

The Application of Sufficiency Economy Concept for Rural Transformation through Teaching and Learning Processes to Promote Students' Analysis Thinking in Business and Computer Major in Faculty of Education, Kasetsart University, Thailand

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ABSTRACT

The objective of this classroom action research was to construct Sufficiency Economy Activities for Rural Transformation through teaching and learning processes to promote students' analysis thinking in Methods of Teaching for Basic Business Course for 3rd year bachelor degree students. The researcher developed three learning activities that were applied from Sufficiency Economy Concept for Rural Transformation that were comprised of 1) Brainstorm Mapping, 2) Group and Order Mapping, and 3) Content Network Mapping. Data were collected by students' learning reflections (self-learning reflections). Data were analyzed by using content analysis method. The research target was twenty two undergraduate students (3rd year of bachelor degree students) who enrolled in Methods of Teaching for Basic Business Course in Major of Business and Computer Education under Vocational Education Department, Faculty of Education, Kasetsart University in second semester of academic year 2013.

Researcher developed three learning activities that have been conducted from the Classroom Action Research Cycle to promote students' analysis thinking by using self learning reflections. The researcher integrated and applied Sufficiency Economy Concept for Rural Transformation through planning, conducting, and developing students' learning activities that were analyzed and applied Sufficiency Economy Content for Rural Transformation in Methods of Teaching for Basic Business Course that comprised of three activities included 1) Brainstorm Mapping, 2) Group and Order Mapping, and 3) Content Network Mapping. These activities were as follow.

1) Brainstorm Mapping Activity

Researcher/ Teacher divided students a group of four students members in each group analyzed Sufficiency Economy Content for Rural Transformation from a variety of books, magazines, instructional Medias, dialogues, pictures, slides, students' experiences, and so on. All students in each group brainstormed about Sufficiency Economy Content for Rural Transformation that contained in Business Education Course, criteria of contents to select the content to teach for their students in classroom. Then in each group wrote down in form of Brainstorm Mapping.

2) Group and Order Mapping Activity

All classroom students in each group needed to consider in course objectives to separate course contents in terms of content's structuring and ordering through learning criteria's grouping and ordering about Sufficiency Economy Content for Rural Transformation. Then in each group wrote down in form of Group and Order Mapping.

3) Content Network Mapping Activity

All students in each group needed to consider to link between Sufficiency Economy Content for Rural Transformation to separate course contents in terms of content's analyzing, content's structuring, content's grouping, and content's ordering through learning criteria's content linking in Sufficiency Economy Content for Rural Transformation. Then in each group wrote down in form of Content Network Mapping.

The research results have been found that most students learned to develop themselves in analysis thinking that participated in three learning activities in this course. Students were developed basic knowledge, learning capabilities, and thinking skills according to conducting in subject's data contents, setting content objectives, using techniques in content's clarifying, contents' structuring, grouping and ordering in content that related to Sufficiency Economy Content for Rural Transformation through students' analysis thinking. The analysis thinking related to basic and principles and reasons in processes of analysis thinking through students' learning reflections.

Outstandingly, the development and the usage of three learning activities that applied and based on Sufficiency Economy Concept for Rural Transformation could develop analysis thinking for their classroom students and increase high values in students' learning activities in the application of Sufficiency Economy Concept for Rural Transformation could promote their classroom students in analysis thinking.

Keywords: Sufficiency Economy Concept for Rural Transformation;

Students' Analysis Thinking

Introduction

Methods of Teaching for Basic Business subject is the core course for Bachelor of Education Program in Business and Computer Education that has been provided for 3rd year undergrad students who enrolled in this course to prepare about the scope of basic business subject' areas, principles of basic education, methods of teaching, instructional medias and measurement and evaluation in students' learning. (Bachelor of Education Program in Business and Computer Education, 2012). In this case, the researcher focused on the integration and application of Sufficiency Economy Concept for Rural Transformation through teaching and learning processes to support students' analysis thinking that could link the crucial and essential body of knowledge to apply in the real life [11,8,1]. According to this instruction, the classroom teacher needs to prepare and arrange classroom learning environments to facilitate students in learning participation and students' self development in Analysis Thinking [12]. The researcher has been teaching this course (Methods of teaching for basic business subject) for more than 10 years. The researcher found that students need to practice searching in the data and knowledge by themselves and require knowing deeply the way of data analysis and how to apply it in their real lives and that will prepare for their professional of teaching in the future [5].

Consequently, the researcher finds out the important ways and supporting techniques to help classroom students in clarifying, analysis, and content link to develop students' analysis thinking through the application of Sufficiency Economy Concept for Rural Transformation more than students' learning to memorize and knowing [4,5].

According to this classroom action research, the researcher developed learning activities that integrated and applied the Sufficiency Economy Concept for Rural Transformation in terms of brainstorming, clarifying, ordering, structuring, and linking the core content to relevant with real life situation that used in students' self learning reflections [6,7]. The research question of this reach was "How to develop students' learning activities through application and integration of the Sufficiency Economy Concept for Rural Transformation to promote students' Analysis Thinking". Therefore, the researcher developed students' learning activities based on Sufficiency Economy Concept for Rural Transformation to promote students' analysis thinking, to study students' self learning reflections through learning activities and to guide classroom teachers to use this way to conduct students' learning activities for their students' instructions in their class.

Research Objective

To develop students' learning activities based on Sufficiency Economy Concept for Rural Transformation to promote students' Analysis Thinking

Definitions

Learning Activities based on Sufficiency Economy Concept for Rural Transformation is the development of learning activities to integrate learning management that focus on concept, theory, and practice in the Sufficiency Economy Concept for Rural Transformation. The components of this approach are sufficiency views in terms of agricultures, educators, and householders. Sufficiency economy were applied and integrated in community wisdom, community cultures, and community development through rural transformations with new theory of sufficiency economy among globalization.

Students' Development in Analysis Thinking is the output that observed, measured, and recorded from students' development in analysis thinking that measure from students' self learning reflections, classroom learning reflections, and classroom learning observations based on Sufficiency Economy Concept for Rural Transformation through 1) Brainstorming Mapping Activity, 2) Group and Order Mapping Activity, and 3) Content Network Mapping Activity.

Research Scope

Researcher developed three learning activities based on Sufficiency Economy Concept for Rural Transformation to promote students' development in analysis thinking that has been conducted from the Classroom Action Research Cycle to promote students' Analysis Thinking by using students' self learning reflections. The researcher integrated Sufficiency Economy Concept for Rural Transformation by using the ways how to plan, conduct, and develop students' learning activities that analyze business education content in methods of teaching for basic business subject that comprised of three activities included 1) Brainstorm Mapping Activity, 2) Group and Order Mapping Activity, and 3) Content Network Mapping Activity. These activities have been demonstrated as follow.

1) Brainstorm Mapping Activity

Researcher/ Teacher divided students a group of four students members in each group analyzed Sufficiency Economy Concept for Rural Transformation contents from a variety of books, magazine, instructional Medias, dialogue, pictures, slides, and so on. All students in each group brainstormed

about Sufficiency Economy Concept for Rural Transformation contents that contained in business education course, criteria of contents to select the content to teach for their students in classroom. Then in each group wrote down in form of Brainstorm Chart Format.

2) Group and Order Mapping Activity

All students in each group needed to consider in course objectives to separate Sufficiency Economy Concept for Rural Transformation contents in terms of content's structuring and ordering through learning criteria's grouping and ordering. Then in each group wrote down in form of Concept Chart Format.

3) Content Network Mapping Activity

All students in each group needed to consider to link between Sufficiency Economy Concept for Rural Transformation contents to separate course contents in terms of content's analyzing, content's structuring and content's ordering through learning criteria's content linking. Then in each group wrote down in form of Content Network Chart Format.

Research target is 3rd year bachelor degree students (22 students) who enrolled in methods of teaching for basic business subject (01179322) in 3 Credits 3 (2-2) in 15 weeks (from November 2013 to February 2014) in second semester of 2013 academic year.

Research issue is students' self learning reflections through students' activities to promote Analysis Thinking through opinions' records, experiences, self-learning reflections through 1) Brainstorming, 2) Grouping and Ordering, and 3) Content Networking.

Research Methods

Researcher integrated concept, practices, and theory in Sufficiency Economy Concept for Rural Transformation to promote students' analysis thinking. Researcher conducted and developed learning activities and collected data from research target by using students' self learning reflections, classroom observations, and learning opinion records. Data were analyzed by content analysis. Researcher read research data, processed, and concluded research results through three activities including, 1) Brainstorming, 2) Grouping and Ordering, and 3) Content Networking.

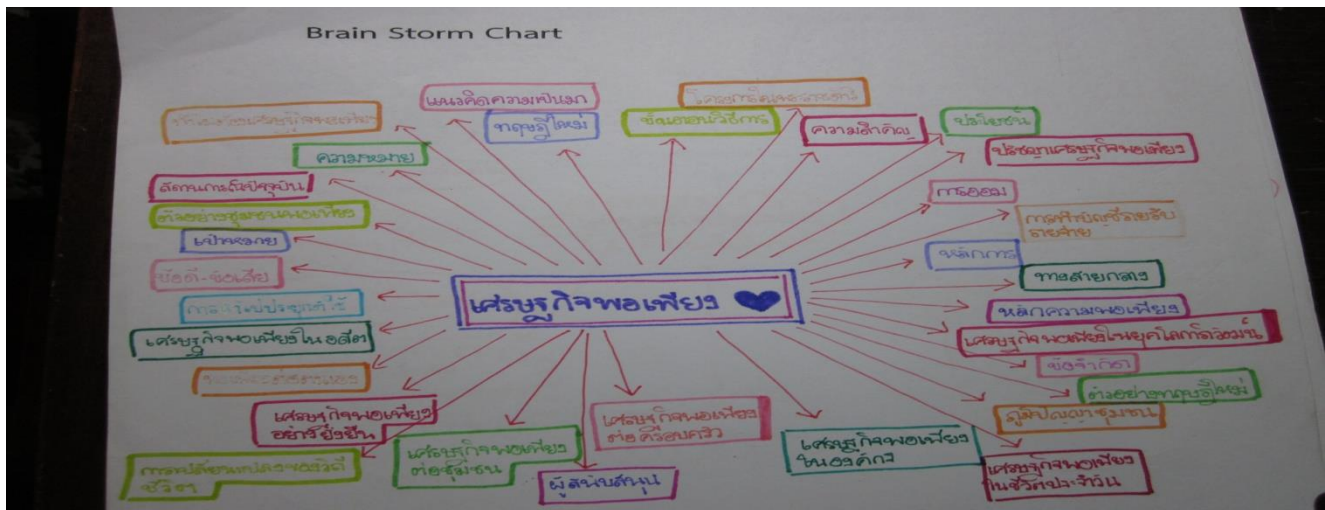
Research Findings

Researcher presented research results that depended on features and stages of learning activities to promote students' analysis thinking in three learning activities, details were performed.

1. Students' Learning Reflections on Brainstorming Activity

Researcher/ teacher divided students in four groups; there were four students in each group. Students started their work through brainstorming in subject contents about Sufficiency Economy Concept for Rural Transformation in methods of education subject. What were subject contents that you were interested to teach about Sufficiency Economy Concept for Rural Transformation? Students presented their ideas such as Sufficiency Economy Concept for Rural Transformation.

Students discussed and shared their real lives experiences through brainstorming activity. They wrote down subject contents about Sufficiency Economy Concept for Rural Transformation in form of brainstorming mapping and separate their ideas individually in each group.



Students displayed the brainstorm chart about “Sufficiency Economy Concept for Rural Transformation” that has been exhibited in details. There were comprised of the ideas and knowledge about “Sufficiency Economy Concept for Rural Transformation”, including, meaning, principle, new theory, procedure, philosophy of sufficiency economy for Rural Transformation, benefits, current situations, sufficiency economy for rural transformation, goal, positive and negative effects in sufficiency economy for rural transformation, application in sufficiency economy for rural transformation, background and history of sufficiency economy for rural transformation, Sustainability in sufficiency economy for rural transformation, sufficiency economy for rural transformation in globalization, self sufficiency economy for rural transformation, sufficiency economy for rural transformation in family and community, and so on.

Students' Learning Reflections on Brainstorming Activity

“Students select the interests and beneficial topics about Sufficiency Economy Concept for Rural Transformation to teach in this subject that has been gauged on benefits to students’ learning and could lead to the development in rural family, rural community, and rural society in the long term”

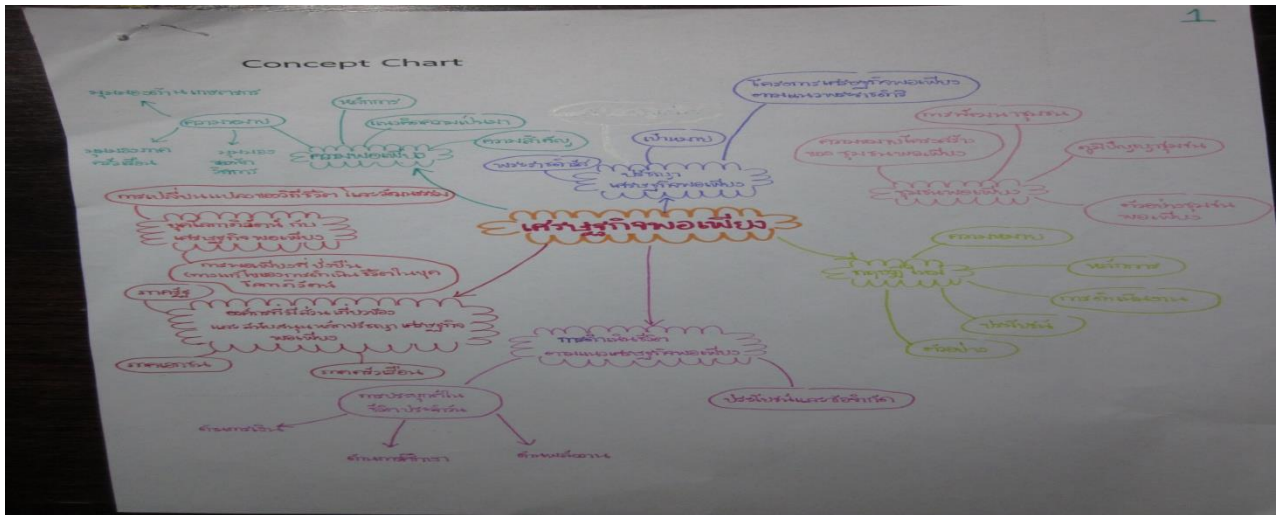
“Students pick the interests and beneficial topics about Sufficiency Economy Concept for Rural Transformation to teach in this subject that has been relied on the learning goal and objectives, students’ interests, and levels of students’ ages, matures, and students’ personal backgrounds”

“Students consider in subject contents in about Sufficiency Economy Concept for Rural Transformation in psychomotor,”

“Students designate the interests and beneficial topics about Sufficiency Economy Concept for Rural Transformation to teach in this subject that has been relied on simply and complexity of contents and can motive students’ interests”

2. Students’ Learning Reflections on Grouping and Ordering Activity

Group members considered in learning’s objectives and divided the subject contents about Sufficiency Economy Concept for Rural Transformation on structuring, ordering, and grouping that come to conclude in the standard of content criteria in each group and drawn up in Concept Chart of subject contents.



Students demonstrated the concept chart about “Sufficiency Economy Concept for Rural Transformation” that has been displayed in details. There were comprised of eight groups of ideas and knowledge about “bout Sufficiency Economy Concept for Rural Transformation”, including, 1) Group of Contents of Sufficiency Economy for Rural Transformation, including; meaning, principle, new theory, procedure, philosophy of Sufficiency Economy for Rural Transformation 2) Group of Views on Sufficiency Economy for Rural Transformation, including; views on rural family sector, views on rural community sector, views on agriculture sector, views on academic sector, history and background in Sufficiency Economy for Rural Transformation, 3) Philosophy in Sufficiency Economy for Rural Transformation, including; the King Rama IX, goal, the king projects in Sufficiency Economy for Rural Transformation, 4) Sufficiency Community for Rural Transformation, including; Meaning, Structure, Procedure, Benefits of Sufficiency Community for Rural Transformation, examples of Sufficiency Community for Rural Transformation, 5) New theory of Sufficiency Economy for Rural Transformation, including; meaning, principle, new theory, procedure, benefits, 6) Real Lives based on sufficiency Economy for Rural Transformation, including, application in Finance, Education, Save World and Save Energy, 7) Organization Role in Rural Family Role, Rural Government Role, and Rural Private Role, 8) Globalization in Sufficiency Economy for Rural Transformation, including; Real lives, Culture, Sustainable Sufficiency Economy for Rural Transformation, and so on.

Students' Learning Reflections on Group and Ordering Activity

“Students make ordering the contents about Sufficiency Economy for Rural Transformation from simply to complexity, past to present or present to past”

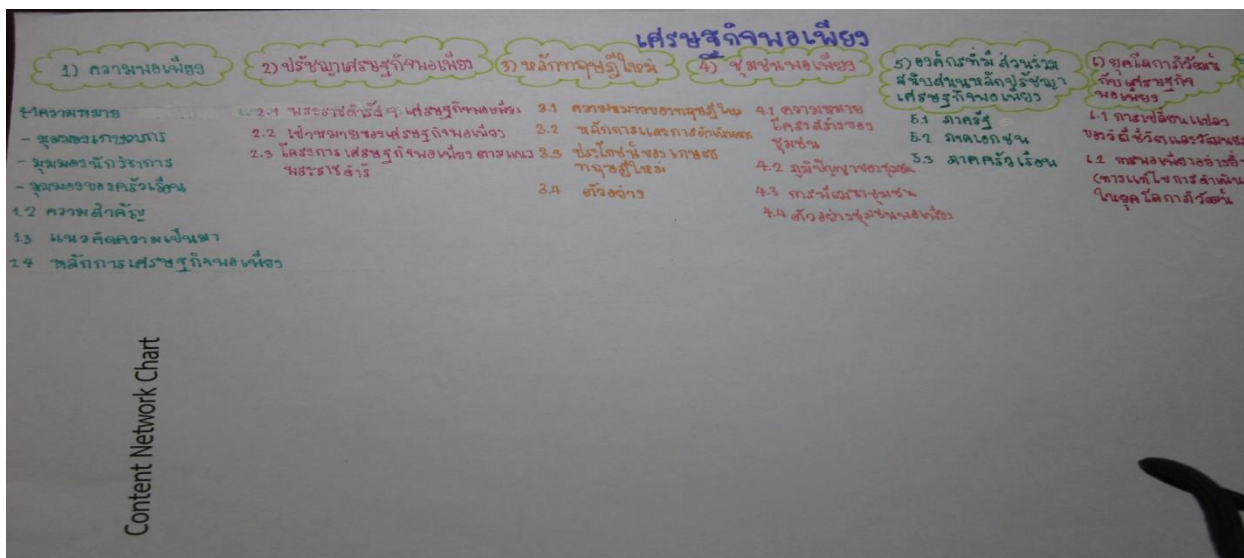
“Students focus on the content subject about Sufficiency Economy for Rural Transformation in from details to overall or overall to details”

“Students consider in subject contents about Sufficiency Economy for Rural Transformation between theme and sub-theme, or main concept to relevant concept”

“Students designate the interests and beneficial topics about Sufficiency Economy for Rural Transformation on near to far”

3. Students' Learning Reflections on Content Networking Activity

Students in each group considered in the links of networking of subject contents about Sufficiency Economy for Rural Transformation. They wrote down in Content Networking Chart.



According to previous activities, brainstorming, grouping and ordering activities, if classroom students were interested to teach in Sufficiency Economy for Rural Transformation. They brainstormed their ideas, discussed, and shared their experiences through brainstorming activity. They wrote down subject contents about Sufficiency Economy for Rural Transformation in form of brainstorming mapping and separate their ideas. Then, group members considered in learning's objectives and divided the subject contents about Sufficiency Economy for Rural Transformation on contents' structuring, ordering, and grouping that come to conclude in the standard of content criteria in each group and drawn up in Concept Chart. After that, students worked together to link in networking of subject contents about Sufficiency Economy for Rural Transformation. They wrote down in Content Networking Chart.

Students demonstrated the content networking chart about “Sufficiency Economy for Rural Transformation” that has been displayed in details.

1. Sufficiency Economy for Rural Transformation
 - 1.1 Meaning of Sufficiency Economy for Rural Transformation
 - 1.2 Principle and Benefits of Sufficiency Economy for Rural Transformation
 - 1.3 History and Background of Sufficiency Economy for Rural Transformation
 - 1.4 Philosophy of Sufficiency Economy for Rural Transformation
2. Philosophy in Sufficiency Economy for Rural Transformation
 - 2.1 The King Rama IX’s Ideas in Sufficiency Economy for Rural Transformation
 - 2.2 Goal of Sufficiency Economy for Rural Transformation
 - 2.3 The King Rama IX Projects in Sufficiency Economy for Rural Transformation
3. New Theory of Sufficiency Economy for Rural Transformation
 - 3.1 Meaning of Sufficiency Economy for Rural Transformation
 - 3.2 Principles of Sufficiency Economy for Rural Transformation
 - 3.3 Benefits of Sufficiency Economy for Rural Transformation
 - 3.4 Examples of Sufficiency Economy for Rural Transformation
4. Sufficiency Community for Rural Transformation, including
 - 4.1 Meaning of Sufficiency Community for Rural Transformation
 - 4.2 Structure of Sufficiency Community for Rural Transformation
 - 4.3 Community Talents for Rural Transformation
 - 4.4 Community Development for Rural Transformation
 - 4.5 Examples of Sufficiency Community for Rural Transformation
5. Organization Roles to Support Sufficiency Economy for Rural Transformation
 - 5.1 Government Roles in Sufficiency Economy for Rural Transformation
 - 5.2 Private Roles in Sufficiency Economy for Rural Transformation
 - 5.3 Family sector in Sufficiency Economy for Rural Transformation
6. Globalization in Sufficiency Economy for Rural Transformation
 - 6.1 Changes in Real lives and Culture for Rural Transformation
 - 6.2 Sustainable Sufficiency Economy for Rural Transformation
7. Real Lives based on Sufficiency Economy for Rural Transformation
 - 7.1 Application in Real Lives for Rural Transformation
 - 7.2 Benefits and Limitations in Sufficiency Economy for Rural Transformation

Students’ Learning Reflections on Content Link and Networking Activity

“Students clarify the details of content subject about Sufficiency Economy for Rural Transformation to make ordering and grouping, then, they link the contents to the relevant concepts through theme and sub-theme that can apply in the real live”

“Students analyze the main subject contents about Sufficiency Economy for Rural Transformation from theme to sub-theme that support to content linking and networking in the real world”

Research Discussions

Students reflect on students' learning and conduct students' learning activities based on Sufficiency Economy for Rural Transformation to develop students' analysis thinking through three activities, including 1) Brainstorming Activity, 2) Grouping and Ordering Activity, and 3) Content Networking Activity. Interestingly, researcher discussed and shared their ideas in three aspects.

1) Content analysis started from brainstorming to clarify and search the essential subject contents. This statement was relevant to Jumpol Pholpataracheewin (2009)'s article was mentioned in learning practices to develop students' analysis thinking. Teacher should focus on brainstorming, sharing, explaining, discussing, and arguing between students, and between students and teachers to change in students' self learning, organization, and society that guided to sustainable development and argued by using reason that referred to a variety of data, theory, and practices to lead to the best findings and conclusion and the benefits of Analysis Thinking.

2) Content analysis that was included in contents' structures, components, links and networks in subject contents by ordering and grouping. Students made the conditions to set the standards of criteria in ordering and grouping. These ideas were referred to Suwit Molkhum (2005)'s ideas that were said that relation analysis was find out the contents' relation between group and identified the ideas, reasoning, and difference between arguments

3) The objective of content analysis is to discover the contents' networking and linking, ordering and grouping that connected with the overall contents. This reason was supported by Kriangsak Charoenwongsok (2003)'s article that concluded that the activity of analysis thinking must create facts, collect facts, link them systematically. Students' opinions required to cause and reason, to link between facts, theories, and principles that lead to develop in systematic analysis thinking and link data continuously since from the start to achieve learning goal.

Research Summary

According to students' learning reflections on students' development in analysis thinking, this research discovered from students' opinion records, students' experiences, and discussions that lead to arguments by using cause and reason in each groups' activities. Students had opportunity to participate in three activities, including, 1) Brainstorming Activity, 2) Grouping and Ordering Activity, and 3) Content Networking Activity to explain in students' development in analysis thinking.

Students had occasionally on practicing to develop in their learning based on about Sufficiency Economy for Rural Transformation to promote students' analysis thinking through students' group and self reflections in three activities. Students applied their knowledge, capabilities, and skills to classify subject components and arrange contents' details in learning' objectives, ordering, and grouping, and link to contents networking that concerned to relation of ideas, reasons, or difference between students' arguments, or link to relevant principles or related theories.

In conclusion, the development of students' learning based on about Sufficiency Economy for Rural Transformation could promote students' analysis thinking and values of learning's' activities could encourage students in analysis thinking reasonably.

Research Suggestions

1. The development of students' learning based on about Sufficiency Economy for Rural

Transformation could promote students' analysis thinking and values of learning's' activities could encourage students in analysis thinking reasonably. Consequently, subject teachers or relevant academic staffs need to apply the research results to other subjects.

2. Subject teachers and academic staffs need to construct their learning network

With each others to apply in the development of students' learning based on about Sufficiency Economy for Rural Transformation to promote students' analysis thinking.

Acknowledgement

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