



TQF.4

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

TQF. 4 Field Experience Specification

Course Code: EDM2201

Course Title: Practicum I

Credits: 1(90 hours)

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

Semester: 1

Academic Year: 2025

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: EDM2201

Course Title (English): Practicum I

ชื่อวิชา (ภาษาไทย): การฝึกประสบการณ์วิชาชีพระหว่างเรียน 1

2. Credits: 1(90 hours)

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

4.1 Lecturer Responsible for course:

Mr. Luechai Tiprungsri

4.2 Instructional Course Lecturers:

(1) Asst.Prof. Dr. Krongthong Khairiree

(2) Asst.Prof. Dr. Supoth Chaisang,

(3) Dr.Boonthong Boontawe,

(4) Mr. Luechai Tiprungsri

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: 1/2025 Year of Study: Undergraduate Student
Year 2

6.2 Number of students enrolled: 8

7. Prerequisite Course

None

8. Co-requisite Course

None

9. Learning Location

9.1 College of Hospitality Industry Management Building, Nakorn
Pathom Campus

Room No. 301 Friday 9.00 – 10.00 am.

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

10. Last Date for Preparing and Revising this Course:

May, 2025

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 professional experience in educational institution through observations, interviews, information collection and presentation of study results.

(2) Training on preparation of learning management plans with educational institutions.

(3) Training on arrangement for activities relating to learning management with participation in educational institutions and communities.

(b) Competencies

(1) Able to study and classify learners based on their differing attribute.

(2) Able to prepare learning management plans.

(3) Able to perform the teaching operations, from preparation of teacher roles and duties.

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

Conclude self-characteristics and those of teacher that reflect love and faith in teaching profession, identify self-ethics and profession ethics, acknowledge duties of teacher and homeroom teacher in school, understand community context, coordinate with parents to collect the data used to provide learner care, assistance, and development to the preferred characteristics, provide well-organized report of learner development in form of case study by applying the knowledge of psychology, digital technology, and ability based learner development, conclude the guideline and activities for teacher profession development both inside and outside educational institutions through the process of observation and analysis of teacher performance, conclude the lesson learned from learning experience in educational institution, synthesize the body of knowledge and use the learning result in after action review (AAR) as well as share and learn under the context of profession learning community (PLC) to develop oneself to keep up with changes

สรุปคุณลักษณะของตนเองและครูที่แสดงออกถึงความรักและศรัทธาในวิชาชีพครู ระบุจรรยาบรรณต่อตนเองและต่อวิชาชีพ รอบรู้บทบาทหน้าที่ครูผู้สอนและครูประจำชั้นในสถานศึกษา เข้าใจบริบทชุมชนร่วมมือกับผู้ปกครองในการเก็บรวบรวมข้อมูลเพื่อใช้ในการพัฒนา ดูแล ช่วยเหลือผู้เรียนให้มีคุณลักษณะอันพึงประสงค์ รวมทั้งรายงานผลการพัฒนาคุณภาพผู้เรียนได้อย่างเป็นระบบในรูปแบบของการศึกษารายกรณี (Case Study) โดยการประยุกต์ใช้ความรู้ทางจิตวิทยา เทคโนโลยีดิจิทัล การพัฒนาหลักสูตรเพื่อพัฒนาผู้เรียนตามศักยภาพ สรุปแนวทางและลักษณะกิจกรรมการพัฒนานักวิชาชีพของครูทั้งในและนอกสถานศึกษา ผ่านกระบวนการสังเกตและวิเคราะห์การปฏิบัติหน้าที่ครู ถอดบทเรียนจากประสบการณ์การเรียนรู้ในสถานศึกษา สังเคราะห์องค์ความรู้และนำผลจากการเรียนรู้ในสถานศึกษาไปประเมินสะท้อนกลับ (AAR) เป็นรายบุคคลและร่วมแลกเปลี่ยนเรียนรู้ในรูปแบบชุมชนแห่งการเรียนรู้ (PLC) เพื่อนำไปใช้ในการพัฒนาตนเองให้มีความรอบรู้ ทันสมัยและทันต่อการเปลี่ยนแปลง

2. 2. Time Length per Semester

Five days per week at selected educational institutions for three weeks (90 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

90-hours of field experience at the elementary 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 (90 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)
2. Student Weekly / Monthly Report	Monthly (Submit to CHM supervisor)

Reports or Assignments	Submission Due
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 I 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 (Practicum 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 I.

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 (Practicum 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) Practicum final report	20%
5) Practicum 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 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>	Journal Writing	3 weeks	40 %
<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>	3 weeks	30 %
<p>4. Interpersonal Skills and Responsibilities</p>			

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment
<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 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>			

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment
(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.	(1) Individual portfolio (2) Journal Writing	3 weeks	10 %

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. Practicum 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 Practicum II and Practicum III 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 I by using the provided questionnaire to collect information from students’ opinions to improve the course “Practicum 1” and improve students’ pedagogical skills. Examples of the items to evaluate using rating scale as follows:

- (1) Practicum 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		
Course Category:	● Major Responsibility									○ Minor Responsibility								
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: EDM2201 Course Title: Practicum 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.

