The Research proposal on
RP3 : VTE Teaching Professional Reform in Thailand

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Research topic:

RP3 : VTE Teaching Professional Reform in Thailand

Background of research project

Vocational Education in Thailand aims to enable learners to develop Vocational knowledge, skills also built in demanded attributes and work ethics for performing both as entrepreneurs
and employees.

Among many complicated problems in Thai context, main significant issues considered as direct related to VET teacher education's reform in terms of quantity and quality of VET teacher students, which were shortage of vocational students and unbalancing quantity of vocational students by comparing Sciences & Technology (S&T) and Social sciences fields.

As shortage of vocational students, Bureau of Information and Communication Technology, 2011:32) showed that students of Vocational Education both from public and private institutes were 36.23% comparing with 53.77% of students studying in universities. And most of Vocational students at 64.40% were educated by the Office of Vocational Education Commission(OVEC), Ministry of Education.

The other issue was number of vocational students studied in S&T programs was 47.40% with 52.60% of Social Sciences programs.

A official document “Improving Teacher Effectiveness Through Certification : A Case of Thailand” informed that teaching is the only profession so specified in Constitution of the Kingdom of Thailand by stating "to develop the teaching profession".

Policies focusing on “teacher and teaching profession” were stated at governmental, ministerial, Vocational commissioner, even as institutional level. Many Thai government’ policy have focused on “teaching profession” for two decades such as the present governmental policy, “Reforming Teacher Education on international standard by those six important strategies as (3.1) to arrange incentives for talented and qualified learners to be inputs of the system, (3.2) to improve salary and compensation system, (3.3) to develop career path system by applying competency-based evaluation, (3.4) to enforce effective pre-service and In-service training system, (3.5) to refinance teachers’ debt as government’s policy as well as (3.6) to develop Geographic Information System(GIS) for locating teachers, particularly in Mathematics, Sciences and languages which could solve shortage of teachers.

Effective policy and strategy are key factors to achieve VTE teacher education as a whole. So this research aimed to analyze problems related to VET teacher education and propose the reliable scenario and innovative suggestion as crucial strategy on VET teacher education reform from experts’ point of views.

Delphi Technique
Purposes of the research project

1. To analyze problems related and causes of VTE teaching professional reform in Thailand
2. To identify significant reformed issues, challenges and innovative suggestions on VTE teaching professional
3. To synthesize a scenario of VTE teaching professional
4. To suggest VET teaching professional reform from Singapore and Thailand point of views
5. To propose policy suggestions on VET teaching professional reform in Thailand

Expected main outputs and outcomes

1. Problem chart and report of problem analysis
2. Consensus views on significant reformed issues and challenges and innovative suggestion by experts’ point of views
3. Report on scenario and innovative suggestion on VET teacher education reform by experts’ point of views
4. Suggestions of VET teaching professional reform from Singapore and Thailand point of views
5. Policy suggestions on VET teaching professional reform in Thailand

Major approaches of the project

Problem Analysis
Cause & Effect Analysis and BPR 20 questions are two techniques using for problem analysis

A reliable scenario on VTE teaching professional
Delphi Technique is reliable process to identify policy determination, planning, needs assessment to develop a full range of alternatives and synthesize a reliable scenario and suggestions based on underlying assumptions from experts’ points of views.
Organizers (in collaboration with decision-makers) develop an initial questionnaire
distribute to the experts (or respondents)

Experts independently and anonymously answer the questionnaire

Organizers summarize responses and develop a feedback report and/or another questionnaire
distribute this back to experts

Having received the feedback report and questionnaire, experts evaluate earlier responses and/or complete second questionnaire
this may lead to another feedback report or third/fourth/fifth etc. questionnaire round depending on organizers’ criteria and quality of responses

Organizers develop a final summary and feedback report of ranked priorities
and disseminate to decision-makers for their comments or action

Experts independently vote on priority ideas identified by questionnaires

Retrieved from website of Canadian Institutes of Health Research

Research activities/fields

Based on the objectives and approaches mentioned above, the research activities will be identified as Table1: Research framework on VTE teaching professional reform in Thailand, which was designed as 3 main activities as follows.

1. Problem analysis and causes of VTE teaching professional reform in Thailand by documentary research, Cause & Effect Analysis and BPR 20 questions
2. Identification and review on significant reformed issues on VTE teaching professional and challenges and innovative suggestions on VTE teaching professional by Documentary Research and Delphi Technique
3. Forecasting a scenario of VTE teaching professional and innovative suggestions by Delphi Technique
4. Recommending Suggestions of VET teaching professional reform from Singapore and Thailand point of views
5. Purposing the policy suggestion on VET teaching professional reform in Thailand