



TQF 3 Course Specifications

Section 1 General Information

1. Course code and course title

ICCD 346 International Design Language and Culture

ICCD 346 ภาษาในการออกแบบและวัฒนธรรมนานาชาติ

2. Number of credits 4 (4-0-8)

3. Program and type of subject

3.1 Program Communication Design

3.2 Type of Subject Required Course

4. Course Coordinator and Course Lecturer

4.1 Course Coordinator Dale Konstanz

4.2 Course Lecturer Dale Konstanz

5. Trimester/ Year of Study

5.1 Trimester

5.2 Course Capacity Approximately 40 Students

6. Pre-requisite none

7. Co-requisites none

8. Venue of Study Aditayathorn Building MUIC

Section 2 Goals and Objectives

1. Course Goals

International design world introduction with an experiential learning focuses on professional design culture and challenges including cultural heritage and contemporary design practice; design terminology; applications of eco-friendly and sustainable design; new and innovative technologies and current design trends; digital, interactive, and online platforms.

2. Objectives of Course Development/Revision

2.1 Course Objectives

1. Explore the international design world trend and direction.



2. Experience the various design culture and heritage differences including challenges in contemporary design practices.
3. Apply skills from design terminologies; researches, applications, practices, innovative technologies with sustainable design practice in creating design project.

2.2 Course-level Learning Outcomes: CLOs

By the end of the course, students will be able to (CLOs)

1. CLO 1 Explore the international design world trend and direction.
2. CLO 2 Experience the various design culture and heritage differences including challenges in contemporary design practices.
3. CLO 3 Apply skills from design terminologies; researches, applications, practices, innovative technologies with sustainable design practice in creating design project.

Section 3 Course Management

1. Course Description

An introduction to the international design world; focus on experiential learning; exposure to international designers; professional design culture and challenges including cultural heritage and contemporary design practice; design terminology; applications of eco-friendly and sustainable design; new and innovative technologies and current design trends; digital, interactive, and online platforms.

การแนะนำและการสร้างพื้นฐานความเข้าใจในสาขาวิชาการออกแบบที่เป็นสากล โดยเน้นการเรียนรู้ผ่านประสบการณ์จริง จากผู้เชี่ยวชาญในสาขาอาชีพ และการเรียนรู้เรื่องวัฒนธรรมความเป็นมาในแต่ละสังคม พร้อมทั้งในด้านการออกแบบโดยคำนึงถึงการใช้และบริหารจัดการสิ่งแวดล้อม คำศัพท์ วิธีการ และวิทยาการใหม่ๆ ที่เกี่ยวเนื่องกับการออกแบบในปัจจุบันในสื่อต่างๆ รวมถึงสื่อออนไลน์

2. Credit hours per trimester

Lecture (Hour(s))	Studio (Hour(s))	Self-study (Hour(s))
48	-	96



3. Number of hours that the lecturer provides individual counseling and guidance.
4 hours advising as per Trimester Office times on timetable

Section 4 Development of Students' Learning Outcome

1. Short summary on the knowledge or skills that the course intends to develop in students (CLOs)

By the end of the course, students will be able to

1. CLO 1 Explore the international design world trend and direction.
2. CLO 2 Experience the various design culture and heritage differences including challenges in contemporary design practices.
3. CLO 3 Apply skills from design terminologies; researches, applications, practices, innovative technologies with sustainable design practice in creating design project.

2. Teaching methods for developing the knowledge or skills specified in item 1 and evaluation methods of the course learning outcomes

Course Code	Teaching and learning experience management	Learning outcome measurements
CLO1	Lecture / Discussion / Demonstration	Individual/ Group assignments In class discussion / report
CLO2	Lecture/ Discussion / Demonstration / Research / Practice	Individual/ Group assignments In class discussion / Critique / Design work / Presentation
CLO3	Lecture/ Discussion / Demonstration / Research / Practice	Final Design Project submission and Presentation

Section 5 Teaching and Evaluation Plans

1. Teaching plan

Week	Topic	Number of Hours		Teaching Activities/ Media	Lecturer
		Lecture Hours	Lab/Field Trip/Internship Hours		
1	Introduction to international design world trend	2	4	∞ Lecture ∞ Discussion ∞ Assignment	Dale Konstanz



2	International design world trend 1	2	4	∞ Lecture ∞ Discussion ∞ Assignment ∞ Critique and discussion ∞ Presentation	Dale Konstanz
3	International design world trend 2	2	4	∞ Lecture ∞ Discussion ∞ Assignment ∞ Critique and discussion ∞ Presentation	Dale Konstanz
4	International design world trend 3	2	4	∞ Lecture ∞ Discussion ∞ Assignment ∞ Critique and discussion ∞ Presentation	Dale Konstanz
5	Design culture and heritage and challenges in contemporary design practices 1	2	4	∞ Lecture ∞ Discussion ∞ Research ∞ Design Project	Dale Konstanz
6	Working session on project	2	4	∞ Project Critique, Discussion, and Presentation	Dale Konstanz
7	Working session on project	2	4	∞ Project Critique, Discussion, and Presentation	Dale Konstanz
8	Design culture and heritage and challenges in contemporary design practices 2	2	4	∞ Lecture ∞ Discussion ∞ Research ∞ Design Project	Dale Konstanz
9	Working session on project	2	4	∞ Project Critique, Discussion, and Presentation	Dale Konstanz
10	Working session on project	2	4	∞ Project Critique, Discussion, and Presentation	Dale Konstanz
11	Design culture and heritage and challenges in contemporary design practices 3	2	4	∞ Lecture ∞ Discussion ∞ Research ∞ Design Project	Dale Konstanz
12	Working session on final project	2	4	∞ Project Critique, Discussion, and Presentation	Dale Konstanz
13	FINAL Project Presentation				Dale Konstanz
	Total	24	48		

2. Plan for Assessing Course Learning Outcomes

2.1 Assessing and Evaluating Learning Achievement

a. Formative Assessment

- ∞ Targeted questions / reports
- ∞ In Class Discussion and Critique
- ∞ Presentation
- ∞ Projects



b. Summative Assessment

1. Tools and Percentage Weight in Assessment and Evaluation

Learning Outcomes	Assessment Methods	Assessment Ratio (Percentage)	
CLO 1 Explore the international design world trend and direction.	Individual/ Group assignments / In class discussion / report	30	30%
CLO 2 Experience the various design culture and heritage differences including challenges in contemporary design practices.	Individual/ Group assignments In class discussion / Critique / Projects / Presentation	35	35%
CLO 3 Apply skills from design terminologies; researches, applications, practices, innovative technologies with sustainable design practice in creating design project.	Individual/ Group assignments In class discussion / Critique / Design works / Projects / Presentation	35	35%
Total			100

(2) Grading System (Rubric)

Attendance Criteria	Excellent (A)	Good (B to B+)	Fair (C to C+)	Poor (D to D+)	Fail (F)
	Attended all classes	Attended 90% of classes (miss 2)	Attended 85% of classes (miss 4)	Attended 80% of classes (miss 5)	Attended less than 80% of classes (more than 5)

Class Participation Criteria	Excellent (A)	Good (B to B+)	Fair (C to C+)	Poor (D to D+)	Fail (F)



	Often answered questions, made insightful observations, and involved in class discussions	Sometimes answered questions and involved in class discussions when called	Occasionally involved in class discussions	Rarely involved in class discussions	Never involved in class discussions
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Presentation Criteria	Excellent (A)	Good (B to B+)	Fair (C to C+)	Fail (F)
Communication / Overall Delivery	Exceptionally clear explanation of work	Clear explanation of work	Explanation of work could be clearer	Failure to explain the work
Articulation of ideas / Content	Intelligible commentary on the work	Good commentary on the work	Fair commentary on the work	Lack of commentary on the work
Persuasiveness	Very impactful approach in promoting and defending the work	Effective approach in promoting and defending the work	Moderately effective approach in promoting and defending the work	Not effective at all in promoting and defending the work
Visuals	Outstanding use of images / text / graphics to support the presentation	Good use of images / text / graphics to support the presentation	Average use of images / text / graphics to support the presentation	Very little to no use of images / text / graphics to support the presentation

Process Criteria	Excellent (A)	Good (B to B+)	Fair (C to C+)	Poor (D to D+)	Fail (F)
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Effort	Excellent effort extended on assigned task	Good effort extended on assigned task	Fair effort extended on assigned task	Poor effort extended on assigned task	Lack of effort extended on assigned task
Research	Excellent effort in investigation of references and sources, organization of information, analysis and implementation	Good effort in investigation of references and sources, organization of information, analysis, and implementation	Fair effort in investigation of references and sources, organization of information, analysis, and implementation	Poor effort in investigation of references and sources, organization of information, analysis, and implementation	Lack of effort in investigation of references and sources, organization of information, analysis, and implementation
Creativity	Excellent effort in the creation of design solutions and executions	Good effort in the creation of design solutions and executions	Fair effort in the creation of design solutions and executions	Poor effort in the creation of design solutions and executions	Lack of effort in the creation of design solutions and executions
Concept Development	Excellent effort in concept development	Good effort in concept development	Fair effort in concept development	Poor effort in concept development	Lack of effort in concept development
Design Criteria	Excellent (A)	Good (B to B+)	Fair (C to C+)	Poor (D to D+)	Fail (F)



Communication	Excellent communication of hierarchic information from the design work	Good communication of hierarchic information from the design work	Fair communication of hierarchic information from the design work	Poor communication of hierarchic information from the design work	Lack of communication of hierarchic information from the design work
Composition	Complete lack of skill in arranging the appropriate design composition	Demonstrate good skill in arranging the appropriate design composition	Demonstrate fair skill in arranging the appropriate design composition	Demonstrate poor skill in arranging the appropriate design composition	Complete lack of skill in arranging the appropriate design composition
Design Solution/ Execution	Demonstrate excellent ability to investigate, analyse, refine, and designate the appropriate design solution/execution	Demonstrate good ability to investigate, analyse, refine, and designate the appropriate design solution/execution	Demonstrate fair ability to investigate, analyse, refine, and designate the appropriate design solution/execution	Demonstrate poor ability to investigate, analyse, refine, and designate the appropriate design solution/execution	Complete lack of ability to investigate, analyse, refine, and designate the appropriate design solution/execution
Craftsmanship	Demonstrate excellent craftsmanship in designing final work	Demonstrate good craftsmanship in designing final work	Demonstrate fair craftsmanship in designing final work	Demonstrate poor craftsmanship in designing final work	Very poor craftsmanship in designing final work



Critique Criteria	Excellent (A)	Good (B to B+)	Fair (C to C+)	Poor (D to D+)	Fail (F)
Participation	Highly engaged throughout the critique session	Engaged throughout the critique session	Moderately engaged throughout the critique session	Disengaged throughout the critique session	Lack of engagement throughout the critique session
Communication	Excellent communication skills and articulation of information/ concept /message	Good communication skills and articulation of information/ concept /message	Average communication skills and articulation of information/ concept /message	Poor communication skills and articulation of information/ concept /message	Lacking communication skills and articulation of information/ concept /message
Insight	Generation of various innovative ideas, thoughtful suggestions for possible solutions	Generation of some innovative ideas, thoughtful suggestions for possible solutions	Generation of few innovative ideas, thoughtful suggestions for possible solutions	Limited generation of innovative ideas, thoughtful suggestions for possible solutions	No innovative ideas or thoughtful suggestions for possible solutions



Comprehen- sion	Synthesis of infor- mation for crea- tive solutions/exe- cutions	Partial ability to synthesize infor- mation for crea- tive solutions/exe- cutions	Moderate ability to synthesize in- formation for cre- ative solutions/ex- ecutions	Minimal ability to synthesize infor- mation for creative so- lutions/exe- cutions	Lack of ability to synthesize infor- mation for creative so- lutions/exe- cutions
Professional- ism	Keen ability to partake in critique session in a com- petent and objec- tive manner	Good ability to partake in critique session in a com- petent and objec- tive manner	Fair ability to par- take in critique session in a com- petent and objec- tive manner	Minimal ability to partake in critique ses- sion in a competent and objec- tive manner	Inability to partake in critique ses- sion in a competent and objec- tive manner

Writing Assign- ments Criteria	Excellent (A)	Good (B to B+)	Fair (C to C+)	Poor (D to D+)	Fail (F)
Depth of Dis- cussion	Very descrip- tive and de- tailed analysis	Needs more details and information	Some depth, but ideas could be much more developed	Lacking in depth of ideas and de- velopment of argument	Ideas / argu- ment com- pletely unde- veloped
Topic Focus / Cohesiveness	Very focused topic and quite cohesive	At times, the writing is un- focused and requires more editing	The writing could be much more focused. Several ideas are arbitrary	Many arbitrary ideas that are unrelated to the main topic	Very random thoughts and ideas that are not cohesive



Integration of Knowledge	Many concepts and vocabulary from class / research are applied	More concepts and vocabulary from class / research could be applied	Some concepts and research is applied, but it could be more integrated	Lacking in understanding of key concepts and vocabulary	Very little knowledge from class and research applied
Mechanics of Writing	Exceptional writing style and skills, including organization of ideas and general flow of the writing	Quality of writing could be somewhat improved, such as grammar and organization	Quality of writing needs substantial improvement, including grammar and organization	Quality of writing is very problematic with many major grammatical errors and structural issues	Poor writing skills with many problems that affect the overall communication
Images	Excellent image quality and includes complete caption	Quality and size of the image could be improved / part of caption missing	Mediocre quality of image and parts of caption missing	Image included, but very poor quality / most of caption missing	No image or caption included

(3) Re-examination (If course lecturer allows to have re-examination)

N/A - (Not applicable with MUIC)

3. Student Appeals

Addressed initially via Instructor; follow up if necessary with Program Director then Chairman.

Section 6 Teaching Materials and Resources

1. Textbooks and/or other documents/materials

1. Trend Books and Resources, TCDC Connect and Database



2. Graphic Design A New History by Eskilson Stephen, ISBN-13: 978-1856695114
3. Meggs' History of Graphic Design; 6th Edition by Philip B. Meggs and Alston W. Purvis, ISBN-13: 978-1118772058, ISBN-10: 1118772059
2. Recommended textbooks and/or other documents/materials
N/A
3. Other Resources (If any)
Bluray/dvd

Section 7 Evaluation and Improvement of Course Management

1. Strategies for evaluating course effectiveness by students
 - ∞ Informal discussion and feedback
 - ∞ Formal student evaluations
2. Strategies for evaluating teaching methods
 - ∞ Peer observation
 - ∞ Talking to and sharing with peers teaching methods
3. Improvement of teaching methods
 - ∞ Collating exemplar work for reference
 - ∞ Feedbacks from students
 - ∞ Dialogue with peers
 - ∞ Updating teaching methods through attending conferences or seminars
4. Verification process for evaluating students' standard achievement outcomes in the course
 - ∞ Comments from students on learning outcomes and evaluation criteria
 - ∞ Formative feedbacks to students' project and papers are clearly explained and commuted to students
 - ∞ Comments from students on feedbacks
5. Review and plan for improving the effectiveness of the course
 - ∞ Dialogue with peers and people in the industry of their opinion on the outcome.
 - ∞ Dialogue with students who had finished studying their opinion on the outcome.



Appendix

Alignment between Courses and Program Learning Outcomes

Table 1 The relationship between course and Program Learning Outcomes (PLOs)

International Design Language and Culture	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
ICCD 346		P	P		P	P	P	P		

I = PLO is Introduced and Assessed

R = PLO is Reinforced and Assessed

P = PLO is Practiced and Assessed

M = Level of Mastery is Assessed

Table 2 The relationship between CLOs and PLOs (Number in table = Sub LOs)

ICCD 346	Learning Outcomes in Program (PLOs)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1 Explore the international design world trend and direction.	1.1, 1.2						7.1,7.2			
CLO 2 Experience the various design culture and heritage differences including challenges in contemporary design practices.	1.1, 1.2	2.2		4.1	5.2		7.1,7.2			
CLO 3 Apply skills from design terminologies; researches, applications, practices, innovative technologies with sustainable design practice in creating design project.				4.2	5.2	6.3	7.1,7.2			



Table 3 The description of PLOs and Sub Los for the course

PLO1 Classify the design problem in order to set the scope of work	1.1 Identify the practical design problem and define the appropriate target group to be able to search for a design solution 1.2 Develop potential visual research and analyze accurate information
PLO2 Create and develop solutions for design problems	2.1 Generate initial ideas effectively responding to the complex design problem 2.2 Apply design theories and principles in developing the concept, and create various executions and solutions with the appropriate techniques, technology, and media choices 2.3 Assemble the final work, as well as present, critique, and revise the design
PLO3 Exercise autonomy and Self-motivation	3.1 Demonstrate leadership skills, including taking initiative, displaying self-confidence, and making impactful decisions
PLO4 Solve design problems with an innovative approach	4.1 Develop original and innovative design solutions with a unique approach using creativity enhancing exercises 4.2 Transform raw information from research into new insights 4.3 Apply critical thinking skills in preparing the design solution 4.4 Demonstrate and adapt use of appropriate technology in the design solution
PLO5 Demonstrate professionalism in Communication Design, including ethical and responsible conduct	5.1 Show respect for the profession with a positive approach to co-workers and clients 5.2 Conduct proficient competency with industry standards 5.3 Demonstrate an understanding of copyright and intellectual property laws including guidelines of ethical practice in design
PLO6 Develop management and organizational skills	6.1 Demonstrate collaborative skills, individually and within teams, including delegating responsibilities 6.2 Utilize effective communication skills, including consulting and negotiation 6.3 Applying logic to complex organizational challenges 6.4 Demonstrate ability to deliver quality work on time and within budget

Communication Design course
International Design Language and Culture
ICCD 346



Undergraduate Program
Mahidol University International College
Fine and Applied Arts

PLO7 Value cultural differences	7.1 Recognize the concept of cultural diversity including valuing a variety of audiences 7.2 Build awareness of global trends and contemporary issues in design and society
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