



Mahidol
University
Wisdom of the Land

Curriculum Vitae

Khajornsak Buaraphan, Ph.D.

Associate Professor in Education

Date of Birth: August 5, 1975

Citizenship: Thai

Home Address: 21/175 Moo. 10, Bang Maenang,
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Education:

2001-2006

Ph.D. in Science Education (International Program)

Kasetsart University, Bangkok, Thailand

(Scholarship from the Institute for the Promotion of Teaching Science and Technology, Thailand)

Ph.D. thesis entitled "The Development and Exploration of Preservice Physics Teachers' Pedagogical Content Knowledge: From a Methods Course to Teaching Practice" (won the 2007 Thesis Award (Education Area) from the National Research Council of Thailand)

2003 - 2004

Exchange doctoral student, the Centre for Science and Technology Education Research (CSTER), University of Waikato, New Zealand

1993 -1997

B.Ed. (1st Class Honor) (Physics)

Rajabhat Institute Chiang Rai, Chiang Rai, Thailand

(Scholarship from the Ministry of Education, Thailand)

Work Experience:

2014- Present

Associate Professor in Education

Institute for Innovative Learning, Mahidol University, Nakorn Phatom, Thailand

2011- 2014

Assistant Professor in Education

Assistant Director of Academic Service

Institute for Innovative Learning, Mahidol University, Nakorn Phatom, Thailand

2008 – 2010

Lecturer

Institute for Innovative Learning, Mahidol University, Nakorn Phatom, Thailand

2006 - 2008

Lecturer

Faculty of Education, Kasetsart University, Bangkok, Thailand

1997 – 2000

Science Teacher

Doi Ngam Wittayakom Secondary School, Chiang Rai, Thailand

Professional Experience:

University Teaching – Courses taught

Mahidol University (2008-present)

Master of Science (M.Sc.) and Doctor of Philosophy (Ph.D.) in Science and Technology Education (International Program)

ILSE616 Research in Science and Technology Education (Course-coordinator and instructor)

This course aims to promote students' understanding about research paradigms, quantitative and qualitative research, research question, framework and methodology, data collection and analysis, ethics for research in science and technology education, and evaluation of research in science and technology education. Also, students are required to write their research proposals in science and technology education.

ILSE601 Science Teaching (Course-coordinator and instructor)

The objectives of this course are to enhance students' understanding about reform in learning and science teaching, science curricula, learning theories, principles in science teaching, ethics for science teaching, content knowledge and teaching pedagogy, science teaching methods, exploring student perception and learning assessment. Also, students are required to write their lesson plans and finally perform their micro-teaching.

ILSE 655 Measurement and Evaluation in Education (Course-coordinator and instructor)

This course aims to promote students' understanding about roles of measurement and evaluation in education, approaches for measurement and evaluation during and at the end of learning, approaches for authentic measurement and evaluation, instruments for measurement and evaluation in cognitive, affective and psychomotor domains, morals and ethics in measurement and evaluation. Also, the students are required to create tools for measurement and evaluation in cognitive, affective and psychomotor domains.

ILSE 614 Scientific Attitudes for Science Educators (Instructor)

The course introduces students to definition of scientific attitude, types of scientific attitudes, components of scientific attitudes, characteristics of persons with proper scientific attitude, scientific attitude and objectives of science teaching, scientific attitude and science and technology education. The students have opportunity to create their tools for measuring selected scientific attitudes.

ILSE 609 Nature, History, and Philosophy of Science (Instructor)

This course aim to promote students' understanding about nature and role of science, scientific method, origin of scientific laws, theories, and scientific knowledge, important discovery in physical and biological sciences, conceptual and philosophical changes in scientific discoveries, interaction between science and society, philosophical issues and personalities in science, Thai scientific heritage, moral and ethical issues concerning the progression of science and technology.

Kasetsart University (2006-2008)**Bachelor of Education (B.Ed.) in Science Teaching****159551 Assessment in Teaching Science (Course-coordinator and instructor)**

In this course, students will learn about basic knowledge of assessment, assessment in science teaching. They will have an opportunity to create assessment tools and find their qualities, conduct test item analysis by using a computer software, and analyze trends and issues in assessment.

159351 Measurement and Evaluation in Science (Course-coordinator and instructor)

This course aims to promotes students' knowledge about meaning, nature, objectives, advantages, considerations in measurement and evaluation, principles, techniques, methods, and using in measurement and evaluation in science classroom.

159223 Methods of Teaching Science and Technology at the Secondary Level (Course-coordinator and instructor)

In this course, students will learn about objectives, learning areas, learning atmosphere, techniques, methods, and activities for teaching science in science and technology at the secondary level, and learning materials and assessment in line with up-to-date learning theories.

159592 Research Studies in Science Education (Course-coordinator and instructor)

In this course, students are required to analyze and critique research studies in science education in both national and international levels and finally conclude their trends.

159271 Science Process Skills (Course-coordinator and instructor)

At the end of the course, students are expected to be able to correctly tell meaning and significances of science process skills. In this course, students must practice science process skills as well as analyze science process skills embedded in various learning activities. They are also assigned to design a learning activity to promote specific science process skills, and present how to measure and evaluate science process skills. Finally, students must apply their learning about science process skills in their teaching.

Graduate Diploma Program in Teaching Science Profession**159524 Skill in Teaching Science (Course-coordinator and instructor)**

This course aimed to help students in the diploma program gain understanding about managing contents and activities for teaching science to suit their learners' backgrounds and interests in line with student individual differences and national science curriculum.

Secondary School Teaching – Courses and Subjects Taught

Science Teacher, Doi Ngam Wittayakom Secondary School (1997 – 2000)

In 1997, Doi Ngam Wittayakom Secondary School had been established at Phan, Chiang Rai. Here, I had taught several subjects including science, physics, and computer and technology. The science courses I taught were SC301 Science for Grade 9 (I) and SC302 Science for Grade 9 (II). These science courses aimed to promote students' understanding about force and motion and electricity. The physics courses I taught were PH401 Physics for Grade 10 (I), PH402 Physics for Grade 10 (II), PH501 Physics for Grade 10 (I), and PH502 Physics for Grade 10 (II). The basic physics concepts for grade 9 students were force and motion, Newton's Law of Motion, circular motion and projectile motion. The basic physics concepts for grade 10 students were electricity, electric current, power, kinetic energy, potential energy, and Law of Conservation of Energy. In addition, I help taught a subject like computer and technology as CT301 Computer and Technology for Grade 9 (I) and CT302 Computer and Technology for Grade 9 (II). These courses aim to help students build skills in using commonly used computer software as Microsoft Office Word, Excel and Access.

Graduate Student Supervision Experience:

Current Advisees

As Major Advisor

2016 Andrew Nightingale	Ph.D. Science and Technology Education
2014 Chanonya Chaiwongroj	Ph.D. Science and Technology Education

As Co-advisor

2016 Narisra Komalawardhana	Ph.D. Science and Technology Education
2016 Chulaluk Yimdee	Ph.D. Science and Technology Education
2014 Brian Phillips	Ph.D. Science and Technology Education

Former Advisees

As Major Advisor

2014 Ziaul Abedin Forhad	Ph.D. Science and Technology Education
2014 Kitphajon Matmuang	Ph.D. Educational Administration
2014 Tshewang Namgyel	M.Sc. Science and Technology Education
2013 Choojit Sarapak	Ph.D. Science and Technology Education
2010 Tongta Somchaipeng	Ph.D. Science and Technology Education

As Co-advisor

2016 Mustakeen Che-Leah	M.Sc. Science and Technology Education
2016 Suchot Sinthsirimana	Ph.D. Science and Technology Education
2016 Apinya Dhatsuwan	Ph.D. Science and Technology Education
2015 Jampel Choda	M.Sc. Science and Technology Education
2015 Dumcho Wangdi	M.Sc. Science and Technology Education
2013 Warawun Chantharanuwong	Ph.D. Science Education
2007 Pinitnan Nuangchakoun	M.Ed. Science Teaching
2007 Weeraphan Chareonlikitkawin	M.Ed. Science Teaching

Research Interests:

- Pedagogical Content Knowledge (PCK)
- Nature of Science (NOS)
- PCK for NOS
- Science teacher professional development
- Physics teaching and learning
- Multigrade teaching (MGT)
- Context-based, integrated curriculum
- STEM education
- Flipped classroom
- Metacognition
- Scientific reasoning and argumentation

Publications:

Journals

1. Buaraphan, K. (2016 in press). The Prior Concepts about Properties of Matters Held by Grade 7 Students in Educational Opportunity Expansion Schools of Thailand. *The International Journal of Science, Mathematics, and Technology Learning*, x, xx-xx. (SCOPUS)
2. Buaraphan, K. (2016 in press). Current Policy and Practice Concerning Multigrade Teaching in Thailand. *Kasetsart Journal (Social Sciences)*, x, xx-xx. (SCOPUS).
3. Buaraphan, K. (2016). The development of qualitative classroom action research workshop for in-service science teachers. *Asia-Pacific Forum on Science Learning and Teaching*, 17(1), 1-11. (SCOPUS)
4. Buaraphan, K. (2015). Grades 1-12 Thai students' learning styles according to Kolb's model. *Asian Social Science*, 11(10), 186-201.
5. Buaraphan, K. & Forhad, Z. A. (2014). Thai and Bangladeshi in-service science teachers' conceptions of nature of science: a comparative study. *Asia-Pacific Forum on Science Learning and Teaching*, 15(1). 1-26. (SCOPUS)
6. Kruea-In, N., & Buaraphan, K. (2014). Enhancing lower secondary school science teachers' science process skills and laboratory lesson preparation through a social constructivist-based professional development workshop. *The International Journal of Science, Mathematics, and Technology Learning*, 20, 43-56. (SCOPUS)
7. Buaraphan, K. (2013). Educational quality of small schools in Thailand. *European Journal of Social Sciences*, 41(1), 130-147. (SCOPUS)
8. Buaraphan, K. (2013). In-service science teachers' common understanding of nature of science. *OIDA International Journal of Sustainable Development*, 6(5), 17-37. (EBSCO)
9. Forhad, Z. A., & Buaraphan, K. (2013). The development of Bangladeshi science teachers' conceptions of the nature of science. *The International Journal of Science, Mathematics, and Technology Learning*, 19(3), 13-32. (SCOPUS)
10. Duangpane, J., & Buaraphan, K. (2012). The promotion of science teachers' understanding about nature of scientific knowledge through explicit-reflective workshop. *The International Journal of Learning*, 18(10), 203-216. (SCOPUS)
11. Buaraphan, K. (2012). Educational supervisors' metaphorical roots of beliefs about teaching and learning. *Educational Research and Review*, 7(12), 282-291. (SCOPUS)

12. Buaraphan, K. (2012). Embedding nature of science in teaching about astronomy and space. *Journal of Science Education and Technology*, 21(3), 353-369. (Impact Factor 2012 = 0.940) (SSCI, EBSCO, SCOPUS, ERIC, ERA, ERIH)
13. Buaraphan, K. (2012). Multiple perspectives on desirable characteristics of science teachers for educational reform, *Asia-Pacific Education Researcher*, 21(2), 384-393. (Impact factor 2012 = 0.933). (SSCI, SCOPUS)
14. Buaraphan, K. (2011). Metaphorical roots of beliefs about teaching and learning science and their modifications in the standard-based science teacher preparation programme. *International Journal of Science Education*, 33(11), 1571–1595. (Impact Factor 2011 = 1.232) (SSCI, EBSCO, SCOPUS, ERIC, ERA)
15. Buaraphan, K. (2011). The impact of the standard-based science teacher preparation program on pre-service science teachers' attitudes toward science teaching. *Journal of Turkish Science Education*, 8(1), 61-78. (EBSCO, ERA, SCOPUS)
16. Buaraphan, K. (2011). Pre-service physics teachers' conceptions of nature of science. *US-China Education Review*, 8(2), 137-148. (EBSCO, ERIC)
17. Buaraphan, K. (2010). Pre-service and in-service science teachers' conceptions of the nature of science. *Science Educator*, 19(2), 35-47. (EBSCO, ERIC)
18. Buaraphan, K. (2009). Thai inservice science teachers' conceptions of the nature of science. *Journal of Science and Mathematics Education in Southeast Asia*, 32(2), 188-217. (EBSCO, ERIC)
19. Buaraphan, K. (2009). Pre-service and in-service science teachers' responses and reasoning about the nature of science. *Educational Research and Review*, 4(11), 561-581. (ERIC, SCOPUS)
20. Buaraphan, K. & Sung-ong, S. (2009). Thai pre-service science teachers' conceptions of the nature of science. *Asia-Pacific Forum on Science Learning and Teaching*, 10(1), 1-22. (EBSCO, ERIC, SCOPUS)
21. Buaraphan, K., Faikumta, C., & Musikul, K. (2009). Current practice, problems, and needs of primary teachers for teaching science. *Kasetsart Journal (Social Sciences)*, 30(1), 339-346. (SCOPUS)
22. Buaraphan, K., Roadrangka, V., Srisukvatananan, P., Singh, P., Forret, M., & Taylor, I. (2007). The development and exploration of preservice physics teachers' pedagogical content knowledge: From a methods course to teaching practice. *Kasetsart Journal (Social Sciences)*, 28(2), 276-287. (SCOPUS)
23. Buaraphan, K. & Roadrangka, V. (2006). Preservice physics teacher's pathway of pedagogical content knowledge development in a physics methods course: A case study. *Kasetsart Journal (Social Sciences)*, 27(2), 339-346. (SCOPUS)

In Progress

1. Buaraphan, K. & Namgyel, T. (2016 Submitted). Simulation and game based instruction to teach photoelectric effect. *Simulation and Gaming*.
2. Chaiwaongroj, C. & Buaraphan, K. (2016 Submitted). Teachers', Students', and Parents' Perspectives on Sex Education Integrated Curriculum for Sixth Grade Students. *Kasetsart Journal (Social Sciences)*.
3. Buaraphan, K. (2016 Submitted). The Prior Concepts about Properties of Matters Held by Grade 7 Students in Educational Opportunity Expansion Schools of Thailand. *Journal of Science, Mathematics, and Technology Learning*

Articles

1. Buaraphan, K. (2010 in Thai). In-service science teachers' alternative conceptions of nature of science. *College of Teacher Education Journal*, 2(1), 115-131.
2. Buaraphan, K. (2009 in Thai). Providing feedback for improving learners. *Kasetsart Educational Review*, 24(1), 97-108.
3. Buaraphan, K. (2007 in Thai). Alternative conceptions about force and motion. *Kasetsart Educational Review*, 22(3), 49-63.
4. Buaraphan, K. (2007 in Thai). Formative assessment: Concepts and methods. *Kasetsart Educational Review*, 22(1), 29-39.
5. Buaraphan, K. & Roadrangka, V. (2005 in Thai). Guideline for science teacher development: Developing pedagogical content knowledge. *Kasetsart Educational Review*, 20(2), 31-48.

Book

1. Buaraphan, K. (2017 in Thai). *Doing qualitative research is a piece of cake* (7th Ed.). Bangkok: Comma Design and Print.

Refereed Conference Proceedings

1. Chantharanuwong, W., Thomas, G. P., Buaraphan, K., Rungsuwan, C. Jaipam, B. & Hanwara, S. (2016). Current situation of science learning in the leading thinking school. *Proceeding of the 4th International Conference of Science Educators and Teachers (ISET)*, 3-5th June 2016, Khon Kaen, Thailand.
2. Chantharanuwong, W., Thomas, G. P., Buaraphan, K., Rungsuwan, C. Booncerd, K., Anankaphan, S., & Sumida, M. (2016). Supporting science learning through the enhancing students' thinking skills and teachers' thinking research project. *Proceeding of the 4th International Conference of Science Educators and Teachers (ISET)*, 3-5th June 2016, Khon Kaen, Thailand.
3. Buaraphan, K. (2014). Primary teachers' professional development from developing a context-based, integrated science curriculum: A multi-case study. *Proceeding of the International Conference on Global Trends in Academic Research and Practice (ICMRP)*, 17th -18th December 2014, Kuala Lumpur, Malaysia.
4. Chaiwongroj, C., Buaraphan, K., & Supasetsiri, P. (2014). Teachers', students', and parents' perspectives on sex education integrated curriculum for sixth grade students. *Proceeding of the International Conference on Multidisciplinary Trends in Academic Research (MTAR)*, 29th -30th September 2014, Bangkok, Thailand.
5. Buaraphan, K. (2011). The promotion of science teachers' understanding about the nature of scientific knowledge through explicit-reflective workshop. *Proceeding of the 18th International Conference on Learning*, 5th-8th July 2011, University of Mauritius, Mauritius.
6. Buaraphan, K. (2010). Metaphorical roots of beliefs about teaching and learning science and their modifications in the standard-based science teacher preparation programme. *Proceeding of the Australasian Science Education Research Association (ASERA)*, 30th June-3rd July, New South Wales, Australia.
7. Buaraphan, K. (2009). Thai pre-service and in-service science teachers' conceptions of the nature of science. *Proceeding of the International Conference on Educational Research (ICER)*, 11th-12th September, Khon Kaen, Thailand.
8. Buaraphan K. & Sung-ong, S. (2009). Thai preservice science teachers' conceptions of the nature of science. *Proceeding of the International*

- Conference on Higher Education Research and Development (IHERD)*, 9th-12th July, Bangkok, Thailand.
9. Buaraphan, K., Faikhamta, C., & Musikul, K. (2008). Current practice, problems, and needs of primary science teachers for teaching 'Processes that Shape the Earth' and 'Astronomy and Space', and 'Nature of Science and Technology' in learning reform by emphasizing learners as being most important. *Proceeding of the International Conference on Educational Research (ICER)*, 12th-13th September, Khon Kaen, Thailand.
 10. Buaraphan, K. (2008). Preservice science teachers' development of desirable characteristics in a first year of five-year teacher preparation program. *Proceeding of the International Conference on Educational Research (ICER)*, 12th-13th September, Khon Kaen, Thailand.
 11. Buaraphan, K., Roadrangka, V., Srisukvatananan, P., Singh, P., Forret, M., & Taylor, I. (2007). The development and exploration of preservice physics teachers' pedagogical content knowledge: From a methods course to teaching practice. *Proceeding of 45th Kasetsart University Conference*, 30 January-2 February, Kasetsart University, Bangkok.
 12. Buaraphan, K. (2007). The relationships between fourth-year preservice physics teachers' conceptions of teaching and learning physics and their classroom practices during student teaching. *Proceeding of 45th Kasetsart University Conference*, 30 January-2 February, Kasetsart University, Bangkok.
 13. Buaraphan, K. (2007). Preservice science teachers' opinions about journal writing. *Proceeding of 45th Kasetsart University Conference*, 30 January-2 February, Kasetsart University, Bangkok.
 14. Buaraphan, K., Roadrangka, V., Forret, M. (2006). Pathway of pedagogical content knowledge development in the preservice physics teachers in the physics methods course. *Proceeding of the National Association for Research in Science Teaching (NARST) Conference*, April 3rd-6th, San Francisco, California, USA.
 15. Buaraphan, K., Roadrangka, V., Srisukvatananan, P., Singh, P., Forret, M. & Taylor, I. (2006). Preservice physics teachers' development and implementation of pedagogical content knowledge during the teaching practice. *Proceeding of the 2006 NSTA/ICASE International Conference*, 5-6 April 2006, Anaheim, USA.
 16. Buaraphan, K., Singh, P., & Roadrangka, V. (2006). Preservice physics teachers' pathway of pedagogical content knowledge in the physics methods course. *Proceeding of 44th Kasetsart University Conference*, 30 January-2 February, Kasetsart University, Bangkok.
 17. Buaraphan, K., Singh, P., & Roadrangka, V. (2005). Teaching, learning and conceptual development of force and motion in third-year preservice physics teachers. *Proceeding of Malaysia-Thailand Behavioral Science Research Sharing: 2nd Colloquium for Faculty-Graduate Students*, August 15th-17th, Srinakharinwirot University, Bangkok, Thailand.
 18. Buaraphan, K., Roadrangka, V., Srisukvatananan, P., Singh, P., Forret, M. & Taylor, I. (2005). The case study of preservice physics teacher's pedagogical content knowledge development in the physics methods course. *Proceeding of the 36th Australasian Science Education Research Association (ASERA)*, 6-9 July 2005, University of Waikato, Hamilton, New Zealand.

Research Grants:

2016	Principal Investigator	Exploring and Developing the Implementation of Internal Quality Assurance in Different Contexts in Thailand	The Office of the Basic Education Commission, MOE	35,000 USD*
2015-2016	Principal Investigator	Developing in-service science teachers' pedagogical content knowledge in educational opportunity expansion schools: A multi-case Study	National Research Council of Thailand	40,000 USD*
2014	Principal Investigator	Promoting quality leaning through enhanced multigrade teaching in Thailand	UNESCO Bangkok Thailand	8,000 USD
2014	Principal Investigator	Developing in-service science teachers' pedagogical content knowledge in educational opportunity expansion schools: A multi-case study	National Research Council of Thailand	20,000 USD
2013	Principal Investigator	Developing in-service science teachers' pedagogical content knowledge through context-based curriculum development	National Research Council of Thailand	16,900 USD
2010	Principal Investigator	Developing in-service science teachers' understanding of nature of science: A case study of Nakhon Pathom Province	Mahidol University, Thailand	6,400 USD
2009 - 2010	Principal Investigator	Constructing a high potential program to develop in-service teachers' pedagogical content knowledge of science in opportunity extension schools	National Research Council of Thailand	19,000 USD
2007 - 2008	Principal Investigator	Developing primary science teachers for teaching 'Processes that Shape the Earth', 'Astronomy and Space', and 'Nature of Science and Technology' in learning reform by emphasizing learners as being most important	Kasetsart University Research and Development Institute, Thailand	18,000 USD
2007-2008	Principal Investigator	Preservice science teachers' development of desirable characteristics of teachers in a 5-	Thailand Research Fund (TRF) and Commission of	15,000 USD

		year teacher preparation program: A longitudinal study	Higher Education	
2004	Ph.D. Thesis	The development and exploration of preservice physics teachers' pedagogical content knowledge: From a methods course to teaching practice	Graduate School, Kasetsart University, Thailand	3,300 USD
2001 - 2006	Ph.D. Thesis	The development and exploration of preservice physics teachers' pedagogical content knowledge: From a methods course to teaching practice	Institute for the Promotion of Science and Technology, Thailand	6,600 USD

* 1 USD = 30 Thai Baht

Selected Awards:

2015	Bronze medal in Golf (Individual), University Sport	Mahidol University, Thailand
2014	Being nominated for "the MU Exemplar Teacher"	Mahidol University, Thailand
2014	Popular Poster Presentation Award (with advisee: Abedin Forhad)	Institute for Innovative Learning, Mahidol University, Thailand
2014	Gold medal in Golf (Individual), University Sport	Mahidol University, Thailand
2010	Gold medal in Bowling (Team), University Sport	Mahidol University, Thailand
2007	International Publication Award "The development and exploration of preservice physics teachers' pedagogical content knowledge: From a methods course to teaching practice"	Kasetsart University, Thailand
2006	Ph.D. Thesis Award (in Education) "The development and exploration of preservice physics teachers' pedagogical content knowledge: From a methods course to teaching practice"	The National Research Council of Thailand
2006	Outstanding Research Paper "Preservice physics teachers' pathway of pedagogical content knowledge in the physics methods course"	44 th Kasetsart University Conference, Bangkok, Thailand

Keynote Speaker

National level

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International level

Year	Date	Topic	Conference	Organizer
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2016	30 September	Developing innovative ideas in science education in the Thai context	2 nd International Seminar on Science Education (ISSE)	Yogyakarta State University
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Workshops and Professional Development:

Because my areas of expertise are qualitative research, pedagogical content knowledge (PCK), nature of science (NOS) and science teaching; consequently, during 2009 to present, I have been invited from many organizations such as the Office of Basic Education Commission (OBEC) under the Ministry of Education, Provincial Primary and Secondary Education Service Area Offices, universities, schools, and so on to be a knowledge person and conduct several workshops for them. The example of key workshops are listed below.

Flipped Classroom Workshop

2016 “Creating Flipped Classroom and Effective Teaching for Beginning Lecturers” - the Suranaree University of Technology

It is a series of workshop held at Suranaree University of Technology for the beginning lecturers. The topics included are creating effective course syllabus, active learning, formative assessment and flipped classroom.

Qualitative Research Workshop

2012-2013 “Classroom Action Research” - the Southeast Asian Ministers of Education Organization (SEAMEO)

It is a two-year project aim to help the teachers at Ban Subsanun Primary School, which is a small school in the rural area of Saraburi Province participated in the SEAMEO Community Involvement Program, develop knowledge and skills in classroom action research. At the final of the project, the teachers presented their classroom action research in a research mini-conference.

2012-2013 “Qualitative Research for University Students and Staff” - Ramkhamhaeng University, Silpakorn University, Phranakhon Rajabhat University, Siam University, Mae Fah Luang University, Sukhothai Thammathirat Open University

At the university level, I conducted many workshops for promoting university students and staff understanding about, and skills in, qualitative research.

2010-2013 “Qualitative Research for Science Teachers” - Khon Kane, Cholburi, Nakhonsithammarat, Samut Sakorn, Nongkhai, Nakhonnayok, Phitsanulok, Bangkok, Phichit,

At the primary and secondary education levels, many workshops were conducted to help develop in-service primary and secondary teachers’ understanding about, and skills in, qualitative research and apply in their classroom action research.

2010-2013 “Qualitative Research for Multigrade Teaching” - the Office of Basic Education Commission (OBEC)

It is a long-term project to help the educational supervisors, school administrators, teachers in small school, which employ multigrade teaching, develop their understanding of, and skills in qualitative research and apply those understanding and skills in studying the related aspects of multigrade education. At final, the national conference on multigrade teaching and research was conducted at Pattaya, Cholburi Province.

2012 “Qualitative Research for Educational Supervisors” - Lei Primary Educational Service Area Office

Educational supervisors in Thailand are knowledge persons for teachers. They have responsibilities to supervise teachers and do research on teachers’ teaching. This workshop

was conducted to promote educational supervisors' understanding about, and skills in, qualitative research and apply in their research.

2012 "Inquiring Mind" - OBEC

The Inquiring Mind is a special project that OBEC conducted for science teacher nationwide. The main objective of this project is to help science teachers develop knowledge and skills in qualitative research and apply qualitative research in their science classroom action research.

2011 "Qualitative Research for Enhancing Student Learning Achievement" - many Primary Educational Service Area Offices at Nongkhai, Surat Thani, Samut Sakorn, Nakhonnayok, Uthaithani, Rayong, Prachinburi, Choburi, Phetburi, Chachoengsao

There are many educational service areas throughout Thailand asked me to conduct the qualitative research workshop for enhancing teachers' knowledge and skills in qualitative research. These teachers are expected to employ qualitative research in their teaching for scrutinizing and improving their teaching that will finally lead to the enhancement of student learning.

2011 "Qualitative Research for Administrators of Provincial Education Service Area Offices" - MOE

It is a big project of OBEC that is conducted for the administrator of provincial education service areas nationwide. The participating administrators are expected to learn about qualitative research and apply it in researching their administrative works.

2011 "Evaluating Projects by Using Qualitative Research" - Lopburi Primary Educational Service Area

This workshop aims to link qualitative research with educational project evaluation for educational supervisors at Lopburi Province.

PCK Workshop

2010 "PCK for Educational Supervision and Qualitative Research" - MOE, Choburi Primary Educational Service Area Office

In this workshop, PCK is introduced and linked to educational supervision. In addition, PCK is linked with qualitative research in term of how to apply qualitative research in studying about PCK.

2010 "PCK for Mathematics and Science Teachers" - Rayong Primary Educational Service Area Office

PCK is introduced to participating mathematics and science teachers as an essential knowledge for effective teaching of science and mathematics.

Science Teaching Workshop

2012-2013 "Student-centered Teaching for Enhancing Student Learning Achievement" – OBEC, Udorn Thani, Kanchanaburi, Phranakhon Rajabhat University, Phetburi Rajabhat University, Rajamangala University of Technology

After student-centered teaching has been explicitly included in the 2008 Basic Core Curriculum of Thailand. I had conducted many workshops for enhancing teachers' understanding about student-centered teaching and stimulate them to apply student-centered teaching in their classrooms.

2011 "Teaching Science by Emphasizing Science Process Skills" - Chanburi Primary Educational Service Area

This workshop aims to help science teachers understand about science process skills and include them in their lesson plans and future teaching.

2010 "New Basic Education Curriculum" - Phranakhon Rajabhat University

Pre-service science teachers need understanding about the new Basic Education Curriculum (2008), which has been officially announced by MOE.

2009 “Promoting Science Teaching Career Path” - Mahidol University
Teaching is a highly respected profession in Thailand. This workshop aims to promote science teachers, who participated in the workshop, to understand about their career paths and their relationship with effective teaching and conducting classroom action research.

2009 “Student-centered Teaching” - Nakhon Pathom, Nakhon Ratchasima
Student-centered teaching has been explicitly mentioned in the 2008 Basic Core Curriculum of Thailand. This workshop aims to enhance teachers’ understanding about student-centered teaching and stimulate them to apply student-centered teaching in their classrooms.

NOS Workshop

2012 “Integrating NOS in Science Teaching” - Nakhon Pathom,
NOS it has been explicitly included in the Basic Core Curriculum of Thailand; so, it is new for science teachers nationwide. Therefore, this workshop was conducted to promote science teachers’ understanding about NOS and how to embed NOS in lesson plans and teaching.

Other workshops

2011 “Publishing Research In International Journals” - Sonkhla Rajabhat University
Publishing research in international journals is one major task for university educators. This workshop aims to develop university educators’ understanding of, and skills in, preparing manuscripts for submitting to international journals.

2010 Science Show Committee - OBEC
In 2001, OBEC conducted the national science competition related to students’ knowledge and skills in many aspects of science. I had invited to be a committee for judging the competition of grades 7-9 science shows.

2009-2010 Expert
Seven science teachers asked me to be an expert for evaluating the quality of their lesson plans and research instruments.

Professional Associations:

2014-Present Science Education Association of Thailand (SEAT)
2006 National Association for Research in Science Teaching (NARST)
2006 National Science Teacher Association (NSTA)

Professional and Community Services:

2014-Present Committee
The Science Education Association of Thailand (SEAT)
Be responsible for public relations about news, events, and activities related to SEAT

2012 Committee and Reviewer
The International Conference on Innovations in Education (ICIE)
Be responsible for ceremonies and public relations as well as review manuscripts submitted to present in the conference.

2010-Present Editorial Review Board
Journal of Science Teacher Education (JSTE)
Review manuscripts and evaluate their quality for publication in JSTE at least 6 manuscripts a year.

2009-Present Reviewer

Teaching Education, Asia-Pacific Forum on Science Learning and Teaching and International Journal of Learning.

Review manuscripts and evaluate their quality for publication in the journals.

2008-Present Committee

The Congress on Science and Technology of Thailand (Science Education Session)

Be responsible for reviewing manuscripts submitted to present in the Congress on Science and Technology of Thailand.

2009-2010 Committee

The development of curriculum for genius primary students, the Institute for the Promotion of Teaching Science and Technology (IPST), Thailand

It is a two-year project of IPST aimed to develop the special curriculum for genius primary students nationwide. Now, this curriculum has been piloted in the special science program in many pilot schools throughout Thailand.

2008

Committee

The development of grades 7-9 science textbooks, IPST Thailand

According to the 2008 Basic Core Curriculum, I helped IPST design and develop new science textbooks for grades 7-9 students.