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Abstract

The objective of this research was to study an evaluation on the effectiveness of pedagogical strategies and general teaching condition as used by teacher students majoring in joining and welding in Industrial Technology, Department of Vocational Education, 1996. The population consisted of 53 teacher students, 34 tutors and 16 evaluators. The data was collected by questionnaires, collated in frequency distributions in 5 levels, and analysis by statistical techniques, percentage means and standard deviation.

It was found that teacher students, tutors and evaluators agreed that the 4 aspects of teaching plans and strategies were rated excellent because they were found accurate and suitable, tutors and evaluators consider that the performance of teacher students on 8 activities was excellent; however, the teacher students did not agree. They thought it was intermediate as teachnig plan preparation on the board was made but hardly used and the lesson plan hand-outs of the sub-topics were only inspected occasionally. In the post-teaching evaluation teacher students thought that although they followed the advice of the evaluators on test-manuscript handouts, teaching aid handouts, test corrections, resource development, lesson-plan handouts for the subtopics, they performed at an intermediate level.

Most teacher students were male who practised teaching in a technical college. They had a 8-12 teaching periods. They stayed in the college and practised teaching in a room equipped with tables and chairs. The teacher students required the tutors to administer and supervise them every time they taught.

Most tutors were male with a bachelor degree in Industrial Technical Education. They were working in a technical college, They had 1-2 Years work experience and they were responsible for the subject the teacher students were teaching. Tutors agreed that the teacher students should meet them at the arranged time.

Most male evaluators with a bachelor degree in Industrial Technical Education pointed out that eevaluators should evaluate 3-4 times for each group of teacher students.

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