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Please Specify GE basket

| MUIC GE Basket | MUGE Literacy |
|---|---|
| ☐ English Communication | ☑ MU Literacy |
| ☐ Life Appreciation | ☐ Health Literacy |
| ☐ Global Citizenship | ☐ Science and Environmental Literacy |
| ☑ Critical Thinking | ☐ Intercultural and Global Awareness Literacy |
| ☐ Leadership | ☐ Civic Literacy |
| ☐ Digital Literacy | ☐ Finance and Management Literacy |

**GE and Course's CLOs Alignment**

| MUIC GE PLO | MUGE Literacy LO | Course Learning Outcomes (CLOs) |
|---|---|---|
| PLO5 Examine the current state of the world and the connection between local and global issues<br><br>PLO6 Apply critical thinking to construct well-reasoned solutions or conclusion | Los: 5 explore and situate oneself in a new physical environment and intellectual perspectives<br><br>Sub 5.1 demonstrate cultural competencies and adaptabilities in different working environments<br><br>Sub 5.2 resort to multi-dimensional settings &amp; tools to acquire knowledge and skills relevant to the problems or situation at hand<br><br>Los: 6 act autonomously within context | 1. CLO1 Recognize the role of direct and abstract communication by applying macro-sociological and micro-sociological levels of analysis to human interaction<br>2. CLO 2 Discriminate between a healthy and unhealthy lifestyle through the understanding of social/ global stratification, social interaction and self-concept<br>3. CLO 3 Value balance in life by recognizing the importance and limitation of cultural relativism, subcultures, socialization, social institutions, modern media, technology and |

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| | of relationships to others, law, rules, codes, and values<br><br>Sub 6.2 identify the national &amp; global challenges associated with current economic, political, and social systems<br><br>Sub 6.3 exhibit characteristics of responsible citizenship | gender roles<br>4. CLO 4 Develop a lifestyle which leads to better levels of self-expression, personal well-being, and social harmony when considering their social location and attempting to overcome existing social inequalities<br>5. CLO 5 Develop an intellectual curiosity by discovering diverse social factors behind human behaviors and motivations and social inequalities globally which sustains personal and communal growth |
|---|---|---|

| GE Basket | GE PLOs | Description |
|---|---|---|
| Global Citizenship | PLO5 | Examine the current state of the world and the connection between local and global issues |

## Course Specification

## Section 1 General Information

### 1. Course Code and Title

In Thai ICGS 115 สังคมวิทยาในโลกสมัยใหม่/ICSS 113 สังคมวิทยาเบื้องต้น

In English ICGS 115 Sociology in the Modern World/ ICSS 113 Introduction to Sociology

### 2. Number of Credits ...................4...........................................

(Theory ......4.... hrs. Practice ...8...... hrs. Self-Study ...0...... hrs./week)

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## 3. Curriculum and Course Type

3.1  Program                    Bachelor's degree program ☐ Thai Program  ☑ International Program

3.2  Course Type                General Education Course

☐ Core Course          ☐ Language

☑ MU Literacy

☐ Elective Course

3.3  Specify Course's Literacy

☐ MU Literacy

☐ Health Literacy

☐ Science and Environmental Literacy

☐ Intercultural and Global Awareness Literacy

☑ Civic Literacy

☐ Finance and Management Literacy

## 4. Course Coordinator and Instructor

4.1  Course Responsible Instructor  Eugene Jones

4.2  Instructors                Eugene Jones

## 5. Trimester/Class Level

5.1  Trimester 1, 2, 3                    …. / Class Level 100

5.2  Number of Students Allowed        Approximately 40   Students

## 6. Prerequisites

None

## 7. Co-requisites

None

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## Section 2 Course Goals and Course Description

## 1. Course Goals

Sociology is the scientific study of social interactions and of social organizations. The course seeks to provide students with an understanding of human society and social action in the modern world. Students identify and understand the elements of cultures, social structures, social institutions and social/ global stratification which influence individuals' life orientation and alter their life chances. Students appreciate life in different social contexts whilst comprehending its limitations. Students understand theoretical perspectives and ongoing debates in sociology. Students employ critical thinking in applying the perspectives to various social contexts and social problems existing in the modern world. Students explore social injustice and inequalities, reflect and relate to their own life, and suggest solutions for a betterment of society.

Learning skills students can develop and apply for further study or work in future are as follows:

- Students create and construct an argument effectively as well as identify, critique and evaluate the logic and validity of arguments surrounding Sociology
- Students select and use methods to solve multifaceted social problems
- Students learn the strategies used by other sociologists in solving social problems in the past and adapt them to modern social problems
- Students explore and situate oneself in a new physical environment and intellectual perspectives.
- Students apply ethical frameworks and consider their implications in his/her decision-making and interacting with others
- Students use a variety of means/ technologies to communicate effectively and purposefully- e.g. in presentation, social work project and class discussion
- Students collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time

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## 2. Course Description

(In Thai)    สังคมวิทยาเป็นหลักการในการทำความเข้าใจโลกสมัยใหม่ และชื่นชมชีวิตของแต่ละบุคคล สาขาวิชาที่อธิบายปรากฏการณ์ทางสังคม การเมืองและเศรษฐกิจ ปฏิสัมพันธ์ทางสังคมและองค์กรทางสังคม มุมมองทางสังคมวิทยา ระเบียบวิธีและข้อมูลเชิงลึกทางสังคมวิทยา หัวข้อที่เกี่ยวข้องกับโลกสมัยใหม่รวมถึงวัฒนธรรม กระบวนการขัดเกลาทางสังคม ครอบครัว ความไม่เท่าเทียมกันทางสังคม การกีดกันทางเพศเชื้อชาติ สีผิว อายุ สื่อสมัยใหม่และการเปลี่ยนแปลงทางสังคมปัจจุบัน ปัญหาสังคมที่มีอยู่ทั่วโลก การประเมินสังคมและมีส่วนร่วมในวิธีการที่จะปรับปรุงคุณภาพชีวิต

(In English) Sociology as a principle for understanding the modern world, life appreciation; a field of study explaining social, political, and economic phenomena; social interactions and social organizations; sociological perspectives; methodologies and sociological insights; topics relevant to the modern world including culture, socialization process, family, social inequality, gender relations, racism, ageism, modern media, and social change; global social problems; evaluation of societies; influencing and improving life's quality

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## Section 3 Course Objectives, Course-level Learning Outcomes and Course Implementation

### 1. Course Objectives

The course describes important sociological perspectives, elements of cultures, social structures and socialization process which influence lives. It outlines changes in the institutions of modern society. The course explains the social factors which account for the differences and inequalities between societies and individuals. It encourages students to interrelate human interactions with social phenomena in the modern world. It provides the frameworks for students to synthesize factors which influence the sense of self and to appreciate life beyond the modern world's challenges.

### 2. Course-level Learning Outcomes: CLOs

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

CLO1 Recognize the role of direct and abstract communication by applying macro-sociological and micro-sociological levels of analysis to human interaction

CLO2 Discriminate between a healthy and unhealthy lifestyle through the understanding of social/ global stratification, social interaction and self-concept

CLO3 Value balance in life by recognizing the importance and limitation of cultural relativism, subcultures, socialization, social institutions, modern media, technology and gender roles

CLO4 Develop a lifestyle which leads to better levels of self-expression, personal well-being, and social harmony when considering their social location and attempting to overcome existing social inequalities

CLO 5 Develop an intellectual curiosity by discovering diverse social factors behind human behaviors and motivations and social inequalities globally which sustains personal and communal growth

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

| CLOs | Teaching and learning experience management | | Learning outcomes measurements |
| --- | --- | --- | --- |

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| | Lecture | Class Discussion | Case Studies | Documentary | Movie | MCQ | Learning outcome measurements |
|---|---|---|---|---|---|---|---|
| CLO1 | √ | √ | | | | CLO1 | Participation and Group Work |
| CLO2 | √ | √ | √ | √ | √ | CLO2 | Participation and Group Work, Case Study Analysis, Presentation, Quiz, Midterm exam, Essay |
| CLO3 | √ | √ | √ | √ | | CLO3 | Participation and Group Work, Case Study Analysis, Presentation, Quiz, Essay |
| CLO4 | √ | √ | √ | | | CLO4 | Case Study Analysis |
| CLO5 | √ | √ | | | √ | CLO5 | Participation and Group Work, Presentation, Midterm exam, Essay |

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## Section 4 Lesson Plan and Evaluation

### 1. Lesson Plan

| Teaching Period | Topics/Details | Number of hours | | Methods: Teaching Media | Lecturer |
|---|---|---|---|---|---|
| | | Theory* | Practice** | | |
| 1 | Introduction to the class | 0 | 2 | Lecture, power point, Q and ! | EJ |
| 2 | Overview of topics and issues | 1.30 | 0.30 | Lecture, powerp  point, reading, discussion... <br> Group discussion: ................ | EJ |
| 3 | Survey of major social theories | 2.00 | 0 | Power point, Video, discussion | EJ |
| 4 | What is society (social ontology / authority) | 1.00 | 1.00 | Lecture:  Q and A, discussions | EJ |
| 5 | Culture: Primarily generational or primarily geographical | 1:00 | 1.00 | Lecture: ppt and readings, discussion, case analysis | EJ |
| 6 | Individual humans / free will and responsibility | 1.30 | 0.30 | Lecture, presentation, discussion | EJ |
| 7 | Relation of society and individual/the process | 0.00 | 2:00 | Movie and discussion | EJ |

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| Teaching Period | Topics/Details | Number of hours | | Methods: Teaching Media | Lecturer |
| --- | --- | --- | --- | --- | --- |
| | | Theory* | Practice** | | |
| | of socialization | | | | |
| 8 | Tools of socialization, Media, religion, sports, politics, schools | 1.00 | 1.00 | Lecture, demonstration, case presentations and discussion | EJ |
| 9 | The use of music and song in socialization and habit formation | 0.00 | 2.00 | Songs and videos, discussion | EJ |
| 12 | Basis of behavior (nature vs nurture) | 1.30 | 0.30 | Lecture, presesntation, discussion, readings | EJ |
| 13 | Goal and process orientation | 0.30 | 1;30 | Discussion, cases, lecture | EJ |
| 14 | Feminism | 2.00 | 0.00 | Lecure and discusion, readings | EJ |
| 15 | Toward the future | 2.00 | 0.00 | Lecture, discussion, brain storming | EJ |
| | **Total hours of the entire semester** | 14 | 10 | | |

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

   2.1 **Measurement and Evaluation of learning achievement**

      A. **Formative Assessment**

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1. Participation and class work 5%

   This includes contribution to discussions based on critical reasoning and understanding or issues.

2. Quizzes and reviews 10%

   Students will watch one or two videos, discuss and write reviews.

3. Presentation 10 %

   Students will present a contemporary social issue. Presentations will be in groups.

4. Midterm exam 30%

   Midterm exam comprises long answer questions.

5. Final Examination 40%

   Final examination comprises long answer questions. Answers should apply content such as socialization, social institutions, social/ global stratification, and macro-micro sociology to analyze the cases.

..................................................................................................................................................................................

### B. Summative Assessment

(1) Tool and weight for measurement and evaluation

| Learning Outcomes | Evaluation Method* | | | | Weight (Percentage) |
|---|---|---|---|---|---|
| | MCQ | Group work | Individual work presentation | ..xx.. | |
| CLO1 Recognize the role of direct and abstract communication by applying macro-sociological | 10 | 5 | 5 | 5 | **30** |

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| | | | | | |
|---|---|---|---|---|---|
| and micro-sociological levels of analysis to human interaction | | | | | |
| CLO2 Discriminate between a healthy and unhealthy lifestyle through the understanding of so-cial/ global stratification, social interaction and self-concept | 10 | - | 10 | - | **20** |
| CLO3 Value balance in life by recognizing the importance and limitation of cultural relativism, subcultures, socialization, social institutions, modern media, tech-nology and gender roles | 10 | - | 10 | 5 | **15** |
| CLO4 Develop a lifestyle which leads to better levels of self-expression, personal well-being, and social harmony when con-sidering their social location and attempting to overcome existing social inequalities | - | 5 | 10 | - | **15** |
| CLO 5 Develop an intellectual curiosity by discovering diverse social factors behind human be-haviors and motivations and so-cial inequalities globally which sustains personal and communal growth | **5** | **5** | **5** | - | **15** |
| รวม | **35** | **15** | **40** | **10** | **100** |

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(2) Grading Rules

Attendance required (4 absences allowed) -2 for each additional absence, Late will be penalized 3 points per day.

This course uses an A-F grade scale.

| 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 |

(3)  Measurement and Evaluation

The passing grade for this course is 60

| | A 90% | B+ 85% | B 80% | C+ 75% | C 70% | D+ 65% | D 60% |
|---|-------|--------|-------|--------|-------|--------|-------|
| 10% each Class Participation, Quizzes | 9 | 17 | 16 | 15 | 14 | 13 | 12 |
| 10% group presentation | 9 | 8.5 | 8 | 7.5 | 7 | 6.5 | 6 |
| 30% Mid-term Exam | 27 | 25.5 | 24 | 22.5 | 21 | 19.5 | 18 |
| 40% Final Exam | 36 | 34 | 32 | 30 | 28 | 26 | 24 |
| Total 100% | | | | | | | |

B. For students with ID 67 and above

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| Grade | Achievement | Final Score (% range) |
|---|---|---|
| O | Outstanding | 90-100 |
| S | Satisfactory | 60-89 |
| U | Unsatisfactory | Less than 60 |

| % of each class | O | S | U |
|---|---|---|---|
| **10% each Class Participation, Quizzes** | 9 | 6 | Below 6 |
| **10% group presentation** | 9 | 6 | Below 6 |
| **30% Midterm Exam** | 27 | 18 | Below 18 |
| **40% Final Exam** | 36 | 24 | Belo2 24 |
| Total = 100 % | | | |

## 2.2 Re-examination (if the course allows any.)

N/A

## 3. Students' Appeal

Students can submit appeals to the course coordinator/course lecturer via email or in writing through the division secretary. The course coordinator/course lecturer will consider the appeal and inform or discuss the decision with the student directly, via writing or verbal communication.

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## Section 5 Teaching Resources

### 1. Required Texts

    1) Giddens, A and Sutton, P.W. (2017). Sociology, 8th edition Cambridge: Polity Press.

    2) Jones, P. (2011). Introducing Social Theory, 2nd edition Cambridge: Polity Press.

    3) Nehring, D. (2013). Sociology: An Introductory Textbook and Reader, London: Pearson. Available as e book.

    4) Punch, S. et al. (2013). Sociology: Making Sense of Society. 5th ed. London: Pearson. Available as e book

### 2. Suggested Materials

Posted on Google Classroom

### 3. Other Resources (if any)

..............................................................................................................................................................

## Section 6 Evaluation and Improvement of Course Implementation

### 1. Analysis and Evaluation of Course Implementation

A. Data for Analysis

................................................

B. Course Effectiveness Evaluation

Student evaluations

Peer observation

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

Peer observation

### 3. The self-assessment report of the course

Student and peer suggestions.

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# Appendix

## 1. Relations between the course and the General Education

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

| (Course Code) ICGS 115 | MU-GE LOs | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | MLO1 | MLO 2 | MLO 3 | MLO 4 | MLO 5 | MLO 6 | MLO 7 | MLO 8 | MLO 9 |
| CLO1 Recognise the role of direct and abstract communication by applying macro-sociological and micro-sociological levels of analysis to human interaction | | 2.3 | 3.2 | | 5.1 | | 7.1 7.3 | | |
| CLO2  Discriminate between a healthy and unhealthy lifestyle through the understanding of social/ global stratification, social interaction and self-concept | 1.3 | | | | 5.2 | 6.1 6.2 6.3 | 7.1 | | |
| CLO3 Value balance in life by recognizing the importance and limitation of cultural relativism, subcultures, socialization, social institutions, modern media, technology and gender | 1.1 1.2 1.4 | | | 4.2 | 5.1 | 6.2 | 7.3 | 8.1 8.2 8.3 | 9.1 9.2 |

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| roles | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| CLO4 Develop a lifestyle which leads to better levels of self-expression, personal well-being, and social harmony when considering their social location and attempting to overcome existing social inequalities | 1.4 | 2.3 | 3.2 | 4.1 | 5.1 | 6.1 6.2 6.3 | 7.1 | 8.1 8.2 8.3 | 9.1 9.2 |
| CLO 5 Develop an intellectual curiosity by discovering diverse social factors behind human behaviors and motivations and social inequalities globally which sustains personal and communal growth | 1.4 | | 3.1 | 4.1 | 5.1 | 6.1 6.2 6.3 | 7.1 7.3 | 8.1 8.2 8.3 | 9.1 9.2 |

**Table 2** LOs that the course is responsible for

| MU-GE LOs | Sub LOs |
|---|---|
| MLO1 Create & construct an argument effectively as well as identify, critique and evaluate | |

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| the logic & validity of arguments | |
|---|---|
| | 1.1  Identify concepts related to the context of learned issues/topics |
| | 1.2 Demonstrate ICT literacy: use appropriate technology to find, evaluate, and ethically used information |
| | 1.3 Collect, analyze, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems |
| MLO 2 Select & use techniques and methods to solve open-ended, ill-defined and multistep problems | 1.4 Synthesize information to arrive at logical reasoning |
| MLO3 Acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation | 2.3 Apply concept of process management to solve problems |
| MLO4 Create a novel or unique ideas, question, format, or product 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 |
| MLO 5 Explore and situate one-self in a new physical environment and intellectual perspectives | 4.2 Articulate the rationale for & consequences of his/her solution- identify opportunities & risk |

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| | |
|---|---|
| MLO 5 Explore and situate one-self in a new physical environment and intellectual perspectives<br><br>MLO 6 act autonomously within context of relationships to others, law, rules, codes, and values | 5.1 Demonstrate cultural competencies and adaptabilities in different working environments |
| | 5.2 Resort to multi-dimensional settings and tools to acquire knowledge and skills relevant to the problems or situation at hand |
| MLO 6 act autonomously within context of relationships to others, law, rules, codes, and values<br><br>MLO7 Apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others | 6.1 Demonstrate an understanding of the principles upon which sustainable ecosystems and societies are built |
| | 6.2 Identify the national & global challenges associated with current economic, political, and social systems |
| | 6.3 Exhibit characteristics of responsible citizenship |
| | 6.4 Work effectively in diverse team (and multi-cultural settings) |
| MLO7 Apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others<br><br>MLO 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. | 7.1 Identify ethical issues and recognize different viewpoint and ideologies |
| | 7.3 Apply principles of ethical leadership, collaborative engagement, and respect diversity |
| MLO 8 Use a variety of means/ technologies to communicate | 8.1 Demonstrate an understanding of the principles upon which sustainable ecosystems and societies are built |

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| effectively and purposefully; e.g., share information/ knowledge, express ideas, demonstrate or create individual & group product, etc. | 8.2 Identify the national & global challenges associated with current economic, political, and social systems |
| --- | --- |
| | 8.3 Exhibit characteristics of responsible citizenship |
| MLO 9 Collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time | 9.1 Collaborate effectively with others as a responsible team member to achieve team goals in time |
| | 9.2 Interact with others respectfully, either as a team member or leader, to create a productive teamwork |

## 2. Rubric scoring*

For Essays: 　Understanding and Explication-10%

　　　　　　Critical thinking- 40%

　　　　　　Dialectical Method-30%

　　　　　　Using argument form- 20%

For Presentation: 　Explanation and information- 20%

　　　　　　　　Critical argumentation-50%

　　　　　　　　Creativity and constructiveness-30%

For classwork: 　Raising and answering questions-100%

For Quizzes: 　Answer questions-100%

## 3. Relations between the course and Sustainable Development Goals (SDGs)

☐ SDG1 　No poverty

☐ SDG2 　Zero Hunger

☐ SDG3 　Good Health and Well – being

☐ SDG4 　Quality Education

☑ SDG5 　Gender Equality

☐ SDG6 　Clean Water and Sanitation

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☐ SDG7   Affordable and Clean Energy

☐ SDG8   Decent Work and Economic Growth

☐ SDG9   Industry, Innovation and Infrastructure

☐ SDG10  Reduced Inequalities

☑ SGD11  Sustainable Cities and Communities

☐ SDG12  Responsible Consumption and Production

☐ SDG13  Climate Action

☐ SDG14  Life Below Water

☐ SDG15  Life on Land

☑ SDG16  Peace, Justice and Strong Institutions

☐ SDG17  Partnerships for the goals

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

| Competences | LOs: | Sub LOs: |
|---|---|---|
| 1. **Critical thinking & Analysis**: Use various sources and methods to collect and manage data & information and make a logical judgement 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 | 1.1 identify concepts related to the context of learned issues/topics<br>1.2 demonstrate ICT literacy: use appropriate technology to find, evaluate, and ethically use information<br>1.3 collect, analyze, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems<br>1.4 synthesize information to arrive at logical reasoning |
| | 2. select & use techniques and methods to solve open-ended, ill-defined and multistep problems | 2.1 apply simple mathematical methods to the solution of 'real-world' problems<br>2.2 make judgement & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives<br>2.3 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 | 3.1 connect, synthesize and/or transform ideas or solutions within a particular framework<br>3.2 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 | 4.1 create an original explanation or solution to the issues/problems<br>4.2 articulate the rationale for & consequences of her/his solution- identify opportunities & risk<br>4.3 implement innovation through process management approach |
| | 5. explore and situate oneself in a new physical environment and intellectual perspectives | 5.1 demonstrate cultural competencies and adaptabilities in different working environments<br>5.2 resort to multi-dimensional settings & tools to acquire knowledge and skills relevant to the problems or situation at hand |

Program..........................................    Program Level    ☑ Bachelor    ☐ Graduate Diploma    ☐ Master    ☐ Higher Graduate Diploma    ☐ Doctor

Course Title.........................................    Mahidol University International College

Course Code: ICGx XXX    Department ...........................................

| Competences | LOs: | Sub LOs: |
|---|---|---|
| **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 | 6.1 demonstrate an understanding of the principles upon which sustainable ecosystems and societies are built<br>6.2 identify the national & global challenges associated with current economic, political, and social systems<br>6.3 exhibit characteristics of responsible citizenship<br>6.4 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 | 7.1 identify ethical issues and recognize different viewpoint and ideologies<br>7.2 guide & lead others<br>7.3 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. | 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.<br>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.<br>8.3 prepare written documents to express ideas/solutions using different writing technologies, and mixing texts, data, and images. |
| **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 | 9.1 collaborate effectively with others as a responsible team member to achieve team goals in time<br>9.2 interact with others respectfully, whether as a team member or leader, to create a productive teamwork |