



## Course Specification

Course Code PUB2217 Project Management

Department of Public Administration (Public Policy and Government Management) Faculty/College of Politics and  
Government Suan Sunandha Rajabhat University Semester.....2.....Academic Year.....2565..... ..

### Section 1 General Information

1. Name of the course     **Project Management**
2. Number of credits     **3(3-0-6) credits**
3. Course and type of course
  - 3.1 Bachelor of Public Administration (Public Administration)
  - 3.2 Type of course, specific subject
4. Instructor in charge of the course and Instructor
  - 4.1 Instructor in charge of the course **Dr. Mathinee Kongsatid**
  - 4.2 Instructor **Dr. Mathinee Kongsatid**
5. Contact address Suan Sunandha Rajabhat University
 

E – Mail [mathinee@ssru.ac.th](mailto:mathinee@ssru.ac.th)
6. Semester / Year of Study
  - 6.1 Semester 2 / Year 2
  - 6.2 The number of learners that can be accepted is about 30 people
7. Pre-requisite (if any)     **None**
8. Co-requisites (if any)     **None**
9. Place of study: **Suan Sunandha Rajabhat University**
10. Date of preparation **November 20, 2022, the latest course details**

### Section 2 Objectives and Objectives

#### 1. Course objectives

Enable students to understand the meanings, concepts, theories, project cycle, and feasibility analysis related to the project. Qualitative and quantitative analysis, project management principles, and project management tools Factors that affect the success and failure of projects, as well as issues and obstacles in various development projects in Thailand.

#### 2. Curriculum Development/Improvement Objectives

1. Provide students with basic concepts, theories, project cycle, and feasibility analysis related to the project. qualitative and quantitative analysis

2. Provide students with knowledge and understanding of qualitative and quantitative analysis, project management principles, and project management tools.

3. Enable students to study the factors that affect the success and failure of projects, as well as the problems and obstacles in developing projects. Thai

### Section 3 Features and Execution

Meanings of project; cycle of projects; scenario analysis of projects – quantitative and qualitative; principles of project management; tools of project manager; factors contributing to success and failure of project; and problems and obstacles of various development projects in Thailand.

#### 2. Hours spent per semester

<b>Lesson (hours)</b>	<b>Additional course (hours)</b>	<b>Internship/Work</b>	<b>Self study</b>
45	6	None	30 hours per week

3. The number of hours per week that teachers provide consultation and academic advice to students.

3.1 Self consultation in the teacher's room for 1 hour/week, 2nd floor, 35th floor...

College of Humanities and Social Sciences

3.2 Work phone number -

3.3 Consultation through email [mathinee@ssru.ac.th](mailto:mathinee@ssru.ac.th)

3.5 Consultation through computer [http://www.elfhs.ssru.ac.th/mathinee\\_kh/.](http://www.elfhs.ssru.ac.th/mathinee_kh/)

## **Section 4: Development of Student Learning Outcomes**

### **1. Morality and Ethics**

#### **1.1 Moral and Ethical Learning Achievements**

- 1) Learners are responsible for their own roles and responsibilities, as well as for their own and collective obligations.
- 2) Students have the ability to think critically and make decisions in various situations, and consider the pros and cons of action. To oneself and society.
- 3) Students honestly fulfill their duties, respect the code of conduct of students and their profession, and consider the public interest.

#### **1.2 Teaching strategies for developing moral and ethical learning**

- 1) While applying knowledge in practice, practice the assigned learning and work responsibilities.
- 2) Organize learning activities with a focus on developing and enhancing learners' awareness, in order to apply moral and ethical principles to analysis and cutting. Interested in various situations
- 3) Case studies showcasing successful cases in ethical and professional ethics practices. The success of individuals and society as a whole. Learning to develop learners' morality and ethics.

#### **1.3 Moral and Ethical Learning Assessment Strategies**

- 1) Evaluate the learning of social status issues related to moral and ethical aspects of management in the classroom. Public parks
- 2) Evaluate learning by answering exams and showcasing students' works, reflecting their attitudes towards integrity and morality. Public parks
- 3) Evaluate the results of learning from responsibility, perseverance, and focus on work.

### **2. Knowledge**

#### **2.1 Knowledge learning outcomes**

- (1) Learners have a good understanding of the principles, theories, and professional skills of public management.
- (2) Learners understand the value and importance of public management in the context of changing political, economic, and social conditions.
- (3) Students understand the political, economic, and social environmental factors that affect public and private sector management.

#### **2.2 Teaching strategies for developing knowledge learning**

- (1) Classroom lectures and Q&A on key principles and theories in the field of public management
- (2) Provide research and reporting topics for individuals and groups.
- (3) Group discussion, where teachers raise questions based on a student-centered teaching system.
- (4) Arrange on-site learning by conducting on-site inspections or inviting experts with direct experience to serve as special lecturers.
- (5) Internship in government agencies, private sector, and local administrative organizations.

#### **2.3 Knowledge Assessment Strategy**

- (1) Conduct learning assessments through subtests to measure understanding of each topic's content.

(2) Conduct learning assessments through mid-term and final exams to measure overall understanding of course content.

(3) Learning evaluation of reports and tasks Measure the skills and abilities to use knowledge to think, analyze, and explain phenomena or problems related to reality.

(4) Evaluate by presenting research results in the classroom. Measure the knowledge, understanding, and ability to systematically convey what is learned to others.

### **3. Intellectual Skills**

#### **3.1 Cognitive Skills Learning Results**

(1) Students have the ability to apply knowledge to analyze development and management issues in both the public and private sectors. And local administrative organizations.

(2) Learners have the ability to think about problems and situations. Seek appropriate management and solutions that align with the organizational environment.

(3) Learners have the ability to appropriately integrate public management knowledge with other relevant scientific knowledge.

(4) Students have the ability to formulate learning problems and conduct research related to management in both the public and private sectors. And local administrative organizations.

### **4. Interpersonal relationship and responsibility skills**

#### **4.1 Learning achievements in skills, interpersonal relationships and responsibilities**

(1) Learners have the ability of teamwork, can communicate and listen to different opinions, form a consistent understanding, find a common conclusion in the group, be responsible for themselves and their colleagues, and solve problems together.

(2) Learners have strong ability of coordination and cooperation in groups and communication skills, and can communicate and express opinions smoothly within and between groups.

(3) Learners show leadership ability to solve various problems in collaborative work, and can show their role as team members, and jointly lead the work in the joint responsibility suitable for the situation.

#### **4.2 Teaching strategies for developing skills, interpersonal relationships and responsibility learning**

(1) Organize learning activities, form a collective learning process by assigning tasks to students, and jointly undertake the task of research-based learning;

(2) Pay attention to the activities of establishing affinity with group friends, practice cooperation skills, exchange opinions, debate rationally and seek common conclusions.

(three) training leaders and followers to perform tasks that are jointly responsible and can solve problems together;

#### **4.3 Learning assessment strategies on skills, interpersonal relationships and responsibilities**

(1) Conduct behavior evaluation of collaborative activities in the classroom to indicate the relationship between collaborative ability and groups, and the tutor regularly monitors the working process of each group.

(2) Evaluate students' performance to measure their skills, task management ability, division of responsibilities and division of responsibilities among members of the group.

(3) Evaluate the behaviors and interactions between different learners, listen to their arguments and feedback, so as to measure their ability to tolerate different opinions, and listen to others' opinions appropriately with an open attitude.

## **5. Numerical analysis skills Communication and use of information technology**

### **5.1 Learning outcomes in analytical and communication skills and the use of information technology**

(1) Learners have the ability to use information technology for research and knowledge about the content learned in the classroom, and further research according to the interests of each learner.

(2) Learners are capable of using basic statistical techniques. Data processing, interpretation, and data analysis for preliminary research studies

3) Learners have the ability to use information technology and various forms of learning materials to present information and results to classmates appropriately and effectively.

### **5.2 Teaching strategies used to develop learning skills in analysis and communication and the use of information technology**

(1) Organize learning activities aimed at students to practice their analytical skills. Searching for information from a variety of research sources It relies on communication channels and information technology, especially information and knowledge related to social situations. Economy and politics

(2) Focus on researching data to process and analyze case studies that appear in real-world conditions.

(3) Encourage equipment skills. Cutting-edge technology in data search analysis Systematic presentation of information

### **5.3 Strategies for evaluating learning outcomes in analytical and communication skills and the use of information technology**

(1) Evaluation of studies, preparation of reports to measure skills and ability to use information technology for research. Data analysis and processing to meet learning needs appropriately

(2) Evaluation of the ability to use information technology to analyze data and statistics. To communicate the results of the research as well as the preparation of media to present information for the discussion to be easily understood by the audience.

(3) Evaluation of skills and ability to use information technology for the preparation of information media for creative presentations.

## Section 5: Lesson plans and assessments

## 1. Lesson Plan

Week	Topic/Details	Quantity(hrs)	Study Activities Teaching/Materials Used	teacher
1	Course Introduction Scope and criteria for evaluation and measurement	3	<b>Lesson Plan</b> <b>(Course Syllabus)</b>  Ask questions and create rules in class together, as well as exchange ideas.	Dr.Mathinee Khongsatid
2-3*	Basic concepts about the project, the meaning of the project , the type of project Project Job Description	6	<b>Power Point</b> Narrative  Discuss the subject matter learned in class and online*.	Dr.Mathinee Khongsatid
4-5*	Policy, plan, and project relationships	6	<b>Power Point</b> Narrative  Discuss the subject matter learned within the class.  Assign activities  Online*	Dr.Mathinee Khongsatid
6-7*	Project preparation process Project writing Project cycle	6	<b>Power Point</b> Narrative  <b>Present assignments</b>  Online*	Dr.Mathinee Khongsatid
8	<b>Midterm Exams</b>			
9-10*	The process and method of project feasibility analysis, both qualitative and quantitative.	6	<b>Power Point</b> Narrative  Discuss the subject matter learned within the class.  Assign activities  Online*	Dr.Mathinee Khongsatid
11-12*	Project management concepts and processes and factors affecting project management	6	<b>Power Point</b> Narrative  <b>Present assignments</b>  Online*	Dr.Mathinee Khongsatid
13*-14*	Case studies 1 project per week	6	<b>Power Point</b> Narrative  Discuss the subject matter learned within the class.	Dr.Mathinee Khongsatid

Week	Topic/Details	Quantity(hrs)	Study Activities Teaching/Materials Used	teacher
			Assign activities Online*	
15	Problems and obstacles of various development projects of Thai society	3	<b>Students present in front of the class on the topic assigned to Power Point.</b>	Dr.Mathinee Khongsatid
16*	Summary of content and presentation	3	<b>Students present in front of the class on the topic assigned to Power Point.</b> Online*	Dr.Mathinee Khongsatid
17	<b>Final exam</b>			

## 2. Learning Assessment Plan

( Specify how to evaluate each sub-topic learning as shown in the map showing the distribution of course responsibilities.

(Curriculum mapping as defined in the course description, assessment week and proportion of assessment).

Learning Outcomes	How to evaluate learning	Estimated week	ratio of evaluation.
1.2 and 1.3	Attendance Participation in classes	weekly	10%
2.1 and 3.2	Midterm Exams Final exam	8 17	30% 30%
2.1 3.2 4.1 4.2 5.1 and 5.2	research Analyze case studies, data presentations, group work and work. Delivery of tasks as assigned	weekly	30%

## Section 6 resources

### Textbooks and main documents

## Section 7 Evaluation and improvement of course operations

### 1. Strategies for evaluating the effectiveness of courses by students

- ๑. Group conversations between instructors and learners
- ๒. Reflection on learners' thoughts
- ๓. Instructor Assessment Form

## 2. Teaching Assessment Strategies

- Ⓜ. View student results
- Ⓝ. View course evaluation results

## 3. Teaching Improvements

- Ⓜ. Processing student ideas Self-assessment of teaching and summary of problems obstacle

Solutions at the end of the course to provide basic information for course improvement in the next semester.

## 4. Verification of student achievement standards in subjects

- Ⓝ. Oral review of assigned reports
- Ⓒ. Review the same set of exams after the student has completed the final exam.

## 5. Conducting reviews and planning to improve the effectiveness of the course.

(Describe the process of using the information obtained from assessments from items 1 and 2 to plan for quality improvement.)

- Process student feedback to group knowledge content that needs improvement. The self-study methodology results from the processing will be used to improve the teaching and learning arrangements in the next generation.
- Use the results of their own teaching assessments to group them in comparison with students' opinions in order to modernize the content. Adjust teaching and learning methods and assessment methods to match expected learning outcomes.

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**Curriculum Mapping**

	Morality and Ethics		knowledge			Intellectual skills		Interpersonal skills and responsibilities			Numerical analysis skills Communication and use of numerical information technology Communication and use of information technology		
PUB2217 Modern Project Management	●	○	○	○	●	○	●	●	○	○	○	○	●

Responsibilities in each area can be increased and reduced according to responsibility.