



TQF.3

Bachelor's Degree

Master's Degree

Course Specification

Course Code: ICM1110

Course Title: Creative Thinking and Decision Thinking

Credits: 3(3-0-6)

Program: Bachelor of Arts Program in Airline Business
(International Program)

International College
Suan Sunandha Rajabhat University
(SSRUIC)

Semester : 1 Academic Year : 2017

Section 1 General Information

1. Code and Course Title:

Course Code:ICM1110

Course Title (English): Creative Thinking and Decision Making

Course Title (Thai): การคิดสร้างสรรค์และการตัดสินใจ

2. Credits:3(3-0-6)

3. Curriculum and Course Category :

3.1 Curriculum: Bachelor of Arts Program in Airline Business
(International Program)

3.2 Course Category:

General Education

Required Course

Elective Course

Others

4. Lecturer Responsible for Course and Instructional

Course Lecturer (s) :

4.1 Lecturer Responsible for Course:

Assoc. Prof. Chaweewan Kaewsaiha

4.2 Instructional Course Lecturer:

Assoc. Prof. Chaweewan Kaewsaiha

5. Contact/Get in Touch

Building: Nakhonpathom Education Center Room Number:301

Tel. 081-484-4361 E-mail chaweewan.ka@ssru.ac.th

6. Semester/Year of Study

6.1 Semester: 1 Year of Study:1 Thursday 9.00-12.00

6.2 Number of the students enrolled:14

7. Pre-requisite Course (If any)

None

8. Co-requisite Course (If any)

None

9. Learning Location

Building: Nakhonpathom Education Center Room Number:306

Time: Tue. 9.00 – 12.00

10. Last Date for Preparing and Revising this Course:

Date:29 Month: July Year:2017

Section 2 Aims and Objectives

1. Course Aims

At the end of this course, the student will be able to perform in the following areas of performance:

- (1) To have high order thinking skills: critical thinking and creative thinking;
- (2) To analyze data and information logically and scientific to solve problem effectively and to make better decision in personal life and career.

2. Objectives for Developing / Revising Course (content / learning process / assessment / etc.)

Using the Framework for 21st Century Learning process, students work to integrate supportive technologies, inquiry- and problem-based instructional approaches, and higher order thinking skills.

Section 3 Characteristics and Operation

1. Course Outline

The principles of decision making and thinking processes, critical and creative thinking, data analysis, logic and reasoning. Scientific skills and the application of problem solving in daily life.

หลักการของการตัดสินใจและกระบวนการคิด การคิดอย่างมีวิจารณญาณและการคิดสร้างสรรค์ การวิเคราะห์ข้อมูล ตรรกศาสตร์และการให้เหตุผล ทักษะทางวิทยาศาสตร์ และการประยุกต์ของการแก้ปัญหาในชีวิตประจำวัน

2. Time Length per Semester (Lecture – hours / Practice – hours / Self Study – hours)

Lecture(hours)	Remedial Class (hours)	Practice/ Field Work/ Internship (hours)	Self Study (hours)
48	3	-	6

3. Time Length per Week for Individual Academic Consulting and Guidance

At least 1 hour per week

3.1 Self consulting at the lecturer's office:

Building: Nakhonpathom Education Center Room

Number:303

3.2 Consulting via office telephone/mobile phone: 081-484-4361

3.3 Consulting via E-Mail: chaweewan.ka@ssru.ac.th

Section 4 Developing Student's Learning Outcomes

1. Morals and Ethics

1.1 Morals and Ethics to be developed:

- (1) Be able to deliver or to complete a required task at appointed time;
- (2) Be able to do the right thing according to the values, beliefs and principles they claim to hold;
- (3) Be able to make decisions in daily life according to moral concepts and judgments.

Teaching Strategies

- (1) Encourage the students to have discipline such as unselfishness and self-control.
- (2) Train the students to have integrity and honesty in classroom such as no plagiarism.
- (3) Provide a case study that explains daily life ethics.

1.3 Assessment Strategies

- (1) Authentic Assessment
- (2) Portfolio Assessment
- (3) Performance Assessment

2. Knowledge

2.1 Knowledge to be acquired:

- (1) Have knowledge about decision and thinking process;
- (2) Be able to comply knowledge to solve daily life problems accordance with the good decision making;
- (3) Be able to integrate daily life problem solving with other contexts.

2.2 Teaching Strategies

- (1) Using problem-based learning
- (2) Use cooperative learning techniques
- (3) Invite guest speaker who is an expert in decision making and creative thinking.

2.3 Assessment Strategies

- (1) Using Test, midterm examination, and final examination
- (2) Using a group project report
- (3) Using class Presentation

3. Cognitive Skills

3.1 Cognitive Skills to be developed:

- (1) Have ability to gather and summarize information, and report;
- (2) Have self-study and sharing information to the class;
- (3) Have ability to solve problems from case studies.

3.2 Teaching Strategies

- (1) Group discussion
- (2) Group presentation
- (3) Problem-based learning

3.3 Assessment Strategies

- (1) Using rubrics for discussion
- (2) Using rubrics for simple procedures of problem solving
- (3) Using report writing and presentation

4. Interpersonal Skills and Responsibilities

4.1 Interpersonal Skills and Responsibilities to be developed:

- (1) Be able to communicate with foreigners in English and another language;
- (2) Be able to use English to solve problem;
- (3) Be able to initiate some new ideas and have leadership.

4.2 Teaching Strategies

- (1) Using cooperative learning through interpersonal communication and interaction.
- (2) Demonstrate the ability to apply appropriate interpersonal and teamwork skills in a variety of learning environments.
- (3) Using problem-based learning to enhance students' experiences for further development their learning.

4.3 Assessment Strategies

- (1) Using personality assessments
- (2) Using rubrics for group work
- (3) Using report writing and presentation

5. Numerical Analysis, Communication and Information

Technology Skills

5.1 Numerical Analysis, Communication and Information

Technology to be developed:

- (1) Be able to use basic ICT skills and apply them;
- (2) Be able to use statistics and mathematics to solve daily life problems;
- (3) Be able to use ICT in daily life and apply in career.

5.2 Teaching Strategies

- (1) Use case studies that allow students to implement their knowledge of statistics and mathematics to solve problems;
- (2) Use activities to encouraging active learning;
- (3) Students will form a team and do the group projects that require two-way communication and develop their social skills.

5.3 Assessment Strategies

- (1) Using interviewing and observation
- (2) Using authentic task assessment
- (3) Using Moodle e-learning in practice

Remark: Symbol ● means ‘major responsibility’

Symbol ○ means ‘minor responsibility’

Section 5 Lesson Plan and Assessment

1. Lesson Plan

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
1	1.1 Introduction to course specification(TQF3) 1.2 Thinking development	3	- Direct Instruction - Video	Assoc.Prof. Chaweewan
2	Principles of Decision Making	3	- Using problem-based learning - Use cooperative learning techniques - Slide Show	Assoc.Prof. Chaweewan
3-4	Thinking Process	6	- Case Studies - Internet-Based Learning	Assoc.Prof. Chaweewan
5-6	21 st Century Skills: Critical Thinking	6	- Video - Discussion	Assoc.Prof. Chaweewan
7	21 st Century Skills: Creative Thinking	3	- Video - Group Work	Assoc.Prof. Chaweewan
8	Mid-Term	3	Paper-Based Test/Internet-Based Test	
9	Data and Information	3	- Case Studies - Graphic Presentation	Assoc.Prof. Chaweewan

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
10-11	Data Analysis	6	- Video - Discussion	- Assoc.Prof. Chaweewan
12-13	Logic and Reasoning	6	- Problem-Based Approach - Case Studies	- Assoc.Prof. Chaweewan
14	Scientific Skills in Problem Solving	3	- Interview the guest speaker - Video	- Assoc.Prof. Chaweewan - Guest Speaker
15-16	Decision Making Skills in Problem Solving	6	- Video - Discussion	- Assoc.Prof. Chaweewan
17	Final Examination	3	Paper-Based Test	

2. Learning Assessment Plan

	Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
1	<p>Morals and Ethics</p> <p>(1) Be able to deliver or to complete a required task at appointed time;</p> <p>(2) Be able to do the right thing according to the values, beliefs and principles they claim to hold;</p> <p>(3) Be able to make decisions in daily life according to moral concepts and judgments.</p>	<p>(1) Authentic Assessment</p> <p>(2) Portfolio Assessment</p> <p>(3) Performance Assessment</p>	Throughout Semester	10 %
2	<p>Knowledge</p> <p>(1) Have knowledge about decision and thinking process;</p> <p>(2) Be able to comply knowledge to solve daily life problems accordance with the good decision making;</p> <p>(3) Be able to integrate daily life problem solving with other contexts.</p>	<p>(1) Using Test, midterm examination, and final examination</p> <p>(2) Using a group project report</p> <p>(3) Using class presentation</p>	Throughout Semester	20 %

	Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
3	<p>Cognitive Skills (1) Have ability to gather and summarize information, and report; (2) Have self-study and sharing information to the class; (3) Have ability to solve problems from case studies.</p>	<p>(1) Using rubrics for discussion (2) Using rubrics for simple procedures of problem solving (3) Using report writing and presentation</p>	Throughout Semester	20 %
4	<p>Interpersonal Skills and Responsibilities (1) Be able to communicate with foreigners in English and another language; (2) Be able to use English to solve problem; (3) Be able to initiate some new ideas and have leadership.</p>	<p>(1) Using personality assessments (2) Using rubrics for group work (3) Using report writing and presentation</p>	Throughout Semester	15 %

	Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
5	Numerical Analysis, Communication and Information Technology Skills (1) Be able to use basic ICT skills and apply them;(2) Be able to use statistics and mathematics to solve daily life problems; (3) Be able to use ICT in daily life and apply in career.	(1) Using interviewing and observation (2) Using authentic task assessment (3) Using Moodle e-learning in practice	Throughout semester	15 %

Section 6 Learning and Teaching Resources

1. Textbook and Main Documents

Adair, J. (2013). Decision making and problem solving. PA: Kogan Page Limited.

Saaty, T. (2001). Creative thinking, problem solving and decision making. RWS Publications.

2. Important Documents for Extra Study

Adair, J. (2004). The concise Adair on creativity and innovation. NY: Thorogood.

Adair, J. (2007). The art of creative thinking: How to be innovative and develop great ideas. PA: Kogan Page Limited.

3. Suggestion Information (Printing Materials/Website/CD/Others)

Use keywords according with course descriptions: decision making, thinking process, 21st Century skills: critical and creative thinking, data analysis, logic and reasoning, scientific skills, problem solving, etc.

Section 7 Course Evaluation and Revising

1. Strategies for Course Evaluation by Students

Using survey questions to collect information from the students' opinions to improve the course and enhance the curriculum. Examples of questions:

- 1) Content objectives were made clear to the students.
 - 2) The content was organized around the objectives.
 - 3) Content was sufficiently integrated.
 - 4) Content was sufficiently integrated with the rest of the first year curriculum.
 - 5) The instructional materials used were effectively.
 - 6) The learning methods appropriate assessed the students' understanding of the content.
 - 7) Overall, Students are satisfied with the quality of this course
- etc.

2. Strategies for Course Evaluation by Lecturer

2.1 Lecturers team observe the class and discuss the results as follow:

- 1) The lecturer is well prepared for class sessions.
 - 2) The lecturer answers questions carefully and completely.
 - 3) The lecturer uses examples to make the materials easy to understand.
 - 4) The lecturer stimulated interest in the course.
 - 5) The lecturer made the course material interesting.
 - 6) The lecturer is knowledgeable about the topics presented in this course.
 - 7) The lecturer treats students respectfully.
 - 8) The lecturer is fair in dealing with students.
 - 9) The lecturer makes students feel comfortable about asking question.
 - (10) Course assignment are interesting and stimulating.
 - (11) The lecturer's use of technology enhanced learning in the classroom.
- etc.

2.2 The director / head of program construct assessment items to evaluate four dimensions of lecturer's competencies : teaching skills, organization and presentation of materials, management of the learning environment, and teaching attitudes.

3. Teaching Revision

Lecturer revises teaching / learning process based on the results from the students' survey questions, the lecturer team's observation, and classroom research.

4. Feedback for Achievement Standards

International College Administrator Committee monitor to assessment process and Grading (TQF.5).

5. Methodology and Planning for Course Review and Improvement

- (1) Revise and develop course structure and process every academic years (TQF 7).
- (2) Assign different lecturers teach this course to enhance students' performance.

Curriculum Mapping Illustrating the Distribution of Program Standard Learning Outcomes to Course Level

Courses	1. Morals and Ethics			2. Knowledge			3. Cognitive Skills			4. Interpersonal Skills and Responsibility			5. Numerical Analysis, Communication and Information Technology Skills			
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Course Category: General Education Course																
Course Code: ICM1110 Course Title: Creative Thinking and Decision Making	●	●	●	●	●	●	●	●	●	●	●	○	●	●	●	