

# How To Write TQF 5

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When lecturer write TQF3 finishes. Lecturer will prepare document and media to teach students. During teaching, someone found problem, someone adjusted activities for teach related with student. Sometimes lecturer found problem about activities and want to memo for next semester or next class. Sometimes lecturer wants to adjust activities and adjust TQF 3 for next class or next semester. TQF 5 can answer these questions.

TQF 5 is the document for report about teaching. Preparation of a report on course performance according to the TQF 3 form within 30 days after the end of the semester in which all courses are offered.

## Step to write TQF 5

1. **Study about structure** of TQF 3 and TQF 5 and related between TQF 3 and TQF 5

**Table 1** Show related between TQF 3 and TQF 5

<b>TQF 3</b>	<b>TQF 5</b>
<b>Section 1 General Information</b> <ol style="list-style-type: none"> <li>1. Course code and course title</li> <li>2. Curriculum and type of subject</li> <li>3. Responsible faculty member</li> <li>4. Trimester / year of study</li> <li>5. Pre – requisites</li> <li>6. Co– requisites</li> <li>7. Venue of study</li> <li>8. Date of latest revision</li> </ol>	<b>Section 1 General Information</b> <ol style="list-style-type: none"> <li>1. Course code and course title</li> <li>2. Curriculum and type of subject</li> <li>3. Responsible faculty member</li> <li>4. Trimester / year of study</li> <li>5. Venue of study</li> </ol>
<b>Section 2 Goals and Objectives</b> <ol style="list-style-type: none"> <li>1. Goals</li> <li>2. Objective of Development/Revision</li> </ol>	-
<b>Section 3 Course Management</b> <ol style="list-style-type: none"> <li>1. Course description</li> <li>2. Credit Hours / Trimester</li> <li>3. Numbers of hours that the lecturer provides individual counseling and guidance</li> </ol>	-

TQF 3	TQF 5
<p style="text-align: center;"><b>Section 4</b> <b>Development of Student's Learning Outcome</b></p> <ol style="list-style-type: none"> <li>1. Expected outcome on students' skill and knowledge</li> <li>2. Teaching Methods</li> <li>3. Evaluation Methods               <ol style="list-style-type: none"> <li>3.1 Morality and Ethics</li> <li>3.2 Knowledge Development</li> <li>3.3 Intellectual Development</li> <li>3.4 Interpersonal Relationship and Responsibility</li> <li>3.5 Mathematical Analytical Thinking, Communication Skills, and Information Technology skills</li> </ol> </li> </ol>	<p style="text-align: center;">-</p>
<p style="text-align: center;"><b>Section 5 Teaching and Evaluation Plans</b></p> <ol style="list-style-type: none"> <li>1. Teaching Plan               <ul style="list-style-type: none"> <li>- Week</li> <li>- Topic</li> <li>- Hours</li> <li>- Teaching Methods</li> <li>- Instructor</li> </ul> </li> <li>2. Evaluation Plan               <ul style="list-style-type: none"> <li>- Expected Outcomes</li> <li>- Method/Activities</li> <li>- Week/s</li> <li>- Percentage</li> </ul> </li> </ol>	<p style="text-align: center;"><b>Section 2 Comparing Class Management to Teaching Plan</b></p> <ol style="list-style-type: none"> <li>1. Number of actual teaching hours compared to the teaching plan               <ul style="list-style-type: none"> <li>-Topics</li> <li>- No. of planed teaching hrs.</li> <li>- No. of actual teaching hrs.</li> <li>- Reason (s) (in case the discrepancy is more than 25%)</li> </ul> </li> <li>2. Topics that were not taught as planned               <ul style="list-style-type: none"> <li>-Topic (s) that couldn't taught as planned (if any)</li> <li>-Significant of topic(s)</li> <li>-Remedy Plan</li> </ul> </li> <li>3. Effectiveness of the teaching methods specified in the course Specification               <ul style="list-style-type: none"> <li>- Learning Outcome <b>(Topic of learning outcome is the same of evaluation methods)</b></li> <li>- Teaching methods specified in the course specification</li> <li>- Effectiveness (Yes/No)</li> <li>- Problem of the teaching method(s) (if any) and suggestion</li> </ul> </li> <li>4. Suggestion for Improving Teaching Methods</li> </ol>

TQF 3	TQF 5
	<p><b>Section 3 Report of Course Management</b></p> <ol style="list-style-type: none"> <li>1. Number of course enrolled student .... Students</li> <li>2. Number of students in course at the end of semester .... Students</li> <li>3. Number of withdraw student (W) .... Students</li> <li>4. Grade Distribution</li> <li>5. Factors causing unusual grade distribution (if any)</li> <li>6. Discrepancies in the evaluation plan specified in the Course Specification               <ul style="list-style-type: none"> <li>- Discrepancy in evaluation time frame</li> <li>- Discrepancy in evaluation methods of learning Outcome (If any)</li> </ul> </li> <li>7. Verification of student's achievement               <ul style="list-style-type: none"> <li>- Verification methods and results</li> </ul> </li> </ol>
<p><b>Section 6 Teaching Materials and Resources</b></p> <ol style="list-style-type: none"> <li>1. Select Bibliography</li> <li>2. Documents and recommended information</li> </ol>	-
<p><b>Section 7 Evaluation and Improvement of Course Management</b></p> <ol style="list-style-type: none"> <li>1. Strategies for effective course evaluation by students</li> <li>2. Evaluation strategies in teaching methods</li> <li>3. Improvement of teaching methods</li> <li>4. Evaluation of students' learning outcome</li> <li>5. Review and improvement for better outcome</li> </ol>	-
-	<p><b>Section 4 Problems and Impacts</b></p> <ol style="list-style-type: none"> <li>1. Teaching and Learning Resource               <ul style="list-style-type: none"> <li>- Problem of Teaching and Learning Resource (if any)</li> <li>- Impact</li> </ul> </li> <li>2. Administration and Organization               <ul style="list-style-type: none"> <li>- Problem of Administration and Organization (if any)</li> <li>- Impact on student learning outcome</li> </ul> </li> </ol>

TQF 3	TQF 5
	<p><b>Section 5 Course Evaluation</b></p> <p>1. Result of course evaluation by students</p> <p>    1.1 Important student comment from the evaluation</p> <p>    1.2 Instructor response/opinion to student comment in (1.1)</p> <p>2. Result of course evaluation in other method</p> <p>    2.1 Important comment from the evaluation</p> <p>    2.2 Instructor response/opinion to student comment in (2.1)</p>
	<p><b>Section 6 Improvement Plan</b></p> <p>1. Progress of teaching and learning improvement recommended in the previous Course Report</p> <p>    - Improvement plan in prior semester/ academic year</p> <p>    - Achievement of plan implementaion</p> <p>2. Other Improvement</p> <p>3. Suggestions for improvement in subsequence semester/academic year</p> <p>    - Suggestions</p> <p>    - Deadline</p> <p>    - Responsible person</p> <p>4. Suggestions of course instructor</p>

From table 1

Some items from TQF 3 can help to write TQF 5

TQF 3 Section 1 General Information no.1, 2, 3, 4, 7 copy to TQF 5

TQF 3 Section 5 Section 5 Teaching and Evaluation Plans 1. Teaching Plan - Topic and Hours copy to TQF 5 Section 2 Comparing Class Management to Teaching Plan 1. Number of actual teaching hours compared to the teaching plan -Topics and No. of planed teaching hrs.

TQF 3 Section 4 Development of Student's Learning Outcome 3. Evaluation Methods

3.1 Morality and Ethics

3.2 Knowledge Development

3.3 Intellectual Development

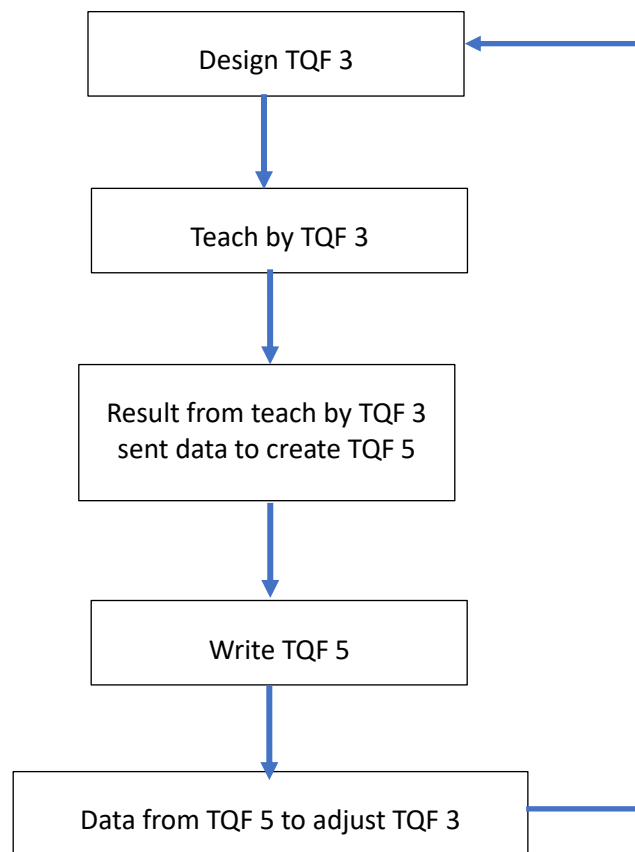
3.4 Interpersonal Relationship and Responsibility

3.5 Mathematical Analytical Thinking, Communication Skills, and Information Technology skills

Teaching methods copy to TQF5 Section 2 Comparing Class Management to Teaching Plan 3. Effectiveness of the teaching methods specified in the course Specification Learning Outcome

## 2. Study flow chart from TQF 3 to TQF 5

**Picture 1** Flow chart from TQF 3 to TQF 5



From picture 1, lecturer who design TQF 3 will teach and collect data during teach about problem teaching methods or another observation.

From teach in class, lecturer collect data from TQF 3 and another data from teaching to report and write TQF 5.

1. No. of actual teaching hours, that's related with topics and No. of planed teaching hours.
2. Effectiveness of the teaching methods specified in the course specification
  - 2.1 Learning Outcome - Morals and Ethics – Knowledge - Intellectual Development - Interpersonal Skills and Responsibilities - Numerical Analysis, Communication and Information Technology Skills
  - 2.2 Teaching methods specified in the course specification
  - 2.3 Effectiveness – yes, no
  - 2.4 Problems of the teaching method (s) (if any) and suggestion
3. Suggestions for Improving Teaching Methods
4. Report of Course Management about number of course enrolled the students, number of students in course at the end of semester, number of withdrew student (W) and grade distribution (A, B+, B, C+, C, D+, D, F, I(incomplete), S and U
5. Problems and impacts about teaching and learning resource and administration and organization

Write TQF 5 by result from TQF 3 and sent data from TQF 5 to adjust TQF 3. Next semester, lecturer have useful data for adjust TQF 3.

**3. Collect data** learning atmosphere about interested, participation in class  
Lecturer will observe students' behavior while learning, such as their interest in the lesson. Participation in classroom activities, both individual and group work, may include additional interviews

**4. Study result** of course evaluation by students  
Learning Evaluation has objective to use the information to improve teaching and learning. When lecturer finishes teaching, lecturer will send learning evaluation to students for evaluate lecturer teaching.

Learning Evaluation has 7 fields

1. Teaching and learning activities 10 items
2. Learning Support
3. Morality and ethics
4. Knowledge development
5. Intellectual development
6. Inter personal relationship and responsibility
7. Mathematical analytical thinking, communication skills and information technology skills

Opinion level has 5 level

- 5-strongly agree
- 4-agree
- 3-undecided
- 2-disagree
- 1-strongly disagree

Average	Meaning
4.51 – 5.00	strongly agree
3.51 – 4.50	agree
2.51 – 3.50	undecided
1.51 – 2.50	disagree
1.00 – 1.50	strongly disagree

After student answer items in learning evaluation complete. Lecturer will calculate every items by average and standard deviation. When the calculation is complete, fill in the form and interpret according to the meaning above under the table in section 1.2 Instructor response/opinion to student comment in (1.1)

### 1.1 Important student comment from the evaluation

opinion level 5 strongly agree 4 agree 3 undecided 2 disagree 1 strongly disagree

Items	Average	S
<b>1. Teaching and learning activities</b>		
1.1 Clarify purpose and clear study guidelines the contents.	4.78	0.42
...		
<b>2. Learning Support</b>		
...		
<b>3. Morality and ethics</b>		
...		
<b>4. Knowledge development</b>		
...		
<b>5. Intellectual development</b>		
...		
<b>6. Inter personal relationship and responsibility</b>		
...		
<b>7. Mathematical analytical thinking, communication skills and information technology skills</b>		
...		
<b>Total Average</b>	<b>4.74</b>	
<b>Total Standard deviation</b>	<b>0.57</b>	

**5. write TQF5** Lecturer will use information from TQF 3 and the collected information to prepare TQF 5.

### Section 1 General Information

#### 1. Course code and course title

Thai .....  
 English .....  
 Number of credits .....



Copy From TQF 3

**Example****1. Course code and course title**

Thai	9 – 233 – 502	ผู้นำทางการศึกษา
English	9 – 233 – 502	Education Leadership
Number of credit	3(3 – 0 – 6)	

**2. Curriculum and type of subject**

2.1 Curriculum	.....
2.2 Type of subject	.....



Copy From TQF 3

**Example****2. Curriculum and type of subject**

2.1 Curriculum	Master of Arts Program in Education and Society (International Program)
2.2 Type of Subject	Required

**3. Responsible faculty member**

.....

**4. Trimester / year of study**

4.1 Trimester	.....	/ Year of study 2023
4.2 Number of students	.....	students



Copy From TQF 3

**5. Venue of study**

.....

**Example****3. Responsible faculty member**

Asst. Prof. Dr. Wannaporn Siripala

**4. Trimester / year of study**

4.1 Trimester Second / Year of Study	2023
4.2 Number of Students	46 Students    Batch 5

**5. Venue of study**

Onsite

**Section 2 Comparing Class Management to Teaching Plan****1. Number of actual teaching hours compared to the teaching plan**

Topics	No. of planed teaching hrs.	No. of actual teaching hrs.	Reason(s) (in case the discrepancy is more than 25%)



Copy From TQF 3



Topics and No. of planed teaching hrs. copy from Section 5 Teaching and Evaluation Plans

1. Teaching Plan Topic and hours

If number of actual teaching hrs. equal number of planed teaching hrs., lecturer can write number in column no. of actual teaching hrs. as the same number of no. of planed teaching hrs.

**Example**

**Section 2 Comparing Class Management to Teaching Plan**

**1. Number of actual teaching hours compared to the teaching plan**

Topics	No. of planed teaching hrs.	No. of actual teaching hrs.	Reason(s) (in case the discrepancy is more than 25%)
Explanation of the Syllabus and Course; Review of Education Leadership - Definition of Leader, Leadership, Management - Qualities of a Good Leader Element of Leadership	3	3	
Leadership - Trait Theories of Leadership Qualities and skills of Effective Leaders	3	3	
Leadership - Types of leadership Contemporary concepts of leadership	3	3	

If number of actual teaching hrs. different from number of planed teaching hrs., lecturer can not write topics, no. of planed teaching hrs. in this table **Number of actual teaching hours compared to the teaching plan**. But lecturer will write in **table 2. Topics that were not taught as planned** and write topics in the column Topic(s) that couldn't taught as planned.

Significant of topic, it means the topic that want to adjust method to teach or adjust content to teach.

Remedy plan, lecturer will plan how to solve the problem that's made topic cannot teach equal planed teaching hrs. or topic has many contents more than time to teach. It will be adjusted to support hours properly.

When number of actual teaching hrs. equal number of planed teaching hrs. Lecturer can be left blank in **2. Topics that were not taught as planned**.

**Example** number of actual teaching hrs. equal number of planed teaching hrs.

## 2. Topics that were not taught as planned

Topic(s) that couldn't taught as planned (if any)	Significant of topic(s)	Remedy Plan

**Example** number of actual teaching hrs. different number of planed teaching hrs.

## 2. Topics that were not taught as planned

Topic(s) that couldn't taught as planned (if any)	Significant of topic(s)	Remedy Plan
Leadership development - Methods and activities to use for leadership development and leadership - Comparison of activities and methods for leadership development and leadership	- Methods and activities to use for leadership development and leadership	- Case study for analyzed and design for task - Share idea for another group - Discussion and evaluate idea for leadership development and leadership

## 3. Effectiveness of the teaching methods specified in the Course Specification

Learning Outcome and Teaching methods specified in the course specification copy from TQF 3.

Effectiveness has 2 items yes or no.

If lecturer teached and found all method effectiveness, lecturer will check in column effectiveness yes and will not write in column Problems of the teaching method(s) (if any) and suggestions.

If lecturer teached and found some method uneffectiveness, lecturer will check in column effective no and would collected problems of the teaching method and suggestion. Lecturer will write idea to solve in column problems of the teaching method and suggestion.

### 3. Effectiveness of the teaching methods specified in the Course Specification

Learning Outcome	Teaching methods specified in the course specification	Effectiveness		Problems of the teaching method(s) (if any) and suggestions
		Yes (/)	No (X)	
Morals and Ethics	Copy From TQF 3			
Knowledge				
Intellectual Development				
Interpersonal Skills and Responsibilities				
Numerical Analysis, Communication and Information Technology Skills				

#### Example Effectiveness - Yes

### 3. Effectiveness of the teaching methods specified in the Course Specification

Learning Outcome	Teaching methods specified in the course specification	Effectiveness		Problems of the teaching method(s) (if any) and suggestions
		Yes (/)	No (X)	
Morals and Ethics	(1) Experiential sharing (2) Student-centered approach (3) Lecture	/		
Knowledge	(1) Lecture (2) Assigned readings (3) Interactive Class Discussion (4) Answer Question	/		
Intellectual Development	(1) Lectures and discussions (2) Group discussions and interactions (3) Group and Individual tasks (1) Question and answer sessions (2) Actual work outputs	/		
Interpersonal Skills and Responsibilities	(1) Group work activities (2) Work collaboration (3) Group discussion	/		
Numerical Analysis, Communication and Information Technology Skills	(1) Lecture and discussion (2) Individual and group oral presentation; (3) Assignments	/		

**Example Effectiveness - No****3. Effectiveness of the teaching methods specified in the Course Specification**

Learning Outcome	Teaching methods specified in the course specification	Effectiveness		Problems of the teaching method(s) (if any) and suggestions
		Yes (/)	No (X)	
Morals and Ethics	(4) Experiential sharing (5) Student-centered approach (6) Lecture	/		
Knowledge	(5) Lecture (6) Assigned readings (7) Interactive Class Discussion (8) Answer Question	/		
Intellectual Development	(1) Lectures and discussions (2) Group discussions and interactions (3) Group and Individual tasks (3) Question and answer sessions (4) Actual work outputs		/	Problem – Students cannot discuss individually. But students can form discussion groups. Suggestion - It was recommended to define problems or topics of interest for students to prepare. Do some research before your next class.
Interpersonal Skills and Responsibilities	(4) Group work activities (5) Work collaboration (6) Group discussion	/		
Numerical Analysis, Communication and Information Technology Skills	(4) Lecture and discussion (5) Individual and group oral presentation; (6) Assignments	/		

**4. Suggestions for Improving Teaching Methods**

In this item, sometimes lecturer teach and found problems or idea for adjust activities in TQF 3. Lecturer will write in 4 suggestions for Improving Teaching Methods.

In the case of teaching according to TQF3, taught only once per semester. Fill in the suggestions in item 4 suggestions for Improving Teaching Methods as a guideline for adjusting teaching next time (next semester).

In the case of teaching according to TQF3, there is more than one teaching per semester and when the teaching methods are put here. When teaching again, the concepts from TQF5 (question 4 suggestions for Improving) Teaching Methods of the previous classroom

will be used to improve teaching and the results of using the said techniques will be presented in this section

### Example

#### 4. Suggestions for Improving Teaching Methods – one per semester

From organizing teaching and learning activities according to TQF3 as planned, activities have been adjusted according to the student condition. And there are suggestions for next action

1. Adjust activities from lecturer to give away PowerPoint before class. Students have documents for study. Save time taking notes and can understand lessons better.
2. Bring articles about leadership content to train students
  - How to read articles
  - Sampling
  - Presentation of research results
  - Article summary

### Example

#### 4. Suggestions for Improving Teaching Methods – more than one per semester

TQF 5 - First	TQF 5 - Second
<p>From organizing teaching and learning activities according to TQF3 as planned, activities have been adjusted according to the student condition. And there are suggestions for next action</p> <ol style="list-style-type: none"> <li>1. Adjust activities from lecturer to give away PowerPoint before class. Students have documents for study. Save time taking notes and can understand lessons better.</li> <li>2. Bring articles about leadership content to train students               <ul style="list-style-type: none"> <li>- How to read articles</li> <li>- Sampling</li> <li>- Presentation of research results</li> <li>- Article summary</li> </ul> </li> </ol>	<p>The operation remains the original TQF3, but teaching activities have been adjusted as suggested, resulting in results.</p> <ol style="list-style-type: none"> <li>1. In this class, lecturer gives away PowerPoint before class and students have documents for study. Students can view PowerPoints with lectures and can participate in activities more conveniently practice.</li> <li>2. Classroom activities have imported teaching and learning management. By adding activities that give students more opportunities</li> <li>3. Bring articles about leadership content to train students               <ul style="list-style-type: none"> <li>- How to read articles</li> <li>- Objective or aim or purpose</li> <li>- Sampling</li> <li>- Presentation of research results</li> <li>- Article summary</li> </ul> </li> </ol>

### Section 3 Report of Course Management

1. Number of course enrolled student .... Students
2. Number of students in course at the end of semester .... Students
3. Number of withdrew student (W) .... Students

Copy from TQF 3 about number of course enrolled student. Next number of student in course at the end of semester and number of withdrew student (W) base on students in course.

#### Example

### Section 3 Report of Course Management

1. Number of course enrolled student **46** Students
2. Number of student in course at the end of semester **46** Students
3. Number of withdrew student (W) **0** Students

#### 4. Grade Distribution

The instructor will write down the number of students who received each grade. and calculate percentage values Overall percentage value Must add up to 100.

#### Example

#### 4. Grade Distribution

Grade	No. of Students	Percentage
A	31	67.4
B+	5	10.9
B	10	21.7
C+	0	0.0
C	0	0.0
D+	0	0.0
D	0	0.0
F	0	0.0
I (Incomplete)	0	0.0
S	0	0.0
U	0	0.0

#### 5. Factors causing unusual grade distribution (If any)

In the case of general academic performance, it should be distributed among all grades. But if the results are not distributed across all results, a statement should be written.

#### Example

#### 5. Factors causing unusual grade distribution (If any)

There are 5 different methods for evaluating the results based on the National Education Act B.E. Participating in class activities creative geometric visualization creative geometric painting searching and presenting information Evaluate your own work and the work

of your peers. Working on projects that focus on real practice Including doing a final test enabling students to score well and test scores

## **6. Discrepancies in the evaluation plan specified in the Course Specification**

### **6.1 Discrepancy in evaluation time frame**

### **6.2 Discrepancy in evaluation methods of learning Outcome (If any)**

If there is no issue, it can be left blank.

#### **Example**

## **6. Discrepancies in the evaluation plan specified in the Course Specification**

### **6.1 Discrepancy in evaluation time frame**

<b>Detail of Discrepancy</b>	<b>Reasons</b>

### **6.2 Discrepancy in evaluation methods of learning Outcome (If any)**

<b>Detail of Discrepancy</b>	<b>Reasons</b>

## **7. Verification of student's achievement**

If there is no issue, it can be left blank.

#### **Example**

## **7. Verification of student's achievement**

<b>Verification Methods</b>	<b>Results</b>

## **Section 4 Problems and Impacts**

### **1. Teaching and Learning Resource**

If there is no issue, it can be left blank.

### **2. Administration and Organization**

If there is no issue, it can be left blank.

**Example****Section 4 Problems and Impacts****1. Teaching and Learning Resource**

<b>Problem of Teaching and Learning Resource (if any)</b>	<b>Impact</b>

**2. Administration and Organization**

<b>Problem of Administration and Organization (if any)</b>	<b>Impact on student learning outcome</b>

**Section 5 Course Evaluation****1. Result of course evaluation by students (see attachment)****1.1 Important student comment from the evaluation**

This topic uses a questionnaire learning evaluation which has 5 levels of opinions.

5 strongly agree 4 agree 3 undecided 2 disagree 1 strongly disagree

For the level of opinions the mean and standard deviation must be calculated.

After calculating the average and standard deviation for all items, the total average for all items will be calculated. To see the overall picture of the evaluation results

**Example Important student comment from the evaluation**

<b>Items</b>	<b>Average</b>	<b>S</b>
<b>1. Teaching and learning activities</b>		
1.1 Clarify purpose and clear study guidelines the contents.	4.78	0.42
1.2 The content is consistent with the course objective.	4.78	0.58
1.3 The content is designed for learners to understand clearly.	4.70	0.46
1.4 Use media that are appropriate to the subject matter.	4.62	0.68
1.5 Organize activities conform the interests and aptitudes of the learners.	4.73	0.56
1.6 Organize activities to promote self-learning.	4.81	0.46
1.7 Organize activities to create collaboration.	4.70	0.57
1.8 Allow learners to participate or ask questions in class.	4.81	0.40
1.9 Create a warm classroom atmosphere emphasizing the cooperation of instructors and learners.	4.68	0.58



Items	Average	S
1.10 Some measurements and evaluations are consistent with the objectives and clarify the evaluation methods to learners.	4.70	0.52
<b>2. Learning Support</b>		
2.1 The classroom/laboratory is a suitable environment for teaching and learning.	4.43	0.93
2.2 Classrooms/laboratories are equipped with sufficient educational technology and media equipment.	4.38	0.86
<b>3. Morality and ethics</b>		
3.1 You intend to attend the class on time	4.92	0.36
3.2 You are consistently responsible for the assigned tasks.	4.86	0.42
3.3 You are learned discipline and responsibility in class.	4.84	0.44
<b>4. Knowledge development</b>		
4.1 You have gained knowledge from class activities.	4.73	0.56
4.2 You have the opportunity to do a variety of activities in class.	4.73	0.51
4.3 You have gained knowledge from the teacher's teaching.	4.86	0.42
<b>5. Intellectual development</b>		
5.1 You have practiced systematic thinking.	4.65	0.75
5.2 You have the opportunity to analyze issues/problems from within the class.	4.70	0.57
5.3 You can summarize knowledge by yourself.	4.76	0.64
<b>6. Inter personal relationship and responsibility</b>		
6.1 You have practiced working with others.	4.86	0.48
6.2 You have the opportunity to work individually.	4.78	0.48
6.3 You are trained to be a leader and follower in the class.	4.73	0.56
<b>7. Mathematical analytical thinking, communication skills and information technology skills</b>		
7.1 You have the opportunity to practice calculating in class.	4.76	0.55
7.2 You have the opportunity to search for information academic paper using technology.	4.78	0.58
7.3 You have the opportunity to practice presenting in the variety ways.	4.84	0.37
<b>Total Average</b>	<b>4.74</b>	
<b>Total Standard deviation</b>	<b>0.57</b>	

### 1.2 Instructor response/opinion to student comment in (1.1)

In this topic, the table of section 1.1 is summarized by writing an overview and write on each category.

#### Example

### 1.2 Instructor response/opinion to student comment in (1.1)

Overall evaluation results are at the level strongly agree average 4.74 standard deviation 0.57

Teaching and learning activities at level strongly agree average 4.62-4.81 standard deviation 0.40-0.68

Learning support at level agree average 4.38-4.43 standard deviation 0.86-0.93

Morality and ethics at level strongly agree average 4.84-4.92 standard deviation 0.36-0.44

Knowledge development at level strongly agree average 4.73-4.86 standard deviation 0.42-0.56

Intellectual development at level strongly agree average 4.65-4.76 standard deviation 0.57-0.75

Inter personal relationship and responsibility at level strongly agree average 4.73-4.86 standard deviation 0.48-0.56

Mathematical analytical thinking, communication skills and information at level strongly agree average 4.76-4.84 standard deviation 0.37-0.58

## **2. Result of course evaluation in other method**

### **2.1 Important comment from the evaluation**

From 1.2 summarized and create idea to improved.

### **2.2 Instructor response/opinion to student comment in (2.1)**

If there is no issue, it can be left blank.

#### **Example**

## **2. Result of course evaluation in other method**

### **2.1 Important comment from the evaluation**

Every items are at the strongly agree except learning support that are at the level agree part of it comes from the condition of the classroom that needs to be improved.

### **2.2 Instructor response/opinion to student comment in (2.1)**

## **Section 6 Improvement Plan**

### **1. Progress of teaching and learning improvement recommended in the previous Course Report**

If there is no issue, it can be left blank.

### **2. Other Improvement**

If there is no issue, it can be left blank.

### **3. Suggestions for improvement in subsequence semester/academic year**

Column suggestions

1. Adjust activities in TQF 3 support teaching and evaluation
2. Adjust task in TQF 3 support teaching
3. Another idea for support teaching

Column deadline

Period of time to adjust, it related with next time to teach

When lecturer design TQF 3, lecturer will read Suggestions for improvement for data to adjust TQF 3

### Example

Lecturer teaches 2 classes by the same TQF 3 per one semester

### Example First class

#### 3. Suggestions for improvement in subsequence semester/academic year

Suggestions	Deadline	Responsible person
Design activities with student-center and student can work by themselves	next class which will continue to be taught this semester	Lecturer
Adjust TQF3 to support new activities with student-center	next semester	Lecturer

### Example Second class

#### 3. Suggestions for improvement in subsequence semester/academic year

Suggestions	Deadline	Responsible person
1. Design activities with student-center and student can work by themselves 2. Adjust TQF3 to support new activities with student-center 3. Adjust TQF3 add method for evaluation etc. students assess themselves and friend assess friend	next semester	Lecturer

#### 4. Suggestions of course instructor

If there is no issue, it can be left blank.

### 6. Adjust TQF 3

When lecturer write TQF 5 complete. Lecturer will write new TQF 3 for teach students in the next semester.

Form TQF 5 ideas for adjust about Teaching method

1. Design activities with student-center and student can work by themselves
2. Adjust TQF3 to support new activities with student-center
3. Adjust TQF3 add method for evaluation etc. students assess themselves and friend assess friend

### Example

Week	Topic	Hours	Teaching Methods
1	Explanation of the Syllabus and Course; Review of Education Leadership	3	1. Introduce and explanation 2. Lecture 3. Answer Question about followers and

Week	Topic	Hours	Teaching Methods
	<ul style="list-style-type: none"> <li>- Definition of Leader, Leadership, Management</li> <li>- Qualities of a Good Leader</li> <li>- Element of Leadership</li> </ul>		<p>leader (Individual Task)</p> <p>4. Activities (Group Task)</p> <p>4.1 Select picture of your pet</p> <p>4.2 Who do you think will be a good leader? Why?</p> <p>4.3 Group the pet and discuss. Who will the group choose as the leader?</p> <p>4.4 Discussion and presentation.</p> <p>5. Interactive Class Discussion</p> <p>6. Group (4 persons per group) discussion about 'Good leaders are not necessarily good management' and 'Good management are not necessarily good leader' present in the next class</p>
2	<p>Leadership</p> <ul style="list-style-type: none"> <li>- Trait Theories of Leadership</li> <li>- Qualities and skills of Effective Leaders</li> <li>- The effective leadership structure of Bass and Stogdill</li> <li>- Trait and effective leadership skills of Yukl</li> <li>- Character Questionnaire</li> <li>- Leadership ability questionnaire</li> </ul>	3	<ol style="list-style-type: none"> <li>1. Group present</li> <li>2. Lecture</li> <li>3. Students have self-assessment by leadership ability questionnaire and character questionnaire.</li> <li>4. Interactive Class Discussion about character of leader and how to be the leader.</li> <li>5. Assign group task             <ol style="list-style-type: none"> <li>5.1 Search about Leadership in digital transformation.</li> <li>5.2 Analyzing how it is important to the organization in today's era.</li> <li>5.3 An educational institution with a leader in digital transformation. What should a leader look like?</li> <li>5.4 Environment atmosphere of an educational institution with leader of digital transformation should look like.</li> </ol> </li> </ol> <p>Present in week 15</p>
3	<p>Leadership activities to find your future leaders</p> <ol style="list-style-type: none"> <li>1. 30 seconds on the clock (individual)</li> <li>2. Back to back drawing (2 people)</li> <li>3. Shipwreck (team)</li> <li>4. Situation (team)</li> </ol>	3	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Do activities by agreeing on the rules for doing activities</li> <li>3. Upon completion of each activity, there will be a summary of what was learned in each activity.</li> <li>4. Interactive class discussion about characteristic of leader form activities in this class</li> </ol>

Week	Topic	Hours	Teaching Methods
	Study – case study TAN		5. Discussion about if you will be practice something to be leadership. What do you think about something to practice? 6. In this activities, What skills do you think the activities trains? 7. Assign group task, study – case study TAN and answer the questions 7.1 What leadership roles do you think TAN played? 7.2 TAN’s leadership, what issues were expressed? 7.3 What kind of power is used by TAN? 7.4 What is the importance of leadership to live and drive the organization?
4	1. Leader’s Power - Source of leadership power 1. Power 2. Influence 3. Authority - The sources of leadership power include Position Power and Personal Power 1.1 Position Power 1.2 Personal Power - Empowerment from networks of relationships - Information power Favorite Animal - Leadership roles in the organization - Skill Critical to Developing Effecting Leadership 2. Favorite Animal Picture of animal 23 type	3	1. Lecture 2. Activities – Favorite Animal Individual - Select one picture - Answer the questions 1. What animal do you like the most? 2. What animal would you like to keep as a pet? Group work 1. Organize in groups of 5 people each 2. Each group selected 10 species of animals and stated the reasons for choosing each species. 3. Each group represents 1 school. Please specify the level of class offered. Rules: There must be 10 types of animals as school personnel. 4. <b>Brave school</b> has divided administrative work into 4 departments - academic - activity - administration and correspondence - quality assurance 5. Choose one animal to be the leader. Why? 6. If group want to elect a teacher representative as a leader bringing students to academic competitions. Who will be choose and reason?

Week	Topic	Hours	Teaching Methods
			<p>7. If group want a leader for the management of educational institutions in terms of activities. Who will be choose management and reason?</p> <p>8. If group want to elect a teacher representative as a sports and tourism activity. Who will be choose and reason?</p> <p>9. If group want a leader perform quality assurance tasks. Who will be choose management and reason?</p>
5	Article Research <ul style="list-style-type: none"> <li>- Title</li> <li>- Research</li> <li>- Structure of abstract</li> <li>- Structure of article</li> <li>- How to answer question?</li> <li>- How to read table: ANOVA?</li> </ul>	3	1. Lecture 2. Interactive Class Discussion 3. Answer Questions <ul style="list-style-type: none"> <li>3.1 What is DL, DM and DT?</li> <li>3.2 What number of the research sample?</li> <li>3.3 What's the results of the research?</li> <li>3.4 What's keywords?</li> <li>3.5 What's research questions?</li> <li>3.6 What's research statistics?</li> <li>3.7 How to present a research?</li> <li>3.8 What's journal of this article?</li> </ul>
6	Theory of Leadership <ol style="list-style-type: none"> <li>1. Behavioral theory of leadership               <ul style="list-style-type: none"> <li>- University of Michican leadership study</li> <li>- The Ohio leadership study</li> <li>- Leadership Grip theory</li> <li>- Continuum of leadership behavior theory</li> </ul> </li> <li>2. Contingency theory of leadership               <ul style="list-style-type: none"> <li>- Fiedler's LPC theory of leadership</li> <li>- Path-Goal theory of leadership</li> <li>- Vroom's Decision Tree Approach to leadership</li> <li>- The Five Decision-Making Style</li> <li>- The leader-Member</li> </ul> </li> </ol>	3	1. Lecture 2. Interactive Class Discussion 3. Answer Questions

Week	Topic	Hours	Teaching Methods
	Exchange Model - Hersey-Blanchard Situational leadership theory		
7	Theory of Leadership 3. Transformational leadership theory and transformational leadership 4. Contemporary concepts of leadership How to read article? Develop Leadership Style Model for Indonesian Teachers Performance in Education 4.0 Era	3	1. Lecture 2. Interactive Class Discussion 3. Answer Questions (individual) 3.1 What were objective or aim or purpose of the research? 3.2 What were sub items of literature review? 3.3 What were hypothesis of research? 3.4 What was the method used in the research? 3.5 What were the respondents in this study? 3.6 What were statistics of research? 3.7 What means of charismatic leader style, fatherly leadership style, expert leadership style, laissez faire leadership in this research? 3.8 What results of hypothesis?
8	Mid Term	3	
9	Strategic planning - The changing context of secondary and higher education - Development of capacity to lead in all aspects of education - Handle curriculum - Education administration How to create action plan Part 1 Overview of Educational Part Part 2 Direction of Educational institution quality development Part 3 Strategies for Educational Institution Quality Development and Success Indicators Part 4 Defining Success Indictors and Project Activities	3	1. Lecture 2. Assign group task 2.1 Form a group of 4-5 people 2.2 Assuming 1 school, specify the name and grade level offered 2.3 Search or Create SWOT 2.4 Search or Create a Vision 2.5 Search or Create a Mission 2.6 Search Strategy 2.7 Search the Structure of the Development Plan 2.8 Search Personnel Development Project The presentation is scheduled in week 16

Week	Topic	Hours	Teaching Methods
	Part 5 Determine Operational Plans and Budget Part 6 Supervision, Monitoring, Evaluation and Reporting Part 7 Roles of Those in Charge of Education and Reporting		
10	Curriculum development - Budget - Administration - Setting management standards Writing Project - Structure of Project - How to write project	3	1. Lecture 2. Interactive Class Discussion
11	Leadership development - Definition - Key job competencies of role-based leaders - Key driving factors for effective leadership development - Training design for leadership development and effective leadership - Key element of leadership program	3	1. Lecture 2. Interactive Class Discussion 3. Answer Questions 4. Group work – discussion and report preparation
12	Leadership development - Methods and activities to use for leadership development and leadership - Comparison of activities and methods for leadership development and leadership How to read article ? Coaching to develop leadership for healthcare managers: a mixed – method systematic review protocol	3	1. Lecture 2. Interactive Class Discussion 3. Answer Questions 3.1 What are the components of coaching for leadership development among healthcare managers? 3.2 What's leadership defined? 3.3 Why's "Healthcare managers are the primary target group"? 3.4 What is a meaning of the leadership development of healthcare managers? 3.5 What are the specific objectives? 3.6 What are types of studies? 3.7 From quantitative studies, what the methodological quality of



Week	Topic	Hours	Teaching Methods
			randomized traits? 3.8 What's the extraction of coaching?
13	Good Governance <ul style="list-style-type: none"> <li>- Definition</li> <li>- Element of good governance</li> <li>- How to develop good governance among executives?</li> </ul>	3	1. Lecture, 2. Interactive Class Discussion, 3. Group work 3.1 Choose 1 topic of how to develop good governance in management and design the development. 3.2 Please discuss in the group already. Summarize ideas for submission within 30 minutes. 3.3 Present in front of the class no more than 10 minutes per group.
14	How to read article? Digital Leadership: State Governance in the Era of Digital Technology	3	1. Lecture 2. Interactive Class Discussion 3. Answer Questions (individual) 3.1 How are related title and key words? 3.2 Do you think this article is academic research or education research? 3.3 What are structures of this article? 3.4 What are related title and the transformation of governance and challenges to it in the era of digital technology? 3.5 What are related title and theoretical origin of digital leadership? 3.6 What are different between theoretical origin of digital leadership and theoretical construction of digital leadership? 3.7 According to the article, how can the theoretical origin in sources of digital leadership be demonstrated? 3.8 What are the main characteristics and dimensions of digital thinking era? 3.9 What is the problem of digital insight? 3.10 What is the involves of decision-making? 3.11 What is the digital implementation consists?

Week	Topic	Hours	Teaching Methods
			<p>3.12 What is the strategies and recommendations for improving digital leadership?</p> <p>3.13 What are you learned from this article?</p>
15	Present Report Leadership in Digital Transformation	3	<ol style="list-style-type: none"> <li>1. Group Present</li> <li>2. Interactive Class Discussion</li> <li>3. What I learned from my friend's presentation?</li> <li>4. What level of quality do you think your friend's reporting should have? Why?</li> </ol>
16	Present Report Action Plan	3	<ol style="list-style-type: none"> <li>1. Group Present</li> <li>2. Interactive Class Discussion</li> <li>3. What I learned from my friend's presentation?</li> <li>4. What level of quality do you think your friend's reporting should have? Why?</li> </ol>
17	Final Test	3	

## STRUCTURE TQF 5 COURSE SPECIFICATION

Name of institution Rajamangala University of Technology Krungthep  
 Campus/faculty/department Institute of Science, Innovation and Culture,  
Department of Education Society

### Section 1 General Information

#### 1. Course code and course title

Thai .....  
 English .....  
 Number of credits .....

#### 2. Curriculum and type of subject

2.1 Curriculum .....  
 2.2 Type of subject .....

#### 3. Responsible faculty member

.....

#### 4. Trimester / year of study

4.1 Trimester ..... / Year of study 2023  
 4.2 Number of students ..... students

#### 5. Venue of study

.....

### Section 2 Comparing Class Management to Teaching Plan

#### 1. Number of actual teaching hours compared to the teaching plan

Topics	No. of planed teaching hrs.	No. of actual teaching hrs.	Reason(s) (in case the discrepancy is more than 25%)

#### 2. Topics that were not taught as planned

Topic(s) that couldn't taught as planned (if any)	Significant of topic(s)	Remedy Plan

**3. Effectiveness of the teaching methods specified in the Course Specification**

Learning Outcome	Teaching methods specified in the course specification	Effectiveness		Problems of the teaching method(s) (if any) and suggestions
		Yes (/)	No (X)	
Morals and Ethics				
Knowledge				
Intellectual Development				
Interpersonal Skills and Responsibilities				
Numerical Analysis, Communication and Information Technology Skills				

**4. Suggestions for Improving Teaching Methods****Section 3 Report of Course Management**

- 1. Number of course enrolled student** .... Students  
**2. Number of students in course at the end of semester** .... Students  
**3. Number of withdrew student (W)** .... Students  
**4. Grade Distribution**

Grade	No. of Students	Percentage
A		
B+		
B		
C+		
C		
D+		
D		
F		
I (Incomplete)		
S		
U		

**5. Factors causing unusual grade distribution (If any)**

## 6. Discrepancies in the evaluation plan specified in the Course Specification

### 6.1 Discrepancy in evaluation time frame

Detail of Discrepancy	Reasons

### 6.2 Discrepancy in evaluation methods of learning Outcome (If any)

Detail of Discrepancy	Reasons

## 7. Verification of student's achievement

Verification Methods	Results

## Section 4 Problems and Impacts

### 1. Teaching and Learning Resource

Problem of Teaching and Learning Resource (if any)	Impact

### 2. Administration and Organization

Problem of Administration and Organization (if any)	Impact on student learning outcome

## Section 5 Course Evaluation

### 1. Result of course evaluation by students (see attachment)

#### 1.1 Important student comment from the evaluation

opinion level 5 strongly agree 4 agree 3 undecided 2 disagree 1 strongly disagree

Items	Average	S
<b>1. Teaching and learning activities</b>		
1.1 Clarify purpose and clear study guidelines the contents.		
1.2 The content is consistent with the course objective.		
1.3 The content is designed for learners to understand clearly.		

Items	Average	S
1.4 Use media that are appropriate to the subject matter.		
1.5 Organize activities conform the interests and aptitudes of the learners.		
1.6 Organize activities to promote self-learning.		
1.7 Organize activities to create collaboration.		
1.8 Allow learners to participate or ask questions in class.		
1.9 Create a warm classroom atmosphere emphasizing the cooperation of instructors and learners.		
1.10 Some measurements and evaluations are consistent with the objectives and clarify the evaluation methods to learners.		
<b>2. Learning Support</b>		
2.1 The classroom/laboratory is a suitable environment for teaching and learning.		
2.2 Classrooms/laboratories are equipped with sufficient educational technology and media equipment.		
<b>3. Morality and ethics</b>		
3.1 You intend to attend the class on time		
3.2 You are consistently responsible for the assigned tasks.		
3.3 You are learned discipline and responsibility in class.		
<b>4. Knowledge development</b>		
4.1 You have gained knowledge from class activities.		
4.2 You have the opportunity to do a variety of activities in class.		
4.3 You have gained knowledge from the teacher's teaching.		
<b>5. Intellectual development</b>		
5.1 You have practiced systematic thinking.		
5.2 You have the opportunity to analyze issues/problems from within the class.		
5.4 You can summarize knowledge by yourself.		
<b>6. Inter personal relationship and responsibility</b>		
6.1 You have practiced working with others.		
6.2 You have the opportunity to work individually.		
6.4 You are trained to be a leader and follower in the class.		
<b>7. Mathematical analytical thinking, communication skills and information technology skills</b>		
7.1 You have the opportunity to practice calculating in class.		
7.2 You have the opportunity to search for information academic paper using technology.		
7.3 You have the opportunity to practice presenting in the variety ways.		
<b>Total Average</b>		
<b>Total Standard deviation</b>		

### 1.2 Instructor response/opinion to student comment in (1.1)

## 2. Result of course evaluation in other method

### 2.1 Important comment from the evaluation

### 2.2 Instructor response/opinion to student comment in (2.1)

## Section 6 Improvement Plan

### 1. Progress of teaching and learning improvement recommended in the previous Course Report

Improvement plan in prior semester/academic year	Achievement of plan implementaion

### 2. Other Improvement

### 3. Suggestions for improvement in subsequence semester/academic year

Suggestions	Deadline	Responsible person

### 4. Suggestions of course instructor

Course Instructor:

Signature.....Submission

Date.....

Chair Person/Program Director:

Signature.....Receipt

Date.....

## APPENDIX

### Learning Evaluation

**Subject** ..... **Batch** .....

☐ MA.      ☐ Ph.D.

**Objective**      to use the information to improve teaching and learning

**Instruction** Please write a ✓ mark on the corresponding item.

**Opinion level** 5-strongly agree 4-agree 3-undecided 2-disagree 1-strongly disagree

Items	Opinion level				
	1	2	3	4	5
<b>1. Teaching and learning activities</b>					
1.1 Clarify purpose and clear study guidelines the contents.					
1.2 The content is consistent with the course objective.					
1.3 The content is designed for learners to understand clearly.					
1.4 Use media that are appropriate to the subject matter.					
1.5 Organize activities conform the interests and aptitudes of the learners.					
1.6 Organize activities to promote self-learning.					
1.7 Organize activities to create collaboration.					
1.8 Allow learners to participate or ask questions in class.					
1.9 Create a warm classroom atmosphere emphasizing the cooperation of instructors and learners.					
1.10 Some measurements and evaluations are consistent with the objectives and clarify the evaluation methods to learners.					
<b>2. Learning Support</b>					
2.1 The classroom/laboratory is a suitable environment for teaching and learning.					
2.2 Classrooms/laboratories are equipped with sufficient educational technology and media equipment.					
<b>3. Morality and ethics</b>					
3.1 You intend to attend the class on time					
3.2 You are consistently responsible for the assigned tasks.					
3.3 You are learned discipline and responsibility in class.					
<b>4. Knowledge development</b>					
4.1 You have gained knowledge from class activities.					
4.2 You have the opportunity to do a variety of activities in class.					
4.3 You have gained knowledge from the teacher's teaching.					



Items	Opinion level				
	1	2	3	4	5
<b>5. Intellectual development</b>					
5.1 You have practiced systematic thinking.					
5.2 You have the opportunity to analyze issues/problems from within the class.					
5.5 You can summarize knowledge by yourself.					
<b>6. Inter personal relationship and responsibility</b>					
6.1 You have practiced working with others.					
6.2 You have the opportunity to work individually.					
6.5 You are trained to be a leader and follower in the class.					
<b>7. Mathematical analytical thinking, communication skills and information technology skills</b>					
7.1 You have the opportunity to practice calculating in class.					
7.2 You have the opportunity to search for information academic paper using technology.					
7.3 You have the opportunity to practice presenting in the variety ways.					

## Example TQF 3 and TQF 5

### First – Begin teach by this plan



สถาบันวิทยาศาสตร์ นวัตกรรม และวัฒนธรรม  
INSTITUTE OF SCIENCE INNOVATION AND CULTURE

#### COURSE SPECIFICATION

##### TQF 3

<b>Name of Institution</b>	<b><u>Rajamangala University of Technology Krungthep</u></b>
<b>Campus/Faculty/Department</b>	<b><u>Institute of Science, Innovation and Culture,</u></b>
	<b><u>Department of Education and Society</u></b>

#### Section 1 General Information

<b>1. Course code and course title</b>	
Thai	9 – 233 – 502 ผู้นำทางการศึกษา
English	9 – 233 – 502 Education Leadership
Number of credit	3(3 – 0 – 6)
<b>2. Curriculum and type of subject</b>	
2.1 Curriculum	Master of Arts Program in Education and Society (International Program)
2.2 Type of Subject	Required
<b>3. Responsible faculty member</b>	Asst. Prof. Dr. Wannaporn Siripala
<b>4. Trimester / year of study</b>	
4.1 Trimester Second / Year of Study	2023
4.2 Number of Students	45 Students
<b>5. Pre – requisites</b>	None
<b>6. Co– requisites</b>	None
<b>7. Venue of study</b>	Onsite
<b>8. Date of latest revision</b>	30 June 2023

#### Section 2 Goals and Objectives

##### 1. Goals

Through the study of diversified seminal text and key example,

- 1) Students have academic and professional ethics.
- 2) Students apply knowledge of educational leadership to their own development.
- 3) Students can think systematically

- 4) Students develop leadership and follower skills.
- 5) Students gain academic communication and presentation skills.
2. Objective of Development / Revision
 

Upon completion of the course, learners, should be able to:

  - 1) students have knowledge and understanding educational leadership.
  - 2) Students can design curriculum development. leadership training.
  - 3) Students expressed their opinions on being a virtuous leader.

### Section 3 Course Management

#### 1. Course description

(Thai)

การฝึกอบรมภาวะผู้นำ มาตรฐานของผู้นำ และความสามารถของผู้นำ การพัฒนาหลักสูตรที่ครอบคลุม การจัดทำงบประมาณ การบริหาร การวางมาตรฐาน การจัดการ ธรรมาภิบาล ความเป็นผู้นำ การวางแผนเชิงกลยุทธ์ในขณะที่ยังคงมุ่งเน้นไปที่บริบทที่เปลี่ยนแปลงของการศึกษาระดับมัธยมศึกษา และอุดมศึกษา การพัฒนาศักยภาพในการเป็นผู้นำในทุกด้านของการศึกษาและเพื่อจัดการหลักสูตร การบริหารการศึกษ่อื่น

(English)

Leadership training, standards, and competency. Covers curriculum development, budgeting, administration, standardization, management, governance, leadership, and strategic planning while maintaining focus on the changing context of secondary and higher education. Development of the capacity to lead in all aspects of education and to handle curriculum, education administration.

#### 2. Credit Hours / Trimester

Lecture (Hour)	Additional class (Hour)	Laboratory/Field Trip/Internship (Hour)	Self study (Hour)
45	0	0	90

**3. Number of hours that the lecturer provides individual counseling and guidance**  
**3 hours per week**

No.	Name (Lecturer)	Date - time of consultation	Place / Room	Phone Number (Lecturer)	E-mail (Lecturer)	Total hours per week of mentoring
1	Asst. Prof. Dr. Wannaporn Siripala		UTK/ ISIC		Wannapo rn.s@mail .rumtk.ac. th	3

**Section 4 Development of Students' Learning Outcome**

**1. Expected outcome on students' skill and knowledge**

Upon completion of the course, learners should be able to:

- 1) Explain about educational leadership, governance, and strategic planning.
- 2) Study the context that affects the development of leadership potential in education.
- 3) Have skills in curriculum development administration and management.

**2. Teaching Methods**

Lecture, Interactive Class Discussion, Answer Question, Group Discussion and Interactions.

**3. Evaluation Methods**

Students' progress will be measured along with their newly acquired knowledge and skills through written examinations (midterm and final), speaking, reading and writing exercises and other skills & knowledge-enhancing classroom activities.

**1. Morality and Ethics**

**1.1 Expected outcome on morality and ethics**

Students should be able to demonstrate these following traits:

- (1) Respect for others
- (2) Honesty
- (3) Self-discipline
- (4) Sense of responsibility

**1.2 Teaching Methods**

To attain the desired learning outcomes, the following teaching methods will be used:

- (1) Experiential sharing
- (2) Student-centered approach
- (3) Lecture

**1.3 Evaluation methods**

To measure the progress of the students in terms of skills and knowledge, the following evaluation methods will be used;

- (1) Observe behavior

- (2) Submitting work on time
- (3) Presentation skills

## **2. Knowledge Development**

### **2.1 Expected outcome on knowledge development**

Students should be able to demonstrate these following traits:

- (1) Conclusion, knowledge and understanding of educational research.
- (2) Analyze important issues related to educational research operations.

### **2.2 Teaching Methods**

- (1) Lecture
- (2) Assigned readings
- (3) Interactive Class Discussion
- (4) Answer Question

### **2.3 Evaluation Methods**

- (1) Written examinations (Midterm & Final)
- (2) Homework/Assignments
- (3) Group and Individual works

## **5. Intellectual Development**

### **5.1 Expected outcome on Intellectual Development**

- (1) Can think systematically.
- (2) Analyze and summarize problems.

### **5.2 Teaching Methods**

- (1) Lectures and discussions
- (2) Group discussions and interactions
- (3) Group and Individual tasks
- (4) Question and answer sessions
- (5) Actual work outputs

### **5.3 Evaluation Methods**

- (1) Class presentations
- (2) Knowledge/Skills demonstration
- (3) Written examination

## **6. Interpersonal Relationship and Responsibility**

### **6.1 Expected outcome on Interpersonal Relationship and Responsibility**

- (1) Care for others
- (2) Sense of Responsibility
- (3) Communication openness

### **6.2 Teaching methods**

- (1) Group work activities
- (2) Work collaboration
- (3) Group discussions

### **6.3 Evaluation methods**

- (1) Group presentation
- (2) Individual presentation

## 7. Mathematical Analytical Thinking, Communication Skills, and Information Technology Skills

7.1 Expected outcome on mathematical analytical thinking, communication skills, and information technology skills

- (1) Gain academic communication and presentation skills.
- (2) Use a variety of technologies for communication.

7.2 Teaching Methods

- (1) Lecture and discussion
- (2) Individual and group oral presentation;
- (3) Assignments

7.3 Evaluation Methods

- (1) evaluate from individual and group oral presentation
- (2) Class recitations
- (3) Other evaluative examinations

## Section 5 Teaching and Evaluation Plans

### 2. Teaching Plan

Week	Topic	Hours	Teaching Methods	Instructor
1	Explanation of the Syllabus and Course; Review of Education Leadership - Definition of Leader, Leadership, Management - Qualities of a Good Leader - Element of Leadership	3	Lecture, Interactive Class Discussion Analyze case study Answer Questions Group work – discussion and report preparation	Asst. Prof. Dr. Wannaporn Siripala
2	Leadership - Trait Theories of Leadership - Qualities and skills of Effective Leaders	3	Lecture, Interactive Class Discussion Answer Questions Group work – discussion and report preparation	Asst. Prof. Dr. Wannaporn Siripala
3	Leadership - Types of leadership - Contemporary concepts of leadership	3	Lecture, Interactive Class Discussion Answer Questions Group work – discussion and report preparation	Asst. Prof. Dr. Wannaporn Siripala
4	Leadership development - Definition - Key job competencies of role-based leaders - Key driving factors for	3	Lecture, Interactive Class Discussion Answer Questions Group work – discussion and report preparation	Asst. Prof. Dr. Wannaporn Siripala

Week	Topic	Hours	Teaching Methods	Instructor
	effective leadership development - Training design for leadership development and effective leadership - Key element of leadership program			
5	Leadership development - Methods and activities to use for leadership development and leadership - Comparison of activities and methods for leadership development and leadership	3	Lecture Interactive Class Discussion Answer Questions Group work – discussion and report preparation	Asst. Prof. Dr. Wannaporn Siripala
6	Curriculum development - Budget - Administration - Setting management standards	3	Lecture Interactive Class Discussion Answer Questions	Asst. Prof. Dr. Wannaporn Siripala
7	Curriculum development - Report	3	Interactive Class Discussion, Group work – discussion and report preparation	Asst. Prof. Dr. Wannaporn Siripala
8	<b>Mid-term Exam</b>	3	Test Mid – term Exam	Asst. Prof. Dr. Wannaporn Siripala
9	Good Governance - Definition - Element of good governance	3	Lecture, Interactive Class Discussion	Asst. Prof. Dr. Wannaporn Siripala
10	Good Governance - How to develop good governance among executives?	3	Lecture, Interactive Class Discussion, Group work – discussion and report preparation	Asst. Prof. Dr. Wannaporn Siripala
11	Strategic planning - The changing context of secondary and higher education	3	Lecture, Interactive Class Discussion,	Asst. Prof. Dr. Wannaporn Siripala
12	Strategic planning - Development of capacity to lead in all aspects of education	3	Lecture, Interactive Class Discussion,	Asst. Prof. Dr. Wannaporn Siripala

Week	Topic	Hours	Teaching Methods	Instructor
13	Strategic planning - Handle curriculum - Education administration	3	Lecture, Interactive Class Discussion,	Asst. Prof. Dr. Wannaporn Siripala
14	Present Report	3	Interactive Class Discussion, Class Reporting	Asst. Prof. Dr. Wannaporn Siripala
15	Present Report	3	Interactive Class Discussion, Class Reporting	Asst. Prof. Dr. Wannaporn Siripala
16	Present Report	3	Interactive Class Discussion, Class Reporting	Asst. Prof. Dr. Wannaporn Siripala
17	<b>Final Term Exam</b>	3		Asst. Prof. Dr. Wannaporn Siripala

### 3. Evaluation Plan

Expected Outcomes	Methods / Activities	Week /s	Percentage
1	Observe behavior	1 - 15	10
2	Homework /assignment	1 - 15	10
2,3,4	Report	1 - 15	30
4, 5	Presentation	1 - 15	20
2	Mid Term Exam, Final Term Exam	8, 17	30

## Section 6 Teaching Materials and Resources

### 1. Selected Bibliography

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- Hu,S., Wenjun Chen, W., Hu,H., Huang,W., Chen,J. and Hu,J. (2022). Coaching to develop leadership for healthcare managers: a mixed-method systematic review protocol. **Systematic Reviews (2022)**
- Jaarsveld,L.V., Wolhuter,C.C. and Vyer,C.P. (2022). **Education Leadership Scoping,Perspectives and Future Trajectory**. AOSIS books, Cape Town.



- Kadiyono,A.L, Sulistiobudi,R.,A., Haris,I., Wahab,M.K.A., Ramdani,I., Purwanto,A., Mufid,A., Muqtada,M.R., Gufron,M., Nuryansah, M., Ficayuma,L.A., Mochammad Fahlevi,M., Sumartiningsih,S. Develop Leadership Style Model for Indonesian Teachers Performance in Education 4.0 Era. **Sys Rev Pharm** 2020;*11(9)*:363-373.
- Kokot,K., Kokotec, I.D., Marina Klačmer Čalopa,M.K. (2023). Digital Leadership and Maturity as a Key to Successful Digital Transformation: Country Case Study of Croatia. **TEM Journal**. Volume 12, Issue 1, February 2023. : 192-199.
- Peng,B. (2022). Digital leadership: State governance in the era of digital technology. **Cultures of Science** 2022 Vol 5(4): 210-225

## **2. Documents and recommended information**

### **Section 7 Evaluation and Improvement of Course Management**

#### **1. Strategies for effective course evaluation by students**

Develop a rubric or standard survey form that will be used by students to rate the usefulness of the topics.

#### **2. Evaluation strategies in teaching methods**

Introduce a rubric to rate the effectiveness of the teaching strategies used based on students' feedback.

#### **3. Improvement of teaching methods**

Encourage round-table discussions among lecturers/teachers to talk about best practices in teaching based on their individual experience.

#### **4. Evaluation of students' learning outcome**

Develop a quality exam.

#### **5. Review and improvement for better outcome**

Interview student representatives to gather information, discuss, and suggest improvements to curriculum arrangements, content, and methods.

\*\*\*\*\*

**Map showing the distribution of responsibility for learning outcomes.**

9-233-502 Education Leadership

<b>learning standards</b>		<b>responsibility</b>
1.Morality and Ethics	1.1 Honesty, honesty, discipline and responsibility towards oneself and society.	○
	1.2 Respect the rules Regulations of the organization and society Respect rights and listen opinions of others, able to work as a team with others.	
	1.3 Be generous, volunteer, public minded, considerate for the common interest have academic ethics; and profession.	●
2. Knowledge Development	2.1 Have knowledge and understanding of important principles and theories in the subject matter; and related verbal work.	○
	2.2 Able to analyze and synthesize knowledge and experience to understand the problem until you can choose to use the right tools to solve problems.	●
	2.3 Be able to apply relevant knowledge to changes in the environment; and new technology.	●
	2.4 Be able to integrate knowledge in the field of study with other related fields of study.	
3. Intellectual Development	3.1 Be curious and have the ability to learn for life.	○
	3.2 Able to think critically and systematically.	●
	3.3 Able to collect data, study, analyze, synthesize and summarize problems.	
	3.4 Be able to integrate knowledge and skills related to research to solve problems appropriately.	●
4. Interpersonal relationship and responsibility	4.1 Accept opinions and respect them. the rights of others, being able to work effectively with others efficiency.	●
	4.2 Have responsibility towards oneself and society. have the skills to be a leader and a follower.	○
	4.3 Be patient and accept individual differences. able to manage emotions with personality physically and mentally good.	
5. Mathematical Analytical thinking,	5.1 Have the ability to communicate information by speaking, writing, and giving academic presentations appropriate to situation	○

learning standards		responsibility
communication skills, and information technology skills	5.2 Can use a variety of technologies for proper communication.	●
	5.3 Be able to search and research quantitative data for self-learning.	

.....

**Signature (Asst. Prof. Dr. Wannaporn Siripala)**

**(30 June 2023)**

# Report behind first teach

## TQF 5

### COURSE SPECIFICATION

**Name of institution** Rajamangala University of Technology Krungthep  
**Campus/faculty/department** Institute of Science, Innovation and Culture,  
Department of Education Society

#### Section 1 General Information

##### 1. Course code and course title

Thai	9 – 233 – 502	ผู้นำทางการศึกษา
English	9 – 233 – 502	Education Leadership
Number of credits	3(3 – 0 – 6)	

##### 2. Curriculum and type of subject

2.1 Curriculum	Master of Arts Program in Education and Society (International Program)
2.2 Type of subject	Required

##### 3. Responsible faculty member

Asst. Prof. Dr. Wannaporn Siripala Batch 5

##### 4. Trimester / year of study

4.1 Trimester .....	/ Year of study 2023
4.2 Number of students	46 students

##### 5. Venue of study

Onsite

#### Section 2 Comparing Class Management to Teaching Plan

##### 1. Number of actual teaching hours compared to the teaching plan

Topics	No. of planed teaching hrs.	No. of actual teaching hrs.	Reason(s) (in case the discrepancy is more than 25%)
Explanation of the Syllabus and Course; Review of Education Leadership - Definition of Leader, Leadership, Management - Qualities of a Good Leader Element of Leadership	3	3	

Topics	No. of planed teaching hrs.	No. of actual teaching hrs.	Reason(s) (in case the discrepancy is more than 25%)
Leadership - Trait Theories of Leadership Qualities and skills of Effective Leaders	3	3	
Leadership - Types of leadership Contemporary concepts of leadership	3	3	
Leadership development - Definition - Key job competencies of role-based leaders - Key driving factors for effective leadership development - Training design for leadership development and effective leadership Key element of leadership program	3	3	
Leadership development - Methods and activities to use for leadership development and leadership - Comparison of activities and methods for leadership development and leadership	3	3	
Curriculum development - Budget - Administration - Setting management standards	3	3	
Curriculum development Report	3	3	
<b>Mid-term Exam</b>	3	3	
Good Governance - Definition - Element of good governance	3	3	
Good Governance How to develop good governance among executives?	3	3	
Strategic planning	3	3	

Topics	No. of planed teaching hrs.	No. of actual teaching hrs.	Reason(s) (in case the discrepancy is more than 25%)
The changing context of secondary and higher education			
Strategic planning Development of capacity to lead in all aspects of education	3	3	
Strategic planning - Handle curriculum - Education administration	3	3	
Present Report	3	3	
Present Report	3	3	
Present Report	3	3	
<b>Final Term Exam</b>	3	3	

## 2. Topics that were not taught as planned

Topic(s) that couldn't taught as planned (if any)	Significant of topic(s)	Remedy Plan

## 3. Effectiveness of the teaching methods specified in the Course Specification

Learning Outcome	Teaching methods specified in the course specification	Effectiveness		Problems of the teaching method(s) (if any) and suggestions
		Yes (/)	No (X)	
Morals and Ethics	(1) Experiential sharing (2) Student-centered approach (3) Lecture	/		
Knowledge	(1) Lecture (2) Assigned readings (3) Interactive Class Discussion (4) Answer Question	/		
Intellectual Development	(1) Lectures and discussions (2) Group discussions and interactions (3) Group and Individual tasks (4) Question and answer sessions (5) Actual work outputs	/		

Learning Outcome	Teaching methods specified in the course specification	Effectiveness		Problems of the teaching method(s) (if any) and suggestions
		Yes (/)	No (X)	
Interpersonal Skills and Responsibilities	(1) Group work activities (2) Work collaboration (3) Group discussion	/		
Numerical Analysis, Communication and Information Technology Skills	(1) Lecture and discussion (2) Individual and group oral presentation; (3) Assignments	/		

#### 4. Suggestions for Improving Teaching Methods

From organizing teaching and learning activities according to TQF3 as planned, activities have been adjusted according to the student condition. And there are suggestions for next action

1. Adjust activities from lecturer to give away PowerPoint before class. Students have documents for study. Save time taking notes and can understand lessons better.
2. Bring articles about leadership content to train students
  - How to read articles
  - Sampling
  - Presentation of research results
  - Article summary

#### Section 3 Report of Course Management

1. Number of course enrolled student **46** Students
2. Number of student in course at the end of semester **46** Students
3. Number of withdrew student (W) **0** Students
4. Grade Distribution

Grade	No. of Students	Percentage
A	33	71.7
B+	2	4.3
B	11	24.0
C+	0	0.0
C	0	0.0
D+	0	0.0
D	0	0.0
F	0	0.0
I (Incomplete)	0	0.0
S	0	0.0
U	0	0.0

### 5. Factors causing unusual grade distribution (If any)

There are 5 different methods for evaluating the results based on the National Education Act B.E. Participating in class activities creative geometric visualization creative geometric painting searching and presenting information Evaluate your own work and the work of your peers. Working on projects that focus on real practice Including doing a final test enabling students to score well and test scores

### 6. Discrepancies in the evaluation plan specified in the Course Specification

#### 6.1 Discrepancy in evaluation time frame

Detail of Discrepancy	Reasons

#### 6.2 Discrepancy in evaluation methods of learning Outcome (If any)

Detail of Discrepancy	Reasons

### 7. Verification of student's achievement

Verification Methods	Results

## Section 4 Problems and Impacts

### 1. Teaching and Learning Resource

Problem of Teaching and Learning Resource (if any)	Impact

### 2. Administration and Organization

Problem of Administration and Organization (if any)	Impact on student learning outcome



### Section 5 Course Evaluation

#### 1. Result of course evaluation by students (see attachment)

##### 1.1 Important student comment from the evaluation

opinion level 5 strongly agree 4 agree 3 undecided 2 disagree 1 strongly disagree

Items	Average	S
<b>1. Teaching and learning activities</b>		
1.1 Clarify purpose and clear study guidelines the contents.	4.78	0.42
1.2 The content is consistent with the course objective.	4.78	0.58
1.3 The content is designed for learners to understand clearly.	4.70	0.46
1.4 Use media that are appropriate to the subject matter.	4.62	0.68
1.5 Organize activities conform the interests and aptitudes of the learners.	4.73	0.56
1.6 Organize activities to promote self-learning.	4.81	0.46
1.7 Organize activities to create collaboration.	4.70	0.57
1.8 Allow learners to participate or ask questions in class.	4.81	0.40
1.9 Create a warm classroom atmosphere emphasizing the cooperation of instructors and learners.	4.68	0.58
1.10 Some measurements and evaluations are consistent with the objectives and clarify the evaluation methods to learners.	4.70	0.52
<b>2. Learning Support</b>		
2.1 The classroom/laboratory is a suitable environment for teaching and learning.	4.43	0.93
2.2 Classrooms/laboratories are equipped with sufficient educational technology and media equipment.	4.38	0.86
<b>3. Morality and ethics</b>		
3.1 You intend to attend the class on time	4.92	0.36
3.2 You are consistently responsible for the assigned tasks.	4.86	0.42
3.3 You are learned discipline and responsibility in class.	4.84	0.44
<b>4. Knowledge development</b>		
4.1 You have gained knowledge from class activities.	4.73	0.56
4.2 You have the opportunity to do a variety of activities in class.	4.73	0.51
4.3 You have gained knowledge from the teacher's teaching.	4.86	0.42
<b>5. Intellectual development</b>		
5.1 You have practiced systematic thinking.	4.65	0.75
5.2 You have the opportunity to analyze issues/problems from within the class.	4.70	0.57
5.6 You can summarize knowledge by yourself.	4.76	0.64
<b>6. Inter personal relationship and responsibility</b>		
6.1 You have practiced working with others.	4.86	0.48
6.2 You have the opportunity to work individually.	4.78	0.48
6.6 You are trained to be a leader and follower in the class.	4.73	0.56
<b>7. Mathematical analytical thinking, communication skills and information technology skills</b>		
7.1 You have the opportunity to practice calculating in class.	4.76	0.55

Items	Average	S
7.2 You have the opportunity to search for information academic paper using technology.	4.78	0.58
7.3 You have the opportunity to practice presenting in the variety ways.	4.84	0.37
<b>Total Average</b>	<b>4.74</b>	
<b>Total Standard deviation</b>	<b>0.57</b>	

### 1.2 Instructor response/opinion to student comment in (1.1)

Overall evaluation results are at the level strongly agree average 4.74 standard deviation 0.57

Teaching and learning activities at level strongly agree average 4.62-4.81 standard deviation 0.40-0.68

Learning support at level agree average 4.38-4.43 standard deviation 0.86-0.93

Morality and ethics at level strongly agree average 4.84-4.92 standard deviation 0.36-0.44

Knowledge development at level strongly agree average 4.73-4.86 standard deviation 0.42-0.56

Intellectual development at level strongly agree average 4.65-4.76 standard deviation 0.57-0.75

Inter personal relationship and responsibility at level strongly agree average 4.73-4.86 standard deviation 0.48-0.56

Mathematical analytical thinking, communication skills and information at level strongly agree average 4.76-4.84 standard deviation 0.37-0.58

## 2. Result of course evaluation in other method

### 2.1 Important comment from the evaluation

Every items are at the strongly agree except learning support that are at the level agree part of it comes from the condition of the classroom that needs to be improved.

### 2.2 Instructor response/opinion to student comment in (2.1)

## Section 6 Improvement Plan

### 1. Progress of teaching and learning improvement recommended in the previous Course Report

Improvement plan in prior semester/academic year	Achievement of plan implementaion

### 2. Other Improvement

**3. Suggestions for improvement in subsequence semester/academic year**

<b>Suggestions</b>	<b>Deadline</b>	<b>Responsible person</b>
Design activities with student-center and student can work by themselves	next class which will continue to be taught this semester	Lecturer
Adjust TQF3 to support new activities with student-center	next semester	Lecturer

**4. Suggestions of course instructor**

Course Instructor:

Signature.....Submission

Date.....

Chair Person/Program Director:

Signature.....Receipt

Date.....

# Report behind second teach

## TQF 5 COURSE SPECIFICATION

Name of institution Rajamangala University of Technology Krungthep  
Campus/faculty/department Institute of Science, Innovation and Culture,  
Department of Education Society

### Section 1 General Information

#### 1. Course code and course title

Thai	9 – 233 – 502 ผู้นำทางการศึกษา
English	9 – 233 – 502 Education Leadership
Number of credit	3(3 – 0 – 6)

#### 2. Curriculum and type of subject

2.1 Curriculum	Master of Arts Program in Education and Society (International Program)
2.2 Type of subject	Required

3. Responsible faculty member Asst. Prof. Dr. Wannaporn Siripala Batch 3,4

#### 4. Trimester / year of study

4.1 Trimester .....	/ Year of study 2023
4.2 Number of students	28 students

5. Venue of study Onsite

### Section 2 Comparing Class Management to Teaching Plan

#### 1. Number of actual teaching hours compared to the teaching plan

Topics	No. of planed teaching hrs.	No. of actual teaching hrs.	Reason(s) (in case the discrepancy is more than 25%)
Explanation of the Syllabus and Course; Review of Education Leadership - Definition of Leader,	3	3	

Topics	No. of planed teaching hrs.	No. of actual teaching hrs.	Reason(s) (in case the discrepancy is more than 25%)
Leadership, Management - Qualities of a Good Leader Element of Leadership			
Leadership - Trait Theories of Leadership Qualities and skills of Effective Leaders	3	3	
Leadership - Types of leadership Contemporary concepts of leadership	3	3	
Leadership development - Definition - Key job competencies of role-based leaders - Key driving factors for effective leadership development - Training design for leadership development and effective leadership Key element of leadership program	3	3	
Leadership development - Methods and activities to use for leadership development and leadership - Comparison of activities and methods for leadership development and leadership	3	3	
Curriculum development - Budget - Administration - Setting management standards	3	3	
Curriculum development Report	3	3	
<b>Mid-term Exam</b>	3	3	
Good Governance - Definition - Element of good governance	3	3	

Topics	No. of planed teaching hrs.	No. of actual teaching hrs.	Reason(s) (in case the discrepancy is more than 25%)
Good Governance How to develop good governance among executives?	3	3	
Strategic planning The changing context of secondary and higher education	3	3	
Strategic planning Development of capacity to lead in all aspects of education	3	3	
Strategic planning - Handle curriculum - Education administration	3	3	
Present Report	3	3	
Present Report	3	3	
Present Report	3	3	
<b>Final Term Exam</b>	3	3	

## 2. Topics that were not taught as planned

Topic(s) that couldn't taught as planned (if any)	Significant of topic(s)	Remedy Plan

## 3. Effectiveness of the teaching methods specified in the Course Specification

Learning Outcome	Teaching methods specified in the course specification	Effectiveness		Problems of the teaching method(s) (if any) and suggestions
		Yes (/)	No (X)	
Morals and Ethics	(1) Experiential sharing (2) Student-centered approach (3) Lecture	/		
Knowledge	(1) Lecture (2) Assigned readings	/		

Learning Outcome	Teaching methods specified in the course specification	Effectiveness		Problems of the teaching method(s) (if any) and suggestions
		Yes (/)	No (X)	
	(3) Interactive Class Discussion (4) Answer Question			
Intellectual Development	(1) Lectures and discussions (2) Group discussions and interactions (3) Group and Individual tasks (4) Question and answer sessions Actual work outputs	/		
Interpersonal Skills and Responsibilities	(1) Group work activities (2) Work collaboration (3) Group discussion	/		
Numerical Analysis, Communication and Information Technology Skills	(1) Lecture and discussion (2) Individual and group oral presentation; (3) Assignments	/		

## (2) Suggestions for Improving Teaching Methods

The operation remains the original TQF3, but teaching activities have been adjusted as suggested, resulting in results.

1. In this class, lecturer gives away PowerPoint before class and students have documents for study. Students can view PowerPoints with lectures and can participate in activities more conveniently practice.
2. Classroom activities have imported teaching and learning management. By adding activities that give students more opportunities
3. Bring articles about leadership content to train students
  - How to read articles
  - Objective or aim or purpose
  - Sampling
  - Presentation of research results
  - Article summary

### Section 3 Report of Course Management

1. Number of course enrolled student **28** Students
2. Number of student in course at the end of semester **28** Students
3. Number of withdrew student (W) **0** Students
4. Grade Distribution

Grade	No. of Students	Percentage
A	27	96.4
B+	1	3.6
B	0	0.0
C+	0	0.0
C	0	0.0
D+	0	0.0
D	0	0.0
F	0	0.0
I (Incomplete)	0	0.0
S	0	0.0
U	0	0.0

#### 5. Factors causing unusual grade distribution (If any)

There are 5 different methods for evaluating the results based on the National Education Act B.E. Participating in class activities creative geometric visualization creative geometric painting searching and presenting information Evaluate your own work and the work of your peers. Working on projects that focus on real practice Including doing a final test enabling students to score well and test scores

#### 6. Discrepancies in the evaluation plan specified in the Course Specification

##### 6.1 Discrepancy in evaluation time frame

Detail of Discrepancy	Reasons

##### 6.2 Discrepancy in evaluation methods of learning Outcome (If any)

Detail of Discrepancy	Reasons



## 7. Verification of student's achievement

Verification Methods	Results

## Section 4 Problems and Impacts

### 1. Teaching and Learning Resource

Problem of Teaching and Learning Resource (if any)	Impact

### 2. Administration and Organization

Problem of Administration and Organization (if any)	Impact on student learning outcome

## Section 5 Course Evaluation

### 1. Result of course evaluation by students (see attachment)

#### 1.1 Important student comment from the evaluation

opinion level 5 strongly agree 4 agree 3 undecided 2 disagree 1 strongly disagree

Items	Average	S
<b>(3) Teaching and learning activities</b>		
1.1 Clarify purpose and clear study guidelines the contents.	4.91	0.28
1.2 The content is consistent with the course objective.	4.87	0.45
1.3 The content is designed for learners to understand clearly.	4.83	0.48
1.4 Use media that are appropriate to the subject matter.	4.87	0.34
1.5 Organize activities conform the interests and aptitudes of the learners.	4.87	0.45
1.6 Organize activities to promote self-learning.	5.00	0.00
1.7 Organize activities to create collaboration.	5.00	0.00
1.8 Allow learners to participate or ask questions in class.	4.96	0.20
1.9 Create a warm classroom atmosphere emphasizing the cooperation of instructors and learners.	4.96	0.20

Items	Average	S
1.10 Some measurements and evaluations are consistent with the objectives and clarify the evaluation methods to learners.	4.91	0.28
<b>(4) Learning Support</b>		
2.1 The classroom/laboratory is a suitable environment for teaching and learning.	4.96	0.20
2.2 Classrooms/laboratories are equipped with sufficient educational technology and media equipment.	4.87	0.34
<b>3.Morality and ethics</b>		
3.1 You intend to attend the class on time	4.87	0.34
3.2 You are consistently responsible for the assigned tasks.	5.00	0.00
3.3 You are learned discipline and responsibility in class.	4.96	0.20
<b>4. Knowledge development</b>		
4.1 You have gained knowledge from class activities.	4.91	0.28
4.2 You have the opportunity to do a variety of activities in class.	4.87	0.34
4.3 You have gained knowledge from the teacher's teaching.	4.96	0.20
<b>(5)Intellectual development</b>		
5.1 You have practiced systematic thinking.	4.87	0.34
5.2 You have the opportunity to analyze issues/problems from within the class.	4.87	0.34
5.7 You can summarize knowledge by yourself.	4.91	0.28
<b>6. Inter personal relationship and responsibility</b>		
6.1 You have practiced working with others.	4.96	0.20
6.2 You have the opportunity to work individually.	4.96	0.20
6.7 You are trained to be a leader and follower in the class.	4.91	0.28
<b>7. Mathematical analytical thinking, communication skills and information technology skills</b>		
7.1 You have the opportunity to practice calculating in class.	4.70	0.86
7.2 You have the opportunity to search for information academic paper using technology.	4.96	0.20
7.3 You have the opportunity to practice presenting in the variety ways.	4.96	0.20
<b>Total Average</b>	<b>4.91</b>	
<b>Total Standard deviation</b>	<b>0.33</b>	

### 1.2 Instructor response/opinion to student comment in (1.1)

Overall evaluation results are at the level strongly agree average 4.91 standard deviation 0.33

Teaching and learning activities at level strongly agree average 4.83-5.00 standard deviation 0.00-0.48

Learning support at level agree average 4.87-4.96 standard deviation 0.20-0.34

Morality and ethics at level strongly agree average 4.87-5.00 standard deviation 0.00-0.34

Knowledge development at level strongly agree average 4.87-4.96 standard deviation 0.20-0.34

Intellectual development at level strongly agree average 4.87-4.91 standard deviation 0.28-0.34

Inter personal relationship and responsibility at level strongly agree average 4.91-4.96 standard deviation 0.20-0.28

Mathematical analytical thinking, communication skills and information at level strongly agree average 4.70-4.96 standard deviation 0.20-0.86

## **2. Result of course evaluation in other method**

### **2.1 Important comment from the evaluation**

Every item have a rating level strongly agree and the standard deviation are low.

### **2.2 Instructor response/opinion to student comment in (2.1)**

## **Section 6 Improvement Plan**

### **1. Progress of teaching and learning improvement recommended in the previous Course Report**

<b>Improvement plan in prior semester/academic year</b>	<b>Achievement of plan implementaion</b>

### **2. Other Improvement**

### **3. Suggestions for improvement in subsequence semester/academic year**

<b>Suggestions</b>	<b>Deadline</b>	<b>Responsible person</b>
1. Design activities with student-center and student can work by themselves 2. Adjust TQF3 to support new activities with student-center 3. Adjust TQF3 add method for evaluation etc. students assess themselves and friend assess friend	next semester	Lecturer

### **4. Suggestions of course instructor**

Course Instructor:

Signature.....Submission  
Date.....

Chair Person/Program Director:

Signature.....Receipt  
Date.....