“Toward smart approaches to education: bridging learning theory, technology application, and teaching practice”

SEJONG UNIVERSITY
November 23. 2013
GwangGaeTo Building 8th / 15th Floor
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- **Plenary session:** President of AECT, Dr. Marcus Childress (Emporia State Univ.)
  **History, Trends, and Issues in Educational Communications and Technology**
  - 10:30-11:30

- **Keynote speech:** Emeritus Professor John Sweller (University of New South Wales and Honorary Professorial Fellow University of Wallongong): Cognitive Load Theory and Educational Technology
  - 11:40-13:00

### Lunch
- 13:00-13:40

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**8:30**

**Opening**

President of KSET, Dr. Insook Lee (Sejong University), Welcoming Address

**9:30-10:00**

**10:00-10:30**

**10:30-11:30**

**11:40-13:00**

8th

**13:30-13:40**

**13:50-14:50**

**15:00-15:50**

**16:00-17:30**

**17:40-18:20**

**Closing ceremony & Student presentation award**
ABSTRACT

The Center for Teaching and Learning Excellence (CTLE) Model of Faculty of Education, Silpakorn University aims to be the central resources for the best practice in teaching pedagogies. The model development consists of three phases: 1) study the theories and principles related to CTLE, existing best practice in CTLE, opinions of related people; 2) design the model; and 3) verify the model by the experts. The outcome of the study revealed that the CTLE comprises four areas: 1) staff development, 2) in-service teachers and student development, 3) ICT competency development, and 4) language proficiency development.

Keywords: teaching and learning, central resources, professional development, student development

TRANSFORMING TEACHING AND LEARNING INNOVATION

Introduction
New faculty members of Faculty of Education, Silpakorn University experience the transitional period as novice instructors. To adjust to the new environment, they need some orientation and support to help them to be qualified instructors in higher education level. In addition, the student teachers who are practicing their teaching in various schools also need support from the Faculty. Because of these reasons, it is necessary for the Faculty to support these people through Center for Teaching and Learning Excellence (CTLE).
The Propose

The purpose of this study was to develop the model of Center for Teaching and Learning Excellence that was suitable for new faculty members, in service teachers and student teachers. The procedure for conducting the research consisted of three phases: the first phase was to study theories, best practiced CTLE in other universities and survey the opinion of experts, students and instructors about the appropriate features and functions of the center; the second phase was to develop the model of CTLE; and the third phase was to verify the model by experts.

THEROGICAL FOUNDATIONS

Learning Theories

The development of CTLE is based on multiple intelligence theories, self-directed learning, and peer coaching and mentoring. CTLE is developed in accordance to these theories.

The theory of multiple intelligence (Gardner 1993) proposes eight discrete intelligences: verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical-rhythmic, interpersonal-social, intrapersonal-emotional and naturalistic. Therefore, people differ in their profile of intelligence. This theory has strong impact for the design of CTLE that should serve different learning styles and intelligence.

In addition, self-directed learning (SDL) is suitable to new instructors who are adult learners. It is challenging for them to take responsibilities on their own learning and make decisions about content, methodology and resources as Knowles describes SDL as “a process in which individual take the initiative, with or without the help of other, to diagnose their learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes” (Knowles, 1975, p. 18). Online and face to face learning environment should be provided in CTLE for teachers and students for their self-study.

Faculty of Education recognizes the importance of peer coaching as an important process for professional development. Peer coaching enables university instructors to share, observe collaborate and reflect their teaching. After the training, the instructors can apply knowledge and strategies in their teaching that requires peer support for the reflection.

Data collection

From surveying the best practice in Center of Teaching and Learning, most centers aim at faculty development. For example, Center of Teaching and Learning, Stanford University’s goal is to promote effective teaching, effective learning and speaking. Useful resources such as CTL library, and speaking centers are provided for both instructors and students. Coaching opportunity and mentors in teaching supports new instructors. In addition, The Center for Next Generation of Teaching at Berkley is divided into three areas: learner engagement, online learning, and developing and information science approach to education. The Center for Teaching and Learning at the University of Pennsylvania consists of teaching resources, open online teaching, faculty program, graduate students programs, teaching certificate, events and workshops and consultation and observations.

Needs analysis survey was conducted to collect instructors, experts and students’ opinion about the CTLE model. The data of needs analysis was collected through focus group interview.

Five experts and five instructors proposed that the CTLE should be 1) the central educational resources in teaching methodologies, technological innovations for staff development 2) the educational resources for students in Faculty of Education and 3) the training center for in-service teachers in the Thailand central region and finally 4) the e-Training center for students and instructors.

Thirty students from Faculty of Education’s opinion could be summarized into three aspects; 1) there should be self-access study area for service such as computer, laptop and free wi-fi access; 2) the IT service should include both face to face and on-line service and finally 3) there should be some language training.
Finding

As a result of studying theories and principles, best practice of CTLE, and needs analysis of related people, the CTLE model is divided into four major categories: Faculty professional development, in-service teachers and students development, language proficiency development and ICT competency development.

The faculty development offers useful resources and face to face and online training about teaching pedagogy to help faculty in developing best practice in teaching. Individual consultations and supervision support them in providing feedback.

The in-service teacher and students development offers useful resources in teaching pedagogy and model good teaching and learning practice through blended learning and e-learning.

The ICT competency development aims to enhance instructors and students in using ICT in their teaching and learning. Instructors will be trained in a wide range of technology options for engaging presentations, effective course management and e-learning. Student teachers will be offered consultations about their teaching during their field work in the school. Special areas will be provided for their self-access learning.

The language proficiency development aims at promoting communication skills for the ASEAN gateway. Special tutoring classes in English and Chinese will be provided as well as e-learning program in studying languages.

In the last phase of this study 3, experts in educational technology 2 experts in and curriculum and instruction evaluated the efficiency of the model through focus group interview. All experts verify the model because CTLE could be the central resources, training center and individual consultations for instructors and students. They also proposed that ASEAN language training should be provided in the future.

**Figure 1. CTLE Model of Faculty of Education, Silpakorn University**

**CONCLUSION**
The Model of CTLE aims to promote knowledge, methodologies and skills of instructors, students and in service teachers. It is organized into 4 sections: staff development, in service teachers and student development, ICT competency development and language proficiency development. The main processes will be offering useful resources, training face to face and online and giving individual consultation. This CTLE will be implemented in Faculty of Education, Silpakorn University.

REFERENCES

Center for Teaching and Learning, Stanford University, [http://ctl/stanford.edu/teaching/facults-events.htm/ Accessed September 10, 2012].