

**Title : Student Teaching Experience Program Using Supervision within
School for Students Majoring in Elementary Education, Academic
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Researchers: Dr. Wirat Waiyakul
Assist. Prof. Prasit Malumpong
Assoc. Prof. Weena Warotamawit
Assist. Prof. Supawat Chuenchob
Assist. Prof. Arun Kingchan
Mr. Paiboon U-panno
Mr. Bantao Uthaitasn

Department : Department of Elementary Education, Faculty of Education,
Chiang Mai University

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ABSTRACT

This study aimed at developing a student teaching experience program using supervision within school system which cooperating teachers and headmasters took important roles in supervising students while the university staff took responsibilities of general advisors.

The student teaching experience program developed on the study of co-operating teachers behaviors supervising student teachers majoring in Elementary Education, Chiang Mai University in 1986, as well as problems found in the Faculty Student Teaching Program. Main principles of this new developed program included: using school experiences, mutual learning, cooperation, and self-improvement.

Five primary schools in Chiang Mai city and the outer district areas were selected as the student teaching experience sites. Each school was placed with five teacher students who worked there for 15 weeks or one university semester. Informal interviews and observation together with open-ended questionnaires were applied in collecting data. The major findings were as follows.

Most School children were from the families of farmers, general hired labours, and services. Many children had not enough clothes and books and lacked of interest in studying. Young people in villages were tempted to leave their families to find jobs in Chiang Mai or in factories in Bangkok.

Teachers in all the schools selected were found well qualified with good teaching experience. Most schools had won the best school prizes in administration and teaching.

Students practiced in the city areas commuted to school while those in the outer district stayed at the school resident houses. In addition to 9-12 hrs/wk of teaching practice with co-operation teachers, students also helped taking care of class works, school routine activities. Due to too much work and under pressure, some students became sick and inactive.

Most students made great efforts to improve their teaching competents, they demonstrated good teaching behaviors; appropriately and initiatively applied teaching materials and activities. However, one third of students demonstrated teacher-textbook teaching behavior; explaining with chalk and talk in front of the class. This might be the result of their insufficient

use of time, personal attitudes and beliefs, or examples found in schools. A small number of students found difficulties in class-room management and very limited number felt frustrating while being observed.

Working closely together with students, cooperating teachers acted as advisors and supervisors and provided them with everyday teaching models. Cooperating teachers and headmasters evaluated students' teaching performance under agreement of the university teaching staff. The result of evaluation was satisfactory.

All parties involved agreed that the student teaching experience program developed were appropriate and applicable; teaching competency could be developed through working together with mutual understanding. Few weak points to be improved were coordination between persons involved. The university staff should join with cooperating teacher in observing students teaching practices.

General concerns and suggestions from students were: fair students' evaluation should be emphasised; cooperating teachers should improve their poor techniques in commenting or advising students, too much work and not enough working time discouraged students teaching performance.