

Active Learning Management for Teacher's Professional Courses in Curriculum and Instruction, Faculty of Education Thaksin University

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Abstract : This research aimed 1) to study the effects of the management of Active Learning among 3rd year students enrolled in teacher's profession courses and 2) to assess the satisfaction of the students with courses using the Active Learning approach. The population for the study consisted of 442 3rd year undergraduate students enrolled in two teacher education courses in 2015: Curriculum Development and Learning Process Management. They were 442 from 11 education programs. Respondents for evaluation of satisfaction with Active Learning management comprised 432 students. The instruments used in research included a detailed course description and rating scale questionnaire on Active Learning. The data were analyzed using arithmetic mean and standard deviation. The results of the study reveal the following: 1. Overall, students gain a better understanding of the Active Learning due to their actual practice on the activity of course. Students have the opportunity to exchange learning knowledge and skills. The AL teaching activities make students interested in the contents and they seek to search for knowledge on their own. 2. Overall, 3rd year students are satisfied with the Active Learning management at a 'high' level with a mean score (μ) of 4.12 and standard deviation (σ) of .51. By individual items, students are satisfied with the 10 elements in the two courses at a 'high' level with the mean score (μ) between 3.79 to 4.41 and a standard deviation (σ) between to .68. .79.

Keywords : active learning teaching model, teacher's professional courses, professional courses, curriculum and instruction teacher's

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