



Course Syllabus

2nd Semester, Academic Year 2018

1. Integrated General Education Department, Office of the Registrar

2. Course code: 01999111

Course title (Thai): ศาสตร์แห่งแผ่นดิน

Total credits: 2(2-0-4)

(English): Knowledge of the Land

Prerequisite(s): None

3. Section/Instructor:

Section 415 Date: Wednesday Time: 12.30-14.30 pm. Room: EC-2110

Instructor:

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| 1) Assoc.Prof. Dr.Chollada Luangpituksa | Faculty of Economics, Department of Economics |
| 2) Asst.Prof. Dr.Thana Sompornserm | Faculty of Economics, Department of Economics |
| 3) Dr.Saksit Budsayaplakorn | Faculty of Economics, Department of Economics |

Section: 416 Date: Wednesday Time: 12.30-14.30 pm. Room: EC-5302

Instructor:

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| 1) Asst.Prof. Dr.Akaranant Kidsom | Faculty of Economics, Department of Economics |
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4. Course objectives:

1. To create pride and awareness of Kasetsart University's status as the place providing knowledge of the land, with an important role in both Thai and global societies as a higher education institution with the underlying principle to **“construct knowledge of the land for national well-being.”**
2. To produce students with academic excellence, integrity, as well as learning and working skills to meet the university's identity.
3. To develop learning and working skills under the concept of integrity, determination, knowledge creation and unity.

5. Course description

History, uniqueness, and identity of Kasetsart University. Knowledge of the land for national well-being. A study of role models. Awareness of the status as Thai and global citizens. Creation and development of learning and working skills to achieve the goals under the concept of integrity, determination, knowledge creation and unity.

6. Course outline

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| Unit 1 | Introduction to knowledge of the land |
| Unit 2 | The King's Philosophy |
| Unit 3 | Community science and universal science |
| Unit 4 | History and development of Kasetsart University |
| Unit 5 | Uniqueness and identity of Kasetsart University |
| Unit 6 | Design thinking process |
| Unit 7 | Project on a selected topic under the context of knowledge of the land to promote well-being |

7. Student-centered teaching method

Lecture, activities, class attendance, individual work, group work, discussion, collaborative learning by assigning students to carry out an independent study/group study, homework, demonstration, and raising problems for students to practice thinking and analyzing skills, researching, presentation in front of the class, learning through the internet and KU eduFarm, project, poster, unit worksheets, summary of findings, and presentation in the form of documents or class discussion.

8. Teaching materials

Slides, videos, board games, electronic media, handouts, demonstration, etc.

9. Measurement of academic achievement	Percentage
10.1 Class attendance, dressing and integrity	5
10.2 Class activities	50
• KU “eduFarm”	(3)
• KU student identity evaluation form	(2)
• Sufficiency Economy	(5)
• Presenting role models (community science and universal science)	(5)
• Pride in Kasetsart University	(10)
- Poster	(5)
- Presenting pride	(5)
• Kahoot	(10)
• Uniqueness and identity activity	(5)
• Design thinking process	(5)
• Reflection	(5)
10.3 Activity project	45
• Progress report	(5)
• Project report	(10)
• Video clip	(15)
• Report presentation	(10)
• Group work evaluation	(5)
Total	<u>100</u>

Students will earn three activity hours as a committee member of a social service project.

10. The course evaluation applies criterion-referenced grading criteria as follows:

A = 80-100 %	B ⁺ = 75-79 %	B = 70-74 %
C ⁺ = 65-69 %	C = 60-64 %	D ⁺ = 55-59 %
D = 50-54 %	F = ต่ำกว่า 50 %	

11. Supplementary reading

- Regulations on undergraduate education
- Higher education learning techniques
- 72nd Anniversary of Kasetsart: Development of the Thai Nation
- Beauty of the Land of Nontri
- Amazing Stories of Kasetsart Folks

- Agricultural Philosophers: 72nd Anniversary of Kasetsart University
- Introduction to Kasetsart University
- Innovative agriculture: Collection of research innovations
- Document introducing learning resources in Kasetsart University
- Kasetsart University website
- An instruction on how to retrieve information from the memorial hall

12. Teaching schedule 01999111 Knowledge of the Land, 2nd Semester, Academic Year 2018

Section: 416

Date: Wednesday

Time: 1-3 pm.

Room: EC-5302

Session	Learning activities	Materials/equipment
1 (January 16, 2019)	<p>Introduction to knowledge of the land</p> <ul style="list-style-type: none"> - Introduce the course (course introduction video clips). - Explain the importance of the course. - Introduce KU eduFarm. - Summarize the knowledge learned from the video clip “Knowledge of the Land, Thai Society and Agricultural Culture” <p>Activities</p> <ul style="list-style-type: none"> - Students form groups of ten students, create the group name, and submit it in KU eduFarm. - Discuss and present the following issues: <ul style="list-style-type: none"> • The students’ expectations of the course • The students’ expectations of studying at Kasetsart University • The students’ opinions on the importance of the course All the students must log in to KU eduFarm and answer the above three questions. - Students must complete KU student identity evaluation form in KU eduFarm according to Worksheet 1. - Students are assigned to watch the video clip “the King’s Philosophy” in KU eduFarm. 	<ul style="list-style-type: none"> - Course syllabus - KU eduFarm - Video clip on “Knowledge of the Land, Thai Society and Agricultural Culture” - Worksheet 1 - PowerPoint introducing the course and its importance
2 (January 23, 2019)	<p>The King’s Philosophy</p> <ul style="list-style-type: none"> - Summarize the knowledge learned from the video clip “The King’s Philosophy.” - Explain the Philosophy of Sufficiency Economy. <p>Activities</p> <ul style="list-style-type: none"> - Assign students to do activities (Thai Fishery Crisis Solving Game) - Assign students to do activities according to Worksheet 2. - Assign students to watch the video clip “Community Science and Universal Science” in KU eduFarm. 	<ul style="list-style-type: none"> - Video clip on “The King’s Philosophy” - Thai Fishery Crisis Solving Game - Worksheet 2

Session	Learning activities	Materials/equipment
<p>3 (February 6, 2019)</p>	<p>Community science and universal science</p> <ul style="list-style-type: none"> - Summarize the knowledge learned from the video clip “Community Science and Universal Science.” <p>Activities</p> <ul style="list-style-type: none"> - Analyze role models according to Worksheet 3. - Assign students to make a presentation in front of the class. - Assign students to watch the video clip “History and Development of Kasetsart University.” 	<ul style="list-style-type: none"> - Video clip on “Community Science and Universal Science” - Worksheet 3 - Color/Paper/Flipchart
<p>4 (February 13, 2019)</p>	<p>History and development of Kasetsart University</p> <ul style="list-style-type: none"> - Students summarize the knowledge learned from the video clip “History and Development of Kasetsart University” <p>Activities</p> <ul style="list-style-type: none"> - Play Kahoot in groups. - Ask students to discuss their pride in Kasetsart University. - Ask students to present an activity in front of the class. - Ask students to work on Worksheet 4 to create a poster presenting pride in Kasetsart University. The work must be submitted in KU eduFarm within the 7th learning session. - Assign students to watch the video clip “Uniqueness and Identity of Kasetsart University” 	<ul style="list-style-type: none"> -Video clip on “History and Development of Kasetsart University” -Worksheet 4 - Kahoot - Color/Paper/Flipchart
<p>5 (February 20, 2019)</p>	<p>Uniqueness and identity of Kasetsart University</p> <ul style="list-style-type: none"> - Summarize the knowledge learned from the video clip “Uniqueness and Identity of Kasetsart University” and the video clip “IDKU” <p>Activities</p> <p>Type 1</p> <ul style="list-style-type: none"> - Ask students to analyze the role model from the third learning session and make a connection with IDKU. - Ask students to present the results of role model analysis in the form of role-play. - Ask students to give a reflection on the role model. <p>Type 2</p> <ul style="list-style-type: none"> - Ask students to play a game (Flooding Disaster). - Ask students to analyze and link the activity with IDKU. 	<ul style="list-style-type: none"> - Video clip on “Uniqueness and Identity of Kasetsart University” and video clip on “IDKU” - Flooding Disaster Game -Worksheet 5
<p>6 (February 27, 2019)</p>	<p>Design thinking process</p> <ul style="list-style-type: none"> - The instructor explains the design thinking process. - Ask students to propose a selected topic for the project. <p>Activities</p> <ul style="list-style-type: none"> - Ask students to propose a selected topic for the project <p>Worksheet 6</p>	<ul style="list-style-type: none"> - Knowledge sheet on Design Thinking - Worksheet 6

Session	Learning activities	Materials/equipment
7 (March 6, 2019)	<ul style="list-style-type: none"> - Start the process to find the issues and topics for the activity project. - Summarize and give recommendations. <p>Activities</p> <ul style="list-style-type: none"> - Do activities according to Worksheet 7. - Assign students to study sample activity projects in KU eduFarm. 	<ul style="list-style-type: none"> - Post-it note - Worksheet 7
8 (March 20, 2019)	<ul style="list-style-type: none"> - Assign students to study how to write a project. - Explain the steps for carrying out the activity project and tasks to be submitted. <p>Activities</p> <ul style="list-style-type: none"> - Students make a presentation on the group activity project. - The instructor summarizes the overview of the activity project. - Do activities according to Worksheet 8. 	<ul style="list-style-type: none"> - Worksheet 8
9-14 (March 27, 2019) (April 3, 2019) (April 10, 2019) (April 17, 2019) (April 24, 2019) (May 1, 2019)	<ul style="list-style-type: none"> - Students report the progress of the activity project, and the instructor provides consultation in case of problems. - Students write a progress report according to Worksheet 9 at least once. 	<ul style="list-style-type: none"> - Worksheet 9
15 (May 8, 2019)	<ul style="list-style-type: none"> - Students present their activity projects in class and select one representative group. - The instructor summarizes and provides recommendations. 	
16	<ul style="list-style-type: none"> - Present the activity project at a university level attended by Faculty/University executives 	

Integrated General Education Department promotes the identity of Kasetsart University
 “Integrity, Determination, Knowledge Creation, Unity” (IDKU)
 through management of all the courses

To attend classes and exams, students must dress properly in accordance with the announcement of Kasetsart University Council, dated 3 February 2010 regarding the Regulation on Undergraduate Student Uniforms, Kasetsart University, B.E. 2559