Degree☑Bachelor's☐Master's☐Doctoral

Lesson Plan for SSRU Next Blended Learning
College of Hospitality Industry Management
SuanSunandha Rajabhat University
Degree Program- Bachelor Degree
Program– Airline Business
Semester1Academic Year2021

Lecturer   Miss RojanardWoramontri
Course Code   IAC3211
Course Title   Airline Catering Management

Learning Management System(LMS)   Moodle
    Link of Personal Website (Moodle)
    http://www.elic.ssru.ac.th/rojanard.wa/

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Section 1 General Information

1. **Code and Course Title:** IAL3210 Airline Catering Management
2. **Credits:**   3(3-3-6)
3. **3. Curriculum and Course Category :**

This course of Bachelor of Arts, International College, and SSRU is categorized in Airlines Business Major Elective Course**.**

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4. **Lecturers:**   Aj. Rojanard Waramontri

5. **Year / Semester**

     Graduate Student Year 3 / Semester 1/2021

6. Prerequisite Course

      None

7. Co-requisite Course :

      None

8. Learning Location

      Nakhon Pathom Learning Center

9. Last Date for Preparing and Revising this Course:

         October 30, 2021

Section 2 Objectives and Purposes

1. Course Objectives

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

(1) Able to identify beverages menu inclusive of wine list and role play of drink mixing.

(2) Gain the knowledge about Food and beverages in the areas of In-flight service problem solving.

(3) Able to design and create menu varies from standard meals, exclusive meals, special meals, crew meals.

(4) Able to understand personality of service provider in the areas of total quality service and customer oriented

(5) familiarize their knowledge about inflight meals and service.

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

According to TQF (Thailand Quality Framework: HEd.) and the Teachers' Council of Thailand with the standards of professional knowledge and experience for requirement courses, graduate students program in Airline Business should have essence of knowledge in In-flight meals, In-flight service, and Personality of food provider as follows:

2.1 **In-flight meals consisting of:**

1) Restaurant operations theories

2) Learning methods of Galley operation.

3) Design menu techniques

4) Integration of ingredients for different cuisine menus

5) Integration of ingredients for different classes.

6) Techniques and know-how in mixed drinks.

7) Menu implementation and innovative development for menu.

8) Menu Evaluation

2.2 **In-flight service consisting of:**

1) Principles and procedures for food and beverages service

2) Food Service in Economy class

3) Food Service in Premium class;

4) Beverages Service in Economy class

5) Beverages Service in Premium class

6) Preparation and development of Standard Service

7) Food and Beverage service equipment

8) In-flight service standard.

2.3 Personality of Food Providers consisting of:

1) Elements of Service oriented

2) Food Providers'Characters

3) Elements of Hygiene

4) Customers satisfaction standards;

5) Guidelines for problem solving in service

6) Roles and responsibilities of food server

Section 3 Course Structure

1. Course Outline

A learning outline of In-Flight meals and Beverages services is designed to develop students' knowledge about "types of menu" which includes the aspects of Food preparation, Food service and Food provider . The course also provides the studies of Galley equipment and problem solving for inflight service.

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

Lecture	Practice/ Field Work/Internship	Self Study	Remedial Class
32 hours	15	64 hours	3+ (if any)

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

1 hour / week

Section 4 Developing Student's Learning Outcomes

Learning Standards/Outcomes	Learning Activities	Learning Assessment
1. Ethics and Morals To have ethic behavior (personal responsibility , corporate responsibility) and moral reasoning in airline business and their culture**.**	Work in group to discuss Lecture with case study .	Group discussion Report
2. Knowledge (1) Be able to compile food preparation to formulate a new menu (2) Be able to design a new menu according to given ingredients (3) Be able to select, develop and produce menu creation to promote learning.	1. Introduce the restaurant operation theory. 2. Compare and contrast among perspectives on national cuisine and international cuisine. 3. Have the students develop their plans to establish menu choices and menu evaluation.	1. Term papers 2. Group report presentation 3. Quiz and Test
3. Cognitive Skills (1) communicate effectively across a range of context. Demonstrate oral, written, communication; (2) Present and summarize their ideas in written and oral; (3) Access, present info through assignment.	1. Use internet-based learning to construct cognitive skills. 2. Discussion and presentation -students write reports, and other forms of work documentation or oral presentation their findings from discussion / searching information.	1. Individual findings 2. Midterm and Final Examination 3. Group report presentation

Learning Standards/Outcomes	Learning Activities	Learning Assessment

Learning Standards/Outcomes	Learning Activities	Learning Assessment
4. Interpersonal Skills and Responsibilities (1) Have responsibility for assignment : select ideas in food preparation and food service from different theoretical perspectives, application to standards. (2) Can adjust to work in team both as leader or follower.	1 Group work 2. Self-study 3. Problem-based learning. .	1. Term papers 2. Group report 3. Quiz and test
5. Numerical Analysis, Communication and Information Technology Skills (1) Have Social skills: trust building, problem solving, decision-making, leadership skills to present research finding on menu creation (2) Can use correct language in oral and written presentations. (3) Can use computer and IT to follow the standard and criteria of Food service.	1. Use research-based learning and internet-based learning to analyze menu creation and standard of service. 2. Self-study 3. E-learning	1. Group work 2. Term papers 3. Group report presentation

Learning Standards/Outcomes	Learning Activities	Learning Assessment
6. Learning Management Skills (1) Be able to design learning activities and learning environments. (2) Be able to develop the learners with essential	1. Use basic techniques for learning management skills: integration of contents for learning group.	1. Individual assignment 2. Term papers 3. Group report presentation

opportunities to enhance learning concepts and motivate active engagement in food preparation and food service problem solving.	2. Discussion and presentation of learning of menu development	

Section 5 Lesson Plan and Assessment

1. Lesson Plan

Week	Topic/Outline	Hours	Learning Activities and Medias
1	• Introduction to Food and Beverages -Overview of the Food and Beverages operation -The composition of the Food service management Front of the House Back of the House Office Practice	2	• Lecture and group discussion • Student-centered: Constructivist approaches and Cooperative learning
2	Galley equipment Meal cart arrangement Drink cart arrangement Function of the service equipment	2	• Lecture and group discussion • Student-centered: Cooperative learning approaches • Hands on activities
3	Familiarization with the ingredients, Special meals crew meals	2	• Lecture and group discussion • Student-centered: Problem-Based learning and Cooperative learning approaches • Self-study and E-learning through Moodle
4	Familiarization of the Menu In various cuisines French words Cooking terms	2	• Cooperative learning: Jigsaw • Self-study through Moodle

5	Familiarization of the Beverages Menu Alcohol Non Alcohol Mixed drinks	3	• Cooperative learning: Jigsaw • Using mathematics software program: The Geometer's Sketchpad • Self-study and E-learning through Moodle

Week	Topic/Outline	Hours	Learning Activities and Medias
7	Total Quality Service Service Standard Beverages Service in Premium class	6	• Lecture and group discussion • Student-centered: Problem-Based learning and Cooperative learning approaches • Self-study and E-learning through Moodle
8	Mid-Term Test	3	• Paper Test • Using analysis thinking to create the answers to questions in the Mid-term test
10	Mocktail Practice	6	• Student-centered: Problem-Based learning and Cooperative learning
11	Total Quality Service Service Standard Meal Service in Premium class	3	• Lecture and group discussion • Student-centered: Problem-Based learning and Cooperative learning approaches • Self-study and E-learning through Moodle
12-13	Service Provider, Attitudes and Characters Customers Satisfaction	3	• Lecture and group discussion • Student-centered: Problem-Based learning and Cooperative learning approaches • Self-study and E-learning through Moodle
14	Menu and Wine list.	3	• Lecture and group discussion • Student-centered: Problem-Based

| | | | learning and Cooperative learning approaches |
| | | | • Self-study and E-learning through Moodle |

Week	Topic/Outline	Hours	Learning Activities and Medias
15	Group Presentation	3	• Student-centered: Problem-Based learning and Cooperative learning approaches • Self-study and E-learning through Moodle
16	**Final Examination and Project- work Assignment submission**	3	• Student-centered: Problem-Based learning and Cooperative learning approaches • Self-study and E-learning through Moodle

2. Learning Assessment Plan

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
1. Ethics and Morals To have ethic behavior (personal responsibility , corporate responsibility) and moral reasoning.	1. Individual assignment 2. Group discussion	Through out semester	5 %
2. Knowledge (1) To compile courses to formulate a menu (2) To select, develop and produce menu that promote learning.	1. Project work and Term papers 2. Group report presentation	Through out semester	40 %
3. Cognitive Skills (1) To organize activities that promote service attitudes (2) To create project work assignment on Total Quality Service.	1. Project work and Term papers 2. Group report presentation	Through out semester	30 %

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)

4. Interpersonal Skills and Responsibilities (1) Have responsibility for assignment (2) Positive attitudes, accountability and posses social skills	1. Checklists 2. Observation	Through out semester	5 %
5. Numerical Analysis, Communication and Information Technology Skills (1) Able to review lessons and self learning through E-learning and Moodle. (2) Can use correct language in oral and written presentations. (3) Can use computer and IT to search for new knowledge through various search engines.	1. Project work and Term papers 2. Group report presentation 4. Individual assignment	Through out semester	10 %
6. Learning Management Skills (1) Be able to design learning activities (2) Able to review lessons and self learning through E-learning and Moodle.	1. Project work and Term papers 3. Individual assignments 4. Group report presentation	Through out semester	10 %

Section 6 Learning and Teaching Resources

1. Textbook and Main Documents

Lertporn Parasakul, (2004). *English in Airline Business: Dhurakit Pundit University Book Center,* Thailand

Marco P. Bruschweiler, (1999). *Basic Cooking Methods*, Thailand.

Marco P. Bruschweiler, (1999). *Food Production*, Thailand.

.Ronalds-Hannon, Elizabeth (2006). *Service recovery Geometer's Sketchpad.* Emeryville CA: Key Curriculum Press.

Vass, Beck (2010). *Occupational Health and Safety.* NY: Macmillan College Publishing Company.

World Food Safety Guidelines for Airline Catering, International Flight Service Association, 2010, archived from the original on December 28, 2013, retrieved December 27, 2013

"American Airlines Inflight Dining, Recipes, Menus And More On". Aa.com. October 25, 2012. Archived from the original on January 22, 2014. Retrieved December 11, 2013.

"Airline Meals & Delta Dining | Delta Air Lines". Delta.com. November 10, 2013. Archived from the original on April 26, 2013. Retrieved December 11, 2013

"Airlines enlist gourmet chefs to draw first-class fliers". Associated Press/CNN. April 29, 2008. Archived from the original on September 15, 2008.

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2. Important Documents for Extra Study

Qantas service standard.

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

Keywords for searching:
Inflight Service Standards and Product Guide

Website: www.inflightservice.com,   http://standards

http://premiumservice

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

International 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 lecturers teach this course to enhance students' performance.

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