

**Course Syllabus**  
**MBMB 522 Apprentice Teaching (M.Sc.)**  
**Academic Year 20XX**

**Course ID and Title:** MBMB 522 Apprentice Teaching (M.Sc.)  
ชมชม ๕๒๒ การฝึกสอนสำหรับนักศึกษาระดับปริญญาโท

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1. XXX XXX

Email: [XXX](mailto:XXX)

**Credits:** 1 (0–2–1)

**Curriculum:** Master of Science Program in **Molecular and Integrative Biosciences**  
(Elective course)

**Semester:** **X<sup>XX</sup>** Semester

### Pre-Requisites:

None.

### Course Learning Outcomes (CLOs):

By the end of the course, student should be able to:

1. Visualize the entire teaching or training procedure (**Knowledge**).
2. Develop teaching/training skills through actual teaching practice in an MB workshop (**Skills**).
3. Maintain professional ethics and integrity when performing a teaching/training role (**Ethics**).
4. Demonstrate proper trainer's characteristics with a good service mind to their trainees (**Characters**).

### Alignment of Teaching and Assessment Methods to Course Learning Outcomes:

Course Learning Outcomes	Teaching Method	Assessment Method
1. Visualize the entire teaching or training procedure ( <b>Knowledge</b> – Aligned with <b>PLO1</b> ).	1. Overview / tutorials 2. Experience sharing 3. Discussion	1. Discussion performance 2. Assignment
2. Develop teaching/training skills through actual teaching	1. Overview / tutorials 2. Experience sharing	1. Teaching/training performance 2. Feedback from trainees

Course Learning Outcomes	Teaching Method	Assessment Method
practice in an MB workshop ( <b>Skills</b> – Aligned with <b>PLO2</b> ).	3. Teaching practice (in a real MB workshop)	
3. Maintain professional ethics and integrity when performing a teaching/training role ( <b>Ethics</b> – Aligned with <b>PLO3</b> ).	1. Overview / tutorials 2. Experience sharing 3. Teaching practice (in a real MB workshop)	1. Teaching/training ethics evaluation (observation during teaching practice) 2. Feedback from trainees 3. Self-reflection
4. Demonstrate proper trainer's characteristics with a good service mind to their trainees ( <b>Characters</b> – Aligned with <b>PLO4</b> ).	1. Overview / tutorials 2. Experience sharing 3. Teaching practice (in a real MB workshop)	1. Personality* 2. Responsibility* 3. Punctuality* 4. Feedback from trainees 5. Self-reflection (*observation during teaching practice)

**Course Description:**

Teaching and Training Procedure; Teaching Plan Preparation; Teaching Materials Preparation; Teaching Practice; Workshop Organization

(in Thai) กระบวนการสอนและการฝึกอบรม การเตรียมแผนการสอน การเตรียมสื่อการสอน การฝึกสอน การจัดการอบรมเชิงปฏิบัติการ

**Course objectives and learning format:**

- To provide students the opportunity to be a teaching assistant (TA) in an MB workshop (Typically, MB run more than 15 workshops all year round).
- To develop students' teaching/training skills required for their future careers.
- To help students picturize how to set up and organize a workshop from scratch that would help students who might need to do a similar thing in their future careers.
- After enrolling this course, the schedule and key information of all MB workshops will be provided to students in order to let them choose a workshop they would like to be a TA for. Then, the workshop head (one of our MB teaching staff) will contact students to give them a guide/mentorship/demonstration of how to set up, plan, organize, and run a workshop. TA students will be assigned to help prepare teaching materials and teach a group of workshop participants. After the workshop, students will have a session for their reflections and share their teaching experience with other TA students (in the same or from different workshops).

**Course Schedule:**

**Date/Time/Place: Any (flexible), depending on appointment made between the instructor and student(s) in a selected MB workshop.**

	<b>Topic</b>	<b>Class Activity/Teaching Methods/Media</b>	<b>Time</b>	<b>Instructors and Assistants</b>
1	Orientation and Tutorials	<ul style="list-style-type: none"> <li>Introduce the course and all MB workshops so that students can explore and select one of those that they would like to participate as a teaching assistant (TA)</li> </ul>	3 hours	Course coordinator
2	Workshop (Teaching/Training) Planning	<ul style="list-style-type: none"> <li>Demonstrate/discuss how to make a plan/outline for a workshop</li> </ul>	Before running a workshop	Selected MB teaching staff
3	Workshop (Teaching/Training) Content Preparation	<ul style="list-style-type: none"> <li>Demonstrate/discuss how to prepare content for a workshop</li> </ul>	Before running a workshop	Selected MB teaching staff
4	Workshop (Teaching/Training) Material Preparation	<ul style="list-style-type: none"> <li>Demonstrate/discuss how to prepare materials (chemicals/reagents/equipment) for a workshop</li> </ul>	Before running a workshop	Selected MB teaching staff
5	Workshop Briefing and Run-through	<ul style="list-style-type: none"> <li>Demonstrate/discuss/mock up a workshop for students to get a feel for teaching/training workshop participants.</li> </ul>	Before running a workshop	Selected MB teaching staff
6	Running a real workshop	<ul style="list-style-type: none"> <li>Allow students to teach/train participants (in their assigned group) in a real workshop.</li> </ul>	3-5 days	Selected MB teaching staff
7	Self-Reflection and Course Evaluation	<ul style="list-style-type: none"> <li>Play the pre-recorded video clips for online teaching (by Ph.D. students) and let the whole class give some feedback.</li> <li>Wrap-up</li> <li>Self-reflection and sharing with the whole class</li> <li>Course evaluation and suggestions</li> </ul>	3 hours	Course coordinator

**Assessment Criteria:**

	<b>Assessment Criteria</b>	<b>Description (in Details)</b>	<b>Scoring Rubric</b>
1	<b>Teaching Performance (40%)</b>	<ul style="list-style-type: none"> <li>Explanation (10%)</li> <li>Demonstration (10%)</li> <li>Instructions (10%)</li> <li>Management (10%)</li> </ul>	<ul style="list-style-type: none"> <li>Outstanding (4)</li> <li>Good (3)</li> <li>Fair (2)</li> <li>Need to be improved (1)</li> </ul>
2	<b>Personality (20%)</b>	<ul style="list-style-type: none"> <li>Enthusiasm in teaching/training (10%)</li> <li>Service mind (10%)</li> </ul>	<ul style="list-style-type: none"> <li>Active (4)</li> <li>Fairly active (2-3)</li> <li>Inactive (1)</li> </ul>

Assessment Criteria		Description (in Details)	Scoring Rubric
3	Responsibility (10%)		<ul style="list-style-type: none"> <li>Active (4)</li> <li>Fairly active (2-3)</li> <li>Inactive (1)</li> </ul>
3	Punctuality (10%)		<ul style="list-style-type: none"> <li>Early (4)</li> <li>On-time (3)</li> <li>Late (1-2)</li> <li>Absent (0)</li> </ul>
4	Reflection (20%)	Participation and responsive performance (5%)	<ul style="list-style-type: none"> <li>Active (4)</li> <li>Fairly active (2-3)</li> <li>Inactive (1)</li> </ul>
		Professional and interpersonal skills (responsibility, teamwork, and leadership) (5%)	<ul style="list-style-type: none"> <li>Active (4)</li> <li>Fairly active (2-3)</li> <li>Inactive (1)</li> </ul>
		Creative and high-order thinking skills (10%)	<ul style="list-style-type: none"> <li>Highly expressed (4)</li> <li>Fairly expressed (2-3)</li> <li>Not shown (1)</li> </ul>

Student's achievement will be graded using symbols: A, B+, B, C+, C, D+, D or F, based on the criteria as follows:

Percentage	Grade	Description
80–100	A	Excellent
75–79	B+	Very Good
70–74	B	Good
65–69	C+	Fairly Good
60–64	C	Fair
55–59	D+	Poor
50–54	D	Very Poor
0–49	F	Fail

Date of Revision: XXX 20XX