

CHAPTER 4

RESULTS OF TEACHERS' LEARNING

This chapter comprises three sections. It includes information of students' Internet use, teachers' awareness and involvement of this project, and teachers' learning to improve students' SDL.

4.1 Information of students' Internet use

As a focus group, the participating teachers were questioned by the researcher. The teachers explored information about students' Internet use following theses. About 80 percent of the students had laptops. The students did not like to use the Internet at their houses due to the slow speed. They connected the Internet by using telephone line. As a result, students liked to go to the school on weekends, holidays, and after school to use the high speed Internet by connecting to the wireless system.

The school and students' parents had the same goals of students' Internet use. The school delivered the Internet to students for academic purposes. Parents gave financial support to the school for computers and the Internet. They also encouraged students to use the computers and Internet by providing laptops and desktops at their houses. They expected that students will use the Internet for learning and doing homework.

However, students in the school like to use the Internet as inappropriate ways. In the school, students can bring their laptops to connect to the high speed Internet. They like to access entertainment websites. Especially, they download music, movies, and video clips, as well play online games. This relates to their leisure time. The students talk to their peers to exchange their experiences about Internet use. They like to talk about online games and other entertainment websites. Moreover, they can finish an assignment by copying information from the Internet. Some of students like to play online games. They spend all of their leisure time for online games. In some cases, they skip school to go to Internet cafes for playing online games. Some students like to use the Internet for playfulness. They contact an unknown person by using social network sites.

4.2 Teachers' awareness and involvement

The eight leading teachers from each learning area joined a focus group to interpret information. To develop the SDL improvement system for students' Internet use, teachers have to be aware and get involved. Teachers play a vital role for their students' use of the Internet. Teachers can assign students to use the Internet for academic purposes. They can also use the Internet as a source of knowledge. Therefore, the eight teachers created awareness and built involvement to improve students' Internet learning.

Figure 4.1 included data from the focus group. It shows students' Internet use can deliver positive outcomes especially learning. Internet use for learning can occur through teachers' assignments. Teachers can focus on using the Internet as a teaching and learning media. They can find information to teach and assign students to use the Internet. Moreover, they can create digital contents for the students and let students access the content via the Internet. Additionally, they have to check assignments. As a result, students use the Internet for learning. Furthermore, teachers agreed to teach the students' good manners and laws for Internet use.

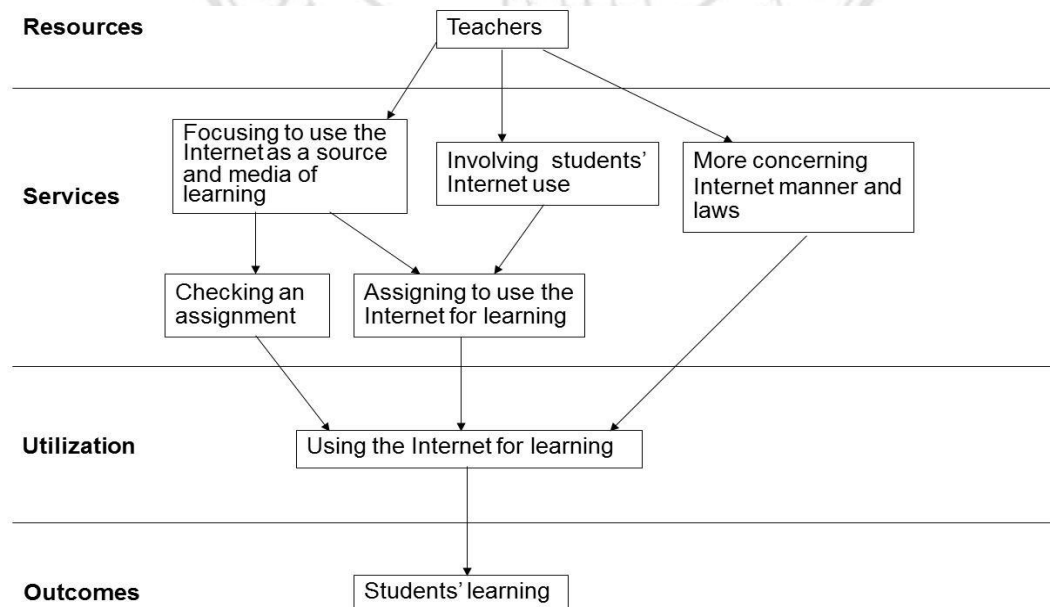


Figure 4.1 Students' Internet use and positive outcomes

The teachers saw that students can use the Internet for developing their intellect. They should use the Internet for their learning. This is a task of teachers to develop students' learning. Therefore, teachers should seek to integrate their practices into students' Internet use in leisure time.

4.3 The teachers' learning to improve students' SDL

In a focus group, teachers in Thailand have to follow standards of internal quality assurance (Appendix A). Some of them mention about ICT use of students for learning and students' self-learning. The standard 5 has detail that students should have the ability to use IT for developing their learning. Indicator 5.5 gives detail that learners should have an ability to use IT to develop learning. The standard 6 identifies about students' self-learning skill. Indicator 6.2 focuses on being interested in seeking knowledge from different sources; ability to use a library, other knowledge sources, and media both inside and outside school (The Office of the Basic Education Commission, 2006).

Additionally, standard 10 involves teachers' ability. It mentions that teachers should have an ability to manage effective teaching-learning, especially learner-centered instruction. Particularly, indicator 10.2 leads teachers to analyze learners' potential and understanding learners individually. With respect to indicator 10.3, teachers should be able to use technology to develop their own and learners' learning. For indicator 10.7, teachers should conduct research for improving learners' learning and using the results to improve learners.

Teachers' practice that follows the internal quality assurance relates to stages of learning in term of acquiring information, interpreting information, and applying information. Acquiring information involve teachers' practice in indicator 9.2. The indicator 9.2 proposed that teachers should have good relationships with learners, guardians, and communities. This can lead to find students' information about SDL and Internet use. Interpreting information concerns indicator 10.2. The indicator 10.2 leads teachers to analyze students. Teachers can perform student classification in terms of SDL that influence to online learning. Applying information relate to indicator 10.7. Teachers have to conduct research for improve students. This can improve students'

SDL to use the Internet for learning in their leisure time. These are continuous process as shown in Figure 4.2.

Teachers can conduct improving students' Internet use as a continuous process. From literature review of quality assurance in the school, teachers didn't perform their work as consistency of operation. They did as silos' thinking by finishing each indicator without linking them together. As shown in Figure 4.2, teachers can link their practice as consistency of operation. For example, they can use information of students' analysis to conduct research.

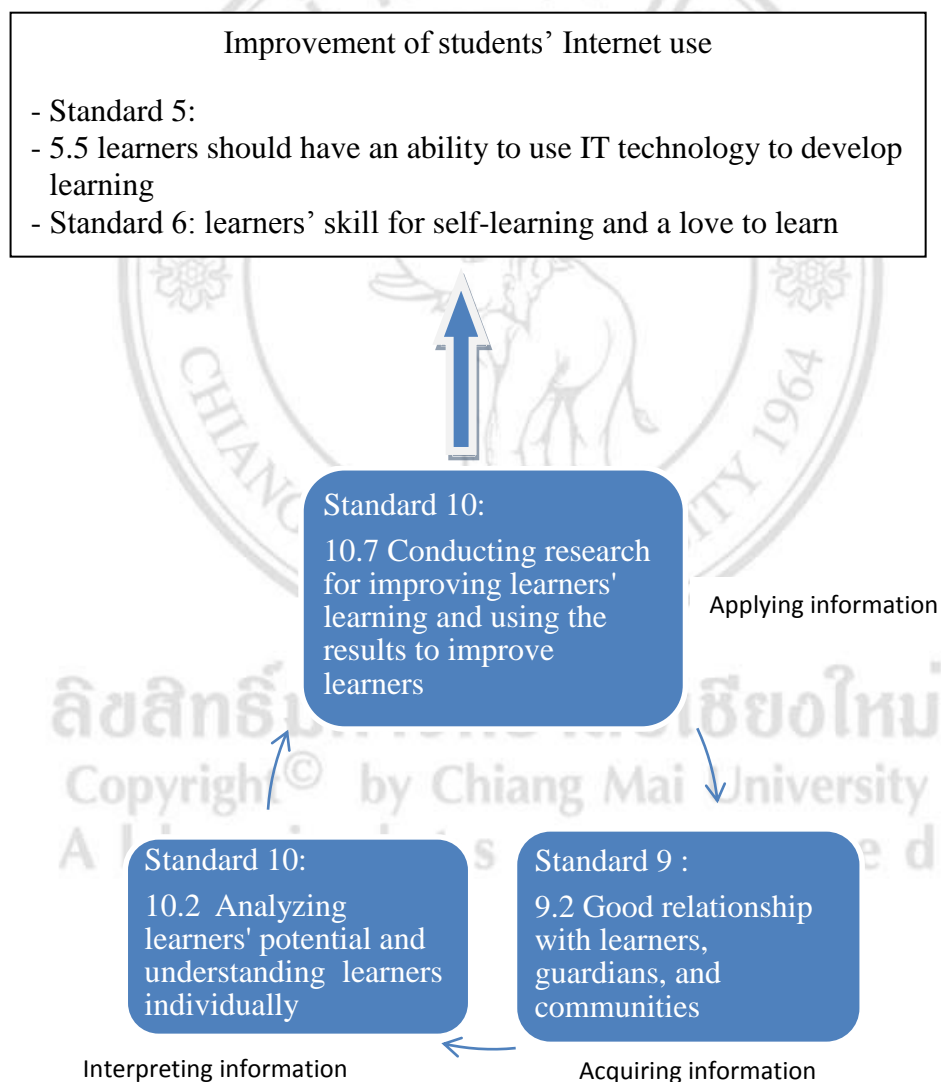


Figure 4.2 Steps of learning to improve students' SDL for Internet use

In the focus group, the teachers responded to solve the problems by creating a learning activity. To respond to the teachers, the researcher presented a framework of SDL that could be cultivated to students. SDL is a main characteristic of online learners. SDL is concerned about initiative, responsibility, and autonomous learning which online environments support by providing the learning content, channels to connect to experts, and participation with other learners. Normally, students who conduct online learning should be self-directed learners. They should set the learning goal, implement of a learning plan, and have self-evaluation. In an online environment, teachers should adopt SDL as an instructional method.

Moreover, the researcher mentioned about teachers' practices that impact students' Internet use. Teachers can promote students to have interactions for e-learning. The interactions includes learner-instruction interactions, learner-human interactions and learner-non-human interactions, and learner-self interactions.

The participating teachers adopted a concept of a quality activity of QAD to improve students' SDL for Internet use in leisure time. They can follow PDCA as Figure 2.2. PDCA starts with Plan that relates to plan for an activity for student improvement. Do is teachers' practice to follow the plan. Check concerns with a student assessment to see student improvement and an activity evaluation. Act means action to response to a result of a student assessment and an activity evaluation. Then, teachers can plan an activity based on information from a student assessment and an activity evaluation. This is a continuous process to improve students.

With Plan, the participating teachers set the short film production to improve students' SDL for Internet use. They learned that the short film production can relate to students' learning in leisure time. Moreover, they participated to design the short film production for creating learning content for each learning area. They helped to set schedule for students' practices. They also learned to integrate components of SDL and interactions of e-learning into the short film production as shown in Table 3.2.

As Do, teachers performed the short film production by following the plan. They acted as facilitators by guiding students about learning content. They suggested learning sources on the Internet and in a community for students, and a suitable place for a

screen of a short film. They also reminded students to follow the time schedule. They especially observed their students that led to a student assessment.

The participating teachers performed a student assessment in terms of Check. They observed students about e-learning interactions. They include student-instruction interactions, human- and non-human-interactions, and student-self interactions. The teachers had chance to perform a student assessment by observation. This related to their learning. They especially closed to risk students of their group. They also assessed students about SDL. This followed the observation form of Table 3.4.

With Act, the teachers could analyze results of a student assessment and an activity evaluation. This led to suggestion for activity improvement. For example, the teachers learned that risk students liked to conduct this activity because they don't want to learn in a classroom. As well as, there should be budget for doing this activity.

The activity can be a quality activity of QAD because it follows continuous improvement as shown in Figure 4.3.

Improvement of students' Internet use
 Indicator 5.5: learners should have an ability to use IT technology to develop learning
 Standard 6: learners' skill for self-learning and a love to learn



- Creating a learning activity with concepts of SDL and e-learning interactions
- Setting schedule for students
- Following standard 10: teachers' ability to manage effective teaching-learning
- Following indicator 10.3: teachers' technology use to develop their own and learners' learning
- Following indicator 10.7: conducting research for improving learners' learning and using the results to improve learners

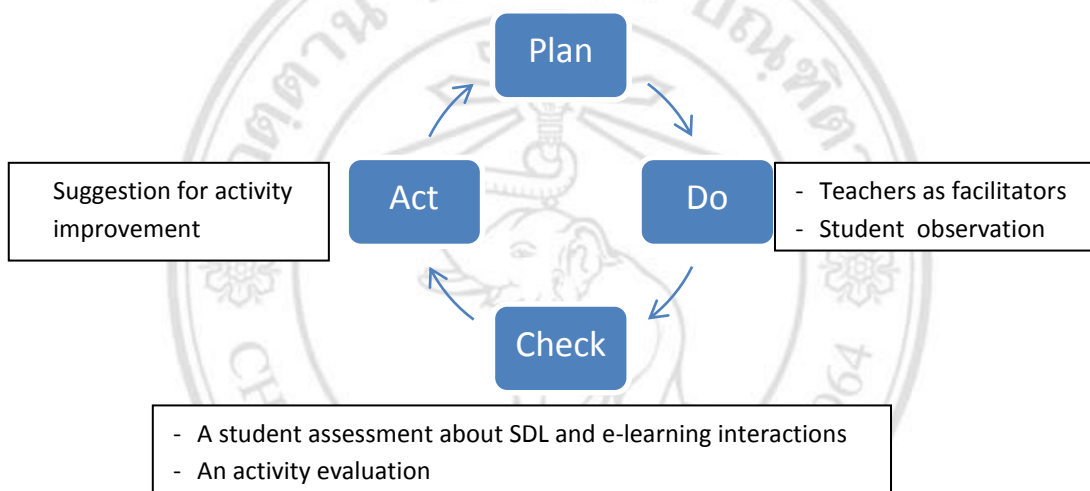


Figure 4.3 A process to improve students' SDL for Internet use