A MODEL OF TEACHER LEADERSHIP IN HISTORY INSTRUCTION

Paramotha Chutimant

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ABSTRACT

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Key Words: THAI HISTORY STUDY/ BEST PRACTICES/ DIFFUSION OF INNOVATIONS/ TEACHER LEADERSHIP/ PATRIOTISM/ NATIONALISM/ RESPONSIBLE CITIZENSHIP/ BMA SCHOOLS

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The objectives of the research are: (1) To study best practices in social studies in Thailand (2) To study the international context of history instruction (3) To develop a model of teacher leadership in history instruction (4) To validate the proposed model.

Everett M. Rogers' Diffusion of Innovations Theory (2003) is applied as theoretical framework of the research. The theory described innovation diffusion as "a general process, not bound by the type of innovation studied, by who the adopters (are), or by place or culture" (Rogers, 2004, p.16), such that the process through which an innovation becomes diffused has universal applications to all fields that develop innovations.

Interview protocol is to be used as the instrument of the research to collect primary data from best practices (as current teacher leaders) awarded by Office of National Education Commission (ONEC). Open-end questions are used to collect the data. The purpose of using open-end questions in interview protocol is to receive the various data as much as possible. Twenty best practices are the key informants for primary data, educational leadership theories, and reviews of related literature according to the international context of history instruction are the secondary data of the research. Dendrogram is the content analysis technique used to interpret and synthesize the primary data, and secondary data comes as the supportive issue in explanation and elaboration.

To construct a draft model of teacher leadership in history instruction, researcher captures the key words appeared in the explanation part along with the analysis and interpretation of the deductive reasoning appeared in the record of interview in order to construct a draft model. After a draft model is constructed, it is necessary to validate the possibility of future utilization by the seven experts in educational fields through the next process called "connoisseurship."

According to the connoisseurship process, in-depth interview is used as an instrument to collected comments and suggestions from seven experts in educational field. The focal point of this process is to validate a draft model in light of future utilization because the end result of the research will propose a model of teacher leadership in history instruction as a base for further research. Therefore, a draft model becomes a model of teacher leadership in history instruction after edited by following suggested revision. The research also provides some suggestions for further study for those who interest in Thai history study at the end.

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The dissertation is dedicated to those who have vision for Thai educational reforms and preparing learners to have “responsible citizenship” for sustainable development.

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Finally, the important persons are twenty best practices from ONEC, seven experts, and those who collaborated and lead to the completion of dissertation finally, I would like to say “thank you very much for your cooperation” by heart.

Poramatdha Chutimant
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CHAPTER 1

INTRODUCTION

Background of the Study

Education has played an important role in creating development to a country and enhancing the new knowledge and perspective for the people by transferring the factual knowledge from instructor to learner. Education is also counted as an origin of creating the quality of being human. This means that education reveals the characteristics and performance of humans at their best. Above all, whether the country develops itself rapidly or slowly depends on the quality of education and the level of education of the people in a specific country. In the sense of education, each curriculum has its own significance in terms of theories and factual knowledge, concepts, implementation, and application. So that the instructional method should be used in various ways in order to be successful. Teaching Thai history study today, opening the texts and elaborating its detail in classroom—known as “direct instructional approach”—is seems to be widely performed as if it is a teaching conduct for Thai teachers. The contemporary education in Thailand should emphasize on history study—especially Thai history—in order to build patriotism, nationalism, and moral standards for youth students as well as focusing on presenting the content of the study. This conveys the revolution in education elements to be more effective and brings about equilibrium of the importance in all courses. Moreover, this constitutes the integration in educational bases for Thai students. Because of its necessity and scholastic quality as the forefront of all industries, education itself
should be developed to suit with all ages of Thai students, and the change in social perspectives.

The example of negative social change is best shown in Thai's social attitude; Thai people today do not understand the structure of Thai education well, so they are misunderstanding it and have a bad attitude about sending their offsprings to study in temple schools which are widely spread out within Bangkok. Thai education had its first start with "monastery education" which means temples were the center of Thai education and monks role themselves as teachers. But when the time passed by, the attitude among Thai people have been changed. They presume that studying in temple schools today reflects their low social status and particularly, they also believe that temple schools provide low quality of instruction when comparing with other private schools despite the quality of Thai education was controlled by Ministry of Education. It is because of two reasons; 1.) Thai people lack of studying Thai history for a long time and that make the distortion in Thai history because knowing Thai history creates strength in the aspect of Thainess, shared value and beliefs in Thai culture, and sustain the traditional value of culture and its significance. The importance of Thai culture seems to be gradually decline in Thai people’s perception because of the absorption of other cultures without having the pride of being Thais. As such, the truth of Thai history will be faded away due to the propensity of social interests, and 2.) Thai people take for granted that study in temple schools do not give an opportunity for the students to enhance their academic intelligence and it affects negatively for admission examination to the universities. Those places are for only low-class people who have low family incomes whereas studying in private schools identifies highly family incomes and social status. They believe that only mid-class and high-class people can send their children to this kind of school. The strangeness
of attitude can be interpreted as “where to study identify the financial status and social status of the family in Thai society.”

The case example mentioned above shown the change of social pattern in accordance with the characteristic of social inequality and value judgment-oriented in Thai society which reflects the change in social attitude and behavior in Thai society. Then, it leads to the difference in social alternatives of individual and change in traditional social identity. Thai history study is the key issue to bring about Thainess and positive conscience which able to change Thai people's attitude and value judgment in the long run. Thus, when the time goes by, the negative attitude and proudless of being Thai will be removed, and replaced by nationalism, patriotism, and responsible citizenship in subconscious of Thai people.

In search of the highest effectiveness in Thai history instruction, teacher leadership is the key to determine the direction of Thai curriculum and instructional system which result in enhancing the quality of history instruction in Thailand. Teacher leaders must have a vision of promoting ethics and moral issue along with the academic quality in sustainable education in order to prepare responsible citizenship for the society. In this sense, it seems teacher leaders must have a characteristic of transformational leadership while they are in schools. To produce a scholastic quality in Thai history study, teacher leader needs to understand the importance of history instruction first, and then know how to diffuse its importance and his vision in term of systematically instruction among students, other educators, and even stakeholders such as students' parents. Particularly, to support the effective learning for the students, teacher leader must know the nature of students' behavior rather than offering the knowledge for only academic purposes. Because the teacher leader always interact with some others such as educators, students, and even other
stakeholders, the propinquity with those people makes a connection in educational management when conducting an educational policy. The productivity of innovative and new instructional method reflects the effectiveness of teacher leader's performance. Thus, the vision and mission of teacher leader brings about the direction of Thai history instruction and uplift quality of students' achievement in light of pedagogy aspect.

To succeed in promoting Thai history instruction effectively, teacher leadership is necessary to have some strategies to encourage all stakeholders to work on it. Particularly, the shared values and beliefs in Thai history study are necessary to pass on among teachers of history, students, and even stakeholders. To do that, effective communication is the key issue to build mutual understanding and the sense of belonging in the value of Thai history instruction and its existence for the society. Teacher leaders also need to have a skill of leadership communication to communicate effectively with their colleagues, students, stakeholders, and other members of Thai society. In this sense, Barrett (2010) defines leadership communication as the controlled, purposeful transfer of meaning by which individuals influence a single person, a group, an organization, or a community by using the full range of their communication abilities and resources to connect positively with their audiences, overcome interferences, and create and deliver messages that guide, direct, motivate, or inspire others to action.

On 12th August 2008, Her Majesty the Queen succinctly noted in her speech on her 76th Birthday that the current educational system does not support for needed understanding of the origin of Thai people because Thai students today lack Thai history knowledge, since it has been removed from the school curriculum. In the mean time, the significance of national admission examination for those who wish to
study further in the universities has become more important in people's perception. This brings about the presumption of the importance in each curriculum. As such, there are such few academic courses namely, English, Mathematics, Physics, Physical science, Biological science, and Social studies which have been given an importance to be core courses for Thai curriculum but not Thai history study.

In order to reinstate history back into schools in Thailand completely, it is mandatory to find a model in creating a pool of teacher leaders in instruction as the impetus for the success of such endeavors which is the main purpose of this research.

In the field of education, one important matter always concerns with the quality of understanding in each area of study for students. Thus, leaders in the field of education should emphasize on quality of students rather than traditional practices between teachers and students. As Sidle & Warzynski (2003) stated that:

...Leadership depends on interaction. Interaction depends on proximity, social, and organizational propinquity, and network of open-channels of communication (p. 40).

The statement described the characteristics of leadership and its connection underneath the frame of environment—or known as context. The interaction between the leader and follower(s) determine the developmental path in society. Similar to the field of education, leader creates policy and implementation plans to develop instructional practices and enhance the standards of teaching and the curriculum. Then, followers participated in the implementation and follow up of the educational policy, and academic goals.

Moreover, the students' accessibility to the content of study reflects the sensitivity of instruction in contemporary education. It is dealt with instructional practices and teacher's creativity. Thus, the question for leaders in the field of
education is that how they improve the educational policy, teaching methods, and curriculum to suit all levels of students and make them approach the content of study rather than just read and memorize it through using only direct instructional approach.

In addition, best practices are outstanding teachers who have the highest effectiveness in teaching performance. They emphasize the teaching methods by using students as a center of measurement and evaluation—by following the national education act of 1999. The teaching methods vary depending on the contents of study and perspectives of each instructor. As such, the study determines “best practices in social studies” as the teacher leaders to search for effective instructional methods in Thai classrooms. Then, compare with the secondary data according to the international context of history teaching in order to construct a model of teacher leadership in history instruction which serve the new form of Thai history instruction for Thai education.

As in the current situation, Thai history study is getting back into the new curriculum in response to the Her Majesty the Queen’s speech. In a mean time, it is compulsory for all schools to teach Thai history study at least one hour a week due to the new agenda of Ministry of Education. This thing point out that Thai education at the present time is going to increase the awareness according to the value of Thai history study and nurturing the students with a sense of responsible citizenship while they are in school. The students are able to learn and understand more on the content of Thai history study and its significance, which is devoted to the social reformation and its movement in the positive way. Researcher deems that in a situation in which Thai people are gradually reducing their pride of being Thais and their dignity. Value and norms in Thai culture are also rapidly decline in young generations, and youth’s perspectives. The conflict, which concerns the difference in social perspectives, and
discrimination, are widely occurred among Thai people. Particularly, the failure in political improvement and responsible citizenship are declining and that leads to the new social problems. Thai history study is an academic course that helps build the effective solution through educating people. If so, Thai history study is worth to be improved in Thai educational structure and especially the leader. The teacher leaders who are taking responsibility in teaching Thai history study at this time need to develop themselves at all time in order to go beyond the success of students’ achievement in classroom, but it is necessary to facilitate students to enlarge their perception about patriotism, nationalism, and responsible citizenship to prepare for social reformation. However, even though, Thai history study was separated from “Social Studies” for a long time, and now it is projected to be back as new core course for Thai students in the near future. There is still need the proper leader who take responsibility in sustaining and developing the quality of Thai history study instruction along with seeking for the appropriate way to promote patriotism, nationalism, and responsible citizenship for the society and make change in their perspectives about Thainess and its value which leads to the social reformation in the long run.

According to Thai history study, it is the core element of creating nationalism, and pride among Thai people. As in the current situation, the importance of Thai history study is gradually fading away from Thai people’s mind. The students in primary school and secondary school also pay less attention to study Thai history study because Thai history study is not counted as the academic course for admission examination to study in the higher level. Thus, there would be an obscure situation for Thai people today to get to know their roots of the race and culture. The reconciliation and cohesiveness is still declining among Thai people as shown in protesting for
political change in a certain period. This point directly affects to all business sectors in the country and the image of Thailand is rapidly declining in the eyes of the world.

However, according to the Piaget's constructivism theory, Thai history study could not be implemented effectively by using only "direct instructional approach" at all time like some other courses but it is necessary to keep following the four steps of constructivism theory to gradually input knowledge to the students while giving them a chance to practice critical thinking in order to access "learning the past to improve the future". Thus, the instructional method should be different from other courses in order to makes a clearer understanding of the whole details of Thai history study. As a matter of fact, Thai history study needs the complexity of its instructional method to enhance the perspectives and perception of students along with the ethical and moral issue in their mind rather than able to memorize its content without logical thinking, analytical thinking, and critical thinking. To input these things to the students' mind, the stakeholders and those who concern with Thai history study have to understand two things which are the importance and its significance of Thai history study to the society, and the nature of students' learning process.

Thai history study has its own advantage as to effortlessly create a sense of the nationalism and patriotism among Thai people. They are able to know more of their origin and pride from bibliography, chronology, ideology, anthropology, and philosophy which belong to Thai history. Besides studying the vicarious experience—or studying the events in the past, students could enhance their perspectives in the way of thinking of their ancestors, especially an intention from the past. Then, the utilization of Thai history study brings about a new criterion of self-dedication to a country for Thai people while building an understanding the context of Thai traditional culture, and mannerism.
Particularly, to enhance the morality and ethics in people’s minds, it is better to start teaching Thai history study for the youth or young students because they are in the age of learning and being curious. The matter of how to makes them getting closer to the content of study—or accessible without any barrier—and take advantage from what they have studied effectively in order to create higher productivity for Thai society. Researcher deems it is necessary to utilize the advantage of Thai history study to create “self-dedication” among students to gain mutual benefit for all people in Thai society and social reformation in the long run.

For the standards of history instruction, instructional method is the way of delivering knowledge or content of study to the students with focusing on the different ability to understand and application of the students according to the area of study. The difference of instructional methods depends on the teachers' performance with their perspectives of using innovation, and selecting the communication channels to raise the perception of students. Numerous strategies designed to promote prospective teachers' technology use in authentic contexts are documented, including requiring technology integration in student teaching experiences (Dexter & Riedel, 2003; Strudler & Grove, 2002). The relationship between prospective and practicing teachers is based on the notion of collaboration rather than on an expert/novice relationship. The team pools its experience and knowledge to develop activities, projects, and strategies that support student learning and improve both partners' ability to integrate technology into the curriculum (Dawson, 2006). Hence, the actual teachers' performance affect directly to the ability of understanding for students. Then, the creativity of utilizing the innovation (instructional design or teaching method) constitutes the accessibility and understanding ability towards the specific course.
Moodie (1986) states that the aspects of student performance about which judgments of quality and standards must be made are of a complex phenomena. ‘In scientific and scholarly discourse, if not always elsewhere, what makes a piece of work or a lecture first rate or of high quality is not affected by ... the discipline or institution in which it is carried out, or the standing of its author, but is a matter of such generally applicable factors as originality, depth of understanding, clarity, elegance, organization of material, vigorous use of evidence and argument and so on.’ The evaluation of these complex factors requires the exercise of qualitative judgment by those processing expertise in the discipline (Australian Vice Chancellors’ Committee, 1991).

Statement of the Problem

Thai people are now facing the problem of lacking of history education. This makes the distortion of understanding the origin or the root of ethnic and historical events, which leads to degenerate the patriotism in a country. The source of origin to prompt a country’s development is education. But education today seems to concern only on academic content, especially the core courses which lead to create an opportunity for improving test-score on admission examination. Thus, the courses that concern development of conscience and moral conduct do not play an important role in the world of Thai education. This makes students concentrate only on the academic courses for admission examinations to the universities rather than paying attention to be a highly moralistic person.

In the past, Thai history study was one of the important courses for all levels of students. Later, there was less importance of Thai history study because this course became only one or two chapters in social studies course. Finally, the opinion about
giving an importance to admission examination to the universities brought about the lesser importance of studying Thai history. Then, Thai history study in one chapter of social studies will be omitted when the teachers could not finish the detail of a course in time.

Particularly, the present education procedure is being problematic and makes Thai students pay lesser and lesser attention to study Thai history. One factor that has become a major problem in Thai education today is the traditional policy in education. The traditional policy in education determines an invisible path for the officers and those who are concerning with conducting educational plan. The traditional policy in education influences stakeholders—namely teachers, students, and parents—focus on the academic courses directly by determining the academic courses as “course-focused” in admission examination. So, Thai history study which is not an academic course but being a chapter in social studies only has become a small part in Thai education and less important in educational objectives. In addition, the lack of studying Thai history because of the perspective about giving importance for core courses rather than Thai history study leads to the assimilation of culture and custom, reduction of faith to the king and the country, and even being brainwashed from the exploiters—or known as people who try to take advantage from a country—easily. Lacking Thai history study in classrooms is an unexpected phenomenon which leads to many problems in the long run.

Additionally, teachers, who stand in the middle between school leader and students, still need for the developmental path for the enhancement of instructional skill, leadership skill, and other relative skills in order to make better change in students’ growth with patriotism, nationalism, and responsible citizenship exceedingly. As the three key issues appear in the Social Studies and Thai history
study's curriculum objectives in the core curriculum of B.E. 2551 (conducted by Ministry of Education). Thus, to achieve this, teacher leadership skill is necessary for all teachers who currently teach Social Studies and Thai history study in order to improve their skills and performance effectively.

**Research Objectives**

2. To study the international context of history instruction.
3. To develop a model of teacher leadership in history instruction.
4. To validate the proposed model.

**Theoretical Framework**

The research uses Rogers' Diffusion of innovations theory as the theoretical framework. Rogers (2003) describes in his book "Diffusion of innovations" that Diffusion is the process in which an innovation is communicated through certain channels over time among members of a social system. It is a special type of communication, in that the messages are concerned with new ideas. Communication is a process in which participants create and share information with one another in order to reach a mutual understanding. This definition implies that communication is a process of convergence (or divergence) as two or more individuals exchange information in order to move toward each other (or apart) in the meanings that they give to certain events. However, there are four key elements appear in this theory namely; (1) innovation, (2) communication channels, (3) time, and (4) social system (details appears in Chapter 2).
Conceptual Framework

The research emphasizes on conducting a model of teacher leadership to support Thai history instruction through analyzing the data from twenty best practices in social studies. The data requires key ideas from Rogers' Diffusion of innovations theory. To organize the idea for conducting a draft model, Diffusion of innovations theory will be used to help in building up the research instrument. According to Diffusion of innovations, there are four key elements that reflect the effectiveness of innovations and strategy, be they, innovations, communication channels, time, and social system.
Figure 1.1: The conceptual framework

Everett Rogers (2003) Diffusion of innovations as Theoretical Framework
Four key elements
1. Innovations
2. Communication channels
3. Time
4. Social system

Interviews with 20 best practices from Office of National Education Commission (ONEC) by the year of B. E. 2542, 2543, 2544 as primary data

Reviews of educational leadership theories as secondary data
- Leadership: Theories and Practice
- Moral leadership
- What we know about Emotional Intelligence
- Leader and leadership process
- Leadership and management development in education

Content analysis

Reviews of related researches (International context of history instruction) as secondary data
- Civic education in schools
- Using photograph for history instruction
- Teaching history with film

A model of teacher leadership in history instruction
There are three sections in conceptual framework as input, process, and output.

**Input section**

The first section of conceptual framework—input section—consists of three issues in order to collect the data. They are;

1) **Interviews with 20 best practices**, the first component of input section which requires the research instrument (interview protocol) to collect data from twenty best practices in social studies who awarded by ONEC.

2) **Reviews of educational leadership theories**, the second component of input section which using the related educational leadership theories to support the data acquired from twenty best practices.

3) **Reviews of related researches**, the last component of input section, which uses the related researches, and academic journals in accordance with the international context of history instruction to support the primary data, acquired from the best practices.

**Diffusion of innovations**

Diffusion of innovations role itself as the frame of reference in constructing the instrument and also be the theoretical framework for the research, it helps to organize the idea that acquire from best practices and concentrate on four key elements appear in this theory. Rogers (2003) describes the diffusion of innovations as the process by which (1) **an innovation** (2) is **communicated** through certain **channels** (3) **over time** (4) among the members of a **social system**.

**Process section**

Because the research uses qualitative approach as the methodology, **content analysis** will be used to decipher and analyze all data acquired from input section
Output section

The last section of conceptual framework which is the final outcome of the research called *a model of teacher leadership in history instruction*. The first construction of a model of teacher leadership in history instruction (a draft model) needs seven experts in educational field to validate the model (connoisseurship) before proposing for utilization in the future.

Scope of the Study

1. Focus is on Thai history study only, by questioning about the developmental path relatives to instructional practices and effective teaching from best practices in social studies, then searching for the international context according to history instruction to conducts a model of teacher leadership in history instruction.

2. The study emphasizes on creating the new form of teacher leadership that helps to promote the effectiveness in Thai history instruction for BMA schools, which benefits for Thai education and curriculum development in the future.

Definitions of Terms

*Best Practices:* The best performance of the group of teachers in Social Studies who received ONEC awarded by the year of B.E. 2542, 2543, and 2544 respectively. The twenty best practices are to be used as one of the sources of data (primary data) for the research.
BMA schools: BMA schools refer to the schools which are under auspice of Bangkok Metropolitan Administration (BMA). They are 436 schools located in all areas of Bangkok Metropolis (fifty areas). All of them are engaged in the educational policy, which is conducted by Deputy Governor of Bangkok Metropolitan Administration.

Office of National Education Commission (ONEC): Office of National Education Commission (ONEC) is one of governmental organization which under auspice of Ministry of Education. There provides the educational policy, implementation plan, action agenda, strategies and tactics, and even Educational Researches for all BMA schools. Particularly, ONEC is the establisher of the national project “Best Practices.”

History Study (or Thai history study): A study of history and chronology is focused to be an academic course for Thai students by the objective of the research which enables the purposes of patriotism, nationalism, and responsible citizenship among Thai people. At the moment, Thai history study has been removed from the academic curriculum, but some of it appears as a part of Social Studies only, which is not enough for Thai students in order to build patriotism, nationalism, and responsible citizenship in their mind.

Diffusion of Innovations: The theory of Everett M. Rogers which is related to the concept of the process of diffusion by which an innovation is communicated through certain channels overtime among the members of a social system. There are four elements that are present in Diffusion of innovation process as: (1)
Innovation, (2) Communication channels, (3) Time, and (4) Social system. This theory is used as the frame of reference and theoretical framework of the research. Innovations: Innovations in this study refers to the instructional designs, teaching methods, and the utilization of classroom technology which helps both teachers and students to communicate and interpret effectively through the channels of communication. Innovations—in the sense of best practices—are the effective and outstanding teaching methods that they always use in classrooms. Sometimes, they might integrate their innovations with communication channels to enhance the effectiveness and aim at building students’ learning process continuously.

Communication channels (or Channels of communication): Communication channels in the research refer to the supportive materials that influence the effectiveness of student learning. Communication channels are the medium of transferring the factual knowledge for teachers while teaching history study.

Time: Time reflects the effectiveness of the development in all aspects that influences the students’ growth. Time roles itself as the indicator for evaluating the effectiveness of teachers’ performance according to their tasks, implementation, the positive change in students’ perception, and learning process improvement. The shorter time consuming sometimes means the higher effective of the performance and reflects achievement finally.

Social system: Social system refers to the stakeholders and other related units that interrelated with the model of teacher leadership in history instruction. The social system can be the reflective unit to evaluate the effectiveness of the model via
feedback or response to the teachers simultaneously. For example, students and parents are the members of a social system, which enables the feedback and response directly to the teachers.

**Model:** The path for typical teachers in order to improve personal development and enhancing educational skill and perspectives on their tasks. The model is subject to use for Thai history study instruction, and elaborates the details according to the effects of using the model as a guideline for typical teachers in order to have an awareness of the skills for Thai history teaching. The model of the path—named a model of teacher leadership in history instruction—is the final result of the research.

**Teacher leadership:** refers to the enhancement of teacher's skills according to the leadership and relatives in order to uplift the teaching performance.

**History instruction:** refers to Thai history study teaching, which the research aims at to utilize the contents to build up patriotism, nationalism, and responsible citizenship in learners' mind.

**Content analysis:** refers to the methodology of the research, in which dendrogram is to be used as content analysis technique to analyze the primary data in research objective 1.

**International context:** refers to the details according to the history instruction in other countries. As the word appears in the research objective 2, international
context of history instruction, this detail roles as the secondary data of the research.

Social Studies: One of the eight core courses in Thai curriculum, Social Studies consists of the contents according to Thai history study, religious, ethics and morality, culture, civic education, economy, and geography.

Utilization (or future utilization): refers to the use of the final outcome (a model of teacher leadership in history instruction) of the research as a guideline or base for further researches.

Significance of the Study

1. The end result of the study will indicate the new form of teacher leadership to support Thai history instruction, and create the new instructional method for Thai history study which able to set up the standard of teaching method for Thai history study in BMA schools.

2. The research aims at exploring the characteristic of teacher leadership to sustain and uplift Thai history study and its significance. Then, propose the instructional method for teaching Thai history study effectively which able to create an awareness of studying Thai history study to benefit for a country.

3. The study is expected to provide the authorities and those who concerned with the developmental path of teacher leadership in Thai history instruction to improve the academic quality of Thai history study in the future educational plan.
CHAPTER 2

REVIEW OF LITERATURE

The research aims at conducting a model of teacher leadership in history instruction for BMA schools in which using data collected from the twenty best practices in social studies synthesizing and analyzing with the secondary data concerns with the generalities, educational leadership theories, and international context of history instruction. The results from interview with twenty best practices in Social Studies will be the primary data whereas the empirical studies and other related literatures on teacher leadership and history instruction (generalities and educational leadership theories), and international context of history instruction role as the secondary data in this qualitative research in order to conduct a model as the end product of the study. The content appears on this chapter delineate the information which relatives to the concept of teacher leadership, the path for history instruction and international context of history teaching. The criteria of the content in this chapter bring about the validity of the research and support the possibility of the new developmental path of teacher leadership for Thai history study. Thus, this chapter categorizes the content related to the study into two sections as: Generalities and Educational leadership theories, and International context of history instruction.

Generalities and Educational leadership theories—as the first section of the chapter—refer to the information related to the overview of the research such as the information according to the theoretical framework and other related educational leadership theories that researcher used to support the validity of the research,
leadership theories, the related contents used in synthesizing and analyzing the collected data, and the explanation of BMA Schools and relatives.

International context of history instruction—as the second section of the chapter—refer to the related academic journals, educational researches, and some articles according to the patterns of history instruction from oversea. The content in this part will be used to describe the importance of history study and its existence in the world of education. The content in this section roles as the supportive document that bring about the importance of developing history study to enhance the learning quality among students.

However, both of them will be used to synthesize and analyze with the results from interview—with twenty best practices in Social Studies—to construct a model of teacher leadership in history instruction which is the final outcome of the research.

Section 1: Generalities and Educational leadership theories

According to the related theory for the research, “Diffusion of innovations” theory (Rogers, 2003) is distinctively provides such a broad array in many fields of industries and even in the sense of education. The theory goes on from process to process, which is start up with “innovation” to “social system.”

The need for Thai history study in current situation

Since the political crisis emerges in Thai society, the participation in political issue has been raised in Thai people’s mind. They are aware of the individual right and their own benefit in political dimension. This dilemma affects negatively to the society, uneducated people were brainwashed by a group of immoral people and nepotism. As a result, the social system has broken down. Radical perspective in political conflict
leads Thai people to become more aggressive to others who have different political point of view, different political perspective leads to racism in society, lack of cohesiveness and reconciliation, often accuse aggressively to others who have different attitude, become furious and angry with the people who have different line of thought in accordance with political issue. These are the negative change of Thai people that affect directly to the society today. Education is an important tool to reunite the unwell society. History study is an important course to foster students’ ability of analytical thinking and better understanding in responsible citizenship, which leads to heal the society in the future.

Such a situation like this, Thai history study is the most important tool to solve the violence and conflict in society. Thai history study assures the positive change in Thai people’s perspective in the sense of responsible citizenship, reconstruct the social system, and enable the positive social trend in order to reach the effective social development finally.

**Diffusion of Innovations**

Diffusion of innovation theory has been studied and applied in a vast array of academic disciplines, including communication, marketing, and public health (Moseley, 2004; Rogers, 2004), to help researchers and program developers understand the process through which new ideas and technologies become translated into widespread practice (Murrey, 2009). Diffusion of innovation theory holds that innovation diffusion is “a general process, not bound by the type of innovation studied, by who the adopters [are], or by place or culture” (Rogers, 2004, p. 16), such that the process through which an innovation becomes diffused has universal applications to all fields that develop innovations.
The study uses the Rogers’ theory of “Diffusion of Innovations” (2003) as a key issue to interpret all elements that happened in the research and integrate the concept of theory with an educational purpose of improvement in Thai history study for BMA secondary schools. Moreover, Rogers (2003) theory can be the frame to measure the findings in this study because of its conceptualization.

In addition, Diffusion of Innovation Theory has its own four key elements as:

**Innovation**
An innovation is an idea, practice, or object that is perceived as new by individual or other unit of adoption. Knowing of a technological innovation creates uncertainty about its consequences in the mind of potential adopters (Rogers, 2003).

**Communication Channels**
A communication channel is the means by which messages get from one individual to another. The nature of the information exchange relationship between a pair of individuals determines the conditions under which a source will or will not transmit the innovation to the receiver and the effect of such a transfer (Rogers, 2003).

**Time**
The time dimension is involved in diffusion in (1) the innovation-decision process by which an individual passes from first knowledge of an innovation through its adoption or rejection, (2) the innovativeness of an individual or other unit of adoption compared with other members in social system, and (3) an innovation’s rate of adoption in a system, usually measured as the number of members of the system who adopt the innovation in a given time period (Rogers, 2003).

An individual seeks information at various stages in the innovation-decision process in order to decrease uncertainty about an innovation’s expected consequences. The decision stages leads (1) to adoption, a decision to make full use of an innovation
as the best course of action available, or (2) to rejection, a decision not to adopt an innovation (Rogers, 2003).

Innovativeness is the degree to which an individual or other unit of adoption is relatively earlier in adopting new ideas than other members of a social system. We specified five adopter categories, classifications of the members of the social system on the basis of their innovativeness: (1) innovators, (2) early adopters, (3) early majority, (4) late majority, and (5) laggards. The rate of adoption is the relative speed with which an innovation is adopted by members of a social system (Rogers, 2003).

Social System
A social system is defined as a set of interrelated units that are engaged in joint problem solving to accomplish a common goal. The members or units of a social system may be individuals, informal groups, organizations, and/or subsystems (Rogers, 2003).

The social and communication structure of a system facilitates or impedes the diffusion of innovations in the system. One aspect of social structure is norms, the established behavior patterns for the members of a social system (Rogers, 2003).

Opinion leadership is the degree to which an individual is able to influence informally other individuals' attitudes or overt behavior in a desired way with relative frequency. A change agent is an individual who attempts to influence clients' innovation-decisions in a direction that is deemed desirable by a change agency (Rogers, 2003).

Innovation induces education
Technology serves as a foundation to universities to create the appropriate learning organizations, and supports the four components of universities: organization, people,
learning, and knowledge (Marquardt & Kearsley, 1999). Typically, professors use software tools, like word processors, but rarely use technology for teaching or require students to use it for assessment purposes. (Schrum, Skeele, & Grant, 2002, p. 258). Technology today conveys the opportunity for education in terms of supported material for both teachers, and students to envision the content of study. Basically, technology conducts an excellent way to promote the access to the core of study by visualization, imagination, and illustration for Thai history study. Teachers could use technology as one of the channels of instruction to teach their students effectively while students are able to understand the contents easily by using that of technology. For instance, teaching by using teaching materials such as textbooks, handbooks, and workbooks in a classroom is not enough to make students understand the whole contents but technology such as modern visual aids, and internet help to illustrate or elaborate the contents of the study. Moreover, technology attracts students to pay more attention for studying in classrooms.

Communication channels make opportunity

The innovation—in this research refers to instructional design or teaching materials—is created with the main purpose of construct the effective instruction. Communication channels are the supportive part of innovation. As a process, the innovation then goes on to the communication channels as a process of diffusion through using the medium of distribution to access other people. According to Rogers (2003), he defined Communication as the process by which participants create and share information with one another in order to reach mutual understanding. Diffusion is a particular type of communication in which the message content that is exchanged is concerned with new idea. The benefit from using communication channels—or
multichannel-orientation—enhances the higher standard of quality of the teachers and makes details of study become easier to understand and simplify the complexity of the gap between teachers and students in classrooms.

**Time concerns adoption**

Unlike other key issues, time identified the perception of students while using innovation—or instructional technology—during the period of teaching. The accessibility or an ability to understand of each student about the content of Thai history study refers to the effectiveness of using innovation. The length of time tells about the sensitivity of students' perception and accessibility which leads to an appreciation of the content of the study. Rogers (2003) mentioned that the innovation-decision process involves time in the sense that the five steps usually occur in a time-ordered sequence of (1) knowledge, (2) persuasion, (3) decision, (4) implementation, and (5) confirmation. Exceptions to the usual sequence of these five stages may occur for some individuals under some conditions, such as when the decision stage precedes the persuasion stage (perhaps an individual was ordered to adopt by some authority figure).

The innovation-decision period is the length of time required to pass through the innovation-decision process. Individuals vary in this innovation-decision period, with some people requiring many years to adopt an innovation, while other people move rapidly from knowledge to implementation.

**Social system reflects effectiveness**

Diffusion occurs within a social system. The social structure of the system affects the innovation’s diffusion in several ways. The social system constitutes a boundary
within which an innovation diffuses. Here we deal with how the system’s social structure affects diffusion, the effect of norms on diffusion, the roles of opinion leaders and change agents, types of innovation-decisions, and the consequences of the innovation (Rogers, 2003).

As in social system, there are a variety of members that are concerned with the consequence of educational development. The students as participants in the educational system represent the effectiveness in teaching methods, and the use of communication channels which vary by time frame. Then, it turns the outcome as feedback to those instructors after evaluation. The characteristic evaluation of members in social system—in this study refer to students—are necessary when preparing to approach the adoption of the new path of teaching methods. The student achievement is the core consideration in this issue. Highly Grade Point Average (GPA) or Test-score from summative assessment in Thai history study of each student is one of such a key element that show the improvement and the quality of the student, as it is the feedback for school improvement and quality of teachers.

Generally, the members in “social system” imply as the key issue of how the implementation plan or action plan is effective or not through their response as a feedback towards the specific situation. For example, in the present time, the admission examination procedure in Thailand is much more complicated and the authorities who concern with this case attempt to describe that this could make higher standards for Thai students. In the mean time, the parents of the students really ignore that procedure because of its complexity and is very hard to understand all the processes. Moreover, each level of the procedure of admission examination makes higher expenses for them, thus most of them do not agree with this process. Alas the focal points for the case are: When the procedure has much creativity, and reliability,
it also has much complexity, and most of the members of the social system disagree with it. Does the admission procedure count as an “Innovation” in this society? Is it successful or not? And how can it be improve to suit with the social system? This fact is one of the examples to show the problem according to the ignorance of the feedback from social system that determine the tendency and direction of Thai education.

Moreover, the response from the members of Social System—or feedback—as acceptance or ignorance reflects the effectiveness of innovations—or something new to the people’s minds—which are suited to the specific society as well.

**Diffusion of innovations in Educational Research**

The process of adopting innovation has been studied for more than 30 years, and Rogers’ model described in his book, *Diffusion of innovations*, has been identified as one of the most popular adoption models (Sherry & Gibson, 2002). As Rogers (1995) pointed out, diffusion of innovations takes place within a social system. From a systemic view, “Fundamental changes would need to be made in how schools are organized, how time is allocated, and how teachers are prepared.” (Cuban *et al.*, 2001, p. 830). Rogers’ diffusion of innovations theory is the most appropriate for investigating the adoption of technology in higher education and educational environments (Medlin, 2001; Parisot, 1995). Rogers (2003) usually used the word “technology” and “innovation” as synonyms. “If higher education wants to survive in the expansion of technology, then it must be prepared and prepare its faculty to implement the new technologies within their classrooms” (Hagenson & Castle, 2003, p. 2). The relationship between prospective and practicing teachers is based on the notion of collaboration rather than on an expert/novice relationship (Dawson, 2006).
Leadership in Educational Purposes

Bush (2008) categorized the typology of leadership into nine characteristics by their functionality as Managerial leadership, Participative leadership, Transformational leadership, Interpersonal leadership, Transactional leadership, Postmodern leadership, Contingency leadership, Moral leadership, and Instructional leadership.

Firstly, Managerial leadership assumes that the focus of leaders ought to be on functions, tasks and behaviors, and that if these functions are carried out competently the work of others in the organization will be facilitated.

Secondly, Participative leadership assumes that the decision-making processes of the group ought to be the central focus of the group (Leithwood et al., 1999).

Thirdly, Transformational leadership assumes that the central focus of leadership ought to be the commitments and capacities of organizational members. Higher levels of personal commitment to organizational goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity (Leithwood et al., 1999).

Fourthly, Interpersonal leadership links to collegiality in that it stresses the importance of collaboration and interpersonal relationships (Tuohy & Coghlan, 1997).

Fifthly, Transactional leadership is leadership in which relationships with teachers are based upon an exchange for some valued resource. Transactional leadership is more potent and complex and occurs when one or more teachers engage with others in such a way that administrators and teachers raise one another to higher levels of commitment and dedication, motivation and morality. Through the transforming process, the motives of the leader and follower merge.
Sixthly, Postmodern leadership aligns closely with his subjective model of management. It is a relatively recent model of leadership which has no generally agreed definition. Starratt (2001) aligns postmodernity with democracy and advocates a 'more consultative, participatory, inclusionary stance', an approach which is consistent with participative leadership.

Seventhly, Moral leadership assumes that the critical focus of leadership ought to be on the values, beliefs, and ethics of leaders themselves. Authority and influence are to be derived from defensible conceptions of what is right or good (Leithwood et al., 1999). West-Burnham (1997) discusses two approaches to moral leadership. Firstly, he describes as 'spiritual' and relates to 'the recognition that many leaders possess what might be called “higher order” perspectives. Secondly, 'moral confidence', the capacity to act in a way that is consistent with an ethical system and is consistent overtime.

Eighthly, Instructional leadership is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth (Southworth, 2002). Instructional leadership focuses on teaching and learning and on the behavior of teachers in working with students. Leaders' influence is targeted at student learning via teachers. The emphasis is on the direction and impact of influence rather than the influence process itself (Bush & Glover, 2003).

Lastly, Contingent leadership provides valid and helpful insights into one particular aspect of leadership. The contingent model provides an alternative approach, recognizing the diverse nature of school contexts and the advantages of adapting leadership styles to the particular situation, rather than adopting a 'one size fits all’ stance. Yukl (2002) describes that the managerial job is too complex, and unpredictable to rely on a set of standardize responses to events. Effective leaders are
continuously reading the situation and evaluating how to adapt their behavior to it (Morgan, 1997).

Furthermore, Gibson (2001) suggests the level of leadership model which is a model that places representative definitions/concepts of leadership into a hierarchy. The model consists of four levels of leadership based on (a) the degree to which each emphasizes positive change or regard for the common good and (b) the means by which leaders influence others to meet those ends. The levels of leadership model are as follows:
Table 2.1: The level of leadership model

<table>
<thead>
<tr>
<th>Level/exemplar</th>
<th>Description</th>
<th>Regard for common good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3:</td>
<td></td>
<td>High. Followers are truly engaged. End values are basis for interaction and action.</td>
</tr>
<tr>
<td>“Transformational”</td>
<td>Leaders engage with others in such a way that leaders and followers raise each other to higher levels of motivation and morality.</td>
<td></td>
</tr>
<tr>
<td>(Burns, 1978)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 2: “Turn of the Millennium” (Rost, 1991)</td>
<td>Leaders influence relationship among leaders and followers, who intend real changes that reflect their mutual purposes.</td>
<td>Moderate. Process must be non-coercive, but the morality of the purpose is deemed irrelevant.</td>
</tr>
<tr>
<td>Level 1: “Mainstream”</td>
<td>Process intended to organize group to accomplish group goals.</td>
<td>Low/Moderate. Group (organizational) goal and task accomplishment are priorities.</td>
</tr>
<tr>
<td>(Hughes, Ginnett &amp; Curphy, 2002)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 0:</td>
<td>Goal is solely for the leader to stay in power, by any means.</td>
<td>None. People are merely a means to an end.</td>
</tr>
<tr>
<td>“Machiavellianism”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Machiavelli, 1986)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Moral Leadership Defined

Most leadership literature also assumes a commonsense understanding of key value-laden terms. Ethics is generally traced to the Greek words *ethikos*, which means
pertaining to custom, and ethos, which refer to character. Morality comes from the Latin word mores, which refers to character, or custom and habit. Philosophers often use ethics when discussing the study of morality and morality when discussing general principles of right and wrong. However, in both popular usage and work on leadership, the term are largely interchangeable, and that convention will be follow here. To be “moral” or “ethical”, as commonly understood, is to display a commitment to right action. That generally includes not only compliance with law but also with generally accepted principles involving honestly, fair dealing, social responsibility, and so forth (Rhode, 2006).

Characteristics of a Global Moral Leader
Rhode (2006) elaborates that one way to understand the phenomenon of global moral leadership is to identify key characteristics that help us identify such leadership and may guide us to further study. Global moral leaders demonstrate several key characteristics:

- A personal commitment to a set of values that transcend a single nation or culture.

- The world’s (or a region’s) need for a key moral value that is not currently widely held or acted on and the leader’s insight that this value can be enacted.

- The courage to articulate and promote that value, often at significant risk to oneself.

- The communication and other skills to promote that value effectively.
Directive leadership

Northhouse (2010) describes directive leadership as the “telling” style described in situational leadership. It characterizes a leader who gives subordinates instructions about their task, including what is expected of them, how it is to be done, and the time line for when it should be completed. A directive leadership sets clear standards of performance and makes the rules and regulations clear to subordinates.

Emotional Intelligence (EI)

Panju (2008) defined the emotional intelligence (EI) as the ability to recognize, understand, and manage emotions in ourselves and others. Emotional information is all around us. Emotions communicate basic feeling states from one individual to another; they signal urgent messages such as ‘Let’s get together’ or ‘I’m hurting’ or ‘I’m going to hurt you’. Emotional intelligence, then, is the ability to use your emotions to help you solve problems and live a more effective life.

Zeidner, Matthews & Roberts (2009) state that the emergence of a new intelligence is of pivotal to note, at the outset, that the emotional intelligence is thought of as a type of intelligence. This is to say, individuals differ by some objective ability in dealing with emotion. It is believed that the ways in which the difference is manifest are complex and varied. Consider thus one of many principled lists of abilities we might compile:

1. Detecting a person’s emotions by facial cue, voice pitch and rhythm, bodily posture both standing and sitting.

2. Understanding the antecedents and consequences of emotions.

3. Facilitating thought by evoking particular emotions.
4. Regulating negative emotions such as anger and sadness.

The concept of emotion connected to intelligence seems reasonable because we likely encounter emotional geniuses, emotional idiots, and the typical person of moderate emotional competence in our day-to-day activities. In short, the idea of an intelligence continuum is compelling. Unfortunately, it is often "emotional stupidity" in action that is witnessed in real time by brilions across the globe...

As the two wards suggest, emotional intelligence has to do with our emotions (affective domain) and thinking (cognitive domain), and the interplay between the two. Whereas intelligence is concerned with our ability to learn information and apply it to life tasks, emotional intelligence is concerned with our ability to understand emotions and apply this understanding to life's tasks. Specifically, emotional intelligence can be defined as the ability to perceive and express emotions, to use emotions to facilitate thinking, to understand and reason with emotions, and to effectively manage emotions within oneself and in relationships with others (Mayer, Salovey, & Caruso, 2000).

Classroom Management

Tileston (2004a) declares that Classroom Management refers to all of the components necessary to assure that there is a sense of order in the classroom, and that classroom is the kind of place where students learn at an optimum. Management takes a great deal of planning not only for the known but also for the unknown. While teachers plan for the learning, they must also plan for a strong positive emotional base for learning. This includes:

- The physical environment such as placement of the student desks, lighting, the smells and sounds of the classroom, and so on. Desks should be arranged so that
the teacher can walk around and between them in order to assist students and to be aware of off-task behavior.

- The emotional environment includes such things as the tone of voice of both the teacher and the students. There should be threat-free environment that communicates to students that we are all learners together and that no one knows all of the answers.

- Appropriate measures are taken when students are off-task. The measures are consistent and they are dispensed equitably.

**Student motivation**

Tileston (2004b) states that motivation relates to the drive to do something. Motivation causes us to get up in the morning and go to work. Motivation drives us to study new things, and motivation encourages us to try again when we fail. Just as there are times when you or I feel more or less motivated to do something, the same is true for our students. Think about the last time that you had to learn something that was either difficult or for which you had little personal interest. What motivated you to complete the task? When the task became difficult or when you experienced a roadblock, what caused you to complete the task? …Motivation to pay attention to the learning, to begin a task, and to complete it are an innate part of the self-system and metacognitive system of the brain, and they can be activated through tactics used by the classroom teacher.
Critical thinking skill

Bassham, Irwin, Nardone, & Wallace (2011) state that critical thinking is the general term given to a wide range of cognitive skills and intellectual dispositions needed to effectively identify, analyze, and evaluate arguments and truth claims; to discover and overcome personal preconceptions and biases; to formulate and present convincing reasons in support of conclusion; and to make reasonable, intelligence decisions about what to believe and what to do.

Put somewhat differently, critical thinking is disciplined thinking governed by clear intellectual standards. Among the most important of these intellectual standards are clarity, precision, accuracy, relevance, consistency, logical, correctness, completeness, and fairness.

Best Practices in Education

Sue (2003) says “if best practices are grounded in positivist research models, ethnic minority groups will be marginalized because controlled studies usually have a plethora of White participants and a dearth of people of color”.

Of what does a best practice consist? Practice guidelines, for example, are meant to provide counselors with goals to which they can aspire. Guidelines are distinguishable from standards in that the latter are enforceable whereas the former are motivational. Guidelines and standards are not interchangeable, and best practices can be more closely aligned with the guidelines rubric (Marotta & Watts, 2007).

Fogarty (1995) claims that best practices are strategies embraced at the classroom level because they make sense. If an innovation is to happen, if it is to become part of the schooling process, it’s because teachers are making it happen.
Without the support of staff, change doesn’t happen—at least not in any significant, long-term way. Then, he continues:

...Knowing that change depends on what teachers do and think, the concept of best practices takes on an even more substantive meaning. For best practices imply that teachers must not only perform to practice, they must also think about it within the context of their own content and grade level. They must be reflective about tailoring it to their discipline.

Best practices are grounded in the reflective practices of our nation’s teachers. They carry the honored endorsement of seasoned staff. Best practices rank high on the list of teacher favorites (Fogarty, 1995 p. viii).

Promoting Teacher Leadership

Danielson (2006) claims that teacher leaders can make a substantial contribution to a school’s mission of educating all students. But, in order to make that contribution, teacher leaders must emerge. There are several issues involved in promoting and sustaining teacher leaders in schools.

Supporting conditions

There are important conditions that must be in place if teacher leaders are to flourish. Some of these are cultural; others are structural. These two types of factors are considered separately in this section.

Cultural factors

A school’s culture is an essential enabling factor for a successful instructional program. The school must embrace an optimistic and rigorous educational mission, and it must do so in an environment of respect and a culture of hard work and success.
The most important is that there must be a culture of professional inquiry in which teachers' examination of practice is an ongoing part of their work.

The culture to promote teacher leadership must be established and maintained first of all by district and site administrators. They set the tone for building; they create the expectations for teachers and foster teachers' expectations for one another.

 Enlightened administrators recognize that achieving their aims of high-level student learning can happen only through the active engagement of teacher leaders. Thus, even if they were not committed to teacher leadership, self-interest would suggest that cultivation of teacher of teacher leaders is a wise move.

*A culture of risk taking.* Improvement does not happen without new approaches being tried, and approaches that are new are likely to be completely successful the first time they are attempted. Administrators must convey the sense to all staff that the environment is a safe one in which to take professional risks.

*Democratic norms.* Administrators who make the decisions or who receive orders from downtown and then pass them along. Teachers are expected to comply with little questions. In contrast, an essential aspect of a culture supportive of teacher leadership is a prevailing norm of democracy. There are no favorites; all teachers can count on the ear of the principal and are confident that all ideas will be received warmly and evaluated on their merits. The norms of democracy assume that just because they are the nominal leaders of the schools their ideas are necessarily better than the teachers in their buildings.

*Teachers as professionals.* If teachers are to emerge as leaders, they must be treated in such a manner that they are, and feel themselves to be, valued as professionals. This suggests that they are treated as people who not only follow the
directives of supervisors but also make professional decisions on their own authority. Their opinions and judgments are valued, and they are part of a collegial community.

Teachers as professionals cannot thrive in such a culture, nor can teacher leaders as leaders of professionals. In schools that support the emergence of teacher leaders, the importance, complexity, and rigor of teaching are all recognized; teachers are treated with the respect accorded other professionals and are expected to behave in a way that is consistent with that standing.

**Structural factors**

Structural factors matter as to how the schools are organized, what opportunities are available, and how teachers can become engaged in shaping the work of the school.

*Mechanisms for involvement in school governance.* Many schools are organized as instructional teams, houses, or departments. In those schools, there is typically a leadership team, comprising a member from each team within the school.

*Mechanisms for proposing ideas.* In well-developed systems, these may take the form of immigrants for which teachers can apply to try a new approach or to learn something new and bring it back to the school for consideration.

*Time for collaboration.* Most of the work involved in teacher leadership requires time; it is typically undertaken in addition to a teachers' primary responsibility of teaching students. In some schools, the master schedule permits opportunities for teams of teachers to engage in joint planning.

*Opportunities for skill acquisition.* The work of teaching is so complex and includes many different components that there is little time for the more advanced skill of leadership. As a result, most teachers, if they are to acquire the skills required to work as a leader with their colleagues, must develop them after they begin their practice.
Inhibiting conditions

Several factors can inhibit the development of teacher leadership. Again, there are both cultural and structural factors.

Cultural factors

Administrators are threatened by teacher leadership. Teacher leaders cannot emerge if principals and assistant principals jealously guard their turf and insist on maintaining rigid control. The hallmark of teacher leadership is taking the initiative; teachers will seldom act on an idea if they sense that they will be beaten down at the outset by a principal who cannot tolerate an invasion of her perceived area of sole responsibility.

Administrators need the active engagement of teachers and their staff in making substantive contributions to the school beyond teaching students. Furthermore, in one of the enduring paradoxes of leadership, when principals widen the conversation and permit teachers to take initiative in important matters of practice, their own authority is enhanced.

Some administrators may fear that when teacher leaders take initiative with a new project or approach, they will stir up a hornet's nest.

Teacher reluctance. Many teachers are reluctant to step up to propose a new program of idea; they feel they are stepping over the line of acceptable behavior. Some teachers simply do not see themselves as leaders and would never describe themselves using that word.

Indeed, teaching well and engaging in ongoing professional improvement can be a lifelong endeavor. Teachers who elect not to become teacher leaders are no less professional than those who do; so they are just putting their energies into refining their craft within their own classrooms rather than extending beyond it.
Another source of teacher reluctance to assume leadership activities results from the lack of confidence. A teacher might believe that he simply does not have professional insight or expertise that could be of value to others. In addition, some teachers might believe that even if they were to suggest a project, others would not be interested in becoming involved. This may be simply a matter of confidence; alternatively, it could be a matter of skill. Unless teachers have somehow acquired the complex planning and facilitation skills involved in leading others, they may not know how to go about it.

*Structural factors*

Anytime teachers spend on professional learning or problem solving with their colleagues is regarded in some settings as extra and dispensable. Therefore, the time for teachers to work on the craft of teaching and on improving the curriculum and how it is implemented with students must be carved out of the time left over in the day. But it is much more than simply an issue of time: it is a matter of commitment. If professional work is regarded as important and teachers are regarded as professionals with important expertise, then the time will be built into the day and the calendar by those making the master schedule.

The factors related to teacher leadership are both cultural and structural and involve both teachers and administrators. If educators want to promote the development of teacher leaders, they must do it deliberately. And they must also ensure that the conditions in place in the school support it.

*BMA Schools*

There are a total of 1,657 schools in Bangkok. The BMA manages 436 schools ranging from kindergarten to primary, secondary and college education for the
children and youth of Bangkok. The Department of Education and Department of Social Welfare jointly work on various education development projects, such as the improvement of education standards, the development of human resources for education, and the provision of learning facilities (Bangkok Metropolitan Administration, 2005). Although, the educational policy and management for BMA schools is conducted by Deputy Governor of Bangkok Metropolitan Administration, Education affair, but the overall basic education's curriculum and assessment still follow the standard of Ministry of Education. The core curriculum of B.E. 2551 is the developmental path and direction for BMA schools. It was announced by Ministry of Education to be the core curriculum of national education, which determines the goals and learning standard as the direction to improve learners’ performance. Particularly, Office of The Basic Education Commission (2008) specifies that the core curriculum of B.E. 2551 was conducted with the primary purpose to support National Education Act of B.E. 2542 in which to focus on student-centered and lead to enhance the quality of living of people in Thai society which influence positively to the sustainable development for a country. Thai history study—as part of Social Studies—has significance in term of the connection and relation between past and present, and the details offer the logic and philosophy of people’s actions and the causality of events to the students. It requires three key issues according to the students’ achievement as standard appeared in the core curriculum of B.E. 2551, they are (1) To understand the meaning, importance of chronology, historical contents, and able to apply the contents to analyze systematically, (2) To understand the evolution of mankind from the past to present in term of relations, the continuous change of events, and having awareness of its importance and able to analyze the effects from
the past, and (3) To understand the evolution of Kingdom of Thailand, tradition and culture, intellectual properties, and having the sense of patriotism and nationalism.

At the present time, the quality of students in term of academic knowledge and improvement between BMA schools and other schools still remain the same because of using core curriculum of B.E. 2551 as the path for management, but the distinctive problems are;

1. Thai history study lacks of the significance in term of curriculum development, because Thai history study becomes a part of Social Studies. The most important aspect of this study is to realize that learning history is to understand learners’ own society, this would help instill a love of history, only the motherland, national commitment to the mission, and understanding of national culture.

2. Another problem according to Thai history study instruction is teachers focus on the factual knowledge rather than helping students create new knowledge by their own. The result is that the teachers’ role is the transmission of technical measures to evaluate effect on memorization rather than creative, in which students should have potential for analysis the controversial issue in Thai history contents.

3. The development of teaching and learning Thai history, priority should be given to teachers of history, especially academicians in education. They should give priority to teachers who teach Thai history as well. Moreover, Thai history teachers need to have a good attitude towards their obligation as if the pride and dignity that Thai history teaching is the great mission.

4. The problem according to the assessment and evaluation, there is a misconception that the multiple-choice measure is suit for all subjects in all situations. Thus, it becomes the omission of tremendous value of the practice essays. Thai history study is not exempted, it impacts Thai society, and the quality of writing and
reading in students. If teachers teach Thai history in the right way, the course provides students with the best thinking process because the contents are able to describe the causes and consequences of historical events or phenomena that affect the present at best.

5. The last problem is the medium of instruction, it is unfortunate that while researching the history of Thai specialists have made significant progress especially Thai history texts, but teachers still lack of highly standard Thai history textbook to make clearly understanding the whole contents. Despites, historians are always discovered new evidence, critical analysis of the concept is still changing, and research has led to a higher level of debate and interpretation of many issues. Improving Thai history textbooks should be done regularly (Kroobannok, 2010).

Section 2: International Context of History Instruction

This section provides the informative content according to international context of history instruction which describe the significance of history study and existence in the world of education at the present time. The related literatures appear in this section explain the change in history study and Social Studies and its evolution until they become a “Civic Education” which aim at preparing students to have more awareness of citizenship and understand the root of race—or ethnology—as well as the social and politic stabilization for a country which lead to the social reformation finally.

Civic Education in Schools

According to Hoge (1988), Civic education is an established part of the curriculum in Social Studies. Content in government, law, and citizenship is woven into the typical
elementary school social studies program. During the 1980s, content in civics has increased at the expense of subject matter from the behavioral sciences.

Formal courses in civics and government are required for graduation from high school in more than thirty-five states; such courses are prevalent electives or local school-district requirements in states that do not require them for graduation. High school government courses are mostly offered at the twelfth grade.

Civic education in elementary and secondary schools has been boosted by the national trend toward law-related education (LRE). A nation-wide survey reveals that, since 1975, LRE has been added to the curriculum in more than half of the forty-six states involved in the study. Respondents in this study (state-level curriculum specialists and supervisors) mentioned LRE more frequently than other topics as having been added to the social studies curriculum since 1975. They also ranked LRE fourth as a priority in social studies education: it ranked eleventh in 1975. Courses in LRE are widely offered as high school electives in more than twenty states. Civic education is also a prominent part of most secondary school courses in American history.

What are the effects on learners of civic education in schools?

Despite a long-standing tradition of civic education in elementary and secondary schools, there is substantial evidence that more than half of young Americans lack knowledge, attitudes, and skills that leading civic educators believe they should have in order to be responsible citizens of a constitutional democracy. Most high school students and adults appear to lack detailed knowledge and understanding of institutions, principles, and processes of government in the United States. The superficial knowledge that young Americans have about government, constitutional
history, and law is reflected in their civic attitudes. Adolescents' attitudes toward democracy and constitutional government tend to be favorable in the abstract. However, their commitment to democratic attitudes is not consistently applied to unpopular individuals or ideas in particular cases. Superficial and shallow commitment to civic attitudes and values of our representative democracy may be associated with the limited civic participation of most young adults, especially their low turnout as voters in public elections. Civic education in schools is supposed to develop propensities for and skills in political participation.

However, in conclusion, civic education in schools is important for the survival of our constitutional democracy. Effective civic education is the primary means for teaching and learning the democratic values that undergird our system of ordered liberty, which provides majority rule with protection of minority rights. However, assessments of civic learning suggest that our educational programs fall short of desired levels of achievement among a majority of learners. Thus, educators are challenged to seek and implement means to improve civic education in elementary and secondary schools.

How teachers' preparation relates to students' civic knowledge and engagement in the United States

Civic education conducted in schools plays a significant role in fostering citizenship but teaching about these themes is often incorporated in history or social studies courses and not found in a distinct subject. An essential part of improving civic learning opportunities for students is preparing teachers more adequately for civic-related subjects, but there is little consensus about what that preparation should entail. At least three dimensions of teachers' preparation have been identified as
important: teachers' content knowledge, teacher's pedagogical content knowledge, and teachers' beliefs (for example, their sense of confidence in teaching the subject matter). A lack of empirical research linking teachers' knowledge and beliefs with the achievement and engagement of their students stands in the way of charting a clear direction for improving teacher education in civic-related subjects (Judith, Carolyn, & Wendy, 2005).

Teachers' preparation in civic-related subjects across countries

Students in the United States generally performed well on the civic knowledge test. Both pre-service training (degree in a civic-related subject) and in-service training among teachers in the United States was high and similar to that in Finland, another country where students scored also high on the civic knowledge test. Teachers' educational experience was considerably more substantial in these two countries than in three countries where performance on the knowledge test was low (Switzerland, French-speaking Belgium, and Portugal). However, this analysis of between country differences suggests that the educational experience of teachers is worth further exploration.

Looking separately at the components of educational experience, in Finland, England, and the United States more than seventy-five percent of the responding teachers reported that they had taken their degrees in a civic-related discipline (including history). In contrast, only 53% of the teachers in Switzerland, 40% in French-speaking Belgium, and 18% in Portugal completed their initial or pre-service preparation with a degree in a civic-related subject. The extent of in-service experience also varied. More than 65% of the teachers in the United States and Finland had in-service professional training, but fewer than 20% of the teachers in
French-speaking Belgium, Portugal, Switzerland, and Norway reported these experiences. In England slightly less than 50% of the responding teachers reported in-service professional development when this testing took place in 1999.

**Teachers' confidence in their ability to teach civic topics and in the value of civic education across countries**

They looked at two types of confidence or efficacy. The first was teachers' confidence about teaching political topics (e.g. the constitution or the judicial system), which was high in United States as well in Finland. Belgian, English, and Portuguese teachers lacked confidence in teaching about these topics. In 1999 teachers in England were facing changes making civic education a statutory subject (in response to a national report). English teachers' lack of confidence may signal uncertainty about what they would be required to teach in the future. In Portugal and French-speaking Belgium low confidence may be attributable to lack of in-service education (and to a relatively low percentage of teachers with a degree in a civic-related subject area).

The second type of confidence was teachers' belief that civic education makes a difference for the country. Across countries there was strong agreement about the importance of this subject. Again responding teachers in the United States strongly believed that what they were doing mattered, while the Portuguese and Belgian teachers were also convinced that this was important (even though they were not very confident in their own ability to teach political topics). Relative to teachers in the other countries English teachers lacked both confidence in their own abilities and belief in the value of civic education, perhaps for the reasons previously noted.
Teachers' views on the source of what is taught

Established standards were the accepted guide in deciding what to teach about civic-related topics for teachers surveyed in the IEA Civic Education Study. Standards were considerably less likely to be important in England, however, with responding teachers in most of the rest of countries finding them at least moderately important.

In 1999 standards in many European countries came from national education ministries, while in the United States they were state-based or district-based.

Negotiating with students about what is to be learned was the least likely to be accepted by responding teachers in the United States, and the most likely to be an accepted part of decision-making in the Nordic countries (Norway and Finland) and in Belgium and Portugal.

Similarities and differences between teachers of civic-related subjects in the United States and in other countries

Teachers in the United States on average are likely to be relatively well-prepared to teach civic-related subjects, quite confident in their preparation to teach the topics that are represented in the curriculum, confident that civic education is important for the country, and likely to favor standards-based teaching. They are relatively unlikely to want to negotiate with students about what is to be taught (compared to teachers elsewhere). Although there may have been some changes since 1999, teachers' knowledge and beliefs in these areas are relatively slow to shift.
Students' civic achievement and engagement in relation to teachers' levels of preparation

In the United States, teachers' professional development experience related positively to their students' civic knowledge. In particular, students who had teachers with in-service professional development but no degree had civic knowledge scores that were a half of a standard deviation above those of students who had teachers with neither degree nor in-service, a statistically significant and relatively substantial effect. The effect of having a teacher with both in-service professional development and a degree was also significant. Students of teachers who held a degree in the subject but had no in-service professional development did not differ significantly from students of teachers with neither type of experience. A parallel analysis showed that teachers' educational experience did not predict student's civic knowledge in Finland.

Teachers' experience also predicted students' expectations of participating as an informed voter in the United States. The IRT informed voting scale is based on two items: expected likelihood of voting and expected likelihood of seeking information about candidates before voting. Once again, the effect of teacher experience was greatest for students with teachers with professional development only. The average of these students' informed voting expectations were about one-half of a standard deviation above the scores of students who had teachers with neither type of experience. The effects were more moderate but still significant for students with teachers who only had a civic-related degree or with both types of experience. The teacher educational experience variables did not predict likelihood of voting in Finland.
These analyses strengthen arguments for a concerted effort to provide in-service training that focuses on topics relevant to civic education and also for assigning teachers to subject areas in which they have had academic preparation. The variation in both knowledge and likelihood of voting that is associated with home background should be addressed. Finally, differences in the prediction patterns in the United States and Finland along with differences across countries in teachers' preparation and attitudes reinforce the importance of dealing with the cultural and policy contexts of teaching.

Curriculum Reform and Teacher Autonomy in Turkey: The Case of The History Teaching

The elementary and secondary school curriculum has undergone a dramatic change in Turkey in 2000s. The curriculum reform was first introduced in the elementary school level in 2004; during the years that followed, the curriculum programs of most courses were renewed both in elementary and general secondary education (Ibrahim, 2011). According to ERG, 2005 and Ministry of National Education (MoNE), n.d. (as cited in Ibrahim, 2011) Overall, the major approaches and goals of the new programs are as follows:

- Greater focus on student-centered teaching activities instead of subject-centered and teacher-centered approaches.
- Encouraging the learning by research and self-experience.
- Improving the diversity in the teaching methods and materials.
- Ensuring the enhancement of the students' skills rather than mere transmission of information.
- Improving the interaction and cooperation between the students in the process
of teaching and learning.

• Use of more effective assessment methods and tools.

• Improving the use of information and communication technologies in teaching and learning activities.

The curriculum reform was mostly welcomed by the teachers, education scholars and the general public. However, the reform was not free of critics. The criticisms mostly focus on the implementation of the reform.

Teacher autonomy and teaching development

Pearson and Moomaw, 2006 (As cited in Ibrahim, 2011) stated that Enhancement of the teachers’ professional autonomy is something that needs to be considered in the implementation of the education reforms. Granting autonomy and empowering teachers can be an appropriate starting point to deal with the current school problems.

Using Photograph for History Instruction

The nature of the historical information is that everyone who inclines towards this information is essential to face the basic sources of the information. Being past, the experiences of people in earlier times can only be recovered through analysis based on the relics they have left behind, through the physical, material and documentary remains available to us, even though such might be misleading or inaccurate. Historical evidence is not simply the basis for information-processing activities; it is also an avenue of enquiry into the historicity of the past, into exploring the language, and the meanings which language had for participants. Most teachers of history in schools would now argue that if evidence is the “basis of the discipline” then
development of "historical skills" in the use of evidence is an essential prerequisite of accumulating information about and understanding of the past (Husbands, 1996).

In history education, emphasizing pedagogic principles, gaining life skills, evaluating evidence and concentration on decision making, dominating visuality in mass media, programmed studies made to gain visual evidence evaluation skills for the teachers has become a necessity (Ramsden, 1996). Visual images, music, old objects and animation should be in the teacher's repertory in history education. How many ways to the past that is taught to the students will make them relate to the things they know (Levstik and Barton, 1997:38). Analyzing visual sources has several advantages for students. Unlike the events they represent, for instance, visual images are fixed in time. When you analyze a still image (or stop a moving one) you are undisturbed by the changing moment, by movement or the emotional fluctuations that were part of actual event. You can go back to an image repeatedly, searching it multiple dimensions, asking new questions, bringing new information and experience to bear (Levstik and Barton, 1997: 149). Pictures, statues, printings and other symbols provides us, that is to the future generations, to share the past cultures unwritten experience and information. Documentary evidence, mostly, for a person to read the document can be reachable by going to the archive and reading it for hours, however gaining a picture or photograph, especially if it is increased in number, is easy and the message it has can be easily reached.

Teaching History with Film

The book "Teaching History with Film" (Alan et al, 2010) explains clearly about using film to encourage students to develop their skills and think critically about the past, and of course, the lessons in this book illustrate how to harness the pedagogical
power of film to provide the tools for rigorous inquiry and democratic citizenship. The content in the book has five parts, namely: using film to teach history, using film to develop empathy, using film to develop analytical of interpretive skills, using film to teach about controversial issues, and using film to visualize the past and film as historical narrative.

**Part 1: Using film to teach history**

Visit any school in the United States on any given day of the school year and you are likely to find at least one teacher showing a movie about the past. Second perhaps only to the textbooks, films are one of the most prominent teaching resources in the history classroom (Marcus & Stoddard, 2007; Marcus, Paxton, & Meyerson, 2006). It is not only in school that children and teenagers encounter film versions of history. Young people today are immersed in visual representations of the past seen in the movie theatres, on television and computer screens, and now on portable DVD players and even cell phones. In fact, we would not be the first to suggest that a great deal of what students “know” about the past comes not from textbooks or teachers but from “Hollywood” movies (Briley, 2002; Pultorak, 1992; Wineburg, 2000). Yet, when Social Studies teachers look for models of the effective use of motion pictures in history classrooms—techniques that will not only “cover” historical topics but also teach something about the work of “doing” history or historical interpretation—the cupboard is surprisingly bare (Alan *et al*, 2010).

...History movies are explicitly dramatized and fictionalized accounts of the past. Whereas most teachers are comfortable trusting the factual accuracy of documentary videos, accuracy is much more problematic issue for feature films. Almost all people recognize that Hollywood movies “make things up” about the past,
but recognizing exactly which parts are invented and which are accurate can be quite difficult. Investigating the accuracy of a history movie can require expert subject-matter knowledge and many hours of study. As a result, showing a history movie in the classroom can seem a little ambiguous or intimidating to teachers. Exactly what knowledge are the students supposed to glean from watching the movie? How are they supposed to think or feel about the past after watching it? What if something in the movie inspires students to ask really hard questions to which the teacher might not know the answer?

Factual accuracy is not the only issue at stake, of course. There are a host of very practical concerns. Movies can be long and require a great deal of class time. Saving time by showing select short clips requires the teacher to carefully watch the film in advance to pick out which clips to use. Movies often contain objectionable violence, language, and sexual content. As if these aren’t enough, there are also serious intellectual and academic concerns. If “doing” history should involve more than just passively watching a story about the past, what should students do before, during, and after the movie to tap into its educational value? If movies tell only one “side” of a complex historical event or issue, what should teachers do to help students recognize the multiple perspectives (particularly those that might be missing)? If most movies contain interpretive or moral messages about the past, how should teachers get students to reflect on the meaning of the film? However, those concerns are problems only when they are ignored or neglected. When handled thoughtfully and skillfully, these questions can become useful means for inspiring powerful historical thinking in the classroom (Alan et al, 2010).
Part 2: Using film to develop empathy

The term historical empathy has been used frequently in the field of Social Studies education over the past three decades, but there is no consensus as to what historical empathy means. What is agreed upon is the belief that a student’s ability to empathize with historical agents is important, even though there are few examples of how this actually occurs within a classroom (e.g., Ashby & Lee, 2001; Barton & Levstik, 2004; Seixas, 1996; Wineburg, 2001). Most historians and educators agree that the development of empathy in high school and middle school students is extremely difficult as they tend to make sense of the past using the values and norms from present day culture and society. So, what is empathy and how can we use films to develop students’ abilities to be historically empathetic?

Although empathy will always entail the use of “imagination restrained by evidence,” the ability of students to empathize with individuals and groups in the past and present is valued greatly within the field of history education (Davis, 2001, p. 4). In addition to a better understanding of history, it is also believed that the ability to empathize leads to students who value tolerance and humanity, and are open to the perspectives of people who are different from them (Barton & Levstik, 2004; Wineburg, 2001). In this way, empathy can be conceived of both as a process and as an outcome. It also means that film can be useful medium for engaging students in developing empathy because of its structure and point of view: viewing historical events through the perspectives of historic characters.

Part 3: Using film to develop analytical or interpretive skills

Using motion pictures in the history classroom is not always an easy decision. Skeptics may argue that the use of movies in the classroom is a waste of time, or not
aligned with learning "real history." However, although movies can certainly be utilized poorly in the classroom, just like textbooks and worksheets, they can also be employed powerfully and to great educative effect. Furthermore, many state and national history tests call on students to process these intricate skills of analysis and interpretation when answering "Document-Based Questions," a key assessment of many advanced courses.

Most children grow up in a video-rich environment these days. In their own ways, and without any instruction, students are used to treating Hollywood movies as texts—viewing, reviewing, reflecting, discussing, critiquing, "dissing," "giving props," "twittering," and so on. That said, most young people do not make use of movies in the sophisticated ways that adult historians approach a wide variety of historical documents, and unfortunately traditional film use in history classrooms has not always helped in this regard. Simply watching a movie and filling out a worksheet does little to teach key investigative and discursive historical skills.

There is no instruction manual for using movies as historical documents. However, history teachers seeking to treat motion pictures much like other historical text might ask their students to consider some of the following questions:

- How factually accurate is the movie? How do you know whether it is or isn't?

- Whom does the movie get you to root for, and how is this accomplished?

- What movies does the movie give to the historical characters on screen? How do these compare to the motives that in your judgment these characters actually had, base on your reading of other historical sources?
• In your opinion, why does the movie portray the historical characters the way it does?

• What is omitted—left out—that would be important for a full understanding of the historical subject matter?

• What is the role of cinematography in the depiction of historical events? Does the art of film making impact your understanding of the history portrayed?

• Who are the filmmakers, and can research point you to their motivations and goals in telling the “story” they tell?

• Can you think of individuals or groups in our country who might have an interest in people having a less than accurate view of the history under discussion? In other words, what might be the politics behind the history portrayed in the movie?

Part 4: Using film to teach about controversial issues

History and the Social Studies have long been rife with academic controversy and heated debates over what topics and perspectives should be included or emphasized (Cornbleth & Waugh, 1995; Evans, 2004; Nash, Crabtree, & Dunn, 1997) Social issues, group identities, and historical experiences that people often feel most passionate about are fundamental to the Social Studies curriculum. Social Studies teachers need, at least to some degree, to recognize and teach about conflicts, exploitation, and other contentious events that happened in the past and that continue to have implications for the present world. Historical issues such as racism, genocide, and religious strife and contemporary issues such as gun control, the death
penalty, and gay rights are important to include in classroom activities in order to understand the past and participate as a citizen in the present.

Because social and political power and identity are at stake, there is tremendous educational power for teaching about participation in a democracy to students through exchanging diverse views and openly discussing controversial issues in the classroom (Epstein & Shiller, 2005; Hess, 2009; Parker, 2003). The ability to discuss controversies, consider multiple perspectives and value sets, and come to reasonable decisions about them is essential to democratic citizenship. There are likely to be differences and heated disagreements over controversial and open for debate can be divisive when different groups in a community argue over whether an issue is closed and should not be debated within school curriculum (Camicia, 2008).

History movie can be useful for raising controversial issues in the classroom by serving as a vehicle for envisioning the background context, dramatizing particular perspectives or interpretations of the issue, or conveying particular messages about what the issue means. These aspects have rich possibilities for student learning when rigorously studies with appropriate content knowledge and analyze in critical but civil debates. Of course, just because history films have this potential does not mean they inherently will achieve these outcomes on their own. Everything depends on the willingness or ability of the teacher to select appropriate films for raising the controversial issue, devote sufficient class time to supporting instruction and activities, and take the risk of confronting unpleasant topics with their students. It is possible even for committed educators with good intentions to use history movies to avoid or skirt around discussing controversial issues, presuming that just the movie on its own is sufficient for students to understand the complexities of a controversial issue (Metzger & Suh, 2008). However, films by themselves do
not teach students careful consideration of controversial issues—this learning outcome requires active teacher guidance, involvement, and structured support for students. It is important to keep in mind that posing an open question on an issue and then using film as the principle source of evidence can be problematic, as films often present just one preferred stance on issues with which students and even teachers may not unanimously agree (Stoddard, 2009).

**Part 5: Using film to visualize the past and film as historical narrative**

The aesthetics of film and the ways in which teachers and students feel they can be transported to another time or place is often viewed as the “value added” benefit film can bring to a classroom; in some teachers’ words, film used in this way helps to “bring the past alive” (Marcus & Stoddard, 2007). Film can “bring the past alive” to a degree, but there are severe limits to their ability to help us visualize the past. After all, we can never truly recreate the past. Films are constrained by the availability of evidence from the historical record and the subjectivities of how that evidence is interpreted. Films are also influenced by the views and biases of directors, writers, and producers and are reflections of the time period in which they were made. Therefore, any “recreation” of the past must be viewed and evaluated within these constraints. However, the powerful aesthetic attributes that film provides visually and emotionally, through elements such as sound and music, are hard to ignore and may well be used effectively to help students visualize what a historic event, group of people, or living conditions may have looked like (Alan et al, 2010).

...Using film in this manner can both motivate students’ interest in history as well as help them visualize the context of the events and people they are studying. A film’s scenery, language, costumes, props, music, lighting, and other features, all
contribute to, or can detract from, the reality of a recreated past. Helping students to “see” the past is very difficult to accomplish using textbooks and lectures. Primary sources often help, but can be equally as dense as a textbook. Films are potentially the most powerful mechanism for visualizing the past in ways that motivate students, enhance their understanding of the past, deepen their appreciation for the past, and connect the past to the present, but they also bring the potential drawback of being “too real” or of upsetting students emotionally, as with a film such as Schindler’s List (1993). In addition, teachers must constantly remind their students and themselves that films are still interpretations and are not the actual events and/or people. Using film to visualize the past is not as simple as just exposing students to the film, but requires careful and thorough planning (Alan et al, 2010).

The use of generic narratives (e.g., romantic comedy, biography, Western) by film production teams works to help in the efficient production of film and also to help audiences understand the stories being told. The common film narrative structures, or templates, have been long established for different genres—for example, for a Western, something is done to introduce the bad guys and good guys, pose the problem (e.g., murder, robbery, land infraction), lead up to a climatic event (e.g., shootout), and then end, usually in a happy way for the good guys. Films follow these templates so that audience members can easily understand the “relevant surroundings, positions and paths assumed by the story’s agents” (Bruner, 1996, p. 49).
CHAPTER 3

RESEARCH METHODOLOGY

The research concentrates on conducting a model teacher leadership for history instruction (as mentioned in chapter 1) by studying the teaching performances, perspectives, and attitudes from best practices in Social Studies awarded by Office of National Education Commission (ONEC) as primary data, and analyzing the related documents according to the generalities, educational leadership theories, and international context of history instruction as the secondary data of the research. Thus, it deals intensively with the characteristic and role of teacher leadership in history instruction, instructional method, behavioral pattern, and that directly interact with the stakeholders. As the importance of Thai history study is aforementioned in Chapter 1 and 2 and the teacher leadership is the most important to determine the direction of Thai history study in Thai education, the research is necessary to form the characteristic and role of teacher leadership in term of making the sustainability of history instruction and uplift the standard of instruction. Then, propose the instructional method that fits for Thai history instruction which lead to the effective learning in classroom and able to uplift the standard of Thai history instruction.

Consequently, the research study deems it necessary to adopt interviews and content analysis as the research methodology for Research Objective 1. According to Saunders et al (2007), interviews may be conducted on a one-to-one basis, between you and a single participant. Such interviews are most commonly conducted by meeting your participant 'face to face', but there may be some
situations where you conduct an interview by telephone or electronically via the internet or an organization’s intranet. As such, initially, interview will be used to collect the data from twenty best practices in Social Studies. Thus, interview protocol is to be used as the research instruments for collecting data according to the attitudes, paths, and performances of best practices. Using Rogers’ Diffusion of innovation theory to forms the interview protocol. The next step is research objective 2, which is to search for the information according to the international context of history instruction such as the emergence of “civic education,” which transformed from Social Studies and History study and how it affects to the learners, the teachers’ preparation relates to students’ civic knowledge in United States and other countries, the case of History teaching in Turkey, using photograph for history instruction, and teaching history with films. Then, thirdly, construct a model of teacher leadership in history instruction as mentioned in research objective 3. In the research objective 3, the data collected from the interviews with twenty best practices and the information from related documents, textbooks, and academic journals will be used to analyze and construct a model. However, some related educational leadership theories are added to the detail of a model. Lastly, a draft model of teacher leadership is necessary to be validated. According to research objective 4, the connoisseurship process, seven experts in educational field take into account as the specialists to prove a draft model. In-depth interview is used in this research objective; a model is edited by using suggestions and comments from the seven experts in educational field at the end.

The structure of research process goes step by step in according to research objective 1 to 4 as follow;
Research objective 1:

Interviews with 20 best practices

Searching for related document in according to generalities, and educational leadership theories

Content Analysis

Research objective 1

Research objective 2:

Result from RO1

Reviews of related documents according to international context of history instruction

Content Analysis

Research objective 2

Research objective 3:

Result from RO1, and RO2

Content Analysis (Dendrogram)

Research objective 3
(A draft model)

Research objective 4:

Result from RO3 (A draft model)

Expert judgment

Research objective 4 (A propose model)

As such, the methodology of the research is participating in qualitative method. Qualitative research is a type of educational research in which the researcher relies on the views of participants; asks broad, general questions; collects data consisting largely on words (or text) from participants; describes and analyzes these words for themes; and conducts the inquiry in a subjective, bias
manner (Creswell, 2008). Then, data refers to all such data and can be a product of all research strategies. It can range from simple counts such as the frequency of occurrences to more complex data such as test scores, prices, or rental costs (Saunders et al, 2007).

Qualitative Approach

The research deals with the exploring of behavioral patterns and teaching methods of best practices who currently teach Thai history study through using Rogers' Diffusion of innovation theory to analyze the difference and interpret the ideas, attitudes, and perspectives in educational practices. Then, conduct a model of teacher leadership in history instruction for BMA schools finally. Researcher deems using qualitative approach as a research methodology is appropriate for the conceptual framework and overall contents appear in the research. Qualitative reports typically contain extensive data collection to convey the complexity of the phenomenon or process (Creswell, 2008).

Source of Data

RO1: (1) Best practices in social studies: Twenty teachers who are awarded by ONEC.

(2) Secondary data according to the generalities and international context of history instruction.

RO2: (1) Result from RO1.

(2) Educational leadership theories.

(3) Related academic journals and research findings.

RO3: Seven experts in educational field.
Population and Sample

Initially, in RO1, the population and sample of the research are twenty best practices in Social Studies—who are awarded by Office of National Education Commission (ONEC) by the year of B.E. 2542, 2543, and 2544 respectively—and currently teach Social Studies in primary and secondary level in the whole country (key informants). Then, the secondary data according to international context of history instruction such as the academic journals, archives, and related printed materials are to be used as the population of the research.

Secondly, in RO2, diffusion of innovation theory handbook, and secondary data according to the generalities and international context of history instruction are to be used as the population of the research.

Thirdly, in RO3, seven experts in educational field are to be used as key informants for expert judgment process.

Lastly, in RO4, the suggestions and comments from the experts are used to edit a model of teacher leadership in history instruction.

Instrumentations

The research has three instruments to gather the required data in accordance with each research objective. They are interview protocol, researcher, and in-depth interviews respectively.
Interviews

The research uses the "interview protocol" as a research instrument to collect all data required for RO1. The Interview protocol consist of the set of questions which relatives to the four elements of Diffusion of innovations and perspectives towards teaching performance, personal information, and current personal status in the educational field (Profession).

As mentioned, interview protocol is the instrument of the research. It is used to collect the data from twenty best practices in Social Studies (primary data). The interview protocol consists of two parts: Personal data, and Diffusion of innovations. The first part concerns with the personal information, attitude, and achievement. Then, the second part, it concerns with personal experience, teaching method, performance, behavior, and developmental path for instruction. The questions in second part were conducted by using Diffusion of innovations theory (4 key elements) as a frame of reference of the research. The interview protocol is as follows;

Part 1: Personal data

1. Please introduce yourself according to your demography (ex. name, surname, gender, age, profession, and marital status) and the year of work according to the field of education.
2. Attitude towards instruction
3. What are the students’ expectations when studying social studies from best practices?
4. What is your best award regarding to the education and instructional practice, and the year of receiving award?
5. In your opinion, Thai history study is important and necessary to reinstate in Thai curriculum or not, and why?

Part 2: Diffusion of innovations

Diffusion of Innovations

Innovations

1. Could you describe how the effectiveness of using innovations in teaching plans?

2. What are the factors that affect in planning—or constructing—the lesson plan for students?

3. How could you connect the factual knowledge to the related prior knowledge of your students, and what are the assessment tool(s) to assess the students’ performance?

4. What type of leadership that you think is the most appropriate in teaching Social Studies and Thai history study? And which of them should be the main characteristic of teacher leadership in Thai history instruction?

Communication channels

5. How often do you use the communication channels in teaching plan (verbal or non-verbal)?

6. Which channels of communication that you think is the most effective in teaching Social Studies and Thai history study?
7. Do the difference of students’ background (ex. genders, ages, aptitude, attitude, perception, and personal learning skill) affects communication channels for effective teaching or not? and why?

**Time**

8. When do you think you need to use innovations (instructional technique) in classroom, and why?

9. What is the assessment and indicator that you use in evaluating the students’ understanding while teaching in class, and how?

10. To what extent do you think students’ understanding the factual knowledge of Social Studies in a short period of time is the teachers’ achievement, and why?

**Social system**

11. To what extent that the critical thinking skill is important for students to engage in social development in the future? and how?

12. How could you develop critical thinking skill among students through using Thai history study?

13. Do you think ethics and morality are important to the students’ growth in the future? and why? And shall the teachers input the ethics and morality to the students while teaching Thai history study? and how?

14. How teacher leadership affects positively to the social system and Thai education?

**Researcher**

As the research uses qualitative approach as a methodology of the study, researcher roles as the instrument to interpret, synthesize, and analyze the data acquired from all sources. Then, form a model of teacher leadership in history
instruction by using the information from all sources of data and researcher's consideration. Researcher will be an instrument for RO2 and RO3.

**In-depth interviews**

In-depth interviews are used to collect data from seven experts in educational field. In-depth interviews are the instrument for expert judgment in RO4. This type of instrument is used to validate a model of teacher leadership in history instruction. The question for in-depth interviews is about the validation of the possibility for future utilization, and seven experts in educational field will be the interviewees for RO4. Suggestions and comments from the seven experts in educational field are to be used to revise a model of teacher leadership in history instruction at the end.

**Data Analysis**

As mentioned earlier the research uses the "qualitative approach" which mean the research uses mostly the content analysis to synthesize and analyze all data acquires from key informants of the research.

The research chooses "content analysis" to analyze all the data for RO1, RO2, and RO4 whereas "expert judgment" (known as connoisseurship) will be used for RO3. According to RO1 and RO2, the academic journals, archives, and other related printed materials are to be used in analyze the data along with the information from Interview schedules. Then, expert judgments in RO3, there are seven experts in educational field will be the key informants to proof a draft model and give the suggestions to make a model more complete and result in higher possibility while utilizing in the future.
Expected Results

RO1: The research expects to gather the successful instructional practices of best practices as the required data, and searching for the related documents according to the generalities and educational leadership theories.

RO2: The research expects for successful collecting data according to the international context of history instruction.

RO3: In this section, a draft model is to be conducted by the researcher.

RO4: A draft model is validated through using connoisseurship (expert judgment), and a draft model becomes a propose model of teacher leadership in history instruction after completely edited.

The following model shows the flow of expected results of the research;

Figure 3.1: The flow of expected results

| RO1: Successful interviews with best practices | RO2: Successful collecting secondary data | RO3: A draft model of teacher leadership in history instruction | RO4: Validated model after suggested revision and successful editing the model |

Summary of the Research Process

This section describes the whole process step by step by following RO1 to RO4.

The research process is as follows:
<table>
<thead>
<tr>
<th>No.</th>
<th>Research Objective(s)</th>
<th>Sources of Data</th>
<th>Population/Sample(s)</th>
<th>Instrumentation(s)</th>
<th>Data Analysis</th>
<th>Expected Result(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To study best practices in Social Studies in Thailand</td>
<td>- Best practices in social studies: teachers who awarded by ONEC - Related documents</td>
<td>- Key informants are 20 best practices in Social Studies</td>
<td>- Interviews</td>
<td>- Content analysis</td>
<td>Successful interviews with best practices according to personal attitudes, instructional practices, and effective teaching</td>
</tr>
<tr>
<td>2</td>
<td>To study the international context of history instruction</td>
<td>- Related documents</td>
<td>- Research documents</td>
<td>- Researcher</td>
<td>- Content analysis</td>
<td>Successful searching for the documents concern with international context of history instruction</td>
</tr>
<tr>
<td>3</td>
<td>To develop a model of teacher leadership in history instruction</td>
<td>- Data acquired from Research Objective 1 - Related documents</td>
<td>- Research documents</td>
<td>- Researcher</td>
<td>- Content analysis (Dendrogram)</td>
<td>A draft model</td>
</tr>
<tr>
<td>4</td>
<td>To validate the proposed model</td>
<td>Educational leader (policy maker), Educational administrators, and Academicians</td>
<td>Key informants are 7 experts in educational field</td>
<td>- In-depth interviews</td>
<td>- Connoisseurship (Expert judgment)</td>
<td>Validated model after suggested revision and successful editing the model</td>
</tr>
</tbody>
</table>
CHAPTER 4

RESEARCH FINDINGS

This chapter presents the results obtained from twenty best practices in social studies and the analysis of the findings in accordance to the research objectives:

2. To study the international context of history instruction.
3. To develop a model of teacher leadership in history instruction.
4. To validate the proposed model.

The research analysis was based on the data gathered from twenty best practices in Social Studies in a whole country. They are the outstanding teachers who are awarded by Office of National Education Commission (ONEC). In search of the best instructional method for Thai history study, researcher needs to focus on the best performance teachers who are teaching Social Studies because in Thai education today, Thai history study appears as one part in social studies’ curriculum and instruction which is just one or not more than two chapter(s) in Social Studies’ lesson plan for typical teachers. The interview schedules were used as the instrument for research objective 1 to acquire the data from the best practices. Then, analyze and synthesize the specific data to construct a model of teacher leadership in history instruction.

Best Practices as the key informants of the research

Twenty Best Practices in Social Studies who awarded by Office of National Educational Committee (ONEC) can be categorized by the year as follows:
By the year of B.E. 2544 (8 Best Practices)

1. Mr. Boonperm Chomchaimhan, age 48, from Chiangrai province
2. Mrs. Chalard Thongtip, age 52, from Nongkai province
3. Mr. Kittipan Thongdipeng, age 54, from Pattalung province
4. Mrs. Pentip Kongvaree, age 56, from Ayudhaya province
5. Mr. Piwat Sornsuwit, age 59, from Tak province
6. Mr. Prawat Sukesai, age 54, from Samutprakarn province
7. Mrs. Supattra Somkla, age 52, from Surin province
8. Mrs. Weeranut Sararatanakul, age 58, from Bangkok province

By the year of B.E. 2543 (6 Best Practices)

1. Mrs. Saowaluk Rodpol, age 56, from Choomporn province
2. Mrs. Sawangwan Sangkaew, age 59, from Yala province
3. Mrs. Supaporn Pollao, age 59, from Surin province
4. Mrs. Luksana Saipreecha, age 54, from Chonburi province
5. Ms. Tassanee Wisadkeaw, age 50, from Mukdahan province
6. Mr. Wichian Kumkong, age 46, from Pattalung province

By the year of B.E. 2542 (6 Best Practices)

1. Ms. Kasamapa Rattanaphot, age 51, from Nakornrachasima province
2. Mrs. Rachakorn Prasceratesang, age 54, from Buriram province
3. Mrs. Sathaporn Mungwatana, age 50, from Nakornrachasima province
4. Mrs. Sirima Klinkularb, age 59, from Nontaburi province
5. Mr. Somserm Chooruk, age 55, from Pattalung province
6. Mrs. Sudawan Supakasorn, age 54, from Loey province

As mentioned in Chapter 3, this research uses the “Qualitative approach” in which “Content analysis” is the instrument for analyzing the data. The result
comprises of data from interview—with twenty best practices—as primary data and information according to the generalities and educational leadership theories as secondary data for research objective 1, then, search for related literature review according to international context of history instruction—as secondary data—which are the important parts to analyze and construct a model of teacher leadership in history instruction (research objective 2). After that, both primary and secondary data will be synthesized and analyzed in order to construct a draft model (research objective 3). Then, "Connoisseurship" is to be used for discussion according to the validity and possibility of future utilization (research objective 4). There are seven experts who have their current professions related to this research to prove and give comments and suggestions to validate the result (a draft model becomes a propose model in this objective). In this chapter, there are four parts of summarization as follows;

Part 1: Results of data analyzing, educational theories, and literature reviews (including International context of history instruction)

Part 2: Result of model development (a draft model)

Part 3: Discussion on the validity and possibility of the model utilization

Part 4: The adaptation of a model by using information from seven experts

Part 1: Results of data analyzing, educational theories, and literature reviews (including International context of history instruction)

The result of primary data—interview with twenty best practices—appears in Appendix D. The data from interview consists of two parts; personal data, and diffusion of innovations. The first part, personal data, there are the answers from only question 2 (Attitude towards instruction), 3 (students' expectations), and 5 (Own
opinion according to Thai history study) to use in analyzing the data. The second part, diffusion of innovations, consists of twenty questions related to the four key elements from diffusion of innovations theory that the researcher applied as a theoretical framework. The four key elements appeared in the interview schedules have four questions for section of innovations, three questions for the section of communication channels, three questions for the section of time, and four questions for the section of social system. All questions appear in the research are open-end questions which give interviewees (twenty best practices) freedom to answer base on each attitude, teaching performance, work experience, and developmental path for Thai history instruction.

The secondary data—the related literature review according to educational leadership theories and international context of history instruction—appears in Chapter 2. The secondary data roles as the supportive issues in constructing a model of teacher leadership in history instruction which is the main objective of the research.

Part 2: Result of model development (a draft model)

This part shows the explanation of data analysis through the use of dendrogram to proceed as data treating in this research. Dendrogram is used as content analysis technique to analyze the information from the interview with twenty best practices (see the result of dendrogram in Appendix C).

Summary of dendrogram resulting for part 1: Personal data

As mentioned earlier, data in part 1—personal data—will be analyzed and summarized only the question 2, 3, and 5. The contents in this section are the best practices’ attitude towards instruction, students’ expectation(s), and the importance of Thai history study.
According to the data from dendrogram, in question 2, researcher could classified the idea into two aspects namely, education and instruction, and teacher. The data from best practices can be analyzed and interpreted the definition of instruction as; overall, the education and instruction are the key to improve human’s ability by transferring things students “must know” in order to improve their personality appropriately. At the same time, it must be well organized with the purpose of the quality of students’ growth. The “things students must know” refer to the academic knowledge and, of course, the virtue consciousness. The virtue consciousness or ethics and morality in mind are another key factor to identify the quality of being human and citizen for a country. This thing conveys the path for students to live their life with logic and philosophy based on virtue and righteousness. The second aspect appears in this dendrogram is “teachers,” teachers play an important role in transferring what students “must know,” as a medium of transferring procedure. In some way, teachers become the model for students in light of behavioral repertoire, self-expression, and personality. According to dendrogram, most of best practices said a good teacher must have well preparation, well planning, and well understanding in curriculum, content of the course, and also the difference of learners. In this sense, teaching preparation is the key to success for all teachers. If they know both content and context of instruction, they can find out the best innovation use for their students. Content of instruction; perhaps refer to teachers themselves and students. Teachers’ performance and readiness such as academic knowledge they are going to teach, instructional skill, faith, and the willingness to teach reflect the characteristic of each teacher whereas students and their improvement are the expected outcome of all teachers. Then, context of instruction is the key factor that all teachers must aware of, for examples, difference of learners, learning process,
thinking process, and educational psychology that helps teachers understand more on students' nature of behavior, need and want, and even personal dilemmas. If teachers understand both content and context of instruction clearly, they can reach the maximum success in classroom management, and especially the students' improvement. **Faith**—as one of the content of instruction—roles as the basic factor to stimulate teachers to improve their skill continuously. The definition of faith can be different depending on the value in teachers' mind. Faith, in some way, determines the persistence, consistence, and diligence of all teachers and it will be transferred to the students finally. Thus, having faith in instruction influences teachers' improvement distinctively. From the interview, some best practices said they had a good moment with studying in the past, the good teachers impressed and inspired them to have a positive attitude about being teacher and instruction until now. This point can be concluded that a good moment and experience in the past can transform into faith in people's mind. It guides them to be in such a way they impressed and become a path to live their life. The next is that the good teachers aim at students' growth with ethic and morality, and responsible citizenship as the main purpose of instruction. This point conforms to the first aspect of education and instruction, "it is the cultivation of virtue consciousness and potential development to learners". This means that the complete education and instruction consists of the transferring of academic knowledge, and inputting the value of ethics and morality to students which leads them to have "responsible citizenship" for a country. As such, to reach the final outcome of serving students the issue of "responsible citizenship," it needs both the academic knowledge along with the ethics and morality in mind. Then, the next definition is the good teachers attempt to enhance the students' thinking process systematically and continuously. Thinking process is highly complexity, teachers who
know well on the context of instruction will understand the development of thinking process through educational psychology. Teachers with highly educational psychology will know how to motivate their students because they understand students' nature of behavior, need and want, and also diversity. There are so many theories in educational psychology that helps teachers approach to their students' mind and able to motivate them effectively such as B. F. Skinner's Operant conditioning and reinforcement theory that helps teachers to reinforce their students effectively, Bandura's Reciprocal determinism model that helps teachers know the key factors that can interact to influence learning, Vygotsky's The zone of proximal development that helps teachers understand students' limitation and reduce the gap between teachers and students (scaffolding), Piaget's Stage of cognitive development that helps teachers understand the thinking process according to the ages, and etc. These educational psychology theories help teachers understand their students in several aspects and become useful information when constructing the new instructional innovations and utilize communication channels to suit with classroom environment.

Finally, to conclude the definition of instruction from best practices' attitude, the two aspects are taking into account. As such, it could define as; Education and instruction are the process of transferring the academic knowledge and virtue consciousness for the potential development of all students with the purpose to increase the quality of students' growth. Teachers are the key persons who role as the medium of transferring knowledge, and ethics and morality to the students. Thus, they have to have well preparation, well planning, and well understanding in curriculum, content of the course, and also the difference of learners. They are necessary to focus on the students' growth with ethic and morality, and responsible citizenship in order
to enhance the quality of students’ learning process, and also thinking process. Moreover, to reach the success of being such a good teacher, faith roles as the “motive” to stimulate teachers’ development, and become an important factor to drive internally teachers’ ambition and enthusiastic.

For the question 3, we do learn that in the aspect of students’ expectation, there are so many issues that teachers must understand at first in order to meet the “need” of all students. The description of students’ expectation influences the reduction of the “gap” between teachers and students—as known in the Vygotsky’s Zone of proximal development, which the distance that the teachers are unable to approach to their students reflects the unseen space between them and it becomes a cause of ineffective instruction in classroom. The data from dendrogram describes that there are ten issues teachers must know and always remind themselves every time while teaching; they are;

Firstly, students expect to increase learning skill through using instructional innovations and various learning activities. Most of best practices (16 best practices) answered this because of their teaching experiences. The students often request them to use various instructional innovations and various learning activities—or sometimes called communication channels—to help them in many ways especially to focus on increasing effective students’ learning skill continuously.

Secondly, of course, all students expect to achieve the assessment provided to test the students’ knowledge. There are seven best practices answered this. So, one question appears as the interesting point to ponder, which is “Why students expect teachers to help increasing their learning skill more than achieving the assessment?” The answer is quite clear and simple, it is because the students believe that effective learning process can helps them achieve all the assessments provided by teachers, if
they are able to increase their effective learning skill while studying, they can make well understanding in what they have studied in classroom which leads them to success finally.

Thirdly, understanding clearly the content of the course, this point related to the second issue distinctively and there are five best practices who answer this. **Effective learning process is interrelated with the perception and concentration of all students.** If teachers are able to help students build up effective learning process by their own while teaching, that means students are able to concentrate on what they are studying and lead to understand clearly.

Fourthly, having joy and fun while studying, there are five best practices answered this also. This point reflects students’ need and want while they are facing the complexity of the contents. Making them joy and fun while studying means to utilize various channels of communication to transfer the knowledge from the contents while making them feel comfortable to study. The key advantage of making joy and fun while teaching is reducing students’ stress, nervous, and become relaxation. This includes building positive classroom atmosphere to make students feel free to express themselves while living in classroom, too.

Fifthly, students expect that they are able to apply knowledge they have studied to the real life. There are five best practices answered this with the reason that the use of various instructional innovations, and channels of communication should helps students approach to the essence of knowledge they have studied, and teaching techniques that the teachers use in classroom should guide students to apply their knowledge with the real life easily.

Sixthly, there are two of best practices who answered that students expected that teachers will help them to develop critical thinking/ analytical thinking skill while
teaching. This point is very interesting because interviewees said "Generally, typical teachers always use "direct instruction" to teach Social Studies and Thai history study, and that's all. There is no flexibility in applying outstanding instructional innovations and channels of communication to suit with the complexity of the contents. Thus, it becomes "one-way communication" that what teachers do is to speak, and students do nothing, just listen..." this thing makes students feel bored and the complexity of the contents makes no interest to them. As such, students are unable to build up their effective learning process while studying in classroom.

Seventhly, students expect that teachers will help them connect the prior and new knowledge. There are two of interviewees who answer this. It is because students believe that the use of various innovations and teaching technique of teachers can help students connect their prior and new knowledge effectively.

Eighthly, there is only one interviewee who answered students expect to study with effective teaching techniques that differ from other typical teachers. According to this point, with the honor of being best practice, students know that they are going to study the same contents of the course like others, but different in using instructional innovations and channels of communication that best practice—as a teacher leader in instruction—use to transfer the knowledge in classroom.

Ninthly, there is a request from students to make them feel comfortable while studying in classroom, one of interviewee answered that students expect that teachers' kindness make a good classroom atmosphere. It is unrefusuable that a positive classroom atmosphere makes students feel free and comfortable to show their abilities at best and willing to participate all classroom activities. The interviewee who answered this explained that "Positive classroom atmosphere is the key to success of all students, they might get stress when they study with the rigorous teachers
and that means they are worrying about their own limitation in the classroom. The anxiety according to the “right and wrong” action gradually emerges in their mind and become isolationists. Then, the effective learning process is declined finally. What students really need are not rigorous teachers, but only sympathetic teachers…”

Lastly, there is another one interviewee answered as students expect to achieve in personality development and have a good discipline. Students also expect that teachers can help them develop their personality and teach them to have a good discipline because in the future, they have to face with many unexpected situations and several different people in the society.

The last question for part 1, question 5, this point is to insist that best practices—as the teacher leaders—have an interesting point of view according to Thai history study. All of them (twenty) stressed that Thai history study is very important in term of utilization and bring about uplifting the quality of people and prepare for “citizenship” to Thai society with several reasons. There are eleven reasons to support the reinstatement of Thai history study in Thai educational curriculum. The review of the importance of reasons from most to the less is as follows;

All of interviewees replied that Thai history study is very important because it is able to make better change in students’ perception according to the value of Thainess (nationalism). It is because of the fact that Thainess, or the significance of Thai culture is gradually declining due to the attitude and perception of Thai people nowadays. Interviewees said “The over-acceptance of other different cultures is the cause of reduction on the value of Thai’s cultural identities. Thai history study enables students to aware of the importance of the motherland’s cultural identity, especially the spirit of being Thai…” This statement certified that Thai history study enables students to have vision to conserve the cultural identities, and particularly, making
change in the students’ attitude and perception in order to look forward to maintain
and sustain the valuable culture in the long run. To achieve this, interviewees
explained further “The students must have self-pride and self-esteem in their mind,
and it is the teachers’ obligation to serve those aspects to them while teaching.
Students with highly self-pride will view themselves as citizen with the dignity of
being Thai whereas students with highly self-esteem view themselves as persons who
have highly self-acceptance, self-respect, and self-confidence.”

Second reason, this issue is very important for social development in the
future, there are eighteen best practices who believed that Thai history study envision
students to have “patriotism.” The answered from best practices certified and
supported researcher’s explanation in chapter 1 (p. 8) that “Thai history study has its
own advantage as to effortlessly create a sense of the nationalism and patriotism
among Thai people. They are able to know more of their origin and pride from
bibliography, chronology, ideology, anthropology, and philosophy which belong to
Thai history.”

Third reason, there are twelve best practices answered that Thai history study
envision students to be able to know the origin of their race, and history of the
ancestors. By this point, interviewees insisted that to get to know and understand the
contents of Thai history study, students are automatically created self-esteem by their
own perception. Moreover, not only self-esteem, but also the contents in Thai history
study are the great to prepare “citizenship” among students effectively if teachers are
able to use the appropriate instructional innovations while teaching and help students
to build up their own learning process and engagement.

Fourth reason, there are six interviewees who mentioned that Thai history
study is able to develop society in the future. In this point, researcher believed that it
is the result of the first and second reason. If Thai history study enables students to increase their awareness of the value of Thainess and cultural identities, and also envision students to have patriotism in mind definitely, Thai history study held that it is the most valuable science to prepare “responsible citizenship” for students and it leads to the social development finally.

Fifth reason, once again that the four interviews mentioned about the contents of Thai history study, they answered that Thai history study guides students to know the evolution of a country. This reason similar to the third reason in which the details appear in the contents of Thai history study described the evolution of a country through chronology.

Sixth reason, as the relatives from the previous reason, there are three interviewees answered “Thai history study enables the responsible citizenship for students.” Researcher believed that many aspects from the previous reasons are key influence to serve “responsible citizenship,” but it depends on teachers’ perspectives. If the teachers—as key persons to transfer the knowledge—have vision effective students’ growth, they will know both content and context of instruction to lead students to achieve the purposes of instruction.

Seventh reason, it is still concerning the social development again, two interviewees commented that Thai history study makes change in students’ attitude and perception, it enables students to enhance the “cohesiveness and reconciliation” which leads to sustainable Thai society in the long run. In fact, cohesiveness and reconciliation are the part of “self-esteem,” the persons with high self-esteem will open their mind to accept the nature of differences surround them, for example, the acceptance of the different attitude, behavior, and even personality from other people.
Eighth reason, it is very interesting that two of interviewees mentioned about the advantage of Thai history study is to build up “rationalization” in students’ thinking process. As a matter of fact, rationalization is the key element for mental development. Rationalization is necessary to be inserted in students’ thinking process in order to achieve superego development because the students’ thinking process determine their “self-discipline” as the dynamic of mentality.

Ninth reason, two of interviewees again mentioned about Thai history study that it enables the “critical thinking skill” for the students. In researcher’s point of view, rationalization and critical thinking skill get along together in order to reach the success of the development of students’ thinking process. Teachers are necessary to take into account as the persons who use the creative innovations to support the development of students’ thinking process systematically.

Tenth reason, two best practices stressed that Thai history study enables students to have more awareness of virtue, ethics, and morality. Of course, in light of the details appeared in the contents of Thai history study, autobiography according to the kings, and important persons shows the behavioral pattern, virtue consciousness, ethics, and morality in details scrupulously. It depends on teachers’ ability to synthesize and explain the aspect of virtue, ethics, and morality to their students. Thus, teachers again—as the key persons to transfer—have to specialize in all issues according to ethics and morality first in order to insert the specific issues to students’ mind.

Lastly, there is the only one interviewee answered “Thai history study leads students to be able to apply knowledge from the contents they have studied with the real life.” It is surely that history is the study of the past, so students can learn the evolution of humanity and its context through chronology. They can certainly apply
“past experiences” to make better change in the present, or in their real life. If the teachers help students do apply their knowledge with the real life systematically, they will success in improving their “self-fulfillment” finally.

Summary of dendrogram resulting for part 2: Diffusion of innovations

The results from dendrogram in this section are to be analyzed and summarized by following the key elements related to Diffusion of innovations (which is described in chapter 2). The process of analysis and synthesis of all data in this part categorized into four aspects of Diffusion of innovations namely innovation, channels of communication, time, and social system. An explanation of the results from dendrogram related to the four key elements of Diffusion of innovations is as follows;

Innovations

From the answers in question 1, researcher can summarize the effectiveness of instructional innovations that the best practices use in classroom. The nine aspects of concentration become the key issues to make consideration when construct the instructional innovations. The first aspect that influences the effectiveness of instructional innovations is the “focus of students’ learning process, course objectives, and students’ achievement.” Most of interviewees (eleven interviewees) answered this because they view that students have their own development, especially learning process. If teachers are able to transform the contents to be interesting thing whereas motivate students with appropriate reinforcements, students will open their mind automatically and build up the effective learning process continuously by their own. That means teachers have to manage two things in order to achieve their tasks, which are contents of the course itself and students.
The second aspect is the focus of the development of students’ rationalization and critical thinking skill. There are five interviewees who commented this with the reason of students’ personal development and their capacity. They view that the “rationalization” and “critical thinking skill”—or some interviewees called Yonisomanasikara—is the key for students to build up their own effective learning process. For example, students who have highly rationalization and critical thinking skill always come up with self-respect while they are studying in classroom and that means they know themselves distinctively what they are going to do and what they are going to be. So, those of students always ignore any disruptive behaviors and other inappropriate manners to prevent the lost of concentration and engagement while studying. This means that students with highly rationalization and critical thinking skill will always build up their own effective learning process continuously. Thus, the task of the teachers is to insert rationalization and critical thinking skill for students in order to help them building up the effective learning process.

The third aspect of concentration is the “focus of students’ ability to work with others (cooperative learning) in which there are four of interviewees answered this. They view cooperative learning as a strategy to help students achieving the purpose of building up the effective learning process and personal development on their own. Sometimes teachers use the learning activities to help students enhancing their ability and capacity for both academic skill and social skill. According to this point, Arends (2009) describes cooperative learning that the cooperative learning model was developed to achieve at least three important instructional goals: academic achievement, tolerance and acceptance of diversity, and social skill development. Although cooperative learning encompasses a variety of social objectives, it also aims at improving student performance on important tasks. Its supporters believe that the
model's cooperative reward structure raises the value students place on academic learning and change the norms associated with achievement. Such an effective strategy, cooperative learning is not only to develop academic skill, but also social skill, which is very important for the students' growth. Researcher deems that cooperative learning is one of the powerful strategy to enhance students' self-discipline, self-esteem, and even self-pride finally.

The fourth aspect is the “focus of making better change in students' attitude according to the course and instructor(s).” There are two interviewees who answered this with the reason that attitude determines everything include effective learning process. If students have positive attitude according to the course, contents, and even instructors, they will open their mind and perception to accept what they are going to learn with interest and engagement, and that means effective learning process will be built continuously.”

The fifth aspect, one interviewee stated that the effectiveness of instructional innovations comes from the focus of students' effective connection of prior and new knowledge because the knowledge becomes more complicated when students study in higher level. Thus, the ability to connect the prior and new knowledge is the most important in order to achieve academic tasks. This ability will become a part of students' experience in which they are able to apply for all academic courses and leads to increase in self-fulfillment and self-pride finally.

The sixth aspect is the focus of students' perception towards virtue, ethics, and morality, which is very important to prepare students to have "responsible citizenship" in the future. According to this issue, the Governor and Deputy Governor of Bangkok Metropolitan Administration—as the educational leaders, who have an obligation to create the policy and agenda for BMA schools, have vision to
bring about the new curriculum in which uplift the ethics and moral issues in students’ mentality called “Anti-corruption curriculum.” With the detail of Anti-corruption curriculum, this interesting curriculum was announced on 22nd June, 2010, and the main objective is to foster the students to have awareness of virtue consciousness and able to think morally which leads to enhance the quality of students in term of “Thai citizen” for sustainable development of a country. This aspect of concentration supports the organization of educational policy and agenda in term of the path for conducting the instructional innovations at best.

The seventh aspect of concentration is the focus of building students’ love and pride in their own identities which can lead to enhance patriotism, and awareness of Thai value (nationalism), there is another one interviewee who stressed that love and pride on one own identities (race, language, culture, behavioral pattern, social status, and etc.) is the key to helps students engage in building effective learning process and also enhancing their self-pride.

The eighth aspect concentration is the focus of the development of students through following National Education Act of B.E. 2542, and there is one interviewee who recommended this with the reason that National Education Act of B.E. 2542 is the learning management in which emphasizes on “student-centered” and requires educational organizations, educational institutions, and schools to implement as follows;

1. Prepare the contents and learning activities to suit with learners’ interest and aptitude. In this case, the difference of learners is taking into account for consideration.

2. Educate learners to develop their thinking skill and managerial skill as well as the ability to apply the knowledge to the real life.
3. Prepare learning activities for learners by focusing on enriching personal experience, ability to apply thinking to implementing, and the learners' effective learning process.

4. Prepare learning activities by integrating knowledge from all sciences appropriately includes inserting virtue, ethics, and moral issues into the contents of all sciences.

5. Support learners to manage learning atmosphere, environment, textbooks, and other facilities to accommodate learners in order to uplift their effective learning process.

Nevertheless, the National Education Act of B.E. 2542 is the guideline for all educators to apply and implement in order to achieve the objective of uplifting the educational standard. As such, the descriptions appeared in National Education Act of B.E. 2542 can be the benchmark for all educators to assess themselves in many ways.

Lastly, one interviewee explained that the effectiveness of instructional innovations comes from the focus of the quick understanding the contents of the course. It is because in some course like Thai history study, it has a lot of contents and does not match with the class hours. So, teachers are necessary to find out the effective innovations for teaching in classroom and leads to quick understanding of the learners. Interviewee said that “it is very difficult for teachers to finish teaching all contents within a time limit, the only way to success is to use effective instructional innovations while teaching to helps learners understand all of them…”

The answers from question 2, researcher uses dendrogram to synthesize the informative data according to the factors affecting the construction of teaching plan
and there are eleven factors that teachers are necessary to take care of when constructing their teaching plan. They are;

Firstly, the teachers’ ability to design the instructional innovations, the seven interviewees who answered this gave the reason that teachers themselves have their limitation and that limitation determines the all tasks according to instruction.

Secondly, again, the seven interviewees stressed that teaching period (or class time) is the factor that influences teachers to construct teaching plan carefully. This point can be linked to the previous question, the last aspect of concentration in which focus on the quick understanding the contents of the course. This means that teaching period or class time influences the quality of instruction definitely.

Thirdly, as mentioned earlier that teachers are in the middle between educational leaders (policy makers) and students, there are three interviewees who answered that the factor affecting the construction of teaching plan is the policy from educational leaders/ administrators. Thus, teachers are necessary to be able to transform the policy from the educational leaders into action plan and students become the receivers of the specific agenda.

Fourthly, the three interviewees commented the factor affecting the construction of teaching plan is the purposes of developing students’ skills. In fact, the purposes of developing students’ skills may come from many aspects such as educational policy, curriculum’s objectives, and even teachers themselves. The determination of purposes will guide teachers to follow the path and make a good decision to use innovations properly.

Fifthly, the two interviewees answered that difference of learners (e.g. thinking skill, attitude, aptitude, and interest) is the factor affecting the construction of teaching plan. This point related to the detail in National Education Act of B.E. 2542.
The difference of learners will be the key factor for teachers to understand their nature of behavior and expression and leads to success in making effective instruction finally.

Sixthly, two interviewees mentioned the interesting point; they said that the factor affecting the construction of teaching plan is the need and expectation of stakeholders/community. They gave the reason to support this issue that "as good teachers, we have to have progressive thinking and know what the social and community needs especially the things implicate to the learners' growth..."

Seventhly, another two interviewees answered that the factor affecting the construction of teaching plan is teachers' obligations (not include the main obligation of teachers [teaching]) with the reason that "from their observation, they realize that so many teachers spend their time dealing with irrelevant tasks, and many times it affects teachers' performance according to the instruction..." This issue might be the expose of teacher's behavior that some of them often deal with the tasks that are not concerns the instruction. This means they have to spend their time to manage those specific tasks. Then, the rest of time may not enough to prepare and construct the teaching plan carefully.

Eighthly, only one interviewee said, "course curriculum (e.g. course objectives, contents, and assessments) is the factor affecting the construction of teaching plan." But in fact, it is very simple that the course curriculum determines the desired students' development in many aspects. What teachers do is to follow the description appeared in course curriculum, transform it into action intellectually, and evaluate performance fairly.

Ninthy, there is another one interviewee answered, "the prior skill of students is the factor affecting the construction of teaching plan." As a matter of fact,
the prior skill of students is abstraction and totally different in each student. Teachers are necessary to assess students’ knowledge before constructing a teaching plan, or adjust the plan to suit with all students.

Tenthly, again that one interviewee commented, “the students’ behaviors is the factor affecting the construction of teaching plan.” It is similar to the previous issue in term of using assessment before constructing, or adjusting a teaching plan. Both of them needs the reflection from the students in order to make effectiveness of teaching plan and teachers are necessary to understand the difference of learners, too.

Lastly, there is one interviewee answered, “the factor affecting the construction of teaching plan is instructional devices using for integration in classroom.” It is because teachers are necessary to have progressive idea according to the use of instructional devices for students. As such, the contents of the course are taking into account while considering the appropriateness and advantages.

However, there are so many factors that affect the construction of teaching plan. It depends on the teachers’ perspectives towards students’ development. It might be the inquiry for achieving the construction of effective teaching plan finally.

The answered from question 3, dendrogram can analyze the best practices’ method to connect the students’ prior and factual knowledge which categorized into six methods as follows;

First method, using various questions and assessments, most of interviewees (fourteen best practices) uses this method to help connect the prior and new knowledge for students effectively, but difference in details. Some of them use questions and assessment through pre-test, individual reports, worksheets, students’ observation sheet, individual interview, project assessment sheet, attitude assessment sheet, peer evaluation, and even stakeholders’ evaluation.
The use of various questions and assessments helps teachers understand clearly about the level of knowledge students have, and of course, teachers will know the reflections about students' need and want, attitude, and even the problems that might be the obstacles for building up effective learning process. The various types of questions and assessments have different pro and con depending on the situation and occasion, the appropriateness, and teachers' instructional skill, too.

Second method, some of interviewees uses various learning activities to help students connect their own prior and new knowledge effectively. From the answers, four interviewees use group works as a method to achieve the specific purpose whereas some other interviewees did not specified the method they use. In classroom setting, group work is one of the effective learning activities that help students connect their prior and new knowledge effectively. During activity, students can help each other by explaining, sharing, guiding, and elaborating within the learning atmosphere.

Third method, three of interviewees use the integration with other contents to helps students connects their prior and new knowledge. This method is related to the National Education Act of B.E. 2542 in term of focusing on student-centered as a path for improving the students' growth. In this case, interviewees explained further "teachers organize the integration by using the knowledge from all sciences and transfer the integrated knowledge through channels of communication. It is benefit for students to become knowledgeable and able to apply those of factual knowledge to their real life easily...”

Fourth method, mind mapping is uses by one interviewee to help students connect their own prior knowledge and factual knowledge effectively. According to this issue, Buzan and Buzan (2010) described that mind-map is a visual and graphic
holistic thinking tool that can be applied to all cognitive functions, especially memory, creativity, learning, and all forms of thinking. The more creative you are with mind map the better, so they can (and should) be enriched with color, more pictures and dimensions (making words and images three-dimensional). You can add special codes to cross-reference branches and add all sorts of features to make it unique to you and your style. By making the mind map as visually exciting as possible, you boost its power—our brains respond better to images and colors so the more creative you are with your mind map, the better your result will be.

Fifth method, again, teaching techniques are to be used in helping students connect their prior and factual knowledge effectively. Teaching techniques in this issue refer to the techniques in which the channels of communication and learning activities take into account when teacher has vision that they can reveal the connection of knowledge distinctively.

Lastly, one interviewee uses media to help students connect their prior and factual knowledge effectively. The media or instructional devices and other technology have the benefits in building students' interest and engagement. For example, the films teacher uses in classroom always make students feel excited and addicted to the contents in films. It comes from many interviewees' belief according to the media, especially films that helps building students' interest, engagement, concentration which leads to the effective learning process by their own finally.

The question 4 is the key issue of the research in order to construct a model of teacher leadership in history instruction, from the best practices' point of view according to the characteristics of leadership for teaching Social Studies and Thai history study; there are ten characteristics of leadership that the interviewees
answered. The significance of each characteristic benefits teachers to improve their own skill and personality with the reasons that interviewees gave in details.

Firstly, **Moral leadership**, most interviewees answered this with the reason that "moral comes first, when teachers wish their students will have good discipline, and aware of the moral issues, teachers must have moral mind in order to transfer that matter to students...." Ethics and morality becomes more important in bringing learners about the change in mental structure positively. Rhode (2006) described in the book "Moral leadership" that "Ethics is generally traced to the Greek word *ethikos*, which means pertaining to custom, and *ethos*, which refer to character. *Morality* comes from the Latin word *mores*, which refers to character, or custom and habit. Philosophers often use *ethics* when discussing general principles of right and wrong." Interestingly, Moral leaders can transform into "**Global moral leaders**" as their improvement. Rhode also gave further explanation according to this point, as "Any moral leader needs a personal commitment to values Global moral leaders need a commitment to values that transcend national boundaries and serve all the world’s peoples. It is clear that dominant ethical values differ from culture to culture. Where do global moral leaders themselves look to shape their own values and identify the universal values they will promote?" From the statement, global moral leadership has its own wider perspectives towards the moral issues and its value known as universal perspective whereas moral leader has its own value according to the moral issues through the specific culture.

Secondly, **Instructional leadership**, of course, the main task of all teachers is to deliver the knowledge (academic knowledge or factual knowledge, and social skill) to the students. To achieve powerful instruction, teachers are necessary to improve their teaching skill and perspectives on students’ growth in order to conduct the
effective instructional innovations using in classroom continuously. But in light of focusing on teaching and learning, Leithwood (1994: 499) claims “instructional leadership images are no longer adequate because they are “heavily classroom focused” and do not address second other changes…” and Bush (2003: 16-17) states that “…this paradigm may be perceived as narrow because it underestimates other aspects of school life, such as socialization, student welfare, and self-esteem.” If so, to become powerful teacher leaders, they are necessary to make wider and clearer perspectives on students’ growth rather than focusing on life within classroom as a whole.

Thirdly, Emotional intelligence (EI). Emotional intelligence is currently believed to play a major role in the development of interpersonal competencies and social skills, including the delay of immediate ratification and effective emotional communication. Accordingly early emotional competencies are viewed as being central to mental health. In deed, if the life tasks of developing emotional competencies are not negotiate successfully, children are at risk for psychopathology, both concurrently and later on in life (Rubin and Clark, 1983). Consequently understanding the origins of these competencies would appear of major importance in understanding normal emotional behavior, as well as developmental problems (Eisenberg, Cumberland, et al., 1998). According to the answers from best practices, they gave an interesting viewpoint that emotional intelligence is one of the key to success of all teachers because while teachers teaching in classroom, there are so many difficulties and dilemmas occur unexpectedly. Emotional intelligence helps teachers overcome those of troubles wisely without affecting negatively to the students.
Fourthly, **Transformational leadership**, Leithwood (1994) conceptualizes transformational leadership along eight dimensions;

1. Building school vision

2. Establishing school goals

3. Providing intellectual stimulation

4. Offering individualized support

5. Modeling best practices and important organizational values

6. Demonstrating high performance expectations

7. Creating a productive school culture

8. Developing structures to foster participation in school decisions

From the description above, Leithwood describes the characteristic of transformational leadership in term of school leaders, but in the aspect of the teacher leadership, teachers always stand in the middle of educational procedure, they receive and transform the policy from school leaders into implementation whereas managing tasks according to instruction wisely. Transformational leadership in teachers may concern how they deliver “what students should know” and help them achieve their learning tasks. But if teachers need their students to follow and adhere the perspectives of personal development, only transformational leadership is not enough. In this sense, teachers can improve their transformational leadership to become **“Charismatic leadership”** in order to be the model for students in many aspects. In this point, Pierce and Newstorm (2008) describe that the term *charisma*, whose initial meaning was “gift,” is usually reserved for leaders who by their influence are able to
cause followers to accomplish outstanding feats. Frequently, such leaders represent a
break with the established order, and through their leadership major social changes
are accomplished. The charismatic leader is also implicitly assumed to be an object of
identification by which the followers emulate the leader’s values, goals, and behavior.
Thus, one of the effects of the charismatic leader is to cause followers to model their
behavior, feelings, and cognitions after the leader (Friedrich, 1961). Through the
articulation of a transcendent goal the leader assumed to clarify or specify a mission
for the followers. By the leader’s expression of self-confidence, and through the
exhibition of confidence in followers, the leader is also assumed to inspire self-
confidence in the followers. Thus the charismatic leader is asserted to clarify
followers’ goals, cause them to set or accept higher goals, and have greater
confidence in their ability to contribute to the attainment of such goals.

Fifthly, Postmodern leadership, Keough and Tobin (2001: 2) describe
interestingly “current postmodern culture celebrates the multiplicity of subjective
truths as defined by experience and revels in the loss of absolute authority.” Then,
they identify several key features of postmodernism as;

1. Language does not reflect reality,
2. Reality does not exist; there are multiple realities.
3. Any situation is open to multiple interpretations.
4. Situations must be understood at local level with particular attention to
diversity.

To overcome the conservative aspects of teacher, postmodern leadership is the
key for all teachers to deliver all the things learners should deserve along with
academic knowledge especially teaching Thai history study. There is no need to focus
on recitation anymore, contemporary teachers are necessary to have multiple viewpoints in delivering social skill and other important things to learners in order to make them become quality citizen to a country effectively.

Sixthly, **Interpersonal leadership**, West-Burnham (2001: 1) describes, "interpersonal intelligence is the vital medium. Interpersonal intelligence is the authentic range of initiative behaviors derived from sophisticated self-awareness, which facilitates effective engagement with others." Thus, interpersonal skill influences powerful communication with others through verbal and non-verbal action. To enrich instructional skill, teachers are necessary to improve their interpersonal leadership skill in order to magnify their instructional skill effectively.

Seventhly, **Participative leadership**, Leithwood, et al (1999) describes that participative leadership has three assumptions;

1. Participation will increase school effectiveness.

2. Participation is justified by democratic principles.

3. In the context of site-based management, leadership is potentially available to any legitimate stakeholder.

If so, participation also influences students' growth distinctively and very useful in order to create classroom democracy and self-fulfillment for students, as they should deserve in the concept of student-centered and contemporary instruction. To achieve improving personal skill to acquire participative leadership, "teacher education" is the guideline that helps teachers to approach powerful teaching perspectives and enrich their instructional skill. Darling-Hammon (2006) states that "...successful teachers link what students already know and understand to new information, correcting misimpressions, guiding learners' understanding through a
variety of activities, providing opportunities for application of knowledge, giving useful feedback that shape performance, and individualizing for students’ distinctive learning needs. They do all this while juggling the social and academic needs of the group and of individuals, the cognitive and motivational consequences of their moment-to-moment teaching decisions, the cultural and community context within which they teach and much more...” whereas Donovan and Bransford (2005) note that there are three fundamental and well-established principles of learning are particularly important for teaching:

1. Students come to the classroom with prior knowledge that must be addressed if teaching is to be effective.

2. Students need to organize and use knowledge conceptually if they are to apply it beyond the classroom.

3. Students learn more effectively if they understand how they learn and how to manage their own learning.

Additionally, along with the guideline, teachers are necessary to learn and improve the “Directive leadership” skill first in order to leads their students in such a way students “must” deserve while teaching. Directive leadership on teachers will helps them build their values on perspectives, power, rules and regulations, paths, and even standards of all things they deliver to students clearly and wisely. As Northhouse (2010) describes directive leadership as “it characterizes a leader who gives subordinates instructions about their task, including what is expected of them, how it is to be done, and the time line for when it should be completed. A directive leader sets clear standards of performance and make the rules and regulations clear to subordinates.”
Eighthly, **Transactional leadership**, Miller and Miller (2001) define transactional leadership as an exchange process. Exchange is an established political strategy for members of organizations. Heads and principals possess authority arising from their positions as the formal leaders of their organization. They also hold power in the form of key rewards such as promotion and references. But transactional leadership in the aspect of teacher, there is some exchange between teacher and learners, which leads to achieve the specific tasks and also enhancing learners’ performance through the motivation of that exchange and its value. To achieve improving skill to becomes transactional leaders, teachers are necessary to understand clearly about the “**Student motivation**” at first, the details describe in student motivation helps teachers to understand clearly about the types of motivation (intrinsic and extrinsic), students’ nature of behavior and response, and even mental process (cognitive and metacognitive system). Thus, it is truly that “student motivation” is the first step of success for teachers to improve themselves to become “transactional leaders.”

Ninthly, **Contingent leadership**, two classes of situational variables are asserted to be contingency factors. A contingency factor is a variable which moderates the relationship between two other variables such as leader behavior and subordinate satisfaction. The two contingency variables are (a) personal characteristics of the subordinates and (b) the environmental pressures and demands with which subordinates must cope in order to accomplish the work goals and to satisfy their needs (Pierce & Newstorm, 2008). The statements describe the cause of change in each situation called “contingence,” and the contingent leadership is the key of effective task accomplishment in all situations. As teachers, they always confront with unexpected events caused by school leaders, colleagues, students, and even
stakeholders. Sometimes those events are difficulties and dilemmas that affect directly to the learners (students), and teachers must lead their students to overcome those obstacles. Contingent leadership in teachers will help them find out the best solution obscure situations and difficulties because teachers—as contingent leaders—will always have vision of directive, supportive, achievement-oriented, and participative depending on situations. To achieve improving to become contingent leaders, teachers are necessary to have highly “emotional intelligence” in order to control and manage their emotion wisely and lead to have systematic thinking finally.

Lastly, **Managerial leadership.** Bush (2008) explains that “Managerial leadership is focused on managing existing activities successfully rather than visioning a better future for school. Managerial leadership has certain advantages, notably for bureaucratic systems, but there are difficulties in applying it too enthusiastically to schools and colleges because of the professional role of teachers.” But in the aspect of teachers, managerial leadership skill would helps teachers to manage their tasks effectively and systematically. According to this point, to key element to support the improvement of teachers to become managerial leaders is the “**classroom management skill.**” Classroom management skill is the key component to achieve all functions in classroom, especially positive classroom climate (or atmosphere), and also the goals teachers value on them. Emmer, Everson, & Anderson (1980) found that better classroom managers;

- **Analyzed the classroom tasks.** Better managers were able to analyze in precise detail the procedures and expectations required for students to function well in a classroom.

- **Taught going -to-school skills.** Better managers provided instructions in the classroom rules and procedures as part of the curriculum and gave students
practice in classroom procedures. They viewed the classroom through the child’s eyes. Better managers could analyze the students’ needs for information about how to participate in class activities. Key procedures were formally taught to students, just as academic content is taught.

- **Monitored student behavior.** Better managers kept their students in view and dealt with problems quickly.

- **Took the student’s perspective.** Effective managers were able to predict and deal with students’ confusions, distractions, and concerns.

**Communication channels**

According to the channels of communication, the questions appeared in this section asked about the use of channels of communication, the most powerful channel of communication that best practices use to integrate their instructional innovations to build the effective instruction, and which types of learners’ differences that affect the preparation of channels of communication (see Appendix D).

For the question 5, researcher used dendrogram to analyze and interpret the data according to the use of communication channels in teaching plan. All of interviewees stressed that they use communication channels every time while teaching, but different in the purposes of using those of communication channels. Dendrogram categorized the purposes of using communication channels into eight issues;

First, there are eight interviewees who answered that the purpose of using communication channels is to aim at building students’ most effective learning process. They explained that “effective learning process” is the most important for
making effective instruction, teachers are necessary to have awareness of creating
"effective learning process" among students while teaching. Interviewees believe that
to achieve powerful instruction, teachers should focus on helping students to build
"effective learning process" by their own at first because effective learning process
determines students' engagement, and concentration. When students produced their
own effective learning process, it means that they ready to study and open their
perception to acquire what teachers are going to deliver to them distinctively.

Second, another eight interviewees stressed that the purpose of using
communication channels is to aim at helping students to make clearer understanding.
This point is conform with the first purpose in term of seeking for the achievement in
instruction and make better change in students' growth, and the reason from these
interviewees is similar to the first group, they still believing in leading students to
produce their own "effective learning process" for the achievement in academic skill
development at the end.

Third, six interviewees explained that their purpose of using communication
channels is to aim at students' interest in content of the course. This point is very
interesting because generally, the contents of Social Studies and Thai history study
are complicated, and sometimes it is very hard to understand for the students, these
contents will make them bore and overlook to pay attention to these two courses.
Teachers are necessary to use their creativity, experience, and instructional skill to
design the powerful instructional innovations and effective communication to make
the contents become interesting in the eyes of students.

Fourth, five interviewees declared that the purpose of using communication
channels is to aim at building the most effective teaching. According to this statement,
interviewees gave the reason that to achieve constructing the most effective teaching,
communication channels is the key factor for teachers in order to design the powerful instructional innovations in classroom. Many times, instructional innovations themselves cannot help students produce their own effective learning process, communication channels become the important components in enriching the quality and effectiveness of instructional innovations in order to persuade students to pay more attention and participation while teaching.

Fifth, again, another five interviewees identified that their purpose of using communication channels is to aim at making more fun and participation for students. They gave further information that communication channels benefit teachers in convincing students to pay more attention while teaching because students feel free to express and share their ideas through the use of communication channels from teachers such as learning activities, visual education, and others.

Sixth, two interviewees described interestingly that the purpose of using communication channels is to aim at building the appropriateness of the contents for the difference of learners. They explained that classroom is diversity, there are so many students with different background and it is the task for teachers to construct the powerful instructional innovations, or sometimes use communication channels to integrate with, and make them suit with the contents of the courses. This idea makes teachers able to design the powerful instruction by focusing on the difference of students appropriately.

Seventh, only one interviewee answered that the purpose of using communication channels is to aim at making the contents become more interest for students. In this sense, teachers are necessary to convince students to pay more attention by changing the boring contents to be amusing issues for students. Teachers can transform the boring contents by using various channels of communication
(learning activities) while teaching and give an opportunity for students to participate and share some ideas in order to make two-way communication between teachers and students as well.

Eighth, another one interviewee stated that the purpose of using communication channels is to aim at building students’ ability to apply knowledge to the real life. It is because sometimes, the use of communication channels (such as newspapers, clipping, picture, internet, on-line media, and etc.) is the best way to helps students understand the contents they have studies clearer and able to apply their knowledge to the real life at best.

Then, the question 6, it concerns the most effective communication channels that best practices—as interviewees—use while teaching Social Studies and Thai history study. The synthesis and analysis through using dendrogram categorized the effective communication channels into six types as follows;

First, numerous interviewees (17 interviewees) use “films and documentary films” to help making clearer understanding for students and also counted as the most effective communication channels for using in Social Studies and Thai history instruction. In Social Studies, most of documentary films according to the politics, society, traditional and culture, geography, and personal development are to be use as the supportive information for the issues appeared in the contents whereas in Thai history study, teachers always use historical films according to the people and events appeared in the contents present to the students. However, Alan, et al (2010) describe interestingly in the book “Teaching history with film” that historical films can be used as the instrument for teaching in five aspects as; using film to teach history, using film to develop empathy, using film to develop analytical or interpretive skills, using film to teach about controversial issues, and using film to visualize the past and film as
historical narrative (see Chapter 2 in the part International context of history instruction).

Second, some interviewees answered “outside classroom activities” as the most effective communication channels, but it can be categorized into two sub-issues as visual education, and local tour guide project. There are six interviewees answered that they use “visual education” as the effective communication channels, they stressed that visual education always make students become excited and eager to participate without any condition. Moreover, visual education encourages students to create their own imagination and start further study by themselves automatically. Then, another idea is, one interviewees answered they use “local tour guide project” as the effective communication channels for teaching Social Studies and Thai history study. Actually, the overview of local tour guide project is similar to visual education, but the difference is that, local tour guide project benefits the students in term of giving an opportunity for them to prepare academic skills such as Social Studies skill, Thai history skill, and English skill while role themselves as local tour guides because every time they role themselves as tour guides, they have to meet with so many tourists, both Thai and foreign tourists who visit the tourism destinations. Students—as local tour guides—are necessary to be ready for the unexpected events that might happen all the time. Thus, only academic skills do not enough for them to achieve this project, but Social skill, and Communication skill are necessary to go along with students’ academic skills, too.

Third, “documents” were used by some interviewees while teaching Social Studies and Thai history study. Dendrogram categorized documents that interviewees use into three types as; three interviewees use “clipping” while teaching both Social Studies and Thai history study. They said that clipping helps students make clearer
understanding while teachers using direct instructional approach to explain some important issues according to the contents. Another three interviewees answered “articles” as the effective communication channels for teaching Social Studies and Thai history study. The articles might come from many sources, but the information in the articles must be related to the contents of two courses. Sometimes, teachers use articles to help students develop their interpretive skill, and thinking skill. And lastly, one interviewee said that “pictures” are the effective communication channels for teaching Social Studies and Thai history study, pictures say everything clearly. The task of teachers in using pictures is to explain clearly that what is/ are the meaning(s), and connotation(s) behind those pictures, are there any implication within the pictures, and of course, what students would gain from the pictures.

Fourth, three interviewees stated that “on-line media and other sources of knowledge” is the effective communication channels. It is because on-line media and other sources of knowledge always provide the information for students, and the ease of accessibility gives students an opportunity to search for information by themselves and enhance “self-learning” skill continuously.

Fifth, two interviewees use “learning activities” as the effective communication channels while teaching Social Studies and Thai history study, and “group project” was the only one that identified in learning activities. As a matter of fact, learning activities, especially group project benefits students in term of developing “social skill” among students. They are able to learn how to work with others, and “do and don’t” actions for committing group working. In this sense, teachers become facilitators to explain what are the implications within and guide students to get to know how to achieve developing social skill to avoid some conflicts that might occur all the time.
Lastly, there is the only one interviewee answered that “new technology and instructional devices” is the effective communication channels. It is certainly that new technology and instructional devices role as the “assistant” for teachers while teaching in classroom. These devices help teachers make more effectiveness in communication and of course, they help making the contents become more interesting for students. However, it is truly that teachers never use just only one communication channel while teaching Social Studies and Thai history study because each type of communication channel has its own advantages and it depends on teachers’ experience and instructional skill to integrate them with their outstanding instructional innovations in order to make more effectiveness in instruction.

Question 7, it is about the effect of difference of learners in preparing communication channels, the result from dendrogram identified the learners’ differences that affect communication channels preparation for teachers, and they are eleven forms of learners’ difference as;

First, all interviewees stated that “aptitude” of learners affects the most when preparing communication channels and teachers are necessary to care for because the different aptitude of learners make unequal understanding while studying the same things. For example, some students who have highly aptitude in Thai history contents, they might review their knowledge by reading the texts just two or not more than three times to make deeply understanding, but on the other hand, students who are not good at Thai history study, they might read the texts repeatedly so many times, but they still not understand the contents at the end. Thus, teachers are necessary to find out the effective communication channels that suit with all diverse learners to integrate with the instructional innovations in order to reduce the gap between highly aptitude, average, and low aptitude learners finally.
Second, again, all interviewees answered that "attitude" of learners affects teachers’ preparation of communication channels. It is because attitude determines the perception of learners distinctively. Most of them stressed that attitude directly to the diligence of learners, if learners have positive attitude about their instructors and courses, they will open their mind and perception to study with happiness and lead to achieve enhancing academic skill absolutely.

Third, all interviewees also commented that perception, as one of the learners’ differences, influences the preparation of communication channels exceedingly because student’s perception is the key to create "learning process." To produce effective teaching in classroom, teachers are necessary to think of which communication channels are able to attract or motivate students effectively. The proper communication channels teachers use in integrating with instructional innovations will affect positively to the students' perception and also achieve producing effective learning process at the end.

Fourth, all interviewees answered that "learning skill" is another one factor that teachers are necessary to care for when preparing the communication channels. Difference in learning skill refers to the gab between the high and low "accessibility" of the students. High and low accessibility means the length of time that students spend from the first time teachers teach until achieve understanding the contents of the course. Sometimes the low accessibility in students need teachers to repeat teaching so many times whereas class hours is limit, so teachers are necessary to prepare the powerful communication channels to avoid this classroom difficulty.

Fifth, there are about nineteen interviewees say that gender is one of the differences in learners, they continue saying that gender reflects mostly behavior of the students known as masculinity and femininity. Sometimes, while teaching, female
students seem to have higher concentration than male students, but during learning activities, male students become more curious and enthusiast than female students. However, from the interviewees’ observation, disruptive behaviors occur by male students rather than female students. This gender difference is one of the factors for teachers to aware of when preparing communication channels.

Sixth, eighteen interviewees say “age” of learners is another key factor that teachers must care for when preparing communication channels because the main purpose of using communication channels is to attract, motivate, and make contents become interesting for students. Sometimes, teachers use the process of “exchange” to motivate students while teaching, for example, teacher needs students’ response while teaching, so she propose the condition if any student answer the questions correctly, she will give them a reward (extrinsic motivation), then students are trying to find out the best answer and answer to her because of the reward. This example explains that the meaning of reward teachers use as a condition for learning will be different by the age of students. If teachers use improper reward for students, it cannot make change in students’ response because the reward’s value does not match with students’ age and preference.

Seventh, eight interviewees answer some more interesting points according to the learner’s difference, and four of them say that “learners’ nature of behavior” is another key factor for teachers to aware of when preparing the communication channels. According to this point, teachers need “observation” to make clearer understanding the behaviors of students. Sometimes, disruptive behaviors do not mean to annoy others, but it might be the sign for teachers to change their instructional innovations, or communication channels they are using. It might be because the innovations and teaching techniques they use did not match with the
contents, or boring in the eyes of students. So, if teachers are able to catch up these signs from the students, they can achieve making effective instruction finally.

Eighth, one interviewee says “intelligent quotient (IQ) and emotional quotient (EQ)” is one of the factor that influences teachers in preparing communication channels, but to get to know students’ IQ and EQ, teachers must observe their behaviors to check out EQ along with assess students’ skill for checking out their IQ first, in order to search for the proper communication channels while teaching. In this issue, researcher deems intelligent quotient (IQ) and emotional quotient (EQ) is the key factor to modify instructional innovations and communication channels rather than being the key to consider for communication channels preparation for the first time because teachers need to know the students’ performance and reaction before designing the teaching plan and making decision on using the proper communication channels.

Ninth, again, one interviewee stated that “learners’ need and want” is one of the key factors affecting the teachers’ communication channels preparation, similar to the previous answer, to understand learners’ need and want, teachers are necessary to observe their behaviors, and sometimes make a conversation to understand clearly what they need and what they want for instruction. Information about learners’ need and want always come after the teachers’ observation and conversation with students. Thus, this factor would influence teachers when modifying their teaching techniques and communication channels to suit with all students rather than designing teaching plan at first time.

Tenth, there is one interviewee answered the interesting point, “number of learners in classroom” is one of the factor affecting the use of communication channels, interviewee continued that number of learners in classroom, in fact, it
Determines the effectiveness of both instructional innovations and communication channels because the more learners means the more diverse in classroom. Teachers are necessary to take good care of all students while teaching and give an opportunity for all students equally to participate in learning activities. Then, the small number of students does not affect much for teachers’ preparation, but the large number of students seriously affects the teachers’ use of communication channels exactly.

Lastly, another one interviewee says “learners’ experience” is one of the factors affecting the teachers’ use of communication channels certainly. In this sense, learners’ experience refers to mostly the knowledge and academic skill they have (prior knowledge), and sometimes the manifestation of the past according to the course and instructors that make change in personal attitudes, for example, some students may experience about the rigorous teachers who often punished students who did something wrong in the classroom, so they might feel badly about the course and teachers who teach the specific course. This means that personal experience affect directly to the perception and attitude of students, and teachers are necessary to have awareness of fulfilling the faith and inspiration for students in order to encourage them to achieve having self-esteem in the future.

Time

As aforementioned, “time” has its own several meanings in this research, one is time reflects the development of teachers’ performance, another one is, time is one of the assessment for both teachers and students’ achievement (the length of time, sometimes reflects the change and improvement that is able to assess by the final consequence of students), and of course, time reflects the appropriateness of using both instructional innovations and communication channels through observing
students' behaviors. Thus, Question 8, is about the need for new teaching techniques in classroom. All interviewees answered the same that new teaching techniques are necessary to be applied every time while teaching, but different in sub-details, which dendrogram categorized into five issues as;

First issue, there are eleven interviewees declared that new teaching technique(s) is/ are necessary to be applied every time while teaching, particularly when students are going to lose their attention. New teaching technique(s) help students to build their own effective learning process, and positive classroom atmosphere. According to this point, most of interviewees believe that new teaching techniques benefit teachers in term of attraction and being the instrument for teachers in order to motivate students while teaching and lead to achieve building effective learning process.

Second issue, five interviewees said that new teaching technique(s) is/ are necessary to be applied every time while teaching, particularly when the contents have been changed. New teaching technique(s) will become powerful to help building up students' interest. Similar to the first issue, but these interviewees believe that the new teaching techniques benefit as instrument for making the complicated contents becomes more interesting and easier to understand. This means that new teaching techniques can be used as the "medium of accessibility" in light of helping students understand clearly the contents they study in the shorter period of time when comparing with using only direct instructional approach.

Third issue, two interviewees stated that new teaching technique(s) is/ are necessary to be applied every time while teaching, particularly when teachers need to motivate their students to pay more attention, interest, and change the negative attitude according to the course and instructors. Again, this issue generate some of the
same things appeared in the first and second issue, but one interesting point here is that interviewees believe that the new teaching techniques are able to make change in students' attitude about both course, and instructors. So, teachers might observe students' behavior at first, then shaping them with using new teaching techniques to change all negative attitudes occurred in their mind. Interviewees continue saying that when the bad things and especially negative attitudes about their course and instructors has been removed, they will open their mind and ready to learn the new things, as it should be. Finally, it leads to achieve improving an academic and other related skills exactly.

Fourth issue, one interviewee said that new teaching technique(s) is/ are necessary to be applied every time while teaching, particularly when teachers have highly instructional skill, know how to motivate their students, understand their nature of behavior, and have emotional quotient (EQ). This issue is all about teachers' performance, if teachers have highly instructional skill, they are able to use the new teaching techniques wisely in the right timing. Interviewee gave the reason that instructional skill is the meticulous issue, there are so many things about the learners that teachers must aware of along with having the sense of creativity in order to design and construct the proper new teaching techniques to suit with all situations. Thus, teachers are necessary to improve their instructional skill as much as possible at all time.

Last issue, there is another one interviewee stated that new teaching technique(s) is/ are necessary to be applied every time while teaching, particularly when teachers see the negative change in classroom. It depends on situation and instructional conditions. In this point, interviewee added more detail that typically, there often have unexpected events occur in the classroom, and it is the teachers' task
to observe the change and be sensitive to the effects of all changes in classroom. This means that teachers are necessary to have highly **classroom management skill** first, in order to control the classroom's climate. Yet, only classroom management skill is not enough for making change in students' behavior. Thus, **managerial leadership** comes as one of the components for helping teachers manage their tasks according to the learning conditions, classroom atmosphere, and also encouraging students to improve their personal development systematically.

Then, Question 9 is about the assessments and indicators using to evaluate students' knowledge, as mentioned, time reflects the development of learners, so "assessment" is important part to verify the achievement of learners, and that means the reflection of teachers' achievements, too. According to this question, dendrogram categorized into two parts as: assessments, and indicators. Assessments refer to the instruments teachers use to evaluate students' performance and achievement whereas indicators refer to the outcomes of using the specific assessments. However, each part consists of seven sub-parts. They are;

Most of interviewees (thirteen best practices) declared that individual works and assignments are often used to assess the students' knowledge and performance. Individual works and assignments benefit teachers to check out students' skill, knowledge, performance, and even habits distinctively. Teachers can encourage each student appropriately after checking out the results for the works. Then, the results from individual works and assignments become the indicator for students' achievement at the end.

Eight interviewees said they use questionnaires, reports, and interactive communication to assess students' performance. Interactive communication refers to the two-way communication between teachers and students while teaching. This
means that teachers are necessary to make clearly understanding about students’ attitudes, needs and wants, and even giving them an opportunity to express their ideas during instruction. These things become valuable information for teachers in order to help them achieve their all tasks. The results from questionnaires, reports, and interactive communication are the indicators for teachers in order to make clearer understanding with their students.

There are seven interviewees answered that tests (e.g. pre-post tests, quizzes, and etc.) will be used as instrument to assess students’ performance. In fact, a form of summative assessment, such as pre-post tests, quizzes, and etc., is widely use in Thai education and always give more importance on this type of assessment. Cruickshank, Jenkins, and Metcalf (2009) explained in their text “The act of teaching” that summative assessment is the term used to describe assessment conducted after instruction is completed. This type of assessment is used to make final judgments about a student’s learning. Its primary purpose is not to adapt instruction or to remedy learning deficiencies; rather, it attempts to summarize a student’s achievement or progress, generally in a form of grade and score. This group of interviewees uses the results from tests (e.g. pre-post tests, quizzes, and etc.) as the indicator to check out the students’ performance finally.

Another seven interviewees answered that they use group works and assignments to assess students’ performance. Group works and assignments help students enhance their social skill effectively. This type of assessment

However, in order to help students improve beyond their performance, \textbf{transformational leadership} is the key characteristic that teachers must have when engaging with the students’ growth and improvement. Northhouse (2010) defines transformational leadership as a process that changes and transforms people. It is
concerned with emotions, values, ethics, standards, and long-term goals. It includes assessing followers’ motives, satisfying their needs, and treating them as full human beings. Transformational leadership involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them. It is a process often incorporates charismatic and visionary leadership. Again, the results from group works and assignments will be the indicator to evaluate the students’ skills.

There are five interviewees who answered that they use students’ response and participation as the assessment while teaching. This form of assessment, teachers use to assess their students during instruction, is called formative assessment. According to this term, Cruickshank, Jenkins, and Metcalf (2009) describe that formative assessment refers to assessment conducted during the course of instruction. Such assessment provides feedback while it is still possible to influence the instructional and learning process. Although student performance may be graded during formative assessment, the primary purpose is to provide feedback that can be use to plan or alter instruction. Formative assessment enables the teachers to form effective instruction and thereby improve students’ performance. Formative assessment consists of both informal teacher observations and example of student work, including responses to teachers’ questions or any work students might complete within a larger unit of instruction. The feedback provided through formative assessment allows the teacher to adjust instruction and improve students’ performance before a final assessment of learning is conducted. Then, the results from students’ response and participation are to be used as indicator for teachers in order to observe the change and improvement of students until achieving the final assessment at the end.
Three interviewees said that they use the assessments following the core curriculum from Ministry of Education. This point is quite interesting because the contents appeared in the core curriculum of B.E. 2551 identified that Social Studies course (included Thai history study) determines the course objective as to improve the characteristic and skills of learners in order to have social skill, responsible citizenship, faith in the national religious, nationalism (the pride of being Thai and its value), and patriotism. Then, the assessments related to the core curriculum of B.E. 2551 are both formative and summative assessment. The purpose of using formative assessment is to improve students' skills and performance during instruction whereas the purpose of using summative assessment is to evaluate students' knowledge and performance after the end of instruction. According to this point, Black & William, 1998; Guskey & Bailey (2001) reiterated that effective teachers use both formative and summative assessments conducted and then communicate to students through a variety of formal and informal methods are most closely related to improved learning. For the indicator of this issue, interviewees use the results from the assessments following the core curriculum from Ministry of Education (both formative and summative assessments) to evaluate their students' skills and performance.

Lastly, there is one interviewee answered that homeworks are the teacher's assessment in order to evaluate students' skills and performance. However, homeworks are a kind of formative assessment that helps students improving their skills and knowledge during instruction until the final assessment has come. The results from homeworks reflect not only students' knowledge and performance, but also the students' habits (by observing the submission of students' homeworks), and intention (by checking out the quality of students' homeworks).
According to Question 10, the question asked interviewees' attitudes about the time and achievement of teachers. Dendrogram categorized the attitudes of interviewees into two issues as:

The first ten of interviewees stated that the quick understanding of students in short period of time is truly success of the teachers (in light of preparing the effective instructional innovations and communication channels).

The next issue is another ten interviewees declared that the quick understanding of students in short period of time is one-step success of the teachers. The truly success is to lead students apply their knowledge with the real life, connect prior and new knowledge effectively, and able to construct the new knowledge.

From the interviewees' attitudes above, researcher deems the achievement of teachers occurs when students have distinctive improvement and achieve in learning development. The quick understanding of students in short period of time reflects the teachers' achievement in light of having highly instructional skill and experience. Thus, they can design and construct the effective instructional innovations and communication channels perfectly, which enable students to understand clearly the contents they have learned in a short period of time. However, to help students achieve connecting the prior and new knowledge and able to integrate and construct the new knowledge effectively is another challenge for teachers to develop their instructional skill endlessly and guide their students to enhance their skills precisely.

According to this point, time can be the measurement and assessment for both teachers and students' achievement, whereas becoming the agent of change in students' behaviors. Thus, to achieve shaping students' behaviors, teachers must have not only transformational leadership, but charismatic leadership is needed for teachers in order to make change in students' personal development. Pierce &
Newstorm (2008) state that charismatic leadership is generally defined and described in terms of the relationship between leaders and followers. Weber (1947) declares that the charismatic leader is accepted by followers because both of the leader and the followers perceive the leader as possessing a certain extraordinary gift. This "gift" of charisma is seldom specified and generally held to be some mysterious quality that defies definition. In actuality, the "gift" is likely to be a complex interaction of personal characteristics, the behavior the leader employs, characteristics of followers, and certain situational factors prevailing at the time of the assumption of the leadership role. Moreover, Pierce & Newstorm (2008) stress that leaders [charismatic leaders] who communicate high performance expectations for subordinates and exhibit confidence in their ability to meet such expectations are hypothesized to enhance subordinates' self-esteem and to affect the goals subordinates accept or set for themselves.

As mentioned, time has several meanings for the research, it refers to the development, assessment, achievement, and also change. Thus, the key components that most appropriate to this issue are classroom management skill, managerial leadership, transformational leadership, and charismatic leadership. It is because those of key elements reflects the change and development along with helping students to enhance their perspectives and performance and achieve having self-esteem at the end.

**Social system**

This is the last section of the summarization for part 2: Diffusion of innovations, and consists of four questions in this part. The information in this part concerns with the issues of students' development that affect directly to social system. Apparently, the
emergence of positive change and development of students’ skills have the significance of uplifting the quality of people in the society in the long run. Thus, this part becomes very important for teachers to meticulously think of because teachers are the key persons to make change and development in students.

This section begins with the question 11, dendrogram categorized the importance of students’ critical thinking skill for social reformation into four aspects as;

Firstly, there are nine interviewees stated that critical thinking skill helps students to enhance their thinking process, interpretation, and rationalization which leads to develop society in the future. They believed that critical thinking skill enables students to enhance their thinking process to be more complicated and in the future, they can develop their own effective thinking process with rationalization.

Secondly, again, there are nine interviewees answered that critical thinking skill helps improving the quality of students, especially effective learning process, prioritization and classification all issues that come up to their mind. This group of interviewees said that effective thinking process enables students to classify the “right and wrong” actions distinctively and also able to prioritize the degree of importance of the tasks reasonably.

Thirdly, five interviewees declared that critical thinking skill helps students to identify, classify, and understand clearer the problems come up to their life, and able to find out the best solution effectively. They continued that critical thinking skill helps students make intelligent decisions to solve the problems, and able to forecast some situations that might happen in the near future.

Lastly, there is the only one interviewee said that critical thinking skill helps students to connect prior and new knowledge effectively because critical thinking
skill is the advance thinking process that can helps students enhance wider perspectives, able to integrate, and apply the knowledge they have learned exceedingly.

For the question 12, it concerns with how teachers able to develop critical thinking skill through teaching Thai history study for the students, and there are eight methods according to the categorization from dendrogram. They are;

First method, most of interviewees declared that they use "various questions" to help develop critical thinking skill for students. There are several advantages of using questions because questions themselves are able to adapt and apply the contents of questions and their significance to suit with the purposes of preparing critical thinking skill for students at all time. In this method, there are four techniques that interviewees (as teacher leaders) use namely, (1) questions referring to the contents, ten interviewees use this technique to prepare critical thinking skill for students with the reason that using the informative matters appeared in the contents to conduct questions is very good for students in order to help them develop their thinking process and understand clearer what they have learned at the same time. (2) Analytical questions, seven interviewees use this techniques to prepare critical thinking skill for students through teaching Thai history study because analytical questions help students to expand their perception towards things with the interpretation the connotation of things they are looking at wisely. (3) Open-end questions, again, another seven interviewees use this type of technique while teaching Thai history study because open-end questions benefit students in term of giving them an opportunity to share the personal attitude, idea, and even experience with others. The key purpose of using open-ended questions is not seeking for the correction of the answers, but it is about to create the new perspectives among communicators. (4)
Integrate direct instruction with analytical questions, there is the only one interviewees answered this point, it is very easy for students to make clearly understanding the contents of the course and create critical thinking skill among students by integrating the direct instructional approach in term of elaborating, guiding, and leading while creating the analytical questions according to the contents for students to help them enhancing their academic knowledge along with the ability to apply the factual knowledge and building the critical thinking skill effectively at the same time.

Second method, some interviewees stated that they use “learning activities” to develop critical thinking skill for students and there are four kinds of activities that interviewees use while teaching Thai history study namely; (1) Brainstorming, there are two interviewees use this technique with the reason that brainstorming gives students an opportunity to express their performance in order to find out the best answer finally. It also enriches students’ thinking skill in term of creating various different perspectives and rationalization to develop personal advance thinking skill at best. (2) Pair work, another two interviewees said that pair work is the best for developing critical thinking skill among students because in pair work activities, students can express their skills and performance at best in order to find out the correct answers, the advantages of using pair work is totally different from brainstorming because in pair work, there are just only two students trying to finish their works, so they are able to their own performance to finish the tasks. On the other hand, brainstorming has distinctive weak point that in brainstorming, there might have some students become not active for the tasks. They might give not enough response for their duty because some members may try to obstruct the different perspective and not accept the different ideas from other members, which leads to the change of task’s
direction. (3) Individual works, there are two interviewees stated that individual works is the best way to develop critical thinking skill for students because it is very easy to check out or assess the students’ skill and performance individually. Moreover, they continued that teachers could understand each student through observing the habit according to the tasks submission, too. (4) Group project, one interviewee answered that group project is the effective way for developing critical thinking skill through teaching Thai history study, in fact, the concept of group project is similar to the brainstorming activities, but might merely different in the portion and content of the tasks. However, like brainstorming, group project is very good for giving students an opportunity to enhance social skill, but teachers are unable to assess the student’s performance individually.

Third method, some interviewees noticed that they use effective instructional innovations to develop critical thinking skill for students, and there are three types of instructional innovations used by this group of interviewees, they are; (1) Six hats technique, two interviewees said that this kind of technique is suitable for building the critical thinking skill among students due to the core objective of instructional innovation that emphasizing on the development of learners’ thinking process. (2) PDCA, one interviewee claimed that this technique provides the path for developing students’ thinking process along with enhancing academic knowledge and achieve sustainable development systematically. (3) Pastoral method, another one interviewee stated that Pastoral method is one of the effective instructional innovations that help developing the critical thinking skill among students because Pastoral method was conducted by the primary purpose of supporting the National Education Act of B.E. 2542 which is focusing on the student-centered and improve the students’ thinking process effectively.
Fourth method, one interviewee said that using effective communication channels is the best way to develop critical thinking skill for students, and of course, historical films and documentary films is the most powerful communication channel in order to helps students build up and develop their critical thinking skill. According to this point, using historical films and documentary films in light of the contents to develop analytical or interpretive skill, and to teach about controversial issue—as described by Alan, et al (2010) (appeared in Chapter 2 in the section of International context of history instruction)—is very useful and seems to be the new thing in Thai classroom because Thai teachers are now still often use direct instructional approach while teaching Thai history study.

Fifth method, another one interviewee said that to develop critical thinking skill for students, outside classroom activity is the effective technique to achieve the specific purpose. Then, visual education was recommended by the interviewee with the reason that giving an opportunity for students to enhance their perspectives and knowledge through using visual education could make better attention among students, and of course, it is very easy to create some activities relate to the development of critical thinking skill for them, too.

Sixth method, there are two interviewees stated that the use of concept mapping of mind mapping is one of the effective technique for developing the critical thinking skill among students. Mind map—as described by Buzan & Buzan (2010)—can be generated by using words and images, or combine both words and images together. They state that the mind map is that tool. It is the next major and inevitable step in the progression from linear (one-dimensional), through lateral (two-dimensional), to radiant or multi-dimensional thinking. Radiant thinking is the process through which the human brain thinks and generates ideas. By capturing and
representing radiant thinking, the mind map creates an external mirror of what is going on inside. Essentially the mind map repeats and mimics radiant thinking, which, in turn, magnifies the brain’s natural function, making it stronger and more powerful. However, the use of mind mapping for developing critical thinking skill among students is very interesting in term of giving students an opportunity to enhance their critical think skill through using imagination and creativity, which enables the powerful motivation for students effectively.

Seventh method, there is the only one interviewee answered that using integrate research is one of the powerful technique to develop critical thinking skill for students. Integrate research is the research that use the factual knowledge of all sciences to apply in order to achieve the main purpose of conducting the research. Students are necessary to use their skills according to all courses they have studied to integrate, interpret, and analyze all the information until achieve developing the new knowledge systematically. Integrate research is a kind of basic research that helps students enhance their critical thinking skill automatically and systematically.

Last method, there is another one interviewee answered that using discussion according to the contents is the effective way to develop critical thinking skill for students through teaching Thai history study. Due to the Thai history study, the contents are very suitable to use in developing critical thinking skill among students. With the history of people or history of events, students could develop their thinking ability by analyzing the significance of the contents and its connotation, then compare with the real time events. With the guideline from teachers, students are able to achieve developing critical thinking skill finally.

According to the question 13, this question asked interviewees to reveal the positive attitude according to the importance of ethics and morality. Researcher
believes that no one think negatively about ethics and morality, although there is the same attitude, but it still being difference in the reasons that supported the key idea. However, dendrogram categorized the importance of ethics and morality according to the students’ development into four aspects namely;

Firstly, there are eleven interviewees believe that ethics and morality are important because they are the key to determine the future of social and a country.

Secondly, six interviewees stated that ethics and morality are very important because they are the key to determine students’ behavior based on virtue and merit. This point is very interesting because interviewees believe that ethics and morality are able to shape students’ behavior and might lead to have self-discipline distinctively.

Thirdly, another two interviewees believe that ethics and morality are important because they are the basic factors for living in the society peacefully. This point actually relatives to the second aspect that when students have ethical conduct and moral mind, they will behave themselves in the path of goodness, and that really make the higher quality of living in the society, and of cause, achieving the standard of core curriculum of B.E. 2551 according to the enhancing the social skill and responsible citizenship among students finally.

Lastly, one interviewee declared that ethics and morality are important because they are the key to develop students’ thinking process. This point related to question 12 in light of being the supportive reasoning according to the use of ethics and morality to develop students’ thinking process, and enhancing the awareness of having virtue consciousness. At least, this answer identified that ethics and morality influences students’ thinking process and leads to have “ethical conduct” and “moral mind” in action.
Then, there is sub-question here to identify how teachers input ethics and morality for students while teaching Thai history study, and dendrogram categorized into four methods as;

First method, most interviewees (twelve interviewees) declared that they apply the contents of Thai history study with ethics and morality. According to this point, interviewees gave more information that it does not necessary to use any instructional innovation, but just using direct instructional along with learning activities and add some additional details according to the ethics and morality is quite work because learning activities are able to motivate students exceedingly.

Second method, five interviewees answered that they use the contents of Thai history study (referring the events and persons in the past) as the examples to explain the details of ethics and morality. In this point of view, interviewees reiterated that if teachers have highly moral leadership skill, they will be able to lead and guide students to enhance their personal perspectives and able to behave such an ethical conduct while they live outside the classroom distinctively and effectively.

Third method, there are two interviewees said that they use various instructional innovations/ teaching techniques to explain the contents of Thai history study and ethics and morality. According to this point of view, it depends on teachers’ teaching experience and creativity in order to construct various instructional innovations with the primary purpose of inputting the ethics and morality to the students’ mind. However, the point is that if the teachers are able to help students build up the effective learning process while studying as mentioned earlier, students will become a glass that ready to be filled with the water exactly.

Last method, one interviewee answered that she uses pastoral method (instructional innovation) to input ethics and morality for students while teaching Thai
history study. This answer makes researcher believes that as a matter of fact, there are so many instructional innovations that are not mentioned in this research focusing on not only make effective instruction in classroom, but also integrate the contents and enhance relatives skills for students. To create a new one or integrate with other communication channels, it depends on what learners will get rather than how teachers create various instructional innovations use in the classroom. If so, just only one effective instructional innovation can be applied into many forms of teaching techniques depending on the primary purpose and situation in classroom.

For the last one of this section, question 14 concerns with the importance of teacher leadership and its significance in term of enhancing the quality of social system and Thai education. Dendrogram shown four aspects that teacher leadership affects positively to social system and Thai education.

Firstly, most of interviewees (eleven best practices) believed that teacher leadership is the key to transfer “leadership” among other typical teachers and uplift the educational standard. According to this point, Northhouse (2010) defines leadership as a process whereby an individual influences a group of individuals to achieve a common goal. Thus, leadership skill in teachers become the key for achievement and development because teachers who have highly leadership skill would have visions about their tasks first, then transform vision into action by planning and implementing. And of course, (teacher) leader has power, in this issue, Northhouse (2010) continues that power is the capacity or potential to influence. People have power when they have the ability to affect others’ beliefs, attitudes, and courses of action. It is to say that power is the instrument for teacher leader in order to make better change to others and leads to achieve the mutual goals.
Secondly, seven interviewees believed that teacher leadership helps making better change in students' performance, especially faith and path for personal development (teacher leadership becomes the best model for students). As mentioned earlier that leadership (defined by Northhouse, 2010) is the process of influencing people—or followers—to achieve the common goals.

Thirdly, there are five interviewees believed that teacher leadership helps transferring the body of knowledge, attitude, and developmental path for thinking process to students effectively. This issue is similar to the first and second aspect in term of the process of influence people—or students—and leads them to achieve the mutual goals. Thus, in classroom setting, the mutual goals are the focus on the quality of students' growth and their achievement according to the academic skill.

Lastly, again, another five interviewees believed that teacher leadership makes typical teachers become “visionary teachers” which helps developing instructional innovations continuously. This statement is to guarantee that teachers who have leadership skill would have “visions” and use those specific visions as guidelines to set the mutual goals with their students. During instruction, teachers are necessary to use their leadership skills wisely in order to set clearly mutual goals and expectations with their students. And if the mutual goals and expectations are compiled, teachers will know how to deliver the academic knowledge along with other relative skills to their students effectively during instruction.

As such, those four aspects according to the teacher leadership, from the answered from twenty best practices, enable students to enhance their academic, social, and even leadership skills in their mind systematically due to the vision of teachers and effective instruction. Thus, it certainly makes better change in students' learning process, disciplinary, and behavior which could lead to the quality citizen in
the future, and that is the positive sign for uplifting the quality of people and bring about sustainable society finally. It is to say that “teacher leadership” is the key to improve many of important skills for students in order to make better change in personality and of course, it brings about the social reforms in the long run.

The analysis and construction of a model

This part explains how the researcher uses data from dendrogram and descriptive summary from the previous section to interpret and analyze until achieving the construction of a model. In part of the data gathered from interviewees, it can be categorized into two forms; (1) key wards, and (2) deductive reasoning that interviewees have been given to support their keywords (see Appendix D). Thus, researcher would use both of them to synthesize, and analyze along with several educational leadership theories in order to construct a model of teacher leadership in history instruction.

From the analysis and summarization, researcher acquires key words to use in the construction of a model (by highlighting the important words as the bold-faced and underlined) as; Innovations, Channels of communication, Time, Social system, Moral leadership, Global moral leadership, Instructional leadership, Transformational leadership, Charismatic leadership, Postmodern leadership, Interpersonal leadership, Directive leadership, Participative leadership, Transactional leadership, Contingent leadership, Managerial leadership, Emotional intelligence (EI), Student motivation, Critical thinking, Classroom management skill, Faith, Patriotism, Nationalism, Responsible citizenship, Self-fulfillment, Self-pride, Self-discipline, Self-esteem.
According to the description as the deductive reasoning for all answers appeared in the Appendix D, researcher captures the informative matters relevant to the traits of ideal teacher and summarize as follows:

Teachers must (be);

1. Always improve teaching skill and other relatives to the enhancement of instruction continuously → Instructional leadership

2. Master in communication, able to use proper language, tone of voice, eye contact, and personality → Interpersonal leadership

3. Master in ethics and morality first, in order to transfer to the students → Moral leadership (and able to improve to be) → Global moral leadership

4. Encourage students to improve their ability, capacity, and performance at all time → Transformational leadership

5. Have multiple viewpoints → Postmodern leadership

6. Have faith in being good teachers first, be a model, and inspire students to follow and have “self-pride” in achieving their tasks → Charismatic leadership

7. Be open-mindedness and able to accept other opinions, different ideas, and arguments, especially to compromise the conflicts and promote cohesiveness and reconciliation among members. Particularly, have vision of teamwork and its achievement → Participative leadership

8. Understand learners’ need and want, and their differences → Student motivation (and able to improve to be) → Transactional leadership
9. Control their emotion, feeling, and thinking wisely while teaching \( \rightarrow \) Emotional intelligence (EI) (and able to improve to be) \( \rightarrow \) Contingent leadership

10. Conduct the positive classroom atmosphere wisely \( \rightarrow \) Classroom management skill (and able to improve to be) \( \rightarrow \) Managerial leadership

11. Determine path, tasks, rules and regulations, and all factors affecting effective learning clearly \( \rightarrow \) Directive leadership

12. Insert the “thinking skill” while teaching in order to help students develop their thinking process and able to analyze all issues effectively \( \rightarrow \) Critical thinking skill (and able to improve to be) \( \rightarrow \) Postmodern leadership

Consequently, a model of teacher leadership in history instruction is constructed by using key words and the summarization of traits and styles of ideal teacher rigorously and carefully through using interpretation and prioritization the importance of each component. Then, a form of draft model is as follows;
Figure 4.1 A Draft Model

- **Self-Fulfillment Improvement**
  - Emphasizing on learners' understanding, and the connection of knowledge (Development of Academic skill)

- **Self-esteem improvement**
  - Emphasizing on learners' faith, motive, and internal drive for personal development

- **Self-discipline improvement**
  - Emphasizing on learners' interest, concentration, engagement, and effective learning process

- **Self-pride improvement**
  - Emphasizing on learners' growth of virtue consciousness and the value of ethics and morality in mentality (Development of Superego)
Part 3: Discussion on the validity and possibility of the model utilization

This part concerns the process of "Connoisseurship" in which to describe the validation and comments according to the possibility of a draft model in term of implementation. The seven experts who specialize in the field of study will prove and validate a draft model. "In-depth interview" is to be used as an instrument for gathering data from those experts. In this process, there are seven experts who prove and validate a draft model namely;

1. Mrs. Taya Teepsuwan, Deputy Governor of Bangkok Metropolitan Administration

2. Assist.Prof. Dr. Pichit Ritcharoon, Professor at teacher college, Phranakorn Rajabhat University

3. Dr. Surang Weerakitpanit, Educator, Senior Professional Level, Office of National Education

4. Ms. Somratchaneekorn Ongerb, Educator, Senior Professional Level, Office of National Education

5. Ms. Masvimol Rakbankird, Deputy Director General, Department of Education, Bangkok Metropolitan Administration

6. Dr. Mingkuan Kittiwannakorn, Educational Supervisor, Department of Education, Bangkok Metropolitan Administration

7. Mr. Udomsak Nadee, Director of Educational Strategy Office, Department of Education, Bangkok Metropolitan Administration

According to this procedure, researcher aims at to validate a draft model for future utilization. In-depth interview with each expert spent an average of one hour to finish interview.
1. Mrs. Taya Teepsuwan, Deputy Governor of Bangkok Metropolitan Administration, mentioned that this research makes a good start for building an awareness of the importance of Thai history study among educators and also the sense of leadership in teachers. A model appeared in this research can be the way of improvement for teachers in BMA schools certainly, the end product of the research becomes a base for educators, and those who interest in this aspect of education study further, more and more until it leads to the completion and able to use as the plan for implementation in the future. However, according to a draft model, she commented that the parenthesis-look arrows appeared as the directions to the four areas of concentration made her misunderstood for the first time, and after researcher’s explanation during interview, she suggested to make change from the parenthesis-look arrows to the straight arrows with solid line for clearly understanding of the readers.

2. Assist.Prof. Dr. Pichit Ritcharoon, Professor at teacher college, Phranakorn Rajabhat University, believes that this model can be utilized in future implementation, he continued that the advantages of this research are the strength of source of data, the logical connection of information, and have enough data to complete content analysis which lead to the construction of a model effectively. Particularly, he interests in the connection of each component (the use of dot lines and solid lines), which can leads to achieve the expected results in four aspects certainly. He said this model is a kind of conceptual model, which has several interesting details for further study. The use of Diffusion of innovations theory in a field of education is something new for Thai education, and it should be used for other educational research, too.
3. Dr. Surang Weerakitpanit, Educator, Senior Professional Level, Office of National Education Commission (ONEC), suggested that all the lines appeared in the diagram should be "dot lines" due to the researcher's explanation because all of the components appeared in the diagram are to be used while transferring the knowledge to learners. She continued that the all components appeared in the diagram have the significance in term of adjustability and mobility, so it should not use the solid line within the diagram. She also commented that in dynamics of learners' mobility stage, the word "learners" should be added within the four boxes in order to make clearer understanding, too.

4. Ms. Somratchaneekorn Ongerb, Educator, Senior Professional Level, Office of National Education Commission (ONEC), commented that the model is necessary to be explained clearly and concisely in order to be the base for the further research. She agreed with Dr. Surang Weerakitpanit's comment that all components appeared within the diagram should be dot lines because when teachers teach, they need to apply all components all the time depending on the situations occurred in the classroom, and agreed to change the parenthesis-look arrows appeared next to the diagram and direct to the areas of concentration to be "solid line arrows" for clearly understanding. She suggested adding the key words namely; wisdom, patriotism, nationalism, and responsible citizenship into the four boxes in the stage of dynamics of learners' mobility for making clearer understanding, too.

5. Ms. Masvimol Rakbankird, Deputy Director General, Department of Education, Bangkok Metropolitan Administration, she graduated in the field of history instruction, and said that Thai educators today have more awareness of utilizing Thai history study due to Her Majesty the Queen's speech last two years about to reinstate Thai history study back into the curriculum, and this year, Princess
Maha Chakri Siridhorn suggested to develop Thai history study curriculum, and improve the quality of instructors for teaching Thai history study effectively in order to make better change in Thai students’ attitude about nationalism and having a sense of quality citizen. About the model, she mentioned that this model could be best path for Thai history teachers to improve their leadership skills and benefits students in term of having quality teachers that match with the Thai history study course. However, she said, a model need clearly and concisely explanation in order to achieve the main purpose of to utilize a model as base for further study.

6. Dr. Mingkuan Kittiwannakorn, Educational Supervisor, Department of Education, Bangkok Metropolitan Administration, one of the experts who work as an educational administrator for BMA schools, argued that there are too many leadership and related skills appeared in a model, in fact, no one can improve those of skills distinctively because of the personal trait and habit. Sometimes, one component might become overlap with another components, but in the aspect of guideline, this model becomes the great path for typical teachers in order to improve their personality and teaching performance. However, from the primary purpose of researcher that aims at to construct a model for being the path or guideline for Thai history teachers in order to utilize the advantages of Thai history study exceedingly, and when checked out the research objectives, this model held that it is completed as a guideline for Thai history teachers to improve their leadership skills and instructional performance. She also suggested that it should has the further researches according to the developmental process and assessment through using this model as the base for analysis.

7. Mr. Udomsak Nadee, Director of Educational Strategy Office, Department of Education, Bangkok Metropolitan Administration, pointed out that a draft model needs some point to revise, again, that is the arrows shown the directions from the
diagram to the areas of concentration (four areas), the parenthesis-look arrows made him misunderstood the point and suggested to change this type of arrows in order to make clearer understanding for others. He continued that using parenthesis-look arrows make others misunderstand the contents because each part of areas of concentration seems to use only two components appeared in the advance-improvement stage, but as a matter of fact, each area of concentrations uses all components within the diagram, so he suggested to use simple arrows with the solid line will make readers understand clearly and correctly.

In addition, all experts suggested that researcher should conduct Thai version of this research because there are so many educational administrators who are not master at English. It is better for utilization the research finding if there is the research conducted in Thai language. They continued that if researcher wishes the research to be useful for Thai education especially BMA schools in the future, researcher should conduct Thai version of the research for making clearly understanding of all stakeholders.

**Part 4: The adaptation of a model by using information from seven experts**

According to the comments and suggestions from seven experts in previous part, the suggested revisions for a model are;

1. Changing the parenthesis-look arrows appeared outside the diagram to be simple arrows with solid lines.

2. Changing all the solid lines appeared within the diagram to be dot lines.

3. Adding the word “learners” into the four boxes into the four boxes in the stage of Dynamics of learners’ mobility.
4. Adding the key words “wisdom,” “nationalism,” “patriotism,” and “responsible citizenship” into the four boxes in the stage of Dynamics of learners’ mobility.

Then, the adapted model of teacher leadership in history instruction is as follows;
Figure 4.2 A Model of Teacher Leadership in History Instruction

- **Learners' Self-Fulfillment Improvement (Wisdom)**
  - Emphasizing on learners' understanding, and the connection of knowledge (Development of Academic skill)
  - Emphasizing on learners' growth of virtue consciousness and the value of ethics and morality in mentality (Development of Superego)

- **Learners' Self-esteem improvement (Patriotism)**
  - Emphasizing on learners' faith, motive, and internal drive for personal development

- **Learners' Self-pride improvement (Nationalism)**
  - Emphasizing on learners' interest, concentration, engagement, and effective learning process

- **Learners' Self-Discipline Improvement (Responsible Citizenship)**
A model of teacher leadership in history instruction: An explanation

A model of teacher leadership in history instruction is a divergent form of the characteristic of teacher leader for effective teaching history which underneath the concept of “student-centered.” A model has its own form of diagram and consists of three layers namely; vision stage (the small layer next to the core of diagram), basic improvement stage (the second layer of diagram), and advance improvement stage (the outer layer of diagram). The three stages of teacher leadership bring about the path to foster the learners in four aspects called “area of concentration” which can leads to the learners’ growth effectively in four dimensions called “dynamics of learners’ mobility” at the end. According to the lines appeared in the model, there are two types of lines (role as the connection from elements to elements) namely; dot lines and solid lines. Dot lines that separate two elements refer to the closely relationship between two of them that are able to link each other whereas solid lines refer to the application and utilization of all components appeared within the diagram to achieve the specific tasks. Thus, the solid lines would appear outside the diagram (from the model of teacher leadership to the areas of concentration, and also to the dynamics of learners’ mobility).

Vision stage

According to the diagram, the first layer—or vision stage—reflects the vision of teacher leader towards four elements namely; innovation, channels of communication, time, and social system. The four elements envision teachers to have awareness of their roles and obligations that affect directly to innovations (refer to instructional innovations, teaching techniques, and instructional skill and experience), channels of communication (refer to the instructional devices, media, technology, and learning
activities use to integrate with instructional innovations for effective teaching), time (refer to the development of both teachers and learners), and social system (refer to the effect of teachers in light of social development). However, the four visions of teachers focus on the learners’ growth and effective learning process as a key to make better change in learners’ performance at the end.

The first vision, **innovations**, teacher leaders who teach history must have a vision of innovations that they improve their instructional skill continuously with the purpose to create the most effective instruction that able to leads learners to achieve building effective learning process. This means that the teacher leaders are necessary to have vision for constructing new instructional innovations—or instructional methods—by observing, experiencing, understanding, and approaching the trend in education, creativity and possibility, the appropriateness of utilization, the purpose of instruction, and the development of learners’ academic skill.

The second vision is **channels of communication**, which refer to the teacher leaders’ creativity in order to construct, reform, or integrate the new technology, instructional devices, on-line medias, films and documentary films, etc. with the basic form of communication such as newspapers, clipping, visual education, learning activities, and other related documents to provide effective communication while teaching to helps making clearer understanding for the learners. Particularly, this vision focus on how teachers control their feeling, thinking, and emotion wisely when facing the unexpected difficulties in classroom, and understanding how to motivate learners in order to make a good relationship between teachers and learners.

The third vision is **time**, in which the teacher leaders must have an awareness of the reflection of time in term of development, and assessment for achievement. According to this point, teacher leaders are not only to improve instructional skill
continuously, but also transfer their personal strengths to other typical teachers in order to improve the quality of educators and uplift the educational standard with the purpose to exchange and enhance the instructional skills among teachers. Time, in another aspect, is the assessment that evaluates both teachers and learners’ achievement.

The last vision, social system, this vision is the main factor that the teacher leaders are necessary to care for. Because the quality students’ growth according to the enhancement of patriotism, nationalism, and responsible citizenship is the key issue in developing a teacher leadership in history instruction, thus the social system is taken into account as a reflector for teachers’ performance of instruction. However, the sophistication from teaching experience does not guarantee that teachers have potential to guide the students effectively about how to create patriotism, nationalism, and responsible citizenship in their mind. Stakeholders in social system somehow become a source of information for teachers in order to make deeper understanding in their students rather than observing by teachers themselves.

Basic improvement stage
The next layer is “basic improvement stage,” which has eight elements and teacher leaders in history instruction are necessary to look for. As mentioned, the first layer has four key issues as innovations, communication channels, time, and social system; in this layer, there are directive leadership, instructional leadership, emotional intelligence, student motivation, classroom management skill, transformational leadership, moral leadership, and critical thinking. The eight elements in this layer reflect the response for the vision in four aspects. As such, each vision has its own two elements for basic improvement of teacher leaders. The vision of innovations has
two elements that teachers are necessary to achieve, which are directive leadership and instructional leadership. Directive leadership skill helps teachers organize their own tasks effectively by themselves. Teachers who have highly directive leadership skill often determine their own path for achievement, and it is suitable for low-profile learners. Instructional leadership takes part as basic skill for teachers. Teachers with highly instructional leadership skill would have creativity in constructing the powerful instructional innovations with the main purpose of learners' growth and achievement.

In the vision of **channels of communication**, teachers focus on the integration of instructional context with the innovations to achieve powerful instruction in classroom. Then, they are necessary to develop their emotional intelligence in order to control their feeling, thinking, and emotion wisely when facing with the difficulties in classroom. Emotional intelligence in teachers' mind influences positively to the learners' effective learning process and engagement, which bring about the learners' achievement certainly. Student motivation is another key issue within the vision of channels of communication, the comprehension about student motivation helps teachers to understand the learners' need and want, nature of behavior, and diversity. If teachers have an awareness of this issue, they will know how to motivate their learners to build effective learning process and engagement exceedingly. **Time** as the third vision for teacher leaders, it consists of two issues; classroom management skill and transformational leadership. To response the vision of time, teachers are necessary to improve their classroom management skill and transformational leadership skill. Classroom management skill refer to the ability of teachers to manage their classroom effectively, it is one of the factors that help teachers achieve powerful instruction. Classroom management skill is included the ability to create and manage positive classroom atmosphere, encourage learners to be active while
studying. Then, transformational leadership skill takes part as the key issue to build learners’ awareness of personal development. Teachers with highly transformational leadership skill would help motivate learners to achieve performance beyond expectation by transforming learners’ attitude, beliefs, and values. As such, the vision of time in teacher leaders may interpret into several meanings such as time reflects development of teachers and learners, time reflects the goals and achievement of teachers, and time also reflects satisfaction of teachers, learners, and includes stakeholders exactly. Lastly, the vision of social system, the last vision of teacher leaders is the crucial issue to the enhancement of the quality of learners in order to become valuable members of society in the future. This means teacher leaders are necessary to prepare the developmental path for their learners to be able to have awareness of patriotism, nationalism, and responsible citizenship along with the quality of learners’ growth and academic skill. Thus, there are two skills that teachers are necessary to improve themselves; they are moral leadership skill and critical thinking skill. Moral leadership skill in teachers roles as the key component in developing a sense of ethical conduct and social responsibility. To deliver this skill to the learners, teachers are necessary to have highly skill according to the ethics and morality first. However, in basic improvement stage, teachers who master in moral leadership are able to apply their moral leadership skill effectively within only the specific culture and tradition. Critical thinking skill is another important issue to create an ability to judge something correctly with having rationalization. Critical thinking skill is also includes the high accuracy in making important decision in which helps learners to be able to achieve complex thinking. If teacher leaders have vision on social system, they would improve critical thinking skill endlessly and deliver this skill to the learners systematically.
Advance improvement stage

The last layer, "advance improvement stage," is the stage in which teacher leaders are able to enhance their basic improvement skills to be the next step of personal improvement through the four visions. The enhancement of skills in basic improvement stage will be transformed into the wider range of teacher leadership values, and achieve delivering what learners “must know” in order to prepare the “self-improvement skill” for the learners. Like basic improvement stage, advance improvement stage also has eight components that teachers need to improve by themselves; they are participative leadership, interpersonal leadership, contingent leadership, transactional leadership, managerial leadership, charismatic leadership, global moral leadership, and postmodern leadership respectively.

To describe all components appeared in this stage, the four visions in the first layer comes to elaborate as the main functions that determine teacher leadership improvement and its path. In the vision of innovations, as mentioned in the basic improvement stage that there are two components as directive leadership and instruction leadership, in this stage there are participative leadership and interpersonal leadership. Participative leadership, as mentioned that this model focus on “student-centered,” teachers who have participative leadership skill would give learners an opportunity to participate in all instructional procedures. They know how to make learners share their perspectives, attitudes, and values through instructional procedures. This point is different from directive leadership in basic improvement stage that directive leadership skill is "teacher-centered" and learners have not much participate in the instructional procedure because teachers are the key persons to set up all processes of instruction. They often deliver the academic knowledge to the
learners by using direct instructional approach rather than other methods. It seems to be one-way communication because learners in this stage may not have much of self-confidence in classroom, but for the next step, when learners have more confidence and teachers become having participative leadership skill, this means teachers open up their mind to give an opportunity for learners to share all what they want to tell to the teachers whereas teachers—as receivers of the messages—response to the learners’ need and want as it may helps learners build their own effective learning process and engagement in classroom. Unlike directive leadership, it becomes two-way communication that teachers can now receive the messages from learners, make clear understanding, interpreting, and offering what the learners need until the learners achieve their tasks. However, there is something that both directive and participative leadership has, it is “supportive leadership” that hides itself within both of them. This means that teachers who have either directive or participative leadership will always support their learners at any time when they need. It becomes the “key element” of both directive and participative leadership automatically. Interpersonal leadership skill is another component in the vision of innovations. It is because only instructional leadership skill does not make teachers achieve conducting the powerful instruction. If teachers have a lot of teaching strategies and even powerful instructional innovations, but unable to make effective communication with the learners, teachers might fail in delivering knowledge to the learners and that leads to the failure in delivering what the learners “must know” distinctively. Moreover, interpersonal leadership skill does not benefit for using only in classroom, but also benefit for communicating with school leaders, colleagues, and even stakeholders because the communication is the medium of transferring the messages to others. Thus, effective communication becomes the most important factor for powerful instruction. In the
vision of channels of communication, there are two components as contingent leadership and transactional leadership. Contingent leadership comes from the development of emotional intelligence in teachers. It refers to the ability to solve the unexpected difficulties or sometimes learners’ dilemmas effectively and wisely. Having highly contingent leadership skill in teachers means to approach the learners’ “space” easier and reduce the gap between teachers and learners distinctively. Learners become willing to open their mind and have positive attitudes about their teachers increasingly. Contingent leadership skill in teachers also means to have creativity in utilizing the media, technology, and other instructional devices to apply with instructional innovations to suit with any situation. For example, teachers often face the situation in which learners pay less attention while learning and seem to have more of disruptive behaviors, contingent leadership skill of teachers will helps them find out the best way to solve that problem whereas considering the best channels of communication such as films and documentary films, learning activities, and others to apply with their instructional innovations in order to make better change in learners’ behavior and increase the engagement. Then, transactional leadership is another component in the vision of channels of communication. It occurs when teachers become master in approaching student motivation. Transactional leadership skill in teachers enriches the level of interest of what they teach in term of exchanging. Teachers who have highly transactional leadership skill will always observe learners’ reaction that somehow reflects needs and wants, and offer those things to learners in order to exchange with learners’ concentration and engagement. Sometimes, the courses like Social Studies and Thai history study have a lot of contents and also complicated, it makes no interest to the learners, teachers are necessary to use “exchanging strategy” to make the contents become more interesting and encourage
learners to pay more attention which leads to build effective learning process finally. According to the vision of time, there are two components as managerial leadership and charismatic leadership. Managerial leadership comes from the development of classroom management skill, it helps teachers manage all things happens in classroom systematically. Teachers with highly managerial leadership skill concentrate on goals and achievement, plan and process, and performance when their obligations are to be in progress. Then, charismatic leadership is another component of the vision of time, it brings about the change in learners' behavior because charismatic leadership skill makes teachers to become outstanding model for learners to follow in many ways, especially personal development. Charismatic leadership is different from transformational leadership in term of having faith and inspiration. It enables teachers to share faith with learners and make appreciate in the traits of teachers. In this sense, teachers with highly charismatic leadership will become the models in the eyes of learners and try to imitate teachers in many aspects such as having goals in their obligations, habits, professional conduct and achievement, performance, self-expression, and personality. Teachers who have highly charismatic leadership skill are able to inspire and lead their learners in the way they wish their learners to be. For the last vision of social system, there are two components again in this stage, they are global moral leadership and postmodern leadership. Global moral leadership is the advancement of the moral leadership in basic improvement stage. The outstanding characteristic of global moral leadership is to have ethics and moral issues globally. It beyond one own traditional and culture. This means that teachers who have highly global moral leadership skill will access to the essence of moral issues and understand the ethical conduct and moral issues universally. They can live everywhere in the world with ethical conduct and morality, not only access to the essence of morality in
the specific traditional and culture anymore. Teachers with highly global moral leadership skill are able to encourage students to have an awareness of moral issues and becoming the ethical persons of all cultures. The next component in the vision of social system in the advance improvement stage is postmodern leadership.

Postmodern leadership has its own outstanding characteristic of having multiple viewpoints. Teachers who have highly postmodern leadership skill will be the open-mindedness persons who ready to accept all opinions from other people. With using critical thinking skill, teachers with highly postmodern leadership skill would react appropriately to the incorrect arguments and express their own idea distinctively in such an unclear situation to promote the righteousness of controversial issues.

Particularly, teachers with the specific skill will always give learners an opportunity to share own opinions, attitudes, and ideas in order to accomplish all tasks with confidence.

Areas of concentration

The areas of concentration stay next to the diagram, this realm describes the four aspects of concentration that teacher leaders use as guideline to deliver the knowledge and relative skills to the learners as focused on the effective learners' growth. In this stage, teacher leaders use four skills related to each vision as path of the transferring knowledge to the learners. It is the process of delivering knowledge in four ways.

In the vision of innovations, teacher leaders use four components namely; directive leadership, instructional leadership, participative leadership, and interpersonal leadership with the concentration on learners' understanding, and the connection of knowledge (prior knowledge and new knowledge) in order to achieve
the development of academic skill. This process includes the learners’ ability to apply knowledge they have studies with the real life, too.

According to the vision of **channels of communication**, teacher leaders use their four skills to deliver knowledge to learners namely, emotional intelligence (EI), student motivation, contingent leadership, and transactional leadership. Teacher leaders’ vision of channels of communication helps enriching the interest of contents of the course and motivates learners to increase their concentration, engagement, and effective learning process while studying. In fact, the vision of channels of communication and its process take parts as the first supportive factor for increasing the effectiveness of instructional innovations.

The next is the vision of **time**, teacher leaders still using four skills to deliver the knowledge effectively. They are classroom management skill, transformational leadership, managerial leadership, and charismatic leadership. This process influences learners by concentration on creating faith and inspiration, motive, and internal drive for learners in order to helps them accomplish their tasks. The vision of time and its process take parts as the second supportive factor for increasing the effectiveness of instructional innovations.

The last one is the vision of **social system**, teacher leaders also using four skills to deliver the knowledge effectively. They are moral leadership, critical thinking, global moral leadership, and postmodern leadership. In this process, teacher leaders concentrate on the growth of virtue consciousness and the value of ethics and morality in learners’ mental structure. This process is very important in light of developing superego for learners. Thus, the vision of social system and its process take parts as the core factor for creating the conspiracy of ethical conduct, moral mind, and thinking performance of learners.
Dynamics of learners' mobility

Dynamics of learners' mobility is the final outcome of the process of delivering knowledge from teacher leaders. Learners become successfully develop themselves in four aspects from the different concentrations of teacher leaders. There are four positive changes in learners' growth such as self-fulfillment improvement, self-pride improvement, self-esteem improvement, and self-discipline improvement.

Firstly, self-fulfillment comes from teacher leaders' use of four leadership skills from the vision of innovations. Teacher leaders use the four leadership skills though the concentration on learners' understanding, and the connection of knowledge. As a result, it becomes the development of the academic skill for the learners and helps them building the individual form of effective self-learning in the future. Thus, this improvement is called "wisdom" of learners.

Secondly, self-pride, it comes from teacher leaders' use of four important skills underneath the vision of channels of communication. The increasing of self-pride in learners' mind means the emergence of "nationalism" in their perspectives. They become having pride of every identities that belong to them such as personality, nationality, social status, achievement, and everything that identify who they are. This process concerns with the learners' mental structure and its improvement. So, teacher leaders are necessary to deliver "things" according to the values of learners' own identities, learners will becomes having more of awareness of nationalism finally.

Thirdly, self-esteem becomes manifestly increase in learners' growth. In some texts, self-esteem refers to self-image, self-concept, self-perception, self-confidence, and self-efficacy. Those words share the same meaning with self-esteem. According to this point, teacher leaders still using four skills underneath the vision of time
through the concentration on learners’ faith, motive, and internal drive for personal development. In this point, sometimes teacher leaders have faith in some good things and share it with the learners, or teacher leaders become the model for their learners to follow such as the styles of communication, conduct, and even the expression to others. It is the learners’ imitation by the inspiration from teacher leaders as the pattern of development. This process concerns with the learners’ mental structure and its improvement. Thus, if the teacher leaders insert the informative matters according to the nation in this process, learners will become having “patriotism” in mind.

Lastly, self-discipline will be built after teacher leaders use the four powerful skills underneath the vision of social system through the concentration on the learners’ growth of virtue consciousness, value of ethical conduct, and moralization. This is the developmental path of superego (as Sigmund Freud’s explanation, superego is the part of mind concerned with moral issues). The teacher leaders’ transferring of moral skill, thinking skill, and social skill to the learners in this part would create “responsible citizenship” to the learners’ mind effectively.

However, dot lines (as aforementioned) appeared in both areas of concentration and dynamics of learners’ mobility can be describe as the connection and combination between four aspects of concentration within the areas of concentration, and the connection and combination of four results within the stage of dynamics of learners’ mobility at the end.

The utilization of a model of teacher leadership in history instruction
As the main purpose of the research is to construct a model of teacher leadership for the most effective Thai history instruction, so twenty best practices in Social Studies awarded by Office of National Education Commission (ONEC)—as the current
teacher leaders in Social Studies instruction—take parts as the key informants of the research in order to construct a model of teacher leadership as the base for the further researches in the future.

According to the utilization of a model, teachers who teach Thai history study are necessary to understand the nature of Thai history study's contents at first. The contents of Thai history study can be categorized into two forms; the history of people, and the history of events. History of people refers to the contents according to the biography of the kings, and important persons who devoted to the virtue and evolution of a country. History of events refers to the important situations, cases that happened in the past and impact the change of nation. When compare the contents of Thai history study with a model, the contents will take place in the areas of concentration (outside the diagram), this means that Thai history study is the instrument for construction of the development for learners. To teach Thai history study effectively, it depends on the improvement of teachers according to the four visions, performance, and capacity. If teachers are able to improve themselves continuously and achieve the advance improvement stage, they can extract and interpret the informative matters that concealed in the contents and deliver to the learners appropriately. As mentioned, Thai history study can be categorized the contents into two forms; history of people, and events. First of all, teachers use their outstanding skills underneath the vision of innovations to design a powerful instructional innovation to suit with all learners wisely. Powerful instructional innovation used by teachers would helps learners make clearer understand to all contents and able to connect the prior and new knowledge effectively. In this process, teachers focus only on the construction a powerful instructional innovation which can leads learners to become "wisdom" in academic knowledge. Then, teachers can teach
“history of people” by emphasizing on the creation of learners’ faith, motive, and internal drive for personal development which will leads learners to achieve “self-esteem improvement.” During teaching the “history of people,” teachers can use examples and narration about the traits of those people, guide learners to interpret their actions, and elaborate the people’s affair by using related events as the context to helps learners make clearer understanding and absolutely, “history of people” can inspire learners to have positive attitude towards “patriotism,” make change in their personal development, and also become models for learners to imitate in the future.

To build “patriotism” in learners’ mind effectively, historical films can be use to describe the personal vision, dedication, initiation, devotion to a country, and goodness. Historical films can encourage them at best to follow and achieve having patriotism easily. In the mean time, “history of events” creates the awareness of nationalism when teachers teach “history of events” by guiding learners to understand the importance of cultural identities, as it is the national heritage, using documentary films to give visual information along with the explanation about the existence of cultural identities, and give learners an opportunity to participate “visual education” in historical places as much as possible. These teaching techniques are able to build up learners’ interest and have more awareness of “nationalism” at the end. However, while teachers are teaching Thai history study, they can insert the “moral issues” and the path for building “effective thinking process” to the learners by using both history of people and history of events with the concentration on the learners’ growth of virtue consciousness and the value of ethics and morality in their perception. These help learners develop superego in their mind systematically. This process affects directly to the learners’ behaviors and moral mind, which is the most important for construction of “responsible citizenship” in learners’ perspectives in the future.
Summary of research findings

As described in chapter 3 that the research findings (a model of teacher leadership in history instruction) come from the information from the interview with twenty best practices as primary data, and reviews of educational leadership theories and international context of history instruction as secondary data whereas dendrogram is the content analysis technique used to interpret and analyze the data systematically.

According to the population and sample, the research focuses on the “twenty best practices” who awarded by Office of National Education Commission (ONEC) by the year of B.E. 2542, 2543, and 2544 respectively. Best practices are counted as the teacher leaders who have outstanding vision and teaching performance. Unfortunately, the project “Best Practices” organized by Office of National Education Commission (ONEC) ended up in the year of B.E. 2544 and these valuable educational resources are going to retire in the near future. The lack of budget supported by the government makes declination of this project. However, during the process of this research, best practices still being teacher leaders who have distinctive performance and outstanding works. So, best practices become population and sample of the research for primary data whereas the related documents according to the educational leadership theories and international context of history instruction are the secondary data in order to use for constructing a model of teacher leadership in history instruction as the final outcome of the research at the end.

At first, during collecting primary through interview with twenty best practices, research observed that all of best practices (as interviewees) insist that Thai history study is very important for Thai students in term of building patriotism and nationalism in their mind. Moreover, Thai history study also provides ethics and moral principle as well as building faith in people action according to Thai
perspectives and ethical conduct, which is unlike other academic courses. But in fact, educational leaders and other educators are not much interest in this course because Thai history study is just a small part in Social Studies, which appears as one or not more than two chapter(s). If there is no speech from Her Majesty the Queen according to the reinstatement of Thai history study in Thai curriculum, many educators may still overlook the importance of Thai history study and its significance as well as civic education. From the conversation, researcher got some interesting point about the class hour for Thai history study. Due to the large amount of contents appear in Thai history study and the short period of class hour, teachers are unable to insert some important things like critical and analytical thinking skill, and ethics and moral principle for students. The only thing they can do is to finish the instruction in time. As such, students could not take advantage from this course exceedingly whereas the content and curriculum does not have an improvement, educators still have no developmental plan to improve their skills distinctively, and the current management and administration of the course douse not match with the desired outcome of students' growth and development according to the National Education Act of B.E. 2542 and Core Curriculum of B.E. 2551. These things seem to be problematic issues and need for the educational leaders who have vision about Thai history study and social reforms to solve these problems systematically.

In search of the information according to the international context of history instruction, researcher found out that in many developed countries, especially United States, History study is the compulsory for students in all levels. Particularly, foreign students are necessary to study U.S. history rigorously whereas teachers themselves have distinctive developmental path to improve their instructional skill and action agenda to progress the quality of history instruction. Civic education is another
interesting point for Thai educational research, in United States, civic education emphasizes on the knowledge of citizenship as a guideline to prepare "the quality" of being U.S. citizen such as government and political participation, constitutional history, laws, and behavioral pattern of U.S. citizen in light of understanding democracy, liberty, human rights and limitations, and citizen obligations (see Civic Education in Schools in Chapter 2). The interesting issue is that in the contents of civic education, there still having (constitutional) history to teach all students. Thus, researcher deems that Thai history study (with the contents according to the people and events) can be used to build "responsible citizenship" for Thai students as well as building patriotism and nationalism, too.

For the part of synthesis and analysis of data, researcher uses educational leadership theories along with dendrogram to interpret logically with the connection of all components appeared as keywords in explanation part within Diffusion of innovations as a frame of reference. Researcher uses the boldface and underline words appeared in the explanation part and the analysis of deductive reasoning from the best practices' answers to construct a form of an ideal teacher. Then, construct a model of teacher leadership in history instruction by capturing the keywords and design the model with the concentration on prioritization and logical connection of each component.

After a draft model is completed, seven experts in educational field become the specialists to validate this model and suggested some revision to correct the model. They all agree to focus on Thai history study and stress that it is the time for all stakeholders in education to look forward to the strength of society and the sustainable social reformation. Thai history study makes a good start for fostering and nurturing Thai students to have higher discipline, ethical conduct, and virtue
consciousness along with critical thinking skill and social skill and that leads to the sustainable development of a country in the long run.
CHAPTER 5

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

For the main purpose to construct a model of teacher leadership in history instruction to support the new educational policy from Ministry of Education about the reinstatement of Thai history study, researcher has summarized the results according to the research objectives, conceptual framework of the study, theoretical framework, related documentary researches and educational leadership theories, scope and limitations, research instrument and methodology, research findings, implications and recommendations as follows;

Research Objectives

1. To study best practices in social studies in Thailand.
2. To study the international context of history instruction.
3. To develop a model of teacher leadership in history instruction.
4. To validate the proposed model.

Theoretical Framework

Everett M. Rogers' Diffusion of innovation theory is used as the theoretical framework and frame of reference of the study. As its benefit to support the promotion of teacher leadership in history instruction with its four key elements; innovation, communication channel, time, and social system, Diffusion of innovation is the outstanding theory to narrow down the conclusion of the study and make it be more concise in academic purpose.
Conceptual Framework

From the figure 1.1 in chapter 1, there are three processes that determine the procedure of the research as input, process, and output. Input section consists of three elements; interview (with twenty best practices), educational leadership theories, and review of related researches. All these three elements will be scoped by Diffusion of innovations theory. Diffusion of Innovations—as theoretical framework of the research—also roles itself as the frame of reference in conducting research instrument and conclusion. Content analysis is used to synthesize and analyze all data from the three elements. Then, conduct a draft model of teacher leadership in history instruction. A draft model is necessary to validate by using expert judgment. There are five experts in Thai history such as historians, and academician in Thai history to proof a draft model and give suggestions. The next step is to adapt the model by following the suggestions. A propose model of teacher leadership in history instruction is accomplished completely after validated by expert judgment and reach the final step of output section.

Related Documentary Researches and Educational Leadership Theories

Many related documentary researches and educational leadership theories are used as the core elements in analyzing the conclusion of the study. The related researches and academic journals according to the international context of history instruction are used to enlighten the need for change in teacher leadership and teaching performance in implementation.
Scope and Limitations

The research is focused on constructing a model of teacher leadership in history instruction which using Rogers’ Diffusion of innovations as a theoretical framework. Moreover, Diffusion of innovations is the frame of reference in conducting the research instrument and conclusion of the study. This means, the theory appears as part of the research instrument (interview protocol), and final outcome (a model of teacher leadership in history instruction). According to the population and sample of the research, the researcher used twenty best practices in Social Studies who awarded by Office of National Education Commission (ONEC). They were honored as the best teachers who have highest teaching performance in Social Studies and still raising their abilities to enhance the standard of Thai education. The research used Qualitative approach as a methodology of the research with using interview schedules as research instrument to interview with twenty best practices in Social Studies. The related documentary researches and academic journals concern with International context of history instruction will be used to describe and support the final outcome of the research in light of content analysis.

Research Instruments and Methodology

Interview and content analysis are used as the instruments of the research. Interview is used to collect data from twenty best practices in Social Studies in order to analyze and construct a model of teacher leadership in history instruction. There are two parts in interview schedule; the first part is about the personal demography such as name and surname, age, current position, work experience(s), award(s), and attitude according to classroom instruction whereas the second part concerns Thai history study, teacher leadership, and teaching experience(s). Content analysis is used
in analyzing the international context of history instruction. According to the content analysis, related documents such as academic journals, articles, and related researches will be used to support and describe the importance of teacher leadership for history instruction.

**Research Findings**

As mentioned earlier that the research uses three parts of data to synthesize and analyze (content analysis) until achieving construction of a draft model, then a draft model is validated by the seven experts through the process of “connoisseurship”—or known as expert judgment—with the critiques to make a model becomes clearer and easier to understand. The result from connoisseurship procedure gives confidence that a model of teacher leadership in history instruction could be the best guideline for Thai history teachers who wish to improve leadership skills and other related skills. As a matter of fact, all components appeared in a model do not means that teachers are necessary to stand on the top of each component, but a model is going to guide the teachers that there are about sixteen components that they have to aware of and improve in order to achieve building effective instruction for Thai history study. As such, a completed model with the brief explanation is as follows;
Figure 5.1 A Model of Teacher Leadership in History Instruction

- **Learners' Self-Fulfillment Improvement (Wisdom)**
  - Emphasizing on learners' understanding, and the connection of knowledge (Development of Academic skill)
  - Emphasizing on learners' growth of virtue consciousness and the value of ethics and morality in mentality (Development of Superego)
  - Emphasizing on learners' interest, concentration, engagement, and effective learning process

- **Learners' Self Esteem Improvement (Patriotism)**
  - Emphasizing on learners' faith, motive, and internal drive for personal development

- **Learners' Self-Discipline Improvement (Responsible Citizenship)**
Brief Summary of A Model of Teacher Leadership in History Instruction

A model of teacher leadership in history instruction has a form of diagram, which has three layers in it. The center of diagram refers to teacher. Then, the layer next to the center of diagram (teacher) refers to the vision stage, which has four components namely; innovations, channels of communication, time, and social system. The second layer (next to the vision stage) is called “Basic improvement stage,” in which eight components appear as the first step of improvement of teacher. They are directive leadership, instructional leadership, emotional intelligence, student motivation, classroom management skill, transformational leadership, moral leadership, and critical thinking skill. The third layer (next to the basic improvement stage) is called “Advance improvement stage,” in which refers to another eight components connected to basic improvement stage. The eight components in advance improvement stage are participative leadership, interpersonal leadership, contingent leadership, transactional leadership, managerial leadership, charismatic leadership, global moral leadership, and post modern leadership. All dot lines appear within the diagram refer to the connection and relation of all components when teacher uses to deliver the knowledge to the learners.

The stage next to the diagram is called “areas of concentration,” which refers to the stage that teacher uses all of the skills from vision stage to advance improvement stage to deliver the knowledge from Thai history study contents to the learners. There are four areas of concentration that teacher is necessary to focus on, they are (1) emphasizing on learners’ understanding, and the connection of knowledge (which is the development of academic skill), (2) emphasizing on learners’ interest, concentration, engagement, and effective learning process, (3) emphasizing on learners’ faith, motive, and internal drive for personal improvement, and (4)
emphasizing on learners' growth of virtue consciousness and the value of ethics and morality (which refers to the development of superego). For the contents of Thai history study, it can be categorized into two aspects; history of events, and history of people. Thus, in the first area of concentration, teacher is necessary to use the skills according to the sixteen components to construct the effective instructional innovation and organize the classroom appropriately and systematically. Then, using the contents according to the history of events to make learners' interest and attention. Additionally, the advantage of history of events is to make learners feel excited with the causality and the chronicle of events. For the third area, teacher uses the contents according to the history of people to make learners appreciate the people's actions. In this sense, learners are able to imitate the ethical conduct, have a sense of morality in action because they would impress those people's stories while studying. And lastly, the most important issue, the fourth area of concentration, teacher uses both history of events and history of people to teach logically and integrate the contents of Thai history with the principles of ethics and morality in order to develop superego in learners' mind. Dot lines refer to the ability to connect and integrate with each other within the area.

The last stage next to the areas of concentration is called "Dynamics of learners' mobility," which reflects as the outcome of using the sixteen skills of teacher and Thai history study contents appropriately. There are four aspects of positive change in learners related to the four areas of concentration. As such, the first aspect of change from the first area of concentration results in the learners' self-fulfillment improvement. This aspect of change is called "wisdom" because the teacher's use of effective instructional innovation makes learners understand clearly about Thai history study contents and ready to apply knowledge in the real life. The second
aspect of change is that learners are able to improve “self-pride” and create
“nationalism” in their mind because of the teacher’s use of history of events. As the
history of events have the significance of national tradition and culture, arts, and
folkway that help learners have more awareness of nationalism or the pride of being
Thais. The third aspect of learners’ change is that the improvement of self-esteem and
having patriotism in their mind. It is because teacher uses history of people to teach
and explain logically, and guide learners to understand the meanings of people’s
actions. Then, they would increase the sense of patriotism continuously in their mind.
The last aspect of learners’ positive change is to improve “self-discipline” because
teacher uses both history of events and history of people along with the principles of
ethics and morality to teach systematically. It is result in having the sense of
“responsible citizenship” in learners’ mind at the end.

Discussion

A model of teacher leadership in history instruction has primary purpose to be
guideline for typical teachers in order to improve leadership skills and other important
skills (sixteen components appeared within the diagram) to suit with Thai history
study instruction. As mentioned earlier that the research focus on taking the
advantages from Thai history instruction to prepare learners to have awareness of
patriotism, nationalism, and also responsible citizenship along with the concentration
on enhancing academic skill of learners in order to build up the quality of being Thai
citizens in the long run. The purposes of focusing on Thai history study in this
research are; (1) Due to Her Majesty the Queen statement according to the students’
knowledge about Thai history is weak, and the contemporary education should give
an opportunity for students to enhance their perspectives about their own origin and
cultures, and (2) Unlike other courses, the contents appeared in Thai history study are able to make positive change in learners’ mind and behavior easily if teachers have distinctive vision, intention, well-preparation, well-instruction, well-communication, creation, and application. Teachers can insert several important issues according to the social skill and related (such as ethics and morality, critical thinking skill, and even other skills related to personal development, quality citizenship, and etc.) while teaching Thai history because the contents are flexible, it depends on how teachers teach and that influences directly to the learners at the end.

However, teacher leadership concerns directly with the power and influence, thus, to improve leadership skill in teachers, they are necessary to have basic understanding about the level of leadership (as appeared in Chapter 2, p. 35) first, in order to use the power and setting up the direction properly. The four levels of leadership describe the different traits and characteristics of the leaders. Teachers who are trying to improve their leadership skills are necessary to understand and able to apply those hierarchy of power appropriately to the students, and lead them to agree with the specific direction and willing to comply with teachers’ rules and regulations in classroom finally. The levels of leadership model—as described by Gibson & Pason (2003)—shown the four levels of leadership based on (a) the degree to which emphasizes positive change of regard for the common good and (b) the means by which leaders influence others to meet those ends. With using the four levels of leadership along with a model of teacher leadership in history instruction in classroom, teachers are able to apply the degree of power with the sixteen components appeared in the diagram properly. Gibson & Pason (2003) state that the most difficult challenge for leadership programs is not the development of specific skills, such as interpersonal communication, delegation, and conflict management. Rather, it is the
cultivation of attitudes and ethical codes that allows for the proper application of the common skills and talents developed by leadership programs. In great measure, the difficulty lies in the fact that these latter "competencies" require a degree of intellectual and emotional maturity that mere skill development does not. Thus, to enhance only leadership skills is not enough, but understanding the degree of power in each skill and its application is necessary for teachers in order to achieve the desired result of learners' development at the end. As such, teachers are necessary to improve leadership skills and relatives according to the sixteen components within the diagram along with an application skill in which to help teachers use their leadership skills and the degree of power intellectually and reach to the highest effectiveness of powerful instruction in classroom finally.

As mentioned that the research uses Rogers (2003) Diffusion of innovations theory as theoretical framework, it is something new for Thai education because Diffusion of innovations is widely use in business and marketing research, especially research on consumer behavior. When researcher check out for the use of Diffusion of innovations in educational research, there is a few research on education that use Diffusion of innovations in United States, and none of educational research that uses this theory in Thai education. Researcher deems that using Diffusion of innovations in educational research should make a good start for new perspective in Thai education and give some more interesting findings for the stakeholders in educational field.

In chapter 2, researcher provides the information named teaching history with film in the section of international context of history instruction, the content shown the path to utilize film—or historical film—in five aspects namely; (1) Using film to teach history, (2) Using film to develop empathy, (3) Using film to develop analytical or interpretive skills, (4) Using film to teach about controversial issues, and (5) Using
film to visualize the past and film as historical narrative in order to achieve highest effectiveness in using film for history study, but from researcher’s observation, Thai history teachers often use film as teaching material to support direct instructional approach in classroom, and this point conforms with the answer from many of best practices (during interview). Most of them said that teaching history is not easy, and many Thai history teachers often use film to elaborate the detail in the contents rather than utilizing file to interpret both content and context appeared in the detail of Thai history and give learners an opportunity to share their own opinion and value according to Thai history and its significance. Thus, to achieve the desire result of learners’ development according to the National Education Act of B.E. 2542 and Core curriculum of B.E. 2551, Thai history teachers are necessary to make clearer understand about using film to develop empathy, using film to develop analytical or interpretive skills, and also using film to teach about controversial issues along with developing their own instructional innovations at all time.

Recommendations

Regarding to the results of the study, there are several recommendations that supports the enhancement of teaching Thai history study. This part will be separated into two issues (recommendations for further study, and recommendations for practice) as follows;

Recommendations for further study

1. With using Rogers’ Diffusion of innovation theory as a theoretical framework of the study, the conclusion and a model of teacher leadership in history instruction would rely on the specific theory. Thus, the further
study may conduct by using other theoretical framework to make it more vary and deviate from this study.

2. The study aims at constructing a model of teacher leadership in history instruction with the primary purpose of being the base for the future researches. The study specified only Thai history study in which the researcher insists that it is the first step of Thai social reformation. The further study may focus on other courses to uplift the academic standard in Thai educational curriculum, too.

3. There is still having less awareness among Thai people about the importance of Thai history study and the social reformation. The further study may conduct in various aspects of Thai history study. The end product of each research would stimulate the perception among the academicians, politicians, educational policy makers, educational leaders, teachers, students, parents, and those who concern with this to produce a good attitude towards Thai history study among themselves and transfer to others until it becomes the social awareness finally.

4. There are so many issues in Thai history study and social reformation that needs to research more in order to make Thai educational curriculum structure becomes more effective and produce desired outcomes. For example, the development of Thai history study in the curriculum, a model of educational leadership in conducting the policy for Thai history study, a model of student leadership for the effective learning in Thai history study, etc. The further study might using these examples as key idea to explore
the importance of Thai history study and uplift the standard of Thai history instruction in the future.

5. The research focuses only on the teacher leadership in history instruction, so the further study may focus on other issues that concern with Thai history study, for example, the leadership in policy makers, the student leadership, or parent leadership in supporting Thai history instruction to helps promoting the importance and the existence of Thai history study in Thai curriculum.

6. This research was conducted by using Qualitative approach and used the content analysis as a methodology. The further study may use other methods to analyze the data collected such as using Quantitative approach and descriptive statistics to analyze the data, or using Multiple approach which use both content analysis and descriptive statistics to analyze the data and produce the end products of the researches.

7. The further study may use different population and samples to gather the different data and that enable the wider range of the research on Thai history study. The difference in population and samples means the difference of data gathered and the further study would enable the different outcome. Then, the key idea might be different, and that would be vary in implementation, too.

8. To make highest effectiveness in teaching Thai history study which aims at creating patriotism, nationalism, and responsible citizenship among students, teachers are not only be the key persons to reach the goals, so parent leadership is another key issue to promote the success in teaching
Thai history study. Researcher deems that the further study should concentrate on “Parent Leadership” in order to help teachers and students reach the desired goals finally.

9. After the researcher had an opportunity to participate and observe many teachers in “teaching demonstration”, researcher found out that the great teacher is not only to teach students the contents in lesson plan on time, but they do need to understand students’ background, feeling, behavior, and concentration in order to motivate students in classroom. Such a basic psychology that helps teachers to approach the students’ perception and know how to treat and inspire the students while teaching in classroom, but teachers are not only teachers, they are somehow being psychologists and analysts while teaching in classroom. That is another important task for teachers to improve their teaching performance. The further study might concentrate on teacher leadership and teaching psychology that helps teachers understand more of the context of teaching rather than focusing on using direct instructional approach in classroom.

Recommendations for practice:

1. The content of Thai history study should not only teach the events happened in the past, but the duties of the king and H.M. royal guidance should be included as a major part in the unit plan and lesson plan. This makes students—as young generations—learns the assiduity and perseverance of the kings to develop a country and improve Thai people’s quality of life, which able to enhance the sustainable patriotism and nationalism to Thai society in the long run.
2. The moral duty and obligation of Thai citizenship should appear in the unit plan and lesson plan of Thai history study as another major part in order to promote responsible citizenship in Thai society. Students are able to understand more of their obligations and behave in the right way while living in Thai society. For example, the basic citizen regulations, public laws, and election laws.

3. The process of critical thinking skill in students is much complicated. To develop the curriculum, unit plan, and even lesson plan for Thai history study, it might need the academicians, historians, psychologists, and educational leaders work together in order to design the effective curriculum and instructional techniques which support enhancing the critical thinking skill for students.
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APPENDIX A

LETTERS OF REQUEST

Letters of request are the letters that issued by Graduate School of Education, Assumption University. The letters were signed by Dr. Sangob Laksana, Dean of School of Education and sent to twenty best practices in Social Studies. The letters were issued on February 7th, 2011 and content of the letters are about to inform twenty best practices (as interviewees) that the researcher—as a student who is studying Doctor of Philosophy in Educational Leadership program, Assumption University—is conducting dissertation and looking for the information from twenty best practices in Social Studies, give some information according to the main purpose of the research, and ask for the permission to collect the data by interview them. There are twenty letters of request that have been sent to twenty best practices in Social Studies as an introduction from Graduate School of Education, Assumption University to twenty best practices in Social Studies who awarded by Office of National Education Commission (ONEC). The letters were conducted in Thai language.
APPENDIX A

LETTERS OF REQUEST

Letters of request are the letters that issued by Graduate School of Education, Assumption University. The letters were signed by Dr. Sangob Laksana, Dean of School of Education and sent to twenty best practices in Social Studies. The letters were issued on February 7th, 2011 and content of the letters are about to inform twenty best practices (as interviewees) that the researcher—as a student who is studying Doctor of Philosophy in Educational Leadership program, Assumption University—is conducting dissertation and looking for the information from twenty best practices in Social Studies, give some information according to the main purpose of the research, and ask for the permission to collect the data by interview them.

There are twenty letters of request that have been sent to twenty best practices in Social Studies as an introduction from Graduate School of Education, Assumption University to twenty best practices in Social Studies who awarded by Office of National Education Commission (ONEC). The letters were conducted in Thai language.
มหาวิทยาลัยอัสสัมชัญ
ASSUMPTION UNIVERSITY

7 กุมภาพันธ์ 2554

เรื่อง ขอความอนุเคราะห์ข้อมูลเพื่อการวิจัย

เรียน นายนัฐฎาพิทักษ์ จอมไหทัย

คู่มือตั้งชื่อกลุ่มสาระสังคมศึกษาของสำนักงานคณะกรรมการการศึกษาแห่งชาติ

เนื่องด้วย นายปริยัติ ชุติมั่น นักศึกษาหลักสูตรวิชาการหลักสูตรศึกษาธิการบัณฑิต สาขาวิชาการผู้นำทางการศึกษา มหาวิทยาลัยอัสสัมชัญ อยู่ระหว่างการทำวิทยานิพนธ์เรื่อง "A Model of Teacher Leadership in History Instruction" โดยมี รองศาสตราจารย์ ดร. สุทธิพงษ์ ภูริพนธุ์ เป็นอาจารย์ที่ปรึกษา ทั้งนี้ นักศึกษาโครงต้องขอความอนุเคราะห์ข้อมูลเพื่อการทำวิทยานิพนธ์ โดยได้แนบข้อมูลด้านสำหรับการสอบถามข้อมูลจากบทเรียนและบันทึกต่อไป

ขอให้มุ่งมั่นสรรพสิทธิ์ในชีวิตการเรียนการสอนทางวิชาประวัติศาสตร์ไทย ไม่เว้นแต่ลูกค้าท่านจะสนใจและพัฒนาความสามารถเป็นผู้นำของครูผู้สอนให้มีทักษะการสื่อสารเพื่อปลูกฝังให้กับนักเรียนสามารถกระตุ้นการใช้ทักษะในการรวมตัวและพัฒนาสังคมไทยให้มีความเข้มแข็งที่มีความสามารถในการรับรู้ความรับผิดชอบต่อสังคม การเพิ่มพูนคุณธรรมจริยธรรมในสังคม รวมไปถึงการสร้างความเสถียรมนึงที่ดีในชาติ สำนักงานคณะกรรมการสอนวิชาประวัติศาสตร์ไทยมีความสำคัญตามพระราชานุกรมีเป็นเฉลิมพระเกียรติพระบาทสมเด็จพระปรเมนทรมหา สมเด็จพระเจ้าอยู่หัว ปี พุทธศักราช 2551 ในวันที่ 20 สิงหาคม 2551 ณ ศาลผู้พิพากษาชั้นต้น เพื่อให้เกิดประโยชน์ต่อประชาชนและเป็นที่พึ่งความยากจนให้แก่เยาวชนรุ่นหลังสืบไป

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่าน หากท่านประสงค์จะทราบรายละเอียดเพิ่มเติม กรุณาติดต่อประสานงานกับนักศึกษาโดยตรงได้ที่หมายเลขโทรศัพท์ 081-828-1191

ขอแสดงความนับถือ

(คร. สมบัติ ลัทธิไทย)

คอมมิวนิตี้วิชาการหลักสูตรศึกษาศาสตร์
มหาวิทยาลัยอัสสัมชัญ

บัณฑิตวิชาการหลักสูตรศึกษาศาสตร์
โทรศัพท์ 02-3004553 ต่อ 3718, 3610
โทรสาร 02-3004143
ครูตั้งสมชายกลุ่มสาระสังคมศึกษาของสำนักงานคณะกรรมการการศึกษาแห่งชาติ

เนื่องด้วย นางประทีต ชูดิมาน นักศึกษาหลักสูตรวิทยาศาสตรบัณฑิต สาขาวิชาประ

ผู้นำทางการศึกษา มหาวิทยาลัยอัสสัมชัญ อยู่ระหว่างการทำวิทยานิพนธ์เรื่อง "A Model of Teacher
Leadership in History Instruction" โดยมี รองศาสตราจารย์ ดร. สุวิทย์ ภูญญพันธุ์ เป็นอาจารย์
ที่ปรึกษา ทั้งนี้ นักศึกษาได้ร่วมความคุณค่าของผลงานเพื่อการทำวิทยานิพนธ์ โดยได้แนว
ข้อมูลค้านมสำคัญการส่งงานเพื่อเก็บเนื้อสิ่งนี้ต่อไป

ข้อมูลดังกล่าวนี้นำไปในการพัฒนาปรับปรุงการเรียนการสอนภาควิชาประวัติศาสตร์
ไทย โรงเรียนสังกัดกรุงเทพมหานครและพัฒนาการความเป็นผู้นำของครูสอนให้มีพื้นที่เวลา
มากขึ้น เพื่อปลูกฝังให้เกิดการมีส่วนร่วมผู้บริการในการร่วมสร้างและพัฒนาสังคมไทย ให้
มีความเข้มแข็งทั้งในด้านการเป็นพลเมืองที่มีความรับผิดชอบทางสังคม การเพิ่มพูนคุณธรรมจริยธรรม
ในสังคม รวมไปถึงการสร้างความสามารถเลือกของคนในชาติ ผ่านการเตรียมการสอนภาควิชา
ประวัติศาสตร์ไทยอันมีความสำคัญตามพระราชทานในสมัยพระบาทสมเด็จพระจุลจอมเกล้า
จุลินาท เมื่อวันที่ 12 สิงหาคม 2551 ณ ศาลฎีกา ถือว่าท่านผู้นำอาวิชชาประวัติศาสตร์ไทยกลับมาสอน
เพื่อให้เกิดประโยชน์ต่อประชาชนและปลูกฝังความรักชาติให้กับเยาวชนรุ่นหลังสืบไป

จึงเรียนมาเพื่อขอความอนุเคราะห์ช่วยท่าน และหากประสงค์จะทราบรายละเอียด
เพิ่มเติม กรุณาติดต่อสำนักงานกันที่ศึกษาโดยตรงได้ที่หมายเลขโทรศัพท์ 081-828-1191

ขอแสดงความนับถือ

(ดร. สยาม ลำภู)
รองศาสตราจารย์
คณะศิลปศาสตร์
มหาวิทยาลัยอัสสัมชัญ

บัณฑิตวิทยาศาสตร์ศึกษาศาสตร์
โทรศัพท์ 02-3004553 ต่อ 3718, 3610
โทรสาร 02-3004143
เรื่อง ขอความอนุเคราะห์ข้อมูลเพื่อการวิจัย
เรียน นายกิตติพันธ์ ทองดี พึง

มีรายการส่งสิ่งของมาเพื่อความที่ท่านต้องการ

เนื่องด้วย นายประจิต ชูกิจพันธ์ นักศึกษาหลักสูตรปริญญาตรีปีที่ 3 สาขาวิชาศึกษา ผู้นำการศึกษา มหาวิทยาลัยอัสสัมชัญ ยุติวาระการทำการวิทยานิพนธ์เรื่อง "A Model of Teacher Leadership in History Instruction" โดยมี รองศาสตราจารย์ ดร. สุพัทธ์ ภูริภูญพันธุ์ เป็นอาจารย์ที่ปรึกษา ทั้งนี้ นักศึกษาได้ขอความอนุเคราะห์ข้อมูลและสิ่งของเพื่อการทำการวิทยานิพนธ์ โดยได้แนบ ข้อมูลด้านสามส่วนประกอบสำหรับการส่งสิ่งของมาพร้อมกับหนังสือเบื้องต้นไว้ด้วย

ข้อมูลดังกล่าวจะนำไปใช้ในการพัฒนาปรับปรุงการเรียนการสอนภาษาไทยในโรงเรียนสังกัดกรุงเทพมหานครและพัฒนาทักษะความเป็นผู้นำของครูผู้สอนให้มีศักยภาพมากขึ้น เพื่อปลูกฝังให้นักเรียนสามารถกระบวนการมีบทบาทในการร่วมสร้างและพัฒนาสังคมไทย ให้มีความเข้มแข็งทั้งในด้านการเป็นพลเมืองที่มีความรับผิดชอบต่อสังคม การเพิ่มพูนคุณธรรมจริยธรรมในสังคม รวมไปถึงการสร้างความสมานสามัคคีของคนในชาติ ผ่านการเรียนการสอนภาษาไทยประเทศไทยยังมีความสำคัญที่จะกระทำให้ยิ่งต่อไปเพราะเป็นสิ่งที่ทรงพลังตรึงถึงชาติ ทรงบรรลุขั้นนั้น เมื่อวันที่ 12 สิงหาคม 2551 ณ ศาลาศิลปสภา เนื่องจากนักเรียนภาษาไทยกลับมาสอน เพื่อให้เกิดประโยชน์ต่อประเทศชาติและปลูกฝังความภักดีให้แก่เยาวชนรุ่นหลังสืบไป

จึงเรียนมาเพื่อขอความอนุเคราะห์พิจารณา และหากประสงค์จะทราบรายละเอียดเพิ่มเติม กรุณาติดต่อประสานงานกับนักศึกษาโดยตรงได้ที่หมายเลขโทรศัพท์ 081-828-1191

ขอแสดงความนับถือ

[ลายชื่อ]

(ดร. สงก. ลักษณะ)

ดนตรีบัณฑิตศึกษาอัสสัมชัญ

มหาวิทยาลัยอัสสัมชัญ

บ้านพัฒนาภัยลัยศึกษาศาสตร์

โทร. 02-3004553 ต่อ 3718, 3610

โทรสาร 02-3004143
เรื่อง  ขอความอนุเคราะห์ข้อมูลเพื่อการวิจัย
เรียน  นางพิชญา  กordova

ครูต้นแบบทางกลุ่มสาระสังคมศึกษาของสำนักงานคณะกรรมการการศึกษาแห่งชาติ

เนื่องด้วย นางประสม  คุณมั่น  นักศึกษาหลักสูตรปริญญาบัณฑิต สาขาวิชาการ
ผู้ทำทางการศึกษา มหาวิทยาลัยอัสสัมชัญ อยู่ระหว่างการทำวิทยานิพนธ์เรื่อง "A Model of Teacher
Leadership in History Instruction" โดยมี รองศาสตราจารย์ ดร. สุทธิ์  ภาษู จุณฑ์พันธุ์ เป็นอาจารย์
ที่ปรึกษา  ทั้งนี้ นักศึกษาต้องขอความอนุเคราะห์ข้อมูลภายใต้การทำการวิทยานิพนธ์ โดยได้แนบ
ข้อมูลคำถามสำหรับการดำเนินงานมาพร้อมกับหนังสือบันทึกดังนี้

ข้อมูลดังกล่าวจะนำไปใช้ในการพัฒนาปรับปรุงการเรียนการสอนภาษาประวัติศาสตร์
ไทย ในโรงเรียนสังกัดกระทรวงศึกษาและพัฒนาการความสามารถเป็นผู้นำของครูผู้สอนให้มีศักยภาพ
มากขึ้น เพื่อปลูกฝังให้นักเรียนสามารถนำการที่มีในการเรียนรู้และพัฒนาต่อได้ต่อไป
ให้มีความสามารถเข้าใจให้ได้ผลการเป็นไปตามที่มีความเข้าใจขององค์กรที่ต้องต้องส่งผลต่อ
การเพิ่มพูนความสามารถในเรื่องใดส่งผลในโรงเรียนสังกัดกระทรวงศึกษา}

รายละเอียดการร่างความเสนอมาต้องการของงานศึกษาที่ผ่านการเรียนการสอนภาษาประวัติศาสตร์ไทยใน
โรงเรียนสังกัดโรงเรียนสังกัดกระทรวงศึกษาเป็นไปตามที่เราต้องการส่งผลดังกล่าว
เมื่อวันที่ 12 สิงหาคม 2551 ณ ศาลหลักฐานดังกล่าว เกี่ยวกับการนำเอาวิทยาการประวัติศาสตร์ไทยกลับมาสอน
เพื่อให้เกิดประโยชน์ต่อประเทศชาติและปลูกฝังความรักชาติให้แก่เยาวชนรุ่นหลังต่อไป


จึงเรียนมาเพื่อขอความอนุเคราะห์พิจารณา และหากประสงค์จะทราบรายละเอียด
เพิ่มเติม กรุณาติดต่อประสานงานกับนักศึกษาโดยตรงได้ที่หมายเลขโทรศัพท์ 081-828-1191

ขอแสดงความนับถือ

(ดร.  สำนักงาน)

คณะผู้ดำเนินการวิทยาลัยศึกษาศาสตร์
มหาวิทยาลัยอัสสัมชัญ

บันทึกวิทยาลัยศึกษาศาสตร์
โทรศัพท์ 02-3004553 ต่อ 3718, 3610
โทรสาร 02-3004143
7 ฤศกคม 2554

เรื่อง  ขอความอนุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุ้
มหาวิทยาลัยมหิดล
ASSUMPTION UNIVERSITY

ที่ คพ. 006/2554

7 กุมภาพันธ์ 2554

เรื่อง ขอความอนุเคราะห์ช่วยเหลือเพื่อการวิจัย

เรียน นายประทัด สุทธิศิลป์

ครูผู้แทนทางกลุ่มสาระศึกษาของสำนักงานคณะกรรมการการศึกษาแห่งชาติ

เนื่องด้วย นายปรัมล อัษฎินันท์ นักศึกษาหลักสูตรปริญญาตรีปีที่ 3 สาขาวิชาภาษา

ศิลปะ มหาวิทยาลัยมหิดล อยู่ระหว่างการทำวิทยานิพนธ์เรื่อง "A Model of Teacher Leadership in History Instruction" โดยมี รองศาสตราจารย์ ดร. สุพิพัทธ์ กฤษณพันธ์ เป็นอาจารย์

ที่ปรึกษา ทั้งนี้ นักศึกษาโดยขอความอนุเคราะห์ของสัมภาษณ์เพื่อการทำวิทยานิพนธ์ โดยได้แจ้ง

ข้อมูลการสัมภาษณ์มาพร้อมกับหนังสือบันทึกลง

ข้อมูลดังกล่าวจะช่วยในการพัฒนาปรับปรุงการเรียนการสอนภาษาไทย ได้รับการสนับสนุนจากทาง

มหาวิทยาลัยมหิดล เพื่อช่วยเหลือในการสัมภาษณ์ในเรื่องต่าง ๆ ได้แก่

การเตรียมความพร้อมในการสัมภาษณ์ การเตรียมความพร้อมในการสัมภาษณ์ เพื่อให้เกิดประโยชน์ต่อประเทศชาติและสู่ความรักชาติให้เกิดประโยชน์ต่อ

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่าน และหากประสงค์จะทราบรายละเอียด

เพิ่มเติม กรุณาติดต่อประสานงานกับนักศึกษาโดยตรงได้ที่หมายเลขโทรศัพท์ 081-828-1191

ขอแสดงความนับถือ

(ดร. สุพิพัทธ์)

กนภ. สพร. พี. มหิดล

มหาวิทยาลัยมหิดล

บัณฑิตวิทยาลัยศึกษาศาสตร์

โทรศัพท์ 02-3004553 ต่อ 3718, 3610

โทรสาร 02-3004143
เรื่อง  ขอความอนุเคราะห์ข้อมูลเพื่อการวิจัย
เรียน  น.สุนทการ สมกุล

คุณด.อ. ท่านท่านผู้มีอำนาจในการจัดทำงานและรวบรวมข้อมูลที่ท่านมี

เนื่องด้วย นพ.ปราโมช จุติมันตร์ ต.ท.ائد หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาการ

การศึกษาหลักสูตรปรัชญาดุษฎีบัณฑิต อยู่ระหว่างการท้าทายวิทยานิพนธ์เรื่อง "A Model of Teacher
Leadership in History Instruction" โดยมี รองศาสตราจารย์ ดร. สุพัทธ์ กาญจนพันธุ์ เป็นอาจารย์

ที่ปรึกษา ทั้งนี้ ต้องการขอความอนุเคราะห์ข้อมูลของท่านผู้มีอำนาจในการท้าทายวิทยานิพนธ์ โดยได้แนบ

ข้อมูลคำถามสำหรับการสัมภาษณ์หรือข้อมูลที่ท่านมีให้เรียบร้อยแล้ว

ขอข้อมูลดังกล่าวจะนำไปใช้ในการพัฒนาปรับปรุงการเรียนการสอนภาษาไทยประวัติศาสตร์

ไทย ในการสอนแก่ทั้งหลักสูตรพยาบาลศาสตร์และพยาบาลการท้าทายเป็นผู้นำในการขับเคลื่อนให้มีคุณภาพ

มากขึ้น เพื่อให้เรียนสามารถเข้าใจและมีโอกาสในการแสดงออกและพัฒนาสังคมไทย ให้มี

ความเข้มแข็งทั้งในด้านการเป็นผู้นำอย่างมีความรู้ledgeด้วยตัวเอง การที่จะสนุนคุณธรรมจริยธรรม

ในสังคม รวมไปถึงการสร้างความสมบูรณ์แบบคือคุณคัดฐานสำคัญ สำหรับการสอนภาษาไทย

ประวัติศาสตร์ไทยยังมีความสำคัญ เพื่อเตรียมความพร้อมทางวิชาการสำหรับนักเรียนที่มีความสามารถ

ในทางวิชาการผ่านการสอบสัมภาษณ์วิชาการ ผ่านการวิเคราะห์ความสำเร็จของท่านผู้มีอำนาจในการจัดการ

ประวัติศาสตร์ไทยที่มีความสำเร็จทางวิชาการได้เทคโนโลยีและแนวคิดที่มีประสิทธิผล

ในแผนที่ 12 สิงหาคม 2551 ณ มหาวิทยาลัยพะเยา ที่ท่านผู้มีอำนาจในการจัดการประวัติศาสตร์ไทยกลับมาสอน

เพื่อให้เกิดประโยชน์ต่อประเทศชาติและหลักฐานความรักชาติให้เกิดประโยชน์ต่อสังคมไทย

จึงเรียนมาเพื่อขอความอนุเคราะห์ความรู้ความเข้าใจ เพื่อที่จะมีการติดต่อประสานงานกับท่านผู้มีอำนาจในการจัดการประวัติศาสตร์ไทยที่มีความสามารถ

ขอแสดงความนับถือ

[ลายเซ็น]

(ผ. สระ ลักษณะ)

คณะบัณฑิตวิทยาลัยศึกษาศาสตร์

มหาวิทยาลัยอัสสัมชัญ

บัณฑิตวิทยาลัยศึกษาศาสตร์

โทร. 02-3004553 ค. 3718, 3610

โทรสาร 02-3004143
ที่ คธ. 006/2554

7 กุมภาพันธ์ 2554

เรื่อง ขอความอนุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุ�
 datum: 06/2554

7 กุมภาพันธ์ 2554

เรื่อง ขออนุญาตความข้อมูลเพื่อการวิจัย

เรียน นางสาวลักษณ์ รอดพล

ขอคุณและท่านทั้งหลายส่งความคิดเห็นของสำนักงานคณะกรรมการการศึกษาแห่งชาติ

เนื่องด้วย นายประทิน ชูติมันน์ ผู้อำนวยการศึกษา มหาวิทยาลัยอัสสัมชัญ ยุ่งเรื่องการทำวิทยานิพนธ์เรื่อง "A Model of Teacher Leadership in History Instruction" โดยมี รองศาสตราจารย์ ดร. สุภิṣฐ์ กานจนพักตร์ เป็นอาจารย์ที่ปรึกษา ทั้งนี้ ผู้ศึกษาขอให้ความอนุญาตระหว่างข้อมูลที่จะทำการทำวิทยานิพนธ์ โดยได้แนบข้อมูลคำขอสำหรับการสัญญาณการร่วมกันหลักสูตรดังนี้

ขออนุญาตที่จะนำไปใช้ในการพัฒนาการปรับปรุงการเรียนการสอนทางวิชาประวัติศาสตร์ไทยในโรงเรียนสังกัดกรุงเทพพลาเครื่องและพื้นที่การเรียนการสอนเป็นผู้นำของข้อมูลที่ได้จากภาพรวม ที่จะส่งให้กับผู้ที่ได้รับการเรียนการสอนที่เป็นผลจากการวิจัยนี้ที่มีความยุติคือผลลัพธ์ การเพิ่มพูนคุณธรรมวิชาการในสังกัด รวมไปถึงการสร้างความมุ่งมั่นของคนในชาติ ผ่านการเรียนการสอนทางวิชาประวัติศาสตร์ไทยวัยมaturityตามพระราชาสาขาวิทยาลัยในสมเด็จพระเจ้าอยู่หัวอภิชิทธิ์ พระบรมราชินีนาถ เมื่อวันที่ 12 สิงหาคม 2551 ณ ศาลฎีกาที่ 1 ที่เกี่ยวกับการนำเสนอวิชาประวัติศาสตร์ไทยกลับมานำ ให้ได้รับประโยชน์ต่อประเทศไทยและปลดฝุ่นความรักชาติให้แก่เยาวชนรุ่นหลังเสียไป

จึงเรียนมาเพื่อขอความอนุญาตความข้อมูลว่าจะทำตามที่ได้ขอให้ที่มาและที่ต้องการ 081-828-1191

ขอแสดงความนับถือ

(ดร. สมบ ลักษณ์)

คณะศึกษาธิการวิทยาลัยศึกษาศาสตร์
มหาวิทยาลัยอัสสัมชัญ

บันทึกวิทยาลัยศึกษาศาสตร์
โทร. 02-3004553 ต่อ 3718, 3610
โทรสาร 02-3004143
เรื่อง ขอความอนุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุ้
เรียน นางสาววรรณ สิริขันภู

ครูดีแบบทางกลุ่มสาระสังคมศึกษาของสำนักงานคณะกรรมการการศึกษาแห่งชาติ

เนื่องด้วย นายประมีต ชูติมทศ ผู้อำนวยการกลุ่มศูนย์ปริญญาครูปฏิบัติ สำนักวิชาการผู้

นำทางการศึกษา มหาวิทยาลัยอัสสัมชัญ อยู่ระหว่างการทำวิทยานิพนธ์เรื่อง "A Model of Teacher

Leadership in History Instruction" โดยมี รองศาสตราจารย์ ดร. สุทัศน์ ภัยฐานพันธุ์ เป็นอาจารย์

ที่ปรึกษา ทั้งนี้ นักศึกษาขอร้องความอนุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุุ้

ขอแสดงความนับถือ

(ดร. สวัสดิ์ ลังเจน)

คณะบัณฑิตศึกษาวิทยาลัยศึกษาศาสตร์
มหาวิทยาลัยอัสสัมชัญ

บัณฑิตศึกษาวิทยาลัยศึกษาศาสตร์
โทรศัพท์ 02-3004553 ต่อ 3718, 3610
โทรสาร 02-3004143
มหาวิทยาลัยอัสสัมชัญ
ASSUMPTION UNIVERSITY

ที่ พ. 006/2554

7 ถูมกาฬพันธ์ 2554

เรื่อง ขอความอนุเคราะห์ข้อมูลเพื่อการวิจัย
เรียน นางสุภาพร พหลพา

กรุณาติดระบบกลุ่มสาระสังคมศึกษาของสำนักงานคณะกรรมการการศึกษาแห่งชาติ

เพื่อถ่ายเข้า นายประหยัด ชูติมันตร นักศึกษาหลักสูตรปริญญาตรีปีที่ 2 สาขาวิชาการ
ผู้นำทางการศึกษา มหาวิทยาลัยอัสสัมชัญ อยู่ระหว่างการทำวิทยานิพนธ์เรื่อง “A Model of Teacher
Leadership in History Instruction” โดยมี รองศาสตราจารย์ ดร. สุพิทย์ กาญจนพันธุ์ เป็นอาจารย์
ที่ปรึกษา ทั้งนี้ นักศึกษาโครงความอนุเคราะห์ข้อมูลในกรณีเพื่อการทำวิทยานิพนธ์ โดยได้แนบ
ข้อมูลตามล่าสุดของการล่าสุดมาพร้อมงบแผนงบประมาณต่อไปนี้

ข้อมูลที่ต้องการจะนำไปใช้ในการพัฒนายุศปริญญาเอกการสอนภาษาอังกฤษ
ไทย ในโรงเรียนสังกัดกรุงเทพมหานครและพัฒนาความเป็นผู้นำของครูผู้สอนให้มีสภาพ
บวก เช่น เพื่อปลูกให้ครูเรียนสามารถระบายการมีบทบาทในการร่วมสร้างและพัฒนาสังคมไทย ให้
มีความเข้มแข็งทั้งในด้านการเป็นผลลัพธ์ที่มีความรับผิดชอบต่อสังคม การพัฒนาคุณธรรมจริยธรรม
ในสังคม รวมไปถึงการสร้างความสนับสนุนทั้งของคนในชาติ ผ่านการเรียนการสอนภาษาอังกฤษ
ประถมศึกษาไทยอันมีความสำคัญทางประวัติศาสตร์เป็นผลลัพธ์พระนาจาปิรี พระWSTRธุษณราชา
เมื่อวันที่ 12 สิงหาคม 2551 ณ ศาลสภาเดิม ในกว้างที่กรุงเทพฯ เกี่ยวกับการนำเอาสถิติประถมศึกษาไทยกลับมาสอน
เพื่อให้เกิดประโยชน์ต่อประเทศชาติและปูถมความรักชาติให้แก่เยาวชนรุ่นหลังสืบไป

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่าน และหากประสงค์จะทราบรายละเอียด
เพิ่มเติม กรุณาติดต่อกับสำนักงานนักศึกษาโดยตรงได้ที่หมายเลขโทรศัพท์ 081-828-1191

ขอแสดงความนับถือ

(ดร. สมบ ลักษณะ)
คณบดีวิทยาลัยสังคมศึกษาศาสตร์
มหาวิทยาลัยอัสสัมชัญ

บัณฑิตวิทยาลัยสังคมศาสตร์
โทร. 02-3004553 ต่อ 3718, 3610
โทรสาร 02-3004143
เรื่อง  ขอความอนุเคราะห์ข้อมูลเพื่อการวิจัย
เรียน  นางลักษณา สายบริการ

ครูด้านแบบทางกลุ่มสาระสังคมศึกษาของสำนักงานคณะกรรมการการศึกษาแห่งชาติ

เนื่องด้วย  นายประหยัด ชูทิมสิริ นักศึกษาหลักสูตรปริญญาศุภกุศลปัญจคัต สาขาวิชาการ
ผู้ประกอบการศึกษา มหาวิทยาลัยอัสสัมชัญ อยู่ระหว่างการทำวิทยานิพนธ์เรื่อง "A Model of Teacher
Leadership in History Instruction" โดยมี รองศาสตราจารย์ ดร. สุทธิ์ กาญจนพันธุ์ เป็นอาจารย์
ที่ปรึกษา ทั้งนี้ นักศึกษารองขอความอนุเคราะห์ข้อมูลการนักเรียนเพื่อการทำวิทยานิพนธ์ โดยได้แนบ
ข้อมูลคำถามสำหรับการสัมภาษณ์พร้อมกับหลักฐานฉบับหนึ่ง

ข้อมูลดังกล่าวนำมาใช้ในการพัฒนาปรับปรุงการเรียนการสอนวิชาประวัติศาสตร์
ไทย ไม่ว่าเรียนสากลหรือกรุยกลที่มหาวิทยาลัยและพัฒนาการความเป็นผู้นำของครูผู้สอนให้มีคุณภาพ
มากขึ้น เพื่อปลูกฝังให้นักเรียนสามารถสร้างระบบการมีบทบาทในการร่วมสังคมและพัฒนาสังคมไทย ให้มี
ความเข้มแข็งทั้งในด้านการเป็นพลเมืองที่มีความรับผิดชอบต่อสังคม การเพิ่มพูนคุณธรรมจริยธรรม
ในสังคม รวมไปถึงการสร้างความสามัคคีของคนในชาติ ผ่านการเรียนการสอนวิชาประวัติศาสตร์ไทยอันมีสิ่งสำคัญที่
พระกาฬศานนท์ในสมเด็จพระนางเจ้าสิริกิติ์ พระบรมราชินีนาถ
เมื่อวันที่ 12 สิงหาคม 2554 ณ ศาลากลางจังหวัด เพื่อให้กับการนำเอาวิชาประวัติศาสตร์ไทยกลับมาสอน
เพื่อให้เกิดประโยชน์ต่อประเทศชาติและปลูกฝังความรักชาติให้แก่เยาวชนรุ่นหลังหลีสปิริต

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่าน และหากประสงค์จะทราบรายละเอียด
เพิ่มเติม กรุณาติดต่อประสานงานกับนักศึกษาโดยตรงได้ที่หมายเลขโทรศัพท์ 081-828-1191

ขอแสดงความนับถือ

(ดร. สมย ลักษณา)

คณบดีปริญญาเอกศึกษาศาสตร์

มหาวิทยาลัยอัสสัมชัญ

บัณฑิตวิทยาลัยศึกษาศาสตร์
โทร. 02-3004553 ต่อ 3718, 3610
โทรศั้น 02-3004143
มหาวิทยาลัยมธ.สังกัดมหาวิทยาลัยมธุราชาศรี

ที่ ณ. 006/2554
7 กุมภาพันธ์ 2554
เรื่อง ขอความอนุเคราะห์ข้อมูลเพื่อการวิจัย
เรียน นางสาวทันติ์ วิเศษกัล

ครูผู้สอนทางด้านสาระศึกษาของสำนักงานคณะกรรมการการศึกษาแห่งชาติ

เนื่องด้วย นายประเสริฐ ชูคณัฐ นักศึกษาหลักสูตรปริญญาตรี สาขาวิชาวิทยาศาสตร์ การค้า มหาวิทยาลัยมธุราชาศรี อยู่ระหว่างกำรวิทยานิพนธ์เรื่อง "A Model of Teacher Leadership in History Instruction" โดยมี รองศาสตราจารย์ ดร. สุทธิ์ ภูญจักรพันธุ์ เป็นอาจารย์ที่ปรึกษา ทั้งนี้ นักศึกษาต้องมีความมุ่งมั่นที่ขอข้อมูลเพื่อการวิจัยนี้ โดยได้แนบชื่อสั่งการจัดการนิพนธ์มาพร้อมกับหนังสือฉบับนี้ด้วย

ขอให้ช่วยส่งไปในกิจกรรมการบันทึกข้อมูลเกี่ยวกับรายละเอียดการติดต่อกับผู้เชี่ยวชาญในด้านการศึกษาของมหาวิทยาลัยมธุราชาศรีในเรื่อง "A Model of Teacher Leadership in History Instruction"

ขอแสดงความนับถือ

(ดร. สุทธิ์ ภูญจักรพันธุ์)

คณะบังคับทางวิทยาศาสตร์การค้า
มหาวิทยาลัยมธุราชาศรี

บัณฑิตวิทยาลัยศึกษาศาสตร์
โทรศัพท์ 02-3004553 ต่อ 3718, 3610
โทรสาร 02-3004143

เรื่อง ขอความอนุเคราะห์ข้อมูลเพื่อการวิจัย
เรียน นายวิชัย คำทอง

ครุฑาที่เห็นถึงการส่งเสริมศักยภาพของนักเรียนและกระบวนการการศึกษาแห่งชาติ

เนื่องด้วย นายประยุทธ์ ซึ่งมั่น นักศึกษาหลักสูตรปริญญาดุษฎีบัณฑิต สาขาวิชาการ
ที่มีการศึกษา มหาวิทยาลัยอัสสัมชัญ อยู่ระหว่างการทำวิทยานิพนธ์เรื่อง “A Model of Teacher Leadership in History Instruction” โดยมี รองศาสตราจารย์ ดร. สุพิทักษ์ กาญจนพันธุ์ เป็นอาจารย์
ที่ปรึกษา ทั้งนี้ นักศึกษาได้ขอความอนุเคราะห์ข้อมูลเพื่อการการทำวิทยานิพนธ์ โดยได้แนบ
ข้อมูลคำถามสำหรับการสัมภาษณ์มาพร้อมกับหนังสือฉบับนี้ด้วย

ข้อมูลต่างๆเหล่านี้จะนำไปใช้ในการพัฒนาปรับปรุงการเรียนการสอนในสภาคณาจารย์
ไทย ในรองเรื่องสำคัญของกิจกรรมผ่านการและพัฒนาการความเป็นผู้นำของครูผู้สอนให้มีศักยภาพ
มากขึ้น เพื่อสู่ก้าวให้ได้เรียนสามารถกระทำเปิดตัวในการร่วมสร้างและพัฒนาสังคมไทย ให้มี
ความเข้มแข็งทั้งในส่วนการเปิดเผยถึงที่มีความรับผิดชอบต่อสังคม การเพิ่มพูนคุณธรรมจริยธรรม
ในสังคม รวมไปถึงการสร้างความสัมพันธ์สมัยคัดของคนในชาติ ผ่านการเรียนการสอนในสภาคณาจารย์
ไทยในอนาคตไทยยังมีความสัมพันธ์ตามพระราชวิสุทธิ์ในขณะเดิมพระบาทเจ้าลิทธิศักดิ์ พระมหาชินิวนาถ
เมื่อวันที่ 12 สิงหาคม 2551 ณ ตลาดวังผา เกียรติบัตรการเข้าวิจัยสภาคณาจารย์ไทยกลับมาสอน
เพื่อให้เกิดประโยชน์ต่อประเทศและภูมิปัญญาธิคชาติให้เกิดการร่วมมืออย่างต่อเนื่องไป

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่าน และหากประสงค์จะทราบรายละเอียด
เพิ่มเติม กรุณาติดต่อประสานงานกับนักศึกษาโดยตรงได้ที่หมายเลขโทรศัพท์ 081-828-1191

ขอแสดงความนับถือ

(ดร. สม. สุพิทักษ์)
คณบดีนิทรรศการอาสาพิทักษ์ฯ
มหาวิทยาลัยอัสสัมชัญ

บัณฑิตวิทยาลัยศึกษาศาสตร์
โทร. 02-3004553 ต่อ 3718, 3610
โทรสาร 02-3004143
7 ถูกผ่าน 2554

เรื่อง  ขอความอนุเคราะห์ข้อมูลเพื่อการวิจัย

เรียน  นางสาวกมภาพร รัตนไชย

คุณจัดทำท้องถิ่นสังคมศึกษาของสำนักงานคณะกรรมการการศึกษาแห่งชาติ

เนื่องด้วย  นายประทัศ  ธุฒิมนต์  ผู้กิจการสังคมศึกษา มหาวิทยาลัยอัสสัมชัญ อยู่ระหว่างการที่วิทยานิพนธ์เรื่อง "A Model of Teacher Leadership in History Instruction" โดยมี รองศาสตราจารย์ ดร. สุพัทธ  กาญจนพันธุ์ เป็นอาจารย์ที่ปรึกษา ทั้งนี้  นักศึกษานำข้อมูลความอนุเคราะห์ของสังคมศึกษาเพื่อการที่วิทยานิพนธ์ โดยได้แนบข้อมูลสำหรับการจัดทำแผนมาพร้อมกับหนังสือฉบับนี้ด้วย

ข้อมูลดังกล่าวจะนำไปใช้ในการพัฒนาปรับปรุงการเรียนการสอนภาควิชาประวัติศาสตร์ไทย ในโรงเรียนสังคมศึกษา กรุงเทพฯ ธนาคารและพัฒนาการความเป็นผู้นำของครูผู้สอนให้มีคุณภาพมากขึ้น เพื่อปลูกฝังให้นักเรียนสามารถรับรู้การที่มีบทบาทในการร่วมสังคมและพัฒนาสังคมไทย ให้มีความเข้มแข็งที่ในการปั้นพลเมืองที่มีความรับผิดชอบต่อสังคม การเพิ่มพูนคุณธรรมจริยาธรรมในสังคม รวมไปถึงการสร้างความสามัคคีของคนในชาติ ผ่านการเรียนการสอนภาควิชาประวัติศาสตร์ไทยยังมีความสำคัญตามพระราชทานเมื่อปีเสด็จพระเจ้ากิจจานุเบกษาเมื่อวันที่ 12 สิงหาคม 2511 ณ ศาลฎีกาไทย และกฎหมายว่าด้วยการบริหารการวิทยาลัยอัสสัมชัญไทยกลับมาสอน เพื่อให้เกิดประโยชน์ต่อประเทศชาติและปลูกฝังความรักชาติให้แก่เยาวชนรุ่นหลังเรียนไป

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่าน และหากประสงค์จะทราบรายละเอียดเพิ่มเติม กรุณาติดต่อประสานงานกับนักศึกษาโดยตรงได้ที่หมายเลขโทรศัพท์ 081-828-1191

ขอแสดงความนับถือ

(ดร. สบ ลักษณะ)

คณะนิเทศวิทยาลัยศึกษาศาสตร์
มหาวิทยาลัยอัสสัมชัญ

บัณฑิตวิทยาลัยศึกษาศาสตร์
โทร. 02-3004553 ต่อ 3718, 3610
โทรศัทร. 02-3004143
ครูมั่นคง ที่ 006/2554

เรื่อง ขอความอนุเคราะห์ข้อมูลเพื่อการวิจัย

เรียน นางประณี ประเสริฐดิล

ครูมั่นคงยืนยันจากผลการตรวจสอบของส่วนงานคณะและการมีการศึกษาแห่งชาติ

เนื่องด้วย นางประณี ผู้เป็นผู้ประสานงานบุคคลศาสตร์ฯ มีสิทธิ์ในการขอความอนุเคราะห์ข้อมูลเพื่อทำการวิจัย ดังนี้

ขอให้ทางกรุณาให้ข้อมูลที่เกี่ยวกับเรื่องวิชาการที่เกี่ยวข้องในการวิจัย

ขอแสดงความนับถือ

(ดร. สุภัทร ลัทธะ)

คณะบริหารธุรกิจ

มหาวิทยาลัยอัสสัมชัญ

หมายเหตุ: ขอขอบคุณที่ตอบรับขั้นตอนนี้

บันทัศน์ทางกายภาพ

โทร. 02-3004553 ต่อ 3718, 3610
โทรสาร 02-3004143
7 ภูมิภาค 2554

เรื่อง  ขอความอนุเคราะห์ช่วยเหลือในการวิจัย

เรียน  นางสาวพร มุ่งผิว

ครูผู้สอนจากกลุ่มสาระคณิตศาสตร์ของสำนักงานคณะกรรมการการศึกษาแห่งชาติ

เนื่องจาก นางปรยัสร์ ชรีมั่น นักศึกษาหลักสูตรปริญญาดุษฎีบัณฑิต สาขาวิชาการ ผู้พิการทางการศึกษา มหาวิทยาลัยอัสสัมชัญ อยู่ระหว่างการทำวิทยานิพนธ์เรื่อง "A Model of Teacher Leadership in History Instruction" โดยมี รองศาสตราจารย์ ดร.สุพิทย์ ภูมิพัฒน์ เป็นอาจารย์ที่ปรึกษา ทั้งนี้ นักศึกษาได้ขอความอนุเคราะห์ของส่วนงานเพื่อดำเนินการทำวิทยานิพนธ์ โดยได้แนบ ข้อมูลค่าทรายสำหรับการส่งง่ายส่งครั้งถึงกับเห็นเรื่องนี้ดังนี้

ข้อมูลดังกล่าวจะนำมาใช้ในการพัฒนาปรับปรุงการเรียนการสอนภาคเรียนประถมศึกษา ไทย ในโรงเรียนแลกเปลี่ยนคณิตศาสตร์และพัฒนาการเรียนการสอนผู้พิการของครูผู้สอนให้มีคียบภาพมากขึ้น เพื่อปลุกให้เกิดการเรียนรู้ภาคบังคับในกลุ่มของนักเรียน และการพัฒนาคุณธรรมจริยธรรมในสังคม รวมไปถึงการสร้างความสุขสมานสัมพันธ์ของคนในชาติ ผ่านการเรียนการสอนภาคเรียนประถมศึกษาไทยอย่างมีความสุขและมีความสนใจอย่างมีสมดุลทางมานทางเจ้าวิทยีติ พระบรมราชานุเคราะห์ เมื่อวันที่ 12 สิงหาคม 2551 ณ คลังศิลปินที่ 1 เกียรติการณ์ศึกษาประถมศึกษาไทยและกล้ามล้มเหลวหรือเจ้าหน้าที่ที่เกี่ยวข้องต้องเป็นไปอย่างมีความสุขสมานสัมพันธ์ของคนในชาติ ผ่านการเรียนการสอนภาคเรียนประถมศึกษาไทยอย่างมีความสุขและมีความสนใจอย่างมีสมดุลทางมานทางเจ้าวิทยีติ พระบรมราชานุเคราะห์ เมื่อวันที่ 12 สิงหาคม 2551 ณ คลังศิลปินที่ 1 เกียรติการณ์ศึกษาประถมศึกษาไทยและกล้ามล้มเหลวหรือเจ้าหน้าที่ที่เกี่ยวข้องต้องเป็นไปอย่างมีความสุขสมานสัมพันธ์ของคนในชาติ ผ่านการเรียนการสอนภาคเรียนประถมศึกษาไทยอย่างมีความสุขและมีความสนใจอย่างมีสมดุลทางมานทางเจ้าวิทยีติ พระบรมราชานุเคราะห์ เมื่อวันที่ 12 สิงหาคม 2551 ณ คลังศิลปินที่ 1 เกียรติการณ์ศึกษาประถมศึกษาไทยและกล้ามล้มเหลวหรือเจ้าหน้าที่ที่เกี่ยวข้องต้องเป็นไปอย่างมีความสุขสมานสัมพันธ์ของคนในชาติ ผ่านการเรียนการสอนภาคเรียนประถมศึกษาไทยอย่างมีความสุขและมีความสนใจอย่างมีสมดุลทางมานทางเจ้าวิทยีติ พระบรมราชานุเคราะห์ เมื่อวันที่ 12 สิงหาคม 2551 ณ คลังศิลปินที่ 1 เกียรติการณ์ศึกษาประถมศึกษาไทยและกล้ามล้มเหลวหรือเจ้าหน้าที่ที่เกี่ยวข้องต้องเป็นไปอย่างมีความสุขสมานสัมพันธ์ของคนในชาติ ผ่านการเรียนการสอนภาคเรียนประถมศึกษาไทยอย่างมีความสุขและมีความสนใจอย่างมีสมดุลทางมานทางเจ้าวิทยีติ พระบรมราชานุเคราะห์ เมื่อวันที่ 12 สิงหาคม 2551 ณ คลังศิลปินที่ 1 เกียรติการณ์ศึกษาประถมศึกษาไทยและกล้ามล้มเหลวหรือเจ้าหน้าที่ที่เกี่ยวข้องต้องเป็นไปอย่างมีความสุขสมานสัมพันธ์ของคนในชาติ ผ่านการเรียนการสอนภาคเรียนประถมศึกษาไทยอย่างมีความสุขและมีความสนใจอย่างมีสมดุลทางมานทางเจ้าวิทยีติ พระบรมราชานุเคราะห์ เมื่อวันที่ 12 สิงหาคม 2551 ณ คลังศิลปินที่ 1 เกียรติการณ์ศึกษาประถมศึกษาไทยและกล้ามล้มเหลวหรือเจ้าหน้าที่ที่เกี่ยวข้องต้องเป็นไปอย่างมีความสุขสมานสัมพันธ์ของคนในชาติ ผ่านการเรียนการสอนภาคเรียนประถมศึกษาไทยอย่างมีความสุขและมีความสนใจอย่างมีสมดุลทางมานทางเจ้าวิทยีติ พระบรมราชานุเคราะห์ เมื่อวันที่ 12 สิงหาคม 2551 ณ คลังศิลปินที่ 1 เกียรติการณ์ศึกษาประถมศึกษาไทยและกล้ามล้มเหลวหรือเจ้าหน้าที่ที่เกี่ยวข้องต้องเป็นไปอย่างมีความสุขสมานสัมพันธ์ของคนในชาติ ผ่านการเรียนการสอนภาคเรียนประถมศึกษาไทยอย่างมีความสุขและมีความสนใจอย่างมีสมดุลทางมานทางเจ้าวิทยีติ พระบรมราชานุเคราะห์ เมื่อวันที่ 12 สิงหาคม 2551 ณ คลังศิลปินที่ 1 เกียรติการณ์ศึกษาประถมศึกษาไทยและกล้ามล้มเหลวหรือเจ้าหน้าที่ที่เกี่ยวข้องต้องเป็นไปอย่างมีความสุขสมานสัมพันธ์ของคนในชาติ ผ่านการเรียนการสอนภาคเรียนประถมศึกษาไทยอย่างมีความสุขและมีความสนใจอย่างมีสมดุลทางมานทางเจ้าวิทยีติ พระบรมราชานุเคราะห์ เมื่อวันที่ 12 สิงหาคม 2551 ณ คลังศิลปินที่ 1 เกียรติการณ์ศึกษาประถมศึกษาไทยและกล้ามล้มเหลวหรือเจ้าหน้าที่ที่เกี่ยวข้องต้องเป็นไปอย่างมีความสุขสมานสัมพันธ์ของคนในชาติ ผ่านการเรียนการสอนภาคเรียนประถมศึกษาไทยอย่างมีความสุขและมีความสนใจอย่างมีสมดุลทางมานทางเจ้าวิทยีติ พระบรมราชานุเคราะห์ เมื่อวันที่ 12 สิงหาคม 2551 ณ คลังศิลปินที่ 1 เกียรติการณ์ศึกษาประถมศึกษาไทยและกล้ามล้มเหลวหรือเจ้าหน้าที่ที่เกี่ยวข้องต้องเป็นไปอย่างมีความสุขสมานสัมพันธ์ของคนในชาติ ผ่านการเรียนการสอนภาคเรียนประถมศึกษาไทยอย่างมียาได้ที่หน่วยเลขโทรศัพท์ 081-828-1191

ขอแสดงความนับถือ

(ดร. สุมพสิทธ แสงม่วง)
คณบดีนักศึกษาศึกษาศาสตร์
มหาวิทยาลัยอัสสัมชัญ

บัณฑิตวิทยาลัยศึกษาศาสตร์
โทร. 02-3004553 ต่อ 3718, 3610
โทรสาร 02-3004143
เรื่อง ขอความอนุเคราะห์ข้อมูลเพื่อการวิจัย
เรียน นางสิริมา กลิ่นกุษา

คุณตัวแทนทางกลุ่มสาระคณิตศาสตร์ของสำนักงานคณะกรรมการการศึกษาแห่งชาติ

เนื่องด้วย นายประภัสร์ ชุติมันต์ ผู้ช่วยศาสตราจารย์ นักศึกษาหลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาภาษาผู้แทนทางสำนักงานชั้นสูง มหาวิทยาลัยอัสสัมชัญ อยู่ระหว่างการทำวิทยานิพนธ์เรื่อง "A Model of Teacher Leadership in History Instruction" โดยมี รองศาสตราจารย์ ดร. สุพิชญ์ กาญจนพันธ์ ป้ายอาจารย์ที่ปรึกษา ทั้งนี้ นักศึกษาให้ข้อมูลเฉพาะทางคำขอเรียนสำนักงานวิจัยเพื่อการทำการวิจัยนั้น โดยได้แนบข้อมูลคำถามสำหรับการสัมภาษณ์เพื่อประกอบผลตอบนี้ด้วย

ข้อมูลดังกล่าวจะนำไปใช้ในการพัฒนาปรับปรุงการเรียนการสอนทางวิชาประวัติศาสตร์ไทย ไว้ในเรียเล็กดังกล่าวจะให้ทุกحسابทางคณิตศาสตร์และพัฒนาความสามารถเป็นผู้นำของครูผู้สอนให้มีทักษะพื้นฐาน เพื่อปูพื้นฐานให้สอดคล้องรายระได้การสอนตามที่สำนักงานการร่วมสร้างและพัฒนาสังคมไทย ให้มีความเข้มแข็งทั้งในด้านการเป็นพลเมืองที่มีความรับผิดชอบต่อสังคม การเสริมสร้างคุณธรรมจริยธรรมในสังคม รวมไปถึงการสร้างความสามารถพัฒนาคณิตศาสตร์ในชาติ สำนักงานการสอนทางวิชาประวัติศาสตร์ไทยยังมีความสัมพันธ์อยู่ตามพระราชบัญญัติพระราชาศึกษาไทยในสมัยพระยาจั้นชิวิท พระวรราชทินาย เมื่อวันที่ 12 สิงหาคม 2551 ณ ศาลากลางจังหวัด เยี่ยมกับการนำเสนอวิชาประวัติศาสตร์ไทยกลับมาสอน เพื่อให้เกิดประโยชน์ต่อประเทศชาติและปุถุชนความรักชาติให้แก่เยาวชนรุ่นหลังสืบไป

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่าน และหากประสงค์จะทราบรายละเอียดเพิ่มเติม กรุณาติดต่อประสานงานกับหน่วยงานโดยตรงได้ที่หมายเลขโทรศัพท์ 081-828-1191

ขอแสดงความนับถือ

(ดร. สพ. ลักษณ์)
คณบดีบัณฑิตวิทยาลัยศึกษาศาสตร์
มหาวิทยาลัยอัสสัมชัญ

บัณฑิตวิทยาลัยศึกษาศาสตร์
โทร. 02-3004553 ต่อ 3718, 3610
โทรสาร 02-3004143
ข้อมูลหลักกำลังจะนำไปใช้ในการพัฒนาการปรับปรุงการเรียนการสอนทางวิชาประวัติศาสตร์ไทย โรงเรียนหลังกล่าวที่มีความสนใจและพัฒนาการเรียนการสอนจากผู้นำอาจจะมีผลต่อภาพลักษณ์เพื่อปลูกฝังให้นักเรียนสามารถมีการเข้าร่วมสร้างและพัฒนาสังคมไทย ให้มีความเข้มแข็งในด้านการเป็นพลเมืองที่มีความรับผิดชอบต่อสังคม การเพิ่มพูนคุณธรรมจริยธรรมในสังคม รวมไปถึงการสร้างความมั่นคงเสถียรคดีของคนในชาติ ผ่านการเรียนการสอนทางวิชาประวัติศาสตร์ไทยอันมีความสัมพันธ์กับพระพุทธศาสนาเป็นส่วนสำคัญของประวัติศาสตร์ พระพุทธชินราช เมื่อวันที่ 12 สิงหาคม 2551 ณ ศาลากลางจังหวัดสุรินทร์ เที่ยงกับการต้อนรับวีรบุรุษประวัติศาสตร์ไทยกลับมาลงสอน เพื่อให้เกิดประโยชน์ต่อประเทศชาติและปลูกฝังความภูมิภาคตั้งใจเป็นการรุ่นหลังสืบไป

จึงเรียนแทนพ่อคุณขอความอนุเคราะห์จากท่าน และหากประสงค์จะทราบรายละเอียดเพิ่มเติม กรุณาติดต่อประสานงานกับนักศึกษาได้ที่หมายเลขโทรศัพท์ 081-828-1191 ขอแสดงความนับถือ

(ดร. งนง ลักษณะ)
คณะกรรมการวิชาที่ศึกษาศาสตร์
มหาวิทยาลัยอัสสัมชัญ

บันทึกการอ่านวิชาศึกษาศาสตร์
โทร. 02-3004553 คอล. 3718, 3610
โทรสาร 02-3004143
ขอแสดงความนับถือ

(ดร. สม. ลักษณะ)

cณิตศิณัตถิวิทยาลัยศึกษาศาสตร์

มหาวิทยาลัยอมสิทธิ์

บัณฑิตวิทยาลัยศึกษาศาสตร์

โทรศัพท์ 02-3004553 ค. 718, 3610

โทรสาร 02-3004143
APPENDIX B

LETTERS OF ACCEPTANCE

Letters of acceptance are the letters that signed by twenty best practices in Social Studies to certify that the researcher received all data from them and translate the data from Thai to English correctly. The letters of acceptance are very important to role as the evidence that ensure “validity” and “reliability” of the research. They were also conducted in Thai language with the reason to make interviewees (twenty best practices in Social Studies) understand all of the contents appeared in the letters clearly. Twenty best practices in Social Studies were signed their names to approve the correction of data after received and checked up on the paraphrase of data to affirm the rightness of data for the research finally.
เรื่อง การรับรองการให้ข้อมูลเพื่อการทำวิทยานิพนธ์
เรียน คณะกรรมการตรวจสอบวิทยานิพนธ์

ข้าพเจ้า นาย บุญเพ็ญ จอมใจภาย คู่ด้วยบทบาทกลุ่มสาระสังคมศึกษาของสำนักงานคณะกรรมการการศึกษาแห่งชาติ (ONEC) ขอรับรองว่าได้มีการให้ข้อมูลสัญญาณแก่ นายสมบัติ ชุติพันธ์ ผู้ศึกษาหลักสูตรปริญญาดุษฎีบัณฑิตสาขาวิชาการพยากรณ์การศึกษา มทร.กรุงเทพฯ สำนักงานวิจัยเพื่อการเข้าร่วมการศึกษา สำนักงานปลัดกระทรวงศึกษาธิการ และมีการยื่นคำขอข้อมูลสัญญาณ ให้สำนักงานวิจัยเพื่อการเข้าร่วมการศึกษา สำนักงานปลัดกระทรวงศึกษาธิการ สำนักงานวิจัยเพื่อการเข้าร่วมการศึกษา สำนักงานปลัดกระทรวงศึกษาธิการ และมีการยื่นคำขอข้อมูลสัญญาณ ให้สำนักงานวิจัยเพื่อการเข้าร่วมการศึกษา สำนักงานปลัดกระทรวงศึกษาธิการ สำนักงานปลัดกระทรวงศึกษาธิการ และมีการยื่นคำขอข้อมูลสัญญาณ ให้สำนักงานวิจัยเพื่อการเข้าร่วมการศึกษา สำนักงานปลัดกระทรวงศึกษาธิการ

จึงเรียนมาเพื่อทราบ

[ลายมือ]

(นาย บุญเพ็ญ จอมใจภาย)
เรื่อง การรับรองการทำข้อมูลเพื่อการทำวิทยานิพนธ์
เรียน คณะกรรมการตรวจสอบวิทยานิพนธ์

ขอเรียน นาง ฉลาด ทองทิพย์ คุณก้าวต่างทางกลุ่มสาระศึกษาของสำนักงาน
คณะกรรมการศึกษาแห่งชาติ (ONEC) ขอรับรองว่าได้มีการทำให้ข้อมูลลิขสิทธิ์นั้นแล้ว นายประดิษฐ์
ชูติมานนท์ ผู้ศึกษาหลักสูตรปริญญาดุษฎีบัณฑิตสาขาภาษาประวัติศาสตร์มหาวิทยาลัยฮิวเวิร์ต
เพื่อนำไปใช้การทำวิทยานิพนธ์จริง และมีการขอความได้ยินเห็นจากท่านได้พิจารณา
สมควรที่จะให้ใช้ข้อมูลดังกล่าวเพื่อใช้เพื่อการสอบผลงานวิจัยของนักศึกษาตามล่าดับ
ต่อไป

จึงเรียนมาเพื่อทราบ

ขอแสดงความนับถือ

(นาง ฉลาด ทองทิพย์)
7 เมษายน 2554

เรื่อง  การรับรองการให้ข้อมูลเพื่อการทบทวน
เรียน  คณะกรรมการตรวจสอบวิทยานิพนธ์

นักศึกษา นาย กิตติพันธ์ ทองศิริ ได้รับการรับรองจากคณะกรรมการศึกษาแห่งชาติ (ONEC) ตามระเบียบว่าด้วยการให้ข้อมูลสัมภาษณ์แก่ นายประเสริฐ ชูติมานช์ ผู้ที่ได้รับการรับรองจากภาควิชาภาษาพระนคร สำนักงานคณะกรรมการศึกษาฯ มหาวิทยาลัยพยาบาลบรมราชชนนี เพื่อให้การทบทวนวิทยานิพนธ์ ซึ่งมีการบอกความได้ถูกต้องตามคำให้ สำนักงานทุกประการ ซึ่งข้อมูลดังกล่าวจะถูกนำไปใช้เพื่อการรวบรวมผลงานวิจัยของนักศึกษาตามลำดับ ต่อไป

จึงเรียนมาเพื่อทราบ

ขอแสดงความนับถือ

นาย กิตติพันธ์ ทองศิริ
เรื่อง การรับรองการให้ข้อมูลเพื่อการทำวิจัย
เรียน คณะกรรมการตรวจสอบวิจัย

ข้าพเจ้า นาง เพ็ญกฤตา ทองวารี คุณครูแบบทางกลุ่มสาระสังคมศึกษาของสำนักงานคณะกรรมการการศึกษาแห่งชาติ (ONEC) ขอรับรองว่าได้มีการให้ข้อมูลล้มละลายแก่ นายประทิต ชุติมันลน นักศึกษาหลักสูตรปริญญาตรีสาขาวิชาวิทยาการรัฐนักทางการศึกษา มทร.ทบ. ถูกสั่งขับเพื่อไม่ให้เข้าทำการทำวิจัยในงานวิจัยดังกล่าว และมีการกล่าวความได้ถูกต้องตามคำให้

สัมภาษณ์ทุกประการ ซึ่งข้อมูลดังกล่าวจะถูกนำไปใช้เพื่อการสรุปผลงานวิจัยของนักศึกษาตามลำดับ ต่อไป

จึงเรียนมาเพื่อทราบ

ขอแสดงความนับถือ

(นาง เพ็ญกฤตา ทองวารี)
เรื่อง  การรับรองการให้ข้อมูลเพื่อการทำวิทยานิพนธ์
เรียน  คณะกรรมการตรวจสอบวิทยานิพนธ์

ข้าพเจ้า  นาย วีระพงษ์ สอนสุวิทย์  ครุยืนแบบทางกลุ่มสาระสังคมศึกษาของสำนักงาน คณะกรรมการการศึกษาแห่งชาติ (ONEC)  ขอรับรองว่าได้มีการให้ข้อมูลสมภาษณ์แก่ นายประดิษฐ์ ชุติมันน์  นายศึกษาหลักสูตรบริหารงานดูงานเป็นผู้ช่วยศาสตราจารย์ ระดับชำนาญการพิเศษ สำนักงานการศึกษา มหาวิทยาลัยอัสสัมชัญ เพื่อนำไปใช้การทำวิทยานิพนธ์จริง และมีการถอดความได้ถูกต้องตามคำให้ ข้อมูลของทุกประการ ซึ่งข้อมูลดังกล่าวจะถูกนำไปใช้เพื่อการสรุปผลงานวิจัยของนักศึกษาตามลำดับ ต่อไป

จึงเรียนมาเพื่อทราบ

ขอแสดงความนับถือ

(นาย วีระพงษ์ สอนสุวิทย์)
เรื่อง การรับรองการให้ข้อมูลเพื่อการทาวิทยานิพนธ์
เรียน คณะกรรมการตรวจสอบวิทยานิพนธ์

ข้าพเจ้า นาย ประวัติ สุกใส คุณค่าแบบทางกลุ่มสารละลายคอมพิวเตอร์ของสำนักงาน
คณะกรรมการการศึกษาแห่งชาติ (ONEC) ขอรับรองว่าได้มีการให้ข้อมูลลักษณะนี้แก่ นายประวัติ
ชิดมัน นักศึกษาหลักสูตรวิทยาศาสตร์บัณฑิตสาขาวิชาการพยาธิการศึกษา
มหาวิทยาลัย(er)สมัยราชบุรี เพื่อนำไปใช้การทาวิทยานิพนธ์จริง และมีการแสดงความได้ถูกต้องตามคำให้
สัมภาษณ์ทุกประการ ซึ่งข้อมูลดังกล่าวจะถูกนำไปใช้เพื่อกำหนดผลงานวิจัยของนักศึกษาตามลำดับ
ต่อไป

จึงเรียนมาเพื่อทราบ

ขอแสดงความนับถือ

[ลงชื่อ]

(นาย ประวัติ สุกใส)
เรื่อง การรับรองการให้ข้อมูลเพื่อการทำวิทยานิพนธ์
เรียน คณะกรรมการตรวจสอบวิทยานิพนธ์

ข้าพเจ้า นาง สุพัตรา สมกัลลี ครูด้านแบบทางกลุ่มสาระสังคมศึกษาของสำนักงานคณะกรรมการการศึกษาแห่งชาติ (ONEC) ขอรับรองว่าได้มีการให้ข้อมูลลามภาษาแก่ นายปรีดี ชูดิษฐ์ นักศึกษาหลักสูตรปริญญาดุษฎีบัณฑิตสาขาวิชาภาษาอังกฤษ ผู้หน้าทางการศึกษามหาวิทยาลัยอัสสัมชัญ เพื่อนำไปใช้การทำวิทยานิพนธ์จริง และมีการติดตามความได้ถูกต้องตามคำให้ ลักษณะทุกประการ ซึ่งข้อมูลดังกล่าวจะถูกนำไปใช้เพื่อการสรุปผลงานวิจัยของนักศึกษาตามลำดับ ต่อไป

จึงเรียนมาเพื่อทราบ

ขอแสดงความนับถือ

(นาง สุพัตรา สมกัลลี)

19 ส.ค. 54
เรื่อง การรับรองการให้ข้อมูลเพื่อการวิทยานิพนธ์
เรียน คณะกรรมการตรวจสอบวิทยานิพนธ์

ข้าพเจ้า นาง วิรุฬห์ สารัตนกุล คู่ด้านแบบทางกลุ่มสาระสังคมศึกษาของสำนักงานคณะกรรมการการศึกษาแห่งชาติ (ONEC) ขอรับรองว่าได้มีการให้ข้อมูลด้านภาษาแก่ นายประมัต ชูติมาภรณ์ นักศึกษาหลักสูตรปริญญาดุษฎีบัณฑิตสาขาวิชาการระดับมัธยมศึกษาปลาย มหavisathan ถ้ำแย้ม ว่าได้ให้ข้อมูลด้านภาษาและภาษาต่างประเทศวิชาการสำนักงานการศึกษา มหาวิทยาลัยอัสสัมชัญ เพื่อนำไปใช้ในการทำวิทยานิพนธ์จริง ซึ่งข้อมูลดังกล่าวจะถูกนำไปใช้เพื่อการสรุปผลงานวิจัยของนักศึกษาตามลำดับต่อไป

จึงเรียนมาเพื่อทราบ

ขอแสดงความนับถือ

(นาง วิรุฬห์ สารัตนกุล)
เรื่อง การรับรองการให้ข้อมูลเพื่อการท้าวทานพาหนะ
เรียน คณะกรรมการตรวจสอบวิทยานิพนธ์

ข้าพเจ้า นางสาวลักษณ์ รอบเคล ครูตัวแทนทางกลุ่มสาระสังคมศึกษาของสำนักงานคณะกรรมการการศึกษาแห่งชาติ (ONEC) ขอรับรองว่าได้มีการให้ข้อมูลล้มบันทึกแก่ นายประยุทธ์ ชุติมันต์ นักศึกษาหลักสูตรวิทยาศาสตรบัณฑิตสาขาอักษรศาสตร์ ปีที่ 2 มหาวิทยาลัยอัสสัมชัญ เพื่อนำไปใช้การท้าวทานพาหนะ และมีการขอความได้ยินดีต่อมาทำให้สัมภาษณ์ถูกประกาศ ซึ่งข้อมูลดังกล่าวจะถูกนำไปใช้เพื่อการสรุปผลงานวิจัยของนักศึกษาตามลำดับต่อไป

จึงเรียนมาเพื่อทราบ

การแสดงความนับถือ

นางสาวลักษณ์ รอบเคล

(นางสาวลักษณ์ รอบเคล)
เรื่อง  การรับรองการให้ข้อมูลเพื่อการทําภารกิจพื้นที่
เรียน  คณะกรรมการตรวจสอบภารกิจพื้นที่

ข้าพเจ้า นาง สาวงวรรณ สังข์แก้ว  ครูด้านแบบทางกลุ่มสาระสังคมศึกษาของสํานักงาน
คณะกรรมการการศึกษาแห่งชาติ (ONEC) ขอรับรองว่าได้มีการให้ข้อมูลสังคมภักดี  นายประเสริฐ
ชุติมณฑ์ นักศึกษาหลักสูตรรัฐบาลบูรณาการศึกษาภาษา ผู้ทําการศึกษา
มหาวิทยาลัยอัสสัมชัญ เพื่อนําไปใช้ในการทําภารกิจพื้นที่จริง และมีการตรวจสอบได้ถูกต้องตามคําให
สัมภาษณทุกประการ ซึ่งข้อมูลดังกล่าวจะถูกนําไปใช้เพื่อการสรุปผลงานวิจัยของนักศึกษาตามลําดับ
ต่อไป

จึงเรียนมาเพื่อทราบ

ขอแสดงความนับถือ

(นาง สาวงวรรณ สังข์แก้ว)
เนื่อง  การรับรองการให้ข้อมูลเพื่อการทําริยาภัยพนักงาน
เรียน  คณะกรรมการตรวจสอบวัฒนธรรม

ข้าพร้อม นางสุภาพร พลเหลา  ครูรัตน์แบบทางกลุ่มสารละลายของสํานักงาน
คณะกรรมการการศึกษาแหงชาติ (ONEC) ขอรับรองว่าได้มีการให้ข้อมูลสําหรับกรณี  นายประหยัด
ชินตระนันตน นักศึกษาหลักสูตรปริญญาตรี สาขาวิชาภาษา ระยะผ่านทางการศึกษา
มหาวิทยาลัยอัสสัมชัญ เพื่อนำไปใช้การทําริยาภัยพนักงานจริง และมีการขอความได้ถูกต้องตามคําให้
ลูกภรรยาทุกประการ ซึ่งข้อมูลดังกล่าวจะถูกนำไปใช้เพื่อการสรุปผลงานวิจัยของนักศึกษาตามลําดับ
ต่อไป

จึงเรียนมาเพื่อทราบ

ขอแสดงความนับถือ

(นางสุภาพร พลเหลา)
เรื่อง การวันปองการให้ข้อมูลเพื่อการที่จะพัฒนาศิษย์
เรียน คณะกรรมการตรวจสอบวิทยานิพนธ์

ข้าพเจ้า นาง ลักษณา สายสรีมา ครูด้านแบบทางกลุ่มสาระสังคมศึกษาของสานักงาน คณะกรรมการการศึกษาแห่งชาติ (ONEC) ขอรับรองว่าได้มีการให้ข้อมูลด้วยภาษณ์ผ่าน นายประมุข ชูติสุนทร ผู้อำนวยการสุขภาพจิต ศูนย์การวิจัยด้านการศึกษา มหาวิทยาลัยอัสสัมชัญ เพื่อนำไปใช้ในการที่จะพัฒนาศิษย์จริง และมีการรอบคอบได้ถูกต้องตามคำให้ ลักษณะทุกประการ ซึ่งข้อมูลดังกล่าวจะถูกนำไปใช้เพื่อการสรุปผลงานวิจัยของนักศึกษาตามลำดับ ต่อไป

จึงเรียนมาเพื่อทราบ

ขอแสดงความนับถือ

(นาง ลักษณา สายสรีมา)
เรื่อง การรับรองการให้ข้อมูลเพื่อการศึกษาหัวหน้า
เรียน คณะกรรมการตรวจสอบวิทยานิพนธ์

ข้าพเจ้า นางสาว ทศมนัส วิเศษงาม ครูต้นแบบทางกลุ่มสาระสังคมศึกษาของสานักงาน
คณะกรรมการการศึกษาแห่งชาติ (ONEC) ขอรับรองว่าได้มีการให้ข้อมูลสัมภาษณ์แก่ นายประภัทร
ชูศิลป์ นักศึกษาหลักสูตรปรัชญาดุษฎีบัณฑิตสาขาประชากรศาสตร์ นักศึกษาหน่วยงานการศึกษา
มหาวิทยาลัยอัสสัมชัญ เพื่อนำไปใช้การวิทยานิพนธ์จริง และมีการตอบความได้ถูกต้องตามคำให้
สัมภาษณ์ทุกประการ ซึ่งข้อมูลดังกล่าวจะถูกนำไปใช้เพื่อการสรุปผลงานวิจัยของนักศึกษาตามลำดับ
ต่อไป

จึงเรียนมาเพื่อทราบ

ขอแสดงความนับถือ

(นางสาว ทศมนัส วิเศษงาม)
เรื่อง การรับรองการให้ข้อมูลเพื่อการทำวิทยานิพนธ์
เรียน คณะกรรมการตรวจสอบวิทยานิพนธ์

ข้าพเจ้า น. วิชัย หานุเคราะห์ ผู้ดําเนินงานคณะกรรมการศึกษาแห่งชาติ (ONEC) ขอรับรองว่าได้มีการให้ข้อมูลสิ่งมีชีวิตแก่ นายประทิพย์ ชูติมา นักศึกษาหลักสูตรปริญญาตรี บัณฑิตสาขาวิชาการระดับสูงจากมหาวิทยาลัยอัสสัมชัญ เพื่อนำไปใช้ในการทำวิทยานิพนธ์จริง และมีการสอบถามได้ถูกต้องตามคําให้

จึงเรียนมาเพื่อทราบ ขอแสดงความนับถือ

(นาย วิชัย หานุเคราะห์)
เรื่อง การวางระบบการให้ข้อมูลเพื่อการทำวิทยานิพนธ์
เรียน คณะกรรมการตรวจสอบวิทยานิพนธ์

ข้าพเจ้า นางสาว ชมพู เกิดภักดี ครูด้านแนวทางกลุ่มสารสนเทศศึกษาของสำนักงานคณะกรรมการการศึกษาแห่งชาติ (ONEC) ขอรับรองว่าได้มีการทำให้ข้อมูลสัมภาระณ์แก่ นายประยุทธ์ ชุติมิตร นักศึกษาหลักสูตรปรัชญาดุษฎีบัณฑิตสาขาวิชาการประยุกต์ทางการศึกษา มหาวิทยาลัยอัสสัมชัญ เพื่อนำไปใช้การทำวิทยานิพนธ์จริง และมีการขอความได้ยินค่อนคำกำาให้ล้ายถาญทุกประการ ซึ่งข้อมูลดังกล่าวจะถูกนำไปใช้เพื่อการสรุปผลงานวิจัยของนักศึกษาตามลำดับ ต่อไป

จึงเรียนมาเพื่อทราบ

ขอแสดงความนับถือ

[ลายเซ็น]

(นางสาว ชมพู เกิดภักดี)
7 เมษายน 2554

เรื่อง การรับรองการให้ข้อมูลเพื่อการทำวิทยานิพนธ์
เรียน คณะกรรมการตรวจสอบวิทยานิพนธ์

ข้าพเจ้า นาง ปราณี ประเสริฐเดช อยู่ในแบบทางกลุ่มสาระสังคมศึกษาของสำนักงานคณะกรรมการการศึกษาแห่งชาติ (ONEC) ขอร้องว่าให้มีการให้ข้อมูลขั้นพื้นฐานแก่ นายประทีป ชูติมานะ นักศึกษาหลักสูตรประจำปีดุษฎีบัณฑิตสาขาวิชาการประยุกต์ทางการศึกษา มหาวิทยาลัยอัสสัมชัญ เพื่อนำไปใช้การทำวิทยานิพนธ์จริง และมีการสอบความได้ถูกต้องตามคำาให้ สมภาษณ์ทุกประการ ซึ่งข้อมูลดังกล่าวจะถูกนำไปใช้เพื่อการสอบผลงานวิจัยของนักศึกษาตามลำดับ ต่อไป

จึงเรียนมาเพื่อทราบ

ขอแสดงความนับถือ

[ลายชื่อ]

*หมายเหตุ ปจจุบันได้เปลี่ยนชื่อเป็น นาง รัชกา ประเสริฐเดช แล้ว

[ลายชื่อ]

(นาง รัชกา ประเสริฐเดช)
เรื่อง การรับรองการให้ข้อมูลเพื่อการทบทวนพิเศษ
เรียน คณะกรรมการตรวจสอบวิทยานิพนธ์

ข้าพเจ้า นาง สาวพร มุ่งวัฒนา ครุภัณฑ์ทางกลุ่มสาระสังคมศึกษาของสำนักงาน คณะกรรมการการศึกษาแห่งชาติ (ONEC) ขอรับรองว่าได้มีการให้ข้อมูลลักษณะแก่ นายประทีป ชุติมั่นศรี นักศึกษาหลักสูตรปริญญาดุษฎีบัณฑิตสาขาวิชาการผู้นำทางการศึกษา มหาวิทยาลัยอัสสัมชัญ เพื่อนำไปใช้การทบทวนพิเศษครั้งแรก และมีการตอบความได้ถูกต้องตามคำให้ หลักฐานทุกประการ ซึ่งข้อมูลดังกล่าวจะถูกนำไปใช้เพื่อการสรุปผลงานวิจัยของนักศึกษาตามลำดับ ต่อไป

จึงเรียนมาเพื่อทราบ

ขอแสดงความนับถือ

(นาง สาวพร มุ่งวัฒนา)
เนื่อง การรับรองการให้ข้อมูลเพื่อการทํากิจวิทยาพิธี
เรียน คณะกรรมการตรวจสอบวิทยาพิธี

ข้าพเจ้า นาง สิริมา กลิ่นกุหลาบ ครูติมท้ายทางกลุ่มสาระสังคมศึกษาของสํานักงาน คณะกรรมการการศึกษาแห่งชาติ (ONEC) ขอกรุ๊ปนี้ได้มีการให้ข้อมูลสําหรับแผนภูมิ นายประкрат ชูติมท้าย นักศึกษาหลักสูตรปริญญาตรีบัณฑิตสาขาวิชาภาษาอังกฤษ ฝ่ายนักศึกษาการศึกษามหาวิทยาลัยอัสสัมชัญ เพื่อนําไปใช้ในการทํากิจวิทยาพิธีจริง และมีการขอความได้ดุจต้องความคําให้ สําคัญมากทุกประการ ซึ่งข้อมูลดังกล่าวจะถูกนําไปใช้เพื่อการสํารวจผลงานวิจัยของนักศึกษาตามลําดับ ต่อไป

จึงเรียนมาเพื่อทราบ

(นาง สิริมา กลิ่นกุหลาบ)
เวียง  การรับรองการให้ข้อมูลเพื่อการทบทวนผลวิทยานิพนธ์
เรียน  คณะกรรมการตรวจสอบวิทยานิพนธ์

ข้าพเจ้า  นาย สමเสริม ชูรักษ์  ครูด้านแบบทางกลุ่มสารสนเทศศึกษาของนักเรียน
คณะกรรมการกำกับดูแลศึกษาแห่งชาติ (ONEC) ขอรับรองว่าได้มีการให้ข้อมูลลักษณะนิพนธ์  นายประมุข
ชูดิษฐ์  นักศึกษาหลักสูตรปริญญาดุษฎีบัณฑิตสาขาวิชาการรัฐประหารทางการศึกษา
มหาวิทยาลัยอัสสัมชัญ เพื่อนำไปใช้การทบทวนวิทยานิพนธ์ครั้งแรก และมีการออกความได้ถูกต้องตามคำให้
สัมภาษณ์ทุกประการ ซึ่งข้อมูลต่างกล่าวจะถูกนำไปใช้เพื่อการสรุปผลการวิจัยของนักศึกษาตามลำดับ
ต่อไป

จึงเรียนมาเพื่อทราบ

ขอแสดงความนับถือ

(นาย สมเสริม ชูรักษ์)
เรื่อง การรับรองการให้ข้อมูลเพื่อการทบทวนวิทยานิพนธ์
เรียน คณะกรรมการตรวจสอบวิทยานิพนธ์

น้าพเจ้า นาง สุดารัตน์ ศุภเกศร ครูด้านแบบทางกลุ่มสาระสังคมศึกษาของสำนักงานคณะกรรมการการศึกษาแห่งชาติ (ONEC) ขอรับรองว่าได้มีการให้ข้อมูลสัมภาษณ์แก่ นายประเสริฐ ชูติมานคร นักศึกษาหลักสูตรปริญญาดุษฎีบัณฑิตสาขาวิชาבחירותทางการศึกษา มหาวิทยาลัยอัสสัมชัญ เพื่อนำไปใช้การทบทวนวิทยานิพนธ์วิจัย และมีการตอบคำถามถูกต้องตามคำให้สัมภาษณ์ทุกประการ ซึ่งข้อมูลดังกล่าวจะถูกนำไปใช้เพื่อการสรุปผลงานวิจัยของนักศึกษาตามลำดับค่อยไป

จึงเรียนมาเพื่อทราบ

ขอแสดงความนับถือ

(นาง สุดารัตน์ ศุภเกศร)

มหาวิทยาลัยอัสสัมชัญ

ASSUMPTION UNIVERSITY OF THAILAND

SINCE 1969

LABOR OMBIA
APPENDIX C

ANALYZING DATA USING DENDROGRAM

This part shows the result of data analyzing from interview protocol, dendrogram is to be used to analyze the data question by question. The first part, personal data, research would use dendrogram to analyze only the question 2, 3, and 5 whereas the second part (Diffusion of innovations), the researcher would analyze them all (fifteen questions) by using dendrogram. “Tally” is used as the counter of frequent answers that interviewees replied the same things; it appears as the number in parentheses at the back of the sentences. Only question 2 in part 1 (personal data) will not be used “tally” because the purpose of question, researcher intent to find out and summarize only the distinctive definition about best practices’ attitudes according to the instruction from the interviewees.
Dendrogram resulting for part 1: Personal data

2. Attitude towards instruction

--- Education and Instruction:

-- is the cultivation of virtue consciousness and potential development to learners

-- is the process of transferring knowledge to the students

-- must be well-organized with the purpose of the quality of students' growth

--- Good teachers must:

-- have well-preparation, well-planning, and well-understanding in curriculum, content of the course, and also the difference of learners

-- have faith in teaching, attempt to solve the problems according to the instruction to help building up students' learning process effectively

-- improve the instructional skill continuously, and attempt to make better change in students' attitude, and disciplinary

-- aim at students' growth with ethic and morality, and responsible citizenship as the main purpose of instruction

-- attempt to enhance the students' thinking process systematically and continuously

-- be a good model for students in light of the path for living in the society
3. Students’ expectation

- increasing learning skill through using instructional innovations and various learning activities (16)

- achieve the assessment (7)

- understand clearly the content of the course (5)

- having joy and fun while studying (5)

- able to apply knowledge they have studied to the real life (5)

- develop critical thinking/analytical thinking skill (2)

- able to connect the prior and new knowledge (2)

- study with effective teaching techniques that differ from other typical teachers (1)

- teachers’ kindness make a good classroom atmosphere (1)

- achieve in personality development/have a good discipline (1)
5. Importance of Thai history study

Important because:

- able to make better change in students' perception according to the value of
  Thainess (nationalism) (20)

- envision students to have "patriotism" (18)

- envision students to be able to know the origin of their race, and history of
  the ancestors (12)

- able to develop society in the future (6)

- able to know the evolution of a country (4)

- able to build up "responsible citizenship" for students (3)

- able to enhance the "cohesiveness and reconciliation" in Thai society (2)

- able to build up "rationalization" in students' thinking process (2)

- able to build up the "critical thinking skill" for the students (2)

- leads students to be able to have more awareness of virtue, ethics, and
  morality (2)

- leads students to be able to apply knowledge from the contents they have
  studied with the real life (1)
Dendrogram resulting for part 2: Diffusion of innovations

Innovations

1. The effectiveness of instructional innovations

- focus on students’ learning process, course objectives, and students’ achievement (11)

- focus on the development of students’ rationalization and critical thinking skill (5)

- focus on students’ ability to work with others (cooperative learning) (4)

- focus on making better change in students’ attitude according to the course and instructor(s) (2)

- focus on the students’ effective connection of prior and new knowledge (1)

- focus on students’ perception towards virtue, ethics, and morality (1)

- focus on building students’ love and pride in their own identity which can lead to enhance patriotism, and awareness of Thai value (1)

- focus on the development of students through following National Education Act of B.E. 2542 (1)

- focus on the quick understanding the contents of the course (1)
2 Factors affecting the construction of teaching plan

- teachers' ability to design the instructional innovations (7)
- teaching period (or class time) (7)
- policy from educational leaders/administrators (3)
- purposes of developing students' skills (3)
- the difference of learners (e.g., thinking skill, attitude, aptitude, and interest) (2)
- the need and expectation of stakeholders/community (2)
- teachers' obligations (not include the main obligation of teachers [teaching]) (2)
- course curriculum (e.g., course objectives, contents, and assessments) (1)
- the prior skill of students (1)
- students' behaviors (1)
- instructional devices using for integration in classroom (1)
3. The connection of prior and new knowledge

- using various questions and assessments (14)
  - through pre-test (8)
  - through individual reports (6)
  - through worksheets (5)
  - through students' observation sheet (4)
  - through individual interview (4)
  - through project assessment sheet (3)
  - through attitude assessment sheet (1)
  - through peer evaluation (1)
  - through stakeholders evaluation (1)

- using various learning activities (7)
  - through group works (4)
  - through other activities (not specified) (3)

- using integration with other contents (3)
- using mind-mapping (1)
- using teaching techniques (1)
- using media (1)
4. The characteristics of leadership for teaching Social Studies and Thai history study

- to transfer the ethics and morality effectively to the learners, teachers must have a highly awareness of moral mind and ethical conduct first (Moral leadership) (14)

- instruction is the main task of all teachers, so they are necessary to improve their instructional skill at all time (Instructional leadership) (13)

- teachers always face with the unexpected problems in the classroom, thus they should be able to control their emotions wisely in order not to interrupt learners’ effective learning process (Emotional intelligence) (10)

- a good teacher should be able to make better change in learners and encourage them to work at best (Transformational leadership) (9)

- a good teacher always deal with the acceptance of all difference point of views (Postmodern leadership) (5)

- communication is the key of transferring knowledge to the learners, so teachers should have highly communication skill, both verbal and non-verbal communication (Interpersonal leadership) (4)

- a good teacher should give an opportunity for the learners to participate in all classroom activities in order to make effective instruction and become student-centered (Participative leadership) (4)

- a good teacher should be able to motivate learners to work at best, sometimes rewards are necessary to be used for more of learners’ attention and participation (Transactional leadership) (2)
-- a good teacher should be able to solve unexpected problems wisely (Contingent leadership) (2)

-- because teachers stand in the middle between school leader and students, so they should have highly management skill in order to transform educational policy to implementation effectively (Managerial leadership) (1)
Communication channels

5. The use of communication channels (how often?)

- everytime (while teaching) (20)
  - aim at building students’ most effective learning process (8)
  - aim at helping students to make clearer understanding (8)
  - aim at students’ interest in content of the course (6)
  - aim at building the most effective teaching (5)
  - aim at making more fun and participation for students (5)
  - aim at building the appropriateness of the contents for the difference of learners (2)
  - aim at making the contents become more interest for students (1)
  - aim at building students’ ability to apply knowledge to the real life (1)
6. The most effective communication channel

- films and documentary films (17)

- outside classroom activities
  - visual education (6)
  - local tour guide project (1)

- documents
  - clipping (3)
  - articles (3)
  - pictures (1)

- on-line medias and other sources of knowledge (3)

- other learning activities
  - group project (2)

- new technology and instructional devices (1)
7. The effect of difference of learners in preparing communication channels

- aptitude (20)
- attitude (20)
- perception (20)
- learning skill (20)
- gender (19)
- age (18)
- others (8)
  - learners' behavior (4)
  - intelligent quotient (IQ) and emotional quotient (EQ) (1)
  - learners' need and want (1)
  - number of learners in classroom (1)
  - learners' experience (1)
8. The need for new teaching technique(s) in classroom

- new teaching technique(s) is/are necessary to be applied every time while teaching, particularly when students are going to lose their attention. New teaching technique(s) help students to build their own effective learning process, and positive classroom atmosphere (11)

- new teaching technique(s) is/are necessary to be applied every time while teaching, particularly when the contents have been changed. New teaching technique(s) will become powerful to help building up students' interest (5)

- new teaching technique(s) is/are necessary to be applied every time while teaching, particularly when teachers need to motivate their students to pay more attention, interest, and change the negative attitude according to the course and instructors (2)

- new teaching technique(s) is/are necessary to be applied every time while teaching, particularly when teachers have highly instructional skill, know how to motivate their students, understand their nature of behavior, and have emotional quotient (EQ) (1)

- new teaching technique(s) is/are necessary to be applied every time while teaching, particularly when teachers see the negative change in classroom. It depends on situation and instructional conditions (1)
9. The assessments and indicators using to evaluate students’ knowledge

-- assessments

-- individual works and assignments (13)

-- questionnaires, reports, and interactive communication (8)

-- tests (e.g. pre-post tests, quizzes, and etc.) (7)

-- group works and assignments (7)

-- students’ response and participation (5)

-- assessments following the core curriculum from Ministry of Education (3)

-- homeworks (1)

-- indicators

-- results from individual works and assignments (13)

-- results from questionnaires, reports, and interactive communication (8)

-- results from tests (e.g. pre-post tests, quizzes, and etc.) (7)

-- results from group works and assignments (7)

-- results from students’ response and participation (5)

-- results from assessments following the core curriculum from Ministry of Education (3)

-- results from homeworks (1)
10. The quick understanding of students in short period of time

- is truly success of the teachers in light of preparing the effective instructional innovations and communication channels (10)

- is one step success of the teachers. The truly success is to lead students apply their knowledge with the real life, connect prior and new knowledge effectively, and able to construct the new knowledge (10)
Social system

1. The importance of students' critical thinking skill for social reformation

- critical thinking skill helps students to enhance their thinking process, interpretation, and rationalization which leads to develop society in the future (9)

- critical thinking skill helps improving the quality of students, especially effective learning process, prioritization and classification all issues that come up to their mind (9)

- critical thinking skill helps students to identify, classify, and understand clearer the problems come up to their life, and able to find out the best solution effectively (5)

- critical thinking skill helps students to connect prior and new knowledge effectively (1)
12. How to develop critical thinking skill through teaching Thai history study

-- using various questions

-- questions referring to the contents (10)

-- analytical questions (7)

-- open-end questions (7)

-- integrate direct instruction with analytical questions (1)

-- using learning activities

-- brainstorming (2)

-- pair works (2)

-- individual works (2)

-- group project (1)

-- using effective instructional innovations

-- six hats technique (2)

-- PDCA (1)

-- pastoral method (1)

-- using effective communication channels

-- historical films and documentary films (1)

-- using outside classroom activity
visual education (1)

using concept mapping (mind-mapping) (2)

using integrate research (1)

using discussion according to the contents (1)
13. The importance of ethics and morality according to students' development

- important because

  -- ethics and morality are the key to determine the future of social and
    a country (11)

  -- ethics and morality are the key to determine students' behavior
    based on virtue and merit (6)

  -- ethics and morality are the basic factors for living in the society
    peacefully (2)

  -- ethics and morality are the key to develop students' thinking process
    (1)

- if so, how teachers input ethics and morality while teaching Thai history

  study

  -- applying the contents of Thai history study with ethics and morality
    (12)

  -- using the contents of Thai history study (referring the events and
    persons in the past) as the examples to explain the details of ethics
    and morality (5)

  -- using various instructional innovations/ teaching techniques to
    explain the contents of Thai history study and ethics and morality
    (2)
-- using pastoral method (1)
14. How teacher leadership affects positively to social system and Thai education

-- teacher leadership is the key to transfer "leadership" among other typical teachers and uplift the educational standard (11)

-- teacher leadership helps making better change in students' performance, especially faith and path for personal development (teacher leadership becomes the best model for students) (7)

-- teacher leadership helps transferring the body of knowledge, attitude, and developmental path for thinking process to students effectively (5)

-- teacher leadership makes typical teachers become "visionary teachers" which helps developing instructional innovations continuously (5)

----→ increasing the quality of students → the quality of society is improved

(learning process, disciplinary, and behavior) (becomes sustainable society)
APPENDIX D

RESULTS OF INTERVIEW

This part presents the data collected from the key informants of the research or results from the interview with twenty best practices in Social Studies. The content appears in this part show all data from best practices one by one which translated from Thai to English correctly and already approved the correctness by best practices (see the letters of acceptance in Appendix C). The information in this part is used to synthesize and analyze with the educational leadership theories, international context of history instruction and related documents in order to construct a model of teacher leadership in history instruction at the end.
Interviewee 1: Mr. Boonperm Chomchaihan

Part 1: Personal data

1. Please introduce yourself according to your demography (ex. name, surname, gender, age, profession, and marital status) and the year of work according to the field of education.

   - Mr. Boonperm Chomchaihan, 48 years old, Master of Education (Social Development), Current position: Special Skill Teacher of the Ministry of Education at Damrongrachsongkroa School, Mueang District, Chiang Rai Province; working period: 25 years, Marital status: married.

2. Attitude towards instruction

   - A good teacher always has to prepare himself by good planning, conceive of curriculum, recognize the appropriate instructional media and constantly assess own potential. At the same time, a teacher must improve himself in order to catch up with the current situation, social trend, and permanent changing technology including uplift the standard of instruction. Moreover, a permanent training and endless enhancement of knowledge are needed, too.

3. What are the students’ expectations when studying social studies from best practices?

   - Students have expected that they can learn and succeed as the target of curriculum. The achievement shall meet the benchmark by various teaching and learning methods that increased efficiency over the general method, which may be bored students and lead to uninteresting contents continually. However, many students are still expecting to be able to improve their analysis skill, discipline, responsibility, honest on the duty as well as characteristic of good social personality that can affects to the persistent improvement of the student not only on technical skill, but on self-potential also.
4. What is your best award regarding to the education and instructional practice, and the year of receiving award?

- Prize and Certificate of Honor B.E. 2553 for a Good Research from the Good and Quality Research Competition 2553, organized by the Basic Education Commission, Ministry of Education.

National Prize for a Good Presentation from a Research Competition B.E. 2553 organized by the Secretary Office of the Teachers Council of Thailand, Ministry of Education.

Teacher Honoring Pin B.E. 2553 from the Secretary Office of the Teachers Council of Thailand, Ministry of Education.

Best Practice B.E. 2544 by the Group of Social Science B.E. 2554 from the National Education Council.

5. In your opinion, Thai history study is important and necessary to reinstate in Thai curriculum or not, and why?

- Thai history study is important and necessary for educating the youth for the purpose of social development. With Thai history study, student can virtually learn of vision, way of life and what is Thai’s value including nation love, social strength and solidarity. It should be begin at the childhood and promote to learn continuously in every level until undergraduate. The content should be increased and improved relating the age of learner. Respecting to considerable learning, the subject should be separated from Social Studies. The content should be clear as the objectives of the curriculum as well. It is a pity that at the present, Thai students have no chance to learn sufficiently Thai history due to the responsive authorities do not give priority to the education policy and management. If there is no queen’s command on this concern, Thai History Study will not be respected and contained in the school program properly. Though the budget for quality development of teaching and learning on this subject is continually reduced. Some fiscal year did not exist of the budget for this subject. Differ to the main subjects such as mathematics, sciences and
English, etc. that get budget for quality development of teaching, learning, learning books and teaching media in order to upgrade its standard, uninterruptedly.
Part 2: Diffusion of innovations

Diffusion of Innovations

Innovations

1. Could you describe how the effectiveness of using innovations in teaching plans?

   - To conform the content of study and the objectives of the curriculum, various teaching methods are usually approached such as “Six hats teaching techniques”, working structure, concept mapping and cooperative learning, websites, programming lesson, songs, games, and so on. Regarding teaching and learning plan and achievement of the curriculum’s objectives, each technique is provided in different instruction process.

2. What are the factors that affect in planning—or constructing—the lesson plan for students?

   - Direct Instruction is boring and uninteresting for students. It brings up slurrishness to learn. Hence constantly practice, improvement and research for various teaching method is necessary to urge an increasing eager for knowledge and learning. Therefore, the main direct factor is teacher. Meanwhile the administrator just as school administrator plays a role, too. Occasionally, teacher wishes to continue his education or take part a seminar due to improve instructional skill, but the school is short of personal at that time. So the administrator is not agree to his wish and does not provide the related budget due to keep the teaching and learning plan follow the planned schedule. This prevented teachers to learn new instruction methods from education agency and other teachers. Another factor is instructional medias in school that not support students’ learning such as the computers are too old, or inadequate computers. So that, it is not able to serve everybody, including the outdated instructional devices comparing to other schools.
3. How could you connect the factual knowledge to the related prior knowledge of your students, and what are the assessment tool(s) to assess the students' performance?

- With instruction techniques, media and different evaluation the prior and new knowledge will be connected such as focusing on questioning, concept mapping, evaluate the knowledge of students by objective sub-test, assign projects, and various tests due to find out how different has each student's skill and knowledge.

4. What type of leadership that you think is the most appropriate in teaching Social Studies and Thai history study? And which of them should be the main characteristic of teacher leadership in Thai history instruction?

- Every teacher should possess a leadership and improve this characteristic constantly. The leadership characteristic for teaching Social Studies and Thai History should be as the following sequence (the most to least) respectively: 1.) Instructional Leadership, cause of the duty of a teacher be instruction, this skill plays the biggest roll; 2.) Transformational Leadership, since students have been taught, it should cause a better change on both technical and intellectual capacity; 3.) Moral Leadership, another characteristic a teacher should possess, particularly, teacher for Social Studies and Thai History Study. Through Thai History, an instruction adding morals and ethics in the content can urge students to sustain virtue aiming to social and nation.

Communication channels

5. How often do you use the communication channels in teaching plan (verbal or non-verbal)?

- Various communication ways must be available for all the time in order to maintain the maximum efficiency of instruction. Regarding better understanding of students in the content, a several of electronics media are regularly supported such as e-books, e-learning, online articles and present news on newspaper, printing materials and outstanding criticism, and etc. These helped the students comprehending the learned contents more and improving their analytical skill respectively.
6. Which channels of communication that you think is the most effective in teaching Social Studies and Thai history study?

- Schedule planning for onsite learning (or outside classroom activities) is the most effective way for teaching Social Studies and Thai History. If students can visit and undergo local-wisdom, they will increasingly inspire Thai lifestyle. Experience at the historical sites by excursion will contribute students to recognize different civilization obviously. Finally, the perceptions of students are identically and that means the maximum effective.

7. Do the difference of students’ background (ex. genders, ages, aptitude, attitude, perception, and personal learning skill) affects communication channels for effective teaching or not? and why?

- The difference of attitude, perception, and learning skill of individual affects directly to instructional channel. All three factors respond in form of unequal timing perception. For example, one who has a good attitude to the course and instructor, he/she will pay attention to learn that course. On the other hand, if a student has bad attitude, he/she will find that the course be boring, uninteresting, and bringing to slower development than the others. The skill plays a big role, too. It can cause the delay of perception in content of study. Gender and age have no effect to teaching and learning at all.

Time

8. When do you think you need to use innovations (instructional technique) in classroom, and why?

- When teachers are prepared by instructional skill, opportunity to reach new instructional medias, knowledge of motivation to urge the attention of students on learning, knowledge about the nature of behavior of learner including self-control, thinking, temper, and conduct that can result negatively to students. Since the teachers definitely have recognized these factors, they will be able to approach the new
instructional techniques, effectively. Because to conceive the instruction methods, it needs experience and observation on students’ behavior continually.

9. What is the assessment and indicator that you use in evaluating the students' understanding while teaching in class, and how?

- Using the index of the core curriculum of the Ministry of Education for the main evaluation. To evaluate the understanding of students primarily, a pre-test was approached. Because I wish to urge the students having self-improvement all the persistently.

10. To what extent do you think students’ understanding the factual knowledge of Social Studies in a short period of time is the teachers' achievement, and why?

- The perception of students in a while means success of instructor because it shows that the instructional management of teacher meets the objectives effectively. So that, the teacher can adds the activity aid learning, regarding the benefit of students, in the remaining time of teaching schedule.

Social system

11. To what extent that the critical thinking skill is important for students to engage in social development in the future? and how?

- The critical thinking skill plays a great role on students, because critical thinking skill is a high level of thinking process which teacher needs to educate students from childhood. It is the skill that supporting students the ability to sort discussing issues, defines reason and provide deeper mind map. A start of the self-development which can finally derivate to social development. Currently, the concept is consisted in the new core curriculum already. Own development of this skill is, thus, a task of teacher permanently in order to forward to students.
12. How could you develop critical thinking skill among students through using Thai history study?

- Practice by concept mapping, project assignment, questioning including various instructional techniques. The questions were analysis style. Apply the “Six hats technique” to create model of analysis ability for students. For example, what do the students think when they saw the remains or if the Kingdom of Ayutthaya was not defeated, what will it be today? Or, how was it defeated in the second time, and what is the difference to the first time?

13. Do you think ethics and morality are important to the students’ growth in the future? and why? And shall the teachers input the ethics and morality to the students while teaching Thai history study? and how?

- Morals and ethics are absolutely important for the future development of students. Cause of morals and ethics can dominate the conduct of student based on the virtue; they should be educated since childhood continuously. Nowadays, Thai society gives priority to smart kid higher than good kid. How the current social reflects, it is clearly. In my opinion, by teaching Thai History it should add morals and ethics than learn words by heart.

14. How teacher leadership affects positively to the social system and Thai education?

- If teachers possess a high leadership, they will able to forward the knowledge, concept, skill and good attribute of leadership to students, properly, and not only the knowledge from the textbook. And the teachers possess leadership with high morals and ethics can transfer virtue concept to students effectively. Hence, in the Thai History hour, teachers may add moral and ethic concept to student through the contents by create integral concept respecting conformation, due to increasing the perception of moral and ethic principles.
Interviewee 2: Mrs. Chalard Thongtip

Part 1: Personal data

1. Please introduce yourself according to your demography (ex. name, surname, gender, age, profession, and marital status) and the year of work according to the field of education.

   - Mrs. Chalard Thongtip, 52 years old, Master of Education (M.E.) major Educational Management, Bangkok Thonburi University; Current position: Special Skill Teacher in teaching Social Studies from the Ministry of Education; experience in education field: 30 years, marital status: married.

2. Attitude towards instruction

   - Education is cultivation of virtue consciousness and potential development to the learners by delivering technical knowledge and increasing thinking skill regarding the future useful application. By the reason, teacher should possess knowledge in the relevant course proficiently, positive attitude to students, equal kindness and fondness to every students, broad-minded, avoid bias to students, integrity to teacher profession, leadership, ideal for students and conceive the distinction of learners. All these provide more efficiency of teaching and learning system.

3. What are the students’ expectations when studying social studies from best practices?

   - Learning with best practice, students have expected knowledge by using instructional innovation, a distinctive style of instruction. By integration of various instructional techniques, students have been provided of easy perception on lessons and attracted the attention of student to the content continuously. It brought to a higher achievement. A good basic of knowledge provides an extension by connecting to the new knowledge being more complex in the higher class. A common teacher will mostly focus on direct instruction, mainly. Consequently, students are bored and do not properly pay attention to the content.
4. What is your best award regarding to the education and instructional practice, and the year of receiving award?

- The educational prize I have been proud are as the following:
  Prize “Excellent Social Studies Teacher” B.E. 2544 from the Office of General Education, Nong Khai Province.
  Prize “Best Practice, Social Studies Group” B.E. 2544 from the National Education Council.
  Prize “Best Practice, Educational Evolution” B.E. 2545 from the Office of National Education Committee (ONEC).
  Teacher Honoring Pin B.E. 2549 from the Secretary Office of the Teachers Council of Thailand.

5. In your opinion, Thai history study is important and necessary to reinstate in Thai curriculum or not, and why?

- Presently, Thai history study is important and necessary for Thai society because the main idea of Thai history focuses on the national solidarity and the conscious of Thais’ values. Teaching Thai History allows students learning about the process of nation settlement, significant chronology and changing incidents. Thank the learning about the ancestors in the past; students become patriotism from that transferability. However, Thai history has no a significant priority on the current Thai curriculum, and be only one small part of Social Studies. Comparing to other core courses, Thai History is merely scheduled for some hours. According to the small time portion, teachers need to reduce the content; students are lack of the benefit through learning this course. It is leading to a great division in social and unstable politic in the nation now. For international vision, the good image of our nation is going down. Therefore, Thai history study should be brought back, and separated from Social Studies due to expand the learning hours, enough for students to get the benefit from learning this course. And the educators should be provided to possess the higher instructional skill, not only direct instruction as it being. Respecting to uplift the educational standard, the suitable innovation of new instructional methods should be created for the course.
Part 2: Diffusion of innovations

Diffusion of Innovations

Innovations

1. Could you describe how the effectiveness of using innovations in teaching plans?

- The proper instructional innovations of teacher should focus on the attitude adjustment of students. Firstly, emphasizing on building up a good impression to the course and instructor. Since the students have inspired on course and teacher, they will be able to create themselves learning process effectively and continuously that can support the learning success and higher achievement significantly. However, when students have impressed positive to effective learning process, they will be enthusiastic to learn and be happy to learn. The perception in content shall properly meet certain objectives and target of curriculum. Combined in the instruction plan of Social Studies and Thai History Study will approach to the effective instructional innovation.

2. What are the factors that affect in planning—or constructing—the lesson plan for students?

- Two factors affecting directly to learning plan are curriculum of each course consisting of objectives, lessons, different assessing standard, and course objectives to change the learner such as attract the learners to the contents, adjust learner’s attitude and create learning process effectively and continually.

3. How could you connect the factual knowledge to the related prior knowledge of your students, and what are the assessment tool(s) to assess the students’ performance?

- To connect the prior and new knowledge of students, there are usually many methods such as discussion or raise problems to the learners in different forms, pre-test including person evaluation by paper work. An evaluating tool is student behavior
observation form. The result of individual test and paper work provide teacher to realize the potential of students promptly.

4. What type of leadership that you think is the most appropriate in teaching Social Studies and Thai history study? And which of them should be the main characteristic of teacher leadership in Thai history instruction?

- The most appropriate leadership's characteristic for instruction Social Studies and Thai History Study is "Emotional Intelligence," in which teacher can adjust himself to every situations. Even the main obligation of teacher is instruction; the instruction will be effective only when the teacher and student have a good relationship. Therefore, the emotional intelligence is so important for the learning process of students. The next characteristic is "Moral Leadership," because, to cultivate moral to students, teachers need to possess a high morality first. Then it will effectively be transferred to students. "Transformational Leadership" is just another essential attribute of a teacher who instructs Social Studies and Thai History Study. In addition to extend the knowledge sphere of students, teachers' obligations are to change the mind, attitude and conduct of students in term of good individual for society. The Transformational Leadership is definitely needed to motivate students having self-confidence and belief the stuff they learnt.

Communication channels

5. How often do you use the communication channels in teaching plan (verbal or non-verbal)?

- The teacher has regularly applied many kinds of communication. Approach diverse communication ways, students are provided to realize the content of subject easier and attract their attention. The frequent way is historical film, and pictures concerning the content and excursion including activity aid learning supported the participation of students.
6. Which channels of communication that you think is the most effective in teaching Social Studies and Thai history study?

- The most effective communication for teaching Social Studies and Thai History Study are films or documentary films about the contents of Social Studies and Thai History. In combination with instructional innovation and excursion at ancient sites, historical parks, communities due to studies of villager's lifestyle, and etc. The both ways are the most effective forms for instruction Social Studies and Thai History, relating the easy and identical perception.

7. Do the difference of students' background (ex. genders, ages, aptitude, attitude, perception, and personal learning skill) affects communication channels for effective teaching or not? and why?

- The different of learners such as gender, age, aptitude, attitude, perception, and learning skill play a significant role to the choosing of the communication way. Gender, aptitude, attitude, perception and learning skill will affect directly to the teacher concerning to the suitable and efficient instructional plan. The age affect not too much because the content of each class is already classified to the proper level. However, if the knowledge base of students is not strong enough, they will probably got problem on the new content in the next level.

Time

8. When do you think you need to use innovations (instructional technique) in classroom, and why?

- New instructional technique always play an important role in classroom because when a change in content or lessen is taken place, to avoid boring atmosphere, a new and different teaching method is needed. However, to choose a suitable instruction method, which comfort the perception of students, the compliance with the content, must considered.
9. What is the assessment and indicator that you use in evaluating the students’ understanding while teaching in class, and how?

- Normally, by questionnaire, report and sub-test. Occasionally, while teaching in the classroom, teachers will ask questions in order to evaluate the perception of students. However, the most assessment of perception will be approached by assignment the topic for a paper work.

10. To what extent do you think students’ understanding the factual knowledge of Social Studies in a short period of time is the teachers’ achievement, and why?

- Quick understanding in content of student proving the success of instructor definitely, it means the teacher has accomplished in choosing the instructional innovation and the integration of communication ways appropriated to the contents. Continual learning process could be provided the comfort perception on the lesson effectively.

Social system

11. To what extent that the critical thinking skill is important for students to engage in social development in the future? and how?

- In accordance with social development in the future, critical thinking skill plays a great role due to its benefit that helps students to sort and compare much stuff by its logic and function. Students can extend the knowledge to create new information themselves. Since they have improved this skill consistently, they will become rational and cautious mature persons with impact awareness on own and social. Summarizing, the critical thinking skill provides students a wide vision and perspective, a substantial factor for social development.

12. How could you develop critical thinking skill among students through using Thai history study?

- Teacher can educate critical thinking skill to students through teaching Thai History by 4 ways:
1. Direct instruction and raise analytical questions in connecting with diverse medias such as photo collection, documentation, film or article.
2. On-site excursion e.g. historical park, ancient sites, and etc.
3. Expand the vision of students by invitation skill person or relevant expert base on the instructional content.
4. Exploit diverse communication ways such as concentration on the historical films. Advantageously, it awakes attention of students continuously and delivers same perception. Moreover, it derives in different questions to train analysis skill respecting the correct answers.

However, by every kinds of method, teachers have to prepare properly due to a consistent and effective instruction. Sometimes, certain contents are needed activity aid learning to enjoy students and let them participate the activity to avoid boring. After that, by closely guiding of teacher, students may summarize the knowledge together. By this way, the critical thinking process of students will be effectively educated through teaching Thai history.

13. Do you think ethics and morality are important to the students' growth in the future? and why? And shall the teachers input the ethics and morality to the students while teaching Thai history study? and how?

- Morals and ethics are essential for the development of students in the future because its principles focus on the virtues. Spending the life in society, students need to use the principle of morals and ethics absolutely. Only with the principle, our society will be in peace. Once the people are kind and generous to each other, the life quality will be elevated and developed continuously. The morals and ethics mind should be educated to the students in the age of childhood and promote to urge the virtue awareness consistently in the higher level. The students will be grown to become the quality adults (responsible citizenship) of society.

14. How teacher leadership affects positively to the social system and Thai education?

- The teacher leadership is important to Thai society and education system definitely because it can change the learners constantly. Since the teacher leadership has been uplifted, it will encourage students directly to realize the principles of morals and
ethics by the faith to their teacher. And the students will become quality adults in the future subsequently. Finally, the social will get the positive effects in all aspects including the quality of Thai education system will be developed finally.
Interviewee 3: Mr. Kittipan Thongdipeng

Part 1: Personal data

1. Please introduce yourself according to your demography (ex. name, surname, gender, age, profession, and marital status) and the year of work according to the field of education.

   - Mr. Kittipan Thongdipeng; Male; 54 years old; Master of Art (M.A.) in Education, Major Social Studies Instruction, Srinakharinwirot University, Songkhla School (B.E.2525); Current position: Teacher for subjects: Social, Religious and Culture Studies, History and Chaiburi Studies (additional subject) Secondary level at Prompinitchatburi School; Experience in education field: 32 years; Marital status: Married.

2. Attitude towards instruction

   - The attitude of teacher begins firstly with favor and adoration to be a teacher. It will lead to enthusiastic to study and urge to solve the problem of teaching. The teaching and learning methods should provide media and knowledge sources that can prepare learning process of history subject effectively, including the opportunity for learners to participate in design the learning process and activity. The several of instruction methods will give chance to students to learn from the true knowledge source directly. In particularly, it should give a proud of own history and original. The learners shall recognize the learning with happiness and being a good person of social. It is because parallel to the technical the students should learn the moral knowledge too. So, our social will get good and intellectual people for nation development in the future. Being a teacher, you must understand the difference of learners. Then, you can set a learning program and teaching innovation properly. The learners should be present their abilities related to their skills and interesting. In order to manage efficient learning activities, outdoor and on the historical sites programs should be taken place. All of these teachers must be friendly to the learners. Teachers should have love,
kindness, and advisable close to the learners alike they are family members. Including be advisor, help by crisis and conceive their family situation.

3. What are the students' expectations when studying social studies from best practices?

- Most students expected the knowledge from Best Practice Teacher via various and distinctive teaching programs or innovation because it aims to the learning process of student. Students were interesting to know continually and have fun through the participation in various learning aids programs. Since, they have been not bored, they have understood the contents easier. Furthermore, practices of thinking skill via media and learning sites are approached. After all diverse tests and evaluations are applied.

4. What is your best award regarding to the education and instructional practice, and the year of receiving award?

- My proud accomplishments in education are in following:

  Honorary Shield for the “Excellent Secondary Teacher” B.E.2546, awarded by the Basic Education Commission.

  Honorary Teacher for Best Practice on the learning process evolution B.E.2545, awarded by Ministry of Education.

  “The Best Practice” B.E. 2544 in Social Studies, awarded by the Office of National Education Council (ONEC).

  Founder of the Culture and Art Center of Chaiburi, Phrompinit Chaiburi School B.E.2538

5. In your opinion, Thai history study is important and necessary to reinstate in Thai curriculum or not, and why?

- Thai history plays an important role to social establishment, development of patriotism, and setting Thainess value to the learners extremely. The reasons and my direct experiences are as the following:

  Social aspect: Since the teaching and learning arrangement for locality sciences
in B.E.2536 until now, we have created the knowledge of local social, set up center of historical local knowledge in school and in local itself, provided historical technical documents, gathered of local wisdom then edited in complete version, organized human development and preserve antique objects and ancient sites at the ancient towns (e.g. Chaiburi, Phatthalung) with the communities since B.E. 2549-2552. It has urged to the awareness of the important history. The Office of Natural Resources and Environment Policy and Planning, Ministry of Natural Resources and Environment in cooperation with Silpakorn University of Arts by the coordination of local and communities Organizations have regulated a preservation zone for art environment in Chaiburi town, Phatthalung. Due to preserve, develop and urgent restore the ancient sites in the town. It provides the inhabitants of Chaiburi and Phatthalung Province adoration and pride of their history from the past until now.

For the mind development in concerning to patriotism and providing the Thainess value to the learners, I set the current Thai social in a high priority. Due to it is a sensitive topic, I used the innovative instruction called “Six Hats Thinking” technique for teaching Thai history in order to promote the learners be able to develop their thinking via learning of history subject in 6 directions as the following:

(1) White Hat is defined the thinking process for the contents, knowledge, data or numbers, etc.

(2) Yellow Hat is defined the thinking process of the positive thinking such as advantage, worth, etc.

(3) Black Hat is defined the thinking process of the negative thinking such as disadvantage, failure, guilt, fault, weakness, etc.

(4) Red Hat is defined the thinking process for emotional thinking such as feeling, satisfaction, pride, anger, fondness, dislike, etc.

(5) Green Hat is defined the thinking process for development, progress, growth and creation, etc.

(6) Blue Hat is defined the thinking process of participation, group control, and self control.

Once the learners have learnt all the 6 process of the Six Hats, they will be fond
and proud of own history, including the learners will be aware of Thainess values and patriotism. This will be rooted in mind of the learners forever. However, the Chaiburi community Phatthalung currently exists of peace without any social conflict and dividing because of the community is aware of the worthy history that the ancestors built up and the descendants have kept on continually.
Part 2: Diffusion of innovations

Diffusion of Innovations

Innovations

1. Could you describe how the effectiveness of using innovations in teaching plans?

   • My unique technique or innovative instructions effective affected to the instruction of Thai history and Social Studies are emphasized on the impression of group system. I believe that group will play a role to determine the direction of student’s learning. The member will take the responsibility together in form “Color Hat” called “Six Hats Thinking” technique, as the following:
     (1) Named the hats in 6 colors (6 groups of hats).
     (2) Each hat’s color defines a direction of thinking of each group distinctively.
     (3) Able to develop creative or complex thinking.
     (4) The learners learn by question-led activity and various learning-aided processes.
     (5) Encourage mutual responsibility directly and equally as democracy of the groups.

The teaching plan will define the characteristic of the learners in order to provide them adoration and pride of their own history. So, teacher defined the type of learning activity “Six Hats Thinking” technique as the following:
Step 1: Education of awareness:
(1) Learners define the role and task of the group members.
(2) Study the meaning and direction of 6 groups of color hats.
Step 2: Education of knowledge:
(1) Study historical sites in community, local, and national.
(2) Study information about social and culture from Chaiburi Culture Center in the school documents, maps, local wisdom and antiques, etc.
Step 3: Total thinking conclusion:
(1) Learners present the result of study as the worksheet of each color hat group relate to the thinking direction of the group.

Step 4: Implementation:
(1) Learners share idea of learning with the study results of other groups to expand experience of thinking and apply to the daily life.

Step 5: Assessment:
(1) Teacher evaluates the group working, test and asks the attitude.
(2) Teacher evaluates the group result and exhibits the activities.
(3) Emphasize the ability of learners to extend the thinking skill in order to develop to research project respectively.

2. What are the factors that affect in planning—or constructing—the lesson plan for students?

- The distinction of the learners is the factor affecting to the teaching and learning plan. Even, they are in the same class but each has different in mind, attitude, skills and interest. It affects to the learning process of students directly. In order to allow students get satisfactory accomplishment, teacher has to plan the teaching and learning carefully. The Direct Instruction Approach merely cannot educate the development of students. The various innovative instructions are needed to enjoy students and make the contents are easier to understand.

3. How could you connect the factual knowledge to the related prior knowledge of your students, and what are the assessment tool(s) to assess the students’ performance?

- The old and new knowledge are linked by test with query and worksheets at the beginning of the course to assess the knowledge of each student. The result showed the strength and weakness of students. Then, the teaching plan was started in conform to the skills of students.
4. What type of leadership that you think is the most appropriate in teaching Social Studies and Thai history study? And which of them should be the main characteristic of teacher leadership in Thai history instruction?

- The Transformational Leadership plays the most important role in teaching Social Studies and Thai history because both subjects aim to develop student’s mind and potential. Subsequently, the Transformational Leadership is the most important characteristic of teacher. Emotional Intelligence plays an essential element in term of belief and impression on the teacher. Own mind and mood control will lead to the good relationship between teachers and students. Moreover, it urges to apply in life style in the future. The Moral Leadership is also important characteristic of Social Studies and Thai history teachers. Through the both subjects, students will be educated Thai-ness, morals and ethics in aspect of own and social. In order to achieve the aim, teachers need to possess the Moral Leadership primarily.

Communication channels

5. How often do you use the communication channels in teaching plan (verbal or non-verbal)?

- The effective communication ways are always approached. However, the appropriation and the efficiency of cognitive encouragement must be regarded. The most used communication ways are films, documentary, information source e.g. library, culture center; real sites e.g. historical sites, ancient sites.

6. Which channels of communication that you think is the most effective in teaching Social Studies and Thai history study?

- The most effective communication ways is movies because it helps students understand the lesson easier and efficiently. Presentation with film may enjoy and interested students. Meanwhile, it is a convenient way for teacher to plan because it’s rather saved time and budget than the excursion that students need a trip to the learning sites.
7. Do the difference of students’ background (ex. genders, ages, aptitude, attitude, perception, and personal learning skill) affects communication channels for effective teaching or not? and why?

- The distinction of the learners determines the instructional channel because each chosen channel gets different favor from students. It depends on their attitude and cognition directly. When students don’t like any channel, their attention will be diminished. Thus, teacher should select the most favorable instructional channel for students. Gradually, activities will be added to build up atmosphere of happy learning hours and stimulate the participation of students to urge the enthusiasm and allow enjoyment by learning.

Time

8. When do you think you need to use innovations (instructional technique) in classroom, and why?

- The new instructional technique is needed all the time. Usually, teacher will adjust their instruction methods due to the propriety of the student’s learning process. Sometimes, the Direct Instruction may bore the students and lost their attention continuously. So, the teacher needs to notice their behavior during the instruction, constantly, and adjust the style by new innovative instructions or by integration of the old instruction method to the learning-aided activity. In order to help students be relax and enjoy the participation.

9. What is the assessment and indicator that you use in evaluating the students’ understanding while teaching in class, and how?

- In order to assess the knowledge of students, I use sub-test, exercise sheet, and questions basically. However, it is not possible to ask everybody in the class. So, I mostly use test and exercise sheets for each person. After that, I will check how much the knowledge of students is extended. The result will be evident and
indicator, which allows teachers know the change. Teachers will be able to prepare content and innovative instruction in proper to students respectively.

10. To what extent do you think students' understanding the factual knowledge of Social Studies in a short period of time is the teachers' achievement, and why?

- The understanding in the subject's content of students in short time deems as the success of teacher enormously because it shows the high skill of teacher and the effectiveness of the innovative instructions that be proper to students excellently. So, the students are attained in learning in short time and the teacher have time remaining to repeat the important instructed contents or give students the chance to take part in learning-aided activity in order to expand the learning skills and potential respectively.

Social system

11. To what extent that the critical thinking skill is important for students to engage in social development in the future? and how?

- The analytical thinking skill plays an essential role to students in term of social development in the future extremely because the analytical thinking skill can encourage students to think out the reasonable possibility with deliberate critical thinking. Equipped of the critical thinking skill - regarding the positive and negative outcomes- students will be grown up to be prudential adults. So, the impact on self and to social will be respected. It is very important for the social development because the social development must be begun with the human development.

12. How could you develop critical thinking skill among students through using Thai history study?

- "Six Hats Thinking" technique always use in Thai history study instruction to develop the critical thinking skills of students. Upon the students are divided in-group, they will obtain questions or problems relevant to the critical thinking based on the content of the lessons. So, the students shall be able to understand
the lesson easier. Meanwhile, the other kinds of thinking process will be implemented and analysis to conclude the result at the end. All students can develop their analytical thinking skills step by step via this technique.

13. Do you think ethics and morality are important to the students' growth in the future? and why? And shall the teachers input the ethics and morality to the students while teaching Thai history study? and how?

- The morals and ethics play an essential role to the student's development in the future because it determines the future of social and nation. So, the teachers need to add its principle to their students regularly. For Thai history, it is easy to add moral content due to its contents involve to outstanding persons and events in which teacher can add the related moral by the references of event or persons. This will help students understand and keep it in mind easily; including it will be another way for students to realize the worth of morals and ethics.

14. How teacher leadership affects positively to the social system and Thai education?

- Teachers need to add moral and ethics principles to students in the Thai history hours constantly because it will provide student realizing the value of good deeds to own and others. When students grow up be adult, they will be able to live under the devotion of goodness, make benefit to social and nation, and not take advantage on the others. The social will be developed continually and it will be a new standard of Thai education instead of focusing on technical quality of students only.
Interviewee 4: Mrs. Pentip Kongvaree

Part 1: Personal data

1. Please introduce yourself according to your demography (ex. name, surname, gender, age, profession, and marital status) and the year of work according to the field of education.

   - Mrs. Pentip Kongvaree; 56 years old; Bachelor of Art (B.A.) in Education, Major Social Studies from Srinakarinwirot University, Phitsanulok Province; Current position: Special Skill Teacher, Tharua Nittayankul School, Ayutthaya Province; Experience in education field: 33 years; Marital status: Married.

2. Attitude towards instruction

   - Education is the beginning of social development. Systematic teaching and learning leads to sustainable effectiveness on enhancement of human quality in social. A good teaching and learning must not focus on the content of lesson only, but should focus on the characteristic of virtue also.

3. What are the students' expectations when studying social studies from best practices?

   - Students have expected from the Best Practice Teacher on a qualitative and several of teaching innovation, which can make them fun and offer participation in learning process continuously. The distinctive understanding of students' habit will help teacher to choose the suitable instruction method and programs applying to the students obviously. The distinctions to the general teacher are learning-aid activities, team working with fellows and enjoyment.

4. What is your best award regarding to the education and instructional practice, and the year of receiving award?

   - My most proud accomplishment in education is the Honoring Pin for “Best Practice” B.E. 2544, awarded by the Office of National Education Council (ONEC), according to the Ideas of various teaching models, just as Project of the
Goodness, History Project, Project of Sufficient Economics, Project of Culture and Local Wisdom etc., including the Interdisciplinary teaching.

5. In your opinion, Thai history study is important and necessary to reinstate in Thai curriculum or not, and why?

- Thai history plays an important role and be necessary to bring back in the Thai curriculum. The content of Thai history supports the thinking process of the learners in many aspects such as forming social, build up patriotism and Thainess value. Although, the three factors are important to citizen in Thai social but they are neglected today. We quite suppose that we are patriot and love our culture, but there is no concrete concept and guideline of patriotism. In consequent, we have embraced the oversea cultures in our lifestyle without contemplation of the appropriation. It leads to the disappearance of Thai identity. Thai history could promote the Thainess. It should be set as a subject, properly, having an adequate class hours respecting to the advantage of the learners and teachers in term of the instruction program and learning activity in relevant to the locality of students, effectively. Students will research and develop by historical methods and be able to apply their knowledge to the daily life due to quality citizens of Thai social subsequently.
Part 2: Diffusion of innovations

Diffusion of Innovations

Innovations

1. Could you describe how the effectiveness of using innovations in teaching plans?

   - The teaching method that focuses on the development of systematic thinking process or Mind Mapping will provide the learners to upgrade their thinking potential continuously as the following procedures:

     (1) Insert Mind Mapping in the usual instruction
     Its aim is not only to get the right answer but to analyze with various reasons also. The learners will learn that the answer may sometimes be got through many reasons and the wrong answer may begin from the correct start but wrong thinking process in a certain step.

     (2) Educate the thinking skills by integration
     Focus on the mixing of various learning processes to provide the diversification that the learners can apply in daily life. By this step, the learners will be taught to do “The Local History Project” in order to give the learners the opportunity to start their thinking process, planning, setting work, synthesize and analyze data. It will reflect on the attitude of learners to friend, family, social and nation.

     (3) Develop the process of thinking skill
     It is an independent step separated from learning-aid activity in the class e.g. thinking skill training and workshop, activity promoting thinking skill and brainstorming seminar.

     The systematic thinking can be divided in 4 steps:

     (3.1) Collect data e.g. selection, observation, perception and record.

     (3.2) Procession e.g. separation, comparison and relation linkage.
(3.3) Application of the knowledge such as creation, analysis, and commendation.

(3.4) Self-management such as self-learning, self-valued.

Once the learners are participating on the process of this innovative instruction, the learners will think systematic and apply this skill to the true life. It will be advantage for the learners themselves and the environment according to the objects of Social Studies. Furthermore, the procedure of this innovative instruction can be applied to other subjects than Social Studies and Thai history too.

2. What are the factors that affect in planning—or constructing—the lesson plan for students?

- Time is the factor that affects the teaching and learning plan exceedingly. When the learning time of students is limited, as teachers have a lot of contents to teach, teachers have to choose the most efficient innovative instructions and integrated communication channels, which needs a short time for perception only. If the course is not finished in the term, many problems will be occurred.

3. How could you connect the factual knowledge to the related prior knowledge of your students, and what are the assessment tool(s) to assess the students' performance?

- Normally, I used question to assess and review the available knowledge of students. After that I will begin with innovative instruction suitable to the instructed lesson due to provide consistent learning process to students. During the class several of query forms were approached to give students a chance of development on thinking skill. However, the query deems as a tactic to link the old and the new knowledge of students effectively. Teachers must observe the behavior of students and try to catch the context of their answers in order to know how much they understood. It is important that the question must be able to evaluate the knowledge of students.
4. What type of leadership that you think is the most appropriate in teaching Social Studies and Thai history study? And which of them should be the main characteristic of teacher leadership in Thai history instruction?

- Teaching of Social Studies and Thai history differs to other subjects by the high leadership of teachers due to provide students an apparent target. The contents of Social Studies and Thai history are not emphasized on, but to understand the substance and context entirely. Applying the knowledge to the true life, teachers must basically possess Instructional Leadership. The latter is Transformational Leadership because the teacher needs to motivate or draw the attention of students to the lessons persistently in the class hour and give students' advice in critical time that can affect to the students. The final is Moral Leadership which teacher can't avoid. Prior to teach students being a good guy, teacher must be a good practice on ethics and moral principles. Then, he should transfer it to the students.

Communication channels

5. How often do you use the communication channels in teaching plan (verbal or non-verbal)?

- Teacher constantly used communication ways emphasized on the effectiveness of learning. The persistent communication ways are visual media just as movies, documentary, and internet, electronic teaching devices e.g. computer, projector and online data sources.

6. Which channels of communication that you think is the most effective in teaching Social Studies and Thai history study?

- The effective communication ways for teaching Social Studies and Thai history are movies that the contents related to the subjects in term of increasing the understanding of students and technology instructional apparatus such projector
to upgrade the effectiveness of Direct Instruction. Internet information sources can help learners to get diverse knowledge. Altogether are the most effective communication ways for the both subjects.

7. Do the difference of students’ background (ex. genders, ages, aptitude, attitude, perception, and personal learning skill) affects communication channels for effective teaching or not? and why?

- The distinction of students affects the using of instruction channel certainly. By experience of over 30 years and assessment, I found that the gender plays the important role. Female student is more enthusiastic and eager to learn than male (for all level). Teacher should consider the suitable of each communication ways by analysis the advantage and disadvantage of using, including the appropriation to all students aiming the effective of learning process of students.

Time

8. When do you think you need to use innovations (instructional technique) in classroom, and why?

- The new teaching techniques are necessary for approaching regularly to urge the attention of student continuously and change their negative attitude in order to provide consistent learning process. Students should enjoy learning with friends and not be boring. Modern teachers need to use the new teaching techniques by instruction persistently.

9. What is the assessment and indicator that you use in evaluating the students’ understanding while teaching in class, and how?

- By assessment of student’s perception, there are indexes for teaching standards. For example, instruction of Thai history will be focused on the awareness of the important of time and historical epoch because it can tell us about the human changes and create new historical knowledge by systematic historical methods. The analysis of the significant of Thai history and the factors promoting intellect
and culture, which affects Thai social are the way to evaluate the knowledge of students. These are the things that teachers must always do.

10. To what extent do you think students' understanding the factual knowledge of Social Studies in a short period of time is the teachers' achievement, and why?

- The perception of students in the lesson shortly deems to be a certain success of an instructor merely because it may indicate to the using of quality and effective innovative instruction in which students can conceive the lesson quite well but the utmost success of the teacher is the ability to provide students be able to extend the studied knowledge to new knowledge elements. Then, it will be an absolute achievement.

Social system

11. To what extent that the critical thinking skill is important for students to engage in social development in the future? and how?

- The critical thinking skill plays an essential role to the development of students in the future extremely. For my instruction, I focus on this basically to give students the opportunity to improve their own thinking skills constantly and to think systematic by referring to reason as thinking component. Once this skill has been developed continually, students shall possess of higher systematic and effective critical Thinking Skill. I believe that when students possess of quality critical thinking skill, they will be able to sort the information being the truth. In which they can consider the context, possibility and reason of the logic. This skill will support students to become quality citizens. The higher quality the citizens are, the more developing the social is.

12. How could you develop critical thinking skill among students through using Thai history study?

- In order to educate the critical thinking skill to student through teaching Thai history may approach by Mind Mapping, an innovative instruction, and working
circle “PDCA”. Students are allowed to propose their various creative projects by person and group. Since, they have been combined with learning Thai history, students shall be able to analyze the contents of lessen obviously.

13. Do you think ethics and morality are important to the students’ growth in the future? and why? And shall the teachers input the ethics and morality to the students while teaching Thai history study? and how?

- Morals and ethics play enormous role to students’ development in the future. Today, we see a number of social problems because Thais have regarded to morals and ethics lesser. Even, it is the fundament of social peace. If the people in the social regard to the morals and ethics more, the social will develop sustainably. If the people are good, the social will good too. However, morals and ethics play now an important role to Thai education because the National Education Acts, Core Curriculums, the education standard in all levels and the educational organizations have given the first priority to morals and ethics yet. Adding the morals and ethics as teaching Thai history is necessary very much because the urge on the youth in term of morals and ethics effectively. It must be done systematically and continually. In order to use the content of Thai history as main stuff and add the content of morals and ethics deems as a good idea because the content of Thai history is proper to the principles of morals and ethics substantially. In consequence, students can absorb both kinds of knowledge at the same time and it can provide students a proud of good deeds.

14. How teacher leadership affects positively to the social system and Thai education?

- The leadership of teacher plays a significant role to Thai social and education system because of the leadership will allow teachers to become “instructional visionary leader” that may bring to a development of the most effective teaching system. In which teacher will not only be a Direct Instructor but may use the leader skills to encourage students to have good attitude on learning and possessing of leadership also. Moreover, teacher can give students advice and willpower when getting problem by allows them to be happy to learn. The leadership of teacher will affect Thai social and education system positively,
through “Education Best Practice” for other teachers, in term of development of teacher to professional with leadership. Then, the number of teacher with quality, namely “the spirit of professional teacher” shall be increased in Thai social and leads to a higher quality of social in the future.
Interviewee 5: Mr. Piwat Sornsuwit

Part 1: Personal data

1. Please introduce yourself according to your demography (ex. name, surname, gender, age, profession, and marital status) and the year of work according to the field of education.

   • Mr. Piwat Sornsuwit; 59 years old; Male; Master of Art (M.A.) in Education; Current position: Head of Technical Section, Phadung Panya School, Mueang district, Taak province; Experience in education field: 37 years.

2. Attitude towards instruction

   • A good teacher must possess a spirit of teacher, keep ethics and morals, treat students by the principle of justice, and try to understand students. In stead of doing the duty by direct instruction in the class only. A good teacher must focus his job on the knowledge and understanding of students, develop own potential, create teaching innovation, adjust negative attitude and improve students’ learning process including be a good practice of morals, ethics and virtue, in order to grow students be quality adults of social in the future.

3. What are the students’ expectations when studying social studies from best practices?

   • With the unique teaching innovation of Best Practice, students have expected of the higher achievement, included various communication ways. It will make students understand the content easier, participate in the learning process via learning activities, have fun and not be bored. Upon the successful tests, pretest and general test, the students will be satisfied.

4. What is your best award regarding to the education and instructional practice, and the year of receiving award?

   • My most proud accomplishment in education is the Honoring Pin for “Best Practice” in Social Studies B.E. 2544, awarded by the Office of National
Education Commission (ONEC), according to the idea of teaching and learning Development.

5. In your opinion, Thai history study is important and necessary to reinstate in Thai curriculum or not, and why?

- Thai history plays an important role and needs to bring back in the Thai curriculums absolutely. Today, the subject is only a part of social studies. The essential contents are cut off and the class hours are too short comparing to other subjects. The learners gain not enough advantage as it should be. I recommend revising the curriculum by separate the subject from Social Studies and setting it as a main item and allocate the class time as much as the other main subjects. Thai history study benefits students in term of learning about the history of important persons in the past, patriotism, nationalism, self-value, recognize beautiful culture, realize a good citizen of the nation.
Part 2: Diffusion of innovations

Diffusion of Innovations

Innovations

1. Could you describe how the effectiveness of using innovations in teaching plans?

- The innovative instruction focuses on the development of student's learning process consistently and effectively in accordance with the National Education Act of B.E. 2542. The act is objective to learner-oriented education and the integration of communication channels via online media and instructional documents. Due to enhance the perception of students on lesson and its contents. Then, students can apply the knowledge to their environment. The thinking skill of students will develop through query from scenarios in lesson and social situation. Students will be reasonable to find out the answer step by step. According to the Education act it, thus, to say that the distinctive innovative instruction of teacher is effective.

2. What are the factors that affect in planning—or constructing—the lesson plan for students?

- Time is the most affecting factor for the teaching and learning plan because of many holidays by nation, religious and school, students have got unequal learning time in each term. It suffers the time management of teachers. In order to give the maximal advantage to students, teachers have to choose the innovative instructions, integrated communication channels and learning-aid activities, in-class and out-class considerably.

3. How could you connect the factual knowledge to the related prior knowledge of your students, and what are the assessment tool(s) to assess the students' performance?

- Normally, linking the new and the old knowledge of students will be done with pre-test or assessment test and assign student to do a report by question that can
evaluate the skills of students easily. The questions should not too complicate but should ask directly to the content of the lessons. Once teacher has got the report, he will know how much students know. Then, he has to begin approach with proper innovative instructions accordingly.

4. What type of leadership that you think is the most appropriate in teaching Social Studies and Thai history study? And which of them should be the main characteristic of teacher leadership in Thai history instruction?

- The Instructional Leadership deems to be the most important because of the main duty of teacher is instruction. Teacher needs to possess this leadership ultimately. The Moral Leadership plays another important role as well. Cause the duty of teacher is not only to instruct by book but to educate moral too. The success of transfer is subject to the high moral of teacher. The last is Emotional Intelligence, which determines the learning process of students. In the class, teacher must encounter many problems and several emotions of students and own self all the time. Teachers have to possess a high level of skill to control their own mind and emotion. The leadership of teacher may not be effective unless this leadership is available.

Communication channels

5. How often do you use the communication channels in teaching plan (verbal or non-verbal)?

- Generally, communication ways are approached properly to students and relevant to the lesson basically. Selection of effective communication ways supports students to understand the lesson better, enjoy studying, and participating on learning-aid activities. Moreover, it promotes the quality of innovative instruction as well.
6. Which channels of communication that you think is the most effective in teaching Social Studies and Thai history study?

- Thanks to the pictures and sound of movies, which explain the all substantial contents. Using of movies with Direct Instruction is the most effective communication ways. It may draw the attention of students continually. After that teacher has to explain the context related to the contents of lesson and in the film. For example, teacher may set analysis questions to ask point of view and idea based on the film’s content to educate thinking skill for students. By this way, students will develop the learning process themselves effectively. Using Power Point with Direct Instruction may promote students to conceive the lesson also.

7. Do the difference of students’ background (ex. genders, ages, aptitude, attitude, perception, and personal learning skill) affects communication channels for effective teaching or not? and why?

- The criteria of learners - gender, age, skill, attitude, cognition, and individual learning skill – determinate the communication ways extremely. Especially, the different IQ (Intelligent Quotient) and EQ (Emotional Quotient) is the main variable factor to design the teaching plan properly. Teachers may regard and take time to understand the content for the student with slow learning development, choose the communication ways encouraging effective cognition and learning process.

8. When do you think you need to use innovations (instructional technique) in classroom, and why?

- Using of the new instruction methods is always necessary for teaching because it will draw attention of students to the lessons, make them fun, and the participation in activities with their fellows. The techniques of new instruction methods should be used with the complicate contents and difficult to understand.
in order to help it easier and faster to understand. This will save the time of teaching the content respectively.

9. What is the assessment and indicator that you use in evaluating the students’ understanding while teaching in class, and how?

- In order to assess the knowledge and perception of students during instruction in class hours, I use the personal test and report mainly, such as, exercise sheet, test and the assigned paper. The paper of students will let teacher know immediately in which level each student have a development. So, the teacher can choose the proper innovative instructions and communication channels for the students.

10. To what extent do you think students’ understanding the factual knowledge of Social Studies in a short period of time is the teachers’ achievement, and why?

- The perception of students in short time deems as a certain level of teacher’s success. It claims that the success of the selection of innovative instructions and the integration of communication channels are proper and effective. The success of teacher shall be uppermost when the students are able to apply the obtained knowledge to their daily life.

Social system

11. To what extent that the critical thinking skill is important for students to engage in social development in the future? and how?

- The analytical thinking skill plays an essential role to students in term of the social development in the future because it affects directly to the life quality of the learners. Once the learners have possessed of this skill in a high level, they will be able to understand problems clearly, sort the core and the context of the problem out, and consider the positive and negative points of each solution, including foresee the future scenarios correctly. Particularly, in the contemporary information era, learners live amid of diverse information. So, it is needed to develop the analytical thinking skills in order to equip the learners the
ability to sort the reliable information out. Then, analysis with reasons to obtain the right answer. Since the learners have got the analytical thinking skill, they will be able to develop the nation by the property in solving problems in the social.

12. How could you develop critical thinking skill among students through using Thai history study?

- In order to educate critical thinking skill to students through Thai history study, I usually use the technique of query by setting a scenario and open-end Questions to ask the idea and attitude of students to the situation. Media may be used parallel to the question. For example, after students have seen Thai historical film or documentation, teacher asks questions referring to the content of the film. Since the students have answered the questions, the teacher explains the guideline and correct thinking principle to the students. It can make students develop the correct thinking skill themselves.

13. Do you think ethics and morality are important to the students’ growth in the future? and why? And shall the teachers input the ethics and morality to the students while teaching Thai history study? and how?

- The morals and ethics play an important role to the development of students in the future because it is the most important to the nation development. This is stated in Thai current curriculums apparently about the objectives of the education in which students must possess of high technical skills as well as the morals. Hence, teachers have two affairs namely to instruction as the assigned contents of lessons and to teach the students being aware of the goodness and good member in the social. In fact, most of the teachers emphasize their instruction on the contents merely. There’re just minority of teachers taught their students the moral. It may be caused of the restriction of instructions, such as, time limited improper to the instructed content. So, the teachers have lost the chance to teach their students a lot of valuable things. However, adding the moral and ethic principles to students in the Thai history hours deems as a good idea and should be agree with because students can concurrently get the
historical information as well as the virtue awareness. It should be brought about continuously. A discussion in teacher meeting may be taken place regarding the arrangement in same direction. So, students will accomplished as the expected and can develop themselves quite well.

14. How teacher leadership affects positively to the social system and Thai education?

- Once a teacher has possessed a high leadership, he could transfer the guideline of leadership practice to other teachers in order to develop the teacher’s qualification consistently. This will be a good practice for students and confine to follow the good deeds of the teacher. In the future, students will become a good citizen in social, finally.
Interviewee 6: Mr. Prawat Sukesai

Part 1: Personal data

1. Please introduce yourself according to your demography (ex. name, surname, gender, age, profession, and marital status) and the year of work according to the field of education.

   - Mr. Prawat Sukesai; 54 years old; Male; Bachelor of Art (B.A.) in Education, Majoring Social Studies instruction, Burapha University; Current position: Social Studies Teacher, Bangbowithayakorn School, Bangbo District, Samut Prakarn Province; Marital status: Married.

2. Attitude towards instruction

   - In term of the duty and the spirit of teacher, a good teacher must have a positive attitude according to the instruction. In addition, the instructional process must be systematically planned and organized. In concerning to the evolution of students, a teacher must realize the difference of learners in all aspects, promote the learning process and thinking skill, encourage the perception relating to the curriculum’s objectives and achievement as well as educate the morality and virtue aiming to form the responsible citizenship for students in the future.

3. What are the students’ expectations when studying social studies from best practices?

   - The students expected to obtain the knowledge by various instructional innovations supporting the easier understanding of lesson’s contents, make fun, and be able to participate the diverse learning programs and not boring. With best practices, the students expect for the better and satisfied learning outcome because the best practices will apply their various instructional methods which promote the learning development in many aspects such as the perception of the contents, the connection of knowledge field, and the development of thinking skill for their students.
4. What is your best award regarding to the education and instructional practice, and the year of receiving award?

- The most proud accomplishment in education is the Honoring Pin for “Best Practice” B.E. 2544, awarded by the Office of National Education Commission (ONEC), according to the creation of instructional innovation called “Instruction with Yonisomanasikāra Principle (critical thinking and rationalization)”. The principle is focused on reasonable thinking methods combine with the context of the contents, which purpose to lays definitely on the thinking process of students.

5. In your opinion, Thai history study is important and necessary to reinstate in Thai curriculum or not, and why?

- Thai history study plays an important role in forming the quality of Thais. The course concentrates on the background, ethnic, cultures, traditions of the Thais, including the explanation about the significant braveries of the kings and the heroes who protected Thai nation and keep the existing until the present time. Learning Thai history study, learners will obtain the different ideas and realize the value of Thainess, love and adoration, including the cognition in ethnics will lead to a self-proud in the future. Thus, the course should reinstate to Thai curriculum and prioritize as the other core courses due to the equivalent class hours. The course shall give more advantages than being sub-content in Social Studies which none of teacher and student comprehends the value and importance like nowadays. If so, teachers and students will be better recognize the value of Thainess and cultural identity.
Part 2: Diffusion of innovations

Diffusion of Innovations

1. Could you describe how the effectiveness of using innovations in teaching plans?
   - By focusing on the development of thinking process of students based on reason in form of Yonisomunyanikara, which used diverse information such as daily news and hot spot relevant to the content of lesson. Moreover, films are used for teaching some course such as Thai history study due to support the perception, clearer understanding, and thinking skill of students.

2. What are the factors that affect in planning—or constructing—the lesson plan for students?
   - Time is the factor affecting to the teaching and learning plan exceedingly. When the class time is limit while teachers have a lot of contents to teach, teacher have to choose the most efficient innovative instructions, learning-aid activities and integrated communication channels which needs a short time for perception only. However, sometimes, the time is too short and not allows adding other relevant knowledge. For example, Thai history study is set as a part of Social Studies, so that it obtains a small time even it consists of a lot of content. Thus, teacher must try to finish the available contents in time without adding the substantial ideas. This avoids students to get suitable benefit.

3. How could you connect the factual knowledge to the related prior knowledge of your students, and what are the assessment tool(s) to assess the students’ performance?
   - To connect the prior and new knowledge of students, it usually do by using various form of query to check the level of available skill, individual assignment to check skill efficiently, observe the attention to check the interest of students. Then, using the learning-aids activities to adjust the attitude of students and enjoy
the, and become having participation in learning with friend in form “peer assist peer” will allow the genius or good-understood students to teach the weak students. It is able to decrease the gap between the strong and the weak and can connect the knowledge of students effectively.

4. What type of leadership that you think is the most appropriate in teaching Social Studies and Thai history study? And which of them should be the main characteristic of teacher leadership in Thai history instruction?

- The substantial leadership’s characteristic for instruction of Social Studies and Thai history is Moral leadership which every teacher should possess of, particularly, Social Studies and Thai history teachers. When teachers possess of high morality, they had rather provided students to be good guys. The next is Instructional Leadership, which helps teacher develop their own teaching skills persistently, create innovative instructions, and conceive the nature of learners more. Consequently, the teaching system will be approached efficient. The final leadership is Emotional Intelligence because the teachers always need to educate the positive attitude to students and stay a Good Practice of lifestyle. Therefore, if teachers want to get faith from students, teacher’s mind and mood must always be under control, reasonable and impartial in any situation.

Communication channels

5. How often do you use the communication channels in teaching plan (verbal or non-verbal)?

- The communication ways were constantly approached respecting the contents and objectives of subjects in order to reach the maximal teaching efficiency. Thus, the communication ways play a crucial role to build up the learning process of students.
6. Which channels of communication that you think is the most effective in teaching Social Studies and Thai history study?

- The most effective communication way is movies which its contents relevant to the lessons because students will pay attention continuously. The motion pictures and sound on film stimulate remember quite well while students are enjoying and exciting. The Direct Instruction often leads to confusion and irritation.

7. Do the difference of students’ background (ex. genders, ages, aptitude, attitude, perception, and personal learning skill) affects communication channels for effective teaching or not? and why?

- The criteria of learners such as gender, age, skills, attitude, cognition and learning skills of each person determine extremely the selection of communication ways. In order to choose the effective innovative instruction, teachers must respect the distinction of learners primarily. However, the distinction of learners can be moderated by the attitude’s adjustment of the students on the related subject and teacher.

Time

8. When do you think you need to use innovations (instructional technique) in classroom, and why?

- New teaching techniques are always necessary to avoid boring of students and bring back the attention from the interruption on the consistency of learning. Supporting the students' efficiency of learning process, teachers should be more creative than only direct instructor. In term of increasing efficiency of the teaching innovation, the new teaching techniques should be created.
9. What is the assessment and indicator that you use in evaluating the students' understanding while teaching in class, and how?

- The assessment on the knowledge of students is usually conducted through the works of students by individual and group. Its results allow teacher to know how much knowledge the students already get. Notice on their answer during the class is another way. By wrong answer of students, teacher will notice that students do not understand the related lesson. Helping students get easier, the lesson will be repeated or the instruction type will be changed.

10. To what extent do you think students' understanding the factual knowledge of Social Studies in a short period of time is the teachers' achievement, and why?

- The shortly cognition in lesson of students deems to the success of teachers and students. For teachers, it means the right choice of innovative instruction and combination of communication ways effectively. For the students, it means the success in learning the contents of lessons quickly and got more time to review the conceived knowledge.

Social system

11. To what extent that the critical thinking skill is important for students to engage in social development in the future? and how?

- Respecting to social development in the future, the critical thinking skill plays an important role to students. It deems to be the skill that builds personal quality absolutely. Once students have been possessed of a high critical thinking skill, they could distinguish the fact of event by context and reasons considered of and realize the advantage and disadvantage that occurred from all deeds. Particularly in the online social, the analytical thinking skill plays more important role in task of select the correct data by using references as the reason. So, the role of critical thinking skill will become more and more significant in the future.
12. How could you develop critical thinking skill among students through using Thai history study?

- The instructional innovation of teacher is already emphasized on the development of critical thinking skill, called *Yonisomanasikāra*. In which thinking methods were added as teaching of lessons and various points are queried in order to develop the thinking skill of students constantly. The answer of student shall allow teachers knowing the level of student's development. The questions were then adjusted to more complicate due to develop the thinking process referring to the correct reasons. This will lead to analytical thinking step respectively. Hence, developing the analytical thinking skill by teaching of Thai history can do by adding ideas during the instruction and asking the points from lessons. Then, let students consider the reason and possibility supporting the answers. Since the class has been finished, students could learn that there is not only one way to find out the right answer. Upon thinking, consideration, reasons and sensibility, the right answer is available in many methods subjecting to individual choice.

13. Do you think ethics and morality are important to the students’ growth in the future? and why? And shall the teachers input the ethics and morality to the students while teaching Thai history study? and how?

- Morals and ethics play a vital role to the development of the students in the future because of the principle of morals and ethics shall urge students the respect of good deeds and devote themselves to social and nation sustainably. In the past, Thai social had rather praised a brave than a good. Once the brave without moral has been praised, it has followed with problems everlasting. I believe that the morals and ethics principles are fundament of a good person. It can provide peace and happiness in social and nation. We must educate the young people to realize the awareness of these principles at the childhood and encourage them a continual education in every level. Even in the upper education, it should be emphasize this theme as well. However, I agree the adding of these principles as teaching Thai history because it will urge the moral
awareness and realize the value of Thai history, which is the origin of Thai culture and social today. Adding the principles, we can use the content of Thai history as example and explain the moral principle relevant to the content. To avoid boring and make student enjoy of thinking, teacher must use simple language and various instruction techniques. Thus, students will understand and pay attention on the contents of Thai history and moral principle altogether.

14. How teacher leadership affects positively to the social system and Thai education?

- The leadership of teachers plays an important role for the development of Thai education system. Hence, teachers possess of leadership more and more, the change in several parts of education system will be taken place. Instead of direct instruction in classroom only, teachers can uplift their role to an educational developer by creating new teaching methods, innovative instructions, and new communication channels updated to the world, social, and situation. The teaching system will be modernized to the same quality as the civilized countries. The social can get benefit by the good quality of students in term of technical skills and humanity. This will be advantage for the social development in the future.
Interviewee 7: Mrs. Supattra Somkla

Part 1: Personal data

1. Please introduce yourself according to your demography (ex. name, surname, gender, age, profession, and marital status) and the year of work according to the field of education.

   - Mrs. Supattra Somkla; Female; 52 years old; B.A. in Education First Class Honor; Current position: Expert Teacher at Amusorn Municipal School, Mueang district, Surin province; Working experience in education: 32 years; Marital status: Married.

2. Attitude towards instruction

   - The teaching and learning is an equipping to students during the learning period. It supports students to develop their potential proper to all sciences and fields, including the moral principle at the same time. Due to educate them growing to be qualitative members of the social in the future.

3. What are the students’ expectations when studying social studies from best practices?

   - As a best practice, the teacher must improve his potential by emphasizing on new innovative instructions and communication channels constantly. So, the students learning with the best practice have expected to gain the knowledge via the effective innovative instructions distinctive to the common teachers emphasized on Direct Instruction mainly. Due to it can help students understand the lessons easier and get better accomplishment, including apply the knowledge on behalf their benefit.

4. What is your best award regarding to the education and instructional practice, and the year of receiving award?

   - My most proud educational accomplishments are:
     Honorary Pin of the “Best Practiced Teacher” for Social Studies group, awarded by the Secretary Office of the Education Council in B.E. 2544.
Promoted to the educational grad “Skill Teacher” in B.E. 2543 granted by Surin Rajabhat University.

“Public Teacher with excellent works”, awarded by Surin Teachers Council.

5. In your opinion, Thai history study is important and necessary to reinstate in Thai curriculum or not, and why?

• The Thai history is important and necessary to bring back in Thai syllabus enormously. Due to it is the subject that can assist learner being thoughtful and reasonable. Thai social will be reasonable that the past events affect to the current situation and the current social situation determines the future. So, to achieve in the future, we must learn about the story in the past in order to take it as guidance for the right action. Particularly, Thai history will help learner understand the history of a country, outstanding events, and the difficult of the former kings and ancestors who protected our sovereignty. Thus, the learner will be aware of patriotism and cultural identity of our nation as well.
Part 2: Diffusion of innovations

Diffusion of Innovations

Innovations

1. Could you describe how the effectiveness of using innovations in teaching plans?

- Innovative instruction integrated various communication channels aiming the perception of students on lesson correctly and quickly. With the various communication channels, students enjoy learning and pay attention on lesson continuously and develop proficiently according to the subject's objectives. It is differ to Direct Instruction absolutely because of the Direct Instruction emphasized on lecturing only. It cannot draw the student's attention to instructing lesson effectively. So, the perception of students is not consistently and not able to link to the new constructionism. Thus, the instruction based on integration of various communication channels is more proficiently than Direct Instruction mainly.

2. What are the factors that affect in planning—or constructing—the lesson plan for students?

- The main factor that affect the formulation of teaching plan is teacher's instruction skills self. Teacher is greatly necessary to develop technical constructionism of the teaching subject (means available of perception in the content of lesson completely) and teaching skill e.g. innovative instruction, various communication channels, understanding the nature of students. There is psychology in inducing students to pay attention etc. thus, once teacher has got higher teaching potential, he or she will be able to formulate proficient teaching plan. It is necessary that teacher must develop himself constantly.
3. How could you connect the factual knowledge to the related prior knowledge of your students, and what are the assessment tool(s) to assess the students’ performance?

- In order to link the new to the old constructionism of students, I use learning-aided activities to let students work by group. That is very useful because when any student doesn’t understand the content, the classmate who understood will help explaining it. This is a kind of assistance to each other. The assessment tool is work test or activity test, including individual report which its result makes teacher know the development of each student immediately.

4. What type of leadership that you think is the most appropriate in teaching Social Studies and Thai history study? And which of them should be the main characteristic of teacher leadership in Thai history instruction?

- The most appropriate characteristic of leadership for the instruction of Social Studies and Thai history is Instructional Leadership. Due to the main duty of teacher is instruction. It is necessary to possess this leadership because of the development in instructional potential constantly. Moreover, he must have the ability to transfer to other teachers also. Next kind of leadership is Participative Leadership which the acceptant on other’s opinion is essential. Then, the teacher should open his mind to listen the idea of student, which lead to a good relationship, including encourage the courage of student to express and act. The last one is Moral Leadership. Teacher’s duty is not teaching in the lesson only but he must educate students to be good persons and aware of virtue to self and others in which it will bring to mature as responsible citizenship to social.

Communication channels

5. How often do you use the communication channels in teaching plan (verbal or non-verbal)?

- Normally, various communication channels are contained in instruction plan already in order to urge students to have more attention on the lesson, enjoy
learning, and participate in class hours that will bring about the proficient teaching process. Every teaching plan and contents in the lessons, the using of various communication channels of teachers will support higher instructional proficiency.

6. Which channels of communication that you think is the most effective in teaching Social Studies and Thai history study?

- The most proficient communication channels for teaching Social Studies and Thai history is videos e.g. movies and documentaries relevant to the content of lesson, which is combined in the instruction. It can transfer pictures and sound simultaneously. It can draw attention of students continuously and effectively. Moreover, it can allow them understand the content in the same direction.

Learning-aided activities outside the class e.g. excursion and Local Tour guide project is another effective channel giving students a chance to learn on the true source. So, they can image the studied content along the touch at the country important sites e.g. national parks, ancient sites, temples and outstanding tourist attraction, etc.

Local Tour guide project means the project that provides an opportunity to students use the studied knowledge (Social Studies, Thai Language, English Language, etc.) to make a benefit by the commitment of a Guide Assistant to guide a local tour giving information to Thais and foreigners.

7. Do the difference of students' background (ex. genders, ages, aptitude, attitude, perception, and personal learning skill) affects communication channels for effective teaching or not? and why?

- The distinction of the learners as gender, age, skills, attitude, cognition and individual learning skill determine the communication channels enormously. These distinctions of students are the significant factors that teacher must regard primarily in formulating teaching plan proficiently. Since teachers have understood the behavior and desire of student, they will be able to select proficient communication channels proper to the nature of students.
8. When do you think you need to use innovations (instructional technique) in classroom, and why?

- The new instruction technique is needed to use all the instruction time because it will draw the attention of students to the lesson all the time. It may develop from the old innovative instruction to more proficient or may be the selection of new innovative instruction to improve the effectiveness of student's learning process. The most importance thing is students must have concentration on learning to understand the lesson entirely. Thus, new instruction technique is important and necessary to use all the instruction time.

9. What is the assessment and indicator that you use in evaluating the students' understanding while teaching in class, and how?

- The perception assessment of student is done by individual report mainly. I will let students write report in form of answering the question that I assigned after learning of each chapter to evaluate the knowledge of students regularly. The answers from the reports will let me know how much the students understand. The reports will show some parts that students do not understand. After that, I just teach students more on the lesson that they don't understand, additionally.

10. To what extent do you think students' understanding the factual knowledge of Social Studies in a short period of time is the teachers' achievement, and why?

- The quick understanding in the contents of students is the success of teacher in term of the selection of useful and effective innovative instructions. It will bring a learning achievement of students in a shot term. For the remaining time, teacher may add the useful hints to students in which they can link to new constructionism or apply in the daily life.
Social system

11. To what extent that the critical thinking skill is important for students to engage in social development in the future? and how?

- The critical thinking skill plays an important role for social development in the future essentially. Due to the critical thinking skill is an important factor for modern lifestyle surrounding of a lot of information. As the current technology is getting quick development, the spreading of information can be taken place very easily. The critical thinking skill will help us sorting the truth based on cause-and-effect and contexts. So, we can make an exact and suitable decision. The thinking fundament and promoting thinking development of students is subsequently necessary exceedingly. It should be started from the primary period, the age or surrounding learning, until graduated level consistently. Due to it will support the progress thinking development, students will become smart, carefully, correct decisive and good problem solver, a qualitative person of social in the future.

12. How could you develop critical thinking skill among students through using Thai history study?

- In order to educate critical thinking skill to students via Thai history, we can do by various form of query, mostly Open-end Question. The substance of question will refer to the data from Thai history. Then, students can think and consider by themselves. The point of question should be emphasized rather on the thinking skill and cause-and-effect-oriented answer than finding the right answer only. By this way, students will get opportunity to express opinion referring to their own reason at large.

13. Do you think ethics and morality are important to the students’ growth in the future? and why? And shall the teachers input the ethics and morality to the students while teaching Thai history study? and how?

- Morals and ethics play an important role to student’s development in the future because it is an important factor, which creates the peace. So, teacher needs to add morals and ethics to students as instructing Thai history constantly and
continuously in life span. It will affect students to have the awareness of good deeds for oneself, family, and social respectively.

14. How teacher leadership affects positively to the social system and Thai education?

- The leadership of teacher plays an important role to develop educational personal endlessly. It is the enhancement of Thai educational standard in which students will obtain the advantage that they will mature to be the quality members of society in the future certainly.
Part 1: Personal data

1. Please introduce yourself according to your demography (ex. name, surname, gender, age, profession, and marital status) and the year of work according to the field of education.

   Mrs. Weeranut Sararatanakul; Female; 58 years old; B.A. in Education (Honor); Current position: Special Skill Teacher at Yannawatewittayakom School; Working experience in education 35 years (B.E. 2519 - present); Marital status: Married.

2. Attitude towards instruction

   Education equips the learners with knowledge, thinking skill and self-development that can lead to the social development. Moreover, it provides students to realize the change of social trend, upgrade personal characteristic concerning to attitude, thinking and knowledge base, including morals, ethics and together living in the social. So, a good teacher must be enthusiastic, long life self-developed and a good practiced in technical and moral, and have a social skill.

3. What are the students’ expectations when studying social studies from best practices?

   The students have expected to get diverse and deeper knowledge by various innovative instructions of the best practice. Moreover, they confined that the best practice may have more knowledge than the conventional. So, students had rather asked the teacher question to let teacher explains the contents of subject and tells the experience of the teacher than self-reading. Teachers thus need to create new innovative instructions constantly. Especially, the combination of different media using for teaching and learning will help students research by themselves respectively.
4. What is your best award regarding to the education and instructional practice, and the year of receiving award?

- "Excellent Teacher Model" Award, awarded by the Office of Teacher Council of Thailand, Department of General Education, in B.E. 2539.

Teacher Honorary Pin "Excellent Ethics conducted Teacher" Award, awarded by the Office of Teacher Council of Thailand in B.E. 2540.

"Excellent Conducted Teacher" Award, awarded by the Department of Religious Affairs, Ministry of Education in B.E. 2541.

Core Leading Teacher, awarded by the Department of General Education in B.E. 2544.

The "Best Practiced Teacher" in Social Studies group awarded by the National Education Council in B.E. 2544.

 Speaker via GURU Online system of the Institute for Teacher and educational personal development, Khonkaen University, to publicize the guidance of learner-oriented learning management and constructivism to the teacher all over the country, since B.E. 2552-present.

5. In your opinion, Thai history study is important and necessary to reinstate in Thai curriculum or not, and why?

- Thai history study is important and necessary to bring back to the syllabus (Currently, still teaching but the class hour is too short than other subject due to Thai history is a part of Social Studies only). Thai history can build up a value of patriotism because it creates awareness on the original of the nation and ancestor. This will provide students the devotion on nation and culture passed on to us from the past. So, the social will be strength in the future.
Part 2: Diffusion of innovations

Diffusion of Innovations

Innovations

1. Could you describe how the effectiveness of using innovations in teaching plans?

   - The distinctive instructional innovation emphasizes on constructionism theory or self-constructionism, in which firstly, I found that students refused this method, for example, when I assigned work, they plagiarized classmate’s works or from information sources in internet instead of doing by themselves. The report was not done by their own idea and knowledge. Thus, the instructional innovation has developed and created more diversified in which the principle of constructionism is still kept as the core. However, the principle of the theory is that the prior knowledge must be combined with new constructionism has been researched. Then, synthesize to its own knowledge or self constructionism such as, instruction by project, let students answer with their own prior knowledge, writing an article or founding issue, including the knowledge which they or their work group must research or study more to understand deeply until they are able to present or report it.

2. What are the factors that affect in planning—or constructing—the lesson plan for students?

   - The main factor that affects the plan or creation of learning plan of students is the old knowledge fundament of students, student’s interest in the subject (attitude), teaching and learning devices, e.g. computer, video and the research sources, in the school (library), nature, and historical sites.
3. How could you connect the factual knowledge to the related prior knowledge of your students, and what are the assessment tool(s) to assess the students’ performance?

- I use the group procedure to give students an opportunity to work in group (each 5-7 person estimated). A group will consist of good learning skill student with average and low skill together. In order to let the good skill assist, the other students need skill improvement and reduce the gap of the existed knowledge and add new knowledge easier. This will provide students a development on learning skills and combine the prior and new knowledge continuously. For the evaluation tools, I have created behavior observation check list for Group Procedure, student’s work evaluation, and presentation evaluation basically.

4. What type of leadership that you think is the most appropriate in teaching Social Studies and Thai history study? And which of them should be the main characteristic of teacher leadership in Thai history instruction?

- The most appropriate characteristic of leadership for the instruction of Social Studies and Thai history is Transformational Leadership, Moral Leadership, Instructional Leadership, and Leadership with Emotional Intelligence (EI).

Communication channels

5. How often do you use the communication channels in teaching plan (verbal or non-verbal)?

- Usually, the communication channels are approached to support the proficient of teaching and learning constantly. It must choose in proper and conform to the lessons. The often use communication channels are pre-test or evaluation test, assign sheet, film conforming to the related contents that may involve the problem of knowledge skill. The students need to make understanding and apply to their own daily life.
6. Which channels of communication that you think is the most effective in teaching Social Studies and Thai history study?

- The most effective communication channel for instructing Social Studies and Thai history is movies relevant to the contents of course because it is able to assist students in term of imagination and see pictures in the same direction and promote learning. It will draw attention of students effectively. Then, asking question, which leads to information searching through in-group brainstorming, or internet.

7. Do the difference of students’ background (ex. genders, ages, aptitude, attitude, perception, and personal learning skill) affects communication channels for effective teaching or not? and why?

- The distinction of the learners as gender, age, skills, attitude, cognition and individual learning skill has obvious effect to using effective teaching and learning channel. When students in the same classroom have different cognition, the interesting and attention in content will be different too. Thus, teachers need to evaluate the skill of students before and after the instruction in order to compare the development of each student.

Time

8. When do you think you need to use innovations (instructional technique) in classroom, and why?

- When student's attention to the lesson is declined, due to difficulty or uninteresting, new teaching technique or various innovative instructions are needed to draw the student's attention back to the instructing lesson.
9. What is the assessment and indicator that you use in evaluating the students’ understanding while teaching in class, and how?

- The perception assessment of students as instruction in the class is pre-test and post-test in order to evaluate the student’s potential regarding the lesson. The skill assessment in other aspects will be used to evaluate the learning practice and participation.

10. To what extent do you think students’ understanding the factual knowledge of Social Studies in a short period of time is the teachers’ achievement, and why?

- The shortly perception in lesson of students deems as the teacher’s success at a certain level. However, the real success of teacher will come when students can understand the knowledge correctly and sustainably, including take the knowledge that they have obtained to create constructionism or link to the higher knowledge proficiently.

Social system

11. To what extent that the critical thinking skill is important for students to engage in social development in the future? and how?

- The critical thinking skill plays an essential role to the students for future social development exceedingly. The analytical thinking based on cause-and-effect will bring to a correct forecast, ad-hoc as well as long-term problem solving analysis or decision making to do anything. A good critical thinking skill will assist to make decision and do the right things. This is substance and fundament factor which every student should posses due to force the sustainable social development.

12. How could you develop critical thinking skill among students through using Thai history study?

- In order to educate critical thinking skill to students via Thai history, I usually give students an opportunity to analyze the advantage and disadvantage about the action
from the people in history. Moreover, I let students analyze an outstanding event with analytical thinking question in order to equip this kind of development to students constantly.

13. Do you think ethics and morality are important to the students’ growth in the future? and why? And shall the teachers input the ethics and morality to the students while teaching Thai history study? and how?

- Morality and ethics play an important role to the student’s development in the future exceedingly because the social will keep in peace when the people in the social have morals and ethics. So, teacher should add the moral principle to student in Thai history class extremely. An evaluation form can be formulated, such as, student’s morals, ethics evaluation form, skill evaluation form for morals, and ethics of student for pre and post event of instruction. However, it may begin with invisible perform, such as, honesty, diligence, punctuality, kindness, etc. Meanwhile, the teacher can use various innovative instructions on the content of Thai history to add moral and ethic principles in order to educate students being aware of virtues.

14. How teacher leadership affects positively to the social system and Thai education?

- The leadership of teacher plays an important role for instruction Thai history because a good teacher instructs not only assigned content according to curriculum but he should bring students to accomplishment of the subject includes equipped students to apply the knowledge in the daily life quite well. Teacher needs to add moral and ethic principles to students in Thai history class because it will encourage students to learn not only technical contents but students will be educated to be the good practice of social as well. This affects the social in long term. Students will be matured parallel to see the value of good deeds. So the social in the future will get a peace sustainably due to the citizens had been ready rather to make good deeds for mutual than for self. Once the important educational personal have possessed of a high leadership, a development in teaching and learning, and teacher’s quality will be occurred infinitively. It brings about an upgrade in educational quality progressive. Finally, students can enjoy advantages
enormously. When they grow up, they will, thus, become good citizens of the society in the future as well.
Interviewee 9: Mrs. Saowalak Rodpol

Part 1: Personal data

1. Please introduce yourself according to your demography (ex. name, surname, gender, age, profession, and marital status) and the year of work according to the field of education.

- Mrs. Saowalak Rodpol; Female; 56 years old; Born on 20 February 1955; M.A. in Education Discipline Curriculum and Instruction; Current position: Social Studies Teacher – Secondary level – Saard Phaderm Wittaya School, Thataphao subdistrict, Mueang district, Chumphon province, under the Department of General Education.

2. Attitude towards instruction

- A good teaching and learning needs a good system. Teacher is committed to provide a teaching plan proper to the lesson and students. A systematic and proficient learning management will assist students to get accomplishment as the curriculum’s objectives and to be able to develop its own potential constantly. So, teacher is not only a keen instructor but he must understand the nature of the learners, know how to deal with the contingent problems and develop the learning process of learners, especially, how to teach students to be a good person with moral.

3. What are the students’ expectations when studying social studies from best practices?

- The students look forward to gain knowledge via the innovative instructions from best practice in which they can understand the complex contents easier. It will make students have more fun and take part in learning the new ideas with friends via various learning-aided activities. Subsequently, they will succeed in learning and get higher achievement that can satisfy themselves and their parents.
4. What is your best award regarding to the education and instructional practice, and the year of receiving award?

- My most proud educational accomplishment is the Honorary Pin of the “Best Practiced Teacher” for Social Studies group, awarded by the National Education Council in B.E. 2543, with “CIPPA and Cooperative Innovative Instruction”.

5. In your opinion, Thai history study is important and necessary to reinstate in Thai curriculum or not, and why?

- The Thai history is important and necessary to bring back in Thai syllabus. Nowadays, there is lack of awareness in motherland between the Thais obviously. The value of Thainess is declined. The own benefit has higher priority than mutual. The social is divided. It may cause of the insufficient knowledge of Thai History for a long. The vision of Thainess, patriotism, and culture conservation are failed. So, the Thai identities have been disappeared along the epochs gradually. If Thai history is restored with the clear standards of subject as other subjects, it will be an education of Thai value and patriotism. In particular, it will lead to Thai qualitative citizens, which are committed to the social and create positive effects to Thai social in the future.
Part 2: Diffusion of innovations

Diffusion of Innovations

Innovations

1. Could you describe how the effectiveness of using innovations in teaching plans?

- My innovative instruction is called “CIPPA Model,” it focuses on the development of learner’s potential by 7 steps as following:

  Step 1: Repeat prior knowledge pull out the existing knowledge of the learner in order to let the learner be ready for the connection to the new knowledge.

  Step 2: Search of new knowledge search information that the instructor has provided or the instructor tell the sources.

  Step 3: Study the data/new knowledge then link to the existing. Study and understanding information/new data, define the new data/experience by various methods themselves, e.g. use thinking process and Group Procedure to discussion and conclude the perception on the information, which may need to link to the existing knowledge.

  Step 4: Share idea with group members: learners exploit group as a tool to check the perception of others at the same time.

  Step 5: Knowledge Conclusion and Organization: conclude all obtained knowledge, prior and new, and arrange it systematically in order to allow student be able to remember it easier.

  Step 6: Presentation: Learner gets opportunity to present their works to the others. It assists students repeating or controlling their own perception and promotes the creation of students.
Step 7: Apply the knowledge: promote student to drill applying the knowledge in various situations in order to increase the skill, perception, ability in problem solving and its necessity.

Since the learners have learnt this CIPPA Model, the development will be done according to the curriculum absolutely. The learners can extend the skills to improve their own potential considerably.

2. What are the factors that affect in planning—or constructing—the lesson plan for students?

   - The main factor that affects the plan or formulating learning plan is the class hours. In order to finish the course in time, teacher must select effective innovative instruction. If students understand completely, the next lesson can go ahead quite well. Some lessons consist of a lot of contents but time is rarely. So, teacher needs to cut off some contents, which make students cannot get advantage properly, e.g. Thai History (currently a part of Social Studies only) get a short time portion comparing to its contents. Most of teacher can only do as much as ending in time. Adding other useful contents to students is almost impossible. Consequently, time is the most affective factor in creation of learning plan.

3. How could you connect the factual knowledge to the related prior knowledge of your students, and what are the assessment tool(s) to assess the students’ performance?

   - Before starting my course, I usually assign students individual report to check the skills of their existing knowledge. The advantage of such assignment comes through the answers in the report. It let me know the available knowledge of students and assists me to find appropriate innovative instruction and communication channels supporting student’s perception on the constructionism continuously.
4. What type of leadership that you think is the most appropriate in teaching Social Studies and Thai history study? And which of them should be the main characteristic of teacher leadership in Thai history instruction?

- The Interpersonal leadership deems as the most important and appropriate characteristic for the instruction of Social Studies and Thai history because the contents are complicated and hard to understand. Teacher needs to have the Interpersonal leadership to build effective learning atmosphere and support student's learning process based on good relationship between teacher and students. So, the teaching and learning will be proficient. Meanwhile, Transformational Leadership is another significant characteristic of teacher of the both subjects. Cause the number of difficult and complex content, students may lose attention often. The last one is Instructional Leadership, the main teacher's characteristic. Teacher will have potential to develop new innovative instruction, which affects to student's accomplishment from this kind of leadership.

Communication channels

5. How often do you use the communication channels in teaching plan (verbal or non-verbal)?

- Communication channels is important and necessary in teaching plan in term of increasing teaching proficient and providing students a continuous learning process. So, we can say that a proficient teaching plan is possible when the communication channels are chosen properly due to students can understand the lessons easily. However, communication channels will combine with teaching plan upon teacher decided. It is suitable and conforms to the related contents. The appropriate choosing of communication channels will affect to learning process, knowledge applying skills, and the clearly understanding on the lesson in the certain time continually.
6. Which channels of communication that you think is the most effective in teaching Social Studies and Thai history study?

- The most effective communication channels for instructing Social Studies and Thai history are movies and documentary relevant to the content of lesson combined with Direct Instruction. Most of the movies using in Direct Instruction referring to Thai history. This will help students understand the lesson easier and identically. Thus, movie is the most effective communication channels for instructing the both subjects.

7. Do the difference of students’ background (ex: genders, ages, aptitude, attitude, perception, and personal learning skill) affects communication channels for effective teaching or not? and why?

- The distinction of the learners as gender, age, skills, attitude, cognition, and individual learning skill affect to the proficient communication channels enormously. Due to the distinction of students affect directly to the student's attention. So, the teacher must carefully select the innovative instruction and various communication channels, regarding to the distinction of learners.

Time

8. When do you think you need to use innovations (instructional technique) in classroom, and why?

- The new instruction technique in classroom is necessary for all the time of instruction because the consistent learning process of students will be occurred by stimulation of teacher. So, it is the task of teacher to notice the behavior of students all the time. Once the students have lose their attention from learning, it means the current instructional innovation is not worked and the teacher must look for new instruction techniques to draw back the student's attention.
9. What is the assessment and indicator that you use in evaluating the students' understanding while teaching in class, and how?

- The perception assessment of students as instruction in the class, I will ask the question about the lesson that I am teaching to check how the student's perception is available. Sometimes, I assign students to write reports, assign individual and group work both in class and homework to evaluate the existing knowledge of students before start the next point of lesson. So, the students can understand the learning contents consistently and be ready to learn the next lesson that may be more complex and difficult.

10. To what extent do you think students' understanding the factual knowledge of Social Studies in a short period of time is the teachers’ achievement, and why?

- The quick understanding of students deems as the success of teacher in term of selection of proficient instructional innovation and communication channels affecting the fast understanding of students. So, it is the important condition because teacher gets a limited time in teaching of each lesson. So, it is an objective of teacher as well.

Social system

11. To what extent that the critical thinking skill is important for students to engage in social development in the future? and how?

- The critical thinking skill plays an important role for social development in the future essentially. It is a complex thinking process that students can use in their daily life. The complex thinking process is important for development of individual potential in order to the social development in the future also. Since students have got more development on this aspect and the education system has been focused on the awareness of teacher and students in analytical thinking skill, students will be developed their own thinking skill step by step
properly to the aging range and become mature to proficient citizens of Thai society eventually.

12. How could you develop critical thinking skill among students through using Thai history study?

- Educating critical thinking skill to students via Thai history can do by different questions, referring to the content of lesson. The question must not be targeted to the right answer but it should be emphasized on guiding and promote the right thinking process in which it will lead to find the right answer significantly. Thus, the task of teacher is not finding the correct answer but guiding the correct thinking skill and then the correct conclusion to students.

13. Do you think ethics and morality are important to the students' growth in the future? and why? And shall the teachers input the ethics and morality to the students while teaching Thai history study? and how?

- Morals and ethics play an important role in development of students in the future. Due to the Moral and ethic principles bred in individual at childhood, which gives positive effect to thinking process in long-term. So, it can say that if students are educated the moral and ethic principles since childhood to matured, the principle will affect to the thinking process developing along the age. When the students are grown up to be adults, they will think based on moral and ethic principles all the time. Finally, they will become qualitative citizens, who keep on good deeds for self and social leading to the sustainable social development.

14. How teacher leadership affects positively to the social system and Thai education?

- The leadership of teacher plays another important role to develop educational personal endlessly. It is an uplifting of Thai educational standard in which students will gain the advantage that they will mature to be the quality members of society in the future.
Interviewee 10: Mrs. Sawangwan Sangkaew

Part 1: Personal data

1. Please introduce yourself according to your demography (ex. name, surname, gender, age, profession, and marital status) and the year of work according to the field of education.

- Mrs. Sawangwan Sangkaew; Female; 57 years old; B.A. in Education, Major in Geography Studies and Minor in English from Prince of Songkla University, Pattani Campus; Current position: Social Studies Teacher – Secondary level – Satree Yala School, Mueang district, Yala province; Working experience in education field: 38 years; Marital status: Married.

2. Attitude towards instruction

- Teaching or instruction is an education on learners. Educators or teachers must be equipped with the knowledge to transfer to the learners and possess of moral to be a good practice for conduct their life. This will inspire and motivate the learners to develop their technical knowledge, thinking, and spirit. So, they will become a good member with quality of the social in the future.

3. What are the students' expectations when studying social studies from best practices?

- Students have expected to understand the contents of learning via various innovative instructions and communication channels clearly. This is the identity of the Best Practiced Teacher, who is deemed as the leader of instruction definitely. It will lead to better achievement in which the existing knowledge will be linked to the new one or extended to a new conclusion.

4. What is your best award regarding to the education and instructional practice, and the year of receiving award?

- The most proud educational accomplishments are in following:
  Teacher Honorary Pin of the “Best Practiced Teacher” in Social Studies Group for
the Cooperated Innovative Instruction in B.E. 2543, awarded by the Secretary Office of the Teachers Council of Thailand.

The “Model Teacher for Social Studies” Award, awarded by the Department of General Education in B.E. 2536.

5. In your opinion, Thai history study is important and necessary to reinstate in Thai curriculum or not, and why?

- Thai history plays a significant role and it is necessary to bring back to Thai curriculum enormously. Thai history study teaches students about the origin of Thais and its evolution, beautiful wisdom created by the ancestors and the outstanding events in the past. All of these will urge the learners think of the cause-and-effect in the past and compare to the present. History is the case study that we can take the lesson in the past to make decision for present process. So, we can expect positive outcome in the future. To attain it, we need the contents of Thai history parallel to the development of proper thinking skill to the learners. The result will not affect to the thinking process only, but to the patriotism, awareness on culture and Thainess, and responsible citizenship of the learners in the future also.
Part 2: Diffusion of innovations

Diffusion of Innovations

Innovations

1. Could you describe how the effectiveness of using innovations in teaching plans?

   - The instructional innovation focuses on the assistance of students to each others in form of “friend-assists-friend” learning model. First class hour will begins with Pre-test. Then, students will be divided in groups and the top students will be spread and mixed up with the average and the low graded. So, the top can help or explain the understood stuffs to the others. This will bring about the same understanding or may lead to new constructionism. During the class hour students will be assigned, mostly group work, to give students a chance to express their opinions and practice, afterwards, present their works as the teacher explains how the works of every groups can be integrated due to the students realize the overview of the related contents and the opportunity to apply to the true life respectively. The innovative instructions deem as proficient to develop student's learning process parallel to equip the working skills with others that can be the significant characteristic for them in the future definitely.

2. What are the factors that affect in planning—or constructing—the lesson plan for students?

   - The main factor that affects the learning plan of students is the class hours of each subject. It is the key for teacher to choose the proficient innovative instructions and communication channels properly to the related lessons.
3. How could you connect the factual knowledge to the related prior knowledge of your students, and what are the assessment tool(s) to assess the students' performance?

- In order to link the new and the existed knowledge of students, I used Pre-test to evaluate the existed of each. With the results of the query and Pre-test, I can know the existed substance and start to teach the appropriate content.

4. What type of leadership that you think is the most appropriate in teaching Social Studies and Thai history study? And which of them should be the main characteristic of teacher leadership in Thai history instruction?

- The most appropriate leadership for Social Studies and Thai history is Interpersonal leadership because it is important for the teachers of both subjects. Actually, the objectives of the both subjects focused on the development of thinking skill basically. So, the teachers must have vision to educate the culture of group working, accept the idea of others, and search answer oriented to cause-and-effect. The interpersonal leadership of teacher will support students to learn by technical and different thinking providing to the development of complex thinking skill. The next is Transactional Leadership, which plays an important role in motivation and drawing the attention of the students, regarding to the effective learning process. The teacher possess on this kind of leadership will understand the nature and desire of students. It will lead to the response and urging their effective learning process. The last one is Contingent Leadership. This leadership will equip the teacher cleverness for solving unexpected diverse problems, ad hoc and long-term, while instructing effectively without the impact to the student's learning process. Particularly, a good teacher should have the Emotional Intelligence, which is needed to solve problem proficiently.
Communication channels

5. How often do you use the communication channels in teaching plan (verbal or non-verbal)?

- Generally, I always use various communication channels in teaching plan because the use of various communication channels will make fun for students and also participated with instruction. Particularly, the use of outside classroom activity such as visual education at historical sites, temples, and other tourism places will impress students and make them fun, it also step up the personal experience for students as well.

6. Which channels of communication that you think is the most effective in teaching Social Studies and Thai history study?

- Using of video such as films and documentaries that related to the subject deems as the most effective communication channels for instruction of the both subjects. Actually, excursion deems as an effective learning-aided activity but in expense aspect video wins the efficiency, due to its repetition, and can draw so much attention as excursion.

7. Do the difference of students' background (ex. genders, ages, aptitude, attitude, perception, and personal learning skill) affects communication channels for effective teaching or not? and why?

- The distinction of the learners as gender, age, skills, attitude, cognition, and individual learning skill determine the communication channels enormously. Due to these distinctions will affect to the thinking skill and the interest directly. So, the teacher must regard the distinction of students and choose the communication channels that support the proficiency and ultimate benefit of students. It will bring about the achievement of curriculum.
Time

8. When do you think you need to use innovations (instructional technique) in classroom, and why?

- I always use new instruction techniques. It is derived from the observation of the behavior of students. As instruction, we have to notice the reaction of students on the approached instruction model, including the cognition on the desire of the learner. It will provide us to create new teaching techniques for ad hoc and latter.

9. What is the assessment and indicator that you use in evaluating the students' understanding while teaching in class, and how?

- To evaluate the perception of students, normally, I will assign students an individual report basically. So, I can know how much students have conceived and which topic the students didn't understand or misunderstood. Thereby, I can repeat exactly.

10. To what extent do you think students' understanding the factual knowledge of Social Studies in a short period of time is the teachers' achievement, and why?

- The quick understanding of students is the success of teacher in term of the use of effective instructional innovation and communication channels properly to the lesson and students deems as the attainment in developing the instruction potential of teacher, merely. The absolute success of teacher will be come out when students can apply the knowledge to their true life as well as extend the knowledge to new concept.

Social system

11. To what extent that the critical thinking skill is important for students to engage in social development in the future? and how?

- The critical thinking skill plays an essential role to the students for future social development. Thanks the thinking development, which supports the thinking skill
for solving the complicated problems and situations more and more and leads to find out data or correct answer through filter by cause-and-effect carefully. Especially, in the age of information diversification like today, to sort out the truth and reliable data, students need critical thinking skill to consider and define the information reasonably. So, the critical thinking skill assists students become deliberate, considerable living, and applies to solve any problem effectively. It is important for all of students.

12. How could you develop critical thinking skill among students through using Thai history study?

- In order to educate critical thinking skill to students via Thai history, we can do by set up a question referring to the content of Thai history basically. The style of question must not be fixed and focused on the right answer only, but it should provide the guideline of each step until the students can find out the answer. It should emphasize on the process by searching reason to explain the answer. Since the students have gotten onto the procedure, the question shall be more complicated.

13. Do you think ethics and morality are important to the students’ growth in the future? and why? And shall the teachers input the ethics and morality to the students while teaching Thai history study? and how?

- Moral and ethic principles are important to student’s development in the future because it indicates the progress and quality of social definitely. Once the people in social have been aware moral and ethic principles more, their behavior will base on the virtues, social creation, and conduct properly to the social, which is the characteristic of intellectual. The conduct will be a good practice and followed by closed persons and use in daily life. When many people in the social do so, the social will develop sustainably. Thus, I agree that teachers need to add moral and ethic principles in the Thai history course. Due to educate students regard the value and significance of moral and ethic principles at the childhood to university education in order to emphasize the significance and become a part of learning in
which the changing results of students will be tangent upon they enter in the working age.

14. How teacher leadership affects positively to the social system and Thai education?

- The leadership of teacher plays an important role to develop educational personal endlessly. It is the enhancement of Thai education standard in which students will get the advantage that they will mature to be quality members of society in the future.
Interviewee 11: Mrs. Supaporn Pollao

Part I: Personal data

1. Please introduce yourself according to your demography (ex. name, surname, gender, age, profession, and marital status) and the year of work according to the field of education.

   - Mrs. Supaporn Pollao; Female; 59 years old; Born on 20 June 1952; M.A. in Education Discipline Curriculum and Instruction; Working as a Teacher at Sirindhorn School, Mueang district, Surin province; Experience in education: 35 years.

2. Attitude towards instruction

   - Learning and teaching are knowledge transfer process. A good instruction must be proficient. Meanwhile, a good instruction tools will assist the learner’s success in technical aspect and humanity. So, when the students grow up, they will be equipped with knowledge and moral that may lead to the sustainable development of the nation ultimately.

3. What are the students’ expectations when studying social studies from best practices?

   - The students have looked forward to get knowledge by innovative instructions and communication channels. In which, it is the identity of the best practice that different from typical teachers. Thus, they believe that learning with the best practice will obtain knowledge and have fun. This will support the eager of learning and improve themselves to the reach the desired outcome.

4. What is your best award regarding to the education and instructional practice, and the year of receiving award?

   - My most proud educational, teaching, and learning accomplishment are:
     - Promotion to Educational grad “Skill Teacher” in B.E. 2546
     - “Excellent Teacher”, awarded by Smarn-Benja Sangmali Foundation in B.E. 2545
Honorary Pin of the “Best Practiced Teacher” for various learning-aided activities, awarded by the Secretary Office of the Education Council in B.E. 2543.

5. In your opinion, Thai history study is important and necessary to reinstate in Thai curriculum or not, and why?

- Thai history is important and necessary to bring back to Thai syllabus so much. It is the only one course that educates students to aware of patriotism, Thainess, and biography of the former kings and ancestors who protected our nation until now. Due to Thai History is worthily, the syllabus and the educational personals ought to be improved entirely and upgrade its teaching proficiency to international quality.
Part 2: Diffusion of innovations

Diffusion of Innovations

Innovations

1. Could you describe how the effectiveness of using innovations in teaching plans?

- The instructional innovation called "CIPPA Model" emphasizes on the integration of various communication channels by using media and various learning-aided activities, in and out-class, promoted students enjoy learning and participate in learning with classmates. This will assist them construct their own learning process all the time. Moreover, students will be courage to express via drill of thinking process systematically. It leads to a development of students in technical knowledge and practice of thinking process proficiently.

2. What are the factors that affect in planning—or constructing—the lesson plan for students?

- The main factor that affects the learning plan of students is the instructional skill of teacher. It means planning or formulation of learning plan in any type which the teacher defined self. If teacher has a low instructional skill, the learning plan will not be qualitative. So, teacher must develop own potential all the time. This will lead to creation of effective innovative instruction or instruction method to make students get advantage absolutely.

3. How could you connect the factual knowledge to the related prior knowledge of your students, and what are the assessment tool(s) to assess the students’ performance?

- In order to connect the new and prior knowledge of students, I would use learning skill exercise emphasized on the analytical thinking skill fundamentally, in which various learning-promoted activities. However, drilling the learning skill to link the knowledge, I will emphasize on Group work. Its advantage is "Friend assist friend" concept in which the understood student will explain to the non-
understood. This deems as a proficient learning method. For evaluation, teacher will evaluate the assigned works of students. A conclusion of every works will be explained to allow students get more perception.

4. What type of leadership that you think is the most appropriate in teaching Social Studies and Thai history study? And which of them should be the main characteristic of teacher leadership in Thai history instruction?

- The most appropriate leadership for Social Studies and Thai history is Participative Leadership. Working as a group, we must respect the right to express opinion of others and must have vision to regard the value of other opinions that can really lead to success. Occasionally, teachers do not know everything entirely and may learn something from the learner. By the leadership, teacher will be answer of the value of student’s opinion, which deems as democracy in classroom. The next one is Contingent Leadership. Actually, teachers must encounter various unexpected problems all the time. So, they have to possess a skill of Contingent Leadership in order to solve the unexpected problems successfully and effectively. The teacher is possessing of the leadership will be able to adapt to all situation quite well, including have Emotional Intelligence to solve problems proficiently. The last one is Postmodern Leadership. Due to in the modern global nothing is fixed. The problem solving is not available only one way. So, the teachers possessing of this kind of leadership characteristic will be open minded and accept the opinions because they will think every good opinions will lead to the target in the future. Thus, it is important characteristic, which should be transferred to students respecting to good citizenship in the future.

Communication channels

5. How often do you use the communication channels in teaching plan (verbal or non-verbal)?

- Using various communication channels deems as proficiency of innovative instruction urging the attention students on the lesson. So, a chosen of appropriate
communication channels is a must in order to lead to the effective creation of instruction process in every instruction plan. Thus, communication channels are the significant components of teaching plan and necessary very much to use for supporting the understanding of students and the better achievement.

6. Which channels of communication that you think is the most effective in teaching Social Studies and Thai history study?

- Films, for example, movies and documentaries which its contents relevant to the lesson and combined with Direct Instruction. So, videos deem as the most proficient channel.

7. Do the difference of students' background (ex. genders, ages, aptitude, attitude, perception, and personal learning skill) affects communication channels for effective teaching or not? and why?

- The distinction of the learners as gender, age, skills, attitude, cognition, and individual learning skill determine the communication channels enormously. Due to the distinction of the learners is the main factor to build concentration in learning. Concentration determines the learning process definitely. Without the concentration, it is not to understand the learning stuff even attempt. Thus, the appropriate communication channels will attract the student's attention and enjoy learning.

8. When do you think you need to use innovations (instructional technique) in classroom, and why?

- The new instruction technique is needed to use in all the instruction time because it will help students not too bored on learning and can create a good Classroom Atmosphere as well. It will encourage more proficiency of teaching process.
9. What is the assessment and indicator that you use in evaluating the students’ understanding while teaching in class, and how?

- The perception assessment of students as instruction in the class mostly is done with Assignment, Group work, and individual. The assessments sent to teacher will indicate the knowledge and perception of students definitely.

10. To what extent do you think students’ understanding the factual knowledge of Social Studies in a short period of time is the teachers’ achievement, and why?

- The shortly perception in lesson of students deems as the teacher’s success at a certain level. Due to the student’s perception reflects the attempt and successful in choosing of proficient innovative instruction supporting a shortly learning success of students. However, the real success of teacher will come when students can take the knowledge they have obtained to create constructionism or apply in the true life.

Social system

11. To what extent that the critical thinking skill is important for students to engage in social development in the future? and how?

- The critical thinking skill plays an important role for social development in the future essentially. It will help them to use thinking process systematically based on cause-and-effect and result (the law of causality). So it will lead to exact and accurate decision. When they grow up, they will be the quality citizens for the society, according to the appropriate and considerable problem solving. Most of all, the critical thinking skill can apply to learning process and lead to better perception in every field of sciences. So, the students will get more chance to success in learning.
12. How could you develop critical thinking skill among students through using Thai history study?

- In order to educate critical thinking skill for students via Thai history can do by using the proficient communication channels, such as, video, Thai historical films, and relevant documentary onto the students. Then, ask the question emphasized on thinking skill referring to the content of the proposed film, due to students can find out answer through analysis the question and its surrounding context, including using the cause-and-effect to support the way to find the answer. Afterwards, teacher concludes and explains the right direction to students in order to develop the thinking potential, eventually.

13. Do you think ethics and morality are important to the students' growth in the future? And why? And shall the teachers input the ethics and morality to the students while teaching Thai history study? and how?

- Moral and ethic principles play an important role to student's development in the future because it is the human basic element for coexistence in social and keeping a peace. So, it is necessary for teacher to add the moral and ethic principles to students in Thai history class that the contents can be connected easily. This will encourage students to be aware of the significant of it and keep in mind as a component in living in the future. However, it must be done in every class level continuously to make it affects students aware of the issue for social and surroundings.

14. How teacher leadership affects positively to the social system and Thai education?

- Once the important of educational personal have possessed of a high leadership, a development in teaching and learning and teacher's quality will be occurred infinitively. It brings about the enhancement in educational quality progressive and students can enjoy advantages enormously. When they grow up, they will, thus, have a sense of good citizenship of the society in the future as well.
Interviewee 12: Mrs. Luksana Saipreecha

Part 1: Personal data

1. Please introduce yourself according to your demography (ex. name, surname, gender, age, profession, and marital status) and the year of work according to the field of education.

   - Mrs. Luksana Saipreecha; Female; 54 years old; M.A. in Education from Burapha University; Current position: Head of Technical Department of Saint Paul Convent School, under the Office of the Private Education Commission; Educational working experience: 33 years.

2. Attitude towards instruction

   - Teaching and learning are the process that transferring knowledge to the learners with a proper development for each life span. However, the knowledge transfer does not mean to technical knowledge only, but it includes moral and the knowledge for daily life also. So, the teachers must find out the way to transfer all important stuff to students proficiently and that means the teachers have to regard to their own potential development in the related aspects.

3. What are the students' expectations when studying social studies from best practices?

   - The students have expected a better accomplishment and learning development through the distinctive innovative instructions and proficient selection of communication channels and a different instruction style to conventional teacher. So, the best practice means a teacher with teaching potential of leadership promoting the development of students in technical and thinking process. Moreover, best practice should guide the path for happy living in social to mature with quality in the future.
4. What is your best award regarding to the education and instructional practice, and the year of receiving award?

- The most proud educational accomplishment is the Honorary Pin of the “Best Practiced Teacher” for Social Studies group in B.E. 2543, by “Pastoral Method” instruction.

5. In your opinion, Thai history study is important and necessary to reinstate in Thai curriculum or not, and why?

- Thai history study is important and necessary to bring back in Thai curriculum exceedingly because the contents of the subject tell us the origin of Thai nation and culture in the old days. Thai history is the center of Thai spirit that encourages students to realize the importance of Thainess, patriotism, and Thai identity. If students realize the importance of these three things, they would not be enamored with foreign social trend. Actually, Thai history is in Thai curriculum but it is a part of Social Studies only. So, its class hour is shorter than the other main subjects. This causes a problem to many teachers extremely because the class hour is not proper to the lessons and occasionally teachers need to cut off some lessons to end the course in time. Thus, if the syllabus is improved and raise the priority of this subject, students will get more benefit.
Part 2: Diffusion of innovations

Diffusion of Innovations

Innovations

1. Could you describe how the effectiveness of using innovations in teaching plans?

- The unique innovative instructions "Pastoral Method" is instruction method that integrates various communication channels to meet the desire of learners affecting to the development of learning process extremely. Pastoral Method consists of 6 steps as following:

(1) Pull out the existed knowledge/student’s experience.
Students will be able to express their prior skills. Then, teacher adjusts the gap of their smaller by query issues and let students answer. Teacher will explain and conclude afterwards. This will be advantage for students that they can start learning new stuffs or chapters.

(2) Exploit structured-activities.
It is organize learning activities to learners. However, all activities must support the knowledge linking.

(3) Construct Discernment Thinking Process.
Students will get opportunity to develop discernment thinking skill by consider the learnt content to make understanding and ask question in the unclear points. This process will lead to searching of new found or constructionism itself finally.

(4) Practice Group-Working Skill.
This step will provide the learners awareness of working with others under the same target and with regard of effective communication. Moreover, it will be the opportunity to build a good relation between students and to make co-
decision for absolute conclusion, including the perception in the issue which belongs to the idea of others and evaluate the thought correctly.

(5) Develop thinking process by allow the learners analyze and criticize social situation.

The learners will be promoted to be able to connect knowledge to the present social situation in order to apply it in the daily life effectively.

(6) Build spirit development to learners.

In the step, the learners will be added the moral and ethic principles relevant to the content of lesson in order to educate the learners the awareness of good deeds for social proficiently.

However, the instruction method consists of all development aspects to student according to the objectives of Social Studies. So, entirely that it deems as the useful innovative instruction and appropriate to teach Social Studies and Thai history.

2. What are the factors that affect in planning—or constructing—the lesson plan for students?

- The factor that affects planning or formulating the learning plan is the students’ development skill in many aspects. The teacher must consider carefully based on the subject’s objectives. So, teacher needs to analyze and evaluate what kind of innovative instruction and communication channels is effective and proper to build up development in each aspect of students in order to achieve the objectives of curriculum eventually.

3. How could you connect the factual knowledge to the related prior knowledge of your students, and what are the assessment tool(s) to assess the students’ performance?

- In order to link the new and the prior knowledge of students, I mostly used learning-aided activities, which proper to the lesson in order to draw student's attention and connect the constructionism proficiently. For the evaluation tools are knowledge test, behavior evaluation, tests and assigned works of students, which let me know at once how much students have knowledge.
4. What type of leadership that you think is the most appropriate in teaching Social Studies and Thai history study? And which of them should be the main characteristic of teacher leadership in Thai history instruction?

- The most appropriate characteristic of leadership for the instruction of Social Studies and Thai history is Postmodern Leadership. This leadership deems as the most important characteristic of teacher in the modern education system because it emphasized on developing of the thinking process of student. So, the teacher must have vision in order to support students to express their opinions, even wrong, due to allow students dare to think and express. The next is Moral Leadership. A good teacher is not only a teaching as lesson but must educate learner to aware the value of virtues and morals in their mind. So, the teachers need the characteristic. The last is Instructional Leadership. It is the main duty of a teacher. So, the Instructional Leadership will allow teachers to develop themselves continuously and can transfer to other teachers quite well.

Communication channels

5. How often do you use the communication channels in teaching plan (verbal or non-verbal)?

- Normally, the communication channels are approached in teaching plan constantly. The different channel is subject to the situation in the class and the instructed contents. When students look boring and out of attention, teacher will choose effective communication channels that can draw the student’s attention back and make fun by various learning-aided activities support effective and continuous learning process.
6. Which channels of communication that you think is the most effective in teaching Social Studies and Thai history study?

- The use of medias, such as, press news about present events, clipping and information from online media with the Direct Instruction can link the content of the events in media to Thailand content of lesson to approach by teaching. This deems as the most effective communication channels due to it is the method that explain the events in the past and present. So, students can link it. The students can realize that the current event is the result of act in the past and the current event has effect to the future. Thus, learning history will allow students forecast how the current event will affect to the future.

7. Do the difference of students' background (ex. genders, ages, aptitude, attitude, perception, and personal learning skill) affects communication channels for effective teaching or not? and why?

- The distinction of the learners as gender, age, skills, attitude, cognition, and individual learning skill determine the communication channels enormously but by observation on most of students in nearly age span, the gap of their think processes is small. However, the different in other aspects of the students deem as the significant criteria to choose communication channels. Teacher may need to notice the behavior or ask directly to make understanding of the desire of the most students' reaction and select the instruction type proper to them.

Time

8. When do you think you need to use innovations (instructional technique) in classroom, and why?

- An advice of new teaching method to other teachers is always taken place. It begins with idea sharing in term of instruction to the teaching network of the Best Practice Teacher project. Nowadays, there is an attitude sharing of
teaching in a technical conference, which organized by educational organizations and take the role of Keynote Speaker. The events are aiming to give the knowledge in teaching and learning and advice to the other teachers regularly.

9. What is the assessment and indicator that you use in evaluating the students' understanding while teaching in class, and how?

- The assessment indicator for student's perception will be proceeded by taking the indicator determined according to the standard of each subject in curriculum that "how learner should be mainly developed after the course". Usually, I use the evaluation sheet, work sheet, activity sheet, behavior evaluation sheet, and the result of all kind of tests. Due to monitor how the students be developed and which part should be developed next.

10. To what extent do you think students' understanding the factual knowledge of Social Studies in a short period of time is the teachers' achievement, and why?

- The shortly perception in lesson of students deem as the success of teacher definitely because it shows that the teacher has formulated the instruction method proficiently, not only the innovative instruction proper to the learners but the integration of communication channels to draw the attention of students continuously also. It leads to the shortly perception in lesson of students. However, teacher must always develop their own teaching potential in order to construct higher proficient teaching method.

Social system

11. To what extent that the critical thinking skill is important for students to engage in social development in the future? and how?

- The critical thinking skill plays an important role for social development in the future essentially. Due to only the technical knowledge without the right critical thinking skill, we cannot apply the factual knowledge. If students are
lack of learning and developing on critical thinking skill, they will mature without quality, leadership, and lead to disorder of social eternally.

12. How could you develop critical thinking skill among students through using Thai history study?

- Educating critical thinking skill to students via Thai history can do by “Pastoral Method”, an innovative instruction that consists of the procedure in constructing the thinking skill step by step. In so far, the instruction method and learning-aided activities must be applied properly to the content. It will lead to the analytical thinking skill of students proficiently.

13. Do you think ethics and morality are important to the students' growth in the future? and why? And shall the teachers input the ethics and morality to the students while teaching Thai history study? and how?

- Morals and ethics play an important role in the development of students in the future ultimately. The education to the students only on the technical knowledge without morals and ethics deems as two-edged sword to social and the country. The education of morals and ethics to students will equip them a guidance to apply knowledge to advantage themselves, social, and country respectively. If students got full of knowledge but lack of moral, they will apply the knowledge for their own benefit only, and neglect to devote for public. It will impact the social and country harmful. Therefore, I absolutely agree to the idea that teacher should add morals and ethics to students in the Thai history hours in which they can do by the innovative instruction “Pastoral Method” as described above.

14. How teacher leadership affects positively to the social system and Thai education?

- Once the important educational personal have possessed of a high leadership, a development in teaching and learning and teacher's quality will be occurred infinitively. It brings about an upgrade in educational quality progressive. Moreover, students can enjoy advantages enormously. When they grow up, they will have a sense of good citizenship for the society in the future as well.
Interviewee 13: Ms. Tassanee Wisadkeaw

Part 1: Personal data

1. Please introduce yourself according to your demography (ex. name, surname, gender, age, profession, and marital status) and the year of work according to the field of education.

- Ms. Tassanee Wisadkeaw; Female; 50 years old; M.A. in Education, Discipline Curriculums and Instruction from KhonKaen University; Current position: Special Skilled Teacher at Bamrungpongse Upathukm School, Nikhomkhamrotn district, Mookdahan province, under the Office of National Elementary Education Commission; Educational working experience: 30 years; Marital status: Single.

2. Attitude towards instruction

- The teaching and learning or Education provides the learners knowledge and diverse development to let learners can apply the knowledge for the advance on its own behalf and on the surrounding people and live in the social happily. So, teacher must not be equipped with diverse technical sciences to transfer the knowledge to students only but he must conduct under morals and ethics principle and persist of good deeds as a good example for students due to transfer a right lifestyle to the learners. A good teacher must recognize that he or she is an idol for students. Thus, he or she must conceive the desire of students, know how to draw the attention of learners, and create new innovative instructions for more proficient in order to develop the potential of students to ready for learn new things every moment.

3. What are the students’ expectations when studying social studies from best practices?

- Students expected to obtain better achievement by learning with distinctive innovative instructions and various communication channels, which are different to the conventional teachers. It provides not only a proficient student’s learning process but it may develop the thinking skill of students too.
Moreover, they have expected to be able to understand the lesson entirely and apply to the daily true life.

4. What is your best award regarding to the education and instructional practice, and the year of receiving award?

- My most proud educational accomplishment is the Honorary Pin of the "Best Practiced Teacher" in Social Studies group, awarded by the Office of National Education Council in B.E. 2543 for the integrated and projected innovative instructions.

5. In your opinion, Thai history study is important and necessary to reinstate in Thai curriculum or not, and why?

- Thai history is important and necessary to bring back in Thai curriculum exceedingly because it is the subject that provides information about the origin of Thais, source of Thai nation up to now. Moreover, it involves of related contexts such as the beautiful traditions and cultures in the past, lifestyle, and ideas of the ancestors. Students will learn and understand the valuable lesson and regard to the good deeds - kindness, patriotism, culture and custom - Thai identity- for social. So, students will be matured with quality of the nation. Thus, I agree to adjust curriculum to source out Thai history from Social Studies subject. Due to its class hour will be increased as much as other main subjects. Moreover, the educational persons should be trained to ready for the instruction. This is the task of the holder of educational policy in which they have to get vision and formulate the plan for implementation.
Part 2: Diffusion of innovations

Diffusion of Innovations

Innovations

1. Could you describe how the effectiveness of using innovations in teaching plans?

- The instruction method emphasized integration and project focuses on supporting student's interest in learning and equipping self consistent learning process via instruction combined with other subject groups. This will assist students to develop self-learning process by link the content in each subject in order to create new constructionism. The integration and project emphasized instruction method consists of the following steps:

First Step: Equip the repetition process of the prior knowledge to students along to observe the behavior of each student and evaluate the knowledge themselves at the end.

Second Step: Teacher and students learn together via the content of Thai history mainly and integrated with the combination of other subjects, such as, Thai Language, Mathematics, Sciences, Social Studies, and Arts, etc. Then, it will provide new constructionism through project as guideline of working.

Conclusion step: It is the last step of the integration and project emphasized instruction method. Students will present their researched project, which will bring to applying various sciences in the daily life quite well. At this step, the works of students will be evaluated again in which teacher will perform as the main evaluator.

However, sometimes it may give chance to students doing Peer Evaluation or to the parents to take part in the evaluation as well.
The procedure will affect to students to get development in technical aspect and in thinking process, which will lead to a development in more complex thinking process. Moreover, students can use this skill to develop self potential finally.

2. What are the factors that affect in planning—or constructing—the lesson plan for students?

- The main factor that affects the learning plan of students is the instructional skill of teacher. If teachers possess of high instructional skill, they will know which kind of innovative instruction and communication channels should be approached to their students. So, it is significant in development of instructional skill of teacher to create effective instruction method and be advantage to students ultimately.

3. How could you connect the factual knowledge to the related prior knowledge of your students, and what are the assessment tool(s) to assess the students’ performance?

- As mentioned, to connect the new and prior knowledge of students, it will be done via step 1 and 2 of the integration and project emphasized instruction method. Moreover, a test to evaluate the perception of students must be taken place. The evaluation consists of individual interview and report writing which let me know the existing knowledge of students. In order to develop instructional skill continually, one part has to get from experience in instruction and observation on students, others must learn from experts.

4. What type of leadership that you think is the most appropriate in teaching Social Studies and Thai history study? And which of them should be the main characteristic of teacher leadership in Thai history instruction?

- The most appropriate leadership for Social Studies and Thai history is Participative Leadership. With this leadership, teacher will have good relationship to the learners and emphasized on group thinking process. It deems as development on thinking process and building good relationship between the related persons. Moreover, it leads to the development of student’s potential quite well. The next is Postmodern Leadership. Due to the
content of Social Studies and Thai history is complicated and persuaded to think and define. Occasionally, there is not only one best answer. So, the teachers need the leadership to show vision to find out any answer it will come from the right thinking process based on cause-and-effect. The correct answer is not only one but depends on the viewpoint and the different reason can give different answer but all is correct. The teacher and learners need to respect the opinion each other. The last one is Interpersonal leadership. Due to the teaching system will be proficient only when teacher possess of the leadership with high proficiency in pursuance students to provide a good atmosphere of learning and group working affecting to proficient learning process of the learner.

**Communication channels**

5. How often do you use the communication channels in teaching plan (verbal or non-verbal)?

- Normally, the communication channels are approached in teaching plan constantly in order to urge the attention of students on the lesson during the class hours and to help students to understand the lesson easier. Mostly, the communication channels will be integrated with the content of the subject. The appropriate selection of communication channels will assist students apply the knowledge to create new constructionism or link to the complex contents.

6. Which channels of communication that you think is the most effective in teaching Social Studies and Thai history study?

- The most effective communication channels for instructing Social Studies and Thai history is videos, such as, movies and documentaries that its contents relevant to content of lesson, which combined in the instruction; and Internet, the source of information searching, all deems as the most proficient communication channels for instruction of the both subjects.
7. Do the difference of students’ background (ex. genders, ages, aptitude, attitude, perception, and personal learning skill) affects communication channels for effective teaching or not? and why?

- The difference of the learners such as gender, age, skills, attitude, cognition and individual learning skill affect to the communication channels enormously. So, the teacher must regard these factors primarily when formulate teaching plan and select various communication channels proper to Perception of students and build proficient learning process. Due to the distinction of students determine the attention of students; teacher needs to understand the nature of students firstly. It can do by notice and query in order to make understanding with the learners primarily. Then, compare the information to the communication channels, which appropriate to the learners respectively.

8. When do you think you need to use innovations (instructional technique) in classroom, and why?

- The new instruction technique is needed to use with innovative instruction all the instruction time, aiming to draw more attention of students to the lesson. Occasionally, the content is complicated and difficult to explain. So, teacher needs to use new teaching technique for more easy and effective communication with students. However, to know the understanding effect of students, teacher must notice the reaction of students.

9. What is the assessment and indicator that you use in evaluating the students’ understanding while teaching in class, and how?

- Usually, the assessment principle according to the core curriculum for the Basic Education B.E. 2551 is applied via assignments, such as, report and
information research. The result will tell teacher the knowledge development of students.

10. To what extent do you think students' understanding the factual knowledge of Social Studies in a short period of time is the teachers' achievement, and why?

- The shortly perception in lesson of students deems as the success of teacher in term of the selection of proficient innovative instructions and communication channels properly to the fast learning development of students. However, the ultimate thing is the ability of students to apply the obtained knowledge in the daily life. So, it will be deemed as absolute success.

Social system

11. To what extent that the critical thinking skill is important for students to engage in social development in the future? and how?

- The critical thinking skill plays an important role for social development in the future essentially because student must grow up to be the substance human resource of the nation. Moreover, critical thinking skill will play essential role that students can use as a tool for life and work quite well. In order to equip student with analytical thinking skill consistently, allows them exercise and practice for self and surroundings. Since the skill has been worked effectively, student will be keen in using cause-and-effect, scenario analysis and solving problems properly.

12. How could you develop critical thinking skill among students through using Thai history study?

- In order to educate analytical thinking skill to students via Thai history, I usually do it by query, Open-end Question and refer to the historical contents mainly. The students will get opportunity to find out answer based on their own thinking and cause-and-effect. At the end, teacher will conclude and
explain the right answer. So, it serves as construct thinking process to students proficiently.

13. Do you think ethics and morality are important to the students’ growth in the future? and why? And shall the teachers input the ethics and morality to the students while teaching Thai history study? and how?

- Morals and ethics play a first priority to the development of students in the future. Due to it is essential of development in quality life of people in the social sustain ably. Once the people in social have been answer of moral and ethic principles increasingly, the social will be kindness, generous to each others and regarded mutual benefits rather than for self, get vision to maintain social and live together peacefully. Nowadays, Thai social exists of a lot of problem because of the quality of morals and ethics in mind of the people is declined and regardless the essence of others. If the teacher adds moral and ethic principles to students in the Thai history hours, it will educate students to realize the value and the significant of being a person with morals and ethics, which will lead to good think and deeds for social. To be achieved, the process must be planned apparently and consistently. However, the improvement of curriculum and contents of the subject appropriate to each other and the potential development of educational personal must be taken place in parallel.

14. How teacher leadership affects positively to the social system and Thai education?

- Teacher leadership plays an important role to develop the educational standard endlessly because when educators become having higher the leadership skill, they are able to deliver the skills and knowledge to other typical teachers as well. Then, it will be the path for improves the quality of educators in the future, and when educators or teachers have higher quality, students will become having higher quality, too.
Interviewee 14: Mr. Wichian Kumkong

Part 1: Personal data

1. Please introduce yourself according to your demography (ex. name, surname, gender, age, profession, and marital status) and the year of work according to the field of education.

   - Mr. Wichian Kumkong; Male; 46 years old; Bachelor degree from Bansomdejchaophraya Rajabhat University; Current position: Teacher at Satree Phattalung School, Mueang district, Phatthalung province; Working experience in education: 23 years; Marital status: Married.

2. Attitude towards instruction

   - Education is worthy and useful for society exceedingly. It is the process of delivering of science, attitude, and experience from teacher to learners. Due to the learners get development in diverse aspects that important for their daily life in the future and able to catch the new trend in the quick changing world. To be good learners, a most important thing is they should learn and search new knowledge to upgrade their own potential. A good transferable teacher should possess 4 properties as the following:

     (1) Disciplinary Potential: educate students to be a good person, equipped with conscious and wisdom to conduct well in social.

     (2) Self-development potential means: a good teacher must be ready to get training and improve teaching skills, which are the main duty all the time.

     (3) Join in social establishment means: in concerning to the role of education as fundament of social development, teachers –as knowledge transfer- needs to educate learners to keep in good deeds parallel to the development in technical aspect.
(4) Being Student's idol in lifestyle: keep moral conduct as good practiced in daily life for students, have the spirit of teacher – love, be kind and fair to students, realize own task and do the best job.

3. What are the students’ expectations when studying social studies from best practices?

- Students have expected to understand the lesson entirely with the distinctive and proficient innovative instructions of the Best Practiced Teacher who is deemed as the leader of creative instructors and developer of effective innovative instructions all the time. So, students are confined that their achievement will be better and thus their knowledge level will be raised to complex and difficult to understand by an effective knowledge linking and urge the interest of students finally.

4. What is your best award regarding to the education and instructional practice, and the year of receiving award?

- My most proud educational, teaching, and learning accomplishment is the Honorary Pin of the “Best Practiced Teacher”, awarded by the Office of National Education Council in B.E. 2543 for the group-processed instruction.

5. In your opinion, Thai history study is important and necessary to reinstate in Thai curriculum or not, and why?

- Thai history study is important and necessary to bring back in Thai curriculum enormously. Due to the contents of the course that can reflect Thainess and its value in the past to the existing Thai nation in the present, lifestyle, ideas and outstanding events occurred through the lasting time, including the good deeds of the former kings and ancestors devoted to nation and religion so that Thai social get peace until now. All these stuffs are the substance that students must know and regard to the value of Thainess, patriotism and be royalty as the Thai lifestyle. So, Thai history plays a significant role to Thai social in term of a sustainable nation development.
Part 2: Diffusion of innovations

Diffusion of Innovations

Innovations

1. Could you describe how the effectiveness of using innovations in teaching plans?

   - The innovative instruction namely “Group Procedure” aims to the development of student’s potential in working together with others. It is important for them in the future when they grow up and enter the working social. The skills that they get from these innovative instructions will help them have a smooth life and work efficiently with others. However, using the innovative instruction “Group Procedure” in the class will provide them a basic to express opinion with others. Meanwhile, they will accept the different opinion and critic on self. It will educate them to forbear to express mood against what differ to its own. This innovative instruction will affect to their development in Emotional Quotient directly. It will serve as immunity for emotion against negative result coming in the life and equip them tolerance.

2. What are the factors that affect in planning—or constructing—the lesson plan for students?

   - The main factor that affects the learning plan is the class hours of student. Sometimes, the hour is less but the lesson is more. This concerns teacher a lot to manage the instruction method properly to the available time. Especially, when a class contains a lot of students, it handicaps to teaching in the assigned time. It makes students lose the attention from teaching and disturb the attention of classmate, such as, chatting or making noise that annoyed the concentration of others. So, teacher must seek learning-aided activities, combined with the innovative instruction to draw the student’s attention back continuously and let them participate in the learning more. Even, it takes time but effectively.
3. How could you connect the factual knowledge to the related prior knowledge of your students, and what are the assessment tool(s) to assess the students’ performance?

- Linking the new and the prior knowledge of students, I usually assign individual report to check the level of prior knowledge of the students. Then, begin the instruction by selection of proper innovative instruction to provide effective learning process and ability to understand new constructionism by using the prior knowledge of students quite well. The individual report will be assigned in every span, pre-event, on-site, and post-event (homework) of the instruction. So, I can monitor the student’s development all the time.

4. What type of leadership that you think is the most appropriate in teaching Social Studies and Thai history study? And which of them should be the main characteristic of teacher leadership in Thai history instruction?

- The most appropriate leadership for Social Studies and Thai history study is Postmodern Leadership. This leadership is pursuant to the way to teach the both courses enormously. The teacher possessing of this leadership will affect students learn to manage the various ideas, and realize that it is normal in our life to encounter the distinction in various stuffs especially opinion. So, student can develop its own learning’s potential by accept the distinct opinion of others. The next is Participative Leadership that will support students to make decision based on the group, to share, present and accept the distinct opinion of others. Once the teachers have possessed of this leadership, they will be able to transfer the conduct and behavior pattern to students considerably. The last one is Emotional Intelligence. In task of teachers, it is normal to encounter unexpected problem all the time. These problems may cause by student or is affecting to student. So, the teacher must be calm and know the way to control emotion when it occurs in order to stop the problem or avoid the effect to the feel of student. If students get bad feeling against teacher, they will not pay attention to the course. Finally, their learning process will suspend. Thus, all these three elements are the significant leadership characteristic for the teacher of the both subjects.
Communication channels

5. How often do you use the communication channels in teaching plan (verbal or non-verbal)?

- Communication channels are always important in teaching plan and should be approached to make the teaching plan proficiently because the various communication channels will assist students to understand the related contents easily and save time. For example, some contents of Social Studies are complicated and difficult to understand, if teacher use Direct Instruction only, it may take a longer time for students to understand. On the other hand, if teacher approaches various communication channels, such as, video, movies and documentation relevant to the lesson, pictures and technology media; it will help students not be bored and get a fun and be excited by various communication channels of teacher. So, students can be developed themselves learning process consistently.

6. Which channels of communication that you think is the most effective in teaching Social Studies and Thai history study?

- The most effective communication channels for instructing Social Studies and Thai history is movies and documentaries combined with Direct Instruction. Due to film and documentary consist of pictures and sound, which help students get the same perception with less explanation of teacher. Moreover, it helps a lot for recognition and imagination too.

7. Do the difference of students' background (ex. genders, ages, aptitude, attitude, perception, and personal learning skill) affects communication channels for effective teaching or not? and why?

- The distinction of the learners as gender, age, skills, attitude, cognition, and individual learning skill affect to the using of teaching and learning channel extremely because they are major factors that support the attention to the lesson. In order to formulate a proficient learning plan, teacher must understand the nature of student's distinction firstly. Another factor that affects
directly to the use of communication channels is the number of student in the class. If there is less, it will not affect too much. Unless the number is so exceeded, teacher will not be able to take care of the students thoroughly.

Time

8. When do you think you need to use innovations (instructional technique) in classroom, and why?

- The learning system at the present is different from the past enormously because the evolution of technology and the educational technology. Teacher and students get more option in transfer and learning. In new education models, the new teaching techniques play an important role and affect to the perception of students directly. Thus, the new teaching technique is important to the learning of students and necessary to instruction all the time. Choosing of the technique is subject to the situation.

9. What is the assessment and indicator that you use in evaluating the students' understanding while teaching in class, and how?

- In order to evaluate the perception of students, teacher will pick out a point to ask question student as instruction. The individual report will assign to student for homework. However, the assessment results of both parts will let teacher knows how much knowledge each student has got and which part of lesson should be emphasized.

10. To what extent do you think students' understanding the factual knowledge of Social Studies in a short period of time is the teachers' achievement, and why?

- The shortly perception in lesson of students deems as the success of teacher in term of the selection of effective innovative instructions and communication channels. However, teacher should add some important stuff to allow students apply in their daily life. So, teaching process will be deemed as the absolute success of teaching in the next step.
Social system

11. To what extent that the critical thinking skill is important for students to engage in social development in the future? and how?

- The critical thinking skill plays an essential role to the students for future social development because it is an immune for thinking of students in the information era in which the information is too diverse. It is hard to sort the truth out so far. The critical thinking skill will encourage students to be qualitative in sorting and define the obtained news. When most of the students possess of this skill quite more, they will be upgrade to a citizen of social with quality. Due to they can apply the skills to do a good deed for social and the surrounding persons.

12. How could you develop critical thinking skill among students through using Thai history study?

- In order to educate critical thinking skill to students through teaching Thai history study, teachers can do by using open-end question in order to allow students to use their own thinking skill and the academic knowledge to find out the answer. It may be an assignment to find the answer by group brainstorming, pair work, or individual. The teacher must conclude the result at the end and explain the principle of finding the right answer to the students. Then, they can do by themselves in the future.

13. Do you think ethics and morality are important to the students’ growth in the future? and why? And shall the teachers input the ethics and morality to the students while teaching Thai history study? and how?

- Morals and ethics play an important role in the development of students in the future ultimately. It deems as the substantial factor encouraged the social strength and solidarity to the people in the country leading to a sustainable social development. In the Thai history hours, it is extreme necessary to add morals and ethics to student by comparing two sorts of information. During Thai History hour, the teacher can refer the instructing content and compare to the moral and ethic principles to allow students realize to which principle of morals and ethics is
the learning stuff relevant to and get overview and same perception. The teacher may take the biography of outstanding persons as example to explain what kind of virtue they done for the country and to which principle of morals and ethics is deemed. In order to persuade students regard the significant of good deeds pursuant to moral and ethic principles. Thus, they can adapt the knowledge in the daily life for self and others.

14. How teacher leadership affects positively to the social system and Thai education?

- Once the important educational personal have possessed of a high leadership, a development in teaching and learning and teacher’s quality will be occurred infinitively. It brings about an uplift of educational quality progressively and students can enjoy advantages enormously. When they grow up, they will have a sense of good citizen of the society in the future as well.
Interviewee 15: Ms. Kasamapa Rattanaphot

Part 1: Personal data

1. Please introduce yourself according to your demography (ex. name, surname, gender, age, profession, and marital status) and the year of work according to the field of education.

   • Ms. Kasamapa Rattanaphot; 51 years old; Master of Art (M.A.) in Education; Experience in education field: 28 years; Marital status: Single.

2. Attitude towards instruction

   • Teaching and learning play actually the role of exercise and training on students in terms of development of thinking, and develop of IQ and EQ. As intellect or highbrow, students need technical and virtue knowledge, positive attitude on own and to others, ability on students to manage problems in respect to the social benefit. Therefore, a good teacher should have a positive attitude on instruction that will lead the students have positive attitude on learning as well.

3. What are the students’ expectations when studying social studies from best practices?

   • When students learn with Best Practice Teacher, they expect to get better results through various teaching innovations because they can realize the learning participation and enjoy themselves. This efficient learning process provides them the ability to apply the knowledge practically.

4. What is your best award regarding to the education and instructional practice, and the year of receiving award?

   • My most proud accomplishment in education is the Honorary Pin for “Best Practice” B.E. 2544, awarded by the Office of National Education Council, according to the idea of student’s potential oriented teaching and learning program.
5. In your opinion, Thai history study is important and necessary to reinstate in Thai curriculum or not, and why?

- Thai history study plays an important role and necessary for Thai education and social. Then, students should understand Thai history deeply and correctly. However, Thai history plays only a small role as one of five parts in Social, Religious and Culture Studies, which get a small portion of class hour. Students cannot get all essential contents and no decent advantage. To end the course as the plan, teacher must speed up the instruction and have not enough time to add the important stuffs. If teacher get at least 5 hours a week for this content, it will be able to add significant principles and ideas to students. The learning program of Thai history will be completed if the learners can apply the knowledge from history to their own daily life.
Part 2: Diffusion of innovations

Diffusion of Innovations

Innovations

1. Could you describe how the effectiveness of using innovations in teaching plans?
   
   - I usually use the technique "Learning by Doing", according to the PDCA principles which consists of 7 steps as following:

      (1) Study the fact.
      (2) Motivate the eager of knowing, proof, and practice of students.
      (3) Set mutual objectives.
      (4) Share task, divide in group, and prepare for efficient working.
      (5) Practice, test and analyze, and improve the work to the correct understanding.
      (6) Able to present in many styles and conduct Peer Evaluation, correct procedure, and consistently.
      (7) Proud of its own accomplishment and have courage to improve their works or to do other jobs efficiently.

   The Learning by doing according to the PDCA principle will promote students develop their potential based on motivation to self-success. When this process is approached with various innovative instructions, students will get better achievement gradually and their learning process will be effective continuously.
PDCA process consists of Plan, Do, Check, and Action. It is the circle of quality development and deems to be the fundamental of development circle of the Total Quality Management (TQM)

2. What are the factors that affect in planning—or constructing—the lesson plan for students?

- The class hours, task, and students' conducts are the crucial factors affecting on the learning plan of students due to the current teaching system focuses on the learners the teaching plan is needed to respect students too.

3. How could you connect the factual knowledge to the related prior knowledge of your students, and what are the assessment tool(s) to assess the students’ performance?

- The old and new knowledge are linked by query or sub-test, in-class activities, e.g. paper presentation and lesson’s summary, then, by evaluation, teacher shall realize the level of students’ knowledge.

4. What type of leadership that you think is the most appropriate in teaching Social Studies and Thai history study? And which of them should be the main characteristic of teacher leadership in Thai history instruction?

- The Moral Leadership is the most important characteristic of Social Studies and Thai history teachers. In order to transfer or educate virtues to students, teachers have to be good practices for students and possess a high level of moral. The next one is Instructional Leadership. Due to the main duty of teacher is instruction, teachers need to possess a highly teaching skill, understand the nature of students. Students will upgrade their development when teacher have a vision in term of new innovative instruction constantly. Teachers, however, need the Emotional Intelligence to control own mind and mood that allow teachers educate effective learning process to students consistently.
Communication channels

5. How often do you use the communication channels in teaching plan (verbal or non-verbal)?

- Generally, teaching innovation shall combine the Communication channels to help students understanding correctly, precisely, and fast. The often use communication channels are movies (films), articles related to the lessons, documentaries, electronic media, and relevant books (than the regular students books).

6. Which channels of communication that you think is the most effective in teaching Social Studies and Thai history study?

- The most effective Communication channels are on-site learning (e.g. historical sites) and movies because both of them are the Communication channels that can promote the easy learning and same comprehension. Meanwhile, it stimulates the continual interesting of students.

7. Do the difference of students' background (ex. genders, ages, aptitude, attitude, perception, and personal learning skill) affects communication channels for effective teaching or not? and why?

- The distinction of learners determinates the Communication channels extremely. Even same teaching method, it leads to the unlike comprehension. As the smart one understand by one time learning, the other may understand slowly and need to repeat. In order to teach effectively, teacher must understand the nature of students and can motivate them to pay attention on the lesson.

Time

8. When do you think you need to use innovations (instructional technique) in classroom, and why?

- The new technique of instruction is needed in the class all the time. The selection is depended on the relevant to the lesson definitely. However, the study from the
index or the student's works is another way to help teacher can plan the learning process efficiently. Due to the development of student's learning process goes on effectively and continually.

9. What is the assessment and indicator that you use in evaluating the students' understanding while teaching in class, and how?

- In order to assess the knowledge and perception of students during instruction in class hours, it can notice the behavior of students, their attention in the lesson, personal and group participation, the answers of question including their accomplishment. The result of assessment will allow realizing the level of the knowledge of students. If the result comes lower than the prescription, an analysis of the teaching method for the reason will be taken place and adjust the instruction methods in proper to the students increasingly. However, there are many kinds of assessment indicators, such as, person assessment indicators, group assessment indicators, assessment indicator by assignment respectively.

10. To what extent do you think students' understanding the factual knowledge of Social Studies in a short period of time is the teachers' achievement, and why?

- The perception of students in short time deems as a high level of teacher's success because it is shown that the innovative instruction of teacher is effective and has a good fundament for the student's learning process. Furthermore, the integration of communication channels is effective that the students can understand the lesson easier.

Social system

11. To what extent that the critical thinking skill is important for students to engage in social development in the future? and how?

- The critical thinking skill plays an essential role to students in term of the social development in the future. Students should possess the critical thinking skill to apply in their daily life due to the advantage for self and others. It is the important
to develop the progress of social because this skill will provide students to sort the obtained information and define by reason correctly. Thus, one who possesses this skill highly, one will have self-confidence, thoughtfulness, not to be the victim of hoax, and thinking discipline. So, the social will be a commune of responsible citizen.

12. How could you develop critical thinking skill among students through using Thai history study?

- The process of critical thinking skill via Thai history can be done by query the outstanding events from the contents in form of assumption or compare it to the change of epoch and social values. In order to allow students learn to create mind map by themselves, predict based on reason. This is an education of thinking development to students. However, the question may beyond the lesson, such as, movies, articles, daily news, documentation, and real sites.

13. Do you think ethics and morality are important to the students' growth in the future? and why? And shall the teachers input the ethics and morality to the students while teaching Thai history study? and how?

- The moral and ethics play an essential role to the development of students in the future extremely. The only thing keeps social in peace will occur when the members in social have morals and ethics, be aware more mutual benefit than its own, lessen egoist and exploit, give respect and be generous to others. Once most of them have behaved and thought such ideal, the social shall be full of peace. Normally, teacher will add morals and ethics via Thai history to students due to this subject supports the description of the principles obviously. In which historical events and outstanding persons in the past can be taken as examples for explaining the morals and ethics absolutely.

14. How teacher leadership affects positively to the social system and Thai education?

- Teacher leadership will make teachers enhance their personal instructional skill as always and able to be the leaders in delivering the science and knowledge
according to the instruction to other typical teachers. Moreover, they will be the models for the learners to follow as well as enhancing the quality of students’ growth. As such, the learners will have the path for living in the society by following the teacher leaders and make higher quality of social system and education because of the uplifting quality of citizens and leads to the improvement of educational standard endlessly.
Interviewee 16: Mrs. Rachakorn Praseeratesang

Part 1: Personal data

1. Please introduce yourself according to your demography (ex. name, surname, gender, age, profession, and marital status) and the year of work according to the field of education.

- Mrs. Rachakorn Praseeratesang, 54 years old; Female; Master of Education (Curriculum and Instruction) Mahasarakarm University; Current position: Special Skill Teacher in Social Studies, Tarnthongpittayakom School, Lamplaimas district, Burirum province; Experience in education field: 32 years; Marital status: married.

2. Attitude towards instruction

- Because teachers play an important role either as the instructors or as the closed persons next to parents, to educate students growing to become good members of society. Teachers must conduct a good practice. Teachers’ conducts are more important than doctrine. The conducts of teachers will be transformed to students directly via their cognition. Once the teachers’ conducts have been properly and their attitude or relations to students have become positive, the students will be ready to adopt the conduct’s pattern of the teacher. Thus, the teachers hold the key factor of success for the students in learning and growing to be good persons at the same time.

3. What are the students’ expectations when studying social studies from best practices?

- With the various teaching methods of best practice, the students have expected to get deep knowledge because it aims to develop the technical potential of students in which it support the ability of students to provide the learning process by themselves. However, the chosen various instructional innovation are approached to interest students in order to encourage consistent learning process. Through participation in learning supported activities in term of discussion, tips and fun, students can quite show their potential with fellows.
4. What is your best award regarding to the education and instructional practice, and the year of receiving award?

- The most proud accomplishments in education are as following:
  - "The Best Practice" B.E. 2542, awarded by the Office of National Education Council (ONEC).
  - "Honorary Teacher Pin" B.E. 2543, awarded by the Secretary Office of the Teachers Council of Thailand.
  - "Good Teacher in Heart" Award in B.E. 2549.
  - "The Excellent Teacher" in Social, Religion and Culture Studies B.E. 2552, awarded by the Secretary Office of the Teachers Council of Thailand.
  - "The Diamond Teacher of the Land" Award in B.E. 2553.

5. In your opinion, Thai history study is important and necessary to reinstate in Thai curriculum or not, and why?

- I strongly agree on increasing the weight on the teaching and learning of Thai History. If possible, the course should be separated from Social Studies due to allow the class hours of the course as much as the core courses such as Mathematics, Sciences, English, and etc. because Thai History consists of a number of contents. With the course, students can learn the background of the motherland, what is the value of Thai-ness, why they should love and protect the nation and its culture as well as how to conserve the good Thai-ness to the descendant.
Part 2: Diffusion of innovations

Diffusion of Innovations

Innovations

1. Could you describe how the effectiveness of using innovations in teaching plans?

   - The unique instruction or effective innovation provided the learning success of students is "Solution-oriented instruction model" consisted of 5 steps:
     
     (1) Problem definition: Urging students to analyze and conclude the problem and background.
     
     (2) Assumption: Students presume the background, answer and solution.
     
     (3) Solution Planning: Students set group due to study and plan a solution.
     
     (4) Data Analysis: Each group of students discusses, and concludes the lesson and solution. Then each representative presents to the class.
     
     (5) Conclusion: The last step, teacher and students conclude to complete the process together.

   Once the students have learnt the procedures, they could reach the standardized achievement and approach the relate skill to enhance their complicate thinking process as the aim of Social Studies and Thai History Study focusing on increasing thinking skills of students.

2. What are the factors that affect in planning—or constructing—the lesson plan for students?

   - There are two factors affected to the teaching plan, the instructional skill of the teacher: affecting directly to the design of the plan and learning process of students. The instructional skill includes the potential of teacher in conceiving the habit of students and ability to solve the problems during his class efficiently. Another factor
is the different of the learners: Cause each learner possesses of different skills, attitude and interest in the content, the distinction determines the learning process of the learners self. According to the development of students' learning process, upon the teaching and learning plan, the distinction of the learners need to be regarded by the teacher.

3. How could you connect the factual knowledge to the related prior knowledge of your students, and what are the assessment tool(s) to assess the students' performance?

- Teacher has connected the prior and new knowledge of students by mean of discussion and assessment tools to evaluate the student's potential such as achievement test, behavior test, and etc. The assessments have been done prior the teaching begin to find out the initial skill and knowledge of students. Then, the teacher was able to decide at what content and with which mean should be started.

4. What type of leadership that you think is the most appropriate in teaching Social Studies and Thai history study? And which of them should be the main characteristic of teacher leadership in Thai history instruction?

- The teachers of Social Studies and Thai History should mainly possess Moral Leadership because the virtue and morals of teachers could transfer to students. The high moral teachers can educate and give the ideas to students. The instructional Leadership is another characteristic the teachers of both subjects should have. Social Studies and Thai History Study are comprised of a lot of contents and complicated. Some is difficult to understand and bored the learners. The relate teacher must have a high skill of teaching. Another necessary characteristic is Transformational Leadership for teaching of both courses. The instructor must be able to improve students who are weak and did not pay attention and know how to urge them to build up their own learning process and change their negative attitudes to positive. Since they have been interesting in the subject than ever, they will get the better learning results.
Communication channels

5. How often do you use the communication channels in teaching plan (verbal or non-verbal)?

- Teachers use communication channels to get efficiency of teaching all the time. Either using with the teaching innovations or with “direct Instruction” due to the ease of understanding of the learners according to the contents, such as, electronic media, internet, e-library, daily news, magazine articles, newspaper, and movies. These are the efficient media supporting the learning process of students continually.

6. Which channels of communication that you think is the most effective in teaching Social Studies and Thai history study?

- The most efficient communication ways for Social Studies and Thai History are movies and documentaries because students can get knowledge and have fun at the same time and it leads to the more attention of students. Cause the using these media provides student audio and visual information, they could conceive the contents more identically than direct instruction which students must image the contents themselves and could lead to misunderstood.

7. Do the difference of students’ background (ex. genders, ages, aptitude, attitude, perception, and personal learning skill) affects communication channels for effective teaching or not? and why?

- The difference of students such as gender, age, aptitude, attitude, cognition, and individual learning skill determine the communication ways of learning and teaching extremely. In particularly, the attitude can decide the learning process of students directly. If students have negative attitude to the course or teacher, they will not pay attention to the lesson and learning process will not be built up. Teachers should considerably respect for the distinction of learners. Since the negative attitude have been got rid of, the learning process shall be taken place continually and effectively.
Time

8. When do you think you need to use innovations (instructional technique) in classroom, and why?
   - Either new or old communication ways combined with the innovation are needed for instruction because the new technique has its purpose to avoid students from the boredom of old-fashioned teaching style. Students will pay more attention continuously and learning process of students has become effective and led to the satisfied achievement.

9. What is the assessment and indicator that you use in evaluating the students' understanding while teaching in class, and how?
   - Pre and post-test by question, problems query for group, but for individual, assess by questionnaire and work sheets, including various testing forms. Its results allow teacher to know how much knowledge the students already get and which point should be emphasized particularly.

10. To what extent do you think students' understanding the factual knowledge of Social Studies in a short period of time is the teachers' achievement, and why?
    - The quick understanding in lesson of student proved that teachers succeed in using instructional innovation properly with the contents and learners, it deems to a certain successful step only. The real and utmost success of teacher is that when students could apply the knowledge learned in the class to their daily life.

Social system

11. To what extent that the critical thinking skill is important for students to engage in social development in the future? and how?
    - The critical thinking is definitely important for student in term of future social development because when students have analytical thinking skill, they will be able to realize problems apparently and select the right solution, including make decision reasonably that may be advantage for own and others.
12. How could you develop critical thinking skill among students through using Thai history study?

- Normally, teacher uses Thai history study to educate critical thinking skill already because the Thai History consists of the contents that conformed to this skill a lot. Upon example of historical events, teacher will query the analytical problems, based on historical reference, in the class. Students may develop their own thinking process consistently and equip with systematically thinking.

13. Do you think ethics and morality are important to the students’ growth in the future? and why? And shall the teachers input the ethics and morality to the students while teaching Thai history study? and how?

- Morals and ethics play an important role for the future development of students. Morals and ethics are the beginning of establishment of a good and sustainable society. To develop social and nation, people in the social must have morals and ethics fundamentally. To urge the goodness awareness to oneself and social, the education of morals and ethics conscious must be started from childhood. I strongly agree to add the principle of morals and ethics to students via teaching Thai History. Then, the value of Thainess, the patriotism and devotion in culture, which is the own root, will be realized.

14. How teacher leadership affects positively to the social system and Thai education?

- With leadership, teacher will increase more confidence from students than typical teacher who teaches for duty merely. Then, the leadership of teacher plays a definite role for teaching moral to student that widely impacts the social and education system positively. The processes of education system will be upgraded; teachers can imply their entire potential and expand the opportunity of human resource development in education. The more standard of education is higher, the more quality of students is increased, either technical or moral. Finally, the social will be developed sustainably.
Interviewee 17: Mrs. Sathaporn Mungwattana

Part 1: Personal data

1. Please introduce yourself according to your demography (ex. name, surname, gender, age, profession, and marital status) and the year of work according to the field of education.

   - Mrs. Sathaporn Mungwattana; Female; 50 years old; Doctor of Philosophy, major Cultures Studies; Experience as teacher (Public Servant): 28 years; Marital status: Married

2. Attitude towards instruction

   - Education does not mean teaching only. In order to make student learning the good things and can apply it in social correctly, teachers must always search the new knowledge and update the news, including keep a good practice regarding attitude to own, others, and work.

3. What are the students' expectations when studying social studies from best practices?

   - Most of the students have expected the new knowledge and experience from teachers, including the style and concept of instruction distinctive from general teachers, which encourage the understanding of lesson's contents easier.

4. What is your best award regarding to the education and instructional practice, and the year of receiving award?

   - "Best Practice in Social Studies" B.E. 2542, awarded by ONEC.
   - "Excellent Teacher in Moral Studies" B.E. 2544, awarded by the Department of Religious Affairs.

5. In your opinion, Thai history study is important and necessary to reinstate in Thai curriculum or not, and why?

   - I totally agree that Thai history is very important and necessary because it is the human nature to get knowing the background of its root, origin, ancestor, own culture, and civilization of ethnics in the past till become a nation. So, Thai
history aims to get students learning about the origin of Thai civilization, beautiful traditions, important incident affected to the present time, including the royal institution the Thais admired. It is necessary for the social strength, unity, conflict reduction and compensate to the benefactor who settled the Thai nation strongly. Finally, Thai social will become peaceful. Apparently, the improvement of instruction of Thai history will promote the solidarity of Thai people.
Part 2: Diffusion of innovations

Diffusion of Innovations

Innovations

1. Could you describe how the effectiveness of using innovations in teaching plans?

- The instruction method of 5 Learning Skills Development deems as the learning fundamental affecting to the achievement and expecting properties of the learners. The 5 skills are:
  (1) Cognitive skill in self.
  (2) Self learning skill.
  (3) Knowledge searching and finding skill.
  (4) Knowledge self creation skill.
  (5) Lifelong learning skill.

The instruction method of 5 Learning Skills Development provides the learner knowing and understanding about himself, respecting his value and signification, can define the of life and self-development plan. Once the learner has got all of the skills, he will be able to adapt his learning potential and get better achievement.

2. What are the factors that affect in planning—or constructing—the lesson plan for students?

- Education administrator and community administrator are two main factors that affect the plan. Executives determined the school’s direction and policy teachers have to follow. As the middle man between executives and students, teachers need to create new instruction method constantly to the school’s policy and to keep the easy perception of student on the lessons. It seems that teachers play the role as the leader, who must create innovation to reach the achievement of curriculum objectives. Meanwhile in the changing situation, the community
urges a social trend through its expectation on education and student’s property. Thus, teachers must provide the education module suitable to the social trend.

3. How could you connect the factual knowledge to the related prior knowledge of your students, and what are the assessment tool(s) to assess the students’ performance?

- The new and old knowledge of students are linked by pre-test and conversation testing the existed experience. The conversation and query will help teacher knowing the existed potential. Then, the new lesson was taught linked to the old ones. For example, teaching Social Studies with the current political situation in order to see the perspective of the teaching content.

4. What type of leadership that you think is the most appropriate in teaching Social Studies and Thai history study? And which of them should be the main characteristic of teacher leadership in Thai history instruction?

- The Instructional Leadership plays the most important role for the Social Studies and Thai History teachers. Due to create of the new instructional model in proper to the lessons and current situation. The next is Moral Leadership. As teachers transfer directly knowledge to students, the ethics and moral is important to transfer to the learners too. However, teachers must firstly be a moral and ethics practice before they educate morals and ethics. Transformational Leadership is another essential characteristic of a Social Studies and Thai History teacher should possess of. As the subjects consist of diverse contents, using of various instruction methods may be inadequate. Teacher must urge the learners to enjoy learning, keep a good interaction between teacher and students and stay a good practice for students at the same time.
Communication channels

5. How often do you use the communication channels in teaching plan (verbal or non-verbal)?

- In order to provide the diversification and agreement to the instructed contents, teaching media are always used. The innovative media suitable to the Social Studies and Thai History are real sites, 3D movies (VDO, electronic media, intellectual teacher, document or printing matter, etc.)

6. Which channels of communication that you think is the most effective in teaching Social Studies and Thai history study?

- The effective Communication channels for Social Studies and Thai History, ordered by more to less, are mix media, VDO or historical films, electronic media, intellectual teacher, documents or printed matters, including cognitive activities.

7. Do the difference of students’ background (ex. genders, ages, aptitude, attitude, perception, and personal learning skill) affects communication channels for effective teaching or not? and why?

- Absolutely, because gender, age, skill, attitude, cognition, and learning skill of each learner are different. For example, attitude and cognition of every learner, male and female, are influent from family. Each family practice different depends on education level, occupation, and income of family that let learners got different experience, attitude, cognition, and learning skill. In fact, the skill is subject to gender. As male prefer a risk job, female can almost do every kind of job, but rather to riskless. When the learners get older, more experience and considerable, the effective media and innovations proper to the age are to select.
Time

8. When do you think you need to use innovations (instructional technique) in classroom, and why?
   - When the learners are boring to learn, not interesting, and don’t pay attention to the lesson that may lead to the lower achievement than the curriculum’s standard.

9. What is the assessment and indicator that you use in evaluating the students’ understanding while teaching in class, and how?
   - Usually, measure by discussion, question, and query the learners. The students may present by lecture, description, story, comparison, writing, drawing or comment, etc.

10. To what extent do you think students’ understanding the factual knowledge of Social Studies in a short period of time is the teachers’ achievement, and why?
    - Yes, I do. Because it shows that the learners have positive attitude on the learning subject, effectiveness of teacher, and the innovative instruction. Once the students have been interested in learning continuously, the learning achievement can be reached even now.

Social system

11. To what extent that the critical thinking skill is important for students to engage in social development in the future? and how?
    - Critical thinking skill plays a crucial role to students in developing social in the future. At the present and in the future, it is freedom era—boundless news, information with diverse concrete and abstract forms. The learners, thus, need the critical thinking skill to identify the fact and set priority of the information or the person may impact on their life.
12. How could you develop critical thinking skill among students through using Thai history study?

- In order to develop the critical thinking skill to learners, just begin with observation practice; identify of components, type and detail the difficult and complicated query. Due to students can develop self-thinking. Meanwhile, teacher advises and closely augments the reasons supporting the thinking process.

13. Do you think ethics and morality are important to the students' growth in the future? And why? And shall the teachers input the ethics and morality to the students while teaching Thai history study? and how?

- The morals and ethics extremely play an important role to the development of students in the future. Teachers need to add the morals and ethics while teaching Thai history study to students by giving example of significant persons and events. Then, sort the good deed out to show how the person had morals and ethics or how are morals and ethics. Hence, students can realize the importance of morals and ethics and conduct on the base of virtues.

14. How teacher leadership affects positively to the social system and Thai education?

- The leadership of teacher plays an important role for the delivering of knowledge and morals and ethics education as well as patriotism. The teacher’s leadership will bring about an indication to the direction and planned target. Thus, social will exist of goodness, strength, harmony and unity and generous to each other only.
Interviewee 18: Mrs. Sirima Klinkularb

Part 1: Personal data

1. Please introduce yourself according to your demography (ex. name, surname, gender, age, profession, and marital status) and the year of work according to the field of education.

- Mrs. Sirima Klinkularb; 59 years old; Master of Art (M.A.) in Education, Major Social Studies Instruction, Srinakharinwirot University; Teaching experience of Social Studies in primary school for 36 years; Current position: Head of Technical Management Group of Wat Srai Yai School.

2. Attitude towards instruction

- Education serves as the instruction that teach students to be a good person, have discipline and moral parallel to enhance technical knowledge in order to become quality citizen in the future. They should exist in the social and become strength and qualitative. A good teacher should focus his job on the quality and skill improvement of students constantly. Aiming to the students get the expected characteristics regarding the purpose of curriculums. After finished the school, students could apply the knowledge to the daily life completely. In order to educate students growing to be good citizens of social in the future, teachers have to conduct a Good Practice as the example for students in term of ethics, morals, positive thinking, and attitude to the people surrounded and the social.

3. What are the students’ expectations when studying social studies from best practices?

- Most of Students have expected to learn with various forms of teaching, in which the new knowledge can be linked to the existing entirely. However, the students who have learnt with the Best Practice Teacher got the chance to learn new experiences by the different teaching style because the Best Practice Teacher will research new teaching innovations all the time and approach the cognitive techniques by educate self-value of students and provide students analysis mind map via problem solving with easy researches, including assignment of works
relevant to their skill and interest of each student. The students will learn how to work and plan at the same time. Moreover, they can get the knowledge from outdoor class and usage of diverse media in order to expand the perspective wider than the technical knowledge merely.

4. What is your best award regarding to the education and instructional practice, and the year of receiving award?

- The educational accomplishments are as the following:

Royal Shield for “Excellent Teacher” B.E. 2549, awarded by the Secretary Office of the Teacher Council of Thailand.

“Honorary Teacher Pin” B.E.2548, awarded by the Secretary Office of the Teachers Council of Thailand.

Honorary Pin for “Best Practice” B.E.2542, awarded by Office of the National Education Council.

Honorary Shield for “The Idol” B.E.2533, awarded by Ministry of Education.

Honorary Shield for “Excellent Teacher in Social Studies” B.E. 2533, awarded by the Office of National Board of Elementary School.

Honorary Shield for “Excellent Teacher” B.E. 2525, awarded by Office of the National Primary Education Commission.

5. In your opinion, Thai history study is important and necessary to reinstate in Thai curriculum or not, and why?

- Certainly, Thai history study encourages students to learn the background of Thai lifestyle, structure, system of the social, principle of culture, and art and the process of nation settlement and its ancestors. The learners shall realize in patriotism and Thainess value, cherish the Thai heritages that will strengthen Thai social in the future. Therefore, students in every levels and classes should be educated to have love and faith to the motherland.
Part 2: Diffusion of Innovations

Diffusion of Innovations

Innovations

1. Could you describe how the effectiveness of using innovations in teaching plans?

- Using various innovative instructions can increase the perception of students on the lessons by urging the self-attention in the lessons of students in order to construct consistent learning process. The innovative instruction is divided in two epochs. The first epoch (during 2542-2550) consists of 4 steps: moral first, creative thinking, mutual knowledge, and I have accomplishment. The second epoch (during 2551-2554) emphasized on moral conscious consists of 2 main ideas: moral first (emphasized on sight and cognition of self-value) and principle of thinking (focused on teaching technique emphasized on thinking process, e.g. Yonismānasikāra principle, critical thinking, project, and integration)

2. What are the factors that affect in planning—or constructing—the lesson plan for students?

- The distinction of the learners is the factor that affects the teaching and learning plan, such as, the self-development ability of student, skills, interest, and the attitude to the related subject. All are the core factors which teacher must regard in planning. In order to diminish the distinctive gap, various innovative instructions are needed.

3. How could you connect the factual knowledge to the related prior knowledge of your students, and what are the assessment tool(s) to assess the students’ performance?

- Pre-test by querying before start the course to assess the knowledge and skills of students. Moreover, assigning project and group activity to give chance to the achieved student explaining some lesson to the underachieved students.
However, the results of assessment before and after course let the teacher knows the development of students’ knowledge and skills.

4. What type of leadership that you think is the most appropriate in teaching Social Studies and Thai history study? And which of them should be the main characteristic of teacher leadership in Thai history instruction?

- In term of stimulus of the significant of morals and ethics, the Social Studies and Thai History teachers should possess of Moral and Transformational Leadership. As the Transformational Leadership shall provide students a consistent learning process, the Instructional Leadership shall support an effective instructional process, through the new and innovative instruction. However, the unavoidable leadership lays on Emotional Intelligence in order to control conscious and emotion upon problem is occurred in and out of the class. This will build up a good relationship to students and lead to an efficient teaching and learning process.

Communication channels

5. How often do you use the communication channels in teaching plan (verbal or non-verbal)?

- Normally, I use various Communication channels that relevant to the instructing contents. The Communication channels that I often use are movies relevant to the lesson, electronic media, daily news, folk wisdom, and real sites (excursion), etc.

6. Which channels of communication that you think is the most effective in teaching Social Studies and Thai history study?

- The most effective Communication channels is the movies that relevant to the contents of Social Studies and Thai History because students will either be excited with the pictures and sound in the films or get the same perception.
7. Do the difference of students’ background (ex. genders, ages, aptitude, attitude, perception, and personal learning skill) affects communication channels for effective teaching or not? and why?

- The difference of learners affects the instructional channel crucially because this distinction causes the misunderstanding and leads to unachievable as the curriculum objectives. Teacher needs to integrate the various innovative instructions to provide students getting the correct perception of lesson and reach the objective of curriculums.

Time

8. When do you think you need to use innovations (instructional technique) in classroom, and why?

- The new techniques of instruction are always needed for the learning process of students substantially. In which the teachers need to use it every teaching time in the class. However, using of new instruction techniques may be included the integration of innovative instructions, in which it aims to provide the effective and consistent learning process of students principally.

9. What is the assessment and indicator that you use in evaluating the students’ understanding while teaching in class, and how?

- The success index for instruction is the higher accomplishment of the learners. This means the consistent of the learning process of the learners and effective as the teaching objectives. However, the result of question or sub-test deems as index too because it allows the teacher knows which level the students possess of the skills and knowledge. So, the teacher can provide the right instruction method to reach the syllabus’s objectives.

10. To what extent do you think students’ understanding the factual knowledge of Social Studies in a short period of time is the teachers’ achievement, and why?

- The quick understanding of students deems as the success of teacher certainly. Cause of the right and proper innovative instructions of teacher, the students pay
attention to the course continually. It allows them to understand the lessons clearly in short time. The teacher can add other important contents or arrange learning-aided activity in the time remains.

Social system

11. To what extent that the critical thinking skill is important for students to engage in social development in the future? and how?

• The critical thinking skill plays an essential role crucially. Teachers should insert this skill to students via innovative instructions because this skill will provide students to develop themselves by thinking based on reference of reasons principally. This will lead to the development of complex thinking system in the future. Then, the students will be able to think and consider the impact coming in the social and their life. So, the social will comprise of the reasonable members, who be problem awareness.

12. How could you develop critical thinking skill among students through using Thai history study?

• In order to educate critical thinking skill to students through Thai history study, it can do by using analytical question. Mostly, it will be started with instruction of the lesson. Then, person query or group activity. The question will be emphasized on the opportunity for students rather to think and consider the possibility and anticipation than to refer to the content in the lessons. To answer the question, students will get a time to think and imagine the possibility beyond the lesson.

13. Do you think ethics and morality are important to the students' growth in the future? and why? And shall the teachers input the ethics and morality to the students while teaching Thai history study? and how?

• The morals and ethics play an essential role in development of student in the future because morals and ethics will urge the awareness of students concerning
the virtues and bring about a positive effect to social. The future social will be a happy social. The members of social will be virtue conscious and lead to sustainable peace. Hence, Thai History teachers ought to add morals and ethics in order to persuade students to realize its advantage by taking example of the biography of the outstanding persons, kings, or events in Thai history due to students can understand easier.

14. How teacher leadership affects positively to the social system and Thai education?

- If teacher possess of high leadership, the property will be transfer to students easily. Once the moral and ethics have been educated consistently, students will be aware of wider perspectives and personal moral. Thus, the social will be strong, generous, kindly, and lead to the uplifting the standard of Thai education certainly.
Interviewee 19: Mr. Somserm Chooruk

Part 1: Personal data

1. Please introduce yourself according to your demography (ex. name, surname, gender, age, profession, and marital status) and the year of work according to the field of education.

- Mr. Somserm Chooruk; Male; 55 years old; B.A. in Education; Current position: Special Skilled Teacher at Satree Phattalung School, Mueang district, Phatthalung province; Working experience in education: 35 years; Marital status: Married.

2. Attitude towards instruction

- Education is the training on human to be keen and a good person. A good teacher is committed to educate student technical knowledge completely without neglect of moral education, virtue awareness for self, family and social. Good teacher should stimulate students to have good attitude on learning, love reading, and learning new things that will be advantage to them and social in the future.

3. What are the students' expectations when studying social studies from best practices?

- Students have expected to learn a new thing in the lesson via innovative instructions. A teaching with identity can support the proficiency of student's learning process more and more by enjoy and participation in learning-aided activities with class mates. It will lead to higher achievement and applying to the true life properly.

4. What is your best award regarding to the education and instructional practice, and the year of receiving award?

- My most proud educational accomplishment is the granting of Royal Golden Pin of the “Best Practiced Teacher” in Social Studies group, awarded by the Education Council in B.E. 2542 for the teaching model
emphasized on various learning-aided activities and integration of new media due to catch the technology evolution and modern teaching and learning system.

5. In your opinion, Thai history study is important and necessary to reinstate in Thai curriculum or not, and why?

• Thai history is important and necessary to bring back to Thai curriculum enormously because it is the only subject promoting patriotism, proud to be Thai, and awareness of sustainable development of Thai social as the civilized country. Learning of Thai history will make students understand the process of our nation in the past, learn from the mistakes and take as lessons in social and country development in the future. Due to its role the syllabus should be improved by increase the class hours and develop educational personal properly. Thus, Thai education system will get more proficient and its standard will be upgraded.
Part 2: Diffusion of innovations

Diffusion of Innovations

Innovations

1. Could you describe how the effectiveness of using innovations in teaching plans?

   - The innovative instruction based on learning-aided activities and integration of communication channels proficient by many types of media focusing on the consistent and ultimate effective development of student's learning process. Teacher will adjust negative attitude of student and persuade them to get inspiration in learning. Moreover, the learning process with thinking process, searching, analysis, and conclusion will be managed under various assessments in order to allow students get knowledge step by step. So, students will be able to make understanding in learnt content completely and link to new constructionism, be more complicated quite well.

2. What are the factors that affect in planning—or constructing—the lesson plan for students?

   - The main factor that affects the learning plan of students is the instructional skill of teacher self, defining the instructional skill which will lead to the desire of students, persuasion method, choosing of innovative instruction and integration of communication channels, focusing on development of students according to the subject's objectives. So, teacher needs to develop his own instructional skill to more proficient constantly. Then, it means students will get more advantage from development of instructional skill of the teacher as well.

3. How could you connect the factual knowledge to the related prior knowledge of your students, and what are the assessment tool(s) to assess the students’ performance?

   - In order to connect the new and the prior knowledge of students, I will use the integration of 8 subject-groups and analyze with the real life, and the circumstance
of students by various evaluation tools, such as, tests, students' behavior observation form included joint evaluators between teacher, students, parents or experts and related specialists.

4. What type of leadership that you think is the most appropriate in teaching Social Studies and Thai history study? And which of them should be the main characteristic of teacher leadership in Thai history instruction?

- The most appropriate characteristic of leadership for the instruction of Social Studies and Thai History is Interpersonal Leadership. Caused the instruction of Social Studies and Thai History subject has complex contents and hard to understand, teacher needs to be keen to motivate students to pay attention on the lesson continuously. Furthermore, he or she must be an excellent communicator. For example, by Direct Instruction, a good communicator will be able to use easy understanding wording, communicate the significant context completely, and effectively including attractive speech technique. The next is Postmodern leadership because of a teacher instructing Social Studies and Thai History must emphasize on supporting student to get development on thinking skill mainly. So, a good teacher must have vision to accept the diversification of ideas. It will support student being dare to express distinguish opinions. The last one is Managerial Leadership. Due to teacher plays a role of mediator between policymaker of education institute and students. So, teacher needs to possess of this characteristic in order to implement the policy creatively and proficiently as well as students gain ultimate benefit.

Communication channels

5. How often do you use the communication channels in teaching plan (verbal or non-verbal)?

- Using of communication channels in teaching plan is constantly approached. Meanwhile, the plan will be adjusted according to the situation. Such as, when any chosen channels is not suitable to the related content, which makes students
boring and pay no attention, the channel will be changed to draw the student’s attention back.

6. Which channels of communication that you think is the most effective in teaching Social Studies and Thai history study?

- The most proficient communication channels in teaching Social Studies and Thai History is videos combined with the teaching, such as, movies and documentaries relevant to the lesson. These videos which present pictures and sound support the perception of students quickly. It deems as the most effective communication channels for instruction of the both subjects exceedingly.

7. Do the difference of students’ background (ex. genders, ages, aptitude, attitude, perception, and personal learning skill) affects communication channels for effective teaching or not? and why?

- The difference of learners as gender, age, skills, attitude, cognition, and individual learning skill affect to the effective using of communication channels enormously. These deem as the main factors the teacher must regard to the distinction of students in differ aspects when consider to the appropriate of the various communication channels due to achieve the curriculum’s objectives and help students develop technical knowledge and vision as well.

Time

8. When do you think you need to use innovations (instructional technique) in classroom, and why?

- The new teaching techniques are always needed upon instruction is taken place in which it is aiming to encourage the self-development of students’ learning process proficiently.
9. What is the assessment and indicator that you use in evaluating the students' understanding while teaching in class, and how?

- The indicator of assessment of the understanding of student during instruction is the assignment works, such as, individual and group work, the answer of questions of student in the class including the behavior of student that teacher can notice and know immediately if the student understand the contents, and the accomplishment of student finally.

10. To what extent do you think students' understanding the factual knowledge of Social Studies in a short period of time is the teachers' achievement, and why?

- The shortly perception in lesson of students deems as the success of teacher enormously. In term of effective approach of innovative instruction and of integration of communication channels proper to the perception of students. It leads to the development of student's learning process consistently and successful in term of understanding the learnt stuff in short time.

Social system

11. To what extent that the critical thinking skill is important for students to engage in social development in the future? and how?

- The critical thinking skill plays an important role for social development in the future essentially. In the past, Thai education system is emphasized on "learn by rote". So, students are lack of critical thinking skill implicitly. This caused a problem to students due to they can't develop its own thinking process and leaded to the lack of proficiency in problem solving and in thinking based on cause-and-effect. Thus, teacher should regard the analytical thinking skill of student parallel to the technical quality as well.
12. How could you develop critical thinking skill among students through using Thai history study?

- In order to educate critical thinking skill to students via Thai History, teacher can do by using assignment of integrate research based on historical contents in picking up a problem leading to analysis and research. So, students can develop their critical thinking skill continuously at the end.

13. Do you think ethics and morality are important to the students' growth in the future? and why? And shall the teachers input the ethics and morality to the students while teaching Thai history study? and how?

- Morals and ethics play the most important role in the development of students in the future extremely. Due to it is the essential to encourage students aware of the significant of good deeds that will maintain social a sustainable peacefulness. Therefore, teacher should add Ministry of Education to students in the Thai History course, which consists of most relevant contents. In order to add the moral and ethic principles easy even successful, teachers must develop the knowledge concerning moral and ethic principles concretely first. Then, transfer to students will go on proficiently.

14. How teacher leadership affects positively to the social system and Thai education?

- Once the important educational personal have possessed of a high leadership, a development in teaching and learning, and teacher's quality will be occurred infinitively. It brings about the enhancement in educational quality progressively and students can enjoy advantages enormously. When they grow up, they will, thus, have a sense of good citizens for the society in the future as well.
Interviewee 20: Mrs. Sudawan Supakasorn

Part 1: Personal data

1. Please introduce yourself according to your demography (ex. name, surname, gender, age, profession, and marital status) and the year of work according to the field of education.

   - Mrs. Sudawan Supakasorn; Female; 54 years old; Marital status: Married; Bachelor of Art, Major in French Language, Minor in History and Psychology from Kasetsart University; Working experience: 30 years.

2. Attitude towards instruction

   - Building and serving learning experience is a task of teachers in term of systematically instruction, teachers are not to educate students only the contents of subjects, but they have to add living skills, problems solving, and analytical thinking skills, moral, generous, and mutual devotion too. The important thing in the current world is the respect in self-value, evaluate the environment by value than price. However, all of these will be useless unless the teachers keep a good practice for students. Teacher must do what he taught. A good teacher must possess of skill in knowledge; competent in content, deeply and really know. Teacher should be able to solve the problem in the class, understand the nature of student’s distinction, and he should be able to manage learning appropriate to various student groups. Teacher should permit students to express their opinion and listen without prejudgment. If teacher wants to win the heart of students, he must have spirit, be devoted and take care of students. This is the fundament of learning management. If students have a positive attitude to teacher, students will be interested and intend to learn the subject more and more.

3. What are the students’ expectations when studying social studies from best practices?

   - The students have looked forward to enjoy learning, relax, easily understanding step by step, good prepared of instruction, various techniques, interesting activities, modern media, up-to-date, proper to the content of subject. Moreover,
students want to have chance to express their opinions, urging with question, challenge extraordinary thinking of students, diverse answers, non-single correct answer by teacher, teacher conceives the problems of students, listen to the opinion, not fussy. As well as there is clear assessment, this can really evaluate the ability of students and it should not be easy taught but difficult test or tested what did not teach.

4. What is your best award regarding to the education and instructional practice, and the year of receiving award?

- Best Public Servant Award, awarded by the Ministry of Education in B.E. 2536.
- The “Best Practiced Teacher” Award for Storyline method, awarded by the Secretary Office of Education Council in B.E. 2542.
- Honorary Teacher Award, awarded by the Department of General Education.
- Excellent Social Research Project Award, awarded by The Thailand Research Fund in B.E. 2550.
- “Research and Development Project for Teaching model appropriate to socio-cultural context in Yala, Pattani and Narathiwat province”
- Head of Youth Research project for local history due to establish social and cultural immunity in Yala, Pattani and Narathiwat province.

Used the guidance of learning management with research in teaching research process with the youth for searching historical information.

Used the guidance of learning management by Problem Based Learning and Problem Solving Learning.

5. In your opinion, Thai history study is important and necessary to reinstate in Thai curriculum or not, and why?

- History is the story in the past telling the identity or root of Thais and Thailand.
Learning Thai history is the connection of deep relationship between the people in
many epochs until now. In order to make students regard patriotism and Thai values, teacher must manage learning for students to realize the relationship of lifestyle and change affecting to students, family and social system directly.

Lifestyle: different lifestyle of the people in many aging period, occupations and background leading to lifestyle principle and generous to each other.

Relationship: recognize the relation, link and support to each other.

Changes: realize changes, perception, recognition the positive and negative of the changes.

Thus, I agree to reinstate Thai history study back in Thai curriculum definitely. However, a revision of the subject’s contents must be taken place, particularly; its accuracy and reliability because today many Thai history teachers have misled students through gossip and rumor that are not revised. Instead of students are proud in Thainess, they lost respect and confident in their own nation. Then, they will miss good lesson and idol connecting the spirit and will be weakness for invasion of the foreign culture from all direction. Especially, the spirit of Thai history teachers should be improved. The teachers must be confined in the subject. In fact, the most of Thai history teachers did not graduated in Social Studies. Mostly, they are assigned because of they have got less teaching hour. Actually, the course Thai History should begin with the study of local to let students realize that the history of nation came by the integration of various local communities. So, the people in the locals are important and play a defined role to the national history. It shows that national history consists of not only the history of center or capital but it included the history of local people too. This will motivate the local people a confidence in their own birth place and be proud in keeping Thailand identity and beautiful culture and tradition that the ancestor protected for us and finally get sense to protect their own local town, resources and wisdom inherited.
Part 2: Diffusion of innovations

Diffusion of Innovations

Innovations

1. Could you describe how the effectiveness of using innovations in teaching plans?

- The various instruction methods are subject to the nature of the learning students. The regular methods are query technique, Group Procedure, Mind Mapping, information searching process, Fishbone Diagram, integration of story line, research, problem-based solution, etc. Main idea / basic idea learning management based on problem from learning management emphasized on “thinking process”.

The Office of educational standard and learning development, Office of the Education Council, is the learning process starting from the occurred problem. The knowledge is created from group working process to solve problem or situation in the daily life, in which is important for the learners. Problem / situation will be the starting point of the learning process and stimulator of the skill development for problem solving with cause-and-effect and information searching in order to understand the mechanism of the problem and problem solving. It’s aimed to develop rather learning skill of the learner than knowledge and develop learner to be able to learn by self-guidance. The procedure are as the following:

Step 1: Define issue / problem. Teacher arranges situations. Urging students the attention, see the problem, be able to define problem, interested to find out the answer.

Step 2: Problem perception. The learner must understand the problem, which wants to learn. Learner must be able to explain everything involving the problem.
Step 3: Search information. The learners determine the issue and search relevant information with various methods by themselves.

Step 4: Knowledge Synthesis. The learner shares idea based on the searched information, discussion, and synthesize the knowledge obtained if it is relevant.

Step 5: Conclusion and evaluate the answer. The learner in each group concludes the result of group working, evaluate the searched information whether it is appropriate, check idea in the group self independently. Every groups conclude the overview of constructionism together.

Step 6: Present and evaluation. The learners arrange the searched information in systematic constructionism and present in various style. The learner in every group, including the problem related persons evaluate the students' works together.

From the above instruction method, we can see an intention to develop thinking potential of students step by step. When it is applied to the teaching content and learning-aided activities, students will enjoy and get consistent learning process proficiently as the curriculum objectives quite well.

2. What are the factors that affect in planning—or constructing—the lesson plan for students?

- The affecting factors can divided in 2 features namely positive and negative factors:

  Positive factor

  (1) School administrator set the learner-oriented learning management to a policy with apparent implementation and performance evaluation consistently.

  (2) Teacher planned learning management by studied syllabus, learning standard, indicators, core contents, and local contents. Teacher studied learner individually to know the strength and weakness of student group. Teacher searched the appropriate learning management technique, teacher considered the student’s data to find the way for appropriate learning management to student and formulate in
learning management plan and during the learning management, found problem in notice after instruction, seek solution, wrote summary to report the development.

(3) This kind of instruction will connect the relationship between schools, student and community learning management with Thai wisdom. Student will get knowledge in many aspects of Thai lifestyle that occurred from experience collecting, direct and indirectly, including the idea of problem analysis in own style that can apply to the current life contemporarily.

Negative factor

Time and consistency arrangement of learning activities are discussed. Today, the nature of school is comprised of special job assignments beyond the regular instruction. For example, the job about school public health coordinated with the Ministry of Public Health, election, local traditions, religious marking days, anti-drug campaign, sport of local public office, cooperation with Ministry of Interior, etc. These cause often holidays of the students. So, the class hour is not available as defined and students have learnt incompletely as the curriculum.

3. How could you connect the factual knowledge to the related prior knowledge of your students, and what are the assessment tool(s) to assess the students’ performance?

- The prior and new knowledge are connected as the following:

  (1) Query

  (2) Discussion

  (3) Mind Mapping

Assessing instruments are as the following:

  (1) Group working behavior evaluation

  (2) Learning result protocol

  (3) Works / assignment evaluation

  (4) Project evaluation
4. What type of leadership that you think is the most appropriate in teaching Social Studies and Thai history study? And which of them should be the main characteristic of teacher leadership in Thai history instruction?

- A good teacher for Social Studies and Thai History should have the following qualification:
  1. Be a guru in the field of instructing science, ready to learn and expand it own knowledge consistently.
  2. Possess of good interpersonal, positive thinking, open-minded attitude, enjoy working with other people.
  3. Possess of instructional technique, which can transfer the content and idea to the learner step by step, easy to understand and learners feel happy to learn.
  4. Management integration skill of personal, time, curriculum, working method, and linking instructional point of view.

Since the teachers of Social Studies and Thai History have had to possess the above qualification, they need the leadership too, unless they will be lecturer in the class only. The important leadership for Social Studies and Thai History teacher is Moral Leadership because teaching student to be a good person, teacher must have a high morals and ethics firstly. Then, transfer it to students. The next is Instructional Leadership. Due to the main task of teacher is instruction. So, it is unavoidable to possess this leadership in which teachers develop its own instructional skill constantly. Then, Transformational Leadership is another necessary characteristic for Social Studies and Thai History teacher because when teachers possess of the Instructional Leadership, they need to persuade student develop its own potential as well. All three characteristics deem as the important substance for a good teacher, who instructs Social Studies and Thai History.
Communication channels

5. How often do you use the communication channels in teaching plan (verbal or non-verbal)?

- Normally, various communication channels are contained in instruction plan already in order to urge students more attention on the lesson and enjoy learning new contents and participate in every class hours. So, the communication channels are necessary in the new era of education system extremely. The favorite communication channels are media, documentation, films that relevant to the lessons, articles, daily news, and discussion at the end of the hours. A short question, assignment sending, and e-mail Q&A between learners and teacher deem as another way to let students reach the teacher by using modern technology.

6. Which channels of communication that you think is the most effective in teaching Social Studies and Thai history study?

- The most effective and interesting communication channels are Exploit the learning sources, such as, news information, technical information, and experience information that support learner to search and learn as wishing comprehensively and continuously, providing the effective learning process and to be a learning person. Community knowledge sources defined for everything in community can be taken for learner as example for idea, conclusion, and trend. This kind of learning source, thus, means all kind of situation in community. Student can study and improve wisdom, thought, and skills in various social aspects, including all experiences assist the learner to express its own idea. So, the knowledge source in community serves as a teaching lab quite well. Problem-based Learning (PBL) is a learning form allows the learner control the learning himself. The learner can think, study, define objectives, and choose the learning source himself. Teacher serves as advisor only. It encourages problems solving rather than keep the fact in mind, promotes Group-working and development of social skills. It is appropriate for learning in graduate level, due to the learners can definitely think and perform themselves. Learning condition are; prior knowledge of the learner leading to understand new information, arranging virtual
circumstance supporting expression and effective application, opportunity of the learner to consider the information deeply allowing the learner answer question, make notice, teach friend, make conclusion and criticize the given hypothesis. The applied activities are debate in the last hour and short question, etc.

7. Do the difference of students’ background (ex. genders, ages, aptitude, attitude, perception, and personal learning skill) affects communication channels for effective teaching or not? and why?

- The difference of the learners as gender, age, skills, attitude, cognition, and individual learning skill can affect to the learning channel partly. Although, the fundament of learning in general subject is divided the level of difficulty and complex of content related to the class level of the learner but teacher needs always to notice and study the nature of student’s behavior in order to understand and integrate communication channels properly. However, some determinant as gender, age, cognition, and learning skill of student are necessary to consider for formulation of instruction plan proficiently. As the attitude of student can be changed. If students have got basically in the subject good enough, they can learn new constructionism continuously even with any teacher. When he studies the content deeply continuously, it can be his skill too. The attitude can change through the attitude adjustment by various learning-aided activities. Then, teacher will instruct according to the teaching plan.

Time

8. When do you think you need to use innovations (instructional technique) in classroom, and why?

- When I found out that the teaching technique could not draw the student’s attention, I will approach the new innovative instruction. If students get the role of Direct Instruction only and may not respond to the teaching, teacher will be able to know whether the students understand the lesson. Once students have not showed their learning potential entirely during the instruction, teacher cannot
evaluate the student's development too. The new innovative instruction will draw the student's attention back to the lesson and make fun through learning-aided activities in which students can participate in the learning process.

9. What is the assessment and indicator that you use in evaluating the students' understanding while teaching in class, and how?

- The works of students, individual and group, serve as the indicator to evaluate the student's perception. The intention of students to work, the answers, various thinking methods, notice making, speech about conclusion, including face and eyes expression are the remark to observe the reaction of students on learning. It let me know the using innovative instruction is suitable to or not, effective enough of what should be improved.

10. To what extent do you think students' understanding the factual knowledge of Social Studies in a short period of time is the teachers' achievement, and why?

- The shortly perception in lesson of students deems as the success of teacher greatly, but it must be correct understanding and they can bring the obtained constructionism to apply in the daily life definitely. Accordingly, it will be deemed as the ultimate success of teacher. Due to the shortly perception in lesson indicates to the selection of proficient innovative instruction appropriate to the related lesson, but the teaching that student can apply the knowledge deems as the big step of the development of a teacher.

Social system

11. To what extent that the critical thinking skill is important for students to engage in social development in the future? and how?

- The critical thinking skill plays an important role for social development in the future essentially because the current global is the era of information distribution. In order to get the correct information, the receiver must be considerably and carefully in analysis. However, the lack of critical thinking skill impact to the
unfiltered received and unreasonable believed. Promoting students to create own thinking and knowledge by gathering, understanding, conclusion, analysis and synthesis from its own knowledge will assist students become reasonable. Since the social has been comprised of wise and reasonable members, the development will be sustainable. For critical thinking skill, it is significant for student’s development in every life span, teacher must insert critical thinking skill to students by selecting the appropriate method which is suit with the life span according to step-by-step development.

12. How could you develop critical thinking skill among students through using Thai history study?

- I always develop the critical thinking skill to students via Thai history study by question referring to the content in the lesson. The question will be in the style of comparing to the historical outstanding events, such as, how Ayudhaya was defeated by Burma, and what is the idea and rule for students resulting from the cause of the defeat, etc. The answer must pass analytical thinking process based on cause-and-effect and possibility. Once the students have though reasonable, teacher will begin to use more complex question to let students improve their thinking potential.

13. Do you think ethics and morality are important to the students’ growth in the future? and why? And shall the teachers input the ethics and morality to the students while teaching Thai history study? and how?

- Moral and ethic principles are important to student’s development in the future. It sustains the social and it is the source of nation benefits when the people in the social have got good conscious and awareness in morals and ethics. So, teacher as closer person of students in the school needs to promote awareness in morals and ethics to students seriously, by add it in all activities and every instruction plan. Especially, learning from wisdom and the moral constructionism conforming to the original lifestyle of villager that the learner be proud to be a Thai and learn the way to transform the culture and traditions of lifestyle of Thais from generation to generation. Particularly, the learning of religious ritual and customs, including the
constructionism about morals and ethics that will assist students understand the lifestyle and ideas of the people in the social more and lead to the social development sustainably.

14. How teacher leadership affects positively to the social system and Thai education?

- The leadership of teacher plays the most important role to develop educational personal endlessly. It is the enhancement of Thai education standard in which students should obtain the advantage that they will grow up to be quality members of society in the future.
APPENDIX E

LETTERS OF REQUEST FOR CONNOISSEURSHIP

Letters of request for connoisseurship are the letters that issued by Graduate School of Education, Assumption University. The letters were signed by Dr. Sangob Laksana, Dean of School of Education and sent to seven experts related to the research. The letters were issued on October 21th, 2011 and content of the letters are about to inform seven experts (as interviewees) that the researcher—as a student who is studying Doctor of Philosophy in Educational Leadership program, Assumption University—is conducting dissertation and looking for the information from seven experts in educational field, give comments and suggestions according to the main purpose of the research, and ask for the permission to collect the data by using In-depth interview. There are seven letters of request for connoisseurship that have been sent to seven experts in educational field as an introduction from Graduate School of Education, Assumption University to request the permission for collecting informative data. The letters were conducted in Thai language.
A Model of Teacher Leadership in History Instruction

ASSUMPTION UNIVERSITY

เรื่อง ขอความอนุุคราคาที่ช่วยสู่เพื่อการวิจัย
เรียน รองผู้ว่าราชการกรุงเทพมหานคร สำนักการศึกษา

เนื่องด้วย นายประเสริฐ ชุติมังคล์ ผู้ดูแลหลักสูตรปริญญาตรี บัณฑิต สาขาวิชาการศึกษา มหาวิทยาลัยอัสสัมชัญ อยู่ระหว่างการสำรวจอีเมล์เรื่อง "A Model of Teacher Leadership in History Instruction" โดยมี รองศาสตราจารย์ ดร. สุทธิยา ภูภัชเชียร เป็นอาจารย์ที่ปรึกษา ทั้งนี้ ท่านก็ได้รับความอนุุคราคาจากสมกcooldown เพื่อทำการวิจัย ดังนั้น ขอขอบคุณสำหรับการส่งข้อมูลมาพร้อมกับหนังสือฉบับนี้ด้วย

ขอให้ข้อมูลดังกล่าวจะได้เป็นการแสดงให้ได้ทำการพัฒนาปรับปรุงการเรียนการสอนภาคิวิชา ประวัติศาสตร์ไทยในโรงเรียนหลักสูตร กรุงเทพมหานคร และพัฒนาการระดับปัจจุบันของผู้สอนให้มี คุณภาพมากขึ้น เพิ่มข้อมูลให้เป็นเรื่องสามารถระดับการมีบทบาทในการร่วมสร้างและพัฒนาสังคมไทย ให้มีความเข้มแข็งทั้งในด้านการเป็นผู้ถ้อยคำที่มีความรับผิดชอบต่อสังคม การเพิ่มพูนคุณธรรมจริยธรรมในสังคม รวมไปถึงการสร้างความสามารถสังคมของคนในชาติในการทำการเรียนการสอนภาคิวิชาประวัติศาสตร์ไทย อันมีความสำคัญตามพระราชาชาติไทยในสมัยต่างมหาราชสิทธิ์ พระมหากษัตริย์ในวันที่ 12 สิงหาคม 2551 ณ ศาลยุติธรรม เกี่ยวกับการนำเอาวิชาประวัติศาสตร์ไทยกลับมาสอน เพื่อให้เกิดประโยชน์ต่อ ประเทศไทยและปลูกฝังความรักชาติได้แก่เยาวชนรุ่นใหม่ให้สืบไป

จึงเรียนมาเพื่อขอความอนุุคราคาจากท่าน และหากประสงค์จะทราบรายละเอียดเพิ่มเติม กรุณาติดต่อประสานงานกับนักศึกษา โดยตรงได้ที่หมายเลขโทรศัพท์ 081-828-1991

ขอแสดงความนับถือ

(ดร. สมพ. อักษร)
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เรื่อง ขอความอนุเคราะห์ช่วยยุติการวิจัย

เรียน ผศ.ดร.พิชิต ลูกชื่นดุจ อาจารย์ประจำสาขาวิจัยและประเมินการศึกษา วิทยาลัยฝึกหัดครู

มหาวิทยาลัยราชภัฏนครราชสีมา

เนื่องด้วย นายประภัทร์ ชุติมันน์ นักศึกษาหลักสูตรปริญญาดุษฎีบัณฑิต สาขาวิชาภาษาถูน้ำ
ทางการศึกษา มหาวิทยาลัยอัสสัมชัญ อยู่ระหว่างการทำการวิจัยที่เรื่อง "A Model of Teacher Leadership in History Instruction" โดยมี รองศาสตราจารย์ ดร. สุพีระ ภูญผนังบุญ เป็นอาจารย์ที่ปรึกษา
ทั้งนี้ นักศึกษาโปร่งความยุติความเห็นของเพื่อนๆเพื่อการวิจัยนี้ โดยได้แนบข้อมูลสั่งการสัมภาษณ์มหาราชกับหน่วยเล็กฉบับนี้ด้วย

ข้อมูลวิจัยดังกล่าวจะน่าจะนำไปเสนอเพื่อการพัฒนาปรับปรุงการเรียนการสอนภาคภาษา
ประวัติศาสตร์ไทยในโรงเรียนสากล รูปแบบหน้าตรง และพัฒนาการสอนเป็นผู้นำของครูผู้สอนให้มี
คัดลายภาพมากขึ้น เพื่อปลูกฝังให้นักเรียนสามารถยกระดับการมีบทบาทในการร่วมสร้างและพัฒนาสังคมไทย
ให้มีความเข้มแข็งทางเดินการเป็นพลเมืองที่มีความสามารถอย่างต่อสู้สมคสังคม การเป็นที่พูนความสามารถในการ
ส่งผล รวมไปถึงการสร้างความสามารถในการคิดของคนในชาติในการเรียนการสอนภาคภาษาประวัติศาสตร์ไทย
ย่อมความสากลตามความรู้ความสามารถเป็นผลมั่นคงต่อชีวิตจริงดี ทรงธรรมชาติ นอกจาก ณ วันที่ 12 ตุลาคม
2551 ณ ศาลุสดิศาสตร์ เกี่ยวกับการนำทางการประวัติศาสตร์ไทยกลับมาสอน เพื่อให้เกิดประโยชน์ต่อ
ประเทศชาติและปลูกฝังความรักชาติด้วยการทบทวนหน่วยเล็กเสริมไป

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่าน และหากประสงค์จะทราบรายละเอียดเพิ่มเติม กรุณาติดต่อประสานงานกับนักศึกษาโดยตรงได้ที่หมายเลขโทรศัพท์ 081-828-1191

ขอแสดงความนับถือ

(ดร. สบ. ลักษณ์)

คณะบัณฑิตวิทยาลัยศึกษาศาสตร์

มหาวิทยาลัยอัสสัมชัญ

บัณฑิตวิทยาลัยศึกษาศาสตร์

โทรศัพท์ 02-3004553 ต่อ 3718, 3810

โทรสาร 02-3004143
มหาวิทยาลัยอัสสัมชัญ
ASSUMPTION UNIVERSITY

ที่ คพ. 063/2554

21 ตุลาคม 2554

เรื่อง ขอความอนุเคราะห์ข้อมูลเพื่อการวิจัย

เรียน ดร. สวางค์ วิศวกำพินิจ นักวิชาการศึกษาชำนาญการพิเศษ สถาบันศึกษาแห่งชาติ

เนื่องด้วย มหาวิทยาลัยอัสสัมชัญ นักศึกษาภาคผู้นำทางการศึกษา มหาวิทยาลัยอัสสัมชัญ ยุโรประหว่างการเทวนาครินท์เรื่อง "A Model of Teacher Leadership in History Instruction" โดยมี รองศาสตราจารย์ ดร. สุภิษย์ ภานุพันธุ์ เป็นอาจารย์ที่ปรึกษา นักศึกษาได้ร่วมทำความค้ร่าว่าจะมีส่วนในการประสานเพื่อการทำวิทยานิพนธ์ โดยได้แนวข้อมูลสำหรับการสัมภาษณ์มาพร้อมกับหนังสือฉบับดังนี้

ข้อมูลวิจัยดังกล่าวนำไปเสนอเพื่อใช้ในการพิจารณารับรองการเรียนการสอนภาควิชาประวัติศาสตร์ไทยในโรงเรียนต่างๆ กรุงเทพมหานคร และพิจารณาความเป็นไปอย่างของครูผู้สอนให้มีคติความคืบหน้า เพื่อปลูกฝังให้นักเรียนสามารถมีการตัดสินใจในการร่วมสร้างและพัฒนาสังคมไทยให้มีความเข้มแข็งที่ในการผลิตเมืองที่มีความรับผิดชอบต่อสังคม การพัฒนาคุณธรรมจริยธรรมในสังคม รวมไปถึงการสร้างความสามารถในการตัดสินใจในเวลาต่างๆ การเรียนการสอนภาควิชาประวัติศาสตร์ไทยอันมีความสำคัญตามพระราชบัญญัติในสมัยเมื่อพระบาทสมเด็จพระเจ้าอยู่หัวฯ พระบรมราชินีในวันที่ 12 สิงหาคม 2551 ณ ศาลสงคราม และเกี่ยวกับการน้าเรื่องวิชาประวัติศาสตร์ไทยกลับมาสอน เพื่อให้เกิดประโยชน์ต่อประเทศชาติและปฏิสัมพันธ์ความรักชาติให้กับเยาวชนรุ่นหลังต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่าน และจากการประสงค์จะทราบรายละเอียดเพิ่มเติม กรุณาจัดต่อประสานงานกับนักศึกษาโดยตรงได้ที่หมายเลขโทรศัพท์ 081-828-1191

ขอแสดงความนับถือ

(ดร. สวางค์ วิศวกำพินิจ)

คณะคณบดีวิทยา楽しศึกษาศาสตร์

มหาวิทยาลัยอัสสัมชัญ

บัณฑิตวิทยาลัยศึกษาศาสตร์
โทร. 02-3004553 ต่อ 3718, 3610
โทรศัพท์ 02-3004143
เรื่อง  ขอความอนุเคราะห์ช่วยเพื่อการวิจัย
เรียน  นางสาวสุวณีewriter ผู้ว่าราชการฝ่ายการพิเศษ สถานการศึกษาแห่งชาติ

เนื่องด้วย นายประพันธ์ ดุษฎีภักดี นักศึกษาหลักการบริหารงานคุณภาพ สาขาวิชาการบริหารจัดการ มหาวิทยาลัยอัสสัมชัญ อยู่ระหว่างการทํารายงานเรื่อง “A Model of Teacher Leadership in History Instruction” โดยมี รองศาสตราจารย์ ดร. ดุษฎีภักดี กรุงเทพพานุ์ เป็นอาจารย์ที่ปรึกษา ทั้งนี้ นักศึกษาได้ร่วมความอนุเคราะห์ขอสําเนาเพื่อการทํารายงานวิจัย โดยได้แนบชํอแนกสําหรับการสําเนาหากมีข้อกําหนดเหตุข้อดังนี้

ขออนุเคราะห์ดังกล่าวจะให้สมบูรณ์เพื่อใช้ในการพัฒนาปรับปรุงการเรียนการสอนภาษาไทย ประวัติศาสตร์ไทยในโรงเรียนแห่งชาติ กรมทัพภาคหน้า และพัฒนาการวิจัยเป็นผู้มีความสนใจหรือสนับสนุนให้มีคํานวณมากขึ้น เพื่อถูกต้องในเรื่องมาตรฐานการระดับการมีบทบาทในการรับส่งและพัฒนาสังคมไทย ให้มีความเข้าใจถึงสิ่งที่ผ่านมาเป็นหลักเมื่อมีความรับรู้ดีต่อสังคม การที่มีพุทธธรรมวิจารณ์ในการสังคม รวมไปถึงการสร้างความสามัคคีของคนในชาติผ่านการเรียนการสอนภาษาไทยประวัติศาสตร์ไทย อันมีความสำคัญช่วยเพิ่มระยะทางเจริญชาติ พระบรมราชานุชี มาเนื่องในที่ 12 สิงหาคม 2551 ณ ศาลฎีกาคุ้มครอง เมื่อบริหารงานนี้เกี่ยวกับการวิจัยการศึกษาภาษาไทยภาพรวม廣告 เพื่อให้เกิดประโยชน์ต่อประเทศชาติและปลูกฝังความรักชาติให้แก่เยาวชนรุ่นหลังสืบไป

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่าน และหากประสงค์จะทราบรายละเอียดเพิ่มเติม กรุณาติดต่อประสานงานกับที่ศึกษาหรือจะได้ที่นายเลขิก 081-828-1191

ขอแสดงความนับถือ

(ดร. สนง. อังษณา)

คณะนักศึกษาทางภาษาไทยศึกษาสาร
มหาวิทยาลัยอัสสัมชัญ

บ้านทุกภาษาเรียนภาษาสาร
โทร. 02-3004553 ต่อ 3718, 3610
โทรสาร 02-3004143
มหาวิทยาลัยอัสสัมชัญ
ASSUMPTION UNIVERSITY

ที่ คพ. 063/2554

21 ตุลาคม 2554

เรื่อง ขอความอนุเคราะห์ข้อมูลเพื่อการวิจัย

เรียน นางสาวมณีรัศมี รักษาแก้ว รองผู้อำนวยการสำนักการศึกษา กรุงเทพมหานคร

เนื่องด้วย นายปริวัฒน์ ชุติมันน์ นักศึกษาหลักสูตรปริญญาตุลาการบัณฑิต สาขาวิชาการผู้นำ
ทางการศึกษา มหาวิทยาลัยอัสสัมชัญ อยู่ระหว่างการทบทวนเนื้อเรื่อง "A Model of Teacher
Leadership in History Instruction" โดยมี รองศาสตราจารย์ ดร. สุทธิพงษ์ กาญจนพันธุ์ เป็นอาจารย์ที่ปรึกษา
ทั้งนี้ นักศึกษาได้ขอความอนุเคราะห์ข้อมูลเพื่อการทบทวนเนื้อเรื่อง โดยได้แนบข้อมูลสำหรับการ
สัมภาษณ์มาพร้อมกับหนังสือเบ็็ปนี้ด้วย

ข้อมูลวิจัยดังกล่าวจะนำไปสู่ผลเพื่อใช้ในการพัฒนาปรับปรุงการเรียนการสอนภาควิชา
ประวัติศาสตร์ไทยในโรงเรียนสังกัด กรุงเทพมหานคร และพัฒนาการวางแผนเป็นผู้นำของครูผู้สอนให้มี
คติภาวะมากขึ้น เพื่อสู่สู่การนำผู้เรียนสามารถรอบดับการมีบทบาทในการร่วมสร้างและพัฒนาสังคมไทย
ให้มีความเข้มแข็งในด้านการเป็นพลเมืองที่มีความรับผิดชอบต่อสังคม การพัฒนาคุณธรรมจริยธรรมใน
สังคม รวมไปถึงการสร้างความสมานฉันท์สมานตนะในชาติผ่านการเรียนการสอนภาควิชาระบบการศึกษาไทย
อันมีความสำคัญตามพระราชบัญญัติในสิ่งเดิมพันธุ์บชาติศึกษิกิจ พระบรมราชินีนาถ เมื่อวันที่ 12 สิงหาคม
2551 ณ ศาลฎีกา สิ่งเหล่านี้เกี่ยวกับการนำเอาแนวการประวัติศาสตร์ไทยกลับมาสอน เพื่อให้เกิดประโยชน์ต่อ
ประเทศชาติและปลูกฝังความรักชาติให้แก่เยาวชนรุ่นหลังต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่าน และทางประเทศคู่บรรดาธาราจะยินดีเพิ่มเติม
การติดต่อกับสำนักงานบัญชีทรัพยากรได้ที่หมายเลขโทรศัพท์ 091-828-1191

ขอแสดงความนับถือ

(ดร. สมบ ลักษณะ)

คณะบัณฑิตวิทยาลัยศึกษาศาสตร์
มหาวิทยาลัยอัสสัมชัญ

บัณฑิตวิทยาลัยศึกษาศาสตร์
โทร. 02-3004553 ต่อ 3718, 3610
โทรสาร 02-3004143
APPENDIX F

LETTERS OF CONFIRMATION

Letters of confirmation are the letters that signed by the seven experts in educational field to certify that the researcher received all information and suggestions from them and follow the revisions correctly. The letters of confirmation are hereby very important to manifest the affirmation that all of information and suggestions in the connoisseurship (expert judgment) process come from the seven experts honestly. The seven experts were signed their names to approve the correction of information and suggestions that they gave to revise a draft model to be more concise and suit for the future utilization. A draft model will become a propose model of teacher leadership in history instruction after completely amended.
เรื่อง การรับรองการให้ข้อมูลเพื่อการวิทยานิพนธ์
เรียน คณะกรรมการตรวจสอบวิทยานิพนธ์

ทนาย ทักสุวรรณ รองผู้ว่าราชการกรุงเทพมหานคร กล่าวการศึกษา ขอรับรองว่าได้มีการให้ข้อมูลสัมภาษณ์เชิงลึก (In-depth interview) เกี่ยวกับการให้แนวทาง สรุปผลข้อค้นพบแก่ นายปรัชญา ชูดี มั่นคง นักศึกษาหลักสูตรปริญญาดุษฎีบัณฑิต สาขาวิชา הודรุ่น (ในปีการศึกษา 2554) นักศึกษาคณะวิทยาศาสตร์ มหาวิทยาลัยอัสสัมชัญ เพื่อนำไปใช้ในการวิทยานิพนธ์เรื่อง และมีการปรับปรุงอันจะนำไปสู่การนำไปใช้ประโยชน์จริง (validation) ได้ถูกต้องตามที่ได้มีการดำเนินการ ซึ่งข้อมูลทั้งหมดจะถูกนำไปใช้ เพื่อการสรุปผลงานวิจัยของนักศึกษา ตามลำดับต่อไป

จึงเรียนมาเพื่อทราบ

ขอบพระคุณ:

(ทนาย ทักสุวรรณ)
รองผู้ว่าราชการกรุงเทพมหานคร
เรื่อง การวิจัยการให้ข้อมูลเพื่อการทำการวิทยานิพนธ์
เรียน คณะกรรมการตรวจสอบวิทยานิพนธ์

ข้าพเจ้า ผศ.ดร.พิชิต ฤทธิ์จรูญ อาจารย์ประจำสาขาวิจัยและประเมินการศึกษา วิทยาลัย
มีกิจตั้งครู มหาวิทยาลัยราชภัฏพระนคร ขอรับรองว่าได้มีการให้ข้อมูลด้วยการสัมภาษณ์ชิงลึก (In-depth interview) ที่มีการให้แนวคิด สรุปผลข้อมูลเพื่อการวิจัย ชุดโดยมีผู้ช่วยศาสตราจารย์ ดร.บัวแก้ว นักศึกษาหลักสูตรวิทยาลัย
dูรักษ์บัณฑิต สาขาวิชา ภาวะผู้นำทางการศึกษา มหาวิทยาลัยอัสสัมชัญ เพื่อนำไปใช้สำหรับวิทยานิพนธ์
จริง และมีการปรับปรุงผู้มีการให้ข้อมูล เป็นการให้ข้อมูลจริง (validation) ได้ถูกต้องตามค่าให้
ผู้ที่มีภารกิจในการสัมภาษณ์ทั้งหมดจะถูกนำไปใช้เพื่อการสรุปผล งานวิจัยของนักศึกษา ตามลำดับ
ต่อไป

จึงเรียนมาเพื่อทราบ

ขอแสดงความนับถือ

(ผศ.ดร.พิชิต ฤทธิ์จรูญ)

อาจารย์ประจำสาขาวิจัยและประเมินการศึกษา

วิทยาลัยมีกิจตั้งครู มหาวิทยาลัยราชภัฏพระนคร
เรื่อง การรับรองการให้ข้อมูลเพื่อการทำวิทยานิพนธ์

เรือน คณะกรรมการตรวจสอบวิทยานิพนธ์

ผู้ว่าราชการกิจการศึกษา สำนักงานศึกษาแห่งชาติ ขอรับรองว่าได้มีการให้ข้อมูลในสัมภาษณ์เชิงลึก (In-depth interview) เกี่ยวกับการให้แนวทางสรุปผลข้อมูลพื้นฐาน รายบุคคล ข้อมูลข้อเท็จจริง พ่อนักศึกษาหลักสูตรปรัชญาคุณศัพท์ด้าน สาขาวิชา ภาวะผู้นำทางการศึกษา มหาวิทยาลัยอินดีแยม เพื่อนำไปใช้การทำวิทยานิพนธ์จริง และมีการพบปะปรุงอันจะนำไปสู่การนำไปใช้ประโยชน์จริง (validation) ได้ถูกต้องตามที่คาดว่าสมมติฐานทุกประการที่ส่งข้อมูลทั้งหมดจะถูกนำไปใช้เพื่อการสรุปผล รายงานวิจัยของนักศึกษา ตามลำดับต่อไป

จึงเรียนมาเพื่อทราบ

ขอแสดงความนับถือ

(ผู้ว่าราชการกิจการศึกษา)

นักวิชาการศึกษาชำนาญการพิเศษ

สำนักงานศึกษาแห่งชาติ
เรื่อง การรับรองการให้ข้อมูลเพื่อการทบทวนวิทยานิพนธ์
เรียน คณะกรรมการตรวจสอบวิทยานิพนธ์

ข้าพเจ้า นางสาว มาสิมย์ จักปั่นเกิด รองผู้อำนวยการสำนักการศึกษา กรุงเทพมหานคร ขอรับรองว่าได้มีการให้ข้อมูลสัมภาษณ์เชิงลึก (In-depth interview) เกี่ยวกับการให้แนวทาง สุทธิผลช่องค้นพบแก่ นายประภัทร์ ชูติมันน์ ผู้ศึกษาหลักสูตรปริญญาจูตปฏิบัติ สาขาภาษา ภาวะผู้นำทางการศึกษา มหาวิทยาลัยอัสสัมชัญ เพื่อนำไปใช้ในการทบทวนวิทยานิพนธ์จริง และมีการปรับปรุงอันจะนำไปสู่การนำไปใช้ประโยชน์จริง (validation) ได้ถูกต้องตามที่ได้สมภาษณ์เพื่อประโยชน์ซึ่งข้อมูลทั้งหมดจะถูกนำไปใช้เพื่อการสรุปผล งานวิจัยของนักศึกษา ตามลำดับต่อไป

จึงเรียนมาเพื่อทราบ

ขอแสดงความนับถือ

ณัฐกร ศิริภักดิ์
(นางสาว มาสิมย์ จักปั่นเกิด)
รองผู้อำนวยการสำนักการศึกษา
กรุงเทพมหานคร
เรื่อง การรับรองการให้ข้อมูลเพื่อการวิทยานิพนธ์

เรียน คณะกรรมการตรวจสอบวิทยานิพนธ์

ข้าพเจ้า ดร.มิ่งชวียุทธ  กิตติกรรมการ ศึกษาเนtí มหาวิทยาลัยราชภัฏสุรนารี สำนักการศึกษา กรุงเทพมหานคร ขอรับรองว่าได้มีการให้ข้อมูลลับบางส่วนในชิงลิก (In-depth interview) เกี่ยวกับการให้แนวทาง สรุปผลข้อค้นพบแก่ นายประภัส  ธิติม์ นักศึกษาหลักสูตรวิทยาศาสตรบัณฑิต สาขาวิชาภาษาอังกฤษ ทำการศึกษา มหาวิทยาลัยสุรนารี เพื่อนำไปใช้ในการทำวิทยานิพนธ์จริง และมีการปรับปรุงอันจะนำไปสู่การนำไปใช้ประโยชน์จริง (validation) ได้อย่างคงความเท่าที่สมบูรณ์ทุกประการซึ่งข้อมูลทั้งหมดจะถูกนำไปใช้เพื่อการสรุปผล งานวิจัยของนักศึกษา ตามลำดับต่อไป

จึงเรียนมาเพื่อทราบ

ขอแสดงความนับถือ

(ดร.มิ่งชวียุทธ กิตติกรรมการ)

ศึกษาเนtí มหาวิทยาลัยราชภัฏสุรนารี สำนักการศึกษา

กรุงเทพมหานคร
เรื่อง การรับรองการให้ข้อมูลเพื่อการทำการวิจัย

เรียน คณะกรรมการตรวจสอบวิทยานิพนธ์

ข้าพเจ้า นาย อุดมศักดิ์ นาคต ผู้อำนวยการสำนักยุทธศาสตร์การศึกษา สำนักการศึกษา กรุงเทพมหานคร ขอรับรองว่าได้มีการให้ข้อมูลสัมภาษณ์เชิงลึก (In-depth interview) เกี่ยวกับการให้แนวทาง สรุปผลข้อค้นพบแก่ นายประยุทธ์ ชุติมาณฑ์ นักศึกษา หลักสูตรปริญญาตรีปัจจุบันศึกษา สาขาวิชาการผู้นำทางการศึกษา มหาวิทยาลัยอัสสัมชัญ เพื่อนำไปใช้ในการทำการวิจัยพิเศษ และมีการปรับปรุงอันจะนำไปสู่การนำไปใช้ประโยชน์จริง (Validation) ได้ถูกต้องตามคำให้สัมภาษณ์ทุกกระบวนการซึ่งข้อมูลทั้งหมดจะถูกนำไปใช้เพื่อการสรุปผลงานวิจัยของนักศึกษาตามลำดับต่อไป

จึงเรียนมาเพื่อทราบ

ขอแสดงความนับถือ

(ย่อหกขั้น นาคต)

ผู้อำนวยการสำนักยุทธศาสตร์การศึกษา
สำนักการศึกษา กรุงเทพมหานคร
APPENDIX G

LIST OF DOCUMENTS


NAME & SURNAME : Mr. Poramatda Chutimant

DATE OF BIRTH : August 6, 1977

AGE : 34

POSITION : Assistant to the Member of Bangkok Metropolitan Administration (BMA)

WORK EXPERIENCE:

(2007-Present) Assistant to the Member of Bangkok Metropolitan Administration (BMA)

EDUCATION:

(2009-2011) Doctoral of Philosophy in Educational Leadership (Ph.D.EL), Assumption University, GPA. 4.00


AWARDS:

(2011) A Certificate of Training "The great vision for the operation of the Assistants to the Members of BMA" from the University Continuing Education Center (CEC) and the Office of the Secretary of the Bangkok, Bangkok Metropolitan Administration

(2009) A Certificate to verify the formal use of radio frequency of the Bangkok Office of synthetic municipal resources, Bangkok Metropolitan Administration

(2009) A Certificate of Training "The role of county council and Assistants to the Members of BMA," organized by NIDA