Higher Education In Thailand And The National Reform Roadmap

This interdisciplinary book offers a critical analysis of Thai education and its evolution, providing diverse perspectives and theoretical frameworks. In the past five decades, Thailand has seen impressive economic success and it is now a middle-income country that provides development assistance to poorer countries. However, educational and social development have lagged considerably behind its globally recognized economic success. This comprehensive book covers each level of education, such as higher and vocational/technical education, and such topics as internationalization, inequalities and disparities, alternative education, non-formal and informal education, multilingual education, educational policy and planning, and educational assessment. The 25 Thai and 8 international contributors to the volume include well-known academics and practitioners. Thai education involves numerous paradoxes, which are identified and explained. While Thailand has impressively expanded its educational system quantitatively with much massification, quality problems persist at all levels. As such, the final policy-oriented summary chapter suggests strategies to enable Thailand to escape “the middle income trap” and enhance the quality of its education to ensure its long-term developmental success.

A Critical Study of Thailand's Higher Education Reforms

This book offers a critical examination of contemporary higher education reforms in Thailand situated in the broader historical, socio-economic and political changes. Through a qualitative case study with three methods of inquiry, this book explores why different 'global education policies' such as quasi-privatisation, internationalization, as quality assessment (QA) have resonated in Thailand higher education sector. Grounded in policy borrowing and lending, this book uses the politics, economics and culture of borrowing to analyse major reforms in Thailand for the past one hundred years. It is argued that historical legacy, policy contexts and belief systems of policy elites play pivotal roles in facilitating policy changes or the lack thereof. While historical analysis elucidates that the Thai state has always been an active borrower of western ideas, the perseverance of the 'Thai-ness' discourse has often been used to suggest its so-called independence and idiosyncrasy. This in-depth analysis of the Thai case aims to contribute to the critical studies in Asian education, comparative higher education, policy borrowing and lending and Thai studies. The Culture of Borrowing intensively studies the policy appropriation in the Thai education system by analysing: Selective Borrowing and the Historical Development of Thai Higher Education • The Asian Economic Crisis as Window of Opportunity: Autonomous University • Internationalization of Teaching: Quantitative and Qualitative Challenges • The Emergence of Quality Policies and their Rationales • The Intended and Unintended Consequences of Quality Policies

This book will appeal to researchers in Education, particularly to scholars studying educational policies within the context of tertiary education. It will also interest scholars specialising in Asian and South-east Asian Studies.

This is the third volume of a trilogy on English Language education in Asia within the Routledge Critical Studies in Asian
Education. Put together by editors and contributors selected by Asia TEFL, this book provides a timely and critical review of the current trends in tertiary level English education in Asia. It foregrounds the developments and trends, policies and implementation, as well as research and practice. Written by ELT scholars and educational leaders, this book presents articles on China, Hong Kong, India, Japan, Korea, Malaysia, the Philippines, Singapore, Thailand, and Vietnam. While the authors focus on their own local issues, providing an overview of the state of tertiary English teaching in their respective territories, they also provide insights from their successes and failures which can help inspire solutions to similar challenges faced internationally in the field. Chapters in the book include: • Heading toward the global standardization of English education in Korean universities • English in tertiary education in India: A Janus-faced perspective with special reference to University of Delhi • Developing English language skills in the Singapore higher education context • ELT at tertiary institutions in China: A developmental perspective This book will be valued by administrators, researchers and scholars interested in bilingualism, language policy and planning in higher education. Please note that the content of this book primarily consists of articles available from Wikipedia or other free sources online. Pages: 124. Chapters: Aquaria in Thailand, Business schools in Thailand, Education in Bangkok, Institutions of higher education in Thailand, Law schools in Thailand, Museums in Thailand, Music schools in Thailand, Schools in Thailand, Schools of medicine in Thailand, Universities and colleges in Thailand, List of universities and colleges in Thailand, Samakkhi Witthayakhom School, Thammasat University, Faculty of Law, Thammasat University, Ripley's Believe It or Not!, Chulalongkorn University, Triam Udom Suksa School, Mahidol University, Enconcept E-Academy, Mahidol Wittayanusorn School, Wells International School, King Mongkut's Institute of Technology Ladkrabang, Beaconhouse School System, Khon Kaen Wittayayon School, Thai Student Association, Thai-Chinese International School, Suankularb Wittayalai School, Beluga School for Life, Faculty of Medicine Ramathibodi Hospital, Mahidol University, Ruamrudee International School, Ekamai International School, King Mongkut's University of Technology North Bangkok, Sarasas Ektra School, Vajiravudh College, Japanese language education in Thailand, Faculty of Medicine Siriraj Hospital, Mahidol University, KIS International School, Kasetsart University, Mahapanya Vidyalai, Faculty of Medicine Naresuan University, Harrow International School, Bangkok, Nawaminratchinuthit Bodindecha School, College of Music, Mahidol University, Faculty of Medicine, Chulalongkorn University, Bangkok Patana School, Prahat thai school, Silpakorn University, International School Bangkok, Sasin Graduate Institute of Business Administration of Chulalongkorn University, Mahanakorn University of Technology, Kasetsart University Laboratory School, King Mongkut's University of Technology Thonburi, International Schools Association of Thailand, English for Integrated Studies, Satree Phuket School, Hellfire Pass, Bangkok... This book explores the history of higher education in Thailand, and the ways in which excellence and equity have played out over time. Classed as a developing country, Thailand has implemented wide-reaching legislative and regulatory responses relating to the purpose, character of and access to higher education. The authors investigate these changes by interrogating the mechanisms and reciprocities that have operated at the international level to trigger this decision making, and acknowledge that these changes have often run up against long-standing cultural norms and ideologies. Thailand has a highly stratified society, and maintains a strong commitment to the preservation of Thai identity and traditional values: tensions and pressures are likely to arise when history, culture and ideology are not aligned with political
decree. Importantly, the push and pull between equity and excellence within the education system are likely to lie at the heart of those tensions.

This book discusses higher education research as a field of study in Asia. It traces the evolution of research in the field of higher education in several Asian countries, and shares ideas about the evolving higher education research communities in Asia. It also identifies common and dissimilar challenges across national communities, providing researchers and policymakers essential new insights into the relevance of a greater regional articulation of national higher education research communities, and their further integration into and contribution to the international higher education research community as a whole.

Chapter 1. Financing Higher Education in a Global Market: A Contextual Background Steve O. Michael, Professor of Higher Education Administration and Vice Provost for University Diversity and Academic Initiatives at Kent State University

Chapter 2. Financing Higher Education in the United States of America: Strategies for the 21st Century Steve O. Michael; and Mark A. Kretovics, Assistant Professor of Higher Education Administration and coordinator of the master's degree in Higher Education at the Graduate School and College of Education, Kent State University, USA

Chapter 3. Financing Higher Education In Canada Daniel W. Lang, Professor, Division of Management, the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT), Canada

Chapter 4. Great Expectations and Declining Resources: Financing Higher Education in Mexico Wietse de Vries. Senior Researcher at the Autonomous University of Puebla (BUAP), Mexico

Chapter 5. Higher Education Policy and Finance in Spain Jorge Calero, Professor of Applied Economics (University of Barcelona) and President of the Spanish Association of the Economics of Education (AEDE)

Chapter 6. Financing Higher Education in Austria and Future Challenges Hans Pechar, Associate Professor at the Faculty for Interdisciplinary Studies (IFF), University of Klagenfurt and head of the department for Higher Education Research; Elsa Hackl, Professor, Department of Political Science, Vienna University

Chapter 7. Financing Higher Education in South Africa and Future Challenges Prakash Sing, Associate Professor of leadership and strategic management, University of Port Elizabeth, South Africa

Chapter 8. Financing Higher Education in India Under Structural Adjustment Jandhyala B.G. Tilak, Professor and Senior Fellow and Head of the Educational Finance Unit at the National Institute of Educational Planning and Administration, New Delhi, India

Chapter 9. Financing Higher Education in Thailand and Future Challenges Rick Rantz, Director of the Chester Campus of Feather River College in Northern California; and Phasina Tangchuang, Associate Professor of Adult/Non-Formal Education at the Center for Education and Labor Studies (CELS), Chiang Mai University, Thailand

This book examines Thai knowledge and wisdom from the perspective of postmodern, postcolonial globalization. Ma Rhea explores the ways in which the Thai university system attempts to balance old knowledge traditions, Buddhist and rural, with new Thai and imported knowledge. It traces the development of Thai university partnerships with outsiders, focusing on the seventy year relationship between Thailand and Australia. In comparison, it analyses the old Thai Buddhist wisdom tradition and in the final
chapters proposes its worthiness as a pedagogical pathway for universities globally. This study examines how knowledge management (KM) is applied to higher education in Thailand, and it will also examine whether higher education in Thailand is ready to combine KM with their educational missions in terms of teaching, research, administration, and strategic planning. Knowledge creation and social networking frameworks are used to help understand approaches that higher education institutions in Thailand have used with KM in their day to day operations. The qualitative method is used to explore and understand KM applications within four autonomous universities in Thailand. In-depth interviews were used in this study and the narrative method is used to analyze data. The results of this research were developed from a study of four autonomous universities. The results of the research study findings include the following 1) the four universities have tried to create new knowledge in both tacit knowledge and explicit knowledge. New methods for improving teaching, research, administration, and strategic planning have been created; 2) it is difficult to answer the question of whether the four universities are ready to combine KM with their missions. KM has been successfully applied within various sections and departments. This study also found that there are nine factors that lead to successfully applying KM with Thai universities. These ingredients are comprised of the following: understanding KM meanings; the importance of leadership in KM; the community of practices; tools; incentives and recognition; training programs; learning from other's experience; volunteers; and storytelling; In addition, the four universities also have difficulty when applying KM. The factors that delay KM involve issues of workload and time constraints. Some of the university staff members do not want to share their knowledge if they do not have a problem with their work. Information and knowledge will be installed in staff offices and it is difficult for other university staff members to access it. Information and knowledge will be shared among close friends. Some of the university staff members do not want to take notes and this will impact KM utilization.

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