

Course Specification

Section 1 General Information

1. Course Code and Title

In Thai	สพคร	701	สัมมนาชีวเวชศาสตร์ทางการสัตวแพทย์ 2
In English	VSID	701	Seminar in Veterinary Biomed II

2. Number of Credits

1 (1-0-2)

(Theory 1 hrs. Practice 0 hrs. Self-Study 2 hrs./week)

3. Curriculum and Course Type

3.1 Program Master of Science Program in Veterinary Biomedical Sciences

3.2 Course Type Specific Course Compulsory Course Elective Course

4. Course Coordinator and Instructor

4.1 Course Responsible Instructor

Department of Pre-clinic and Applied Animal Science

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Department of Clinical Sciences and Public Health

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4.2 Instructors

Instructors of the Department of Preclinic and Applied Animal Science and the Department of Clinical Science and Public Health

5. Semester/Class Level

5.1 Semester 2 / Class Level or year 1

5.2 Number of Students Allowed Approximately 20 Students

6. Prerequisites

None

7. Co-requisites

None

8. Date of Preparation/Latest Revision of the Course Specifications

6th February 2025

Section 2 Course Goals and Course Description

1. Course Goals

This course aims to provide knowledge and abilities as follows:

- 1) Determine and select the appropriate article that corresponds to the thesis
- 2) Make criticisms and discussion about the academic publication
- 3) Show the literature presentation, writing, and discussion in class
- 4) Know the ethical research in academic publication

2. Course Description

(In Thai) นักศึกษานำเสนอหัวข้อวิจัยที่ทันสมัยและน่าสนใจด้านวิทยาศาสตร์ทางการสัตวแพทย์ ตามหัวข้อที่นักศึกษาสนใจหรือเกี่ยวข้องกับวิทยานิพนธ์

(In English) Students update interesting research topic of Veterinary Science based on the subject of the student interests or theses

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

1. Course Objectives

Update the curriculum to raise student achievement and update interesting research topic of Veterinary Science based on the subject of the student interests or theses

2. Course-level Learning Outcomes: CLOs

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

- 1) CLO 1 Justify the scientific publication with bioethics and academic morals
- 2) CLO 2 Adapt and assemble the scientific publication to the companion animal medicine, production medicine, pathology and epidemiology
- 3) CLO3 Construct the research proposals using appropriate methodology with ethical standards for animal uses
- 4) CLO 4 Development the individual works, good interpersonal relation, and an appropriate role as either leaders or follower
- 5) CLO 5 Develop and design the scientific presentation base on academic communication, and information searching skills

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		
	Individual work and advisor consultation	Attention, answering	Abstract writing	Presentation
CLO 1	X			
CLO 2	X	X	X	
CLO 3	X	X	X	
CLO 4	X		X	X
CLO 5	X	X	X	X

Section 4 Lesson Plan and Evaluation

1. Lesson Plan

Week or No.	Topic	Hours			Teaching Methods / Media	CLOs	Lecturers
		Lecture	Laboratory	Self Study			
1	Orientation	1	-	2	Presentation/Powerpoint	4	Course coordinators
2	Seminar 1	2	-	-	Presentation/Powerpoint	1-5	Coordinators/ Instructors
3	Self study	-	-	4			Advisors
4	Seminar 2	2	-	-	Presentation/Powerpoint	1-5	Coordinators/ Instructors
5	Self study	-	-	4			Advisors
6	Seminar 3	2	-	-	Presentation/Powerpoint	1-5	Coordinators/ Instructors
7	Self study	-	-	4			Advisors
8	Seminar 4	2	-	-	Presentation/Powerpoint	1-5	Coordinators/ Instructors
9	Self study	-	-	4			Advisors
10	Seminar 5	2	-	-	Presentation/Powerpoint	1-5	Coordinators/ Instructors
11	Self study	-	-	4			Advisors
12	Seminar 6	2	-	-	Presentation/Powerpoint	1-5	Coordinators/ Instructors
13	Self study	-	-	4			Advisors
14	Seminar 7	2	-	-	Presentation/Powerpoint	1-5	Coordinators/ Instructors
15	Self study	-	-	4			Advisors
Total hours of the entire semester		15	0	30			

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

2.1 Measurement and Evaluation of learning achievement

A. Formative Assessment

The assessment is performed during the course to measure the progress and development of students' learning by observing the behavior change and improvement of students' behavior and performance. The assessment results will be notified to the students (feedback) so that the students are constantly able to improve themselves. The assessment results are not included with the test scores at the end of the course.

B. Summative Assessment

(1) Tool and weight for measurement and evaluation

Learning Outcomes	Evaluation Method				Weight (Percentage)
	Advisor	Abstract writing	Presentation	Attention	
CLO1 Justify the scientific publication with bioethics and academic morals	10	-	-	-	10
CLO2 Adapt and assemble the scientific publication to the companion animal medicine, production medicine, pathology and epidemiology	5	5	5	-	15
CLO3 Construct the research proposals using appropriate methodology with ethical standards for animal uses	10	5	10	-	25
CLO4 Development the individual works, good interpersonal relation, and an appropriate role as either leaders or follower	5	-	5	10	20
CLO5 Develop and design the scientific presentation	5	5	10	10	30

Learning Outcomes	Evaluation Method				Weight (Percentage)
	Advisor	Abstract writing	Presentation	Attention	
base on academic communication, and information searching skills					
Total	30	15	35	20	100

(2) Grading Rules

A, B+, B, C+, C, D+, D, and F

(3) Measurement and Evaluation

The evaluation uses either a criterion-referenced or norm-referenced system in accordance with the Faculty of Veterinary Science, Mahidol University's grading policies. Grades are assigned as A, B+, B, C+, C, D+, D, and F. Students must receive a B or higher to pass.

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

If a student receives an F, and the course coordinator and the teaching committee deem it appropriate to allow a retake examination or additional work, the student must have a score of at least 47.50 for score sets with an average above 75.00, and at least 45.00 for score sets with an average between 60.00 and 74.99. For score sets with an average below 60.00, the student must have a score of at least 40.00 to be eligible for a retake examination or additional work. If the course coordinator considers the retake examination or additional work as "pass," the student's grade will be changed to D. During the period of retake examination or additional work, the student's grade will be temporarily marked as I (Incomplete).

3. Students' Appeal

Should the students have any suspicion or appeals to the teaching and learning activities and the grade assessment, students could make the appeal by filling in the form at MUVS' Academic Affairs. The appeal will be proposed to the course coordinator to consider the request. If the appeal could not be

addressed at this point, it will be further process by the program's Teaching and Learning Development Committee. In case that the committee suggested further investigation should be done, the appeal will be purposed to the faculty's appealing committee to address the issue.

Section 5 Teaching Resources

1. Required Texts

1) Day R. and Gastel B. How to write and publish and scientific paper. 7th ed. The University Press: Cambridge; 2012.

2. Suggested Materials

- 1) Academic Search Ultimate (EBSCLO)
- 2) Biomed Central (BMC)
- 3) Google scholar
- 4) SCOPUS
- 5) Nature Journal (Springer Nature)
- 6) Pubmed
- 7) SAGE online
- 8) Scienedirect

3. Other Resources (if any)

Mahidol University Library and Knowledge Center (<https://www.li.mahidol.ac.th>)

Section 6 Evaluation and Improvement of Course Implementation

1. Analysis and Evaluation of Course Implementation

A. Data for Analysis

Course evaluation forms (e-evaluation system) and Results of course evaluations (e-evaluation system) based on the following information:

- (1) the students' academic performance,
- (2) the students' evaluation results,
- (3) the instructors' assessment results.

B. Course Effectiveness Evaluation

The verification of the standard of the Learning Outcome for the Course is conducted by the course coordinators based on the following aspects.

- (1) The goals of the learning outcomes are clear and feasible.
- (2) The learning experience is aligned with the expected goals.
- (3) The learning experience encourages the students to research and practice self-learning skills.
- (4) The evaluation methods are appropriate to assess the expected goals and learning experience.
- (5) The program applied the educational theory and the results from the previous evaluation to plan for improvement.

At the end of each academic year, the course coordinators, instructors, the Program Committee, and the Teaching and Learning Development Committee will consider the assessment results and the Learning Outcome for the Course to plan for the improvement of the next academic year.

2. Revision Process and Improvement Plan for Course Effectiveness

At the end of each course, it is required for the students to assess the teaching of each instructor based on the following criteria: punctuality, good role model, application of morals and ethics for the instruction, ability to convey knowledge and encourage students to learn, giving opportunities for students to ask questions and to comment during the study.

The overall outcomes of each course will also be assessed by the students for the following issues: the instructor's knowledge and competency, the course's effectiveness, student's satisfaction with the study, and other comments from students. The evaluation is conducted through online platform.

The instructors or the course coordinators are assigned to conduct the evaluation as follows.

2.1 the students' evaluation for the instruction and overall outcomes of the course in accordance to criteria mentioned above.

2.2 The instructors must perform self-assessment for the following criteria:

- (1) Appropriate time spent to prepare for the teaching,
- (2) The instructor's satisfaction with the teaching results,
- (3) Solutions or recommendations for the program's teaching improvement or self-improvement for the next class/academic year.

After the course evaluation and verification, the course effectiveness will be improved through the following:

- (1) The course is revised every 3 years according to the evaluation and verification.
- (2) Rotation or changing of instructors so students get different research points of view.

3. The self-assessment report of the course

MM5 form is submitted at the end of the course instruction and evaluation period.

Appendix

1. Relations between the course and the program

Table 1 Relations between the course and the PLOs

	PLOs					
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
VSID701 / Seminar in Veterinary Biomed II / 2 (1-0-2)	R	R	R	R	R	R

Table 2 Relation between CLOs and PLOs

CLOs	PLOs					
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1 Justify the scientific publication with bioethics and academic morals	1					6
CLO2 Adapt and assemble the scientific publication to the companion animal medicine, production medicine, pathology and epidemiology		2	3			
CLO3 Construct the research proposals using appropriate methodology with ethical standards for animal uses	1	2	3			6
CLO4 Development the individual works, good interpersonal relation, and an appropriate role as either leaders or follower				4		
CLO5 Develop and design the scientific presentation base on academic communication, and information searching skills				4	5	

Table 3 PLOs and SubPLOs that the course is responsible for

PLOs	SubPLOs
<p>PLO 1 Manage ethical and moral problems in field practice with evidence-base approaches and leadership together with appropriate logic and value.</p>	-
<p>PLO 2 Prioritize scientific information in bio-medical veterinary science and apply the beneficial output to develop laboratory practice and research study.</p>	-
<p>PLO 3 Integrate the theory and experiences together with scientific evidences to develop the new knowledge in veterinary science through research study.</p>	-
<p>PLO 4 Communicate efficiently with multidisciplinary academic colleagues and staff by using the communicate appropriately with the individual groups, both in academic and professional</p>	-
<p>PLO 5 Utilize digital and information technology (IT) to encourage working network communication, data analysis together with presentation and research publication.</p>	-
<p>PLO 6 Evaluate principles, purposes, strong critical-thinking with problem-solving skills, to utilizing veterinary science literacy as integral part of the thought process.</p>	-

2. Rubric scoring*

Rubrics evaluation criteria for each criteria

(Students need to be in grade “Fair” or above to pass in each CLO)

Advisor Rubrics (35%)

Criterion	Needs Improvement	Fair	Good	Excellent	Weight
CLO1: Justification of scientific publication with bioethics and academic morals	Shows minimal understanding of bioethics and academic morals. Unable to consistently identify or apply ethical principles. Frequent lapses.	Basic understanding of ethical principles but applies them inconsistently. Occasional minor issues with academic integrity.	Solid understanding and application of ethical principles. Consistently identifies and corrects minor lapses quickly.	Exceptional grasp of bioethics and academic morals. Demonstrates leadership in maintaining high ethical standards and integrity.	10%
CLO2: Adaptation and assembly of scientific publication	Struggles to adapt or assemble content for veterinary fields. Lacks coherence and integration of sources.	Adapts and assembles publications with basic relevance. Integration of sources is present but weak.	Effectively adapts and assembles content with clear relevance. Sources are well integrated, showing logical connections.	Exceptional adaptation and assembly of content, demonstrating deep insight. Masterfully integrates diverse sources, creating a cohesive publication.	5%
CLO3: Construction of research proposals	Inadequate proposal with poorly defined objectives, unclear methodology, and weak ethical considerations.	Basic proposal structure present but with methodological flaws and limited ethical considerations. Objectives may lack clarity.	Well-constructed proposal: clear objectives, suitable methodology, sound ethical standards, and a comprehensive literature review. Minor improvements could enhance quality further.	Outstanding proposal with innovative methodology and exemplary ethical standards. Objectives are clear and highly relevant. Literature review is exhaustive, showing strong critical analysis.	10%
CLO4: Development of individual work and interpersonal skills	Weak individual work habits and interpersonal skills. Struggles with deadlines, communication, and collaboration.	Basic individual work habits and limited interpersonal skills. Generally meets deadlines but may need reminders.	Good work habits and effective communication. Consistently meets deadlines, collaborates well, and contributes positively to group dynamics.	Exceptional individual work habits and outstanding interpersonal skills. Consistently exceeds expectations, communicates professionally, and demonstrates leadership in teams.	5%
CLO5: Development and design of scientific presentation	Poorly developed presentation with disorganized or irrelevant content. Visual aids are missing or ineffective; delivery is unclear.	Basic presentation design; content is somewhat relevant but may lack depth or coherence. Visual aids are present but not fully supportive.	Well-organized presentation showing depth of understanding. Relevant visual aids support the content. Delivery is clear and professional.	Exceptional presentation design and execution, with highly relevant, well-organized content.	5%

Abstract Writing Rubrics (15%)

Criterion	Needs Improvement	Fair	Good	Excellent	Weight
CLO2: Adaptation & Assembly (5%)	Weak adaptation/assembly; missing or irrelevant elements; no clear veterinary link.	Basic adaptation; limited relevance; key elements underdeveloped.	Good adaptation with clear relevance; well-developed elements, providing a coherent overview.	Exceptional assembly; comprehensive, insightful coverage showing deep understanding of veterinary fields.	5%
CLO3: Research Proposal Construction (5%)	Inadequate reflection of the proposal; unclear methodology; weak ethical considerations.	Basic reflection; some methodological and ethical points but lacking detail.	Well-defined proposal representation; clear objectives, methods, and ethics.	Outstanding portrayal of research; innovative methods, strong ethics, and precisely defined objectives and outcomes.	5%
CLO5: Presentation Development & Design (5%)	Unclear or unstructured; frequent language errors; limited academic communication skills.	Basic structure; generally, correct but lacks sophistication; minimal academic style.	Clear and logical structure; mostly error-free; appropriate academic style.	Exceptional clarity and design; sophisticated, error-free language; high-level academic communication mastery.	5%

Presentation Rubric (30%)

Criterion	Needs Improvement	Fair	Good	Excellent	Weight
CLO2: Adaptation & Assembly	Disorganized content; minimal veterinary relevance; poor source use.	Basic relevance; partial coherence; inconsistent source integration.	Well-organized, relevant content with effective source use.	Expertly adapted, highly relevant, seamlessly integrated sources showing deep understanding.	5%
CLO3: Research Proposal	Objectives unclear; poor methodology; ethical considerations lacking.	Basic overview; some objectives and methodology details; ethics partially covered.	Well-constructed proposal; clear objectives, appropriate methods, thorough ethics.	Outstanding proposal; innovative objectives, robust methodology, and comprehensive ethical considerations.	10%
CLO4: Individual & Interpersonal Skills	Weak delivery; unprofessional approach; struggles with audience Q&A.	Basic delivery; limited engagement; some difficulty with more complex questions.	Clear, professional delivery; good audience engagement and Q&A handling.	Engaging, highly professional delivery; expertly handles questions and demonstrates strong interpersonal skills.	5%
CLO5: Presentation Development & Design	Unclear structure; weak visuals; poor academic communication.	Basic structure and visuals; moderate academic communication.	Well-structured with effective visuals; clear academic communication.	Exceptional structure; innovative, impactful visuals; advanced academic communication skills.	10%

Attention Rubric (20%)

Criterion	Needs Improvement (0–2.5)	Fair (2.51–5)	Good (5.01–7.5)	Excellent (7.51–10)	Weight
CLO4: Development of individual work and interpersonal skills (10%)	Shows poor attention and participation. Frequently distracted or disengaged. Rarely contributes to discussions or group tasks. Weak interpersonal skills; little effort to collaborate or support peers.	Demonstrates basic attention and participation. Sometimes engaged but may have periods of distraction. Occasionally contributes. Shows some interpersonal skills but limited peer engagement.	Consistently attentive and engaged. Regularly contributes to discussions and group tasks. Demonstrates effective interpersonal skills, collaborating well with peers	Highly engaged and attentive throughout. Frequently makes valuable contributions to discussions and group tasks. Exhibits outstanding interpersonal skills, strengthening group dynamics	10%
CLO5: Development and design of scientific presentation (10%)	Pays little attention to others' presentations. Often disengaged or distracted. Rarely asks questions or offers feedback. Shows poor academic communication when discussing others' work.	Demonstrates basic attention to presentations. Sometimes engaged; occasionally asks or comments but with minimal depth. Basic academic communication skills in discussions.	Consistently attentive to presentations. Regularly asks thoughtful questions and provides constructive feedback. Shows effective academic communication in discussions.	Highly engaged throughout. Frequently poses insightful questions and offers valuable feedback. Demonstrates advanced academic communication and critical thinking, enriching academic discourse.	10%

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
- 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

**Schedule for Seminar in Veterinary Biomed II
and Doctoral Seminar in Veterinary Science Semester 2/2024**

No.	Date	Time	Student's name	Instructor's name/Advisor
1	5/02/2025	13.00-14.00	Orientation	KS/WT/AL/AP/NP/NT/MT
2	7/02/2025	13.30-14.30	How to do the smart research seminar, updating and trending with AI approach	KS
	7/02/2025	14.30-16.30	Workshop: Practicing using AI and research database for preparing research seminar	KS/WT/AL/AP/NP/NT/MT
3	26/02/2025	14.30-15.30	Siriporn Tippol	Asst.Prof. Roschong Boonyarittichaijij
		15.30-16.30	Feedback: Siriporn	KS/WT/AL/AP/NP/NT/MT
4	28/02/2025	13.30-14.30	Keiichiro Tazawa	Asst. Prof. Sarin Suwanpakdee
		14.30-15.00	Feedback Keiichiro	KS/WT/AL/AP/NP/NT/MT
5	4/04/2025	13.30-14.30	Choenkwan Pabutta	Dr. Podjana Wattananit
		14.30-15.30	Pornsuda Khotapat	
		15.30-16.30	Feedback: Choenkwan & Pornsuda	KS/WT/AL/AP/NP/NT/MT
6	11/04/2025	14.00-15.00	Tanapol Santiwattanatarm	Assoc. Prof Walasinee Sakcamduang
		15.00-15.30	Feedback: Tanapol	KS/WT/AL/AP/NP/NT/MT
7	23/04/2025	13.30-14.30	Supatsorn Chatsiriyinyong	Assoc. Prof Kampon Kaeoket
		14.30-15.00	Feedback: Supatsorn	KS/WT/AL/AP/NP/NT/MT
8	30/04/2025	13.30-14.30	Sukanta Das	Asst. Prof Sasitorn Rungarunlert
		14.30-15.30	Theerawit Chottianchai	Asst. Prof Nathita Phumthanakorn
		15.30-16.30	Feedback: Sukanta & Theerawit	KS/WT/AL/AP/NP/NT/MT

