

Model for Developing Teachers' Theoretical and Practical Performance regarding Learning Management by Using LIISMF

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Abstract: The purpose of this paper were to (1) synthesize the model for developing the teachers' performance both theory and practice regarding to learning management by using Learning Innovation Integrated with Sufficiency Economy, Moral, and Fundamental Thai Values (LIISMF); (2) study the teachers' understanding on learning management by using LIISMF; and (3) explore the teachers' opinion toward workshop on LIISMF. The target group consisted of 26 teachers, teaching primary in Thailand. Survey research, gathering both of quantitative and qualitative data, was employed in this study. The research instruments were (1) document analysis record form; (2) the teachers' understanding test; and (3) opinionnaire and interview form for the teacher's opinion toward workshop. Data were collected and analyzed. Analytical description and interpretation was used to synthesize the model and analyze the teachers' opinion. Descriptive statistics: means and standard deviations were used to analyze the teachers' understanding. The results revealed that: (1) The model for developing the teachers' performance both theory and practice regarding to learning organization by using LIISMF consisted of 3 crucial elements as the following: 1) Constructing fundamental concept, 2) Building experiences, and 3) Creating confidence; (2) The teachers' understanding of the learning management by using LIISMF was shown at high level (Mean =18.03 and S.D. = 1.70); and (3) Teachers' opinions toward workshop showed that they understood the method of learning management by using LIISMF and have confidence to utilize it in their actual classroom.

Keywords: developing teachers, Thai Context, Sufficiency Economy, Thai Values

1. Introduction

The recent changes that took place around the world brought with them continual crises all countries including Thailand which had to face; especially, concerning economy, culture, and western values. It has become important to build sustainable protection to the country so that we will survive foreign profit-making acts. In the past, we applied economic means with emphasis on land, machine, fund, and labor. In the future awaiting us; however, the man is the heart of development and the major foundation for national strengthening. His Majesty the King's sufficiency economy should be the leading philosophy for the living of all levels of Thai people. The government should also develop and administer the country based on moderate practice, particularly in economic development in order to catch up with globalization. Sufficiency means adequacy, reasonability, and necessity for preventive measures against impact from both external and internal changes. In this regard, omniscience, cautiousness, and carefulness must be relied on in applying all technical know-how in planning and implementation. Meanwhile, the people should be instilled with moral, integrity, and appropriate omniscience. An individual should not only be developed as an intelligent person, but one who is able to apply technical knowledge or "bodies of knowledge" for benefits of oneself, the others, and the country. The desired society is not only the society of news and information, but the society of sustainable learning (Rung Kaewdaeng, 2006). Thus, the most vital mission of the government lies in reforming education by emphasizing preparation of the people to be consumers as well as knowledge creators and developing necessary skills for confidently entering the modern society.

The National Education Act 1999 and the amendment version 2002, which brought about educational reform, stated that learners were the most important part of education. All learners must be considered to be able to learn and develop themselves. Education should emphasize knowledge, moral, learning processes, and appropriate integration in order to encourage learners to naturally develop themselves to their full capacity. The heart of educational reform was reengineering instruction and

learning with teachers and educational personnel being the major mechanism. Hence, the role of teachers in this reform age included studying, searching, finding approaches for advising, facilitating, and encouraging learners, all of which are based on the principle of learner-centered method. Learners should be provided with chances to practice their skills and thinking process that interrelate knowledge learned with the real life situation. They should be trained to apply knowledge in problem solving in different contexts. Teachers should arrange the learning environment that facilitates knowledge building that leads to life-long learning, apply research work as an instructional component since research process enables teachers to build efficient learning models and is adjustable according to learners' needs and strategies. From the roles stated above, teachers and educational personnel should be able to design efficient learning activities according to the reform purpose. This research was conducted for development of learning, especially the use of efficient learning innovations that can enhance learners' potentiality to acquire knowledge. Nevertheless, learners should not only be encouraged to learn, but also to form a concept for life in Thai context which was based on sufficiency economy. It was vital for teachers to take this into account when arranging learning environment that promotes knowledge building and integrates moral and Thai values which were the basis for living. Students should be trained how to face problems in their living, such as social problems and debts, so that they can live in this world happily. Additionally, it was necessary to rely on educational processes as the basis for development and improvement of instruction models that apply learning innovations. With this reason, our study saw the importance of teachers' development in terms of knowledge and understanding of innovative instruction that integrates sufficiency economy, moral, and Thai values appropriate to Thai social context.

2. Research objectives

2.1 To study the teachers' knowledge and understanding of instructional management and use of learning innovations that impartially and sustainably integrate sufficiency economy, moral, and Thai values

2.2 To construct a teacher development model for instructional design and use of innovations that impartially and sustainably integrate sufficiency economy, moral, and Thai values

2.3 To study the teachers' attitudes towards workshop on instructional management innovations that impartially and sustainably integrates sufficiency economy, moral, and Thai values

3. Research methodology

3.1 The target group for the study consisted of 10 school administrators, 26 teachers of science, social study, religion, and culture, and 811 students in primary school in Thailand.

3.2 The survey research method was applied to collect both qualitative and quantitative data.

4. Research instruments

4.1 A test measuring knowledge and understanding of teachers on learning management and the use of learning innovations that integrating the sufficiency economy philosophy, moral, and Thai values for sustainable and well-balanced development - This test was administered after the training and workshop. It was a 20-item objective test.

4.2 A survey form on teachers' attitudes towards the workshop on the use of learning innovations that integrate the sufficiency economy philosophy, moral, and Thai values for sustainable and well-balanced development - This was an open-ended rating scale administered with the target teachers who participated in the said workshop. The scale items included expectation on learning innovations application, knowledge acquired, utilization in teaching and learning, and developed aspects.

4.3 An interview form for interviewing teachers on the workshop on the use of learning innovations that integrate the sufficiency economy philosophy, moral, and Thai values for sustainable and well-balanced development - This was an unstructured interview form used with teachers participating in the

workshop. Questions included expectation on learning innovations application, knowledge acquired, utilization in teaching and learning, and developed aspects.

5. Data collection

The data was collected for the study of the effect of conceptual and practical development of the target teachers in instructional management and the use of learning innovations that integrate the sufficiency economy philosophy, moral, and Thai values for sustainable and well-balanced development. The workshop was held at the Faculty of Education Khon Kaen University, Muang District, Khon Kaen province. Data collection was conducted following these steps:

4.1 Providing knowledge on learning management and the use of learning innovations that integrating the sufficiency economy philosophy, moral, and Thai values by the researchers and experts. The important contents and elements were concluded for development of concepts and practices for the teachers. Open plenary session was arranged for exchanging of ideas.

4.2 The target teachers obtained direct experiences from learning the innovations that integrating the sufficiency economy philosophy, moral, and Thai values at 3 learning resource stations:

4.2.1 Station 1: Multimedia of learning innovations that integrate the sufficiency economy philosophy, moral, and Thai values on household garden vegetables for Grade 4.

4.2.2 Station 2: Multimedia of learning innovations that integrate the sufficiency economy philosophy, moral, and Thai values on sufficiency economy for Grade 5.

4.2.3 Station 3: Multimedia of learning innovations that integrate the sufficiency economy philosophy, moral, and Thai values on life and the environment for Grade 6.

4.3 The participating teachers, the experts, and the researcher drew conclusions of the results together.

4.4 The participants took a trip to study sufficiency economy at Huay Chan Learning Center, Sila Sub-district, Muang District, Khon Kaen and visited Mr. Sawat Boonma, the village sage who successfully carried out the philosophy.

4.5 The participating teachers took the test on knowledge and understanding, answered the survey on attitudes of the workshop, and took the interview.

6. Data analysis

The analysis was performed on the following variables:

6.1 Knowledge and understanding of the teachers on learning management and the use of learning innovations that integrating the sufficiency economy philosophy, moral, and Thai values derived from the objective true/false test – The results were analyzed by calculating the means and standard deviations.

6.2 The teachers' attitudes on the workshop on the use of learning innovations that integrate the sufficiency economy philosophy, moral, and Thai values – comprising 2 parts:

Part 1 – Rating scales – the results were analyzed in means and standard deviations (S.D.)

Part 2 – Open-ended questions on the attitudes of the workshop from interviewing – The results were interpreted and concluded.

7. Conclusion and discussion

7.1 The mean score of the teachers' knowledge and understanding on learning management and the use of learning innovations that integrate the sufficiency economy philosophy, moral, and Thai values was 18.03, and the standard deviation was 1.70.

7.2 The model for development of teachers on learning management and the use of learning innovations that integrate the sufficiency economy philosophy, moral, and Thai values was found to be efficient. This model was synthesized from the principle of constructivist learning theory, cognitive apprenticeship, education supervision, and studies of institution contexts. Results of survey on attitudes towards the workshop were also taken into account. The model structure was shown in the following figure 1:

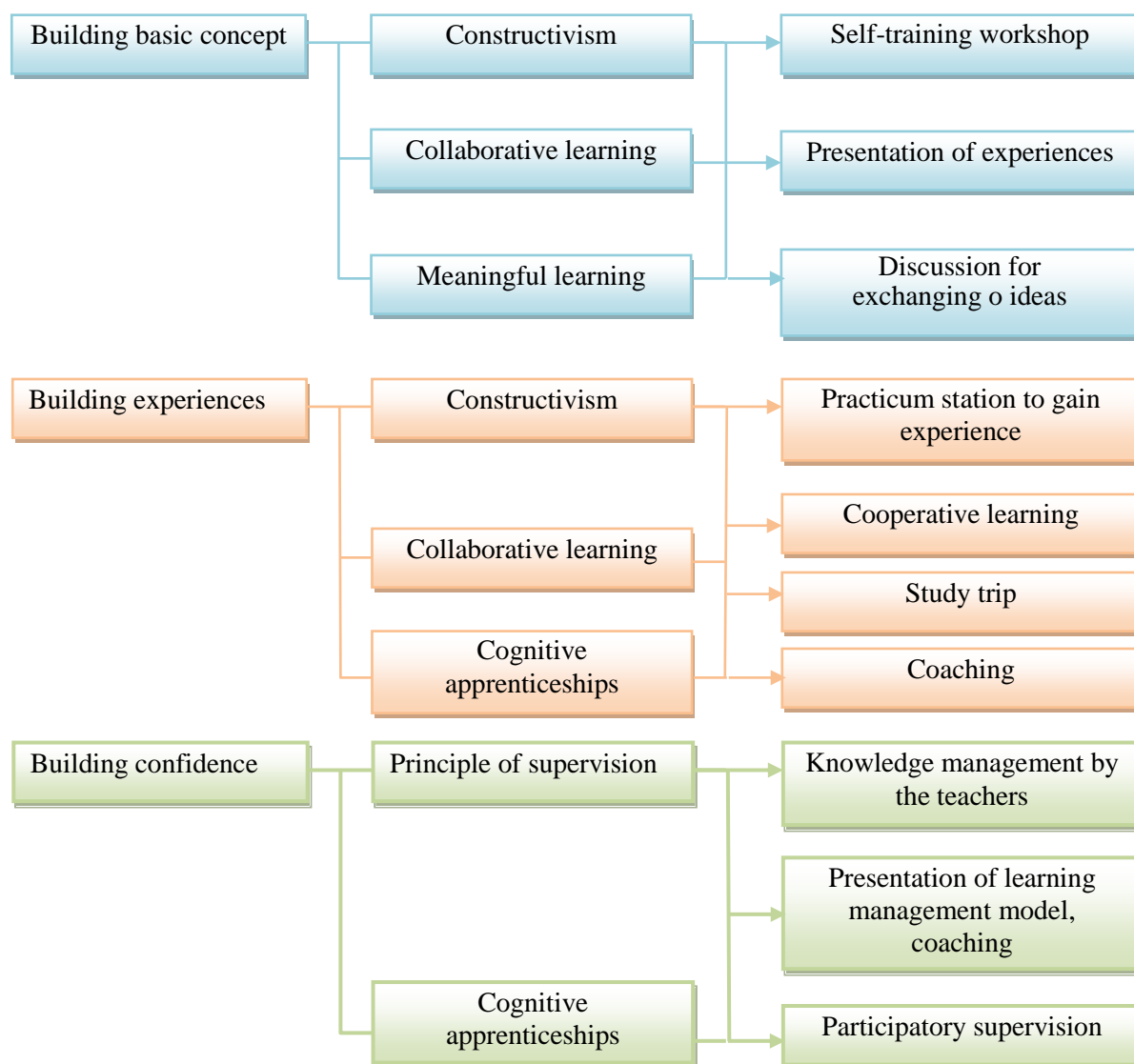


Figure 1. The figure showing the model for teachers' development on learning management and the use of learning innovations that integrate sufficiency economy, moral, and Thai values for sustainable and well-balanced development

From the above figure, we could see that the model for developing the teachers' learning management and the use of learning innovations that integrating sufficiency economy, moral, and Thai values consisted of 3 major principles:

7.2.1 Building of basic concept – this was synthesized from the constructivism theory that emphasizes teachers' creation of bodies of knowledge, implementation from the concept through collaborative learning with researchers and participating teachers, presentation of experience on instruction management that enhances integration of sufficiency economy, moral, and Thai values. The teaching context was also studied for trainees to build knowledge and understanding from their direct experiences.

7.2.2 Building of experiences was based on the constructivist theory in which cognitive apprenticeships were emphasized. The teachers were given a chance to be exposed to learning management and the use of learning innovations that integrate sufficiency economy, moral, and Thai values through their thinking process and exchanges of knowledge among themselves, the experts and the researchers. In so doing, the teachers as a novice received concepts from the experts and obtained experiences from the study trip. Thus, the workshop provided direct experiences for the participants in learning from innovative learning management. They were able to collaborate in problem solving, sharing knowledge, discussing, thinking, presenting knowledge and understanding together with learning management concept. All of these meant the teachers constructed their knowledge through experience, thinking process, and sharing.

7.2.3 Building confidence was based on the principle of educational supervision and cognitive apprenticeships. Confidence was built by enhancing conceptual knowledge and practices on learning management and innovations that integrate sufficiency economy, moral, and Thai values. The learning management and innovations were then applied in real classroom where researchers provided participatory supervision following these steps: 1) the teachers and researchers were trying to understand the learning management process and learning innovations together, 2) the teacher introduced the lesson, 3) the researchers explained to the learners the method of learning with innovations in details, 4) Learners learned by the innovations, 5) the teachers acted as a coach, 6) the teacher drew conclusion of the lesson with learners. After completion of the learning process, the teacher, co-teacher, and researchers reflected the results of innovative learning together so that the teacher and co-teacher understood and became confident in the use of learning innovations.

7.3 The attitudes on the workshop on learning management and innovations that integrating sufficiency economy, moral, and Thai values could be classified into 3 types:

7.3.1 As regards expectation from the workshop, the participating teachers expected to obtain knowledge and understanding, experiences in learning management and innovations that integrate sufficiency economy, moral, and Thai values so that they would be able to encourage learners to apply in their daily life. The knowledge obtained can be linked to the school's curriculum and local wisdom especially the sufficiency economy. Students would be instilled with good attitudes towards their own community and locality.

7.3.2 It was found that the workshop participants were acknowledged of the principles, theories and related research work on learning management that enhances learners' knowledge. The participants were then able to apply learning innovations that integrate sufficiency economy philosophy, moral, and Thai values to synthesize a teaching model. The teachers found the innovations, after experimenting, appropriate to students at all level. Students enjoyed the lessons without feeling bored. The teachers were confident that the innovations could be used effectively, since the technique and design were based on new technology. The content was also close to the students' everyday life, and hence they were able to see the importance of sufficiency. The teachers also saw the importance of learners in instructional design.

7.3.3 The participating teachers saw that workshops on learning management and use of innovations are very important. Such workshops, as they reflected, would enable the teachers to understand successful transfer of knowledge. Learners would be able to learn by themselves, the learning activities and innovations can be well integrated to sufficiency economy philosophy, moral and Thai values. The learning resources or centers are the interesting components that provide knowledge as well as life experiences, enabling learners to understand the subject content better. The innovations used and experimented on could be applied in the design of innovations for other classes or levels of students.

7.3.4 Practices at different learning resources stations enabled knowledge acquisition. Skills in operating teaching aids and media were practiced. At each station, the knowledge content was complete and well integrated, and participants were able to train or practice their thinking skill, train to do and solve their problems. Learners would have fun; enjoy the lesson without getting bored. The teacher at each learning resource station would facilitate and coach the training or practicing of skills using IT. Students learning under these activity arrangements would be encouraged to show their idea and become more enthusiastic to learn.

7.3.5 Cooperative learning allowed exchanges of ideas and experiences. Learners helped each other to perform activities. They learned that all types of work could not be done alone, and every job required teamwork in order to achieve the goal. Working alone meant a lot of chances to make mistakes. Working together enhanced unity and disciplines. Learners would be trained to listen to and accept

other's opinions, opening up the chances to acquire more knowledge. Learning at stations or learning resources enables learners to search knowledge by themselves. They became more curious to seek answers to questions and practice thinking continuously. When students were able to answer questions, they became proud of themselves. Collaboration, unity building, accepting others' ideas, showing one's idea, and generosity contribute to moral and wide scope of knowledge.

7.3.6 The learning management and innovations according to sufficiency economy, moral, and Thai values enabled students to solve problems in everyday life. They had fun learning and hence the achievement was improved. The innovations could be applied in many aspects, especially in the instruction management of other subjects. Teachers could integrate learner-centered activities in the learning resource centers or stations. Moral-enhancing tales could be incorporated as part of the activities. Learning could also be integrated or linked with the internet so that learners could gain access to other learning sources.

7.3.7 The use of innovations that enhance knowledge acquisition according to sufficiency economy, moral, and Thai values enabled teachers to come up with new ideas in teaching using innovative media. Teachers therefore learnt the constructivist's theory which can be applied in developing learners' potential, promoting their learning capacity, and analytical technique. Teachers were able to design lessons and assessment that emphasized good ethics and moral, and obtain various ideas for producing teaching aids. Learners can apply sufficiency economy in their living.

7.3.8 The participating teachers wanted to develop teaching media. They believed that modern innovations could enable them to do this and should be promoted in other subjects. The workshop provided learning development for rural teachers, and hence should be continuous. Other workshops should also be organized so that learners would benefit from the new approach that enhanced students to learn according to their potentiality and so they were happy to learn. Demonstration of the use of different media should be provided for teachers.

8. Recommendations

8.1 Studies should be conducted on beliefs, values, and attitudes of teachers on learning management and the use of learning innovations that enhance knowledge building with integration to sufficiency economy, moral and Thai values.

8.2 Studies should be conducted on models for developing teachers in learning management and use of learning innovations to enhance knowledge of learners, which integrate sufficiency economy, moral and Thai values and are based on beliefs, values, and attitudes of teachers.

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