International Development: Critical Perspectives on Theory and Practice
Education and Literacy in Thailand Track

COURSE DESIGNATOR MSID 4001
Language of Instruction English
NUMBER OF CREDITS 4 credits
Contact Hours 60 hours total (20 Common Topics, 40 Track)

COURSE DESCRIPTION

This course is a part of MSID 4001 course. It provides fundamental understanding of education systems operating in Thailand under different historical conditions and development contexts. The relationship between education and literacy and development will be illustrated by case studies of different social groups. The educational philosophy, concepts, curriculums, problems, relevant policies and laws, and other topics will be explored.

The educational development in Thailand has long been proceeding parallel with the overall national development of each period. The current educational systems are more diverse than those of the past that aimed at producing human resources to support industrial-oriented labor markets. Various science and technology disciplines have been given high priority in national modernization efforts, resulting in a lack of support for other educational systems or disciplines. In other words, the modernization of education itself has generated marginal social groups whose educational opportunities are limited. In the present time, there are efforts to encourage various social groups to access education based on their interests and create appropriate educational systems that respond to their social development agenda.

INSTRUCTOR
Lecturer Samart Srijumnong, A.M. (International Development Education).

COURSE OBJECTIVES

• To provide students to understand varieties of educational systems operated in Thailand
• To encourage students to analyze critically on educational issues in relation to development problems
• To encourage students to identify areas of interest and concern to current and future debate and research of education

METHODOLOGY

The course is delivered through in-class lectures blended with interactive discussions among students, guest lecturers, and the course instructor. Student learning is enhanced by field visits to a variety of schools and learning environments. The class sessions are designed to allow student participation based on reading assignments, sharing experiences with resource persons such as university and ethnic students and non-formal education teachers, and observations from field visits.
COURSE PREREQUISITES

None.

REQUIRED READING/MATERIALS


GRADING

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Grading Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
</tbody>
</table>
Achievement that meets the course requirements in every respect.

Achievement that is worthy of credit even though it fails to meet fully the course requirements.

Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of how grades are weighted:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+</td>
<td>87-89</td>
<td>(0.7)</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>Achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>60-66</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td></td>
</tr>
</tbody>
</table>

35% of the grade will be determined by assessments done in the Common Topics section of this course.

Assessment Descriptions:

**Class participation:** Students actively participate in class by doing the readings before class, asking questions, contributing to discussions and participating in small group projects and presentations.

**Final paper draft:** This assignment is to have student plan on the final paper. First of all they have to choose the topic and provide justification by citing its significance and relevancy to the situation in Thailand. Then they will come up with the objectives of the paper before designing the outline of the paper which included – Origin and significance of the problem, objectives, conceptual framework, methodology, sources, conclusion, and recommendations. (Send via e-mail by oct 15)

**Final paper:** Students choose a topic of interest and present an outline for their paper during the classroom phase before going to their internship/research site with the completed paper due during the final week of the semester. The case studies in the paper should be based on internship/research experiences. This assignment encourages students to link development theories and concepts with their topic of interest and their internship or research experience and to compare education systems in Thailand with those of the student’s home country. The paper has to be handed in to the lecturer by email no later than December 11, 2015.

**Focus Papers:** Students are required to write 3 focus papers – 1) Literature review on Thai education including its philosophy and history, 2) Literature review on Thailand’s national development, and, 3) Relationship of education and development in Thailand with implication for other developing countries and recommendations. The 1st paper should be handed in to the lecturer on October 1, 2nd on October 8th, and the 3rd one on October 15th. All are virtual paper and to be sent via airmail: srijumnong.samart@gmail.com as do other assignments.
# CLASS SCHEDULE

## WEEK 1-3

| Common Topics (20 hours) |

## WEEK 4 (Starts at Sept. 21)

### Course Orientation
- Course syllabus
- Time Frame
- Studying activities
- Course requirements
- Course Evaluation

### Learning Activities
- Class presentation via PPT followed by questions and discussion.
- Class discuss on the course contents and procedural steps, and give recommendations.
- Students note down the lecturer’s email address and make themselves clear about the class schedules.
- Students preliminarily think about the topic of their term paper and they should be able to come up with the definite one at the end of week 2.

### History of Thai education
- Thai History: A rough picture
- Thai education during Sukhothai Period
- Thai education during Ayuthaya Period
- Thai education during Ratanakosin Period before B.E. 2475
- Thai education after B.E. 2475 to the period before national country development
- Thai education during the national country development

### Learning Resources
- http://www.moe.go.th/ History of Thai Education
- An Introduction to Education in Thailand, http://webcache.googleusercontent.com/

### Class presentation via PPT followed by questions and discussion.
- Students discuss the implication of the topic on development.
- Students write a diary to reflect on what they have learned for today and have it sent to the lecturer on email.
- Students construct a mind map to summarize the topic and had it sent to the lecturer by email.

### Philosophy of Thai education
- Culture-based education philosophy
- Buddhism and Thai education philosophy
- Thai education philosophy and local wisdom
- Thai Educational principles adopted from the West
- Theory vs. Practice

### Learning Resources
- Western and Eastern philosophy in teaching, http://www.nationmultimedia.com/
- Learn Thai Proverbs, http://ressources.learn2speakthai.net/
Learning Activities
- Class presentation via PPT followed by questions and discussion
- Students discuss the significance of philosophy for educational provision and how to make it works.
- Students construct a mind map to summarize the topic submitting to the lecturer via email.
- Students write a diary to reflect on what they have learned for today and have it sent to the lecturer on email.

Thai education administrative structure
- Ministry of Education
  - Ministry of Education organization chart
- Offices & Commissions under Ministry of Education
  - Office of the Permanent Secretary
  - Office of the Basic Education Commission
  - Office of the Higher Education Commission
  - Office of Vocational Commission
- Decentralization of Educational Administration (down to provincial level)
  - Primary Educational Service Area Offices
  - Secondary Education Service Area Offices
- State vs. private educational provision
- Issue: Bureaucracy and effectiveness

Learning Resources
- Education in Thailand, en.wikipedia.org

Learning Activities
- Class presentation via PPT
- Students compare Thai administrative structure with that of the U.S.
- Students construct a mind map to present general picture of Thai educational authority structure and submit it to the lecturer via email.
- Students write a diary reflecting on what they have learned and have it sent to the lecturer by email.

Formal education – primary
- Primary education curriculum learning strands
- Primary education classroom instruction
- Issue: Effectiveness and efficiency

Learning Resources
- Education in Thailand, en.wikipedia.org

Learning Activities
- Class presentation via PPT
- Students discuss how decentralization of primary education works and if it helps maintain effectiveness of educational provision.
- Students construct mind map to represent the issues and have it sent to the lecturer by email.
- Students write a diary reflecting on what they have learned and have it sent to the lecturer by email.

Formal education - primary (cont.)
- Teacher quality and educational effectiveness
- Issue: cultural insensitivity and educational provision
- Issue: Wrong direction of supervision
- One teacher for all subjects – a default choice of practice

**Learning Resources**
- Education in Thailand, en.wikipedia.org

**Learning Activities**
- Class presentation via PPT
- Students discuss how to solve the problem utilizing experiences of American public primary education provision
- Students construct a mind map to summarize the issues.
- Students write diary reflecting on what they have learned for today.

**Formal education – secondary**
- Secondary education Curriculum learning strands
- Secondary education classroom instruction
- Issue: Over-focusing on contents

**Learning Resources**

**Learning Activities**
- Class presentation via PPT
- Students discuss if the learning strands are similar to those of the American public secondary school system, if so what the differences are. Does it have anything to do with cultural difference?
- Students construct a mind map to summarize the issues and write a diary to reflect on what they have learned and have them sent to the lecturer by email.

**Formal education - secondary (cont.)**
- Issue: Record of students passing university entrance exam – a default indicator of school’s effectiveness
- Issue: Teacher development taking away the student’s time
- Issue: Education toward AEC – the vision without substance

**Learning Resources**
- Education in Thailand, en.wikipedia.org

**Learning Activities**
- Class presentation via PPT
- Students discuss situation of the American public secondary education system in comparing to the Thai case.
- Students come up with the finalized topic of the individual term paper.
- Students construct a mind map to summarize the issues and write a learning reflective diary and have them sent to the lecturer by email.

---

**WEEK 6**

**Formal education - higher education**
- State vs. private institutions
- Study programs provided
- General education vs. specialized fields of study

**Learning Resources**
- Education in Thailand, en.wikipedia.org
- Higher education in Thailand and the national reform roadmap scholar.google.co.th

**Learning Activities**
- Class presentation via PPT
- Students discuss the effectiveness of Thai higher education provision relative to that of the American system.
- Students construct a mind map to summarize the issue and write a reflective diary and have them sent to the lecturer by email.

**Formal education - higher education (cont.)**
- Issue: Innovation – Theory and practice
- Issue: Diverse levels of professionalism
- Issue: Lack of learning society and academic journals
- Issue: Bureaucratic requirements, e.g. dissertation translation into English

**Learning Resources**
- Education in Thailand, en.wikipedia.org

**Learning Activities**
- Class presentation via PPT
- Students discuss the academic context of Thai higher education provision relative to that of the American system and give recommendations and link it to explain the Thai situation.
- Students construct a mind map to summarize the issue and write a reflective diary and have them sent to the lecturer by email.

**Non-formal education**
- Brief history of non-formal education in Thailand
- Forms/models of Thai non-formal education
- Non-formal vs. Informal education

**Learning Resources**
- Education in Thailand, en.wikipedia.org

**Learning Activities**
- Class presentation via PPT
- Students present the American experience on the issue and point out how it is relevant to the Thai situation.
- Students construct a mind map to summarize the issue and write a reflective diary and have them sent to the lecturer by email.

**Alternative education**
- Home school
- Community-run education
- Culture-based education
- Indigenous education

**Learning Resources**
- Education in Thailand, en.wikipedia.org

**Learning Activities**
- Class presentation via PPT
- Students discuss the effectiveness of all these systems for providing education to benefit individuals, ethnic group, and society.
- Students construct a mind map to summarize the issue and write a reflective diary and have them sent to the lecturer by email.
Literacy
- Definition of literacy
- Forms of literacy
- Literacy & life-long learning
- Issue: Old one not yet achieved, new one coming up-the case of education for entering AEC

Learning Resources
- Thailand Literacy, http://www.indexmundi.com
- Literacy in Thailand /journals.cambridge.org/

Learning Activities
- Class presentation via PPT
- Students discuss the American experience in provide literacy to the non-mainstream group of students there.
- Students construct a mind map to summarize the issue and write a reflective diary and have them sent to the lecturer by email.

Thai as a second language: Literacy of various groups in Thailand
- Education as cultural imperialism
- Culture-based education: the way out!

Learning Resources
- Thailand - Effective Literacy Programmes › B www.unesco.org

Learning Activities
- Class presentation via PPT
- Students discuss the implication of the concern on Thailand’s country development.
- Students construct a mind map to summarize the issue and write a reflective diary and have them sent to the lecturer by email.

Literacy in the age of ASEAN Economic Community (AEC) and globalization
- English – an old requirement in the new era
- Thai education and other ASEAN country’s cultures
- Education as a starting point
- How education could incorporate other sectors to collectively provide education
- Existing cultural capitals and educational provision

Learning Resources
- English Language Teaching in Thailand Today http://www.tandfonline.com/

Learning Activities
- Class presentation via PPT
- Students share the American experience in American continent regionalization.
- Students construct a mind map to summarize the issue and write a reflective diary and have them sent to the lecturer by email.

Participatory education management and the educational decentralization in Thailand
- Background
- Progress
- Problems and obstacles
- Practice and policy recommendations
Learning Resources

Learning Activities
• Class presentation via PPT
• Students discuss the feasibility of the practice in relation to American experience.
• Students construct a mind map to summarize the issue and write a reflective diary and have them sent to the lecturer by email.

WEEK 8

Education and human rights
• Issue awareness among Thai educators
• Education and human rights: policy response
• Human rights concerned practical educational programs

Learning Resources
• สิทธิมนุษยชน HUMAN RIGHTS/WWW.MFA.GO.TH http://www.mfa.go.th/
• Right to Education for migrants, refugees and asylum seekers http://www.mfa.go.th/

Learning Activities
• Class presentation via PPT
• Students discuss the relevance of this issue on educational provision as well as the accountability of education in promoting human rights in the global context.
• Students construct a mind map to summarize the issue and write a reflective diary and have them sent to the lecturer by email.

Policy choices, laws, and implementation
• Policy formation process
• Mechanism for policy implementation
• Monitoring and following up process

Learning Resources
• The effect of policy on English language teaching at secondary schools in Thailand books.google.co.th

Learning Activities
• Class presentation via PPT
• Students discuss the issues and provide recommendation for Thai educational provision.
• Students construct a mind map to summarize the issue and write a reflective diary and have them sent to the lecturer by email.

Wrap up & Submit term paper
• Summarization of what having been learned
• Reflection on the course

Learning Resources
• Synthesis Report: From Crisis to Opportunity, The Challenges of Educational Reform in Thailand, Jerry Fry

Learning Activities
• Class presentation via PPT
• Students discuss and reflect on the course in general and provide recommendations should the course be provided to another class of students from other country.
• Students construct a mind map to summarize the issue and write a reflective diary and have them sent to the
lecturer by email.

WEEK 9-14

• Internship phase.

WEEK 15

• Wrap up (2 hours).
• Submit final paper by December 11th.

INDIVIDUAL OBLIGATIONS
1. At the end of every topic presentation, each student has to submit a mind map including all the elements of the topic and have it send via email to the lecturer: srijumnong.samart@gmail.com
2. Every day, each student had to write a diary reflecting on what he or she had learned in a paragraph with about 5 lines or so and has it send to the email address given above.

ATTENDANCE POLICY
Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. In the case of absences, it is the student’s responsibility to find out what information was given in class including any announcements made.

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES
Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:
SCHOLASTIC DISHONESTY:
Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.
Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT
The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.