Learning Managen n (TQF3)

Last updated on July 9, 2024

Instructions: To fill out the Learning Management Plan, please follow these steps:

Curriculum Used with the Undergraduate Curriculum Standards Criteria B.E. 2565 (Curriculum Revised from the Academic Year 2566 Onwards)

Instructors in charge of the course modules must prepare the specifications of the course modules they are responsible for and send the PDF file to varapornp@g.swu.ac.th. Additionally, they must submit a memorandum to the Educational Support and Service Office with the TQF3 attached.

Suggestions:

When designing the learning outcomes for a course module, there should be only one learning outcome, with the number of performance criteria for the module (MLO) **matching the number of courses within the module. Therefore, the learning outcomes of the individual courses (CLO) should be used as the performance criteria for the module.**

Learning Management Plan (TQF3)

Course Module: .....

Program: .....

Faculty: .....

Part 1: General Information

1. Course module title (Thai):
..... credits
(English):

2. Faculty

3. Person in charge of the course module and instructors
   3.1 Person in charge of the course

No	Person in charge of the course	Affiliation
1		

3.2 Instructors

Section	Instructors	Affiliation	Position
B01			
B02			

4. Course status (required / elective course)

5. Teaching hours per week

6. Learning Modes and Venues

[ ] 100% Online
[ ] 100% Onsite at.....
[ ] Blended Online and Onsite at.....

7. Number of hours per week that the instructor is available for individual academic consultation and advice to students / Ways to contact the instructor

8. Methods / Channels for course module appeals

9. Date of the most recent update or revision of the course module details, along with a description of the changes made

Part 2: Description of the Course Module and Learning Outcomes

1. Course Module Title

…… credits

Course Module Description

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MLO*	Performance Criteria
(There should be only one learning outcome that integrates knowledge from all courses within the module.)	1. ……. (CLO of Course 1**) 2. ……. (CLO of Course 2**)

1.1 Course Title (Course 1)

..... x(x-x-x) credits

Course Description

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Learning Outcomes of Course 1 (CLO1)

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1.2 Course Title (Course 2)

..... x(x-x-x) credits

Course Description

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Learning Outcomes of Course 2 (CLO2)

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*The course module should have a single learning outcome, with the number of performance criteria matching the number of courses.

** The learning outcomes of each course should be significant terminal outcomes, while the course objectives can be used as performance criteria for the courses. The learning outcomes of the courses should serve as the performance criteria for the MLO.

2. Relationship of Courses to Course Learning Outcomes (CLO), Year Learning Outcomes (YLO), and Program Learning Outcomes (PLO)

Program Learning Outcomes	Details of Learning Outcomes			
	Knowledge (K)	Skills (S)	Ethics (E)	Characteristics (C)
PLO1: Effectively use language and digital technology for learning, communication, and collaboration with others. Exhibit a business mindset, demonstrate public consciousness, and conduct oneself appropriately as both a citizen and a digital citizen.	K1-1: Recognize the roles and responsibilities of being a citizen and a digital citizen, and understand the laws related to the use of computers and the internet. K1-2: Communicate effectively in both Thai and English. K1-3: Apply digital technology for learning, communication, and collaboration with others. K1-4: Design work that reflects a business perspective.	S1-1: Digital skills S1-2: Communication skills S1-3: Critical thinking and problem-solving skills S1-4: Creativity S1-5: Collaboration skills	E1-1: Demonstrate commitment, responsibility, and integrity. E1-2: Exhibit public consciousness (awareness of the responsibility to maintain public assets and participate in helping individuals or the community). E1-3: Adhere to ethical standards in the use of computers and the internet.	C1-1: Love of learning (enthusiastic for knowledge) C1-2: Exhibit a good personality appropriate to the context and situation C1-3: Conduct oneself appropriately as a Thai citizen and digital citizen C1-4: Demonstrate openness, rationality, and acceptance of others' opinions in diverse social and cultural settings

Note: Please include the details of the program learning outcomes in the table, only for those specified in the course module.

Course	YLOx*				PLOx**			
	1	2	3	x	K	S	E	C
Course 1								
Course 2								

Note: Indicate the relationship of the courses with the Course Learning Outcomes (CLO), Year Learning Outcomes (YLO), and Program Learning Outcomes (PLO) using a black dot or a check mark (✓).

* The responsibility of the courses supporting YLOs may appear in Part 3 or Part 5 of the curriculum handbook. The number of YLOs depends on each program.

** For the responsibility of the courses supporting PLOs, please specify according to the Curriculum Mapping in the curriculum handbook.

1. Planning Teaching Strategies and Learning Outcomes Assessment

Course	CLOs	Performance Criteria	Learning Outcomes Assessment			Teaching Strategies
			Tasks/Activities (Assessment Methods)	Assessment Tools	Criteria for Achievement	
Course 1	CLO 1					
Course 2	CLO 2					

The learning outcomes of the course module are assessed through… (specify key tasks/activities/methods used)…, using… (specify the tools)…. as the assessment tools. Learners must achieve a score of… (specify the level or percentage) or higher to be considered as having achieved the learning outcomes for this course module.

Tasks/Activities and Assessment Tools are methods used by instructors to measure behaviors that reflect the achievement of learners' CLOs.

Teaching Strategies refer to methods of organizing learning experiences that actively engage learners (Active Learning). These are essential methods that help learners achieve the specified course learning outcomes.

(Specifying assessment and teaching strategies reflects Constructive Alignment at the course level.)

The criteria for achieving course learning outcomes (CLOs) depend on the methods, tools, and criteria used by the instructor for evaluation. For example, project/assignment/report submissions may be evaluated using a rubric score, where a score of 3 out of 5 may be required for passing. If testing is used, exams may be the tools, with evaluation criteria specified as scores or percentages, such as 35 out of 50 points or 70%, etc.

2. Details of Assessment Tasks/Activities in Each Course

Course 1

Individual Work: Total xx%

Assignment 1: xxxxxxxxxx xx%

Assignment 2: xxxxxxxxxx xx%

Group Work: Total xx%
Assignment 1: xxxxxxxxxx xx%
Class Participation: xx%
Midterm Exam: xx%
Final Exam: xx%
Total: 100%

Course 2

Individual Work: Total xx%
Assignment 1: xxxxxxxxxx xx%
Assignment 2: xxxxxxxxxx xx%
Group Work: Total xx%
Assignment 1: xxxxxxxxxx xx%
Class Participation: xx%
Midterm Exam: xx%
Final Exam: xx%
Total: 100%

3. Grading Criteria and Scale

Criteria 1

A	90 points and above	B+	85 – 89 points
B	80 - 84 points	C+	75 - 79 points
C	70 - 74 points	D+	65 - 69 points
D	60 - 64 points	E	Below 60 points

Criteria 2

A	85 points and above	B+	80 – 84 points
B	75 - 79 points	C+	70 - 74 points
C	65 - 69 points	D+	60 - 64 points
D	55 - 59 points	E	Below 55 points

4. Key Assessment Tools for Evaluating Learning Outcomes (if Rubric Score is used) and Criteria for Determining Achievement

Assessment Criteria	Levels		
	3	2	1
	Description	Description	Description

- The Rubric Score used for evaluating tasks that reflect CLOs should be attached. The assessment criteria should clearly measure the behaviors, skills, ethics, or attributes that need to be assessed and should align with and reflect the achievement of CLOs.
- The university has developed Rubric Scores for assessing the following: 1. Communication Skills 2. Collaboration Skills 3. Digital Technology Skills 4. Critical Thinking and Problem-Solving Skills 5. Creativity 6. Public Consciousness. Instructors can appropriately adapt and apply these.
- **The components of a Rubric Score** should include 1. Assessment Criteria 2. Levels/Weights 3. Description of Each Level (as illustrated in the table).

Part 4: Weekly Lesson Plan

(In the case of integrating all courses together)

Week	Topic/Details	Teaching Methods/ Materials/ Learning Activities	Assignments
		Lecture/PPT and textbook chapter	Individual assignment 1

		Group activity/joint group activity analyzing 2 case studies	
		Lecture combined with jigsaw technique/worksheet	
		Demonstration/lab practice	
		Field trip/worksheet	Individual assignment 2
		Group project	Group assignment 1

(In the case of teaching each course to completion in a block format)

Course	Week	Topic/Details	Teaching Methods/ Materials/ Learning Activities	Assignments
Course 1				
Course 2				

(In the case of teaching each course concurrently as usual)

Course 1

Week	Topic/Details	Teaching Methods/ Materials/ Learning Activities	Assignments
		3	

Course 2

Week	Topic/Details	Teaching Methods/ Materials/ Learning Activities	Assignments

Part 5: Teaching and Learning Resources

1. Required Textbooks and Documents

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2. Recommended Resources

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3. Other Resources (if any)

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Part 6: Evaluation and Improvement of Course Modules/Courses

1. Specify the methods provided for students to participate in the evaluation of the teaching and learning management of the course modules/courses.

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2. Specify the methods used to verify the learning outcomes of the courses/course modules.

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3. Specify the methods used to verify the quality of teaching and learning management in the courses/course modules.

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4. Specify the methods used for handling student appeals and the procedures for resolving issues, or specify the methods for preventing risks that may arise from teaching and learning management.

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