



CENTER FOR INCLUSIVE INNOVATION AND ENTREPRENEURSHIP

Curriculum Framework



DEVELOPED BY
DOODLE CO.LTD

Curriculum Framework for the CIIE Diploma Program

Center for Inclusive Innovation & Entrepreneurship (CIIE)

Diploma-Level Program – 24 Credits / 515 Hours

Session 1: Philosophy

The **Center for Inclusive Innovation & Entrepreneurship (CIIE)** Diploma Program is founded on the belief that **education must empower learners to address complex social, economic, political, and environmental challenges with innovation, responsibility, and inclusiveness**. The program combines **academic rigor, entrepreneurial practice, technological fluency, and social responsibility** to prepare young leaders from diverse backgrounds—particularly marginalized and displaced communities—for meaningful roles in higher education, enterprise, and community development.

CIIE emphasizes **active learning, rights-based approaches, and sustainability-oriented innovation**. Learners not only acquire theoretical knowledge but also engage in **practical application, project incubation, and internships** that directly link their education to societal needs.

The CIIE Diploma Program is founded on the belief that education must empower learners to address complex social, economic, political, and environmental challenges with innovation, responsibility, and inclusiveness.

Session 2: Program Aims

The CIIE Diploma Program aims to:

1. Equip learners with **academic, research, and critical thinking skills** necessary for higher education and professional advancement.
2. Develop competencies in **inclusive innovation, entrepreneurship, and financial/resource management**.
3. Foster **digital and AI literacy** as tools for social, economic, and political transformation.
4. Build capacity for **sustainability, governance, and social responsibility** through community-based engagement and policy awareness.
5. Provide experiential learning through **project development and internship placements**, linking knowledge with real-world practice.

Session 3: Program Structure

Learning Strands

1. Academic & Critical Skills
2. Inclusive & Social Innovation
3. Economic Responsiveness & Entrepreneurship
4. Digital Transformation & AI Literacy
5. Sustainability, Governance & Social Responsibility

CIIE Program Structure (24 Credits)

Program Components

Component	Duration	Hours	Credits (TQF:HEd)	Description
Foundations	1 week	20h	1	Orientation, academic readiness, critical skills
Coursework	12 weeks	255h	17	Core modules across 5 strands (updated with Org/Team Mgmt)
Project Development, Reading & Paper Writing	8 weeks	160h	4	Independent project, academic research, proposal & paper writing
Internship	4 weeks	80h	2	Field placement in enterprise, NGO, or community-based project
Total	25 weeks	515h	24 credits	Full-semester diploma-level program

Session 4: Credit Calculation

Credit standard is based on Thailand Qualification Framework and Higher Education Framework (15h lecture = 1 credit, 30h practice = 1 credit, 45h project/internship = 1 credit).

CIIE total = 24 credits / 515 hours.

Credit Calculation (Thai Standards)

- **TQF:HEd Standard:**
 - Lecture = 15h/credit
 - Workshop/Practice = 30h/credit
 - Project/Internship = 45h/credit

- **CIIE Totals:**

- Foundations = 1 credit
- Coursework = 17 credits
- Project Development & Paper = 4 credits
- Internship = 2 credits
- **Total = 24 credits / 515 hours**

Session 5: Program-Level Learning Outcomes

Knowledge	: Explain innovation, entrepreneurship, sustainability, governance, digital transformation.
Cognitive Skills	: Apply critical thinking, design thinking, evaluate projects.
Interpersonal	: Teamwork, ethical leadership, civic responsibility.
Numerical/IT	: Apply digital literacy, data analysis, marketing.
Psychomotor	: Prototype projects, conduct fieldwork, produce papers & briefs.

Overall Competency Goal

Graduates of the CIIE Diploma Program will be **inclusive innovators and socially responsible entrepreneurs** who can critically analyze problems, design innovative solutions, apply digital and financial tools, and engage responsibly in sustainability, governance, and community development.

Learning Outcomes by Domain

1. Knowledge (Cognitive)

By the end of the program, learners will be able to:

- 1.1 Explain key concepts of inclusive innovation, entrepreneurship, sustainability, governance, and digital transformation.
- 1.2 Analyze social, economic, political, and environmental issues in local and global contexts.
- 1.3 Integrate multidisciplinary knowledge to design solutions that are socially inclusive and environmentally sustainable.

2. Cognitive Skills (Critical & Creative Thinking)

Learners will be able to:

- 2.1 Apply critical thinking and research skills to identify, frame, and investigate problems.
- 2.2 Use design thinking, business model innovation, and financial/resource management to develop creative solutions.
- 2.3 Evaluate the effectiveness of innovation projects using social impact and sustainability indicators.
- 2.4 Formulate evidence-based policy briefs, advocacy strategies, and entrepreneurial pitches.

3. Interpersonal Skills & Responsibility (Affective)

Learners will be able to:

- 3.1 Demonstrate teamwork, communication, and intercultural collaboration skills.
- 3.2 Practice ethical leadership and civic responsibility in community engagement and governance contexts.
- 3.3 Show resilience, adaptability, and self-awareness in dynamic, uncertain environments.
- 3.4 Uphold accountability, transparency, and inclusiveness in professional and social roles.

4. Numerical Analysis, Communication & IT Skills

Learners will be able to:

- 4.1 Apply digital literacy and AI tools for problem-solving, data analysis, and decision-making.
- 4.2 Design and implement effective digital communication campaigns for advocacy or enterprise growth.

4.3 Use quantitative and qualitative methods to monitor, evaluate, and report on projects.

5. Psychomotor Skills (Practical Application)

Learners will be able to:

- 5.1 Prototype and implement innovation projects in real-world contexts.
 - 5.2 Conduct fieldwork, internships, and applied research with professional standards.
 - 5.3 Produce academic papers, project reports, and policy briefs to disseminate findings.
 - 5.4 Deliver professional oral presentations, pitches, and advocacy briefs to diverse audiences.
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Graduate Profile (Summary)

A CIIE graduate will be able to:

- Think critically and act innovatively.
 - Build and manage inclusive, sustainable enterprises.
 - Use digital and AI tools effectively for transformation.
 - Engage responsibly in sustainability, governance, and community leadership.
 - Bridge academic knowledge and practical skills through projects and internships.
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5.1. CIIE Strand-Level and Module-Specific Learning Outcomes

Strand 1: Academic & Critical Skills (30h / 2 Credits)

Module 1.1 – Academic Foundations for Innovation (1 Credit, 15h)

Description: Introduces academic reading, writing, and citation techniques essential for diploma-level study.

Learning Outcomes:

- Demonstrate structured academic writing with correct citation.
- Summarize and critique academic texts.

- Apply academic integrity in written work.

Assessment: Short essay (30%), reading comprehension test (20%), class participation (10%), final written paper (40%).

Module 1.2 – Research & Critical Thinking for Problem-Solving (1 Credit, 15h)

Description: Covers logical reasoning, critical analysis, and participatory action research (PAR).

Learning Outcomes:

- Apply critical reasoning to evaluate arguments.
- Use PAR tools to identify community issues.
- Draft a simple research framework for an innovation project.

Assessment: Reflection essay (20%), group PAR project (50%), class discussion (30%).

Strand 2: Inclusive & Social Innovation (40h / 3 Credits)

Module 2.1 – Principles of Inclusive Innovation (1 Credit, 15h)

Description: Introduces inclusiveness in innovation, focusing on equity, rights, and global South contexts.

Learning Outcomes:

- Define inclusive innovation and its principles.
- Compare inclusive vs. exclusive development models.
- Identify exclusion patterns in innovation processes.

Assessment: Short quiz (20%), group presentation (40%), reflection journal (40%).

Module 2.2 – Design Thinking for Social Change (1 Credit, 15h)

Description: A practical module on design thinking and human-centered design.

Learning Outcomes:

- Apply empathy mapping and ideation methods.
- Prototype solutions to local problems.
- Test and adapt prototypes through user feedback.

Assessment: Design prototype (50%), team workshop performance (30%), peer review (20%).

Module 2.3 – Impact Measurement & Innovation Case Studies (1 Credit, 10h)

Description: Examines tools like Theory of Change, SDG mapping, and case studies.

Learning Outcomes:

- Build an impact measurement framework.
- Analyze successes and failures in innovation projects.
- Present a case-based reflection linking innovation to community needs.

Assessment: Case study analysis (40%), impact mapping assignment (40%), class participation (20%).

Strand 3: Economic Responsiveness & Entrepreneurship (50h / 4 Credits)

Module 3.1 – Entrepreneurial Mindset & Business Models (1 Credit, 15h)

Learning Outcomes:

- Demonstrate entrepreneurial problem-solving.
- Draft a Lean Canvas for a project idea.

Assessment: Business idea pitch (50%), Lean Canvas draft (30%), quiz (20%).

Module 3.2 – Financial & Resource Management for Entrepreneurs (1 Credit, 15h)

Learning Outcomes:

- Apply accounting basics.
- Develop fundraising strategies.
- Organize a project team and allocate resources.

Assessment: Budget plan (40%), group exercise (40%), reflection (20%).

Module 3.3 – Marketing, Branding & Growth Hacking (1 Credit, 10h)

Learning Outcomes:

- Design a branding strategy.
- Develop digital growth campaigns.

Assessment: Campaign draft (50%), presentation (50%).

Module 3.4 – Sustainable Enterprise & Pitching (1 Credit, 10h)

Learning Outcomes:

- Explain sustainable business models.
- Deliver an investor-ready pitch.

Assessment: Pitch presentation (70%), peer feedback (30%).

Strand 4: Digital Transformation & AI Literacy (35h / 2 Credits)

Module 4.1 – Digital Literacy & Collaboration Tools (0.5 Credit, 7h)

Learning Outcomes:

- Use online tools for productivity and teamwork.
- Apply digital safety practices.

Assessment: Digital tools test (50%), class practice (50%).

Module 4.2 – AI for Social Good (0.5 Credit, 8h)

Learning Outcomes:

- Explain AI basics.
- Use AI tools ethically in problem-solving.

Assessment: AI tool demonstration (70%), ethics reflection (30%).

Module 4.3 – Digital Marketing & Data Analytics (1 Credit, 12h)

Learning Outcomes:

- Design a digital marketing plan.
- Apply basic data visualization and analysis.

Assessment: Digital campaign (50%), analytics exercise (50%).

Module 4.4 – Civic Tech & E-Governance Solutions (0.5 Credit, 8h)

Learning Outcomes:

- Identify civic tech tools.
- Analyze digital governance models.

Assessment: Case study analysis (60%), class discussion (40%).

Strand 5: Sustainability, Governance & Social Responsibility (85h / 5 Credits)

Module 5.1 – Climate Change & Resource Management (1 Credit, 15h)

Learning Outcomes:

- Explain climate impacts on communities.
- Analyze land and resource management issues.

Assessment: Group report (50%), quiz (30%), participation (20%).

Module 5.2 – Human Rights, Citizenship & Advocacy (1 Credit, 15h)

Learning Outcomes:

- Link rights-based approaches to innovation.
- Design an advocacy campaign.

Assessment: Campaign design (50%), role-play (30%), reflection (20%).

Module 5.3 – Community Dialogue, Mediation & Peacebuilding (1 Credit, 15h)

Learning Outcomes:

- Demonstrate mediation and negotiation skills.
- Apply peacebuilding strategies in simulations.

Assessment: Simulation exercise (70%), reflection (30%).

Module 5.4 – Political Economy, Crisis Management & Policy (2 Credits, 40h)

Learning Outcomes:

- Analyze political economy dynamics.
- Propose crisis management responses.
- Write advocacy policy briefs.

Assessment: Policy brief (50%), crisis simulation (30%), group presentation (20%).

Session 6: Assessment Framework

Formative (40%) – Bloom's Taxonomy stages (remember → create).

Summative (60%) – KSA (Knowledge, Skills, Attributes).

Overall Weightage: Foundations 5%, Coursework 55%, Project & Paper 25%, Internship 15%.

CIIE Assessment Framework

1. Assessment Philosophy

Assessment in the CIIE Diploma Program follows two guiding principles:

1. **Formative Assessment – Bloom's Taxonomy:**
 - Designed to **scaffold learning step by step**, starting from foundational recall (remember) through higher-order thinking (evaluate, create).
 - Continuous feedback ensures learners progress toward independent, applied, and innovative outcomes.
2. **Summative Assessment – KSA (Knowledge, Skills, Attributes):**
 - Measures **holistic learning achievement** at the diploma level.
 - **Knowledge** = academic concepts and critical understanding.
 - **Skills** = applied technical, digital, entrepreneurial, and research abilities.

- **Attributes** = ethics, inclusiveness, leadership, and social responsibility.

2. Assessment Design

Formative Assessment (40%) – Based on Bloom’s Taxonomy

- **Remember & Understand:** Quizzes, reading reflections, short essays.
- **Apply:** Workshops (design thinking, Lean Canvas, AI tools), case exercises.
- **Analyze:** Group discussions, comparative case analysis, impact mapping.
- **Evaluate:** Peer reviews, critiques of innovation models, reflective journals.
- **Create:** Mini-project prototypes, draft proposals, digital campaigns.

Purpose: Guide learning progress, give structured feedback, and prepare learners for summative evaluation.

Summative Assessment (60%) – Based on KSA

- **Knowledge (K):**
 - Written outputs (essays, research papers, policy briefs).
 - Demonstration of theoretical understanding in sustainability, governance, entrepreneurship, and innovation.
- **Skills (S):**
 - Practical outputs (business models, prototypes, digital marketing campaigns, data analysis).
 - Presentations (pitches, advocacy briefs, project reports).
 - Internship portfolio (application of tools in workplace).
- **Attributes (A):**
 - Ethical decision-making, inclusiveness, and civic responsibility (assessed in advocacy role-plays, community engagement simulations, peer/self-reflection).
 - Leadership and teamwork in group projects.
 - Resilience and adaptability shown in project implementation and internship.

Purpose: Provide holistic evaluation of whether graduates embody the **inclusive innovator profile**.

3. Assessment Weightage by Components

Component	Formative (Bloom’s)	Summative (KSA)	Total Weightage
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Component	Formative (Bloom's)	Summative (KSA)	Total Weightage
Foundations (1 credit)	60% (remember/understand/apply)	40% (KSA: K)	5%
Coursework (16 credits)	40% (all Bloom stages across modules)	60% (KSA: K+S+A)	55%
Project Development & Paper (4 credits)	30% (create drafts, peer reviews)	70% (KSA: K+S)	25%
Internship (2 credits)	30% (weekly reflections, logs)	70% (KSA: S+A)	15%
Total	—	—	100%

4. Sample Assessment Mapping (Bloom + KSA)

- **Academic & Critical Skills:**
 - *Formative:* Quizzes (remember), essay outlines (understand), proposal workshops (apply).
 - *Summative (KSA):* Research paper (K), proposal writing (S), academic integrity (A).
- **Inclusive & Social Innovation:**
 - *Formative:* Design thinking workshops (apply), impact case studies (analyze).
 - *Summative (KSA):* Prototype presentation (S), impact framework (K), teamwork (A).
- **Entrepreneurship:**
 - *Formative:* Lean Canvas exercises (apply, analyze), financial planning practice (evaluate).
 - *Summative (KSA):* Business pitch (S), marketing campaign (S+K), ethical business reflection (A).
- **Digital Transformation & AI:**
 - *Formative:* Digital literacy tests (remember/apply), AI tool practice (analyze).
 - *Summative (KSA):* Digital campaign (S), data analysis report (K+S), responsible AI reflection (A).
- **Sustainability & Governance:**
 - *Formative:* Policy case discussions (understand, analyze), advocacy role-play (evaluate).
 - *Summative (KSA):* Policy brief (K), crisis simulation (S), civic responsibility reflection (A).
- **Project & Paper:**
 - *Formative:* Drafts, peer feedback (create, evaluate).
 - *Summative (KSA):* Final proposal (S), academic paper (K), presentation (A).

- **Internship:**
 - *Formative:* Weekly logs (remember, analyze).
 - *Summative (KSA):* Supervisor evaluation (S), portfolio (K+S), reflection report (A).
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5. Grading & Standards

Assessment results are reported using the **Thai Higher Education Grading Scale (A–F)**, with outcomes benchmarked against:

- **Bloom’s Taxonomy (formative)** – ensuring progressive learning.
- **KSA Framework (summative)** – ensuring graduates demonstrate comprehensive **Knowledge, Skills, and Attributes** expected at the **Diploma level**.

Session 7: Coursework Module Outlines

- Strand 1 : Academic & Critical Skills – 30h / 2 credits
- Strand 2 : Inclusive & Social Innovation – 40h / 3 credits
- Strand 3 : Entrepreneurship & Economics – 65h / 5 credits
- Strand 4 : Digital Transformation & AI Literacy – 40h / 2 credits
- Strand 5 : Sustainability, Governance & Social Responsibility – 85h / 5 credits

Session 8: Detailed Module Content

Includes full session-by-session breakdowns for all modules under Strands 1–5 (Academic Skills, Innovation, Entrepreneurship, Digital, Sustainability).

Strand 1: Academic & Critical Skills (30h / 2 Credits)

Module 1.1 – Academic Foundations for Innovation (15h / 1 Credit)

Description:

Introduces learners to academic reading, writing, and referencing techniques required for higher-level study. This module emphasizes communication of ideas with clarity,

coherence, and academic integrity—skills essential for innovation and entrepreneurship studies.

Learning Outcomes:

- Write structured essays using thesis statements and evidence.
- Apply correct citation styles (APA/Harvard).
- Critically read and summarize academic texts.
- Demonstrate academic integrity in written work.

Key Topics / Session Breakdown (15h):

1. Introduction to academic writing: purpose, audience, structure (2h)
2. Reading strategies: skimming, scanning, critical reading (2h)
3. Developing thesis statements & argument structures (2h)
4. Evidence, referencing, and citation systems (APA/Harvard) (3h)
5. Avoiding plagiarism & practicing paraphrasing (2h)
6. Writing short essays with clarity and coherence (2h)
7. Reflection and peer review workshop (2h)

Teaching & Learning Methods:

- Interactive lectures on writing structures.
- Practical exercises: summarizing, paraphrasing, peer review.
- Writing workshop for short essay draft.

Assessment:

- Formative: Reading reflection (Bloom: remember/understand) (20%)
- Summative: Short academic essay with references (KSA: Knowledge + Skills) (80%)

Core Readings & References:

- Bailey, S. (2018). *Academic Writing: A Handbook for International Students*. Routledge.
- Swales, J. & Feak, C. (2012). *Academic Writing for Graduate Students*. University of Michigan Press.
- Thai MOE (2019). *Guidelines for Academic Integrity in Higher Education*.

Further Exploration:

- Purdue Online Writing Lab (OWL): <https://owl.purdue.edu>

- Workshop: Analyze an academic paper from innovation/entrepreneurship journals.
- Peer review: exchange essays with classmates and provide structured feedback.

Module 1.2 – Research & Critical Thinking for Problem Solving (15h / 1 Credit)

Description:

Builds learners' ability to reason, analyze arguments, and apply research methods (including Participatory Action Research – PAR). This prepares students to investigate social and entrepreneurial challenges systematically.

Learning Outcomes:

- Apply Bloom's critical thinking stages in analyzing problems.
- Distinguish between qualitative and quantitative methods.
- Use PAR tools to identify and prioritize community issues.
- Draft a mini research framework.

Key Topics / Session Breakdown (15h):

1. What is critical thinking? From Bloom's taxonomy to practice (2h)
2. Logical reasoning: identifying fallacies, bias, assumptions (2h)
3. Research design basics: qualitative vs quantitative (3h)
4. Participatory Action Research: principles & tools (3h)
 - community mapping
 - focus group discussions
 - problem tree analysis
5. Mini research framework development (3h)
6. Reflection: linking research to innovation projects (2h)

Teaching & Learning Methods:

- Lecture + critical dialogue.
- Group exercise: analyzing a case study for assumptions and evidence.
- PAR simulation: mapping issues in a fictional community.

Assessment:

- Formative: Case study critique (Bloom: analyze/evaluate) (30%)
- Summative: Group PAR project framework (KSA: Knowledge + Skills + Attributes) (70%)

Core Readings & References:

- Paul, R. & Elder, L. (2014). *The Miniature Guide to Critical Thinking*. Foundation for Critical Thinking.
- Chambers, R. (2012). *Participatory Workshops: A Sourcebook of 21 Sets of Ideas & Activities*. Routledge.
- Creswell, J. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE.

Further Exploration:

- Explore case studies from Thailand/Myanmar using PAR in migrant or rural contexts.
- Watch: TED Talk by Chimamanda Ngozi Adichie – *The Danger of a Single Story* (bias in thinking).
- Reflective journal: apply problem tree analysis to a challenge in your community.

Strand 2: Inclusive & Social Innovation (40h / 3 Credits)

This strand builds the mindset and tools for learners to become innovators who design solutions with equity, inclusiveness, and measurable impact.

Module 2.1 – Principles of Inclusive Innovation (15h / 1 Credit)

Description:

This module introduces the concept of inclusive innovation, particularly in the context of developing countries and marginalized populations. Students will explore how innovation can either reinforce inequalities or bridge gaps, and why inclusiveness is critical in sustainable development.

Learning Outcomes (MLOs):

- Define and explain inclusive innovation principles.
- Differentiate between inclusive and exclusive innovation models.
- Identify exclusion risks in innovation processes.
- Analyze the role of innovation in marginalized communities.

Key Topics / Session Breakdown (15h):

1. Introduction to innovation: evolution and global perspectives (2h)
2. Inclusive vs exclusive innovation: case comparisons (2h)
3. Why inclusiveness matters: development and equity (3h)
4. Frameworks of inclusive innovation (e.g., OECD, UNDP, World Bank) (3h)
5. Regional focus: inclusive innovation in Southeast Asia (2h)

6. Group activity: mapping barriers to inclusiveness in local context (3h)

Teaching & Learning Methods:

- Lecture + discussion
- Case study analysis (Asia, Africa, Latin America)
- Group mapping exercise

Assessment:

- Formative: Quiz on inclusive vs exclusive models (Bloom: Remember/Understand) (20%)
- Summative: Group presentation analyzing an innovation project (KSA: Knowledge + Skills + Attributes) (80%)

Core Readings & References:

- Heeks, R., Foster, C., & Nugroho, Y. (2014). *Inclusive Innovation: Definition, Conceptualisation and Future Research Priorities*. Development Informatics Working Paper.
- UNDP (2019). *Human Development Report: Beyond Income, Beyond Averages, Beyond Today*.
- OECD (2020). *Innovation for Inclusive Growth*. OECD Publishing.

Further Exploration:

- Case study: Thailand's "One Tambon One Product (OTOP)" model.
- Case study: Grameen Bank (Bangladesh) as inclusive finance innovation.
- Fieldwork suggestion: interview a local entrepreneur/social enterprise to identify inclusion/exclusion factors.

Module 2.2 – Design Thinking for Social Change (15h / 1 Credit)

Description:

This hands-on module equips learners with **Design Thinking** tools to create human-centered, practical solutions. Students will practice empathy mapping, ideation, prototyping, and testing as they work through innovation challenges.

Learning Outcomes (MLOs):

- Apply empathy mapping to identify user/community needs.

- Develop innovative ideas addressing social problems.
- Create low-fidelity prototypes to test solutions.
- Reflect on feedback to improve project ideas.

Key Topics / Session Breakdown (15h):

1. Introduction to design thinking (IDEO model) (2h)
2. Empathy mapping: listening and observing users (3h)
3. Ideation: brainstorming, clustering, and prioritization (3h)
4. Prototyping: low-cost models, sketches, role play (3h)
5. Testing: feedback loops and adaptation (2h)
6. Workshop: solving a real challenge from local context (2h)

Teaching & Learning Methods:

- Workshop-based learning (hands-on design process)
- Group work with brainstorming and prototyping
- Peer review of prototypes

Assessment:

- Formative: Group brainstorming and ideation exercises (Bloom: Apply/Analyze) (30%)
- Summative: Prototype presentation & peer feedback (KSA: Skills + Attributes) (70%)

Core Readings & References:

- Brown, T. (2009). *Change by Design*. Harper Business.
- IDEO.org (2015). *The Field Guide to Human-Centered Design*. IDEO.
- d.school, Stanford University. *Bootcamp Bootleg* (free toolkit).

Further Exploration:

- Explore: Design Kit (<https://www.designkit.org>) for case studies.
- Watch: Tim Brown, *Tales of Creativity and Play* (TED Talk).
- Optional project: redesign a small process in your daily life using design thinking.

Module 2.3 – Impact Measurement & Innovation Case Studies (10h / 1 Credit)

Description:

Focuses on **how to measure impact** of social and business innovations using tools like Theory of Change, SDG mapping, and impact indicators. Students will also analyze real-world innovation case studies to understand successes, failures, and lessons learned.

Learning Outcomes (MLOs):

- Explain concepts of social impact measurement.
- Develop basic Theory of Change for a project idea.
- Map innovation outcomes to the UN SDGs.
- Analyze case studies to identify best practices.

Key Topics / Session Breakdown (10h):

1. Introduction to social impact & why measure? (2h)
2. Theory of Change framework (2h)
3. Social Impact Indicators (e.g., SROI, KPIs) (2h)
4. Mapping projects to SDGs (2h)
5. Case study workshop: successful & failed innovation projects (2h)

Teaching & Learning Methods:

- Lecture with interactive Q&A
- Case-based learning
- Group development of Theory of Change diagram

Assessment:

- Formative: Theory of Change draft (Bloom: Apply/Create) (40%)
- Summative: Case study analysis report (KSA: Knowledge + Skills) (60%)

Core Readings & References:

- Clark, C., Rosenzweig, W., Long, D., & Olsen, S. (2004). *Double Bottom Line Project Report: Assessing Social Impact in Double Bottom Line Ventures*. Rockefeller Foundation.
- UNDP (2017). *SDG Impact Indicators*.
- OECD (2015). *Social Impact Measurement for Social Enterprises*.

Further Exploration:

- Explore UNDP Accelerator Labs (<https://acceleratorlabs.undp.org>) case studies.
 - Practice: choose a community initiative and map it to relevant SDGs.
 - Watch: Stanford Social Innovation Review webinars on impact evaluation.
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Strand 2 Summary

- **Module 2.1:** Principles of Inclusive Innovation – 15h (1 credit)
- **Module 2.2:** Design Thinking for Social Change – 15h (1 credit)
- **Module 2.3:** Impact Measurement & Innovation Case Studies – 10h (1 credit)

Total = 40h (3 credits)

Strand 3: Economic Responsiveness & Entrepreneurship (50h / 4 Credits)

Module 3.1 – Entrepreneurial Mindset & Business Models (15h / 1 Credit)

Description:

Introduces students to entrepreneurial thinking, opportunity recognition, and innovation in business models. Emphasis is on applying frameworks such as the Lean Startup and Business Model Canvas.

Learning Outcomes (MLOs):

- Demonstrate entrepreneurial traits: initiative, creativity, resilience.
- Identify business opportunities in dynamic social/economic contexts.
- Draft and explain a Business Model Canvas for an innovation project.

Key Topics / Session Breakdown (15h):

1. Entrepreneurship in the 21st century (2h)
2. Traits of successful entrepreneurs (case studies) (2h)
3. Opportunity recognition: scanning environment, trend analysis (3h)
4. Business models explained: from traditional to innovative (3h)
5. Lean Startup & Business Model Canvas (3h)
6. Workshop: draft canvas for student project ideas (2h)

Teaching & Learning Methods:

- Lecture + case study analysis (e.g., Airbnb, Grab, local SMEs).
- Workshop with group projects using Lean Canvas.
- Peer feedback on drafted canvases.

Assessment:

- Formative: Case discussion & mini-quiz (Bloom: remember/understand) (30%)
- Summative: Draft Business Model Canvas & oral pitch (KSA: Knowledge + Skills) (70%)

Core References:

- Osterwalder, A., & Pigneur, Y. (2010). *Business Model Generation*. Wiley.
- Ries, E. (2011). *The Lean Startup*. Crown Publishing.
- Drucker, P. (2006). *Innovation and Entrepreneurship*. Harper Business.

Further Exploration:

- Harvard Business Review: “Why Business Models Matter” (2002).
- Local case study: Thai social enterprises (e.g., Sookjai Foundation, Local Alike).

Module 3.2 – Financial & Resource Management for Entrepreneurs (15h / 1 Credit)

Description:

Provides foundational financial literacy, resource management, and team structuring skills. Students learn how to prepare simple budgets, fundraising strategies, and organize project teams effectively.

Learning Outcomes (MLOs):

- Prepare and interpret basic financial statements.
- Design a fundraising strategy (donor, investor, community-based).
- Structure a multidisciplinary team and delegate roles.

Key Topics / Session Breakdown (15h):

1. Basics of accounting for entrepreneurs (income, expenses, profit) (3h)
2. Budgeting and cash flow management (2h)
3. Fundraising strategies: grants, equity, crowdfunding, hybrid (3h)
4. Resource mobilization: networks, partnerships, assets (2h)
5. HR basics: team structure, delegation, accountability (2h)
6. Workshop: budgeting and team-building for projects (3h)

Teaching & Learning Methods:

- Lecture with practice on Excel-based financial templates.
- Case studies on fundraising success/failure.
- Group exercise: build a budget + team chart for project.

Assessment:

- Formative: Budgeting exercise (Bloom: apply/analyze) (30%)
- Summative: Project finance & team management plan (KSA: Skills + Attributes) (70%)

Core References:

- Brigham, E., & Ehrhardt, M. (2019). *Financial Management: Theory & Practice*. Cengage.
- Kaplan, R., & Norton, D. (1996). *The Balanced Scorecard*. Harvard Business Press.
- Osterwalder, A. et al. (2014). *Value Proposition Design*. Wiley.

Further Exploration:

- Online tool: Kiva crowdfunding platform.
- Local case study: Myanmar migrant community-based fundraising models.

Module 3.3 – Marketing, Branding & Growth Hacking (10h / 1 Credit)**Description:**

Explores modern marketing strategies, branding, and growth hacking techniques tailored to startups and social enterprises. Students learn to communicate effectively with customers and design campaigns for impact.

Learning Outcomes (MLOs):

- Explain branding principles and their role in enterprise success.
- Design a customer acquisition strategy using growth hacking.
- Draft a marketing campaign tailored to local/community needs.

Key Topics / Session Breakdown (10h):

1. Branding: identity, storytelling, positioning (2h)
2. Marketing in the digital era: channels & strategies (2h)
3. Customer discovery: needs analysis & user journey mapping (2h)
4. Growth hacking: low-cost, high-impact tactics (2h)
5. Workshop: draft a marketing & branding plan (2h)

Teaching & Learning Methods:

- Lecture + analysis of brand campaigns (local & international).

- Group activity: brand identity workshop.
- Simulation: design low-cost marketing experiment.

Assessment:

- Formative: Brand analysis exercise (Bloom: analyze/evaluate) (30%)
- Summative: Marketing/branding plan for student project (KSA: Knowledge + Skills) (70%)

Core References:

- Kotler, P., & Keller, K. (2016). *Marketing Management*. Pearson.
- Holiday, R. (2014). *Growth Hacker Marketing*. Penguin.
- Ries, A., & Trout, J. (2001). *Positioning: The Battle for Your Mind*. McGraw-Hill.

Further Exploration:

- Case study: Grab's growth hacking strategy in Southeast Asia.
- Harvard Business Review podcast: "Branding in the Age of Social Media."

Module 3.4 – Sustainable Enterprise & Pitching (10h / 1 Credit)

Description:

Focuses on building sustainable, socially responsible enterprises and preparing students for pitching to investors, donors, or community stakeholders.

Learning Outcomes (MLOs):

- Differentiate between commercial and social enterprise models.
- Apply principles of sustainability in enterprise design.
- Deliver a compelling investor/community pitch.

Key Topics / Session Breakdown (10h):

1. Sustainable enterprise models: B-Corp, hybrids, cooperatives (3h)
2. Balancing profit, purpose, and impact (2h)
3. Pitching essentials: structure, storytelling, data (2h)
4. Workshop: pitch simulation with peer & mentor feedback (3h)

Teaching & Learning Methods:

- Case study of social enterprises in Thailand & Myanmar.

- Workshop on storytelling and pitch delivery.
- Mock investor panel for feedback.

Assessment:

- Formative: Pitch rehearsal (Bloom: create/evaluate) (30%)
- Summative: Final pitch presentation + sustainability reflection (KSA: Knowledge + Skills + Attributes) (70%)

Core References:

- Yunus, M. (2010). *Building Social Business*. Public Affairs.
- Bornstein, D., & Davis, S. (2010). *Social Entrepreneurship: What Everyone Needs to Know*. Oxford University Press.
- Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2014). *Value Proposition Design*. Wiley.

Further Exploration:

- Local case study: Mae Sot social enterprises supporting migrant workers.
- Suggested viewing: “How to Pitch to Investors” – Stanford eCorner (video).

Strand 3.5 – Organizational & Team Management for Entrepreneurs (15h / 1 Credit)

Description:

This module equips learners with practical skills in building and managing organizations, teams, and partnerships. It emphasizes **leadership styles, organizational structures, conflict resolution, and effective communication** for both internal collaboration and external stakeholder engagement.

Learning Outcomes (MLOs):

- Explain different organizational models and their strengths/weaknesses.
- Demonstrate skills in team structuring, delegation, and motivation.
- Apply conflict resolution and negotiation strategies in organizational settings.
- Practice effective and positive communication in multicultural and multidisciplinary teams.
- Reflect on leadership styles and their impact on organizational culture.

Key Topics / Session Breakdown (15h):

1. **Introduction to Organizational Structures** (hierarchical, flat, networked, hybrid) – 2h
2. **Leadership Styles & Organizational Culture** (transformational, servant leadership, adaptive leadership) – 2h
3. **Team Building & Delegation** (roles, responsibilities, accountability) – 3h
4. **Effective & Positive Communication** (interpersonal, intercultural, digital, feedback culture) – 3h
5. **Conflict Resolution & Negotiation** (mediation skills, win-win solutions) – 2h
6. **Workshop: Designing a Team & Communication Strategy for a Project** – 3h

Teaching & Learning Methods:

- Interactive lectures with case studies.
- Team-building exercises.
- Role-play simulations (conflict resolution, cross-cultural communication).
- Group project: design an organizational + communication plan for their CIIE project.

Assessment:

- Formative: Team exercise reflections (Bloom: analyze/evaluate) (30%)
- Summative: Organizational & Communication Plan (KSA: Knowledge + Skills + Attributes) (70%)

Core References:

- Katzenbach, J. R., & Smith, D. K. (2015). *The Wisdom of Teams: Creating the High-Performance Organization*. HarperBusiness.
- Goleman, D. (1998). *Working with Emotional Intelligence*. Bantam.
- Schein, E. (2016). *Organizational Culture and Leadership*. Wiley.
- Covey, S. R. (2004). *The 7 Habits of Highly Effective People*. Free Press.

Further Exploration:

- Harvard Business Review: *What Makes a Leader?* (Daniel Goleman).
- Thai/Mekong examples of grassroots organizational leadership (NGOs, migrant associations).
- Activity: Peer feedback circle practicing “active listening and positive communication.”

Strand 3 Summary (Economic Responsiveness & Entrepreneurship)

- **Module 3.1:** Entrepreneurial Mindset & Business Models – 15h (1 credit)

- **Module 3.2:** Financial & Resource Management – 15h (1 credit)
- **Module 3.3:** Marketing, Branding & Growth Hacking – 10h (1 credit)
- **Module 3.4:** Sustainable Enterprise & Pitching – 10h (1 credit)
- **Module 3.5:** Organizational & Team Management for Entrepreneurs – 15h (1 credit)

Total = 65h (5 credits)

Strand 4: Digital Transformation & AI Literacy (35h / 2 Credits)

Module 4.1 – Digital Literacy, Data Management & Collaboration Tools (12h / 1 Credit)

Description:

This module introduces learners to **core digital literacy**, with a dual focus:

1. **Managing data effectively** (spreadsheets, database basics).
2. **Collaborating with teams** using digital platforms.

It ensures learners can handle information responsibly and work productively in digitally networked environments.

Learning Outcomes (MLOs):

- Explain the difference between data, information, and knowledge.
 - Organize and manage data using spreadsheets (Google Sheets/Excel).
 - Apply simple database management functions (sorting, filtering, pivot tables).
 - Collaborate effectively using digital teamwork tools (Slack, Trello, Miro, MS Teams, Google Workspace).
 - Demonstrate safe digital practices (privacy, cybersecurity basics).
-

Key Topics / Session Breakdown (12h):

1. **Digital Literacy Foundations** – responsible use, digital safety, data vs information (2h)

2. **Spreadsheet Basics** – cells, formulas, simple functions (2h)
 3. **Data Organization** – sorting, filtering, validation, pivot tables (2h)
 4. **Collaboration Platforms I** – Google Workspace, MS Teams (2h)
 5. **Collaboration Platforms II** – Trello, Slack, Miro for teamwork/project management (2h)
 6. **Workshop** – Build a small project database (Google Sheets) + run a collaborative task using Trello/Miro (2h)
-

Teaching Methods:

- Guided practice (Google Sheets/Excel + collaboration platforms).
 - Group exercise: manage class data and present findings.
 - Role-play: simulate project management using digital tools.
-

Assessment:

- Formative: in-class spreadsheet & collaboration exercises (Bloom: Apply/Analyze) (40%)
 - Summative: Group project combining data management + teamwork plan (KSA: Skills + Attributes) (60%)
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Core References:

- UNESCO (2019). *Digital Literacy Global Framework*.
 - Belshaw, D. (2014). *The Essential Elements of Digital Literacies*.
 - McFedries, P. (2021). *Excel Data Analysis for Dummies*. Wiley.
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Further Exploration:

- Practice: Build a class attendance tracker in Sheets and share for collaboration.
 - Try: Airtable or Notion as advanced collaborative DBMS-lite tools.
 - Explore: MIT's OpenCourseWare *Digital Tools for Collaboration*.
-

Adjustments for Strand 4

- **Module 4.1** is now **12h / 1 credit** (instead of 7–10h).
- Strand 4 total increases from **35h** → **40h**.
- Credits remain **2** (since 40h is still within the 45h threshold).

This way, learners will master **data handling + collaboration tools**, making them ready for later modules (digital marketing, analytics, civic tech).

Module 4.2 – AI for Social Good & Ethical Innovation (8h / 0.5 Credit)

Description:

Explores artificial intelligence (AI) applications for innovation, entrepreneurship, and social good, with focus on ethics and responsible use.

Learning Outcomes (MLOs):

- Explain core concepts of AI and machine learning.
- Identify ethical risks and responsible practices.
- Use simple AI tools (chatbots, image recognition, data categorization) for projects.

Key Topics / Session Breakdown (8h):

1. Introduction to AI: what it is and isn't (2h)
2. Everyday AI applications in business, education, social work (2h)
3. AI ethics: bias, privacy, responsible use (2h)
4. Workshop: experimenting with open AI tools (chatbots, translation, visualization) (2h)

Teaching Methods: Mini-lectures, ethical debate, tool demo.

Assessment:

- Formative: ethics reflection journal (Bloom: Understand/Evaluate) (30%)
- Summative: AI tool demo applied to a project idea (KSA: Knowledge + Skills) (70%)

Core References:

- Jobin, A., Ienca, M., & Vayena, E. (2019). *The global landscape of AI ethics guidelines*. Nature Machine Intelligence.
- McKinsey Global Institute (2018). *Notes from the AI Frontier*.

- World Economic Forum (2021). *AI for Good: Global Summit Report*.

Further Exploration:

- UN ITU “AI for Good” platform.
 - Try: Google Teachable Machine for AI experiments.
-

Module 4.3 – Digital Marketing & Data Analytics (12h / 1 Credit)**Description:**

Provides applied skills in digital marketing, strategic communication, and data analytics for decision-making. Students learn how to design campaigns and analyze data to improve impact.

Learning Outcomes (MLOs):

- Design and implement digital marketing campaigns.
- Apply analytics tools (Google Analytics, Meta Insights).
- Use data visualization for decision-making.

Key Topics / Session Breakdown (12h):

1. Digital marketing fundamentals: SEO, content, ads (3h)
2. Social media campaigns: platforms and strategies (3h)
3. Introduction to analytics tools (Google, Meta, Twitter Analytics) (3h)
4. Data visualization: storytelling with data (Power BI, Tableau, Google Data Studio) (3h)

Teaching Methods: Case study analysis, campaign design workshop.

Assessment:

- Formative: draft campaign outline (Bloom: Apply/Create) (30%)
- Summative: full digital campaign plan + analytics report (KSA: Skills + Knowledge) (70%)

Core References:

- Kotler, P., Kartajaya, H., & Setiawan, I. (2021). *Marketing 5.0: Technology for Humanity*. Wiley.
- Chaffey, D., & Ellis-Chadwick, F. (2019). *Digital Marketing*. Pearson.

- Marr, B. (2016). *Big Data in Practice*. Wiley.

Further Exploration:

- HubSpot Academy free courses on inbound marketing.
- Thai case study: LINE as a platform for SME marketing in Thailand.

Module 4.4 – Civic Tech & E-Governance Solutions (8h / 0.5 Credit)

Description:

Examines how digital technology can be used to strengthen governance, citizen participation, and transparency.

Learning Outcomes (MLOs):

- Explain the role of civic technology in governance.
- Identify case studies of e-governance solutions in Southeast Asia.
- Analyze opportunities and risks of digital democracy tools.

Key Topics / Session Breakdown (8h):

1. What is civic tech? Tools and platforms for citizens (2h)
2. E-governance: transparency, service delivery, participation (2h)
3. Southeast Asian case studies (Thailand's "PromptPay", Myanmar's digital ID efforts, Taiwan's vTaiwan platform) (2h)
4. Group discussion: risks of digital authoritarianism (2h)

Teaching Methods: Lecture, debate, comparative case study.

Assessment:

- Formative: debate on civic tech risks/benefits (Bloom: Analyze/Evaluate) (30%)
- Summative: written case study analysis (KSA: Knowledge + Attributes) (70%)

Core References:

- Peixoto, T., & Fox, J. (2016). *When Does ICT-Enabled Citizen Voice Lead to Government Responsiveness?* World Bank.
- OECD (2020). *Digital Government Review of Thailand*. OECD Publishing.
- UNESCAP (2019). *E-Government Survey: Digital Government for Sustainable Development*.

Further Exploration:

- Explore: mySociety (UK) civic tech platforms (FixMyStreet, TheyWorkForYou).
 - Reading: *Digital Democracy, Analogue Politics* (Nanjala Nyabola, 2018).
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Strand 4 Summary

- **Module 4.1:** Digital Literacy & Collaboration Tools – 7h (0.5 credit)
- **Module 4.2:** AI for Social Good & Ethical Innovation – 8h (0.5 credit)
- **Module 4.3:** Digital Marketing & Data Analytics – 12h (1 credit)
- **Module 4.4:** Civic Tech & E-Governance Solutions – 8h (0.5 credit)

Total = 35h (2 credits)

Strand 5: Sustainability, Governance & Social Responsibility (85h / 5 Credits)

This is the **largest and most integrative strand**, connecting environment, human rights, community engagement, politics, and policy. It ensures learners graduate with the **ethical attributes, systemic understanding, and leadership competencies** needed for responsible innovation.

Module 5.1 – Climate Change, Resource & Labor Management for Sustainability (20h / 1 Credit)

Description:

This module examines sustainability from both **environmental and human resource perspectives**. Students explore climate change, land and natural resource use, and the role of **labor as a resource** — including labor migration, its challenges, contributions to national economies, and opportunities for inclusive growth. Learners also practice analyzing real-world labor migration data using digital tools.

Learning Outcomes (MLOs):

By the end of this module, learners will be able to:

- Explain causes and impacts of climate change in global and regional contexts.
 - Evaluate natural resource and land management issues.
 - Explain the significance of labor as a resource for national and regional economies.
 - Analyze labor migration patterns, challenges, and contributions using real data.
 - Propose integrated sustainability strategies that consider **both natural and labor resources**.
-

Key Topics / Session Breakdown (20h):

1. Climate change science: global and SE Asia perspectives (2h)
 2. Adaptation vs. mitigation strategies (2h)
 3. Natural resource management: land, water, forests (3h)
 4. Land rights and community livelihoods in SE Asia (3h)
 5. **Labor as a resource: human capital, workforce productivity** (3h)
 6. **Labor migration:**
 - Challenges: exploitation, precarity, lack of protection (2h)
 - Contributions: remittances, skills, labor supply, innovation (2h)
 7. **Workshop:** Analyzing labor migration data with Google Sheets/Excel (3h)
 - Example datasets:
 - Thailand migrant worker statistics (ILO, IOM, NSO)
 - Myanmar remittance data (World Bank, IOM)
 - Practice: sorting, filtering, pivot tables, visualization
 8. Reflection: linking natural + labor resources in sustainability strategies (2h)
-

Teaching & Learning Methods:

- Interactive lecture with real-world case studies.
 - Data workshop (Excel/Google Sheets).
 - Group discussion on labor and environmental sustainability integration.
 - Peer presentations of sustainability strategies.
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Assessment:

- **Formative:**
 - Short quiz on climate, resources, and labor (Bloom: Remember/Understand) – 20%
 - Data workshop assignment (Bloom: Apply/Analyze) – 30%

- **Summative:**
 - Group sustainability plan incorporating labor & natural resources (KSA: Knowledge + Skills + Attributes) – 50%
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Core References:

- IPCC (2023). *Sixth Assessment Report*.
 - IOM (2022). *World Migration Report*.
 - ILO (2021). *World Employment and Social Outlook: The Role of Labor in Sustainable Development*.
 - De Haas, H., Castles, S., & Miller, M. (2020). *The Age of Migration*. Palgrave Macmillan.
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Further Exploration:

- ASEAN Secretariat (2021). *Regional Report on Labor Migration in ASEAN*.
 - World Bank (2020). *Remittances Data Portal*.
 - Thailand's National Statistical Office: reports on migrant labor.
 - Activity: Interview or collect short narratives from migrant workers about challenges & opportunities.
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Module 5.2 – Human Rights, Citizenship & Advocacy (20h / 1 Credit)

Description:

Focuses on rights-based approaches, civic responsibility, and advocacy skills. Learners connect innovation and entrepreneurship with equity, justice, and inclusiveness.

Learning Outcomes (MLOs):

- Explain human rights principles and their relevance to development.
- Demonstrate civic responsibility in project design.
- Design and present an advocacy campaign.

Key Topics / Session Breakdown (20h):

1. Universal Declaration of Human Rights and ASEAN frameworks (3h)
2. Rights-based approaches to development & education (3h)
3. Citizenship: roles, responsibilities, participation (3h)
4. Advocacy strategies: grassroots, digital, policy (4h)

5. Communication in advocacy (3h)
6. Workshop: design a mini advocacy campaign (4h)

Assessment:

- Formative: role-play in advocacy (Bloom: apply/evaluate) (30%)
- Summative: advocacy campaign plan (KSA: Knowledge + Skills + Attributes) (70%)

Core References:

- Sen, A. (1999). *Development as Freedom*. Oxford University Press.
 - UN OHCHR (2020). *Human Rights and the SDGs*.
 - Keck, M., & Sikkink, K. (1998). *Activists Beyond Borders*. Cornell University Press.
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Module 5.3 – Community Dialogue, Mediation & Peacebuilding (20h / 1 Credit)

Description:

Equips learners with interpersonal and intercultural skills to manage conflict and foster dialogue. Focus is on positive communication, mediation, and community peacebuilding.

Learning Outcomes (MLOs):

- Demonstrate skills in dialogue, negotiation, and mediation.
- Apply positive communication strategies in conflict settings.
- Facilitate inclusive discussions in diverse communities.

Key Topics / Session Breakdown (20h):

1. What is conflict? Types and sources (2h)
2. Communication styles and barriers (3h)
3. Mediation and negotiation skills (4h)
4. Peacebuilding frameworks (3h)
5. Intercultural dialogue in SE Asia contexts (4h)
6. Workshop: mediation and dialogue simulations (4h)

Assessment:

- Formative: peer role-play in conflict scenarios (Bloom: analyze/evaluate) (40%)
- Summative: mediation simulation + reflection (KSA: Skills + Attributes) (60%)

Core References:

- Lederach, J. P. (1997). *Building Peace: Sustainable Reconciliation in Divided Societies*. USIP Press.
 - Fisher, R., Ury, W., & Patton, B. (2011). *Getting to Yes: Negotiating Agreement Without Giving In*. Penguin.
 - UNESCO (2014). *Intercultural Dialogue Guidelines*.
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Module 5.4 – Political Economy, Crisis Management & Policy Advocacy (25h / 2 Credits)**Description:**

Introduces learners to governance systems, political economy, and crisis response. Learners also practice policy advocacy and writing policy briefs to influence decision-making.

Learning Outcomes (MLOs):

- Analyze political economy systems and their impact on innovation.
- Propose strategies for crisis response (pandemics, migration, disasters).
- Write a policy brief addressing a governance or development issue.

Key Topics / Session Breakdown (25h):

1. Political economy basics: state, market, civil society (3h)
2. Federalism, decentralization, equality (3h)
3. Crisis management: pandemics, conflict, climate disasters (5h)
4. Political institutions in SE Asia (3h)
5. Policy advocacy: strategies, actors, tools (3h)
6. Writing effective policy briefs (4h)
7. Workshop: crisis simulation & policy response (4h)

Assessment:

- Formative: debate on federalism and governance (Bloom: analyze/evaluate) (30%)
- Summative: policy brief + crisis management plan (KSA: Knowledge + Skills + Attributes) (70%)

Core References:

- Acemoglu, D., & Robinson, J. (2012). *Why Nations Fail*. Crown Publishing.
- World Bank (2017). *Governance and the Law: World Development Report*.

- UNDRR (2019). *Global Assessment Report on Disaster Risk Reduction*.

Strand 5 Summary

- **Module 5.1:** Climate Change, Resource Management & Sustainability – 20h (1 credit)
- **Module 5.2:** Human Rights, Citizenship & Advocacy – 20h (1 credit)
- **Module 5.3:** Community Dialogue, Mediation & Peacebuilding – 20h (1 credit)
- **Module 5.4:** Political Economy, Crisis Management & Policy Advocacy – 25h (2 credits)

Total = 85h / 5 credits

Session 9: Integration Mapping

Purpose

The Integration Mapping shows how knowledge, skills, and attributes (KSA) developed in one strand/module support or connect with other strands/modules. It helps both instructors and learners **navigate the interdisciplinary nature** of CIIE.

Integration Mapping Matrix

Source Strand	Integration Point	Connected Strand(s)	Examples of Application
Strand 1: Academic & Critical Skills	Academic writing, research methods, citation	Strands 2, 3, 5	Essays on inclusive innovation; Research on labor migration; Policy briefs
Strand 2: Inclusive & Social Innovation	Design thinking, social impact measurement	Strands 3, 4, 5	Use Lean Canvas (Strand 3) to make innovation fundable; Build civic tech prototype (Strand 4); Frame innovation as advocacy campaign (Strand 5)
Strand 3: Entrepreneurship & Economics	Business models, finance, marketing, organizational	Strands 2, 4, 5	Apply sustainability indicators (Strand 5) to business models; Use digital marketing (Strand 4) for enterprise; Align innovation

Source Strand	Integration Point	Connected Strand(s)	Examples of Application
	management		projects (Strand 2) with viable business plans
Strand 4: Digital Transformation & AI Literacy	Data management, AI, analytics, digital campaigns	Strands 1, 2, 3, 5	Analyze migration data (Strand 5); Prototype AI tools for inclusive innovation (Strand 2); Use analytics to evaluate entrepreneurship projects (Strand 3); Produce data-driven policy briefs (Strand 1 & 5)
Strand 5: Sustainability, Governance & Social Responsibility	Human rights, labor migration, policy advocacy, peacebuilding	Strands 1, 2, 3, 4	Write academic papers on sustainability (Strand 1); Evaluate entrepreneurship projects for social/environmental impact (Strand 3); Use digital platforms for advocacy (Strand 4); Apply design thinking to governance challenges (Strand 2)

Integration in Practice

- **Assignments:** Teachers may require students to **combine outputs** across modules (e.g., research paper in Strand 1 that informs a business plan in Strand 3).
 - **Workshops:** Cross-strand joint workshops (e.g., labor migration data analysis from Strand 4 used in Strand 5's sustainability module).
 - **Final Project:** Culminates in **one integrated innovation project**, showcasing how all strands converge.
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With this **Integration Mapping Section**, the curriculum stays modular but learners and teachers see the **bigger picture** of how knowledge flows across the program.

Annexes

Detailed Module Contents

Strand 1: Academic & Critical Skills (30h / 2 credits)

Module 1.1 – Academic Foundations for Innovation (15h / 1 credit)

Session	Topic	Hours	Content & Activities	Assessment	Readings/Resources
1	Introduction to Academic Writing	2	Lecture: purpose of academic writing; essay/report structures	Participation	Bailey (2018), <i>Academic Writing</i>
2	Reading Strategies	2	Practice: skimming, scanning, critical reading of short text	Reflection note	Swales & Feak (2012)
3	Developing Thesis & Arguments	2	Activity: write thesis statements; group critique	In-class exercise	Purdue OWL (Writing Thesis)
4	Evidence & Referencing	3	Lecture + workshop: citation styles (APA, Harvard); practice paraphrasing	Quiz on referencing	APA Publication Manual, Harvard Referencing Guide
5	Avoiding Plagiarism	2	Simulation: paraphrase vs plagiarism; discuss academic integrity	Reflection	Thai MOE (2019), <i>Academic Integrity Guidelines</i>
6	Writing a Short Essay	2	Workshop: draft 500-word essay with citations	Draft submission	Bailey (2018)
7	Peer Review Workshop	2	Exchange essays, peer feedback, revision plan	Peer evaluation	-

Module 1.1 Total = 15h

Module 1.2 – Research & Critical Thinking for Problem-Solving (15h / 1 credit)

Session	Topic	Hours	Content & Activities	Assessment	Readings/Resources
1	Introduction to Critical Thinking	2	Lecture: Bloom's taxonomy, levels of thinking	Quiz	Paul & Elder (2014)
2	Logic & Argument Analysis	2	Group activity: identify assumptions, fallacies in sample texts	Reflection	Fisher (2011), <i>Critical Thinking</i>
3	Research Basics	3	Lecture: qualitative vs quantitative methods; case examples	Short test	Creswell (2018)
4	PAR Principles	3	Interactive: Participatory Action Research (PAR) tools: community mapping, problem tree analysis	Group workshop	Chambers (2012)
5	Drafting Research Questions	3	Workshop: formulate questions linked to local issues	Draft submission	UNDP Research Toolkit
6	Mini Research Framework	2	Teams design simple framework (objectives, tools, timeline)	Presentation	—

Module 1.2 Total = 15h

Strand 1 Summary (Session 8)

- **Module 1.1:** Academic Foundations for Innovation – 15h (1 credit)
- **Module 1.2:** Research & Critical Thinking for Problem-Solving – 15h (1 credit)
- **Strand Total = 30h / 2 credits**

Learners exit this strand with:

- Ability to **read critically, write academically, cite sources.**
- Capacity to **analyze arguments, apply research methods, and frame problems** using PAR tools.

Strand 2: Inclusive & Social Innovation (40h / 3 credits)

Module 2.1 – Principles of Inclusive Innovation (15h / 1 credit)

Session	Topic	Hours	Content & Activities	Assessment	Readings/Resources
1	What is Innovation?	2	Lecture: history & types of innovation	Quiz	Heeks et al. (2014)
2	Inclusive vs Exclusive Innovation	2	Case study: inclusive finance vs exclusive tech	Reflection	OECD (2020)
3	Why Inclusiveness Matters	3	Group discussion: marginalized groups and innovation access	Participation	UNDP (2019) HDR
4	Frameworks of Inclusive Innovation	3	Interactive: review OECD/UNDP frameworks	Workshop notes	UNDP Inclusive Innovation Toolkit
5	Regional Perspectives	2	SE Asia examples: Thailand OTOP, Myanmar microfinance	Short essay	ADB Inclusive Growth reports
6	Barriers to Inclusion	3	Mapping activity: local community challenges	Group map	Local NGO case studies

Module 2.2 – Design Thinking for Social Change (15h / 1 credit)

Session	Topic	Hours	Content & Activities	Assessment	References
1	Introduction to Design Thinking	2	IDEO model, examples	Quiz	Brown (2009), IDEO Toolkit
2	Empathy Mapping	3	Role-play: interviews, user journey mapping	Reflection	Stanford d.school

Session	Topic	Hours	Content & Activities	Assessment	References
3	Ideation	3	Brainstorming, clustering, prioritizing	Workshop	IDEO Bootcamp Bootleg
4	Prototyping	3	Build low-cost prototypes, sketches, mockups	Prototype demo	IDEO Field Guide
5	Testing & Feedback	2	User testing + feedback loop	Peer review	Design Kit case studies
6	Workshop	2	Solve real community problem	Presentation	—

Module 2.3 – Impact Measurement & Case Studies (10h / 1 credit)

Session	Topic	Hours	Content & Activities	Assessment	References
1	Why Measure Impact?	2	Lecture + discussion	Reflection	Clark et al. (2004)
2	Theory of Change	2	Build ToC diagram	Workshop	UNDP SDG Toolkit
3	Indicators & SDGs	2	SROI, KPIs, SDG mapping	Quiz	OECD (2015)
4	Case Study Workshop	2	Analyze successful & failed innovation projects	Group presentation	Stanford Social Innovation Review
5	Reflection	2	Apply ToC to student project	Submission	UN SDG Accelerator Labs

Strand 2 Total = 40h / 3 credits

Strand 3: Economic Responsiveness & Entrepreneurship (65h / 5 credits)

Module 3.1 – Entrepreneurial Mindset & Business Models (15h / 1 credit)

Session	Topic	Hours	Activities	Assessment	References
1	Entrepreneurship Today	2	Global trends, local relevance	Quiz	Drucker (2006)
2	Traits of	2	Case study:	Reflection	Ries (2011)

Session	Topic	Hours	Activities	Assessment	References
	Entrepreneurs		Airbnb, Grab		
3	Opportunity Recognition	3	Trend analysis, brainstorming	Workshop	Osterwalder & Pigneur (2010)
4	Business Models	3	Lecture + examples	Quiz	Osterwalder et al. (2014)
5	Lean Startup & Canvas	3	Workshop: draft canvas	Draft submission	Ries (2011)
6	Group Critique	2	Peer feedback	Peer review	—

Module 3.2 – Financial & Resource Management (15h / 1 credit)

Session	Topic	Hours	Activities	Assessment	References
1	Accounting Basics	3	Income/expense exercise	Quiz	Brigham & Ehrhardt (2019)
2	Budgeting & Cash Flow	2	Workshop: create budget	Assignment	Kaplan & Norton (1996)
3	Fundraising Strategies	3	Grants, equity, crowdfunding	Group exercise	Osterwalder et al. (2014)
4	Resource Mobilization	2	Network & partnership mapping	Reflection	—
5	HR & Team Structuring	2	Team-building simulation	Peer review	Katzenbach & Smith (2015)
6	Workshop	3	Design budget + HR plan for project	Submission	—

Module 3.3 – Marketing, Branding & Growth Hacking (10h / 1 credit)

Session	Topic	Hours	Activities	Assessment	References
1	Branding & Storytelling	2	Analyze campaigns	Short essay	Kotler & Keller (2016)
2	Digital Era Marketing	2	Social media analysis	Quiz	Chaffey & Ellis-Chadwick (2019)
3	Customer Discovery	2	Map user journeys	Reflection	Holiday (2014)
4	Growth Hacking	2	Experiment design	Workshop	Ries & Trout (2001)
5	Campaign Workshop	2	Draft campaign	Submission	—

Module 3.4 – Sustainable Enterprise & Pitching (10h / 1 credit)

Session	Topic	Hours	Activities	Assessment	References
1	Social Enterprise Models	3	B-Corp, hybrid, co-op	Reflection	Yunus (2010)
2	Triple Bottom Line	2	Case examples	Quiz	Bornstein & Davis (2010)
3	Pitch Essentials	2	Structure, storytelling	Practice	Osterwalder et al. (2014)
4	Workshop	3	Mock investor pitch	Final pitch	—

Module 3.5 – Organizational & Team Management (15h / 1 credit)

Session	Topic	Hours	Activities	Assessment	References
1	Organizational Structures	2	Lecture + case study	Quiz	Schein (2016)
2	Leadership Styles	2	Transformational, servant, adaptive	Reflection	Goleman (1998)
3	Team Building & Delegation	3	Simulation: role delegation	Peer review	Katzenbach & Smith (2015)
4	Communication Skills	3	Positive, intercultural, feedback culture	Role-play	Covey (2004)
5	Conflict Resolution	2	Mediation, negotiation	Simulation	Fisher & Ury (2011)
6	Workshop	3	Build org + communication plan	Submission	—

Strand 3 Total = 65h / 5 credits

Strand 4: Digital Transformation & AI Literacy (40h / 2 credits)

Module 4.1 – Digital Literacy, Data Management & Collaboration Tools (12h / 1 credit)

Session	Topic	Hours	Activities	Assessment	References
1	Digital Safety & Data Basics	2	Cybersecurity, data vs info	Quiz	UNESCO (2019)
2	Spreadsheet Basics	2	Excel/Sheets functions	Practice	McFedries (2021)

Session	Topic	Hours	Activities	Assessment	References
3	Data Organization	2	Sorting, filtering, pivot	Exercise	Connolly & Begg (2014)
4	Collaboration Platforms I	2	Google Workspace, Teams	Group task	Belshaw (2014)
5	Collaboration Platforms II	2	Trello, Slack, Miro	Simulation	MIT OCW
6	Workshop	2	Build shared project DB + collab plan	Submission	—

Module 4.2 – AI for Social Good (8h / 0.5 credit)

Session	Topic	Hours	Activities	Assessment	References
1	Intro to AI	2	AI vs ML concepts	Quiz	McKinsey (2018)
2	AI Applications	2	Business, education, governance	Reflection	WEF (2021)
3	AI Ethics	2	Bias, privacy, responsible use	Debate	Jobin et al. (2019)
4	Workshop	2	Use open AI tools	Demo	Teachable Machine

Module 4.3 – Digital Marketing & Data Analytics (12h / 1 credit)

Session	Topic	Hours	Activities	Assessment	References
1	Marketing Fundamentals	3	SEO, content basics	Quiz	Kotler et al. (2021)
2	Social Media Campaigns	3	Case studies	Reflection	Chaffey & Ellis-Chadwick (2019)
3	Analytics Tools	3	Google Analytics, Meta Insights	Exercise	Marr (2016)
4	Data Visualization	3	Tableau, Google Studio	Assignment	—

Module 4.4 – Civic Tech & E-Governance (8h / 0.5 credit)

Session	Topic	Hours	Activities	Assessment	References
1	Civic Tech Basics	2	Tools/platforms	Quiz	Peixoto & Fox (2016)
2	E-Governance	2	Transparency, participation	Reflection	OECD (2020)

Session	Topic	Hours	Activities	Assessment	References
3	SE Asia Case Studies	2	PromptPay, vTaiwan	Case study	UNESCAP (2019)
4	Risks of Digital Control	2	Group debate	Debate report	Nyabola (2018)

Strand 4 Total = 40h / 2 credits

Strand 5: Sustainability, Governance & Social Responsibility (85h / 5 credits)

Module 5.1 – Climate Change, Resource & Labor Management (20h / 1 credit)

Session	Topic	Hours	Activities	Assessment	References
1	Climate Change Basics	2	Lecture: IPCC updates	Quiz	IPCC (2023)
2	Adaptation vs Mitigation	2	Case examples	Reflection	UN SDGs
3	Natural Resource Mgmt	3	Land, water, forests	Group task	Elkington (1997)
4	Land Rights & Livelihoods	3	SE Asia case	Reflection	ADB Reports
5	Labor as Resource	3	Human capital, productivity	Quiz	ILO (2021)
6	Migration Challenges	2	Exploitation, precarity	Case review	IOM (2020)
7	Migration Contributions	2	Remittances, skills	Data analysis	De Haas et al. (2020)
8	Workshop	3	Analyze migration data using Sheets	Submission	—

Module 5.2 – Human Rights, Citizenship & Advocacy (20h / 1 credit)

Session	Topic	Hours	Content & Activities	Assessment	Readings/Resources
1	Introduction to Human Rights	3	UDHR, ASEAN frameworks; discussion	Quiz	UN OHCHR (2020)
2	Rights-Based Approaches to Development	3	Case study: education, health, labor rights	Reflection	Sen (1999)

Session	Topic	Hours	Content & Activities	Assessment	Readings/Resources
3	Citizenship & Civic Responsibility	3	Roles, duties, case study from SE Asia	Participation	Keck & Sikkink (1998)
4	Advocacy Strategies I	4	Tools: grassroots, policy, digital campaigns	Workshop	UNDP Advocacy Toolkit
5	Advocacy Strategies II	3	Role-play: lobbying vs public campaigning	Simulation	Human Rights Watch advocacy briefs
6	Mini Campaign Workshop	4	Teams design campaign on migrant or community rights	Group presentation	—

Module 5.3 – Community Dialogue, Mediation & Peacebuilding (20h / 1 credit)

Session	Topic	Hours	Content & Activities	Assessment	Readings/Resources
1	Understanding Conflict	2	Types & sources of conflict	Quiz	Lederach (1997)
2	Communication in Conflict	3	Active listening, positive language	Role-play	Goleman (1998), <i>EQ</i>
3	Mediation Skills I	3	Principles & case examples	Reflection	Fisher & Ury (2011)
4	Mediation Skills II	4	Negotiation practice (win-win solutions)	Simulation	UNESCO (2014) Dialogue Guide
5	Peacebuilding Frameworks	3	Bottom-up, top-down approaches	Participation	Lederach (1997)
6	Workshop: Mediation Simulation	5	Learners simulate community conflict & resolution	Group performance	Case: Thai-Myanmar community

Module 5.4 – Political Economy, Crisis Management & Policy Advocacy (25h / 2 credits)

Session	Topic	Hours	Content & Activities	Assessment	Readings/Resources
1	Political Economy Foundations	3	State, market, civil society roles	Quiz	Acemoglu & Robinson (2012)
2	Federalism & Decentralization	3	Case studies: Myanmar, Indonesia, EU	Debate	World Bank (2017)
3	Equality & Development	3	Gender, ethnicity, inclusiveness	Reflection	Sen (1999)
4	Crisis Management I	4	Pandemics, natural disasters	Case analysis	UNDRR (2019)
5	Crisis Management II	4	Conflict & migration crisis response	Simulation	IOM (2022) Migration Report
6	Political Institutions in SE Asia	3	ASEAN, Thailand, Myanmar	Quiz	ASEAN Governance Report
7	Policy Advocacy Tools	3	Policy cycle, lobbying, campaigns	Workshop	World Bank Advocacy Notes
8	Writing Policy Briefs	2	Structure, evidence-based writing	Assignment	OECD Policy Guidelines

Strand 5 Complete

- **Module 5.1:** Climate Change, Resource & Labor Management – 20h (1 credit)
- **Module 5.2:** Human Rights, Citizenship & Advocacy – 20h (1 credit)
- **Module 5.3:** Community Dialogue, Mediation & Peacebuilding – 20h (1 credit)
- **Module 5.4:** Political Economy, Crisis Management & Policy Advocacy – 25h (2 credits)

Total = 85h / 5 credits

Overall Summary

- **Strand 1:** Academic & Critical Skills – 30h (2 credits)
- **Strand 2:** Inclusive & Social Innovation – 40h (3 credits)
- **Strand 3:** Economic Responsiveness & Entrepreneurship – 65h (5 credits)
- **Strand 4:** Digital Transformation & AI Literacy – 40h (2 credits)
- **Strand 5:** Sustainability, Governance & Social Responsibility – 85h (5 credits)

Total Coursework = 260h / 17 credits

Program Total = 515h / 24 credits

Integration Mapping Matrix

Purpose

The **Integration Mapping** demonstrates how the five strands of the CIIE program connect. It ensures learners **see knowledge as interconnected** and instructors **design teaching/assignments that reinforce cross-strand learning**.

This section serves as a **navigation guide** for teachers and learners to integrate **Knowledge, Skills, and Attributes (KSA)** across modules.

Source Strand	Integration Point	Connected Strand(s)	Examples of Application
Strand 1: Academic & Critical Skills	Academic writing, research, citation	Strands 2, 3, 5	Essays on inclusive innovation (Strand 2); Research on labor migration (Strand 5); Policy briefs for advocacy (Strand 5)
Strand 2: Inclusive & Social Innovation	Design thinking, impact measurement	Strands 3, 4, 5	Develop social innovation idea (Strand 2), turn into business model (Strand 3), prototype civic tech (Strand 4), frame as advocacy campaign (Strand 5)
Strand 3: Economic Responsiveness & Entrepreneurship	Business models, finance, marketing, organizational leadership	Strands 2, 4, 5	Use design thinking outputs (Strand 2) in Lean Canvas (Strand 3); Digital marketing & analytics (Strand 4) for enterprise promotion; Triple bottom line from sustainability (Strand 5)

Source Strand	Integration Point	Connected Strand(s)	Examples of Application
Strand 4: Digital Transformation & AI Literacy	Data management, AI tools, analytics, civic tech	Strands 1, 2, 3, 5	Analyze labor migration datasets (Strand 5); Use AI prototypes for inclusive innovation (Strand 2); Run digital marketing campaigns for enterprises (Strand 3); Use data visualization in research papers (Strand 1)
Strand 5: Sustainability, Governance & Social Responsibility	Human rights, labor migration, policy advocacy, peacebuilding	Strands 1, 2, 3, 4	Academic papers on sustainability (Strand 1); Evaluate enterprises for environmental/social responsibility (Strand 3); Use digital advocacy platforms (Strand 4); Apply design thinking to governance challenges (Strand 2)

Integration in Practice

1. Assignments:

- **Cross-strand essays:** Students in Strand 1 write academic essays on sustainability (Strand 5) or entrepreneurship (Strand 3).
- **Joint projects:** A design thinking prototype (Strand 2) is turned into a business plan (Strand 3) with digital campaign (Strand 4) and sustainability plan (Strand 5).

2. Workshops:

- **Labor migration data workshop** (Strand 5.1) uses skills from Strand 4 (spreadsheets, data analysis).
- **Advocacy role-play** (Strand 5.2) incorporates storytelling from Strand 2 and digital media from Strand 4.

3. Final Project (Capstone):

- Culminates in one integrated **innovation project**:
 - Grounded in **research** (Strand 1)
 - Designed with **inclusive innovation** (Strand 2)
 - Structured as a **sustainable enterprise** (Strand 3)
 - Amplified with **digital & AI tools** (Strand 4)
 - Aligned with **sustainability & governance frameworks** (Strand 5)

Benefits of Integration Mapping

- **For Teachers:** Helps them plan lessons and assignments that reinforce knowledge across strands.
 - **For Learners:** Encourages them to **connect the dots** between subjects, building holistic competencies.
 - **For the Program:** Ensures graduates are not “specialists in silos” but **inclusive innovators** able to bridge theory, practice, technology, and responsibility.
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Framework summary

- **Session 1–7:** Philosophy, aims, structure, credits, learning outcomes, assessment, module outlines.
- **Session 8:** Detailed session-by-session content for all strands (1–5).
- **Session 9:** Integration Mapping (cross-strand guide).

Final Total: 515 hours / 24 credits — a **Diploma-Level Program** aligned with Thai TQF:HED & OVEC standards.