

In Remembrance of His Majesty

KING BHUMIBOL ADULYADEJ

1927 - 2016



QA

QA

QA

TQR

TQR

TQR

มโนทัศน์
ที่คลาดเคลื่อน
ในการประเมินหลักสูตรตาม
กรอบมาตรฐานคุณวุฒิ
ระดับอุดมศึกษาแห่งชาติ

QA Assessor Retreat; Century Park Hotel
September 24, 2017

Assoc. Prof. Budit Thipakorn
Deputy Secretary-General for Higher Education Commission

TQR

TQR

QA

QA

QA

หลักสูตรที่ **สอดคล้อง**
กรอบมาตรฐานคุณวุฒิ
ระดับอุดมศึกษาแห่งชาติ:

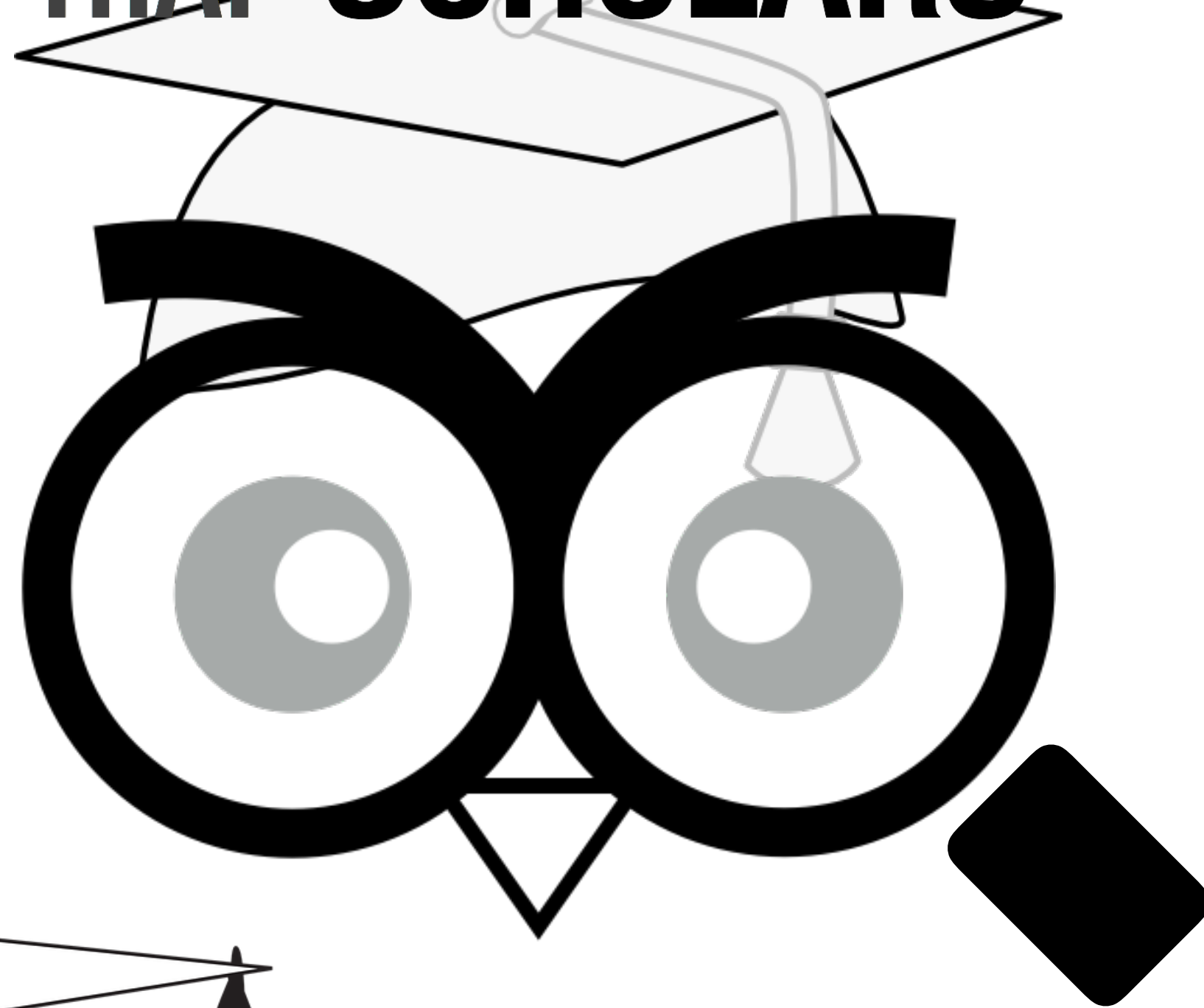
ควรเป็น
อย่างไร

This is actually the
CONCEPT of
TQF...





QUALIFICATION^{of}
THAI "SCHOLARS"



THRESHOLD
STANDARD

QUALITY

Achievement
^{of} STUDENTS
in all disciplines

FRAMEWORK

กรอบมาตรฐานคุณวุฒิ

ความเป็น

‘บัณฑิต’

ของประเทศไทย



ผู้ที่จบการศึกษาระดับอุดมศึกษาของประเทศไทยทุกคนในทุกศาสตร์สาขาวิชา **ต้อง** มีข้อกำหนดจำเพาะ (Specification) พื้นฐาน (Threshold) ที่เป็นผลการเรียนรู้อย่างน้อย 5 ด้าน คือด้าน (1) คุณธรรม จริยธรรม (2) ความรู้ (3) ทักษะทางปัญญา (4) ทักษะความสัมพันธ์ระหว่างบุคคลและความรับผิดชอบ และ (5) ทักษะการวิเคราะห์เชิงตัวเลข การสื่อสาร และใช้เทคโนโลยีสารสนเทศ จึงสมควรเรียกว่า “บัณฑิต” “มหาบัณฑิต” และ “ดุษฎีบัณฑิต”



THAI SCHOLARS

IDENTITY

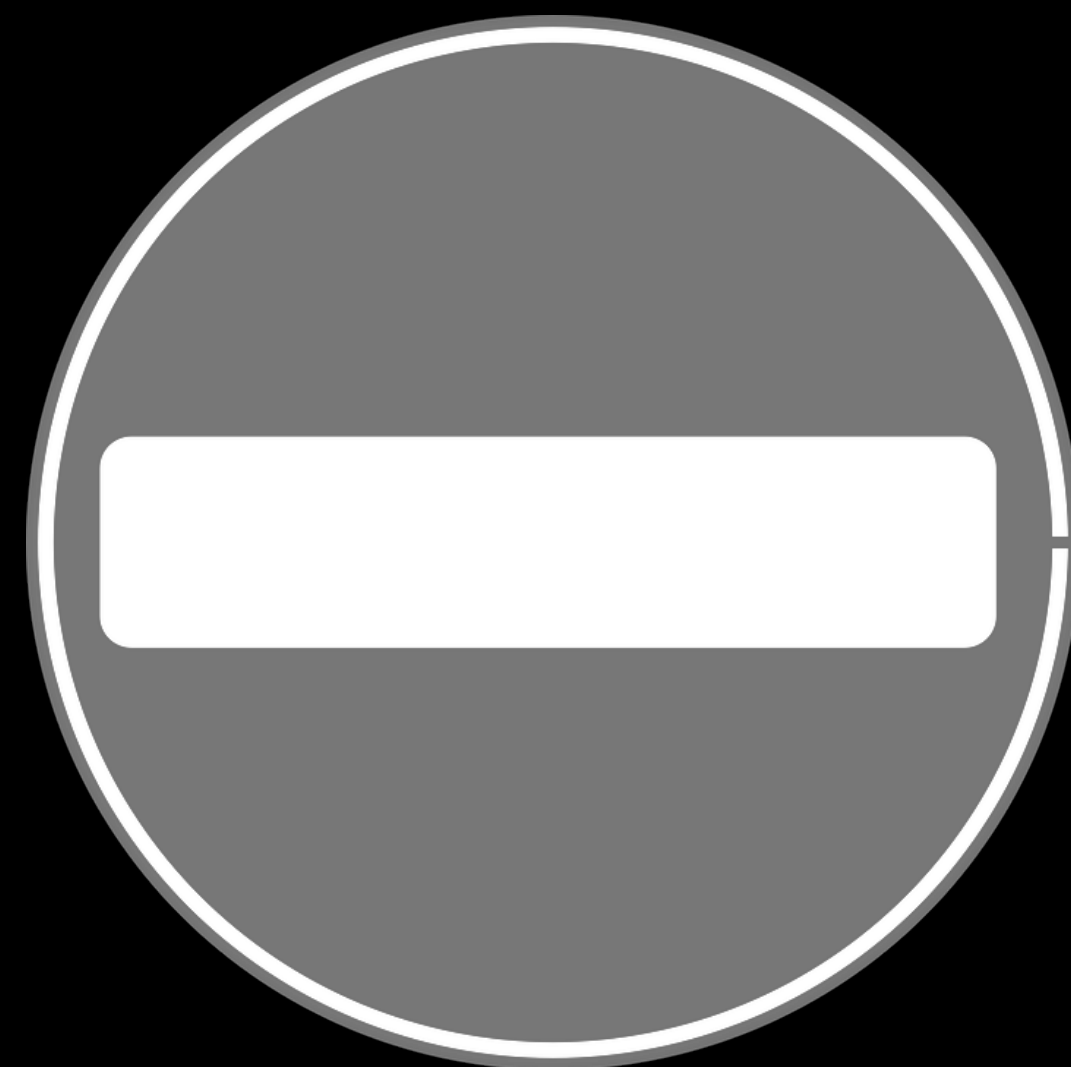


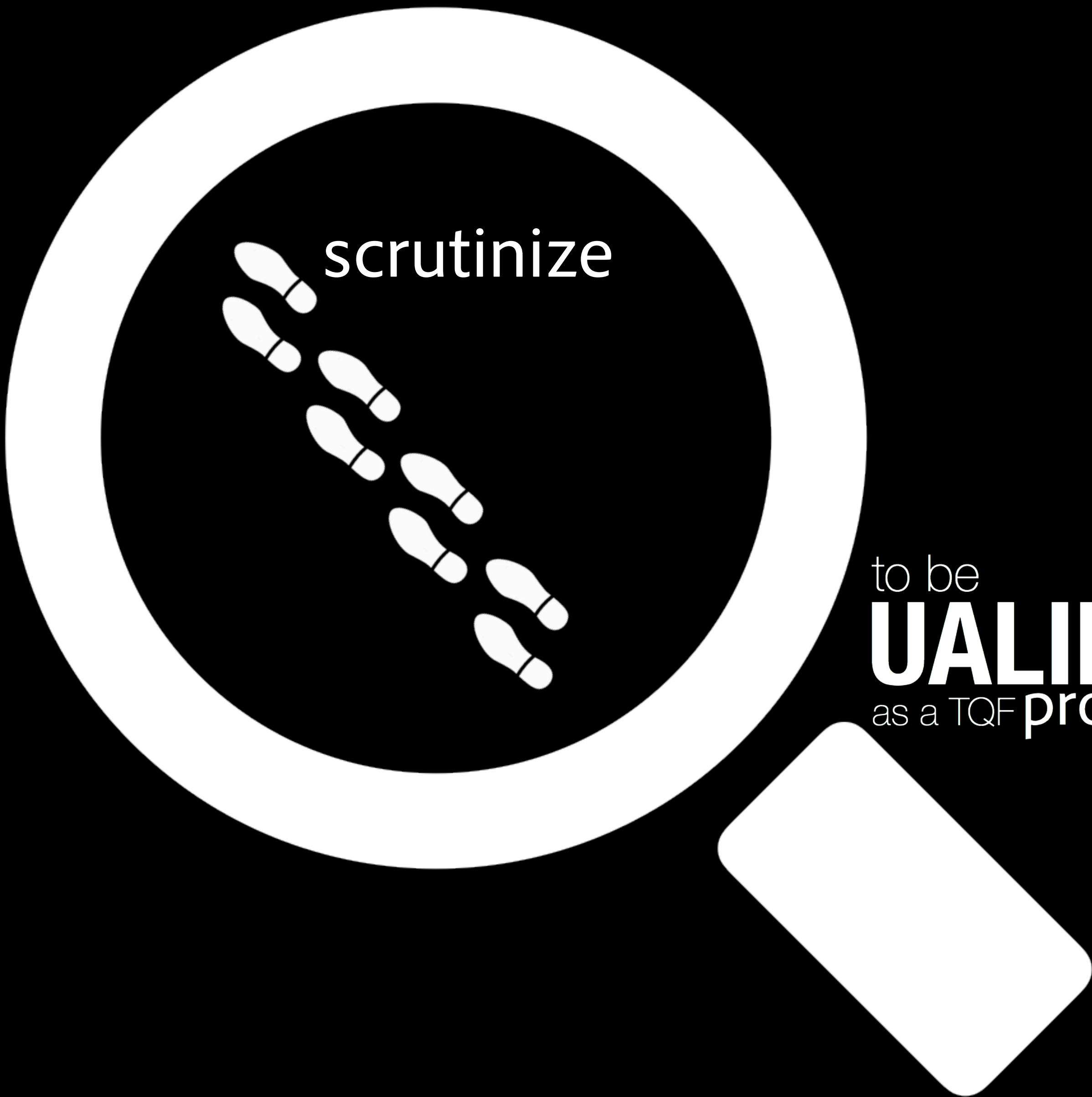
งานเอกสาร

ประกอบด้วยรายการ

ตามที่กำหนดใน

มคอ. ■





to be
QUALIFIED
as a TQF programme

make it
happened

they
can
TOUR



QA

QA

QA

TQR

TQR

TQR



TQR

TQR

QA

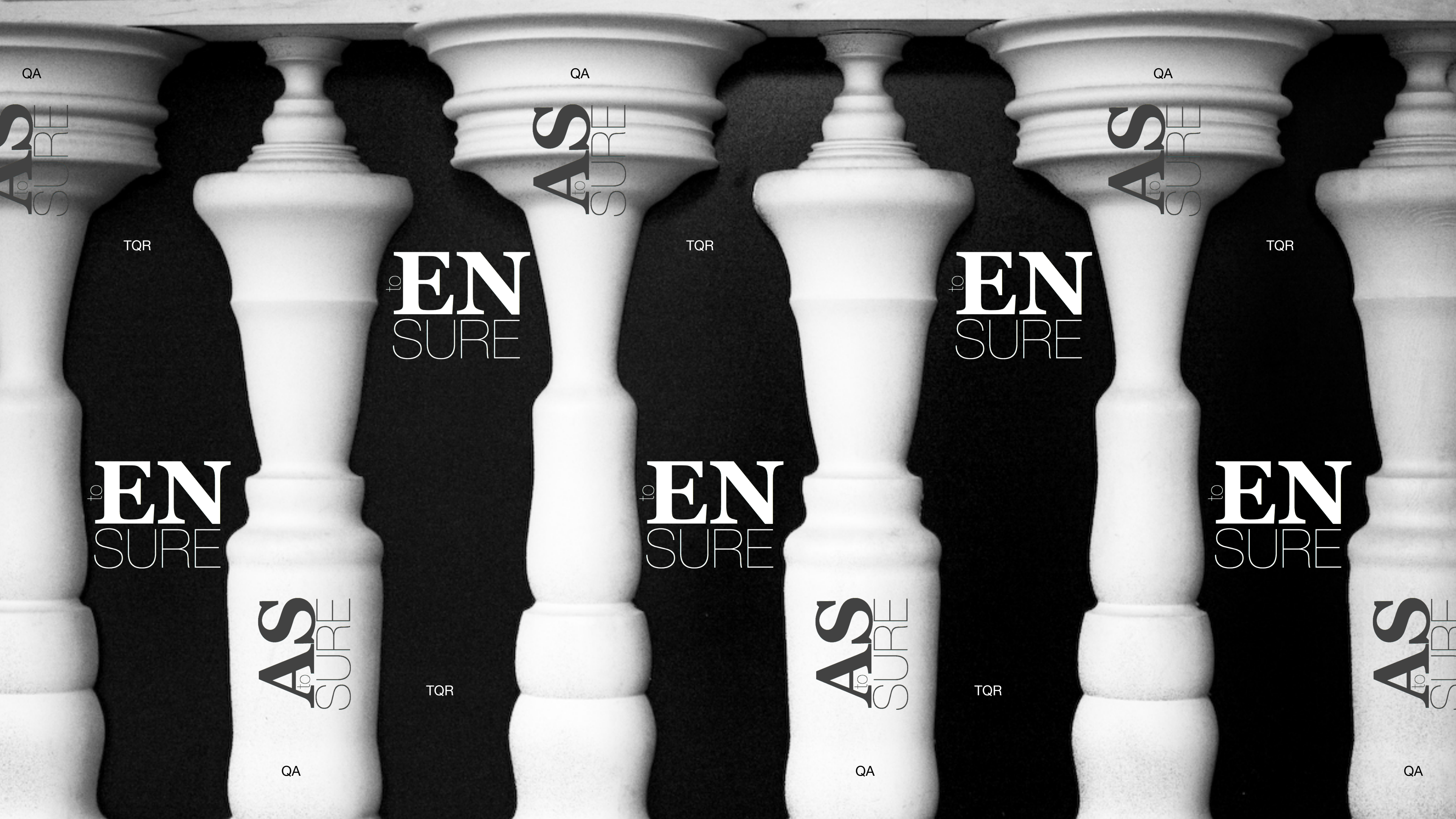
QA

QA





quality in HE is
“complex system”,
multi-dimensional,
multi-levels, and
dynamic...



QA

AS
to
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to
SURE

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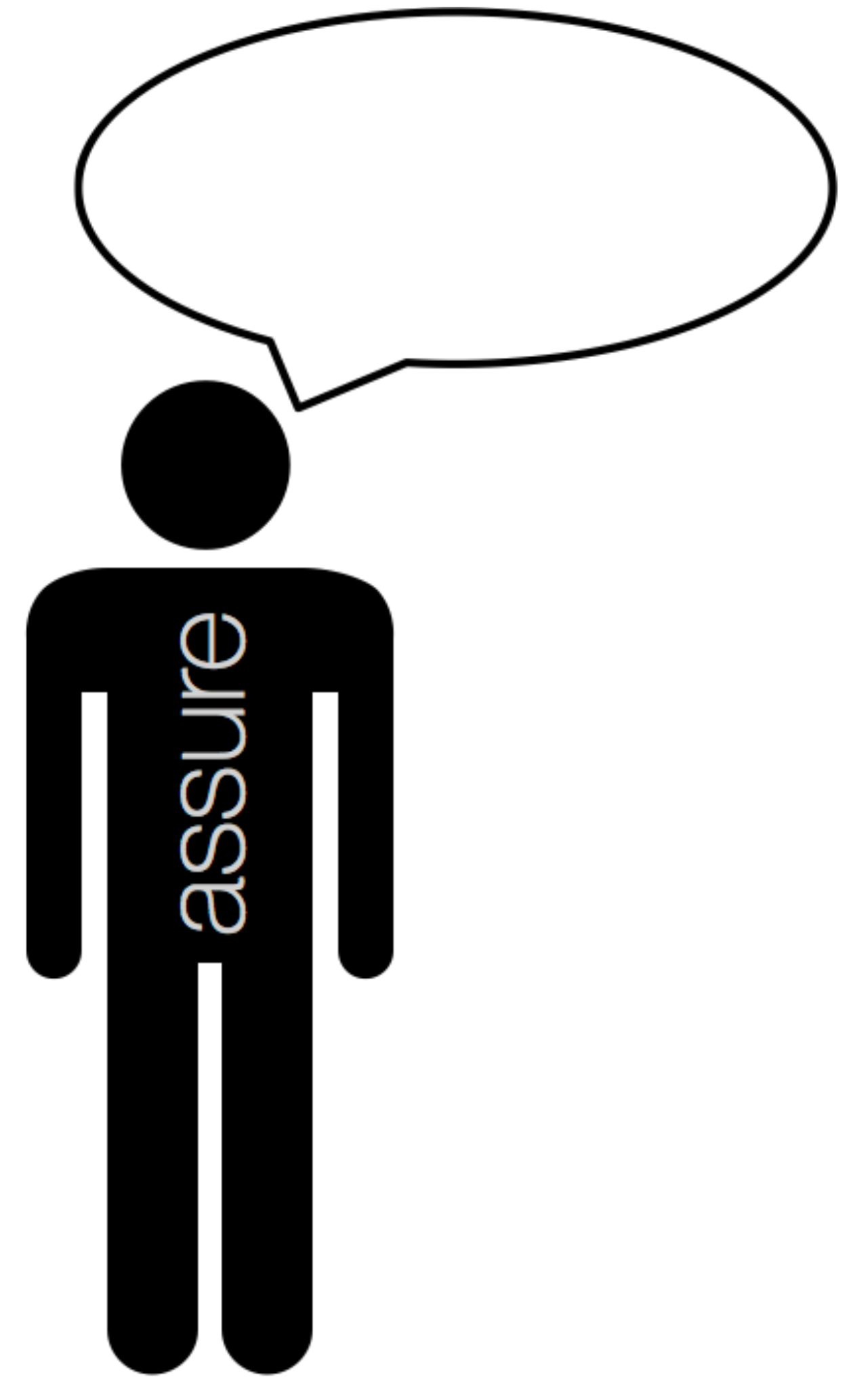
to
EN
SURE

AS
to
SURE

QA



COMPETENCE



CONFIDENCE

the highest degree held
by faculty members

CONFIDENCE
believe in

number of student awards
number of credits

AS
to
SURE

"SAY"
the guarantee

"WRITE"
the guarantee

research
facilities

QUALITY
of **HIGHER**
EDUCATION
etc.

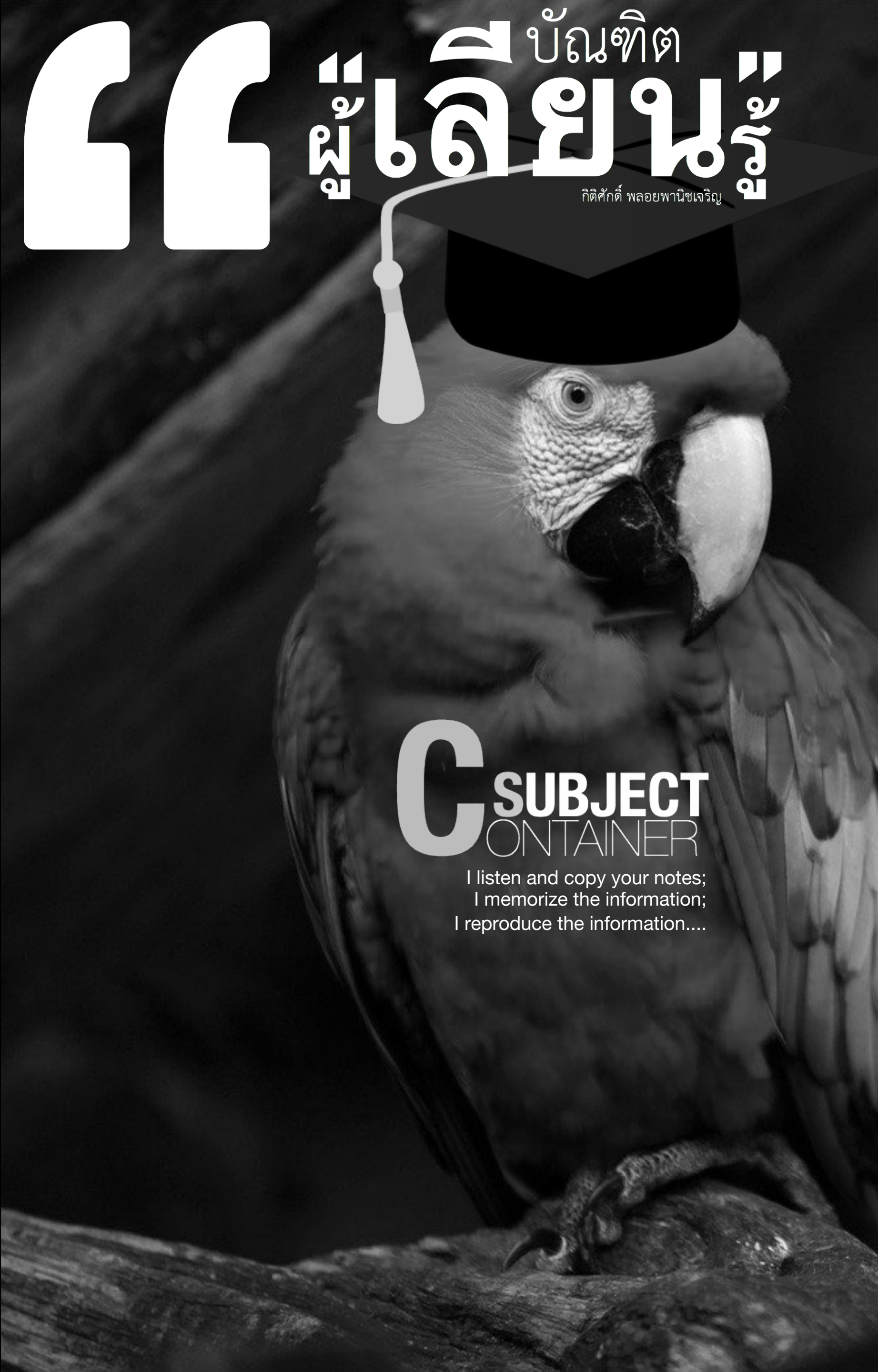
up-to-date subjects

employment

appear to be

SCHOLAR

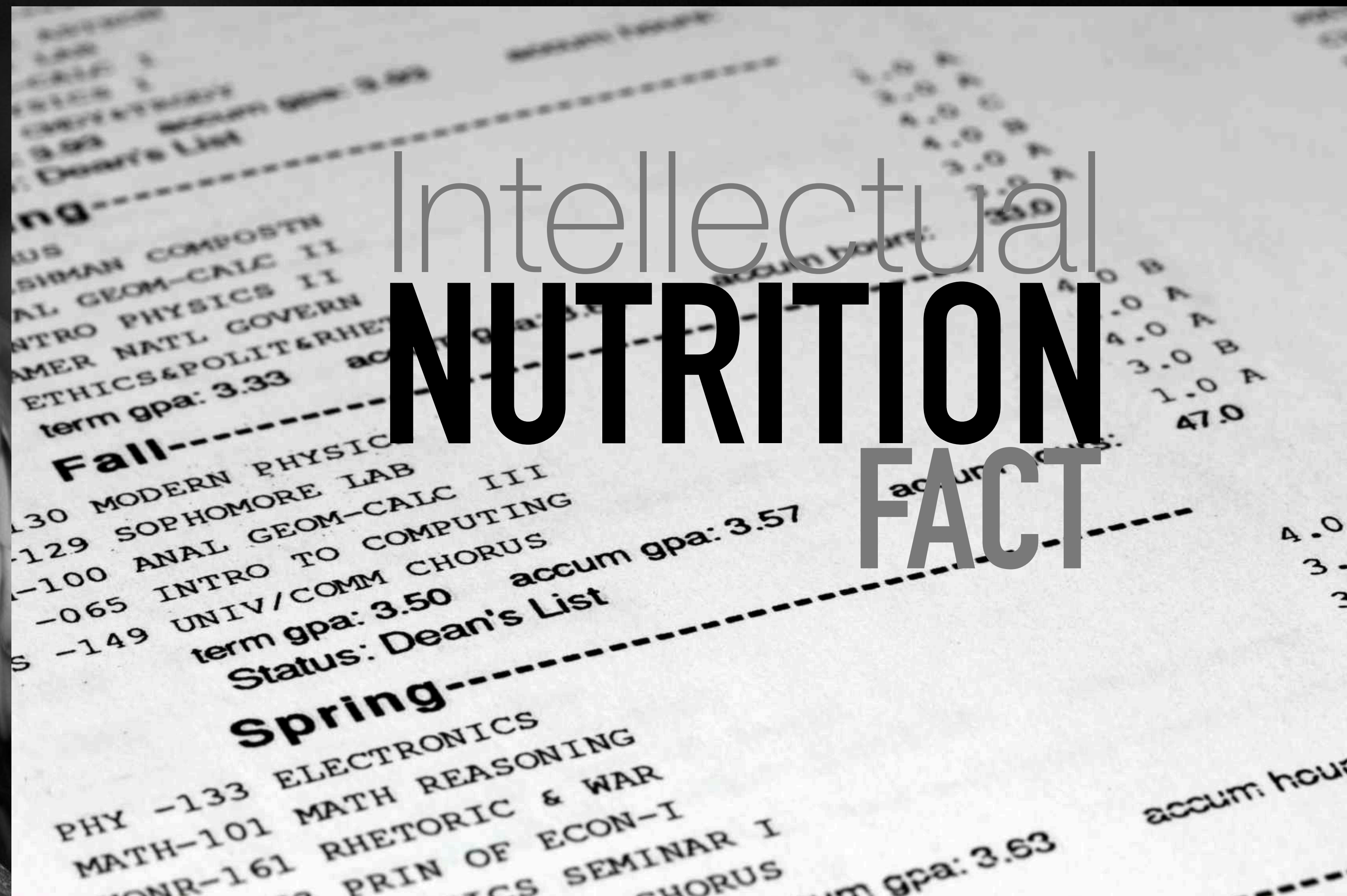
SATISFACTION



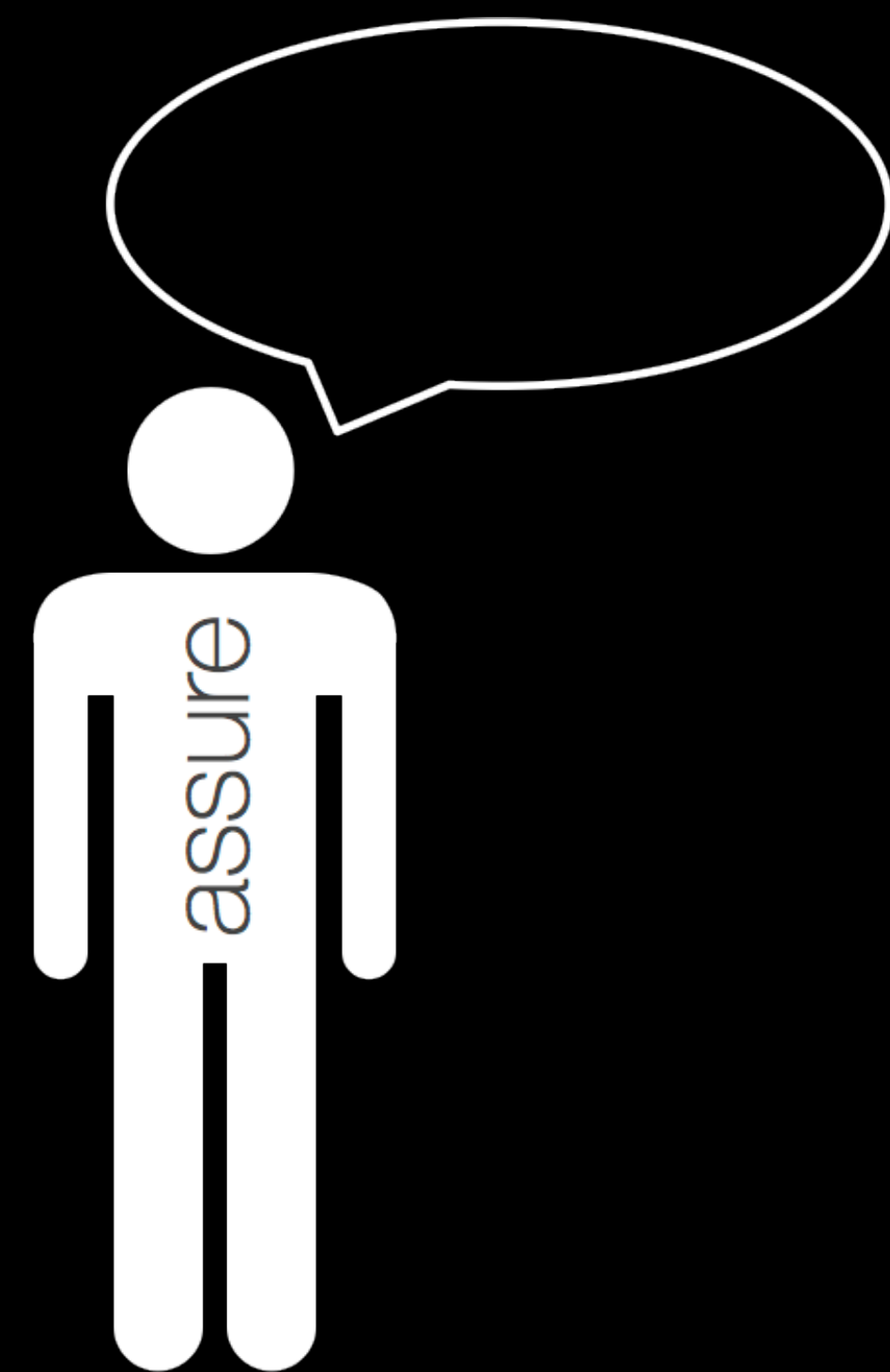
บัณฑิต
ผู้เรียน
กิตติศักดิ์ พลอยพานิชเจริญ

C SUBJECT
CONTAINER

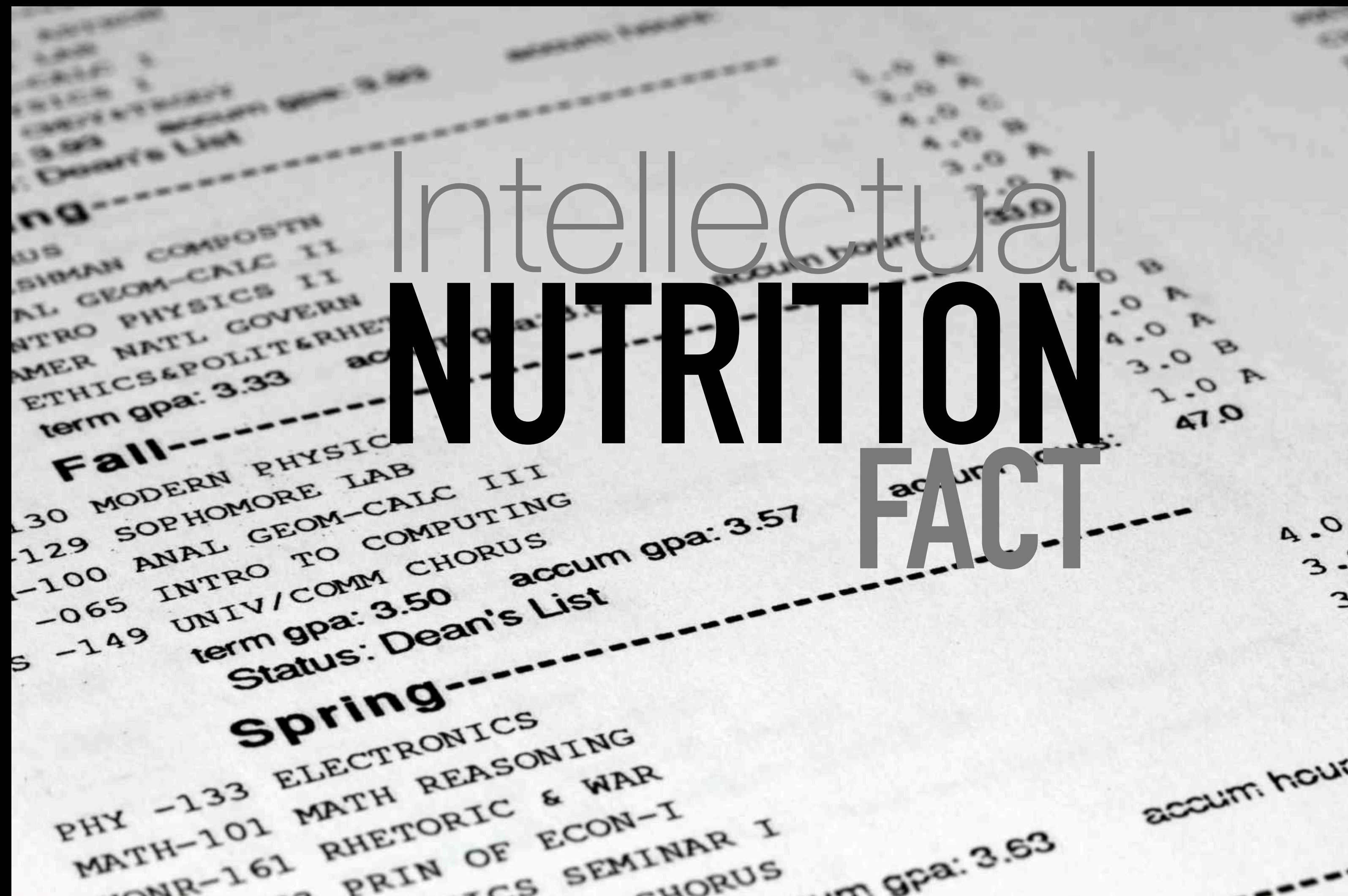
I listen and copy your notes;
I memorize the information;
I reproduce the information....



Intellectual
NUTRITION
FACT



CONFIDENCE



MAKE

WHAT WE

“OUT
PUT

based EDUCATION

the highest degree held
by faculty members

to **EN**
SURE

number of student awards

number of credits

research

QUALITY
of HIGHER
EDUCATION

up-to-date subjects

etc.

employment

SCHOLAR

competency of
faculty members
learning outcomes

to **EN**
SURE

COMPETENCE
of graduates

well-managed
PROCESSES

research **QUALITY**
learning space of **HIGHER**
EDUCATION

CURRICULUM
well-designed

EMPLOYABILITY

SCHOLAR



QA

A Venn diagram consisting of two overlapping circles. The left circle is light gray and contains the text 'QA'. The right circle is a darker gray and contains the text 'TQR'. The intersection of the two circles is a medium gray color.

TQR



บัณฑิต
ผู้เรียน



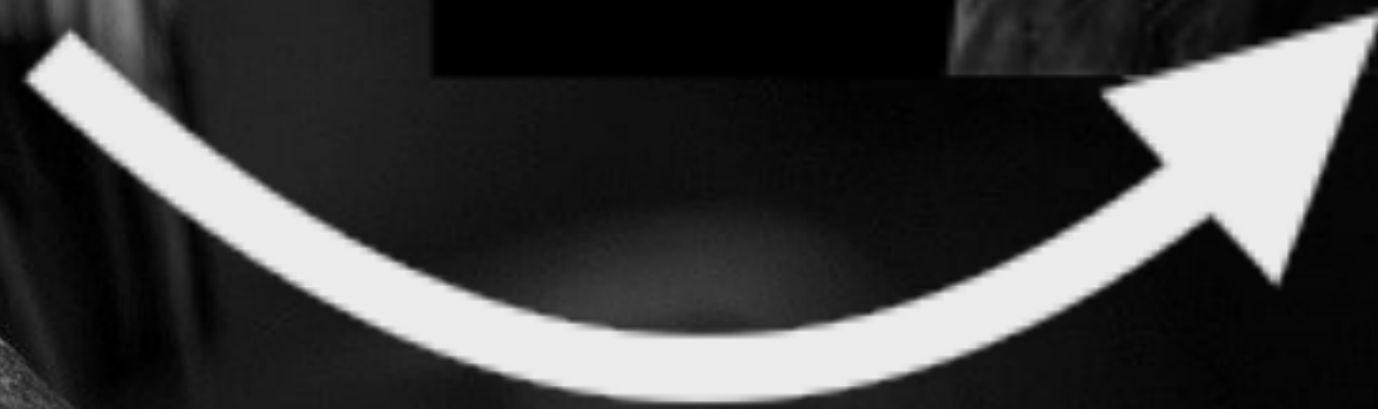
COMPETENCE



ENSURING
learning
happens



CHANGES
within the students



WHAT WE WOULD LIKE TO

CHANGE

“OUT
COMES
based
EDUCATION

MISS 3

What are the outcomes of

T O R F



yes no
QUALIFIED
maybe

RESULTS from LEARNING

การเรียนรู้ หมายถึง การเปลี่ยนแปลง
พฤติกรรมที่นักศึกษาพัฒนาขึ้น ในตนเอง
จากประสบการณ์ที่ได้รับระหว่างการศึกษ



TQ_F



BUT
NOT EXACTLY
LEARNING
OUTCOMES



ENSURING
learning
happens



เรียนรู้
ปัญหา
ทำงานร่วมกับผู้อื่นได้

digital
literacy

TQF

กรอบมาตรฐานคุณวุฒิระดับอุดมศึกษาแห่งชาติกำหนด

ดังนี้

ผลการเรียนรู้

ที่คาดหวังให้บัณฑิตมีอย่างน้อย ๕ ด้าน

(๒) ด้านความรู้ (Knowledge)

หมายถึง ความสามารถในการ
เข้าใจ การนึกคิด และการนำเสนอ
ข้อมูล การวิเคราะห์ และจำแนกข้อ
เท็จจริง ในหลักการ ทฤษฎี ตลอด
จนกระบวนการต่างๆ และสามารถ
เรียนรู้ด้วยตนเองได้



- ◉ Knowledge, the ability to understand, recall and present information including:
 - **Knowledge of specific facts.**
 - **Knowledge of concepts, principles and theories and**
 - **Knowledge of procedures.**

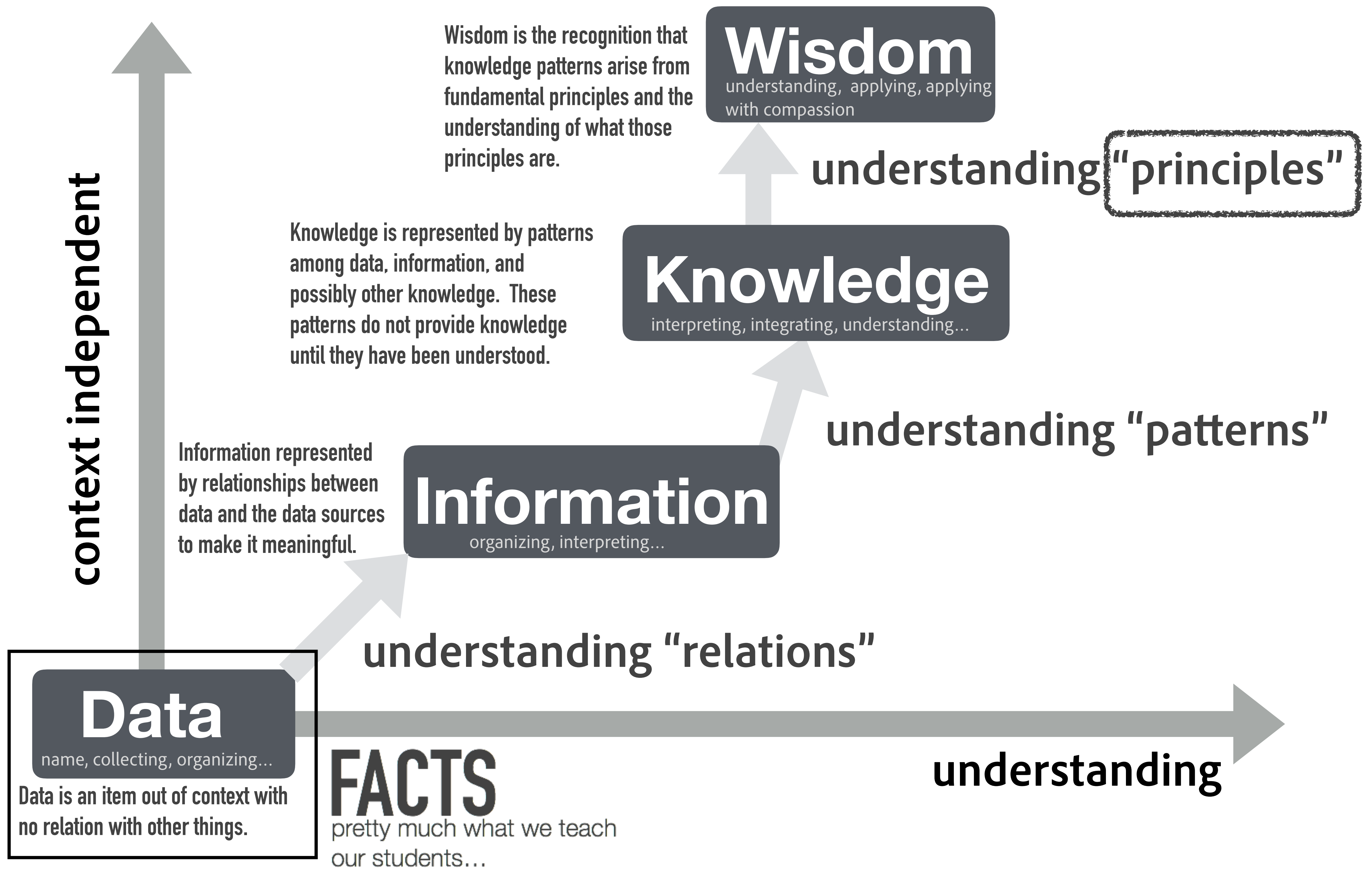
เรียนรู้

(๓) ด้านทักษะทางปัญญา
(Cognitive Skills) หมายถึง ความ
สามารถในการวิเคราะห์
สถานการณ์ และใช้ความรู้ ความ
เข้าใจ ในแนวคิด หลักการ ทฤษฎี
และกระบวนการต่างๆ ในการคิด
วิเคราะห์ และการแก้ปัญหา เมื่อ
ต้องเผชิญกับสถานการณ์ใหม่ๆ ที่
ไม่ได้คาดคิดมาก่อน

มี
ปัญญา

- Cognitive skills, the ability to
 - **Apply knowledge and understanding of concepts, principles, theories and procedures when asked to do so; and**
 - **Analyze situations and apply conceptual understanding of principles and theories in critical thinking and creative problem solving when faced with unanticipated new situations.**

- 
- 
- KNOWLEDGE is “knowing” but WISDOM is “understanding”.
 - KNOWLEDGE and WISDOM are “interconnected”.
 - KNOWLEDGE is “obtained” but WISDOM is “developed”.
 - Both KNOWLEDGE and WISDOM need “data” and “information.”



TQF

กรอบมาตรฐานคุณวุฒิระดับอุดมศึกษาแห่งชาติกำหนด

ดังนี้

ผลการเรียนรู้

ที่คาดหวังให้บัณฑิตมีอย่างน้อย ๕ ด้าน

(๑) ด้านคุณธรรม จริยธรรม (Ethics and Moral) หมายถึงการพัฒนานิสัยในการประพฤติอย่างมีคุณธรรม จริยธรรม และด้วยความรับผิดชอบทั้งในส่วนตนและส่วนรวม ความสามารถในการปรับวิถีชีวิต ในความขัดแย้งทางความนิยม การพัฒนานิสัยและการปฏิบัติตนตาม คีลธรรมทั้งในเรื่องส่วนตัวและสังคม

- Ethical and Moral Development: Development of:
 - **Habits of acting ethically and responsibly in personal and public life in ways that are consistent with high moral standards.**
 - **Ability to resolve value conflicts through application of a consistent system of values.**

(๔) ด้านทักษะความสัมพันธ์ระหว่างบุคคลและความรับผิดชอบ (Interpersonal Skills and Responsibility) หมายถึงความสามารถในการทำงานเป็นกลุ่ม การแสดงถึง ภาวะผู้นำ ความรับผิดชอบต่อตนเอง และสังคม ความสามารถในการวางแผนและรับผิดชอบในการเรียนรู้ด้วยตนเอง

- Interpersonal skills and responsibility, the ability to:
 - **work effectively in groups, and exercise leadership;**
 - **accept personal and social responsibility, and**
 - **plan and take responsibility for their own learning.**

(๕) ด้านทักษะการวิเคราะห์เชิงตัวเลข การสื่อสาร และการใช้เทคโนโลยีสารสนเทศ (Numerical Analysis, Communication and Information Technology Skills) หมายถึง ความสามารถในการวิเคราะห์เชิงตัวเลข ความสามารถในการใช้เทคนิคทางคณิตศาสตร์ และสถิติ ความสามารถในการสื่อสารทั้งการพูด การเขียน และการใช้เทคโนโลยีสารสนเทศ

- analytical and communication skills, the ability to:
 - **use basic mathematical and statistical techniques,**
 - **communicate effectively in oral and written form, and**
 - **use information and communications technology.**
- Validate Information
- Synthesize Information
- Communicate Information
- Collaborate Information
- Problem Solve with Information

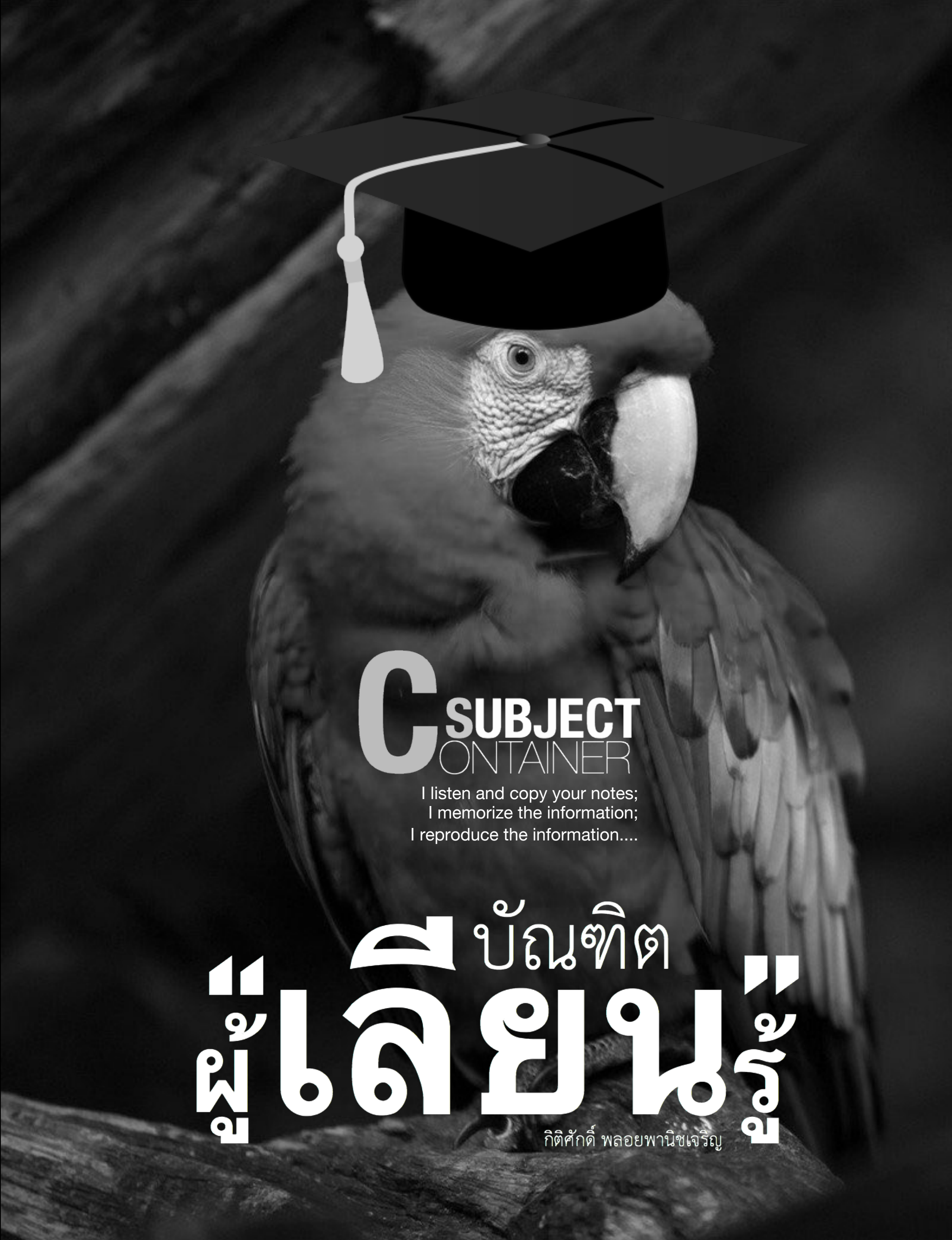
Learning Outcomes

Learning outcomes of **ethical and moral development** are expected to apply at the level described for all learners, though there are also some field specific items of knowledge that should be known by students in those fields such as codes of ethical practice for medical doctors, accountants lawyers, etc.

Learning outcomes in the domains of **knowledge** and for **cognitive skills** are directly related to the field of study undertaken and details of the knowledge and skill appropriate to those fields should be specified in programme and course specifications.

Learning outcomes for **interpersonal skills** and **responsibility** are intended to apply to all students at the level described regardless of field of study.

Learning outcomes for **analytical** and **communication skills** are generic descriptions that should apply to all students regardless of field of study. However when the main focus of student's field of study is in one of these areas a much higher level of performance is expected. For example a student undertaking major studies in IT would be expected to have the levels of expertise in IT described under the headings of Knowledge and Cognitive Skills rather than the more general expectation for everyone described under the heading of Analytical and Communication Skills.



C SUBJECT
CONTAINER

I listen and copy your notes;
I memorize the information;
I reproduce the information....

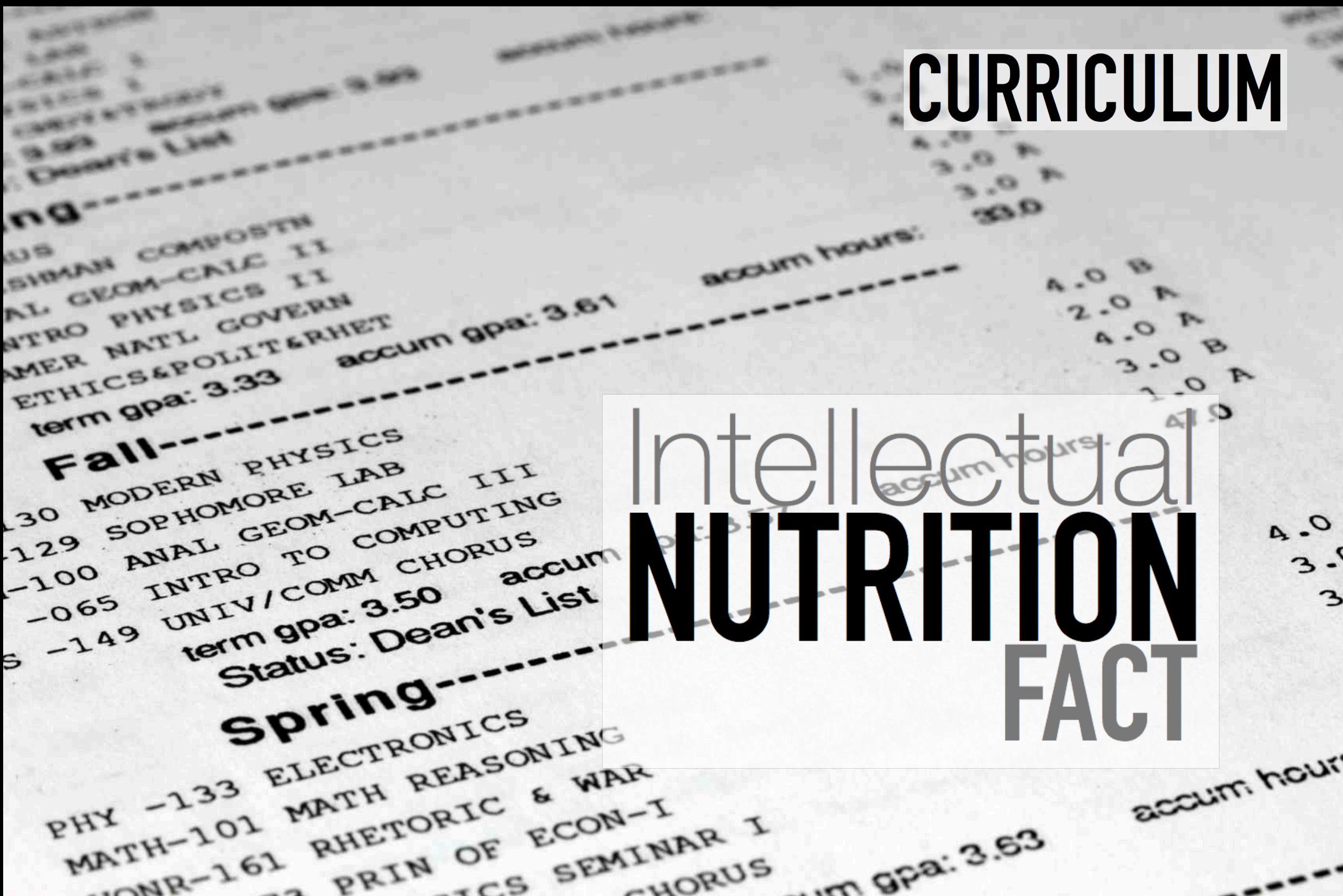
บัณฑิต
ผู้เรียน

กิตติศักดิ์ พลอยพานิชเจริญ



บัณฑิต
ผู้เรียน

TO
F



CURRICULUM

Intellectual
NUTRITION
FACT

บัณฑิต
ผู้เรียน



CURRICULUM

บัณฑิต
ผู้เรียน

กิตติศักดิ์ พลอยพานิชเจริญ

programme that **design**
CURRICULUM
as **PRODUCT**

บัณฑิต
ผู้เรียน
กิตติศักดิ์ พลอยพานิชเจริญ

บัณฑิต
ผู้เรียน

programme that **design**
CURRICULUM
as **PROCESS**

RESULTS from
LEARNING

The aim of **TQF** is to facilitate desired

changes within the **students**, by

increasing the **levels** of **cognitive skills**, developing **non-**

cognitive skills and/or positively influencing **attitudes**,

values and **judgment**...



QUALIFIED

T



curriculum must

DEVELOP

learning of students



“know”

ผู้เรียนรู้
บัณฑิต

and
“trainable”



“value”
“attitude”

“be able to do”

“COMPETENCE”

knowledge
skills
attitude

not CLAIMS

CURRICULUM MUST BE DESIGNED TO

CHANGE
student
from learning

we design “**HOW TO**” make it happens ...

CURRICULUM

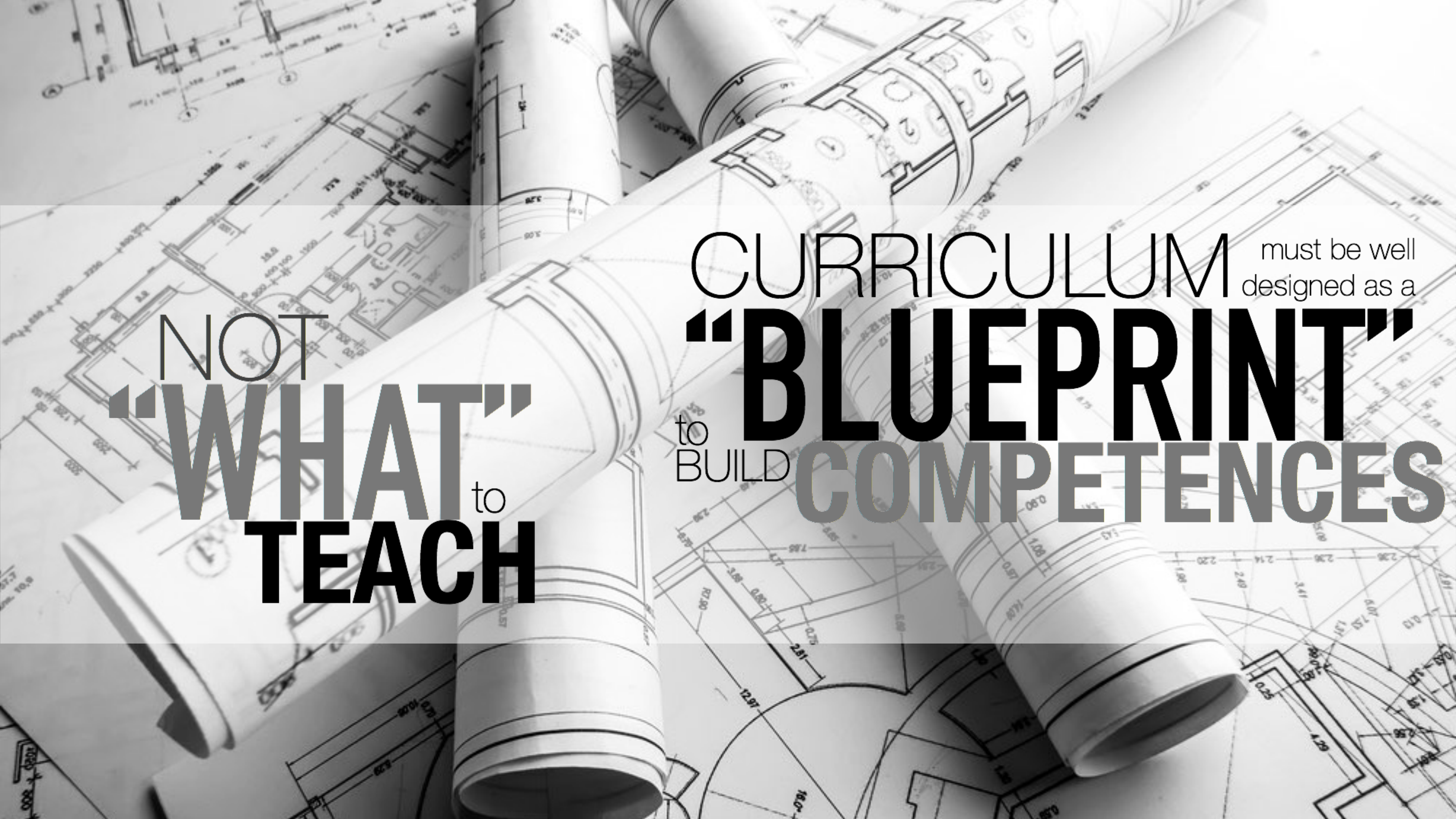


WHAT WE
WANT TO
CHANGE

PROCESS



OUTCOME

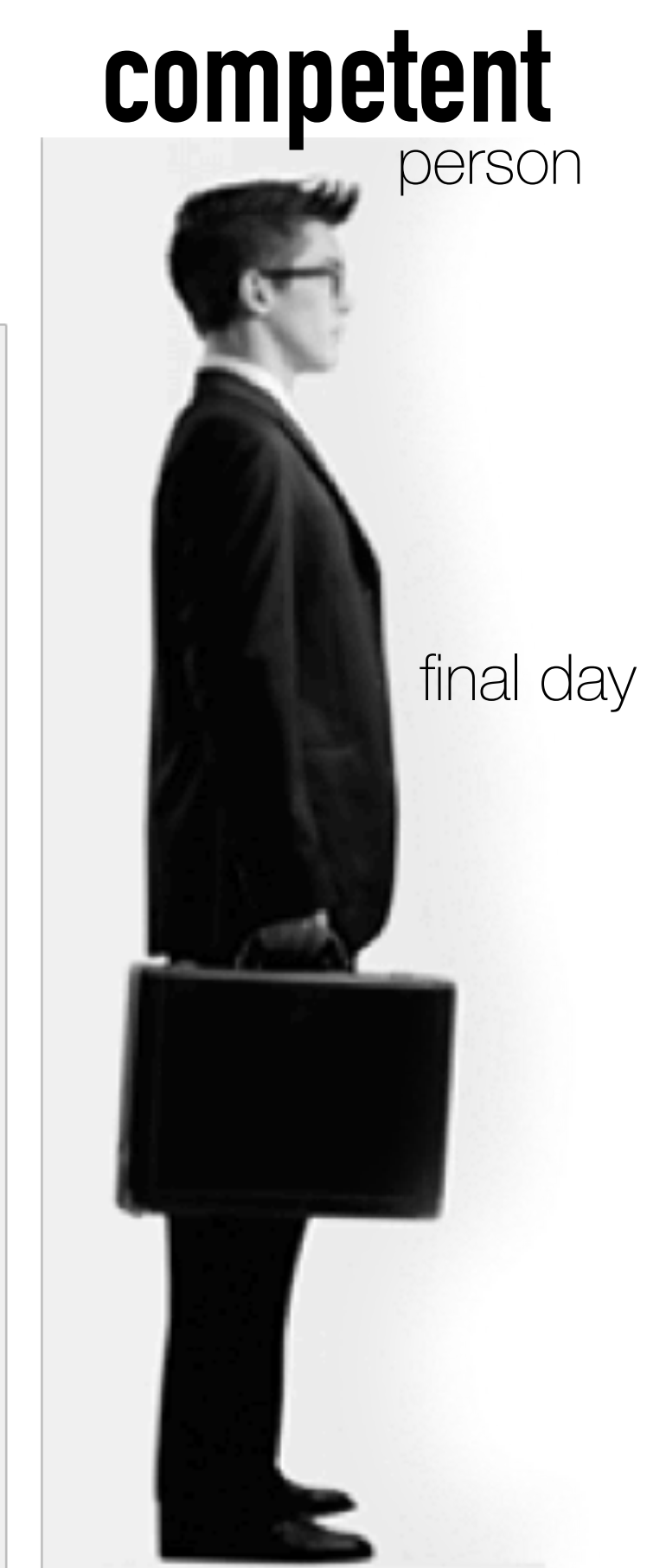
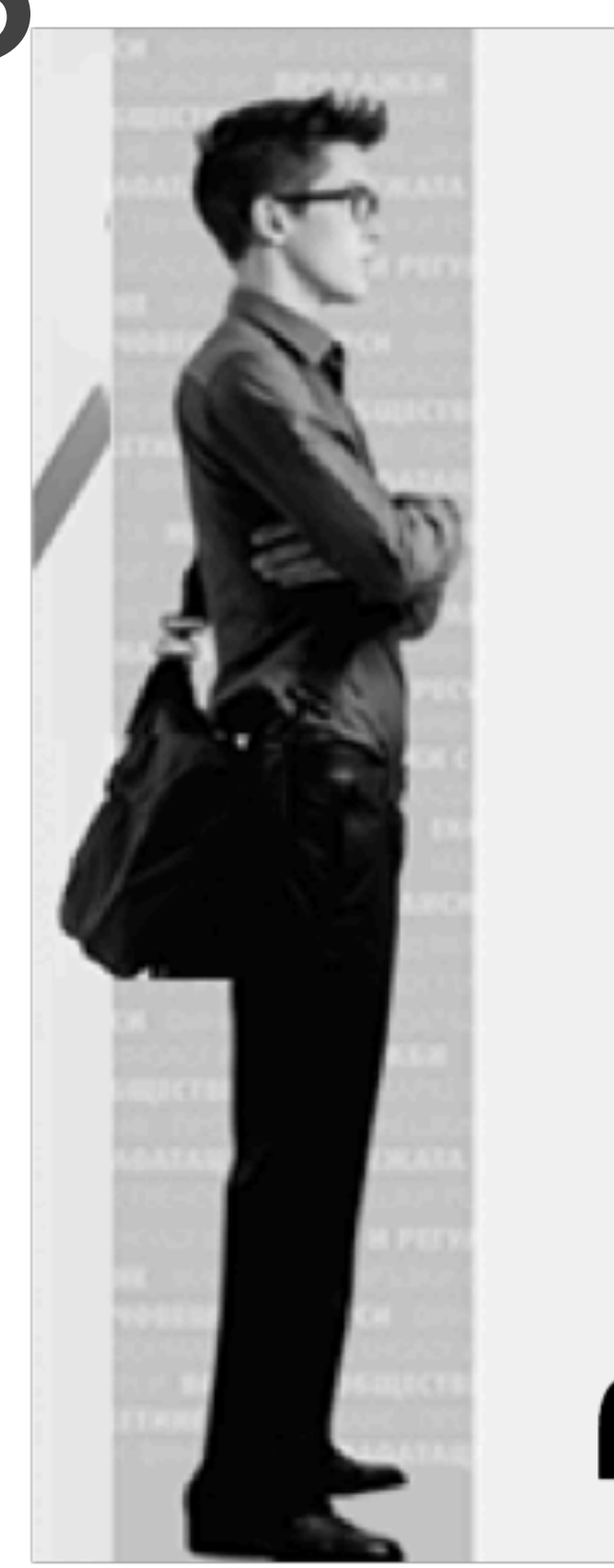
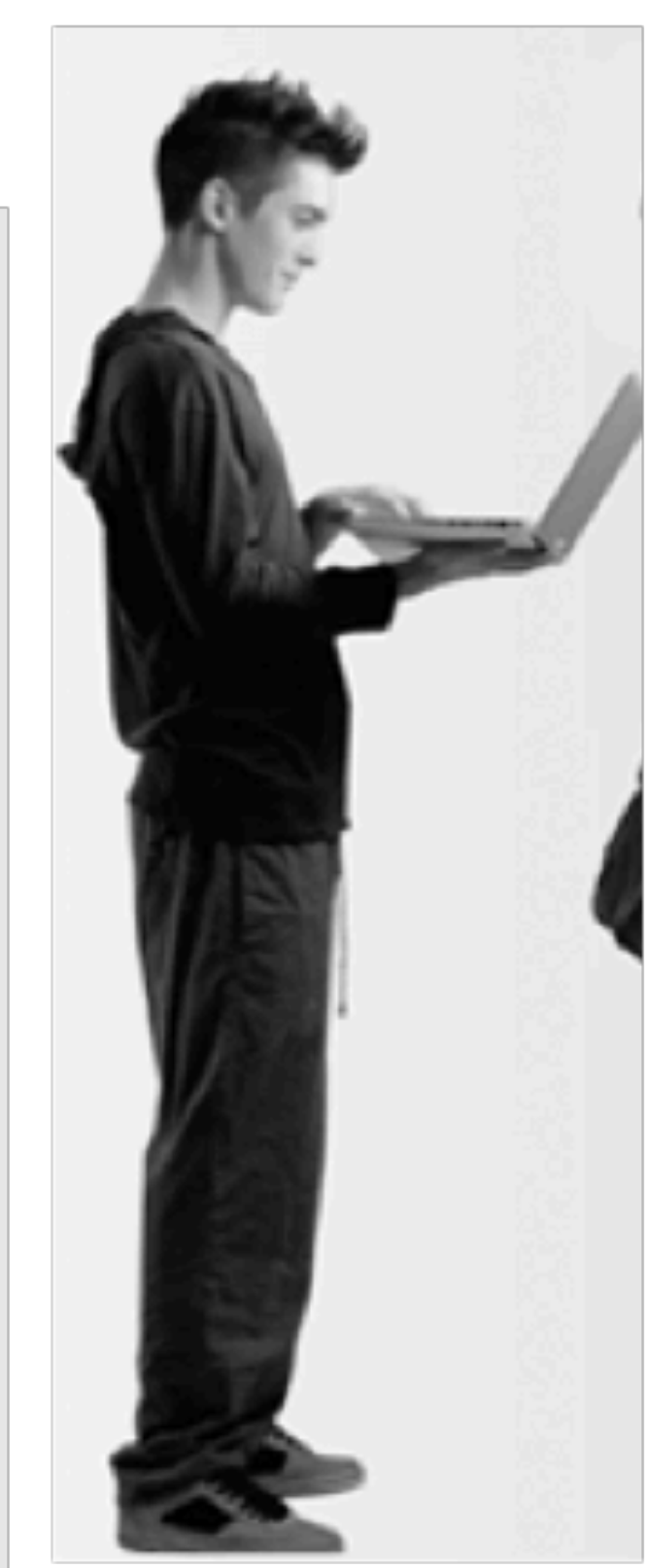
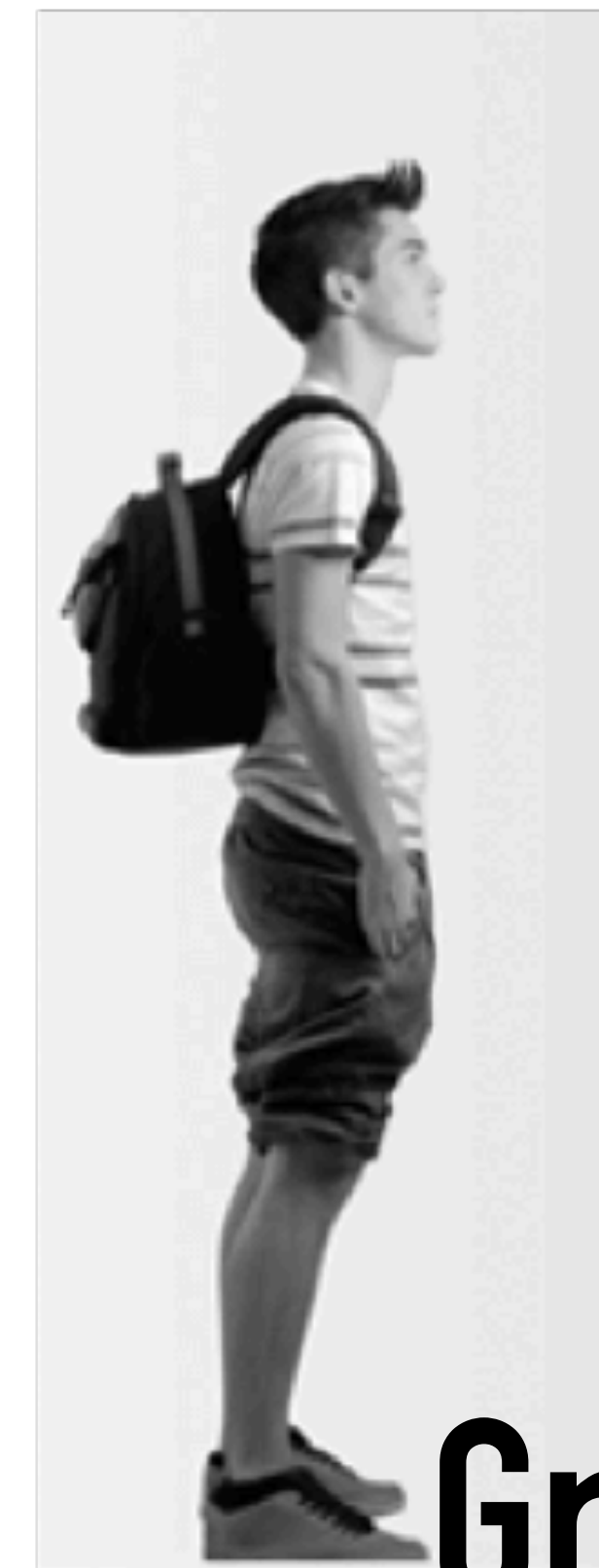
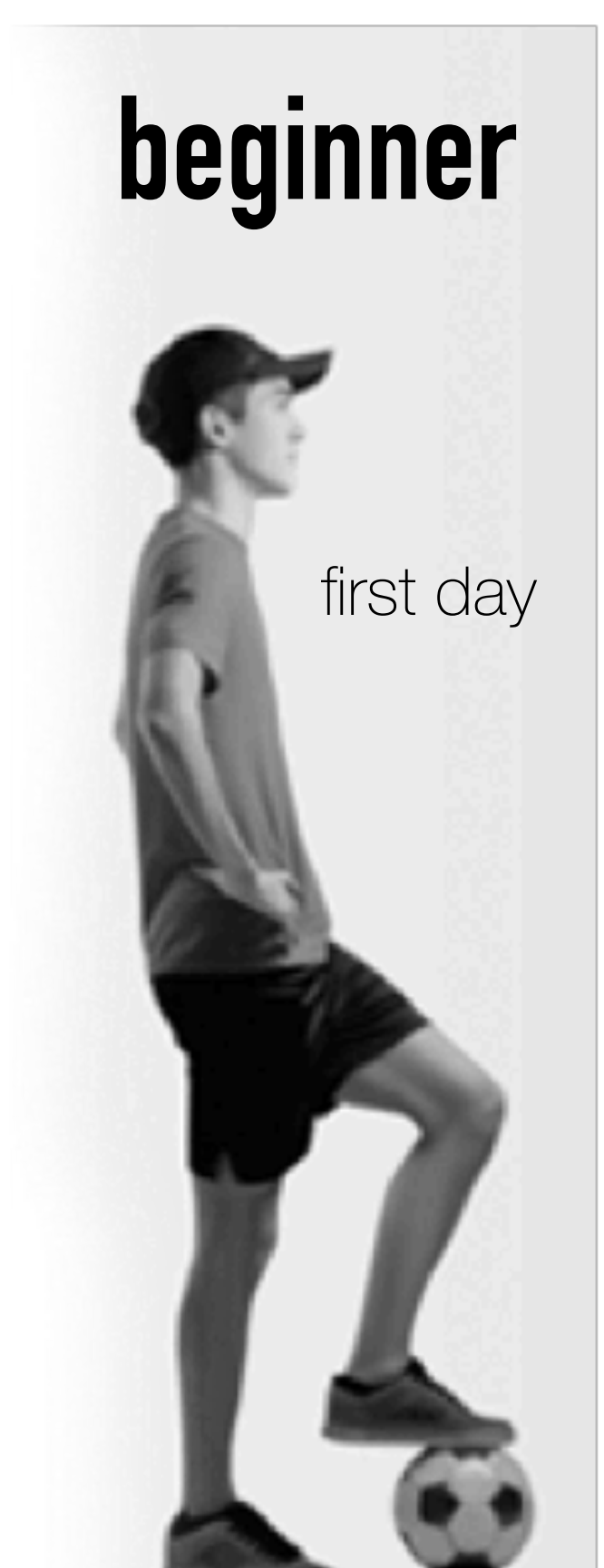


NOT
“WHAT”
TEACH

CURRICULUM must be well
designed as a
“BLUEPRINT”
to BUILD COMPETENCES

from learning Development

what we want to “CHANGE”...



MAKE
HAPPEN
achievement of student...

LEARN
ING

Growth of Student

“be the
**RIGHT
PERSON**
competent scholar

“ be the
**RIGHT
PERSON**



“trainable”



GOAL
of the programme

LEARNING IS HARD to ASSESS directly...



this is how learning happens...

Spady (2001:30) says:

Learning is not just **absorbing content** from printed material; It's an inherent part of living simply because living a continuously unfolding array of new input and experiences — things that have to be **assimilated, interpreted, and used** in some useful way in order for one to **function**. Whatever one learns becomes a new resource for living — whether one chooses to live the same way or differently.

student needs to be
3 ENGAGED
with **“LEARNING”** ...



learning:

- ◉ is something that **students DO** and it is the **RESULT** of that they do ...
- ◉ results in **CHANGES** in **UNDERSTANDING**, these changes in understanding enable learners to change their **BEHAVIOUR** ...
- ◉ can be considered as largely a **COGNITIVE** process (something that involves **THINKING**) but one that may be linked to the development of **SKILLS** and which can be influenced by **AFFECTIVE** (emotional) and contextual factors...
- ◉ is a **PROCESS** and an **OUTCOME** ...

BEHAVIOR

ABILITY

learning can be indirectly

ASSESS

through

performance

CAN
can't **DO** before....
something that they

focus more on **“CHANGING”**
students' **ABILITY**
resulting from what they learn...



LEARNING OUTCOMES

evidence of learning

from learning
Development



NOT Really...

LEARNING OUTCOMES

expressing

WHAT

you want students

to **KNOW** and

BE ABLE TO DO

and **FEEL**

in language that is helpful for

**ASSESS
MENT**

"Learning outcomes
are statements that
describe significant
and essential
learning that
learners have
achieved, and can
reliably
demonstrate at
the end of a course
or programme..."

action/performance
that embody and reflect learner
competence
in using content, information, ideas
and tools successfully ...

clear learning results that learners
have to **demonstrate** at the
end of significant learning experiences ...

what learners can actually **DO** and
FEEL with **what** they **know**
① and have **learned** ...

② what **assignment** and the
learning pedagogy and
activities will aid learners mastering
identified KNOWLEDGE, SKILLS, or
ATTITUDE CHANGES ...

③ how to **assess** the
accomplishment of learners ...

ANSWERS
THESE
QUESTIONS

“learning outcomes must answer this question: **“Why should students take this course?”**...

Characteristics of learning outcome statement:

- reflect **essential knowledge, skills, or attitudes**;
- focus on **“results”** of the learning activities;
- reflect the **“end”** of the learning experience, what the learner **will know and be able to do**, rather than the means or the process;
- represent the **“minimum performances”** that must be achieved to successfully complete a course or programme.

“

Outcomes are about performance, and this implies:

- There must be a performer – the student, not the teacher
- There must be something performable (thus demonstrable or assessable) to perform
- The focus is on the performance, not the activity or task to be performed

Structure of a learning outcome statement:

- an **“ACTION”** word that identifies the performance to be demonstrated,
- a **“LEARNING STATEMENT”** that specifies **“WHAT”** learning will be demonstrated in the performance,
- a broad statement of the **“CRITERION”** or **“STANDARD”** for acceptable performance.

Format #1:

To (action verb)
(object) (target)
(modifiers)

Format #2:

The (target)
(action verb)
(modifiers)
(object)

Generic format of learning outcome:

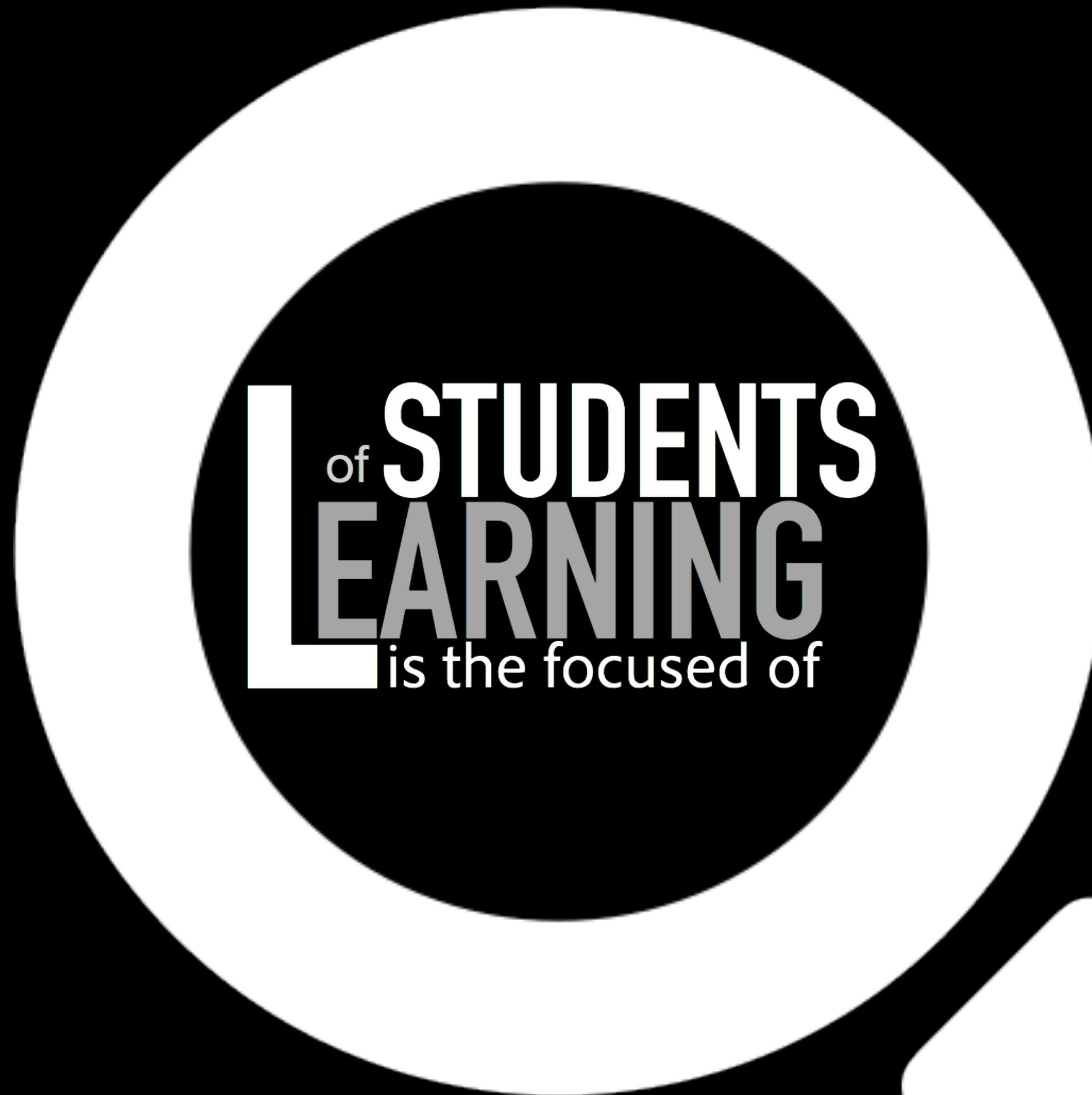
**Action Verb + Object +
Qualifying Phrase**

T O A L L
R

programme that
ENSURING
learning
happens

in
students

T



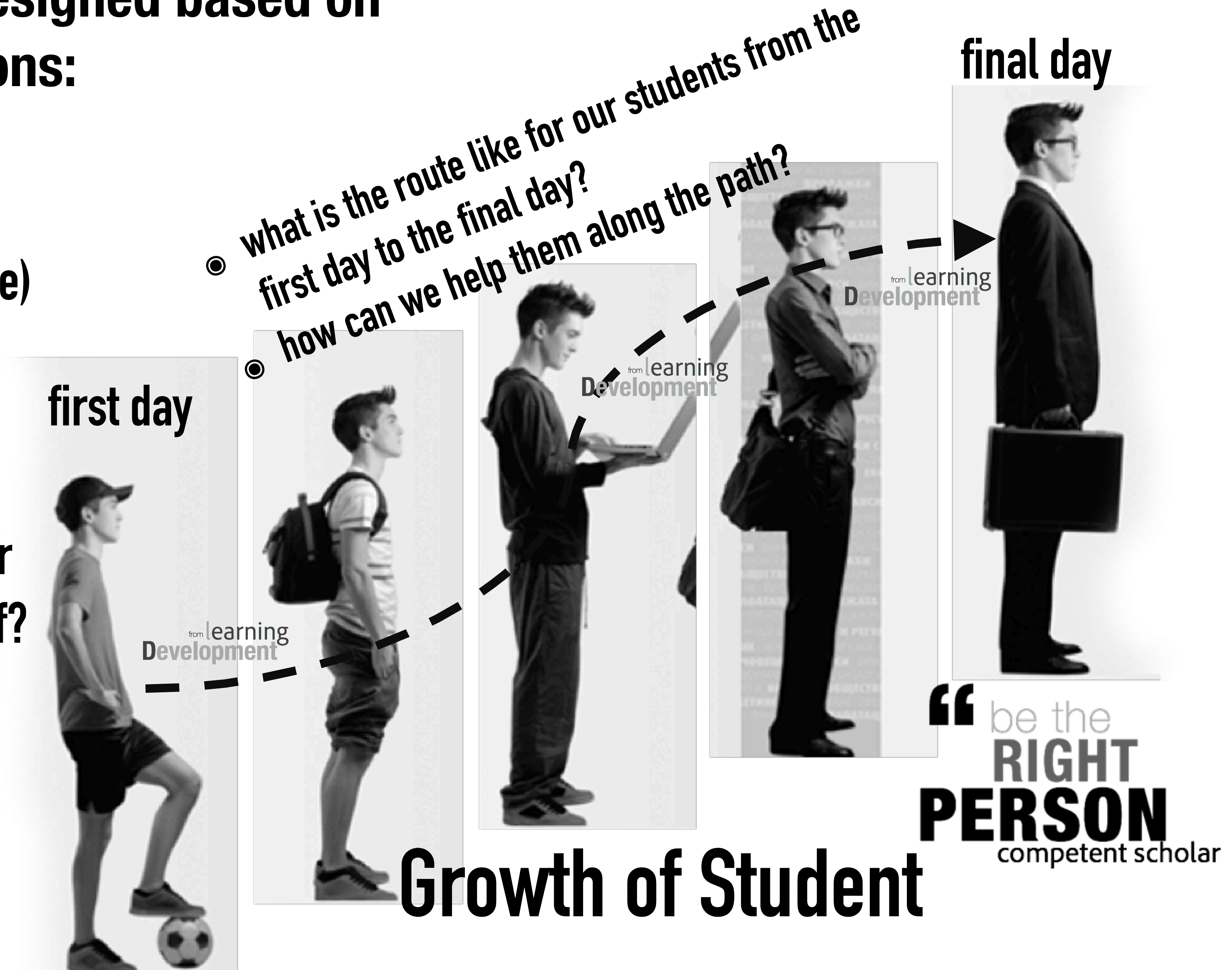
L of STUDENTS
EARNING
is the focused of

F



Programme must be designed based on these following questions:

- what are the competences (knowledge, skills, and attitude) gap between each stage?
- how do we know our students are ready for the next stage?
- what is the specification of our academic and supporting staff?
- who are our learners?



A black and white photograph of a golf club head and a golf ball on a tee. The club head is on the left, and the golf ball is on the right, both resting on a grassy surface. The background is blurred, showing a golf course setting. The text "BEGIN with the 'P(E)LO' in mind ..." is overlaid on the image.

BEGIN with the
"P(E)LO"
in mind ...

Programme/Instruction designer must have a clear understanding of:

“**WHAT**” is important for students to be able to do (their “**ACHIEVEMENT**”)...

learning
OUTCOMES

CURRICULUM
and SYLLBUS DESIGN
as the blueprint...

teacher must design “**HOW**” to make sure such learning ultimately “**HAPPENS**”...

“**WHAT**”

“**HOW**”

would you like to
“**ASSESS**”
from your students’

“**performance**
behaviour
ability”

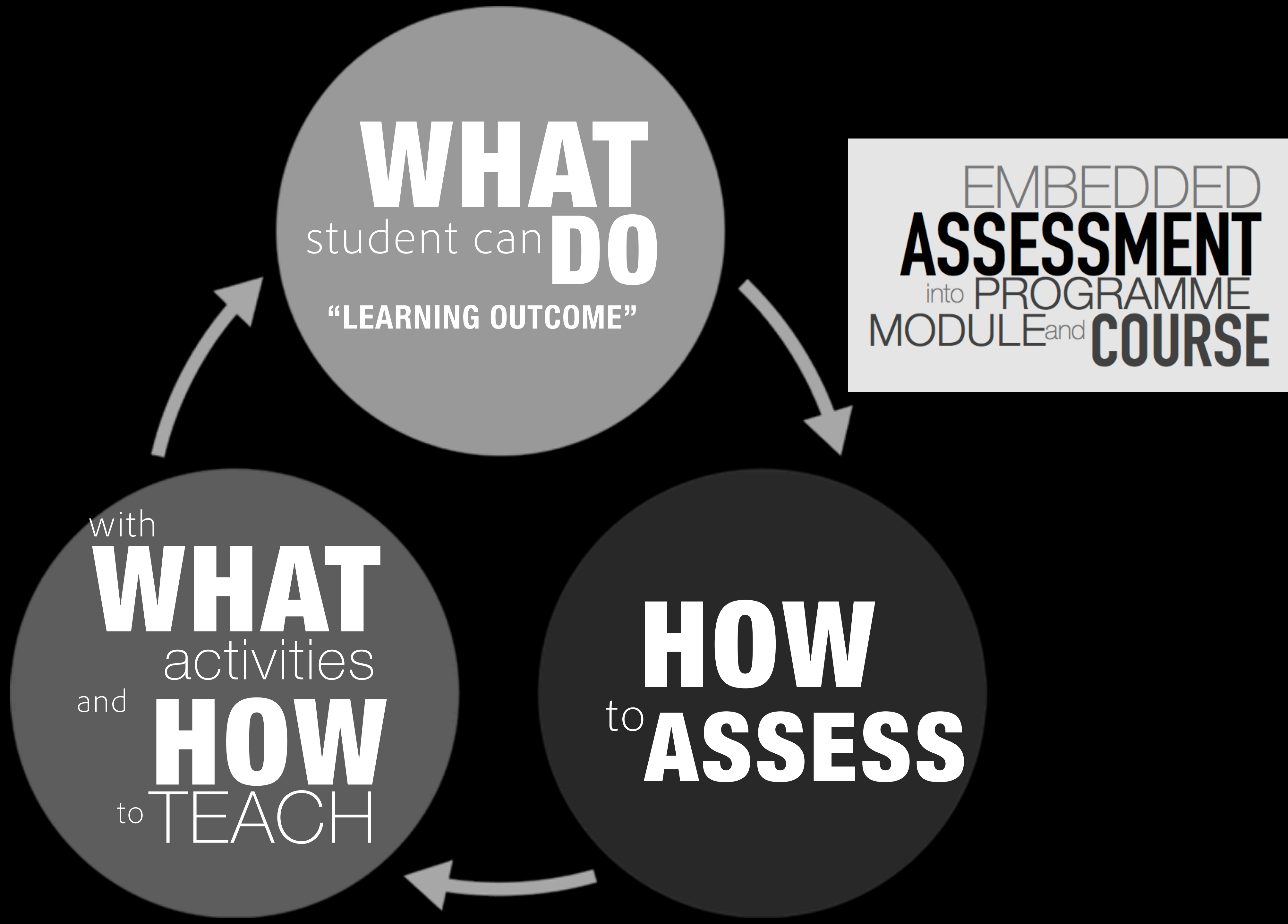


Curriculum or “programme structure” must be designed to answer this question:

How does the curriculum or programme need to be structured so that the desired learning outcomes at all levels can be achieved through the application of the pedagogical practices described by the **Quality (Effective) Teaching** model ?



CURRICULUM as a
SYLLABUS
PROCESS

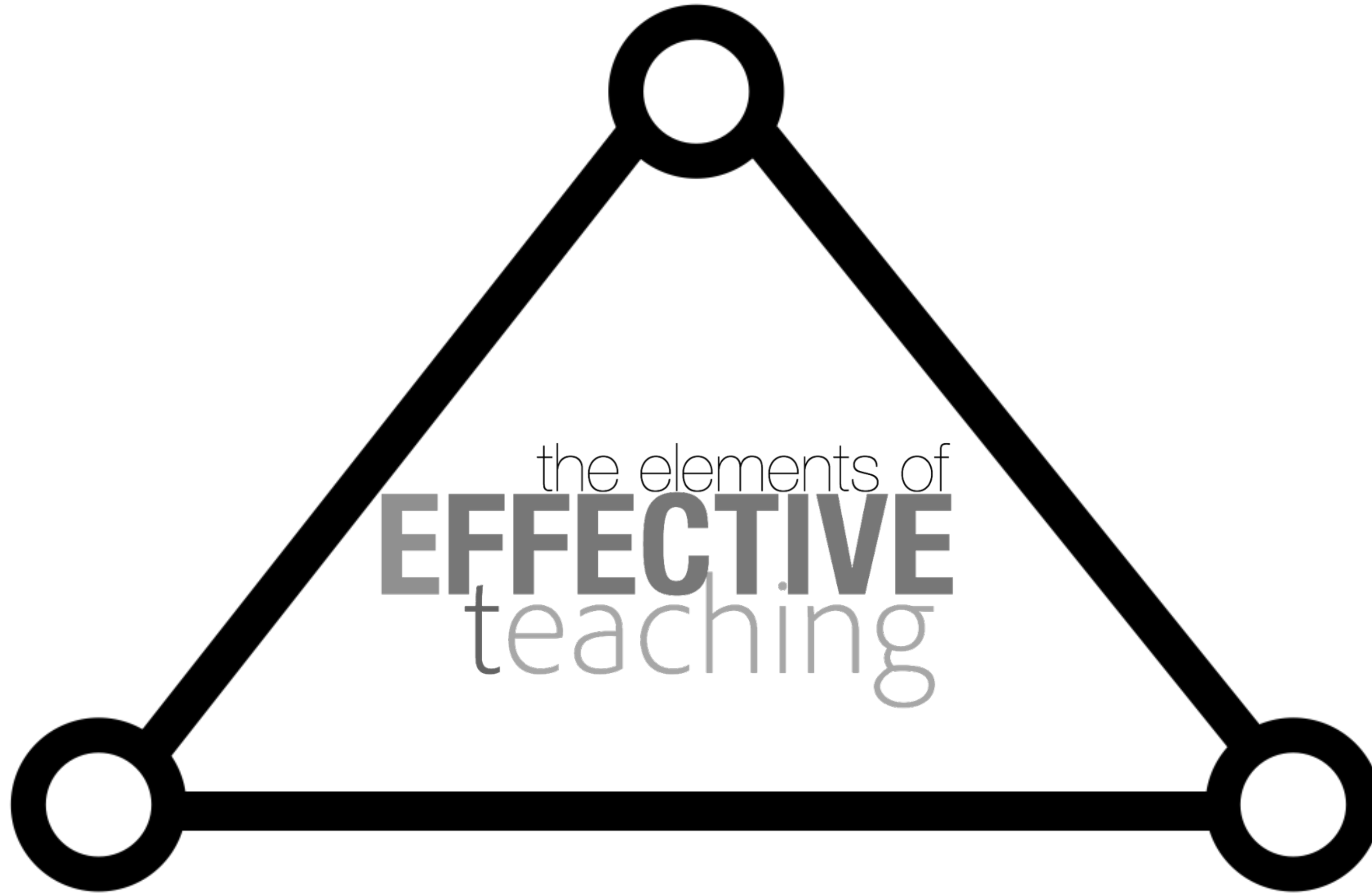


learning
outcomes

the elements of
EFFECTIVE
teaching

pedagogic
and learning activity

assessment
method



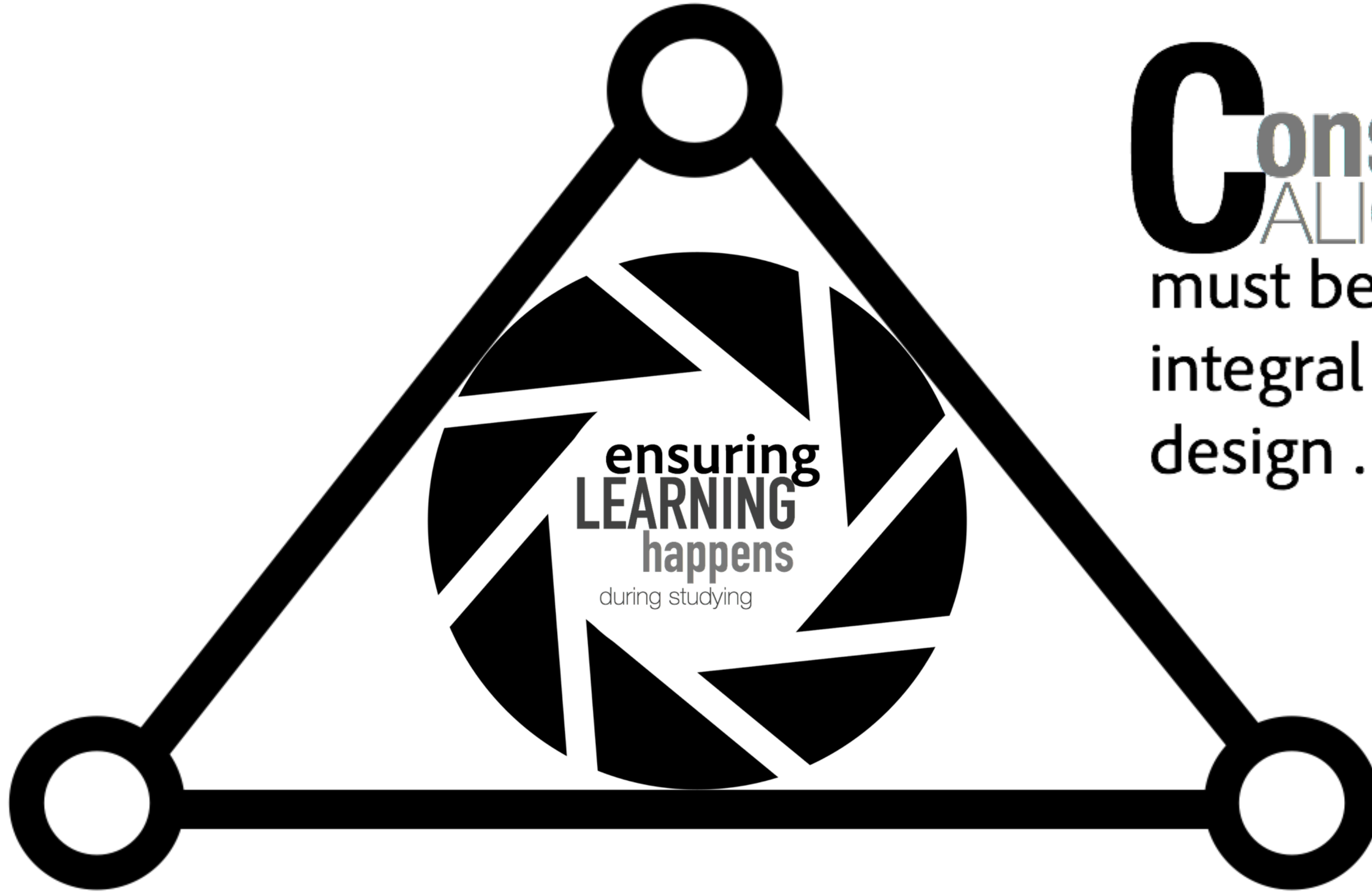
learning
outcomes

Constructive
ALIGNMENT
must be central and
integral to programme
design ...

ensuring
LEARNING
happens
during studying

pedagogic
and learning activity

assessment
method



Constructive Alignment at the Program Level

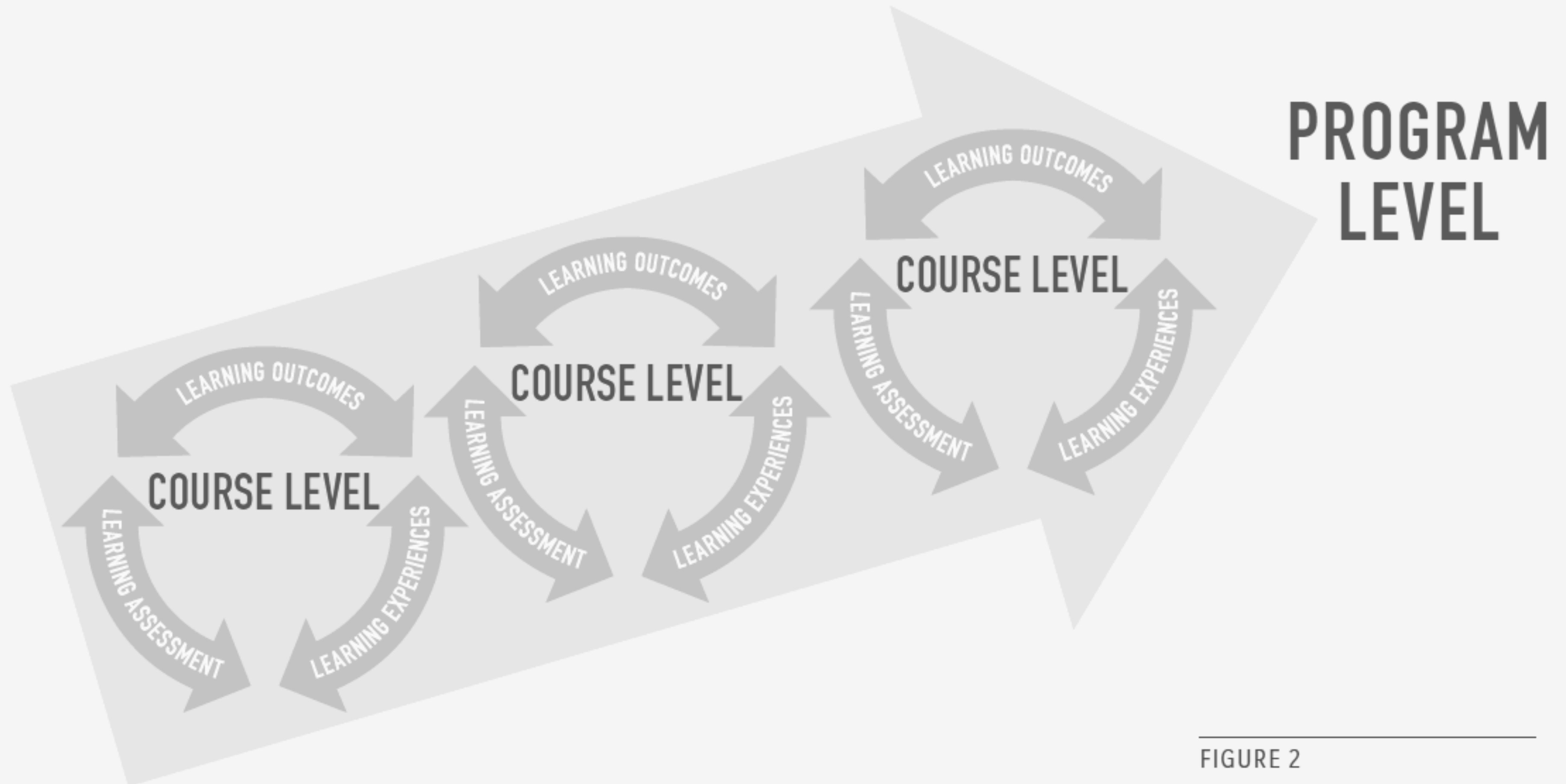


FIGURE 2

Constructive Alignment at the Institutional and Provincial Level



FIGURE 3

the systemic
structures within
which the activities
take placed...

clearly focusing and organizing

EVERYTHING in a teaching

and learning system on what is essential for all

students to be able to **do**

SUCCESSFULLY at the **end** of
their learning experiences

Source: William G. Spady (1994) Outcomes-based education: Critical Issues and Answers.
The American Association of School Administrators

ASSESSMENT OF LEARNING

summative
assessment

formative assessment

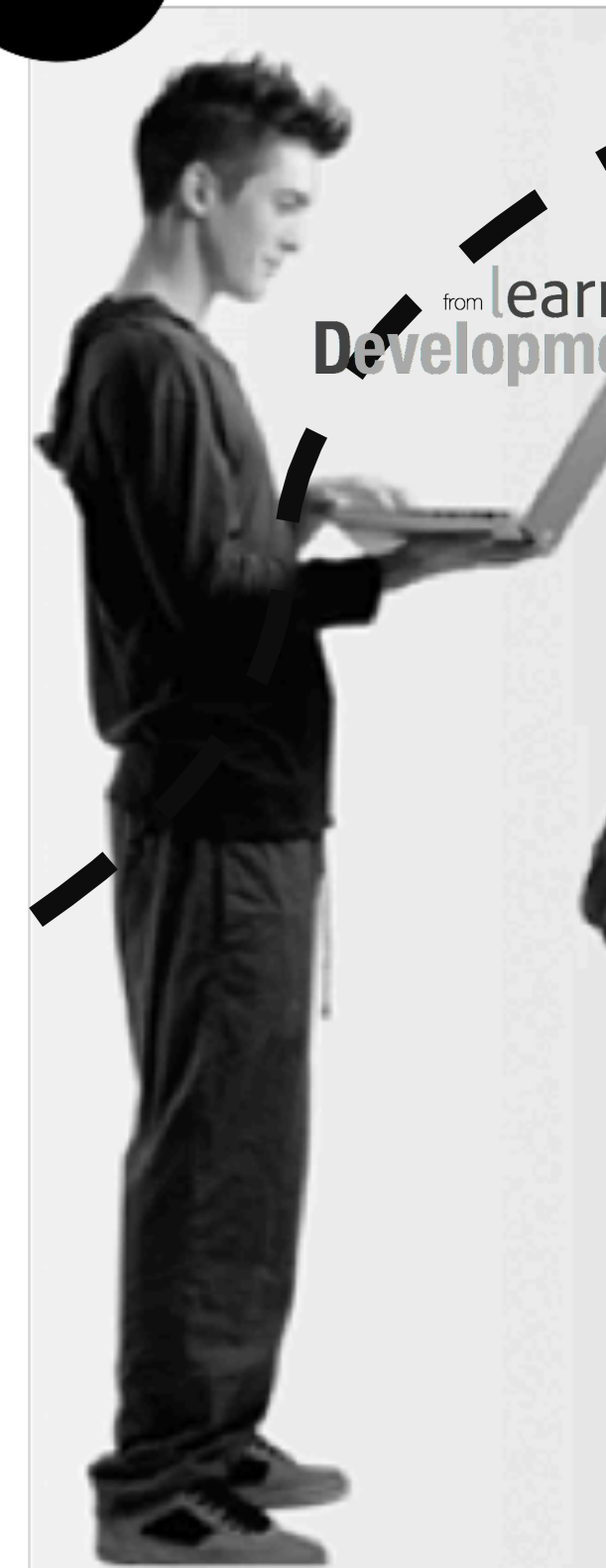
student's own sake

FOR AS

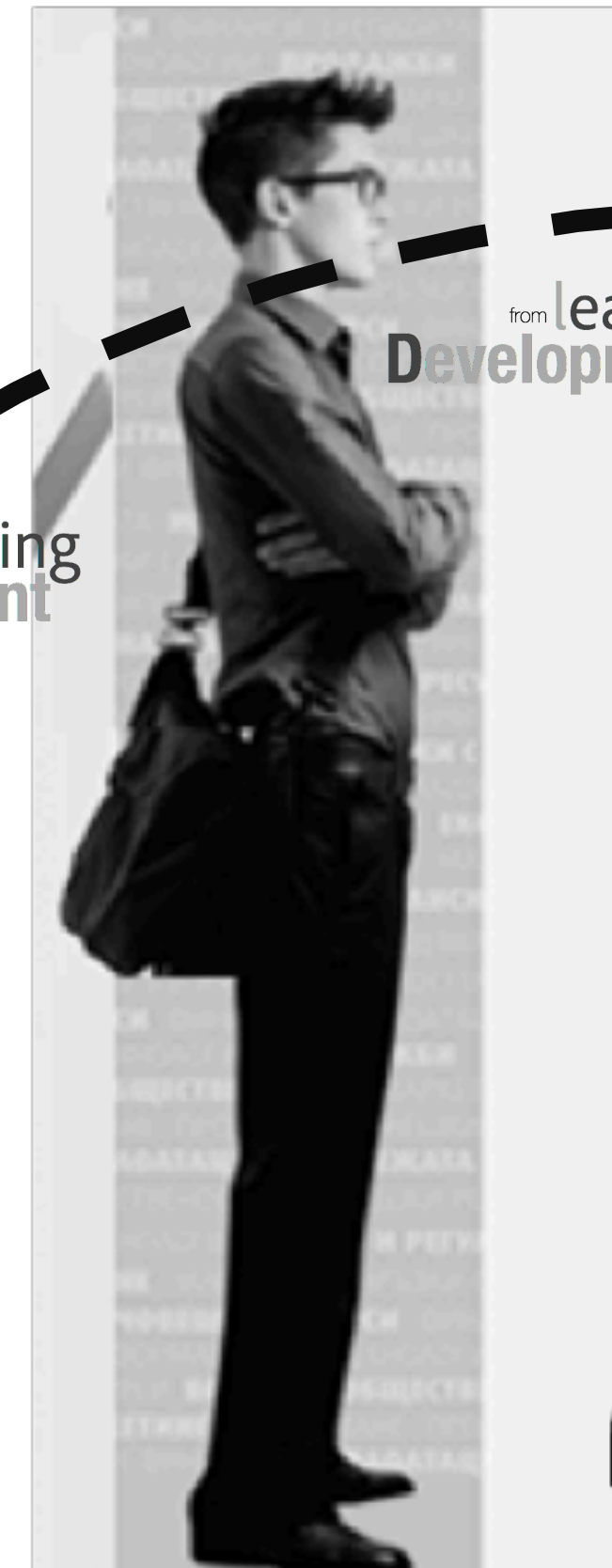
first day



from learning
Development

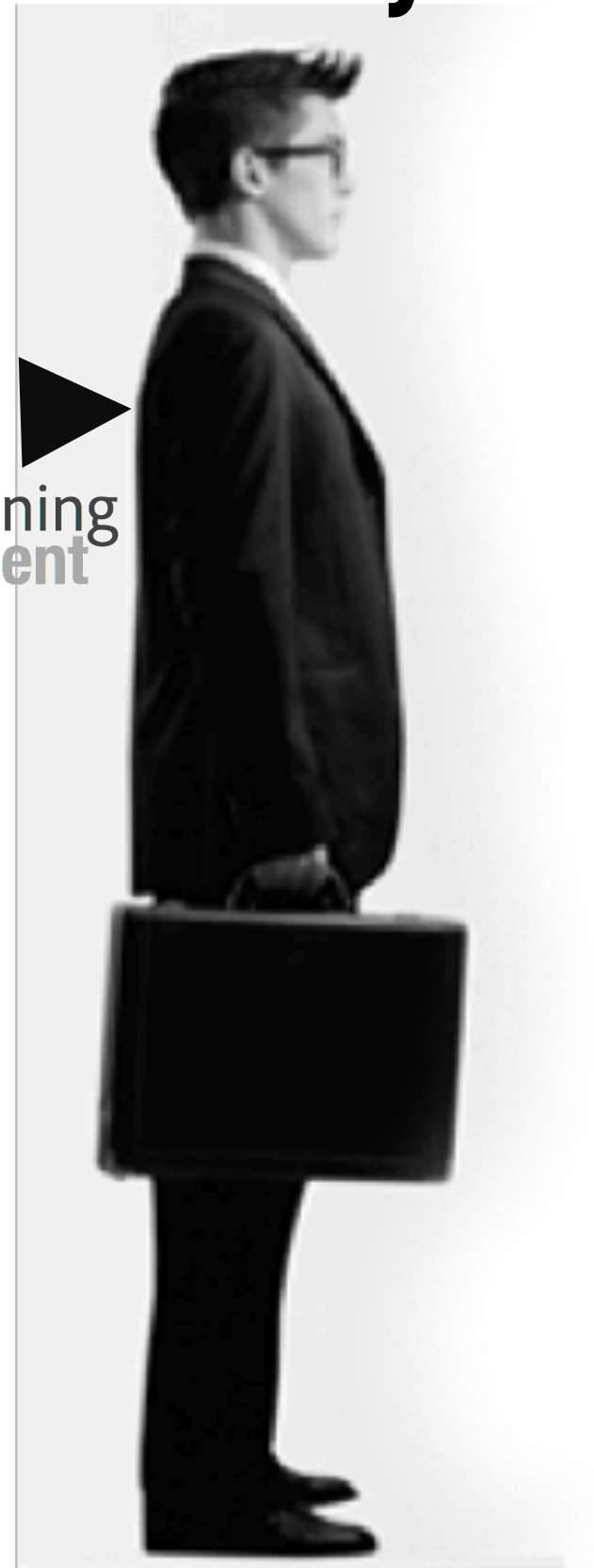


from learning
Development



from learning
Development

final day



“ be the
**RIGHT
PERSON**
competent scholar

Growth of Student

the concept is just...

Say what you want

learning outcomes

Do what you say

pedagogy & learning activities

Measure it

assessment

Improve it

continuous improvement

มคอ.2

SAYwhat you want

validation

Say what you want

learning outcomes

do we deliver the **RIGHT**
GRADUATES



@carrie.sandoval

A

พิจารณาผลลัพธ์การเรียนรู้ระดับหลักสูตร (Program - level Learning Outcomes; PLO)

Stakeholders Requirements

- 21st Century
- Industrial Requirements
- Professional Standard (กว. มคอ.1 ABET)
- KMUTT Student QF (TQF)
- etc.

คุณลักษณะ
ของบัณฑิตที่จบ
จากหลักสูตร

Graduate
Attributes

ปรัชญาและ
ความสำคัญ
ของหลักสูตร

Philosophy

วัตถุประสงค์
ของหลักสูตร

Objectives

ผลลัพธ์การเรียนรู้
ระดับหลักสูตร

Program - level
Learning Outcomes
(PLO)

- ☐ PLOs have been clearly formulated and aligned with graduate attributes and philosophy.
- ☐ PLOs cover both subject specific and generic (i.e. transferable) learning outcomes.
- ☐ PLOs clearly reflect the requirements of the stakeholders.



are we designing the
RIGHT
EDUCATION ?
system...

ปรัชญาของหลักสูตร

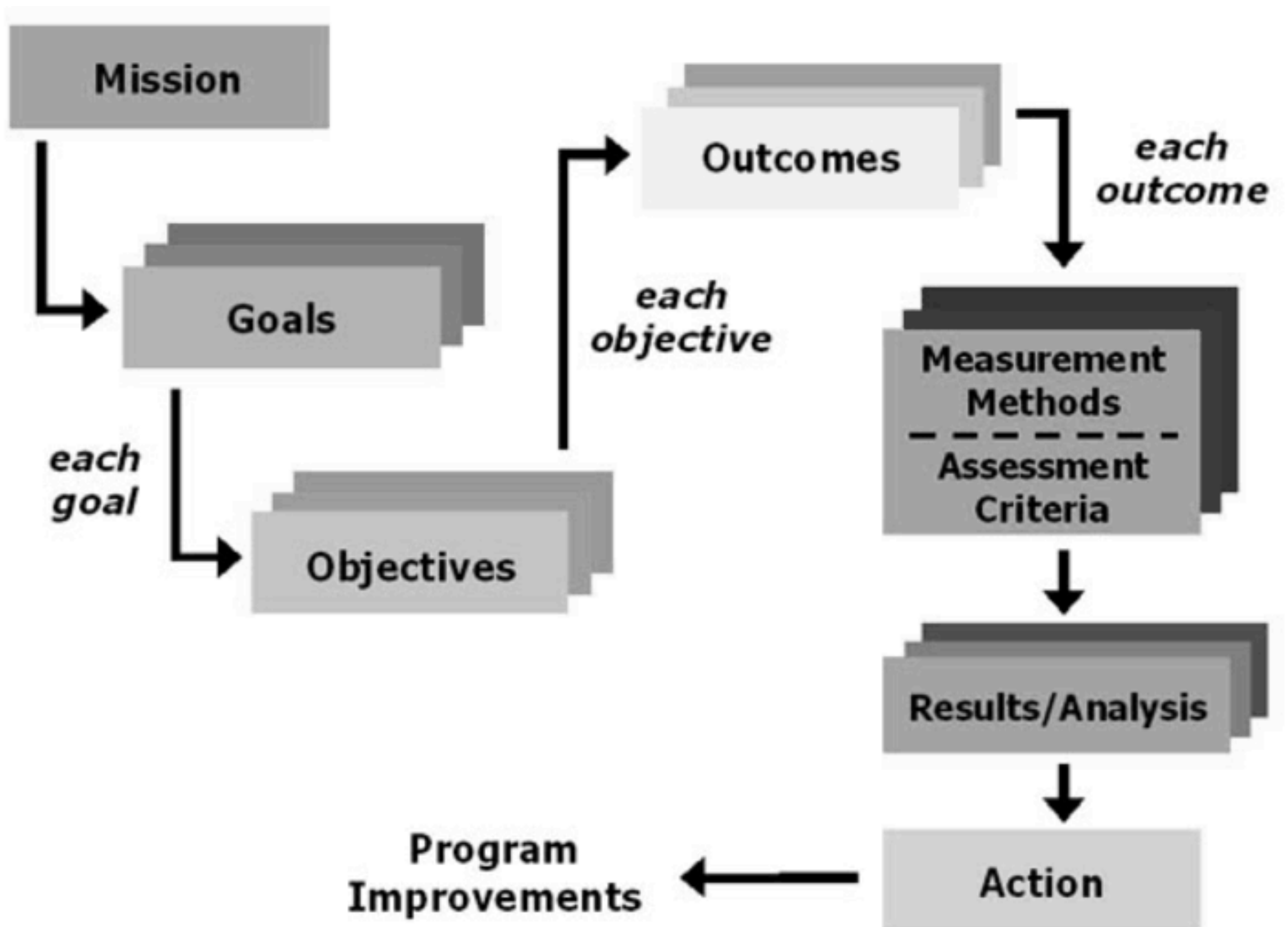
goal

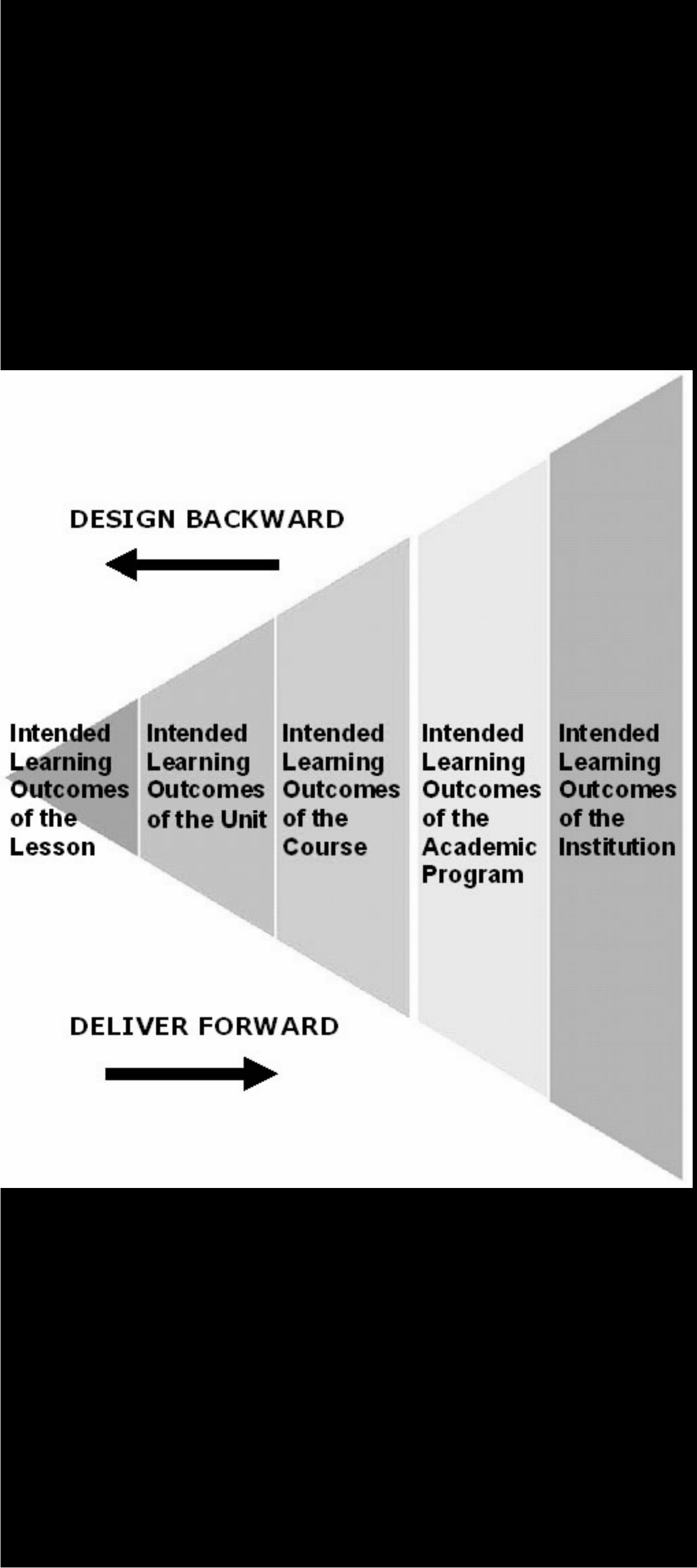
objectives

programme learning outcomes

course learning outcomes







Elements of the Programme Specification

Aims of the Programme



Learning Outcomes of the Programme:
Competences (Professional and Generic)

Process informed by:

University Level Descriptors

Professional/Statutory Bodies Requirements

Subject Benchmarks

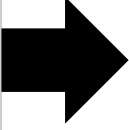
Trigger Questions:

What's the purpose of the programme?

What should students know and be able to do on completion?

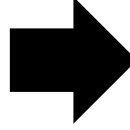


Programme learning outcomes broken down by level to ensure incremental attainment over duration of course



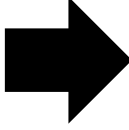
Module Learning Outcomes

Outcome for Level Attained through:



Module Assessment

Attainment verified by:



Assessment Criteria

Grades awarded according to:



Curriculum or “programme structure” must be designed to answer this question:

How does the curriculum or programme need to be structured so that the desired learning outcomes at all levels can be achieved through the application of the pedagogical practices described by the **Quality (Effective) Teaching** model ?



WHERE_{TO}

LOOK: Curriculum MAPPING

constructive
alignment/LOs is
just “ADD-ON” to
the course
design..
but not the
“CENTRAL” of
programme/
curriculum
design...



assume that "each picture" you
see representing "long-term/
significant learning outcomes of
each learning unit/course and or
modules of learning...

what is
"wrong"
which
this
picture?



INTEGRATION:

within-subject
knowledge...

across-subject
knowledge...

focusing on
long-term
generalized
outcomes ...



which programme structure should be appropriate ? ...



มคอ.3

DO what you say

T

HOW

to make students

LEARN ...



verification

?

do we make it ...

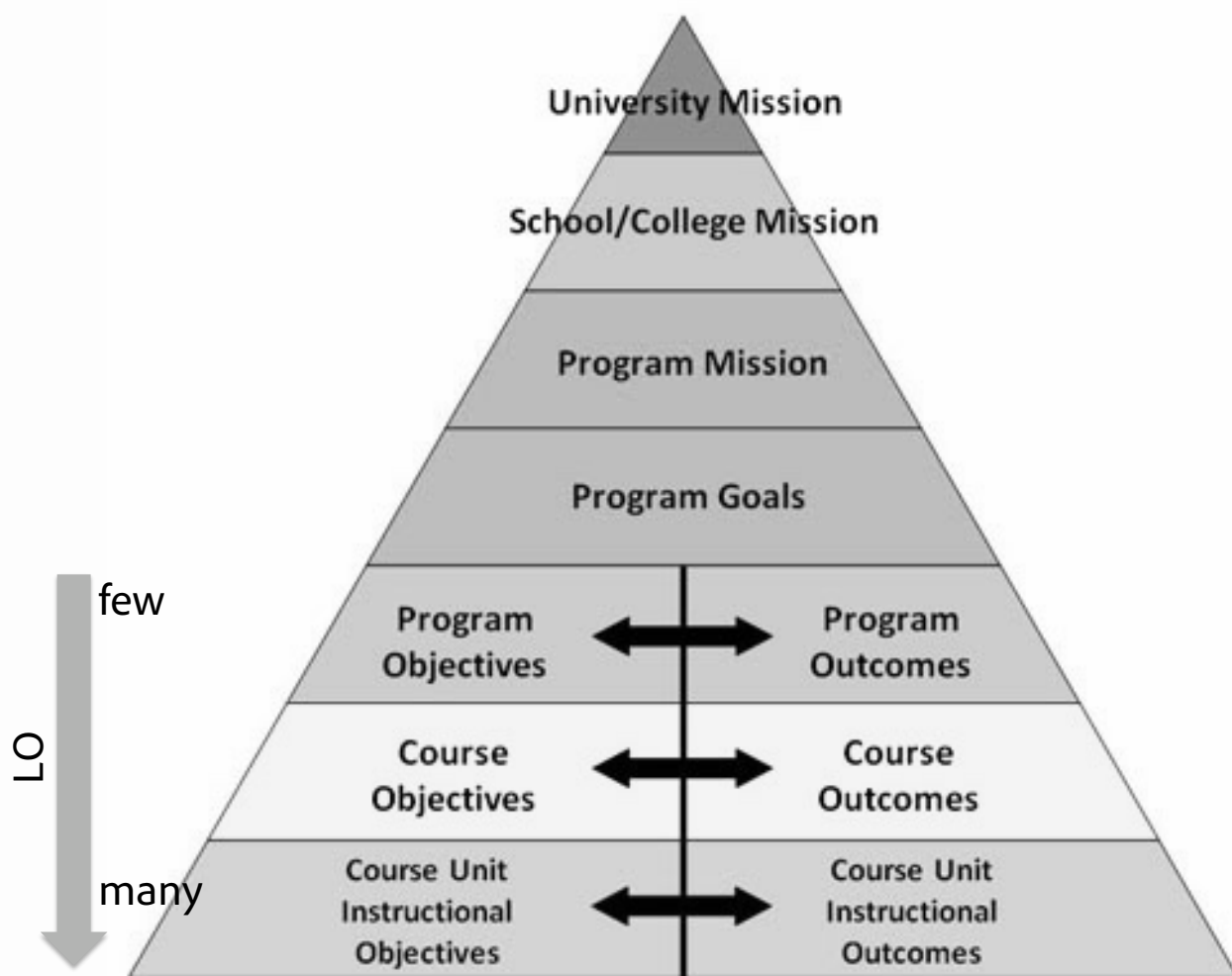
RIGHT

Measure it
assessment

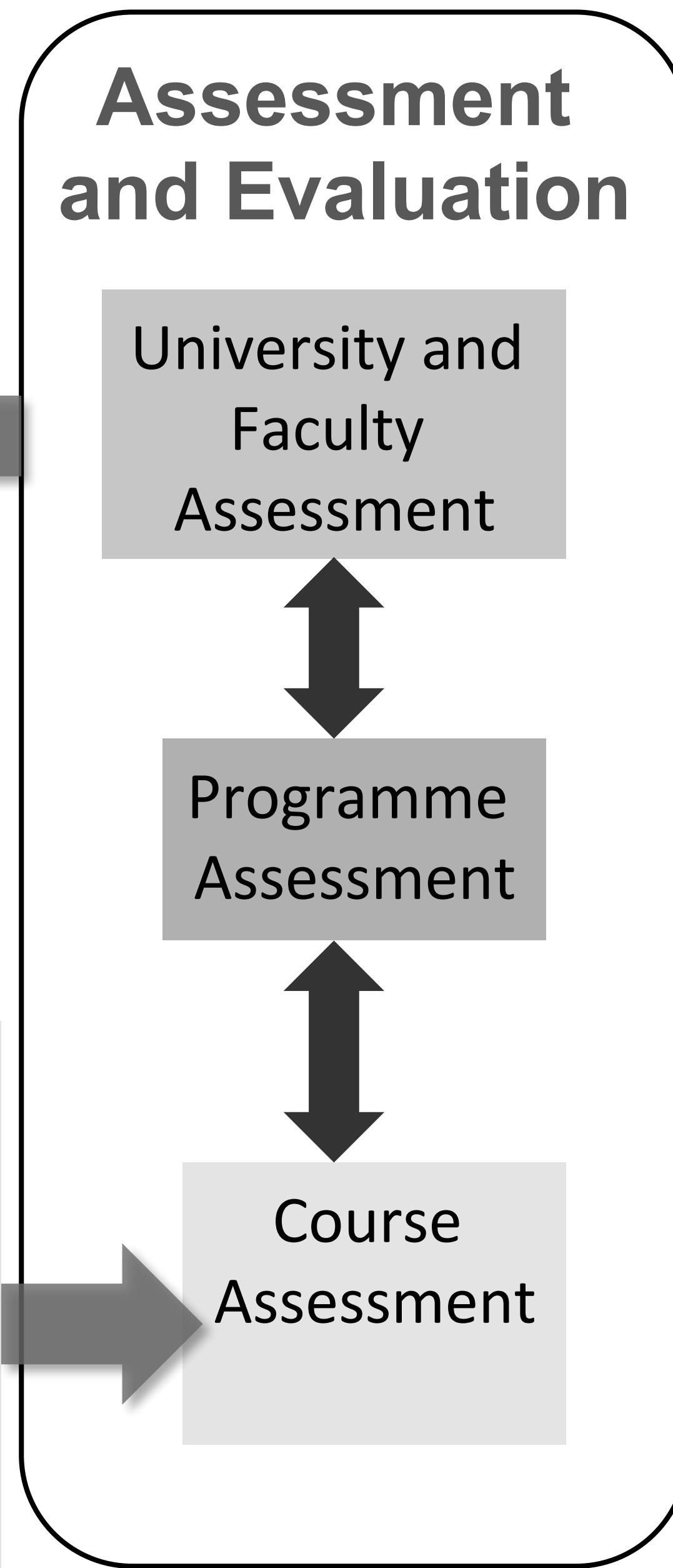
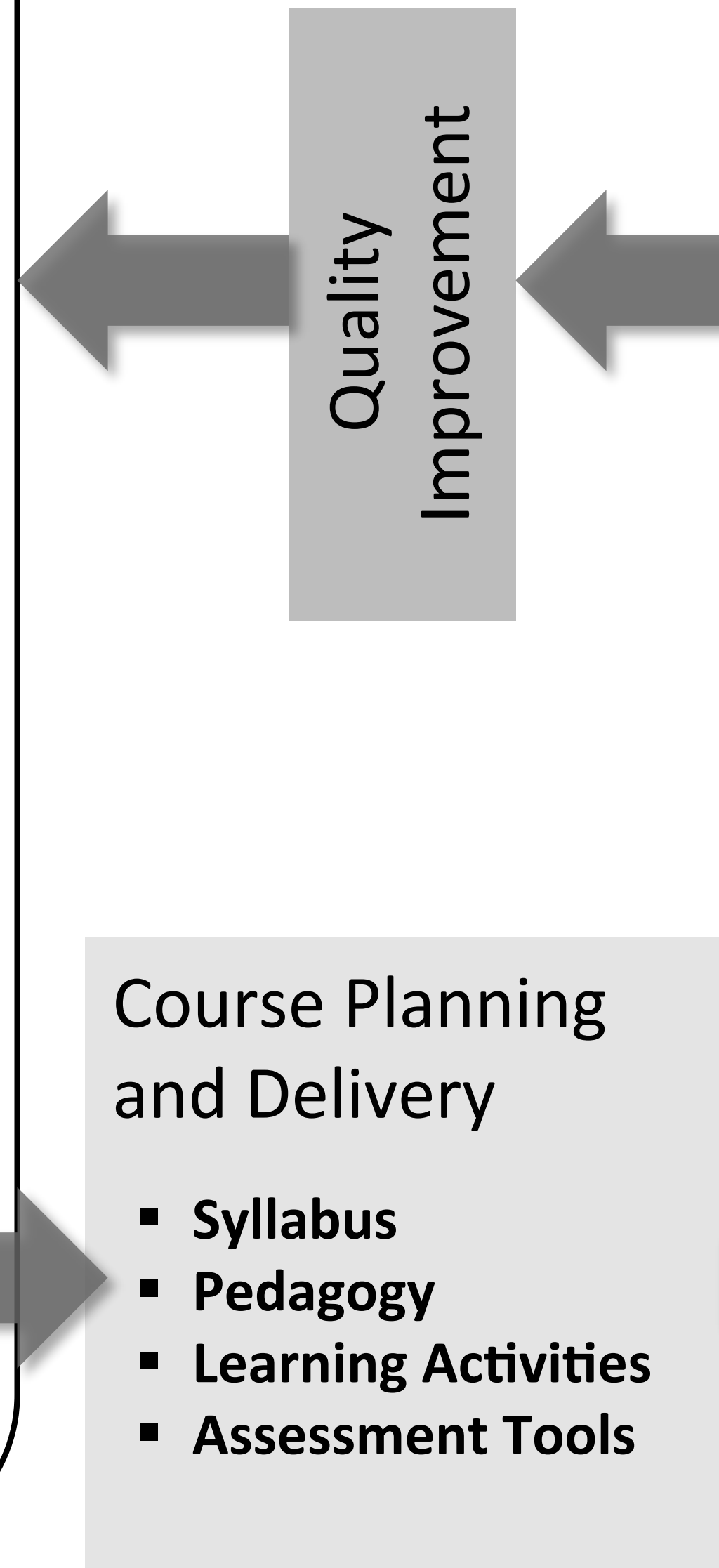
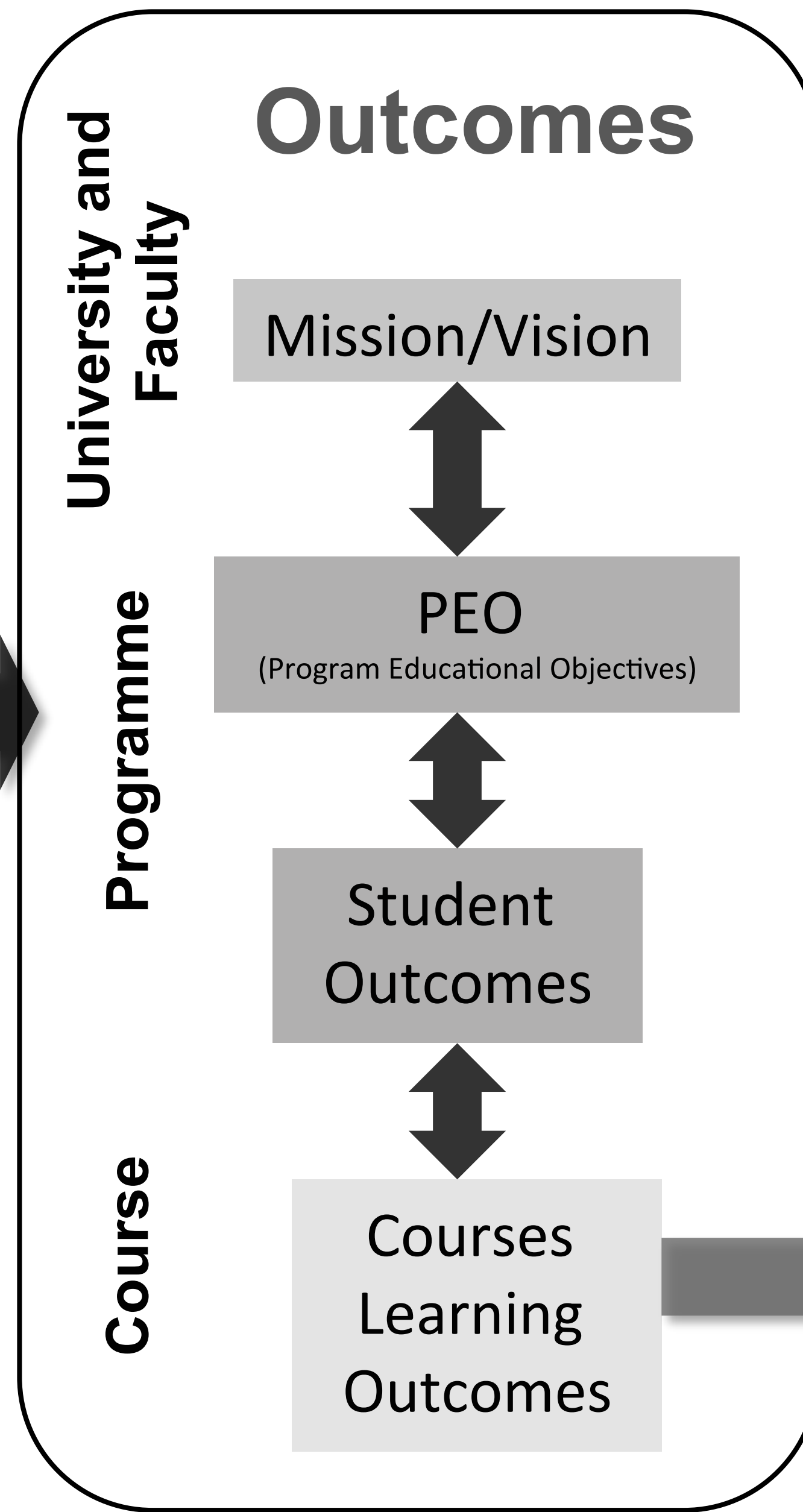
มคอ.5

Improve it
continuous improvement

7

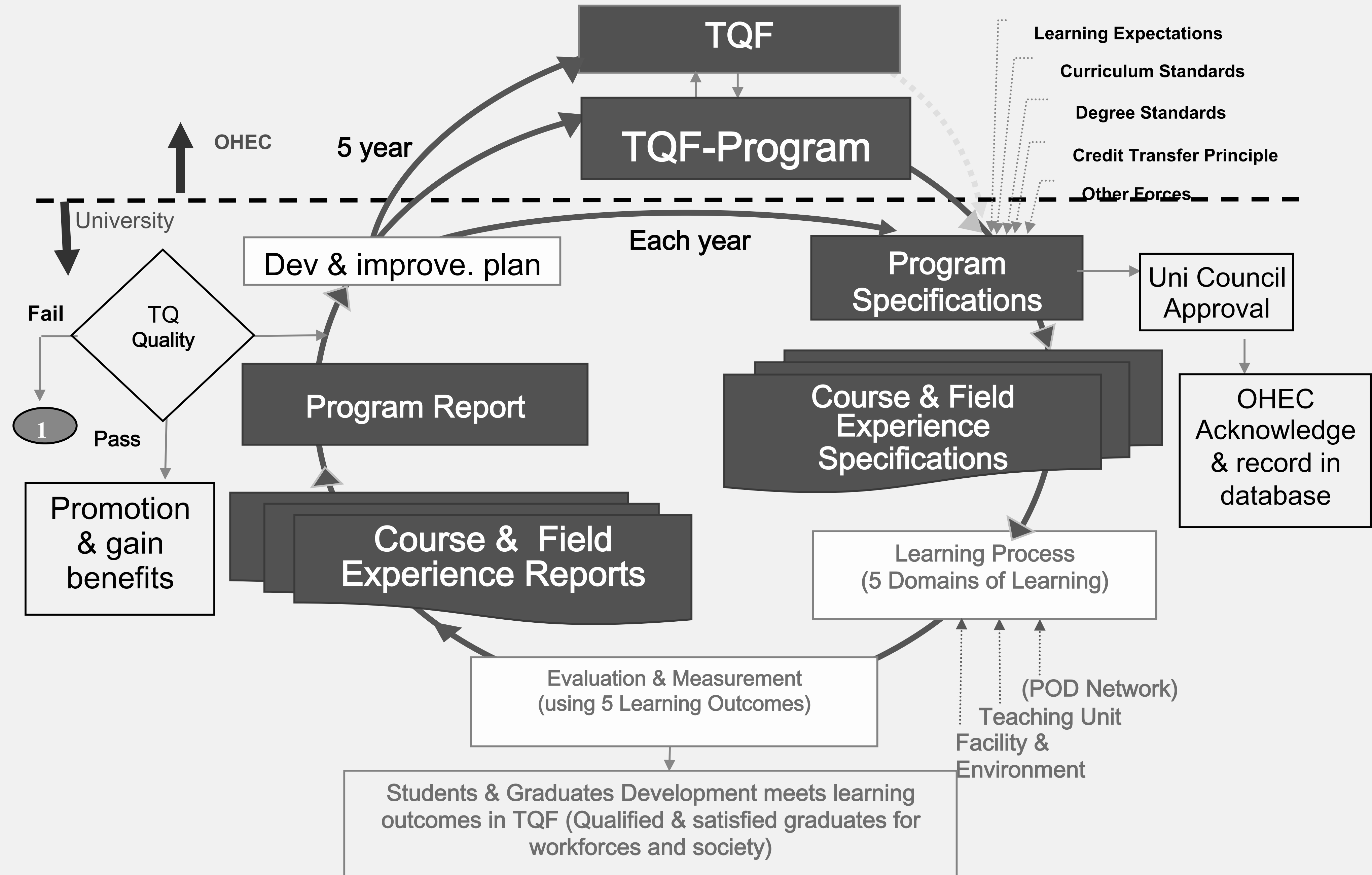


University Customer and Professional Org.
Inputs and Feedback



OBE Framework

From Policy to Practice



goal

concept of **OBE**

student achievement



outcome-based education

- focus on “LEARNING”
- begin with “learning outcomes”
- individual teaching and learning
- assessment is a key
- learning outcome is fixed, time variable
- teacher as facilitator and guide
- curriculum as a **“process”**

traditional education

- focus on “TEACHING”
- begin with “teaching objectives”
- “one-size fit all” teaching and learning
- assessment is a secondary
- time is fixed, learning outcomes variable
- teacher as guardian of curriculum
- curriculum as a **“product”**

“The greatest enemy of understanding is coverage. As long as you are determined to cover everything, you actually ensure that most students are not going to understand.”

–Howard Gardner

**“It’s not university education
that’s an endangered species —
it’s the lecture.”**

—Geoffrey Garrett

**UNIVERSITY is
the path,
not the POINT...**

