Course Code: GEN0320

Course Title: Digital Millionaire

Credits: 3(3-0-6)

Degree: Bachelor's Degree

Curriculum: General Education (Revised 2019)

Faculty/College: Office of General Education and Innovative Electronic Learning

Course Specification (TQF3/OBE3)
Section 1 General Information

1. Course Code and Title

Course Code: GEN0320

Course Title (Eng): Digital Millionaire

(Thai): รวยด้วยดิจิทัล

2. Credits

3(3-0-6) Credits

3. General Education Course Category

Science and Mathematics

4. Teacher(s) in Charge and Instructor(s)

Teacher(s) in Charge: Dr.Pongrapee Kaewsaiha

Instructor(s): Dr.Pongrapee Kaewsaiha

Contact: Office of General Education and Innovative Electronic Learning

E-mail: pongrapee.ka@ssru.ac.th, gen-ed@ssru.ac.th

5. Semester and Academic Year

Semester: 2   **Academic Year**: 2025

6. Pre-requisites (if any)

-

7. Co-requisites (if any)

-

8. Venue

Room 1731

9. Last Update

Dec 2025

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10. Consistency between the Curriculum and the University Vision, SDGs, and Higher Education Curriculum Standards

University vision: "A leader in producing professionals"	Promote self-learning skills in practice and work development for professional careers (Lifelong learning)	Promote digital skills
This course equips students with essential entrepreneurial and digital business competencies, fostering professional readiness and leadership in the digital economy.	Through online activities and case-based learning, students develop self-directed learning skills and adaptability essential for continuous professional growth in dynamic business environments.	The course enhances students' digital literacy and practical abilities in emerging technologies, including digital marketing, big data analytics, blockchain, and cybersecurity, preparing them for technology-driven careers.

Course Code: GEN0320

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Section 2 Course Description and Course Learning Outcomes: CLOs

1. Course Description

(English) Principles and mindset of entrepreneurship, technological innovations, digital marketing, big data analytics, blockchain and cryptocurrency, innovations for business, cyber security, and Personal Data Protection Act

(Thai) หลักการและทัศนคติผู้ประกอบการ นวัตกรรมทางด้านเทคโนโลยี การตลาดดิจิทัล การวิเคราะห์ข้อมูลขนาดใหญ่ บล็อกเชนและสกุลเงินดิจิทัล การนำนวัตกรรมไปใช้ในเชิงธุรกิจ การรักษาความปลอดภัยทางไซเบอร์ พระราชบัญญัติคุ้มครองข้อมูลส่วนบุคคล

2. Number of Hours per Semester

Lecture	Practice/Field Work/Internship	Self-study
3 hours/week	-	6 hours/week

Course type ☑ Lecture ☐ Practice

3. Number of Hours of Individual Student Counseling

3.1 Academic advising (at least 1 hour per week)

3.2 The use of digital technology in academic advising

4. Course Objectives

4.1 To develop students' understanding of the principles and mindset of entrepreneurship in the context of digital business

4.2 To enhance students' abilities to analyze and apply digital tools and innovations for business development and problem-solving

4.3 To foster ethical awareness, responsibility, and collaboration in managing digital business practices and data-driven decisions

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

CLO1 Identify key concepts and technologies in digital entrepreneurship, including digital marketing, big data, blockchain, and cybersecurity

CLO2 Apply digital tools and entrepreneurial strategies to design or improve business

CLO3 Demonstrate ethical conduct and responsibility in digital business contexts, particularly in data protection and online collaboration

Course Code: GEN0320

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6. Relationship between General Education Learning Outcomes (GELOs) and Course Learning Outcomes (CLOs)

GELOs	Morals and Ethics	Knowledge	Cognitive Skills	Interpersonal Relationship and Responsibility	Numerical, Communication, and Information Technology Skills
GELO1 Explain basic problem-solving approaches to everyday life		✓	✓		
GELO2 Use digital technology for learning and work		✓			✓
GELO3 Apply language knowledge for communication		✓			✓
GELO4 Follow the situation and changes in society to adapt and live your life	✓	✓	✓		
GELO5 Behave with morality, ethics, in accordance with rights and within the rules of society	✓			✓	
GELO6 Choose a collaborative working style as both a leader and a follower			✓	✓	
GELO7 Explain the identity and values of Suan Sunandha Rajabhat University graduates	✓	✓		✓	

Course Code: GEN0320

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GELOs/CLOs Consistency	CLO1	CLO2	CLO3
GELO1 Explain basic problem-solving approaches to everyday life	✓		
GELO2 Use digital technology for learning and work		✓	
GELO5 Behave with morality, ethics, in accordance with rights and within the rules of society			✓

CLOs	Cognitive Domain					
	R	U	Ap	An	Ev	C
CLO1 Identify key concepts and technologies in digital entrepreneurship, including digital marketing, big data, blockchain, and cybersecurity		✓				
CLO2 Apply digital tools and entrepreneurial strategies to design or improve business			✓			
CLO3 Demonstrate ethical conduct and responsibility in digital business contexts, particularly in data protection and online collaboration			✓			

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= Organizing   5= Characterizing

Quality Assurance Criteria:

1.2   The curriculum reflects the expected learning outcomes of all subjects, is appropriately designed and organized and is consistent with the general education learning outcomes.

Course Code: GEN0320

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Course Learning Outcomes (CLOs) for OBE Curriculum

CLOs	Knowledge (K)	Cognitive Skills (S)	Morals and Ethics (E)	Interpersonal Relationship and Responsibility (C)	Additional Outcomes Specified by the Professional Council (if applicable)
CLO1	✓				
CLO2	✓	✓			
CLO3			✓	✓	

Course Learning Outcomes (CLOs) for non-OBE Curriculum

CLOs	Morals and Ethics	Knowledge	Cognitive Skills	Interpersonal Relationship and Responsibility	Numerical, Communication, and Information Technology Skills
CLO1		✓			
CLO2		✓	✓		✓
CLO3	✓			✓	✓

7. Course Improvements based on Stakeholder Feedback

(Skip if the course is offered for the first time.)

Stakeholder Feedback	Improvements based on Feedback
-	-

Quality Assurance Criteria:

3.6 Information on course improvement based on stakeholder feedback to demonstrate that the teaching and learning process is continuously improved to ensure that it meets the needs of the industrial sector and is consistent with the expected learning outcomes.

Course Code: GEN0320

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Section 3 Student Improvement in relation to Course Learning Outcomes (CLOs)

1. Consistency between Course Learning Outcomes (CLOs/LOs) and Teaching Methods, Measurement, and Evaluation

CLOs/ LOs	Outcome	Teaching methods and feedback (Active Learning) (Must be related to Section 2, Item 6)	Methods of Measurement and Evaluation

CLO1	K	1) Interactive lectures with multimedia presentations
		2) Case studies on successful digital entrepreneurs
		3) Concept mapping and short quizzes to reinforce key terms
		4) Guest talks or videos from industry professionals
			1) Chapter quizzes
			  - 10 items per chapter
			2) Meeting activities
			  - Participation in discussions
			  - Assignments with peer and self-assessment
			3) Examinations
			  - Mid-term: 30 items
			  - Final: 30 items

CLO2	KS	1) Activities developing digital business ideas 2) Hands-on workshops using digital marketing and data analytics tools 3) Problem-based learning (PBL) with real or simulated business scenarios 4) Guided discussions and peer feedback sessions	
CLO3	EC	1) Activities emphasizing collaboration and shared responsibility 2) Reflective discussions on ethical dilemmas in digital business 3) scenario-based learning on cybersecurity and data ethics 4) Self- and peer assessment on work performance	

* OBE curriculum must have CLOs cover K S E C

* TQF curriculum must have LOs cover K S E C IT

Course Code: GEN0320

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2. Learning Outcome Index

Scoring criteria (rubrics) for measurement and assessment must be consistent with the learning outcome index.

CLO1/LO1: Identify key concepts and technologies in digital entrepreneurship, including digital marketing, big data, blockchain, and cybersecurity

Cognitive Level (Bloom's Taxonomy): Understanding

Behavior to be assessed (Action verb): Identify

Below Expectations (Performance 0% - 59%)	Meets Expectations (Performance 60% - 89%)	Exceeds Expectations (Performance 90% - 100%)
Shows limited understanding of key concepts; unable to correctly define or differentiate major digital technologies and entrepreneurial terms.	Correctly identifies and explains key digital entrepreneurship concepts with minor inaccuracies; demonstrates general understanding of digital technologies and their business relevance.	Accurately and comprehensively explains all major concepts and technologies; demonstrates clear connections between emerging technologies and entrepreneurial opportunities.

CLO2/LO2: Apply digital tools and entrepreneurial strategies to design or improve business

Cognitive Level (Bloom's Taxonomy): Applying

Behavior to be assessed (Action verb): Apply

Below Expectations (Performance 0% - 59%)	Meets Expectations (Performance 60% - 89%)	Exceeds Expectations (Performance 90% - 100%)
Applies limited or inappropriate tools; proposed solutions lack feasibility, coherence, or innovation.	Appropriately applies digital tools and entrepreneurial strategies to develop a logical and feasible business model or project.	Skillfully integrates multiple digital tools and creative strategies to produce an innovative, data-informed, and sustainable business model or project.

Course Code: GEN0320

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CLO3/LO3: Demonstrate ethical conduct and responsibility in digital business contexts, particularly in data protection and online collaboration

Cognitive Level (Bloom's Taxonomy): Applying

Behavior to be assessed (Action verb): Demonstrate

Below Expectations (Performance 0% - 59%)	Meets Expectations (Performance 60% - 89%)	Exceeds Expectations (Performance 90% - 100%)
Shows minimal contribution in activities; neglects ethical considerations or data protection principles in work or discussions.	Works responsibly and respectfully with peers; demonstrates awareness of ethics and data protection requirements in most activities.	Actively participate in activities; exemplifies integrity, accountability, and ethical decision-making, with strong awareness of data privacy and professional standards.

Quality Assurance Criteria:

3.3 A variety of learning activities are organized, with a focus on learners.

3.4 Learning activities are organized to promote learning, learning how to learn, and instill in learners lifelong learning skills (e.g. creative and critical questioning, data processing skills, presentation skills, and new approaches).

3.5 Learning activities are organized to encourage learners to think creatively, innovate, and be entrepreneurial.

4.1 A variety of assessment methods are available, consistent with the achievement of expected learning outcomes and teaching objectives.

4.2 A clear policy for assessment and appeals is in place, communicated to learners, and consistently applied.

4.3 Assessment must have clear standards and processes that demonstrate learners' progress and achievement, communicated to learners, and consistently applied.

Course Code: GEN0320

Course Title: Digital Millionaire

Credits: 3(3-0-6)

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Curriculum: General Education (Revised 2019)

Faculty/College: Office of General Education and Innovative Electronic Learning

4.4 Assessment methods must demonstrate rubrics, marking schemes, timelines, and regulations, and must be fair, consistent, and impartial.

4.5 Assessment methods must demonstrate achievement of general education learning outcomes. and course learning outcomes

4.6 There is timely feedback on assessment results to learners.

4.7 The assessment of learners and processes is reviewed and improved continuously to ensure that it meets the needs of the work industry and is consistent with the expected learning outcomes.

Course Code: GEN0320

Course Title: Digital Millionaire

Credits: 3(3-0-6)

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Curriculum: General Education (Revised 2019)

Faculty/College: Office of General Education and Innovative Electronic Learning

Section 4 Lesson Plan and Assessments

1. Lesson plan

Topic	Detail	CLOs	Hours	Learning Activities and Instructional Media	Test Blueprint	Instructor
C1	Chapter 1: Entrepreneurial Principles and Mindset	CLO1-2	3	1) Lesson videos 2) Lesson reviews 3) Online discussion 4) Chapter quiz	Q1 (10 items)	PK
C2	Chapter 2: Digital Business	CLO1-2	3	1) Lesson videos 2) Lesson reviews 3) Online discussion 4) Chapter quiz	Q2 (10 items)	PK
C3	Chapter 3: Data Asset	CLO1-2	3	1) Lesson videos 2) Lesson reviews 3) Online discussion 4) Chapter quiz	Q3 (10 items)	PK
C4	Chapter 4: Information Management and Corporate Data Governance	CLO1-2	3	1) Lesson videos 2) Lesson reviews 3) Online discussion 4) Chapter quiz	Q4 (10 items)	PK
C5	Chapter 5: Big Data	CLO1-2		1) Lesson videos 2) Lesson reviews 3) Online discussion 4) Chapter quiz	Q5 (10 items)	PK
C6	Chapter 6: Cyber surveillance and security	CLO1-2		1) Lesson videos 2) Lesson reviews 3) Online discussion 4) Chapter quiz	Q6 (10 items)	PK
C7	Chapter 7: Privacy Protection Act	CLO1-2		1) Lesson videos 2) Lesson reviews 3) Online discussion 4) Chapter quiz	Q7 (10 items)	PK

Course Code: GEN0320

Course Title: Digital Millionaire

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Curriculum: General Education (Revised 2019)

Faculty/College: Office of General Education and Innovative Electronic Learning

Topic	Detail	CLOs	Hours	Learning Activities and Instructional Media	Test Blueprint	Instructor
C8	Chapter 8: Blockchain & Cryptocurrency	CLO1-2		1) Lesson videos 2) Lesson reviews 3) Online discussion 4) Chapter quiz	Q8 (10 items)	PK
A1	Meeting & Activity 1: Course Orientation	CLO1	3	1) Course introduction 2) Class schedule 3) Assessment and evaluation plan 4) Online discussions 5) Participation check	D (1 item) A (2 items)	PK
A2	Meeting & Activity 2: Business Insights	CLO2-3	3	1) Business insight tools 2) Online discussions 3) Participation check 4) Peer assessment 5) Auto-graded questions	D (2 item) A (1 item)	PK
A3	Meeting & Activity 3: Business Analytics	CLO1-3	3	1) Business analytical tools 2) Online discussions 3) Participation check 4) Auto-graded questions	D (4 items) A (3 items)	PK
A4	Meeting & Activity 4: Jobs of the Future	CLO2-3	3	1) Artwork preparation 2) Virtual exhibition 3) Peer assessment 4) Participation check 5) Course evaluation	D (1 item) A (1 item)	PK
E1	Mid-term examination	CLO1-2			M (30 items)	PK
E2	Final examination	CLO1-2			F (30 items)	PK

Note: The class schedule may vary, especially for on-demand sections. Please refer to the relevant academic calendar and Gen-Ed announcement.

Course Code: GEN0320

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Note:

1. Abbreviation of the teacher's name: PK - Dr.Pongrapee Kaewsaiha

2. "Teaching Activities" mean activities and media that teachers use to conduct learning and "Learning Activities" mean activities that teachers must determine and assign in class (or outside the class) so that students can have a "learning experience" by themselves.

3. Abbreviation of the test plan:

Q: Quiz (Multiple-choice, auto graded)

D: Discussion (Self-record)

A: Assignment (Peer and self-assessment)

M: Midterm examination (Multiple-choice, auto graded)

F: Final examination (Multiple-choice, auto graded)

2. Evaluation plan (Specify #week)

Measurement and Evaluation	Proportion	CLO1	CLO2	CLO3
Chapter Quizzes (Q) - Weeks 1-3, 6-8	40%	✓	✓	
Meeting & Activities (D, A) - Weeks 1, 5, 9, 11	30%	✓	✓	✓
Mid-term Examination (M) - Week 4	15%	✓	✓	
Final Examination (F) - Week 11	15%	✓	✓	

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

Topic	Proportion	CLO1	CLO2	CLO3
Chapter Quizzes (Q)	40%			
1. Entrepreneurial Principles and Mindset		6 items	4 items	
2. Digital Business		6 items	4 items	
3. Data Asset		4 items	6 items	

Course Code: GEN0320

Course Title: Digital Millionaire

Credits: 3(3-0-6)

Degree: Bachelor's Degree

Curriculum: General Education (Revised 2019)

Faculty/College: Office of General Education and Innovative Electronic Learning

Topic	Proportion	CLO1	CLO2	CLO3
4. Information Management and Corporate Data Governance		4 items	6 items	
5. Big Data		4 items	6 items	
6. Cyber surveillance and security		4 items	4 items	2 items
7. Privacy Protection Act		4 items	4 items	2 items
8. Blockchain & Cryptocurrency		6 items	4 items	
Meeting & Activities (D, A)	30%			
1. Course Orientation		3 items		
2. Business Insights		1 item	2 items	
3. Business Analytics		1 item	2 items	1 item
4. Jobs of the Future			1 item	1 item
Mid-term Examination (M)	15%	15 items	15 items	
Final Examination (F)	15%	15 items	15 items	

4. Grading Criteria

Percentage	Grade	Explanation
86 – 100	A	Excellent
82 – 85	A-	Almost Excellent
78 – 81	B+	Very Good
74 – 77	B	Good
70 – 73	B-	Quite Good
66 – 69	C+	Fairly Good
62 – 65	C	Fair
58 – 61	C-	Fairly Poor
54 – 57	D+	Quite Poor
50 – 53	D	Poor
46 – 49	D-	Very Poor
0 – 45	F	Failed

Course Code: GEN0320

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Faculty/College: Office of General Education and Innovative Electronic Learning

5. Course Learning Outcomes Assessment Criteria

Achievement Level	Achievement Criteria	Description
Level 3	At least 80% of students fall into either "Level 2 - Meets Expectations" or "Level 3 - Exceeds Expectations" categories.	Demonstrate outstanding learning outcomes, with the majority of students exceeding set expectations, such as scoring above standard criteria and demonstrating the ability to apply knowledge in complex situations.
Level 2	60-79% of students fall into either "Level 2 - Meets Expectations" or "Level 3 - Exceeds Expectations" categories.	Demonstrate expected learning outcomes. Most students can achieve the minimum goals, with learning outcomes reflecting good understanding and application of basic knowledge.
Level 1	Less than 60% of students fall into either of the "Level 2 Meets Expectations" or "Level 3 Exceeds Expectations" categories.	Indicate that learning outcomes are still below the expected criteria. Most students may not be able to achieve the intended outcomes at a satisfactory level and need to improve or develop their learning further.

Quality Assurance Criteria:

4.5 The method of assessing learners must demonstrate the achievement of general education learning outcomes and course learning outcomes.

Course Code: GEN0320

Course Title: Digital Millionaire

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Faculty/College: Office of General Education and Innovative Electronic Learning

Section 5 Learning Resources and Support Facilities

1. Learning Media and Learning Support

1.1 Teaching materials:

- Kaewsaiha, P. (2026). *Digital Millionaire*. Suan Sunandha Rajabhat University.

1.2 Books, textbooks, or learning resources from the Library

1.3 Website, software, or equipment:

- Google Workspace, Microsoft365, Canva Education, Gemini AI

1.4 Practice and training locations:

- Computer room #3111

1.5 Technical and academic support:

- Line OA and OpenChat

2. Learning Platform

FlexSpace SSRU: flexspace.ssru.ac.th

3. Learning Media from External Sources

Specify sources (e.g., website, YouTube, social media, e-learning, etc.)

3.1 Search Engine: Google, Baidu (for Chinese students)

3.2 Generative AI: ChatGPT, Consensus, Gemini, Copilot, DeepSeek, etc.

4. Supporting Research Studies (if any)

Blaschke, L. M. (2012). Heutagogy and lifelong learning: A review of heutagogical practice and self-determined learning. *The International Review of Research in Open and Distributed Learning*, *13*(1), 56-71.

Nelson, A., Dorf, R. C., & Prof, T. H. B. P. (2014). *Technology Ventures: From idea to enterprise*. McGraw-Hill Education.

Dweck, C. S. (2007). The perils and promises of praise. *Ascd*, *65*(2), 34-39.

Smith, P. (2018). Learning to know, be, do, and live together with in the cross-cultural experiences of immigrant teacher educators. *Teaching and Teacher Education*, *69*, 263-274.

Rogers, E. M. (2010). *Diffusion of innovations*. Simon and Schuster.

Course Code: GEN0320   **Degree:** Bachelor's Degree

Course Title: Digital Millionaire   **Curriculum:** General Education (Revised 2019)

Credits: 3(3-0-6)   **Faculty/College:** Office of General Education and
                                             Innovative Electronic Learning

Quality Assurance Criteria:

3.4 There are teaching and learning activities to promote learning, learning how to learn, and instilling in students lifelong learning skills (e.g. creative and critical questioning, data processing skills, skills in presenting new ideas and new practices).

Course Code: GEN0320

Course Title: Digital Millionaire

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Section 6 Course Evaluation and Improvement

1. Course Evaluation by Students

☑ Course evaluation form

☑ Teacher evaluation form (reg.ssru.ac.th)

☑ Conversation, exchange of ideas between teachers and students

☑ Reflection of student behavior

☑ Suggestions from students through communication channels specified by the teacher.

☐ Other (Please specify): …

2. Strategies for Evaluating Teaching Management

☑ Student examination results

☑ Verification of academic achievement and student learning outcomes

☑ Assessment by the examination committee

☑ Observation by the teaching team

☐ Observation by stakeholders (Please specify): …

☐ Other (Please specify): …

3. Course Implementation Improvement Plan

☑ Organizing seminars or conferences on teaching and learning with stakeholders

☑ Conducting research on learning management inside and outside the classroom

☐ Other (Please specify): …

4. Review of Student Learning Outcomes Aligned with GELOs and CLOs

☑ Establishing a committee to review the learning outcomes assessment results, such as exam review, assignment review, grading, and evaluation.

☑ Review of grading and evaluation by the Gen-Ed academic committee

☑ Random checking of grading results by teachers/experts who are not responsible for the course

☐ Other (Please specify): …

Course Code: GEN0320

Course Title: Digital Millionaire

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5. Course Review and Improvement Plan

☑ Annual course improvement based on the auditor's suggestions in (4)

☑ Annual course revision based on student evaluations and feedback

☐ Other (Please specify): ...

ポンラピー

(Dr.Pongrapee Kaewsaiha)

Teacher in charge

14 October 2025