

**TQF 4: Details of Field Experience**

**Course Code [Course Code]**

**[Name of the Course in Thai]**

**[Name of the Course in English]**

**Instructor Responsible for the Course**

**[Please indicate the Academic Rank, Name, and Surname]**

**Instructor of the Course**

**[Please indicate the Academic Rank, Name, and Surname]**

**Academic Semester[Academic Semester] Academic Year 255[Academic Year]**

**The Course as a Part of the [Degree Program]**

**Program[Program]**

**New/Revised Curriculum of the [Academic Year]**

**Faculty of[Faculty of the Curriculum]**

**Valaya Alongkorn Rajabhat University under the Royal Patronage**

**PathumThani Province**

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**TQF 4: Details of the Field Experience**

**Name of the Institute** : Valaya Alongkorn Rajabhat University under the Royal Patronage, Pathum Thani Province

**Program/Faculty** : Name of the Program/ Faculty

**Part 1: General Information**

1. **Course Code and Name of the Course**

Code: …………………………………………………………………………….(in Thai)

…………………………………………………………………………….(in English)

1. **Number of Credits**

……………………………………..…..(Number of Credits) ……/……./…….(Number of Theory Hours/Practice Hours/ Self-study Hours)

1. **Curriculum and Type of Course**

……………….…...……………(Degree)………………..….…………(Program)……………………..…..…………

(Type of Course) …. (Practicum, Field Experience)

1. **Instructor Responsible for the Course and Instructor of the Course**

Instructor Responsible for the Course ……………………..(Please indicate the academic rank, name and surname)

 Instructor of the Course …………………………………………(Please indicate the academic rank, name and surname)

1. **Academic Semester/ Year of Students for Field Experience**

Academic Semester .…………………………………… Year of Students ……………………………

Students have to finish all required courses according to the curriculum.

1. **Date of the Latest Curriculum Improvement** Day………………………………….…..………Month…………………………..…………..Year………………………

**Part 2: Aims and Objectives**

1. **Course Objectives**

Example:

Co-operative Education provides integrated knowledge of what the students have learned in order to apply it in their work experience. This is to enhance direct experience and team work so as to prepare them to be ready to work in real situation after graduation.

1. **Objectives of Development/ Improvement of Field Experience**

Example:

After finishing field experience, the students should be able to:

* 1. Associate theory and practice.
	2. Understand process, step and usage of information technology in their work.
	3. Learn and practice field experience in order to develop information technology in real situation.
	4. Plan the development of information technology through team work.
	5. Apply the instrument and equipment in information in real situation.
	6. Understand work life and organizational culture in adjusting themselves with others and can work with others.

**Part 3: Development of Learning Outcomes**

**1. Ethics and Moral**

 **1.1 Ethics and Moral to Be Developed**

Example:

 1) Realization of value, ethics and moral, sacrifice and honesty

 2) Self-discipline, punctuality, self-responsibility and social responsibility

 3) Leadership and follower, team work

1. Respect and listen to others’ opinion including respect others’ value and honor
2. Respect the rules and regulations of the organization and the society
3. Being able to analyze the effects of using computers towards people, organizations and society
4. Having ethics in academic and professional fields

 The students have to be developed in the following fields:

 - Being honest and keeping secret of the organization

 - Respect and follow the rules and regulations of the organization

 - Being diligent, patient and kind to other members in work.

* 1. **Process or Activity for Development of Learning Outcomes**

Example:

 1) Giving students orientation about rules, regulations, and moral before field experience

 2) Assigning schedule for field experience, date of field experience, limitation of work and method of work evaluation

 3) Assigning plan, schedule and control the students so that they follow the same rules and regulations as others workers in the organization

1. Evaluation students’ field experience continuously.

 **1.3 Methods of Evaluation**

Example:

 1) Self evaluation by using standardized test for morals and ethics

 2) Evaluation by work advisors or co-workers in field experience through behavior observation and performance during field experience in paper and inform the results of evaluation to the students every time

 3) Evaluation of honesty through interviewing co-workers, heads and personnel concerned including field experience.

**2. Knowledge**

 **2.1 Received knowledge/Result of Learning Outcomes**

Example

 1) Having knowledge and understanding in principle and practice of the subject

 2) Being able to analyze, understand and explain the need in computer, including apply knowledge, skills and usage of instruments suitable for problem solving

1. Being able to analyze, plan, install and improve computer system
2. Being able to follow academic progress and computer development
3. Knowing and being interested in developing knowledge in computer continuously
4. Having wide knowledge in their field of study so as to see changes and understand effects of new information technology
5. Having experience in developing and applying software for real situation
6. Being able to integrate all knowledge with other related fields of study

The students should be developed in the following fields:

- Being able to apply information technology in the work of business, administration, performance and other supporting activities

 - Understanding and selecting the appropriate instruments in work and using the work resource to its potential

 - Understanding and following the stages of information technology development in accordance with the level of organization quality

 - Understanding the assigned roles and duties and performing their duties correctly.

* 1. **Process or Activity for Developing Learning Outcomes**

Example:

1) The sectors of work experience provides work advisors to guide the students how to use instruments, equipments in work and also inform them to search for information in work by themselves

1. Using instruments, equipments and software of the organization in the students’ work under the control of work advisors
2. Arranging the meeting so as to assign the work and evaluation of the students in the set time or appropriate time.
	1. **Methods of Evaluation**

Example:

1. Evaluation of field experience by concerned personnel such as information technology workers, work advisors, instructors
2. Evaluation from team work, adjustment of program, punctuality in submitting students’ work and completeness of their work as assigned in the students’ report.
3. **Cognitive Skills**
	1. **Cognitive Skills to be Developed/ Learning Outcomes**

Example:

 1) Being able to think critically and systematically

 2) Being able to search, interpret and evaluate information technology in order to solve the problems creatively

 3) Being able to collect, study, analyze and summarize problems and needs

 4) Being able to apply knowledge and skills with problem solving in computer suitably

 The students should be developed in the following fields:

 - Having skills in analysis users’ needs in information technology

 - Having skills in selecting and using instruments and equipments to develop work in information technology

 - Being able to use theory in real situation

 - Being able to use theory in problem solving.

* 1. **Process or Activity for Development of Students’ Learning Outcomes**

Example:

 1) Assigning students to solve problems, practice searching what they need and analyze their needs

 2) Doing report of the result of the analysis of needs and presentation

1. Arranging the meeting among work advisors, university advisors and field experience students
2. Assigning students to practice solving the problem through program design
3. Doing report of program design and presentation
4. Developing information technology by using instruments, equipments and software in the organization
5. Testing the developed program
6. Arranging the meeting among work advisors, university advisors and field experience students continuously.
	1. **Methods of Learning Evaluation**

 Example:

 Evaluation of assigned work according to the set project by referring to theory in the students’ field of study and using it as a base of their work.

1. **Interpersonal Skills and Responsibility**
	1. **Interpersonal Skills and Responsibility Needed to be Developed**

Example:

 1) Being able to help and ease problem solving in all situations in group work as leaders or as team workers

 2) Being able to use knowledge to lead the society suitably

 3) Having responsibility for their behavior and group responsibility

 4) Being able to lead in solving personal and group problems including expressing one’s opinions and the opinions of the group suitably

 - Besides the above items, students should be developed in the following areas:

 - Being responsible for their learning development and professional development continuously, realizing their emotional state, learning to work with others, learning techniques of asking for help or asking information for work

 - Being able to work in their assigned position suitably

 - Being brave to express their opinions in their work and duty

 - Being able to develop themselves through self-study, seminar and asking their co-workers

 - Creating good relationship among workers so as to build good working environment.

 **4.2 Process or Activities for the Development of Learning Outcomes**

 1) Creating recreational activities and ice-breaking activities so as to build unity in team work

2) Assigning team work which clearly states the roles of each person

 3) Assigning students to interview others to get the data for development of information technology

1. Having seminar to assign, follow and evaluate work.

 **4.3 Methods of Evaluation of Learning Outcomes**

1) Evaluation through behavior observation and interview of co-workers or related personnel

1. Evaluation from the information that students get form interview
2. Evaluation from students’ participation in expressing ideas and in being accepted by co-workers or related personnel.
3. **Numerical Analysis, Communication and Information Technology Skills**

 **5.1 Numerical Analysis, Communication and Information Technology Skills that Needed to Be Developed**

Example:

 1) Having skills in using necessary instruments in working with computer

 2) Being able to solve problems through the use of mathematical information technology or applied statistics creatively

3) Being able to communicate orally and in writing by using suitable media

1. Being able to use information technology suitably

 Besides the above items, students should be developed in the following areas:

 - Being able to use knowledge in statistics, mathematics and mathematical analysis to solve assigned problems suitably

 - Being able to use technology, instruments, equipments and software in communication to support their work such as in communicating, expressing opinions, cooperating and receiving-submitting work

 - Being able to use technology or internet in searching information in their work

 - Being to communicate by using appropriate language and creating work efficiency.

 **5.2 Process or Activities for Development of Learning Outcomes**

 1) Assigning work needed the skills in mathematics, mathematical analysis and statistics in presentation

 2) Assigning work needed the skills in communication both in Thai and English and both orally and in writing

 3) Assigning work needed the use of technology in problem solving or presentation.

 **5.3 Method of Evaluation of Learning Outcomes**

1) Evaluation of documents presented through using mathematical analysis and information technology

 2) Evaluation of written report such as e-mail

 3) Evaluation of the result of problem solving by considering correctness and appropriateness.

**6. Plan of Distribution of Responsibility of Standardized Evaluation of Learning Outcomes from Curriculum to Course**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ethics and Moral** | **Knowledge** | **Cognitive Skill** | **Interpersonal Skills and Responsibility** | **Numerical Analysis, Communication and Information Technology Skills** |
| **1** | **2** | **3** | **4** | **5** | **1** | **2** | **3** | **4** | **5** | **1** | **2** | **3** | **4** | **1** | **2** | **3** | **4** | **5** | **1** | **2** | **3** | **4** |
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**Part 4: Characteristics and Management**

1. **Course Description of Field Experience**

Example:

 The study of working system and practice in organization in the field of information technology such as software company which develops information technology, consultant company which gives advice the use of information technology for organization so that students can use knowledge in theory to develop integrated information technology and apply it to solve economic problems in real situation of the organization.

**2. Student Activities**

Example:

 Students have to attend field experience continuously to meet the requirement of the course or to meet the set time of the organization they work.

 Students should be prepared in the following areas:

 2.1 Understanding the task, objectives, culture, rules and regulations, and steps of work in the organization.

 2.2 Learning and practicing work with others in the organization.

 2.3 Using theory of information technology and related subjects to apply to work.

 2.4 Practicing problem solving as assigned by using instruments and equipments of the organization**.**

**3. Student Report of Assigned Work**

|  |  |
| --- | --- |
| **Report of Assigned Work** | **Due Date** |
| Plan of problem solving | Week 2 of field experience |
| Result of problem solving  | During field experience as time set |
| Result of design and system development for problem solving | During field experience as time set |
| Result of evaluation of work | During field experience as time set |
| Report of field experience | One week after finishing field experience |

**4. Follow-up of the Results of Learning Outcomes of Students’ Field Experience**

Example:

* 1. Arranging meeting of personnel concerned in field experience, including work advisors and university advisors so that students can present knowledge and experiences obtained from field experience and they can exchange knowledge among themselves.
	2. Instructors suggesting the importance and effects towards behaviors in terms of ethics, morals, interpersonal relationship and responsibility in the future work.
	3. Using students’ evaluation of field experience to discuss so as to be the guide of future field experience.
	4. Supporting students to use problems in field experience as case study or topic for future information technology project.
1. **Duties and Responsibilities of Work Advisors in the Organization in Field Experience**

Example:

* 1. Arranging field experience program and schedule with university advisors.
	2. Suggesting students the rules, regulations, work performance and culture of the organization.
	3. Suggesting students the instruments, equipments, software of the organization that can be used in field experience.
	4. Introducing concerned personnel or co-workers.
	5. Following up progress and evaluating student work in field experience and reporting to the university advisors.
	6. Cooperating and having meeting with university advisors in order to give suggestions for student improvement.
1. **Duties and Responsibilities of University Advisors**

 Example:

* 1. Cooperating and planning field experience with work advisors.
	2. Observing student field experience in the organization.
	3. Giving guidance or suggestion to students so that they have skills in work.
	4. Evaluating field experience.
	5. Revising/improving plans in field experience continuously.

1. **Preparation for Student Guidance and Help**

Example:

7.1 Setting field experience orientation and giving student manual for field experience.

* 1. Setting channel for communication with authorities in case of emergency and help such as providing the telephone numbers and e-mail address of authorities.
	2. Assigning instructors keen on using instruments, equipments or special techniques so as to give advice in problem solving.
1. **Facilities and Supporting Factors Needed from the Organization/Field Experience Workplace**

Example:

* 1. Modern and secure computer system.
	2. Necessary telephone numbers of workplaces.
	3. Instruments, equipments, materials, software and work manuals.
	4. Resources for research or self-study.
	5. Work advisors to give suggestions.
	6. Welfare in field experience.

**Part 5: Planning and Preparation**

1. **Assigning workplace/organization**

Example:

 University advisors select workplace for field experience by considering the following criteria:

* 1. Understanding and supporting field experience as the set objectives
	2. Having safety in terms of location, access to work and good environment
	3. Having legal instruments, technology and software ready for problem solving in field experience
	4. Having work advisors
	5. Having suitable problems for students to work within the given time
	6. Being pleased to accept students for field experience
	7. Cooperating student field experience 4 months in advance in order to set students in work of their interest or students may find out their workplace by themselves but have to be approved by instructors responsible for field experience.
1. **Student Preparation**

Example:

 Arranging student orientation in field experience one week before field experience to explain objectives, expected outcomes from field experience, evaluation, ways of communication, including offering personality orientation, dressing or any additional techniques if needed for field experience.

1. **University Advisor Preparation**

Example:

University advisors in field experience cooperate with the workplaces to get the name and position of work advisors. University advisors set meeting with work advisors and students to explain objectives, expected outcomes from field experience, results of learning outcomes emphasizing the use of instruments, equipments and software in workplace, ways of communication in case of emergency, and give student manual in work and evaluation of field experience.

1. **Work Advisor Preparation**

Example:

Arranging meeting for work advisors and students in order to explain objectives, expected outcomes of field experience, to advise ways of recording students’ work, to give manual for students, and to advise how to evaluate students, including channel of communication with university advisors such as telephone numbers.

1. **Risk Management**

Example:

University instructors evaluate the risk that may occur to the students and to the workplaces such as:

- Risk from location, work environment, travel, etc, by selecting the least risk

 - Risk from work such as when using instruments, equipments, software, etc, by giving orientation of how to use those instruments, how to prevent virus, how to prevent damages to workplace, how to keep secret of workplace and assign students to follow the organizational rules strictly.

**Part 6: Student Evaluation**

1. **Evaluation Criteria**

Example:

Evaluation of student learning outcomes in 5 aspects by using 1-5 scores as follows:

1. = need greatly improvement
2. = need improvement
3. = medium
4. = good

5 = excellent

 Students must have 3.5 average score to pass the criteria of field experience.

1. **Process of Student Evaluation in Field Experience**

Example:

 Evaluation by work advisors and university field experience advisors by using the set criteria of Co-operative Education.

 University advisors summarize the results of field experience and report to the Faculty.

1. **Responsibilities of Work Advisors towards Student Evaluation**

Example:

 Evaluation of student field experience during the work and after finishing according to the curriculum evaluation form.

**4. Responsibilities of University Advisors**

Example:

 Evaluation of student field experience after finishing the work according to the curriculum evaluation form by considering students’ self-evaluation, record of supervision and report of work advisors.

**5. Summary of Different Results**

Chairperson of the curriculum cooperates with workplace in order to understand the evaluation, in case of significant difference there should be a meeting among personnel concerned to summarize the results.

**Part 7: Evaluation and Improvement of Field Experience**

1. **Process of Evaluation of Field Experience**

 **1.1 Student**

 Example:

 Students answer the questionnaire of field experience.

 **1.1.1 Work Advisor**

 Example:

 Work advisors answer the questionnaire of field experience.

* + 1. **University Advisor**

Example:

 University advisors summarize problems and ways of solving problems when supervision.

* + 1. **Others such as the Newly Graduates**

Example:

 Follow-up the progress in work of the newly graduates by surveying or questioning the graduates.

1. **Process of Summary of Evaluation and Plan for Development**

Example:

* 1. University advisors summarize the results of student evaluation of field experience from the evaluation and suggestion of the students, the work advisors, the university advisors and then report it to the instructors responsible and to the head of the curriculum or the head of the course.
	2. University advisors arrange the meeting of the instructors in the curriculum of the course and consider the suggestion for the improvement of field experience in the next year and present them in the annual report of the curriculum.