



TQF3 Course Specification

Course Code : IGS 1105
Course Title : Thai Society and Culture
Credits : 3 (3-0-6)
Semester / Academic Year : 2/2015
Students : Bachelor of Arts in Airline Business (English Program)
Lecturer : Mr. Theppaluk Komolvani
Ms. Rojanard Waramontri

International College, Sun Sunandha Rajabhat University

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Section 1 General Information

1. Code and Course Title: IGS 1105 Thai Society and Culture

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

Remark: 3 hours lecture, 0 hour practice, 6 hours self-study.

3. Curriculum and Course Category:

This course of Bachelor of Arts, International College, and SSRU is categorized in Airline Business Core Course.

4. Lecturers: Mr. Theppaluk Komolvaniij

Ms. Rojanard Waramontri

5. Year / Semester

Student Year 1 / Semester 2/2015

6. Prerequisite Course

None

7. Co-requisite Course

None

8. Learning Location

International College, Suan Sunandha Rajabhat University, Nakhonpathom Educational Center.

9. Last Date for Preparing and Revising this Course:

November 30, 2015.

Section 2 Objectives and Purposes

1. Course Objectives

At the end of this course, the students will be able to perform in the following areas of performance:

- 1.1 Able to describe the knowledge about Thai Society and Culture in the areas include the national identity, religious rituals, traditions, festivals, entertainments, belief system, folklore, gender roles, social stratification, social mobility and urbanism.
- 1.2 Able to demonstrate oneself to live in the society happily and successfully in daily life.
- 1.3 Able to enhance pride and dignity in Thai culture and discovers skills and knowledge to conserve Thai culture, arts, architecture, and literature.
- 1.4 Able to demonstrate students' positive attitudes leverage towards Thai society in order to enhance habits, roles, and responsibilities in Thai society.
- 1.5 Able to demonstrate working as a team in a professional manner.
- 1.6 Able to demonstrate relevant morals in daily life.

2. Purposes for Developing / Revising Course (content / learning process / assessment / etc.)

According to previous course, the students were unable to demonstrate on describing in English about Thai society and culture due not enough time to practice in class. This course is adding more practice on describing in English.

Section 3 Course Structure

1. Course Outline

Study of Thailand; the emergence and the founding of the Nation and National identity, culture, religious rituals, traditions, festivals, entertainments, belief systems, folklore, gender roles, social stratification, social mobility and urbanism; Thailand in the context of changing economy, society, culture and environment; Thai culture and lifestyle in the changing urban environment.

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

Lecture	Practice/ Field Work/Internship	Self Study	Remedial Class
48 Hours	-	96 Hours	3+ (If any)

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

3.1 The students can make appointment to meet lecturers on any guidance during the weekday.

3.2 The students can contact via e-mail to the lecturers for any question concerning the course.

Section 4 Developing Student's Learning Outcomes

Learning Standards/ Learning outcomes	Teaching Strategies/ Learning Activities	Evaluation Strategies/ Learning Assessment
<p>1. Ethics and Morals</p> <p>1. Be able to deliver or to complete a required task at appointed time.</p> <p>2. Be able to do the right thing according to the values, beliefs and principles they claim to hold.</p> <p>3. Be able to make decisions in business according to moral concepts and judgments.</p>	<p>1. The team of students will help to remind other team members to be on time.</p> <p>2. Provide example of integrity in classroom such as plagiarism.</p> <p>3. Provide a case study that explains ethics.</p>	<p>1. On-time class attendance.</p> <p>2. Quizzes / Examinations.</p> <p>3. Students' individual and group researches.</p>
<p>2. Knowledge</p> <p>1. Be able to understand the theories and important case studies taught.</p> <p>2. Be able to provide an analysis and provide the solution to real world problems.</p> <p>3. Be able to use knowledge integrated with other disciplines.</p>	<p>1. Problem-based learning.</p> <p>2. Cooperative learning.</p>	<p>1. In-class discussion.</p> <p>2. Questions and answers.</p> <p>3. Performance activity 'Authentic Songkran'.</p>

Learning Standards/ Learning outcomes	Teaching Strategies/ Learning Activities	Evaluation Strategies/ Learning Assessment
<p>3. Cognitive Skills</p> <ol style="list-style-type: none"> 1. Be able to gather and summarize information, and report. 2. Be able to do self-study and sharing information to the class. 3. Be able to solve problems from case studies. 	<ol style="list-style-type: none"> 1. Problem solving. 2. Cooperative learning and participating in group discussing. 3. Students' individual and group researches. 	<ol style="list-style-type: none"> 1. Group discussion. 2. Participation in class/group research. 3. Students' individual and group performance activities.
<p>4. Interpersonal Skills and Responsibilities</p> <ol style="list-style-type: none"> 1. Be able to communicate with foreigners in English and another language. 2. Be able to use English to solve problems. 	<ol style="list-style-type: none"> 1. Allow students to work in unfamiliar situation with new team members. 2. Use advance business English to communicate in class and with lecturers. 3. Communication practice in business leading manners. 	<ol style="list-style-type: none"> 1. English communication for describe about Thai culture to practice in class. 2. Students' individual and group performance activities.

Learning Standards/ Learning outcomes	Teaching Strategies/ Learning Activities	Evaluation Strategies/ Learning Assessment
<p>5. Numerical Analysis, Communication and Information Technology Skills</p> <p>1. Be able to use ICT skills and apply them.</p> <p>2. Be able to use statistics and mathematics to solve problems.</p> <p>3. Be able to use ICT in the work place and apply numerical analysis in communication.</p>	<p>1. Use case studies that allow students to implement their knowledge of statistics and mathematics to solve problems.</p> <p>2. Students will form a team and practice group research that requires to use technology for two-way communication and develop their social skills.</p>	<p>1. Discussion by knowledge searching from the internet both in class and on self-study.</p> <p>2. Creative group performance activities.</p>

Section 5 Lesson Plan and Assessment

1. Lesson Plan

Week	Topic/Outline	Hours	Learning Activities and Medias
1	<ul style="list-style-type: none"> • Introduction to Thai society and culture - Rules and Regulations in class - Communication : Get to know 	3	<ul style="list-style-type: none"> • Guide line to study the course • Discussion • Student-centered: Cooperative learning
2	<ul style="list-style-type: none"> • Unit 1 Introduction to Thai society and World society 	3	<ul style="list-style-type: none"> • Direct instruction • Student-centered: Cooperative learning • Students' individual research on 'Proud to be Thai'
3	<ul style="list-style-type: none"> • Unit 2 Influences to Thai society - Western influence - Indian influence - Chinese influence 	3	<ul style="list-style-type: none"> • Direct instruction • Student-centered: Cooperative learning • Students' individual research on 'Proud to be Thai' 5-8 persons per week
4	<ul style="list-style-type: none"> • Unit 3 Thai culture and value - The importance of Thai culture - Factors that influence differences in Thai society 	3	<ul style="list-style-type: none"> • Direct instruction • Student-centered: Cooperative learning • Students' individual research on 'Proud to be Thai' 5-8 persons per week

Week	Topic/Outline	Hours	Learning Activities and Medias
5	<ul style="list-style-type: none"> • Unit 4 Thai manners - The importance of manners to Thai society - Thai manners in practices 	3	<ul style="list-style-type: none"> • Direct instruction • Student-centered: Cooperative learning • Students' individual research on 'Proud to be Thai' 5-8 persons per week
6	<ul style="list-style-type: none"> • Unit 5 Thai folklores - The importance of folklore towards the Thai society 	3	<ul style="list-style-type: none"> • Direct instruction • Student-centered: Cooperative learning • Group discussion • Students' individual research on 'Proud to be Thai' 5-8 persons per week • Students' individual research #2 'Folklore story telling'
7	<ul style="list-style-type: none"> • Unit 6 : Thai traditions - Important traditional in Thai society 	3	<ul style="list-style-type: none"> • Direct instruction • Student-centered: Cooperative learning • Students' individual research on 'Proud to be Thai' 5-8 persons per week • Students' group research on problem-based learning 'Authentic Songkran'
8	<ul style="list-style-type: none"> • Mid-Term Examination 	3	<ul style="list-style-type: none"> • Paper test
9	<ul style="list-style-type: none"> • Unit 7 Thai product wisdom 	3	<ul style="list-style-type: none"> • Direct instruction • Student-centered: Cooperative learning • Students' individual research on 'Folklore story telling' 5-8 persons per week

Week	Topic/Outline	Hours	Learning Activities and Medias
10	<ul style="list-style-type: none"> • Unit 8 Thai food wisdom - Food preservation 	3	<ul style="list-style-type: none"> • Direct instruction • Student-centered: Cooperative learning • Students' individual research on 'Folklore story telling' 5-8 persons per week
11	<ul style="list-style-type: none"> • Unit 9 Thai arts and literatures - The importance on the Thai characteristic of written 	3	<ul style="list-style-type: none"> • Direct instruction • Student-centered: Cooperative learning • Students' individual research on 'Folklore story telling' 5-8 persons per week
12	<ul style="list-style-type: none"> • Unit 10 Thai architecture - The characteristic of Thai architecture 	3	<ul style="list-style-type: none"> • Direct instruction • Student-centered: Cooperative learning • Students' individual research on 'Folklore story telling' 5-8 persons per week
13	<ul style="list-style-type: none"> • Unit 11 Thai society and technology 	3	<ul style="list-style-type: none"> • Direct instruction • Student-centered: Cooperative learning • Group discussion • Students' individual research on 'Folklore story telling' 5-8 persons per week

Week	Topic/Outline	Hours	Learning Activities and Medias
14	<ul style="list-style-type: none"> Unit 12 Thai social problems 	3	<ul style="list-style-type: none"> Direct instruction Student-centered: Cooperative learning Group discussion Students' group research performance activities on 'Authentic Songkran'
15	<ul style="list-style-type: none"> Conclusion 	3	<ul style="list-style-type: none"> Direct instruction: Questions and Answers
16	<ul style="list-style-type: none"> Make up class 	3	<ul style="list-style-type: none"> Direct instruction: Questions and Answers
17	<ul style="list-style-type: none"> Final Examination 	3	<ul style="list-style-type: none"> Paper test
Total of study hours		48	

2. Learning Assessment Plan

Learning Standards/ Learning outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>1. Ethics and Morals</p> <p>1. Be able to deliver or to complete a required task at appointed time.</p> <p>2. Be able to do the right thing according to the values, beliefs and principles they claim to hold.</p> <p>3. Be able to make decisions in business according to moral concepts and judgments.</p>	<p>1. Check for class attendance.</p> <p>2. Honesty on Quizzes/Examinations.</p> <p>3. Students' individual and group performance activities.</p>	<p>Throughout Semester</p>	<p>10%</p>
<p>2. Knowledge</p> <p>1. Be able to understand the theories and important case studies taught.</p> <p>2. Be able to provide an analysis and provide the solution to real world problems.</p> <p>3. Be able to use knowledge integrated with other disciplines.</p>	<p>1. Class discussion on the topics provided.</p> <p>2. Students' performance activities.</p> <p>3. Quiz/Examination.</p>	<p>Throughout Semester</p>	<p>50%</p>

Learning Standards/ Learning outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
3. Cognitive Skills 1. Be able to gather and summarize information, and report. 2. Be able to do self-study and sharing information to the class. 3. Be able to solve problems from case studies.	1. Participation in class/group researches. 2. Students' individual performance 'Proud to be Thai' and 'Folklore story telling' and group performance on 'Authentic Songkran'.	Throughout Semester	10%
4. Interpersonal Skills and Responsibilities 1. Be able to communicate with foreigners in English and another language. 2. Be able to use English to solve problems.	1. English communication practice in class. 2. Students' individual performance 'Proud to be Thai' and 'Folklore story telling' and group performance on 'Authentic Songkran'.	Throughout Semester	20%

Learning Standards/ Learning outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>5. Numerical Analysis, Communication and Information Technology Skills</p> <p>1. Be able to use ICT skills and apply them.</p> <p>2. Be able to use statistics and mathematics to solve problems.</p> <p>3. Be able to use ICT in the work place and apply numerical analysis in communication.</p>	<p>1. Discussion by knowledge searching from the internet both in class and on self-study</p> <p>2. Creative using technology on students' individual performance 'Proud to be Thai' and 'Folklore story telling' and group performance on 'Authentic Songkran'.</p>	<p>Throughout Semester</p>	<p>10%</p>

Section 6 Learning and Teaching Resources

1. Textbook and Main Documents

อุดม เขยกีวงศ์ และคณะ (2548) *วิถีไทย*. กรุงเทพมหานคร: สำนักพิมพ์แสงดาว.

2. Important Documents for Extra Study

สังคมและวัฒนธรรมไทย. สาขาวิชาศิลปศาสตร์ (2544) มหาวิทยาลัยสุโขทัยธรรมาธิราช.

Roger Welty (2013) *Thai Culture and Society*. Asia Books.

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

Keywords for searching : Thai, History, Society, Culture, Arts, Lifestyle, People

Website: (2015, November). Retrieved from <http://www.wikipedia.com>

Website: (2015, November). Retrieved from http://en.wikipedia.org/wiki/Thai_people

Section 7 Course Evaluation and Revising

1. Strategies for Course Evaluation by Students

Using survey questions to collect information from the students' opinions to improve the course and enhance the curriculum. Examples of questions:

- 1.1 Content objectives were made clear to the students.
- 1.2 The content was organized around the objectives.
- 1.3 Content was sufficiently integrated.
- 1.4 Content was sufficiently integrated with the rest of the first year curriculum.
- 1.5 The instructional materials used were effectively.
- 1.6 The learning methods appropriate assessed the students' understanding of the content.
- 1.7 Overall, Students are satisfied with the quality of this course

2. Strategies for Course Evaluation by Lecturer

2.1 Lecturers team observe the class and discuss the results as follow:

- 2.1.1 The lecturer is well prepared for class sessions.
- 2.1.2 The lecturer answers questions carefully and completely.
- 2.1.3 The lecturer uses examples to make the materials easy to understand.
- 2.1.4 The lecturer stimulated interest in the course.
- 2.1.5 The lecturer made the course material interesting.
- 2.1.6 The lecturer is knowledgeable about the topics presented in this course.
- 2.1.7 The lecturer treats students respectfully.
- 2.1.8 The lecturer is fair in dealing with students.
- 2.1.9 The lecturer makes students feel comfortable about asking question.
- 2.1.10 Course assignments are interesting and stimulating.
- 2.1.11 The lecturer's use of technology enhanced learning in the classroom.

2.2 The Director /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 questions, the lecturer team's observation, and classroom research.

4. Feedback for Achievement Standards

International College Administrator Committee monitor to assessment process and Grading.

5. Methodology and Planning for Course Review and Improvement

5.1 Revise and develop course structure and process every two years.

5.2 Assign different lecturers teach this course to enhance students' performance.