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สร้างสังคมแห่งการเคารพ
และเรียนรู้ร่วมกัน

Thai Education Policy & Its International Contexts Activity Pack

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Abstract

Incorporating human rights and democratic principles in the classroom is key to create a free and equal society. In Spring 2019, we taught the course *Thai Education Policy & Its International Contexts* at the Faculty of Learning Sciences & Education, Thammasat University in Bangkok, Thailand. As an elective for third-year Bachelor's Degree students, our aim was to build on the work of Tibbitts (2017), Bajaj (2011), and Flowers (2017) by using a transformational approach to instruction. Our objectives were to promote understanding in the complexities of policy formulation, develop a critical mindset to existing policies, engage in writing and advocating policy, and for students to become aware of the debates in educational inclusion and equity. To attain these objectives, we designed and implemented the course's structure through democratic engagement. In our attempt to counter the traditional approach of rote learning of a knowledge-based topic (education policy), we used games and activities to foster participation and use the classroom as the democratic model we wished to see in broader society.

Our aim was to counter the ambiguity of knowledge in Thai education policy by demonstrating the power of democratic participation in policymaking. Students engaged in numerous activities including co-creating classroom policies, playing theory-based jeopardy, reflecting wall of discourse statements, critiquing media as a potential tool for indoctrination, examining the policy process cycle through upcoming election policies, debating Thailand's involvement in PISA, and analyzing social inequality, teacher education, and technology. Drama activities were also used as a tool for students to examine the perspectives of different stakeholders by roleplaying a school community meeting and by acting out the five curricular outcomes for students based on the Ministry of Education. By creating engaging activities in the classroom, we hoped this would drive active participation in educational reform.

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Acknowledgement

We would like to extend our sincerest gratitude to the many contributors of this class and its subsequent publications. First, this activity pack would not have been possible without the students of *LSE 315: Thai Education Policy & Its International Contexts* at the Faculty of Learning Sciences & Education, Thammasat University. Your dynamism and pursuit of knowledge allowed for engaging discussions and activities. Additionally, your effective feedback throughout the semester facilitated our growth as teachers. Thank you for allowing the classroom to act as a laboratory in workshopping the best practices in teaching education policy.

Thank you also to the many colleagues that provided suggestions, ideas, frameworks, theories, and methodologies throughout the course. It was our aim to make a knowledge-based topic, where it would be all too easy to lecture, engaging and relevant. Thank you in particular to Dr. Saranawit Phromasaka Naskonnakhon, Dr. Nattika Kongyuth, and Dr. Fon Ninkhate for your essential role in our teaching team. Our diverse backgrounds were our strength, and we thank you for your time and effort in making this an enjoyable experience week after week.

Competency & Concept Index

Activity 1: Introductions & Expectations

Keywords: Ice breaker, democratic participation, communication

Activity 2: Classroom Policy Creation

Keywords: Policy formulation, debate, power, democratic participation

Activity 3: Reflecting Wall of Discourse

Keywords: Discourse, systems-thinking, critical thinking

Activity 4: Theoretical Jeopardy

Keywords: Theories of policy making, critical thinking and application

Activity 5: Policy Process Cycle

Keywords: Analytical thinking, critical thinking, democratic participation, teamwork

Activity 6: Starpower Game

Keywords: Negotiation, power, politics of policymaking, inequalities, social mobility

Activity 7: Fill in the Lyrics

Keywords: Critical thinking, indoctrination, media and communication skills

Activity 8: Stakeholder Roleplay

Keywords: Empathy, negotiation, stakeholders, critical thinking, conflict resolution

Activity 9: Analyzing and Critiquing Teacher Education Policy

Keywords: Analytical thinking, critical thinking, policy recommendation

Activity 10: Dramatic Scavenger Hunt

Keywords: Creativity, conceptualization, communication

Activity 11: PISA Debate & Action Planning

Keywords: Critical thinking, debate, presentation, teamwork

Activity 12: Wrap Up & Act Out

Keywords: Comprehension skills, teamwork, communication

Introduction

Incorporating human rights and democratic principles in the classroom is key to create a free and equal society. In spring 2019, we taught the course “*Thai Education Policy & Its International Contexts*” at the Faculty of Learning Sciences & Education, Thammasat University. As part of our Faculty’s philosophy of team teaching, the course was taught by five teachers and one guest lecturer. In fostering our values, concepts of diversity, inclusion, innovation, and transformation played a central role in the structure of this course. We had five key learning objectives:

1. Learners understand complexities in policy formulation, which include engaging with various key players who hold different ethical grounds and unequal power. The complexities also include debates on policy purpose and its context.
2. Learners are able to critically examine and evaluate policy and aware of the advantages and limitations of various educational policies and practices.
3. Learners engage in writing and advocating policy.
4. Learners have an awareness of different ways of ensuring educational inclusion and equity in policy enactment and implementation.
5. Learners engage in debates about the social values that exist within educational practice and systems.

To attain these objectives, we designed and implemented the course’s structure through democratic engagement. In our attempt to counter the traditional approach of rote learning of a knowledge-based topic (education policy), we used games and activities to foster participation and use the classroom as the democratic model we wished to see in broader society.

In designing the course, we relied heavily on the human rights education work of Tibbitts (2017), Bajaj (2011), and Flowers (2017) that advocate for a transformational model of instruction where teacher instruct about, for, and through human rights. These pedagogical methods are activity-centered, problem-posing, participative, dialectical, analytical, healing, strategic thinking-oriented, and goal and action-oriented (Tibbitts, 2017). By engaging learners through participatory practices and democratic means, we hope to highlight the role of people in policy making. We discussed practice-based techniques for working with policy and introduced students to new theoretical concepts of inequality including, but limited to, the work of Iris Young’s *Inclusion and Democracy* (2002), Paulo Friere’s *Pedagogy of the Oppressed* (1972), as well as material from local and international social movements and media.

Context

All activities responded directly to its context. At the time of instruction, Thailand was in the midst of its first election since the 2014 coup d’état that installed the military junta to power. Through the past century, Thailand has encountered political contention and contestation of the

meaning of democracy and citizenship, which result in ongoing debates about the ideal education for its citizens. Consequently, teaching concepts for formulating and evaluating education policy was challenging. Our aim was to counter the ambiguity of knowledge by demonstrating the power of democratic participation in policymaking and engaging students in educational debates. Students engaged in numerous activities including co-creating classroom policies, playing theory-based jeopardy, reflecting wall of discourse statements, critiquing media as a potential tool for indoctrination, examining the policy process cycle through upcoming election policies, debating Thailand's involvement in PISA, and analyzing social inequality, teacher education, and technology. Drama activities were also used as a tool for students to examine the perspectives of different stakeholders by role-playing a school community meeting and by acting out the five curricular outcomes for students based off the Ministry of Education. By creating engaging activities in the classroom, we hoped this would drive active participation in educational reform. Three contextual factors were highly influential in designing this course:

- Higher education classroom
- Global South: Thailand, situated in the Southeast Asia region
- Date: Spring 2019, where most of our students could vote for the first time in their life

These contextual factors at this particular moment of history greatly informed the purpose, pedagogy, and objectives to this course. Thammasat University is famously a public research institution devoted to its guiding philosophy to “uphold academic excellence, service to society, promotion of arts and culture, social equality and social justice under the philosophies of constitution and democracy” (Thammasat University, 2019). Therefore, we see our role as educators with a responsibility for social justice. It was our aim as teachers to gamify knowledge and present models of democratic practices in the classroom. Assessments were heavily focused on presentation and writing as a means to prepare students with strong communication skills for their current and future roles as education changemakers throughout Thailand and abroad. Engaging in dialogue through the spoken and written word were key to unlocking emancipation through dialectics. Thus, students were armed with both theoretical knowledge and practical skills needed to work with and advocate for education policy.

Purpose

The purposes of this paper are to (1) document and share our teaching pedagogy and practices, (2) situate our efforts into the larger work of human rights education and democratic education, and (3) share best practices with communities in Thailand and internationally to critically engage in how to contextually apply teach these concepts to your classroom. There is a lacuna of documentation on incorporating this human rights and democratic principles in the higher education classrooms, particularly in the Global South. Therefore, we felt a manual may encourage conversation, critical discussion, and engagement.

Intended Audience

The following stakeholders were targeted as we wrote this manual:

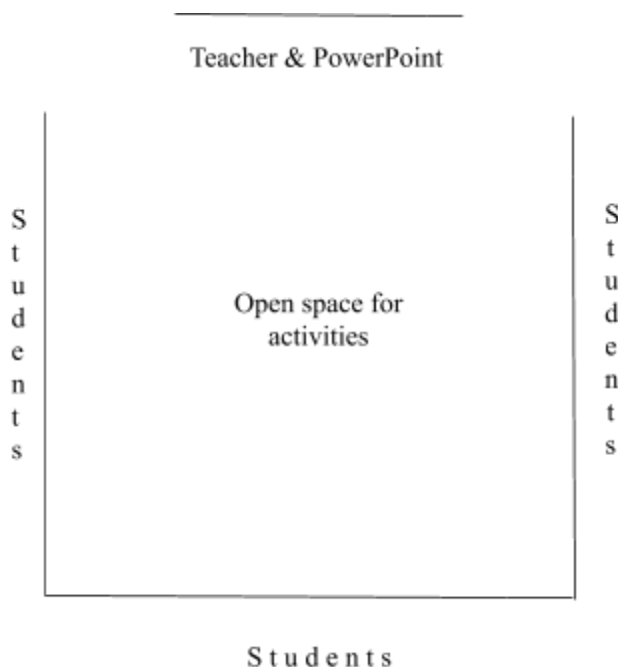
1. *School educators*: While this manual's activities center on the subject of education policy, the activities can be adapted to fit numerous subjects. Primary, secondary, and tertiary educators can use this manual to spark their imagination and discover ways to connect concepts in the classroom to counter rote learning.
2. *Community educators*: Educators in the non-formal education sector who engage with communities may connect the topics and pedagogy in this activity pack with local community concerns targeting key stakeholders. Adapted universal human rights principles through localized approaches will help create a citizen-led movement.
3. *Human rights and democracy organizers*: Many meetings, conferences, and workshops on human rights and democracy advocate for education. We wanted this manual to serve as a structured approach in generating ideas matched with objectives to create better outcomes.
4. *Education changemakers*: Those seeking reform and transformation of the education system may find this manual useful. There is much conversation in Thailand and around the world on the dissatisfaction of the education system in creating well-rounded humans with a need to change frameworks, conceptualizations, and rethink the purpose of schooling. In this attempt, we hoped to create a manual that serves the initiatives education changemakers are advocating for which include twenty-first century skills, life skills education, citizenship education, and global citizenship education.
5. *Policymakers*: We find teaching about democracy, human rights, and the policy process essential to creating well-rounded citizens who defend and improve their country. Education policy is currently an ambiguous process to most. Lack of transparency and participation should strike policymakers as undemocratic and present a need to reform. We advocate policymakers to support teaching policy in schools and provide resources that adds to the discussion of how to do it. Because we workshopped these activities through practice, we are able to share that teaching education policy to students produced successful learning outcomes.
6. *Academics*: Researchers studying social justice related topics can learn many things from each other. The role of the academy in society, linked with evidence-based publications, will help make the case for the need to teach these topics. Academics can study this topic, link best practices between reports, and share with their professional communities.

Achieving democracy through social justice requires many stakeholders. While we target six stakeholders for this report, anyone who is interested in these topics and pedagogy can learn something from this manual. Everyone is involved in the society and its creation of upholding

the values of diversity, equity, and innovation and thus we thank you for your active participation in this initiative.

Assumptions

There are numerous assumptions when teaching this content and conducting these activities. First, the length of each activity should be adjusted to fit your context and classroom. There were many factors that adjusted the time of each activity. Budgeting extra time and materials will be useful. Second, there is an ethical responsibility in teaching about potentially sensitive subjects that students and yourself are kept safe from harm. We do not advocate for putting yourself in danger. Please use your judgement to determine if it is reasonably and ethically responsible to teach about these topics at this time in your context. Third, all activities should be accompanied by a content-based lecture and are not meant to be stand alone activities. Lectures inform the activities and vice versa. Fourth, there is no specific order to this activity pack. Please use activities that you find useful in any order you see fit. Fifth, activities should not be replicated verbatim. While we list the process of activities in detail, this is merely for understanding the steps involved. Activities should be adapted for your learners, classroom, and context. Sixth, the classroom layout and seating arrangement had a great effect on student engagement and the effectiveness of instruction. We switched our classroom numerous times, with students sitting in various seating layouts, and we found that a three-sided square seating arrangement, with an open space in the middle, and the teaching area and PowerPoint at the fourth side of the square to be the most effective. Our most effective classroom layout looked like this:



Seventh, these activities will only be effective in a truly democratic way when teachers see themselves as facilitators of knowledge rather than authority figures in the front of the class. Teachers must adopt a philosophy of participation, diversity of identity and thought, and engage in proactive solutions to critical thinking and problem solving. Lastly, the goal of gamification of learning is to create a fun, engaging environment where students learn by doing. Taking the time for group discussions, debriefing activities, and allow for questions and conversation will connect the aims of the activity to the objectives of the class and students' overall outcomes. Activities are not meant to be conducted for the sake of doing an activity, but present a specific purpose tied to course objectives and curriculum. Thank you for your attention to these assumptions.

Activity 1: Introductions & Expectations

Keywords

Ice breaker, democratic participation, communication

Time

45 minutes

Materials to prepare

1. Post-it notes
2. Pens or pencils
3. Open space on a wall or bulletin board

Rationale

The first day of school can be daunting: students and teachers do not know what to expect, there is an air of formality, and all parties want to make a good first impression. The first class is a chance to establish your relationship, the atmosphere, and expectations with students. With this, it is a prime opportunity in creating a democratic classroom. By allowing students to share their name, something fun about their life outside of school, and their expectations for the class, the teacher-student relationship starts as more horizontal whereby teacher and student become equal. Treating your role of teacher as facilitator rather than authority figure, more humanistic opportunities arise allowing students to share their ideas freely in the class and assist in creating a structure to that class that is meaningful and impactful to them. By incorporating student feedback from the beginning, you are able to engage students in learning by getting them on their feet. This preemptively addresses later behavioral management issues that result in a lack of interest and involvement with the course. Taking the pressure off the first day of school, this activity sets the tone for the whole semester as it encourages humanization, allows students to share their personality with their peers, and encourages the idea of the classroom as a space for openness and exploration by creating a learning community.

Process

1. Introduce the activity by stating that you will go around the room and each person will stand up and share (1) their name and (2) their favorite dessert. The second option can be anything creativity that acknowledges something fun outside of the classroom setting and allows students to open up, think creatively, and bring their humanity and relatability into

the classroom. Other options can be ‘If you were an animal, which animal would you be?’ or ‘If you had a superpower, what would it be?’. You can also ask them to include their grade level or any question that you would like to know.

2. Demonstrate an example of how you would like students to share. For example: “Hi, I’m Cody and my favorite dessert is mango sticky rice.”
3. Ask a student to begin sharing and continue around the entire room. Treat each person individually and with a friendly demeanor. It’s okay if someone is shy or does not know how to answer. Go around the whole class in this way.
4. Thank them for sharing and acknowledge the diversity of responses in the room.
5. Introduce the next question: “*What do you want to get out of this class?*” Ask students to write down one to three things, each on separate post-it notes, their expectations for the class, knowledge or skills they want to improve, and how they want the class to be delivered to best support them. Give students five minutes to think and write.
6. Distribute the post-it notes and pens. When students are finished, they will get out of their seat and put the post-it notes on the open space on the wall. We recommend using multiple colors of post-it notes to create a more colorful display. When all students have completed this task, the teacher will sort the post-it notes into themes and act as a facilitator by reading the expectations aloud: expanding on themes, asking probing questions, and discuss how their expectations will be addressed in the syllabus. Ideally, all students will be huddled at the front so they can read what other students wrote. This is an opportunity for conversation.
7. Encourage students by stating that you will take what you’ve learned from them and incorporate their expectations into the structure of the class.
8. Thank students for sharing and have students return to their seats.



Activity 2: Classroom Policy Creation

Keywords

Policy formulation, debate, power, democratic participation

Time

45 minutes

Materials to prepare

1. List of fake ground rules
2. Blank paper and marker or PowerPoint to display classroom policies

Rationale

Policies exist in every classroom, but seldom are students involved in creating or critiquing them. The purpose of this activity is to facilitate a democratic process of co-creating classroom policies, a main skill we wanted to develop in teaching education policy. By engaging students, this activity encourages them to question who creates policies, how, and why. It also allows students to analyze the power behind different stakeholders in the policy formation process. They can see that policy making revolves around problem solving and that debate is used in the attempt to solve these problems. This should expel the idea that policy is a distant concept that only takes place at the national parliament. Rather, policy is everywhere, and the classroom is a localized way to show the effect policies have on individuals. Students should leave this activity critically examining the purpose of policy and how it is created.

Process

1. Introduce the activity by stating that you want to establish classroom policies that will be enforced throughout the semester.
2. Demonstrate an authoritative approach by reading a list of ground rules you have prepared beforehand. We chose to use a combination of rules traditionally used in the classroom (e.g., attendance, technology use) alongside noticeably absurd rules, found in the box below, to get students to laugh and wonder if the rules were real or fake. By using policies typically used in other classes, our intention was that students will think of these policies that have become standardized from a new perspective. The key to sharing the fake rules in a comical way is the teacher's delivery. The policies used should be modified for each classroom's context.
3. Ask students if they accept all of the rules you've read aloud. If they do not, explain that these are a list of fake rules. Begin by asking which policies they would like to change

and start to create new rules together. Continue to ask questions as they make suggestions and co-create policies as an entire class. This policy formation process should facilitate critical engagement with the purpose and necessity of the policy. Write each policy on a PowerPoint slide or large paper in the front of the classroom so that students are able to see the policies. After all policies have been decided, have a concluding democratic vote to ensure a majority of students vote in favor of each policy.

4. Get students to sign the paper so that it acts as a classroom constitution and semester-long agreement. Display this in the classroom throughout the term to remind students of their participatory involvement and accountability to the structure and policies of the class.
5. Thank each student for their engagement in the co-creation of classroom policies.

Example of Fake Ground Rules

1. Don't be more than 15 minutes late! If you are late, you have to stand while you're learning throughout the class.
2. Submit your assignments on time or your score will be deducted for late submission. Your friends will get the same penalty.
3. We will provide you with two zones: a quiet zone and a detention zone. Don't disturb classmates' participation! If you don't obey the rules, we will put you in the detention zone.
4. Keep your phone in vibration mode. If your mobile phone makes noise, we will change your ringtone.
5. Dress properly! The dress code will be given each week, make sure you check it.
6. Read suggested reading materials before class! We will test you in different ways. Classroom seats will be assigned according to your score.
7. Your behavior in class will be recorded by surveillance cameras. If you fall asleep during class, you will be asked to chew a chili pepper.
8. We may start our class late depending on your readiness. The delay of the class will cause you to study more independently on the content we cannot finish in class.

Debrief

This activity is an example of engaging in policy creation through democratic means. While students may not have reached a conclusion about particular rules, it is important to point out that policy making comes with debates and the idea that wins the debate becomes the policy. Ask how this activity changed their perception of policy, its' effect on a population, and what the process was like in creating it. Critique the process by rhetorically asking if there were more

dominant voices in the group and how they used their power to move a policy forward. Likewise, implore how this power may also be used in larger policy making environments. Lastly, remind students that part of the co-creation process is the co-enforcement of policies and that it takes a community to give policies meaning.

Activity 3: Reflecting Wall of Discourse

Keywords

Discourse, systems-thinking, critical thinking

Time

45 minutes

Materials to prepare

1. Scotch or masking tape
2. Thirty pieces of paper, each having a discourse statements printed in bold font
3. Open classroom space

Rationale

Discourse is a powerful tool to shape an individual's thoughts and actions. The purpose of this activity is to encourage students to examine, question, and critique discourse statements that are prominent in their society. Students will examine how these ideas and statements affect people at the personal level. This activity will also introduce the concepts of inequality, diversity, equity, and discrimination as it touches on perceptions of beauty, social class, and masculinity.

Process

1. Brainstorm a list of pervasive discourse statements that are relevant to your students and the context. Examples are listed in the box below.
2. Write and print each statement on its own sheet of paper in bold font using a computer word processor.
3. Prepare the classroom by creating an open space where students can walk around. Apply scotch tape to the back of each piece of paper containing a discourse statement and put them on the floor throughout the room. This should be done before students arrive.
4. Ask students to take a seat as normal and that the activity will be explained later.
5. Introduce the activity by asking students to select one to three statements that are most relevant, relatable, or influential to them. Have students walk around the room with ample time to read all the statements and think about them critically. When they have chosen their statement(s), students should return back to their seats.
6. After all students have finished, encourage them to share in groups of three to four people which statements they chose and why. Ask them:
 1. Which statements they did you choose?
 2. How do they feel about each statement?

3. Do they agree or disagree? Why?

Allow discussions to continue for some time to allow students to open up and connect these statements to their personal experiences.

7. Bring the conversation back to the group by asking volunteers to share what their group has discussed. You can facilitate the conversation group by group or, because some topics may be sensitive, you can ask volunteers to share. After groups share their initial conversation, you should ask questions to engage students in unpacking these statements and the inequalities behind them. This activity should use the Socratic method of asking questions in order to remove teacher bias and encourage critical thinking by asking open-ended questions. Examples of these questions are:

1. Where do you hear these discourse statements?
2. Who does it come from?
3. Do you believe these statements?

We recommend that you pick a few statements to unpack ahead of time that have clear assumptions and values behind them. This will help link the exercise to the greater concept of how discourse can be a tool for positive or corruptive measures (i.e., capitalism or to create a hierarchical society). Students should analyze the ideology behind these statements.

Examples of Discourse Statements

1. A true man doesn't cry.
2. Gays are supposed to be funny and entertaining.
3. Women should always be beautiful.
4. The ideal beauty is to be skinny.
5. Students must respect teachers. Younger people must respect the older.
6. Gratitude is a mark of good people.
7. Women shouldn't be slutty.
8. LGBT people can't have real love; therefore, they have an unhappy life.
9. Hard work will increase poor people's chance of success.
10. The best way to make money is to go into business.
11. Rich people always exploit the poor.
12. Conservatives are old and anti-conservative are 'liberan'.
13. If you work hard, you should reward yourself.
14. You are what you buy.
15. The goal in life is to be happy.
16. Family is the most important thing in life.

17. Women use emotion. Men use reason.
18. Governments should make all decisions for the people.
19. Old people know more than young people.
20. Thai people are always kind and never discriminate based on nationality.
21. Men are the leaders of society.
22. A woman does not have to be successful in work.
23. Women are successful when they have a good family.
24. A good woman is supposed to be a good housewife.
25. Smart women are women who pretend to be silly.
26. Rich people are diligent, and poor people are stupid and lazy.
27. Goodness is more important than intelligence.
28. Women think too much and their mouths do not match their hearts.
29. Gay people who are tops cannot be bottoms.
30. Thai people are lazy and don't follow the rules, while foreigners have equality and democracy.

Debrief

Some statements may sound sensible, but there may be myths or pitfalls deeper within them. Moreover, because they sound legitimate, one is less likely to question them. These examples of discourse statements determine what an individual is supposed to and not supposed to do. Further, they shape the way we think and interact in society. When any idea becomes dominant discourse, it is often falsely regarded as truth or as part of the rules of the game. You can also link this activity to the former activity of co-creating classroom policies in regard to the use of language and power in debate. Any idea supported by the dominant discourse is likely to win debates in policy making, and students should have an opportunity to explore why.



Activity 4: Theoretical Jeopardy

Keywords

Theories of policy making, critical thinking and application

Time

45 minutes

Materials to Prepare

1. PowerPoint presentation game board
2. Sound effect
3. Flip board and marker
4. Sheets of paper with printed answer choices for each group

Rationale

Jeopardy is a long-running television quiz game show in the United States where three contestants answer trivia questions in quick succession. The purpose of this activity is for students to be able to recall difficult information instantaneously and use their critical thinking skills to connect the small clues with the larger theory. Theory is often presented and interpreted as dense, dull, and unrelatable to one's life. However, our goal in this activity is for students to be able to recall theory, be able to analyze situations, understand the perspectives of various stakeholders, and apply theory. We want our students to be able to walk into a meeting and have a conversation with policymakers, advocacy groups, and others involved in the policymaking process well-evidenced with the ability to switch their advocacy tactics depending on the other parties' motivations. By making theory engaging, this exercise gets students out of their heads and into application.

Process

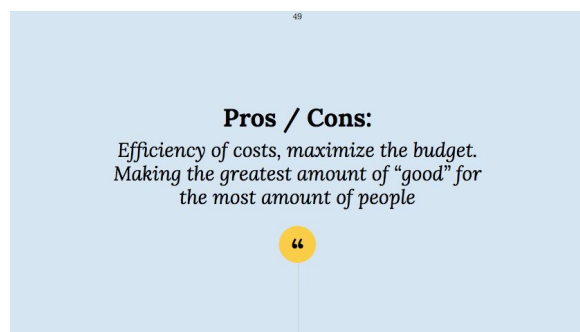
1. Determine what topics you wish to cover and make appropriate categories. There should be between four and six categories with five questions in each category. Due to a lack of time and capacity for creating a fully functioning and interactive Jeopardy game board, as shown in the picture below, we decided to start with the easiest topic and make that whole category worth 100 points. The next category was 200 points, and so on for category three and four. After we came up with the categories, the game board structure, and the questions we wanted to ask, we prepared the PowerPoint. Following the Jeopardy game board below, you start at "Keywords" 100 at the top left corner and then continue down the column. After all five, you move onto the next category: "Actors". Therefore,

unlike Jeopardy, students don't decide which question will be next as it is sequential in accordance with your slides.

Keywords	Actors	Decision Making Process	Pros & Cons
100	200	300	400
100	200	300	400
100	200	300	400
100	200	300	400
100	200	300	400

2. Prepare the room by having the PowerPoint game show board presented, a method of keeping time, sound effect for when it is time for them to answer, and a flip chart or white board with a marker and eraser to keep score.
3. Explain the rules and divide students into three groups (for us it was three teams of nine people; each group created a round circle with their chairs). Next, explain that you will be asking questions and acting as a game show host. We advise putting on a dramatic personality that is upbeat and entertaining like what you would watch on television. Modified from the original Jeopardy to give students time to think, points are not given to the team who answers first; rather, we allowed students fifteen seconds after the clue was given to decide between each of the five theories. After reading each clue, start the fifteen second timer. When it is fifteen seconds, make a sound effect or say "TIME!" and all groups will hold up their answers. Do not have students hold up the answer before fifteen seconds or else other groups will see their answer. Next, announce group by group what they chose and then announce the correct answer. After each question, right down the score and ask why they chose that answer. At the end of each category, add the scores up to see who is winning and losing to keep a competitive momentum.

4. At the end of the game, the team with the most points wins! You can even buy a little snack to share for the winning students if you wish. In case you do not know how to play Jeopardy, YouTube is a great resource to understand how the game works. The key to this activity's success is speed. It should be fast-paced and moving, but not rushed. There should always be a momentum where students feel excited to recall information they've learned previously. This ability to recall information quickly aligns with our objective of being able to engage and adapt to various stakeholders.



Discussion Questions

In groups of four to six students, ask the following questions:

1. What theories would you use to explain policy making in Thailand?
2. What theories do you think would benefit Thailand?

After around fifteen minutes of discussions in small groups, bring the class back to one group and ask students to share what they've discussed. You can choose to just listen, build off what they said, or use the time to engage in discussion in order to facilitate further introspection with these theories and the present context.

Debrief

After all students have had a chance to share what they've discussed, wrap-up the activity by emphasizing that:

1. All of the theories discussed are used to various degrees in various contexts. Additionally, they are all interrelated.
2. Everything depends on context, time, and how the legislative process works in each political system.
3. People are motivated for different reasons. Some decisions are made to serve a policy maker's profit or power, while some are based off the needs of their constituents. Typically, policies are formed in the balance of these two things, where there is a win-win situation. You can ask about motivations and if we can ever make selfless

decisions and where policy making wouldn't be just about profit. Reinforce that policy making is based on problem solving.

4. Policy is powerful!
5. No theory nor country is truly democratic. Therefore, how do common people change the system? How can the voice of the people be heard?
6. Reinforce that your goal as a teacher is to provide students with many tools. Today among them theories so that students can better advocate.

Activity 5: Policy Process Cycle

Keywords

Analytical thinking, critical thinking, democratic participation, teamwork

Time

90 minutes

Materials to Prepare

1. Chairs for each group
2. Preparatory content for presenting
3. Large white presentation paper
4. Pens or markers

Rationale

Understanding and engaging with the policy process can be difficult. For newcomers, learning how the system functions, its barriers, limitations, and opportunities takes unique attention. Therefore, we designed an activity whose purpose was (1) for students to understand the policy process cycle and (2) to engage students in role playing as if they were policy makers. Our goal was to show that in theory, the policy process looks straightforward and organized, but in practice it can be non-linear and fragmented filled with power imbalances. By bringing theory to reality, it is our goal in this activity to acknowledge the shortcomings of the process, how policy is formed, passed, enforced, and monitored with all the different stakeholders and pressures involved. Therefore, we hope to show that creating policy can have a great impact on many people and thereby policy is powerful.

Process

1. Choose education policies you find relevant and engaging. For example, our team retrieved the policies from the campaigns of Thai political parties due to our class taking place during an election year.
2. Introduce the situation: *Imagine that you are policymakers who drive a policy to practice. What should be included in the policy process? Who should be involved in each process? How long does each part in the process last?*
3. Divide students into four learning stations that describe the essence of each process.
4. Initiate the sharing of knowledge. This can be however you want to facilitate the conversation. For our class, we broke into four teams where each of the four teachers had a station where students would rotate to. You can share info however you like: through

ten minutes of lecture, lecture with questions at the end, or as a conversation that allows students to pose questions throughout. Continue through all stations.

5. Bring the class back to one group to check-in. Then, introduce that students will now create their ideal policy and its process by filling in a given table or drawing a flowchart and timeline. This will take roughly thirty minutes depending on classroom factors.
6. Add a time frame limitation for implementation in the middle of the exercise in that all policies need to be implemented in one year. Students should revise their process according to the new timeframe by cutting or shrinking certain processes. When they are finished, they should submit their policy process whereby you will review and give feedback during the next class.
7. Thank the students for their commitment to the activity and in applying what they have learned.

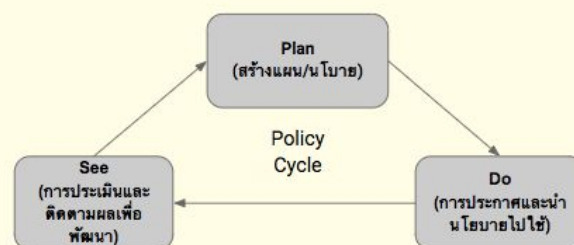
Activity: How is policy made?

Continued from last week...

Using education policies from Thai political parties and imply the processes that involved in policy making

If you were policy makers,

- What should be included in your policy process?
- Why does each process matter for your policy?
- Who should be involved in each process and how long does each process last?



Process/ activity/ time spent	Reason	Involved Stakeholders
Plan (Jan -Feb 2019) - XXX - XXX		
Do		
See		

2

Discussion Questions

1. Among plan-do-see in the policy cycle, which process concerns you the most? Why?
2. In your policy process, which stakeholders are there? Is anyone missing?
3. How can we ensure that the policy works? What will make the policy successful?

Debrief

Summarize the activity by stating:

1. Examine the time allocation and its alterations in each process, the process that was eliminated, and the reason behind their decision.
2. It is difficult to define if a policy is successful. It depends on the eye of the beholder.
3. Once we think about the success of the policy, we can elaborate whether it is successful or not in each step of the policy cycle: plan (policy formulation), do (policy implementation and enactment), and see (policy evaluation).
4. Other influencing factors may include: (1) how issues get on to policy agendas, (2) who is involved in the process, and (3) how they fare once they are there.
5. Assessment means appraisal. Evaluation is a summative assessment at the end of the policy pipeline.

Activity 6: Starpower Game

Keywords

Negotiation, power, politics of policymaking, inequalities, social mobility

Time

120 minutes

Materials to Prepare

1. Color trading chips (five different colors such as yellow, green, red, blue, white) with envelopes. The envelope must not be transparent as they are not allowed to show the chips in their envelopes. Each person will receive an envelope containing five chips according to their assigned teams:
 - a. Circle: 1 yellow, 1 green, 3 other chips
 - b. Triangle: 0 yellow, 1 green, 3 other chips
 - c. Square: 0 yellow, 0 green, 5 other chips
2. Square, triangle, and circle identification badges
3. PowerPoint slides explaining the rules
4. Stopwatch to keep track of time during trading time
5. White board and marker to keep track of scores of each person and teams after each round

Rationale

Starpower is an educational game designed by R. Garry Shirts to illustrate the behavior of human beings in a system that naturally stratifies them economically and politically. The game combines luck and skill to reach the overall goal of the highest score. The purpose of this exercise is for students to understand inequality, social mobility, power, the politics of policymaking, and economic systems' influence on individuals. This engaging activity often gets students to think critically about achievement and motivation, sometimes acting in protectionist pursuits and sometimes banding together in groups. It is our goal in this game to connect the individual with larger systemic-level forces to demonstrate the effect of power imbalances in society at large.

Process

1. Prepare all material. This game is aimed at 30-35 people.
2. Introduce the Starpower game to students including the goal and rules as follows:
 - a. Goal: trade chips to get the highest score and win (as an individual)

- b. General rules:
 - i. Chips must be hidden at all times.
 - ii. Trading: shake hands and talk only while trading. There is no talking when you are not shaking hand.
 - iii. Once you initiate a trade, you must trade.
 - iv. You can let go of your partner's hand if both of you agree to trade. If you can't agree on trading, you can't let go of your partner's hand.
 - v. Arms folded means you do not want to trade.
3. Divide students into groups of three: square, triangle, and circle.
4. Initiate Round 1 and start the stopwatch for a five-minute trading session.
5. Calculate the total scores of each team on the board to see which group is the lowest, middle, and the highest. Move students who get the highest score in the second and third ranked groups to the first and second respectively. Then students with the lowest score in the first and second ranked groups should move to the second and third ranked groups respectively.
6. Initiate Round 2 and start the stopwatch for another five-minute trading session. Follow the same process as Round 1. After five minutes, stop trading and calculate the scores again with the same process of moving students.
7. Introduce the intervention. Give power to a group with the highest score (usually the circle group) to modify game rules. Insist that they can change ANY of the rules or create new ones. Have these students make modification outside of the room for ten minutes to come up with the new rules. Once decided, have the students come back in to announce the new rules.
8. Initiate Round 3 and start the stopwatch for five minutes of the final trading session. Follow the same process as Round 1 and 2, but with the new rules added.
9. Tally all the scores for the entire game and thank all the participants for their active participation.

Discussion Questions

1. What has just happened? How do you feel?
2. What made your group or the other group win the game? In reality, who can be squares, triangles, and circles?
3. What does this game imply? Who will be least involved in the policy (political) process.

Debrief

1. Exercise of power: you could be a person you never imagined when you are in a position of power.

2. The policy making process seems to be just when it involves civic engagement, but it can actually be unjust.
3. We are made to believe that social mobility is based on an individual's efforts and ability.

In fact, people have unequal capitals, which makes social mobility hard for some people.

Note: There may be other ideas from students. Acknowledging their own takeaways is very important to creating a participatory and democratic classroom. This can be done by writing their key takeaways on the board together.

Activity 7: Fill in the Lyrics

Keywords

Critical thinking, indoctrination, media and communication skills

Time

20 minutes

Materials to Prepare

1. PowerPoint slides

Rationale

Art and media play a large role in influencing our thoughts and actions. The power to influence through expressive means is a tool for all stakeholders, from artists to activists to politicians. Music is a key artform shared throughout societies. Thus, the narratives discussed can have a large effect on those who consume this information. The purpose of this activity is for students to think critically about the content they consume from art and media to realize how this can direct their way of thinking to a form of indoctrination. This activity allows students to analyze the messages and discourses hidden and overt in our music and examines how music may be a microcosm and reflection of our society.

Process

1. Choose songs that convey messages you want to address and unpack in a classroom setting. Common songs that engage students and also have a hidden meaning are best as it allows students to think critically about the lyrics, perhaps for the first time. For example, we chose three songs that represented themes of shaping morality in Thailand. Translated into English these songs are called: “*Children’s Day*”, “*Teacher’s Day*”, “*Boy Scouts*.”
2. Ask students to complete the lyrics to each song with a fill in the blank answer missing in the lyrics, as shown below. When a student knows the answer, ask them to raise their hands and call upon whomever answers first. You should encourage some friendly competition.
3. Unpack the meaning behind each lyric. Ask where students first heard these lyrics, what they think of them now, what they think the lyrics mean, and why are these songs so popular in society.
4. Thank students for their participation and award the winner with a prize if you wish.

Example of an Indoctrination Song

“Good boy, good boy”

Know your savings. Be honest.

Forever courageous athletes

To suit the times _____

Debrief

The purpose of this activity is to allow students to think about how the media, art, and music they consume sends messages and that we adopt those messages. You can bring up larger conversations on the type of content they listen to and the balance between free will, consumer choice, and the role of companies and the State has on media. This should demonstrate how even the things we don't think about often or call entertainment have deeper implications.

Additionally, the music we adopt as a culture has deeper discourses of identity that are rooted as a way to communicate ideas. This will reinforce the power of communication in its shaping of individual and collective societal ideas and its ties to the political sphere.

Activity 8: Stakeholder Roleplay

Keywords

Empathy, negotiation, stakeholders, critical thinking, conflict resolution

Time

90 minutes

Materials to prepare

1. Pens
2. Paper
3. Five slips of paper with roles

Rationale

While students are often the beneficiary of school staff's decisions, they are nearly absent from the decision making process. Therefore, students are unaware of the processes and procedures of school meetings so they do not learn how a decision was reached on a policy affecting them. The purpose of this activity is for students to roleplay the part of various stakeholders at the localized level in an environment they are familiar with: school. Concepts of power, position, problem solving, and collective community engagement are addressed as students run the meeting, are put into positions of power, and decide how the meeting will operate. This change of perspective allows learners to empathize and collaborate by understanding the different points of view individuals embody from their subjective point of view and based on their position in an organization. This is also a great chance to reinforce that policy exists at all levels, even at the local level, and that even sometimes local level decisions can be even more impactful than national-level legislation to people's everyday lives.

Process

1. Prepare pens, paper, and papers folded with the roles of school stakeholders written on each of them.
2. Introduce the situation that students will be role playing various people in a school and \ will be working in a school that has frequent physical and verbal bullying.
3. Divide students into five groups with five to six people per group. Have a team representative draw their role randomly. For our activity, we created five roles: (1) principals/administrators, (2) homeroom teachers, (3) school guidance counselors, (4) librarians, and (5) security guards.
4. Present their objective: the purpose of this school stakeholder meeting is to prevent and

protect against bullying in their school. Ask students to formulate a policy based off the input of various stakeholders and assign responsibilities going forward for each role to implement and monitor the policy.

5. Break out students into their five groups, allowing them around twenty minutes to strategize how they would solve this problem. Inform the group of administrators that they will be leading the meeting and facilitating people's voices; therefore, they should be conducting the meeting in an organized manner. You, the teacher, will just be sitting there observing. If you need to be a part of the meeting to provide support, you can pretend to be a parent observer at the school stakeholder meeting to help guide the situation.
6. Convene all to come back together and announce to everyone that the administrators will be leading the meeting. Then, allow students to conduct the meeting. Only help if it is absolutely necessary. Allow students ample opportunity to practice and fumble through mistakes as they discover the nuances of their role.
7. Conclude the meeting after a policy has been formed with assigned roles. Thank all participants for their engagement.

Debrief

This exercise can bring up many different responses and teachings for students. Engage in discussion with the class about what it felt like to be each group's distinct stakeholder. Ask them open-ended questions such as, "How they felt if/when they had power?" and "Were they being listened to? Why or why not?" Next, have students think about how this happens in other places and that meetings are often a means to problem solve. Ask them if they think this is an effective model and suggest future recommendations.

Activity 9: Analyzing and Critiquing Teacher Education Policy

Keywords

Analytical thinking, critical thinking, policy recommendation

Time

45 minutes

Materials to Prepare

1. Flip chart paper
2. Pens or Markers

Rationale

The purpose of this activity is for students to understand the links and gaps between the teachers' professional standards (imposed by the Ministry of Education) and teacher education by comparing the standard to the current curriculum of five teacher education programs. We discuss whether teaching is considered a profession or not and if so, what attributes are apart of the teaching profession. Students are expected to see the strengths and limitations of each curriculum and teachers' professional standards.

Process

1. Divide students into five groups. Each group receives the Ministry of Education's "Standards of Teaching Profession" and five different teacher education curriculum.
2. Instruct students to compare and contrast the "Teacher Education Curriculum" in every course and the "Inspection Report" in the Curriculum & Teacher Standards table.
3. Ask students how the current curriculum responds to the eleven teacher standards.
4. Summarize the activity by discussing the transition of the teaching profession.
5. Divide students into groups and ask them to develop a policy recommendation on this topic. Then, identify what kind of issue that needs to be looked at further in order to provide a solid policy recommendation.
6. Introduce the conditions that the curriculum has to respond to a new set of competencies. Additionally, discuss the effects of changing the current practicum requirement to a minimum of 480 hours.



Discussion Questions

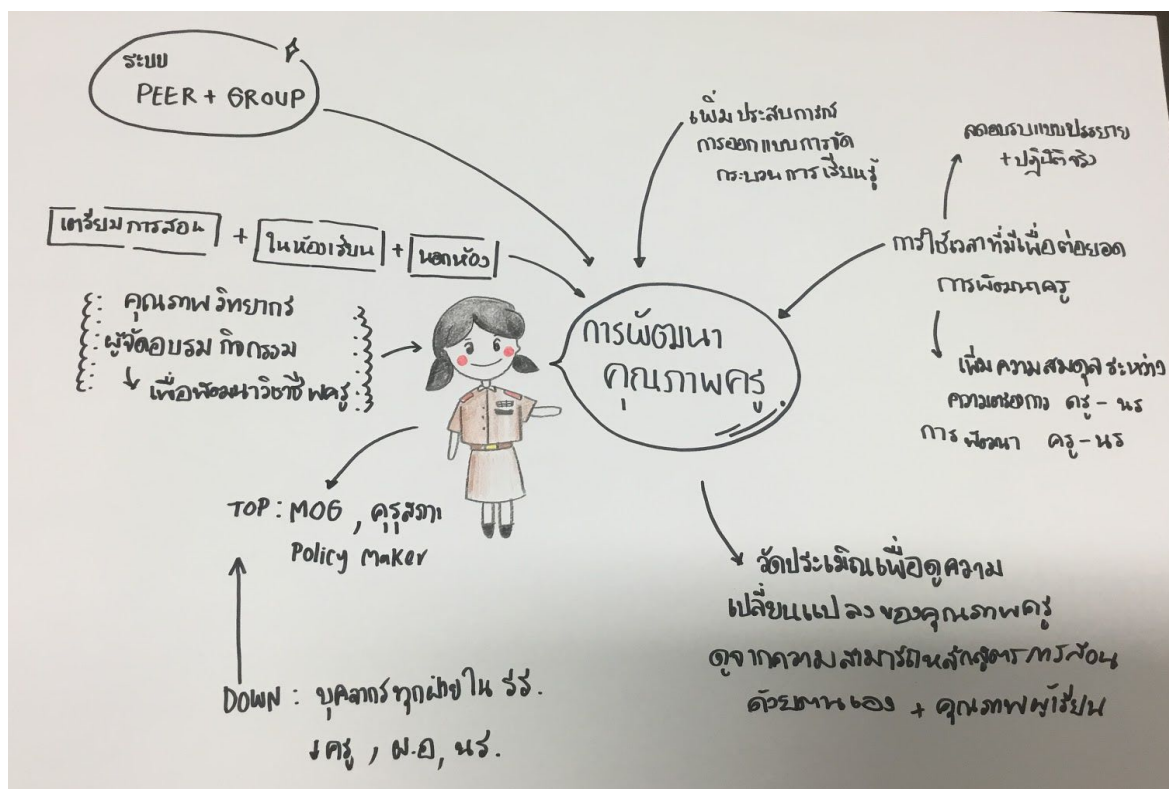
Part I

1. Why must the teacher curriculum comply with professional standards?
2. After viewing the course, what does the curriculum tell us about its core values? By looking at the curriculum, can you define a unique identity of the given curriculum?
3. If you have to suggest policy makers for teacher quality improvement, what would be your suggestions within the Thai context?

Part II

1. Who are the stakeholders in teacher professional development? How are they involved in it?
2. What are conditions/factors that support teacher professional development?
3. How do you embed teacher learning in a professional's lives and working conditions?
4. How do you provide conditions that support teachers' learning?
5. Regarding the dynamic context, what should be considered when it comes to teacher quality?
6. What are the challenges of teaching profession in the twenty-first century and what are

challenges for policy makers?



Debrief

1. Each teacher training curriculum is different. This shows that specific curriculum have different subjects they focus on, such as early childhood education courses, and will also be targeted to the specific needs of the learner in that local context.
2. Each university is different. Analyze the interpretation of the person who wrote the curriculum. When a university develops a curriculum, there are similarities and differences to due an interpretation margin of error.
3. Likewise, each course at each university is different but must at the same time be based on meeting nationwide professional teaching standards.
4. In summary, the curriculum of each university depends on the professional standards of teachers; therefore, when a university adjusts its courses it still must comply with professional standards.

Activity 10: Dramatic Scavenger Hunt

Keywords

Creativity, conceptualization, communication

Time

60 minutes

Materials to Prepare

1. Open acting space
2. Internet access

Rationale

The objectives of national education systems are often broad, multi-faceted, and contingent on time, history, administration, and development. The impact of carrying out these objectives vary greatly between centralized and decentralized education systems. The purpose of this activity is for students to discover the official objectives expressed by the Ministry of Education so that they can understand the traditional education system's aims and purposes behind particular policies. In understanding the strategic goals for Thai students, students will understand the directions and motivations of educational institutions. By using the body as a form of communication, we use a drama exercise so that students can characterize the meaning of a policy in the physical space rather than keeping it in the abstract or ideal. The goal is for students to engage non-verbally by creating three silhouette pictures. All images are contextually based.

Process

1. Prepare the materials and information needed to as well as an open acting space for students to move around.
2. Introduce the activity in that we are interested in knowing: "What are Thailand's goals for student outcomes?" Divide students into five teams, as there are five goals.
3. Instruct students that they will use their phones and computers to answer this question by searching online. You should have this website in mind and help students navigate to it if they are having trouble. This activity will also grow students' research skills in finding specific educational information. If students are finding this too difficult, you can direct them towards a certain organization that might have the information. For example, you can hint that information is created by and can be found on the website of the Ministry of Education's OBEC (The Office of the Basic Education Commission). You can go even

further by saying that it is on their “National Basic Core Curriculum” document if they are having considerable trouble finding where this information is located.

4. Instruct students that the team who has the answer first should come to you to check if it is correct. Whichever group found the information correctly first gets to choose which goal they wish to act out. Instruct students that they will use miming and charades to create a scene of the words or concept (listed below). They will create three stand-still pictures with various relationships, levels, and situations that physically represent that concept. Students will choose one goal to silently act out through three tableaux/pictures which represents that goal.
5. When introducing the activity, you can give an example of what it should look like acted out. For example, we used the United States context and shared that one of their educational goals is to “prepare students for the workforce.” Therefore, two teachers showed three snapchats in a story format of “preparing students for the workforce.” Each group will set up in the first pose, say freeze, hold for five seconds to allow the audience to take in the picture, say unfreeze, and move on to the second picture. Again, the team leader will say freeze, hold five seconds, say unfreeze, and then move to the third picture. Lastly, they will say freeze, hold for five seconds, then unfreeze. Then the audience should try to guess what the concept was.
6. Deconstruct each image, what it represented, and how students choose to act them out. After all dramatic tableaux have been presented, thank students for their participation.



Discussion Questions

1. What are the five goals for student outcomes in Thailand?
2. Why do you think the Ministry of Education chose these five goals? Do you agree with them?
3. Would you make any alterations to these five goals?

Debrief

Governments and Ministries of Education are guided by documentation and plans that are typically approved by policymakers and education experts. Deconstructing and understanding the goals of the national curriculum and education system are important to understand how to reform them. It is also important to see the connection between these concepts and the use of language and buzzwords that are shared throughout many governmental documents and initiatives. What does it actually mean to show mortality and ethics? What does patriotism and citizenship look like in reality, rather than just conceptually. By connecting the larger system and ideas with realized pictures in individuals, students are able to balance broad systems-thinking through localized measures and vice versa.

Thailand's Ministry of Education: Student Goals

The Basic Education Core Curriculum is aimed at the full development of learners in all respects—morality, wisdom, happiness, and potentially for further education and livelihood. The following goals have consequently been set for achievement upon completing basic education:

1. Morality, ethics, desirable values, self-esteem, self-discipline, observance of Buddhist teachings or those of one's faith, and guiding principles of Sufficiency Economy;
2. Knowledge and skills for communication, thinking, problem-solving, technological know-how, and life skills;
3. Good physical and mental health, hygiene, and preference for physical exercise;
4. Patriotism, awareness of responsibilities and commitment as Thai citizens and members of the world community, and adherence to a democratic way of life and form of government under constitutional monarchy; and
5. Awareness of the need to preserve all aspects of Thai culture and Thai wisdom, protection and conservation of the environment, and public-mindedness with dedication to public service for peaceful and harmonious coexistence.

Activity 11: PISA Debate & Action Planning

Keywords

Critical thinking, debate, presentation, teamwork

Time

120 minutes

Materials to Prepare

1. Two flip boards with flip board paper
2. Markers
3. Ballot box
4. Strips of paper
5. Pens

Rationale

International testing plays a large role in the life of an education system. There are many effects at the national and international level when discussing the results of international tests including the distribution of resources, quality of the education system, outcomes of teachers and students, and ranking between countries. The purpose of this activity is for students to critically debate on a specific and topical education policy: international testing. Our goal was to create a parliamentary-style process where students are active members in two political parties that have contrary beliefs of a particular education policy. Their task is to come up with evidence-based justifications for their stance and vote based on merit and effectiveness as if they were policymakers. This activity is modelled off a national consultation at UNESCO.

Process

1. Split the class in half a week before the activity to give them time to prepare and work in groups. One team will be “for” and the other team will be “against”. Introduce the question to the entire group: *“Should Thailand’s educational policies be adjusted to increase PISA scores?”*
2. Instruct students to prepare their argument before the next class before meeting in their group with their claims supported by evidence. You can give an example of this so that students know the desired quality of argument.
3. Prepare the room and have students sit in their two groups and provide an overview of the day. Students should engage with their team to determine the best result through discussion and then write their key point on the white board. The teacher should be

present to monitor and encourage the planning process but largely remain silent so that students are learning through peer engagement. This part will take the most amount of time and will be determined on how well students prepared before class.

4. Announce to the class that during the next part, each team will have ten minutes to present their case with robust evidence-based arguments. Each team should have between one and three representatives who present the information. While the other team presents, the opposite team should be taking notes on what the other team said so that they can use those points to debate and debunk their argument. Students should build their rebuttal off their disagreement with the opponent. After each team has presented, and the other team has made notes for rebuttal while the team presents, allow ten minutes for groups to meet for a strategy session to form a rebuttal argument.
5. Present the justification and rebuttal for each team with Team 2 going first and Team 1 following to allow for an equal amount of preparation time. Students should have only two minutes to present their argument to encourage strong, clear points similar to real debates by policy makers.

Round	Order	
Presentation	Team 'For' (10 min)	Team 'Against' (10 min)
Strategy session (10 min)		
Rebuttal	Team 'Against' (2 min)	Team 'For' (2 min)
Voting		

6. Facilitate the voting process whereby students act as policymakers in the National Assembly and cast their ballot for the policy they agree with after presentation and rebuttals. You should encourage students to vote for whichever team they want, not only the one they were originally on.
7. Discuss the wrap-up questions to discuss the process. While students are discussing the activity, tally the votes, and announce the winner after debriefing the discussion. Thank them for their engagement and preparation.

Discussion Questions

After the activity, have students reflect on the following questions:

1. How involved were you in the group planning and facilitation process? Did you talk less or more? Why?
2. What strategies for policy planning, strategizing, and debating in this exercise worked? What didn't work?
3. How do you think this experience might apply to your future career?



Activity 12: Wrap Up & Act Out

Keywords

Comprehension skills, teamwork, communication

Time

45 minutes

Materials to Prepare

1. Thirty pieces of paper with keywords
2. Fishbowl
3. Stopwatch

Rationale

Measuring what students have learned and its effect can be assessed in many different ways. One goal we had was that we wanted students to be able to recall tough concepts quickly. Thus, we decided to play a game. You can think of this game as an academic version of charades. The purpose of this activity was for students to reflect on what they've learned, recall its key points, and describe it quickly to their peers. The team with the most points wins! This is also a good tool for teachers to gauge students' perceptions of the concepts learned and if it is aligned to the actual idea. Therefore, if there is a gap in understanding, this activity allows teachers to clarify the concept through a fun and engaging activity at the end of the term.

Process

1. Develop thirty keywords (the number is based on how many people are in your class) that you feel students should leave the course able to understand and explain to others. Print each word on a slip of paper and fold in half. Put them into a fishbowl for students to draw.
2. Explain the game and set up the timer. Depending on the size of the class, divide students in half or into an even number of teams (for us it was four teams of six people), and have them play rock-paper-scissors to decide who goes first. Team 1 and 2 compete first, followed by Team 3 and 4. Last, the winner of each round competes for the grand prize. If you wish, you can provide a snack for the winning team as an award.
3. Choose one student to represent the group as the person to describe the keywords. The person giving the clues can use words or act it out, but they cannot say the word or parts of the word itself. If they do, they lose their turn. Set a one-minute timer for each round and say "GO" for students to start. Clue givers alternate back-forth after each keyword. If

they do not know how to describe the clue, they can skip the keyword and put it back into the fishbowl, however the team will not get a point and they will forfeit their turn to the other team.

4. Debrief the concepts described after each round, expanding on student's explanations and filling in any gaps in students' explanations.
5. Compete for the grand prize and award the winner. The team with the most correct guesses wins. Thank the students for their participation.
6. Explain the purpose of the activity and how much they've learned and grown throughout the semester and that learning is a continual process.



Examples of Keywords

1. Oppression
2. Education policy
3. Marginalization
4. Sex education
5. Powerlessness
6. One tablet, one child
7. Socio-economic status
8. Meritocracy
9. School climate
10. Teacher competency
11. Policy formation
12. Disruptive technology
13. Plagiarism
14. Indoctrination
15. Education sandbox
16. Sustainable development goals
17. PISA
18. Dominant discourse
19. Elite theory
20. Human rights
21. Institutional theory
22. Bottoms-up approach
23. Group theory
24. Action plan
25. Power relation
26. Social movement
27. Bullying
28. Policy critique
29. Ministry of Education
30. Rainbow onion

Conclusion

Thank you for reading and engaging with our activity pack. The purpose of this publication is to provide you with ideas, practices, tools, and activities that you can use in your classroom. In the goal of gamifying a knowledge-based subject, our hope is to make policy a living practice.

There are numerous ways forward in engaging with this material. First, we advocate for greater participation in making human rights education and democratic participation in the higher education classroom. Often, conversations are about these concepts but students are not engaged in the process. By creating a microcosm of democracy, students are able to build on lessons learned in the classroom to expand to greater society. Likewise, greater feedback and participation could be elicited from students to create transformative resources, activities, and supports. In discussions with students before, during, and after the semester, we were able to fine tune the structure of the course in real time and redirect lectures to balance learning objectives with students' needs. By doing this, teaching became a fun process of learning.

Second, we advocate for greater research on this topic. Using theory and evidence-based models to engage students through practice created a cyclical relationship and balance between research and practice, and we our hope is for this continued model of action research to create better teaching. Using participatory forms of research methods than humanizes learners and encourages equal sharing of power between researcher-participant may assist in educational reform. Additionally, context is hugely important to this topic. Studying teachers adapt these ideas in different nations, at different levels of education, and by demographic factors such as geography, socioeconomics, gender, and various other school and pupil identity characteristics will aid in targeted approaches to teaching human rights and democratic education.

Last, this activity pack cannot be divorced from the state of democracy across the world. The classroom is a powerful tool that can be used for many purposes including indoctrination, emancipation, and socialization. How stakeholders use the classroom will measure the effectiveness of education. Everyone is involved in this process. Democracies are built and maintained activity by activity and classroom by classroom. Education plays a large role in realizing the long-term development of a society. It takes a combination of people and advocacy to create a democratic future absent of human rights abuses. By using the transformative approach to education, we implore you to continue the work in transforming our society.

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- Thammasat University. (2019). *About Us*. Retrieved from <http://tueng.tu.ac.th/index.php/about-us>.
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Appendix 1: Course Syllabus



วศ. 315 นโยบายการศึกษาของไทยในบริบทนานาชาติ

LSE 315 Thai Education Policy and Its International Context

3 Credits (3-0-9)

Spring Semester: 2018-2019

Class hour: Monday 13:30 – 16:30 Room: 311

15 January 2018 – 14 May 2018 Building: LSEd Building

Course description

การจัดการความรู้ด้านระบบและนโยบายการศึกษา ศึกษาเปรียบเทียบผลของนโยบายปฏิรูปการศึกษาในไทยและระดับนานาชาติ นโยบายที่ประสบความสำเร็จและล้มเหลวในไทยและระดับนานาชาติ

Knowledge management of education systems and policy; comparative study of Thai and international education policies and education reforms; successes and failures of education policies at national and international level

Class Format

This class will be taught in Thai and English languages. Most materials will be in English. In doing this we hope that you take up these opportunities to further develop your English skills.

Learning Objectives

1. Learners understand the complexities in policy formulation, which include engaging with various key players who hold different ethical grounds and unequal power. The complexities also include debates on policy purpose and its context.
2. Learners are able to critically examine and evaluate policy and are aware of the advantages and limitations of various educational policies and practices.
3. Learners engage in writing and advocating policy.
4. Learners have an awareness of different ways of ensuring educational inclusion and equity in policy enactment and implementation.
5. Learners engage in debates about the social values that exist within educational practice and systems.

Course Coordinator/Lecturers

Course Coordinator:

1. U-lacha Laochai

Lecturers:

1. Cody Freeman
2. Dr. Sarunwit Promsaka Na Sakonnakron
3. Dr. Natika Krongyut

4. Dr. Fon Ninkhate

Assessment

Detail	%
Posting questions about readings (10 topics)	20
Policy recommendation* 3-5 Pages	30
- 5% for idea and outline	
- 10% for first draft	
- 15% for the final submission	
Policy critiques 1 Page. 20% for each piece. Choose two themes from the following themes	40
- Inequalities in education	
- Improving teacher quality	
- Raising student attainment	
- Technology and Change	
Action plan (group work)	10
- On PISA and international testing	
Total	100

* Structure of the policy recommendation:

- Overview/history of current situation or policy (1 page)
- Current manifestations and effects (1 page)
- Recommendations, effectiveness and sustainability plan (1 page)

Assignment Due Dates

16 February 2019	Policy recommendation (Idea and outline)
26 March 2019	Policy critique (First paper)
9 April 2019	Action plan note
19 April 2019	Policy recommendation (First draft)
7 May 2019	Policy critique (Second paper)
21 May 2019	Policy recommendation (Final draft)

**All assignments are due at midnight of the due dates. Any work submitted after 12:00 am is considered late and marks will be deducted.*

Referencing

Please use APA style, as described in the TU referencing guide:

http://www.jba.tbs.tu.ac.th/files/APA_Style.pdf

Plagiarism is a serious issue. Student will be given a zero mark for plagiarism.

Grading Scheme

A	means	evaluation score between 80 – 100 %
B+	means	evaluation score between 75 – 79 %
B	means	evaluation score between 70 – 74%
C+	means	evaluation score between 65 – 69%
C	means	evaluation score between 60 – 64%
D+	means	evaluation score between 55 – 59%
D	means	evaluation score between 50 – 54%
F	means	evaluation score between 0 – 49%

Class Schedule

Week	Date	Topic	Description
1	15 Jan	Course description & introduction to education policy	Students will be introduced to the objectives of the course and what is expected from them. Introduction of policy: what is policy and why is it important?
2	22 Jan	Policy and discourse	Student can examine reasons behind policy formulation and implementation. For the first half of the lesson, we will introduce the concept of policy discourse analysis. We will provide case studies for motivating students to do policy discourse.
3	29 Jan	Policy process	Theories of politics and policy making. How is policy made? Who is involved? What is the process? Understand the complexities in policy formation.
4	5 Feb	Case study:	Understand socio-economic inequalities by

		socio-economic inequalities in education	examining university admissions in Thailand and the UK. How does the admission system address socio-economic inequality? Are the policies effective?
5	12 Feb	Case study: inequalities and unequal power relations	Understand how power operates and creates inequality. Explore what can be abusive power (e.g., oppression). Understand unequal power through the “5 faces oppression” framework and examine macro-level policy: “Thai 12 Core Values.”
6	26 Feb	Case study: inequalities and unequal power relations	Examine unequal power through the micro-level: school climate, inclusion of LGBTI+ students and bullying
7	5 Mar	Mid-term week	No class
8	12 Mar	Case study: improving teacher quality	Understand concepts and misconceptions related to the teaching profession regarding their learning (pre-service teachers), quality, and professional development; dilemma of teacher quality and student achievement; challenges of the teaching profession in the 21st century.
9	19 Mar	Case study: teacher’s development	Students can analyze and critique teacher policies related to attracting, recruiting, developing, and retaining effective teachers. Students are able to propose insights for policy recommendations based on scientific evidence.
10	26 Mar	Policy advocating *Guest speaker (K. Sai)	How to advocate for a cause or problem and mobilize support in policy making. What is it like to work in policy advising?

11	2 Apr	Case study: raising student attainment	Understanding Thailand's educational goals and how international testing has shaped these goals. Examining who uses these results, why, and how.
12	9 Apr	Case study: raising student attainment	Action planning debate on the effect of international testing to improve Thailand's education system. Explore the concept of student achievement in Thailand and other countries.
13	23 Apr	Engage in writing & advocating policy	Lecture on social movements and consultation sessions
14	30 Apr	Case study: technology and change	Understand technology disruption in education and future careers. What are emerging skill sets that learners need to have? How does it affect schools and higher education?
15	7 May	Case study: technology and change	What should we be concerned about with didactic activities in this era? TPACK model (Technological Pedagogical Content Knowledge) and SAMR policy to support implication of new teaching and learning activities. What would be possible future of education provisions?
16	14 May	Course wrap-up	Reflect lessons learned and what can be applied in the future

Holidays

19 February 2019 Makha Bucha Day
 16 April 2019 Songkran Festival (observed day)

Compulsory Reading**Week 2**

กฤษฎาวรรณ หงส์ลดารมภ์ และ โสรัจจ์ หงส์ลดารมภ์. (2549) วาทกรรมเกี่ยวกับภาคใต้และความรุนแรงในสังคมไทย. ใน กฤษฎาวรรณ หงส์ลดารมภ์ และจันทิมา เอี่ยมมานนท์ (บรรณาธิการ), *มองสังคมผ่าน*

วาทกรรม, น.103-134.กรุงเทพฯ: จุฬาลงกรณ์มหาวิทยาลัย.

OECD/UNESCO. (2016). Education in Thailand: An OECD-UNESCO Perspective. In *Reviews of National Policies for Education*. Paris: OECD Publishing. Retrieved from <https://doi.org/10.1787/9789264259119-en>

Week 3

Kraft, M. E. and Furlong S. R. (2015). *Public policy: Politics, analysis, and alternatives*. CA: Sage

Week 4

Reay, D. (2017). Social mobility: a problematic solution. In D. Reay, *Miseducation: Inequality education and the working classes* (pp. 101-129). Bristol: Policy Press.

Week 5

Five faces of oppressions. (n.d.) Retrieved from: <https://mrdevin.files.wordpress.com/2009/06/five-faces-of-oppression.pdf>

Week 6

Freeman, C. (Forthcoming). School Supports for LGBT Youth in Western Europe: A Comparative Analysis of Belgium, Israel, Italy, and Portugal. Research Report. New York: Teachers College, Columbia University.

Week 8

Saengpassa C. (2018, October 22). New teacher-education policy ‘will hurt quality’. The nation. Retrieved from [://www.nationmultimedia.com/detail/national/30356894](http://www.nationmultimedia.com/detail/national/30356894)

Week 11

World Bank. (2012). Executive summary. In World Bank, *Learning outcomes in Thailand: What can we learn from international assessments?* Washington, DC: World Bank. (pp.1-6)
Retrieved from <http://documents.worldbank.org/curated/en/284911468132280900/Learning-outcomes-in-Thailand-what-can-we-learn-from-international-assessments>

Week 13

Food and Agriculture Organization of the United Nations. (2011). *Food Security Communications Toolkit: Writing Effective Reports*. Retrieved from <http://www.fao.org/docrep/014/i2195e/i2195e03.pdf>

Week 14

เศรษฐพงศ์ มะลิสุวรรณ (2559). การเปลี่ยนแปลงนวัตกรรมการศึกษาอย่างพลิกผัน สำคัญต่อการพัฒนาระบบการศึกษาอย่างไร ? สืบค้นจาก http://thaitribune.org/contents/detail/327?content_id=24198&rand=

Week 15

อดิพร เกิดเรือง (2017). การส่งเสริมการเรียนรู้ในศตวรรษที่ 21 เพื่อรองรับสังคมไทยในยุคดิจิทัล. ใน *วารสารมหาวิทยาลัยราชภัฏลำปาง*. 6(1), 173 – 184.

Open Development Mekong. (2018). *Sustainable Development Goals*. Retrieved from <https://thailand.opendevlopmentmekong.net/topics/sustainable-development-goals/>

Suggested Reading

นาริรัตน์ รักษ์จิตรกุล (2560). การพัฒนาวิชาชีพครู. *วารสารศึกษาศาสตร์ มหาวิทยาลัยมหาสารคาม*, 11(1), 21-33. สืบค้นจาก: https://edu.msu.ac.th/journal/home/journal_file/317.pdf

Phillips, D., & Ochs, K. (2003). Processes of Policy Borrowing in Education: Some Explanatory and Analytical Devices. *Comparative Education*, 39(4), 451-461. Retrieved from <http://www.jstor.org/stable/3593415>

Putnark, V. (2017). การศึกษาแห่งอนาคต 7 เทรนด์การเรียนรู้ยุคเทคโนโลยีเปลี่ยนโลก. The Matter. Retrieved from <https://thematter.co/pulse/7-trend-in-education/40365>