

Mahidol University Announcement Attachment

Subject: Criteria and Procedures for the Teaching Quality Assessment following Mahidol University Professional Standards Framework (MUPSF) 2022

“Examples of activities used for Mahidol University Professional Standards Framework (MUPSF)”

An applicant for an assessment has to submit necessary documents, namely lesson plans for each class and teaching materials. However, if the two types of document still cannot demonstrate certain qualities required, other documents can be submitted as shown in the example activity table below.

Example activities indicated in the lesson plans are the activities planned to be used in each class. Each activity can reflect certain quality as specified. Still, the indicated activities are only the examples. It is possible to use other activities to reflect that quality.

No.	Details of the Teaching Quality Levels following Mahidol University Professional Standards Framework (MUPSF)	Example activities
1	The teaching design is appropriate for the learning objectives.	Documents demonstrating the required quality
2	The lesson plans have all the required components and correspond with the learning objectives and learning outcomes of the course.	Documents demonstrating the required quality
3	The teaching materials contain accurate content for the field of study.	Documents demonstrating the required quality
4	The teaching documents use correct language and proper citation.	Documents demonstrating the required quality
5	The lesson plans are regularly revised and updated.	Documents demonstrating the required quality

No.	Details of the Teaching Quality Levels following Mahidol University Professional Standards Framework (MUPSF)	Example activities
6	The teaching design incorporates an integration between fields of study/ programs/ departments/ curriculum (Horizontal Integration).	Documents demonstrating the required quality
7	The learning activities include techniques that stimulate all learners to participate, share opinions, and exchange experiences in class, both among the learners and between the learners and the teacher.	Evidence showing that the learning activities are in line with the learning outcomes and encourage learners to participate in the learning, such as active learning, reflection, and discussion
8	The assessment is designed to correspond with the learning objectives.	Documents demonstrating the required quality
9	The results of the assessment are analyzed in order both for teaching development and assessment improvement.	Evidence showing the improvements of the lesson plans and assessment methods derived from the analysis of previous teaching results
10	The knowledge taught is adapted to suit the Thai society, global society, or professional context.	
11	The language used in class is easy to understand and can accommodate the diversity among the learners.	Using analogy
12	Examples or experiences related to the teaching topics are provided.	
13	The learner-centered approach is used.	Outcome-based Education (OBE) Framework

No.	Details of the Teaching Quality Levels following Mahidol University Professional Standards Framework (MUPSF)	Example activities
14	Advice on knowledge resources are provided.	Giving additional references
15	The learning management is designed to provide the learners with an opportunity to search for knowledge by themselves.	Learners design experiments or research by themselves
16	Learners are encouraged to have proper judgment and can select information from reliable sources.	Providing literature review, having critical thinking, or searching for information from database
17	Students are stimulated by questions that promote thinking, as well as encourage them to show their understanding and propose application of the knowledge.	Questioning technique
18	The lessons involve techniques to get learners to reflect on their perception, understanding, and analytical thinking.	Critical reflection
19	Examples or case studies demonstrating the relationship between the subject learned and other related subjects are provided.	
20	Assessment or revision of related fundamental knowledge/skills are provided and linked to the lesson. (Vertical Integration)	1. Using content from prerequisites as an input for the current course design in order that learners can build on it <u>Or</u> 2. Evaluating the learners' abilities before the lesson
21	Teaching media/ teaching aids used are appropriate for the teaching objectives of the lessons.	

No.	Details of the Teaching Quality Levels following Mahidol University Professional Standards Framework (MUPSF)	Example activities
22	Demonstrations or practices of the skills in simulated or real situations are incorporated.	Role play, hands-on practice
23	Suitable feedback that learners can use for their skill improvement is provided.	Immediate feedback/ constructive feedback
24	The learning management provides opportunities for learners to practice or demonstrate 21 st century skills (non-technical) as stated in the learning outcomes such as interpersonal skills, demonstrated ability, problem solving skill, adaptability, and consideration of other people's views.	
25	Formative assessment is used during or at the end of classes to see the learners' progress.	
26	The instructor is punctual.	
27	The instructor is responsible for his/her duty.	
28	The instructor is polite in terms of manners, language used, and appearances.	
29	The instructor has empirical work beneficial for the education quality improvement.	
30	The instructor is a role model of the working unit in terms of his/her teaching ability.	Being a coach/ mentor, or passing on knowledge to other instructors in the faculty
31	The instructor is a national or international role model in terms of his/her teaching ability.	

Remarks:

The details of the grading of the Teaching Quality Assessment following Mahidol University Professional Standards Framework (MUPSF) are:

1. The details of the Teaching Quality Levels no 1-4, 8, 11-12, 14, 17, 19-21, 26-28 are the qualities required for Level 1.
2. The details of the Teaching Quality Levels no 1-28 are the qualities required for Level 2.
3. The details of the Teaching Quality Levels no 1-30 are the qualities required for Level 3.
4. The details of the Teaching Quality Levels no 1-31 are the qualities required for Level 4.

The criteria for the determining of the Academic Rank using the teaching quality results are as follows:

1. Professional level: Having correct and complete lesson plans, having effective learning management following the lesson plans, using the assesment tools that correspond with the assessment principles, being punctual, responsible, and polite in terms of manners, speech, and appearances, and passing the Teaching Quality Levels no. 1-4, 8, 11-12, 14, 17, 19-21, 26-28
2. Senior professional level: Having correct and complete lesson plans, having effective learning management following the lesson plans, being able to teach learners to think, analyze, and synthesize through highly effective teaching techniques, using the assesment tools that correspond with the assessment principles with proper improvement and adjustment, regularly updating the lesson plans, being punctual, responsible, and polite in terms of manners, speech, and appearances, and passing the Teaching Quality Levels no. 1-5, 7-9, 11-12, 14-15, 17-21, 24, 26-28
3. Expert level: Having correct and complete lesson plans, having effective learning management following the lesson plans, designing learning management that learners can participate, being able to teach learners to think, analyze, and synthesize through highly effective teaching techniques, using the assesment tools that correspond with the assessment principles, being able to evaluate and adjust the assessment tools, regularly updating the lesson plans, being punctual, responsible, and polite in terms of manners, speech, and appearances, and passing the Teaching Quality Levels no. 1-28