ABSTRACT

The main purpose of this research was to develop a model of academic collaboration network administration of regional science schools. The research methods comprised three steps as follows: 1) studying the existing and approaches of academic collaboration network administration of regional science schools through documentary analyses, multiple-case studies with best practices, and expert interviews 2) creating a model of academic collaboration network administration of regional science schools through the focus group discussion on the proposed model in order to check and find out the appropriate model 3) assessing feasibility on the model through the seminar held to hear opinions from educational administrators, regional science school administrators and teachers.

The results indicated that the model composed of five main components and two conditions for achievement as follows: 1) component 1: the goal of academic collaboration network of regional science schools including two sub-components: the goal of academic collaboration network, and the ideology in developing gifted students in mathematics and science 2) component 2: the frameworks of academic collaboration of regional science schools including six sub-components: curriculum development, leaning management, supporting research practices, supporting learning resources and experts, teacher development, and others of academic collaboration in enhancing

potentials of students 3) component 3: the academic collaboration network of regional science schools including two sub-components: members of academic collaboration network of regional science schools and academic collaboration connections 4) component 4: the administrative committee of academic collaboration network of regional science schools including two sub-components: committee and their roles 5) component 5: the administrative processes of academic collaboration network of regional science schools including 7 sub-components: planning, organizing, doing, checking, acting, reporting and coordinating. The conditions for achievement revealed as follows: 1) visionary leadership of regional science school administrators and 2) instructional leadership of regional science school administrators. The model was assessed as the highest feasibility.