



Mahidol University Announcement Attachment

Subject: Rules and Procedures for Teaching Quality Assessment, following
 Mahidol University Professional Standards Framework (MUPSF) 2021
 Report Form for the Teaching Quality Assessment following Mahidol University
 Professional Standards Framework

(For working units to be used for the Teaching Quality Assessment)

The Teaching Quality Assessment Committee has assessed the teaching and evidence of (first name of the applicant for an assessment) on (date) and has reached the conclusion as follows:

- 1. The assessment requester is fully qualified to be classified in the Level
- 2. The assessment requester is not fully qualified for the teaching quality level.

The assessment results of the applicant's qualification are attached.

Overall, the teaching quality is in level:

Professional level: Having correct and complete lesson plans, having effective learning management following the lesson plans, using the assessment tools that correspond with the assessment principles, being punctual, responsible, and polite in terms of manners, speech, and appearances

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 assessment 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

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 assessment 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

Need improvement: the teaching quality does not reach the criteria of the level requested. However, if improved following the comments, it is possible that the quality reaches the requested level. Please specify.....

The working unit has already verified the details of the courses and credits taught by the applicant. It is hereby certified that the applicant has regular teaching hours of no less than 3 credits in a bi-semester system, following the Mahidol University Regulations on Academic Ranks 2022 (B.E.2565) [As one trimester credit is equal to 12/15 semester credits, for Mahidol University International College (MUIC) three semester credits are equal to four trimester credits.]

Signature
 (.....)
 Chair of the Teaching Quality Assessment Committee
 (date/month/year)/...../.....

Signature
 (.....)
 Member of the Teaching Quality Assessment Committee
 (date/month/year)/...../.....

Signature
 (.....)
 Member of the Teaching Quality Assessment Committee
 (date/month/year)/...../.....

Signature
 (.....)
 Secretary
 (date/month/year)/...../.....

The Results of the Teaching Quality Assessment,
following Mahidol University Professional Standards Framework (MUPSF) 2021

Section1: Applicant's information

Name-last name _____ Department _____

Working unit _____ Teaching format _____

Section2: Instructions for the Teaching Quality Assessment Committee

1. Please tick ✓ in the if the applicant possesses the qualification. (Without ✓, it will be considered that the applicant does not possess that qualification.)
2. To pass the level, the applicant needs to possess all the qualification required for that certain level.
3. Any suggestions the members of the Teaching Quality Assessment Committee might have for the applicant can be written at the end of this evaluation result form.

No.	Details of the Teaching Quality Levels following Mahidol University Professional Standards Framework (MUPSF)	Results
1	The teaching design is appropriate for the learning objectives.	<input type="checkbox"/>
2	The lesson plans have all the required components and correspond with the learning objectives and learning outcomes of the course.	<input type="checkbox"/>
3	The teaching materials contain accurate content for the field of study.	<input type="checkbox"/>
4	The teaching documents use correct language and proper citation.	<input type="checkbox"/>
5	The lesson plans are regularly revised and updated.	<input type="checkbox"/>
6	The teaching design incorporates an integration between fields of study/ programs/ departments/ curriculum (Horizontal Integration).	<input type="checkbox"/>
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.	<input type="checkbox"/>
8	The assessment is designed to correspond with the learning objectives.	<input type="checkbox"/>
9	The results of the assessment are analyzed in order both for teaching development and assessment improvement.	<input type="checkbox"/>
10	The knowledge taught is adapted to suit the Thai society, global society, or professional context.	<input type="checkbox"/>
11	The language used in class is easy to understand and can accommodate the diversity among the learners.	<input type="checkbox"/>
12	Examples or experiences related to the teaching topics are provided.	<input type="checkbox"/>
13	The learner-centered approach is used.	<input type="checkbox"/>

14	Advice on knowledge resources are provided.	<input type="checkbox"/>
15	The learning management is designed to provide the learners with an opportunity to search for knowledge by themselves.	<input type="checkbox"/>
16	Learners are encouraged to have proper judgment and can select information from reliable sources.	<input type="checkbox"/>
17	Students are stimulated by questions that promote thinking, as well as encourage them to show their understanding and propose application of the knowledge.	<input type="checkbox"/>
18	The lessons involve techniques to get learners to reflect on their perception, understanding, and analytical thinking.	<input type="checkbox"/>
19	Examples or case studies demonstrating the relationship between the subject learned and other related subjects are provided.	<input type="checkbox"/>
20	Assessment or revision of related fundamental knowledge/skills are provided and linked to the lesson. (Vertical Integration)	<input type="checkbox"/>
21	Teaching media/ teaching aids used are appropriate for the teaching objectives of the lessons.	<input type="checkbox"/>
22	Demonstrations or practices of the skills in simulated or real situations are incorporated.	<input type="checkbox"/>
23	Suitable feedback that learners can use for their skill improvement is provided.	<input type="checkbox"/>
24	The learning management provides opportunities for learners to practice or demonstrate 21st 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.	<input type="checkbox"/>
25	Formative assessment is used during or at the end of classes to see the learners' progress.	<input type="checkbox"/>
26	The instructor is punctual.	<input type="checkbox"/>
27	The instructor is responsible for his/her duty.	<input type="checkbox"/>
28	The instructor is polite in terms of manners, language used, and appearances.	<input type="checkbox"/>
29	The instructor has empirical work beneficial for the education quality improvement.	<input type="checkbox"/>
30	The instructor is a role model of the working unit in terms of his/her teaching ability.	<input type="checkbox"/>

31	The instructor is a national or international role model in terms of his/her teaching ability.	<input type="checkbox"/>
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Remarks: The grey roles are the qualification for Level 1.

Suggestions from the Teaching Quality Assessment Committee
