



**INTERNATIONAL CONGRESS ON TEACHING AND LEARNING in EDUCATION
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Development of Reflection Process in Teaching and Learning at School for Youth Improvement in Keng Tung, Union of Myanmar

Dr.Lampong Klomkul
Mahachulalongkornrajavidyalaya University, Thailand
Email: research.mcu@gmail.com
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Objective of the study

The purpose of this article was to develop reflection process in teaching and learning at school of youth improvement in Keng Tung, Union of Myanmar.

Methods

- Qualitative research using documentary study and focus group discussion were used for research designed.
- The target group was nine educational scholars from Thailand and Myanmar and was selected by using purposive sampling.
- The curriculum framework was prepared for the discussion and data were analyzed using analytic induction.

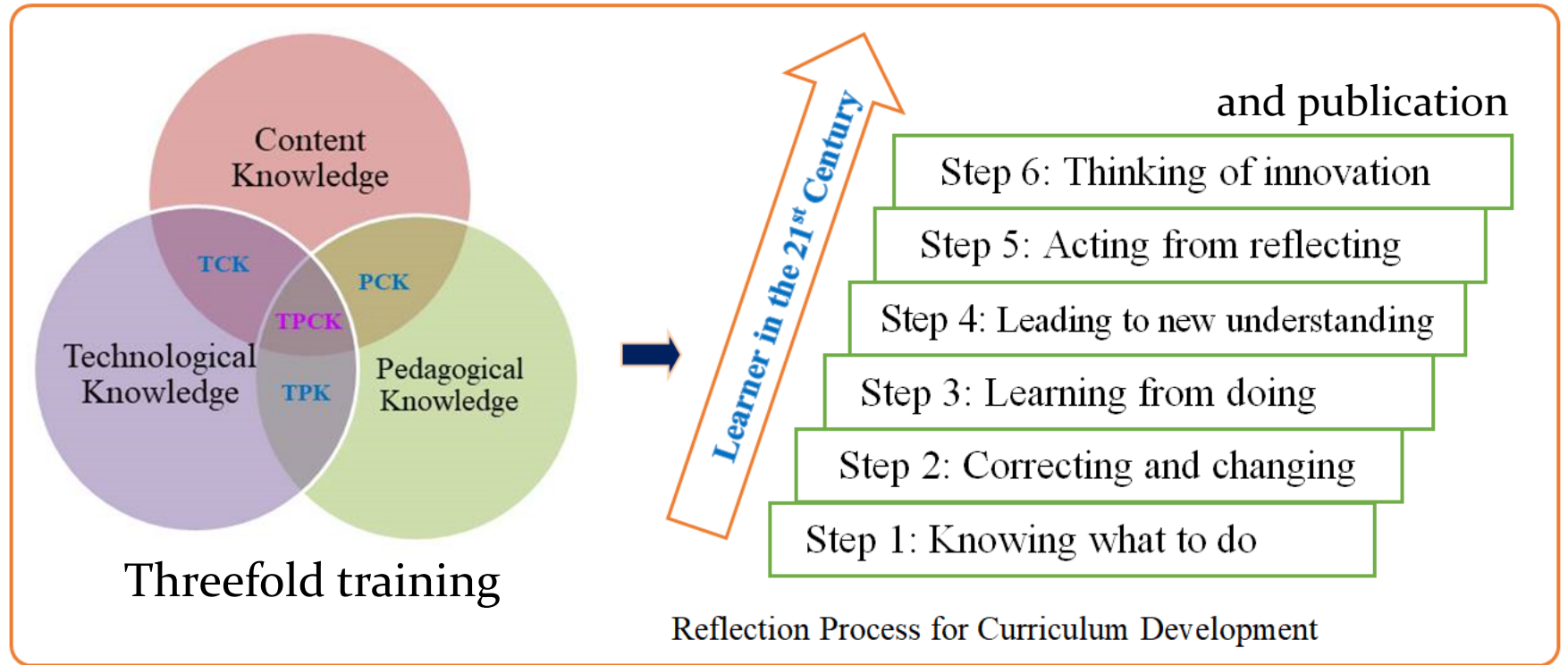
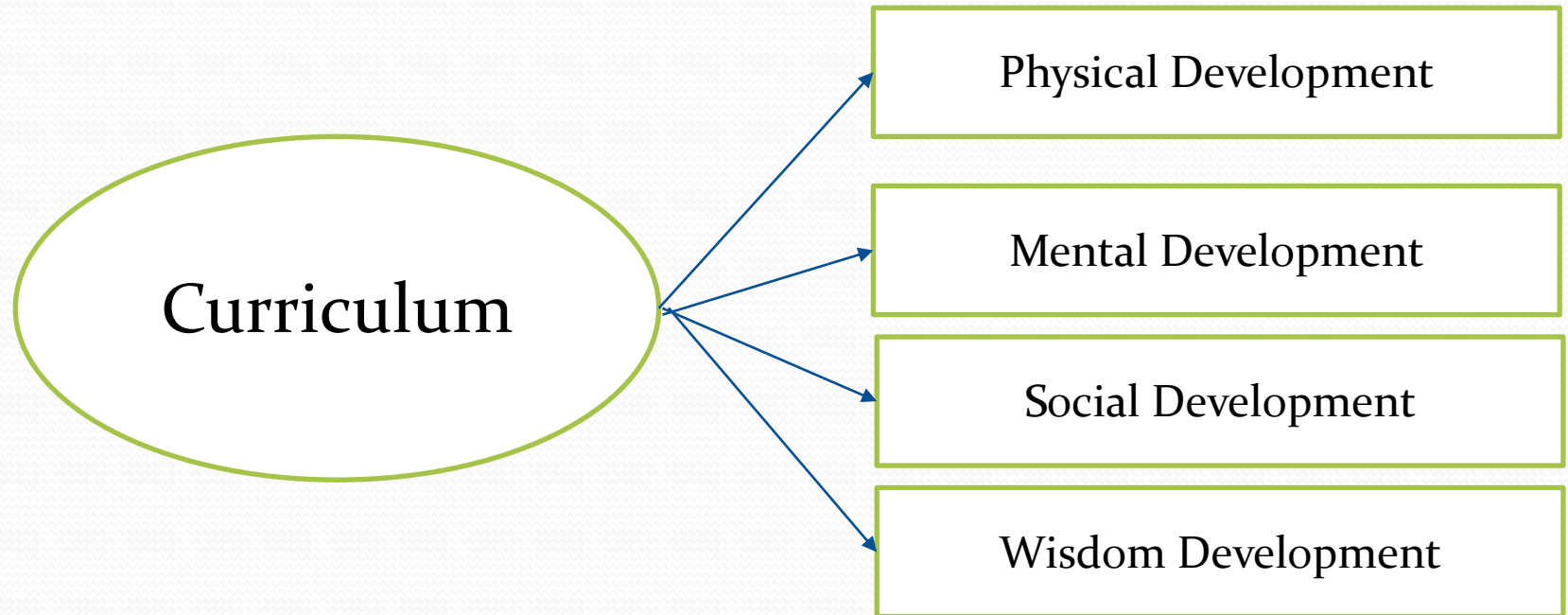


Figure 1: Planning process of curriculum development

Life Skill
Teamwork
Cultures
Network
Knowledge sharing
Integration

Teacher training
Extend Campus
Buddhist Way in English
Lesson learned from best
practice teacher

Cultural Innovation
↑
Learning from doing



Planning (P)

Planning (P) is the process of writing the curriculum based on three aspects which are content knowledge, pedagogical knowledge and technological knowledge. There are six steps of reflection process that has been developed for the curriculum planning.

Action (A)

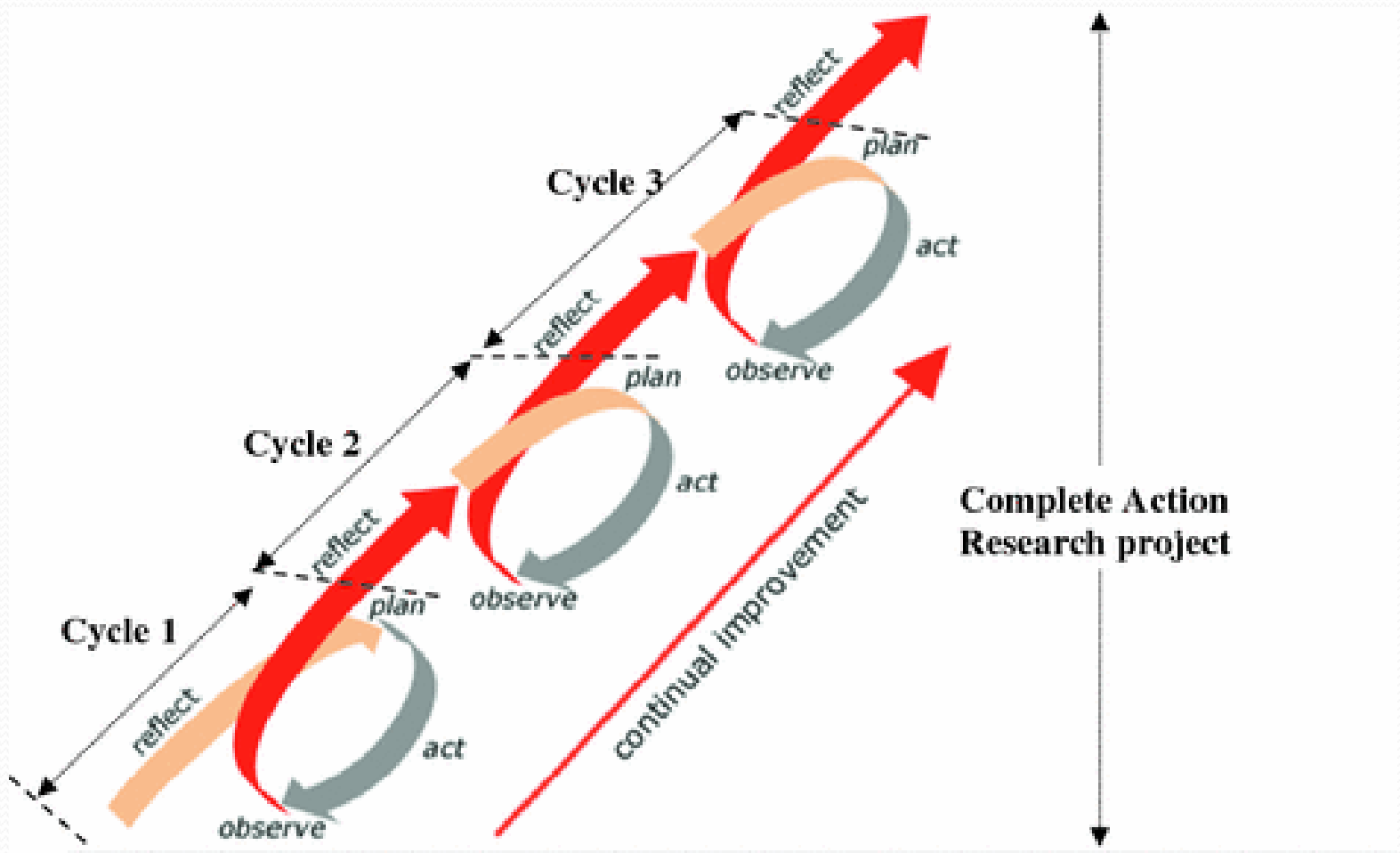
- **Action (A)** is the process of teaching and instruction of teachers who apply content in the curriculum into classroom activities.

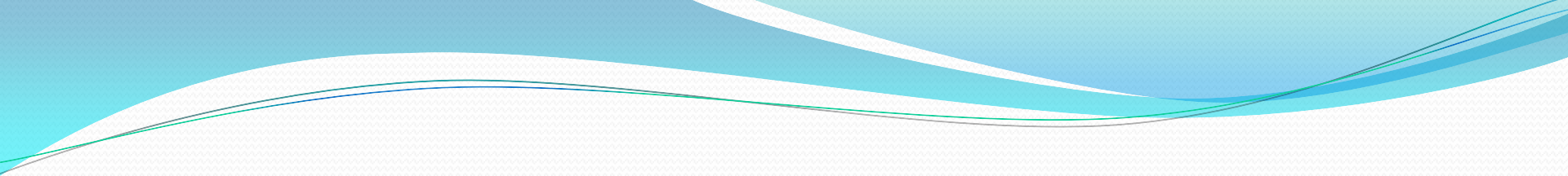
Observation (O)

- **Observation (O)** is the process of observing the students transformation before and after attending the classroom activities. Qualitative data will be collected in this process.

Reflection (R)

- **Reflection (R)** is the process that will conduct after the curriculum has used in the school. Teachers reflect results from using curriculum that they have applied it into classroom activities, then write the reflection related to six steps of reflection process.





In addition, educational scholars have suggested the keywords of supporting current teaching and learning which consisted of life skill, teamwork, cultures, network, knowledge sharing and integration in order to enhance learning from doing into cultural innovation including of preparing students to be ready for learner in the 21st century.

A Workshop Project of Cross Cultural Administration : A Case Study of Keng Tung, Union of Myanmar



ASEAN STUDIES CENTRE and School for Youth Improvement (SYI)
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Thank You