Following the guidance of Assumption University's Knowledge Management System, in the academic year of 2017, Graduate School of Human Sciences searched for good practice emanating from tacit knowledge, experts’ skills, organized the sources of knowledge for graduate production and research through sharing. The School tried to keep the good practice data and put them in this KM report, as well as applied them to real work.

The school set up the following objectives for KM

1. **The Objectives**
   1.1 To search for good practice emanating from tacit knowledge, experts’ skills, and other sources from teaching and learning process.
   1.2 To search for good practice emanating from tacit knowledge, experts’ skills, and other sources from research area.
   1.3 To systematically file the good practice data and put them in our KM website after knowledge sharing and development.
   1.4 To apply the good practice to our real work.

2. **The Process**
   2.1 The process of search for search the best practice from the School, including three departments: education, psychology and philosophy.
   2.2 Schools/department and program meetings are conducted during the process, more details as the following:

   1) Feb 6, 2018, Graduate School of Human Sciences, Assoc. Prof. Dr. Suwattana and Assoc. Prof. Dr. Supit Karnjunapun visited Assumption College Rama II to discuss research on Social Media and Education with Dr. Pisut Wapiso, Director of the College.
2) Feb 9\textsuperscript{th}, 2018, the School 1\textsuperscript{st} meeting, Asst. Prof. Dr. Yan Ye informed the faculty members about the 4 important drives of KMS including Digitalization, Internationalization, Scholar work, and competency-based education. Asst. Prof. Dr. Yan Ye set up the KM strategic plan and informed the faculty about the KM tasks of this year.

3) Mar 28\textsuperscript{th}, 2018, the university requested our school to kindly complete the required Knowledge management information including KM Dimensions on the required link. Asst. Prof. Dr. Yan Ye informed the Dean and faculty members will have a KM meeting in the beginning of April.

4) Research workshop for the program faculty members on the “Knowledge Learning and Sharing: Cloud Storage (Assoc. Prof. Dr. Supit Karnjanapun)”, C81, April 5th, 2017. The faculty members learnt Cloud storage as a model of computer data storage in which the digital data is stored in logical pools. The physical storage spans multiple servers (sometimes in multiple locations), and the physical environment is typically owned and managed by a hosting company. These cloud storage providers are responsible for keeping the data available and accessible, and the physical environment protected and running. People and organizations buy or lease storage capacity from the providers to store user, organization, or application data. Cloud storage services may be accessed through a collocated cloud computing service, a web service application programming interface (API) or by applications that utilize the API, such as cloud desktop storage, a cloud storage gateway or Web-based content management systems.

5) A Learning Management System (LMS) special training session was held for all our instructors of Graduate School of Human Sciences by Ms. Jantana. Faculty members joined this session on Thursday April 26, 2018; 14:00 hrs-16:30 hrs; A42, A building 4th floor (Computer Lab), Huamak Campus.
6) April 10th, 2018, Asst. Prof. Dr. Yan Ye called the faculty meeting and discussed with faculty members to decide the KM topics for teaching and learning, and research for our school.

7) By June 13th, 2018, faculty members have reported their KM Activities for teaching and learning, and research work practices, and Asst. Prof. Dr. Yan Ye stated to write the school report for KM in academic year of 2017.

3. The Implementation/Performance

3.1 For Teaching and Learning process, the KM topic for our school is “student-centered learning/project-based learning”. As our school is the graduate school, student body for each class is relatively small, so the student-centered learning is feasible; and each course in fact is designed to teach student more in a research based view and direction to help students’ academic growth so that could lead them to think about their thesis and research at graduate school level.

3.2 For Research, the KM topic for our school is “the School motivates, facilitates, and supervises the faculty members’ academic and research work and each member responsible for their own research, but team research is also encouraged at the school level.”

3.3 Many the good practices of KM activities were systematically recorded and later the school will put them in our KM website after knowledge sharing and development. Those practices of KM activities are reported as follows:

1) School lecturers attended “PISA, TALIS and Reforms in Basic Education: Seminar for Educators from APEC Economies” in Shanghai on October 23-29, 2017. Assistant Professor Dr. Watana Vinitwatanakhun, Assistant Professor Dr. Ye Yan and Dr. Poonpilas Asavisanu and were invited to participate in the seminar sponsored by The Research Institute for International and Comparative Education, Shanghai Normal University. The seminar, which took place over a period of 5 days, was attended by educators from Chile, Indonesia, Malaysia, Philippines, Singapore, Thailand, Russia and
Vietnam. The discussions and guest speakers covered topics including PISA, TALIS, Shanghai education, teacher professional development and trends for Chinese education reform. Attendees of the seminar visited local schools, cultural institutes, and teacher training centers. The seminar was very informative and provided much incentive and motivation for further research and collaboration. The gracious welcome, sharing of knowledge and the hospitality of all of the representatives of the Research Institute, including the Director, Professor Zhang Minxuan and Shanghai Normal University were very much appreciated.

2) School Lecturer Dr. Arthur McNeill worked as an Invited speaker at Asian Education Leaders Forum (AELF) at World Didac Asia 2017. The 8th Asia Education Leaders Forum (AELF), Bangkok, October 2017 Conference theme: Discussing innovative options for Asians to bridge Education and Careers. The lecture commented on the global failure of formal foreign language education and advocated new approaches to the ways in which foreign language learning is addressed in the school curriculum. The lecture recognized the benefits of integrating foreign language learning into the study of subjects that interest students, along the lines of the successful CLIL (Content and Language Integrated Learning) approach that is now dominant in Europe. In Thailand, there appears to be great potential for integrating English into subject teaching in vocational education.
3) School of ELT Dr. Arthur McNeill worked as an External consultant of a project to integrate English and subject teaching at the Thai Military Technical Training School (MTTS).
This project explores the potential use of English as a medium of instruction for technical subject teaching at the Thai Military Technical Training School (MTTS), Bangkok. The project leader is Major Kamneung Jenkarn. During 2017, teachers of automotive subjects, science and computer technology participated in an experimental training program to develop their skills in using English to teach their subject. Following the success of this exploratory program, Dr. Arthur McNeill shared his knowledge for teaching English and he also pointed that English might be adopted as a medium of instruction for vocational training more generally.

4) Knowledge sharing and Professional Development Seminars/Workshops by Asst. Prof. Dr. Richard Lynch for different schools and institutions in Bangkok
Asst. Prof. Dr. Richard Lynch, senior instructor in the M.Ed Curriculum & Instruction Program, conducted several teacher professional development seminar/workshops during the 2017 academic year.
On August 4th, September 1st, and October 5th 2017, Dr. Lynch delivered seminar/workshops for English Program teachers at Assumption College, Bangrak, all focusing on a variety of instructional models. The first session on August 5th was an introduction/overview of instructional models which the EP teachers could use in planning their lessons. The September 1st session focused specifically on three instructional models. The first derived from the behavioral approach as exemplified by the PPP (Present, Practice, Produce) model. The other two derived from a cognitive approach: the CIPPA (Construction, Interaction, Physical Participation, Process learning, Application) model, and the CALLA (Cognitive Academic Language Approach) model. The last session at AC Bangrak on October 5th focused on the following three instructional models: the Explicit Teaching Model, The 5E (Engage, Explore, Explain, Evaluate, Extend) Model, and the SIOP (Sheltered Instruction Observation Protocol) Model. The intent of all three sessions was to provide the teachers with multiple options in planning their lessons in their EP subjects.

On September 2nd, 2017, Dr. Lynch delivered a workshop entitled Bloom’s Taxonomy of Learning Domains - Their Applications in Teaching & Learning, for the Assumption University New faculty Orientation. The session focused on general applications of Bloom’s Taxonomy of the Cognitive Domain across disciplines. In attendance were 20 new instructors from several of AU’s schools and departments, including, Nursing Science, Business English, Hospitality & Tourism Management, General Education, Finance & Banking. The session began with the participants completing a pre-test assessing their knowledge of Bloom’s Taxonomy and how to apply it in their classes. At the end of the session the participants checked their pre-tests and adjusted and shared their responses based on what they learned during the session.

On November 18th, 2017, Dr Lynch gave a presentation to several students in the Graduate School of Psychology, a sister school in the Graduate School of Human Sciences. The presentation was entitled Educational Psychology and the Learning Questions. The focus was on giving the students in clinical psychology a primer in the areas of interest for educational psychologists. To that end, Dr. Lynch first answered the question - What is educational psychology? - pointing out the scope and limitations of the field. He then focused on the learning concept, which of course is central to educational psychology. Dr. Lynch presented three fundamental questions that all teachers must have answers for – 1) What is learning? 2) How do people learn? 3) How do we know how someone has learned? A variety of different but acceptable answers are possible for each of the three questions, but those answers must draw on knowledge of at least 3 major theories from psychology – behavioral theory, cognitive theory and humanism.

On the afternoon of April 2nd, 2018, Dr. Lynch conducted a professional development seminar/workshop focusing on student-centered teaching, learning and assessment for professors in the Business Administration Program of Mahidol University International College, Salaya, Nakhon Pathom. Attending the session were professors of marketing,
finance, international business, and business essentials. The primary objective of the session was to emphasize that the use of teacher-centered or learner-centered teaching strategies is not, in fact, an either/or dichotomy, but rather are a continuum of practice. Given that the bottom line must always be student achievement, all professors/teachers, regardless of subject taught, should employ a variety of instructional approaches, as appropriate, in every class, taking into account student differences. Thus, in any given class, both teacher-centered and student-centered activities will be appropriate.

5) Workshop for knowledge sharing and management for IELE
On March 12th, 2018, Asst. Prof. Dr. Kanog-on Rungrojngarmcharoen, Asst. Prof. Dr. Yan Ye and Dr. Poonpilas Asavisanu conducted a Workshop “Enhancing academic work performance -- Faculty Development for IELE Instructors”. Three lecturers shared their experiences with research writing and publication and guidance, and introduced the strategic plan and prepare for writing a good academic work. 32 participants from IELE attended this workshop; they all felt this workshop was very helpful for them to know how to start their research as a part of their professional growth requires. The evaluation of this workshop reached 4.23/5.
6) **University IRAS Research Seminar on Mar 13, 2018**
On Mar 13, 2018, Representatives from the school of Education, Psychology and Philosophy, Asst. Prof. Dr. Yan Ye, Dr. Poonpilas Asavisanu, Dr. Santosh Ayathupady Mohanan, and Dr. Veerachart Nimanong attended the AU Qualitative and Quantitative Research Seminar. The participants learnt the knowledge of how to write a better research/academic paper from the seminar, and shared with the other faculty members in the faculty meeting time.

7) **Editors Training and Workshops**
As the editors for our school Journal Scholar in TCI-Tier 1 group, Asst. Prof. Dr. Yan Ye and Assoc. Prof. Dr. Suwattana Eamoraphan were invited to the “Scopus-Thailand Consortium” relatively on Mar 8, 2018 to learn more about Thailand and ASEAN Journals for Indexing in Scopus. They learnt knowledge about the research publication and journal selection and so on.

8) **Knowledge Sharing and seminar for Thailand Higher Education Institutions in China, Huzhou Normal University**
On April 18, 2018, Asst. Prof. Dr. Yan Ye was invited by the Dean of English School from HuZhou Normal University, China to conduct a seminar for their undergraduate students about “Perspectives of Thailand Higher Education Institutions and the collaboration with China”. The seminar provided the current Thailand Higher Education Institutions information and analyzed the possible collaborations between Higher Education Institutions of Thailand and China.

9) **Paper presentation at various international conferences by Asst. Prof. Dr. Orlando**
González (2017) presented *Developing statistical tasks for implementing cross-border lesson study using data from the APEC energy database*. In the 12th APEC-Khon Kaen International Symposium: Innovation of
González, O. (2017) presented Value-focused thinking in the mathematics classroom: Engaging students in decision-making through socially open-ended problem solving in the 23rd International Conference on Mathematical Views (MAVI 23), from October 4-6, 2017, at Essen, Germany Cham, Switzerland. This conference, held once a year at different European locations, is the most comprehensive and important event in Europe regarding research on the affective domain of mathematics education.
González, O., Eamoraphan (2018) also presented *Developing flexible mathematical thinking in secondary school students through variability modeling and data-based decision-making.* in the 8th ICMI-East Asia Regional Conference on Mathematics Education, Taipei, Taiwan.

10) Knowledge sharing and transformation through Teacher Training Workshop at Assumption College (Bangrak Campus), May 14-15, 2018

Asst. Prof. Dr. Orlando was invited by Bro. Witthaya Thepkom (Head of English Program) and Ms. Ratana Rasmimariya (Assistant Head of English Program and Head of personnel for foreign teachers), I was invited to conduct a 2-day teacher training workshop for 60 teachers on three particular topics: Design of Appropriate and Effective Testing Materials, Classroom Management, and Professional Learning Communities (PLCs).
4. **The Report of KM Outcomes**

4.1 Report of the School’s best practice emanating from tacit knowledge, experts’ skills, and other sources from teaching and learning process.

Through a few rounds meeting at the school and departments’ levels, the School searched and would like to report the best practice from teaching and learning after meetings based on faculty members’ collective wisdom.

The Graduate School of Human Sciences is comprised of Education, Psychology and Philosophy departments, the teaching and learning in three different fields may not be all the same, but as all three are at the Graduate school level, there are some good practices in common. We all used the student-centered approach, which involved both active and cooperative learning; the instructional methods illustrating these approaches are the following:

- Discussion-based learning (e.g., students reflect and discuss on particular topics of interest during classroom time).
- Reflective learning (e.g., students carry out reflection on educational topics of interest, presenting the results of such reflection either orally to the entire class or as a written report).
- Professional learning for teacher development (e.g., students observe, consult or interview experienced teachers or principals, in order to acquire a deeper knowledge in the field of educational administration).
- Project-based learning (e.g., two or more students work on a particular topic, in order to develop a class project)
- Research-based learning (e.g., students read and reflect on research papers by themselves).
- Flipped classroom (e.g., students research a particular topic at home, using ICT, and reporting back to the class, with the lecturer serving as a facilitator).

4.2 Report of good practice emanating from tacit knowledge, experts’ skills, and other sources from research area.

The School motivated, facilitated, and supervised the faculty members’ academic and research work in three levels (see the diagram on the next page):
• The first level is the School Leadership. Usually the Dean or Chair-person provided the leadership to encourage and motivate every faculty member involved research conducting and participation of the latest research/seminar for research/international conference etc. In the real practices, the Dean will send all the information related to research work fund application, research publication, conference attending, and paper presentation from time to time.

• The second level is the Research Committee. The School established the Research Committee, which monitors and reviews faculty research profiles in accordance with OHEC requirements, as well as audits the faculty research proposals. In the real practices, the research committee often encourages faculty to be involved in research and/or scholarly-related activities and oversee mentorship arrangements between junior and senior faculty.

• The last level is the Research work from the faculty members. There are three type ways of research work producing in this School.
  1) The individual lecturer’s personal research work, this type of research work no need the University budget or fund, it’s the lecturer’s personal research work.
  2) The team research work, two or more lecturers cooperated with each other, they write together and conduct the research together, but they didn’t ask for the University fund.
  3) The Research proposal for AU Fund (or other fund), faculty members initiate and write a research proposal to apply for AU fund. The research proposal is formatted according to committee specifications and submitted to the research committee firstly. The School’s Research Committee will select the experts to help review research, and make recommendations for the proposal in order to facilitate to get the research grant from the university or outside. In the real practices, the School research committee will arrange the one to one guidance, which
means to invite the researcher who got the AU fund to guide and help
the new researcher to develop the proposal to its best so as to increase
the possibility to obtain the AU research fund. For example, this year,
Dean of the GSHS gave a lecture on the basics of research including
research methodology, design, statistical analysis, and model
development and validation. Asst. Prof. Dr. Yan Ye shared her
experiences in doing research and information on the process of
applying for Assumption University research grants. Drawing from his
experience as both a participant and presenter at various international
conferences around the world, Asst. Prof. Dr. Orlando was able to
provide an interesting perspective on the international publication and
dissemination of research works. Three faculty members
cooperatively did this seminar, which encouraged a lot for the rest of
members to conduct more individual academic research as well as to
write more research and apply for AU research fund.

4.3 The School systematically filed the good practice data and put them in our KM
website after knowledge sharing and development.

The school created the KM corner in the school website, and systematically
updated the related information and shared the knowledge. The school’s KMS link
is: http://www.education.au.edu/index.php?option=com_content&view=article&id=36&Itemid=28

The School’s Knowledge Management System (corner) in the website shared the
following information and files for the whole school and outsiders. And the
current KM report and other KM related information will be updated from time to
time.

4.4 The School encourages everyone to apply the good practice to our real work.

The School leadership team informed each program director to search and report
the good practices from the teaching and learning and research work area firstly,
meanwhile, the complete and summarized report of these practices as the KM
sharing and learning will be listed on our website. And through the website,
school meetings, and emails, the school encourages every faculty member to apply
the good practice to our real work, especially in teaching and learning and
research work.

5. Use for KM Sharing and Learning

The School used the School’s KM Development and Implementation plan, which was
submitted in April 10th 2018; and through School and group meetings to encourage
the faculty members to use and apply the good practice to our real work. Meanwhile,
this formal KM report of June 30, 2018 will be also showed in our school’s KM
website.