

TQF. 3



Bachelor's Degree

Master's Degree

Course Specification

Course Code: DIB 2204

Course Title: Business Statistics

Credits: 3(3-0-6)

Programs: Bachelor of Business Administration Program in
Digital International Business
(International Program)

Semester: 3-21

Academic Year: 2021

**College of Hospitality Industry Management
Suan Sunandha Rajabhat University
(CHM, SSRU)**

Section 1 General Information

1. Code and Course Title: DIBP 2204 Business Statistics

ชื่อวิชา (ภาษาไทย): สถิติธุรกิจ

2. Credits: 3(3-0-6)

3. Curriculum and Course Category :

DIB 2204 Business Statistics is a Core Course of Bachelor of Business Administration Program in Digital International Business, at College of Hospitality Industry Management, Suan Sunandha Rajabhat University.

4. Lecturers: Asst.Prof. Dr. Krongthong Khairiree

5. Year / Semester

Students Year 2 / Semester 3/2564

6. Prerequisite Course

None

7. Co-requisite Course :

None

8. Learning Location

College of Hospitality Management, Suan Sunandha Rajabhat University,
Nakorn Patom Education Center

9. Last Date for Preparing and Revising this Course:

April, 2022

Section 2 - Aims and Objectives

2.1 Course Objectives

At the end of this course, the students will be able to perform in the following areas of performance:

- 1) Describe statistical methodology, descriptive statistics, and inferential statistics;
- 2) Determine the sample unit, data descriptions and presentation in a business environment;
- 3) Apply basic probability concepts and probability distributions as an aid to business decision making;
- 4) Use sample information to draw conclusions about properties of populations from which samples are drawn; and
- 5) Apply knowledge on correlation and regression with the real life problems.

2.2 Purposes for Developing / Revising Course (content / learning process / assessment / etc.)

Section 3 Course Structure

3.1 Course Descriptive: DIB 2204 Business Statistics 3(3-0-6)

Statistical methodology, descriptive statistics, inferential statistics, and nonparametric, Quantitative and qualitative analysis, probability concepts and probability distributions, sampling method, interval estimation and hypothesis testing, correlation and regression analysis.

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

Lecture	Practice/Field Work/Internship	Self Study	Remedial Class
48 hours	0	96 hours	6 (if any)

3.3 Time Length per Week for Individual Academic Consulting and Guidance

At least 5 hours / week

Individual consulting and guidance

Self-consulting at the lecturer's office:

Room Number 305, CHM Building, Nakhon-Pathom Campus

Mon, 9.00 – 12.00

Tue: 9.00 – 12.00

Consulting via office telephone/mobile phone:

081-3432853

Consulting via email:

krongthong.kh@ssru.ac.th

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

None

Consulting via Computer Network (Internet/Web board):

www.elic.ssru.ac.th/

Section 4 Developing Student's 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) To have personal responsibility, corporate responsibility and moral reasoning
- 2) Can adjust to work as a team both as leader or follower and work effectively with others;
- 3) Have discipline, self, and social responsibility.

2. Teaching strategies

- 1) using Blended Learning and on Line Learning, lecture and group discussion
- 2) Using Student-centered: Problem-Based learning and Cooperative learning approaches
- 3) Encouraging the students to have integrity, honesty, and discipline such as unselfishness and self-control.

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) Be able to comply knowledge on descriptive statistics and inferential statistics concept in international business;
- 2) Able to use computer software program such as Excel, SPSS;
- 3) Have knowledge and understanding principles and concepts of statistics, research-based learning, and problem-based learning in business using real life problems.

2.2 Teaching strategies

- 1) Students are able to learn both independently and cooperatively through online learning;
- 2) Students learn new skills and apply Blended Learning and on Line Learning in new knowledge and unexpected situations.
- 3) Using brainstorming to encourage students generate many ideas and using higher order thinking.

2.3 Assessment and evaluation strategies

- 1) Using rubrics for complex authentic task
- 2) Using formative and summative tests
- 3) Using statistics assignments and presentation

3. Cognitive skills

3.1 Learning outcomes to be developed

- 1) Be able to analyze data and data presentation effectively;
- 2) Able to apply knowledge learned to solve problem-based learning; and
- 3) Able to analyse and interpret data to be included in report writing

3.2 Teaching strategies

- 1) Use internet-based learning and web-based data to construct cognitive skills in business statistics.
- 2) Use problem-based learning in statistics and real life problem;
- 3) students write reports, and able to present their findings from discussion / searching information.

3.3 Assessment and Evaluation strategies

- 1) Using rubrics for complex authentic task
- 2) Using formative and summative tests
- 3) Using group report and presentation.

4. Interpersonal Skills and Responsibilities

4.1 Learning outcomes to be developed

- 1) effective problem-solvers, applying critical and creative thinking to a range of problems.
- 2) Have responsibility for assignment: select ideas in business statistics from different theoretical perspectives;
- 3) Can adjust to work in team both as leader or follower and work effectively with others

4.2 Teaching strategies

- 1) Find, acquire, evaluate, manage and use relevant information in a range of media.
- 2) Use internet-based learning and web-based data on business statistics; and
- 3) Apply cooperative learning method and Problem-Based Learning (PBL) in business statistics.

4.3 Assessment & evaluation strategies

- 1) Performance Assessment (on-site)
- 2) System log (online/on-demand)
- 3) Project work, group report and presentation.

5. Numerical Analysis, Communication, and Information Technology Skills

5.1 Learning outcomes to be developed

- 1) Have statistical and mathematical skills in business statistics and have developed competencies in information literacy;
- 2) Able to use big data from web-based tool, statistics software, and interpret the statistics findings in oral and written presentations.
- 3) Able to present well-reasoned arguments using technology as appropriate

5.2 Teaching strategies

- 1) Using problem-based learning research-based learning and internet-based learning to enhance students' thinking skills.
- 2) Using statistics software such as Excel, and SPSS to analyse data in business statistics.
- 3) Encourage the students to develop their higher thinking skills such as providing diversity environments for students to construct and implement their knowledge.

5.3 Assessment and evaluation strategies

- 1) Using rubrics for complex authentic task
- 2) Using formative and summative tests
- 3) Using individual portfolio, project work, group report and presentation.

6. Learning Management Skills

6.1 Learning outcomes to be developed

- 1) Be able to design learning activities and learning environments within the context of business statistics and real world.
- 2) Be able to provide the learners with essential opportunities to enhance learning concepts and motivate active learning in statistics for problem solving.
- 3) Be able to develop the learning materials to engage students' learning.

6.2 Teaching Strategies

- 1) Using real world problems within business statistics.
- 2) Using statistics software such as Excel, and SPSS to analyse data in business statistics
- 3) Using dynamic statistics software tools to reduce students' anxiety and negativity attitude.

6.3 Assessment and evaluation strategies

- 1) Using rubric for group work
- 2) Using assignment task and presentation

Remark: Symbol ● means “major responsibility”

Symbol ○ means “minor responsibility”

No symbol means “no responsibility”

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

Section 5 - Lesson Plan and Assessment

1. Lesson plan

No.	Topic/Outline	Teaching-Learning Model	Program/Teaching Strategies	Content Management	Assessment
1	<ul style="list-style-type: none"> • Course Outline • Pretest • Statistics methods Statistics and Data Collection	Onsite/Online	Google Meet	<ul style="list-style-type: none"> - PowerPoint - YouTube VDO 	<ul style="list-style-type: none"> - Attendance Record - System log
2	<ul style="list-style-type: none"> • Data presentation <ul style="list-style-type: none"> ○ Histogram, frequency polygons and frequency Curve ○ Bar chart, Line graph, and Pie chart ○ Stem-and-leaf Plot • Data presentation using computer software program 	Onsite/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	<ul style="list-style-type: none"> • Population and Sample • Data and data collection • Introduction to Descriptive Statistics • Measure of Central Tendency • Stem and leaf Plot, Box Plot • Data presentation using computer software program 	Onsite/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

4	<ul style="list-style-type: none"> • Measurement of dispersions: • Standard deviation • Variance • Summation notation • Data analysis using computer software program 	Online/ Onsite/Online	Google Meet http://www.elic.ssrु.ac.th/	<ul style="list-style-type: none"> - PowerPoint - YouTube VDO - Lecture Notes - Worksheet 	<ul style="list-style-type: none"> - Attendance Record - System log - Quiz
5.	<p>Measurement of dispersions:</p> <ul style="list-style-type: none"> • Scatter diagram • Coefficient of correlation • Project Work Assignment • Data analysis using computer software program 	Onsite/Online/ On Demand	Google Meet http://www.elic.ssrु.ac.th/	<ul style="list-style-type: none"> - PowerPoint - YouTube VDO - Lecture Notes - Worksheet 	<ul style="list-style-type: none"> - Attendance Record - System log - - Quiz
6.	<ul style="list-style-type: none"> • Linear Regression • Data collection • Using smartphone/ software program for Regression 	Onsite Online/ On Demand	Google Meet http://www.elic.ssrु.ac.th/	<ul style="list-style-type: none"> - PowerPoint - YouTube VDO - Lecture Notes - Worksheet 	<ul style="list-style-type: none"> - Attendance Record - System log - - Quiz
7.	<ul style="list-style-type: none"> • Financial Literacy and FinTech • Project Work assignment: <ul style="list-style-type: none"> ○ Statistics and Data Collection • Data analysis using software program 	Onsite/ Online/ On Demand	<ul style="list-style-type: none"> • Google Meet http://www.elic.ssrु.ac.th/ • Financial Literacy and data collection 	<ul style="list-style-type: none"> - PowerPoint - YouTube VDO - Lecture Notes - Worksheet 	<ul style="list-style-type: none"> - Attendance Record - System log - - Quiz
8.	<ul style="list-style-type: none"> • Mid-Term Test • Probability and Tree diagram • Conditional probability • Project Work Assignments & Activities 	Onsite/ Online/ On Demand	Google Meet http://www.elic.ssrु.ac.th/	<ul style="list-style-type: none"> - PowerPoint - YouTube VDO - Lecture Notes - Worksheet 	<ul style="list-style-type: none"> - Attendance Record - System log - - Quiz

9.	<ul style="list-style-type: none"> • Normal Distribution • The Standard Normal Distribution • Data analysis using software program 	Onsite/ 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
10.	<ul style="list-style-type: none"> • Introduction to Inferential Statistics • Sample size • Sampling methods. 	Onsite/ Online/ On Demand	Google Meet http://www.elic.ssru.ac.th/	<ul style="list-style-type: none"> - PowerPoint - YouTube VDO - Lecture Notes - Worksheet - GSP 	<ul style="list-style-type: none"> - Attendance Record - System log - Assignment
11.	<ul style="list-style-type: none"> • Confidence Interval • Estimation • Data analysis using software program 	Onsite/ Online	Google Meet http://www.elic.ssru.ac.th/	<ul style="list-style-type: none"> - PowerPoint - YouTube VDO - Lecture Notes - Worksheet 	<ul style="list-style-type: none"> - Attendance Record - System log - Quiz
12.-13	<ul style="list-style-type: none"> • Hypothesis Testing • Students' Project Work Assignments & Activities 	Onsite/ Online/ On Demand	Google Meet http://www.elic.ssru.ac.th/	<ul style="list-style-type: none"> - PowerPoint - YouTube VDO - Lecture Notes - Worksheet - GSP 	<ul style="list-style-type: none"> - Attendance Record - System log - Assignment
14-15	<ul style="list-style-type: none"> • Students' Project Work Assignments & Activities 	Online/ On Demand	Google Meet http://www.elic.ssru.ac.th/	<ul style="list-style-type: none"> - PowerPoint - YouTube VDO - Lecture Notes - Worksheet - GSP 	<ul style="list-style-type: none"> - Attendance Record - System log - - Assignment
16	<ul style="list-style-type: none"> • Students' Project Work Assignments & Activities 			-	-
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 6.1, 6.2, 6.3	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 6.1, 6.2, 6.3	1) Criteria for assignment 2) Self-and peer assessments 3) Using group report and presentation 4) Using formative and summative tests	2, 4, 6, 10, 12, 14	30

Section 6 - Learning and Teaching Resources

1. Textbook and main documents
Course materials provided by the lecturers
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 Trends, [Statiska](#)) 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			6. Learning Management Skills		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Course Category: Requirement Course— Major Required Course	● Major Responsibility									○ Minor Responsibility								
Course Code: DIB 2204 Course Title: Business Statistics	●	○	○	●	○	○	●	○	○	●	○	○	○	●	○	●	○	○

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