

TQF.3

Bachelor's Degree

Master's Degree



## **Course Specification**

**Course Code:** IBD2401

**Course Title:** E-Sport Training

**Credits:** 3(2-2-5)

**Program:** Digital International Business (B.B.A)

**Semester:** 2 **Academic Year:** 2020

**College of Hospitality Industry Management  
Suan Sunandha Rajabhat University  
(CHM)**

## Section 1 General Information

### 1. Code and Course Title:

Course Code: IBD2401

Course Title (English): E-sport Training

Course Title (Thai): กีฬาอิเล็กทรอนิกส์เชิงปฏิบัติ

### 2. Credits: 3(2-2-5)

### 3. Curriculum and Course Category:

3.1 Curriculum: Bachelor of Business Administration, Program in Digital International Business (International Program), Revised in 2020.

3.2 Course Category:

General Education

Major Course

Elective Course

Others .....

### 4. Lecturer Responsible for Course and Instructional Course

#### Lecturer (s):

4.1 Lecturer Responsible for Course: Ms.Phinyar Chaisongkram

4.2 Instructional Course Lecturer(s): Ms.Phinyar Chaisongkram

### 5. Contact/Get in Touch

Room Number: 305 Tel. 084-450-5963 E-mail: [phinyar.ch@ssru.ac.th](mailto:phinyar.ch@ssru.ac.th)

### 6. Semester/ Year of Study

6.1 Semester: 2 Year of Study 2020

6.2 Number of the students enrolled: TBA

### 7. Pre-requisite Course (If any)

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### 8. Co-requisite Course (If any)

Course Code: None

Course Title: None

### 9. Learning Location

**Building:** International College, Nakhon Pathom Education Center

### 10. Last Date for Preparing and Revising this Course:

December 2020

## **Section 2 Aims and Objectives**

### **1. Course Aims**

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) The ability to deliver or to complete a required task at or the appointed time,
- (2) The ability to do the right thing according to the values, beliefs and principles they claim to hold,
- (3) The ability to make decisions in business according to moral concepts and judgments.

#### 1.2 Knowledge

- (1) The ability to identify the business theories and describe important case studies,
- (2) The ability to provide an analysis and provide the solution to real world problems,
- (3) The ability to use business knowledge integrated with other disciplines.

#### 1.3 Cognitive Skills

- (1) The ability to gather and summarize information, and conduct research,
- (2) Self-study and sharing information to the class,
- (3) The ability to solve problems from case studies.

#### 1.4 Interpersonal Skills and Responsibility

- (1) The ability to communicate in English,
- (2) The ability to use English to solve business problem,
- (3) Initiate some new business ideas and have leadership.

#### 1.5 Numerical Analysis, Communication and Information Technology Skills

- (1) Be able to use basic ICT skills and apply them to daily life,
- (2) Be able to use statistics and mathematics to solve business problems,
- (3) Be able to use IT to search for new knowledge and apply numerical analysis in communication with emphasis on practical and real life experiences.

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

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## Section 3 Characteristics and Operation

### 1. Course Outline

This course will focus on understanding E-sport ecosystem. Students require to do the workshops that related with each E-sport stakeholder such as professional player, caster or streamer, E-sport event organizer, E-sport team and agency etc.

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

| Lecture (hours) | Practice/ Field Work/ Internship (hours) | Self-Study (hours) | Remedial Class (hours) |
|-----------------|--|--------------------|------------------------|
| 30 hours        | 30 hours                                 | 75 hours           | -                      |

### 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 305 International College Building, Nakhon-Pathom Education Center.

Mon., 9:00 AM – 4:00 PM

#### 3.2 Consulting via office telephone/mobile phone:

084-450-5963

#### 3.3 Consulting via e-mail:

phinyar.ch@ssru.ac.th

#### 3.4 Consulting via social media (Facebook/Twitter/Line):

LINE ID: @ajphinyar / LINE Group

#### 3.5 Consulting via computer network (Internet/Web board):

Moodle LMS, Google Hangout Meet

## Section 4 Developing Student's Learning Outcomes

### 1. Morals and Ethics

#### 1.1 Morals and Ethics to be developed

- (1) The ability to deliver or to complete a required task at or the appointed time,
- (2) The ability to do the right thing according to the values, beliefs and principles they claim to hold,
- (3) The ability to make decisions according to moral concepts and judgments.

#### 1.2 Teaching Strategies

- (1) The team of students will help to remind other team members to be on time,
- (2) Provide an example of integrity in classroom such as no plagiarism,
- (3) Provide a case study that explains business ethics.

#### 1.3 Evaluation Strategies

- (1) Checking student attendance every class,
- (2) Evaluate from how many students cheating in exam,
- (3) Evaluate from students' responsibility on their contribution on group project.

### 2. Knowledge

#### 2.1 Knowledge to be acquired

- (1) The ability to identify the business theories and describe important case study,
- (2) The ability to provide an analysis and provide the solution to real world problems,
- (3) The ability to use business knowledge integrated with other disciplines.

#### 2.2 Teaching Strategies

- (1) Use Problem-based learning,
- (2) Use cooperative learning techniques,
- (3) Invite guest speaker who is an expert in real world business.

#### 2.3 Evaluation Strategies

- (1) Pop-quiz, midterm, and final exam,
- (2) A group project,
- (3) Class Presentation.

### 3. Cognitive Skills

#### 3.1 Cognitive Skills to be developed

- (1) The ability to gather and summarize information, and conduct research,
- (2) Self-study and sharing information to the class,
- (3) The ability to solve problems from case studies.

#### 3.2 Teaching Strategies

- (1) Group presentations,
- (2) Participate in real competitions such as business plan writing,
- (3) Problem-based learning.

#### 3.3 Evaluation Strategies

- (1) Evaluate individual and group research and studies,
- (2) Evaluate in class activities and personal involvement,
- (3) Class presentations and discussion.

#### 4. Interpersonal Skills and Responsibility

##### 4.1 Interpersonal Skills and Responsibility to be developed

- (1) The ability to communicate in English,
- (2) The ability to use English to solve business problem,
- (3) The ability to initiate some new business ideas and have leadership.

##### 4.2 Teaching Strategies

- (1) Allow students with work in unfamiliar situation with new team members,
- (2) Practice business manner and how to deal with customers,
- (3) Use advance business English to communicate in class and with lecturers.

##### 4.3 Evaluation Strategies

- (1) How students participate in teamwork,
- (2) How students use advance business English in their presentation,
- (3) Evaluate students' business creativities and innovativeness by keynote speaker involvement or students contest organization.

#### 5. Numerical Analysis, Communication and Information Technology Skills

##### 5.1 Numerical Analysis, Communication and Information Technology Skills to be developed

- (1) Be able to use basic ICT skills and apply them to daily life,
- (2) Be able to use statistics and mathematics to solve business problems,
- (3) Be able to use IT to search for new knowledge and apply numerical analysis in communication with emphasis on practical and real life experiences.

##### 5.2 Teaching Strategies

- (1) Use case studies that allow students to implement their knowledge of statistics and mathematics to solve business problems,
- (2) Use activities such as encouraging students to show their work in an exhibition,
- (3) Students will form a team and do the group projects that require two-ways communication and develop their social skills.

##### 5.3 Evaluation Strategies

- (1) Evaluate the correct application of statistics and mathematics to solve problems,
- (2) Evaluate their ability to present their work in at an exhibition,
- (3) Evaluate their ability to use software computer such as Photoshop doing their work.

**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)

## Section 5 Lesson Plan and Assessment

### 1. Lesson Plan

| Week     | Topic/Outline   | Periods | Learning Activities and Medias   | Online/Offline |
|----------|---|---------|--|----------------|
| 1        | Course Introduction<br>What is E-sport?   | 4       | <ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Discussion</li> <li>• Student research</li> <li>• Moodle</li> </ul>                   | Online         |
| 2        | History and the development of E-sport  | 4       | <ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Discussion</li> <li>• Co-operative learning</li> <li>• Student research</li> </ul>    | Online         |
| 3        | E-Sport Ecosystem:<br>E-sport industry overview   | 4       | <ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Discussion</li> <li>• Co-operative learning</li> <li>• Student research</li> </ul>    | Online         |
| 4        | E-Sport Ecosystem:<br>Game publisher / E-sport<br>Event Organizer   | 4       | <ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Discussion</li> <li>• Co-operative learning</li> <li>• Student research</li> </ul>    | Online         |
| 5        | E-Sport Ecosystem:<br>Game Content Creator  | 4       | <ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Discussion</li> <li>• Co-operative learning</li> <li>• Student research</li> </ul>    | Online         |
| 6        | E-Sport Ecosystem:<br>E-sport player, E-sport team<br>and agency  | 4       | <ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Discussion</li> <li>• Co-operative learning</li> <li>• Student research</li> </ul>    | Blended        |
| 7        | Midterm Project Preparation:<br>E-sport career and<br>opportunity   | 4       | <ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Discussion</li> <li>• Co-operative learning</li> <li>• Student research</li> </ul>    | Blended        |
| <b>8</b> | <b>Midterm Examination</b>  |         |  |                |
| 9        | Midterm Project<br>Presentation: E-sport career<br>and opportunity  | 4       | <ul style="list-style-type: none"> <li>• Moodle</li> <li>• Co-operative learning</li> <li>• Midterm project presentation</li> </ul>                          | Blended        |
| 10       | How to organize E-sport<br>Tournament   | 4       | <ul style="list-style-type: none"> <li>• Moodle</li> <li>• Direct instruction</li> <li>• Co-operative learning</li> <li>• Final Project Guideline</li> </ul> | Blended        |
| 11       | <ul style="list-style-type: none"> <li>• Game and Culture</li> <li>• Online Game Fans: New<br/>Audience Commodities in<br/>the New Media Era</li> </ul> | 4       | <ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Discussion</li> <li>• Co-operative learning</li> <li>• Student research</li> </ul>    | Blended        |

| Week | Topic/Outline                              | Periods | Learning Activities and Medias  | Online/Offline |
|------|--|---------|---|----------------|
| 12   | Video Game and Risk                        | 4       | <ul style="list-style-type: none"> <li>• Moodle</li> <li>• Direct Instruction</li> <li>• Discussion</li> <li>• Co-operative learning</li> </ul>           | Blended        |
| 13   | Final Project: Organize E-sport Tournament | 4       | <ul style="list-style-type: none"> <li>• Moodle</li> <li>• Direct Instruction</li> <li>• Student research</li> </ul>                                      | Blended        |
| 14   | Final Project: Organize E-sport Tournament | 4       | <ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Discussion</li> <li>• Co-operative learning</li> <li>• Student research</li> </ul> | Blended        |
| 15   | Final Project Presentation                 | 4       | <ul style="list-style-type: none"> <li>• Co-operative learning</li> <li>• Performance activities</li> </ul>   | Blended        |
| 16   | <b>Final Examination</b>                   |         |   |                |

\* The schedule may be subject to change

## 2. Learning Assessment Plan

|   | Learning Outcome  | Assessment Activities   | Time Schedule (Week)                     | Proportion for Assessment (%) |
|---|---|---|--|-------------------------------|
| 1 | <b>Ethic and Morals</b><br>(1) The ability to deliver or to complete a required task at or the appointed time,<br>(2) The ability to do the right thing according to the values, beliefs and principles they claim to hold,<br>(3) The ability to make decisions according to moral concepts and judgments. | <ul style="list-style-type: none"> <li>• Attendance criteria</li> <li>• Class and group activities participation</li> </ul> | Throughout semester                      | 10 %                          |
| 2 | <b>Knowledge</b><br>(1) The ability to understand and explain about game, E-sport and E-sport ecosystem,<br>(2) The ability to provide an analysis and provide the solution to real situation,  | <ul style="list-style-type: none"> <li>• Quiz</li> <li>• Paper test</li> </ul>  | Throughout semester<br><br>Week 8 and 16 | 15%<br><br>20% and 25%        |
| 3 | <b>Cognitive Skills</b><br>(1) The ability to gather and summarize information, and conduct research,<br>(2) Self-study and sharing   | <ul style="list-style-type: none"> <li>• Cooperative learning</li> <li>• Group discussion</li> </ul>                        | Throughout semester                      | 5%                            |



|   |  |   |   |                      |
|---|--|---|---|----------------------|
|   | <p>information to the class,</p> <p>(3) The ability to solve problems from case studies.</p>   |   |   |                      |
| 4 | <p><b>Interpersonal Skills and Responsibilities</b></p> <p>(1) The ability to communicate in English,</p> <p>(2) The ability to use English to solve business problem,</p> <p>(3) Initiate some new business ideas and have leadership.</p>  | <ul style="list-style-type: none"> <li>• Cooperative learning</li> <li>• Midterm Project</li> </ul> | <ul style="list-style-type: none"> <li>• Throughout semester</li> <li>• Week 9</li> </ul> | <p>0%</p> <p>10%</p> |
| 5 | <p><b>Numerical Analysis, Communication and Information Technology Skills</b></p> <p>(1) Be able to use basic ICT skills and apply them to daily life,</p> <p>(2) Be able to use statistics and mathematics to solve business problems,</p> <p>(3) Be able to use IT to search for new knowledge and apply numerical analysis in communication with emphasis on practical and real life experiences.</p> | <ul style="list-style-type: none"> <li>• Final Project</li> </ul>                                   | <p>Week 13-15</p>   | <p>15%</p>           |

## Section 6 Learning and Teaching Resources

### 1. Textbook and Main Documents

- Egenfeldt-Nielsen, S., Smith, J., & Tosca, S. (2019). *Understanding Video Games: The Essential Introduction* (4th ed.). Routledge.
- HEINEMAN, D. (2015). *Thinking about Video Games: Interviews with the Experts*. Indiana University Press.
- Jin, D. Y. (2010) *Online Game Fans: New Audience Commodities in the New Media Era?*. Korea's Online Gaming Empire, MIT Press.

### 2. Important Documents for Extra Study

- Thiel, A. and John, J. (2018). *Is eSport a 'real' sport? Reflections on the spread of virtual competitions*. *European Journal for Sport and Society*, 15(4), pp.311-315.  
Retrieved from: <https://www.tandfonline.com/doi/pdf/10.1080/16138171.2018.1559019>

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

- <https://www.eslgaming.com/>
- <https://www.esportspedia.com/>

## **Section 7 Course Evaluation and Revising**

### **1. Strategies for Course Evaluation by Students**

1.1 Using survey questions to collect information from the students' opinions to improve the course and enhance the curriculum. The topics include:

- (1) Content objectives
- (2) The instructional materials
- (3) Learning methods and assessment
- (4) Advisory method

1.2 Observing students' behavior in classroom.

1.3 Using students' suggestion during classroom.

### **2. Strategies for Course Evaluation by Lecturer**

2.1 Lecturer observes the class and discusses the results as follow:

- (1) The lecturer is well prepared for class sessions.
- (2) The lecturer answers questions 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 assignments are interesting and stimulating.
- (11) The lecturer's use of technology enhanced learning in the classroom.

2.2 The Dean or 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 question, observation, suggestion, and classroom research.

### **4. Feedback for Achievement Standards**

The evaluation is conducted by the Administrator Committee in order to assessment process and grading.

### **5. Methodology and Planning for Course Review and Improvement**

5.1 Revise and develop course structure and learning process every year.

5.2 Seek advisory from expertise in order to enhance content and make it up-to-date with the changing environment.

### Curriculum Mapping Illustrating the Distribution of Program Standard Learning Outcomes to Course Level

| Courses   | 1. Morals and Ethics   |   |   | 2. Knowledge |   |   | 3. Cognitive Skills |   |   | 4. Interpersonal Skills and Responsibility |   |   | 5. Numerical Analysis, Communication and Information Technology Skills |   |   |
|---|------------------------|---|---|--------------|---|---|---------------------|---|---|--|---|---|--|---|---|
| Course Category:<br>Major Course                          | ● Major Responsibility |   |   |              |   |   |                     |   |   | ○ Minor Responsibility                     |   |   |  |   |   |
|   | 1                      | 2 | 3 | 1            | 2 | 3 | 1                   | 2 | 3 | 1  | 2 | 3 | 1  | 2 | 3 |
| Course Code: IBD2401<br>Course Title:<br>E-Sport Training | ●                      | ○ | ○ | ●            | ○ | ○ | ○                   | ● | ○ | ○  | ● | ○ | ●  | ○ | ○ |