

Course Report

Name of Institution

King Mongkut's University of Technology Thonburi

Campus/Faculty/Department

Bangmod Campus/School of Information Technology/Computer Science and IT Programs

Section 1: General Information

1. Course title and code

INT710 Research Methodology

2. Pre-requisite

None

3. Responsible faculty, lecturer, and section

Assoc. Prof. Jonathan H. Chan, Ph.D.,
Asst. Prof. Suree Funilkul, Ph.D.

4. Course semester/academic year

First semester of 2014 academic year

5. Place of study

School of Information Technology, King Mongkut's University of Technology Thonburi

5.1 Classes were held in Meeting room 2

Section 2: Teaching and Learning Management Compared to a Teaching Plan

1. Report of teaching hours compared to a teaching plan.

Topics	Planned Hours	Teaching Hours	Specify the reasons if it is different from the plan by more than 25%
Research terminology and scientific methods	3	3	
Designing and implementing a research project	3	3	
Scientific and electronic publishing	3	3	
Variable Determination and Hypothesis	3	3	
Data Collection	3	3	

Topics	Planned Hours	Teaching Hours	Specify the reasons if it is different from the plan by more than 25%
Design of questionnaire	3	3	
Data Analysis	3	3	
Interpretation of results	3	3	
Research conclusion	3	3	
Communicating research results	3	3	
Ethics in research	3	3	
Case study I	3	3	
Methodology issues in CS/IT research	3	3	
Case study II	3	3	
Course review + final project presentations	3	3	

2. Teaching topics not covered by the plan.

2.1 None

3. Efficiency of teaching towards learning outcomes, as specified in course design.

Domains of learning outcomes	Teaching methodology	Efficiency (high, medium, low)	Specify problems found in teaching. Give suggestions
Morals and Ethics	<ul style="list-style-type: none"> - Lecture-based with variety of problems applicable to moral and ethical situations - In-class case studies based on group participation - Take-home case study related to morals and ethics 	high	None
Knowledge	<ul style="list-style-type: none"> - Lecture, discussion, presentation, case studies, extra reading on group project, and assignment 	medium	None
Analytical Skills	<ul style="list-style-type: none"> - Discuss the principles of systematic thinking, problem solving and decision making processes in different lectures - Use of practical case studies from the internet as well as local case studies to illustrate the above processes 	medium	None
Communication skills, teamwork and responsibility	<ul style="list-style-type: none"> - Individual & group assignments on info searching and reading - Project presentation and report - Class discussions - Case studies and analysis 	medium	None

Domains of learning outcomes	Teaching methodology	Efficiency (high, medium, low)	Specify problems found in teaching. Give suggestions
Numerical analysis and IT	<ul style="list-style-type: none"> - Self study using information from E-Learning and Web. Submit it with actual statistics and reliable references. - Project presentation with proper techniques and technologies 	low	None

4. Teaching improvement

- 4.1 Continue to encourage students to express idea in public and practice the use of English language as often as possible. Share this suggestion with other lecturers to improve interpersonal skill of students

Section 3: A Summary of Teaching and Learning Result

1. Number of students registered for the course.

6 students

2. Number of students at the conclusion of the semester.

6 student

3. Number of students who withdrew from the course.

None

4. Variability of scores level (grade).

Grade	Amount	Percentage
A	3	50
B+	3	50
B	0	0
C+	0	0
C	0	0
D+	0	0
D	0	0
F / Fe	0	0

5. Factors influencing unusual scores level.

None.

6. Error from evaluation plan.

6.1 None

6.2 Errors about setting time for assessment.

6.2.1 None

6.3 Errors about assessment procedures.

6.3.1 None

7. Revision of student efficiency.

7.1 In the context of verification of student learning outcomes, both the content of examinations (midterm and final) and the final grades were reviewed by both lecturers and the final score approved by the School.

Section 4: Problems and Effects of Course Management

1. Teaching resources and facilities problem

1.1 None

2. Management and organization problem

2.1 None

Section 5: Course Evaluation

1. Result of student course evaluations

1.1 Feedback from student evaluations.

1.1.1 The following are the three highest and lowest evaluation scores and some feedbacks from the students:

Highest:

- Starts and ends lessons punctually.
- The class handouts and learning materials are well prepares organized.
- Provides opportunities to ask question.

Lowest:

- Provides contact opportunities outside class.
- Recommended textbooks, books and other sources of information.
- The teaching techniques stimulate your interests in the subject.

Feedbacks:

- "Thank you for all you advise"

1.2 Lecturer's opinion of student feedback.

The lowest scores are noted. However, these scores are still at 4 out of 5.

2. Result of course evaluation from other evaluation methods.

2.1.1 None

2.2 Lecturer's opinion on feedback - None

Section 6: Improvement Plan

1. Progression of teaching improvement plan as presented in the previous course report.		
Improvement plan that was proposed in the previous semester/academic year	Describe whether it was conducted as planned. If not, give reasons. Also results.	
None for the improvement plan. However, there was an suggestion to the responsible program lecturer that adequate English skills are essential for this research methodology course. Perhaps we should impose a minimum English requirement as a prerequisite for this course, or at least require the weaker students to do self study to improve on their English skills.	In addition to having a Research Methodology course being offered in Thai, ELCS is in the process of setting up academic writing course for all PhD students. Other full-time postgrad students should be able to join also.	
2. Other methods for course improvement. - None.		
3. Suggestion for improvement plan for the next semester/academic year. - None		
Suggestions	Working Period	Responsible Persons
- None	-	-
4. Suggestion from responsible course lecturer to responsible program lecturer. - Adequate English skills are essential for this research methodology course. Perhaps we should impose a minimum English requirement as a prerequisite for this course, or at least require the weaker students to do self study to improve on their English skills.		

Responsible course lecturerJonathan H. Chan.....

Signature Submitted Date29/12/2014.....

Responsible program lecturer

Signature Received date