CULTURAL AND ART EDUCATION: A MEANS FOR SOCIAL STABILITY IN NORTHERN GHANA

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ABSTRACT

The Northern Region of Ghana has a historical record of complexities of violence which undoubtedly affects cultural development of the region. This situation demands new stratagems for combating the malaise. In the year 2000 the issue so worsened to the extent that the 'traditional gurus' who should be belly-aching over how to solve the problems of the region rather got themselves embroiled in bloody confrontations while some citizens and ragamuffins drove right-minded people to streets with cutlasses, bombs and other weapons. We cannot but agree that the Northern region of Ghana is in dire need of the ideology of social-cultural reconstruction. The author is of the opinion that cultural stability and strength depends on effective integration and utilisation of art and culture. The art educators and anthropologist therefore can play major mediatory role to ensure peace and stability in the region. In order to combat the current attitude of intolerance and violence there is the need to consider cultural reconstruction through visual art and cultural Education.

Key Words: Art Education, cultural Education, Peace, Northern Ghana

EXAMINING MOTIVATION TO TEACH LEVELS OF PRE-SERVICE TEACHERS IN TERMS OF SOME VARIABLES

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ABSTRACT

The aim of this study was to examine pre-service teachers' levels of motivation for teaching. The sample of this study employing a survey model consists of 175 pre-service teachers participating in pedagogical formation certification program in the 2016-2017 academic year. Motivation to Teach Scale (MTS) was used as data collection instrument which was developed by Kauffman, Yılmaz Soylu and Duke (2011) and adapted in Turkish sample by Candan and Gencel (2015). In the data analysis, descriptive statistics, Maan Whitney-U and Kruskal-Wallis-H test were employed. The results of the study revealed that pre-service teachers' motivation to teach was shown to be high. Pre-service teachers' motivation to teach does not indicate any significant difference according to their age and teaching experience. It was also found that motivation to teach differ significantly according to sex only in the subscale of intrinsic motivation. The results were discussed and recommendations for future research were offered.

FEASIBILITY STUDY OF IMPLEMEMTATION OF COACHING IN TRAINING OF NURSES IN BAHMAN HOSPITAL IN TEHRA(IRAN)

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ABSTRACT

The goal of this research is the feasibility study of coaching in training of the nurses of Bahman hospital Tehran (IRAN) .In this study we used questionnaire consists of two sectors. In the first sector, in order to collect data regarding to the components of the conditions and requirements of coach training, advantages of implementing the coaching as a training methods, disadvantages (limitations) of implementing it, obstacles of using that method in training nurses of Bahman hospital. And in the second sector data collecting regarding to the coach features that leads to expand the coaching application, from the view point of the nurses. Validity of this sector of questionnaire was based on the comments and viewpoint of masters and experts of coach training, and reliability was 0/85.108 nurses were the samples of this study. For data analyzing One sample t-test, U Mann-Whitney, ANOVA, and Friedman test was used . The finding showed that coaching is a good method for nurses training.

Key words: Human Resource Training , Nurse Training , Coaching.

EXPLORING THE EFFECT OF TECHNOLOGY SUPPORTED COLLABORATIVE LEARNING ON CREATIVE THINKING SKILLS OF PRE-SERVICE TEACHERS

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ABSTRACT

The purpose of this study is to examine the effect of technology supported collaborative learning on pre-service teachers' creative thinking skills and the relationship between creative thinking skills and achievement. One group pretest-posttest experimental design was used in the study. 49 pre-service teachers at the department of art and music who were attended to the teaching certification program in 2017 summer semester at a public university in Turkey participated to the study. In this regard Instructional Technologies and Material Design course which takes part in the teaching certification program was designed with collaborative learning principles and incorporating dynamic web technologies. Pre-service teachers worked in groups to design and develop different instructional materials for 4 weeks. In addition pre-service teachers used dynamic web technologies (Edmodo, Google Drive, Google Slides, Mind42, Powtoon) to collaborate and communicate with students, instructors, other resources as well as to develop instructional materials. The data were collected by "How Creative Are You?" Scale which was originally developed by Whetton and Cameron (2002) and adapted into Turkish by Aksoy (2004) before and after the experiment. However, instructional materials which were designed and developed by pre-service teachers were evaluated according to the instructional material evaluation form and these scores were used as achievement scores. The results indicated that there was no significant difference in terms of creative thinking skills of pre-service teachers from pre-test to post-test. However there was no correlation between pre-service teachers' creative thinking skills and achievement scores. These results were interpreted and discussed.

Key words: Collaborative learning, Instructional material, Pre-service teacher.

ASTIN THEORY AND SOCIAL NETWORKS

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ABSTRACT

Today, one of the most important issues in teaching and learning is increasing the degree of students' involvement. According to the famous Astin theory, the best pedagogical environment is one in which it is possible to increase students' involvement. Because of the incredible use of social networks by the young generation, the present study aims at investigating the influence of using social networks on the participants' involvement, and learning through the comparison between the two groups (the group using Facebook for learning and the group using face to face education). The results show that there are significant differences between the two groups in terms of learning, involvement and that in all of them, the mean of the Facebook group is higher than that of the face to face group.

Key worlds: Facebook, involvement, learning, teaching, learning language

1. Introduction and Theoretical Framework

Today, social networks are under important world-wide consideration because they are becoming more and more well known, and applied to various activities and fields all over the world (Silius, Miilumäki, Huhtamäki, Tebest, Meriläinen, & Pohjolaine, 2010). These networks allow users to create personal profiles and establish a variety of networks that connect with family, friends, and colleagues (Lenhart& Madden, 2007) across the planet.

According to Motteram & Sharma (2009), social networks are not only a constructive and valuable tool for language teachers, but they also help learners learn more effectively and more successfully, that is, attain a more solid and practical linguistic competence in various contexts of language use. Besides providing an appropriate environment for collective learning and content sharing in various forms (pictures, text, videos, internet links, etc.), these networks also have the potential to provide for the communication and interaction of different foreign languages, since they cross physical borders among nations and bring together millions of people belonging to various geographical areas, cultures, religions, practices and perceptions.

Since a large number of the current world population is interested in learning and interacting in one or more foreign languages for scientific, cultural or politico economics exchange, and since physical access to native language speakers is rather hard or impossible for the people of many countries, these networks have grabbed considerable attention and usage as they grant interactive, authentic and interesting access to

native speakers and documents in various languages. Brick (2011) argues that one cannot ignore the power of these networks in learning languages because by using the interesting and distinctive features of these networks, improving various contextualized linguistic skills, such as reading, writing, listening, and speaking becomes possible. These distinctive features include: the combination of many Internet-based communication instruments previously in wide but disconnected use, the integration of personal web pages, synchronous (instant messages) and asynchronous (wall posts) chats, picture and video uploading and sharing, group work, Web making tools, lively searches, RSS feeds (news feeds), blogs (web logs), group and individual messaging and e-mail, tagging with key words, comment and like/dislike content, update status, private messaging between users, collaborative chat, write news, write blogs, posts and edit wiki pages, among others. As a result, students' involvement[1] (Ball and Perry, 2010).

1.1. Student involvement theory

The theory of college student involvement was developed by Alexander Astin in 1984 and then was renamed by him as the "Involvement Theory", where involvement is defined as "the amount of physical and psychological energy that the student devotes to the academic experience" (p. 297). According to this theory, an active student is a student who devotes considerable energy to studying, is usually active in the university, and has communication and interaction with other students and teachers (Astin, 1984). In fact, this theory states that a successful student is one who has more involvement, and the more the involvement, the more the learning (Astin, 1984). In other words, this theory puts the emphasis on active participation in the process of learning (Astin, 1984). Astin's student involvement theory has five basic tenets, which can be used for the assessment of students' level of participation in a specific experience. For the purposes of this paper, we only focus on the last two principles, which consist of the following:

1) Involvement Requires Physical and Psychological Energy this tenet states that "involvement refers the investment of psychological and physical energy various objects.(Astin,1384, P.519)

Given the various research findings about the prominent degree of social networks use by students (Akbari, 2015; Davies, 2012 ; Greenhow, Robelia& Hughes,2009; Ajjan & Hartshorne, 2008), it can be claimed that students are greatly involved in, and depend on social networks; they use both physical and mental energy when using these networks. Therefore, it seems that designing and developing different academic courses, such as foreign languages, can render this energy consumption more purposeful, and at the same time, increase the student-student and student-teacher interactions and communications.

2.) Involvement Occurs Along a Continuum. This tenet asserts that "students will invest varying amounts of energy" in different areas (Pascarella and Terenzini2005, p. 53). This principle refers to students' different amounts of activities, that is, the fact that some students are more active than others or devote more time to a

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[1] Engagement is students' involvement in activities and conditions likely to generate high quality learning

specific activity than their fellow classmates. The reason for which this tenet can be applied to the study of social networks is the fact that first, preplanned performing activities in social networks seem to constitute a continuum, and second, a great number of students have active presence in the environment of these networks and spend a considerable amount of time using them, in a way that Boyd, (2007) and Akbari(2017) state that students live within these networks. However, some students are less active and spend less time in social networks. They may not even be members of these networks and as a result they do not devote any time to using them. Yet, it seems that because of the facilities and features of these networks (participative and interactive –led to involvement inclined to produce high-quality work), students became better connected to the world outside their classroom, which promotes more genuine interaction among them, as well as with various resources, coaches, peers and experts. Within the interactive environment of social networks, students work together with peers and colleagues from their class or from other courses both within and outside the regular class hours. Interaction, communication and collaboration between students and teachers contribute to a more productive content construction and opinion exchange within communities with different (linguistic) needs. This way, students' interest in involvement increases along the continuum (1), they learn to develop numerous groups within this continuum, and they engage in synchronous and asynchronous communication and interaction with their fellow peers.

3. Involvement has both Quantitative and Qualitative Features; this point suggests that students performs activities at different points in time and these activities can be measured both by quantitative and qualitative methods (Austin 1984), for example, the number of hours they have been studying can be investigated. As stated earlier, when using social networks, students consume both physical and mental energy in their activities. Some of these activities may be measurable by qualitative methods while others rely mostly on quantitative methods. The amount of time students spend using these networks can constitute the quantitative feature and the students' participation in different groups and educational web pages can constitute the qualitative feature. In other words, infinite use of picture and video upload or writing on others' wall can be designated as the quantitative feature and students' use of pictures, useful educational videos, links, discussions and dialogues in different groups can be taken for the qualitative feature.

4) Development Is Proportional to Quantity and Quality of Involvement. This tenet suggests that students' learning in each program is proportional to the quality and quantity of their involvement in that program. This tenet also seems to be generalizable to the environment and activities of social networks, and to different kinds of learning activities, whether web-based or non-web-based, because both the quantity and the quality of students' involvement can definitely influence their learning. In social networks also, the difference in the influence of quantitative and qualitative activities is evident.

5) The Effectiveness of any Educational Practice Is Directly Related to the Ability of that Practice to Increase Student Involvement. Again, different studies (Lomicka, & Lord, 2009; Baralt, 2009; Mills, 2009; Brick

(2011) indicate that using these networks increases students' active participation in various learning activities. In addition, there exist, in these networks, numerous web pages that correspond to different educational fields and subjects; a brief look at which can readily indicate high levels of students' participation. Rosenshine (1982) believes that the greatest amount of learning (if learning can be measured) will occur when learning environment is designed in a way that it encourages students in active participation and interaction. Social networks seem to play an important a role in stimulating active student participation and interaction, given the facilities and features mentioned above. Numerous researchers (Lumley 1991,Boster et al. 2002, Swan et al. 2005; Patrick Rau ,Gao a, Wu,2008;Baker, Gearhart, & Herman, 1990; Dwyer, 1994; Bury, and Middlestead,2007; Reynolds,2010; argue that using technology influences students' involment in a positive way, meaning it will increase it. Moreover, different studies (Mazer, Murphy, & Simonds, 2007; Clark and Gruba(2010); Mazer, Murphyand Simonds,2009; Ross , Wise, Skues& Williams, (2011); Kabilan, Norlida, & Mohd Jafre, 2010; Mills ,2009; Blattner, and Fiori ,2009) indicate that using the social network Facebook will considerably increase involvement in the process of learning.

The present study therefore aims at evaluating the effectiveness of using the social network Facebook in the field of learning English as a foreign language among university students. It also investigates the influence of this network on the process of learning, on the degree of students' involvement. In a comparative study, consisting of an experimental group of students enrolled in an online English course offered via Facebook, and a control group of students who followed traditional face to face language instruction, we tried to answer the following to this questiones:

What are the differences in language learning of the Facebook group and the face to face group?
In particular, we considered and analyzed these sub questions:

1. What differences are observed in terms of students, linguistic outcomes achieved by the Facebook group and those produced by the face to face group?

2. What are the differences between the Facebook group and the face to face group in the process of (language) learning in terms of their involvement?

3. What kind of activities and processes influence the observed outcomes?

2.1. Research Method and Context

This research is a quantitative experiment.

2.1. Statistical Population and Sample Size

Statistical population for this project consisted of Iranian PhD students living in Schengen zone countries: a group of 40 individuals, between ages of 25 and 35, with an intermediate command on the English language were selected through random sampling; these students were then divided into two groups of 20. The first group (the experimental group) consisted of students living in different Schengen zone countries such as Germany, Denmark, Belgium, Netherlands, Sweden, Norway, and France; the second group (the control

group) included Iranian students living in different Dutch cities, especially in Utrecht. 0.45percent of the population were women and 0.55percent were men. It should be mentioned that the reason for which only forty students were selected for this project, was the fact that our two variables (age and level of English proficiency) limited the PhD students with whom we could conduct this research.

2.1.1. The Experimental Group

This group was exposed to English language for one hour a day, for one month (except for the weekends) through various sessions via Skype as well as a group created on Facebook. These sessions consisted of participating in different conversations and/or interactive activities with the teacher (native speaker of English) and other classmates. Student had to interact and perform different assignments on the group's wall on Facebook. Each student had to write a short paragraph on a daily basis, on a specific subject, and then post it on the group's wall. Students were permitted to use any kind of support instruments and/or educational resources available to them on the wall of the group or in their peers' posts and feedback. These support instruments and resources mainly consisted of pictures, videos, links, etc. Alongside these online interactions, students were permitted to raise various questions that dealt with the assigned activities, to which other students and/or the teacher responded. Moreover, when appropriate, students shared with others what they considered to be interesting or useful to the studied material.

2.1.2. The Control Group:

In this group, students participated in various activities via formal teaching of the English language in a traditional classroom for one hour and forty minutes a day (1 hour for teaching and 40 minutes for studying students' assignments among peers), for one month (except for the weekends). These classes were also conducted by a native English speaking teacher. In this group, students were requested to write (typed and printed) daily short paragraphs on a specific subject; fellow students had to then give them feedback regarding their writing. The teacher supervised all in-class activities and helped when needed, leaving the majority of the discussions in the hands of students.

2.2. Research Instruments:

For the purposes of this quantitative experiment, we relied on the following research instruments:

1. **Pretest and Posttest:**

Prior to beginning the course, as well as after the course's completion, all participants were administered a pretest and a posttest; the standard tests of TOEFL were used in order to investigate students' learning rates.

3. **Interview:**

Participants in both the experimental and the control groups answered a series of open and closed questions in the middle and at the end of the course. These questions mainly consisted of the positive/ negative experience with using Facebook in learning language , their attitude toward that Facebook can be educational tool, increase involvement, improve learning and skills.

3. Study Results:

The results obtained from the comparison of the two groups were categorized according to the following themes:
1. The differences in linguistic outcomes
2. The differences in the process of language learning terms of students' involvement?
3. The differences in the kind of activities and processes that influence the observed outcome
4. . The differences between the experimental groups' views about the use of social networks in language before and after the training course?

3.1 The difference between two groups in linguistic outcomes

The purpose of the first question is to investigate the difference between the two groups in time effect in the section of within subjects, the difference between the two groups in group effect using the section of between subjects, and the difference of groups between pretest and posttest in time-group effect in the section of within subjects. Therefore, using the repeated measures test, the linguistic outcomes were investigated.

Table 2: Repeated Measures Results for compare "linguistic outcomes" in Groups					
Between-Subjects					
	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	505.013	1	505.013	1650.794	.00
Group	2.113	1	2.113	6.905	.01
Error	11.625	38	.306		
Within-Subjects					
Time	9.800	1	9.800	83.685	.00
Time * group	5.000	1	5.000	42.697	.00
Error(Time)	4.450	38	.117		

As the values of significance level in table 1 show, all of the three effects tested are significant. That is:

1. Given the significance level of 0.00, it can be stated that, in general the difference in pretest and posttest in linguistic results between the two groups is significant.

2. Given the significance level of 0.01 estimated in the "between subjects section", it can be concluded that the difference between the groups is significant.

3. Given the estimated significance level of 0.000, the interaction effect between time and group is significant with regard to linguistic results. That is, "the difference between pretest and posttest in linguistic results" is not the same in the two groups.

In the interpretation of group effect, it is obvious that the average of the variables is not the same in the experimental and control groups, so that for each pair of variables, the average of posttest variables is larger than that of the control group

Table 2: Mean (& SD) of linguistic outcomes and Confidence

Testing time	linguistic outcomes	
Time1(pretest)	Group1	Group2
Mean	2.0750	2.2500
SD	(0.43755)	(0.55012)
Time2(posttest)		
Mean	3.2750	2.4500
SD	(0.30240)	(051042)

Moreover, using Chi- Square, the difference between the two groups was investigated in terms of their attitudes towards their learning degree and any improvements in their linguistic skills and competences.

It was indicated that given the significance level of zero in both variables, there was a significant difference between the two groups. The point to be noted is that all participants in the experimental group assessed their learning degree to be "much" and "so much", while in control group, 25% of the participants assessed their learning degree as "much" and the remaining 75% estimated it to be "a little bit". Concerning students' improvement in their linguistic skills, 80% of the participants in the experimental group stated that they perceived significant improvement in both speaking and writing skills while20% indicated that they only noticed an improvement in their speaking competence. However, the distribution of the improved skills is completely different in the control group. None of the students indicated an improvement in speaking and writing. Rather, 60% of the participants selected writing as their improved skill and 40% selected speaking.

Discussion

The results of the present study indicate that there is a significant difference between the two groups in terms of learning degree, the improved skill, the rate of participants' involvement in the learning process. In general, the group using Facebook in education had higher degrees of learning, involvement than the control group. As stated earlier, this experimental group had better linguistic outcomes than the control group. Different research results support this finding. For example, research by Malhiwsky (2010) compares the degree of language learning in students in two groups (group using Web2 and group using face to face classrooms) among students enrolled in intermediate and advanced language classes. This research shows that the degree of learning is higher in the group using Web2 in both intermediate and advanced levels, compared to the group using face to face classrooms. Research by Wong et al (Eds.) (2010) also indicates that using the social network Facebook has a considerable influence on students' learning due to its interactive environment, which increases students' implication and active/interested participation in their learning.. Junco, Heiberger† & Loken(2011) report that the use of Twitter has increased students' scores. Moreover, Junco, Heiberger† &Loken(2010) report that using twitter has improved students' scores. IPTS researches indicate that social media increase learning opportunities and learning degree Christine Redecker, KirstiAla-Mutka and Yves Punie, 2010). Cameron Clark (2010) who investigated the use of the social network

Livemocha in learning foreign languages, suggests, based on research findings, that social networks be used for the improvement of foreign languages. Furthermore, Kabilan, Norlida, &MohdJafre,(2010) used a questionnaire to investigate the attitudes of undergraduate English language students towards the usefulness of the specific environment and features of these networks for English language learning. They argued that students' use of Facebook enables them to learn more efficiently, and to improve their linguistic skills, because they believe that these networks make it possible for students to have different kinds of interactions and exchange knowledge during collaboration in order to increase their learning degree. However, we believe that using social networks can definitely increase knowledge and learning in every subject in general, because of the infinite opportunities it provides for intercultural and inter linguistic communication as well as the possibility of information transfer to various communities, cities and countries across the planet. Yet, one question remains: is improving linguistic skills via authentic interaction and easy information exchange all that these social networks can offer educators? We, alongside other researchers mentioned above, have been able to demonstrate that social networks are useful educational tools for learning languages. But in addition, we believe that more research is needed to investigate the *way* in which social networks should be used purposefully in (foreign language) teaching and learning Moreover, we think that it is impossible to discuss the degree of increase or decrease of learning without having more concrete data from actual work in the environment of these networks .For example, Roblyera, McDaniel, Marsena Webb Herman, Vince Witty(2010) investigate the difference in the attitudes of students and university faculty towards using Facebook in higher education. They state that communication is the nature of social networks and communication and interaction provide an effective learning environment among students. Although all these statements support our research findings, our research is different in that the research results are based on a practical work while these statements are merely theoretical.

The part of the results concerning learning degree is related to students' overall improvement of different linguistic skills during the course. Based on the statements of the participants in the experimental group, considerable improvement was observed in speaking and writing skills while in the control group, writing was the only skill that showed significant improvement. Different kinds of social networks or Web2 (tasks, features and activities) seem to focus on different linguistic skills; in other words, based on different social networks' facilities and features, specific linguistic skills were targeted, worked on and thus improved by students using them.. Malhiwsky)'s research (2010) is rather similar to the present study in terms of research methodology and subject. It indicates that using Web2 improves speaking, reading, writing and listening skills. However, it does not mention exactly what kind of Web2 improved which skill. Clar & Gruba (2010) investigate the social network Livemocha which is specifically used for foreign language teaching; yet this study does not mention the kind of improved skill either. However, research by Anderson,2007; O·Bryan & Hegelheimer , 2007; Abdous, Camarena, & Facer, 2009; Alm,2008) support the argument that Web2 mostly improves speaking skill whereas research by (Dooly ,2008; Soares, 2008;Ramaswami, 2008; and Thorne & Reinhardt ,2008) indicate that Web2 mainly targets and improves students'/participants' writing skill. The works of these researchers, therefore support our results in that using social networks for language learning, based on their different features and facilities, mainly improve students' writing and/or speaking skills, without focusing much on reading or listening.

Concerning the difference between the two groups· learning process, in terms of involvement, the research results indicate that the involvement is higher in the experimental group than in the control group; there is, therefore, a positive correlation between using Facebook and the degree of students' participation and involvement. This observation was not surprising because it was reported by previous research on similar cases.

Furthermore, Peterson, Bury, and Middlestead (2007) merely investigate articles about the influence of the integration of technology and learning on increasing involvement, and claims that integrated technology is very important in education because they lead to an improvement in involvement. Moreover, Redecker, et al. (2010) argue that Web2 has a considerable influence on the improvement of involvement. Junco, Heiberger and Loken (2011) investigate the use of the social network Twitter in education based on the theory of Astin (student involvement), and merely indicates that the involvement is higher in the experimental group (which uses Twitter) than in the control group. More specifically, it states that the Twitter social network increases involvement among students. Chen, Lambert & Guidry (2010) and Nelson Laird & Kuh, (2005) report that there is a positive relation between integration technology and students' involvement.

Recent research on Facebook, therefore, concerns and investigates merely one dimension instead of focusing on the combination of different variables in various contexts of language learning via social networks. Sandhouse(2012) for example, argues that Facebook, as an educational tool, can increase students' involvement; Junco (2012) suggests that Higher education administrators use Facebook as an opportunity for increasing students' involvement. It is interesting that Cole (2009) indicates that using Wiki technology has little influence on students' involvement. This controversial observation may be explained by the fact that there are many differences between social networks such as Facebook, Twitter etc. and Wiki technologies in terms of facilities and features. Therefore, it can be stated that the generalization of different kinds of social networks, Web2 or every kind of new technology should be discussed more.

The present research, in which we studied the role of social networks and students' linguistic improvement and learning degree, involvement for learning foreign languages, as well as students' attitudes towards using these networks for learning, presented interesting and valuable information regarding the underlying notions concerning the general usefulness of social networks for educational (language learning) purposes. Yet, the limitations of our research, carried out on a small scale and using limited statistical population, did not allow us to take into account the more practical dimensions of using social networks for language learning. Given the observations made in this paper, our present study, however, opens the way for further research, especially on optimal and appropriate uses of social networks in foreign language teaching and learning.

We think that further research needs to be carried out with larger statistical populations in order to verify these elements (linguistic improvement, involvement), as well as the practical dimensions of using social networks for language learning, on a more representative population of English language learners. In addition, the present research deals with English language; yet we believe that further research may be carried out with other languages and in other countries/cultures, who may have different perceptions, uses and attitudes towards using social networks for educational (linguistic) purposes.

Moreover, our research indicated that students' language improvement consisted mainly of speaking and writing. Therefore, more research may be conducted by language-teaching experts on investigating

1. the way in which other linguistic skills (listening and reading) may be improved via the use of social networks for language learning
2. whether or not using social networks improves all or some linguistic skills, and why some linguistic skills are more improved while others remain less worked-on

It would also be interesting and useful to try to understand the way in which (what activities and what features) all four linguistic skills can be improved, especially since researchers (Eghtesad , 2011, Tagliante 2006,

Finally, in the present research, we selected the social network Moreover, the Facebook among the many different social networks currently available because of its high popularity and use compared to other social networks. We do not, however, deny that more research may be conducted on the uses and features of other social networks in order to see how suitable these networks may be for educational (linguistic) purposes.

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FACTORS DEVELOPMENT OF PHYSICAL ABILITY OF STRIKER FOOTBALL PLAYER: A CASE STUDY OF THAILAND

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ABSTRACT

This Research aims to studied background and Factors Development of Physical Ability of Striker Football Player, A case study of Thailand. The sampling consist of there are 3 football coach, Sport scientist there are 3 peoples and there are 3 striker football player. Data collecting by Semi-structure Interview. The research result showed that 1. Factors that affected to Factors Development of Physical Ability of Striker Football Player consist of there are 5 factors cover with 1) The Strength of Upper middle and lower muscle 2) The Speed to movement both with foot ball and without football as well.3) The Agility 4) The Endurance of Circulatory system and 5) Muscle power.

Key words: Competencies, Striker Football Player

INTRODUCTION

Among The intense competition in Professional football society from all around the world were affected to many football club must be changing them administration more efficiency to be successful. Especially, Personal factor as core factor that increase competition competency. And also to set direction both with fail and successful because of Human resources as the organization valuable. Moreover, Investment for human or employer development will push forward them to the organization goal (Sukanya Rasameedhammachoti, 2007)

Almost of Striker Football Player in Professional football league of Thailand more than 90 percentage is foreigner player. From the ranking of "Four Four Two 2 0 1 5 " in ASEANand Austrelia was ranked the best striker in Southeast Asia Region in 2015 showed that almost of the outstanding striker is foreigner player as well. In the other hand, just there are 3 Thai player were be ranked cover with Theerasil Dangda from MuangThong United football club who was regarded as the best striker in this region for many years such as in 2015 scoring there are 11 goal in professional league and 4 goal the national team, Secondly is Thana Chanabuti from Police football club who the most scoring in 2015 for there are 33 goal both with professional league and national team. And the last one is Chananan Pombupha from Muangthong United Football Club for there are 11 scoring goal of 1,046minute playing in the field that average scoring every 95 minute and he is a prolific goal scorer there are 5 goal in Seas Game 2015, Singapore. (Kittikorn Thanamahamongkol and other, 2015)

From the Striker Player Ranking showed that a little of striker in Thailand and almost of them is from coincidence. Moreover, the stakeholder in Thailand Football society still without the plan to contribute football player competencies for seriously. So that, The development of Striker football Player Manual is benefit to increase the number of efficiency striker football player that support to represent the national team too. However, The way to develop the efficiency of striker football player who can be competition in the international level is seriously to develop the physical ability of the striker.

From the information above, that make the Researcher would like to studyFactors Development of Physical Ability of Striker Football Player: A case study of Thailand for increase the competencies of Thai Player cab be competition with other national team that benefit to all of Thailand Football Stakeholder. Moreover, it's a basic information to recruit and develop new face of Thailand national team. The methodology and Competencies will be finding the factor that affected to striker physical development.

However, The competencies as a key which almost of the administrator both with private and government organization usually awareness. Danai Tianbuddha (2003) was definite the Competencies is Knowledge, Skill and Behavior that affected to personal successful more than the standard consist of there are 3 factors cover with 1) Knowledgeis thing that organization recruit to know 2) Skillis thing that organization recruit to do and 3) Attributes is thing that organization recruit to be. All of these will struck in consciousness that difficult more than knowledge and skills. But if has all of theses will ready for the organization aspect. So that, The Striker Football Player Development that suitable for Thailand Society Context as the way to solve this problem because of The Plyer competencies development with seriously must be spend the long time. So that, Competence as the beginning with systematical.

RESEARCH OBJECTIVE

To study the Factors Development of Physical Ability of Striker Football Player, A case study of Thailand

SCOPE OF THE RESEARCH

1. Content Scope

Content Scope in this research is related to the Factors Development of Physical Ability of Striker Football Player, A case study of Thailand that instigate with concept and theory about the competencies from any scholar for finding the factors that consist of

1.1 Sport Competencies Concept is the most important factor to develop the player cover with Physical Competencies because of The special competencies for the sport man or other ability which outstanding more than general people that showed they can be working in that position for higher standard. So that, in this research will focus on only Physical Competency.

1.2 The Factors Development of Physical Ability of Striker Football Player, A case study of Thailand consist of there are 5 factors cover with

1.2.1 Strength

1.2.2 Speed

1.2.3 Agility

1.2.4 Endurance

1.2.5 Muscle power

2. The Population Scope

Key informants in this research consist of

2.1 Football coach who has experience more than 5 years for there are 3 people

2.2 The Sport Scientist who has experience more than 5 years for there are 3 people

2.3 The Striker Football Player who play more than 5 years for there are 3 people

RESEARCH METHODOLOGY

Data collecting in this research by in-depth interview from key informants cover with an informal interview, Semi-structured Interview that analyzed content from the professional in this field. And also to develop the research method. check the validity of the document for reliability with data triangulation. Data analysis with systematical consist of data definition, data classification, data synthetic and data collective from the evidence, document and Transcribe.

THE RESEARCH RESULT SHOWED THAT

1. Factors Development of Physical Ability of Striker Football Player, A case study of Thailand

Factors Development of Physical Ability of Striker Football Player consist of there are 5 factors cover with

1.1 Strength

The Strength is an important factor for The striker consist 1) Upper Muscle Strength such as Shoulder Muscles, Back and Upper arm 2) Abdominal musclesStrength and 3) Lower Muscle Strength such as Behind the thigh muscle and Inside the thigh muscle etc.

1.2 Speed

The Speed is an important factor for The striker to have more advantage in any situation.

1.3 Agility

Agilityis an important factor for The striker that consist of The agility to dribbling and Tackle that make advantages to scoring goal. So that, should be often practice to have a professional skill.

1.4 Endurance

Enduranceis an important factor for The striker. More over isThe Endurance of Circulatory system that make by marathon running for continuing time for lung strength and well in air trap.

1.5 Muscle power

The last factor is Muscle powerthat important for The striker consist of Muscle Power, especially Explosive Power that make the striker can be dribbling for easily. Moreover, help for make excuses that rapidly and far that advantage in football game.

DISCUSSION

The Concept of Competenciesis important because of Thailand Football Club society still lack of efficiency personal who suitable with them position. Especially, Personal competencythat rely on the definition of Narongwit Sangthong who said that The personal can showed them knowledge, Skills, Attitude, Believe and Habit that make them outstanding among the crown that call Job competency. Moreover, it's can be supporting to work in higher standard. From the research result showed that Thailand Football Club Society still face with the competency player problem that lack for continuity and the specialist in any competency as well. So that, The Appling of Competencies Concept will help the related organization to planning for personal, for talent and competencies that suitable as a organization strategy.

For there are 5 Physical factor consist of Strength, Speed, Agility, Enderance and Muscle Power are related with Getcheer et al. Who said that the part of physical competencies on health-related physical fitness and also to athletic skill/motor performance cover with Strength, Muscle Endurance, Flexibility, Blood circulation system and Respiratory endurance also to body proportion is a part of physical competencies that related to health. Other specific is Sport skills or Motor Fitness consist of power, speed, agility and balancing.

The good Physical Competencies as a key to develop the striker football player and also the many kind of sport man to be the professional that related with Supit (1998) who said that that factors that affected to sport behavior ability that strength man who cover with strong, endurance, speed, flexibility,Blood circulation system and Respiratory endurance. All of these can make advantage for sport competition. Moreover, as a index of physical competencies can said that The Good Physically can be successful with suitable movement, less of risk. In addition to, Ratchanee Kwanboonchan who said that the factor of successful sport man consist of speed, muscle power, muscle strength, muscle endurance, Anaerobic capacity and Agility. While, Phayok Sutthisanga (1995) mention that there are 2 Physical properties which football player should be developing are enduranceand strength.

It can be seen that Striker football player should be developing them physical in any part. However, should aware on there are 5 factors that researcher recommended because of advantage the compotator in case of extremely competencies. The Physical Practice for there are 5 factors are different. The correctly practice is a part to be successful sport man that rely on Mongkol Fangsaken (2002, P.69) recommend that Physical competencies training of football player are important because if they are training with correctly will make the benefit for surely. In the other hand, if the trainer lack of the knowledge and skill will make disadvantage point to the sport man such as over training. Moreover, the research result showed that The endurance are important factor for football player in every position that rely on Prayok Sutthisanga (1995,

p.115-116) said that the physical factor that football player should be treat is endurance because of Football game must spend the time for 90 minute that make body must has movement all the time.

CONCLUSIONS

1. Research Recommendation

1.1 Should have the system to selecting the striker football player with the physical competencies for there are 5 factors from this research result as a rule to selecting.

1.2 Football club and the stakeholder should be apply the research result to define the striker football player competencies. Also to applying with striker football player strategy plan that cover with knowledge, skill and other suitable competencies.

2. Recommendation for next research

2.1 Should be study about the problem and how to solve The Striker football player competencies in any level.

2.2 Should be study the other competencies of the striker football player such as Knowledge, skill and ability etc.

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HOTEL BUSINESS DEVELOPMENT WAY TO REACH SERVICE STANDARD FOR SUPPORTING SENIOR TOURISTS IN THE AREA OF AMPHAWA DISTRICT, SAMUTSONGKRAM

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ABSTRACT

The purposes of this study were to study the needs and wants of senior tourists from the hotel service business of Amphawa district, SamutSonggkram and to evaluate the potential of hotel business development to be according to the standard hotel service to support senior tourists, and to search for the model to determine the proper way to business hotel development to meet with the needs and wants of senior tourists in the areas of Amphawa district, SamutSongkram. The population included senior tourists who were at the age of 60-69 years old. The sample group included 400 senior tourists. Statistics included mean, standard deviation, and one way ANOVA.

Keywords: Senior Tourists, Amphawa, Service Standard

INTRODUCTION

The booming of senior citizens in Thailand as well as in the world population affected many things in social economic policies. In the near future, Thailand would have 13 million of senior citizens or about 19 percent of the total population. Therefore, it is an important group of citizens and group of demand for health care as well as special demand for tourism. The demand for special tourism for senior citizens will focus on the conveniences, comfortableness, safety, and health services. Since the number of general tourists are on the declining, it is important for Thai tourism to aim for a new demand of tourism and senior tourists are the perfect group to offset the loss of Thai tourism demand in general. Therefore, for the last two decades, there have been many campaigns and marketing activities and promotions to promote the senior tourism, for example, the golden bonus which aimed to reach senior group for tourism which has high potentials for future success as well as high purchasing target group of customers. However, the standard service to accommodate this group has not been sufficiency. There has not been a full cycle of services for the senior tourism yet.

SamutSongkram is one the proper provinces to investigate the needs and wants in terms of quality services. The number of tourists has increased to 802, 052 persons in 2014 (Department of Tourism of Thailand, 2015). Amphawa district is one of the most important tourist attraction of the province. Tourists often come for lifestyle along the river banks, cheap foods, and cheap goods and services along the river banks. However, most of service providers and local tourism business have not really prepared for the booming of senior tourists who have the age between 60-69 years old. Moreover, the senior group of retired government officials, and state enterprises management are the most important group since they have highest purchasing power of the senior groups (Office of National Research, 2014).

RESEARCH METHODOLOGY

This study assessed hotel business development to reach standard for supporting senior tourists in the area of Amphawa district, Samutsongkram. This study utilized a quantitative research. A total of 400 samplings were selected by the method of Taro Yamane. The data collection tool was a questionnaire which was tested by experts. The questionnaire consisted of four parts.

Part 1 included demographic, economic, and social background data. The questionnaire was designed as a checklist with six main questions; gender, age, marital status, educational level, average salary, and occupation. These questions consisted of general information about key informants.

Part 2 included tourist᾿s behavior data from key informants as follows; transportation, companion, duration of travel, objectives of travel, kind of accommodation and interesting activities.

Part 3 and 4 included data about factors influencing towards hotel selection, needs of senior tourists to hotel service respectively. The data measurement is Interval Scale and used Likert Scale to set the five scales starting from Most to should be improved (least).

After the data collection process by utilizing questionnaires, the researcher verified accuracy and completeness of data with the reliability test at 0.902. Data then were computerized with the statistic package with codes. The researcher then analyzed data with statistics.

1. Calculated data from the first part (checklist) of the questionnaire to find frequency and reported results with the percentage
2. Calculated data from the second part of the questionnaire (rating scale) to find mean ($\overline{X}$) and standard deviation (S.D.)

RESEARCH FRAMEWORK
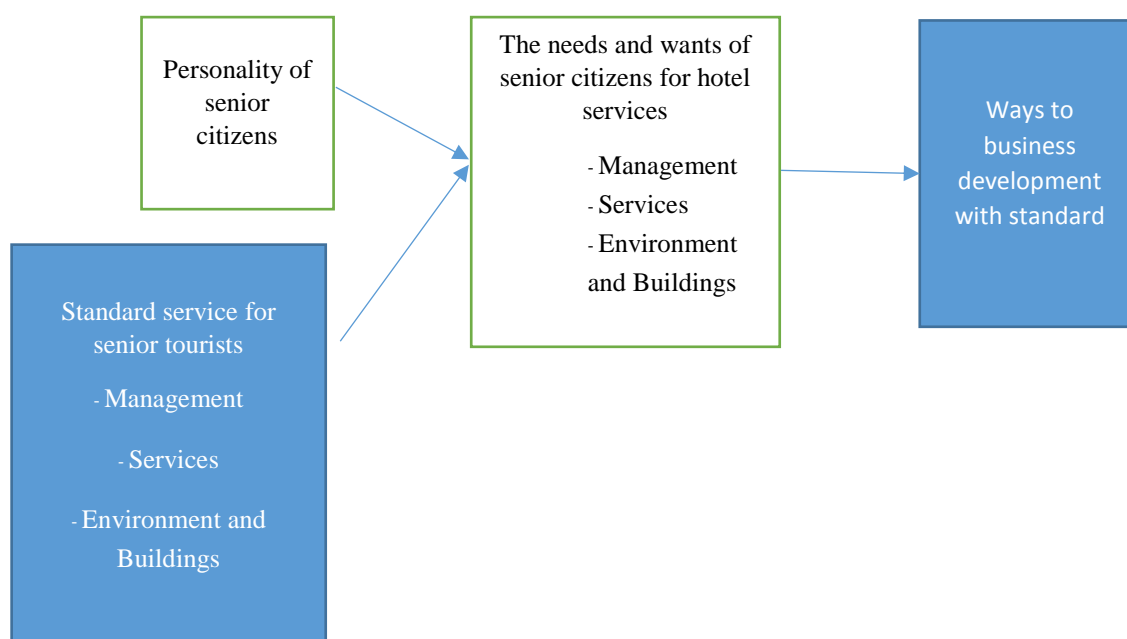
FINDINGS

From the research findings, the demographic information showed that the male and female respondents were 52 and 48 percent. About 49.5 percent of the respondents had a lower than undergraduate degree and 39.75 percent had a graduate degree while only 10.75 percent had a master degree. While the majority of the respondent were single or about 77.25 percent and 21.5 percent were married and the rest of 1.25 percent were divorced.

Table 1

the needs of elderly travelers regarding to the services of hotels and concerning businesses

Factors	$\bar{x}$	S.D.	Level	Rank
1. Hotel management	4.17	0.58	High	5
2. Personnel service	4.29	0.49	Highest	2
3. Facilities	4.34	0.47	Highest	1
4. Environment and buildings	4.29	0.45	Highest	2
5. Security	4.28	0.4	Highest	3
6. Special Activities	4.23	0.58	Highest	4
Overall	4.27	0.35	Highest	

The above table shows the needs of elderly travelers regarding to the services of hotels and concerning businesses which are the most common (x = 4.27). Five aspects of the highest ranking level are as follow : facilities : (x = 4.34), personnel services (x = 4.29), the environment and buildings (x = 4.29), safety (x = 4.28) and special activities (x = 4.23). The management of the hotel (x = 4.17) is the only high aspect.

Based on the above results, the top 3 aspects of demand for hotel services and hospitality business are facilities, personnel services, the environment and buildings which corresponds to the research of Kevin Wongleedee (2012: 7-11) who studied about the opinion of the Needs and Wants of standard Services of Hotel Business for Senior Citizens which found that the key factor for the needs and demands of the hospitality industry for the elders was the Mission for senior services. The second one was the staff to serve senior tourists and ways to complain services. It was the same as the study of Ranee Isichaikul (2009: n.p.) about Tourism Promotion for the Elders from Europe to Thailand. They needed 5 tourism components especially the accommodation aspects. They wanted to stay in 3 – 4 star hotels with comfortable facilities, close to beaches and gardens, enhance cleanliness and hygiene, near the hospital and have security. The results were the same as those of above table.

Beside, Piyachat Thongpaeng (2011: 70-75) spoke about the development of tourism business, the case study of the elders in the central region, that the components of the development were the readiness and the facilities, services, activities and security. This is the same as Chanchit Tiensiri et al. (2012: 49-62) who studied the potential of slow tourism marketing for Elderly Travelers in the upper – north which were in the accordance with the results of research. They were the needs of elderly travelers on Tourism products, improve physical tourism attractions, services to facilitate the elders including security. These were factors contributing to develop services for elderly travelers.

The results of this research are similar to those of the mentioned studies above. Improving the physical appearances of tourist attractions, develop services to accommodate high – end elderly tourists including the security.

To conclude, the results of study on the needs of elderly travelers concerning hotel services and accommodations shown on the above table have a relevant and go along with the results of the studies mentioned. Therefore, the results of this studies are important to be used for planning the management of hotels and accommodations.

SUGGESTIONS AND FUTURE STUDIES

There are two suggestions from this research study. First, there should be the staff arrangement to help to assist the senior tourists to make sure it is convenience for them to travel in Amphawa, SamutSongkram. Second, there should be a management plan from the local government agencies to focus

on the needs and wants to support the senior tourism. Future study of this topic should include the readiness of staff and local government officials to offer the plan and the activities for senior tourists both from public and private sector. Since senior tourism will be one of the most important segment of tourism industry, the future research needs to survey what are the major factors to contribute to the success of the senior tourists' level of satisfaction in order to gain their tourism loyalty.

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ABSTRACT

Knowledge management (KM) is the gathering of knowledge in the organization scattered in person or document to develop a system for everyone in the organization to access knowledge and develop yourself to know as well as performing effectively. One of the primary duties of a teacher is research from the problem of knowledge management according to the old practices. The knowledge management approach for writing new research proposals has been adopted. There are 6 steps and processes: (1) Knowledge Identification (2) Knowledge Acquisition (3) Knowledge Improvement / Adaptation (4) Knowledge Utilization (5) Knowledge Sharing / Extraction; and (6) Knowledge Retention. Know the theory to practice concrete leads to writing a research proposal and get a research proposal that offers research funding from outside sources.

Keywords: knowledge management, writing proposals, research projects

INTRODUCTION

Higher education institutions are responsible for higher education due to the Royal Decree on Rules and Procedures for the Management of Good Corporate Affairs, 2546 B.E., Section 11 states that the government agency has the duty to develop knowledge in the government sector to be a regular learning organization. They must be aware of the information and be able to process the knowledge in various fields so that they can be applied in the practice of the government properly and quickly. Including the need to promote and develop knowledge, create the vision and modifying attitudes of government officials to be effective and knowledgeable. The Office of the National Economic and Social Development Board and the National Productivity Institute (2548 B.E.) provide definitions of knowledge management in organizations or Knowledge Management (KM) is the gathering of knowledge that exists in the organization scattered in person or document to develop a system, so everyone in the organization can access the knowledge and develop yourself to know as well as performing effectively. This will result in the organization having the highest competency by knowledge in the organization, where there are two types of knowledge embedded in people (Tacit Knowledge) individual talents or instincts to understand knowledge that cannot be easily conveyed in words or writing, such as skills in work, craft, or analytical thinking, is sometimes referred to as abstract knowledge and "explicit knowledge" are knowledge that can be conveyed through various means such as written records, theories, manuals, and sometimes referred to as concrete knowledge [1] as well as the use of information technology to enhance the efficiency of knowledge management in the organization [2]. The organization is a collection of knowledge that exists in the organization, which is scattered in the person or document, to develop a system, especially the gathering of knowledge in the land, which is usually difficult to convey. More concrete for the benefit of sharing and learning from generation to generation, saving time and developing human resources for maximum efficiency in a limited time among the competitive situation of other organizations and surrounding environment

The main duty of the teacher in addition to teaching academic service and maintain cultural arts. Another important aspect is that research is another technical way to create new knowledge for use in teaching and career development throughout, leading to the development of social development in the field of science. Research development is therefore important for higher education teachers to manage their knowledge to get

an interesting research issue and helpful because it sets the starting point and the end goal of the research. The right research questions will be an important part of making the research acceptable and have academic implications that are manifested or affect their performance interesting research questions are useful, in which higher education teachers should bring interesting issues, and the current problem comes from the knowledge management process to present a breakthrough in research issues. To make a point of interest can fix and to develop as many organizations as possible due to the implementation of knowledge management in the last 6 months of Suan Sunandha Rajabhat University for the fiscal year 2560, it was found that the unit did not implement the knowledge management plan as planned due to the problem of knowledge management from the old practice. It was found that most teachers were very burdensome inability to participate fully. Participation in most activities is not voluntary, where the activity is too many times too many, no concrete and clear results, and show and share do not lead to tangible and practical use throughout the organization.

Therefore, we have adjusted the knowledge management approach for writing a new research proposal to achieve the planned operational plan by defining core knowledge needed to exchange learning and the opportunity for academic staff to participate in research exchange program research, and to bring theoretical knowledge management to concrete action and bring it to use throughout the organization.

OBJECTIVES

1. To present a new knowledge management approach for knowledge management in writing a research proposal.

2. To present the theoretical knowledge management to the concrete and lead to use in the writing of the research proposal.

METHODOLOGY

The Knowledge Management Process for writing this research proposal combines the experience, knowledge, and perspectives in writing a research proposal from Suan Sunandha Rajabhat University. The Faculty consists of (1) Faculty of Education, (2) Faculty of Science and Technology, (3) Faculty of Humanities and Social Sciences, (4) Faculty of Management Science, (5) Faculty of Industrial Technology, (6) Faculty of Fine Arts, (7) Graduate School Management, (9) International College, (10) College of Nursing and Health, (11) College of Allied Health, (12) College of Film, (12) Performing Arts and New Media, (13) Teen logistics and Supply Chain (14) Demonstration School. A total of 76 practitioners were included in the process, Knowledge Management Process, Writing a research proposal Forms and processes consist of 6 steps:

1. Knowledge Identification (Knowledge Identification)
2. Knowledge Acquisition
3. Knowledge Improvement / Adaptation
4. Knowledge Utilization
5. Knowledge Sharing / Extraction
6. Knowledge Retention

Step 1: Knowledge Identification is a review of the core knowledge needed to exchange knowledge, writing a research proposal which response to strategic issue 2, creates scholarly publications and intellectual property rights with a goal in mind staff have the potential to initiate academic services research and innovation effectively. The target audience for the exchange of learning is those who have received research funding.

Step 2: Knowledge Acquisition is the acquisition of knowledge in the writing of a research proposal, technical/practical writing in the research proposal members share, learn, and remove lessons learned (individually), where the extract the knowledge to get a written proposal for a research project.
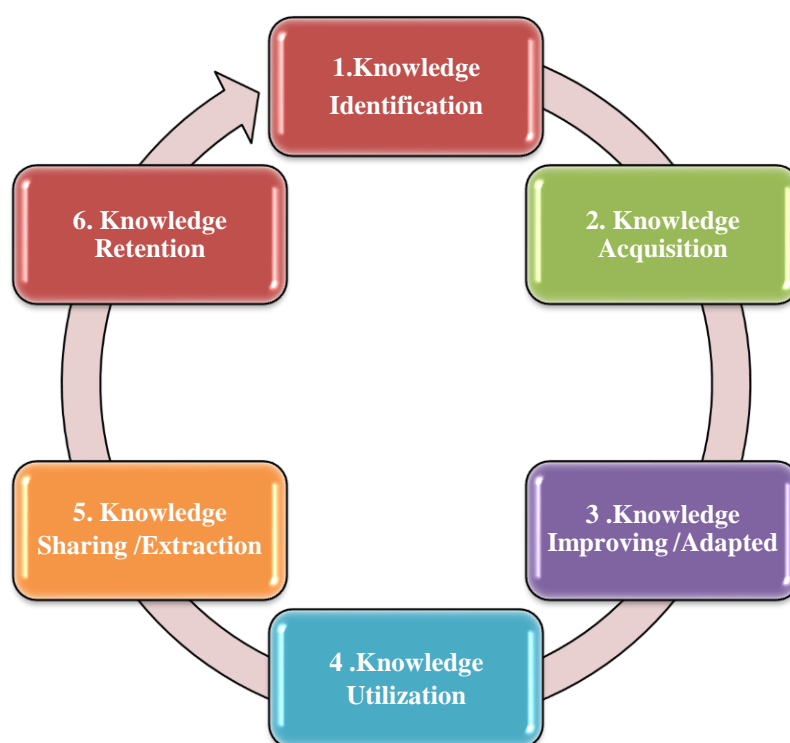
Figure 1: Knowledge management new model writing research proposal

Step 3: Knowledge Improvement/Adaptation to proposal writing by the knowledge gained from the lessons of each teacher to extract knowledge share experiences improve adaptation of knowledge to suit implementation.

Step 4: Knowledge Utilization is the application of knowledge gained from knowledge management to the real work by bringing their knowledge and experience, combined with the proposed research proposal, the exchange of learning and sharing of knowledge of members in the group used to write a research proposal and share experiences Vilawan Makhum [3] meaning that extend and apply stored knowledge or reintegrate knowledge, such as counseling. The training of textbooks, results of research, innovative ideas, and Fahey and Potash [4] have provided the value of knowledge to be applied especially when the application of knowledge to create and implement effectively.

Step 5: Knowledge Sharing/Extraction is the experience of working and the application of knowledge to exchange learning and extract the knowledge combined with the proposed research proposal, the exchange of learning, and together they extract the knowledge of the group members used to write a research proposal and join the exchange with the experts of science, then, the suggestions from the experts to adjust (draft) the research proposal for research funding.

Step 6: Knowledge Retention is the final step in gathering knowledge and systematically publishing it in writing, transforming the tacit Knowledge into an explicit knowledge. Write research proposal by members of the Knowledge Sharing Team, exchange and summarize the knowledge on "writing a research proposal" with a knowledge book. The organization must preserve what it wants to be best known as information as well as the reflection storage involves technical issues such as database recording or a clear written record Marquarde [5].

In summary, the process of knowledge is good, which consists of defining what needs to be learned, a pursuit of knowledge, knowledge building, knowledge storage, exchange of knowledge and the use of

knowledge is good if good practices in knowledge management will make the knowledge management process effective [6].

Theoretical knowledge management goes into concrete practice and brings the knowledge to use

Knowledge management for research proposal writing is used as follows:

1. The research proposal has been developed into a proposal submit by an external sources and gets new knowledge in writing a research proposal from their own experiences (e.g. Effectiveness of Breathing Biofeedback Training Program on Depression and Heart Rate Variability of the Elderly) Integrated with the exchange of knowledge for used to write a research proposal.

2. Applying knowledge to development work, opportunity to get research funding, use in evaluating performance and has established a reputation for the university.

3. Expansion of knowledge transfer to relevant parties can be a mentor to personnel in the department and outside personnel including exchanges with KM groups both inside and outside the university.

The result of knowledge transfer

Knowledge management for research proposal writing after sharing, exchanging and summarizing knowledge on "writing research proposal" and preparing a knowledge book, the result is tangible: there are systems and mechanisms that facilitate knowledge management have sufficient resources, such as a budget that is conducive to action and with a budget, promotion and support awards. Explicit knowledge can be gathered in a written record, as seen by the witness. How to write a research proposal and a research proposal that offers research funding for research funding from external sources or companies. It can be integrated with teaching and research and can be written in books or articles for further dissemination.

Because the value and benefits of knowledge management have helped in increasing knowledge efficiency in productivity of professors in higher education, it also leads to solving social development problems and enhancing the value added innovation. So if the Academy attaches importance and can play a role in knowledge management by using knowledge from faculty as a conduct for systematic knowledge management and used as a tool for knowledge management for writing research proposals as well as for promotion support for factors or elements that contribute to Knowledge Management Process in Higher Education Institutions It is believed that the teacher may be developed into a person learning and the organization of learning institutions eventually.

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DEVELOPMENT FOR 21ˢᵗ CENTURY SKILLS BY USING PROCESSES OF RESEARCH BASED LEARNING

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ABSTRACT

This article will illustrate the process, method, and approach that will help to develop 21st century skills for learners. By adhering to the Active Learning approach using the Research Based Learning (RBL) model, the process of learning by baseline research will help to create key learning skills such as presentation skills, participation skills, information technology skills, and critical thinking skills. To help students learn and develop themselves throughout their lives.

Keywords: RBL, Active Learning, 21ˢᵗ Century Skills, Processes

INTRODUCTION

At present, the education system and the development of learners have reformed the way of teaching and learning widely. The idea is to emphasize the students to have skills that can be used in daily life and co-existence in a happy society. 21st century skills are skills that include three key skills: (1) Information, Media, and Technology, (2) Learning and Innovation skills and (3) Lift and Career skills. All three skills must be developed. Provide students with skills in the core subjects such as mother tongue and world languages, arts, mathematics, government and civics, economics, science, geography and history.

The 21ˢᵗ Century skills

From the process step, the set of features has to be developed for all students. The seven key skills are (1) Reading Literacy, (2) Writing Literacy, (3) Arithmetic Literacy, (4) Critical Thinking, (5) Communication, (6) Collaborative and (7) Creativity, The educator called 21ˢᵗ century skills that "3R4C". These 7 skills combine to gives the student three key skills and distributed by the following skills.

Learning and Innovation Skills
1. Creativity and Innovation
2. Critical Thinking and Problem Solving
3. Communication and Collaboration

Information, Media and Technology Skills
1. Information Literacy
2. Media Literacy
3. ICT Literacy

Life and Career Skills
1. Flexibility and Adaptability
2. Initiative and Self-Direction
3. Social and Cross-Cultural Skills
4. Productivity and Accountability
5. Leadership and Responsibility

From the above mention, the educators have tried to find the way to use the teaching and learning by focusing on the skills of the students. And learn from self-action. In teaching and learning, there are many styles and methods. Research Based Learning, Problem Based Learning, Project Based Learning, and Learning Management, Collaborative Learning) and so on.

Here, the author raises a guideline for implementing research-based learning management. Research Based Learning is a teaching and learning arrangement that combines teaching and research together into a

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research process used in learning management, for example. Problem determination / problem identification, query, data collection And find the answer manually. Make the students know can analyzes critical thinking.

Research Based Learning (RBL)

The research-based teaching and learning management is based on the instructional approach based on the concept of cognitivism, which focuses on the form of intellectual learning, focusing on questioning styles. Analysis of problems and use of knowledge from previous experiences, coupled with knowledge in new experiences, through self-seeking through query. The inquiry is integrated with the research process, then applied to the students.

The pattern of learning based research based learning.

The learning management is based on four types of research:

1. Learning management using research process is to give learners practice in research levels such as experiments in science labs, case study, project work, baby research and thesis.

2. Teaching by participating in a research project with a teacher or as a research assistant (Under Study Concept).

3. Teaching by the students to study the research to learn knowledge. Principles and theories used in the research, problem solving, research and application of research and further study.

4. Teaching using research results for teaching, the learner is aware that the theory new knowledge. What is your current science and how do you build your faith on the instructor as well as make sure that the instructor does not get bored of teaching the same content every year.

OBJECTIVES

The Objective of article to give recommend thinking for developing 21st century skills by using processes Research Based Learning, will emphasize skills such as

1. To Develop Learning and Innovation skills for the student.

2. To Develop Information, Media and Technology skills for the student.

3. To Develop Life and Career skills for the student.

METHODOLOGY

The process of screening the knowledge to be used in learning management, the author conducted the knowledge filtering using KM process.

Knowledge Management Process

Step 1: Knowledge Identification

At this stage, the 21st century skills that the instructor wants to develop are the study of patterns, meanings and problems found today, and the processing of knowledge about theories, principles and definitions of learning management. By using research as a base, it will integrate knowledge from sources such as educators, academic articles, research papers and synthesis as the used information.

Step 2: Knowledge Creation and Acquisition

At this stage, it is a search of information from various sources. Reliable, for example, from a thesis/dissertation database system from the research database and from the books.

Step 3: Knowledge Organization

At this stage, all data will be analyzed, and knowledge will be extracted in a consistent and comprehensive way. Then, the information is grouped into categories, categories, or related topics to facilitate the implementation.

Step 4: Knowledge Codification and Refinement

In this step, the knowledge gained in Step 3 is considered. Improve using the correct sentence with the current and easy to understand the implementation.

Step 5: Knowledge Access

At this stage, the form of knowledge in the form of a textbook, book or e-book is provided to facilitate access to information.

Step 6: Knowledge Sharing

After getting this knowledge out, it is a step-by-step learning process, which is a step-by-step process of educating the following processes: Face to Face strategy, Story Telling and Focus Group strategy.

Step 7: Learning

When the knowledge is extracted, this step will be the step of applying knowledge to the learning process.

THE USE OF RESEARCH-BASED LEARNING FOR DEVELOP 21st CENTURY SKILLS

Research based learning is based on the four themes described above. Each form will have different stages and methods, each of which will improve the 21st century skills for the learners as shown in the following table.

Table 1

The 21st century skills development schedule is based on a research-based process.

Teaching Techniques	Process	Developed Skills
Teaching by research assisted results	1. The teacher selects the research that best suits the subject matter and tells the source of the information. 2. Teachers use the research results as follows: Assist the content to teach the students to gain more knowledge, apply in teaching such as teacher read the research results, the theory, and the use of the benefits. 3. Learners learn the content with the research results. 4. Teachers and learners collectively discuss research findings, research processes, and research interests.	- Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy
Teaching by student to research study	1. Teachers search for resources and research related to the subject matter taught 2. Teachers urge learners to take curiosity, curiosity, curiosity, seeking answers to questions 3. Teachers give advice on the resources and research that students will need to research for knowledge and select research appropriate for their age. 4. Learners seek information about research related to the subject matter of their interest 5. Teachers introduce methods of reading, analyzing, and researching reports as appropriate to the learner level, including elements of research, objectives, research methods, scope, limitations of research findings, research findings, research findings, discussion of results. Research, referral, etc. 6. Students study various research reports by practicing the above learning skills 7. The learner presents the subject matter of the research linked to the subject matter being learned 8. Teachers and students discuss the research results, research process, importance of research	- Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Initiative and Self-Direction - Leadership and Responsibility

Teaching Techniques	Process	Developed Skills
	10. Self-assessments of reading skills, research reports, research findings, and research processes	
Teaching by research projects	1. The teacher considers and analyzes the purpose and content of the learning that allows the student to do research 2. Teachers design learning activities that allow them to do research 3. Teachers encourage learners to be interested in learning and to give students an idea of the research they are interested in 4. Teachers of research process skills for learners, including identification of research problems, objectives, hypotheses, design, research, data collection tools, data analysis, a summary of findings, discussion, research findings and feedback. 5. The researcher performs appropriate research procedures 6. Learners record their thoughts and experiences, including their observations, their performance, teachers, observation, learning behavior, and their research process skills. 7. Teachers and students share a discussion about the research process and the research findings 8. Teachers measure and evaluate research process skills alongside regular learning outcomes	- Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility
Learning management using research process	1. Teachers consider the purpose and content to be provided to the learner 2. Teachers analyze the process of research to be used in teaching, which may involve some or all stages of the research process. 3. Teachers design learning activities using the research process or research process defined for learning the desired content as planned 4. The teacher conducts the activity using the research process, the research process defined in the teaching 5. The skills trainers needed to carry out the research process for the learners include: Problem identification skills, hypotheses, qualitative selection, population selection, random sampling, tooling, proofing, testing Data collection, analysis, synthesis, and conclusion of the research and giving feedback 6. Learners discuss issues related to the research process they have experienced and the results of the research 7. The learner assesses himself / herself on the research process skills and research results	- Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Productivity and Accountability - Leadership and Responsibility

CONCLUSIONS

Research-Based Learning (RBL) teaching can developed the 21st century skills for students because students get learning by themselves under research process, the research process included 6 steps are following

Step 1: Identify the Research Problem: this step, Student defines a problem by using principle and reason. Student explains about problems background. It helps to develop Critical thinking skill and problem solving.

Step 2: Review the Literature: this step, Student uses technology and media for searching, analyses and integrates information to finding tools for problem solving. It helps to develop Information Literacy, Media Literacy, ICT Literacy and Initiative and Self-Direction

Step 3: Specify a Research Purpose: this step, Student creates tools to problem solving and define research purpose. It helps to develop creativity and innovation skills

Step 4: Collect Data: this step, Student collects data by using research tools from step 3 for problem solving. It helps to develop Communication and Collaboration, Flexibility and Adaptability, Social and Cross-Cultural Skills, Leadership and Responsibility skills.

Step 5: Analyse and Interpret Data: this step, Student analyses and interprets data from experimentation or observation or interview and summarizes research results. It helps to develop arithmetic literacy and critical thinking skills.

Step 6: Report and Evaluate Research: this step, Student presented research results by oral presentation or using information chart and gives suggest to new problem or problem in research. It helps to develop communication and collaboration skills.

ACKNOWLEDGMENT

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ACTIVE LEARNING BY USING PROCESSES OF PROBLEM BASED LEARNING

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ABSTRACT

Active Learning is a teaching process that one of the teachers often chooses to apply to students in modern times. This is the nature of learning management by the learner to act. Learn how to master self-discipline by being a facilitator . This article demonstrates a problem-based learning model that is based on the reflection of knowledge management(KM.) by fellow instructors who share this interest. This is a form of Active Learning. It will be presented in two main areas are 1) design process(KM.) to study problem-based learning and 2) problem-based learning knowledge include that process or process of learning management, role of the instructor, role of the learner as well as the factors supporting and limiting problem-based learning management. This allows the learner to learn by applying knowledge to systematic thinking can solve critical problems consistent with the situation and context along with skills in lifelong pursuit of knowledge and continuous development. The result of the reflection of knowledge management(KM.) will be used as a guide to develop learning management using a problem-based model.

Keywords: Problem Based Learning, Active Learning

INTRODUCTION

Nowadays, it is a time of learning society that has access to knowledgeable resources and knowledge is rapidly changing in the midst of modern technology, so learning in the classroom is in line with the changes that occur. Instructors should be aware of the quality of learning outcomes provided to learners so that they can use learning as a tool to effectively socialize. The learner must be able to recognize. "How to learn" by the practice of building knowledge from the experience of self-learning is Active Learning , the format has changed. Affect the instructor who needs to change the course of study. Teaching in accordance with the age is based on the students. Reduce the knowledge to be supportive, motivate, reinforce and facilitate learning more in order for the learner to self-learn to achieve the set goals.

OBJECTIVE

1. To study the problem-based learning approach as a basis for consistency and achievement of learning outcomes of the course.

2. To develop learning management using a problem-based model.

DESIGN PROCESS (KM.) TO STUDY PROBLEM-BASED LEARNING

Process of designing to study problem-based learning is a seven-step process.

Step 1: Knowledge Identification

At this stage, it is the processing of knowledge about theories, principles and definitions of participatory learning management. It combines the knowledge gained from such resources as educators. From academic articles Based on research results. And synthesize it into information.

Step 2: Knowledge Creation and Acquisition

At this stage, the information from various reliable sources, for example, from a thesis / dissertation database system from the research database and from the books.

Step 3: Knowledge Organization

At this stage, all data will be analyzed. Then extract the knowledge. To be consistent and cover all the knowledge. Then the information is synthesized into categories, categories, or related topics to facilitate the implementation.

Step 4: Knowledge Codification and Refinement

In this step, the knowledge gained from Step 3 is considered and easy to understand the application.

Step 5: Knowledge Access

At this stage, it will be a form of knowledge in the form of a textbook, book or e-book for easy access to information.

Step 6: Knowledge Sharing

Step 7: Learning

The author uses the knowledge management process, finally, the form of participatory learning management.

PROBLEM-BASED LEARNING KNOWLEDGE

Principles of problem-based learning management

Problem-based learning is based on principles that believe. "Problems can motivate learners to have doubts and need the knowledge to eliminate them." Help learners learn meaningfully can improve the skills that are essential to life and lifelong learning [8]

The concept of problem-based learning management is the learning process that starts with the problem through the creation of knowledge and learning from the working group. The problem is the beginning of the learning process and as a stimulus to improve problem solving skills searching for synthesized information to understand the mechanism of the problem itself and how to solve problems together, both instructors and learners can find the answer rationally. On the part of the Office of the Secretary of the Education Council [6] a summary of the main aspects of problem-based learning is the teaching and learning management of problematic situations and the beginning of the learning process. The problem is a stimulus to the learning process and the problem that is used in organizing the learning process should be a common problem in the learner's daily life. To see the true benefits Learners seek and seek self-knowledge (Self-Directed Learning), which results in self-responsibility for learners time management as well as self-assessment. The learners have to learn in small groups to share knowledge encourages problem solving skills in a credible, reliable way, learn the differences between individuals and practice self-control to develop teamwork skills. Because knowledge is so diverse, the acquired content is analyzed by the group and synthesized together to crystallize into group knowledge. Evaluation is an evaluation of the actual situation by considering the progress of the work of the students themselves. This is in line with Chiriree [3] who says problem-based learning is problematic because problem is good, where learners are motivated to seek knowledge in selecting effective problem-solving, the instructor must take into account the content

curriculum, the activities, the learning process and the teaching activities as well as the evaluation methods, which should be a realistic assessment by assessing both the content, the process and the group.

The process of problem-based learning management

The classroom management process in accordance with the purpose of the course, the course and the subject matter are important issues that the instructor must plan in advance to achieve the purpose of the study. By sharing, studying, researching and exchanging, the instructor can summarize the learning process as follows:

Problem-based learning management process

There are 5 steps in learning management process.

Step 1: Problem

Starting from the instructor will encourage students to realize how. What is the learner does not know? But need to know (the problem), based on the learning outcomes of the course because if the neglect or ignorance of the learner is important to their learning, the instructor should prepare the teaching and conduct the learning as follows.

1.1 Define the problem framework (There must be a problem that corresponds to the course). There are two components to consider: content and learning outcomes.

1.2 Define problems and present problems by the instructor, learner or both instructor and learner determine problematic issues may be presented in the form of case studies, creating a scenario or story telling is a problem, presenting this issue Instructors must be sure, the presentations can stimulate the learner to see the real problems until the interest want to find out the answer because it is an important issue.

Step 2: What is the thing to know? (Analyze problems and assumptions)

When the students know the problem, the instructors should:

2.1 Create learning atmosphere for learners to analyze themselves. What information or issues do not know and need to find the answer? Teach learners to ask questions such as: What, why, why, what, how, by the instructor, to supplement the key issues that are still missing and save the question.

2.2 Divide learners into group members to discuss and discuss ideas for answers according to the following points:

2.2.1. What are some possible solutions to this problem? (Possible), and what information will be researched from?

2.2.2 Operational Planning

2.2.3. Evaluate the evaluation based on the problem framework in step 1.

Step 3: Learn what you need to know. (Data collection)

Follow the guidelines in step 2 by research from a variety of sources conducting research, analysis, synthesis, summary information.

Step 4: Presents the results of step 3 (presentation of data). Summarize and evaluate the work together

Each group presents information on issues and findings then they decided to conclude that the information can summarize the answer to the problem or not (Describe the reasons to trust). The learners bring the information to complete the re-presentation of the work and all parties jointly evaluate the work.

Step 5: Apply knowledge

The learner understands what he/she has learned clearly from his/her practice, looks for answers on his/her own (solves the problem), and can apply the knowledge.
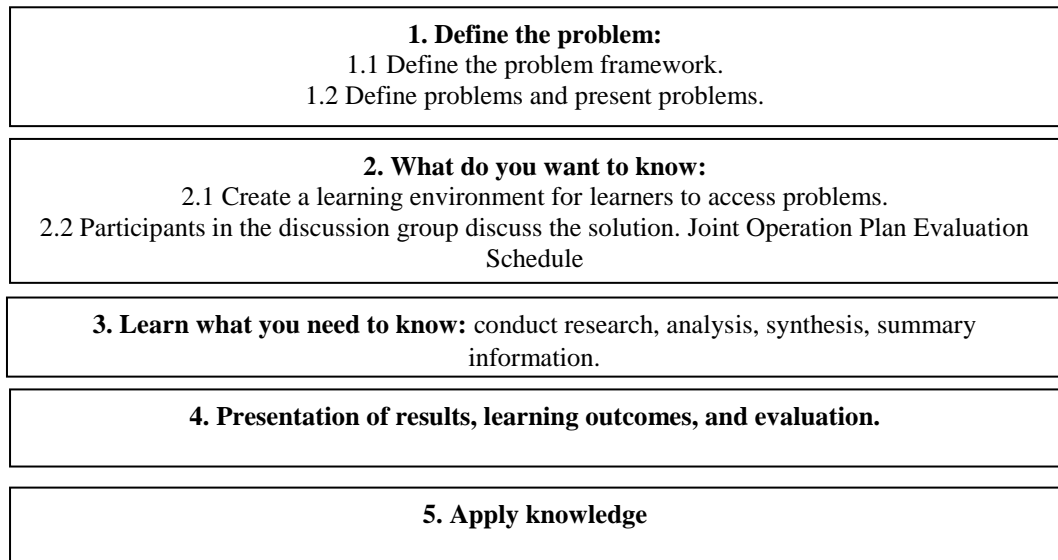
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1. Define the problem:
1.1 Define the problem framework.
1.2 Define problems and present problems.

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2. What do you want to know:
2.1 Create a learning environment for learners to access problems.
2.2 Participants in the discussion group discuss the solution. Joint Operation Plan Evaluation Schedule

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3. Learn what you need to know: conduct research, analysis, synthesis, summary information.

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4. Presentation of results, learning outcomes, and evaluation.

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5. Apply knowledge

Figure: An illustration of the problem-based learning management process

The process or process of learning management should proceed in a step-by-step manner. The instructors and learners have an integrated role.

Role of instructor Role of learner

Problem-based learning management is important to the role of the instructor and learner.

Instructor should conduct learning by Office of the Secretary of the Education Council [7]

1. Instructor must always strive for knowledge, seek knowledge to develop themselves.

2. Instructor must recognize the learner individually, understand the potential of the learner to be able to give advice Learners at any time.

3. Instructor need to understand the process of problem-based learning management as clearly as possible at all stages to recommend provide counseling to the students properly.

4. Instructor must have high skills and potential in learning management and follow-up evaluation of learner development.

5. Instructor must be a facilitator, with the provision of adequate learning media support, provide the resource, prepare libraries, the internet, etc.

6. Instructor must have a psychological motivation for the learner to motivate learners to stay awake to learn all the time.

7. Instructor must clarify and adjust their attitudes to understand and appreciate the value of this learning.

8. The instructor must have the knowledge, ability to measure and evaluate learners according to the actual conditions to cover the knowledge, process skills and attitudes to all stages of learning management.

On the part of the learner is the researcher. Set up a questionable issue. Together, analyze, synthesize, offer opinions. Evaluate the message, know and find a common conclusion.

In conclusion, the role of the instructor in the baseline learning management is to study the problem-based learning process as a basis for understanding because that need to follow the steps. The lesson is analyzed and planned. What could be a significant problem in motivating students to learn? Encourage and facilitate everyone to participate in thinking, solving, synthesizing, and evaluating things. The role of the learner is to act as a self-learning activity in the learning process, so he must be responsible and eager to learn. Participate in discussion, offer opinions. And exchange with friends until they understand and learn by themselves.

However, from the implementation of problem-based learning management, it was found that the learning management has both the following factors and constraints: Rusada [6] will take a break gathering information, factors, and limitations of problem-based learning from a range of sources.

Factors promoting problem-based learning management

1. Encourage deep learning, which results in learner's understanding and long-term recognition born to be truly learned.

2. Encourage self-learning. This is a necessary feature that everyone should have because they can develop into people who have lifelong learning.

3. Problems in learning as a result, students will see the importance of learning what they are doing in the future, giving them the motivation to learn, be better able to recognize them.

4. Instructors and learners enjoy learning. Learners enjoy learning because they have a role to play in their own learning, such as debating, debating, during group work. The instructor sees the development of the ideas and skills that occur in the learner. In addition, the instructors also have the opportunity to learn cross-disciplinary fields because the problem is integrated by learning with the learner. Can see the linkage of science more clearly, resulting in broad ideas.

5. Promote teamwork helps to make a holistic decision. This is more efficient and effective than solo work.

6. Encourage opportunities to practice communication skills, problem solving, critical thinking. Conclusion when there is a conflict, etc.

7. The learner has a clear freedom of self-learning.

8. A student-centered learning. The learner will change from listening and memorizing to being a participant, directing and responsible for his or her learning.

9. There is integration between majors. In line with the professional practice that requires many subjects to come together to diagnose and solve problems.

10. It is a creative learning because the students have to rely on existing knowledge to create a new knowledge.

11. Enhance the ability to use the resources of learners better.

12. Promote the accumulation, learning and retention of new information.

Limitations of problem-based learning are as follows.

       1. Learners may not be confident in the knowledge they are researching. Because it cannot be set, objectives can have a negative impact on learning.

       2. Takes more time both the learner and the instructor, because they need to research and study by themselves, need more time compared to learning by listening. The instructor will spend a lot of time preparing.

       3. Problem-Based Learning may not be suitable for students who do not like debates. Like listening

       4. In case of the large number of learners requires a lot of investment, both times consuming and difficult to manage, but it is possible in the short run. It can be seen that there must be continuous monitoring and supervision of teaching and learning and make adjustments as deemed appropriate. In addition, the learner must be prepared to recognize and be aware of the responsibility for self-learning give counsel in the early stages of learning that may not be adaptable. The instructor must be aware of the changing role whether it is taught in small groups. Preparation lesson Measurement and evaluation, etc. If done in full can reduce the problems or disadvantages of this kind of learning.

       5. It is learning to take responsibility and self-discipline.

       6. Instructors may not be able to use their existing knowledge to convey to the learner.

       7. Learning from the students are supervised. The tendency is to learn systematically. I do not know what is important and important.

       Concluding that the factors of promotion and limitations of problem-based learning management are of interesting. Instructor should study and prepare the prevention in advance to make the teaching effective.

RESULTS

       The results found that 1) Problem-based learning management is an alternative that instructors can use to manage their learning. Learners will learn to understand what to learn and instructor understands learners. 2) Problem-based learning should be conducted in all steps but can add or subtract details based on each item to fit the situation and context.

DISCUSSION

       Problem-based learning is a learning process that is a new knowledge-building process based on existing knowledge. Problems are the starting point for learners to know the needs. The learner will practice cognitive development through problem solving, step-by-step learning, self-directed learning, and mutual learning with friends and instructors. Learning occurs so that it is meaningful, deep approach [6] (Rusada Japakiya) and can effectively develop learners. This is consistent with research by [9] Pranee Heepkaew, (2009). Development of problem solving ability and science learning achievement. Resources and Environment of Mathayomsuksa 3 Students. The research found that the student's learning achievement is higher because the learner is self-learning, the learning content is better and [10] Pakkanat Sawutdivisit, (2013: 18) makes learners more satisfied, which affects the performance , which can be used as a guideline for defining a problem-based learning process.

CONCLUSION

       Problem-based learning management is an interesting learning style and has beneficial effects for learners, especially the learning process suitable for current social conditions. From the reflection of the

learners found that, learners have a good understanding of the lesson. Sharing ideas, exchanging ideas and learning, resulting in a variety of ideas, resulted in scores of learners receiving satisfactory grades as well as the instructor himself developed good learning management. We have studied a variety of information with the learners to integrate together. However, the learning management is also cautious, so that the instructor is aware of the application to the next opportunity.

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KNOWLEDGE MANAGEMENT: GUIDE TO WRITE A RESEARCH PROPOSAL

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ABSTRACT

The group of knowledge management for research proposal had completed the knowledge assets book in the topic of "Guide to Write a Research Proposal", for the purpose of keeping the written alphabet of knowledge assets and to acquire guideline for academic staff, who is interested in writing a research proposal. The qualitative method is applied for this research in order to find the outcomes for research objectives, which are the methods of research proposal to learn the procedure how to become successful research proposal writing and how instructive methods improve lecturer's motivation and operation to perform University's objectives in research proposal writing. The outcomes of the research is knowledge management procedure, which is supported the achievement of systematic knowledge sharing in knowledge management, sufficiently of the resources such as supported budget for data gathering on site and the budget is of the importance of supported project as well as awards. In the other side, the obstacle will have much more work for teaching of lectures but knowledge management is continued to academic research in terms of research scholarships requirement. **Keyword:** Knowledge management, Research proposal, and Tourism research project

INTRODUCTION

Nowsday, research is the one of an interesting learning project for lecturer regarding to University's policy for processing the knowledge management as an instrument for human resources improvement and raise University towards a better Learning Institution where all faculties are follow the procedure of University's policy. The group of Knowledge Management for Research Proposal was met by the mutual interested in exchange the knowledge of "how to write Research Proposal", which respond to the second strategic of University regarding to Publishing Journals and Articles. Policy and Planning Division of Suan Sunandha Rajabhat University had arranged meeting with academic board of knowledge management to set up main knowledge framework, which is necessary for knowledge exchange where is related to University's strategy and it Clarifies to all sectors in order to set up main knowledge framework for exchanging the knowledge assets. From overall performance result of 6 months, we have found that the results were not achieved as planned, therefore, the sector has reviewed the knowledge assets, which was necessary for knowledge exchange to consider the knowledge assets in each person, that the main knowledge assets is Research Proposal which will respond to University's strategy; Publishing Journals Articles for the purpose of the potential of academic staff in academic service, research and innovation effectively. The target group in knowledge exchange will be the lecturer, who used to receive the research scholarships. The group of Research Proposal has preceded the knowledge management by following the procedure of University's policy with exchanging the knowledge, knowledge extraction and applied knowledge assets for research proposal in terms of scholarship requirements in the year 2019.

OBJECTIVE

The group of knowledge was seeking for the knowledge of guide to write a research proposal by an arranged meeting in order to exchange the knowledge with group members. The first knowledge exchange meeting had focused on the main point, which was the technique/practice in research proposal by each member that had been exchanged the knowledge and learned lessons in terms of technique/practice in research proposal. Members were exchanged and wrote the technique/practice in research proposal, and did

knowledge assets extraction to receive the guideline on how to write a research proposal toward knowledge improvement into practice in the next knowledge exchange meeting. Therefore, the objectives are:

1. Study the methods of research proposal to learn the procedure how to become successful research proposal writing.
2. Study how instructive methods improve lecturer's motivation and operation to perform University's objectives in research proposal writing.

METHODOLOGY

This research used one technique to answer research objectives and research questions, gathering information and data analysis. The methodology is a qualitative research method that focuses on participants experience, opinion, feelings and knowledge by in-depth interview for gathering information by interviewing checklist, and field notes for useful in data analysis. Qualitative method is a research method which its purpose is to find the answer from question, evidence collection, understanding firsthand experience that used to describe research based on the belief in much more limited information that people involved in a appropriate situation are best placed to explain their experiences and feelings in their own words (A.J. Veal, 2010). Moreover, Qualitative research is the procedure of searching to understand the research problem in reality situation of data collection.

Moreover, the data analysis is a procedure, which moves from data that has been collected from the participant's qualitative experience with rich information, opinion, feeling and experiences on a site survey by face-to-face interaction. Qualitative data from participant and transcripts, field notes will be find out, understanding, Identify the concept of one by one questions and answers also interpret all information from participant under research objectives and research questions. The research used Content Analysis to explain a flexibility data by identifying, deducting, counting certainly words especially focus and concern about the issue from participant, who answer the research questions. After that, interpret data, which represent participants opinion, experiences and describe qualitative data by analyze the main text, which generated from in-depth interview with participant to achieve objectives by categorize data from participant' opinion and content of data (Nigata, 2012).

Therefore, the result from members, who did knowledge assets extraction, which would include: 1) The research problems were chosen by the issues from research topics or community problems, which must be possible and no plagiarism from others allowed, to compact, clear in written concept towards research purposes, and to provide the information of recent situation, to study research framework and research objectives for a better understanding of scholarships supporter, to write and explain the research problems, which are related to research framework and research objectives, to research the information from trustworthy channels to write reference, to scope the substance from wider topic toward the research topic in terms of finding the answer, to research on hot issues, to explain how necessary to research on, to make references about the conceptual framework, articles, and relevant disciplines, to set up an interesting issue or recently effected issues, to write research methodology (with the beginning of the general problem, specifying the problem, the importance of research problem), where is the problem from, to scope the substance with clear substance result, to study, research the relevant information from internet, to find the information to support recent situation's problem, to scope the topic from world-country-problem, 2) Research objectives will answer the strategy of organization, government and university, must obtain research methodology and be useful to the research, to have target group on research objectives, to clarify the research problems toward the answers of research, to answer the research topic and related research problems, to set up the research model and samples, to link the problem, editing form and benefit of research, 3) Research framework by clarifying where, when, how and who to provide Grant Chart for research duration catching, to specific the number of participant and target group, 4) Literature review and relevant information would be studied on online database for making the lists of literature review, to study from other relevant research, on site for gathering data and use trustworthy database, 5) Benefit from research will be related to the research objective, sampling group, also answers the research objectives, the benefits toward the country, to analyze the worst case of problem and create the benefit to solve the problem, and create benefit from problem solving, 6) Technology transferring plan and researching result toward the target group by seminar, academic service and published to website, 7) Research methodology should have

systematic style by intervention, sampling group will became an effect size, the process should be followed by the plan, the research instrument, location, volunteer and ethics, the process will have pre-intervention by informing volunteers and divide them into the groups, intervention is the process of data gathering implementation, the evaluation will be collected by the date and taken care of preventing risks that might happen during an evaluating time, for the research instrument should clarify that what kind of instrument will be used, such as questionnaire, quantitative or qualitative that would be applied for the research, to check the quality of research instrument which help to find out the validity and reliability, to select the instrument that suits to information and research objectives correctly, 8) The purpose of outcome should be clear, outcome should be related to national research strategies 9) Research budget will be covered the objectives, purpose and activities. The knowledge revisal for suitable procedure was received from group members regarding to the second meeting for knowledge exchange toward knowledge extraction will became the benefit for research proposal improvement for other sectors and have received the updated knowledge for writing a research proposal. Moreover, knowledge management has supported the quality of work improvement by receiving the supported scholarships for continuing the research, the improvement for government staff evaluation and to create the reputation for university and the extended of knowledge management will be benefited to other academic and supportive staff, who can exchange the knowledge management for university insider and outsider.

The conclusion part is the knowledge management exchange toward research proposal included knowledge extraction from each lecturers, also exchange the knowledge toward the revised work procedure that will be suited to research proposal, which the research proposal will be applied for scholarships with mutual topics, so the topic should be only one topic and to specific the group topic would be under the purpose of National Research Council of Thailand toward research requirements, for the research framework is to specific research framework under group topic and to specific research framework toward National Research Council of Thailand toward research framework, for sub-research framework is to specific the only one of sub-research frameworks and to specific sub research framework under the selected research framework, for the research topic it would be Thai and English by specifying the research topic that should be related to group's topic, research and sub-research framework, to bring the last research objective and revised to research title, the name of researching plan will be put the name in Thai and English, in case of sub-research project under research plan and other case will be individual research project as no specific the name of researching plan, but for the sub-research, a set of research will be specified. The components of research proposal will be included with the respondent, in case of cooperated scholarships with other countries and to specific the respondent both Thai affair and foreign affair, which consist the project leader, it is not necessary to have the percentage in project more than researcher or more than 50 percent and it depends on assignation, there is no need to have the qualification matched with research title but it should be related, if the qualification can be matched with research title that would be great, in case of application for academic position then there should be a project leader and the average in doing the research should be 50 percent, the part of researcher that will specify the average in doing the research but the average for co-researcher will not be specified on the research, in case of some students, who will be helped for research and it will be shown the integrated with study plan, the qualification of researcher should be matched with research title and it will be shown on research achievement, researcher will not be the person who work at the same faculty and researcher would be the lecturer with no academic positions, it will shown new researcher and their improvement, main sector will be specified on research and supported sector should be noted by name, surname, position and sector; such as the community leader in order to show that the research is supported by supporter that will be led to the successful research, in terms of research type that consist of 3 types, which are basic research, applied research and experimental development and it will be chosen by lecturer for only one type with related to the research title, research standard (if any) will be specified and the document will be attached on research, the research title and study variable in research will be the keyword, to the state of problem that should be written for 3 paragraphs, first paragraph will be an introduction from past to current situation with hot issue from the world country and the problem with references, the second paragraph should be the problem which can be related to the research objectives in qualitative, graph and table with reference, the last paragraph should be the main issue toward research framework and to find out the answers for writing the objectives, it is important that the main introduction should be held with references of information, for the research objectives they should be mentioned one by one while linked to the state of problem, to meet the needs of government, organization and university, the scope of research such as location, the sampling group and the study details such as the state of problem, study plan and research methodology, for the theories, hypothesis, and research conceptual framework will be summarized from theories or concept toward conceptual framework on the research, literature review will

be divided for concept, theories and research, for the reference will be brought from book, and other researches, in terms of benefit for academic would be applied for study plan and publishing to academic journals, the benefit of policy will create strategy plan for sector and analyze the problem to the procedure, in terms of economic and industry that will be implemented to industry and value of money will be increased from selling the products, for the social and community will built the networks toward the community learning, in terms transmitted technology plan or the result toward the target group once the research had been done is to mention the activities or the process of passing on the knowledge through the seminar, leaflet, etc., the process will be written as a flow, in terms of research methodology and location of implementation/data collection will clarify that what kind of research will be applied for the process, which should be mentioned step by step, to specific the sampling group, the formula, sampling random, to clarify the research instrument in each process correctly and with statistic linked to research objectives, the research timeframe and processing plan should be created as a table by mentioning the beginning and ending date, for the purpose of output and outcome, that will be specified the result as well as qualitative and quantitative indication, the supported factors toward existing research included knowledge scholarships, the experience with local community, and the support from university, in terms of research budget that will covered the data collecting process, the successful and worthiness of research from management and procedure plan will be chosen and suited to the result in each objective, the evidence of data collection will be shown on the research as well as the signed name from project leader and research will be included in MRMS system.

The discussion from the process of research proposal group creation had risen from the issues that meet the criteria for the implementation of the academic knowledge and research group, the faculty selects the knowledge groups, who are interested in exchanging. The process of knowledge assets will specify the core knowledge that needs to write a research proposal and set the goal of knowledge management. The lecturer can write a proposal for a research project in the correct format, seeking for the knowledge will be proceeded by each member of the knowledge group that is provided with a presentation, exchange of techniques and methods of writing a research proposal and summarizing knowledge in the person (Tacit Knowledge), to improve and adapt knowledge to write research proposals and share the knowledge and experience in writing cattle proposals. To share knowledge about writing research proposals to knowledge-based members for writing their own research proposals. The use of knowledge will be useful for knowledgebase a member who writes a concept paper, bring out draft ideas for research, each member of the group exchanges knowledge to refine the writing of the research proposal and similar proposals were organized to produce a series of research projects. The result for applying the knowledge asset, a group of people interested in a series of research projects on tourism by inviting experts to undertake research on tourism from the research consultation center and the proposal for a series of research projects on tourism will be applied for supported scholarships research from The Thailand Research Fund.

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UNIVERSAL DESIGN FOR WARD PATIENTS GOVERNMENT HOSPITAL

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ABSTRACT

The design of state hospital buildings is important to design the public space, in which the rooms are often not designed for disabled patient wheelchair or support device users. In this research, there are two important objectives: to study the utility behavior of patients in the patient room and to study the legal facilities in the hospital for the support of disabled patients in the movement, or use the device while healing to be able to use space effectively. Research Methodology consists of the patient interview, Nursing Department of Internal Medicine and to examine the condition of the patient's room by choosing a device level equivalent to mobility disability only. Survey results showed that the wheelchair patients or rehabilitators, where there were the problems in the area of showing and the toilet room, shower room, sink, door, sanitary model, which only supports the normal patient. The facility arrangement was found that there was a lack of other necessary assistance facilities. The physical appearance of the patient's room is in full compliance with the law. The improvement in this research is in the shower area. The design a support device supports the surrounding movement as required by law the lever handle, emergency signs must be installed in case of emergency. The wet and dry areas should have a gutter to prevent water from slipping including sanitary ware should be chosen as a specialized form for wheelchair access, and the last area to consider is the design of the ramp in the different floor levels of the room and the balcony to connect to make the wheelchair move easily. Let the patient relax not to be stuck in the room, but the way to improve facilities according to design standards for all people in the area. The hospital can be used as a model for similar areas.

Keywords— Universal design, Quality of life, Disability in motion, Ward for patients

INTRODUCTION

Universal Design is the design and composition of the environment so that everyone has access, understood, and utilized as fully as possible, regardless of age ability or disability, environment or building. It should be designed to meet the needs of everyone [1]. Currently, although the Act on the Promotion and Development of the Quality of Life of People with Disabilities (2550B.E.) and the Ministerial Regulations or equipping facilities or other services in buildings, places or public services to allow people with disabilities to access and use it in 2555B.E.. To control the design of state buildings such as hospitals, the building must be designed and environmentally friendly buildings for the disabled [2, 3]. Many other states created before and after the law. Abandonment of design work to achieve that standard may be with a budget or lack of awareness of the importance of equality of the disabled itself.

State hospital buildings, the pre-legislative construction controls, the space design is often geared towards public space. However, there is no room in the room for wheelchair patients or the need for physical therapy equipment such as bathroom design in the ward to enable rotation or wheelchair especially the total room. This is a crowded room with patients and relatives sharing both sleeping areas and toilets combined. So the researcher is aware that the research, said the owner of the building in the public sector, could be used as a basis or a guideline for improving the inpatient room or used as a requirement for the construction of new buildings to meet the criteria or standards can be used effectively in the most effective way to facilitate the use of wheelchair-accessible buildings or the need for better support devices. Do not feel discriminated or inferior to the normal person. Humanitarian

The concept of research adherence is the core concept of design standards for all people, where in the design of patient rooms in state hospitals, the researchers will study accessibility information for the mobility impaired by applying the theory of law, facilities to the disabled and professional practice guides,

architecture, design, environment and facilities for everyone, and related research to find ways to improve the area to legal.

OBJECTIVES

1. To study the utility behavior of patients in the patient room.
2. To study physical characteristics and equipment Legal facilities in the patient room included.

METHODOLOGY

In this research, the research method is divided into two main steps:

Step 1 is a consistent research process. The objectives of the research are (1) patient and nurse (department of Internal Medicine) interview to study functional habits, equipment, facilities, (2) to make a plan for study and improvement.

In addition, the researcher collected preliminary information by reviewing the literature research theories, theories, and research related to designing for all and facilities for the mobility impaired.

Step 2 Data Analysis is an analysis and evaluation of the facilities checklist that has been applied by the law [2,3] and the concept/design manual relating to the disabled [4,5] and from the pre- after renovation 3D modeling using computer program to present the image, improve the area, summarize the results and suggestions for improvement.

RESULTS

The research results are two parts.

1. Behavioral use of patient facilities in patient rooms from nurse caregiver interview and behavioral habits, equipment, patient facilities. It was found that patients and relatives used a shared room and shower space and Nurses and relatives help patients in the toilet, while the disabilities patients cannot help themselves, bring a wheelchair to the shower room and go out on the balcony itself.

2. Physical Characteristics and equipment legal facilities in the patient room include a survey of the area and a checklist of legal facilities found that the physical building in the patient room included, which is in accordance with the hospital design law in all respects. However, from the analysis of floor plan shows the living area as shown in Figure 1. The problem is in the area of shower area, washing and washing areas, the size of rooms, doors and sanitary ware overall, it only supports normal patients. The equipment only has support brackets in some positions cannot accommodate wheelchair patients or any rehabilitation facility that needs help.

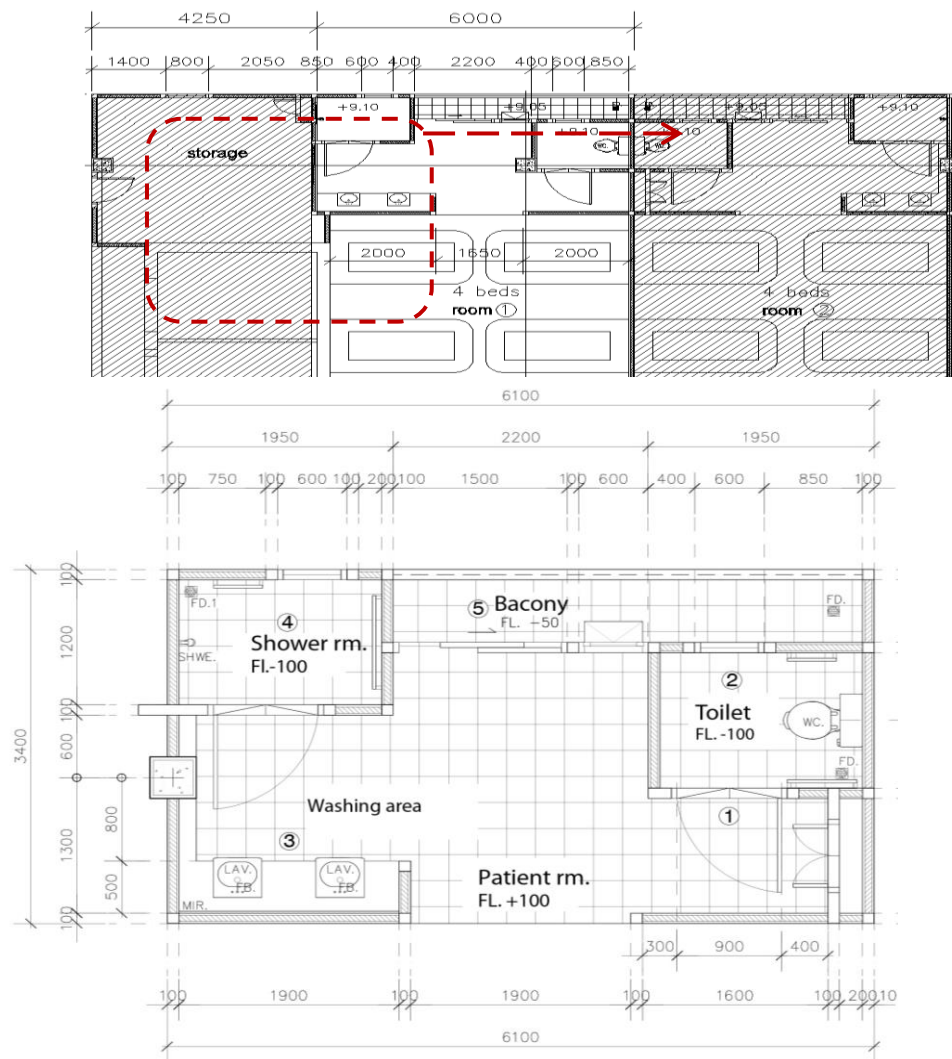Figure 1: Shows the living area, patient room (left), Patient shower room Plan (right)

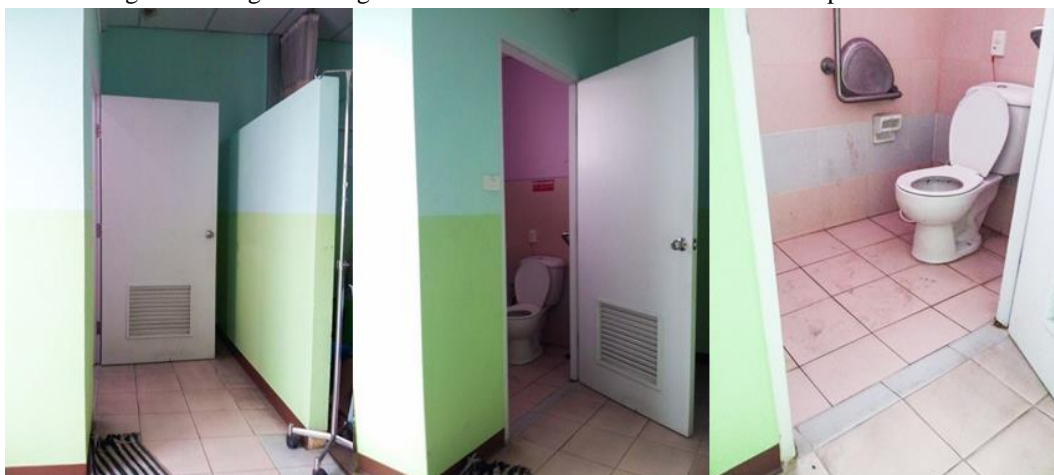Figure 2: Image showing the area of the front of the toilet in 4 beds patient room

Figure 3: Shows the shower area and counter sink (left) showing the condition of the patio area patient room (right) patient room

MODIFICATION GUIDELINES

From the plan and illustrations shown in Figure 1- 3, we can analyze the problem and propose five modifications as follows:

No. 1: The entrance to the shower room is wide enough to allow the wheelchair of the patient to move in and out of the area easily and make a ramp between the floor outside the shower room and the floor in the shower room for the convenience of the wheel chair user.

No. 2: The original sanitary wares are too low height, not easy for the elderly. Should choose a sanitary toilet designed to be ergonomically designed. The height is close to a chair or wheelchair, so that the elderly will not have to shrink or tiptoe can sit easily because the elderly are not good knee problems. The height of the floor is not less than 45 centimeters but not more than 50 centimeters. The basin is mounted on both sides of the rail to support the support.

No. 3: The area for wheel chair users must be provided as a front facing access, where space is measured from the center of the sink on either side of the wall or obstruction. The distance is not less than 45 cm and there must be space for feet and knees. To set the height of the sink to a height of not less than 75 cm but not exceeding 80 cm measured from the floor to the top of the sink edge or counter surface. There should be no shelves above the sink and there should be an adjustable angle for wheelchair users. The faucet installation should be a lever type, a lever, a pressing lever or a shaft rotation.

No. 4: Wheelchair Access Wheelchairs, the shower area must be at least 75 cm long, not less than 150 cm long, and should have a seat in the wheelchair user area if folding seats are required. Adjacent to the side wall with shower control points, the seat must be at least 45 cm high but not more than 50 cm high. The shower must be at least 150 cm long and can be used with or without hand, where the shower head can be adjusted to the height.

No. 5: The balcony is basically different levels of difficulty for patients using wheel chairs. In addition, the balcony has insufficient space to rotate the wheel chair have a diameter of not less than 150 cm.

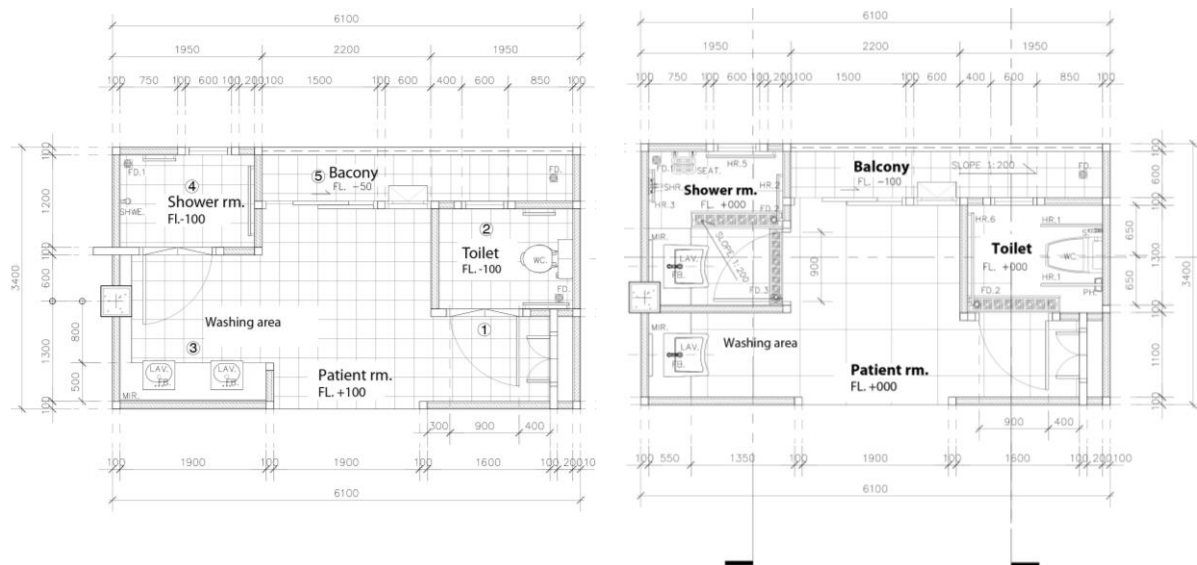Figure 4: Shower & WC. plan comparison between before - after improvement

Figure 5: 3D image shows inside of shower area & WC. in patient room after renovation

Figure 6: 3D image showing the entrance to the shower room after renovation

SUMMARY

From the study of utility habits, patient facilities and legal facilities check It was found that patients and relatives had to share room and shower room space with nurses and relatives helping to support the patient in the shower room. But in the case of an inconvenient patient cannot help themselves bring a wheelchair to the shower room, the toilet and the balcony itself on the physical side. This building is designed and built in good design standards but also defects in the design of the entire shower room, which is not yet meet the criteria. It may be that the budget for designing public buildings is limited or it may be due to the neglect of the designer, regardless of the disabled and disabled patients using public buildings such as hospital buildings. Particularly in the study area, there are multiple patients with multiple defects. Affecting the usage behavior of buildings such as patients cannot use wheelchairs in the area easily. Both in the shower room and the toilet must have support devices to support the movement around the law. The lever handle. Signs must be installed in case of emergency. The wet and dry areas should have a gutter to prevent water from slipping including the sanitary form should be selected as a dedicated form for wheelchair access, and the last area to consider is the balcony, because this area should get the wind for relaxing but not inside the room. The connection of the space must design a ramp to allow the wheelchair to move easily.

This research can improve the quality of life for patients. Admittedly, the length of stay may be shorter - longer, depending on the case. In principle, we will try to provide patients. So, if there is a good facility to support themselves, where the disabled can help themselves. It is another force that helps patients feel valued have the courage to live as normal as possible. And the design is also used as a model for similar building designs.

CONCLUSION AND FUTURE WORKS

This research is a design example for all people in a case study room only, so that patients can access all areas of the hospital according to standard. The results should be extended to other public areas. To be able to support the use of patients most effectively, such as the creation of graphics, symbols, easy to understand the symbolic media, which also represent the public relations space access to various areas has created rapid awareness [6] such as the symbol of a wheelchair, a point of the telephone, a cash dispenser, etc. It is installed in areas such as an elevator hall, a waiting area for medical records. Including increasing the number of disabled parking spaces to increase the table space for disabled patients who are outpatients in the cafeteria, etc. in the government and local organizations themselves must supervise and support the design of the building is more legal Include a campaign to raise awareness and to recognize that all members of society must be equally treated.

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ORGANIZED ACTIVE LEARNING BY INSTRUCTIONAL MODEL WITH PROJECT BASED LEARNING

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ABSTRACT

This article aims to present the concept of proactive learning management using a project-based learning-based learning model for instructor to develop students into 21st century learning skills that require analytical thinking, communication and teamwork including the development of learners to meet the standards of higher learning. Proactive learning management is a teaching method that is appropriate for teaching in higher education. The changing role of instructors and learners is that the instructors are the learner-designed learners can apply knowledge to solve problems. Be enthusiastic in the pursuit of self-knowledge. The Project-based learning process have 4 topics are concept, learning activities, role of learner and instructor, measurement and evaluation. The instructor have steps to design a project-based learning are 7 steps that are Analyze the course nature, Target learning outcomes with Project Based Learning, Design of Project Based Learning, Develop Project Based Learning, Teaching, Measure and evaluate and Provide feedback. Develop project-based learning activities: from knowledge management conclusions that is the appropriate base for high graduate are six stages of learning management that are Preparing, Defining, Planning, Doing, Reviewing and Presenting.

Keywords:, Active learning , Project-based learning management, Organized instructional model

INTRODUCTION

From the changing world of society both economically and socially including rapid technological progress makes education Thailand to reform education to improve the quality of graduates to be able to make such changes develop students to develop their 21st century learning skills, which are different from the past. The important skill to be born is the ability to communicate social skill Problem solving skills Self-management and effective self-development including systematic thinking. The educational management approach is transformed from a centered learner into a learner-centered, self-learning and lifelong learner.

Proactive learning management is a learning management that is a strategy to design learning to suit the learner to enable learners to participate in learning study self-learning from a variety of sources ability to analyze synthesis and summarize their knowledge, encourage enthusiastic learners, know more than just memorization. Proactive learning management helps learners achieve higher academic achievement satisfaction with teaching styles allows learners to participate in instructional activities focused on learning by doing [1] active learning is a learning process, teaching one that is the learning through practice or to do the knowledge that is the knowledge gained from experience. The process of organizing learning activities requires students to have more action than listening in addition the learners are able to meet the standards of higher learning outcomes in six areas moral, ethical, intellectual, intellectual and intellectual, skills, interpersonal relationships and responsibilities, numerical analysis, communication and use of information technology and learning management skills, which students have been developed during the study by studying and attending the activities provided by the institute both on and off the course.

Proactive learning management should consist of the characteristics of Active Learning [2] as follows: It is a teaching that develops brain potential, including thinking, problem solving, and application of knowledge. It is an instructional program that allows learners to participate in the highest learning process. The learner builds the knowledge and organizes the learning process by himself. Learners are involved in

teaching both in the field of knowledge creation, Mutual interaction, Collaborate over the competition, Learners learn shared responsibility, Work discipline and responsibility division, which is a process of creating a situation for the learner to read, listen, think deeply. The learner will be the self-learning organizer, which is a teaching activity that focuses on advanced thinking skills.

It is an activity that gives students the opportunity to integrate information or information and concepts. The instructors will be facilitators in learning management for the learner to self-practice, Knowledge comes from experience, Knowledge creation and the summary review of the learner Abhiyan [3] suggests that the role of instructors in learning activities based on active earning, where students should be taught as the center of instruction. The activities must reflect the needs of learner development and focus on the real-life use of learners by creating an atmosphere of participation and interactive dialogues that encourage students to interact well with instructors and classmates, Organize learning activities into dynamics, Encourage participants to participate in all activities, including Encourage learners to succeed in learning, collaborative learning, Encourage student collaboration, Organize learning activities to challenge and give the opportunity to learn a variety of teaching methods, plan on time to teach clearly both in terms of content and activities and the instructor must be generous accept the ability to express and the idea that the students. Project Based Learning Management, it is an instructional learning management system that encourages learners to engage their own research interests in self-study activities, which leads to increased knowledge gained from implementation and listening and expert observation, where the learner is learning through a process of working in groups to bring to the conclusion new knowledge.

PROJECT-BASED LEARNING MANAGEMENT

The process of project preparation and the results of the activity are described as a concrete project [4], which is evident that the project-based learning management is a one-off learning management approach due to the similar nature and composition of the instructor, the learner and the opportunity for participants to participate to achieve learning skills and create knowledge from the practice. The Project-based learning process have 4 topics are concept, learning activities, role of learner and instructor, measurement and evaluation.

1. The concept of project-based learning is the concept is in line with John Dewey's concept of learning by doing, which focuses on learning that allows learners to experience life while learning to improve the skills of the students and in accordance with the mind of Bloom's development of the six steps is the memory analyzing that can be considered as Learning-oriented learning management is important because the students have practiced to practice skills, where every step by the instructor, the instructor prepares the learner's preparation experience before learning.

2. Learning activities. It is organized learning activities based on the content of the curriculum. The learner chooses to do the project according to the subject matter from the content unit in the classroom bring to the project.

3. Role of learner and instructor. In project-based learning management, the learners play the following roles:

3.1 Learner role

1) The learner proposes the appropriate and interesting topic or project topics. Learners decide on the topic of the project.

2) Participants plan the project carry out research and development work, Exchange with others, Presentation of projects such as oral presentations in class, Reporting Presentation in the community and the exhibition, etc.

3) Evaluate the results of their own projects and groups, Reflect on their thoughts about their work and friends, Group work feeling about the job, Check the progress of the task skills and

knowledge gained, Things to improve through subgroup discussion, Creating and Using queries job creation, Writing a learning log or essay writing.

3.2 Instructor role

1) The instructor must be an observer by observing student work and student play, where the instructors need to inspire learning use open-ended questions to stimulate learning instead of telling.

2) The instructor must study and recognize individual learners in order to play an appropriate role in generating Active Learning with individual learners which roles or things are taught by the instructor affects learners' learning to promote learner learning by creating an atmosphere of learning.

3) The instructor will need to integrate integrated learning courses by using community resources and learning media. The story is closer to the students and is present at the time, such as news, TV and, local stories, linked to the content of the lesson. In addition, the instructor will also be instructed to give instructions as needed when the student becomes suspicious. The instructor is responsible for providing guidance when questioned and the instructor gives the learner the opportunity to think for the answer by themselves.

4) The instructor gives the student the opportunity to create their own work independently based on the ideas and abilities of the students themselves in order for the learner to use his or her imagination and ability to create fully. Concluding that project-based learning management requires learners to learn by themselves have enthusiasm for learning that can plan and solve problems on their own, with communication skills, meaning and human relations.

4. Measurement and evaluation project-based learning management. Measurement and evaluation of project-based learning management focus on assessing learning outcomes in real life and using a variety of approaches that use multiple assessment criteria. The instructor will need to design and evaluate the learning outcomes for the learners.

The Project-based learning process have 4 topics are concept, learning activities, role of learner and instructor, measurement and evaluation It is a form of child-centered approach that allows learners to work on their own level of skills, which is interesting and comfortable. The learner is given the right to choose what to ask. The instructor acts as a device sponsor and provides the learner with experience support for troubleshooting and motivate the learner by the nature of project-based learning. These are: Learners schedule their own learning, link with real life and real environment that have a base from the research or knowledge that was used the multiple sources requires some knowledge and skills, which takes a lot of time to produce.

ORGANIZED INSTRUCTIONAL MODEL WITH PROJECT-BASED LEARNING

From the exchange of knowledge management (KM) of Suan Sunandha Rajabhat University for find out the best way to use the teaching method of proactive learning the whole course only some topics and courses use a variety of proactive teaching methods. Some courses use the same teaching method. So in the knowledge management strategy, there is a group working together to exchange knowledge. Recruiting the best way to manage project-based learning is a part of Active learning management. Steps to design a project-based learning are 7 steps that are :

1. Analyze the course nature: Analysis of course descriptions and learning management trends (Content analysis Analyze the description.), Analyze the distribution map, Responsibility, Curriculum mapping, Define objectives in line with the distribution of responsibilities and analyzing learners Environmental Analysis (Media, Documentation Equipment)

2. Target learning outcomes with Project Based Learning: Students achieve the desired graduate characteristics or desired attributes according to the standard framework, there are 6 bachelor degrees in

ethics, knowledge, intellectual, skills, interpersonal relationships and responsibilities, numerical analysis, communication and use of information technology and learning management skills.

3. Design a project-based learning approach: Multi-format learning management design can be used integrally and integrate the use of learning management, where the project is the base. There are different processes and procedures for each theory. The Office of the Secretary of the Education Council and the Ministry of Education [5] has defined the project-based learning process in four stages: presentation, planning, implementation, and evaluation. The trader's critique [6] defines a step-by-step learning cycle based on the PBL model. There are five steps in the PBL cycle: Define Plan Do Review and Presentation. So that there are many forms of project-based learning can be used as appropriate for the context of the learner, the instructor, and the subject.

4. Develop project-based learning activities: From knowledge management conclusions that project-based learning management is the appropriate base for Suan Sunandha Rajabhat University. There are six stages of learning management.

Step 1: Preparing, the instructor gives you the basic knowledge about pre-learning projects because the project has a clear and concise format and procedure. Therefore, it is essential for the learner to have a basic knowledge of the project to use in practice while working on a real project. In the quest for knowledge

Step 2: Defining, the instructor Prepare activities to stimulate the learner's attention. The instructor must provide opportunities for the student to determine the problem or explore the interest. The instructor presents a problematic situation or sample and encourages the learner to find a solution to the problem or encourage the learner to have a desire to learn. In one matter .The instructor instructs the learner to set clear goals for what the project will do to solve the problem. This allows the learner to set up a project-oriented approach to the project.

Step 3: Planning, instructor, grouper, group, collaborate, seek knowledge. Use group processes to plan activities. By the students, they are planning their own learning activities. By brainstorming and discussing Division of duties as a common practice. Then propose a plan of action for the instructor to consider. Give advice, help, and project planning suggestions to the students. Students write the project by topic: project title. Principle and purpose or purpose Project owner Project consultant, the source of knowledge, place of operation is how long does it take to process a budget? Used tools expected results, etc.

Step 4: Doing, The learner performs their duties in accordance with the terms of the group acts or solves the problems as defined by the plan. The instructor gives consult the data collection and records the results with patience, have a discussion. The Consult periodically instructors will be involved as necessary. Learners are people who use their ideas, knowledge, planning skill and making decisions.

Step 5: Reviewing, instructors instruct learners to evaluate their performance before proceeding during and after the operation is known to consider that before the operation is conditional. What's the problem during the operation of the project? Are you satisfied results of project implementation what did the students know? How can it benefit and bring that knowledge to work better or how to apply that knowledge exchange of learning.

Step 6 : Presenting the results and presenting the project. Summarize and write a report to present the work. In the presentation of learning outcomes. Teachers design activities or arrange time for learners to present what they have learned and social relationship, The instructor check the work and learn the activities that learners do in the project. In addition to document reports, charts, graphs, models, or actual representations may be provided. It can be arranged in many forms, such as exhibitions, plays, etc. The students evaluate their own projects or colleagues evaluate. Then the instructor evaluated the project according to the evaluation form.

5. Teaching: Project Based Learning can be used for course management in tqf3. Providing education and parental guidance to young children that use 6 steps for teaching.

6. Measurement and Evaluation: Must relation to six learning outcomes.

6.1 Moral and ethical aspects, as noted by Classroom feedback, attendance, responsibility for assignments by observing the gauge (rubric score), etc.

6.2 Knowledge by midterm exam , case study activity evaluation form using assessment form, etc.

6.3 Intellectual by observation, inquiry, critical thinking, reflection and problem solving using interview assessment, etc.

6.4 Skills, interpersonal relationships and responsibilities by participating in activities. Interact with others Acceptance of other people's comments by observation, etc.

6.5 Numerical Analysis, Communication, and Technology Skills By observing the presentation method, the case study model, the research, the statistics used in the analysis, the use of communication technology, the evaluation form, the observation, etc.

6.6 Learning Management Skills observe the actuality

7. Provide feedback: Providing feedback during and after class, the instructor will inform the learner. And tell the students how to improve.

Instructional model with project-based learning are 7 steps that are analyze the course nature, target learning outcomes with project- based learning, design of project- based learning, develop project- based learning, teaching , measure and evaluate and provide feedback. Develop project-based learning activities: From knowledge management conclusions that project-based learning management is the appropriate base for higher graduate. There are six stages of learning management. That are preparing, defining, planning, doing, reviewing and presenting. Which these steps comfortable for instructor to organize lesson planning.

RESULTS

Project-based learning is a form that allows learners to participate in learning, where the learners have developed their self-study skills, advanced thinking skills, ability to solve problems and apply knowledge in the future according to Komanasin [7], teachers and students have set up a project to give students the experience they need to develop empirical learning skills and desires. The acquisition of the model is driven by the participation of the learners before making the teaching approach in education is the same, only adjusted to be in line with the content of each course can be integrated science and learning together in the field, thus reducing the burden on students and teachers make the students happy and stimulate the learner interest in learning. The project-based learning teaching method is a one-of Active learning which is the right approach in higher education. However the Project-based learning have many concepts so collect the best way to use with learner.

Organize instructional model with Project-based learning by using knowledge management result that are 7 steps which useful for instructor to organize subjects that are analyze the course nature, target learning outcomes with project- based learning, design of project- based learning, develop project- based learning, teaching , measure and evaluate and provide feedback and have 6 steps for organize lesson plan by using Project-based learning teaching method that are preparing, defining, planning, doing, reviewing and presenting. Which these step comfortable for instructor to organize lesson planning instructional learning management system that encourages learners to engage their own research interests in self-study activities, which leads to increased knowledge gained from implementation and listening and expert observation, where the learner is learning through a process of working in groups to bring to the conclusion new knowledge. So that instructor and learner must learn together. The instructor use this method in whole subject or a part of subject to improve the quality of graduates and develop students to develop their 21st century learning skills.

ACKNOWLEDGMENT

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AMERICA FIRST, WHO IS SECOND? MEDIATION OF A DESTINATION IMAGE THROUGH HUMOR AND POLITICAL SATIRE

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ABSTRCT

In 2017 a plethora of videos was published on YouTube, all responding to the political international stance of the new U.S.A. president Donald J. Trump. These videos, as forms of YouTube "memes" all followed the form of the original "America First, the Netherlands Second" video in which political criticism and satire were interplayed with stunning visual representations of the Netherlands. In this paper we analyse the study participants' memory recall, the response to the videos and the eye-tracked movements while watching the videos in order to provide first insights into the effects of such satirical online "memes" have on the process of the image destination formation. The results show that the satire and humour helped the memory recall and that the self-criticism resulted in highly positive image of the Netherlands while the criticism of the U.S.A., intertwined with own prejudices, resulted in a highly negative image formation of the U.S.A.

Keywords: mediatised tourism, YouTube meme, destination image formation, humour and tourism

INTRODUCTION

On January 20th 2017 Donald J. Trump, the 45th president of the United States, presented his inaugural speech. The inaugural speech as expected, attracted high media attention. What was not expected, however, was a series of viral YouTube videos responding in a political satire manner to the new presidents' message of the inaugural speech: "America First". In the original speech Donald J. Trump emphasises the politics of national priorities with the words "From this day forward it's going to be only America first. America first."

Three days later a Dutch comedy show "Zondag met Lubach" published a satirical response to the speech, intended to mock the message "America First" with a short humorous and very satirical video presentation of the Netherlands. The video was published by the show's producers on YouTube together with English subtitles and with introductory words: "The whole world was watching for the inauguration of the 45th president of the United States: Donald J. Trump. Because we realize it's better for us to get along, we decided to introduce our tiny country to him. In a way that will probably appeal to him the most." (Vpro zondag met lubach 2017).

In the video the narrator used similar voice as Donald J. Trump and the humorous content was at the same time critical of the United States but even more so of the Netherlands itself. The video went viral and in just very short amount of time, similar as with other "meme" phenomena, where mimicking is the main feature (Shifman

2012), it was taken up by comedians, either professional or non-professional, and, following the main pattern of the original video, published satirical self-presentations of their own countries.

This paper focuses on this video and its numerous "dialogical and creative derivatives", to use Shifman's (2012) description of YouTube meme videos, from the perspective of so called autonomous sources of destination image creation (Gartner 1994). The focus here is on analysing the content of these videos from the perspective humour and critical satire play in intertwining of positive elements of a destination. What the original Dutch video and all its memetic responses had in common, was more often than not a very stunning presentation of the presented country's natural beauties, intertwined with humorous presentations of selected travel attractions (e.g. Pony Park Slagharen in the Dutch video) and educational and very critical infotainment information on the presented country's dark and sometimes even racist and chauvinistic history.

Empirically, the focus on the videos was spurred by two reasons, both showing the relative importance of the videos as new forms of destination image sources. First is the sheer number of popularity and responses the videos received. For example, at the end of March 2017 (26th of March) the original Dutch video had 24.465.356 videos, which is a number higher than most common official destination image sources (e.g. from national DMOs) receive.

Second are the responses the videos received. The original Dutch video for example received 18.906 comments until the end of March 2017 (26th of March). And amongst the best rated comments (rated by other users) are those that responds positively to the presented image of the destination and especially the humour used, for example:

• "And we made... the Mexicans... pay for it." Brilliant stuff here -- I'm moving to the Netherlands!! TREMENDOUS pitch!!"

• "That was amazing Netherlands! Best one I've seen, I was literally laughing out loud... much love from California □ □ □ □ □ "

• "OH I want to be at the Ponypark SLAGHAREN now :O"

"if only you could... Turns out the ponypark was going to be closed a week after this video :P"

"If you want, go to Pony Park City! It's a few kilometers from Slagharen, and that stays open"

Theoretically, however, we focus on the videos because not much is known about the interrelations between two important phenomena in tourism in relation to destination image creation:

(a) YouTube "memes" as part of the new trend of mediatised forms of tourism (Månsson 2011), and

(b) the use of humour in relation to tourism (Pearce and Pabel 2015); specifically, political and critical humorous satire.

Consequently, the aim of this paper is to qualitatively analyse the way the original "America first" meme YouTube videos are perceived by users in order to provide a first insight into perceptions of the interplay between the typical, stunning visual presentations of the destination (in this case the Netherlands) and the political satirical humour of the videos. Specifically, by using the eye-tracking method, we analyse what elements of the video the users actually perceive and pay attention to.

METHODOLOGY

The main goal of this paper is to provide first insights on the impact the "America first, Netherlands second" has on destination marketing of Netherlands via analysing:

(a)   the effects the video has on participants' memory recall via memory recall tests,

(b)   the emotional and cognitive response of the participants to the video via focus group interviews,

(c)   describing the main elements of the video that are used for capturing potential visitors' attention via eye tracking method.

An exploratory eye tracking study has been conducted together with a content analysis of the video content and qualitative analysis of the eye-tracking participants comments. Eye tracking is a kind of neuro-physiological method that can record the eye-movement metrics to objectively reflect participants´ attentions and to some extent also emotions during the experiment. The eye-tracking method, however, does not provide sufficient information by it self and should thus be combined with interviews of participants to measure the ability of capturing attention and first feelings about the video (Wang et al., 2014).

Eye tracking is widely used in HCI studies since eye movement can reflect the visual search mode, which is important in revealing the cognitive processing mechanism. There are several advantages to using eye tracking to examine visual appeal. It removes the subjectivity of self-reporting data and it allows tracking users´ reactions without affecting other stimuli and can show which parts of the video captured participants´ attention most (Wang et al., 2014a). Participant´s eye movement is tracked while watching the video, providing evidence of what attracts their attentions. Eye tracking for this type of research is used in many studies (Wang et al., 2014a, Yang & Huang, 2013). Or it is used in research of specifics visitors segment (Djamasbi et al. 2011).

Here we used the Mangold Vision eye tracking software and hardware. We combined eye tracking with individual structured quantitative interviews and three qualitative focus-groups of a convenient sample of international respondents. At the beginning of each session we have showed the video to the participants. Then we applied structured interviews and tested for their ability to remember visual elements of the presented destination. First we asked the participants about what the think are the main goal of video, video´s purpose and what was their first emotional responses about the videos. Then authors tested the participants´ memory. We used a simple and quick method of analysing memory recall by showing selected pictures from the video and asking participants if the think the picture was used in the video.

Figure 1: Picture for memory testing

Source: Own processing according Vpro zondag met lubach, 2017

Focus groups were consisted of young people – universities student mostly in bachelor degree. They were from 20-24 years old. First group consist of Czech students, second group of Slovenian students and the third group was a mixed group of Slovenian, Swedish, Czech and Italian students. In the focus groups we included 10 male and 28 female students. Interviews were conducted in Czech Republic and in Slovenia.

RESULTS

1.1 Memory recall tests

We conducted a very simple test for evaluation of video impact on viewers᾿ memory recall. Viewers should say if the presented picture was included in the video or not. There were nine picture shown and all of them were from video. Purposely were used pictures of Netherlands and its attractiveness and also pictures of the Statue of Liberty, the Trump tower and a beach from Mexico that were also included in the video. Results from test are presented in Table 1.

Group	Yes/No	"Wall"	Festival	Madur-odam	Beach	Windmills	Statue of Liberty	Prince of Orange	Ponypark	Trump Tower	□
SLO	Yes	11	8	12	11	12	10	9	10	11	94
	No	**2**	**5**	**1**	**2**	**1**	**3**	**4**	**3**	**2**	**23**
MIX	Yes	12	11	12	12	11	12	11	11	12	104
	No	**0**	**1**	**0**	**0**	**1**	**0**	**1**	**1**	**0**	**4**
CZE	Yes	13	7	11	12	13	9	12	4	12	93
	No	**0**	**6**	**2**	**1**	**0**	**4**	**1**	**9**	**1**	**24**
Total	Yes	36	28	35	35	36	31	32	25	35	293
	No	**2**	**12**	**3**	**3**	**2**	**7**	**6**	**13**	**3**	**51**

Table 1: Scores of participants᾿ memory recall tests

Source: Own processing 2017

There were three groups of 12 or 13 respondent from different country and different cultural environment. The best results were in the group with international character. They had only 4 wrong answers. The worst result had the group of Czech respondents. The results may be due to the difference in the English language skills whereby we expect the students on the international exchange to have a higher English proficiency and thus following the video content with higher ease eventually remembering more.

The focus here is, however, on the visual elements that the three groups recalled or not. The best recalled visual elements were of the windmills and the "wall" – the Dutch barrier between the land and the sea. This shows that the elements the best recalled are the elements that established stereotypical visuals about the Netherlands and thus connected with general knowledge about the Netherlands.

The same principle applies to the worst recognised images. The worst recognized picture was the picture from pony park Slagharen – a small and not generally known attraction. Furthermore, despite a strong connection with racism (in relation to controversy around the character Zwarte Piet), the second worst recognised picture was from the annual St. Nicholas festival. Even though the two elements received a high level of attention in the video itself, this did not directly show in the participants' memory recall.

The three non-Dutch visuals did not perform significantly worse than the Dutch visuals. While the beach and the Trump tower were generally recalled in the participants' memory, the Statue of Liberty was less recognised as presented in the video.

1.1. Interviews

In discussion with respondents we discussed a number of topics. Authors asked respondents about their first feelings about the video, what they think the purpose of making this video was and how useful they think the video is for promotion of the Netherlands.

"Fun" and "Trump" are the two most connected motives that the participants' ascribe to the authors of the video. Then there are adjectives like "first, second, best, great, huge, …". Third most discussed are the two involved countries – the Netherlands and United States if America.

Respondents emotional response to the video was consensual in their understanding it as funny and good entertainment. On the other hand, only five out of 38 respondents mentioned that the video could be used for promotion of the country. The discussed associations with the video are divided in five topics as presented in Figure 2.
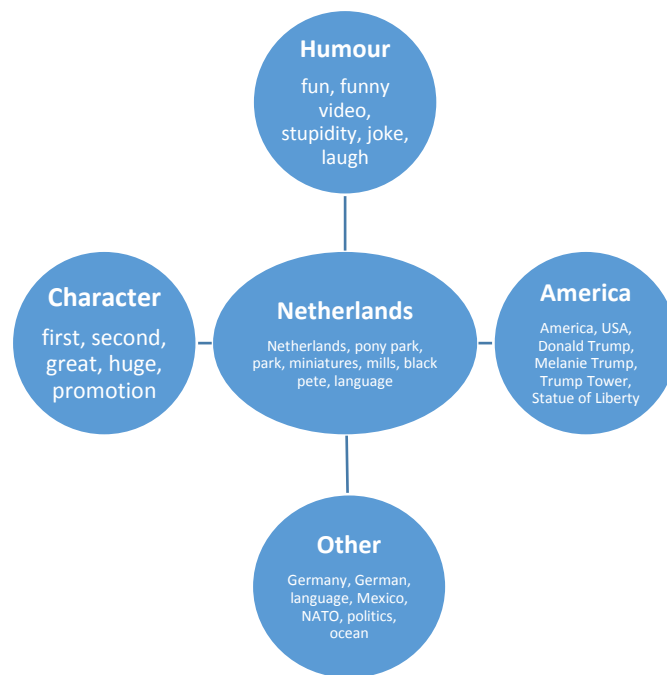
Figure 2: Topic of interviews

Source: Own processing, 2017

The main discussed topic was Trump (Donald Trump, Melanie Trump, Trump Tower, his behaviour, president role) and the use of humour. Humour was used in two ways. One of them is making fun out of America, Trump and behaviour of Americans. The second was is making fun out of the Netherlands with more tendency to sarcasm. Sometimes the jokes the students themselves used were bordering on controversial.

The most important result of the analysis of the interviewees' responses, however, is the very positive evaluation of the Netherlands that the participants' reported. This result shows that even though the video itself was presented in a self-critical and satirical manner, the humour and the visual appeals of the presented country resulted in the participants' positive evaluation of the country.

1.2. Eye tracking

For evaluation of the visual appeal of video, we conducted an eye tracing method. Respondent sample was consisted of 7 people (male and female gender, aged from 24 – 35). For analysis of the data we used the gaze plot map method. Results of the experiment are shown in the Figure 3. Each respondents eye movement has its own colour. Size of points indicates the time of fixation on one point of the screen.
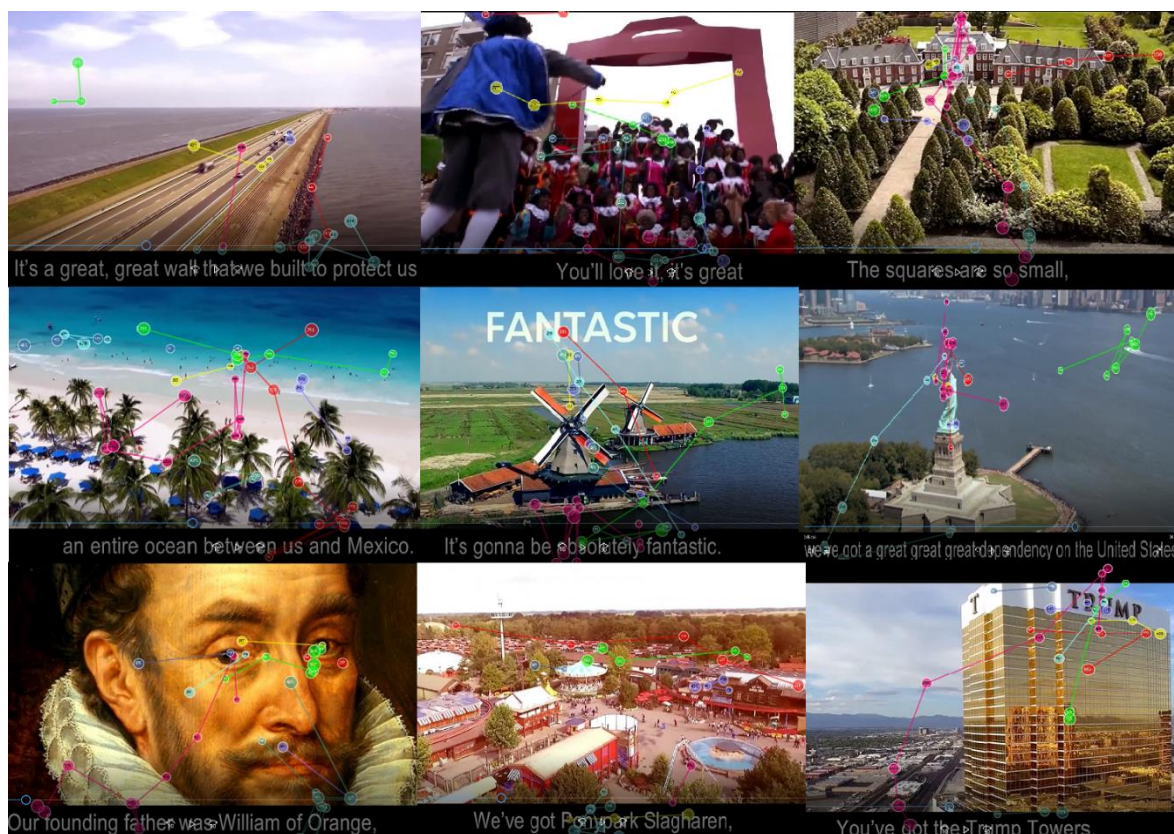
Figure 3: Eye tracking results

Source: Own processing, 2017

There were no surprising results in terms of the elemtens that attracted the most attention in each of the specific visuals. In case of picture of Wiliam of Orange respondents were focused on eyes, nose, and mouth. Main focus is dedicated to the main element of the picture (mills, statue, tower, street, building, route). More complicated situation is in case of Madurodam and the annual festival. There are no main focal elements so in those cases the eye movement is spread through the whole picture and to some extent confused.

2. CONCLUSIONS

With the "mediatised tourism" (Månsson 2011) and YouTube as one of the backbones of the online participatory culture (Jenkins et al. 2013) the official destination image creators have more and more competition from autonomous sources (Gartner 1994). The YouTube "memes" are becoming part of the new trend of mediatised tourism and the use of political and humours satire deserves special attention in our research of destination image formation.

In the "America first, the Netherlands second" original video the stunning visuals and stereotypical images of a destination are combined and interplayed with less typical political satire and humour, and even more complicated political relations of the world. The aim of this paper was to provide first insights into how this

video, as the original, that was viewed by almost 25 million of viewers and spurred a whole waive of similar YouTube "meme" videos from various different destinations, is perceived, memorised and responded to by potential visitors: young people - students as the most typical segment of YouTube users.

While further research is needed into this phenomena, starting with an analysis of the online commentaries and the overall process of transformation of this video into a YpuTube "meme" –thus being the first guiding point in creation of numerous similar videos, the hereby presented research already shows important preliminary results.

Most importantly, the hereby presented first steps into this research show that satirical humour and negative, self-critical descriptions of the Netherlands are taken in a very positive light from the study participants and that the emerging destination image formation from such sources is at the end very positive. The mocked image formation of the United States, however, funnelled by own stereotypes and prejudices, resulted in a very negative image of the United States.

Furthermore, the eye-tracking results showed the points of attention that the participants put on while viewing the videos, where the results followed other similar research in which the focus is often on the facial recognition and focal points of a visual. More important, however, were the results of the memory recall about the visuals presented in the video. The humours content served well to aid the participants' to recall most of the visuals presented in the video. The memory recall, however, was the strongest with the two visuals that are already established stereotypical images of the Netherlands: the Afsluitdijk causeway and of course the windmills.

More research is needed into how this and similar videos are constructed, taken up and transformed online, what their effects are in the image destination formation and what kind of online discussion they spur in order to understand more about the interplay between the online, the political-satirical and the tourism elements of YouTube meme phenomena. These are all the steps that we are looking forward to analyse in our future research on these phenomena.

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DESIGNING A SUITABLE E-LEARNING SYSTEM BASED ON A SURVEY OF THE USE OF SYSTEMS AT TOP UNIVERSITIES FROM THE ARWU RANKING

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ABSTRACT

The paper deals with the possibilities of using e-learning systems in the educational process at universities. Paper introduces evaluation ladders for measuring quality of education at universities. We are presenting shares of using particular e-learning systems at the 200 best universities in the world. For identification the best 200 universities in the world was used evaluation system of quality of universities – ARWU. It presents current state of this problematic in the world, which includes the use of particular types of systems and tools within e-learning system. Through the survey, we found out the frequency of using of each tool. According to analyses is presented a design, which includes some improvements and recommendations for using of e-learning systems to become a full-fledged part of educational process at universities.

Keywords: e-learning, LMS, Sakai, Moodle, Blackboard, ARWU

1. INTRODUCTION

The paper deals with education at universities by using information and communication technologies. The main objective is to propose the possibility of using e-learning system at university on the basis of analysis of LMS systems that are used at the top 200 universities and colleges, according to the assessment of the quality system ARWU. The reason for the selection of the evaluation system of quality of education ARWU is that it is the most common evaluation system of quality of education and is accepted among experts. It has also sufficiently good predictive value about the quality of education offered by universities and colleges. The main research was:

- To find the frequency of using the open source and commercial e-learning systems and determine which system has the largest ratio on the market within the top rated universities according to the evaluation system ARWU.
- To find out the use of various instruments from the perspective of students.
- To find and compare features and tools provided by the three most commonly used systems at the top 200 universities.
- To propose the use of the particular LMS system and to propose the portfolio of modules of the particular LMS system.

There were used several methods of evaluation during processing. When analysing the use of e-learning system we relied on the information provided at the university websites. In analyse of using the e-learning systems and its parts and perception of e-learning system, we used a questionnaire survey, which was distributed between students of the selected best universities. Recent analysis was aimed to compare the three most widely used e-learning systems, where was analysed the functionality of these systems.

At the present, there exist several evaluation systems for universities and their order is different. It is because every publisher uses different methodology in their compilation. Universities are getting points for various activities or based on primary survey, which is observing how the university is seen by society.

ARWU is leader in university evaluation. First assessment report was published in 2003, compiled by the Center for World-Class Universities. Since then, assessment report is annually updated. ARWU evaluate more than 1000 institutions and evaluation of the first 500 places is published. We decided to use ARWU ranking ladder as the basis for our research.

The most commonly used solution with a share of 45% is the Open Source solutions among which belong mainly Moodle, Sakai etc. Commercial systems present 40% from among the 200 best universities of the world and the most common representative is BlackBoard.

2. ANALYSIS OF THE E-LEARNING SYSTEM USAGE

Individual e-learning systems have different structure and provide different range of services. The most commonly used LMS systems are Blackboard (figure 1), Moodle, Sakai, Ilias. Our own research proves that. Individual solutions are provided in various versions. In Figure 1 is shown the percentage of each system usage. Others include e-learning systems, we had presented them to a group "others", because they occur only in few universities: Cabvas, CFIVE, Dokeos, Drupal, Fronter, Haiku, LAMS, OLAT, Terminal Four.
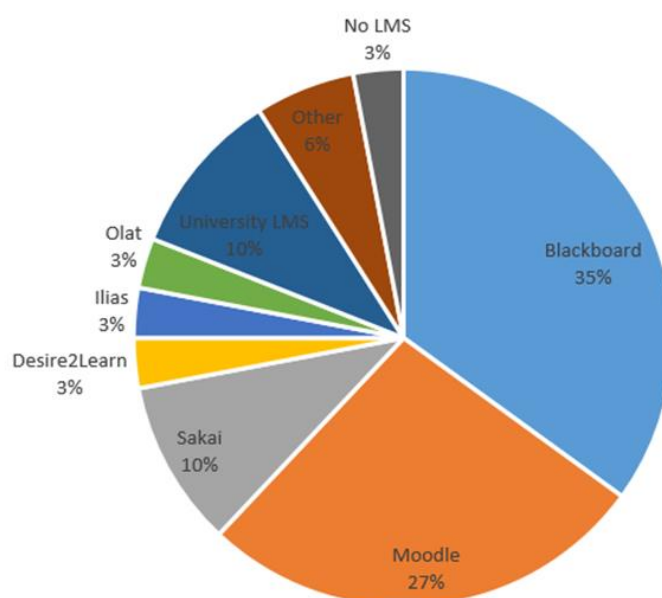
Figure 1: Percentage of VLE systems usage (Source: Author)

It was contacted 3,000 potential respondents through reports and by advertising on the created Facebook page "survey about Academic Learning Management System", we reached the potential contribution of 9,144 respondents. 99 respondents participated in the questionnaire.

On figure 2 is evaluation of the use of tools in the LMS. The interval was set from 1 to 5, meaning: one - the most frequently used tool and 5 - the tool is not used. A more detailed description of the various instruments is available on request.
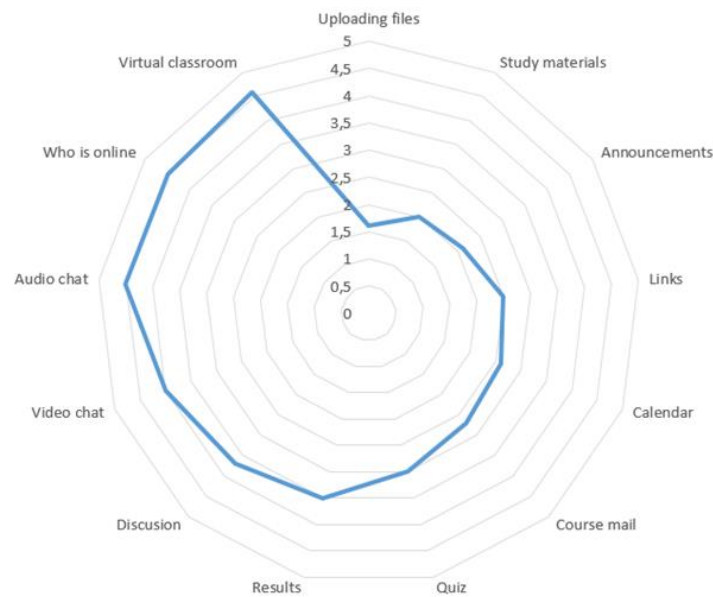
Figure 2: Frequency of use of selected tools in the LMS (Source: Author)

3. SYSTEM COMPARISON

Universities prefer commercial system Blackboard, which has almost 35% share of the e-learning systems usage. Based on the research reports and our own observations we came to the conclusion that universities and colleges are starting to prefer software with free available key, so-called Open Source.

In comparison, we included three most used systems based on the analysis focused on the use of e-learning systems at the top 200 universities on the basis of the questionnaire survey, namely: BlackBoard, Moodle and Sakai. These systems are respectively compared according baseline indicators. In the next section we compare them according the supported standards, types of operating system of the server that may be installed on and the used of programming languages, support of mobile applications and responsive website design of LMS. In the next section, we compare individual characteristics in terms of content features, course design, administrative tools and communication tools.

Sakai Project

The creation of Sakai LMS (figure 3) was initiated by the grant Mellon and also several American universities took part on its creation. The software itself is an open source, so it is freely distributable software, but colleges and universities can participate in the program for a fee and then receive a support from developers and access to partners of the Sakai Project. Sakai is used mainly by universities and colleges.

Figure 3: Logo Sakai (Source: Official website of Sakai, available at < https://sakaiproject.org >)

Blackboard, Inc.

This is a company, which deals with the educational technologies with the residency in Washington, D.C. The company employs 3,000 employees. A BlackBoard LMS (figure 4) provides several language versions (but Slovak is not supported). It provides its services to universities, government and private and public companies.

Figure 4: Logo Blackboard (Source: Official website of Blackboard, available at <http://uki.blackboard.com>)

Modular Object-Oriented Dynamic Learning Environment

This is one of the most common e-learning systems in the world. Moodle (figure 5) has been translated into more than 100 world languages (including the Slovak) and is used by various institutions such as schools, universities. It is used also for corporate training and other. There are hundreds of programmers and developers which constantly work on the development of Moodle LMS.

Figure 5: Moodle Logo (Source: Official website of Moodle, available at <https://moodle.org/)

The **first analysis** is devoted to supported standards and programming languages, we have a closer look at the supported server operating systems, the availability of mobile applications and the availability of responsive design for different devices. Comparison of these properties is presented in the table 1, which shows that the basic standard SCORM support all comparative e-learning systems, Blackboard and Moodle support AICC standard.

Characteristics	Blackboard	moodle	Sakai
Version	Blackboard 9.1	Moodle 2.8	Sakai 10.4
Supported standards	AICC SCORM	AICC SCORM IMS	API (xAPI); IMS; SCORM.
Server Operating Systems	Unix Windows Sun Solaris	Unix/Linux Windows	Linux/Unix Mac OS X Windows
Programming languages	Microsoft IIS Java Oracle SQL	PostgreSQL/MySQL/ MariaDB PHP	Java MySQL/Oracle SQL

Table 1: Comparison of supported standards, server operating systems and programming languages (Source: Author)

In the next section, we compare the properties of the system, which relate to the content in the e-learning environment. Explanation of terms used in the table 2 is not part of the article.

Characteristics	Blackboard	moodle	Sakai
Personal files	✔	✔	✘
Importing and exporting data	✔	✔	✘
Multiple format support	✔	✘	✘
Content management	✔	✔	✔
User functionality	✔	✔	✔
User reports	✔	✔	✔
Customized user appearance	✔	✔	✔

Table 2: Comparison of the functionality of content properties (Source: Author)

Blackboard and Moodle provides options in managing their own files of either student or teacher, this custom property is not supported by Sakai. The different feature of the systems is the variety of different formats, Blackboard supports a wide range of formats, especially Flash, as well as files in HTML format. Moodle has this feature restricted, but support for a broader range of file formats can be solved by available plug-ins at the Moodle website. Other features of the system in this category are not fundamentally different. Based on the findings we evaluate the Blackboard system as the best option in this category, along with the system Moodle, Sakai has the largest gap in this category.

Characteristics	Blackboard	moodle	Sakai
Tests creation	✔	✔	✘
Goals setting	✔	✘	✘
Marking	✔	✔	✘
Interactive courses content	✔	✔	✔
Course catalogue	✔	✔	✔
Course metrics	✔	✘	✔
Multimedia	✔	✔	✔
Virtual classrooms	✔	✔	✔

Table 3: Comparison of characteristics related to the development of educational material (Source: Author)

Next, we compare the characteristics of the system with a focus on the characteristics related to the creation of courses and their support. Explanation of terms from table 3 is not part of the article.

The broadest portfolio of tools contains Blackboard in the category of creation of educational materials because it supports 8 of 8 selected properties, followed by Moodle, which supports 6 of 8 properties and the last is Sakai, which supports 5 of 8 properties.

Also, all three LMS solutions provide online tests and quizzes, but BlackBoard has a closed partnership with Kryterion Konnect, which helps in testing anywhere and anytime, it provides tools for controlling a student and it does not use unauthorized devices via webcam and microphone.

In this section, we compare the properties of the system administrator. Explanation of terms from table 4 is not part of the article.

Characteristics	Blackboard	moodle	Sakai
User access control	✔	✔	✘
Reports for administrators	✔	✔	✔
Registration management	✔	✔	✔
Author placing near content	✘	✔	✔
User roles defined	✘	✔	✘
Unlimited users	✘	✔	✘

Table 4: Comparison of administrator properties (Source: Author)

In this category the best results got Moodle because it supports 6 of 6 properties, on the same position are Blackboard and Sakai, and supports 3 of 6 properties.

Finally, we compare the communications features of 3 compared e-learning systems. Explanation of terms from table 5 is not part of the article.

Characteristics	Blackboard	moodle	Sakai
Blogs	✘	✔	✔
Cooperation	✘	✔	✔
Forums	✘	✔	✔
LMS messages	✘	✔	✔
Live Chat	✘	✔	✘
Wikis	✘	✔	✔

Table 5: Comparison of communication tools (Source: Author)

These characteristics are dominance of e-learning system Moodle and Sakai, where Moodle supports 6 of 6 properties and Sakai 5 of 6 properties and the worst results achieved BlackBoard that does not support either of the given options.

Overall assessment of analysis

Overall we can evaluate Moodle as an e-learning tool providing the widest opportunities within e-learning, after an overall assessment of tools and features.
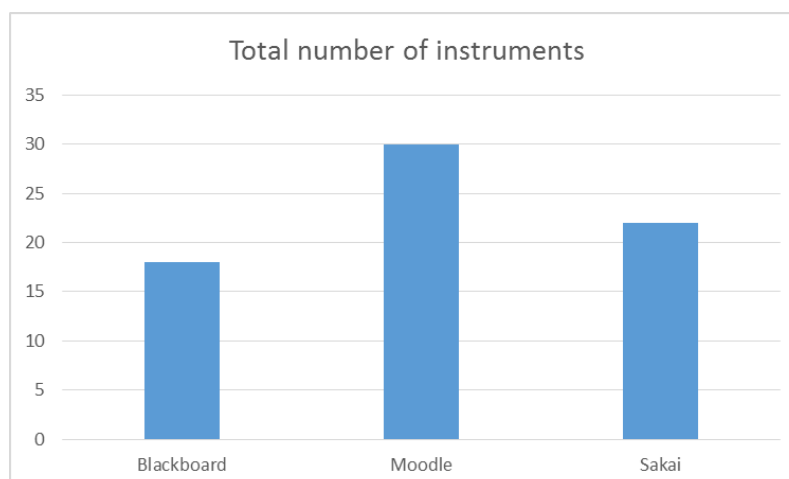

Figure 6: Total number of instruments (Source: Author)

Figure 6 shows the total number of tools and features that we compared and Moodle achieved the best results. In addition to these comparisons, we compared also the home pages of particular e-learning systems, but this comparison is not part of this article due to its extension.

4. THE PROPOSAL OF POSSIBILITIES OF USING THE E-LEARNING SYSTEM

Based on the previous analyses, we find out the trends in e-learning systems. One of the fundamental trend is that the most used e-learning solutions at the top 200 universities are Blackboard, Moodle and Sakai. Blackboard is a commercial system and Moodle and Sakai are open source solutions, where open-source solutions are systems that provide an open source code of a computer program and therefore institution, in case of interest, can change this code depending on the preferences and priorities. This fact makes from the open source software a flexible solution in the management and development of information system.

Therefore, we propose to use the Moodle system, namely version 3.1 (latest version) for the following reasons:

- No license and payment of licence is needed.
- The possibility to fit e-learning environment to the needs of the selected university.
- Moodle provides a wide range of tools that can be utilized in teaching.
- Moodle, compared to Sakai, has a stronger and a larger community of people within the open source community, where it is possible to find many plug-ins, tutorials and researches in the field of e-learning solutions and it is also possible to create an environment that will help all participants in the educational process.
- Moodle offers a broad portfolio of languages together with Slovak language, unlike Blackboard and Sakai, where the Slovak language is not supported.

We suggest the components that should be placed on the home page of the Moodle system from the student perspective after login. Our proposed component of the home page consists of 11 parts, which will be described in the next section. The page should be as much as possible intuitive for the user in order to orientate quickly on the page. So the user became motivated to use it, as much as possible, and the e-learning system becomes a full part of the education process then.

In the following points, there are the basic components of the home page of e-learning system, based on the functionality offered by Moodle, and the results of the questionnaire, where the most used tools that students have pointed out were: Announcements, Calendar and Course messaging. We also draw on questionnaire survey, aimed to how the students learned to work with e-learning system.

The components should be:

A. A logged in user with scroll arrows - This icon together with the scroll arrow is a tool for a quick orientation in the e-learning system. It provides the summary of actual news, the user profile (photo, email address, interests, etc.).

B. Registered courses - List of current courses to which the student is registered.

C. Announcements - It serves as a noticeboard to inform students about different news from courses. For example, changes in schedule, necessary equipment's etc. In this way we guarantee that the student will be informed early enough about the related changes in the course.

D. Calendar - The calendar can serve as a tool for planning the student's tasks, which come from the course, or can be planned by a student.

E. Inmail - To ensure the communication between participants of the course, this tool is an appropriate way of ensuring this type of communication.

F. Support - An important tool for users in the event that something is unclear for them or they need help with something. The support should consist of FAQ (Frequently Asked Questions), online video tutorials and telephone contact for support.

G. Navigation path - Line that talks about where the user is located within the e-learning system and ensures better orientation when working with the system.

It follows that we would be able to create an environment that supports most of the activities carried out by students during their studies. Whereby 5 mentioned tools support Moodle itself, the last two instruments must be created by own resources, namely: Announcements and user support.

Based on the questionnaire survey, we have evaluated the basic tools of individual courses, which are used at the best universities and therefore we propose to use in education process mainly these tools:

- Uploading of files in order to hand in exercise (papers).
- Use of learning materials that are provided by the instructor for education including multimedia materials.
- Use of links where a student can study the information from websites.

If these tools might be effective they have to be used for the most of the courses so that the student can be assured that he/she does not have to search these data from other sources and so on.

Any information system should be considered as a set of software security, hardware equipment, organizational structure, people who are working with that information system and the data stored in the information system. In terms of quality, we have to perceive the quality of information, quality of service and quality of the system. Of course, there is a difference in the provided and used opportunities of e-learning system. An important aspect is whether the participants of e-learning system know about them, and whether they are familiar enough about them.

It is necessary to achieve a state where the e-learning system, which is Moodle in our case, becomes a full part of the education process, where the student will be able to find the necessary information to study and also he/she finds an environment that can be utilized in all activities. For example, when preparing term papers, assignments, communicating with other members of the group.

It is also necessary to evaluate the successes of innovations which are carried out in this area, so after six months, we suggest to assess whether the given innovation was useful or rewarding by measuring of the following indicators:

- Installing the latest version of Moodle: questionnaire survey spread between the students to express their views on whether they are satisfied with this version or what new enhancements of Moodle would be welcomed.

- New features of e-learning system Moodle: this innovation can be measured by using reports from Moodle, for example how often these tools were used. The average time users spend online can be another information value.
- Recording lectures: Average number of video views from lectures.
- User support: the average number of satisfied requests from users of e-learning system.

Another possible extension of e-learning system is to create a space for displaying news of the possible Slovak, Czech and English media to extend and update knowledge of students on topics that interest them and may extend their horizons. With the possibility that the student can choose the news. One option is to implement the RSS format that is used for collecting news from various web sites. This module is available in the basic version of Moodle 2.8.

5. CONCLUSION

The analyses show that the e-learning system usage is already a common part of the education and the top rated universities prefer commercial e-learning systems and are willing to pay fees for the provision of the licenses. This paper will help universities in the selection of e-learning system, and will also help in the issue of which instruments within the e-learning system should universities use to the fullest possible use of the e-learning system potential.

The paper presents a proposal for the selection of specific e-learning solutions, also tools that we recommend to use based on the analysis and also we cannot forget to point out that e-learning solution is necessary to take as a whole and LMS and e-learning environment is only one piece of the whole complex of issues. We propose to use the Moodle system. Of course, we know that the open source solution at first evoke a feeling that it is a free solution. The reality is often different. Open source software also brings costs, especially for the operation and management of an information system.

Finally, we would like to point out in order to achieve the best result of proposed innovations, that there should be given adequate notification of participants, as well as a user support for any problems. Because if the users are trying to use the new functionalities and a problem occurs, or they do not have sufficient knowledge of how to perform any operation, and they do not know where to look for a help, this might lead that they lose motivation to use the e-learning system, and even that it may turns up to aversion.

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