



Please Specify GE basket

Life Appreciation

Global Citizenship

Critical Thinking

Leadership

Digital Literacy

GE and Course's CLOs Alignment

GE PLO 4	Course Learning Outcomes (CLOs)
Demonstrate the ability to recognize, respect, and value diverse experiences for a healthy life	CLO1 Use basic musicological, aesthetic and physiological terminology to describe and explain acoustic phenomena, their impact and communicative function.
	CLO2 Reflect theoretically upon hearing and listening as sources of well-being
	CLO3 Experience hearing and listening as sources of well-being.
	CLO4 Make sense of music's diversity and issue informed and creative aesthetic judgments.



General Education Course  
Course Title: Listen! Soundscapes, Well-Being and Musical Soul Searching  
Course Code: ICGH 119 / ICGH 114 / ICHM 105

Bachelor's Degree Program: Humanities  
Mahidol University International College  
Division: HLD

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	CLO5 Apply acoustic awareness to the analysis of natural and urban phenomena in order to scrutinize socio-economic dynamics and public health.
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## TQF3 Course Specification

### Section 1 General Information

#### 1. Course Code and Title

In Thai: ICGH 119, sec 1: ฟัง! สภาพแวดล้อมของโซนิก ความเป็นอยู่และการค้นหาจิตวิญญาณดนตรี

In English: ICGH 119, sec 1: Listen! Soundscapes, Well-Being and Musical Soul Searching / ICGH 114: The Sound of Music / ICHM 105: Music Appreciation

2. Number of Credits            4 (4-0-8)  
 (Theory 4 hrs. Self-study 0 hrs Practice 8 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

X M - Mastery	รู้แจ้ง รู้จริง สมเหตุ สมผล
X A - Altruism	มุ่งผลเพื่อผู้อื่น
X H - Harmony	กลมกลืนกับสรรพสิ่ง
X I - Integrity	มั่นคงยิ่งในคุณธรรม
X D - Determination	แน่วแน่ทำ กล้าตัดสินใจ





## Section 2 Aims and Objectives

### 1. Course Goals

Development of acoustic awareness and mindful music listening; appreciation of silence and scrutiny of diverse forms of noise pollution; shaping music listening as genuine aesthetic experience; comprehension of basic acoustic and musicological terminology; introduction to the neurophysiological foundation of listening, emotions and their regulation as well as expressive differentiation.

### 2. Objectives of Course Development/Revision

#### 2.1 Course Objectives

Utilization of and reflection upon recent research that highlights music's potential to advance emotion regulation, interoceptive awareness and neuroplasticity; promotion of embodied cognition and multisensory integration; juxtaposition of music as an art form with soundscapes created by nature, the entertainment industry and commercialized (public) spaces; development of musical literacy.

#### 2.2 Course-level Learning Outcomes (CLOs)

By the end of the course, students are able to

1. CLO1 Use basic musicological, aesthetic and physiological terminology to describe and explain acoustic phenomena, their impact and communicative function.
2. CLO2 Reflect theoretically upon hearing and listening as sources of well-being
3. CLO3 Experience hearing and listening as sources of well-being.
4. CLO4 Make sense of music's diversity and issue informed and creative aesthetic judgments.
5. CLO5 Apply acoustic awareness to the analysis of natural and urban phenomena in order to scrutinize socio-economic dynamics and public health.



### Section 3 Course Description and Implementation

#### 1. Course Description

(In Thai)

การตรวจสอบเสียงและดนตรีในฐานะที่มาของความสุขประสบการณ์ความงามความเป็นอยู่และความเครียด การอภิปรายเกี่ยวกับการแสดงออกของดนตรีและอารมณ์ที่เกิดขึ้น กรณีศึกษาที่เชื่อมโยงประสบการณ์ด้านดนตรีเข้ากับแง่มุมของการฝึกฝนการรับรู้การพัฒนาตนเองสุขภาพของประชาชนและการชื่นชมธรรมชาติ

(In English)

An examination of sound and music as sources of pleasure, aesthetic experience, well-being as well as stress; discussion of music’s expressivity and the emotions it induces; cases studies that link music experience to aspects of perceptual training, personal development, public health and the appreciation of nature.

#### 2. Number of Hours Per Trimester

Theory (hours)	Practice (hours)	Self-study (hours)
4	0	8

#### 3. Number of Hours per Week for Individual Advice

One hour during official office hours and/or upon arrangement.



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:

CLO1 Use basic musicological, aesthetic and physiological terminology to describe and explain acoustic phenomena, their impact and communicative function.

CLO2 Reflect theoretically upon hearing and listening as sources of well-being.

CLO3 Experience hearing and listening as sources of well-being.

CLO4 Make sense of music’s diversity and issue informed and creative aesthetic judgments.

CLO5 Apply acoustic awareness to the analysis of natural and urban phenomena in order to scrutinize socio-economic dynamics and public health.

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	Lecture, Realtime Demonstrations, Music Videos and Sound Files	Quizzes & Participation
CLO2	Lecture, Realtime Demonstrations, Music Videos and Sound Files	Quizzes & Participation
CLO3	Guided Listening Exercises, Realtime Demonstrations, Music Videos and Sound Files	Listening Examination



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CLO4	Verbalization and Transcription Exercises, Realtime Demonstrations, Music Videos and Sound Files	Listening Examination
CLO5	Research Activities, Field Work, Group Work	Final Group Project & Assignment





### Section 5 Lesson Plan and Evaluation

#### 1. Lesson Plan

Week	Topic/Details	Number of hours		Online	Instructors	Note
		Classroom sessions	Practice sessions			
1, Tu/Th, 8-9:50	Introduction  Principles of Acoustics and Hearing	4		X	Gerald Moshammer (GMS)	Zoom
2	Musical Parameters	4		X	GMS	Zoom
3	Music listening as multisensory and emotional experience	4		X	GMS	Zoom
4	Natural sounds and acoustic instruments	4		X	GMS	Zoom
5	Music history and terminology	4		X	GMS	Zoom
6	Music history and terminology (cont.)	4		X	GMS	Zoom



7	Music history and terminology (cont.)	4		X	GMS	Zoom
8	Making sense of music and sound: Verbalization, Analog Representations & Judgment	4		X	GMS	Zoom
9	Making sense of music: Verbalization, Analog Representations & Judgment (cont.)	4		X	GMS	Zoom
10	Sounds of Life: The Organic and the Mechanic	4		X	GMS	Zoom
11	Ecological, Technological and Commercial Soundscapes	4		X	GMS	Zoom
12	Music, Emotion and Health	4		X	GMS	Zoom
	Total	48	0			

2.

2. Evaluation of the CLOs

2.1 Measurement and Evaluation of learning achievement

a. Formative assessment



Quizzes, Midterm Exam, Assignment and Class Participation

b. Summative assessment

(1) Tool and weight for measurement and evaluation

Learning Outcomes	Measurement Method	Weight (Percentage)	
CLO1 Use basic musicological, aesthetic and physiological terminology to describe and explain acoustic phenomena, their impact and communicative function.	Quiz	20	20
CLO2 Reflect theoretically upon hearing and listening as sources of well-being.	Quiz	20	20
CLO3 Experience hearing and listening as sources of well-being.	Listening Examination	10	15
	Class Participation	5	
	Listening Examination	10	15



CLO4 Make sense of music's diversity and issue informed and creative aesthetic judgments.	Class Participation	5	
CLO5 Apply acoustic awareness to the analysis of natural and urban phenomena in order to scrutinize socio-economic dynamics and public health.	Final Group Project	30	30
รวม			100

(2) Measurement and evaluation  
 Standard MUIC grading scale (A-F).

(3) Re-examination (if the course allows any)  
 Following MUIC rules.

3. Students' Appeal  
 Following MUIC rules.



## Section 6 Teaching Resources

### 1. Required Texts

[Given its interdisciplinary character, the main teaching materials will be composed by the faculty member who teaches the course.]

### 2. Suggested Materials

- Tan, S. L., Pfordresher, P., & Harré, R. (2017). *Psychology of music: From sound to significance*. Routledge

### 3. Other Resources (if any)

Music Videos and Sound Files



## Section 7 Evaluation and Improvement of Course Implementation

### 1. Strategy for Course Effectiveness Evaluation by Students

Official Student Evaluation

### 2. Strategy for Teaching Evaluation

In addition to the aforementioned, analysis of test results and quality assessment of student participation and group work.

### 3. Teaching Improvement

Executed based on points one and two in this section in coordination with supervisors.

### 4. Verification of Standard of Learning Outcome for the Course

Referencing up-to-date research and employment of skilled faculty.

### 5. Revision Process and Improvement Plan for Course Effectiveness

Consultation with supervisors.



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								
	MLO1	MLO2	MLO3	MLO4	MLO5	MLO6	MLO7	MLO8	MLO9
CLO1 Use basic musicological, aesthetic and physiological terminology to describe and explain acoustic phenomena, their impact and communicative function.	1.1			4.1				8.1	
CLO2 Reflect theoretically upon hearing and listening as sources of well-being.	1.1			4.1				8.1	
CLO3 Experience hearing and listening as sources of well-being.					5.1				



CLO4 Make sense of music's diversity and issue informed and creative aesthetic judgments.	1.1	2.2	3.1 3.2	4.1				8.1	
CL05 Apply acoustic awareness to the analysis of natural and urban phenomena in order to scrutinize socio-economic dynamics and public health.						6.1	7.1		9.1 9.2

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. Identify concepts related to the context of learned issues/topics
MLO2 Select & use techniques and methods to solve open-ended, ill-defined and multistep problems	2.2 Make judgement & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives





MLO3 Acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation	<ol style="list-style-type: none"><li>1. Connect, synthesize and/or transform ideas or solutions within a particular framework</li><li>2. Integrate alternative, divergent, or contradictory perspectives or ideas in the solution of a problem or question</li></ol>
MLO4 Create a novel or unique ideas, question, format, or product within a particular framework	<ol style="list-style-type: none"><li>4.1 Create an original explanation or solution to the issues/problems</li></ol>
MLO5 Explore and situate oneself in a new physical environment and intellectual perspectives	<ol style="list-style-type: none"><li>1. Demonstrate cultural competencies and adaptabilities in different working environments</li></ol>
MLO6 Act autonomously within context of relationships to others, law, rules, codes, and values	<ol style="list-style-type: none"><li>6.1 Demonstrate an understanding of the principles upon which sustainable ecosystems and societies are built</li></ol>
MLO7 Apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others	<ol style="list-style-type: none"><li>7.1 Identify ethical issues and recognize different viewpoint and ideologies</li></ol>



<p>MLO8 Use a variety of means/ technologies to communicate effectively and purposefully; e.g., share information/ knowledge, express ideas, demonstrate or create individual &amp; group product, etc.</p>	<p>8.1 Communicate/present ideas effectively both oral &amp; written forms to appropriate audience, such as verbal discussion with peers, and written project reports.</p>
<p>MLO9 Collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time</p>	<p>9.1 Collaborate effectively with others as a responsible team member to achieve team goals in time 9.2 Interact with others respectfully, either as a team member or leader, to create a productive teamwork</p>



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

Competences	LOs:	Sub LOs:
1. Critical thinking & Analysis: Use various sources and methods to collect and manage data & information and make a logical judgement and decision	1. Create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments	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>to arrive at a solution or problem solving relevant to real-world issues/problems</p>	<p>2. Select &amp; use techniques and methods to solve open-ended, ill-defined and multistep problems</p>	<ol style="list-style-type: none"><li>1. Apply simple mathematical methods to the solution of 'real-world' problems</li><li>2. Make judgement &amp; decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives</li><li>3. Apply concept of process management to solve problems</li></ol>
<p>2. Creativity &amp; Innovation: Show capability to initiate alternative/ new ways of thinking, doing things or solving problems to improve his/her or team</p>	<p>3. Acquire specific strategies &amp; skills within a particular discipline and adapt them to a new problem or situation</p>	<ol style="list-style-type: none"><li>6. Connect, synthesize and/or transform ideas or solutions within a particular framework</li><li>7. Integrate alternative, divergent, or contradictory perspectives or ideas in the solution of a problem or question</li></ol>



<p>solutions/ results by applying the evidence-based process management concepts</p>	<p>4. Create a novel or unique ideas, question, format, or product within a particular framework</p>	<ol style="list-style-type: none"> <li>1. Create an original explanation or solution to the issues/problems</li> <li>2. Articulate the rationale for &amp; consequences of his/her solution- identify opportunities &amp; risk</li> <li>3. Implement innovation through process management approach</li> </ol>
	<p>5. Explore and situate oneself in a new physical environment and intellectual perspectives</p>	<ol style="list-style-type: none"> <li>1. Demonstrate cultural competencies and adaptabilities in different working environments</li> <li>2. Resort to multi-dimensional settings and tools to acquire knowledge and skills relevant to the problems or situation at hand</li> </ol>
<p>3. Global perspectives &amp; 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</p>	<p>6. act autonomously within context of relationships to others, law, rules, codes, and values</p>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the principles upon which sustainable ecosystems and societies are built</li> <li>2. Identify the national &amp; global challenges associated with current economic, political, and social systems</li> <li>3. Exhibit characteristics of responsible citizenship</li> <li>4. Work effectively in diverse team (and multi-cultural settings)</li> </ol>



	<p>7. Apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others</p>	<ol style="list-style-type: none"><li>1. Identify ethical issues and recognize different viewpoint and ideologies</li><li>2. Guide &amp; lead others</li><li>3. Apply principles of ethical leadership, collaborative engagement, and respect diversity</li></ol>
<p>4. Communication: Communicate effectively and confidently using oral, visual, and written language</p>	<p>8. Use a variety of means/ technologies to communicate effectively and purposefully; e.g., share information/ knowledge, express ideas, demonstrate or create individual &amp; group product, etc.</p>	<ol style="list-style-type: none"><li>1. Communicate/present ideas effectively both oral &amp; written forms to appropriate audience, such as verbal discussion with peers, and written project reports.</li><li>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.</li><li>3. Prepare written documents to express ideas/solutions using different writing technologies, and mixing texts, data, and images.</li><li>4. Demonstrate competence in a second or additional language</li></ol>



<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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