

PISAI –Erasmus Plus Project
Report on Trip to European Universities

Teaching Staff

1. Name: LADAWAN Family Name: LERSLERWONG
Position: Lecturer Department: Department of Plant Science
Faculty: Faculty of Natural Resources University: Prince of Songkla University

2. Purpose of Visit (Please list itinerary)

To participate in the course "Introduction to University Pedagogy or IUP" for English Spoken (Team 2) at Faculty of Science Education, the University of Copenhagen. The objective for taking the course is to gain teaching techniques by formulating the clear and specific of intended learning outcomes and using the engagement of student in activation, inductive teaching and dialogue in teaching for active learning (problem-based learning) in the lesson exercise during 16 -26 May 2019.

3. Details of activities during the visit

Date : Monday 20.05. 2019

Activities : Intended learning outcomes (Group discussion)

Instruction

After the instruction the participants are able to:

- Reflect upon their own learning and assess the importance of such reflections for the planning of good teaching.
- Use this assessment when planning their own teaching.
- Use relevant aspects of the Theory of Didactical Situations (TDS) to analyze a lesson and - as part of this - use the concepts that describe the phases of a lesson: Instruction, Action, Formulation, Validation, and Institutionalisation.

Planning of the lesson

After planning the first lesson, the participants are able to:

- Prepare a set of Intended Learning Outcomes for a lesson and estimate how difficult it will be for participants to achieve these learning outcomes.
 - Operationalize their descriptions of these intended learning outcomes in planning a lesson that includes student activity.
 - Give and receive feedback constructively to/from members in the group who work together in a satisfying way, when planning the lesson.
- Preparation for Wednesday

Read the rest of the papers:

- Kinds of knowledge and levels of understanding, by Biggs & Tang
Does active learning work? by Michael Prince
- Inductive teaching and learning methods, by Michael Prince and Richard Felder
- The tension between authoritative and dialogic discourse, by Philip Scott *et al.*

For those of you giving your lesson exercise on Wednesday, you must plan your lesson with a specific focus on:

- Learning objectives
- Student activation

In planning group

In the planning group discusses how to accomplish the following in your lesson:

- Formulate one or more specific learning objectives that can form the basis for the lesson. These objectives must be formulated precisely enough that it is clear what expect the students to be able to do after your lesson
- Consider which student activities can be included in the lesson in order to help students reach the objectives

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1	Alvaro del Rey	alvarodelrey@ign.ku.dk	Science	Department of Geosciences and Natural Resources Management
2	Ane Labianca	anel@ign.ku.dk	Science	Department of Geosciences and Natural Resource Management
3	Anne Helby Petersen	ahpe@sund.ku.dk	SUND	Department of Public Health
4	Aim Sophie Buchardt	asbu@sund.ku.dk	SUND	Public Health
5	Cecile Borje	cb@bms.ku.dk	SUND	Department of Biomedical Sciences
6	Ingo Prada Luengo	ingo.luengo@bio.ku.dk	Science	Department of Biology
7	Jeanne Vuaille	jeannevu@sund.ku.dk	Science	Plant and Environmental Sciences
8	Jesper Grønlund Holm	jesper.groenlund.holm@regionh.dk	SUND	Biomedical Department
9	Jon Fugl	jon.fugl@plen.ku.dk	Science	Department of Plant and Environmental Sciences
10	Juliane Theilade	julianetheilade@gmail.com	SUND	IRM - Natasa Larsen
11	Kathrine Catalotti	kathrine.catalotti@bio.ku.dk	Science	Museum of Natural History
12	Krajana Tanchum	rourngson09@hotmail.com	Guest fra Thailand	
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18	Sajid Shokat	s.shokat@plen.ku.dk	Science	Plant and Environmental Sciences
19	Sine Borby Btranblad	sine@ign.ku.dk	Science	Department of Geosciences and Natural Resource Management
20	Sofie Bjørnholt Binner	sofie.binner@bio.ku.dk	Science	Biology
21	Sine La Tougaard	stl@plen.ku.dk	Science	Plant and environmental sciences
22	Teeayorn Kaartawe	teeayorn.k@psu.ac.th	Guest fra Thailand	
23	Yang Yang	yang@chem.ku.dk	Science	Chemistry

If you are on TEAM 2 (usually the English language team) this applies to you					
	Monday	Tuesday	Wednesday	Thursday	Friday
09-12	Instruction		Instruction	Instruction	Lesson exercises
12-13	Lunch, incl.	Read & Reflect*	Lunch - it is included!		
13-16	Instruction		Lesson exercises	Lesson exercises	End of course discussion
	Planning of lesson exercises				Evaluation

* Use Tuesday to consider what you want to teach while reading the compendium. Only prepare your lesson in detail if you are teaching Wednesday. Those who will be teaching Thursday and Friday will receive instructions later about how to prepare their lesson in detail.

List of a participant in this class and time table for the course



Participant from Thailand and the donnish teachers

Date : Tuesday 21.05. 2019
Activities : Preparation for teaching

There is no instruction or exercises on Tuesday. Use the day to consider what you want to teach while reading the rest of the papers.

Lesson exercise

Only prepare the lesson in detail if participants are teaching Wednesday. Those who will be teaching Thursday and Friday will receive instructions later about how to prepare their lesson in detail. For those of participants giving the lesson exercise on Wednesday, participants must plan the lesson with a specific focus on:

- Learning objectives
- Student activation

Get help formulating learning objectives in Kinds of knowledge and levels of understanding, by Biggs & Tang and read more about the benefits of student activation in Does active learning work? by Michael Prince.

Planning and self-reflection

Participants can download a framework to help prepare the lesson. Participants can start planning the phases of the lesson (TDS) and reflect on the planning process and accomplishments before and after the lesson: Planning and self-reflection.docx



Thai participants had working for their lesson exercises



Visit the local market of agricultural products in CPH

Date : Wednesday 22.05. 2019

Activities : TDS-phases

Lesson exercises

After the lesson exercises, the participants are able to:

- Carry out a lesson exercise by making use of Intended Learning Outcomes and Student Activity as didactic tools.
- Contribute constructively to the planning of this lesson and afterward, in the planning group, contribute to a short evaluation of how the lesson was executed.
- Constructively receive feedback on their own teaching.
- Engage in a constructive dialogue about others' teaching, for example by evaluating the teaching by making use of the **TDS-phases (devolution, action, formulation, validation, and institutionalization)**.
- Evaluate how student involvement contributes to achieving the Intended Learning Outcomes.
- Relate the evaluation of one teaching situation to other teaching situations and teaching contexts.

Planning the lesson exercises

After planning the lesson exercises, the participants are able to:

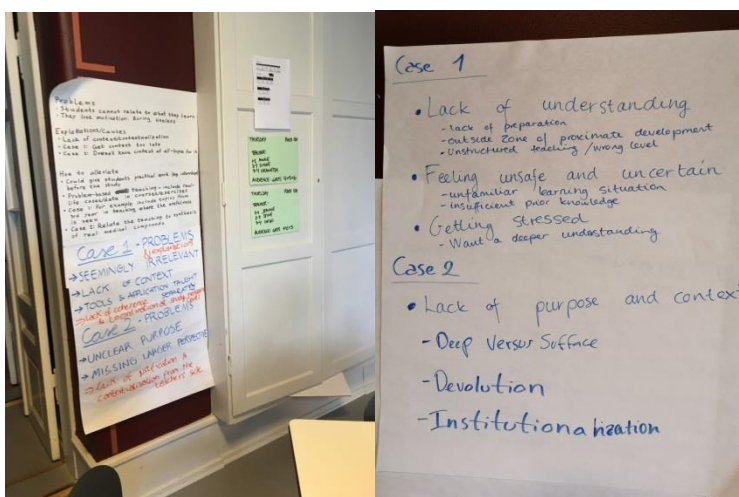
- Plan a lesson that has an inductive approach.
- Give and receive constructive feedback to/from group members while planning the lessons.

Preparation for Thursday

For those of participants giving lesson exercise on Thursday, participants must plan the lesson with a specific focus on (in addition to the previous days' focus):

Problem-orientation

Read more about problem orientation and the inductive approach in Inductive teaching and learning methods, by Michael Prince and Richard Felder



Case study and group discussion

In planning group

In participant planning group discuss how to accomplish the following in the lesson:

- Think of a problem that can engage the students and motivate them to achieve the learning
- Use the problem to organize the lesson considering things like:
 - How should the problem be introduced?
 - Should there be group work?
 - What input do the students need in the form of presentation, written material and so on?
 - How much time should be spent on solving the problem?



The 20-minute of teaching in topic “Ethylene & Fruit Ripening” was performed during 15.00-16.00 p.m. on Wednesday 23.05. 2019. The expected learning objective of this lesson was

- Students able to explain the definition of ethylene and fruit ripening
- Students able to describe how ethylene affects on the process of fruit ripening
- Student able to distinguish the type of fruit: climacteric and non-climacteric.

After teaching, the students and teacher gave the feedbacks and comments for 40 minutes.

Date : Thursday 23.05. 2019

Activities : Intended Learning Outcomes (group discussion)

Lesson Exercises

After the lesson exercises, the participants are able to:

- Carry out a lesson that is problem-oriented by formulating a set of Intended Learning Outcomes and including an appropriate level of student activity as didactic tools.
- Contribute constructively to the planning of this lesson and afterward, in the planning group, contribute to a brief evaluation of how the lesson was executed.
- Constructively receive feedback on their own teaching.
- Engage in a constructive dialogue about others’ teaching, for example by evaluating the teaching by making use of the TDS-phases (devolution, action, formulation, validation, and institutionalization).

- Evaluate how a problem-oriented lesson that was focused on activating students contribute to achieving the Intended Learning Outcomes.
- Outline how one's own and others' teaching can be developed and improve.
- Identify key didactic problems in university teaching.

Planning the lesson exercises

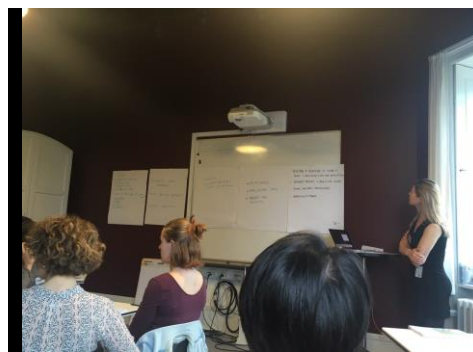
After planning the lesson exercises, the participants are able to:

- Plan a lesson that is problem-oriented by formulating a set of Intended Learning Outcomes and implementing an appropriate level of student activity that is carried by dialogue.
- Give and receive constructive feedback to and from group members while planning the lesson.
- Preparation for Friday
- For those of participants who are giving the lesson exercise on Friday, must plan the lesson with a specific focus on (in addition to the previous days' focus):
- Dialogic (and authoritative) approaches to teaching
Read more about dialogic and authoritative approaches in the tension between authoritative and dialogic discourse, by Philip Scott et al. Preview the documentView in a new window

In planning group

In your planning group, discuss how to accomplish the following in your lesson:

- Choose a problem or question that engages the students in dialogue
- Prepare specific questions that can keep the dialogue going (e.g. in I-R-P-R-P-R-P chains)
- Consider how much time you wish to spend on the dialogical parts of the lesson, and how you will conclude them



Class for a lecture with all participants



Visit the student's farm in the Department of Geosciences and Natural Resource Management University of Copenhagen with Assoc. Prof. Thilde Bech Bruun and Asst.Prof. Chutima Tantikitti

Date : Friday 24.05.2019

Activities : Problem-oriented lesson by I-R-P-R-P-R-P dialogue

Lesson exercises

After the lesson exercises, the participants are able to:

- Carry out a lesson that is problem-oriented by formulating a set of Intended Learning Outcomes and implementing an appropriate level of student activity that is carried by dialogue.
- Receive feedback on their own teaching.
- Engage in a constructive dialogue about others' teaching, for example by evaluating the teaching by making use of the TDS-phases (devolution, action, formulation, validation and institutionalization).
- Evaluate how a problem-oriented lesson that is carried by I-R-P-R-P-R-P dialogue prompts students to contribute to the group achieving the Intended Learning Outcomes.
- Outline how their own and others' teaching can be developed further.

Course evaluation

Evaluation is the last item on Friday's agenda.

Evaluation for team 1 (usually the Danish-language team)

Evaluation for team 2 (usually the English-language team)

Evaluation of Introduction to University Pedagogy (For english, please click on the flag at the bottom of the page).

How would you evaluate your general outcome of the course?
How would you evaluate your outcome of the lesson exercises?
How would you evaluate your outcome of your own lesson exercise?

To what extent did you find the topics that were taught in the course relevant?
To what extent will you use what you have learned in the course in your teaching?

What did you like in particular about the course - and why?

Suggestions for improvements:

General comments:

Name	Section	Role
Marianne Achiam	Introduction to University Pedagogy	Teacher
Sofie Bjørnholt Binzer	Introduction to University Pedagogy	Student
Ann-Sophie Buchardt	Introduction to University Pedagogy	Student
Katharine Catalotti pending	Introduction to University Pedagogy	Student
Oranutda Chinnasri	Introduction to University Pedagogy	Student
Frederik V Christiansen	Introduction to University Pedagogy	Teacher
Álvaro del Rey pending	Introduction to University Pedagogy	Student
Jon Fugl	Introduction to University Pedagogy	Student
Mikkel Herzberg pending	Introduction to University Pedagogy	Student
Jesper Grønlund Holm pending	Introduction to University Pedagogy	Student
Henriette Tolstrup Holmegaard	Introduction to University Pedagogy	Teacher
Loukas Ieremias	Introduction to University Pedagogy	Student
Ane Labianca	Introduction to University Pedagogy	Student
Ladawan Lerslerwong pending	Introduction to University Pedagogy	Student
Nadja Nordmaj	Introduction to University Pedagogy	Course Admin
Sinne Borby Ørtenblad	Introduction to University Pedagogy	Student
Anne Helby Petersen	Introduction to University Pedagogy	Student
Inigo Prada Luengo	Introduction to University Pedagogy	Student
Caroline Borup Roland pending	Introduction to University Pedagogy	Student
Sajid Shokat	Introduction to University Pedagogy	Student
Krajana Tainchum	Introduction to University Pedagogy	Student
Teeyaporn	Introduction to University Pedagogy	Student
Juliane Theilade pending	Introduction to University Pedagogy	Student
Stine Le Tougaard	Introduction to University Pedagogy	Student
Stine Le Tougaard pending	Introduction to University Pedagogy	Student
Morten Winther Vestenaa	Introduction to University Pedagogy	Student
Jeanne Vuaille	Introduction to University Pedagogy	Student
Jeanne Vuaille pending	Introduction to University Pedagogy	Student
Yang Yang	Introduction to University Pedagogy	Student



Meeting with staffs from the University of Copenhagen and promote the PISAI project to the participant

4. Outputs and outcomes

1. A better understanding of teaching and coaching techniques in university pedagogy by clear formulating and precise learning goals, student activation in their lessons and engagement the students through problem-based activities.
2. Great opportunity to get the new experience of teaching in higher education comparing between Thai and European institute.

Signature Ladawan Lerslerwong Date 24 June 2019.....

5. Comments from Coordinator of partner university (CMU, KU, and KKU)/ Head of Department

.....This is a good course for improve teaching staff.....

NameAsst. Prof. Taweesak..... Family NameNiyombandith.....
Signature.....Tamha Niyombandith Date4/7/2019.....

6. Comments from Dean or Equivalent

.....Noted.....

NameChattana..... Family NameTankitti.....
Signature.....Chattana..... DateJuly 7, 2019.....