

CHAPTER 5

Conclusions and Future works

5.1 Conclusions

Based on the proposed research methodology, the following conclusions can be drawn.

5.1.1 It is found that individual difference in the students of SAOC is a root cause of learning problem. The Kolb's experience learning is used as the tool for individual difference investigations. In addition, the problem is also caused by the mismatching between the instructor and student learning styles.

5.1.2 A KM-based learning framework is proposed to solve the problem. The Kolb's experience learning investigates the mismatching between both instructor and student learning styles. After the identification of the student learning styles, group-based learning is then employed for the individual difference among students. The negative reinforcement is used for improving the leadership for the students in each group. The constructive learning is employed for creating the assignment and the problem solving in the learning process. The student learning outcomes are evaluated by the reflective learning with five-point reflection scale. Accordingly, the KM-based learning framework is constructed on and combined from several KM theories as a solution procedure.

The improvement of the learning process is further achieved via the correct matching between the instructor and student learning styles. The matching of instructor and students learning styles who are accommodator style and diverger style is obtained the highest learning outcome performances. The matching between the assimilator and converger are based on the poor learning outcomes. To investigate the instructor facilitator styles, the results show that the instructor who is the accommodator learning style, she/he has democratic instructor facilitator style. This leads to the successful learning outcomes in the accommodator students. Those instructors with the assimilator

and converger learning styles are the authoritarian and laissez-fair, respectively. In these cases, it will not be able to facilitate the improvement of the learning outcomes.

Furthermore, the social network, face-book, is used as a multiplier tool for the students and knowledge worker to share their experiences, knowledge, and continuous development in their COPs.

5.2 Research Contributions

The following contributions have been noted from the experimental implementation of the proposed learning framework.

5.2.1 The new framework is efficient to improve the learning outcome for students with individual differences.

5.2.2 The social networks like the face-book are beneficial for instructors, students and alumni in terms of continuous professional development and of increasing their competencies. They will become smart people in RTAF and get promotion in their career paths.

5.2.3 The organizations become dynamic learning and educated via their knowledge workers. As a result, the productivities and competitive advantages are improved.

5.3 Generalization of research

The Thai government agencies are composed by the various employees where there are commonly taken 20-30 years of working before retirement, which means that there is a big gap in experience and knowledge. Therefore, the continuing improvement of knowledge worker is always required to give the organization productivity. To make the framework to be generalized, the other Thai government sectors that have the similar problems, therefore, this framework can be modified and suitably applied.

5.4 Problems Encountered in Research

While several positive results are achieved, there are a number of problems have been encountered in the present study.

5.4.1 The SAOC students are variety and composed of both the old and new generations. The ability of the old generation in using IT is rather poor compared with the new generation. It is thus rather difficult for instructors to train them for using the social networks.

5.4.2 The instructors for the SAOC cannot always be recruited from the Air Personal. It is thus difficult to make them understand the alternative ways in the first-time experiment.

5.4.3 There are a lot of subjects and activities for the students during the course of study. Besides, the internet is not stable for sometimes.

5.4.4 There are 5 modules in SAOC course but the experiment is not coverage for all modules in spite of the experiment module is the main mission of SAOC. Nevertheless, the researcher tries to ensure the new framework for the instructors in other modules.

5.5 Future Works

Although a new negative reinforcement for GBL in individual difference framework successfully improves the student learning outcomes, the alumni continuing development and the organization achievement, it cannot cover some aspects that can be necessary in the future.

5.5.1 To solve the individual difference successfully, it is recommended that the remaining modules be implemented with the framework.

5.5.2 This framework can also be modified with the modern social networks.

5.5.3 There should be a continuous follow-up of the alumni performances from which the feedback is useful for the improvement of the new learning framework.

5.5.4 It is also recommended that the experimental implementation of the proposed learning framework be done in other organizations with similar problems.