ด่วนมาก

ที่ มท ๐๘๑๖.๓/ว ๑๙๐๔

กรมส่งเสริมการปกครองท้องถิ่น
ถนนนครราชสีมา กทม. ๑๐๓๐๐

๒๑ กันยายน ๒๕๕๙

เรื่อง ทุนฝึกอบรมของศูนย์เรคแซม ประจำปี ๒๕๕๙ – ๒๕๖๐

เรียน ผู้ว่าราชการจังหวัด ทุกจังหวัด

สิ่งที่ส่งมาด้วย รายละเอียดหลักสูตรฝึกอบรม และแบบฟอร์มใบสมัครรับทุน จำนวน ๑ ชุด

ด้วยสำนักงานปลัดกระทรวงศึกษาธิการ แจ้งว่า ศูนย์ระดับภูมิภาคว่าด้วยการศึกษาวิทยาศาสตร์และคณิตศาสตร์ของซีมีโอ (ซีมีโอเรคแซม) เมืองปีนัง ประเทศมาเลเซีย จะดำเนินการจัดหลักสูตรอบรมประจำปี ๒๕๕๙ – ๒๕๖๐ ให้แก่ประเทศสมาชิกซีมีโอ รวม ๔ หลักสูตร ระหว่างวันที่ ๓ – ๒๘ เมษายน ๒๕๖๐ ดังนี้

๑. หลักสูตร RC-PS-141-1 : Fostering Higher Order Thinking Skills in Primary Science Education ผู้เข้าอบรมควรเป็นครูวิทยาศาสตร์ระดับประถมศึกษา หรือนักการศึกษาด้านวิทยาศาสตร์ จำนวน ๒ ทุน

๒. หลักสูตร RC-SM-141-2 : Enhancing Mathematical Thinking in Secondary Classrooms ผู้เข้าอบรมควรเป็นครูคณิตศาสตร์ระดับมัธยมศึกษา หรือนักการศึกษาด้านคณิตศาสตร์ จำนวน ๒ ทุน

๓. หลักสูตร RC-PS-141-3 : Technology-Enhanced Learning (TEL) : Enhancing Primary Science Teaching and Learning through Technology ผู้เข้าอบรมควรเป็นครูวิทยาศาสตร์ หรือผู้สอนด้านเทคโนโลยีสารสนเทศและการสื่อสารระดับประถมศึกษา หรือนักการศึกษาด้านวิทยาศาสตร์ หรือเทคโนโลยีสารสนเทศและการสื่อสาร จำนวน ๑ ทุน

๔. หลักสูตร RC-SM-141-4 : Enhancing Secondary Mathematics Teaching and Learning through Professional Learning Community ผู้เข้าอบรมควรเป็นครูคณิตศาสตร์ระดับมัธยมศึกษา หรือนักการศึกษาด้านคณิตศาสตร์ จำนวน ๒ ทุน

ในการนี้ สำนักงานปลัดกระทรวงศึกษาธิการได้ขอความร่วมมือกรมส่งเสริมการปกครองท้องถิ่นพิจารณาเสนอชื่อผู้ที่มีคุณสมบัติเหมาะสม คือ มีอายุไม่เกิน ๕๐ ปี มีสุขภาพแข็งแรง และมีความรู้ความสามารถด้านภาษาอังกฤษ เพื่อสมัครขอรับทุนฝึกอบรมของศูนย์ระดับภูมิภาคว่าด้วยการศึกษาวิทยาศาสตร์และคณิตศาสตร์ของซีมีโอ ประจำปี ๒๕๕๙ – ๒๕๖๐ หลักสูตรที่ ๑, ๒, และ ๔ หลักสูตรละ ๓ คน และหลักสูตรที่ ๓ จำนวน ๒ คน สำหรับผู้สมัครที่ได้รับการคัดเลือกให้ได้รับทุนดังกล่าว ซีมีโอเรคแซมจะรับผิดชอบค่าบัตรโดยสารเดินทางระหว่างประเทศ (ไป-กลับ ชั้นประหยัด) ค่าที่พัก และค่าอาหารระหว่างเข้ารับการฝึกอบรมตามกำหนด

/ดังนั้น...

ดังนั้น เพื่อให้การสมัครขอรับทุนดังกล่าวเป็นไปด้วยความเรียบร้อยสำเร็จตามวัตถุประสงค์ กรมส่งเสริมการปกครองท้องถิ่นจึงขอความร่วมมือจังหวัดแจ้งองค์กรปกครองส่วนท้องถิ่นประชาสัมพันธ์ทุนฝึกอบรมของศูนย์เรคแซม ประจำปี ๒๕๕๙ – ๒๕๖๐ ให้ครูของสถานศึกษาสังกัดองค์กรปกครองส่วนท้องถิ่นทราบและสมัครขอรับทุน โดยให้ผู้ประสงค์สมัครขอรับทุนจัดส่งใบสมัครและสำเนาใบสมัคร รวมจำนวน ๕ ชุด ผ่านองค์กรปกครองส่วนท้องถิ่นต้นสังกัด มายังกองส่งเสริมและพัฒนาการจัดการศึกษาท้องถิ่น กรมส่งเสริมการปกครองท้องถิ่น ภายในวันที่ ๓ ตุลาคม ๒๕๕๙ เพื่อจะได้ดำเนินการพิจารณาคัดเลือกผู้สมัครรับทุนตามจำนวนที่กำหนด เสนอให้สำนักงานปลัดกระทรวงศึกษาธิการ ภายในวันที่ ๗ ตุลาคม ๒๕๕๙

จึงเรียนมาเพื่อโปรดพิจารณาดำเนินการต่อไป

ขอแสดงความนับถือ

(นายชัยวัฒน์ ชื่นโกสุม)
รองอธิบดี ปฏิบัติราชการแทน
อธิบดีกรมส่งเสริมการปกครองท้องถิ่น

กองส่งเสริมและพัฒนาการจัดการศึกษาท้องถิ่น
กลุ่มงานส่งเสริมการจัดการศึกษาท้องถิ่น
โทร. ๐ ๒๒๔๑ ๙๐๒๑-๓ ต่อ ๒๐๖
โทรสาร ๐ ๒๒๔๑ ๙๐๒๑-๓ ต่อ ๒๑๘

รายละเอียดเกี่ยวกับผู้สมัครรับทุนเรคแชม

ชื่อหลักสูตร _____

_____

1. ชื่อและนามสกุล _____

   Name _____

   วุฒิ _____

2. วิชาเอก _____ วิชาโท _____

3. วันเดือนปีเกิด _____ อายุ _____ ปี อายุราชการ _____ ปี

4. ตำแหน่งและที่ทำงานปัจจุบันพร้อมหมายเลขโทรศัพท์ (เขียนให้ละเอียดและชัดเจน)

   _____

   _____

   _____

   ที่อยู่โรงเรียน _____

   โทรศัพท์ _____ โทรสาร _____ E-mail _____

5. ความรู้ภาษาอังกฤษ ☐ ดี ☐ ปานกลาง ☐ พอใช้

6. ความรู้ภาษาอื่น ๆ ☐ จีน ☐ ญี่ปุ่น ☐ อื่น ๆ โปรดระบุ _____

7. ความรู้ด้านคอมพิวเตอร์ ☐ ดี ☐ ปานกลาง ☐ พอใช้

8. ประสบการณ์และพื้นความรู้ทางด้านภาษาที่เกี่ยวข้องกับหลักสูตรการอบรมที่เสนอขอรับทุน

   8.1 _____

   8.2 _____

   8.3 _____

   8.4 _____

   8.5 _____

   8.6 _____

   8.7 _____

   8.8 _____

9. เคยเดินทางไปศึกษา/ฝึกอบรม/ ดูงาน/ประชุม/สัมมนาต่างประเทศหรือไม่

   ☐ เคย ☐ ไม่เคย

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

   _____

   _____

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   _____

   _____

   _____

10. หน้าที่การงานปัจจุบัน

10.1 การสอนหรือการนิเทศ _____

10.2 งานพิเศษ _____

10.3 งานอื่น ๆ _____

11. เหตุผลที่ประสงค์จะไปอบรมที่ศูนย์เรคแซม _____

_____

_____

12. งานที่จะทำเมื่อกลับจากการอบรมแล้ว (หากได้รับทุน)

_____

_____

_____

_____

13. ข้าพเจ้าขอรับรองว่า ข้อความดังกล่าวข้างต้นถูกต้อง และเป็นความจริง

ผู้สมัครลงนาม _____

ผู้บังคับบัญชา _____

ตำแหน่ง _____

Southeast Asian Ministers of Education Organization
Regional Centre for Education in Science and Mathematics

Our Ref: RCP/GEN/157/V.24(09)
Date: 3 August 2016

Assoc. Prof. Kamjorn Tatiyakavee M.D.
Permanent Secretary
Ministry of Education
Rajdamnern Nok Avenue
Dusit, Bangkok 10300
THAILAND

Dear Sir/Madam,

REGULAR COURSES OFFERED BY SEAMEO RECSAM FOR FISCAL YEAR 2016/2017 (3 – 28 APRIL 2017)

We are honored to inform you that SEAMEO RECSAM will be offering courses for senior educators and teacher trainers to SEAMEO member countries. Attached herewith are the information and condition that will assist the various Ministries of Education in their selection of nominees to attend RECSAM Regular Courses.

2.0 NOMINATION OF PARTICIPANTS

2.1 Please send the list of Nominees, Participants' Application Forms and Scholarship Agreements for the courses as stipulated in the following table. It is much appreciated if the Ministries of Education could cooperate to meet with the deadlines suggested (**24 November 2016**). The participants may be nominated to the courses according to the allocations as stated below:

Course Code	Course Title	No. of Scholarships Offered Per Country
RC-PS-141-1	Fostering Higher Order Thinking Skills in Primary Science Education	2
RC-SM-141-2	Enhancing Mathematical Thinking in Secondary Classrooms	2
RC-PS-141-3	Technology-Enhanced Learning (TEL): Enhancing Primary Science Teaching and Learning through Technology	1
RC-SM-141-4	Enhancing Secondary Mathematics Teaching and Learning through Professional Learning Community	2

Member Countries are welcome to send fee-paying participants for the above courses (see item 5.0 for conditions). Applications for places could be made earlier through telephone call or e-mail at director@recsam.edu.my followed by an official letter to Director, SEAMEO RECSAM, Jalan Sultan Azlan Shah, 11700 Gelugor, Penang, Malaysia.

2.2 The qualifications required for the course participants are described in the annexures of the different courses. **Please follow the required qualifications as strictly as possible in your selection** of participants for the respective courses. This is to ensure active participation during the course and to allow participants to derive full benefit from the courses. In addition, to enhance the impact of these courses it is suggested that the nominated participants are key personnel who are/will be likely to effect considerable multiplier effects upon their return to their respective positions.

2.3 The nominated participants must be in good health both physically, mentally and certified medically fit in order to complete the course (Applicants must submit his/her **medical certificate** together with the application form).

2.4 Nominations would normally be considered only upon receipt of the duly completed application forms of the nominees. Please notify RECSAM soonest possible if your country is unable to fill the number of the scholarships specified. The vacant places may be offered to other member countries with due notice.

2.5 Applicants should also submit a photocopy of the front page of their passports with their particulars clearly printed. Applicants who do not have a passport at the time of application will need to submit the documents **two weeks** after notification of acceptance.

2.6 **Attention**. Application forms are to be completed in duplicates by each candidate. Kindly reproduce more copies of the forms if necessary. Completed application forms, scholar agreement, medical report, photocopy of international passport and other relevant documents of the nominated candidates must sent to RECSAM before the deadline given. If this is not possible, then a list of the names of potential candidates with the certified copy of their qualifications in Science/Mathematics must be sent in advance to RECSAM. All member countries are expected to NOMINATE AT LEAST THREE NAMES as candidates for each course. RECSAM will select two candidates from these nominees for courses RC-PS-141-1, RC-SM-141-2, RC-SM-141-4 and one candidate from these nominees for course RC-PS-141-3. If any of the candidate's qualification does not meet the requirements stated, RECSAM has the right to reject that particular candidate and the scholarship be given to candidates from other member countries.

3.0 COURSE INFORMATION

3.1 Details of the Courses

Please refer to attached booklet on course descriptions.

3.2 Compulsory Requirement

All participants must have a good working knowledge of spoken and written English in order to get the maximum benefit out of the courses. **A certified copy of their proficiency in English must be attached with the participants' form.**

4.0 GENERAL INFORMATION

4.1 Personal Accident Insurance

Participants should secure their own personal insurance themselves throughout the duration of the course. RECSAM will not be responsible for taking insurance to cover personal insurance accidents. **No responsibility for any form of insurance or any other expenses such as passport fee, visa fee, exit fee, insurance premium, etc. will be assumed by RECSAM, SEAMEO Secretariat or the Government of Malaysia.**

4.2 *Health and Age Limit*

The nominated participant must be in excellent health and should **not be more than 50 years of age.**

4.3 *Expectant Mothers*

Because of the intensive nature of the training programme, it may not be advisable for female participants who are in the family to attend these courses. Moreover, most airlines generally do not accept passengers who are in an advanced stage of pregnancy, normally around 7 months and above. As such, nominating Ministries should ensure that participants will not face this problem particularly on their homeward journey. RECSAM reserves the right to terminate the training programme of any participant who likely to face such a problem. However, the termination procedure will, as usual, be made in consultation with the nominating Ministry.

4.4 *Terms of Scholarships*

Participants from SEAMEO countries on SEAMEO Scholarships will be provided with:

i) Economy class air-ticket **from capital city** International Airport from participant's work station to Penang and back. As soon as nominations are received and accepted by RECSAM Office, airline tickets will be dispatched to the respective Ministries of Education unless otherwise requested by the Ministries of Education to be sent to the nearest city where the participants live. If, for any reasons whatsoever, the Centre wishes to alter these terms and conditions in any way, we reserve the right to do so entirely at our discretion. Any alterations, amendments or additions to these terms and condition of service shall be advised to you in writing.

ii) Food and accommodation on twin-sharing basis are provided at RECSAM International House for the duration of the course.

Attention: Any fee incurred by a participant due to last minute cancellation of ticket or replacement of participant, after the ticket is issued, should be borne by the Ministry of Education of that nominating country. SEAMEO RECSAM will not take on the responsibility for such penalty charge or extra charge of any kind pertaining to the above.

4.5 Each participant is requested to complete and sign 3 copies of the "SEAMEO RECSAM Scholar Agreement" Forms. Kindly reproduce more copies of the agreement if necessary. Two fully completed copies are to be returned and one copy to be kept by the Ministries of Education for reference.

4.6 *Accommodation, Food and Attire*

Participants will be accommodated at RECSAM International House and food will be provided at RECSAM Cafeteria. On occasions when meals are not catered for, food allowance will be given. The rooms are of double occupancy with bathroom attached. RECSAM has the right to allocate room-mates to the participants. All participants are expected to be **formally dressed for classes** – no T shirts and jeans during class sessions. Participants should also wear **proper attire while travelling to Malaysia and back.**

4.7 *Early Issue of Exit Permits and Entry Visas to Malaysia*

No visa is required for a stay of less than one month for nationals of all ASEAN countries except Myanmar. For a stay exceeding one month a visa will be required, except for nationals Brunei and Singapore. It is requested that the following 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. RECSAM will send the participants a letter of offer to help expedite the visa application process when we receive the participants' names from the Ministries of Education.

4.8 *National Costume for Closing Ceremony*

It is requested that each participant from the various member countries bring along with him/her the **country's national costume to be worn during the Closing Ceremony**.

4.9 *Cultural Performance*

It is a normal practice in RECSAM that at the end of every batch of courses, there will be a cultural performance held after the closing ceremony and certificate presentation. Participants from different SEAMEO countries are expected to give a cultural presentation (eg. Dance, drama, and the like) that depicts the culture of their countries. It would certainly be very helpful if they could come prepared with the necessary items such as costumes, musical instruments, etc. related to their culture.

4.10 *Gifts Exchange*

Before the participants leave for their home countries, there will usually be the exchanging of souvenirs and gifts among participants. It is advisable that the participants bring along souvenirs for this purpose.

5.0 PARTICIPANTS FROM MEMBER COUNTRIES ON FEE-PAYING BASIS

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

i. They will also abide by the stipulations of the RECSAM Scholar Agreement and follow the requirements of the programme;
ii. They are physically fit and meet the necessary qualifications to attend the course;
iii. They pay a minimum course fee which does not cover 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; Fax: +604-6522737 or + 604-6522742).

Thank you.

Yours sincerely,

Dr. HJ. MOHD JOHAN BIN ZAKARIA
Centre Director
SEAMEO RECSAM

Copies to:
Chairman & Members of RECSAM Governing Board
SEAMEO Affairs Officers, Ministries of Education, SEAMEO Member Countries.
Director, SEAMEO Secretariat, Bangkok 10110, Thailand

* Enclosed please find the following documents for your kind perusal and action:
i. Application form
ii. Course description for fiscal year 2016/2017
iii. Checklist for the documents to be submitted to SEAMEO RECSAM by each participants
iv. Scholar Agreement

SEAMEO REGIONAL CENTRE FOR EDUCATION IN SCIENCE AND MATHEMATICS
Jalan Sultan Azlan Shah, 11700 Gelugor, Penang, Malaysia

COURSE CODE

APPLICATION FORM

Recent Photograph of Applicant or Participant (Passport size)

Name of Course: _____

_____

Duration: _____ to _____

(IMPORTANT - Please type or print. Each nominee is required to fill in this form in duplicate, ONE of which is to be submitted to RECSAM for processing)

PERSONAL AND PROFESSIONAL PARTICULARS OF APPLICANT/PARTICIPANT

from [ ] (Country)

A. PERSONAL

1) Name in full

[ ]

(Please Underline Surname) MR [ ] MRS [ ] MISS [ ] DR [ ]

2) Home Address

[ ]

[ ]

Tel No. [ ]

3) Office Address

[ ]

[ ]

Tel No. [ ] Email:

Fax No. [ ]

4) Date of Birth [ ] Place of Birth [ ]

Day Month Year (Country)

5) Nationality [ ] Religion [ ]

6) Particulars of N.R. * Identity Card or Passport [ ] (Date of Issue) [ ] (Date of Expiry [ ]

(Place of Issue) [ ]

• National Registration

7) Marital Status

☐ Single ☐ Married ☐☐ No. of Children

8) Name and Address of Husband/Wife/Person to be contacted in case of emergency

Tel No.

PROFESSIONAL

1) EDUCATION

9. Secondary Institution attended

Name of Institution and Country	Year	
	From	To

10. Colleges / University attended

Name of College/ University and Country	Year		Major Subjects Fields of Studies	Diploma/ Degree
	From	To		

2) EXPERIENCE AND BACKGROUND

11. Employment History (in chronological order)

Position	Name of Institution/Employer	Year	
		From	To

12. Brief Description of the Applicant's Current Job (Duties and Responsibiities)

_____

_____

_____

_____

_____

_____

13. Participant's level of computer skills

i) Operating System (please state)

	High	Moderate	Low
a) _____	☐	☐	☐
b) _____	☐	☐	☐

ii) Software Applications (please state)

	High	Moderate	Low
a) _____	☐	☐	☐
b) _____	☐	☐	☐
c) _____	☐	☐	☐
d) _____	☐	☐	☐

14. Overseas Conferences/Seminars attended

Name of Conference/Seminar	Venue	Dates	
		From	To

15. Overseas Courses attended including Courses of SEAMEO Regional Centre/Project

Name of Courses	Country/SEAMEO Regional Centres/Projects	Dates	
		From	To

16. Publications

Title of Publications	Year Published

17. *English Language Qualifications

i) IELTS Band _____

ii) TOEFL Score _____

iii) Others (Please Specify)

Exam _____ Grade _____

* (Please submit a certified copy of certificate)

_____

Date Signature of Applicant/Participant

Recommended by the Ministry of Education

_____

Date Signature

_____

Name of official on behalf of the Minister of Education

IMPORTANT: THIS FORM SHOULD BE COMPLETED IN DUPLICATE. A COPY TO BE DISPATCHED THROUGH YOUR MINISTRY OF EDUCATION BY REGISTERED AIRMAIL TO REACH THE FOLLOWING ADDRESS

THE DIRECTOR

SEAMEO RECSAM, 11700 GELUGOR, PENANG, MALAYSIA

It must be accompanied by a medical certificate that the intending participant is medically fit for the course.

REF NO. _____

(FOR OFFICIAL USE ONLY)

SEAMEO RECSAM SCHOLAR AGREEMENT

THIS DEED is made the _____ day of _____ Two Thousand and Seventeen (2017) between _____ of _____

(hereinafter called 'the Scholar') of the first part and the Southeast Asian Minister of Education Organization (hereinafter called 'SEAMEO') of the second part.

WHEREAS the Scholar will pursue the course of training specified in the Schedule hereto (hereinafter called 'the Course') at the SEAMEO Regional Centre for Education in Science and Mathematics in Penang, Malaysia under a scholarship granted by SEAMEO. AND WHEREAS the Scholar has expressed his willingness to accept the Scholarship upon the terms hereafter set out:

NOW THIS DEED witnesseth as follows:

1. In this deed unless the context of otherwise requires:

   Words importing the masculine gender include females;

   Words in the singular include the plural and words in the plural include the singulars;

2. The Scholar hereby covenants:

   (i) that he will enter upon and diligently continue in the Course and that he will complete the Course within the prescribed time specified in the Schedule hereto;

   (ii) that he will devote his whole time to the Course and will, to the best of his ability apply himself to the Course to the satisfaction of the supervisors, tutors or instructors associated therewith;

   (iii) that he will follow all the sessions of the Course and sit for all the assessment tests prescribed, if any, for the Course within the limits of time prescribed in the Schedule hereto;

   (iv) that he will conform to the regulations and discipline in force from time to time at his place of study or training and at his place of residence;

   (v) that he will reside in RECSAM's hostel, or other place as directed by the Director of the SEAMEO Regional Centre for Education in Science and Mathematics (hereafter called 'the Director');

   (vi) that all rights, including title, copyright and patent rights, in any work produced by him as part his course/project of RECSAM shall be vested in the Course;

   (vii) that he will not undertake any occupation, either remunerative or otherwise, outside the course except with prior approval of the Director;

   (viii) that he will, if in receipt of any remuneration, whether in money or money's worth for any work or service which he is required to undertake or perform as part of the Course or any award gained during the Course, report the same to the Director and shall if so required by the Director surrender to the Director all or such proportion of any such remuneration or award as the Director may determine, retaining any remainder thereof for himself;

   (ix) that he will refrain from participation in political activities not normally permitted in the institutional in which the Course is taken;

   (x) that he will not change his subjects of study or programme of training or take any additional courses without the prior written permission of the Director; and

   (xi) that he will not leave the country unless with the joint approval of his Ministry of Education as well as that of the Centre Director.

3. If the Scholar shall:-

(i) be idle or grossly misbehaves himself towards the supervisors, tutors, or instructors associated with the Course or commit a breach of his obligations under this deed; or

(ii) by reason of illness or injury be unable to carry out his obligations under this deed;

Then in either of those cases SEAMEO may forthwith terminate the scholarship by giving notice to the Scholar but without prejudice to the rights of the parties hereunder in respect of any antecedent breach of the covenants and stipulations herein contained.

4. The Scholar for himself and his/her personal representative hereby further undertakes:-

(i) to absolve SEAMEO including its servants from any liability to the Scholar for loss of life or injury to his person or damage or loss to his property arising from the negligence of the servants of SEAMEO; and

(ii) to indemnity and keep harmless SEAMEO against all proceedings, suits, actions, claims, demands, costs and expenses whatsoever which may be taken or made against SEAMEO or incurred or become payable by SEAMEO in respect of injury (whether fatal or otherwise) to any person of damage or loss to any property occasioned directly of indirectly by any act, omission or other default by the Scholar while on or otherwise in relation to or arising out of the Course.

5. Is is hereby agreed that any right, function or power conferred on SEAMEO under this deed may be exercised by the Director or any person duty authorized by him in that behalf.

IN WITNESS WHEREOF the Scholar and SEAMEO by its duty authorized representative have set their hands and seals hereunto the day and year first above written.

HE SCHEDULE ABOVE REFERRED TO

Signed, sealed and delivered by)
The SCHOLAR in the presence of:)
)
)
Signature .....) .....
(Witness)) (Signature of SCHOLAR)
)
Name .....)
Address .....)
.....)

Signed, sealed and delivered by the DIRECTOR of the SEAMEO)
Regional Centre for Education in Science and Mathematics in Penang)
Malaysia, who has been duty authorized to act in that behalf for the)
)
Signature .....) .....
(Witness)) (Signature of DIRECTOR)
) RECSAM
Name .....)
Address .....)
.....)

MEDICAL REPORT (to be completed by an authorized physician)

<table>
<tr><td colspan="4">Name of Applicant:</td></tr>
<tr><td>Age:</td><td>Sex:</td><td>Height:</td><td>Weight:</td></tr>
<tr><td colspan="4">Blood Group:
A ☐ B ☐ C ☐ D ☐</td></tr>
<tr><td colspan="4">Blood Pressure:</td></tr>
<tr><td colspan="2">Is the person examined at present in good health?</td><td colspan="2">Is the person examined physically and mentally able to carry out intensive training away from home?</td></tr>
<tr><td colspan="2">Is the person free of infectious diseases (AIDS, tuberculosis, trachoma, skin diseases, etc.)?</td><td colspan="2">Does the person examined have any condition or defect (including teeth) which might require treatment during the course?</td></tr>
<tr><td colspan="2">List any abnormalities indicated in the chest X-ray.</td><td colspan="2">Pregnancy Test (for woman only)</td></tr>
<tr><td colspan="4">I certify that the applicant is medically fit to undertake a course in SEAMEO RECSAM, Penang, Malaysia.

Name of Physician:

Address of Clinic:

Telephone:

Email:

Signature of Physician:</td></tr>
</table>

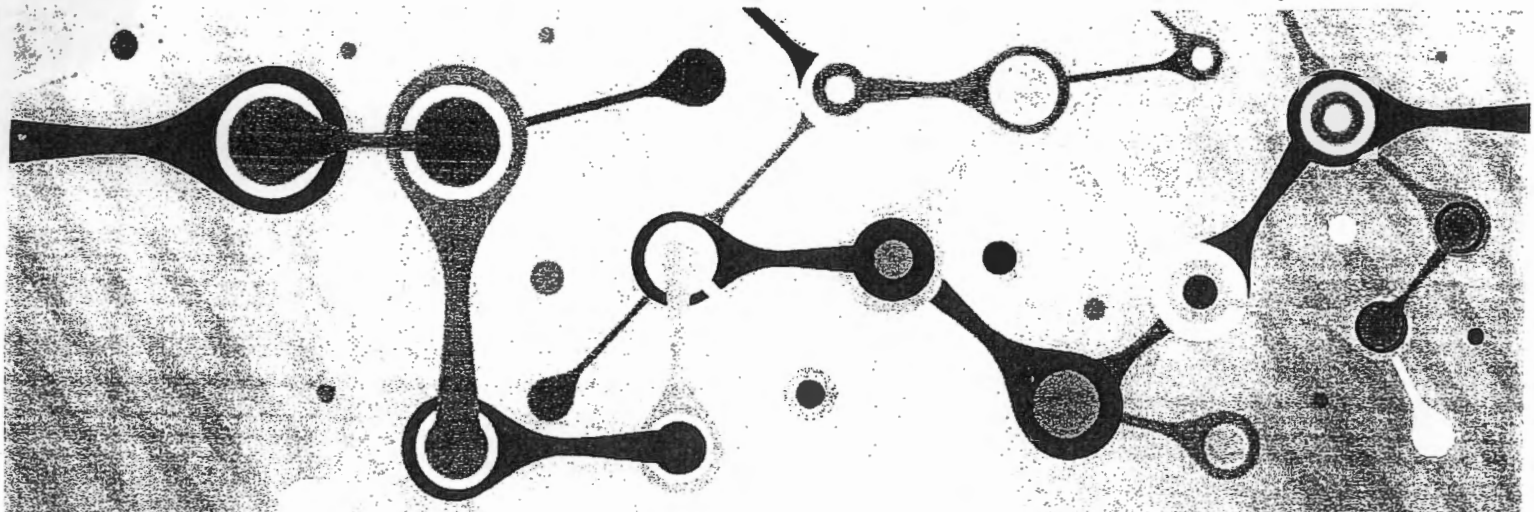
CHECKLIST OF THE DOCUMENTS TO BE SUBMITTED TO SEAMEO RECSAM BY EACH APPLICANT

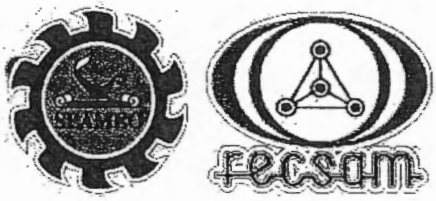
Name: _____

Country: _____

No	ITEM	QUANTITY	YES/NO
1	**APPLICATION FORM**	2	
2	**PHOTOCOPY OF PASSPORT*** (Only the front page with participants' particular are required)	2	
3	**MEDICAL REPORT**	1	
4	**ENGLISH PROFICENCY CERTIFICATE**	2	
5	**SCHOLAR AGREEMENT**	1	

Note: Deadline for nomination form submission is 24 November 2016

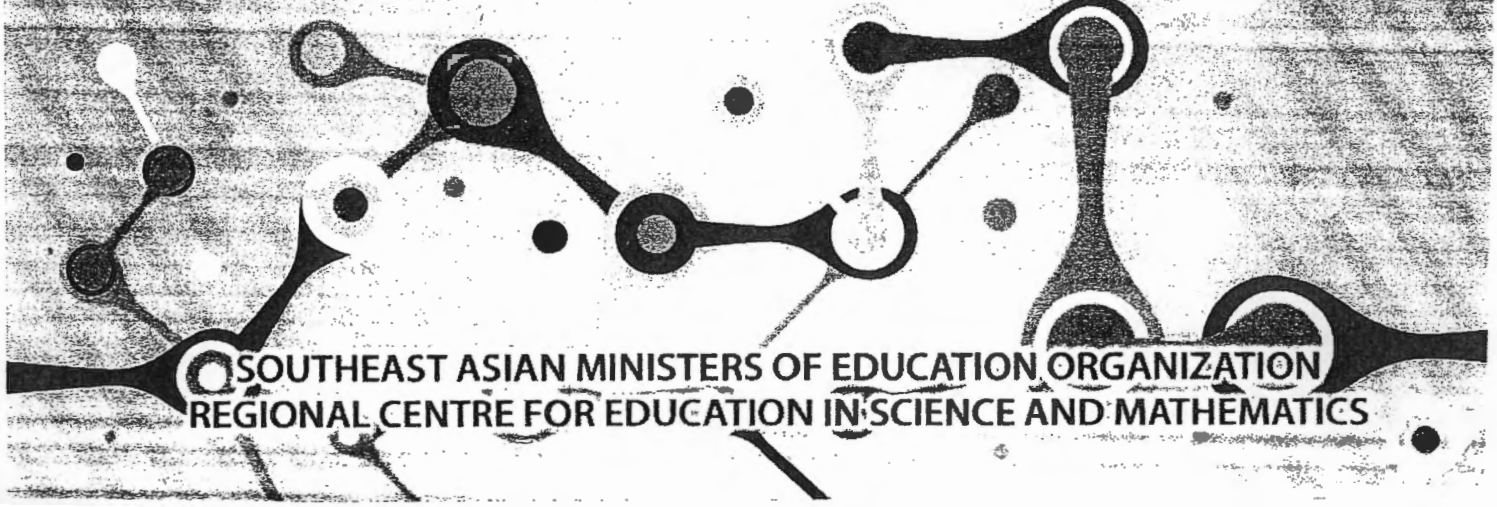




REGULAR COURSES

FOR FISCAL YEAR 2016 / 2017

3 – 28 April 2017



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

COURSE DESCRIPTION

REGULAR COURSES FOR FISCAL YEAR 2016/2017

3 – 28 April 2017

COURSE CODE	COURSE TITLE
RC-PS-141-1	FOSTERING HIGHER ORDER THINKING SKILLS IN PRIMARY SCIENCE EDUCATION
RC-SM-141-2	ENHANCING MATHEMATICAL THINKING IN SECONDARY CLASSROOMS
RC-PS-141-3	TECHNOLOGY-ENHANCED LEARNING (TEL): ENHANCING PRIMARY SCIENCE TEACHING AND LEARNING THROUGH TECHNOLOGY
RC-SM-141-4	ENHANCING SECONDARY MATHEMATICS TEACHING AND LEARNING THROUGH PROFESSIONAL LEARNING COMMUNITY

SOUTHEAST ASIAN MINISTERS OF EDUCATION ORGANISATION
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/

REGULAR COURSES FOR FISCAL YEAR 2016/2017

3 – 28 April 2017

Course Code	Course Title	No. of Scholarships Offered Per Country	Deadline for Documents to Reach RECSAM
RC-PS-141-1	Fostering Higher Order Thinking Skills in Primary Science Education	2	24 November 2016
RC-SM-141-2	Enhancing Mathematical Thinking in Secondary Classrooms	2	24 November 2016
RC-PS-141-3	Technology-Enhanced Learning (TEL): Enhancing Primary Science Teaching and Learning through Technology	1	24 November 2016
RC-SM-141-4	Enhancing Secondary Mathematics Teaching and Learning through Professional Learning Community	2	24 November 2016

Level
P: Primary
S: Secondary

Subject
S: Science
M: Mathematics

REGULAR COURSES FOR FISCAL YEAR 2016/2017

Course Code: RC-PS-141-1

Course Title: FOSTERING HIGHER ORDER THINKING SKILLS IN PRIMARY SCIENCE EDUCATION

Rationale:

Recently there have been widespread discussions on the need for the teaching of higher order thinking skills (HOTS) to prepare students to be the creative and innovative workforce. No longer is it enough for high school graduates simply to know basic facts and skills. To be successful, students must master decision-making, prioritising, strategising and collaborative problem solving. Moreover, higher order thinking allows students to excel and achieve intellectual freedom (Limbach & Waugh, 2010).

Although we often assume that thinking skills develop automatically as students go through their schooling years, higher order thinking, specifically, needed to be taught, either implicitly or explicitly. In order to help students develop HOTS, teachers need to purposely and persistently practice strategies that promote higher order thinking such as bringing real-world problems into the classrooms, encouraging open-ended class discussions, and to carry out inquiry-oriented experiments (Miri, David, & Uri, 2007)

This course will introduce the participants to the what, why and how of higher order thinking as well as useful teaching and learning approaches, strategies and thinking tools that foster HOTS among the students.

Objectives:

The main objective of this course is to provide participants with the knowledge and skills required to foster higher order thinking among their students.

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

1. understand the definition and learning theories related to HOTS;
2. acquire the necessary skills to develop HOTS through contemporary teaching and learning approaches such as Inquiry-based Science Education (IBSE) and Socio-Scientific Issues-based Education;
3. utilise questioning techniques and metacognition to promote higher order thinking in science classrooms;
4. incorporate ICT and thinking tools to cultivate creative, critical and inquiry thinking skills; and
5. develop higher order thinking assessment tools.

Course Contents:

This course is activity-oriented and participants will engage actively in initiating activities that facilitate discussions, sharing of experiences, planning and developing science lessons incorporating HOTS.

The major areas include:

1 Science Education

- 1.1 Trends and Issues in Primary Science Education
- 1.2 Science Process Skills as Fundamentals to HOTS
- 1.3 Definition and Learning Theories related to HOTS

2 Teaching and Learning Approaches to Foster Higher Order Thinking

- 2.1 IBSE
- 2.2 Socio-scientific Issues-based Education
- 2.3 Outdoor Science Learning

3 Strategies to Foster Higher Order Thinking

- 3.1 Questioning Techniques for Higher Order Thinking
- 3.2 Metacognition
- 3.3 Integration of ICT
- 3.4 Classroom Discourse, e.g. Reasoning, Argumentation, Debate
- 3.5 Thinking Tools, e.g. Thinking Maps, Concept Cartoons, Graphic Organisers

4 Assessing Higher Order Thinking

- 4.1 Assessing Higher Order Thinking in the Classroom
- 4.2 International Assessments: Analysis of TIMSS and PISA Items
- 4.3 Higher Order Thinking Items Construction

5 Theory into Practice

- 5.1 Planning, Designing, Implementing and Improving Lessons Plans and Strategies with Emphasis on Developing HOTS Using the Lesson Quality Improvement Processes.

Duration: Four Weeks

Participants: Science Educators or Key Primary Science Teachers

English Proficiency:

- should possess a good command of the English language (both spoken and written abilities)

- Preferably with IELTS Band of 4.5 or Equivalent

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

References:

Limbach, B. & Waugh, W. (2010). Developing Higher Level Thinking. *Journal of Instructional Pedagogies Journal (3).* Academic & Business Research Institute.

Miri, B., David, B-C. & Uri, Z. (2007). Purposely Teaching for the Promotion of Higher-order Thinking Skills: A Case of Critical Thinking. *Research in Science Education: 37(4)*: pp 353-369. Retrieved from http://link.springer.com/article/10.1007/s11165-006-9029-2

Course Code: RC-SM-141-2

Course Title: ENHANCING MATHEMATICAL THINKING IN SECONDARY CLASSROOMS

Rationale:

The most important ability that mathematics educators need to cultivate among students is mathematical thinking, which instils the ability to think and make judgments independently. Students need the ability to perform the following on their own: find issues, learn, think, make judgments and act so that they can solve problems skilfully in the ever changing world scenarios (Isoda, & Katagiri, 2012). Unfortunately, the teaching of mathematical thinking has been far from adequate in reality.

Research on learning show that there are instructional practices that enhance our teaching effectiveness in instilling mathematical thinking in students. Several studies (Isoda & Katagiri, 2012; Schoenfeld, 1994) suggest problem solving approaches to cultivate mathematical thinking. This course will focus on some of these practices and strategies that promote students' mathematical thinking in the mathematics classrooms. Participants will also be exposed to elements of appreciating mathematical thinking and ideas.

Objectives:

The main objective of this course is to provide participants with the knowledge and skills required to promote the cultivation of mathematical thinking in their own classroom.

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

1 acquire basic knowledge and philosophy of conducting mathematics lesson that focus on problem solving;

2 select appropriate as well as develop and refine mathematical tasks;

3 identify appropriate strategies to solve problems;

4 develop skills to create mathematics lesson that promote mathematical thinking,

5 adopt teaching and learning approaches/strategies to promote mathematical thinking;

6 assess mathematical thinking; and

7 collaboratively plan, design, implement, analyse and make conclusion of a quality lesson plan that promote and enhance mathematical thinking.

Course Contents:

This course is activity-oriented and highlights the exemplary mathematics approaches and good classroom practices. Participants are encouraged to engage actively in initiating activities that facilitate classroom discussions, sharing of experiences, demonstrations and presentations, and, planning and designing a lesson that promotes mathematical thinking in the classroom. Furthermore, it provides a platform for the participants to practice good global citizenship in learning together with fellow Southeast Asian teacher educators.

The major areas include:

1 Trends and Issues in Mathematics Education

- 1.1 Nature of Mathematics
- 1.2 Sustainable and Life-long Learning
- 1.3 Learner-centred Learning

2 Strategies and Approaches to Enhance and Promote Mathematical Thinking

- 2.1 Problem Solving
- 2.2 Structured Problem Solving and the Management of the Blackboard (Bansho)
- 2.3 Model and Heuristics Approaches
- 2.4 Problem-based Learning (PBL4C)
- 2.5 Questioning Techniques and Facilitation

3 Assessment for Learning

- 3.1 Assessment for Mathematical Thinking
- 3.2 Observation Skills
- 3.3 Instruments and Techniques of Assessment for Learning

4 Planning, Designing, Implementing and Improving Lessons Plans and Strategies with Emphasis on Promoting and Enhancing Mathematical Thinking Using the Lesson Quality Improvement Processes.

Duration: Four Weeks

Participants: Mathematics Educators or Key Secondary Mathematics Teachers

English Proficiency:

- should possess a good command of the English language (both spoken and written abilities)
- Preferably with IELTS Band of 4.5 or Equivalent

Expected Output:

1. Group Project Work Report
2. Individual Multiplier Effect Action Plan

References

Schoenfeld, A. (1994). Reflections on doing and teaching mathematics. In A. Schoenfeld (Ed.). *Mathematical Thinking and Problem Solving.* (pp. 53-69). Hillsdale, NJ: Lawrence Erlbaum Associates

Isoda, M &Katagiri, S (2012). *Mathematical Thinking: How to Develop it in the Classroom.* Singapore: World Scientific

Course Code: RC-PS-141-3

Course Title: TECHNOLOGY ENHANCED LEARNING (TEL): ENHANCING PRIMARY SCIENCE TEACHING AND LEARNING THROUGH TECHNOLOGY

Rationale:

For the last two decades digital technologies have become inseparable from development and research in the science education. However, it has not been fully integrated into the field of teaching and learning of science. "Billions of dollars have been invested to equip schools with educational technological tools, yet the vast majority of the teachers do not use technology in meaningful ways in their instruction (Guzey & Roehrig, 2012, p.162)". There is a potential for supporting and enabling learning through exploring the use of animations, simulations and games of scientific phenomena. Therefore, technology-enhanced learning (TEL) should be maximised to improve the hands-on and minds-on activities in science classrooms.

The TEL, which is organized around the types of learning technologies to make science learning authentic and to provide the tools to sustain engaged participation in making sense of the real world. There is a growing importance of technological applications that will improve the students' understanding of teaching and learning of science contents. There is a need to understand various strategies and effective learning approaches to implement learning technologies. TEL complements well with constructivist teaching approaches and assessment for developing higher order thinking skills (HOTS).

Objectives:

The main objective of this course is to provide participants opportunities to use technology to enhance science pedagogical content knowledge and skills.

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

1 acquire basic knowledge on types of TEL;

2 develop skills in using TEL applications and tools to improve teaching and learning in primary science;

3 adopt strategies such as project-based learning, active learning, life-long learning for enhancing effective teaching and learning of primary science; and

4 collaboratively plan, design, implement, and make conclusion of a primary TEL lesson study.

Course Contents:

This course emphasizes a good learning of theory with reflective classroom practices based on TEL. The knowledge and skills acquired would enable participants to initiate TEL for improving primary science classroom practices in their respective schools.

The major areas include:

1 Type of Technology Enhanced Learning

1.1 E-Learning

1.2 Blended Learning

1.3 Mobile Learning

1.4 Web-based Learning

1.5 Game-based Learning

2 Applications that Support Technology Enhanced Learning

2.1 Animations

2.2 Simulations

2.3 Digital Games

2.4 Videos

3 Tools for Technology Enhanced Learning

3.1 Non-digital Games

3.2 Digital Games

4 Strategic Approaches for Technology Enhanced Learning

4.1 Project-based Learning

4.2 Active Learning

4.3 Problem-based Learning

5 Science Education

5.1 Issues and Trend in Primary Science Education

5.2 Selected Strategies/Approaches in Teaching and Learning of Science

5.3 Technology-based Assessment (e.g. Google Docs, Clickers, Hot Potatoes)

Duration: Four Weeks

Participants: Science/ICT Educators or Key Primary Science/ICT teachers

English proficiency:

- should possess a good command of the English language (both spoken and written abilities)
- Preferably with IELTS Band of 4.5 or Equivalent

Expected output:

1. Project Work Report
2. Individual Multiplier Effect Action Plan

References:

Allen, B., (2007). *Blended learning: tools for teaching and training.* London: Facet Publishing.

Becker, K., Kehoe, J. &Tennent, B. (2007). Impact of personalised learning styles on online delivery and assessment. *CampusWide Information Systems, 24*(2), 105-119.

Campbell, T., Wang, S. K., Hsu, H. Y., Duffy, A. M., & Wolf, P. G. (2010). Learning with web tools, simulations, and other technologies in science classrooms. *Journal of Science Educational Technology, 19*, 505-511.

Cooper, S. (2010). Predicting protein structures with a multiplayer online game. *Nature, 466*, 756-60.

Divaharan, S., & Lim, C. P. (2010). Secondary school socio-cultural context influencing ICT integration: A case study approach. *Australasian Journal of Educational Technology, 26*(6), 741-763.

Guzey, S. S., &Roehrig, G. H. (2012). Integrating educational technology into the secondary science teaching. *Contemporary Issues in Technology and Teacher Education, 12*(2), 162-183.

Hartley, J. (2007). Teaching, learning and new technology: A review for teachers. *British Journal of Educational Technology, 38*(1), 42-62.

Course Code: RC-SM-141-4

Course Title: ENHANCING SECONDARY MATHEMATICS TEACHING AND LEARNING THROUGH PROFESSIONAL LEARNING COMMUNITY

Rationale:

Teachers are continuing seeking ways, albeit systematically, to improve classroom teaching and learning. To facilitate learning, teachers prepare lessons, develop instructional materials, evaluate student work, and share outcome with students with the intention of improving learning. This may sound like daily classroom teaching routines. But, if those activities are seen in a different perspective, that describes teachers designing and implementing a plan of action, observing and analysing outcomes, and modifying plans to better meet the needs of students, then the description is robust enough to be seen as a classroom research (Anderson, 2004). These activities will yield the ultimate goal of improving the quality of teaching and enhance better learning. As such, it is certainly appropriate to regard teachers as researchers. In fact, meaningful teacher research should be an intentional and systematic inquiry in order to improve classroom practice, and accordingly the outcome should also be a formal way of recording a good teaching in a written format.

However, it is equally important that all academic staff of a school work on the school's common purpose. Otherwise the various staff may be moving in different directions that could result in a lack of alignment of the scope and reducing the effect of collegial cohesion. Hence, all teachers at the school should come together to meet as one community, to share what the individual teachers or smaller units are learning, and to carry out the specific research learning that the whole school group deems important. This is the basic purpose of establishing Professional Learning Community (PLC) to upgrade the quality of teaching and thereby enhancing students' successful learning (Hord, Roussin & Sommers, 2010). Quality teaching is strengthened by continuing professional development of the teachers, and PLC sets the environment that facilitates collegiality and close collaboration among them.

To promote the notion of teachers as researchers, and to increase the effectiveness of PLC, three classroom-based research methodologies, i.e. action research, case study and lesson study are recommended to be used by teachers to research on their own teaching. In the process of implementing any one or all of those methodologies, the teacher would have to choose a research question that he wants to focus on as provided by the whole school group, and then plan how to gather data for deriving useful information. Through data analysis, the teacher will then be able to reflect on what he has learned, and make conclusions or decisions on how to improve instructional practices to better serve student needs.

Objectives:

The main objectives of this course is to provide participants with the knowledge and skills required to conduct classroom-based research with the intention of establishing PLC in their own schools to enhance secondary mathematics teaching and learning.

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

1 acquire basic knowledge and philosophy of classroom-based research, such as action research, case study and lesson study;

2 develop basic research skills necessary to conduct classroom-based research in education to improve teaching and learning of secondary mathematics;

3 attain simple statistical techniques for data analysis;

4 adopt alternative teaching methods/strategies derived from classroom-based research for enhancing effective teaching and learning of secondary mathematics;

5 plan, design, implement, analyse and make conclusion collaboratively on a secondary classroom-based research study; and

6 establish PLC in their own schools.

Course Contents:

This course emphasises a good grounding of theory in educational research and reflective classroom practices. Participants will have to engage actively in course activities and discussions, as well as fostering team work in designing and carrying out a small-scale classroom-based research study. The knowledge and skills acquired would enable them to initiate classroom-based research and form PLC for improving secondary mathematics classroom practices in their respective schools upon returning to their own countries.

The major areas include:

1 Introduction to Educational Research

- 1.1 Teachers as Researchers
- 1.2 Nature and Elements of Educational Research
- 1.3 Types of Research: Qualitative, Quantitative and Mix-mode Research

2 Mathematics Education

- 2.1 Issues and Trends in Secondary Mathematics Education
- 2.2 Selected Strategies/Approaches in Teaching and Learning of Secondary Mathematics
- 2.3 Formative Assessment

3 Classroom-based Research Methodologies

- 3.1 Action Research
- 3.2 Case Study
- 3.3 Lesson Study

4 Theory into Practice: Implementation of a Small-scale Classroom-based Research

- 4.1 Research Question
- 4.2 Research Design
- 4.3 Data Collection

4.4 Data Analysis

4.5 Interpretation, Conclusion and Report Writing

5 Simple Statistical Techniques

5.1 Types of Descriptive Statistics

5.2 Concepts Underlying Inferential Statistics

5.3 Statistical Packages for Data Analysis

6 Professional Learning Community

6.1 What, Why and How: Establishing PLC

6.2 Sharing Personal Practice for Collective/Whole School Group Learning

Duration: Four Weeks

Participants: Mathematics Educators or Key Secondary Mathematics Teachers

English Proficiency:

- should possess a good command of the English language (both spoken and written abilities)
- Preferably with IELTS Band of 4.5 or Equivalent

Expected Output:

1. Group Project Work Report
2. Individual Multiplier Effect Action Plan

References:

Anderson, A. (2004). An Introduction to Teacher Research. Retrieved on April 18, 2014 from *http://www.learnnc.org/lp/pages/659*

Hord, S.M., Roussin, J.L. and Sommers, W.A. (2010). *Guilding Professional Learning Communities: Inspiration, Challenge, Surprise, and Meaning.* USA: Corwin

ดังนั้น เพื่อให้การสมัครขอรับทุนดังกล่าวเป็นไปด้วยความเรียบร้อยสำเร็จตามวัตถุประสงค์ กรมส่งเสริมการปกครองท้องถิ่นจึงขอความร่วมมือจังหวัดแจ้งองค์กรปกครองส่วนท้องถิ่นประชาสัมพันธ์ทุนฝึกอบรมของศูนย์เรคแซม ประจำปี ๒๕๕๙ – ๒๕๖๐ ให้ครูของสถานศึกษาสังกัดองค์กรปกครองส่วนท้องถิ่นทราบและสมัครขอรับทุน โดยให้ผู้ประสงค์สมัครขอรับทุนจัดส่งใบสมัครและสำเนาใบสมัคร รวมจำนวน ๕ ชุด ผ่านองค์กรปกครองส่วนท้องถิ่นต้นสังกัด มายังกองส่งเสริมและพัฒนาการจัดการศึกษาท้องถิ่น กรมส่งเสริมการปกครองท้องถิ่น ภายในวันที่ ๓ ตุลาคม ๒๕๕๙ เพื่อจะได้ดำเนินการพิจารณาคัดเลือกผู้สมัครรับทุนตามจำนวนที่กำหนด เสนอให้สำนักงานปลัดกระทรวงศึกษาธิการ ภายในวันที่ ๗ ตุลาคม ๒๕๕๙

จึงเรียนมาเพื่อโปรดพิจารณาดำเนินการต่อไป

ขอแสดงความนับถือ

(นายชัยวัฒน์ ชื่นโกสุม)
รองอธิบดี ปฏิบัติราชการแทน
อธิบดีกรมส่งเสริมการปกครองท้องถิ่น

กองส่งเสริมและพัฒนาการจัดการศึกษาท้องถิ่น
กลุ่มงานส่งเสริมการจัดการศึกษาท้องถิ่น
โทร. ๐ ๒๒๔๑ ๙๐๒๑-๓ ต่อ ๒๐๖
โทรสาร ๐ ๒๒๔๑ ๙๐๒๑-๓ ต่อ ๒๑๘