



Topic Design

เศรษฐกิจไทยและเศรษฐกิจโลก

Period 1

1	About the Activity	Number of Students: 100
	Activity Title: Period 1 – Introduction to Economics Fundamentals	Subject: Thai and World Economy
	Technology:	Materials: Video clips, handouts, project-based
	Time: 120 minutes	Activity Designer: Dr. Buraskorn Torut
2	Backward Design	
	Stage 1: Identify Desired Results	
Consult Bloom's Taxonomy	<p>By the End of this Activity:</p> <p>2.1.1 Students are able to understand different concepts of the school of economics (Bloom Stage 1/2: remember and understand) (Design Thinking: Emphasise)</p> <p>2.1.2 Students are able to understand the impact of globalization on Thai economy (Bloom Stage 1/2: remember and understand) (Design Thinking: Emphasise)</p> <p>2.1.3 Students are able to understand the concept of international trade (Bloom Stage 1/2: remember and understand) (Design Thinking: Emphasise)</p> <p>2.1.4 Students are able to read key economic indicators and use these indicators to analyse basic scenarios of Thai and World economy (Bloom stage 3/4: Apply and Analyse) (Design Thinking: Define and Ideate)</p>	
	<p>Big Ideas of this Activity:</p> <ol style="list-style-type: none"> 1) Use brainstorming, interactive learning techniques so students understand why they need to learn about World and Thai economy 2) Use peer to peer learning in order for students to learn the essence in understanding the current economy and how the knowledge will be useful for their future career 3) Demonstrate knowledge of core contents related to principle of economics and techniques for developing analytical skills in understanding Thai and world economy 	

	<p>4) MUGA: Using cognitive (critical thinking), interpersonal (communication, responsibility) and intrapersonal (intrinsic motivation, learning how to learn, learning autonomously) skills</p> <p>5) Entrepreneurial Education: Using work with problem, teamwork, interactive, authentic content and novelty skills</p>		
	Stage 2: Determined Acceptable Evidence (Performance Assessment Indicators) – How do you assess Stage 1		
	Acceptable Evidence	Assessing Results	
	<p>Students are able to:</p> <p>2.1 Understand school of economics and able to identify their similarities and differences</p> <p>2.2 Analyze key impacts of globalization on different sector of World and Thai economy</p> <p>2.3 Understand the advantages and disadvantages of international trade and trade instruments</p> <p>2.4 Use key economic indicators in analyzing world and Thai economic trends</p>	<p>1) Context/mind map or idea/concept sketches</p> <p>2) Priority checklist/ idea sketches</p> <p>3) Priority checklist/ idea sketches</p> <p>4) Mind map/ brief analysis</p>	
Stage 3: Learning Experience Planning			
Lesson Outlines	Instructor: What do you do?	Students: What do students do?	Time
Step 1: Introduction	Instructor introduces outcomes and learning activities	Students listen and ask questions	5 mins
Step 2: Procedure	Part 1: Introduction to the essence of learning about Thai and World Economy, School of Economics, Globalization and impact on the economy and International Trade and Economic Integration		
	<p>Instructor and TA are to:</p> <p>1) Guide questions to stimulate students' consciousness that economy is embedded in individuals' daily life</p> <p>2) Demonstrate knowledge about school of economics (Classical-> Marxist) and relate the different concept of economics to different</p>	<p>Students are to:</p> <p>1) Pair up and interview the partner their daily activities' expenses</p> <p>2) Listen to lecture through PowerPoint, watch video clip about North and South Korea and then form groups and identify the impact of different philosophy in economic system to the population</p>	<p>15 mins for guided questions and student interviews</p> <p>30 mins for lecture, video clip and group work</p> <p>20 mins for lecture and interactive product survey</p> <p>20 mins for lecture and quick polls on international trade</p>

	<p>type of economic system in this world by using examples from North and South Korea)</p> <p>3) Provide example of globalization using MNC</p> <p>4) Explain concept of international trade, regional integration, advantages and disadvantages of international trade by using interactive game simulation such as bidding game for students to understand pricing mechanism within international trade</p>	<p>in each country</p> <p>3) Reflect on how MNC is part of our everyday by using interactive surveys (survey common consumer products and ask its origins)</p> <p>4) Join Quick poll: survey students' mobile phone brand to stimulate on the impact of globalization and international trade</p>	
Part 2: Knowing Economic Indicators and Financial instruments (stock market simulation)			
	<p>Instructor is to:</p> <p>1) Explain key economic indicators (GDP/ Trade volume/ Current Balance/ GDP per capita/ Inflation/Unemployment)</p>	<p>Students are to:</p> <p>1) Illustrate through group work examples comparing key economic indicators between developed and developing countries and open for discussion</p>	<p>20 mins for lecture and group work</p>
Step 3: Assignment and Summary	<p>Instructor is to:</p>	<p>Students are to:</p>	<p>10 mins for explaining the assignment</p>

	<p>1) Assign students into groups and give homework instruction for 3rd lectures</p> <p>Details of assignment</p> <p>1) Explain economic profile of assigned countries by searching online database (IMF/UN/World Bank)</p> <p>2) Analyze and compare each country development using key economic indicators</p> <p>3) Synthesize timeline of economic development in each country</p> <p>4) Suggest appropriate economic policy given the current situation of the world economy and from data analysis</p> <p>4) Analyze the impact of each country economic policy to Thai economy</p>	<p>1) Students form groups and select topics for presentation</p>	
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Period 2

1	About the Activity	Number of Students: 100	
	Activity Title: Period 2 – Economic Policy and Development	Subject: Thai and World Economy	
	Technology:	Materials: Video clips, handouts, project-based	
	Time: 120 minutes	Activity Designer: Dr. Buraskorn Torut	
2	Backward Design		
	Stage 1: Identify Desired Results		
Consult Bloom's Taxonomy	<p>By the End of this Activity:</p> <p>2.1.1 students are able to understand the current economic policy and development in contemporary Thai context (Bloom Stage 1/2: remember and understand) (Design Thinking: Emphasise)</p> <p>2.1.2 students are able to identify causes and implications of economic crises (Bloom stage 3/4: Apply and Analyse) (Design Thinking: Define and Ideate)</p>		
	<p>Big Ideas of this Activity:</p> <ol style="list-style-type: none"> 1) Use brainstorming, interactive learning techniques so students understand why they need to learn about World and Thai economy 2) Use peer to peer learning in order for students to learn the essence in understanding the current economy and how the knowledge will be useful for their future career 3) Demonstrate knowledge of core contents related to principle of economics and techniques for developing analytical skills in understanding Thai and world economy 4) MUGA: Using cognitive (critical thinking), interpersonal (communication, responsibility) and intrapersonal (intrinsic motivation, learning how to learn, learning autonomously) skills 5) Entrepreneurial Education: Using work with problem, teamwork, interactive, authentic content and novelty skills 		
	Stage 2: Determined Acceptable Evidence (Performance Assessment Indicators) – How do you assess Stage 1		
	Acceptable Evidence	Assessing Results	
	Students are able to:		
	2.2.1 Understand the current economic policy and development in contemporary Thai context	1) Policy brief or sketches	
	2.2.2 Identify causes and implications of economic crises	2) Priority checklists	
Stage 3: Learning Experience Planning			
Lesson Outlines	Instructor: What do you do?	Students: What do students do?	Time

Step 1: Introduction	Instructor introduces the outline of Period 2	Students listen	5 mins
Step 2: Procedure	Part 1: Wrap-up on the key thoughts of Thai and World Economy		
	Instructor and TA are to: <ul style="list-style-type: none"> 1) Review the first lecture and explains how the tools they learned in the previous lecture will be used to analyze current economic policy 	Students are to: <ul style="list-style-type: none"> 1) Form into groups assigned from last lectures and review last lectures among peers, list any questions they have from previous lectures 	15 mins for wrap-up the previous lecture and group work 15 mins for the elaboration on economic development ideas
	Part 2: Thai Economic Policy and Development		
	Instructor is to: <ul style="list-style-type: none"> 1) Review of Thai Economic Social and Development (the 4 year-Plan) 2) Open VDO clip summarizing latest NESDB Plan 3) Hand out guided questions after watching VDO clip (example of guided Questions include: <ul style="list-style-type: none"> - Pro and cons of the Plans - Suggestions for future Plans 4) Randomly pick groups of students to present their answers 	Students are to: <ul style="list-style-type: none"> 1) Listen and take note 2) Watch the vdo clip and take note for group work 3) Form into groups and brainstorming to answer questions provided and prepare for presenting their answers 4) Pick 2 groups with different opinions to debate pros and cons of the current NESDB plan 	15 mins for the review of Thai Economic, Social and Development Plan 10 mins for video clip 10 mins for discussion 10 mins for class presentation

Part 3: Economic Crises			
	<p>Instructor is to:</p> <ol style="list-style-type: none"> 1) Introduce students to the consequences of rapid economic growth using recent economic crisis as a case study 2) Ask students to vote for the preference of economic system for economic development and summarise results 3) Show the documentary about Greece financial turmoil 	<p>Students are to:</p> <ol style="list-style-type: none"> 1) Listen, take note and ask questions 2) Vote for the preferred economic system and listen to the results 3) Watch the documentary and discussion among groups and prepare a checklist 	<p>15 mins for lecture and voting</p> <p>15 mins for video clip and group work</p>
Stage 3: Summary	<p>Instructor is to:</p> <ol style="list-style-type: none"> 1) Demonstrate how to apply concept of economic indicators in the first lectures for analyzing Greece economy 	<p>Students are to:</p> <ol style="list-style-type: none"> 1) Listen and check on the list if how many points they got correctly 	<p>10 mins for summary and discussion</p>

Period 3

1	About the Activity	Number of Student: 100	
	Activity Title: Period 3 – Presentation	Subject: Thai and World Politics	
	Technology:	Materials: Video clips, handouts, project-based	
	Time: 120 minutes	Activity Designer: Dr. Buraskorn Torut	
2	Backward Design		
	Stage 1: Identify Desired Results		
Consult Bloom's Taxonomy	<p>By the End of this Activity:</p> <p>3</p> <p>2.1.1 students are able to conduct a small project-based exercise by using basic research techniques (Bloom Stage 5/6 Evaluate and Create) (Design Thinking: Ideate and Prototype)</p> <p>2.1.2 students are able to present the findings using IT tools and techniques and convey the message to the audience (Bloom Stage 5/6: Evaluate and Create) (Design Thinking: Ideate and Prototype)</p> <p>2.1.3 students are able to educate and derive the solutions from the project-based exercise they conducted as assigned (Bloom Stage 5/6: Evaluate and Create) (Design Thinking: Ideate and Prototype)</p>		
	<p>Big Ideas of this Activity:</p> <ol style="list-style-type: none"> 1) Using the project-oriented method to create problem-solving skills 2) MUGA: Using cognitive (critical thinking), interpersonal (communication, leadership, responsibility) and intrapersonal (intrinsic motivation, learning how to learn and acting autonomously) skills 3) Entrepreneurial Education: Using work with problem, authentic content, teamwork, longer-time period, interact with outside world, value-creation outside classroom and novelty skills 		
	Stage 2: Determined Acceptable Evidence (Performance Assessment Indicators) – How do you assess Stage 1		
	Acceptable Evidence	Assessing Results	
	<p>Students are able to:</p> <p>2.1.1 Conduct a small project-based exercise by using basic research techniques</p> <p>2.1.2 Present finding using IT tools and techniques</p> <p>2.1.3 Educate and derive the solutions from the exercise</p>	<ol style="list-style-type: none"> 1) Library research or other basic research techniques 2) Role-play clips or any kind of IT presentation materials 3) Solution checklist, flowcharts, etc. 	
Stage 3: Learning Experience Planning			
Lesson Outlines	Instructor: What do you do?	Students: What do students do?	Time
Step 1: Introduction	Instructor wraps up on previous assignment	Students listen	5 mins

Step 2: Procedure	Part 1: Presentations of Project-based Problem Solving Exercises		
	Instructor and TA are to: <ol style="list-style-type: none"> 1) Ask students to present their findings and analyses 2) Ask students from other groups to draw lesson learned from the group presenting the finding 3) Introduce more challenging questions based on the presentation of each group 	Students are to: <ol style="list-style-type: none"> 1) Present the findings, watch the video clips of groups doing the presentation and take note 2) Share/draw lessons and challenge ideas learned from the clip 3) Answer questions in groups or individually 	100 mins
Step 2 : Summary	Instructor is to: <ol style="list-style-type: none"> 1) Select ideas from group presentations and offer alternative viewpoints on <ul style="list-style-type: none"> - Economic policy and development - Impact on country economic growth - Impact on individual welfare 	Students are to: <ol style="list-style-type: none"> 1) Listen, ask questions and take note 	15 mins