

**PROMOTION OF CRITICAL THINKING AND
PROBLEM-SOLVING SKILLS BY IMPLEMENTING THE CASE
STUDY METHOD OF INSTRUCTION:
TEACHING TRAINING AND DEVELOPMENT COURSE WITHIN
THE POST-GRADUATE CERTIFICATE PROGRAM IN HUMAN
RESOURCES MANAGEMENT AT SHERIDAN**

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(SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF THE FLFT - RESEARCH PROJECT IN TEACHING)

MYSELF...

- **MY NAME IS: DR. S. SRITHARAKUMAR**
 - **SHORTLY 'SATHY'**
- **I AM A PROFESSOR AT PSB IN HUMAN RESOURCES MANAGEMENT**
- **I EARNED PH.D. FROM UNIVERSITY OF SALFORD, IN MANCHESTER, UK.**
- **MY MBA IS FROM UNIVERSITY OF WALES, CARDIFF, UK.**
- **I COMPLETED MY BA AT YORK UNIVERSITY, TORONTO, CANADA.**
- **MY RESEARCH FOCUS IS ON THE IMPACT OF HRIS WITHIN THE HUMAN RESOURCES MANAGEMENT: A PROCESS MANAGEMENT PERSPECTIVE.**
- **I AM WITH SHERIDAN FOR THE PAST 2½ YEARS.**

AGENDA & CONTENT

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EXECUTIVE SUMMARY

THIS RESEARCH WAS CONDUCTED AMONG THE PG GRAD CERTIFICATE STUDENTS IN THE TRAINING & DEVELOPMENT (HRMT57728) COURSE TO GET THEIR FEEDBACK ON PROMOTING THE CRITICAL THINKING AND PROBLEM-SOLVING SKILLS BY IMPLEMENTING THE 'CASE STUDY METHOD OF INSTRUCTION'.

THE AUTHOR CONDUCTED A 'Quantitative Action-Oriented Research,' using the survey tool.

OUT OF THE 40 STUDENTS IN THE CLASS, 32 (80.0%) STUDENTS COMPLETED THE SURVEY IN THE 'PRE-IMPLEMENTATION PHASE (PHASE 1), AND 29 (72.5%) STUDENTS COMPLETED THE SURVEY IN THE 'POST-IMPLEMENTATION PHASE (PHASE 3). THESE RESPONSES ARE VERY HIGH AND SIGNIFICANT TO THIS STUDY.

BASED ON THE RESULTS AND ANALYSIS, HYPOTHESIS 1 AND HYPOTHESIS 2 OF THIS STUDY ARE ACCEPTED, THEREFORE, THE AUTHOR OF THIS STUDY CONCLUDE THAT THE CASE STUDY INSTRUCTION METHOD SHOULD BE INCORPORATED INTO THE T & D COURSES.

IN ADDITION, THE AUTHOR OF THIS STUDY IS IN THE STRONG OPINION THAT, WITH THE HELP OF FURTHER INDIVIDUALIZED STUDIES, THE CASE STUDY INSTRUCTION METHOD CAN BE INCORPORATED INTO THE FUTURE POST-GRAD CERTIFICATE AND DEGREE COURSES WITHIN THE PSB.

INTRODUCTION

□ **TRAINING & DEVELOPMENT (COURSE CODE HRMT57728)*:**

COURSE DESCRIPTION: THIS COURSE GIVES STUDENTS THE OPPORTUNITY TO BUILD SKILLS AND KNOWLEDGE IN THE APPLICATION OF THEORIES AND BEST PRACTICES IN THE FACILITATION OF LEARNING IN AN ORGANIZATIONAL CONTEXT.

CRITICAL PERFORMANCE: CONTRIBUTE TO LEARNING AND DEVELOPMENT PROCESSES IN ORGANIZATIONS THROUGH (A) ANALYZING TRAINING NEEDS, (B) CREATING LEARNING OBJECTIVES, (C) DESIGNING AND DEVELOPING TRAINING INITIATIVES TO MEET IDENTIFIED NEEDS AND LEARNING OBJECTIVES, (D) CHOOSING APPROPRIATE TRAINING DELIVERY METHODS, (E) DESIGNING AND PRESENTING A LEARNING FACILITATION, (F) APPLYING ADULT LEARNING PRINCIPLES TO DESIGN OF TRAINING PROGRAMS, (G) APPLYING METHODS TO INCREASE TRAINING TRANSFER, AND (H) EVALUATING TRAINING EFFECTIVENESS.

□ **ESSENTIAL EMPLOYABILITY SKILLS*:**

ALONG WITH MANY OTHER REQUIREMENTS, THE ONTARIO MINISTRY OF COLLEGES AND UNIVERSITIES EMPHASIZES THE FOLLOWING TWO 'ESSENTIAL EMPLOYABILITY SKILLS' IN THE TRAINING & DEVELOPMENT COURSE:

1. **CRITICAL THINKING SKILLS:** USE A VARIETY OF THINKING SKILLS TO ANTICIPATE AND SOLVE PROBLEMS.
2. **PROBLEM SOLVING SKILLS:** APPLY A SYSTEMATIC APPROACH TO SOLVE PROBLEMS.

□ **THIS RESEARCH WAS CONDUCTED AMONG THE PG GRAD CERTIFICATE STUDENTS IN THE T & D (HRMT57728) COURSE TO GET THEIR FEEDBACK ON PROMOTING THE CRITICAL THINKING AND PROBLEM-SOLVING SKILLS BY IMPLEMENTING THE 'CASE STUDY METHOD OF INSTRUCTION'.**

* These details are directly taken from the latest Course Outline and can be found at:

https://ulysses.sheridanc.on.ca/coutline/coutlineview_sal.jsp?appver=sal&subjectCode=HRMT&courseCode=57728&version=2021011800&sec=0&reload=true



HYPOTHESES

- **HYPOTHESIS 1:** IMPLEMENTING THE CASE STUDY METHOD OF INSTRUCTION IN THE TRAINING AND DEVELOPMENT COURSE WITHIN THE POST-GRADUATE CERTIFICATE PROGRAM IN HUMAN RESOURCES MANAGEMENT WILL SIGNIFICANTLY PROMOTE STUDENTS' CRITICAL THINKING SKILLS.
- **HYPOTHESIS 2:** IMPLEMENTING THE CASE STUDY METHOD OF INSTRUCTION IN THE TRAINING AND DEVELOPMENT COURSE WITHIN THE POST-GRADUATE CERTIFICATE PROGRAM IN HUMAN RESOURCES MANAGEMENT WILL SIGNIFICANTLY PROMOTE STUDENTS' PROBLEM-SOLVING SKILLS.

RESEARCH QUESTIONS

- **RESEARCH QUESTION 1:** DOES IMPLEMENTING THE CASE STUDY METHOD OF INSTRUCTION IN THE TRAINING AND DEVELOPMENT COURSE WITHIN THE POST-GRADUATE CERTIFICATE PROGRAM IN HUMAN RESOURCES MANAGEMENT PROMOTE STUDENTS' CRITICAL THINKING SKILLS SIGNIFICANTLY?
- **RESEARCH QUESTION 2:** DOES IMPLEMENTING THE CASE STUDY METHOD OF INSTRUCTION IN THE TRAINING AND DEVELOPMENT COURSE WITHIN THE POST-GRADUATE CERTIFICATE PROGRAM IN HUMAN RESOURCES MANAGEMENT PROMOTE STUDENTS' PROBLEM-SOLVING SKILLS SIGNIFICANTLY?

LITERATURE REVIEW

PROMOTING CRITICAL THINKING SKILLS IN T & D TEACHING

- FADEL & TRILLING (2009) ARGUES THAT CRITICAL THINKING WILL BE ONE OF THE COMPULSORY SKILLS DEMANDING IMPROVEMENT IN THE 21ST CENTURY (VONG & KAEWURAI, 2017, p.89).
- ORNSTEIN & HUNKINS (2004) MAINTAINS THAT CRITICAL THINKING IS CONSIDERED AS A SKILL THAT CAN BE ENHANCED IN A PERSON'S LIFE (VONG & KAEWURAI, 2017, p.89).
- QUOTING THE WORK OF BASSHAM, ET AL. (2011), VONG & KAEWURAI (2017, p.89) INFORMS THAT “IN DAILY LIFE, CRITICAL THINKING IS UTILIZED TO CREATE SHARP DECISION MAKING, TO FORM AN OPINION BASED ON REASONS, TO SURMOUNT INDIVIDUALISTIC DISCERNMENT AND PREDISPOSITION, AND TO INDICATE PERSUADING MOTIVES IN SUSTAINING CONCLUSIONS REGARDING WHAT SHOULD BE DONE AND ACCEPTED AS TRUE.”
- STUDY BY STUPINSKY, ET AL. (2008) REVEALED THAT COLLEGE STUDENTS WHO HAD HIGH ACADEMIC ACHIEVEMENT WERE STRONGLY COMMITTED TO THINK CRITICALLY (VONG & KAEWURAI, 2017, p.89).
- ACCORDING TO HALPERN (1993), CRITICAL THINKING CAN BE TAUGHT AND LEARNED.
- SUMMARIZING THE WORK OF MANY, VONG & KAEWURAI (2017, p.89) STATE THAT STUDENTS WILL IMPROVE THEIR CRITICAL THINKING WHEN TEACHERS USE APPROPRIATE INSTRUCTIONAL METHODS AND CURRICULUM MATERIALS (GADZELLA & MASTEN, 1998, HALPERN, 1993, McMILLAN, 1987), ACTIVE LEARNING STRATEGIES (KIM, 2009), AND STUDENT-TO-STUDENT AND STUDENT-TO-INSTRUCTOR INTERACTIONS (COOPER, 1995, HOWE AND WARREN, 1989).

LITERATURE REVIEW *Cont.*

PROMOTING PROBLEM-SOLVING SKILLS IN T & D TEACHING

- PROBLEM SOLVING IS DEFINED AS FORMULATING THE NEW ANSWER TO CREATE SOLUTION, IN WHICH EACH STEP IS THE PIONEER OF THE NEXT STEP, AND THE RESULT OF THE PREVIOUS STEP (IRWANTO, ET AL., 2018).
- “PROBLEM-SOLVING TRANSFER OCCURS WHEN A PERSON USES PREVIOUS PROBLEM-SOLVING EXPERIENCE TO DEVICE A SOLUTION FOR A NEW PROBLEM,” DECLARE MAYER & WHITTROCK (1996).
- “THE ABILITY TO SOLVE PROBLEMS IS A SKILL, AND JUST LIKE ANY OTHER SKILL, THE MORE YOU PRACTICE, THE BETTER YOU GET,” (M.I.T. 2021)
- TO IDENTIFY POSSIBLE SOLUTION, M.I.T. (2021) FIRMLY SUGGESTS THE ‘IDEAL’ METHOD:
 - IDENTIFY THE PROBLEM
 - DEFINE THE CONTEXT OF THE PROBLEM
 - EXPLORE POSSIBLE STRATEGIES
 - ACT ON BEST SOLUTION
 - LOOK BACK AND LEARN

LITERATURE REVIEW *Cont.*

PROMOTING CASE STUDY METHOD OF INSTRUCTION IN T & D TEACHING

- CASE-BASED INSTRUCTION HAS BEEN HERALDED AS A POWERFUL MEANS FOR HELPING INSTRUCTIONAL DESIGN STUDENTS BRIDGE THE GAP BETWEEN NOVICE AND EXPERT PRACTICE (JULIAN ET AL., 2000)
- “CASE-BASED INSTRUCTION CAN HELP STUDENTS ADOPT THE CHARACTERISTICS OF EXPERT PROBLEM-SOLVERS BY HELPING THEM: FOCUS ON THE BIG PICTURE, WORK FORWARD FROM WHAT THEY KNOW, SIMULTANEOUSLY CONSIDER MULTIPLE FACTORS, GENERATE TENTATIVE SOLUTIONS, AND CONSIDER POTENTIAL CONSEQUENCES AND IMPLICATIONS,” MAINTAINS STEPICH, ET AL. (2001, P.54).
- IN ORDER TO PRODUCE A DESIRED RESULTS, THE CASE STUDY METHOD OF INSTRUCTION MUST BE INCORPORATED TWO EXPERT PROBLEM-SOLVING STRATEGIES, SUGGEST STEPICH, ET AL. (2001), THOSE STRATEGIES ARE:
 - a. THE ABILITY TO CONCEPTUALIZE SITUATIONS IN TERMS OF UNDERLYING PRINCIPLES RATHER THAN SURFACE DETAILS, AND
 - b. THE ABILITY TO CONSIDER THE IMPACT AND IMPLICATIONS OF RECOMMENDED SOLUTIONS IN BROAD, RATHER THAN NARROW, TERMS STEPICH, ET AL. (2001, P.62).



RESEARCH METHODOLOGY & RESEARCH METHOD

□ **RESEARCH METHODOLOGY:**

- THIS IS A 'QUANTITATIVE ACTION-ORIENTED RESEARCH,' (THE OPEN UNIVERSITY, 2020)
- FROM THE VIEWPOINT OF OBJECTIVES, THIS RESEARCH CAN BE CLASSIFIED AS 'EXPLORATORY RESEARCH,' (GOUNDAR, 2012)

□ **RESEARCH METHOD:**

- THIS RESEARCH EMPLOYED THE 'GOOGLE SURVEY' TOOL TO COLLECT THE PRIMARY DATA.

RESEARCH METHOD: SURVEY

THE SURVEY WAS CONDUCTED IN TWO PHASES:

□ PHASE 1: PRE-LEARNING QUESTIONNAIRE

□ GENERAL QUESTIONS:

□ EIGHT QUESTIONS: ASKED THE STUDENTS OF THEIR ACADEMIC BACKGROUND AND HR WORK EXPERIENCES.

□ CASE STUDY-SPECIFIC QUESTIONS:

□ SEVEN QUESTIONS: ASKED THE STUDENTS OF THEIR PREVIOUS CASE STUDY-BASED LEARNING EXPERIENCES AND THEIR WILLINGNESS TO LEARN FROM THE CASES.

□ PHASE 2: POST-LEARNING QUESTIONNAIRE

□ TEN QUESTIONS: AIMED AT COLLECTING STUDENTS' FEEDBACK ON THEIR CASE-BASED LEARNING AFTER EXPERIENCING THE CASES IN THE T & D CLASS.

DISCUSSION: PRE-IMPLEMENTATION – PHASE 1

STUDENTS' FEEDBACK BEFORE IMPLEMENTING THE CASE STUDY METHOD OF INSTRUCTION (*FROM PHASE 1 THE SURVEY DATA*)

- TOTAL STUDENTS IN THE CLASS: 40; OUT OF 40 STUDENTS, 32 (80.0%) STUDENTS COMPLETED THE SURVEY.
- 12.5% HOLD OF STUDENTS MASTERS DEGREE; 90.6% HAVE BACHELORS DEGREE; 6.3% COLLEGE DIPLOMA.
- ONLY 28.1% OF STUDENTS HOLD HR AS A MAJOR DEGREE.
- 46.9% OF STUDENTS HAD PREVIOUS HR WORK EXPERIENCE.
- ONLY 34.4% OF STUDENTS HAVE TAKEN T & D COURSE PREVIOUSLY.
- 81.3% OF STUDENTS HAVE HAD EXPERIENCE AS A TRAINER/COACH/MENTOR AT ANY LEVEL.
- 53.1% OF STUDENTS HAVE HAD EXPERIENCE WITH THE CASE STUDY METHOD OF INSTRUCTION.
- 43.8% OF STUDENTS LIKED THE CASE METHOD OF INSTRUCTION AND ONLY 3.1% (1 STUDENT) SAID HE/SHE DOES NOT. 40.8% SAID 'N/A' MEANS NO EXPERIENCE WITH CASE STUDIES AND 12.5% SAID 'NEITHER LIKED IT OR DISLIKED IT.'
- 53.1% OF STUDENTS CONFIRMED THAT THE CASE STUDY METHOD OF INSTRUCTION '*ENCOURAGED THEIR CRITICAL THINKING SKILLS.*'
- 43.8% OF STUDENTS CONFIRMED THAT THE CASE STUDY METHOD OF INSTRUCTION '*ENCOURAGED THEIR PROBLEM-SOLVING SKILLS.*'
- WHILE 62.5% OF STUDENTS CONFIRMED THAT THEY LIKED THE CASE STUDIES, 37.5% CONFIRMED THAT THEY LIKED THE CASE INCIDENTS.
- WHILE 90.6% OF STUDENTS INFORMED THAT, GOING FORWARD, THEY LIKE TO HAVE CASE STUDY METHOD OF INSTRUCTION ASSESSED AS '*FORMATIVE*', AND 9.4% AS '*SUMMATIVE.*'
- WHILE 71.9% OF STUDENTS WANTED TO DO THE CASE STUDY METHOD OF INSTRUCTION IN A '*GROUP SETTING,*' 28.1% WANTED IT IN AN '*INDIVIDUAL SETTING.*'

DISCUSSION: DURING IMPLEMENTATION

STUDENTS' REACTION WHILE IMPLEMENTING THE CASE STUDY METHOD OF INSTRUCTION

(As Observed By The Author)

- ONE OF THE MAIN OBSERVATION WAS THAT THE STUDENTS 'ENTHUSIASM' FOR LEARNING WAS SIGNIFICANTLY HIGH DURING THE CASE STUDY METHOD OF INSTRUCTION, I.E. THE LEVEL OF BREAKOUT SESSION PARTICIPATION WAS HIGH.
- STUDENTS ARE EXPECTED THE INSTRUCTOR'S INVOLVEMENT DURING THE BREAKOUT DISCUSSION SESSIONS.
- AFTER THEIR DISCUSSION AND ANALYSIS, STUDENTS ANTICIPATED A FEEDBACK AND THE WRITTEN 'SUGGESTED ANSWERS' POSTED ON THE LMS BY THE INSTRUCTOR.

DISCUSSION: POST-IMPLEMENTATION – PHASE 2

STUDENTS' FEEDBACK AFTER IMPLEMENTING THE CASE STUDY METHOD OF INSTRUCTION (*FROM PHASE 2 THE SURVEY DATA*)

- TOTAL STUDENTS IN THE CLASS: 40; OUT OF 40 STUDENTS, 29 (72.5%) STUDENTS COMPLETED THE SURVEY.
- AFTER THE CASE STUDY INSTRUCTION METHOD OF LEARNING:
 - 27.6% OF STUDENTS CONFIRMED THAT THEY ARE 'EXTREMELY SATISFIED' WITH IT, 58.6% CONFIRMED 'SATISFIED', 10.4% CONFIRMED 'N/A', AND 3.5% (1 STUDENT) CONFIRMED HE/SHE IS 'DISSATISFIED'. THERE WAS NO CONFIRMED 'EXTREMELY DISSATISFIED' STUDENT.
 - 93.1% OF STUDENTS CONFIRMED THAT THE CASE STUDY INSTRUCTION METHOD 'ENCOURAGED THEIR CRITICAL THINKING SKILLS', 6.9% (2 STUDENTS) INFORMED THAT 'NEITHER ENCOURAGED NOR DISCOURAGED THEIR CRITICAL THINKING SKILLS'.
 - 82.8% OF STUDENTS CONFIRMED THAT THE CASE STUDY INSTRUCTION METHOD 'ENCOURAGED THEIR PROBLEM-SOLVING SKILLS', 13.8% (4 STUDENTS) INFORMED THAT 'NEITHER ENCOURAGED NOR DISCOURAGED THEIR PROBLEM-SOLVING SKILLS'. 1 STUDENT SAID IT 'DISCOURAGED HIS/HER PROBLEM-SOLVING'.
 - WHILE 72.4% OF STUDENTS CHOSE 'CASE STUDY APPROACH' OVER THE 'CASE INCIDENT APPROACH' (27.6%).
 - WHILE 86.2% OF STUDENTS PREFER 'GROUP LEARNING', 13.8% (4 STUDENTS) PREFER 'INDIVIDUAL LEARNING'.
 - WHILE 79.3% OF STUDENTS PREFER 'FORMATIVE ASSESSMENT', 20.7% PREFER 'SUMMATIVE' ASSESSMENT'.
 - WHILE 96.6% OF STUDENTS CONFIRMED THAT THEY WILL RECOMMEND THE CASE STUDY INSTRUCTION METHOD IN THE FUTURE T & D COURSES, 3.4% (1 STUDENT) SAID THAT HE/SHE WILL NOT RECOMMEND IT.
 - WHILE 96.6% OF STUDENTS CONFIRMED THAT THEY WILL RECOMMEND THE CASE STUDY INSTRUCTION METHOD IN THE FUTURE POST-GRAD CERTIFICATE AND DEGREE COURSES WITHIN THE PSB, 3.4% (1 STUDENT) SAID THAT HE/SHE WILL NOT RECOMMEND IT.

CONCLUSION

□ **THE STUDY OVERWHELMINGLY SUGGESTS THAT INCORPORATING THE CASE STUDY INSTRUCTION METHOD WITHIN THE POST-GRAD CERTIFICATE T & D COURSE WILL BE SIGNIFICANTLY BENEFICIAL.**

- 86.2% STUDENTS IN THE COURSE ARE 'EXTREMELY SATISFIED' AND 'SATISFIED' IN THIS INSTRUCTION METHOD.
- 93.1% OF STUDENTS CONFIRMED THAT THE CASE STUDY INSTRUCTION METHOD 'ENCOURAGED THEIR CRITICAL THINKING SKILLS'.
- 82.8% OF STUDENTS CONFIRMED THAT THE CASE STUDY INSTRUCTION METHOD 'ENCOURAGED THEIR PROBLEM-SOLVING SKILLS'.
- 96.6% OF STUDENTS CONFIRMED THAT THEY RECOMMEND THAT THE CASE STUDY INSTRUCTION METHOD SHOULD BE INCLUDED IN THE FUTURE T & D COURSES.

CONCLUSION 1: BASED ON THE RESULTS AND ANALYSIS, 'HYPOTHESIS 1: IMPLEMENTING THE CASE STUDY METHOD OF INSTRUCTION IN THE TRAINING AND DEVELOPMENT COURSE WITHIN THE POST-GRADUATE CERTIFICATE PROGRAM IN HUMAN RESOURCES MANAGEMENT WILL SIGNIFICANTLY PROMOTE STUDENTS' CRITICAL THINKING SKILLS', IS ACCEPTED. THEREFORE, THE AUTHOR OF THIS STUDY CONCLUDE THAT THE CASE STUDY INSTRUCTION METHOD SHOULD BE INCORPORATED INTO THE T & D COURSES.

CONCLUSION 2: BASED ON THE RESULTS AND ANALYSIS, 'HYPOTHESIS 2: IMPLEMENTING THE CASE STUDY METHOD OF INSTRUCTION IN THE TRAINING AND DEVELOPMENT COURSE WITHIN THE POST-GRADUATE CERTIFICATE PROGRAM IN HUMAN RESOURCES MANAGEMENT WILL SIGNIFICANTLY PROMOTE STUDENTS' PROBLEM-SOLVING SKILLS' IS ACCEPTED. THEREFORE, THE AUTHOR OF THIS STUDY CONCLUDE THAT THE CASE STUDY INSTRUCTION METHOD SHOULD BE INCORPORATED INTO THE T & D COURSES.

□ **VERY LARGE NUMBER OF STUDENTS CONFIRMED THAT THEY WILL RECOMMEND THE CASE STUDY INSTRUCTION METHOD INCLUDED IN THE FUTURE POST-GRAD CERTIFICATE AND DEGREE COURSES WITHIN THE PSB.**

- 96.6% OF STUDENTS CONFIRMED THIS.

CONCLUSION 3: BASED ON THE RESULTS AND ANALYSIS, IN ADDITION TO THE ABOVE CONCLUSIONS, THE AUTHOR OF THIS STUDY IS IN THE STRONG OPINION THAT, WITH THE HELP OF FURTHER INDIVIDUALIZED STUDIES, THE CASE STUDY INSTRUCTION METHOD SHOULD BE INCORPORATED INTO THE FUTURE POST-GRAD CERTIFICATE AND DEGREE COURSES WITHIN THE PSB.

RECOMMENDATIONS

BASED ON THE CONCLUSIONS DERIVED IN THIS THIS STUDY, THE AUTHOR OF THIS STUDY IS INCLINED TO MAKE THE FOLLOWING RECOMMENDATIONS TO THE INTERESTED PARTIES WITHIN THE PILON SCHOOL OF BUSINESS (PSB):

- 1. IT IS RECOMMENDED THAT INCORPORATING THE CASE STUDY INSTRUCTION METHOD WITHIN THE FUTURE T & D COURSES WILL BE HIGHLY BENEFICIAL TO THE STUDENTS.**
- 2. FOR THE BENEFIT OF FUTURE STUDENTS, PSB SHOULD MAKE INITIATIVES TO CONDUCT FURTHER STUDIES LIKE THIS TO SEE THE FEASIBILITY OF INCORPORATING 'THE CASE STUDY INSTRUCTION METHOD' WITHIN THE FUTURE POST-GRAD CERTIFICATE AND DEGREE COURSES.**

LIMITATIONS

THE AUTHOR WANTS TO REGISTER THE FOLLOWING LIMITATIONS OF THIS STUDY:

1. **EVEN THOUGH THE AUTHOR WAS VERY MUCH INTERESTED IN CONDUCTING THIS STUDY IN THE LARGER HR STUDENT POPULATION WITHIN THE PSB, DUE TO THE TIME CONSTRAINTS, THIS STUDY WAS DONE ONLY WITHIN ONE HR COHORT OF THE POST-GRAD CERTIFICATE STUDENTS.**
2. **CONDUCTING A STUDY LIKE THIS IN A BIGGER SCALE WITHIN THE PSB AND OTHER FACULTIES WITHIN SHERIDAN COULD HAVE REVEALED A DIFFERENT PROPOSITION TO THIS STUDY.**



QUESTIONS

Q & A

ANSWERS

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