

Dr Pratchayapong Yasri

Position: Lecturer in Science and Technology Education

Affiliation: Institute for Innovative Learning, Mahidol University,
999, Phuttamonthon 4 Road, Nakhon Pathom,
73170, Thailand

Email: pratchayapong.yas@mahidol.edu

Academic backgrounds

- PhD in Education (2009-2014)
School of Education, University of Glasgow, UK
- Postgraduate certificate in theological exposition (2013-2014)
Cornhill Scotland, University of Middlesex, UK
- MSc in Science Education and Communication (2008-2009)
School of Education, University of Glasgow, UK
- MSc in Molecular Genetics and Genetic Engineering (2006-2008)
Institute of Molecular Biosciences, Mahidol University, Thailand
- BSc in Biology with 2nd class honour (2002-2006)
Faculty of Science, Chulalongkorn University, Thailand

Research interests

Science education, STEM education, Learning sciences, Psychology of Learning

Scholarships

1. Strategic Frontier Research Scholarship by the Royal Thai Government (2008-2013)
2. Postgraduate Excellence Scholarship by the University of Glasgow (2008-2009)
3. The Development of Future Thai Scientists by the Faculty of Science, Chulalongkorn University (2002-2006)

Current positions

1. Lecturer in Science and Technology Education at Mahidol University (2014-Present)
2. Biology teacher and STEM trainer at Learn Cooperation (2015-Present)
3. Project manager for Chevron Enjoy Science at Nakhon Pathom (2015-Present)

International Publications

1. Maneejak, N., & Yasri, P. (2019). NSMU: A reflection model for nursing students practicing with High Fidelity Simulation. *Opcion*, 34(85)
2. Butsarakam N. & Yasri, P. (2019). The effectiveness of the female reproductive (FeREP) board game on 10th grade students' conceptual understanding and attitudes towards the learning of the menstrual cycle. *Scholar: Human Sciences*, 11(2)
3. Pittayapinoolpong, T. & Yasri, P. (2018). Development of an integrative learning unit to enhance students' conceptual understanding of dissolution and their reasoning sophistication. *Journal of Research in Science Mathematics and Technology Education*, 1(3), 283 - 310.
4. Maneejak, N., & Yasri, P. (2018). Nursing students' perception toward high fidelity simulation. *PSAKU International Journal of Interdisciplinary Research*, 7(2), 91-103
5. Pisanpanumas, P. & Yasri, P. (2018). Hands-on activities to promote students' understanding of convection related to the occurrence of natural disasters. *PSAKU International Journal of Interdisciplinary Research*, 7(2), 104-111.
6. Yasri, P. & Maleesut, T. (2018). Two sides of the same coin: Student justification for or against evolutionary theory. *Indonesian Journal of Biology Education*, 4(1), 75-84.
7. Maneejak, N. & Yasri, P. (2016) Effective design of high fidelity simulation for nursing students. *Journal of Nursing Science*, 34(4): 7-13.
8. Yasri, P. & Mancy, R. (2016). Student positions on the relationship between evolution and creation: what kinds of changes occur and for what reasons? *Journal of Research in Science Teaching*, 53(3): 384–399.
9. Yasri, P. (2014). A review of research instruments assessing levels of student acceptance of evolution. *Asia-Pacific Forum on Science Learning and Teaching*. 15(2): Article 8.
10. Yasri, P. (2014). A systematic classification of student misconceptions in biological evolution. *International Journal of Biology Education*. 3(2): 31-41.
11. Yasri, P. & Mancy, R. (2014). Understanding student approaches to learning evolution in the context of their perceptions of the relationship between science and religion. *International Journal of Science Education*, 36(1): 24-45.
12. Yasri, P., Arthur, S., Smith, M. U. & Mancy, R. (2013). Relating science and religion: An ontology of taxonomies and development of a research tool for identifying individual views. *Science & Education*, 22: 2679–2707.

13. Ho, T., **Yasri, P.**, Panyim, S. & Udomkit, A. (2011). Double-stranded RNA confers both preventive and therapeutic effects against *Penaeus stylirostris* densovirus (PstDNV) in *Litopenaeus vannamei*. *Virus Research*, 155(1):131-136.