



Course Code: GND0404

Course Title: Humans and AI

Credits: 3(3-0-6)

Degree: Bachelor's Degree

Curriculum: General Education (Revised 2026)

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: GND0404

Course Title (Eng): Humans and AI

(Thai): มนุษย์กับปัญญาประดิษฐ์

2. Credits

3(3-0-6) Credits

3. General Education Course Category

Digital Technology

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: 1 **Academic Year:** 2026

6. Pre-requisites (if any)

-

7. Co-requisites (if any)

-

8. Venue

Room 1731 and online/on-demand via FlexSpace platform

9. Last Update

-

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10. Consistency between the Curriculum and the University Vision 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
The course equips students with essential knowledge and competencies for the AI-driven world of work. By developing an understanding of artificial intelligence, human–AI collaboration, analytical thinking, ethical decision-making, and responsible technology use, the course prepares students to become adaptable professionals who can effectively integrate AI into their future careers and contribute to society in a rapidly changing digital environment.	The course encourages students to independently explore AI tools, evaluate information critically, and continuously adapt to emerging technologies. Through hands-on engagement with AI applications for learning, problem-solving, and decision-making, students develop self-directed learning skills that support ongoing professional growth and career development throughout their lives.	The course strengthens students' digital competencies by providing practical experience with AI technologies and digital tools. Students learn to use AI effectively, critically assess AI-generated outputs, understand the social and ethical implications of digital technologies, and apply digital skills responsibly in academic, professional, and everyday contexts, supporting the university's goal of advancing digital literacy and digital transformation.

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Section 2 Course Description and Course Learning Outcomes

1. Course Description

(English) Introduction to artificial intelligence (AI) and the transformation of the world in the digital age; the relationship between humans and smart technologies; collaboration between humans and AI; AI tools for learning; analytical thinking and ethical decision-making with AI; the application of AI in daily life; the social and communicative impacts of AI; coexistence of humans and artificial intelligence

(Thai) ความรู้เบื้องต้นเกี่ยวกับปัญญาประดิษฐ์และการเปลี่ยนแปลงของโลกในยุคดิจิทัล ความสัมพันธ์ระหว่างมนุษย์กับเทคโนโลยีอัจฉริยะ การทำงานร่วมกันระหว่างมนุษย์และ AI เครื่องมือปัญญาประดิษฐ์เพื่อการเรียนรู้ การคิดวิเคราะห์และตัดสินใจอย่างมีจริยธรรมร่วมกับ AI การใช้ AI ในชีวิตประจำวัน ผลกระทบของ AI ทางสังคมและการสื่อสาร การอยู่ร่วมกันระหว่างมนุษย์กับปัญญาประดิษฐ์

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 provide students with knowledge and understanding of the fundamentals of artificial intelligence and the changing context of the digital age

4.2 To enable students to understand and analyze the collaboration between humans and artificial intelligence

5. Course Learning Outcomes

CLO1 Explain the use of AI in the context of learning and working in daily life

CLO2 Use AI tools to support learning, analysis, and decision-making

CLO3 Describe appropriate guidelines and behaviors for the ethical use of AI

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

GELOs	Knowledge	Skills	Ethics	Character
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.			✓	✓

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 Explain the use of AI in the context of learning and working in daily life.		✓				
CLO2 Use AI tools to support learning, analysis, and decision-making.			✓			
CLO3 Describe appropriate guidelines and behaviors for the ethical use of AI.		✓				

Cognitive Domain

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

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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 Learning Outcomes (CLOs)

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			✓	✓	

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.

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

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

CLOs	Outcome	Teaching methods and feedback (Active Learning) (Must be related to Section 2, Item 6)	Methods of Measurement and Evaluation
CLO1	K	1) Provide examples or case studies found in everyday life and studying. 2) Promote problem solving in various situations using integrated knowledge. 3) Suggest a variety of learning resources, focusing on self-learning content and real examples. 4) Emphasize searching for information from available online sources and tools, including AI. 5) Have students reflect how their AI usage habits align with what they learned.	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	S	1) Discuss common improper AI uses and outlines appropriate practices. 2) Visualize the dangers of using AI inappropriately and provides advice. 3) Provide case studies, let students analyze, and provide feedback.	
CLO3	EC	1) Display news articles or current events related to AI (e.g., use cases, new models, hallucination). Ask students to analyze and discuss. 2) Facilitate group discussions on controversial tech-related topics (e.g., AI replacing jobs, AI inhabits student learning), helping students see multiple perspectives. 3) Assign students to present their ideas on related topics.	

* OBE curriculum must have CLOs cover K S E C

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

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2. Learning Outcome Index

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

CLO1: Explain the use of AI in the context of learning and work in daily life. Cognitive Level (Bloom's Taxonomy): Understanding Behavior to be assessed (Action verb): Explain		
Below Expectations (Performance 0% - 59%)	Meets Expectations (Performance 60% - 89%)	Exceeds Expectations (Performance 90% - 100%)
Unable to accurately explain the use of AI in daily life and cannot connect knowledge to learning contexts or daily life.	Accurately explain the use of AI in daily life and provide relevant examples.	Accurately and clearly explain the use of AI in daily life, connecting it appropriately and concretely to the context of learning, work, or daily life.

CLO2: Use AI tools to support learning, analysis, and decision-making. Cognitive Level (Bloom's Taxonomy): Applying Behavior to be assessed (Action verb): Use		
Below Expectations (Performance 0% - 59%)	Meets Expectations (Performance 60% - 89%)	Exceeds Expectations (Performance 90% - 100%)
Did not use AI tools correctly, and unable to produce results or outcomes that met the specified requirements or objectives.	Use AI tools correctly to create results that meet the needs or requirements.	Use AI tools effectively with appropriate methods, and able to apply them in new contexts.

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CLO3: Describe appropriate guidelines and behaviors for the ethical use of AI.

Cognitive Level (Bloom's Taxonomy): Understanding

Behavior to be assessed (Action verb): Describe

Below Expectations (Performance 0% - 59%)	Meets Expectations (Performance 60% - 89%)	Exceeds Expectations (Performance 90% - 100%)
Lack understanding of the ethical issues related to the use of AI and exhibit inappropriate AI usage behavior.	Correctly explain ethical principles and demonstrate appropriate behavior for the use of AI.	Provide an in-depth analysis of ethical issues, proposes sound practices, and serves as an example for the responsible use of AI.

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.

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

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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.

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Section 4 Lesson Plan and Assessments

1. Lesson plan

Topic	Detail	CLOs	Hours	Learning Activities and Instructional Media	Test Blueprint	Instructor
C1	Chapter 1: Fundamentals of human-AI interaction	CLO1	3	1) Watch a video lesson. 2) Read a lesson review. 3) Participate in discussions. 4) Complete a chapter quiz.	Q1 (10 items)	PK
C2	Chapter 2: Collaboration between humans and AI	CLO1	3	1) Watch a video lesson. 2) Read a lesson review. 3) Participate in discussions. 4) Complete a chapter quiz.	Q2 (10 items)	PK
C3	Chapter 3: AI for learning and analytical thinking	CLO2	3	1) Watch a video lesson. 2) Read a lesson review. 3) Participate in discussions. 4) Complete a chapter quiz.	Q3 (10 items)	PK
C4	Chapter 4: AI and ethical decision-making	CLO3	3	1) Watch a video lesson. 2) Read a lesson review. 3) Participate in discussions. 4) Complete a chapter quiz.	Q4 (10 items)	PK

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Topic	Detail	CLOs	Hours	Learning Activities and Instructional Media	Test Blueprint	Instructor
C5	Chapter 5: AI in everyday life	CLO1	3	1) Watch a video lesson. 2) Read a lesson review. 3) Participate in discussions. 4) Complete a chapter quiz.	Q5 (10 items)	PK
C6	Chapter 6: AI for creativity and innovation	CLO2	3	1) Watch a video lesson. 2) Read a lesson review. 3) Participate in discussions. 4) Complete a chapter quiz.	Q6 (10 items)	PK
C7	Chapter 7: Impact of AI on society and communication	CLO2	3	1) Watch a video lesson. 2) Read a lesson review. 3) Participate in discussions. 4) Complete a chapter quiz.	Q7 (10 items)	PK
C8	Chapter 8: Coexistence of humans and AI in the future	CLO2	3	1) Watch a video lesson. 2) Read a lesson review. 3) Participate in discussions. 4) Complete a chapter quiz.	Q8 (10 items)	PK
A1	Meeting & Activity 1: Learning Guidelines	CLO1	3	1) Introduce HyFlex learning and FlexSpace LMS. Assist students who have login/ accessibility issues.	Q (2 items) A (1 item)	PK

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Topic	Detail	CLOs	Hours	Learning Activities and Instructional Media	Test Blueprint	Instructor
				2) Explain and demonstrate how to interact with the platform (e.g., watching video lessons, attempting quizzes, and submitting assignments). 3) Present meeting schedule, how to join classes on-site, online, and on-demand. 4) Explain the assessment and evaluation plan. 5) Students respond to a poll about their AI integration habits.		
A2	Meeting & Activity 2: Prompt Engineering	CLO2	3	1) Learn the principles of good prompts to get the desired outputs from AI. 2) Analyze some prompts to identify the missing key components. 3) Practice writing effective prompts.	Q (4 items) A (2 items)	
A3	Meeting & Activity 3: Using AI in education: Tools, potentials, and ethical use	CLO2-3	3	1) Share AI tools in school or everyday life and describe their uses. 2) Familiarize a range of AI tools in education. 3) Discuss potential benefits and pitfalls of AI in education. 4) Comment on the statement: "AI makes students lazy". 5) Promote awareness of plagiarism and how to use AI ethically in academic work. 6) Describe how AI-generated content can lead to unintentional plagiarism and suggest how to use AI responsibly.	D (2 items) A (1 item)	PK

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Topic	Detail	CLOs	Hours	Learning Activities and Instructional Media	Test Blueprint	Instructor
				7) Assign students to write a short paragraph of text and check it against several AI detection tools. Students submit the final version of their writing for peer review.		
A4	Meeting & Activity 4: GenAI for media creation	CLO2-3	3	1) Students use GenAI to create a piece of media (image, video, or audio). The design must meet the specified property. 2) Submit the final product, prompt used, and a screenshot showing iteration. 3) Complete self- and peer assessment. 4) Students exhibit their works in the specified Padlet, and comment/like peers' works. 5) Students mark their participation.	D (1 item) A (1 item)	PK
E1	Mid-term examination	CLO1-3			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.

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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*
 - D: Discussion*
 - A: Assignment*
 - M: Midterm examination*
 - F: Final examination*

2. Evaluation plan (Specify #week)

Assessment 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. Fundamentals of human-AI interaction		10 items		
2. Collaboration between humans and AI		10 items		
3. AI for learning and analytical thinking			10 items	

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Topic	Proportion	CLO1	CLO2	CLO3
4. AI and ethical decision-making				10 items
5. AI in everyday life		10 items		
6. AI for creativity and innovation			10 items	
7. Impact of AI on society and communication			10 items	
8. Coexistence of humans and AI in the future			10 items	
Meeting & Activities (D, A)	30%			
1. Learning Guidelines		3 items		
2. Prompt Engineering			2 items	1 item
3. Using AI in education		2 items	2 items	3 items
4. GenAI for media creation			1 item	1 item
Mid-term Examination (M)	15%	10 items	10 items	10 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

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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.

Section 5 Learning Resources and Support Facilities

1. Learning Media and Learning Support

1.1 Teaching materials:

- Jomsri, P., & Eamthanakul, B. (2026). *Humans and AI*. Suan Sunandha Rajabhat University.

1.2 Books, textbooks, or learning resources from the Library

1.3 Website, software, or equipment:

- Google Workspace, Microsoft365

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.ssrु.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, Claude, Gemini, Copilot, DeepSeek, etc.

4. Supporting Research Studies (if any)

Simasathiansophon, N., Chaisongkram, P., Kaewsaiha, P., & Boonarchatong, K. (2021). Enhancing Digital Literacy of Senior Citizens. *The EURASEANs: journal on global socio-economic dynamics*, 5(30), 71-76.

Khaengkhan, M., Kaewsaiha, P., & Areerakulkan, N. (2025, February). A Systematic Review of Essential Transferable Skills in Higher Education in Thailand. *In International Academic Multidisciplinary Research Conference (ICBTS Oslo 2025)*, (pp. 142-148).

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).*

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): ...

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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): ...

พงษ์ระพี

(Dr.Pongrapee Kaewsaiha)

Teacher in charge

22 June 2026