Module Descriptions

Module designation	**Critical and Creative Thinking**
Semester(s) in which the module is taught	5th/Third Year
Person responsible for the module	Prof. Dr. Utiya Azizah, M.Pd.
Language	Bahasa Indonesia (Regular Class) Bahasa Inggris (Internasional Class)
Relation to curriculum	Elective course
Teaching methods	Project-Based Learning, 2 workhours per week (2 x 170 minutes per week)
Workload (incl. contact hours, self-study hours)	1 CU for a bachelor's degree equals 170 minutes (50 minutes face-to-face, 60 minutes structured, 60 minutes independent learning) per week × 14 weeks, excluding mid and end-term exams. = 39.67 work hours per semester = 1.587 ECTS.
Credit points	2 Credit Units (CU) = 3.18 ECTS
Required and recommended prerequisites for joining the module	
Module objectives/intended learning outcomes	1. Students are able to analyze complex problems using critical thinking skills to develop effectively solution 2. Students are able to apply creative thinking techniques to generate innovative ideas and approaches in various contexts. 3. Students are able to evaluate the validity and reliability of information from various sources to support decision making process.
Content	The Creative and Critical Thinking course is designed to develop students' ability to think creatively and critically. In this course, students are taught various techniques and strategies to generate innovative ideas and evaluate arguments objectively. Learning involves group discussions, case studies, and challenging problem-solving exercises, which allow students to practice and apply thinking skills in various contexts. In addition, students are also introduced to various theories and concepts that underlie the creative and critical thinking process, which are useful for improving analytical and decision-making skills. In this course, students are encouraged to explore different ways of thinking, identify assumptions, and question commonly accepted viewpoints. Through projects and presentations, students can demonstrate their ability to apply critical thinking in real situations, while developing confidence in conveying their ideas. With mastery of these skills, students are expected to be able to adapt quickly in a dynamic and

	complex environment, and become more independent and innovative thinkers in facing challenges in the professional world.
Examination forms	Essay, presentation and practice/performance
Study and examination requirements	Study and Examination Requirements/Forms of Examination: 1. Individual assignments (literature review, analysis) 2. Group assignments / project work 3. Discussions and Q&A participation 4. Presentations and project documentation Assessment Recap (Project-Based Learning): 1. Participatory Activities: 50% 2. Practice/Performance: 50% Total: 100%
Reading list	1. Baer, J. (2021). *Creativity and divergent thinking: A task-specific approach*. Routledge. 2. Cropley, D. H. (2021). *Creativity in engineering: Novel solutions to complex problems*. Academic Press. 3. Runco, M. A. (2020). *Theories of creativity*. Sage Publications. 4. Nickerson, R. S. (2021). *Enhancing creativity: A guide to cognitive approaches*. Taylor & Francis. 5. Robinson, K. (2022). *Out of our minds: The power of being creative*. Capstone. 6. Beghetto, R. A. (2021). *Teaching for creativity: Ideas in action*. Routledge. 7. Kaufman, J. C. (2020). *Creativity 101* (2nd ed.). Springer Publishing. 8. Glăveanu, V. P. (2020). *The possible: A sociocultural theory of creativity*. Oxford University Press. 9. Sternberg, R. J., & Halpern, D. F. (2022). *Critical thinking in psychology and everyday life*. Cambridge University Press. 10. Levitin, D. J. (2020). *A field guide to lies: Critical thinking in the information age*. Penguin Books. 11. Paul, R., & Elder, L. (2020). *Critical thinking: Tools for taking charge of your learning and your life* (3rd ed.). Pearson. 12. Facione, P. A. (2020). *Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction*. The Critical Thinking Community. 13. Gelder, T. (2021). *Creative and critical thinking: Skills for the 21st century*. Wiley. 14. Ennis, R. H. (2021). *Critical thinking: A streamlined introduction*. Cambridge University Press. 15. Lipman, M. (2020). *Thinking in education* (2nd ed.). Cambridge University Press. 16. Sternberg, R. J. (2020). *Thinking styles* (2nd ed.). Cambridge University Press. 17. Paul, R., & Elder, L. (2021). *The miniature guide to critical thinking concepts and tools*. Foundation for Critical Thinking. 18. Csikszentmihalyi, M. (2020). *Creativity: The psychology of discovery and invention* (Rev. ed.). HarperCollins. 19. Cropley, A. (2022). *Creativity in education & learning: A guide for teachers and educators*. Routledge.

	20. Runco, M. A., & Acar, S. (2021). *Divergent thinking as an indicator of creativity*. Oxford University Press. 21. Norris, S. P., & Ennis, R. H. (2020). Evaluating critical thinking. *Teaching Philosophy*, *43*(3), 1–15. 22. Johnson, D. W., & Johnson, F. P. (2020). *Joining together: Group theory and group skills* (13th ed.). Pearson. 23. De Bono, E. (2021). *Six thinking hats* (Rev. ed.). Back Bay Books. 24. Bailin, S., & Siegel, H. (2021). *Critical thinking and education: A scholarly review*. Cambridge University Press. 25. Root-Bernstein, R., & Root-Bernstein, M. (2022). *Sparks of genius: The 13 thinking tools of the world's most creative people* (2nd ed.). Houghton Mifflin Harcourt.