



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)
Demonstrate the ability to recognize, respect, and value diverse experiences for a healthy life	CLO1 To identify the essential climatic conditions, traditions and communal efforts for sustainable and healthy tea growth of various tea types, which in return benefits tea drinkers, tea communal and environment at large CLO2: To understand the elements of tea, which influence the physical and mental health of human beings. CLO3: To identify criteria and procedures for tea brewing, tasting and evaluation, which lead to tea appreciation and life enjoyment CLO4: To express the understanding of tea is a lifestyle and cultural product



TQF3 Course Specification

Section 1 General Information

1. Course Code and Title

In Thai

In English ICGS 129 Tea studies

2. Number of Credits 2
 (Theory 2 hrs. Self-study 4 hrs. Practice 0 hrs. /week)

3. Curriculum and Course Type

3.1 Program of Study International Bachelor's Degree

3.2 Course Type 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

- M - Mastery
- A - Altruism
- H - Harmony
- I - Integrity
- D - Determination



General Education Course
 Course Title: Tea Studies
 Course Code...126.....

Bachelor's Degree Program
 Mahidol University International College
 Tourism and Hospitality Management Division

- O - Originality
- L - Leadership

4. Course Coordinator and Instructor

4.1 Course Coordinator Assistant Professor Dr. Ka Tat Nixon Chen,
 Tourism and Hospitality Management Division, 081-7024475,
 nixon.che@mahidol.ac.th

4.2 Instructor Assistant Professor Dr. Ka Tat Nixon Chen

5. Trimester/Class Level

5.1 Trimester 1 and 3

5.2 Number of Students Allowed Approximately 40 Students

6. Pre-requisitenone.....

7. Co-requisitesnone.....

8. Study Site Location

9. Date of Preparation/Latest Revision of the Course Specifications

Day 06 Month August Year 2020



Section 2 Aims and Objectives

1. Course Goals

Awareness of the physical, mental and emotional well-being that tea drinking brings to human, and tea is a lifestyle and cultural product.

2. Objectives of Course Development/Revision

2.1 Course Objectives

2.1.1 Enhance students' awareness and understanding of the benefits that tea contributes to human's health and well-being

2.1.2 Introduce and develop a lifestyle that leads to the enjoyment and appreciation of life.

2.2 Course-level Learning Outcomes (CLOs)

By the end of the course, students are able to

1. CLO1: To identify the essential climatic conditions, traditions and communal efforts for sustainable and healthy growth of various tea types, which in return benefits tea drinkers, the tea communal and environment at large

2. CLO2: To understand the components of tea, which influence the physical and mental health of human beings

3. CLO3: To identify basic criteria and procedures for tea brewing, tasting and evaluation, which lead to tea appreciation and life enjoyment

4. CLO4: To express the understanding of tea is a lifestyle and cultural product



Section 3 Course Description and Implementation

1. Course Description

What is tea, main tea varieties, main tea types, climatic conditions for sustainable growth of tea, important tea growing countries and regions, tea processing, tea and health, tea tasting and evaluation, tea utensils and preparation, tea and food pairing.

2. Number of Hours Per Trimester

Theory (hours)	Practice (hours)	Self-study (hours)
24	0	48

3. Number of Hours per Week for Individual Advice

Students can ask for advises during the office hours and student hours of the lecturer

Students can make individual appointment for advises.



Section 4: Development of the expected learning outcomes

1. A brief summary of 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:

By the end of the course, students are able to

- CLO1: To identify the essential climatic conditions, traditions and communal efforts for sustainable and healthy growth of various tea types, which in return benefits tea drinkers, the tea communal and environment at large
- CLO2: To identify the elements of tea, which influence the physical and mental health
- CLO3: To identify basic criteria and procedures for tea brewing, tasting and evaluation, which lead to tea appreciation and life enjoyment
- CLO4: To express the understanding of tea is a lifestyle and cultural product

2. How to organize learning 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	Lectures	Individual paper
CLO2	Lectures	Individual paper
CLO3	Lectures and demonstrations	Individual paper
CLO4	Lectures and talks from a professional in the tea industry	Individual paper



Section 5 Lesson Plan and Evaluation

1. Lesson Plan

What is tea; the journey of tea (history of tea); tea and its macro-environment; climatic conditions for sustainable tea growth; world of tea; tea processing (traditions and communal efforts); tea cultures (tea utensils and tea brewing); tea grading, evaluation and tasting; organic tea, chemical and health benefits of tea; tea storage, tea and food pairing.

Week	Topic/Details	Number of hours			Teaching activities/media	Instructors
		In class session	Online	On campus		
1	Introduction What is tea?	2	2	-	Lectures and multi-media devices	Assistant Professor Ka Tat Nixon Chen
2	The journey of tea (history of tea)	2	2	-	Lectures, multi-media devices and use of tea samples	Assistant Professor Ka Tat Nixon Chen
3	Tea and its macro-environment	2	2	-	Lectures and multi-	Assistant Professor Ka



					media devices	Tat Nixon Chen
4	Climatic conditions for sustainable growth of tea World of tea	2	2	-	Lectures and multi-media devices	Assistant Professor Ka Tat Nixon Chen
5	Tea processing (traditions and communal efforts)	2	2	-	Lectures, multi-media devices and guest speaker	Assistant Professor Ka Tat Nixon Chen
6	Guest speaker	2	2	-	Lectures and multi-media devices	Assistant Professor Ka Tat Nixon Chen
7 and 8	Tea cultures – tea utensils and tea brewing	4	2	2 – week 8	Lectures and multi-media devices and workshops	Assistant Professor Ka Tat Nixon Chen
9	Tea grading, evaluation and tasting Organic tea	2	2	-	Lectures, multi-media devices	Assistant Professor Ka Tat Nixon Chen



					and worksh ops	
10	Guest speaker	2	2	-		
11	Chemicals and health benefits of tea Tea storage Tea and food pairing	2	2	-	Lectur es and multi- media devices	Assistant Professor Ka Tat Nixon Chen
12	Revision	2	2	-		
	Total	24				

2. Evaluation of the CLOs

2.1 Measurement and Evaluation of learning achievement

a. Formative assessment

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b. Summative assessment

Learning Outcomes	Assessment Methods	Assessment Ratio (Percentage)	
		CLO1, 2, 3 and 4	Individual paper
Total			100

(2) Measurement and evaluation

Grading system

A, B+, B, C+, C, D+, D and F

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

Not applicable



3. Students' Appeal

Students can appeal following MUIC formal channels and procedures.

Section 6 Teaching Resources

1. Required Texts

Will be distributed in classes

2. Suggested Materials

Gasconyn, K., Marchand, F., Desharnais, J. and americi, H. (2014). Tea: History, Terroirs and Varieties. New York: Firefly Books

Heiss, M. L. and Heiss, R. J. (2007). The Story of Tea: A Cultural History and Drinking Guide. New York: Ten Speed Press

3. Other Resources (if any)

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Section 7 Evaluation and Improvement of Course Implementation

1. Strategy for Course Effectiveness Evaluation by Students

- Mid-trimester feedback that are anonymous from students and
- Formal student evaluation at the end of each trimester.

2. Strategy for Teaching Evaluation

- Peer observation and
- Talking and sharing with peers teaching methods.

3. Teaching Improvement

- Teaching logs to record teaching;
- Feedbacks from students;
- Dialogue with peers and
- Updating teaching methods through attending conferences or seminars.

4. Verification of Standard of Learning Outcome for the Course

- Comments from students on learning outcomes and evaluation criteria;
- Feedbacks to students' projects and papers are clearly explained and commuted to students and
- Comments from students on the feedbacks.

5. Revision Process and Improvement Plan for Course Effectiveness

- Update and revise the course content occasionally
- Improve the course content based on students' and professionals' comments.



Appendix

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								
	ML O1	ML O2	ML O3	ML O4	ML O5	ML O6	ML O7	ML O8	ML O9
CLO 1 To identify the essential climatic conditions, traditions and communal efforts for sustainable and healthy tea growth of various tea types, which in return benefits tea drinkers, the tea communal and environment at large	1.1								
CLO2 To identify the elements of tea, which influence the physical and mental health	1.1								
CLO3 To identify basic criteria and procedures for tea brewing, tasting and evaluation, which lead to tea appreciation and life enjoyment	1.1								
CLO4 To express the understanding of tea is a lifestyle and cultural product	1.1							4.8	5.9

Remarks :

- a. Each CLO should clearly correspond to the MU-GE LOs at the Sub LO level to show a clear connection and is shown in "Table 1".
- b. Describe the MU-GE LOs and Sub LOs in details in "Table 2 LOs that the course is responsible for".



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. 1.1 Identify concepts related to the context of learned issues/topics
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.	4.8.1 Communicate/present ideas effectively both oral & written forms to appropriate audience, such as verbal discussion with peers, and written project reports.
MLO9 Collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time	5.9.1. Collaborate effectively with others as a responsible team member to achieve team goals in time 5.9.2. Interact with others respectfully, either as a team member or leader, to create a productive teamwork

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

Competences	LOs:	Sub LOs:
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<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 a 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. Identify concepts related to the context of learned issues/topics 2. Demonstrate ICT literacy: use appropriate technology to find, evaluate, and ethically used information 3. Collect, analyze, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems 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>1. Apply simple mathematical methods to the solution of 'real-world' problems 2. Make judgement & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives 3. Apply concept of process management to solve problems</p>
<p>2. Creativity & Innovation: Show 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</p>	<p>3. Acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation</p>	<p>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</p>
	<p>4. Create a novel or unique ideas, question, format, or product within a particular framework</p>	<p>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</p>
	<p>5. Explore and situate oneself in a new physical environment and</p>	<p>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 problems or situation at hand</p>



	intellectual perspectives	
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	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 principles 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.	1. Communicate/present ideas effectively both oral & written forms to appropriate audience, such as verbal discussion with peers, and written project reports. 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



<p>5. Collaboration and Working with team: Collaborate and work effectively with team to arrive at team goals</p>	<p>9. Collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time</p>	<p>1. Collaborate effectively with others as a responsible team member to achieve team goals in time 2. Interact with others respectfully, either as a team member or leader, to create a productive teamwork</p>
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