## CURRICULUM/COURSE DESIGN

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## **BACKWARD DESIGN**

#### **DIGITAL DISRUPTION ERA**

**VR** Editor

IoT Marketing strategist

**Voice skills developer** 

**Data scientist** 

finance

Hologram retail display designer

**Chief experience officer** 

**Bot Developer** 

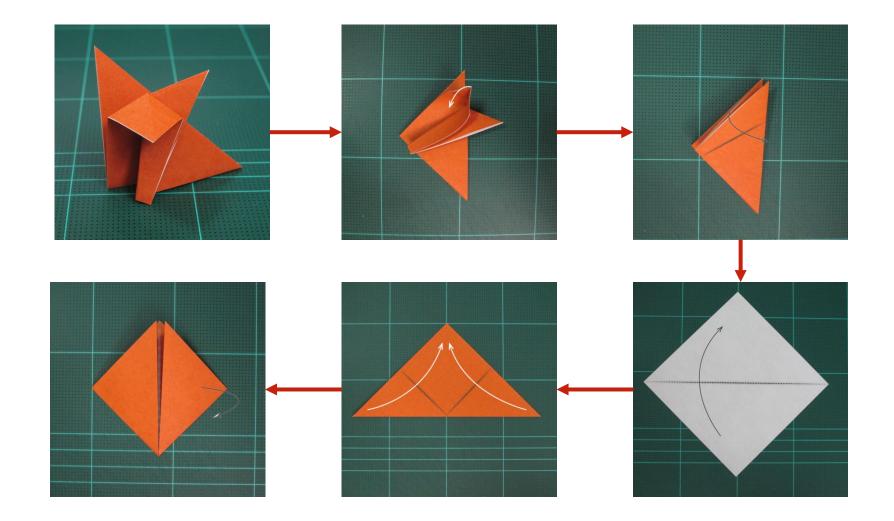
**Mixed-reality** designer

Elderly care business Omnichannel retail strategist

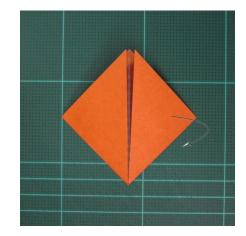
**Machine-learning engineer** 

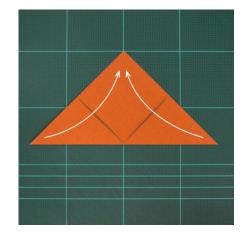


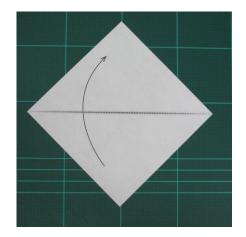
#### ตัวอย่างการพับสุนัขจิ้งจอก

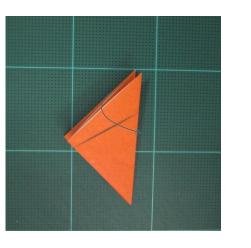


## ตัวอย่างการพับสุนัขจิ้งจอก





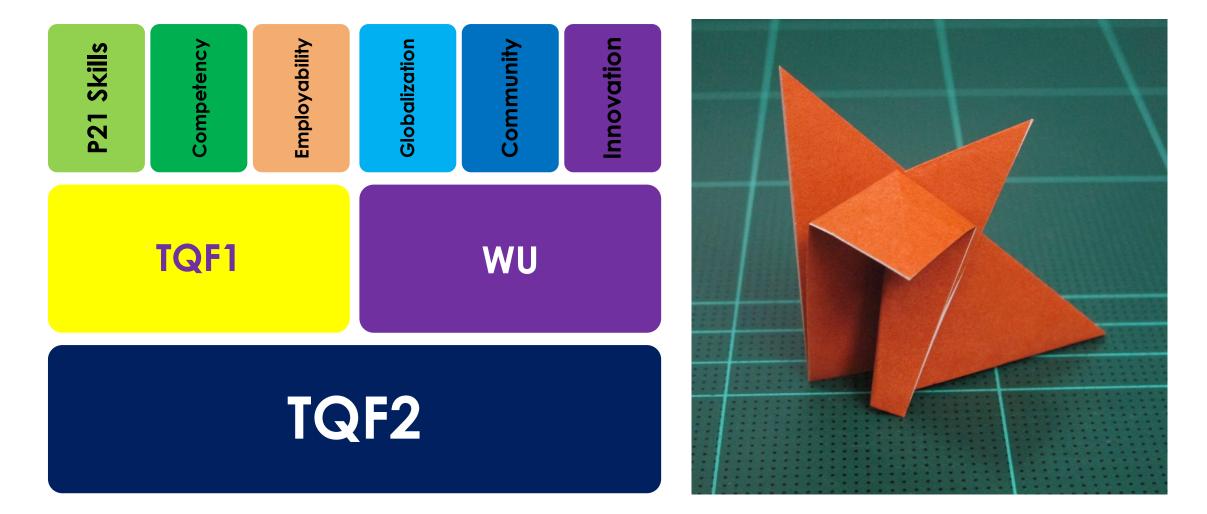


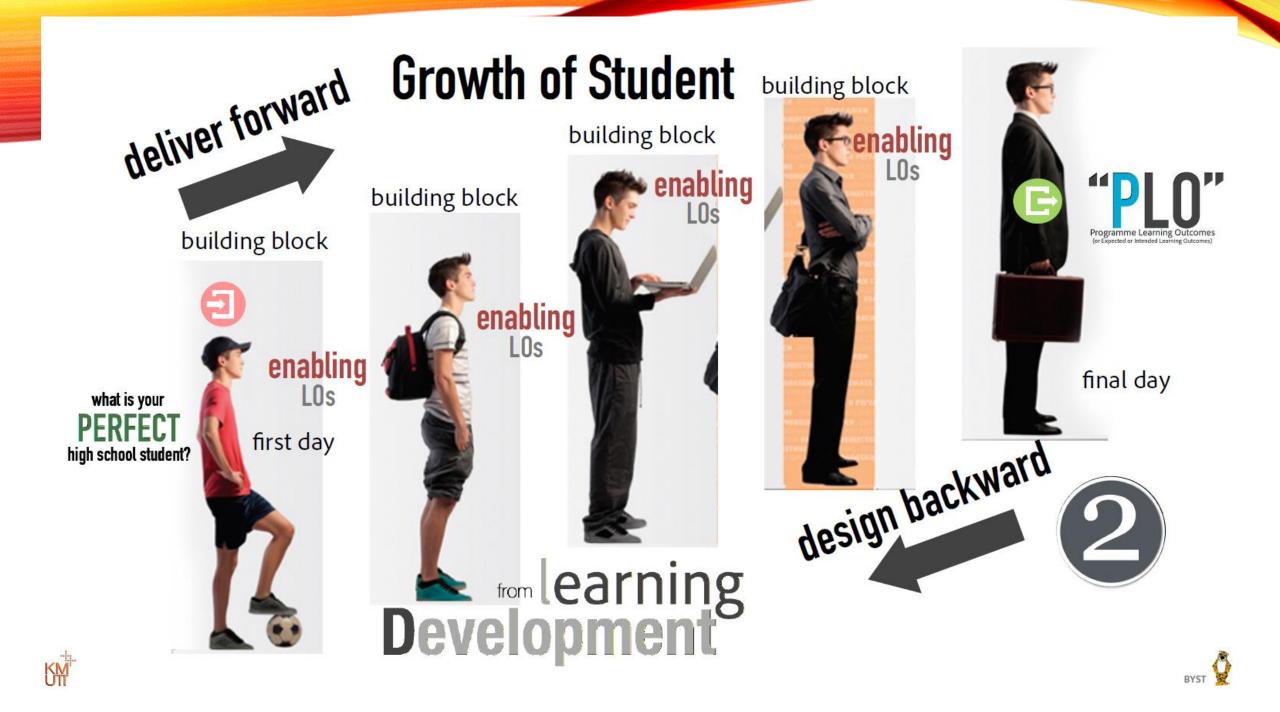






#### THAI QUALIFICATIONS FRAMEWORK (TQF)







## **OUTCOME-BASE EDUCATION**

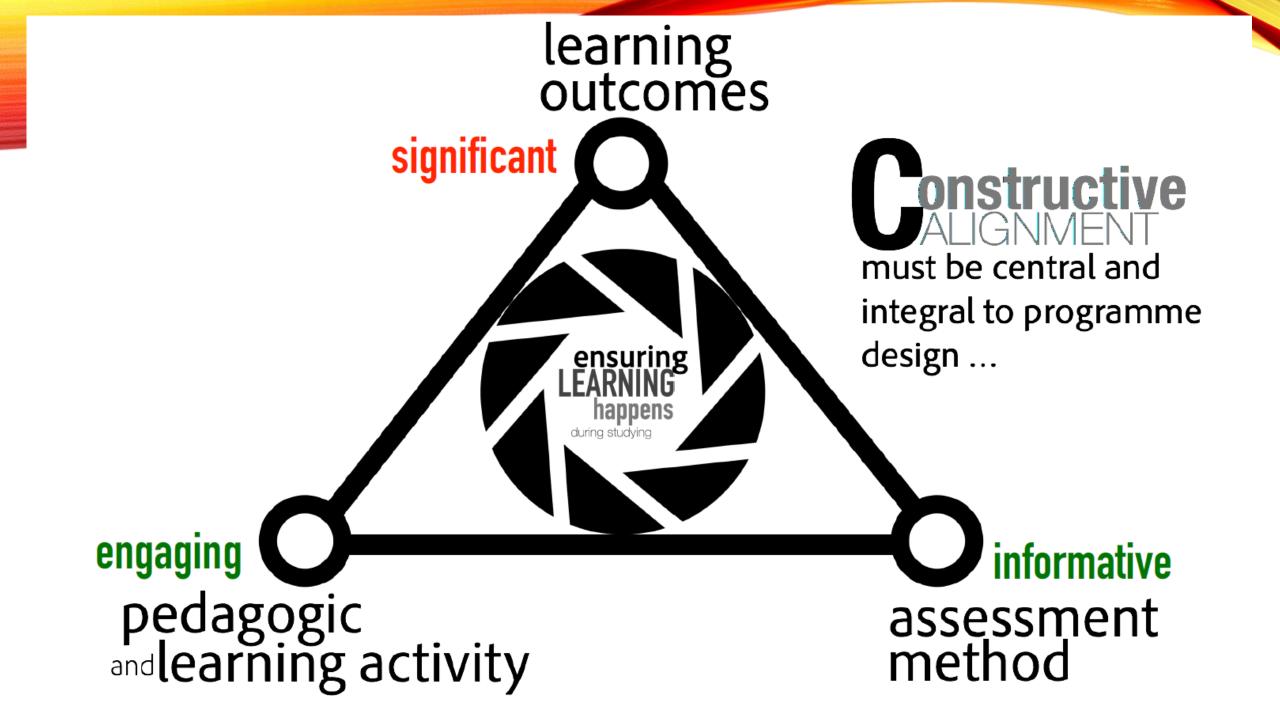


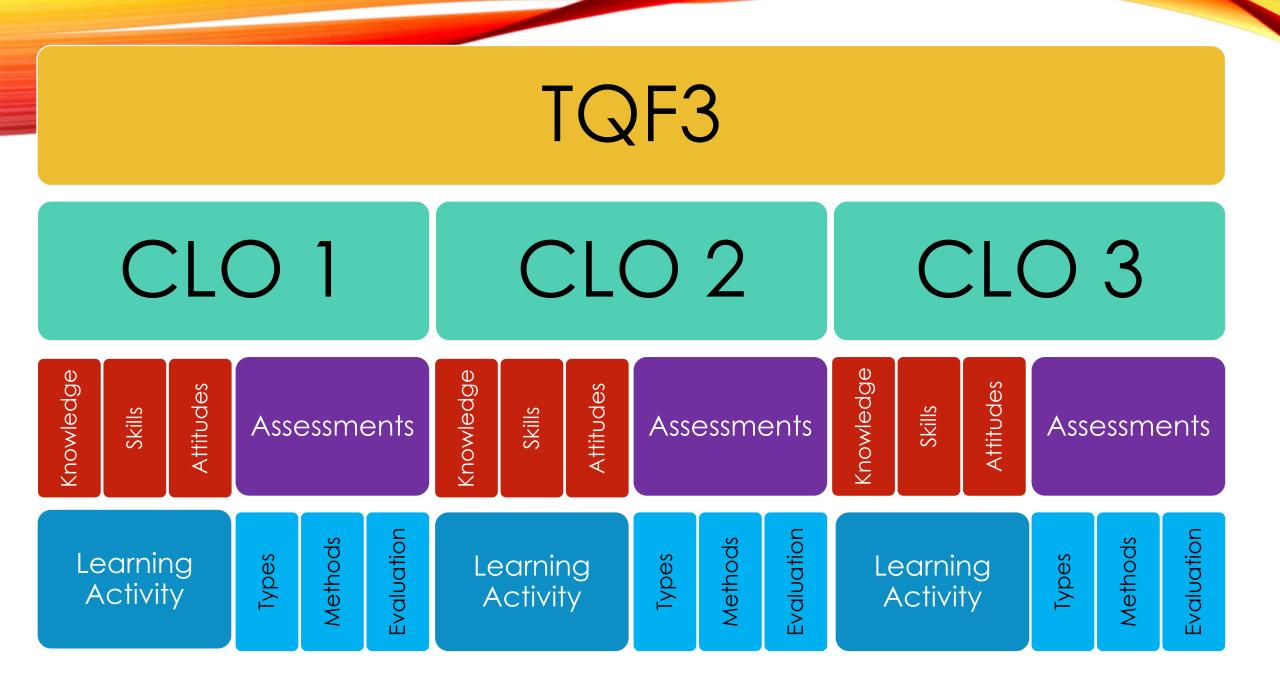
OBE - in a simple form...

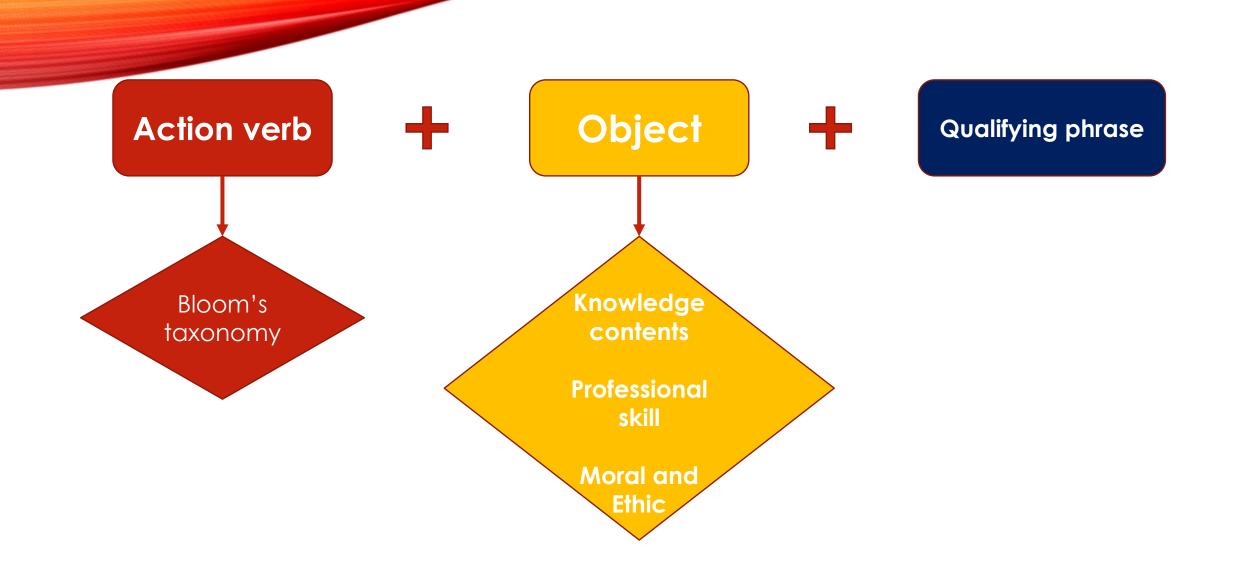
Say what you want accountability Do what you say

# Measure it Improve it

A1: Design and plan Learning Activities
A2: Teaching and/or support learning
A3: Assess and give feedback to learner
A4: Develop effective learning environment







Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Recall or retrieve previous learned information.	Comprehending the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.	learned in the classroom into	Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.	Make judgments about the value of ideas or materials.	Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.
Cognitive	<b>Domain</b> wledge and the				

of intellectual skills (Bloom, 1956).

A	Action Verbs	of Cognitive	Domain			
R	emembering	Understanding	Applying	Analyzing	Evaluating	Creating
	defines, describes	comprehends	applies, changes	analyzes, breaks	appraises,	categorizes,
	identifies, knows	codistinguishes	computes	down, compares,	compares,	combines, compiles,
	labels, lists	inverts, defends	constructs	contrasts, diagrams,	concludes,	composes, creates,
	matches, names	estimates, explains	demonstrates	deconstructs,	contrasts, criticizes,	devises, designs,
	outlines, recalls	extends, generalizes	discovers	differentiates,	critiques, defends,	explains, generates,
	recognizes	gives an example	manipulates	discriminates,	describes,	modifies, organizes,
	reproduces	infers, interprets	modifies, operates	distinguishes,	discriminates,	plans, rearranges,
	selects, states	paraphrases	predicts, prepares	identifies, illustrates,	evaluates, explains,	reconstructs,
		predicts, rewrites,	produces, relates	infers, outlines,	interprets, justifies,	relates, reorganizes,
		summarizes,	shows, solves	relates, selects,	relates, summarizes,	revises, rewrites,
		translates	uses	separates.	supports.	summarizes, tells,
						writes
_					(	

Perception (Awareness)	Set (Mindsets)	Guided Response	Mechanism (Basic Proficiency)	Complex Overt Response (Expert)	Adaptation	Origination
includes	Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations.	ment, coordin		The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance.	Skills are well developed and the individual can modify movement patterns to fit special requirements.	Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.

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			Complex Overt		Dvert				
Perception (Awareness)	Set (Mindsets)	Guided Response	Mechanism (Basic Proficiency)	Response (Expert)		·		Adaptation	Origination
chooses,	begins,	copies,	assembles,	asser	mbles,	adapts,	arranges,		
describes,	displays,	traces,	builds,	asser I accruate calik cons	builds,	alters,	builds,		
detects,	explains,	follows,	calibrates,	ຍ ອີ່ calik	brates,	changes,	combines,		
differentiates,	moves,	react,	constructs,	E cons	structs,	rearranges,	composes,		
distinguishes,	proceeds,	reproduce,	dismantles,	disma better dis	antles,	reorganizes,	constructs,		
identifies,	reacts, shows,	responds	displays,	dis pet	splays,	revises,	creates,		
isolates,	states,		fastens, fixes,	fastens	s, fixes,	varies.	designs,		
relates,	volunteers		grinds, heats,	ind grinds,	heats,		initiate, makes,		
selects.			manipulates,	manip	ulates,		originates.		
			measures,	mea	asures,	$\rangle$			
			mends, mixes,	mends,	mixes,				
			organizes,	orga	anizes,				
			sketches.	ske	etches.				

					Internalizes	
	Receiving Phenomena	Responds to Phenomena	Valuing	Organization	Values (characterization)	
ffe	Awareness, willingness to hear, selected attention.	Active participation on the part of the learners. Attend and react to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).	The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.	Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system. The emphasis is on comparing, relating, and synthesizing values.	<ul> <li>Has a value system</li> <li>that controls their</li> <li>behavior. The</li> <li>behavior is pervasive,</li> <li>consistent,</li> <li>predictable, and most</li> <li>important</li> <li>characteristic of the</li> <li>learner. Instructional</li> <li>objectives are</li> <li>concerned with the</li> <li>student's general</li> <li>patterns of</li> <li>adjustment (personal,</li> </ul>	
				-	social, emotional)	

includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes (Krathwohl, Bloom, Masia, 1973).

asks, attentive, courteous, dutiful,assists, aids, complies, conforms, discusses, initiates, invites, joins, performs, performs, proposes,relates, synthesizesdiscriminates, discusses modifies qualifies, questions	cti	on Verbs of Af	ective Domain	1 <b>1</b>		Internalizes
Pnenomena		Receiving		Valuing	Organization	
asks, attentive, courteous, dutiful, follows, gives, understandsassists, aids, complies, complies, demonstrates, initiates, invites, joins, proposes,relates, synthesizesdiscriminates, discusses modifies qualifies, questions		Phenomena	Phenomena			(characterization)
courteous,complies,treasure,synthesizesdisplaydutiful,conforms,demonstrates,influencefollows, gives,discusses,initiates,modifierlistens,greets, helps,invites, joins,performsunderstandslabels,justifies,qualifierperforms,proposes,proposes,questions		acknowledge,	answers,	appreciates,	compares,	acts,
dutiful,conforms,demonstrates,influencefollows, gives,discusses,initiates,modifierlistens,greets, helps,invites, joins,performsunderstandslabels,justifies,qualifierperforms,proposes,questions		asks, attentive,	assists, aids,	cherish,	relates,	discriminates,
follows, gives,discusses,initiates,modifierlistens,greets, helps,invites, joins,performsunderstandslabels,justifies,qualifierperforms,proposes,questions		courteous,	complies,	treasure,	synthesizes	displays,
listens, greets, helps, invites, joins, perform understands labels, justifies, qualifies performs, proposes, question		dutiful,	conforms,	demonstrates,		influences,
understands labels, justifies, qualifies, questions		follows, gives,	discusses,	initiates,		modifies,
performs, proposes, questions		listens,	greets, helps,	invites, joins,		performs,
		understands	labels,	justifies,		qualifies,
presents, tells respect, shares revises, serve			performs,	proposes,	$\rangle$	questions,
			presents, tells	respect, shares		revises, serves,
solves, verifie						solves, verifies

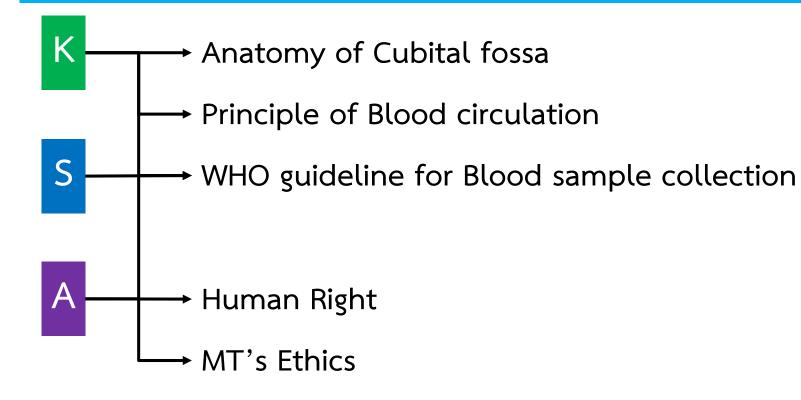
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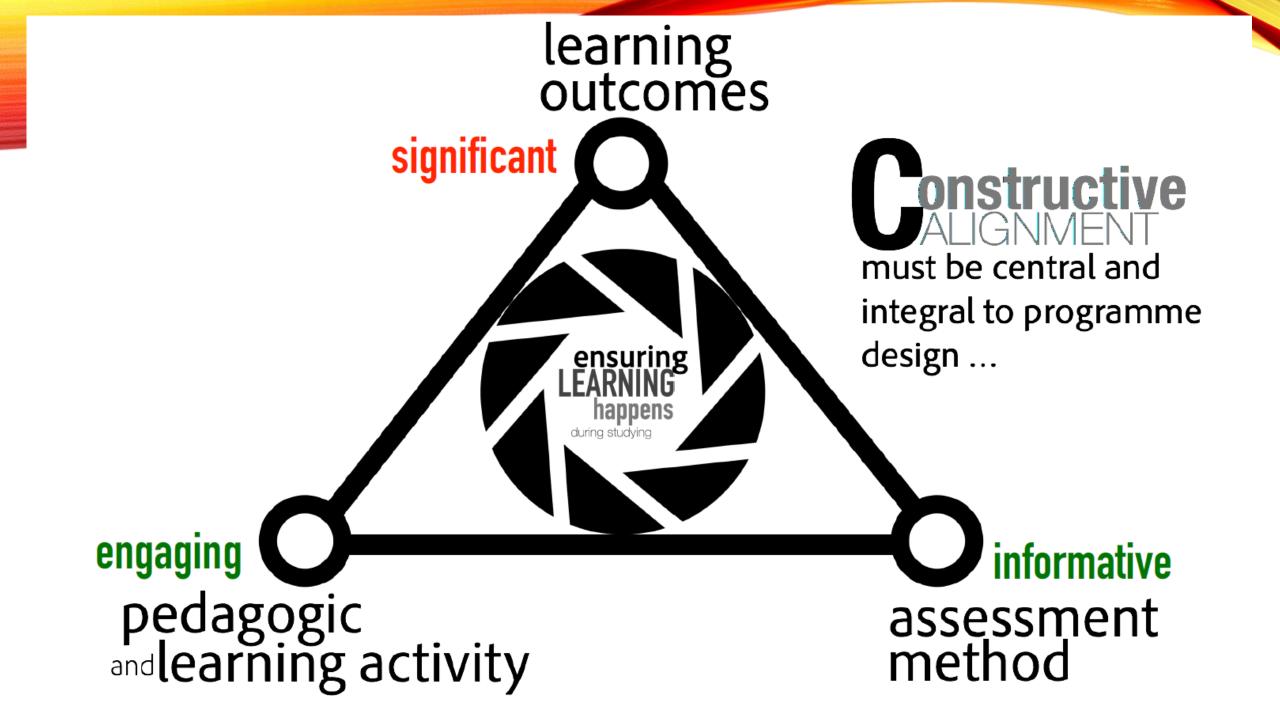
**PLO1:** Students will be able to perform the MT professional skills under the professional standards.

<u>CLO1:</u> Students will be able to collect blood sample under the regulation of professional standard, from patients in the real situation.

<u>**CLO1.1:</u>** Students will be able to display the venipuncture procedure under the regulation of professional standard.</u>

<u>CLO1.1:</u> Students will be able to display the venipuncture procedure under the regulation of professional standard.





#### Learning Outcomes

**<u>CLO1.1</u>**: Students will be able to display the venipuncture procedure under the regulation of professional standard.

#### Assessment method

- Task 1: Collecting blood sample form arm model
- Task 2: Paring student in Laboratory session and collecting blood sample form each other
- **Tools:** WHO guideline Checklist

Objectives	Lecture Activities	Laboratory Activities
Labels and reveals the median cubital vein	• Labeling the median cubital vein in picture	• Revealing the median cubital vein in lab. Partner's arm
Follows the WHO guideline to collect blood sample	<ul> <li>Reading the WHO guideline to collect blood sample</li> <li>Reproducing the WHO guideline to collect blood sample in form of flow chart/diagram</li> </ul>	<ul> <li>Seeing the video to collect blood sample, following the WHO guideline</li> <li>Role playing the standard procedure to collect blood sample</li> </ul>
Displays the venipuncture procedure under the regulation of professional standard		<ul> <li>Skill practice to collect blood sample from the arm model</li> <li>Collecting blood sample, following the WHO guideline, from lab. Partner</li> </ul>

# Thank you for your attention