

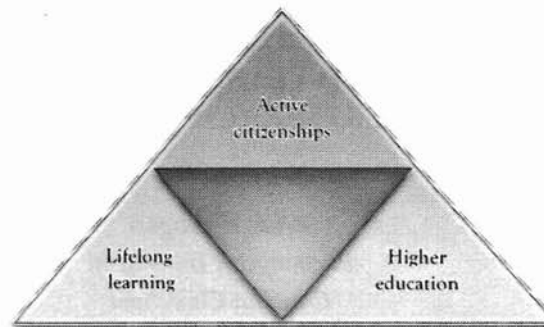
**DEVELOPING LIFELONG LEARNING
COMPETENCIES AMONG UNDERGRADUATES
THROUGH HUMANISTIC AND
COGNITIVE-BASED LEARNING MANAGEMENT
MODEL: RESEARCH SUMMARY**

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Introduction

Lifelong learning in conjunction with motivation to learn new things and accomplishing learning skills are essential in the age of information technology when society and economy become knowledge-based (Bruning, Schraw & Ronning, 1999; Rung, 2000; Murphy, 2001; The World Bank, 2002). Association of College & Research Libraries (2000: Online) states that “developing lifelong learners is central to the mission of higher education institutions.” Further, UNESCO Institution for Higher Education has stipulated “Characteristic Elements of a Lifelong Learning Higher Education Institutio” (as shown in figure 1) as part of the Cape Town Statement which was presented as an organizational tool to be developed further in local contexts (Walter & Mauch , 2001: Online) among members, including Thailand.

Figure 1: Characteristic Elements of a Lifelong Learning Higher Education Institution



Source: Shirley Walters and Werner Mauch (2001). *The Cape Town Statement on Characteristic Elements of a Lifelong Learning Higher Education Institution*. p. 1.

All mentioned overviews deduced that undergraduates worldwide need to develop lifelong learning competency, in conjunction with acquiring learning skill and attaining motivation to learn new things. Unfortunately, related studies in Thailand revealed that Thai students, including the final year Rajabhat undergraduates nationwide lack lifelong learning habits and skills (Sumalee Sanksi, 2001: 1-3). That finding concurs with the report of the Office of Rajabhat Institute Council (ORIC) concerning the low quality of education at ORIC. The teacher-centered teaching process was accused as the main cause of the problem (ORIC, 2000: 68). As a result, a humanistic and cognitive-based learning management model (HCLMM) was adopted in order to promote lifelong learning competencies among first and second year undergraduates at Rajabhat Institute Ubon Ratchathani.

Purpose of the Study

1. To develop a humanistic and cognitive-based learning management model and packages (HCLMM & HCLP) integrated into a required course namely "Human Behaviors and Self Development" to facilitate lifelong learning competencies among first and second year undergraduates.

2. To implement HCLMM and HCLP for first and second year undergraduates at Rajabhat Institute Ubon Ratchathani.
3. To investigate the impact of the HCLMM on enhancing the attendants' learning competencies, and to explore the participants' attitudes towards HCLMM.

Research Methodology

Following the recommendations of experienced research methodologists (Tashakkori & Teddie, 1998: 167; Hamersley, 1998: 139-140; Moor, 2000: 12-13) in providing data collection with both breadth and depth, to acquire more reliability in data interpretation, and to provide greater opportunities for causal inference, this study employed mixed model study. Type VIII "parallel mixed model design", the type of mixed model studies in which the qualitative and quantitative data are collected at the same time and analyzed in a complementary manner (Tashakkori & Teddie, 1998: 47). In each cycle of implementing the research program, the study involved two or three classes of first and second year bachelor's degree students of different disciplines based on the "sampling for heterogeneity strategy". Qualitative and quantitative data were collected through "parallel mixed model design", and the data collected was analyzed in a complementary manner using "concurrent mixed analysis strategy" as shown in figure 3 in order to attain precise answers for the research questions and a reliable evaluation of the effectiveness of the research program.

The Stage of Conducting Research

Stage 1 analyzed and synthesized literatures related to developing a learning management model to facilitate lifelong learning competencies, including: 1) lifelong learning in the knowledge-based society and economy, 2) current status of higher education quality in Thailand, 3) learning in humanistic psychology perspectives, 4) learning in cognitive psychology

perspectives, 5) research on enhancing lifelong learning at higher education, then constructed the conceptual framework (as shown in Figure 2) for developing the learning management model to facilitate lifelong learning competencies among first and second year undergraduates.

Stage 2 developed the learning packages and materials in accordance with the constructed conceptual framework.

Stage 3 analyzed and synthesized literatures related to implement, evaluate and improve the learning management model and packages including: 1) classroom action research, 2) research methodology suitable for learning management investigation (mixed model studies), 3) learning assessment suitable for assessing lifelong learning competencies.

Stage 4 implemented, evaluated and improved the learning management through “Time Process Classroom Action Research” as shown in figure 4.

Stage 5 expanded the humanistic and cognitive-based learning management model to other required courses.

Stage 6 distribute the model to educational practitioners and educators.

Learner-centered learning & Self-directed learning

Figure 2: Fundamental conceptual framework for developing humanistic and cognitive-based learning management model (HCLMM).

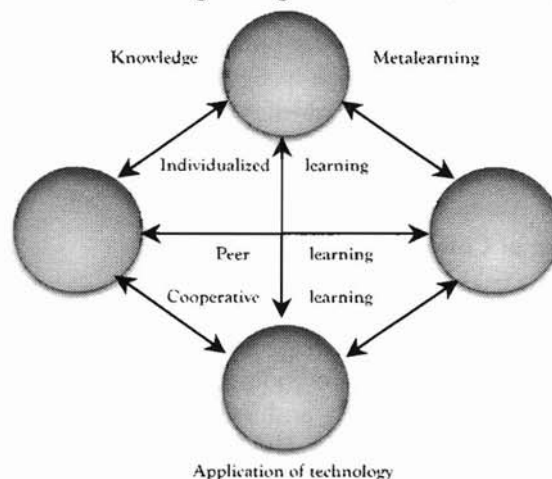


Figure 3: Research Methodology Employed in the Study

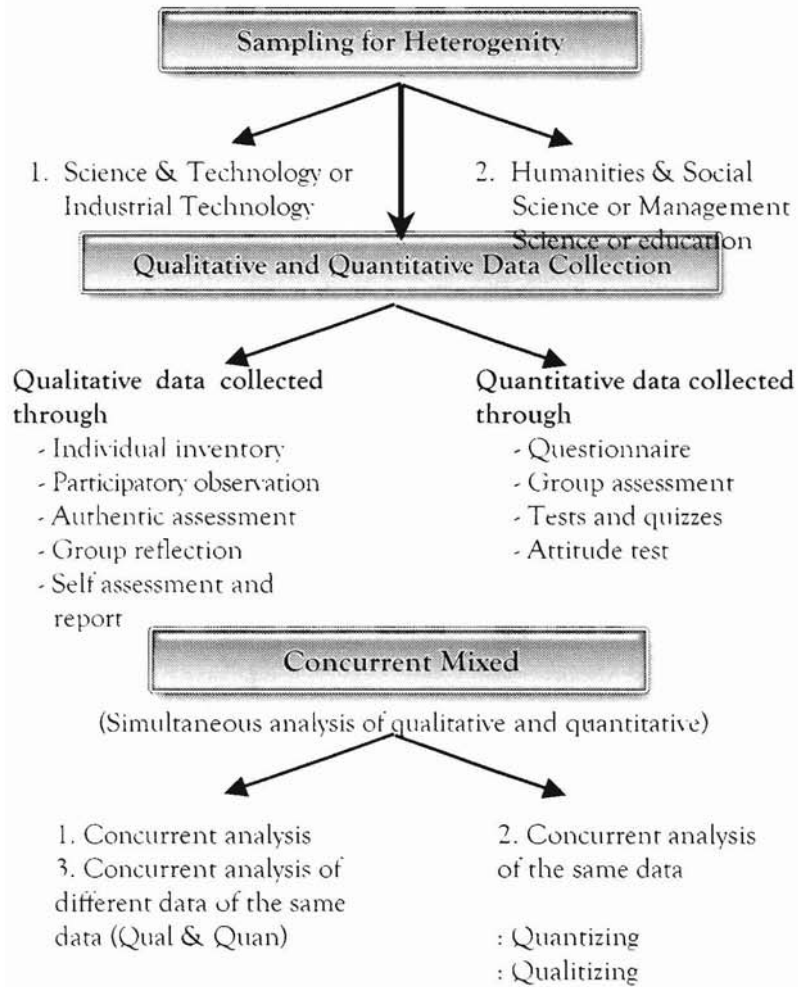
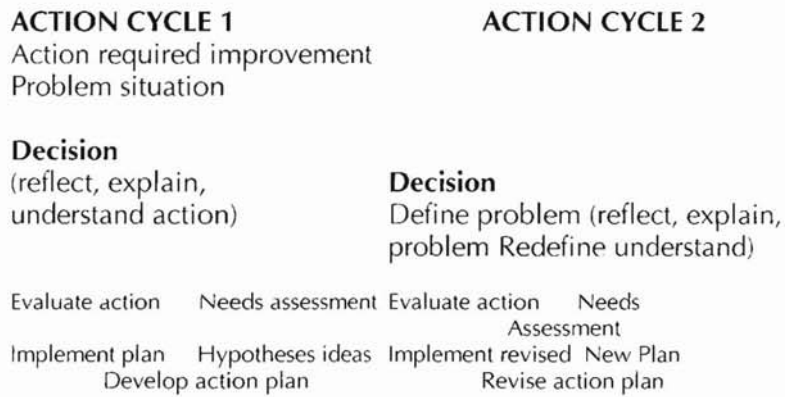
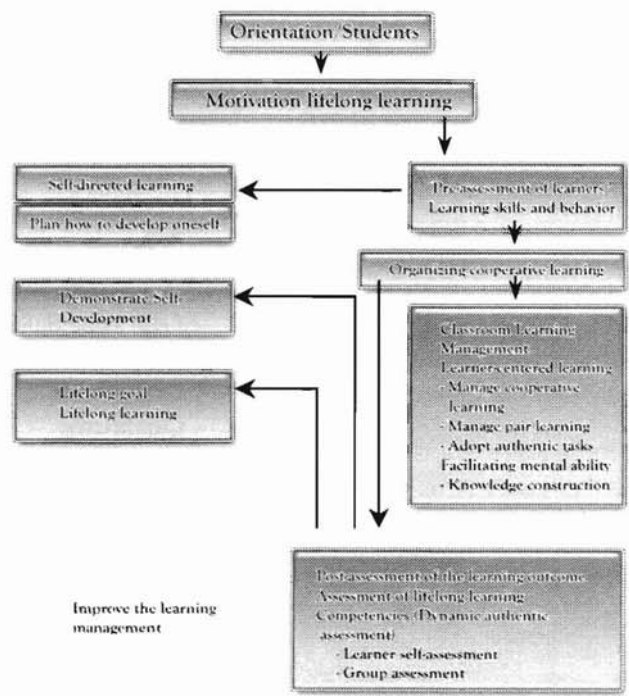


Figure 4: Makernan’s Time Process Action Research Model



Source: David Hopkins, (2002). *A Teacher Guide to Classroom Research*, p. 49.

Figure 5: An Appropriate Humanistic and Cognitive-based Learning Management Model



Answers for the Research Questions

Question 1 Which HCLMM is appropriate to facilitate lifelong learning competencies among first and second year undergraduates at Rajabhat Institute Ubon Ratchathani look like?

Answer 1 An appropriate HCLMM to facilitate lifelong learning competencies among first and second year undergraduates at Rajabhat Institute Ubon Ratchathani to facilitate lifelong learning competencies among first year undergraduates at Rajabhat Institute Ubon Ratchathani looks like the model as shown in figure1.

Question 2 What role do staff play in implementing HCLMM?

Answer 2 When implementing HCLMM, staff need to change their role from being teacher-centered, transmitting knowledge to their students, to be learner-centered, encouraging their students to be self-directed learners, teaching them how to learn, how to assess and how to improve their own learning, facilitating their learning and adopting authentic dynamic assessments.

Question 3 What kinds of change will students need to undertake to succeed in learning through HCLMM?

Answer 3 To be successful in learning through HCLMM, students need to change their role from being passive learners, waiting for instructors to teach them, to be self-directed and metalearning learners, assessing their own prior lifelong learning competencies, planning to enhance the competencies in the light of the assessment's result, practicing according to the plan through seeking of knowledge anywhere at any time, conjunction with constructing of knowledge, and assessing their own advance.

Question 4 How well was the instructor able to help students develop appropriate learning skills?

Answer 4 Most of the participants accomplished lifelong learning competencies at the end of implementing HCLMM.

Question 5 What are the attendants' attitude towards HCLMM?

Answer 5 Almost attendants at every cycle of the classroom action research showed positive attitudes towards HCLMM.

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