



## **IBP2425 Human Resource Management 3(3-0-6) (IB-Code 60)**

### **TQF 5 Course Report**

The Course Report herein refers to the teaching and learning report of a lecturer at the end of each semester course. The report includes an assessment whether the course was conducted as planned in the course specification and, if not, suggestions for improvement. The report also presents student academic results, the number of students for the duration of the course, course management problems, an analysis of the course evaluation result from students/Head of Department or external auditor, an opinion survey of employers, and suggestions to the course coordinator for improvement and development.

#### **The Course Report consists of six sections:**

Section 1	General Information
Section 2	Teaching and Learning Management Compared to a Teaching Plan
Section 3	Summary of Teaching and Learning Result
Section 4	Problems and Effects of Course Management
Section 5	Course Evaluation
Section 6	Improved Teaching Plan

## Course Report

Name of Institution: Suan Sunandha Rajabhat University

Campus/Faculty/Department: International College

### Section 1: General Information

- Course title and code:** IBP2425 Human Resource Management  
**Course Title (Thai):** การบริหารทรัพยากรมนุษย์
- Pre-requisite:** IBU 1201 Principles of Management  
**Responsible Instructor and section:** Asst. Prof. Dr. Kevin Wongleedee
- Course semester/academic year:** Semester 3/2018
- Place of study:** Room 3148, Main Campus Building 31, Suan Sunandra Rajabhat University

### Section 2: Teaching and Learning Management Compared to a Teaching Plan

- Report of a planned teaching hours compared to an actual teaching hours**  
Specify teaching topics, teaching hours according to the plan, and actual teaching hours. If the actual teaching hours are different from the plan by more than 25%, specify the reasons.

Teaching Topics	Planned Hours	Actual Hours	If planned teaching hours differs from actual teaching hours more than 25%, specify reasons.
Introduction to operation management Global environment Domestic environment	3	3	
World -diversity of business Teamwork Case: ASEAN Operation Management	3	3	
Company laws Employee involvement and flexible work schedule	3	3	

Communication of international operation manufacturing	3	3	
Selection process Matching people and jobs Employment test Employment interview	3	3	
Training and development Conducting needs assessment Designing the training program	3	3	
Review all materials			
Midterm Exam	3	3	
Designing Organization Planning, controlling, scheduling	3	3	
Individual decision and team decision making Case: Decision Making	3	3	
Job evaluation system The compensation structure	3	3	
Operation management around the World	3	3	
Employee benefits Employee assistance programs Case: a benefits package.	3	3	
Vital topics Safety and Health working environment (Make-up Class) Study Time	3	3	
<b>Final Exam</b>	<b>3</b>	<b>3</b>	

## 2. Teaching topics not covered as planned

Specify topics that are not covered according to the teaching plan. The lecturer may consider whether the main points of the topics affect learning outcomes at both the course and program levels. If there is any impact on student learning outcomes, give suggestions.

Teaching topics not covered as planned	Effects to learning outcomes	Provide any suggestions

## 3. Efficiency of teaching towards learning outcomes, as specified in course design

Specify whether teaching methodology can lead towards achievement of all domains of learning outcomes, as articulated in course specification. Specify problems found in teaching. Give suggestions.

Domains of Learning outcomes	Teaching methodology and activities in class	Efficiency		Setback during teaching and Suggestions
		Yes	No	
<b>1. Ethics and Morals</b>  Punctuality  Honesty  Self-responsibility	1. Activities that require students to practice being punctual and no tardiness  2. Learn the consequences of plagiarism  3. Students help to prevent Cheating in classroom and during Examinations	√		-Some students have a habit of being late and absent. Finally have to withdraw from the class due to attendance is less than 80 percent.  -Need to explain to students to understand the consequences of being late and absent.
<b>2. Knowledge</b>  Understand the class material and be able to apply knowledge in real life.	1. PowerPoint  2. Problem-Based Learning  3. Case Study  4. Group Study  5. Group Presentation  6. Questions and Answers	√		-Some students have extremely limited ability in English.  -Need an extra attention in class.
<b>3. Cognitive Skills</b>  Get the ability in problem analysis of globalization. Be able to use principles and theories correctly.	1. Do research  2. Case Study  3. Brainstorming  4. (Guest Speaker)	√		-Students need to get real time information in classroom.  -Encourage students to use I-phone, I-pad, laptop computer with WIFI access to attain real time information.
<b>4. Interpersonal Skills and Responsibilities</b>  Role play	1. Group Discussion  2. Group Presentation	√		-Students too shy to ask questions in class  -Use team learning and students ask more

Leadership				questions within the group.
Teamwork				
<b>5. Numerical Analysis, Communication and Information Technology Skills</b>	1. Students present their work by using Graphs and mathematics. 2. Students present their work by using proper terminologies of business English 3. Students use both quantitative and qualitative analysis in their problem solving	√		
Communication				
Qualitative analysis				
Use of IT skills				

#### 4. Teaching improvement

Suggest strategies to your department to improve teaching methodology based on problems found in Section 2, No. 3.

**Suggestions: Need to use more textbooks of case study of modern HRM of ASEAN such as the HRM and the success of Jack Ma and Alibaba Case rather than all American Case Study.**

### Section 3: Summary of Teaching and Learning Results

1. Number of students registered for the course: 30 students
2. Number of students at the end of the semester: 29 students
3. Number of students who withdrew from the course: 1 students
4. Distribution of scores level (grade)

Student's score as percentage	Grade	Total	Percentage
86 – 100	A	13	48.15
82 – 85	A-	2	7.41
78 – 81	B+	3	11.11
74 - 77	B	4	14.81
70 – 73	B-		
66 – 69	C+	2	7.41
62 – 65	C	2	7.41
58 – 61	C-	1	3.70
54 – 57	D+		

50 - 53	D		
46 - 49	D-		
0 - 45	F		
	I		
	W		

**5. Factors influencing unusual scores level: None**

**6. Errors from (grade) assessment plan**

6.1 Errors about setting time for assessment

6.1.1 Specify errors and reasons.

6.1 Errors due to timing	Reasons
Time for group discussion often takes longer than expected. Students took a long time to answer questions in English.	It is hard to control group discussion and students often require more time. Too much noises and distractions in the campus due to many constructions.

6.2 Errors about assessment techniques

6.2.1 Specify errors and reasons.

6.2 Errors due to the assessment techniques	Reasons
Peer evaluation might be bias and students may not take time to understand the rubric score thoroughly.	Students tend to give their best friend a better evaluation and students do not take time to understand the rubric score thoroughly.

**7. Revision of student efficiency**

7.1 Specify methods of revision and summarize the result.

Method of revision	Conclusion
Have a meeting and discussion among lecturers and stakeholders.	Make a suggestion to reduce the bias of peer evaluation.

## Section 4: Problems and Effects of Course Management

**1. Teaching resources and facilities problem**

- 1.1 Specify problems about teaching resources and facilities and their impact.

<b>Problems</b>	<b>Impacts</b>
Students cannot search SCOPUS papers for reviewing in the class due internet blocking.	Students did not have good example of SCOPUS papers to review and discuss.

**2. Management and organization problem**

- 2.1 Specify problems about management and organization and their impact on student learning.

<b>Problems</b>	<b>Impacts</b>
There are too much trouble of paper works and procedures to take students to field trip off campus such as process of getting and approving for a bus.	Students lose their opportunities to learn from experts and real business procedure on sites.

## **Section 5: Course Evaluation**

**1. Result of student course evaluations (please see attachment.)**

- 1.1 Feedback from student evaluations  
 1.1.1 Specify strengths and weaknesses.

Students need more time to prepare their PowerPoint presentation and do their term paper with proper academic English.
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- 1.2 Lecturer's opinion of student feedback

Lecturer agrees that it will help students by providing a better technique of searching information in order to save students' time.
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**2. Result of course evaluation from other evaluation methods.**

- 2.1 Feedback from other evaluation methods  
 2.1.1 Specify strengths and weaknesses.

Strength: This course is enjoyable and helps students to understand about basic business procedure and business functions.  Weakness: there are too many theories that students need to understand in a short time.
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- 2.2 Lecturer's opinion of feedback

There is a need to find international business guest speaker to provide an extra knowledge for students.
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## Section 6: Improved Teaching Plan

### 1. Progression of improved teaching plan as presented in the previous course report.

- 1.1 Specify an improved teaching plan that was proposed in the previous semester/academic year, and describe whether it was conducted as planned. If not, give reasons.

An improved plan	The result
A plan to use more e-learning for additional practice exercises.	Provide two additional practice exercises that students can do at home via Moodle.

### 2. Other methods for course improvement

- 2.1 Briefly describe how to improve the course, e.g., new teaching methods for the current semester/academic year or new teaching instruments.

-Make an adjustment of the speed of the lecture in the classroom depends on the English ability of students and their prior knowledge of the subject matters.  
 -Use new teaching techniques such as jigsaw method, and group investigation  
 -Create more positive learning environment by using problem-based learning.

### 3. Suggestion an improvement of the plan for the next semester/academic year

- 3.1 Specify a plan with expected deadlines and person who is responsible.

Proposed Plan	Deadline	Responsible Lecturer
A plan to have an international guest speaker chosen by students	About the fifth week of the class	Asst. Prof. Dr. Kevin Wongleedee.

Reported by: Asst. Prof. Dr. Kevin Wongleedee

Submitted Date: May 22, 2019

Head of IB program.....