How to Cite:
Homsombat, P., Phisaiphun, K., Jantharach, N., Ruangsan, N., Sawaengwong, P., Sriburin, E., & Marasi, S. (2021). Learning management emphasizing desirable characteristics of students in Buddhist university. *Linguistics and Culture Review*, *5*(S1), 596-608. https://doi.org/10.37028/lingcure.v5nS1.1443

Learning Management Emphasizing Desirable Characteristics of Students in Buddhist University

Poolsak Homsombat
Mahachulalongkornrajavidyalaya University, Bangkok, Thailand

Krerk Phisaiphun
Mahachulalongkornrajavidyalaya University, Bangkok, Thailand

Nakorn Jantharach
Mahachulalongkornrajavidyalaya University, Bangkok, Thailand

Niraj Ruangsan
Mahachulalongkornrajavidyalaya University, Bangkok, Thailand

Phathomsit Sawaengwong
Mahachulalongkornrajavidyalaya University, Bangkok, Thailand

Eakachai Sriburin
Mahachulalongkornrajavidyalaya University, Bangkok, Thailand

Sarinya Marasi
Mahachulalongkornrajavidyalaya University, Bangkok, Thailand

***Abstract*---**This paper aims to study the learning management emphasizing desirable characteristics (LMDC) of students in Buddhist university in Thailand based on documentary research methodology. The finding reveals that LMDC in Buddhist University is carried out according to the qualifications-framework including 1) ethical and moral development, 2) knowledge, 3) cognitive skills, 4) interpersonal skills and responsibility, 5) numerical analysis skills, communication and information technology skills, and 6) learning management science methodology (added in teaching profession curriculum) by integrating with digital competency and 9 characteristics.

***Keywords*---**Buddhist University, desirable characteristics, learning management.

***Corresponding author**: Ruangsan, N.; Email: niraj_rs@outlook.com*
Manuscript submitted: 09 April 2021, Manuscript revised: 18 July 2021, Accepted for publication: 27 August 2021

Introduction

With uniqueness in learning management, where normal education and religious education are combined, this makes Buddhist University an interesting setting to explore its learning management in accordance with TQF: HEd that aims to build the Buddhist desirable characteristics for both secular and monastic students. Learning management according to the qualification framework is another step of quality assurance development that significantly emphasizes the quality of students based on learning outcome standards and students' desirable characteristics as an important goal of teaching and learning management (Kumar et al., 2021). Therefore, the factors leading to success are associated with quality assurance in curriculum levels require planning and curriculum design including teaching strategy adjustment, measurement and assessment to reach the same goals in a systematic manner. This paper aims to study the learning management emphasizing desirable characteristics (LMDC) of students in Buddhist university in Thailand based on documentary research methodology (Srikote, 2013; Chongruksa et al., 2010). In so doing, this paper begins with addressing the overview of Thai Qualifications Framework for Higher Education (TQF: HEd), then the desirable characteristics of graduates according to TQF: HEd, and learning management for building students' desirable characteristics in Buddhist University are discussed (Duta et al., 2015). Finally, the conclusion is drawn based on the content analysis.

TQF: HEd

Thai Qualifications Framework for Higher Education (TQF: HEd) is a framework identifying the national educational qualification system of higher education which includes levels of qualifications, division of academic fields, connection of education levels, higher education qualifications, transferring of credit points, learning outcome standards, characteristics of curriculum, learning duration and equivalence of academic awards (Konovalenko et al., 2021). TQF: HEd promotes life-long learning including systems and mechanisms giving confidence in the effectiveness of the implementation of the educational guidelines set in higher education institutions to ensure the quality of graduates according to learning outcome standards. Qualification's framework is a system showing harmonious connection of the national education. The system identifies the structure and levels of education, continuity and connection of each level, the entering into each level, qualifications or learning outcomes of graduates in each level. In some cases, it shows education administrators or persons in charge of education in each level including the process of education management. This definition is the complete process of the qualification framework. In general, details of a definition are shown in the form of outcomes. Based on the definition, it can be seen that the qualification framework indicates the education system that shows how each educational level is related to one another and when the education is completed, or which one is the core qualification, how these qualifications are and how to acquire such qualifications. The qualifications framework is therefore considered as a tool used for quality assurance among education administrators and education users as it guarantees students' qualifications. Besides, it is a tool used for comparing international quality as well (Paitoon et al., 2005).

The major principles of the national qualifications framework for higher education are as follow: (1) Adhering to the National Education Act B.E.2542 (1999) and the Amendment (No.2) B.E. 2545 (2002) including National Education and Higher Education Standards. The national qualification framework is a tool in putting policies related to quality development and education management standard given in the National Education Act, National Education and Higher Education Standards into practice in higher education institutions in a tangible manner as the national qualification framework for higher education contains explicit guidelines for curriculum development, modification of teaching methods, students' learning including learning outcome measurement and assessment to ensure that graduates achieve learning outcome standards as expected. (2) Emphasis is placed on learning outcomes of graduates as a basic level of quality standard, to assure the quality of graduates and communicate with organizations and relevant persons to understand and to be confident in the process of producing graduates beginning with determining expected graduate learning outcome standards. Next, consideration is made to other components associated with the process of teaching and learning management that will enhance graduates to achieve a certain learning outcome standard consistently and systematically (Lonn & Teasley, 2009). (3) Emphasis is placed on processing implemented rules, regulations and notifications harmoniously, which can be described to relevant persons to understand clearly about the meaning and standardizing of the education management of qualifications or degrees in different levels. (4) Emphasis is placed on enabling qualifications or degrees of any higher education institutions in Thailand to be accepted and equivalent to those of reliable higher education institutions across the country and foreign countries. The national qualification framework for higher education will help determine an education management standard in every procedure in a systematic manner by allowing a chance to higher education institutions to set out a variety of curriculums and teaching and learning management with confidence of obtaining the finished products of education management, namely, the quality of graduates who possess learning outcome standards as expected (Stantchev et al., 2014). Graduates are able to work happily, satisfied by employers, become good members of society and help increase strength and potential in developing the country. The national qualification framework (NQF) for higher education is the framework showing the national qualification system of higher education. It comprises levels of qualifications, continuous connection from one qualification level to higher qualification levels, division of academic fields, learning outcome standards of each qualification, the amount of learning consistent with time consumption, opportunities for transferring learning outcomes from experience, that promote life-long learning including systems and mechanisms giving confidence in the effectiveness of the implementation of the educational guidelines set out in higher education institutions to ensure the quality of graduates according to learning outcome standards (Tulbure, 2012; Wu & Wu, 2020). The major cores of NQF are: (1) Being a tool to put the policies on quality development and education measurement standard as prescribed in the National Education Act with regard to higher education standard and education quality assurance into practice in educational institutions in a tangible manner. (2) Emphasis is placed on program learning outcomes (PLO), the basic quality standard to assure the quality of graduates. (3) Emphasis is placed on processing rules, regulations and notifications about curriculums and teaching and learning management

harmoniously. (4) Being an efficient communicating tool in building understanding and confidence among relevant persons/stakeholders such as students, parents, operators, communities, society and other institutions within the country or aboard on expected characteristics of graduates. (5) Emphasis is placed on enabling qualifications or degrees from any educational institution of Thailand to be accepted and equivalent to reliable higher education institutions across the country and foreign countries by providing higher education institutions an opportunity to create curriculums as well as a variety of teaching and learning process to produce the quality graduates with learning outcome standards as expected so that they are able to work happily and gain employers' satisfaction, and (6) long-life learning is promoted.

Graduates' desirable characteristics in NQF for higher education

Thailand gives importance to quality education management as appeared in various laws and notifications such as The National Education Act B.E. 2542 (1999) and the Amendment (No.2) B.E.2545 (2002) that prescribed the establishment of education quality assurance in order to develop the quality standard of all levels of education and to develop another step of the education quality assurance. As a consequence, TQF: HEd is determined as the 5th National Government Organization Act B.E.2545 (2002), notification of Ministry of Education on the National Qualifications Framework for Higher Education B.E. 2552 (2009) and notification of the Higher Education Commission on practical guidelines according to the National Qualification Framework for Higher Education B.E. 2552 (2009) to organize quality education management including accommodating the education quality assurance. Education standards, education quality indicators and criteria are established as well as the monitoring and inspecting system of education management according to the set standards is provided. According to the notification of the Higher Education Commission on practical guidelines following the National Qualifications Framework for Higher Education B.E.2552 (2009), it determines learning and learning outcome standards that learning is behavioral changes that students develop by themselves from experiences they receive while studying. The national qualification framework determines graduates to achieve expected learning outcomes at least 5 aspects (Higher Education Commission, 2009a) as follow: (1) ethical and moral development – be able to cope with ethical, moral and professional problems by means of discretion, values, feelings of others, basic values and professional ethics, express ethical and moral behaviors such as be disciplined, have responsibility, be honest, make a sacrifice, be a role model, understand others and the world, etc. ,(2) knowledge – have a broad understanding of important knowledge and skills, have general knowledge of the scope and defining features of fields of study and in-depth knowledge of some areas within the field including important theories, concepts and principles, more intensive knowledge in selected fields in preparation for further studies in vocational or higher education, be aware of codes of practice, rules and regulations that may change according to situations, (3) cognitive skills – be able to find fact, make understanding and assess concepts and new evidence from various sources of information and use the obtained information to solve problems and other tasks on their own, be able to study complicated problems and propose problem solving guidelines in a creative manner by considering

theoretical knowledge and practical experience and impact from decision making; in professional program, be able to apply technical and professional knowledge in the analysis and resolution of practical issues with limited guidance, understand and explain the consequences of decisions made, (4) interpersonal skills and responsibility – be able to think and act independently but interact constructively in group or team situations in pursuit of common goals, be able to exercise leadership in a small group in a defined area of responsibility that requires new innovation to solve problems, have creativity to appropriately analyze problems on own knowledge and group knowledge, take responsible for continuous learning including self-development and career development, (5) numerical analysis skills, communication and IT – be able to study and understand problems and issues, be able to choose and apply routine statistical and relevant mathematical techniques in investigating and proposing problem solutions, use information technology for data collection, data processing, interpretation and presenting information regularly, be able to communicate efficiently and verbally, be able to choose presentation models suitable for groups of individuals that are different (Office of Policy and Educational Plan Religion and Culture Office of the Permanent Secretary Ministry of Education, 1999; Office of the National Economic and Socail Development Council, 2020).

LMDC of Buddhist University

Mahachulalongkornrajavidyalaya University (MCU) is a Buddhist university under quality assurance supervision of Office for National Education Standards and Quality Assessment (ONESQA). In order to follow the determined guidelines appeared on the Royal Decree on Principle and Procedure for Good Public Governance B.E. 2546 (2003), the institution set the core strategy in MCU Development Plan under the 12th Phase of Higher Education Development Plan B.E. 2560 – 2564 (2017-2021) by determining its vision as "World leading Buddhist University", meaning a world-famous university, accepted by Buddhist education management institutions across the world. This results from the process of the university development plan that significantly adheres to participation and brainstorming of all stakeholders to determine a vision framework, strategies according to executive policies under the context of Thailand 20 Years National Strategy (Office of the National Economic and Socail Development Council, 2020), linking to the 12th National Economic and Social Development Plan B.E. 2560-2564 (2017-2021), the 12th National Education Plan B.E. 2560-2564 (2017-2021) of Ministry of Education (Office of Policy and Educational Plan Religion and Culture Office of the Permanent Secretary Ministry of Education, 1999) and the 12th Phase of Higher Education Development Plan by complying with the objectives, philosophy, commitment and mission of the university. Details of the 12th phase of the university development plan comprise 5 strategies, 12 goals, 35 indicators, and 41 strategies (Mahachulalongkornrajavidyalaya University, 2017), (Mahachulalongkornrajavidyalaya University Ubon Ratchathani Campus, 2019), (Homsombat, 2021; Ruangsanet al., 2021; Sanmee et al., 2021; Thongdee, 2021) as follows:

Strategy 1: Develop graduates to have quality compliant with 9 desirable characteristics of graduates by means of Dhamma principles (Buddhism

principles) integrated in the process of teaching and learning according to the goals of the national education plan that expects education to be a tool and mechanism to develop human resources to have citizenship, skills, knowledge, ability and competency at work and live happily in the society. Emphasis of this strategy is placed on the standard of graduate learning outcomes, the important principles in determining TQF: HEd which comprises 4 goals, 15 indicators and 13 strategies.

Strategy 2: Develop research and innovation to achieve national and international quality. Emphasis is placed on the development of body of knowledge and innovation in Buddhism integrated with other sciences to respond to requirements on solving problems of community, society and the country according to the major goals of the 9th National Research Policy and Strategy, comprising 3 goals, 6 indicators and 5 strategies.

Strategy 3: Develop social academic service to achieve quality accepted in national and international level under the process of building and developing potential of personnel to have deep expertise in Dhamma principles so that they will become leaders in disseminating and providing Buddhism academic service correctly and accepted by people in the global society, comprising 2 goals, 5 indicators and 5 strategies.

Strategy 4: Develop Buddhism enhancement and foster art and culture to have quality nationally and internationally. Emphasis is placed on promoting Buddhism and Thai art and culture to be accepted at national and international levels through the process of participatory activities, comprising 2 goals, 1 indicator and 1 strategy.

Strategy 5: Develop the management of Buddhist integrated organizations to be a role model for organizations that integrate Dhamma principles with modern management in an efficient manner, comprising 1 goal, 7 indicators and 8 strategies.

In order to conduct learning management that emphasizes desirable characteristics of graduates according to the qualifications-framework for higher education of MCU, based on the strategy 1 - Develop graduates to have quality compliant with 9 desirable characteristics of graduates by means of Dhamma principles integrated in the process of teaching and learning to produce quality graduates, important guidelines are determined as follow:

- Ethical and moral development
  Ethical and moral learning outcomes:
  1) Have a moral sense, faith and devote oneself to Buddhism
  2) Have public-mindedness and make sacrifice for public benefits
  3) Pay respect to rights, human dignity and listen to opinions of other people
  4) Be aware of the value of art, culture and local wisdom
  5) Behave oneself to be a role model for the society, nation and religion.

Teaching strategies used to develop moral and ethical learning:

1) Insert morals, faith, public-mindedness and sacrifice for public benefits in teaching and learning
2) Be a role model teacher
3) Learn from a case study about moral issues to enable students to practice problem solving,
4) Learn from real situations and organize activities in class or outside class.

Strategies for moral and ethical learning outcome assessment:

1) Continuously observe students' behaviors in class or outside class
2) Make a discussion, report, presentation and question answering
3) Consider outcomes of participation in activities of students
4) Students conduct self-assessment, peer assessment.

- Knowledge

Knowledge learning outcomes:

1) Have knowledge, understanding of principles, theories and content
2) Use knowledge to describe arising situation rationally
3) Be able to apply knowledge to everyday life
4) Have change literacy no matter those changes occur domestically or globally
5) Continuously seek knowledge from sources of learning.

Strategies for knowledge learning development:

1) Lecture-based teaching method and problem-based approach
2) Case study-based teaching method
3) Practice teaching method
4) Collaborative learning
5) Observation field study.

Strategies for knowledge learning outcome assessment:

1) Test
2) Midterm examination and final examination
3) Reports or assigned tasks
4) Presentation.

- Cognitive skills

Cognitive skill learning outcomes:

1) Be able to seek data, make understanding and data assessment from evidence
2) Be able to analyze and synthesize systematically and rationally
3) Be able to apply knowledge and skills to solve problems appropriately.

Teaching strategies for cognitive skill learning development:

1) Lecture-based teaching method with illustrations
2) Case study-based teaching method
3) Practice teaching method
4) Collaborative learning
5) Observation field study.

Strategies for cognitive skill learning outcome assessment:

1) Test
2) Midterm examination and final examination
3) Reports or assigned tasks
4) Presentation.

- Interpersonal skills and responsibility

Interpersonal skill and responsibility learning outcomes:

1) Be able to work as a team
2) Be a good member of a team as a leader or follower
3) Possess good human relationship, know how to control one's emotion and accept individual differences
4) Be responsible for oneself and society.

Teaching strategies for interpersonal skill and responsibility development:

1) Assign group tasks
2) Teach from actual situation occurring in a community and society
3) Organize learning activities in class and outside class
4) Conduct observation field study.

Strategies for interpersonal skill and responsibility learning outcome assessment:

1) Observe behaviors and expressions during teaching and learning and working with peers,
2) Assess assigned tasks
3) Consider from outcomes of participation in students' activities.

- Numerical analysis skills, communication and information technology skills

Numerical analysis skills, communication and information technology skills learning outcomes:

1) Be able to apply routine statistical and relevant mathematical technique
2) Be able to use language for communicating and giving meaning in terms of listening, speaking, reading and writing
3) Be able to use information technology in learning appropriately.

Teaching strategies for numerical analysis skills, communication and information technology skills learning development:

1) Teach use a practice method
2) Assign tasks related to searching for knowledge from various sources of data,
3) Make a presentation using computer and information technology.

Strategies for numerical analysis skills, communication and information technology skills learning outcome assessment:

1) Test
2) Midterm examination and final examination
3) Reports or assigned tasks
4) Presentation.

In order to be a guideline for higher education institutions to develop improve their curriculums, teaching and learning management and the quality of education management to produce quality graduates compliant with the intention of the notification of Ministry of Education on the National Qualifications Framework for Higher Education B.E.2552 (2009) consistent with the 21st century learning skills, Thailand 4.0 education guidance and the framework for producing and developing workforce to facilitate digital economy and society of sub-committee for production planning and workforce development to facilitate digital economy and society, Ministry of Digital Economy and Society, the Higher Education Commission determines a guideline to prepare learning outcome standards according the national qualifications framework for higher education by bringing digital competency for a bachelor's degree qualification to determine the learning outcome standard of the 5th domain "Numerical analysis skills, communication and information technology skills" (Amabile & Pratt, 2016).

- Digital literacy (digital competency)

  It is divided into necessary level meaning basic skills for a bachelor's degree qualification of all curriculums and high level meaning advanced skills for a bachelor's degree qualification. There are 6th domains of digital literacy (Higher Education Commission, 2009b) as follows:

  Searching and application
  Basic level – (1) be able to use various tools to search for relevant data, know how to use stock screener to limit results (such as searching for pictures, video or other forms of media), (2) know how to check reliability of various sources of data, (3) know how to manage systems and allocate resources (such as bookmarking tools) and be aware of issues related to copyrights and plagiarism.
  High level – (1) be able to use advanced searching tools for library system and online data storage sources proficiently, be able to monitor specific data or resources, understand restrictions of copyrights, be aware of other forms of rights such as creative commons, and be able to (or know how to) disseminate and share things online in an efficient and effective manner.

  Creativity and innovation
  Basic level – (1) be able to produce (and have a chance to produce) digital media such as graphic, video clip or voice clip and screen capture, etc. (2) be able to learn basics principles according to advice and be able to try out.
  High level – (1) be able to produce (and have a chance to produce) digital resources and multimedia to serve a variety of purposes including presentation in the form of infographic, voice and video including sources of origin and modification such as open education resource (OER), (2) have experience in using creative instruments and correcting interactive media (Davis, 2010; Yusuf, 2009).

  Identity and quality of life
  Basic level – (1) be aware of online safety issues including personal data and identity protection, (2) utilize safety characteristics such as antivirus software and security setting on devices and personal data protection on social media,

(3) know about basic necessity for data protection, (4) be careful and take into consideration before sharing data with others and before having interaction with others online.

Teaching or learning
Basic level – (1) be able to use a variety of technologies conveniently for learning, (2) be able to install and use software including useful application on personal device; mobile phone or tablet, to help collect and organize data record for personal usage.
High level – (1) be able to use learning technologies confidently including instruments for reference, presentation, linking and sharing thought, and sources of learning resources, be able to use technologies to help test learning progress and understanding of studies.

Instruments and technologies
Basic level – (1) be able to use a variety of technologies in a familiar manner and use specific terms to some extent.
High level – (1) be able to monitor and utilize advancement of emerging technology such as green technology, energy saving in an efficient and effective manner.

Communication and coordination
Basic level – (1) be able to use a variety of instruments conveniently for having a conversation and working with other people online including sharing documents or opinions, video-conferencing, attending seminars through websites, seminars through a variety of instruments and channels.

In addition to the domains of learning outcomes, some fields of the study are provided with theoretical and practical teaching methods due to the following studies:

- Learning management science methodology (added in teaching profession curriculum):

Learning management science methodology outcomes

1) Have knowledge and understanding about concept of philosophy of education, be able to decide to use the philosophy according to belief in creating a subject curriculum, design of content, teaching and learning activities, communication media and technology, measurement and assessment of students, class management, learning management using sources of learning in school and outside school, open sources of learning, in an appropriate manner to different context of students in each area.
2) Be able to bring psychological knowledge to analyze students individually, design activities, manage content, conduct management and mechanisms in assisting, modifying, promoting and developing students in response to requirements, interests, aptitudes and potential of students having individual differences for normal students, students with special needs or students with physical impairments.

3) Be able to organize learning activities and design learning management that allow students learn from experiences, learn from practices and work in real situations, promote the development of thinking, working, managing, confronting situations, keeping practicing, thinking and doing by integrating working with learning, moral and ethics, be able to apply knowledge for preventing and correcting problems and developing with honesty, be disciplined and responsible for students by focusing on student-based approach.
4) Create atmosphere and organize environment, instructional media, sources of knowledge, technology, culture and local wisdom inside and outside educational institution for learning, be able to coordinate and work in collaboration with parents, guardians and people in communities to facilitate convenience and mutually develop students to have mastery, metacognition and longing for knowledge continuously to their maximum capacity.
5) Possess the 21st century skills such as learning skills, thinking skills, life skills, collaborative working skills, language skills for communication, technology skills and living a life according the philosophy of sufficiency economy, be able to bring these skills to carry out learning management to develop oneself and students.

Teaching strategies used to develop learning management science methodology
1) Work-integrated learning (WIL) in educational institutions
2) Learning management design by integrating technological pedagogical content knowledge (TPCK)
3) Research in class to develop students' learning
4) Participation in yearly activities enhancing teachership throughout the curriculum
5) Experience-based approach
6) Productive-based learning.

Strategies for learning management science methodology outcome assessment:
1) Measurement and assessment from learning management skill practice in a simulation situation
2) Measurement and assessment from teaching outcome in educational institutions
3) Measurement and assessment from reports and research in class
4) Measurement and assessment from the outcomes of participation in yearly activities enhancing teachership throughout the curriculum (Mahachulalongkornrajavidyalaya University, Ubon Ratchathani Campus, 2019).

- Desirable characteristics

Students' characteristics development of MCU according to 9 desirable characteristics that emphasize readiness of body, speech and mind consistent with learning management that focuses on desirable characteristics according to the national qualification framework for higher education (Student Affairs Division. Online) are shown as follow: 'MAHACHULA': M – Morality, A- Awareness, H- Helpfulness, A – Ability, C – Curiosity, H- Hospitality, U –

Universality, L- Leadership, A – Aspiration (Student Affairs Division, 2021), (Mahachulalongkornrajavidyalaya University, 2017).

Conclusion

MCU has education policies in conjunction with policies on paradigm shift of graduates' learning quality according to the national qualifications framework for higher education. Curriculums and teaching and learning management have been prepared and modified to be consistent with the qualification framework. Emphasis is placed on producing graduates to achieve quality compliant with TQF: HEd by means of Dhamma in Buddhism integrated with the process of teaching and learning to ensure graduates have quality that meets the goals of the national education development plan which enables education to be a tool and mechanism to develop human resources to gain citizenship, the 21st century significant body of knowledge, the 21st century learning skills, life skills, desirable habits and behaviors, and 9 desirable characteristics of graduates. This study is carried out with the aim to study the learning management emphasizing desirable characteristics (LMDC) of students in MCU based on documentary research methodology. The finding reveals that LMDC is conducted according to the qualifications-framework including ethical and moral development, knowledge, cognitive skills, interpersonal skills and responsibility, numerical analysis skills, communication and information technology skills, and learning management science methodology (added in teaching profession curriculum) by integrating with digital competency and 9 characteristics.

References

Amabile, T. M., & Pratt, M. G. (2016). The dynamic componential model of creativity and innovation in organizations: Making progress, making meaning. *Research in organizational behavior*, *36*, 157-183. https://doi.org/10.1016/j.riob.2016.10.001

Chongruksa, D., Prinyapol, P., Wadeng, Y., & Padungpong, C. (2010). Storytelling: program for multicultural understanding and respect among Thai-Buddhist and Thai-Muslim students. *Procedia-Social and Behavioral Sciences*, *5*, 282-288. https://doi.org/10.1016/j.sbspro.2010.07.089

Davis, B. M. (2010). Creativity & innovation in business 2010 teaching the application of design thinking to business. *Procedia-Social and Behavioral Sciences*, *2*(4), 6532-6538. https://doi.org/10.1016/j.sbspro.2010.04.062

Duta, N., Tomoaica, E., & Panisoara, G. (2015). Desirable characteristics defining to describe an effective teacher. *Procedia-Social and Behavioral Sciences*, *197*, 1223-1229. https://doi.org/10.1016/j.sbspro.2015.07.383

Higher Education Commission. (2009a). Notification of Higher Education Commission on practical guidelines according to Thai qualifications framework for higher education.

Higher Education Commission. (2009b). Notification of Higher Education Commission on practical guidelines according to Thai qualifications framework for higher education on digital competency for a bachelor's degree qualification.

Homsombat, P. (2021). Buddhist Universities and Learning Management in the 21st Century. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, *12*(11), 4702-4707.

Konovalenko, T. V., Yivzhenko, Y. V., Demianenko, N. B., Romanyshyn, I. M., & Yemelyanova, Y. S. (2021). The possibilities of using distance learning in the professional training of a future foreign language teacher. *Linguistics and Culture Review*, *5*(S2), 817-830.

Kumar, T., Malabar, S., Benyo, A., & Amal, B. K. (2021). Analyzing multimedia tools and language teaching. *Linguistics and Culture Review*, *5*(S1), 331-341.

Lonn, S., & Teasley, S. D. (2009). Saving time or innovating practice: Investigating perceptions and uses of Learning Management Systems. *Computers & education*, *53*(3), 686-694. https://doi.org/10.1016/j.compedu.2009.04.008

Mahachulalongkornrajavidyalaya University Ubon Ratchathani Campus. (2019). *Bachelor's degree in Education program in Social Studies (4 years), Modified Curriculum in 2019*. Ubon Ratchathani: Ubon Ratchathani Campus,.

Mahachulalongkornrajavidyalaya University. (2017). *The 12th phase of higher education development plan of Mahachulalongkornrajavidyalaya University (2017-2021)*. Ayutthaya: Mahachulalongkornrajavidyalaya University.

Office of Policy and Educational Plan Religion and Culture Office of the Permanent Secretary Ministry of Education. (1999). National Education Act of B.E. 2542.

Office of the National Economic and Socail Development Council. (2020). National Strategy.

Ruangsan, N., Khachornsaengcharoen, N., & Klalod, P. D. (2021). Collocational Instruction for Improving Undergraduate Student Competency in English Reading and Writing. *Psychology and Education Journal*, *58*(2), 9575-9580.

Sanmee, W., Ruangsan, N., & Kaewketpong, P. (2021). Online Instructional Activities for Creative Internet Use of Tertiary Students in Thailand. *Psychology and Education Journal*, *58*(1), 1453-1457.

Srikote, S. (2013). Learning English through Collaboration: A Case Study at Mahachulalongornrajavidyalaya University, Loei Buddhist College. *Procedia-Social and Behavioral Sciences*, *88*, 274-281. https://doi.org/10.1016/j.sbspro.2013.08.506

Stantchev, V., Colomo-Palacios, R., Soto-Acosta, P., & Misra, S. (2014). Learning management systems and cloud file hosting services: A study on students' acceptance. *Computers in Human Behavior*, *31*, 612-619. https://doi.org/10.1016/j.chb.2013.07.002

Thongdee, V. (2021). The Buddhist Integrative Model in Promoting Master Teachers in Upper Northeast of Thailand. *Psychology and Education Journal*, *58*(3), 4194-4198.

Tulbure, C. (2012). Learning styles, teaching strategies and academic achievement in higher education: A cross-sectional investigation. *Procedia-Social and Behavioral Sciences*, *33*, 398-402. https://doi.org/10.1016/j.sbspro.2012.01.151

Wu, T. T., & Wu, Y. T. (2020). Applying project-based learning and SCAMPER teaching strategies in engineering education to explore the influence of creativity on cognition, personal motivation, and personality traits. *Thinking Skills and Creativity*, *35*, 100631. https://doi.org/10.1016/j.tsc.2020.100631

Yusuf, S. (2009). From creativity to innovation. *Technology in Society*, *31*(1), 1-8. https://doi.org/10.1016/j.techsoc.2008.10.007