



Course Syllabus
Microeconomics (0909101)
Semester I Year 2008 Tuesday 11.00 a.m.-14.00 p.m. BA 2
Faculty of Accountancy and Management, Mahasarakham University

Course Description

Economic focusing on economic concepts, demand and supply of goods and services, market structure, and pricing theory by applying theoretical principles to business decision making

Class Activities

1. Explain the course syllabus
2. Lecture and summarize the contents
3. Group Activities
4. Discuss and analyze the economic issues in the class and presentation of the students
5. Class Attend and Class Activities
6. Assignment and self-study

Instructor: Dr. Nitiphong Songsrirote
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Evaluation and Criteria

1. Examination

Midterm Examination	30	points
Final Examination	40	points

2. Class Activities

30 **points**

2.1 News Presentation of Group

20 **points**

- Punctual Submission 10%
- Correct and Complete Preparation 30%
- Group Presentation (a member selected randomly) 20%
- Good Explanation of the member 40%

2.2 Report

30 **points**

- Fair Binding and Good Report 20%
- Good Organized Report /Correct and Complete matters (Printed in Ms-Word Angsana 16) 40%
- Complete files submission 20%
- Punctual File and Report Submission 20%

2.3 Class Attend and Behavior in the class

10 **points**

- A student who takes leave without the letter of leave will be penalized by reducing one point
- A student who takes leave twice with the letter of leave will be penalized by reducing one point
- A student who breaks the rule of formal dress of the university will be punished by reducing one point in each week
- Disturbing noise or unwanted noise will be allowed. If the student breaks the agreement, the score will be reduced one point.
- Before going outside the class room, you have to ask for permission or being punished by reducing one point.

3. Other Agreement of the class

- All students in the class will be divided into 13 groups. Each group presents and analyses the update business and economic news. A member of the group will be randomized weekly to present to the public about 10 minutes. The presenting group and the rest are asked by the instructor.
- The report has to be printed in MS-Word with Angsana New 16. The completed report must be submitted within a week after your presentation.
- Required Texts should be Pindyck and Rubinfeld. *Microeconomics*. 6th edition. 2005 or related text book.

Grad Evaluation with Fixed criteria and T-Score Criteria

Criteria	Grad	points
⇒ ≥ 80 %	A	4.0
⇒ 75-79 %	B+	3.5
⇒ 70-74 %	B	3.0
⇒ 65-69 %	C+	2.5
⇒ 60-64 %	C	2.0
⇒ 55-59 %	D+	1.5
⇒ 50-55 %	D	1.0
⇒ < 50 %	F	0

Course Syllabus

Topic	Date/Month/Year	Learning Objectives	Learning matters	Learning Activities	Role of Instructor	Role of Students	Learning Materials	Period	Evaluation
Course Syllabus	3 June 2008 (Week 1)	Course Syllabus Explanation						0.5 hr.	
Chapter 1 Preliminaries	3 June 2008 (Week 1)	Students can explain the scope of economics and some basic concepts and tools.	The scope of economics and some basic concepts and tools.	1. Set Induction Raise some questions 2. Learning hierarchy - Lecture and ask the questions - Consider the examples - Individual and Group Discussion 3. Summary - conclude the matters together	1. Lecture and material preparation 2. Raise the questions and give an opportunity to ask and discuss 3. Observe the learning behavior of the students	1. Participation in raising the questions and discussion 2. Learning from thinking for formulating the questions and explore the answers by themselves 3. Learning the role and group function and respect other opinions. 4. Responsible for self-learning and the others in the class room	1. Text book, media materials, supplementary reading, suggested reading	0.5 hr.	- Learning Interest - Observe the group activities - Questions and answer - Achievement of the group Presentation

Topic	Date/Month/Year	Learning Objectives	Learning matters	Learning Activities	Role of Instructor	Role of Students	Learning Materials	Period	Evaluation
Chapter 2 The Basics of Supply and Demand	3 June 2008 (Week 1)	1. Students can explain how a competitive market works and how supply and demand determines the prices and quantities of goods and services 2. Students can show how supply-demand analysis can be used to determine the effects of changing market conditions, including government intervention	1. Competitive market works 2. determining the prices and quantities of goods and services 3. determine the effects of changing market conditions, including government intervention	1. Set Induction Raise some questions 2. Learning hierarchy - Lecture and ask the questions - Consider the examples - Individual and Group Discussion 3. Summary - conclude the matters together	1. Lecture and material preparation 2. Raise the questions and give an opportunity to ask and discuss 3. Observe the learning behavior of the students	1. Participation in raising the questions and discussion 2. Learning from thinking for formulating the questions and explore the answers by themselves 3. Learning the role and group function and respect other opinions. 4. Responsible for self-learning and the others in the class room	1. Text book, media materials, supplementary reading, suggested reading	2 hr.	- Learning Interest - Observe the group activities - Questions and answer - Achievement of the group Presentation

Topic	Date/Month/Year	Learning Objectives	Learning matters	Learning Activities	Role of Instructor	Role of Students	Learning Materials	Period	Evaluation
Chapter 3 Consumer Behavior	10 June 2008 (Week 2)	1. can explain consumer preferences 2. can explain budget constraints 3. can explain consumer choice 4. can explain revealed preference 5. can explain Marginal utility and consumer choice 6. can explain cost-of- living indexes	1. Consumer preferences 2. budget constraints 3. consumer choice 4. revealed preference 5. Marginal utility and consumer choice 6. cost-of- living indexes	1. Set Induction Raise some questions 2. Learning hierarchy - Lecture and ask the questions - Consider the examples - Individual and Group Discussion 3. Summary - conclude the matters together	1. Lecture and material preparation 2. Raise the questions and give an opportunity to ask and discuss 3. Observe the learning behavior of the students	1. Participation in raising the questions and discussion 2. Learning from thinking for formulating the questions and explore the answers by themselves 3. Learning the role and group function and respect other opinions. 4. Responsible for self-learning and the others in the class room	1. Text book, media materials, supplementary reading, suggested reading	1.5 hr.	- Learning Interest - Observe the group activities - Questions and answer - Achievement of the group Presentation

Topic	Date/Month/Year	Learning Objectives	Learning matters	Learning Activities	Role of Instructor	Role of Students	Learning Materials	Period	Evaluation
Chapter 4 Consumer Behavior	10 June 2008 (Week 2)	<p>1. Students can explain how consumers make consumption decisions and how their preferences and budget constraints determines their demands for various goods.</p> <p>2. Students can explain why different goods have different demand characteristics.</p>	<p>1. Individual demand</p> <p>2. income and substitution effects</p> <p>3. market demand</p> <p>4. Consumer surplus</p>	<p>1. Set Induction Raise some questions</p> <p>2. Learning hierarchy - Lecture and ask the questions - Consider the examples - Individual and Group Discussion</p> <p>3. Summary - conclude the matters together</p>	<p>1. Lecture and material preparation</p> <p>2. Raise the questions and give an opportunity to ask and discuss</p> <p>3. Observe the learning behavior of the students</p>	<p>1. Participation in raising the questions and discussion</p> <p>2. Learning from thinking for formulating the questions and explore the answers by themselves</p> <p>3. Learning the role and group function and respect other opinions.</p> <p>4. Responsible for self-learning and the others in the class room</p>	<p>1. Text book, media materials, supplementary reading, suggested reading</p>	1.5 hr.	<p>- Learning Interest</p> <p>- Observe the group activities</p> <p>- Questions and answer</p> <p>- Achievement of the group Presentation</p>

Topic	Date/Month/Year	Learning Objectives	Learning matters	Learning Activities	Role of Instructor	Role of Students	Learning Materials	Period	Evaluation
Chapter 5 Uncertainty and Consumer Behavior	17 June 2008 (Week 3)	1. Students can explain why people usually dislike risky situation, and show how they can reduce risk and choose among risky alternatives 2. discuss aspects of consumer behavior that can only be explained by delving into the psychological aspects of how people make decision	1. risk 2. Preferences toward risk 3. reducing risk 4. The demand for risky assets 5. behavioral economics	1. Set Induction Raise some questions 2. Learning hierarchy - Lecture and ask the questions - Consider the examples - Individual and Group Discussion 3. Summary - conclude the matters together	1. Lecture and material preparation 2. Raise the questions and give an opportunity to ask and discuss 3. Observe the learning behavior of the students	1. Participation in raising the questions and discussion 2. Learning from thinking for formulating the questions and explore the answers by themselves 3. Learning the role and group function and respect other opinions. 4. Responsible for self-learning and the others in the class room	1. Text book, media materials, supplementary reading, suggested reading	3 hr.	- Learning Interest - Observe the group activities - Questions and answer - Achievement of the group Presentation

Topic	Date/Month/Year	Learning Objectives	Learning matters	Learning Activities	Role of Instructor	Role of Students	Learning Materials	Period	Evaluation
Chapter 6 Production	24 June 2008 (Week 4)	1. can explain the technology of production 2. can explain production with one variable input 3. can explain production with two variable inputs 4. can explain returns to scale	1. the technology of production 2. production with one variable input 3. production with two variable inputs 4. returns to scale	1. Set Induction Raise some questions 2. Learning hierarchy - Lecture and ask the questions - Consider the examples - Individual and Group Discussion 3. Summary - conclude the matters together	1. Lecture and material preparation 2. Raise the questions and give an opportunity to ask and discuss 3. Observe the learning behavior of the students	1. Participation in raising the questions and discussion 2. Learning from thinking for formulating the questions and explore the answers by themselves 3. Learning the role and group function and respect other opinions. 4. Responsible for self-learning and the others in the class room	1. Text book, media materials, supplementary reading, suggested reading	3 hr.	- Learning Interest - Observe the group activities - Questions and answer - Achievement of the group Presentation

Topic	Date/Month/Year	Learning Objectives	Learning matters	Learning Activities	Role of Instructor	Role of Students	Learning Materials	Period	Evaluation
Chapter 7 The Cost of Production	1 July 2008 (Week 5)	1. can explain measuring cost 2. can explain cost in the short run 3. can explain cost in the long run 4. can explain long run versus short run cost curves 5. can explain production with two outputs-economies of scope 6. can explain dynamic changes in costs-the learning curve 7. can explain estimating and predicting cost	1. measuring cost 2. cost in the short run 3. cost in the long run 4. long run versus short run cost curves 5. production with two outputs-economies of scope 6. dynamic changes in costs-the learning curve 7. estimating and predicting cost	1. Set Induction Raise some questions 2. Learning hierarchy - Lecture and ask the questions - Consider the examples - Individual and Group Discussion 3. Summary - conclude the matters together	1. Lecture and material preparation 2. Raise the questions and give an opportunity to ask and discuss 3. Observe the learning behavior of the students	1. Participation in raising the questions and discussion 2. Learning from thinking for formulating the questions and explore the answers by themselves 3. Learning the role and group function and respect other opinions. 4. Responsible for self-learning and the others in the class room	1. Text book, media materials, supplementary reading, suggested reading	3 hr.	- Learning Interest - Observe the group activities - Questions and answer - Achievement of the group Presentation

Topic	Date/Month/Year	Learning Objectives	Learning matters	Learning Activities	Role of Instructor	Role of Students	Learning Materials	Period	Evaluation
Chapter 8 Profit Maximization and Competitive Supply	8 July 2008 (Week 6)	1. Students can explain how firms choose profit-maximizing rates of production 2. explain how the production decision of individual firms combine to determine the competitive market supply curve and its characteristics	1. perfectly competitive markets 2. profit maximization 3. marginal revenue, marginal cost, and profit maximization 4. choosing output in the short run 5. the competitive firms' short run supply curve 6. the short market supply curve 7. choosing output in the long run 8. the industry's long-run supply curve	1. Set Induction Raise some questions 2. Learning hierarchy - Lecture and ask the questions - Consider the examples - Individual and Group Discussion 3. Summary - conclude the matters together	1. Lecture and material preparation 2. Raise the questions and give an opportunity to ask and discuss 3. Observe the learning behavior of the students	1. Participation in raising the questions and discussion 2. Learning from thinking for formulating the questions and explore the answers by themselves 3. Learning the role and group function and respect other opinions. 4. Responsible for self-learning and the others in the class room	1. Text book, media materials, supplementary reading, suggested reading	3 hr.	- Learning Interest - Observe the group activities - Questions and answer - Achievement of the group Presentation

Topic	Date/Month/Year	Learning Objectives	Learning matters	Learning Activities	Role of Instructor	Role of Students	Learning Materials	Period	Evaluation
Chapter 9 The Analysis of Competitive Markets	15 July 2008 (Week 7)	1. Students can apply supply and demand curves to the analysis of competitive markets and show how government policies can have wide-ranging effects on consumers and producers 2. Students can explain how supply-demand analysis can be used to evaluate these effects.	1. evaluating the gains and losses from government policies- consumer and producer surplus 2. the efficiency of a competitive market 3. minimum prices 4. price supports and production quotas 5. import quotas and tariffs 6. the impact of a tax or subsidy	1. Set Induction Raise some questions 2. Learning hierarchy - Lecture and ask the questions - Consider the examples - Individual and Group Discussion 3. Summary - conclude the matters together	1. Lecture and material preparation 2. Raise the questions and give an opportunity to ask and discuss 3. Observe the learning behavior of the students	1. Participation in raising the questions and discussion 2. Learning from thinking for formulating the questions and explore the answers by themselves 3. Learning the role and group function and respect other opinions. 4. Responsible for self-learning and the others in the class room	1. Text book, media materials, supplementary reading, suggested reading	3 hr.	- Learning Interest - Observe the group activities - Questions and answer - Achievement of the group Presentation

Topic	Date/Month/Year	Learning Objectives	Learning matters	Learning Activities	Role of Instructor	Role of Students	Learning Materials	Period	Evaluation
Chapter 10 Market Power : Monopoly and Monopsony	5 August 2008 (Week 8)	1. can explain monopoly 2. can explain monopoly power 3. can explain sources of monopoly power 4. can explain the social costs of monopoly power 5. can explain monopsony 6. can explain monopsony power 7. can explain limiting marker power: the antitrust laws	1. monopoly 2. monopoly power 3. sources of monopoly power 4. the social costs of monopoly power 5. monopsony 6. monopsony power 7. limiting marker power: the antitrust laws	1. Set Induction Raise some questions 2. Learning hierarchy - Lecture and ask the questions - Consider the examples - Individual and Group Discussion 3. Summary - conclude the matters together	1. Lecture and material preparation 2. Raise the questions and give an opportunity to ask and discuss 3. Observe the learning behavior of the students	1. Participation in raising the questions and discussion 2. Learning from thinking for formulating the questions and explore the answers by themselves 3. Learning the role and group function and respect other opinions. 4. Responsible for self-learning and the others in the class room	1. Text book, media materials, supplementary reading, suggested reading	3 hr.	- Learning Interest - Observe the group activities - Questions and answer - Achievement of the group Presentation

Topic	Date/Month/Year	Learning Objectives	Learning matters	Learning Activities	Role of Instructor	Role of Students	Learning Materials	Period	Evaluation
Chapter 11 Pricing with market power	12 August 2008 (Week 9)	1. can explain capturing consumer surplus 2. can explain price discrimination 3. can explain intertemporal price discrimination and peak-load pricing 4. can explain the two-part tariff 5. can explain bundling 6. can explain advertising	1. capturing consumer surplus 2. price discrimination 3. intertemporal price discrimination and peak-load pricing 4. the two-part tariff 5. bundling 6. advertising	1. Set Induction Raise some questionss 2. Learning hierarchy - Lecture and ask the questionss - Consider the examples - Individual and Group Discussion 3. Summary - conclude the matters together	1. Lecture and material preparation 2. Raise the questionss and give an opportunity to ask and discuss 3. Observe the learning behavior of the students	1. Participation in raising the questionss and discussion 2. Learning from thinking for formulating the questionss and explore the answers by themselves 3. Learning the role and group function and respect other opinions. 4. Responsible for self-learning and the others in the class room	1. Text book, media materials, supplementary reading, suggested reading	3 hr.	- Learning Interest - Observe the group activities - Questionss and answer - Achievement of the group Presentation

Topic	Date/Month/Year	Learning Objectives	Learning matters	Learning Activities	Role of Instructor	Role of Students	Learning Materials	Period	Evaluation
Chapter 12 Monopolistic Competition and Oligopoly	19 August 2008 (Week 10)	1. can explain monopolistic competition 2. can explain oligopoly 3. can explain price competition 4. can explain competition and collusion: The prisoners' dilemma 5. can explain implication of the prisoners' dilemma for oligopolistic pricing 6. can explain cartels	1. monopolistic competition 2. oligopoly 3. price competition 4. competition and collusion: The prisoners' dilemma 5. Implication of the prisoners' dilemma for oligopolistic pricing 6. cartels	1. Set Induction Raise some questions 2. Learning hierarchy - Lecture and ask the questions - Consider the examples - Individual and Group Discussion 3. Summary - conclude the matters together	1. Lecture and material preparation 2. Raise the questions and give an opportunity to ask and discuss 3. Observe the learning behavior of the students	1. Participation in raising the questions and discussion 2. Learning from thinking for formulating the questions and explore the answers by themselves 3. Learning the role and group function and respect other opinions. 4. Responsible for self-learning and the others in the class room	1. Text book, media materials, supplementary reading, suggested reading	3 hr.	- Learning Interest - Observe the group activities - Questions and answer - Achievement of the group Presentation

Topic	Date/Month/Year	Learning Objectives	Learning matters	Learning Activities	Role of Instructor	Role of Students	Learning Materials	Period	Evaluation
Chapter 13 Game Theory and Competitive Strategy	27 August 2008 (Week 11)	1. can explain gaming and strategic decision 2. can explain dominant strategies 3. can explain the Nash equilibrium 4. can explain repeated game 5. can explain sequential game 6. can explain threats, commitments, and credibility 7. can explain entry deterrence 8. can explain auction	1. gaming and strategic decision 2. dominant strategies 3. the Nash equilibrium 4. repeated game 5. sequential game 6. threats, commitments, and credibility 7. entry deterrence 8. auction	1. Set Induction Raise some questions 2. Learning hierarchy - Lecture and ask the questions - Consider the examples - Individual and Group Discussion 3. Summary - conclude the matters together	1. Lecture and material preparation 2. Raise the questions and give an opportunity to ask and discuss 3. Observe the learning behavior of the students	1. Participation in raising the questions and discussion 2. Learning from thinking for formulating the questions and explore the answers by themselves 3. Learning the role and group function and respect other opinions. 4. Responsible for self-learning and the others in the class room	1. Text book, media materials, supplementary reading, suggested reading	3 hr.	- Learning Interest - Observe the group activities - Questions and answer - Achievement of the group Presentation

Topic	Date/Month/Year	Learning Objectives	Learning matters	Learning Activities	Role of Instructor	Role of Students	Learning Materials	Period	Evaluation
Chapter 14 Market for Factor Inputs	2 September 2008 (Week 12)	1. can explain competitive factor markets 2. can explain equilibrium in a competitive factor market 3. can explain factor markets with monopsony power 4. can explain factor markets with monopoly power	1. competitive factor markets 2. equilibrium in a competitive factor market 3. factor markets with monopsony power 4. factor markets with monopoly power	1. Set Induction Raise some questions 2. Learning hierarchy - Lecture and ask the questions - Consider the examples - Individual and Group Discussion 3. Summary - conclude the matters together	1. Lecture and material preparation 2. Raise the questions and give an opportunity to ask and discuss 3. Observe the learning behavior of the students	1. Participation in raising the questions and discussion 2. Learning from thinking for formulating the questions and explore the answers by themselves 3. Learning the role and group function and respect other opinions. 4. Responsible for self-learning and the others in the class room	1. Text book, media materials, supplementary reading, suggested reading	3 hr.	- Learning Interest - Observe the group activities - Questions and answer - Achievement of the group Presentation

Topic	Date/Month/Year	Learning Objectives	Learning matters	Learning Activities	Role of Instructor	Role of Students	Learning Materials	Period	Evaluation
Chapter 15 Investment, Time, and Capital Markets	9 September 2008 (Week 13)	1. can explain stocks versus bonds 2. can explain present discounted value 3. can explain the value of bond 4. can explain the net present value criteria for capital investment decisions 5. can explain adjustment for risk 6. can explain investment decisions by consumers 7. can explain investments in human capital	1. stocks versus bonds 2. present discounted value 3. the value of bond 4. the net present value criteria for capital investment decisions 5. adjustment for risk 6. investment decisions by consumers 7. investments in human capital 8. intertemporal production decisions- depletable resources 9. interest return determination	1. Set Induction Raise some questions 2. Learning hierarchy - Lecture and ask the questions - Consider the examples - Individual and Group Discussion 3. Summary - conclude the matters together	1. Lecture and material preparation 2. Raise the questions and give an opportunity to ask and discuss 3. Observe the learning behavior of the students	1. Participation in raising the questions and discussion 2. Learning from thinking for formulating the questions and explore the answers by themselves 3. Learning the role and group function and respect other opinions. 4. Responsible for self- learning and the others in the class room	1. Text book, media materials, supplemen tary reading, suggested reading	3 hr.	- Learning Interest - Observe the group activities - Questions and answer - Achievement of the group Presentation

Topic	Date/Month/ Year	Learning Objectives	Learning matters	Learning Activities	Role of Instructor	Role of Students	Learning Materials	Period	Evaluation
Chapter 15 (continued) Investment, Time, and Capital Markets	9 September 2008 (Week 13)	8. can explain intertemporal production decisions- depletable resources 9. can explain interest return determination							

Topic	Date/Month/Year	Learning Objectives	Learning matters	Learning Activities	Role of Instructor	Role of Students	Learning Materials	Period	Evaluation
Chapter 16 General Equilibrium and Economic Efficiency	16 September 2008 (Week 14)	1. can explain general equilibrium analysis 2. can explain efficiency in exchange 3. can explain equity and efficiency 4. can explain efficiency in production 5. can explain the gains from free trade 6. can explain an overview- the efficiency of competitive markets 7. can explain the causes of market failure	1. general equilibrium analysis 2. efficiency in exchange 3. equity and efficiency 4. efficiency in production 5. the gains from free trade 6. an overview- the efficiency of competitive markets 7. causes of market failure	1. Set Induction Raise some questions 2. Learning hierarchy - Lecture and ask the questions - Consider the examples - Individual and Group Discussion 3. Summary - conclude the matters together	1. Lecture and material preparation 2. Raise the questions and give an opportunity to ask and discuss 3. Observe the learning behavior of the students	1. Participation in raising the questions and discussion 2. Learning from thinking for formulating the questions and explore the answers by themselves 3. Learning the role and group function and respect other opinions. 4. Responsible for self-learning and the others in the class room	1. Text book, media materials, supplementary reading, suggested reading	3 hr.	- Learning Interest - Observe the group activities - Questions and answer - Achievement of the group Presentation

Topic	Date/Month/Year	Learning Objectives	Learning matters	Learning Activities	Role of Instructor	Role of Students	Learning Materials	Period	Evaluation
Chapter 17 Markets with asymmetric Information	23 September 2008 (Week 15)	1. can explain quality uncertainty and the market for lemons 2. can explain market signaling 3. can explain moral hazard 4. can explain the principle agent problem 5. can explain managerial incentives in an integrated firm 6. can explain asymmetric information in labor market: efficiency wage theory	1. quality uncertainty and the market for lemons 2. market signaling 3. moral hazard 4. the principle agent problem 5. managerial incentives in an integrated firm 6. asymmetric information in labor market: efficiency wage theory	1. Set Induction Raise some questions 2. Learning hierarchy - Lecture and ask the questions - Consider the examples - Individual and Group Discussion 3. Summary - conclude the matters together	1. Lecture and material preparation 2. Raise the questions and give an opportunity to ask and discuss 3. Observe the learning behavior of the students	1. Participation in raising the questions and discussion 2. Learning from thinking for formulating the questions and explore the answers by themselves 3. Learning the role and group function and respect other opinions. 4. Responsible for self-learning and the others in the class room	1. Text book, media materials, supplementary reading, suggested reading	1.5 hr.	- Learning Interest - Observe the group activities - Questions and answer - Achievement of the group Presentation

Topic	Date/Month/Year	Learning Objectives	Learning matters	Learning Activities	Role of Instructor	Role of Students	Learning Materials	Period	Evaluation
Chapter 18 Externalities and Public Goods	23 September 2008 (Week 15)	1. can explain externalities 2. can explain ways of correcting market failure 3. can explain externalities and property rights 4. can explain common property resources 5. can explain public goods 6. can explain private preferences for public goods	1. externalities 2. ways of correcting market failure 3. externalities and property rights 4. common property resources 5. public goods 6. private preferences for public goods	1. Set Induction Raise some questions 2. Learning hierarchy - Lecture and ask the questions - Consider the examples - Individual and Group Discussion 3. Summary - conclude the matters together	1. Lecture and material preparation 2. Raise the questions and give an opportunity to ask and discuss 3. Observe the learning behavior of the students	1. Participation in raising the questions and discussion 2. Learning from thinking for formulating the questions and explore the answers by themselves 3. Learning the role and group function and respect other opinions. 4. Responsible for self-learning and the others in the class room	1. Text book, media materials, supplementary reading, suggested reading	1.5 hr.	- Learning Interest - Observe the group activities - Questions and answer - Achievement of the group Presentation