

TQF. 3



Bachelor's Degree

Master's Degree

## **Course Specification**

**Course Code:** GEN0104

**Course Title:** Self-Development

**Credits:** 3(3-0-6)

**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: GEN0104

Course title (English): Self-Development

ชื่อวิชา (ภาษาไทย): การพัฒนาตน

### 2. Credits

3(3-0-6)

### 3. Curriculum and course category

Curriculums: All

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: 2    Academic Year: 2021

Number of enrolled students: IB 64: 10

### 7. Pre-requisite course

None

### 8. Co-requisite course

None

### 9. Learning location

CHM Building, Nakhon-Pathom Campus, Fri. 9.00 – 12.00 Room No. 402

### 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

- 1) Employ discretion, core value, rational, as well as understand social regulation for living
- 2) Possess discipline, responsibility, honesty, contribution and endurance
- 3) Perform life under the Philosophy of Sufficiency Economy
- 4) Realize and aware of Thainess

#### **1.2 Knowledge**

Learning outcomes to be developed

- 1) Own rounded knowledge with vision and can access life-long learning
- 2) Know and understand the current changing situation
- 3) Know, understand and realize self-worth, other-worth, society, arts and culture, and nature

#### **1.3 Cognitive skills**

Learning outcomes to be developed

- 1) Gain life-long learning skills for continuous self-development
- 2) Gain holistic thinking skill

#### **1.4 Interpersonal skills and responsibility**

Learning outcomes to be developed

- 1) Possess volunteer spirit and public awareness
- 2) Be good citizen with benefit to Thai and global societies
- 3) Possess leadership and be able to work with others

#### **1.5 Numerical analysis, communication, and information technology skills**

Learning outcomes to be developed

- 1) Gain numeric analytical skills
- 2) Capable to use language for communication efficiently
- 3) Capable to apply technology intentionally

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

According to TQF (Thailand Quality Framework: H.Ed.) for General Education courses, undergraduate students should have opportunity to master learning in nature of person, think logically, good communication, realize morals and ethics, realize Thai cultural value and global cultural value. Finally, students can apply knowledge in daily life for quality of life.

## Section 3 - Characteristics and Operations

### 1. Course description

(English) Basic principles of human behaviors, the insight into oneself and others, the pride of oneself, concept and theories of self-development, process and procedure of self-development, the creation of interpersonal relationship, skills of emotional quotient management, the prevention of risking one's life behavior, and living one's valuable and happy life.

(ไทย) หลักการพื้นฐานของพฤติกรรมมนุษย์ การเข้าใจตนเองและผู้อื่น ความภาคภูมิใจในตนเอง แนวคิดทฤษฎีการพัฒนาดน กระบวนการและวิธีการพัฒนาดน การสร้างสัมพันธ์ภาพระหว่างบุคคล ทักษะการจัดการอารมณ์ การป้องกันพฤติกรรมเสี่ยงในชีวิต และการดำเนินชีวิตที่มีคุณค่าอย่างมีความสุข

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

Lecture	Practice/ Field Work/Internship	Self-Study	Remedial Class
	3 hours/week	6 hours	-

### 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 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 outcomes to be developed**

- 1) Employ discretion, core value, rational, as well as understand social regulation for living.
- 2) Possess discipline, responsibility, honesty, contribution and endurance.
- 3) Perform life under the Philosophy of Sufficiency Economy.
- 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) Classroom observation (on-site): Enthusiasm and contribution to classroom activities.
- 3) System log (online/on-demand)

### **2. Knowledge**

#### **2.1 Learning outcomes to be developed**

- 1) Own rounded knowledge with vision and can access life-long learning
- 2) Know and understand the current changing situation
- 3) Know, understand and realize self-worth, other-worth, society, arts and culture, and nature

#### **2.2 Teaching strategies**

- 1) Build up self-directed learning skills using an LMS
- 2) Authentic practice in the real situation to develop personality for life and career.

#### **2.3 Assessment & evaluation strategies**

- 1) Quiz
- 2) Examination

### **3. Cognitive skills**

#### **3.1 Learning outcomes to be developed**

- 1) Gain life-long learning skills for continuous self-development
- 2) Gain holistic thinking skill

#### **3.2 Teaching strategies**

- 1) Use work-integrated learning, focusing on developing life-long employable skills
- 2) Emphasize the development of personal development skills, as well as social skills
- 3) Apply the online personality test to engage students find out their personality

#### **3.3 Assessment & evaluation strategies**

- 1) Criteria for assignment
- 2) Evaluation based on practice, i.e. self-SWOT analysis, personality development plan.

### **4. Interpersonal skills and responsibilities**

#### **4.1 Learning outcomes to be developed**

- 1) Possess volunteer spirit and public awareness
- 2) Be good citizen with benefit to Thai and global societies
- 3) Possess leadership and be able to work with others

#### **4.2 Teaching strategies**

- 1) Use collaborative learning
- 2) Online communication

#### **4.3 Assessment & evaluation strategies**

- 1) Classroom observation (on-site): interpersonal and responsibility skills
- 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) Gain numeric analytical skills
- 2) Capable to use language for communication efficiently
- 3) Capable to apply technology intentionally

#### **5.2 Teaching strategies**

- 1) Assign supplementary teaching and learning materials to download the documents and files
- 2) Emphasize the use of English language throughout the course

### 5.3 Assessment & evaluation strategies

- 1) Criteria for assignments: Evaluate from presentation techniques by applying information communication technology or mathematics or statistics related to personality development planning
- 2) Self- and peer assessment

**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	<p><b>Course Introduction</b></p> <ul style="list-style-type: none"> <li>- Course outlines</li> <li>- Grading criteria</li> </ul> <p><b>Chapter 1: Basic Principles of Human Behavior</b></p> <ul style="list-style-type: none"> <li>- Physical Growth, Mental Growth, and Social Activities</li> <li>- Understanding of Oneself and Others</li> </ul>	3	<ol style="list-style-type: none"> <li>1. Welcome students to the course. Announce course outlines, define grading criteria, and suggest some useful external resources and services.</li> <li>2. Pretest: Use personal behavior checklist to understand and find out one's own motivations, preferences, and perspectives.</li> <li>3. Introduce the basic principles of human behavior focus on physical growth, mental growth and social activities</li> <li>4. Use participation records and/or system logs.</li> </ol>	Assoc.Prof. Chaweewan
3	<p><b>Chapter 2: Concepts and Theories of Self-Development</b></p> <ul style="list-style-type: none"> <li>- Sigmund Freud's Perspectives on Personality</li> <li>- Abraham Maslow's Hierarchy of Needs</li> </ul>	3	<ol style="list-style-type: none"> <li>1. State theory of personality based on Sigmund Freud and discuss how id, ego, and superego affect the behavior or personality of a person.</li> <li>2. Discuss about applying Maslow's Hierarchy of needs in daily life and business.</li> <li>3. Use quizzes to measure students' understanding.</li> <li>4. Use participation records and/or system logs.</li> </ol>	Assoc.Prof. Chaweewan
5	<p><b>Chapter 3: Uniqueness of The Self</b></p> <ul style="list-style-type: none"> <li>- Carl Jung's Theory</li> <li>- The Big Five Personality Traits</li> </ul> <p>Personality Traits: O.C.E.A.N.</p>	3	<ol style="list-style-type: none"> <li>1. Explain Jung's theory, Big Five personality traits and Personality Traits: O.C.E.A.N.</li> <li>2. Case study discussion.</li> <li>3. Use quizzes to measure students' understanding.</li> <li>5. Use participation records and/or system logs.</li> </ol>	Assoc. Prof. Chaweewan
7	<p><b>Chapter 4: Interpersonal Relationship</b></p> <ul style="list-style-type: none"> <li>- Factors Affecting Relationships</li> <li>- Roles of Communication in relationship</li> </ul> <p>Interpersonal Relationships at Workplace</p>	3	<ol style="list-style-type: none"> <li>1. Explain the factors affecting relationships in different situations.</li> <li>2. Case study discussion.</li> <li>3. Use quizzes to measure students' understanding.</li> <li>4. 4. Use participation records and/or system logs.</li> </ol>	Assoc. Prof. Chaweewan



Week	Topic/Outline	Hours	Learning Activities	Lecturer
9	<b>Chapter 5:</b> 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.	Assoc.Prof. Chaweewan
11	<b>Chapter 6:</b> 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.	Assoc. Prof. Chaweewan
13	<b>Chapter 7:</b> 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.	Assoc.Prof. Chaweewan
15	<b>Chapter 8:</b> 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	Assoc. Prof. Chaweewan
16	<b>Make-up class</b>			
17	<b>Final Examination</b>			

**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, 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, 3, 5, 7, 9, 11, 13, 15	40
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	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 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	1	2	3	1	2	3
GEN0104 Self-Development	●	○	○	○	●	●	○	●	○	○	○	●	○	●	●

**Remark:** Symbol ● means “major responsibility”

Symbol ○ means “minor responsibility”

No symbol means “no responsibility”

Expected learning outcomes are combined for multiple-group instruction.