



### **Suan Sunandha International School of Art (SISA)**

#### **Suan Sunandha Rajabhat University**

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

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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:

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| 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**

Course title and code : DEC3501 Marketing and Promotion for Digital Creativity

Pre-requisite : None  
 Responsible faculty, lecturer, and section : Dr. Niracharapa Tongdhamachart  
 Course semester/academic year : Semester 1/2020  
 Place of study : Film Building  
 Suan Sunandha International School of Art (SISA),  
 Room: 38027, Suan Sunandha Rajabhat University

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

## 1. Planned teaching hours compared to 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.

Week	Topic and Detail	Hours	Activity and Media	Lecturer
1	Course Orientation and Watch Movie about Economics	3	- Group Discussion	Niracharapa Tongdhamachart
2	Introduction to Economics for Film	3	- Single Assignment - Group Discussion	Niracharapa Tongdhamachart
3	Microeconomics Vs. Macroeconomics	3	- Single Assignment - Group Presentation	Niracharapa Tongdhamachart
4	Supply and Demand	3	- Single Assignment - Group Presentation	Niracharapa Tongdhamachart
5	Production and Cost	3	- Single Assignment - Group Presentation	Niracharapa Tongdhamachart
6	Consumer Behavior	3	- Single Assignment - Group Presentation	Niracharapa Tongdhamachart
7	<b>Midterm Break Week</b>			
8	<b>Midterm Examination Week</b>			
9	Market Force	3	- Single Assignment - Group Presentation	Niracharapa Tongdhamachart
10	Market Structure	3	- Single Assignment - Group Presentation	Niracharapa Tongdhamachart
11	Market Share	3	- Single Assignment - Group Presentation	Niracharapa Tongdhamachart
12	Market Failure	3	- Single Assignment - Group Presentation	Niracharapa Tongdhamachart

13	Growth	3	- Single Assignment - Group Presentation	Niracharapa Tongdhamachart
14	Business Cycle	3	- Single Assignment - Group Presentation	Niracharapa Tongdhamachart
15	Case Studies of Economics for Creativity and Digital Media	3	- Single Assignment - Group Discussion	Niracharapa Tongdhamachart
16	<b>Final Break Week</b>			
17	<b>Final Examination Week</b>			
	Total Hours	51		

## 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
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## 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	
<b>Ethics and Morals</b> 1. Honesty 2. Integrity 3. Responsibility 4. Punctuality 5. Tolerance 6. Confidence	1. Rule setting such as attending classes regularly and on time 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.
<b>Knowledge</b> 1. Can apply knowledge in real working time 2. Creative use of the English language 3. Understand in working process up to standard 4. Good attitude towards profession and work based	1. Explain and conclude ideas through teaching documents and presentation by programs of Microsoft PowerPoint, Microsoft Word and	√		Students have extremely limited ability in English and Southeast Asia.

on moralities and ethics in practical situations	Internet 2. Single and group assignment and discussion 3. Games for case studies understanding and conclusion 4. Quiz in class			
<b>Cognitive Skills</b> 1. Can apply theoretical section and practical part to actual environment 2. Can analyze situations in real time	1. Practice and ideas conclusion by program of Microsoft PowerPoint 2. Assignment of group discussion and report 3. Group analysis based on at present film principles	√		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	
<b>Interpersonal Skills and Responsibilities</b> 1. Relevant interpersonal skill and classmate 2. Skill of creation and maintenance of interpersonal relationship with colleagues and gain and loss people 3. Professional practice with self-responsibility and public responsibility based on moralities and ethics of mass communicators 4. Being leader and follower while working development	1. Explain and conclude ideas through teaching documents and presentation by programs of Microsoft PowerPoint, Microsoft Word and Internet 2. Group works assignment 3. Group presentation	√		Students are not too focused on the study to ask questions in class  Use team learning and students ask more questions within the group
<b>Numerical Analysis, Communication and Information Technology Skills</b> 1. Effective communication skill which are listening, speaking, reading and writing skills 2. Information technology	1. Communicative technology usage practice such as	√		Use VDO about ASEAN and assign projects for their presentation for English speaking skills

and new media usage skills to support film production such as information searching via internet and uploading produced film to youtube.com	assignment sending via e-mail and creation of forum for ideas sharing 2. In class discussion or playing of case studies games 3. Report presentation skill by using proper forms, tools and technology			
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#### 4. Teaching improvement

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

Suggestions: English is still a problem for Thai students especially speaking. Methodology needs to force them to present in front of the class and ask them questions before, during and after class. Quiz was implemented many times because Thai students have little knowledge about ASEAN.

### Section 3: Summary of Teaching and Learning Results

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

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

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
Students come at different times, then take time to get settled in.	Students have very short attention spans.

## 6.2 Errors about assessment techniques

## 6.2.1 Specify errors and reasons.

6.2 Errors Due To the Assessment Techniques	Reasons
Assessment from oral presentation.	Students still have much different level of presentation skill such as speaking. Those who speak more fluently always get higher scores.

## 7. Revision of student efficiency

Specify methods of revision and summarize the results

Method of Revision	Conclusion
Instill in the students a sense of professional reverence for their work so that they will hold themselves and their peers to a high standard. Individual and group assignment are needed.	Fieldtrip is a good way for students to learn their neighboring countries. Students will get clearer picture and understand better.

**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
Electronic equipment such as microphone, speakers is a problem to irritate a lesson.	It causes students not to focus on their studies and understand the lesson clearer.

## 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 and budget constraints. Budgets are limited this semester.	Students lose their opportunities to learn from real things outside. There are so many activities outside faculty so students miss class very often.

**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.

Students need to do presentation by researching more information. They really lack knowledge skill about our neighboring countries even. Speaking skill is very poor also.

## 1.2 Lecturer's opinion of student feedback

Students do not care very much about learning Southeast Asia. They only just barely begin to see its importance to their future in expansion.

## 2. Result of course evaluation from other evaluation methods.

## 2.1 Feedback from other evaluation methods

## 2.1.1 Specify strengths and weaknesses.

Strength : They gain more knowledge which they have not known before.  
Weakness : Some students have not prepared the lesson well so the rest of them did not pay attention to their presentation.

## 2.2 Lecturer's opinion of feedback

There can be no growth in mastery of the subject matter without dedication to it. Just sitting next to an expert will not rub-off on you.

**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
Need to take students to ASEAN countries to see the development and get a clearer picture.	They will understand more and eager to study.

## 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.

More presentation and research. Group and individual projects. Quiz will enhance their eagerness.

## 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
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Group, individual projects, case study with specified date of submission.	Every one month and a half.	Dr. Niracharapa Tongdhamachart
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Reported by : Dr. Niracharapa Tongdhamachart

Submitted Date : December 2020