



TQF.3

Bachelor's Degree

Master's Degree

Course Specification

Course Code: MTP5109

Course Title: Pre-Practicum Teaching Experience in Mathematics Area

Credits: 1(90 hours)

Program: Master of Arts Program in Mathematics Education
(International Program)

International College

Suan Sunandha Rajabhat University

(SSRUIC)

Semester :2 Academic Year :2017

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Section 1 General Information

1. Code and Course Title:

Course Code: MTP5109

Course Title (English): Pre-Practicum Teaching Experience in
Mathematics Area

Course Title: (Thai): การเตรียมฝึกปฏิบัติการสอนกลุ่มสาระการเรียนรู้คณิตศาสตร์

2. Credits: 1(90 hours)

3. Curriculum and Course Category :

3.1 Curriculum: Master of Arts Program in Mathematics Education
(International Program)

3.2 Course Category:

General Education

Required Course

Elective Course

Cluster in Mathematics Major
Elective

4. Lecturer Responsible for Course and Instructional Course Lecturer(s) :

4.1 Lecturer Responsible for Course:

Assoc.Prof.ChaweewanKaewsaiha

4.2 Instructional Course Lecturer(s):

(1) Assoc. Prof. ChaweewanKaewsaiha

(2) Asst.Prof.Dr. SupotchChaiyasang

(3) Dr.Boonthong Boontawee

5. Contact/Get in Touch

Building Number 21

Room Number 2121

Tel. 081-484-4361

E-mail chaweewan.ka@ssru.ac.th

6. Semester/ Year of Study

6.1 Semester: 2 Year of Study: 1

6.2 Number of the students enrolled: 3

7. Prerequisite Course (If any)

None

7. Co-requisite Course (If any)

None

8. Learning Location

8.1 Building Number 21 Room No. 2122

8.2 Debsirin School, Mahaprutaram Girls' School under the Royal Patronage of Her Majesty the Queen, and Demonstration School at Suan Sunandha Rajabhat University

9. Last Date for Preparing and Revising this Course:

Nov. 16, 2017

Section 2 Aims and Objectives

1. Course Aims

The pre-practicum teaching experience in mathematics area is 90 hours of curriculum structure for graduate student program in mathematics education. A pre-practicum experience is required before one takes the full practicum in school. This course aims to give the student insight into skills needed to be a successful teaching in mathematics class.

At the end of this course, the student will reach to six domains in the following areas of performance:

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 awareness of actions affect other people.

1.2 Knowledge to be acquired:

- (1) Have knowledge of school culture through observations and interviews;
- (2) Have knowledge about planning and teaching at least 2 lessons with his or her supervisor;
- (3) Have knowledge of the implementation of theory and practice to school setting.

1.3 Cognitive Skills to be developed:

- (1) Be able to link theory and practice for successful teaching in school context;
- (2) Be able to develop the important professional knowledge;
- (3) Be able to describe pedagogy content knowledge for curriculum implementation.

1.4 Interpersonal Skills and Responsibility to be developed:

- (1) Have responsibility for assignment;
- (2) Can adjust to work in team both as leader or follower;
- (3) Have self-management and social awareness.

1.5 Numerical Analysis, Communication and Information

Technology Skills to be developed:

- (1) Have statistical and mathematical skills to present research finding on learning styles and teaching development;
- (2) Can use correct language in oral and written presentations;
- (3) Can use computer and IT to design the appropriate teaching strategies.

1.6 Learning Management Skills to be developed:

- (1) Be able to design constructivist learning activities and learning environments within the context of a unit of mathematics and real world;
- (2) Be able to provide the learners with essential opportunities to enhance learning concepts and motivate active engagement in mathematical process in problem solving;
- (3) Be able to implement research-based, effective programs that prevent problems, enhance independence and promote optimal learning.

2. Objectives for Developing / Revising Course (content / learning process / assessment / etc.)

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 working with a host supervisor about the specific skills required for effective teaching in mathematics classroom (both Regular Class and English Program Class) .

Section 3 Characteristics and Operations

1. Course Outline

Observation and interview mathematics teachers for information collection about experiences in planning, teaching, and assessing; Coordination with educational institutions on development, improvement and implementation of curriculum; Designing of lesson plans focused on constructivist approach,

assessment and evaluation, authentic assessment and rubric score, classroom research to solve learner's problems; Try out designed lesson plans in mathematics classroom; Arrangement for mathematics project and professional teacher development; Presentation and discussion.

การสังเกตและสัมภาษณ์ครุคณิตศาสตร์เพื่อรวบรวมสารสนเทศเกี่ยวกับประสบการณ์ในการวางแผน การสอน และการวัดผลประเมินผล การมีส่วนร่วมในสถานศึกษาในการพัฒนา ปรับปรุง และนำหลักสูตรไปใช้ การออกแบบแผนการสอนที่เน้นการสร้างองค์ความรู้ การวัดผลและประเมินผล การวัดผลประเมินผลตาม สภาพจริงและการให้คะแนนแบบรูบริก การวิจัยในชั้นเรียนเพื่อแก้ปัญหาผู้เรียน การทดลองใช้แผนการเรียนที่ ออกแบบกับห้องเรียนคณิตศาสตร์ การจัดทำโครงการคณิตศาสตร์และการพัฒนาครูมืออาชีพ การนำเสนอ และการอภิปราย

2. Time Length per Semester (Lecture – hours / Practice – hours / Self Study – hours)

Lecture	Practice/ Field Work/Internship	Self Study	Remedial Class
-	90 hours	-	6+ (if any)

3. Time Length per Week for Individual Academic Consulting and Guidance

6 hours / week

3.1 Self consulting at the lecturer's office:

Building Number: 21 Room Number: 2121

3.2 Consulting via office telephone/mobile phone: 081-484-4361

3.3 Consulting via E-Mail: chaweewan.ka@ssru.ac.th

Section 4 Developing Student's Learning Outcomes

Student teachers are observed at least twice throughout taking Pre-Practicum Teaching Experience in Mathematics Area Course by a Mathematics Education Program Supervisor from the International College Suan Sunandha Rajabhat University.

Learning Standards/Outcomes	Learning Activities*	Learning Assessment
<p>1. Ethics and Morals</p> <p>(1) Have integrity, honesty and teaching profession ethics;</p> <p>(2) Have discipline, self and social responsibility;</p> <p>(3) Have awareness of actions affect other people.</p>	<p>(1) Encourage the students to have integrity, honesty, and discipline such as unselfishness and self-control.</p> <p>(2) Train the students to have characteristics of good teachers.</p>	<p>(1) Observation Assessment</p> <p>(2) Performance Assessment</p>
<p>2. Knowledge</p> <p>(1) Have knowledge of school culture through observations and interviews;</p> <p>(2) Have knowledge about planning and teaching at least 2 lessons with his or her supervisor;</p> <p>(3) Have knowledge of</p>	<p>(1) Using brainstorming to encourage students generate a large number of ideas.</p> <p>(2) Using problem-based learning, research-based learning to enhance student's knowledge.</p>	<p>(1) Using rubrics for performance task.</p> <p>(2) Using report writing and presentation.</p>

Learning Standards/Outcomes	Learning Activities*	Learning Assessment
the implementation of theory and practice to school setting.		
<p>3. Cognitive Skills</p> <p>(1) Be able to link theory and practice for successful teaching in school context;</p> <p>(2) Be able to develop the important professional knowledge;</p> <p>(3) Be able to describe pedagogy content knowledge for curriculum implementation.</p>	<p>Using discussion, problem-based learning, and research-based learning to enhance student’s cognitive skills.</p>	<p>(1) Using rubrics for complex procedures of problem solving.</p> <p>(2) Using report writing and presentation.</p>
<p>4. Interpersonal Skills and Responsibilities</p> <p>(1) Have responsibility for assignment;</p> <p>(2) Can adjust to work in team both as leader or follower;</p> <p>(3) Have self-management and social awareness.</p>	<p>(1) Using cooperative learning through interpersonal communication and interaction.</p> <p>(2) Demonstrate the ability to apply appropriate interpersonal and teamwork skills in a variety of learning environments.</p> <p>(3) Using problem-based learning, research-based</p>	<p>(1) Using personality assessments</p> <p>(2) Using student’s diary such as ‘Choosing Positive Friendship’, ‘Helping Others Succeed’</p> <p>(3) Using rubrics for group</p>

Learning Standards/Outcomes	Learning Activities*	Learning Assessment
	learning, and computer-based learning to enhance students' experiences for further development their learning.	work (4) Using report writing and presentation
<p>5. Numerical Analysis, Communication and Information Technology Skills</p> <p>(1) Have statistical and mathematical skills to present research finding on learning styles and teaching development;</p> <p>(2) Can use correct language in oral and written presentations;</p> <p>(3) Can use computer and IT to design the appropriate teaching strategies.</p>	<p>(1) Using problem-based learning</p> <p>(2) Using computer-based learning</p>	<p>(1) Using interviewing and observation</p> <p>(3) Using report writing and presentation</p>
<p>6. Learning Management Skills</p> <p>(1) Be able to design constructivist learning activities and learning environments within the context of a unit of mathematics and real world;</p> <p>(2) Be able to provide the</p>	<p>(1) Discussion</p> <p>(2) Group work</p>	<p>Using report writing and presentation</p>

Learning Standards/Outcomes	Learning Activities*	Learning Assessment
learners with essential opportunities to enhance learning concepts and motivate active engagement in mathematical process in problem solving; (3) Be able to implement research-based, effective programs that prevent problems, enhance independence and promote optimal learning.		

Remark * The Program Supervisor writes an observation report after each visit. This observation includes the following: a brief description of the lesson taught, the classroom climate, the appropriate use of instructional time, classroom management, appropriate measures taken for any students with special needs, and assessment (whether during or after class time).

Section 5 Lesson Plan and Assessment

1. Lesson Plan

Week	Topic/Outline	Hours	Learning Activities and Medias
1-3	<p>Part I: Working with a host supervisor about the specific skills required for effective teaching in mathematics classroom.</p> <p>Part II: Reporting a reflective journal about the pre-practicum. The journal entry should describe the specific experience, what was learned from it and how that learning would influence the student's future behavior as a good teacher.</p>	90	<p>Examples of experiences activities</p> <ul style="list-style-type: none"> - Administrator – parent conference, student conference - Department/Unit/Section meeting - Teacher observation and interview - Curriculum framework alignment - Explore lesson plan of action, learning resources, alternative assessment, instructional techniques, etc.
Total		90	

2. Learning Assessment Plan

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>1. Ethics and Morals</p> <p>(1) Have integrity, honesty and teaching profession ethics;</p> <p>(2) Have discipline, self and social responsibility;</p> <p>(3) Have awareness of actions affect other people.</p>	<p>1. Individual portfolio</p> <p>2. Group discussion</p>	<p>3 weeks</p>	<p>5 %</p>
<p>2. Knowledge</p> <p>(1) Have knowledge of school culture through observations and interviews;</p> <p>(2) Have knowledge about planning and teaching at least 2 lessons with his or her supervisor;</p> <p>(3) Have knowledge of the implementation of theory and practice to school setting.</p>	<p>Group report presentation</p>	<p>3 weeks</p>	<p>40 %</p>

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>3. Cognitive Skills</p> <p>(1) Be able to link theory and practice for successful teaching in school context;</p> <p>(2) Be able to develop the important professional knowledge;</p> <p>(3) Be able to describe pedagogy content knowledge for curriculum implementation.</p>	<p>1. Individual portfolio</p> <p>2. Group report presentation</p>	<p>3 weeks</p>	<p>30 %</p>
<p>4. Interpersonal Skills and Responsibilities</p> <p>(1) Have responsibility for assignment;</p> <p>(2) Can adjust to work in team both as leader or follower;</p> <p>(3) Have self-management and social awareness.</p>	<p>1. Checklists</p> <p>2. Interviews</p>	<p>3 weeks</p>	<p>5 %</p>
<p>5. Numerical Analysis, Communication and Information Technology Skills</p> <p>1) Have statistical and mathematical skills to</p>	<p>1. Individual portfolio</p>	<p>3 weeks</p>	<p>10 %</p>

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>present research finding on learning styles and teaching development;</p> <p>(2) Can use correct language in oral and written presentations;</p> <p>(3) Can use computer and IT to design the appropriate teaching strategies.</p>	<p>2. Group report presentation</p>		
<p>6. Learning Management Skills</p> <p>(1) Be able to design constructivist learning activities and learning environments within the context of a unit of mathematics and real world;</p> <p>(2) Be able to provide the learners with essential opportunities to enhance learning concepts and motivate active engagement in mathematical process in problem solving;</p> <p>(3) Be able to implement research-based, effective</p>	<p>1. Individual portfolio</p> <p>2. Group report presentation</p>	<p>3 weeks</p>	<p>10 %</p>

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
programs that prevent problems, enhance independence and promote optimal learning.			

Section 6 Learning and Teaching Resources

1. Textbook and Main Documents

Handbook for Pre-Practicum

2. Important Documents for Extra Study

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3. Suggestion Information (Printing Materials/Website/CD/Others)

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Section 7 Course Evaluation and Revising

1. Strategies for Course Evaluation by Students

Using survey questions to collect information from the students' opinions to improve the course and enhance the curriculum. Examples of questions:

- (1) Content objectives were made clear to the students.
- (2) The content was organized around the objectives.
- (3) Content was sufficiently integrated.
- (4) Content was sufficiently integrated with the rest of the first year curriculum.
- (5) The instructional materials used were effectively.
- (6) The learning methods appropriate assessed the students' understanding of the content.
- (7) Overall, Students are satisfied with the quality of this course .
- etc.

2. Strategies for Course Evaluation by Lecturer

2.1 Lecturers team observe the class and discuss the results as

follow:

- (1) The lecturer is well prepared for class sessions.
- (2) The lecturer answers questions carefully and completely.
- (3) The lecturer uses examples to make the materials easy to understand.
- (4) The lecturer stimulated interest in the course.
- (5) The lecturer made the course material interesting.
- (6) The lecturer is knowledgeable about the topics presented in this course.
- (7) The lecturer treats students respectfully.
- (8) The lecturer is fair in dealing with students.
- (9) The lecturer makes students feel comfortable about asking question.
- (10) Course assignment are interesting and stimulating.

- (11) The lecturer's use of technology enhanced learning in the classroom.
- etc.

1.2 The director / head of program construct assessment items to

evaluate four dimensions of lecturer's competencies : teaching skills, organization and presentation of materials, management of the learning environment, and teaching attitudes.

3. Teaching Revision

Lecturer revises teaching / learning process based on the results from the students' survey questions, the lecturer team's observation, and classroom research.

4. Feedback for Achievement Standards

International College Administrator Committee monitor to assessment process and Grading.

5. Methodology and Planning for Course Review and Improvement

(1) Revise and develop course structure and process every two years.

(2) Assign different lecturers teach this course to enhance students' performance.

Curriculum Mapping Illustrating the Distribution of Program Standard Learning Outcomes to Course Level

Courses	1. Morals and Ethics			2. Knowledge			3. Cognitive Skills			4. Interpersonal Skills and Responsibility			5. Numerical Analysis, Communication and Information Technology Skills			6. Learning Management Skills			
Course Category: Requirement Course— Cluster in Mathematics Major Elective	● Major Responsibility									○ Minor Responsibility									
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Course Code: MTP5109 Course Title: Pre-Practicum Teaching Experience in Mathematics Area	○	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Student Daily Record

Student ID:

Name of School:

Duration (Month)

Date	Time		Department/Unit/Section	Activities & Work Assignment	Host Supervisor's Signature
	Time In	Time Out			

Supervisor's Signature:

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Date/Month/Year