



รายวิชาศึกษาทั่วไป
ชื่อรายวิชา.....
รหัสวิชา.....

ระดับปริญญาตรี
คณะ/วิทยาลัย.....
ภาควิชา.....

มคอ.๓ รายละเอียดของรายวิชา

Course Specification

หมวดที่ ๑ ข้อมูลทั่วไป

Section 1 General Information

๑. รหัสและชื่อรายวิชา

1. Course Code and Title

ภาษาไทย

In Thai

ภาษาอังกฤษ

In English

ICGH 116 World Cinemas

๒. จำนวนหน่วยกิต

2. Number of Credits

4(4-0-8)

๓. หลักสูตรและประเภทของรายวิชา

3. Curriculum and Course Type

๓.๑ หลักสูตร

3.1 Program of Study

General Education Undergraduate Degree

๓.๒ ประเภทของรายวิชา

International Program

3.2 Course Type

๓.๓ รายวิชานี้จัดอยู่ในกลุ่ม Literacy (โปรดระบุ)

3.3 Please Specify Course's Literacy

MU Literacy (Core Values, SEP, GE for Human Development)

Health Literacy (Health, Sport)

X Digital Literacy (ICT, Applied Mathematics)

Social and Humanity Literacy (Social, Humanity, Law, Ethics,

Arts)

Communication Literacy (language, Academic Communication)

Science and Environmental Literacy (Applied Science for Life,

Environmental Responsibility)

Finance and Management Literacy (Finance, Management, En-

trepreneur)



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๓.๔ ความสัมพันธ์ระหว่างรายวิชาและวัฒนธรรมองค์กร (โปรดระบุ)

3.4 Please Specify Relationship between course and corporate culture

- | | |
|--|-----------------------------|
| <input type="checkbox"/> M - Mastery | รู้แจ้ง รู้จริง สมเหตุ สมผล |
| <input type="checkbox"/> A - Altruism | มุ่งผลเพื่อผู้อื่น |
| <input type="checkbox"/> H - Harmony | กลมกลืนกับสรรพสิ่ง |
| <input type="checkbox"/> I - Integrity | มั่นคงยิ่งในคุณธรรม |
| <input type="checkbox"/> D - Determination | แน่วแน่ทำ กุศลตัดสินใจ |
| X <input type="checkbox"/> O - Originality | สร้างสรรค์สิ่งใหม่ |
| <input type="checkbox"/> L - Leadership | ใฝ่ใจเป็นผู้นำ |

๔. อาจารย์ผู้รับผิดชอบรายวิชา และอาจารย์ผู้สอน

4. Course Coordinator and Instructor

๔.๑ อาจารย์ผู้รับผิดชอบรายวิชา Bryan Ott

(Name – Department – Contact: phone no. and e-mail address)

๔.๒ อาจารย์ผู้สอน Dr. Jonnie Clementi-Smith and Bryan Ott –

FAA – 66 2 218 4568 –

Email: icbryan@mahidol.ac.th

๕. ภาคการศึกษา / ชั้นปีที่เรียน

5. Semester/Class Level

๕.๑ ภาคการศึกษาที่ / ชั้นปีที่

5.1 Semester All trimesters (including summer session) / for all students in all International College Undergraduate Programs

5.2 Number of Students Allowed Approximately 40 Students

๖. รายวิชาที่ต้องเรียนมาก่อน (Pre-requisite)

.....none.....

๗. รายวิชาที่ต้องเรียนพร้อมกัน (Co-requisites)

.....none.....

๘. สถานที่เรียน

8. Study Site Location



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หมวดที่ ๒ จุดมุ่งหมายและวัตถุประสงค์

Section 2 Aims and Objectives

๑. จุดมุ่งหมายของรายวิชา (Course Goals)

1. Aims of the Course

Examine key cinematic movements in world cinema history, including landmark films and filmmakers. Analyze film as a cultural text that communicates ideology specific to its regional origin, but also as a medium of universal communication. Apply learned skills in research, writing, discussion and critical thinking. Present and discuss opinions using various approaches.

๒. วัตถุประสงค์ในการพัฒนา/ปรับปรุงรายวิชา

2. Objectives of Course Development/Revision

๒.๑ วัตถุประสงค์ของรายวิชา (Course Objectives)

Explore ideas and themes explored in key world cinema texts.

Examine the cultural and ideological context that enhances and characterizes different national creative productions.

Apply skills in research, writing and critical thinking.

2.2 Course-level Learning Outcomes (CLOs)

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

1. CLO 1 Examine theories and visual language explored in key world cinema texts - Aesthetics, Semiotics, and analytical theory for Media Analysis.



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2. CLO 2 Apply critical thinking skills in research, writing and discussion to contextualize the works of key media texts.
3. CLO 3 Analyze and discuss differences of major beliefs and cultures as expressed by their national cinema.
4. CLO 4 Apply various approaches to express opinions and ideas.



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หมวดที่ ๓ ลักษณะและการดำเนินการ Section 3 Course Description and Implementation

๑. คำอธิบายรายวิชา (Course Description)

(ภาษาไทย) An introduction, practice and an application of languages to critical thinking and analysis of key world cinema texts; principal critical methods and theoretical debates of film theory; theoretical perspectives may include structuralism, semiology, Marxism, feminism, psychoanalysis, post-structuralism, and cultural studies; questions of narrative and narration, realism, formalism, modernism, postmodernism, postcolonialism, gender, sexuality, and ideology

(ภาษาอังกฤษ)

.....

.....

๒. จำนวนชั่วโมงที่ใช้ต่อภาคการศึกษา

Number of Hours Per Semester

| Theory (hours) | Practice (hours) | Self-study (hours) |
|-------------------|---------------------|-----------------------|
| 48 | | 96 |

๓.

จำนวนชั่วโมงต่อสัปดาห์ที่อาจารย์ให้คำปรึกษาและแนะนำทางวิชาการแก่นักศึกษาเป็นรายบุคคล

3. Number of Hours per Week for Individual Advice 4 hours advising as per Trimester Office times on timetable

Section 4: Development of the expected learning outcomes



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1. A brief summary of the knowledge or skills expected to develop in students; the course-level expected learning outcomes (CLOs)

By the end of the course, students who successfully complete the course will be able to:

๑. CLO 1 Examine theories and visual language explored in key world cinema texts - Aesthetics, Semiotics, and analytical theory for Media Analysis.
๒. CLO 2 Apply critical thinking skills in research, writing and discussion to contextualize the works of key media texts.
๓. CLO3 Analyze and discuss differences of major beliefs and cultures as expressed by their national cinema.
๔. CLO4 Apply various approaches to express opinions and ideas.

How to organize learning experiences to develop the knowledge or skills stated in number 1 and how to measure the learning outcomes

| Course Code | Teaching and learning experience management | Learning outcome measurements |
|-------------|--|--|
| CLO1 | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration | Individual/ Group assignments In class discussion Writing Mid Term |
| CLO2 | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Research | Individual/ Group assignments In class discussion Writing Mid Term Final Presentation |



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| | | |
|------|---|--|
| CLO3 | <ul style="list-style-type: none">• Discussion• Essay• Research | Individual/ Group assignments Essay Writing Mid Term Writing Final Exam |
| CLO4 | <ul style="list-style-type: none">• Discussion• Demonstration• Research | Final Presentation |



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หมวดที่ ๕ แผนการสอนและการประเมินผล

SECTION 5 LESSON PLAN AND EVALUATION

๑. แผนการสอน (Lesson Plan)

| Week | Topic | Number of Hours | | Teaching Activities/ Media | Lecturer |
|------|--|-----------------|---------------------------------|--|----------|
| | | Lecture Hours | Lab/Field Trip/Internship Hours | | |
| 1 | Introduction to the course: Issues in World Cinema Critical Thinking and Media Analysis language and key texts Screen: <i>My Life as A Dog</i> (Hallstrom, 1984) | 4 | - | <ul style="list-style-type: none"> ● Lecture ● Discussion | TBA |
| 2 | Classic Japanese Cinema: Kurosawa, Ozu. Screen: <i>Tokyo Story</i> (Ozu, 1953) or <i>Rashomon</i> (Kurosawa, 1950) | 4 | - | <ul style="list-style-type: none"> ● Lecture ● Discussion ● Research | TBA |
| 3 | Contemporary Japanese Cinema: From Itami Juuzo to Koreeda Hirokazu. Screen: <i>Tampopo</i> (I. Juuzo, 1985) | 4 | - | <ul style="list-style-type: none"> ● Lecture ● Discussion ● In class exercise ● Research | TBA |
| 4 | Indian Cinema Screening: <i>Salaam Bombay</i> (Mira Nair, 1988) | 4 | - | <ul style="list-style-type: none"> ● Lecture ● Discussion ● Research | TBA |
| 5 | Iranian Cinema Screen: <i>The Color of Paradise</i> (Majid Majidi, 1999) | 4 | - | <ul style="list-style-type: none"> ● Lecture ● Discussion ● In class exercise ● Research | TBA |
| 6 | Italian Neo-realism Screen: <i>Bicycle Thieves</i> (De Sica, | 4 | - | <ul style="list-style-type: none"> ● Lecture | TBA |



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| | | | | | |
|----|--|----|---|--|-----|
| | 1948) Midterm Writing Exam | | | <ul style="list-style-type: none"> ● Discussion ● Research ● EXAM | |
| 7 | French New Wave to contemporary French Cinema Screen: <i>Breathless</i> (Godard, 1960) | 4 | - | <ul style="list-style-type: none"> ● Lecture ● Discussion ● Research | TBA |
| 8 | New Mexican Cinema Screen: <i>Roma</i> (A. Cuaron 2018) | 4 | - | <ul style="list-style-type: none"> ● Lecture ● Discussion ● In class exercise ● Research | TBA |
| 9 | Danish, Polish and German Cinema: Screen: <i>The White Ribbon</i> (Haneke, 2009) (or) <i>Ida</i> (P. Pawlikowski, 2013) | 4 | - | <ul style="list-style-type: none"> ● Lecture ● Discussion ● Research | TBA |
| 10 | Australian Cinema Screen: <i>Mister Johnson</i> (Bruce Beresford, 1990) [or] Korean Cinema – <i>Parasite</i> (Bong-Joon Ho 2019) | 4 | - | <ul style="list-style-type: none"> ● Lecture ● Discussion ● In class exercise ● Research | TBA |
| 11 | Thailand and SEA Screen: <i>Uncle Boonmee</i> (A. Weerasethakul, 2010) | 4 | - | <ul style="list-style-type: none"> ● Lecture ● Discussion ● Research | TBA |
| 12 | Group Presentations | 4 | - | <ul style="list-style-type: none"> ● Presentation ● Critique ● Feedback | TBA |
| 13 | Final Writing Examination | | | | |
| | Total | 48 | 0 | | |

2. Evaluation of the CLOs

2.1 Measurement and Evaluation of learning achievement

a. Formative assessment



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- Targeted questions
- In Class Discussion
- Essays
- Worksheets
- Individual Feedback on homework and Presentations
- Revision

b. Summative assessment

(1) Tool and weight for measurement and evaluation

| Learning Outcomes | Assessment Methods | Assessment Ratio (Percentage) | |
|--|-----------------------|----------------------------------|-----|
| CLO 1 Examine theories and visual language explored in key world cinema texts - Aesthetics, Semiotics, and analytical theory for Media Analysis. | Writing Mid-term Exam | 25 | 25% |



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| | | | |
|---|--------------------|----|-----|
| CLO 2 Apply critical thinking skills in re- search, writing and discussion to contextual- ize the works of key media texts. | Essay Term Paper | 25 | 25% |
| CLO 3 Analyze and discuss differences of major beliefs and cultures as expressed by their national cinema. | Writing Final Exam | 30 | 30% |
| CLO 4 Apply various approaches to express opinions and ideas. | Final Presentation | 20 | 20% |
| Total | | | 100 |

(2) Measurement and evaluation



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Rubric scoring

| Grade | Achievement | Final score (% range) |
|-------|-------------|-----------------------|
| A | Excellent | 90-100 |
| B+ | Very Good | 85-89 |
| B | Good | 80-84 |
| C+ | Fairly Good | 75-79 |
| C | Fair | 70-74 |
| D+ | Poor | 65-69 |
| D | Very Poor | 60-64 |
| F | Fail | Less than 60 |

| ASSESSMENT CRITERIA FOR ATTENDANCE AND PARTICIPATION | | | | | | | | |
|--|--|---|---|---|--|---|--|--|
| Assessment Criteria | Excellent (A) | Very Good (B+) | Good (B) | Fair (C+) | Fair (C) | Pass (D+) | Pass (D) | Poor (F) |
| Attendance | Attend all classes Often participated in class activities | Attend 90% or more but less than 100% of classes with evidence Sometimes participated in class activities, | Attend 90% or more but less than 100% of classes with no evidences Sometimes participated in class activities, | Attend 85% or more but less than 90% of classes with evidences Occasionally participated in class activity | Attend 85% or more but less than 90% of classes with no evidences Occasionally participated in class activity | Attend 80% or more but less than 85% of classes with evidences Rarely participated in class activity | Attend 80% or more but less than 85% of classes with no evidences Rarely participated in class activity | Fail to attend 80% of the class. Students are not allowed to take their final examination. Never participated in class activity |

Assignments

| ASSESSMENT CRITERIA FOR ASSIGNMENTS/ DISCUSSION/ QUIZZES | | | | | |
|--|----------------------------|---------------------------------|-------------------------------------|---------------------------------------|----------------------------------|
| Criteria | Excellent (A) | Good (B to B+) | Fair (C to C+) | Very poor (D to D+) | Fail (F) |
| Knowledge and compre- | Demonstrated comprehensive | Demonstrated good knowledge and | Demonstrated satisfactory knowledge | Demonstrated a very limited knowledge | Demonstrated very poor knowledge |



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| | | | | | |
|-------------|---|---|---|---|---|
| hension | knowledge and understanding of the subject. | understanding of the subject. | and understanding of the subject. | and understanding of the subject. | and understanding of the subject. |
| Application | Demonstrated substantial application of concepts | Demonstrated clear application of concepts | Demonstrated satisfactory application of concepts | Demonstrated very limited ability to apply concepts | Unable to apply concepts |
| Analysis | Demonstrated clearly the ability to analyze and draw appropriate and inventive conclusions. | Demonstrated good effort in analyzing and drawing conclusions. | Satisfactory evidence of analyzing and drawing conclusions | Minimal evidence of analyzing and drawing conclusions. | Inability to analyze and draw conclusions. |

| WRITTEN ASSIGNMENTS | | | | | |
|------------------------------------|--|--|--|--|--|
| Assessment Criteria | Excellent (A) | Good (B to B+) | Fair (C to C+) | Very Poor (D to D+) | Fail (F) |
| <i>Topic</i> | Topic is clear, and well discussed in the introduction. | Topic is quite clear, and is well discussed in the introduction | Topic is stated, but the introduction does not clarify it enough. | Topic is somehow in the introduction | The topic is not discussed or introduced at all. |
| <i>Organization</i> | Paper is well organized. All the facts and details support the discussion in an ordered way. Follows the correct layout. | Paper is organized and reveals details. Most of the information supports the discussion and is logically stated. Follows the correct layout. | Organization to be improved, but it is still understandable. The information is too dependent on secondary sources. Mostly follows the correct layout. | The organization is quite basic. The focus on the topic is present but the information is not processed deeply enough. | Writing is not organized at all. There is not focus and fact and details do not support the statement. |
| <i>Interpretation and analysis</i> | The interpretation matches the information and the analysis is fully checked with parallel material. | The interpretation and information is essentially correct, but more attention should have been given to parallel material. | The interpretation and information would have benefited to more parallel analysis. | The interpretation is too basic, no parallel analysis done and analysis still basic. | There is no process of interpretation and the information given is not further analyzed. |



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| | | | | | |
|---|--|--|--|--|--|
| <i>Final Observations and conclusions</i> | Observation and conclusions are clearly stated, and really matching the introductory statement | Observations and conclusions are stated, but more discussion could have been done relatively to connection with the initial part | Observation and conclusions are present, but any link with the statement in the introduction is missing. | Observations are not clear and the conclusion is very weak | Observations are not clear, and the conclusions are missing or completely off-topic. |
|---|--|--|--|--|--|

| ASSESSMENT CRITERIA FOR FINAL AND IN CLASS PRESENTATIONS | | | | | |
|--|--|---|---|--|--|
| Assessment Criteria | Excellent (A) | Good (B to B+) | Fair (C to C+) | Very poor (D to D+) | Fail (F) |
| Content | Topic is tight and clearly-focused; accurate explanation of key concepts and theories; excellent applications of theory; use of accurate information; research from a wide variety of legitimate resources | Topic is adequately focused and relevant; explanation of key concepts and theories are mostly accurate; some good applications of theory; minor inconsistency and inaccuracy in information; research from an adequate amount of legitimate resources | Topic needs more focus; some inaccurate explanation of key concepts and theories; information is presented without establishing links to the thesis; fair amount of inaccuracy in the information; research from a few legitimate resources | Topic lacks relevance and focus; inaccurate or incomplete explanation of key concepts and theories; most information does not support thesis; distracting amount of inaccuracy in information; research lacks legitimate resources | Absence of relevance and focus in topic; no reference is made to literature or theory; information does not support the thesis in any way; highly inaccurate information frequent; no evidence of valid research |
| Organization | Extremely well-organized; clear and logical sequence of ideas; the presentation is clear and concise | Generally well-organized; mostly clear and logical order of ideas; the presentation is generally clear and understandable | Somewhat organized; a few ideas are not presented in proper order; some parts of the presentation may be wordy or unclear | Poor organization; many ideas are not presented in proper order; most parts of the presentation are wordy or unclear | Absence of organization; a lack of proper sequence of ideas; the presentation is not intelligible |
| Creativity & Use of technology | Excellent use of presentation techniques and technology to enhance presentation and capture audience's | Some good attempts in using presentation techniques and technology to enhance presentation and | Attempts in using presentation techniques and technology are not very effective. | The presentation is generally flat and dull. | Use of inappropriate techniques which produce negative effects for the presentation. |



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| | | | | | |
|--|--|---|--|---|---|
| | attention. | capture audience's attention | | | |
| Grammar, Usage, Mechanics and Spelling | Few or no errors in mechanics, usage, grammar, or spelling; sentences are free of jargon; complete and easy to understand | Minor errors in mechanics, usage, grammar, or spelling; sentences are mostly jargon-free, complete and understandable | Several errors in mechanics, usage, grammar or spelling, some hinder understanding. Sentences may contain jargon or are too long. | The document is difficult to understand because of errors in mechanics, usage, grammar or spelling. Sentences are too long or contain jargons. | The document is very difficult to understand because of errors in mechanics, usage, grammar, spelling, excessive jargons and incomplete sentences. |
| Delivery and time | Maintain good eye contact throughout; positively confident presence; very good voice level; clear articulation and proper language Maintains time | Maintain reasonable eye contact; reasonably confident presence; voice level is mostly good; speaks with satisfactory pronunciation Within time limit | Occasional lapses in eye contact; lack of confidence at times; weak delivery a few parts of the presentation unclear; unclear diction with occasional fillers Minimally over or under runs time frame | Poor eye contact; weak presence; poor delivery makes some parts of the presentation difficult to understand; diction, and use of slang prevents the audience from understanding the presentation. Over or under runs time frame | Lack of eye contact; lack of presence; voice level is almost inaudible; bad articulation, slangs or fillers make the presentation difficult to understand Extensively over or under runs time frame |

(3) Re-examination (if the course allows any)

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

N/A - (Not applicable with MUIC)

3. Students' Appeal

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

หมวดที่ ๖ ทรัพยากรประกอบการเรียนการสอน

Section 6 Teaching Resources

1. Required Texts – N/A



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2. Recommended textbooks and/or other documents/materials

Nowell-Smith, Geoffrey, *The Oxford History of World Cinema*, Oxford Univ. Press, 1996.

Grant, Catherine and Kuhn, Annette, eds. *Screening World Cinema: A Screen Reader*. London: Routledge, 2006. Ezra, Elizabeth and Rowden Terry, eds. *Transnational Cinema, the Film Reader*. London: Routledge, 2006. Braudy, Leo and Cohen Marshall, eds. *Film Theory and Criticism. Fifth Edition*. NY: Oxford University Press, 1999. Gledhill, Christine and Williams Linda, eds. *Reinventing Film Studies*. London: Oxford University Press, 2000. Villarejo, Amy, (2007), *Film Studies the Basics*. Routledge, USA.

2. Suggested Materials

N/A

3. Other Resources (if any)

Bluray/dvd

หมวดที่ ๗ การประเมินและปรับปรุงการดำเนินการของรายวิชา

Section 7 Evaluation and Improvement of Course Implementation

๑. กลยุทธ์การประเมินประสิทธิผลของรายวิชาโดยนักศึกษา

1. Strategy for Course Effectiveness Evaluation by Students

- Informal discussion and feedback
- Formal student evaluations

๒. กลยุทธ์การประเมินการสอน

2. Strategy for Teaching Evaluation



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- Peer observation
- Talking to and sharing with peers teaching methods

๓. การปรับปรุงการสอน

3. Teaching Improvement

- Collating exemplar work for reference
- Feedbacks from students
- Dialogue with peers
- Updating teaching methods through attending conferences or seminars

๔. การทวนสอบมาตรฐานผลสัมฤทธิ์ของนักศึกษาในรายวิชา

4. Verification of Standard of Learning Outcome for 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

๕. การดำเนินการทบทวนและการวางแผนปรับปรุงประสิทธิผลของรายวิชา

5. Revision Process and Improvement Plan for Course Effectiveness

- 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.



รายวิชาศึกษาทั่วไป
ชื่อรายวิชา.....
รหัสวิชา.....

ระดับปริญญาตรี
คณะ/วิทยาลัย.....
ภาควิชา.....

Appendix

| (Course Code) | Learning Outcomes in General Education (MU-GE LOs) | | | | | | | | |
|--|--|------|------|------|------|------|------|------|------|
| | MLO1 | MLO2 | MLO3 | MLO4 | MLO5 | MLO6 | MLO7 | MLO8 | MLO9 |
| CLO 1 Examine theories and visual language explored in key world cinema texts - Aesthetics, Semiotics, and analytical theory for Media Analysis. | | 2.2 | | | | | | | |
| CLO 2 Apply critical thinking skills in research, writing and discussion to contextualize the works of key media texts. | 1.1 | | | 4.2 | | | | | |
| CLO 3 Analyze and discuss differences of major beliefs and cultures as expressed by their national cinema. | | | 3.1 | | | | | | |
| CLO 4 Apply various approaches to express opinions and ideas. | | 2.1 | | | | | | | |

MU-GE Module LOs: At the end of studying MU-GE Module, successful students will be able to

| Competences | LOs: | Sub LOs: |
|-------------|------|----------|
|-------------|------|----------|



รายวิชาศึกษาทั่วไป

ชื่อรายวิชา.....

รหัสวิชา.....

ระดับปริญญาตรี

คณะ/วิทยาลัย.....

ภาควิชา.....

| Competences | LOs: | Sub LOs: |
|--|---|---|
| 1. Critical thinking & Analysis: Use various sources and methods to collect and manage data & information and make a logical judgment and decision to arrive at solution or problem solving relevant to real-world issues/problems | 1. create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments | 1. identify concepts related to the context of learned issues/topics 2. demonstrate ICT literacy: use appropriate technology to find, evaluate, and ethically use information 3. collect, analyse, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems 4. synthesize information to arrive at logical reasoning |
| | 2. select & use techniques and methods to solve open-ended, ill-defined and multistep problems | 1. apply simple mathematical methods to the solution of 'real-world' problems 2. make judgment & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives 3. apply concept of process management to solve problems |
| 2. Creativity & Innovation: Shows capability to initiate alternative/new ways of thinking, doing things or solving problems to improve his/her or team solutions/results by applying the evidence-based process management concepts | 3. acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation | 1. connect, synthesize and/or transform ideas or solutions within a particular framework 2. integrate alternative, divergent, or contradictory perspectives or ideas in the solution of a problem or question |
| | 4. create a novel or unique ideas, question, format, or product within a particular framework | 1. Create an original explanation or solution to the issues/problems 2. articulate the rationale for & consequences of his/her solution-identify opportunities & risk 3. implement innovation through process management approach |
| | 5. explore and situate oneself in a new physical environment and intellectual perspectives | 1. demonstrate cultural competencies and adaptabilities in different working environments 2. resort to multi-dimensional settings and tools to acquire knowledge and skills relevant to the problem or situation at hand |
| 3. Global perspectives & Ethics: Express one's own ideas, interact with others, guide or lead team, as proper, as an ethically-engaged and responsible member of the society | 6. act autonomously within context of relationships to others, law, rules, codes, and values | 1. demonstrate an understanding of the principles upon which sustainable ecosystems and societies are built 2. identify the national & global challenges associated with current economic, political, and social systems 3. exhibit characteristics of responsible citizenship 4. work effectively in diverse team (and multi-cultural settings) |
| | 7. apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others | 1. identify ethical issues and recognize different viewpoint and ideologies 2. guide & lead others 3. apply principle of ethical leadership, collaborative engagement, and respect diversity |
| 4. Communication: communicate effectively and confidently using oral, visual, and written language | 8. use a variety of means/technologies to communicate effectively and purposefully- e.g., share information/ knowledge, express ideas, demonstrate or create individual & group product, etc. | 1. communicate/present ideas effectively both oral & written forms, proper to a range of audience groups, such as verbal discussion with peers, project report. 2. prepare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. 3. prepare written documents to express ideas/solutions using different writing technologies, and mixing texts, data, and images. 4. demonstrate competence in a second or additional language |
| 5. Collaboration and Working with team: collaborate and work effectively with team to arrive at team goals | 9. collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time | 1. collaborate effectively with others as a responsible team member to achieve team goals in time 2. interact with others respectfully, whether as a team member or leader, to create a productive teamwork |