × 實踐」並非線性三部曲，而是一個循環流動、彼此交織的過程。創意如同河流，源自感知的泉眼，經引導而成流，最終匯入實踐的海洋，而每一次實踐，又孕育下一次的創意。

創意不是天賦，而是一種態度；不是偶然閃現，而是持續耕耘的結果。

本學系以「激發、引導、實踐」為教育核心，使創意成為推動學習、連結社會、回應時代的動能—以創意思考，開展屬於這個世代的設計新篇章。■

C-IDEA Conference 2025

23 Oct 2025

10:00-12:00 Intetnational Conference

13:00-17:00 Intetnational Workshop

24 Oct 2025

10:00-12:00 Published Master and Doctoral Dissertations



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時尚設計學系 Department of Fashion Styling and Design Communication

Creativity: Stimulation x Guidance x Practice

—— the teaching and learning of design by the Department of Fashion Styling and Design Communication (Kaohsiung campus)

Huang Chun-Chieh (黃俊傑),
Associate Professor and Chairperson of Department of Fashion Styling and Design Communication

A. From perception to inspiration: Boosting creativity

Established nearly 20 years ago in 2007, the Department of Fashion Styling and Design Communication (hereinafter referred as the "Department") at Shih Chien University's Kaohsiung campus aims to train talent to be equipped with professional expertise in "overall styling" and "communications design". Our faculty members are both designers and creators. They switch between their roles in creation and teaching to help students "learn by doing and create by learning." They demonstrated the core spirit of learning by teaching others.

For designers, creativity often comes from daily lives. Through observing society, features of fabric, interactions between the body and clothes, designers find inspiration everywhere. More than just a process of capturing inspiration, it is the result of training one's mindset. Inspiration is in essence a transformation from perception and reflection to reconstruction.

In the area of teaching, the Department emphasizes the importance of perception training. Through observing the tasks, writing about the topics and keeping perception notes, students are encouraged to observe the world in different ways to



04 澳德墨設計學者共論教育創新與跨國交流
Design scholars from Australia, Germany, and Mexico discuss global education and innovation.

05 《星命之環》於實踐大學展出，以四象文化詮釋宇宙秩序。
Cycle of Cosmic Life" at Shih Chien University interprets cosmic order through the Four Symbols.



06 跨國工作營培養學生設計思考與創作實踐
Global workshop enhances students' design thinking and creative practice.

collect materials and inspiration triggers. In this way, their work conveys not just aesthetics but culture and depth of emotions.

B. From imagination to structures: Guiding creativity

While inspirations can have limitless possibilities, they might not be able to be turned into concrete concepts without proper guidance. The purpose of guidance is not to restrict imagination, but to set up a framework and help students transform abstract ideas into concrete design concepts.

Through one-on-one tutorials, group discussions and workshops, the Department guides students through the entire journey from brainstorming ideas to completing their designs. It is a cycle of constant exploration, revision and recreation. During the process, students learn to hone their skills in reflection and critical thinking, turn their perceptual observation to rational planning and from chaos to order.

While the instructors teach, they also co-create the projects. The Department's faculty members and students jointly participate in the proposal stage, exhibition planning and cross-disciplinary collaboration, turning "guidance" into a collaborative learning journey. In this context, creativity is more than a demonstration of personal inspiration, but the outcome of collective reflection and implementation.

C. From Ideas to actions: Putting creativity into action

The value of creativity will eventually be validated in practice. Implementation is more than the finish line, but the starting line of future creativity. It is a test of abilities to implement and consolidate, and a solid demonstration of design education.

The first step is to transform the idea into a visible prototype –– a draft, a clothing sample or a performance video. The purpose of the prototype, rather than delivering something perfect, aims to



07 國際設計教育合作啟動，象徵跨國連結新篇章。
International design education partnership officially launched, marking a new global chapter.

test the feasibility of the project through actions and adjust and refine the work during the process.

The restrictions of reality often pose challenges. However, the limitations –– budget, manpower, techniques and time – often become the catalyst that enhances creativity. Many iconic designer projects were born with limited resources. Students achieve breakthroughs through limitation and solutions in difficulties. Those are the critical moments that hone one's creativity.

Meanwhile, taking actions also means launching a conversation with society. From the Youth Innovative Design Festival, Young Designers' Exhibition, to the graduate show at the Pier-2 Art Center and competitions at home and abroad, students get to interact with the audience and the market in the real world, learning how to make their creativity understood and felt and then receiving a response. The "dialogue created while one puts ideas into action" is a genuine extension of creative education.

Conclusion: Make creativity the flow of life

"The stimulation of creativity x guidance x actions" is not a linear process but journey of continuous flow and interweaving stories. Creativity is like a river, flowing from the source of a spring, into a stream through guidance, and finally into the ocean of practice. Every instance of practice will give birth to future creativity.

08 張芳榜東京個展於武藏野美術大學展出東方神話
Chang Fang-Pang's solo exhibition in Tokyo depicts Eastern mythology at Musashino University of Fine Arts.





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09 《消失的空間》宣傳圖 - 展示幾何空間的探索。
Disappearing Space promotional visual – An exploration of geometric spatial construction.

Creativity is not a gift but an attitude, not a sudden strike of inspiration but the result of continuous hard work. With “stimulation, guidance and practice” as the core principle of our education, the Department strives to make creativity a force that encourages learning, connects the society and responds to the phenomenon of our time – a creative mindset that will start a new design chapter of this generation. ■

10 實踐大學時尚設計學系第十三屆畢業展演
Shih Chien University Fashion Styling and Design Communication 13th Graduation Performance



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