☑ Bachelor's Degree

☐ Master's Degree

Course Specification

Course Code: EDM1104

Course Title: Philosophy of Education and Curriculum Development

Credits: 3(2-2-5)

Programs: All

Semester: 2   **Academic Year:** 2021

College of Hospitality Industry Management

Suan Sunandha Rajabhat University

(CHM, SSRU)

Section 1 - General Information

1. Course code and course title

Course code: EDM1104

Course title (English): Philosophy of Education and Curriculum Development

ชื่อวิชา (ภาษาไทย): ปรัชญาการศึกษาและการพัฒนา

2. Credits

3(2-2-5)

3. Curriculum and course category

Curriculums: All
Course Category:
    ☐ General Education   ☑ Required Course
    ☐ Elective Course   ☐ Others: …………….

4. Lecturer

Lecturer responsible for this course: Dr.Boonthong Boontawee
Instructional course lecturer: Dr.Boonthong Boontawee

5. Contact

Room Number: 305   Tel.: 081-946-7225   Email: boonthong.bo@ssru.ac.th

6. Semester/Academic year

Semester: 2   Academic Year: 2021
Number of enrolled students: B.Ed. 64 : 20

7. Pre-requisite course

None

8. Co-requisite course

None

9. Learning location

CHM Building, Nakhon-Pathom Campus, Mon. 01.00 – 04.00 pm. Room No. 301

10. Last date for preparing and revising this course

January 2022

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

Learning outcomes to be developed

- Have integrity, honesty and teaching profession ethics;
- Have discipline, self and social responsibility;
- Have knowledge and understanding of laws governing education.

1.2 Knowledge

Learning outcomes to be developed

- Have knowledge and understanding of standards for teachers: curriculum development, learning management, psychology for teachers, Be able to apply concepts, principles and theories of knowledge and competencies for teachers in accordance with the standards of teaching professional knowledge.
- Be able to integrate all of knowledge to teaching procedures such as preparation of learner-oriented learning, learning process management, academic program, etc.

1.3 Cognitive skills

Learning outcomes to be developed

- Be able to search and study on knowledge for development of learning management process.
- Be able to use analytical and creative thinking to select, design, create and improve learners to achieve good learning, etc.
- Have Academic and professional skills such as integrating of all knowledge for use in educational institutions, being learning persons and academic leaders, using the evaluation and research results to improve the learning and curriculum management, etc.

1.4 Interpersonal skills and responsibility

Learning outcomes to be developed

- Have responsibility for building positive attitude towards the teaching profession
- Have knowledge and understanding of organizational culture and organizational human relations to work in team both as leader or follower.
- Be able to strengthen teachers' potentiality and capabilities in academic and professional career.

1.5 Numerical analysis, communication, and information technology skills

Learning outcomes to be developed

- Be able to apply numerical analysis in solving real-world problems.
- Have concepts, principles, and theories of technology and innovation that promote the learning quality development.
- Be able to design, create, implement, evaluate innovation for improvement classroom environment and analyze problems arising from use of innovation and information technology.

2. Objectives for developing/revising course (Content/Learning Process/Assessment/ etc.)

According to TQF (Thailand Quality Framework: H.Ed.) for Specialized Areas, undergraduate students should have opportunity to master learning in Mathematic Teacher. Finally, students can apply knowledge in to teachership or professional teacher.

Section 3 - Characteristics and Operations

1. Course description

(English) Concepts and theories of educational philosophy and curriculum development; Concepts and strategies of educational management for sustainable development; Principles and concepts of curriculum design; Curriculum standards and intended levels; Curriculum development for educational institutions; Curriculum implementation and monitoring.

(ไทย) แนวคิดและทฤษฎีของปรัชญาการศึกษาและการพัฒนาหลักสูตร แนวคิดและกลยุทธ์ของการจัดการศึกษาเพื่อการพัฒนาที่ยั่งยืน หลักการและแนวคิดของการออกแบบหลักสูตร มาตรฐานหลักสูตรและระดับที่ต้องการ การพัฒนาหลักสูตรสำหรับสถานศึกษา การนำหลักสูตรไปใช้และการติดตามประเมินผล

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

Lecture	Practice/ Field Work/Internship	Self-Study	Remedial Class
2 hours	2 hours	5 hours	-

3. Individual consulting and guidance

Self-consulting at the lecturer's office:

Room Number 305, CHM Building, Nakhon-Pathom Campus, Wed. 9 am. – 4 pm.

Consulting via office telephone/mobile phone:

081-946-7225

Consulting via email:

Boonthong.bo@ssru.ac.th

Consulting via LMS:

Moodle LMS

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**

    1.1. Learning outcome to be developed

    - 1. Employ discretion, core value, rational, as well as understand Thai education philosophy and curriculum

    - 2. Possess discipline, responsibility, honesty, contribution and endurance.

    - 3. Perform life under the Philosophy of Sufficiency Economy and teachership.

    o 4. Realize and aware of Thainess

    1.2 Teaching strategies

    1) Keep classroom regulation, as well as online learning behaviors.

    2) Provide an example of integrity in classroom such as no plagiarism.

    3) Build up awareness in being a good digital citizen, both national and international levels.

    1.3 Assessment & evaluation strategies

    1) Attendance record and assignment responsibility

    2) Portfolio Assessment

    3) Performance Assessment

2. **Knowledge**

    2.1 Learning outcome to be developed

    o 1) Own rounded knowledge with vision and can access life-long learning

    - 2) Know and understand the variety of instruction is applied with concentration on the integration of theory and practice, including classroom activities

    - 3) Know, understand concepts and theories of educational philosophy and curriculum development

    2.2 Teaching strategies

    1) Use material in the form of documents, e-book and electronic files of educational philosophy and curriculum.

    2) Authentic practices, in particular, the real situation found in life.

    3) Invite the guest speakers in certain fields are occasionally invited.

2.3 Assessment and Evaluation Strategies

    1) Pre-test and post-test

    2) Mid-term and final tests

3. Cognitive skills

3.1 Learning outcomes to be developed

- 1) Be able to search and study on knowledge for development of learning management process.
- o 2) Be able to use analytical and creative thinking to select, design, create and improve learners to achieve good learning, etc.
- 3) Have academic and professional skills such as integrating of all knowledge for use in educational institutions, being learning persons and academic leaders, using the evaluation and research results to improve the learning and curriculum management, etc.

3.2 Teaching strategies

    1) Presentation based on rational and analytical concept by instructor

    2) Group presentation and discussion

    3) Use the Learner's experience to share with group for creating knowledge

3.3 Assessment and Evaluation Strategies

    1) Criteria for assignment
    2) Evaluation based on practice, i.e. testing

4 Interpersonal skills and responsibilities

4.1 Learning outcomes to be developed

- 1) Have responsibility for building positive attitude towards the teaching profession
- 2) Have knowledge and understanding of organizational culture and organizational human relations to work in team both as leader or follower.
- o 3) Be able to strengthen teachers' potentiality and capabilities in academic and professional career.

4.2 Teaching Strategies

    1) Work in group or team through collaboration with others.

    2) Online communication.

4.3 Evaluation Strategies

    1) Evaluate students' behaviors and performance in group/team working

    2) Participating in various activities.

5 Numerical analysis, communication and information technology skills

5.1 Learning outcomes to be developed

- 1) Be able to apply numerical analysis in solving real-world problems.

  o 2) Have concepts, principles, and theories of technology and innovation that promote the learning quality development.

- 3) Be able to design, create, implement, evaluate innovation for improvement classroom environment and analyze problems arising from use of innovation and information technology.

5.2 Teaching Strategies

    1) Assign supplementary teaching and learning materials for students to download the documents and files.

    2) Guide and use e-learning on website to support student's self-learning

    3) Use information technology appropriately and communicate with student.

5.3 Assessment and Evaluation Strategies

    1) Presentation techniques by use tools in information technology or mathematics and statistics

    2) Use computer through web browser in testing, opening and downloading supplementary teaching and learning materials both in document and file format

    3) Use computer, mobile phone or tablet for learning evaluation.

Remark: The symbol ● means "major responsibility."

    The symbol ○ means "minor responsibility."

    No symbol means "no responsibility."

Section 5 - Lesson Plan and Assessment

1. Lesson plan

Week	Topic / Outline	Hours	Learning Activities	Lecturer
1-2	**Course Introduction** - Course outlines& Grading criteria **Unit** 1 Educational philosophy and curriculum theory : Influences of philosophy, learning theory, and sociology on the curriculum.	6	1. Welcome students to the course. Announce course outlines, define grading criteria, and suggest some useful external resources and services. 2.Pretest: Educational philosophy and curriculum theory 3.Explain: Influences of philosophy, learning theory, and sociology on the curriculum. 4.Use participation records and/or system logs.	Dr.Boonthong Boontawee
3	**Unit 2** Relationship between curriculum and instruction : An integrative approach to curriculum (unites core academic subjects, interdisciplinary themes), Integrative approach to instruction (modern pedagogies, technologies),	3	1. Explain the relationship between curriculum and instruction 2. Discuss about Thai curriculum and instruction 3. Study and report about Thai Education in Students opinion	Dr.Boonthong Boontawee
4	**Unit 3** Curriculum Standards, Rational for standards, learner characteristics, academic contents	3	1. Explain the Curriculum Standards, Rational for standards, learner characteristics, academic contents 2. Discuss about school curriculum 3. Study and report about Learning Theory	Dr.Boonthong Boontawee

Week	Topic / Outline	Hours	Learning Activities	Lecturer
5	**Unit** 4 Factors and conditions for curriculum design and development : People and roles in curriculum work, design alternatives and needs assessments; selecting, sequencing, organizing, and prioritizing content	3	1. Students present their report and discuss 2. Explain the factors and conditions for curriculum design and developpement , 3. Discuss about Learning Theory and conditions for curriculum design and developpement 4. Study The Basic Education Core Curriculum B.E. 2551 (A.D. 2008) improved B.E 2560 (A.D.2017)	Dr.Boonthong Boontawee
6	**Unit 5** Documenting and implementing curriculum : Establishing and evaluating curriculum	3	1. Explain the Documenting and implementing curriculum : Establishing and evaluating curriculum 2. Discussion 3. Groups set up mini curriculum which team interesting	Dr.Boonthong Boontawee
7-9	**Unit 6** Theory and Research in Curriculum and Instructional Design	9	1. Groups present mini curriculum 2. Explain and discuss the Theory and Research in Curriculum and Instructional Design	Dr.Boonthong Boontawee
10-12	**Unit 7** Theory and Research in Curriculum and Instructional Design in Mathematics	9	1. Explain and discuss the Theory and Research in Curriculum and Instructional Design in Mathematic 2. Groups design mini curriculum in Mathematic and research and sent to lecturer for check or improve.	Dr.Boonthong Boontawee
13-14	**Unit 8** Research in Implementing Mathematics Curriculum	6	1. Groups Research in Implementing Mathematics Curriculum 2. Groups report and discuss in class	Dr.Boonthong Boontawee

Week	Topic / Outline	Hours	Learning Activities	Lecturer
15	**Extra Activities**	6	Students attended the Curriculum Design Workshop	Dr.Boonthong Boontawee
16	Make – up class			Dr.Boonthong Boontawee
17	Final Examination			

Note: Lesson plan migh be affected by the COVID -19 pandemic.

2. Learning assessment plan

Learning Outcomes	Assessment Activities	Schedule (Week)	Proportion for Assessment (%)
1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3	1) Attendance record 2) Classroom observation (on-site) 3) System log (online/on-demand) 4) Quiz	1,2, 3,4, 5,6 7,8, 9,10 11, 12,13, 14	30
2.1, 2.2, 2.3	Examination	17	40
3.1, 3.2, 3.3 4.1, 4.2, 4.3, 5.1, 5.2, 5.3	1) Criteria for assignment 2) Self-and peer assessments 3) 360-degree assessment	1,2, 3, 6, 10, 13, 15	30

Section 6 - Learning and Teaching Resources

1. Textbook and main documents

Course materials provided by the lecturer

2. Important documents for extra study

Documents suggested by the lecturer

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

Information retrieved from search engines (e.g., Google) and online videos

Section 7 - Course Evaluation and Revising

1. Strategies for course evaluation by students

Use the questionnaire to collect student opinions to consider in improving the course and curriculum. Questionnaire items are as follows.

1) The lecturer was well-prepared to teach the class.
2) The lecturer is always punctual.
3) The lecturer was dynamic and energetic in conducting the class, and the lecturer's explanations were clear.
4) The lecturer's teaching method is easy to follow and easy to understand.
5) The lecturer treated students equally and encouraged all students to participate in class.
6) The lecturer could involve students (stimulate thought, encourage students to ask questions and discussions, ask challenging questions, answer questions precisely).
7) It was easy to discuss and communicate with the lecturer after class.
8) Materials/Handouts are clear, high quality of materials used, and easy to understand.
9) Appropriateness and quality of Information and Communication Technology (ICT) used.
10) The overall level of satisfaction of the course conducted.

2. Strategies for course evaluation by the lecturer

The lecturer observes the class and collects immediate feedback from students.

3. Teaching revision

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

4. Feedback for achievement standards

CHM administrator committees monitor the 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 to teach this course to enhance students' vision.

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	4	1	2	3	1	2	3	1	2	3	1	2	3
GEN0104 Self-Development	●	●	●	○	○	●	●	●	○	●	●	●	○	●	●	○

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Symbol ○ means "minor responsibility"

No symbol means "no responsibility"

Expected learning outcomes are combined for multiple-group instruction.

Section 5 - Lesson Plan and Assessment

Week	Topic/Outline	Hours	Learning Activities	Lecturer
1	**Course Introduction** - Course outlines - Grading criteria -**Unit** 1 Educational philosophy and curriculum theory : Influences of philosophy, learning theory, and sociology on the curriculum	3	2. Welcome students to the course. Announce course outlines, define grading criteria, and suggest some useful external resources and services. 3. Pretest: Use personal behavior checklist to understand and find out one's own motivations, preferences, and perspectives. 4. Introduce the basic principles of human behavior focus on physical growth, mental growth and social activities 5. Use participation records and/or system logs.	Dr.Boonthong Boontawee
3	**Chapter 2:** Concepts and Theories of Self-Development - Sigmund Freud's Perspectives on Personality - Abraham Maslow's Hierarchy of Needs	3	4. State theory of personality based on Sigmund Freud and discuss how id, ego, and superego affect the behavior or personality of a person. 5. Discuss about applying Maslow's Hierarchy of needs in daily life and business. 6. Use quizzes to measure students' understanding. 7. Use participation records and/or system logs.	Dr.Boonthong Boontawee
5	**Chapter 3:** Uniqueness of The Self - Carl Jung's Theory - The Big Five Personality Traits Personality Traits: O.C.E.A.N.	3	1. Explain Jung's theory, Big Five personality traits and Personality Traits: O.C.E.A.N. 2. Case study discussion. 3. Use quizzes to measure students' understanding. 8. Use participation records and/or system logs.	Dr.Boonthong Boontawee
7	**Chapter 4:** Interpersonal Relationship - Factors Affecting Relationships - Roles of Communication in relationship	3	1. Explain the factors affecting relationships in different situations. 2. Case study discussion. 3. Use quizzes to measure students' understanding. 4. Use participation records and/or system logs.	Dr.Boonthong Boontawee

	Interpersonal Relationships at Workplace			

1. Lesson plan

Week	Topic/Outline	Hours	Learning Activities	Lecturer
9	**Chapter 5:** Process and Procedure of Self-Development - SMART Goals for self-development - The Importance of Goal Setting - How to Write SMART goals	3	1. Explain the importance of goal setting. 2. Introduce SMART goals that stands for Specific, Measurable, Achievable, Relevant, and Time-based. 3. Case study of persons who plan to develop their personalities by using SMART goals. 4. Use quizzes to measure students' understanding. 5. Use participation records and/or system logs.	Dr.Boonthong Boontawee
11	**Chapter 6:** Motivation - Motivation: Needs, Drives, and Incentives - Importance of Motivation - Motivation in workplace		1. Identify the characteristics of needs, drives and incentives. 2. Explain the importance of motivation. 3. Case study of motivation in workplace. 4. Use quizzes to measure students' understanding. 5. Use participation records and/or system logs.	Dr.Boonthong Boontawee
13	**Chapter 7:** Emotion - Model of Emotion - Skills of Emotional Quotient Management - Growth Mindset	3	1. Have students compare the person's behavior from different culture impact on emotion. 2. Explain the importance of emotional quotient management and growth mindset 3. Use quizzes to measure students' understanding. 4. Use participation records and/or system logs.	Dr.Boonthong Boontawee
15	**Chapter 8:** Risk Management Strategies - Personal SWOT Analysis: Risk and Protective Factors - Action Plan for Personal Development: mental, social, spiritual, emotional and physical.	3	1. Study the sample of SWOT analysis and action plan for personal development and preventing risk. 2. Prepare action plan for self-development, practice, and evaluate bases on SMART goals. 3. Posttest: Use personal behavior checklist to improve understanding one's own personal development	Dr.Boonthong Boontawee
16	**Make-up class**			
17	**Final Examination**			

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2. Learning assessment plan

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2.1, 2.2, 2.3	Examination	17	30
3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3	4) Criteria for assignment 5) Self-and peer assessments 6) 360-degree assessment	2, 4, 6, 10, 12, 14	30

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GEN0104 Self-Development	●	○	○	○	●	●	○	●	○	○	○	●	○	●	●

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