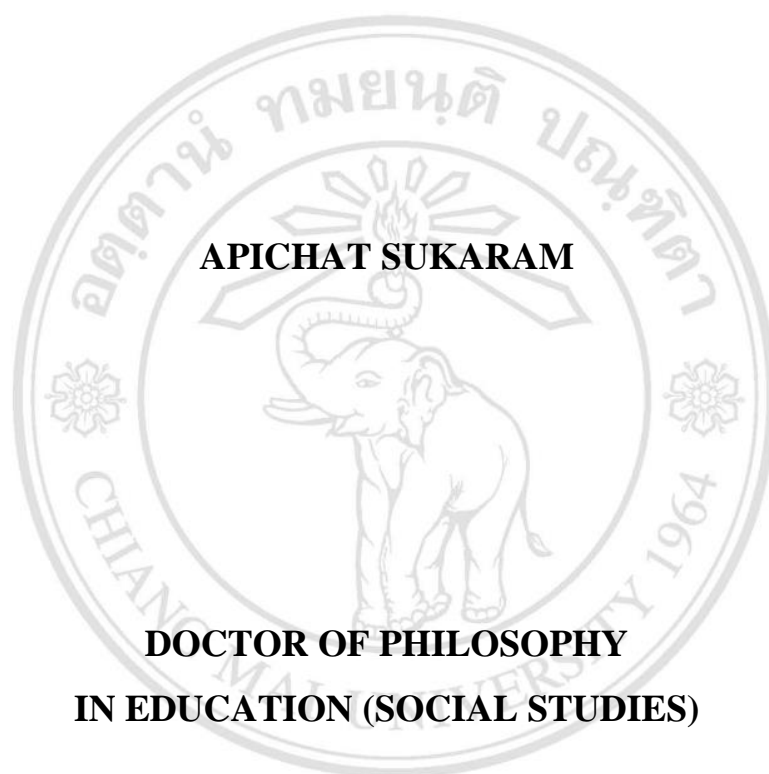


**THE SCENARIO FOR THE SOCIAL STUDIES CURRICULUM OF
THE RAJABHAT UNIVERSITIES IN THE NEXT DECADE**



APICHA T SUKARAM

DOCTOR OF PHILOSOPHY

IN EDUCATION (SOCIAL STUDIES)

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**GRADUATE SCHOOL
CHIANG MAI UNIVERSITY
APRIL 2020**

**THE SCENARIO FOR THE SOCIAL STUDIES CURRICULUM OF THE
RAJABHAT UNIVERSITIES IN THE NEXT DECADE**

APICHAT SUKARAM

**A THESIS SUBMITTED TO CHIANG MAI UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY
IN EDUCATION (SOCIAL STUDIES)**

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GRADUATE SCHOOL, CHIANG MAI UNIVERSITY


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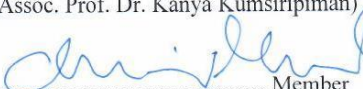
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APICHAT SUKARAM

THIS THESIS HAS BEEN APPROVED TO BE A PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY
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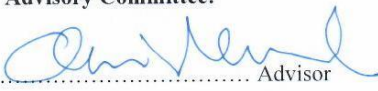

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24 February 2020

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Apichat Sukaram

ผลการวิจัยพบว่า ภาพอนาคตหลักสูตรวิชาสังคมศึกษาคณะครุศาสตร์มหาวิทยาลัยราชภัฏใน
ทศวรรษหน้า มีภาพที่สำคัญและแนวโน้มในอนาคต ดังนี้ 1) ด้านปรัชญาของหลักสูตรเน้นให้ผู้เรียนมี
ความรู้ในศาสตร์ทางด้านสังคมศึกษา มีความคิดอย่างอิสระบนพื้นฐานของความถูกต้องดีงาม
เคารพแก่กันของสังคมและกฎหมาย เป็นพลเมืองไทยและพลเมืองโลกที่ดี 2) ด้านวัตถุประสงค์ของ
หลักสูตร เน้นพัฒนาผู้เรียนให้มีคุณภาพตามเกณฑ์มาตรฐานของคุรุสภา มคอ.1 พัฒนาผู้เรียนให้มี
ความสามารถด้าน TPACK 3) ด้านโครงสร้างของหลักสูตร มีความยืดหยุ่น ประกอบด้วย กลุ่มวิชาที่มี
ความสำคัญในชีวิตประจำวันที่เกี่ยวข้องกับสังคมโลกปัจจุบันและศตวรรษที่ 21 มีการบูรณาการ
ความรู้ความสามารถทักษะ การผสมผสานการใช้สื่อนวัตกรรมเทคโนโลยีกับวิธีสอนสัมพันธ์กับ
เนื้อหา (TPACK) จำนวนหน่วยกิตมีแนวโน้มลดลง 4) ด้านนโยบายและสิ่งสนับสนุน มีงบประมาณ
สนับสนุนที่เพียงพอ รัฐบาลมีนโยบายที่แน่นอน ผลិតครูเป็นระบบปิด จำกัดจำนวนรับ และมีการ
สร้างแรงจูงใจให้คนดีคนเก่งเลือกเรียนครู 5) ด้านหลักสูตร เป็นไปตามเกณฑ์มาตรฐานของคุรุสภา
สกอ. และ มคอ.1 มีหลักสูตรออนไลน์ 6) ด้านคณาจารย์ มีความเชี่ยวชาญ มั่นยำในศาสตร์ทางสังคม
ศึกษา มีความสามารถจัดการเรียนการสอนแบบออนไลน์ 7) ด้านนักศึกษา คัดเลือกนักศึกษาผ่านตาม
เกณฑ์ที่กำหนด โดยมีกรรมการคัดเลือกมาจากหลายส่วน 8) ด้านการฝึกประสบการณ์วิชาชีพครู
มีแหล่งฝึกประสบการณ์วิชาชีพที่ผ่านการรับรองการประเมินคุณภาพ และมีระบบการบริหารการฝึก
ประสบการณ์วิชาชีพครูที่มีคุณภาพ

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Dissertation Title	The Scenario for the Social Studies Curriculum of the Rajabhat Universities in the Next Decade	
Author	Mr. Apichat Sukaram	
Degree	Doctor of Philosophy (Education)	
Major	Social Studies	
Advisory Committee	Assoc. Prof. Dr. Charin Mangkhang	Advisor
	Asst. Prof. Dr. Sawang Saenbut	Co-advisor
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Abstract

The objectives of this research were 1) to study the current conditions and problems of curriculum administration in social studies of Rajabhat universities 2) to study the students' requirement for the administration of curriculum in social studies of Rajabhat universities 3) to present the scenario for the social studies curriculum of the Rajabhat universities in the next decade. The methodology of the research consists of 3 steps as follows: step 1: studying the problems of curriculum administration in social studies of Rajabhat universities, step 2: examining the students' requirement for the administration of curriculum in social studies of Rajabhat universities, step 3: synthesizing the information and presenting the scenario for the social studies curriculum of the Rajabhat universities in the next decade. The populations of the research were executives, faculty members and students in the social studies department, faculty of education in the Rajabhat universities of the north. The samples were composed of 353 executives, faculty members and students in the social studies department, faculty of education in the Rajabhat universities of the north. The research tools were 1) questionnaires of the current conditions and problems of the administration of curriculum in social studies of Rajabhat universities 2) questionnaires

of the students' requirement for the administration of curriculum in social studies of Rajabhat universities 3) interviews on the topics of the scenario for the social studies curriculum of the Rajabhat universities in the next decade. The collected data were tested by using percentage, mean and standard deviation.

The results revealed that: The scenario for the social studies curriculum of the Rajabhat universities in the next decade had the important scenario and future trends as follows: 1) Philosophy of the course Emphasizing that students are knowledgeable in the field of social studies Independent thinking based on good accuracy Respect the criteria of society and law. Are good world citizens. 2) Course objectives Focus on developing quality learners in accordance with the standards of the Teachers Council of Thailand, Ministry of Education. Develop students to have TPACK skills. 3) The structure of the curriculum is flexible and consists of Important subjects in everyday life related to today's global society and the 21st century, With integration technology and content in a systematic learning design (TPACK). The number of credits is likely to decrease. 4) The policy and supporting aspect-Provide enough budgets, there were stable policy from the government, produce social teachers and closed system with a limited number of receipts.

And motivate good students to become teachers. 5) The curriculum aspect-there were improved the curriculum structure to be diverse in accordance with the standard qualifications at the bachelor's degree level (TQF.1) by the Office of the Higher Education Commission. Use online courses. 6) The instructor aspect-Specialize in Social studies and conduct online classes. 7) The student aspect-Selecting students who met the specified criteria with committees from many sectors. 8) The aspect of teachers' professional experience training-Provide teaching profession training sources that were guaranteed and improve administrative system of teaching profession training.

Keywords: Scenario Social Studies Curriculum, Rajabhat Universities, Next Decade

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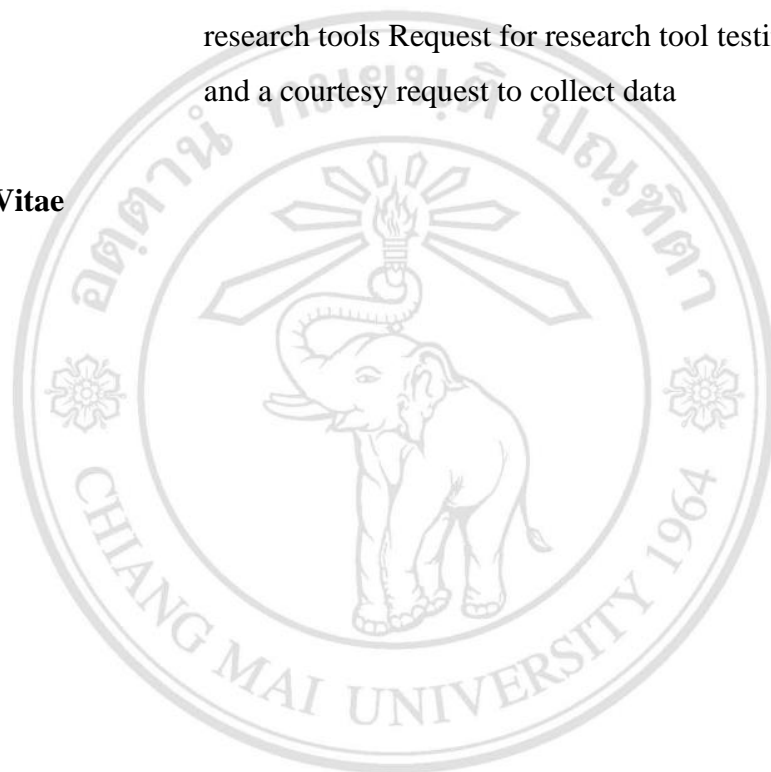
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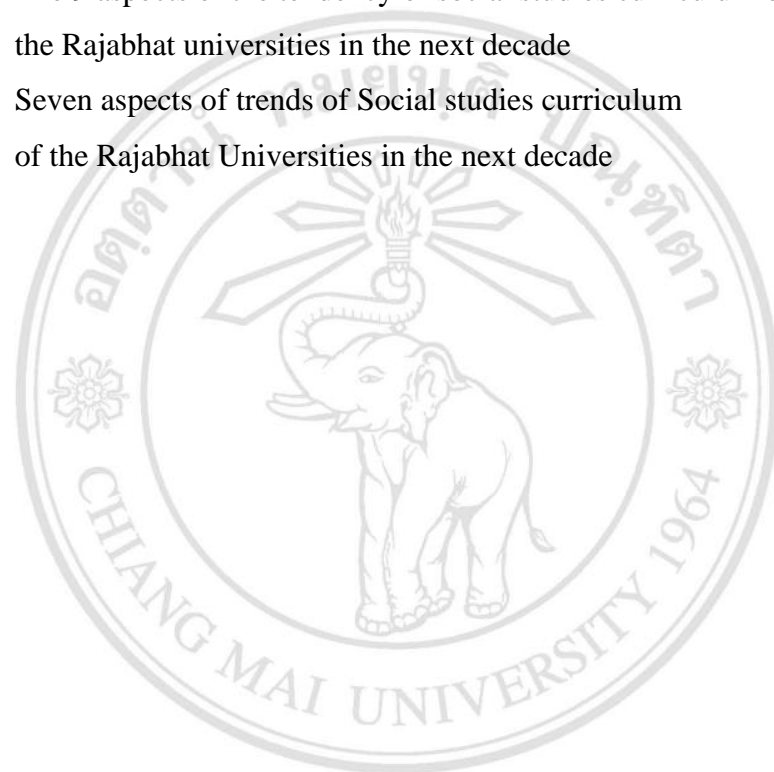
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ข้อความแห่งการริเริ่ม

วิทยานิพนธ์ฉบับนี้ได้เสนอภาพรวมของแนวโน้มและทิศทางต่างๆ ที่เป็นไปได้ในอนาคตของการบริหารจัดการหลักสูตรสาขาวิชาสังคมศึกษาของมหาวิทยาลัยราชภัฏ ตามความต้องการของนักศึกษาที่ควรจะเป็นในด้านทิศทางการผลิตครู ด้านปรัชญาของหลักสูตร ด้านวัตถุประสงค์ของหลักสูตร ด้านโครงสร้างหลักสูตร ด้านนโยบายและสิ่งสนับสนุน ด้านหลักสูตรและการจัดการเรียนการสอน ด้านคณาจารย์ ด้านนักศึกษา และด้านฝึกประสบการณ์วิชาชีพครูในทศวรรษหน้า ซึ่งผู้บริหารและผู้ที่เกี่ยวข้องกับหลักสูตรสาขาวิชาสังคมศึกษาของมหาวิทยาลัยราชภัฏ สามารถใช้เป็นข้อมูลเพื่อประกอบการตัดสินใจในการวางแผน และกำหนดนโยบายเกี่ยวกับคณะครุศาสตร์ของมหาวิทยาลัยราชภัฏ อันเป็นส่วนหนึ่งของการศึกษาที่เป็นสิทธิของมนุษยชนทุกคนที่ควรได้รับ และเป็นสิ่งสำคัญในการพัฒนาอย่างยั่งยืนเพื่อนำไปสู่การอยู่ร่วมกันอย่างสันติสุข

ผู้วิจัยขอรับรองว่าเนื้อหาในวิทยานิพนธ์ฉบับนี้เกิดจากการศึกษา ค้นคว้าของผู้วิจัย โดยได้รับคำชี้แนะจากอาจารย์ที่ปรึกษา ผลการวิจัยได้จากแหล่งข้อมูลที่มีความน่าเชื่อถือและได้รับการยอมรับเนื้อหาหรือข้อมูลที่ได้มาจากแหล่งข้อมูลปฐมภูมิและข้อมูลทุติยภูมิทั้งที่ตีพิมพ์และไม่ตีพิมพ์ ผู้วิจัยได้อ้างอิงในเนื้อหาและบรรณานุกรมเรียบร้อยแล้ว

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STATEMENT OF ORIGINALITY

This dissertation proposes the overall picture of the tendency of the social studies curriculum management in the next decade. According to the students' requirements that should be consisting of the tendency of producing teachers, philosophy of curriculum, goals of the curriculum, the structure of curriculum, policy, supporting resources, instruction, instructors, students, and teaching practicum. The executives and other sections whose work was relevant to the social studies curriculum of the Rajabhat Universities could use obtained and analyzed data to plan and make a better decision in setting policy for the Faculty of Education of Rajabhat University. It is a part of education that is a right that every human being should receive and is an important aspect of sustainable development in order to lead a peaceful coexistence.

I hereby certify that the contents on this dissertation are the results of what I have studied, researched, and received guidelines by my dissertation advisors. The results derived from reliable resources for both primary and secondary resources that have been published and not published as being referred to in the reference list.

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Chapter 1

Introduction

Historical Background

The right to education should be accessible to all humans. It was the key to sustainable development which would eventually result in a peaceful community.

The educational conventions in 2030 always focused on education for developing an individual in terms of knowledge, skills, and dignity. It aimed to improve people's lives and to allow the community to participate in education management. It is found that nowadays more than 262 million children and adolescents have quit schools and disappeared from the educational system. Moreover, more than 750 million adults are uneducated due to poverty and inaccessibility to an opportunity for ineffective education.

The main causes of effective education were the lack of professional and skillful teachers and bad supporting policies of schools for poor students. Hence, it was important to invest in education by training teachers, providing classrooms and school building, and improving the school's ability to access water and electricity.

In 2015, the United Nations declared Sustainable Development Goals (SDGs) which were created by the United Nations cooperating with other relating sections. The SDGs have been under the discussion from 2012 to 2015 by more than 193 member countries of the United Nations. They finally agreed to pass the Agenda 2030 and education was the gold of Sustainable Development Goals 4.

The challenges of education development under Sustainable Development Goals 4 are quality assurance and Life-Long Learning. An education development plan in November 2015 suggested that within 2030, the government should seek for alliance in education to develop action plans together. This would be supported by The United Nations Educational, Scientific and Cultural Organization (UNESCO) by providing policy cooperation, developmental advice, and a quality audit system.

From time to time, the economic, social, and political changes, as well as progressive technologies, had affected the higher education institution in adjustment for institutional existence and progress. The more the institution followed the visions and

obligations, the better potential the institution would become. The capacity and adjustment approach in response to the changes of internal and external factors were the innovation or the new operation which were the developing and improving machinery of the institution. (Office of the National Education Commission, 1999).

According to the previous result of the innovative administration of the higher education institution, all institutions had different and particular development in the internal management model. However, some problems and obstacles were making the institutions face problems that might be the management models established in different ways. As the results of the government higher education institutions including public and national universities divided by studies, the found problems were financial management, human resource management, general management, and academic affairs management (Office of the Education Council, 2003).

The National Education Act, 1991 has mentioned the guideline of academic administration and instructional management, which were considered the most important for the higher education institution. The first guideline stated that each institution must identify specific and practical aims and missions according to available resources. Also, public institutions should provide the most accessible education for learners. The second guideline suggested that curriculum development must be continuously and consider related requirements of society, business, and industry. The content of the curriculum was intended not only to prepare equally intellectual and moral graduates but also to enhance high professional expertise and research for knowledge and community. Thirdly, the diversity of curriculum management and teaching methods must be widely emphasized to serve learner's requirements and to facilitate Life-Long Learning. Fourthly, student-centered instruction must be applied to the classrooms by focusing on knowledge, ethnical instruction, and the learning process. Professors and instructors should encourage students' learning ability. The fifth guideline informed that the reform of the teaching process and curriculum is needed to prepare graduates with potential, curiosity, analytical and critical skill, creativity, responsibility, and morality along with their professional knowledge. The sixth guideline stated that the curriculums of all institutions should be standardized equally. In the seventh guideline, investment of research for knowledge and teaching technology should be highlighted. The eighth guideline suggested that the assessment system in the

higher educational institution should be adjusted to help develop desired attributes considering behaviors, observation of behaviors, and participation in academic activities. Lastly, technology must be implicated in both the instructional process and educational management to expand opportunities in education.

Like Thailand, other countries had been trying to seek for the most suitable teaching methods for content and learners. In the United States of America, Dewey (1859) published the “Learning by Doing” idea. Also, Richards (1904) from the University of Columbia formed a group to study manufacturing, transportation, and communication in order to develop a curriculum for Industrial Arts. Leutkemeyer (1985) studied human behaviors in manufacturing, transportation, and construction 80 years ago. This resulted in the transformation of Industrial Arts to Technology Education which provided problem-based learning instruction based on the working condition of different occupations.

Social studies curriculum in education was the curriculum about the relationship between humans and the environment consisted of geography, history, economics, civic duty, culture, living, including religion and morality.

The social studies curriculum would help students to perceive how humans live and to understand development and changes, and other causes which resulted in self-understanding and other-understanding. Moreover, these factors also contributed in an accepting in differences, being moral, being patient, adapting knowledge to be well living, having a good quality of life, living in the society happily, and being the good citizen, that were the real goal of social studies for the achievement of social, religious, cultural studies. Now, Thai society was facing the economic crisis which affected all Thais. How could they do together to restore the situation to the normality soon? The occurrence was not the incident but was the cause which many people were ignorant, inattentive, and benighted. This lesson was “worth” for Thais to consider the causes and the origin of problems which were whole Thais.

It has been observed that each higher education institution had its philosophy, determination, background (some were founded by public or private section), and management patterns.

Rajabhat University evolved from a teaching training school. The very first school was founded on October 12, 1892, during the reign of King Rama 5. It was under the control of The Ministry of Education and situated in the nursery (which is nowadays Pranakhon Rajabhat Univerity). Then the school expanded its branches all over the country and changed its name to Teacher Colleges in 1961. Twenty-five years later, the Teacher Colleges were improved to the United Colleges in different regions and eventually became Rajabhat Institutions in 1995. There were 38 Rajabhat Institutions in total which aimed to provide knowledge and professional understanding, to conduct research, to provide academic service to the community, to support technology, to protect culture, to prepare teachers, and to encourage academic standings of teachers.

From Rajabhat University's background, it could be assumed that the university had been focusing on producing teachers and there had been high competition for admission among these universities. Due to the number of interested students, the universities were forced to recruit more instructors. Some, however, faced difficulty in resources management such as insufficient numbers of instructors comparing to those of students, discontinuous development of curriculum, and the neglect of relevant requirements of society, business and industry. Moreover, they did not emphasize the development of knowledge, high professional knowledge, and teaching methods. There was no diversity and flexibility of instructional methods to serve learners' requirements.

The recently external quality assessment showed nine different results as follows. First, to reform the education according to the policy and the National Education Act B.E. 2542, the university should prepare graduates based on social and local requirements, especially those to become teachers, professors, and academic employees. Secondly, limiting the number of graduates each year and producing graduates with more quality must be taken into consideration. Thirdly, the university should develop expert professors according to the criterion of the Office of the Higher Education Commission which stated that at least 30 percent of the faculty was required to hold a doctoral degree. The fourth result showed that the research and imitative work of professors should be encouraged. Fifthly, the university should improve its own administrative and management system, especially the management and assessment information system. Sixth, the quality assurance system should be ameliorated, particularly assessment standards of the higher education, quality improvement system,

quality audit system, and quality evaluation system. The seventh result demonstrated that the regular curriculum and management curriculum, along with curriculum assurance, should be improved following standards of the higher education's curriculum 2005. Eighthly, the university council position should be strengthened by including more academic dignitaries as members of the council. Lastly, the university should seek its specific excellence and found the center of excellence to demonstrate the university's uniqueness such as the center for learning excellence in the higher education level for community development.

As mentioned information above, the importance and necessity of accurate and up to date Social Studies Curriculum Management of the Faculty of Education, Rajabhat University were greatly considered by the researcher. As Social Studies Curriculum was tended to prepare teachers for schools all over the country, the curriculum management meant looking into the future to prepare teachers with potential. Before planning the curriculum management, the Faculty should assess the needs for Social Studies Curriculum Management because the needs assessment process could determine the differences between the desired situation and the actual one. The process could also highlight outcome gaps, order the importance of those differences, and decide the necessary needs for the curriculum management (Wongwanich, 2005, p. 76). The needs assessment, therefore, was an important key to the Social Studies Curriculum Management of the Faculty of Education, Rajabhat University to evaluate requirements needs and problems. The researcher would conduct the needs assessment of the curriculum management in terms of the curriculum aspect, the instructor aspect, the student aspect, the aspect of teaching and learning activities, the aspect of supports in teaching and learning, and the aspect of the evaluation of the curriculum usage. The collected data with classified results according to importance would be analyzed to create an accurate and up to date scenario for the Social Studies curriculum management of the Rajabhat Universities in the next decade. The obtained scenario constituted a study of the tendency of the most possible options belonging to the subject matters. The study helped provide the occurrence of desirable results and prevent undesirable ones. It also showed effective ways to deal with such undesirable results. The obtained scenario would be beneficial for planning the policy, taking actions, and determining strategies and tactics to create a desirable scenario and prevent

undesirable ones (Poolpatarachewin, 1987). To understand the Social Studies curriculum management, it should be taken into account that the past affected the present which involved the future based on logical theory. Consequently, the data obtained from the past would help to understand the relation of the actions in the past and at present. It would eventually give a clear picture of what would be the most likely to happen in the future.

Among several research methods for studying scenarios, the researcher decided to apply the Scenario Planning Strategy which would project the unfold future scenario based on valid and reliable data from the past and the present. This strategy always involved brainstorming of the assumptions on what the future is going to be. It was not just a prediction of how the events or situation might unfold in the future because Scenario planning considered and identified all possibilities and impossibilities in rich details, then it analyzed them in concordance. By identifying basic trends and uncertainties, the strategy would enable the university to construct a series of scenarios and to prepare for the usual errors in decision making.

Moreover, the study of the scenario required specific information to gain the results. Scenario Methodology identified this method as “Futures Research” which defined as a systematic study of possible and desirable future events and circumstances. The scenario would enable the university to set the policy, conduct long-term planning and strategies, and help reach the virtual aim. The scenario was not meant to predict the future, but it would lead the university to a better decision.

According to the statement of the problems mentioned above, the researcher intended to conduct the study of problems and requirements of Social Studies Curriculum Management of Rajabhat University. The obtained data would contribute to a synthetic guideline for creating a scenario of Social Studies curriculum management in the next decade. Several universities which participated in producing social studies teachers would be able to use the guideline to develop quality Social Studies curriculum for future teaching.

Objectives of Research

1. To study the current conditions and problems of curriculum administration in social studies of the Rajabhat universities.
- 2 . To study the requirements for the administration of curriculum in social studies of the Rajabhat universities.
- 3 . To present the scenario for the social studies curriculum of the Rajabhat universities in the next decade.

Scope of Research

The scope of the research was as follow;

- 1 . The research aimed to study conditions and problems of social studies curriculum management of the Rajabhat Universities considering the curriculum aspect, the instructor aspect, the student aspect, the aspect of teaching and learning activities, the aspect of supports in teaching and learning, and the aspect of the evaluation of the curriculum usage.
- 2 . The study focused on the requirements of social studies curriculum management of the Rajabhat universities in terms of the curriculum aspect, the instructor aspect, the student aspect, the aspect of teaching and learning activities, the aspect of supports in teaching and learning, and the aspect of the evaluation of the curriculum usage.
3. The scenario for the social studies curriculum of the Rajabhat universities in the next decade portrayed the tendency of producing teachers, philosophy of curriculum, goals of the curriculum, the structure of curriculum, policy, supporting resources, instruction, instructors, students, and teaching practicum.

This study concentrated on the social studies curriculum management of the Rajabhat universities considering the tendency of producing teachers, philosophy of curriculum, goals of the curriculum, structure of curriculum, policy, supporting resources, instruction, instructors, students, and teaching practicum. All nine aspects were significantly contributed to main missions such as delivering instruction, producing graduates, conducting research and providing academic service for the community.

Definitions

THE SOCIAL STUDIES CURRICULUM MANAGEMENT: a method to manage social studies curriculum, the Faculty of Education, Rajabhat University covering all aspects to facilitate excellent, flexible, and effective management; including curriculum aspect, instructor aspect, student aspect, aspect of teaching and learning activities, aspect of supporting resources, and aspect of curriculum evaluation.

PROBLEMS: subject matters or obstacles regarding the social studies curriculum management.

REQUIREMENTS: needs to be fulfilled for the social studies curriculum management of the Rajabhat universities; including curriculum aspect, instructor aspect, student aspect, aspect of teaching and learning activities, aspect of supporting resources, and aspect of curriculum evaluation.

THE RAJABHAT UNIVERSITIES: Six Rajabhat universities in the north with social studies curriculum consisting of Uttaradit Rajabhat University, Chiang Mai Rajabhat University, Chiang Rai Rajabhat University, Kamphaengpet Rajabhat University, Nakonsawan Rajabhat University, and Phibonsongkram Rajabhat University.

SCENARIO OF CURRICULUM: The overall picture of possible choices and the tendency of the social studies curriculum management in the next decade consisting of the tendency of producing teachers, philosophy of curriculum, goals of the curriculum, the structure of curriculum, policy, supporting resources, instruction, instructors, students, and teaching practicum.

Research Contribution

1 . The study could be a guideline to manage the social studies curriculum; including curriculum aspect, instructor aspect, student aspect, aspect of teaching and learning activities, aspect of supporting resources, and aspect of curriculum evaluation.

2 . The executives and other sections whose work was relevant to the social studies curriculum of the Rajabhat Universities could use obtained and analyzed data to plan and make a better decision in setting policy for the Faculty of Education of Rajabhat University.

3. The outcome of the study could lead to quality development and increase the effectiveness of the management system of the social studies curriculum of the Rajabhat Universities.



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Chapter 2

Literature Review

This chapter reviewed the literature in six main areas respectively.

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2.1.1 History and background of Rajabhat University

2.2. Concepts and Theories of Curriculum

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2.5.5.5 Delphi technique

2.6 Relevant research

2.6.1 National relevant research

2.6.2 International relevant research

2.1 Foundation of Teacher Preparation Institute in Thailand

To study and analyze the foundation of Teacher Preparation Institute in Thailand and curriculum management of Teaching Profession, the researcher studied relevant documents and research of Akkapinyo (1972), Pisanbutr (1977), Department of Teacher Education (1987),

Diaowilai (1988), Methakhunnawut (1987), Phoonphatarachewin and Tungkasawad (1998), and Phithianuwut (2000). It was concluded and presented as follows;

Akkapinyo (1972) had showed that teacher education in Thailand was divided into 2 periods of time.

1. Pre-political revolution period (1892-1932) To encourage teacher education, many schools of teacher education in many provinces were founded and they could determine their curriculum and principles. New regulations of male primary teachers were set and teacher education was available at Samakkayajarn Association.

2. Post-political revolution period (1932-1972) Department of Education was still responsible for teacher education but it expanded the schools to produce more

certified teachers for increasing numbers of classrooms. As a result, universities aimed to help produce teachers with a degree to solve teacher shortage.

Pisanbutr (1977) confirmed that Thai education was divided into 4 periods of time based on crucial transformation in society.

First Period Ancient Education including Sukhothai period, Ayutthaya period, Thonburi period and Early Rattanakosin period

Second Period Significant education reform during the reign of King Rama 5

Third Period Education during Pre-political revolution period

Fourth Period Education during Post-political revolution period (1932- 1977)

Department of Teacher Education (1987) conducted a study of the evolution of the Teacher Preparation Institute in Thailand and foreign countries. They divided the evolution into 2 vague periods.

1. Pre- systematical foundation of Teacher Preparation Institute (1871-1891)

Since the foundation of the first western-style school in 1910, there was no Teacher Preparation Institute in Thailand. Most teachers learned subject matters from monks or experts, even the school in the palace got the king's secretaries to teach. Teacher Preparation Institute had no role to play in the Thai educational system in ancient times. Once western influence went all over the country and curriculum in school was developed, the necessity of intelligent and skillful teachers considerably increased to work in modern schools. This could be the most influential key to promote the foundation of the very first Teacher Preparation Institute in 1892.

2. While the foundation of the Teacher Preparation Institute (1892-1953)

From the analysis of the transformation of the Teacher Preparation Institute since the foundation date until 1953, there were some significant issues to be discussed as follows;

1. Education management was more systematic and a higher curriculum was necessary as the knowledge of higher education was beyond monks' teaching ability. Previously temples and monks were responsible for primary education according to the Ministry of Education's policy and that time. The necessity of the Teacher Preparation Institute was required to educate more skillful teachers.

2. Economic crisis and teacher shortage were crucial keys to promote the foundation of the Teacher Preparation Institute. The very first institutes were located in other educational institutions such as high schools, vocational colleges, and the Faculty of Arts of Chulalongkorn University.

3 . The growth of the population caused more demand for teachers. Therefore, the Teacher Preparation Institute expanded its branches since the act of primary education stated that children with the age of seven must receive proper education at school until the age of fourteen. This was considered a great expansion in education all over the country.

4. The requirements of the school curriculum to serve the needs of career development and personal attributes promoted the variety of teacher training curricula such as vocational teacher training, agricultural teacher training, and physical education teacher training.

5. The sharp increase of the Thai population after World War 2 to 1954 came with growing numbers of children in the education system which promoted more teacher preparation institutes.

3 . Expansion and transformation of the Teacher Preparation Institute (1954 - 1977)

The foundation of the Department of Teacher Education in 1954 enhanced the importance of teacher education and preparation according to the National Education Act.

However, the Department of Teacher Education could not successfully provide an absolute authority to produce the teachers for the country. Considering teacher preparation nowadays, other institutions and departments have had the authority to manage teacher education since that time.

Methakhunnawut (1987) studied the development of teacher education and divided the development state into two periods.

First period: Early teacher education (1857 - 1931)

The management of the teacher education system during this period was in the form of a committee to produce teachers to serve social needs. The curriculum was influenced by that of England due to four British school principals and the office of

the Royal Society who was responsible for curriculum development. It was considered the rush hour to produce teachers and academic to support social needs.

Second period: The post-political revolution teacher education (1932 - 1975)

The gradual development of teacher education management through the growing numbers of schools and students, variety of curriculum, and educational laws and regulations encouraged well-planned teacher education and a more directed teacher education Institute.

Diaowilai (1988) studied the curriculum of Thai education from 1892 to 1987 and divided Thai education into 4 periods as follows;

First period: Education for national reform (1892-1912)

There were three Teacher Preparation Institutes to train teachers for educational institutions who taught and administer schools.

Second period: Education for career and local development (1913-1945)

There were fourteen Teacher Preparation Institutes. Ten educated traditional teachers who taught and administer schools. The rest was responsible for preparing agricultural teachers, commercial teachers, technician teachers, and educational teachers.

Third period: Education for modernity (1946-1973)

There were fifty-four Teacher Preparation Institutes; Twenty-nine was Teacher Education Institutes, seven were university bureaus, ten were vocational colleges, three were Fine Arts Departments, and five were Departments of Physical Education.

Fourth period: Education for self-understanding and self-contemplation (1974-1987)

There were eighty-eight Teacher Preparation Institutes; thirty-six were Teacher Education Institutes, nine were university bureaus, fifteen were vocational colleges, thirteen were Fine Arts Departments, and nineteen were Departments of Physical Education.

It could be observed that the Teacher Preparation Institute gradually increased during the national reform period (1892-1912) and career and local development period (1913-1945). The number then sharply increased during the modernity period (1946-

1973) but gradually decelerated during self-understanding and self-contemplation (1974-1987).

Phoonphatarachewin (1998) researched the evolution and alternatives of the educational policy of the Thai government and divided education into five periods.

First period: Political revolution period to World War 2 (1932-1945)

During this period, teacher education was honored and elevated as a teaching profession. Teacher training was expanded concerning the quantity, quality, and welfare of teachers.

Second period: Post World War 2 to the coup d'etat (1945-1957)

Teacher Education became a discussed subject in general policy from time to time because of the devastating results of the war. However, teachers were mentioned to be an important key to better education.

Third period: Post coup d'etat to the political riot (1957-1973)

The policy of teacher education was discontinuous. Teacher preparation and teacher qualifications were mentioned in the first national economic and social development plan. The improvement of teacher qualification and quality of education were discussed in the second national economic and social development plan.

Fourth period: Post political riot to the usurpation by the National Council for Peace and Order (NCPO) (1973-1991)

Thai government was lack of political stability as there were fourteen changes of government within 18 years. The policy of teacher education was not prioritized and discontinuous.

Fifth period: Post the usurpation by the National Council for Peace and Order to Chuan Leekpai's government (1991-1997)

The focus had shifted to teachers. More nation conferences and discussions involved better teacher education.

Phithyanuwut (2000) divided the evolution of the teaching profession into four periods.

First period: Pre -Teacher Act 1945 period

Teacher Preparation in Thailand during Pre -Teacher Act 1945 period was divided into 3 phases. The first phase was before the foundation of Teacher Preparation Institutes. It was considered virtual teacher preparation (1857-1891)

because the curriculum was specified and education was arranged in the palaces and temples. The teaching method was mostly private tutoring. The second phase was Teacher Education for national reform (1910-1912). The schools for teacher education were firstly founded to produce teachers who would teach in Bangkok and the perimeter areas. During the third phase, teacher education was for professional and local development (1892-1912). The importance of education contributed to rural areas of Thailand and focused more on preparing agricultural teachers who were considered the best leaders among the rural areas.

Second period: The rise of teaching profession period: The National Teacher Act 1945 (1945-1979)

The evolution of teacher development was divided into two periods; the fourth and the fifth phase.

The fourth phase was defined by modernity (1946-1973). It was considered the phase for universal teacher preparation due to the application of western civilization and the assistance from foreign experts. Western and universal concepts of curriculum design and instructional methods replaced the traditional version of teacher education in Thailand. The fifth phase was the quest for the uniqueness of teacher education in Thailand (1974-1979). The reform of education was for personal life and society. Some free-thinkers wanted to reform Thai education to be more unique. They hastened the reform of primary education by giving the authority to a commission who specifically worked for primary education.

Third period: Thought and attempt period (1980-1998)

This period was full of more concrete thoughts and attempts to improve the standards of the teaching profession. The sixth phase aimed to promote the teaching profession and to develop teachers with the high teaching profession.

Fourth period: Golden age of teaching profession (1999-2000)

Since the sixth phase, this period still focused on teacher education for educational reform. Teacher education also concentrated on teaching profession according to the National Education Act 1999 in Thailand's Constitution of 1997, under section 81 that mentioned regulations and laws of education and teaching profession.

In conclusion, the development of the teaching profession in Thailand was divided into four periods and seven phases. It was observed that during the reign of King Rama 5 and 6, scholarships for teachers were offered to academically intelligent people who would be fostered with virtue and morality. Besides, the scholarships also provided accommodation for teacher students. Then teacher education for quantity was used to solve serious teacher shortage causing the lack of quality in teacher education. Teacher education in modern times focused on the universality of curriculum and instruction instead of traditional concepts. Consequently, teacher education for educational reform and student-centered teaching should combine both concepts of According to the purposes of research mentioned previously, it could be summarized that the studies on the foundation of Teacher Preparation Institution and the curriculum development of teacher education could be divided into two groups.

The first group used political revolution to explain the transformation of Teacher Preparation Institution such as the research of Akkapinyo (1972), Pisanbutr (1977), Methakhunnawut (1987), and Phoonphatarachewin and Tungkasawad (1998). The second group believed in the influence of the transformation in society, local community, teacher needs, educational establishment, and foreign cultural contacts such as the Department of Teacher Education (1987), Diaowilai (1988), and Phithiyanuwut (2000).

2.1.1 History and Background of Rajabhat University

Rajabhat University evolved from a teacher training school. The very first school as founded on October 12, 1892, during the reign of King Rama 5. It was under the control of The Ministry of Education and situated in the nursery (which is nowadays Pranakhon Rajabhat University). The school then expanded its branches all over the country and then changed its name to Teacher Colleges. In 1992, the college was officially honored to be Rajabhat Institutes which were aimed to develop the local community, deliver high and professional education, conduct research, provide academic service, support technology, protect culture, produce teachers, and encourage academic standings of teachers. In 2004, the colleges were officially elevated to Rajabhat University according to the National University Act.

2.2 Concepts and Theories of Curriculum

In order to promote the aims of education, the curriculum played an important role. Scholars had mentioned the meaning of curriculum as follows;

2.2.1 Meaning of curriculum

Curriculum came from Latin words “Curro” and “Cursus” meaning a racing chariot, from which is derived a racetrack, or a course to be run. In the sense of education, curriculum constituted a course of study which motivated successful learning. The aims of education were the most likely to be achieved with the help of well-planned stages and courses. Many scholars had defined meanings of the curriculum in different ways; some are vague, specific, abstract, or concrete. These meanings were based on different angles and experiences towards the curriculum of each scholar. Apart from the meaning given earlier, there were other meanings of curriculum given by both Thai and foreign scholars such as Beauchamp, Saler and Alexander, and Taba. The meanings given by these scholars were alike. It was a lesson plan of a subject matter identifying scope and management of education in the school to achieve educational aims. The curriculum consisted of four compositions as follows;

1. The information mentioned about instructional methods and planning
2. Purposes of curriculum
3. Content relevant to the purposes
4. Evaluation and assessment of curriculum

Thai educators such as Wongchai (2011, p.6), Amornwiwat (2008, p.12), Na Thalang and Chukhampeng (2008, p.12) gave a similar definition of curriculum. Curriculum was the specification of all academic and behavioral experiences aimed for students for well-rounded development covering learning activities and fostering methods. The curriculum constituted mandatory experiences that children should acquire from the education system and it could be modified by teachers according to learners and the environment. Buasri (1989, p.2) and Khammani (1992, p. 133) defined curriculum as an academic program that provided knowledge and experiences for learners who would become citizens with potential. According to the Department of Curriculum and Instruction Development, curriculum referred to the specifications of academic goals, teaching methods, content, and evaluation of the school instructions. It aimed to develop the knowledge, abilities, attitudes, and behaviors of learners. It can be

concluded that curriculum signified content, experiences and school activities that encouraged and developed desirable students. The importance of curriculum in education was mentioned by a lot of great scholars. It was stated that the curriculum played a crucial role in education management. Buasri (1989, p. 6-7) informed that curriculum determined standards that ensured that students would receive a quality education. The details of the curriculum identified content, skills and physical, social and intellectual development of learners. Kunanukorn (1993, p.199-200) mentioned that the curriculum constituted as a lead or national legislation of education. It enabled those responsible for education management to perform better. Also, the curriculum helped set academic criteria and control school instructions. According to Wongyai (2011, p.7), curriculum referred to a plan for national education and a tool for controlling standards of academic establishments and the qualifications of learners. It signified the learning objectives, content, and administration of education. It also provided a way to develop efficient human resources and predict social development. To conclude, the curriculum was a key in education as it constituted a method for education management which resulted in desirable students and achieved academic goals. It was always relevant to the development of society and the country.

2.2.2 Compositions in Curriculum

Compositions in curriculum meant all relevant elements that mentioned instructional methods, evaluation, improvement, and development of curriculum. Scholars defined these compositions as follow;

Tyler (1994) stated that the curriculum was composed of four elements;

1. Education purpose
2. Education experience
3. Organization of education experience
4. Determination of what to evaluate

Taba (1962) identified compositions of the curriculum as need analysis, objective establishment, content management, experience selection, learning activities, and evaluation.

Phoophan (2003) informed that the curriculum consisted of four elements;

1 . The curriculum aims referred to the expectation in what learners would acquire from education. It directed and confined education for children by deciding on content, activities, and evaluation.

2 . The content referred to a subject matter that felicitated learning ability and enhanced academic objectives. Content and experience selecting, content sequencing and appropriate school time determining were mentioned in this part.

3 . Curriculum implementation referred to applying theory into practice through learning activities, teaching materials, resources preparation, and teaching process.

4 . Evaluation referred to discovering outcomes of the curriculum; whether objectives had been achieved or what could be obstacles. As evaluation involved multiple and extensive tasks, it should be planned.

Buasri (1989) confirmed compositions of the curriculum as follows;

1 . Education goals and policies referring to expected outcomes according to the National Economic and Social Development Plan.

2 . The curriculum aims referring to the achievement that learners would acquire from education

3 . Types and structures referring to the scheme that showed subject matters and experiences.

4 . Subject objectives referring to expected outcomes after completing each subject.

5 . Content referring to knowledge, skills, abilities, and experiences which learners should acquire from the curriculum.

6 . Instructional objectives referring to knowledge, skills, and abilities acquired by learners from studying the content.

7 . Instructional strategies referring to appropriate teaching methods and criteria for achieving learning objectives.

8 . Evaluation referring to learning assessment to improve instruction and curriculum.

9 . Curriculum materials and instructional media referring to publications, audiovisual materials, and multi-medias that enhanced the effectiveness of teaching and learning.

According to curriculum developers and scholars mentioned earlier, it could be concluded that the curriculum was composed of five elements.

1. Objectives of curriculum
2. Content
3. Curriculum application
4. Evaluation
5. Quality assurance in curriculum development

2.2.3 Curriculum Development

Curriculum Development was a continuing mission of academic establishments. They were required to have a better understanding of curriculum development. Several academics defined the meaning of curriculum development. Phoopan (2003, p. 158-169, referred in Carter V. Good, 1973, p.157-158) stated that curriculum could be developed in two methods. The first method was improving the curriculum to meet school surroundings, academic goals, teaching materials, and evaluation. The other method was modifying the curriculum to provide more educational opportunities.

Taba (1962, p. 454) claimed that curriculum development referred to modification and adjustment of the previous curriculum to enhance effectiveness in terms of goal setting, content selection, teaching methods, and assessment. The modification of curriculum totally changed a whole curriculum that could emotionally and intellectually affect all concerned. The adjustment of the curriculum involved partly transformation of curriculum and remained basic concepts and formats.

Wongyai (1982, p.10) stated that curriculum development was a planned project to help students achieve academic goals. It could be defined as a systematic structure of instruction that defined objectives, contents, textbook design, and teaching materials. Evaluation and assessment of curriculum, curriculum application, curriculum modification, and training of curriculum use, including curriculum administration must achieve determined goals of curriculum development.

Although each scholar proposed different compositions of curriculum, they shared some similarities on basic elements such as curriculum goals, contents, instructional methods, and evaluation. Apart from these compositions, curriculum developers could add more compositions such as principles, structures, standards, quality assurance, and learning materials. To sum up, curriculum modification and

adjustment should be conducted based on social, cultural, economic, and political conditions. The focuses were on determining curriculum objectives, specifying content and teaching methods, and applying evaluation.

2.3 Thai Qualifications Framework for Higher Education 2009

Office of the Higher Education was a department-level agency of the Thai government. It was the operating body of the Higher Education Commission, which oversaw the country's universities and other higher education institutions. It created the Thai Qualifications Framework for Higher Education 2009 (TQF) to put education policies mentioned in the National Education Act into practice in the university context. The framework defined the learning outcomes of university students to enable quality assurance and to communicate with society. It also helped ensure the mutual understanding and gain more trust among Thai and foreign universities as similar standards were mentioned in the framework.

2.3.1 Definition of Thai Qualifications Framework for Higher Education

Thai Qualifications Framework for Higher Education (TQF) signified a scheme that showed academic qualifications awarded to students upon successful completion of a course of study in higher education. The framework mentioned specific academic qualifications, the bridge between lower and higher education, standards of learning outcomes, credits and time of a course of study. The framework, therefore, ensured that higher education worked effectively and accordingly to produce graduates with satisfying learning outcomes.

2.3.2 Principles of Thai Qualifications Framework for Higher Education

1. The framework was based on the National Education Act B.E. 2542 and 2545 Revision, along with National Education Standards and Higher Education Standards.
2. The framework focused on the learning outcome standards of graduates. It was considered primary standards to guarantee that they produce the quality of graduates for society.
3. The framework compiled relevant regulations and procedures that provided a better understanding of standards of academic qualifications and degrees in higher education.

4 . The framework made academic qualifications and degrees widely accepted and comparable to those of leading universities both in Thailand and foreign countries because the framework systematically determined standards of education.

2.3.3 Objectives of Thai Qualifications Framework for Higher Education

1 . To put higher education policies mentioned in the National Education Act B.E. 2542 into concrete practice by applying principles to develop curriculum, instruction, and evaluation.

2 . To identify the specific goals of graduate preparation. The framework described standards of expected learning outcomes in different academic degrees. Scholars and experts from each department could be able to use the framework as a principle and guideline to adjust, modify and improve education.

3 . To create a systematic relationship among academic degrees in higher education so that continuity and variety of knowledge were engaged. This was based on lifelong learning theory which was comparable to international standards of an academic degree.

4 . To create a quality culture in higher education. The framework worked as a mechanism for quality assurance and could be presented as a frame of reference for external quality assurance assessors in terms of graduate qualifications and instruction.

5 . To provide the frame of effective communication between all academic parts in higher education such as students, professors, parents, community and academic alliance. It presented the definitions of qualifications, moral principles, knowledge, skills, and working capacity.

6 . To facilitate international qualification benchmarks when student transfers, registration, and qualification guarantee were needed between universities.

7 . To promote quality control in graduate preparation in each department of higher education.

8 . To enhance deregulation in any process applied in higher education.

2.3 .4 Learning and learning outcomes based on Thai Qualifications Framework for Higher Education

Learning means behavioral changes developed by students from their educational experiences. Thai Qualifications Framework for Higher Education divided expected learning outcomes into 5 aspects;

1 . Ethics and moral aspect referred to behavioral development concerning morality, personal and social responsibilities, self-adjustment to social values, and personal development.

2 . Knowledge aspect signified the ability to understand, consider, and present analyzed data. It also included identifying facts in principles, theory and process and self-learning.

3. Cognitive skills aspect referred to the ability to analyze a situation, understand the theory and thinking process, and to solve unexpected problems.

4 . Interpersonal skills and responsibility aspect meant the ability to work as a team, to portray leadership, to make a plan, to be responsible for self-learning.

5. Numerical analysis, communication, and information technology skills aspect referred to the ability to analyzed numbers, to use mathematical techniques and statistics, to verbally and communicate in word and in writing, and to use technology.

Besides, some academic departments required high physical skills such as dancing, music, drawing, and sculpture. Physical Education and Science Study must also include the domain of psychomotor skill.

Standards of learning outcomes were specific requirements. They stated expected learning outcomes from 5 aspects of learning that showed the development during education. The instruction and participation in the university's activities resulted in this development. Also, the standards creditably demonstrate the understanding and ability after graduation.

Standards of learning outcomes mentioned earlier could be applied to every student in every academic degree. The higher the degree was, the more complicated the aspect of learning became. Basic aspects of standards of learning outcomes in Bachelor degree could be presented as follows;

1 . Ethics and moral aspect confirmed that students must be able to deal with ethics and moral conflicts. Their decisions should be based on social values and professional values such as self-discipline, responsibility, honesty, and sacrifice.

2 . Knowledge aspect showed extensive and systematic knowledge. Students should aware of principles and theories relevant to the professional curriculum. They should also comprehend the progress of the knowledge and acknowledge present

research related to the field of study. The professional curriculum should focus more on tradition and regulation that changed over time.

3 . Cognitive aspect promoted the ability to discover and understand the truth, and evaluate new data and evidence from different sources. They should also be able to solve complex problems by using personal skills and suggest creative resolutions using theoretical and practical knowledge. The professional curriculum must allow students to operate in work and seek for new appropriate resolutions.

4 . Interpersonal skills and responsibility aspect facilitated problem-solving in society. This aspect could be applied by leaders or members of the group in difficult situations. Students should be able to use new innovation, creatively and appropriately solve any difficulties, and portray responsibility in learning and professional development.

5. Numerical analysis, communication, and information technology aspect stated that students must be able to examine and understand problematic issues. They could select and apply statistics and mathematical techniques to conduct research and suggest a resolution to a problem. They could also use technology to collect data, process, interpret, and present information. Also, the student must be able to consistently and efficiently communicate both in words and in writing, including the ability to choose appropriate presentations that suited the target audience.

According to the National Education Act B.E. 2542 and 2542 Revision and announcement of the Ministry of Education about the Thai Qualifications Framework for Higher Education 2009 , Saengtham College was assigned to develop the corresponding curriculum. It set standards for the quality of graduates based on learning outcomes covering 5 aspects.

1. Ethics and moral aspect
2. Knowledge aspect
3. Cognitive aspect
4. Interpersonal skills and responsibility aspect
5. Numerical analysis, communication, and information technology aspect

These factors specified curriculum development so that the obtained curriculum was qualitatively composed of philosophy, objectives, structures, content, and desirable attributes of graduates from Rajabhat University.

2.3 .5 Standards of academic qualifications of Bachelor of Education (5 years)

1. Name: Education/ Pedagogy

Single Major*

- 1) Early Childhood Education
- 2) Elementary Education
- 3) Thai language Education
- 4) Mathematics Education
- 5) Science Education
- 6) Physics Education
- 7) Chemistry Education
- 8) Biology Education
- 9) Social Studies Education
- 10) Health Education
- 11) Physical Education
- 12) Art Education
- 13) Music Education
- 14) Dance Education
- 15) Computer Science Education
- 16) Foreign Languages Education
- 17) Business Education

Double Major*

- 1) Thai language Education
- 2) Mathematics Education
- 3) Science Education
- 4) Physics Education
- 5) Chemistry Education
- 6) Biology Education
- 7) Social Studies
- 8) Health Education
- 9) Physical Education
- 10) Art Education

- 11) Music Education
- 12) Dance Education
- 13) Computer Science Education
- 14) Foreign Languages Education
- 15) Business Education
- 16) Special Education***
- 17) Non-Formal Education***
- 18) Counseling Psychology, Guidance and Special Education***
- 19) Educational Technology***
- 20) Educational Measurement and Evaluation***

*Each institute could use different major names and provide further standards of qualifications in the future.

Single major concentrated on one area of specialization and teacher students could be able to teach in secondary school to high school. As for the Early Childhood Education major, they were allowed to teach only kindergarten students. Likewise, the Elementary Education major could teach only in elementary school.

Double major a double major focused on two areas of specialization. A double major would allow a student to complete a study in those two separate areas under the same award. Teacher students with a double major could teach in primary school to secondary school.

* * Foreign languages must be specified e.g. English, French, Chinese, and Japanese.

* * * These majors could not be single majors as they didn't directly relate to teaching. Hence, they had to be matched with a major relevant to teaching.

2. Names of academic degrees and majors

In Thai ครูศาสตรบัณฑิต (*.....)

ค.บ. (*.....) หรือ ศึกษาศาสตรบัณฑิต (*.....)

ศษ.บ. (*.....) หรือ การศึกษบัณฑิต (*.....)

กศ.บ. (*.....)

In English Bachelor of Education (*.....)

B.Ed. (*.....)

* Majors were specified.

3. Faculty Description

Education or Pedagogy Faculty involved education, psychology, learning management aimed to produce graduates and academics of high professional standards in Education and to create international standing in 2012. It also included developing in-service teachers for formal and informal learning. Education management in Education/Pedagogy faculty consisted of the teaching profession and major courses concerning humanities and social and science study. Education faculty was therefore considered the integration of several academic branches. The aims were to develop efficient teachers who would generate economic, social and environmental development.

4. Desired Characteristics of graduates

1) Appreciate virtues and courage; employ teaching profession; recognize the responsibility to profession, society, and environment.

2) Portray patience and generosity; specialize in learning management; cooperate well with students and colleagues.

3) Expertise; apply theories and principles of research to create new knowledge.

4) Solve problems with creativity; discuss and propose new and proper options with a leader's attitude.

5) Consider, seek, and suggest resolutions for academic, professional and social problems by integrating the interdisciplinary and multidisciplinary for sustainable development.

6) Pursue academic development; determine to consistently achieve self-development

5. Standards of learning outcomes.

5.1 Ethics and moral aspect

1) Portray ethical and moral behaviors and teaching profession that encouraged sustainable development; be morally courageous; understand other people and the world, recognize public consciousness.

2) Create new resolutions to solve problems based on ethics and morality, employ a relative teaching profession according to social values and the common good.

5.2 Knowledge aspect

1) Profoundly, and systematically master general knowledge, the teaching profession, and major courses.

2) Recognize principles and theories concerning relevant knowledge and the integration of the knowledge and other academic branches or the actual world.

3) Perceive the advancement of mastered knowledge related to school subjects; appreciate the importance of research.

4) Analyze, synthesize, and evaluate knowledge; apply obtained knowledge into practice in the teaching profession field.

5.3 Cognitive skills aspect

1) Seek facts for a better understanding; evaluate information and concepts from different sources for operation, problem diagnosis, problem-solving, and research for development.

2) Solve complicated problems; suggest creative solutions to problems based on theories, experience, practical strategies, and emotional effects.

3) Demonstrate intellectual leadership in terms of creative development and that of Education and Pedagogy Faculty, along with academic development through innovation.

5.4 Interpersonal skills and responsibility aspect

1) Recognize and understand other people; be optimistic and socially and emotionally mature.

2) Demonstrate attention and assistance towards problem-solving among groups.

3) Present leadership and followership; create a good relationship with students; be responsible to society, economy, and environment.

5.5 Numerical analysis, communication, and information technology skills aspect

1) Analyze numerical and statistical information both in words and in writing that could results in a quick understanding of knowledge and problematic issues.

2) Consider; process; interpret; select information through the use of technology in appropriate and consistent ways.

3) Communicate effectively both in words and in writing; present information with methods that serve different audience's needs.

5.6 Learning management skill aspect

1) Expertise in managing different teaching and learning techniques including formal, non-formal, and informal learning ones.

2) Specialize in learning management for students with different learning abilities.

3) Specialize in learning management with integration.

6. Relevant Professional Organization

Secretariat Office of the Teachers' Council of Thailand

7. Structure of Curriculum

Structure of Curriculum was consisted of general education, areas of specialization (teaching profession and majors), and elective courses. The details of credits were as follows;

1) General Education	minimum	30 credits
2) Areas of specialization	minimum	124 credits

Areas of specialization were consisted of 2 areas;

2.1) Teaching Profession	minimum	46 credits *
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(Practical experience course or practicum of majors lasted two semester and contributed to 12 credits)

2.2) Majors	minimum	78 credits**
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2.2.1) Majors could be divided into 2 kinds as follows;

(1) Single Majors	minimum	68 credits ***
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(1) Double Majors	minimum	34 credits ****
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2.2.2) Majors	minimum	6 credits
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2.2.3) Elective Majors	minimum	4 credits
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3) Elective Courses	minimum	6 credits
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Total Credits	minimum	160 credits
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There were 4 requirements as follows;

1 .* Courses of teaching profession determined learning outcomes based on the requirements of the Secretariat Office of the Teachers' Council of Thailand. The courses must be taught by specialized professors.

2.**Teaching and learning management of single majors that aimed to produce teachers for secondary and high school should specify majors of the faculty. It should also allow only professors who graduated with a doctoral degree or conducted distinguished research to teach majors. This requirement would enhance rigorous academic success and dynamic environment that enabled students to learn better, adapt, realized inquiry mind, synthesize, and solve problems with creativity. However, to avoid repetitive work, the budget should not be spent on building a laboratory or hiring more professors with a doctoral degree.

3.*** Learning outcomes of single majors should cover at least 80 percent of required courses if there was a specific requirement from the Ministry of Education.

4.**** Learning outcomes of double majors should cover at least 80 percent of required courses if there was a specific requirement from the Ministry of Education.

8. Important learning outcomes

The following subject must be integrated into learning outcomes.

8.1 General Education

8.1.1 Ethics and moral aspect

1) Important morality: Brahmavihara 4 (Four sublime states of mind)
Sangkaha 4 (Four individual and social restraints)

2) Sense of shame

3) Ethics and morality concerning sustainable development such as punctuality, human rights, and responsibility, generosity, and patience.

4) Ethics and morality related to democracy and social consciousness.

8.1.2 Knowledge aspect

The integration of international issues should cover these aspects;

1) Environment

Concepts, systems, problematic issues concerning ecology, and strategies to become a citizen with the responsibility to the environment.

2) Society

Concepts, systems, problematic issues concerning society, and strategies to become a citizen with the responsibility to social behaviors.

3) Economy

Concepts, systems, problematic issues concerning the economy, and strategies to become a citizen with the responsibility to the economy.

4) System Approach

The system approach was a good relationship between the environment, economy, and society. This approach, including the whole approach, was applied to evaluate environmental, economic, and social problems. It also helped analyze the effects of these problems on an individual and community.

8.1.3 Cognitive skill aspect

This aspect involved the development of higher-order thinking skills that enabled the process of information, the pursuit of knowledge, conclusion and interpretation, analysis and synthesis, and evaluation. The focus was on integration and contribution to society.

8.1.4 Interpersonal skills and responsibility aspect

This aspect related to emotional perception, optimism, emotional maturity, leadership, followership, a responsibility to society.

8.1.5 Numerical analysis, communication, and information technology skills aspect.

The aspect involved the analysis of information or news concerning numbers, statistics, spoken language, or written language (both in Thai and in English). It also included the process of information, interpretation, the decision for proper technology and communication.

8.2 Specific Education (Teaching profession)

8.2.1 Ethics and moral aspect.

1) Ethics and morality for teachers such as Kalayanamitrtham 7 (The 7 attributes of good friends).

2) Code of Ethics of Teaching Profession defined by the Secretariat Office of the Teachers' Council of Thailand.

8.2.2 Knowledge aspect.

The integration between educational knowledge and teaching profession should include the following aspects;

1) Pedagogical Knowledge

- 1.1) Educational principles, philosophy of teaching profession
- 1.2) Psychological development and Educational Psychology
- 1.3) Curriculum development and design
- 1.4) Learning management
- 1.5) Classroom management and learning setting
- 1.6) Technology and communication for teachers
- 1.7) Educational innovation
- 1.8) Educational evaluation and assessment
- 1.9) Special Education
- 1.10) Educational Research
- 1.11) Educational administration and educational laws

2) Pedagogical Content Knowledge

- 2.1) Educational psychology for teachers of a specific level and major
- 2.2) Curriculum development for learning management of a specific level and major
- 2.3) Learning management for education of a specific level and major
- 2.4) Classroom management of a specific level and major
- 2.5) Innovation, technology, and educational communication for learning management of a specific level and major
- 2.6) Educational evaluation and assessment of a specific level and major

8.2.3 Cognitive skill aspect

- 1) Search for facts; understand and evaluate information from different sources for teaching and research to develop learners.
- 2) Solve complicated problems in learning management; suggest solutions that lead to a creative adjustment.
- 3) Employ intellectual leadership to develop learning management; portray the vision of leaders.

8.2.4 Interpersonal skills and responsibility aspect.

- 1) Perceive student's emotion with understanding and optimism; portray emotional and social maturity.
- 2) Pay attention to learners; assist and facilitate the relationship among learners.
- 3) Develop a good relationship with learners; appreciate leadership and followership with economic, social, and environmental responsibility.

8.2.5 Numerical analysis, communication, and information technology skills aspect.

- 1) Analyze and understand numerical, statistical, spoken, and written information from learners.
- 2) Consider, process, and interpreted the information about subjects and teacher duties through technology.
- 3) Communicate with learners through words, writing, presentations that suit a specific audience.

8.2.6 Teaching and learning management aspect.

- 1) Specialize in applying various kinds of learning and teaching methods in formal, non-formal, and informal ways.
- 2) Specialize in applying learning management with different learners including those of different learning abilities and those with special needs.
- 3) Specialize in applying learning management of specific majors with integration.

8.3 Specific Education (Major)

Social Science Major

1) Ethics and moral aspect

Ethics and morality for Social studies teachers

2) Knowledge aspect

The integration of topics related to Social studies should include these topics as follows;

2.1) History

(1) Thai History

(2) South Eastern, Eastern, Southern Asian History

(3) European History

(4) American History

2.2) environmental geography and population

(1) Thai geography

(2) Physical geography

(3) Geographic information system and map

(4) Geography of population

2.3) Political Science, Political Economy, and Governance.

(1) General knowledge of political science

(2) General knowledge of laws

(3) General knowledge of Social science

(4) General knowledge of the economy

(5) Thai politics and government

(6) Thailand and the world's economy

(7) Social and cultural transformation

(8) The economic, social and political relationship

(9) The development of modern society

2.4) Religions and philosophy

(1) Buddhist principles

(2) Biography of the Buddha and the Buddhist influence on

different cultures

(3) Ethics

(4) Environmental ethics

(5) Comparative Religion or Universal Religion

3) Cognitive skill aspect

This aspect involved synthesis, analysis, evaluation, and application of principles and theories relevant to Social Science to organize learning management, develop learners and conduct research.

4) Interpersonal skills and responsibility aspect

The aspect stated the perception of student's emotions toward Social studies and the development of an interpersonal relationship with responsibility.

5) Numerical analysis, communication, and information technology skills aspect

The aspect informed about the analysis and conclusion of social information from primary and secondary learners. It also stated about consideration of the application and presentation of information that suits specific learners.

6) Learning management aspect

6.1) Specialize in applying various kinds of learning and teaching methods in Social studies. The methods could be applied in formal, non-formal, and informal ways.

6.2) Specialize in applying learning management of Social studies with different learners including those of different learning abilities and those with special needs.

6.3) Specialize in applying learning management of Social Science major with integration.

2.3.6 Structures of social studies curriculum of the six Rajabhat University in the north

1. Uttaradit Rajabhat University

Bachelor of Education of Social Studies (Five-Year Programs) B.E. 2 5 5 7

Revision

Name of institute: Uttaradit Rajabhat University

Campus/Faculty/department: Faculty of Education, Department of Social

Studies

1. Curriculum

Bachelor of Education Program in Social Studies

2. Bachelor's Degree Program

Full name of Bachelor: Bachelor of Education (Social Studies)

Short name of Bachelor: B.Ed. (Social Studies)

3. Major Social Studies

4. Credit hour requirement: 164 credits

5. Curriculum

5.1 Program

Bachelor's Degree Program (Five-Year Programs)

5.2 Language used

Thai

5.3 Admission

Students with Thai nationality or foreigner students who could understand spoken and written Thai can apply for admission.

5.4 Cooperation with other universities

The curriculum was developed solely and directly for Uttaradit Rajabhat University

5.5 Degree Distribution

Bachelor with Single Major

6. Curriculum Status and Approval

Revised edition of curriculum 2014 which were revised from the curriculum of Social Studies, Bachelor of Education (Five-year program) 2001

- Committee of the University Council, Uttaradit Rajabhat University approved the curriculum presentation in the 4/2014 meeting on 21st April, 2014

- Committee of the University Council, Uttaradit Rajabhat University approved the curriculum presentation in the 4th meeting on 24th April, 2014

- The curriculum was first ly used in the first semester, 2014

7. The preparation for the distribution of standardized and effective curriculum

The curriculum were prepared and distributed according to standardized quality and qualifications of Social Studies, Bachelor of Education in 2016

8 . Possible occupations after graduation (Workplaces would be notified after graduation)

(1) Teachers and instructor in academic institutions.

(2) Academic assistants for Basic Education to higher education

(3) Academicians in Social Studies

(4) Private associations such as Private Teacher Association, Tutorial Academies, companies, etc.

9. Learning Location

Faculty of Education, Uttaradit Rajabhat University

10. External situation or development for curriculum and program design

10.1 Economic situation and development

The developmental crisis around the world was the tendency towards capitalism and high competition in globalization. It was important and necessary to develop human resources for this economic competition. The key to enhancing the quality of the population was to develop potential crews who educated children and adolescents as they were in a critical period of physical, emotional, social and intellectual development.

10.2 Social and cultural situation and development

The teacher shortage in Thailand was considered both qualitative and quantitative. It can be said that most academic institutions should improve the administration and management of quality standards. Also, there was an absence of efficient quality control which intensified the teacher shortage problem.

11. Effects from 10.1 and 10.2 on curriculum development and relation to the institutional missions

11.1 The development of graduates from Social Studies, Faculty of Education

Proactive development of curriculum that could enable the development of teachers and academic crews for innovative education. Learners were expected to be well-rounded developed and academically independent in the knowledge-based society.

11.2 Relation to the institutional missions

The institutional missions of Uttaradit Rajabhat University were to develop teachers and instructors who specialized in specific content and were capable of social and self-developing. The development of academic crews was prioritized since the beginning.

12. Relation to other curriculums in other faculty

12.1 Courses that were taught in other faculty

The curriculum defined that students must enroll in required courses and elective courses taught by the Curriculum and Instruction Department in other faculty such as Faculty of Science, Faculty of Humanities and Social sciences, and Faculty of Management. The committee of curriculum management was responsible for quality control and cooperation between departments and academic sections among the faculties.

12.2 Required courses that were taught in other faculty

Required courses that were enrolled by students from other faculty for general knowledge. The enrollment depended on the relevance between curriculums.

12.3 Management plan

Professors who were responsible for the curriculum must cooperate with professors from other relevant faculty to deal with content, learning schedules, and examination. This cooperation was subject to the necessity of the curriculum to provide more opportunities. The learning management would be handled by other faculty while learning and assessment would be processed normally by the faculty. Workload calculation would be performed according to the university's regulation.

1. Philosophy, significance and objectives of the curriculum

1.1 Philosophy

Department of Social Studies produced graduates with knowledge who would become Social studies teachers and education managers. The department aimed to develop teachers who specialized in Social studies, portrayed teaching profession with ethics and morality according to Office of the Higher Education Commission and Secretariat Office of the Teachers' Council of Thailand.

1.2 Objectives

Objectives of the curriculum were to produce graduates with following attributes.

- 1) Possess knowledge and capacity based on Teacher Professional Standard Principals; present good attitude toward profession; appreciate ethical courage and morality, recognize responsibility of profession, academy, economy, society, and environment.
- 2) Be patient, generous, and expert in learning management; be able to work well with learners and colleagues
- 3) Apply and understand principles and regulation of research for new knowledge
- 4) Solve problems with creativity; discuss with attitude of leadership to search for new and practical direction.

5) Consider, search, and suggest solutions for academic, professional and social problems by integrating interdisciplinary and multidisciplinary for sustainable development.

6) Update the evolutions of all academic areas; determine to consistently develop capacity

Improvement Plans

Development plan /Adjustment	Strategies	Curriculum/ Indicators
<p>Assessment and evaluation of learning were performed every semester. The results should be used to improve and develop learning through curriculum development (Five-year program)</p> <p>The Committee of curriculum administration supervised and kept track of learning outcomes. They also evaluated student's satisfaction towards the curriculum.</p>	<p>The Committee of curriculum administration supervised and kept track of learning outcomes. They also evaluated student's satisfaction towards the curriculum and curriculum evaluation.</p>	<p>1. Document and process relevant to curriculum adjustment.</p> <p>2. Report of results and evaluation of the curriculum.</p> <p>3. Report of students' satisfaction toward the curriculum</p> <p>4. Users' Satisfaction of Graduates in terms of knowledge and skills.</p>

1. Learning management system

1.1 System

Dual Education for 1 academic year could be divided into 2 regular semesters and 1 regular semester that lasted at least 15 weeks.

1.2 Summer Semester

The summer semester was optional and comparable to regular semesters.

1.3 Transferable credits in Dual Education

None

2. The operation of the curriculum

2.1 Date and time of learning

First Semester August to December

Second Semester January to May

Summer Semester June to July

2.2 Qualifications of graduates

2.2.1 Obtaining a high school diploma or certificate

2.2.2 Other qualifications were based on Uttaradit Rajabhat University's regulation concerning Undergraduate Education 2005

2.3 Problem of new students

1 . Self-adjustment to higher education which focused on dependent learning and self-control

2. Different basic knowledge of new students

2.4 Strategies to solve problems and limitation in 2.3

The university organized the orientation of the university, faculty, and department. Also, guidance and supervising systems were applied by professors and psychologists who worked with instructors and parents.

2.5 Plans for admission of new students and graduates in 5 years

Year	Number of students in each academic year				
	2014	2015	2016	2017	2018
First year	90	90	90	90	90
Second year		90	90	90	90
Third year			90	90	90
Fourth Year				90	90
Fifth Year					90
Total	90	180	270	360	450
Possible graduates					90

The table represented amount of students who meet the qualifications mentioned in 2.2(1) and 2.2(2)

2.6 Educational system

The system was defined by class education and followed the regulations of Uttaradit Rajabhat University concerning undergraduate level 2005

2.7 Transferable credits, course, and cross-enrollment

2.7.1 The 2006 regulations of Uttaradit Rajabhat University relevant to transferable learning outcomes and credits from the internal education system.

2.7.2 The 2006 regulations of Uttaradit Rajabhat University relevant to transferable learning outcomes and credits from the external educational system and informal education of the undergraduate level.

3. Curriculum and professors

3.1 Curriculum

3.1.1 Credits

Total of 164 credits was required

3.1.2 Curriculum structure

According to standards of curriculum defined by the Ministry of Education, the structure of the curriculum was divided into relevant courses as follows;

a. General Education	minimum	30	credits
(1) Language courses	minimum	9	credits
(2) Humanities courses	minimum	6	credits
(3) Social Science courses	minimum	6	credits
(4) Science and Mathematics	minimum	9	credits
b. Specific content	minimum	128	credits
(1) Teaching Profession	minimum	48	credits
(1.1) Teacher profession compulsory		33	credits
(1.2) teaching profession	minimum	3	credits
(1.3) Teaching practicum		12	credits
(2) Specific courses	minimum	80	credits
(2.1) Major subjects compulsory		52	credits
(2.2) Elective major subjects	minimum	18	credits
(2.3) Teaching of major subjects compulsory		6	credits
(2.4) Examination of major subject	minimum	4	credits
c. Elective courses	minimum	6	credits

a. General Education		30	credits
1) Language courses	minimum	9	credits
1500103	English for Communication and Study Skills		3(3-0-6)
1500106	Thai for Communication		3(3-0-6)
1500107	English for Communication		3(3-0-6)
1500109	English for Specific Purposes		3(3-0-6)
1500110	English for Academic Purposes		3(3-0-6)
1500111	French for Communication		3(3-0-6)
1500112	Japanese for Communication		3(3-0-6)
1500113	Chinese for Communication		3(3-0-6)
1500114	Korean for Communication		3(3-0-6)
1500115	Laos for Communication		3(3-0-6)
1500116	Cambodian for Communication		3(3-0-6)
1500117	Burmese for Communication		3(3-0-6)
1500118	Vietnamese for Communication		3(3-0-6)
1500119	Malay for Communication		3(3-0-6)
1500120	Tagalog for Communication		3(3-0-6)
1500121	Hindi for Communication		3(3-0-6)
2) Humanities courses	minimum	6	credits
	Compulsory	3	credits
2500107	Life skill Development		3(3-0-6)
	Choose at least 3 credits from the following courses		
1500104	Meaning of Life		3(3-0-6)
2000102	Aesthetic Appreciation		3(3-0-6)
2500109	Man and Environment		3(3-0-6)
3) Social Science courses	minimum	6	credits
	compulsory	3	credits
2500111	Citizenship in a Democratic System		3(3-0-6)
	Choose at least 3 credits from the following courses		
2500105	Our Community		3(3-0-6)
2500106	Thai Society and Globalization		3(3-0-6)
2500108	Law for Daily Life		3(3-0-6)

2500110	ASEAN Studies			3(3-0-6)
3500101	Economics for Happy Living			3(3-0-6)
	4) Science and Mathematics	minimum	9	credits
		compulsory	3	credits
5000111	Sufficiency Economy Philosophy			3(3-0-6)
	Choose at least 6 credits from the following courses			
4000105	Science for Quality of Life			3(3-0-6)
4000109	Exercise Science for Health			3(3-0-6)
4000114	Mathematics in Daily Life			3(3-0-6)
5000110	Plant for Life			3(3-0-6)
5500101	Technology for Life Development under His Majesty Royal-Initiative			3(3-0-6)
	b. Specific content	minimum	128	credits
	1) Teaching Profession	minimum	48	credits
	1.1 Teacher profession compulsory		33	credits
1003801	Professional Experience 1			1(0-2-1)
1004801	Professional Experience 2			1(0-2-1)
1004802	Professional Experience 3			1(0-2-1)
1011106	Education and Thai Teachers Being			3(3-0-6)
1012101	Language and Culture for Teacher			3(3-0-6)
1021205	Curriculum and Basic Education Management			3(2-2-5)
1023303	Learning and Classroom Management			3(2-2-5)
1031701	Innovation of Education and Information Technology			3(2-2-5)
1042105	Principles of Learning Measurement and Evaluation			3(3-0-6)
1043411	Research for Learning Development			3(2-2-5)
1052201	Psychology for Teachers and Special Education			3(3-0-6)
1053703	Student Guidance and Development			3(3-0-6)
1064305	Educational Quality Assurance			3(3-0-6)
	1.2 teaching profession	minimum	3	credits
	Choose from the following courses:			
1014201	Basic Knowledge of Scout and Red Cross Unit Leaders			3(2-2-5)
1051601	Comprehensive Sexuality Education.			3(3-0-6)

1052301	Human Relations for Teachers	3(3-0-6)
1061102	Leadership	3(3-0-6)
1062104	Morality for Executives	3(3-0-6)
5003102	Botanical Garden in School	3(3-0-6)
	1.3 Teaching practicum	12 credits
1005801	Teaching Practicum in School 1	6(0-36-0)
1005802	Teaching Practicum in School 2	6(0-36-0)
	2) Specific courses	minimum 80 credits
	2.1 Major subjects compulsory	52 credit
1023205	Construction and Development of Learning Media For Social Studies	3(2-2-5)
1024216	Analysis and Construction of Social Studies Textbooks	3(2-2-5)
1024908	Seminar on Social Studies Learning Management	2(1-2-3)
1024909	Independent Study on Social Studies Learning Management	2(1-2-3)
1521102	Philosophy and Religion	3(3-0-6)
1522218	Buddha Dharma	3(3-0-6)
1642102	Thai History	3(3-0-6)
1643205	Human Rights in Global Society	3(3-0-6)
2503101	Local Studies	3(3-0-6)
2531102	Principles of Sociology	3(3-0-6)
2533201	Population Education	3(3-0-6)
2533203	ASEAN Cultural Society	3(3-0-6)
2541101	Physical Geography	3(2-2-5)
2551105	Thai Politics and Government	3(3-0-6)
2563501	Constitutional Laws and Public Laws	3(3-0-6)
3591102	Introduction to Economics	3(3-0-6)
5683101	Geo-informatics	3(2-2-5)
	2.2 Elective major subjects	minimum 18 credits
	Choose from the following courses :	
1521211	Buddhist Ethics for Life and Society	3(3-0-6)
1523101	Comparative Religion	3(3-0-6)
2532102	Thai society and Culture	3(3-0-6)

2533102	Social and Cultural Change	3(3-0-6)
2544207	Natural Resources and Environmental Management of Thailand	3(3-0-6)
2551102	Introduction to Political Science	3(3-0-6)
2561301	Civil Law: General Principles	3(3-0-6)
2573301	Economic and Social Development	3(3-0-6)

2.3 Teaching of major subjects compulsory 6 credits

1024607	Teaching Methods and Learning Management for Social Studies 1	3(2-2-5)
1024608	Teaching Methods and Learning Management for Social Studies 2	3(2-2-5)

2.4 Examination of major subject minimum 4 credits

Choose from the following courses:

1641207	Contemporary World Affairs	2(2-0-4)
1642306	History of Modern Southeast Asia	2(2-0-4)
2541301	Regional Geography of the World	3(2-2-5)

c. Elective courses minimum 6 credits

To choose any course in the curriculum that Uttaradit Rajabhat University offers Which is not the same as the course that has been studied before And must not be the subject assigned to study Which does not count the total credits in the course completion criteria of this program.

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In creating the course code as a 7-digit number system of Uttaradit Rajabhat University
There are systems and definitions as follows.

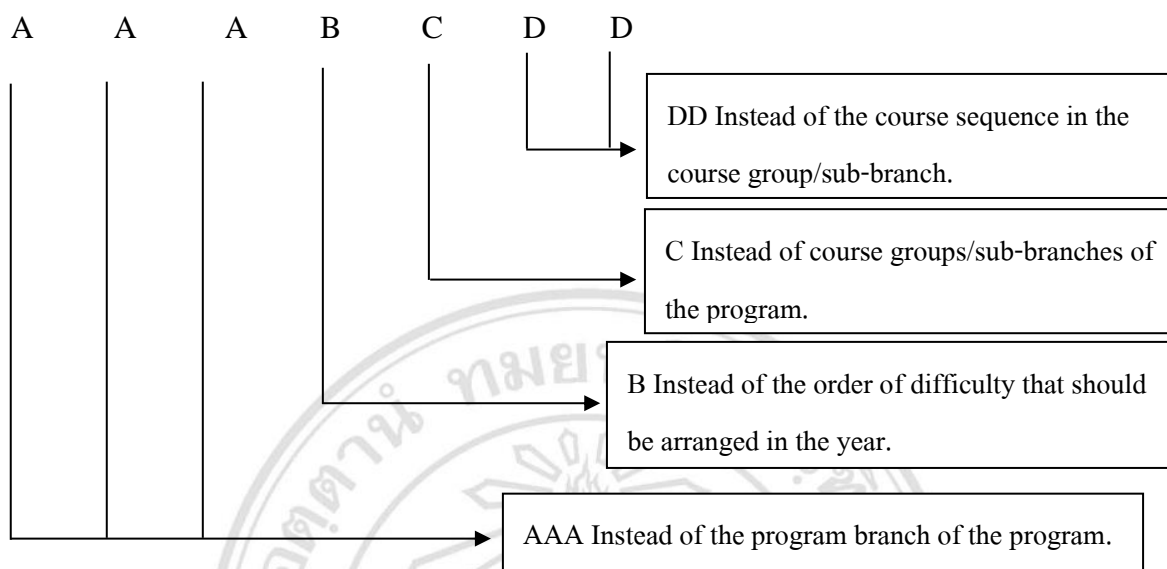


Table 1 Analysis of Social studies curriculum (five-year program) of Uttaradit Rajabhat University

Aspect	Results
1. The aspect of philology of curriculum	Department of Social studies produces graduates who specialize in social studies as social studies teachers, constitute education manager, develop the education of social studies, appreciate teaching profession, recognize ethics and morality, and possess teacher attributes mentioned by the office of the higher education commission and the secretariat office of the teachers' council of Thailand.
2. The aspect of curriculum objectives	To develop graduates with knowledge and capacity based on professional teaching standards mentioned by the secretariat office of the teachers' council of Thailand; graduates must have a good attitude toward teaching profession; possess moral and courageous ethics; be responsible to the teaching profession, academy, economy, society, and environment; be patient and generous; specialize in learning management, be able to work with learners and colleagues; be knowledgeable, know how to apply an understanding in theory and regulation to create new knowledge; solve problems with creativity; discuss and suggest new alternatives with leadership attitude; consider and propose solutions to problems related to academy, teaching profession, and society by integrating multidisciplinary and interdisciplinary to create sustainable development; determine to develop self-capacity and update academic evolutions consistently.

Table 1 (Continued)

Aspect	Results
3. Number of students / academic year	90
4. Require credits	164
5. Curriculum structure	The structure consists of three courses; general education courses that require at least 30 credit such as languages courses, humanities and social science courses, science courses, and mathematics courses; specific requirement courses that require a minimum of 128 credits including teaching profession courses major required course, major elective course, and practicum in profession of teaching, required and elective courses of single majors and double major; free elective course with a minimum of 6 credits

2. Chiang Mai Rajabhat University

Bachelor of Education of Social Studies (Five-Year Programs) B.E. 2560

Revision

Name of institute: Chiang Mai Rajabhat University

Faculty : Education

General information

1. Curriculum code and name

Curriculum code : 25471441100946

Curriculum : Bachelor of Education Program in Social Studies

2. Degree and program name

: Bachelor of Education (Social Studies)

: B.Ed. (Social Studies)

3. major : -

4. Credit hour requirement : 174 credits

5. Curriculum

5.1 Program

Bachelor's Degree Program (Five-Year Programs)

6. Course specifics

Philosophy

The production of graduates in the field of social studies has a process for graduates to learn in all aspects, both theoretical Self-study from a variety of sources to be qualified as a social studies teacher, which has knowledge and expertise in academics Have skills to solve problems Can adapt to keep up with the progress and dynamics of a society that never stops As well as being a person of morality, ethics, public mind and volunteering And act as a good example for all people.

The importance

In teaching and learning for children and youth of the nation Social studies is very important and necessary because it covers the subject matter that is necessary for living from the community level to the global society. Social studies teaching focuses on the students to learn with the process, academic skills. Social skills, as well as laying the groundwork for learners to be virtuous, ethical, have values and correct attitude that are necessary and important to humans, both personally and collectively, so that children and youth of the nation are human. That is complete, is a valuable resource, an important force in the development of the country.

Objective

In order to produce graduates with knowledge, skills and quality as per the standard criteria, with desirable characteristics as follows

1. Morality and ethics Have a professional code of ethics for teachers and responsibility to oneself Career Society and Environment.
2. Have expertise in learning management Able to work with students and work with all groups.
3. Knowledgeable and able to apply true understanding in the theory of practice and research methods To develop professional studies in social studies.
4. Have creative thinking in solving problems and showing leadership in finding new and suitable alternatives.

5. Have the ability to monitor the development of academic progress And is always determined to develop their potential.

6. Have the ability to apply technology and innovation in learning management appropriately.

Educational Management System, Operations and Curriculum Structure

1. Educational Management System

1.1 System

The educational management uses a bilateral system. Various requirements shall be in accordance with the regulations of Chiang Mai Rajabhat University. On Undergraduate Education B.E. 2557

1.2 Summer education management.

The university may arrange summer studies. Which is an optional semester Take at least 8 weeks to study, including time for exams By adding more hours for students in each course to be equal to the regular semester.

1.3 Comparison of credits in the bilateral system.

-

2. Course implementation

2.1 Date and time of the course operation

Semester 1, June - October

Semester 2, October - February

Or according to the announcement of Chiang Mai Rajabhat University.

2.2 Qualifications of students.

1) Must have completed not less than high school education or equivalent.

2) Passed the criteria of the Office of the Higher Education Commission and / or in accordance with the announcements of Chiang Mai Rajabhat University.

Selection of students.

Use the selection system as announced by Chiang Mai Rajabhat University.

2.3 Problems of students entering.

1 . Students are unable to adapt to a different level of teaching and learning management system from the secondary level. And lack the process skills for self-study

2. Some students have problems with self-ownership Unable to adapt to life in the city properly

3. Some students are poor Which is an obstacle to higher education

2.4 Strategies for solving the problems / limitations of students in item 2.3.

1 . Arrange for students to meet with advisors regularly So that the professors are able to know the problems and give appropriate suggestions.

2. Organize extra activities Allowing students to make good use of their free time and to create desirable characteristics. According to the philosophy of the course.

3 . Surveying students who lack funds To propose to the faculty and university to consider requesting scholarships and loans for education.

2.5 5-year student and graduate plan

Year	Number of students in each academic year				
	2560	2561	2562	2563	2564
First year	60	60	60	60	60
Second year		60	60	60	60
Third year			60	60	60
Fourth Year				60	60
Fifth Year					60
Total	60	120	180	240	300
Possible graduates	-	-	-	-	60

2.6 Education system.

The education system is classroom type. And adhere to the restrictions Chiang Mai Rajabhat University On Undergraduate Education B.E. 2557

2.7 Credit transfer comparison Courses and cross-registration are in accordance with Chiang Mai Rajabhat University's regulations regarding bachelor's degree studies

2014 and a table comparing courses in the Bachelor of Education program. Social Studies Program Curriculum Update 2012 and Curriculum 2017.

Course structure

The curriculum structure is divided into courses that are consistent with the criteria set in the criteria. Undergraduate curriculum standards of the Ministry of Education are as follows.

a. General Education Courses		30	credits
1) Language and Communication subject		9	credits
2) Humanities Courses		6	credits
3) Social Sciences courses		6	credits
4) Mathematics, Science and Technology		9	credits
b. Specific subject courses	minimum	138	credits
1) Teaching Profession Teaching	minimum	54	credits
1.1) Compulsory Teachers Profession		34	credits
1.2) Professional teaching group, chosen at least		6	credits
1.3) Teachers Professional Practice Group		14	credits
2) Major subject	minimum	84	credits
2.1) Single majors	minimum	72	credits
1) Required majors		51	credits
2) Selected majors	minimum	21	credits
2.2) Major subject teaching	minimum	6	credits
2.3) Selecting a major or additional teaching subjects	minimum	6	credits
c. Elective courses :	minimum	6	credits

7. Course

Course code

Rules for using course codes in the curriculum

Courses in the course Will use 2 - 4 English letters, spaces, followed by 4 Arabic numbers before the subject of every subject Which has the following meaning

Educational subjects throughout the Expo

Alphabet number 1 refers to courses in the education program throughout

The letters sequence 2-4 refer to subject groups.

The 1st number means difficulty / year.

The second number refers to the subgroup of the subject group.

The 3-4 numbers refer to the course order.

Subject

Teacher Profession

2-3 English letters meaning the subject

CI refers to the curriculum, curriculum and teaching.

ED refers to the central department of the Faculty of Education.

ER refers to the academic assessment and research category.

ETI means the educational technology course.

PE means Physical Education and Recreation Program.

PG stands for Education Psychology and Guidance.

SPE means special education

The 1st number means difficulty / year.

The second number refers to the subject group as detailed in this expo.

CI Courses and curriculum

- | | |
|--|--------------------------|
| 1) Basic education concepts | Represented by numbers 1 |
| 2) Theory of curriculum development concepts | Represented by numbers 2 |
| 3) Concept of learning management theory | Represented by numbers 3 |
| 4) | Represented by numbers 4 |
| 5) | Represented by numbers 5 |
| 6) Teaching Majors | Represented by numbers 6 |

ED Department of Education

- | | |
|--|--------------------------|
| 1) Being a teacher, morals, ethics and ethics | Represented by numbers 1 |
| 2) Language and culture Foreign language | Represented by numbers 2 |
| 3) Lifelong education ,
Education for community development | Represented by numbers 3 |
| 4) | Represented by numbers 4 |
| 5)..... | Represented by numbers 5 |
| 6) | Represented by numbers 6 |
| 7) | Represented by numbers 7 |
| 8) Teaching Profession | Represented by numbers 8 |

ER Academic assessment and research

- | | |
|-------------------------------|--------------------------|
| 1) Measurement and evaluation | Represented by numbers 1 |
| 2) Research | Represented by numbers 2 |

ETI Educational Technology Program

- | | |
|--|--------------------------|
| 1) Innovations and distance education technology | Represented by numbers 1 |
| 2) | Represented by numbers 2 |
| 3) | Represented by numbers 3 |
| 4) | Represented by numbers 4 |
| 5) Creative media Multimedia Computer aided teaching | Represented by numbers 5 |

PE Department of Physical Education and Recreation

- | | |
|--|--------------------------|
| 1) General theory | Represented by numbers 1 |
| 2) Practice | Represented by numbers 2 |
| 3) Being a referee and technical staff | Represented by numbers 3 |

PG Department of Educational Psychology and Guidance

- | | |
|--------------------------------------|--------------------------|
| 1) Principle and theory or general | Represented by numbers 1 |
| 2) Educational Psychology Program | Represented by numbers 2 |
| 3) Guidance Psychology Program | Represented by numbers 3 |
| 4) Organizational Psychology Program | Represented by numbers 4 |
| 5) | Represented by numbers 5 |
| 6) | Represented by numbers 6 |
| 7) Applied Psychology | Represented by numbers 7 |

SPE Special Education

- | | |
|--------------------------------|--------------------------|
| 1) General basis | Represented by numbers 1 |
| 2) Theory | Represented by numbers 2 |
| 3) Curriculum and Instruction | Represented by numbers 3 |
| 4) Guidance and rehabilitation | Represented by numbers 4 |
| 5) Media and innovation | Represented by numbers 5 |
| 6) Management | Represented by numbers 6 |
| 7) Inspection, evaluation | Represented by numbers 7 |

The 3-4 numbers indicate the course order.

Majoring group

Courses in the course Will use 2 English letters, spaces, followed by 4 Arabic numbers before the subject of every subject Has the following meaning.

2 English letters belonging to the subject group and subject group.

The number 1 indicates the difficulty or year.

The second number indicates the nature of the subject. As follows

- | | |
|---|--------------------------|
| 1) History | Represented by numbers 1 |
| 2) Geography | Represented by numbers 2 |
| 3) Front subject matter for citizens | Represented by numbers 3 |
| 4) Economics | Represented by numbers 4 |
| 5) Subject matter of religion and philosophy | Represented by numbers 5 |
| 6) Social Studies Information | Represented by numbers 6 |
| 7) | Represented by numbers 7 |
| 8)..... | Represented by numbers 8 |
| 9) Special Problems Study Project, Special Topic
Seminars and research | Represented by numbers 9 |

The 3-4 numbers indicate the sequence.

Course

1. General education section 30 credits

1.1 Language and Communication subject group 9 credits

Course code	Course	Credit
GLAN1101	Thai for Communication	3(3-0-6)
GLAN1102	English for Daily Communication	3(3-0-6)
GLAN1104	English for Communication and Study Skills	3(3-0-6)

1.2 Humanities Courses 6 credits

1.2.1 Humanities Courses Group 1 3 credits

Course code	Course	Credit
GHUM1101	Contemplative Studies	3(3-0-6)
GHUM1102	Philosophy of Life	3(3-0-6)
GHUM1103	Meditation for Life	3(3-0-6)

1.2.2 Humanities Courses Group 2 3 credits

Course code	Course	Credit
GHUM2204	Aesthetics of Life	3(3-0-6)

GHUM2205	Personality Development	3(3-0-6)
1.3 Social Sciences Courses		6 credits
1.3.1 Social Sciences Courses Group 1		3 credits
Course code	Course	Credit
GSOC1103	Lanna Ways	3(3-0-6)
GSOC1104	Global Society and Living	3(3-0-6)
GSOC1105	Law in Daily Life	3(3-0-6)
GSOC1106	Thai Politics and Government	3(3-0-6)
GSOC1107	Corruption Prevention and Resistance	3(3-0-6)
1.3.2 Social Sciences Courses Group 2		3 credits
Course code	Course	Credit
GSOC2201	Thai Society and Sufficiency Economy Philosophy	3(3-0-6)
GSOC2202	Man and Sustainable Environment	3(3-0-6)
GSOC2203	Man and Economy	3(3-0-6)
GSOC2204	Fundamental Knowledge for Business Practices	3(3-0-6)
GSOC2205	Royal science	3(3-0-6)
1.4 Mathematics Science and Technology		9 credits
1.4.1 Science Mathematics Group 1		6 credits
Course code	Course	Credit
GSCI1101	Thinking and Decision Making	3(3-0-6)
GSCI1102	Information Technology for Life	3(3-0-6)
GSCI1103	Information for Learning	3(3-0-6)
GSCI2102	Science and Technology in Daily Life	3(3-0-6)
1.4.2 Science Mathematics Group 2		3 credits
Course code	Course	Credit
GSCI2201	Science for Quality of Life	3(3-0-6)
GSCI2202	Food for Health	3(3-0-6)
GSCI2203	Agriculture for Quality of Life	3(3-0-6)
GSCI2204	Exercise Sciences	3(3-0-6)
2. Specialized courses		138 credits
2.1 Professional Teaching Professionals		54 credits
2.1.1 Required Teaching Profession Group		34 credits

Course code	Course	Credit
CI 2201	Educational Philosophy and Curriculum Development	3(2-2-5)
CI 2301	Learning and Classroom Management	3(2-2-5)
CI 3301	Teaching Skills and Techniques	2(2-0-4)
CI 3501	Learning Resources and Local Wisdom	3(3-0-6)
ED 1101	Teachership, Morality and Ethics	3(3-0-6)
ED 1102	Language and Thai Culture for Teachers	2(2-0-4)
ED 1103	Foreign Language for Teachers	2(2-0-4)
ED 3101	Education Quality Assurance	2(2-0-4)
ER 2101	Learning Measurement and Evaluation	3(3-0-6)
ER 3201	Research for Learning Development	3(3-0-6)
ETI 2101	Innovation and Educational Information Technology	3(3-0-6)
PG 1202	Psychology for Teaching Profession	3(3-0-6)
SPE 1601	Education for Children with Special Needs	2(2-0-4)
	2.1.2 Professional teaching group, choose	6 credits
Course code	Course	Credit
CI 3201	School Curriculum Development	3(3-0-6)
CI 4401	Instructional Supervision	3(3-0-6)
ED 3301	Lifelong Education	3(3-0-6)
ED 3302	Education for Community Development	2(2-0-4)
ER 4101	Educational Project Evaluation	3(3-0-6)
ER 4102	Management of Educational Evaluation System	3(3-0-6)
ETI 3501	Use of Creative Media for Education	3(3-0-6)
ETI 3502	Design and Development of Educational Animation Multimedia	3(2-2-5)
ETI 3503	Production and Development of Computer Assisted Instructional	3(2-2-5)
ETI 4101	Education by Telecommunication Media Systems	3(2-2-5)
PE 3103	Recreation and Camping Management	3(2-2-5)
PE 4201	Cub Basic Unit Leader Training Course (C.B.T.C.)	2(1-2-3)
PE 4202	Scout Basic Unit Leader Training Course (S.B.T.C.)	2(1-2-3)
PE 4203	Senior Scout Basic Unit Leader Training Course (SS.B.T.C.)	2(1-2-3)

PG 2301	Human Relations for Teachers	3(3-0-6)
PG 3701	Activities for Student Development	3(3-0-6)
SPE 1102	Psychological Aspects of Children with Special Needs	2(2-0-4)
SPE 2127	Introduction to Thai Sign Language	2(1-2-3)
SPE 2137	Learning Management for Children with Learning Disabilities	3(3-0-6)

2.1.3 Professional Teaching Group 14 credits

Course code	Course	Credit
ED 3801	Professional Practicum 1	1(0-45-0)
ED 3802	Professional Practicum 2	1(0-45-0)
ED 5801	Teaching Practice on Specific Disciplines in School 1	6(0-240-0)
ED 5802	Teaching Practice on Specific Disciplines in School 2	6(0-240-0)

2.2 Majors course 84 credits

2.2.1 Single Major Courses 72 credits

2.2.1.1 Required Major Courses 51 credits

Course code	Course	Credit
ENG 1602	English for Arts	3(3-0-6)
ENG 1603	English for Work	3(3-0-6)
SO 1101	Thai History	3(3-0-6)
SO 1201	Geography of Thailand	3(3-0-6)
SO 1301	General Principle of Law	3(3-0-6)
SO 1501	Philosophy and Religions	3(3-0-6)
SO 2101	Historical Methodology and Sources	3(3-0-6)
SO 2102	Eastern and Western Civilizations	3(3-0-6)
SO 2201	Physical Geography	3(3-0-6)
SO 2301	Introduction to Sociology for Social Studies	3(3-0-6)
SO 2302	Politics and Government for Social Studies Teachers	3(3-0-6)
SO 2401	Economics for Social Studies Teachers	3(3-0-6)
SO 3201	World Geography	3(3-0-6)
SO 3601	Social Studies Content Integration	3(3-0-6)
SO 4401	Thai Economy and efficiency Economy Philosophy	3(3-0-6)
SO 4901	Research in Social Studies	3(3-0-6)
SO 4902	Seminar in Social Studies	3(3-0-6)

2.2.1.2 Elective major courses**21 credits**

Course code	Course	Credit
SO 3101	Lanna History	3(3-0-6)
SO 3102	History of Southeast Asia	3(3-0-6)
SO 3202	Geographic Tools and Geoinformatics	3(3-0-6)
SO 3203	Natural Resource and Environmental Management	3(3-0-6)
SO 3501	Buddhist Ceremonies	3(3-0-6)
SO 3502	Buddhism	3(3-0-6)
SO 3602	Culture and Local Wisdom	3(3-0-6)
SO 4101	History of World Society	3(3-0-6)
SO 4102	History of Asia	3(3-0-6)
SO 4103	History of the United States of America	3(3-0-6)
SO 4301	Law and Society	3(3-0-6)
SO 4302	Politics, Government and International Relations	3(3-0-6)
SO 4402	Economic and Social Development	3(3-0-6)
SO 4403	Thai Community Economy	3(3-0-6)
SO 4501	Religion for Peace	3(3-0-6)
SO 4502	Ethics	3(3-0-6)
SO 4603	Concept and Learning Resources in Social Studies	3(3-0-6)

2.2.2 Major subject teaching**6 credits**

Course code	Course	Credit
CI 4631	Social Studies Teaching Methods 1	3(2-2-5)
CI 4632	Social Studies Teaching Methods 2	3(2-2-5)
CI 4633	Social Studies Teaching Methods 3	3(2-2-5)

3. Elective Courses 6 credits

To choose any course in Chiang Mai Rajabhat University Without repeating the course Previously studied.

Table 2 Analysis of Social studies curriculum (five-year program) of Chiang-mai Rajabhat University

Aspects	Results
1. The aspect of philology of curriculum	The process aims to produce well-rounded graduates of social studies who could conduct an independent study from various learning resources in order to develop their knowledge as social studies teachers. The graduates must have an academic specialization, problem-solving skills, and ability to adapt and adjust themselves to dynamics in society. The graduates must appreciate ethics, morality, public consciousness, and community service. The graduates need to be good role models for individuals.
2. The aspect of curriculum objectives	To develop graduates with knowledge and capacity based on professional teaching standards; graduates possess moral and courageous ethics; be responsible to the teaching profession, academy, economy, society, and environment; be patient and generous; specialize in learning management, be able to work with learners and colleagues; be knowledgeable, know how to apply an understanding in theory and regulation to create new knowledge; solve problems with creativity; discuss and suggest new alternatives with leadership attitude; determine to develop self-capacity and update academic evolutions consistently; apply technology and innovation to learning management.
3. Number of students/ academic year	60
4. Require credits	174
5. Curriculum structure	The structure consists of three courses; general educations courses that require at least 30 credit such as languages courses, humanities and social science courses, science courses, and mathematics courses; specific requirement courses that require a minimum of 128 credits including teaching profession courses major required course, major elective course, and practicum in profession of teaching, required and elective courses of single majors and double major; free elective course with a minimum of 6 credits

3. Chiang Rai Rajabhat University

Bachelor of Education of Social Studies (Five-Year Programs) B.E. 2558 Revision

Name of institute : Chiang Rai Rajabhat University

Faculty : Faculty of Education

1. Curriculum

: Bachelor of Education Program in Social Studies

2. Degree name

: Bachelor of Education (Social Studies)

: B.Ed. (Social Studies)

3. Major -

4. Credit hour requirement: 169 credits

5. Curriculum

5.1 Program

Bachelor's Degree Program (Five-Year Programs)

5.2 Language used

Arrange teaching and learning in Thai Use documents and textbooks

Thai and English

5.3 Admission

Accepting Thai students

5.4 Collaboration with other institutions

Is a specialized course of Chiang Rai Rajabhat University

5.5 Degree Distribution

Bachelor with Single Major

6. Curriculum Status and Approval

The 2015 revised curriculum, revised from the Bachelor of Education

Program Social Studies Program (5 years) Curriculum Update 2012.

Academic Senate agreed to present to Chiang Rai Rajabhat University

Council In the meeting no. 5/2015 on 15 month ... July 2015...

7. Requesting an assessment for course registration.

The course is ready to request for assessment and dissemination of quality and standards as per the criteria. Undergraduate tertiary curriculum standards Education and Education in 2017, after 2 years of teaching.

8. Careers that can be assembled after graduation.

- 1) Teachers at the educational institution level, basic education
- 2) Educational personnel
- 3) Teachers at the college level
- 4) Academic studies
- 5) Freelance

9. Teaching and Learning Center

Faculty of Education, Chiang Rai Rajabhat University

10. External situations or development that need to be considered in the course development plan

10.1 Situation or economic development

The keen powers of the economy and technology changed in the era of globalization, resulting in high competition, affecting the lives of individuals in society. Stepping into the ASEAN customs of Member countries that will begin to enter the full system community by the end of 2015. Therefore, the preparation of human resources Of the country must be developed to be ready for the changes that will occur Therefore, development The curriculum for the Bachelor of Science in Hospitality must create knowledge Develop skills based on human resource development principles Which must be consistent And the 11th National Economic and Social Development Plan 2012-2016 Framework for development into the ASEAN Community And the announcement of the Ministry of Education Subject: Standardized Qualifications Framework In addition, the announcement of the Teachers Council of Thailand Profession Standards in 2013, which sets the goal of educational management in order to provide quality graduate teachers that will affect national development in the next region. Next

10.2 Situation or social and cultural development

Social and cultural changes occur rapidly in the post-globalization era. With the power of technology Preparing people for being in a fast-paced era according to current trends Change, therefore it is necessary to emphasize in accordance with the way of life and local culture and national culture And the way of life and culture in the ASEAN community.

11. The impact of items 10.1 and 10.2 on curriculum development and the relevance of the university's mission.

11.1 Curriculum development

From the impact of external circumstances on economic, social and cultural development, the curriculum development is proactive with potential And able to adjust the needs of the country and be accepted internationally. Including to support the situation of changes that may occur in the future and able to learn and develop themselves sustainably in a knowledge-based society and for the ASEAN Committee on Education (ASCOE). Which the activity / Educational project according to the ASEAN Socio-Cultural Community Plan on Human Resource Development and importance To the implementation of the study of strategic goals Actions to achieve integration of Education on ASEAN development agenda And creating a learning society. Therefore, the curriculum must be proactively developed with the potential to produce social studies teachers and educational personnel. To have knowledge and ability in social studies education For learners to learn and Able to develop oneself towards education in a sustainable society And be a quality citizen of the nation and continue to be a good global citizen.

11.2 Relevance to the mission of the institution.

Chiang Rai Rajabhat University has a mission to promote the teaching profession and to provide education for production. Graduates to have knowledge and ability to develop their own potential To meet the needs of communities and local rooms.

12. Relationship with other programs offered at other faculties/departments.

1 2 . 1 Subject groups/courses in this program offered by the faculty/department/other programs.

- General education subjects consist of Science and Technology, Langkawi Science, Humanities Language and Communication

- Foreign language courses in professions, both major and elective majors, conducted by foreign language experts from departments within the university and experts from Departments outside the university.

1 2 . 2 Subject groups/Courses in the curriculum that is offered to other faculties/departments/programs.

Come to study the courses offered in this course Students of other programs Can choose to study in certain courses according to the interests of each person And can choose to study as a free elective course

12.3 Management

The teacher responsible for the program must coordinate with the teacher who is represented by another faculty at Related to content In teaching and learning Scheduling classes and exam schedules accordingly And standards of learning outcomes according to the Bachelor degree qualifications in Education/Education, majoring in social studies By considering the expertise and the benefits of developing students to be quality social teachers.

Curriculum specifics

1. Philosophy, importance, and objectives of the program.

1.1 The philosophy of the program is as follows.

Bachelor of Education Program in Social Studies Aiming to produce social studies teachers that are "expert in social studies learning to create citizens with global living skills, conscious and to be a leader in environmental protection. Conserving culture, wisdom and local love. "

1.2 Course objectives

1) To develop graduates with knowledge, skills, and techniques in how to manage social studies to be able to integrate both theories Social science practice in managing learning effectively according to the philosophy of social studies

2) To develop graduates with skills in seeking knowledge with technology For academic development, quality of life is used as a tool for effective citizen development in the future.

3) To develop graduates To have awareness, a worldview, analytical ability Profound and critical social events and issues Based on morality, ethics and theories, knowledge can be involved appropriately.

4) To develop graduates to have love, value, cherish and have skills to maintain the landscape Local intelligence Art and culture Able to live according to the philosophy of sufficiency economy.

5) For graduate development To have public awareness Political consciousness Environmental awareness And being aware of all-round changes in society To be a base for the development of citizens and the world.

Educational Management System, Operations and Curriculum Structure.

1. Education system

1.1 Binary system

The education system uses a bilateral system, with 1 academic year divided into 2 regular semesters with a duration of not less than 15 weeks per normal semester. And according to regulations Chiang Rai Rajabhat University on Bachelor's Degree Education 2015.

1.2 Summer education management

No summer teaching But provide training for capacity enhancement in Teacher Profession and Empowerment of Specific Subjects.

1.3 Comparison of credits in the bilateral system.

without

2. Course implementation

2.1 Date and time of the course operation.

Semester 1, August - November

Semester 2, December - April

2.2 Qualifications of students

1) Must have completed not less than high school education or equivalent

2) Adhere to the standard of professional standards of the Secretariat of the Teachers Council of Thailand

3) General qualifications shall be in accordance with the regulations of Chiang Rai Rajabhat University. On education Bachelor Degree 2015

2.3 Selection of students

Selection of students Shall be in accordance with the announcement of Chiang Rai Rajabhat University regarding Undergraduate education By considering the evidence of the application for the theory test Teacher Tests, Interviews for Assessment

of Characteristics, etc. as prescribed by the Program Committee. With the consent of the university.

2.4 Problems of students entering

- 1 . Problems of adjusting to a new society of students and learning adjustment from the level Secondary education to higher education.
2. Students lack enthusiasm in searching for knowledge from the library.
3. Lack of English language skills to search for knowledge From various sources that are English language.

2.5 Strategies for solving problems / limitations of students in 2.4

- 1) Providing a group of academic advisors to give advice and suggestions on adaptation to higher education.
- 2) Coordinate with instructors in various courses to request cooperation in inserting content and enhancing study attitudes.
- 3) arrange for tests to test the level of foreign language proficiency And organize activities for Develop skills in using foreign languages for learning.

2.6 5-year student and graduate plan.

Year	Number of students in each academic year				
	2558	2559	2560	2561	2562
First year	60	60	60	60	60
Second year		60	60	60	60
Third year			60	60	60
Fourth Year				60	60
Fifth Year					60
Total	60	120	180	240	300
Possible graduates	-	-	-	-	60

2.7 Education system

Is a classroom-based education system And in accordance with the constraints of Chiang Rai Rajabhat University On Bachelor's degree education 2015.

2.8 Credit transfer comparison Courses and cross-university registration are in accordance with Chiang Rai Rajabhat University's regulations. On Bachelor's degree education 2015.

3. Course

1) Credit hour requirement: 169 credits

2) Course structure

A. General Education Courses	minimum	30 credits
1. Science and Technology subject	minimum	9 credits
2. Language and Communication subject	minimum	9 credits
3. Humanities subjects	minimum	6 credits
4. Social Sciences courses	minimum	6 credits.
B. Specific subject courses	minimum	133 credits.
1. Teachers	minimum	54 credits
- Required teaching profession	minimum	34 credits
- Teaching Profession	minimum	4 credits
- Practice teaching experience	minimum	16 credits
2. Major subjects	minimum	81 credits
- Single majors	minimum	69 credits
- Required majors	minimum	48 credits
- Elective majors	minimum	23 credits
- Teaching majors	minimum	6 credits
- Choose a major or teach majors	minimum	4 credits
C. Elective courses	minimum	6 credits

3) Course

The meaning of the course code in the program major.

ESS stands for Education program in Social Studies.

The third is the difficulty.

Number 4 means content type (separated by category)

Number 1 means religious philosophy group.

Number 2 means History.

The number 3 refers to the sociology of anthropology.

The number 4 means the geography group.

Number 5 means Political Science Subject And jurisprudence.

Number 6 means Economics.

Number 7 means Social Studies Integrative Group.

Number 8 means the social studies learning management group.

Number 9 refers to special project groups, special problems,
independent study projects, research seminar.

Number 5-6 refers to the order of the course.

4) Course

A. General Education Program 30 credits

1. Mathematics Science and technology To study at least 9 credits

Choose from the following courses:

Course code	Course	Credit
GEN1101	Mathematics in Daily Life	3(3-0-6)
GEN1102	Information Technology in Daily Life	3(3-0-6)
GEN1103	Sciences in Daily Life	3(3-0-6)
GEN1012	Healthy Living	3(3-0-6)

2. Language and Communication To study at least 9 credits

Compulsory subject A To students of all general undergraduate programs

Compulsory subject B For all Chinese language program students

Compulsory subject C For all English program students studying

Compulsory subject D To students in international programs Study

Compulsory subject A Compulsory courses from the following 6 credits

Course code	Course	Credit
GEN1021	Thai for Communication	3(3-0-6)
GEN1202	English for Communication I	3(3-0-6)

Choose from the following courses at least 3 credits

Course code	Course	Credit
GEN1203	English for Communication II	3(3-0-6)
GEN1022	Chinese for Communication I	3(3-0-6)
GEN1206	Japanese for Basic Communication	3(3-0-6)
GEN1207	Burmese for Basic Communication	3(3-0-6)
GEN1208	Lao for Basic Communication	3(3-0-6)
GEN1209	Korean for Basic Communication	3(3-0-6)
GEN1210	Vietnamese for Basic Communication	3(3-0-6)

GEN1211 Malay for Basic Communication 3(3-0-6)
 Compulsory subject B For all Chinese program students. 6 credits

Choose from the following courses.

Course code	Course	Credit
GEN1021	Thai for Communication	3(3-0-6)
GEN1202	English for Communication I	3(3-0-6)

Choose from the following courses at least 3 credits

Course code	Course	Credit
GEN1203	English for Communication II	3(3-0-6)
GEN1206	Japanese for Basic Communication	3(3-0-6)
GEN1207	Burmese for Basic Communication	3(3-0-6)
GEN1208	Lao for Basic Communication	3(3-0-6)
GEN1209	Korean for Basic Communication	3(3-0-6)
GEN1210	Vietnamese for Basic Communication	3(3-0-6)
GEN1211	Malay for Basic Communication	3(3-0-6)

Compulsory subject C For students in the English program. 6 credits.

To study from the following courses.

Course code	Course	Credit
GEN1021	Thai for Communication	3(3-0-6)
GEN1022	Chinese for Communication I	3(3-0-6)

Choose from the following courses at least 3 credits.

Course code	Course	Credit
GEN1023	Chinese for Communication II	3(3-0-6)
GEN1206	Japanese for Basic Communication	3(3-0-6)
GEN1207	Burmese for Basic Communication	3(3-0-6)
GEN1208	Lao for Basic Communication	3(3-0-6)
GEN1209	Korean for Basic Communication	3(3-0-6)
GEN1210	Vietnamese for Basic Communication	3(3-0-6)
GEN1211	Malay for Basic Communication	3(3-0-6)

Compulsory subject D For international students. 6 credits

To study from the following courses.

Course code	Course	Credit
GEN1212	Academic English for International Students	3(3-0-6)
GEN1213	Content-based Language Learning	3(3-0-6)

Choose from the following courses at least 3 credits

Course code	Course	Credit
GEN1021	Thai for Communication	3(3-0-6)
GEN1022	Chinese for Communication I	3(3-0-6)
GEN1206	Japanese for Basic Communication	3(3-0-6)
GEN1207	Burmese for Basic Communication	3(3-0-6)
GEN1208	Lao for Basic Communication	3(3-0-6)
GEN1209	Korean for Basic Communication	3(3-0-6)
GEN1210	Vietnamese for Basic Communication	3(3-0-6)
GEN1211	Malay for Basic Communication	3(3-0-6)

3. Humanities To study at least 6 credits

Choose from the following courses.

Course code	Course	Credit
GEN1031	Aesthetics of Life	3(3-0-6)
GEN1032	Life Skills	3(3-0-6)
GEN1033	Lanna Studies	3(3-0-6)
GEN1134	Meaning of Life	3(3-0-6)

4. Social Sciences To study at least 6 credits

Choose from the following courses.

Course code	Course	Credit
GEN1041	World and Regional Society	3(3-0-6)
GEN1042	Thai and Local Society	3(3-0-6)
GEN1044	Psychology for Social Development	3(3-0-6)
GEN1143	ASEAN Community	3(3-0-6)
GEN1144	Thai Politics and Government	3(3-0-6)
GEN1145	Law in Daily Life	3(3-0-6)

B. Specific subject courses	minimum	133 credits
1. Teacher Profession	minimum	54 credits
1.1 Compulsory teacher profession	minimum	34 credits

Course code	Course	Credit
ECU3201	Curriculum Development	3(2-2-5)
ECU3202	Instructional Management	3(2-2-5)
ECU3205	Management learning in the Classroom	3(2-2-5)
EEA3301	Educational Quality Assurance	2(1-2-3)
EED1101	Foundation of Education	3(2-2-5)
EED1103	Professional Teacher in Thai Society	3(2-2-5)
EED1104	Moral Ethics and Code of conduct for Teacher	2(1-2-3)
EED2101	Language and Culture for Teachers	3(2-2-5)
EET2701	Innovation Educational Communications and Information Technology	3(2-2-5)
EPC2401	Psychology for Teacher	3(2-2-5)
ERE3101	Measurement and Assessment Learning	3(2-2-5)
ERE4201	Research for Learning and Teaching Development	3(2-2-5)
	1.2 List of teachers selected Choose at least 4 credits	
Course code	Course	Credit
ECU2201	Learning Resources and Environment of learning	3(2-2-5)
ECU3203	Learning and Learning Management Following the Royal Footsteps of His Majesty the King	2(1-2-3)
ECU3204	Instructional Management for Thinking Process Development	2(1-2-3)
EEX3301	Inclusive Education	3(2-2-5)
ECU4301	Skills and Techniques for Instruction Management	3(3-0-6)
ECU4401	Instructional Management for Learner Development	3(2-2-5)
EED1102	Education for Sustainability	2(1-2-3)
EED1401	Scout Basic Unit Leader Training Course (S.B.T.C.)	2(1-2-3)
EED2301	Sex Education in School	2(1-2-3)
EED3201	School Botanical Garden	2(1-2-3)
EET2702	Learning Media and Educational Technology	2(1-2-3)

EPC2402	Psychological Guidance and Counseling	3(2-2-5)
EPC2403	Psychology for Life Development	3(2-2-5)

1.3 Not less than 16 credits of professional experience teaching

Course code	Course	Credit
EEF4102	Practicum in Professional I	2(100)
EEF4103	Practicum in Professional II	2(100)
EEF5203	Internship I	6(450)
EEF5204	Internship II	6(450)

2. Majoring group minimum 79 credits

2.1 Single majors minimum 69 credits

1) Compulsory major minimum 48 credits

Course code	Course	Credit
ESS1101	Moral Principle and Philosophy	3(3-0-6)
ESS2101	Religion Studies	3(3-0-6)
ESS1201	Thai History	3(3-0-6)
ESS3201	History of Asia	3(3-0-6)
ESS3202	History of Europe and America	3(3-0-6)
ESS1301	Introduction to Sociology and Anthropology for Social Studies Teachers	3(3-0-6)
ESS1401	Introduction to Geography for Social Studies Teachers	3(2-2-5)
ESS3401	World Regional Geography	3(2-2-5)
ESS1501	Introduction to Jurisprudence for Social Studies Teachers	3(3-0-6)
ESS2501	Introduction to Political Science	3(3-0-6)
ESS3501	Thai Constitutional Law	3(3-0-6)
ESS1601	Principles of Economics for Social Studies Teachers	3(3-0-6)
ESS2701	Asia Studies	3(3-0-6)
ESS3701	English for Social Studies Teachers	3(3-0-6)
ESS3702	Natural Resources and Environmental Management of Thailand	3(3-0-6)
ESS4901	Seminar in Social Studies	3(2-2-5)

2) Elective major minimum 21 credits

Course code	Course	Credit
ESS1102	Western Philosophy	3(3-0-6)
ESS1103	Eastern Philosophy	3(3-0-6)
ESS2102	Buddhism Philosophy	2(2-0-4)
ESS2103	Ethic Studies for Social Studies Teachers	2(1-2-3)
ESS3101	Mediaeval, Modern and Contemporary Philosophy	3(3-0-6)
ESS3102	Buddhism for Teacher	2(2-0-4)
ESS4101	Contrastive Religion Analysis	2(2-0-4)
ESS1202	Thai Economic and Social History	3(3-0-6)
ESS1203	Thai Studies for Social Studies Teachers	3(2-2-5)
ESS2201	World Civilization	3(3-0-6)
ESS2202	History of South East Asia	3(3-0-6)
ESS1302	Thai Society and Culture	3(3-0-6)
ESS2301	Social Problems	3(3-0-6)
ESS3301	Social and Cultural Change	3(3-0-6)
ESS3302	Cultural Studies	2(1-2-3)
ESS3303	Multicultural Education	2(1-2-3)
ESS1402	Economic Geography	3(3-0-6)
ESS2401	Analytical Geography of Thailand	2(1-2-3)
ESS2402	Introduction to Surveying	3(2-2-5)
ESS3402	Geographic Information System and Map Technology for Social Studies Teachers	2(1-2-3)
ESS4401	Geography of America	3(3-0-6)
ESS4402	Geography of Australia and Oceania	3(3-0-6)
ESS4403	Geography of Africa	3(3-0-6)
ESS1502	Thai Politics and Government	3(3-0-6)
ESS2502	Development of Thai Politics and Government	2(1-2-3)
ESS2503	Thai Local Government	3(3-0-6)
ESS3502	Thai Public Enterprise Administration	3(3-0-6)
ESS3503	International Relations	3(3-0-6)
ESS2601	Agricultural Economics	3(3-0-6)
ESS1602	Educational Economics	3(3-0-6)

ESS3601	Thailand Analytical Economic Studies	2(2-0-4)
ESS3603	Thai and World Economic	2(2-0-4)
ESS3602	Buddhism Economics	3(3-0-6)
ESS4601	Labor Economics	3(3-0-6)
ESS1701	Sustainable Development	3(3-0-6)
ESS1702	Appropriate Technology for Local Life	3(3-0-6)
ESS1703	Peace Studies	2(2-0-4)
ESS2702	Social Sciences and Development	3(3-0-6)
ESS2703	World Power Studies	3(3-0-6)
ESS2704	Study of Global Events	2(2-0-4)
ESS3703	Civic Education	2(1-2-3)
ESS3704	Chiangrai Studies	2(1-2-3)
ESS3705	Greater Mekong Sub regional Studies	2(1-2-3)
ESS3706	Social studies teacher and Lanna society	2(1-2-3)
ESS3707	Citizenship and globalization	2(1-2-3)
ESS4701	ASEAN Studies	2(1-2-3)
ESS4702	Population Studies and Development	2(1-2-3)
ESS4703	Cultural Environment	3(2-2-5)
ESS4704	Community Environment Conservation and Development	3(3-0-6)

2.2 Major subject teaching minimum 6 credits

Course code	Course	Credit
ESS4801	Instructional Management of Social Studies for Elementary Level	2(1-2-3)
ESS4802	Instructional Management of Social Studies for Secondary Level	2(1-2-3)
ESS4803	Measurement and Assessment Learning in Social Studies	2(1-2-3)

2.3 Choose a major or additional teaching minimum 4 credits

Course code	Course	Credit
ESS4804	Instructional management in History	2(1-2-3)
ESS4805	Instructional management in Geography	2(1-2-3)
ESS4806	Instructional media of Social Studies	2(1-2-3)
ESS4807	Learning Resource and Local Wisdom for Instructional Management	

in Social Studies 2(1-2-3)

ESS4808 Instructional Management of Social Studies as a Foreign Language 2(1-2-3)

5 . Elective courses to study at least 6 credits To choose any course in the curriculum that Chiang Rai Rajabhat University offers Which is not the same as the course that has been studied before minimum 6 credits.

Table 3 Analysis of Social studies curriculum (five-year program) of Chiang-rai Rajabhat University

Aspects	Results
1. The aspect of philology of curriculum	Social studies curriculum, Bachelor of Education, aims to produce social studies teachers who specialize in learning management of social studies subject in order to create citizens with social skills, social consciousness, environmental awareness, and cultural and local wisdom conservation.
2. The aspect of curriculum objectives	To develop graduates with the knowledge, capacity and teaching techniques for learning management of social studies subject; integrate theory and practical experiences into learning management; apply technology and innovation to develop academy and quality of life; present awareness and vision to the world; analyze events and social issues by the use of theory, morality, and consideration; participate in social events with appropriate manners; conserve and appreciate local wisdom and cultures; adapt the principle of sufficient economy; recognize public and political consciousness; be aware of social transformation to develop citizen for the country and the world.
3. Number of students / academic year	60
4 . Require credits	169
5. Curriculum structure	The structure consists of ; general educations courses that require at least 30 credit including science and technology courses, language and communication courses, and humanities and social science courses,; specific requirement courses that require a minimum of 128 credits including teaching profession courses major required course, major elective course, and practicum in profession of teaching, required and elective courses of single majors and double major; free elective course with a minimum of 6 credits

4. Kamphaeng Phet Rajabhat University

Bachelor of Education of Social Studies (Five-Year Programs) B.E. 2559 Revision

Name of institute : Kamphaeng Phet Rajabhat University

Faculty / Program : Education Social Studies

General information

1. Curriculum

Bachelor of Education Program in Social Studies

2. Bachelor's Degree Program

Full name of Bachelor: Bachelor of Education (Social Studies)

Short name of Bachelor: B.Ed. (Social Studies)

3. Majors - None

4. Credit hour requirement: 163 credits

5. Curriculum

5.1 Program : Bachelor's Degree Program (Five-Year Programs)

5.2 Language used : Thai

5.3 Admission : Accepting Thai students

5.4 Cooperation with other institutions

5.5 Degree Distribution : Bachelor with Single Major

6. Curriculum Status and Approval

6.1 Revised curriculum B.E. 2559, revised from the Bachelor of Education Program in Social Studies

6.2 Started in the first semester of academic year 2016 onwards

6.3 The Faculty Committee approves the curriculum at the 2nd meeting of 201610 March 2016

6.4 Academic Council screening course in the meeting No. 3/2016 on March 14, 2016.

6.5 The University Council approves the curriculum in the 3rd meeting of 2016, held on 17 March 2016.

7. Readiness for the dissemination of quality and standard courses The course is ready for dissemination.

Quality and standards as bachelor's degree qualifications Bachelor of Education Social Studies Program in the academic year 2019

8. Occupations that can be employed after graduation

8.1 Teachers/professors in schools and educational institutions

8.2 Academic career

8.3 Social Development Worker / Social Worker

Curriculum specifics

1. Philosophy, importance, and objectives of the program

1.1 Philosophy

Produce standardized quality social studies teachers.

1.2 Importance

Bachelor of Education Program Social Studies Is a curriculum that is used to arrange education for production and Develop graduates to be experts in social studies. As well as having skills and ability to apply social science Study to work with quality, morality and faith in professional ethics. As someone who will Is a professional social studies teacher Be a good member of society And live happily with others Be aware of Change of society and can face and solve problems or crises with intelligence.

1.3 Course objectives Upon graduation from this course Graduates will be knowledgeable and capable as follows

1. To produce graduates with knowledge Ability in the science of social studies and can manage social studies, religion and art in basic education.

2. Have a good attitude towards the teaching profession, morality, ethics and have the consciousness of being a top teacher. Fundamentals of knowledge With the learning management process and receiving a good role model from teachers and related persons in order to develop learners to maximize efficiency.

3. have a wide worldview and faith in the teaching profession Have developed their own potentials, both professionally and academically, to keep pace with technology, innovation, and new technology That developed quickly, accepted Change Of society, economy and politics.

4. Able to develop research knowledge to be used in the development of teaching and learning effectively.

2. Improvement plan: This course will be completed in the academic cycle (5 years).

Development plan /Adjustment	Strategies	Curriculum/ Indicators
<p>1. Improve the curriculum so that the standards are not lower than the professional standards set by the Teachers Council of Thailand and in accordance with the criteria for tertiary education curriculum standards. And announcement of the Bachelor's degree in Education and Education (5 year program)</p>	<p>1. Track changes and The need for manpower in the region Education for information on Curriculum development. 2. Invite experts from both the government and Private sector is involved in curriculum development. 3. There is a follow up and evaluation of the curriculum continuously.</p>	<p>- Performance reports and course amendments - Average user satisfaction level of graduates level 3.5 out of level 5</p>
<p>2. The teaching and learning process that is student-centered.</p>	<p>1. Learning and teaching management that is student-centered and consistent Benchmark Qualification Level National higher education 2. Teaching and learning assessment</p>	<p>- Teaching management plans based on qualifications standards Tertiary(TQF3, TQF5) - Assessment results of instruction</p>
<p>3. Review and update the curriculum to be consistent with the work results. New research in science Their own in other related sciences, including the changing trends of new knowledge of professional organizations</p>	<p>1. Follow up on academic seminars of professional associations and university groups. 2. Track trends in developing learners / graduate users both locally and nationally.</p>	<p>- Report of the meeting on the quality and standard of social studies. - There is information on trends in developing learners / graduate users both at the local and national levels.</p>

Development plan /Adjustment	Strategies	Curriculum/ Indicators
4. Teaching and learning resource management	<p>1. To promote the production of documents / textbooks / teaching media.</p> <p>2. Supply of equipment Standard classroom equipment.</p>	<p>- Increased documents / textbooks / teaching media</p> <p>- Media, equipment, teaching aids, classrooms, laboratories with sufficient standards.</p>
5. Personnel management	<p>1. To promote the development of teaching skills</p> <p>2. Promoting academic and professional skills development</p>	<p>- Teacher Skill Development Project</p> <p>- The amount of budget allocated Teachers attend training seminars</p> <p>- Report of participation in training, meeting and seminar</p> <p>- There is an evaluation of students' teaching towards teachers</p>
6. Support and student development	<p>- Promote the development of Counseling/academic participation.</p> <p>- Promote and support development Student features provided Consistent learning standards outcomes</p>	<p>- Systems and academic consulting projects</p> <p>- Student Characteristics Development Project</p>
7. Needs of the labor market, society and satisfaction Of graduates.	<p>- Research / survey the needs of the labor market and the satisfaction of graduate users.</p>	<p>- Research findings / needs survey Of the labor market.</p> <p>- Research results / satisfaction survey of graduate users.</p>

Educational Management System, Operations and Curriculum Structure

1. Educational management system

1.1 System

Use a bilateral education system in one academic year, divided into 2 regular semesters, with 1 semester having a study duration of not less than 15 weeks by organizing and teaching To be in accordance with the standard criteria for higher education courses

1.2 Summer education management

Summer instruction may be provided with the opinion of the program administration committee, depending on the consideration and discretion of the president.

1.3 Comparison of credits in the bilateral system -None-

2. Program implementation

2.1 Date and time of the course operation

Regular semester 1: August - November

Regular semester 2: January-April

Summer semester: May – July

2.2 Qualifications of students

Those who are eligible to apply for this program Must have the following qualifications

1. Graduated from high school or equivalent and in accordance with Kamphaeng Phet Rajabhat University's regulations regarding undergraduate education management.

2. There are other eligibility criteria as specified by Kamphaeng Phet Rajabhat University.

By selection method To be in accordance with the criteria / announcement of the examination for undergraduate studies of Kamphaeng Phet Rajabhat University.

2.3 Problems of first-time students

Adaptation to the tertiary education system, which is a system focusing on learning and self-control.

2.4 Strategies for solving problems / limitations of students in item 2.3 Arrange orientation at the university level Faculty and program Arrange a parent meeting,

organize a consultation system Guidance with counselors from the program overseeing the coordination with teachers and parents in case of problems.

2.5 Plans for accepting students and graduates for 5 years

(at the location of Kamphaeng Phet Rajabhat University)

Year	Number of students in each academic year				
	2559	2560	2561	2562	2563
First year	30	30	30	30	30
Second year	-	30	30	30	30
Third year	-	-	30	30	30
Fourth Year	-	-	-	30	30
Fifth Year	-	-	-	-	30
Total	30	60	90	120	150
Possible graduates	-	-	-	-	30

5-year student and graduation plan (some locations outside Kamphaeng Phet Rajabhat University, Mae Sot)

Year	Number of students in each academic year				
	2559	2560	2561	2562	2563
First year	30	30	30	30	30
Second year	-	30	30	30	30
Third year	-	-	30	30	30
Fourth Year	-	-	-	30	30
Fifth Year	-	-	-	-	30
Total	30	60	90	120	150
Possible graduates	-	-	-	-	30

3. Curriculum

3.1 Total of 163 credits was required

3.2 Curriculum structure

1. General education	minimum	30	credits
(1) Language and Communication courses		9	credits
(2) Humanities courses		6	credits
(3) Social Science courses		6	credits
(4) Science and Mathematics		9	credits

Course code	Course	Credit
1541001	Thai Language Usage Skills	3(3-0-6)
1541002	Language and Communication for Specific Purposes	3(3-0-6)
1561001	Japanese for Communication	3(3-0-6)
1571001	Chinese for Communication	3(3-0-6)
1571002	Fundamental Chinese for Tourism	3(3-0-6)
1661001	Korean for Communication	3(3-0-6)
1691001	Fundamental Burmese	3(3-0-6)
1691002	Burmese for Communication	3(3-0-6)

1.2 Humanities Choose at least 6 credits from the following courses

Course code	Course	Credit
1001003	Human Behavior and Self-Development	3(3-0-6)
1001005	Thinking and Decision Making Skills	3(3-0-6)
1511001	Ethics and Human Beings	3(3-0-6)
1511002	Facts of Life	3(3-0-6)
1521001	Buddhism	3(3-0-6)
1631001	Information for Study and Research	3(3-0-6)
2011001	Aesthetics of Visual Arts	3(3-0-6)
2051001	Aesthetics of Performing Arts	3(3-0-6)
2061001	Music Appreciation	3(3-0-6)
3501001	Leadership Development	3(3-0-6)
3501003	Personality Development and the Arts of Socializing	3(3-0-6)

1.3 Social Sciences courses choose to study at least 6 credits of the following course.

Course code	Course	Credit
2501001	History of Thai Society and Culture	3(3-0-6)
2501003	Public Mind and Civic Social Engagement	3(3-0-6)
2501004	Interdisciplinary Social Science for Development	3(3-0-6)
2521001	Globalization and Localization	3(3-0-6)
2521002	ASEAN Studies	3(3-0-6)
2541001	Human, Community, and Environment	3(3-0-6)
2541002	Local Resource Management	3(3-0-6)

2551002	Fundamental Knowledge on Thai Politics and Government	3(3-0-6)
2561001	Introduction to Laws	3(3-0-6)
3501004	Business Initiation	3(3-0-6)
3531001	Finance in Daily Life	3(3-0-6)
3541001	Entrepreneurship	3(3-0-6)
3591002	Sufficiency Economy	3(3-0-6)

1.4 Mathematics Science and technology, choose to study

The following courses minimum 6 credits.

Choose from groups 1.1-1.4 3 credits.

Course code	Course	Credit
1161001	Sports and Recreation for Quality of Life	3(2-2-5)
1161002	Exercise for Health	3(2-2-5)
4001002	Science and Technology for Daily Life	3(3-0-6)
4001003	Environments and Natural Resources Conservation	3(3-0-6)
4071001	Health and Health Care	3(3-0-6)
4091001	Mathematics in Daily Life	3(3-0-6)
4091003	Mathematics and Decision Making	3(3-0-6)
4121001	Computer and Information Technology	3(2-2-5)
4121005	Website Design and Development	3(2-2-5)
4121006	Package Software for Application 3	(2-2-5)
5001001	Agriculture in Daily Life	3(3-0-6)
5071001	Food for Health	3(3-0-6)
5501001	Technology in Daily Life	3(3-0-6)

2. Specific subject courses minimum 133 credits.

2.1. Professional Teaching Groups minimum 46 credits.

2.1.1 Required Teaching Profession 32 credits.

Course code	Course	Credit
1012101	Philosophy and Self-actualization for teacher	3(3-0-6)
1012103	Language and Culture for Teacher	3(2-2-5)
1012104	English for Teachers	3(2-2-5)
1022001	Curriculum Development	3(2-2-5)

1022002	Principle of Learning Management and Classroom Management	3(2-2-5)
1032201	Innovation and Education Information Technology	3(2-2-5)
1043001	Learning Measurement and Evaluation	3(2-2-5)
1052001	Psychology for Teacher	3(3-0-6)
1043002	Research for Learning Development	3(2-2-5)
1063005	Educational Quality Assurance	3(3-0-6)
1003101	Practicum 1	1(90)
1004102	Practicum 2	1(90)

2.1.2 Teacher Profession, Select 2 credits.

Course code	Course	Credit
1012002	Academic Camp Management	2(1-2-3)
1063004	Principal of Educational Administration	2(1-2-3)
1022003	Skills and Techniques of Learning Management	2(1-2-3)
1063005	Educational Administration Leadership	2(1-2-3)
1033202	Medias Texts Construction	2(1-2-3)
1043003	Statistics for Data Analysis in Education	2(1-2-3)
1053002	Guidance and Activities for Student Development	2(2-0-4)
1083001	Inclusive Education	2(2-0-4)
1001002	Thai Language for Communication of Teachers	2(2-0-4)
1005101	English for Communication of Teachers	2(2-0-4)
1024001	Chinese for Communication of Teachers	2(2-0-4)
1031101	Computers for Education	2(1-2-3)

.1.3 Professional Teaching Profession 12 credits.

Course code	Course	Credit
1004103	Internship 1	6(540)
1005104	Internship 2	6(540)

2.2 Majors in the following courses 81 credits

2.2.1 Required Major Courses 60 Credits

Course code	Course	Credit
Social Sciences and Teaching Group		
1231101	Principles of Sociology for Teacher	3(3-0-6)
1234102	Modern Teaching Media for Social Studies	3(2-2-5)
1233103	Social Science Research Methodology for Teacher	3(2-2-5)
1162001	English for Social Studies Teachers	3(3-0-6)
Religious groups, morals, ethics		
1231201	Religious Studies for Teacher	3(3-0-6)
1232202	Biography of important person in Buddhism	3(3-0-6)
1234203	Buddha's Teaching Methods	3(2-2-5)
1233204	Buddhist Ceremonies for Teacher	3(2-2-5)
Duty groups, citizens, culture and lifestyle in society		
1232301	Thai Politic for Teachers	3(3-0-6)
1233302	Civil and Commercial Code	3(3-0-6)
1233303	Criminal Law	3(3-0-6)
Economics group		
1231401	Economics for Teacher	3(3-0-6)
1232402	Economy of world and ASEAN	3(3-0-6)
Historical group		
1231501	Thai History for Teacher	3(3-0-6)
1231502	Thai History (Rattanakosin Period)	3(3-0-6)
1233503	Eastern Civilization	3(3-0-6)
1233504	Western Civilization	3(3-0-6)
Geographic group		
1233602	Geo-informatics for Teacher	3(2-2-5)
1231601	Physical Geography for Teacher	3(2-2-5)
1233603	Regional Geography of the World	3(3-0-6)
2.2.2 Majors choose to study from the following courses:		9 credits
Course code	Course	Credit
1232505	The History of Religions Arts in Thailand	3(2-2-5)
1232506	Biography of important person in Thai History	3(3-0-6)
1233305	Human Rights for Teacher	3(3-0-6)

1232403	Economy in daily life	3(3-0-6)
1234507	History of Southeast Asia for Teachers	3(3-0-6)
1234107	Local Studies	3(2-2-5)
1234108	Local Wisdom	3(2-2-5)
1234205	Buddhism for Teacher	3(3-0-6)
1232206	Ethics and Life	3(3-0-6)
1233207	Buddhist Proverbs	3(3-0-6)
1234508	History of Europe	3(3-0-6)
1232604	Sustainable Natural Resources and Environmental Management for Teacher	3(3-0-6)
1232304	Constitutional Laws	3(3-0-6)
1233307	Law on Juvenile Delinquency and Procedure of the Court	3(3-0-6)
1233109	Social Camp Academic Studies	3(2-2-5)
1234104	Seminar in Trend and Management of Social Problems for Teachers	3(2-2-5)
2.2.3 Major subject teaching		6 credits
1234105	Teaching Behavior on Social Education in Primary Education Level	3(2-2-5)
1234106	Teaching Behavior on Social Education in Secondary Education Level	3(2-2-5)

2.2.4 Major or teaching Choose from the following courses,

amount of 6 credits

Choose any course in the chosen major group Which is not the same as the course that has been studied before

2.3 Free elective course Study at least 6 credits

o choose any course in the Kamphaeng Phet Rajabhat University Which is not the same as the courses I've studied And must not be the subject assigned to study By including credits in the course completion criteria.

Table 4 Analysis of Social studies curriculum (five-year program) of Kamphaengphet Rajabhat University

Aspects	Results
1. The aspect of philology of curriculum	To produce Social studies teachers with standardized quality.
2. The aspect of curriculum objectives	To develop graduates with knowledge and capacity of social science; be able to conduct learning management of social studies subject for basic education; present good attitude towards the teaching profession, possess moral and courageous ethics; appreciate teacher profession by being a good role model to others; present vision and faith in teacher profession; determine to develop self-capacity and keep track on technological, academic, innovative transformation; accept and adjust to social, economic and political change; develop knowledge of applied research to improve learning and teaching of social studies.
3. Number of students / academic year	30
4. Require credits	163
5. Curriculum structure	The structure consists of three courses; general educations courses that require at least 30 credit such as language and communication courses, humanities and social science courses, mathematics courses, and science and technology courses; specific requirement courses that require a minimum of 127 credits including teaching profession courses major required course, major elective course, and practicum in profession of teaching, required and elective courses of single majors and double major; free elective course with a minimum of 6 credits

5. Nakhon Sawan Rajabhat University

Social Studies Program Nakhon Sawan Rajabhat University

Curriculum : Bachelor of Education Program in Social Studies

Bachelor of Education Program The Social Studies Program (revised curriculum 2015) is a professional program with a professional organization setting standards and controlling the curriculum to be in accordance with the knowledge and production standards as specified. Which will certify the curriculum for five years at a time and in 2009 the Ministry of Education announced the Bachelor's degree qualification Education and Education (Five Year Program) Require higher education institutions to improve the curriculum to meet the standard framework set Within the academic year 2012, Nakhon Sawan Rajabhat University Therefore proceed to improve the curriculum to be in line with the standards set by professional organizations and the Ministry of Education. And is a professional development to meet standards for good teachers, talented teachers with knowledge and moral values.

Careers that can be assembled after graduation

- Teachers of Social Studies and History And ASEAN studies in public and private schools And educational personnel
- Community Development Officer
- Social Developers
- Social Developers
- Academics, institutions, educational agencies
- Academic office of Buddhism
- Tambon Administrative Organization Academic
- Provincial Administrative Organization Academic

Qualifications of students

- Graduated not lower than high school level or equivalent.
- Having other qualifications as announced by Nakhon Sawan Rajabhat University.

Curriculum structure

Subject / Subject Group	Credit
1. General Education	32
1.1 Language and Communication courses	9
1.2 Humanities courses	7
1.3 Social Science courses	6
1.4 Science and Mathematics	10
2. Specific content	128
2.1 Teaching Profession	50
2.1.1 Teacher profession compulsory	30
2.1.2 teaching profession	6
2.1.3 Teaching practicum	14
2.2 Specific courses	78
2.2.1 Major subjects	68
2.2.2 Teaching of major subjects	6
2.2.3 Major or additional teaching subjects	4
3. Elective course	6
Total	166

Study plan

1st year

Semester 1

Course code	Course	Credit
1001501	Morality, Ethics and Teacherhood	3(3-0-6)
2451101	Introduction to political science	3(3-0-6)
2491210	Environmental ethics	2(2-0-4)
2431101	Sociology	3(3-0-6)
xxxxxxx	General education	8-9
Total		19-20

Semester 2

Course code	Course	Credit
1001701	Thai language for teachers	2(2-1-3)
1152103	Psychology for teachers	3(3-0-6)

2451102	Politics and government of Thailand	3(3-0-6)
2461102	Basic knowledge about law	3(3-0-6)
xxxxxxx	General education	8-9

Total 19-20

2nd year

Semester 1

Course code	Course	Credit
1122202	Curriculum development	3(2-2-5)
2472102	Thai history	3(3-0-6)
2492201	Buddhism	3(2-2-5)
3501102	Introductory economics	3(3-0-6)
xxxxxxx	Choose 3 subjects from general education.	8-9

Total 20-21

Semester 2

Course code	Course	Credit
1111101	Philosophy of Education	2(2-0-4)
1002702	English for teachers	3(3-0-6)
2472403	European history from 19th to the present	3(3-0-6)
2482401	Ethics, morals, ethics	3(3-0-6)
xxxxxxx	Choose 3 subjects from general education.	8-9

Total 19-20

3rd year

Semester 1

Course code	Course	Credit
1133301	Innovation and educational information technology	3(2-2-5)
2442701	Geophysics	3(3-0-6)
2473301	Southeast Asian History	3(3-0-6)
2432203	Development of modern society	3(3-0-6)
2493101	Comparative religion	3(3-0-6)
1123703	Learning Management in ASEAN Studies	2(1-2-3)
xxxxxxx	Elective course	3(x-x-x)

Total 20

Semester 2

Course code	Course	Credit
1123202	Principles of learning management and classroom management	3(2-2-5)
1143401	Measurement and evaluation of learning	3(2-2-5)
2433103	Social and cultural change	3(3-0-6)
2442402	Basic Geographic Information System	3(2-2-5)
1123705	Civic duty and morality	3(3-0-6)
1123704	Learning Management of Citizenship	2(1-2-3)
1003801	Professional practice while studying. 1	2(1-2-3)
Total		19

4th year**Semester 1**

Course code	Course	Credit
1164601	Educational quality assurance	2(2-0-4)
2443303	Environment and Population	3(3-0-6)
2433202	The relationship between economy, society and politics	3(3-0-6)
1123717	English for Social Studies Teachers	3(3-0-6)
1124609	Social studies learning management	3(2-2-5)
1124202	Learning Management Model (Teacher Profession)	2(1-2-3)
1004803	Professional Practice during Study 2	1(0-1-2)
xxxxxxx	Elective course	3(x-x-x)
Total		20

Semester 2

Course code	Course	Credit
1144401	Research for learning development	3(2-2-5)
2443201	Thailand geography	3(3-0-6)
3504102	Thailand and the world economy	3(3-0-6)
2473501	United States history	3(3-0-6)
1124610	Learning history management	3(2-2-5)
1124301	Media and Social Studies Learning Activities (Teaching Profession)	2(1-2-3)

1124701	Learning management that develops thinking skills (professional teaching)	2(1-2-3)
1004804	Professional Practice during Study 3	1(0-1-2)
		Total 20

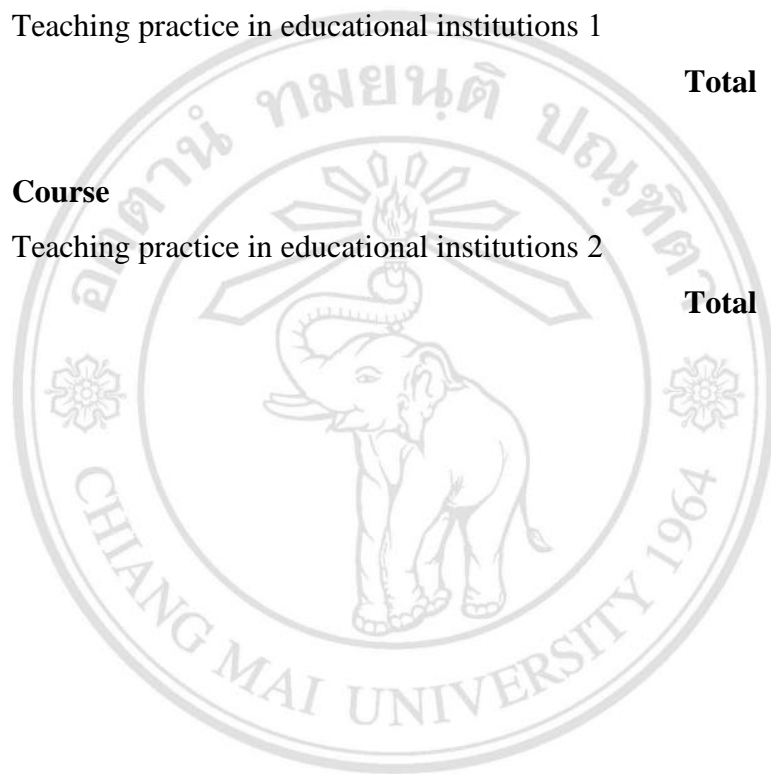
Year 5

Semester 1

Course code	Course	Credit
1005803	Teaching practice in educational institutions 1	5(450)
		Total 5

Semester 2

Course code	Course	Credit
1005804	Teaching practice in educational institutions 2	5(450)
		Total 5



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Table 5 Analysis of Social studies curriculum (five-year program) of Nakhonsawan Rajabhat University

Aspects	Results
1. The aspect of philology of curriculum	Graduates of social studies have knowledge, capacity and learning management skills. Graduates need to be good citizens and appreciate ethics and morality. Graduates must present the code of ethics of teaching professions and integrate knowledge into concrete practice to develop society and country.
2. The aspect of curriculum objectives	To develop graduates who have faith in teacher profession; cherish the code of ethics of teaching professions; possess moral, ethics, and kindness towards learners; be aware of self and social development; adhere democratic spirit; be able to work with others with high potential; portray appropriate personalities and good behaviors as social studies teachers; have knowledge and capacity based on professional teaching standards; analyze and solve problems with consideration; be ambitious and active; conduct consistent self-development by seeking new knowledge and applying the knowledge to experience management of learners; communicate well with Thai and foreign languages; use technology for education to encourage students' learning ability.
3. Number of students / academic year	60
4. Require credits	166
5. Curriculum structure	The structure consists of three courses; general educations courses that require at least 32 credit such as languages courses, humanities and social science courses, science courses, and mathematics courses; specific requirement courses that require a minimum of 128 credits including teaching profession courses major required course, major elective course, and practicum in profession of teaching, required and elective courses of single majors; free elective course with a minimum of 6 credits

6. Pibulsongkram Rajabhat University

Bachelor of Education of Social Studies (Five-Year Programs) B.E. 2555 Revision

Name of institute : Pibulsongkram Rajabhat University

Campus/Faculty/department : Faculty of Education, Department of Social Studies

1. Curriculum

Bachelor of Education Program in Social Studies

2. Bachelor's Degree Program

Full name of Bachelor: Bachelor of Education (Social Studies)

Short name of Bachelor: B.Ed. (Social Studies)

3. Major : -

4. Credit hour requirement: 167 credits

5. Curriculum

5.1 Program : Bachelor's Degree Program (Five-Year Programs)

5.2 Language used : Thai

5.3 Admission : Accepting Thai students only

5.4 Cooperation with other universities

The curriculum was developed solely and directly for Pibulsongkram Rajabhat University

5.5 Degree Distribution : Bachelor with Single Major

6. Curriculum Status and Approval

Curriculum revised 2011, revised from the Bachelor of Education Program (5 Year Program), Education Program Revised curriculum 2005

Considered and screened by the Committee on Critical Education Program of Education on 8-9 October 2011

Considered and screened by the committee Faculty of Education In the 13th meeting of the Meeting No. 13/2011 on October 19, 2011

Have been moderated by the Diploma and Bachelor of Educational Management Committee In the meeting, held on January 17, 2012

Have moderated by the course screening committee in the meeting 11 (2/2555) on 10 February 2012

Was moderated by the Academic Council Committee of Pibulsongkram Rajabhat University at the 34th meeting (2/2555) on 10 March 2012

Approved for courses from the Phibun Songkhram Rajabhat University Council in the 71th meeting (2/2555) on the 4th of April 2012.

Opened the semester 1, academic year 2012

7. Readiness for the dissemination of quality and standardized courses Readiness for the dissemination of quality and standard courses according to the bachelor's degree in education and education in social studies major in the academic year. After teaching for 2 years

8. Careers that can be assembled after graduation

8.1 Social studies teachers at the basic education level, both in government and private agencies.

8.2 Academic of Education

8.3 Independent self-employed in education

9. Place of teaching and learning

9.1 Theoretical and practical teaching and learning in the Faculty of Education Faculty of Humanities and Social Sciences, Pibulsongkram Rajabhat University

9.2 Professional experience training organized at educational institutions in basic education levels, both public and private.

10. External situations or development that need to be taken into account in curriculum planning

10.1 Situation or economic development The current economic situation in Thailand is influenced by the free economy and globalization, which makes Thai economy integrated into the global economy. The important global economic situation is the expansion of international trade. The increase in international capital causes the economies of different regions to be more interdependent and interdependent. Countries reform their economies to prepare themselves for increasingly fierce economic competition and to reduce restrictions to promote free trade. Create opportunities for fund mobilization, capital movement resulting in economic integration in various regions. For example, the European Community (EEC), the North American Free Trade Area (NAFTA), the ASEAN Free Trade Area (AFTA), while also having small-scale

cooperation between areas of the country in the form of a sub regional Economic Zone. Such as economic cooperation between Thailand, Laos, Myanmar and southern China, each country rely on each other's advantages to increase economic competitiveness.

10.2 Situation or social and cultural development The important social and cultural situation in Thailand occurs because the borderless communication system causes cultural globalization, influence of culture and power. The economic development of the developed world has poured into the country severely, causing Neo-Westernization of the world culture dominated the idea of world view, dress, consumption, widely spread over the culture of the global community. Making the whole world to be like one village Any member of a village can do something to the whole world. When they are in the same village, events that occur in one part of the world can suddenly become aware of anything that affects one country. To other countries as well, inevitably

11. Effects of 10.1 and 10.2 for curriculum development and the involvement with the mission of the institution.

11.1 Curriculum development is to create a curriculum that meets teacher professional standards. Develop learners to have social studies knowledge, research process, intellectual skills, morality and ethics that are consistent with the professional ethics of teachers. Be a good citizen of the local community, society and nation.

11.2 Relevance to the mission of the institution. The main mission of the Faculty of Education, Pibulsongkram Rajabhat University Is to produce graduates in accordance with professional standards, professional development, professional development of teachers, in line with local and social needs Creative research Promote transfer of educational knowledge to local and society, academic services, and create educational networks with the locality and to promote, create, and preserve arts and culture. Conserving natural resources and the environment.

12. Relationship with other programs in the faculty / other departments of the institution

12.1 Subject / Courses in this program offered by the faculty / department / other programs;

12.1.1 General education subjects include language courses Humanities Social Sciences Science Mathematics and Subject Characterization

12.1.2 Specialized subject in teacher profession Organized by the teachers of the Faculty of Education.

12.1.3 Specific subject areas are history, geography, environment and population, political science, law Sociology and Economics Religion and philosophy Taught by teachers at the Faculty of Humanities and Social Sciences

12.1.4 Elective courses

12.2 Subject groups/courses in this program that students from faculties / departments / other courses can come to study - none

12.3 Management

12.3.1 There is a teacher education committee to coordinate all faculties and programs to provide education for quality teachers.

12.3.2 Learning and teaching are based on the principle of learners as well as the integration of knowledge in both theory and practice.

12.3.3 Establish a professional experience system for students to practice experience in the area of Manage teaching classes in courses from real schools

Curriculum specifics

1. Philosophy, importance, and objectives of the program

1.1 Philosophy of the curriculum

The Faculty of Education Social Studies program graduates are people with social studies knowledge as Good citizens of society Uphold virtue and keep up with changes in Thai society and the world society.

1.2 The importance of the curriculum

The Bachelor of Education Program in Social Studies is a program aimed at producing graduates who are teachers and educational personnel who have social studies knowledge both in theory and in practice, have intellectual skills, have the ability to think critically. Synthetic thinking Assess the ability to manage Learn and develop educational innovation Have the ability to solve problems The development of research students has skills and the ability to create interpersonal relationships. Have the ability to communicate and be accepted to the local community, society and the nation

1.3 Objectives of the curriculum

Bachelor of Education Program The social studies program aims to produce graduates to have Knowledge and ability in various fields as follows

1.3.1 Morality and ethics have morals and desirable ethics. Consistent with the professional ethics of teachers

1.3.2 Knowledge in social studies By integrating subjects in the history, geography Population environment Political Science Law Sociology, economics, religion and philosophy for use in learning management.

1.3.3 Intellectual skills, critical thinking Synthetic evaluation And apply knowledge about concepts, theories and principles related to social studies to manage learning, solve problems, develop learners, expand knowledge, have leadership in working with vision In the development of social studies teaching

1.3.4 In interpersonal skills and responsibilities, sensitivity in the perception of students Pay attention in listening And develop good interpersonal relations with responsibility.

1.3.5 Skills in numerical and analytical skills And the use of technology Information is sensitive to analysis, summary of ideas, information, communication ability, judgment in choosing and presenting information.

1.3.6 Learning management skills: have expertise in social studies learning by using educational innovation and integrated learning management Respond to learners according to their potential, both in the form of formal learning management, semi-formal style, and informal creative style.

Curriculum structure

1. Educational management system

1.1 The system uses a bilateral system, with 1 academic year divided into 2 regular semesters and 1 regular semester with a study duration of not less than 15 weeks. 1.2 Summer education management : no summer session.

1.3 The comparison of credits in the bilateral system is in accordance with the regulations of Pibulsongkram Rajabhat University on the undergraduate study management B.E. 2006.

2. Program implementation

2.1 days - time for teaching and learning operations

2.1.1 Operation day-time

Regular business hours

Semester 1, June - October

Semester 2, October - March

Out-day office hours (Saturday-Sunday)

2.1.2 Study period The duration of study is 5 years. The duration of the study is no more than 10 years. Enroll in full-time and not more than 15 years for full-time enrollment.

2.1.3 Enrollment in each semester, students are required to register for no less than 9 credits and no more than 22 credits, in accordance with the regulations of Pibulsongkram Rajabhat University on the undergraduate study management B.E. 2006 and Issue 2, 2010.

2.1.4 Evaluation and Graduation

1) The evaluation is in accordance with the regulations of Pibulsongkram Rajabhat University. On Undergraduate Education Management 2006 and 2nd Edition 2010.

2) Graduation

2.1) In accordance with the regulations of Pibulsongkram Rajabhat University On Undergraduate Education Management 2006 and 2010.

2.2) have other qualifications According to the criteria of the Ministry of Education or faculty Member of the Executive Committee on Basic Education Teacher Effectiveness Program

2.2 Qualifications of students

2.2.1 Graduated from high school or equivalent and in accordance with the regulations of Pibulsongkram Rajabhat University. Bachelor of Education 2006 and Issue 2, 2010.

2.2.2 Other qualifications According to the criteria of the Ministry of Education or faculty Member of the Executive Committee on Basic Education Teacher Effectiveness Program.

2.3 Problems of first-time students

2.3.1 Adaptation and lack of academic skills in learning from secondary level to university level.

2.3.2 English language proficiency and computer usage do not pass the basic criteria.

2.4 Strategies for solving problems/limitations of students in item 2.3

2.4.1 Provide counselors and instructors to take care and give advice to students.

2.4.2. Students to train to improve the basic English and computer.

2.5 Plan for admissions and graduates in 6 years

Year	Number of students in each academic year					
	2555	2556	2557	2558	2559	2560
First year	50	50	50	50	50	50
Second year	-	50	50	50	50	50
Third year	-	-	50	50	50	50
Fourth Year	-	-	-	50	50	50
Fifth Year	-	-	-	-	50	50
Total	50	100	150	200	250	250
Possible graduates	-	-	-	-	50	50



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3. Curriculum

3.1 Total credits :minimum 167 credits

3.2 Curriculum structure

Subject	OHEC criteria	Revised curriculum 2005	Revised curriculum 2012
1. General Education	minimum 30	minimum 32	minimum 30
2. Specific content	minimum 124	minimum 125	minimum 131
2.1 Teaching Profession	minimum 46	minimum 50	minimum 50
2.1.1 Academic Education		minimum 33	minimum 34
2.1.2 Teaching practicum		minimum 17	16
2.2 Major	minimum 78	minimum 75	minimum 81
2.2.1 Major subjects	minimum 68		69
2.2.2 Elective major subjects	minimum 4		minimum 6
2.2.3 Teaching of major subjects	minimum 6		6
3. Elective courses	minimum 6	minimum 6	minimum 6
Total Credits	minimum 160	minimum	minimum 167

3.3 Course

1) General education courses	minimum	30 credits
1.1) Language	minimum	15 credits
GETH111 Thai for Communication		3(3-0-6)
GEEN112 English for Communication		3(3-0-6)
GEEN113 English for Learning		3(3-0-6)
GEEN114 English for Specific Purposes		3(3-0-6)
GEFR115 French for Communication		3(3-0-6)
GECN116 Chinese for Communication		3(3-0-6)
GEJP117 Japanese for Communication		3(3-0-6)
GEEN118 Foundation English		3(3-0-6)
1.2) Humanities subject	minimum	3 credits
GEPY120 Contemplative Education		3(3-0-6)

GEPY121	Philosophy of Life	3(3-0-6)
GEPY122	Meaning of Life	3(3-0-6)
GEPS123	Human Behavior and Self Development	3(3-0-6)
GEAE124	Aesthetic of Life	3(3-0-6)
GEMU125	Music Appreciation	3(3-0-6)
GEAR126	Visual Art Aesthetic	3(3-0-6)
GEAD127	Dramatic Arts Appreciation	3(3-0-6)
GEIS128	Using Modern Library	3(3-0-6)
GEAR129	Art in Daily Life	3(3-0-6)
	1.3) Social Sciences subject	minimum 3 credits
GESO131	Man and Society	3(3-0-6)
GESO132	Thai Living	3(3-0-6)
GESO133	Global Living	3(3-0-6)
GEEC134	Sufficiency Economy	3(3-0-6)
GELW135	Law for Living	3(3-0-6)
GEEC136	Economics in Daily Life	3(3-0-6)
GECA137	Thai Wisdoms in Handicraft	3(3-0-6)
GESO138	Geo-societies of the Lower Northern Region	3(3-0-6)
	1.4) Science, Mathematics	minimum 6 credits
GESC141	Science for Quality of Life	3(3-0-6)
GEES142	Life and Environment	3(3-0-6)
GEMA143	Thinking and Decision Making	3(3-0-6)
GEST144	Statistics in Daily Life	3(3-0-6)
GEMA145	Mathematics in Daily Life	3(3-0-6)
GEHE146	Mental Health in Daily Life	3(3-0-6)
GECO147	Information Technology for Life	3(3-0-6)
	1.5) Characterization course	minimum 3 credits
GEPE151	Physical Exercises	1(0-2-2)
GEPE152	Rhythmic Activities	1(0-2-2)
GEPE153	Sports for Personal Purposes	1(0-2-2)
GEPE154	Sports for Teams	1(0-2-2)
GEHL155	Health for Life	2(1-2-3)

GECS156	Handiworks in Daily Life		2(1-2-3)
GEAG157	Agriculture in Daily Life		2(1-2-3)
GEHO158	Home Economics in Daily Life		2(1-2-3)
	2) Specific subject courses	minimum	130 credits
	2.1) Teaching Profession	minimum	50 credits
	2.1.1) Academic study	minimum	34 credits
		compulsory	30 credits
EDUC103	Principles of Education and Pedagogies		3(2-2-5)
EDUC111	Thai Language for Teachers		1(0-2-1)
EDUC112	English Language for Teachers		1(0-2-1)
EDUC223	Designing and Developing Curriculum		3(2-2-5)
EDUC224	Designing of Learning and Learning Management		3(2-2-5)
EDUC225	Special Education and Inclusive Education		2(1-2-3)
EDUC232	Innovation Information Technology and Educational Communication		3(2-2-5)
EDUC241	Educational Measurement and Evaluation		3(2-2-5)
EDUC242	Educational Research		3(2-2-5)
EDUC251	Psychology for Teachers		3(2-2-5)
EDUC362	Classroom Management and Environment for Learning		3(2-2-5)
EDUC461	Educational Administration and Related Law		2(2-0-4)
		Choose : minimum	4 credits
EDUC203	Educational Activities for Locality		2(2-0-4)
EDUC371	Music in Basic Education Curriculum		2(1-2-3)
EDUC372	Dancing Performance and Drama in Basic Education Curriculum		2(1-2-3)
EDUC373	Arts in Basic Education Curriculum		2(1-2-3)
EDUC374	Physical Education and Recreation in Basic Education Curriculum		2(1-2-3)
EDUC332	Display and Exhibition		2(1-2-3)
EDUC351	Human Relations for Teachers		2(1-2-3)
EDUC352	Creative Thinking		3(2-2-5)

	2.1.2) Professional Experience Training	16 Credits
PROF391	Practicum 1	2(120)
PROF491	Practicum 2	2(120)
PROF492	Internship 1	6(360)
PROF591	Internship 2	6(360)
	2.2) Major	minimum 81 credits
	2.2.1 Required Major Courses	69 Credits
GEO111	Physical Geography	3(2-2-5)
GEO131	Regional Geography of the World	3(3-0-6)
GEO232	Analytical Geography of Thailand	3(2-2-5)
GEO341	Map Technology and Interpretation	3(3-0-6)
PY141	Ethics	3(2-2-5)
PY221	Religion Studies	3(3-0-6)
PY222	Comparative Religions	3(3-0-6)
PY331	Buddhism	3(3-0-6)
SOC111	Principles of Sociology	3(3-0-6)
SOC212	Social and Thai Culture	3(3-0-6)
POL111	Thai Politics and Government	3(3-0-6)
LAW112	Principles of Jurisprudence	3(3-0-6)
PA112	Introduction to Political Science	3(3-0-6)
EC103	Introduction to Economics	3(3-0-6)
EC485	Economy of Thailand	3(3-0-6)
HIS121	World Civilization	3(3-0-6)
HIS225	Contemporary World Affairs	3(3-0-6)
HIS251	History of The United States of America	3(3-0-6)
HIS271	Archaeology	3(2-2-5)
HIS316	Thai History and Culture	3(3-0-6)
HIS337	History of Modern Southeast Asia	3(3-0-6)
HIS443	History of Modern Europe	3(3-0-6)
SS491	Introduction to Social Sciences Research	3(2-2-5)
	2.2.2 Elective major	6 credits
SOC214	Community Study	3(2-2-5)

SOC339	Sustainable Development	3(3-0-6)
SOC343	Local Wisdom and Development	3(3-0-6)
HIS122	Eastern and Western Civilization	3(3-0-6)
HIS213	History of Ayudhaya	3(3-0-6)
HIS214	History of Dhonburi and Rattanakosin	3(3-0-6)
HIS317	History of Thai Politics	3(3-0-6)
LAW152	Criminal Law 1	3(3-0-6)
LAW234	Civil and Commercial Laws	3(3-0-6)

2.2.3 Teaching Majors 6 credits

SOED431	Development of Social Studies Curriculum	3(3-0-6)
SOED432	Learning Management in Social Studies	3(3-0-6)

3) Elective courses minimum 6 credits

Choose to study any course in Rajabhat University or from other universities as approved by the program's instructors. Which is not the same as the course Has arrived and must not be a course assigned to study without a credit in the course completion criteria.

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Table 6 Analysis of Social studies curriculum (five-year program) of Piboonsongkram Rajabhat University

Aspects	Results
1. The aspect of philology of curriculum	Graduates of Education faculty, social studies department, graduates are knowledgeable of social science, constitute good citizen, appreciate ethics and morality, and be aware of social transformation nationally and internationally.
2. The aspect of curriculum objectives	To develop graduates who possess moral, ethics and desirable attributes based on the code of ethics of teaching professions; master knowledge of social studies through the integration of history, geography, environment, population, political science and law, social science, economics, and religion and philosophy; have intellectual skills to analyze, synthesize, evaluate and apply principles and theory to learning management; solve classroom problems; conduct research for continuous knowledge, portray leadership with a vision of development of teaching social studies; recognize interpersonal skills and responsibility; perceive learners' emotion and attitude; have numerical and communicative skills; use technology and information to analyze and make conclusion; choose an appropriate set of information to the audience; practice learning management skills through the use of educational innovation and integrated learning; respond to different learners' learning potential by formal, non-formal, and informal learning education.
3. Number of students / academic year	50
4. Require credits	167
5. Curriculum structure	The structure consists of three courses; general educations courses that require at least 30 credit; specific requirement courses that require a minimum of 131 credits including education courses, and practicum in profession of teaching, required and elective courses of single majors; free elective course with a minimum of 6 credits

From the presentation of all the information about the social studies programs at all 6 Rajabhat Universities, the researchers used the synthesized information about the philosophy of the program, the objectives of the program, the number of students receiving per academic year, the number of credits and the curriculum structure. To be used as a part of the group conversation To inquire the opinions of experts and predict the future picture of the social studies program of Rajabhat University in the next decade.

2.4 Focus group discussion

Focus group discussion was one of the data collecting methods in the field of qualitative research. It was also known as a focus group interview, focus interview, or focus group research. Each meaning was slightly different. The research and the focus group discussion concentrated on collecting data from group discussions. The method gathered people from similar backgrounds or experiences together to discuss a specific topic of interest. It is a form of qualitative research where questions are asked about their perceptions attitudes, beliefs, opinion or ideas. In this book, the writer called this method as the focus group technique or FGT for short. Morgan (1988) stated that the focus group technique employed a group interview to collect data through listening and learning from interviewees. This technique allowed the participants to interact and discuss which resulted in group dynamics. It also enabled internal thoughts and exchange of thoughts between participants during the discussion. This method allowed the researcher to gain in-depth details, points of views, and actual experiences of participants within a shorter time. The focus group technique involved the interaction between participants and interviewers and it could enhance three kinds of communication as follows;

1. The communication to determine specific topics from member's views.
2. The communication between members about determined topics.
3. The conclusion of core content learned from group discussion.

This focus group technique was usually used for qualitative research. It involved organized discussion with a selected group of individuals to gain information about their beliefs and experiences of a topic. Therefore, the technique was suitable for the determination of problems, planning, action plan application, and evaluation. It can be

applied to any stage of research and any areas of research such as marketing, academy, assessment, or quality development.

Morgan (1988) pointed out that the focus group technique could be considered the most suitable method depending on the situation and nature of topics to study. The role of the moderator is very significant, as good levels of group leadership and interpersonal skill are required to moderate a group successfully. Other participants also had important roles to play such as note-takers or reporters. Moreover, Morgan suggested that researchers must know how to be learners from participants by not leading the questions that might suggest a particular answer. (Wongwanit, 2007, p. 342-343)

2.4.1 Steps in the focus group discussion

To ensure that focus group technique would be successful, Wongwanit (2007, p. 344-345) mentioned the stages of Stewart and Shamdasani (1990) as follows;

Step 1 Research questions and problems were identified according to principles, theories, or topics of interest. The objectives of the study could determine the variables that created more detailed questions.

Step 2 Sample groups were selected to join a group discussion. The size of the group discussion should be appropriate so that the interaction between participants was suitably enabled. A focus group discussion should involve gathering people from similar backgrounds or experiences.

Step 3 The moderator was specified to control and let the interviews in a loosely structured discussion of various topics of interest to yield a lot of information in a relatively short time.

Step 4 Process, conversational guideline, and demonstration should be employed through the study of objectives and variables. The discussion is usually planned and most moderators rely on an outline, or guide, to ensure that all topics of interest are covered.

Step 5 The type of respondents required as per the study was identified with the priority of human resources from supporting organizations. The selection should be done by a random method and based on the expenses and quality of respondents. Prejudice against the respondents should be highly avoided.

Step 6 The group discussion should be carefully planned to create a non-intimidating environment so that participants feel free to talk openly and give honest opinions. Since participants are actively encouraged to not only express their own opinions, but also respond to other members and questions posed by the leader, focus groups offer a depth, nuance, and variety to the discussion that would not be

Step 7 To analyze and interpret the data, the recorded conversation was transcribed and then analyzed with various methods. The most frequent technique employed in tape transcription was marking important messages and grouping them using technology and computer programs called The Ethnography, Hyper Research or Nudist.

Step 8 The report of group discussion was presented in a general research report form. It presented topics of interest, answers to research questions, and findings.

In addition, Phothisita (2007, p. 225) adapted the steps of Stewart and Shamdasani (1990) and presented nine steps to the focus group discussion as follows;

Step 1 Planning research questions

Step 2 Specifying sample group of participants

Step 3 Identifying moderators

Step 4 Planning outline and guided questions

Step 5 Selecting sample group

Step 6 Conducting group discussion

Step 7 Organizing data

Step 8 Analyzing data

Step 9 Writing a report

2.4.2 Considered topics for focus group discussion

Successful focus group discussion depended on several factors such as quality of moderators, identification of participants, cooperation from respondents, accuracy from data recording, and data analysis. To organizing group discussion, the researcher should consider the following factors (Wongwanit, 2007, p. 342-343)

1. The moderators

The moderators could perform different tasks in group discussions such as note-takers, facilitators, data analysts, and report makers.

1.1 Moderator conducted focus group discussion, presented topics of interest to find out answers to research questions, and created a friendly environment so that participants feel free to talk openly and give honest opinions. Krueger (1994) explained that the moderator should have good levels of group leadership and interpersonal skill. The role of the moderator was a conductor of group discussion and a listener to the conversation between participants. Sometimes personalities of the moderator such as sex, age, language, and economic status play an important role in allowing participants to willingly give their opinions. The moderator was required to understand the discussion process, present curiosity, have communicative skills, be friendly and humorous, pay attention to everyone, and be open-minded to new ideas and opinions. However, the moderator may face problems such as the expected absence of most participants before group discussion. The moderator must take note of those details to find out the causes of the problems for the next group discussion. Krueger (1994) suggested not to invite exaggerated numbers of participants or untargeted participants as too many respondents would cause biased data and blocks of opinions sharing.

1.2 Note-taker briefly took note of conversation during group discussion and efficiently made notes about expressions other than those in a verbal form such as gestures and an atmosphere that can provide the researcher with useful insights for data analysis. It was advised that note-taker should be able to understand dialects, record voice and pictures of participants, and transcribe the tapes of discussion.

1.3 Facilitator assisted discussion in the preparation stages such as finding a location, supplying instruments for group discussion, or preparing snacks and drinks for participants.

2. Participant Selection

An important part of participant selection is the representative nature of the sample. Participants should have similar backgrounds or experiences. Different backgrounds and environments of respondents may cause reluctance in sharing some sensitive ideas and concerns publicly. Good participant selection allowed free and open discussion among the respondents which resulted in the generation of new ideas in a relatively short time. Therefore, participants with extremely different opinions should

be in separate groups as some participants may try to dominate the group. This could hinder the actual data from every one of the participants.

Gilmore and Campbell (1996) proposed that the group should generally involve 6 to 12 people. Iowa State University Extension (2001) suggested that an appropriate group size usually was 6 to 9 people. Meanwhile, Morgan and Scannell (1998) agreed with Iowa State University Extension on a group of 6 to 9 people, but the size also depended on topics of discussion and time. For example, not enough numbers of participants could result in heavy discussion among them. Too many participants would be able to express in-depth opinions due to the time restraint. Therefore, specifying the size of the focus group meant the calculation of the estimated time of discussing per participant. However, the most important keys were the similarity of background and representativeness of the population

3. Time determination of group discussion

Time duration of focus group discussion depended on scope of study, research problems, participant, interaction between the participant, and dynamics. Recommended time duration was one and a half hour and not over two hours. The discussion should be moderated with an informal environment and unstructured discussion. The moderator controlled the discussion, ensured that all planned topics of interest were covered, and encouraged every participant to express their own opinions, respond to other members and questions posed by the leader.

4. Data recording

Data recording could be performed in three different ways as following;

1. Note-taking and data tape transcription, including notes of atmosphere during discussion. This technique was suitable for important and necessary information with unlimited time. The main objective of the study was to gain details that allowed researcher to compare the differences between different sample groups such as sex, age, social status and resident.

2. Note-taking and voice recording focused on notes without transcription of the tape. When there are some questions, researcher would use voice record to clarify. This method was suitable for research with time-restraint and long discussion.

3 . Note-taking without voice recording was suitable for research with limited time and simple topics of interest. It was usually used with other data collecting techniques.

5. Data analysis

Data analysis could be performed by organizing similar data obtained from discussion. For example, different participants could refer to the same things by using different choices of words. The researcher must interpret, compare, and group those words together. Other factors should also be put into consideration such as context of speaking and consistency and persistence of answers. There were 6 important steps for data analysis.

1. Prioritizing questions and giving thinking time for participants
2. Capturing the key points from discussion and recording.
3. Coding data
4. Checking the accuracy of repetitive data that occurred during or after group discussion through report investigation.
5. Inspecting the moderator and assistants after discussion
6. Exchanging report between participants and associates.

Data analysis of group discussion provided suitable interpretation which constituted continuous data ranging from raw data, description, interpretation, and suggestion. Analysis and report could be performed differently according to sources of data such as transcript-based analysis, tape-based analysis, note-based analysis, and memory-based analysis.

Nevertheless, the primary analysis of data should be done right after group discussion by the moderator who would make a conclusion from interesting topics to participants. This allowed participants and moderators to verify data gained from the discussion. During this process, participants may propose more opinions or modify mistakes from the conclusion. Then researcher and team members together concluded to find out the weakness and strength of focus group discussion which help improve the next discussion. In the case of more than one focus group were involved, the content analysis would be conducted after the discussion. Data were categorized and concluded according to determined topics. The researcher could use computer programs to help analyze data in this process.

2.4.3 The advantages of focus group discussion are as follows:

Focus group discussion was a form of qualitative research that identified needs identification because it provided an opportunity for participants to convey their ultimate opinions and freely express their emotions through verbal, facial and gestural expression. Free and open discussion among the respondents immediately allowed the researcher to learn about participants' new ideas, interaction, and basic needs. A focus group is not static. The moderator can bring many changes in order to better facilitate the discussion during the group discussion. This dynamism allows better results in terms of information derived by a focus group. Moreover, focus group discussion required data collection in a short period of time, fewer expenses, a friendly environment, and a flexible process during the discussion (Wongwanit, 2007, p. 349).

2.4.4 Restriction of focus group discussion

Selecting sample groups of participants with unity and representativeness of the population required a highly skilled researcher who had a better understanding and experience in qualitative research. Due to the small sample size and heterogeneity of individuals, the findings may not be adequate to make projections or a composite picture of the situation. The moderator needed to be flexible and free of biases and prejudices. Suggestive questions and interruption during the discussion by the moderator were not highly recommended. Successful focus group discussion depended on the experienced moderator and participants who shared similar characteristics and backgrounds. (Wongwanit, 2007, p. 350).

2.5 Future Research Methodology

2.5.1 Definition of Future Research Methodology

Futures Research or Future Studies was defined by several researchers as a research method that employed a scientific approach to study possible future events and knowledge.

It allowed the researcher to foresee both long-term and short-term events that were likely to happen. The method would also provide interaction and effects of possible circumstances and behaviors. (Krudthong, 1978, p.75; Keranun, 1982, p.2) Besides, Textor (1990, p.139) stated that futures research could be defined as a systematic study to find out possible options in the future by considering suitable

possibilities. Phoonphatarachewin (1986, p.24) defined futures research as a systematic study of possible, probable and preferable futures of specific population or society. Moreover, Allen (1978, p. 75) claimed that futures research methodology provided a better understanding of past and present which determined the likelihood of future events and trends. Futures research consisted of planning, forecasting, and decision making.

In conclusion, futures research was the study of postulating possible, probable, and preferable futures by using a scientific approach. There were three steps of the research which were planning, forecasting, and decision making in order to look at future circumstances and behaviors which were the results of the present decision. The research enabled long-term planning.

2.5.2 Objectives of Futures Research

Allen (1978, p 79) suggested the objectives of futures research as follows:

1 . Futures research focused on predicting possible, probable and preferred futures. It was against the belief that futures were imaginary and unpredictable.

2. The key to the study of the future had moved from predicting the future to the intention to move out of the present and create the possibility for new and desirable futures. Textor (1990, p. 139) proposed six aims of futures research as follows;

1. To describe alternative futures that could be likely to happen for the specific population

2. To specify the level of knowledge in the possible futures.

3. To classify effects in the possible futures.

4. To notify unpleasant events in a possible future.

5. To understand the transformation process.

In summary, objectives of futures research were to study pleasant and unpleasant circumstances which might happen in the possible futures, to comprehend the transformation process, and to make policy and planning for a desirable future.

2.5.3 Characteristics of futures research

Krudthong (1987, p.14-15) stated about important characteristics of futures research as follows;

1. Futures research aimed to decide, make planning and set policy.

2. Futures research pointed out possible alternatives.

3. Futures research looked at both utopia and dystopia
4. Futures research aimed to develop probabilistic future

Pilanthanon (1983, p. 36-40) also proposed important characteristics of futures research as follows;

1. Futurology referred to the next 5-50 years or 20-30 years in the future. Futurology ignored the differences of time but focused on transformation conditions and circumstances that could result in the systematic forecasting of the future, especially from present trends in society.

2. Problems interested by futures researchers included three aspects; the problems should not be handled by only one organization or an individual; solving the problems required the integration of different kinds of knowledge; problems were formed to analyze specific topics but may be unsolvable.

3. Uncertainty and discretion could happen daily and may happen in conducting futures research. Different and uncontrollable variables caused uncertainty and discretion which should not be overlooked in futures research.

4. The limitation of what would happen in the future caused by uncertainty and discretion provided unlimited results and alternatives. Instead of predicting future, futures research involved more providing a lot of possible problems in the future.

5. Unlike general theories that relied on logic and principles of events, futures research liberally assumed and classified the relation of several events which could lead to a new theory. In other words, futures researchers had more freedom in conducting a study than social scientists who usually referred to old principles.

6. Analysis techniques in futures research were scenario and Delphi. Even though these techniques were different from other scientific approaches but a lot of researchers employed both kinds of techniques together in conducting the research. Moreover, futures research also used in system analysis and policy analysis. It could be said that futures research was a combination of the scientific approach and descriptive approach.

7. Results gained from futures research could be applied with several activities such as making planning and decision making. It would be useful for an organization for dealing with specific topics.

8 . Futures research related to planning and decision making. It enhanced systematic decision and preparation of an environment that reflected the aims of the study. Planning hence needed abundant information for future development.

9 . Some suggested that values and goals should not be included in futures research because the research had direct and indirect influences on decision and planning. However, the future of values and goals was able to make planning and change what had been planned.

In other words, values and goals could affect futures research differently.

To sum up, futures research was characterized by the specification of the future period and the problematic issues. The later was not handled by only one organization or an individual and solving the problems required the integration of different kinds of knowledge. Exact resolutions to problems were unexpected because of changeable and unstable circumstances as important variables. The results of futures research were unlimited which led to possible alternatives. The methods employed in futures research included a specific approach and descriptive one. The results of futures research were highly useful for the discovery of new theory, planning, and decision making. Values, goals, and norms influenced different results of futures research.

2.5.4 Research instruments for futures research

Garrett (1997, p. 122) proposed research instruments used in futures research as follows;

1. Soliciting expert opinion to gain principles and decisions from the outsiders
2. Generating ideas and various imagination
3. Developing consensus or agreeable ideas
4. Analyzing structures, roles, and systematic relations.
5. Scanning for tendency and new development which resulted in future system
6. Projection from present to future
7. Making judgment and empowering

2.5.5 Futures research methods

2.5.5.1 In-depth interviews

Joseph (1994, p. 4-5) informed that in-depth interview was a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation.

Most interview was conducted with experts or other associates of the topics of interest. The researcher would selected the most suitable interviewees from 10-100 stakeholders. Before conducting the interviews, the researcher was required to send consent letters to stakeholders to request for permission the respondents and to inform the purpose of research.

An in-depth interview could also be mentioned as a loosely structured interview that permitted freedom for both the interviewer and several numbers of interviewees in case of changing directions and also exploring additional points when required. The interviewer should prepared topics of interests by conducting the try-out interviews with 2-3 participants. The questions asked during the interviews must be improved before the actual interview. In-depth interviews were considered time consuming because the interviewer must explain principles and general ideas of what to be discuss. The suggestion from the previous interviewees could be used to improve the next interviews. It was suggested that appropriate time for interview was about 20-60 minutes. The interviewer could end the discussion when satisfied with gained information. The integration and interpretation of collected data were subject to experiences and skills of the interviewer.

2.5.5.2 Ethnographic Futures Research (EFR)

Phoonphatarachewin (1989, p. 261-263) stated that Ethnographic Futures Research(EFR) was developed by Dr. Robert B. Textor from Stanford University, United States of America. It was an adaptation of the spirit and a method of cultural anthropology called ethnographic research or ethnography. Ketthat (1991) confirmed that Ethnographic Futures Research aimed to classify, describe, analyze, interpret, and dive deeper into the images of the future according to the desire of an individual of each ethnicity.

Ethnographic Futures Research employed a sociocultural approach used with a sample of interviewees to elicit their perceptions and preferences among possible and probable alternative futures for their society and culture. It was important to keep the interview open-ended in order to avoid bias and prejudice. The interviewee should feel free and spontaneous to help solicit a well-rounded scenario. The interviewer ensured that prepared questions were extensive enough to allow the interviews to play their roles. The interviewer should also listen to the interviewee's opinions, motivates the

answers, take notes carefully, and frequently encourage the interviewees throughout the process. Most importantly, the interviewer must avoid posing suggestive questions to the interviewees.

Ladawal (1981) mentioned about EFR techniques as follows;

The goals of interviews aimed to motivate the interviewee to concentrate on a possible optimistic scenario of culture. In other words, the interviews escalated the consciousness of interviewees towards future society.

Principles and outlines of interviews consisted of 7 aspects as follows;

1 . The attempt to create good relation and trust between interviewer and interviewees were pointed out. The roles of interviewers were to present interviewees with reliability which ensured that collected data would be used for academic purposes only and the interviews would cause them any harm.

2. The interviewees were stimulated to express their cultural opinions freely or unlimitedly. This stimulation helped promote knowledge about the importance of the issues. Moreover, the interviewer should motivate participants to present their ultimate views and long-term planning of the scenario.

3 . The interviewer should allow the participants to express their views and opinions freely and courageously. The interviewees should be persuaded to create generate an alternative scenario.

4. The interviewees should be controlled to give out the most probable scenario.

5 . The interviewer must specialize in posing questions that allowed the interviewee to express the knowledge of culture and experiences. The collected data would enable the researcher to analyze and create the most possible scenario. Suggestive and persuasive questions should be avoided during the interviews.

6 . The relation and interaction between interviewers and interviewees were focused during the interviews since they were advantages of the EFR technique. After a copy of the summary of the interview was sent to the interviewee, the interviewee should be encouraged to change anything that was said or add more after reflecting on it.

7. It was important to create an appropriate atmosphere during the interviews by encouraging the interviewees to feel that they were in charge of the interview. And the

sense of this in-chargeness would appear due to positive rapport, which is likely to produce a considerably more fruitful protocol than might otherwise be the case.

2.5.5.3 Futures wheel

Futures wheel was an instrument of futures research (Glenn, 1994, p.1-13)

1. Futures wheel was defined as a qualitative method for graphically developing visualization of direct and indirect future consequences of a certain change or development. The futures wheel identified possible consequences of trends and events through a structured brainstorming session. It was considered the cheapest and most flexible method.

After the session, the participants would be asked the questions about the possible events, main factors, or direct and continuous effects.

2. Aims of Futures wheel

2.1 To study the effects of present and future tendency of events

2.2 To collect possible future events and tendency

2.3 To forecast possible future

2.4 To create a complicated relationship

2.5 To employ with other future research techniques

2.6 To develop a variety of ideas

2.7 To see the scenario of future

2.8 To enhance brainstorming

3. Futures wheel method

The first step to conduct the futures wheel was to make a decision by brainstorming about possible scenarios and values. The central term was placed in the center of the sheet. This could be the change, an event, trend, problem, or a possible solution to a problem. Then, participants wrote down the 'first-order' consequences, which resulted directly from the development. These direct consequences were placed around the change. Each consequence was placed on a circle and connected to the central change by an arrow. These direct consequences could result from the change or decision which was proposed by the members. The leader engaged every member to express their opinion on things that might happen as a result of the direct consequences. The leader kept repeating on the first circle to remind the members what were they discussing at the time. These indirect consequences were connected to the direct

consequences as nodes, creating a web of consequences. Indirect consequences that resulted from the direct consequences now had to be noted down. This could be repeated again with consequences resulting from those, creating additional, 'third-' and 'fourth-order' consequences.

As soon as all levels of the Futures Wheel were completed, a clear picture raised the possible direct and indirect consequences of the change. The most drastic and possible consequences could then be prioritized, with the greatest impact being at the top of the list and the least impact at the bottom. This process required an intense discussion of each consequence from members to consider both the advantages and the disadvantages. Positive consequences ought to be cherished while the most negative consequences should be identified. The participants should be aware of unexpected results that may lead to an invalid conclusion.

4. Strengths of Futures wheel

It was considered the most convenient and easily grasped by participants that enabled fast data collection. Futures wheel was flexible for different respondents and situations. It could point out the advantages and disadvantages of several circumstances by stimulating complex thinking.

5. Weaknesses of Futures wheel

The method was limited by knowledge and perceptions of participants towards the Futures wheel technique itself. The results retrieved from the method was sometimes unclear and complex.

2.5.5.4 Scenario technique

The scenario technique was widely employed in strategic foresight since it could determine future scenarios with a clear storyline. The technique involved opinion exchanges, experiences, and creativity of participants to create possible scenarios in case of certain events or specific development in the life of the organization or significant changes in the environment. It helped decrease risks in planning and increase an opportunity for success. (Office of the National Education Commission, 2002, p. 1)

The scenario technique described possible future developments of a specific area and created a hypothesis on the possibilities of scenarios in rich detail. (Harlroyd, 1978, p. 31-43) Scenarios are not predictions but rather similar to simulations of some possible futures. In other words, the method showed the recognition that many factors

may combine in complex ways to create sometime surprising futures. Well-created and actual scenarios allowed curriculum developers to access to more basic information about environmental studies. The information obtained could be useful for planning, setting policy and decision making of future development of environmental studies curriculum

Johnston (2002, p. 45) gave definition and scenario testing as follow;

1. Definition of scenario

Scenarios were thorough and probable views of how circumstances might extend into the future. The technique was not the prediction, forecasting or scientific novel, but scenarios were several future events that were perfectly connected to each other due to the uncertainties in the future.

2. Scenario testing

- Scenarios were considered possible by experts or related authorities.
- Scenarios presented the internal connection between each other.
- Scenarios were relevant to topics of interest.
- Scenarios signaled future transformation by analyzing present trends.
- Scenarios were challenging and consisted of new trends for the organization's vision.
- Scenarios were related to participants' views and hypotheses.
- Scenarios could be sometimes recycled and stereotyped.

3. Scenario construction

Scenario construction may be seen as a subset of strategic forecasting that can be defined as the creation of multiple possible futures. The researcher could employ a method to separate elements of scenarios, to develop scenarios with principles of central tendency, and to create stages of scenarios. Each scenario described relations of events that were forecasted during the analysis of interacting results and cross-impact analysis scenarios. Although scenario construction was generally known as a predicting method, it also represented a complicated and unpredictable world in the 21st century. Instead of focusing on scenario analysis, the organization should engage various points of views and opinions to create strategic communication and cooperation between marketing and financial departments.

The strengths of the scenario were the ability to enhance participants in the organization imagine freely about possible scenarios in case of certain events or specific development in the life of the organization or significant changes in the environment. In the 20th century, scenarios were a single alternative of the organization which could hinder the development of innovation and results in dullness and conflicts among participants. In conclusion, scenarios stimulated participants to take part in planning and setting policies of the organization with full potential.

The creation of innovation in the 21st century through scenario could be processed by the future imaginers as administrators. The role of administrators was defining strategies, finding visions to make the organization distinctive, and searching data to find out new opportunities among unpredictable situations. The future imaginers thus could be considered as a pilot project of a scenario where administrators exchanged their opinions towards the next 5 years. The informal environment of the conversation allowed the administrators to express their views freely and creatively so that the participants could create a lot of scenarios up to 100 types of them. It was important to encourage the administrators to think outside the box and to create more innovation. All possible scenarios posted by the group would be tested and rationalized. At last, the future imaginers would have only 5 crystalized scenarios left for the actual strategies.

The gathering of all administrators who may have different points of view could promote a useful opinion exchange and peer learning. This idea could extend to other employees of the organization through the interviews about a possible future in order to fill in the gap between the vision of the administrator and one of the employees. The important advantage of this process was the distribution of an opportunity to the employees who learn more about administrative knowledge and to the administrators to gain knowledge about fieldwork and practical environment. Scenario hence promoted the acceptance of other people's perspectives.

The scenario was an instrument to synthesize an innovative future as it was inseparable from the context of an organization that had a good understanding of a possible future. Moreover, the changing demands of consumers could create favorable service. The scenario also confirmed that the future was not predictable, but alternative. However, imaging the future of the administrators combined with an actual situation from the employees' points of view could reflect possible future. The two processes

eventually led to the connection of all possible future and good relationships among people of the organization. Overall, the scenario was considered a successful instrument in the 21st century to gain information about different possible futures to create excellent innovations responding to customers' demands.

4. Strengths and weaknesses of the scenario

The success and failure of the scenario depended on the interpretation and the acceptance of various possible futures in the 21st century. However, people tended to lean on only one alternative as they used to do so in the 20th century. It was hard work to introduce the ideas of differences and required a facilitator who was skillful and persuasive to determine the success of the scenario. So the selection of a facilitator should be done carefully. Another challenge was to find a good evaluation of collected data that could enable successful decision for the organization. The investment of data, therefore, developed plausible scenarios for strategic planning.

5. Advantages of scenario

Scenarios enabled a better understanding of present trends and widen vision about the changing world. Effective scenarios reduced unpredictable problems and enhanced the capacity of administrators to deal with the uncertainty. Scenarios provided the organization with a tool to evaluate strategies and make planning. The participation of the administrators in scenarios construction defined critical uncertainties and develop plausible scenarios. It finally resulted in the cooperation of everyone in the organization.

6. Principles of scenario

Scenarios aimed to find important factors that determined the success and failure of the organization in the future. It was important to make an assumption on what could be changed to create a better future and how the present problems could be eliminated.

7. The process to create scenarios

Belle and James (1998) proposed the process of scenarios as follows;

7.1 Defining the scope of the study

7.2 Specifying time of scenario (5, 10, 20 years)

7.3 Selecting research methods

7.4 Analyze internal and external factors

7.5 Gathering plausible events, circumstances, and factors that would be likely to happen, including possible conditions, obstacles, and opportunities

7.6 Creating scenario and identifying possibilities from data of every dimension

7.7 Supporting an internal and external environment

7.8 Discuss practical planning and strategies

7.9 Presenting planning and strategies to gain critics and compliments

2.5.5.5 Delphi technique

Delphi technique was widely used in business, political, economic, and education areas. As for education, it was employed in future research about technology for education and teaching development. The Delphi technique (also referred to as Delphi procedure or process), is a method of congregating expert opinion through a series of iterative questionnaires, intending to come to a group consensus. The experts were allowed to consider and express their opinions freely and the researcher could gain creditable data for decision making. Jensen (1996, p. 857) defined the Delphi technique as a forecasting process framework based on the results of multiple rounds of questionnaires sent to a panel of experts in order to obtain data and opinions about possible futures. Johnson (1993, p. 982) proposed that the Delphi method a systematic, interactive forecasting method that relied on a panel of experts rather than only one expert. It could be concluded that the Delphi technique solicited the opinions of experts through a series of carefully designed questionnaires interspersed with information and opinion feedback in order to establish a convergence of opinion without confrontation of the experts. Moreover, Chuanopparatpong (1996) confirmed that the Delphi technique was widely accepted by many scholars and researchers. The technique was discovered and developed by Olaf Helmerthe and Norman Dalkey, the researchers of the Rand Corporation in 1950 to survey and collect experts' opinions and forecasting of science and technology in the future. The Delphi method allowed experts to work toward a mutual agreement by conducting a circulating series of questionnaires and releasing related feedback to further the discussion with each subsequent round. The method tried to aggregate opinions from a diverse set of experts, and it can be done without having to bring everyone together for a physical meeting. Consensus can be reached over time as opinions are swayed, making the method very effective. In

addition, since the responses of the participants were anonymous, individual panelists did not have to worry about repercussions for their opinions.

The Delphi technique was suitable for the research whose research problems could result in various answers. The resolutions of the problems were promoted by subjective judgments from the experts. The Delphi technique was recommended as the method of choice when subjective statements made on a collective basis are desired, face-to-face interaction was difficult due to large sample sizes, geographic difficulty, and limitation of expenses and time, anonymity was preferred when issues were intractable or political, and there was a chance of domination of a group discuss by one person.

However, while the Delphi method allowed for commentary from a diverse group of participants, response times with the Delphi method can be long, which slowed the rate of discussion. The time consuming of the technique depended on the cooperation of the experts themselves to the questionnaire. It was also possible that the information received back from the experts would provide no innate value. To avoid those problems, the facilitators should carefully and attentively select experts who were cooperative and easy to work with. The numbers of experts also played an important role in good feedback and valuable opinions. The more was the numbers of the experts, the more creditable were the responses. Thomas T. Macmillan (1971) proposed that at least 17 experts should participate in the process to reduce the discrepancy. The questionnaire should be well-designed and structured with instructions to comment on each topic based on the experts' personal opinion, experience, or previous research. In each round, the questionnaires were returned to the facilitator who grouped the comments and prepares copies of the information. The next round should be done back to back as a copy of the compiled comments was sent to each participant, along with the opportunity to comment further.

Key characteristics

The Delphi technique aimed to congregate expert opinion through a series of iterative questionnaires. The group of experts would contribute accurate and valid data when the selection of the participants was based on their specialization and knowledge. The facilitators were advised to choose participants who had some understanding of the topic and an interest in the outcome of the study. The Delphi technique focused on

anonymity which reduced the impact of dominant individuals and helped reduce peer pressure to conform. This prevented the authority, personality, or reputation of some participants from dominating others in the process. Multiple rounds of questionnaires sent to the experts allowed free expression of opinions, encouraged open critique, and facilitated the admission of errors when revising earlier judgments. Usually, round one allowed participants to provide their responses to the question. The responses were categorized by the researchers to provide response options in future rounds. In subsequent rounds, participants may be asked to limit themselves to one response, or questions with a rating scale to enhance more attentive and mutual answers among the experts. The researcher then identified a convergence of participant responses, and to provide controlled feedback. Central tendencies (mean, median, and mode) and levels of dispersion (standard deviation and the inter-quartile range) were often used. These results are fed back to participants in the next round.

The process started with participant recruitment. Research indicated that the experts should have some understanding of the topic and an interest in the outcome of the study to limit attrition and encouraged thoughtful responses to the surveys. The experts answer questionnaires in two or more rounds for more accurate results. The first round of the Delphi technique involved participants providing answers to the research question, which will then be ranked in future rounds. The questionnaire mostly consisted of open-ended questions to explore general ideas from the experts. The group's responses from the first round are analyzed, summarized, and communicated back to the participants in the second round. The researcher then identified a convergence of participant responses, and to provide controlled feedback in the form of a Likert scale with comments to the answers. The facilitator should keep in mind that when the controlled questionnaire was designed, the experts should be allowed to provide answers to open-ended questions. After the feedback from the second rounds, central tendencies including mean, median, and mode and the inter-quartile range are often used. These results are fed back to participants in the next round so that the experts could analyze their previous answers. They would ask to give reasons for the confirmation or the change of their answers. Two to four rounds would typically be conducted to ensure study goals were met but to avoid sample fatigue and unnecessary

use of resources. The process typically ended once an acceptable level of consensus has been reached depending on sample numbers, the aim of the, and available resources.

The advantages and disadvantages of the Delphi techniques

The advantages

1. The technique allowed the use of a committee with fewer drawbacks such as scheduling, travel requirements, lengthy discussions, and high expenses.

2. The responses were creditable as they were retrieved from the experts who specialized in the topics and participated in multiple rounds of the questionnaire.

3. Anonymity reduced the impact of dominant individuals and helped reduce peer pressure to conform, and allowed opinions to be considered in a non-adversarial manner.

4. The researcher could overcome the difficulty of large sample sizes, geographic distance, and limitation of expenses and time. The steps were simple and time-saving.

5. The technique provided controlled feedback on the group opinion and allowed participants to reconsider based on others' rankings.

The disadvantages

1. It was possible that the information received back from the experts would provide no innate value as the experts had no interest or deep knowledge about the topics of study.

2. As continued commitment was required from participants who were being asked a similar question multiple times, some experts may reluctant to cooperate.

3. The facilitator was required to be skillful in analyzing and interpreting responses from each round.

4. The questionnaire may be lost during the shipping or may not be responded by the experts.

2.6 Related Research

2.6.1 Related research in Thailand

Singhawannakul (1998) conducted a research on continuous scenarios for registered nurses using Delphi technique. The research collected responses from the questionnaire sent to 27 experts. The results showed that the three nursing curriculums were similar in terms of the integration of learning management and health care for people using community-based approach. The curriculums also consisted of self-evaluation of students and the use of technology for assessment. As for strategic aspect, the curriculum suggested that students should apply the internship in the current working place in order to develop principles that were related to the curriculum and concrete assessment. In term of desirable attributes, there was slight difference among the three curriculum. The curriculums for focused on producing graduates and postgraduates who specialized in majors and applied nursing knowledge into practice effectively. As for administrative aspect, representatives of each department should join the board of committee. Human resources should encourage students to continue further study by supporting scholarship. Building should be used for the ultimate purposes. Budget management aimed to develop self-dependence so that the institution could work on income and expenses independently.

Inthawong (2009) studied the process of developing futuristic thinking of gifted students in science and technology. It was a thesis of the degree of doctor of education program in educational psychology and guidance, Chiang Mai University. The purposes of this study were to develop futuristic thinking of gifted students in science and technology and to study the thinking for future plan of education and career. The samples used in research were 27 students of Science Classrooms in University-Affiliated School Project at Chiang Mai University Demonstration School during the academic year 2009. The tools were futuristic thinking development activities, the test of futurists' characteristics and an interview. The data were analyzed using paired t-test, content analysis presented in the table form and descriptive analysis. The results of study reveal that;

1. The futuristic thinking of students was at good level. After the process of futuristic thinking development activities, the results showed that the students had the characteristics of futuristic thinkers which covered wide visions, collective data before

decision, viewing the relation of surroundings, accepting for changing, planning the future, and positive view. Regarding the futurists' characteristics in general and in specific areas, the average scores on the test of futurists' characteristics were significantly higher than the scores before activities at .01 level

2. The thinking for future plans of education and career were choosing a major or course of study related with interests and aptitudes, graduated in Doctoral Degree and working in scientific work and research to develop the country.

Khamcharoen (2013) conducted a research on the scenario for the administration of the Faculty of Education in Rajabhat Universities in the next decade. It was a thesis of the degree of doctor of philosophy program in higher education, department of educational policy, management, and leadership, faculty of education, Chulalongkorn University. This research identified four areas of the scenario of the administration of Faculty of Education; 1) structures that consisted of new operations such as CEO administration, good governance, multicultural and Thai wisdom 2) strategies that consisted of the creative and green economy and green development for driving the operations by considering of coexistence of the community 3) systems that consisted of new curriculum development according to the needs of society and use the new learning management system for producing quality graduates and 4) staffs that consisted of five categories such as researchers, teachers, academic matter, administrators and humanized teacher. Besides, there had the strategies for driving the scenario planning of Faculty of Education that consisted of four areas of the strategy; 1) structure that consisted of the improvement of administration structure strategy 2) strategy that consisted of the administration development strategy and faculty members development for making the strategy 3) system that consisted of the improvement of courses, learning management system, quality of graduates and education quality assurance and 4) staff that consisted of the personnel management, the encouragement, and the ability.

Romchat (2005) studied the scenario of teacher professional curriculum in the next decade (B.E.2 5 5 0 -2 5 5 9). The dissertation was presented for the Doctor of Education degree in Curriculum Research and Development at Srinakharinwirot University. The research employed EFR (ethnographic future research) to interview 16 experts in order to obtain the desirable qualification of teachers and teacher professional curriculum. The study aimed to sketch the scenario of the prospective teacher

professional curriculum through the future wheels and the cross-impact matrix analysis. The results showed that the desirable qualifications of future teachers were following 1) to obtain the expertise in at least 2 curriculum subject, in teaching profession knowledge, and in related general knowledge 2) to obtain the practical skills in teaching the curriculum subjects, in teaching profession and in general teaching management 3) to satisfy the moral and ethical teaching standard 4) to involve in the community development. The prospective teacher professional curriculum should provide various alternatives for learners by arranging the curriculum blocks with internal and external integration aiming at producing successful and desirable teachers in both ethical and academic aspects. In terms of contents, the curriculum should contain 1) the learning of Thai teachers' characteristics 2) the nature of Thai students and learning 3) the curriculum and the management of the learning process 4) educational innovations and current information technology, and 5) the research. In terms of activity, there should be practicum in school-based and combination of theory and practicum. Both the classic and modern media instruments should go hand in hand, and the utilization of local and institutional learning resources should be emphasized. The measurement and evaluation were shifted to the authentic assessment in a real situation. Moreover, the curriculum management should stress the participation of various departments and decentralize among curriculum committee members selected from inside and outside the faculty of education.

From the related research mentioned earlier, it could be concluded that futures research provided a new perspective of studies such as the scenario of curriculum and teaching management, continuous education, quality assurance, the use of computer and internet, health care, and development of the qualitative population. Futures research for education usually focused on attributes of students, education philosophy, principles and objectives of the curriculum, administration of the curriculum, and problems and limitations in curriculum management.

2.6.2 Related research in foreign countries

Phangrak (1992) conducted a study of Catholic school enrollment: a study on reasons why parents choose Diocesan Schools in the coastal area of Chonburi province, Thailand. The findings claimed that the main reason why the parents chose diocesan schools in Chonburi was that the schools focused on fostering ethics, morality, religion,

knowledge, and disciplines to students. Considering from economic points of view, parents with strong economic and social status preferred the focus on academy and attention to students respectively.

Campbell (2002) conducted a research on the alternative futures in Colorado public education in 1999-2004. The research involved interviewing 75 experts through the Delphi technique. The 3 rounds of the questionnaire were sent to the experts to predict the possible events and time of the K12 schools. The study gathered plausible events about curriculums, environmental development, school committee, tuition fee, and annual budget. Campbell developed a scenario based on the prediction of the possibility and impossibility of future events. It started with an individual's teaching goals which led to teaching standards for school. The researcher emphasized the importance of implementing policies to ensure desirable events and avoid undesirable ones. The predictions may cause a conflict between teachers and the public section. The scenario was designed to motivate policy setters to create long-term planning for the K-12 schools in the state of Colorado.

Durden (2002) studied the application of the Delphi method of forecasting to the future of public education in West Virginia. In Round 1, surveys were mailed to 47 educational experts. In response to the first survey, panelists created a total of one hundred 134 events which had at least a 50 percent probability of occurrence between the present and the year 2020. In Round 2, panelists were asked to predict the time frame of occurrence, and the level of impact and desirability for each event generated in Round 1. Round 3 results identified a total of 47 events in which 80 percent of the panel members indicated would occur. A scenario was constructed based on the time frames of the events. Time frames were created according to topical areas including students, personnel, curriculum, governance, finance, facilities, school-community relations, technology and miscellaneous. Levels of impact and desirability for each event were identified within each topical area. The long term trends were identified which should be of significant importance to educators and educational planners. Among these trends are that accountability and expectations for student performance and behavior will increase; schools will play a growing role in the resolution of the problems of society; a projected teacher shortage will affect changes in funding and staffing patterns; public education will experience rising competition from the private sector; technology will

play an expanding role in the education process; new systems of financing public education will be improved, and there will be a continued emphasis on improving and replacing school facilities throughout West Virginia.

Keller (2002) conducted a study on teacher opinions on futuristic education of medium-sized schools. The research method was the Ethnographic Futures Research (EFR). The sample of the study was a group of 35 teachers from medium-sized schools in the outskirts of Minnesota. A semi-structured group interview was employed to elicit teachers' opinions on desirable events. The actual data of medium-sized schools were divided into good and bad scenarios. The use of language during the interviews were analyzed to compare and contrast the collected data. The topics to discuss allowed the researcher to obtain the suggestions on; class sizes should be minimized; teachers will work with the community and small-sized schools; need analysis should be conducted to create curriculums that served teenagers' needs; schools will need more financial supports and budgets; parents will participate more in school activities and administration; a variety of requirements from learners will be responded; teachers will be supported more, and the committee will revise in their roles and duties. The scenario involved a committee of medium-sized schools, parents; policymakers, media, and government to reach successful goals.

Susan A. Adler (1991) claimed that the contemporary social studies curriculum had its roots in the Progressive education movement of the early twentieth century. With its stress on the nature of the individual learner and on the process of learning itself, the movement challenged the assumptions of subject-centered curricula. Until this time, the social studies curriculum was made of discrete subject areas, with a primary emphasis on history, including also geography and civics.

There were claims that transformation was coming when the 1893 Report of the Committee of Secondary School Studies reported an interdisciplinary approach in social studies. By 1916 the National Education Association (NEA)'s Committee on Social Studies was demanding that an interdisciplinary course of instruction be created based on the social sciences. Social studies as the name of the content area were firstly in use at the start of the twenty-first century. Social studies received further support when the 1918 Cardinal Principles of Secondary Education called for the associated study of

subject areas formerly taught in isolation. This course, called social studies, would have as its main purpose the cultivation of good citizens.

The emphasis on citizenship development was understandable. At the time, educators were given the responsibility of teaching English and "the American way of life" in addition to their content areas because of increased immigration from non-English speaking countries. As World War I erupted in Europe, social studies courses were viewed as a medium of developing patriotism among the new foreign-born citizens. Indeed, citizenship education was one of the main missions of the National Council for the Social Studies (NCSS) when it was established in 1921. The service organization intending began to bridge the gap between social scientists and secondary school teachers and to broaden the conception of social studies education.

The role of social studies in school curriculums in the United States

Vocabulary in education, social studies and social sciences studies are often used interchangeably, and sometimes the source of confusion. Social education is a term that is wanted in part because it is more comprehensive. Although generally social sciences refers specifically to academic programs such as anthropology, sociology, psychology, geography, economics and political science, the term social studies includes the social sciences mentioned above, as well as humanities such as American educational history and philosophy.

At the elementary school level, social studies tend to be organized and taught in an integrated and interdisciplinary way. But by teaching and learning social studies at a high level, the school is organized by courses in academic programs. However, at all levels, the goal of social education is defined by Peter Martorella (1985): (1) inheritance transfer (2) inquiry method (3) reflective inquiry; (4) Social criticism and (5) Personal development. Personal development is most emphasized at the elementary level. At the secondary level, the inquiry methodology is more emphasized, as described in the curriculum recommendations published by NCSS (1979). "The basic goal of social studies is to prepare young people to be humane, rational, involved in the world. That are increasingly dependent on each other" (p.262)

Primary Social Studies in the Early 1940s Paul Hanna discussed ways to expand communities as a vehicle for primary education, in which teachers can best present knowledge about social studies. For the most part, the Hanna style is like organizing content into a series of concentric circles, beginning with oneself in the middle and developing into a school family.

Eric D. Hirsch's (1987) main idea of mainstream knowledge is popular as an alternative. The Hanna Hirsch version offers core information that every American should know. Much (some people may describe this as Europe as the main) and the history and culture of the United States, democratic ideologies, geography and literature that expand human experience The content is organized to introduce students to content at all levels, but the intensity levels are different.

The social studies of the high school in the 1960s brought major changes to high schools and high school curriculum by introducing the electoral system. Courses in different subjects Such as anthropology, economics, sociology and psychology have been added to the officially restricted curriculum in world history, geography, world, government and the history of the United States. Advanced alignment courses are also introduced.

In 1994, NCSS published the expectation of excellence: the standard of social education programs, citing the need to promote the ideals of citizens and principles for life in the twenty-first century. The standards consist of ten interdisciplinary subjects. Develop social studies courses.

At the beginning of the twenty-first century, the NCSS played a leading role in promoting the integrated education of social education and providing support and services to members. Members include K-12 teachers, curriculum experts, content controllers, faculty, colleges and universities, students and social studies leaders. The organization has many members in fifty states, the District of Columbia, and many other countries. It draws on multidisciplinary education and focuses on citizen methods. The Council has established a framework to promote academic and civic capabilities by integrating national standards across disciplines. These NCSS standards are published in the expectation of excellence: Standardized social studies curriculum and is a guideline for decision-making by social studies educators They have integrated methods from

social sciences, behavioral sciences and humanities to help structure a comprehensive and effective social education program.

Most of the interdisciplinary social studies are an integrated study of the humanities and social sciences. This integrated focus appears in relatively few countries such as the United States and Canada, where both teaching materials and curriculum objectives focus on Learning interdisciplinary in other countries The mandate of the system is somewhat more direct than the Australian Adelaide Declaration (DETYA), calling on schools to prepare students to use their discretion and responsibility in terms of morality, ethics and social justice, and their ability to understand the world of They must be the way they are and be active and informed citizens. Which is committed to the principles and ideals of democracy. Recent changes in Japanese educational policy and law require all students to study integrated courses such as Constitution of the People's Republic of China (Taiwan) Require education for citizenship that must have a goal for development among the nation's citizens, spirits, spirits of government, self-government, national morals, good bodies, scientific knowledge and the ability to receive life and while That do not have a "social studies" course ordered by the South African Ministry of Education to determine the value of human rights .Citizens responsibility and respect for the environment The use of social vocabulary is widely used as an organized vocabulary for social sciences in schools, faculties and career interest groups. For example, in Ghana, the School of Social Studies in local high schools and universities consists of historians, anthropologists, sociologists, and other social scientists. Similar organizations are found in Zimbabwe, New Zealand, the Czech Republic, the United Kingdom, Hong Kong, and other countries throughout Asia and Europe.

The above organization forms exist in ethnic minorities of countries in the world community. Most large educational institutions, including schools, universities, the Ministry of Education and Culture, and local education departments organize social studies into separate branches. History of economics, anthropology, political science and other traditional social sciences In fact, university entrance exams or high school exams in countries such as the United Kingdom, France, Germany Saudi Arabia, Indonesia and Russia, for example, with special emphasis on social sciences, history and geography. Even in countries with emerging standards of integrated curriculum,

such as Japan and the People's Republic of China, exam programs tend to follow traditional social sciences.

The future role of technology in social studies

Technology has been remarkable as a social education tool that has the potential to improve the current teaching practices. Although the increasing body of research suggests that technology can improve

Changes in social studies teaching and learning based on these findings are as follows: (1) Questions about the efficiency and effectiveness of the use of computer technology in the classroom (2) The role of the educational institution of teachers and the environment Of the school in facilitating or hindering the activities that use computers. (3) The potential of technology is not yet realized and (4) the consequence of technological development to children and youth regarding social work, interpersonal interaction and global understanding, technologies such as the internet and web resources, multi-media, tools, digital video data and Teaching cooperative distance learning is a new resource in social studies. However, technology is more than just a teaching tool, and these resources affect the political, social, and economic work of American society. The impact of technology on society is an example of the phenomenon of digital divide that separates people who have a lot of information through access to telecommunications, computers and the internet from bad data and technology.

Duplass and Johnston (2006) conducted a study of the development of social studies teachers which reflected the history and transformation of general education of teachers. Social studies teacher preparation had shifted from teachers' institutes and normal schools in the nineteenth century to teacher colleges and university-based teacher preparation in the twentieth century. But the education of social studies teachers also had to take into account the unique definitions and issues connected to the teaching of social studies science.

Social studies were remembered by many who had gone through schools in the United States as a series of names, dates, and state capitals. In fact, both the meaning and content of the field had been a matter of controversy since the early twentieth century. Social studies could be seen both as an umbrella term for a broad field of studies including history and the social sciences and as an integrated field of study in its

own right. The objectives of social studies education were highly disputed. Values such as patriotism, an appreciation of free enterprise, respect for diverse cultures and nations, and an understanding of the structures and roles of the American government were viewed as the major goal of social studies teaching. The National Council for the Social Studies (NCSS) defined the field as "the integrated study of the social sciences and humanities to promote civic competence" (NCSS website). Since the NCSS standards for the education of social studies teachers (1997) were widely affirmed by teacher preparation programs, the goal of empowering learners to acquire knowledge and skills. Dispositions necessary to citizen participation helped to provide a focus for both the social studies curriculum and the preparation of social studies teachers.

What differentiates the preparation of social studies teachers from the preparation of other secondary and middle school teachers was course requirements in their teaching content field and the special methods course. There was a transformation of requirements across the fifty states. A major concern about content requirements was that of depth versus breadth across the various disciplines since social studies was an interdisciplinary field. It should be stated how much content knowledge in each of the disciplines making up social studies was enough or how prospective social studies teachers should be prepared both broadly and deeply in all the areas. In some programs, pre-service teachers majored in social studies and took a broad array of courses across history and the social sciences. In other programs, they majored in one field and took one or more courses in each of the other social studies disciplines. In some states, teachers were certified in "social studies," while in others they may receive certification in a particular discipline such as history or geography.

The social studies methods class was the foundation of the professional course work taken by prospective social studies teachers. In this course, teachers were expected to learn how to change content into the curriculum and to select and implement relevant teaching strategies. Pre-service social studies teachers must learn ways to connect the gap between the experiences of learners and content knowledge through the social studies methods course, combined with related field experiences. Nevertheless, although the methods course was a key element of the pre-service education of social studies teachers, there was general disagreement on several problems concerning this course. For example, they disputed on what should be the depth versus breadth of

methods taught; how much stress should be given in this class to the needs of diverse learners, how much time should be spent preparing pre-service teachers to work with state-mandated assessments, or what emphasis should be put in the methods course on developing an adequate background in the social science disciplines.

In teaching methods classes, pre-service teachers may be asked to consider whether history, for example, was mostly basic facts of what happened, a method of inquiry, or broad concepts and ideas that enabled learners to understand today's world. Frequently, the answers teachers developed to these questions were based on the beliefs and expectations they brought to the teacher education program. They brought their impressions of the content as well as what it means to teach and they make sense of their teacher education experience through the screen of these preconceived opinions. Therefore, the study of pre-service teachers' perspectives and the influences on forming and changing these views had been an important focus for research. The issues raised by a reflection of the social studies methods class were confounded by the fact that in some programs the instructor of that course may not be a specialist in social studies. In fact, an individual may not be well acquainted with the field itself. Thus questions about the nature and goals of the field may be dealt with only partially or not at all.

Professional development occurred in both formal and informal ways. Increasingly, schools and school districts started to create and implement teacher induction programs. These programs are intended to provide support for beginning teachers as they dealt with everyday challenges. A beginning teacher was usually matched with an experienced teacher who served as an advisor and sounding board. The goal of teacher induction programs was to both assist and retain novice teachers and revitalize mentor teachers. The programs may be built around the idea of teachers working together to improve their teaching or they may rely on outside experts. There was the expectation, in many states and school districts that teachers would continue to do graduate work in their teaching field. While teachers in such programs were expected to find useful ways to apply what they learned to their teaching practice, there was commonly little support in the classroom for these efforts. Some teachers found that membership in professional associations, such as the National Council for the Social Studies, was a significant form of professional development. Reading journals, attending conferences and workshops, and working with other teachers were important

benefits of getting involved with professional associations. However, not all schools and school districts were supportive of teacher engagement in professional associations. Districts often expected membership in professional associations to be at the teacher's own expense and on the teacher's own time.

Important trends in the education of social studies teachers were similar to those in teacher education as a whole, but they were often manifest in different ways. The work of teaching and teacher education focused increasingly on helping students to meet state standards. In addition, many states required teachers to pass some form of content knowledge test to receive certification. In social studies, both student content standards and teacher testing may be highly political rather than professional. Another challenge for teaching and teacher education was the appropriate use of technology both in teacher education programs and in K–12 classrooms. The research suggested that social studies pre-service teacher motivation was increased by online dialogue, promoted by the instructor. Additional research proposed a great potential for improved learning of social studies through the use of technology, such as using the Library of Congress website to bring primary sources into the classroom. However, at the start of the twenty-first century, teacher educators were only starting to use technology in sophisticated ways in their teaching and only just developing ways to prepare teachers for high-power uses of technology.

Teacher education faced the challenge of preparing teachers to effectively teach culturally and linguistically diverse students. In social studies, issues of diversity went to the heart of the field. The concept of citizenship must be a dynamic one that considered the many different cultural and national identities of learners. It must also take into account that citizenship in an interdependent world must have a global, as well as a national, element. Making the social studies curriculum meaningful and important for learners and society remained the greatest challenge of social studies teaching and teacher education.

According to the related research in foreign countries, futures research provided perspectives of education, environment, curriculum, instruction, and effects of technology on the curriculum. The studies also portrayed teachers' opinions on the scenario of education and social problems reflected in the curriculum. Most of the

research was conducted through the Delphi technique and Ethnographic method whose sample of the research was a group of experts.

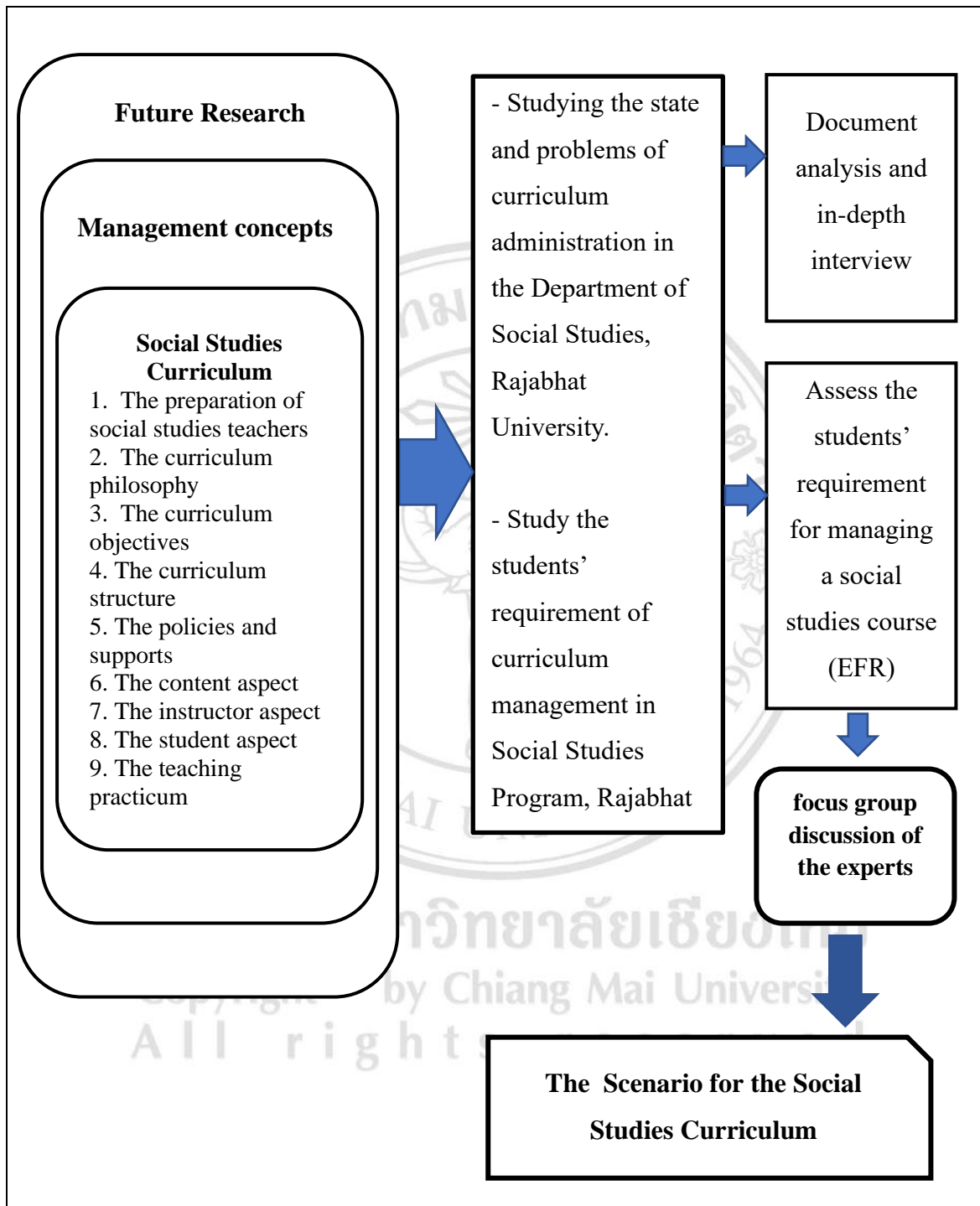


Figure 1 Research conceptual framework: The Scenario for the Social Studies Curriculum of the Rajabhat Universities in the Next Decade

Chapter 3

Research methodology

The study of the scenario for the social studies curriculum of the Rajabhat Universities in the next decade had details about research methodology as follows;

First step: Research problems were identified based on the administration of the department of social studies, the Rajabhat Universities.

The Population and Samples

1. Population for this research consisted of as following;

1.1 Executives or representatives of the department of social studies the faculty of education, the 6 Rajabhat universities in the North including Uttaradit Rajabhat University, Chiang Mai Rajabhat University, Chiang Rai Rajabhat University, Kamphaengpet Rajabhat University, Nakonsawan Rajabhat University, and Phibonsongkram Rajabhat University

1.2 Instructors in the social studies department, the Rajabhat universities in the north consisting of Uttaradit Rajabhat University, Chiang Mai Rajabhat University, Chiang Rai Rajabhat University, Kamphaengpet Rajabhat University, Nakonsawan Rajabhat University, and Phibonsongkram Rajabhat University

2. Samples in this research consisted of as following;

2.1 The sample was 18 executives in the social studies department from the 6 Rajabhat universities in the north including Uttaradit Rajabhat University, Chiang Mai Rajabhat University, Chiang Rai Rajabhat University, Kamphaengpet Rajabhat University, Nakonsawan Rajabhat University, and Phibonsongkram Rajabhat University. The purposive sampling was employed.

2.2 The sample was 30 instructors in the social studies department from 6 Rajabhat universities of the north including Uttaradit Rajabhat University, Chiang Mai Rajabhat University, Chiang Rai Rajabhat University, Kamphaengpet Rajabhat University, Nakonsawan Rajabhat University, and Phibonsongkram Rajabhat University. The purposive sampling was employed.

Research Instruments

The questionnaires of the current conditions and problems of the curriculum administration in social studies of the Rajabhat universities in the next decade.

The questionnaire was presented in a rating scale in 5 levels and was evaluated by the experts in terms of content validity. Among six experts, two were expertized in general administration one in the academic aspect, and three in social studies curriculum. The content validity was examined through the comparison between the objectives of the research and details in the questionnaire. Each item in the questionnaire was checked if it could represent the content of the study. The results of the evaluation were then calculated to identify the index of item objective congruence (IOC) (Kanjanawasee, 2001). All items should be scored on a five-point scale according to the general standard. From the results of the evaluation of the experts, all items from the questionnaire were scored on 0.81 which indicated that the questionnaire on the scenario for the social studies curriculum of the Rajabhat Universities in the next decade was suitable for the data collection.

Data Collection

The researcher requested the consent letters from the Graduate school of Chiang Mai University for sending to 18 executives and 30 instructors of the faculty of education in the 6 Rajabhat universities in the north. Once the questionnaire were mailed to the universities, the collaborators from the field helped collect the responses regarding the current conditions and problems of the curriculum administration in social studies. The collected data was sent back to the researcher. In the case of no responses, the questionnaire was mailed to the university again until 48 participants completed the questionnaire, meaning that 100 percent of the questionnaire were responded.

Data Analysis

Data from the questionnaires on the current administrative conditions and problems of the curriculum administration in social studies including curriculum aspect, instructor aspect, student aspect, learning aspect, facility aspect, and evaluation aspect were analyzed. The researcher used statistical package for the social sciences (SPSS) to find out percentage, mean, and standard deviation in order to interpret the collected data based on the following criteria;

Average 4.50 and above	defined extremely high problematic issues
Average 3.50 - 4.49	defined high problematic issues
Average 2.50 - 3.49	defined average problematic issues
Average 1.50 - 2.49	defined low problematic issues
Average 1.00 - 1.49	defined the least problematic issues

Step 2 : Research the students' requirement were identified based on the curriculum administration of the department of social studies, the Rajabhat Universities.

The Population and Samples

1. Population for this research consisted of as following;

1 .1 Students majoring social studies the faculty of education, the 6 Rajabhat universities in the North including Uttaradit Rajabhat University, Chiang Mai Rajabhat University, Chiang Rai Rajabhat University, Kamphaengpet Rajabhat University, Nakonsawan Rajabhat University, and Phibonsongkram Rajabhat University

2. Samples in this research consisted of as following;

2.1 The sample was 300 students in the social studies department from 6 Rajabhat universities of the north including Uttaradit Rajabhat University, Chiang Mai Rajabhat University, Chiang Rai Rajabhat University, Kamphaengpet Rajabhat University, Nakonsawan Rajabhat University, and Phibonsongkram Rajabhat University. The simple random sampling was employed.

Research Instruments

The questionnaires of the students' requirement for the curriculum administration in social studies of the Rajabhat universities in the next decade.

The questionnaire was presented in a rating scale in 5 levels and was evaluated by the experts in terms of content validity. Among six experts, two were expertized in general administration one in the academic aspect, and three in social studies curriculum. The content validity was examined through the comparison between the objectives of the research and details in the questionnaire. Each item in the questionnaire was checked if it could represent the content of the study. The results of the evaluation were then calculated to identify the index of item objective congruence (IOC) (Kanjanawasee, 2001). All items should be scored on a five-point scale according

to the general standard. From the results of the evaluation of the experts, all items from the questionnaire were scored on 0.77 which indicated that the questionnaire on the scenario for the social studies curriculum of the Rajabhat Universities in the next decade was suitable for the data collection.

Data Collection

Researcher requested the consent letters from the Graduate school of Chiang Mai University for sending to 300 students of the faculty of education in the 6 Rajabhat universities in the north. Once the questionnaire were mailed to the universities, the collaborators from the field helped collect the responses regarding the needs for the curriculum administration in social studies. The collected data was sent back to the researcher. In case of no responses, the questionnaire was mailed to the university again until 300 participants completed the questionnaire, meaning that 100 percent of the questionnaire were responded.

Data Analysis

Data from the questionnaires on the students' requirement for the curriculum administration in social studies including curriculum aspect, instructor aspect, student aspect, learning aspect, facility aspect, and evaluation aspect were analyzed. The researcher used statistical package for the social sciences (SPSS) to find out percentage, mean, and standard deviation in order to interpret the collected data based on the following criteria;

Average 4.50 and above	defined extremely high of the students' requirement
Average 3.50 - 4.49	defined high of the students' requirement
Average 2.50 - 3.49	defined average of the students' requirement
Average 1.50 - 2.49	defined low of the students' requirement
Average 1.00 - 1.49	defined the least of the students' requirement

Step 3 : The collected data was synthesized and presented as a scenario for the social studies curriculum of the Rajabhat Universities in the next decade.

The sample of the study was as following;

1. The sample was 18 executives in the social studies department from the 6 Rajabhat universities in the north including Uttaradit Rajabhat University, Chiang Mai Rajabhat University, Chiang Rai Rajabhat University, Kamphaengpet Rajabhat University, Nakonsawan Rajabhat University, and Phibonsongkram Rajabhat University. Among 18 executives, three from each Rajabhat university were selected through the purposive sampling.

2. 5 experts

Research instrument

The semi structured interviews interviews on the scenario for the social studies curriculum of the Rajabhat Universities in the next decade was revised according to the suggestion of the advisor. The content and the use of language in the interviews were improved so.

Data collection

1. The 18 executives from the six Rajabhat universities were interviewed on the scenario for the social studies curriculum of the Rajabhat Universities in the next decade

2. The 5 experts participated in the group discussion on the scenario for the social studies curriculum of the Rajabhat Universities in the next decade.

Data analysis

Collected data was analyzed in term of content.

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Table 7 Summary of research procedures

The steps	An operation	Data source	Data Analysis Method	Result obtained
1. To study the conditions and problems of curriculum administration in the Department of Social Studies of Rajabhat University.	<p>1. Create a questionnaire about the conditions, problems and needs of the curriculum administration of Social Studies program of Rajabhat University.</p> <p>2. Bring the revised questionnaire to be used in a sample of non-population groups.</p> <p>3. Gather information from management Faculty and students in Social Studies.</p>	Administrators, teachers and students in social studies	Analyzed by the statistical program by calculating the mean Standard deviation	Information about the conditions and problems of curriculum administration in the Department of Social Studies of Rajabhat University
2. Study the students' requirement of curriculum administration in Social Studies program of Rajabhat University.	1. Create a questionnaire about problem conditions and the students' requirement of curriculum administration in social studies program of Rajabhat University	Administrators, teachers and students in social studies	Analyzed by the statistical program by calculating the mean Standard deviation	Information on the students' requirement of curriculum administration in Social Studies program of Rajabhat University.

Table 7 (continued)

The steps	An operation	Data source	Data Analysis Method	Result obtained
	<p>2. Bring the revised questionnaire to be used in a sample of non-population groups.</p> <p>3. Gather information from management Faculty and students in Social Studies.</p>			
<p>3. Synthesize data by interviewing about curriculum administration of the Social Studies program of Rajabhat University. and group conversation</p>	<p>1. Create interview forms Semi Structured Interview</p> <p>2. Request letter for research cooperation from the Graduate School Chiang Mai University and contacted directly by myself Bring the study data from steps 1, 2 and 3 to synthesize as (draft) the future. The curriculum image of Social Studies of Rajabhat University in the next decade</p> <p>2. Organize a discussion meeting for groups of experts in social studies</p> <p>3. Summary of group discussion and suggestions from experts</p>	<p>Executives of Faculty of Education, Rajabhat University and a group of experts in social studies</p>	<p>content analysis by recording group discussion reports and transcribing words from a group conversation tape</p>	<p>The scenario for the social studies curriculum of the Rajabhat Universities in the next decade.</p>

Chapter 4

Data Analysis

The study of the scenario for the social studies curriculum of the Rajabhat Universities in the next decade presented the results of data analysis into three parts as the following;

Part 1: The analysis result of the current conditions and problems of curriculum administration in social studies of the Rajabhat universities

Part 2: The analysis result of the students' requirement for the curriculum administration in social studies of the Rajabhat universities

Part 3: The synthesis of the scenario for the social studies curriculum of the Rajabhat universities in the next decade

Part 1: The analysis result of the current conditions and problems of curriculum administration in social studies of the Rajabhat universities

The analysis result of the current conditions and problems of curriculum administration in social studies of the Rajabhat universities could be divided into 2 parts as follows;

1.1 The analysis result of general information of the respondents to the questionnaire on the current conditions and problems of curriculum administration in social studies of the Rajabhat universities

The analysis result of general information of the respondents through mean and percentage could be presented as following;

Table 8 General information of the respondents to the questionnaire on the current conditions and problems of curriculum administration in social studies of the Rajabhat universities

General Information		Number	Percentage
Gender	Male	25	52.08
	Female	23	47.92
	Total	48	100.00
Age	Under 30 years old	0	0.00
	30-39 years old	10	20.83
	40-49 years old	25	52.08
	50-59 years old	9	18.75
	60 years old and above	4	8.33
	Total	48	100.00
Highest education level	Bachelor degree	0	0.00
	Master's Degree	25	52.08
	Doctoral degree	23	47.92
	Total	48	100.00
Academic Titles	Assistant Professor	12	25.00
	Associate Professor	2	4.17
	Professor	0	0.00
	Others	34	70.83
Total		48	100.00

From table 8, it was found that the respondents consisted of 25 male (52.08%) which were a majority and 23 were female (47.92 %). As for ages, 25 of the respondents or 52.08% had the age of 40-49 years old, followed by 10 or 20.83% of respondents with the age of 30-39 years old, 9 respondents with the age of 50-59 years old or 18.75%, and 4 respondents with the age of 60 years old and above or 8.33% respectively. As for educational level, 25 respondents or 52.08 % had master degrees and the rest had a doctoral degree or 47.92 %.

It was found that 12 respondents or 25% were assistant professors and 2 of them or 4.17% were associate professors.

1.2 The analysis result of the current conditions and problems of curriculum administration in social studies of the Rajabhat universities

The results of the current conditions and problems of curriculum administration in social studies of the Rajabhat Universities retrieved from 48 respondents were analyzed through mean and median. The results were presented as following;

Table 9 The current conditions and problems of curriculum administration in social studies of the Rajabhat universities

No.	The curriculum administration in social studies of Rajabhat universities	Mean	SD	Results
<u>The curriculum aspect</u>				
1.	The courses' contents were inappropriate and out of date.	3.50	0.81	Much
2.	The courses' contents couldn't be taught for social studies in real schools.	2.85	0.57	Moderate
3.	The structure of classified subjects provided inappropriate credits.	2.67	0.63	Moderate
4.	Social studies curriculum had passed the quality standards of the Office of the Higher Education Commission and Secretariat Office.	1.18	0.42	Least
<u>The instructor aspect</u>				
5.	There were not criterions to control teaching.	2.00	0.70	Less
6.	There were not budget plans supporting instructor development.	4.01	0.58	Much
7.	The instructors of the department of social studies were unqualified.	2.10	0.95	Less
8.	The instructors were not specialized in social science.	2.02	0.71	Less
9.	The instructors were unable to efficiently manage teaching and learning.	2.50	0.50	Moderate

Table 9 (continued)

No.	The curriculum administration in social studies of Rajabhat universities	Mean	SD	Results
10.	The instructors were not a role model in term of teaching profession.	1.33	0.47	Least
11.	The instructors were not ready to be supervisor for Novice teachers.	1.67	0.63	Less
12.	The instructors did not have research or academic work.	2.15	0.69	Less
13.	The instructors had too much responsibilities for teaching and others.	3.25	0.82	Moderate
<u>The student aspect</u>				
14.	There were too many admitted students.	3.85	0.80	Much
15.	The admission of students concerned more business rather than qualification.	2.84	0.56	Moderate
16.	There were no plans for social studies student development concretely.	2.99	0.90	Moderate
17.	Students were lack of academic funds.	1.99	0.58	Less
18.	Students were lack of curiosity and activeness.	1.33	0.47	Least
19.	Student selection system did not meet the criteria and specified qualifications.	2.98	0.81	Moderate
<u>The aspect of teaching and learning activities</u>				
20.	Teaching and learning activities focus on student-centered learning.	2.07	0.49	Less
21.	Teaching and learning activities were interesting.	2.66	0.62	Moderate
22.	Teaching and learning activities were various.	2.16	0.69	Less
23.	The teaching and learning activities were not up to date and consistent in the 21st century's skills.	3.92	0.76	Much

Table 9 (continued)

No.	The curriculum administration in social studies of Rajabhat universities	Mean	SD	Results
24.	Teaching and learning activities to promote knowledge and other skills could be practical for the teaching profession in the future.	2.50	0.65	Moderate
25.	There were some extra-curriculum activities such as field trip.	2.41	0.64	Less
<u>The facility aspect</u>				
26.	There were not enough budgets to sufficiently and appropriately support activities.	3.92	0.63	Much
27.	There were not collaborating network of development in social teaching profession.	2.66	0.47	Moderate
28.	There were not enough funds or scholarships for students in need.	2.41	0.64	Less
29.	There were not enough university accommodation for students.	2.42	0.63	Less
30.	There were no projects or activities that promote a spirituality of teachers for professional.	1.91	0.49	Less
31.	There were not enough appropriate instructional media about social studies.	3.61	0.64	Much
<u>The curriculum evaluation aspect</u>				
32.	There were no systematic evaluation plans.	3.66	0.62	Much
33.	There was a continuous quality assessment of social studies curriculum.	2.22	0.81	Less
34.	There were committees to evaluate the curriculum quality from internal and external institutes.	2.90	0.63	Moderate
35.	There were no evaluation quality assurance results used for the curriculum improvement of the social studies programs.	3.61	0.65	Much

From Table 9 the analysis of the current conditions and problems of curriculum administration in social studies of Rajabhat universities found that the current conditions and problems of each aspects could be sorted in descending order as follows;

1. The curriculum aspect found that the course contents were inappropriate and out of date, they were not practical for social studies in the real situation, and the structure of classified subjects provided inappropriate credits, respectively.

2. The instructor aspect showed that there were not budget plans supporting instructor development; the instructors had too much responsibilities for teaching and others, and the instructors were unable to efficiently manage teaching and learning, respectively.

3. The student aspect found that there were too many admitted students; there were no concrete plans for the development of social studies students; and student selection system did not meet the criteria and specified qualifications, respectively.

4 . The aspect of teaching and learning activities demonstrated that the teaching and learning activities were not up to date and consistent in the 21st century's skills; teaching and learning activities were uninteresting; but they could promote knowledge and other practical skills for the teaching profession in the future, respectively.

5. The facility aspect showed that there were not enough budgets to sufficiently and appropriately support activities; there were not enough appropriate instructional media about social studies; and there were not collaborating network for developing social teaching profession, respectively.

6 . The curriculum evaluation aspect showed that there were no systematic evaluation plans; the evaluation quality assurance results were not used for the curriculum improvement in the social studies programs; and there was an absence of committees to evaluate the curriculum quality from internal and external institutes, respectively.

Part 2: The analysis result of the students' requirement for the curriculum administration in social studies of the Rajabhat universities

The analysis result of the students' requirement for the curriculum administration in social studies of the Rajabhat universities could be presented into two parts as following;

2.1 The analysis result of general information of the respondents to the questionnaire on the students' requirement for the curriculum administration in social studies of the Rajabhat universities

The analysis result of general information of the 300 respondents through frequency and percentage could be presented as following;

Table 10 General information of the respondents to the questionnaire on the students' requirement for the curriculum administration in social studies of the Rajabhat universities

General Information		Number	Percentage
Gender	Male	126	42.00
	Female	174	58.00
	Total	300	100.00
Age	Below 18 years old	0	0.00
	18 - 20 years old	86	28.67
	21 - 23 years old	212	70.67
	24 years old and above	2	0.66
	Total	300	100.00
Education Level	Fist Year	0	0.00
	Second Year	54	18.00
	Third Year	62	20.67
	Fourth Year	166	55.33
	Fifth Year	18	6.00
	Total	300	100.00

From table 10, it was found that the respondents consisted of 174 female (58%) which were a majority and 126 were male (42%). As for ages, 212 of the respondents or 70.67% had the age between 21-23 years old, followed by 86 respondents or 28.67% with the age of 18-20 years old, 2 respondents or 0.66% with the age of 24 years old and above or 8.33% respectively. As for educational level, 166 respondents or 55.33% were seniors, 62 or 20.67% of the respondents were third year students, 54 or 18% of them were sophomore students and the rest or 6% were fifth year students.

2.2 The analysis result of the students' requirement for the curriculum administration in social studies of the Rajabhat universities

From the analysis of the questionnaire answered by 300 students, the requirement for the curriculum administration in social studies of the Rajabhat universities could be presented with mean and standard deviation as following;

Table 11 The analysis result of the students' requirement for the curriculum administration in social studies of the Rajabhat universities

No.	The curriculum administration in social studies of Rajabhat universities	Mean	SD	Results
<u>The curriculum aspect</u>				
1.	There were updated courses' contents in line with the changing context of Thai and global societies.	3.52	0.80	Much
2.	There were the updated courses' contents to be taught for social studies in real schools.	2.80	0.60	Moderate
3.	There were the specification in the structure of classified subjects to provide appropriate credits.	2.60	0.65	Moderate
4.	Social studies curriculum followed the Development of Professional Standards Framework, the Secretariat Office of the Teachers' Council of Thailand, and the Office of the Higher Education Commission.	1.31	0.54	Least

Table 11 (continued)

No.	The curriculum administration in social studies of Rajabhat universities	Mean	SD	Results
<u>The instructor aspect</u>				
5.	The qualifications of the instructors were identified in term of the specialization in social studies.	2.10	0.95	Less
6.	There were a number of instructors enough to be responsible for students.	2.84	0.56	Moderate
7.	There were plans and budgets for the instructor development in academics and further education.	4.00	0.59	Much
8.	The instructors were role models to students.	1.34	0.48	Least
9.	The instructors regularly sought for academic development.	1.68	0.63	Less
10.	The instructors appreciated ethics and code of ethics of teaching profession	2.16	0.69	Less
11.	There were publication of academic works and researches.	2.81	0.56	Moderate
<u>The student aspect</u>				
12.	There were the selections of qualified students with the specified criteria by the program.	3.87	0.66	Much
13.	There were concrete plans for social studies development in all 1 st - 4 th year students.	2.47	0.77	Less
14.	There were funds and budget to help students in need.	2.39	0.92	Less
15.	There were the follow-up for the employment situation of students continuously.	2.54	0.88	Moderate

Table 11 (continued)

No.	The curriculum administration in social studies of Rajabhat universities	Mean	SD	Results
<u>The aspect of teaching and learning</u>				
16.	<u>activities</u> The activities were student-centered learning.	2.66	0.62	Moderate
17.	There were teaching and learning activities responding to the 21st century's skills.	3.43	0.99	Moderate
18.	There were various, interesting, and modern teaching and learning activities.	3.91	0.64	Much
19.	There were learner development activities of both internal and external curriculum.	3.19	0.82	Moderate
<u>The facility aspect</u>				
20.	There were the sufficient and appropriate budgets for supporting activities or projects in the curriculum.	3.50	0.84	Much
21.	There was national collaboration for teaching profession development.	2.42	0.64	Less
22.	There were the procurement of educational finance to help students who needed.	2.80	0.95	Moderate
23.	There was the provision of teaching media, materials, and classroom equipped with multi-media and technology.	2.49	0.64	Moderate
24.	There were laboratories to promote students' learning ability.	2.24	0.82	Less
25.	There were high speed internet network in order to comfortably accessing to information.	2.90	0.63	Moderate
26.	The institutes provided guidance and advice for students with various options.	2.72	0.86	Moderate
27.	There was supportive environment and atmosphere to promote student learning abilities.	1.68	0.63	Less

Table 11 (continued)

No.	The curriculum administration in social studies of Rajabhat universities	Mean	SD	Results
<u>The curriculum evaluation aspect</u>				
28.	Students, instructors, and stakeholder had an opportunity in the social studies curriculum evaluation.	2.50	0.64	Moderate
29.	There was an annual evaluation and assessment for social studies curriculum.	2.24	0.82	Less
30.	There were the evaluation quality assurance results to use for the curriculum improvement of the social studies programs.	2.90	0.63	Moderate
31.	The social studies programs were updated at least every 5 years.	3.66	0.62	Much

From Table 11 the analysis of the students' requirement for the curriculum administration in social studies of Rajabhat universities found that the important requirements of each aspects could be sorted in descending order as follows;

1. The curriculum aspect found that there were the updated courses contents related to the changing context of Thai and global societies and real situation; and there were the specification in the structure of classified subjects to provide appropriate credits, respectively.

2. The instructor aspect showed that there were plans and budgets for the instructor development in academics and further education; a number of instructors was enough to be responsible for students; and of academic works and researches were regularly published, respectively.

3. The student aspect found that the selections of qualified students followed the specified criteria by the program; there was the continuous follow-up for the employment situation of graduated students, and there were concrete plans for social studies development for students of all levels, respectively.

4. The aspect of teaching and learning activities demonstrated that there were various, interesting, and modern teaching and learning activities; the teaching and learning activities responded to the 21st century's skills; and there were learner development activities of both internal and external curriculum, respectively.

5. The facility aspect showed that there were the sufficient and appropriate budgets for supporting activities or projects in the curriculum, high speed internet network was available for convenient access to information; and there was the procurement of educational funds to help students in need, respectively.

6. The curriculum evaluation aspect showed that the social studies programs were updated at least every 5 years; the evaluation quality assurance results were used for the curriculum improvement of the social studies programs; and students, instructors, and stakeholders had an opportunity in the social studies curriculum evaluation, respectively.

Part 3: The synthesis of the scenario for the social studies curriculum of the Rajabhat universities in the next decade through the interviews of the executives and focus group discussion of the experts

The synthesis of the scenario for the social studies curriculum of the Rajabhat universities in the next decade could be divided into 2 parts as following;

3.1 The synthesis of the scenario for the social studies curriculum of the Rajabhat universities in the next decade through the interviews of the executives

The results of the synthesis of the scenario for the social studies curriculum of the Rajabhat universities in the next decade through the interviews of the executives could be concluded and presented as follows;

1. The aspect of the preparation of social studies teachers

1. During 1986-2016, the teacher preparation was at its peak as there was a concrete project for teacher preparation. The innovation for the preparation of Thai teachers was the Diamond in the Rough project arranged by Srinakharinwirot University, along with the Internal Security Operations Command and the Ministry of Education. The project aimed to prepare an opportunity for children in remote areas where the central committee of the voluntary development and self-defense village (VDS) were situated. Then there was a project called the Gurudhayadha teacher project

that selected intellect and ethnic students for full scholarships. There were also important projects such as the project of The Institute for the Promotion of Teaching Science and Technology (IPST) that developed mathematics and science teacher, the project that aimed to develop professional teachers and inventive teachers. The government was about to launch a new project to produce teachers for local development that aimed for long-term teacher development. The proudest events among Thai teacher were the official announcement of the National Education Act B.E. 2542, and the distribution of teacher licenses for all qualified teachers bases on the standards of the Secretariat Office of the Teachers' Council of Thailand. The license represented that teachers were considered as an honored profession.

2. The teacher preparation in academic institutes provided a four-year program from 1981 to 2003. Then there was an introduction of a five-year program from 2004 to 2018. At present, the four-year program was brought back to the competency-based curriculum.

3. The tendency of teacher preparation in the future may change back to a 3-4 year program for competency-based curriculum and teaching profession by self-learning.

2. The aspect of curriculum philosophy

1. Focus was on specialized students in social science
2. Students had freedom with moral reasoning.
3. Students must follow social rules and laws.
4. Students were good citizens for the country and the world

3. The aspect of curriculum objectives

1 . Developing learners to meet the standards of the Development of Professional Standards Framework, the Secretariat Office of the Teachers' Council of Thailand, and the needs of society.

2. Developing learners who specialized in applied social science.

3. Developing learners who became good citizens of the country and the world.

4. Developing learners who had the ability to technological pedagogical content knowledge (TPACK).

5. Developing learners who had ethics, morality and public awareness.

6 . Developing learners who had the ability to communicate, critical thinking, life skills, and technical skill.

4. The aspect of curriculum structure

1. Curriculums structure consisted of; general courses including courses about languages, science, mathematics, and humanities and social science and 21st century-related courses such as economics, foreign languages, technology and innovation, and modern science; specific courses such as teaching profession course and major content that was relevant to Thai society, the modern world, peaceful cooperation, and integration with other kinds of knowledge related to thoughts and behaviors of human.

2. There was an introduction of courses relevant to the elderly because Thailand was now becoming an aging society.

3. There was the interaction and incorporation of knowledge and skills. There was a use of innovation and technology in teaching and designing learning. The system included content and teaching method called technological pedagogical content knowledge. (TPACK).

4 . The number of credits of teaching profession courses tended to decrease as some content could be transferred to extra-curriculum so that students could gain new knowledge and experiment outside the classroom. Some courses could be integrated.

5. The aspect of policies and supports

1. Government should have certain policy on teacher preparation, such as teacher preparation for 4 years or 5 years curriculum.

2. Adjusting teacher preparation concepts, considering the teacher preparation to be closed system, and limiting the number of applicants

3. University and faculty supported sufficient budgets for any projects and activities to educational quality development.

6. The content aspect

1. Social studies curriculum followed the Development of Professional Standards Framework, the Secretariat Office of the Teachers' Council of Thailand, and the Office of the Higher Education Commission.

2. Four-year program included three years of in-class learning and one year or one semester of teaching practicum.

3. The content was updated to the social transformation of the country and the world.

7. The instructor aspect

1. Teachers should self-develop to be skillful and precise in social studies contents, and to be academicians who were the good model in helping social direction.

2. The instructors in social studies department must have experiences in intimately working with schools in which students took teaching practicum courses.

3. There should have training for the instructors of social studies once or twice a year.

8. The student aspect

1. Selecting students who met the specified criteria without mainly thinking of the number or income.

2. Inviting committees from many sectors such as deans of faculty of Education, the senior instructors, the junior instructor, school principal, and successful advisory teachers on joint interview for the student teacher selection.

3. Selecting students by advertising in advance by inviting to join activities with the faculty of education in order to seeking for senior high school students who shined to be teachers, had attend to be teachers, and were voluntary to be teacher.

4. Providing dormitory for student teachers to practice living with other people in the university.

5. Accepting only 30-60 teacher students each academic year for thoroughly supervision and quality check.

9. The aspect of teaching practicum

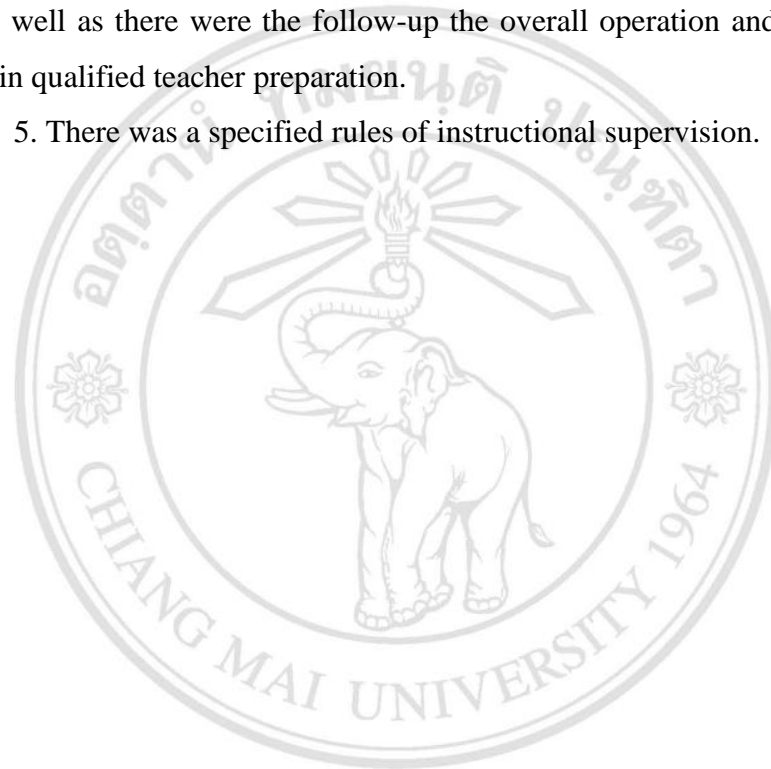
1. The sources of training professional experience for teachers must be certified for quality assessment by the Teachers Council of Thailand and the Office for National Education Standards and Quality Assessment (ONESQA).

2. The selection of mentors to be accurate with studies, to be people who were sacrificed, patient, careful, voluntary, creative, and especially able to work with others.

3. There was qualified system for the teacher practicum as the good guideline of the teacher professional experience training of the teacher preparation institution.

4. There were clarification of the roles as administrator, mentor, and supervisor, as well as there were the follow-up the overall operation and adulating for collaboration in qualified teacher preparation.

5. There was a specified rules of instructional supervision.



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From the collected data, the tendency of social studies curriculum of the Rajabhat universities in the next decade could be summarized as a following mind mapping;

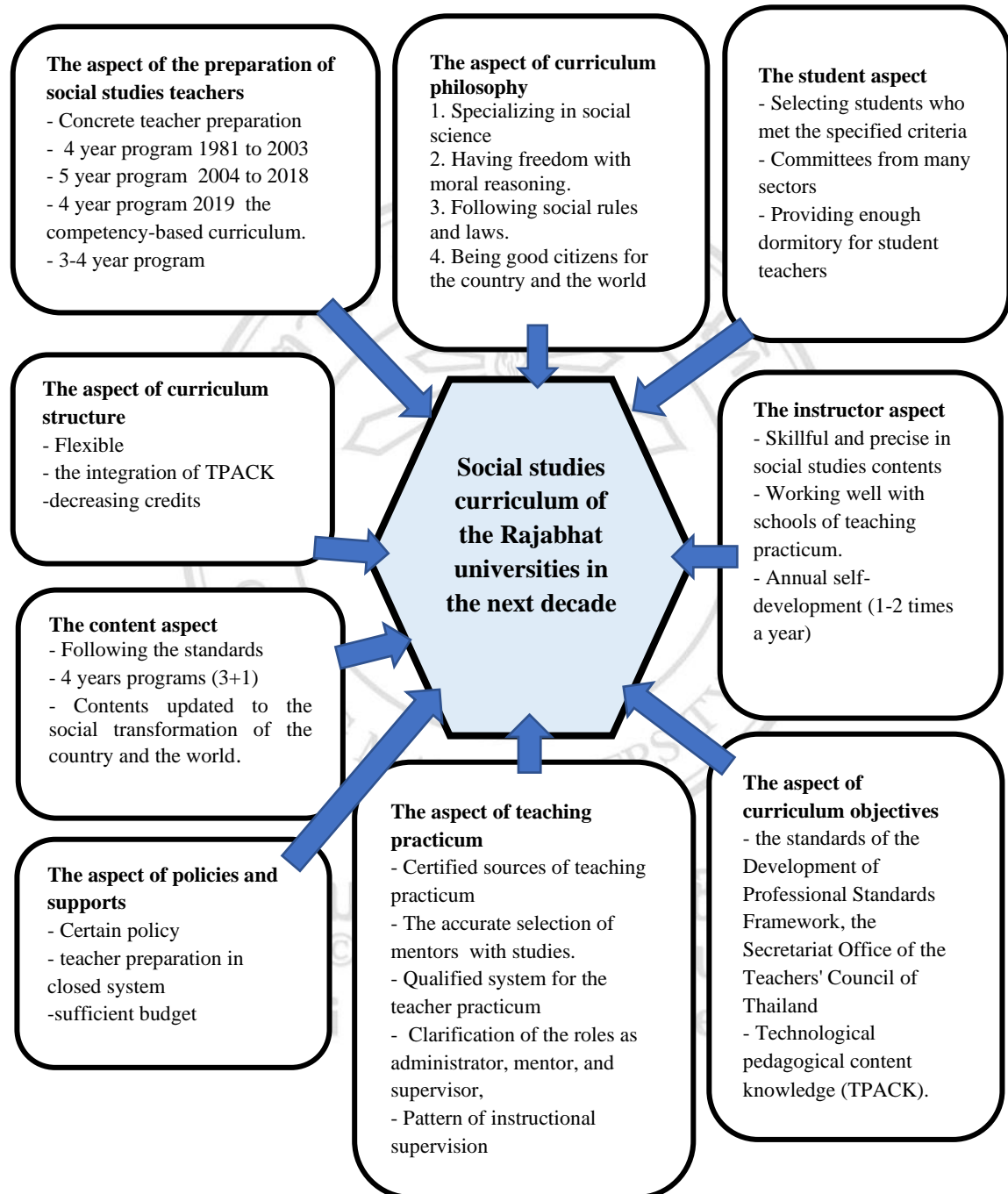


Figure 2 The 9 aspects of the tendency of social studies curriculum of the Rajabhat universities in the next decade

3.2 The synthesis of the scenario for the social studies curriculum of the Rajabhat universities in the next decade through the focus group discussion of the experts

The results of the presentation of the tendency of social studies curriculum of the Rajabhat universities in the next decade to the focus group discussion by the experts could be concluded as follows;

1. The draft of the tendency of social studies curriculum of the Rajabhat universities in the next decade presented by the research consisted of 9 aspects which were the aspect of social studies preparation, the aspect of curriculum philosophy, the aspect of curriculum structure, the aspect of policy and supports, the aspect of teaching and learning activities, the content aspect, the instructor aspect, the student aspect, and the aspect of teaching practicum. The experts advised to eliminate the first aspect which was the aspect of social studies preparation, and remained the others in the study.

2 . The aspect of content and teaching and learning of the scenario of social studies curriculum of the Rajabhat universities in the next decade should be revised and adjusted as the aspect of curriculum because teaching and learning were included in the curriculum itself.

3. The tendency of social studies curriculum of the Rajabhat universities in the next decade could be summarized as following;

1. The aspect of curriculum philosophy

1. Focus was on specialized students in social science
2. Students had freedom with moral reasoning.
3. Students must follow social rules and laws.
4. Students were good citizens for the country and the world

2. The aspect of curriculum objectives

1 . Developing learners to meet the standards of the Development of Professional Standards Framework, the Secretariat Office of the Teachers' Council of Thailand, and the needs of society.

2. Developing learners who had the ability to technological pedagogical content knowledge (TPACK).

3. Developing learners who specialized in applied social science.

4. Developing learners who became good citizens of the country and the world.

5. Developing learners who had ethics, morality and public awareness.

6 . Developing learners who had the ability to communicate, critical thinking, life skills, and technical skill.

3. The aspect of curriculum structure

1 . Curriculums structure is flexible and consisted of; general courses including courses about languages, science, mathematics, and humanities and social science and 2 1 st century-related courses such as economics, foreign languages, technology and innovation, and modern science; specific courses such as teaching profession course and major content that was relevant to Thai society, the modern world, peaceful cooperation, and integration with other kinds of knowledge related to thoughts and behaviors of human.

2. There was the interaction and incorporation of knowledge and skills. There was a use of innovation and technology in teaching and designing learning. The system included content and teaching method called technological pedagogical content knowledge (TPACK).

3 . The number of credits of teaching profession courses tended to decrease as some content could be transferred to extra-curriculum so that students could gain new knowledge and experiment outside the classroom. Some courses could be integrated.

4. The aspect of policies and supports

1 . University and faculty supported sufficient budgets for any projects and activities to educational quality development.

2. Government should have certain policy on teacher preparation, such as 4 or 5 year program of teacher preparation curriculum.

3. Creating system to persuade students to learn about teaching profession, like, compensation, high salary, employment after graduation.

4. Considering the teacher preparation to be closed system, and limiting the number of applicants.

5. University and faculty provided materials, tools, instructional media, and facility sufficiently in teaching and learning management.

5. The curriculum aspect

1. Follow the standard of Secretariat Office of the Teachers' Council of Thailand

2. Use online courses
3. Provide four-year program (3+1)
4. Provide three-year program
5. Integrate content that are modern and up-to-date
6. Use technology for learning
7. Promote 21st century skills in the curriculum

6. The instructor aspect

1. Teachers have self-develop to be skilled and precise in social studies contents, and to be academicians who were the good model in guiding society to better direction.

2. Conduct online classes.
3. There should have seminars for the social studies instructors once or twice a year in order to overtake innovations and technologies of teaching and learning which continuously changed. Moreover, new generation of student teachers changed in every generation.

4. Making the developing visions of the instructors in social studies by observational study, exchange of teaching and learning management knowledge between neighboring countries, as well as instructor exchange to teach and research between international universities.

5. The instructor needed to develop their knowledge through the academic works and continuous publication of research.

7. The student aspect

1. The student selection for social studies program should have both general knowledge test and teachers' skill test with consideration of grade point average (GPA) from high school, selecting students who met the specified criteria.

2. The student teacher selection should have committees from many sectors such as Dean of faculty of Education, the senior instructors, the junior instructor, school principal, and successful advisory teachers on joint interview.

3. Providing dormitory for student teachers to practice living with other people in the university.

4. Supporting foreign language skills for students.

5. Supporting educational technology learning to student teachers such as, the online instruction media contest, and the presentation through technologies.

8. The aspect of teaching practicum

1. The sources of teaching practicum for teachers must be certified for quality assessment by the Teachers Council of Thailand and the Office for National Education Standards and Quality Assessment (ONESQA).

2. There was administration system of teaching practicum as a good guideline for teacher preparation institutions.

3. The sources of teaching practicum for teachers must be various levels including schools with high readiness, moderate readiness, low readiness, less readiness in teaching and learning management In order that students could learn problem solving in different real situations.

4. The selection of mentors to be accurate with studies, to be people who were sacrificed, patient, careful, voluntary, creative, and especially able to work with others.

5. Making Mentor network system, and having provincial seminar to exchange learning experiences and innovations of the role as mentors.

6. There was clarification of the roles as administrator, mentor, and supervisor, as well as there were the follow-up the overall operation and adulating for collaboration in qualified teacher preparation.

From the collected data, the tendency of social studies curriculum of the Rajabhat universities in the next decade could be summarized as a following mind mapping;

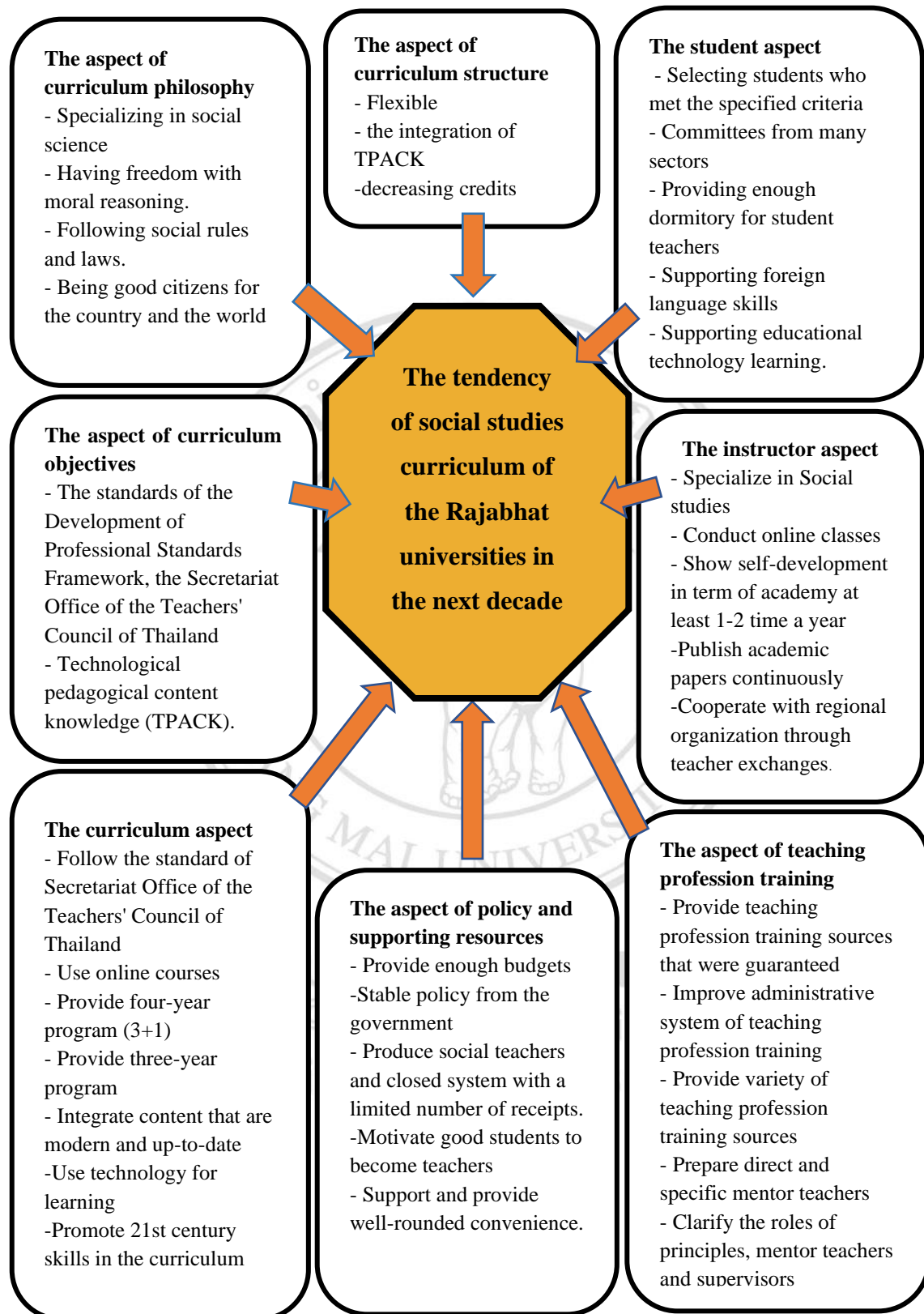


Figure 3 The 8 aspects of the tendency of social studies curriculum of the Rajabhat universities in the next decade

Chapter 5

CONCLUSION, DISCUSSION, AND SUGGESTION

The study of the scenario for the social studies curriculum of the Rajabhat Universities in the next decade was a futures research and could be concluded, discussed and suggested as following;

The objectives of the research were; to study the current conditions and problems of curriculum administration in social studies of the Rajabhat universities; to study the students' requirement for the curriculum administration in social studies of Rajabhat universities; and to present the scenario for the social studies curriculum of the Rajabhat universities in the next decade.

The research methodology consisted of 3 steps; study the conditions and problems of curriculum administration of social studies department, the Rajabhat Universities; study the needs for curriculum administration of social studies department, the Rajabhat Universities; synthesize and present the scenario of social studies curriculum of the Rajabhat Universities in the next decade.

The Population and Samples consisted of executives, instructors, and students in the social studies department, faculty of education of the Rajabhat universities in the north. The total number was 353 participants.

The research instruments were; the questionnaires of the current conditions and problems of the curriculum administration in social studies of Rajabhat universities in the next decade; the questionnaires of the students' needs for the curriculum administration in social studies of Rajabhat universities in the next decade; and the interviews on the topics of the scenario for the social studies curriculum of the Rajabhat universities in the next decade.

Summary

1. The results of the analysis of the current conditions and problems of curriculum administration in social studies of Rajabhat universities could be presented into 6 aspects. The curriculum aspect showed that the content was inappropriate, out of date, and impractical for actual social studies teaching in a real school. The credits of

courses were distributed improperly. The instructor aspect demonstrated that there were no budget plans to support the development of the instructors, the instructors had too many responsibilities for teaching and others, and the instructors were unable to efficiently manage teaching and learning. The student aspect found that there were too many admitted students, there were no plans for social studies student development concretely, and student selection system did not meet the criteria and specified qualifications. The aspect of teaching and learning activities show that found that the teaching and learning activities were not up to date and consistent in the 21st century's skills; teaching and learning activities were uninteresting, but they could promote knowledge and other practical skills for the teaching profession in the future. The facility aspect showed that there were not enough budgets to sufficiently and appropriately support activities; there were not enough appropriate instructional media about social studies, and there were not collaborating networks for developing the social teaching profession. The curriculum evaluation aspect showed that there were no systematic evaluation plans; the evaluation quality assurance results were not used for the curriculum improvement in the social studies programs, and there was an absence of committees to evaluate the curriculum quality from internal and external institutes.

2. The results of the analysis of the students' requirement for the curriculum administration in social studies of the Rajabhat universities could be presented into 6 aspects. The curriculum aspect found that there were the contents of the updated courses related to the changing context of Thai and global societies and real situations, and there was the specification in the structure of classified subjects to provide appropriate credits. The instructor aspect showed that there were plans and budgets for the instructor development in academics and further education; a number of instructors were enough to be responsible for students, and of academic works and researches were regularly published. The student aspect found that the selections of qualified students followed the specified criteria by the program; there was a continuous follow-up for the employment situation of graduated students, and there were concrete plans for social studies development for students of all levels. The aspect of teaching and learning activities demonstrated that there were various, interesting, and modern teaching and learning activities; the teaching and learning activities responded to the 21st century's skills, and there were learner development activities of both internal and external

curriculum. The facility aspect showed that there were the sufficient and appropriate budgets for supporting activities or projects in the curriculum, high-speed internet network was available for convenient access to information, and there was the procurement of educational funds to help students in need. And the curriculum evaluation aspect showed that the social studies programs were updated at least every 5 years; the evaluation quality assurance results were used for the curriculum improvement of the social studies programs; and students, instructors, and stakeholders had an opportunity in the social studies curriculum evaluation.

3. The scenario for the social studies curriculum of the Rajabhat universities in the next decade could be concluded and presented into eight significant aspects. The aspect of curriculum philosophy focused on students who specialized in social science, had freedom with moral reasoning, followed social rules and laws, and became good citizens for the country and the world. The aspect of curriculum objectives aimed to develop learners to meet the standards of the Development of Professional Standards Framework, the Secretariat Office of the Teachers' Council of Thailand, and the needs of society. Learners were expected to specialize in applied social science, recognize the citizenship of the country and the world, have the ability of technological pedagogical content knowledge, appreciate ethics, morality and public awareness, and be able to communicate, think critically, have life skills, and use technology skill. As for The aspect of curriculum structure, the curriculum is flexible and consisted of; general courses including courses about languages, science, mathematics, and humanities and social science and 21st century-related courses such as economics, foreign languages, technology and innovation, and modern science; specific courses such as teaching profession course and major content that was relevant to Thai society, the modern world, peaceful cooperation, and integration with other kinds of knowledge related to thoughts and behaviors of human. There was also the interaction and incorporation of knowledge and skills. There was a use of innovation and technology in teaching and designing learning. The system included content and teaching method called technological pedagogical content knowledge (TPACK). It was also suggested that the number of credits of teaching profession courses tended to decrease as some content could be transferred to extra-curriculum so that students could gain new knowledge and experiment outside the classroom. Some courses could be integrated. The aspect of

policies and supports suggested the persuasive system to attract better teacher students such as perks, a good salary or opportunity for further study. The government should have a certain policy on teacher preparation. University and faculty supported sufficient budgets for any projects and activities to educational quality development. The curriculum aspect demonstrated that the teacher preparation aimed to solve teacher shortage and improve the curriculum following followed the Development of Professional Standards Framework and the Office of the Higher Education Commission. The instructor aspect showed that the instructors were qualified according to the standards of social studies instructors, self-developed to be skilled and precise in social studies contents, and developed their knowledge through the academic works and continuous publication of research. The student aspect found that student selection was based on knowledge, teaching skill, morality, and awareness of being a teacher. The selection mainly considered the specified criteria without mainly thinking of the number or income. Lastly, the aspect of teaching practicum found that the selection of mentors to be accurate with studies, to be people who were sacrificed, patient, careful, voluntary, and creative. The teacher mentors were role models of teaching and learning management. The sources of teaching practicum for teachers must be certified for quality assessment by the Teachers Council of Thailand and the Office for National Education Standards and Quality Assessment (ONESQA).

Discussion

This research in the topic of The Scenario for the Social Studies Curriculum of the Rajabhat Universities in the next decade had especial discussion on 7 important and interesting aspects as following;

1. The aspect of curriculum objectives

The result of the aspect showed that the objectives of the social studies curriculum in the next future aimed for developing learners to meet the standards of the Development of Professional Standards Framework, the Secretariat Office of the Teachers' Council of Thailand, and the needs of society, learners who specialized in applied social science, learners who became good citizens of the country and the world, and learners who had the ability to technological pedagogical content knowledge (TPACK). All mentioned attributes were similar to Mangkang (2017) who concluded

that the value of social studies curriculum was determined by the development of desirable attributes and competency including the ability to communicate, think, solve the problem, and apply life skills and technology.

2. The aspect of curriculum structure

It was found that curriculums structure consisted of; general courses including courses about languages, science, mathematics, and humanities and social science and 21st century-related courses such as economics, foreign languages, technology and innovation, and modern science; specific courses such as teaching profession course and major content that was relevant to Thai society, the modern world, peaceful cooperation, and integration with other kinds of knowledge related to thoughts and behaviors of human. The result was related to Mangkang (2017) who confirmed that the ideal social studies curriculum must include the integration of all branches of knowledge relevant to human behavior and thoughts. The core content was carefully selected to develop human resources which were expected to create a peaceful and strong society.

3. The aspect of policy and supports

The result of the aspect of policies and supports showed that there was a system to persuade students to learn about teaching profession such as compensation, high salary, job assurance; the government had a certain policy on teacher preparation; university and faculty supported sufficient budgets for any projects and activities and provided materials, tools, instructional media, and facility sufficiently in teaching and learning management to student quality development. According to Phetchuai's (2008) study of the scenario of teacher preparation of higher education institutions in Thailand, the scenario in the aspect of policies and supports should create a system to persuade students to learn about the teaching profession such as high salary as the compensation, and employment after graduation. Furthermore, the government had a certain policy on teacher preparation by coordinating the relevant institutes to participate.

4. The curriculum aspect

The result of the curriculum aspect demonstrated that teacher preparation severed the teacher shortage in the relevant fields and the improvement of the curriculum structure to be diverse following the standard qualifications at the bachelor's degree level (TQF.1) by the Office of the Higher Education Commission. It was

accorded to Siribanpitak et al. (2001). Their work confirmed that the teacher preparation curriculum should emphasize teacher preparation in the lacking studies, moreover, accorded with the Office of the Education Council (2011) suggested that the teacher preparation should adjust the curriculum structure to be various and following the standard qualifications at the bachelor's degree level (TQF.1).

5. The instructor aspect

The result of the instructor aspect stated that the instructors in the social studies programs met the criteria for the program teachers, had self-development for expertise, were precise depth in the contents of social studies, and had self-development in continuous publication of academic works and researches. The result was confirmed by Phetchuai (2008)'s study of the scenario of teacher preparation of higher education institutions in Thailand. It was concluded that the scenario of the instructor aspect should be the qualified instructors who met the criteria for the curriculum instructors and responsible instructors for the curriculum, for examples; the instructors were precise depth in the contents of teaching subjects, were prestigious, and had self-development in the continuous publication of academic works and researches every year. Moreover, the Office of the Education Council (2011) proposed that they should promote, support, and develop the instructors in academic and innovative research to be in-depth and modern.

6. The student aspect

The result of the student aspect proposed that the selection of students for the social studies program focused on knowledge examinations, teacher aptitude tests, the specified criteria regardless of the amounts or incomes. It was relevant to the Office of the Education Council (2015) which presented that student selection should change to the student selection of being good and talented, loving to be teacher, and accessing the teaching profession, also should specify the student qualifications with high-grade point average. In addition, it was also accorded with Dechakoop (2008) who presented that the teacher selection had to specify the criteria and accurate selection methods by teacher aptitude tests which were developed from teacher competency framework.

7. The aspect of teaching practicum

The result of the aspect of teacher professional experience training suggested selecting the mentors accurately based on the social studies program who were patient, careful, voluntary, creative teachers and were models in the exchange of teaching and learning experiences. The students had more time for teaching practicum in schools, furthermore, the sources of training professional experience for teachers must be certified for quality assessment by the Teachers Council of Thailand and the Office for National Education Standards and Quality Assessment. The result was similar to Phetchuai (2008)'s study which concluded that to select mentors should be accurate based on the social studies program, and be patient, careful, voluntary, creative teachers and especially able to work with others, also, the sources of training professional experience for teachers must be certified for quality assessment by the Teacher's Council of Thailand. It also matched with the results of Siribanpitak et al. (2001)'s study on teacher professional experience training which mentioned that for teaching practicum, students should have more time in school and be according to the criteria of the Teacher's Council of Thailand.

Suggestions for further research

1. There should be a study and social studies curriculum development rooted from the result of this study. Further research should be in continuous form to develop a social studies curriculum relevant to the context of community and the social needs at the time.

2. The procedure and technique of this study could be applied for further research of social studies curriculum in the future to produce teachers that served the needs of the local community and region. Moreover, the research could be used to study the scenarios of teaching profession curriculum of other departments, education levels, along with seminar curriculums to obtain tendency, direction, and desirable curriculums.

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Appendix

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Appendix A

The result of finding the consistency of the question and the purpose of the research questionnaire (Item Objective Index: IOC) of the questionnaire about the state and problems of curriculum administration in the Department of Social Studies of Rajabhat University (for administrators and faculty)

Research: The scenario for the social studies curriculum of the Rajabhat universities in the next decade

No.	Question	Expert						IOC	Conclusion summary
		1	2	3	4	5	6		
<u>The curriculum aspect</u>									
1.	The courses' contents were inappropriate and out of date.	1	1	1	1	1	1	1.00	Cogent
2.	The courses' contents couldn't be taught for social studies in real schools.	1	0	1	1	1	1	0.83	Cogent
3.	The structure of classified subjects provided inappropriate credits.	1	1	0	1	0	1	0.67	Cogent
4.	Social studies curriculum had passed the quality standards of the Office of the Higher Education Commission and Secretariat Office.	0	1	1	0	1	1	0.67	Cogent
<u>The instructor aspect</u>									
5.	There were not criterions to control teaching.	1	0	1	1	1	0	0.67	Cogent
6.	There were not budget plans supporting instructor development.	1	1	1	1	1	1	1.00	Cogent

7.	The instructors of the department of social studies were unqualified.	1	1	0	0	1	1	0.67	Cogent
8.	The instructors were not specialized in social science.	1	1	1	1	0	1	0.83	Cogent
9.	The instructors were unable to efficiently manage teaching and learning.	1	1	1	0	1	0	0.67	Cogent
10.	The instructors were not a role model in term of teaching profession.	1	0	1	1	1	1	0.83	Cogent
11.	The instructors were not ready to be supervisor for Novice teachers.	1	1	1	1	0	1	0.83	Cogent
12.	The instructors did not have research or academic work.	1	1	1	1	1	1	1.00	Cogent
13.	The instructors had too much responsibilities for teaching and others.	1	1	1	1	1	1	1.00	Cogent
	<u>The student aspect</u>								
14.	There were too many admitted students.	1	1	1	1	1	1	1.00	Cogent
15.	The admission of students concerned more business rather than qualification.	0	1	1	0	1	1	0.67	Cogent
16.	There were no plans for social studies student development concretely.	1	0	1	1	1	1	0.83	Cogent
17.	Students were lack of academic funds.	0	1	1	0	1	1	0.67	Cogent
18.	Students were lack of curiosity and activeness.	1	0	1	0	1	1	0.67	Cogent

19.	Student selection system did not meet the criteria and specified qualifications.	1	0	1	1	1	1	0.83	Cogent
20.	<u>The aspect of teaching and learning activities</u> Teaching and learning activities focus on student-centered learning.	1	1	0	1	1	0	0.67	Cogent
21.	Teaching and learning activities were interesting.	0	1	1	1	1	1	0.83	Cogent
22.	Teaching and learning activities were various.	1	0	1	1	1	1	0.83	Cogent
23.	The teaching and learning activities were not up to date and consistent in the 21st century's skills.	1	1	1	1	1	0	0.83	Cogent
24.	Teaching and learning activities to promote knowledge and other skills could be practical for the teaching profession in the future.	1	1	1	1	0	1	0.83	Cogent
25.	There were some extra-curriculum activities such as field trip.	1	1	0	1	1	1	0.83	Cogent
26.	<u>The facility aspect</u> There were not enough budgets to sufficiently and appropriately support activities.	0	1	1	1	1	1	0.83	Cogent
27.	There were not collaborating network of development in social teaching profession.	1	1	1	1	1	1	1.00	Cogent

28.	There were not enough funds or scholarships for students in need.	1	1	0	1	1	0	0.67	Cogent
29.	There were not enough university accommodation for students.	1	1	1	0	1	1	0.83	Cogent
30.	There were no projects or activities that promote a spirituality of teachers for professional.	0	1	1	1	1	1	0.83	Cogent
31.	There were not enough appropriate instructional media about social studies.	1	1	1	0	1	1	0.83	Cogent
32.	<u>The curriculum evaluation aspect</u> There were no systematic evaluation plans.	1	1	1	1	0	1	0.83	Cogent
33.	There was a continuous quality assessment of social studies curriculum.	1	0	1	1	1	1	0.83	Cogent
34.	There were committees to evaluate the curriculum quality from internal and external institutes.	1	1	1	0	1	1	0.83	Cogent
35.	There were no evaluation quality assurance results used for the curriculum improvement of the social studies programs.	0	1	1	1	1	1	0.83	Cogent
Confidence								0.81	

The result of finding the consistency of the question and the purpose of the research questionnaire (Item Objective Index: IOC) of the questionnaire on the students' requirement of curriculum administration in social studies program of Rajabhat University

Research: The scenario for the social studies curriculum of the Rajabhat universities in the next decade

No.	Question	Expert						IOC	Conclusion summary
		1	2	3	4	5	6		
1.	<u>The curriculum aspect</u> There were updated courses' contents in line with the changing context of Thai and global societies.							0.83	Cogent
		1	1	1	0	1	1		
2.	There were the updated courses' contents to be taught for social studies in real schools.	1	0	1	1	1	1	0.83	Cogent
3.	There were the specification in the structure of classified subjects to provide appropriate credits.	1	1	0	1	0	1	0.67	Cogent
4.	Social studies curriculum followed the Development of Professional Standards Framework, the Secretariat Office of the Teachers' Council of Thailand, and the Office of the Higher Education Commission	0	1	1	0	1	1	0.67	Cogent
5.	<u>The instructor aspect</u> The qualifications of the instructors were identified in term of the specialization in social studies.							0.67	Cogent
		1	0	1	1	1	0		

6.	There were a number of instructors enough to be responsible for students.	1	1	1	1	1	1	1.00	Cogent
7.	There were plans and budgets for the instructor development in academics and further education.	1	1	0	0	1	1	0.67	Cogent
8.	The instructors were role models to students.	1	1	1	1	0	1	0.83	Cogent
9.	The instructors regularly sought for academic development.	1	1	1	0	1	0	0.67	Cogent
10.	The instructors appreciated ethics and code of ethics of teaching profession	1	0	1	1	1	1	0.83	Cogent
11.	There were publication of academic works and researches.	1	1	1	1	0	1	0.83	Cogent
	<u>The student aspect</u>								
12.	There were the selections of qualified students with the specified criteria by the program.	1	1	1	1	1	0	0.83	Cogent
13.	There were concrete plans for social studies development in all 1 st - 4 th year students.	1	1	0	1	0	1	0.67	Cogent
14.	There were funds and budget to help students in need.	1	1	1	1	1	1	1.00	Cogent
15.	There were the follow-up for the employment situation of students continuously.	0	1	1	0	1	1	0.67	Cogent
	<u>The aspect of teaching and learning activities</u>								
16.	The activities were student-centered learning.	1	0	1	1	1	1	0.83	Cogent

17.	There were teaching and learning activities responding to the 21st century's skills.	0	1	1	0	1	1	0.67	Cogent
18.	There were various, interesting, and modern teaching and learning activities.	1	0	1	0	1	1	0.67	Cogent
19.	There were learner development activities of both internal and external curriculum.	1	0	1	1	1	0	0.67	Cogent
<u>The facility aspect</u>									
20.	There were the sufficient and appropriate budgets for supporting activities or projects in the curriculum.	1	1	0	1	1	0	0.67	Cogent
21.	There was national collaboration for teaching profession development.	0	1	1	1	1	1	0.83	Cogent
22.	There were the procurement of educational finance to help students who needed.	1	0	1	1	1	1	0.83	Cogent
23.	There was the provision of teaching media, materials, and classroom equipped with multi-media and technology.	1	1	1	1	1	0	0.83	Cogent
24.	There were laboratories to promote students' learning ability.	1	1	1	1	0	1	0.83	Cogent
25.	There were high speed internet network in order to comfortably accessing to information.	1	1	0	1	1	1	0.83	Cogent

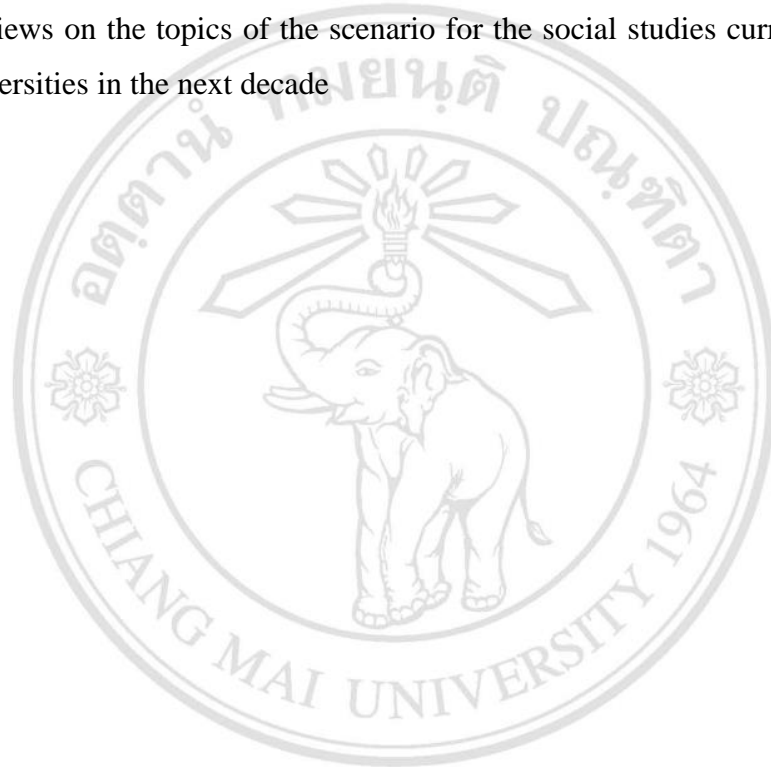
26.	The institutes provided guidance and advice for students with various options.	0	1	1	1	1	1	0.83	Cogent
27.	There was supportive environment and atmosphere to promote student learning abilities.	1	1	1	0	1	1	0.83	Cogent
28.	<u>The curriculum evaluation aspect</u> Students, instructors, and stakeholder had an opportunity in the social studies curriculum evaluation.	1	1	0	1	1	0	0.67	Cogent
29.	There was an annual evaluation and assessment for social studies curriculum.	1	1	1	0	1	1	0.83	Cogent
30.	There were the evaluation quality assurance results to use for the curriculum improvement of the social studies programs.	0	1	1	1	0	1	0.67	Cogent
31.	The social studies programs were updated at least every 5 years.	1	1	1	0	1	1	0.83	Cogent
Confidence								0.77	

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Appendix B

The research instruments

- 1 . The questionnaires of the current conditions and problems of the curriculum administration in social studies of Rajabhat universities in the next decade
2. The questionnaires of the students' requirement for the curriculum administration in social studies of Rajabhat universities in the next decade
3. The interviews on the topics of the scenario for the social studies curriculum of the Rajabhat universities in the next decade



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The questionnaires of the current conditions and problems of the curriculum administration in social studies of Rajabhat universities in the next decade

(For executives and faculty)

This questionnaire the purpose is to inquire about the current conditions and problems of curriculum administration in social studies of the Rajabhat universities including the curriculum aspect, the instructor aspect, the student aspect, the learning activity aspect, the facility aspect, and the assessment aspect.

Explanation of the questionnaire is divided into 2 parts as follows

Part 1 General information of the respondents to the questionnaire

Part 2 The question about the current conditions and problems of curriculum administration in social studies of the Rajabhat universities including the curriculum aspect, the instructor aspect, the student aspect, the learning activity aspect, the facility aspect, and the assessment aspect.

Part 1 General information

Please mark / add to that match your status.

1. Gender 1. male
 2. female
2. Age 1. Under 30 years old
 2. 30-39 years old
 3. 40-49 years old
 4. 50-59 years old
 5. 60 years old and above
3. Highest education level 1. Bachelor degree
 2. Master's Degree
 3. Doctoral degree
 4. Others.....
4. Academic Titles 1. Assistant Professor
 2. Associate Professor
 3. Professor
 4. Others.....

Part 2 The question about the current conditions and problems of curriculum administration in social studies of the Rajabhat universities including the curriculum aspect, the instructor aspect, the student aspect, the learning activity aspect, the facility aspect, and the assessment aspect.

Please check / enter the number field 5 4 3 2 1 that matches your opinion.

There are 5 levels of problem levels as follows

5 means extremely high problematic level

4 means having a high level of problem

3 means average level of problem

2 means low level of problem

1 means the least problem level

No.	The curriculum administration in social studies of Rajabhat universities	Problem level				
		5	4	3	2	1
	<u>The curriculum aspect</u>					
1.	The courses' contents were inappropriate and out of date.					
2.	The courses' contents couldn't be taught for social studies in real schools.					
3.	The structure of classified subjects provided inappropriate credits.					
4.	Social studies curriculum had passed the quality standards of the Office of the Higher Education Commission and Secretariat Office.					
	<u>The instructor aspect</u>					
5.	There were not criterions to control teaching.					
6.	There were not budget plans supporting instructor development.					
7.	The instructors of the department of social studies were unqualified.					
8.	The instructors were not specialized in social science.					
9.	The instructors were unable to efficiently manage teaching and learning.					

10.	The instructors were not a role model in term of teaching profession.					
11.	The instructors were not ready to be supervisor for Novice teachers.					
12.	The instructors did not have research or academic work.					
13.	The instructors had too much responsibilities for teaching and others.					
	<u>The student aspect</u>					
14.	There were too many admitted students.					
15.	The admission of students concerned more business rather than qualification.					
16.	There were no plans for social studies student development concretely.					
17.	Students were lack of academic funds.					
18.	Students were lack of curiosity and activeness.					
19.	Student selection system did not meet the criteria and specified qualifications.					
	<u>The aspect of teaching and learning activities</u>					
20.	Teaching and learning activities focus on student-centered learning.					
21.	Teaching and learning activities were interesting.					
22.	Teaching and learning activities were various.					
23.	The teaching and learning activities were not up to date and consistent in the 21st century's skills.					
24.	Teaching and learning activities to promote knowledge and other skills could be practical for the teaching profession in the future.					
25.	There were some extra-curriculum activities such as field trip.					
	<u>The facility aspect</u>					
26.	There were not enough budgets to sufficiently and appropriately support activities.					

27.	There were not collaborating network of development in social teaching profession.					
28.	There were not enough funds or scholarships for students in need.					
29.	There were not enough university accommodation for students.					
30.	There were no projects or activities that promote a spirituality of teachers for professional.					
31.	There were not enough appropriate instructional media about social studies.					
	<u>The curriculum evaluation aspect</u>					
32.	There were no systematic evaluation plans.					
33.	There was a continuous quality assessment of social studies curriculum.					
34.	There were committees to evaluate the curriculum quality from internal and external institutes.					
35.	There were no evaluation quality assurance results used for the curriculum improvement of the social studies programs.					

The questionnaires of the students' requirement for the curriculum administration in social studies of Rajabhat universities in the next decade

(For students)

This questionnaire the purpose is to inquire about the students' requirement for the curriculum administration in social studies of the Rajabhat universities including the curriculum aspect, the instructor aspect, the student aspect, the learning activity aspect, the facility aspect, and the assessment aspect.

Explanation of the questionnaire is divided into 2 parts as follows

Part 1 General information of the respondents to the questionnaire.

Part 2 The question about the require for the curriculum administration in social studies of the Rajabhat universities including the curriculum aspect, the instructor aspect, the student aspect, the learning activity aspect, the facility aspect, and the assessment aspect.

Part 1 General information

Please mark / add to that match your status.

- | | | |
|--------------------|--------------------------|---------------------------|
| 1. Gender | <input type="checkbox"/> | 1. male |
| | <input type="checkbox"/> | 2. female |
| 2. Age | <input type="checkbox"/> | 1. Below 18 years old |
| | <input type="checkbox"/> | 2. 18 - 20 years old |
| | <input type="checkbox"/> | 3. 21 - 23 years old |
| | <input type="checkbox"/> | 4. 24 years old and above |
| 3. Education Level | <input type="checkbox"/> | 1. First Year |
| | <input type="checkbox"/> | 2. Second Year |
| | <input type="checkbox"/> | 3. Third Year |
| | <input type="checkbox"/> | 4. Fourth Year |
| | <input type="checkbox"/> | 5. Fifth Year |

Part 2 The question about the students' requirement for the curriculum administration in social studies of the Rajabhat universities including the curriculum aspect, the instructor aspect, the student aspect, the learning activity aspect, the facility aspect, and the assessment aspect.

Please check / enter the number field 5 4 3 2 1 that matches your opinion.

There are 5 levels of requirement levels as follows

5 means extremely high the students' requirement level

4 means having a high level of the students' requirement

3 means average level of the students' requirement

2 means the low the students' requirement level

1 means the least level of the students' requirement

No.	The curriculum administration in social studies of Rajabhat universities	The need level				
		5	4	3	2	1
	<u>The curriculum aspect</u>					
1.	There were updated courses' contents in line with the changing context of Thai and global societies.					
2.	There were the updated courses' contents to be taught for social studies in real schools.					
3.	There were the specification in the structure of classified subjects to provide appropriate credits.					
4.	Social studies curriculum followed the Development of Professional Standards Framework, the Secretariat Office of the Teachers' Council of Thailand, and the Office of the Higher Education Commission					
	<u>The instructor aspect</u>					
5.	The qualifications of the instructors were identified in term of the specialization in social studies.					
6.	There were a number of instructors enough to be responsible for students.					
7.	There were plans and budgets for the instructor development in academics and further education.					

8.	The instructors were role models to students.					
9.	The instructors regularly sought for academic development.					
10.	The instructors appreciated ethics and code of ethics of teaching profession					
11.	There were publication of academic works and researches.					
	<u>The student aspect</u>					
12.	There were the selections of qualified students with the specified criteria by the program.					
13.	There were concrete plans for social studies development in all 1 st - 4 th year students.					
14.	There were funds and budget to help students in need.					
15.	There were the follow-up for the employment situation of students continuously.					
	<u>The aspect of teaching and learning activities</u>					
16.	The activities were student-centered learning.					
17.	There were teaching and learning activities responding to the 21st century's skills.					
18.	There were various, interesting, and modern teaching and learning activities.					
19.	There were learner development activities of both internal and external curriculum.					
	<u>The facility aspect</u>					
20.	There were the sufficient and appropriate budgets for supporting activities or projects in the curriculum.					
21.	There was national collaboration for teaching profession development.					
22.	There were the procurement of educational finance to help students who needed.					

23.	There was the provision of teaching media, materials, and classroom equipped with multi-media and technology.					
24.	There were laboratories to promote students' learning ability.					
25.	There were high speed internet network in order to comfortably accessing to information.					
26.	The institutes provided guidance and advice for students with various options.					
27.	There was supportive environment and atmosphere to promote student learning abilities.					
	<u>The curriculum evaluation aspect</u>					
28.	Students, instructors, and stakeholder had an opportunity in the social studies curriculum evaluation.					
29.	There was an annual evaluation and assessment for social studies curriculum.					
30.	There were the evaluation quality assurance results to use for the curriculum improvement of the social studies programs.					
31.	The social studies programs were updated at least every 5 years.					

The interviews on the topics of the scenario for the social studies curriculum of the Rajabhat universities in the next decade (For executives)

The purpose of this interview is to inquire the opinions of the administrators regarding the future of the administration of social studies programs of Rajabhat University in the next decade in the direction of teacher production, the philosophy of the curriculum, the objectives of the curriculum, the structure of the curriculum, the Policy and support for curriculum and teaching and learning management of the faculty Students and professional experience in teaching, divided into 2 parts as follows

Part 1 is a question about general information of the respondents.

Part 2 is a question about the administration of curriculum in social studies in 9 topics.

Part 1 General information

Please mark / add to that match your status.

1. Gender 1. male
 2. female
2. Age 1. Under 30 years old
 2. 30-39 years old
 3. 40-49 years old
 4. 50-59 years old
 5. 60 years old and above
3. Highest education level 1. Bachelor degree
 2. Master's Degree
 3. Doctoral degree
 4. Others.....
4. Academic Titles 1. Assistant Professor
 2. Associate Professor
 3. Professor
 4. Others.....

Part 2 Questions about management of the curriculum in social studies in 9 topics.

What are your thoughts on the future of social studies curriculum management of Rajabhat University in the next decade?

1. The aspect of the preparation of social studies teachers

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2. The aspect of curriculum philosophy

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3. The aspect of curriculum objectives

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4. The aspect of curriculum structure

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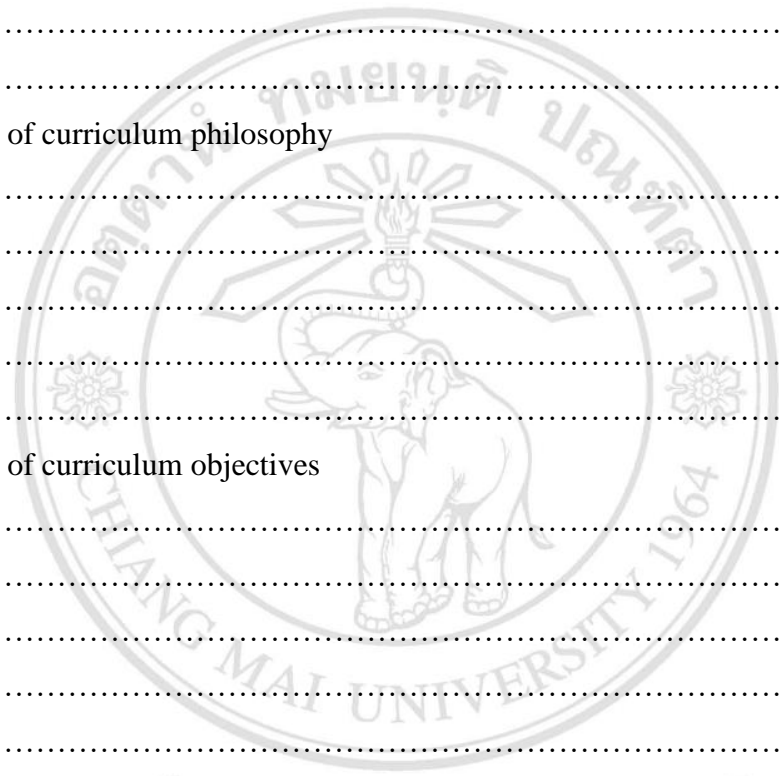
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5. The aspect of policies and supports

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6. The content aspect

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7. The instructor aspect

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8. The student aspect

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9. The aspect of teaching practicum

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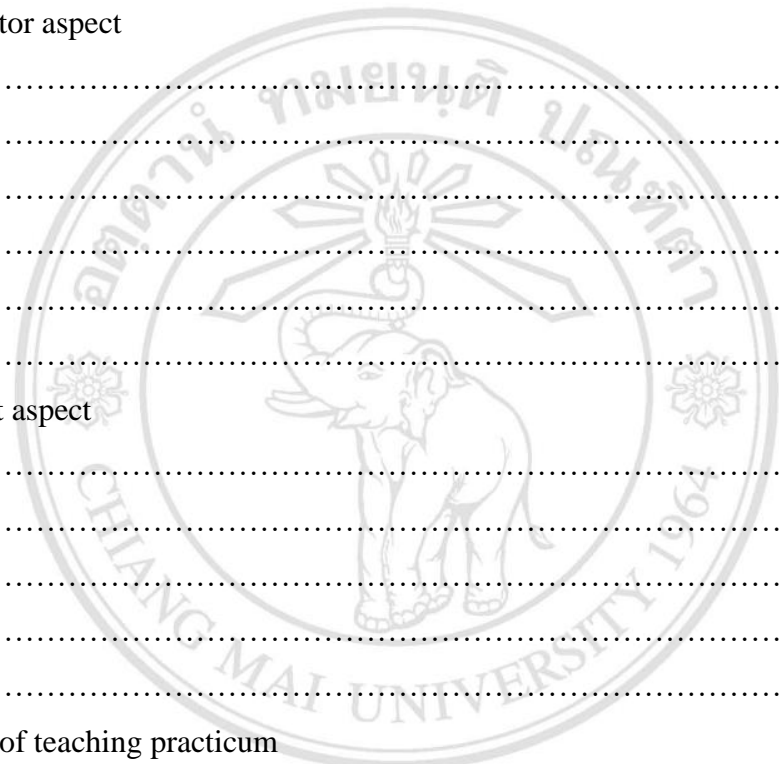
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Appendix C

Name list of experts

1. Assistant Professor Dr. Samphan RodphungGaruda
Lecturer, Bachelor of Education Program Social Studies Program, Faculty of Education,
Uttaradit Rajabhat University
2. Assistant Professor Dr. Chatchaphoom Sichomphu
Program Lecturer in Educational Administration Program, Faculty of Education
Uttaradit Rajabhat University
3. Assistant Professor Hassadin Chaowanaprecha
Lecturer, Bachelor of Education Program Social Studies Program, Faculty of Education,
Uttaradit Rajabhat University
4. Assistant Professor Dr. Kusara Chitchayavanich
Lecturer, Bachelor of Education Program Curriculum and Instruction Program,
Faculty of Education, Uttaradit Rajabhat University
5. Dr. Surachet Bunyarak
Lecturer, Bachelor of Education Program Faculty of Mathematics,
Faculty of Education, Uttaradit Rajabhat University

สงวนลิขสิทธิ์โดยมหาวิทยาลัยเชียงใหม่
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Appendix D

Invitation letter to be an expert examining research tools Request for research tool testing And a courtesy request to collect data



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- 2005 Master of Education (M.Ed.) Teaching Social
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Work Experiences

- 2003 Teachers of Chairot Wittaya School, Muang
District Chiang Mai Province
- 2008 Lecturer, Social Studies Program, Faculty of
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