

PISAI –Erasmus Plus Project
Report on Trip to European Universities

Teaching Staff

1. Name: KRAJANA Family Name: TAINCHUM
Position: Lecturer Department: Department of Pest Management
Faculty: Faculty of Natural Resources University: Prince of Songkla University

2. Purpose of Visit (Please list itinerary)

Participate on a course Introduction to University Pedagogy Team 2 English Spoken at Faculty of Science, the University of Copenhagen to gain and improve a teaching and coaching techniques by formulating clear and precise learning goals, use student activation in their lessons and engage students through problem-based activities. Each participant has conducted teaching for 20-minute lesson exercises and 40 min for giving specific feedback to each participant as well as discussing in general principals of teaching. The course is passed based on active participation throughout the course 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	Alvaret del Rey	alvaret@vpsu.ac.th	Science	Department of Geosciences and Natural Resource Management
2	Ane Isabella	ane@vpsu.ac.th	Science	Department of Geosciences and Natural Resource Management
3	Aine Healy PHD	ah@vpsu.ac.th	SLU	Department of Public Health
4	Ann-Sofie Buchardt	asb@vpsu.ac.th	SLU	Department of Public Health
5	Caroline Herzig	ch@vpsu.ac.th	SLU	Department of Biomedical Sciences
6	Hugo Prado Leung	hugo.prado@vpsu.ac.th	Science	Department of Biology
7	Jessica Yonke	johnson@vpsu.ac.th	Science	Plant and Environmental Sciences
8	Josée Franck-Lud	josel@vpsu.ac.th	SLU	Biomedical Department
9	Jon Ege	jon.egge@vpsu.ac.th	Science	Department of Plant and Environmental Sciences
10	Juliane Thielade	juliane.thielade@gmail.com	SLU	SLU - National Lagen
11	Katharina Cullman	katharina.cullman@vpsu.ac.th	Science	Museum of Natural History
12	Kesana Tanchum	rtanpongs@vpsu.ac.th	Geot. Fra Thailand	
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14	Lukas Jermias	lukas.jermias@vpsu.ac.th	SLU	Food Design and Pharmacology
15	Mikael Herberich	mikael.herberich@vpsu.ac.th	SLU	Pharmacy
16	Morten Winther Vestergaard	mwin@vpsu.ac.th	Science	PLN
17	Chunhua Chienari	chc@vpsu.ac.th	Geot. Fra Thailand	
18	Sahil Shukla	sahilsh@vpsu.ac.th	Science	Plant and Environmental Sciences
19	Sine Støer	sine@vpsu.ac.th	Science	Department of Geosciences and Natural Resource Management
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21	Sune L. Tougaard	sune@vpsu.ac.th	Science	Plant and environmental sciences
22	Treyaporn Saevarnaree	treysaporn@vpsu.ac.th	Geot. Fra Thailand	
23	Yang Yang	yang@vpsu.ac.th	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!	Planning of lesson exercises	Planning of lesson exercises
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

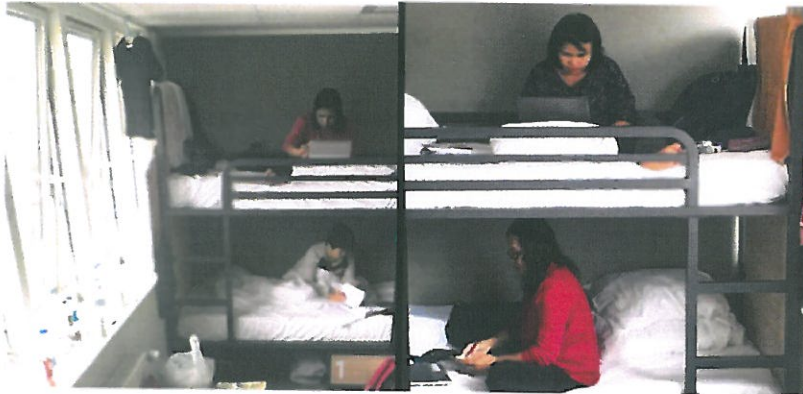
Only prepare the lesson in detail if participants are teaching Wednesday. Those who will be teaching Thursday and Friday will receive instructions later about how to prepare their lesson in detail. For those of participants giving the lesson exercise on Wednesday, participants must plan the lesson with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



Visit the local market of agricultural products in UCPH

Date : Wednesday 23.05. 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:

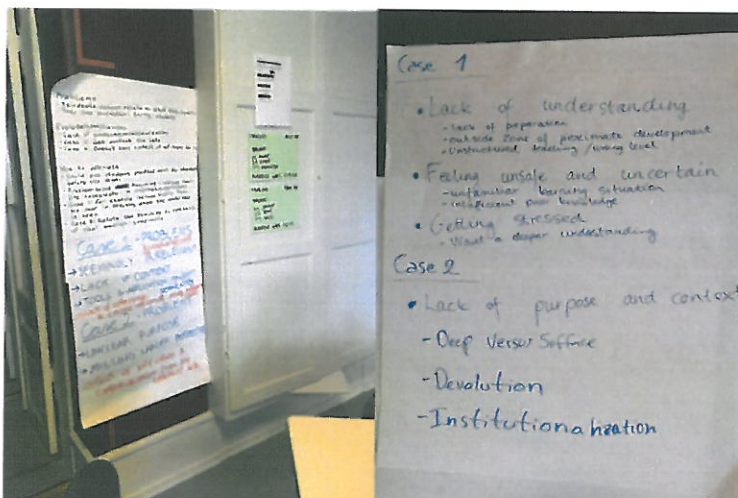
- Plan a lesson that has an inductive approach.
- Give and receive constructive feedback to/from group members while planning the lessons.

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 lesson “Fly in daily life” and the intended learning objective of this lesson is “Students should be able to describe a general morphology of fly and classify an impact of them (beneficial or harmful)”, then the comments and feedback from students are open for 40 minutes during 13.00-14.00h on Wednesday 23.05. 2019.

Date : **Thursday 24.05. 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 document](#)View 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 25.05.2019
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).

	Very good	Good	Neutral	Poor	Very poor
How would you evaluate your general outcome of the course?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How would you evaluate your outcome of the lesson exercises?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How would you evaluate your outcome of your own lesson exercise?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Always	Often	Sometimes	Not much	Not at all
To what extend did you find the topics that were taught in the course relevant?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To what extend will you use what you have learned in the course in your teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 Lersierwong 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 how to gain and improve teaching and coaching techniques in university pedagogy by clear formulating and precise learning goals, use student activation in their lessons and engage students through problem-based activities.
2. Great opportunity to open eyes and built up the collaboration in higher education between Thai staff from different university and European institute.

Signature Krajana Lanchum ... Date6 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

Name Narit Family Name Thaodhan
Signature Narit Thaodhan Date 11/06/19

6. Comments from Dean or Equivalent

Dr. Krajana has gained precious experience which will be useful for her career at Faculty of Natural Resources.

Name Chutima Family Name Tandakitti
Signature Chutima Date 17/06/2019