



COURSE OUTLINE

Name of Institution Rangsit University
College Suryadhep Teachers College

Part 1 Course Particulars

1.1 Program Title	Master of Education in Bilingual Education
1.2 Degree Awarded	Master of Education (Bilingual Education) M.Ed. (Bilingual Education)
1.3 Course Code and Title	MBE 610 Curriculum Design and Teaching Methods for Bilingual Teachers
1.4 No. of Credits	3 credits 3 (2-2-5)
1.5 Program and Major	Master of Education in Bilingual Education
1.6 Lecturers Responsible for the Course	Assistant Professor Dr. Anchalee Chayanuvat
1.7 Semester	Semester 2/Academic Year 2024 (January-May 2025)
1.8 Pre-requisite Course	None
1.9 Co-requisite Course	None
1.10 Class Location	Room 612 Floor 6 Building 3 Rangsit University
1.11 Latest Date of Course Modification	31 October 2024

Part 2 Course Objectives and Improvement Purposes

1. Course Objectives

At the end of the course, students are expected to be able to:

- Realize the role of curriculum in education
- Explain the commonly known concepts and stages of curriculum
- Share their learning experiences through the various styles of curriculum designs
- Identify curriculum designs that promote learning outcomes relevant to 21st Century learners
- Explain the current trends of curriculum designs and the rationales behind each
- Discuss methods of teaching that focus on student-centred learning

- Design a simple curriculum of individual interest that serves the purposes of the designer/course teacher
- Present hands-on experience of curriculum design for a Bilingual English classroom

2. Purposes of Improving the Course

This course is designed to cope with the curriculum trends and current practices which keep developing and changing, especially when digital technology becomes an essential element of the curriculum with the learning outcomes are the major focus. Therefore, it is important to add new trends that have come up in course designs and teaching methods.

Part 3 Course Description and Hours of Study

1. Course Description

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MBE 610 Curriculum Designs and Teaching Methods for Bilingual Teachers **3 (2-2-5)**

Study of curriculum designs that promote learning outcomes relevant to 21st Century learners, methods of teaching that focus on student-centred learning, training and hands-on experience of teaching in a bilingual and English classroom, content and language integrated learning.

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2. Number of Hours per Semester

Lecture (Hours)	Practice (Hours)	Field Work/ Cooperative Education (Hours)	Self-study (Hours)
30	30	--	60

3. Number of Hours per Semester for Individual Consultation

- 3 hours per student based on request after class



Part 4 Lesson Planning and Evaluation

1. Lesson Plans

Module/Date	Details of the Lessons	No. of Hours	Class Activities and Materials	Lecturer
Module 1 15 February 2025	<p>♦ MODULE 1 Introduction to the Course</p> <p>--Getting to know the students and the lecturer --How the course should be approached</p> <p>♦ Exploring Students' Prior Knowledge</p> <ul style="list-style-type: none"> • Preliminary Checklist 1 (General Understanding of the Concept of Curriculum and Related Factors) • Group sharing experiences based on learning through the various styles of curriculum designs • Keywords related to Curriculum Development • Concepts and stages of curriculum ==Curriculum Design ==Curriculum Implementation ==Curriculum Evaluation • Some models proposed by well-known curriculum experts in the past <ul style="list-style-type: none"> ○ The Tyler Model ○ The Taba Model ○ The Saylor and Alexander Model 	9	<p>Activities</p> <ul style="list-style-type: none"> • Lecture • Group discussion • Individual Exercises <p>Assessment</p> <ul style="list-style-type: none"> • Students' Assignments <p>Materials</p> <ul style="list-style-type: none"> • Power Points • Worksheets 	Asst. Prof. Dr. Anchalee Chayanuvat

	Assignment 1: Write a Personal Reflection on “Curriculum” (10 points).			
2 16 February 2025	<p>◆ MODULE 2 Curriculum Designs that promote the learning outcomes relevant to 21st Century learners</p> <p>◆ <i>Learning and Teaching</i></p> <p>-- <i>Preliminary Checklist II</i> --The significance of learning --The differences between teaching and learning</p> <p>◆ <i>The Learning Outcomes</i> --Definitions of “Learning Outcomes” --The learning outcomes of the 21st Century</p> <ul style="list-style-type: none"> ○ <i>What are they?</i> ○ <i>Why are these outcomes appropriate for the 21st Century?</i> ○ <i>Any others?</i> ○ <i>Can you suggest your list of learning outcomes for your students</i> <p>◆ <i>Curriculum designs that lead to the expected learning outcomes</i></p> <ul style="list-style-type: none"> ○ <i>The Traditional Design</i> ○ <i>OLE (Objective—Learning—Evaluation)</i> ○ <i>The Backward Design</i> ○ <i>Outcome-based learning</i> ○ <i>Blended Learning</i> ○ <i>Flipped Learning</i> ○ <i>Brain-based learning</i> ○ <i>Project-based Learning</i> ○ <i>Problem-based Learning</i> 	9	<p>Activities</p> <ul style="list-style-type: none"> • Lecture • Group discussion • Individual Exercises <p>Assessment</p> <ul style="list-style-type: none"> • Students’ Assignments <p>Materials</p> <ul style="list-style-type: none"> • Power Points • Worksheets 	Asst. Prof. Dr. Anchalee Chayanuvat

	<ul style="list-style-type: none"> ○ <i>Experiential learning</i> ○ <i>Content Language Integrated Learning</i> <p>Assignment 2 Which type is curriculum design do you prefer? Why? (10 points)</p>			
3 22 February 2025	<p>◆ MODULE 3 Methods of Teaching and Theories of Learning</p> <p>--<i>Preliminary Checklist III</i> --Keywords of the field of teaching and learning --Drawing from your own teaching and learning experience --Principles and methodologies in Language teaching and learning</p> <ul style="list-style-type: none"> ○ <i>Teacher-directed Learning</i> ○ <i>Student-centered Approach</i> <p>◆ Some Common Methods in Language Teaching</p> <ul style="list-style-type: none"> ○ <i>The Grammar-Translation Method</i> ○ <i>The Direct Method</i> ○ <i>The Audio-Lingual Method</i> ○ <i>The Silent Way</i> ○ <i>Desuggestopedia</i> ○ <i>Community Language Teaching</i> ○ <i>Total Physical Response</i> ○ <i>Communicative Language Teaching</i> ○ <i>Content-based, Task-based and Participative Approaches</i> ○ <i>Learning Strategy Training, Cooperative learning and Multiple Intelligences</i> <p>Assignment 3 Write a Personal Reflection on “Problem-based Learning” (10 points).</p>	9	<p>Activities</p> <ul style="list-style-type: none"> ● Lecture ● Discussion ● Individual exercises <p>Assessment</p> <ul style="list-style-type: none"> ● Pre-test & Post test ● Students’ Reflection ● Students’ Assignment <p>Materials</p> <ul style="list-style-type: none"> ● Power Points ● Journal Articles ● Excerpts from Textbooks 	Asst. Prof. Dr. Anchalee Chayanuvat

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Module 4 23 February 2025	<p>◆ MODULE 4 Learning to Design a Curriculum</p> <p>--<i>Preliminary Checklist IV</i></p> <p>◆ Special Needs Education --Teaching Students with Special Needs --Experience sharing</p> <p>◆ Designing Online Courses --The Theories --Experience sharing</p> <p>Assignment 4 Write an essay of not more than 2 A-4 pages in length to explain: 1) Why do we need to design a student-centered approach curriculum for our students in this century? 2) What are the factors that influence your thought and decision? Explain as clearly as possible (10 points).</p>	9	<p>Activities</p> <ul style="list-style-type: none"> • Lecture • Group Work • Discussion <p>Assessment</p> <ul style="list-style-type: none"> • Pre-test & Post test • Student's Assignment <p>Materials</p> <ul style="list-style-type: none"> • Power Points 	
5 1 March 2025	<p>◆ MODULE 5 Individual Presentations</p> <p>--Presentation of individual concept papers (Presenters are given 10-15 minutes to explain their designs.</p>	9	<p>Activities</p> <ul style="list-style-type: none"> • Presentations and Discussion <p>Assessment</p> <ul style="list-style-type: none"> • Presentations by Power Points Written Papers 	

2. Plan of Measurement

Methods of Assessment	Week	Proportion
• Assignment 1	Week 1	10%
• Assignment 2	Week 2	10%

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• Assignment 3	Week 3	10%
• Assignment 4	Week 4	10%
• Assessment of Class Participation	Every Week	10% (2 points for each module)
• Oral Presentations of Individual Students' Course Designs	Week 5	20%
• Individual Students' Course Designs (Written Paper)	Week 5	30%
TOTAL ASSESSMENT SCORE	All Lessons	100%

- The scores obtained by each student will be turned into a grade based on the following criteria.

GRADING CRITERIA

A	=	80-100
B+	=	75-79
B	=	70-74
C+	=	65-69
C	=	60-64
D+	=	55-59
D	=	50-54
F	=	0-49

Part 5

List of Reading

1. Recommended Books for Reading

David, N. (1988). *Syllabus Design*, Hong Kong: Oxford University Press.

Fullan, M., Quinn, J. and McEachen, J. (2018). *Deep Learning*. Corwin: Canada.

Karpov, Y. V. (2014). *Vygotsky for Educators*. Cambridge University Press: USA.

Ornstein, A.C., Pajak E.F. and Ornstein, S. B. (?). *Contemporary Issues in Education*. United States of America: Pearson Education, Inc.

Stipek, D. (2002). *Motivation to Learn Integrating Theory and Practice*. Allyn and Bacon.

Porter, L. R. (2004). *Developing an Online Curriculum-Technologies and Techniques*, United States of America: Idea Group Inc.

Schiro, M.S. (2013). *Curriculum Theory: Conflicting and Enduring Concerns*. United States of America: Sage Publications, Inc.

2. Others

The Internet

Rangsit Library Databases such as Education Complete, Science Direct and ProQuests

