

TQF. 3



Bachelor's Degree

Master's Degree

Course Specification

Course Code: IBP2313

Course Title: Introduction to Information Systems

Credits: 3(3-0-6)

Programs: International Business

Semester: 1 **Academic Year:** 2019

**International College, Suan Sunandha Rajabhat University
(SSRUIC)**

Section 1 - General Information

1. Course code and course title

Course code: IBP2313

Course title (English): Introduction to Information Systems

ชื่อวิชา (ภาษาไทย): ความรู้เบื้องต้นเกี่ยวกับระบบสารสนเทศ

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

3. Curriculum and course category

3.1 Curriculums: B.B.A. (International Business)

3.2 Course Category:

- General Education Required Course
 Elective Course Others

4. Lecturers/Contacts

4.1 Lecturer responsible for this course: Mr.Pongrapee Kaewsaiha

4.2 Instructional course lecturers: Mr.Pongrapee Kaewsaiha, Ms.Phinyar Chaisongkram

Lecturer	Room No.	Tel.	e-Mail
Mr.Pongrapee Kaewsaiha	305	081-446-4238	pongrapee.ka@ssru.ac.th
Ms.Phinyar Chaisongkram	305	084 450 5963	phinyar.ch@ssru.ac.th

5. Semester/Academic year

6.1 Semester: 1 **Academic Year:** 2019

6.2 Number of the students enrolled: (TBA)

6. Pre-requisite course

None

7. Co-requisite course

None

8. Learning center

International College Building, Nakhon-Pathom Education Center, Room Number 302

9. Last date for preparing and revising this course

August 2019

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) 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

1.1.2 Teaching strategies

- 1) The team of students reminds 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

1.1.3 Assessment & evaluation strategies

- 1) Check student attendance every class
- 2) Evaluate from number of students who cheat during the examinations
- 3) Evaluate students' responsibility on their participation in group projects

1.2 Knowledge

1.2.1 Learning outcomes to be developed

- 1) The ability to understand business theories and solve case studies
- 2) The ability to analyze and solve real practical problems and issues
- 3) The ability to apply business knowledge integrated with other disciplines

1.2.2 Teaching strategies

- 1) Use problem-based learning
- 2) Use cooperative learning techniques
- 3) Invite guest speakers who are expert in real business and business regulation

1.2.3 Assessment & evaluation strategies

- 1) Pop-quiz, midterm, and final examination
- 2) Group projects
- 3) Class presentations

1.3 Cognitive skills

1.3.1 Learning outcomes to be developed

- 1) The ability to gather and summarize information, and conduct research
- 2) Self-studying and sharing information with others
- 3) The ability to find original solution and their own method

1.3.2 Teaching strategies

- 1) Group and individual research and presentations
- 2) Participate in real intergroup and interpersonal competitions
- 3) Problem-based learning

1.3.3 Assessment strategies

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

1.4 Interpersonal skills and responsibility

1.4.1 Learning outcomes to be developed

- 1) The ability to have two responsibilities; they learn for themselves and help group member to learn
- 2) The ability to use adequate method for interpersonal communication and discussion
- 3) The ability to create some business ideas and to have leadership skills

1.4.2 Teaching strategies

- 1) Implement student center learning method and problem-based learning
- 2) Encourage students to work together in small groups
- 3) Implement business manner practices and social skills

1.4.3 Assessment & evaluation strategies

- 1) Assess students' participation in teamwork
- 2) Observe students' business manner and social skills
- 3) Evaluate students' business creativities and innovativeness by keynote speaker involvement or students contest organization

1.5 Numerical analysis, communication and information technology skills

1.5.1 Learning outcomes to be developed

- 1) The ability to use basic ICT skills and apply them to daily life
- 2) The ability to use statistics data to solve business problems
- 3) The ability to use business statistic methods in market analysis

1.5.2 Teaching strategies

- 1) Use case studies that allow students to implement their knowledge of statistics to solve business problems
- 2) Encourage students to use statistics and ICT in research and projects conduction
- 3) Encourage students to actively use ICT and social media in daily life

1.5.3 Assessment & evaluation strategies

- 1) Evaluate the correct application of statistics to solve problems
- 2) Evaluate effectiveness of ICT usage in research and presentations
- 3) Evaluate their ability to use software and application in their work and studies

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) Fundamental of computer-based information systems in business operation; data resource management; software; network; system development life cycle; information system planning, and ethical issues in information system

(ไทย) พื้นฐานของระบบสารสนเทศทางคอมพิวเตอร์ในการดำเนินธุรกิจ; การจัดการทรัพยากรข้อมูล; ซอฟต์แวร์; เครือข่าย; วงจรชีวิตการพัฒนาระบบ; การวางแผนระบบสารสนเทศ; และประเด็นทางจริยธรรมในระบบสารสนเทศ

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

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

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

3.1 Self-consulting at the lecturer's office:

Room Number 305, International College Building, Nakhon-Pathom Education Center.
Mon., 9 AM – 4 PM

3.2 Consulting via office telephone/mobile phone:

081-446-4238, 094-952-2119

3.3 Consulting via e-mail:

pongrapee.ka@ssru.ac.th, kongsak.bo@ssru.ac.th

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

Ling group created for this course

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

Moodle LMS, Google Classroom, or another website provided by the lecturer

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) 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

3.2 Teaching strategies

- 1) Reminds students to be punctual
- 2) Provide an example of integrity in classroom such as no plagiarism
- 3) Provide a case study that explains business ethics

3.3 Assessment & evaluation strategies

- 1) Attendance record
- 2) Cheat prevention
- 3) Self- and peer assessment for projects and submissions

2. Knowledge

2.1 Learning outcomes to be developed

- 1) The ability to understand business theories and solve case studies
- 2) The ability to analyze and solve real practical problems and issues
- 3) The ability to apply business knowledge integrated with other disciplines

2.2 Teaching strategies

- 1) Use problem-based learning or case studies
- 2) Apply work-integrated learning

2.3 Assessment & evaluation strategies

- 1) Quiz
- 2) Assignment rubrics
- 3) Examination

3. Cognitive skills

3.1 Learning outcomes to be developed

- 1) The ability to gather and summarize information, and conduct research
- 2) Self-studying and sharing information with others
- 3) The ability to find original solution and their own method

3.2 Teaching strategies

- 1) Use problem-based learning
- 2) Perform data collection, analysis, and presentation

3.3 Assessment & evaluation strategies

- 1) Assessment rubrics for assignments/projects
- 2) 360-degree assessment

4. Interpersonal skills and responsibilities

4.1 Learning outcomes to be developed

- 1) The ability to have two responsibilities; they learn for themselves and help group member to learn
- 2) The ability to use adequate method for interpersonal communication and discussion
- 3) The ability to create some business ideas and to have leadership skills

4.2 Teaching strategies

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

4.3 Assessment & evaluation strategies

- 1) Classroom observation (Face-to-face)
- 2) 360-degree assessment

5. Numerical analysis, communication, and information technology skills

5.1 Learning outcomes to be developed

- 1) The ability to use basic ICT skills and apply them to daily life
- 2) The ability to use statistics data to solve business problems
- 3) The ability to use business statistic methods in market analysis

5.2 Teaching strategies

- 1) Assign hands-on activities involving the use of ICT and the analysis of data
- 2) Use case studies
- 3) Practice using software for data analysis

5.3 Assessment & evaluation strategies

- 1) Assessment rubrics for submissions
- 2) Use competency checklists

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 Medias	Lecturer
1	<p>Course Introduction</p> <ul style="list-style-type: none"> - Course outlines - Grading criteria - Self-assessment: IT competencies <p>Chapter 1: Fundamental of Computer-based Information Systems in Business Operation</p> <ul style="list-style-type: none"> - Components of information system - Computer-based information system - IT infrastructure 	3	<ol style="list-style-type: none"> 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. Students complete a self-assessment form asking about their prior IT skills. The result will be used to revise teaching strategies. 4. Describe components of an information system, a computer-based information system, and the IT infrastructure including Data, Data Processing, Hardware, Software, Peopleware/ Services, and networking. 5. Use an online quiz to evaluate student understandings. 	Mr. Pongrapee
2 – 4	<p>Chapter 2: Information System Development</p> <ul style="list-style-type: none"> - Information system planning - System development life cycle - Data resource management 	9	<ol style="list-style-type: none"> 1. Explain the information system planning process and the system development life cycle. 2. Use case studies and/or problem-based learning. Have students work in groups to analyze the given information-related tasks such as quality assurance, customer relation, or marketing which involves data resource management. Students perform information search and/or data collection. Each group designs a system or a conceptual framework and presents in front of the class. 	Mr. Pongrapee

Week	Topic/Outline	Hours	Learning Activities and Medias	Lecturer
5	Chapter 3: Business-driven Technology - Innovation, emerging trends, and disruptive technology - e-Business	3	1. Display and visualize technological trends in recent years based on conceptual models such as hype cycle. 2. Give examples, analyze, and discuss the impact of emerging and disruptive technology on the worldwide market. 3. Give examples and discuss business models that heavily rely on information technology including e-marketing.	Mr. Pongrapee
6	Chapter 4: Information Security - Security threads - System vulnerability - Strategies to prevent and minimize the damage	3	1. Pretest: Awareness of information security 2. Explain some security issues found recently (e.g. phishing, spam, ransomware), and how they impact business operations. 3. Use case studies. Have students evaluate the reliability, point out suspicious contents and system vulnerabilities. 4. Brainstorming to synthesis the strategy to prevent and minimize the damage. 5. Use an online quiz to evaluate student understandings.	Mr. Pongrapee
7	Chapter 5: Information Ethics - Intellectual properties - Privacy issue	3	1. Pretest: Awareness of intellectual properties, rights, and privacy 2. Explain the concept of intellectual properties (copyright, trademark, patent, and trade secret) and related lawsuits (both national and international). 3. Provide some case studies about piracy and misuse of personal information. 4. Provide alternatives including fail use and creative commons. 5. Practice the secured search. 6. Use an online quiz to evaluate student understandings.	Mr. Pongrapee
8	Mid-Term Examination	3	An online knowledge-based examination.	Mr. Pongrapee

Week	Topic/Outline	Hours	Learning Activities and Medias	Lecturer
9 - 14	Chapter 6: Management Information Systems - Decision support system - Executive information system - Marketing information system - Accounting information system - Human resource management system - Office automation system - Enterprise resource planning	18	1. Explain the concept of each subsystem of the MIS. 2. Assign hands-on activities focusing on the use of available resources (such as a spreadsheet program) and free online services to assist business operations. 3. Another project in the design of an information system may be assigned. 4. Use an online quiz to evaluate student understandings.	Ms.Phinyar Chaisongkram
15	(Make-up Class)			
16	Final Examination	3	A paper-based examination.	

2. Learning assessment plan

Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>1. Morals and Ethics</p> <p>1) The ability to deliver or to complete a required task at or the appointed time</p> <p>2) The ability to do the right thing according to the values, beliefs and principles they claim to hold</p> <p>3) The ability to make decisions in business according to moral concepts and judgments</p>	<p>1) Attendance record</p> <p>2) Cheat prevention</p> <p>3) Self- and peer assessment for projects and submissions</p>	<p>1) All</p> <p>2) Week 8, 16</p> <p>3) Week 4, 14</p>	<p>10%</p>
<p>2. Knowledge</p> <p>1) The ability to understand business theories and solve case studies</p> <p>2) The ability to analyze and solve real practical problems and issues</p> <p>3) The ability to apply business knowledge integrated with other disciplines</p>	<p>1) Quiz</p> <p>2) Assignment rubrics</p> <p>3) Examination</p>	<p>1) All</p> <p>2) Week 9 – 14</p> <p>3) Week 8, 16</p>	<p>30%</p>
<p>3. Cognitive Skills</p> <p>1) The ability to gather and summarize information, and conduct research</p> <p>2) Self-studying and sharing information with others</p> <p>3) The ability to find original solution and their own method</p>	<p>1) Assessment rubrics for assignments/ projects</p> <p>2) 360-degree assessment</p>	<p>Week 9 – 15</p>	<p>20%</p>

Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>4. Interpersonal Skills and Responsibilities</p> <p>1) The ability to have two responsibilities; they learn for themselves and help group member to learn</p> <p>2) The ability to use adequate method for interpersonal communication and discussion</p> <p>3) The ability to create some business ideas and to have leadership skills</p>	<p>1) Classroom observation (Face-to-face)</p> <p>2) 360-degree assessment</p>	<p>Week 2 – 6</p>	<p>10 %</p>
<p>5. Numerical Analysis, Communication and Information Technology Skills</p> <p>1) The ability to use basic ICT skills and apply them to daily life</p> <p>2) The ability to use statistics data to solve business problems</p> <p>3) The ability to use business statistic methods in market analysis</p>	<p>1) Assessment rubrics for submissions</p> <p>2) Use competency checklists</p>	<p>Throughout the semester</p>	<p>30 %</p>

Section 6 - Learning and Teaching Resources

1. Textbook and main documents

- 1) Baltzan, P., & Phillips, A. (2009). *Essentials of business-driven information systems*. Boston: McGraw-Hill/Irwin. (https://www.academia.edu/9051279/Business_Driven_Technology)
- 2) Course materials provided by the lecturer

2. Important documents for extra study

- 1) Beckford, J. (2016). *The intelligent organization: Realizing the value of information*. Abingdon, Oxon: Routledge.
- 2) YouTube videos and extra reading from web pages

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) 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.
- 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.

The dean / head of program constructs 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 / 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 International College Administrator Committee in order 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' performance

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	1	2	3	1	2	3	1	2	3	1	2	3
IBP2313 Introduction to Information Systems	●	○	○	●	○	○	○	○	○	●	○	○	●	○	○

Remark: Symbol ● means “major responsibility”

Symbol ○ means “minor responsibility”

No symbol means “no responsibility”

Expected learning outcomes are combined for multiple-group instruction.