



TQF 3

Bachelor's Degree

Master's Degree

TQF.3 Course Specification

Course Code: IGM 1111 **Course Title:** World Environment

Credits: 3(3-0-6)

Program: Airline Business, International College

Suan Sunandha Rajabhat University

(SSRUIC)

Semester: 2 **Academic Year:** 2016

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Section 1 General Information

1. Code and Course Title:

English: IGM 1111 World Environment

Thai: IGM 1111 สิ่งแวดล้อมโลก

2. Credits: 3 (3-0-6)

3. Curriculum and Course Category:

3.1 Curriculum: Bachelor of Arts in Airline Business

3.2 Course Category:

General Education

Required Course

Elective Course

Others

This course of Bachelor of Arts, International College, SSRU, is categorized in *Airline Business Courses as General Education Course in Science Mathematics and Technology*

4. Lecturers Responsible for Course and Instructional:

Course Lecturers:

4.1 Lecturer responsible for Course: Ms. Kanittha Charernnit

4.2 Instructional Course Lecturers: Ms. Kanittha Charernnit

5. Contact/Get in touch

Room number 304

5.1 Ms. Kanittha Charernnit

Tel: 081-6682310

E-mail: kanittha.ch@ssru.ac.th

6. Semester/Year of study

6.1 Semester 2, Year of study 2016

6.2 Number of students enrolled: **TBA Students**

7. Prerequisite Course

None

8. Co-requisite Course:

None

9. Learning Location

International College, Suan Sunandha Rajabhat University,
Nakhon Pathom Education Center

10. Last Date for Preparing and Revising this Course:

December, 2016

Section 2 Objectives and Purposes

1. Course Objectives

At the end of this course, the student will reach to five domains in the following areas of performance:

1.1 Morals and Ethics

- (1) Able to demonstrate on-time performance and morality in all area
- (2) Able to demonstrate relevant morals in the organization and in daily life

1.2 Knowledge

- (1) Able to understand the importance of world environment and climate change
- (2) Able to demonstrate and analyze in the important issues which are global warming, climate change, ozone depletion and severe weather changes
- (3) Able to indicate and up-to-date in the global environment situation
- (4) Able to indicate the cause and effect of world environment problems

1.3 Cognitive Skills

- (1) Able to demonstrate and Analyze in the important environment issues which are global warming, climate change, ozone depletion and severe weather changes
- (2) Able to understand and demonstrate solution in daily life
- (3) Able to indicate the cause and the effect of world environment problems

1.4 Interpersonal Skills and Responsibility

- (1) Able to apply new solutions to minimize the environment issues
- (2) Able to realize the consciousness for solving the environment issues
- (3) Able to apply morality in a teamwork
- (4) Able to demonstrate the related ideas with the team

1.5 Numerical Analysis, Communication and Information Technology Skills

- (1) Be able to use IT to search for new knowledge and apply numerical analysis in world environment with emphasis on practical and real life experiences, use basic ICT skills and apply daily

2. Objectives for Developing / Revising Course (content / learning process / assessment / etc.)

Regarding to TQF (Thailand Qualification Framework: HEd.) for General Education courses, undergraduate students should have an opportunity to demonstrate their logical thinking to integrate in terms of global warming, climate change, ozone depletion and severe weather changes. In addition, the students need to express their ideas through the group discussion, case study, report and presentation in the relevant topics which are the cause, the problem and the solution. Lastly, the students must be concentrating on managing system in order to apply all knowledge for protecting ecosystem in the world

Section 3 Course Structure

1. Course Outline

This course is to up-to-date global warming problems, causes, and solutions. The main topic includes climate change, ozone depletion, and severe weather changes. Many recent major events of worldwide global warming and its trend will be studied. This course also focuses on the important topics of managing and protecting ecosystem.

2. Time Length per Semester (Lecture – hours / Practice – hours / Self Study – hours)

Lecture	Practice/ Field Work/Internship	Self-Study	Remedial Class
3 hours/weeks	0 hours	6 hours/week	3+ (if any)

3. Time Length per Week for Individual Academic Consulting and Guidance

(The lecturer responsible for course identifies the information, for example, 1 hour / week)

3.1 Self consulting at the lecturer's office: Room Number 304, everyday International College Building, International College (Nakorn Pathom Education Center /SSRUIC)

3.2 Consulting via office telephone/mobile phone: as above

3.3 Consulting via E-Mail: as above

3.4 Consulting via Social Media (Facebook/Twitter/Line): Line

3.5 Consulting via Computer Network (Internet/Web board): University website

Section 4 Developing Student's

Learning Outcomes

1. Morals and Ethics

1.1 Morals and Ethics to be developed

- Be able to deliver or complete the required task on time
- Be able to do the right thing according to the values, beliefs, and principles they claim to hold
- Be able to make decisions according to moral concepts and judgements

1.2 Teaching Strategies

- Direct instruction
- Discussion
- Student research
- Self - study

1.3 Assessment Strategies

- Measurement of punctuality and attendance
- Measurement of personal interaction style
- Measurement of original contribution

2. Knowledge

2.1 Knowledge to be developed

- Be able to identify the proper theories and describe important case studies
- Be able to provide an analysis and provide solutions to real world problems
- Be able to organize self-study and share information with the class

2.2 Teaching Strategies

- Cooperative learning
- Problem-based learning
- Direct instruction
- Self - Study

2.3 Assessment Strategies

- Mid-term test
- Final test
- Cooperative learning evaluations

3. Cognitive Skills

3.1 Cognitive Skills to be developed

- The ability to gather and summarize information, and conduct research
- Self-study and sharing information with the class
- The ability to solve problems with case studies

3.2 Teaching Strategies

- Cooperative learning
- Problem-based learning
- Direct instruction
- Self - Study

3.3 Assessment Strategies

- Cooperative learning evaluations
- Direct instruction
- Quizzes

4. Interpersonal Skills and Responsibilities

4.1 Interpersonal Skills and Responsibilities to be developed

- Be able to use interpersonal communication skills

- Be able to collaborate in teams and solve problems
- Demonstrate leadership

4.2 Teaching Strategies

- Direct instruction
- Cooperative learning
- Group work activities

4.3 Assessment Strategies

- Quizzes
- Cooperative learning evaluations
- Group work evaluations

5. Numerical Analysis, Communication and Information Technology Skills

5.1 Numerical Analysis, Communication and Information Technology to be developed

- Be able to use IT to search for new knowledge and apply numerical analysis with emphasis on practical and real life experiences, use basic ICT skills and apply daily

5.2 Teaching Strategies

- Direct instruction and Group work activities

5.3 Assessment Strategies

- Quizzes and Group work evaluations

6. Other Domain

None

- **Remark:** Symbol ● means ‘major responsibility’

Symbol □ means ‘minor responsibility’

No symbol means ‘no responsibility’

The above symbols were shown in 'Curriculum Mapping' of TQF 2. (Program Specification)

Learning Standards/Outcomes	Learning Activities	Learning Assessment
<p>1. Morals and Ethics</p> <p>1.1 Be able to deliver or to complete a required task at appointed time;</p> <p>1.2 Be able to do the right thing according to the values, beliefs, and principles they claim to hold;</p> <p>1.3 Be able to make decisions in business according to moral concepts and judgments.</p>	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Constructivist approaches • Cooperative learning: Jigsaw 	<ul style="list-style-type: none"> • Attendance • Quizzes • Group reports and presentations
<p>2. Knowledge</p> <p>2.1 Be able to identify the proper theories and describe important case studies.</p> <p>2.2 Be able to provide an analysis and provide the solution to real world problems.</p> <p>2.3 Be able to organize self-study and sharing information to the class.</p>	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Constructivist approaches • Cooperative learning: Jigsaw 	<ul style="list-style-type: none"> • Quizzes • Midterm • Final • Group reports and presentations

Learning Standards/Outcomes	Learning Activities	Learning Assessment
<p>3. Cognitive Skills</p> <p>3.1 The ability to gather and summarize information, and conduct research;</p> <p>3.2 Self-study and sharing information to the class;</p> <p>3.3 The ability to solve problems from case studies.</p>	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Constructivist approaches • Cooperative learning: Jigsaw 	<ul style="list-style-type: none"> • Quizzes • Midterm • Final • Group reports and presentations
<p>4. Interpersonal Skills and Responsibilities</p> <p>4.1 Be able to use interpersonal English as a communication skill.</p> <p>4.2 Be able to collaborate well in teams for problem solving.</p> <p>4.3 Be able to show leadership skills.</p>	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Constructivist approaches • Cooperative learning: Jigsaw 	<ul style="list-style-type: none"> • Quizzes • Group reports and presentations • Evaluate English skills during class

Learning Standards/Outcomes	Learning Activities	Learning Assessment
<p>5. Numerical Analysis, Communication and Information Technology Skills</p> <p>5.1 Be able to use IT to search for new knowledge and apply numerical analysis in communication with emphasis on practical and real life experiences, use statistics and mathematics to solve air transport business problems by using basic ICT skills and apply them daily.</p>	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Constructivist approaches • Cooperative learning: Jigsaw 	<ul style="list-style-type: none"> • Quizzes • Group reports and presentations

Section 5 Lesson Plan and Assessment

1. Lesson Plan

Week	Topic/Outline	Period	Learning Activities and Medias
1	<p><u>Unit 1:</u> Introduction to World Environment</p> <ul style="list-style-type: none"> • Course Outline and evaluation criteria • Pre - Test 	3	<ul style="list-style-type: none"> • Lecture and group discussion • Cooperative approaches
2	<p><u>Unit 2:</u> Current Environment Problems</p> <ul style="list-style-type: none"> • Climate change • Global warming • Severe weather change • Ozone depletion • Ecology management system 	3	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Cooperative learning approaches
3	<p><u>Unit 3:</u> Ice is Melted</p> <ul style="list-style-type: none"> • How is the earth's temperature changing? • Different Places, Different Temperature changes • Group Assignment # 1 	3	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Problem-Based learning • Cooperative learning
4	<p><u>Unit 4:</u> Concept of Climate change</p> <ul style="list-style-type: none"> • Cause of climate change • Impact of greenhouse gases • Individual Assignment # 1 • Quiz 1 	3	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Problem-Based learning • Cooperative learning

Week	Topic/Outline	Hours	Learning Activities and Medias
5	Unit 5: Sign of Global Warming I <ul style="list-style-type: none"> • Direct and indirect evidence • Melting ice and snow • Impact on wildlife 	3	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Problem-Based learning and Cooperative learning approaches
6	Unit 6: Signs of Global Warming II <ul style="list-style-type: none"> • Consequence of Global warming 	3	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Problem-Based learning and Cooperative learning approaches
7	Mid-term Examination	3	<ul style="list-style-type: none"> • Paper and pencil test
8	Group Presentation	3	<ul style="list-style-type: none"> • Group presentation
9	Unit 7: Ozone Depletion <ul style="list-style-type: none"> • The cause of ozone depletion • The solution for minimize ozone depletion Individual Assignment # 2	3	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Problem-Based learning and Cooperative learning approaches
10	<ul style="list-style-type: none"> • Field Trip @ Chitralada Royal Villa 		
11	Unit 8: Severe Weather Change <ul style="list-style-type: none"> • Elnino and Lanina • Floods • Tsunamis • Snow and avalanches • Volcanoes Group Assignment # 2	3	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Problem-Based learning • Cooperative learning
12	Unit 9: Solution for Global Warming I <ul style="list-style-type: none"> • The community's act 	3	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Problem-Based learning • Cooperative learning

Week	Topic – Outlines	Hours	Learning Activities and Medias
13	<p><u>Unit 10:</u> Solution for Global Warming II</p> <ul style="list-style-type: none"> • What will business able to do? • How is the public sector minimizing the problems? <p>Individual Presentation # 2</p>	3	<ul style="list-style-type: none"> • Student-centered: Problem-Based learning • Cooperative learning
14	<p><u>Unit 11:</u> Managing and Protecting Ecosystem</p> <ul style="list-style-type: none"> • Ecosystem management • Importance of protecting ecosystem 	3	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Problem-Based learning • Cooperative learning
15	<p>Group Presentation and Review for Final Examination</p> <ul style="list-style-type: none"> • Group Presentation • Prepare and revision for final exam 	3	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Problem-Based learning • Cooperative learning
16	<p>Final Examination and assignment submission</p> <p>May, 2016</p>	3	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Problem-Based learning • Cooperative approach
	Total of Hours	45	

2. Learning Assessment Plan

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>1 Morals and Ethics 1.1 Be able to deliver or to complete a required task at appointed time;</p> <p>1.2 Be able to do the right thing according to the values, beliefs, and principles they claim to hold;</p> <p>1.3 Be able to make decisions in business according to moral concepts and judgments.</p>	<ul style="list-style-type: none"> • Attendance • Quizzes • Student behavior 	<p>Throughout semester</p>	<p>10 %</p>
<p>2. Knowledge 2.1 Be able to identify the proper theories and describe important case studies;</p> <p>2.2 Be able to provide an analysis and provide the solution to real world problems;</p> <p>2.3 Be able to organize self-study and sharing information to the class.</p>	<ul style="list-style-type: none"> • Quizzes • Midterm • Final • Group reports and presentations 	<p>Throughout semester</p>	<p>55 %</p>

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>3. Cognitive Skills</p> <p>3.1 The ability to gather and summarize information, and conduct research;</p> <p>3.2 Self-study and sharing information to the class;</p> <p>3.3 The ability to solve problems from case studies</p>	<ul style="list-style-type: none"> • Quizzes • Midterm • Final • Group reports and presentations 	<p>Throughout semester</p>	<p>20 %</p>
<p>4. Interpersonal Skills and Responsibilities</p> <p>4.1 Be able to use interpersonal English communication skills.</p> <p>4.2 Be able to collaborate well in teams for problem solving.</p> <p>4.3 Be able to show leadership skills.</p>	<ul style="list-style-type: none"> • Quizzes • Group reports and presentations • Evaluate English skills during class 	<p>Throughout semester</p>	<p>5 %</p>

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>5. Numerical Analysis, Communication and Information Technology Skills</p> <p>5.1 Be able to use IT to search for new knowledge and apply numerical analysis in communication with emphasis on practical and real life experiences, use statistics and mathematics to solve air transport business problems by using basic ICT skills and apply them daily.</p>	<ul style="list-style-type: none"> • Quizzes • Group reports and presentations 	<p>Throughout semester</p>	<p>10 %</p>

Section 6 Learning and Teaching Resources

1. Textbook and Main Documents

Alex Steffen, c. b. (2011). **World Changing a user guide for the 21st century**. New York: Abram.

Silver, J. (2008). **global warming and climate change** . America: RR Donnelley.

Yarrow, J. (2009). **ecological** . London: Duncan Baird

Kiran B chhokar, Mamata Pandya, Meena Raghunathan (2004) **Understanding Environment**. New Delhi

2. Important Documents for Extra Study

Documentaries: Home, Inconvenience Truth, Strange days on planet earth and Earth Report. Online Medias: You Tube:

Global warming: <http://www.youtube.com/watch?v=oJAbATJCugs&feature=fvvr>

Sustainability: <http://www.youtube.com/watch?v=B5NiTN0chj0&feature=related>

3. Suggestion Information (Printing Materials/Website/CD/Others)

Keywords for searching:

Online Academic Journal:

Charles, B. (1993). Some Fundamental Truths About Tourism: Understanding Tourism's Social and Environment fall impact. *Journal of sustainable tourism*, 7-15.

Gian-Reto Walther, Eric Post, Peter Convey, Annette Menzel, Camille Parmesank, Trevor J. C. Beebee, Jean-Marc Fromentin. (2002, March 28). Ecological responses to recent climate. *Macmillan Magazines* , pp. 389-39

Section 7 Course Evaluation and Improvement

1. Strategies for Course Evaluation by Students

Using survey questions to collect information from the students' opinions to improve the course and enhance the curriculum. Examples of questions:

- (1) Content objectives were made clear to the students.
- (2) The content was organized around the objectives.
- (3) Content was sufficiently integrated.
- (4) Content was sufficiently integrated with the rest of the first year curriculum.

- (5) The instructional materials used were effectively.
- (6) The learning methods appropriate assessed the students' understanding of the content.
- (7) Overall, Students are satisfied with the quality of this course.

2. Strategies for Course Evaluation by Lecturer

2.1 Lecturers team observes the class and discusses the results as follow:

- (1) The lecturer is well prepared for class sessions.
- (2) The lecturer answers question carefully and completely.
- (3) The lecturer uses examples to make the materials easy to understand.
- (4) The lecturer stimulated interest in the course.
- (5) The lecturer made the course material interesting.
- (6) The lecturer is knowledgeable about the topics presented in this course.
- (7) The lecturer treats students respectfully.
- (8) The lecturer is fair in dealing with students.
- (9) The lecturer makes students feel comfortable about asking question.
- (10) Course assignment is interesting and stimulating.
- (11) The lecturer's use of technology enhanced learning in the classroom.

2.2 The Director /Head of program construct assessment items to evaluate four dimensions of lecturer's competencies: teaching skills, organization and presentation of materials, management of the learning environment, and teaching attitudes.

3. Teaching Revision

Lecturer revises teaching/learning process based on the results from the students' survey questions, the lecturer team's observation, and classroom research.

4. Feedback for Achievement Standards

International College Administrator Committee monitor to assessment process and Grading.

5. Methodology and Planning for Course Review and Improvement

- (1) Revise and develop course structure and process every three years.
 - (2) Assign different lecturers to teach this course to enhance students' performance.
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