Student Handbook

Bachelor of Fine and Applied Arts in

Experience Design for Integrated Media

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General Information

Program Title: Bachelor of Fine and Applied Art in
Experience Design for Integrated Media
ศิลปกรรมศาตรบัณฑิต
สาขาวิชาการออกแบบประสบการณ์สำหรับสื่อบูรณาการ

Total Credits: 144 Credits

Academic Year:
- First Semester: July – November
- Second Semester: December – March
- Third Semester (Summer): Apirl – May

Length of Study: 4 Years

Language: Thai

Careers that can be pursued after graduation:

- Experience Designer
- Design Researcher
- Brand Experience Designer
- Customer Experience Designer
- Learning Experience Designer
- Place Experience Designer
- User Experience Designer

Educational Philosophy of the Program

An interdisciplinary approach to experience design, incorporating human factors, art, creativity, technology, business acumen, and socio-culture. It develops competences through hands-on practices based on the philosophy of Experientialism, leading to the creation of open-ended integrated media that meet requirements and enhance human experience, thus contributing to the creative economy.

Program Educational Objectives

1. Diffuse design thinking into teams, organizations, businesses or clients to create a competitive impact for the organization.
2. Develop design strategies from design research for different contexts in the changing world, reflecting empathy towards users, customers, businesses, and all stakeholders with open-minded.
3. Adapt thinking skills and hand skills flexibly to address design challenges and deliver the desired experience design outputs.
4. Justify design requirements and criteria with updated data, information, knowledge of human behaviors, technology, sociocultural factors, and business ecosystems to deliver meaningful designs.

Program Learning Outcomes
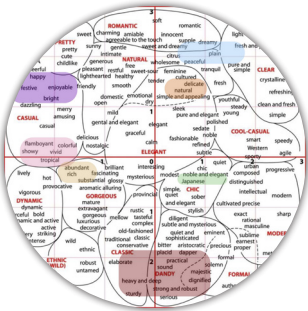
PLO 1: Design Interdiscipline
Apply design Interdiscipline, including aesthetics, art techniques, communication design principles, technology, business acumen, and sociocultural impacts to reliably support the XDIM project.

PLO 2: Creative & Design Strategy
Apply creative and design thinking tools to formulate design strategies for open-ended XDIM project, and ensuring the alignment with project scope, situations, and contexts.

PLO 3: Design Research
Apply the contextual inquiry method to design research for the investigation, analysis of quantitative and qualitative data, and summarization into design requirements and criteria that reflect user, business, and stakeholder insights with empathy.

PLO 4: Experience Design
Design the human experience and journey, including the interaction of the five human senses, and visual and verbal content through integrated media, considering the intended purpose, tone, emotion, meaning, media usage, format, and constraints.

PLO 5: Design Implementation
Implement the design with refined skills in drawing, sketching, visualization, and prototyping, emphasizing details that accurately represent usages, contextual factors, environments, materials, technology, production techniques, and installation, while prioritizing originality.

PLO 6: Presentation & Communication Skill
Present the design project through visual and verbal presentation, adhering to specified details, and incorporating suitable presentation media in physical or digital formats.

PLO 7: Design Quality
Apply design testing tools using appropriate methods to ensure alignment with the project objectives, meet requirements for human experience and stakeholder needs, for identify areas for future improvement in the design.

Our Focus Areas

BX
Brand Experience

Brand experience design is the strategic process of crafting meaningful and cohesive interactions between a brand and its audience across various touchpoints. It involves integrating sensory, emotional, and behavioral elements to create a lasting impression that aligns with the brand's identity and values. In the context of XDIM program, brand experience design emphasizes a multidisciplinary approach, blending storytelling, visual communication, digital media, and technology to build immersive experiences. This prepares students to design dynamic, user-centered interactions that resonate across platforms, fostering deeper connections between brands and their audiences.

LX
Learning Experience

Learning experience design is the practice of creating engaging and effective learning experiences that prioritize the needs, motivations, and outcomes of learners. It blends principles from instructional design, user experience design, and learning styles to develop content and interactions that are meaningful and impactful. In the context of XDIM program, learning experience design focuses on leveraging multimedia tools, interactivity, and storytelling to enhance the learning process. Students learn to design immersive, technology-driven experiences that cater to diverse audiences, preparing them to innovate in fields like toy, e-learning, gamification, and educational media production.

PX

Place Experience

Place experience design focuses on crafting meaningful interactions within physical or digital spaces, enhancing how people perceive and engage with environments. It involves integrating architecture, storytelling, technology, and sensory design to create spaces that evoke emotions, tell stories, or foster connections. In the context of XDIM program, place experience design emphasizes the use of multimedia tools, augmented reality, and immersive technologies to transform spaces into dynamic experiences. This equips students to design interactive installations, exhibitions, branded environments, or virtual spaces that blur the lines between physical and digital, creating impactful experiences for diverse audiences.

UX

User Experience

User experience design is the process of enhancing user satisfaction by improving the usability, accessibility, and interaction between a user and a product or system. It focuses on understanding user needs and behaviors to create intuitive and engaging digital or physical experiences. In XDIM program, UX is integral to designing interactive applications, websites, and multimedia projects. Students learn to apply research, prototyping, and iterative testing to craft experiences that are not only functional but also emotionally resonant, preparing them to innovate across industries where user-centric design is key.

Our History
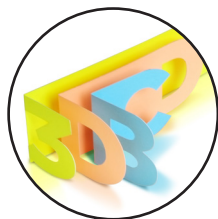
2010 — 3D-Based Communication Design

The Faculty of Architecture, King Mongkut's Institute of Technology Ladkrabang, established a Bachelor of Fine and Applied Arts program with a major in 3D-Based Communication Design. The program received approval from the Commission on Higher Education on August 20, 2009. This four-year program was developed from the Graphic Design and Packaging Design group in the Department of Industrial Design, taught by qualified professors and experts in both industrial and multimedia design. The goal of the program is to produce graduates with a broad understanding of design, capable of creating multimedia designs, integrating knowledge related to communication design, human factors, and marketing principles. The graduates are expected to contribute beneficial designs to society, guided by ethical and moral standards. The program admitted its first batch of students in the academic year 2010, with an intake of 30 students.

2011 — Thailand Qualification Framework (TQF)

In the year 2011, there was a revision and enhancement of the curriculum to ensure completeness according to the Thailand Qualifications Framework (TQF) standards. This included adding details regarding the six aspects of learning standards, adjusting and adding courses, changing the names of certain courses, modifying course descriptions, and updating the list of faculty members. These changes were made to align with the TQF standards, and the curriculum has been implemented accordingly since 2011. The curriculum emphasizes the integration of the institute's missions with teaching management in every course. It promotes research and development in the field of multimedia design and academic services that meet societal needs. The curriculum aims to nurture and preserve cultural heritage, strive for academic excellence in arts and design, and produce ethical and high-quality graduates who can apply their knowledge to further develop Thai design work.
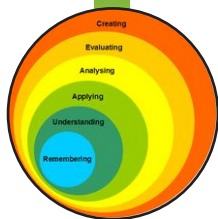
2017 — Outcome-Based Education (OBE)

In the academic year 2017 (2560 B.E.), there was a curriculum revision using the principles of Outcome-Based Education (OBE), focusing on the importance of learners. The curriculum was designed with reference to Bloom's Taxonomy theory to meet the needs of stakeholders, including alumni and graduates from the Multimedia Design program. The curriculum development also considered the expertise and needs of faculty members, the philosophy, vision, and mission of the Faculty of Architecture, as well as the Thai Qualifications Framework and professional standards of the field.

2021 — 3D-Based Communication Design & Integrated Media

In the academic year 2021 (2564 B.E.), the curriculum underwent further improvements based on feedback from stakeholders and a comparison with similar international programs. The content, teaching methods, and assessment were systematically adjusted to align with the Outcome-Based Education approach. Additionally, the program's name was changed to "3D-Based Communication Design and Integrated Media" to better communicate with stakeholders and reflect the program's identity clearly.

The continuous improvement and development of the curriculum aim to promote learners' ability to integrate knowledge, connect with life, and adapt to the changing world. The teaching approach combines various knowledge areas, instills lifelong learning skills, and prepares learners for continuous learning throughout their lives.

2025 — Experience Design for Integrated Media

In 2025, the program plans to fully change its name to "Experience Design for Integrated Media." This change centers around experience design as an academic principle of the program since 2010. The program collected valuable feedback from stakeholders, including current students, teachers, alumni, and industry experts. It benchmarked against similar international programs, revising the Program Educational Objectives (PEOs) and the Program Learning Outcomes (PLOs) and program structure and content to ensure alignment with educational philosophy and stakeholder needs.

Program Structure

Total Credit Hours 144 Credits

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General Education Courses 24 Credits

KMITL Identity Skill Courses	9	Credits
Language and Communication Courses	3	Credits
General Education Courses	12	Credits

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Program Specific Courses 114 Credits

Design Principles Courses	21	Credits
Fundamental Skills Courses	9	Credits
Computer Skills Courses	12	Credits
Experience Design Courses	24	Credits
Integrated Media Production Courses	24	Credits
Program Electives Courses	12	Credits
Thesis in Experience Design for Integrated Media	12	Credits
Job Training	0	Credits

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Electives 6 Credits

Free Elective Courses	6	Credits

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Study Plan

Thesis in Experience Design for Integrated Media

Program's Free Electives
(Open for students to choose as thier free electives)

Legend:
- → Prerequisite
- •→ Co-requisite

Advanced Courses

Year 4 Semester 2 {Design Profession}
- Thesis in Experience Design for Integrated Media 2
- Design Pitching
- Design Professional Practice
- Design Portfolio Preparation

Year 4 Semester 1 {Open-Ended Experience}
- Thesis in Experience Design for Integrated Media 1
- Design Proposal
- Law for New Generation
- Research Paper Writing

Need to pass these 4 Intermediate courses as pre-requisites to Advanced courses

Year 3 Semester 3
- Job Training

Program's Electives
(Choose one for each semester)

Intermediate Courses

Year 3 Semester 2 {User Experience}
- Experience Design 6: User Experience
- Integrated Media Production 6: User Interface Design
- Design for E-Commerce
- Experimental User Interface Design
- Psychology in Communication
- Thai Writing in Workplace

Year 3 Semester 1 {Place Experience}
- Experience Design 5: Place Experience
- Integrated Media Production 5: Environmental Design
- Design and Technology
- Retail Design
- Media Design in Event Exhibition
- Development in Thai Creative Writing Skill

Year 2 Semester 2 {Learning Experience}
- Experience Design 4: Learning Experience
- Integrated Media Production 4: Prototype and Testing
- Human Factors
- Computer for Design 4: Coding and Physical Computing
- Developmental Toy Design
- Interactive Learning Media Design
- Intercultural Communication Skills in English 2

Year 2 Semester 1 {Brand Experience}
- Experience Design 3: Brand Experience
- Integrated Media Production 3: Graphic and Visual Identity
- Marketing and Customer Behavior
- Computer for Design 3: Video and Motion
- Method of Contextual Inquiry
- Intercultural Communication Skills in English 1

Need to pass these 4 Basic courses as pre-requisites to Intermediate courses

Basic Courses

Year 1 Semester 2 {3D Design & Sensory}
- Experience Design 2: Form and Sensory
- Integrated Media Production 2: Model and Sculpture
- Introduction to Creative Economy
- Computer for Design 2: 3D Modeling
- Technical Drawing for Design
- Digital Citizen

Year 1 Semester 1 {2D Design & Sensory}
- Experience Design 1: Exploring Five Senses
- Integrated Media Production 1: Artistic Media
- Art & Design Apprciation
- Computer for Design 1: Vector and Raster
- Art Technique Practice
- Introduction to English Communication Skills

Column categories:
- Experience Design
- Integrated Media Production
- Design Principles
- Computer Skills
- Fundamental Skills
- General Education

2D

**Year 1
Semester 1**

02366501 ART AND DESIGN APPRECIATION

CREDIT: 3 (3-0-6)   PREREQUISITE: NONE
Compare the artworks, their forms, and concepts in various types of art and design works. Match the art and design works according to their distinct and unique styles. Classify the forms of the works based on perception through the five senses. Present the classified works in the moodboard and provide references for the works.

02366508 ART TECHNIQUE PRACTICE

CREDIT: 3 (1-4-4)   PREREQUISITE: NONE
Focus on developing artistic skills and abilities through practice with various art media and techniques. Choose tools, materials, and techniques to create artworks, conveying visual perception into creative works using basic drawing, painting, printing, and sculpting techniques.

02366511 COMPUTER FOR DESIGN 1 : VECTOR AND RASTER

CREDIT: 3 (1-4-4)   PREREQUISITE: NONE
Focus on developing artistic skills and abilities through practice with various art media and techniques. Choose tools, materials, and techniques to create artworks, conveying visual perception into creative works using basic drawing, painting, printing, and sculpting techniques.

02366515 EXPERIENCE DESIGN 1 : EXPLORING FIVE SENSES

CREDIT: 4 (2-4-8)   PREREQUISITE: NONE
COREQUISITE:
02366521 INTEGRATED MEDIA PRODUCTION 1: ARTISTIC MEDIA
To prepare students for becoming experience designers, explore their five senses to raise recognize and describe perceptions from each. relate these perceptions to design pieces using creative thinking tools like mind maps to aid in designing. Provide references through information technology and other research sources suitable for design. Relate their own design work with theory and principles of art compositions.

02366521 INTEGRATED MEDIA PRODUCTION 1 : ARTISTIC MEDIA

CREDIT: 4 (2-4-8)   PREREQUISITE: NONE
COREQUISITE:
02366515 EXPERIENCE DESIGN 1: EXPLORING FIVE SENSES
Begin the design activities to convey the five senses through practice with artistic equipment, tools, and techniques. Present design concepts following the prescribed basic presentation structure and identify development approaches for both personal and others' works based on fundamental skills.

*General
Eductation*

90641008 INTRODUCTION TO ENGLISH COMMUNICATION SKILLS

CREDIT: 0 (0-0-45) PREREQUISITE: NONE
A development of English language communication skills through reading, writing, speaking, and listening activities with emphasis on a summary and practices of all essential communicative grammatical structures, vocabulary development, types of sentences, and expressions of ideas by using different language structures for successful communication in different contexts such as daily conversations, product reviews, online message writing, and video clip presentation.

3D

**Year 1
Semester 2**

02366502 INTRODUCTION TO CREATIVE ECONOMY

CREDIT: 3 (3-0-6)   PREREQUISITE: NONE

Learn about the importance of the role of designers in the creative economy through recording research, conducting interviews, and reporting on the work processes of designers and artists who align with the principles of the creative economy.

02366509 TECHNICAL DRAWING FOR DESIGN

CREDIT: 3 (1-4-4)   PREREQUISITE: NONE

Use universal technical drawing symbols to clearly indicate dimensions, proportions, and details of the workpiece. Select appropriate tools and computer software for technical drawing. Choose the style, type, and techniques of drafting to effectively display details of the workpiece, such as perspective views, multiview, and exploded views, following the instructor's guidance.

02366512 COMPUTER FOR DESIGN 2 : 3D MODELING

CREDIT: 3 (1-4-4)   PREREQUISITE: NONE

Practice using computer programs for basic 3D modeling by sketching images and detailing according to assignments to prepare for 3D modeling with current software. Utilize current model-making technology, such as 3D printers, and select appropriate materials for creating the models.

02366516 EXPERIENCE DESIGN 2 : FORM AND SENSORY

CREDIT: 4 (2-4-8)   PREREQUISITE: NONE
COREQUISITE:
02366522 INTEGRATED MEDIA PRODUCTION 2: MODEL AND SCULPTURE

To practice creating shapes to convey all five senses in preparation for becoming an experience designer, select artistic components via a Moodboard to convey all five senses through design pieces. Utilize creative thinking tools like Mind Maps and Forced Connection to aid in designing. Provide examples sourced through information technology and other research sources suitable for design. Relate their own design work to theory and principles of shape creation and three-dimensional composition.

02366522 INTEGRATED MEDIA PRODUCTION 2 :
MODEL AND SCULPTURE

CREDIT: 4 (2-4-8)   PREREQUISITE: NONE
COREQUISITE:
02366516 EXPERIENCE DESIGN 2: FORM AND SENSORY

Begin the design activities to convey the five senses through practice with equipment, tools, and techniques in model-making or sculpture. Present design concepts following the prescribed basic presentation structure and identify development approaches for both personal and others' works based on fundamental skills.

*General
Eductation*

90641007 DIGITAL CITIZEN

CREDIT: 3 (3-0-6)   PREREQUISITE: NONE

Development of digital citizen skills, live safely and responsibly online, use technology creatively and morally, innovate and deliver digital media sensibly, understand modern investment, and live wisely in digital world.

BX

02366503 MARKETING AND CUSTOMER BEHAVIOR

CREDIT: 3 (3-0-6)   PREREQUISITE: NONE

Explain the marketing factors, including product, price, distribution channels, and marketing communications, in relation to consumer behavior and design work. Describe the decision-making factors of customers and the communication elements, including receiver, sender, message, and channel. Relate strategic marketing tools, such as segmentation, targeting, and positioning, to design work.

02366510 METHOD OF CONTEXTUAL INQUIRY

CREDIT: 3 (1-4-4)   PREREQUISITE: NONE

Use universal technical drawing symbols to clearly indicate dimensions, Understand method of contextual inquiry of design research. Select primary data collection methods, such as interviews, observations, and immersion, to appropriately understand user needs within the context and research questions. Relate data from research tools to opportunities or design approaches using creative strategic tools and various diagrams.

02366513 COMPUTER FOR DESIGN 3 : VIDEO AND MOTION

CREDIT: 3 (1-4-4)   PREREQUISITE: NONE

Practice using computer programs for basic video and motion media. Develop design concepts for videos and motion picture, sketch style frames and storyboard to prepare for video and motion picture production. Produce and edit basic videos to present design works, and design motion picture for projection mapping onto small objects using projectors.

General Eductation

90641009 INTERCULTURAL COMMUNICATION SKILLS IN ENGLISH 1

CREDIT: 3 (3-0-6)   PREREQUISITE: NONE

A development of intercultural communication competences through practices of English language communication with emphasis on listening practices, basic reading comprehension, idea summary, expressing opinions, in-group presentation, and basic paragraph writing skills.
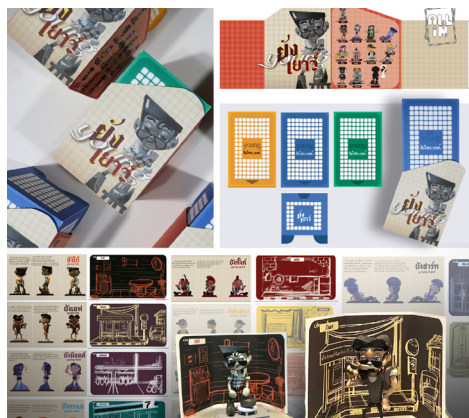
02366517 EXPERIENCE DESIGN 3 : BRAND EXPERIENCE

CREDIT: 4 (2-4-8)
PREREQUISITE:
02366515   EXPERIENCE DESIGN 1: EXPLORING FIVE SENSES
02366516   EXPERIENCE DESIGN 2: FORM AND SENSORY
02366521   INTEGRATED MEDIA PRODUCTION 1: ARTISTIC MEDIA
02366522   INTEGRATED MEDIA PRODUCTION 2: MODEL AND SCULPTURE
COREQUISITE:
02366523   INTEGRATED MEDIA PRODUCTION 3: GRAPHIC AND
             VISUAL IDENTITY
To practice designing brand experiences that foster relationships between
brands and customers through touchpoints and various content, aiming to
deliver satisfying brand experiences. Relate fundamental and perceptual
data reflecting understanding and identifying business and customer needs.
Connect marketing principles, brand building, and customer behavior with
designing brand experiences. Associate strategic tools in brand building and
communication planning to the scope of designing brand experiences.

02366523 INTEGRATED MEDIA PRODUCTION 3 :
GRAPHIC AND VISUAL IDENTITY

CREDIT: 4 (2-4-8)
PREREQUISITE:
02366515   EXPERIENCE DESIGN 1: EXPLORING FIVE SENSES
02366516   EXPERIENCE DESIGN 2: FORM AND SENSORY
02366521   INTEGRATED MEDIA PRODUCTION 1: ARTISTIC MEDIA
02366522   INTEGRATED MEDIA PRODUCTION 2: MODEL AND SCULPTURE
COREQUISITE:
02366517   EXPERIENCE DESIGN 3: BRAND EXPERIENCE
Sketch and conceptualize the prototype of an identity system and graphic
elements in detail, aligning with the brand experience design brief with
proficiency and creativity. Present graphic design works and identity elements,
such as creating an identity manual, clearly demonstrating the details of
the graphic design and the identity system's usage, as per the instructor's
guidelines. Choose methods to evaluate the strengths and weaknesses of the
design works and their application in the brand experience, and identify future
development directions for the projects.

02366504 HUMAN FACTORS

CREDIT: 3 (3-0-6)   PREREQUISITE: NONE
Classify and connect the principles/theories related to experience design, including affordance (physical & cognitive), personality, emotion, learning Styles, and learning stages, to the design strategies of case studies. Additionally, select tools or techniques for gathering human factors data relevant to learning experience design.

02366514 COMPUTER FOR DESIGN 4 : CODING AND
PHYSICAL COMPUTING

CREDIT: 3 (1-4-4)   PREREQUISITE: NONE
Create concepts and models to demonstrate interactions through electrical devices such as light, sound, color, screens, and sensors. Write programs to design interactions and circuitry basics according to the concept. Develop workflow diagrams following the idea for the operation of physical computing, with guidelines demonstrated to students.

02366518 EXPERIENCE DESIGN 4 : LEARNING EXPERIENCE

CREDIT: 4 (2-4-8)
PREREQUISITE:
02366515   EXPERIENCE DESIGN 1: EXPLORING FIVE SENSES
02366516   EXPERIENCE DESIGN 2: FORM AND SENSORY
02366521   INTEGRATED MEDIA PRODUCTION 1: ARTISTIC MEDIA
02366522   INTEGRATED MEDIA PRODUCTION 2: MODEL AND SCULPTURE
COREQUISITE:
02366524   INTEGRATED MEDIA PRODUCTION 4: PROTOTYPING
                AND TESTING
To practice designing learning experiences using a systematic design approach from inception to completion, demonstrate the interaction between designed media and users, aligning with objectives, requirements, contents and media usage patterns through personal design work. Connect relevant principles and theories with the strategic design of learning experience. Choose research methods, tools, or techniques relevant to learning experience design. Identify principles and theories related to human factors with the designed learning experience outcomes.

02366524 INTEGRATED MEDIA PRODUCTION 4 :
PROTOTYPING AND TESTING

CREDIT: 4 (2-4-8)
PREREQUISITE:
02366515   EXPERIENCE DESIGN 1: EXPLORING FIVE SENSES
02366516   EXPERIENCE DESIGN 2: FORM AND SENSORY
02366521   INTEGRATED MEDIA PRODUCTION 1: ARTISTIC MEDIA
02366522   INTEGRATED MEDIA PRODUCTION 2: MODEL AND SCULPTURE
COREQUISITE:
02366518   EXPERIENCE DESIGN 4: LEARNING EXPERIENCE
Convey unique design concepts through various sketching techniques, model-making for study purposes, and deliver the final design work meticulously and neatly according to the specified design, and produce presentation materials that fully illustrate the design process in the project according to the given criteria. Select and categorize works from sketches based on design concepts, and discuss the design works within the scope and criteria of the learning experience design.

02366527 DEVELOPMENTAL TOY DESIGN

CREDIT: 4 (2-4-8)   PREREQUISITE: NONE
Select strategic tools related to principles of designing developmental and skill-enhancing toys according to age groups, incorporating elements of form based on human factors and ergonomics. Select appropriate types of toys and determine play scenarios suitable for the developmental stages of the users and the interaction with the toys as specified by the design brief. Choose suitable design elements such as materials, shapes, mechanisms, colors, sizes, etc., for the toy's appearance and functionality. Select evaluation methods for the design works according to the scope and criteria of designing developmental learning experience toys.

02366528 INTERACTIVE LEARNING MEDIA DESIGN

CREDIT: 4 (2-4-8)   PREREQUISITE: NONE
Select strategic tools related to principles of designing interactive learning media. Organize content to be appropriate for learners/users of the interactive learning media according to the given brief, using tools such as storyboards. Select suitable design elements for creating interactive learning media. Choose methods to evaluate the design works according to the scope and criteria of designing the user experience with interactive learning media.

*General
Eductation*

90641010 INTERCULTURAL COMMUNICATION SKILLS IN ENGLISH 2

CREDIT: 3 (3-0-6)
PREREQUISITE:
90641009 INTERCULTURAL COMMUNICATION SKILLS IN ENGLISH 1
A development of intercultural communication competences through practices of English language communication with emphasis on listening practices, analytic reading, group discussions, public speaking, and different writing techniques such as expository writing, descriptive writing, persuasive writing, and narrative writing.

02366505 DESIGN AND TECHNOLOGY

CREDIT: 3 (3-0-6)   PREREQUISITE: NONE
Explain the functioning and interrelationships of business technology, manufacturing, entertainment, digital technology, and artificial intelligence used in design. Additionally, try to assemble the technologies that relate to the enhancement of human experiences through the five senses with user journey diagram.

02366519 EXPERIENCE DESIGN 5 : PLACE EXPERIENCE

CREDIT: 4 (2-4-8)
PREREQUISITE:
02366515   EXPERIENCE DESIGN 1: EXPLORING FIVE SENSES
02366516   EXPERIENCE DESIGN 2: FORM AND SENSORY
02366521   INTEGRATED MEDIA PRODUCTION 1: ARTISTIC MEDIA
02366522   INTEGRATED MEDIA PRODUCTION 2: MODEL AND SCULPTURE
COREQUISITE:
02366525   INTEGRATED MEDIA PRODUCTION 5: ENVIRONMENTAL DESIGN
To practice designing place experiences using structured design processes from start to finish. Demonstrate the interaction between the designed media and the users, ensuring alignment with the objectives, requirements, content of the media, and the forms of media usage through your design work. Relate design principles and theories to experience design strategies. Choose relevant research methods and tools or techniques for researching experience design in your projects. Identify principles and theories of spatial perception psychology in place experience design.

02366525 INTEGRATED MEDIA PRODUCTION 5 : ENVIRONMENTAL DESIGN

CREDIT: 4 (2-4-8)
PREREQUISITE:
02366515   EXPERIENCE DESIGN 1: EXPLORING FIVE SENSES
02366516   EXPERIENCE DESIGN 2: FORM AND SENSORY
02366521   INTEGRATED MEDIA PRODUCTION 1: ARTISTIC MEDIA
02366522   INTEGRATED MEDIA PRODUCTION 2: MODEL AND SCULPTURE
COREQUISITE:
02366518   EXPERIENCE DESIGN 4: LEARNING EXPERIENCE
Convey unique environmental design concepts through sketching, model-making, and creating final design pieces to meticulously and accurately detail the design works within the context of environmental design. Produce presentation materials that fully illustrate the design process in the project according to the specified criteria. Select and categorize works from sketches based on design concepts, and discuss the design works within the scope and criteria of place experience design.

*General
Eductation*

90644047 DEVELOPMENT OF THAI CREATIVE WRITING SKILLS

CREDIT: 3 (3-0-6)   PREREQUISITE: NONE
Practice and develop the creative writing skills. The expression of knowledge Ideas and imagination into writing. The chosen words are euphemisms correct and appropriate writing style including can review and edit writings manually.

02366529 MEDIA DESIGN IN EVENT EXHIBITION

CREDIT: 4 (2-4-8)   PREREQUISITE: NONE
Select strategic tools based on principles related event exhibition design. Organize content to be appropriate for the audience according to the given brief, using tools such as exhibition scenarios to outline events, experiences, and stories. Choose suitable design elements for creating the experience in an event exhibition. Select methods to evaluate the design works according to the scope and criteria of designing the experience provided by the media in the event exhibition.

02366530 RETAIL DESIGN

CREDIT: 4 (2-4-8)   PREREQUISITE: NONE
Select strategic tools based on principles related to retail design. Organize content including branding, products, and marketing materials to be suitable for customers according to the given brief, using tools such as store scenarios to outline activities, experiences, and narratives. Choose suitable design elements for creating the experience in a retail store. Select methods to evaluate the design works according to the scope and criteria of designing the experience provided by the store.

02366520 EXPERIENCE DESIGN 6 : USER EXPERIENCE

CREDIT: 4 (2-4-8)
PREREQUISITE:
02366515   EXPERIENCE DESIGN 1: EXPLORING FIVE SENSES
02366516   EXPERIENCE DESIGN 2: FORM AND SENSORY
02366521   INTEGRATED MEDIA PRODUCTION 1: ARTISTIC MEDIA
02366522   INTEGRATED MEDIA PRODUCTION 2: MODEL AND SCULPTURE
COREQUISITE:
02366526 INTEGRATED MEDIA PRODUCTION 6: USER INTERFACE DESIGN
To practice designing place experiences using structured design processes from start to finish. Demonstrate the interaction between the designed media and the users, ensuring alignment with the objectives, requirements, content of the media, and the forms of media usage through your design work. Relate design principles and theories to experience design strategies. Choose relevant research methods and tools or techniques for researching experience design in your projects. Identify principles and theories of spatial perception psychology in place experience design.

**02366526 INTEGRATED MEDIA PRODUCTION 6 :
              USER INTERACTION DESIGN**

CREDIT: 4 (2-4-8)
PREREQUISITE:
02366515   EXPERIENCE DESIGN 1: EXPLORING FIVE SENSES
02366516   EXPERIENCE DESIGN 2: FORM AND SENSORY
02366521   INTEGRATED MEDIA PRODUCTION 1: ARTISTIC MEDIA
02366522   INTEGRATED MEDIA PRODUCTION 2: MODEL AND SCULPTURE
COREQUISITE:
02366520 EXPERIENCE DESIGN 6: USER EXPERIENCE
Sketches and develop designs for visual arts, navigation design, a design system, and initial interaction prototypes to demonstrate interface design using demonstrated techniques with creativity. Present the process and results of user interface design using methods and media formats such as interaction prototypes or videos as recommended by the instructor. Select and group interface design concepts from sketches and developed designs according to user experience design strategies. Utilize evaluation tools and conduct user testing to discuss the strengths and weaknesses of the design works and identify future development directions.

*General
Eductation*

90642142 PSYCHOLOGY IN COMMUNICATION

CREDIT: 3 (3-0-6)   PREREQUISITE: NONE
One of the major obstacle in art and design creation besides artistic creation is the ability in communicating artwork to be comprehended and recognized, as well as working with others sensibly. This course is designed for student to be understood and practiced communication effectively. Consequently, students are capable of utilizing psychological knowledge in improving communication successfully.

90644050 THAI WRITING IN WORKPLACE

CREDIT: 3 (3-0-6)   PREREQUISITE: NONE
Study Principles, formats and methods of writing Thai document types; correct use of the Thai language appropriate for each type of documents. Practice in document writing in accordance with working system in the workplace.

## 02366531   DESIGN FOR E-COMMERCE

CREDIT: 4 (2-4-8)   PREREQUISITE: NONE

Relate business strategy tools, business models, marketing strategies, and target groups for designing e-commerce. Organize content including branding, products, and marketing materials, leading to designing touchpoints for the user experience in e-commerce, following the user experience journey. Create a draft of the environmental design and develop a prototype suitable for simulation and testing of the user experience. Select evaluation methods for the design works according to the scope and criteria of the user experience obtained from using the e-commerce system.

02366532 EXPERIMENTAL USER INTERFACE DESIGN

CREDIT: 4 (2-4-8)   PREREQUISITE: NONE

Select tools for designing user experiences based on the brief to experiment with behavior. Create interaction workflows and experience maps with flowcharts or user journey maps that generate new experiences from behavioral data. Develop models or interfaces to create new experiences through touchpoints or interfaces, both physical and digital. Select evaluation methods for the design works according to the scope and criteria of the user experience derived from the experimental user interface design.

ภาพตัวอย่างเมื่อนำโปรเตอร์โปรโมทติดตามพื้นที่ต่างๆในย่านสีลม
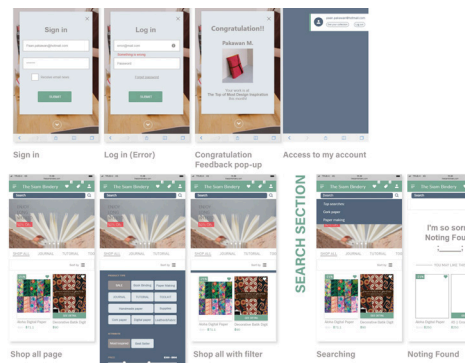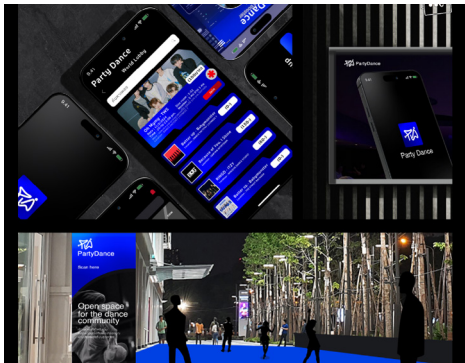
JT

**Year 3
Semester 3**

02366535 JOB TRAINING

CREDIT: 0 (0-240-0)   PREREQUISITE: NONE
Practice in either governmental or private organizations, within the field of 3D-based communication design and integrated media upon approval by course director for no less than 240 hours during semester, right after the second semester of the third academic year. The evaluation employs "S" (Satisfactory)

**THE
SIS 1**

**Year 4
Semester 1**

02366506 DESIGN PROPOSAL

CREDIT: 3 (3-0-6)   PREREQUISITE: NONE
Apply interdisciplinary design principles in writing the outline of a design project. Define the project details in relation to strategies that align with the scope, situation, and context of the design project.

02366536 THESIS IN EXPERIENCE DESIGN FOR INTEGRATED MEDIA 1

CREDIT: 6 (4-4-12)
PREREQUISITE:
02366517   EXPERIENCE DESIGN 3: BRAND EXPERIENCE
02366518   EXPERIENCE DESIGN 4: LEARNING EXPERIENCE
02366519   EXPERIENCE DESIGN 5: PLACE EXPERIENCE
02366520   EXPERIENCE DESIGN 6: USER EXPERIENCE
The individual project of study on a chosen design topic, utilize appropriate data collection and research processes to create a thesis on experience design for integrated media including the topic, scope of study, analysis of design problems, summary of relevant factors, goals and objectives, literature review, data analysis, design guidelines, expected outcomes, and a quality work plan suitable for thesis creation.

*General
Eductation*

90642033 LAW FOR NEW GENERATION

CREDIT: 3 (3-0-6)   PREREQUISITE: NONE
Study the laws and analysis facts of law in our society, learning about civic right and responsibilities in expression of opinion, defamation when using online media under acts of computer and digital media use, principles of consumers' protection laws and relevant copyright laws.

90644045 RESEARCH PAPER WRITING

CREDIT: 3 (3-0-6)   PREREQUISITE: NONE
Learn and practice the process of data searching, basic research, report and paper writing with academic language, and the process of academic publishing and conferencing.

THESIS 2

**Year 4
Semester 2**

02366507 DESIGN PITCHING

CREDIT: 3 (3-0-6)　PREREQUISITE: NONE
Applying interdisciplinary design principles to prepare a design project presentation, present project details, and design presentation formats according to project scope.

02366537 THESIS IN EXPERIENCE DESIGN FOR INTEGRATED MEDIA 2

CREDIT: 6 (4-4-12)
PREREQUISITE:
02366536 THESIS IN EXPERIENCE DESIGN FOR INTEGRATED MEDIA 1
Produce design works that align with the findings from the research conducted in the course THESIS IN EXPERIENCE DESIGN AND INTEGRATED MEDIA 1, adhering to human factors and marketing criteria, while showcasing craftsmanship and aesthetic quality. Present the complete design works and the entire design process to the public. Gather feedback from stakeholders to evaluate the success of the design.

Free Electives
*Students can select
2 Free Electives.
XDIM prepares 2 Courses
as free electives for
students.*

02366533 DESIGN PROFESSIONAL PRACTICE

CREDIT: 3 (3-0-6)　PREREQUISITE: NONE
Prepare for a professional career by transitioning from higher education through the review of design work quality from various case studies. This process aims to develop students into future professional designers.

02366534 DESIGN PORTFOLIO PREPARATION

CREDIT: 3 (3-0-6)　PREREQUISITE: NONE
Prepare for job applications with a professional portfolio. Showcase the expertise of students through their portfolios, reflecting their personality, interests, skills, aspirations, and goals in becoming a professional designer.

Curriculum Mapping

B = Basic, I = Intermediate, A = Advanced, A^F = Full Assessment

Courses	PLOs						
	1	2	3	4	5	6	7
Year 1 Semester 1							
02366501 ART AND DESIGN APPRECIATION	B			B			
02366508 ART TECHNIQUE PRACTICE					B		
02366511 COMPUTER FOR DESIGN 1 : VECTOR AND RASTER					I		
02366515 EXPERIENCE DESIGN 1 : EXPLORING FIVE SENSES	B	B	B	B			
02366521 INTEGRATED MEDIA PRODUCTION 1 : ARTISTIC MEDIA					B	B	B
90641008 INTRODUCTION TO ENGLISH COMMUNICATION SKILLS						B	
Year 1 Semester 2							
02366502 INTRODUCTION TO CREATIVE ECONOMY	B		B				
02366509 TECHNICAL DRAWING FOR DESIGN					B		
02366512 COMPUTER FOR DESIGN 2 : 3D MODELING					I		
02366516 EXPERIENCE DESIGN 2 : FORM AND SENSORY	B	B	B	B			
02366522 INTEGRATED MEDIA PRODUCTION 2 : MODEL AND SCULPTURE					B	B	B
90641007 DIGITAL CITIZEN	B						
Year 2 Semester 1							
02366503 MARKETING AND CUSTOMER BEHAVIOR	I	I					
02366510 METHOD OF CONTEXTUAL INQUIRY		I	I				
02366513 COMPUTER FOR DESIGN 3 : VIDEO AND MOTION					I		
02366517 EXPERIENCE DESIGN 3 : BRAND EXPERIENCE	I	I	I	I			
02366523 INTEGRATED MEDIA PRODUCTION 3 : GRAPHIC AND VISUAL IDENTITY					I	I	I
90641009 INTERCULTURAL COMMUNICATION SKILLS IN ENGLISH 1						I	
Year 2 Semester 2							
02366504 HUMAN FACTORS	I	I					
02366514 COMPUTER FOR DESIGN 4 : CODING AND PHYSICAL COMPUTING					I		
02366518 EXPERIENCE DESIGN 4 : LEARNING EXPERIENCE	I	I	I	I			
02366524 INTEGRATED MEDIA PRODUCTION 4 : PROTOTYPING AND TESTING					I	I	I

B = Basic, I = Intermediate, A = Advanced, A^F = Full Assessment

Courses	PLOs						
	1	2	3	4	5	6	7
02366527 DEVELOPMENTAL TOY DESIGN		I		I	I		I
02366528 INTERACTIVE LEARNING MEDIA DESIGN		I		I	I		I
90641010 INTERCULTURAL COMMUNICATION SKILLS IN ENGLISH 2						I	
Year 3 Semester 1							
02366505 DESIGN AND TECHNOLOGY	I	I					
02366519 EXPERIENCE DESIGN 5 : PLACE EXPERIENCE	I	I	I	I			
02366525 INTEGRATED MEDIA PRODUCTION 5 : ENVIRONMENTAL DESIGN					I	I	I
02366529 MEDIA DESIGN IN EVENT EXHIBITION		I		I	I		I
02366530 RETAIL DESIGN		I		I	I		I
90644047 DEVELOPMENT OF THAI CREATIVE WRITING SKILLS						I	
Year 3 Semester 2							
02366520 EXPERIENCE DESIGN 6 : USER EXPERIENCE	I	I	I	I			
02366526 INTEGRATED MEDIA PRODUCTION 6 : USER INTERACTION DESIGN					I	I	I
02366531 DESIGN FOR E-COMMERCE		I		I	I		I
02366532 EXPERIMENTAL USER INTERFACE DESIGN		I		I	I		I
90642142 PSYCHOLOGY IN COMMUNICATION	I						
90644050 THAI WRITING IN WORKPLACE						I	
Year 3 Semester 3							
02366535 JOB TRAINING	I	I	I	I	I	I	I
Year 4 Semester 1							
02366506 DESIGN PROPOSAL	A	A					
02366536 THESIS IN EXPERIENCE DESIGN FOR INTEGRATED MEDIA 1	A^F	A^F	A^F	A^F			
90642033 LAW FOR NEW GENERATION	I						
90644045 RESEARCH PAPER WRITING						I	
Year 4 Semester 2							
02366507 DESIGN PITCHING	A					A	
02366533 DESIGN PROFESSIONAL PRACTICE							A
02366534 DESIGN PORTFOLIO PREPARATION						A	
02366537 THESIS IN EXPERIENCE DESIGN FOR INTEGRATED MEDIA 2					A^F	A^F	A^F

Faculty Members

Atthaves Borriraklert, Ph.D.

Assistant Professor / Program Director

- Doctor of Philosophy in Information Technology Management, Mahidol University, Nakhon Pathom, Thailand
- Master of Art in Design Management, Savannah College of Art and Design, Savannah, Georgia, USA
- Bachelor of Architecture in Industrial Design, King Mongkut's Institute of Technology Ladkrabang, Ladkrabang, Bangkok, Thailand

Apinpus Chitrakorn, Ph.D.

Assistant Professor

- Doctor of Philosophy in Curriculum and Instruction, Silpakorn University, Nakhon Pathom, Thailand
- Master of Art in Graphic Design, California State University, Los Angeles, California, USA
- Bachelor of Architecture in Industrial Design, King Mongkut's Institute of Technology Ladkrabang, Ladkrabang, Bangkok, Thailand

Nuanphan Kaewpanukrangsi, Ph.D.

Assistant Professor

- Doctor of Philosophy in Communication and Innovation, National Institute of Development Administration (NIDA), Bangkok, Thailand
- Master of Science in Interaction Design, Malmö University, Sweden
- Bachelor of Architecture in Industrial Design, King Mongkut's Institute of Technology Ladkrabang, Ladkrabang, Bangkok, Thailand

Neerawan Ratanawijarn

BX LX PX

Lecturer

- Master of Art in Visual Communication, University of Central England in Birmingham, United Kingdom
- Bachelor of Fine and Applied Arts in Communication Arts, King Mongkut's Institute of Technology Ladkrabang, Ladkrabang, Bangkok, Thailand

Napin Mandhachitara

BX PX

Lecturer

- Master of Art in Graphic Design, University of Art and Design, Helsinki, Finland
- Bachelor of Fine Arts in Visual Communication Design, Silpakorn University, Nakhon Pathom, Thailand

Sarunporn Tongsubanan, Ph.D.

LX UX

Lecturer

- Doctor of Philosophy in Multidisciplinary Design Research, King Mongkut's Institute of Technology Ladkrabang, Ladkrabang, Bangkok, Thailand
- Master of Architecture in Tropical Architecture, King Mongkut's Institute of Technology Ladkrabang, Ladkrabang, Bangkok, Thailand
- Bachelor of Science in Industrial Education in Architecture, King Mongkut's Institute of Technology Ladkrabang, Ladkrabang, Bangkok, Thailand

Student Evaluation

The assessment standards and procedures for student progression and degree completion were outlined in the regulations of KMITL for undergraduate studies in the academic year 2564 B.E. (2021 A.D.). These regulations cover general information on admission and registration, assessment standard, degree completion, and degree honors. This information is included in the appendix of the program specification, explained during orientation day, and reiterated to students at the beginning of each semester.

Assessment Standard

At KMITL, it is the responsibility of course instructors to assess students using various methods based on the achievement of learning outcomes. For credit courses, grades are specified as A, B+, B, C+, C, D+, D, and F (from Excellent to Failed), which are given to tests or graded assignments. For audit courses, assessment results are given as either Satisfaction (S) or Unsatisfactory (U).

Score (%)	Letter Grade	Grade Points	Description
80.00 – 100.00	A	4.00	Excellent
75.00 – 79.99	B+	3.50	Very Good
70.00 – 74.99	B	3.00	Good
65.00 – 69.99	C+	2.50	Fairly Good
60.00 – 64.99	C	2.00	Fair
55.00 – 59.99	D+	1.50	Poor
50.00 – 54.99	D	1.00	Very Poor
< 50.00	F	0.00	Failed
—	I	—	Incompleted
—	S	—	Satisfaction
—	U	—	Unsatisfactory
—	T	—	Transferred

Academic Progression

Grade Point Average of Semester (GPS) and Cumulative Grade Point Average (GPA) are used to monitor academic progress. Students with a GPA below 2.00 will be placed on academic probation. Academic probation allows continued enrollment but requires improvement in academic performance. Students on academic probation must achieve a GPA of at least 2.00 in the following semester to avoid dismissal from the program. Students with a GPA below 1.00 will be dismissed immediately.

Degree Completion

To graduate from KMITL, students must successfully complete all coursework outlined in their chosen program's structure, fulfilling the designated credit hour requirements. Maintaining a minimum GPA of 2.00 throughout their studies is also mandatory. According to the program structure, the GPA of all courses must be at least 2.00 to complete the degree. Additionally, students must demonstrate English proficiency by passing the mandatory English Exit Exam.

KMITL recognizes exceptional academic achievement by awarding First Class Honors and Second Class Honors degrees. To qualify for First Class Honors, students must achieve a GPA of at least 3.75 without any failing grades (F or U) and complete their program within the designated timeframe, all while maintaining good academic standing without ever being placed on probation. Second Class Honors follow similar criteria, requiring a GPA of at least 3.50 with no failing grades and on-time program completion, while also avoiding academic probation. Students must studied strictly to the program structure no more or less to receive the academic achievement, for XDIM program is 144 credit hours.

Job Training

The curriculum includes a job training course as part of the specialized course category to enhance students' work experience prior to entering their professional careers. In the field of Experience Design for Integrated Media, all students are required to register for this course. They must undertake practical training with organizations related to experience design for integrated media or other relevant fields. This serves as a checkpoint to assess the achievement of the intermediate-level of the learning outcomes for the third-year level. Students are required to complete a minimum of 240 hours of job training. The job training course does not carry credit hours and is graded on a Satisfactory (S) or Unsatisfactory (U) basis.

Job Training Procedures

Preparation (Year 3 Semester 2)

Students must contact a prospective training site.

Once a placement is confirmed, they should request an internship form from the departmental office to fill in the training details.

The departmental office prepares a request letter for approval by the department head.

Students collect the internship request letter to submit to the company/organization where they intend to train.

Students must follow up with the company/organization to confirm acceptance and notify the department, which will issue a placement confirmation letter.

Students submit one 1-inch photo to be attached to the practical training logbook.

Students collect the confirmation letter and training logbook from the department.

Job Training (Year 3 Semester 3)

Students begin their training and complete the required period as per the curriculum (no less than 30 days or 240 hours).

Students document their training activities in the logbook and return the completed logbook to the department upon finishing, along with the course evaluation form.

The program committee processes the evaluation of the job training course based on the evaluation from the employers.

Job Training Course Learing Outcomes (CLOs) and Rubrics

CLO 1: Design Interdiscipline

Describe the connections between principles and foundations in art and design, such as aesthetics, art techniques, design principles, technology, business acumen, and sociocultural impacts, providing their relevance to XDIM problems.

A	• Provides a comprehensive and insightful description of the connections between principles and foundations in art and design, including aesthetics, art techniques, design principles, technology, business acumen, and sociocultural impacts. • Demonstrates a deep understanding of how these principles are relevant to solving XDIM problems.
B	• Describes the connections effectively, covering the major aspects of principles and foundations in art and design. • Shows a solid understanding of their relevance to XDIM problems.
C	• Offers a basic description of the connections between principles and foundations in art and design. • Identifies some relevant aspects but lacks depth in understanding.
D	• Provides a limited or unclear description of the connections. • Demonstrates a lack of clarity or understanding regarding how these principles relate to solving XDIM problems.
F	• Fails to describe the connections between principles and foundations in art and design. • Shows little to no understanding of how these principles are relevant to addressing XDIM problems.

CLO 2: Creative & Design Strategy

Associate various creative and design thinking tools into design strategies that align seamlessly with the scopes of XDIM problems.

A	• Associates a wide range of creative and design thinking tools into design strategies, demonstrating a deep understanding of their application and alignment with the scopes of XDIM problems.
B	• Effectively associates various creative and design thinking tools with design strategies, showing a solid understanding of their application and alignment with the scopes of XDIM problems.
C	• Associates some creative and design thinking tools with design strategies, demonstrating a basic understanding of their application and alignment with the scopes of XDIM problems.
D	• Associates few creative and design thinking tools with design strategies, with limited understanding of their application and alignment with the scopes of XDIM problems.

F	• Fails to effectively associate creative and design thinking tools with design strategies, lacking understanding of their application and alignment with the scopes of XDIM problems.

CLO 3: Design Research

Select design research tools or techniques for investigation, analysis, and summarizing design requirements and criteria that reflect user insight according to the provided process.

A	• Demonstrates a profound understanding by consistently selecting a variety of design research tools and techniques in a thorough and insightful manner. • Clearly aligns with the provided process, showcasing a deep comprehension of user insights and design requirements.
B	• Shows a solid understanding by consistently selecting a range of design research tools and techniques. • Aligns well with the provided process, reflecting a good grasp of user insights and design requirements.
C	• Demonstrates a basic understanding by generally selecting design research tools and techniques. • Follows the provided process adequately, with some alignment to user insights and design requirements.
D	• Shows a limited understanding with inconsistent or insufficient selection of design research tools and techniques. • Struggles to align with the provided process, resulting in a limited reflection of user insights and design requirements.
F	• Fails to demonstrate understanding, with little to no effort in selecting design research tools and techniques. • Lacks alignment with the provided process, leading to a minimal or non-existent reflection of user insights and design requirements.

CLO 4: Experience Design

Reproduce the flow of experience, and visual and verbal content for experience design through various creative media types, following the specified intended purpose, tone, emotion, media usage, format, and constraints.

A	• Student consistently reproduces the flow of experience, and visual and verbal content that demonstrates a deep understanding of the specified purpose, tone, emotion, media usage, format, and constraints. The experience design is highly effective (in aesthetics, differentiations, and novelty) and exhibits creativity beyond expectations.
B	• Student reproduces the flow of experience, and visual and verbal content effectively, adhering to the specified criteria with a clear understanding of purpose, tone, emotion, media usage, format, and constraints. Experience design is generally effective.
C	• Student reproduces the flow of experience, and visual and verbal content with some effectiveness, demonstrating a basic understanding of the specified purpose, tone, emotion, media usage, format, and constraints. Experience design meets minimum expectations.
D	• Student struggles to reproduce the flow of experience, and visual and verbal content effectively. The understanding of the specified criteria is limited, resulting in experience design that falls below expectations.

F	• Student fails to reproduce the flow of experience, and visual and verbal content effectively. The understanding of the specified criteria is minimal or nonexistent, and experience design and content are significantly missing the point.

CLO 5: Design Implementation

Reproduce the design with developed skills in drawing, sketching, visualization, and prototyping, emphasizing details that accurately represent the provided usages, contextual factors, environments, materials, production techniques, and installation, while prioritizing originality.

A	• Student reproduces the design with highly developed skills in drawing, sketching, visualization, and prototyping. • The emphasis on details is exceptional, accurately representing usages, contextual factors, environments, materials, production techniques, and installation, while demonstrating a high level of originality.
B	• Student reproduces the design with well-developed skills in drawing, sketching, visualization, and prototyping. • The emphasis on details is good, accurately representing most aspects of usages, contextual factors, environments, materials, production techniques, and installation, with a satisfactory level of elaboration.
C	• Student reproduces the design with satisfactory skills in drawing, sketching, visualization, and prototyping. • The emphasis on details is moderate, accurately representing key aspects of usages, contextual factors, environments, materials, production techniques, and installation, with an acceptable level of flexibility.
D	• Student struggles to reproduce the design with underdeveloped skills in drawing, sketching, visualization, and prototyping. • The emphasis on details is limited, with inaccuracies in representing usages, contextual factors, environments, materials, production techniques, and installation, with an acceptable level of fluency.
F	• Student fails to reproduce the design, lacking necessary skills in drawing, sketching, visualization, and prototyping. • The emphasis on details is insufficient, with significant inaccuracies in representing usages, contextual factors, environments, materials, production techniques, and installation, and an intention to copy other's work.

CLO 6: Presentation & Communication Skill

Reproduce the provided presentation techniques for presenting content and process of the design problem through visual and verbal presentation, adhering to specified details, and incorporating suitable presentation media in physical or digital formats.

A	• Reproduces the provided presentation techniques with a high level of accuracy and creativity, effectively presenting the content and process of the design problem. • Adheres meticulously to specified details and incorporates suitable presentation media in physical or digital formats.
B	• Reproduces the provided presentation techniques with accuracy, effectively presenting the content and process of the design problem. • Adheres well to specified details and incorporates suitable presentation media in physical or digital formats.

C	• Reproduces the provided presentation techniques adequately, presenting the content and process of the design problem. • Adheres to specified details and incorporates suitable presentation media in physical or digital formats.
D	• Reproduces the provided presentation techniques with some inaccuracies, presenting the content and process of the design problem to a limited extent. • Partially adheres to specified details and may have limitations in the use of suitable presentation media.
F	• Reproduces the provided presentation techniques inadequately, with significant inaccuracies, limiting the effectiveness of presenting the content and process of the design problem. • Does not adhere well to specified details and struggles to incorporate suitable presentation media in physical or digital formats.

CLO 7: Design Quality

Discuss the quality of the design output using provided methods to ensure alignment with the provided objectives and requirements, considering user experience, stakeholder needs, and areas for future improvement.
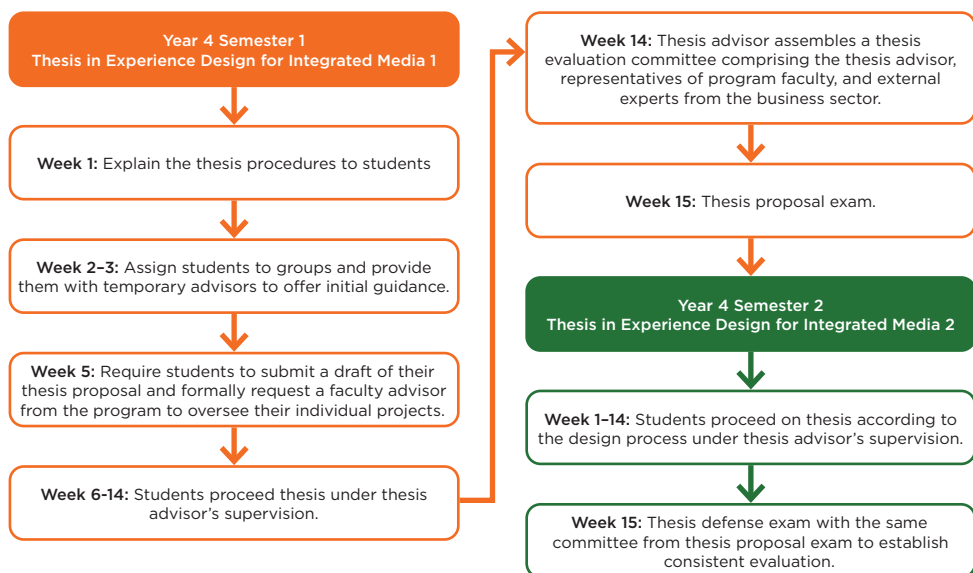
A	• The discussion demonstrates a profound understanding of the quality of the design output using provided methods. • It thoroughly explores how the output aligns with the provided objectives and requirements, considering user experience, stakeholder needs, and providing insightful remark of areas for future improvement.
B	• The discussion shows a solid understanding of the quality of the design output using provided methods. • It effectively explores alignment with the provided objectives and requirements, considering user experience, stakeholder needs, and offering a reasonable remark of areas for future improvement.
C	• The discussion displays a basic understanding of the quality of the design output using provided methods. • It adequately examines alignment with the provided objectives and requirements, touches on user experience and stakeholder needs, and provides some remarks of areas for future improvement.
D	• The discussion demonstrates a limited understanding of the quality of the design output using provided methods. • It partially addresses alignment with the provided objectives and requirements, with limited consideration of user experience and stakeholder needs, and provides weak remarks of areas for future without depth.
F	• The discussion lacks a clear understanding of the quality of the design output using provided methods. • It does not effectively address alignment with the provided objectives and requirements, neglecting considerations for user experience, stakeholder needs, and areas for future improvement.

Thesis in XDIM

To graduate from the Bachelor of Fine and Applied Arts program in Experience Design for Integrated Media, students must meet the learning outcome assessment criteria for their thesis work in Course *02366536: Thesis in Experience Design for Integrated Media 1* and Course *02366537: Thesis in Experience Design for Integrated Media 2.*

Thesis is a comprehensive work that demonstrates the achievement of all program-level learning outcomes (PLOs). The process and output of the thesis serve as tangible evidence of the student's expertise in experience design for integrated media. The curriculum stipulates that the evaluation of each thesis must be conducted by a committee of at least three members: one program faculty member, one academic advisor, and one external expert. This ensures that students have achieved the program-level learning outcomes and that their work aligns with industry demands. The external expert must be a design professional or a recognized specialist in the relevant field or industry. They are required to have at least 8 years of experience in a design-related field pertinent to the student's thesis topic and must have held a managerial or director-level position in a department or division related to the thesis topic. This mechanism ensures alignment between instructional activities, evaluation practices, and student outputs with the needs of the industry.

Thesis Procedures

Year 4 Semester 1
Thesis in Experience Design for Integrated Media 1

Week 1: Explain the thesis procedures to students

Week 2–3: Assign students to groups and provide them with temporary advisors to offer initial guidance.

Week 5: Require students to submit a draft of their thesis proposal and formally request a faculty advisor from the program to oversee their individual projects.

Week 6-14: Students proceed thesis under thesis advisor's supervision.

Week 14: Thesis advisor assembles a thesis evaluation committee comprising the thesis advisor, representatives of program faculty, and external experts from the business sector.

Week 15: Thesis proposal exam.

Year 4 Semester 2
Thesis in Experience Design for Integrated Media 2

Week 1–14: Students proceed on thesis according to the design process under thesis advisor's supervision.

Week 15: Thesis defense exam with the same committee from thesis proposal exam to establish consistent evaluation.

Marking Schemes

02366536: Thesis in Experience Design for Integrated Media 1

Assessment Methods	PLO3	PLO4	PLO3	PLO4
Thesis Proposal Exam	80	80	80	80
Attendance	20	20	20	20
Total	100	100	100	100
Weight	25%	25%	25%	25%

02366537: Thesis in Experience Design for Integrated Media 2

Assessment Methods	PLO5	PLO6	PLO7
Thesis Defense Exam	80	80	80
Attendance	20	20	20
Total	100	100	100
Weight	60%	20%	20%

Program Learing Outcomes (PLOs) and Rubrics

PLO 1: Design Interdiscipline

Apply design interdiscipline, including aesthetics, art techniques, communication design principles, technology, business acumen, and sociocultural impacts to reliably support the XDIM project.

A	• The application of principles and foundations in art and design, such as aesthetics, art techniques, design principles, technology, business acumen, and sociocultural impacts, is executed with exceptional reliability and proficiency. • The design of the XDIM project is notably enhanced by the effective application of these principles, showcasing a deep understanding and skillful utilization.
B	• The application of principles and foundations in art and design is proficient and reliable, significantly contributing to the support of the XDIM project. • The utilization of these principles demonstrates a solid understanding and skillful application, although there may be minor areas for improvement.
C	• The application of principles and foundations in art and design is satisfactory and reliable in supporting the design of the XDIM project. • The utilization of these principles demonstrates a basic understanding and application, meeting the minimum requirements for effective support.
D	• The application of principles and foundations in art and design shows limited proficiency and reliability in supporting the design of the XDIM project. • There are notable areas for improvement, and the utilization of these principles may not consistently contribute to the project's effectiveness.
F	• The application of principles and foundations in art and design is insufficient and unreliable in supporting the design of the XDIM project. • There is a clear lack of understanding and proficiency in applying these principles, resulting in an ineffective contribution to the project.

PLO 2: Creative & Design Strategy

Formulate design strategies for open-ended XDIM project by using creative and design thinking tools, and ensuring the alignment with project scope, situations, and contexts.

A	• The formulation of design strategies for the open-ended XDIM project is outstanding. • Creative and design thinking tools are applied with exceptional skill, ensuring a high level of alignment with project scope, situations, and contexts. • The strategies demonstrate a deep understanding and designful application.
B	• The formulation of design strategies for the open-ended XDIM project is proficient. • Creative and design thinking tools are applied with skill, resulting in a good alignment with project scope, situations, and contexts. • The strategies demonstrate a solid understanding and effective application.
C	• The formulation of design strategies for the open-ended XDIM project is satisfactory. • Creative and design thinking tools are applied adequately, meeting the basic requirements for alignment with project scope, situations, and contexts. • The strategies demonstrate a satisfactory understanding and application.
D	• The formulation of design strategies for the open-ended XDIM project shows limited proficiency. • There are areas for improvement in the application of creative and design thinking tools, and the alignment with project scope, situations, and contexts is inconsistent. • The strategies may not effectively address the project's requirements.
F	• The formulation of design strategies for the open-ended XDIM project is insufficient. • Creative and design thinking tools are poorly applied, resulting in a lack of alignment with project scope, situations, and contexts. • The strategies demonstrate a clear lack of understanding and proficiency, making them ineffective for the project.

PLO 3: Design Research

Apply the contextual inquiry method to design research for the investigation, analysis of quantitative and qualitative data, and summarization into design requirements and criteria that reflect user, business, and stakeholder insights with empathy.

A	• The design research is conducted with exceptional skill, utilizing a diverse range of suitable tools, processes, and techniques. • The investigation, analysis, and summarization into design requirements and criteria demonstrate a profound understanding of user insight. • The application of research methods is thoughtful and contributes significantly to the design process.
B	• The design research is conducted proficiently, using a variety of suitable tools, processes, and techniques. • The investigation, analysis, and summarization into design requirements and criteria show a solid understanding of user insight. • The application of research methods is effective and contributes positively to the design process.
C	• The design research is conducted adequately, employing basic tools, processes, and techniques. • The investigation, analysis, and summarization into design requirements and criteria reflect a satisfactory understanding of user insight. • The application of research methods meets the basic requirements for supporting the design process.

D	• The design research is conducted with limited proficiency, relying on a narrow set of tools, processes, or techniques. • The investigation, analysis, and summarization into design requirements and criteria show inconsistencies and gaps in addressing user insight. • The application of research methods requires improvement to effectively support the design process.
F	• The design research is conducted insufficiently, lacking the use of suitable tools, processes, or techniques. • The investigation, analysis, and summarization into design requirements and criteria lack a clear understanding of user insight. • The application of research methods is inadequate and does not contribute to the design process.

PLO 4: Experience Design

Construct the human experience and journey, including the interaction of the five human senses, and visual and verbal content through integrated media, considering the intended purpose, tone, emotion, meaning, media usage, format, and constraints.

A	• Demonstrates exceptional integration of human sensory and aligns them cohesively with the intended purpose, creating a deeply immersive and purposeful experience. • Visuals and verbal content are seamlessly integrated, effectively conveying the intended tone, emotion, and meaning. • Utilizes integrated media creatively and effectively to enhance the overall experience, adeptly adapting to constraints without compromising quality.
B	• Integrates human sensory consistently and aligns them well with the intended purpose, providing a highly immersive and purposeful experience with minor areas needing improvement. • Visuals and verbal content are mostly well-integrated, conveying the intended tone, emotion, and meaning clearly. • Uses integrated media effectively to enhance the experience, with some minor areas needing improvement in adapting to constraints
C	• Integrates human sensory consistently and aligns them adequately with the intended purpose, but the experience may lack immersion in certain areas. • Visuals and verbal content are presented adequately, but there are noticeable areas where clarity or coherence could be improved. • Uses integrated media to support the experience, with room for improvement in adapting to constraints.
D	• Integrates human sensory in consistently and struggles to align them with the intended purpose, resulting in a limited immersive and purposeful experience. • Visuals and verbal content are presented with some clarity, but there are significant areas where improvement is needed. • Uses integrated media, but effectiveness is limited, and there is little adaptability to constraints.
F	• Fails to integrate human sensory and align them with the intended purpose, resulting in a disjointed or unengaging experience. • Visuals and verbal content are presented with little clarity or coherence, hindering understanding and engagement. • Uses integrated media poorly, detracting from the overall experience, and shows no adaptability to constraints.

PLO 5: Design Implementation

Implement the design with refined skills in drawing, sketching, visualization, and prototyping, emphasizing details that accurately represent usages, contextual factors, environments, materials, technology, production techniques, and installation, while prioritizing originality.

A	• Implements the design with exceptional skill in drawing, sketching, visualization, and prototyping, showcasing refined skills. • Executes techniques with precision and mastery, demonstrating an outstanding command over tools and materials. • Emphasizes details effectively, ensuring accurate representation of usages, contextual factors, environments, materials, technology, production techniques, and installation. • Prioritizes originality, bringing a unique and creative approach to the implementation of the design.
B	• Implements the design with solid skill in drawing, sketching, visualization, and prototyping. • Executes techniques with accuracy and proficiency, demonstrating effective control over tools and materials. • Emphasizes details adequately, ensuring a reliable representation of usages, contextual factors, environments, materials, technology, production techniques, and installation. • Demonstrates a reasonable degree of elaboration, contributing creative elements to the implementation of the design.
C	• Implements the design with a basic level of skill in drawing, sketching, visualization, and prototyping. • Executes techniques adequately, with basic control over tools and materials. • Emphasizes details at a basic level, providing a fundamental representation of usages, contextual factors, environments, materials, technology, production techniques, and installation. • Displays an acceptable level of fluency and flexibility, incorporating standard elements in the implementation of the design.
D	• Implements the design with a limited skill level in drawing, sketching, visualization, and prototyping. • Struggles to execute techniques consistently, with noticeable inconsistencies in control over tools and materials. • Demonstrates limitations in emphasizing details, resulting in an incomplete or inaccurate representation of key elements. • Shows limited fluency and flexibility, lacking creativity in the implementation of the design.
F	• Fails to implement the design effectively, lacking the required skill in drawing, sketching, visualization, and prototyping. • Fails to execute techniques effectively, demonstrating a lack of control over tools and materials. • Fails to emphasize details adequately, resulting in a poor representation of usages, contextual factors, environments, materials, technology, production techniques, and installation. • Providing a generic or copied approach to the implementation of the design.

PLO 6: Presentation & Communication Skill

Present the content and process of the design project through visual and verbal presentation, adhering to specified details, and incorporating suitable presentation media in physical or digital formats.

A	• Presents the content and process of the design project with exceptional skill in visual and verbal communication. • Executes presentation techniques with precision, demonstrating mastery in both physical and digital formats. • Adheres to specified details meticulously, ensuring a thorough and accurate representation of the design project. • Incorporates suitable presentation media seamlessly, enhancing the overall impact and clarity of the presentation.
B	• Presents the content and process of the design project with solid skill in visual and verbal communication. • Executes presentation techniques accurately, demonstrating proficiency in both physical and digital formats. • Adheres to specified details effectively, providing a reliable representation of the design project. • Incorporates suitable presentation media effectively, contributing to the overall clarity of the presentation.
C	• Presents the content and process of the design project with a basic level of skill in visual and verbal communication. • Executes presentation techniques adequately, with basic proficiency in both physical and digital formats. • Adheres to specified details at a basic level, offering a fundamental representation of the design project. • Incorporates basic presentation media, contributing to the overall clarity of the presentation.
D	• Presents the content and process of the design project with limited skill in visual and verbal communication. • Struggles to execute presentation techniques consistently, with noticeable limitations in both physical and digital formats. • Demonstrates limitations in adhering to specified details, resulting in incomplete or inaccurate representation. • Incorporates limited presentation media, impacting the overall clarity of the presentation.
F	• Fails to present the content and process of the design project effectively, lacking the required skill in visual and verbal communication. • Fails to execute presentation techniques effectively, demonstrating a lack of control in both physical and digital formats. • Fails to adhere to specified details adequately, resulting in a poor representation of the design project. • Fails to incorporate suitable presentation media, hindering the overall clarity of the presentation.

PLO 7: Design Quality

Review the quality of the design output using appropriate methods to ensure alignment with the project objectives, meet communication requirements for user experience and stakeholder needs, and identify areas for future improvement in the design.

A	• The review of the design output is conducted with exceptional skill, utilizing appropriate methods to ensure precise alignment with project objectives, communication requirements for user experience, and stakeholder needs. • Identification of areas for future improvement is insightful, and recommendations demonstrate innovative and design thinking.
B	• The review of the design output is conducted proficiently, utilizing appropriate methods to ensure solid alignment with project objectives, communication requirements for user experience, and stakeholder needs. • Identification of areas for future improvement is effective and contributes positively to the design process.
C	• The review of the design output is conducted adequately, utilizing appropriate methods to address project objectives, communication requirements for user experience, and stakeholder needs. • Identification of areas for future improvement is satisfactory and meets the basic requirements for ensuring the quality of the design.
D	• The review of the design output is conducted with limited proficiency, showing gaps in utilizing appropriate methods to address project objectives, communication requirements for user experience, and stakeholder needs. • Identification of areas for future improvement is inconsistent and requires improvement to effectively enhance the design.
F	• The review of the design output is conducted insufficiently, lacking a clear understanding of project objectives, communication requirements for user experience, and stakeholder needs. • Identification of areas for future improvement is inadequate and does not contribute to enhancing the design.

School of Architecture, Art, and Design
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