

**Curriculum Vitae
Chatree Faikhamta**

Name Associate Professor Dr. Chatree Faikhamta
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Academic background

2007 Doctor of Philosophy (Science Education)
 Faculty of Education, Kasetsart University, Thailand
 2001 Bachelor of Science (Chemistry) (2nd Class Honor)
 Faculty of Science, Ubonratchathani University, Thailand

Post-doctoral training

2017 Visit scholar
 Faculty of Education, Shizuoka University, Japan
 2011 Visiting Assistant Professor
 Faculty of Education, University of British Columbia, Canada
 2005 Visiting scholar
 Centre for Science and Technology Educational Research, University of
 Waikato, Hamilton, New Zealand

Fields of interest: Pedagogical content knowledge (PCK), STEM Education, Science teacher education,
 Self- study research, Action research

Honors and Awards

- Outstanding Science Teacher of the Year, The Science Society of Thailand, under the Protonate of His Majesty the King (National Award)
- Outstanding Educational Researcher, Thailand Education Deans Council (National Award)
- Winner of the Newton fund Professional Development Programme for Midcareer Researchers 2016/2017, the British Council associated with Thailand Research Fund (National Award)
- Outstanding Lecturer, Kasetsart University
- Young Researcher Award, Kasetsart University
- NARST 2012 Scholarship (for international early-career scholar) by international committee
- NARST 2007 Scholarships (for international doctoral student) by international committee

Editorial Board Member

- Editorial review board member of Journal of Science Teacher Education
- Special issue guest editor of Asia-Pacific Science Education
- Editorial review board member of Indonesian Journal of Science Education

Ad-hoc Journal Manuscript reviewer

- Research in Science Education
- International Journal of Science Education
- Chemistry Education Research and Practice
- International Journal of STEM Education
- Asia-Pacific Science Education
- Asia-Pacific Journal of Education
- The Teacher Educator
- Pedagogies: An International Journal
- Teachers and Teaching: Theory and Practice

- NARST conference

Professional Service

- Invited Speaker at International Conference on the Understanding of Science and Mathematics Classroom Culture in Asia, College of Education, Seoul National University, Korea
- Invited Speaker at International Conference on Environmental and Science Education, Semarang, Indonesia
- Invited Speaker at International Conference for Science Educators and Teachers 2015, Thailand
- Invited Speaker at The International Conference on School as Learning Community, Japan
- Advisory committee of Science Professional Development Programs on the Nature of Science, Ministry of Education, Thailand
- Advisory committee of “Inquiring Mind” project, Ministry of Education, Thailand
- Advisory committee of “Science Teacher Manual” project, Institute for Promotion of Teaching Science and Technology (IPST), Thailand
- Guest Speaker for STEM Education Workshops for school teachers across Thailand (more than 100 schools)

Selected research papers

1. Das, P., Faikhamta, C. & Punsuvan, V. (2019). Bhutanese Students’ Views of Nature of Science: a Case Study of Culturally Rich Country. *Research in Science Education*. 42(2), 391 – 412.
2. Chonkaew, P., Sukhummek, B., & Faikhamta, C. (2019). STEM activities in determining stoichiometry mole ratios for secondary school chemistry teaching. *Journal of Chemical Education*. DOI: 10.1021/acs.jchemed.8b00985
3. Srikoom, W., Faikhamta, C., & Hanucsin, D. (2018). Dimensions of Effective STEM Integrated Teaching Practice. *K-12 STEM Education*. 4(2), 312-330.
4. Faikhamta, C., Tanak, A., Ketsing, J., & Chamrat, S. (2018). Science teacher education in Thailand: a challenging journey. *Asia-Pacific Science Education*. 4(3). <https://doi.org/10.1186/s41029-018-0021-8>
5. Das, P., Faikhamta, C. & Punsuvan, V. (2018). Enhancing Bhutanese students’ views of the nature of science in matter and its composition and study of gas laws through an explicit and reflective approach. *Science Education International*. 29(1), 20 – 28.
6. Srikoom, W., Faikhamta, C., & Hanucsin, D. (2017). Perceptions of in-service teachers toward teaching STEM in Thailand. *Asia-Pacific Forum on Science Learning and Teaching*. 18 (2).
7. Supprakob, S., Faikhamta, C. Suwanruji, P. (2016). Using the lens of pedagogical content knowledge for teaching the nature of science to portray novice chemistry teachers’ transforming NOS in early years of teaching profession. *Chemistry Education Research and Practice*. DOI:10.1039/C6RP00158K.
8. Chonkaew, P., Sukhummek, B. Faikhamta, C. (2016). Development of analytical thinking ability and attitudes towards science learning of grade-11 students through science technology engineering and mathematics (stem) in the study of stoichiometry. *Chemistry Education Research and Practice*. DOI:10.1039/C6RP00074F
9. Faikhamta, C., & Clarke, A. (2015). Science student teachers' struggles with and learning about classroom action research during their field experiences. *Asia-Pacific Journal of Education*. 35(2). 259 – 273.
10. Faikhamta, C. (2013). The development of in-service science teachers’ understandings of and orientations to teaching the nature of science within a PCK-based NOS course. *Research in Science Education*. 43(3), 847 -869.
11. Faikhamta, C., & Clarke, A. (2013). A self-study of a Thai teacher educator’s attempts to develop student teachers’ pedagogical content knowledge. *Research in Science Education*. 43(3), 955 -976.

Books/Book Chapters

1. Faikhamta, C., & Ladachart, L. (2016). Science education in Thailand: Moving through crisis to opportunity. In C. Mei-Hung (Ed.). *Science Education Research and Practice in Asia*. The Netherlands: Springer.
2. Faikhamta, C. (2016). Self-study preparing science teachers: Capturing the complexity of pedagogical content knowledge in teaching science in Thailand. Kitchen, J., & Tidwell, D., Fitzgerald (Eds.) *Self-Study and Diversity*. Rotterdam: Sense Publishers.

Selected Publications in Proceedings

1. Srikoom, W., Hanuscin, D., & Faikhamta. (2017). Perceptions of in-service teachers towards STEM education in Thailand. Association for Science Teacher Education (ASTE) International Conference. IA, USA, 12-17, January.
2. Srikoom, W., Hanuscin, D., & Faikhamta. (2017). Perceptions of in-service teachers towards STEM education in Thailand. Association for Science Teacher Education (ASTE) International Conference. IA, USA, 12-17, January.
3. Faikhamta, C. (2017). Pre-service science teachers' pedagogical content knowledge for nature of science: lesson learned from action research. *Redesigning Pedagogy International Conference*. Singapore.
4. Faikhamta, C. (2014). How do I improve my pedagogical content knowledge (PCK) to enhance my pre-service chemistry teachers' PCK? *Paper presented at International Science Education Conference (ISEC)*, Singapore, 24 - 28, November.
5. Faikhamta, C., & Clarke, A. (2012). Science student teachers' struggles with and learning about classroom action research during their field experiences. *Paper presented at National Association Research in Science Teaching (NARST) Conference*, Indianapolis, USA, 25 – 28, March.
6. Faikhamta, C., & Clarke, A. (2012). A self-study of a Thai teacher educator's attempts to develop student teachers' pedagogical content knowledge. *Paper presented at American Education Research Association Conference (AERA)*, Vancouver, Canada, 13 – 17, April.
7. Faikhamta, C. (2009). Fifth year pre-service science teachers' struggles with and learning about teaching science through a yearlong field experience. *Paper presented at the 3rd International Science Education Conference (ISEC)*, Singapore, 24-26 November.
8. Faikhamta, C., Roadrangka, V. Moreland, J., & Coll, R.K. (2007). A case study of a pre- service chemistry teacher's pedagogical content knowledge: From a methods course to field experience. *Paper presented at the Annual Meeting of the National Association of Research in Science Teaching Conference (NARST)*, Louisiana, USA, 15- 18 April.
9. Faikhamta, C., Roadrangka, V. Moreland, J., & Coll, R.K. (2006). A case study of a pre- service chemistry teacher's pedagogical content knowledge during a methods course. Paper presented at the *Annual Meeting of the Australasian Science Education Research Association Conference (ASERA)*, Canberra ACT, Australia, 5-8 July.

Research Projects

Year	Grant	Organizations
2018-2020	Enhancing pre-service teachers' pedagogical content knowledge for STEM through lesson study	RGJ, TRF, Thailand
2018-2020	Development of Indonesian students' critical thinking and problem solving through STEM activities in theme of earth quake	RGJ, TRF, Thailand
2019 - 2020	Southeast-Asian STEM teacher education (with Professor Samia Khan, University of Dundee, UK)	GCRF UK, University of Dundee, United Kingdom
2017- 2020	STEM2TV (with Professor Chun-Yen Chang, NTNU, Taiwan)	Ministry of Science and Technology, Taiwan
2017-2020	Mentoring Profile Inventory Website Redesign Discovery & Design (with Professor Anthony Clarke)	SSHRC, Canada

2015	Science Classroom Culture (with Professor Jinwoong Song, College of Education, Seoul National University)	Seoul National University, Korea
2013-2015	Mid-Career Researcher	Thailand Research Fund (TRF), Thailand
2008-2009	Young researcher Project code-MRG5180335	Thailand Research Fund (TRF), Thailand
