

How to write TQF3

Asst. Prof. Dr. Wannaporn Siripala

1. Study about course description from the curriculum.
2. Study about learning outcome standards from the curriculum. It has 3 items, knowledge and ideas, skill and process, qualities or attitudes. This shows. How does the course want to train students?
3. Study about development of learning outcomes in each area. It has 5 items, morality and ethics, knowledge development, intellectual development, Interpersonal relationship and responsibility, mathematical analytical thinking, communication skills and information technology skill. Each topic has 3 subitems, learning outcome, teaching strategies used to develop learning and learning assessment strategies.

Learning outcome give ideas for designing expected outcome.

Example

2.1.1 Moral and ethical learning outcomes

- 1) Honesty, honesty, discipline and responsibility towards oneself and society.
- 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
- 3) Be generous, volunteer, public minded, considerate for the common interest have academic ethics; and profession

1. Morality and Ethics

1.1 Expected outcome on morality and ethics

Students should be able to demonstrate these following traits:

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

2.2.1 Knowledge learning outcomes

- 1) have knowledge and understanding of important principles and theories in the subject matter; and related verbal work
- 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
- 3) be able to apply relevant knowledge to changes in the environment; and new technology
- 4) Be able to integrate knowledge in the field of study with other related fields of study.

2.1 Expected outcome on knowledge development

Students should be able to demonstrate these following traits:

- 2.1.1 Conclusion, knowledge and understanding of higher education philosophy.
- 2.1.2 Analyze important issues related to academic freedom.

Teaching strategies used to develop learning provide ideas for designing teaching activities.

Example Morality and Ethics

Teaching strategies used to develop moral and ethical learning

- 1) Moral insertion and ethics in all course content
- 2) Promote learning from case studies real situation and from the experience of teachers
- 3) There are activities to develop moral and ethical learning that are concrete and can be applied in real life.

Teaching method from Teaching strategies used to develop moral and ethical learning 2) and 3)

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

Example Knowledge

Teaching strategies used to develop knowledge

- 1) Introducing an overview of knowledge before entering the lesson. Summarizing new knowledge after the lesson while linking new knowledge with previous knowledge as well as linking knowledge from one subject to another at a higher level by choosing a teaching method that is suitable for the course content
- 2) There are many teaching methods, according to the nature of the course content, including lectures, reviews, practical exercises use of case studies and other teaching techniques that focus on students, such as allowing students to participate in expressing their opinions, problem-based learning by self-study.
- 3) Learning from real situations

Teaching method from Teaching strategies used to develop knowledge

- (1) Online lecture
- (2) Written output
- (3) Knowledge/Skills demonstration
- (4) Assigned readings

Learning assessment strategies give ideas for designing assessment guidelines.

Lecturers select teaching strategies, that's related with this course and useful for evaluation.

Example

2.1.3 Moral and Ethical Learning Assessment Strategies

There is a regular assessment of learning by the advisor. teachers and users Master's Degree with Behavioral Observation and student regular expressions.

1.3 Evaluation methods It are related between learning outcomes, activities and evaluations.

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

- 1.3.1 Written examination
- 1.3.2 Course written outputs
- 1.3.3 Skills demonstration

2.2.3 Learning Evaluation Strategies on Knowledge

- 1) Assessment of inter-semester learning, such as assignments, reports, mini-tests

Presentation of the class research report.

2) Assessment from a written examination or a practical examination.

3) Assessment of Master's knowledge by surveying the opinions of Master's users.

2.3 Evaluation Methods It are related between learning outcomes, activities and evaluations.

2.3.1 Written examinations (Midterm & Final)

2.3.2 Homework/Assignments

2.3.3 Group and Individual works

4. Study about curriculum mapping.

A map showing the distribution of responsibility for learning outcomes from curriculum to subject. (Curriculum mapping)

● **Main responsibility** Lecturers must provide evidence of assessment such as tests, task etc.

○ **Secondary responsibility** Lecturers will be assessed through observation or otherwise without the need for testing.

Details will be in the curriculum.

In the table there will be a symbol

A map showing the distribution of responsibility for learning outcomes from curriculum to subject. (Curriculum mapping)

● **Main responsibility** ○ **Secondary responsibility**

Higher education Qualification standard criteria course	1. Morality and Ethics			2. Knowledge Development				3. Intellectual Development				4. Interpersonal relationship and responsibility			5. Mathematical Analytical thinking, communication skills, and information technology skills		
	1.1	1.2	1.3	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	5.1	5.2	5.3
Basic subject																	
9-231-503 The Philosophy of Higher Education	○		●	●	○			○	●		●		○	●	●		○
.....																	

From table

Morality and Ethics has 3 items

1.1 Be faithful, honesty, discipline and responsibility towards oneself and society. ○

1.2 Respect the rules and regulations of the organization and society. Respecting rights and listening to opinions of others, able to work as a team with others.

1.3 Have a spirit of volunteerism, public mind, altruism have academic and professional ethics. ●

1.1 symbol ○ it means secondary responsibility Lecturers will teach and evaluation by observation or another.

1.2 No symbol in this cell it means none develop students or none evaluation.

1.3 symbol ● it means main responsibility Lecturers will teach, design task for individual or groups and evaluation by test or another.

Knowledge Development has 4 items

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.

2.1 Symbol ● it means secondary responsibility Lecturers will teach and evaluation by observation or another.

2.2 Symbol ○ it means main responsibility Lecturers will teach, design task for individual or groups and evaluation by test or another.

2.3 No symbol in this cell it means none develop students or none evaluation.

Example

1.1 Be faithful, honesty, discipline and responsibility towards oneself and society.

1.3 Have a spirit of volunteerism, public mind, altruism have academic and professional ethics.

1. Morality and Ethics

1.1 Expected outcome on morality and ethics

Students should be able to demonstrate these following traits:

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

2. Knowledge Development

1. Expected outcome on knowledge development

Students should be able to demonstrate these following traits:

- (1) Conclusion, knowledge and understanding of higher education philosophy.
- (2) Analyze important issues related to academic freedom.

2. How to write evaluation plan

Evaluation Methods consider from development of learning outcomes and curriculum mapping. First, select main responsibility and desired verb form and content, sometimes select words about verb and content.

No.	Expected Outcomes	Method /activities	Week/s	Percentage
	In this cell, select no. of expected outcomes that's related with methods/ activities	Brief method from teaching methods	The week evaluated	Percentage of the methods/ activities
				...
Total				100

3. Study about structure of TQF3

4. Write TQF3

EXAMPLE AND HOW TO WRITE TQF3



สถาบันวิทยาศาสตร์ นวัตกรรม และวัฒนธรรม
INSTITUTE OF SCIENCE INNOVATION AND CULTURE

COURSE SPECIFICATION

TQF 3

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

Section 1 General Information

1. **Course code and course title**

Thai	copy course name from the curriculum 9 – 231 – 503 ปรัชญาของการอุดมศึกษา
English	copy course name from the curriculum 9 – 231 – 503 The Philosophy of Higher Education
Number of credit	copy number of credit from the curriculum 3(3 – 0 – 6)
2. **Curriculum and type of subject**

2.1 Curriculum	curriculum name Master of Arts – Education and Society
2.2 Type of Subject	Required
3. **Responsible faculty member** Instructor's name
Asst Prof Dr. Wannaporn Siripala
4. **Trimester / year of study**

4.1 Trimester	<u>semester order (1, 2 or first, second, summer)</u> Second / Year of Study 2022
4.2 Number of Students	42 Students
5. **Pre – requisites** **None**, if any, specify
6. **Co– requisites** **None**, if any, specify
7. **Venue of study** on line by program **Zoom application**
 Onsite identify the building
8. **Date of latest revision** **31 October 2022**

Section 2 Goals and Objectives

1. Goals

Learners should have knowledge of all content according to the course description according to what process.

Through the study of diversified seminal text and key example, we will review key core concept and focus on the meaning of each and its importance related to philosophy of higher education, inventive ecological realism. This will analyze about critical thinking and social justice.

2. Objective of Development / Revision

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

It is written in the form of objectives (Verb + noun (content)) that cover 3 aspects, namely cognitive domain (knowledge-based) Psychomotor Domain (action-based) and Affective Domain (emotion-based).

- 1. Have knowledge and understanding of the philosophy of higher education.**
- 2. Ability to analyze critical thinking and social justice.**
- 3. Have the ability to express opinions and research on educational philosophical articles.**
- 4. Responsible for assigned task.**

Section 3 Course Management

1. Course description

copy course description from the curriculum

(Thai)

บทนำที่ครอบคลุมเกี่ยวกับปรัชญาการศึกษาในระดับอุดมศึกษา การแนะนำในด้านใหม่ และส่งเสริมความจริงของระบบนิเวศที่สร้างสรรค์ การส่งมอบค่านิยมความรู้การศึกษา การคิดเชิงวิพากษ์และความยุติธรรมทางสังคม ปัญหาที่สำคัญเสรีภาพทางวิชาการ และมหาวิทยาลัยดิจิทัล ผลงานทั้งคลาสสิกและสมัยใหม่ในหัวข้อที่เกี่ยวข้อง

(English)

A comprehensive introduction to the philosophy of higher education, guiding it into new areas and furthering an inventive ecological realism. Delivery as values, knowledge, education, critical thinking, and social justice. This course addresses significant problems such as academic freedom, and the digital university, drawing on both classic and modern works on the subject.

2. Credit Hours / Trimester

calculated from (3-0-6)

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

Lecture x 15 weeks = 3 x 15

learn by yourself x 15 weeks = 6x15

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	Wednesday 06.00 p.m. – 09.00 p.m.	UTK/ ISIC		Wannaporn.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:

It is written in the form of objectives (Verb + noun (content)) that cover 3 aspects, namely cognitive domain (knowledge-based) and Psychomotor Domain (action-based or skill).

- 1) Identify and brief about philosophy. (Knowledge)
- 2) Discussion about philosophy from journal. (Knowledge)
- 3) Analyze and discussion critical thinking from book or journal. (Skill)

2. Teaching Methods

Lecture, Interactive Class Discussion, Answer the question and Class Reporting

3 Evaluation Methods

Students' academic 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:

- 1.1.1 Obedience
- 1.1.2 Respect for others
- 1.1.3 Honesty
- 1.1.4 Self-discipline
- 1.1.5 Sense of responsibility

1.2 Teaching Methods

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

- 1.2.1 Experiential sharing**
- 1.2.2 Mentoring approach**
- 1.2.3 Student-centered approach**
- 1.2.4 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;

- 1.3.1 Written examination**
- 1.3.2 Course written outputs**
- 1.3.3 Skills demonstration**

2. Knowledge Development

2.1 Expected outcome on knowledge development

Students should be able to demonstrate these following traits:

- 2.1.1 Conclusion, knowledge and understanding of higher education philosophy.**
- 2.1.2 Analyze important issues related to academic freedom.**

2.2 Teaching Methods

- 2.2.1 Online lecture**
- 2.2.2 Written output**
- 2.2.3 Knowledge/Skills demonstration**
- 2.2.4 Assigned readings**

2.3 Evaluation Methods

- 2.3.1 Written examinations (Midterm & Final)**
- 2.3.2 Homework/Assignments**
- 2.3.3 Group and Individual works**

3. Intellectual Development

3.1 Expected outcome on Intellectual Development

- 3.1.1 Have the ability to comment on an inventive ecological realism.**
- 3.1.2 Have the ability to analyze values, knowledge, education.**

3.2 Teaching Methods

- 3.1.1 Online lectures and discussions**
- 3.1.2 Group discussions and interactions**
- 3.1.3 Group and Individual tasks**
- 3.1.4 Question and answer sessions**
- 3.2.5 Actual work outputs**

3.2 Evaluation Methods

- 3.2.1 Class presentations**
- 3.2.2 Knowledge/Skills demonstration**
- 3.2.3 Written examination**
- 3.2.4 Self-assessment**

4 Interpersonal Relationship and Responsibility

4.1 Expected outcome on Interpersonal Relationship and Responsibility

- 4.1.1 Care for others**
- 4.1.2 Sensitivity**
- 4.1.3 Sense of Responsibility**

4.1.4 Communication openness

4.2 Teaching methods

4.2.1 Group work activities

4.2.2 Work collaboration

4.2.3 Group discussions

4.3 Evaluation methods

4.3.1 Group presentation

4.3.2 Individual presentation

4.3.3 Critical analysis

5 Mathematical Analytical Thinking, Communication Skills, and Information Technology Skills

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

5.1.1 Find out and analyze articles on the philosophy of education rationally.

5.1.2 Find out and analyze articles on the problems academic freedom.

5.2 Teaching Methods

5.2.1 Online Lecture and discussion

5.2.2 Individual and group oral presentation;

5.2.3 Assignments

5.3 Evaluation Methods

5.3.1 Oral examination

5.3.2 Class recitations

5.3.3 Other evaluative examinations

Section 5 Teaching and Evaluation Plans

1. Teaching Plan

Distribute from the course description
Distributed over the entire week of
Teaching.

Teaching related to teaching methods from
section 4 development of students learning
Outcome.

Week	Topic	Hours	Teaching Methods/Multimedia	Instructor
1	Explanation of the Syllabus and Course; The Importance of Educational Philosophy	3	Online Lecture, Interactive Class Discussion and Answer the question	Asst Prof Dr. Wannaporn Siripala
2	The Importance of Educational Philosophy	3	Online Lecture, Interactive Class Discussion, Experiential Sharing, Assignment, Class Reporting	Asst Prof Dr. Wannaporn Siripala
3	Higher Education Philosophy	3	Online Lecture, Interactive Class Discussion	Asst Prof Dr. Wannaporn Siripala

Week	Topic	Hours	Teaching Methods/Multimedia	Instructor
4	Higher Education Philosophy	3	Online Lecture, Interactive Class Discussion, Written output	Asst Prof Dr. Wannaporn Siripala
5	Ecosystem of Higher Education Institutions	3	Online Lecture, Interactive Class Discussion, Assigned reading	Asst Prof Dr. Wannaporn Siripala
6	Ecosystem of Higher Education Institutions	3	Online Lecture, Interactive Class Discussion, Group oral presentation.	Asst Prof Dr. Wannaporn Siripala
7	Values and Knowledge of Higher Education and Academic Freedom	3	Online Lecture, Interactive Class Discussion, Group work activities.	Asst Prof Dr. Wannaporn Siripala
8	Mid-term Exam	3	Test Mid – term Exam	Asst Prof Dr. Wannaporn Siripala
9	Values and Knowledge of Higher Education and Academic Freedom	3	Online Lecture, Interactive Class Discussion, Individual and group oral presentation.	Asst Prof Dr. Wannaporn Siripala
10	Values and Knowledge of Higher Education and Academic Freedom	3	Online Lecture, Interactive Class Discussion, Individual and group oral presentation.	Asst Prof Dr. Wannaporn Siripala
11	Critical Thinking	3	Online Lecture, Interactive Class Discussion, Assigned reading.	Asst Prof Dr. Wannaporn Siripala
12	Critical Thinking	3	Online Lecture, Interactive Class Discussion, Individual and group oral presentation.	Asst Prof Dr. Wannaporn Siripala
13	Digital University	3	Online Lecture, Interactive Class Discussion, Class Reporting, Assigned reading.	Asst Prof Dr. Wannaporn Siripala
14	Digital University	3	Online Lecture, Interactive Class Discussion, Class Reporting	Asst Prof Dr. Wannaporn Siripala
15	The results of the university's products in the context of the institution.		Online Lecture, Interactive Class Discussion, Class Reporting	Asst Prof Dr. Wannaporn Siripala
17	Final Term Exam	3	Test Final – term Exam	Asst Prof Dr. Wannaporn Siripala

2. Evaluation Plan

No	Expected Outcomes	Methods / Activities	Week/s	Percentage
1	1.1.1 Obedience 1.1.2 Respect for others 1.1.3 Honesty 1.1.4 Self – discipline 1.1.5 Sense of responsibility 4.1.1 Care for others 4.1.2 Sensitivity 4.1.3 Sense of responsibility	Online Lecture/Discussion	1 - 15	10
2	2.1.1 Conclusion, knowledge and understanding of higher education philosophy. 2.1.2 Analyze important issues related to academic freedom. 5.1.1 Find out and analyze articles on the philosophy of education rationally. 5.1.2 Find out and analyze articles on the problems academic freedom.	Individual and group report	1 - 15	30
3	3.1.1 Have the ability to comment on an inventive ecological realism. 3.1.2 Have the ability to analyze values, knowledge, education. 4.1.4 Communication openness	Experiential sharing	1 - 15	30
4	2.1.1 Conclusion, knowledge and understanding of higher education philosophy. 2.1.2 Analyze important issues related to academic freedom.	Mid Term Exam, Final Term Exam	8, 17	30

Section 6 Teaching Materials and Resources

1. Selected Bibliography

- Bojesen, E. (2021). *Contradictions in Educational Thought and Practice: Derrida, Philosophy, and Education*. Studies in Philosophy and Education. Vol 40, page 165-182.
- Ipek, I and Ziatdimov, R. (2017). *New Approaches and Trends in the Philosophy of Educational Technology for Learning and Teaching Environments*. European Journal of Contemporary Education. Vol 6(3), page 381-389.
- Kunac, S. (2020). *The Key to Understanding The Role of teacher's Beliefs in Education Practice*. Education Philosophies. Vol 69: Issue 2, page 553 – 572.

- Mohamed Hashim, M.A., Tlemsani, I., & Matthews, R. (2022). *A sustainable University: Digital transformation and Beyond*. Education and Information Technologies. Vol 27, page 8961-8996.
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- Stehlik, T. (2018). *Educational Philosophy for 21 st Century Teacher*. Switzerland: Palgrave Macmillan.
- Timokhova, G. and team. (2022). *Digital Transformation of University as a Means of Framing Eco – Environment for Creativity and Creative Activities to Attract and Develop Talented and Skilled Persons*. Education Science. Vol 12, page 562.

2. Documents and recommended information

Section 7 Evaluation and Improvement of Course Management

Instructors will have the freedom of thinking in the preparation of 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.

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Signature (Asst Prof Dr. Wannaporn Siripala)
(31 October 2022)

Map showing the distribution of responsibility for learning outcomes.

9-231-503 The Philosophy of Higher Education

learning standards		responsibility
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, communication skills, and	5.1 Have the ability to communicate information by speaking, writing, and giving academic presentations appropriate to situation	●
	5.2 Can use a variety of technologies for proper communication.	

learning standards		responsibility
information technology skills	5.3 Be able to search and research quantitative data for self-learning.	○