



APPENDIX

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่

Copyright© by Chiang Mai University
All rights reserved

APPENDIX A

The Manual for Training Kit

The trainers should follow certain steps for using the training kit that it has better effectiveness and efficiency to the workshop. The use of training kit is as what followings.

1. Preparation of the trainers before the training. This preparation is done through the studying of the details of the training kit, starting from the learning unit, instructional activity and the test forms.
2. Preparation on tools and equipment used in the training such as computers and LCD projector that these are ready for use along with the computer slide for the projector.
3. Pre-test before the training. The participants of the training will finish the pre-test before the training.
4. The training must implement the training in each unit according to the following steps.
 - 4.1 Steps for leading to the lessons. The trainers will identify the topic of study for the trainees and inform the objectives of the study to the trainees.
 - 4.2 Steps for performing learning activity. This is the set of steps that the participants of the training listen to the lecture or learning activity from the trainers by using the computer slides and the trainees study the learning unit along with the trainers in each topic.
 - 4.3 Steps for summarizing the lesson. The trainers summarize the topic for the trainees and ask questions to the trainees of the training.
 - 4.4 Steps for post-test after the learning. The trainees do the post-test after the learning.

5. Activities after the training. The trainers check and evaluate the result of evaluation or the tests. In case there are many people who make many errors in the test, the trainers review the lessons before starting or moving to train on the next learning units.

Role of Trainers or Experts

1. Role of trainers in the training

1.1 The training with the training kit with the lecturing of the trainers will be the main source of knowledge. Therefore, the trainers must have knowledge, understanding and skill on the topics very well and set interesting lecturing styles and learning activities that the participants of the training will not lose interest.

1.2 Answering clearly the questions of the participants of training. For the questions that can not be answered, the trainers will arrange that these questions will be brought to ask to the knowledgeable persons or the expert on the topics whenever available.

1.3 Preparation for the training includes mastering the learning units, training schedules and all types of dissemination media.

1.4 The trainers observe the behavior of the participants of the training whether they are still interested and requiring any assistance on what topic.

1.5 The trainers offer consultation and advice on doing activity to the participants of training.

1.6 The trainers check the activities where the participants fill up the tests and score them to check the progress in learning of the participants of the training.

2. Role of the experts to monitor the researchers

2.1 Training to conduct research is a step of really practice the research. The experts must be prepared before meeting the researchers.

2.2 The experts must have basic data of research work of the researcher which the expert will be using to monitor.

2.3 Before meeting the researchers, the experts must meet the administrators of the school to identify and report the progress of such activity.

2.4 The experts allow the researchers to report the result of research implementation.

2.5 The experts offer consultation, advice, coaching and training to implement the research, and other functions to the researchers.

2.6 Giving consultation should be offered in the friendly milieu between advisor and advisee and given sound suggestions.

3. Criteria for selecting trainers/experts

3.1 They have the academic position at the least a level of assistant professor or equivalent, or

3.2 They have experience in research conduction more than 10 years, or

3.3 They have experience in teaching research methodologies for more than 10 years.

APPENDIX B

Example for Research Instrument

Evaluation Test on the Achievement of the Training on Developing Competency on Research Conduction of the Faculty of Physical Education Institutes in the North

Identification: This test aims to measure the learning achievement of the training to develop competency on research conduction. There are 60 items and the time given for the test is 60 minutes.

Please make the sign ○ around the letter which is correct. Only one correct answer should be given in each item.

-
1. Which statement defines the definition of research correctly?
 - a. The process to seek for facts based on the set assumption.
 - b. the process that seeks for knowledge to get to the truth/correctness.
 - c. The process for developing knowledge in order to achieve the set objectives.
 - d. The process on seeking for the true knowledge systematically so it becomes reliable knowledge.

 2. Which one is the type of research based on the research methodology?
 - a. Applied research
 - b. Experimental research
 - c. Social science research
 - d. Historical research

58. Which one *is not* the main component on the content of research report?

- a. Abstract
- b. Objectives
- c. Research conceptual framework
- d. Research hypothesis or assumption

59. Which one *is not* the component at the last part of a research report?

- a. Summaries and discussion
- b. Bibliographies
- c. Researcher CV
- d. List of knowledgeable people

60. In writing the discussion of research finding, what consideration that the researcher should think of?

- a. Discussion based on principles and theories.
- b. Discussion based on the data derived from the research and reasons found by researcher.
- c. Discussion on issues based on the Assumption/hypothesis or the set research objectives.
- d. Discussion based on the reference materials so the research report has unity.

The Evaluation Form on Attitude of Research Conduction of Faculty of Physical Education Institutes

Indication: Please write the sign ✓ in the box that represent to the level of your feeling the most. The details for consideration are as the followings.

If you have the feeling toward the research conduction in the Level of highest, please write the sign ✓ in the box of feeling level 5.

If you have the feeling toward the research conduction in the Level of high, please write the sign ✓ in the box of feeling level 4.

If you have the feeling toward the research conduction in the Level of moderate, please write the sign ✓ in the box of feeling level 3.

If you have the feeling toward the research conduction in the Level of low, please write the sign ✓ in the box of feeling level 2.

If you have the feeling toward the research conduction in the Level of the lowest, please write the sign ✓ in the box of feeling level 1.

Evaluation Form on Research Quality

Name of Researcher

Physical Education Institute, Campus

Research Title

Indication: Please make the sign ✓ in the box that responds to the research work to be evaluated

No	Type of Evaluation on Research Work	Evaluation result				
		0	1	2	3	4
1	The title is clear and interesting					
2	The background and the importance of problem is clear and consistent with the research title					
3	Research problem/Objectives are consistent with the research title and correct/accurate according to the research principles					
4	Reason and necessity to conduct research are reasonable					
5	The assumption/hypothesis is correct or sensible, clear according to the research principles					
6	Identify the area of research appropriately and reasonably					
7	The basic agreement of the research work is appropriate and reasonable					
8	Writing up the limitation of the research correctly and					

No	Type of Evaluation on Research Work	Evaluation result				
		0	1	2	3	4
	accurately according to the research principles					
9	The definitions of term used in research are clear					
....						
....						
....						
24	The conclusion is covering the questions and consistent with the objectives and research problem					
25	The discussion is consistent with research findings and covering the issues in the research problem					
26	The suggestions are clear and useful					
27	The research work is useful and applicable in real implementation					
28	The research work is useful for the academic purposes					
29	The pattern of report writing is correct according to the principles of academic writing					
30	The quality of research as a whole picture					

CURRICULUM VITAE

Author's Name

Mr. Chaturong Hemara

Date/ Year of Birth

9 November 1966

Education

1990 Bachelor of Sports Science
Mahidol University.

1994 Master degree in Physical Education
Chulalongkorn University.



ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่
Copyright © by Chiang Mai University
All rights reserved