

Name : Mr.Songchai Dasiri

Thesis Title : The Evaluation on Teaching Practice Process of
Technical Education Student as Perceived by
Supervisor, Student Teacher and Student Teaching :
A Case Study of Faculty of Technical Education,
King Mongkut's Institute of Technology North Bangkok.

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Thesis Advisors : Asst.Prof.Monchai Tiantong, Asst.Prof.Surat Promchun.

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Abstract

Teaching practice is the main point of any institute that offers teacher training because it provides direct experience to the student teachers. In the past, Faculty of Technical Education was renowned in producing quality graduates that were highly prized by the society. However, the time has changed with the rapid rise of modern technology. So the faculty needs to adapt its teaching practice process to suit the new technological environment. To do so, the faculty needs to find relevant data for all concerned: supervisors, student teachers and student teachings themselves. The research was aimed to evaluate teaching practice process of student teachers in technical education field according to MIAP: motivation, information, application and progress. The opinion of supervisors, student teachers and student teachings about the student teachers' teaching practice in lesson preparation, instructional process and post-lesson discussion were the data which the researcher have to collect for analysing. And all of the problems were guided to develop the teaching practice process in having more efficiency.

The study was based on specially designed questionnaires on lesson preparation, instructional process and post-lesson discussion. Three sets of questionnaires were used according to three target groups: supervisors, student teachers and student teachings. Three types of

questions were asked : check list, rating scale and open-ended. Out of 416 questionnaires, 360 were returned or about 86.54 %. The data were subjected to statistical analysis to find percentage, means and standard deviation. The study reveals that the student teachers' skills are at the intermediate level. The problems can be categorized as follows: On lesson preparation, student teachers have difficulty about subject matter, teaching aid preparation, worksheet design and lesson activities design. On teaching, student teachers have difficulty in using aids with appropriate questions to lead into the subject matter, how to cite appropriate samples to illustrate points, how to emphasize important points, how to employ questions to check for understanding, how to solve impromptu problems in class, how to finish lesson within specified period and how to teach students to apply the lesson to everyday life. On post-lesson discussion, student teachers lack skills to analyze the teaching.