TQF. 3

☑ Bachelor's Degree

☐ Master's Degree

Course Specification

Course Code: GEN0309

Course Title: Digital for Life

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: GEN0309

Course title (English): Digital for Life

ชื่อวิชา (ภาษาไทย): ชีวิตกับดิจิทัล

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: Dr.Pongrapee Kaewsaiha

Instructional course lecturer: Dr.Pongrapee Kaewsaiha

5. Contact

Room Number: 401 Tel.: 081-446-4238 Email: pongrapee.ka@ssru.ac.th

6. Semester/Academic year

Semester: 2 Academic Year: 2021

Number of enrolled students: TBA

7. Pre-requisite course

None

8. Co-requisite course

None

9. Learning center

CHM Building, Nakhon-Pathom Campus, Computer Lab

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

1.1.1 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

1.1.2 Teaching strategies

The program considers the main task to teach each subject which involves developing students' ethical and moral learning in practice with the instructor/guest lecturer. The instructor will act as a good role model and try to integrate ethics and morals into topics in order to foster students have disciplinary area. Students' disciplinary area focuses on 'class attendance on time', 'dress code in accordance with the university regulations', and 'demonstrates honesty'. Those of characteristics should be evaluated in every course. The instructor provides a positive and negative reinforcement, such as praising students who are dressed properly, attend the class and submit tasks on time; on the other hand, provides suggestion to eliminate the students' repeated misbehavior.

1.1.3 Assessment & evaluation strategies

1) Punctuality, attendance, regularity and dressing
2) Enthusiasm and contribution to classroom activities
3) Extra-curriculum activities participation
4) Assignment responsibility

1.2 Knowledge

1.2.1 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

1.2.2 Teaching strategies

A variety of instruction is applied with concentration on the integration of theory and practice, including classroom activities. The teaching material in the form of documents, e-book and electronic files are also distributed and downloadable. In addition, self-learning materials are also available on website. Authentic practices, in particular, the real situation found in workplaces are also focused and in line with the cutting-edge technology and serve the nature of each subject. The guest speakers in certain fields are occasionally invited.

1.2.3 Assessment & evaluation strategies

1) Pretest and post-test
2) Examination

1.3 Cognitive skills

1.3.1 Learning outcomes to be developed

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

1.3.2 Teaching strategies

1) Presentation based on rational and analytical concept by instructor
2) Group presentation and discussion
3) Authentic

1.3.3 Assessment strategies

Evaluation based on practice, i.e., testing

1.4 Interpersonal skills and responsibility

1.4.1 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

1.4.2 Teaching strategies

In teaching, students' activities are required to work in group or team through collaboration with others. Expected learning outcomes of interpersonal and responsibility skills are being good citizen of global and ability to share responsibility with others.

1.4.3 Assessment & evaluation strategies

Evaluate students' behaviors and performance in group/team working and participating in various activities.

1.5 Numerical analysis, communication, and information technology skills

1.5.1 Learning outcomes to be developed

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

1.5.2 Teaching strategies

Provide learning activities in every course to foster students possessing numerical analysis, communication, and information technology skills in General Education Cluster. There are supplementary teaching and learning materials for students to download the documents and files. E-book should be prepared for student to access during teaching and learning in class. In addition, there is E-learning on website that support student's self-learning and be able to use information technology appropriately and communicate with others clearly.

1.5.3 Assessment & evaluation strategies

Evaluate from presentation techniques by applying theories. Selection tools in information technology or mathematics and statistics related to the capacities to use computer through web browser in testing, opening and downloading supplementary teaching and learning materials both in document and file format. There is E-book for students to study during teaching and learning. In addition, there is self-study in E-learning system on website by using computer, mobile phone or tablet, also midterm and final examination for learning evaluation.

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 knowledge about digital, roles of digital as mega trends influencing the changes in Thai and Global societies in variety of forms, the invention of buildings, equipment and smart devices accompanied by the application of the Internet of Things, social network, consumption behavior via communication devices, law, online or social network enterprise, living one's life in and human adjustment to the fast-growing digital technology with happy and secure life in each age group.

(ไทย) ความรู้พื้นฐานเกี่ยวกับดิจิทัล บทบาทดิจิทัลในฐานะแนวโน้มอันยิ่งใหญ่ ที่มีต่อการเปลี่ยนสังคมไทยและสังคมโลกในหลากหลายรูปแบบ การก่อกำเนิดสิ่งปลูกสร้าง อุปกรณ์และเครื่องมืออัจฉริยะ ควบคู่กับการประยุกต์ใช้อินเทอร์เน็ตของสรรพสิ่ง เครือข่ายออนไลน์ พฤติกรรมการบริโภคผ่านเครื่องมือสื่อสาร กฎหมาย การทำธุรกิจ ให้บริการผ่านอินเทอร์เน็ต หรือสังคมออนไลน์ การดำรงชีวิตและการปรับตัวของมนุษย์ให้ทันต่อการเปลี่ยนแปลงของดิจิทัลได้อย่างมีความสุขและปลอดภัยในแต่ละช่วงวัย

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 401, CHM Building, Nakhon-Pathom Campus

Mon., 9 AM – 4 PM

Consulting via office telephone/mobile phone:

081-446-4238

Consulting via email:

pongrapee.ka@ssru.ac.th

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

Line OpenChat

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) Focus on using information technology in responsible ways without violating the others' right (i.e., copyright/creative commons, citation/plagiarism, and privacy)
3) Build up awareness in being a good digital citizen, both national and international levels

1.3 Assessment & evaluation strategies

1) Attendance record
2) Classroom observation (on-site)
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) Focus on emerging technology and build new early adopters

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 soft skills, as well as industry-specific skills

3.3 Assessment & evaluation strategies

1) Criteria for assignment
2) Self- and peer assessments

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)
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 hands-on activities involving the use of ICT and the analysis of data
2) Emphasize the use of English language throughout the course

5.3 Assessment & evaluation strategies

1) Criteria for assignments
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	**Course Introduction** - Course outlines - Grading criteria **Chapter 1:** Introduction - Digital Literacy - Digital Citizenship - Digital Transformation	3	1. Welcome students to the course. Announce course outlines, define grading criteria, and suggest some useful external resources and services. 2. Introduce the Learning Management System (LMS) used in this course and provide technical assistance if necessary. 3. Have students attempt the digital literacy test. Once finished, reveal the components using slides and discuss individual responses. 4. Illustrate how people behave online, obstacles, and awareness of being a digital citizen using slides and case studies. Have students discuss issues they faced on the social network using either online or classroom discussion. 5. Define the term "Digital Transformation" through industry 1.0 to 4.0 using slides, infographics, and online videos. Illustrate the opportunities and challenges of digital transformation. 6. Use quizzes to measure students' understanding. 7. Use participation records and/or system logs.	Dr. Pongrapee
3	**Chapter 2:** Social Network	3	1. Display social network services of different ages using slides and video presentations. 2. Illustrate social network preferences in different countries using infographics. 3. Demonstrate the use of the social network for specific purposes such as LinkedIn. 4. Discuss the use of the social network for marketing purposes, how to analyze the data, the advertisement campaign, their security, and concern. 5. Discuss data integrity and capability of a social network, such as OAuth, including security issues and privacy concerns. 6. Discuss how people behave online and how to maintain good digital citizenship. 7. Use self-evaluation. 8. Use quizzes to measure students' understanding. 9. Use participation records and/or system logs.	Dr. Pongrapee

Week	Topic/Outline	Hours	Learning Activities	Lecturer
5	**Chapter 3:** Digital Security & Ethics - Digital Footprint - Mason's PAPA Model - Intellectual Property	3	1. Demonstrate how online activities leave a digital footprint using both live demonstrations and video presentations. 2. Explain each component of information ethics (PAPA) using slides, infographics, or video presentations. 3. Describe in detail about every kind of intellectual property, its impact on the world of business and education. Include some related lawsuits at the international level. 4. Practice the safe search and suggest some creative-common resources. 5. Use quizzes to measure students' understanding. 6. Use participation records and/or system logs.	Dr. Pongrapee
7	**Chapter 4:** Digital Health - Ergonomics - Medical Technology - Office Syndrome - Computer Vision Syndrome - Social Ignore	3	1. Have students complete the survey about their computer/mobile/internet usage behaviors. Then compare with the results published by the health organization to find out any possible risks such as office syndrome or social ignore. 2. Provide information from reliable sources such as public organizations on how to properly set up the working environment and how to relax to prevent health damage. 3. Use quizzes to measure students' understanding. Use participation records and/or system logs.	Dr. Pongrapee
9	**Chapter 5:** Digital Media Technology - Data Storage - Information Retrieval - Infographics	3	1. Display how data storage is being developed from a punched card to a cloud service. 2. Demonstrate how to refine the search on a search engine (i.e. search an exact phrase, search creative-commons photos, search a specific file type, or search documents with a specific time of publication). Explain how to validate and evaluate the reliability of the results using slides and live demonstrations. 3. Practice using a computer, smartphone, or play a search engine challenge game. 4. Have students compare the efficiency of information retrieval from different sources of information; text, image, voice, video, and infographics. Discuss how infographics assist the learning process of students in the 21st century. Discuss how good infographics should be. 5. Use quizzes to measure students' understanding. Use participation records and/or system logs.	Dr. Pongrapee

Week	Topic/Outline	Hours	Learning Activities	Lecturer
11	**Chapter 6:** Intelligent Technology - IoT - VR, AR, MR - A.I., Big Data, Machine Learning - Smart Home, Smart City, Smart Farming	3	1. Demonstrate the use of IoT devices using both live demonstrations and video presentations. Discuss opportunities, perceived usefulness, and concerns. 2. Demonstrate the use of VR/AR/MR applications using both live demonstrations and video presentations. Discuss opportunities, perceived usefulness, and concerns. 3. Perform data processing tasks with different levels of complexity and data size. Have students realize the limitation of traditional methods and the importance of the A.I. and its derivatives including big data calculation and machine learning. Demonstrate some related applications. 4. Display how intelligent technology works together to establish a smart home, smart city, or smart farming using a video presentation. 5. Use quizzes to measure students' understanding. 6. Use participation records and/or system logs.	Mr. Pongrapee
13	**Chapter 7:** Digital Economy - FinTech - Automated Insurance - Stock Trading - Internet & Mobile Banking - e-Wallet - Blockchain & Cryptocurrency - Online Customer Behavior	3	1. Explain how financial technology disrupts the global economy using slides and case studies. 2. Give some examples of financial technology used in today's business. Discuss their impact on society especially people in different generations. 3. Explain the fundamentals of blockchain and cryptocurrency. Discuss the global trend, opportunities, known issues, and people's concerns. 4. Assign a group work about how customers behave on different marketing platforms from a world-wide online marketplace (such as eBay and Amazon) to individual merchants on a social network. 5. Use quizzes to measure students' understanding. 6. Use participation records and/or system logs.	Mr. Pongrapee
15	**Chapter 8:** Digital Commerce - Business Models - B2B, B2C, B2G, G2C - E-Classified, Online Catalog, E-Shopping, E-Marketplace, Auction, Social Commerce - Start-up & SME - Online Marketing Strategies (SEO, …)	3	1. Have students present their group assignment. Use peer assessment within groups (to assess participation) and between groups (to assess quality). Students provide feedback to each other either open or anonymously as a text comment. 2. Specify some common business models for digital commerce. Use case studies. 3. Discuss marketing strategies such as SEO. 4. Use quizzes to measure students' understanding. 5. Use participation records and/or system logs.	Mr. Pongrapee

Week	Topic/Outline	Hours	Learning Activities	Lecturer
16	**Make-up class**			
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, 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
GEN0309 Digital for Life	●	○	○	○	●	●	○	●	○	○	○	●	○	●	●

Remark: Symbol ● means “major responsibility”

Symbol ○ means “minor responsibility”

No symbol means “no responsibility”

Expected learning outcomes are combined for multiple-group instruction.