



General Education course

Course Title: Selected Topics in Sports

Course Code: ICGP 109

Undergraduate Program

Mahidol University International College

Division: Humanities and Language (HLD)

Please Specify GE basket

- Life Appreciation
- Global Citizenship
- Critical Thinking
- Leadership
- Digital Literacy

GE and Course's CLOs Alignment

GE PLO	Course Learning Outcomes (CLOs)
PLO 4: Demonstrate the ability to recognize, respect, and value diverse experiences for a healthy life.	CLO1 Model leadership, working with peers, treating others with sensitivity, playing by the rules, communicating direct verbal and nonverbal signals by way of gesticulation and dynamic body language as encompassed in sport and physical activities.
	CLO2 Distinguish between healthy and unhealthy lifestyles, awareness of rules and tactics in activities, reflection and understanding of how to perform.
	CLO3 Develop motivation, confidence, self-esteem and engagement, recognize emotional and physical health as essential to a sustainable active lifestyle.
	CLO4 Appraise the value of physical activity for communal health, enjoyment, challenge, self-expression, and social interaction.
	CLO5 Demonstrate competency in a variety of motor skills and movement patterns of the specific sport/activity, driven by a desire



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for personal and communal growth.

### TQF 3 Course Specifications

#### Section 1 General Information

1. Course code and course title

Thai ICGP 109 เรื่องเฉพาะทางการกีฬา

English ICGP 109 Selected Topics in Sports

2. Number of credits 1 (0-2-1) Lecture 0 hours – Laboratory 2 hours – Self-study 1 hour/week

3. Program and type of subject

3.1 Program Undergraduate Degree (International Program)

3.2 Type of Subject General Education

3.3 Please Specify Course's Literacy

- MU Literacy (Core Values, SEP, GE for Human Development)
- Health Literacy (Health, Sport)
- Digital Literacy (ICT, Applied Mathematics)
- Social and Humanity Literacy (Social, Humanity, Law, Ethics, Arts)
- Communication Literacy (language, Academic Communication)
- Science and Environmental Literacy (Applied Science for Life, Environmental Responsibility)
- Finance and Management Literacy (Finance, Management, Entrepreneur)

3.4 Please Specify Relationship between course and corporate culture



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<input checked="" type="checkbox"/> M - Mastery	รู้แจ้ง รู้จริง สมเหตุ สมผล
<input checked="" type="checkbox"/> A - Altruism	มุ่งผลเพื่อผู้อื่น
<input checked="" type="checkbox"/> H - Harmony	กลมกลืนกับสรรพสิ่ง
<input checked="" type="checkbox"/> I - Integrity	มั่นคงยิ่งในคุณธรรม
<input checked="" type="checkbox"/> D - Determination	แน่วแน่ทำ กล้าตัดสินใจ
<input type="checkbox"/> O - Originality	สร้างสรรค์สิ่งใหม่
<input type="checkbox"/> L - Leadership	ใส่ใจเป็นผู้นำ

4. Course Coordinator and Course Lecturer

- 4.1 Course Coordinator Roman Chirasanta  
HLD, (66) 2-800-3574 EXT. 217, roman.chi@mahidol.edu
- 4.2 Course Lecturer Lookpetch Neilson

5. Trimester/ Year of Study

- 5.1 Trimester Only trimesters 1, 2, and 3 / for all students in all International College Undergraduate Programs
- 5.2 Course Capacity Approximately 15 students

6. Pre-requisite This class can only be used to introduce a new sport/activity taught at MUIC.

7. Co-requisites N/A

8. Venue of Study Mahidol University, International College – RM (TBA), Salaya Campus



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## Section 2 Goals and Objectives

### 1. Course Goals

Through systematic practice, the whole body is exercised and the muscular system is stimulated which leads to better self-esteem, self-control, and the emotional and spiritual well-being of the student.

### 2. Objectives of Course Development/Revision



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## 2.1 Course Objectives

Improve physical fitness, develop character, learn skills, and become more knowledgeable about the sport/activity. Revise course to stay updated and relevant to current situations.

## 2.2 Course-level Learning Outcomes: CLOs

By the end of the course, students will be able to (CLOs)

1. CLO1 Model leadership, working with peers, treating others with sensitivity, playing by the rules, communicating direct verbal and nonverbal signals by way of gesticulation and dynamic body language as encompassed in sport and physical activities.
2. CLO2 Distinguish between healthy and unhealthy lifestyles, awareness of rules and tactics in activities, reflection and understanding of how to perform.
3. CLO3 Develop motivation, confidence, self-esteem and engagement, recognize emotional and physical health as essential to a sustainable active lifestyle.
4. CLO4 Appraise the value of physical activity for communal health, enjoyment, challenge, self-expression, and social interaction.
5. CLO5 Demonstrate competency in a variety of motor skills and movement patterns of the specific sport/activity, driven by a desire for personal and communal growth.

## Section 3 Course Management

### 1. Course Description



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(Thai) เรียนรู้แนวคิด หลักเกณฑ์และกลยุทธ์โดยผ่านการเคลื่อนไหวตามแบบแผน และโครงสร้างการเคลื่อนไหว โดยการเล่นกีฬาหรือกิจกรรมเพื่อเพิ่มประสิทธิภาพของวิถีชีวิตที่มีสุขภาพที่ดี

(English) Learning concepts, rules and strategies through planned and structured movements by way of sport or activity to enhance a healthy lifestyle.

## 2. Hours per trimester

Theory (Hour(s))	Practice (Hour(s))	Self-study (Hour(s))
–	24 hours (120 min. x 12 weeks)	12 (60 min. x 12 weeks)

## 3. Number of hours that the lecturer provides individual counseling and guidance.

- 1 hour/week
- Students may request appointments.

## Section 4 Development of Students' Learning Outcome

1. A brief summary on the knowledge or skills expected to develop in students; the course-level expected learning outcomes (CLOs)

By the end of the course, students who successfully complete the course will be able to:

1. CLO1 Model responsible personal and social behavior that respects self and others, effectively communicate through verbal, body language and gestures, able to receive and express feedback and instruction, recognize traits of leadership for sport.
2. CLO2 Apply concepts, principles, and strategies related to movement and performance, increasing knowledge and skills to achieve and maintain health-enhancing physical activity and fitness levels.



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3. CLO3 Appraise the value physical activity for health, enjoyment, challenge, self-expression, and social interactions.
4. CLO4 Value sport/physical activity as a means to enhance the physical and mental well-being of a community and influence social and cultural behaviors.
5. CLO5 Demonstrate physical competency, fundamental motor skills, technique and psychomotor skills, as pertaining to a nominated sport/discipline, through a desire for personal and communal growth.

2. How to organize experiences to develop the knowledge or skills stated in number 1 and how to measure the learning outcomes

Course Code	Teaching and learning experience management	Learning outcome measurements
CLO1	Instruction, Demonstration, Class Discussion, Individual Consultation, Practical Drills, and Class Interaction.	Observation of class participation and movement, and oral feedback.
CLO2	Instruction, Demonstration, Class Discussion, Individual Consultation, Practical Drills, and Class Interaction.	Observation of class participation and movement, and oral feedback.
CLO3	Instruction, Demonstration, Class Discussion, Individual Consultation, Practical Drills, and Class Interaction.	Observation of class participation and movement, and oral feedback.
CLO4	Instruction, Demonstration, Class Discussion, Individual Consultation, Practical Drills, and Class Interaction.	Observation of class participation and movement, and oral feedback.
CLO5	Instruction, Demonstration, Class Discussion, Individual Consultation, Practical Drills, and Class Interaction.	Observation of class participation and movement, and oral feedback. Developmental skills examination.

**Section 5 Teaching and Evaluation Plans**



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1. Teaching plan

Week	Topic	Number of Hours		Teaching Activities/ Media	Lecturer
		Lecture Hours	Lab/Field Trip/Internship Hours		
1	Overview of course		2	Instruction, Demonstrations, Class Discussions, Individual Consultation, Practical Drills, and Class Interactions.	Lookpetch Neilson
2	Introduce/review skill-building techniques and drills, Analyze forms, and techniques, participate in game play. Emphasizing teamwork, communication, while embracing diversity and humility to develop better citizens.		2	Instruction, Demonstrations, Class Discussions, Individual Consultation, Practical Drills, and Class Interactions.	Lookpetch Neilson
3	Introduce/review skill-building techniques and drills, Analyze forms, and techniques, participate in game play. Emphasizing teamwork, communication, while embracing diversity and humility to develop better citizens.		2	Instruction, Demonstrations, Class Discussions, Individual Consultation, Practical Drills, and Class Interactions.	Lookpetch Neilson
4	Introduce/review skill-building techniques and drills, Analyze forms, and techniques, participate in game play. Emphasizing teamwork, communication, while embracing diversity and humility to develop better citizens.		2	Instruction, Demonstrations, Class Discussions, Individual Consultation, Practical Drills, and Class Interactions.	Lookpetch Neilson
5	Introduce/review skill-building techniques and drills, Analyze forms, and techniques, participate in game play. Emphasizing teamwork, communication, while embracing		2	Instruction, Demonstrations, Class Discussions, Individual Consultation, Practical Drills, and Class Interactions.	Lookpetch Neilson





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	diversity and humility to develop better citizens.				
6	Introduce/review skill-building techniques and drills, Analyze forms, and techniques, participate in game play. Emphasizing teamwork, communication, while embracing diversity and humility to develop better citizens.		2	Instruction, Demonstrations, Class Discussions, Individual Consultation, Practical Drills, and Class Interactions.	Lookpetch Neilson
7	Introduce/review skill-building techniques and drills, Analyze forms, and techniques, participate in game play. Emphasizing teamwork, communication, while embracing diversity and humility to develop better citizens.		2	Instruction, Demonstrations, Class Discussions, Individual Consultation, Practical Drills, and Class Interactions.	Lookpetch Neilson
8	Introduce/review skill-building techniques and drills, Analyze forms, and techniques, participate in game play. Emphasizing teamwork, communication, while embracing diversity and humility to develop better citizens.		2	Instruction, Demonstrations, Class Discussions, Individual Consultation, Practical Drills, and Class Interactions.	Lookpetch Neilson
9	Introduce/review skill-building techniques and drills, Analyze forms, and techniques, participate in game play. Emphasizing teamwork, communication, while embracing diversity and humility to develop better citizens.		2	Instruction, Demonstrations, Class Discussions, Individual Consultation, Practical Drills, and Class Interactions.	Lookpetch Neilson
10	Introduce/review skill-building techniques and drills, Analyze forms, and techniques, participate in game play. Emphasizing teamwork,		2	Instruction, Demonstrations, Class Discussions, Individual Consultation, Practical Drills, and Class Interactions.	Lookpetch Neilson



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	communication, while embracing diversity and humility to develop better citizens.				
11	Review for Developmental Skills Final Exam		2	Instruction, Demonstrations, Class Discussions, Individual Consultation, Practical Drills, and Class Interactions.	Lookpetch Neilson
12	Developmental Skills Final Exam		2	Examination	Lookpetch Neilson
	Total	N/A	24		

## 2. Evaluation of the CLOs

### 2.1 Measurement and Evaluating Learning Achievement

#### a. Formative Assessment

Participation, Sportsmanship, Attendance

+/- 70%

Assessment % +/- 70%	Poor +/- %	Fair +/- %	Good +/- %	Excellent +/- %
Participation: Expected to give 100 percent effort during class.	Demonstrates minimal/poor participation. Frequent reminders to stay on task. Little/no movement, numerous excuses, and or, socialization interferes with participation.	Demonstrates some participation, contributes little to activities, needs reminders to stay on task.	Demonstrates active participation, displays quality movements during activities, stays on task.	Demonstrates highly active participation, self-motivated, encourages others.
Sportsmanship: Be respectful to instructor, peers, and community.	Rarely demonstrates sportsmanship and responsible personal and social behavior. Negative attitude with peers and instructor.	Occasionally demonstrates sportsmanship and responsible personal and social behavior. Occasionally negative or uncooperative with peers and instructor.	Frequently demonstrates sportsmanship and responsible personal and social behavior. Positive attitude with peers and instructor.	Demonstrates outstanding sportsmanship and responsible personal and social behavior. Positive attitude with peers and instructor.
Attendance and Punctuality: Expected to be	Poor attendance, unprepared for class activity: missing proper	Fair attendance, reasonably on time and prepared for class	Good attendance, almost always on time and prepared for class	Excellent attendance, always on time and prepared for class



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punctual, prepared, and to attend every class,	PE attire, shoes, equipment, multiple incidences of tardiness or absences (3 classes = reduction in grade plus unable to take final exam, 4 <sup>th</sup> class = automatic F grade.	activity: proper PE attire, shoes, and equipment. Multiple incidences of tardiness or absent 2 classes = reduction in grade.	activity: proper PE attire, shoes, and equipment. Absent/tardy 1 class = no reduction in grade.	activity: proper PE attire, shoes, and equipment.
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Developmental Skills Examination

+/- 30%

Assessment % +/- 70%	Poor +/- %	Fair +/- %	Good +/- %	Excellent +/- %
Developmental Skills: Testing retention of skills and techniques taught during the span of the course.	Skills are weak and need improvement. Is unsure of proper techniques but is sometimes successful in executing them.	Skills are adequate. Tries to use proper techniques and is often successful in executing them.	Skills are generally good. Mostly uses proper techniques and is usually successful in executing them.	Skills are superior. Uses proper techniques and is successful in executing them.
(if applicable) Knowledge of course discipline: Understanding course theory and concepts. Able to apply knowledge for practical use.	Addresses none of the relevant theories and concepts; does not indicate understanding of discipline; demonstrates no skills in applying theories and concepts to practical problems.	Addresses some relevant theories and concepts; indicates some understanding of the discipline; minimal skills in applying theories and concepts to practical problems.	Addresses most relevant theories and concepts; indicates understanding of the discipline; average skills in applying theories and concepts to practical problems.	Addresses all relevant theories and concepts; clearly indicates understanding of the discipline; exhibits strong skills in applying theories and concepts to practical problems.

b. Summative Assessment

(1) Tools and Weight for measurement and Evaluation

Learning Outcomes	Measurement Methods	Weight (Percentage)	
		CLO1	Observation of class



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CLO2	participation and movement, and oral feedback.		
CLO3			
CLO4			
CLO4	Developmental Skills Examination	30	30
Total			100

(2) Measurement and evaluation

Grade	Achievement	Final Score (% range)	GPA
A	Excellent	90-100	4.0
B+	Very good	85-89	3.5
B	Good	80-84	3.0
C+	Fairly good	75-79	2.5
C	Fair	70-74	2.0
D+	Poor	65-69	1.5
D	Very poor	60-64	1.0
F	Fail	Less than 60	0.0

(3) Re-examination (if the course allows any)

- N/A - (Not applicable with MUIC)

3. Student Appeals

- N/A



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## Section 6 Teaching Resources

### 1. Required Texts

- 1) Written and audiovisual resources provided by instructor.

### 2. Suggested Materials

- 1) Course syllabus and pertinent information administered by course instructor.

### 3. Other Resources (If any)

- 1) Documents and recommendations pertinent to course administered by course instructor.

## Section 7 Evaluation and Improvement of Course Suggested Materials

### 1. Strategy for Course Effectiveness Evaluation by Students

- 1) Evaluations of student peers.
- 2) Student evaluations:
  - 2.1 Course content
  - 2.2 Course management
  - 2.3 Suggestions
  - 2.4 Overall opinion

### 2. Strategy for Teaching Evaluation

- 1) Student evaluations.
- 2) Peer evaluations.

### 3. Teaching Improvement

- 1) Evaluations and attend workshops for course improvement.



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4. Verification of Standard of Learning Outcome for the course
  - 1) Analyzing students' learning outcomes using scores from attendance, participation, and development/practical exams.
  
5. Revision Process and Improvement Plan for Course Effectiveness
  - 1) Meeting with Division Chair to review the course.

### Appendix

#### Relations between the course and the General Education

**Table 1** The Relations between CLOs and MU-GE Module LOs (Number in table = Sub LOs)

(ICGP 109)	Learning Outcomes in General Education (MU-GE LOs)								
	MLO1	MLO2	MLO3	MLO4	MLO5	MLO6	MLO7	MLO8	MLO9
CLO1						6.3 6.4	7.3		
CLO2			3.1						9.1
CLO3								8.1	9.2
CLO4					5.1	6.1			
CLO5		2.2			5.2				

**Table 2** LOs that the course is responsible for

MU-GE LOs	Sub LOs
MLO2: select & use techniques and methods to solve open-ended, ill-defined and multistep problems	CLO5 - 2.2: make judgment & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives
MLO3: acquire specific strategies & skills	CLO2 - 3.1: connect, synthesize and/or transform ideas



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within a particular discipline and adapt them to a new problem or situation	or solutions within a particular framework
MLO5: explore and situate oneself in a new physical environment and intellectual perspectives	CLO4 - 5.1: demonstrate cultural competencies and adaptabilities in different working environments CLO5 - 5.2: resort to multi-dimensional settings and tools to acquire knowledge and skills relevant to the problem or situation at hand
MLO6: act autonomously within context of relationships to others, law, rules, codes, and values	CLO4 - 6.1: demonstrate an understanding of the principles upon which sustainable ecosystems and societies are built CLO1 - 6.3: exhibit characteristics of responsible citizenship CLO1 - 6.4: work effectively in diverse team (and multi-cultural settings)
MLO7: apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others	CLO1 - 7.3: apply principle of ethical leadership, collaborative engagement, and respect diversity
MLO8: use a variety of means/ technologies to communicate effectively and purposefully- e.g., share information/ knowledge, express ideas, demonstrate or create individual & group product, etc.	CLO3 - 8.1: communicate/present ideas effectively both oral & written forms, proper to a range of audience groups, such as verbal discussion with peers, project report
MLO9: collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time	CLO2 - 9.1: collaborate effectively with others as a responsible team member to achieve team goals in time CLO3 - 9.2: interact with others respectfully, whether as a team member or leader, to create a productive teamwork



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**MU-GE Module LOs:** At the end of studying MU-GE Module, successful students will be able to

Competences	LOs:	Sub LOs:
<b>1. Critical thinking &amp; Analysis:</b> Use various sources and methods to collect and manage data & information and make a logical judgment and decision to arrive at solution or problem solving relevant to real-world issues/problems	1. create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments	1. identify concepts related to the context of learned issues/topics 2. demonstrate ICT literacy: use appropriate technology to find, evaluate, and ethically use information 3. collect, analyse, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems 4. synthesize information to arrive at logical reasoning
	2. select & use techniques and methods to solve open-ended, ill-defined and multistep problems	1. apply simple mathematical methods to the solution of 'real-world' problems 2. make judgment & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives 3. apply concept of process management to solve problems
<b>2. Creativity &amp; Innovation:</b> Shows capability to initiate alternative/ new ways of thinking, doing things or solving problems to improve his/her or team solutions/results by applying the evidence-based process management concepts	3. acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation	1. connect, synthesize and/or transform ideas or solutions within a particular framework 2. integrate alternative, divergent, or contradictory perspectives or ideas in the solution of a problem or question
	4. create a novel or unique ideas, question, format, or product within a particular framework	1. Create an original explanation or solution to the issues/problems 2. articulate the rationale for & consequences of his/her solution- identify opportunities & risk 3. implement innovation through process management approach
	5. explore and situate oneself in a new physical environment and intellectual perspectives	1. demonstrate cultural competencies and adaptabilities in different working environments 2. resort to multi-dimensional settings and tools to acquire knowledge and skills relevant to the problem or situation at hand





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Competences	LOs:	Sub LOs:
<b>3. Global perspectives &amp; Ethics:</b> Express one's own ideas, interact with others, guide or lead team, as proper, as an ethically-engaged and responsible member of the society	6. act autonomously within context of relationships to others, law, rules, codes, and values	1. demonstrate an understanding of the principles upon which sustainable ecosystems and societies are built 2. identify the national & global challenges associated with current economic, political, and social systems 3. exhibit characteristics of responsible citizenship 4. work effectively in diverse team (and multi-cultural settings)
	7. apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others	1. identify ethical issues and recognize different viewpoint and ideologies 2. guide & lead others 3. apply principle of ethical leadership, collaborative engagement, and respect diversity
<b>4. Communication:</b> communicate effectively and confidently using oral, visual, and written language	8. use a variety of means/ technologies to communicate effectively and purposefully- e.g., share information/ knowledge, express ideas, demonstrate or create individual & group product, etc.	1. communicate/present ideas effectively both oral & written forms, proper to a range of audience groups, such as verbal discussion with peers, project report. 2. prepare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. 3. prepare written documents to express ideas/solutions using different writing technologies, and mixing texts, data, and images. 4. demonstrate competence in a second or additional language
<b>5. Collaboration and Working with team:</b> collaborate and work effectively with team to arrive at team goals	9. collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time	1. collaborate effectively with others as a responsible team member to achieve team goals in time 2. interact with others respectfully, whether as a team member or leader, to create a productive teamwork