Conference room 3 : "Education"

Session 1

Affective Teaching : A Working Model for Social-Emotional Learning

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Abstract : Teaching and learning always take place in a social context. A teacher and a group of students interact in order to grow intellectually, but intellectual growth isn't the only outcome of this interaction. By default, this interaction brings about changes in the social and emotional facets of both teachers and students. Since the connection between the intellectual and the social-emotional aspects of the classroom is undeniably strong, teaching and learning are greatly affected by the quality of relationships forged between teachers and students. Education aims at 'humanizing' people. However, meaningful education only occurs when this task is accomplished collectively, with the help of everyone involved in the process of teaching and learning. A longitudinal action research conducted at Mission College, Muak Lek, Saraburi, Thailand, from January 2003 to December 2005 in the college classes revealed that the key to successful teaching is to become a 'caring teacher'. It was found through this action research that a classroom that is adorned with 'care' is a place where students love to be and learn, for the sake of learning. When 'care' was absent, every activity in the classroom became a tedious and difficult task. The researcher has personally experienced that every teachable moment can be filled with enjoyment and excitement when a teacher exhibits a caring attitude toward students.

Study on the Impact of Motivation, Self-efficacy and Learning Strategies of Faculty of Education Undergraduate Studying ICT Courses in IIUM

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Abstract : Malaysia has implemented the first computer system in 1966. Since then the government through Ministry of Education has introduced various initiatives to facilitate the adoption and diffusion of ICT . In the year 2003, Malaysia's K-economy Master Plan was introduced. In line with the Vision 2020, Ministry of Education has draft ways so as to integrate ICT into education system. Malaysian government through it's Ministry of Education has invested millions of ringgit for the usage of ICT in education. The investments include the building of computer labs, supplying of PCs and related peripherals, training of teachers and development of instructional material. The research will concentrate on the motivation, self-efficacy and learning strategies of Education's undergraduates studying ICT courses. These undergraduates are actually teachers undergoing a special Bachelor

degree programs Since teachers are actually the change agent in these adoption and integration of ICT in schools. The study would like to study the psychological variables as well as the learning strategies of these teachers. As part of the ongoing effort the university has introduced various ICT courses to equip the teachers. The study will undergo Principal Component Analysis to determine the predictors of the underlying variables and the dimensionality of the self-constructed survey questionnaires. Further analysis utilizes Structural Equation Modeling (S.E.M.) to strengthen the hypothesized model and strengthen the analysis. S.E.M. are able of analyze data with diagrammatic view to describe the relationships between variable as well as combining multiple regression and factor analysis. It is an effective way to deal with multicollinearity; taking into account the unreliability of user response data.

Development Of AN Information and Communication Technology Knowledge Sharing Model Using a Collaborative Learning Approach for Developing Communities of Practice of Lab School Teachers in Bangkok Metropolis

Supanida Pusurinkum

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Abstract : The purposes of this research were to study the opinions of teachers, develop, tryout and propose an Information and Communication Technology Knowledge Sharing model using a collaborative learning approach for developing communities of practice of lab school teachers in Bangkok metropolis. The research methodology using research and development (R&D) to develop the model during the period of academic year 2005 till the year 2007.

The research process consisted of 4 steps:

Step 1: using questionnaires to study the opinions of 350 teacher samples who were in participating lab schools and teaching in second semester of academic year 2005 on Information and Communication Technology Knowledge Sharing. The duration of the data collection were 60 days.

Step 2: develop an Information and Communication Technology Knowledge Sharing model using a collaborative learning approach for developing communities of practice of lab school teachers in Bangkok metropolis by using the samples' opinions, principles, and theories of communities of practice.

Step 3: tryout the model with 20 samples using the research tools: 1) Knowledge Sharing model, 2) website, 3) orientation evaluation form, 4) workshop evaluation form, 5) self evaluation form on knowledge sharing, 6) knowledge sharing behavior check list, 7) self evaluation form on group relations and collaborations in group process, 8) group evaluation form, 9) check list and evaluation form on knowledge sharing.

The samples were 20 teachers who were teaching in second semester of academic year 2006. The samples were divided into 4 groups with 5 members in each. Each group carried on knowledge sharing practice for 10 weeks.

Step 4: verifying of the model by 5 experts.

The data were analyzed using frequency, percentage, mean and standard deviation.

The research results were as follows: (1) The model consisted of 3 main parts: 1) components of Knowledge Sharing model 2) knowledge sharing process and 3) output of the model. (2) The opinions of samples on self evaluation toward Information and Communication Technology knowledge Sharing using a collaborative learning approach for developing communities of practice indicated that they were on high level of communities of practice.

Development of a Non-formal Education Learning Model to Enhance Mental Health by Using the Principle of Neo-Humanists and Learning Contracts

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Department Policy Management and Leadership in Education

Abstract : The purpose of the research is to develop the learning model in non-formal education to enhance mental health by using the principles of Neo-humanists and Learning contract. The hypothesis is the participants gain the mental health enhancing skills more than those who do not participate in the control group. their mental health would be higher than the pretest. The research methodology is Quasi Experimental Research and Qualitative research. The research design is The Pretest – Posttest Control Group Design. The 30 sample subjects are selected through sampling and matching by using the pretest of score on the Mental health measurement into two groups that are experimental group and control group, 15 persons for each group. The experimental group participates in the mental health enhancing training program according to Neo- humanists and Learning contracts. The first part is to participate in 3 days course for mental health enhancing training program. The course arranged 9 a.m. to 5 p.m. The second part is to do the Learning Contract for self practicing and self testing. The instruments used in the research are: 1. the interviewing in Qualitative research methodology for holistic context of the research of Mental health measurement. 2. the Mental health measurement of the participants. Pretest-posttest will be provided as far as the measurement of the experimental group and the control group by using the t- test is utilized for the data analysis. After the training activity, the experimental group is remain follow by using qualitative interview and data collecting by Mental health measurement within 1 month, 3 month, and 6 month.

The Development of a Knowledge Management Learning Model to Enhance Student Teachers' Teaching Competencies

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Abstract : The objectives of this research are to study teaching competencies of student teachers, to develop a knowledge management learning model and evaluate using a knowledge management learning model to enhance student teachers' teaching competencies. The population of this research consisted of third year student teachers and lecturers (academic year 2006-2007) in 40 Rajabhat Universities, Thailand, sampling of the population was chosen by stratified sampling that consisted of 7 universities which were studying only teaching competencies. Forth year student teachers in Kamphaeng Phet Rajabhat University are purposed sampling assigned to a treatment group and a controlled group for the experimental design in teaching of Teacher Professional Development Subject that the treatment group is taught by a knowledge management learning model but the controlled group is taught in a regular guidance course. The research instruments are: 1) questionnaire 2) teaching competencies evaluation form and 3) teaching competencies test. The statuses of teaching competencies were analyzed by dependent and independent t-test in SPSS program. The results are as follows:

1. The maximum and minimum of student teachers' teaching competencies statuses are ordered and classified from the population as follows:

The lecturers:

teaching preparation: maximum: can write the behavioral objectives clearly. ; minimum: can prepare the assessment tools based on objectives, content, activities and lesson plan.

teaching performance: maximum: can participate to the learners politely. ; minimum: can create the variety questions.

teaching evaluation: maximum: can examine the task correctly. ; minimum : can develop the diversity assessment tools.

The student teachers:

teaching preparation: maximum: can design learners centered activities and can prepare the materials based on lesson plan. ; minimum: can write the general objectives clearly and can write the objectives which are all of cognitive, affective and psychomotor domains.

teaching performance: maximum: can participate to the learners politely. ; minimum: can recommend the learners to apply knowledge to use in daily life.

teaching evaluation: maximum: can examine the task correctly. ; minimum: can develop the diversity assessment tools.

2. The post-test of the treatment group should have statistically higher teaching competencies than both pre-test and the controlled group as a whole and in each component: teaching preparation, teaching performance and teaching evaluation.

The Development of Student Affairs Administration Strategies Based on the Essential Principles of Rajadhamma

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Abstract : The objectives of this descriptive research are to determine and analyze the current context of student affairs administration and to develop student affairs administration strategies based on the principles of Rajadhamma. The theoretical employed to guide this study is the 10 principles of King's Rajadhamma including Dana (charity), Sila (higher moral character), Paric cagar (self-sacrifice), Ajjava (honesty), Maddava (kindness gentleness), Tapa (self-control), Akkodha (non-anger), Avihimsa (non-violence), Khanti (tolerance), and Avirodhana (conformity in law). The study sample composed of all documents related to student affairs administration, instructors, staffs, and students of selected governmental and private universities and colleges. Data were collected using documentation, checklist, interviewing guideline and questionnaire. Descriptive statistics and content analysis were employed to determine the current context. The research finding revealed that student affairs administration are based on the 10 principles of King's Rajadhamma,by which the first three important principles are 1) Paric cagar 2) Dana and 3) Avirodhana, whereas the last there principles are Sila, Tapa, and Ajjava. These gathered data were then analyze using SWOT analysis to develop the student administration strategies. The proposed strategies, which were validated by the connoisseurship for the appropriateness, compose of 4 areas as follows: 1) the student's development strategy, 2) the student's activities strategy, 3) the student's readiness in learning strategy, 4) the promotion and conservation of arts and culture strategy.

The Relationship between Critical Thinking Skills to Thinking Dispositions, Perceptions Towards Teachers and Learning Approaches among University Students

Wan Shahrazad bt Wan Sulaiman

Wan Rafaei Abdul Rahman

International Islamic University Malaysia, Malaysia

Abstract : Preparing students to be able to think critically is a goal of many professionals in higher education and also a quality sought by employers of university graduates. Therefore, critical thinking

skill is considered an important variable in the process of students' learning. Considerable research has described students' deep and surface approaches to learning. In surface-level processing, students direct their attention to learning the test itself in a reproductive conception of learning. Deep-level processors, by contrast, focus on the pursuit of comprehension. However, it seems likely that students' approaches to learning might be related to their perceptions towards teachers, namely teacher interpersonal behaviour and teachers' teaching approaches. This study attempts to examine the predictive relationships of student characteristics, students' perceptions towards teachers and learning approaches towards academic achievement and critical thinking skills. An instrument to measure critical thinking skills will be constructed. Apart from that, four other instruments will be used in gathering data, namely the Critical Thinking Dispositions Inventory (CTDI), the Questionnaire on Teacher Interaction (QTI), the students' perceptions of Teachers' Approaches to Teaching and the Revised Study Process Questionnaire (R-SPQ-2F). Participants will comprise university students from International Islamic University Malaysia (IIUM), Universiti Kebangsaan Malaysia (UKM) and University of Malaya (UM). The data will be analysed using statistical method such as alpha Cronbach, principal component analysis, Pearson correlation and structural equation modeling. Results of significant relationships among are variables are expected from the analysis.

School Equivalency Programme for Promotion of Lifelong Learning in Thailand.

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Office of Nonformal Education Commission. Ministry of Education. Thailand,

Abstract : The purposes of this study were; 1) to study the primary, lower-secondary and upper secondary non-formal education learners' rate of achievement, during 2003-2005 academic years; 2) to study their rate of continuation of the above learners in higher-level education institutions; 3) to study impacts of the organization and management of equivalency education on social and economic development; and 4) to suggest as to what factors are crucial to the improvement of the quality of present organization and management of the equivalency education. The research methodology relied on documentary and database investigation, interviewing small group discussion, and survey. The sample received through a multi-stage random sampling which were 1,378 current learners, 1,321 former NFE learners, 545 teachers, 37 administrators and staff of NFE institutes and 174 community leaders, 154 entrepreneurs and 265 higher education institutes.

The research findings were as follows:

1. The graduation rate of all levels in 4 terms was 29.81 percent which could be broken down into 19.77% for elementary level; 26.01% for lower-secondary level; and 34.07% for upper-secondary

level. Only the upper-secondary graduation rate was higher than the efficiency rate (33%) used in this research. The drop-out rate of all levels in 4 terms was 14.17% which could be broken down into 31.37% for elementary level which was higher than the efficiency rate (25%); 20.99% for lower-secondary level; and 6.69% for upper-secondary level. The sustaining rate of all levels in 6 terms was 27.84% which could be broken down into 24.51% for elementary level; 27.24 for lower-secondary level; and 28.84 for upper-secondary level.

2. During 2005–2006, 12.49 % of NFE learners continued their education in secondary and higher formal education levels by breaking down into 7.73 percent entered into upper-secondary schools and 14.83 percent entered into universities or other tertiary education institutes. The continuing education rate was lower than the quality rate (25%) used in this research.

3. NFE programs had impacts on economic and social consequences at high level both community and individual level. The economic impacts at individual level were on NFE personnel, learners, parents/custodians, employers and entrepreneurs and the community level were on adding more value in economy, saving costs in organizing basic education, job and income creation, and participation in community's economy management. The social impacts at individual level were NFE facilitators, learners and graduates, and the community level were social activity participation, development of skills, quality of life and environment, development of a lifelong learning society, and learning to read and write.

4. Suggestions and factors improving quality and efficiency of the equivalency program were: 1) to improve curriculum's quality and efficiency by identify the curriculum objectives so as to cover all target groups and identify contents of each subject and suitable teaching/learning methods for self-studying; 2) to develop facilitator's academic and teaching techniques by responsible organization and by facilitators themselves; 3) to improve the administration quality and efficiency in 4 aspects. They are; 4.1 academic quality which are: systems and mechanism in quality assurance of implementation in developing of quality of instructional media, supervisory systems, and effective information systems; systems and mechanism to assure the performance results in evaluation rates, causes and means to correct graduation, drop-outs and continuation; systems and mechanism to follow-up NFE graduates themselves, their sustaining rates their progress in careers, and the graduates who continue their education in other institutes to evaluate their ability in subject field; 4.2 budget administration in analyzing the real investment cost per head; 4.3 general administrative works in organizing tasks and time and follow principles of participation, take turn to work and rest, and to create relaxing working atmosphere; 4.4 community-based administration by inviting local organization administrators, entrepreneurs, local leaders to sit in various NFE boards of organization.

Factors Influencing Teachers' Perceptions on Teaching Thinking : A Case Study in Kuala Lumpur, Malaysia

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Abstract : This study attempts to investigate the factors influencing teacher's perception towards teaching thinking. Data were collected from 102 school teachers in Kuala Lumpur, Malaysia. Principle Components Analysis (PCA) revealed three factors: the sense of efficacy, value of teaching thinking, and structure of learning. Components Analysis (PCA) revealed three factors: the sense of efficacy, value of teaching thinking, and structure of learning.

Knowledge Transfer and Non-Governmental Organisations in Cambodia

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Abstract : In spite of the popularity of knowledge transfer amongst academicians and practitioners, little research has been done in non-profit organisations and even less in non-governmental organisations (NGOs) in many developing countries. The NGOs in Cambodia act as a very important catalyst for the development of the country and they are largely operated by expatriates. This study explored how knowledge were transferred from expatriate to local staff, from one department to another and from the top management to lower management. Two NGOs in Cambodia were selected as case studies of which in-depth interviews were conducted in March 2007. It was revealed that knowledge transfer is a new concept and not yet seen as vital for the organisations. The current setback is that the staff turnover is disrupting the organisational operation principally because knowledge management is has not yet been established. This study provides an exploratory study of where sharing and/or transferring of knowledge lies within the operation of NGOs with avenues for further research suggested.

Collaborative learning via Internet with different students'ability

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Abstract: Sharing of knowledge by multimedia via the internet is innovative approach which educators try to do. This study aimed to find out the result of learning on web in variety of students' ability emphasize on collaborative approach. Instruments were learning modules via internet, test and questionnaire. Course of Digital Technique was developed base on collaborative learning. The sample was 120 fist year students who studied in different campus. They were divided into three groups according to their ability. It was found that the means of post-test score was higher significantly than that of the pre-test. The achievement of these three groups were significant different. The students were satisfied with learning via internet at much level. They felt free using the modules provided. Those who mastered the computer and internet skills were able to learn faster and more effectively.

Session 2

Comparison of Learning of Meaningful and Non-meaningful English Words

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Abstract : This experiment was conducted to examine the effect of meaningful and non-meaningful English words on learning. Sixty participants (30 males and 30 females) were involved in this experiment. The participants were divided into to groups (15 males and 15 females for each group) and each group was tested using 10 words. The first group was tested on meaningful words and the second group was tested on meaningless words. They were asked to learn and memorize the items presented and later on to recall the items in any order within a given time. The numbers of correct recall words were recorded the item check list.

Intelligence Scale and Occupation Interest of Thai Science Gifted Students

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Abstract : Objective of this paper is to study percentage of Intelligence, percentile of Occupation Interest and correlation between grade point average and Occupation Interest of the Thai science gifted student. Data are collected from 235 students, grade 12 of thai science gifted school, in the year 2006. The study measurements included Advanced Progressive Matrices IQ and OASIS Interest Schedule. Data was analyzed by percentage, percentile, t-test, one way ANOVA and Pearson correlation. Result: IQ level of thai science gifted students 49.79% at very superior, 29.36% at superior, 10.64% at bright normal and 10.21% at average. These are high score in scientific area from oasis, indicates an interest in doing scientific research and exploring new medical treatments. Girls' percentile levels are higher than boys. Both groups are low score in physical performing. There are positive correlation between grade point average and Occupation interest of science, but some differences in boys and girls.

Teacher's Participation on Enhancing Intelligence Faculties of Thai Youth

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Abstract : The main objectives of this action research were to construct and develop teaching strategies and activities appropriate to enhancing intelligence faculties of the sixth graders, and to investigate the results from applying such strategies and activities in the classroom. The research methodology was based on both quantitative and qualitative approaches using the PAR technique. The population of the study consisted of 2 control groups and 2 experimental groups of the sixth graders from the municipal schools: one from the urban district and the other suburban, and 5 teachers who were teaching core courses from each school. The subjects were 155 students and 10 teachers in total. The data were collected from a set of assessment on 5 aspects of intelligence, a set of questionnaires for the teachers, and interviews with the teachers. The data analysis was based on the application of the means, standard deviations, and 2-way MANCOVA together with qualitative analysis.

The findings can be summarized as follows:
1. The strategies and activities for enhancing 5 intelligence faculties (critical thinking, problem-solving, right consumption, subjective well-being, and prosocial) of the students consisted of 21 techniques.
2. The effects of using the strategies and activities for enhancing intelligence faculties of the students were satisfactory. The students' intelligence total scores were improved at .05. It was found that there was a significant difference only in the critical thinking component between the control groups and the experimental groups at .05.
3. As for the teachers, it was found that there were positive changes in teaching strategies and activities management, personality, and their perception towards students.

The Results of Communication Campaign on Thai Arts and Culture Carried Out with Private University Students in Bangkok

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Abstract : This research is to study which explore the impact of the media for the promotional campaign about the Thai arts and culture on the students in private universities in Bangkok Metropolitan area. This study focuses on the following points :
1. The students' perception of the information on the Thai arts and culture campaign.
2. The relationship between the distinctive characteristics of the students and the information on the Thai arts and culture received from the promotional campaign through a variety of the media.

3. The acceptance of the information on the Thai arts and culture from the promotional campaign through a variety of the media.

4. The comparison of the students" views on the media for the promotional campaign against the Thai arts and culture classified by their gender, majors, class years and universities.

The questionnaires were administered on 1,376 students of the 9 private universities in Bangkok Metropolitan area, and the results were analyzed using SPSS. It was found that the majority of the students of private universities in Bangkok Metropolitan area received the information on the Thai arts and culture at the high level. They accepted and were open to this information from the mass media at the highest level. Female students and the students majoring in Humanities, Liberal arts and Social Science received the truth of it more than male students and the students majoring in Science and technology respectively. Considering the comparison of the views on the media for the promotional campaign of the Thai arts and culture, it was found that more female students, and the students majoring in Humanities, Liberal arts and Social Science had positive ideas at the higher level than male students and the students majoring in Science and technology. First year students had more positive ideas than the students at the other year classes. The students of the South-East Asia University had positive ideas at the highest level.

Session 3

Development of a Participative Management model for Basic Education Institute

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Abstract : The purpose of this research is to develop a participative management model for basic education institute. It is processed by the research and the development which consists of 4 steps as follows: 1. The study of problem and factors of participative management, 2. The model development, 3. The verification on qualification and quantity, 4. The development of the perfect / effective model. The results of each step are implemented respectively to support, review and develop a participative management model for basic education institute in accordance with the content analysis and statistic analysis. There are 4 parts of the results as follows :

The 1st part : Introduction (Participative management model) consists of the following 10 factors / principles : 1. Objectives / success, 2. Cooperation, 3. Democratization, 4. Decentralization and autonomy, 5. Team work, 6. Memorandum of understanding, 7. Responsibility, 8. Positive relationship, 9. Effective communication, 10. Motivation and Empowerment.

The 2nd part : Participative management consists of 2 perspectives as follows :

1. Perspective on education institute consists of 4 systems :

(1) People system (2) Structure system (3) Task system (4) Technology system

2. Perspective on a participative management consists of 5 parts :

(1) Participative people (2) Participative subject (3) Participative method (4) Participative process and (5) Participative level.

The 3rd part : Implementation process consists of 4 factors 1) Direction for the implementation 2) Implementation process 3) Evaluation on the implementation 4) Report

The 4th part : Condition of a participative management consists of 2 factors : 1) Factor of successful implementation 2) Factor of implementation obstacle

The Development of an Empowerment Model for Student Government in Nursing Colleges under the Jurisdiction of the Ministry of Public Health

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Abstract : The objectives are studying and analyzing the proceeding status of students' activities and self-empowerment of the Student Government in Nursing Colleges under the Jurisdiction of the Ministry of Public Health, in order to develop and propose in the form of an empowerment model. This

research is a descriptive and quasi-experimental research in the type of one group pretest posttest. The procedure consists documents analysis, content analysis, synthesizing the data, developing empowerment model, trying out to apply the model and evaluating the success. The instrument comprises the record of analyzing documents, the measurer of empowerment status of the Student Government, the evaluation form of the development empowerment model of the Student Government and the evaluation form of projects issuing the students' activities. The data from synthesizing shows that there are totally 15 components which are needed to apply the students into thr development of self-empowerment. The researchers determine those to be 2 modules and apply to be the instrument for training in the period of 32 hours. The techniques of this research are brains storming, analyzing the case studies, role playing, game for education, and working in team. In the present time, this research is in the process of trying out the model which is already developed with the Student Government in Borommarajonanee Nursing Colleges in the Academic Year of 2006.

Self-Esteem among High Achievers of Islamic Revealed Knowledge and Human Sciences Students

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Abstract: This survey was conducted to investigate the relationship between self-esteem and high academic achievement. It is hypothesised that high academic achievers are more likely to possess high self-esteem. Fifty undergraduate students (41 females and 9 males) who received Dean's List and obtained GPA 3.50 and above were contacted and selected as the respondents. The questionnaire used to evaluate self-esteem was a modified version combining Rosenberg's Self Esteem Scale and Coopersmith's Self Esteem Inventory with some additional items developed by the present researchers. The correlational analysis showed a significant, positive correlation between self-esteem and high academic achievement with $r = .626$ $p < .001$. The implications, limitations and suggestions from the study are discussed.

Development of a Consultation Model in an Intelligent Computer-Assisted Instruction on "Instructional Design of Research-Based Teaching"

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Abstract : The purposes of this research were to develop 1) a consultation model in an intelligent computer-assisted instruction, 2) to compare the achievement of the experiment group before and after use the consultation model and 3) to propose the consultation model in an intelligent computer-assisted instruction on the instruction design of research-based teaching. The study was planned into 5 steps :1) study and analyse related literatures, 2) design the consultation model in an intelligent computer assisted-instruction, 3) determine the quality of the consultation model prototype by experts and by testing effectiveness, 4)try out the developed model, and finally 5)validate and approve. The samples were 30 teachers from the upper north area.

The research findings were as follows:

1. The components of the consultation model in an intelligent computer-assisted instruction were

    1.1 main components were interface module, consultation module, diagnosis module, teacher model module, teaching module, and expert module.

    1.2 the process follow by 1) guiding relationship stage, 2) problem identification stage 3)solutions presentation stage, 4) operation stage, 5)evaluation stage, 6)end stage.

    1.3 role were the consultant role and the consultee role

    1.4 output were solutions, knowledge and instructional plan

2. There were significant differences between pretest and posttest score at the .01 level.

A Synthesis of Research in Higher Education to Propose Higher Education Research Policy

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Abstract : This study has three objectives. (1) to analyze the status of research in higher education; (2) to synthesize research work in higher education corresponding to the objectives of the 1st through the 9th Education Development Plans of higher education, and (3) to propose research policy guidelines for the next Education Development Plans of higher education. The research analysis method comprised meta-analysis and content analysis, then synthesis by using principles of higher education. The research synthesized consisted of theses and research reports related to higher education collected from educational institutes and higher education research reports supported by other organization which had

been published from 1963 to 2005. The analysis of 379 theses in Higher Education from Chulalongkorn University are categorized as 19 quantitative researches in meta-analysis and 360 qualitative researches in content analysis, The researches are 276 Master's degree theses and 103 Doctoral degree theses. The findings of the synthesized researches identified by using the principles of higher education are (1) Philosophy of Higher Education (3.36%), (2) Higher Education Administration (42.95%), (3) Curriculum and Instruction (19.02%) and (4) Students Development and Student Activity (34.67%). The synthesis findings recommend that Higher Education Research Policy should encourage educators to conducted advanced research in areas of Philosophy of Higher Education which consists of Academic Excellence, Autonomy and Academic Freedom. The policy should encourage related organizations to publish higher education research findings and establishing their organization policy plans for research findings implementation effectively.

A Development of an Organizational Diagnostic Instrument for Private Higher Education Institutions in Thailand

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Abstract : The objective was designed to develop the Organization Diagnostic Instrument for Private Higher Education Institutions in Thailand. The research design comprised of the identification of instrumental structure, instrument construction, instrument testing and the administration of organization development diagnostic in private higher education institutions. The research result was the Organization Diagnostic Instrument for Private Higher Education Institutions in Thailand consisting of thirteen constituents, **context** : external environment which had the most significant level, **input** : mission which had the most significant level, strategic planning which had the most significant level, leadership which had the most significant level, culture which had significant level, **process** : structure which had significant level, management which had the most significant level, systems and standardized policies which had significant level, climate which had the most significant level, task and individual skill which had significant level, motivation which had significant level, individual needs which had the most significant level, **output** : individual and organizational performance which had the most significant level. The Organization Diagnostic Instrument for Private Higher Education Institutions in Thailand consisting of checklist document form, administrator Interview form and personal questionnaires.

A Framework for Assessing Knowledge Transfer

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Abstract : Knowledge transfer is currently important for educational system. Most universities emphasized on the effectiveness of knowledge transfer from the instructor to learners, and this paper will describe a framework for assessing knowledge transfer based on externalization within the educational environment. In the education system, problems do occur when the instructor transfer knowledge to learners, thus, in this study the author focuses on the three key characteristics of knowledge based on Newell (2006) that make knowledge transfer problematic. The first key characteristic of knowledge is knowledge ambiguity. The second is knowledge disruption and finally knowledge distribution. From these key characteristics of knowledge the authors come out with the proposed framework of knowledge transfer based on the knowledge and experience of the authors in the education environment plus the extensive literature search on the subject. It is hope that this framework will minimize the problems of knowledge transfer in the educational system. Therefore, the author hopes that the framework can be applied in a prototype that can assist instructors to solve problems of knowledge transfer to learners and improve learners' learning in the educational system.

A Development of Grid for Learning Model for Experiential Education Using Informaton and Communications Technology of Rajabhat Univesities

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Abstract : The purposes of this research was to 1) develop a grid for an experiential learning model using information and communication technology of Rajabhat Universities. 2) develop a learning process model of ICT-based experiential learning grid of Rajabhat Universities. The study was planned into 2 steps : 1) development of a grid for an experiential learning model 2) development of a learning process model of ICT-based experiential learning grid for evaluating the appropriation of the learning process model by using information anchation unication technology of Rajabhat Universities The samples were 1) experts in ICT management and administration 2) senior administrators from Rajabhat Universities 3) experts in ICT management and administration from Rajabhat Universities 4) a group of experts in instructional administration and evaluation 5) senior students who registered in the Food Plant Sanitation course and lecturer from the Food Science Program, Faculty of Science and Technology, Suan Dusit Rajabhat University in the academic year 2006 and 6) A group of experts in technological ICT policy and administration.

The research findings were as follow:

1. Model for ICT-Based Experiential Learning Grid were consisted of five components : 1) ICT Infrastructure 2) Learning resources 3) Learning grid 4) Learning management and services and 5) Assessment and evaluation

2. The learning process model of ICT-based experiential learning grid of Rajabhat Universities were: 1) Preparation of learning process 2) Introductory process of experiential learning 3) Process of experiential learning 4) Process of presentation and feedback 5) Process of reference point for subsequent learning and 6) Process of assessment of learning and teaching.

3. The results of the field test by using model for ICT-based experiential learning grid of Rajabhat Universities in assessment of learning were good. And the opinion's assessment of students and teachers about the model of learning process were more suitable.

4. The assessment's results of the grid for learning model for experiential education using information and communication technology of Rajabhat Universities and a learning process model of ICT-based experiential learning grid of Rajabhat Universities., all experts had assured that the model was applicability for Rajabhat Universities.

A Development of Internal Control System of Basic Education Schools Under the Office of the Basic Education Commission.

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Abstract : This research is based on Descriptive Research Methodology, which aims to develop internal control system in Basic Education Schools under the Office of the Basic Education Commission. The research process can be divided into 4 steps namely, study and analysis of conceptions, theories and principles involving internal control and educational administration of basic education school; analysis of internal contrvily stem of basic education schools; design the internal control system; develop and verify the internal control system and preparation of research report. The expected outcome of this research will be construct the knowledge of internal control system which is the important mechanism in educational administration to achieve the efficient objective, in addition to, the research results direct other organizations to develop internal control system.

A Development of Policy Implementation Model for Basic Education Schools

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Abstract : The purpose of this research is to develop the model of policy implementation for basic education schools. Research procedures consisted six main steps ; first step is preliminary study to set research conceptual framework, second step is field studies of current, problem, impacted factors and

strategy of policy implementation in school, third step is study a way to develop the model from experts, fourth step is draft the model, fifth step is suitable and feasibility study of the proposed model, sixth step is improve and present the comprehensive model. Key informants were selected from three groups ; policy makers, academic experts and school principals. Data collections were undertaken by means of documents analyses, interviewing, through questionnaires and focus group interviews. Frequencies, percentage, arithmetic mean and standard deviations were used to analyze the data. The model will described how to implement policy to practices for basic education schools which correspond to Thai education context. The model has three major components including six main parts; introduction, type of policy, school managerial function, policy implementation process, impacted factors and strategy and success conditions.