

Course Code **ABI2311**
 Course Name : Chinese 3
 Credit: 3

 Degree: Bachelor
 Curriculum: Airline Business
 Faculty/College: Airline Business

Course Specification (TQF3/OBE3)

Section 1 General Information

1. Course Code and Name: ABI2311 Chinese 3

2. Thai: /

English: **ABI2311** Chinese 3

3. Course Category

General Education

Required Course

Elective Course

Others

4. Course Coordinator and Instructor: Ms HU CAIMEI

Course Coordinator :No

Instructor : Ms HU CAIMEI

Contact Information: No

email : hu.ca@ssru.ac.th

5. Semester and Academic Year

Semester: 1

Academic Year:2568

Year of Study: 3

6. Pre-requisite courses (if any): /

7. Co-requisites (if any):/

8. Class Location:83/201

9. Date of Last Curriculum Revision: 30 JUNE 2568

10. Alignment between the course, the University's vision of "A leader in producing professionals", and the requirements for higher education standards at bachelor's level.

University's Vision "A leader in producing professionals"		Promoting self-learning skills in practice and improving career development (Lifelong learning)	Promote digital skills
A Leader in Producing Professionals	Sustainable Social Development (SDGs)		
This course moves beyond general language learning to provide industry-specific vocational skills. By mastering	This course promotes lifelong learning by equipping students with a tangible skill (a third language) that	he structured review sessions and the progressive complexity of topics encourage students to develop independent study and	While not explicitly stated, the course can be integrated with digital tools: using language learning apps

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<p>aviation vocabulary, in-flight service protocols, and problem-resolution phrases, students are not just learning a language; they are acquiring directly applicable skills for professions in aviation, hospitality, and tourism.</p>	<p>increases their economic opportunities and cultural understanding.</p>	<p>revision habits essential for language acquisition, a skill they can use to learn other languages or topics.</p>	<p>(Duolingo, HelloChinese) for reinforcement, utilizing online dictionaries and translation tools appropriately, and potentially creating digital presentations or recordings for the final assessment.</p>
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Section 2 Course Description and Course Learning Outcomes: CLOs

1. Course Description

Thai: **No**

English :

Chinese 3 is an intermediate-level language course designed to provide students with the specialized Mandarin Chinese vocabulary and cultural competencies required for professional environments in the aviation, hospitality, and tourism industries. The course focuses on practical, scenario-based learning, covering essential topics such as passenger check-in, in-flight service, medical and emergency situations, and customer complaint resolution. Students will develop the linguistic skills and cultural awareness necessary to interact effectively and professionally with Mandarin-speaking clients and colleagues, aligning with global sustainability goals for quality service and reduced inequalities.

2. Number of hours spent per semester

Lecture	Practice / Workshop Fieldwork / Internship	Self-Directed Learning
45Hours/Semester 3 Hours/Week	/ Hours/Semester / Hours/Week	3 Hours/Semester / Hours/Week

Course Type Lecture Practice

3. Individual Academic Counseling Hours

3.1 Academic Counseling (at least 1 hour per week)

3.2 Application of digital technology in academic consultation

4. Course Objectives

4.1 Recall and utilize industry-specific aviation and hospitality vocabulary (e.g., **行李* 登机** * **航班号**) in appropriate contexts.

4.2. Demonstrate competency in conducting standard in-flight service interactions, including meal and duty-free service, using key phrases.

4.3 Apply the Lean Startup loop (Build-Measure-Learn) and Design Thinking to validate business ideas quickly and efficiently.

4.4 Apply grammatical structures such as “+ Verb” to formulate clear and polite instructions in both routine and emergency scenarios.

4.5 Evaluate cultural communication styles to navigate sensitive situations, such as passenger complaints, using professionally appropriate and softened language.

4.6 Formulate written and spoken compensatory offers and solutions for common travel issues, such as baggage delays and flight cancellations.

4.7 Synthesize course knowledge and skills to deliver a professional presentation simulating a real-world aviation scenario.

2.8 Synthesize their learning into a professional investor pitch deck.

5. Course Learning Outcomes (CLOs for OBE program) (LOs for TQF program)

CLO/LO 1: Identify and apply specialized aviation and hospitality vocabulary (e.g., 行李登机口 航班号) in listening and reading comprehension tasks.

(Cognitive: Understanding, Applying)

CLO/LO 2: Demonstrate oral proficiency by accurately using key phrases and grammar structures (e.g., "请-V, 牛肉饭还是鸡肉面") to facilitate standard in-flight service interactions.

CLO/LO 3: Analyze and evaluate cultural nuances in professional communication (e.g., using 不好意思 vs. 不行) to appropriately resolve passenger complaints and manage sensitive scenarios.

CLO/LO 4: Synthesize course material to formulate effective, polite, and culturally-aware written and spoken responses to complex travel issues, such as baggage problems and flight delays, including drafting compensatory offers.

CLO/LO 5: Integrate linguistic skills, cultural knowledge, and professional etiquette to collaboratively design and deliver a simulated customer service scenario in Mandarin.

6. Alignment between Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

CLOs	Cognitive Domain (Knowledge)						Psychomotor Domain (Skills)	Affective Domain (Attitude)
	R	U	Ap	An	Ev	C		
CLO1		✓						
CLO2		✓					2	
CLO3		✓					3	
CLO4			✓				3	
CLO5		✓						1

Cognitive Domain

R=Remembering U=Understanding Ap=Applying An=Analyzing Ev=Evaluating C=Creating

Psychomotor Domain

1. Imitation 2. Manipulation 3. Precision 4. Articulation 5. Naturalization

Affective Domain

1. Receiving 2. Responding 3. Valuing 4. Organization 5. Characterization

AUN QA Criterion: 1.2 The programme to show that the expected learning outcomes for all courses are appropriately formulated and are aligned to the expected learning outcomes of the programme.

Example: Mapping with Learning Domains (OBE/TQF-Compatible)

CLO	Description	Cognitive Domain (Bloom's)	Psychomotor Domain (Simpson's)	Affective Domain (Krathwohl's)
CLO1	Identify and apply specialized vocabulary.	✓*●⊗*□□□ ●●⊗*●*☞ †■*⊗*●*	-	-
CLO2	Demonstrate oral proficiency.	✓ †■*⊗*●*	✓ ☆●*■▲* ●□*○●☞ †□□*⊗▲*● □*○●	-
CLO3	Analyze and evaluate cultural nuances.	✓ †●●*⊗*●* ☞ ●▼●*▲●□ *●*	-	✓*●●*▲*●*

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CLO	Description	Cognitive Domain (Bloom's)	Psychomotor Domain (Simpson's)	Affective Domain (Krathwohl's)
CLO4	Synthesize course material.	✓ ☆□*●*●* Formulates effective responses to complex travel issues.	✓ †□□*●▲*● □*○● Drafts compensatory offers.	-
CLO5	Integrate linguistic skills, cultural knowledge, and professional etiquette.	✓ ●▽*▲*□ *●*☞ ☆□*●*●* Designs and delivers customer service scenarios.	✓ ☆*□▲□* * *□*○● Collaboratively works in Mandarin.	✓ ☆□*●* *● * Organizes and integrates different domains of learning.

Summary:

- CLO1 *Knowledge-focused; emphasizes theoretical understanding of business language*
 CLO2-CLO3 *Skill-oriented; links knowledge to real-world speaking and practice*
 CLO4 *Combines analysis and ethical use of language in business interactions*
 CLO5 *Integrates knowledge, advanced skills, and internalized professional values*

Course Learning Outcomes (CLOs) for non-OBE program

LOs	Ethics (E)	Knowledge (K)	Skills (S)	Interpersonal skills and responsibilities (C)	Numerical analysis skills, communication, and the use of information technology (IT)
LO1		✓			✓
LO2			✓		✓
LO3			✓		✓
LO4	✓		✓		

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LO5	✓			✓	
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7. Course improvement based on feedback from stakeholders (if this course is offered for the first time, no need to fill it out)

Feedback from stakeholders	Improvement based on feedback

AUN QA Criterion: 3.6 Course improvement data based on feedback from stakeholders to show that the teaching and learning process is continuously improving. To ensure that it meets the needs of the working industry and is in line with the expected learning outcomes.

Section 3 Student Improvement in Alignment with Course Learning Outcomes (CLOs)

1. Alignment between course learning outcomes (CLOs/LOs) and teaching methods, assessment and evaluation

CLOs	Identify the result	Teaching Strategies and Feedback (Active Learning) (must align with Section 2, number 6)	Assessment and Evaluation Methods
CLO 1	K, S	Interactive Vocabulary Building: <ul style="list-style-type: none"> "Label the Airport" Activity: Using diagrams and images for visual learning. Feedback: Immediate peer correction and instructor-led review of common errors.	Formative: Weekly vocabulary quizzes (matching, fill-in-blank). Summative (Midterm): A listening comprehension section where students must identify vocabulary from airport announcements. (Assesses K, S)
CLO 2	S, IT	<i>Structured Dialogical Practice:</i> <ul style="list-style-type: none"> <i>Role-Play Drills: Scripted pair-work for in-flight service (e.g., meal service).</i> <i>Audio Shadowing: Students repeat after native speaker recordings to practice rhythm and tone. Feedback: Instructor provides individualized corrective feedback on pronunciation during activities.</i> 	In-class performance of a recorded dialogue submission. Summative (Practical Test): A simulated check-in or meal service interaction assessed via a rubric for accuracy and fluency. (Assesses S, IT)
CLO 3	S, K, IT	Case-Based Learning & Discussion: <ul style="list-style-type: none"> Scenario Analysis: Groups discuss why a direct refusal (Group presentation analyzing a provided case study of a cultural faux pas. Summative (Exam): Written exam

CLOs	Identify the result	Teaching Strategies and Feedback (Active Learning) (<u>must align with Section 2, number 6</u>)	Assessment and Evaluation Methods
		<p>fails and how to soften it (</p> <p>Feedback: Facilitated debriefs after activities to discuss the effectiveness of different communication strategies.</p>	<p>questions featuring a short scenario requiring students to evaluate and choose the most culturally appropriate response from multiple options.</p>
CLO 4	S, IT	<p><i>Scaffolded Writing Workshops:</i></p> <ul style="list-style-type: none"> • <i>Jigsaw Exercise: Groups become "experts" on one compensation type and teach the class.</i> • <i>Peer Review: Using a checklist, students review each other's draft compensatory emails for clarity and politeness.</i> <p><i>Feedback: Instructor provides rubric-based feedback on draft proposals.</i></p>	<p>Submission of a draft compensatory email for a lost baggage scenario.</p> <p><i>Summative (Final Exam): A written task requiring students to synthesize information from a complex flight delay announcement and write a full compensatory offer for passengers.</i></p>
CLO 5	K, S, C, IT	<p><i>Project-Based Learning (PBL):</i></p> <ul style="list-style-type: none"> • <i>In small groups, students create a script and perform a video or live role-play of a multi-step scenario (e.g., a complaint that escalates and is resolved).</i> <p><i>Rehearsal & Feedback Sessions:</i></p> <ul style="list-style-type: none"> • <i>Instructor provides iterative feedback on drafts and rehearsals, focusing on language, culture, and professionalism.</i> <p><i>Feedback: Structured peer evaluation on teamwork and contribution challenges.</i></p> <p><i>Feedback: Facilitated debriefs after</i></p>	<p>Group Presentation & Performance. Assessed via a detailed rubric evaluating</p> <p>Peer Evaluation forms contribute to the individual grade for interpersonal skills and responsibility.</p>

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CLOs	Identify the result	Teaching Strategies and Feedback (Active Learning) (<u>must align with Section 2, number 6</u>)	Assessment and Evaluation Methods
		<i>activities to discuss the effectiveness of different communication strategies.</i>	

2. Establishing Outcome Index and rubrics in assessment and evaluation must be in accordance with the Outcome Index.

CLO 1/LO 1: Levels (according to Bloom's Taxonomy): e.g. Understanding or Applying or Analysis Behavior to be evaluated (Action Verb):		
Below Expectation Expressed Results Below the expected criteria (Performance 0% - 49%)	Meet Expectation Expressed Results Meet the expected criteria. (Performance 50% - 79%)	Exceeds Expectation Expressed Results Higher than expected criteria (Performance 80% - 100%)
Fails to identify key vocabulary in listening exercises. Incorrectly applies or uses terms in written activities. Responses show major gaps in understanding and memorization of core vocabulary lists.	Correctly identifies most key vocabulary from listening passages and reading texts. Accurately applies terms in fill-in-blank or matching exercises with occasional minor errors. Demonstrates a functional understanding of the essential terminology.	Accurately and quickly identifies all key vocabulary, including less common terms. Confidently and correctly applies terminology in new and slightly unpredictable contexts. Shows a mastery of vocabulary that enables accurate comprehension.

CLO 2/LO 2: Levels (according to Bloom's Taxonomy): Behavior to be evaluated (Action Verb):		
Below Expectation	Meet Expectation	Exceeds Expectation

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Expressed Results Below the expected criteria (Performance 0% - 49%)	Expressed Results Meet the expected criteria. (Performance 50% - 79%)	Expressed Results Higher than expected criteria (Performance 80% - 100%)
Speech is hesitant and largely incomprehensible due to severe tonal inaccuracies and grammatical errors. Fails to use required phrases or structures. Communication is ineffective.	Speech is generally understandable. Uses most of the required phrases and structures with some tonal and grammatical errors that do not severely hinder communication. Responds to prompts adequately.	Speech is clear, fluent, and comprehensible. Demonstrates confident and accurate use of tones, grammar, and all required phrases. Communication is smooth and effective, even when slightly off-script.

CLO 3/LO 3:

Levels (according to Bloom's Taxonomy):

Behavior to be evaluated (Action Verb):

Below Expectation Expressed Results Below the expected criteria (Performance 0% - 49%)	Meet Expectation Expressed Results Meet the expected criteria. (Performance 50% - 79%)	Exceeds Expectation Expressed Results Higher than expected criteria (Performance 80% - 100%)
Unable to identify cultural nuances in a scenario. chooses clearly inappropriate language (e.g., a blunt refusal). Provides no justification or an illogical one for the choice.	Identifies the basic cultural dilemma and selects a generally appropriate response from given options. Provides a simple, logical justification for the choice based on course material (e.g., "不好意思 is more polite.").	Accurately analyzes complex scenarios for subtle cultural nuances. Evaluates options and chooses the most effective and nuanced response. Provides a sophisticated justification that anticipates potential outcomes.

CLO 4/LO 4:

Levels (according to Bloom's Taxonomy):

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Behavior to be evaluated (Action Verb):		
Below Expectation	Meet Expectation	Exceeds Expectation
Expressed Results	Expressed Results	Expressed Results
Below the expected criteria (Performance 0% - 49%)	Meet the expected criteria. (Performance 50% - 79%)	Higher than expected criteria (Performance 80% - 100%)
The response is incoherent, irrelevant, or missing key information. Language is impolite, culturally insensitive, and contains numerous errors. Fails to address the passenger's issue.	Formulates a clear, relevant, and generally polite response that addresses the core issue. Includes a basic compensatory offer. The message is understandable despite some language errors.	Creates a highly effective, professional, and empathetic response. Skillfully integrates polite language and cultural awareness. The compensatory offer is appropriate, creative, and clearly communicated with minimal errors.

CLO 5/LO 5:		
Levels (according to Bloom's Taxonomy):		
Behavior to be evaluated (Action Verb):		
Below Expectation	Meet Expectation	Exceeds Expectation
Expressed Results	Expressed Results	Expressed Results
Below the expected criteria (Performance 0% - 49%)	Meet the expected criteria. (Performance 50% - 79%)	Higher than expected criteria (Performance 80% - 100%)
The performance is disorganized and unprepared. Language is inaccurate and culturally inappropriate. Teamwork is poor. Fails to demonstrate a grasp of the required skills and knowledge.	Delivers a coherent and prepared performance. Integrates language and cultural knowledge with some errors but overall effectiveness. Demonstrates adequate collaboration and a professional attitude.	Delivers a flawless, engaging, and convincing performance. Seamlessly integrates accurate language, nuanced cultural understanding, and impeccable professionalism. Demonstrates exceptional teamwork and creativity.

Section 4 Lesson Plan and Assessments

1. Lesson plan (teaching and learning for at least 15 weeks)

Week	Topic	CLOs	Hours	Teaching and Learning Activities and Materials.	Test Flowchart
1	Introduction to Chinese 3 and review Pinyin		3	Short quiz to assess retention from Chinese 2. Activity: Pinyin drills (tonal pairs, difficult initials/finals). Group Discussion: Course expectations and goal setting for specialized language use.	Diagnostic test results guide review focus.
2	Foundations & Travel Essentials, Aviation Vocabulary (行李, 登机口, 航班号) -1	CLO 1	3	Lecture: Introduction to core aviation nouns (行李, 登机牌, 护照). Activity: "Flashcard Slam" game with vocabulary. Listening Exercise: Airport arrival announcements; students circle heard vocabulary.	Exit ticket - write 5 new words from memory.
3	Foundations & Travel Essentials, Aviation Vocabulary (行李, 登机口, 航班号) -2	CLO 1, CLO 2	3	Activity: Role-play: "At the Check-in Counter" Speaking Drill: Q&A practice: "你的航班号是多少?" "你的目的地是哪里?" Material: Dialogue scripts	Teacher observes and scores role-play performances (checklist).
4	In-Flight Service: Meal/Duty-Free Service - Key Phrases: "牛肉饭还是鸡肉面?"-1	CLO 2	3	Lecture: Key phrases for service: "牛肉饭还是鸡肉面?" "您需要饮料吗?" Activity: Listen and repeat drills with audio recordings of flight attendants.	Paired dialogue practice; teacher provides corrective feedback on pronunciation.
5	In-Flight Service: Meal/Duty-Free Service - Key Phrases: "牛肉饭还是鸡肉面?"-2	CLO 2	3	Role-Play: Simulated meal cart service in the classroom aisle. Students must ask and answer accurately. Game: "What does the passenger want?" - teacher describes a passenger, students suggest a service	Recorded dialogue submission; graded for tonal accuracy and fluency.

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Week	Topic	CLOs	Hours	Teaching and Learning Activities and Materials.	Test Flowchart
6	Review	CLO 1, CLO 2	3	Review	Review: Weeks 1-5.
7	Midterm Exam		3		Midterm Exam
8	Medical & Emergency Scenarios Grammar: 请 + V (请系安全带 - Please fasten seatbelt)-1	CLO1-3	3	Lecture: Grammar: 请 + V (请坐下, 请系安全带). Introduction to basic medical terms (头疼, 药, 医生). Activity: Practice giving polite instructions to a	Formative: Create 3 polite instructions using 请 + V.
9	Medical & Emergency Scenarios Grammar: 请 + V (请系安全带 - Please fasten seatbelt)-2	CLO 2, CLO 4	3	Scenario Practice: "A passenger feels sick." Role-play from simple (get water) to complex (find a doctor) responses. Listening: Emergency landing instructions;	
10	Problem Resolution : Passenger Complaints - Culture Tip: Softening refusals (不好意思 vs. 不行)-1	CLO 2, CLO 4	3	Lecture: Culture Tip: Softening refusals. Contrast 不好意思 (I'm sorry/sorry to bother you) with 不行 (No,不行). Activity: Brainstorm polite ways to say "no" or "wait."	Worksheet: Choose the appropriate response to a complaint.
11	Problem Resolution : Passenger Complaints - Culture Tip: Softening refusals (不好意思 vs. 不行)-2	CLO 3	3	Role-Play: Structured complaint scenarios (e.g., wrong meal, cold food). Students practice acknowledging the problem (不好意思) and proposing a solution. Material: Scenario cards.	Record a verbal response to a written complaint scenario.

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Week	Topic	CLOs	Hours	Teaching and Learning Activities and Materials.	Test Flowchart
12	Baggage Issues + Flight Delays - Writing: Compensatory offers (补偿酒店住宿 - Comp hotel stay)-1	CLO 3, CLO 4	3	Lecture: Key vocabulary: 延误, 取消, 行李丢失, 补偿 Writing Workshop: Sentence structures for delivering bad news: "我们很抱歉地通知您..." (We regret to inform you...) Material: Sample announcements.	Draft a short delay announcement.
13	Baggage Issues + Flight Delays - Writing: Compensatory offers (补偿酒店住宿 - Comp hotel stay)-2	CLO 4	3	Activity: "Crisis Control Center" - In groups, students receive a problem (lost bag, 8-hr delay) and must write a formal compensatory offer (补偿酒店住宿). Material: Rubric for compensatory offers.	Submit a written compensatory offer for a given scenario.
14	Presentation day	CLO 5	3	Summative Assessment: Groups perform a final, graded role-play integrating all elements: a problem (delay), a complaint, and a resolved outcome. Material: Final performance rubric.	Summative: Final Group Presentation
15	Review		3	reviewed	reviewed
16	Review		3	reviewed	reviewed
17	Final Exam	CLO2-4	3		F (40)

2. Assessment Plan (specify the week of assessment)

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Measurement and Evaluation	Ratio	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Subtest (Q)	10%	Week 2	Week 5	Week 11	-	-
Assignment (A)	30%	Week 3	Week 5	Week 7	Week 10	Week 15
Project and Presentation (P)	20%	-	-	-	-	Week 15
Midterm Exam (M)	20%	Week 8	Week 8	Week 8	-	-
Final Exam (F)	20%	-	Week 17	Week 17	Week 17	-

Example:

Measurement and Evaluation	Ratio	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Subtest (Q)	10%	Week 2	Week 5	Week 11	-	-
Assignment (A)	30%	Week 3	Week 5	Week 7	Week 10	Week 15
Project and Presentation (P)	20%	-	-	-	-	Week 12–15
Midterm Exam (M)	20%	Week 8	Week 8	Week 8	-	-
Final Exam (F)	20%	-	Week 17	Week 17	Week 17	-

3. Test Blueprint (specifies the topic and number of exams/assessments/assignments)

Topic	Ratio	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Sub-test	10%					
Computational Thinking, Algorithms		3 no. of Questions				
Introduction to Python programming						
Assignment	30%					
Projects and Presentations	20%					
Midterm Exam	20%	20 no. of Questions	20 no. of Questions			
Final Exam	20%			20 no. of Questions	20 no. of Questions	

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4. Academic Evaluation Criteria

percent	Grade Level	meaning
86 – 100	A	First-Rate
82 – 85	A-	Excellence
78 – 81	B+	Very Good
74 – 77	B	Good
70 – 73	B-	Fairly good
66 – 69	C+	Satisfactory / Above Average
62 – 65	C	Satisfactory / Average
58 – 61	C-	Below Average / Fair
54 – 57	D+	Poor / Marginal Pass
50 – 53	D	Poor / Weak
46 – 49	D-	Very Poor / Barely Passing
0 – 45	F	Fail / Failing

5. Criteria for Assessing the Achievement of Course Learning Outcomes

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Level of Achievement	Achievement Criteria	Explanation
Achieve Level 3	At least 80% of students must achieve performance levels between “Level 2: Meets Expectations” and “Level 3: Exceeds Expectations”	Most learners are able to exceed expectations, such as exceeding benchmarks and demonstrating the ability to apply knowledge in complex situations.
Achieve Level 2	60-79% of students achieve performance levels between “Level 2: Meets Expectations” and “Level 3: Exceeds Expectations”	Most learners are able to achieve the minimum goals, with the results reflecting a good understanding and application of knowledge at a basic level.
Achieve Level 1	Less than 60% of students achieve performance levels between “Level 2: Meets Expectations” and “Level 3: Exceeds Expectations”	It shows that the learning outcomes are still below the expected criteria. Most learners may not yet be able to achieve the expected level of achievement and need to improve or develop their learning.

Quality Assurance Criteria:

4.5 The method of assessing learners must demonstrate the achievement of the expected learning outcomes at the course level and the learning outcomes at the course level.

Section 5 Learning Resources and Support Facilities

1. Learning Materials and Learning Aids

- 1.1 Teaching Materials: Ries, Eric. The Lean Startup. Crown Business, 2011.
- 1.2 Books, textbooks or learning resources from the Office of Academic Resources
- 1.3 Laboratory
- 1.4 Website, Software, or Devices
- 1.5 Practical Training and Internship Location

2. Learning Platform

<https://ssrudlp.ssru.ac.th/>

3. Learning materials from external sources

Identify Web Site, YouTube , Social Media, e-learning, etc.

4. Research for learning in the course (if any)

- 2.1 Research Title 1
- 2.2 Research Title 2

AUN QA Criteria:

3.4 Teaching and learning activities to promote learning Lifelong learning skills (e.g., creative and critical questioning, data processing skills, new ideas and new practices)

Section 6 Course Evaluation and Improvement

1. Course Evaluation by Students

- Course Assessment Form
- Assessment Form for Teacher Assessment (reg Website)
- Discussion and Exchange of opinions between lecturers and students
- Reflection on student behavior
- Receiving feedback from students through communication channels designated by the professor.
- Others (specified) ...

2. Strategies for Evaluating Teaching and Learning Management

- Student Exam Results
- Verification / Validation of Academic Learning Outcomes and Student Learning Achievement
- Assessment by the examination committee
- Observation by the instructor team
- Observation by Stakeholders (Identified) ...
- Others (specified) ...

3. Course Implementation Improvement Plan

- Organizing seminars or conferences on teaching and learning with stakeholders
- Research on learning management both inside and outside the classroom
- Others (specified) ...

4. Verification of student learning outcomes in accordance with PLOs and CLOs

- Establishment of a committee to review the results of the evaluation of learning outcomes. For example, exam checking, assignment review, grading and evaluation
- Review of Grading and Evaluation by Academic Committees of Faculties/Departments
- Checking the scoring results by random inspection from lecturers/experts who did not responsible for the curriculum
- Others (specified) ...

5. Course Review and Improvement Plan

- Annual Course Revision Based on the Auditor's Suggestion in number 4
- Annual course revision based on student assessments and comments



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Others (specified) ...

[add text]

Course Coordinator

date [add text]