



Suan Sunandha International School of Art (SISA)

Suan Sunandha Rajabhat University

Thai Qualification Framework for Higher Education (TQF5) : Course Report

The Course Report herein refers to the teaching and learning report of a lecturer at the end of each semester course. The report includes an assessment whether the course was conducted as planned in the course specification and, if not, suggestions for improvement. The report also presents student academic results, the number of students for the duration of the course, course management problems, an analysis of the course evaluation result from students/Head of Department or external auditor, an opinion survey of employers, and suggestions to the course coordinator for improvement and development.

The Course Report consists of 6 sections:

- Section 1 General Information
- Section 2 Teaching and Learning Management Compared to a Teaching Plan
- Section 3 Summary of Teaching and Learning Result
- Section 4 Problems and Effects of Course Management
- Section 5 Course Evaluation
- Section 6 Improved Teaching Plan

Course Report

Name of Institution : Suan Sunandha Rajabhat University
 Campus/Faculty/Department : Suan Sunandha International School of Art (SISA)

Section 1: General Information

1. Course title and code : IGL1104 English Composition for Business

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

3. Curriculum and Course Category:

Students will be introduced to fundamental of English for Business Communication.

Focus will be designed to help developing the communication skills which require to perform the task successfully when communicating in English.

Pre-requisite : None
 Responsible faculty, lecturer, and section : Assist. Prof. Tawipas Pichaichanarong

Course semester/academic year : Semester 2/2018
 Place of study : Building 31
 Suan Sunandha International School of Art (SISA),
 Room: 3112C, Suan Sunandha Rajabhat University

Section 2: Teaching and Learning Management Compared to a Teaching Plan

1. Report of a planned teaching hours compared to an actual teaching hours

Specify teaching topics, teaching hours according to the plan, and actual teaching hours. If the actual teaching hours are different from the plan by more than 25%, specify the reasons.

| No. | Teaching Topics | Planned Hours | Actual Hours | If planned teaching hours differs from actual teaching hours more than 25%, specify reasons. |
|-----|----------------------------------|---------------|--------------|--|
| 1 | Introduction to The course | 3 | 3 | |
| 2 | Course Orientation | 3 | 3 | |
| 3 | English composition for business | 3 | 3 | |
| 4 | Business writing skills | 3 | 3 | |
| 5 | Business technical terms | 3 | 3 | |
| 6 | Individual project assignment | 3 | 3 | |
| 7 | Individual project assignment | 3 | 3 | |
| 8 | Individual project assignment | 3 | 3 | |
| 9 | Individual project assignment | 3 | 3 | |
| 10 | Individual project assignment | 3 | 3 | |

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|----|-------------------------------|---|---|--|
| 11 | Individual project assignment | 3 | 3 | |
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2. Teaching topics not covered as planned

Specify topics that are not covered according to the teaching plan. The lecturer may consider whether the main points of the topics affect learning outcomes at both the course and program levels. If there is any impact on student learning outcomes, give suggestions.

| Teaching Topics Not Covered As Planned | Effects to Learning Outcomes | Provide Any Suggestions |
|--|------------------------------|-------------------------|
| - | - | - |

3. Efficiency of teaching towards learning outcomes, as specified in course design

Specify whether teaching methodology can lead towards achievement of all domains of learning outcomes, as articulated in course specification. Specify problems found in teaching. Give suggestions.

| Domains of Learning Outcomes | Teaching Methodology and Activities in Class | Efficiency | | Setback During Teaching and Suggestions |
|--|--|------------|----|--|
| | | Yes | No | |
| Ethics and Morals 1. Honesty 2. Integrity 3. Responsibility 4. Punctuality 5. Tolerance 6. Confidence | 1. Rules setting such as attending the class on time and regularly 2. Group discussion 3. Group work Responsible for given tasks and be honest in working and examination | √ | | - Need to explain to students to understand the consequences of being late and absent. |
| Knowledge 1. Can apply knowledge in real working time 2. Dare to use creativity that's profit for film production development 3. Understand in working process rightly in standard 4. Good attitude to profession and work based on moralities and ethics of mass communicators | 1. Explain and conclude ideas through teaching documents and presentation by programs of Microsoft PowerPoint, Microsoft Word and Internet 2. Single and group assignment and | √ | | - Some students have extremely limited ability in English. |

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|--|---|---|--|--|
| | <p>discussion</p> <p>3. Games for case studies understanding and conclusion</p> <p>4. Quiz in class</p> | | | |
| <p>Cognitive Skills</p> <p>1. Can apply theoretical section and practical part to film production</p> <p>2. Can analyze situations in film production</p> | <p>1. Practice and ideas conclusion by program of Microsoft PowerPoint</p> <p>2. Assignment of group discussion and report</p> <p>3. Group analysis based on at present film principles</p> | v | | - Students need to get real time information in classroom. |

| Domains of Learning Outcomes | Teaching Methodology and Activities in Class | Efficiency | | Setback During Teaching and Suggestions |
|---|---|------------|----|--|
| | | Yes | No | |
| <p>Interpersonal Skills and Responsibilities</p> <p>1. Relevant interpersonal skill and classmate</p> <p>2. Skill of creation and maintenance of interpersonal relationship with colleagues and gain and loss people</p> <p>3. Professional practice with self-responsibility and public responsibility based on moralities and ethics of mass communicators</p> <p>4. Being leader and follower while working development</p> | <p>1. Explain and conclude ideas through teaching documents and presentation by programs of Microsoft PowerPoint, Microsoft Word and Internet</p> <p>2. Group works assignment</p> <p>3. Group presentation</p> | v | | <p>- Students are too shy to ask questions in class</p> <p>- Use team learning and students ask more questions within the group.</p> |
| <p>Numerical Analysis, Communication and Information Technology Skills</p> <p>1. Effective communication skill which are listening, speaking, reading and writing skills</p> <p>2. Information technology and new media usage skills to support film production such as information searching via internet and</p> | <p>1. Communicative technology usage practice such as assignment sending via e-mail and creation of forum for ideas sharing</p> <p>2. In class discussion</p> | v | | |

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| uploading produced film to youtube.com | or playing of case studies games 3. Report presentation skill by using proper forms, tools and technology | | | |
|--|--|--|--|--|

4. Teaching improvement

Suggest strategies to your department to improve teaching methodology based on problems found in Section 2, No. 3.

Suggestions: Suan Sunandha International School of Art (SISA) needs to improve the speed and the reliable of WIFI system in order for students can find real time information and solve the case study in the classroom.

Section 3: Summary of Teaching and Learning Results

1. Number of students registered for the course : 12 students
2. Number of students at the end of the semester : 12 students
3. Number of students who withdrew from the course : 0 student
4. Distribution of scores level (grade)

| Student's Score as Percentage | Grade | Total | Percentage |
|-------------------------------|-------|-------|------------|
| 86-100 | A | 0 | 0.0 |
| 82-85 | A- | 0 | 0.0 |
| 78-81 | B+ | 2 | 40.0 |
| 74-77 | B | 2 | 40.0 |
| 70-73 | B- | 0 | 0.0 |
| 66-69 | C+ | 0 | 0.0 |
| 62-65 | C | 1 | 20.0 |
| 58-61 | C- | 0 | 0.0 |
| 54-57 | D+ | 0 | 0.0 |
| 50-53 | D | 0 | 0.0 |
| 46-49 | D- | 0 | 0.0 |
| 0-45 | F | 0 | 0.0 |
| - | W | 0 | 0.0 |

5. Factors influencing unusual scores level: None

6. Errors from (grade) assessment plan

6.1 Errors about setting time for assessment

6.1.1 Specify errors and reasons.

| 6.1 Errors Due To Timing | Reasons |
|---|---|
| Time for group discussion often takes longer than expected. | It is hard to control group discussion and students often require more time |

6.2 Errors about assessment techniques

6.2.1 Specify errors and reasons.

| 6.2 Errors Due To the Assessment Techniques | Reasons |
|---|---|
| Peer evaluation might be bias. | Students tend to give their best friend a better evaluation and students do not understand the rubric score thoroughly. |

7. Revision of student efficiency

Specify methods of revision and summarize the results

| Method of Revision | Conclusion |
|--|--|
| Have a meeting and discussion among lecturers. | Make a suggestion to reduce the bias of peer evaluation. |

Section 4: Problems and Effects of Course Management

1. Teaching resources and facilities problem

1.1 Specify problems about teaching resources and facilities and their impact.

| Problems | Impacts |
|--|---|
| Currently, some of facilities in class are not in good conditions. | It causes unclear presentation on screen that makes the students cannot see and understand the content clearly. |

2. Management and organization problem

2.1 Specify problems about management and organization and their impact on student learning.

| Problems | Impacts |
|---|--|
| There are too much trouble and procedures to take students to field trip off campus such as process of getting and approving for a bus. | Students lose their opportunities to learn from real things outside. |

Section 5: Course Evaluation

1. Result of student course evaluations (please see attachment.)

1.1 Feedback from student evaluations

1.1.1 Specify strengths and weaknesses.

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| Students need more time to prepare their presentation and do their term paper. |
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1.2 Lecturer's opinion of student feedback

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| Lecturer agrees that it will help students by providing a better technique of searching information in order to save students' time. |
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2. Result of course evaluation from other evaluation methods.

2.1 Feedback from other evaluation methods

2.1.1 Specify strengths and weaknesses.

| | |
|----------|--|
| Strength | : This course is enjoyable and helps students to understand about English Composition for Business |
| Weakness | : There are too many topics that students need to understand in a short time. |

2.2 Lecturer's opinion of feedback

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|---|
| There is a need to find guest speaker to provide an extra knowledge for students. |
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Section 6: Improved Teaching Plan

1. Progression of improved teaching plan as presented in the previous course report.

1.1 Specify an improved teaching plan that was proposed in the previous semester/academic year, and describe whether it was conducted as planned. If not, give reasons.

| An Improved Plan | The Result |
|--|--|
| A plan to use more e-learning for additional practice exercises. | Provide two additional practice exercises that students can do at home via Moodle. |

2. Other methods for course improvement

2.1 Briefly describe how to improve the course, e.g., new teaching methods for the current semester/academic year or new teaching instruments.

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| <ul style="list-style-type: none"> - Make an adjustment of the speed of the lecture in the classroom depends on the English ability of students and their prior knowledge of the subject matters. - Use new teaching techniques such as jigsaw method, and group investigation - Create more positive learning environment. |
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3. Suggestion an improvement of the plan for the next semester/academic year

3.1 Specify a plan with expected deadlines and person who is responsible.

| Proposed Plan | Deadline | Responsible Lecturer |
|--|-----------------------------------|---------------------------------------|
| A plan to take the students to study in Library. | About the fifth week of the class | Assist. Prof. Tawipas Pichaichanarong |

Reported by : Assist. Prof. Tawipas Pichaichanarong

Submitted Date : January, 7th 2019