

## 4.2 Individual Assignment: The Pedagogical Project

### 0. Introduction

#### Changing Education Paradigms

Like many developing countries, Thailand has a system of education that is modeled on the interest of industrialism for economic development. Schools and universities are still pretty much organized along factory lines - ringing bells, separate facilities and specialization into separate subjects. We still educate students by batches, with the idea of students being passive receivers of knowledge. However, countries that excel at problem solving encourage creativity and critical thinking. These involve multicomponent processes - the expertise for which is often lacking in the traditional classroom. **Hence, we need change!**

#### 1. Planning the pedagogical project (assignment 2.4) + 2. Feedback (assignment 2.5)

##### *a) My current conception of good teaching and good learning at university*

##### 1. Good Teaching

Teachers should be able organize various teaching techniques like different activities in class where students can learn and focus on their interests to reach the subject objectives. In addition, teachers should be able to integrate knowledge beyond textbooks with case studies, scenarios and discussions to encourage students' optimal performance. Last but not least, understanding from lecturers is the most important key to making students happy in class. I believe that the effectiveness of my teaching depends on the degree of response to my students' needs.

Reflections and thoughts prompted by my own daily teaching and work makes me understand that my students can help me to be a better teacher. Therefore, I survey my students to obtain information about what they know and what they want to know about the subject, including information about their strengths, weaknesses and life goals. This can connect with students' interests, for example, books, hobbies, movies or even video games. The picture below shows how I can get to understand my students better personally and academically.



## 2. Good Learning

Good Learning is focused on quality of university teachers, according to student perspectives on teaching quality. In addition, using technology efficiently and effectively as e-learning tools or sourcing tools can benefit students' learning. Furthermore, teacher's understanding can create student engagement with learning, and it is a major key to achieving success in education. Engagement, here, refers to the degree of attention, curiosity, interest, optimism, and passion that students show towards their studies and learning, all of which are influenced by the level of motivation.



Fortunately, this “Teaching and Learning in Higher Education” course makes me understand about active learning, which is a process whereby students engage in activities such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content. This deep learning method is focused on quality of university lecturers according to student perspectives on teaching quality. In addition, using technology efficiently and effectively such as e-learning tools or sourcing tools can benefit students. Moreover, teachers should create learning opportunities that are active, collaborative, and promote educational relationships between students and teachers.

*b) A course or a project my aim to develop*

I developed my course “**Financial and Economic Research**”. The scope of this subject includes processes of financial and economic research, background and rationale, literature reviews, research methodology, research result, conclusion and discussion, and research report and presentation.

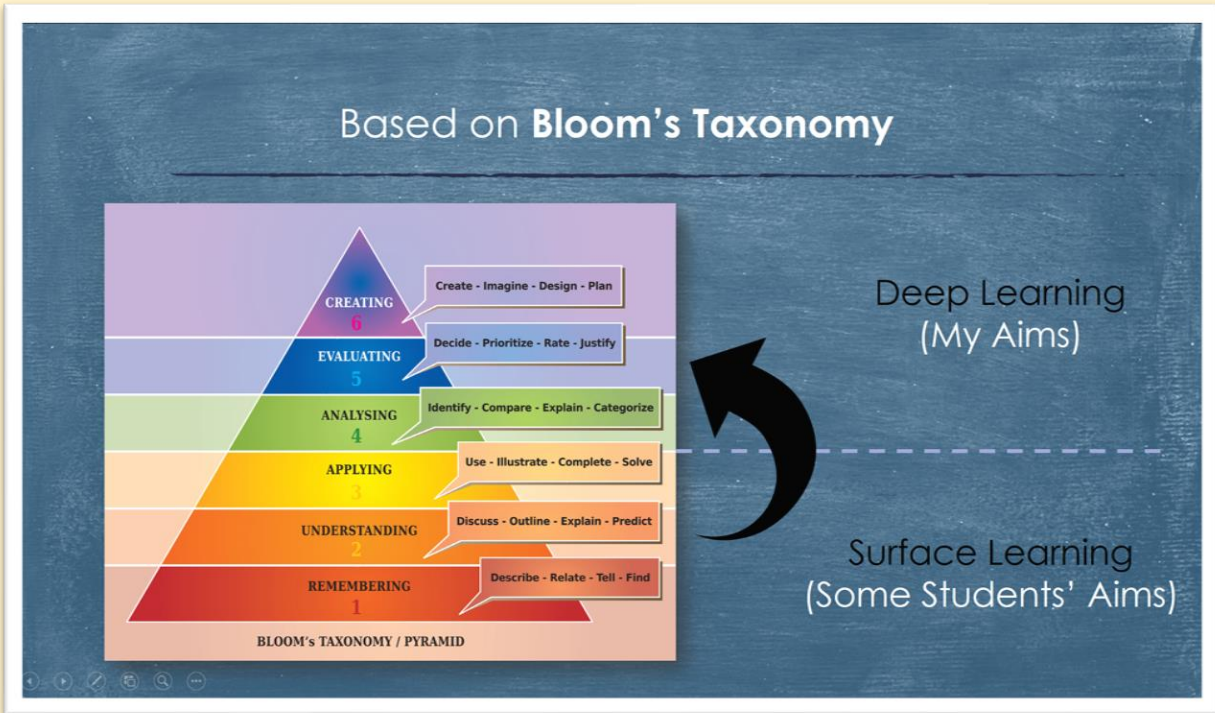
**My Aims  
for Financial and Economic Research**

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<b>Objective</b>	<b>Bloom's Taxonomy</b>
▶ <b>tolerate</b> and <b>manage</b> processes of financial and economic research	▶ Level 6 : <b>Creating</b>
▶ <b>Understand + Analyze</b> background and rationale, literature reviews, research methodology, research result and conclusion & discussion	▶ Level 2 : <b>Understanding</b> + Level 4 : <b>Analyzing</b>
▶ <b>evaluate</b> and <b>select</b> research report and presentation	▶ Level 5 : <b>Evaluating</b>

Navigation icons: back, forward, search, etc.

I made decisions about **Constructive Alignment**, and decided what I want our students to be able to do (the objectives), what our students are actually doing (the activities) and how our students are being measured (the assessment). Hence, Constructive Alignment is an approach to course design, which begins with what should students know and be able to demonstrate at the end of the course (Biggs, 1996).



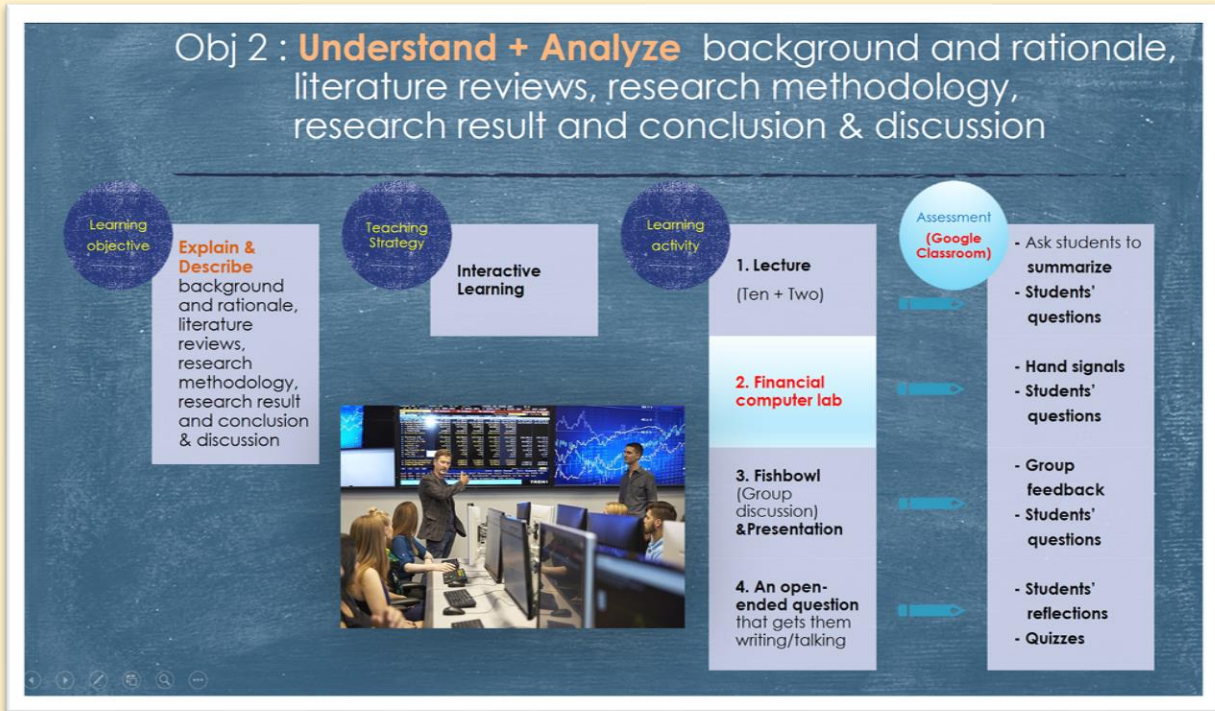
c) How am I going to develop the course/project, and what are the key ideas?

(changes or new directions in your pedagogical thinking)

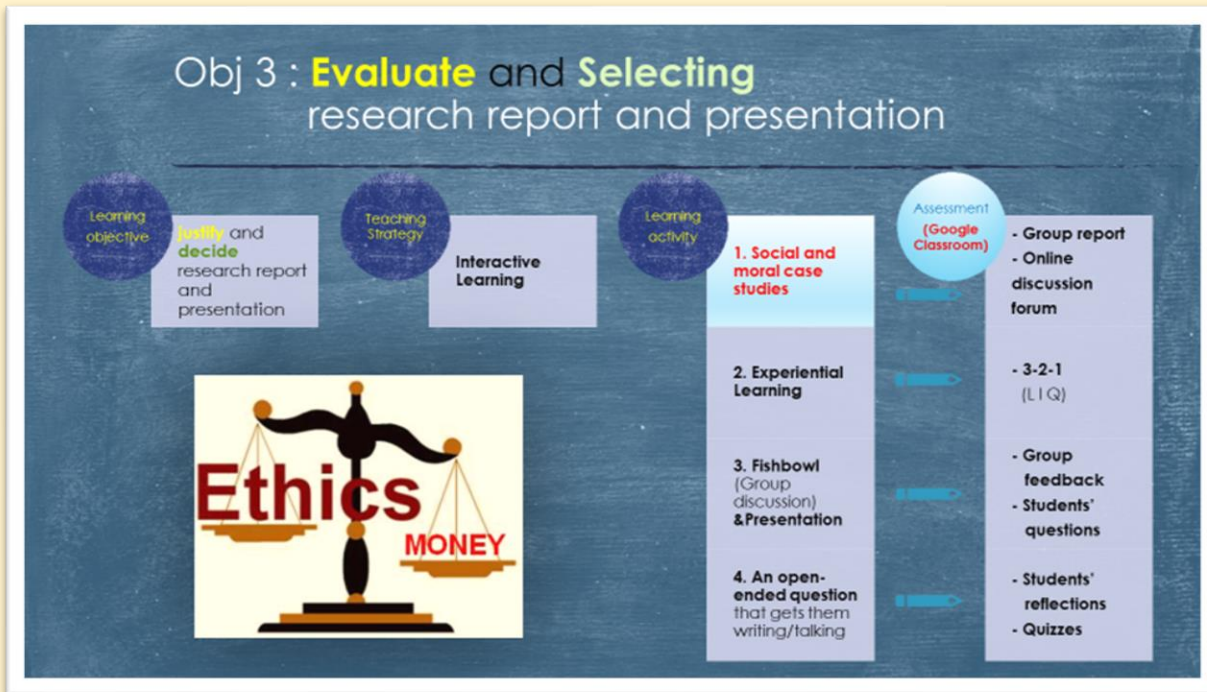
Before telling you how I would like to develop my course, I would like to tell you the current situation first. At the moment, I teach Financial and Economic Research course for three classes, and there are about 35 students per class. For this subject, note-taking is not the most common student activity in my classes. I am not the leader - the key players and speakers are the students. I am open to ideas from them, and I have the chance to learn from their critical thinking. As a result, both students and I are happy with this situation. Unfortunately, large classes make it difficult to cater for all students' interests. However, giving up is not an option since the future of our country depends on the next generation.



Therefore, to fix the problem of catering for all students' interests, I planned to use **Google Classroom** in my class. This tool can help me to develop my teaching because students and I can work anywhere, anytime, and on any device. Classroom seamlessly integrates with other Google tools and helps me refresh my curriculum with integrated education apps. Furthermore, I can provide individual feedback to each student and track a student's progress to improve performance.



Moreover, our financial department planned to set up a **financial computer lab** with world-leading financial software (e.g. Reuters, Bloomberg, Morningstar), by cooperating with Stock Exchange of Thailand (SET), Bank of Ayudhya (Krungsri) and the Siam Commercial Bank (SCB). Following one major of our university “RMUTP” missions, which is “to create research activities, inventions and innovations on science and technology which can be transferred into value-added goods and services for the country”, our students need to gain their knowledge and experiences from financial institutions and technology specialists.



Last but not least, I believe in Peter Drucker’s idea that “the major incentives to productivity and efficiency are **social and moral** rather than financial”. On the other hand, some believe that ethical considerations are simply omitted from this framework and that financial institutions operate using non-moral principles, but this is wrong and can cause problems for society and our country. As a result, even though the goal of financial transactions is to make profits by selling goods and services, the goal of mine is to teach students to work and do their research with moral thinking.

### 3. Implementing the pedagogical project (3.1, individual schedules)

*a) Implementing the course in practice, trying out the development actions and getting feedback on how they work*

#### 1. Implementing the Course in Practice



Financial and Economic Research course provides a continuum of training materials on financial and economic research. This course is producing this interactive tool to introduce students to the concepts of financial research. It is valuable for fourth year undergraduate financial students and provides valuable case studies over seven modules:

Semester 2, 2017

Modules

Module 1: Processes of financial and economic research

Module 2: Background and rationale

Module 3: Literature reviews

Module 4: Research methodology

Module 5: Research result

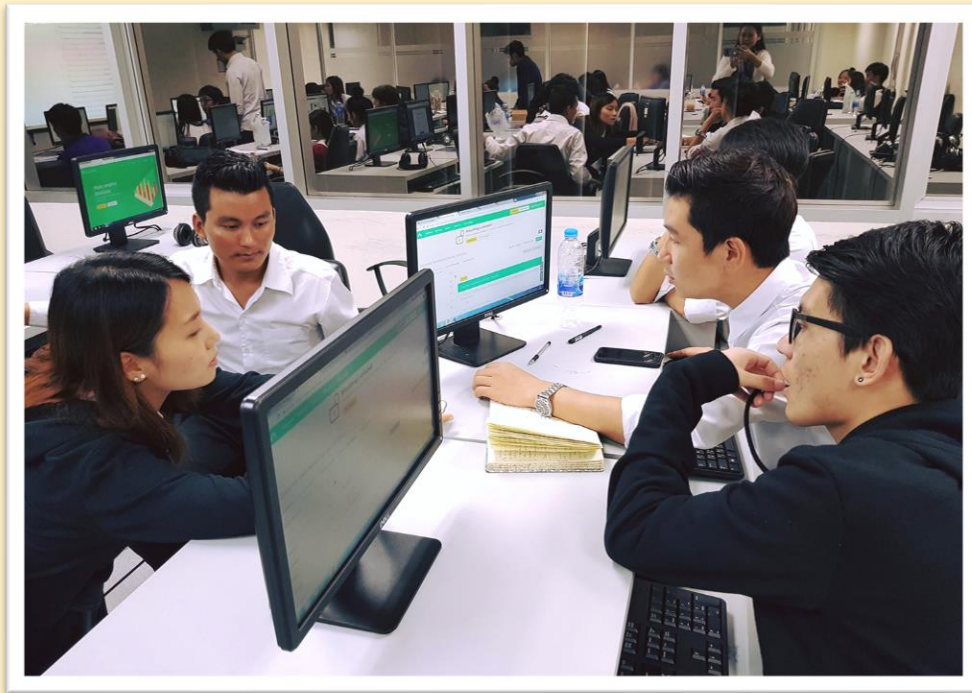
Module 6: Conclusion and discussion

Module 7: Research report and presentation



**2. Development actions (my goals for my project and how did I succeed with them so far?) + 3. Feedback on how they work (What did I learn?)**

The Financial and Economic Research course provides an overview to research implementation. This toolkit provides deeper learning on financial and economic research, helping students become familiar with a standard process which can lead to results that can be compared across financial and economic theories. It is designed to help policy makers and the stakeholders be involved in the process of financial decision-making, formulate appropriate research questions, conduct the research and develop a plan for implementing the study results. In addition, I now have the ability to communicate, plan, and teach more efficiently by way of Google Classroom and financial computer lab. Moreover, the importance of moral issues must not be overlooked in this field of study and research.



**Google Classroom** is not only easy and affordable, but also versatile and impactful. Classroom seamlessly integrates with other Google tools and helps me refresh my curriculum with integrated education apps. In addition, I can provide instant feedback and track a student's progress to improve individual performance. This can make learning fun and motivate my students to learn by themselves. Google Classroom also helps free up my time, so I can focus on how to best teach my students.



For this subject, we do not have any quizzes and tests in the class. Our main assessments are Excel forecasting, financial research report and poster presentation. In addition, I use "**Google Form**" and "**financial computer lab**" for other subject activities. However, for quizzes, tests and examinations, I prefer open-ended questions rather than closed-ended questions. This is because there are not only 4-5 choices in reality. It seems like my students really like this idea.



การได้ไปที่พิพิธภัณฑ์และหอจดหมายเหตุ การป้องกันและปราบปรามการทุจริตแห่งชาติ (พิพิธภัณฑ์ด้านโกง) ตอนเข้าพิพิธภัณฑ์รู้สึกเจิบมาก คิดว่าไม่มีคนที่บอกรออีกสักครู่ รอห้องออกมาแล้วเดินตามห้องห้องขึ้นไปได้เลยหรือจะเอาที่ เจ้าหน้าที่อีกคนนึงนำก็ให้ได้นะ ผมก็เข้าไปในห้องที่ห้องๆ ฟังออกมา เป็นห้องถ่ายทอดสด คล้ายคลึงกับของ คสช. ได้ออกทีวีด้วย

ที่พิพิธภัณฑ์ด้านโกงแห่งนั้นได้รวบรวมกลโกงมากมาย หลายรูปแบบ อาทิ การคิดสินบนเจ้าหน้าที่เพื่อให้ได้ผลประโยชน์ที่ต้องการ ไม่สนใจว่าใครจะเดือดร้อน โกงได้ทุกอย่างไม่ว่าจะเป็นการจัดหาสิ่งของที่ไม่ได้คุณภาพหรือซื้อขายที่หมดสภาพไปแล้วและลักทรัพย์อื่นๆ และที่นี้ยังมีความคิดในอดีตที่มีการฟ้องร้องเกี่ยวกับการโกงกินของบุคคลต่างๆ ไว้ให้ศึกษา และมีห้องบรรยายเกี่ยวกับการโกงให้ได้รับชม สุดท้ายตอนจะเดินออกมามีกลุ่มผู้ชุมนุมประท้วง ปิดหน้าตึกออกไม่ได้ ไม่รู้ว่าเกี่ยวกับเรื่อง การโกงรึเปล่านั้นไม่รู้

การเข้าร่วมกิจกรรมในครั้งนี้ ผลที่ได้รับจากพิพิธภัณฑ์ด้านโกงนั้น ได้ทั้งแง่คิดและความรู้ที่เหมาะสมกับการอยู่ในสังคมโดยไม่มีอคติ โกงทำให้ทราบว่าโกงนั้นส่งผลร้ายแรงยิ่งกว่ากับประเทศชาติ เป็นการปลูกสร้างนิสัยให้คนในประเทศ และยังได้รับความสนุกสนานไปกับกิจกรรมต่างๆ อีกมากมาย

กตพร งามสุข

(นายทศพร งามสุข)

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I realize that the goal of mine, which is to teach students to work and do their research with **moral thinking**, is very challenging. This is because students have high diversity in cultural backgrounds, social conditions, family arrangements and school organization. We can see that students of different cultures often have very different beliefs about right and wrong, and often act quite differently on their beliefs. Even though I can tell my students what I consider is right

and what is wrong, some do not believe in my teaching, because there are many diverse viewpoints on morality. However, I have to teach our students to behave morally by instilling in them virtues and standards, a clear sense of right and wrong.

*b) Developing the course design and action plans further and in more detail, in order to implement them fully during the next semester (what kind of ideas do you have for the future developments?)*

I have found that **teacher understanding can create student engagement** with learning and doing research, especially with interactive learning by Google Class and financial computer lab. Understanding what my students like and dislike will provide suggested areas in which I can connect with them. Students particularly appreciate teachers who make an effort to be approachable and friendly by letting students learn from their mistakes, and breaking down the barrier between students and teachers. This can increase student engagement in terms of the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or doing research, extending to the level of motivation required to successfully move forward with their education.

**Teaching a class full of motivated students would be enjoyable** for teacher and student alike, but from my experience, *it is impossible!* In reality, my students may lose motivation because of family, friends, lovers and other factors. Some students are indeed self-motivated, with an innate love of learning. However, even with students not motivated in this way, I try to make learning fun and encourage those students to realize their potential. Even though motivating unmotivated students is very challenging, these students need me to invest in them, believe in them, and inspire them to learn with happiness.

Moreover, successful classroom management depends not only on the teacher's understanding and preparation, but also on the **students' understanding and participation**. As a result, increased use of technology, in both Google Class and financial computer lab, is related to a number of aspects of student engagement. All of these factors make a strong argument for continuing to research technology and its interaction with teaching and learning in higher education because of the potential differences in technological skills among students. Although

there are many challenges, giving up is not an option, and right now, I am trying to fix these problems. This is why I tell you, “*Teaching is learning.*”



In addition, even though **moral development** depends on personal behaviour, teachers should promote student understanding of society's shared and agreed values. This will help students to recognize the importance of ethical principles in the conduct of financial and economic research; strengthen their skills in the implementation of these ethical principles in planning, conducting and reporting; and assume responsibility for and apply these skills to their future work.

*Teach students how to get the knowledge is the best method of teaching.*