



TQF.3

Master's Degree

Bachelor's Degree

## Course Specification

Course Code: EDM 1101

Course Title : Teachership, Morality and Ethics for Teachers

(ความเป็นครู คุณธรรมและจริยธรรมสำหรับครู)

Credits : 3(2-2-5)

Program: Bachelor of Education Program in Mathematics (Bilingual Program)

หลักสูตรครุศาสตร์บัณฑิต สาขาวิชาคณิตศาสตร์ (หลักสูตรสองภาษา)

College of Hospitality Industry Management)  
Suan Sunandha Rajabhat University  
(SSRUCHM)

Semester : 1

Academic Year : 2021

## Section 1 General Information

### 1. Code and Course Title :

Course Code: EDM 1101

Course Title (English): Teachership, Morality and Ethics for Teachers

Course Title (Thai): ความเป็นครู คุณธรรม จริยธรรมสำหรับครู

### 2. Credits : 3(2-2-5)

### 3. Curriculum and Course Category :

Curriculum: Bachelor of Education Program in Mathematics (Bilingual Program)

หลักสูตร: ครุศาสตร์บัณฑิต สาขาวิชาคณิตศาสตร์ (หลักสูตรสองภาษา)

#### 3.1 Course Category:

General Education

Required Course

Elective Course

Others .....

### 4. Lecturer Responsible for Course and

#### Instructional Course Lecturer (s) :

4.1 Lecturer Responsible for Course: Dr. Boonthong Boontawee

4.2 Instructional Course Lecturer(s):

(1) Dr. Boonthong Boontawee

(2) Miss Jiraporn Praitmanee

### 5. Contact/Get in Touch

Building Number 1 Room Number 305

Tel. 081-946-7225 E-mail [boonthong.bo@ssru.ac.th](mailto:boonthong.bo@ssru.ac.th)

### 6. Semester/ Year of Study

6.1 Semester: 1 Year of Study: 1 (Friday 09.00-12.00)

6.2 Number of the students enrolled: 20

## **7. Pre-requisite Course (If any)**

None

## **8. Co-requisite Course (If any)**

None

## **9. Learning Location**

Building Number: -      Room Number: -

## **10. Last Date for Preparing and Revising this Course:**

Date: 20    Month: July    Year: 2021

# **Section 2 Aims and Objectives**

## **1. Course Aims**

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 faiths in teaching profession.

### **1.2 Knowledge to be acquired:**

- (1) Have knowledge and competencies for standards of teaching profession;
- (2) ) Be able to comply knowledge accordance with the standards of teaching profession;
- (3) ) Be able to be learning persons and academic leaders.

### **1.3 Cognitive Skills to be developed:**

- (1) Be visionary;
- (2) Be able to develop teachers' potentiality and capabilities;
- (3) Have Academic and professional skills.

### **1.4 Interpersonal Skills and Responsibility to be developed:**

- (1) Have positive attitude towards the teaching profession;
- (2) Be patient and responsible;
- (3) Care for, be merciful and kind to learners.

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

- (1) Be able to apply numerical analysis in solving real-world problems;
- (2) Have good communication skills with students, parents, colleagues and administrators;
- (3) Have information technology skills to enhance and support the educational environment.

### 1.6 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.

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

Using the Framework for 21st Century Learning process, students work to integrate supportive technologies, inquiry- and problem-based instructional approaches, and higher order thinking skills.

## Section 3 Characteristics and Operation

### 1. Course Outline

The importance of teaching profession; Teacher's roles, duties, characteristics and standard of teaching profession; Constructing a spirituality in teachers; Regulation of the Teachers Council of Thailand on Professional Standards and Ethics; Virtue and Morality of teaching profession; Good governance; Self-confidence and positive attitudes towards teachership and good teacher; Teacher's Knowledge Management; Continuing professional development of teacher

ความสำคัญของวิชาชีพครู บทบาทหน้าที่ คุณลักษณะของครู และมาตรฐานวิชาชีพครู การสร้างจิตสำนึกของความเป็นครู ข้อบังคับคุรุสภาว่าด้วยมาตรฐานวิชาชีพครู จรรยาบรรณของวิชาชีพครู ศีลธรรมและคุณธรรมของวิชาชีพครู หลักธรรมาภิบาล ความเชื่อมั่นในตนเอง และเจตคติเชิงบวกต่อความเป็นครู การเป็นครูที่ดี การจัดการการเรียนรู้ของครู ครูผู้พัฒนาวิชาชีพครู

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

Lecture (hours)	Remedial Class (hours)	Practice/ Field Work/ Internship (hours)	Self Study (hours)
48	3	-	6

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

At least 1 hour per week

3.1 Self consulting at the lecturer's office:

Building Number: ..... Room Number: .....

Consulting via office telephone/mobile phone: 081-946-7225

3.2 Consulting via E-Mail: [boonthong.bo@ssru.ac.th](mailto:boonthong.bo@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, honesty and teaching profession ethics;
- (2) Have discipline, self and social responsibility;
- (3) Have faiths in teaching profession.

## **1.2 Teaching Strategies**

(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.

## **1.3 Assessment Strategies**

(1) Authentic Assessment

(2) Portfolio Assessment

(3) Performance Assessment

## **2. Knowledge**

### **2.1 Knowledge to be acquired:**

- (1) Have knowledge and competencies for standards of teaching profession;
- (2) Be able to comply knowledge accordance with the standards of teaching profession;
- (3) Be able to be learning persons and academic leaders.

### **2.2 Teaching Strategies**

(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 students' knowledge.

### **2.3 Assessment Strategies**

(1) Using rubrics for complex authentic task

(2) Using formative and summative tests

(3) Using report writing and presentation

## **3. Cognitive Skills**

### **3.1 Cognitive Skills to be developed:**

- (1) Be visionary;
- (2) Be able to develop teachers' potentiality and capabilities;
- (3) Have Academic and professional skills.

### **3.2 Teaching Strategies**

(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, and computer-based learning to enhance student's thinking skills.

### **3.3 Assessment Strategies**

(1) Using rubrics for complex procedures of problem solving

(2) Using formative and summative tests

(3) Using report writing and presentation

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

### **4.1 Interpersonal Skills and Responsibilities to be developed:**

- (1) Have positive attitude towards the teaching profession;
- (2) Be patient and responsible;
- (3) Care for, be merciful and kind to learners.

### **4.2 Teaching Strategies**

(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 Assessment Strategies**

(1) Using personality assessments

(2) Using rubrics for group work

(3) Using report writing and presentation

## **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 in solving real-world problems;
- (2) Have good communication skills with students, parents, colleagues and administrators;
- (3) Have information technology skills to enhance and support the educational environment.

#### **5.2 Teaching Strategies**

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

#### **5.3 Assessment Strategies**

- (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 Teaching Strategies

- (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 Assessment Strategies

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

**Remark:** Symbol ● means ‘major responsibility’

Symbol ○ means ‘minor responsibility’

## Section 5 Lesson Plan and Assessment

### 1. Lesson Plan

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
1	The importance of Teaching Profession	3	- Brainstorming - Video	- Dr.Boonthong Boontawee
2-3	Teacher’s duties, roles, and characteristics	6	- Group work - Instructional Competence List	- Dr.Boonthong Boontawee
4-5	Standards of teaching profession	6	- Internet-Based Learning - Competencies-Based Performance List	- Dr.Boonthong Boontawee
6-7	Constructing a spirituality in teachers	6	- Discussion - Video	- Dr.Boonthong Boontawee
8	Mid-Term	3	Take Home Test and Oral Presentation	- Dr.Boonthong Boontawee

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
9-10	Regulation of the Teachers Council of Thailand on Professional Standards & Ethics	6	- Discussion - Video	- Dr.Boonthong Boontawee
11-12	Virtue and morality of teaching profession and good governance	6	- Problem-Based and Research-Based Approach - Case Studies	- Dr.Boonthong Boontawee
13-14	<u>Teacher's knowledge management</u>	6	- Interview the experienced teachers - Video	- Dr.Boonthong Boontawee
15-16	<u>Continuing professional development of teacher</u>	6	- Direct Instruction - Research-Based Approach - PowerPoint	- Dr.Boonthong Boontawee
17	Final Examination	Take Home Test and Oral Presentation		

## 2. Learning Assessment Plan

	Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
1	<b>Morals and Ethics</b> (1) Have integrity, honesty and teaching profession ethics;  (2) Have discipline, self and social responsibility;	(1) Authentic Assessment (2) Portfolio Assessment (3) Performance Assessment	Throughout Semester	10 %

	<b>Learning Outcome</b>	<b>Assessment Activities</b>	<b>Time Schedule (Week)</b>	<b>Proportion for Assessment (%)</b>
	(3) Have faiths in teaching profession.			
2	<b>Knowledge</b> (1) Have knowledge and competencies for standards of teaching profession; (2) ) Be able to comply knowledge accordance with the standards of teaching profession; (3) ) Be able to be learning persons and academic	(1) Using rubrics for complex authentic task (2) Using formative and summative tests (3) Using report writing and presentation	Week 5 and Week 8	20 %
3	<b>Cognitive Skills</b> (1) Be visionary; (2) Be able to develop teachers' potentiality and capabilities; (3) Have Academic and professional skills.	(1) Using rubrics for complex procedures of problem solving (2) Using formative and summative tests (3) Using report writing and presentation	Throughout Semester	20 %

	<b>Learning Outcome</b>	<b>Assessment Activities</b>	<b>Time Schedule (Week)</b>	<b>Proportion for Assessment (%)</b>
4	<p><b>Interpersonal Skills and Responsibilities</b></p> <p>(1) Have positive attitude towards the teaching profession;                      (2) Be patient and responsible;                      (3) Care for, be merciful and kind to learners.</p>	<p>(1) Using personality assessments                      (2) Using rubrics for group work                      (3) Using report writing and presentation</p>	<p>Throughout semester and Week 11 - 12</p>	<p>15 %</p>
5	<p><b>Numerical Analysis, Communication and Information Technology Skills</b></p> <p>(1) Be able to apply numerical analysis in solving real-world problems;                      (2) Have good communication skills with students, parents, colleagues and administrators;                      (3) Have information technology skills to enhance and support the educational environment.</p>	<p>(1) Using interviewing and observation                      (2) Using authentic task assessment                      (3) Using report writing and presentation</p>	<p>Throughout semester and Week 15 - 16</p>	<p>15 %</p>

	<b>Learning Outcome</b>	<b>Assessment Activities</b>	<b>Time Schedule (Week)</b>	<b>Proportion for Assessment (%)</b>
<b>6</b>	<p><b>Learning Management Skills</b></p> <p>(1) ) Be able to design learning activities and learning environments within the context of a unit of learning 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 for problem solving;</p> <p>(3) ) Be able to develop the assessment and evaluation for learners' performance growth.</p>	<p>(1) Using authentic task assessment</p> <p>(2) Using report writing and presentation</p>	Week 2 - 5	20 %

## **Section 6 Learning and Teaching Resources**

### **1. Textbook and Main Documents**

Holmes, E. (2005). *Teacher well-being: Looking after yourself and your career in the classroom*. New York: Taylor & Francis Group.

### **2. Important Documents for Extra Study**

Secretariat Office of the Teachers' Council of Thailand. (2005).  
Regulation of the Teachers' Council of Thailand on  
Professional Standards and Ethics B.E.2548 (2005). Bangkok:  
Khurusapha Printing Company.

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

The Government Public Relations Department. (n.d.) King Bhumipol and His Enlightened Approach to teaching. Retrieved from <http://thailand.prd.go.th/ebook2/king/effective.html>.

Prasertcharoensuk, T., Somprach, K. & Keow Ngang, T. (2015). Influence of teacher competency factors and students' life skills on learning achievement. Retrieved from <http://ac.els-cdn.com>.

## **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. ....

2.2 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 (TQF.5).

### **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		
	● Major Responsibility									○ Minor Responsibility								
Course Category: Requirement Course-- Teaching Profession Core Course	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Course Code: MTP5101 Course Title: Teachership, Morality and Ethics for Mathematics Teachers	●	○	●	●	●	●	●	●	●	○	○	●	○	○	●	○	●	●