

*The Model for Developing the Public Mind of Student Teachers focus on
Project-Based Learning to Promoting the Reading of Thai Language
for Students Living in Marginalized Communities on the Border of
Thailand and Laos*

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Abstract

The purpose of this research was to develop the model for developing the Public Mind of student teachers focusing on Project-Based Learning to promote the reading of Thai language for students living in marginalized communities on the border of Thailand and Laos. The basic concept is a systematic approach for the development of competencies relating to the teaching profession with the Project-Based Learning. The CIPP approach was used for the evaluation. The target groups were: 93 student teachers from the University of Phayao, 51 tribal students from the Ban Ton Pung communities (Yao, Karen, Akha, Muser), 7 teachers, 30 parents and 8 soldiers. Information was collected from: the synthesis of papers and research, actual observation, interviews, tests, public evaluations, and project evaluation. Tools for the research were: recording research, observation, interview, examination, community awareness evaluation form and project evaluation form. The statistics used for data analysis were: percent, mean, standard deviation, t-test paired, efficiency of process/efficiency of product (E_1/E_2) and effectiveness index.

The results of developing the model were: a flowchart showing relationships involving five important components. The first component was the need for input to include internal factors: men, money, management, materials, and external factors that include community contexts. The second was that the 5 steps of Project-Based Learning include problem, discussions, creating, implementing, and evaluating. The third, output focus on volunteer project including: problem, objective, approach, management, team, and area. The fourth was that the process focuses on Public Mind that competencies relating to the teaching profession including attitude, knowledge, and practice. The fifth, the impact focus on marginalized communities including change tribal students behavior and more sustainable communities. The results of trying out this model showed that the competencies of attitude and practice were at very good levels. The competencies of knowledge was pass criteria 80% calculated equal 94.62%. The Public Mind of student teachers had a significantly higher increases at 0.05 levels. The efficiency of process/ efficiency of product (E_1/E_2) were 82.45/84.02 which were higher than the present standard of 80/80 and the effectiveness index of 0.62 showed that the

student teachers increase in Public Mind was 62%. The evaluation model showed that context, input, process, output, and impact were all at very good levels.

Keywords: Public Mind, Project-Based Learning

Background and Importance of the Issue

The Education for Development. The learning process geared to instill correct knowledge about politics in the democratic system with the King as Head of State. Protect and promote the rights of freedom, respect for the law, equality and human dignity, pride in the Thailand ability to protect public and national interests. Promotion of religion, arts and culture, sports, local knowledge, wisdom, Thailand and universal knowledge. As well as conservation of natural resources and the environment and have the ability to be self-employed as creative learning and self-learning continues. (Board of Education, 2002). The emphasis on the development of the public to play an important role in the development process. Maintain and exercise their citizenship duties properly. Citizens with social morality. Ethics of life. Recognizing the duty to act with full responsibility on the social role of their existence. In accordance with tradition and culture. Constitutional law abiding respect for the rights and freedoms of others, philanthropy and eager to get involved in solving the problems of the community and society. (National Economic and Social Development Board (Draft), 2006). Board teachers' subject knowledge and competencies professional experience of the teaching profession, the school administrators, the administration and the supervisor. Accordance with professional

standards. Section 11 provides that in addition to the moral and ethical. Conduct of professional ethics of teachers also need to behave as a good model with public awareness and sacrifices for society. (The Teacher Council, 2013).

The public mind with the soul acting with love and care. Generosity to others and society as a whole. The ethics and not actions that degrade or disrupt society. The nation has a creative mind, is charitable and does good deeds that benefit the public. I think in a way that does not destroy the nation persecuted individual, social, cultural and environmental. The actions and words that come from a good idea. To reduce friction and good morale continuing to make society happy. (Chaiwat Suttirat, 2009).

Teachers are role models for youth and their general knowledge and behaviors. Do not do things that bring trouble to yourself or others. Teachers need to develop people and assist society with the skills to provide those nations to advance social development. Teachers must have a great mind. The student teacher should be implanted in the public mind as to the correct manner. Growing up, will be able to face the economic and cultural changes which will lead to co-existing with people in society with happiness and peace, as well as personnel, the right of the family, society and national success.

The researchers were interested in the Public Mind development of student teachers focus on Projects-Based Learning that focus on the learners; learning by doing because the students can practice their skills in the process. Teaching is a learning experience. The emphasis is on learning, that students gain life experience while studying

to enable students to develop Public Mind. promoting the reading of Thai language for students (Yao, Karen, Akha, Muser) living in marginalized communities on the border of Thailand and Laos.

Objectives of the Research

The purpose of this research was to develop the model for developing the Public Mind of student teachers focus on Project-Based Learning to promote the reading of Thai language for students living in marginalized communities on the border of Thailand and Laos. Specific objectives include:

1. Studying current conditions and problems for Public Mind of student teachers.
2. Creating the model for developing the Public Mind of student teachers.
3. Trial the model for developing the Public Mind of student teachers.
4. Evaluating the model for developing the Public Mind of student teachers.

The Scope of the Research Project

This research used methodology of Research and Development (R & D).

The target groups were 93 student teachers from the University of Phayao, 51 tribal students from the Ban Ton Pung communities (Yao, Karen, Akha, Muser), 7 teachers, 30 parents and 8 soldiers.

The variable was Public Mind that competencies relating to the teaching profession include attitude, knowledge and practice.

Areas of research were the Ban Ton Pung communities, Chiangkham district and Phayao province.

The Concept of Research

The basic concept was a systematic approach for the development of Public Mind that competencies relating to the teaching profession with the Project-Based Learning to promote the reading of Thai language for students living in marginalized communities on the border of Thailand and Laos. The CIPP approach was used for the evaluation.

Hypothesis of the Research

1. The Public Mind of student teachers had a significantly higher increases at 0.05 levels.
2. The efficiency of process/efficiency of product (E_1/E_2) higher than the present standard of 80/80.

Methodology of the Research

The first step. Studying current conditions and problems for Public Mind of student teachers. Information was collected from synthesis of papers and research, involve public mind, competencies, public mind competencies relating to the teaching profession, systematic approach, Project-Based Learning, and CIPP approach. Includes actual observation and interview 8 student teachers and was separated into 2 student teachers per year level. The samples were selected purposively. Tools were research record forms, observation forms, and unstructured interview forms. The analysis data, is contents analysis.

The second step. Creating the model for developing the Public Mind of student teachers. Information was collected from interviews by 3 instructors who are responsible for student affairs for College of Education, Faculty of Sciences and Faculty of Arts. Wrote the draft for the systematic approach model that relevant input, process, output, outcome, and impact. The experts check suitability and feasibility of the model. The samples were selected purposively. Tools were unstructured interview forms and questionnaires rating scale. The statistics used for data analysis were mean and standard deviation.

The third step. Trial the model for developing the Public Mind of student teachers. Experimental design was one-group pretest-posttest. The target groups were 93 student teachers from the University of Phayao. The samples were selected volunteers. Information was collected from test, Public Mind evaluation, and project evaluation. Tools were examination, Public Mind evaluation form, and project evaluation form. The statistics used for data analysis were average, standard deviation, percentage, t-test paired, efficiency of process/efficiency of product (E_1/E_2) and effectiveness index.

The fourth step. Evaluating the model for developing the Public Mind of student teachers. The CIPP approach was used for the evaluation. The target groups participated in research activities include 93 student teachers from the University of Phayao, 51 tribal students from the Ban Ton Pung communities (Yao, Karens, Akha, Muser), 7 teachers, 30 parents and 8 soldiers. Information was collected from satisfaction evaluation. Tools were the satisfaction evaluation

form. The statistics used for data analysis were mean and standard deviation.

Results

Chapter 1 Studying current conditions and problems found that student teachers seeking happiness in life, to work and to have some money. Create a unique personal identity through social networks. Most of the time in education, free time doing activities that are beneficial and to socialize with friends. Student teachers have the desire to participate and contribute to society. The recognition of social rights coupled with the duties and responsibilities of learners. Their sense of power that can solve the problems of the community and take action to solve problems in different ways . By learning and solving problems together with people in society.

Synthesis of papers and research found that competencies is the ability of an individual to do a job properly. A competency is a set of defined behaviors that provide a structured guide enabling the identification, evaluation and development of the behaviors in individual employees. The contents as being a work related knowledge, skill or ability and attitudes. (Nordhaug, 1993)

Systematic approach is input – process – output pattern, is a widely used approach for describing the structure of an information processing program or other process. Many introductory programming and systems analysis texts introduce this as the most basic structure for describing a process.

Project-Based Learning will be based on student interest. Good projects designed to

stimulate. To research enthusiastically and use higher-order thinking skills. (Thomas, 1998). Proponents of Project-Based Learning cite numerous benefits to the implementation of its strategies in the classroom - including a greater depth of understanding of concepts, broader knowledge base, improved communication and interpersonal/social skills, enhanced leadership skills, increased creativity, and improved writing skills.

CIPP approach was developed by Daniel Stufflebeam. CIPP is an acronym for Context, Input, Process and Product. CIPP is an evaluation model that requires the evaluation of Context, Input, Process and Product in judging a programme's value. CIPP is a decision-focused approach to evaluation and

emphasises the systematic provision of information for programme management and operation. These four parts of an evaluation respectively ask, What needs to be done? How should it be done? Is it being done? Did it succeed?

Chapter 2 Creating the model for developing the Public Mind of student teachers found that the model involving five important components. The first component was the need for input to include internal factors: men, money, management, materials, and external factors that include community contexts. The second was that the 5 steps of Project-Based Learning including problem, discussing, creating, implementing, and evaluating. The third, output focus on volunteer project include problem (Why), objective (What), approach (How), management (How & When), team (Who), area (Where). The fourth was that the process focuses on Public Mind that competencies relating to the

teaching profession including attitude, knowledge and practice. The fifth, the impact focus on marginalized communities including changed tribal students behavior and more sustainable communities.

The experts check the model for the suitability was the very good level ($\bar{x} = 4.83, SD. = 0.41$) and the feasibility was the very good level ($\bar{x} = 4.67, SD. = 0.52$).

Chapter 3 Trial the model for developing the Public Mind of 93 student teachers from the University of Phayao found that the competencies of attitudes were at a very good level ($\bar{x} = 4.72, SD. = 0.46$). Knowledge was pass criteria 80% calculated equal 94.62% of 20 full scores ($\bar{x} = 17.58, SD. = 1.40$). Practices were the very good level ($\bar{x} = 4.63, SD. = 0.48$).

The Public Mind of student teachers had a significantly higher increases at 0.05 levels. The Efficiency of process (E_1) was 82.45 and the Efficiency of product (E_2) was 84.02. The Project-Based Learning showed the efficiency of process/efficiency of product (E_1/E_2) were $82.45/84.02$ which were higher than the present standard of 80/80.

The effectiveness index of the Project-Based Learning can be shown with the value at 0.62 showed that the student teachers increase in Public Mind was 62%.

Chapter 4 Evaluating the model for developing the Public Mind of student teachers found that participants research activities had opinions for contexts was the very good level ($4.57, SD. = 0.68$), input was the very good level

(4.62, $SD = 0.63$), process was the very good level (4.75, $SD = 0.47$), output was the very good level (4.71, $SD = 0.49$), and impact was the very good level (4.67, $SD = 0.54$).

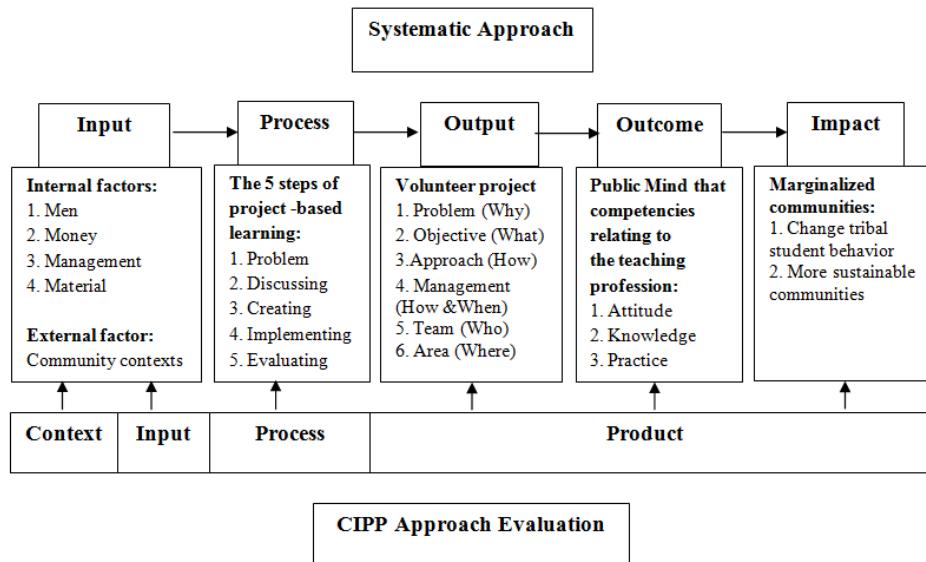
Discussions

The results of developing the model were: a flowchart showing relationships involving five important components. The first component was the need for input to include internal factors that men were assigned work effectively and efficiently as possible, money was allocated well to spend minimal cost, management had good control so that all work is to be effective, the effective use of materials, wasting as little as possible. External factors that include community contexts. The second was that the 5 steps of Project-Based Learning including problem was determine the extent of the problem is broadly in line with the course or aptitude of students and provide learning resources the sample data to guide students to study more. Discussions and comments sparked a brain storm causing critical thinking skills, communication skills and partnership building skills to recognize the research and creation of new knowledge to solve problems in the community. Creating was the idea of creating concept maps showing the project work plans and procedures to see the workload involved. The role and timing of implementation. Projects can be treated more effectively. Implementing was proceeding as planned in the framework of the project, during operation, the teacher may have counseling or working closely together to solve problems with students. Evaluating should be evaluated by a variety of multi evaluation such as student self-assessment

to evaluate mutual evaluation by outsiders. The assessment will measure not only the knowledge or the last one but to measure that the process works. The third, output focus on volunteer project include problem (Why) was summary of the request by the original problem statement relevance or importance of problem, background information to educate the reader, previous related work by others. Objective (What) was objective design specifications, define the scope of work and clearly state the project objectives. Approach (How) was how to attack the problem and should have some design concepts to present the process by which you will arrive at the final answer. Management (How & When) was how the project will be managed, including a detailed timetable with milestones, specific items to include description of task phases, division of responsibilities and duties among team members, time-line with milestones. Team (Who) was each person, establish the team qualifications for the project, highlight any specific job or course experiences that are relevant to the project. Area (Where) the site of communities where people involved in project activities. The fourth was that the process focuses on Public Mind that competencies relating to the teaching profession including attitude that consciousness recognizes the importance of coexistence, regard of others who share the same relationship in society. Knowledge that know meaning, value, benefit of Public Mind with myself and others in society. Practice that involves creating volunteer projects that solve problems in the communities, benefit to society, improve the living conditions of people in the society for the better. The fifth, the impact focus on marginalized communities including:

reading behavior change, pronounce syllables and tone marks fluency, spell words correctly, correct sitting posture. More sustainable communities that Thai language used to contact other communities. The flowchart of the model for developing the

Public Mind of student teachers focus on Project-Based Learning to promote the reading of Thai language for students living in marginalized communities on the border of Thailand and Laos showed that:



The model for developing the Public Mind of student teachers focus on systematic approach for the development of competencies relating to the teaching profession with the Project-Based Learning.

Showed that student teachers had Public Mind higher increases because the Project-Based Learning opportunities to develop complex skills, such as higher-order thinking skills, problem solving, collaboration and communication. (SRI, 2000) Strengthen their self-confidence and develop a positive attitude toward learning. (Thomas & Mergendoller, 2000) A wide-open opportunity to learn in class. A deployment strategy for learners with cultural diversity. (Railsback, 2002). Compared with other forms of learning. Achievement is equal to or higher, if the students are responsible for the project. (Boaler,

1997; SRI, 2000) Learning Project will be based on student interest. Good projects designed to stimulate. To research enthusiastically and use higher-order thinking skills. (Thomas, 1998) Consistent with learning project will benefit a wide range of students and teachers in order to help build a body of knowledge of research. Research is increasingly accepted that the learning project gives students involved skills in collaborative learning and help raise student achievement. (George Lucas Educational Foundation, 2001). Consistent with research on the brain. Have to focus on learning the characteristics of this project. The ability to recognize new things. Students will be lifted up when taking part in activities that are meaningful. Solutions when students get help to understand that knowledge with those skills

Relevance reasons When? and How? (Bransford, Brown, & Conking, 2000)

Suggestions

1. Universities should set policy and action plan to strengthen the Public Mind very clearly.

2. Universities should promote and support the development of students in the Public Mind with the cooperation of the many parties involved. Such as teachers, parents, and communities.

3. Instructor led model to teaching Project - Based Learning to carry out concrete ways of strengthening the public mind of all students and continue it annually.

Suggestions for Further Study

1. Should develop a model for developing the Public Mind of student teachers, focus on other methods.

2. Should develop a model for developing the Public Mind student teachers focus on other projects.

3. Should develop a model focus on systematic approach for the development of other competencies relating to the teaching profession.

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