College of
Hospitality Industry Management

Course Specification

Course Code: IHR3306 Cakes and Cream Preparation Lab

Credits: 3(2-2-5)

Program: Hotel Management
College of Hospitality Industry Management
Suan Sunandha Rajabhat University
(CHM)

Semester: 1 Academic Year: 2021
Section 1 General Information

1. Code and Course Title :
   
   Course Code: IHR3306
   
   Course Title (English): Cakes and Cream Preparation Lab
   
   Course Title (Thai):

2. Credits: 3(2-2-5)

3. Curriculum and Course Category:
   3.1 Curriculum: ......................................................
   3.2 Course Category:
   
   □ General Education  □ Required Course
   
   □ Elective Course   □ Others ....................

4. Lecturer Responsible for Course and Instructional Course Lecturer(s):
   4.1 Lecturer Responsible for Course: Ms. Yupaporn Kithwang
   4.2 Instructional Course Lecturer(s): Ms. Yupaporn Kithwang

5. Contact/Get in Touch
   Room Number 306 Tel. 098-2244624 E-mail: yupaporn.ki@ssru.ac.th

6. Semester/ Year of Study
   6.1 Semester: 1 Year of Study 2021
   6.2 Number of the students enrolled: 9

7. Pre-requisite Course (If any)
   
   Course Code: ......... Course Title ..........or None

8. Co-requisite Course (If any)
   
   Course Code: ........ Course Title ..........or None

9. Learning Location
   
   Online

10. Last Date for Preparing and Revising this Course:
    
    Date 8th August 2021
Section 2 Aims and Objectives

1. Course Aims

At the end of this course, the student will reach to five domains in the following areas of performance:

1.1 Morals and Ethics

   (1) Be able to deliver or to complete a required task at or the appointed time.
   (2) Be able to do the right thing according to the values, beliefs and principles they claim to hold.
   (3) Develop themselves continuously and can adapt to the everyday life.

1.2 Knowledge

   (1) Are competent in the fields of both theoretical and practical. Including an understanding of baking can bring to integrate knowledge together, including cooking, arts, science, cuisine, product development, etc.
   (2) Be able to have Skills and expertise in use of materials and tools in laboratory dishes correctly and safely.
   (3) Be able to use learned knowledge to improve and develop bakery products. And fix the problem during the course properly.

1.3 Cognitive Skills

   (1) The ability to develop new knowledge resulting from learning survey research and experimental.
   (2) Use the knowledge, skills and expertise on a variety of professional and technical cooking.
   (3) The ability to solve problems from case studies.

1.4 Interpersonal Skills and Responsibility

   (1) Be able to communicate in English.
   (2) Work with others effectively
   (3) To learn and develop themselves regularly and continuous professional in career.

1.5 Numerical Analysis, Communication and Information Technology Skills
(1) Be able to use basic ICT skills and apply them to daily.
(2) Be able to use IT to search for new knowledge and apply numerical
analysis in communication with emphasis on practical and real life
experiences.

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

To provide student with knowledge and skill in the factor effecting
production of materials and equipment, which prepares students to be
skilled in classification of products to prepare for buying and storing
properly? These baking lessons are designed to give student the best
knowledge and skill for apply in a career as professionally

At the end of this course, the student will be able to perform in the
following areas of performance:
(1) Students have complete knowledge and foundation understanding
of the various common types of Cake and Pastries product, techniques in
basic terms.
(2) Have skill and knowledge in basic baking product, the various
common combinations cake and pastries ingredient that product great
results.
(3) Understanding important attribute of staple, shopping, materials
quality evaluation and materials selection.
(4) Have skill and knowledge in preparing ingredient in each type of
baking appropriately.
(5) Have skill and knowledge in equipment application of baking
appropriately
(6) Apply knowledge of baking adjust quality of bakery and improve
skill for their future career.
Section 3 Characteristics and Operation

1. Course Outline
Cakes and cream product commodities and characteristics, use appropriate equipment for preparing and bake cakes and pastries, proper techniques to produce cakes and pastries according to standard recipes and enterprise requirement, preparation variety of filling, icing, coating for decoration cake, maintain maximum eating quality, appearance and freshness of cakes.

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

<table>
<thead>
<tr>
<th>Lecture (hours)</th>
<th>Remedial Class (hours)</th>
<th>Practice/ Field Work/ Internship (hours)</th>
<th>Self-Study (hours)</th>
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</thead>
<tbody>
<tr>
<td>32 hours.</td>
<td>-</td>
<td>32</td>
<td>80 hrs.</td>
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</table>

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

Course identifies the information 1 hour / week

3.1 Self consulting at the lecturer’s office: Room Number 306 Building College of Hospitality Industry Management, CHM

3.2 Consulting via office telephone/mobile phone

3.3 Consulting via E-Mail Yupaporn.ki@ssru.ac.th

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

3.5 Consulting via Computer Network (Internet/Web board) –
Section 4 Developing Student’s Learning Outcomes

1. Morals and Ethics

1.1 Morals and Ethics to be developed

○ (1) Be able to deliver or complete the required task on time

⚫ (2) Be able to do the right thing according to the values, beliefs, and principles they claim to hold

○ (3) Be able to make decisions according to moral concepts and judgments

⚫ (4) Have self-discipline, be punctual, responsibility to self, profession and society.

1.2 Teaching Strategies

(1) Direct instruction

(2) Discussion

(3) Student research

1.3 Assessment Strategies

(1) Measurement of punctuality and attendance

(2) Measurement of personal interaction style

(3) Measurement of original contribution

2. Knowledge

2.1 Knowledge to be developed

⚫ (1) Be able to identify the proper theories and describe important case studies

⚫ (2) Be able to provide an analysis and provide solutions to real world problems

○ (3) Be able to organize self-study and share information with the class

2.2 Teaching Strategies

(1) Cooperative learning

(2) Problem-based learning
(3) Direct instruction

2.3 **Assessment Strategies**

(1) Mid-term test
(2) Final test
(3) Cooperative learning evaluations

3. **Cognitive Skills**

3.1 **Cognitive Skills to be developed**

○ (1) The ability to gather and summarize information, and conduct research

⚫ (2) Self-study and sharing information with the class

⚫ (3) The ability to solve problems with case studies

3.2 **Teaching Strategies**

(1) Cooperative learning
(2) Problem-based learning
(3) Direct instruction

3.3 **Assessment Strategies**

(1) Cooperative learning evaluations
(2) Direct instruction
(3) Quizzes

4. **Interpersonal Skills and Responsibilities**

4.1 **Interpersonal Skills and Responsibilities to be developed**

⚫ (1) Be able to use interpersonal English communication skills

⚫ (2) Be able to collaborate in teams and solve problems

4.2 **Teaching Strategies**

(1) Cooperative learning
(2) Group work activities

4.3 **Assessment Strategies**
(1) Cooperative learning evaluations
(2) Group work evaluations

5. **Numerical Analysis, Communication and Information Technology Skills**

5.1 **Numerical Analysis, Communication and Information Technology to be developed**

- (1) Be able to use basic ICT skills and apply daily
- ○ (2) Be able to use statistics and mathematics to solve air transport problems
- ○ (3) Be able to use IT to search for new knowledge and apply numerical analysis in communication with emphasis on practical and real life experiences

5.2 **Teaching Strategies**

- (1) Direct instruction
- (2) Cooperative learning
- (3) Group work activities

5.3 **Assessment Strategies**

- (1) Quizzes
- (2) Cooperative learning evaluations
- (3) Group work evaluations

6. **Other Domain**

None

**Remark:** Symbol ● means ‘major responsibility’

Symbol ○ means ‘minor responsibility’

No symbol means ‘no responsibility’

The above symbols were shown in ‘Curriculum Mapping’ of TQF 2.

(Program Specification)
<table>
<thead>
<tr>
<th>Learning Standards/Outcomes</th>
<th>Learning Activities</th>
<th>Learning Assessment</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Morals and Ethics</strong></td>
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<td></td>
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<tr>
<td>1.1 Be able to deliver or to complete a required task at appointed time;</td>
<td>Lecture and group discussion</td>
<td>Attendance</td>
</tr>
<tr>
<td>1.2 Be able to do the right thing according to the values, beliefs, and principles they claim to hold;</td>
<td>Student-centered: Constructivist approaches</td>
<td>Quizzes</td>
</tr>
<tr>
<td>1.3 Be able to make decisions in business according to moral concepts and judgments.</td>
<td>Cooperative learning: Jigsaw</td>
<td>Group reports and presentations</td>
</tr>
<tr>
<td><strong>2. Knowledge</strong></td>
<td></td>
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</tr>
<tr>
<td>2.1 Be able to identify the proper theories and describe important case studies.</td>
<td>Lecture and group discussion</td>
<td>Quizzes</td>
</tr>
<tr>
<td>2.2 Be able to provide an analysis and provide the solution to real world problems.</td>
<td>Student-centered: Constructivist approaches</td>
<td>Midterm</td>
</tr>
<tr>
<td>2.3 Be able to organize self-study and sharing information to the class.</td>
<td>Cooperative learning: Jigsaw</td>
<td>Final</td>
</tr>
<tr>
<td><strong>3. Cognitive Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 The ability to gather and summarize information, and conduct research;</td>
<td>Lecture and group discussion</td>
<td>Quizzes</td>
</tr>
<tr>
<td>3.2 Self-study and sharing information to the class;</td>
<td>Student-centered: Constructivist approaches</td>
<td>Midterm</td>
</tr>
<tr>
<td>3.3 The ability to solve problems from case studies.</td>
<td>Cooperative learning: Jigsaw</td>
<td>Final</td>
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<td></td>
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<td>Group reports and presentations</td>
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<tr>
<td>Learning Standards/Outcomes</td>
<td>Learning Activities</td>
<td>Learning Assessment</td>
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<td>-------------------------------------------------------------------------------------------</td>
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<tr>
<td><strong>4. Interpersonal Skills and Responsibilities</strong></td>
<td></td>
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</tr>
<tr>
<td>4.1 Be able to use interpersonal English communication skills.</td>
<td>Lecture and group discussion</td>
<td>● quizzes</td>
</tr>
<tr>
<td>4.2 Be able to collaborate well in teams for problem solving.</td>
<td>Student-centered: Constructivist approaches</td>
<td>● group reports and presentations</td>
</tr>
<tr>
<td>4.3 Be able to show leadership skills.</td>
<td>Cooperative learning: Jigsaw</td>
<td>● evaluate English skills during class</td>
</tr>
<tr>
<td><strong>5. Numerical Analysis, Communication and Information Technology Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1 Be able to use basic ICT skills and apply them daily;</td>
<td>Lecture and group discussion</td>
<td>● quizzes</td>
</tr>
<tr>
<td>5.2 Be able to use statistics and mathematics to solve air transport business problems;</td>
<td>Student-centered: Constructivist approaches</td>
<td>● group reports and presentations</td>
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<tr>
<td>5.3 Be able to use IT to search for new knowledge and apply numerical analysis in</td>
<td>Cooperative learning: Jigsaw</td>
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<tr>
<td>communication with emphasis on practical and real life experiences.</td>
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</table>
Section 5 Lesson Plan and Assessment

1. Lesson Plan

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Outline</th>
<th>Periods</th>
<th>Learning Activities and Medias</th>
<th>Lecturer(s)</th>
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</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Product and Equipment knowledge</td>
<td>4</td>
<td>Power point</td>
<td>Aj. Yupaporn</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ask and answer Games</td>
<td></td>
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<tr>
<td>3</td>
<td>Types of cakes</td>
<td>2</td>
<td>Power point</td>
<td>Aj. Yupaporn</td>
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<td></td>
<td>On-demand</td>
<td></td>
<td></td>
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<tr>
<td>4-5</td>
<td>Techniques and preparing cake and cream</td>
<td>4</td>
<td>Google meet</td>
<td>Aj. Yupaporn</td>
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<td></td>
<td>On-demand</td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>Flour</td>
<td>2</td>
<td>Teaching Demonstration</td>
<td>Aj. Yupaporn</td>
</tr>
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<td></td>
<td>Group activity</td>
<td></td>
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<tr>
<td>7</td>
<td>Assignment I</td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>Midterm exam</td>
<td></td>
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<tr>
<td>9</td>
<td>Fats and oil</td>
<td>2</td>
<td>Teaching Demonstration</td>
<td>Aj. Yupaporn</td>
</tr>
<tr>
<td></td>
<td>Group activity</td>
<td></td>
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<tr>
<td>10</td>
<td>Sugar and sweetener</td>
<td>2</td>
<td>Teaching Demonstration</td>
<td>Aj. Yupaporn</td>
</tr>
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<td></td>
<td>Group activity</td>
<td></td>
<td></td>
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<tr>
<td>11-12</td>
<td>Additives and replacer</td>
<td>4</td>
<td>Google meet</td>
<td>Aj. Yupaporn</td>
</tr>
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<td></td>
<td>On-demand</td>
<td></td>
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<tr>
<td>13</td>
<td>Lab</td>
<td>2</td>
<td>Teaching Demonstration</td>
<td>Aj. Yupaporn</td>
</tr>
<tr>
<td></td>
<td>On-demand</td>
<td></td>
<td></td>
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<tr>
<td>14</td>
<td>Bakery trends and business</td>
<td>2</td>
<td>Guest speaker</td>
<td>Aj. Yupaporn</td>
</tr>
<tr>
<td></td>
<td>Market share and analysis</td>
<td></td>
<td>On-demand</td>
<td></td>
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<tr>
<td>15-16</td>
<td>Assignment II</td>
<td>2</td>
<td>Google meet</td>
<td>Aj. Yupaporn</td>
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<tr>
<td>17</td>
<td>Final Examination</td>
<td></td>
<td></td>
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</table>
# 2. Learning Assessment Plan

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment Activities</th>
<th>Time Schedule</th>
<th>Proportion for Assessment (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Morals and Ethics</strong></td>
<td>● Class attendance checklist</td>
<td>Throughout semester</td>
<td>10%</td>
</tr>
<tr>
<td>(1) Be able to deliver or to complete a required task at or the appointed time. (2) Be able to do the right thing according to the values, beliefs and principles they claim to hold. (3) Be able to make decisions in kitchen and restaurant service according to moral concepts and judgments.</td>
<td>● Individual portfolio</td>
<td></td>
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</tr>
<tr>
<td><strong>2 Knowledge</strong></td>
<td>● Midterm and final examination</td>
<td>8&amp;16</td>
<td>20%&amp;30%</td>
</tr>
<tr>
<td>(1) Knowledge and understanding in both theory and practice. Integrate knowledge into each other, including science, arts, management, food management and product development (2) Have the skills and knowledge to properly use the equipment and tools in the food laboratory</td>
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<tr>
<td><strong>3 Cognitive Skills</strong></td>
<td>● Individual assignment and paper works/self-study</td>
<td>throughout semester</td>
<td>30% (15%+15%)</td>
</tr>
<tr>
<td>4</td>
<td><strong>Interpersonal Skills and Responsibilities</strong>&lt;br&gt; (1) Responsible for assigned tasks&lt;br&gt; (2) Can work effectively with others&lt;br&gt; (3) Can adapt to the role and responsibility of the work.&lt;br&gt; (4) Always learning and developing. And in the profession continuously.</td>
<td>● Group work or individual assignment</td>
<td>Throughout semester</td>
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<tr>
<td>5</td>
<td><strong>Numerical Analysis, Communication and Information Technology Skills</strong>&lt;br&gt; (1) Knowledge in mathematical and technological skills used in analysis. And solve the problem of working efficiently.</td>
<td>● Group or individual assignment</td>
<td>Throughout semester</td>
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<tr>
<td>(2) Critical thinking in using information technology and appropriate communication. For the collection of information, the principles and ideas are creative.</td>
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<tr>
<td>(3) Can be summarized from listening and can use the techniques of speaking and writing to explain what has been learned effectively.</td>
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</tbody>
</table>
Section 6 Learning and Teaching Resources

1. Textbook and Main Documents


2. Important Documents for Extra Study

Baking and bakery documents

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

ทัศนีย์ โรจนไพบูลย์. เอกสารประกอบการสอนวิชาขนมปัง (โรเนียว). กรุงเทพฯ: ภาควิชาคหกรรมศาสตร์, คณะเกษตร, มหาวิทยาลัยเกษตรศาสตร์, มปท.

Section 7 Course Evaluation and Revising

1. Strategies for Course Evaluation by Students

Using survey questions to collect information from the student’s opinions to improve the course and enhance the curriculum. Examples of questions:

2. Content objectives were made clear to the students.

3. The content was organized around the objectives.

4. Content was sufficiently integrated.

5. Content was sufficiently integrated with the rest of the first year curriculum.
6. The instructional materials used were sufficiently.

7. The learning methods appropriate assessed the student’s understanding of the content.

8. Overall, students are satisfied with the quality of this course.

9. **Strategies for Course Evaluation by Lecturer**

9.1 Lecturers team observes the class and discusses the results as follow:

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.

9.2 The lecturer’s use of technology enhanced learning in the classroom.

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.

10. **Teaching Revision**

Lecturer revises teaching /learning process based on the results from the student’s survey question, the lecturer’s observation, and classroom research.

11. **Feedback for Achievement Standards**

International College Administrator committee monitor to assessment process and grading.
12. **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 student’s performance.
Curriculum Mapping Illustrating the Distribution of Program Standard Learning Outcomes to Course Level

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<tbody>
<tr>
<td>Course Category ………….</td>
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<tr>
<td>Course Code IHR3306</td>
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<tr>
<td>Course Title Cake and Cream Preparation Lab</td>
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<tr>
<td>Course Category ………….</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
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<tr>
<td>• Major Responsibility</td>
<td>o</td>
<td>●</td>
<td>o</td>
<td>●</td>
<td>●</td>
<td>●</td>
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<tr>
<td>□ Minor Responsibility</td>
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Vision: Leading College to Produce High Quality Graduates for International Workplace