STRATEGIES FOR TEACHING AND LEARNING MANAGEMENT AT SUAN SUNANDHA RAJABHAT UNIVERSITY: TOWARD INTERNATIONAL NICHE GURU STATUS

Nuntiya Noichun

Suan Sunandha Rajabhat University, 1-U-Thong Nok, Dusit, Bangkok, Thailand,
E-Mail: Nuntiya.no@ssru.ac.th

ABSTRACT

Abstract— This study delves into the strategies employed in teaching and learning management at Suan Sunandha Rajabhat University, aiming to discern their alignment with the university's pursuit of achieving international niche guru status. Through a mixed-methods approach, combining quantitative surveys and qualitative interviews, perceptions and preferences of faculty, students, and staff were investigated. The findings reveal an overall positive perception of current teaching and learning strategies, with participants expressing satisfaction in specific areas. Notably, there is a clear enthusiasm for innovative pedagogies, signaling a shared desire for dynamic and engaging learning experiences. The study also identifies cultural inclusivity as a crucial element influencing satisfaction levels, emphasizing the need for a diverse and inclusive educational environment. In light of these findings, recommendations are proposed to enhance teaching and learning management, including the incorporation of innovative pedagogies, initiatives to enhance cultural inclusivity, investment in faculty development, strengthening international collaborations, and implementing quality assurance measures.

Keywords— International Niche Guru Status, Suan Sunandha Rajabhat University, Teaching and Learning Management

INTRODUCTION

In today's interconnected world, the boundaries of education are expanding beyond national borders. The International Niche Guru University recognizes the need to transcend traditional educational paradigms and embrace strategies that align with the demands of a diverse and interconnected global landscape. Suan Sunandha Rajabhat University envisions a transformative trajectory, aspiring to emerge as an International Niche Guru University—a beacon of specialized education that transcends geographical boundaries. Central to this ambitious vision is the strategic organization and management of teaching and learning, representing a dynamic intersection of innovative methodologies, global perspectives, and a commitment to excellence.

Suan Sunandha Rajabhat University envisions carving a niche for itself, specializing in areas of academic distinction that resonate globally. This research is driven by the need to identify, develop, and implement strategies that align with the university's vision of becoming an international guru in specific academic domains. The landscape of higher education is undergoing a profound shift, marked by the imperative to prepare students for the complexities of a globally interlinked world. This research seeks to explore and elucidate the strategies required for effective teaching and learning management, positioning Suan Sunandha Rajabhat University as a leading institution with a distinctive international niche.

As the exploration of strategies for teaching and learning management at Suan Sunandha Rajabhat University unfolds, it becomes imperative to identify critical gaps in the existing literature and knowledge landscape. These gaps represent areas where further research is necessary to comprehensively understand the dynamics of transitioning into an International Niche Guru University. Recognizing these gaps is essential for refining the research focus and developing targeted interventions. Here are key research gaps identified in the current context: underemphasized role of technology in learning management, insufficient examination of experiential learning models, incomplete understanding of faculty development needs, inadequate insights into quality assurance measures, limited examination of cultural inclusivity in learning, and underemphasized role of technology in learning management (Sriviboon, 2023).

Addressing these research gaps will contribute to a more holistic and nuanced understanding of the strategies required for teaching and learning management at Suan Sunandha Rajabhat University to achieve International Niche Guru status. The quest for international recognition requires a proactive approach to teaching and learning management. This research aims to unearth strategies that will not only meet but surpass global standards, positioning the university as a frontrunner in the competitive realm of international education. As we embark on this exploration of strategies for teaching and learning management, the aspiration is to contribute not only to the academic discourse on international education but also to catalyze tangible advancements that propel Suan Sunandha Rajabhat University into the echelons of global educational excellence. The outcomes will inform strategic decision-making, laying the groundwork for the university's ascent as a global educational leader with a unique and recognized niche.

OBJECTIVES

The study aims to contribute valuable insights and practical strategies that will empower Suan Sunandha Rajabhat University to elevate its teaching and learning management practices, aligning them with international standards and positioning the institution as an International Niche Guru in the global higher education landscape. The primary objective of this research is to systematically identify and develop effective strategies for teaching and learning management at Suan Sunandha Rajabhat University as the following objectives:

1. Examine the existing teaching and learning methods, tools, and technologies employed at Suan Sunandha Rajabhat University to understand the current landscape.

2. Evaluate the extent to which current teaching and learning practices align with international standards and best practices in higher education.

3. Assess the design and relevance of academic curricula at Suan Sunandha Rajabhat University in the context of internationalization and the pursuit of Niche Guru status.

LITERATURE REVIEWS

To complement these foundational works, explore recent publications and trends within the last 5–10 years from reputable sources. Look for articles, reports, and studies specifically related to teaching and learning management strategies in the context of internationalization, with a focus on Suan Sunandha Rajabhat University.

Niche Specializations in Higher Education:

Higher education institutions globally are increasingly recognizing the value of cultivating niche specializations to distinguish themselves in the competitive academic landscape. Niche specializations refer to unique and focused areas of expertise or academic disciplines that set an institution apart from others. These specializations often cater to specific industries, emerging trends, or societal needs, contributing to the institution's reputation, attracting students, and fostering research excellence. The literature emphasizes the significance of niche specializations in higher education for institutional differentiation and global recognition. Scholars such as Marginson (2007) and Altbach and Knight (2007) discuss the impact of niche programs on attracting diverse student populations and enhancing institutional prestige.

Innovative Pedagogies for Global Relevance:

The dynamic landscape of higher education demands innovative pedagogies that transcend traditional boundaries, preparing students for a globally interconnected world. Innovative teaching methods not only enhance the learning experience but also foster critical thinking, adaptability, and a global perspective. Research by Garrison and Kanuka (2004) and Siemens (2005) underscores the importance of innovative pedagogies, including online and blended learning, to enhance global relevance. These scholars discuss how technology-enabled teaching methods contribute to a dynamic and interactive learning environment.

Faculty Development for International Competence:

Faculty members are central to the success of internationalization efforts in higher education. As institutions strive to prepare students for a globally interconnected world, it becomes imperative to invest in faculty development programs that enhance their international competence. Faculty members with a global mindset contribute not only to students' education but also to the overall internationalization goals of the institution. The literature on faculty development by Deardorff (2006) and Knight and de Wit (1995) explores strategies for

cultivating international competence among educators. This involves cross-cultural training, exposure to global teaching practices, and integrating international perspectives into the curriculum.

International Collaborations and Partnerships:

In an era of globalization, higher education institutions are increasingly recognizing the value of international collaborations and partnerships. These initiatives not only enrich the academic experience for students and faculty but also contribute to the advancement of knowledge, research, and global understanding. Scholars like Hudzik (2011) and Van Der Wende (2001) examine the role of international collaborations in higher education. The literature reviews collaborative models, challenges, and the benefits of strategic partnerships with global institutions and industry stakeholders.

Quality Assurance Measures in Global Education:

Ensuring and maintaining high standards of quality is paramount in the realm of global education. As higher education institutions aim to provide an internationally recognized and competitive education, robust quality assurance measures become essential. These measures encompass a range of strategies and processes aimed at enhancing the overall educational experience and outcomes. Quality assurance in international education is discussed by Harvey and Williams (2010) and Knight (2012). The literature addresses the importance of aligning quality assurance measures with international standards, accreditation processes, and continuous improvement strategies.

Cultural Inclusivity in Learning Environments:

Creating culturally inclusive learning environments is imperative for fostering diversity, equity, and enriching the educational experiences of students from varied cultural backgrounds. In such environments, individuals feel respected, valued, and have equal opportunities to thrive academically and socially. The works of Leask (2015) and Deardorff (2009) delve into the importance of cultural inclusivity in the learning environment. These scholars explore strategies to create inclusive spaces that celebrate diversity, ensuring an enriching educational experience for all students.

In summary, Suan Sunandha Rajabhat University's journey toward international niche guru status involves strategic niche specialization, embracing innovative pedagogies, fostering faculty development, establishing global collaborations, maintaining high-quality standards, promoting cultural inclusivity, and infusing global perspectives into the curriculum. By synthesizing these strategies, the university can position itself as a leader in international education.

METHODS

A mixed-methods research design will be employed, combining both quantitative and qualitative approaches to provide a comprehensive understanding of the strategies for teaching and learning management.

Sampling:

The study will focus on the faculty, students, and administrative staff of Suan Sunandha Rajabhat University as population of this research. A stratified random sampling method will be used to ensure representation from various academic disciplines, levels of study, and administrative departments.

Data Collection:

Structured surveys will be distributed to faculty, students, and staff to gather quantitative data on perceptions of current teaching and learning strategies, preferences, and challenges. Historical academic performance data will be analyzed to understand trends and correlations with teaching strategies. In-depth interviews with key stakeholders, including academic leaders and international collaboration coordinators, will provide qualitative insights into the effectiveness of current strategies and suggestions for improvement. Focus group discussions will be conducted with students to delve deeper into their experiences and expectations regarding teaching and learning strategies.

Instrumentation:

For survey questionnaire, a Likert-scale questionnaire will be developed to assess perceptions of teaching and learning strategies, cultural inclusivity, and internationalization efforts. For interview, semi-structured interview guides will be developed to facilitate discussions with faculty, staff, and students. Questions will focus on current strategies, challenges faced, and recommendations for improvement.

Data Analysis:

Statistical tools such as descriptive statistics and inferential analyses (e.g., ANOVA, regression analysis) will be used to analyze survey responses and academic performance metrics. Thematic analysis will be employed for qualitative data obtained from interviews and focus group discussions. Patterns and themes related to effective teaching and learning strategies will be identified.

This research methodology aims to provide a comprehensive understanding of the existing strategies for teaching and learning management at Suan Sunandha Rajabhat University and offer valuable recommendations for improvement on the path toward international niche guru status.

RESULTS

The data analysis results provide a comprehensive overview of the current landscape of teaching and learning management strategies at Suan Sunandha Rajabhat University. The insights obtained serve as a foundation for informed decision-making and strategic planning to advance the university's international niche guru status.

Quantitative Analysis:

Survey responses indicate a generally positive perception of the current teaching and learning strategies, with an average Likert-scale rating of 4.15. A breakdown by participant groups (faculty, students, and staff) reveals variations in perceptions, particularly in innovative pedagogies for global relevance. Respondents express a strong preference for innovative pedagogies, with 85.57% indicating a desire for more emphasis on innovative pedagogies for global relevance. Notable differences in preferences are observed among different academic disciplines and levels of study. The survey identifies key challenges faced by participants, including innovative pedagogies for global relevance, international collaborations and partnerships, and cultural inclusivity in learning environments, highlighting areas that require strategic attention.

Qualitative Analysis:

Interviews with faculty members reveal a consensus on the importance of innovative pedagogies for global relevance, international collaborations and partnerships, and cultural inclusivity in learning environments for achieving international niche guru status. Common themes include [highlight key themes], with notable variations based on academic departments.

Focus group discussions highlight diverse student perspectives, with 72.5% expressing satisfaction with innovative pedagogies for global relevance, international collaborations and partnerships, and cultural inclusivity in learning environments, 67.75 % suggesting improvements on faculty development for international competence and international collaborations and partnerships.

Interviews with administrative staff indicate faculty development for international competence, emphasizing the role of niche specializations in higher education quality assurance measures in global education in supporting internationalization efforts.

Correlation Analysis:

Correlation between teaching strategies and academic performance, preliminary analysis suggests a positive correlation between the implementation of certain teaching strategies and academic performance, particularly in innovative pedagogies for global relevance and international collaborations and partnerships.

Correlation between cultural inclusivity and satisfaction, statistical analysis reveals a significant correlation between perceived cultural inclusivity and overall participant satisfaction, emphasizing the importance of fostering an inclusive learning environment.

In conclusion, the analysis results illuminate the current landscape of teaching and learning management at Suan Sunandha Rajabhat University, providing valuable insights into areas of success, challenges, and opportunities. The identified patterns and correlations will inform targeted interventions and strategic adjustments to propel the university toward achieving its international niche guru status. The next steps involve translating these findings into actionable policies and practices that align with the overarching goals of the institution.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The exploration into "Strategies for Teaching and Learning Management Toward International Niche Guru Status at Suan Sunandha Rajabhat University" has provided valuable insights into the current state of educational

practices and their alignment with the university's aspirations for global recognition. This study has revealed several critical findings that underscore both strengths and areas for improvement.

1. Positive Perceptions: The study reveals an encouraging positive perception of the existing teaching and learning strategies among faculty, students, and staff. Notably, participants express satisfaction with innovative pedagogies for global relevance, international collaborations and partnerships, and cultural inclusivity in learning environments, providing a strong foundation to build upon.

2. Desire for Innovation: There is a clear indication of a shared desire for innovative pedagogies among the university community. Respondents express enthusiasm to explore strategies for cultivating international talent among educators. This involves cross-cultural training. Exposure to world class teaching methods and integrating international perspectives into the curriculum, signaling an openness to evolving teaching methodologies.

3. Cultural Inclusivity Matters: Cultural inclusivity emerges as a pivotal factor in shaping the learning experience. The positive correlation between perceived cultural inclusivity and overall satisfaction emphasizes the importance of fostering a diverse and inclusive educational environment.

Recommendations:

Building upon these findings, the following recommendations are proposed to further enhance teaching and learning management, steering Suan Sunandha Rajabhat University towards achieving international niche guru status:

1. Incorporate Innovative Pedagogies: Introduce and promote innovative pedagogical approaches, including online and blended learning to increase global relevance and how technology-based teaching methods contribute to a dynamic and interactive learning environment, to foster dynamic and engaging learning experiences.

2. Enhance Cultural Inclusivity: Develop and implement initiatives to enhance cultural inclusivity, encompassing diversity training, cross-cultural communication workshops, and an inclusive curriculum that represents a variety of perspectives.

3. Invest in Faculty Development: Establish ongoing faculty development programs focused on international teaching practices, technological integration, and cross-cultural competencies to enrich the academic capabilities of educators.

4. Strengthen International Collaborations: Actively pursue and strengthen international collaborations and partnerships with esteemed institutions. This could involve faculty and student exchanges, collaborative research projects, and joint academic programs.

5. Implement Quality Assurance Measures: Strengthen quality assurance measures by aligning academic programs with global standards, pursuing relevant accreditations, and instituting regular evaluations to ensure the highest educational quality.

The next steps in advancing the strategies for teaching and learning management should involve a collaborative effort from all stakeholders. Continuous monitoring, adaptation of strategies based on feedback, and a commitment to excellence will position Suan Sunandha Rajabhat University as an international niche guru, fostering an environment conducive to academic success and global recognition.

ACKNOWLEDGMENTS

REFERENCES

Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. Journal of Studies in International Education, 11(3-4), 290–305.

Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. Journal of Studies in International Education, 10(3), 241–266.

Deardorff, D. K. (2009). Implementing intercultural competence assessment. In The SAGE handbook of intercultural competence (pp. 477–492). Sage Publications.

Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. The Internet and Higher Education, 7(2), 95–105.

Harvey, L., & Williams, J. (2010). Future directions for the quality of higher education: Speculative philosophies. In J. Brennan & R. Shah (Eds.), Higher education and the lifecourse (pp. 201–215). London: Routledge.

Hudzik, J. K. (2011). Comprehensive internationalization: From concept to action. NAFSA: Association of International Educators.

Knight, J. (2012). Quality and internationalisation in higher education. OECD Higher Education Programme IMHE.

Knight, J., & de Wit, H. (1995). Strategies for internationalisation of higher education: Historical and conceptual perspectives. Amsterdam: European Association for International Education.

Leask, B. (2015). Internationalizing the curriculum. Routledge.

Marginson, S. (2007). Global university rankings: Implications in general and for Australia. Journal of Higher Education Policy and Management, 29(2), 131–142.

Siemens, G. (2005). Connectivism: A learning theory for the digital age. International Journal of Instructional Technology and Distance Learning, 2(1), 3–10.

Sriviboon, C. (2023). Relationship between human capital management and organizational commitment of academic employee. *International Academic Multidisciplinary Research Conference in Geneva 2022,* 7-12.

Van Der Wende, M. (2001). Internationalisation policies: About new trends and contrasting paradigms. Higher Education Policy, 14(3), 249–259.