

VALUE ADDED TO THE ROUTINE EDUCATION COURSE BY “VALUES INTEGRATION PROGRAM”

VIROJ WIWANITKIT*

ABSTRACT

How to increase value to the routine general education is an interesting concern for the present education. In the university level education, multidisciplinary experience is an important concern. To construct the new experience by special additional program is a new concept in education. Here, the author discusses an example of courses generated by a famous university in Thailand aiming at added value for undergraduate and postgraduate students of the university.

KEYWORDS: Program, Education, Value.

INTRODUCTION

The study in the classical way is to learn within the room according to the assigned course. How to increase value to the routine general education is an interesting concern for the present education. In the university level education, the multidisciplinary experience is an important concern.

As noted by Art et al. [1], “the joint learning experience” and “the occasional culture clash” result in “an added value” and should be the aim in curriculum development. To construct the new experience by special additional program is a new concept in education. Here, the author discusses an example of courses generated by a famous university in Thailand aiming at added value for undergraduate and postgraduate students of the university.

THE PROGRAM IN BRIEF

The mentioned program is namely “Values Integration Program” which is generated by Office of General Education, Chulalongkorn University, Thailand. There are many courses in this program provided by professor, expert and experienced practitioners from various field and occupation. The program provides free course to the students without charge, which is open to the students for registration at their desired study period. The cross-disciplinary is allowable according to the general education principle. The example of courses that the author has ever managed are “English for health”, “Chinatownology”, “Community Study”, “Beautiful skin by vegetable and fruit”, “Academic speak in the public”, “Speaking in the public”, “Writing and generating article” and “Good health from egg”. Examples of educational practice in the courses are shown in Fig. 1.

*Professor, Course Instructor, CUVIP Program, Chulalongkorn University. *E-mail Id:* wviroj@yahoo.com



Figure 1.(a) Experience from cultural trip in “Chinatownology” course



Figure 1.(b) Experience from travelling into the community in “Community Study”



Figure 1.(c) Experience from trial of skin care by natural product in “Beautiful skin by vegetable and fruit”

OBSERVATION

Based on the author’s experience as instructor for the course, students from various faculties join the program without boundary of disciplinary and all can gain knowledge and experience from the study along with having fun. The satisfactory score given by the students to the course is usually high. The main suggestion from the students is to add various courses and increase more courses at a wide range of time period.

DISCUSSION

To support the education by extra-course with various experiences can be useful. McPherson and MacDonald suggested for “using interpretative pedagogy to purposefully create different relationships in the learning space supported deeper personal and professional transformation for the students [2].” The use of several teaching tools such as IT technology can be useful [3] but the need of real experience should not be forgotten. The design of new attractive programs becomes a big consideration in high education. A “course that would encourage communication and collaboration” is the target for facilitating transformation [4]. To provide multidisciplinary education will not be successful if there is no freedom for the students

to select what they want to learn and join. The “Values Integration Program” can be a helpful tool to simulate the experience of the students and to help the students gain experience in new fields as well as have new friends. This is a good way to create multidisciplinary literacy for the students.

CONFLICT OF INTEREST: None

REFERENCES

- [1]. Art B, De Roo L, Willems S et al. An interdisciplinary community diagnosis experience in an undergraduate medical curriculum: development at Ghent University. *Acad Med* Jul 2008; 83(7): 675-83.
- [2]. McPherson C, MacDonald C. Blending Simulation-Based Learning and Interpretative Pedagogy for Undergraduate Leadership Competency Development. *J Nurs Educ* Jan 2017; 56(1): 49-54.
- [3]. Hoffmann RL, Dudjak LA. From onsite to online: lessons learned from faculty pioneers. *J Prof Nurs* Jul-Aug 2012; 28(4): 255-58.
- [4]. Lazenby RB, Morton RC. Facilitating transformation through collaboration. *Nurs Educ Perspect* Mar-Apr 2003; 24(2): 91-93.