



Faculty of Business Administration,
Teresa International University

St.

KNOWLEDGE MANAGEMENT REPORT AY 2023

KM Committee

Faculty of Business Administration



TABLE OF CONTENTS

Introduction	3
Knowledge Management Activity List	5
KM Day 1	14
KM Day 2	17

Introduction

Knowledge management (KM) is purposefully creating, gathering, synthesizing, sharing, and using specific insights and experiences to improve work. Such insights and experiences comprise knowledge, either embodied in individuals or embedded in organizational processes or practice.

In the context of an education institute knowledge management is a key strategy for fostering quality improvement. When working deliberately to develop education system to adjust the everchanging business environment, business educators gain insights worth sharing with fellow educators and can benefit from the insight of others.

KM approaches seek to efficiently connect teams participating in improvement efforts to generate learning about what does and does not work to make education better and then spread that

learning within the improvement effort and beyond it to the larger system. Incorporating knowledge management principles and approaches in improvement work enhances the work, by more efficiently and effectively collecting and sharing knowledge about what changes and practices result in improved business education. This annual Knowledge Management Report describes efforts by the knowledge management committee in AY2023-2024 to document and spread knowledge from improvement activities. It also addresses our progress in implementing the Knowledge Management Plan submitted to the faculty office during early 2023.

During AY 2023-2024 there were four knowledge management activities organized by the faculty, two knowledge management poster session, and two seminars.

Based on the experience earned from this year's activities, the faculty decided to take following steps for further improvement:

1. Develop and continuously refine the KM strategy for faculty of business administration. A primary plan has been made to fill the gap observed.
2. At least four meeting of the knowledge management committee is proposed to closely monitor the KM activities.
3. Minimum 80 percent faculty presence and satisfaction level more than 3.5 are set as benchmarks for KM activities.
4. A knowledge management database is proposed to identify major contributors and reward one of them.

Knowledge Management Activity List

No.	Date	Activity Name	Purpose
1.	15/11/23	Instructors' role in self-assessment report (Program level-AUNQA, Faculty Level-EdPEX)	1. Awareness and information sharing regarding instructors' role in SAR following new criteria. 2. Enable teachers to design teaching and assessment following new standard.
2.	29/11/23	Linking assessment (both summative and formative) with teaching plan (A reviewer's perspective)	1. The session is aimed to inform instructors regarding recent development teaching plan section of TQF3 (4.1) and how to link that with assessment 2. To help instructors to fulfill the submission requirements and get approved with minimal corrections. 3. To discuss instructor-reviewer perception conflict and reach a common understanding
3.	25/10/23	KM Poster session 1 (1 st KM day)	To share innovative ideas from semester 1
4.	17/01/24	KM Poster session 2 (2 nd KM day)	To share innovative ideas and research outcomes from semester 2

Instructors' role in self-assessment report

Date: November 15, 2023

Time: 15:00-17:00

Introduction:

The seminar on "Instructors' Role in Self-Assessment Report" aimed to delve into the crucial role of instructors in the self-assessment process, particularly at the Program and Faculty levels as per the standards set by AUNQA (ASEAN University Network Quality Assurance) and EdPEX (Educational Excellence Model for Higher Education).

Opening Remark:

Dr. Chaipat Wattanasan (Vice President, Academic Affairs), initiated the seminar with insightful remarks highlighting the overarching importance of self-assessment reports (SARs) in the context of quality assurance and enhancement within educational institutions. He had highlighted the significance of instructors' roles in this process, setting the stage for the subsequent discussions.

Teachers' Role in Faculty-level SAR:

In his speech on this topic, Dr. Chaipat Wattanasan delved into the specific responsibilities and contributions expected from instructors at the Faculty level. He discussed how instructors are

involved in teaching, assessing learning and conducting projects within their respective course or program. Additionally, he had outlined strategies for instructors to effectively document their teaching practices, student assessments, and other relevant data to support the SAR process.

Teachers' Role in Program-level SAR:

Aj. Praveen C. Shaju's speech focused on the role of instructors in the Program-level SAR. He highlighted the broader scope of this level of assessment, which encompasses multiple courses and instructional activities across various departments or disciplines. Aj. Praveen C. Shaju provided insights into how instructors can collaborate with their colleagues to align learning outcomes, assessment methods, and instructional strategies with the program's goals and objectives. He also discussed the importance of instructors' input in identifying areas for improvement and implementing evidence-based practices to enhance program quality.

Both speakers emphasized the collaborative nature of the SAR process, underscoring the need for instructors to work together with their peers, department heads, and other stakeholders to ensure the accuracy, validity, and reliability of the assessment data. They also emphasized the role of instructors as key agents of change in driving continuous improvement efforts within their respective academic units.

Key Takeaways:

Instructors play a pivotal role in both Faculty and Program-level SAR processes, influencing the overall quality assurance and enhancement initiatives within the educational institution.

Effective collaboration and communication among instructors are essential for the successful completion of SAR tasks and the identification of areas for improvement. Continuous professional development and training programs can further empower instructors to fulfill their roles effectively in the SAR process.

Conclusion:

The seminar provided valuable insights into the multifaceted role of instructors in the self-assessment report process. By acknowledging and harnessing the expertise of instructors, educational institutions can strengthen their quality assurance mechanisms and foster a culture of continuous improvement.

Acknowledgments:

We extend our gratitude to Dr. Chaipat Wattanasan, Aj. Praveen C. Shaju, and all participants for their contributions to the seminar's success.





Knowledge Management Seminar Report: Linking Assessment with Teaching Plans

Date: November 29, 2023

Time: 15:00-17:00

Introduction:

This report summarizes the key takeaways from the knowledge management seminar held on November 29, 2023, focusing on the topic of linking assessment (both formative and summative) with teaching plans. The seminar featured opening remarks by Dr. Chaipat, Vice President, Academic Affairs), followed by a presentation from Dr. Alfred C. Espejo, who offered insights from an exam paper reviewer's perspective.

Opening Speech by Dr. Chaipat:

Dr. Chaipat Wattanasan initiated the seminar by highlighting importance of student assessment process and comments on several successful existing assessment methods. From his long experience as an executive in higher education institute, he shared his experience on students' failure in performing as expected in the assessment. He also pinpoint major challenges of designing student assessments and how address those by linking linking assessment to teaching plans.

Exam Paper Reviewer Perspective - Dr. Alfred C. Espejo:

Dr. Espejo's presentation focused on the importance of aligning assessment practices with teaching plans. Here are some key points from his perspective:

The Value of Formative and Summative Assessment: Dr. Espejo emphasized the importance of both formative and summative assessment. Formative assessment allows for ongoing feedback and adjustments to teaching strategies, while summative assessment evaluates student learning at the end of a unit or course. He may have discussed how effectively designed assessments can provide valuable insights for both teachers and students.

Alignment with Learning Objectives: Dr. Espejo stressed the need for assessments to directly measure the learning objectives outlined in the teaching plan. This ensures that students are being assessed on the knowledge and skills they were expected to learn.

Exam Paper Review Tips: Dr. Espejo may have offered practical tips for teachers on how to design assessments that effectively reflect their teaching plans. He could have discussed strategies for creating clear and concise exam questions, ensuring a variety of question formats, and providing clear grading criteria.

Key Takeaways:

- Reviewing your current teaching plans and aligning your assessments accordingly.
- Utilizing a wider range of assessment methods to cater to different learning styles.
- Implementing strategies for providing clear and constructive feedback to students.
- By continuously improving assessment practices, educators can create a more effective learning environment for their students.

Conclusion:

The seminar provided valuable insights into the crucial relationship between assessment and teaching plans. By effectively linking these two components, educators can ensure their teaching practices are optimized for student learning.





KM Day 1

The first KM Day was organised at the institution level along with other faculties on 25th October 2023. The objective of participation in Knowledge Management day is to coordinate with all faculties and promote the KM activities organised by the faculty of Business Administration. Lecturers and administrators from all departments and faculties attended the first KM day. The event started at 1 pm and college vice president for Research and Development **Dr. Vichian Puncreobutr** inaugurate the event by cutting the ribbon and delivering his opening remarks. He explained the importance of exchange of knowledge and expressed her wish for the event to be sustainable and successful in knowledge management. Lecturers and administrators visited all the booths organised by faculties and collected brochures and KM agendas. Faculty of Business Administration presented two KM posters during this session. The title of first KM poster was “Flipped classroom: Reimagining education through active learning.” Aj. Praveen C. Shaju was the presenter of the poster. He explained his initiative to create student centered teaching model. Aj. Praveen demonstrated the method and outcome he experienced from such initiatives. The second KM poster from FBA was “Integrated business education model to break the circular economy barriers”. It was integrated education model to implement circular economy in the country. Dr. Md Abdus Salam was responsible for this project. He explained the purpose and tentative achievement of such model from different perspective (students, institute, and country). Dr. Md Abdus Salam demonstrated the purpose, process and result of this project to the visitors. The supporting evidences of photos are attached in this report.





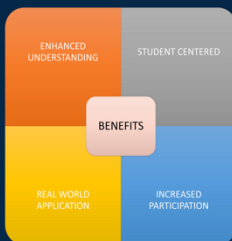
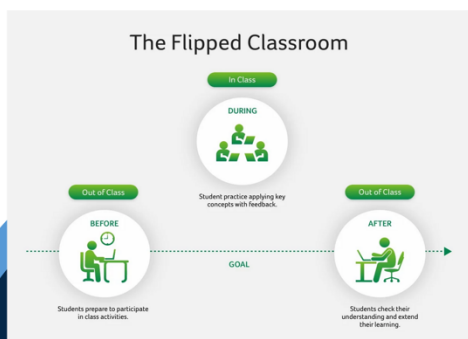
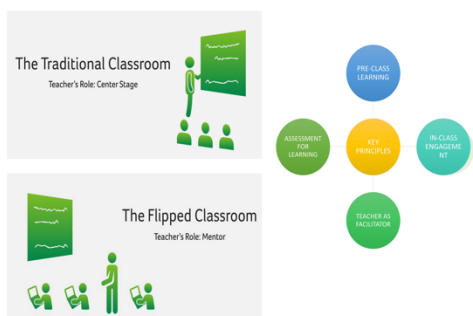


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FLIPPED CLASSROOM

Reimagining Education through Active Learning
Aj. Praveen Shaju Chelladhurai, Lecturer, Aeronautics Program, BBA

A flipped classroom is an instructional approach where the traditional roles of in-class lectures and homework assignments are reversed or "flipped." In a flipped classroom, students engage with the instructional content outside of class, typically through pre-recorded videos, online readings, or interactive materials, before coming to class. Class time is then dedicated to collaborative activities, discussions, problem-solving, and application of knowledge.



This activity can be used as an evidence for the AUN-QA - Criteria 3 - Teaching and Learning Approach. KPI - 3.4 The teaching and learning activities are shown to promote learning, learning how to learn, and instilling in students a commitment for life-long learning (e.g., commitment to critical inquiry, information-processing skills, and a willingness to experiment with new ideas and practices).

HOW TO IMPLEMENT?



CONTENT CREATION



ONLINE PLATFORMS



IN-CLASS ACTIVITIES



FEEDBACK MECHANISM

CONCLUSION

The flipped classroom is a transformative approach to education, empowering students to become active learners and critical thinkers. Harness the power of technology and student-centered instruction to create a dynamic learning environment.

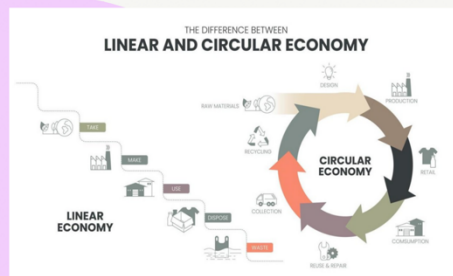


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INTEGRATED BUSINESS EDUCATION MODEL TO BREAK THE CIRCULAR ECONOMY BARRIERS

Dr. Abdus Salam

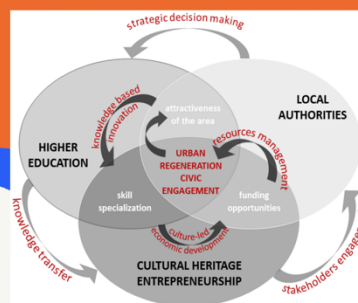
The circular economy (CE) keeps products and materials in circulation through processes like maintenance, reuse, refurbishment, remanufacture, recycling, and composting. Circular Economy (CE) is a new reality, and an opportunity, for companies all around the world. Thailand is well positioned to capitalize on the global shift towards CE. Government policies support to start or expand businesses to create increasingly efficient green industries.



Successfully transitioning to a circular economy will require systemic change in Thailand's economic model.

Major barriers in transition

- Technological
- Market
- Institutional
- Cultural



KM Day 2

Second round of KM program conducted by the research office on 17th January 2024 at the Lobby of St. Theresa International University Main building. Faculty of Business Administration participated the program with three posters, two academic KM (Reasonable assessment through unmasking students' potentials and Use of virtual reality to understand and experience visual illusions while flying) and one research KM (Optimization of Internal Cooling Configuration in Nozzle Guide Vane to Improve the Life Span of The Turbine Blade).

In post-pandemic era teaching and learning has changed significantly. The educators need to find innovative methods to quench the thirst for knowledge among new generation students. To make teaching and assessment effective in this changing environment Dr. Alfred C. Espejo his assessment model that reveals the potential among students. The core principle of this method is student centered and outcome-based teaching and assessment approach.

Another academic KM poster was brought by Aj. Mari Pravu of Aeronautic program. He created an interactive teaching method that will engage students in learning illusions while flying. Pilots experience optical illusions while flying; it is crucial to understand the illusions and make right decisions during landing and take-off. Aj. Mari Pravu took the help of VR technology to provide such experience to his students during the course work. Aj. Pravu's method is a proven one to provide such must have knowledge among future pilots.

Faculty of Business Administration presented another poster on the same event on research KM; Optimization of Internal Cooling Configuration in Nozzle Guide Vane to Improve the Life Span of The Turbine Blade.







Date: 09/05/2024

Dr. Md Abdus Salam

Faculty of Business Administration