

TQF. 3



Bachelor's Degree

Master's Degree

## Course Specification

**Course Code:** GEN0308

**Course Title:** Infographics

**Credits:** 3(3-0-6)

**Programs:**

B.B.A. (International Business)

**Semester:** 2

**Academic Year:** 2020

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

## Section 1 - General Information

### 1. Course code and course title

Course code: GEN0308

Course title (English): Infographics

ชื่อวิชา (ภาษาไทย): อินโฟกราฟิกส์

### 2. Credits

3(3-0-6)

### 3. Curriculum and course category

3.1 Curriculums: (All)

3.2 Course Category:

- General Education       Required Course  
 Elective Course       Others .....

### 4. Lecturers

4.1 Lecturer responsible for this course: Mr. Pongrapee Kaewsaiha

4.2 Instructional course lecturers: Mr. Pongrapee Kaewsaiha

### 5. Contact

Mr. Pongrapee Kaewsaiha

Room Number: 401    Telephone: 081-446-4238    E-mail: pongrapee.ka@ssru.ac.th

### 6. Semester/Academic year

6.1 Semester: 2    Academic Year: 2020

6.2 Number of the students enrolled: TBA

### 7. Pre-requisite course

None

### 8. Co-requisite course

None

### 9. Learning center

International College Building, Nakhon-Pathom Campus

### 10. Last date for preparing and revising this course

January 2021

## Section 2 - Aims and Objectives

### 1. Course aims

At the end of this course students will reach the desired learning outcomes based on five domains, as mentioned in the curriculum specification (TQF2), as follows:

#### 1.1 Morals and ethics

##### 1.1.1 Learning outcomes to be developed

- 1) Employ discretion, core value, rational, as well as understand social regulation for living
- 2) Possess discipline, responsibility, honesty, contribution and endurance
- 3) Perform life under the Philosophy of Sufficiency Economy
- 4) Realize and aware of Thainess

##### 1.1.2 Teaching strategies

The program considers the main task to teach each subject which involves developing students' ethical and moral learning in practice with the instructor/guest lecturer. The instructor will act as a good role model and try to integrate ethics and morals into topics in order to foster students have disciplinary area. Students' disciplinary area focuses on 'class attendance on time', 'dress code in accordance with the university regulations', and 'demonstrates honesty'. Those of characteristics should be evaluated in every course. The instructor provides a positive and negative reinforcement, such as praising students who are dressed properly, attend the class and submit tasks on time; on the other hand, provides suggestion to eliminate the students' repeated misbehavior.

##### 1.1.3 Assessment & evaluation strategies

- 1) Punctuality, attendance, regularity and dressing
- 2) Enthusiasm and contribution to classroom activities
- 3) Extra-curriculum activities participation
- 4) Assignment responsibility

### 1.2 Knowledge

##### 1.2.1 Learning outcomes to be developed

- 1) Own rounded knowledge with vision and can access life-long learning
- 2) Know and understand the current changing situation
- 3) Know, understand and realize self-worth, other-worth, society, arts and culture, and nature

##### 1.2.2 Teaching strategies

A variety of instruction is applied with concentration on the integration of theory and practice, including classroom activities. The teaching material in the form of documents, e-book and electronic files are also distributed and downloadable. In addition, self-learning materials are also available on website. Authentic practices, in particular, the real situation found in workplaces are also focused and in line with the cutting-edge technology and serve the nature of each subject. The guest speakers in certain fields are occasionally invited.

##### 1.2.3 Assessment & evaluation strategies

- 1) Quiz
- 2) Mid-term and final tests

### **1.3 Cognitive skills**

#### 1.3.1 Learning outcomes to be developed

- 1) Gain life-long learning skills for continuous self-development
- 2) Gain holistic thinking skill

#### 1.3.2 Teaching strategies

- 1) Presentation based on rational and analytical concept by instructor
- 2) Group presentation and discussion
- 3) Authentic

#### 1.3.3 Assessment strategies

Evaluation based on practice, i.e. testing

### **1.4 Interpersonal skills and responsibility**

#### 1.4.1 Learning outcomes to be developed

- 1) Possess volunteer spirit and public awareness
- 2) Be good citizen with benefit to Thai and global societies
- 3) Possess leadership and be able to work with others

#### 1.4.2 Teaching strategies

In teaching, students' activities are required to work in group or team through collaboration with others. Expected learning outcomes of interpersonal and responsibility skills are being good citizen of global and ability to share responsibility with others.

#### 1.4.3 Assessment & evaluation strategies

Evaluate students' behaviors and performance in group/team working and participating in various activities.

### **1.5 Numerical analysis, communication and information technology skills**

#### 1.5.1 Learning outcomes to be developed

- 1) Gain numeric analytical skills
- 2) Capable to use language for communication efficiently
- 3) Capable to apply technology intentionally

#### 1.5.2 Teaching strategies

Provide learning activities in every course to foster students possessing numerical analysis, communication, and information technology skills in General Education Cluster. There are supplementary teaching and learning materials for students to download the documents and files. E-book should be prepared for student to access during teaching and learning in class. In addition, there is E-learning on website that support student's self-learning and be able to use information technology appropriately and communicate with others clearly.

#### 1.5.3 Assessment & evaluation strategies

Evaluate from presentation techniques by applying theories. Selection tools in information technology or mathematics and statistics related to the capacities to use computer through web browser in testing, opening and downloading supplementary teaching and learning materials both in document and file format. There is E-book for students to study during teaching and learning. In addition, there is self-study in E-learning system on website by using computer, mobile phone or tablet, also midterm and final examination for learning evaluation.

## **2. Objectives for developing/revising course (Content/Learning Process/Assessment/ etc.)**

According to TQF (Thailand Quality Framework: H.Ed.) for General Education courses, undergraduate students should have opportunity to master learning in nature of person, think logically, good communication, realize morals and ethics, realize Thai cultural value and global cultural value. Finally, students can apply knowledge in daily life for quality of life.

## Section 3 - Characteristics and Operations

### 1. Course description

(English) Thinking process, analysis based on concept of information, principles of design, presentation of identity, organization images including experience through information technology

(ไทย) กระบวนการคิด การวิเคราะห์ตามแนวคิดของข้อมูล หลักการออกแบบ การนำเสนอตัวตน ภาพลักษณ์องค์กรรวมถึงประสบการณ์ผ่านเทคโนโลยีสารสนเทศ

### 2. Time length per semester (Lecture/Practice/Self-study hours)

Lecture	Practice/ Field Work/Internship	Self-Study	Remedial Class
	3 hours/week	6 hours/week	-

### 3. Time length per week for individual academic consulting and guidance

#### 3.1 Self-consulting at the lecturer's office:

Room Number 401 International College Building, Nakhon-Pathom Campus  
Mon., 9:00 AM – 4:00 PM

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

Mr. Pongrapee Kaewsaiha: 081-446-4238

#### 3.3 Consulting via e-mail:

Mr. Pongrapee Kaewsaiha: pongrapee.ka@ssru.ac.th

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

Line group created for each section

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

Moodle LMS, Google Meet, or other platforms

## Section 4 - Developing Students' Learning Outcomes

Expected students' learning outcomes are categorized into five domains, developed from curriculum specification (TQF2), as follows:

### 1. Morals and ethics

#### 3.1 Learning outcomes to be developed

- 1) Employ discretion, core value, rational, as well as understand social regulation for living.
- 2) Possess discipline, responsibility, honesty, contribution and endurance.
- 3) Perform life under the Philosophy of Sufficiency Economy.
- 4) Realize and aware of Thainess.

#### 3.2 Teaching strategies

- 1) Keep classroom regulation, as well as online learning behaviors
- 2) Focus on using information technology in responsible ways without violating the others' right (i.e. copyright/creative commons, citation/plagiarism, and privacy)
- 3) Build up awareness in being a good digital citizen, both national and international levels

#### 3.3 Assessment & evaluation strategies

- 1) Classroom observation (Face-to-face)
- 2) System log (Online)
- 3) Self- and peer evaluation

### 2. Knowledge

#### 2.1 Learning outcomes to be developed

- 1) Own rounded knowledge with vision and can access life-long learning
- 2) Know and understand the current changing situation
- 3) Know, understand and realize self-worth, other-worth, society, arts and culture, and nature

#### 2.2 Teaching strategies

- 1) Use updated online learning resources
- 2) Focus on emerging technology and build new early adopters

#### 2.3 Assessment & evaluation strategies

- 1) Quiz
- 2) Examination

### 3. Cognitive skills

#### 3.1 Learning outcomes to be developed

- 1) Gain life-long learning skills for continuous self-development
- 2) Gain holistic thinking skill

#### 3.2 Teaching strategies

- 1) Build up self-directed learning skills through e-learning and MOOCs
- 2) Use work-integrated learning, focusing on developing life-long employable skills
- 3) Emphasize the development of soft skills, as well as industry-specific skills

#### 3.3 Assessment & evaluation strategies

- 1) Assignment rubrics (for graded items)
- 2) Participation record (for ungraded items)

## **4. Interpersonal skills and responsibilities**

### **4.1 Learning outcomes to be developed**

- 1) Possess volunteer spirit and public awareness
- 2) Be good citizen with benefit to Thai and global societies
- 3) Possess leadership and be able to work with others

### **4.2 Teaching strategies**

- 1) Use collaborative learning
- 2) Assign group works

### **4.3 Assessment & evaluation strategies**

- 1) Report & presentation rubrics
- 2) Self- and peer assessment

## **5. Numerical analysis, communication, and information technology skills**

### **5.1 Learning outcomes to be developed**

- 1) Gain numeric analytical skills
- 2) Capable to use language for communication efficiently
- 3) Capable to apply technology intentionally

### **5.2 Teaching strategies**

- 1) Assign hands-on activities involving the use of ICT
- 2) Emphasize the use of English language throughout the course

### **5.3 Assessment & evaluation strategies**

- 1) Participation record
- 2) System log

**Remark:** Symbol ● means “major responsibility”

Symbol ○ means “minor responsibility”

No symbol means “no responsibility”

Expected learning outcomes are combined for multiple-group instruction.



## Section 5 - Lesson Plan and Assessment

### 1. Lesson plan

Week	Topic/Outline	Hours	Learning Activities and Materials	Online/ Offline
1-2	<b>Course Introduction</b> - Course outlines - Grading criteria  <b>Unit 1: Introduction</b> - A picture is worth a thousand words	6	1. Welcome students to the course. Announce course outlines, define grading criteria, and suggest some useful external resources and services. 2. Introduce the Learning Management System (LMS) used in this course and provide technical assistance if necessary. 3. Present using pre-recorded videos. 4. Online discussion. 5. Use participation records and/or system logs.	Online
3-4	<b>Unit 2: Data Visualization</b> - Charts - Graphs - Diagram	6	1. Describe appropriate chart types for each dataset. 2. Excel, PowerPoint, & diagram.net assignments. 3. Use quizzes to measure students' understanding. 4. Use participation records and/or system logs.	Online
5-7	<b>Unit 3: Information Design</b> - Timeline - Storytelling	9	1. Describe the principle of storytelling. 2. PowerPoint assignments. 3. Use peer assessment. 4. Use participation records and/or system logs.	Blended
8-11	<b>Unit 4: Introduction to Graphics Design</b> - Raster & vector graphics - Digital image properties - Image editing	12	1. Describe the principle of digital image. 2. Photo editing assignments. 3. Use peer assessment. 4. Use participation records and/or system logs.	Blended
12-15	<b>Unit 5: Introduction to Video Production</b> - Video components - Video editing	12	1. Describe the principle of digital image. 2. Photo editing assignments. 3. Use peer assessment. 4. Use participation records and/or system logs.	Blended
16	Course wrap-up	3		Online

## 2. Learning assessment plan

Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<b>1. Morals and Ethics</b> 1) Employ discretion, core value, rational, as well as understand social regulation for living 2) Possess discipline, responsibility, honesty, contribution and endurance 3) Perform life under the Philosophy of Sufficiency Economy 4) Realize and aware of Thainess	1) Classroom observation 2) Self- and peer assessment	1) All 2) All	10% 0%
<b>2. Knowledge</b> 1) Own rounded knowledge with vision and can access life-long learning 2) Know and understand the current changing situation 3) Know, understand and realize self-worth, other-worth, society, arts and culture, and nature	Quiz	Week 3, 4I	10%
<b>3. Cognitive Skills</b> 1) Gain life-long learning skills for continuous self-development 2) Gain holistic thinking skill	1) Assignment rubrics 2) Participation record	All	30%
<b>4. Interpersonal Skills and Responsibilities</b> 1) Possess volunteer spirit and public awareness 2) Be good citizen with benefit to Thai and global societies 3) Possess leadership and be able to work with others	Peer assessment	Week 5-15	10%
<b>5. Numerical Analysis, Communication and Information Technology Skills</b> 1) Gain numeric analytical skills 2) Capable to use language for communication efficiently 3) Capable to apply technology intentionally	Assignment rubrics	All	40%

## **Section 6 - Learning and Teaching Resources**

### **1. Textbook and main documents**

Course materials provided and suggested by the lecturer

### **2. Important documents for extra study**

YouTube videos and extra reading from web pages

### **3. Suggested information (Printing Materials/Website/CD/Others)**

Information retrieved from search engines (e.g. Baidu) and online videos

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

### **1. Strategies for course evaluation by students**

- 1) Conduct a survey to collect information from students. The topics include:
  - Course aims and objectives
  - Course materials
  - Learning methods and assessment
  - Advisory method
- 2) Observe students' behavior in the classroom.
- 3) Interview students.

### **2. Strategies for course evaluation by the lecturer**

The lecturer observes the class and determine if:

- 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.

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**

The lecturer revises teaching and learning process based on the results from the questionnaire results.

### **4. Feedback for achievement standards**

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) 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**

Course	1. Morals and Ethics				2. Knowledge			3. Cognitive Skills		4. Interpersonal Skills and Responsibility			5. Numerical Analysis, Communication and Information Technology Skills		
	1	2	3	4	1	2	3	1	2	1	2	3	1	2	3
GEN0308 Infographics	●	○	○	○	●	●	○	●	●	○	○	●	●	●	●

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 No symbol means “no responsibility”  
 Expected learning outcomes are combined for multiple-group instruction.