



TQF.3

<input checked="" type="checkbox"/> Bachelor's Degree
<input type="checkbox"/> Master's Degree

TQF. 3 Course Specification

Course Code: EDM 3102

Course Title: Educational Administration and Quality Assurance

Credits: 2(1-2-3)

Program: Bachelor of Education Program in Mathematics
(Bilingual Program)

Semester: 2 **Academic Year:** 2022

College of Hospitality Industry Management

Suan Sunandha Rajabhat University

(CHM, SSRU)

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Section 1 General Information

1. Code and Course Title:

Course Code: EDM 3102

Course Title (English): Educational Administration and Quality Assurance

ชื่อวิชา (ภาษาไทย): การบริหารการศึกษาและการประกันคุณภาพ

2. Credits: 2(1-2-3)

3. Curriculum and Course Category:

3.1 Curriculum: Bachelor of Education Program in Mathematics

3.2 Course Category:

- | | |
|--|--|
| <input type="checkbox"/> General Education | <input checked="" type="checkbox"/> Required Course |
| <input type="checkbox"/> Elective Course | <input checked="" type="checkbox"/> Cluster in Teaching Profession |

4. Lecturers Responsible for Course and Instruction

4.1 Lecturer Responsible for course:

Assoc. Prof. Dr.Tassanee Siriwan

Dr. Boonthong Boontawee

4.2 Instructional Course Lecturer:

Assoc. Prof. Dr.Tassanee Siriwan

Dr. Boonthong Boontawee

5. Contact / Get in Touch:

Room Number 305 Tel. 034-964946 Ext. 320

E-mail: tassanee.si@ssru.ac.th

Boonthong.bo@ssru.ac.th

6. Semester / Year of Study

6.1 Semester: 2/2022 Year of Study: Undergraduate Student
Year 2

6.2 Number of students enrolled: 19

7. Prerequisite Course

None

8. Co-requisite Course

None

9. Learning Location

College of Hospitality Industry Management Building, Nakorn
Pathom Campus

Room No. 206

Monday 10:00 – 12:00

10. Last Date for Preparing and Revising this Course:

November 15, 2022

Section 2 Aims and Objectives

1. Course Aims

At the end of this course students will reach the desired learning outcomes based on six domains, as mentioned in the curriculum specification (TQF2), as follows:

1.1 Morals and Ethics

- (1) Have integrity, honesty, and teaching profession ethics.
- (2) Have discipline, self, and social responsibility.
- (3) Have knowledge and understanding of Regulation of Teachers Council of Thailand on Professional Standards and Ethics and educational administration and assurance ethics.

1.2 Knowledge

- (1) Be able to use the core principles of assure for the learning quality development.
- (2) Be able to describe Quality Assurance theory, model, design, and process.
- (3) Be able to demonstrate the relationship between the Education Standards and the Quality Assurance.

1.3 Cognitive Skills

- (1) Have ability to search for knowledge: Educational Administration and Quality Assurance
- (2) Have analytical thinking to select the research topics for educational quality assurance process.
- (3) Be able to search information about Educational Administration and Quality Assurance

1.4 Interpersonal Skills and Responsibility

- (1) Have responsibility for building positive attitude towards using Educational Administration and Quality Assurance to develop teaching and learning mathematics.
- (2) Have ability to work in team both as leader and follower.
- (3) Be able to identify problems and seek best solutions to strengthen teachers' potentiality and capabilities in academic and professional career by using Administration and Quality Assurance concept.

1.5 Numerical Analysis, Communication and Information

Technology Skills

- (1) Be able to apply numerical analysis in problem solving project.
- (2) Have ability to use computer and IT for searching data base related to the project purposes.
- (3) Be able to use correct language in oral and written project report presentation.

1.6 Learning Management Skills

- (1) Be able to design project model for learner's development.
- (2) Be able to provide the learners with essential opportunities to enhance learning concepts and motivate active engagement in Educational Administration and Quality Assurance process.
- (3) Be able to use a variety of data base to solve problems in Educational Administration and Quality Assurance

2. Course Objectives

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

- (1) Able to compile courses to formulate a management plan for teaching mathematics to educational management;
- (2) Able to select, develop and produce media and instrument that promote learning and educational management;
- (3) Able to organize activities that promote learning and classify the learners' levels based on evaluation to educational management
- (4) Able to manage learning resources and classroom environment for educational quality and standards.
- (5) Able to prepare self-evaluation report of educational institutions in support of internal and external evaluation.

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, undergraduate students program in mathematics (bilingual program) should have

essence of knowledge and competencies in research for learning development as follows:

- (1) Choose to use research results for learning management.
- (2) Conduct research to improve teaching and learning and develop learners.

Section 3 Course Structure

1. Course Outline

Principles and concepts of educational administration and quality assurance; National education system and quality standards; Quality assurance process; School self-evaluation; School development plan; Process of external evaluation; Process for accreditation of education quality assurance evaluators.

หลักการและแนวคิดของการบริหารการศึกษาและการประกันคุณภาพ ระบบการศึกษาและมาตรฐานคุณภาพระดับชาติ กระบวนการประกันคุณภาพ การประเมินตนเองระดับโรงเรียน การจัดทำแผนพัฒนาระดับโรงเรียน กระบวนการประเมินภายนอก กระบวนการสำหรับการรับรองคุณภาพการศึกษาจากผู้ประเมินภายนอก

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

Lecture	Practice/	Self-Study	Remedial Class
1 hour/week	2 hours/week	3 hours/week	3+ (according to student needs)

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

3.1 Self consulting at the lecturer's office: Room Number 208

3.2 Consulting via office telephone: Tel. 034-964946 Ext. 320

3.3 Consulting via E-Mail: tassanee.si@ssru.ac.th

Boonthong.bo@ssru.ac.th

Section 4 Developing Student's Learning Outcomes

Learning Standards/Outcomes	Learning Activities	Learning Assessment
<p>1. Morals and Ethics</p> <p>(1) Have integrity, honesty, and teaching profession ethics.</p> <p>(2) Have discipline, self, and social responsibility.</p> <p>(3) Have knowledge and understanding of Regulation of Teachers Council of Thailand on Professional Standards and Ethics and Principles and concepts of educational administration and quality assurance ethics.</p>	<p>(1) Group Work (2) Problem Solving Vision: Smart Archetype University of the Society (3) Performance Activities: arguing/debating different aspects of issues</p>	<p>Group discussion Report</p>
<p>2. Knowledge</p> <p>(1) Be able to use the core principles of educational administration and quality assurance for the learning quality development.</p>	<p>(1) Directed Instruction (2) Discussion (3) Problem-Based Learning</p>	<p>(1) Term papers (2) Group report presentation</p>

Learning Standards/Outcomes	Learning Activities	Learning Assessment
<p>(2) Be able to describe research theory, model, design, and process.</p> <p>(3) Be able to demonstrate the relationship between the education Standards and the Quality Assurance.</p>		
<p>3. Cognitive Skills</p> <p>(1) Be able to organize activities that promote learning and classify the learners' levels based on evaluation</p> <p>(2) Able to manage learning resources and classroom environment for educational quality and standards</p> <p>(3) Be able to prepare self-evaluation report of educational institutions in support of internal and external evaluation.</p>	<p>(1) Research-based learning</p> <p>(2) Classroom-Based Learning</p> <p>(3) Group Work</p>	<p>Written report and oral presentation</p>
<p>4. Interpersonal Skills and Responsibilities</p> <p>(1) Have responsibility</p>	<p>(1) Group Work</p> <p>(2) Problem Solving</p>	<p>(1) Term papers</p> <p>(2) Group report</p>

Learning Standards/Outcomes	Learning Activities	Learning Assessment
<p>for building positive attitude towards using educational research to develop teaching and learning mathematics.</p> <p>(2) Have ability to work in team both as leader and follower.</p> <p>(3) Be able to identify problems and seek best solutions to strengthen teachers' potentiality and capabilities in academic and professional career</p>		<p>presentation</p>
<p>5. Numerical Analysis, Communication and Information Technology Skills</p> <p>(1) Be able to apply numerical analysis in problem solving.</p> <p>(2) Have ability to use computer and IT for searching data base related to the research purposes.</p> <p>(3) Be able to design, create, implement, and evaluate innovation for improvement learning</p>	<p>(1) Research-based learning (2) Discussion (3) Group Work</p>	<p>(1) Individual portfolio (2) Term papers (3) Group report presentation</p>

Learning Standards/Outcomes	Learning Activities	Learning Assessment
environment based on education quality.		
<p>6. Learning Management Skills</p> <p>(1) Be able to design research model for learner’s development.</p> <p>(2) Be able to provide the learners with essential opportunities to enhance learning concepts and motivate active engagement in mathematical process for problem solving through research process.</p> <p>(3) Be able to analyze the indicators of quality assurance and prepare self-assessment report.</p>	<p>(1) Research-based learning</p> <p>(2) Group Work</p>	<p>(1) Individual portfolio</p> <p>(2) Term papers</p> <p>(3) Group report presentation</p>

Section 5 Lesson Plan and Assessment

1. Lesson Plan

Week	Topic/Outline	Hours	Learning Activities and Medias
1-2	Unit 1 Principles and concepts of educational administration and quality assurance; National education system and quality standards	4	1.Introduction to course aims, objectives and methods of assessment 2.Introduction to formulate a management plan for teaching mathematics to educational administration and quality assurance
3 - 6	Unit 2 Quality assurance process	8	1. Principles and concepts of educational administration 2. Principles and procedures for educational quality assurance 3.National education system and quality standards 4. Elements of educational quality assurance 5. Sufficiency Economy for Education
7 - 11	Unit 3 School self-evaluation	10	1. Roles of Math teachers and educational quality assurance 2. Midterm Examination (Paper Test) 3. Roles of administrators on the educational quality assurance 3. Educational standards; Internal and external quality assurance
12 - 14	Unit 4 ; School	6	1. Educational standards; Internal and external quality

Week	Topic/Outline	Hours	Learning Activities and Medias
	development plan		assurance
15 - 16	Unit 5 ; Process of external evaluation; Process for accreditation of education quality assurance evaluators.	4	1. Introduction process of external evaluation 2. Process for accreditation of education quality assurance evaluators 3. Final project presentation 4. Remedial class or reviewing contents
17	Final Examination	2	
Total of Hours		34+	

2. Learning Assessment Plan

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>1. Morals and Ethics</p> <p>(1) Have integrity, honesty, and teaching profession ethics.</p> <p>(2) Have discipline, self, and social responsibility.</p> <p>(3) Have knowledge and understanding of Regulation of Teachers Council of Thailand on Professional Standards and Ethics and National Education Act.</p>	<p>1. Individual portfolio</p> <p>2. Group discussion</p>	<p>Throughout semester</p>	<p>10 %</p>
<p>2. Knowledge</p> <p>(1) Be able to use the core principles of research for the learning quality development.</p> <p>(2) Be able to select,</p>	<p>1. Term papers</p> <p>2. Group report presentation</p>	<p>Throughout semester</p>	<p>40 %</p>

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>develop and produce media and instrument that promote learning;</p> <p>(3) Be able to demonstrate the relationship between the Education Standards and the Quality Assurance.</p>			
<p>3. Cognitive Skills</p> <p>(1) Be able to organize activities that promote learning and classify the learners' levels based on evaluation;</p> <p>(2) Able to manage learning resources and classroom environment for educational quality and standards;</p> <p>(3) Able to prepare self-evaluation report of educational institutions in support of internal and external evaluation.</p>	<ol style="list-style-type: none"> 1. Individual portfolio 2. Term papers 3. Group report presentation 	<p>Throughout semester</p>	<p>25 %</p>

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>4. Interpersonal Skills and Responsibilities</p> <p>(1) Have responsibility for building positive attitude towards the learning management, learning resources and quality assurance;</p> <p>(2) Have knowledge and understanding of human relations to work in team both as leader or follower;</p> <p>(3) Be able to identify problems and seek best solutions to strengthen teachers' potentiality and capabilities in academic and professional career.</p>	<p>1. Checklists</p> <p>2. Interviews</p>	<p>Throughout semester</p>	<p>5 %</p>
<p>5. Numerical Analysis, Communication and Information Technology Skills</p> <p>(1) Be able to apply</p>	<p>1. Individual portfolio</p> <p>2. Term papers</p> <p>3. Group report</p>	<p>Throughout semester</p>	<p>10 %</p>

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>numerical analysis in problem solving;</p> <p>(2) Have concepts, principles, and theories of technology and innovation that promote the learning quality;</p> <p>(3) Be able to design, create, implement, and evaluate innovation for improvement learning environment based on education quality.</p>	<p>presentation</p>		
<p>6. Learning Management Skills</p> <p>(1) Be able to design learning activities and learning environments for learner's development;</p> <p>(2) Be able to provide the learners with essential opportunities to enhance learning</p>	<ol style="list-style-type: none"> 1. Individual portfolio 2. Term papers 3. Group report presentation 	<p>Throughout semester</p>	<p>10 %</p>

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>concepts and motivate active engagement in mathematical process for problem solving through learning activities and resources;</p> <p>(3) Be able to analyze the indicators of quality assurance and prepare self-assessment report.</p>			

Remark: Each student will be assigned the research advisor for writing the research proposal.

Section 6 Learning and Teaching Resources

1. Textbook and Main Documents

Ministry of Education. (2008). *Manual for the internal quality assurance for higher education institutions*. Bangkok :

Commission on Higher Education.

2. Important Documents for Extra Study

Creswell, J. (2003). *Research Design Qualitative, Quantitative, and Mixed Methods Approach*. CA: Sage Publication.

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

Briggs, Ann R.J. & Sommefeldt, D. (2003). *Managing effective learning and teaching*. London : Sage.

Jones, V. (2011). *Practical classroom management*. Boston: Pearson.

Matson, E. & Prusak, L.(2006).*Knowledge management and organizational learning*. Oxford : Oxford University Press.

Office of the Basic Education Commission, Ministry of Education. (2548). *Basic education standards for internal quality assurance*. Standard Development and Internal Quality Assurance Division, Bureau of Academic Affairs and Educational Standards, Ministry of Education, Bangkok.

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
- etc.

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 assignments are interesting and stimulating.

(11) The lecturer's use of technology enhanced learning in the classroom.

..... etc.

1.2 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

College of Hospitality Industry Management 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.

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		
Course Category: Requirement Course— Teaching Profession Course	● Major Responsibility									○ Minor Responsibility								
Course Code: EDM2102 Course Title: Research for Learning Development	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
	●	○	○	●	○	○	○	○	●	○	●	○	●	○	○	●	○	○

Remark: Symbol ● means “major responsibility” Symbol ○ means “minor responsibility” No symbol means “no responsibility”

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