Project-Based Learning @ Chiang Mai University, Thailand

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Introduction

- Brief History of Our PBL Project
- PBL @ Ten Leading Schools in Chiang Mai
- Highlights of the Activities from Inter-School PBL and Telecollaboration Projects
- Guidelines/ Recommendations
- Challenges
Brief History: Rationale of the Project

• Untouched end users of ICT in education: Students’ direct and effective use of ICT should be explicitly prioritized

• Disconnected capacity building: Trainer-teacher partnership for students’ effective use of ICT needs to be built
Brief History: Objectives

- Build capacity of teachers on ICT-pedagogy integration;
- Design and facilitate student-centered ICT-based activities;
- Strengthen partnership between teachers, (school administrators) and educators and
- Develop the whole school support strategy for local schools and/ or a locally-designed guideline on PBL and ICT pedagogy integration
PBL @ TEN LEADING SCHOOLS IN CHIANG MAI
Our Involvement

• Organizing the Capacity Building Workshop on Project-Based Learning and Telecollaboration during March 14-18, 2011

• Forty teachers from 10 leading schools* in Chiang Mai were selected

• Capacity building for teachers on ICT-pedagogy integration and on designing and facilitating PBL and telecollaboration
Workshop on PBL & Telecollaboration @ CMU
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• Follow-up activities after the Capacity Building Workshop
CMU and Follow-up Activities

• Issued a call-for-proposal as a formal announcement of the PBL and Telecollaboration project to all the participating schools
• Reviewed all submitted PBL proposals
• Selected the schools using the UNESCO guidelines
• Provided participating schools with needed supports including a series of follow-up meetings and workshops
## Meetings/Seminars/Workshops

<table>
<thead>
<tr>
<th>Meetings/ Seminars/Workshops</th>
<th>Institutions/Schools</th>
<th>Date/ Venue</th>
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<tr>
<td>- Seminar on Pedagogical Approaches in Integrating ICT into Teaching and Learning</td>
<td>10 schools participating in the Capacity Building Workshop on PBL and telecollaboration</td>
<td>May 2, 2011</td>
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<td>- Workshop on Using Interactive White Board in Teaching</td>
<td>10 schools participating in the Capacity Building Workshop on PBL and telecollaboration</td>
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<td>- Workshop on Constructionism and gogo board for Learning</td>
<td>- 32 teachers and students from Baan Sankamphaeng School</td>
<td>May 28, 2011</td>
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<td>- Workshop on Using Google Docs and Wikispaces for sharing documents and telecollaboration as well as MovieMaker on how to edit video clips</td>
<td>- 46 Students from CMU Demonstration School and Regina Coeli College</td>
<td>July 4, 2011</td>
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<tr>
<td>- Seminar on ICT Integration</td>
<td>- Administrators and Teachers from Varee Chiangmai School</td>
<td>August 6, 2011</td>
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Meetings/Seminars/Workshops
CMU and Follow-up Activities

• Nominating the Teachers (Projects) to participate in the Regional Seminar
• Developed research tools to examine the project results
• Conducted a follow-up (Research) Study to seek guidelines/recommendations on how to implement project-based learning and telecollaboration in other schools
CMU and Follow-up Activities

• To monitor the progress of action plans developed by the teachers who participated in the project
• To provide support to teachers and/or advise school heads or principals on the relevance of this initiative to the improvement of teaching and learning
• To ensure that schools successfully implement their project-based learning and telecollaboration activities designed during the
• To collect the outputs of their project-based activities and telecollaboration and seek guidelines/recommendations on how to implement project-based learning and telecollaboration in other schools
INTER-SCHOOL PBL & TELECOLLABORATION PROJECTS
Komloy (Hot Air Lantern)
Green KOMLOY for Chiang Mai City by Varee Chiang Mai and Monfort College

• Students joined hands in researching and designing hot-air lanterns that cause minimal impacts to the society

• A variety of the ICT tools were utilized in finding appropriate materials and fuels, and the students then design and build their lanterns

• In building lanterns, certain solutions to alleviate impacts on the society and environment of Chiang Mai province to a certain degree were found.

• The findings were presented to other students and the community.
PBL Process
PBL Process
Telecollaboration
Our Partnership

Innovative Practices in Teaching and Learning: A Regional Seminar
Love Effective Microorganisms Solving Waste from Food by Dara Academy and the Prince Royal’s College

- Students learned to manage food wastes in their school through project-based learning, using EM in solving problems of organic wastes in the school.
- Five skills were applied: problem-solving, technology application, life skill (group work), thinking and communication skills.
- These skills enabled the students to exchange data with students in other schools and create products that are useful in their everyday life (being used at schools and homes).
PBL Process
PBL Process
Our Partnership

Innovative Practices in Teaching and Learning: A Regional Seminar
Visit Chiang Mai Love Chiang Mai by Baan Sankamphaeng and Annubann Chiang Mai

• Students from both schools jointly surveyed waste problems in their school and tourist attractions in their community

• Students analyzed the data and came up with ways to create awareness of causes which led to joint cooperation between schools and the community

• Students took part in garbage management activities such as campaigning the sorting of garbage, garbage reduction
PBL Process
PBL Process
Telecollaboration
Our Partnership
Water Be Better
Regina Coeli and CMU Demonstration School

• The students researched information on water source, water purification process and water management in the school and nearby community

• Students jointly created promotional media to promote effective water consumption in the schools and the community

• People in the two participated schools and community aware of how to consume water effectively which resulted in a decrease amount of water use
PBL Process

Innovative Practices in Teaching and Learning: A Regional Seminar
PBL Process
Telecollaboration
Our Partnership
ICT Tools

ICT Tools being used

• FaceBook
• Google Docs
• Wikispaces
• Microsoft MovieMaker
• Adobe PhotoShop
• GogoBoard (Robot Control SW)
GUIDELINES/RECOMMENDATIONS
EFFECTIVE ICT-PEDAGOGY INTEGRATION

Regional Policy:
UNESCO
Govt. Policy/ Units:
MOE, Educational
Service Area (District...)
Non Govt. Organizations & Local Community

Teachers

• Change Agent/Champions
• Commitment
• Well-designed ICT-Integrated Lesson Plan

Students

• P.D. for both pre and in-service teachers
• Support. (know-how, mentally)
• Follow-up Activities

Schools

• Whole-School Support (know-how, mentally)
• Strong Leadership

Teacher Educational Institutes (TEI)

Strong Partnership

Laohajaratsang, Thanomporn (2011)
Guidelines/ Recommendations

• Strong partnership between schools, TEIs, teachers and other organizations
• Whole school support especially from leaders/ administrators
• P.D programs with Follow-up activities from TEIs
• School Champions/ Change Agents
• A well-designed ICT-Integrated lesson plan
CHALLENGES
Challenges

- Overloaded duty of teachers
- Timeframe of Project Implementation
- ICT readiness
Field Trip: Siam Museum
Rewards/ Incentives
Field Trip: Thailand Knowledge Park (TK Park) @ Central World
Rewards/ Incentives
THANK YOU!

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