**แบบฟอร์มการเขียนแบบถอดประสบการณ์การเรียนรู้ด้านการบูรณาการด้านทำนุบำรุงศิลปวัฒนธรรม/สิ่งแวดล้อมกับการเรียนการสอน หรือ การบริการวิชาการ**

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**3. บทบาทหน้าที่และความรับผิดชอบของผู้เล่าเรื่อง**

Lecturer of EDS 613 Language and Culture For students in the master’s degree level course for Teachers of Science in term 1/2017 (November 2017)

**4 เรื่องที่เล่า**

How I designed a course which should be geared towards using culture as the main content in order to improve the students’ abilities to use English

**5. ความเป็นมาของเรื่องที่เล่า**

When I took up the job of teaching EDS 613 Language and Culture for Science Teachers, I had to really sit down and think about what I should do in order to help students learn English in a happy and relaxed atmosphere but at the same time, they needed to be able to use English in the four skills communicatively in the area of culture.

The job was neither simple nor difficult but the main conflict was predicted to be the influence of the generation gaps with most students belonging to the Gen-Y generation, very well-versed in IT Technology, while the lecturer was a baby-boomer, born at the time there were no even black-and-white TVs.

That is why I, as the lecturer, needed to carefully design the course to bridge the gaps. Differences in age do not mean that the teacher can no longer do the job. Besides, I had to make decisions about what cultural aspects I would include in this course.

6. วิธีการ/ขั้นตอน หรือ กระบวนการที่ทำให้งานนั้นประสบความสำเร็จ เทคนิคหรือกลยุทธ์ที่ใช้ ผู้มีส่วนร่วม อุปสรรคหรือปัญหาในการดำเนินงานและแนวทางแก้ไข

**Step 1**: Think, Think, Think

I sat down one morning to think about what would interest students and I concluded that this course should be delivered in English. If the means of instruction was English, the students would get the exposure.

**Step 2**: Put Yourself in the Students’ Shoes

Then I planned the content and the interaction in class. Certainly, I would not want to spend all the class time lecturing. When I myself hate it to listen to someone talking for a long time, I know my students won’t like it.

**Step 3**: Visualize What Will Happen in Class and Do It

The question is what students would be doing in each section of the whole class time. I planned the modules first and the details of each module showing the activities to be participated in and the roles of both the lecturer and the students as clearly as possible. Here are the 5 modules:-

*Module 1*: Introduction to EDS 613: Language and Culture (Language is an element of culture)

*Module 2*: Understanding Language and Culture through Superstitions, Proverbs, Acting-out and Speech making

*Module 3*: Understanding Language and Culture through Translation and the Way We Write an Essay

*Module 4*: Literature Appreciation—Poetry, Prose, Short Monologue

*Module 5*: Presentation and Course Evaluation

All along, some grammar exercises were inserted in the lessons and uploaded on the Google Classroom. Students wrote their Reflections at the end of each module. This is a good practice in writing to covey meaning.

I know my weak points would be in the following areas:-

Delivering the course in English—On my part, If I spoke too fast, some students would not be able to catch up. Some weaker ones would feel left out.

How did I cope with this predicted challenge?

1) I designed my course as a Google classroom. If you ask me if I have ever done it before, I would say yes, once or twice but I didn’t have a proper training or workshop. I just followed the instructions and could managed fine. My message for baby-boomers or those not in tune with technology is technology is there to help you. Just be brave to explore it. I inserted whatever materials that matched my lesson objectives or what I wanted my students to learn. The students could go over all the materials again and again and in their own time and place. For example, when I found my students made lots of mistakes in using adjectives with prefixes, I uploaded the *Impossible Dream* song. Besides materials from Youtube, I uploaded my own power point slides on various areas.

2) I also let my students choose how they preferred to learn, for example, how they wanted their reflective essays to be marked—in red? every word? I got very good responses and finally, I came up with a format I like. I read through and marked the most common errors in a piece. Then I offered three suggestions in the Feedback section:1. What you have done well 2. What seems to be your problem(S) and 3. How you should improve on these weak areas.

3) Most of the class time was spent on talking, discussing , presenting, reading and writing, sometimes individually, sometimes pairs and other times groups. That means assignments for the following lessons would be discussed in the current ones. For example, the class did “Proverbs”, matching Thai and English ones (All these reflect the different cultures) and they must show experiences in real situations that explained the chosen proverb of a group. One assignment included the statues Rangsit University has: Gandhi, Ganesha, The Sun God and Guan Yin Goddess. Students needed to search about everything related to their topics and gave a presentation to the Big Group. They were proud to talk about how and why these statues were put up at Rangsit University and what cultural beliefs were related to the statues. I believe that this was meaningful learning from what was there in the environment.

**Step 4**: Use authentic assessment and rubrics

Before I used a rubric, I would explain to the students what I expected.

7. ผลลัพธ์หรือความสำเร็จที่เกิดขึ้นและสิ่งที่ผู้เล่าเรื่องที่ได้เรียนรู้จากประสบการณ์ดังกล่าว

What Have I Learned?

1) Adapting myself to my students’ needs by identifying how they wish to learn is important.

2) Student learning is the focus.

3) Careful course design is necessary.

4) Pay attention to important elements in the scenario:

--How to make students have ownership of their work

--How to integrate digital learning into the course flow

I believe that my teaching of this course follows the suggestions given by the teaching gurus on how to teach in the 21st Century

Teachers of the 21st Century should stop teaching and design the learning process and the learning environment. (James Duderstadt, 1999)

Teach less, learn more

Beyond subject matters

Student-directed learning

Collaborative rather than competitive

Team learning rather than individual learning

New paradigm of evaluation: beyond standard, open (not secret approach)

(Wicharn Panich, 2011)

So, what is the most important skill we teachers should have?

Teachers should be curriculum developers because one of the main goals related to teaching is “designing a course.”