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A NEW 21ST CENTURY CLASSROOM MANAGEMENT MODEL FOR PRE-SERVICE SOCIAL STUDIES TEACHER DEVELOPMENT

Abstract:

A new five-step model consisting of simulation, learning process activation through brain-based learning approach, instructional design through active learning approach, knowledge sharing under coaching, and reflective thinking was systematically developed and proposed to enhance classroom management skills in 21st century. Seventy-two pre-service social studies teachers in Thailand were selected through the purposive sampling method. The single-group interrupted time-series design was employed during the implementation of the proposed model. Data were analyzed using basic statistical methods such as means and standard deviation to examine the pre-service teachers' happiness in learning, and one-way repeated measures ANOVA to examine learning achievement, and classroom management skills in 21st century. The results revealed that after participating in the study, the pre-service teacher had higher learning achievement and classroom management skills at the same statistical significance level of .01. In addition, they were happy in a course with the implementation of the systematically developed model.

Keywords:

Classroom management in 21st century, pre-service teacher, religion and culture.

JEL Classification: I29, I23