

Synthesis of the Graduate Schools of Education and Psychology

Research Production for 2013

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Based on faculty members' research and academic work for the year of 2013, the following strategies for the Graduate Schools of Education and Psychology's future development and suggestions for the schools in the community and the general public were compiled.

➤ **Strategies for the Graduate Schools of Education and Psychology's future development**

1. Focus on students' learning styles, learning difficulties, and learning satisfaction in order to promote the students' achievement and ensure the schools' success

Graduate school study is very different from students' undergraduate experiences in terms of learning depth and strategies. Successful learning at the graduate school level requires that the students know how to conduct research in order to complete thesis or dissertation. Students also need to develop skills in presenting their research – both in writing and orally - at international conferences. They must as well of course finish their coursework, internship (as required) and other school activities, as were identified by Eamoraphan, Yan, Tuicomepee, & Purananon in their study (2014) of learning difficulties of psychology graduate students at Assumption University. This was supported by Yan's (2013) paper on international students' learning styles and learning satisfaction in the Graduate school of Education, Assumption University. Many graduate students are usually working and studying at the same time, so those students will feel more pressure in completing their studies.

Eamoraphan et al. (2014) also found that given the large number of international students studying at Assumption University, communication difficulties (with faculty, administrators

and other students) as well as cross-cultural issues will be part of the graduate school learning curve for some of the students. This was indicated by Yan's (2013) research on international students as well.

Though Yan (2013) found there was no significant relationship between their learning styles and learning satisfaction at the Graduate School of Education, Assumption University of Thailand, the students' learning satisfaction was still of the primary importance for the school's success. This was also indicated by Eamoraphan et al. (2014) where they pointed out that students' satisfaction was a key indicator for school success. They found that there was no significant difference of the students' satisfaction among public university, autonomous public university and private university if the university was a successful one.

2. Focus on assessing students' self-efficacy for learning, and developing instructors' leadership styles and classroom management efficiency.

Lynch(2013) found a positive relationship between self-efficacy for the learning generally and expected grades in the Graduate School of Education, Assumption University, which further encouraged our school instructors to assess and help improve students' self-efficacy for learning in an English-medium context, which a large and diverse body of research indicates significantly influences student learning achievements since English is used as the sole medium in the teaching and learning at Assumption University. Also, Vinitwatanakhun's (2013) research paper on instructors' leadership styles and classroom management efficiency confirmed the necessity of assessing students' learning and improving their learning expectations through the leadership behaviors of the classroom instructors and implementation of effective classroom management strategies.

As students' self-efficacy, instructors' leadership style and classroom management strategies all influence the students' learning and the efficiency of teaching and learning, the Graduate Schools of education and Psychology should place more focus on assessing students' self-efficacy for learning, and developing instructors' leadership styles and classroom management efficiency.

➤ **Suggestions for the schools in the community and the general public**

1. Use inside-out assessment of instructional professional development for teachers teaching English subjects with the development of a vocabulary instruction model for content and language integrated learning

Rungrojngarmcharoen's (2014) research revealed the importance of needs assessment and appealed to all the school leaders to be aware of this important element prior to putting the teachers into any professional development program. An inside-out need assessment conducted through informal yet-in-depth interviews with teachers and classroom observations could reveal teachers' authentic needs that even they themselves may not understand. School leaders should notice this and explore people's strengths to strengthen them further while also determining their weaknesses and to diminish them. That is also the art of transformational leadership, and a part of the school leaders' duty (Vinitwatanakhun, 2013).

Meanwhile, Mhunpiew (2013) proposed a model for vocabulary instruction for content and language integrated learning for English language learners at school level, which represents another method to help school leaders and teachers to adopt better English teaching and learning strategies. As suggested by Mhunpiew (2013), the first phase of the model (association) starts by providing learners with a list of vocabulary from the text to be read; the second phase (comprehension) uses a collection of exercises designed to teach students how to study and recycle meanings and understandings of the listed words in greater detail. The model was useful for English language learners.

2. Encourage more parental involvement to help enhance the students' achievement at the school level.

A significant difference of students' achievement between more parental involvement and less parental involvement was found by Yan (2014). This research supported the importance of parental involvement in their children's learning for the students' achievement. Parental involvement is important in the children's education. When the parental involvement is effectively implemented, all schools, families, and students benefit from it.

References

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