



TQF.3

Bachelor's Degree

Master's Degree

Course Specification

Course Code: MTP5101

Course Title : Teachership, Morality and Ethics for Mathematics
Teachers

Credits : 3(3-0-6)

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

International College
Suan Sunandha Rajabhat University
(SSRUIC)

Semester : 1

Academic Year : 2016

Section 1 General Information

1. Code and Course Title :

Course Code: MTP5101

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

Course Title (Thai): ความเป็นครู คุณธรรมและจริยธรรมสำหรับครู
คณิตศาสตร์

2. Credits : 3(3-0-6)

3. Curriculum and Course Category :

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

3.2 Course Category:

- | | |
|--------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> General Education | <input checked="" type="checkbox"/> Required Course |
| <input type="checkbox"/> Elective Course | <input type="checkbox"/> 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) Assoc. Prof. Chaweewan Kaewsaiha

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: 1 Year of Study: 1

6.2 Number of the students enrolled: 3+

7. Pre-requisite Course (If any)

None

8. Co-requisite Course (If any)

None

9. Learning Location

Building Number: 21 Room Number: 2122

10. Last Date for Preparing and Revising this Course:

Date: 29 Month: July Year: 2016

Section 2 Aims and Objectives

1. Course Aims

At the end of this course, the student should:

- 1) possess social morals and ethics, good teachers and teaching profession;
- 2) possess knowledge and skills of teaching profession 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 system thinking, creative thinking, critical thinking, and able to solve the problems with good decision making; and
- 5) possess learning and teaching leader meet new styles of learning.

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

ความสำคัญของวิชาชีพครู หน้าที่ บทบาท คุณลักษณะของครู และมาตรฐานวิชาชีพครู การสร้างจิตสำนึกของความเป็นครู ข้อบังคับคุรุสภาว่าด้วยมาตรฐานวิชาชีพครู จรรยาบรรณของวิชาชีพครู หลักธรรมมาภิบาล ความเชื่อมั่นในตนเองและเจตคติเชิงบวก ต่อครูผู้นำและครูที่ดี การจัดการความรู้สำหรับครู การพัฒนาวิชาชีพของครู

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: 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

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

- solving
- (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	Assoc.Prof. Chaweewan
2-3	Teacher's duties, roles, and characteristics	6	- Group work - Instructional Competence List	Assoc.Prof. Chaweewan
4-5	Standards of teaching profession	6	- Internet-Based Learning - Competencies-Based Performance List	Dr.Boonthong
6-7	Constructing a spirituality in teachers	6	- Discussion - Video	- Assoc.Prof. Chaweewan - Dr.Boonthong
8	Mid-Term	3	Oral Presentation	- Assoc.Prof. Chaweewan - Dr.Boonthong
9-10	Regulation of the Teachers Council of Thailand on Professional Standards & Ethics	6	- Discussion - Video	- Assoc.Prof. Chaweewan - Dr.Boonthong
11-12	Morality of teaching profession and good governance	6	- Problem-Based and Research-Based Approach - Case Studies	- Assoc.Prof. Chaweewan - Dr.Boonthong
13-14	Teacher's knowledge management	6	- Interview the experienced teachers - Video	- Assoc.Prof. Chaweewan - Dr.Boonthong

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
15-16	Continuing professional development of teacher	6	<ul style="list-style-type: none"> - Direct Instruction - Research-Based Approach - PowerPoint 	<ul style="list-style-type: none"> - Assoc.Prof. Chaweewan - Dr.Boonthong
17	Final Examination	Take Home Test and Oral Presentation		

2. Learning Assessment Plan

	Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
1	<p>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 faiths in teaching profession.</p>	<p>(1) Authentic Assessment</p> <p>(2) Portfolio Assessment</p> <p>(3) Performance Assessment</p>	Throughout Semester	10 %

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

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

	Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
6	<p>Learning Management Skills (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.</p>	<p>(1) Using authentic task assessment (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:

- a. Content objectives were made clear to the students.
- b. The content was organized around the objectives.
- c. Content was sufficiently integrated.
- d. Content was sufficiently integrated with the rest of the first year curriculum.
- e. The instructional materials used were effectively.
- f. The learning methods appropriate assessed the students' understanding of the content.
- g. 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:

- a. The lecturer is well prepared for class sessions.
- b. The lecturer answers questions carefully and completely.
- c. The lecturer uses examples to make the materials easy to understand.
- d. The lecturer stimulated interest in the course.
- e. The lecturer made the course material interesting.
- f. The lecturer is knowledgeable about the topics presented in this course.
- g. The lecturer treats students respectfully.
- h. The lecturer is fair in dealing with students.
- i. 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		
	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	● Major Responsibility									○ Minor Responsibility								
Course Code: MTP5101 Course Title: Teachership, Morality and Ethics for Mathematics Teachers	●	●	●	●	●	●	●	●	●	●	●	●	○	○	●	○	●	●