



Program.....
 Graduate Diploma
 Course Title.....
 Course Code.....

Program Level Bachelor Graduate Diploma Master
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Course Specification

Section 1 General Information

1. Course Code and Title

In Thai
 In English ICGS 118 Skills in Dealing with People Across Cultures

2. Number of Credits 4-0-8

(Theory hrs. Practice hrs. Self-Study hrs./week)
 (According to the resolution of the Education Policy Committee, Mahidol University
Practice means psychomotor practice or workplace-based experience.)

3. Curriculum and Course Type

3.1 Program Bachelor's degree program Thai Program International Program
 3.2 Course Type General Education Course
 3.3 Specify Course's Literacy

x MU Literacy

- Health Literacy
- Science and Environmental Literacy
- Intercultural and Global Awareness Literacy
- Civic Literacy
- Finance and Management Literacy

เลือก ๑ Literacy จากที่กำหนด โดยพิจารณาจาก ความรู้หลัก/ความรู้ที่สำคัญ (Key Knowledge) ที่นักศึกษาจะได้เรียนรู้และฝึกใช้ความรู้แสดง
 ในทักษะต่าง ๆ ที่รายวิชากำหนด ว่า Key Knowledge ของรายวิชาสอดคล้องกับที่กำหนดไว้ใน Guideline ของ Literacy ไต

4. Course Coordinator and Instructor

4.1 Course Responsible Instructor Ian McDonald, Social Science, ian.mcd@mahidol.ac.th



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4.2 Instructors Ian McDonald

5. Semester/Class Level

5.1 Trimester 1 – 3 / GE 100 Level

5.2 Number of Students Allowed Approximately 40 Students

6. Prerequisites

none

7. Co-requisites

none

Section 2 Course Goals and Course Description

1. Course Goals

To be able to understand as well as to reflect upon major challenges and opportunities when working, studying and living with people of different cultural backgrounds as well as when living multi-cultural societies. Students will elaborate on short term as well as long term cross-cultural encounters identifying culture as defined through national borders, religion, language, value ori-entations as well as subcultures within such contexts. Major psychological theories such as of identity creation, majority/minority influence, national value orientations and emotional intelli-gence shall be applied with help of real-life examples and intra/interpersonal skill activities throughout the course.

2. Course Description

(In Thai)



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(In English) This course allows students to develop skills in dealing with people across cultures, covering topics such as: identity formation and conflict; values and communication across cultures; culture and tourism; culture and work motivation as well culture in educational institutions

Section 3 Course Objectives, Course-level Learning Outcomes and Course Implementation

1. Course Objectives

- Demonstrate an understanding of theories related to the study of cross-cultural psychology
- Critically evaluate the theories and concepts related to cross-cultural psychology
- Develop interpersonal, intrapersonal skills and social responsibility to be able to emphasize with people across cultures
- To apply theories to everyday life situations and to show initiative to drive change for the benefit of the society
- To improve skills in collaborative learning through gaining social awareness and empathy to better deal with people of diverse backgrounds

2. Course-level Learning Outcomes: CLOs

On completion of the course, the students will be able to

CLO1) Demonstrate an understanding of psychological theories on cross-cultural perceptions, value orientations and behavior that shall enable students to create a sense of altruism and harmony when aiming to improve current problems in the society.

CLO2) Develop students' cognitive skills, such as the ability to think critically, to analyze and to synthesize information when exchanging on cultural differences and similarities in order to prevent rigid stereotyping and prejudices and thus be able to initiate social change.

CLO3) To learn how to apply their knowledge of cultural differences to possible challenges when interacting with people across cultures in everyday life, at work and in their educational environments as to be able to solve intercultural conflicts for the benefit of the society



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CLO4) To learn how to critically discuss and analyze personal and social challenges and how to reflect their motives, values, skills and behaviour and that of social groups as to increase skills in solving problems collaboratively.

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

CLOs	Teaching and learning experience management				Learning outcomes measurements			
	Lecture	Individual work	Group work	MCQ	Assignment	participation
1) Demonstrate an understanding of psychological theories on cross-cultural perceptions, value orientations and behavior that shall enable students to create a sense of altruism and harmony when aiming to improve current problems in the society.	✓				<input type="checkbox"/>			
2) Develop students' cognitive skills, such	✓		✓		<input type="checkbox"/>			



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CLOs	Teaching and learning experience management				Learning outcomes measurements			
	Lecture	Individual work	Group work	MCQ	Assignment	participation
as the ability to think critically, to analyze and to synthesize information when exchanging on cultural differences and similarities in order to prevent rigid stereo-typing and prejudices and thus be able to initiate social change.								
3) To learn how to apply their knowledge of cultural differences to possible challenges when interacting with people across cultures in everyday life, at work and in their educational		✓				☐		



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CLOs	Teaching and learning experience management				Learning outcomes measurements			
	Lecture	Individual work	Group work	MCQ	Assignment	participation
environments as to be able to solve intercultural conflicts for the benefit of the society								
4) To learn how to critically discuss and analyze personal and social challenges and how to reflect their motives, values, skills and behaviour and that of social groups as to increase skills in solving problems collaboratively.	✓		✓				□	

Section 4 Lesson Plan and Evaluation



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1. Lesson Plan

Teaching Period	Topics/Details	Number of hours		Methods: Teaching Media	Lecturer
		Theory*	Practice**		
1	The history and development of positive psychology; Models of Well-being	4		Lecture ppt Individual questions / Discussion In class exercises	Ian McDonald
2	Suffering and well-being; Negative and positive ways of thinking;	4		Lecture: ppt	Ian
				Individual questions / Discussion	McDonald
3	Identifying character strengths, resilience and stress	4		Lecture ppt Individual questions / Discussion Quiz 1 In class exercises	Ian McDonald
4	Positive emotions and upward spirals Identifying character strengths, resilience and stress				Ian
		4		Lecture ppt	McDonald
				Individual questions / Discussion In class exercises	
5	Positive emotions and upward spirals	4		Lecture ppt	Ian
				Individual questions / Discussion	McDonald



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Teaching Period	Topics/Details	Number of hours		Methods: Teaching Media	Lecturer
		Theory*	Practice**		
				In class exercises	
6	The power of meaning and purpose	4		Lecture ppt Individual questions / Discussion MT In class exercises	Ian McDonald
7	Positive Physical Health and optimism.	4		Lecture ppt Individual questions / Discussion In class exercises	Ian McDonald
8	Perspectives on fame, beauty, money and well-being;	4		Lecture ppt Individual questions / Discussion In class exercises	Ian McDonald
9	Engagement and flow; mindfulness	4		Lecture ppt Individual questions / Discussion Quiz 2 In class exercises	Ian McDonald



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Teaching Period	Topics/Details	Number of hours		Methods: Teaching Media	Lecturer
		Theory*	Practice**		
10	Committed goal pursuit; Achievement and creativity	4		Lecture ppt Individual questions / Discussion In class exercises	Ian McDonald
11	Community well-being; National well-being;	4		Lecture ppt Individual questions / Discussion In class exercises	Ian McDonald
12	How to flourish over a lifetime; Future directions	4		Lecture ppt Individual questions / Discussion In class exercises	Ian McDonald
	Total hours of the entire semester	48	xx		

2. Plan for Assessment of Expected Course-Level Learning Outcomes (CLOs)

2.1 Measurement and Evaluation of learning achievement

A. Formative Assessment

This course emphasizes the application of theory and implements strategic questioning, self-evaluation writings, pair and share strategies, in-class creative writings and metacognition assessments.

B. Summative Assessment

(1) Tool and weight for measurement and evaluation

Learning Outcomes	Evaluation Method*	Weight
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	MCQ	Group work	Individual work	participation	(Percentage)
CLO 01 Demonstrate an understanding of psychological theories on cross-cultural perceptions, value orientations and behavior that shall enable students to create a sense of altruism and harmony when aiming to improve current problems in the society.	15	-	10	5	30
CLO 02 Develop students' cognitive skills, such as the ability to think critically, to analyze and to synthesize information when exchanging on cultural differences and similarities in order to prevent rigid stereotyping and	10	10	-	-	20



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prejudices and thus be able to initiate social change.					
CLO 03 To learn how to apply their knowledge of cultural differences to possible challenges when interacting with people across cultures in everyday life, at work and in their educational environments as to be able to solve intercultural conflicts for the benefit of the society	10	-	-	15	25
CL 04 To learn how to critically discuss and analyze personal and social challenges and how to reflect their motives, values, skills and behaviour and that of social groups as to increase skills in solving problems collaboratively.	-	15	10	-	25
	35	25	20	20	100

(2) Grading Rules

Final Grade Achievement

% range

Grade Point Equivalent



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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) Measurement and Evaluation

Quizzes 20%

Participation 10%

Midterm 30%

Final exam 40%

2.2 Re-examination (if the course allows any.)

A re-examination is not necessary as this course does not have a final examination. If, in the case where a student misses the final presentation, a make-up presentation will be allowed if the student has experienced a death in the immediate family or was hospitalized for medical issues.

3. Students' Appeal

Students can appeal to their instructor as the first point of contact. If this does not achieve an amicable resolution to the issue, the student can then appeal to the Chair of the division and the Office of Academic Affairs



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1. Required Texts

- 1) Excerpts from Meyer, E. (2014). The culture map: Breaking through the invisible boundaries of global business. Public Affairs. Will be provided.
- 2) Various selected readings for class discussions given to the students in class.

2. Suggested Materials

- 1) TED talks on well-being will be used throughout the semester
- 2)

3. Other Resources (if any)

www.hofstede-insights.com

Section 6 Evaluation and Improvement of Course Implementation

1. Analysis and Evaluation of Course Implementation

A. Data for Analysis

Student feedback, course evaluation, peer evaluation

B. Course Effectiveness Evaluation

Student feedback, course evaluation, peer evaluation

2. Revision Process and Improvement Plan for Course Effectiveness

Student feedback, course evaluation, peer evaluation

3. The self-assessment report of the course

Student feedback, course evaluation, peer evaluation



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Appendix

1. Relations between the course and the General Education

Table 1 Relations between CLOs and MU-GE Module LOs (numbers in the table = Sub LOs)

(Course Code)	MU-GE LOs									
	MLO	MLO	MLO	MLO	MLO	MLO	MLO	MLO	MLO	MLO
	1	2	3	4	5	6	7	8	9	
CLO 01 Demonstrate an understanding of psychological theories on cross-cultural perceptions, value orientations and behavior that shall enable students to create a sense of altruism and harmony when aiming to improve current problems in the society.	1.1	2.3						8.1	8.2	



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<p>CLO 02 Develop students' cognitive skills, such as the ability to think critically, to analyze and to synthesize information when exchanging on cultural differences and similarities in order to prevent rigid stereotyping and prejudices and thus be able to initiate social change.</p>			3.1					8.1 8.2	
<p>CLO 03 To learn how to apply their knowledge of cultural differences to possible challenges when interacting with people across cultures in everyday life, at work and in their educational environments as to be able to solve intercultural conflicts for the benefit of the society</p>				4.2		6.3		8.1 8.2	



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CLO 04 To learn how to critically discuss and analyze personal and social challenges and how to reflect their motives, values, skills and behaviour and that of social groups as to increase skills in solving problems collaboratively.	1.4				5.1			8.1	9.2
								8.2	

Table 2 LOs that the course is responsible for

MU-GE LOs	Sub LOs
MLO1 Create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments	1.1 Identify concepts related to the context of learned issues/topics 1.4 Synthesize information to arrive at logical reasoning
MLO2 Select & use techniques and methods to solve open-ended, ill-defined and multistep problems	2.3 Apply concept of process management to solve problems



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MLO3 Acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation	3.1 Connect, synthesize and/or transform ideas or solutions within a particular framework
MLO4 Create a novel or unique ideas, question, format, or product within a particular framework	4.2 Articulate the rationale for & consequences of his/her solution- identify opportunities & risk
MLO5 Explore and situate oneself in a new physical environment and intellectual perspectives	5.1 Demonstrate cultural competencies and adaptabilities in different working environments
MLO6 act autonomously within context of relationships to others, law, rules, codes, and values	6.3 Exhibit characteristics of responsible citizenship
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.	8.1 Communicate/present ideas effectively both oral & written forms to appropriate audience, such as verbal discussion with peers, and written project reports. 8.2. Prepare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
MLO9 Collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time	9.2 Interact with others respectfully, either as a team member or leader, to create a productive teamwork

2. Rubric scoring*



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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:
<p>1. Critical thinking & Analysis: Use various sources and methods to collect and manage data & information and make a logical judgement and decision to arrive at solution or problem solving relevant to real-world issues/problems</p>	<p>1. create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments</p>	<p>1.1 identify concepts related to the context of learned issues/topics 1.2 demonstrate ICT literacy: use appropriate technology to find, evaluate, and ethically use information 1.3 collect, analyze, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems 1.4 synthesize information to arrive at logical reasoning</p>
	<p>2. select & use techniques and methods to solve open-ended, ill-defined and multistep problems</p>	<p>2.1 apply simple mathematical methods to the solution of 'real-world' problems 2.2 make judgement & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives 2.3 apply concept of process management to solve problems</p>
<p>2. Creativity & Innovation: shows capability to initiate</p>	<p>3. acquire specific strategies & skills within a particular discipline and adapt them</p>	<p>3.1 connect, synthesize and/or transform ideas or solutions within a particular framework</p>



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Competences	LOs:	Sub LOs:
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	to a new problem or situation	3.2 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	4.1 create an original explanation or solution to the issues/problems 4.2 articulate the rationale for & consequences of her/his solution- identify opportunities & risk 4.3 implement innovation through process management approach
	5. explore and situate oneself in a new physical environment and intellectual perspectives	5.1 demonstrate cultural competencies and adaptabilities in different working environments 5.2 resort to multi-dimensional settings & tools to acquire knowledge and skills relevant to the problems or situation at hand
3. Global perspectives & Ethics: 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	6.1 demonstrate an understanding of the principles upon which sustainable ecosystems and societies are built 6.2 identify the national & global challenges associated with current economic, political, and social systems 6.3 exhibit characteristics of responsible citizenship 6.4 work effectively in diverse team (and multi-cultural settings)



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Competences	LOs:	Sub LOs:
	7. apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others	7.1 identify ethical issues and recognize different viewpoint and ideologies 7.2 guide & lead others 7.3 apply principle of ethical leadership, collaborative engagement, and respect diversity
4. Communication: 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.	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. 8.2 prepare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. 8.3 prepare written documents to express ideas/solutions using different writing technologies, and mixing texts, data, and images.
5. Collaboration and Working with team: 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	9.1 collaborate effectively with others as a responsible team member to achieve team goals in time 9.2 interact with others respectfully, whether as a team member or leader, to create a productive teamwork