Course Specification

Institution
Siam University

Section 1 Course characteristics and general information

1. Course Code and Title 117-601 Dreams, Idea, and Sustainability According to Sufficiency Economy Philosophy
2. Total Credits 3 Credits 3(3-0-6)
3. Program and Type of Course General Education (Module 3: Entrepreneurship, Innovation and Sustainable) **Module Learning Outcome** Learners will have a growth mindset, knowledge, and skills to create and manage projects that have a positive and sustainable impact on the economy, society, and the environment, with a focus on SDG 8 (Decent Work and Economic Growth), SDG 11 (Sustainable Cities and Communities), SDG 12 (Responsible Consumption and Production), SDG 13 (Climate Action), and SDG 17 (Partnerships for the Goals). This will lead to an entrepreneurial mindset, incorporating the principles of the Sufficiency Economy Philosophy into their approach.
4. Faculty Member Responsible for the Course (Coordinator) **4.1 Lecturers** Assist. Prof. Dr. Somruedee Thaiphanit Assist. Prof. Dr. Trithos Kamsuwan Asst. Prof. Dr. Yutthana Srisavat Dr. Nisachon Rattanamanee Mr.Thachagorn Chansema **4.2 Course Coordinator** Mr.Tachagorn Chansema and Assist. Prof. Dr. Somruedee Thaiphanit
5. Semester and Year of Study 1st semester of 2025

6. Pre-requisite(s) (If any) No
7. Co-requisite (If any) No
8. Venue Siam University
9. Latest Date of Course Specification (TQF 3) Development or Modification August, 2025

Section 2 Objectives

1. The aim of the course

This course integrates the Sufficiency Economy Philosophy (SEP), Sustainable Development Goals (SDGs), and green technology with green skills to foster a holistic understanding of sustainable development. Through Living Labs' hands-on interactions, students will develop critical thinking, problem-solving, and entrepreneurial skills with a growth mindset, while ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.

2. The objective in developing the course

1. Cultivate a growth mindset, discipline, social responsibility, and effective collaboration skills, enabling students to design personal and professional life goals and work effectively in diverse teams.
2. Provide integrated knowledge of the Sufficiency Economy Philosophy (SEP), Sustainable Development Goals (SDGs), green technology, and the Bio-Circular-Green (BCG) economy model, enabling students to analyze real-world situations and identify opportunities for sustainable development.
3. Develop students’ critical and creative thinking abilities to assess community needs and propose solutions that address economic, social, and environmental challenges using green skills, appropriate tools, and innovative approaches.
4. Enable students to design, develop, and present group projects that address relevant SDGs through Living Lab-based learning, demonstrating practical application of course concepts and the potential for extension into sustainable business plans in subsequent courses.

Section 3 Course Description and Implementation

1. Course Description

Developing dreaming, futures thinking, and analytical thinking process with growth mindset by analyzing global trends and needs for sustainable development. Students will learn to develop thinking processes, design concepts, analyze new needs considering sustainable development and the United Nations' sustainable development goals to foster innovation and living goals through learning activities based on the concept of living lab, group projects and case studies applying the concept of Sufficiency Economy Philosophy to daily life and entrepreneurship with consideration to economy, society and environment dimensions.

2. Number of Hours per Semester

Interactive lecture	Tutorial	Practice/Field Experience/Internship	Self-directed Learning
45	none	none	90

3. Number of hours provided for academic advice and guidance to students

3 hours per week

Section 4: Development of Student Learning Outcomes

Course Learning Outcomes

CLO 1 : Demonstrate a growth mindset, discipline, social responsibility, and effective teamwork skills by designing personal and professional life goals and collaborating productively with others in diverse contexts.

CLO 2 : Explain and integrate knowledge of the Sufficiency Economy Philosophy (SEP), Sustainable Development Goals (SDGs), green technology, and the Bio-Circular-Green (BCG) economy model to analyze situations and identify opportunities for sustainable development.

CLO 3 : Apply critical and creative thinking to assess community needs and propose solutions that address economic, social, and environmental challenges using green skills, appropriate tools, and innovative approaches.

CLO 4 : Design, develop, and present a group project using storytelling that aligns with relevant SDGs through Living Lab-based learning, demonstrating the application of course concepts and potential for extension into sustainable business plans in subsequent courses.

National qualifications framework

Course		Knowledge		Skills			Ethics			Character		
Course Code	**Course Title**	**1.1**	**1.2**	**2.1**	**2.2**	**2.3**	**3.1**	**3.2**	**3.3**	**4.1**	**4.2**	**4.3**
117-601	Dreams, Idea, and Sustainability According to Sufficiency Economy Philosophy	●	●				O		●	O		

Sign: ● Major Responsibility O Minor Responsibility

National qualifications framework	Teaching Methods	Evaluation Methods
Knowledge (K) - Explain and integrate knowledge of SEP, SDGs, Green Technology, and the BCG Model. - Analyze situations and identify opportunities for sustainable development.	- Lecture - Case study - Project-based learning - Self-directed learning (e-Learning)	- Quiz/Test - Observation of learning participation - Evaluation of project work and presentations
Skills (S) - Apply critical and creative thinking to problem-solving. - Propose solutions that address economic, social, and environmental issues using appropriate tools and green skills.	- Workshop - Group work - Discussion & brainstorming - Community-based learning	- Performance assessment during activities - Group project assessment - Practical assignments
Ethics (E) - Demonstrate discipline, responsibility, and social awareness in learning and working. - Show respect for diverse opinions and perspectives.	- Observation of participation and behavior - Group discussion and feedback sessions	- Behavior observation in learning and group activities - Evaluation of participation and contributions
Character (C) - Demonstrate a growth mindset. - Engage in self-reflection to improve learning and personal development.	- Experiential learning - Reflection	- Self-reflection report - Peer review

Section 5 Teaching and Evaluation Plans

1. Teaching Plan						
	Topic	**Hours**	**Learning Activities**	**Teaching Materials**	**Evaluation**	**Instructor**
1 19 Aug 25 13:00 -16:00	**Course Introduction and Ice Breaking**	3	Explain course structure, linkage with SDGs, assessment criteria, and group formation for CSR projects.	PowerPoint, Course Outline, Menti.com, Flip chart	Class participation, Q&A	Thaiphanit et al.
2 21 Aug 25 9:00 -12:00	**E-learning : Innovation**	3		https://moocs.nia.or.th/	**Certification**	Thaiphanit et al.
3 26 Aug 25 13:00 -16:00	**Dreams & Idea Generation for Your Community**	3	Workshop	PowerPoint, Menti.com, Flip chart	Class participation, **1 Poster**	Thaiphanit et al.
4 28 Aug 25 9:00 -12:00	**Critical & Creative Thinking**	3	Workshop	Case study, Menti.com, Padlet, **Uni-Graz (Erasmus+) E-learning : Decision Making for Sustainable Development**	Participation, **Short note**	Srisavat et al.

5 2 Sep 25 13:00 -16:00	**SEP & SDGs Overview**	3	Lecture and case study analysis on applying SEP and linking it with SDGs.	PowerPoint, Case study videos, Handouts	Group discussion, **short quiz**	Chansema et al.
6 4 Sep 25 9:00 -12:00	**E-learning : State of Green**	3		https://stateofgreen.com/en/	**1 video clip** (State of Green: Pathway to a Sustainable Future)	Kamsuwan et al.
7 9 Sep 25 13:00 -16:00	**Green Skills & Green Technology**	3	Learn and analyze examples of green technology and green skills through station learning and case studies.	PowerPoint, Video examples, Handouts	**Worksheet** (identifying suitable green technologies for the community)	Kamsuwan et al.
8 11 Sep 25 9:00 -12:00	**Community Fieldwork (Living Lab)**	3	Field survey, data collection, stakeholder interviews, photo and data documentation.	Fieldwork record forms, Camera, Voice recorder	Fieldwork report	Chansema et al.
9 16 Sep 25 13:00 -16:00	**Community Data Analysis**	3	Analyze data using Fishbone Diagram, PESTEL, and SWOT to identify causes and development opportunities.	Whiteboard, PowerPoint, Analysis tools	Problem analysis assignment	Chansema et al.

10 18 Sep 25 9:00 -12:00	**Applying Green Tech and BCG in Projects**	3	Workshop on matching technology to problems and applying the BCG model in project development.	PowerPoint, Project examples, BCG diagram, **Uni-Graz (Erasmus+) E-learning : Sustainability and Circular Economy**	Technology selection and planning exercise, **short note**	Thaiphanit et al.
11 23 Sep 25 13:00 -16:00	**Project Feasibility Assessment**	3	Analyze project feasibility in four aspects: technical, financial, marketing, and social.	PowerPoint, Feasibility template	**Feasibility analysis assignment**	Srisavat et al.
12 25 Sep 25 9:00 -12:00	**CSR Project Design**	3	Group work to write CSR project proposals using the provided template.	PowerPoint, Proposal template	**Draft group project proposal**	Rattanamanee et al.
13 30 Sep 25 13:00 -16:00	**Impact Assessment**	3	Workshop on impact mapping and basic SROI calculation.	PowerPoint, Impact Mapping tool	**Project impact map**	Srisavat et al.
14 2 Oct 25 9:00 -12:00	**Project Storytelling/ Exhibition**	3	Present project outcomes in pitching format and set up for exhibition.	PowerPoint, Poster, Project video	**Evaluation based on rubric**	Course Instructor and all students
Final Exam (Paper) Date 8 Oct 25, Time 13:15 - 16:15						

2.Evaluation Plan	
Learning Outcomes	**Evaluation Methods**
CLO 1: Demonstrate a growth mindset, discipline, social responsibility, and effective teamwork skills by designing personal and professional life goals and collaborating productively with others.	- Class participation observation - Self-reflection report - Peer review - Group project collaboration assessment
CLO 2: Explain and integrate knowledge of SEP, SDGs, green technology, and the BCG economy model to analyze situations and identify opportunities for sustainable development.	- Quizzes/short tests - Case study analysis reports - Group discussion evaluation - Individual written assignments
CLO 3: Apply critical and creative thinking to assess community needs and propose solutions that address economic, social, and environmental challenges using green skills and appropriate tools.	- Problem analysis assignments (Fishbone, PESTEL, SWOT) - Workshop performance evaluation - Feasibility analysis report
CLO 4: Design, develop, and present a group CSR project using storytelling that aligns with relevant SDGs through Living Lab-based learning, demonstrating application of course concepts.	- Project proposal evaluation - Impact mapping & SROI assessment - Final pitching/exhibition rubric-based assessment

Evaluation Methods	**Learning Outcomes**	**Class**	**Proportion of Evaluation (%)**
Written final exam (covering all CLOs)	CLO 1, CLO 2, CLO 3, CLO 4	All sessions	30%
Group CSR project evaluation (proposal, impact mapping, storytelling/exhibition)	CLO 4	Sessions 11–14	30%
Participation in activities inside and outside the classroom	CLO 1	All sessions	10%
Individual assignments - Certification 5% - Poster 10% - Short note 10% - Video clip 5%	CLO 2, CLO 3	Sessions 1–10	30%

This course will follow the following grading structure:

Score (%)	Grade
80-100	A
75-79	B+
70-74	B
65-69	C+
60-64	C
55-59	D+
50-55	D
0-49	F

Section 6 Teaching & Learning Resources

1. Main Texts and Teaching Materials

Teaching materials by instructor.

2. Recommended Teaching Resources (books, journals, websites, and other documents recommended for additional reading)

1. กรมส่งเสริมการเกษตร. (2563). *ปรัชญาของเศรษฐกิจพอเพียงกับการพัฒนาที่ยั่งยืน*. กรุงเทพฯ: กรมส่งเสริมการเกษตร.
2. คณะกรรมการพัฒนาการเศรษฐกิจและสังคมแห่งชาติ. (2565). *แผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13 (2566–2570)*. กรุงเทพฯ: สำนักงานสภาพัฒนาการเศรษฐกิจและสังคมแห่งชาติ.
3. ปรีชา เปี่ยมพงษ์สานต์. (2561). *การจัดการเชิงกลยุทธ์เพื่อความยั่งยืน*. กรุงเทพฯ: จุฬาลงกรณ์มหาวิทยาลัย.
4. สำนักงานสถิติแห่งชาติ. (2565). *สถิติสิ่งแวดล้อมแห่งชาติ*. กรุงเทพฯ: สำนักงานสถิติแห่งชาติ.
5. วิเชียร ชุติมาสกุล. (2560). *การคิดเชิงวิพากษ์และการคิดเชิงสร้างสรรค์*. กรุงเทพฯ: ซีเอ็ดยูเคชั่น.
6. Auktor, G. V. (2020). Green industrial skills for a sustainable future. United Nations Industrial Development Organization, Vienna.
7. Dieffenbacher, S. F., Hüttinger, C., Zaninelli, S. M., Lines, D., & Rein, A. (2024). How to Create Innovation: The Ultimate Guide to Proven Strategies and Business Models to Drive Innovation and Digital Transformation. Wiley.
8. Dweck, C. S. (2560). ใช้ความคิดเอาชนะโชคชะตา (Mindset). แปลโดย เรืองชัย รักศรีอักษร. กรุงเทพฯ: วีเลิร์น.
9. Garrett Gee. (2024). The Hacker Mindset: A 5-Step Methodology for Cracking the System and Achieving Your Dreams. Matt Holt.
10. Sachs, J. D. (2015). *The Age of Sustainable Development*. Columbia University Press.

11. United Nations. (2015). *Transforming our world: The 2030 Agenda for Sustainable Development*. United Nations.
12. Elkington, J. (2018). *25 Years of Triple Bottom Line*. Harvard Business Review Press.
13. Osterwalder, A., & Pigneur, Y. (2010). *Business Model Generation*. Wiley.
14. Raworth, K. (2017). *Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist*. Chelsea Green Publishing.

E-learning

1. **Thai MOOC** – National Open Online Courses Platform (by Thailand Cyber University Project)
   Website: https://thaimooc.org
   Courses: การเรียนรู้อย่างมีเป้าหมาย ,ปรัชญาของเศรษฐกิจพอเพียงสู่ SDGs , การทำวิจัยและเก็บข้อมูลชุมชน, การวิเคราะห์ข้อมูลเพื่อการพัฒนา, ทักษะสีเขียวและเทคโนโลยีเพื่อสิ่งแวดล้อม, BCG Economy Model, การจัดการคาร์บอนฟุตพรินต์, การคิดเชิงวิพากษ์และสร้างสรรค์, การวิเคราะห์ความเป็นไปได้ของโครงการ, การออกแบบโครงการเพื่อความยั่งยืน, การประเมินผลกระทบโครงการ, การนำเสนออย่างมีประสิทธิภาพ, การสะท้อนการเรียนรู้
2. **SET e-Learning** – Online Learning by The Stock Exchange of Thailand
   Website: https://elearning.set.or.th Courses: Mindset for Success , Pitching Ideas
3. **UN SDG: Learn** – United Nations Learning Platform for Sustainable Development
   Website: https://www.unsdglearn.org
   Courses: Introduction to the Sustainable Development Goals (SDGs) , Climate Change: From Learning to Action
4. **Coursera (Thai Partner Universities)** – MOOC platform with Thai university courses offering certificates
   Website: https://www.coursera.org
   Courses: Social Entrepreneurship , Design Thinking for Innovation
5. **FutureLearn – Environmental & Sustainability Courses**
   Website: https://www.futurelearn.com
   Courses: The Sustainable Development Goals – A Global, Transdisciplinary Vision for the Future, Circular Economy for a Sustainable Future

Section 7: Course Evaluation and Improvement

1. Evaluation Strategies for Course Effectiveness by Students

- The students must do class evaluation sheet that includes teaching method, teaching activity in and out classroom, supportive items which effect learning process and learning outcome and make any advice submitted to Faculty for development by university network.

2. Teaching Evaluation Strategies

- Students must evaluate and send questionnaire at the end of each lesson and class.
- Observe the student from discussion during class, class activity and outside classroom.
- Result of examination and student's study outcome.
- Colleague observes teaching by evaluation form.

3. Teaching Improvement

- Teacher re-evaluates and improves his/her teaching model from efficiency outcome of each course, collects summative file, and reports progress of class (course experience report) in each semester
- Setup workshop for improving teaching proficiency.
- Analyzed examination topic to improve education proficiency.

4. Verification of Students Achievements in the Course

(1) Students must evaluate teaching activities of each course.

(2) Course Committee combine lesson plan/ lesson module, congregates plan /class planning for teaching, examination, grade point, and evaluation method and submit to Curriculum Committee: Faculty Committee, and Committee of Development and Standard of General Education.

(3) Committee of Development and Education Standard of General Education would evaluate the course before class begins and at the end of semester e.g.

- Harmony of course planning, lesson plan, and teaching model.
- Suitability of examination and method for measurement.
- Relation between question and standard of knowledge.
- Form using in measurement and outcome evaluation.
- Inspect cumulative lesson report file.
- Result of grade report, examination, and project reports.
- Inspect evaluation form and process of evaluation in practical class.
- Inspect medical procedure skills and all students' reports.
- Inspect student grading system.

In case that Committee of Development has any suggestions or comments before class planning, Course Committee must accept and follow those advice appropriately.

If Committee of Development has any suggestions or comments at the end of semester, Course Committee must accept those advice or suggestions as information in annual meeting and process / develop for the next year semester plan.

5. Course Review and Improvement Plan for Course Effectiveness

- After the evaluation and re-audit efficacy of the course, planning for Curriculum Development and detail course planning are supposed to be revised for the improving educational quality every 1 year.

..... (Mr. Tachagorn Chansema) 18/Aug/2025	..... (Asst. Prof. Dr. Somruedee Thaiphanit) 18/Aug/2025
Course Coordinator	
Approved by ..... (Asst. Prof. Dr. Somruedee Thaiphanit) Responsible Person for General Education Module 3 18/Aug/2025	**Endorsed by** ..... (Mr. Thanarak Pongpetra) Chairman, Committee on Standards Supervision and Curriculum Development for General Education Courses ...../...../.....