



**USAID
COMET**

**Connecting the Mekong
through Education and Training**

Seminar: Innovation in Teaching and Learning: How to educate students in the changing world

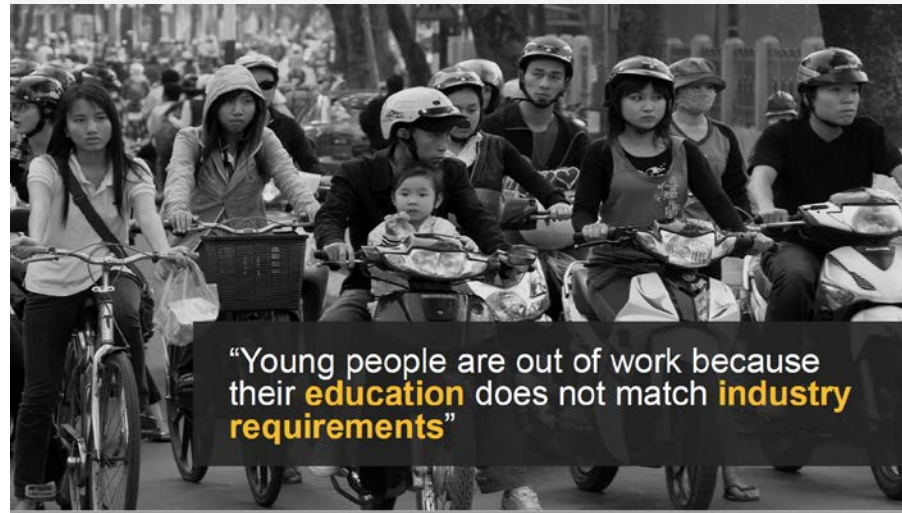
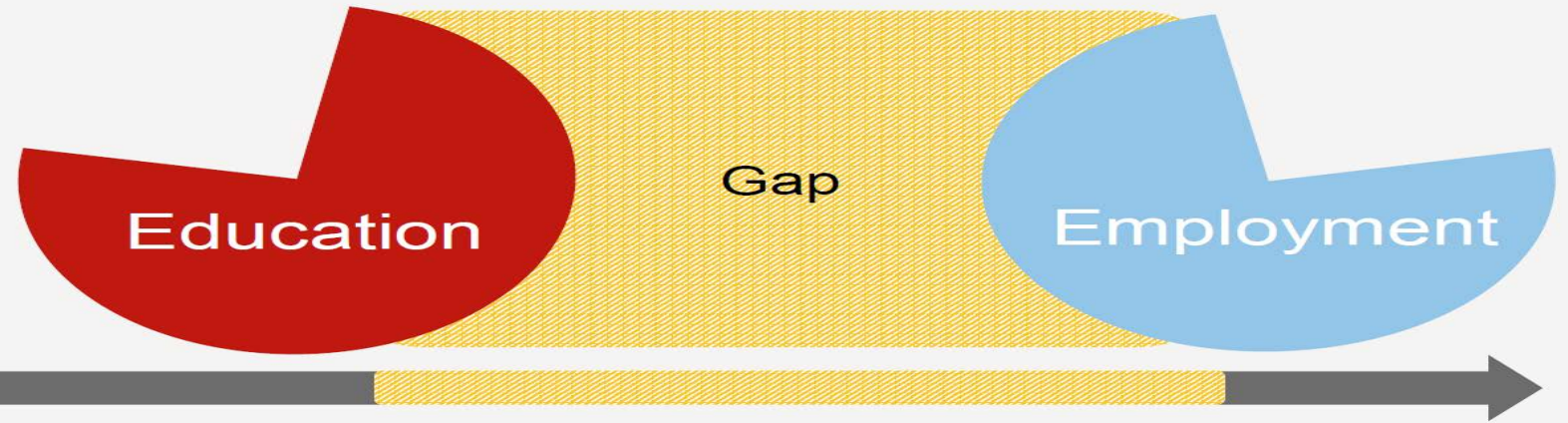
**USAID COMET Program
Partnership with
Mahidol University**

5 Sep 2016

Phattanard Phattanasri

Work
Readiness and
Technical Skill
Gap from
Traditional
Education
Model

Traditional Education Model



Credit: USAID COMET Program Introduction presentation by EDC

Employability Challenge and Opportunity in Lower Mekong Region

At a Glance: The Lower Mekong Workforce

The Challenge

16%

of businesses believe
schools are equipping
students with relevant skills
for the job market

The Opportunity

80%

of businesses are
currently looking for new
hires

Research partnership with Mahidol University



Mahidol University
International College

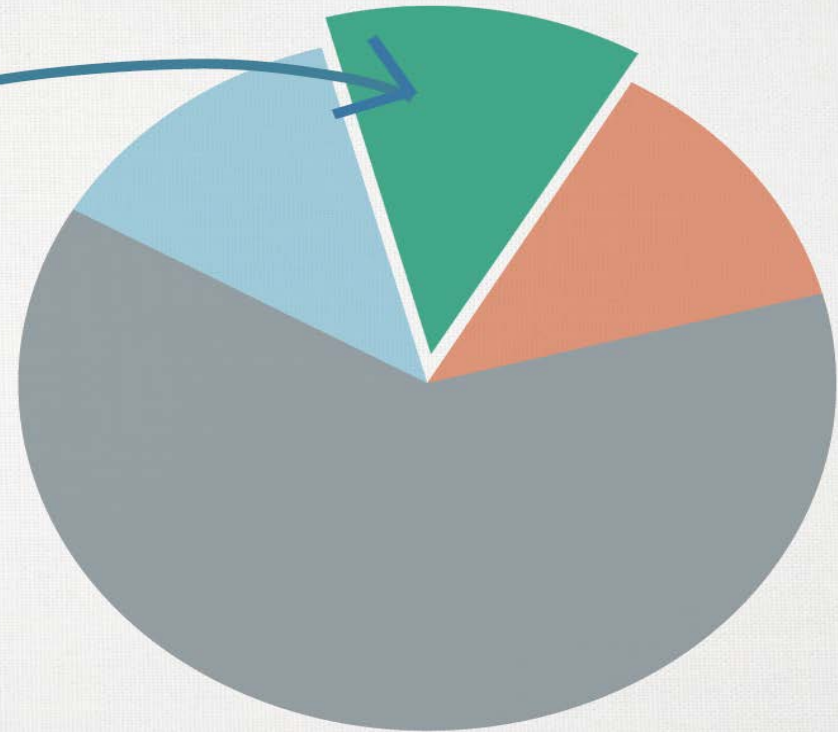
Institute for Population and Social Research

Credit: USAID COMET Program Introduction presentation by EDC

USAID COMET Program

USAID
COMET

Bridges
education
with future
employment



SCIENCE Technology
STEM+AT MATH
Accounting TOURISM
E n g i n e e r i n g

Credit: USAID COMET Program Introduction presentation by EDC

USAID COMET Program



**Reaching Marginalized & Vulnerable
Populations**

Connect **women** to new
career opportunities

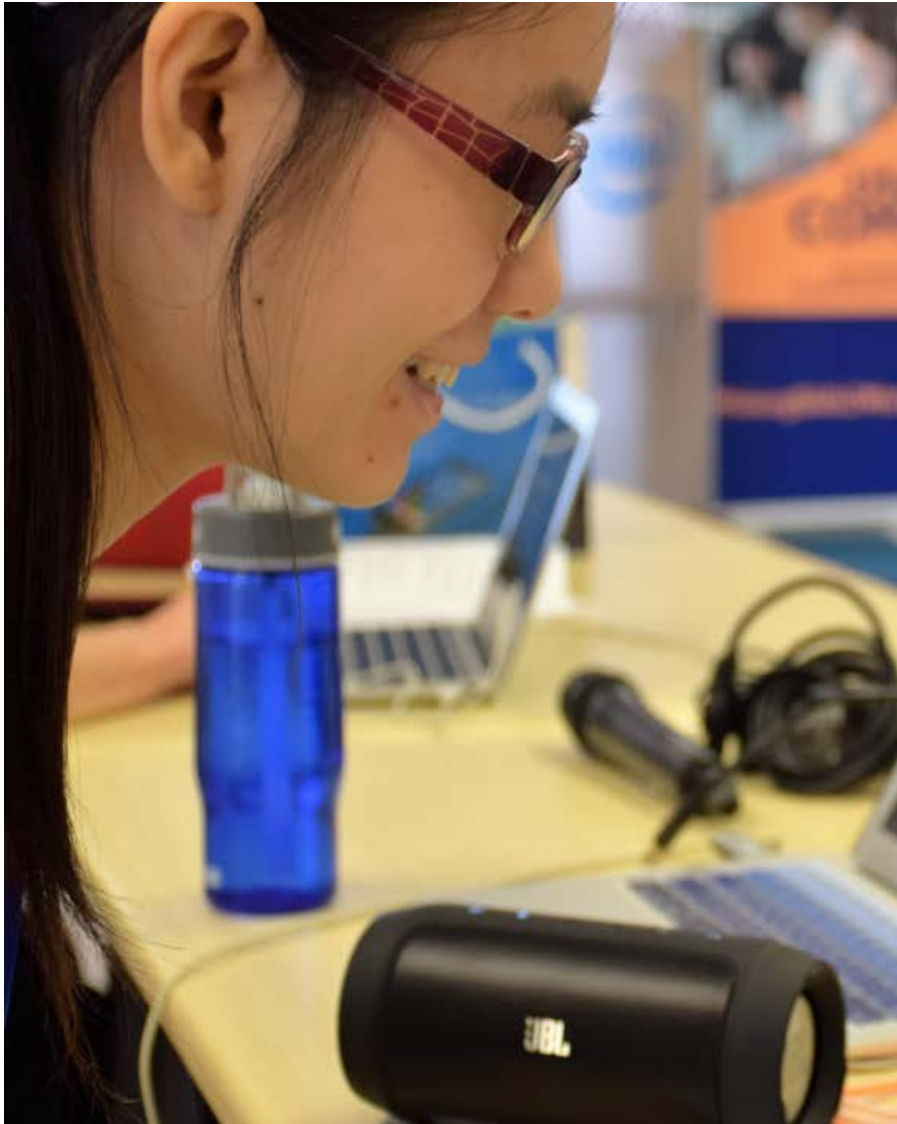
Focus partner schools on
helping **poor youth**

Engage youth **at-risk of
trafficking**

Target **rural vocational
institutes**



USAID COMET
Program
Target



Targets by 2019

Reach
250,000 Youth
with skills that meet
market demands



USAID COMET
Program
Training of The
trainer (TOT)
Target



Training

840

Instructors

Helping

100

**Universities &
Vocational
Institutes** teach
skills in high-

USAID COMET
Program
Mekong
Learning
Center



**Connect schools with
businesses**



**Integrate technology-
based learning solutions**



**Develop content that
addresses in-demand skills**



**Train and exchange with
faculty in region**

USAID COMET
Program
Mekong
Learning
Center Plan

Mahidol University is one of 12 Mekong Learning Centers

12

Mekong Learning Centers



38

By 2017



50

By 2018

**Mekong Partner
Institutions**

Credit: USAID COMET Program Introduction presentation by EDC

Understand Gen Z?

นักศึกษา Gen Z มีลักษณะพิเศษ

- Parallelism ทำอะไรได้หลายๆอย่างในเวลาเดียวกันได้
- Connectivism เล่นไลน์ คุยไม่ต้องเห็นหน้า ต้อง ุงิ อูอิ ฟรุ้งฟรุ้ง
- Visualization มีจินตภาพ อ่านการ์ตูน ไม่อ่านยาวกว่า 7 บรรทัด
- Virtualization เล่นเกมออนไลน์ อวตาร เป็น Avartar ได้
- Cloud application ไม่เก็บข้อมูล หรือจดจำกับตัว ผากคลาวด์
- Short ทำสั้น เขียนสั้น SMS ทนรอคอยน้อย สมาธิไม่เกิน 7 นาที

คลาวด์เป็นต้นเหตุ
ทำให้รูปแบบการศึกษา
กลับด้าน Flipped model

ภาพจาก: <http://home.inwellife.com>



Why is so difficult for University Lecturers to transform learning experience for students?

- Most University Lecturers are not professionally trained teachers, but are experts in academic fields.
- Do not know how to adapt teaching approach to cope with behavioral changes of new generation of students due to social changes and technology.
- Attempt Tried, Fail and Suffer.
- Wrong assumption about student's soft skill i.e. Google Search.
- Many roles and responsibility: Research, Teaching, Academic Service, Support social and culture promotion activities, etc.
- Student and Supervisors do not understand the consequences of student-centered pedagogy and less-content but more skill building approach
- Limited number of Community of Practice.

USAID COMET Program Approach

Transforming Post-Secondary Education with the MS2W Approach



Making training more relevant to **employer's needs**



Giving learners a **taste for the world of work** before completing their training



Taking advantage of **existing high quality online content**



Placing learners in **charge of their own learning**



Integrating tech to better engage learners and prepare them for work



Elevating the role of instructors from a deliverer of content to a **facilitator of learning**

USAID COMET Program Work Readiness Skill development

Key Work Readiness Skills Desired to Local Employers

ADAPTABILITY

Receptive to change and solves problems as they arise

COLLABORATION

Work well with others to achieve individual and group goals in a variety of settings

DILIGENCE

Takes initiative, works hard to do his or her best work, pays attention to detail and quality, and is able to set and achieve goals

PROBLEM SOLVING

Able to take steps to find realistic, effective, and logical solutions

TIME MANAGEMENT

Able to complete tasks in a timely manner and shows up for work on time

COMMUNICATION

Communicates clearly and gets along well with others for a range of purposes

USAID COMET
Program
Prepare
learners for
Work

How MekongSkills2Work Instructors Prepare Learners for Work

Through Instruction:



Learner-centered approaches:

- Engage learners
- Emphasize higher-level thinking skills
- Learners express their ideas and reasoning
- Build critical work readiness skills



Traditional lecture-centered approaches:

- Learners are passive
- Focus on lower-level thinking skills
- Minimal retainment of knowledge after test

Connecting Students to Industry:



Through **project-oriented learning activities**



By exposing students to **workplaces and people from industry**



By improving **internship programs**

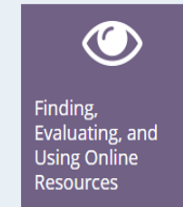
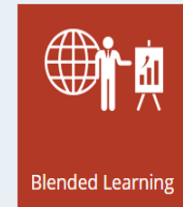
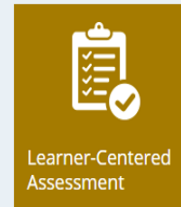
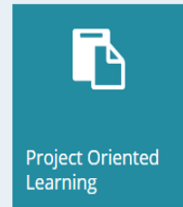
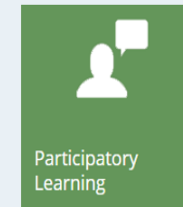
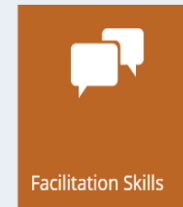
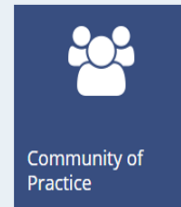
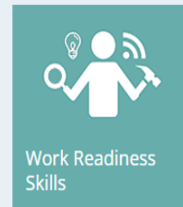


By relating technical content to **real workplace problems**

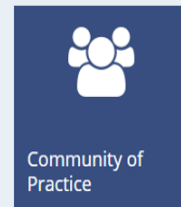
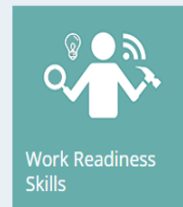
USAID COMET Program Toolkits

MS2W Sourcebook: A Collection of Modular Toolkits

Instructor Toolkits



Administrator Toolkits



USAID COMET Program Toolkits

Each toolkit contains:



Implementation
Standards **with criteria**
and sources of
evidence



Overview **definitions**
and why it is important



Best practices
descriptions of
practices to strive
towards



Strategies
descriptions of
specific techniques



Steps to take to
implement the toolkit



Case studies and
Handouts **examples**
and tools



Resources **videos and**
external websites

USAID COMET
Program
Toolkit
Structure

- Implementation Standards
- What is [Topic]? Definition
- Why is this important?
- What are the best practices?
- What are some strategies I can use?
- What steps should I take to do this?

MS2W Sourcebook: A Standards-Based Approach

Each toolkit has a set of **high, yet attainable, implementation standards**.

The combined set of standards provides an **assessment of the progress** of an institution towards the MekongSkills2Work **model for transforming instructional practices** in higher education.

Example:

Building Industry Partnerships: The institution has a mutually productive partnership with industry employers.

1. The institution has an industry advisory committee composed of employer partners from the private and/or public sectors.
2. Employer role in which employers engage with the institution is defined.
3. Employer partnerships are active.

Evidence: Interview with administrator, current contact lists, roles and expectations defined, meeting agendas

Example of Toolkits

Instructional Toolkits



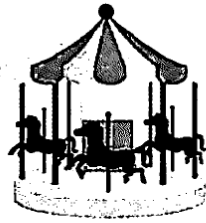
Facilitation Skills draw out ideas, promote participation, ensure equity and develop deep knowledge in learners.

The toolkit introduce **strategies and ideas for asking good question, organizing collaborative teams and summarizing learning.**

Facilitations don't lecture – they question, observe, summarize and organize learning.

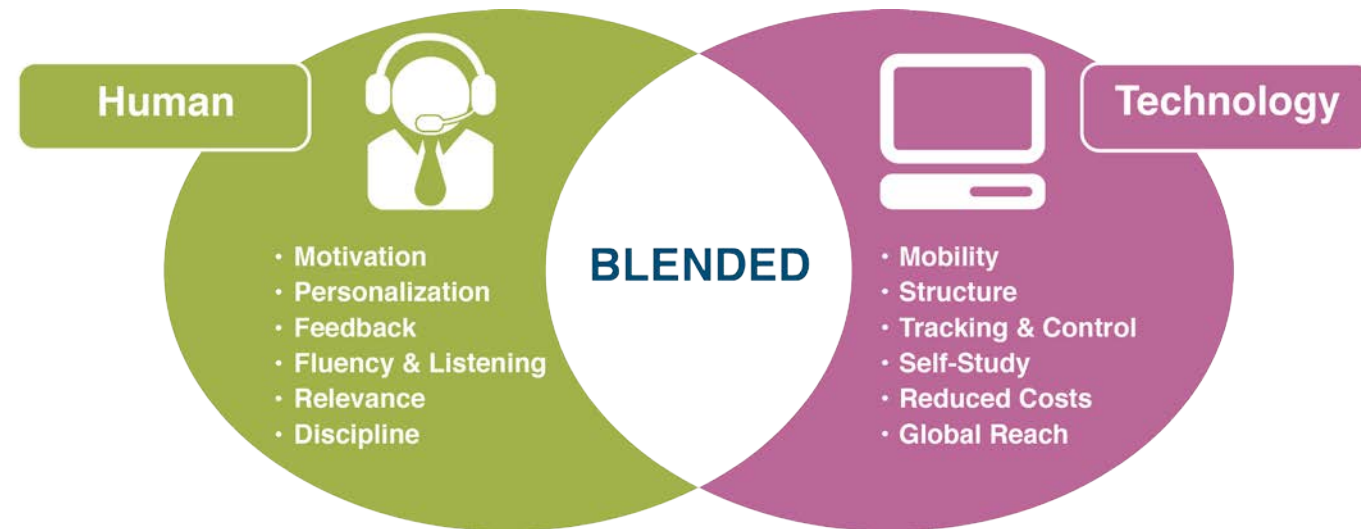
Example of Toolkits

Here are more participatory techniques you can use in your classrooms.

Participatory Technique	How It Works	Why Would I Use This Technique?
<p>Carousel</p> 	<ul style="list-style-type: none"> • Instructor posts a number of different questions around the room on easel paper. • Learners form groups of 3–4 and are assigned a starting point to begin the carousel process. • After a few minutes answering as a small group, they move on to the next question and repeat the brainstorming process. • This continues until all groups have had the opportunity to answer each question (about 20–30 minutes total). 	<ul style="list-style-type: none"> • Carousels assess the knowledge of learners and frame the learning around a particular focus. • They allow learners to discuss questions, share ideas, and process as a group. • They can serve as a warm-up activity or as a synthesis of learning at the end of a session. • They are also physically active and good for times when learners' energy is low.
<p>Caucus</p>	<ul style="list-style-type: none"> • Teams research an issue (some are pro, and some are con). • Each pro and con team meets and tries to convince the other about the correctness of their point of view using evidence and reason. • After a certain amount of time, the caucus opens, and teams can switch sides if they are convinced of the correctness of the opposing position. • The caucus is repeated with new reformulated pro and con teams. 	<ul style="list-style-type: none"> • This is a competitive technique in which learners are rewarded for presenting compelling arguments. • A caucus involves higher-level thinking and rewards teams for preparation, research, and communicating effectively. • There is clearly a “winner” after this process (which will be a great motivator to many learners).

What is Blended Learning?

- ❑ Teaching and Learning Method to create deep learning
- ❑ Combine Face to Face activities (discussion, etc) and Technology-based instruction (Online or Offline).
- ❑ Lot of models and they are all about teaching, not technology.
- ❑ Give student ability to control time, path, pace of learning.
- ❑ Promote learner-centered learning
- ❑ Teacher must change the role from instructor to facilitator.



https://en.wikipedia.org/wiki/Blended_learning

Models and Tools use in Blend Learning

- Some of Models
- 1. Technology Enhanced Formative Assessment
- 2. Flipped Classroom
- 3. Digital Learning Object
- 4. Integration of Workplace Simulation

Example of Blended Learning



Link https://www.ted.com/talks/michael_bodekaer_this_virtual_lab_will_revolutionize_science_class



Relatively inexpensive VR Headset i.e. Google Cardboard can help transform Education with more engagement from students.

Example of Blended Learning



This virtual lab will revolutionize science class By Michael Bodekaer

Why tools and Technology important?

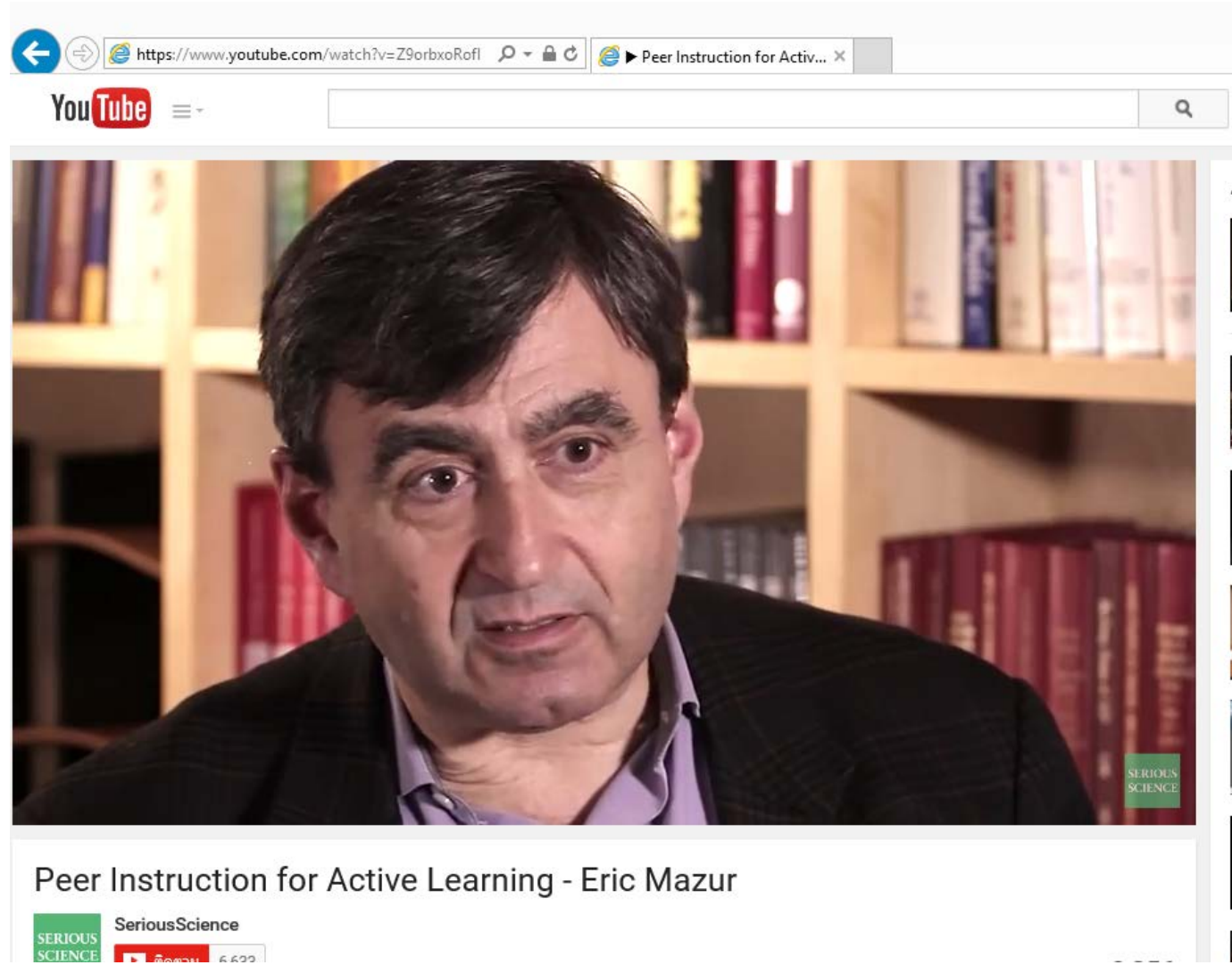
- It is a part of Blend learning
- Help us create learning not memorizing in the classroom. Some of our instructors tried, failed and gave up because they do not have the right tool.

“ Oh I tried Flipped classroom, but my students did not look at the video that I recommended. When I asked the questions in the class, they won't discuss. What can I do? ”
- Tools must be easy to use, meaningful , fun and create for/utilize skills of new generations.
 - Must be Student/Learner centered, **NOT teacher centered**

Technology Enhanced Formative Assessment Model

- Help Teacher monitor and evaluate the learning or understanding of students in the subject immediately such as quick poll
- Promote Deep learning
 - Deep learning to ability to relate, integrate, identify and evaluate the knowledge that they learn.
- Support Question-Driven Instruction
 - See Prof. Eric Mazur, Harvard Physics Professor Youtube
He is the one who pioneer this method
- Help student to stay anonymous (Gen Z like it) not shy to share idea

Why Peer to Peer Active learning?



The screenshot shows a web browser window displaying a YouTube video. The address bar contains the URL <https://www.youtube.com/watch?v=Z9orbxoRofl>. The YouTube logo and search bar are visible at the top. The video frame shows a man with dark hair, wearing a dark jacket over a light-colored shirt, speaking in front of a bookshelf. A small green logo with the text "SERIOUS SCIENCE" is in the bottom right corner of the video frame. Below the video frame, the title "Peer Instruction for Active Learning - Eric Mazur" is displayed. Underneath the title, there is a "SeriousScience" channel name, a YouTube icon, and a view count of "6,622".

<https://www.youtube.com/watch?v=Z9orbxoRofl>

Question-Driven Instruction Technique

Eric Mazur / Turning Lectures into Learning

Cornell Center for Teaching Excellence

ติดตาม 40

2,909

<https://www.youtube.com/watch?v=dUJS48XQeXE>

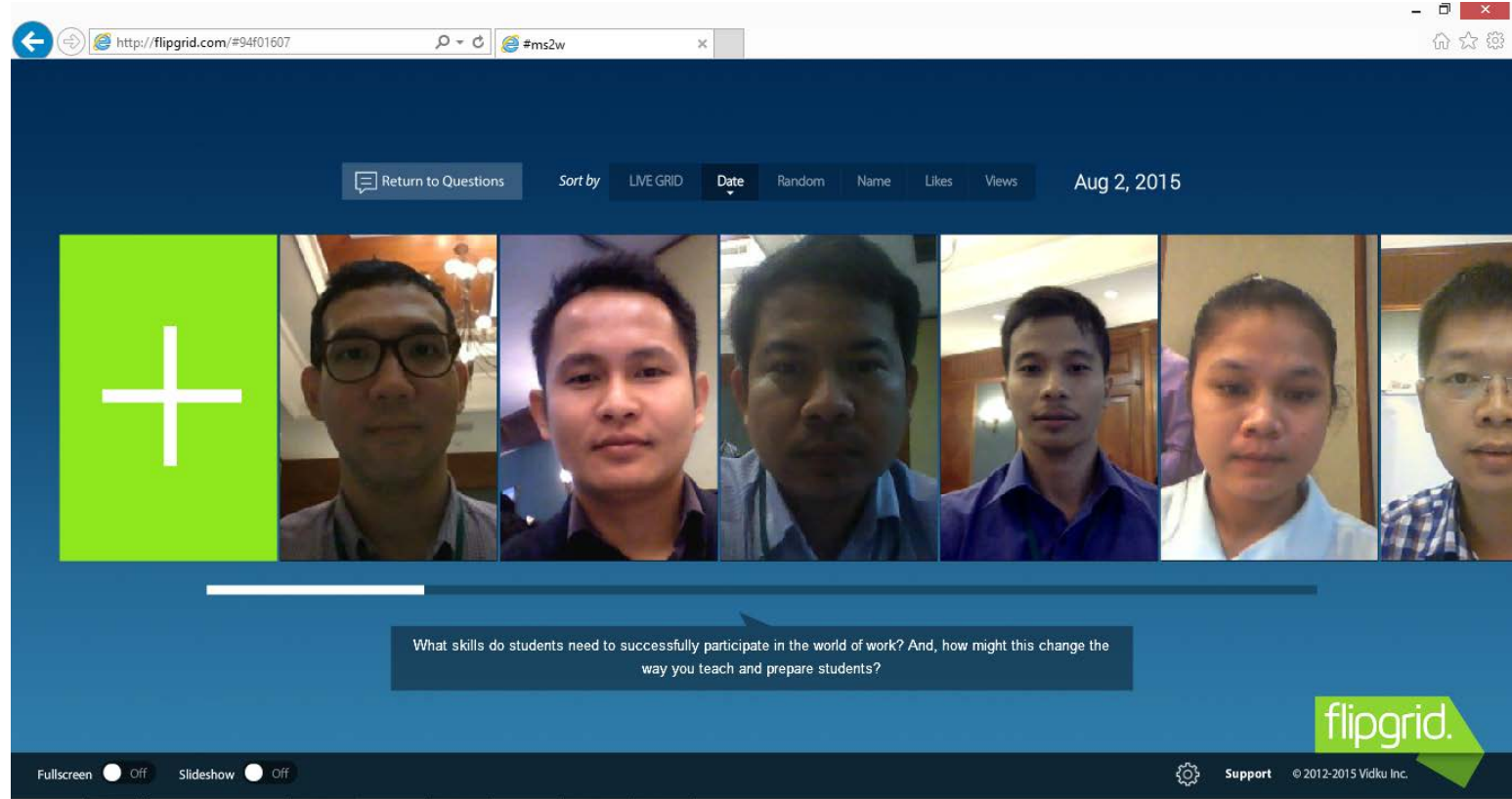
Technology Enhanced Formative Assessment Tool

The image displays two screenshots of the Poll Everywhere website. The top screenshot shows the main interface with the Poll Everywhere logo and two options: "I'm participating" (represented by a checkmark icon) and "I'm presenting" (represented by a presentation screen icon). The bottom screenshot shows a poll titled "What is 'deep learning'?" with the instruction "You have responded the maximum number of times to this poll". The poll has four options, each with a counter: "Applying, analyzing, synthesizing and evaluating information" (0), "Blending content, technology and instruction to deepen student learning" (0), "Thinking critically, utilizing technology, communicating and collaborating to create new knowledge" (0), and "Identifying, integrating, examining, evaluating, and communicating around new knowledge" (1). A "Log in" button is visible in the top right corner of the bottom screenshot.

<https://pollev.com>

- ❑ Interactive poll system, students can use smartphone to respond to questions, instructor can show the live poll in front of the class.

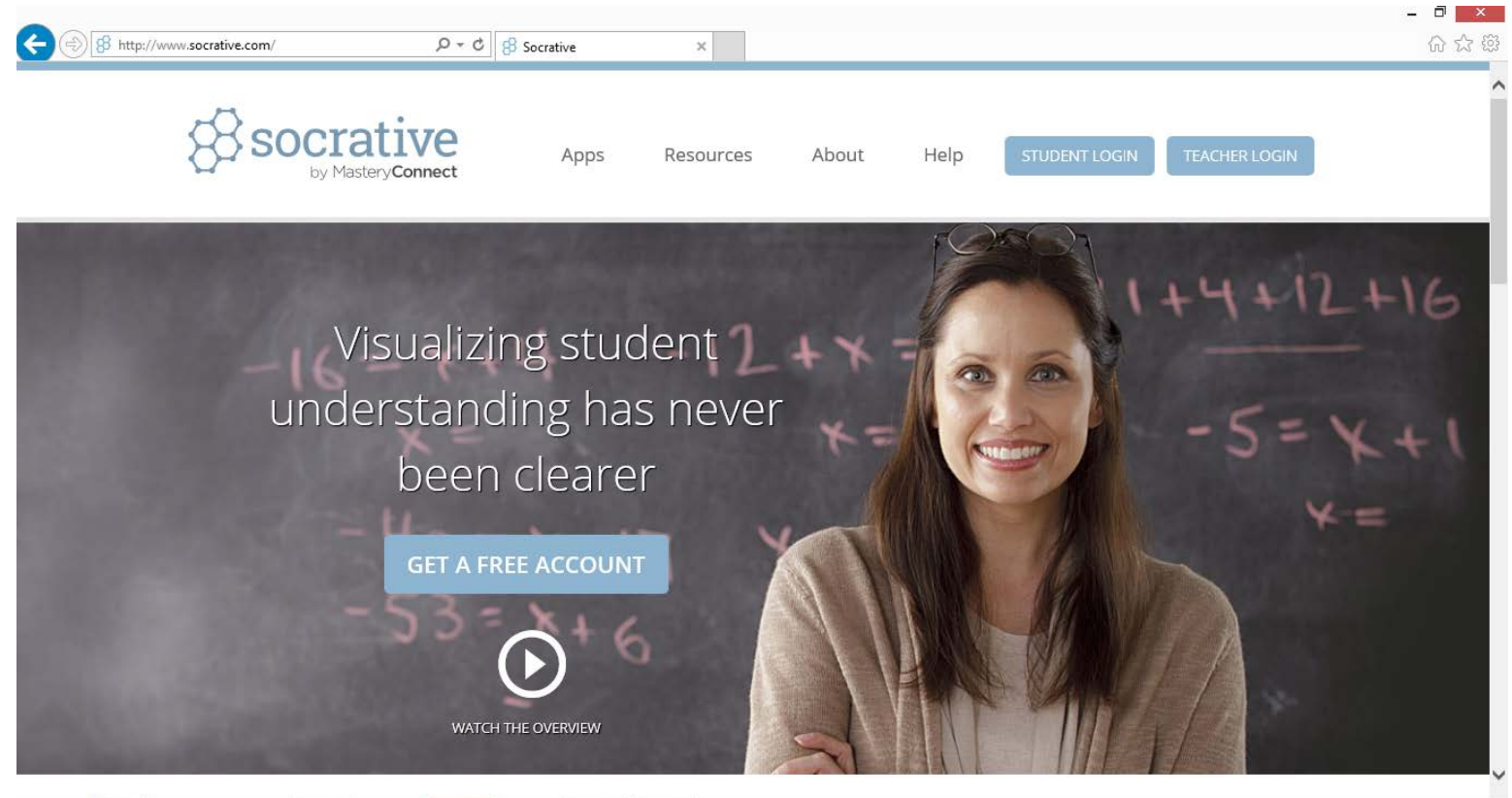
Technology Enhanced Formative Assessment Tool



<http://flipgrid.com/>

- University of Minnesota project: Students can share their recorded video (90 sec max) That responds to questions in the class and share it on this tool.
- Can use as the tools for students to prepare for class(i.e. read or see online content) and explain the understanding of the subject. Instructor can view the videos and pick some to discuss in the class.

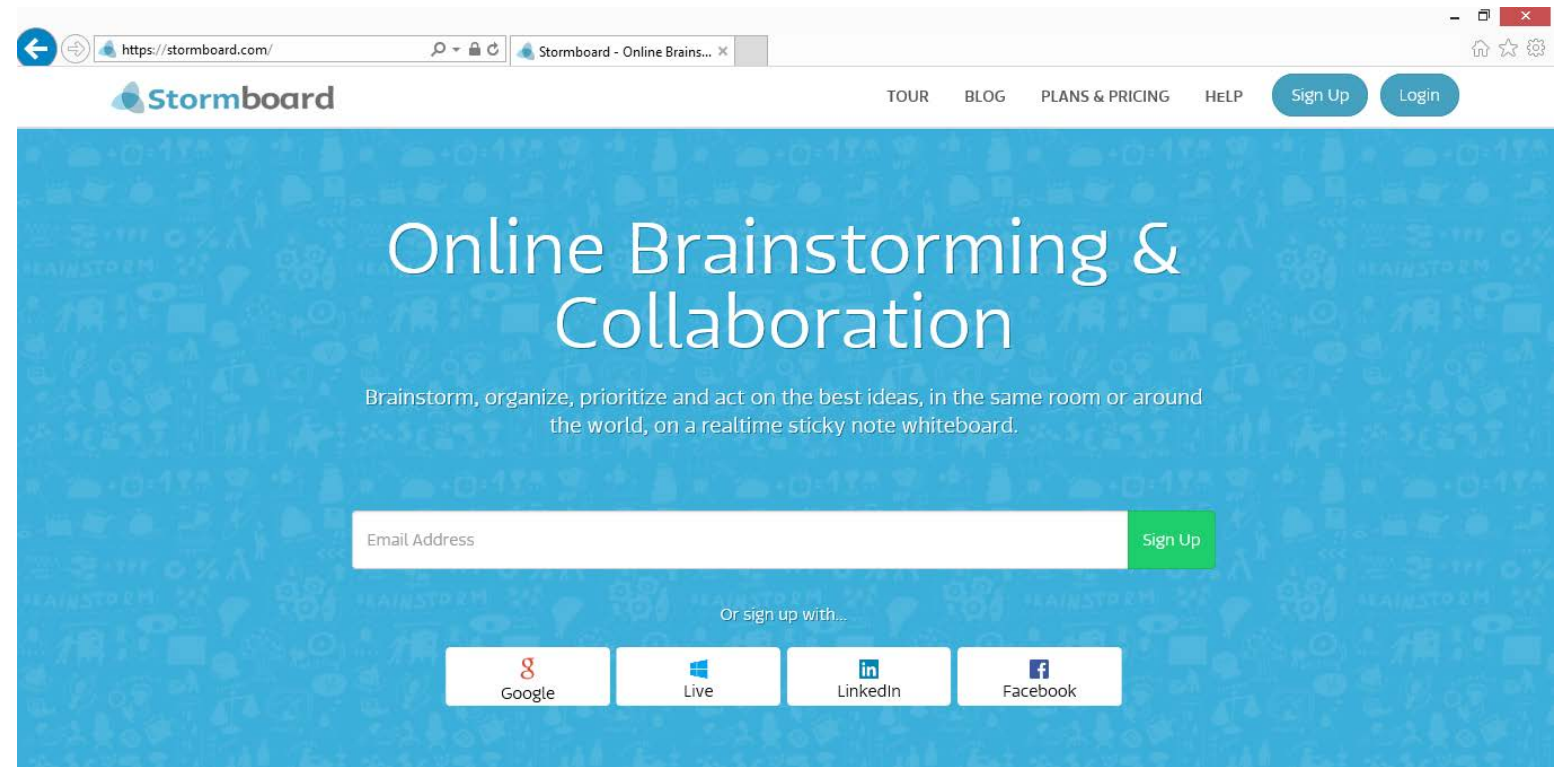
Technology Enhanced Formative Assessment Tool



The screenshot shows the Socrative website homepage. At the top, there is a navigation bar with the Socrative logo (a cluster of blue hexagons) and the text "socrative by MasteryConnect". To the right of the logo are links for "Apps", "Resources", "About", and "Help". Further right are two buttons: "STUDENT LOGIN" and "TEACHER LOGIN". Below the navigation bar is a large hero image featuring a smiling woman with glasses on her head, standing in front of a chalkboard filled with math problems. The text "Visualizing student understanding has never been clearer" is overlaid on the image. Below this text is a blue button that says "GET A FREE ACCOUNT". At the bottom of the hero image is a play button icon and the text "WATCH THE OVERVIEW". The browser's address bar at the top shows "http://www.socrative.com/".

<http://www.socrative.com/>

Technology Enhanced Formative Assessment Tool



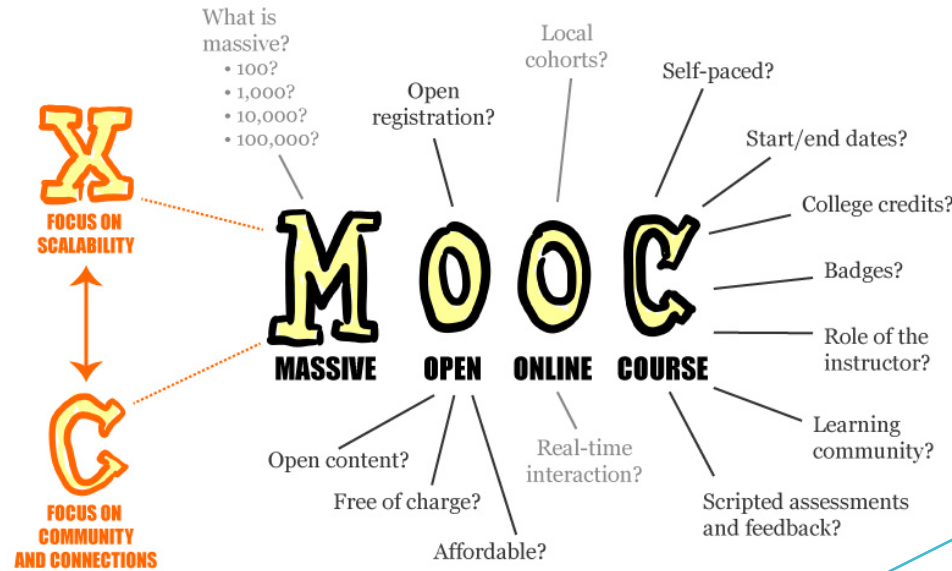
The image shows a screenshot of the Stormboard website homepage. The browser address bar displays "https://stormboard.com/". The website header includes the "Stormboard" logo, navigation links for "TOUR", "BLOG", "PLANS & PRICING", and "HELP", and buttons for "Sign Up" and "Login". The main content area has a blue background with a pattern of icons. The headline reads "Online Brainstorming & Collaboration". Below the headline is a sub-headline: "Brainstorm, organize, prioritize and act on the best ideas, in the same room or around the world, on a realtime sticky note whiteboard." There is a sign-up form with an "Email Address" input field and a green "Sign Up" button. Below the form, it says "Or sign up with..." followed by four social media login buttons: Google, Live, LinkedIn, and Facebook.

<https://stormboard.com/>

Flipped Classroom

- Based on the idea of Bloom's learning Taxonomy
- Current University practice is to put the hard parts of learning (homework, experiment, project) outside of the class (where there is no expert to help the students) while put the easy parts (reading , listen to lectures) in the classroom (where there is expert to help learning).
- Flipped Classroom is to flip the easy parts of learning for the students to do outside of classes and bring the hard part of learning into the classroom.
- Study shows that lecturing is the least effective way for teaching students to become expert in the field, however, most university lecturers use it because it is easy and reach a lot of students at once.
- Utilize online contents, MOOC

What is MOOC? And it is not E-Learning.



New Generation learning not by completing the course But by looking for basic information From different places and connect it together to answer what they want to know.

We need to build MOOC for future Generation, not for old generation (video lecture upload) like xMOOC.

A study from Stanford University's Learning Analytics group identified four types of students: auditors, who watched video throughout the course, but took few quizzes or exams; completers, who viewed most lectures and took part in most assessments; disengaged learners, who quickly dropped the course; and sampling learners, who might only occasionally watch lectures.^[97] They identified the following percentages in each group:^[98]

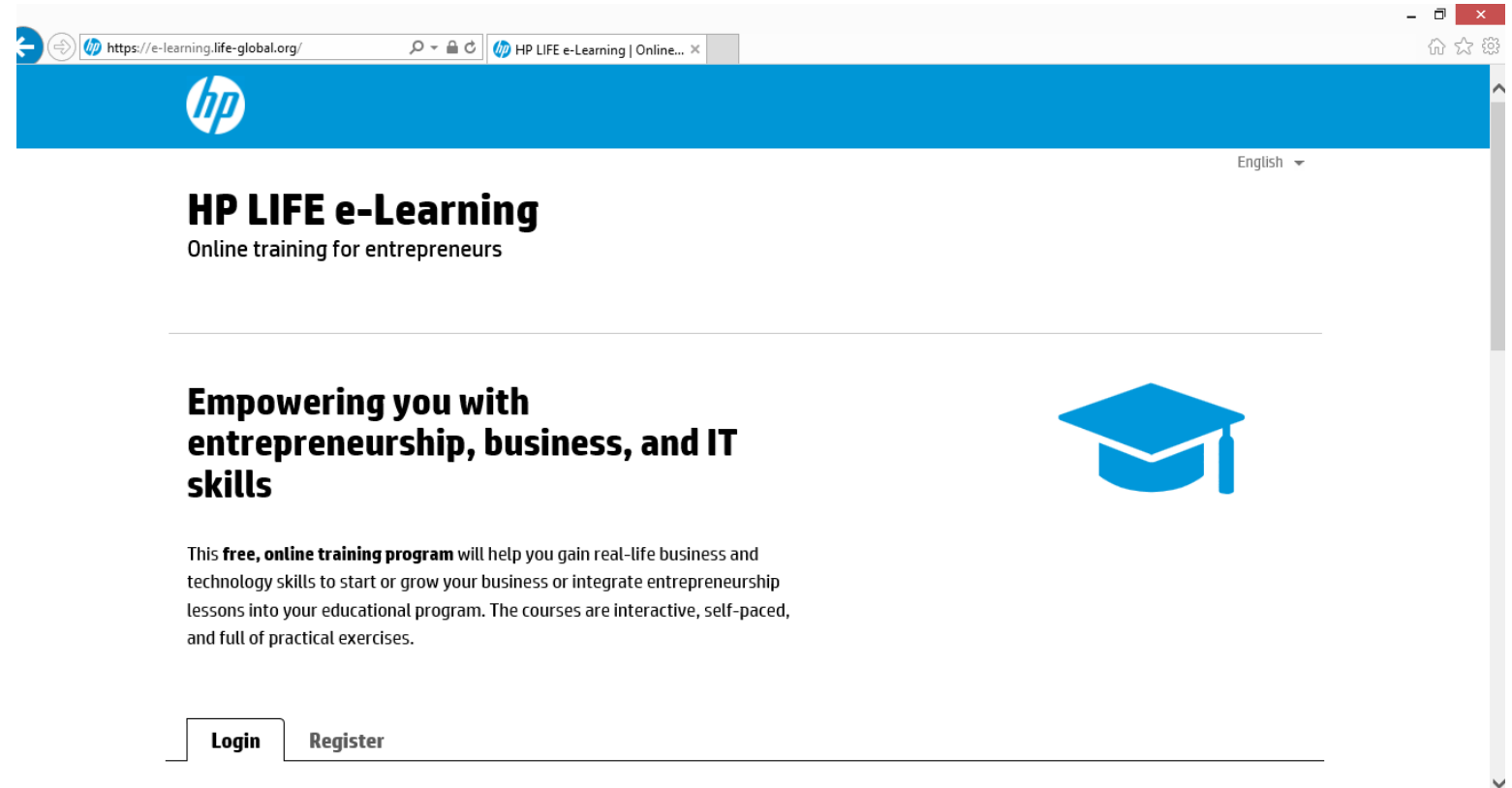
Course	Auditing	Completing	Disengaging	Sampling
High school	6%	27%	29%	39%
Undergraduate	6%	8%	12%	74%
Graduate	9%	5%	6%	80%

MOOC= Content+social media+ anonymous+ Connect information.

https://en.wikipedia.org/wiki/Massive_open_online_course

Credit: อ.ยีน ภู่วรรณ Transformativ Education ความสำคัญของการจัดการเรียนการสอนโดยใช้เทคโนโลยี

Good Example
of cMOOC.



The screenshot shows a web browser window with the URL <https://e-learning.life-global.org/>. The page features a blue header with the HP logo and a language dropdown set to "English". The main content area includes the title "HP LIFE e-Learning" and the subtitle "Online training for entrepreneurs". A horizontal line separates this from the main message: "Empowering you with entrepreneurship, business, and IT skills", which is accompanied by a blue graduation cap icon. Below this, a paragraph describes the program as free, online, and interactive. At the bottom, there are "Login" and "Register" buttons.


hp

English

HP LIFE e-Learning

Online training for entrepreneurs

Empowering you with entrepreneurship, business, and IT skills



This **free, online training program** will help you gain real-life business and technology skills to start or grow your business or integrate entrepreneurship lessons into your educational program. The courses are interactive, self-paced, and full of practical exercises.

Login Register

<https://e-learning.life-global.org/>

MOOC integrated technology

- Neuromarketing technology for education
 - New Field of research that studies sensorimotor, cognitive and affective response to learning stimuli
 - Help keep to measure the engagement of students when using online courses or MOOCs
- Web engine that verify if the person who use MOOCs are the same person and she/he really completes the content viewing or course. Some employer ask employee to take MOOCs course and get certification. This technology help support on this case.

Credit and please learn more from [e.ien](#)

MOOC Contents Support tools

- Few student or even us willing to watch 90 mins of video lectures, contents must be short, interactive and fun. Look at the video example below.
- There are tools like Pencasts, Animation tools, etc to help create interactive contents, infographics easily. See below example

Proportional - Derivative Example

Proportional

PD control

Simple Examples of PID Control

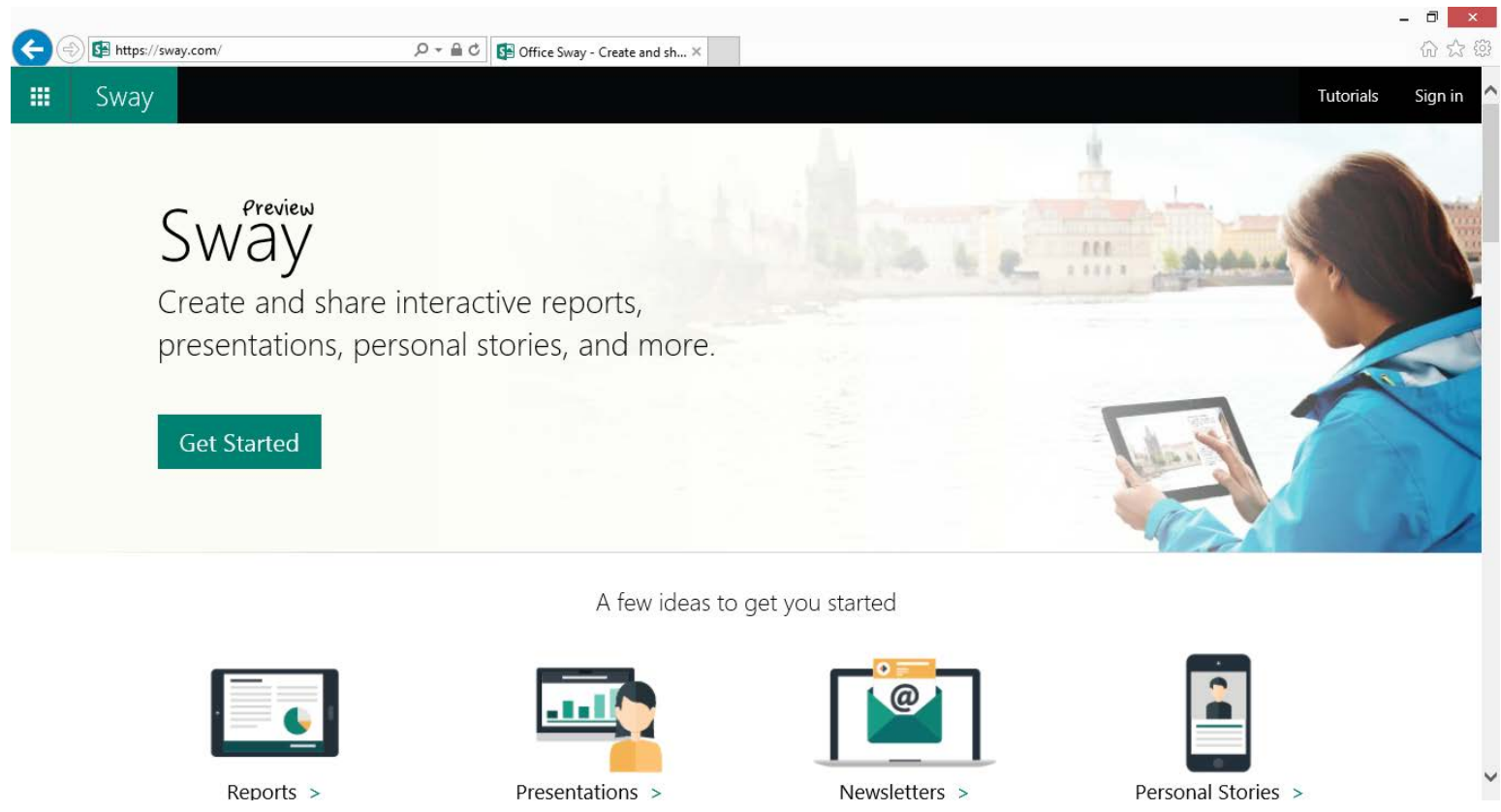
Brian Douglas

ติดตามแล้ว

191,203

<https://www.youtube.com/watch?v=XfAt6hNV8XM>

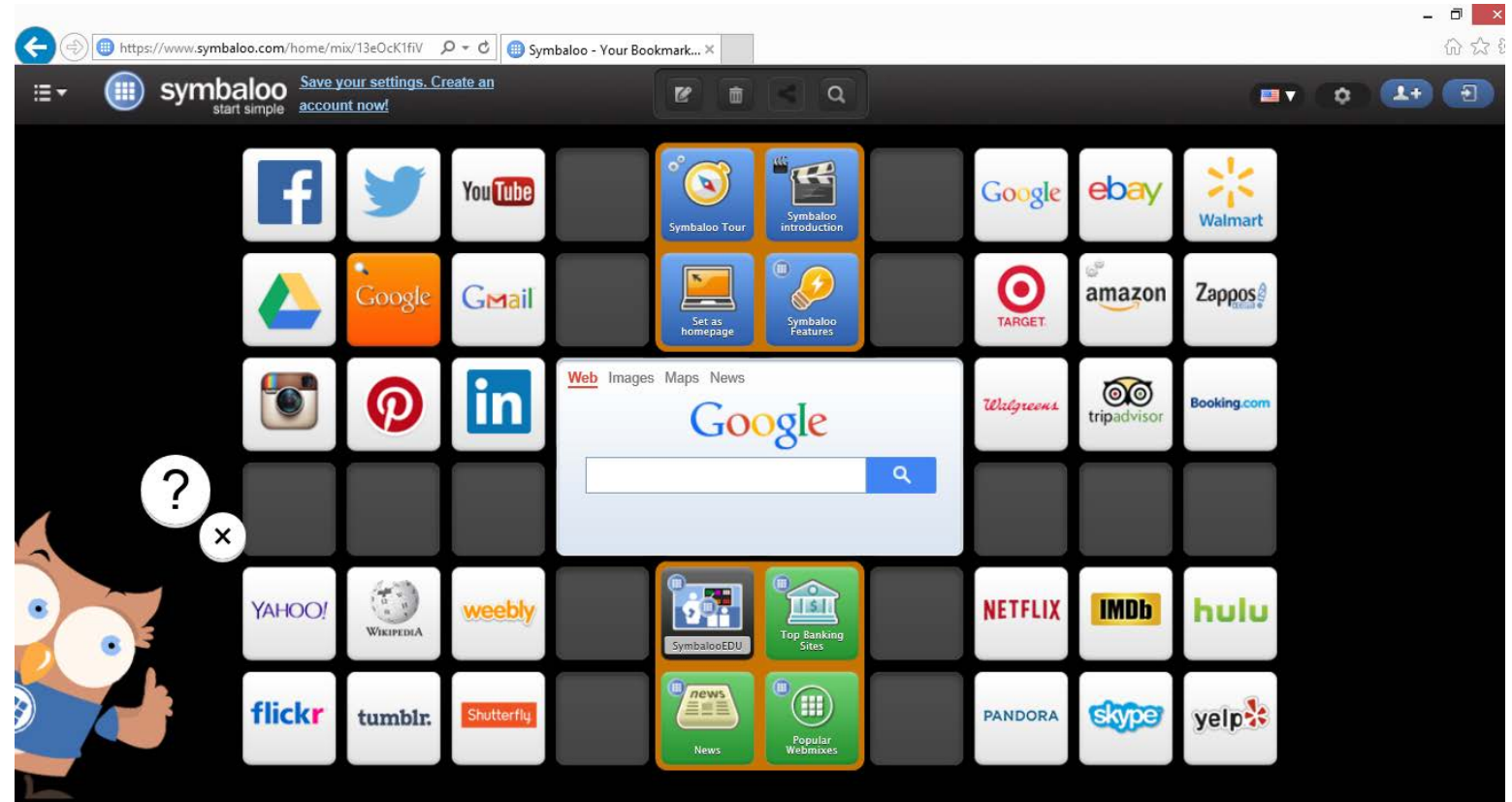
MOOC Contents Support tools



The screenshot shows the Microsoft Sway website homepage. At the top, there is a navigation bar with the Sway logo on the left and "Tutorials" and "Sign in" on the right. The main content area features a large hero image of a woman in a blue jacket looking at a tablet. To the left of the image, the text reads "Sway ^{Preview}" followed by "Create and share interactive reports, presentations, personal stories, and more." Below this text is a green "Get Started" button. Underneath the hero image, the heading "A few ideas to get you started" is followed by four icons with labels: "Reports" (with a right arrow), "Presentations" (with a right arrow), "Newsletters" (with a right arrow), and "Personal Stories" (with a right arrow).

<https://sway.com/>

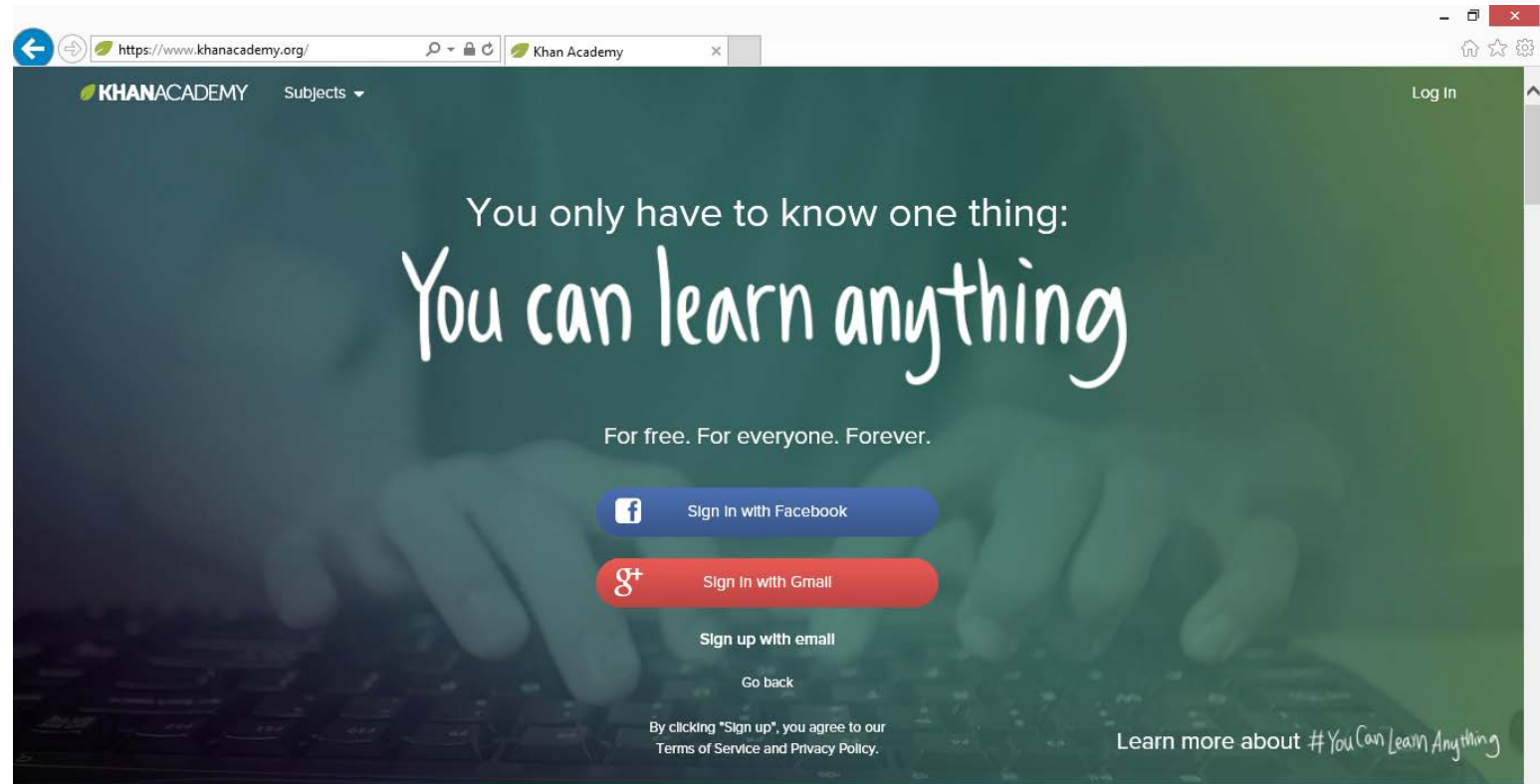
Flipped Classroom Tools



<https://www.symbaloo.com/home/mix/13eOck1fiV>

- ❑ Help teachers and students map and manage online contents

Flipped Classroom Tools



<https://www.khanacademy.org/>

- ❑ Source of Online Contents, interactive media for teaching

Digital Learning Object Model

- To use digital learning objects from online resources to initiate learning by inductive reasoning

Observe → Pattern → Hypothesis → Theory

Example: Ask students what TrianQuad is? But not giving students the definition. Start showing pictures (Digital learning objects) and ask if these pictures are TrianQuad or not. Student starts to see pattern and create hypothesis and then theory or definition.

- Singapore have the best Mathematics classes in the world use this inductive reasoning method.

Triangulation Activities

Defining a Triangulation:


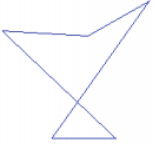
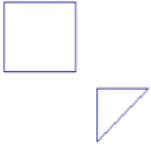

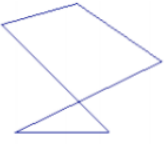
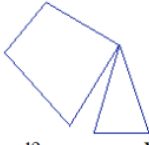
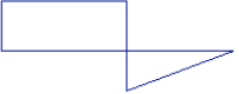

Purpose of the activity:

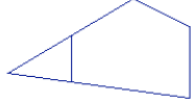
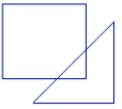
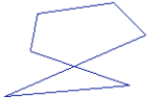
- Geometry is a definition-heavy content area.
- Teachers often think they must provide definitions, or have students look up definitions, prior to doing activities.
- Definitions can be developed through various hands-on activities (a “triangulation” isn’t an actual geometric figure, but provides an example of how a definition can be developed, rather than “told.”)

Big ideas:

- Definitions do NOT have to come first
- Definitions can be derived from activities
- The teacher labels the students’ thinking with the correct word (definition): For example, when students are discussing “corners” of polygons in the context of an activity, the teacher might say, “Mathematicians call that a vertex.”
- Definitions need to be precise (cover all possibilities)

Trianquad Activities

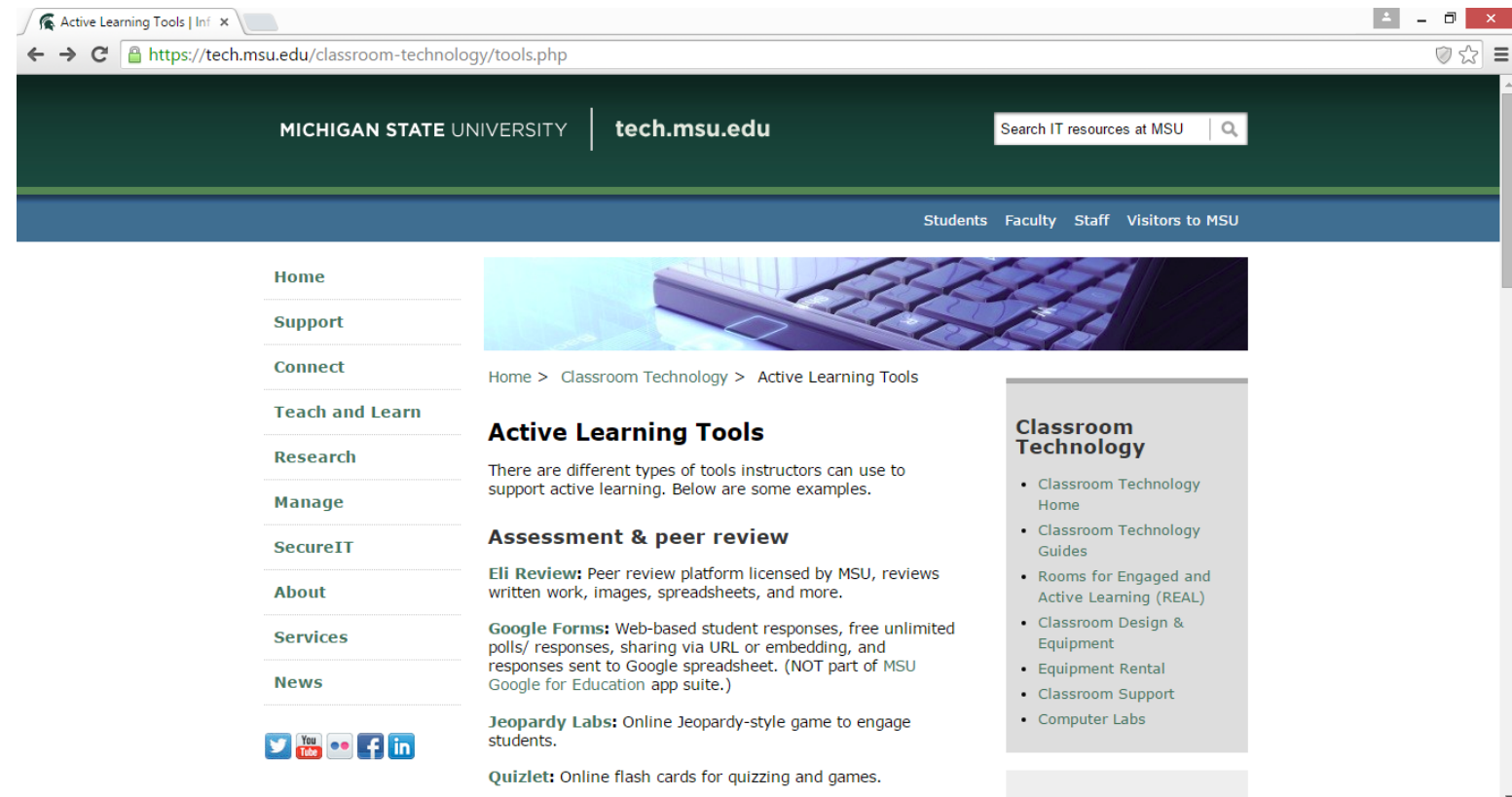
<p>#1</p>  <p>This is a trianquad!</p>	<p>#4 is a trianquad</p> <p>#5</p>  <p>Is #5 a trianquad? Yes/No</p>
<p>#2</p>  <p>Is #2 a trianquad? Yes/No</p>	<p>#5 is a trianquad.</p> <p>#6</p>  <p>Is #6 a trianquad? Yes/No</p>
<p>#2 is not a trianquad.</p> <p>#3</p>  <p>Is #3 a trianquad? Yes/No</p>	<p>#6 is not a trianquad.</p> <p>#7</p>  <p>Is #7 a trianquad? Yes/No</p>
<p>#3 is a trianquad.</p> <p>#4</p>  <p>Is #4 a trianquad? Yes/No</p>	<p>#7 is a trianquad.</p> <p>#8</p>  <p>Is #8 a trianquad? Yes/No</p>

<p>#16 is a trianquad.</p> <p>#17</p>  <p>Is #17 a trianquad? Yes/No</p>	<p>#18 is not a trianquad.</p> <p>#19</p>  <p>Is #19 a trianquad? Yes/No</p>
<p>#17 is a trianquad</p> <p>#18</p>  <p>Is #18 a trianquad? Yes/No</p>	<p>#19 is not a trianquad</p> <p>#20</p> <p>Define a trianquad: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Integration of workplace simulation Model

- It is a form of problem-based learning that can be integrated into the classroom as part of the flipped classroom.
- Involved the use of real problem from the real business partners to motivate the student learning in the subject.
- The problem is carefully chosen and designed to deliver the required learning that instructor wants.
- Involve the use of Technology to help both
 1. Assist the learning (i.e. using Skype to connect real business employees into the classroom when simulate the workplace problem if they cannot join the classroom.
 2. Part of learning as the tools such as using different kind digital communication forms to teach interpersonal communication skills.

Others sources of learning tools and technology



The screenshot shows a web browser window displaying the Michigan State University Classroom Technology Tools page. The browser's address bar shows the URL <https://tech.msu.edu/classroom-technology/tools.php>. The page header includes the Michigan State University logo and the domain tech.msu.edu, along with a search bar for IT resources. A navigation menu at the top right lists 'Students', 'Faculty', 'Staff', and 'Visitors to MSU'. The main content area features a sidebar with a vertical list of links: Home, Support, Connect, Teach and Learn, Research, Manage, SecureIT, About, Services, and News. Below these links are social media icons for Twitter, YouTube, Instagram, Facebook, and LinkedIn. The main content area has a header image of a keyboard and contains the following sections: 'Active Learning Tools' (with a sub-header 'Active Learning Tools' and a paragraph explaining that there are different types of tools for active learning), 'Assessment & peer review' (with sub-sections for 'Eli Review', 'Google Forms', and 'Jeopardy Labs'), and 'Quizlet'. A right-hand sidebar titled 'Classroom Technology' lists various resources: Classroom Technology Home, Classroom Technology Guides, Rooms for Engaged and Active Learning (REAL), Classroom Design & Equipment, Equipment Rental, Classroom Support, and Computer Labs.

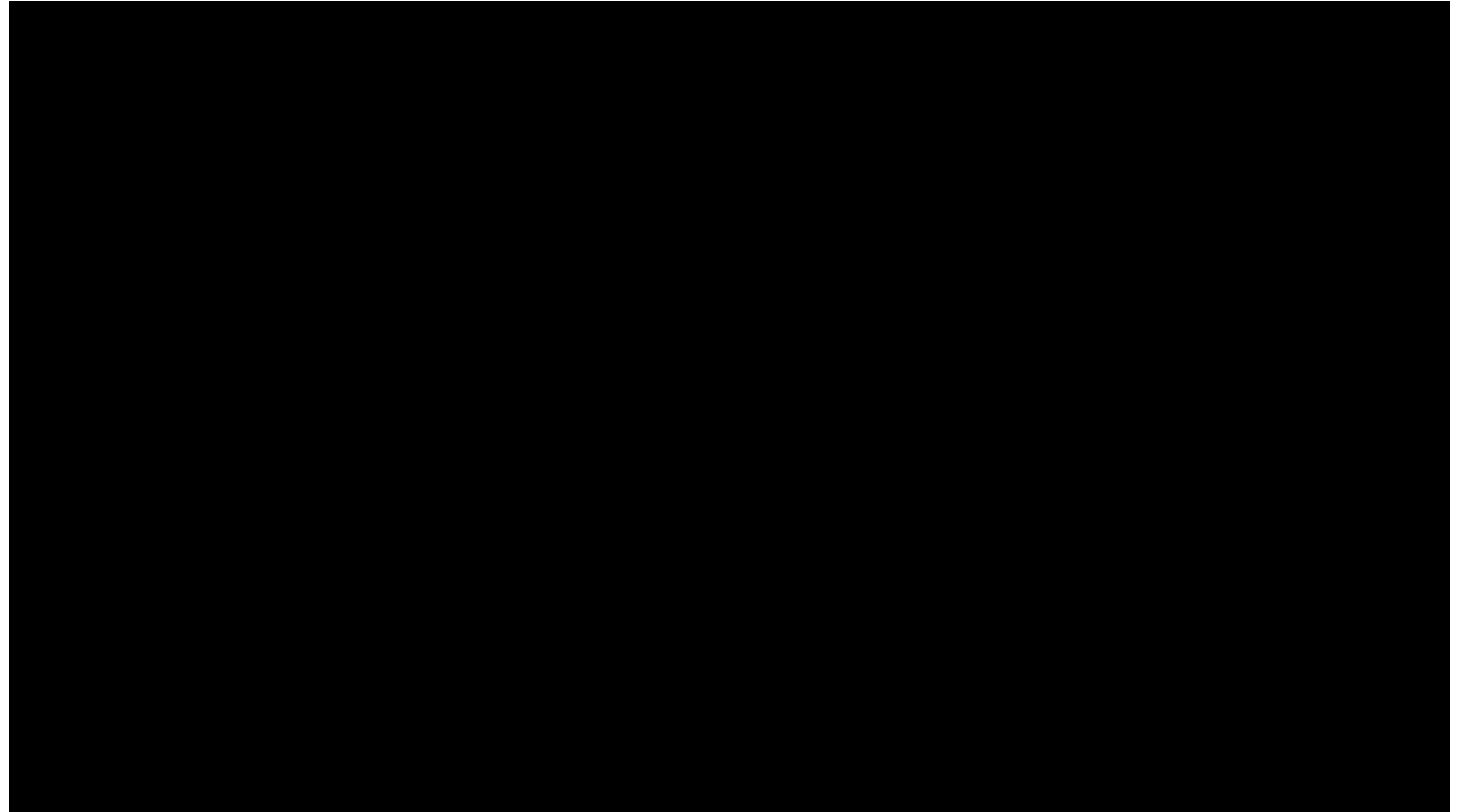
Please visit.

<https://tech.msu.edu/classroom-technology/tools.php>

Technology integrated into learning Project proposal Examples

- ❑ Contents creator tool to utilize Microsoft HoloLens (Augmented-reality headset). Users: Biomedical Engineering students use to study human body by 3D augmentation of human body, organ
- ❑ Internet usage monitoring system to monitor students usage of the internet in campus or in the classroom. Users: Teacher to make sure student utilize useful online contents and not spend time on Facebook or inappropriate websites.
- ❑ Fab Lab (Maker Space) Open source Management System to help manage parts inventory, TQM (Machine and Instrument maintenance by users), Online training and certification of Fab Lab user, etc.
Users: Lab Managers and users.
Source: www.fabfoundation.org Fab Lab is the important tool for project-based learning.
- ❑ Neuromarketing for Education engine for Mahidol MOOC
Users: Mahidol MOOC users.
- ❑ Learning Device like littleBits (by MIT students)
www.littlebits.cc

Integrate
Work-
readiness skill
into
Engineering
Project
Management
Classroom



<https://www.youtube.com/watch?v=6l3o6OwY5Ps>

Building Online Community of Practice



Building Online Community of Practice



Joy Israngkul

February 5 · Bangkok

Hello everyone,

I have started my class in new topics - Computer Aided Design for second year students. I have applied blended learning toolkit, using less lecture time and problem-base learning and let student design things from their imaginations plus give them online video for tutorial. I used social application/community tools such as LINE, Edmodo to enhance their connectivity and activities. On my first 2 weeks, I give them to freely design KIOSK with wheels the outcome ... See More



Myinzu Minn

December 31, 2015

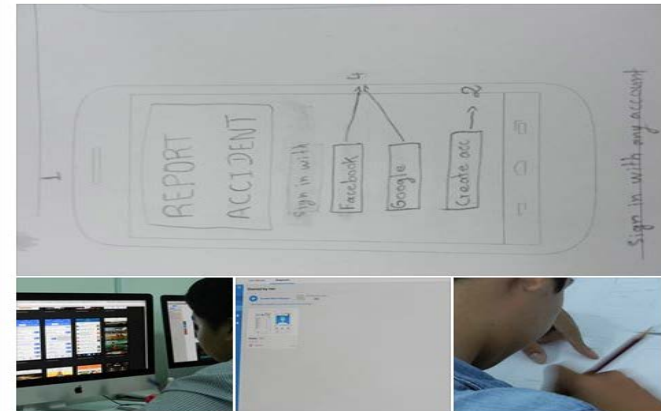
This video was taken for the first year undergraduate students for this academic year 2016.



Chun Thavorac

December 29, 2015

They are drafting their idea on creating a mobile application. They research some existing application on the internet to get some idea and use cacoo.com for collaborative designing.



Mahidol University USAID COMET TOT



USAID
จากประชาชนชาวอเมริกัน



การอบรมเชิงปฏิบัติการ "พัฒนาการเรียนการสอนด้วย USAID COMET Model" รุ่นที่ 1

โครงการนี้ได้รับทุนสนับสนุนจาก United States Agency for International Development Connecting the Mekong through Education and Training (USAID COMET) ผ่านเครือข่าย MekongSkills2Work (MS2W) มุ่งเน้นการพัฒนาด้านการเรียนการสอนในหมวดวิชา STEM+AT (Accountant and Tourism) โดยมี 5 ประเทศในลุ่มแม่น้ำโขงตอนใต้เข้าร่วมโครงการนี้ ได้แก่ ไทย พม่า กัมพูชา ลาว เวียดนาม โดยมหาวิทยาลัยมหิดลได้รับหน้าที่เป็นศูนย์ในการให้การอบรม

3-Day Workshop
Wed 21, Thu 22, Wed 28
in SEPTEMBER

COMET Toolkits

Work Readiness Skills	Instructional Design
Participatory Learning	Project Oriented Learning
Learner-Centered Assessment	Blended Learning
Finding, Evaluating, and Using Online Resources	Facilitation Skills
Community of Practice	Linking Curriculum to Industry Needs

STEM+AT

การอบรมนี้จะนำ USAID COMET Model โดยมีหลักการวิธีและเทคนิคต่างๆ มาใช้ในการเรียนการสอน เพื่อให้ผู้สอนได้นำวิธีและหลักการต่างๆ ไปประยุกต์ พัฒนาปรับใช้ในรายวิชาของผู้สอนด้วยตนเอง และสร้างเสริมให้ผู้เรียนมีความพร้อมทั้งด้าน Soft Skills และ Hard Skills พร้อมในการเข้าทำงานได้มากยิ่งขึ้น

วันที่อบรม พ.21 พ.22 และ พ.28 กันยายน 2559 -- ฟรี ไม่เสียค่าใช้จ่าย --
สถานที่อบรม คณะวิศวกรรมศาสตร์ ห้องประชุม R-114
ลงทะเบียนสมัครเข้ารับการอบรม (หมดเขตรับสมัคร - 16 ก.ย. 2559)
<http://tiny.cc/mu-comet-register> , <http://goo.gl/0WFR33d>
ติดต่อสอบถาม : คุณสิริพร(เก) ภาควิชาวิศวกรรมไฟฟ้า โทร. 0877601799
sirporn.inw@mahidol.ac.th, worawit.isr@mahidol.edu

**รุ่นที่ 1 เปิดรับ
จำนวนจำกัด**

Mahidol University - Mekong Learning Center Certified Team

Project Administrator A. Worawit Israngkul Faculty of Engineering	Dr. Phattanaord Phattanasri Assistant to President Faculty of Engineering	Assoc. Prof. Dr. Chutiporn Anutariya Assistant to President	Asst. Prof. Dr. Paritta Prayoonyong Faculty of Engineering	Dr. Chokchai Chutakositkanon Faculty of Engineering
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Summary

- “Education is best seen not as an industrial system, but as an organic one. More specifically, it is what is know as a complex, adaptive system.” Creative Schools, Ken Robinson
- Because the complexity of education, we needs community of practice that can help embrace and support continuous improvement of pedagogy and curriculum in order to cultivate skills and talents of each individual student.
- Most important part of education are all about the connecting to students and yourself(Teacher).
- Partnership with stakeholder i.e. industries, business, colleague is critical.

Happy
teachers
will change
the world



Please
Joining our
Community of
Practice



<http://mekongskills2work.org/>