

Course Syllabus

Graduate Seminar

1. Course Name

This syllabus is applied to 6 courses:

| | |
|---|----------|
| TE047891 Geotechnology Seminar I | 1(1-0-2) |
| TE047892 Geotechnology Seminar II | 1(1-0-2) |
| TE049991 Geotechnology Doctoral Seminar I | 1(1-0-2) |
| TE049992 Geotechnology Doctoral Seminar II | 1(1-0-2) |
| TE049993 Geotechnology Doctoral Seminar III | 1(1-0-2) |
| TE049994 Geotechnology Doctoral Seminar IV | 1(1-0-2) |

2. Course Description

Presentation and discussion on selected topics related to geology and geotechnology.

3. Course Category and Registration Type

Mandatory course for the Master of Science and Ph.D. in Geotechnology

| | |
|----------------------------------|-----------------------------|
| MSc Program A1 | Registration type: AU |
| MSc Program A2 | Registration type: credited |
| Ph.D. Program 1.1, 1.2, 2.2, 2.2 | Registration type: AU |

4. Course management

All classes will be managed through e-learning course page ([Geotechnology Graduate Seminar](#)). This includes announcements, templates, submitting work, and grading.

5. Language Format

Thai and English

6. Main purpose of the class(es)

- ❖ Prepare registered students towards:
 - For Seminar 1 - developing a research idea or proposal.
 - For Seminar 2 - refining the research proposal or presenting research progress.
 - For Seminar 3 - refining the research proposal or presenting research progress.

- For Seminar 4 – presenting research progress.
- ❖ Create an academic environment within the department for both graduate students and faculty members.
- ❖ Provide an opportunity for all graduate students to meet and share ideas.

7. People

7.1 Course coordinator

Kritika Trakoolngam is responsible for being the course coordinator starting in Academic year 2564. Any questions and comments from can be directed here. There are several ways to contact the course coordinator:

- ❖ Visit office at TE1216. Please check [Google Calendar](#) to see availability.
- ❖ Chat via Facebook (www.facebook.com/Kritika.Trakoolngam)
- ❖ email: krittr@kku.ac.th

7.2 Seminar Advisor

The seminar advisor is the person who will supervise registered students on preparing their oral presentation. There are no rules on who can be the seminar advisor, but it is highly recommended that the thesis advisor should take this role.

7.3 Participants

Seminar participants are persons who attend the seminar. The seminar is open for anybody to participate, i.e., graduate students, undergraduate students, faculty members, supporting staff, external individuals.

7.4 Registered student

‘Registered Students’ are referred to students that are officially registered for the seminar course (TE047891, TE047892, TE049991, TE049992, TE049993, or TE049994).

8. Meeting time and venue

The class is scheduled to meet **roughly every Friday afternoon**. Please see the exact date and time in the official [seminar schedule announcement](#) on the e-learning web page (this schedule will be updated throughout the semester). For on-site sessions, we will meet at **Geotechnology Classroom 1** unless specified otherwise. Online meetings will be on Zoom (a link will be provided later).

| Week | Date (2021) | Time | Venue | Activity |
|------|----------------|-------------|---------|--|
| 1 | 16 JUL | 14:00-15:00 | On-site | Course description (mandatory for registered students) |
| 2 | 23 JUL | WBA | TBA | Selected Topic Session |
| 3 | 30 JUL | WBA | TBA | Selected Topic Session |
| 4 | 6 AUG | WBA | TBA | Selected Topic Session |
| 5 | 13 AUG | WBA | TBA | Selected Topic Session |
| 6 | 20 AUG | WBA | TBA | Selected Topic Session |
| 7 | 27 AUG | WBA | TBA | Selected Topic Session |
| 8 | 3 SEP | WBA | TBA | Selected Topic Session |
| | 10 SEP | | | No classes: MIDTERM EXAMS |
| 9 | 17 SEP | WBA | TBA | Selected Topic Session |
| 10 | 24 SEP | | | No classes: Prince Mahidol Day (National Holiday) |
| 11 | 1 OCT | WBA | TBA | Selected Topic Session |
| 12 | 8 OCT | 13:00-13:20 | On-site | Oral presentation by registered student |
| 13 | 15 OCT | 13:00-13:20 | On-site | Oral presentation by registered student |
| 14 | 22 OCT | | | No classes: Chulalongkorn Day (National Holiday) |
| 15 | 29 OCT | 13:00-13:20 | On-site | Oral presentation by registered student |
| 16 | 5 NOV | 13:00-13:40 | On-site | Oral presentation by registered student |

9. Seminar Activity and Management

The seminar activity will be divided into 2 main parts. The first part, during the first 10-11 weeks of the semester, is the **Selected Topic Session** which consists of a seminar on topics that are proposed by students and faculty members (see more below). The second part, during the last 4 weeks of the semester (week 11-15), is the **Oral Presentation Session** which consists of oral presentations given by students registered for a seminar course.

9.1 Selected Topic Session

The Selected Topic Session is an activity that consists of a variety of **Topics** and a variety of **Arrangement Styles**. Registered students are required to propose topics, seminar arrangement method for each topic, and the language for that session. Additional suggestions from current graduate students and faculty members are greatly appreciated. The format of this session is expected to be casual but very technical and informative. A summary of this activity can be found here on the [concept sheet](#).

9.1.1 Topic

The topics for seminar can be about anything that is informative and useful. If there is a long list of proposed topics, the coordinator will choose the ones beneficial to most students, while making sure that the topics cover every subject field (especially for the registered students). The remaining topics that are not arranged in this semester will be postponed for the following semester.

9.1.2 Seminar Arrangement Style

There are 5 arrangement styles participants can choose for each topic proposed.

(1) Oral presentation: The person to give an oral presentation can be ANYONE. It can be experts in the field (from government sectors, private sectors, universities), our own faculty members, or even students. The oral presentation will be focused on a particular topic. The invited speaker will be asked to provide a 20 to 30-minute presentation and the remaining 20-30 minutes will be open for questions and discussion.

(2) Interview: Seminar participants can request someone to be interviewed. The seminar coordinator can act as the interviewer or the moderator. Questions can be listed in advance for the moderator, or the questions can be offered directly from the participants.

(3) Discussion Panel: A number of panelists can be invited to share their thoughts or ideas on a particular topic. The course coordinator can act as the moderator or participants can also suggest who they want as the moderator. The session will begin with each panelist sharing

their thoughts for a limited amount of time (3-5 minutes), then the session will move on towards a discussion between the panelists and/or participants.

(4) Debate: In a debate session, prior to the event, participants must choose which side of the debate they want to join. They can also choose to participate as neutral. The room will be split into 2 main groups, the group “for” and the group “against” the proposed idea. Each group will take turns offering/defending ideas. The neutral group can also participate by offering questions or discussion points.

(5) Open Floor Discussion: This arrangement style is the most flexible of all styles. The floor will focus on a particular topic and is open to any comments or questions from the participants. Questions can be offered to the floor for everybody’s consideration, or it can be directed to a specific person in the room.

9.2 Oral Presentation Session

The Oral Presentation Session is an activity held during the last 4 weeks of the semester. Oral presentations will be given by registered students **in English**. Registered students will work with their advisor on a selected topic, then prepare an **Extended Abstract** (please see the Extended Abstract Template provided on e-learning) and give an **Oral Presentation** consisting of 12 minutes presentation and 8 minutes Q&A. Questions and answers can be offered in either Thai or English.

There are no specifications on the format of the oral presentation. Students are free to develop their own style, content, and outline of the presentation under the supervision of their seminar advisor. Below are suggestions of topics that might be of use.

9.2.1 Topics for Seminar 1

The goal of **Seminar 1** is to help students formulate a research proposal. Therefore, it is suggested that the topic should be related to the student's research interest. Content of the presentation that might be included are:

- importance and background of the interested topic
- research advancement (in the form of a literature review)
- issues that need to be addressed
- issues that are of (student's) interest
- ideas for research proposal (what the student would like to do)

9.2.2 Topics for Seminar 2, 3 and 4

The goal of **Seminar 2** is to help students refine the research proposal or present research progress if the research has already started. Example of presentation topics are:

- Research proposal: importance of the research, objective, scope of work, expected outcome, background and relevant literature, method/tools/techniques, etc.
- Research progress: same details as above but with results and analysis (if available)

10. Seminar Rules and Etiquettes

There are strict rules applied **equally to all participants** (both professors and students). These general rules are administrated for all seminar sessions. Participants who violated these rules will be asked to leave the room (either physical or virtual).

- 1) **Insulting or offensive behavior.** We want the seminar room to be a place where participants can share ideas freely, even though the ideas are wrong or not technically valid! The best way to respond is to comment or give advice in a professional manner.
- 2) **Interrupting another person speaking.** It is unprofessional to cut-off someone while they are speaking. Make sure the speaker is done, before you take your turn. If you want to make sure that you get to speak next, raise your hand so that the moderator can direct the attention to you when the speaker is done.

General etiquettes used for any professional social gathering should be followed. Examples are, coming to the event on time, pay attention, actively participate, mute the sound on your phone, take turns speaking, raise your hand, speak loud enough, follow the agenda and topic of that session.

If we have a lot of participants, we will encourage everyone to use Google Meet on their mobile phone to “raise hands”. This will help us identify the order of the hands raised which will be fair to all participants. It will also be convenient for participants who would not have to physically keep their hand up.

11. Assessment (for registered students)

Assessment will be given from a number of components and assessors as shown in the following table.

| Assessment type | Score (%) | Assessor | Remarks |
|---|-----------|---|---|
| 1. Presentation | 40% | 1) Advisor (20%) 2) Faculty members (20%) | See assessment criteria in the attached form |
| 2. Extended Abstract 2.1 Performance on preparation/study 2.2 Documentation | 20% | 2.1 Advisor (15%) 2.2 Course coordinator (5%) | See assessment criteria in the attached form |
| 3. Participation* (discussion, comments, and questions) | 35% | 1) Course coordinator and faculty members (25%) 2) Student peers (10%) | See assessment criteria in the attached form |
| 4. Attendance* | 5% | Course coordinator | Registered student must attend all seminar sessions |
| Total | 100% | | |

*International students will be evaluated on sessions that are conducted in English only.

12. Grading/Passing

A fixed benchmark is used. For students auditing this course (Registration type: AU), the passing score is 70%. For students in the Master Degree Program A2 (Registration type: Credit), a letter grade will be assigned as follows.

| Letter Grade | Total Score (%) |
|--------------|-----------------|
| A | ≥80 |
| B+ | ≥75 and <80 |
| B | ≥70 and <75 |
| C+ | ≥65 and <70 |
| C | ≥60 and <65 |
| D+ | ≥55 and <60 |
| D | ≥50 and <55 |
| F | <50 |

Oral Presentation Assessment Form

Graduate Seminar | Department of Geotechnology

Date _____ Student name _____

Assessor name (Advisor or Faculty member) _____

The scores from this activity counts as 40% towards the total grade.

| Evaluation Aspects | Weight (x) | (x1) Unacceptable | (x2) Poor | (x3) Fair | (x4) Good | (x5) Excellent |
|---|------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Clarity of presentation (<i>volume and pace of speech</i>) | 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Preparedness (<i>continuity and flow of presentation</i>) | 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Ability to capture audience's attention and interest (<i>personality and confidence</i>) | 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Quality of presentation media (PowerPoint) | 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Ability to convey main message (<i>choice of words and organization of content</i>) | 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Quality of answers (<i>clear, concise, creative</i>) | 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Demonstrates strong background knowledge relevant to the topic | 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Demonstrates creativeness or the ability to synthesize and apply knowledge | 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Total (Weight 20 x Score 5) = 100 | 20 | | | | | |

Please return this form to the course coordinator (Kritika) after each seminar activity

Extended Abstract Assessment Form for Seminar Advisor

Graduate Seminar | Department of Geotechnology

Date _____ Student name _____

Assessor name (Seminar Advisor only) _____

The scores from this activity counts as 15% towards the total grade.

| Evaluation Aspects (Performance on the preparation of the extended abstract) | Weight (x) | (x1) Unacceptable | (x2) Poor | (x3) Fair | (x4) Good | (x5) Excellent |
|--|---------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Strong background knowledge relevant to the study | 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Ability to search, find, and assemble new information and knowledge necessary for the study | 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Ability to analyze, synthesize and apply knowledge within the context of the study | 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Ability to communicate effectively (with advisor) | 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Ability to work independently | 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Eagerness and willingness to learn | 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Responsibility and punctuality | 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Writing skills (Extended abstract document) | 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Total (Weight 20 × Score 5) = 100 | 20 | | | | | |

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Extended Abstract Assessment Form for Course Coordinator

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Date _____ Student name _____

The scores from this activity counts as 5% towards the total grade.

| Evaluation Aspects (Quality of the document) | Weight (x) | (x1) Unacceptable | (x2) Poor | (x3) Fair | (x4) Good | (x5) Excellent |
|---|---------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Citations (credit other people's work when credit is due) | 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Originality of writing (no plagiarism) | 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Formatting of the document follows the guidelines (including reference style) | 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Grammar | 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Overall writing and word choice (<i>the content will not be evaluated</i>) | 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Punctuality | 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Total (Weight 20 x Score 5) = 100 | 20 | | | | | |

Explanation of evaluation levels (1-5)

| Level | Qualitative description | Quantitative description |
|------------------|---------------------------------|--------------------------|
| Excellent (5) | Behavior is consistent | Frequency 100% |
| Good (4) | Behavior is frequent | Frequency >80% |
| Fair (3) | Behavior is moderately frequent | Frequency 60%-80% |
| Poor (2) | Behavior is infrequent | Frequency 40-60% |
| Unacceptable (1) | Behavior is below standard | Frequency <40% |

Example: There are 10 places in the document that need citation (the statement/information belongs to someone else), but only 6 are cited. This means the "Citations" aspect will be evaluated as FAIR (level 3).

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Participation Assessment Form

Graduate Seminar | Department of Geotechnology

Date _____ Student name _____

Assessor name (Course coordinator, Faculty member, or Student peer) _____

The scores from this activity counts as 35% towards the total grade (25% from Course coordinator and faculty members, and 10% from student peers). For fellow students, your name will not be revealed to the assessed student.

| Evaluation Aspects | Weight (x) | (x1) Unacceptable | (x2) Poor | (x3) Fair | (x4) Good | (x5) Excellent |
|--|------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Engagement level (<i>appropriate frequency of discussion, comments, and questions</i>) | 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Professional behavior and conduct (<i>follow rules and etiquettes</i>) | 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Attention level (<i>not distracted or doing other activities</i>) | 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Quality of communication (<i>loud, clear, concise, easy to comprehend</i>) | 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Quality of discussion, comments, and answers (<i>shows knowledge, analytical thinking, or creativity</i>) | 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Total (Weight 20 × Score 5) = 100 | 20 | | | | | |

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