



TQF.3

<input type="checkbox"/> Bachelor's Degree
<input checked="" type="checkbox"/> 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
Suan Sunandha Rajabhat University

Semester: 2 **Academic Year:** 2016

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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): การเตรียมฝึกปฏิบัติการสอนกลุ่มสาระของการเรียนรู้คณิตศาสตร์

2. Credits: 1(90 hours)

3. Curriculum and Course Category:

3.1 Curriculum: Master of Arts Program in Mathematics Education

3.2 Course Category:

- General Education Required Course
 Elective Course Cluster in Mathematics Major Elective

4. Lecturers Responsible for Course and Instructional:

Course Lectures:

4.1 Lecturer Responsible for Course: Assoc.Prof. Chaweewan Kaewsaiha

4.2 Instructional Course Lecturers:

- (1) Assoc.Prof. Chaweewan Kaewsaiha
(2) Asst.Prof.Dr.Supotch Chaiyasang

5. Contact / Get in Touch:

Room Number 2121 Tel. 02-160-1200

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

6. Semester / Year of Study:

6.1 Semester: 2/2016 Year of Study: Graduate Student Year 1

6.2 Number of students enrolled: 3

7. Prerequisite Course

None

8. Co-requisite Course:

None

9. Learning Location

8.1 Building Number: 21 Room No. 2122

8.2 Practicum Schools: Debsirin School and Demonstration School
SSRU

10. Last Date for Preparing and Revising this Course:

December 15, 2016

Section 2 Aims and Objectives

1. Course Aims

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

1.1 Morals and Ethics

- (1) Have integrity and honesty for teaching profession;
- (2) Have discipline, self and social responsibility;
- (3) Have teaching profession ethics including social justice.

1.2 Knowledge

- (1) Have knowledge and understanding of standards for teachers;
- (2) Be able to identify some of the differences and similarities between real classroom and theories of teaching and learning;
- (3) Be able to prepare skills needed to be a successful teaching in mathematics class.

1.3 Cognitive Skills

- (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 describe the teaching strategies to promote learners' achievement;

- (3) Be able to integrate all of knowledge to teaching procedures and learning management.

1.4 Interpersonal Skills and Responsibility

- (1) Be able to take responsibilities for building positive attitude towards the teaching profession;
- (2) Be able to apply knowledge of organizational culture and organizational human relations to work in team both as leader or follower;
- (3) Have social awareness and self-management for teaching profession.

1.5 Numerical Analysis, Communication and Information Technology Skills

- (1) Be able to apply numerical analysis skills in critically analyze learning problems in mathematics classroom;
- (2) Be able to participate actively in mathematical activity and discussion;
- (3) Be able to utilize information technology to design learning environment effectively and ethically.

1.6 Learning Management Skills

- (1) Be able to design learning activities and learning environments for mathematics classroom;
- (2) Be able to provide the learners with essential opportunities to enhance learning concepts and motivate active engagement in mathematical process;
- (3) Be able to develop the learning management plan for learners' achievement.

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 Operation

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; Training on preparation of learning plans and arrangement for mathematics project; Presentation and discussion of study results.

การศึกษาสังเกต สัมภาษณ์ เพื่อรวบรวมข้อมูลเกี่ยวกับการปฏิบัติงานชั้นเรียนคณิตศาสตร์ การสังเกตการบริหารจัดการของสถานศึกษา หลักสูตรสถานศึกษา การจัดการเรียนการสอนของครู การมีส่วนร่วมร่วมกับโรงเรียนในการพัฒนา ปรับปรุงหลักสูตร และการนำหลักสูตรไปใช้จัดการเรียนรู้ในชั้นเรียน ฝึกเขียนแผนจัดการเรียนรู้คณิตศาสตร์ การจัดทำโครงการคณิตศาสตร์ การนำเสนอและอภิปรายผลการศึกษา

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

3.1 Self consulting at the lecturer's office: Building 21 Room 2121 Suan Sunandha Rajabhat University

3.2 Consulting via office telephone: Tel. 02-160-1200 or lecturer's mobile phone: Tel. 081-484-4361

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

Section 4 Developing Student's Learning Outcomes

1. Morals and Ethics

1.1 Morals and Ethics to be developed

- (1) Have integrity and honesty for teaching profession;
- (2) Have discipline, self and social responsibility;
- (3) Have teaching profession ethics including social justice.

1.2 Teaching Strategies

- (1) School-Based learning
- (2) Problem solving

1.3 Assessment Strategies

Journal Writing

2. Knowledge

2.1 Knowledge to be developed

- (1) Have knowledge and understanding of standards for teachers;
- (2) Be able to identify some of the differences and similarities between real classroom and theories of teaching and learning;
- (3) Be able to prepare skills needed to be a successful teaching in mathematics class.

2.2 Teaching Strategies

- (1) School-Based learning
- (2) Problem solving

2.3 Assessment Strategies

Journal Writing

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 describe the teaching strategies to promote learners' achievement;
- (3) Be able to integrate all of knowledge to teaching procedures and learning management.

3.2 Teaching Strategies

- (1) Research-based learning
- (2) Discussion

3.3 Assessment Strategies

- (1) Individual portfolio
- (2) Journal Writing

4. Interpersonal Skills and Responsibilities

4.1 Interpersonal Skills and Responsibilities to be developed :

- (1) Be able to take responsibilities for building positive attitude towards the teaching profession;
- (2) Be able to apply knowledge of organizational culture and organizational human relations to work in team both as leader or follower;
- (3) Have social awareness and self-management for teaching profession.

4.2 Teaching Strategies

- (1) Problem-Based Learning
- (2) School-Based Learning

4.3 Assessment Strategies

- (1) Individual portfolio
- (2) Journal Writing

5. Numerical Analysis, Communication and Information Technology Skills

5.1 Numerical Analysis, Communication and Information

Technology to be developed:

- (1) Be able to apply numerical analysis skills in critically analyze learning problems in mathematics classroom;
- (2) Be able to participate actively in mathematical activity and discussion;
- (3) Be able to utilize information technology to design learning environment effectively and ethically.

5.2 Teaching Strategies

- (1) School-Based learning
- (2) Research-based learning
- (2) Technology-Based Learning

5.3 Assessment Strategies

- (1) Individual portfolio
- (2) Journal Writing

6. Learning Management Skills

6.1 Learning Management Skills to be developed:

- (1) Be able to design learning activities and learning environments for mathematics classroom;
- (2) Be able to provide the learners with essential opportunities to enhance learning concepts and motivate active engagement in mathematical process;
- (3) Be able to develop the learning management plan for learners' achievement.

6.2 Teaching Strategies

- (1) School-Based learning
- (2) Research-based learning

6.3 Assessment Strategies

- (1) Individual portfolio
- (2) Journal Writing

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
1. Ethics and Morals (1) Have integrity and honesty for teaching profession; (2) Have discipline, self and social responsibility; (3) Have teaching profession ethics including social justice.	Journal Writing	3 weeks	5 %
2. Knowledge (1) Have knowledge and understanding of standards for teachers; (2) Be able to identify some of the differences and similarities between real classroom and theories of teaching and learning; (3) Be able to prepare skills needed to be a successful teaching in mathematics class.	Journal Writing	3 weeks	40 %
3. Cognitive Skills (1) Be able to search and study on knowledge for development of learning management	(1) Individual portfolio (2) Journal Writing	3 weeks	30 %

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment
<p>process;</p> <p>(2) Be able to use analytical and creative thinking to describe the teaching strategies to promote learners' achievement;</p> <p>(3) Be able to integrate all of knowledge to teaching procedures and learning management.</p>			
<p>4. Interpersonal Skills and Responsibilities</p> <p>(1) Be able to take responsibilities for building positive attitude towards the teaching profession;</p> <p>(2) Be able to apply knowledge of organizational culture and organizational human relations to work in team both as leader or follower;</p> <p>(3) Have social awareness and self-management for teaching profession.</p>	<p>(1) Individual portfolio</p> <p>(2) Journal Writing</p>	<p>3 weeks</p>	<p>5 %</p>

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment
<p>5. Numerical Analysis, Communication and Information Technology Skills</p> <p>(1) Be able to apply numerical analysis skills in critically analyze learning problems in mathematics classroom; (2) Be able to participate actively in mathematical activity and discussion; (3) Be able to utilize information technology to design learning environment effectively and ethically.</p>	<p>(1) Individual portfolio (2) Journal Writing</p>	<p>3 weeks</p>	<p>10 %</p>
<p>6. Learning Management Skills</p> <p>(1) Be able to design learning activities and learning environments for mathematics classroom; (2) Be able to provide the learners with essential opportunities to enhance learning concepts and motivate active engagement in mathematical process;</p>	<p>(1) Individual portfolio (2) Journal Writing</p>	<p>3 weeks</p>	<p>10 %</p>

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment
(3) Be able to develop the learning management plan for learners' achievement.			

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.

