การพัฒนารูปแบบเครือข่ายการเรียนรู้ผ่านเครือข่ายสังคมออนไลน์ เพื่อพัฒนาวิชาชีพครู จังหวัดสุรินทร์ ประเทศไทย

Development of a Learning Network Model Using Social Media for Professional Development of Teachers in Surin Province, Thailand

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อสร้างรูปแบบเครือข่ายการเรียนรู้ผ่านเครือข่ายสังคมออนไลน์เพื่อพัฒนาวิชาชีพครู จังหวัดสุรินทร์ โดยทั่วไปการใช้เครือข่ายเพื่อการสื่อสารทั่วโลกได้ถูกนำมาใช้ระหว่างตัวบุคคล กลุ่ม และองค์กร ซึ่งการศึกษานี้เป็นแนวโน้มใหม่ที่ตรงข้ามกับรูปแบบ "การทำงานแบบตัวบุคคล" ในการสอนและเรียนรู้ซึ่งเห็นได้โดยทั่วไปสำหรับครูหรือบุคลากรทางการศึกษา

ประเด็นคลุมเครือที่มากขึ้นและยากให้การอภิปรายถึง "การเรียนรู้วิชาชีพครู" ในบทความวิจัยนี้ได้ศึกษา 3 กระบวนการความคิดหลัก ได้แก่ เครือข่ายการเรียนรู้ เครือข่ายสังคมออนไลน์ และการเรียนรู้อย่างเชี่ยวชาญของวิชาชีพครู

งานวิจัยนี้ใช้การวิจัยแบบผสมผสานระหว่างการวิจัยเชิงปริมาณและเชิงคุณภาพ การเก็บข้อมูลเชิงปริมาณใช้การวิเคราะห์ข้อมูลด้วยค่าความถี่ ร้อยละ และค่าเฉลี่ย และการเก็บข้อมูลเชิงคุณภาพใช้การจัดการประชุมกลุ่มเป้าหมาย การทดลองรูปแบบ และการวิเคราะห์ข้อมูลด้วยวิธีการวิเคราะห์เชิงเนื้อหา งานวิจัยนี้ใช้วิธีการพัฒนารูปแบบด้วยการทดลองรูปแบบและกระบวนการพัฒนามาตรฐานวิชาชีพครูผ่านเครือข่ายสังคมออนไลน์ และได้ข้อสรุปจากการประเมินความเหมาะสมและความเป็นไปได้โดยผู้ทรงคุณวุฒิ ผลการวิจัยสรุปได้ว่า รูปแบบเครือข่ายการเรียนรู้ผ่านเครือข่ายสังคมออนไลน์ จังหวัดสุรินทร์ ประเทศไทย คือ รูปแบบ "WISEST HOPE Model" โดยให้ครูทำกิจกรรมการแลกเปลี่ยนเรียนรู้ผ่านเครือข่ายสังคมออนไลน์ที่พัฒนาขึ้น การเรียนรู้อย่างเชี่ยวชาญในวิชาชีพครูผ่านเครือข่ายสังคมออนไลน์แสดงผลอย่างมีนัยสำคัญ

คำสำคัญ: เครือข่ายการเรียนรู้/ การพัฒนารูปแบบ/ วิชาชีพครู/ "โมเดล WISEST HOPE"/ เครือข่ายสังคมออนไลน์

Abstract

This study aims to investigate the creation of a learning network model using social media for the professional development of teachers in Surin province, Thailand.

The global use of networking, not only via social media, as a form of communication is being used extensively by individuals, groups and organizations. This relatively new trend is in contrast with the traditional "isolationist" approach to teaching adopted by many teachers.

A greater uncertainty is the difficulties in discussing what is meant by "professional learning". In this paper, three concepts were investigated-learning networks, social media and professional learning.

The research methodology was a mix of both quantitative and qualitative approaches. The data was analyzed using frequency, percentage and mean. The qualitative study used the target group discussion meetings, network model trials, and content analysis. The collected data was then analyzed and developed into a learning network model using social media for the professional development of teachers. Then it was evaluated by a group of experts.

The results identified a learning network model called "WISEST HOPE Model". It was used to encourage teachers to co-operate and to exchange knowledge and academic resources via social media. The extent of professional learning by participating teachers via networking using social media was significant.

KEYWORDS: LEARNING NETWORK/ MODEL DEVELOPMENT/ TEACHING PROFESSION/ "WISEST HOPE MODEL"/ SOCIAL MODEL

Introduction

Many Thai national educational plans have defined the frameworks and guidelines for developing and raising national quality education (Clark, 2014). They have conformed to follow the royal initiative of the King Bhumibol Adulyadej of Thailand emphasizing a moderation of balance, reasonable consideration and omniscience. These lead to the policy of "sustainable development and happiness of Thai people", with "human" being the center of this policy. The current policy is holistic in developing Thai people to be good, smart and happy including body, mind, intelligence, knowledge, virtue and morality (Wongkijroongreung, & Jittaruek, 2011).

In improving the quality of the Thai education system, teachers are very important as an indispensable driver for students in order to have knowledge, experience, social skills, emotional control and so on. Teachers must have knowledge, experience, curriculum plans, teaching systems and emphasize "student-centered learning", which relies on a strong knowledge base, capability, interest in both subject matter and students' needs and requirements of students (Samuthai, 2013). Hence, teachers must prepare themselves to be competent, in terms of knowledge and pedagogy and professional following the visions of education in the 21st century. Educational institutes and related ones must support, develop and create innovation and cooperation for developing students. These are the reasons to develop teachers to be professional teachers having high capabilities in teaching and giving knowledge to students with efficiently high systematic and methodological patterns following the international standards.

Generally, besides teaching and researching, teachers have a lot of tasks to do. They are requested or commanded by administrators to work in other matters such as finance, clerical work, sport training etc. Then, they have to work hard in their tasks individually and isolated from others. Moreover, they have no time to cooperate with other colleagues because of individual burdens. Then, teachers work in isolation and they rarely share their knowledge and ideas both within a school and with colleagues (Westheimer, 2008). Teachers need to talk and share knowledge and ideas (Sanderson, 2003). Besides, flat management is more effective when compared to top-down management because participants or teachers are equal and willing to share their ideas.

Surindra Rajabhat University (SRRU) is a leading university in local development and a principal higher educational institute in Surin province, Thailand. SRRU provides

programs and courses not only for developing teachers, academics and students but also has a major role in research and social academic service. SRRU has developed teacher education programs for interacting with rapidly changing local and global situations and social contexts and for developing students as human resources for new educational challenges (Pahae, 2013). Furthermore, SRRU is attempting to create an atmosphere following the theme of happy workplace for administrators, teachers and students within a learning institute. Besides, teacher learning networks should be created for developing efficiency in research innovation and knowledge, solving learning problems and developing learning management. So, learning networks are effective at all levels of education.

SRRU has created a project of learning networks for teachers in Surin province, Thailand. At present social media is very important in our public lives and is being used worldwide because of convenience, ease and cheapness. (TechThai, 2014; Raco, 2014) Besides, social media can be used in educational work places for coordinating and being a channel to bridge teachers for searching and exchanging knowledge and experience. This research attempted to create and propose the learning network model using social media for professional development of teachers in Surin province, Thailand. The sample group was 221 teachers in Surin province who participated in the learning network using social media in the quantitative study. The target group was 20 key stakeholders including educational supervisors of Surin educational offices and leading teachers in Surin province in the qualitative study.

Top-down management in schools in Thailand has been changing to flat management because stakeholders i.e. administrators, teachers, academics, and parents feel a need to share knowledge and ideas to develop their students or children. Learning networks using social media is very important for the use as the gateway to consultation and exchange of knowledge and ideas. (Panich, 2012) As well, learning networks have been used to encourage lifelong learning and to assist individuals and organizations to share knowledge, ideas, information and resources as well as support their targets, goals and institutional mission. (Saenpakdee, 2009).

Modrakee, (2009) states that an effective model of learning management for teachers comprises the personal relationship that creates a positive working atmosphere among key stakeholders, including teachers, administrators and learners to communicate with an open mind to plan, work and correct problems together. Klinkularb, (2008) noted

that the learning network is very important to exchange knowledge, thoughts, information, experiences and learning for individuals or groups. An organization should have a learning network for learning from others and then apply innovations as their main objective especially for the common good of society.

Besides, the study of Callan, & Ashworth, (2004) identified that the driving forces for creating work efficiency between organizations and educational institutes, are, in priority order:

1) mutual intention

2) identical target and objective

3) respectfulness and confidence

4) communication

5) leadership

6) different acceptance

7) flexibility

8) innovative creation.

Norwich, & Evans, (2007) emphasized that the effective development of an educational system must create a belief in a cooperation network among schools with cooperative teachers and it must be started at an appropriate time. Furthermore, Amol, & Krishna, (2008) argue that a learning network leads to the growth and development of professionalism of teachers, saying it helps to create effective and productive working relationships.

Research Objective

The study is to investigate the creation of a learning network model using social media for the professional development of teachers in Surin province, Thailand.

Methodology

This research was done along with the following 4 steps.

Step 1: Planning the learning network

Learning networks are very important tool or strategy for managing, mapping and planning by network administrators and members for sharing ideas about management. (Saenpakdee, 2009).

Basic data was the first step for creating the learning network of teachers using social media. Learning network principles, theories and researches were studied. The researcher used the content analysis in the topics of

1) meanings of learning network

2) communities of profession,

3) creating guidelines for professional learning network,

4) learning network classifications and models,

5) contexts of learning network development,

6) learning network creations and developments,

7) accomplished factors for learning network operations,

8) learning networks of professional teacher, and

9) professional teacher development.

The first step involved the identification by researchers at Surindra Rajabhat University of a small number of interested and competent teachers in the Surin district who regularly used ICT in their teaching and learning. This group was called a "network research team". This team of 4 male teachers (in the Thai context, most secondary school teachers are male and teachers of ICT tend to be male). These 4 teachers were experienced leading teachers who had responsibilities in the areas of innovation and technology, media development, research, development and evaluation. These 4 members of the teacher network research team worked together to organize a workshop with 16 other interested teachers who also used ICT in their classrooms in the local Surin district in order to create a learning network plan. This workshop enabled the participants to develop a learning network using social media. A dedicated website was developed as the website named *htt www tea he sso ia net* with trialing, testing and improving among the participants. The purpose of this dedicated website was to provide an interactive location for all teachers in Surin to share and exchange ideas about teaching and learning. The network group posted a wide range of materials on the site, including curriculum materials, teaching resources, research articles, issues in education, etc. Any teacher could access the site by a range of sources including laptops and smart phones. Teachers were encouraged to interact with the site by posting additional resources and ideas, making comments and suggestions and requesting assistance on some issues.

Step 2: Developing the personnel and network system

The initial sample group was teachers who intended to participate in the learning network using social media. To enlarge the number of participants, Principals of secondary schools in the four education distracts in Surin nominated teachers from their schools who were interested in using ICT and social media in their teaching and learning. A total of 221 were identified by this purposive sampling with a focus on who, was thought by the school Principals would most likely actively participate in the project. The participants needed to be familiar with the use of websites in their classroom and have reasonable competencies in the use of computers and the internet. After that, a meeting was organized by the network research team to teach, identify, clarify and provide the relevant information for the now over 200 teachers to learn how to use the website network using interactive social media. This developed the participants' skills using online social media in order to be professional teachers with a high level understanding of the principles of knowledge exchange. As well, there were regular checks, evaluation and improvement of the learning network policy and practice undertaken by network research team.

Step 3: Creating the learning activities using social media

The researcher cooperated with the network research team to promote and support the learning activities for exchanging knowledge and ideas via the dedicated website. Every teacher in the Surin District could access the website. After that, the activities and processes were followed and evaluated. The participants interacted almost every day. They normally discussed issues about curriculum, academics and teaching resources. When some teachers asked for assistance in their teaching and learning and/or had an issue they would like to discuss, other teachers and the network research team would give a response.

A total of 221 schools participated in the project, with one teacher from each school being its representative, which is a total of 221 teachers. Content analysis of the discussions revealed that they used the social media website mainly for sharing ideas, knowledge and best practices. As a pilot study, data was not obtained related to the gender of participants or of their teaching subjects because the research emphasized on the teacher role. However this data could be included in any future extended studies. The total number of teachers who additionally used this social media site was 1,678 teachers from logins over the period

5 July 2014-4 July 2015. The data also revealed that there were 20 teachers who used this social media every day.

Step 4: Evaluating the learning network using social media

The researcher identified 9 ICT professors from several universities in Thailand who had been studying and researching about educational networks for many years to evaluate the learning network using social media. As well, the network research team evaluated the information and results of learning sharing in curriculums, academic results, teaching medias, etc., and knowledge exchanging from the sample group from the website. This data was statistically calculated to participant number, frequency and percentage of teachers who exchanged learning knowledge and experience using the learning network.

Results

The methodology was used in this pilot study to explore teachers using social media. This qualitative results clearly indicated and enhanced the voices of participants and gave a sense of both the range and strength of their concerns and issues that they wished to share.

The following quotes from teachers are typical and representative of the website discussions over the one year period - *wo   i e to e s a e a   o essiona tea he s to a ti i ate in the now e ge e hange a o t est a ti e an esea h   wo i e to as o the in o ation a o t i   an inst tion o Co   te an n o ation e hno og s e t o a e st ent a inte este in   ea ning o s ow ea ne s Who an te e how to o e with this o e   thin that i we se   oo s an a itiona ate ia s the   a he to in ease thei ea ning a i it   Who now the stan a o st ent o   etition in e e ent a ts an a a e i s in this ea*

This qualitative data was studied from both the evaluation study conducted by the network research team and the nine professors and information from the website was used from the sample group.

The collected data was categorized by the 16 members of the network research team into a learning network using social media model called "WISEST HOPE Model" and grouped into ten areas of learning. In priority order the areas of learning discussed on the website in this project were:

1) Wisdom (professional knowledge use)

2) Interaction (professional teacher interaction)

3) Support (mutual help)

4) Experience (experience exchange)

5) Standard (professional teacher standard development)

6) Technology (technological use)

7) Honor (Respect)

8) Opportunity (opportunity creation)

9) Performance (work accomplishment)

10) Encouragement (mutual mind support).

Then, the outcomes were summarized and evaluated by the 9 professors until the model was suitable for use by professional teachers in Surin province (Figure 1 below) and the evaluating result was 96.33%. This result was evaluated following the evaluating standards of Thai national council that the criteria were possibility, suitability and benefit. These high level correlations confirm that this study of the development of learning network using social media for professional development of teachers in Surin province, Thailand is very useful and effective for sharing knowledge about teaching and learning.
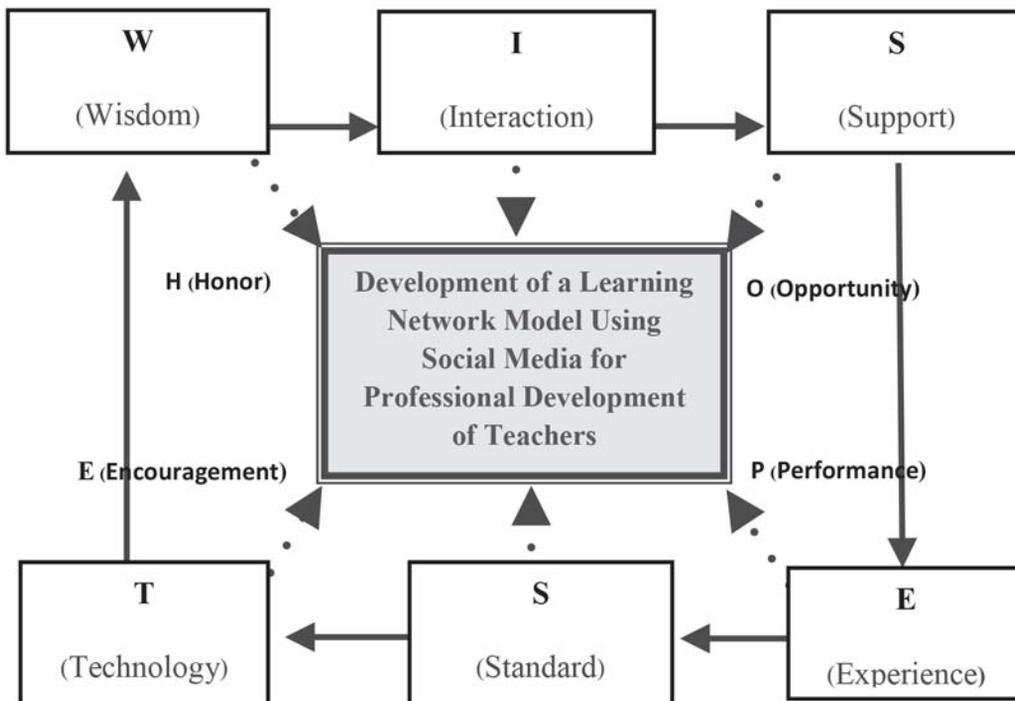

Figure 1 Development of learning network model using social media for professional development of teachers (developed by researchers)

Discussion

In addition, the participants in this research have the interest and was competent ICT teachers this model can be applied for use with teachers in general and with other organizations. The model takes perspectives together using social media regardless of teaching subjects. Besides, this model can be used to create a centralized 'brain bank' website to gain or collect links with other educational website

This was a pilot study for teachers in the Surin district. However, the conceptual framework and the ideology of the value of sharing wisdom among any professional or non-professional community group has been demonstrated by the study. The model can be adapted for use among clusters of schools, particularly in isolated rural areas where physical communication between teachers is often more difficult.

The model also has possibilities for use by many other common interest groups, including health care workers, doctors, dentists and rural farmers, in fact anywhere where access to the internet is available. The reality is access to the internet is not available to everyone and it is often expensive to access. In this situation clusters and groups rather than individuals can sometimes reduce the cost and make e-communication easier.

Social media is not just for the younger generation for purely social conversations. Although there is some evidence (Davies, Bennett, Loader, & Mellor, 2012) that the use of social media by school age students is not just for social purposes (although it is mostly this), schools rarely incorporate social media into their thinking about effective teaching and learning (Mellor, & Seddon, 2013). This pilot study has shown that networking among people with common interests really is an effective form of learning. Students have a huge common interest in social media. The challenge for educators is how to utilize this interest. The answer is not to ban devices like smart phones as a medium for social media. Far better is the strategy to invite students to initiate programs using social media in their learning. Students are clearly interested in this strategy, it is the teachers that need convincing. This pilot project began with the belief that it is teachers who first need to be knowledgeable and comfortable about the use of social media as a form of professional learning. Once this has been achieved then whole schools, individual teachers of all subjects and the student cohort can effectively participate in this medium of learning.

Conclusion

This research was initiated mainly to develop a learning network model using social media for professional development of teachers in Surin province, Thailand. The researcher can conclude the developed model called "WISEST HOPE Model" identified Wisdom, Interaction, Support, Experience, Standard, Technology, Honor, Opportunity, Performance, and Encouragement as major issues of concern and interest that were raised by participants. This research would be beneficial to school administrators and teachers that they can apply their knowledge and experiences to students.

Recommendations

Further research would be useful in the development of a learning network using social media in each subject in order create specialization then differently field teachers can share their expert knowledge. Also the collection of more demographic data, including gender, experience of participating teachers, location of schools, etc would give a richer picture of participants and would give further insights into the range of issues. There are a number of broader implications of this research. Further research would indicate the extent to which the use of a social media network as a form of professional learning could be used in other occupational groups such as police, doctors, nurses, etc. Although this investigation was a pilot study it did demonstrate that teachers value a platform in which they can freely ask for and share teaching and learning ideas. The participating teachers appreciated hearing the experiences of other teachers. Not all concerns were related to curriculum or pedagogy. The following quote indicates the personal dimension of an issue facing one teacher.

st ents who st in a e ha e the o e s in e otion an eha io Who ha e e ien es to o e these o e s Co o ease sha e with e

This teacher needs immediate assistance to cope with the daily routines of teaching. The sharing of ideas with other teachers via social media network and the input from participating teacher education experts could be a very valuable professional learning experience for this teacher.

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