

**ด่วนมาก**  
ที่ ศธ ๐๒๑๑.๔/๓๐๓



สำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน  
สำนักงานปลัดกระทรวงศึกษาธิการ  
กรุงเทพมหานคร ๑๐๓๐๐

๑๓ มกราคม ๒๕๖๖

เรื่อง ประชาสัมพันธ์ทุนฝึกอบรมของศูนย์ SEAMEO RECSAM ประจำปี ๒๕๖๕/๒๕๖๖ รุ่นที่ ๒

เรียน ผู้รับใบอนุญาตโรงเรียนเอกชน

สิ่งที่ส่งมาด้วย ๑. รายละเอียดทุนฝึกอบรม จำนวน ๑ ฉบับ  
๒. ใบสมัคร จำนวน ๑ ฉบับ

ด้วยสำนักงานปลัดกระทรวงศึกษาธิการ สำนักความสัมพันธ์ต่างประเทศ แจ้งการให้ทุนฝึกอบรมของศูนย์ระดับภูมิภาคว่าด้วยการศึกษาวิทยาศาสตร์และคณิตศาสตร์ของซีมีโอ (SEAMEO Regional Centre for Education in Science and Mathematics: SEAMEO RECSAM – ซีมีโอเรคแซม) ประเทศมาเลเซีย ประจำปี ๒๕๖๕/๒๕๖๖ รุ่นที่ ๒ จำนวน ๒ หลักสูตร อบรมระหว่างวันที่ ๒ – ๒๖ พฤษภาคม ๒๕๖๖ ณ ศูนย์ SEAMEO RECSAM ประเทศมาเลเซีย โดยผู้สมัครจะต้องมีคุณสมบัติตามที่กำหนด รายละเอียดตามสิ่งที่ส่งมาด้วย ๑

สำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จะพิจารณาเสนอชื่อผู้ที่มีคุณสมบัติเหมาะสมสมัครเข้ารับทุนฝึกอบรมดังกล่าว หลักสูตรละ ๓ คน จึงขอให้โรงเรียนที่มีความประสงค์จะเสนอชื่อบุคลากร ส่งหลักฐานการสมัครดังนี้ ๑. หนังสือโรงเรียนแจ้งรายชื่อผู้สมัคร ๒. ใบสมัครและเอกสารที่เกี่ยวข้อง รายละเอียดตามสิ่งที่ส่งมาด้วย ๒ ไปยังสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน กลุ่มงานนโยบายและแผน ฝ่ายวิเทศสัมพันธ์ ไปรษณีย์อิเล็กทรอนิกส์ koonraw@opec.go.th ภายในวันที่ ๒๖ มกราคม ๒๕๖๖ สำหรับกำหนดการสอบข้อเขียนและสัมภาษณ์ผู้สมัครรับทุน จะแจ้งให้ทราบภายหลัง

จึงเรียนมาเพื่อทราบและประชาสัมพันธ์เรื่องข้างต้นให้บุคลากรของโรงเรียนทราบโดยทั่วกัน

ขอแสดงความนับถือ

(นายมนชล ภาคสุวรรณ)

เลขาธิการคณะกรรมการส่งเสริมการศึกษาเอกชน

กลุ่มงานนโยบายและแผน

โทร ๐ ๒๒๘๒ ๑๐๐๐ ต่อ ๔๗๐

โทรสาร ๐ ๒๒๘๒ ๑๙๐๒

รายละเอียดทุนฝึกอบรมของศูนย์ระดับภูมิภาคว่าด้วยการศึกษาวิทยาศาสตร์และคณิตศาสตร์ของซีมีโอ  
(SEAMEO Regional Centre for Education in Science and Mathematics: SEAMEO RECSAM)  
ประจำปี ๒๕๖๕/๒๕๖๖ รุ่นที่ ๒

**๑. หลักสูตรฝึกอบรม**

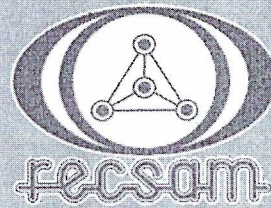
๑.๑ หลักสูตร RC-SS-๑๔๗-๓: Promoting Secondary Science, Technology, Engineering and Mathematics (STEM) Education Through Standard-Based Science Curriculum จำนวน ๒ ทุน โดยผู้เข้าอบรมควรเป็นครูวิทยาศาสตร์ระดับมัธยมศึกษา หรือนักการศึกษาด้านวิทยาศาสตร์ซึ่งรับผิดชอบเกี่ยวกับการสอนวิทยาศาสตร์ระดับมัธยมศึกษา

๑.๒ หลักสูตร RC-SM-๑๔๗-๔: Promoting Inquiry Learning in Secondary Mathematics จำนวน ๒ ทุน โดยผู้เข้าอบรมควรเป็นครูคณิตศาสตร์ระดับมัธยมศึกษา หรือนักการศึกษาด้านคณิตศาสตร์ซึ่งรับผิดชอบเกี่ยวกับการสอนคณิตศาสตร์ระดับมัธยมศึกษา

**๒. คุณสมบัติผู้สมัคร**

ผู้สมัครควรมีอายุไม่เกิน ๕๐ ปี มีความรู้ความสามารถด้านทักษะการใช้ภาษาอังกฤษเป็นอย่างดี มีสุขภาพดีทั้งร่างกายและจิตใจ ไม่ได้อยู่ในระหว่างตั้งครรภ์ และผู้รับทุนจะต้องจัดทำ Multiplier effect training ภายหลังเสร็จสิ้นการอบรมแล้ว รวมทั้งมีคุณสมบัติตามที่กำหนดในแต่ละหลักสูตรของทุนฝึกอบรม โดยศูนย์ SEAMEO RECSAM จะรับผิดชอบค่าบัตรโดยสารเดินทางระหว่างประเทศ (ไป-กลับชั้นประหยัด) ค่าที่พัก และค่าอาหารให้กับผู้ที่ได้รับการคัดเลือกให้รับทุนดังกล่าว ทั้งนี้ ผู้รับทุนจะต้องรับผิดชอบค่าประกันอุบัติเหตุส่วนบุคคลในช่วงเวลาที่เข้ารับการอบรมที่ประเทศมาเลเซียเอง





# REGULAR COURSES

FOR FISCAL YEAR 2022/2023 (BATCH 2)

SEAMEO RECSAM, PENANG, MALAYSIA  
2 - 26 MAY 2023

**COURSE INFORMATION**



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## REGULAR COURSES FOR FISCAL YEAR 2022/2023 (BATCH 2)

2 – 26 MAY 2023

### COURSE CODE AND TITLE

Course Code	Course Title	No. of Scholarships Offered per Country
RC-SS-147-3	Promoting Secondary Science, Technology, Engineering and Mathematics (STEM) Education through Standard-Based Science Curriculum	2
RC-SM-147-4	Promoting Inquiry Learning in Secondary Mathematics	2

### IMPORTANT DATES

Date	Action
28 February 2023	Deadline to receive nominations from Ministries of Education
22 March 2023	Deadline to receive confirmation of participation, passport and medical report
2 May 2023	Course commences
26 May 2023	Course ends

*\*Please ensure email ID provided in participation form are valid.*





**SOUTHEAST ASIAN MINISTERS OF EDUCATION ORGANIZATION  
REGIONAL CENTRE FOR EDUCATION IN SCIENCE AND MATHEMATICS**

Jalan Sultan Azlan Shah, 11700 Gelugor, Penang, Malaysia

Telephone: 604-6522700 Fax: 604-6522737

Website: <http://www.recsam.edu.my/>

## 1.0 QUALIFICATIONS

1.1 The **qualifications** required for the course participants are described in the annexures of different courses (refer to item 4.0). Please follow required qualifications strictly in your selection of participants. This would maximise impact of the courses and the nominated participants are expected to carry out multiplier effect training upon return to their country.

1.2 The selected participants must be in good health both physically and mentally. They should be certified medically fit to qualify for the course and should not be more than 50 years of age (applicants must submit **medical form** upon our notification of successful selection).

1.3 Due to the nature of the course which involves travels, outdoor learning and field trips, pregnant nominees **will NOT be considered** for the course.

1.4 Applicants should also submit copy of the **passport** (front page) together with the application. Applicants who do not have a passport at the time of application are required to submit this document **two weeks** after notification of successful selection.

1.5 Completed application form, scholar agreement, copy of passport and other relevant documents of the nominated candidates must be sent to SEAMEO RECSAM by **22 March 2023**. OR, a list of the names of potential nominees with the certified copy of their qualifications in Science/Mathematics must be sent.

1.6 Ministries of Education are encouraged to nominate at least **THREE CANDIDATES** for each course for selection purposes. SEAMEO RECSAM will shortlist at least **ONE CANDIDATE** for each course. SEAMEO RECSAM has the right to reject candidates that do not match the requirement of the course. Please notify us if your country is unable to fill the number of the scholarships specified. The vacant places may be offered to other member countries.

1.7 All participants must have at least a moderate knowledge of written and spoken English.

1.8 With regards to COVID-19, all participant should observe the travelling regulation of their own local government in addition to the SOP by National Security Council Malaysia, Ministry of Health Malaysia and Malaysia Immigration Department.



## 2.0 GENERAL INFORMATION

### 2.1 Insurance

Participants should secure their own personal accident insurance themselves throughout the duration of the course as SEAMEO RECSAM will not be responsible to cover personal insurance.

### 2.2 Other Expenses

SEAMEO RECSAM will NOT bear any other fees that may incur in preparation of the course such as passport fee, visa fee, exit permit fee, costs for medical checkup, postage costs and etc.

### 2.3 Terms of Scholarships

Participants on scholarships will be provided with a return economy class air-ticket from nearest International Airport from participant's work station. As soon as nominations are received and accepted, air-tickets will be dispatched to the respective Ministries of Education.

**Attention:** After the ticket is issued, any fee incurred by a participant due to last minute cancellation or replacement of participant, should be borne either by the Ministry of Education of the nominating country OR by the nominees themselves. SEAMEO RECSAM will not bear the cost of air ticket or penalty charge or any other extra charges.

### 2.4 Accommodation, Food and Attire

Participants will be accommodated at SEAMEO RECSAM International House with food provided during the course. Food allowance will be reimbursed on occasions when meals are not catered. The rooms are of double occupancy with bathrooms attached. SEAMEO RECSAM has the right to allocate room-mates to the participants. All participants are expected to be formally dressed for classes, T-shirts and jeans are NOT allowed during class sessions. Participants should also wear proper attire while traveling to and from Malaysia.

### 2.5 Exit Permits and Entry Visas to Malaysia

Visa is **NOT required** for a stay of less than a month for nationals of ASEAN countries except Myanmar. The following is required to be done as early as possible:

- i. Exit permit for nominated participants must be obtained from their own Government; and
- ii. Entry visa for nominated participants into Malaysia must be obtained from the Malaysian Embassy in the participants' own country. SEAMEO RECSAM will send offer letter to help expedite the visa application process when participation of nominee is confirmed.  
(Myanmar only)

### 2.6 Certificate Presentation Ceremony and Cultural Show

Participants are requested to bring along their **country's national costume** to be worn during the Certificate Presentation Ceremony and Cultural Show. There will be cultural performances by the participants during the ceremony at the end of the course. Please bring along necessary items to support this event.

### 2.7 Gifts Exchange

It is advisable that participants bring along own souvenirs to exchange among other participants.



### **3.0 Participants from SEAMEO MEMBER Countries on Fee-Paying Basis**

The following are conditions for participants from SEAMEO Member Countries on fee-paying basis:

- i. They will also abide by the stipulations of the SEAMEO RECSAM Scholar Agreement and follow the requirements of the programme;
- ii. They are physically fit and meet the necessary qualifications to attend the course; and
- iii. They pay a minimum course fee which does NOT include airfare, medical expenses, insurance, and extension of visa fees. (For further enquiries, kindly write to Director, SEAMEO RECSAM, Jalan Sultan Azlan Shah, 11700 Gelugor, Penang, Malaysia, or email [director@recsam.edu.my](mailto:director@recsam.edu.my); Fax: +604-6522737).

## **4.0 COURSE DESCRIPTION**

### **4.1 Course Code: RC-SS-147-3**

**Course Title: PROMOTING SECONDARY SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) EDUCATION THROUGH STANDARD-BASED SCIENCE CURRICULUM**

#### **Introduction:**

A standard-based curriculum is a body of knowledge and set of competencies that form the basis of a quality education. It defines what students should know, understand and be able to do and includes the accompanying teaching content. The standards can be used as a reference point for planning, teaching and learning programs, and for assessing student progress.

STEM is often considered as an inter-disciplinary approach (MOE, 2016) where at least two of the STEM disciplines are integrated in a lesson. However, there is no STEM curriculum per se in the SEAMEO countries at the moment. As such, one common challenge faced by many Science teachers is how the learning of science can be incorporated harmoniously with the other three disciplines. In this contexts, a standard-based curriculum for Science could be a favorable guide to realise this intend.

#### **Rationale:**

Most countries have their own standard-based curriculum for Science and efforts are constantly put in for continual improvement. A standard-based curriculum could be more effective in achieving educational goals of STEM education. Furthermore, STEM education is a process for teaching and learning that offers students opportunities to make sense of the world and take charge of their learning. In the STEM environment, there is an emphasis on activities that allow students to engage in real-world problems and experiences through context-based, problem-based, inquiry-based learning activities that lead to higher order thinking.

In this course, various learning strategies such as problem-based learning, project-based learning, inquiry-based learning and outdoor science study will be discussed with relation to STEM approach through standard-based curriculum. Besides the teaching approaches, assessment for learning will also be discussed to enhance science learning and support good instructional practices.



**Objective:**

The main objective of this course is to develop participants' knowledge, skills and competencies in the teaching of STEM education in a multidisciplinary environment involving real-world problems and experiences.

Upon completion of this course, participants will be able to:

1. identify the current trends and issues in STEM education;
2. acquire the necessary skills of various teaching strategies/approaches to enhance teaching and learning of STEM;
3. apply hands-on and interactive activities for STEM teaching through a standard-based science curriculum;
4. enhance facilitation skills and techniques in STEM teaching;
5. develop assessment instruments to evaluate students' achievement in STEM education; and
6. design, develop and improve lessons, activities and instructional materials to enhance STEM teaching.

**Course Contents:**

This course is hands-on activity oriented and participants will have to engage actively in discussion, sharing of experiences, demonstration, planning and developing lessons in integrating science through a standard-based science curriculum. The knowledge and skills acquired would enable participants to initiate STEM learning environment in their respective schools.

1. Trends and issues in STEM education through Standard-Based Science Curriculum
  - 1.1 Introduction of STEM education
  - 1.2 Current trends and issues in STEM education
  - 1.3 Standard-Based Science Curriculum
  - 1.4 STEM education through Standard-Based Science Curriculum
2. Strategies and teaching approaches to enhance science teaching and learning in STEM environment
  - 2.1 Problem-Based Learning
  - 2.2 Inquiry-Based Learning (IBL)
  - 2.3 Project-Based Learning (PBL)
  - 2.4 Outdoor Study
3. Workshop on Improvisation of STEM teaching materials
4. Facilitation skills and techniques in STEM teaching
  - 4.1 Facilitation Skills, particularly on STEM lessons
  - 4.2 Questioning Techniques
5. Assessment for STEM teaching and learning
  - 5.1 Assessment for learning
  - 5.2 Observation Skills
  - 5.3 Instruments development and rubrics



6. Theory into Practice (TiP): Planning, designing, implementing and improving the quality of lesson plans and strategies for STEM teaching

**Duration:** Four weeks

**Participants:** Science Educators or Key **Secondary Science** Teachers

**English Proficiency:** Able to communicate in English

**Expected Output:** 1. Project Work Report  
2. Individual Multiplier Effect Action Plan

**References:**

- Joint Collaboration between MTCP and JICA (2016): Third country training programme (TCTP) general information on Primary Science and Mathematics Educators' Training for African Countries: Enhancing Constructivist-Based Pedagogy and Content
- National Academy of Sciences (2012) A Framework for K-12 Science Education: Practices, Crosscutting Concepts and Core Ideas
- National Academy of Sciences (2013) Next Generation Science Standards  
<http://www.nextgenscience.org/next-generation-science-standards>
- Nind, M., Rix, J., Sheehy, K., & Simmons, K. (2013). A benchmarks-based evaluation. Washington,DC.
- Nind, Melanie; Rix, Jonathan; Sheehy, Kieron and Simmons, Katy eds. (2005). *Curriculum and pedagogy in inclusive education: Values into practice*. London, UK: Routledge.  
<http://www.routledgeeducation.com/books/Curriculum>
- Teoh, B.T., Preechaporn, W., Leong, C.K. & Fong, H. K. (2011). UNESCO-APEID 2011 – “Problem-Based Learning the 4 Core Areas (PBL4C): Identifying & Redefining Values for Nurturing Creativity in Building a New Nation in Southeast Asia”.
- UNESCO International Bureau of Education.(2017). *A Resource Pack for Gender Transformative STEM Education*. Bangkok: UNESCO
- Preechaporn, W., Teoh B.T. & Leong C. K. (2012). IAB-Genting Colloquium (2012): The Development and Effectiveness of Implementing Problem-Based Learning in Education: A RECSAM Experience.

**4.2 Course Code: RC-SM-147-4**

**Course Title: PROMOTING INQUIRY LEARNING IN SECONDARY MATHEMATICS**

**Introduction:**

Mathematics has always been considered as a discipline to develop human minds. Generally, mathematics curriculum has been designed to nurture quality thinking ability among school students. However, in the current situations, many students are not happy in their mathematics classrooms and find learning of mathematics very difficult. Therefore, there is a crucial need to encourage these students to learn mathematics in a more engaging way that makes sense to them.



**Rationale:**

Inquiry Learning is a broad base instructional approaches to teach and learn mathematics through mathematical investigation. This investigation encourages curiosity in students by asking questions that actively engage the minds and the hearts. When students are actively engaged in the process of inquiry, concepts are easily understood and learning becomes meaningful. In addition, mathematical thinking can be developed by challenging students' cognitive abilities through inquiry tasks in order to extend their learning.

In this course, participants are exposed to various approaches of carry out inquiry learning in mathematics. In order to effectively promote inquiry learning in mathematics, appropriate mathematical contents need to be cleverly embedded into inquiry tasks. Thus, the ability to design such tasks need to be developed among the participants for classroom practices. Furthermore, the participants are also guided to face the challenge of diversity of learners by designing different categories of inquiry tasks to suit different learning needs. As mathematics is an abstract subject to many students, therefore it is crucial to support their learning by using relevant and interesting resources such as ICT.

The process of inquiry in learning mathematics is as important as the mathematical ideas. Hence the assessment of inquiry learning need to be diversified to capture the different outcomes of learning. Performance assessment and tools will be used to gauge the success of inquiry learning that involves active engagement of the learners.

**Objective:**

This course intends to provide the participants with necessary knowledge and skills required to carry out inquiry learning in mathematics.

At the end of the course, participants will be able to:

1. gain insights on the beliefs, principles, and the essential elements of inquiry learning in mathematics;
2. design mathematical tasks with various challenging levels that will enhance conceptual learning through inquiry;
3. acquire knowledge and skills of carrying out various motivating approaches of inquiry learning in mathematics;
4. apply information communication technology (ICT) to enhance inquiry learning in mathematics;
5. assess the process and product of inquiry learning in mathematics; and
6. collaboratively plan, implement and evaluate a lesson on inquiry learning in mathematics.

**Course Contents:**

This course highlights the exemplary instructional approaches on developing conceptual understanding of mathematics through inquiry learning. Participants will have the opportunity to actively engage with mathematical tasks in an inquiry-oriented environment. A brief introduction to assessment of inquiry learning based on both process and product (Danielson & Marquez, 2016) will also be presented to the participants.

The major areas include:

1. Fundamentals of Inquiry in Mathematics
  - 1.1 Beliefs in Inquiry Learning
  - 1.2 Principles of Inquiry Learning
  - 1.3 Essential Elements of Inquiry Learning
  - 1.4 Inquiry Learning to Promote Conceptual Understanding
2. Designing Mathematical Inquiry Tasks
  - 2.1 Embedding Mathematics Contents in Inquiry Tasks
  - 2.2 Categories of Inquiry Task: Open, Guided, Structured, Confirmative
3. Various Motivating Approaches of Inquiry Learning in Mathematics
  - 3.1 Mathematical Investigation
  - 3.2 Teaching Through Problem Solving
  - 3.3 Problem-Based Learning
  - 3.4 Realistic Mathematics Education
  - 3.5 Outdoor Mathematics
4. Enhancing Inquiry Learning in Mathematics
  - 4.1 Resources to Support Inquiry Learning
  - 4.2 Supporting Inquiry Learning through ICT
  - 4.3 Workshop on enhancing Inquiry Learning in Mathematics
5. Assessing Inquiry Learning in Mathematics
  - 5.1 Assessing the Processes and Products of Inquiry Learning
  - 5.2 Performance Assessment
  - 5.3 Assessment Tools
6. Theory into Practice: Planning, Implementing, Evaluating and Improving a Lesson on Inquiry Learning in Mathematics

**Duration:** Four weeks

**Participants:** Mathematics Educators or Key **Secondary Mathematics** Teachers

**English Proficiency:** Able to communicate in English

**Expected Output:** 1. Project Work Report  
2. Individual Multiplier Effect Action Plan

**References:**

- Danielson, C. & Marquasz, E. (2016). *Performance tasks and rubrics for middle school mathematics. Meeting rigorous standards and assessments*. New York, NY: Routledge.
- Erickson, H. L.; Lanning, L. A. & French, R. (2017). *Concept-based curriculum and instruction for the thinking classroom*. (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin.
- Isoda, M. & Katagiri, S. (2012). *Mathematical thinking: How to develop it in the classroom*. World Scientific. Singapore.



Mitchell, K. L. (2019). *Experience inquiry: 5 powerful strategies, 50 practical experience*. Corwin. USA.

Wathall, J. T. H. (2016). *Concept-based mathematics. Teaching for deep understanding in secondary classrooms*. Thousand Oaks, CA: Corwin.

## 5.0 SEAMEO GOOGLE EDUCATION WORKSHOP DURING REGULAR COURSES

Google for Education, in partnership with SEAMEO RECSAM, will be training 2 cohorts a year for the next 3 years to use Google Workspace for Education technology in designing learning for their students and sharing their knowledge with other educators in their home countries. Google Workspace for Education includes Docs, Slides, Sheets, Sites, Classroom and more. When combined with other Google products such as Google CS First and the Applied Digital Skills curriculum, teachers completing the course will be prepared to design great learning for their students. Participants will also start to understand the role of the Artificial Intelligence and Machine Learning built into many of the Google products and how that can support learning and the streamlining of administrative tasks and assessment.

### Learning Outcomes:

By the end of this course, participants will;

- Have developed a deeper knowledge of the different applications of the Google Workspace for Education cloud based learning platform
- Have completed training in the use and application of the tools to positively impact teaching and learning and to streamline administrative processes and assessment
- Have completed a certification appropriate to their level (Level 1 or Level 2) and for those participants feeling confident in their skills, they will create STEM focused lessons using the technology to share with other educators

### Course Description:

Pre-course - complete the 'Introduction to Google Workspace for Education' MOOC

#### Day 1

- Introduction to the Google Workspace for Education platform and the broader Google Learning ecosystem
- Skills workshops for Level 1 and Level 2 participants
- Hybrid session on the application of technology in designing STEM learning
- Complete Level 1 and/or Level 2 examination
- Explore Augmented Reality with Google Arts & Culture and Computer Science with Google CS First

#### Day 2

- Level 2 skills workshops for those taking the Level 2 exam today
- Workshop on Be Internet Awesome and Google Applied Digital Skills Curriculum
- Level 2 Examination
- STEM Hybrid Learning Design Challenge - applying new digital skills to create STEM learning experiences and lessons to be shared with other educators
- Certificate Ceremony and Celebration

## รายละเอียดเกี่ยวกับผู้สมัครรับทุนซีมีโอเรคแคม

ชื่อหลักสูตร \_\_\_\_\_

1. ชื่อ-นามสกุล \_\_\_\_\_

Name-Surname \_\_\_\_\_

2. การศึกษา \_\_\_\_\_

3. วันเดือนปีเกิด \_\_\_\_\_ อายุ \_\_\_\_\_ ปี อายุราชการ \_\_\_\_\_ ปี

4. ตำแหน่งและที่ทำงานปัจจุบันพร้อมหมายเลขโทรศัพท์ (เขียนให้ละเอียดและชัดเจน)

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ที่อยู่โรงเรียน \_\_\_\_\_

โทรศัพท์ \_\_\_\_\_ โทรสาร \_\_\_\_\_ E-mail \_\_\_\_\_

ที่อยู่ปัจจุบัน \_\_\_\_\_

โทรศัพท์ \_\_\_\_\_ E-mail \_\_\_\_\_

5. ความรู้ภาษาอังกฤษ  ดี  ปานกลาง  พอใช้

6. ความรู้ภาษาอื่น ๆ  จีน  ญี่ปุ่น  อื่น ๆ โปรดระบุ \_\_\_\_\_

7. ความรู้ด้านคอมพิวเตอร์  ดี  ปานกลาง  พอใช้

8. ประสบการณ์และพินความรู้ทางด้านภาษาที่เกี่ยวข้องกับหลักสูตรการอบรมที่เสนอขอรับทุน

8.1 \_\_\_\_\_

8.2 \_\_\_\_\_

8.3 \_\_\_\_\_

8.4 \_\_\_\_\_

8.5 \_\_\_\_\_

9. เคยเดินทางไปศึกษา/ฝึกอบรม/ ดูงาน/ประชุม/สัมมนาต่างประเทศหรือไม่

เคย  ไม่เคย

(ถ้าเคยให้แจ้งด้วยว่า เคยไปศึกษา/ฝึกอบรม/ ดูงาน/ประชุม/สัมมนาในเรื่องใด ที่ไหน และเมื่อใด)

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10. หน้าที่การงานปัจจุบัน

10.1 การสอนหรือการนิเทศ \_\_\_\_\_

10.2 งานพิเศษ \_\_\_\_\_

10.3 งานอื่น ๆ \_\_\_\_\_

11. เหตุผลที่ประสงค์จะไปอบรมที่ศูนย์ซีมีโอเรคแคม \_\_\_\_\_

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12. งานที่จะทำเมื่อกลับจากการอบรมแล้ว (หากได้รับทุน)

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13. ข้าพเจ้าขอรับรองว่า ข้อความดังกล่าวข้างต้นถูกต้อง และเป็นความจริง

ผู้สมัครลงนาม \_\_\_\_\_

ผู้บังคับบัญชาลงนาม \_\_\_\_\_

ชื่อ \_\_\_\_\_

ตำแหน่ง \_\_\_\_\_