



Integrated Educational Administration Innovation

Translated from the Thai Version by Phanu, S.

Suitable for :

- Teachers
- School Administrators
- Educational Administrators
- Educational Supervisors
- Lecturers and Students at the Master's and Doctoral Levels in Educational Administration
- General Public

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Preface

This book, “**Integrated Educational Administration Innovation**”, was written with the objectives of allowing teachers, school administrators, educational administrators, educational supervisors, lecturers and master’s and doctoral students in educational administration, and interested persons in general, to study, learn, and apply them to their educational careers.

This book contains essential topics for educational professionals, divided into 9 chapters: (1) Philosophy, Policy, and Objectives Analysis in Basic Education Management, (2) Vocational and Technical Education Management, (3) Private, Non-Formal, and Informal Education Management, (4) Local and Higher Education Management, (5) School Curriculum and Curriculum Development, (6) Student Potential Development, (7) Learning Resources and Environment Administration, (8) Effective Management of Online Education Business, and (9) Problems and Trends in Integrated Educational Administration in the Digital Age.

The study of “**Integrated Educational Administration Innovation**” and applying them to the educational profession is considered very important, because it will be beneficial to the practice of the educational profession and maintain the dignity of the profession.

The author sincerely hopes that this book will be a source of knowledge or information for understanding educational administration theories and innovations, which will be useful for educational professionals and the general public.

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Chapter

1

Philosophy, Policy, and Objectives Analysis in Basic Education Management

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1.1 Introduction

Analysis of philosophy, policy and objectives in basic education managing is essential for school administrators, because it helps school administrators understand the context, develop the curriculum, organize learning activities, organize the education management system and develop students, which will affect the overall quality of education. Therefore, in this first chapter, the main points of the analysis of philosophy, policy and objectives in managing basic education will be presented in 3 issues: (1) Philosophy in managing education, (2) Policy in managing basic education and (3) Objectives of managing basic education, with details as follows:

1.2 Philosophy in Educational Management

Philosophy in education management is an important factor that determines the direction of education management. Analyzing the philosophy of education management will help understand the essence, beliefs, and basic ideas that shape the education system. This section presents the essence of two philosophies related to education management: philosophy of education and philosophy of basic education management, with details as follows:

1.2.1 Philosophy of Education

The philosophy directly related to education management is the philosophy of education. Each group of educational philosophies has different ideas and perspectives on human nature, which are like the foundation that determines the direction, goals of education management, and the best learning methods. There are 4 groups of educational philosophies as follows:

1. Humanism Group

Humanism group focuses on developing human potential, encouraging learners to think critically, solve problems, make decisions, have judgment, and know the value of themselves and others. The main points and components are as follows (Pattamawadi Sukhumon, 2023; Smith, 2023)

1.1 The essence of the humanist educational philosophy is to focus on developing learners to be complete individuals in body, mind, and society, emphasizing human potential, emphasizing learning through experience, and learner participation, and the development of analytical thinking skills.

1.2 The important elements of the humanistic educational philosophy are as follows:

(1) *Learner-centered*: Learning should be designed based on the interests, needs, and experiences of the learners.

(2) *Experiential learning*: Learners should learn through real experiences, practice and problem solving.

(3) *Development of analytical thinking skills*: Education should emphasize the development of analytical thinking skills, creative thinking and problem solving.

(4) *Lifelong learning*: Education should be a continuous process. Learners should always learn and develop themselves.

(5) *Respect for human dignity*: Learners should be treated with respect and dignity.

Examples of Application

Examples of application of the humanistic educational philosophy are as follows:

(1) *Establishment of experimental schools*: These schools often use the humanistic concept, emphasizing experiential learning, learner participation and the development of analytical thinking skills.

(2) *Curriculum development*: Curriculum designed according to the humanistic concept often emphasizes content related to real life, learners participate in the curriculum design and emphasize the development of various skills necessary for life.

(3) *Teaching methods*: Learner-centered teaching methods, learner participation, diverse learning activities and holistic assessment.

2. Developmental Group

Developmental group (Progressivism in Education) focuses on preparing learners for living in society. It emphasizes the transfer of knowledge, skills and values necessary for living in society. The main points and components are as follows (Somchai Boonsit, 2023; Dewey, 2021) (Bunsit, 2023; Dewey, 2021)

2.1 The main points of the developmentalist educational philosophy are to focus on developing learners into effective citizens, emphasizing learning through experience, problem solving and adapting to a constantly changing society.

2.2 The important components of the developmentalist educational philosophy are as follows:

(1) *Learner-centered*: Learning should be designed based on the interests, needs and experiences of the learners.

(2) *Experiential learning*: Learners should learn through real experiences, practice and problem solving.

(3) *Developing analytical thinking skills*: Education should focus on developing analytical thinking skills, creative initiative and problem solving.

(4) *Lifelong learning*: Education should be a continuous process. Learners should always learn and develop themselves.

(5) Social adaptation: Education should help learners adapt to a constantly changing society.

Examples of Application

Examples of the application of the developmentalist educational philosophy are as follows:

(1) Learning through project work (Project-Based Learning):

Students will learn various content through project work. It emphasizes on students exploring real problems around them, finding answers, and presenting their work, which helps develop analytical thinking and problem-solving skills.

(2) Problem-based learning: Students learn by solving immediate problems. They start by asking questions or problems, and then they have to find ways to solve the problems by themselves. This promotes logical thinking and the ability to apply knowledge.

(3) Using an active learning classroom: The classroom is designed to emphasize student participation, such as group work, discussions, presentations, and classroom interactions, which promotes meaningful learning for the students.

3. Realism Group

Realism in Education focuses on the search for truth, emphasizing teaching learners to think analytically, ask questions, find evidence, and prove the truth. The main points and components are as follows (Natthapol Rungroj, 2023; Williams, 2023)

3.1 The main points of the realism educational philosophy are to focus on the transmission of correct and true knowledge, emphasizing the learning of important curriculum content, practicing analytical thinking skills, and preparing learners for the real world.

3.2 The important components of the realism educational philosophy are as follows:

(1) Curriculum content is the center: Education should focus on important curriculum content, academic knowledge, and basic skills.

(2) Teaching-learning: Teachers play an important role in transferring knowledge. Learners should listen carefully, take notes, and practice analytical thinking skills.

(3) Measurement and evaluation: Both measurement and evaluation play an important role in measuring the level of knowledge, understanding, and skills of learners.

(4) Preparing learners for the real world: Education should prepare learners for the real world. Learners should have the skills necessary for work, life, and being good citizens.

Examples of Application

Examples of the application of realist educational philosophy are as follows:

(1) Emphasis on curriculum content: Schools that use the realist concept tend to emphasize important curriculum content. Learners must learn the curriculum content in detail.

(2) Measurement and assessment: Schools that use the realist concept tend to use traditional measurement and assessment methods, such as examinations, skill assessment, and knowledge assessment.

(3) Lecture teaching: Lecture teaching methods are often used in schools that use the realist concept. Teachers play an important role in transferring knowledge. Learners should listen carefully, take notes, and practice analytical thinking skills.

4. Empiricism

The empiricist group (Experientialism in Education) focuses on learning from experience. It emphasizes teaching learners to practice, experiment, and learn from what they actually see. It has the following main points and components (Sommai Chanchai, 2023; Kolb, 2021)

4.1 The main points of the empiricist educational philosophy are the focus on learning through experience. Emphasize on letting learners practice, solve problems and discover knowledge by themselves.

4.2 Important elements of the empiricist educational philosophy are as follows:

(1) *Learner-centered*: Learning should be designed based on the interests, needs and experiences of the learners.

(2) *Experiential learning*: Learners should learn through real experiences, practice and problem solving.

(3) *Self-discovery of knowledge*: Learners should play an important role in discovering knowledge by themselves. Teachers are responsible for leading and supporting.

(4) *Development of analytical thinking skills*: Education should emphasize the development of analytical thinking skills, creative initiative and problem solving.

(5) *Lifelong learning*: Education should be a continuous process. Learners should always learn and develop themselves.

Examples of Application

Examples of application of the empiricist educational philosophy are as follows:

(1) *Experiential learning*: Teachers give students chances to learn from real practices, such as conducting scientific experiments, simulating situations or working in real situations, so that learners can experience and learn from direct experiences.

(2) *Hands-on learning*: Students will learn from doing, such as learning about art from creating artwork by themselves or learning about plants from planting and caring for real trees. Promote the use of the senses in learning

(3) *Field Study*: Taking students to learn from the environment outside of school, such as learning history from visiting a museum or studying the environment by exploring nature, helps students understand the content better from direct experience.

1.2.2 Differences between Educational Philosophies

To create a clearer understanding, the content about the comparative differences between the educational philosophies mentioned above can be summarized according to Table 1.1

Table 1.1 Comparison of Differences between Different Educational philosophies

Issues	Humanism	Developmentalism	Realism	Empiricism
Basic Concept/ Belief	Believes that humans have the ability to think analytically, solve problems and be creative, focusing on developing each person's potential to the fullest.	Believes that learning comes from direct experience and real problem solving, emphasizing learning by doing and adapting to a changing society.	It is believed that there is an external world that is independent of the human mind, and that true knowledge comes from studying that external world.	Believes that learning comes from direct experience and participation in activities.
Essence	Emphasizes learner-entered learning, encouraging learners to learn by themselves and participate in knowledge creation.	Emphasizes learning through activities, experiments and real problem solving.	Emphasizes learning universal and constant basic knowledge such as mathematics, science, and history.	Emphasizes learning through direct experience, practical work, and real problem solving.
Components	Self-directed learning, group work, problem solving, analytical thinking, and creativity	Participatory learning, group work, problem solving, experimentation, and experiential learning	Learning academic content through memorization, skill practice, and exercises	Participatory learning, group work, problem solving, experimentation, and experiential learning
The originator of the concept	There is no clear originator of the concept, but it is an concept influenced by classical philosophy and humanism.	John Dewey Is an important person who pushed the concept of evolutionism to be known and widespread.	Aristotle is considered the originator of the concept of realism in ancient times.	John Dewey (Related to evolutionism)
Year of initiation of the concept	The exact year cannot be specified, but the concept of humanism has influenced	In the late 19 th and early 20 th century after John Dewey published his work.	It has its roots in the philosophy of Aristotle, which is thousands of years old.	It has its roots in the philosophy of John Locke in the 17 th century and was further developed by