

ACADEMIC ADMINISTRATION TO DEVELOP ACTIVE LEARNING MANAGEMENT

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Abstract

This article aimed to present academic administration in order to develop active learning management with the objectives of: 1) investigating the levels of academic administration in educational institutions; 2) studying the level of active learning management; and 3) exploring the relationship between academic administration and active learning management. To achieve the aforementioned objectives, educational institution administrators are required to possess knowledge and insights into academic administration as well as internal and external academic management in order to provide a guideline for teachers to use in organizing active learning so that they can organize the learning process and activities that allow students to be actively engaged in classroom activities. The teachers should be able to conduct a variety of learning activities to encourage their students to learn effectively and meet the goals set by the educational institution. Based on the researcher's data collection and research, it was found that academic administration to develop active learning management involved two main topics, including: 1) academic administration related to the management of teaching and learning; 2) active learning based on the participatory learning approach.

Keywords: Academic Administration, Active learning

Introduction

Following the Ministry of Education's policy to enhance the quality of teaching and learning, there has been an initiative to reduce the time spent on academic or theoretical studies while retaining the core content that students should know according to curriculum standards. Teachers are encouraged to modify their teaching methods and organize learning activities by increasing the time for students to learn through practical experiences. This aligns with the educational reform in the Thailand 4.0 era, which focuses on promoting meaningful learning where students play a more active role in their learning process. Teachers are to minimize direct instruction and instead facilitate learning processes and activities that stimulate students' eagerness to learn and engage in a variety of learning activities. Teachers should adopt an Actively Teach approach, which involves participatory teaching, organizing activities that keep students constantly eager to learn, and implementing active learning strategies. Teachers can apply these active learning strategies to organize teaching activities that meet standards and indicators across all learning areas and subjects, and use them in learner development activities and supplementary learning activities (Office of the Basic Education Commission, 2019).

Therefore, as a school administrator, it is crucial to think about and develop the entire system, from curriculum assessment to learning management processes, leading to practical teaching practices to improve academic achievement. This approach aims to equip students with the knowledge and understanding to think, analyze, and creatively develop key competencies for the 21st century. Active learning is seen as a teaching and learning process that encourages student participation in class, fosters interaction between teachers and students, and emphasizes

hands-on activities with teachers acting as facilitators. Teachers inspire, advise, guide, and serve as coaches and mentors. They explore various learning management techniques and diverse learning resources to provide students with meaningful learning experiences. Students are empowered to build knowledge, understand themselves, use intellect, think critically, analyze, and create innovative works that demonstrate essential 21st-century competencies, including academic skills, life skills, and professional skills. This approach aims to enhance learning outcomes in national educational assessments. The key feature of this teaching and learning model is to provide opportunities for students to participate in the learning process, enabling them to construct knowledge and organize their learning independently. This approach also fosters responsibility and discipline among students, aligning with the development of 21st-century skills. For this teaching approach to succeed, a crucial component, besides the students, is the "teacher." Teachers must have a deep understanding of teaching and learning models, evaluation methods, and active learning teaching skills (Praphatsara Kotakhun, 2011: 24). School administrators need to adapt teaching methods to align with societal and technological changes and the evolving role of learners. The role of the teacher shifts from being the transmitter of knowledge to a guide who helps students explore and seek knowledge. The goal is to develop students' abilities to seek knowledge and apply various skills independently, leading to meaningful learning experiences. School administrators play a pivotal role in ensuring the quality of education meets national standards to improve student outcomes. Therefore, they must demonstrate leadership to motivate and highlight the importance of encouraging teachers to shift from lecture-heavy and rote learning to student-centered active learning approaches. This shift aims to develop students' critical thinking, analytical skills, synthesis, and knowledge-building abilities.

Academic Administration

Academic administration is the core of school management and is the most critical task in a school that requires participation from all staff. School administrators focus on organizing education to achieve intended goals according to educational standards and promoting the development of students to achieve maximum quality and effectiveness. This aligns with Thapanan Kanya and Porntip Suriyachaiwatana (2015: 13), who stated that academic administration is the primary responsibility of educational institutions in organizing teaching and learning to ensure students achieve educational goals and possess the desired quality according to the objectives of school administrators, teachers, parents, and the community. The emphasis is on achieving academic excellence, which requires effective internal school management processes. All parties, including school administrators, teachers, and students, must work together to achieve effective and quality outcomes according to educational objectives. Academic administration involves managing activities related to teaching and learning, which is the direct responsibility of educational institutions. Several educators have defined academic administration as follows:

Saowapha Nisapakom (2015: 70) defined academic administration as school management involving the organization of everything related to improving and developing teaching to achieve good results and efficiency for the maximum benefit of students.

Phornpan Thammatada (2012: 15) defined academic administration as an educational management approach related to curriculum development, teaching and learning management, and evaluation.

Noppong Boonjitradul (2011: 25) defined academic administration as the task of administrators in clearly articulating the philosophy and objectives of educational management to guide teachers in achieving goals, understanding the curriculum well, and knowing how to

use teaching methods, teaching projects, teaching records, lesson planning, appropriate teaching materials, and authentic assessment and evaluation.

Acharee Suwattanapong (2015: 39) defined academic administration as managing all activities within the educational institution or school related to improving and developing teaching for maximum efficiency, as well as professional development for teachers to enhance the effectiveness of the teaching and learning process.

Phramaha Anan Tamonuto (2017: 1) stated that academic administration involves managing academic matters both inside and outside the school, including developing school curriculum content and local curriculum, academic planning, learning process development, evaluation and assessment, research to improve educational quality within the school, developing and enhancing learning resources, educational supervision, guidance, developing internal quality assurance systems, and educational standards, promoting strong academic communities, and coordinating academic development with educational institutions and other organizations, as well as developing and using educational technology media.

In summary, academic administration involves managing various activities within the school to develop teaching and learning that leads to effective learning and education for students. This includes tasks from curriculum work, curriculum implementation, teaching and learning materials, assessment and evaluation, teaching media, quality assurance, research work, library work, internal supervision, and academic training work to promote and improve teaching and learning to achieve good, quality, and efficient results according to the curriculum's objectives.

In managing academic affairs in basic educational institutions, it is necessary to define the scope of academic administration as a guideline for practice. Therefore, many educators have defined the scope of academic administration as follows:

The Office of the Basic Education Commission (2009: 56) outlined the scope of academic administration as follows:

1. Creation and development of school curricula
2. Development of learning processes
3. Assessment, evaluation, and transcript work, including credit transfer
4. Research to improve educational quality
5. Development of educational media, innovation, and technology
6. Development of learning resources
7. Development of library work
8. Educational supervision
9. Guidance work
10. Development of internal quality assurance systems within educational institutions
11. Development of learning areas in 8 subject areas
12. Learner development activities

Pongsakorn Adulphitayaporn and Nantharat Charoenkul (2019) stated that the scope of academic administration includes:

1. Curriculum development
2. Teaching and learning management and learning process development
3. Assessment and evaluation
4. Development of internal quality assurance systems and educational standards
5. Promotion of academically strong communities and cooperation in academic work development

From the above, it can be seen that academic work is a core component of educational institutions. This includes the development of school curricula, teaching, assessment and evaluation, research to improve educational quality, development of educational media and

technology, development of learning resources, educational supervision, educational guidance, development of internal quality assurance systems within educational institutions, promotion of academic knowledge to communities, and coordination of academic development with educational institutions and other organizations. Furthermore, it supports academic work for individuals, families, organizations, agencies, and institutions that provide education, which benefits and enhances efficiency for learners in all aspects.

Active Learning

Somchai Soonthornlohakul (2016, p. 2) stated that active learning is learning that allows learners to engage in various activities, develop process thinking skills, and use techniques to perform tasks and solve real-life problems. It enables learners to communicate, discuss, express opinions with teachers, organize thoughts, and create problem-solving processes.

The Office of the Basic Education Commission (2019, p. 4) stated that active learning is a teaching approach that emphasizes student interaction with teaching and learning, stimulating students to engage in higher-order thinking processes, including analysis, synthesis, and evaluation. Learners are not just passive listeners; they must read, write, ask questions, and discuss together. Learners engage in hands-on activities while considering their prior knowledge and needs as essential. Learners transition from recipients of knowledge to active participants in knowledge creation.

Active Learning is a learning approach that emphasizes students developing various skills, including higher-order thinking processes such as analysis, synthesis, and evaluation. Students can build their knowledge, engage in hands-on activities, use problem-solving skills, and develop necessary life skills.

Concepts of Active Learning

The Office of the Basic Education Commission (2019, p. 4) stated that the concept of active learning is a teaching process that encourages student participation, fosters interaction between educators and students, and emphasizes hands-on activities with teachers as facilitators. Teachers inspire, guide, advise, and serve as coaches and mentors. They seek diverse learning management techniques and resources to provide meaningful learning experiences. Students can build knowledge, understand themselves, use intellect, think critically, analyze, and create innovative works that demonstrate essential 21st-century competencies, including academic skills, life skills, and professional skills.

The Secretariat of the Education Council (2020, p. 18) stated that active learning is a significant concept concerning learner characteristics where learners are not merely recipients of knowledge or information transmitted by others. Learners must actively engage in studying, processing information, and creating understanding of that information or knowledge for themselves to make what they learn meaningful to themselves, allowing them to apply that knowledge effectively. In the process of creating self-understanding, active learning involves being physically, intellectually, socially, and emotionally active.

In summary, active learning is a teaching and learning concept that focuses on students, changing the teacher's role to that of a facilitator who uses diverse techniques and teaching methods to foster a learning atmosphere. This approach aims to develop students' thinking processes, encourage alertness in physical, intellectual, social, and emotional aspects.

Role of Administrators in Promoting Active Learning

Administrators play a crucial role in supporting teachers, who are the key personnel in active learning. Administrators must support teachers in understanding the essential principles because this will help change perspectives on learning management. When perspectives change,

actions follow. Many scholars have discussed the role of administrators in implementing active learning by applying student-centered learning management models in educational institutions. This theory is related to active learning management and can be applied as follows:

Nualjit Chaowakeeratiapong, Benjalak Namfa, and Chatchen Thaitae (2002, pp. 36-39) stated that school administrators play a crucial role in student-centered learning management, as follows:

1. Role in supporting facilities: Administrators play a crucial role in making student-centered learning management successful, impacting the quality of learners to be well-rounded Thai citizens as outlined in the National Education Act of 1999, which emphasizes person-centered management considering individual needs, differences, interests, and participation desires. This vision leads administrators to adjust their management behavior to set an example for teachers, which influences teachers' student-centered teaching behavior. Administrators' roles in creating a conducive learning atmosphere that emphasizes students are crucial.

2. Providing learning resources: Since student-centered learning management must address individual differences, diverse activities must be available for learners to choose based on their interests. Learning resources include libraries, computer rooms, greenhouses, gardens, science rooms, physical education rooms, nursing rooms, kitchens, etc.

3. Classroom research: School administrators should promote and support classroom research to advance teaching and learning, especially student-centered learning, which presents many research challenges that test teachers' abilities to discover new knowledge for solving classroom problems.

4. Providing materials, equipment, and tools: Administrators should ensure the availability of materials, equipment, and tools to support teachers.

5. Providing encouragement: All school staff need encouragement from administrators, which can be done in various ways, such as showing genuine interest, praising, awarding certificates or plaques, special salary increments, promoting as speakers, sponsoring seminars, sending for additional training, recognizing outstanding teachers, allocating special budgets, and promoting student-centered learning.

6. Supporting teaching supervision: School administrators can organize supervision activities to help teachers perform their duties effectively and efficiently.

Conclusion

From this article, the author has studied that school administrators must play a significant role in providing various facilities, whether supporting convenience, promoting the learning atmosphere, organizing learning activities, preparing research sources for students, providing learning resources, and preparing materials and equipment. These are essential for enhancing students' learning outcomes. Therefore, academic administration must focus on student quality, which is the primary goal of academic work that school administrators must prioritize. For student quality to achieve the intended goals, school administrators must demonstrate academic leadership in improving, developing, and promoting the school's academic work, including curriculum development, high-quality learning management, and teacher support. School administrators must support teachers in organizing teaching that meets diverse student needs, emphasizing student-centered learning, particularly in active learning, to enable students to engage in practical activities, develop essential skills, and create knowledge independently. Students should develop higher-order thinking processes, including analysis, synthesis, evaluation, and creativity. Teachers must reduce their role to that of a mentor who guides and provides additional knowledge to students while creating a conducive learning environment. Active learning will succeed and impact quality when school administrators fully support teachers by providing various conveniences to enable teachers to implement active

learning to enhance students' potential fully, leading to the goals set by school administrators, which is achieving student quality according to school standards, the primary goal and core of academic work.

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