



## TQF 3 Course Specification

### Section 1 General Information

#### 1. Course Code and Title

In Thai ICGH 117 วาดเส้นสร้างสรรค์  
 In English ICGH 117 Drawing as Creative Expression

#### 2. Number of Credits

4 (2-4-6)  
 (Theory 2 hrs. Practice 4 hrs. Self-Study 6 hrs./week)

#### 3. Curriculum and Course Type

3.1 Curriculum Bachelor Degree Program (International)

3.2 Course Type General Education

##### 3.3 Specify Course's Literacy

- MU Literacy (Core Values, SEP, GE for Human Development)
- Health Literacy (Health, Sport)
- 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, Entrepreneur)

##### 3.4 Specify Relationship between course and corporate culture

- M - Mastery รู้แจ้ง รู้จริง สมเหตุ สมผล
- A - Altruism มุ่งผลเพื่อผู้อื่น
- H - Harmony กลมกลืนกับสรรพสิ่ง
- I - Integrity มั่นคงยิ่งในคุณธรรม
- D - Determination แน่วแน่ทำ กล้าตัดสินใจ
- O - Originality สร้างสรรค์สิ่งใหม่
- L - Leadership ใฝ่ใจเป็นผู้นำ

#### 4. Course Coordinator and Lecturer

4.1 Course Responsible Lecturers Dr. Millicent Young, Fine and Applied Arts Division,  
 Contact: 02 700 5000 ext. 4619, millicent.you@mahidol.ac.th



Academic degree level  Bachelor  Graduate Diploma

Higher Graduate Diploma  Doctor

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Fine and Applied Arts Division

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Communication Design  
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4.2 Lecturers Duanwisakha Cholsiri

**5. Trimester/Class Level**

5.1 Trimester 1, 2 and 3 / Class Level: for all students in the International College

5.2 Number of Students Allowed Approximately 20 Students

**6. Pre-requisite**

None

**7. Co-requisites**

None

**8. Study Site Location**

A528 Drawing Studio, MUIC Aditayathorn Building



## Section 2 Aims and Objectives

### 1. Course Goals

To provide a course to develop skills in creative expression in drawing through experimentation and process. To research and analyze contemporary artist's work and learn art principles, element, visual literacy language exploring various techniques, approaches and medium for mark making and drawing for expressing the visual world through critical thinking and analysis, creativity and innovation and communication as artistic expression and representation.

### 2. Objectives of Course Development/Revision

#### 2.1 Course Objectives

This course aims to provide knowledge and abilities as follows:

To develop students' familiarity and experience of working effectively in an art studio environment, developing strong hand eye coordination with appropriate tools and equipment for experimentation with observation, gesture and interpretive mark-making and a wide range of medium and drawing tools. Through research of contemporary artists application of drawing and an understanding of the Art principles, techniques and process in to develop confidence in personal expression through drawings. Students will gain confidence in drawing recording and expressing the visual world.

#### 2.2 Course-level Learning Outcomes: CLOs

On completion of the course, the students will be able to ..... (CLOs)

1. CLO1 Apply and experiment with visual mark making in multiple medium and techniques to explore in drawn, verbal and written form understanding, reflection and appropriate use of Art principles and elements, concepts and techniques that communicate ideas.
2. CLO2 Explore personal expression in coursework and sketchbook to develop an understanding of the relationship between creativity and mental well-being.
3. CLO3 Demonstrate mindfulness, personal responsibility and professional attitudes through involvement in critique discussion, dedication to task, focus and presentation skills.
4. CLO4 Develop responsibility and recognition of sustainable and safe use of materials and tools, good working practices and good time management in an art studio and on-site drawing environment.



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- 5. CLO5 Demonstrate through reflective research and analysis of Art in Contemporary contexts an understanding and adoption of ideas that develop personal expression in connection with a cultural awareness.
- 6. CLO6 Develop confidence in expression in visual language and explore beyond your comfort zone.
- 7. CLO7 Demonstrate personal confidence and support of group through discussion and sharing ideas.

### Section 3 Course Description and Implementation

#### 1. Course Description

พัฒนาความคิดสร้างสรรค์และการเรียนรู้โดยใช้หลักการการออกแบบและสื่อสารด้วยภาพ และสร้างเสริมประสบการณ์การสร้างสรรคด้วยการทดลองใช้เครื่องมือ เทคนิค สื่อต่าง ๆ เพื่อสังเกตท่าทาง หลักการ และองค์ประกอบของการออกแบบ รวมถึงเรียนรู้ด้วยการวิเคราะห์สังเกตุและตีความภาพร่างกายมนุษย์ พีช และสิ่งมีชีวิต โดยการวิเคราะห์ผลงานของศิลปินร่วมสมัย ผลงานส่วนบุคคลเพื่อค้นหารูปแบบการสร้างสรรค

Develop creativity and cognitive learning; utilize visual communication, design and art principles; Experience multiple tools, techniques, medium, experimental mark making; research, analysis, observation, gesture, principles and elements of design and composition; examine, analyze, observe and reinterpret the human figure, plant and still life forms. Research, Interpret, evaluate, analyze contemporary artists; personal evaluation; personal expression.

#### 2. Number of hours per trimester

Theory (hours)	Practice (hours)	Self-study (hours)
24	48	72

#### 3. Number of Hours per Week for Individual Advice

4 hours according to instructor’s timetable by appointment



## Section 4: Development of the expected learning outcomes

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

**On completion of the course, students will be able to:**

1. CLO1 Apply and experiment with visual mark making in multiple medium and techniques to explore in drawn, verbal and written form understanding, reflection and appropriate use of Art principles and elements, concepts and techniques that communicate ideas.
2. CLO2 Explore personal expression in coursework and sketchbook to develop an understanding of the relationship between creativity and mental well-being.
3. CLO3 Demonstrate mindfulness, personal responsibility and professional attitudes through involvement in critique discussion, dedication to task, focus and presentation skills.
4. CLO4 Develop responsibility and recognition of sustainable and safe use of materials and tools, good working practices and good time management in an art studio and on-site drawing environment.
5. CLO5 Demonstrate through reflective research and analysis of Art in Contemporary contexts an understanding and adoption of ideas that develop personal expression in connection with a cultural awareness.
6. CLO6 Develop confidence in expression in visual language and explore beyond your comfort zone.
7. CLO7 Demonstrate personal confidence and support of group through discussion and sharing ideas.

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

CLOs	Teaching and learning experience management			Learning outcomes measurements				
	Lecture and demonstration	Critique discussion	Class assignment	Coursework	Sketch-book	Group discussion	Final project and presentation	Classroom Behavior
CLO1	/		/	/			/	
CLO2	/		/	/	/		/	
CLO3		/				/	/	/
CLO4	/							/
CLO5	/	/	/		/		/	
CLO6	/		/				/	
CLO7		/				/		



## SECTION 5 LESSON PLAN AND EVALUATION

### 1. Lesson Plan

Teaching Period	Topics/Details	Number of hours		Methods: Teaching Media	Lecturer
		Theory*	Practice**		
1	Introduction to the course, Demonstration and practice of exploring how to see / contour	2:00	4:00	Lecture, demonstration, examples, practice, critique	D.Cholsiri
2	Demonstration and practice of still life observation Contour, Cross contour	2:00	4:00	Lecture, demonstration, examples, practice, critique	D.Cholsiri
3	Practice of still life observation of contour, composition theory	2:00	4:00	Lecture, demonstration, examples, practice, critique	D.Cholsiri
4	Demonstration and experiment of materials	2:00	4:00	Lecture, demonstration, examples, practice, critique	D.Cholsiri
5	Still life observation of positive and negative space	2:00	4:00	Lecture, demonstration, examples, practice, critique	D.Cholsiri
6	Still life observation of media and various materials	2:00	4:00	Lecture, demonstration, examples, practice, critique	D.Cholsiri
7	Perspective, proportion	2:00	4:00	Lecture, demonstration, examples, practice, critique	D.Cholsiri
8	Demonstration and practice of portrait	2:00	4:00	Lecture, demonstration, examples, practice, critique	D.Cholsiri
9	Demonstration and practice of figure	2:00	4:00	Lecture, demonstration, examples, practice, critique	D.Cholsiri
10	Introduction to contemporary artists, Personal research. Sketchbooks	2:00	4:00	Lecture, demonstration, examples, practice, critique	D.Cholsiri
11	Practice of observation drawing employing contemporary artists' techniques and expression various media, develop own project.	2:00	4:00	Lecture, demonstration, examples, practice, critique	D.Cholsiri
12	Final presentation	2:00	4:00	Lecture, guided discussion	D.Cholsiri
<b>Total hours of the entire trimester</b>		<b>24</b>	<b>48</b>		



## 2. Plan for Assessment of Expected Course-Level Learning Outcomes (CLOs)

### 2.1 Measurement and Evaluation of learning achievement

#### A. Formative Assessment

- Use of sketchbooks to develop personal learning and expression
- Targeted questions
- In-class discussion
- Group and Individual feedback on coursework, homework, and presentations

#### B. Summative Assessment

(1) Tool and weight for measurement and evaluation

Learning Outcomes	Evaluation Method*					Weight (Percentage)
	Coursework	Sketchbook	Group discussion	Final project and presentation	Classroom Behavior	
CLO1 Apply and experiment with visual mark making in multiple medium and techniques to explore in drawn, verbal and written form understanding, reflection and appropriate use of Art principles and elements, concepts and techniques that communicate ideas.	15	-	-	15	-	30
CLO2 Explore personal expression in coursework and sketchbook to develop an understanding of the relationship between creativity and mental well-being.	15	5	-	10	-	30
CLO3 Demonstrate mindfulness, personal responsibility and professional attitudes through involvement in critique discussion, dedication to task, focus and presentation skills.	-	-	5	5	5	15
CLO4 Develop responsibility and recognition of sustainable and safe use of materials and tools, good working practices and good time management in an art studio and					5	5



on-site drawing environment.						
CLO5 Demonstrate through reflective research and analysis of Art in Contemporary contexts an understanding and adoption of ideas that develop personal expression in connection with a cultural awareness.		5		5		10
CLO6 Develop confidence in expression in visual language and explore beyond your comfort zone.				5		5
CLO7 Demonstrate personal confidence and support of group through discussion and sharing ideas.			5			5
<b>Total</b>	<b>30</b>	<b>10</b>	<b>10</b>	<b>40</b>	<b>10</b>	<b>100</b>

(2) Measurement and evaluation

1. For grade A – F

Grade	Achievement	Final Score (% Range)	GPA
A	Excellent	90 – 100	4.0
B+	Very good	85 – 89	3.5
B	Good	80 – 84	3.0
C+	Fairly good	75 – 79	2.5
C	Fair	70 – 74	2.0
D+	Poor	65 – 69	1.5
D	Very poor	60 – 64	1.0
F	Fail	Less than 60	0.0

2. Projects Rubric

Class Assignment	Sophisticated	Highly Competent	Competent	Basic Competence	Not Yet Complete
	(90-100%)	(80-89%)	(70-79%)	(60-69%)	(0-59%)





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<b>Technical Skills development</b>	The student demonstrated in depth understanding and use of techniques and procedures. The techniques are clearly accurate and evident in the final works.	The student demonstrated some understanding and use of techniques and procedures. The techniques are evident in the final works.	The student demonstrated some understanding and/or use of techniques and procedures. The techniques employed are relevant to final work.	The student demonstrated little understanding and/or use of techniques and procedures and/or no connection to final work.	The student demonstrated little or no understanding of techniques and procedures with no evidence in the final work.
<b>Applica- tion of topics</b>	The student demonstrated in depth un- derstanding of their learning on the course and clear conscious evidence of applied knowledge and techniques in the project.	The student demonstrated some under- standing of their learning on the course and evidence of applied knowledge and tech- niques in the project.	The student demonstrated limited awareness of their learning on the course and some evidence of applied knowledge and techniques in the project.	The student demonstrated limited understanding of their learning and/or some evi- dence of knowledge and techniques applied into the project.	The student demonstrated little or no evidence of knowledge and techniques applied into the project.
<b>Process</b>	The student demonstrated in depth developed ideas in sketchbooks and/or experimentations and followed a clear logical process evident in the final work	The student demonstrated developed ideas in sketchbooks and/or experimentations and followed a process related to the final work.	The student demonstrated some experimentation in sketch books and/or tests with some or erratic progression evident in the final work.	The student demonstrated limited experimentation, followed limited process leading to the final work.	The student demonstrated limited to no experimentation leading to the final work.
<b>Appeal and Finish</b>	The final work is completed to a sophisticated finish and has exceptional appeal.	The final work is completed to a sophisticated finish and has good appeal.	The final work is completed to a satisfactory level and/or has some appeal.	The final work is incomplete, unfinished or inconsistent and/or lacks appeal	The final work is incomplete and no evidence of what appeal apparent
<b>Final Project</b>	<b>Sophisticated</b>	<b>Highly Competent</b>	<b>Competent</b>	<b>Basic Competence</b>	<b>Not Yet Complete</b>
	<b>(90-100%)</b>	<b>(80-89%)</b>	<b>(70-79%)</b>	<b>(60-69%)</b>	<b>(0-59%)</b>
<b>Creativity</b>	Artwork demonstrates creativity in process and practice and delivers on ideas from concept to completion with unique, novel and original approaches.	Artwork demonstrates some creativity in practice and delivers on most ideas from concept to completion with some works with unique approaches evident.	Artwork demonstrates variable creativity in practice and delivers some ideas from concept to completion with some unique approaches.	Artwork demonstrates limited creativity in practice and delivers on few ideas or has unclear evidence from concept to completion with some use of derivative approaches.	Artwork shows limited to no creativity and/or is incomplete, with unclear or no evidence from concept to completion. Work frequently uses derivative approaches.
<b>Use of Elements and Principles</b>	Planned carefully with advanced awareness and application of all elements and principles of design used. Results are above expectations	The artwork shows clear awareness of and use of one or more elements and principles of design. Results met expectations	Assignment shows some/variable awareness of the elements and principles of design but limited planning in application and/or composition	Assignment shows random awareness of the elements and principles of design limited or no planning in their application and/or composition	Assignment shows no awareness of the elements and principles of design with limited or no application and/or composition
<b>Craftsmanship</b>	Meticulous planning and	Evidence of planning	Evidence of some planning	Limited evidence of	Limited or no evidence



	understanding of craftsmanship and knowledgeable application of technical skills Work is presented with care.	and understanding of craftsmanship and application of some technical skills mostly effective. Work is presented clean.	and understanding of craftsmanship and adequate attempts at application of technical skills. Work is mostly clean.	planning and/or understanding of craftsmanship and attempts at application of technical skills are variable. Most work is clean.	of planning and/or understanding of craftsmanship and application of technical skills are mostly inaccurate. Work is not presented clean.
<b>Understanding Achievement &amp; Completion</b>	Student is fully aware of all aspects of the course, art processes and practice and fully engages with the activities to their completion	Student is aware of all aspects of the course, art processes and practice and engages with the activities to completion	Student is mostly aware of all aspects of the course, art processes and practice and usually engages with the activities to completion	Student is mostly aware of most aspects of the course, art processes and practice and engages with some of the activities to completion	Student is mostly unaware of aspects of the course, art processes and practice and engages with a few activities – not always to completion
<b>Time Management Effort and Participation</b>	Class time used wisely. Sketch books and project planning support coursework. Student was actively engaged and self-motivated	Class time used well. Sketch books and project planning support coursework. Student was mostly engaged and self-motivated	Class time was mostly effective. Sketch books and project planning limited relevance to coursework. Student was mostly engaged	Class time was variable in effectiveness. Sketch books and project planning is limited. Student was sometimes distracted	Class time limited in effectiveness. Limited or no use of sketch books or planning. Student was often distracted

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

N/A

### 3. Students' Appeal

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



## Section 6 Teaching Resources

- 1) Edwards, Betty Drawing on the Right Side of the brain, 1979 (revised and reprinted in 1999, and 2012), Penguin Putnam
- 2) Edwards, Betty Drawing on the Artist Within, 1986, Simon & Schuster
- 3) Maslen, Mick and Southern, Jack The Drawing Projects: An Exploration of the Language of Drawing 2011 BlackDog paperback
- 4) Jenny, Peter Figure Drawing Princeton Architectural Press 2012
- 5) Jenny, Peter The Artist's Eye Princeton Architectural Press 2012
- 6) Jenny, Peter Drawing Techniques Princeton Architectural Press 2012

### Other Resources (if any)

- 1) Original articles and text excerpts by the treated authors
- 2) Summaries, lecture notes and E-learning material produced by the instructor
- 3) Multimedia material
- 4) Any reliable source that relates to the specific course content from the library or the internet, online gallery resources and artists websites



## Section 7 Evaluation and Improvement of Course Implementation

### 1. Strategy for Course Effectiveness Evaluation by Students

Evaluation form on course content, course management, and overall opinion at the end of every trimester.

### 2. Strategy for Teaching Evaluation

- (1) Students' learning outcome
- (2) Student evaluation
- (3) Instructor evaluation

### 3. Teaching Improvement

- (1) Research
- (2) Training and workshops on teaching
- (3) Class observation, peers' observation

### 4. Verification of Standard of Learning Outcome for the Course

Score for continuous assessment classwork/coursework, mid-term review of work and final proposal and presentation of practice based projects.

### 5. Revision Process and Improvement Plan for Course Effectiveness

- (1) Instructor peer observation
- (2) Instructor evaluation
- (3) Student evaluation

Meetings of lecturers to review courses at the end of each trimester



## Appendix

### Relations between the course and the General Education

**Table 1** Relations between CLOs and MU-GE Module LOs (numbers in the table = Sub LOs)

ICGH 117	MU-GE LOs								
	MLO1	MLO2	MLO3	MLO4	MLO5	MLO6	MLO7	MLO8	MLO9
CLO1 Apply and experiment with visual mark making in multiple medium and techniques to explore in drawn, verbal and written form understanding, reflection and appropriate use of Art principles and elements, concepts and techniques that communicate ideas.	1.1	2.3							
CLO2 Explore personal expression in coursework and sketchbook to develop an understanding of the relationship between creativity and mental well-being.			3.1					8.2	
CLO3 Demonstrate mindfulness, personal responsibility and professional attitudes through involvement in critique discussion, dedication to task, focus and presentation skills.							7.1		
CLO4 Develop responsibility and recognition of sustainable and safe use of materials and tools, good working practices and good time management in an art studio and on-site drawing environment.							7.3		
CLO5 Demonstrate through reflective research and analysis of Art in Contemporary contexts an understanding and adoption of ideas that develop personal expression in connection with a cultural awareness.	1.3		3.2						
CLO6 Develop confidence in expression in visual language and explore beyond your comfort zone.								8.1	



CLO7 Demonstrate personal confidence and support of group through discussion and sharing ideas.								7.2		
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**Table 2** LOs that the course is responsible for

MU-GE LOs	Sub LOs
MLO2. select & use techniques and methods to solve open-ended, ill- defined and multistep problems	2.2. make judgment & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives
	2.3 apply concept of process management to solve problems
MLO3 acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation	3.1 connect, synthesize and/or transform ideas or solutions within a particular framework
	3.2. integrate alternative, divergent, or contradictory perspectives or ideas in the solution of a problem or question
MLO4 create a novel or unique ideas, question, format, or product within a particular framework	4.1. Create an original explanation or solution to the issues/problems
	4.2 articulate the rationale for & consequences of his/her solution- identify opportunities & risk
MLO5. explore and situate oneself in a new physical environment and intellectual perspectives	5.2 resort to multi-dimensional settings and tools to acquire knowledge and skills relevant to the problem or situation at hand
MLO7. apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others	7.1. identify ethical issues and recognize different viewpoint and ideologies
	7. 3. apply principle of ethical leadership, collaborative engagement, and respect diversity
MLO8. 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.	8. 1. communicate/present ideas effectively both oral & written forms, proper to a range of audience groups, such as verbal discussion with peers, project report.
	8. 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.
	8. 3. prepare written documents to express ideas/solutions using different writing technologies, and mixing texts, data, and images.



**Table 3 MU-GE Module LOs:** At the end of studying MU-GE Module, successful students will be able to

Competences	LOs:	Sub LOs:
<b>1. Critical thinking &amp; Analysis:</b> Use various sources and methods to collect and manage data & information and make a logical judgement and decision to arrive at a 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 used information 3. Collect, analyze, 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 judgement & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives 3. Apply concept of process management to solve problems
<b>2. Creativity &amp; Innovation:</b> Show 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 problems or situation at hand
<b>3. Global perspectives &amp; Ethics:</b> 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 principles of ethical leadership, collaborative engagement, and respect diversity



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Competences	LOs:	Sub LOs:
<p><b>4. Communication:</b> Communicate effectively and confidently using oral, visual, and written language</p>	<p>8. Use a variety of means/ technologies to communicate effectively and purposefully; e.g., share information/ knowledge, express ideas, demonstrate or create individual &amp; group product, etc.</p>	<ol style="list-style-type: none"> <li>1. Communicate/present ideas effectively both oral &amp; written forms to appropriate audience, such as verbal discussion with peers, and written project reports.</li> <li>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.</li> <li>3. Prepare written documents to express ideas/solutions using different writing technologies, and mixing texts, data, and images.</li> <li>4. Demonstrate competence in a second or additional language</li> </ol>
<p><b>5. Collaboration and Working with team:</b> Collaborate and work effectively with team to arrive at team goals</p>	<p>9. Collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time</p>	<ol style="list-style-type: none"> <li>1. Collaborate effectively with others as a responsible team member to achieve team goals in time</li> <li>2. Interact with others respectfully, either as a team member or leader, to create a productive teamwork</li> </ol>