

## COURSE DETAILS

### 10103 Life Skills

(6 credits)

#### *Course Learning Outcomes*

1. To gain skills in communication, acquiring common knowledge, and using technology in everyday life.
2. To gain skills in thinking, analyzing and problem-solving in various situations.
3. To develop oneself in the areas of morality, ethics and human relations.

#### *Course Description*

To gain necessary life skills in society such as a hunger for knowledge, how to gain knowledge and continuously seek further self-development; be able to use technology efficiently; apply reasoning, analytical thinking, problem-solving, and negotiation skills; learn the principles of self-management, emotional control, and stress management; to develop oneself to have morality, ethics, proper human relationships, manners and etiquette.

### 10111 English for Communication

(6 credits)

#### *Course Learning Outcomes*

1. To be able to use English as a means for communication.
2. To study structures, vocabulary and important English idioms.
3. To equip students with skills in listening, speaking, reading and writing in English for accuracy and appropriateness in various situations

#### *Course Description*

Structure, vocabulary and English idioms used in listening, speaking, reading and writing English for communication.

### 10121 Human Civilization

(6 credits)

#### *Course Learning Outcomes*

1. To have knowledge on Eastern and Western civilization in terms of politics, economy, and society.
2. To understand human civilization in the past which is fundamental of the current civilization.
3. To realize and appreciate the values of human civilization.

#### *Course Description*

Knowledge on Eastern and Western civilization human has created in terms of politics, economy, society, wisdom, arts, as well as science and technology.

### 10131 Human Society

(6 credits)

#### *Course Learning Outcomes*

1. To understand the existence of human community and society.
2. To understand the political, legal, economic and social mechanisms affecting an organization of human society.
3. To promote the responsibility to the society and nation.

**Course Description**

Basic characteristics of being human; cohesion into communities and societies; human distribution and settlements; the components of society; human behavior in society; political, legal, economic and social mechanisms affecting the organization of human society; social problems and methods to solve them; promotion of a good society.

**10141 Science, Technology and Environment for Life****(6 credits)****Course Learning Outcomes**

1. To gain knowledge about the concepts, rules and development of science and technology, and how they influence of thought and human livelihood.
2. To gain knowledge about the evolution of living things and human beings.
3. To understand the relationship between humans, the environment, and the effects of science and technology on the environment.
4. To gain knowledge of the applications of science, technology, and mathematics in daily life.
5. To enhance scientific thinking and awareness of the need for environmental preservation.

**Course Description**

Concepts, theories, critical thinking, rules and development of science and technology; natural history concerning human beings; the parts of the human body; humans and the environment; hygiene and nutrition; the application of science, technology, and mathematics in everyday life.

**10151 Thai Studies****(6 credits)****Course Learning Outcomes**

1. To learn about Thailand's history, society, language and culture.
2. To be able to apply the course knowledge to daily life.
3. To understand and take pride in what it means to be Thai.

**Course Description**

Knowledge about Thai in terms of history, settlement, politics, economy, culture, religion and ritual, language and literature, arts and culture.

**20301 Educational Technology and Communication****(6 credits)****Course Learning Outcomes**

1. To acquire knowledge and understanding of innovations and scope of educational technology and communications.
2. To acquire knowledge and understanding of the scope of educational communications including various types of educational media that are used in learning.
3. To realize the importance of using educational technology and communications in organizing the educational systems in the school system, in the non-formal and informal education system, and in the organization of education at home and in the community.

**Course Description**

The study of innovations and educational technology that are the scope of educational technology related to the organizing and designing of the educational system; behaviors, methods and educational communications affecting the organizing of environmental condition, educational management and evaluation; the relationship between educational communications and the media; the educational media covering the printed media for education, audio-visual media for education, audio media for education, picture media for education, electronic and social media for education; the media related to presentation in the forms of exhibition media and

three dimension media for education, method media and learning center; the effects of educational technology and communications on the formal education system, non-formal education and informal education system; and organizing of education at home and in the community in order to take the knowledge and understanding to be applied for educational management.

### **20302 Statistics, Research and Evaluation in Education**

**(6 credits)**

#### ***Course Learning Outcomes***

1. To acquire fundamental knowledge about principles of statistics, research and evaluation in education.
2. To be able to design, conduct a research and evaluation in education.
3. To be able to employ appropriate statistical Methods for research and evaluation in education.
4. To be able to integrate research and evaluation for educational development.
5. To be able to apply research and evaluation results for educational development.

#### ***Course Description***

Fundamental knowledge in research, research implementation, research design, research for formal and nonformal educational development, fundamental knowledge on educational measurement and evaluation, evaluation in classroom, research integration, measurement and evaluation for formal and nonformal instructional development, instrument and construction of research instrument for data compilation, development of instrument for cognitive measurement, construction and development of instrument for affective measurement, construction and development of instrument for psychomotor measurement, data compilation for research and evaluation in education, fundamental statistics for research and evaluation in education, data preparation and analysis statistics, presentation of data analysis results, conclusion and discussion of results, evaluation, presentation of research results, use of research results and evaluation for educational development.

### **20303 Psychology and Learning Methodology**

**(6 credits)**

#### ***Course Learning Outcomes***

1. To acquire knowledge and understanding of principles, concepts and psychological theories related to teachers and educational professionals.
2. To be able to apply psychological principles, concepts and theories to develop learners and manage learning effectively.
3. To acquire knowledge and understanding of principles, concepts and theories relating to learning patterns both in formal and non-formal educational teaching.
4. To possess ability in practical application of knowledge in efficient development of learners and instructional management through both formal, non-formal and informal system.

#### ***Course Description***

Principles, concepts and theories of child developmental psychology, adolescents and adults educational psychology popular intellectual group Humanist group and behavior groups psychology for guidance counseling psychology theoretical group that emphasizes thought and reason Group of theories that emphasize emotions and feelings and theoretical groups that emphasize behavior personality psychology social psychology community psychology.

Learning psychology and informal education and informal education and applying psychological principles, concepts and theories in learning management science and art in formal and informal education management learning theory and teaching both in the system and outside the system.

**21001 Child Development and Learning in Early Childhood****(6 credits)*****Course Learning Outcomes***

1. To equip learners with knowledge and understanding on concepts of development and learning of early childhood children including related theories in early childhood education.
2. To equip learners with knowledge and understanding on characteristics of child development according to age and learning styles of early childhood children.
3. To equip learners with knowledge and understanding of early childhood children desirable characteristics and competencies.
4. To equip learners with knowledge and understanding of essential factors that influence early childhood children's development and learning.
5. To enable learners to observe, follow up, and evaluate early childhood children's development and learning.
6. To enable learners to apply learning innovations knowledge to furnish provision of experiences.
7. To enable learners to apply environment arrangement knowledge to foster early childhood children.

***Course Description***

Definition and importance of development and learning of children from newborn to aged six; concepts and theories related to early childhood development and learning; desirable characteristics and competencies according to age of early childhood children; thinking process of early childhood children, learning styles of early childhood children and brain-based learning innovations; factors influencing development and learning of early childhood children; the surveillance, follow-up, and evaluation of early childhood children's development and learning; the problems of early childhood children's development and learning and finding ways for their solutions; and application of learning innovations in provision of experiences and arrangement of environment to foster early childhood children.

**21002 Communication Innovation for Early Childhood Development****(6 credits)*****Course Learning Outcomes***

1. To equip learners with knowledge and understanding on concepts of communication innovation for development of children from newborn to aged six.
2. To enable learners to choose, select, design, produce or create communication innovations, as well as to give advices on how to efficiently use communication innovations for early childhood development creatively and relevant to problems and needs of children from newborn to aged six.
3. To enable learners to integrate knowledge and understanding on communication innovations to support development of children from newborn to aged six in accordance with conditions of problems and needs of the children effectively and efficiently.

***Course Description***

Definition and importance of communication innovation for early childhood development; skills in communication innovation and media, including various forms of technology for communication; choosing and selection of related communication innovations; principles and process of producing and designing of communication innovations and using media for early childhood development; and conditions, problems, and needs related to communication innovations for early childhood development.

**21003 Play, Toys and Playthings for Early Childhood****(6 credits)*****Course Learning Outcomes***

1. To equip learners with knowledge and understanding on concepts and theories related to play for early childhood development.
2. To equip learners with knowledge and understanding about relationship between play and developmental learning, play characteristics and behaviors of early childhood children.
3. To equip learners with knowledge and understanding on toys and the provision of play activities for early childhood children.
4. To equip learners with knowledge and understanding on factors influencing play for early childhood development.
5. To enable learners to evaluate play behaviors and analyze problems of play behaviors of early childhood children in order to propose guidelines for problem solving.
6. To enable learners to design and develop toys and playthings to enhance development and learning in early childhood children appropriately.
7. To enable learners to apply knowledge for provision of play activities and environment that enhance learning of early childhood children

***Course Description***

Key concepts on play for children from newborn to aged six; relationship between play and learning development of the children; play characteristics and behaviors according to age for children from newborn to aged six; factors influencing play of children; encouraging children to play in order to enhance development and learning, roles of parents and concerned people in selecting toys and playthings appropriate for children development; designing and development of toys and playthings to enhance development and learning of children; play behavior problems of children and guidelines for their solutions; innovations that support play experience of early childhood children; environment arrangement innovations that facilitate plays of early childhood children; evaluation of early childhood children's play behaviors; and advocacy campaigns for early childhood children.

**21004 Family Studies and Early Childhood Development****(6 credits)*****Course Learning Outcomes***

1. To equip learners with knowledge and understanding of concepts on family and family studies.
2. To equip learners with knowledge and understanding of family development tasks and family functions in early childhood development.
3. To equip learners with knowledge and understanding of principles and models of early childhood development based on Thai lifestyle.
4. To equip learners with knowledge and understanding of factors influencing family in early childhood development.
5. To enable learners to evaluate family problems in early childhood development and identify solutions for the problems.
6. To enable learners to apply knowledge and innovations on family living for early childhood development suitable for children potentiality.

### ***Course Description***

Definition and importance of family; family studies and learning of family life skills; family development tasks and family function during the period of having early childhood children; principles and models in child rearing and development based on Thai lifestyle; factors influencing the family in early childhood development; evaluation of problem conditions of the family in early childhood development and guidelines for their solutions; application of family living and family study innovations to foster early childhood development on positive disciplines; promotion of family hygiene; communication for good relationship in family; enhancement of values and morality in family; coping with crisis in family; and family empowerment.

### **21005 Assessment and Behavioral Enhancement in Early Childhood**

**(6 credits)**

#### ***Course Learning Outcomes***

1. To equip learners with knowledge and understanding of theories on behaviors and behavioral enhancement in early childhood.
2. To equip learners with knowledge and understanding of principles, guidelines, and methods concerning assessment and behavioral enhancement of early childhood children.
3. To enable learners to analyze problems and find solutions to solve behavioral problems of early childhood children appropriately.
4. To enable learners to select and use instruments in assessment of early childhood children appropriately.
5. To enable learners to assess children's behaviors, organizing and applying data in behavioral enhancement of early childhood children.
6. To enable learners to enhance desirable behaviors that are appropriate for the children's age.
7. To equip learners with knowledge and understanding of influential factors and roles of concerned parties in assessment and behavioral enhancement in early childhood.

#### ***Course Description***

Key concepts, principles in assessment and behavioral enhancement of children from newborn to aged six; theories related to behaviors and behavioral enhancement in early childhood; guidelines in assessment and behavioral enhancement in early childhood; innovations in assessment and behavioral enhancement in early childhood; guidelines for solving behavioral problems in early childhood; selection and using instruments in assessing early childhood children's behaviors; organizing documents and applying assessment results in behavioral enhancement; factors influencing the assessment and behavioral enhancement in early childhood; roles of concerned parties in assessment and behavioral enhancement in early childhood.

### **21006 Well-Being in Early Childhood**

**(6 credits)**

#### ***Course Learning Outcomes***

1. To equip learners with knowledge and understanding of concepts and theories on holistic well-being of early childhood children.
2. To equip learners with knowledge and understanding of needs and factors affecting well-being of early childhood children.
3. To enable learners to evaluate physical, mental, social, and spiritual growths and developments in early childhood.
4. To enable learners to identify common physical health and mental health problems of early childhood children and their solutions.



5. To enable learners to explain guidelines for caring and promoting of holistic well-being of early childhood children by the family, community, preschool children development centers, organizations, and concerned network.

#### ***Course Description***

Definition and importance of well-being of children from birth to six years; the needs and factors affecting early childhood well-being, evaluation of physical, mental, social, and spiritual growths and developments in early childhood; common physical health and mental health problems and their solutions; related health services; and guidelines for caring and promoting of holistic well-being of early childhood children by the family, community, preschool children development centers, organizations, and concerned network.

### **21007 Food and Nutrition for Early Childhood**

**(6 credits)**

#### ***Course Learning Outcomes***

1. To equip learners with knowledge and understanding of food and nutrition for early childhood children.
2. To equip learners with knowledge and understanding of food and nutrition needs of early childhood children in each age group.
3. To enable learners to identify common nutrition problems and food and nutrition safety problems in early childhood, and guidelines for their preventions and solutions.
4. To enable learners to evaluate and surveil nutrition conditions in early childhood.
5. To enable learners to explain guidelines for caring and promoting of nutrition well-being of early childhood children by the family, community, preschool children development centers, organizations, and concerned network.

#### ***Course Description***

Definition and importance of food, nutrients, and nutrition for early childhood children from birth to six years of age; the needs for food and nutrition in each age group of early childhood children; nutrition problems and food and nutrition safety problems in early childhood; guidelines for preventions and solutions of problems; evaluation and surveillance of nutrition condition; guidelines for caring and promoting of nutrition wellbeing of early childhood children by the family, community, preschool children development centers, organizations, and concerned network.

### **21008 Life Skills Development for Early Childhood**

**(6 credits)**

#### ***Course Learning Outcomes***

1. To equip learners with knowledge and understanding of life skills including concepts, principles and theories related to early childhood life skills.
2. To equip learners with knowledge and understanding of components and scope of early childhood life skills.
3. To enable learners to understand influential factors that impact life skills development of early childhood children.
4. To equip learners with knowledge and understanding of the roles of parents and communities in enhancing early childhood life skills.
5. To equip learners with knowledge and understanding of the roles of parents, communities, and media in enhancing early childhood life skills.
6. To enable learners to evaluate early childhood life skills.

### ***Course Description***

Definition and importance of life skills; concepts, principle and theories related to life skills of children from birth to six years of age; emotional, mental and social development; positive social behaviors of early childhood children; components of early childhood life skills; scope of early childhood life skills; influential factors that impact life skills development of early childhood children; life skills in the democratic way of life of early childhood children; developing self-discipline; being a good member of the society; creation of good relationship with the others; giving opinions and expressing emotions; having self-esteem and respecting the rights of oneself and others; emotional and social learning of early childhood children; virtues and morality of living together; constructive problem solving skills and conflict resolution; cultivating and enhancing life skills of early childhood children; the roles of parents, communities, and media in promoting early childhood life skills; and evaluation of early childhood life skills.

### **21009 Environment Management for Early Childhood Development**

**(6 credits)**

#### ***Course Learning Outcomes***

1. To equip learners with knowledge and understanding of concepts, principles, and methods related to environment management for early childhood safety and development.
2. To enable learners to apply knowledge for organizing environment facilitating all domains of early childhood development.
3. To enable learners to apply knowledge for organizing safety environment for early childhood children.
4. To equip learners with knowledge and understanding of the roles of parents and communities in organizing appropriate environment for early childhood children.
5. To enable learners to evaluate the organizing of appropriate environment for early childhood development.

#### ***Course Description***

Concepts, principles and methods of environment management facilitating physical, mental, social, and spiritual development of children from birth to six years of age; concepts, principles and methods of managing safety environment; prevention of accidents and environmental hazards; the roles of parents and community in organizing appropriate environment for early childhood children; and evaluation of appropriate environment management for early childhood development.

### **21010 Caring for Early Childhood with Special Needs**

**(6 credits)**

#### ***Course Learning Outcomes***

1. To equip learners with knowledge and understanding on concepts of caring for early childhood children with special needs.
2. To equip learners with knowledge and understanding on the nature, conditions, and problems of children with special needs.
3. To equip learners with knowledge and understanding on the concepts, principles and Psychology related to children with special needs.
4. To equip learners with knowledge and understanding about screening early childhood children with special needs and early intervention.
5. To equip learners with knowledge and understanding on the roles of concerned persons in caring for children with special needs.
6. To enable learners to apply psychological knowledge in caring for children with special needs appropriately.



7. To equip learners with knowledge and understanding about media, technology, and adaptive equipment using to support children with special needs.
8. To enable learners to acquire knowledge and gain access to service and data sources related to children with special needs.

### ***Course Description***

Definition and importance of caring for children with special needs from birth to six years of age; the nature, conditions and problems of children with special needs; psychology related to children with special needs; principles and concepts of screening early childhood children with special needs and early intervention; principles and concepts in caring children with special needs; qualifications and roles of persons involved with the caring for children with special needs; media, activities and adaptive equipment using in caring for children with special needs; service and data sources related to children with special needs.

## **21223 Guideline in Early Childhood Development**

**(6 credits)**

### ***Course Learning Outcomes***

1. To enable learners to gain knowledge and understanding on concepts of early childhood development.
2. To enable learners to gain knowledge and understanding on the movement of early childhood development, the relationships between family, community and society that foster early childhood children, and child advocacy.
3. To enable learners to gain knowledge and understanding on guidelines for early childhood development of foreign countries and Thailand.
4. To enable learners to apply knowledge concerning principles and methods of early childhood development for provision experiences for early childhood development.
5. To enable learners to gain knowledge and understanding on guidelines for early childhood development and children with special needs.
6. To enable learners to apply knowledge on early childhood development for provision experiences to develop physical, emotional, social, thinking and language of early childhood.
7. To enable learners to gain knowledge and understanding on Developmentally Appropriate Practice (DAP).

### ***Course Description***

Concepts concerning early childhood development; the movement of early childhood development; the relationships between the family, community and society that foster early childhood children; child advocacy; early childhood development in Thailand; provision experiences for early childhood development; principles and methods of provision experiences for early childhood development; guidelines for provision experiences to develop physical, emotional, social, thinking and language of early childhood; and Developmentally Appropriate Practice (DAP); development of children with special needs.

## **21328 Innovation, Media, and Educational Technology in Early Childhood**

**(6 credits)**

### ***Course Learning Outcomes***

1. To equip learners with knowledge and understanding of concepts concerning innovation, media and educational technology for early childhood.
2. To equip learners with knowledge, understanding and skills on development and uses of innovation, media and educational technology to support development, learning, and problem solving of early childhood children.

3. To enable learners to creatively choose, select, and evaluate innovation, media and educational technology for early childhood development in accordance with the social and cultural contexts.
4. To enable learners with knowledge and understanding of the use of digital media, folk media, local wisdom to develop early childhood children.
5. To enable learners to efficiently apply knowledge and understanding about innovation, media and educational technology for early childhood development in accordance to situations and problems of children.
6. To enable learners to analyze problems and obstacles concerning the use of innovation, media and educational technology for early childhood and offer approaches for solving the problems.

#### ***Course Description***

Concepts on innovation, media and educational technology for early childhood development; the scope and types of innovation, media and educational technology for early childhood; the uses of innovation, media and educational technology to support development, learning, and problem solving of early childhood children; the development, choosing, selection, and evaluation of innovation, media and educational technology for early childhood development; digital media; media developed from local materials and local wisdom for early childhood development; the use of innovation, media and educational technology for early childhood development relevant to situations and problems of early childhood individual; and problems, obstacles, of using innovation, media and educational technology for early childhood and approaches for solving the problems.

### **21329 Physical, Emotional, and Social Development in Early Childhood**

**(6 credits)**

#### ***Course Learning Outcomes***

1. To equip learners with knowledge and understanding of principles and concepts concerning early childhood physical, emotional, and social development.
2. To equip learners with knowledge and understanding of factors influencing early childhood physical, emotional, and social development.
3. To equip learners with knowledge and understanding of the roles of people involving early childhood physical, emotional, and social development that can be applied in working with early childhood.
4. To equip learners with knowledge and understanding about organization of experiences for early childhood physical, emotional, and social development.

#### ***Course Description***

The principles and concepts concerning early childhood physical, emotional, and social development; organization of experiences for early childhood physical, emotional, and social development; the application of research findings for early childhood physical, emotional, and social development; influential factors to physical, emotional, and social development of early childhood children; and the roles of people involving early childhood physical, emotional, and social development.

### **21330 Language Development in Early Childhood**

**(6 credits)**

#### ***Course Learning Outcomes***

1. To equip learners with knowledge and understanding of the foundation knowledge of language, concepts and theories concerning language development in early childhood.
2. To equip learners with knowledge and understanding of the appropriate principles and guidelines of language development for early childhood children.
3. To equip learners with knowledge and understanding of influential factors that affect language development for early childhood children.

4. To enable learners to organize language development activities appropriate for the social and cultural contexts of early childhood.
5. To equip learners with knowledge and understanding of the roles of persons involving with language development of early childhood.
6. To equip learners with knowledge and understanding of the literature on language development of early childhood that can be appropriately applied for early childhood's language development.
7. To equip learners with knowledge and understanding of the design and creation of for early childhood.

### ***Course Description***

Foundation knowledge of language; concepts and theories concerning language development of early childhood; factors influencing early childhood's language development; language development for early childhood; the roles of persons involving with language development of early childhood; concepts concerning literature for early childhood; folk literature for early childhood; international literature for early childhood; the selection and uses of books for early childhood; the design and creation of books for early childhood; the literature and behavioral problems of early childhood in the society; and the patterns of presentation of literature for early childhood in mass media.

## **21331 Thinking Development in Early Childhood**

**(6 credits)**

### ***Course Learning Outcomes***

1. To equip learners with knowledge and understanding of concepts and theories concerning thinking development in early childhood.
2. To equip learners with knowledge and understanding of the body of knowledge concerning the brain, thinking, and learning of early childhood.
3. To equip learners with knowledge and understanding about thinking development of early childhood children and to able to apply knowledge to support thinking development of early childhood children.
4. To enable learners to identify factors influencing thinking of early childhood.
5. To equip learners with knowledge and understanding of the roles of persons involving the development of early childhood's thinking and learning, and enable learners to apply the knowledge for working with early childhood children.

### ***Course Description***

The concepts and theories concerning thinking and thinking development of early childhood; the body of knowledge concerning the brain, thinking and learning of early childhood; factors influencing the thinking of early childhood; development of thinking of early childhood; the application of research findings for development of thinking of early childhood; and the roles of persons involving in development of thinking of early childhood.

## **21426 Professional Experience in Early Childhood Development**

**(6 credits)**

### ***Course Learning Outcomes***

1. To equip learners with knowledge and understanding and enable learners to apply knowledge on the work concerning early childhood development, developing skills and competencies on development of early childhood children that are in line with the development, learning, social context, culture, and sustainable development.
2. To equip learners with knowledge and understanding of environment arrangement for early childhood development.
3. To develop learners' personality, attitudes, virtues and ethics appropriate for working with children.

4. To enable learners to have systematic thinking, analytical thinking, synthesis thinking, and numerical analysis ability.
5. To enable learners to study research findings and apply them for early childhood development.
6. To enable learners to solve problems concerning children in community and society.
7. To equip learners with the ability to use information and communication technology for self-development and development of early childhood children and to enable to work with the others.

### ***Course Description***

The application of knowledge and understanding of early childhood development; developing skills and competencies on development of early childhood children in accordance with the development, learning, social context, culture, and sustainable development of early childhood; the arrangement of environment for early childhood development; knowledge management; characteristics of people involving with early childhood; being a good model for early childhood; enhancement of awareness in virtues and morality; development of good attitudes toward working for early childhood development; systematic thinking; analytical thinking; synthesis thinking; numerical analysis ability; research in early childhood; solving of children problems in the community and society; skills for using information and communication technology; and working with the others.

**Last updated: 18-July-2023**

