

## มคอ.3

**Fundamental Research and Academic English Skills**  
**Behavioral Science Research Institute, Srinakharinwirot University**  
**Semester 1, Academic Year 2021 (2564)**

**Section 1: General Information**

**1. Course Code and Course Title**

รป 504                      การวิจัยพื้นฐานและทักษะภาษาอังกฤษเชิงวิชาการ  
 RB 504                      Fundamental Research and Academic English Skills

**2. Number of credit**

3(2-2-5)

**3. Program of study and Type of course**

**Program:** Master Program in Applied Behavioral Science Research  
**Type of course:** Elective course

**4. Course Coordinator and Instructors**

**Course Coordinator:** Asst. Prof. Dr. Kanu Priya Mohan  
**Course Instructors:**

No.	Name	Email
1.	Asst. Prof. Dr. Kanu Priya Mohan	kanum@g.swu.ac.th
2.	Asst. Prof. Dr. Polthep Poonpol	p.poonpol@gmail.com
3.	Asst. Prof. Dr. Narisara Peungposop	narisarap24@gmail.com
4.	Dr. Korkiat Mahaveerachartkul	korkiat@g.swu.ac.th

**5. Semester/ Level of study**

Semester: Semester 1, 2021

Level of study: M.S. students

**6. Pre-requisite:** None**7. Co-requisite:** None**8. Venue of study**

Classroom- BSRI, Online platform: MS Teams RB504 (2021)

Day/Time- Saturday/ 9.00-12.00 hours

**9. The most recent date on which the course syllabus was developed or adjusted**

31 July, 2021

**Section 2: Course Learning Objectives**

**1. Course Learning Outcomes (CLO) for Students and linkages to the Curriculum's Expected Learning Outcomes [ELOs]-**

1. CLO1: Identify fundamental research skills and distinguish the various academic English skills critical for conducting research in the behavioral sciences. [ELO-1]

2. CLO2: Demonstrate skills for reading, searching, and reviewing ~~online~~ academic sources and database- **online and in library**; as well as competencies to analyze and synthesize academic research works in English. [ELO-1 & 2]
3. CLO3: Recognize and distinguish between formal and informal styles of writing and apply to student’s academic writing **assignments** ~~works~~ in English. [ELO-1 & 2]
4. CLO4: Recognize principles of research ethics and apply in identifying and developing student’s research **projects** ~~problems~~ (at individual and group levels). [ELO-1, 2, 3 & 4]
5. CLO5: ~~Display~~ **Demonstrate** interpersonal skills **in class-based research work**. ~~And~~ **Demonstrate** an integration of technology by using various tools such as multimedia, while communicating in English for academic purposes in the class based and other related activities (such as written work, oral and poster presentations). [ELO-4 & 5]

## 2. Purposes of course development/ revision

The revised course is based on the course feedback from the student evaluation (ปี 003) and the changes in the learning system due to the Covid-19 pandemic. These changes are:

2.1. Learning and teaching system- The University has taken measures to provide online graduate education during the COVID-19 pandemic situation. The course coordinator has therefore setup a system for online teaching and learning via the Internet (Learning Management System) using platforms on the **Microsoft Team** for the development and implementation of the course.

2.2 Teaching content- Based on the student’s learning and instructor’s teaching experiences from previous year, the **content of the classes has been changed**. Different skills are highlighted in each class/session.

## Section 3: Aspect and Process

### 1. Course Descriptions

An introduction to essential research **processes and** skills, including the basics of research ethics **for behavioral science researchers**. ~~A Develop~~ **focus on** critical reading **and note taking** skills for reviewing research papers in behavioral science. Analyze ~~ing~~ and synthesize ~~ing~~ the information to identify a research problem and developing ~~your own~~ **individual/ group** research topics. Build research writing skills by integrating the information from reviewed literature and understanding the formal vs. informal styles of writing. ~~Practice~~ **Apply appropriate interpersonal and** communication skills for academic **work and self-** development.

### 2. Teaching Hours per Semester (hours)

Lecture	Practice	Problem based Learning	Self-study
<b>28 hours</b> (14 weeks x 2 hours)	<b>32 hours</b> (16 weeks x 2 hours)	<b>0</b>	<b>45 hours</b> (15 weeks x 3 hours)

### 3. Linkages of the course learning outcomes (CLOs) with the expected learning outcomes (ELOs) of the curriculum.

Expected Learning Outcomes (ELO)	CLO1	CLO2	CLO3	CLO4	CLO5
ELO1: Be able to describe quantitative and qualitative research methods, theories and concepts related to behavioral science, especially socialization as well as other related subjects such as psychology, sociology, anthropology, and education.	•	•	•	•	
ELO2: Be able to analyze and synthesize concepts, theories, and research outputs to develop the knowledge of behavioral science.		•	•	•	

Expected Learning Outcomes (ELO)	CLO1	CLO2	CLO3	CLO4	CLO5
ELO3: Be able to evaluate quantitative and qualitative research with morals and ethics in conducting research.			•		
ELO4: Be able to apply and integrate behavioral sciences for problem solving and personal and social development.				•	•
ELO5: Be able to transfer the knowledge and research results to various target groups at the appropriate level, including being able to communicate by using both Thai and English correctly and appropriately.					•

**4. Number of hours per week for academic advice and guidance to an individual student**  
 Instructors- Available online by student appointment

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

Course Learning Outcomes (CLO)	Online Learning Management	Evaluation Methods / Tools
<b>CLO1:</b> Identify fundamental research skills and distinguish the various academic English skills critical for conducting research in the behavioral sciences.	- Instructor’s power-point presentation and supplementary teaching materials. -Online class activities such as individual work sharing, group discussion, quizzes, and student presentations. -After class activities for students (based on student interest).	- Pre and post course self-evaluation of students. - Self-reflection activity by students through <b>Daily Journals</b> -Qualitative assessment by instructors of overall online class behavior, particularly during class discussions and group activities.
<b>CLO2:</b> Demonstrate skills for reading, searching and reviewing <b>online</b> academic sources and database <b>online and online SWU library sources</b> ; as well as competencies to analyze and synthesize academic research works in English.	- Instructor’s power-point presentation and supplementary teaching materials. -Online class activities such as individual work sharing, group discussion, quizzes, and student presentations. -After class activities for students (based on student interest).	Quantitative assessment for: -Individual assignments - Group assignments. Qualitative feedback: -Individual work/participation. - Group discussions.
<b>CLO3:</b> Recognize and distinguish between formal and informal styles of writing and apply to student’s academic writing <b>assignments works</b> in English	- Instructor’s power-point presentation and supplementary teaching materials. -Online class activities such as individual work sharing, group discussion, quizzes, and student presentations. -After class activities for students.	Quantitative assessment for: -Individual assignments - Group assignments. Qualitative feedback: -Individual work/participation. - Group discussions.
<b>CLO4:</b> Recognize principles of research ethics and apply in identifying and developing student’s research <b>projects</b>	- Instructor’s power-point presentation and supplementary teaching materials.	- Classroom participation, review of submitted assignments on time, and attendance.

problems (at individual and group levels).	-Online class activities for individual research problem development. -Collaborative learning in classroom and outside thorough group research problem development and assignments.	-Instructor’s Assessment of students’ research-based assignments that show the application of the ethical guidelines of research. - Qualitative feedback from instructors and peers.
<b>CLO5: Display Demonstrate</b> interpersonal skills in class-based research work. <b>And Demonstrate</b> an integration of technology by using various tools such as multimedia, while communicating in English for academic purposes in the class based and other related activities (such as written work, oral and poster presentations).	-Individual and group presentations for assignments and for research problems.	- Course assignments, - Quantitative assessment and qualitative feedback from instructors and peers for the class-based presentations.

### Section 5: Teaching and Evaluation Plans

#### 1. Teaching Plan

Week	Topics	Course learning Outcomes	Teaching methods & Learning activities	Source/ Materials	Classroom In charge
1 4/9/21	Introduction and Student Needs Assessment 1) Setting up SMART goals for self-development. 2) Daily journals using online media	1	Ice breaking activity, Class discussion, & Individual work	Pre-course survey using Google form; SMART goals- forms	Dr. Kanu
2 11/9/21	<b>Fundamentals of Research</b> 1) The Research Process 2) Key Research Skills				Dr. Kanu
3 18/9/21	Finding and <b>Reading Relevant Academic Sources.</b> 1) Critical reading competencies for research 2) Techniques for effective reading: Note taking and Mind-Maps.	1	Lecture and Class discussion	Handouts, Assignment sheets	Dr. Kanu; Dr. Narisara
4 25/9/21	Online sources: Finding, reading, and analyzing relevant research sources.	1, 2	Lecture and Class activities	Assignment, & use online resources	Dr. Polthep
5 2/10/21	<b>Analysis and Synthesis of Academic information</b>	2, 4	Lecture and Class activities	Assignments, Use online resources	Dr. Polthep
6 9/10/21	Ethics in Research. 1) <b>Importance of ethics for behavioral science researchers</b> 2) Techniques for ethical practices- summarizing, paraphrasing, quotations and references.	2, 3, 4	Lecture; group & individual work	Assignment sheets	Dr. Kanu

Week	Topics	Course learning Outcomes	Teaching methods & Learning activities	Source/ Materials	Classroom In charge
7 16/10/21	Development of Research Problems 1) Identifying research problems. 2) Developing research questions. 3) Identifying group research problem	1, 4	Lecture and Class discussion	Use online resources	Dr. Kanu
8 23/10/21 *	Research Problems: Application to Research	1, 2, 4	Lecture, class sharing and individual work	Use online resources	Dr. Kanu
9 30/10/21	Developing Preliminary Research Information through Interviews	1, 2, 4	Lecture and class work	Assignment sheets	Dr. Kanu
10 6/11/21	Academic Writing 1) Essentials of Academic writing. 2) Formal vs. informal styles. 3) Basics of APA style references	3	Lecture and individual work	Assignment sheets	Dr. Kanu
11 13/11/21	Academic Writing Practice for Research	2, 3, 4	Individual work, and feedback from instructor	Assignment sheets	Dr. Kanu
12 20/11/21	Academic Communication 1) Basics of academic communication. 2) Presenting academic work.	5	Lecture and class work	Handouts, Assignment sheets	Dr. Kanu; Dr. Korkiat
13 27/11/21	Presenting Academic Work-I: Individual Research Problem	2, 5	Students' presentation (Instructor & peer feedbacks)	Power point presentations	Dr. Kanu & other instructors with students
14 4/12/21	Presenting Academic Work-II: Group Research Problem.	2, 5	Group presentation (Instructor & peer feedbacks)	Power point presentations	Dr. Kanu & other instructors with students
15 11/12/21	Review of the learning process; Setting up individual strategy for future research success.	1, 5	Group sharing; Individual work	-Post-course survey using Google forms -Review of Daily journals -SMART goals review	Dr. Kanu and Students
16 18/12/21	Course Wrap-Up & Student led activities		Group activities	Online resources and media	Dr. Kanu and Students

\*Note: The schedule is flexible and subject to change (to adjust for any public holiday or any special event)

## 2. Student Evaluation

Activities	Matched with Course Learning Outcomes (CLO)	Evaluation Details	Marks
1. Class attendance/ participation in class activities	CLO-1	Class attendance and observation of the based activities	10%
2. Assignments:	CLO-2,3,4&5	<ul style="list-style-type: none"> <li>•Topic 2 (5)</li> <li>•Topic 3- Mind map (5)</li> </ul>	40%

-linked to various topics taught in the class -linked to course activity		<ul style="list-style-type: none"> <li>•Topics 4&amp;5-online search (10)</li> <li>•Topic 6- Ethics (5)</li> <li>•Daily Journals (10)</li> <li>•SMART Goals (5)</li> </ul>	
3.Individual research work: research problem development and presentation	CLO-1,2,3,4&5	<ul style="list-style-type: none"> <li>•Individual research problem written assignment (10)</li> <li>•Individual research problem oral presentation (10)</li> </ul>	20%
4. Group research work: - Group research problem development and presentation	CLO-1,2,3,4&5	<ul style="list-style-type: none"> <li>•Research problem development sheet (10)</li> <li>•Group research problem written assignment (10)</li> <li>• Group research problem oral presentation (10)</li> </ul>	30%
<b>Total</b>			<b>100%</b>

**Knowledge Management:** During the course, the students would be asked to share their work online with their teachers and peers using online groups/forums and other sources such as poster presentations.

### Section 6: Teaching Materials & Resources

To be shared with students online before/ during each class.

### Section 7: Evaluation and Improvement of Course Management

1. Strategies for effective course evaluation by students.
  - Evaluation form on the students’ needs with regard to the course contents, course material, class activities, and preferred learning styles.
2. Evaluation Strategies in teaching methods.
  - Student evaluation using the มคอ ๑๓.003 Evaluation Form and student interview regarding overall satisfaction of the course.
3. Improvement of teaching methods.
  - Class observation, peers’ observation and feedback. Also based on an evaluation of the needs of students, with regard to the course contents, course material, class activities, and preferred learning styles.
4. Evaluation of students’ learning outcome.
  - Based on class participation, assignments, class attendance and group work.
5. Review and plan to improve the effectiveness of the course.
  - End of the semester review of the content and management of the course based on the students’ learning outcomes, meetings of the course instructors, and the BSRI committee feedbacks.

-----