The Model focuses on Developing Students' Learning Outcomes for the Course which is Designed and Taught based on the Concept of Reflection

Dr.Ketsaraphan Punsrigate Khongjarean[*]

* Instructor in Curriculum and Instruction, School of Education, University of Phayao.

Abstract

Research on the development model focuses on student learning outcomes for the course which is designed and taught, based on the concept of reflection. The objective is to develop a focus on student learning outcomes for the course which is designed and taught, based on the concept of reflection. The aim was to study. Learning outcomes include: the ability to analyze teaching, the ability to design teaching and the ability to teach. The population in this research include third year students majoring in biology from the College of Education, University of Phayao. There are 60 variables used in this research including independent variables. The program emphasizes the development of students' learning outcomes, based on the concept of variable reflection. Including learning outcomes for the course which is designed and taught, based on the concept of reflection, which include: the ability to analyze teaching, the ability to design teaching and the ability to teach. The results showed the effectiveness of the design plans focus on learning outcomes for the course which is designed and taught, based on the concept of reflection. For a third year student majoring in biology, the score is equal to 85.95 / 85.05, which is higher than the standard set-all plan. Achievement in course design and teaching one based on the concept of reflection. The third year student majoring in biology. Found that the latter class is equal to 52.67 percent, 87.78 points. The previous value of 30.10 percent, 50.17 points higher than the previous 22.57 percent, 37.61 effectiveness index of the focus on learning outcomes. In the course of designing and managing learning, one based on the concept of reflection. The third year student majoring in biology, is equal to 0.7547, indicating that students have increased their knowledge by 75.47 percent. 3rd year students majoring in biology. Opinion on learning in course design and teaching, based on the concept of reflection at the highest level is the detailed content of interest (μ = 4.86, σ = 0.36), followed by a test during the study. And knowing the results immediately (μ = 4.74, σ = 0.44) minimum knowledge to use in real life (μ = 4.49, σ = 0.70) overall year students at three major biological, opinion is at the highest level (μ =. 4.61, σ = 0.59)

Keywords: Learning Outcomes Reflective Thinking

Background and importance of the issue

Education is the most important tool in the development of every country. Therefore, tools that will help Thailand to progress are important. Making a society of wisdom and learning in education and education quality and efficiency. Rung Kweadang (2008: 1) says. The study can be used as a key tool to strengthen the capacity and ability to compete internationally in the knowledge society (Knowledge – Based Society) to study the development of individuals, families and communities to increase capacity. Learning, understanding and skills in the learning

process. By increasing diversity in education people are free to learn depending on the availability and timing of their lives. Modern education systems will have to give people the opportunity to learn in their own ways, so they can develop the maximum potential of each person. Social development of any people is the cause. The most important result of the development of society is to give   priority to the development of the quality and potential of every person.. To develop self-sufficiency and social development. But for the people of the society to have such a feature, relies on the quality of education; social and education to those standards. The most important influencing factor is the need for quality teachers as well. Currently, there is a problem of education that has focus. The teacher-centered teaching. That means, there is no opportunity for the students to learn on their own. The environment, the community and society. Students are not able to learn from real life or practically.

Ministry of Education (2001: 10) Also seized was a teacher and taught by a knowledgeable unilaterally. Focus on teaching in the classroom. Students not participating in the review. Do not focus on process thinking. Not comment on non – self – knowledge. The teaching is not conducive to human development with a "Wide think long learning" the learning behavior of the students is to listen, take notes and teaching will provide students with a quality that is required to prepare the media. Activities, variety of sources that the students participate in many events. Focus on process The group The knowledge to use in everyday life. The concept of education at all levels. Must be modernized and modified to conform to the era of social learning. The Exchange. The knowledge that there is a person in each organization to conclude that. Management of higher education today. It is necessary to adjust the pattern of activity of teaching. To enhance the professional development of academic knowledge as well as the development of students' characteristics desirable in society and can not happily. Data from the research and the report. To see the needs of self-development of teachers. And that the current problems is that teachers still lack capabilities needed to manage the course. The performance is a key problem as is the lack of teacher skills to figure out the teaching. This is the result of a lack of knowledge. A basic understanding of the importance of education, including knowledge about science teaching. Knowledge of the course material and especially knowledge about the learning of the students. The main cause of this problem is the lack of a system of continuous professional development which can help to encourage teachers to learn and improve operational performance and have it so it is particularly interesting so that the concepts, methods or procedures that could lead him to develop teachers the competencies essential loud, mentioned above.

With the history and importance of the above. The research was to study the development model focusing on student learning outcomes for the course which is designed and taught based on the concept of reflection. To develop competency in teaching.

Objectives of the Research

1. To develop a focus on student learning outcomes for the course which   is designed and taught, based on the concept of reflection.

2. To study the development model focusing on student learning outcomes in course design and curriculum, including one based on the concept of reflection.

2.1 Ability to analyze teaching.

2.2 Ability to design teaching.
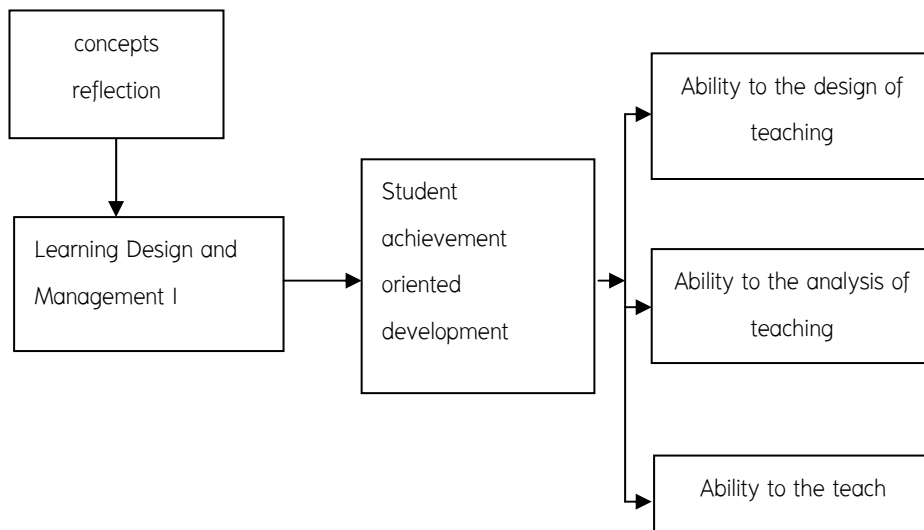
2.3 Ability to teach.

The Scope of the Research Project

The population in this research include third year students majoring in biology.   This research focuses on the development of student-oriented learning outcomes for the course which   is designed and taught, based on the concept of reflection and study on the development of student-oriented learning outcomes in course design and curriculum, based on the concept of reflection. The variables used in this research include.

Independent variables: The program

emphasizes the development of students' learning outcomes for the course which is designed and taught, based on the concept of reflection.

Variables such as learning outcomes

in course design and curriculum ideas, including one based on the concept of reflection.

1. The ability to analyze teaching.

2. The ability to design teaching.

3. The ability to teach.

The Concept of Research

The research in this episode. Research for learning outcomes for the course which is designed and taught, based on the concept of reflection by a synthesis process of reflection. As well as the capacity to teach according to the Council of Teachers Act. Educational and 2546 the teachers. The standard of knowledge and professional experience. Which include teaching competency.

The ability to analyze teaching. The ability to design teaching. The ability to teach. Thus, the scope of the research is as follows.

Hypothesis of the Research

1. The ability to analyze the teaching of students after high school classes than before.

2. The ability to design teaching of students after high school classes than before.

3. Ability to teach the students after their higher learning.

Methodology of the Research

The first, The development model focuses on student learning outcomes for the course which is designed and taught, based on the concept of reflection. Perform the following order:

Step 1 study and analyze theoretical concepts, knowledge related to the concept of reflection.

Step 2 to synthesize knowledge in the concepts. Development of teaching.

Step 3 model development model focuses on student outcomes. Learn the concept of reflection.

Step 4 to document and media formats teaching model focuses on student learning outcomes. Based on the concept of reflection

Step 5 Monitoring and evaluation forms for teaching students focus on learning outcomes. Based on reflective thinking (before the trial).

At the second trial, teaching style, students focus on learning outcomes. Based on the reflection carried out as follows.

Step 1 Preparation of experiments using a form of teaching.

1.1 Determining population and sample.

1.2 Preparation of research tools.

1.3 Development tools used to collect data.

1.4 Preparation of Learning Plan. The use of experiment

1.5 Preparation of documents and instructional materials.

Step 2 trial operation model of teaching.

2.1 The trial plan

2.2 Test experimental group

2.3 Trial operation

2.4 Measurement and evaluation of learning.

2.5 Data collection and data analysis.

2.6 The efficiency of the model.

Results

Chapter 1 Analysis of the performance of the OCW model focuses on learning outcomes for the course is designed and taught one based on the reflection of the 10th Plan.

Creating Required Reading. A focus on learning outcomes in course design and curriculum based on the first 10 pages of reflection, the researchers created class documentation that contains content. Design and management of learning based on first reflection. Each of the students will do a test before class, practice lesson and post test. After the research was conducted to analyze the data to determine the effectiveness of class documentation that the student learning based on performance 80/80 and 10 about the effectiveness of the design plans focus on learning outcomes in course design and management. Learn first the concept of reflection. For a third year student majoring in biology, is equal to 85.95 / 85.05, which is higher than the standard set–all plan.

Chapter 2 Analysts compare the achievement of learning the lessons from the development model focuses on student learning outcomes for the course is designed and taught one based on the concept of reflection.

The researchers analyzed student achievement. Before and after being taught.

By using Open Course Ware the model focuses on developing students' learning outcomes for the course is designed and taught one based on the

concept of reflection on average, and the percentage of achievement and development progress achievement. A focus on learning outcomes in course design and teaching one based on the concept of reflection. The third year student majoring in biology, found that the latter is equal to 52.67 percent, 87.78 points; the previous value of 30.10 percent, 50.17 points higher than the previous 22.57 percent to 37.61

The average scores before and after school. The model used focuses on learning outcomes in course design and teaching, based on the concept of reflection. The third year student majoring in biology found. Using focus on learning outcomes for the course is designed and taught one based on the concept of reflection. The third year student majoring in biology. The average scores higher than the previous. Statistically significant at the level 0.05.

Chapter 3 Analyze the effectiveness index of the focus on learning outcomes for the course is designed and taught, based on the concept of reflection, including: the ability to analyze teaching, the ability to design teaching and the ability to teach. The third year student majoring in biology found that, the index of the effectiveness of the model focuses on learning outcomes in course design and teaching one based on the concept of reflection. The third year student majoring in biology, is equal to 0.7547, indicating that students have knowledge increased 75.47 percent.

Chapter 4 The results of the third year students majoring in biology. Towards learning course design and teaching based on the concept of reflection.

After the research was a third year student majoring in biology. Towards learning course design and teaching one based on the reflection of the 10th Plan,

the researchers gave the students polled opinions on the learning course design and teaching one. based on the concept of reflection Then analyze the data.

That third year student majoring in biology. Opinion on learning in course design and teaching one based on the concept of reflection at the highest level. More interesting is the content (μ = 4.86 , σ = 0.36) The second was tested during the study. And immediately know the score (μ = 4.74, σ = 0.44) Minimal knowledge is put to use in real life. (μ = 4.49, σ = 0.70) Overall third year student majoring in biology, opinions are at the highest level. (μ = 4.61, σ = 0.59)

Discussions

The model focuses on developing students' learning outcomes for the course is designed and taught one based on the concept of reflection. Effective Period 80/80 allows students with higher academic achievement, progress and development to rise. The development of student–oriented learning outcomes for the course is designed and taught one based on the concept of reflection. The process of creating the perfect results regardless of individual differences and the ability of students The students are enrolled in the opinion of most. The model focuses on developing students' learning outcomes in course design and teaching, based on the concept of reflection. Can be used to manage learning for students as well. Therefore, in line with (McKay (2002) Reflective practice that offers teachers freedom from the usual practice routine behavior. Or follow the letter stated. It allows the teacher teaching creatively and more successful than ever. Enabling teachers to work carefully. The teachers reflect on their own teaching. Teachers often consider the reasons for each action. Teachers can teach using sign only for special reasons.

And help solve problems in teaching and learning. Because teachers will consider a variety of approaches to teaching. Then choose the appropriate method to achieve even better results. The key elements to consider include: the ability of learners and the interest of learners, the goal of the course and the time spent on teaching and learning. And Airasian and Gullickson (2000) said that; To reflect subsequent actions is called (Reflection in action) and Post hoc reflection on action. By reflex action as a result of self-evaluation of teachers, most of which occurred during the ongoing activities in the classroom. Comes from activity immediately. This helps make decisions while implementing activities. And is generally due to a perceived or thought out awareness of the teacher.. And a personal approach that Schon (1983) stressed that reflecting on the action   is time to take a little thought. It leads to some reflection which might be overlooked. While the reflex action after reflecting; reflection that comes from teaching, associated with the deliberations, and can help the teacher to teach. The reflective thinking: a process of intellectual deliberation, to consider the reasons for each action by observation, hypothesis. Data collection, data analysis and conclusion. To help solve the problem properly in the teaching of teachers consider important elements including: the ability of the learner, the interest of learners, the goal of the course and the time spent on teaching and learning. A comparison of student achievement. Learning course which   is designed and taught, based on the concept of reflection. 3rd year student of biology between before and after learning that achievement. After high school classes than before After higher than the previous 22.57 percent, 37.61.

This may be due to the generated documentation. Effective. Thus helping to improve the achievement of students. In the words of สุนันทา สุนทรประเสริฐ (2544: 78 – 85) Meaning that Documentation of teaching is. Documents prepared for the teaching of the instructor or the course of the classes in any subject. Headline should be the aim, content and activities to encourage students to learn as determined in accordance with the course of research. Osmond, Merry and Reiling (1997) Study on self-assessment: understanding the practice of teachers and students. The study is designed to evaluate two types of scoring with the students themselves. With tutors who give individual students. And scoring their own students to the score achieved. The study found that Self-assessment of students is particularly useful, allowing the student to learn the target. How to evaluate a good sub can lead to changing the behavior of students with attention to mind their own learning process. The scoring students who are interested in their own learning process. The scoring students develop together. In the same research. Hoover (1992) The study of analytical writing in the teaching of students, teachers: a case study on the use of writing to create reflective thinking. The sample of students majoring in teacher education and teaching. The second level in question, the use of reflective thinking in the teaching of student teachers. Written Weekly News Daily. Assigned to And videotape analysis of the key areas that lead to the use of university teachers, the researchers found analytical writing makes the potential for a rise. Writing assignments are extremely beneficial to the thought processes of student teachers. The recognition process is not clear to make it more clear. The student teachers found that writing is an important tool in learning   their aptitude.

Suggestions

suggestion the results of user studies.

1. Teachers should be tested before the achievement of student learning. When students finish the class documentation must test results after using the same set of test achievement.

2. Before the development plan focuses on student learning outcomes in course design and curriculum to reflect the idea that one should understand the statement before and to make a navigating plan effectively.

3. Before using a development plan focused on student learning outcomes in course design and teaching one based on the concept of reflection. Teachers should reflect on their content   which is divided into three areas: technical knowledge (technical reflection), which is the dimension of knowledge and methods. The Practice (practical reflection), which is the operational dimension. And the judgment (critical reflection), which is a dimension of reason.

Suggestions for Further Study

1. Should the creation and development of group learning, documentation and other material on the other layer be next.

2. There should be a study on the use of OCW compare to other media. On the same subject.

Research Preterits

The benefits are expected to be published in journals such as patents, etc., and the agency who led the researchers to use / audience.

1. The program has developed a focused student learning outcomes in course design and management. Learn first the concept of reflection.

2. Faculty of Education or entities involved with the study. And those interested in students can bring development program focused on the development of student learning outcomes at the course. Based on the concept of reflection in order to have the desirable competencies of teaching as a guide in developing a curriculum or program development process in line with the goals of the course students produce student teachers.

3. Can be used as a guide for student teachers in the basic education level. Used to enhance other characteristics of the students.

4. Encourage teachers or those who are involved. You can see the importance and attention to the development of the teaching of students, teachers even more.

5. Basic information can be used in educational research in the field of teacher professional development by way of guidance. To get useful information to management education. And expand the boundaries of knowledge about the guidance provided extensive and more effective.

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