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Enhancing pedagogical profession and personal improvement for Vietnamese student teachers through reality-experienced internship program in Thailand

Huynh Thi Thuy Diem¹, Kamonwan Kanyaprasith², Nason Phonphok², Chaninan Pruekpramool² and Nguyen Ky Tuan Son³

¹School of Education of Cantho University, Cantho, Vietnam

²Science education center, Faculty of Science of Srinakharinwirot University, Bangkok, Thailand

³Department of Academic affair of Cantho University, Cantho, Vietnam

Abstract

The article analyses significances of a reality-experienced program taking place in Thailand for the Vietnamese student teachers. The reality-experienced program enables students to explore the cultural features and education systems of the two countries, where the students' pedagogical profession enhancement and personal ability improvement are the objectives of this research. The research is carried out based on the naturalistic paradigm and application of the qualitative method on six students of nature sciences discipline in the School of Education of Can Tho University. There were many activities that the internship program provided for the participants such as: Visiting famous historical monuments, and demonstrations of the school; meetings to exchange cultures between two countries; working together to design lesson plans and conduct microteaching; discovering Thai culture; especially conducting practicum in the lower and upper secondary school. Therefore, the data collected include photos, personal journals, and reports by those students. The data of the research are analyzed by using the constant comparative method. The results show that all these students have learned valuable lessons from those cultural features and education systems, when using English to communicate, working in group, developing pedagogical competences and improving personal abilities. Moreover, the experiences learned from overcoming the challenges should be the ground for a better program in the future.

Keywords: Reality-experienced program, Pedagogical profession, Personal improvement