

TQF.3



<input checked="" type="checkbox"/> Bachelor's Degree

<input type="checkbox"/> Master's Degree
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Course Specification

Course Code: EDM2101

Course Title: Learning Management and Classroom Management

Credits: 3(2-2-5)

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

Semester: 3

Academic Year: 2021

College of Hospitality Industry Management

Suan Sunandha Rajabhat University

(CHM, SSRU)

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Section 1 General Information

1. Code and Course Title :

Course Code: EDM2101

Course Title (English): Learning Management and Classroom
Management

ชื่อวิชา (ภาษาไทย): การจัดการเรียนรู้และการจัดชั้นเรียน

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

3. Curriculum and Course Category:

3.1 Curriculum: Bachelor of Education Program in Mathematics

3.2 Course Category:

General Education

Required Course

Elective Course

Cluster in Teaching Profession

4. Lecturers Responsible for Course and Instruction:

Course Lectures:

4.1 Lecturer Responsible for Course:

Dr.Boonthong Bootawee

4.2 Instructional Course Lecturers:

(1) Asst.Prof.Dr.Supotch Chaiyasang

(2) Dr.Boonthong Boontawee

5. Contact / Get in Touch:

Room Number 305

Tel. 034-964946 Ext. 320

E-mail: boonthong.bo@ssru.ac.th

6. Semester / Year of Study:

6.1 Semester: 3/2021

Year of Study: Undergraduate Student

Year 1

6.2 Number of students enrolled: 20

7. Prerequisite Course

None

8. Co-requisite Course:

None

9. Learning Location

College of Hospitality Industry Management Building, Nakorn
Pathom Campus

Room No. 402

Monday 13.00 – 16.00

10. Last Date for Preparing and Revising this Course:

May 15, 2022

Section 2 Aims and Objectives

1. Course Aims

At the end of this course students will reach the desired learning outcomes based on six domains, as mentioned in the curriculum specification (TQF2), as follows:

1.1 Morals and Ethics

- (1) Have integrity, honesty and teaching profession ethics;
- (2) Have discipline, self and social responsibility;
- (3) Have knowledge and understanding of Regulation of Teachers Council of Thailand on Professional Standards and Ethics and National Education Act.

1.2 Knowledge

- (1) Be able to compile courses to formulate a learning plan for teaching mathematics and design a learning model appropriate to the learners' ages;
- (2) Be able to select, develop and produce media and instrument that promote learning;
- (3) Be able to demonstrate the relationship between the Education Standards and the quality learning.

1.3 Cognitive Skills

- (1) Be able to organize activities that promote learning and classify the learners' levels based on evaluation;
- (2) Be able to manage learning resources and classroom environment for educational quality and standards;
- (3) Be able to apply the integration of contents for learning groups and group learning.

1.4 Interpersonal Skills and Responsibility

(1) Have responsibility for building positive attitude towards the learning management and classroom management;

(2) Have knowledge and understanding of human relations to work in team both as leader or follower;

(3) Be able to identify problems and seek best solutions to strengthen teachers' potentiality and capabilities in academic and professional career.

1.5 Numerical Analysis, Communication and Information Technology Skills

(1) Be able to apply numerical analysis in problem solving;

(2) Have concepts, principles, and theories of using communication and information for teaching and learning strategies that promote the learning quality;

(3) Be able to design, create, implement, and evaluate innovation for improvement learning environment based on education quality.

1.6 Learning Management Skills

(1) Be able to design learning activities and learning environments for learner's development;

(2) Be able to provide the learners with essential opportunities to enhance learning concepts and motivate active engagement in mathematical process for problem solving through learning activities and resources;

(3) Be able to analyze the indicators of learning outcomes to design learning management plan and learning assessment.

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, undergraduate students program in mathematics (bilingual program) should have essence of knowledge in learning management and classroom management as follows:

Essence of Knowledge:

(1) ***Learning management***, consisting of

- 1.1 Learning and teaching theories;
- 1.2 Learning models and instructional model development;
- 1.3 Design and management of learning experiences;
- 1.4 Integration of contents for learning groups;
- 1.5 Integration for group learning;
- 1.6 Techniques and know-how in learning management;
- 1.7 Media implementation and production and innovative development for learning;
- 1.8 Learner-oriented learning management;
- 1.9 Learning evaluation.

(2) ***Classroom management***, consisting of:

- 2.1 Management theory and principles;
- 2.2 Educational leadership and teamwork;
- 2.3 Systematic thinking;
- 2.4 Learning of organizational culture;
- 2.5 Organizational human relations and communication;
- 2.6 Preparation and development academic programs and

activities for educational institution and communities;

2.7 Information system for management.

Competencies:

(1) Be able to compile courses to formulate a learning plan for teaching mathematics;

(2) Be able to design a learning model appropriate to the learners' ages;

(3) Be able to select, develop and produce media and instrument that promote learning;

(4) Be able to organize activities that promote learning and classify the learners' levels based on evaluation.

Section 3 Characteristics and Operations

1. Course Outline

Principles, concepts and practices in learning management plans; Design and management of learning experiences; Theories and learning management models for critical thinking, creative thinking and problem solving; Integration for group learning; Classroom management; Development of learning center in educational institutions.

หลักการ แนวคิด และการปฏิบัติในการวางแผนการจัดการเรียนรู้ การออกแบบและการจัดการประสบการณ์การเรียนรู้ ทฤษฎีและรูปแบบการจัดการเรียนรู้เพื่อการคิดอย่างมีวิจารณญาณ การคิดสร้างสรรค์ และการแก้ปัญหา การบูรณาการสำหรับการเรียนรู้แบบเรียนรวม การจัดการชั้นเรียน การพัฒนาศูนย์การเรียนรู้ในสถานศึกษา

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

Lecture	Practice/ Field Work/Internship	Self-Study	Remedial Class
32 hours	32 hours	90 hours	3+ (if any)

3. Time Length per Week for Individual Academic

Consulting and Guidance

3.1 Self consulting at the lecturer's office: Room Number 305

3.2 Consulting via office telephone: Tel. 034-964946 Ext. 320 or lecturer's mobile phone: Dr.Boonthong Boontawee Tel. 081-976-4225

3.3 Consulting via E-Mail: boonthong.bo@ssru.ac.th
sopotch.ch@ssru.ac.th

Section 4 Developing Student's Learning Outcomes

Learning Standards/Outcomes	Learning Activities	Learning Assessment
<p>1. Morals and Ethics</p> <p>(1) Have integrity, honesty and teaching profession ethics;</p> <p>(2) Have discipline, self and social responsibility;</p> <p>(3) Have knowledge and understanding of Regulation of Teachers Council of Thailand on Professional Standards and Ethics and National Education Act.</p>	<p>(1) Group Work</p> <p>(2) Problem Solving</p> <p>(3) Performance</p> <p>Activities: arguing/debating different aspects of issues</p>	<p>Group discussion</p> <p>Report</p>
<p>2. Knowledge</p> <p>(1) Be able to compile courses to formulate a learning plan for teaching mathematics and design a learning model appropriate to the learners' ages;</p> <p>(2) Be able to select, develop and produce</p>	<p>(1) Online/On-site/On-demand</p> <p>(2) Discussion</p> <p>(3) Problem-Based Learning</p>	<p>(1) Term papers</p> <p>(2) Group report presentation</p>

Learning Standards/Outcomes	Learning Activities	Learning Assessment
<p>media and instrument that promote learning;</p> <p>(3) Be able to demonstrate the relationship between the Education Standards and the quality learning.</p>		
<p>3. Cognitive Skills</p> <p>(1) Be able to organize activities that promote learning and classify the learners' levels based on evaluation;</p> <p>(2) Be able to manage learning resources and classroom environment for educational quality and standards;</p> <p>(3) Be able to apply the integration of contents for learning groups and group learning.</p>	<p>(1) Problem-based learning</p> <p>(2) Classroom-Based Learning</p> <p>(3) Group Work</p>	<p>(1) Individual portfolio</p> <p>(2) Term papers</p> <p>(3) Group report presentation</p>
<p>4 Interpersonal Skills and Responsibility</p> <p>(1) Have responsibility</p>	<p>(1) Group Work</p> <p>(2) Problem Solving</p>	<p>(1) Term papers</p> <p>(2) Group report</p>

Learning Standards/Outcomes	Learning Activities	Learning Assessment
<p>for building positive attitude towards the learning management and classroom management;</p> <p>(2) Have knowledge and understanding of human relations to work in team both as leader or follower;</p> <p>(3) Be able to identify problems and seek best solutions to strengthen teachers' potentiality and capabilities in academic and professional career.</p>		<p>presentation</p>
<p>5. Numerical Analysis, Communication and Information Technology Skills</p> <p>(1) Be able to apply numerical analysis in problem solving;</p> <p>(2) Have concepts,</p>	<p>(1) Problem-based learning</p> <p>(2) Discussion</p> <p>(3) Group Work</p>	<p>(1) Individual portfolio</p> <p>(2) Term papers</p> <p>(3) Group report presentation</p>

Learning Standards/Outcomes	Learning Activities	Learning Assessment
<p>principles, and theories of using communication and information for teaching and learning strategies that promote the learning quality;</p> <p>(3) Be able to design, create, implement, and evaluate innovation for improvement learning environment based on education quality.</p>		
<p>6. Learning Management Skills</p> <p>(1) Be able to design learning activities and learning environments for learner's development;</p> <p>(2) Be able to provide the learners with essential opportunities to enhance learning concepts and motivate active engagement in mathematical process</p>	<p>(1) Problem-based learning</p> <p>(2) Group Work</p>	<p>(1) Individual portfolio</p> <p>(2) Term papers</p> <p>(3) Group report presentation</p>

Learning Standards/Outcomes	Learning Activities	Learning Assessment
for problem solving through learning activities and resources; (3) Be able to analyze the indicators of learning outcomes to design learning management plan and learning assessment.		

Section 5 Lesson Plan and Assessment

1. Lesson Plan (Summer Course)

Week	Topic/Outline	Hours	Learning Activities and Medias
1	Unit 1 Principles and Concepts of Learning Management and Classroom Management	8	<p>1. Introduce the purpose, nature and scope of learning management and classroom management using slides and VDO.</p> <p>2. Students work with a group of five to discuss about the relevance of learning management and classroom management.</p>
2 - 3	Unit 2 Learning Management Plan and Learning Resources	16	<p>1. Introduce learning resources by emphasizing the importance of planning for effective management of learning resources and environment to the real situation using slides and VDO.</p> <p>2. Students work with a group to discuss about learning resources and environment.</p>
4	Unit 3 Design and Management of Learning Experience/center for Diversity Learners	8	<p>1. Introduce design and management of learning experience for integration of group learning using slides, VDO, and Case study.</p> <p>2. Students work with a group</p>

Week	Topic/Outline	Hours	Learning Activities and Medias
			to discuss about Case study for group learning.
5	Mid-Term Examination	3	Paper-Test
6 - 7	Unit 4 Theories and learning management models	16	1. Introduce theories and learning management models for critical thinking, creative thinking and problem solving using slides, VDO, and Case study. 2. Students work with a group of five to discuss about selecting and designing learning models.
8	Final Examination	3	Paper-Test
Total of Hours		54+	Extra hours for independence study

2. Learning Assessment Plan

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
1. Morals and Ethics (1) Have integrity, honesty and teaching profession ethics; (2) Have discipline, self and social	Group discussion Report	Throughout semester	5 %

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
responsibility; (3) Have knowledge and understanding of Regulation of Teachers Council of Thailand on Professional Standards and Ethics and National Education Act.			
2. Knowledge (1) Be able to compile courses to formulate a learning plan for teaching mathematics and design a learning model appropriate to the learners' ages; (2) Be able to select, develop and produce media and instrument that promote learning; (3) Be able to demonstrate the relationship between the Education Standards and the quality learning.	(1) Term papers (2) Group report presentation	Throughout semester	40 %
3. Cognitive Skills (1) Be able to organize activities that promote learning and classify the	(1) Individual portfolio (2) Term papers (3) Group report	Throughout semester	30 %

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>learners' levels based on evaluation;</p> <p>(2) Be able to manage learning resources and classroom environment for educational quality and standards;</p> <p>(3) Be able to apply the integration of contents for learning groups and group learning.</p>	<p>presentation</p>		
<p>4 Interpersonal Skills and Responsibility</p> <p>(1) Have responsibility for building positive attitude towards the learning management and classroom management;</p> <p>(2) Have knowledge and understanding of human relations to work in team both as leader or follower;</p>	<p>(1) Term papers</p> <p>(2) Group report presentation</p>	<p>Throughout semester</p>	<p>5 %</p>

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
(3) Be able to identify problems and seek best solutions to strengthen teachers' potentiality and capabilities in academic and professional career.			
<p>5. Numerical Analysis, Communication and Information Technology Skills</p> <p>(1) Be able to apply numerical analysis in problem solving;</p> <p>(2) Have concepts, principles, and theories of using communication and information for teaching and learning strategies that promote the learning quality;</p> <p>(3) Be able to design, create, implement, and evaluate innovation for improvement learning</p>	<p>(1) Individual portfolio</p> <p>(2) Term papers</p> <p>(3) Group report presentation</p>	<p>Throughout semester</p>	<p>10 %</p>

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
environment based on education quality.			
<p>6. Learning Management Skills</p> <p>(1) Be able to design learning activities and learning environments for learner's development;</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 through learning activities and resources;</p> <p>(3) Be able to analyze the indicators of learning outcomes to design learning</p>	<p>(1) Individual portfolio</p> <p>(2) Term papers</p> <p>(3) Group report presentation</p>	<p>Throughout semester</p>	<p>10 %</p>

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
management plan and learning assessment.			

Section 6 Learning and Teaching Resources

1. Textbook and Main Documents

Killen, R. (1996). *Effective teaching strategies: Lesson from research and practice*. Australia: Social Science Press.

2. Important Documents for Extra Study

Briggs, Ann R.J. & Sommefeldt, D. (2003). *Managing effective learning and teaching*. London: Sage.

Jones, V. (2011). *Practical classroom management*. Boston :
Pearson.

Matson, E. & Prusak, L.(2006).*Knowledge management and organizational learning*. Oxford : Oxford University Press.

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

Keywords for searching: learning management, classroom management, learning resources/center, quality learning.

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 statements:

- (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

College of Hospitality Industry Management 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

Course	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		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
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: EDM2101 Course Title: Learning Management and Classroom Management การจัดการเรียนรู้และการจัดชั้นเรียน	○	●	○	●	●	○	○	●	○	○	○	●	○	●	○	●	●	●