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APPENDIX A

List of Qualified Person and Experts

List of experts' name for validity research instrument Step 1

List of experts' name for validity the questionnaire for the research on model for developing the teacher's instructional competency in multi-ethnic classrooms

Respecting rights of others

1. Acting Sub Lt. Assoc. Prof. Skol Kaewsiri Faculty of Education, Chiang Mai Rajabhat University
2. Assoc. Prof. Prawet Puepasuk Faculty of Education, Chiang Mai Rajabhat University
3. Lect. Dr. Prasit Leeprecha Faculty of Social Sciences, Chiang Mai University

Accepting cultural diversity

1. Assoc. Prof. Dr. Buppa Anansuchatkul Faculty of Education, Chiang Mai University
2. Assoc. Prof. Uten Panyo Faculty of Education, Chiang Mai University
3. Assoc. Prof. Sanit Sattayopas Institute of Research and Development Chiang Mai Rajabhat University

Co-existing in the society with cultural diversity

1. Assoc. Prof. Dr. Somsak Phuvipadawat Faculty of Education, Chiang Mai University
2. Assoc. Prof. Dr. Nongyao Nawarat Faculty of Education, Chiang Mai University
3. Lect. Dr. Kwanchewan Buadang Faculty of Social Sciences, Chiang Mai University
4. Asst. Prof. Dr. Chatree Maneekoson Faculty of Education, Chiang Mai Rajabhat University



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List of experts' name for validity research instrument Step 2

Group 1: List of experts' name for confirms the appropriateness of the teacher' s behavior on instructional organization in multi-ethnic classrooms.

1. Mr. Santi BoontaweeKun Faculty of Education, Chiang Mai University
2. Miss Supaporn Sangchalid Faculty of Education, Chiang Mai University
3. Miss Saypin Yakuru Faculty of Education, Chiang Mai University
4. Miss Kanjana Simajan Faculty of Education, Chiang Mai University
5. Miss Kasontong Anurakpongpri Faculty of Education, Chiang Mai University
6. Miss Wililuk Chomputong Faculty of Education, Chiang Mai Rajabhat University
7. Miss Rungtiwa Kampeechnachai Faculty of Education, Chiang Mai Rajabhat University
8. Miss Aiunwadee kajonkiatisakun Faculty of Education, Chiang Mai Rajabhat University
9. Mr. Somoo Chuasaiwibun Faculty of Education, Chiang Mai Rajabhat University

Group 2: List of experts' name for guidelines or methods for developing the teacher's instructional competency in the multi-ethnic classrooms.

1. Assoc. Prof. Dr. Buppa Anansuchatkul Faculty of Education, Chiang Mai University
2. Assoc. Prof. Uten Panyo Faculty of Education, Chiang Mai University
3. Lect. Samart Srijumnong Faculty of Education, Chiang Mai University
4. Lect. Dr. Ken Kamp Lecturer of Faculty of Education, Chiang Mai University and Academician of Inter Mountain Peoples' Education and Culture in Thailand Association (IMPECT)
5. Acting Sub Lt. Assoc. Prof. Skol Kaewsiri Faculty of Education, Chiang Mai Rajabhat University
6. Assoc. Prof. Prawet Puepasuk Faculty of Education, Chiang Mai Rajabhat University
7. Lect. Dr. Pimtong Sungsutthipong Faculty of Education, Chiang Mai Rajabhat University
8. Lect. Dr. Kanjana Tongboonnak Faculty of Science, Chiang Mai Rajabhat University

9. Lect. Dr. Uthai Panyopas
Superintendent, Chiang Mai Primary
Educational Service Area Office 1
10. Lect. Dr. Kantawit Manokam
Superintendent, Chiang Mai Primary
Educational Service Area Office 2
11. Lect. Rattchapoom Somsamai
Superintendent, Chiang Mai Primary
Educational Service Area Office 2
12. Lect. Chuleekorn Maikiaw
Superintendent, Lamphun Primary
Educational Service Area Office 2
13. Lect. Duangduan Moonklang
Superintendent, Lamphun Primary
Educational Service Area Office 2
14. Lect. Sarapee Kantasuk
Suksasongkhraw Chiang Mai School,
Special Education Bureau
15. Lect. Nattacha PattarapanKoson
Suksasongkhraw Chiang Mai School,
Special Education Bureau
16. Lect. Oranee Santikanakorn
Suksasongkhraw Chiang Mai School,
Special Education Bureau
17. Lect. Suttida Yaowatanee
Suksasongkhraw Chiang Mai School,
Special Education Bureau
18. Lect. Srisakul Jiraratsakul
Song Khwae Wittayakhom School,
Secondary Educational Service Area
Office 34

19. Lect. Pongpan Chaisan
Song Khwae Wittayakhom School,
Secondary Educational Service Area
Office 34
20. Lect. Warawut Suriyapo
Banmeapuka School, Chiang Mai Primary
Educational Service Area Office 1
20. Lect. Patchanee Saowateera
Banmeapuka School, Chiang Mai Primary
Educational Service Area Office 1
21. Lect. Jiraporn Nantakun
Banphamuad School, Chiang Mai Primary
Educational Service Area Office 1
22. Lect. Jintana Suttasan
Puttisophon School, Chiang Mai Primary
Educational Service Area Office 1
23. Lect. Anongnad Baisang
Chonprathan Phataek School (Panyaphol-
Uppathum), Chiang Mai Primary
Educational Service Area Office 1
24. Lect. Sabaitip Yano
Chonprathan Phataek School (Panyaphol-
Uppathum), Chiang Mai Primary
Educational Service Area Office 1
25. Lect. Dr. Kannapat Panyakon
Anubaan Chaingmai School, Chiang Mai
Primary Educational Service Area Office 1
26. Lect. Pongsri Suriyapo
Watsanmahokfa School, Chiang Mai
Primary Educational Service Area Office 1
27. Lect. Siviilai Mongkong
Watkhuangsing School, Chiang Mai
Primary Educational Service Area Office 1

28. Lect. Darunee Singhasak Bantoongpong School, Chiang Mai
Primary Educational Service Area Office 2
29. Lect. Pakakrong Raksakid Bansriboonreung School,
Chiang Mai Primary Educational Service
Area Office 3
30. Lect. Siriluk Waneak Banpatan School, Chiang Mai Primary
Educational Service Area Office 4
31. Lect. Pawinee Panyajak Banpong School, Chiang Mai Primary
Educational Service Area Office 5
32. Lect. Jeerawut Rakrom Watkheelek School, Lamphun Primary
Educational Service Area Office 2
33. Lect. Wasupat Chailek Watkheelek School, Lamphun Primary
Educational Service Area Office 2
34. Lect. Sittichok Sapran Banhauynamyen School, Chiang Rai
Primary Educational Service Area Office 2
35. Lect. Sudarad Panyasiriwong Banthirithai School, Chiang Rai Primary
Educational Service Area Office 3
36. Lect. Patcharin Upanan Banphaephittaya School, Mae Hong Son
Primary Educational Service Area Office 2

Group 3: List of experts' name for validity the research instrument of model for developing the teacher's instructional competency in multi-ethnic classroom.

1. Assoc. Prof. Uten Panyo
Faculty of Education, Chiang Mai University
2. Lect. Dr. Sriprapai Inchaithep
Boromarajonani College of Nursing,
Nakon Lampong
3. Lect. Dr. Viroj Thammajinda
Navamindarajudis payap School,
Secondary Educational Service Area
Office 34

Group 4: List of experts' name for validity the research curriculum of model for developing the teacher's instructional competency in multi-ethnic classrooms.

1. Lect. Dr. Kannapat Panyakon
Anubaan Chaingmai School, Chiang Mai
Primary Educational Service Area Office 1
2. Lect. Jintana Suttasan
Puttisopon School, Chiang Mai Primary
Educational Service Area Office 1
3. Lect. Anongnad Baisang
Chonprathan Phataek School (Panyaphol-
Uppathum), Chiang Mai Primary
Educational Service Area Office 1

Group 5: List of experts' name for quality improvement of model for developing the teacher's instructional competency in multi-ethnic classrooms.

1. Assoc. Prof. Uten Panyo
Faculty of Education, Chiang Mai University
2. Acting Sub Lt. Assoc. Prof. Skol Kaewsiri
Faculty of Education, Chiang Mai Rajabhat University
3. Lect. Wanna Eakata
Principle of Ban Mae-O Nai School, Chiang Mai Primary Educational Service Area Office 3
4. Lect. Warawut Suriyapo
Banmeapuka School, Chiang Mai Primary Educational Service Area Office 1
5. Lect. Saypin Yakuru
Kowittamrongchiangmai School, Office of the Private Education Commission (OPEC)
6. Lect. Dr. Prasert Trakansupakorn
Academician of Inter Mountain Peoples' Education and Culture in Thailand Association (IMPECT)
7. Mrs. Wilailuk Yerbo
Chief of Cultural Revival and Alternative Education Program, Inter Mountain Peoples' Education and Culture in Thailand Association (IMPECT)
8. Mrs. Kankaew Rattanawilai
Coordinator of Mowakee Project, Inter Mountain Peoples' Education and Culture in Thailand Association (IMPECT)

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| 9. Miss Kanjan Malan | Potential Development Officer, Inter Mountain Peoples' Education and Culture in Thailand Association (IMPECT) |
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List of experts' name for evaluate Step 3

List of name for implementing the model for developing the teacher's instructional competency in multi-ethnic classrooms: Ban Mae-O Nai School

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|------------------------------|--|
| 1. Lect. Wanna Eakata | Principle of Ban Mae-O Nai School
Professional Level Teacher (K2 Teacher) |
| 2. Lect. Podjanee Singkam | Professional Level Teacher (K2 Teacher) |
| 3. Lect. Prayad Jarenkad | Professional Level Teacher (K2 Teacher) |
| 4. Lect. Duansay Tama | Professional Level Teacher (K2 Teacher) |
| 5. Lect. Aucharapan Wichakun | Professional Level Teacher (K2 Teacher) |
| 6. Lect. Kanokkan Tawiroj | Professional Level Teacher (K2 Teacher) |
| 7. Lect. Sirinapa Kidwan | Practitioner Level (K1 Teacher) |
| 8. Lect. Kawarin Sreewilai | Assistance Teacher |
| 9. Lect. Prakaypet Kankam | Government Employee Teacher |
| 10. Lect. Nattapong Putwong | Contract Teacher |

APPENDIX B

Sample of the Materials used for the Workshop on Model for Developing Competency on Instruction in Multi-Ethnic Classrooms

Workshop on Model for Developing Competency on Instruction in Multi-Ethnic
Classrooms

Instructional Competency 1: Getting to Know Ethnic Students

“Classroom at the present is multicultural classroom or cultural diversity with the students who parents are non-Thai, ethnic, or cross-national. The students entered to border to Thailand along their parents. They had different multicultural background. Most of them, however, are Pgakenyaw or Phlong, Kachin, Dara-ang, Tai, Hmong, Mien, Lavue, Lahu, Lisu, and Akha, for example.”

Concepts/Principles

The development on instructional competency of the teachers in multicultural classroom in making them for informed about ethnic students so that they could be able to construct knowledge and understanding about including the good attitude towards ethnic students. They could then describe cultural background of the students in detail and had not prejudice against them. They would always recognize the good aspect of the students such as their being industrious in learning. The teachers would not always compare the ethnic students with others. They organized the instructional activities relevant to the real life of ethnic students and prepare books and materials on ethnicities to promote the knowledge and widen the views of all the students concerning culture and ethnicity. All are to make the students in multicultural classroom to have self-acceptance and at the same time accept and respect self and rights of other to happily co-exist in the society with cultural diversity.

Objectives

After getting through the workshop on Instructional Competency 1 – Getting to know ethnic students, the workshop participants should have the following characteristics:

1. Have knowledge and understanding on way of life of ethnic students in the aspects of life maintenance, language, religious belief, dressing, main traditions, play, and problems commonly confronted
2. Have good attitude towards ethnic students
3. Designed and organize instructional activities relevant to real life of the ethnic students

Learning Issues

1. Balanced Society
2. Way of life of ethnic students

Learning Activities

Activity 1 – Listen to the lecture delivered by the resource person who was concerned with education of the ethnic students. In case of the school located in Chiang Mai or near-by province, they could invite the resource person from Inter Mountain Peoples' Education and Culture in Thailand Association (IMPECT) to provide knowledge on way of life of ethnic students along the following topics:

1. Culture on life maintenance of ethnic students (life maintenance, language, religion, dressing, prime tradition, play, and problems encountered in co-existing with the society at large
2. Strength of ethnic students
3. Construction of space for ethnic students to assure their confidence, pride, and self-existence
4. Participatory educational provision and Activities carried out by the ethnic students (1 Hour & 30 minutes)

Activity 2 - Viewing VDO clip on classroom of two cultures of Maw Wakhee School which has carried out the learning management integrating the 2008 Basic Education Core Curriculum with the local curriculum on the student's life maintenance.

(30 minutes)

Activity 3 - Ice-breaking to have all the participants accept the fact that everyone in the society is valuable and significant no matter who he or she is or of what ethnicity or culture. When they live together, they have to be in unity with self-acceptance and acceptance of others, respecting rights of others, and happily co-exist in the culturally diverse society. This session had utilized Hula Hoop and balanced society activities.

(1 hour)

Activity 4 – Presenting the case of carrying out the activities as the guideline for designing and carrying out the instructional activities relevant to real life of ethnic students emphasizing the use of knowledge gained from listening to the resource person and watching VDO clip on two-culture classroom to design the activities to construct the characteristics of the students on respecting rights of others, accepting others, and co-existing in the culturally diverse society

(1 hour)

Activity 5 - Reviewing materials in addition to those included in the appendix workshop materials for the teacher to gain more knowledge on the model for developing instructional competency of the teachers teaching in the multicultural classroom instructional competency 1- getting to know ethnic students.

(1 hour)

Instructional Competency 2: Respecting Rights of Ethnic Students

“Managing the society with diversity has to start with adjusting attitude to accept diversity and difference utilizing religious principle on care and support including providing opportunity for all the groups to freely maintain their identity, respecting one another, and share the basic morality.”

Concepts/Principles

The development of instructional competency of the teacher in multicultural classroom focusing on respecting rights of ethnic students is construct knowledge and understanding on the rights of children. The teacher has to avoid taking action on physical, verbal, and sexual violence against ethnic students which is regarded as the violation of rights and looking down on dignity of ethnic students. The teacher should not look down on them by the look, gesture, nor words. She should not violate their rights through word nor action. Word with disgusting tone or prejudice should be avoided. The teacher should avoid emotional burst out when challenged by students.

Objectives

After the workshop on instructional competency 2 – respecting rights of ethnic students, the workshop participants should have the following characteristics:

1. Avoiding or decreasing committing physical, verbal, and sexual violence against ethnic students
2. Creating the guideline and following it for self-behaving to avoid or decrease their violence against the ethnic students

Learning Issues

1. Prejudice against ethnicity
2. Violence against ethnic children

Learning Activities

Activity 1 - Have the workshop participants join the play “ Action through Toys” to socialize the workshop participants to be attentive to the surrounding people, put foot in someone’s shoes, respect human rights, have appropriate behavior, etc. all for promoting the happy co-existence in the society among all people

(30 minutes)

Activity 2 – Presenting the research findings on violence against ethnic children
(1 hour & 15 minutes)

Activity 3 - Presenting VDO clip on “Real life is more than drama” the part on “Mountain Kids” which is about a non-formal education volunteer teacher who wanted to help the ethnic children who were without household registration to get citizenship status to get all the rights they should to maintain their life and be able to help others

(1 hour & 15 minutes)

Activity 4 – Participants discussing and recommending the way to behave oneself to avoid or reduce violence against ethnic students

(1

hour)

Activity 5 – Reviewing more on the materials included in the appendix and workshop materials along the model for developing instructional competency of teachers multicultural classroom on instructional competency 2 – respecting rights of ethnic students

(3 hours)

Instructional Competency 3: Techniques for Multi-ethnic Classroom Instruction

“ Happy classroom has to be with enjoyable instruction with relax atmosphere. Students feel free and learn things through various methods. The teacher is kind, sincere, gentle, and equally pay attention to every student being determined to enable the students to know themselves, solve problems, and learn how to lead themselves toward the progress with full conscious and morality.”

Concepts/Principles

The operation on developing instructional competency of the teacher in multicultural classroom on multicultural classroom instructional technique is a construction of knowledge and understanding on effective instruction of the teacher to yield the student's characteristics on respecting rights of others, accepting and co-existing in the society full of cultural diversity. The process would develop the teacher's skill in using verbal and non-verbal communication, questioning, explaining, etc. using variety of methods to teach in the multicultural classroom as well as designing the instructional provision to promote the desirable characteristics of learners. The teacher would teach the students to perceive feeling of others, have the desire to see others happy, learn method to maintain their life to get what they want without depending on cheating nor violence against the others. They must be confident that they have equal dignity as do others. The teacher should also set up the instructional activities relevant to the student's context and encourage them to freely express their ideas. The students were trained to prefer cooperative work than the competitive one. The teacher utilized the questions to draw their attention with polite words or gesture. Once in a while, the teacher should find the chance to meet and interview with the parents to learn about way of life of students. They should not blame on the students for making instructional activities delayed. Such attitude would socialize the students to respect rights of others in the society with cultural diversity.

Objectives

After the workshop on instructional competency 3 - the instructional technique for multicultural classroom, the workshop participants should derive the following characteristics:

1. Have knowledge, skills, and variety of instructional methods to develop the characteristics of students on accepting and respecting the co-existence in the society with cultural diversity
2. When assigning the target group's behaviour or characteristics on help others, self-esteem, group or team working, the participants could design the instructional method to promote such behaviour and characteristics

Learning Issues

1. Effective instruction
2. Instructional provision to promote the desirable characteristics of the learners
3. Skills needed for the teachers

Learning Activities

Activity 1 - Demonstration on instruction by the resource person, a senior professional level teacher who had knowledge, ability, and experience in teaching the multicultural classroom and received Great Teacher award to come to demonstrate teaching emphasizing the student's behavior in helping others, having self-esteem, and group and team working. The resource person had asked workshop participants to think of themselves as the classroom students. After the demonstration, there was discussion on the instructional technique to be used in carrying out the learning managing process in the classroom for the participant to obtain skills needed for the real instructional provision.

(2 hours)

Activity 2 - The scenario presented via VDO clip was an instructional technique to stimulate the students to pay attention to the instruction. The teacher also used the random call technique to get student to come up and do the learning activity.

(30 minutes)

Activity 3 - Having the workshop participants to play “The Genius’s Bingo” game to make them realize individual difference. Everyone has different ability. We have to appreciate contribution of all individual using their ability in maintaining the societal co-existence.

(30 minutes)

Activity 4 - Practising the instructional design to promote behaviour or characteristics in helping one another, self-esteem, group or team working, etc. by applying the knowledge gained from observing the demonstration and watching VDO clip on instructional technique and game playing.

(1 hour)

Activity 5 – Studying more materials from the appendix and the workshop materials on the models for developing instructional competency of teachers in multicultural classroom on instructional competency 3 - instructional technique for multicultural classroom.

(2 hours)

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Instructional Competency 4: Promoting Self onto the Ethnic Students

“ Creating positive atmosphere in the ethnically diverse classroom would make students trust in the teacher, have moral supports to learn, and fully develop his/her own capacity. The teacher has to express her acceptance, sincerity, and constantly shares feeling with students including communication via both non-verbal and verbal languages that shows her/his respect to the rights and freedom of the students.”

Concept/Principle

The development of the teachers instructional competency in multicultural classroom in promoting self-construction of ethnic students requires knowledge, understanding, and skills to help create self for the ethnic students. The students should be facilitated to believe that everyone has self-esteem and could be successful. Studying in school is useful for life maintenance, having behaviour appropriate to various situations, etc. Students should be encouraged to participate in various activities in the classroom. The teacher has to provide assistance and appreciate every dimension of their ability to develop their characteristics and attitude to accept and respect others to be able to co-exist in the society with cultural diversity.

Objectives

After taking part in the workshop along instructional competency 4 – promoting self-construction of the ethnic students, the participants should have the following characteristics:

1. Have knowledge, understanding, and skill to promoted constructing self for the ethnic students in nonverbal and verbal language.
2. Be able to design the activities to promote self-construction for the ethnic students.

Learning Issues

1. Classroom organization to build up positive atmosphere
2. Interaction between teacher and students

Learning Activities

Activity 1 – Conversation with the invited resource person who was an ethnic person and had experience in multicultural classroom to share experience on self-adjustment in the multicultural classroom on the following issues:

1. Violence got from the classmates and teacher
2. Assistance received from the classmates and teacher
3. Adjustment for constructing the space for oneself

(1 hour)

Activity 2 - Viewing VDO clip on ethnic people identity, inequality deduction, and VDO clip on Thung Saeng Tawan on the part of Pictures at Doi Tao which displayed cultural identity of the ethnic group needed their younger generations to conserve and transmit further and group discussion

(30 minutes)

Activity 3 – Setting up the situation for the participants to practice on promoting self-construction for ethnic students by moral supports

(30 minutes)

Activity 4 – Presenting the research findings on violence against upper primary school students basing on interviews with the students and parents along with the discussion on the impact of the interaction teacher and ethnic students

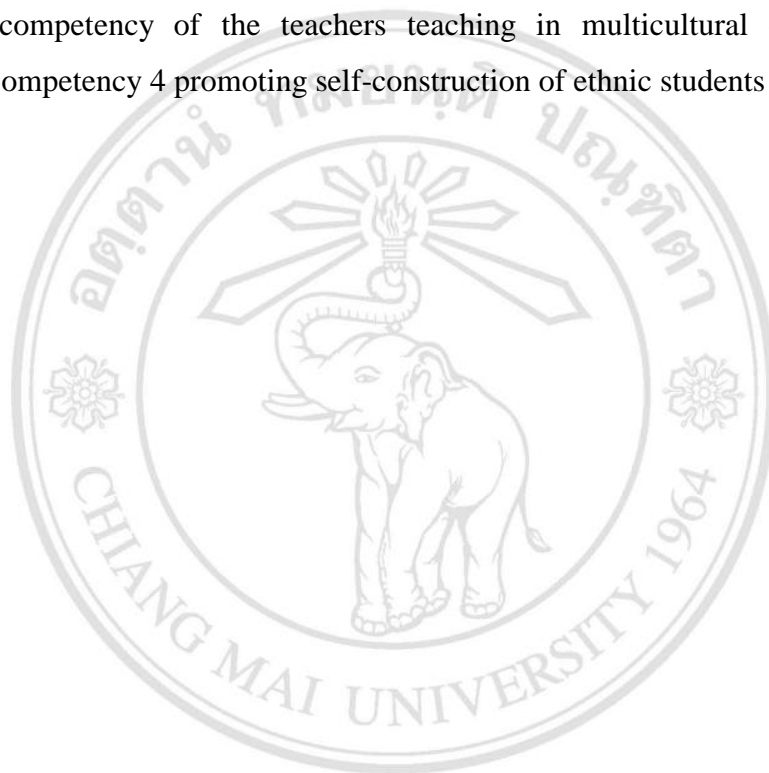
(1 hour)

Activity 5 – Practising designing the activities to promote self-construction for ethnic students by utilizing the knowledge gained from group discussion and VDO clip viewing for the design

(1 hour)

Activity 6 – Reviewing the materials in both the appendices and the workshop materials to acquire more knowledge for the teachers on the model for developing instructional competency of the teachers teaching in multicultural classroom on instructional competency 4 promoting self-construction of ethnic students

(2 hours)



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CURRICULUM VITAE

Author's Name Miss Parichart Suwanma

Date of Birth March 17, 1973

Education

1991-1995	Bachelor of Education (Elementary Education) Rajabhat Institute Chiang Mai
1997-1999	Master of Education (Educational Technology) Chiang Mai University
2001-2003	Master of Science (Information Technology and Management) Chiang Mai University
2003-2005	Certificate in Educational Technology (In-Service Teacher Training Program) Mie University, Japan

Experience

1995-1999	Ban Nong Keaw School, Chiang Mai Primary Educational Service Area Office 3
2000-Now	Ban Mea Puka School, Chiang Mai Primary Educational Service Area Office 1



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