

TOF.3

Bachelor's Degree



Course Specification

Course Title IHH3310

Seminar in Hotel Innovation and Trends

Credits : 3 (3-0-6)

Bachelor of Arts in Hotel management
(International Program)
Suan Sunandha Rajabhat University

Semester: 2 Academic Year: 2022

Section 1 General Information

1. Code and Course Title:

Course Code: IHH3310
Course Title (English): Seminar in Hotel Innovation and Trends

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

3. Curriculum and Course Category :

This course is in Bachelor of Art in Hotel Management Program (Hotel Innovation Major), International Program, SSRU is categorized in :

☐ General Education ☒ Required Course
☐ Elective Course ☐ Other

4. Lecturer Responsible for Course and Instructional Course Lecturer:

4.1 Lecturer Responsible for Course: Dr.Nuntana Ladplee
Room Number : 306 Tel. 034-964946 Ext. 330
E-mail : nantana.la@ssru.ac.th

4.2 Instructional Course Lecturer (s):
(1) Dr. Nuntana Ladplee
(2)N/A.....

5. Semester/Year of Study

5.1 Semester 2 Year of Study 2022

5.2 Number of the student enrolled 4 persons

6. Pre-requisite Course (If any)

None

7. Co-requisite Course:

None

8. Learning Location

Room 301, College of Hospitality Industry Management, Nakhon Pathom Campus

9. Last Date for Preparing and Revising this Course:

25th December, 2022

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 Ethics and Morals

- (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 business according to moral concepts and judgments.

1.2 Knowledge

- (1) Understanding the business theories and important case studies taught
- (2) To be able to provide an analysis and provide the solution to real world problems
- (3) To be able to use business knowledge integrated with other disciplines

1.3 Cognitive Skills

- (1) The ability to gather and summarize information, and conduct research
- (2) Self-study and sharing information to the class
- (3) The ability to solve problems from case studies

1.4 Interpersonal Skills and Responsibilities

- (1) Be able to communicate with foreigners in English
- (2) Be able to use English to solve business problem
- (3) Initiate some new business ideas and have leadership

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.)

Teaching method is revised by arranging 2 online, 1 on demand and 4 on site classes to the lesson plan because it is the current rule of the University and compulsory standard. This teaching method will support to the university to lead to the digital university mission. In addition, to succeed the indicators of studying at the enterprise, this subject is planned to send students to a hotel to learn with the hotel trainers during half of the semester. A **hybrid approach** to course delivery combines face-to-face classroom instruction with online activities. This approach reduces the amount of seat time in a traditional face-to-face course and moves more of the course delivery online.

During classroom instruction time, students can be engaged in authentic, collaborative learning experiences. The online components can include multimedia-enhanced content and channels for ongoing discussion. **Hybrid class** is not only lecture in class and send the students home to read a textbook and do online assignments, but also allow the students to interact with content and engage in learning activities before, during, and after the face-to-face class. Oftentimes, students can interact with content independently or asynchronously online while collaborating and applying key concepts within the synchronous classroom. A flipped classroom model also can be used as a means of balancing or blending the online and face-to-face learning environments.

Section 3 Course Structure

1. Course Outline

Exploration, discussion, presentation of issues, planning, summary, marketing and business plan, and live practices applied to seminar planning and manage and implement small seminar project.

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

Lecture (hours)	Remedial Class (hours)	Practice/ Field Work/Internship (hours)	Self Study (hours)
45	Upon request	0	90

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

1 hour/ week

3.1 Self consulting at the lecturer's office; Room number 306

3.2 Consulting via mobile phone 095-953-6924

3.3 Consulting via E-mail : nantana.la@ssru.ac.th

3.4 Consulting via Social Media : Line id : nuntanaladplee

3.5 Consulting via Computer Network : Moodles (E-Learning)

Section 4: Developing Student's Learning Outcomes

1. Moral and Ethics

1.1 Moral and Ethics to be developed

- (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 business according to moral concepts and judgments.

1.2 Teaching Strategies

- (1) The team of students will help to remind other team members to be on time.
- (2) Provide an example of integrity in classroom such as no plagiarism.
- (3) Provide a case study that explains business ethics.

1.3 Assessment Strategies

- (1) Checking student attendance every class
- (2) Evaluate from how many students cheating in exam.
- (3) Evaluate from students' responsibility on their contribution on group project.

2. Knowledge

2.1 Knowledge to be developed

- (1) Understanding the business theories and important case studies taught
- (2) To be able to provide an analysis and provide the solution to real world problems
- (3) To be able to use business knowledge integrated with other disciplines

2.2 Teaching Strategies

- (1) Use Problem-based learning
- (2) Use cooperative learning techniques
- (3) Invite guest speaker who is an expert in real world business

2.3 Assessment Strategies

- (1) Use Problem-based learning
- (2) Use cooperative learning techniques
- (3) Invite guest speaker who is an expert in real world business

3. Cognitive Skills

3.1 Cognitive to be developed

- (1) The ability to gather and summarize information, and conduct research
- (2) Self-study and sharing information to the class
- (3) The ability to solve problems from case studies

3.2 Teaching Strategies

- (1) Group Presentations
- (2) Participate in real competitions.
- (3) Problem-based learning

3.3 Assessment Strategies

- (1) Presentation
- (2) Peer review
- (3) Check list
- (4) Portfolios
- (5) Self Evaluation

4. Interpersonal Skills and Responsibilities

4.1 Interpersonal Skills and Responsibilities to be developed

- (1) Be able to communicate with foreigners in English
- (2) Be able to use English to solve business problem
- (3) Initiate some new business ideas and have leadership

4.2 Teaching Strategies

- (1) Allow students with work in unfamiliar situation with new team members
- (2) Practice business manner and how to deal with customers
- (3) Use advance business English to communicate in class and with lecturers

4.3 Assessment Strategies

- (1) How students participate in teamwork
- (2) How students use advance business English in their presentation.

5. Numerical Analysis, Communication and Information Technology Skills

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

- (1) Be able to use basic ICT skills and apply them to daily.
- (2) Be able to use statistics and mathematics to solve business 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) Use activities such as encouraging students to show their work in an exhibition.
- (2) Students will form a team and do the group projects that require two-ways communication and develop their social skills.

5.3 Assessment Strategies

- (1) Evaluate their ability to present their work in at a exhibition.
- (2) Evaluate their ability to use software computer such as Photoshop doing their work.

Remark:

Symbol ● means “major responsibility”

Symbol ○ means “minor responsibility”

No Symbol means “no responsibility”

Section 5 Lesson Plan and Assessment

1. Lesson Plan

Week	Topic/Outline	Hour(s)	Learning Activities and Medias
1	Introduction to the course Notify about Group Project Introduction to Seminar and Events ***ONLINE***	3	<ul style="list-style-type: none"> ● Google Meeting ● Jam Board ● Google Slide ● Google Classroom ● Google Drive
2	Hotel industry, current events, news about the products and style of the hotel development	3	<ul style="list-style-type: none"> ● Lecture and group discussion ● Creative based learning
3	Effective Operation and Implementation in Seminar and Event planning ***ON DEMAND***	3	<ul style="list-style-type: none"> ● Google Doc ● Google Calendar ● Video YouTube ● Problem based learning: case study
4	Trends in hotel innovation and service innovation	3	<ul style="list-style-type: none"> ● Lecture and group discussion ● Activities sheets ● Problem based learning: case study
5	Venue Management in Seminar and Events	3	<ul style="list-style-type: none"> ● Lecture and group discussion ● Activities sheets

Week	Topic/Outline	Periods	Learning Activities and Medias
6	Seminar Event Organizer Manual	3	<ul style="list-style-type: none"> • Lecture and group discussion • Activities sheets • Problem based learning: case study
7	*** ONLINE Seminar Event*** “Intellectual Property for Hotel”	3	<ul style="list-style-type: none"> • Conduct Group Project • Invite Guest Speaker • Small Project
8	MIDTERM EXAMINATION		
9	Meeting a trainer and on the job training, session (1)	3	<ul style="list-style-type: none"> • Practical training in a hotel
10	Meeting a trainer and on the job training, session (2)	3	<ul style="list-style-type: none"> • Practical training in a hotel
11	Meeting a trainer and on the job training, session (3)	3	<ul style="list-style-type: none"> • Practical training in a hotel
12	Meeting a trainer and on the job training, session (4)	3	<ul style="list-style-type: none"> • Practical training in a hotel
13	Meeting a trainer and on the job training, session (5)	3	<ul style="list-style-type: none"> • Practical training in a hotel
14	Meeting a trainer and on the job training, session (6)	3	<ul style="list-style-type: none"> • Practical training in a hotel
15	Meeting a trainer and on the job training, session (7)	3	<ul style="list-style-type: none"> • Practical training in a hotel
16	Meeting a trainer and on the job training, session (8)	3	<ul style="list-style-type: none"> • Practical training in a hotel
17	FINAL PROJECT		
Total of Hours		45	

2. Learning Assessment Plan

	Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
1	Ethics and Morals To have responsible in fully participate and being on time for classes.	Class attendance checklist	Throughout semester	10%
2	Knowledge Able to identify, analyze the subject and able to have the feedback among other students on the course materials.	Midterm examination Final project	Week 8 and 17	50% (20%, 30%)
3	Cognitive Skills Work on an individual assignment	Individual Assignment	Throughout semester	5%
4	Interpersonal Skills and Responsibilities Able to participate in class and work with classmates appropriately.	Class participation	Throughout semester	5%
5	Numerical Analysis, Communication and Information Technology Skills Able to demonstrate with communication skills and working as a team.	Group assignment	Throughout semester	30%

Section 6 Learning and Teaching Resources

1. Textbook and Main Documents

Glenn Bowdin, Johnny Allen, Rob Harris, William O'Toole, Ian McDonnell, Glenn A.J. Bowdin (2010), Events Management, ISBN 9781856178181
Published August 14, 2010, Routledge, 774 Pages

2. Important Documents for Extra Study

Fenich, G. (2005). Meeting, expositions, events, and conventions: An introduction to the industry. Upper Saddle River, N.J.: Pearson/Prentice Hall.

Rogers, T.(2003). Conferences and Conventions: A Global industry. Oxford (England: Butterworth-Heinemann.

Vining, S. (2001, Fall). The Future of the meetings industry: Why certain conference innovators are winning Meeting discoveries, 1, 1-7.

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

Keywords for searching:

Meeting, Incentive Travel, Conference, Convention, Events

Website: <http://www.businesseventsthailand.com/>

Section 7 Course Evaluation and Revising

1. Strategies for Course Evaluation by Students

Using survey questions to collect information from the students' opinions to improve the course and enhance the curriculum. Examples of questions:

- (1) Content objectives were made clear to the students.
- (2) The content was organized around the objectives.
- (3) Content was sufficiently integrated.
- (4) Content was sufficiently integrated with the rest of the first year curriculum.
- (5) The instructional materials used were effectively.

- (6) The learning methods appropriate assessed the students' understanding of the content.
- (7) Overall, Students are satisfied with the quality of this course.

2. Strategies for Course Evaluation by Lecturer

2.1 Lecturers team observe the class and discuss 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 assignment are interesting and stimulating.
- (11) The lecturer's use of technology enhanced learning in the classroom.

2.2 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.

3. Teaching Revision

Lecturer revises teaching/learning process based on the results from the students' survey questions , the lecturer team's observation, and classroom research.

4. Feedback for Achievement Standards

The College Administrator Committee monitor to 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 works for teaching this course to enhance students' performance.