



TQF.3

Bachelor's Degree

Master's Degree

Course Specification

Course Code: IGM1110 Course Title: Creative Thinking and Decision Making
Credits: 3(3-0-6)

Program: B.A., B.B.A., International College
Suan Sunandha Rajabhat University
(SSRUIC)

Semester: 1 Academic Year: 2016

Section 1 General Information

1. Code and Course Title:

Course Code: IGM1110

Course Title (English): Creative Thinking and Decision Making

Course Title (Thai): -

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

3. Curriculum and Course Category:

3.1 Curriculum: Bachelor of Arts

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: Dr. Kanokrat Kunasaraphan

4.2 Instructional Course Lecturer(s):

(1) Assoc.Prof. Chaweewan Kaewsaiha

(2) Asst.Prof.Dr. Janchai Yingprayoon

5. Contact/Get in Touch

Room Number: 304

Tel. 081-441-7092

E-mail: k_kade@yahoo.com

6. Semester/ Year of Study

6.1 Semester: 1 Year of Study: 2016

6.2 Number of the students enrolled

7. Pre-requisite Course (If any)

Course Code: None

Course Title: None

8. Co-requisite Course (If any)

Course Code: None

Course Title: None

9. Learning Location

Building Number: International College

Room Number: 301/Tuesday 1.00-4.00 p.m.

405/Wednesday 9.00-12.00 a.m., 1.00-4.00 p.m.

402/Friday 9.00-12.00 a.m.

10. Last Date for Preparing and Revising this Course:

20 January 2016

Section 2 Aims and Objectives

1. Course Aims

At the end of this course, the student will reach to five domains in the following areas of performance:

1.1 Morals and Ethics

(1) Be able to deliver or to complete a required task within the appointed time, including presenting at the appointed time when conducting a tour.

(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 business according to moral concepts and judgments

1.2 Knowledge

(1) To identify major parts of the principles of decision making and thinking process

(2) To determine evidence of critical thinking and creative thinking

(3) To develop problem solving plan by using logical reasoning and scientific skills

1.3 Cognitive Skills

(1) To use thought process in problem solving such as comprehension, reasoning, interpreting, analyzing and synthesizing

(2) To analyze knowledge by self-studying and sharing information to the class

(3) To solve problems from case studies

1.4 Interpersonal Skills and Responsibility

(1) To examine the role of interpersonal skills and responsibility as an aspect of work ethic

(2) To develop strategies for improving interpersonal skills and responsibility

(3) Initiate some new airline service ideas and have leadership with creative thinking skills

1.5 Numerical Analysis, Communication and Information Technology Skills

- (1) To present individual and group projects
- (2) To functionally use Microsoft office products,
Internet and web based resources
- (3) To use email to submit assignments

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

According to TQF (Thailand Quality Framework: HEd.), undergraduate students should have opportunity to master learning in nature of person, think logically, good communication, realize morals and ethics, realize Thai cultural value and global cultural value. Finally students can apply knowledge in daily life for quality of life.

Section 3 Characteristics and Operation

1. Course Outline

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

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	Upon student request	-	96

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

(The lecturer responsible for course identifies the information, for example, 1 hour / week)

3.1 Self consulting at the lecturer’s office: Room Number 304

Building: International College (Nakhonpathom Education Center/SSRU)

3.2 Consulting via office telephone/mobile phone: 081-441-7092

3.3 Consulting via E-Mail: k_kade@yahoo.com

3.4 Consulting via Social Media (Facebook/Twitter/Line): search by using phone number

3.5 Consulting via Computer Network (Internet/Web board): Moodle and personal website

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 within the appointed time, including presenting at the appointed time when conducting a tour.
- (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 business according to moral concepts and judgments

1.2 Teaching Strategies

- (1) Cooperative learning
- (2) Problem-based learning

1.3 Assessment Strategies

- (1) Observation
- (2) Problem-based learning outputs

2. Knowledge

2.1 Knowledge to be developed

- (1) To identify major parts of the principles of decision making and thinking process
- (2) To determine evidence of critical thinking and creative thinking
- (3) To develop problem solving plan by using logical reasoning and scientific skills

2.2 Teaching Strategies

- (1) Case study based learning
- (2) Project-based learning
- (3) Lecture and class discussion

2.3 Assessment Strategies

- (1) Group work
- (2) Project evaluation
- (3) Observation

3. Cognitive Skills

3.1 Cognitive Skills to be developed

- (1) To use thought process in problem solving such as comprehension, reasoning, interpreting, analyzing and synthesizing

- (2) To analyze knowledge by self-studying and sharing information to the class
- (3) 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) Observation
- (2) Class project and presentation
- (3) Problem-based learning outputs

4. Interpersonal Skills and Responsibilities

4.1 Interpersonal Skills and Responsibilities to be developed

- (1) To examine the role of interpersonal skills and responsibility as an aspect of work ethic
- (2) To develop strategies for improving interpersonal skills and responsibility
- (3) Initiate some new airline service ideas and have leadership with creative thinking skills

4.2 Teaching Strategies

- (1) Cooperative learning
- (2) Role play
- (3) Problem-based learning

4.3 Assessment Strategies

- (1) Observation
- (2) Checklists for role play
- (3) Rubrics for problem-based learning

5. Numerical Analysis, Communication and Information Technology Skills

5.1 Numerical Analysis, Communication and Information Technology

Technology to be developed

- (1) To present individual and group projects
- (2) To functionally use Microsoft office products, Internet and web based resources
- (3) To use email to submit assignments

5.2 Teaching Strategies

- (1) Case study
- (2) Group presentation

5.3 Assessment Strategies

- (1) Report
- (2) Group project presentation

Remark: Symbol ● means ‘major responsibility’

Symbol ○ means ‘minor responsibility’

No symbol means ‘no responsibility’

The above symbols were shown in ‘Curriculum Mapping’ of TQF 2.

(Program Specification)

Section 5 Lesson Plan and Assessment

1. Lesson Plan

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer
1	<ul style="list-style-type: none">- Introduction to course aims, objectives and methods of assessment- Thinking development	3	<ul style="list-style-type: none">- T. introduces the examples of decision making and creative thinking by using PowerPoint.	Kanokrat

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer
	and introduction to creative thinking and decision making - Exercises		<ul style="list-style-type: none"> - Ss. discuss exercises and case studies in groups of four to five about creative thinking and decision making from given scenarios. - Ss. discuss their plans for final projects in group. 	
2	<ul style="list-style-type: none"> - Definition, objectives, significance, characteristics, and processes of creative thinking 	3	<ul style="list-style-type: none"> - T. introduces the definition, objectives, significance, characteristics, and processes of creative thinking by using PowerPoint. - Ss. discuss exercises and case studies in groups of four to five about creative thinking from given scenarios. - Ss. develop final projects by discussing with their group members and lecturer. 	Kanokrat

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer
3	- Principles, features and phases of creative thinking	3	<ul style="list-style-type: none"> - T. introduces the principles, features and phases of creative thinking by using PowerPoint. - Ss. discuss exercises and case studies in groups of four to five about creative thinking from given scenarios. - Ss. develop final projects by discussing with their group members and lecturer. 	Kanokrat
4	- Barriers or mental blocks to creativity	3	<ul style="list-style-type: none"> - T. introduce the barriers or mental blocks to creativity by using PowerPoint. - Ss. discuss exercises and case studies in groups of four to five about barriers or mental blocks from given scenarios. - Ss. develop final projects by discussing with 	Kanokrat

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer
			their group members and lecturer.	
5	- Characteristics of a creative person	3	<ul style="list-style-type: none"> - T. introduces the characteristics of a creative person by using PowerPoint. - Ss. search information from website or library by using keyword: characteristics of a creative person. - Ss. develop final projects by discussing with their group members and lecturer. 	Kanokrat
6	- Elements, processes and methods for producing creative results	3	<ul style="list-style-type: none"> - T. introduces the elements, processes and methods for producing creative results by using PowerPoint. - Ss. do activities about the elements and methods for producing creative results by collaborative learning strategy 	Kanokrat

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer
			(Puzzle). - Ss. develop final projects by discussing with their group members and lecturer.	
7	- High order thinking skills: Analysis skill, synthesis skill, evaluation skill, critical thinking process, creative thinking process and logical thinking process	3	- T. introduces Bloom's Taxonomy for cognitive: Lower order thinking skills, higher order thinking skills by using PowerPoint. - Ss. do activities about higher order thinking skills from puzzles, games, and case studies.	Kanokrat
8	Midterm Examination	3	Paper Test
9	- Creativity techniques and enhancement	3	- T. introduces the creativity techniques and enhancement by using PowerPoint. - Ss. do activities about the creativity techniques and enhancement from given scenarios. - Ss. search	Kanokrat

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer
	-		information from website or library by using keyword: creativity techniques - Ss. develop final projects by discussing with their group members and lecturer.	
10	- Creativity in organization and management	3	- T introduces the creativity in organization and management by using PowerPoint. - Ss. discuss exercises and case studies in groups of four to five about creativity in organization and management from given scenarios. - Ss. develop final projects by discussing with their group members and lecturer.	Kanokrat

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer
11	- Problem solving	3	<ul style="list-style-type: none"> - T. introduces problem solving procedures by using PowerPoint. - Ss. discuss case studies in group of four or five about creative problem solving from real situation and scenario demonstrations. - Ss. develop final projects by discussing with their group members and lecturer. 	Kanokrat
12	- Decision making	6	<ul style="list-style-type: none"> - T. introduces decision making procedures by using PowerPoint. - Ss. discuss case studies in group of four or five about creative decision making from real situation and scenario demonstrations. - Ss. develop final projects by discussing with their group 	Kanokrat

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer
			members and lecturer.	
13	- Decision making	6	<ul style="list-style-type: none"> - T. introduces decision making procedures by using PowerPoint. - Ss. discuss case studies in group of four or five about creative decision making from real situation and scenario demonstrations. - Ss. develop final projects by discussing with their group members and lecturer. 	Kanokrat
14	- Group project presentation	3	<ul style="list-style-type: none"> - Ss. submit group projects. - Ss. present the selected projects about creative problem solving and decision making. 	Kanokrat
15	- Remedial class or reviewing contents	3	<ul style="list-style-type: none"> - T. reviews contents and guidelines for final examination. 	Kanokrat
16	Make up class	3	Make up class	Kanokrat
17	Final Examination	3	Paper 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 within the appointed time, including presenting at the appointed time when conducting a tour.</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 business according to moral concepts and judgments</p>	<ul style="list-style-type: none"> - Individual assignment - Group discussion 	Throughout semester	10%
2	<p>Knowledge</p> <p>(1) To identify major parts of the principles of decision making and thinking process</p> <p>(2) To determine evidence of critical thinking and creative</p>	<ul style="list-style-type: none"> - Midterm examination - Final examination - Group project presentation 	<ul style="list-style-type: none"> - Week 8 - Week 17 - Week 14 	<p>20%</p> <p>30%</p> <p>20%</p>

	Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
	thinking (3) To develop problem solving plan by using logical reasoning and scientific skills			
3	Cognitive Skills (1) To use thought process in problem solving such as comprehension, reasoning, interpreting, analyzing and synthesizing (2) To analyze knowledge by self-studying and sharing information to the class (3) To solve problems from case studies	<ul style="list-style-type: none"> - Rubrics - Checklists - Teacher interviews - Assignments - Discussion and problem-based learning outputs 	Throughout semester	10 %
4	Interpersonal Skills and Responsibilities (1) To examine the role of interpersonal skills and responsibility as an aspect of work ethic (2) To develop strategies for improving	<ul style="list-style-type: none"> - Rubrics - Checklists - Teacher interviews 	Throughout semester	5 %

	Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
	interpersonal skills and responsibility (3) Initiate some new airline service ideas and have leadership with creative thinking skills			
5	Numerical Analysis, Communication and Information Technology Skills (1) To present individual and group projects (2) To functionally use Microsoft office products, Internet and web based resources (3) To use email to submit assignments	- Students use of PowerPoint lectures - Lecturer encourage students to use internet for research - Lecturer encourage students to use information technology in completion of both group and individual projects	Throughout semester	5%

Section 6 Learning and Teaching Resources

1. Textbook and Main Documents

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.

2. Important Documents for Extra Study

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

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives: Complete edition*. New York, Longman. Retrieved from http://creativeeducator.tech4learning.com/v02/articles/The_New_Blooms#ixzz38AL9iE9l

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

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

Facebook

Youtube

Sixth edition of the APA for reference formatting:

http://www.library.uq.edu.au/training/citation/apa_6.pdf

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 Lecturer team observe the class and discuss the result 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 stimulates interest in the course.
 - (5) The lecturer makes 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 assignments 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 the overall course structure and specific teaching methods based on the results from the students' evaluations, lecturer team's observation, department/director's observations, and classroom research.

4. Feedback for Achievement Standards

International College Administrator Committee monitors the assessment process and course grading.

5. Methodology and Planning for Course Review and Improvement

Lecturer will use the revision process to look for specific areas in subject area, teaching methodology and general course structure to improve upon in future course sessions.

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			6. Other Domain ie. Learning Management Skills		
	● Major Responsibility									○ Minor Responsibility								
General Education	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
IGM1110 Creative Thinking and Decision Making	●	●	●	●	●	●	●	●	●	●	●	○	●	●	●	○	○	○