



## **TQF. 4 Field Experience Specification**

**Course Code :** ETP5302

**Course Title :** Practicum 2

**Credits :** 3(270 hours)

**Semester /Academic Year :** 2/ 2019

**Students :** Master of Education Program in Mathematics  
Education

**Lecturers :** Asst. Prof. Dr. Supotch Chaiyasang  
Dr. Boonthong Boontawee

International College, Suan Sunandha Rajabhat University

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## Section 1 General Information

**1. Code and Course Title :** ETP5302 Practicum 2

**2. Credits :** 3(270 hours)

**3. Curriculum and Course Category :**

This course of Master of Education, International College, SSRU is categorized in *Requirement Course: Cluster in International Teaching Profession*.

**4. Lecturers:**

Asst. Prof. Dr. Supotch Chaiyasang

Dr.Boonthong Boontawe

**5. Year / Semester**

Graduate Student Year 2 / Semester 2/2019

**6. Prerequisite Course**

All requirement courses , cluster in international teaching profession and cluster in elective course in mathematics (concurrently conduct the action researches for Thesis 3).

**7. Co-requisite Course :**

None

**8. Learning Location**

8.1 Practicum Schools in IPST school network for practical training

8.2 Building Number 21 (Wednesday 9.00 – 16.00) for educational seminar and follow up the action research to develop learners.

**9. Last Date for Preparing and Revising this Course:**

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## **Section 2 Objectives and Purposes**

### **1. Course Objectives**

At the end of this course, the student will be able to perform in the following areas of performance :

- 1) possess social morals and ethics, good teachers and teaching profession;
- 2) possess knowledge and skills of teaching profession in mathematics education meet the standard of teaching profession;
- 3) articulate in English communication and using English for study skills and transfer of knowledge including the application of new technologies;
- 4) possess research knowledge and able to apply in mathematics classroom or develop educational innovation by using research process;
- 5) possess system thinking, creative thinking, critical thinking, and able to solve the problems with good decision making;
- 6) possess learning and teaching leader meet new styles of learning; and
- 7) posses standard performance of mathematics teachers.

### **2. Reasons for Field Experience Development/Modification**

Graduate students will take the courses entitled ‘Practicum’ to conduct themselves in a manner appropriate to teachership and leadership. According to TQF (Thailand Quality Framework: HEd.) and the Teachers’ Council of Thailand with the standards of professional knowledge and experience for requirement courses, graduate students program in mathematics education should have essence of knowledge and competencies in practical training in educational institutions on specific subjects, consisting of :

### **Essence of Skill Training**

- 1) Integration of all knowledge for use in the training on teaching operations in educational institutions;
- 2) Preparation of learner-oriented learning plan;
- 3) Learning process management;
- 4) Selection and production of media and innovation in conformity with the learning management;
- 5) Use of techniques and strategies for learning management;
- 6) Learning measurement and evaluation;
- 7) Classroom research for development of learners;
- 8) Use of the evaluation results to improve learning management and develop learners' quality;
- 9) Recording and reporting on results of learning management;
- 10) Educational seminars.

### **Competencies**

- (1) Able to manage learning on mathematics;
- (2) Able to evaluate, improve and develop learning management to be appropriate to learners' potentiality;
- (3) Able to conduct classroom research for development of learners;
- (4) Able to prepare report on results of learning management and development of learners.

## **Section 3 Course Structure**

### **1. Course Outline**

This course requires students to undertake a teaching practicum in Mathematics in an appropriate school within Thailand or out-of-Thailand, and to reflect on their experiences. The course enables students to demonstrate their understanding of knowledge gained from the coursework. The student has to demonstrate competency in classroom teaching, produce a professional teaching portfolio and lesson plan, and complete a report/action research based on practicum experience. Each student will have an appointed supervisor.

## **2. Time Length per Semester**

Five days per week at Practicum School for one semester.

## **3. Time Length per Week for Individual Academic**

### **Consulting and Guidance**

One day per week (if any) for educational seminar (to follow- up practical training and action research conducting).

## **Section 4 Development of Student's Learning Outcomes**

### **1. Morals and Ethics**

#### 1.1 Morals and Ethics to be developed

- (1) Have integrity honesty and teaching profession ethics;
- (2) Have discipline, self and social responsibility;
- (3) Have knowledge and understanding of laws governing education.

#### 1.2 Process or Activities

- (1) Encourage the students to have integrity, honesty, and discipline such as unselfishness and self-control.
- (2) Train the students to have characteristics of good teachers and comply with the teaching profession ethics.
- (3) Foster the students to respect other people's right such as giving credits to all referred literatures and data resources.

#### 1.3 Evaluation Methods

- (1) Authentic Assessment
- (2) Portfolio Assessment
- (3) Performance Assessment

### **2. Knowledge**

#### 2.1 Knowledge to be acquired

(1) Have knowledge and understanding of standards for teachers : language and technology for teachers, curriculum development, learning management, psychology for teachers, educational measurement and evaluation, classroom management,

educational research, educational innovation and information technology, and teachership.

(2) Be able to apply concepts, principles and theories of knowledge and competencies for teachers accordance with the standards of teaching professional knowledge.

(3) Be able to integrate all of knowledge to teaching procedures such as preparation of learner-oriented learning plans, learning process management, academic program , classroom research to improve and developing learners, etc.

## 2.2 Process or Activities

(1) Using brainstorming to encourage students generate a large number of ideas and using higher order thinking skills.

(2) Using problem-based learning, research-based learning, and computer-based learning to enhance student's knowledge.

## 2.3 Evaluation Methods

(1) Using rubrics for complex authentic task.

(2) Using report writing and presentation.

# 3. Cognitive Skills

## 3.1 Cognitive Skills to be developed

(1) Be able to search and study on knowledge for development of learning management process.

(2) Be able to use analytical and creative thinking to select, design, create and improve learners to achieve good learning, etc.

(3) Have Academic and professional skills such as integrating of all knowledge for use in educational institutions, being learning persons and academic leaders, using the evaluation and research results to improve the learning and curriculum management, etc.

## 3.2 Process or Activities

(1) Encourage the students develop their higher thinking skills such as providing diversity environments for students to construct and implement their knowledge.

- (2) Using problem-based learning, research-based learning, computer-based

learning to enhance student's thinking skills.

### 3.3 Evaluation Methods

- (1) Using rubrics for complex procedures of problem solving.
- (2) Using report writing and presentation.

## **4. Interpersonal Skills and Responsibilities**

### 4.1 Interpersonal Skills and Responsibilities to be developed

- (1) Have responsibility for building positive attitude towards the teaching profession.
- (2) Have knowledge and understanding of organizational culture and organizational human relations to work in team both as leader or follower.
- (3) Be able to strengthen teachers' potentiality and capabilities in academic and professional career.

### 4.2 Process or Activities

- (1) Using cooperative learning through interpersonal communication and interaction.
- (2) Demonstrate the ability to apply appropriate interpersonal and teamwork skills in a variety of learning environments.
- (3) Using problem-based learning, research-based learning, and computer-based learning to enhance students' experiences for further development their learning.

### 4.3 Evaluation Methods

- (1) Using personality assessments
- (2) Using student's diary such as 'Choosing Positive Friendship', 'Helping Others Succeed'
- (3) Using rubrics for group work
- (4) Using report writing and presentation



## **5. Numerical Analysis, Communication and Information Technology Skills**

### 5.1 Numerical Analysis, Communication and Information Technology Skills to be developed

- (1) Be able to apply numerical analysis in solving real-world problems.
- (2) Have concepts, principles, and theories of technology and innovation that promote the learning quality development.
- (3) Be able to design, create, implement, evaluate innovation for improvement classroom environment.
- (4) Be able to analyze problems arising from use of innovation and information technology.

### 5.2 Process or Activities

- (1) Using problem-based learning
- (2) Using computer-based learning

### 5.3 Evaluation Methods

- (1) Using interviewing and observation
- (2) Using authentic task assessment
- (3) Using report writing and presentation

## **6. Learning Management Skills**

### 6.1 Learning Management Skills to be developed

- (1) Be able to design learning activities and learning environments within the context of a unit of learning and real world.
- (2) Be able to provide the learners with essential opportunities to enhance learning concepts and motivate active engagement in mathematical process for problem solving.
- (3) Be able to develop the assessment and evaluation for learners' performance growth.

## 6.2 Process or Activities

- (1) Using real world problems within the math classroom.
- (2) Using dynamic mathematics tools to reduce mistake anxiety and math negativity attitude.
- (3) Using research-based learning to investigate the appropriate innovative in learning and assessment.

## 6.3 Evaluation Methods

- (1) Using authentic task assessment
- (2) Using report writing and presentation

# **Section 5 Course Characteristics and Implementation**

## **1. Course Description of Field Experience**

This course requires students to undertake a teaching practicum in Mathematics in an appropriate school within Thailand or out-of-Thailand, and to reflect on their experiences. The course enables students to demonstrate their understanding of knowledge gained from the coursework. The student has to demonstrate competency in classroom teaching, produce a professional teaching portfolio and lesson plan, and complete a report/action research based on practicum experience. Each student will have an appointed supervisor.

## **2. Student Activities**

The students' practicum and work assignments for one semester (teaching mathematics or related subject at Practicum School) consist of:

- (1) Learning how to create classroom management, evaluation and improvement;
- (2) Preparing lesson plan, arrange activities and academic program relating to learning management;
- (3) Coordination with educational institutions on development, improvement and implementation of curriculum;
- (4) Observing teaching and learning Mathematics and Science or related subject in classrooms;

(5) Studying and classifying learners based on their differing attributes through observations, interview, information collection and presentation of study results;

(6) Co-teaching and teaching; and

(7) Working with the classroom teacher for extra curriculum or academic activities as well as the administrator.

### **3. Student Reports or Assignments**

Reports or Assignments	Submission Due
1. Student Daily Record	Daily (Submit to Practicum Instructor)
2. Student Weekly / Monthly Report	Monthly (Submit to SSRUIC supervisor)
3. Final Report	Two weeks after completed the Practicum

### **4. Follow-up of Student Learning Outcomes from Field Experience**

4.1 Strengths /Weakness of student (related to weekly / monthly report)

4.2 Ethical concerns about issues at the Practicum School.

### **5. Duties and Responsibilities of Mentors / Practicum Instructors in the Practicum Schools**

5.1 Evaluate student's Practicum.

5.2 Control student's behavior to comply to the rules and regulations of the host.

5.3 If violate, the mentor / practicum instructor can give a warning and appropriate penalty.

## **6. Duties and Responsibilities of Advisors / SSRU Supervisors**

6.1 Monitor and evaluate student's practicum by visiting a student at each place of Practicum Schools.

6.2 Consult to solve the student's problems found at work and report to the Director of SSRUIC.

## **7. Facilities and Support Needed from the Training Sites**

7.1 Individual counseling to familiarize with procedures and process for internal and external referral sources.

7.2 Group counseling to conduct extra academic activities and co-facilitate parent sessions when possible.

# **Section 6 Planning and Preparation**

## **1. Method of Selection of Practicum Schools**

SSRUIC committee selects the Practicum Schools from the list of the Project for the Promotion of Science and Mathematics Talent Teacher schools under the Institution for Promotion of Teaching Science and Technology (IPST).

## **2. Preparation of Students (Guidance and Assistance)**

2.1 Introducing and orienting the student to the objectives of Practicum , programs, functions, forms and procedural practices at the Practicum school.

2.2 Providing work with the Practicum Instructors by jointly participating in conferences to orient the student to the school policies regarding school curriculum, appropriate dress, office hour, etc.

## **3. Risk Management**

3.1 Be prepared to handle the unexpected

3.2 Provide both instructional and psychological support to the student teachers under advisor / supervisor's charge.

## **Section 7 Field Experience Evaluation and Improvement**

### **1. Process for Field Experience Evaluation (Practicum 2)**

Using survey questions to collect information from students' opinions to improve the course "Practicum 2" and improve students' pedagogical skills. Examples of the items to evaluate using rating scale as follows:

#### **1.1 Evaluation by Students**

- (1) Practicum instructor prepared orientation for the School Experience Phase.
- (2) Microteaching at SSRUIC enhanced student teachers' skills.
- (3) One-to-one mentoring sessions improved students' pedagogical skills.
- (4) Teaching in a real classroom situation gained more experiences.

#### **1.2 Evaluation by Advisor / Host Supervisor**

- (1) Planning Skills
  - Presented well-planned lessons to the SSRUIC advisors or cooperating teachers.
  - Presented lessons to the SSRUIC advisors or cooperating teachers on time.
- (2) Developing Appropriate Teaching Aids
  - Planned suitable student activities using teaching aids.
  - Prepared subject relevant teaching aids.
- (3) Instruction Skills
  - Student teachers were able to gain students' attention during the lesson.
  - Connected the topic taught with the previous topic and future topics.

### **2. Methodology and Planning for Course Review and Improvement**

*Integrating research to Practicum 2:* Do the research to compare Mathematics Education Students' Learning and Attitudes between Pedagogy Content Knowledge and practicing in schools.