

# **TQF.3**

## **Thinking and Decision Making**

## **Preface**

This course is designed to assist students in need of critical thinking support to express their ideas effectively and in accordance with solving the problems appropriately. The focus is primarily on the development of critical thinking skills with the aim of fostering appropriate decision making and competent production of relevant thinking and development genres, in order to prepare them for further study and for adapting critical proficiency of thinking and decision making in the interesting times ahead of global transforming.

## Table of Contents

<b>Category</b>		<b>Page</b>
<b>Category 1:</b>	General Information	<b>4</b>
<b>Category 2:</b>	Aims and Objectives	<b>5</b>
<b>Category 3:</b>	Description and Implementation	<b>5</b>
<b>Category 4:</b>	Development of Student Learning Outcomes	<b>5</b>
<b>Category 5:</b>	Teaching and Evaluation Plans	<b>8</b>
<b>Category 6:</b>	Teaching Resources	<b>11</b>
<b>Category 7:</b>	Evaluation and Improvement of Course management	<b>12</b>

## Course Specification

### Program of Study

B.A. (Hospitality Management, International Program)

### Faculty/Institute/College

School of Tourism and Hospitality Management, Suan Dusit Rajabhat University

## Category 1: General Information

### Course Code

4000110

### Course Title

Thinking and Decision Making

### Number of Credits

3 (3 - 0 - 6) (Lecture - Lab - Self - Study)

### Prerequisite(s)

None

### Co-requisite(s)

None

### Type of Course

General Education Course

### Session

Semester 1 / every 2<sup>nd</sup> academic year

### Conditions

Minimum number of students is 11

### Venue

Main campus, Suan Dusit Rajabhat University

### Latest Date of Course Specification (TQF 3) Development or Modification

Sunday, March 03, 2013

## Chapter 2 Aims and Objectives

### 1. Aims of Subject

This course is specifically developed to provide background knowledge of the logical thinking essential to decision making for students who use critical thinking as a regular tool to develop one's living. Critical thinking and decision making in the undergraduate level are an important set of skills that students are expected to have. The course aims to help students accumulate their decision making skills throughout the course along with the analytical and critical thinking skills.

## 2. Objectives for Development/Improvement

1. To provide students with the knowledge of thinking development and higher level of thinking skills.
2. To provide students with the concept and understanding about systematic decision making and problem solving in order to overcome one's and society's problem .
3. To provide students with self-directed learning and the prism of learning skills essential to one's morals, ethics, and social responsibilities with the aim of improving appropriate living.

## Chapter 3 Description and Implementation

### 1. Course Description

Study the principles and processes of human thinking, particularly logical and rational thinking. Students will enhance their creative thinking skills, information and data analysis, and decisions making. Problem solving strategies and attentive thinking are employed to encourage students to apply these principles and processes for their lives.

### 2. Teaching Hours per Semester

Lecture	Additional Lecture	Practice/Field Experience/Internship	Self-directed Learning
45 hours per semester	As requested by students	-	6 hours per week (90 hours)

### 3. Academic Advising Time for Students

- In class
- Course convenor will be available for additional academic advice for 5 hours per week

## **Chapter 4 Improvement of Student Learning Outcomes**

### **1. Morals and Ethics**

#### 1.1 Morals and ethics to be developed

Enable the students to be responsible, disciplined, honest and able to morally and ethically apply specific skills learnt throughout this course as follows:

- Be aware of morals, ethics, and honesty
- Be punctual, and responsible for oneself and the society
- Be a leader at the same time as a follower, be able to work in a team and be able to provide solutions to conflicts
- Be respectful towards opinions of others as well as societal rules and regulations.

#### 1.2 Teaching methods

- Lecturing alongside with examples of moral and ethical issues such in referencing and matters related to intellectual property law
- Organising a focus group to find relevant examples

#### 1.3 Evaluation methods

- Frequency of attendance and punctuality of assessment submission
- Correct referencing

### **2. Knowledge**

#### 2.1 Knowledge to be acquired

- To acquire knowledge of critical thinking skills and the concept of systematic decision making essential to the development of thinking skills for undergraduate studies as well as other requirements for logical purposes such as problem solving and idea presenting.

#### 2.2 Teaching methods

Lecture, focus group, group work, academic presentation, analytical studies, academic assessments throughout the semester

#### 2.3 Evaluation methods

- Mid-term exam, and final exam
- Other written and verbal assessments throughout the semester

### **3. Cognitive Skills**

#### 3.1 Cognitive skills to be developed

Develop the cognitive ability to think in a systematic and analytical manner in order to prevent and remedy problems occurred during the learning process

#### 3.2 Teaching methods

- Group work and idea presentation
- Group discussion regarding case studies and activities

#### 3.3 Evaluation methods

- Exams and assessments that focus on students' critical thinking analysis

### **4. Interpersonal Relationship Skills and Responsibilities**

#### 4.1 Interpersonal relationship skills to be developed

- Interpersonal relationship with other students
- Leadership skills and ability to work as a team member
- Responsibility to submit assessments or complete any required tasks on time

#### 4.2 Teaching methods

- Delegate group work for group discussions
- Require oral presentations/debate

#### 4.3 Evaluation methods

- Self evaluation
- Peer evaluation

### **5. Numeric analytical Skills, Communication Skills and Information Technology Skills**

5.1 Numeric analytical skills, communication skills and information technologic skills to be developed

- Speaking skills, Listening skills, Writing skills, and presenting skills for developing high level of thinking skills purposes
- Computer skills particularly Microsoft Word
- Internet skills for research and referencing purposes

## 5.2 Teaching methods

- Self study by learning from websites
- Self study by practicing using computer software
- In class feedback and comments after oral presentation/debate

## 5.3 Evaluation methods

- Reports and presentations using technology
- Participation in discussions

# Chapter 5: Teaching and Evaluation Plans

## 5.1 Course Outline

Week	Topics	Hours	Teaching & Learning Activities, Instructional Media (If any)	Instructor
1	<ul style="list-style-type: none"> <li>➤ Introduction to the course, Objectives, Importance.</li> <li>➤ Thinking, Memories, and Learning (Scholars' definition of thinking level).</li> </ul>	3	<ul style="list-style-type: none"> <li>• Lectures on the topics for the week</li> <li>• PowerPoint presentation</li> <li>• Classroom discussions</li> </ul>	Miss Kamonkanok Kiatisakchai
	<ul style="list-style-type: none"> <li>➤ Factors affecting individual's thinking.</li> <li>➤ Common factors of genius people' characteristics.</li> </ul>		<ul style="list-style-type: none"> <li>• Lectures on the topics for the week</li> <li>• PowerPoint presentation</li> <li>• Classroom discussions</li> </ul>	
2	<ul style="list-style-type: none"> <li>➤ High level of thinking and Intellectual Theories.</li> </ul>	3	<ul style="list-style-type: none"> <li>• Lectures on the topics for the week</li> <li>• PowerPoint presentation</li> <li>• Classroom discussions</li> </ul>	Miss Kamonkanok Kiatisakchai
	<ul style="list-style-type: none"> <li>➤ Goals of Human Learning, Components of Thinking, Individual Differences, Social Component and Psychological Component related to Thinking, and Evaluation on Thinking.</li> </ul>		<ul style="list-style-type: none"> <li>• Lectures on the topics for the week</li> <li>• PowerPoint presentation</li> <li>• Classroom discussions</li> </ul>	



3	<ul style="list-style-type: none"> <li>➤ Strategies for higher level of thinking and feeling.</li> <li>➤ Donald J. Treffinger, “Self-Directed Learning” / Maker &amp; Anuruthwong, “The Prism of Learning”</li> </ul>	3	<ul style="list-style-type: none"> <li>• Lectures on the topics for the week</li> <li>• PowerPoint presentation</li> <li>• Classroom discussions</li> </ul>	Miss Kamonkanok Kiatisakchai
4	<ul style="list-style-type: none"> <li>➤ Types of observation and Steps of higher level of thinking skills development.</li> </ul>	3	<ul style="list-style-type: none"> <li>• Lectures on the topics for the week</li> <li>• PowerPoint presentation</li> <li>• Classroom discussions</li> <li>• Group activities</li> </ul>	Miss Kamonkanok Kiatisakchai
5	<ul style="list-style-type: none"> <li>➤ Considerate and judgmental thinking.</li> <li>➤ Considerate and judgmental thinking development; intellectual problems to be solved.</li> <li>➤ Characteristics of critical thinkers.</li> </ul>	3	<ul style="list-style-type: none"> <li>• Lectures on the topics for the week</li> <li>• PowerPoint presentation</li> <li>• Classroom discussions</li> <li>• Problems to be solved</li> </ul>	Miss Kamonkanok Kiatisakchai
6	<ul style="list-style-type: none"> <li>➤ Bloom’s Taxonomy process / Watson &amp; Glaser, “ New RED Model of Critical Thinking”</li> <li>➤ Considerate and judgmental thinking development; intellectual problems to be solved.</li> </ul>	3	<ul style="list-style-type: none"> <li>• Lectures on the topics for the week</li> <li>• PowerPoint presentation</li> <li>• Classroom discussions</li> <li>• Problems to be solved</li> <li>• Course Review</li> </ul>	Miss Kamonkanok Kiatisakchai
7	<b>Midterm Examination</b> Problems Resolution Presentation (Evaluation and Assessment)			
8	<ul style="list-style-type: none"> <li>➤ Guilford, “Creative thinking, Convergent thinking, Divergent thinking, Human intelligence”</li> </ul>	3	<ul style="list-style-type: none"> <li>• Lectures on the topics for the week</li> <li>• PowerPoint presentation</li> <li>• Classroom discussions</li> </ul>	Miss Kamonkanok Kiatisakchai
9	<ul style="list-style-type: none"> <li>➤ Taylor, “Level of Creativity”</li> </ul>	3	<ul style="list-style-type: none"> <li>• Lectures on the topics for the week</li> </ul>	Miss Kamonkanok

	➤ Creative thinking development; Internal and External Reinforcement		<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• Classroom discussions</li> </ul>	Kiatissakchai
10	➤ Creativity Assessment (Scholars' Indicators and Models)	3	<ul style="list-style-type: none"> <li>• Lectures on the topics for the week</li> <li>• PowerPoint presentation</li> <li>• Classroom Presentations</li> </ul>	Miss Kamonkanok Kiatissakchai
11	<ul style="list-style-type: none"> <li>➤ Maker &amp; Schiever, "Types of Problem"</li> <li>➤ Bruner, "Problem- Solving Process"</li> </ul>	3	<ul style="list-style-type: none"> <li>• Lectures on the topics for the week</li> <li>• PowerPoint presentation</li> <li>• Classroom discussions</li> </ul>	Miss Kamonkanok Kiatissakchai
12	➤ Problem- Solving Process Assessment.	3	<ul style="list-style-type: none"> <li>• Lectures on the topics for the week</li> <li>• PowerPoint presentation</li> <li>• Classroom discussions</li> </ul>	Miss Kamonkanok Kiatissakchai
13	➤ High level of thinking skills transferring.	3	<ul style="list-style-type: none"> <li>• Lectures on the topics for the week</li> <li>• PowerPoint presentation</li> <li>• Presentation Preparation</li> </ul>	Miss Kamonkanok Kiatissakchai
14	➤ Intellectual problems to be solved. (Reasoning and Decision Making)	3	<ul style="list-style-type: none"> <li>• Lectures on the topics for the week</li> <li>• PowerPoint presentation</li> <li>• Classroom discussions</li> <li>• Problems to be solved</li> <li>• Course Review</li> </ul>	Miss Kamonkanok Kiatissakchai

15	➤ Intellectual problems to be solved. (Reasoning and Decision Making)	3	<ul style="list-style-type: none"> <li>• Lectures on the topics for the week</li> <li>• PowerPoint presentation</li> <li>• Classroom discussions</li> <li>• Course Review</li> <li>• final presentation preparation</li> </ul>	Miss Kamonkanok Kiatisakchai
16	<b>Final Examination</b> Problems Resolution Presentation (Evaluation and Assessment)			

**NB.** The course is subject to change without prior notice to fit the changing tourism and hospitality circumstances.

## 5.2 Evaluation Plan

### Teaching Method(s)

- Lectures
- Intellectual problems and case studies
- Problems resolution presentation
- Discussion
- Assignments

### Teaching Materials

- LCD overhead projector
- PowerPoint
- Handouts
- Text books
- Other necessary instructional media

### Ratio of mark

Midterm Examination 30 %

Critical thinking skills 10 %

Course Activities 20%

Punctuality 10 %

Final Examination 30 %

**Total** 100 %

### Course evaluation

- Students' achievement as indicated above

## 2. Evaluation Plan

Learning Outcomes	Evaluation Methods	Week	Proportion of Evaluation (%)
1	Participation / Punctuality	1-16	10
2	In class activities	1-16	20
3	Critical Thinking Skills	1-16	10
4	Mid-term exam	7	30
5	Final exam	16	30

## Chapter 6 Teaching Resources

### 1. Main texts and teaching materials

Thinking and Decision Making Power Point Presentation, 2013

by Kamonkanok Kiatisakchai

### 2. Essential Teaching Resources

Anuruthwong, Usanee, (2013), *High Level of Thinking Skills: How to Develop*, Thailand: Inthanon Publishing Limited.

### 3. Recommended Teaching Resources

Anuruthwong, Usanee, (2013), *Identification for the Gifted / Talented*, Thailand: Inthanon Publishing Limited.

## Chapter 7 Evaluation and Improvement of Course Management

### 1. Strategies for Course Effectiveness Evaluation by Students

Effectiveness evaluation for this course is as follows:

- Interviews with students
- Observations of students' responses during class and problems resolution presentation
- Survey on lecturer evaluation

## **2. Strategies for Teaching Evaluation**

The strategies for collection data for teaching evaluation are as follows:

- Exam results
- Presentation assessment
- Revision of learning outcomes

## **3. Improvement of Teaching**

- Seminar for course and teaching improvement
- Research for course and teaching improvement

## **4. Verification of Student Achievement in Class**

- Revision of assessment evaluations by external lecturers or experts

## **5. Course Review and Improvement Plan for Course Effectiveness**

- Improvement of course every 3 years or as recommended by experts
- Change of lecturers to provide students with different perspectives for the course