TQF. 3

☑ Bachelor's Degree

☐ Master's Degree

Course Specification

Course Code: HHM2208

Course Title: Information Technology for Hotel and Restaurant

Credits: 3(2-2-5)

Programs: Hotel Management, Restaurant Business

Semester: 2 **Academic Year:** 2017

International College, Suan Sunandha Rajabhat University (SSRUIC)

Section 1 - General Information

1. Course Code and Course Title

Course Code: HHM2208
Course Title (English): Information Technology for Hotel and Restaurant
Course Title (Thai): เทคโนโลยีสารสนเทศสำหรับโรงแรมและภัตตาคาร

2. Credits

3(2-2-5)

3. Curriculum and Course Category

3.1 Curriculums: B.A. (Hotel & Hospitality)
3.2 Course Category:

☐ General Education ☑ Required Course
☐ Elective Course ☐ Others ……..

4. Lecturer Responsible for This Course and Instructional Course Lecturer(s)

4.1 Lecturer Responsible for This Course: Mr.Pongrapee Kaewsaiha
4.2 Instructional Course Lecturer: Mr.Pongrapee Kaewsaiha

5. Contact

Room Number: - Tel.: 081-446-4238 e-mail: pongrapee.ka@ssru.ac.th

6. Semester/Academic Year

6.1 Semester: 2 **Academic Year:** 2017
6.2 Number of the students enrolled: 14

7. Pre-requisite Course

None

8. Co-requisite Course

None

9. Learning Location

International College Building, Nakorn-Pathom Education Center,
Room Number: 211

10. Last Date for Preparing and Revising this Course

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Section 2 - Characteristics and Operations

1. Course Description

(English)

– Concepts, theories, and guidelines in the application of information technology system for the management and operation of hospitality businesses

– Benefits and impacts of the application of information technology in the business

– Using information technology in a secure and ethical manner

– The use of Global Distribution System (GDS) and Property Management System (PMS) in hotel, and restaurant businesses

– Access and retrieve computer-based data, and produce document reports worksheets on a computer

(Thai)

– แนวคิด ทฤษฎี และแนวทางในการประยุกต์ใช้ระบบสารสนเทศเพื่อการจัดการและการดำเนินงานของธุรกิจโรงแรม

– ประโยชน์และผลกระทบของการประยุกต์ใช้เทคโนโลยีสารสนเทศในธุรกิจ

– การใช้เทคโนโลยีสารสนเทศอย่างปลอดภัยและมีจริยธรรม

– การใช้ระบบจัดจำหน่ายทั่วโลก (GDS) และระบบบริหารจัดการทรัพย์สิน (PMS) ในธุรกิจโรงแรมและภัตตาคาร

– การเข้าถึงและเรียกใช้ข้อมูลคอมพิวเตอร์และจัดทำแผ่นงานรายงานเอกสารบนเครื่องคอมพิวเตอร์

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

Lecture	Practice/ Field Work/Internship	Self-Study	Remedial Class
3-4 hours/week		5 hours	-

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

3.1 Self-consulting at the lecturer's office: Room Number 211, International College Building, Nakhon-Pathom Education Center. Mon., 9 AM – 4 PM

3.2 Consulting via office telephone/mobile phone: 081-446-4238

3.3 Consulting via e-mail: pongrapee.ka@ssru.ac.th

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

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

1) SSRUIC e-learning website: www.teacher.ssru.ac.th/inter/elearning
2) Lecturer's website: www.teacher.ssru.ac.th/pongrapee_ka
3) Google Classroom via SSRU account

Section 3 - Developing Students' Learning Outcomes

Expected students' learning outcomes are categorized into five domains, as suggested in the curriculum specification (TQF2), as follows:

1. Morals and Ethics

3.1 Learning outcomes to be developed

- 1) Be aware of values and morality, ethics, generosity, integrity and honesty as well as be able to solve critical problems and disputes.
- 2) Have positive attitudes towards service careers.
- 3) Be able to lead and follow group members, work in team and be a role model for others.
- 4) Have self-discipline, be punctual, responsibility to self, profession and society.

3.2 Teaching Strategies

1) Provide examples on ethical and moral behavior in classroom such as the issue of plagiarism in doing assignments.
2) Provide case studies that explain ethics in careers in the hospitality industry.
3) Be strict with classroom attendance and participation, classroom rules, students' uniform that have to be complied with the university rules and regulations.

3.3 Assessment Strategies

1) Class attendance, class participation, and behavior in class
2) On-time submission of report and assignments and their quality
3) Students' contribution on group assignments

2. Knowledge

2.1 Learning outcomes to be developed

- 1) Have up-to-date knowledge in the management and operation of businesses in the hospitality industry both theories and practices widely, systematically and internationally.
- 2) Have integrated knowledge in other related disciplines.
- 3) Have knowledge and understanding in research process and techniques which will be benefit in solving problems and adding up to the knowledge in the career.

2.2 Teaching Strategies

1) Use project-based and the approach to authentic learning.
2) Use cooperative learning techniques.

2.3 Assessment Strategies

1) Formative assessment (quiz and assignment)
2) Authentic assessment (project)
3) Summative assessment (examination)

3. Cognitive Skills

3.1 Learning outcomes to be developed

- 1) Be able to analyze the causes of problems and conflicts as well as be able to solve problems systematically and find out proper solutions to the problems.
- 2) Be able to apply both theoretical and practical knowledge into real-life training and work experience appropriately in accordance with situations.
- 3) Be able to apply innovation and knowledge from other related academic fields in developing working skills.

3.2 Teaching Strategies

1) Project-based learning
2) Cooperative learning techniques
3) Working with research data

3.3 Assessment Strategies

1) Formative assessment (quiz and assignment)
2) Authentic assessment (project)
3) Summative assessment (examination)

4. Interpersonal Skills and Responsibilities

4.1 Learning outcomes to be developed

- 1) Have responsibility for individual and group assignments as well as be able to help and facilitate others in solving problems.
- 2) Be responsible for the improvement of self-academic learning and the profession continuously.

4.2 Teaching Strategies

1) Open group project
2) Use cooperative learning techniques
3) Research data collecting

4.3 Assessment Strategies

1) Students' contribution and behavior in group projects
2) Class presentation

5. Numerical Analysis, Communication, and Information Technology Skills

5.1 Learning outcomes to be developed

- ○ 1) Be competent in using both Thai and foreign languages in listening, speaking, reading, writing and summarizing the main points effectively.
- ○ 2) Be able to communicate with foreigners effectively in the appropriate contexts.
- ● 3) Be able to use technology to communicate and present effectively.
- ● 4) Be able to apply statistical or mathematical knowledge in analyzing and interpreting the data.

5.2 Teaching Strategies

1) Provide assignments that require students to use numerical analysis skills and knowledge.
2) Provide assignments that require students to use information technology skills and knowledge.
3) Use e-learning.
4) Use group discussions.
5) Use presentation.

5.3 Assessment Strategies

1) Assignments
2) Presentation
3) Observe from students' use of English and/or other language in discussing with other students and lecturers as well as in presenting in front of the class.

Remark: Symbol ● means 'major responsibility'
Symbol ○ means 'minor responsibility'
No symbol means 'no responsibility'
Expected learning outcomes are combined for multiple-group instruction.

Section 4 - Aims and Objectives

1. Course Aims

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

1.1 Morals and Ethics

1.1.1 Learning outcomes to be developed

1) To have ethical behavior in using genuine software, applications, and contents.
2) To respect the others' copyright and be able to employ fair usage of copyrighted contents in learning.

1.1.2 Teaching Strategies

1) Emphasize the proper reference of any content used and fair usage of copyrighted materials. Consider violation such as plagiarism and infringement as majority offence of student behavior.
2) Stimulate student participation using interactive media.
3) Keep computer lab rules being regulated.

1.1.3 Assessment Strategies

1) Assessment rubrics for submissions, both individuals and groups
2) Classroom observation
3) System log

1.2 Knowledge

1.2.1 Learning outcomes to be developed

1) To understand the components of an information technology, their roles in related fields, and in every aspect of life.
2) To have updated information about recent information technology that assists in works and studies.

1.2.2 Teaching Strategies

1) Use updated information in teaching. Have students learn and retrieve information from world-wide available sources to ensure they get in touch with most recent information technology.
2) Make students realize the benefits of using information technology in their future studies and careers, such as spreadsheet and online form.

1.2.3 Assessment Strategies

1) Assessment rubrics for submissions
2) Quiz results
3) Questionnaire results

1.3 Cognitive Skills

1.3.1 Learning outcomes to be developed

To develop problem solving tools using world-wide available information technology.

1.3.2 Teaching Strategies
1) Integrate real-world problems with the instruction.
2) Use problem-based learning in some topics.

1.3.3 Assessment Strategies
1) Assessment rubrics for submissions
2) Quiz results
3) Questionnaire results

1.4 Interpersonal Skills and Responsibility

1.4.1 Learning outcomes to be developed
1) To examine the role of interpersonal skills and responsibility as an aspect of work ethic.
2) To develop strategies for improving interpersonal skills and responsibility.

1.4.2 Teaching Strategies
1) Design assignments which motivate students to learn from the world-wide sources of information and share opinions with each other.
2) Inspire students to continuously improve their IT skills in order to compete in the current digital market.

1.4.3 Assessment Strategies
1) Assessment rubrics for assignments
2) Classroom observation
3) Questionnaire results
4) System log

1.5 Numerical Analysis, Communication and Information Technology Skills

1.5.1 Learning outcomes to be developed
1) To integrate the use of learning management system (LMS) with the instruction process throughout the course.
2) To apply recent information technology including cloud computing to assist in learning process.

1.5.2 Teaching Strategies
1) This course integrates the use of Moodle LMS and Google Apps for Education provided and supported by Suan Sunandha Rajabhat University for efficient/robust teaching, learning, communicating, collecting submissions and providing feedback.
2) English language exercises consisting grammar, vocabulary, and reading in IT topics are provided.
3) Include assignments that facilitate the use of application software for computation and analysis of data.

1.5.3 Assessment Strategies
1) Assessment rubrics for submissions
2) Automatic quiz scoring
3) System log

2. Objectives for Developing/Revising Course (Content/Learning Process/Assessment/etc.)

According to TQF (Thailand Quality Framework: HEd.) 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 5 - Lesson Plan and Assessment

1. Lesson Plan

Week	Topic/Outline	Hours	Learning Activities and Medias	Lecturer
1	**Course Introduction** - Assessment and evaluation agreement - Questionnaire: Fundamental IT Skills - Working with research data	3-4	1. Introduce students to the course. Make an agreement on assessment and evaluation. 2. Introduce the LMS. Solve any technical problem if necessary. 3. Students complete the questionnaire asking about their fundamental IT and computing skills. The result will be used to modify teaching methods and materials to meet students' base knowledge. 4. Students read the research article about IT skills that hospitality professionals expect from new graduates. 5. Use an online quiz to measure student understandings. 6. Discuss which IT skills that students want to improve in this course.	Mr. Pongrapee
2-3	**Advanced Spreadsheet** - Conditional statement - Conditional formatting - Data link across worksheets	6-8	Online assignments	Mr. Pongrapee

Session	Topic/Outline	Hours	Learning Activities and Medias	Lecturer
4-6	**Assigned Individual Project** - Spreadsheet-based PMS	9-12	1. Demonstrate PMS concepts and applications using slides, handouts, and external links. 2. Try out the given spreadsheet-based PMS. Analyze for its functions, drawbacks, and possibility for improvement. 3. Students develop their project by enhancing the functionality of the source spreadsheet using their prior knowledge. Students discuss with friends, the teacher, and industry experts. 4. Use scaffolding techniques, such as a commercial PMS, if needed. 5. Use authentic assessment.	Mr. Pongrapee
7	**Practical Examination**	3	Verify students' capability of using spreadsheet at this advanced level and determine if students understand concepts of the PMS and principles behind it.	Mr. Pongrapee
8 - 12	**Assigned Group Project** - Collecting research data	15-20	1. Students work in groups based on their majors to "replicate" the previously-analyzed research with different contexts, approaches, and samples in order to confirm or argue with the presented results. This also helps students create closer relationship with the community. The teacher assists students in technical writing. 2. Individual practices on information search, evaluation, and citation.	Mr. Pongrapee

Week	Topic/Outline	Hours	Learning Activities and Medias	Lecturer
13	**Self-study** - Information ethics	3-4	Students use the online lesson for self-studying in information ethics. Topics include intellectual property (copyright, patent, trademark, and trade secret), reference and citation, and privacy.	Mr. Pongrapee
14-15	**Open Individual/Group Project**	6-8	Students work in groups or individually to create products that show the competence of IT skills in their field of interest.	Mr. Pongrapee
16	**Final Examination**	3-4	A paper-based closed-book examination	Mr. Pongrapee

2. Learning Assessment Plan

Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
1. Morals and Ethics 1) To have ethical behavior in using genuine software, applications, and contents. 2) To respect the others' copyright and be able to employ fair usage of copyrighted contents in learning.	1) Assignment rubrics for submissions, both individuals and groups 2) Classroom observation 3) System log	Throughout the semester	5%
2. Knowledge 1) To understand the components of an information technology, their roles in related fields, and in every aspect of life. 2) To have updated information about recent information technology that assists in works and studies.	1) Assessment rubrics for submissions 2) Quiz results 3) Questionnaire results	Throughout the semester	40%
3. Cognitive Skills To develop problem solving tools using world-wide available information technology.	1) Assessment rubrics for submissions 2) Quiz results 3) Questionnaire results	Throughout the semester	30%

Learning Outcome	Assessment Activities	Time Schedule (Session)	Proportion for Assessment (%)
4. Interpersonal Skills and Responsibilities 1) To examine the role of interpersonal skills and responsibility as an aspect of work ethic. 2) To develop strategies for improving interpersonal skills and responsibility.	1) Assessment rubrics for assignments 2) Classroom observation 3) Questionnaire results 4) System log	Throughout the semester	10 %
5. Numerical Analysis, Communication and Information Technology Skills 1) To integrate the use of learning management system (LMS) with the instruction process throughout the course. 2) To apply recent information technology including cloud computing to assist in learning process.	1) Assessment rubrics for submissions 2) Automatic quiz scoring 3) System log	Throughout the semester	15 %

Section 6 - Learning and Teaching Resources

1. Textbook and Main Documents

- Course materials provided by the lecturer
- Research articles

2. Important Documents for Extra Study

- Online lesson provided by the teacher
- Video presentations from YouTube

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

- Information retrieved from search engines (e.g. Google) and YouTube videos.

Section 7 - Course Evaluation and Revising

1. Strategies for Course Evaluation by Students

Using a questionnaire to collect students' opinions to improve the course and enhance the curriculum. Sample questions:

1) The e-learning website is easy to access and login.
2) All instructions are clear.
3) With the e-learning website, students can learn faster than only using slides and sheets.
4) Students can follow up with the course and check the learning progress.
5) Students can share opinions with each other.
6) Students can contact the lecturer easily using the internal messaging system and forums.
7) Course contents and materials are appropriate in both quality and quantity.
8) Continuity between chapters is appropriate.
9) Online quizzes and assignments are easy to do.
10) Students can apply knowledge learned from this course with real-world problems.

…….. etc. ……

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.

…….. etc. ……

3. Teaching Revision

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

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 teach this course to enhance students' vision.

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			
	1	2	3	4	1	2	3	1	2	3	1	2	1	2	3	4
HHM2208 Information Technology for Hotel and Restaurant	●	○	○	●	○	●	○	○	○	●	●	●	○	○	●	○