

## A Learning Management Model that Promotes Creative thinking Using a Flipped classroom Learning Approach for Students Teacher

**Walida Ounruean**

Curriculum and Instruction (of Education), Rajabhat Uttaradit University, Uttaradit, Thailand

### Abstract

This study evaluated the creative thinking of students after learning from the learning management Model. The sample group includes 11 students from the faculty of education, Uttaradit Rajabhat University who studied learning management by the method of selecting a purposive sampling. Research instruments were the learning management model to promote creativity by using a flipped classroom learning management approach and the creativity test. The data analyzes using statistics average, standard deviations, content analysis, and the one-group pretest and posttest design. The results of the research showed that basic information on students' creativity, students have a demand for instructors to manage hands-on learning according to the aptitudes and interests of learners. There is an exchange of learning, challenges in order to create new knowledge and creativity. The overall results of the assessment of the learning management model are the most appropriate ( $X = 4.85$ ,  $S.D. = 0.20$ ). The overall evaluation result of the learning management model is 0.95, which is in accordance with the set criteria. The assessment of creativity using the learning management model before and after the class is 48.80% before the class and 81.60% after the class. It was found that students were more creative than before. This is 32.80 percent, which is statistically significantly higher than the threshold of .05.

### Keywords

Learning Management Model, Classroom Learning Management, Creativity.