

**Course Specification**

# Subject Code ESM1205 Title the Introduction of Event Management

**Innovation Management (Bilingual Languages), College of Innovation and Management**

**Suan Sunandha Rajabhat University Semester 02 Year 2023**

**Section 1 General Information**

1. **Subject Code and Title Section**

**Subject Code** ESM1205

**Subject title in English**: Principles of Event Management

**2. Number of Credits** 3(3-0-6)

**3. Subject Course**

**3.1 Curriculum Type** Bachelor of Business Administration

(Innovation management) (Bilingual Languages Program)

**3.2 Subject Type** Major Requirement Courses: General Courses

**4. Responsible Lecturer**

**4.1 Subject Representative Lecturer** Miss Oraphan Decha

**4.2 Teacher** Miss Oraphan Decha

**5. Contact Point** E – Mail: [Oraphan.de@ssru.ac.th](mailto:Oraphan.de@ssru.ac.th)

**6. Semester / Academic Year**

**6.1 Semester** 2/2023

**6.2 Available for** 27 persons

**7. Pre-requisite subject** (If any) No

**8. Co-requisite subject** (If any) No

**9. Study Location** Suan Sunandha Rajabhat University

**10. Date of preparation or revision** July 07, 2023

**Section 2: Goals and Objectives**

**1. Subject’s Goals**

To enable students to know and understand the principles and practical methods for being an event designer and creator, planner and operator in the event business, as well as a marketer and salesperson in the event business project manager. Event business operators and to produce graduates who are well-rounded and able to work in managing exhibitions and events extensively.

1. **The objectives in developing / updating the course.**

To produce graduates who can think analytically, become professional managers, and appropriately apply innovation to the related event industry.

**Section 3: Description and Work Implementation**

1. **Course Description**

Definitions; theories; procedure; presentation; conclusion and evaluation; main concepts of exhibitions, trade fairs and events

**2. Teaching Hours (per semester)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Lecture (hours)** | **Additional tuition (hours)** | **Fieldwork / Training (hours)** | **Self-Study (hours)** |
| 48  (6 hours x 8 week) | - | - | 3 hours/week |

**3. Advising Hours and Personnel Academic Advising Hours**

3.1 Consult personally at the teacher’s room, 3rd floor, College of International Trade Innovation 3.2 Consult through the phone at work / mobile number 062-591-8474

3.3 Consult via electronic mail (E-Mail) [oraphan.de@ssru.ac.th](mailto:oraphan.de@ssru.ac.th)

**Section 4: Learning Outcomes Development of the Students**

**1. Morality, Ethics**

**1.1 The development of morality and ethics**

(1) Self-discipline, punctuality, and high responsibility for oneself, career, and society

**1.2 Teaching Methods**

(1) Inquiry-Based Learning: This learning process is based on inquiry or asking questions. Through asking challenging questions, learners get intrinsically motivated to start delving more profoundly to find answers to these questions, and in doing so, they explore new avenues of knowledge and insight.

(2) Assigning the students to learn more outside the classroom about the issues of interest and relating to morality and ethics needed to strengthen so that the study results are used to discuss and share experiences

**1.3 Evaluation Methods**

**(1)** Evaluation based on involvement in education, assignment, and work as a team.

**(2)** The number of reports of exam cheating

**(3)** Assessing from the student’s demonstration of their responsibility on the assigned tasks

**2. Knowledge**

**2.1 Developing Knowledge**

(1) Understand and analyze the principles and fundamental theories of International Trade Innovation.

(2) Understand and analyze the principles of other sciences related to International Trade Innovation and apply the knowledge or use it as the foundation of International Trade Innovation.

**2.2 Teaching Methods**

(1) Education with a focus on providing the students with abilities to learn in the classroom and acquire more knowledge outside the classroom

(2) Education with emphasis on the student's interest in tandem by getting the students to study more the issues of interest through the preparation of reports, determination of issues for group discussions and case studies

(3) Observing activities at prominent agencies and organizations and emphasis on public relations and corporate communications

**2.3 Evaluation Methods**

(1) Assessment based on behaviors, interests, and involvement in education, questioning and answering questions

(2) Evaluation based on the results of the study, research, group reports, group discussions,

analysis of case studies and organizing co-curricular activities

(3) Evaluation based on the results of practicing organizing special events such as press

conferences, listening to lectures and workshops.

(4) Assessment based on the final exams, including the results of assessing the teacher at

the end of the semester

**3. Cognitive Skills**

**3.1 Developing Intellectual skills.**

(1) Ability to remember, understand, apply, analyze, synthesize, evaluate and create knowledge from the academic principles that have been studied

**3.2 Teaching Methods**

(1) Education that focuses on providing the students with abilities to learn in the

classroom and acquire more knowledge outside the classroom.

(2) Education with a focus on the student's interests in tandem by getting the students to

study the issues of interest additionally through the preparation of reports, determination of issues, group discussions and case studies.

(3) Education with emphasis on the exchange of knowledge and experiences between the

teacher and students and between the students and students

(4) Focus on practicing and participation in co-curricular activities to integrate the

knowledge into practice concretely

**3.3 Evaluation Methods**

(1) Assessment based on behaviors, interest, and participation in education, questioning and answering questions

(2) Evaluation based on the results of the study, research, group reports, group discussions, analysis case studies and reporting

(3) Evaluation of practicing and participation in co-curricular activities to integrate the knowledge

(4) Evaluation based on answering review questions of the chapter and at the end of the semester, including the results of assessing the teacher at the end of the semester

**4. Interpersonal Skills and Responsibility**

**4.1 Developing Interpersonal Skills and Responsibility**

(1) Having skills in interpersonal communication related to public relations and corporate communications, such as negotiation, persuasion, conflict management and teamwork, etc.

(3) Adjusting oneself well to the context and organizational culture in which the students take professional practice

**4.2 Teaching Methods**

(1) Incorporating experiences, including related and actual events in the society, to explain in support of education

(2) Study by analyzing case studies related to interpersonal relationships and responsibility

(3) Practicing group work such as reports, discussions, special projects, or business models

(4) Using a teaching method typical of role-playing to encourage the students to have a realistic experience

(5) Education with a focus on the exchange of knowledge and experiences between the teacher and students and between the students and students

**4.3 Evaluation Methods**

(1) Evaluation based on participation in education, questioning and answering questions

(2) Evaluation based on the analysis of case studies

(3) Evaluation based on practicing group work

(4) Evaluation based on the conclusions and results of role-playing

**5. Skills in Numerical Analysis, Communication and Using Information Technology**

**5.1 Skills in Numerical Analysis, Communication and Using Information Technology Needed to Develop.**

(2) Using information technology to collect data and producing reports together with report presentation

**5.2 Teaching Methods**

(1) Incorporating experiences as well as related and actual events in the society

(2) Study by analyzing case studies related to interpersonal relationships and responsibility

**5.3 Evaluation Methods**

(1) Evaluation based on involvement in education, questioning and answering questions

(2) Assessment based on the analysis of case studies

(3) Evaluation based on Blog Facebook, and Website assigned to the students

(4) Evaluation based on the results of learning outside the classroom and discussions to share experiences

**Notes**

The symbol represents the main responsibility. Which will appear on the map showing the distribution of responsibilities, and learning outcome standards from the curriculum to course (Curriculum Mapping)

**Section 5: Teaching Schedule and Evaluation**

1. **แผนการสอน**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topic/Details** | **Hours** | **Educational Activities / Mediums for Use** | **Lecturer** |
| 1 | * **Course descriptions** * **Create an agreement on teaching methods.** * **Pre-class testing activities.** * **Meaning and importance of organizing events.**   Group-test  Vocabulary | 3 | * Self-introduction * Course syllabus break-down * Lecture * Class participation * Q&A | Miss Oraphan Decha |
| 2-3 | * **Types of events and principles regarding event organization.**   **Learning Outcome.**   * **Allows students to study types of event organization,** * **Types of events, product presentations, or presentation services.** * **Which provides knowledge and understanding of special techniques in organizing events.**   Activities  Oral-test  Vocabulary | 3 | * Case study * Lecture * Class participation and presentations * Google classroom * Q&A | Miss Oraphan Decha |
| 3-4 | * **The steps of organizing a general event.**   **Learning Outcome.**   * **Allows students to understand the process of preparing and organizing an event before and after arranging an event.**   Vocabulary  Role Play  Oral test | 3 | * Case study * Lecture * Class participation and presentations * Google classroom * Q&A | Miss Oraphan Decha |
| 5 | **General event organization system.**  **Learning Outcome**   * **Allows students to study the event organization system that supports organizing events that cover registration. Add an item to your calendar. It is an automatic channel that presents activity information on the event day and supports building relationships with attendees.**   Activities in class  Oral-test | 3 | * Case study * Lecture * Class participation and presentations * Google classroom * Q&A | Miss Oraphan Decha |
| 6 | **Midterm Exam** |  | * Case study * Lecture * Class participation and presentations * Q&A | Miss Oraphan Decha |
| 7-8 | * **Types of events (online)**   **Learning Outcome**   * **Allows students to study organizing online events or experiment with new forms of marketing by organizing events on online platforms and Having students share ideas** **and examples of events that can be managed online.**   Oral test  Role-play |  | * Case study * Lecture * Class participation and presentations * Google classroom * Q&A | Miss Oraphan Decha |
| 9 | * **Fundamentals of Event Media Production (Online)**   **Learning Outcome**   * **Students can create online activity media.**   Oral test  Role-play | 3 | * Lecture * Q&A | Miss Oraphan Decha |
| 10-11 | * **Event Media Production Presentation**   **Learning Outcome**   * **Students will showcase media for creating their works based on their abilities and appropriateness.**   Oral test  Role-play | 3 | * Lecture * Q&A | Miss Oraphan Decha |
| 12-13 | * **Event Styles (eSports)**   **Learning Outcome**   * **Allows students to understand how to organize activities in the form of esports.**   Oral test  Role-play | 3 | * Case study * Lecture * Class participation and presentations * Q&A | Miss Oraphan Decha |
| 14 | * **Factors contributing to the success of the event.**   **Learning Outcome**   * **Before starting to think, students will learn some factors that prompt a successful event organization to act, which should be more challenging. What is the true purpose?**   Oral test  Role-play | 3 | * Power point presentation * Class participation * Q&A | Miss Oraphan Decha |
| 15 | Presentation Test (oral) | 3 | * Class participation * Q&A | Miss Oraphan Decha |
| 16 | Lessons revision  Final Exam | 3 | * Q&A | Miss Oraphan Decha |

1. **Plan for Evaluating the Learning Outcomes**

(Specify the ways to evaluate the results of learning each sub-topic as shown on the map showing the distribution of responsibilities of the course.)

(Curriculum Mapping) as stipulated in the description of the course, the week of evaluation and the proportion of assessment)

**A white sheet with black text

Description automatically generated**

**Section 6: Teaching and Learning Resources**

**1. Main Textbooks and Documents**

1) Lees, G. and Thorne, T. (1993) *English on Business*. Chancerel International Publisher.

2) ดร. จุรี สุชนวนิช. ศัพท์ธุรกิจการค้า, สำนักพิมพ์จีนสยาม, 2555

3) Anugkakul, G., Llego, B., Sudhadham, M., and Thitivesa, D. (2016). English for Communication and Study Skills. Suan Sunanhda Rajabhat University, Bangkok

4) Colin Granger. Play Games with English 2, Heinemann Publishers, 1993

5) วัชรี อนันตทรัพย์กิจ. ภาษาอังกฤษเพื่อการสัมภาษณ์งาน, เจ. บี. พับลิชชิ่ง, 2550

6) เศรษฐวิทย์. พูดอังกฤษประสาธุรกิจ, โรงพิมพ์เม็ดทราย, 2550

7) เรืองศักดิ์ อัมไพพันธ์. 100 Language Games, โรงพิมพ์วัฒนาพานิช, 2542

8) สำนักพิมพ์เอ็มไอเอส. ภาษาอังกฤษเพื่อการทำงาน, โรงพิมพ์เอ็มไอเอส, 2550

9) Rentz, K. and Lentz, P. (2014) *Lesikar’s Business Communication*. 13th edn. New York: McGraw-Hill.

**3. Suggestions**

1) Amer, T. (2012). Cambridge English for scientists. 2 ed. Cambridge: Cambridge University Press.

2) Baker. I. (2006). Reading Comprehension Skills. Singapore: Marshall Cavendish.

3) Blanchard, Karen and Christine Root. (2006). Ready to Read More. New York: Pearson Education.

4) Caven, Miles. (2005). Reading Keys: Developing. Oxford: Macmillan Publishers Limited.

5) CholiJ, M. (1999). English Basics. United Kingdom: Cambridge University Press.

6) Longman Dictionary of Contemporary English. (1995). Essex: Longman.

7) McWhorter, Kathleen. T. (2008). Efficient & Flexible Reading. New York: Pearson Longman.

8) Richards, J.C. and Eckstut-Didier, S. (2003). Strategic Reading 1. Cambridge: Cambridge University Press.

9) Spencer, D. (2011). Gateway. MacMillan Education.

**Section 7: Evaluation and Improving the Implementation of the Course**

**1. Strategies to Evaluate the Effectiveness of the Course by Students**

1.1 The Curriculum Management Committee jointly considers the guidelines for measurement, evaluation, and exam papers.

1.2 Explaining the importance of improving the course and the roles of students to the students for evaluating the effectiveness of the course as stakeholders of course management.

1.3 Promoting evaluation of potential before and after learning by the students themselves.

1.4 Creating the atmosphere of exchanging views on the effectiveness of the course between the students and the teacher during the semester.

**2. Strategies for Teaching Assessment**

2.1 Assessment by mainly focusing on the participation of the students, e.g., consideration based on behavior and involvement of students.

2.2 Assessment by the viewpoints of the teacher such as evaluating the potential for teaching according to the stipulated teaching plan, consideration based on the teaching and learning atmosphere.

2.3 Assessment based on the student's learning outcomes.

2.4 Consideration based on the teaching assessment of students.

**3. Teaching Improvement**

3.1 Processing data from the teaching evaluation under Section 2 to summarize the weaknesses, strengths, problems, obstacles, and proposals to improve teaching.

3.2 Doing research in the classroom to develop the model and methods of teaching.

3.3 Seeking and improving the teaching techniques and mediums, including creating the teaching and learning atmosphere.

3.4 Consideration by the Curriculum Management Committee

**4. Verification of Achievement Standard of Students in the Course**

4.1 Consideration by the Curriculum Management Committee

4.2 Consideration of consistency between the learning results and the quality of group work and individual work assigned to the students throughout the semester.

4.3 Assessing the appropriateness of teaching management plan, educational activities, assignments, measurement and evaluation of learning results and description of the course and the course’s objectives.

4.4 Cooperation with the teacher of the next course in evaluating the results of learning the previous course.

**5. Action to review and plan the improved effectiveness of the course**

5.1 Examination of the information from assessment under Chapter1-10 to summarize the issues that need improvement, correction, or promotion for having the enhanced standards.

5.2 Study of information about both academic and professional changes

5.3 Planning for improving the effectiveness of the course, taking action to implement and evaluate regularly.

5.4 Presentation to the Curriculum Management Committee for joint consideration.

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***