

KEY WORDS: INSTRUCTIONAL MODEL, PEACE STUDIES IN THAI HIGHER EDUCATION INSTITUTIONS.

SMITHIRAK JANTARAK: INSTRUCTIONAL MODEL DEVELOPMENT OF PEACE STUDIES IN THAI HIGHER EDUCATION INSTITUTIONS. THESIS ADVISORS: LUYONG VERANAVIN, Ph.D., ASST. PROF. THIRASAK UNAROMLERT, Ph.D., AND ASSOC. PROF. NARIN SUNGRUGSA, Ed.D. 456 pp.

The objectives of this research were: 1) to survey the basic information and situation about peace studies in Thai higher education institutions. 2) to study instructional peace studies in Thai higher education institutions. 3) to develop an instructional model for peace studies in Thai higher education institutions.

The research methods comprised research and development in 4 phases: Phase 1 (R₁); documentary research; in-depth interview and participant observation. Phase 2 (D₁); research and development of an instructional model for peace studies. Phase 3 (R₂); test the instructional model for peace studies in the classrooms and Phase 4 (D₂); adjust, improve and develop the instructional model for peace studies. The informants consisted of three groups by purposive selection which were 1) the group who were in-depth interviewed and participant observation by 20 experts 2) the group who were in-depth interviewed, participant observation and focus groups by 9 teachers and 3) the group of 113 students who were tested the instructional model of peace studies for 3 hours per week, total 10 weeks in the “Conflict Transformation” course at Mahidol University and “Conflict Management in Daily Life” course at Panyapiwat Institute of Management. The research instruments were in-depth interview record, participant observation record, experiential learning journal record, focus groups record, and evaluation form of student characteristic. The data were analyzed by content analysis, mean, standard deviation, percentage and t - test dependent.

The results of the research were as follows:

1. From studying the basic information and situation about peace studies in Thai higher education institutions found that the 16 peace studies courses in 14 of 173 Universities of Thailand (8.09%) were the general education courses and free elective courses.

2. From studying the ways of instructional peace studies in Thai higher education institutions found that the instructional peace studies is the integration instructional model which focused on teaching from internal peace in the student mind to external peace and factors affecting to the courses were: 1) internal factors (focused on teaching from internal peace in the student mind); 2) external factors (peace studies instructors, activities, models, and teaching procedures); and 3) supporting factors (atmosphere, and structure of education)

3. From the results of researched and developed an instructional model for peace studies found that the instructional model for peace studies which called “PEACE Model”, consist of 11 major components as follows: 1) principle; 2) objective; 3) teaching content; 4) teaching means; 5) teaching stages; 6) instructional media; 7) evaluation; 8) related context; 9) supported – development system; 10) role of instructors, students and experts; and 11) related conditions. The results of instructional model for peace studies, revealed that the experimental group obtained a level of knowledge of peace in post – test evaluation more than pre – test at a significant level of 0.01. Moreover, the attitude for peace studies subject and the students were satisfied with the instructional model for peace studies at a “High” level, and with the abilities of conflict management at an “Average” level. Furthermore, the lesson – learned ; focus groups and the instructors of peace studies both accepted the instructional model for peace studies in Thai higher education, and were satisfied with the model at a “High” level.

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