



TQF.4

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

TQF. 4 Field Experience Specification

Course Code: EDM4102

Course Title: Internship II

Credits: 6(360 hours)

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

Semester: 2

Academic Year: 2023

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: EDM4102

Course Title (English): Internship II

ชื่อวิชา (ภาษาไทย): การปฏิบัติการสอนในสถานศึกษา 2

2. Credits: 6(360 hours)

3. Curriculum and Course Category:

3.1 Curriculum: Bachelor of Education Program in Mathematics

3.2 Course Category:

- | | |
|--|--|
| <input type="checkbox"/> General Education | <input checked="" type="checkbox"/> Required Course |
| <input type="checkbox"/> Elective Course | <input checked="" type="checkbox"/> Cluster in Teaching Profession |

4. Lecturers Responsible for Course and Instruction

4.1 Lecturers Responsible for course:

(1) Asst. Prof. Dr. Krongthong Khairiree

(2) Mr. Luechai Tivrungsri

4.2 Instructional Course Lecturers:

(1) Asst. Prof. Dr. Krongthong Khairiree

(2) Asst. Prof. Dr. Supotch Chaiyasang

(3) Dr. Boonthong Boontawee

(4) Mr. Luechai Tivrungsri

5. Contact / Get in Touch:

Room Number 305 Tel. 034-964946 Ext. 320

E-mail: Luechai.ti@ssru.ac.th

6. Semester / Year of Study

6.1 Semester: 2/2023 Year of Study: Undergraduate Student
Year 2

6.2 Number of students enrolled: 19

7. Prerequisite Course

EDM4202 Internship II

8. Co-requisite Course

None

9. Learning Location

9.1 College of Hospitality Industry Management Building, Nakorn
Pathom Campus

Room No. 206 Wednesday 15.00 – 16.00

9.2 Educational Institution according to the criteria of Teachers'
Council of Thailand

10. Last Date for Preparing and Revising this Course:

April 20, 2023

Section 2 Aims and Objectives

1. Course Aims and Objectives

Course Aims

At the end of this course, the 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 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 and 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.

Course Objectives

At the end of this course, the student will be able to perform in the following areas of performance:

(a) Essence of skill training

1) Integration of all knowledge for use in the training on teaching operations in educational institutions.

2) Preparation of learner-oriented learning plan.

3) Learning process management.

- 4) Selection and production of media and innovation in conformity with the learning management.
- 5) Use of techniques and strategies for learning management.
- 6) Learning measurement and evaluation.
- 7) Classroom research for development of learners.
- 8) Use of the evaluation results to improve learning management and develop learners' quality.
- 9) Recording and reporting on results of learning management.
- 10) Educational seminars.

(b) Competencies

- 1) Able to manage learning on mathematics.
- 2) Able to evaluate, improve and develop learning management to be appropriate to learners' potentiality.
- 3) Able to conduct classroom research for development of learners.
- 4) Able to prepare report on results of learning management and development of learners.

2. Purposes 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 during study requirement as follows:

- (1) To provide students with knowledge and understanding of professional experience standards through observation in educational institutions.
- (2) To provide students with knowledge and understanding of the performance of duties and behavior of teachers.
- (3) To enable students to study and learn from participating in activities and academic programs with educational institutions and communities.

(4) To adjust the field experience framework regarding to Covid-19 situation in Thailand.

Section 3 Course Structure

1. Course Outline

This course requires students to undertake a teaching practicum in Mathematics in an appropriate school within Thailand or out-of-Thailand, and to reflect on their experiences for Semester II of Practicum School. The course enables students to demonstrate their understanding of knowledge gained from the coursework. The student has to demonstrate competency in classroom teaching, produce a professional teaching portfolio and lesson plan, and complete a report based on practicum experience. Each student will have an appointed supervisor.

รายวิชานี้กำหนดให้นักศึกษาฝึกปฏิบัติการสอนคณิตศาสตร์ในโรงเรียนทั้งในประเทศและต่างประเทศที่เหมาะสม และสะท้อนถึงประสบการณ์ทั้งหลายในภาคการศึกษาที่ 2 ในโรงเรียนฝึกประสบการณ์ รายวิชานี้ นักศึกษาได้แสดงความสามารถในการนำความรู้เข้าใจที่ได้รับจากการศึกษา รายวิชาต่าง ๆ นักศึกษาต้องแสดงสมรรถภาพในการสอน การผลิตแฟ้มสะสมงานและแผนการสอน และรายงานฉบับสมบูรณ์เกี่ยวกับประสบการณ์ที่ได้จากการฝึกประสบการณ์ นักศึกษาแต่ละคนจะมีอาจารย์ที่ปรึกษาที่ได้รับมอบหมาย

2. Time Length per Semester

Five days per week at selected educational institutions for 1 semester (360 hours).

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

3.1 Self consulting one day per week (if any) at the lecturer's office (Room Number 305).

3.2 Consulting via office telephone: Tel. 034-964946 Ext. 320 or lecturer's mobile phone: Mr. Luechai Tiprungsri Tel. 081-972-5793

3.3 Consulting via E-Mail: Luechai.ti@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 and 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
- (3) 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 Course Characteristics and Implementation

1. Course Description of Field Experience

360-hours of field experience at the elementary-secondary level includes: lesson planning and evaluation, effective classroom management, action research to develop students, and teacher's responsibilities.

2. Student Activities

The students' practicum and work assignments for three weeks (360 hours) (teaching mathematics or related subject at Practicum School) consist of:

(1) Learning how to create classroom management, evaluation, and improvement.

(2) Preparing lesson plan, arrange activities and academic program relating to learning management.

(3) Coordination with educational institutions on development, improvement, and implementation of curriculum.

(4) Observing teaching and learning Mathematics and Science or related subject in classrooms.

(5) Studying and classifying learners based on their differing attributes through observations, interview, information collection and presentation of study results.

(6) Co-teaching and teaching; and

(7) Working with the classroom teacher for extra curriculum or academic activities as well as the administrator.

3. Student Reports or Assignment

Reports or Assignments	Submission Due
1. Student Daily Record	Daily (Submit to Practicum Instructor)

Reports or Assignments	Submission Due
2. Student Weekly / Monthly Report	Monthly (Submit to CHM supervisor)
3. Final Report	Two weeks after completed the Practicum

4. Follow-up of Student Learning Outcomes

4.1 Strengths /Weakness of student (related to weekly / monthly report)

4.2 Ethical concerns about issues at the Practicum School.

5. Duties and Responsibilities of Mentors / Practicum Instructors in the Practicum Schools

5.1 Evaluate student's Practicum.

5.2 Control student's behavior to comply to the rules and regulations of the host.

5.3 If violate, the mentor / practicum instructor can give a warning and appropriate penalty.

6. Duties and Responsibilities of Advisors / CHM Supervisors

6.1 Monitor and evaluate student's practicum by visiting a student at each place of Practicum Schools.

6.2 Consult to solve the student's problems found at work and report to the Director of CHM.

7. Facilities and Support Needed from the Training Sites

7.1 Individual counseling to familiarize with procedures and process for internal and external referral sources.

7.2 Group counseling to conduct extra academic activities and co-facilitate parent sessions when possible.

Section 6 Planning and Preparation

1. Method of Selection of Practicum Schools

The selection of practicum schools for consideration to meet the standards as follows:

(1) The Teachers' Council of Thailand comprises of process standards and factor standards (see Appendix A in Practicum II Handbook). Or

(2) The educational institutions that have passed the assessment and received quality standards from the Office for National Education Standards and Quality Assessment (Public Organization).

2. Preparation of Students (Guidance and Assistance)

2.1 Introducing and orienting the student to the objectives of practicum, programs, functions, forms, and procedural practices at the practicum school.

2.2 Providing work with the practicum instructors by jointly participating in conferences to orient the student to the school policies regarding school curriculum, appropriate dress, office hour, etc.

3. Preparation of Advisor/Supervisor

3.1 Organize a meeting to clarify the advisors/supervisors about the planning of field experience, roles and responsibilities of advisors/supervisors, student care, monitoring and evaluation, etc.

3.2 Allocate lecturers who have knowledge and understanding about field experience course (Internship I) and assessment of teaching professional experience of students.

4. Preparation of Host Supervisor/Mentor

4.1 Coordinate with the educational institutions and the teaching experience unit to arrange a mentor who meets the disciplines of the practicum students' major.

4.2 Organize seminars between advisors/supervisor and mentors/host supervisors at least once per the period of Practicum II.

5. Risk Management

Program lecturers convened to prevent the risk of student during training on teaching professional practice during study:

3.1 Research and evaluate all areas of potential liability and risk.

3.2 Prepare to handle the unexpected situation during practicing in educational institutions by the college, students, and hosting for "... injury, loss, claims or damages arising from the negligent operation and other problems arising during work".

Section 7 Field Experience Evaluation and Improvement

The Head of the program or lecturer or appointed person assigned by the college will be an inspection person to supervise the students at the educational institution to monitor and evaluate the students' performance periodically at least twice.

1. Process for Field Experience Evaluation (Internship I)

1.1 Evaluation structure

Field experience evaluation structure comprises of the following items:

- | | |
|--|-----|
| 1) Attendance & participation in orientation seminar | 10% |
| 2) Host's evaluation in work performance | 30% |
| 3) Advisor/supervisor's evaluation | 10% |
| 4) Internship final report | 20% |
| 5) Internship final presentation | 10% |
| 6) Weekly report | 20% |

Total 100%

The assessment activities for 3 weeks correspond to six domain of learning outcomes as follows:

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment
<p>1. Ethics and Morals</p> <p>(1) Have integrity and honesty for teaching profession.</p> <p>(2) Have discipline, self and social responsibility.</p> <p>(3) Have teaching profession ethics including social justice.</p>	Journal Writing	3 weeks	5 %
<p>2. Knowledge</p> <p>(1) Have knowledge and understanding of standards for teachers.</p> <p>(2) Be able to identify some of the differences</p>	Journal Writing	3 weeks	40 %

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment
<p>and similarities between real classrooms and theories of teaching and learning.</p> <p>(3) Be able to prepare skills needed to be a successful teaching in mathematics class.</p>			
<p>3. Cognitive Skills</p> <p>(1) Be able to search and study on knowledge for development of learning management process.</p>	<p>(1) Individual portfolio</p> <p>(2) Journal Writing</p>	<p>3 weeks</p>	<p>30 %</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 and 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>
<p>5. Numerical Analysis, Communication and</p>			

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment
<p>Information Technology Skills</p> <p>(1) Be able to apply numerical analysis skills in critically analyze learning problems in mathematics classroom.</p> <p>(2) Be able to participate actively in mathematical activity and discussion.</p> <p>(3) Be able to utilize information technology to design learning environment effectively and ethically.</p>	<p>(1) Individual portfolio</p> <p>(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.</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>(3) Be able to develop the learning management plan for learners' achievement.</p>	<p>(1) Individual portfolio</p> <p>(2) Journal Writing</p>	<p>3 weeks</p>	<p>10 %</p>

The advisor/supervisor compiles all scores for evaluating the student's grading. The grading criteria are as follows:

Student's Score (%)	Grade	Result/Remark
86.00 – 100	A	4.00
82.00 – 85.00	A ⁻	3.75
78.00 – 81.00	B ⁺	3.50
74.00 – 77.00	B	3.00
70.00 – 73.00	B ⁻	2.75
66.00 – 69.00	C ⁺	2.50
62.00 – 65.00	C	2.00
58.00 – 61.00	C ⁻	1.75

Remark: 1. Students must have completed 80% of the class time.

2. Internship I is a part of the field experience courses.

Students must pass the assessment criteria at this stage, i.e., their grades are not lower than “C” in order to register Internship II in the next stage.

1.2 Student assessment procedure

1) The host mentor evaluates student’s performance by using the practicum criteria.

2) The college advisor summarizes the result of the evaluation and reports to the head of the program/dean of faculty/college.

1.3 Host supervisors’ responsibility for student assessment

The host supervisor evaluates student performance during training and the end of training using an evaluation form.

1.4 Faculty member's responsibility for student assessment

The advisor has to evaluate students' performance by using the host supervisor's report and student's practicum reports which express the application of students' knowledge to actual practice.

1.5 Conclusion of discrepancy of assessment results

The Head of the Program Coordinator and the host enterprise discuss the difference in evaluation results (if any) and determine the conclusion.

2. Process for Improvement Field Experience Evaluation

2.1 Students

Students evaluate their field experience for Practicum II by using the provided questionnaire to collect information from students' opinions to improve the course "Internship I" and improve students' pedagogical skills. Examples of the items to evaluate using rating scale as follows:

- (1) Internship instructor prepared orientation for the School Experience Phase.
 - (2) Microteaching at CHM enhanced student teachers' skills.
 - (3) One-to-one mentoring sessions improved students' pedagogical skills.
 - (4) Teaching in a real classroom situation gained more experiences.
- Etc.

2.2 Host supervisor

The host supervisor provides assignment results, evaluates field experience using the questionnaire, and randomly participates in the interview.

2.3 Faculty advisor/supervisor

The practicum advisor/supervisor records the student's performance after consultation in the practicum report and presentation.

2.4 Others (e.g., new graduates)

New graduates present experiences from the practicum schools about benefits and obstacles to practice for a future career during the orientation or other meetings.

3. Methodology and Planning for Course Review and Improvement

3.1 Developing a learning contract

1) The student and the college work together to plan all aspects of the practicum and complete a Learning Contract, which includes discipline-specific learning objectives and relevant learning outcome measures.

2) The learning objectives describe what the student hopes to learn from the overall experience, especially concerning their course of studies.

3) The learning outcome measures are vital for assessing learning and attaining the learning objectives.

3.2 Reviewing direction and support

1) Do the research to compare Mathematics Education Students' Learning and Attitudes between Pedagogy Content Knowledge and practicing in schools.

2) Feedback from the host supervisor and faculty supervisor should be noted as one of supporting ideas for the faculty member's responsibility to improve the plan.

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:																		
Required Course in Teaching Profession	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Course Code: EDM4201 Course Title: Internship I	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Remark: Symbol ● means “major responsibility” Symbol ○ means “minor responsibility” No symbol means “no responsibility”

Expected learning outcomes are combined for all types of instructional activities.

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

Advisor's Signature:

(.....)

Date/Month/Year