

# វិទ្យាស្ថានជាតិអប់រំ

NATIONAL INSTITUTE OF EDUCATION

មជ្ឈមណ្ឌលស្រាវជ្រាវគំរូកោសល្យជំនាន់ថ្មី

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គន្ធកោសល្យប្រាតិកដំបូងលើកម្មសិក្សា

គន្ធកោសល្យតាមប្រព័ន្ធអេឡិចត្រូនិក

Student Teachers' Perceptions on their Online  
Teaching Practicum: Case study at Battambang  
Teacher Education College

**A Mini-Thesis**

**In Partial Fulfilment of the Requirement for  
Master's Degree of Education in Mentoring**

**Man Samneang**

**December 2021**

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តាមប្រព័ន្ធអេឡិចត្រូនិច

**Student Teachers' Perceptions on their Online Teaching  
Practicum: Case study at Battambang Teacher  
Education College**

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## **មូលនិយមសង្ខេប**

ដោយមានវិបត្តិជំងឺកូវីដ១៩សាលានៅទូទាំងប្រទេស ត្រូវបានផ្អាកដំណើរហើយបានតម្រូវឱ្យ  
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ពាក្យគន្លឹះ៖ **Teaching practicum, student teachers, BTEC mentors, school mentors**

## **ABSTRACT**

Due to the spread of COVID-19 in Cambodia, pre-service teachers at BTEC turned their practicum from real classroom to online teaching. Since this online practicum was their first experience, this research sought to summarize their perceptions and challenges during their online teaching practicum. This research used both quantitative and qualitative methods. The findings from quantitative data in this research indicated that the mean score of the roles of BTEC mentors was below the accepted standard that was set by BTEC and MoEYS. This meant that BTEC mentors were not much engaged with student teachers during their practicum. However, the results revealed a positive image of student teachers on school mentors, the practicum organization, and the cooperating school. The results from qualitative data also found the same results as the quantitative data, which meant that BTEC mentors were not engaged with the student teachers in supporting their challenges. Student teachers faced the problem of non-participating students, meaning that students did not join the online class. Student teachers also raised the problems that they experienced with completing worksheets and with the heavy workload. Most of them claimed that the worksheet was a lot and complicated.

**Keywords:** Teaching practicum, student teachers, BTEC mentors, school mentors

**SUPERVISOR’S RESEARCH SUPERVISION STATEMENT**

TO WHOM IT MAY CONCERN

Name of program: Master’s Degree of Education in Mentoring

Name of candidate: Man Samneang

Title of thesis: Student Teachers’ Perception on their Online Teaching Practicum: Case Study at Battambang Teacher Education College

This is to certify that the research carried out for the above titled master’s thesis was completed by the above-named candidate under my direct supervision. I played the following part in the preparation of this thesis: guidance in research problem development, literature review, methodology, data analysis, and discussion finding.

Supervisor (Name): .....

Supervisor (Sign): .....

Date: .....

## CANDIDATE’S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I “**Man Samneang**” hereby present entitled “**Student Teachers’ Perception on their Online Teaching Practicum: Case Study at Battambang Teacher Education College**” for the degree of Master of Education major in mentoring at New Generation Pedagogical Research Center is entirely my own work and, furthermore, that it has not been used to fulfill the requirements of any other qualification in whole or in part, at this or any other University or equivalent institution.

Signed by (the candidate): .....

Date: .....

Countersigned by the Supervisor: .....

Date: .....

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## **List of Abbreviations**

B.Ed	Bachelor of Education
BTEC	Battambang Teacher Education College
JICA	Japan International Cooperation Agency
TEC	Teacher Education College
MoEYS	Ministry of Education Youths and Sports
SD	Standard Deviation

# CHAPTER 1: INTRODUCTION

## 1.1 Background of the Study

To graduate from their study program, student teachers are required to complete a lot of work in class and outside the class. All the student teachers need to complete their practicum, which is a program that gives student teachers the opportunity to gain their teaching experience (MoEYS, 2020). Practicum is the first step for student teachers to gain their teaching experience. Since the outbreak in Cambodia, all schools were required to close and turn to online teaching and learning. Because student teachers cannot conduct their practicum in class, all student teachers at Battambang Teacher Education College (BTEC) are required to conduct their practicum online. According to Dewey (1986), educational experience is very important for students, and this will lead education from traditional to progressive education, an education which gives more value on experience.

Due to COVID-19, schools in Cambodia were closed and the real teaching classroom turned to online teaching. At the same time, student teachers at BTEC need to do their practicum online as well. Doing teaching practicum online is not an easy job. Online teaching disconnects the face to face interaction between students (Sepulveda-Escobar & Morrison, 2020). In addition, during online teaching practicum, some supervisors were not so supportive to their subordinates (Hamaidi, Al-Shara, Arouri, & Awwad, 2014). Student teachers who conducted their practicum online were also faced with technology integration and nonparticipation of the students (Ersin, Atay, & Mede, 2020). Some student teachers were not given a teaching job during their online teaching practicum, but rather an administrative job instead (Kadir & Aziz, 2021).

This mini-thesis reports the findings of student teachers' perceptions on online teaching practicum and the challenges they face during the practicum. The roles of the BTEC mentor, school mentors, and the practicum organization are defined in the definition section.

## **1.2 Statement of the Problem**

Practicum improves student teachers general teaching skill. With practicum, student teachers could improve their preparation for the lesson (Hascher, Cocard, & Moser, 2014). After conducting their practicum, student teachers claimed that the teaching experience is very important to them (Kitamura, Jr, Sitha, & Williams, 2016). Practicum is a part of the training at Battambang Teacher Education College. It is a five-week period that all student teachers must acquire. The purpose of the practicum is to help student teachers understand and attain necessary skills for effective teaching in a variety of classroom settings (MoEYS, 2018). Practicum allows student teachers to gain experience from their teaching, as well as from experienced teachers and school leaders. (Mattsson et al., 2011). Practicum gives student teachers the opportunity to apply what they have learned at school in their application (MoEYS, 2020). Teachers often claim that they learn more from teaching experience than from course work (Schmidt, 2010).

However, students, who have the intention to be a teacher for their whole life, felt that they are not ready for the job, which means that the Cambodia teacher education system lacks the motivation to keep students in their career for the long run (Kitamura et al., 2016). During their study, the student teachers expressed that the training provided by the school is not good enough, which also included their practicum (Kitamura et al., 2016).

The lack of teachers and officers is one of the concerns of BTEC. That is why practicum evaluation needs to be done after every teaching practicum is completed. Since there is no

research or data on student teachers' perceptions and their challenges on the practicum at BTEC, and because practicum had turned to online and the online practicum could stay for a long period, the researcher proposed this topic. The focus of this research is to find out the student teachers' perceptions, the challenges they face, and the knowledge they gain, so that the BTEC leaders could adjust their online teaching practicum program for better improvement.

### **1.3 Research Purposes**

The purpose of this research is to inform the director and stakeholder of Battambang Teacher Education College about the results of the practicum evaluation and how the practicum program could be improved, and the also to inform director and stakeholder of Battambang Teacher Education College about the challenges that student teachers face during their practicum and how these challenges could be minimized.

### **1.4 Research Objectives**

- 1) To identify student teachers' perceptions on the online teaching practicum program conducted at the cooperating school.
- 2) To identify the challenges of student teachers during their online teaching practicum.

### **1.5 Research Questions**

- 1) What are the student teachers' perceptions toward the online teaching practicum program?
- 2) What challenges do they face during their online teaching practicum?

## **1.6 Significance of the Study**

COVID-19 has closed schools in Cambodia for two years and the school continues to be close, as of December 2021. Face to face teaching has turned to online teaching. At BTEC, the 2021 practicum has also turned to online, and it might be the same for the next year. So, this research is important for those whom it may concern.

The results of this study will be used to inform the school director and stakeholder of Battambang Teacher Education College about the online practicum evaluation, and how the practicum program could be improved. It will be also used to inform school director and stakeholder of Battambang Teacher Education College about the challenges that student teachers face during their practicum, and how these challenges could be minimized.

## **1.7 Operational Definition of Key Term**

Practicum is what the student teachers must do to build up their capacity for teaching, and it is a part of B.Ed program at TEC. The aim of practicum is to help student teachers to have a clear understanding of schooling (Moeys, 2017)

Student teachers could mean a pre-service teacher. Pre-service teachers are those that will get their experience by teaching at school (Lawson, Çakmak, Gündüz, & Busher, 2015). For BTEC context, student teachers refer to students who study to become teachers. These students are from year 2 in the 12+4 program, which is the program for student teachers who need to spend 4 years at BTEC before becoming professional teachers. It is a reform of the 12+2 program, when a student teacher spends only 2 years at school (MoEYS, 2020).

BTEC mentors are those who teach at BTEC, and lead the student teachers during their practicum. During the practicum, BTEC mentors prepare the meeting about practicum with



student teachers, and guide teachers on their observation portfolio and reflection portfolio. BTEC mentors are also required to conduct regular meetings with student teachers about practicum reflection. BTEC mentors must also cooperate with the school mentor and student teachers (MoEYS, 2020). The main role of BTEC mentors is to observe how the student teachers lead the lesson, and how they interact with students. BTEC mentors also help student teachers choose their research topic. BTEC mentors also need to have regular meeting with school mentor in order to solve the problem of student teachers during their practicum (MoEYS, 2020).

School mentors are those who work at the cooperating school and who guide the student teachers during their teaching practicum at the cooperate school. School mentors play a crucial role in guiding student teacher during their practicum. School mentors assist student teachers in finding a classroom and preparing the schedule for the student teachers during their practicum (MoEYS, 2020).

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 The Advantages of Teaching Practicum**

Practicum is important for student teachers because it connects the theory for them to practice (Brooke, 2012). Research shows that practicum allows the student teachers to understand the roles of teachers in their profession (Schulz, 2005). A similar research found that practicum plays a crucial roles in improving pre-service teachers in practical classroom skills (Qazi, Rawat, & Thomas, 2012). Practicum is also viewed internationally as the most important practice for pre-service teacher to develop their profession (White & Forgasz, 2016). A study also found that student teachers who conduct their practicum have a deeper understanding of their teaching and the theory of education, and have enhanced teaching skill (Du, Xu, & Fan, 2016). Another research study suggested that practicum improves the teaching skill through connecting the teaching while being guided by the cooperating teachers, who give feedback to them (Ersin et al., 2020).

A study in Turkey found that E-practicum also improves pre-service teachers' confidence in teaching and allows them to deal with online teaching problems (Ersin et al., 2020). Student teachers, after their practicum, claimed that they improved their teaching skill, the connection and communication with students, and also classroom management (Hamaidi et al., 2014). A study in Greece on the online teaching practicum shows that the online practicum can get student teachers familiar with the technology platforms and new knowledge that they expect to use for their future teaching (Brinia & Psoni, 2021).

## **2.2 The Challenges of Student Teachers on Teaching Practicum**

Based on the result of the practicum assessment in 2018-2019, student teachers faced some problems. The students' contributions and workloads were seen as one of the challenges for student teachers; the workload was too much for students to complete (BTEC, 2019). The results of this practicum assessment also mentioned problems with school mentors; the results show that school mentors did not check the tasks of the students, which included the task sheet, self-reflection, self-evaluation and portfolio (BTEC, 2019).

These results have been reported in other studies. A study on the challenges of student-teacher during their practicum found that that lack of support from supervisors and the difficulty in interacting with school mentors are the most common challenges for student teachers during their practicum (Hamaidi et al., 2014). It is their job for supervisors to observe the teaching lesson of the student teachers and give feedback (Barahona, 2019). A number of reports during online teaching mentioned the problem of technology integration and student engagement (Ersin et al., 2020). A study, Student Teachers' Concerns during the Teaching Practicum, in 1999 found nine challenges of student teachers during their practicum which include: not being regarded as a real teacher; dealing with disruptive behaviour; becoming a disciplinarian; getting the teaching right; getting the planning right; teaching about sensitive issues; coping with a heavy workload; having too little preparatory teaching practice; and being assessed (Kyriacou & Stephens, 1999). A study on trainee teachers' experience of teaching practicum in 2011 also found that students who conducted their practicum faced a heavy workload, and the school mentors were missing during the student teachers teaching, which leave them no one to approach. (Mtika, 2011). Another study found that student teachers, who have serious discussion with their supervisors, can get help with their teaching, however they report that they are commonly challenged by late

feedback and too many questions (Knapczyk, Hew, & Frey, 2005). Another study found that student teachers faced some problems regarding the lack of support of materials and also the lack of participation of the students (Sarıçoban, 2010). Another research study found that a lack of support and communion with their school mentor was their problem. Some student teachers claimed that they were given the administrative work instead of teaching (Kadir & Aziz, 2021).

## **2.3 The Roles of Practicum Mentors**

### **2.3.1 Roles of BTEC Mentor**

BTEC mentors are given the role to supervise the student teachers during their practicum. According to the BTEC Handbook (MoEYS, 2020), the BTEC mentor has several roles before practicum starts. They prepare meetings with student teachers in order to introduce them to the portfolio and reflection report. BTEC mentors also lead regular meetings with student teachers about reflections with school mentors. In addition, BTEC mentors must cooperate with school mentors to deal with any problem faced by student teachers. The BTEC mentor also has several roles during practicum, BTEC mentors need to support the acquisition of teaching materials by the student teachers, make a checklist, and observe the teaching practicum of the student teachers. After the practicum, BTEC mentors make a final evaluation of the student teachers about their practicum and conduct a meeting with school mentors to decide what grade should be given to the student teachers.

Based on the results of practicum assessment in 2019, student teachers were optimistic with what the BTEC mentors were doing during their practicum. The assessment was conducted by sending the questionnaires to 98 student teachers. Data were analyzed by using SPSS. On a rating scale from 1 to 5, the student teachers rated the role of BTEC mentors at 4.23 in total (BTEC, 2019). This number is very high, which means that student teachers were very satisfied

with what BTEC mentors had done during their practicum. A research study found that student teachers do need help from their supervisor during their early practicum, especially to give them information about counseling, test information and reading text (Gysbers & Johnston, 1965).

### **2.3.2 Roles of School Mentor**

As stated in the BTEC Handbook (MoEYS, 2020), school mentors have several roles. Before the practicum, school mentors attend with the student teachers the orientation that is prepared by BTEC and that is prepared by the cooperating school. School mentors also need to prepare necessary document for the student teachers and prepare the schedule for the student teachers. During the practicum, school mentors help student teachers to find the class for their teaching, introduce student teachers to professional development, and evaluate student teachers about their practicum. After the practicum, school mentors prepare reports about the practicum and send it to BTEC mentors. In addition, school mentors work with BTEC mentors to give a final mark to the student teacher about their practicum.

### **2.4 Practicum Organization**

The practicum of a year 2 student teacher is five-weeks long, when student teachers will learn to immerse themselves in a variety of student settings to improve their teaching skill. The student teacher of secondary students will be placed for their practicum from grade 7 to 9, based on the mission of the MoEYS (MoEYS, 2020). After the practicum, the student teachers are expected to gain the ability to observe the class activity and reflect between the theory and the practice, and reflect on classroom management (MoEYS, 2020). Before the practicum, student teachers are required to have three meetings. First, the meeting for self-introduction and expectation. For this meeting student, teachers and BTEC mentors are getting to know each

other. They discuss about the experience for their practicum in year 1. They discuss the expectations of the practicum at the cooperating school and the management of BTEC. The meeting also focuses of the role of student teacher during the practicum. Student teachers are also required to read the handbook of practicum (MoEYS, 2020). The second meeting focuses on the handbook of practicum and the task of student teachers. The student teachers review the handbook and also the explanation of the role of student teachers during the practicum (MoEYS, 2020). The third meeting focuses on the curriculum of practicum year 2. In this meeting, the practicum curriculum is reviewed and student teachers may ask questions. The meeting also discusses the portfolio evaluation of year 2 practicum.

The BTEC director needs to prepare the practicum to make sure that it is going well. The BTEC director needs to conduct a meeting to prepare documents for practicum and he also needs to discuss with his colleagues which schools that BTEC should choose to cooperate with (MoEYS, 2020). According to the results of practicum assessment in 2019, student teachers were very satisfied with the practicum organization; on a scale from 1 to 5, the student teachers rate it at 4.14 in total, which is a very high number.

For this online teaching practicum, student teachers are already prepared. Student teachers were trained on how to use online platforms, such as Telegram, Google Classroom, Google Meet, Zoom, and Google Forms. These tools were introduced to the student teacher before they conducted their online teaching practicum. Student teachers were also introduced to how complete their portfolio in Google Drive, so that their supervisors could check it online.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.1 Research Design**

Mixed method is used in this research. A survey questionnaire is used to gather the student teachers' perspective on practicum organization, roles of school mentors, and roles of the BTEC mentor and the cooperating school. This questionnaire is used to answer research questions of student teachers' perspective on practicum. Qualitative research is used to collect data about the student teachers' challenges during their practicum. The qualitative method requires the researcher to have a closed face-to-face conversation with the participants to gather deep information (Creswell, 2014). In this case, the researcher needs to have a serious conversation with the participants to get detailed information about their challenges during the online teaching practicum.

### **3.2 Sample Size and Sampling Technique**

For year 2 in secondary education program, there are ninety-nine student teachers. All these ninety-nine student teachers were selected to complete the questionnaire, and there were ninety-six student teachers who completed the questionnaire. The participants are in the 12+4 program, which is the new reform of teacher education. The participants are from secondary student teachers. The researcher selected this group to study because they are required to conduct their online practicum during this COVID-19 period.

Four female and four male secondary student teachers in year 2 were purposively selected for interview. Among eight, two were selected from Math major, two from Biology major, two from Chemistry major, and two from Physics major. And among these eight participants, four conducted their practicum at Samdach Ov High School and four conducted their practicum at Net Yang High School. The participants are those who got lower score on their

practicum, and we chose them because we want to know about their challenges and knowledge they gained from their practicum. The interviewing took around 30 minutes and be recorded these with permission from participants.

### **3.3 Research Instrument**

As this study employs a mixed method design, a questionnaire is used to get data from student teachers on a quantitative research design. The questionnaire is adopted from BTEC-JICA and was used to conduct the practicum survey. There are 4 main items in this questionnaire which include: the roles of BTEC mentors, introduction of the cooperating school, practicum organization, and roles of school mentors. This questionnaire contains questions which use a scale from 1 to 5, and from “strongly disagree” to “strongly agree”, respectively. This questionnaire is used to answer research questions of student teachers’ perspective on the practicum, and the level of experience that they get from this teaching practicum. For qualitative research design, a question guide is used to ask the participants questions to get data. This question guide contains three main items: general information, challenges, and new knowledge.

### **3.4 Data Collection Procedure**

A questionnaire in Google Forms was sent through Telegram to all 99 participants who have been selected to complete the questionnaire. The researcher arranged a Zoom meeting with participants to explain the questionnaire before they worked on it. After getting the data, the researcher downloads it in the Excel format and then started analyzing it.

For qualitative data, 8 student teachers were interviewed individually around 30 to 50 minutes. The interviewing was conducted through Google Meet. The interviewer also asked permission from interviewees to record the meeting.



### 3.5 Data Analysis

After data collection, quantitative data was analyzed by using Excel, and qualitative data was analyzed by using thematic analysis.

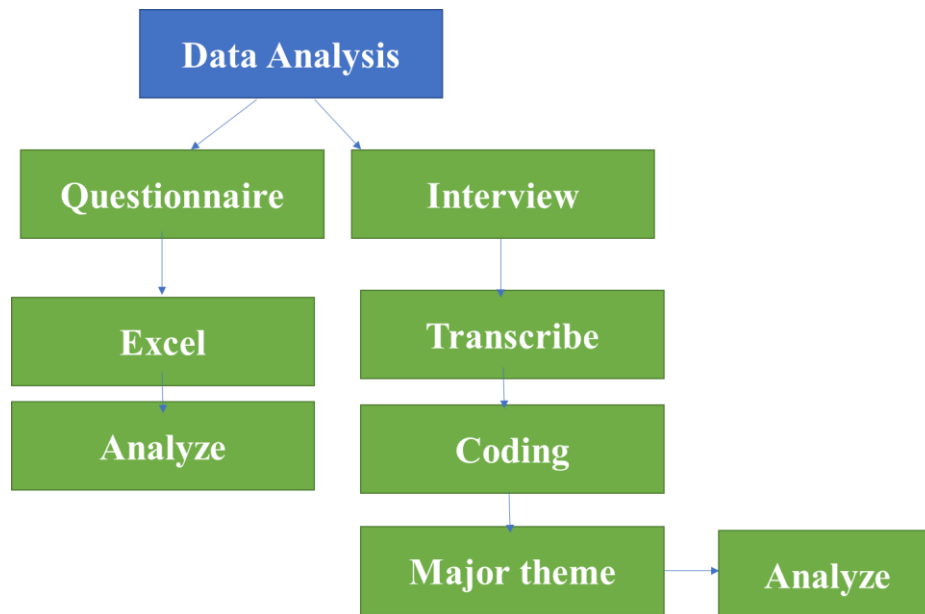


Figure 1: Data analyze framework

### 3.6 Ethical Considerations

The participants' identities will be protected so their names and the name of the organization were removed from the interview notes. All documents with participants' personal information, such as informed consent forms, audio recordings and transcriptions, are also kept in the computer with a password. Only the researcher and researcher's supervisor can access the collected information. After the data analysis was finished, all original information will be deleted.

## CHAPTER 4: RESULTS/FINDINGS

This chapter reports the results of the online practicum at Battambang Teacher Education College. The research focused on two main questions: (1) What are the student teachers' perceptions toward the online teaching practicum program? (2) What challenges do they face during their online teaching practicum?

The components on the questionnaires will be measured on a five-point scale (Likert Scale) which is set by BTEC and MoEYS. In the evaluations the following target standards are used:

- For questions on a five-point scale, a score of 4.0 or higher is very good. Student Teachers are very satisfied. No points of attention.
- A score lower than 4.0, but larger or equal to 3.5 means that student teachers are satisfied and is not a point of attention.
- A score below 3.5, but greater than or equal to 3.0 is a point of attention. TEC investigates what the underlying cause is and, if necessary, makes adjustments.
- A score below 3.0 is insufficient. TEC is making improvements in this area.

### **(1) What are the student teachers' perceptions toward the online teaching practicum program?**

For this question, the research focuses on four components: The roles of school mentor, the roles of BTEC mentor, Practicum organization and the cooperating school.

**Table 1 MEAN and SD of the roles of BTEC mentors**

I. The role of the BTEC Mentor	MEAN	SD
1. The TEC Mentor tracked and monitored my attendance online or video attendance	3.04	1.114
2. The TEC mentor checked my 5-step lesson plan before my teaching	2.3	1.116
3. The TEC Mentor observed my online teaching	2.93	1.145
4. The TEC mentor gave feedback on my 5-step lesson plan and teaching	2.47	1.169
5. The TEC Mentor checked my E-Portfolio	4.03	0.888
6. The TEC Mentor assessed my Reflective Conversations	4.33	0.691
7. The TEC Mentor helped me to overcome difficulties and problems that faced me during E-practicum	3.7	1.067
Total	3.26	1.027

Year 2 student teachers rated the roles of BTEC mentor at 3.26 (SD 1.027). Based on the criteria set by BTEC and MoEYS, this number is low, which means the student teachers are not satisfied with what the BTEC mentor had done during the practicum. Questions 1 2 3 and 4, rated very low by student teachers on some factors, such as BTEC mentor do not observe their teaching, do not give feedback and do not check their lesson plan during the online practicum. The questionnaire was also sent to BTEC mentors to rate their roles during the practicum. The result shows that on a scale from 1 to 5, BTEC mentors rate themselves at 3.62 (SD 0.767). Question 5 7 8 9 and 12 are related to teaching observation, giving feedback, and communication with student teachers during the practicum. BTEC mentors rate themselves at a lower scale.

**Table 2 MEAN and SD of the roles of school mentors**

II. The role of the School Mentor	MEAN	SD
8. The School Mentor showed examples to me	4.07	1.233
9. The School Mentor showed me how to deal with the students online.	4.16	0.886
10. The School Mentor showed me how to plan lessons on-line	3.66	1.055
11. The School Mentor showed me how to make a 5-step lesson plan	3.51	1.273
12. The School Mentor checked my E-Portfolio	2.25	1.105
13. The School Mentor checked my 5-step lesson plan and gave feedback	3.61	1.41
14. The School Mentor gave feedback on the teaching methodology I used	4.11	1.123
Total	3.63	1.155

On a scale from 1 to 5, year 2 student teachers rated the roles of school mentor at 3.63 (SD 1.155). Based on the criteria set by BTEC and MoEYS, this number indicates that student teachers are satisfied with what the school mentors had done during the online practicum. However, for question 12 which talked about checking the portfolio of the student teacher, the student teachers rated it at only 2.25 (SD 1.105). This number is very low and, based on the criteria set by BTEC and MoEYS, mean that most student teachers were not satisfied with the school mentors. This means that school mentors did not check the portfolio of the student teachers. The questionnaire was also sent to school mentors to rate their roles. On a scale of 1 to 5, they rated their roles at 4.53 (SD 0.546) which means that school mentors consider that they had done very well in their roles. Based on the results from the questionnaire, school mentors also rate high at 4.67 (SD 0.500) on their role of checking portfolios.

**Table 3 MEAN and SD of the cooperating school**

III. Introduction Cooperating School	MEAN	SD
15. The Cooperating School explained to me the rules that govern the school system	4.1	0.923
16. The Cooperating School conducted online meetings with the student teachers to make sure that they were comfortable.	3.98	1.196
Total	4.04	1.06

For this part, student teachers rated it at 4.04 (SD 1.060) for scale from 1 to 5. This number indicated that student teachers are very satisfied with what the cooperating school had done during the practicum.

**Table 4 MEAN and SD of the E-practicum organization**

IV. E-practicum Organization	MEAN	SD
17. I am well prepared on my E-practicum concerning ICT, digital platforms, etc.	4.3	0.698
18. Digital Classroom platform (ZOOM, Google, Telegram etc.) was adequate for my E-practicum	4.58	0.536
19. Internet connection was available for E-practicum	3.41	1.157
20. The communication between TEC Mentor and Student Teacher about the E-practicum was OK	4.01	0.814
21. The communication between School Mentor and Student Teacher about the E-practicum was OK	4.26	0.798
22. The communication between TEC management, Academic staff and Student Teacher about the E-practicum was OK	4.13	0.743
23. The E-practicum schedule of 5 weeks was OK	4.24	0.707
24. I had enough time to fulfill my E-practicum assignments online	3.76	0.971
Total	4.09	0.803

Student teachers rated this part at 4.09 (SD 0.803). Based on the criteria set by BTEC and MoEYS, this number is considered as very satisfied which means that most of the student teachers were satisfied with what the organizer had done during the practicum. But if we look at question 19 of the questionnaire on Internet service, student teachers rated it at only 3.41 (SD 1.157) which means that student teachers have problem with internet connection. The

questionnaire was also sent to the BTEC mentor to get their perception about practicum origination. On a scale from 1 to 5, BTEC mentors rated it at 3.47 (SD 1.139). Based on the criteria set by BTEC and MoEYS, this number means that BTEC mentors were not satisfied with the practicum organization. For question 17, which talked about internet service, BTEC mentors also rated it at lower scale. For question 20, which talked about communication between BTEC director, academic office and BTEC mentor, BTEC mentors rated at a lower scale of 3.20 (SD 1.483). For question 21, which talked about time to lead the practicum, BTEC mentor also rated it at a lower scale at 3.20 (SD 1.643).

The majority of student teachers were satisfied with what school mentors had done during the practicum. However, they were not satisfied with what the BTEC mentors had done during the practicum, because most of the BTEC mentors did not observe their teaching, give them feedback and check their portfolio. The student teachers were also satisfied with the cooperating school and practicum organization. The mean scores for these two parts were high, which meant that the cooperating schools and practicum organizers had fulfilled their roles.

## **(2) What challenges do they face during their online teaching practicum?**

### ***Students did not participate in the online class***

Among eight student teachers, six raised the issue of absence of the students. They said that most the students did not join the class. One male student teacher, whose major is in Mathematic and conducted his practicum at Samdach Ov Secondary School stated “*Students who participate in the class is less than 50%. Obviously, there are totally forty-seven students, however only around 15 to 20 students join the online class.*” Another male student teacher whose major is in Chemistry stated “there are less than ten students in one class. They do not

join the class because they do not have mobile phone. When I contact BTEC mentor and students' parents, the number increases a bit.” Another female student teacher who conducted her practicum at Net Yang Secondary School also stated the same issue. She said that some classes had only three students. She said that for class A and B, and C the number of students who joined the class could be between 8 to 10, however, for class D, E, and F, the number of students was only three.

***BTEC mentors are less engaged with the student teachers during their online practicum***

All eight student teachers raise concerns about their BTEC mentors. They said that they are not involved much with them during their online teaching practicum. The results from the interview is similar to the results from the questionnaire, in that most BTEC mentors do not observe the student teachers' teaching and they do not give feedback on lesson plans. One female student teacher who conducted her Biology practicum at Net Yang High School said “BTEC mentor did not observe my teaching even once and he said he was busy. He took our worksheet but do not give any feedback.” A male Math student teacher who conducted his practicum at Samdach Ov High School also claimed “BTEC mentor did not observe my teaching and he did not cooperate with school mentor to solve my problems”. Another similar claim came from a female Math student teacher who conducted her practicum at Net Yang High School. She said that BTEC mentor is less observe my teaching and did not cooperate with school mentor to solve her problem. She also said that she met her BTEC mentor only 3 times during the 5 weeks practicum. The results of the qualitative data are the same as the results of the quantitative data about the BTEC mentors.

### ***Complicated Worksheet and Workload***

Among eight student teachers, seven students claimed that the worksheet that they complete is hard to understand and it is a lot of work to do. A male Math student teacher who conducted his practicum at Samdach Ov High School claimed *“The worksheet is hard to understand and it is a lot. Some questions are complication which I have to read it again and again. Some questions are not related to online teaching.”* A female math student teacher who conducted her practicum at Net Yang High School claimed the same thing to a male math student teacher who conduct his practicum at Samdach Ov. A male Chemistry student teacher who conducted his practicum claimed that the worksheet is complicated, and it is not in order. For this mistake, the deputy director raised during the orientation day about the worksheet.



## CHAPTER 5: DISCUSSION

This chapter indicates the discussion of significant results of the research.

### **1) What are the student teachers' perceptions toward the online teaching practicum program?**

#### *Roles of School Mentor*

Student teachers were satisfied with what the school mentor had done during the online practicum. This result is not different from the result in 2019 practicum assessments. In addition, this research found similar results on the role of the school mentor regarding checking portfolios, checking lesson plans, and checking self-reflections and self-development. School mentors did not fulfil their roles in these parts. The result of this research found different results from the research by Hamaidi (2014), which claimed that their supervisors did not support them during the practicum. The result of this research is also not in line with Mtika (2011), who found that school mentors did not enter the class to help student teachers during their practicum teaching.

#### *Roles of BTEC Mentor*

This research found that student teachers were not satisfied with what BTEC mentors had done during the practicum. This result is quite different from the result of practicum assessment in 2019 which student teachers were positive with what BTEC mentors had done during the practicum. However, just to mention that the practicum in 2019 was in the classroom while this research is focusing on online teaching practicum. So, the situation is different. The result from the qualitative data demonstrated the same consequence to the result from quantitative data in this research. The student teachers expressed negative image on BTEC mentors. The results of

this research are in line with Mtika (2011) and Hamaidi (2014) which stated that supervisors did not support them during the practicum.

### ***The Cooperating School***

This research found that student teachers were satisfied with what the cooperating school had done during the online practicum. This result is the same to the result in 2019 of practicum assessment which student teachers were very satisfied with cooperating school. According to the results from both qualitative data and quantitative data, it showed that the cooperating school had fulfil most of their roles which is set in the Practicum Handbook of Battambang Teacher Education College.

### ***The Online Practicum Organization***

This research found that student teachers were satisfied with the practicum organization. The result of practicum assessment in 2019 showed that student teachers were satisfied with the practicum organization. This meant that the result of this research is the same to the result of practicum assessment in 2019.

## **2) What challenges do they face during their online teaching practicum?**

### ***Students did not join online class and those who join did not participate the lesson***

This research found that student teachers face big challenges with the absence of students in the Google meet. If we compare this finding to face to face classroom, the number of students who attend the class is outweigh than those who attend in Google meet. When the researcher asked all the interviewees, between online practicum and face to face teaching which one they prefer? All of them chose to do their practicum in the real classroom. Since there is no research

about online teaching practicum in Cambodia, I would better compare this result with the finding of real classroom. Therefore, we can see that student teachers who conducted their face-to-face practicum did not encounter the problem of absence of the students. This research also found similar result to Ersin (2020) who claimed that students were not actively involved with the lesson. Saricoban (2010) also found the same result which students did not engaged in the classroom.

### ***BTEC Mentors are less engaged with the student teachers during the practicum***

This research found differ results from the report of BTEC in 2029. According to the result of the survey of BTEC in 2019, student teachers were satisfied with BTEC mentors during the practicum, however, this research found that student teachers were not satisfied with what BTEC mentor had done during the practicum. Both qualitative and quantitative data of this research unveiled that BTEC mentors were less engaged with the student teachers during the practicum. This finding is consistent with Knapczyk (2005), Mtika (2011) and Hamaidi (2014) who claimed that the supervisors were lack of support, giving late feedback and some were missing from class.

### ***Complicated Worksheet and Workload***

Since there is no research about online practicum, it is hard to discuss in this part. However, the worksheet that student teachers used during their online practicum is almost the same worksheet that is used during face-to-face teaching. This research showed that student teachers had problems with completing the worksheet and workload. The results of this research are consistent with the result from the BTEC report (2019), where student teachers expressed

that they had a lot of work to do. The results of this research are also in line with Kyriacou (1999) and Mtika (2011), which found that they had to do a lot of work during their practicum.

### ***Internet Service and Online Platforms***

The mean score of the internet service question is below the accepted criteria, which is set by BTEC and MoEYS. However, when the researcher asked about the internet speed, seven participants raised this as an issue, but only when they had bad weather. Most of the participants used two sources for internet providers: Smart and Mefone, which is the best internet mobile phone provider. The researcher also observed the online class during the practicum. The researcher also attended the online class with student teachers during their online teaching. It was observed that there were few internet disruptions. The researcher expected unfamiliar use of technology such as Zoom or Google meet, however, the student teachers could deal with it. They knew how to send the link to their students and how to share screens with their students.

## **CHAPTER 6: CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS**

This chapter concludes the results of research findings on the topic “Perceptions’ of Student Teachers on their Online Teaching Practicum: case study at Battambang Teacher Education College”.

### **6.1 Conclusion**

The majority of the student teachers were satisfied with what school mentors had done during the practicum. It is consistent with the result of the report of BTEC in 2019, which claimed that student teachers were having negative images of the roles of school mentors.

However, in this research, student teachers, were not satisfied with what BTEC mentors had done during the practicum, because most of the BTEC mentors did not observe their teaching, give them feedback and check their portfolio. The results of this research are in line with Hamaidi (2014), Mtika (2011), who found that the supervisors were lacking the support to their subordinates. The results from the interview in this research also found that BTEC mentors did not fulfil all their roles, which are defined in the BTEC practicum handbook.

The result of this research found a positive image from student teachers on what the cooperating schools had done during the practicum and the also the practicum organization. These results are consistent the result of the report by BTEC in 2019, where the mean scores were high.

The absence and inactive students in Google Meet online classes are the most common problem found. These findings were confirmed by Ersin (2020) and Saricoban (2010) who found that students were not actively involved in the lesson.

Complicated worksheets and heavy workloads were also found as challenging for student teachers during their online teaching practicum. These findings are consistent with the report by BTEC in 2019, Kyriacou (1999) and Mtika (2011) which found that student teachers needed to do a lot of work during their practicum.

Most of the student teachers claimed they had problems with the internet; however, that only occurred during bad weather. The use of technology was not found to be a challenge since all of them were trained on how to use those online teaching platforms.

## **6.2 Limitations of the Study**

This research was conducted with student teachers at BTEC and for year-2 secondary education only. The samples were selected from only two cooperating schools: Samdach Ov and Net Yang; Net Yang was ranked as one of the top national high schools in Cambodia. The results of the research might be different if the research was conducted outside BTEC, and the cooperating schools were not Samdach Ov and Net Yang.

## **6.3 Recommendations**

Based on the results from this research, the BTEC director should arrange a detailed meeting with BTEC mentors to explain their roles as mentors during the practicum. In addition, reducing the numbers of subordinates for each BTEC mentor could minimize the amount of work, so that they could do their best as mentors. There are totally 99 students which were supervised by only 9 BTEC mentors. Moreover, school mentors and BTEC mentors should work more closely together to help student teachers learn their best during the practicum and to assist student teachers when they face problems, like the absence and nonparticipation of students.

The worksheet should be reconsidered since the student teachers claimed that it was complicated. Some questions were not easy to understand, and it was the same or similar to other questions. If the same questions are cut, student teachers would not do the same questions over again and again. It is boring for student teachers to do the same questions with the same answers.

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## APPENDIX A: QUESTIONNAIRES

Name:.....

Sex:.....

Major:.....

Name of cooperate school:.....

<b>i. Roles of BTEC mentors</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. The TEC Mentor tracked and monitored my attendance online or video attendance	1	2	3	4	5
2. The TEC mentor checked my 5-step lesson plan before my teaching	1	2	3	4	5
3. The TEC Mentor observed my online teaching	1	2	3	4	5
4. The TEC mentor gave feedback on my 5-step lesson plan and teaching	1	2	3	4	5
5. The TEC Mentor checked my E-Portfolio	1	2	3	4	5
6. The TEC Mentor assessed my Reflective Conversations	1	2	3	4	5
7. The TEC Mentor helped me to overcome difficulties and problems that faced me during E-practicum	1	2	3	4	5

<b>ii. The role of the School Mentor</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
8. The School Mentor showed examples to me	1	2	3	4	5
9. The School Mentor showed me how to deal with the students online.	1	2	3	4	5
10. The School Mentor showed me how to plan lessons on-line	1	2	3	4	5
11. The School Mentor showed me how to make a 5-step lesson plan	1	2	3	4	5
12. The School Mentor checked my E-Portfolio	1	2	3	4	5
13. The School Mentor checked my 5-step lesson plan and gave feedback	1	2	3	4	5
14. The School Mentor gave feedback on the	1	2	3	4	5

teaching methodology I used					
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<b>iii. Introduction Cooperating School</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
15. The Cooperating School explained to me the rules that govern the school system	1	2	3	4	5
16. The Cooperating School conducted online meetings with the student teachers in order to make sure that they were comfortable.	1	2	3	4	5
<b>IV. E-practicum Organization</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
17. I am well prepared on my E-practicum concerning ICT, digital platforms, etc.	1	2	3	4	5
18. Digital Classroom platform (ZOOM, Google, Telegram etc.) was adequate for my E-practicum	1	2	3	4	5
19. Internet connection was available for E-practicum	1	2	3	4	5
20. The communication between TEC Mentor and Student Teacher about the E-practicum was OK	1	2	3	4	5
21. The communication between School Mentor and Student Teacher about the E-practicum was OK	1	2	3	4	5
22. The communication between TEC management, Academic staff and Student Teacher about the E-practicum was OK	1	2	3	4	5
23. The E-practicum schedule of 5 weeks was OK	1	2	3	4	5
24. I had enough time to fulfill my E-practicum assignments online	1	2	3	4	5

**កម្រងសំណួរស្រាវជ្រាវលើប្រធានបទការយល់ឃើញរបស់គណៈកម្មាធិការស្រាវជ្រាវស្ថានភាពសុខភាព  
សង្គមជាតិបង្កើតកម្មសិក្សាគុណសិទ្ធិសង្គម**

(បំពេញដោយកម្មសិក្សាការី-ការិនីម្នាក់ៗ បន្ទាប់ពីបញ្ចប់កម្មសិក្សាគុណសិទ្ធិសង្គម)

ប្រភេទថ្នាក់រៀន៖ កម្មសិក្សាគុណសិទ្ធិសង្គម

កម្មសិក្សាការី-ការិនី៖ ស្រី  ប្រុស

ឆ្នាំសិក្សា៖ ឆ្នាំទី២ ឆមាស៖ ទី២

សាលាសហការ៖ កាលបរិច្ឆេទ៖

សូមផ្តល់ទស្សនៈយល់ឃើញរបស់ប្អូនលើគុណភាពកម្មសិក្សាគុណសិទ្ធិសង្គមដើម្បីកែលម្អឱ្យមានភាពប្រសើរ  
ឡើង។ សូមបញ្ចេញយោបល់ដោយស្មោះត្រង់ក្នុងន័យស្ថាបនា ដោយជ្រើសរើសយកចម្លើយដែលប្អូន  
យល់ថាស្របនឹងគំនិតរបស់ប្អូន រួចឆ្លើយសំណួរ។

ចូរគូសរង្វង់ជុំវិញក្នុងប្រយោគនីមួយៗមួយគត់។ សូមបញ្ជាក់ថាវាទទួលបានន័យទាំងអស់នឹងរក្សាការសម្ងាត់។

១. តួនាទីរបស់គ្រូឧទ្ទេសដឹកនាំនៃវិទ្យាស្ថានគុណសិទ្ធិសង្គម	មិនយល់ស្របទាំងស្រុង	មិនយល់ស្រប	ធម្មតា	យល់ស្រប	យល់ស្របទាំងស្រុង
១. គ្រូឧទ្ទេសដឹកនាំបានសង្កេតនិង ពិនិត្យតាមដានវត្តមានរបស់ខ្ញុំតាមអនឡាញ ឬតាមវីដេអូ	1	2	3	4	5
២. គ្រូឧទ្ទេសដឹកនាំបានពិនិត្យកិច្ចតែងការបង្រៀនរបស់ខ្ញុំមុនពេលបង្រៀន	1	2	3	4	5
៣. គ្រូឧទ្ទេសដឹកនាំបានសង្កេតការបង្រៀនអនឡាញ/វីដេអូរបស់ខ្ញុំ	1	2	3	4	5
៤. គ្រូឧទ្ទេសដឹកនាំបានផ្តល់ព័ត៌មានត្រឡប់លើកិច្ចតែងការបង្រៀន និងការបង្រៀនរបស់ខ្ញុំ	1	2	3	4	5
៥. គ្រូឧទ្ទេសដឹកនាំបានពិនិត្យផលបត្រកម្មសិក្សាគុណសិទ្ធិសង្គមអនឡាញរបស់ខ្ញុំ	1	2	3	4	5
៦. គ្រូឧទ្ទេសដឹកនាំបានវាយតម្លៃលើការសន្ទនាឆ្លុះបញ្ចាំងគុណសិទ្ធិសង្គមរបស់ខ្ញុំ	1	2	3	4	5
៧. គ្រូឧទ្ទេសដឹកនាំបានជួយដោះស្រាយបញ្ហានិងការលំបាកនានាដល់ខ្ញុំ	1	2	3	4	5

ក្នុងអំឡុងពេលកម្មសិក្សាគរុកោសល្យអនឡាញ					
II. តួនាទីរបស់គ្រូណែនាំ	មិនយល់ស្របទាំងស្រុង	មិនយល់ស្រប	ធម្មតា	យល់ស្រប	យល់ស្របទាំងស្រុង
៨. គ្រូណែនាំបានបង្រៀនជាឧទាហរណ៍ខ្លះៗដល់ខ្ញុំ (សប្តាហ៍ដំបូង)	1	2	3	4	5
៩. គ្រូណែនាំបានបង្ហាញខ្ញុំពីរបៀបដោះស្រាយជាមួយសិស្សក្នុងពេលបង្រៀន (តាមអនឡាញ)	1	2	3	4	5
១០. គ្រូណែនាំបានបង្ហាញខ្ញុំពីរបៀបធ្វើផែនការសម្រាប់មេរៀនអនឡាញ	1	2	3	4	5
១១. គ្រូណែនាំបានបង្ហាញខ្ញុំពីរបៀបធ្វើកិច្ចតែងការបង្រៀនអនឡាញ	1	2	3	4	5
១២. គ្រូណែនាំបានពិនិត្យផលបត្រអនឡាញរបស់ខ្ញុំ					
១៣. គ្រូណែនាំបានពិនិត្យនិងផ្តល់យោបល់លើកិច្ចតែងការបង្រៀនអនឡាញរបស់ខ្ញុំមុនពេលបង្រៀន	1	2	3	4	5
១៤. គ្រូណែនាំបានផ្តល់ព័ត៌មានត្រឡប់លើវិធីសាស្ត្របង្រៀនដែល ខ្ញុំបានប្រើ	1	2	3	4	5
III. ការណែនាំរបស់សាលាសហការ	មិនយល់ស្របទាំងស្រុង	មិនយល់ស្រប	ធម្មតា	យល់ស្រប	យល់ស្របទាំងស្រុង
១៥. សាលាសហការ( នាយក/នាយិកា ) បានពន្យល់ខ្ញុំពីច្បាប់និងប្រព័ន្ធគ្រប់គ្រងសាលារៀន	1	2	3	4	5
១៦. សាលាសហការ( នាយក/នាយិកា ) ធ្វើការប្រជុំអនឡាញជាមួយកម្មសិក្សាការី-ការិនីដើម្បីដឹងពីសុខុមាលភាពរបស់ពួកខ្ញុំ	1	2	3	4	5
IV. ការរៀបចំកម្មសិក្សាគរុកោសល្យ	មិនយល់ស្របទាំងស្រុង	មិនយល់ស្រប	ធម្មតា	យល់ស្រប	យល់ស្របទាំងស្រុង
១៧. ខ្ញុំបានត្រៀមខ្លួនជាស្រេចសម្រាប់កម្មសិក្សា គរុកោសល្យអនឡាញ ( ZOOM, Google meet, Telegram... )	1	2	3	4	5
១៨. ខ្ញុំប្រើថ្នាក់រៀនដ៏ថ្មីថ្មោង ( ZOOM, Google meet, Telegram, messenger... )	1	2	3	4	5

សម្រាប់កម្មសិក្សាគុណសិទ្ធិ អនឡាញរបស់ខ្ញុំ					
១៩. ខ្ញុំមានប្រព័ន្ធអ៊ីនធឺណែតសម្រាប់ ប្រើ ប្រាស់ក្នុងការចុះកម្មសិក្សា អនឡាញ	1	2	3	4	5
២០. គ្រូឧទ្ទេសដឹកនាំ និងកម្មសិក្សាការី-ការិនីមានទំនាក់ទំនង ល្អក្នុង ពេលកម្មសិក្សាគុណសិទ្ធិ អនឡាញ	1	2	3	4	5
២១. គ្រូណែនាំ និងកម្មសិក្សាការី- ការិនីមានទំនាក់ទំនងល្អក្នុងពេលកម្មសិ ក្សា គុណសិទ្ធិអនឡាញ	1	2	3	4	5
២២. មានទំនាក់ទំនងល្អរវាងគណ គ្រប់គ្រង TEC ការិយាល័យសិក្សា និងកម្មសិក្សាការី- ការិនីផ្សេងទៀតក្នុងអំឡុងពេលចុះកម្ម សិក្សាគុណសិទ្ធិអនឡាញ	1	2	3	4	5
២៣. កម្មសិក្សាគុណសិទ្ធិអនឡាញ រយៈ ពេល ៥សប្តាហ៍សមស្រប សម្រាប់កម្មសិក្សាការី-ការិនី	1	2	3	4	5
២៤. ខ្ញុំមានពេលវេលាគ្រប់គ្រាន់ សម្រាប់បំពេញ កិច្ចការកម្មសិក្សាគុ ណសិទ្ធិអនឡាញ	1	2	3	4	5

## Question Guide for Interview

Section1: Gather information from participant

Age:

Gender:

Year of study:

Skill:

Cooperating school:

Section2: Questions about challenges

- What do you like about the practicum?
- What don't you like about the practicum?
- When conducting your practicum, what are your challenges?
- How do you solve these problems?
- Compare to physical practicum, which one is better? Why?



# Empowering educators with ethical and evidence-based practices



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