



Strategies in Driving Learning Networks for Social Studies Teachers to Improve Educational Quality of Secondary Learners

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Abstract

This research aims to: (1) analyze the context that reinforces the construction of learning networks of social studies teachers in secondary schools; (2) propose strategies to drive the learning networks of social studies teachers to improve quality in education for learners in secondary schools; and (3) construct a learning network of social studies teachers to improve quality in education of secondary schools learners. The study was conducted by using qualitative methodology. The target groups were selected from 37 voluntary and purposive groups. According to the research finding results, the context that reinforces the learning network consists of three aspects: 1) the availability of learning networks; 2) network activities; and 3) network management. The driving strategic learning network consists of five aspects: 1) to develop network goals for the participation of area-based education development; 2) to construct an understanding of roles for a group network of all sectors of area-based education development; 3) to develop the potential of educational personnel to have a network in the context area; 4) to develop a supervision system for the set-up of a network to develop area-based quality education; and 5) to organize a civil society forum to share innovations to develop area-based quality education. A learning network development of social studies teachers to improve quality in education of learners involves social studies teachers, school directors, educational administrators, supervisors, instructors, educators and communities to cultivate a supportive network that can share knowledge and resources with the goal of quality improvement in area-based education. This research study suggests learning network construction in schools to support learning spaces in the community and civil society. Local area teacher institutes can participate using best practice guidelines to share educational resources in all aspects and so improve quality in the education of secondary schools learners.

Keywords: Strategic, Learning Networks, Social Studies Teacher, Quality in Education of Learner

Introduction

Learning networks that lack any participatory process for the establishment of a shared space and that require a continuous management process may result in teachers having very low opportunities to improve and strengthen their teaching professionalism. An environment where teachers have no accessible learning networks for professional development can lead to waste and inefficiency in educational management. Thailand spent more than 500,000 million baht on learner educational development in the fiscal budget year of 2016, and this amount comprised four percent of the country's Gross Domestic Product (GDP). Thailand is considered as one of the top countries that the government mostly pays for education. However, the country still faces the critical issue of educational quality, when compared to others internationally, at local educational levels. The inefficiency of the educational system will probably lead to a deficit of qualified citizens for emerging industries. In the case of Thailand, this problem is not an issue of a shortage of resources, but more likely an issue of inefficient resource utilization, due to the fact that there is no educational accountability system in place for students and their parents or guardians. One of the factors that must relate to resolving this educational problem is the quality of the teachers. According to a 15-year forecast (2013–2027), the number of educational personnel in the area of teaching who will reach retirement will be 288,233 teachers. There were about 20,000 teachers who retired over a period of



three years. The first year in 2017 there were 26,505, the second year in 2018 there were 27,952 and in 2019 there will be 28,264, respectively.

From the total 288,233 retirement teachers of all education section, there were 270,332 retired teachers from who worked under the Office of Basic Education Commission of Thailand, there were teachers in Social Studies, Thai Language, Physical Education, Educational Management and English Language respectively (Office of the Education Council, 2015). However, the ratio of teachers to students still has an effect on teaching and learning. As a whole, this ratio is still low when compared to the standard norm of teachers to students is 1:40, especially in terms of small schools where there is no equal opportunities in terms of quality and efficiency of educational management (Manokarn, 2017). The creation of new methods to resolve this lack of suitable teachers will be based on the development of further reform in planning and other operations that relate to the needs of teachers in each field of study. While teacher training institutions continue to concentrate on increasing the number of teachers, this narrow vision will ultimately have a negative effect on quality, due to limited knowledge and competency skills. Improving this situation must therefore result in higher standards of teacher professionalism, both in curriculum development and in student evaluation. This will have an impact on learner outcome quality. The main intention and requirements of educational management allow every sector of society to participate in local educational reform, which will respond to needs of the public (Office of the Education Council, 2017).

Establishing education-based learning networks to solve the issue of comprehensive educational quality would provide benefit by the concept of pragmatism, i.e. the belief that human creativity is driven by practical and useful experiences (Dewey, 1972; Comte, 1974; Sinlarat, 2015). This concept could be combined with the Theory of Connectionism, which can be defined as the relationship between stimulus and response, based on the assumption that learning arises from how humans and animals choose to react to any given stimulus and how a connection is generated from this stimulus and response to a situation. When applied to this environment the main components needed to connect knowledge are 1) practical on-line communities, 2) the design of research methodologies, and 3) practical activities and tools. If these three components work together, they will lead to appropriate guidelines for research development through the use of the Connectionism Theory of knowledge and learning through the use of learning networks. The concept behind this is to support lifelong learning in order to create equal opportunities in learning for society, based on developing networks (Thorndike, 1966; Siemens, 2005; Tunhikorn, 2012).

This complies with ratification of Millennium Development Goals 2015 (MDGs) which would lead to the Sustainable Development Goals 2030 (SDGs). Their aim is to establish a mechanism to guarantee that everyone will have an equal opportunity for lifelong learning.

Area-Based Education (ABE) development is a concept of decentralized strategy in educational management to support the ideas of fairness and justice in human development when receiving an education. The adjustment of curriculum and teaching methodologies must be more flexible, and teachers themselves must have skills which correspond to changes and competitiveness of a borderless social and economic society 4.0 (Office of the Education Council, 2017). Networks of learning will support and collaborate in the search for educational innovation to provide direction for developing learners in a sustainable way, just as they will in creating participation in management. This will lead to more concrete and practical connections under the concept of ABE when teacher training institutions and related parties utilize them. It will also lead to better quality in the process of producing teachers according to the requirements and needs of society. The organizations which employ teachers will gain benefits from participating in this community of professional practitioners within teacher institutions. The benefits



will strengthen the potential of both the educated and the educators (Phuvipadawat, Chiengchee, Putthaprasert, Mangkhang, Govittayangkull and Morya, 2009) by discovering what factors strengthen and establish developing learning networks in terms of their structures, administration and management, roles and responsibilities, activities and technology and innovation. Moreover, implementing a plan of action which would achieve these strengths to solve the critical problems of education at the school level require consideration. The findings of the study will provide information for development of Social Studies teachers, an area-based educational model, and create students who can participate as active citizens. The study results can be applied and implemented at the policy level and at the local level, especially concerning the issue of developing learners to be citizens of the 21st century

Objectives

1. To analyze a context that reinforces the construction of a learning network for social studies teachers in secondary schools in Lamphun province
2. To propose strategies to drive the learning network of social studies teachers to improve quality in education of learners in secondary schools in Lamphun province
3. To construct a learning network of social studies teachers to improve quality in education of secondary schools learners in Lamphun province

Research Scope

Participants in the study were comprised of administrators of the Educational Service Area Office, school administrators, educational advisors, school committees and social studies teachers at secondary schools in Lamphun Province.

The study comprised various issues related to the establishment and development of learning networks in various areas to develop the quality of area-based education. The issues were in the following areas; the readiness of the networks, network activities and network management. Strategies in improving the strength of networks related to aspects of structure, administration and management, roles and responsibilities, various activities, operations and the process of using networks to build the strength of social studies teachers in secondary schools.

Methods and Materials

This research used a qualitative method whose contents focused on building and developing learning networks and strengthening them for sustainability. Interviews, focus-group discussions, public hearings and participative observations from secondary school fieldwork in Lamphun Province were used in collecting data.

The target samples of the study were classified into two groups. The first group contained specific persons who contributed the main information related to the policy. They participated in educational quality management of learners and they volunteered to participate in this research project. They comprised a total of 13 persons comprising two administrators from the Educational Service Area Office, two administrators from educational institutions, two educational supervisors, five lecturers from universities and two educational committee members who represented their communities. The second group contained the main information contributors related to learning management to develop learner quality in the target area of the study. They were willing and ready to



build up learning networks. There were also 24 social studies teachers, 19 of these were from Suanboonyopatham School and another five were from Pasang School. So there were 37 target samples altogether.

The reason for choosing Lamphun as the target area of the study was that the province is the place where a large industrial area zone was located. There were 4,888 industrial plants in this area. They encountered problems with learner qualifications in terms of quality and quantity according to needs of industry. In addition, most learners who were entering industrial fields still lacked certain skills and were not part of the social security system. There was also a continuing movement of migrant workers into the area (Muenratch and Pardthaisong, 2017), along with a great number of migrant worker dependents. There was a need to provide these dependents with an education to help them become world citizens as well as human resources so that Thailand can remain socially and economically competitive in the future. An important problem in educational management in the target area of the study was the fact that education did not correspond to the needs of employers, while the problem of a high rate of unemployment among disadvantaged youth continued at the same time (Office of Social Promotion for Learning and Quality Youth, 2011). The criteria for choosing high schools in the urban and rural areas of Lamphun Province were that the schools had:

- 1) an awareness of using the research process in developing learner quality;
- 2) an attempt in studying learner quality or having some projects related to this issue currently going on at a certain level;
- 3) teachers of social studies and school administrators who were willing and interested in creating networks of learner quality development and having a commitment in actually working on this issue; and
- 4) personnel who were working related to educational institutions, such as supervisory staff, school board committees and school administrators who supported and approved of participating in this project supervised by the Office of Educational Service Area.

Subsequently, this researcher randomly chose one school each from two different areas. The first was Suanboonyopatham School from an urban area and the other from a rural area which was Pasang School. The former had 3,122 students and 154 teachers, the latter had 544 students and 54 teachers.

Content analysis was primarily used to acquire fundamental information to develop models of learning networks to develop learner quality. The processes of content analysis were: 1) contact with the school and related organizations to set up a venue for knowledge sharing on the issue of learning network for quality development of learners; and 2) field work and surveys of the schools in aspects of their content structure for analysis which covered each school's socio-geographic aspect. The framework of content of analysis was comprised of administration and management, cultural organization, the educational management process and external socio-geographic aspects. External school socio-geographic issues consisted of the physical structure and the economic, political, administrative, educational and community cultures. Factors influencing the educational quality of learners were also included. There were both positive and negative ones. The resulting data was reviewed in a shared meeting and synthesized to determine strategies to drive optimal learner networks to serve the community and institutional needs. Their needs were aimed at quality development of area-based education.

To establish learner networks, this researcher used a learner network strategy for learner quality development based on the context of the area as follows:

Step 1 Studying documents and related research to apply to the establishment of assessment guidelines for network success.



Step 2 Surveying schools in the target area of this research study by working and coordinating with educational administrators both from schools and from the Educational Service Area Office who supervised those schools.

Step 3 Choosing two schools from target schools in the area to join the learning network. It also included related personnel such as Social Studies teachers, school administrators, educational supervisory staff, school committees and administrators of Educational Service Area Offices.

Step 4 Establishing learner network structures using the following five components within these two schools:

- 1) The objective and purpose of operations
- 2) Activities and their operation
- 3) Strategies for operation driving
- 4) Follow-up and assessment and
- 5) Roles and responsibilities of all people related to its operation.

Step 5 Organizing workshops to help participants understand the goals and objectives of the network and organizing brain-storming meetings and workshop for sharing knowledge, reviewing and gaining consensus of the ideas related to the learner network establishment before the implantation in the real situation and geographical area. Lessons learned through implementation will be applied in driving learning networks of Social Studies teachers in various areas within different societal contexts.

For data collection, qualitative research methodology was used by organizing public hearings to help them understand the networking concept, interviewing teachers and educational administrators, and organizing focus-group discussions with education personnel from the target groups of this research with advance appointments made through emails and social media. A professional community for idea-sharing was established for a certain period of time for the purpose of building up a cultural environment of trust and collaborative learning. This community was established to encourage an environment of sharing with sincerity and openness towards the quality of learners of the whole school. It could be said that data obtained from the fieldwork was both formal and informal.

For data reliability of content analysis, this researcher used the triangulation technique by taking all data obtained from documents, fieldwork observations, interviews and group discussions to be classified and arranged in groups. We also organized a public hearing to return the results of the study to each school to prevent any errors and to make use of the results of the research. Giving meaning to and interpreting the data into key words and phrases that could be communicated were then classified into the corresponding research questions (Pothisita, 2007; Buosonte, 2013).

Research Results

1. The results are analyzed into three areas.

1) The readiness of learning networks in the aspects of understanding the objectives of learning networks and the differences among members: This was time consuming in preparation for developing the networks. In preparation, there were activities to build the relationships and responsibilities of each network, local wisdom was used as much as possible, continuing data surveys were used within the network for educational development, media and technology were provided for network operations, quality leaders were found and finally mutual commitment was obtained.

2) Network activities which were comprised of conducting continuous activities with a high number of participating members: There was communication to all groups of members. Activities were provided for every



member of every group, especially those who needed help. Those activities were held continuously to build up friendships and knowledge sharing within networks.

3) Network administration and management which comprised operation planning, modern and up-to-date communication channels, good attitudes in mutual usage of network building, legal issues and evidence of agreement and commitment

In sum, the context analysis reinforced the construction of learning networks of social studies teachers in secondary schools. The network operation included flexibility, collaboration, awareness of cultural differences, continuity and taking responsibility for the consequences of what occurred. In terms of the structure of networks, there was a clear structure with effective communication and good information systems. For keeping good relationships among members, there were incentive mechanisms with enough resources to support and the systems to take care and assist when members had problems. There were supervisory systems continuing in building up leadership and participative evaluation systems. In aspects of teamwork, there was strength in building up teamwork. It was also found that network members were satisfied with the networks in various aspects, such as there were good and systematic cooperative network systems. Finally, it was discovered that, in terms of quality assurance, there were good internal evaluation systems with suitable reporting of the continuous system.

2. The strategy to drive learning network of Social Studies teachers for learner quality development in accordance with the development guidelines in educational organization could be classified into four phases of planning:

Phase 1: the planning and establishment of networks

Phase 2: the planning of training for the use of intellectual tools for teachers and educational personnel who participated in the project. This was to provide alternative ways of creating educational improvements to drive and develop educational learner quality

Phase 3: the planning of testing of the innovative implementation and idea sharing on learner quality development

Phase 4: the tactical planning is moving the learning network to other contexts which involved the following five activities:

- 1) developing network goals;
- 2) understanding the roles of every partner of network;
- 3) developing the educational potential of personnel based on the context areas;
- 4) developing a supervisory system; and
- 5) arranging and conducting a venue and space for educational innovation sharing.

Conducting all these activities provided a mechanism to allow all parties in the network to understand the mutual aims of each phase of activity. In order to be a leader for change in education as a whole, the four phases should be used. These were criticized by experts using the various criteria of 1) appropriateness, 2) adequacy in setting up activity objectives, participants, time duration and optimum expectation, and 3) consensus among stakeholders and the results of the development of a learning network.

3. Establishing a learning network of Social Studies teachers for quality development of learners who were from different backgrounds of teaching: The relevant participants were teachers in Social Studies, educational administrative personnel, educational supervisors, faculty members in teaching institutions in the local area, academic staff and communities. These groups of people began networking to improve each other, knowledge and



to share resources with the aim of developing the educational area-based on quality. The 10 processes of network establishment were as follows:

3.1 Appointing a learning network committee for educational learner quality development within the framework of these important processes:

1) The agreement among teacher institutions in the local area, the Office of Educational Service Area, Local Administrative Organizations (LAO) and related organization should be made.

2) Educational institutions had to analyze problems and issues in the educational quality of learners.

3) Educational institutions had a plan seeking innovation, activities, techniques and methods of educational learner quality development.

4) Teacher institutions in the area provided knowledge through knowledge sharing sessions among network members on the issues of using innovation, activities, and techniques used for learner quality development.

5) Educational institutions used educational innovation to develop learner quality then deployed the results to improve better quality development throughout the area.

6) Teacher institutions of each educational area had follow up processes, supporting classroom management, arranging venues for sharing and progress evaluation. Then subsequently making use of data for research, improvement and development in order to increase the quality of learning.

7) Educational institutions and communities gave teachers support, provision of facilities, collaborative planning and operations, and evaluation of the results of learner quality development for the area-based education to reduce inequality in education.

3.2 Developing a vision of a learner network for learner quality development by higher educational institutions of teacher institutions, the Office of the Educational Service Area, and organizations related to education and educational institutions. All these parties collaborated in sharing knowledge, attitudes, action and development in the direction of learner quality development based on the area. This encouraged lifelong learning and being able to compete in a sustainable way.

3.3 Establishing a network collaboration for learner quality development in education: This should be based on areas to reach the objectives of the network by allocating resources for human resources, educational innovation, and learning activities. All should be related to a technique capable of developing learners to have qualifications for a healthy body and mind, intelligence, knowledge and ethics, morals and cultural awareness, creating value in the way they live and to be able to live happily with others.

3.4 Develop the potential and competencies of the learning network members to improve the quality of education for learners by using the tacit knowledge of the members of the network to maximize the benefits. The development of potential will promote the efficiency of the operations, the qualifications of network members are: 1) understanding the goals of the learning networks 2) sacrifices 3) voluntary to improve the quality of area-based education and 4) members have to participation in activities arranged by the network continuously.

3.5 Developing efficiency within the administration and management of the structure of the network by having a chairperson of the network and a committee to manage the four tasks of the network group. These were general administration, academic requirements for the network, planning and information system development for the network, and research and evaluation.



3.6 Encouraging an awareness of the roles of main learning networks and the operational level of learning networks to have duties according to the administrative and management structure. These comprised a chairperson and network committee having three tasks emphasizing:

1) The main learning networks were teacher institutions in the areas. Their roles were to develop research based learning and knowledge development in order to develop learner quality in education. These institutions were sources of experts for academic support, consultation, guidance, academic facilitation, cooperation and evaluation.

2) Educational institutions having teachers who emphasize searching for problems that require resolution and the needs of learners in educational institutions. Besides this, they could collaborate with the main network's search for innovation, activities, techniques and methods to develop learner quality. They developed their knowledge, innovation, techniques, and methodology for learner quality development in education.

3) The Office of the Educational Service Area and people who were related to support and facilitation of various aspects. They worked as coordinators among teacher institutions, educational institutions and related people to collaboratively plan and research for innovation, activities, techniques and methods for learner quality development in education and follow up and evaluate networks.

3.7 Supporting potential for activities in the operation of learning networks for educational learner quality development. To do so required conduction of collaboration in various aspects such as analysis of problems and needs for quality development of education for learners, planning in searching for innovation, activities, techniques and methods for learner quality development. It also encouraged network members to gain knowledge, an understanding of sharing of innovation, activities and techniques for development of learner education. Network members implemented learning activities and techniques in learner quality development. There were also workshops for presentation and knowledge sharing related to the results of the implementation of quality development and fieldwork studies within and outside the networks. Follow up and evaluation of the results of using innovation and research in innovation, activities, techniques and new methods for use in learner education quality development in the area-based education were conducted.

3.8 Developing educational learner quality development by applying the process of planning activities as a tool to drive the operation of learning networks. There were centralized and area-based learning networks. The centralized network was for policies while the area-based ones were for operation. The administrative and management guideline was based on transparency principles; participation, decentralization in decision-making, balance checking, self-administration, and accountability. The most important activities to drive the networks were knowledge management, database and information systems development for networks to allow efficiency in communication, data usage and sharing, and benchmarking. All these activities continued among networks using mentors with best practices of operation and ability to set up new networks during the development period. The supervisory system provided heartening and friendly support, visited around the network continuously, and applied quality assurance to guarantee the success of network administration and management as required by educational institutions.

3.9 Developing information technology to drive a learning network for quality development of learner education. Information technology using for driving the network was comprised of: 1) communication technology such as telephone, fax, email and internet blogs, 2) storage technology hardware such as computer hard disks, CDs and cameras, 3) Software for example, software packages such as Microsoft Excel or any data-based software



that were developed in house. 4) Knowledge Sharing technology, collaborative use of data, data dissemination among the main learning network and other networks. Network technology to share files, use blogs and web boards.

3.10 Developing a follow up and evaluation of the learning network for learner education quality. There was a committee to follow up and provide evaluation emphasizing the participation of network members in order to get the lesson learned and develop standard indicators for the learning network.

Discussion

1. The desire of teachers, educational personnel and communities will be the essential context factor in supporting learning networks in educational institutions. These people participated in establishing a mission and preparing to draft a plan and activities, as well as building awareness and encouragement through having good participation from management, both from the government sector and public sector. The aim was to solve problems in education in the area and try to help everyone gain an equal opportunity in education, according to sustainability in educational development (Office of the Education Council, 2017), which was confirmed by the study of Manopasao (2013). The study found that factors that supported learning networks in terms of strength and sustainability were having a clear objective for network operations and cooperation within each network through collaboration in thinking, acting and benefitting. Cooperation among the members by communicating continuously and meeting members to provide a good communication network was critical. Also, a good structure of internal network communication must be independent and at a similar hierarchical level within the structure. Tasks must be divided and decentralized in administration and management. These matters are time-consuming in development due to the need to have trust and faith in each other, which reinforces the qualification of networks. These network qualifications need to have mutual perception, vision and interest in similar matters or mutual and equal benefits among members. Every network member must participate in network activities and support each other, such as in lessons learned from each other and making use of strong points of individual group members to solve the problem of other members. This concept was similar to the findings of Chokkerd and Noisap (2016). The study pointed to important development processes, which were:

- 1) Searching for initial knowledge derived from previous group discussion and working together.
- 2) Creating and acquiring knowledge from workshops and training sessions by experts.
- 3) Having a clear operational manual and guidelines.
- 4) Conducting knowledge sharing among partnership networks.
- 5) Supporting and encouraging research projects and innovation related to network administration and management.

When managing a learning network, it is necessary to build up understanding and acceptance among administrative personnel, and provide enough resources in administration and management to establish structure, working systems, and continuous supervisory and directing systems. All these issues are factors supporting learning networks successfully in the direction of participation, both in being notified and in acknowledgement. In addition, to strengthen the relationship among networks, they must provide useful information, idea sharing, and collaboration in work and evaluation. The participation level is the key to the success of learning networks in a concrete way and to be able to continue inventing educational innovation which will reflect the strength and sustainability of area -based educational management.



2. A strategy for improving learning networks for learner quality development is the concept of educational reform by participatory development towards quality in educational areas based on aspects of participatory management, according to the decentralization of educational learning networks (Thorndike, 1966; Hannaway and Carnoy, 1993) which was noted previously in a study by Manopasao (2013). The study proposed that a process to drive successful learning networks must involve 1) building up research teams with mutual understanding 2) designing a network and collaborative learning 3) analyzing group and network potential 4) drafting strategic plans for network development 5) public hearing of strategic plans to develop networks and 6) operating according to strategic plans for network development. Network organizations must be established both at the central and local levels. Their management and administration must be transparent to support participation and decentralization in education by allowing every party to be involved in self-educational quality development. It must also have accountability, to have checks and balances for the importance of driving knowledge management which can support a high level of quality in education (Mangkhang, 2016). Developing a good, efficient database and network information system for collaborative use and communication, was confirmed by Jansan and Smarnyad (2015). This includes implementing continuous benchmarking among networks that have best practices, following up and evaluating learning networks, providing heartening support, continuing visits among networks and using quality assurance activities to guarantee the success of learning network administration and management. The study also proposed that knowledge management must apply information technology for access to information and communicate the purposes of network educational quality in a rapid and constant manner.

3. Learning networks which were established for the purpose of developing learner quality in education based on areas can be considered to be an educational reform to build up learning, opportunities and quality according to the concept of Pragmatism and the Theory of Connectionism. These theories and concepts believe that humans acquire their creative thinking from their experiences in taking part in activities and making use of those experiences through practice (Dewey, 1972; Comte, 1974; Thorndike, 1966; Siemens, 2005). Learning networks for learner educational quality development at the area-based education level include teacher institutions in local areas, Educational Service Area Offices, local administrative organizations, related groups of people and educational institutions. Educational institutions will analyze problems and requirements for educational quality because they are closely associated to learners. Moreover, they will use what is needed which relates to learner educational quality development to collaboratively plan with the teacher institutions in terms of innovation of activities and teaching techniques. The strength of higher educational institutions which produce teachers for a period of time would be able to maintain a continuous relationship. According to Chuenjit (2014), guidelines for administering networks in the primary school level composed of five components: 1) policy; 2) purpose; 3) how to establish networks; 4) methodology for administration and management of the network; and 5) how to build the strength of the network. This was confirmed by the study of Nilkaewbowonwit, Chaichompu and Wongnam (2016). Their process of network building was composed of six processes: 1) to be aware of the necessity of network establishing; 2) coordinating between institutions and organizational networks; 3) to establish mutual commitment; 4) to administrate and manage the network; 5) to develop relationships between the networks; and 6) to maintain and continue the relationship. Educational institutions will be the leaders in innovation, activities and technique and method. They also implement those techniques and methods to develop learner educational quality corresponding to certain areas which have different in contexts. They can work and plan with the Educational Service Area Office. They can participate and be collaborative in a super advisory role, follow up, providing heartening support,



knowledge sharing and evaluation. After evaluation they can bring in evaluation data to further analyze, do research, to adjust for improvement, and to develop innovation in network operations. All those mentioned can be used to increase the educational quality of learners according to the study of the Office of the Education Council (2016) which proposed the guidelines for network administration and management. This is in the aspect for direction of sustainability as follows:

1) The group of network leaders had to show friendliness to their members in term of assistance and help, to establish faith among members and to build up mutual ownership among them, by communicating and motivating them to realize the important of having the networks and making use of them.

2) Network members have to understand the purposes, objectives of the networks and member unity. In addition, they have to realize that how the network operation can be of benefit to themselves and their members, communities, societies and the country as the whole.

3) To administrate and manage network, a structure should be comprised of representatives from other organizations except network universities.

By doing so, it can be operated by the committee and a working committee from organizations within the area under the Office of the Educational Service Area. This can be done formally as an official announcement or memorandum of understanding (MOU) among organizations within the networks. The incentive systems will be the mutual benefits from joining the activities following by the evaluation system. It can be said that the establishment of learning networks can establish opportunities for communities, civil organizations and teacher institutions in the areas to participate in collaboratively conducting best practices that are the integration of resources from every part of society towards quality development of area-based education.

Recommendations and Suggestions

1. Recommendations for Educational Policy

1.1 To build up readiness at every level of administrative networks, there should be a mutual understanding of operational goals and be ready for tactical operations. Supporting and encouraging personnel who will be in charge of actual operations is recommended, especially in setting up rules and regulations corresponding to the main area of the network for local area network teacher training institutions. The network structures and advantages of membership should be comprehensible for members at every level. The network must provide necessary facilities and resources to support network operations smoothly. The network should facilitate the administration in problem solving and be ready to establish a learning culture. The network should also be capable of continuing to operate even if there is a change in administrative personnel.

1.2 Network planning for activities should focus on participation at every level. There should be adequate planning for Knowledge Management (KM) which is a core strategy in the organization of establishing the culture and knowledge vision of an organization. There should be a continuation of knowledge-sharing to collect essential information. This will enhance the development of learner quality by supporting the process of benchmarking in order to have cooperation among educational institutions, both at the level of “best practices” and those that depend on model institutes for their professional practices. There should be various activities to reinforce relationships, communication and motivation in order to collaborate with human resources, equipment and technologies. These are important matters and there needs to be constant, concrete evidence and collaboration in management planning.



1.3 Network administration and management requires the structure of networks to be accepted by all members, starting with simple structures. This should start by forming groups for the tasks resulting from this study. At the level of operations, administrators can appoint personnel who will be in charge of cooperating and working with each task group, according to the plan, project and activity. At this stage, it can be conducted in the manner of networking and collaboration, as with the core network. Administrators may allocate some resources for continuing educational quality. In addition, there should be some support and encouragement for creating educational funding in the area of developing learning networks at the local level for core missions which are of mutual benefit. In terms of policy administration and management, there should be mutual strategic and tactical planning, IT designing and utilization, systems for helping network members, teamwork and leadership development, effective communication systems, mutual agreements on the issue of volunteers and good internal quality assurance. The most important factor to strengthen and sustain networks is the continuation of activities with acceptable output. One suggestion is to have a mutual evaluation of network success, the results of which can be used by the network administration to develop the network in practical ways.

2. Recommendations for Implementation

2.1 In the process of quality development at the local level, attention should be paid to the issue of establishing mutual understanding among all parties concerned in order to direct forces in the right direction, according to educational reform which aims to reduce inequalities in education.

2.2 Establish the right attitude and motivation for quality development based on utilizing appropriate operational channels. It is necessary that teachers and educational personnel should participate in this at the earliest stages of before, during and after the operation. By doing this, the network goals will fulfill and expand the learning network and increase the quality of development.

2.3 Network cooperation between teachers and educational personnel should not just consider the outcomes, but also the learning process that each individual utilizes in their professional progress. That means the process of learning and sharing at the real level among skillful teachers, personnel and related persons will lead to the development of a suitable Professional Learning Community (PLC).

2.4 The building up of an environment of collaboration among the parties concerned in terms of an appropriate physical, mental, and psychological climate will support network operations successfully and if each concerned party works happily, it will lead to the establishment of sustainable activities well into the future.

3. Recommendations for Future Research

3.1 In learning network management, a supervisory system, using various participants, was discovered. There should be more research on this issue for the improved quality of Social Studies teachers in the learning network.

3.2 Strategic ways to foster the establishment of learning networks was the best practices of innovation in locally-based educational quality for learners. There should be more research on using online networks for learning.

3.3 Learning network innovation will help teachers to find opportunities to continue developing their skills in learning management. Professional spaces for teachers in higher educational institutions and organizations will provide opportunities for the sharing of their experiences in real environments. There should be participation and active research on new developments for Social Studies teachers at different areas in different contexts. Those schools are part of the learning network of the local teacher institutions.



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