**Upgrades to TUL555 Educational Center Development Course**

|  |  |  |
| --- | --- | --- |
| Improvements | Done | Affirmations |
| 2013 |  |  |
| Make folders for each week | made, check titles |  |
| Make index page for each week | done |  |
| Link index page to master menu | done |  |
| Link index page to forums and assignments | done |  |
| Correct the Course Outcomes and discuss with students | done |  |
| Develop the Theology Section | done |  |
| Develop the Childhood Development Section | Done, still needs improvement |  |
| Add the course evaluation | Done |  |
| Test Adobe Connect and Google Hangout | Neither worked, use VSee |  |
| **From review of 2014** |  |  |
| Develop the template for progressions | Attempted, To Do Again |  |
| Review the course Evaluations from previous year | done |  |
| Add in section on educational philosophies | done |  |
| Expand on various Christian Educational Approaches | Added article |  |
| Decrease hours in course from 160 to 120 | Deleted 20 in internship, reduced some assignments and reading. |  |
|  |  |  |
| **2015**  |  |  |
| Delete extra texts | Done |  |
| Link forum better with class presentations | Attempted 29/12/15, review next year in each class |  |
| Include a cultural phrase in the objectives | Not able to change till next review.  | Major affirmation of learning paradigms |
| Add a section as to how to culturally ask about funding/finances in a local school. Most are reluctant to make this known | Added some comments in Project 4 |  |
| Change peer grading so it is anonymous, and consistent. It was reviewed by professor but she did not seem aware of this. | Deleted peer grading. Too complicated to make consistent |  |
| Extend Tooley across the course not just one session | How to do?  |  |
| Put school ethnography and presentation earlier in course across sites, with pictures, questions, about who, what ,when, how, surface observations as presentation to class | done |  |
| Delete Early Childhood Environment rating scale | Done |  |
|  |  | Affirmation by several of the integration of theology and theories of education. Well done |
|  |  | Affirmation by all of the entrepreneurial skills |
| Improve the storytelling element in project 3 | Added |  |
| Increase testing of readings. More reading on TVET |  | Time by students was about right, but they spent less time on readings. 130+, 140, 145, 120, 165, 128, 108, 150 But too little on readings |
| Manila videos not good quality. Need to delete or upgrade quality. But another student loved it. Get a video from each site. | To be done during course |  |
| Shift course topics to integrate a more cumulative approach from ethnographic project, teacher recruitment/training at the beginning | Added ethnographic presentation into internship assignment |  |
| Improve forum | Some improvements. Review again during course |  |
| Drop the PAS categories – covered in Entrepreneurship course. Too much emphasis on evaluation and not enough on educational theory |  |  |
|  |  | Theology ranged from 20-30% |
| Add TED talk |  |  |
| Some studetns did not buy the books as they were not online. One student did not fix computer so as to use the video with VSee and criticised | Nothing to do.  |  |
|  |  | Guest lecturers and videos appreciated |
| Students consistently did not do the other readings. | Mandate presnetations on readings in forums. Google doc added | Tooleys book excellent.  |
| Decrease theology in assignments.  | Review |  |
| Forum and assignment descriptions too long | Nothing |  |
| No more than one forum per week | done |  |
| Tooleys downgrading public schools not appropriate for Thai context. | nothing |  |
| Too many projects in course and assignments difficult to understand, Some had heavy work and little grade and vice versa | Discuss with class |  |
| Processes paper was too complicated at end of course | Deleted the review. Smaller class makes simpler |  |
|  |  | Vocational training content was valued |
|  |  | Provided stage for learning that educational initiatives can be started up.  |
|  |  | Readings were global in scope |
|  |  | Presentations from global locations enabled understanding of the global conversation |
| Use videos from several sites | Ask from studetns | Presentaiton from Amanda on TVET opened topic. |
| Sakai is frustrating because when something is updated in one place it may exist elsewhere.  | Delete projects on main menu. Take links form forum to assignments |  |
| Increase material on theorists and give a test on this topic | Increase tVET theoryTest on theorists |  |
|  |  | The internship as the centre of learning affirmed by all. E.g. Learned of the assets that the poor bring |
| Add in an area of student home life or partnership of students with schools | Done, proj 4 |  |
|  |  | Entrepreneurial leadership principles were used to train teachers |
| Add Yosso’s cultural capital paper to course.  | Added |  |