

CURRICULUM/COURSE DESIGN

Asst. Prof. Dr. Poonsit Hiransai, SFHEA

**Acting Director of The Center for Innovative Learning and Teaching
Walailak University**

Email: poonsit.hi@mail.wu.ac.th

The background features several flowing, wavy bands of color. At the top, a thick band of red and orange curves across the frame. At the bottom, multiple overlapping layers of red and yellow waves create a sense of depth and movement. The central area is a plain white space where the text is located.

BACKWARD DESIGN

DIGITAL DISRUPTION ERA

Hologram retail display designer

Voice skills developer

Chief experience officer

VR Editor

Bot Developer

IoT Marketing strategist

Mixed-reality designer

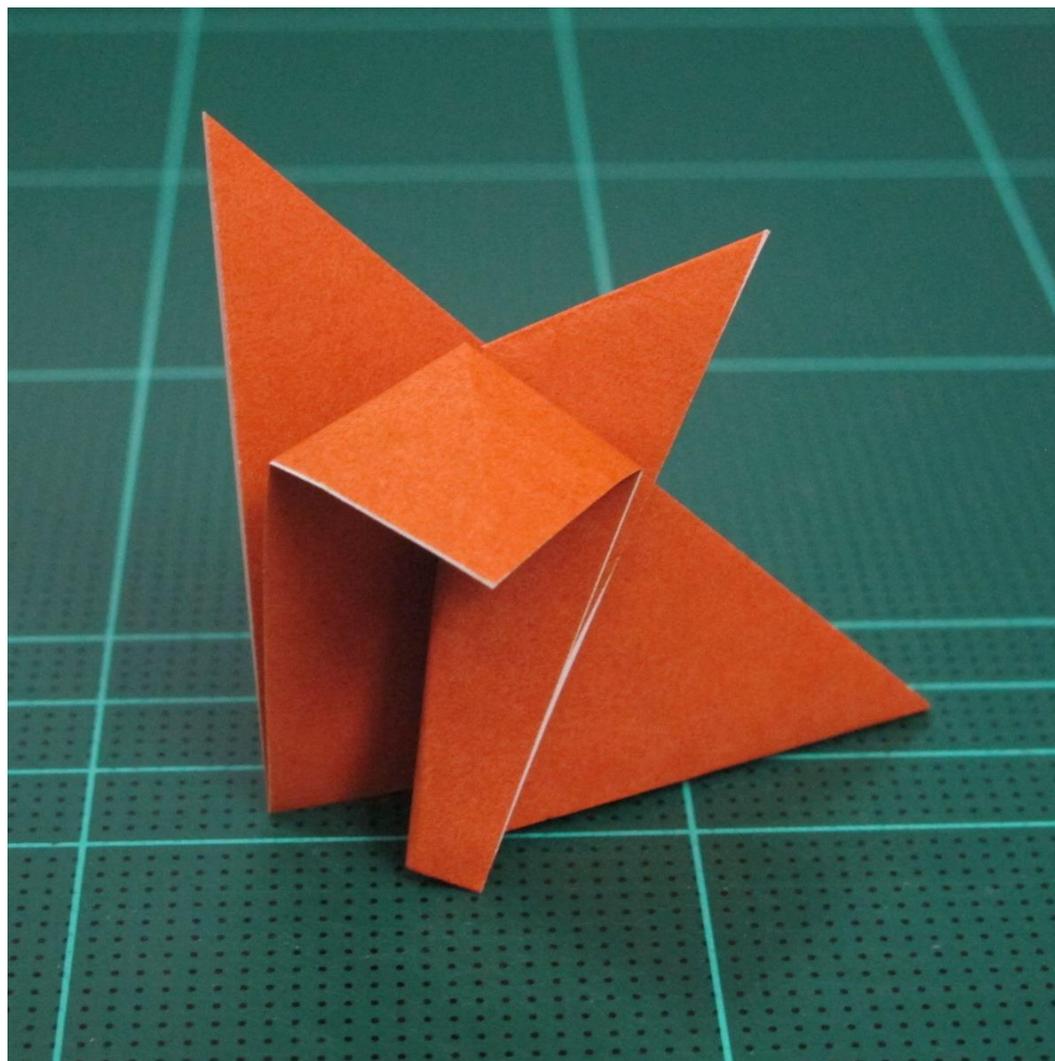
Data scientist

Elderly care business

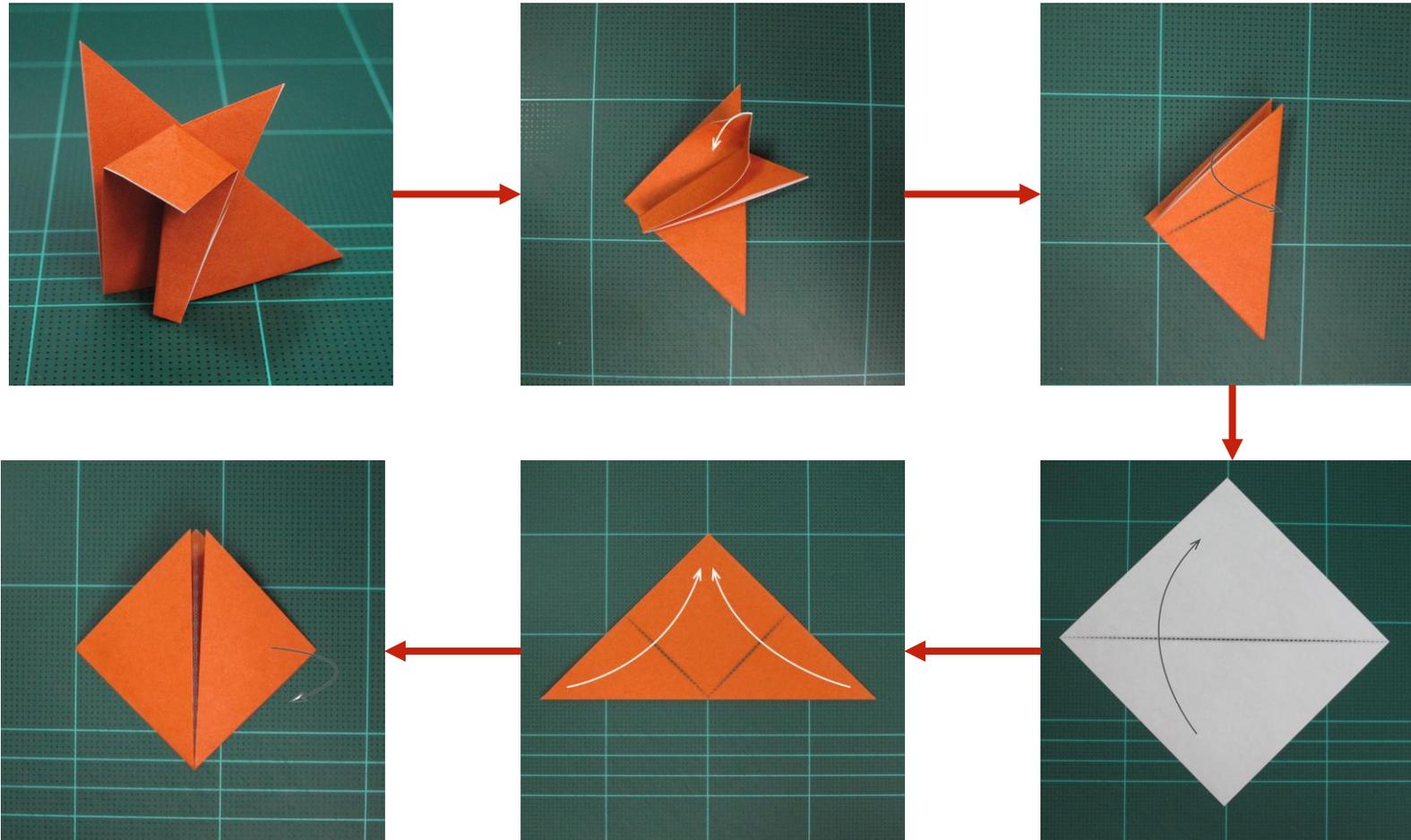
Machine-learning engineer

Omnichannel retail strategist

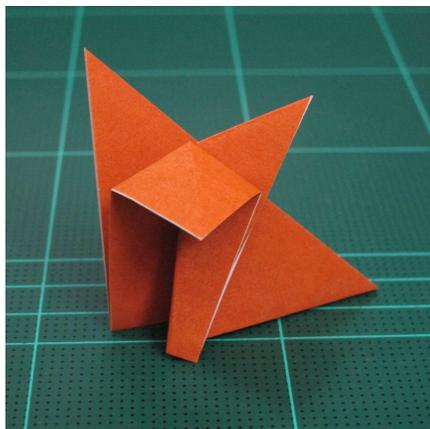
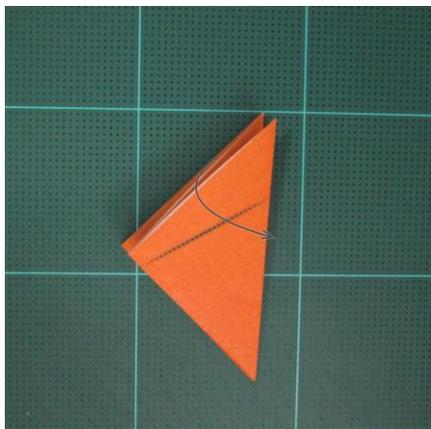
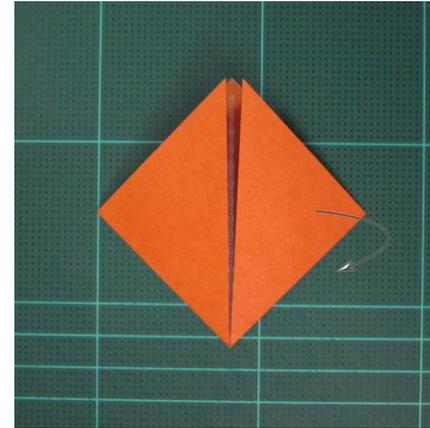
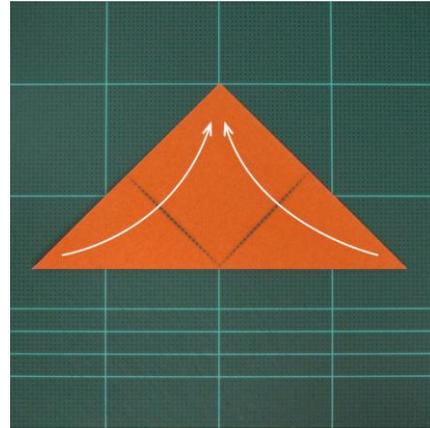
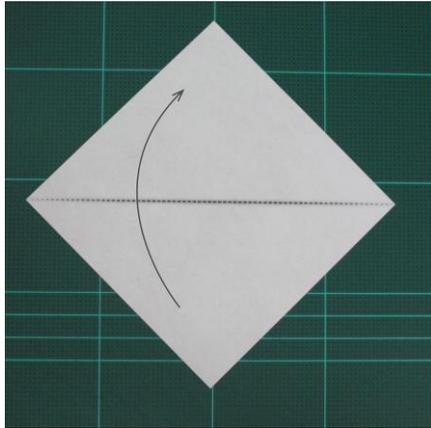
rabbitfinance



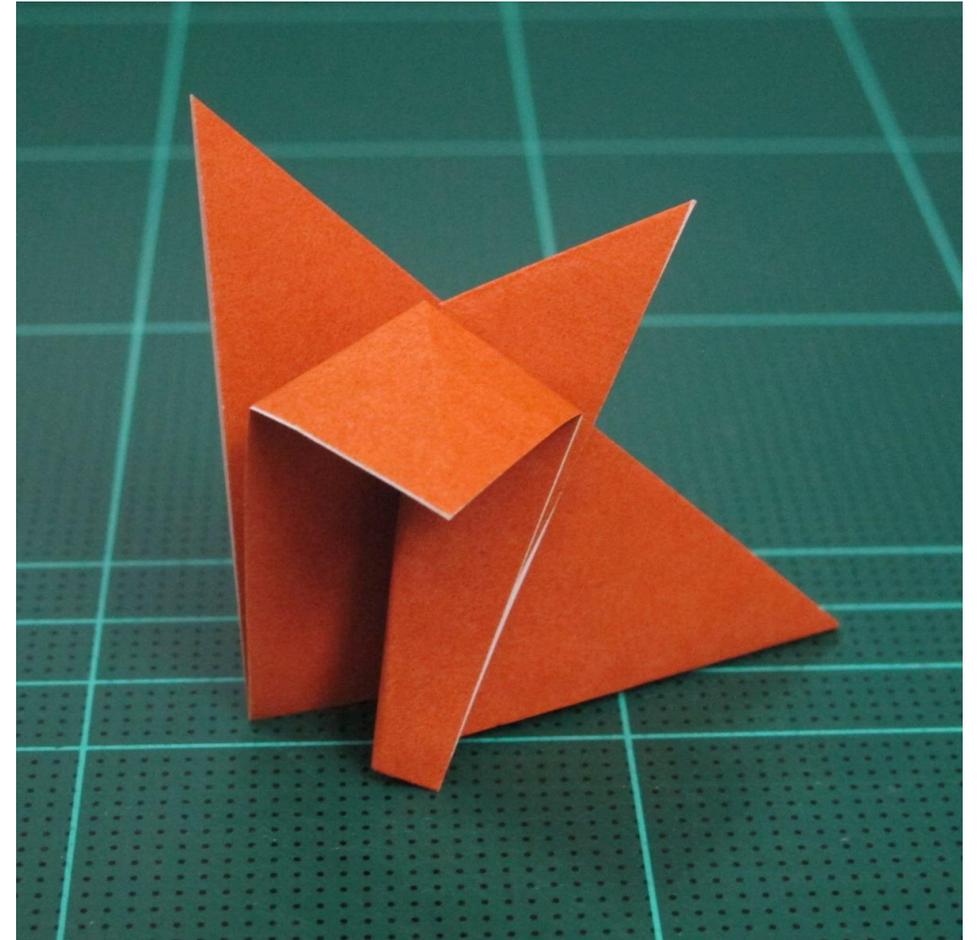
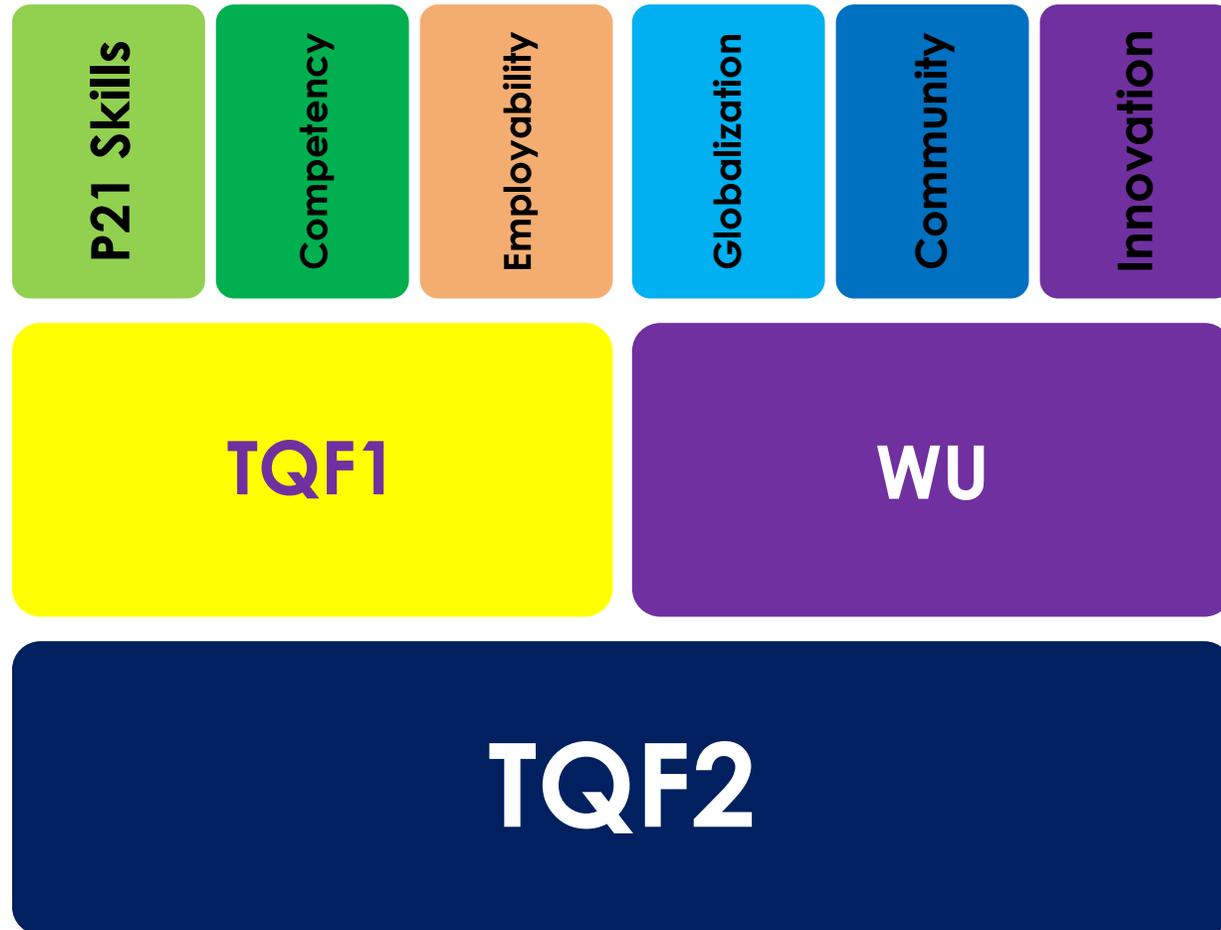
ตัวอย่างการพับสุนัขจิ้งจอก



ตัวอย่างการพับสุนัขจิ้งจอก



THAI QUALIFICATIONS FRAMEWORK (TQF)



deliver forward



Growth of Student

building block

building block

building block

building block



enabling
LOs

first day

what is your
PERFECT
high school student?



enabling
LOs



enabling
LOs



enabling
LOs



"PLO"
Programme Learning Outcomes
(or Expected or Intended Learning Outcomes)



final day



design backward



2

from learning
Development

TQF2

PLO1

PLO2

PLO3

TQF3-1

TQF3-2

TQF3-3

TQF3-4

CLO1

CLO2

CLO3

CLO1

CLO2

CLO3

CLO1

CLO2

CLO3

CLO1

CLO2

CLO3

The background features several overlapping, flowing, ribbon-like shapes in shades of red, orange, and yellow. These shapes curve and overlap, creating a sense of movement and depth. The colors transition from deep red on the left to bright yellow on the right. The overall effect is dynamic and modern.

OUTCOME-BASE EDUCATION

OBE - in a simple form...

Say what you want
Do what you say

accountability

Measure it
Improve it

ensuring

A1: Design and plan Learning Activities

A2: Teaching and/or support learning

A3: Assess and give feedback to learner

A4: Develop effective learning environment

learning
outcomes

significant

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

ensuring
LEARNING
happens
during studying

engaging

pedagogic
and learning activity

informative

assessment
method

TQF3

CLO 1

CLO 2

CLO 3

Knowledge

Skills

Attitudes

Assessments

Knowledge

Skills

Attitudes

Assessments

Knowledge

Skills

Attitudes

Assessments

Learning
Activity

Types

Methods

Evaluation

Learning
Activity

Types

Methods

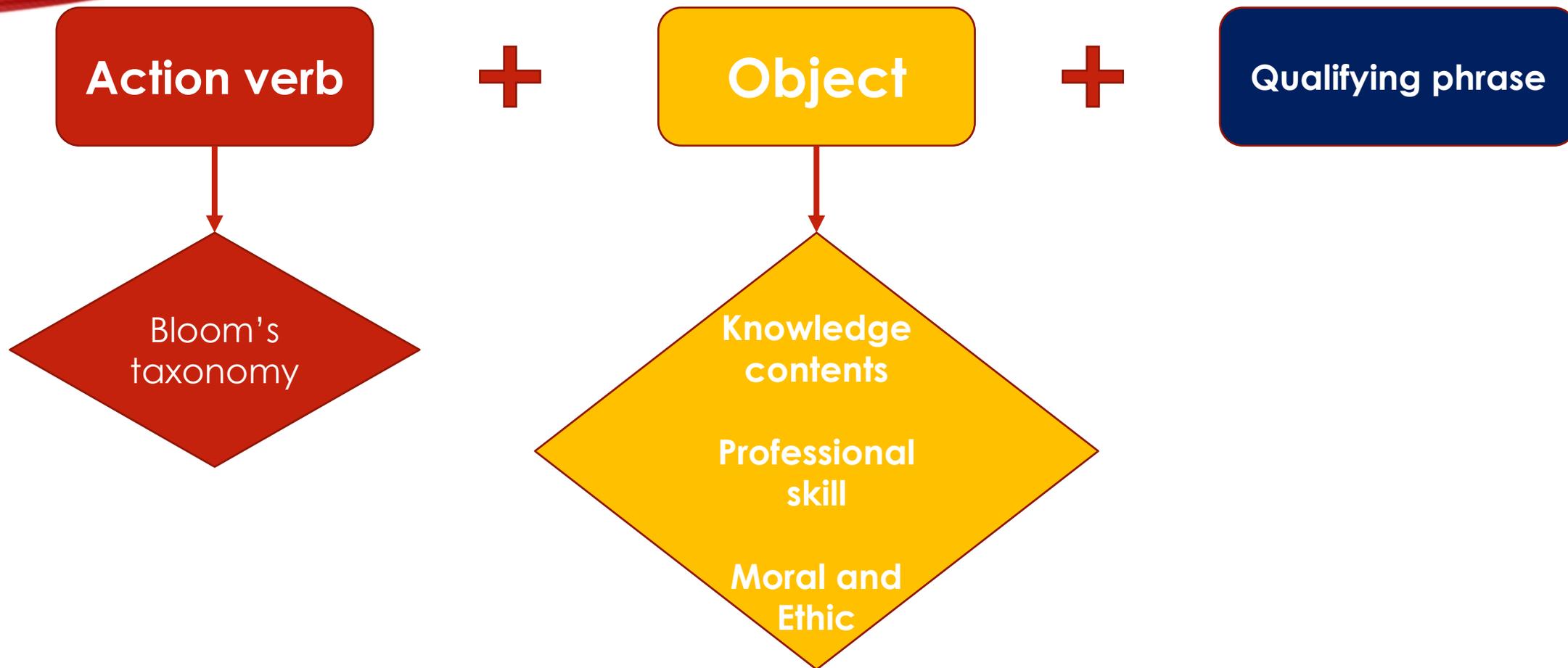
Evaluation

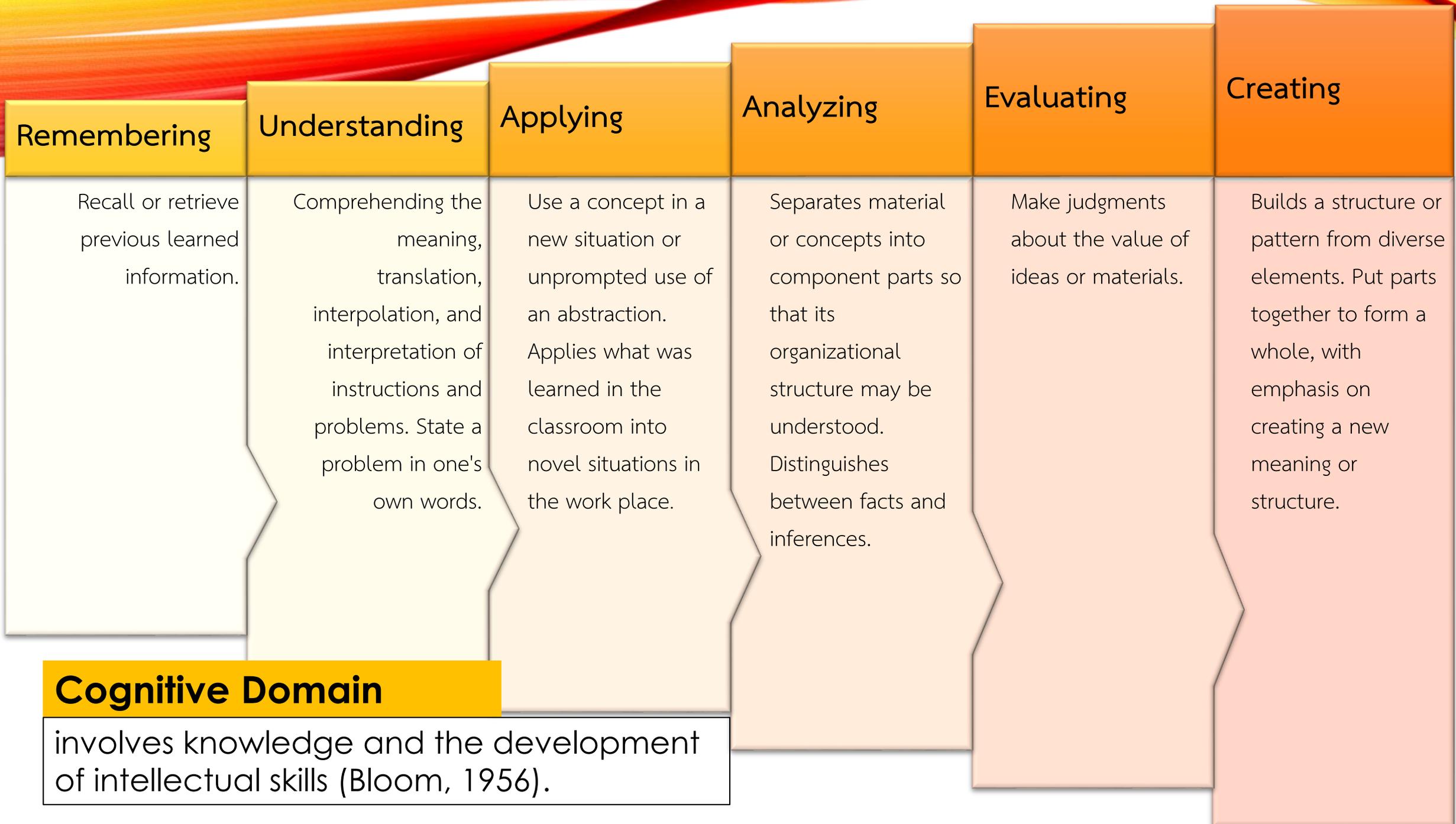
Learning
Activity

Types

Methods

Evaluation



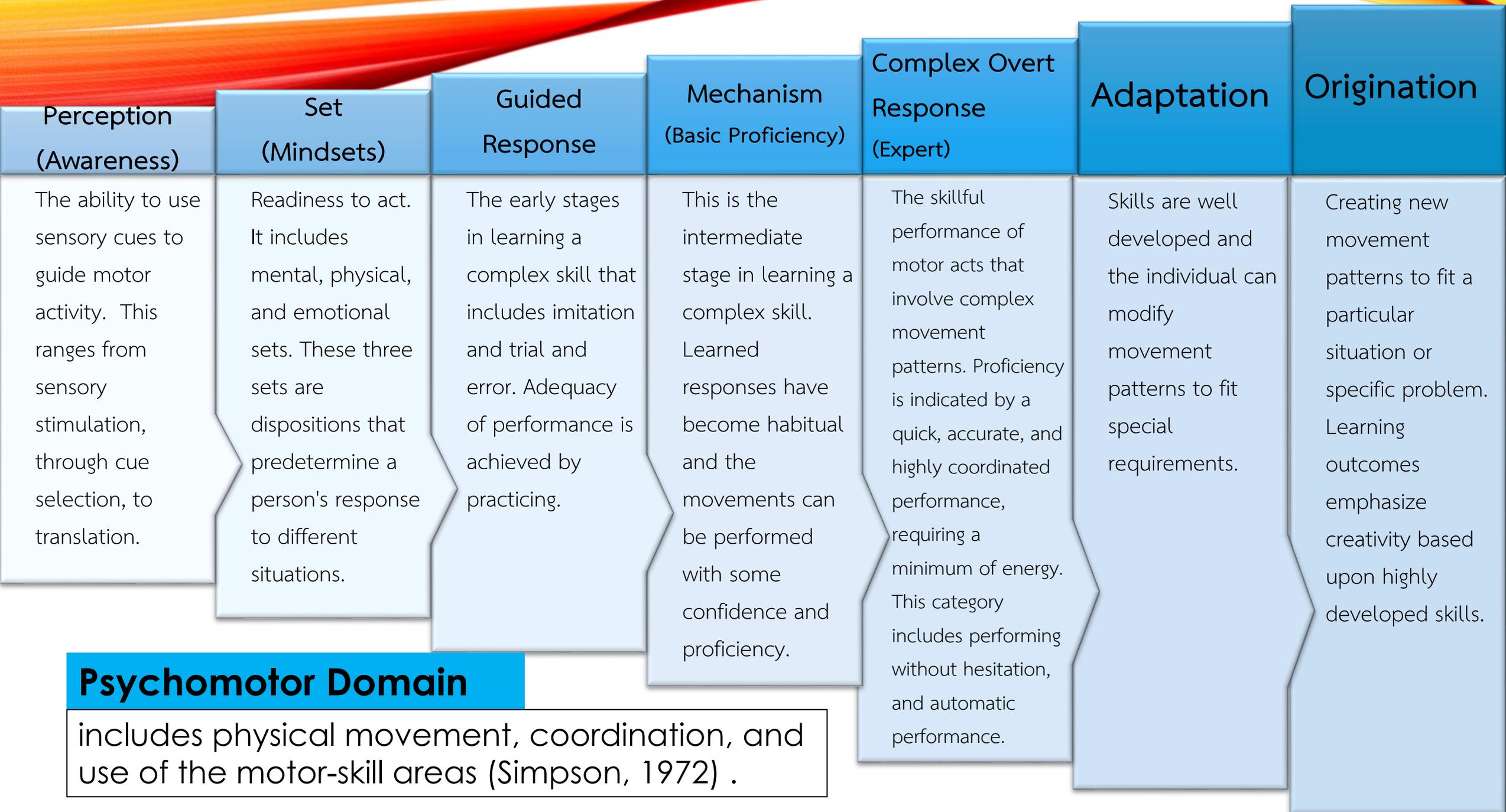


Cognitive Domain

involves knowledge and the development of intellectual skills (Bloom, 1956).

Action Verbs of Cognitive Domain

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

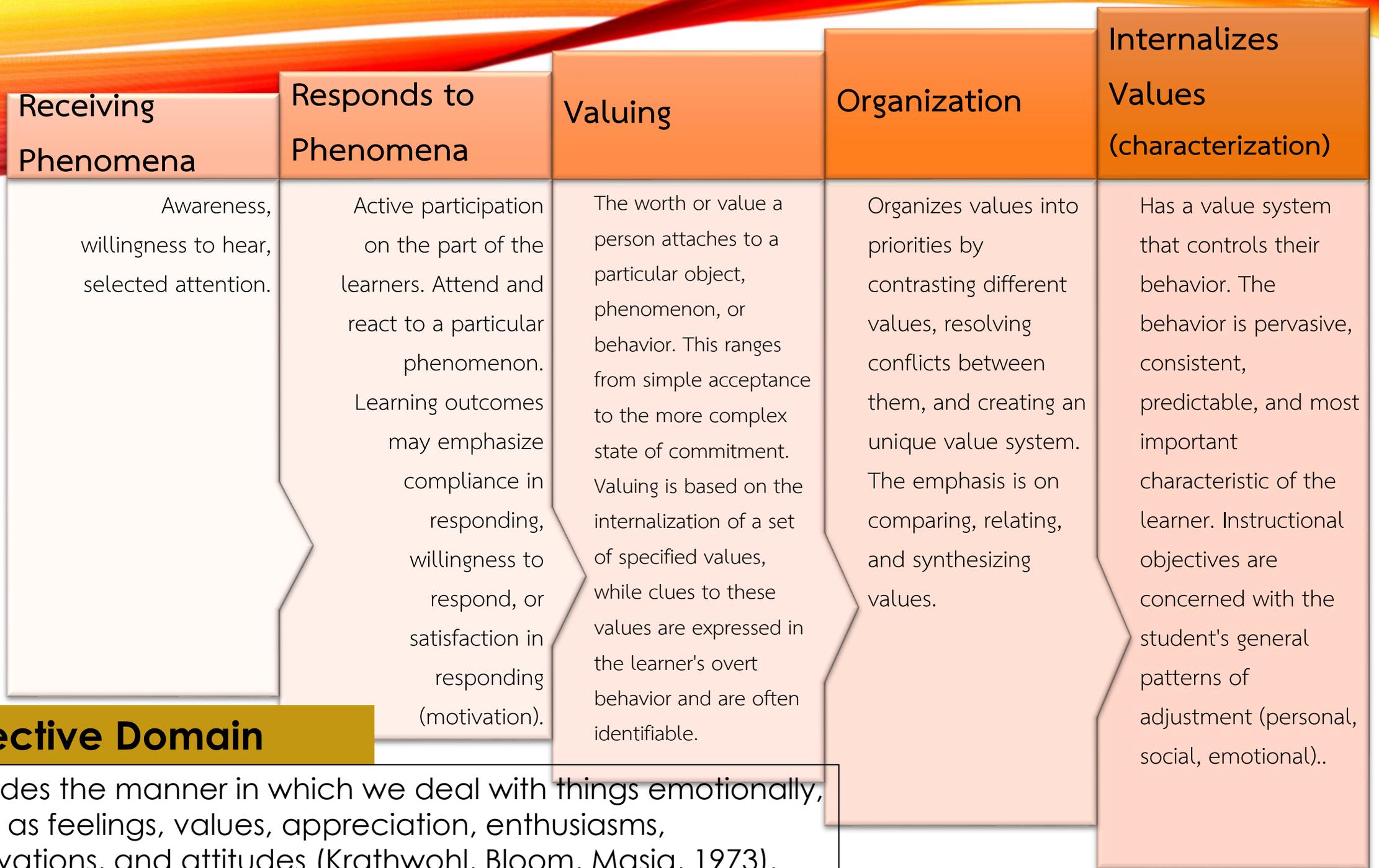


Psychomotor Domain

includes physical movement, coordination, and use of the motor-skill areas (Simpson, 1972) .

Action Verbs of Psychomotor Domain

Perception (Awareness)	Set (Mindsets)	Guided Response	Mechanism (Basic Proficiency)	Complex Overt Response (Expert)	Adaptation	Origination
chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.	begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers	copies, traces, follows, react, reproduce, responds	assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.	quicker, better, more accurate assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.	adapts, alters, changes, rearranges, reorganizes, revises, varies.	arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.



Affective Domain

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

Action Verbs of Affective Domain

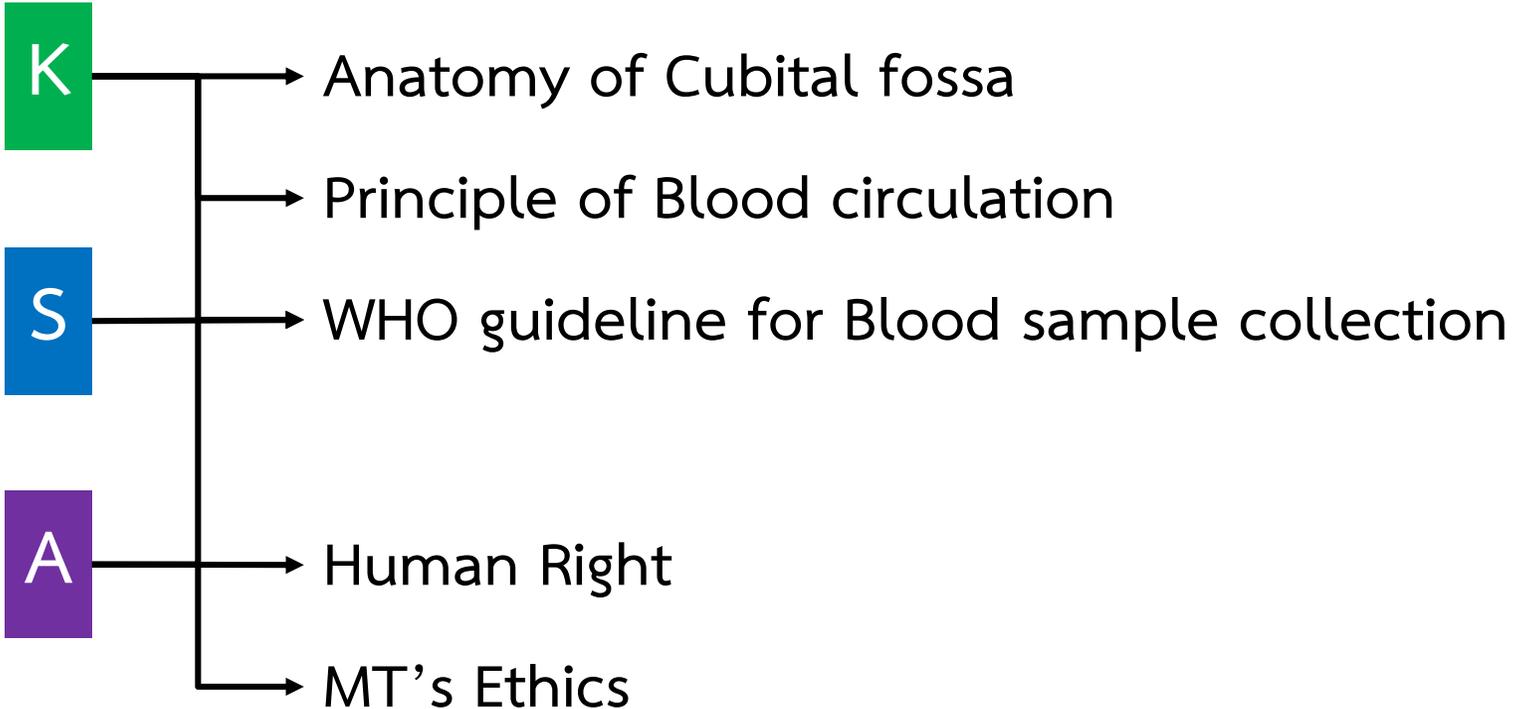
Receiving Phenomena	Responds to Phenomena	Valuing	Organization	Internalizes Values (characterization)
acknowledge, asks, attentive, courteous, dutiful, follows, gives, listens, understands	answers, assists, aids, complies, conforms, discusses, greet, helps, labels, performs, presents, tells	appreciates, cherish, treasure, demonstrates, initiates, invites, joins, justifies, proposes, respect, shares	compares, relates, synthesizes	acts, discriminates, displays, influences, modifies, performs, qualifies, questions, revises, serves, solves, verifies

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

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

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

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



learning
outcomes

significant

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

ensuring
LEARNING
happens
during studying

engaging

pedagogic
and learning activity

informative

assessment
method

Learning Outcomes

CLO1.1: 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	<ul style="list-style-type: none"> Labeling the median cubital vein in picture 	<ul style="list-style-type: none"> Revealing the median cubital vein in lab. Partner's arm
Follows the WHO guideline to collect blood sample	<ul style="list-style-type: none"> Reading the WHO guideline to collect blood sample Reproducing the WHO guideline to collect blood sample in form of flow chart/diagram 	<ul style="list-style-type: none"> Seeing the video to collect blood sample, following the WHO guideline Role playing the standard procedure to collect blood sample
Displays the venipuncture procedure under the regulation of professional standard		<ul style="list-style-type: none"> Skill practice to collect blood sample from the arm model Collecting blood sample, following the WHO guideline, from lab. Partner



Thank you for your attention