



TQF 5. Course Report

Course Code:	TRM 3308
Course Title:	Research and Seminar for Tourism Business
Credits:	3(2-2-5)
Semester /Academic Year:	1/2020
Students:	Bachelor of Arts Program in Tourism Management
Lecturer (s):	Dr. Siripen Yiamjanya

Course Report

Name of Institution: Suan Sunandha Rajabhat University

Campus/Faculty/Department: International College

Section 1: General Information

- 1. Course title and code:** TRM 3308 – Research and Seminar for Tourism Business
- 2. Pre-requisite:** None
- 3. Faculty Member(s) Teaching the Course and Sections:** Dr. Siripen Yiamjanya / Section: TM 61
- 4. Course semester/academic year:** Semester 1/ 2020
- 5. Venue:** Room 404 International College, Suan Sunandha Rajabhat University, Nakhon Pathom Campus

Section 2: Actual Teaching Hours Compared with Teaching Hours Specified in the Teaching Plan

1. Number of actual teaching hours compared with the teaching plan

Specify teaching topics, teaching hours according to the plan, and actual teaching hours. If the actual teaching hours are different from the plan by more than 25%, specify the reasons.

Teaching Topics	No. of teaching hours in the plan	No. of actual teaching hours	Reason(s) (in case the discrepancy is more than 25%)
Unit 1: Some Basics about Research	3	3	-
Unit 2: Selecting a Topic	3	3	-
Unit 3: Significance of Literature Review	3	3	-
Unit 4: Writing a Research Proposal	3	3	-
Unit 5: Some Considerations on Methods and Data	3	3	-

Teaching Topics	No. of teaching hours in the plan	No. of actual teaching hours	Reason(s) (in case the discrepancy is more than 25%)
Unit 6: Data Collection	3	3	-
Unit 7: Data Analysis for Findings	3	3	-
Unit 8: Discussion on Findings and Conclusion	3	3	-
Unit 9: Structuring Research Work and Writing Research Paper	3	3	-

2. Topics that couldn't be taught as planned

Topics that couldn't be taught (if any)	Significance of the topics that couldn't be taught	Compensation
-	-	-

3. Effectiveness of the teaching methods specified in the Course Specification

Learning outcomes	Teaching methods specified in the course specification	Effectiveness		Problems of the teaching method (s) (if any) and suggestions
		Yes	No	
1. Ethics and Morals (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.	(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 tourism industry. (3) Be strict with classroom attendance and participation, classroom rules, students' uniform that have to be complied with the university rules and regulations.	√ √ √ √		The students learned to do citation during the research process. This was part of teaching about ethics in research. For punctuality and responsibility, in this semester, the lecturer evaluated this learning outcome by setting deadline for each chapter, where the students needed to complete and submit their chapters on time via Google Classroom. Late submission affected their scores.

Learning outcomes	Teaching methods specified in the course specification	Effectiveness		Problems of the teaching method (s) (if any) and suggestions
		Yes	No	
<p>2 Knowledge</p> <p>(1) Have up-to-date knowledge of tourism research theories and methodology.</p> <p>(2) Have integrated knowledge in other related disciplines in conducting the research.</p> <p>(3) Have knowledge and understanding in conducting tourism research by following the research process and techniques.</p>	<p>(1) Use active- learning technique.</p> <p>(2) Use problem-based learning.</p> <p>(3) Use cooperative learning strategy.</p>	<p>√</p> <p>√</p> <p>√</p>		<p>Some students learned to review about theories in tourism management. Also, as self- study, they learned from other research papers about related variables, the structure of research and how to arrange a research paper.</p>
<p>3. Cognitive Skills</p> <p>(1) Be able to identify problem context as to state research problem statement.</p> <p>(2) Be able to identify variables into the process of analysis and constructing for developing research tool.</p> <p>(3) Be able to apply innovation and knowledge from other related academic fields in developing working skills.</p>	<p>(1) Use active- learning technique.</p> <p>(2) Use problem-based learning.</p> <p>(3) Use cooperative learning strategy.</p>	<p>√</p> <p>√</p> <p>√</p>		<p>Each student will produce a research paper for oral presentation in the mini conference. This work can be part of evaluating the students' cognitive skill. There will also be external expertise to evaluate the students' performance.</p>
<p>4 Interpersonal Skills and Responsibilities</p> <p>(1) Have responsibility for individual and group assignments as well as be able to help and facilitate others in solving problems.</p> <p>(2) Be responsible for the improvement of self-academic learning and the profession continuously.</p>	<p>(1) Focus on individual assignments because it is the research course.</p> <p>(2) Use active-learning technique to enhance their responsibility.</p>	<p>√</p> <p>√</p>		<p>Most of them were responsible and on time in reporting their research progress. Some may have difficulty in managing time due to complication in thinking nature. But finally, each student could make it. The lecturer always encouraged them.</p>

Learning outcomes	Teaching methods specified in the course specification	Effectiveness		Problems of the teaching method (s) (if any) and suggestions
		Yes	No	
<p>5. Numerical Analysis, Communication and Information Technology Skills</p> <p>(1) Be competent in using different sources (including digital technology) of data for facilitating students' research conduct.</p> <p>(2) Be able to use digital technology to communicate and present effectively.</p> <p>(3) Be able to apply statistical or mathematical knowledge in analyzing and interpreting the data. Be able to present research results and discussion clearly with ability to respond with confidence to questions arisen.</p>	<p>(1) Provide assignments that require students to use numerical analysis skills and knowledge.</p> <p>(2) Provide assignments that require students to use information technology skills and knowledge.</p> <p>(3) Use online learning.</p> <p>(4) Use group and individual discussions.</p> <p>(5) Focus on individual communication for their own research work progress and their presentation.</p>	<p>√</p> <p>√</p> <p>√</p>		<p>The course implemented academic writing training and supervision for the students.</p> <p>After collecting the research data, training of how to use a software program (SPSS) in running data analysis was provided to the students. Also, the content analysis technique was taught for the qualitative technique so the students learned how to analyze and interpret the data into their own findings and discussions.</p>

4. Suggestions for Improving Teaching Methods

The active learning technique has already been applied in this course, which was every effective. However, as the students need to conduct a research study individually, important focus should be put in (1) how to instruct them to link what they have reviewed in the literature review process with designing research tool and methodology; and (2) how to write discussion part.

Content analysis for the qualitative research methodology was taught in this semester.

Section 3: Course Outcomes

1. **Number of students registered for the course:** 19 students
2. **Number of students at the end of the semester:** 19 students
3. **Number of students who withdrew from the course:** - student
4. **Distribution of scores level (grade)**

Student's score as percentage	Grade	Total	Percentage
86 – 100	A	3	15.79
82 – 85	A-	3	15.79
78 – 81	B+	3	15.79
74 - 77	B	1	5.26
70 – 73	B-	1	5.26
66 – 69	C+	2	10.53
62 – 65	C	3	15.79
58 – 61	C-	1	5.26
54 – 57	D+	-	-
50 - 53	D	-	-
46 - 49	D-	-	-
0 - 45	F	-	-
	I	2	10.53
	W	-	-

5. **Factors causing unusual distribution of grades (If any):** None

6. **Discrepancies in the evaluation plan specified in the Course Specification**

6.1 Discrepancy in evaluation time frame

Details of Discrepancy	Reasons
-	-

6.2 Discrepancy in evaluation methods

Details of Discrepancy	Reasons
-	-

7. Verification of students' achievements

Verification Method (s)	Verification Result(s)
<p>At the end of the course, the students were asked to do an evaluation for their learning outcomes, as well as evaluation for lecturer's teaching.</p> <p>There will be a Mini Conference to be held by International College, SSRU this year (2021). The students will present their research work and there will be external research expertise to evaluate their performance in both oral presentation and full paper.</p>	<p>The verification was completed.</p>

Section 4: Problems and Impacts

1. Teaching and learning resources

Teaching Problems: -	Impacts on students' learning : -
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2. Administration and organization

Problems from administration -	Impacts on students' learning -
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Section 5: Course Evaluation

1. Results of course evaluation by students

1.1 Important comments from evaluation by students

<p>Based on the interview with the students, most of them mentioned that the most difficult part of the course is literature review and designing research tool because it had them to read a lot and it took time to make an understanding of what they read in order to find variables and design research tool.</p>
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1.2 Faculty members' opinions on the comments in 1.1

<p>Prepare them by asking them to read and study from other research papers as example</p>
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2. Results of course evaluation by other evaluation methods

2.1 Important comments from evaluation by other evaluation methods

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2.2 Faculty members' opinions on the comments in 2.1

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Section 6: Improvement Plan

1. Progress of teaching and learning improvement recommended in the previous Course Report

Improvement plan proposed in Semester 2 Academic year 2019	Results of the plan implementation (In case no action was taken nor completed, reasons must be provided.)
- Spend more time with qualitative research and how to present qualitative data	- The lecturer taught the students the content analysis technique for the qualitative research methodology. Example cases from qualitative research were provided.

2. Other improvements

- The students had opportunity to learn how to write a research paper with academic writing style, apart from completing their research report submitted to the lecturer.

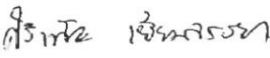
3. Suggestion and improvement of the plan for the next semester/academic year

Suggestions	Time Frame	Responsible Person
- Focus more on the teaching techniques of problem-based learning and qualitative research analysis and research discussion.	Throughout the semester	Dr. Siripen Yiamjanya

4. Suggestions of faculty member(s) responsible for the course

The students should be prepared for this course. Probably, teaching and learning of other core courses may take into account problem- based or research- based style to encourage students to practice analytical thinking. As well, academic writing and reading courses may be added, as these courses could be useful as a path for students to study courses in higher level.

Responsible Faculty Member/Coordinator: Miss Siripen Yiamjanya

Signature  Submission Date: December 21, 2020

Chairperson/Program Director:

Signature..... Receipt Date