



KMITL
สถาบันเทคโนโลยี
พระจอมเกล้า
เจ้าคุณทหารลาดกระบัง

KMITL
FIGHT

ge
www.ge.kmitl.ac.th

Course Syllabus Design & Soft Skills Evaluations

Office of General Education



- ✓ **GenEd Learning Outcomes (GE-LO) / KMITL Soft Skills**
- ✓ **KMITL Transcript Soft-Skills**
- ✓ **Course Syllabus**
- ✓ **Soft Skills Assessment**
- ✓ **Rubrics**
- ✓ **Course Report**

Soft Skills?

HARD SKILLS

Skills that can be taught or skills that are easy to quantify

- Planning
- Problem Solving
- Budgeting
- Scheduling
- Risk Management
- Time Management

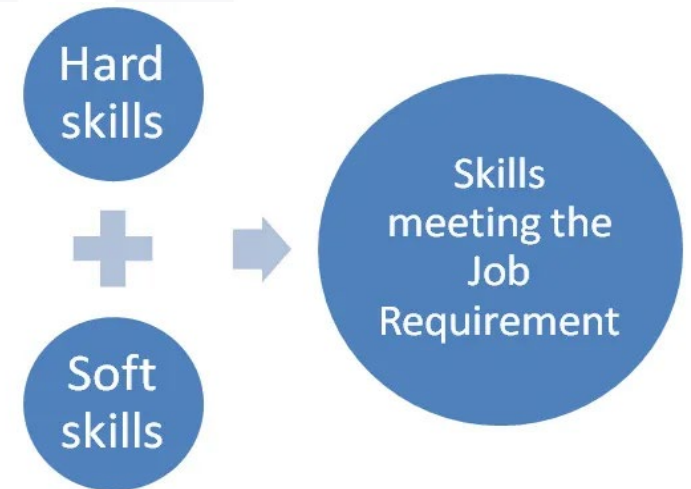
VS

SOFT SKILLS

Also known as 'People Skills' or 'Interpersonal Skills'

- Communication
- Leadership
- Conflict Resolution
- Negotiation
- Empathy
- Adaptability

Faculty 84-120 credits



GenEd 24-30 credits

Elective 6 credits

GenEd Learning Outcomes (GE-LO) / KMITL Soft Skills
GE-LO 01: Analytical & Critical Thinking
GE-LO 02: Complex Problem Solving
GE-LO 03: Creativity
GE-LO 04: Interpersonal Skills
GE-LO 05: Integrity & Perseverance
GE-LO 06: Active Learning & Learning Strategies
GE-LO 07: Resilience, Stress tolerance & Flexibility
GE-LO 08: Leadership & Social Influence
GE-LO 09: Communication
GE-LO 10: Entrepreneurship & Start-up
GE-LO 11: Digital quotient literacy & Digital Media Production



KMITL Identity

Outcomes (GE-LO) Weights in Compulsory Subjects

		Analytical & Critical Thinking	Complex Problem Solving	Creativity	Interpersonal Skills	Integrity & Perseverance	Active Learning & Learning Strategies	Resilience, Stress Tolerance & Flexibility	Leadership & Social Influence	Communication	Entrepreneurship & Start-up	Digital Quotient Literacy & Digital Media Production
		GE-LO 1	GE-LO 2	GE-LO 3	GE-LO 4	GE-LO 5	GE-LO 6	GE-LO 7	GE-LO 8	GE-LO 9	GE-LO 10	GE-LO 11
TEAM-PROJECT 1	1 (0-2-1)		4		3	1		5	1	1		
TEAM-PROJECT 2	1 (0-2-1)		4	2	1	1		5	1	1		
TEAM-PROJECT 3	1 (0-2-1)		2	2				5	1		5	
DIGITAL CITIZEN	3 (3-0-6)		2			1			2	1	4	5
INTERCULTURAL COMMUNICATION SKILLS IN ENGLISH 1	3 (3-0-6)	3		2	2	2	3		1	2		
INTERCULTURAL COMMUNICATION SKILLS IN ENGLISH 2	3 (3-0-6)	3		2	2	2	3		1	2		

Outcomes (GE-LO) Weights in Other Subjects

<http://gened.kmitl.ac.th/gened-issue/>

เล่มหลักสูตรหมวดวิชาศึกษาทั่วไป

เล่มหมวดวิชา	ไฟล์	ไฟล์
ศึกษาทั่วไป ฉบับ 57	PDF	DOC
ศึกษาทั่วไป ฉบับ 57 (ปวส)	PDF	DOC
ศึกษาทั่วไป ฉบับ 59	PDF	DOC
ศึกษาทั่วไป ฉบับ 59 (ปวส)	PDF	DOC
ศึกษาทั่วไป ฉบับ 64	PDF	DOC
ศึกษาทั่วไป ฉบับ 64 (Inter)	PDF	DOC
ศึกษาทั่วไป ฉบับ 66	PDF	DOC
ศึกษาทั่วไป ฉบับ 66 (Inter)	PDF	DOC



Appendix E

Can still be changed!

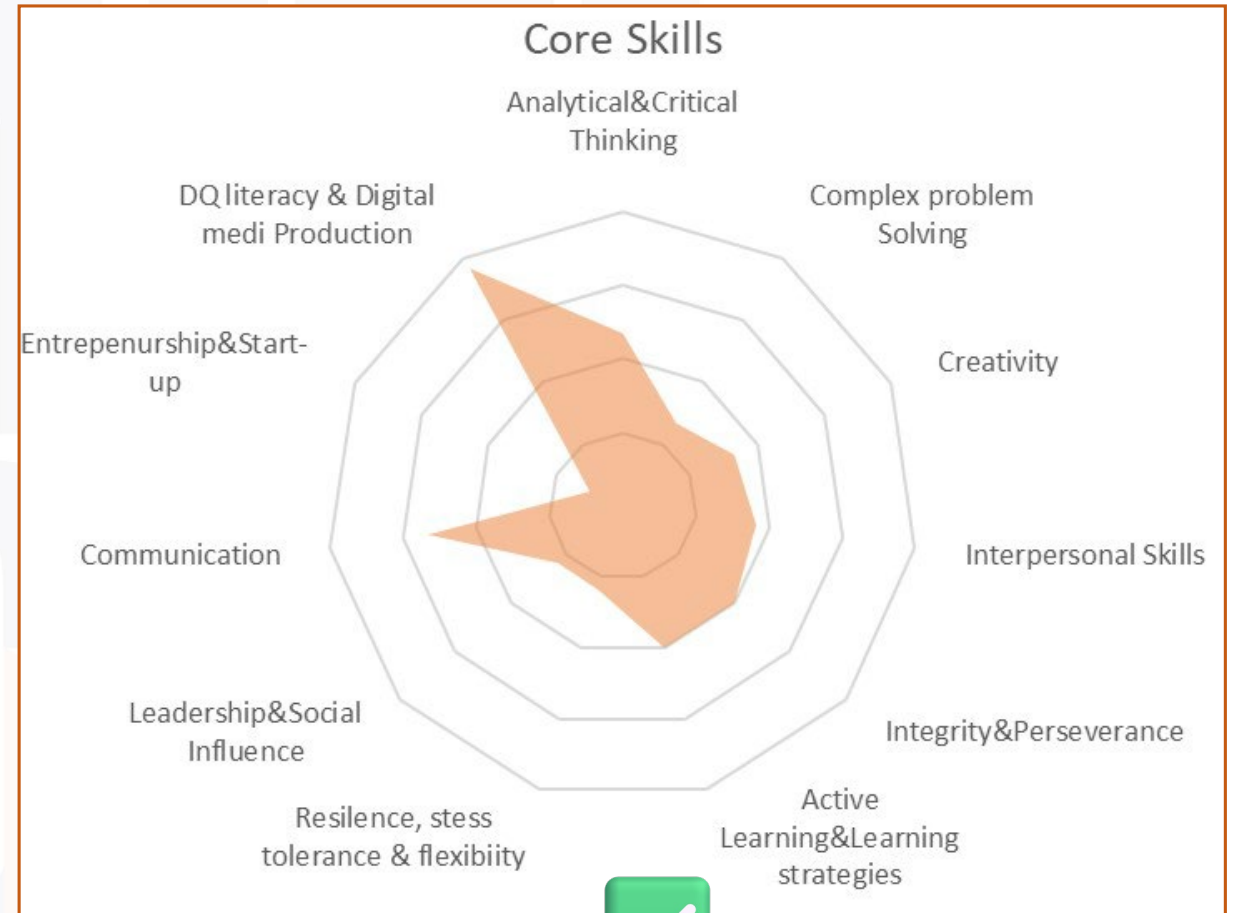
KMITL Transcript Soft-Skills

Why do we need
(much) more detailed evaluations?

Name [REDACTED]
 Date of Birth [REDACTED]
 Date of Admission 2018
 Degree Bachelor of Engineering
 Major Chemical Engineering

Student ID [REDACTED]
 Date of Graduation N/A

COURSE TITLE	CREDIT	GRADE	COURSE TITLE	CREDIT	GRADE
1st Semester, Year, 2018-2019					
01006010 ENGINEERING MECHANICS	3	A	01226917 UNIT OPERATIONS LABORATORY 1	1	A
01006015 ENGINEERING DRAWING	3	A	01226919 CHEMICAL ENGINEERING KINETICS AND REACTOR DESIGN	3	A
01006020 GENERAL PHYSICS 1	3	A	01226920 WASTE TREATMENT AND POLLUTION CONTROL	3	A
01006021 GENERAL PHYSICS LABORATORY 1	1	A	01226921 ENGINEERING ECONOMICS FOR CHEMICAL ENGINEERS	3	A
01006024 GENERAL CHEMISTRY	3	A	01226922 CHEMICAL PROCESS INSTRUMENTATION	3	A
01006025 GENERAL CHEMISTRY LABORATORY	1	A	90593019 DIGITAL STORY TELLING IN JOURNEY	3	A
01006028 PRE-ACTIVITIES FOR ENGINEERS	1	A	<i>GPS : 3.84 GPA : 3.94</i>		
01006030 CALCULUS 1	3	A	2nd Semester, Year, 2020-2021		
90595001 FOUNDATION ENGLISH	3	A	01226913 PHYSICAL AND ANALYTICAL CHEMISTRY LABORATORY	1	A
<i>GPS : 4.00 GPA : 4.00</i>					
2nd Semester, Year, 2018-2019					
01006011 ENGINEERING MATERIALS	3	A	01226916 UNIT OPERATIONS 3	3	A
01006012 COMPUTER PROGRAMMING	3	A	01226918 UNIT OPERATIONS LABORATORY 2	1	A
01006022 GENERAL PHYSICS 2	3	A	01226923 PROCESS DYNAMICS AND CONTROL	3	A
01006023 GENERAL PHYSICS LABORATORY 2	1	A	01226924 SAFETY IN CHEMICAL ENGINEERING	3	A
01006031 CALCULUS 2	3	A	01226925 CHEMICAL ENGINEERING PRE-PROJECT	1	A
05106812 ORGANIC CHEMISTRY	3	A	90594007 LAW FOR ENTREPRENEURS	3	A
90591001 I LOVE KMITL	2	A	90595017 BASIC ENGLISH PRONUNCIATION	3	A
90591002 SPORTS AND RECREATIONAL ACTIVITIES	1	A	<i>GPS : 4.00 GPA : 3.95</i>		
90595002 ENGLISH FOR COMMUNICATION	3	A	3rd Semester, Year, 2020-2021		
<i>GPS : 4.00 GPA : 4.00</i>					
3rd Semester, Year, 2018-2019					
90402010 INTRODUCTION TO THAI LAWS	3	A	01006004 INDUSTRIAL TRAINING	0	S
90591016 HAPPINESS SKILLS	3	A	<i>GPS : GPA : 3.95</i>		
90595004 DEVELOPMENT OF READING AND WRITING SKILLS IN ENGLISH	3	A	1st Semester, Year, 2021-2022		
<i>GPS : 4.00 GPA : 4.00</i>					
1st Semester, Year, 2019-2020					
01226901 ELEMENTARY DIFFERENTIAL EQUATION AND LINEAR ALGEBRA	3	A	01226505 PROCESS EQUIPMENT DESIGN AND SELECTION	3	
01226902 ENGINEERING STATISTICS	3	A	01226926 CHEMICAL ENGINEERING PROJECT 1	3	
01226903 THERMODYNAMICS	3	A	01226928 CHEMICAL ENGINEERING PLANT DESIGN	3	
01226904 PRINCIPLES AND CALCULATIONS IN CHEMICAL ENGINEERING	3	A	90591006 POWER OF PERSONALITY	3	
01226905 FLUID MECHANICS	3	A	90595003 ENGLISH FOR ACADEMIC PURPOSES	3	
01226909 APPLIED NUMERICAL METHODS IN CHEMICAL ENGINEERING	2	B+	<i>GPS :- GPA : 3.95</i>		
05106813 ORGANIC CHEMISTRY LABORATORY	1	A	Total number of credit earned: 127		
90592004 CONTEMPORARY CULTURE	3	A	Cumulative GPA: 3.95		
<i>GPS : 3.95 GPA : 3.98</i>					
2nd Semester, Year, 2019-2020					
01226906 INTRODUCTION TO CHEMICAL ENGINEERING PROCESS SIMULATION	1	B+	----- Transcript Closed -----		
01226907 CHEMICAL ENGINEERING THERMODYNAMICS	3	A	Checked by _____		
01226908 FUNDAMENTALS OF HEAT AND MASS TRANSFER	3	A	(Xx XXXXXXXXXXXXXXXXXXXXXXX)		
01226910 CHEMICAL ENGINEERING PROCESSES	3	A			
01226911 PLANT VISIT AND CAREER PATH GUIDANCE	1	A			
01226912 PHYSICAL AND ANALYTICAL CHEMISTRY	3	A			
01226914 UNIT OPERATIONS 1	3	B+			
<i>GPS : 3.88 GPA : 3.96</i>					
1st Semester, Year, 2020-2021					
01226915 UNIT OPERATIONS 2	3	B			
----- Continue next column -----					





depend on
1. Skills Scores
2. Selected Course

KMITL SOFT SKILLS
1. Analytical & Critical Thinking
2. Complex Problem Solving
3. Creativity
4. Interpersonal Skills
5. Integrity & Perseverance
6. Active Learning & Learning Strategies
7. Resilience, Stress tolerance & Flexibility
8. Leadership & Social Influence
9. Communication
10. Entrepreneurship & Start-up
11. Digital quotient literacy & Digital Media Production

Course Syllabus

Information & Evaluations of Soft Skills



Skills Scores

Soft Skills Scores



Transcript Soft-Skills

Combine & Calculations

Transcript Soft-Skills depend on Skills Scores

Calculation of **Skills Scores**

SKILLS SET	Problem-Solving			Self-Management				Working with People			Digital Literacy
	Analytical & Critical Thinking	Complex problem Solving	Creativity	Interpersonal skills	Integrity & Perseverance	Active Learning & Learning strategies	Resilience, stress tolerance & flexibility	Leadership & Social Influence	Communication	Entrepreneurship & Start-up	Digital Quotient literacy & Digital media Production
GE-LO	1	2	3	4	5	6	7	8	9	10	11
Critical Thinking	3 (3-0-6)	4	3		2	3		1	2		

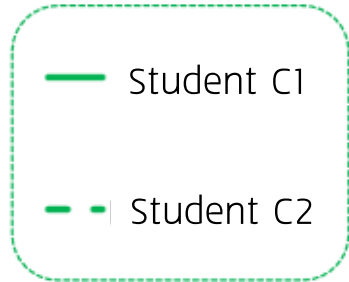
$$\text{Skill Scores} = \text{Weight} \times \text{Skill Level}$$

Transcript Soft-Skills depend on Skills Scores

Student Name	Total	Grade	Skills							← <u>GE-LO</u>
			1	3	5	6	8	9		
			4	3	2	3	1	2		← <u>Weight</u>
Student A	60	A	4	4	4	4	4	4		
Student C1	33	C	1	1	1	4	4	4		
Student C2	32	C	3	3	3	1	1	1		← <u>Skill Level</u>
Student C3	30	C	2	2	2	2	2	2		
Student D1	20	D	0	0	4	0	4	4		
Student D2	20	D	2	2	0	2	0	0		

$$\text{Skill Scores} = \text{Weight} \times \text{Skill Level}$$

Transcript Soft-Skills depend on Skills Scores



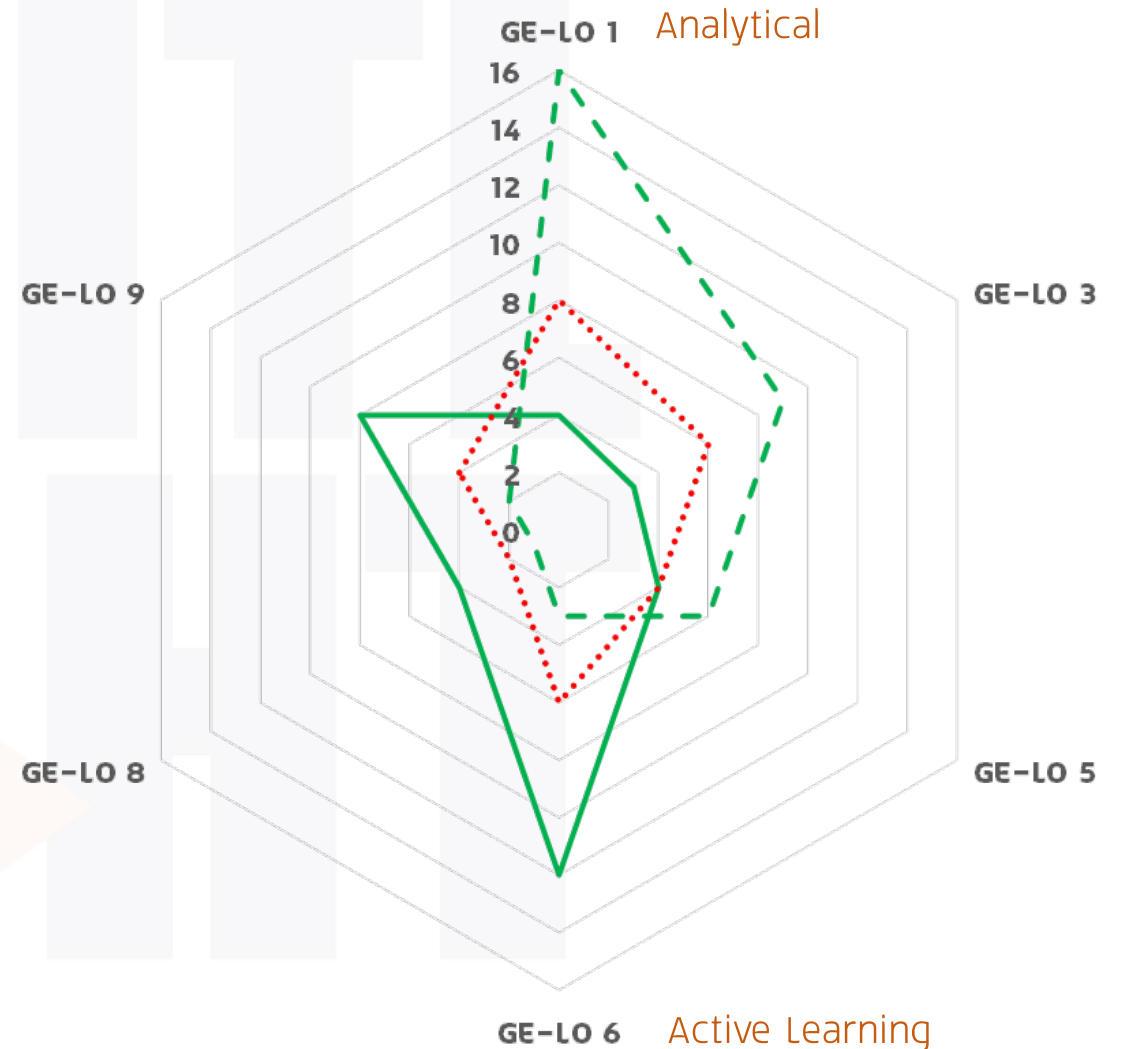
Evaluate by Skills

Evaluate as a whole

Skill Scores = Weight × Skill Level

$$\text{Mapping Score} = \sum \left(\frac{\text{Credit}}{3} \times \frac{\text{Skill Scores}}{4} \right)$$

Skill Scores will be combined with score from every courses.

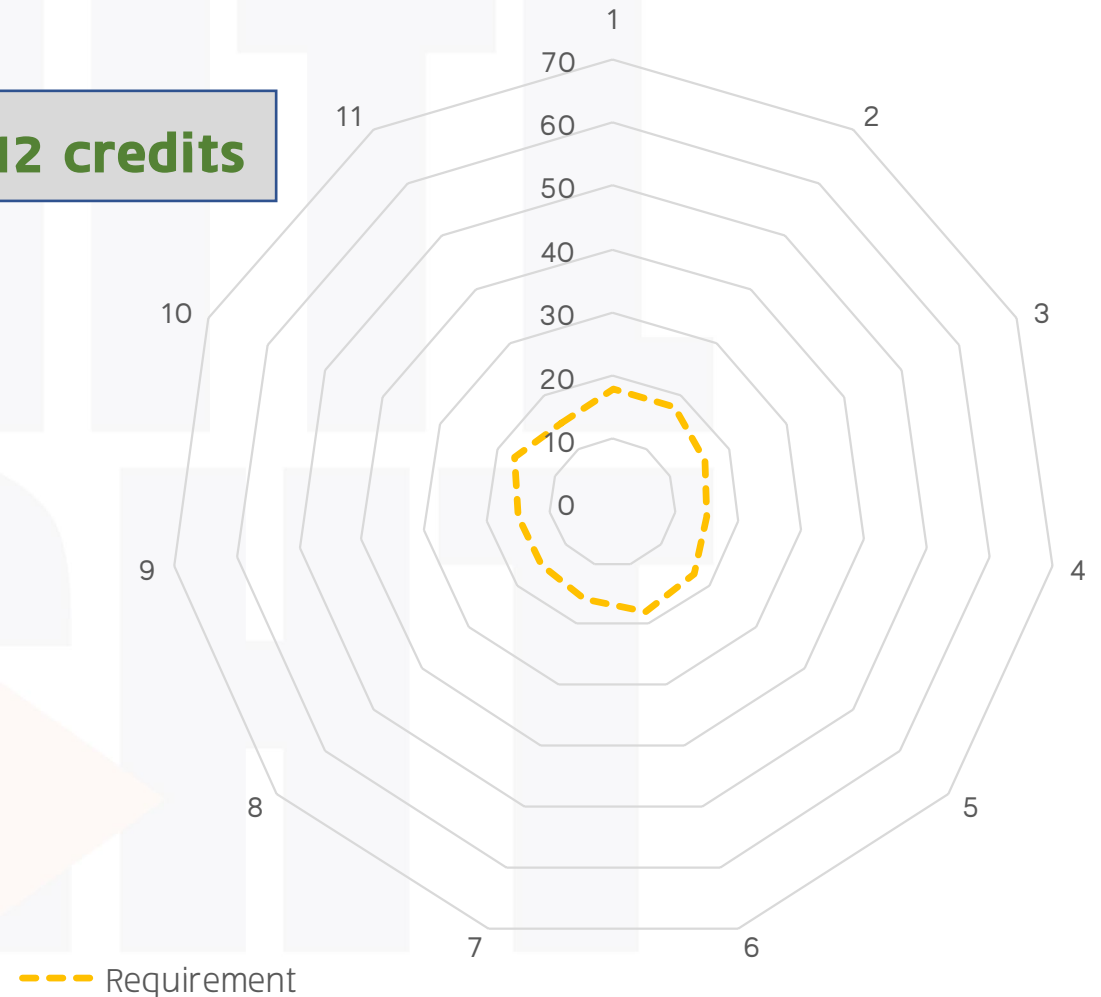


Transcript Soft-Skills depend on Selected Course

Basic Course Requirement

DIGITAL INTELLIGENCE QUOTIENT
 TEAM-PROJECT 1
 TEAM-PROJECT 2
 TEAM-PROJECT 3
 INTRO TO ENGLISH
 COMMUNICATIVE ENGLISH 1
 COMMUNICATIVE ENGLISH 2

12 credits



Transcript Soft-Skills depend on Selected Course

Basic Courses Requirement

SELF-EMPLOYED MODULE

DIGITAL INTELLIGENCE QUOTIENT

TEAM-PROJECT 1

TEAM-PROJECT 2

TEAM-PROJECT 3

INTRO TO ENGLISH

COMMUNICATIVE ENGLISH 1

COMMUNICATIVE ENGLISH 2

PROFESSIONAL COMMUNICATION AND PRESENTATION

LAW FOR ENTREPRENEURS

DIGITAL STORYTELLING IN JOURNEY

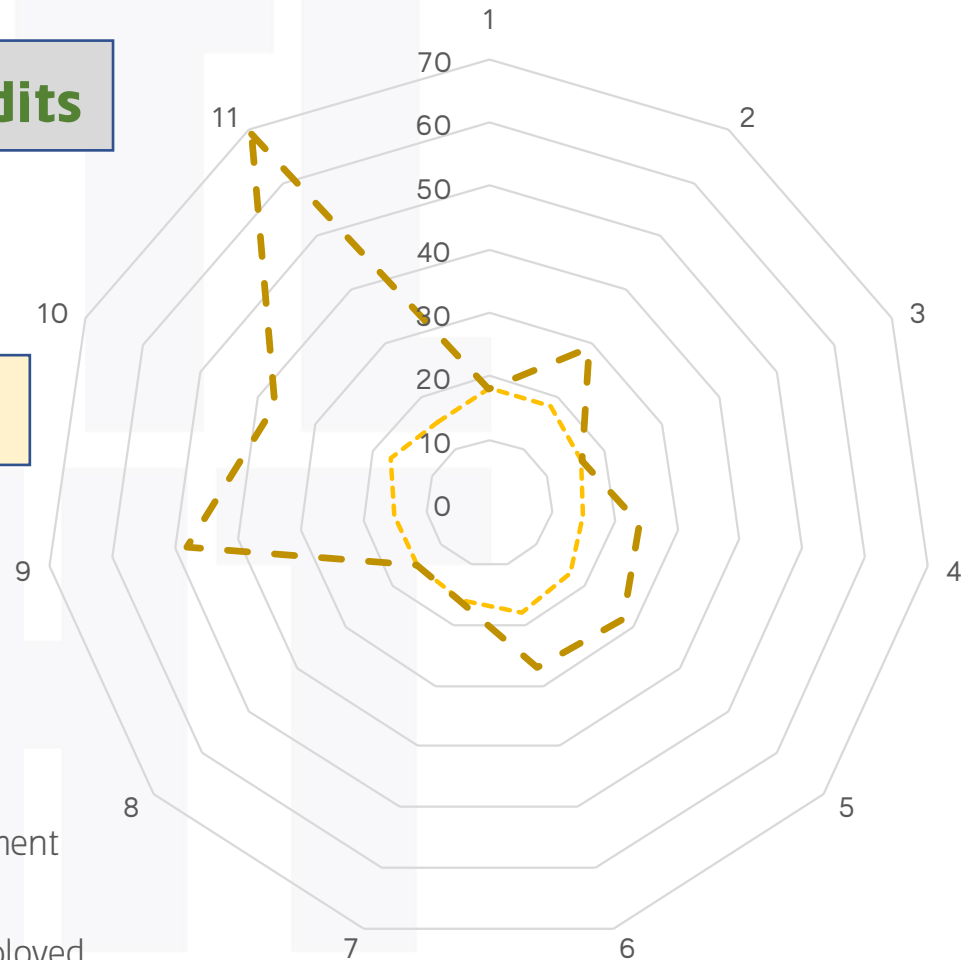
FUN WITH ONLINE BUSINESS

12 credits

12 credits

----- Requirement

----- Self-Employed



Transcript Soft-Skills depend on Selected Course

Basic Courses Requirement

SELF-EMPLOYED MODULE

GenEd Courses

DIGITAL INTELLIGENCE QUOTIENT

TEAM-PROJECT 1

TEAM-PROJECT 2

TEAM-PROJECT 3

INTRO TO ENGLISH

COMMUNICATIVE ENGLISH 1

COMMUNICATIVE ENGLISH 2

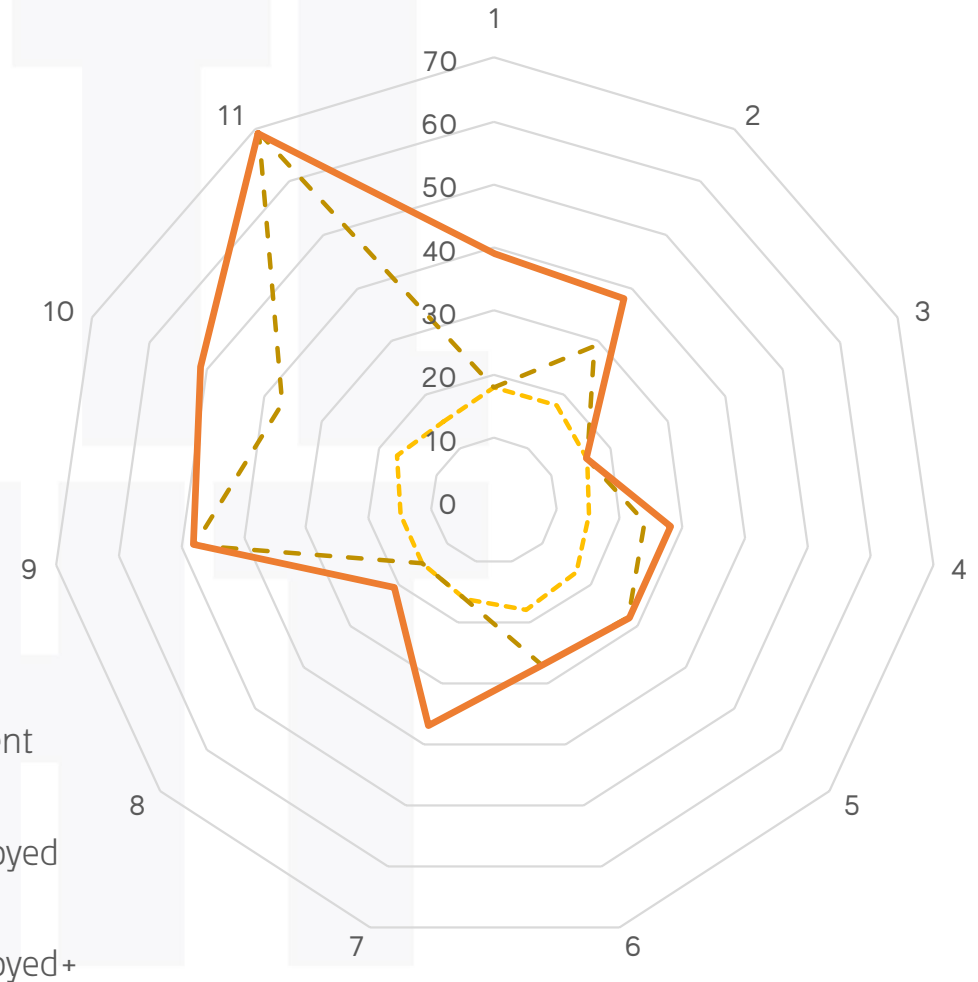
PROFESSIONAL COMMUNICATION AND PRESENTATION

LAW FOR ENTREPRENEURS

DIGITAL STORYTELLING IN JOURNEY

MODERN ENTREPRENEURS (**BUSINESS OWNER MODULE**)

SMART TIPS FOR BEGINNING INVESTERS (**INVESTOR MODULE**)



Course Syllabus

Download

<https://gened.kmitl.ac.th/doc-teacher/>



Documents for Teachers

International Program

1. **FORM** Course Syllabus (Inter Program) <Download>
FE1_Course Syllabus_(Example) <Download>
Charm School_Course Syllabus (Example) <Download>
GenEd Course Syllabus <Download>
2. **FORM** Course Report (Inter Program) <Download>
3. **FORM** Request form for Replacement Class <Download>
4. **FORM** Examples of exam cover (Inter Program) <Download>

Course Syllabus Design and Soft Skills Evaluations

(For 9064xxxx subjects)

- Set Learning Outcomes as **11 GE-LOs**
- Set **weight** of each GE-LO & overall weight **15**
- Teaching plan is designed to **develop soft skills Soft Skills**
- Evaluations are activities-based that assess **Soft Skills**
and follow the **GE-LO weight set** (Total value = 15 / Total score = 60)
- Set clear evaluation **Rubrics** separate by **GE-LOs**

Course Syllabus Design

1. Course Information
2. GE-LO: GenEd Learning Outcome
3. Teaching Plan
4. Evaluation Plan
5. Evaluation Criteria
6. Rubrics

GENERAL EDUCATION, KMITL

COURSE SYLLABUS

Course Code	96641001	Course Title	Charm School				
Total Credits	2 (1-2-3)	Semester / Year of Study	1/2565	Section	903-953	Date-Time	Wednesday 13:00-16:00
Course Description (Thai)	-						
Course Description (English)	Learn how to make yourself charming in order to live and work happily by practicing appropriate manners, communication and interpersonal skills, personalities, and voluntary spirits to reflect KMITL characteristics and identities.						
Course Coordinator	Dr.David						
Course Instructors	Dr.David						
Teaching Assistant (if any)	Mr.Justin Timberlake						
Counselling Schedule	Line Group, Monday- Friday 8.00-18.00.	Teaching Language	<input type="checkbox"/> Thai <input checked="" type="checkbox"/> English <input type="checkbox"/> Others, please specify.....				
Website or Online Teaching Method (if any)							

From the GE program
(<https://gened.kmitl.ac.th/gened-int/>)

- Course Learning Outcome
1. Students can adjust themselves into contacts with new people and environment
 2. Students can communicate with other people effectively in different contexts
 3. Students can increase self-confidence through the development and improvement of mental and physical personalities
 4. Students can practice critical learning skills needed for university education
 5. Students have positive attitudes toward voluntary and social services
 6. Students have positive attitudes towards the spirit of KMITL

Knowledges students will get.
(Broken down from Course Description)

General Education Learning Outcome: GE-LO	
GE-LO	Value
<input type="checkbox"/> GE-LO-1 Analytical and Critical Thinking	
<input type="checkbox"/> GE-LO-2 Complex Problem Solving	
<input checked="" type="checkbox"/> GE-LO-3 Creativity	1
<input checked="" type="checkbox"/> GE-LO-4 Interpersonal Skills	2
<input checked="" type="checkbox"/> GE-LO-5 Integrity and Perseverance	1
<input type="checkbox"/> GE-LO-6 Active Learning and Learning Strategies	
<input checked="" type="checkbox"/> GE-LO-7 Resilience, Stress Tolerance and Flexibility	8
<input checked="" type="checkbox"/> GE-LO-8 Leadership and Social Influence	2
<input checked="" type="checkbox"/> GE-LO-9 Communication	1
<input type="checkbox"/> GE-LO-10 Entrepreneurship and Startup	
<input type="checkbox"/> GE-LO-11 Digital Quotient Literacy and Digital Media Production	
Total Value	<u>15</u>
Career Readiness Modules	
<input checked="" type="checkbox"/> Employee	<input type="checkbox"/> Self-employed
<input type="checkbox"/> Business Owner	<input type="checkbox"/> Investor
<input type="checkbox"/> None	

Choose and set weight of **11 GE-LOs**
(It is not necessary to have all 11 GE-LO items)

Total Value = 15

Teaching Plan and Evaluation Plan

Week	Topic/Sub-topic	Activities	Notes
1	Introduction	Activity	
2	Know You Know Future	Lecture & activity / Guest speaker	Assign 1
3	DISC Team Building / SWOT for Smart	Lecture & activity	Assign 2
4	Charming Communication	Lecture & activity	
5	Charming Personalities	Lecture & activity	
6	Time & Stress Management	Lecture & activity	Assign 3
7	The Power of Vision	Lecture & activity / Guest speaker	Assign 4
8	Charming Progression I	Individual Presentation	
9	Generation Gap	Lecture & activity	Assign 5
10	Spirit of KMITL	Lecture & activity / Guest speaker	
11	From Thinking to Doing	Lecture & activity / Guest speaker	
12	To be a SDGs Citizen	Lecture & activity	
13	Charming Volunteer	Group Presentation	
14	Charming Progression II	Activity	
15	Reflection	Activity	

- Teaching plan show activities that improve **Soft skills**

- Focus on Activities**

Active Learning

Problem-based Learning

Project-based Learning

Evaluation through Activities, not exam

Evaluation Plan

Assessment Activities	Value	Score	Week of Evaluation	Notes
1. Attendance	1	4	semester	Punctuality (later than 9.00 or 13.00 is considered late) 1 hr late = absence More than 3 absences = U
2. Participation	1	4	semester	
3. Assignment	5	20	week 2, 3, 6, 7 and 9	Submitted in the class or as assigned by the teachers No submission / Blank paper / Plagiarism = 0 score
4. Charming Progression	5	20	week 8 and 14	week 8 "Charming Progression" Presentation 5-10 min individual presentation week 14 "Charming Progression" Review Ex. Video clip, portfolio, brochure, or other media
5. Charming Volunteer	3	12	week 13	Week 13 "Charming Volunteer" Presentation Group work (4-6 members) 5-7 min presentation No participation / no group = 0 score
Total	15	60	semester	

- Assessment Activities are design to evaluate **Soft Skills**
- Value x 4 = Score
Total Value = **15**
Total Score = 60
- Scoring Rubrics (in the next session) must follow Assessment Activities here.

Evaluation criteria

<input type="checkbox"/> Group-based								
<input type="checkbox"/> Standard-based								
Grade	A	B+	B	C+	C	D+	D	F
Score (60 points)	57-60	49-56.9	41-48.9	34-40.9	27-33.9	21-26.9	15-20.9	0-14.9
<input checked="" type="checkbox"/> Satisfactory/Unsatisfactory (S/U)								
Grade	S				U			
Score (60 points)	30-60				0-29.9			

- Compulsory Subjects (Charm School / DQ / FE1 / FE2) are S/U based.
- Other Subjects gradings will be A/B/C/D/F, can be either Fixed Criteria Grading or Curve Grading, the average grading of the whole class must be between 1.80–3.50.
- For Fixed Criteria Grading: use the criteria above.

Scoring criteria according to Assessment Plan

Assessment Activities	Learning Outcomes	Value	Score Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
1. Attendance	GE-LO-8	1	More than 10 times punctuality	9- 10 times punctuality	7-8 times punctuality	Less than 7 times punctuality
2. In-Class Participation	GE-LO-4	1	More than 10 times participation	9- 10 times participation	7-8 times participation	Less than 7 times participation
3. Assignments	GE-LO-7	5	Cover all objectives	Cover most objectives	Cover some objectives	Not cover any objectives
4.1 "Charming Progression" Presentation	GE-LO-7	1	Mention more than 1 strengths for problem solving with precise action plan	Mention1 strength for problem solving with precise action plan	Mention unclear strength for problem solving with precise action plan	Mention strength for problem solving
	GE-LO-9	1	Good time management, Appropriate communication Using suitable tools	Good time management, Appropriate communication	Good time management, Lack of appropriate communication	Poor time management

Assessment Activities	Learning Outcomes	Value	Score Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
4.2 "Charming Progression" Review	GE-LO-7	1	Describing personal development procedures using at least 4 topics from the lessons	Describing personal development procedures using 3 topics from the lessons	Describing personal development procedures using 2 topics from the lessons	Describing personal development procedures using 1 topic from the lessons
	GE-LO-7	1	Specify more than 1 problem solving strengths with precise development procedures	Specify 1 problem solving strength with precise development procedures	Specify 1 problem solving strength with unclear development procedures	Specify no <u>problem solving</u> strength
	GE-LO-5	1	Clear results with sample images	Clear results	Unclear results with reason able explanation	Unclear results
5. "Charming Volunteer"	GE-LO-3	1	Precise Method Unique ideas Integrated knowledge	Precise Method Unique ideas	Precise Method Ordinary ideas	Unclear metho
	GE-LO-8	1	Positive social impact Create changes in attitudes <u>Good</u> teamwork	Positive social impact Create changes in attitudes	Positive social impact Create no changes in attitudes	Unclear social impact
	GE-LO-4	1	4 self-evaluation scores	3 self-evaluation scores	2 self-evaluation scores	1 self-evaluation scores

- The scoring rubrics must cover all **assessment activities**.
- Separate scoring for different **GE-LO**, 1 activity can assess more than 1 GE-LO
- **Summation** of **GE-LO in this rubrics** must be equal to the set **GE-LO at the outcome**

Summation of GE-LO in rubrics must be equal to the set **GE-LO at the outcome**

- GE-LO 3 = 1**
- GE-LO 4 = 2**
- GE-LO 5 = 1**
- GE-LO 7 = 8**
- GE-LO 8 = 2**
- GE-LO 9 = 1**

General Education Learning Outcome: GE-LO	
GE-LO	Value
<input type="checkbox"/> GE-LO-1 Analytical and Critical Thinking	
<input type="checkbox"/> GE-LO-2 Complex Problem Solving	
<input checked="" type="checkbox"/> GE-LO-3 Creativity	1
<input checked="" type="checkbox"/> GE-LO-4 Interpersonal Skills	2
<input checked="" type="checkbox"/> GE-LO-5 Integrity and Perseverance	1
<input type="checkbox"/> GE-LO-6 Active Learning and Learning Strategies	
<input checked="" type="checkbox"/> GE-LO-7 Resilience, Stress Tolerance and Flexibility	8
<input checked="" type="checkbox"/> GE-LO-8 Leadership and Social Influence	2
<input checked="" type="checkbox"/> GE-LO-9 Communication	1
<input type="checkbox"/> GE-LO-10 Entrepreneurship and Startup	
<input type="checkbox"/> GE-LO-11 Digital Quotient Literacy and Digital Media Production	
Total Value	15
Career Readiness Modules	
<input checked="" type="checkbox"/> Employee	<input type="checkbox"/> Self-employed
<input type="checkbox"/> Business Owner	<input type="checkbox"/> Investor
<input type="checkbox"/> None	

Summation of **GE-LO in rubrics** must be equal to the set GE-LO at the outcome

Scoring criteria according to Assessment Plan

Assessment Activities	Learning Outcomes	Value	Score Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
1. Attendance	GE-LO-8	1	More than 10 times punctuality	9- 10 times punctuality	7-8 times punctuality	Less than 7 times punctuality
2. In-Class Participation	GE-LO-4	1	More than 10 times participation	9- 10 times participation	7-8 times participation	Less than 7 times participation
3. Assignments	GE-LO-7	5	Cover all objectives	Cover most objectives	Cover some objectives	Not cover any objectives
4.1 "Charming Progression" Presentation	GE-LO-7	1	Mention more than 1 strengths for problem solving with precise action plan	Mention1 strength for problem solving with precise action plan	Mention unclear strength for problem solving with precise action plan	Mention strength for problem solving
	GE-LO-9	1	Good time management, Appropriate communication Using suitable tools	Good time management, Appropriate communication	Good time management, Lack of appropriate communication	Poor time management

Assessment Activities	Learning Outcomes	Value	Score Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
4.2 "Charming Progression" Review	GE-LO-7	1	Describing personal development procedures using at least 4 topics from the lessons	Describing personal development procedures using 3 topics from the lessons	Describing personal development procedures using 2 topics from the lessons	Describing personal development procedures using 1 topic from the lessons
	GE-LO-7	1	Specify more than 1 problem solving strengths with precise development procedures	Specify 1 problem solving strength with precise development procedures	Specify 1 problem solving strength with unclear development procedures	Specify no <u>problem solving</u> strength
	GE-LO-5	1	Clear results with sample images	Clear results	Unclear results with reason able explanation	Unclear results
5. "Charming Volunteer"	GE-LO-3	1	Precise Method Unique ideas Integrated knowledge	Precise Method Unique ideas	Precise Method Ordinary ideas	Unclear metho
	GE-LO-8	1	Positive social impact Create changes in attitudes <u>Good</u> teamwork	Positive social impact Create changes in attitudes	Positive social impact Create no changes in attitudes	Unclear social impact
	GE-LO-4	1	4 self-evaluation scores	3 self-evaluation scores	2 self-evaluation scores	1 self-evaluation scores

GE-LO 4 = 2

GE-LO 7 = 8

GE-LO 8 = 2

Example 1 Activities can be used to assess more than 1 GE-LO

Evaluation Plan

Evaluation Plan

Assessment Activities	Value	Score	Week of Evaluation	Notes
1. Attendance	1	4	semester	Punctuality (later than 9.00 or 13.00 is considered late) 1 hr late = absence More than 3 absences = U
2. Participation	1	4	semester	
3. Assignment	5	20	week 2, 3, 6, 7 and 9	Submitted in the class or as assigned by the teachers No submission / Blank paper / Plagiarism = 0 score
4. Charming Progression	5	20	week 8 and 14	week 8 "Charming Progression" Presentation 5-10 min individual presentation week 14 "Charming Progression" Review Ex. Video clip, portfolio, brochure, or other media
5. Charming Volunteer	3	12	week 13	Week 13 "Charming Volunteer" Presentation Group work (4-6 members) 5-7 min presentation No participation / no group = 0 score
Total	15	60	semester	

Rubrics

Assessment Activities	Learning Outcomes	Value	Score Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
4.2 "Charming Progression" Review	GE-LO-7	1	Describing personal development procedures using at least 4 topics from the lessons	Describing personal development procedures using 3 topics from the lessons	Describing personal development procedures using 2 topics from the lessons	Describing personal development procedures using 1 topic from the lessons
	GE-LO-7	1	Specify more than 1 problem solving strengths with precise development procedures	Specify 1 problem solving strength with precise development procedures	Specify 1 problem solving strength with unclear development procedures	Specify no <u>problem solving</u> strength
	GE-LO-5	1	Clear results with sample images	Clear results	Unclear results with reasonable explanation	Unclear results
5. "Charming Volunteer"	GE-LO-3	1	Precise Method Unique ideas Integrated knowledge	Precise Method	Precise Method	Unclear method
	GE-LO-8	1	Positive social impact Create changes in attitudes <u>Good</u> teamwork			Unclear social impact
	GE-LO-4	1	4 self-evaluation scores	self-evaluation scores	self-evaluation scores	1 self-evaluation scores

GE-LO 3 = 1

GE-LO 8 = 1

GE-LO 4 = 1

Example 1 The summation of GE-LO weight must be equal to activities weight in evaluation plan

Evaluation Plan

Rubrics

Evaluation Plan

Assessment Activities	Value	Score	Week of Evaluation	Notes
1. Attendance	1	4	semester	Punctuality (later than 9.00 or 13.00 is considered late) 1 hr late = absence More than 3 absences = U
2. Participation	1	4	semester	
3. Assignment	5	20	week 2, 3, 6, 7 and 9	Submitted in the class or as assigned by the teachers No submission / Blank paper / Plagiarism = 0 score
4. Charming Progression	5	20	week 8 and 14	week 8 "Charming Progression" Presentation 5-10 min individual presentation week 14 "Charming Progression" Review Ex. Video clip, portfolio, brochure, or other media
5. Charming Volunteer	3	12	week 13	Week 13 "Charming Volunteer" Presentation Group work (4-6 members) 5-7 min presentation No participation / no group = 0 score
Total	15	60	semester	

Assessment Activities	Learning Outcomes	Value	Score Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
4.2 "Charming Progression" Review	GE-LO-7	1	Describing personal development procedures using at least 4 topics from the lessons	Describing personal development procedures using 3 topics from the lessons	Describing personal development procedures using 2 topics from the lessons	Describing personal development procedures using 1 topic from the lessons
	GE-LO-7	1	Specify more than 1 problem solving strengths with precise development procedures	Specify 1 problem solving strength with precise development procedures	Specify 1 problem solving strength with unclear development procedures	Specify no <u>problem solving</u> strength
	GE-LO-5	1	Clear results with sample images	Clear results	Unclear results with reason able explanation	Unclear results
5. "Charming Volunteer"	GE-LO-3	1	Precise Method Unique ideas Integrated knowledge	Precise Method Unique ideas	Precise Method Ordinary ideas	Unclear metho
	GE-LO-8	1	Positive social impact Create changes in attitudes <u>Good</u> teamwork	Positive social impact Create changes in attitudes	Positive social impact Create no changes in attitudes	Unclear social impact
	GE-LO-4	1	4 self-evaluation scores	3 self-evaluation scores	2 self-evaluation scores	1 self-evaluation scores

Soft Skills Assessment



Soft Skills

Evaluation and Assessment Tools

Type A

(Type xA)

Holistic Rubrics

Type B

(Type xB)

Analytic Rubrics

Type C

(Type xC)

Single-Point Rubrics



<https://gened.kmitl.ac.th/doc-teacher/>

Type A (Type xA) Holistic Rubrics

- Integrated assessment based on evaluation and judgment of overall value
- Quick and easy in a limited time

Analytical and Critical Thinking Rubrics

Type 1A (Holistic Rubrics)

4	3	2	1
The student can determine the characteristics, importances, or elements of content, events, or stories; identify and explain principles supporting the connection of contents, events, or stories; and clearly analyse, interpret, evaluate, and draw conclusions from supported data.	The student can determine the characteristics, importances, or elements of content, events, or stories; and identify and explain principles supporting the connection of contents, events, or stories; <u>but cannot clearly analyse, interpret, evaluate, and draw conclusions from supported data.</u>	The student can determine the characteristics, importances, or elements of content, events, or stories; and explain the connection of contents, events, or stories; <u>but neither the supporting concepts, and theories are unreasonable or lack credibility; nor can clearly analyse, interpret, evaluate, and draw conclusions from supported data.</u>	The student cannot demonstrate analytical and critical thinking abilities according to the rubric level 1-3.

Interpretation

- 4 = good level of analytical thinking and critical thinking.
- 3 = fair level of analytical thinking and critical thinking.
- 2 = average level of analytical thinking and critical thinking.
- 1 = poor level of analytical thinking and critical thinking.

Type A

(Type 1A)

Holistic Rubrics

Type B (Type xB) Analytic Rubrics

- Evaluate according to separate components.
- Evaluate student outcomes in detail.
- Takes quite a bit of time.

Creative Thinking Rubrics

Type 3B (Analytic Rubrics)

Components	4	3	2	1
3.1 Initiative Thinking	The student can think of new and different things or adapt and apply new ideas which may have never been thought of before.	The student can think of new and different things; <u>but cannot adapt or apply new ideas.</u>	The student can think of new idea; <u>but the idea is not different from the idea which has been thought of before.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
3.2 Agile Thinking	The student can quickly figure out the appropriate answer from various options in a limited amount of time.	The student can figure out the appropriate answer from various options; <u>but cannot keep up with a time limitation.</u>	The student can figure out the answer; <u>however, from limited options.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
3.3 Flexible Thinking	The student can think of variety of answers for different situation.	The student can think of variety of answers; <u>but only for a few situations.</u>	The student can think of answers <u>which are not different.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
3.4 Meticulous Thinking	The student can think and expand the first idea to gain clarity and completeness.	The student can think and expand the first idea to gain clarity; <u>but lack completeness.</u>	The student can think and expand the first idea; <u>but lack clarity and completeness.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.

Interpretation

- 13-16 = good level of analytical thinking and critical thinking.
- 9-12 = fair level of analytical thinking and critical thinking.
- 5-8 = average level of analytical thinking and critical thinking.
- 0-4 = poor level of analytical thinking and critical thinking.

Type B

(Type 3B)

Analytic Rubrics

Type C (Type xC) Single-Point Rubrics

- **Emphasis on providing feedback to students.**
- **Focus on providing information that is beneficial to student improvement and development.**

Active Learning & Learning Strategies Rubrics Type 6C (Single-Point Rubrics)

Areas of Improvement	Evaluated Components	Above and Beyond
	<p>6.1 Lesson Planning (..... / Points)</p> <p>The student can set learning objectives, prioritize learning contents, and determine an appropriate and feasible <u>time period</u> to achieve the learning objectives.</p>	
	<p>6.2 Learning Methods (..... / Points)</p> <p>The student can determine self-learning methods suitable with the content, time, and resources and evaluate and adjust the learning methods for different situations.</p>	
	<p>6.3 Knowledge Acquisition (..... / Points)</p> <p>The student can research and acquire knowledge, recognize the appropriate resources for learning, identify further learning contents, and reflect and evaluate the progress.</p>	
	<p>6.4 Constructionism (..... / Points)</p> <p>The student can integrate old and new knowledges, analyse the importance of knowledges, synthesize new body of knowledge, and apply the knowledge.</p>	

Type C

(Type 6C)

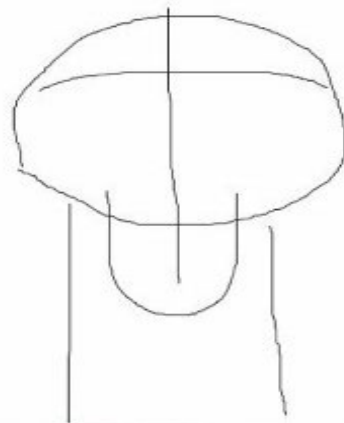
Single-Point Rubrics

Holistic Rubrics



Analytic Rubrics

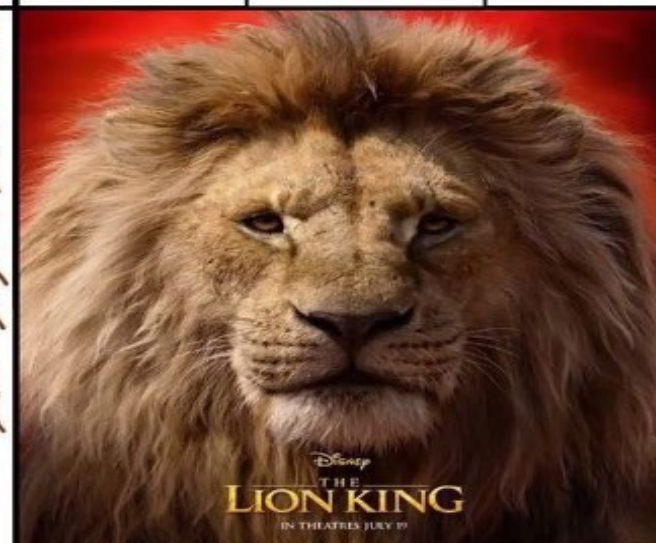
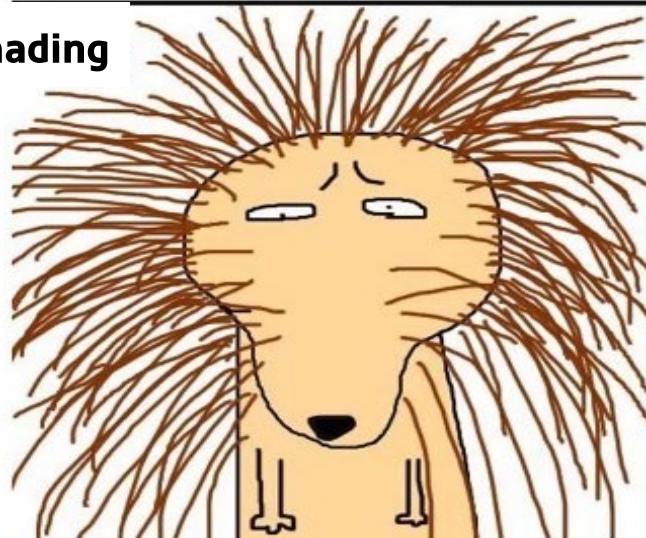
Sketch



Inking



Shading



Single-point Rubrics

Areas of
Improvement

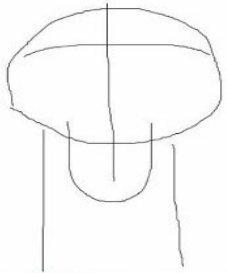


sketch



Above and
Beyond

sketch



Inking



Shading



Inking



Shading



Rubrics Design

How to write soft skills assessment rubrics?

Rubrics Design, the **BAD** one

Scoring criteria according to Assessment Plan

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
1. Essay	GE-LO-9	2	Excellent writing	Good Writing	Fair writing	Poor writing
2. Interview	GE-LO-9	2	Excellent communication	Good communication	Fair communication	Poor communication
	Ge-LO-3	3	Excellent creativity	Good creativity	Fair creativity	Poor creativity



**X Unclear rubrics,
students cannot understand the
evaluation criteria**

Rubrics Design

Scoring criteria according to Assessment Plan

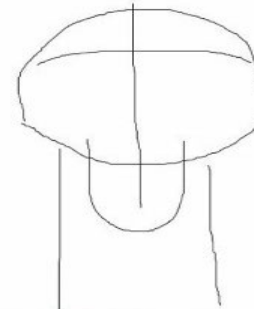
Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
1. Attendance	GE-LO-8	1	More than 10 times punctuality	9- 10 times punctuality	7-8 times punctuality	Less than 7 times punctuality
2. In-Class Participation	GE-LO-4	1	More than 10 times participation	9- 10 times participation	7-8 times participation	Less than 7 times participation
3. Online Self-Study	GE-LO-5	2	Finish more than 80% of lessons on time	Finish 70-79% of lessons on time	Finish 60-69% of lessons on time	Finish 50-59% of lessons on time
	GE-LO-6	1	Answer exercises correctly more than 80%.	Answer exercises correctly 70-79%.	Answer exercises correctly 60-69%.	Answer exercises correctly 50-59%.
4. Quiz	GE-LO-1	2	Score more than 80%	Score 70-79%	Score 60-69%	Score 50-59%

✓ **Quantifiable**

Rubrics Design

How **ELSE** can we write
soft skills assessment
rubrics?

sketch



Inking



Shading



Example 1 GE-LO-3 Creativity

Soft Skills Evaluation and Assessment Tools: Page 14

Choose evaluated element(s):

3.1 Initiative Thinking

3.4 Meticulous Thinking



3.1 Initiative Thinking

The ability to think of new and different things or adapt and apply new ideas which may have never been thought of before.



3.2 Agile Thinking

The ability to quickly figure out the appropriate answer from various options in a limited amount of time.



3.3 Flexible Thinking

The ability to think of variety of answers for different situation.



3.4 Meticulous Thinking

The ability to think and expand the first idea to gain clarity and completeness.

Example 1 GE-LO-3 Creativity

3.1 Initiative Thinking

The ability to think of new and **different things** or adapt and **apply new ideas** which may have never been thought of before.

3.4 Meticulous Thinking

The ability to think and expand the first idea to gain **clarity** and completeness.

Learning Outcomes	Level			
	4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
GE-LO-3 Creativity Activities "Charming Volunteer"	The procedure is clear. The idea is fresh and different. There is an application.	The procedure is clear. The idea is fresh and different. There is no application .	The procedure is clear. The idea is no different .	The procedure is not clear .

In this case, the significance of the elements is ranked, with element 1 being the most crucial, followed by element 2, and element 3 being the least critical.

Learning Outcomes	Level			
	4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
GE-LO ...	Element 1 ✓ Element 2 ✓ Element 3 ✓	Element 1 ✓ Element 2 ✓ Element 3 ✗	Element 1 ✓ Element 2 ✗	Element 1 ✗

Example 2 GE-LO-9 Communication

Choose evaluated element(s):

9.1 Communication in Alignment with Culture and Context

9.2 Communication with Appropriate Tools

9.3 Verbal and Nonverbal Communications

Soft Skills Evaluation and Assessment Tools: Page 50



9.1 Communication in Alignment with Culture and Context

The ability to capture, sort, and categorize core issue of the received messages appropriate to the culture and situation.



9.2 Communication with Appropriate Tools

The ability to choose communication tools and strategies appropriate to the type of message, audience, culture, and situation.



9.3 Verbal and Nonverbal Communications

The ability to use words, gestures, expressions, and eye contact to convey messages that are appropriate to the culture and situation.



9.4 Interacting with Others

The ability to summarize core of the received message and respond clearly and directly with supporting reasons and to resolve immediate misunderstanding when listeners reflect opinions that differ from those communicated.

Example 2 GE-LO-9 Communication

9.1 Communication in Alignment with Culture and Context

The ability to capture, sort, and categorize core issue of the received messages appropriate to the culture and **situation**.

9.2 Communication with Appropriate Tools

The ability to **choose communication tools** and strategies appropriate to the type of message, audience, culture, and situation.

9.3 Verbal and Nonverbal Communications

The ability to use **words**, gestures, expressions, and eye contact to **convey messages** that are **appropriate** to the culture and situation.

Learning Outcomes	Level			
	4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
GE-LO-9 Communication Activities Presentation "Charming Progression"	The student <ul style="list-style-type: none"> - Presents within given time - Convey message clearly - use appropriate tool(s) 	The student did 2 out of 3: <ul style="list-style-type: none"> - Presents within given time - Convey message clearly - use appropriate tool(s) 	The student did 1 out of 3: <ul style="list-style-type: none"> - Presents within given time - Convey message clearly - use appropriate tool(s) 	The student did 0 out of 3: <ul style="list-style-type: none"> - Presents within given time - Convey message clearly - use appropriate tool(s)

In this case, elements 1 – 3 are equally important.

Learning Outcomes	Level			
	4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
GE-LO ...	Manage to do 3 Elements	Manage to do 2 out of 3 Elements	Manage to do 1 out of 3 Elements	Manage to do 0 out of 3 Elements

From semester 1/67 ALL GenEd course must have the APPROVED course syllabus.

PLEASE submit your course syllabus for approval to this link: <https://forms.gle/o74nrFAADDprAPxf9>

BEFORE June 14th.

We'll check, feedback, and approve before the semester start.

That's it before the semester start....



Excel Form for Recording and Submitting Scores & Outcomes

Name Sheet

Edit ORANGE cell only Course details, student ID, and student name		
	Course ID	
	Course Name	
	Semester	
	Group	
	Instructor	
No	Student ID	Student Name
1	900000001	A A
2	900000002	B B
3	900000003	C C
4	900000004	D D
5	900000005	E E
6	900000006	F F
7		
8		
9		
10		
11		
12		

Course Information
and Student ID & Name
(Edit ORANGE cell only)

Scoring each task according to the rubrics.

Quantitative

Punctuality, put number of times students were on-time.

No	Student ID	Student Name	Number of times	Point (out of 4)
1	900000001	A A	1	1
2	900000002	B B	9	3
3	900000003	C C	7	2
4	900000004	D D	2	1
5	900000005	E E	0	1
6	900000006	F F	5	1
7	0	0		1
8	0	0		1
9	0	0		1
10	0	0		1
11	0	0		1
12	0	0		1

Qualitative

Project Presentation (Scores according to Rubrics)

No	Student ID	Student Name	GE-LO 3	GE-LO 4	GE-LO 9	GE-LO 11	Score (out of 16)
1	900000001	A A	0	4	4	1	9
2	900000002	B B	3	3	3	3	12
3	900000003	C C	2	2	2	2	8
4	900000004	D D	1	1	1	1	4
5	900000005	E E	0	0	0	0	0
6	900000006	F F					0
7	0	0					0
8	0	0					0
9	0	0					0
10	0	0					0
11	0	0					0
12	0	0					0

Summary

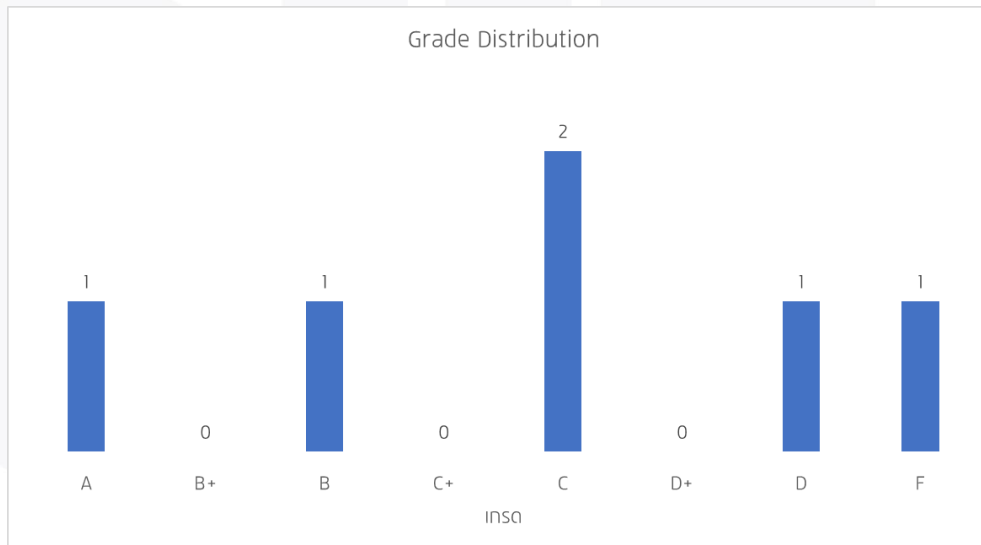
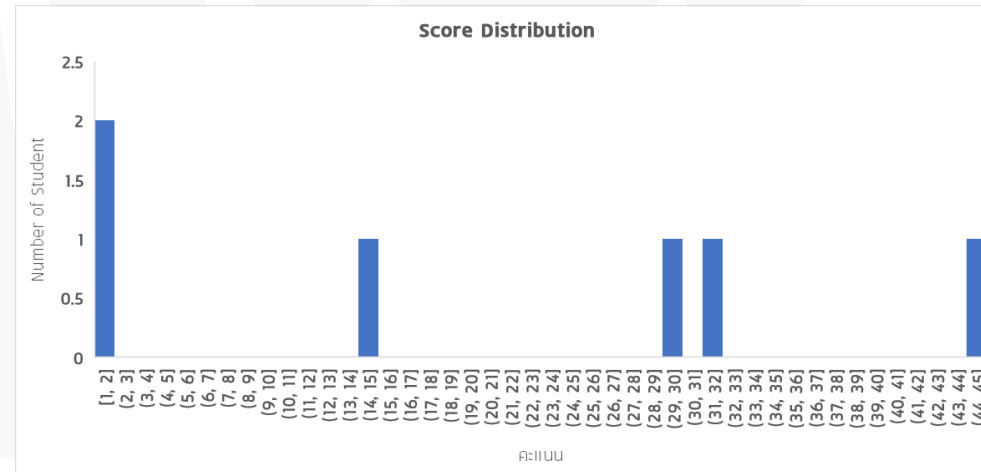
No	Student ID	Student Name	1. Punctuality	2. Worksheets	3. MIDTERM PROJECT	4. FINAL PROJECT	Total
1	900000001	A A	1	18	9	4	32
2	900000002	B B	3	15	12	15	45
3	900000003	C C	2	10	8	10	30
4	900000004	D D	1	5	4	5	15
5	900000005	E E	1	0	0	0	1
6	900000006	F F	1	0	0	0	1
7	0	0	1	0	0	0	1
8	0	0	1	0	0	0	1
9	0	0	1	0	0	0	1
10	0	0	1	0	0	0	1
11	0	0	1	0	0	0	1
12	0	0	1	0	0	0	1

GE-LO Summary

Summary GE-LO										
No	Student ID	Student Name	GE-LO 01	GE-LO 02	GE-LO 03	GE-LO 04	GE-LO 08	GE-LO 09	GE-LO 10	GE-LO 11
Full Score			8	8	16	4	4	8	4	8
1	900000001	A A	8	8	0	4	1	8	2	1
2	900000002	B B	6	6	12	3	3	6	3	6
3	900000003	C C	4	4	8	2	2	4	2	4
4	900000004	D D	2	2	4	1	1	2	1	2
5	900000005	E E	0	0	0	0	1	0	0	0
6	900000006	F F	0	0	0	0	1	0	0	0
7	0	0	0	0	0	0	1	0	0	0
8	0	0	0	0	0	0	1	0	0	0
9	0	0	0	0	0	0	1	0	0	0
10	0	0	0	0	0	0	1	0	0	0
11	0	0	0	0	0	0	1	0	0	0
12	0	0	0	0	0	0	1	0	0	0
13	0	0	0	0	0	0	1	0	0	0
14	0	0	0	0	0	0	1	0	0	0

Grading

Grading Scale		
Grade	Score	Number of Students
A	57	1
B+	49	0
B	41	1
C+	34	0
C	27	2
D+	21	0
D	15	1
F	0	1
Average Gr		2.00



Outcomes (also use in Course Report)

Input MINIMUM values of GE-LO that are considered PASS

GE-LO	Full Score	Minimum	Passing (%)
GE-LO 01	8	4	50.00
GE-LO 02	8	4	50.00
GE-LO 03	16	8	33.33
GE-LO 04	4	2	50.00
GE-LO 08	4	2	33.33
GE-LO 09	8	4	50.00
GE-LO 10	4	2	50.00
GE-LO 11	8	4	33.33

Excel Form **MUST** be submitted, with the submitted grade at the end of semester

GenEd will make excel form for your course
within 15 days AFTER your syllabus is approved.

The excel form & course syllabus will be
available:

<https://drive.google.com/drive/u/0/folders/1Nmjdi2rPvFjNpoWDGCTEQ0EAnT3hSw1s>



Course Report **MUST be submitted
within 30 days after the end of semester.**



<https://gened.kmitl.ac.th/doc-teacher/>

International Program

1. **FORM** Course Syllabus (Inter Program) <Download>
FEI_Course Syllabus_(Example) <Download>
Charm School_Course Syllabus (Example) <Download>
GenEd Course Syllabus <Download>
2. **FORM** Course Report (Inter Program) <Download>
3. **FORM** Request form for Replacement Class <Download>
4. **FORM** Examples of exam cover (Inter Program) <Download>

COURSE REPORT

Course										
Semester								Group		
Responsible Person										
Instructor(s)										
Grade/Score Distribution										
<input type="checkbox"/> Curve Grading <input type="checkbox"/> Standard Grading (Total Score 60)									Average	
Grade	A	B+	B	C+	C	D+	D	F	I	Total
Scores	57-60	49-56.9	41-48.9	34-40.9	27-33.9	21-26.9	15-20.9	0-14.9	-	-
Count										
%										
<input type="checkbox"/> S/U										
Grade	S				U			I	Total	
Scores	30-60				0-29.9			-	-	
Count										
%										

Course Information & Criteria

Achievement Evaluation		
GenEd Learning Outcome	Evaluation Method/Criteria	Evaluation Result
GE-LO-1 Analytical and Critical Thinking	4/8	50%
GE-LO-2 Complex Problem Solving	4/8	50%
GE-LO-3 Creativity	8/16	33.33%
GE-LO-4 Interpersonal Skills	2/4	50%
GE-LO-5 Integrity and Perseverance		
GE-LO-6 Active Learning and Learning Strategies		
GE-LO-7 Resilience, Stress Tolerance and Flexibility		
GE-LO-8 Leadership and Social Influence	2/4	33.33%
GE-LO-9 Communication	4/8	50%
GE-LO-10 Entrepreneurship and Startup	2/4	50%
GE-LO-11 Digital Quotient Literacy and Digital Media Production	4/8	33.33%

Value from the Excel Form

Comment from Students			
Channel			
Comment			
Problems			
Suggestions			
Signature		Date	

All other things...

KMITL
FIGHT

Q & A

Please Evaluate Us!!!

Workshop Satisfaction Survey:
<https://forms.gle/XsyjE1VWUb63LfRd9>

