

TQF. 3



Bachelor's Degree

Master's Degree

Course Specification

Course Code: IBP3209

Course Title: Research Method for Business

Credits: 3(2-2-5)

Programs: International Business

Semester: 1

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: IBP3209

Course title (English): Research Method for Business

ชื่อวิชา (ภาษาไทย): วิธีวิจัยสำหรับธุรกิจ

2. Credits

3(2-2-5)

3. Curriculum and course category

Curriculums: Bachelor of Business Administration

Course Category:

- General Education Required Course
 Elective Course Others:

4. Lecturer

Lecturer responsible for this course: Assoc. Prof. Chaweewan Kaewsaiha

Instructional course lecturer: Assoc. Prof. Chaweewan Kaewsaiha

5. Contact

Room Number: 305 Tel.: 081-484-4361 Email: Chaweewan.ka@ssru.ac.th

6. Semester/Academic year

Semester: 1 Academic Year: 2021

Number of enrolled students: 10

7. Pre-requisite course

None

8. Co-requisite course

None

9. Learning center

CHM Building, Nakhon-Pathom Campus

10. Last date for preparing and revising this course

August 2021

Section 2 - Aims and Objectives

1. Course aims

At the end of this course students will reach the desired learning outcomes based on six domains, as mentioned in the curriculum specification (TQF2), as follows:

1.1 Morals and ethics

Learning outcomes to be developed

- 1) The ability to deliver or to complete a required task at the appointed time;
- 2) The ability to do the right thing according to morals and traditional values, beliefs and principles they claim to hold;
- 3) The ability to make business decisions according to moral concepts and judgments.

1.2 Knowledge

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 discipline.

1.3 Cognitive skills

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.

1.4 Interpersonal skills and responsibility

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.

1.5 Numerical analysis, communication, and information technology skills

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 statistical methods in market analysis.

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

To support student's knowledge and skills in 21st Century contexts.

Section 3 - Characteristics and Operations

1. Course description

(English) Research questions formulating, reviewing the literature, quantitative and qualitative research methods, research process, sampling design, designing questionnaires, data collection and analysis, the use of software program to analyze data, and research report writing.

(ไทย) การตั้งคำถามวิจัย การทบทวนวรรณกรรม วิธีวิจัยเชิงปริมาณและเชิงคุณภาพ กระบวนการวิจัย การออกแบบการสุ่มตัวอย่าง การออกแบบแบบสอบถาม การรวบรวมและวิเคราะห์ข้อมูล การใช้ซอฟต์แวร์ในการวิเคราะห์ข้อมูล และการเขียนรายงานวิจัย

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

Lecture	Practice/ Field Work/Internship	Self-Study	Remedial Class
2 hours/week	2 hours/week	5 hours/week	1 hour/week (If any)

3. Individual consulting and guidance

Self-consulting at the lecturer's office:

Room Number 305, CHM Building, Nakhon-Pathom Campus

Mon., 9 AM – 4 PM

Consulting via office telephone/mobile phone:

081-484-4361

Consulting via email:

Chaweewan.ka@ssru.ac.th

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

None

Consulting via Computer Network (Internet/Web board):

Lecturer's website: www.elic.ssru.ac.th/chaweewan_ka

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 outcomes to be developed

- 1) The ability to deliver or to complete a required task at the appointed time;
- 2) The ability to do the right thing according to morals and traditional values, beliefs and principles they claim to hold;
- 3) The ability to make business decisions according to moral concepts and judgments.

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 plagiarism;
- 3) Provide a case study that explains business ethics.

1.3 Assessment & evaluation strategies

- 1) Attendance record
- 2) Performance Assessment (on-site)
- 3) System log (online/on-demand)

2. Knowledge

2.1 Learning outcomes to be developed

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

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.

2.3 Assessment & evaluation strategies

- 1) Pop-quiz, midterm, and final examination;
- 2) A group project;
- 3) Class presentation

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 methods.

3.2 Teaching strategies

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

3.3 Assessment & evaluation strategies

- 1) Rubric for presentation;
- 2) Using formative and summative tests
- 3) Performance 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) Using cooperative learning through interpersonal communication and interaction.
- 2) Demonstrate the ability to apply appropriate interpersonal and teamwork skills in a variety of learning environment.
- 3) Using problem-based learning, research-based learning to enhance students' experiences for further development their learning.

4.3 Assessment & evaluation strategies

- 1) Performance Assessment (on-site)
- 2) System log (online/on-demand)
- 3) 360-degree assessment

5. Numerical analysis, communication, and information technology skills

5.1 Learning outcomes to be developed

- 1) The ability to create some business ideas and to have leadership skills;
- 2) The ability to use statistics data to solve business problems;
- 3) The ability to use business statistical method in market analysis.

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.

5.3 Assessment & evaluation strategies

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

Remark: Symbol ● means “major responsibility”

Symbol ○ means “minor responsibility”

No symbol means “no responsibility”

During of outbreak of COVID-19, teaching strategies may be changed by using Massive Open Online Courses prepared by lecturers and/or other educational organization.

Section 5 - Lesson Plan and Assessment

1. Lesson plan

Week	Topic/Outline	Teaching-Learning Model	Program/Teaching Strategies	Content Management	Assessment
1	<p>Course Introduction</p> <ul style="list-style-type: none"> - Course outlines - Grading criteria <p>Chapter 1: Introduction to Business Research</p> <ul style="list-style-type: none"> - The meaning of research - Business Research - Importance of Research in Business 	Online	Google Meet	<ul style="list-style-type: none"> - PowerPoint - YouTube VDO 	<ul style="list-style-type: none"> - Attendance Record - System log
2	<p>Chapter 2: Roles of Research in Business</p> <ul style="list-style-type: none"> - Objectives of Business Research - Types of Research—Qualitative Research and Quantitative Research 	Online	Google Meet	<ul style="list-style-type: none"> - PowerPoint - YouTube VDO - Lecture Notes - Worksheet 	<ul style="list-style-type: none"> - Attendance Record - System log - Quiz
3 - 6	<p>Chapter 3: Research Process</p> <ul style="list-style-type: none"> 3.1 Define research problem 3.2 Review and Literature: concepts and theories 3.3 Formulate Hypothesis 3.4 Design Research 	Online	Google Meet	<ul style="list-style-type: none"> - PowerPoint - YouTube VDO - Lecture Notes - Worksheet 	<ul style="list-style-type: none"> - Attendance Record - System log - Quiz

Week	Topic/Outline	Teaching-Learning Model	Program/Teaching Strategies	Content Management	Assessment
	3.5 Collect Data 3.6 Analyze data 3.7 Interpret and Report				
7	Chapter 4 Review the Literature - Theoretical framework - Elements of research design - Definition of terms	Online	Google Meet	- PowerPoint - YouTube VDO - Lecture Notes - Worksheet	- Attendance Record - System log
8	Mid-term examination (On-site)				
9	Chapter 5: Hypothesis Development - Definition of hypothesis - Statement of hypothesis format	Online/ On Demand	Google Meet	- PowerPoint - YouTube VDO - Lecture Notes - Worksheet	- Attendance Record - System log - Quiz
10	Chapter 6: Research Conceptual Framework - Variables: Independent and dependent variables - Measurement of variables	Online	Google Meet	- PowerPoint - YouTube VDO - Lecture Notes - Worksheet	- Attendance Record - System log - Quiz
11	Chapter 7: Data Collection Methods - Primary and secondary sources - Data collection: interview, questionnaire and survey, and others	Online/ On Demand	Google Meet http://www.elic.ssr u.ac.th/chaweewan _ka	- PowerPoint - YouTube VDO - Lecture Notes - Worksheet	- Attendance Record - System log - Assignment

Week	Topic/Outline	Teaching-Learning Model	Program/Teaching Strategies	Content Management	Assessment
12	Chapter 8: Analyzing Data and Interpreting Result - Analyzing data - Interpreting Result - Interpret and report	Online/ On Demand	Google Meet http://www.elic.ssr.u.ac.th/chaweewan_ka	- PowerPoint - YouTube VDO - Lecture Notes - Worksheet	- Attendance Record - System log - Assignment
13	Chapter 9: Population and Sampling Techniques	Online/ On Demand	Google Meet http://www.elic.ssr.u.ac.th/chaweewan_ka	- PowerPoint - YouTube VDO - Lecture Notes - Worksheet	- Attendance Record - System log - Assignment
14 - 16	Chapter 10: Basic Research Proposal - Title and abstract - Introduction - Theoretical Context/Literature Review - Research Question/Goal - Research Methodology - Results - Conclusion and Discussion - References - Appendices	Online/ On Demand	Google Meet http://www.elic.ssr.u.ac.th/chaweewan_ka	- PowerPoint - YouTube VDO - Lecture Notes - Worksheet	- Attendance Record - System log - Assignment
17	Final Examination				

Note: Lesson plan might 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 2.1, 2.2, 2.3, 4.1, 4.2, 4.3 5.1, 5.3	1) Attendance record 2) Performance Assessment (on-site/online) 3) System log (online/on-demand) 4) Quiz	1, 3, 5, 7, 9, 11, 13, 15	40
2.2, 2.3, 5.2	Examination	17	30
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	2, 4, 6, 10, 12, 14	30

Section 6 - Learning and Teaching Resources

1. Textbook and main documents

Course materials provided by the lecturers available on the Moodle platform.

2. Important documents for extra study

Documents suggested by the lecturers

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

Using a questionnaire to collect students' opinions to improve the course and enhance the curriculum. Sample questions:

1) The Learning Management System (e.g. Moodle & Google Classroom) and social media platforms (e.g. Facebook & Line) are useful and provide accessibility to learners. Other online learning tools such as Kahoot! and Quizizz are also fun to interact with.

2) Online contents are highly accessible and have better quality comparing with printed materials.

3) With the Learning Management System used, students can follow up with the course and check their learning progress.

4) Students can contact the lecturer easily using the internal messaging system, feedback system, and social networking.

5) As this course is skill-focused, students have mathematical knowledge and skills useful to students' studying and future jobs.

..... 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.

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 two 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

Courses	1. Morals and Ethics			2. Knowledge			3. Cognitive Skills			4. Interpersonal Skills and Responsibility			5. Numerical Analysis, Communication and Information Technology Skills		
	● major responsibility									○ minor responsibility					
Course Category: Business Core Course	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Course Code: IBP3209 Course Title: Research Method for Business	●	○	○	○	○	●	●	○	○	●	●	○	○	○	●

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Expected learning outcomes are combined for all types of instructional activities.