

THE DEVELOPMENT OF TEACHING AND LEARNING MANAGEMENT IN GENERAL EDUCATION COURSE: COMPULSORY SUBJECT

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The purpose of this research was to develop the Teaching and Learning Management in General Education Course of Compulsory Subject by focusing on the development of teaching and learning management and improving the teaching and learning management process. Data were collected using questionnaires by asking for cooperation from the course assistants of the sample group, publicize and inform students to cooperate for doing online questionnaire for evaluating satisfaction in the teaching and learning management of general education courses in compulsory subject, total sample of 749 students. The data analysis used percentage, average, standard deviation and content analysis. The results of the research are as follows; 1) Teaching and learning management of general education courses in 7 compulsory subjects have a similar learning and teaching model for each subject. But the grades are different according to the context and content of each course. It can be defined as the management strategy of the general education department in 4 areas that are in accordance with the policy and philosophy of general education and meet the needs of the students under the university context, 2) From the analysis of the data obtained from the evaluation form found that there are suggestions to improve the operational process of teaching and learning management in the general education courses of compulsory subjects which can be used as a guideline in formulating both compulsory and elective courses in the same direction systematically and emphasizing the learning skills of learners that can lead Knowledge to be applied in daily life, and 3) The result of satisfaction assessment with the teaching and learning administration Compulsory courses found that they were satisfied with the teaching and learning management of general education courses in compulsory subjects in overall at the highest level, with an average of 4.24 (S.D. = 0.68).

Keywords: Compulsory Subject, General Education, Teaching and Learning Management

Introduction

The changing context of the world plays an important role in ensuring that general education needs to be changed as appropriate for the global context. The main goal of general education is to make humans a good person and a perfect human being and able to live in a changing social environment. The method of teaching and learning in the general education department to be successful depends on the main factor which is the understanding of the general education. With the mission of higher education and learning development in the next decade, there are many important things to do such as the grouping of subjects must be consistent with the current situation, open the area for professional organizations to come to discuss to help find ways to the combination of general education courses. The evaluation and teaching should be used in a variety of ways to achieve the development process of

learners and teachers. Providing general education to drive concrete, there should be a central organization or space for people to work together. There are 2 key success factors in general education that are social level which is the building of a peaceful society and is the ultimate goal, and the graduate level is that graduates are able to make life plans for professional career and have a balanced life.

From the past, the general education department has a number of problems and obstacles that need to be resolved in order to achieve the goal of developing the characteristics of bachelor's degree graduates to achieve the expected results in accordance with the standard qualifications framework of the National Tertiary Education (TQF: HED). The policy-related issues of general education do not have a common direction or clear issue and cannot produce graduates to meet the needs of entrepreneurs.

The problems that arise are 1) The problems of teaching and learning management which are not in line with general educational concepts. There are 4 main components which are instructors, learners, teaching methods and the context / atmosphere of teaching and learning management 2) Management problems that still lack support from administrators. 3) The management problems that still lack the support from the management, and still lack the support from the top executives who see the importance of general education and 4) Problems of educational evaluation and quality assurance of general education programs according to the National Qualifications Framework for Higher Education (TQF: HEd), which results in the general education department having its own standard of learning outcomes because teaching and learning is different from that of specialized subjects. 5) Problems and oversight roles of the office of the Higher Education Commission, and 6) Problems and recommendations for the standard curriculum of the Bachelor degree program 2005.

The School of General Education is responsible for the teaching and learning of general education courses, with 30 credits, totaling 11 courses, divided into 3 groups of subjects, and divided into 7 compulsory courses and 4 elective courses in the semester 2/2018. Teaching in a large group, the Bureau of General Education therefore realize the importance of the development of teaching and learning in general education in order to comply with standards and policies assigned. Which will be a part in enhancing the teaching quality, the research therefore conducted research on the development project of the teaching and learning management of general education courses in compulsory courses This is to find guidelines and suggestions for improving the operational process of teaching and learning management in the general education department in compulsory courses.

Literature review

Study guidelines

Focusing on education and development of the teaching and learning management of the general education department, compulsory courses consist of courses from 3 groups of subjects, Language courses includes GEL0101 Use of Thai language, GEL0102 English for communication and search, and GEL0103 English for communication and learning skills. Group of Humanities and Social Sciences, the course includes GEH0101 Aesthetics and Life, GEH0102 Thai Society in a Global Context. Group of Science and Mathematics includes GES0101 Information Technology for Communication and Learning, and GES0102 Science and Technology and Quality of Life.

Concepts and theories involved in this research include

1. Learning Management - System Learning Management System or LMS is an e-learning management system to manage the use of courseware in various courses between teachers (Instructors), Learners, registrar and administrator in order to design a system that is a software that manages the teaching and learning via the web. The system consists of convenient tools such as the program that monitors the use of lessons, content, activities, class schedule, electronic postage, chat rooms, question-and-answer boards, and tests. An important element is the recording of student activity data on the system so that teachers can analyze, monitor and evaluate the teaching effectively.

2. Learning management process - Nowadays, many educational institutions add courses that can organize learning processes to develop people to master skills by using the subject name of independent study. It also known as IS, which is a course curriculum that has a subject matter created by educational institutions. Students can choose to study subjects according to their interests, needs, and differences between individuals. There are 3 parts to learning management which are 1) IS1 - Self-study and knowledge creation. In this course, students will be developed to learn to select issues, make assumptions, search for knowledge from various sources, practice skills in analysis, synthesis and knowledge building for oneself. 2) IS2 - Communication and presentation. It is continuous learning from the first subject. The learners use what they have studied from IS1 to write a report or academic document and present to communicate and transfer the knowledge they have studied to others to understand, and 3) IS3 - Introduction knowledge to social service is the application of knowledge to social service that have been learned from IS1 and IS2 courses are applied and beneficial to society.

3. Active Learning is a learning and teaching process which is learning through practice or action. The "knowledge" that occurs is knowledge gained from experience and the process of organizing learning activities that requires learners to have the opportunity to do more than just listen. Activities must be organized for learners to learn by reading, writing, responding, and problem analysis, and allowing students to use advanced thinking processes such as analysis, synthesis, and evaluation.

4. New learning management in the 21st century style (The 21st Century Learning) - In the 21st century, Bloom's Taxonomy of Learning will change to focus on higher order learning skills. Only evaluating skills can be replaced by the ability to use new knowledge in a creative way. In the past, students go to school to take the time to study various courses to receive grades and to graduate. But nowadays there are new, different phenomena, such as teaching and learning that helps students prepare for life in the real world, focusing on lifelong learning through teaching methods. In addition, it encourages and motivates learners to be resourceful, who continue to search for knowledge even after graduating.

From the study of concepts and theories involved in research can be summarized as in the Figure 1.

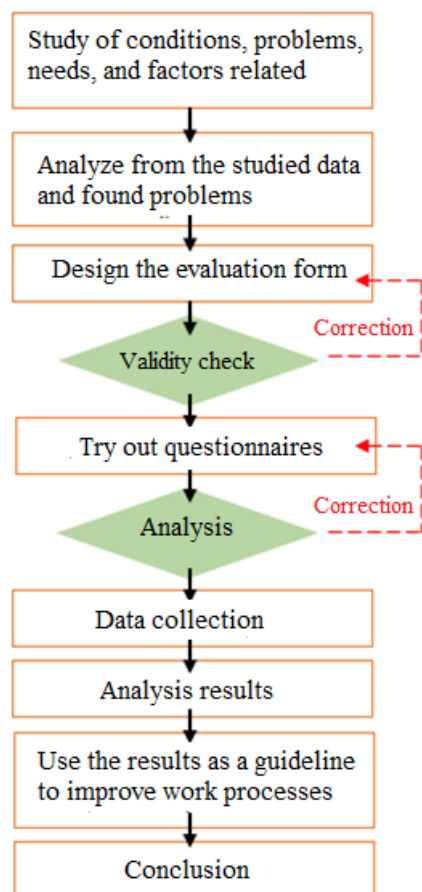


Figure 1 - Conceptual framework and research guidelines

Educational process and procedures

This research has 3 methods of conducting research as follows.

Step 1: Study of conditions, problems, needs, and factors related to teaching and learning management the general education which consists of 5 parts as follows: 1) Course Management. The user group is divided into 3 levels that are learners. Instructors and administrators / Administrators which can log in from anywhere at any time via the Internet network. The system can support an unlimited number of users and lessons and can support the full use of Thai language. 2) Content Management System consists of tools to help create content. The system works well with text-based lessons and streaming media formats. 3) Test and Evaluation System with the test library system by random sampling test. The system can test the timing of the exam and examination automatically with answers, reporting statistics, scores and student attendance statistics. 4) Course Tools consists of various tools used to communicate between learners and teachers, and learners and learners, such as websites, e-learning courses, and various multimedia media, which can store these data. 5) Data Management System consists of file and folder management systems. The instructor has

space to store his or her own lesson data, which has space as designated by the system administrator.

Step 2: Development and improvement of the instructional management model for the general education program in compulsory courses. The study of the conditions, problems, needs and factors related to the instructional management of the general education department can use the information to analyze and design the teaching and learning management model for the general education department. Mandatory courses are divided into 4 areas which are 1) curriculum management plan, 2) plan to improve teaching and learning management, 3) plan for media and innovation improvement, and 4) proactive public relations plan.

Step 3: Evaluation of the instructional management model for the general education program in compulsory courses, namely the administrators Instructors, teaching assistants, staff related to teaching and learning, and students enrolled in general education courses in compulsory subjects, 7 subjects. Data analysis was done by finding the percentage, average, standard deviation. Appropriate formats, feasibility and overall satisfaction must be average ≥ 3.51 .

Methodology

The study of the Development of Information Systems for Meetings, the Office of General Education and Innovative Electronic Learning, Suan Sunandha Rajabhat University, conducted an evaluation of the satisfaction of users in Information Systems for Meetings who are personnel of the Office of General Education and Electronic Learning Innovation, Suan Sunandha Rajabhat University, which consisted of 31 participants. For the efficiency of the information system for meeting, the sample consisted of 3 experts evaluating the efficiency of the system. A questionnaire was constructed with Likert five scales to investigate the satisfaction of personnel of the Office of General Education and Electronic Learning Innovation, Suan Sunandha Rajabhat University. The simple random sampling technique was performed to obtain a sample group. Descriptive statistics utilized in this research including percentage, mean, and standard deviation.

Conclusions

Result and discussion

From the study of the problems, needs and factors related to the instructional management of the general education course, the study results are as follows:

1. The condition of the teaching and learning management of the general education course. The Office of General Education recognizes the importance of the development of teaching and learning in general education in order to comply with the standards and policies that are assigned as part of raising the quality of teaching and learning. The teaching and learning style is divided into 2 parts which are 1) Classroom instruction that require teaching and learning in class 8 times, with special lectures from speakers or experts with direct experience in transferring knowledge to learners according to the learning objectives of that course, and 2) Learning through the e-learning system of each course in order to review and do exercises by having an examination to assess the knowledge via the online examination system. The score criteria are divided into 50 points for midterm exam and 50 points for final exam.

2. Problems with the teaching and learning management of the general education course found that teaching and learning is in a large group, with a large number of students enrolled, therefore it is difficult to manage teaching and learning. Particularly compulsory courses in general education courses that are important to undergraduate, students must have grades in all 3 subjects, totaling 7 courses.

3. The need for teaching and learning management of the general education course found that the learners want the Bureau to change the teaching and learning style which should focus on class activities that have more interaction between teachers and students. The activities should be interesting and interesting according to the age and context of the learners. As well as scoring changes that should have activity points in addition to the knowledge examination only.

4. Factors related to the instructional management of the general education course found that the teaching and learning in the general education course is the teaching and learning for the undergraduate students of all faculties and branches which is different in each science, so it is difficult to design teaching and learning activities that will cover every science. In addition, communicating information and information to the learners thoroughly, promptly, and in a relatively timely manner may cause the student to be unable to attend the school schedule due to necessary changes in sometimes. Including the teaching and learning in language groups that have academic performance or the number of students who do not pass the criteria or the study suspension is greater than other subjects.

From the research of the development and improvement of the instructional management model in the general education in compulsory courses, it recognizes the importance of improving operational processes, improving operational processes in administration and teaching, which divided into 4 areas, as shown in Figure 2.

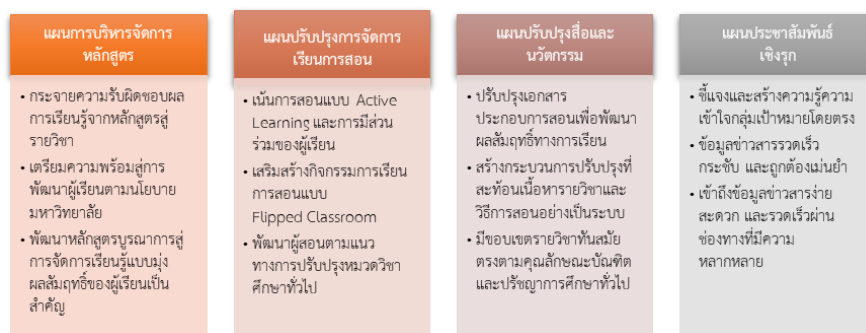


Figure 2 - The framework of the teaching and learning management of the general education course

In summary, the satisfaction assessment towards the instructional management of the general education course in the compulsory subject was found that the sample group had the highest level of satisfaction in overall with the average value of 4.24 (S.D. = 0.68). The data analysis in every step is used to find the percentage, average, standard deviation and content analysis as follows. There is a review of the teaching and learning process to guide the management improvement. Teaching and learning according to the curriculum structure was at the highest level with the average value of 4.35 (S.D. = 0.70). There was a knowledge and understanding of teaching and learning management at a high level with the average value of

4.06 (S.D. = 0.75). The framework and guidelines for driving the work are at a high level with the average value of 4.12 (S.D. = 0.93). There was an improvement in the appropriate teaching and learning style according to the curriculum structure at the highest level with the average value of 4.47 (S.D. = 0.62). The department assignment and teaching and learning management style are clearly defined at the highest level with the average value of 4.24 (S.D. = 0.75). In addition, the teaching examination documents and learning media were in accordance with the course descriptions according to the quality of education at the highest level with the average value of 4.47 (S.D. = 0.62).

Suggestions for teaching and learning management are that student-centered must be and the instructor must have a plan to manage the teaching and practice to achieve quality. There should be a variety of media and collaboration between teachers and students. Tools for measuring and evaluation should be developed and scoring criteria should be adjusted. The curriculum should be improved with modern content or teaching styles according to the needs of learners and society. In addition, there should be seminars, workshops, media development and thinking processes according to the professional standards.

Conclusions

From the research, studies and data analysis are available until this research framework can be determined. The research results can be summarized as follows.

1. A review of the curriculum administration of the general education program from the old management guidelines and forms at the Office of General Education which is being implemented in accordance with the revised curriculum structure of the year 2017, based on the analysis and conclusion of the research able to summarize important issues that need to be changed in the form / method of operation and guidelines for teaching and learning management. The results of the study can determine the development guidelines for the teaching and learning management of general education courses in compulsory courses and also guidelines for the quality of teaching and learning management in the next academic year.

2. According to the suggestions for the improvement of the operational process of teaching and learning management in the general education program in compulsory courses, the knowledge gained from work experience can be transcribed. The application of knowledge has been exchanged and extracted into knowledge obtained for the benefit and ways to improve the work process of personnel in various departments. This is in order to be able to carry out tasks that are assigned to achieve the goals set by each workload and have a clear operational process, including the ability to transfer and exchange knowledge to colleagues.

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FINANCING EDUCATION: AN OVERVIEW OF EDUCATION IN SIERRA LEONE

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Education is the strongest pillar for the development of any nation. So also, education is one of the profound problems of many developing countries like Sierra Leone. Educational system provide a step by step knowledge to the young children according to their developmental stages. Every nation therefore gives priority for the promotion of education country wide. The challenge faced by Sierra Leone is not only restricted to the lack of budget for the education sector but is significantly linked with the way public financing is planned, managed and monitored. In brief, this paper is an overview of the government financing of Education in Sierra Leone.

The paper starts by giving an understanding of Educational Background, Education Systems, and the Structure of Education in Sierra Leone. For clarity of the subject of Financing Education, a review of knowledge catalogues in brief the colonial legacy, relevant of public financing, Resources Management in schools and colleges in Sierra Leone. The paper made a brief flash back analysis of key education sector plans on education in the previous years. For better understanding, the paper then figures out the implication of financing Education, Government spending in Education, household contribution of funding Education, External donors to education, and flow of Resources in schools in Sierra Leone.

Keywords: Financing, Education, Resources