

Using the Discussion Method to Student Centered Instruction Management of Teaching Profession students

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Abstract

The purposes of this research were (1) to evaluate the instruction of an Educational Seminar course based on students' perceptions in terms of instructional quality, subject value for skills development, and graduate qualification; (2) to study the mean difference in perceived course evaluation among groups of students with different grade point average (GPA) and gender. The sample consisted of 30 teaching profession students in faculty of education Rajabhat MahaSarakham University, Thailand. The research instruments were a questionnaire measuring personal information and an evaluation form measuring 3 aspects of students' perceived course evaluation. The data were analyzed by descriptive statistics and a two-way MANOVA. The major research findings were 1) Only of the 2 aspects of students' perceived evaluation; instructional quality and subject value for skills development of the educational seminar course were at the good level, and the graduate characteristics were at the very good level, and 2) different grade point average yielded significant differences in students' perceived evaluation in the aspect of graduate qualification, but not in the aspects of instructional quality and subject value for skills development.

Keywords: *instructional quality, subject value for skills development, graduate qualification*