

## The Scenarios of Educational Administration Curriculum that Focuses on Outcomes-Based Education Lampung Inter-tech College

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### ABSTRACT

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The purpose of this article is to present a perspective on the need for a learning outcome-based educational administration curriculum. The respondents were 17 experts in educational administration who are stakeholders as users of the Master of Education program from 4 educational organizations in Lampung province, namely Lampung Municipal Education Bureau, Lampung Primary Education Area Office Districts 1, 2 and 3, and Lampung Lamphun Secondary Education Area Office. Higher Education B.E. 2565 (according to the concept of OBE: Outcome-Based Education) 4 core competencies; 23 knowledge of school administration, 28 school management skills, 22 morality and ethics of school administrators, and 6 personal characteristics of school administrators arising from learning behaviors according to the concept of Bloom's Taxonomy of Learning. Attitudes, values (Affective Domain), and physical changes (Psychomotor Domain). The research results provided the useful guideline for the preparation of the Master of Education Program in Educational Administration at Lampung Inter-tech College.

**Keywords:** Futuristic research, stakeholder, educational outcome, managerial knowledge, managerial skills

### Introduction

Philosophy and objectives according to the Notification of the Higher Education Standards Committee on Graduate Program Benchmarks B.E. 2565(1) (Clause 5.2), Master's and doctoral programs focus on developing academics and professionals with high levels of knowledge in various disciplines through the research process to be able to pioneer and seek new knowledge independently as well as can create academic progress. This aligns with the national higher education development plan, the philosophy of higher education institutions, international educational and professional standards, morality, academic and professional ethics, and new knowledge for work and social development. The doctoral level aims to have the ability to research and create new knowledge or innovation, which is beneficial to the development of work, society, the country, and the global community. Therefore, higher education institutions that offer teaching at the graduate level must prepare their curriculum by the standards according to this announcement of the Higher Education Standards Board. To develop graduates with four competencies: science knowledge, skills in applying science, morality, professional ethics, and characteristics that will build work and society.

### Requirements

Due to the requirements for the Master of Education Program in Educational Administration, Lampung Inter-tech College has a research and development project. On March 12, 2024, 37 educational personnel who

received research development training for teaching and learning development were surveyed. Krirk University administrators assigned the author to be responsible for the research project (2), stating that the college would meet the needs of teaching and learning services for the Master of Education Program in Educational Administration by 98 percent.

### Research Objective

To study and present the needs of graduate users for the Master of Education Program in Educational Administration of Lampang Inter-tech College in Learning Outcomes.

### Process Relevant Literatures

The author has compiled the following related documents to research the need for a Master of Education Program in Educational Administration that focuses on educational outcomes as a base, Lampang Inter-tech College.

**Learning outcomes were based on the higher education curriculum benchmarks B.E. 2565(3). Some terms were defined according to the concept of OBE (Outcome-Based Education).**

**Higher Education Qualification Standards:** These mean requirements regarding learners' learning outcomes arising from education under the Higher Education Curriculum Standards established by each level of education.

**Learning outcomes refer** to the effect learners have had through the learning process obtained through education, training, or experience arising from practical training or actual learning in the workplace during their studies.

**Learning outcomes are based on each level of qualification.** It must be consistent with the identity of the curriculum, higher education institution, profession, nation, and global context, consisting of at least four aspects:

- **Knowledge:** It refers to what is accumulated from education. Research or experience resulting from the course is necessary and sufficient to be applied, as well as extended knowledge for occupation, coexistence in society, and sustainable development for living in the digital age. Things, processes, systems, and concepts. It is created from new knowledge, originality, or creativity or has been developed, extended, applied, and improved to be used appropriately and in a new context. A new way of life or a new need.
- **Skills:** They refer to the ability that comes from learning and practicing to be agile and skillful. For job development, professional or academic development, personal development, and social development for living in the digital age, the master's degree level includes learning skills, self-learning, and knowledge-building skills to practice initiatives and create new things to create new academic or professional knowledge and digital skills.
- **Ethics:** They refer to behaviors or actions at the individual level that reflect being moral, moral, and ethical for the common good and oneself, both in front of and behind the backs of others. In the Master of Education in Educational Administration program, the curriculum must define ethics appropriate to the subject area at each qualification level and professional ethics set by the Professional Council (Guru Council) or the professional community or professional ethics.
- **Character:** It refers to personality, character traits, and values that reflect specific attributes of science, profession, and institution. These are developed through learning, training, and experience from the curriculum to be suitable for each level of higher education qualification standards. Individual characteristics may be selected as focus qualifications in line with the goals of the course.

### Learning behaviors based on the concept of Bloom's Taxonomy of Learning (4)

According to Bloom, learning refers to changing behavior from an old to a new, relatively permanent behavior. This new behavior results from experience or training, not a natural or instinctive response, maturity, or coincidence. Changes in behavior must be relatively permanent for learning to take place. If it is a temporary change, it is not considered learning; if a person happens to understand, the change will occur as follows.

- Changes in cognition and thinking (Cognitive Domain) means learning about new content. It is a change that occurs in the brain.
- Emotional changes (Affective Domain) occur when a person learns something new, beliefs, and interests.

- **Psychomotor Domain** refers to a person's thinking, learning, understanding, and gaining consciousness, values, and satisfaction. They also put what they have learned into practice, thus creating more skills and expertise, such as using hands, using the body, etc.

During the 1950s and 1959s, Bloom divided learners' learning into 3 aspects: 1) Buddhism, 2) Mental Range, and 3) Mental Orientation. It is called the Taxonomy of Educational Objectives, and in the 1990s, there was a new group of psychologists led by Lorin Anderson, a student of Bloom. Bloom's Taxonomy was updated to align with 21st-century schooling, presenting the Revised Bloom's Taxonomy (2001).

1. **Cognitive Domain:** Brain behavior is a behavior related to intelligence, knowledge, thinking, intelligence, and the ability to think about various stories effectively, which is the intellectual ability of 6 levels of Buddhist behavior, which are:
  - a) **Cognition, memory:** The ability to retain various experience masses from which it is acquired. Recognize and remember it when you want to compare it to a tape recording or video that can capture the sound and images of stories. See those images when you need them.
  - b) **Understanding:** Understanding is the ability to grasp the importance of media, which can be expressed in interpretation, calculation, expansion, or any other action.
  - c) **Application of knowledge:** This is the stage at which learners can apply knowledge. Experience can be used to solve problems in various situations, which requires knowledge and understanding to apply it.
  - d) **Analysis:** Learners can think or digest things into sub-parts as important elements and see how the parts relate. The ability to analyze varies depending on the individual's thinking.
  - e) **Synthesis:** The ability to systematically combine fragments into one story to create something new, richer, and better. It's easy for others to understand. Or it maybe an idea that will generate abstract relationships in a new form or concept.
  - f) **Valuation:** Valuation is the ability to judge, value, or draw conclusions about the value of things in the form of morality with appropriate rules. Or it could be a socially acceptable rule.
2. **Affective Domain:** Values, feelings, impressions, attitudes, beliefs, interests, and virtues; these aspects of behavior may not immediately happen. The right environment and constant insertion of good things will change the learner's behavior. Changing desirably will consist of the five levels of sub-behaviors:
  - a) **Perception:** Perception is the feeling that occurs in one of the phenomena or stimuli in the form of interpreting what that stimulus is.
  - b) **Response:** Response is an action expressed as willingness. Consent and satisfaction with that stimulus, which is a selective response.
  - c) **Discrimination:** Birth of values, Discrimination in what is accepted in society. Accepting and respecting that value or acting on a particular subject until it becomes a belief and then a positive attitude towards that thing.
  - d) **Systematization:** Concept generation Systematize the values formed based on relationships. They will continue to hold on if they are compatible, but if they have conflict, they may not accept it; they may receive the new values by canceling them as the old values.
  - e) **Personality:** This aspect of behavior is about feelings and minds. It starts with awareness of the environment, then reacts, expands into various feelings until it becomes a value, and continues to develop into an idea. This ideal will control the direction. How people know good and evil is the result of this behavior.
3. **Psychomotor Domain:** A behavior that indicates the ability to perform tasks fluently and skillfully, directly expressed by the time and quality of work as indicators of the skill level. Range skill behaviors include The five stages of sub-behaviors as follows
  - a) **Imitation** to let learners know the correct practice principles or to choose a subject of interest.
  - b) **Act to order or guide** is a behavior in which learners try to practice according to the style that interests them and try to repeat to achieve the skills that interest them.
  - c) **Continuous action:** after deciding on one's own pattern, one will act according to that pattern continuously until performing complex tasks quickly, accurately, and fluently. Learners can develop skills. It takes practice and action regularly.
  - d) **Natural action,** the behavior obtained from continuous training until it can be performed with agility automatically, is natural and considered a high level of practical ability.

## **EDFR (Ethnographic Delphi Futures Research) (5)**

**Conceptand Technique:** EDFR (Ethnographic Delphi Futures Research) combines EFR (Ethnographic Futures Research) and Delphi research techniques. It is a communication technique between groups of experts, allowing each expert to receive news and exchange expertise without direct confrontation, as in brainstorming.

**How to conduct the research.** The research on the need for a Master of Education Program in Educational Administration that focuses on educational outcomes as the base, Lampang Inter-tech College, is futuristic research using EDFR (Ethnographic Delphi Future Research) research techniques. In-depth interviews to obtain details of information that is deep and true to the actual condition, as much as possible, to answer research questions.

**Respondents Group.** The informants used in the research were divided into four groups of 17 people. as follows.

1. Using a purposive sampling method, six people were in the school administrators and educational administrators' group under Lampang Primary Educational Office Areas 1, 2, and 3. There are two groups of them. The first group is from Lampang Primary Education Office Area, consisting of Mr. PichaiSod-Eam, Mr. Pornchai Chantasan, and Mr. Karnlert Khonhin as the Deputy Director. The second group of School Directors are Mr. Thevari Sitthiwattanakasem, Mr. Piroj Pongbupha, Mr. Chatmongkol Rattanapanya, and Mr. Sunthorn Thammasit.
2. Those who want to use graduates are school administrators and educational administrators under the Lampang Lamphun Secondary Education Area Office, two people using a specific selection method (Purposive Sampling). There is Mr. Chiratpong Sumana, the Deputy Director, and Mr. Wiroj Hlakmun, the School Director.
3. The group of graduates who want to use graduates is school administrators, education administrators under the Lampang Municipal Education Office, and sevenpeople using a purposive sampling method. There are Ms. Kanokkan Pannarat, the Official Director, and Ms. Chuaklanee Yayapao, Mr. Subachai Ngammuang, Ms.WrayaWilairat, Mrs. Pennapa Danpho, Ms. Sutarat Yikaew, and Mrs. PanittaPuangchomphupisarn as the School Director.
4. The group of graduates who want to use the graduates is one private school administrator using a purposive sampling method, Mr. CheepasitHankiattipong.

The table shows the group of graduate users who are school administrators and educational administrators as stakeholders of the Master of Education program. Educational Administration 17 respondents

Be under	Education Administrator	School Administrators	combine
Lampang Primary Educational Office Area 1-2-3	3	4	7
Lampang-Lamphun Secondary Educational Area Office	1	1	2
Lampang Municipal Educational Office	1	6	7
Private educational institution	-	1	1
Total			17

### Research Phase

The research process is divided into 4 steps with details as follows:

**Step 1 Conduct** In-depth study of documents and interviews. At this point, we studied data on learning outcomes based on curriculum benchmarks. Higher Education B.E. 2565 (according to the concept of OBE: Outcome-Based Education) 4 core competencies, namely knowledge of school administration, school management skills, morality and ethics of school administrators, and personal characteristics of school administrators arising from learning behaviors according to the concept of Bloom's Taxonomy of Learning. Affective Domain and Psychomotor Domain were used to analyze the document synthetically, then

drafted into semi-structural interviewing and conducted in-depth interviews with executives of all four groups of graduate users in Round 1, obtained by purposive sampling, including 17 respondents.

**Step 2** Analysis to prepare a questionnaire. At this stage, the feasibility and suitability of the demand for a Master of Education program is examined. Educational administration majors that focus on academic outcomes as a base. A survey of 20 experts was conducted to build the group's consensus by using interviews with group representatives. 17 experts from EDFR round1 analyzed and divided the data into groups according to the Delphi technique and developed it into an opinion questionnaire about the suitability and feasibility of the need for a Master of Education Program Educational administration focusing on educational outcomes, Lampang Inter-tech College, in the form of a closed-ended questionnaire with a 5-level estimation scale. Then, the questionnaire was sent to 17 experts for comment. Round 2

**Step 3:** Confirm the comment. At this stage, each expert receives statistical feedback from the analysis of the data in the second stage belonging to the collective group, namely the median and interquartile range, to create a new questionnaire using the same text by adding the position of the median, interquartile range, and where the expert answered, and having each expert reconsider the answer and reply again. In this round of questionnaires, each expert will know that they have an opinion. How are they the same or different from other experts? If they review their views and are still distinct from others, they give reasons to confirm their original answers outside the interquartile range in that passage. Educational administration majors that focus on academic outcomes as a base.

**Step 4:** Analyze, summarize, and present the strategy. The researcher brought the need for a Master of Education program in educational administration that focuses on academic outcomes as a base. Part 3 selects items in which experts have consistent opinions based on the established statistical criteria to summarize and present the need for a Master of Education program. Educational administration that focuses on academic outcomes is a suitable and feasible base for creating a Master of Education program in educational administration.

### Results of Data Analysis from Graduate User Questionnaire

**Aspect 1: Knowledge from the Educational Administration Program** The results of the analysis of the consistency of the users of the Master of Education program to the future of the Master of Education Program in Educational Administration in aspect 1 in terms of knowledge from the Educational Administration program showed that the median value overall was 5. When looking at each item, all of them are in the median range between quartiles. The Absolute value and Mode are 5. The knowledge gained from the educational administration course is at the highest level.

Therefore, it is likely that the first aspect of knowledge from the Educational Administration Program of the Master of Education Program in Educational Administration, along with the learning outcome orientation, is about having the ability to process, analyze, and present the concepts of the Theories and principles of educational management theory. Educational institutions that can process, analyze, and present the concepts of the theories and principles of educational leadership and leadership can process, analyze, and present the concepts of the theory and principles of policy, planning, and strategy in educational administration. Theories and Principles of Educational Personnel Management can process, analyze, and present the concept of the Theory and Principles of School Management can process, analyze, and present the concept of the Theory and Principles of Education Budget Management Can process, analyze, and present the concept of The ability to process, analyze, and present the concepts of the Theory and principles of educational conflict management. Theories and Principles of Educational Academic Administration Can process, analyze, and present the concept of The ability to process, analyze, and present the concepts of the Theory and Principles of Quality Assurance in Education Can process, analyze, and present the concept of the Theories and Principles of Educational Administration Research can process, analyze, and present the concept of the Theories and principles of research to improve the quality of teaching and learning. The ability to process, analyze, and present the concept of Theories and Principles of the Paradigm and Vision of Educational Administrators can process, analyze, and present the concept of Theory and principles of quality and standards of education for international competition. Have the ability to process, analyze, and present the concept of the Theories and Principles of Educational Technology Management can process, analyze, and present the concept of Theories and Principles of Educational Change Management can process, analyze, and present the concept of Theories and Principles of Governance and Justice Management in Educational Institutions can process, analyze, and present the concept of the Theory and Principles of English for Educational Administrators can process, analyze, and present the concept of the Theory and principles of the Chinese language for educational administrators. Theory and Principles of Comparative Education in Countries That Have Succeeded in Educational Administration can process, analyze, and present the Theory and

Principles of knowledge management in educational organizations and process, analyze, and present the concepts of Theories and principles of educational supervision, etc.

**Aspect 2: Professional Skills in Educational Administration from the Educational Administration Program** The results of the analysis of the consistency of the users of the Master of Education program to the future of the Master of Education program in Educational Administration, the second aspect of professional skills in educational administration from the educational administration program from the educational administration program. It was found that the median value as a whole was 5. When looking at each item, all of them are in the median range between quartiles. The Absolute value and Mode are 5, which is likely to be the second aspect of professional skills in educational administration from the educational administration program.

Therefore, it is likely that the second aspect of professional skills in educational administration from the Master of Education Program in Educational Administration by the learning outcome orientation is about being able to think critically about decision-making skills, being able to think analytically about coordination skills, and being able to diagnose leadership skills. Knowledge can be used to improve communication skills. Ideas are collected. Explain the skills of delegation and command, and be able to value, share, and learn problem-solving and conflict-management skills. Able to plan to build and develop personnel planning skills. Planning to create a process to design skills in using information technology for education administration. Plan to create and apply knowledge to solve problems in management innovation production skills. You have a plan to build self-development skills. He has expressed that he has the skills to develop the team. Knowledge can be used to improve curriculum development skills in educational institutions. Able to analyze and diagnose classroom research skills, able to think and analyze research skills in academic administration, able to think and distinguish and give opinions on executive competency skills in the new era of the 21st century, able to apply knowledge to improve vision-building skills, able to determine skills in using psychology for personnel management. Able to think and make judgments on human resource management skills. Able to think and design skills to mobilize resources for education, evaluate budget planning skills, link the management of the student affairs system, and take care of and support learners. Able to think, analyze, classify interpersonal skills, be able to give opinions, SWOT skills, be able to relate relationships, PDCA skills, and be able to describe and express meeting skills. Able to produce, invent, and design skills using the sufficiency economy philosophy, as well as think, analyze, and evaluate skills to lead educational institutions into competitions in the international arena, etc.

**Aspect 3: Morality and Ethics for Administrators from the Educational Administration Program.** The results of the analysis of the consistency of the users of the Master of Education program graduates to the future of the Master of Education Program in Educational Administration, the third aspect of moral and ethical conduct for administrators from the Educational Administration Program. It was found that the median value as a whole was 5. When looking at each item, all of them are in the median range between quartiles. The Absolute value and Mode are 5, likely the third aspect of morality and ethics for administrators from educational administration courses.

Therefore, it is likely that the third aspect of having moral ethics for executives from the Educational Administration Program of the Master of Education Program in Educational Administration along the line of learning outcomes is about being able to apply knowledge to solve problems of responsibility, being able to think and judge justice, and being able to make decisions and have faith in the executive profession. Able to think, analyze, evaluate, and examine the Dharma of Governance. Knowledge can be used to solve problems according to the situation with Brahma Vihara. 4, Able to solve issues according to the situation as an example to others. Able to think, analyze, and give opinions on the professional ethics of school administrators. Able to think, analyze, compare, and impartially provide opinions. Able to improve relationships, show readiness to be audited, be able to connect relationships with honesty, be able to think and develop, improve a positive mindset, be able to think and compare and analyze, influence 4, be able to solve problems. Able to analyze, give opinions, and diagnose honesty and stability continuously. Able to solve problems, showing being a rational person. Able to distinguish and give opinions, diagnose discipline, and use knowledge to solve problems, showing supportive leadership. Able to use knowledge to solve the issues and show sympathy for the collaborators. Knowledge can be applied to solve problems to protect subordinates. They can choose to distinguish and give opinions on love and good wishes towards others. They can appropriately show the relationship between the use of grace and grace and can use knowledge to solve problems, link relationships, show verbal piya, etc.

**Aspect 4: Individual characteristics for management from the Educational Administration Program** The results of the analysis of the consistency of the users of the Master of Education program graduates to the future of the Master of Education Program in Educational Administration. It was found that the median value as a whole was 5. When looking at each item, all of them are in the median range between quartiles. The Absolute value and Mode are 5, likely the third aspect of morality and ethics for administrators from educational administration courses.

Therefore, it is likely that the fourth aspect of the personal characteristics for management from the Educational Administration Program of the Master of Education Program in Educational Administration by the learning outcome orientation is about being able to produce and innovate. The technocracy development plans can be linked to experience in domestic and international administrative work. Able to use knowledge to solve problems to improve Leadership Personality, apply knowledge to solve problems using English-Chinese, be able to invent and develop institutional researchers, and be able to analyze and diagnose to keep up with changes, etc.

The results of the questionnaire data analysis of 17 graduate users with basic statistics. The determination of the median, inter-quartile, and mode values is summarized as follows:

No	Variable	Mdn	Mo	IQR		Abs
				Inliers	Outliers	
1	Aspect 1: Knowledge from the Educational Administration Program 23 learning outcomes	5	5	17	-	√
2	Aspect 2: Professional Skills in Educational Administration from the Educational Administration Program 28 learning outcomes	5	5	17	-	√
3	Aspect 3: Morality and ethics for administrators from the Educational Administration Program. 22 learning outcomes	5	5	17	-	√
4	Aspect 4: Individual characteristics for management from the Educational Administration Program 6 Learning Outcomes	5	5	17	-	√

### Research Discussions

After conducting futuristic research using EDFR (Ethnographic Delphi Futures Research) techniques, it is expected that the needs of users of the Master of Education Program in Educational Administration of Lampang Intertech College of school administrators and educational administrators will be met according to the learning outcomes according to the curriculum benchmarks. Higher Education 2022 (according to OBE: Outcome-Based Education) based on the concept of Bloom's Taxonomy. The research results will guide the preparation of the Master of Education Program in Educational Administration, Lampang Intertech College. This is because the 17 informants are stakeholders as graduate users who will first enter the position of Deputy Director of Educational Institutions according to their line of command. Their consistent opinions are therefore valuable to be applied to create a curriculum consisting of Curriculum Learning Outcomes, Annual Grade Level Learning Outcomes, and Grade Level Learning Outcomes. In this regard, there is an academic article by Mana Sinthuwongsanon and Natthaya Boonkongsan (2023) presenting an educational article on Creating a curriculum that focuses on student learning outcomes (OBE), Faculty of Education Wongchawalitkul University. This article has concluded that the process of creating a curriculum that focuses on student learning outcomes of the Faculty of Education Wongchawalitkul University must also include an analysis of the needs of stakeholders. (6) By the procedure of how to create the learning outcomes by the Delphi Technique, Atthaves Borriraklert, Neerawan Ratanawijarn, and Danupop Chaisiri (2021) did the research "Specifying Expected Learning Outcomes for Bachelor of Fine and Applied Art Program in 3D-Based Communication Design and Integrated Media through Delphi Method". The result found that determining the Expected Learning Outcomes of the Bachelor of Fine Arts Program in Information Design III Through the Delphi research process, the research results are accurate in content and have sufficient confidence. to apply the expected learning outcomes to prepare the curriculum according to the outcome-oriented education management process. According to the results-oriented education management guidelines, the Delphi research process is another effective option for determining expected learning outcomes. This is because it has the strength to brainstorm and gather ideas from stakeholders or experts in the professional field to conclude the results, find consensus, and ultimately determine the expected learning outcomes. Want to conduct outcome-oriented education?

### Research Suggestion

Using EDFR (Ethnographic Delphi Futures Research) techniques, 17 educational and school administration experts were stakeholders as users of the Master of Education program in Lampang province. Higher Education 2022 (OBE: Outcome-Based Education) based on the concept of Bloom's Taxonomy. The research results will guide the preparation of the Master of Education Program in Educational

Administration, Lampang Inter-tech College. It can be used for other new programs for every Lampang Inter Tech College faculty member.

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