



Pedagogic Excellence in Massified Higher Education: Strategies for Inclusive Business Teaching in Thai Universities

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Abstract

Background and Aim: The rapid expansion of higher education, known as massification, has greatly increased student diversity in Thai universities, particularly in business schools. This increase presents new challenges for educators striving to maintain pedagogic excellence while addressing diverse student needs. The study aims to explore effective strategies for inclusive teaching that can enhance student engagement and improve learning outcomes in massified business education contexts in Thai universities.

Materials and Methods: A comprehensive literature review was conducted to identify key inclusive pedagogical practices suitable for diverse business classrooms. The effectiveness of these strategies was analyzed based on their ability to promote inclusivity and student engagement in higher education.

Results: The review identified several effective strategies, including active learning, context-mediated pedagogy, and adaptive teaching methods. These approaches were found to enhance student participation and learning outcomes in diverse classrooms. Achieving pedagogic excellence in massified higher education requires adopting inclusive teaching methods that cater to the diverse needs of students. By implementing these strategies, Thai universities can improve the quality of business education and ensure that students are well-prepared to succeed in a globalized world.

Conclusion: Pedagogical excellence in massified higher education requires the adoption of inclusive teaching practices that cater to the diverse needs of students. Implementing these strategies can improve the quality of education in Thai universities and support student success in a globalized world.

Keywords: Massification; Inclusive Pedagogy; Business Education; Thai Universities; Student Diversity

Introduction

The massification of higher education has become a global phenomenon. In recent decades, many countries, including Thailand, have seen a rapid increase in the number of students attending universities (Brunner & Labrana, 2020). This expansion aims to provide greater access to education for a broader segment of the population. However, the growth has also led to a more diverse student body, with varying academic backgrounds, learning needs, and expectations (Espinoza et.al., 2024). This diversity presents unique challenges and opportunities for educators, particularly in business schools where students are prepared for the complexities of the global marketplace.

The increased diversity in higher education settings brings new dynamics to teaching and learning environments (Areesophonpichet et.al., 2024). In business schools, the varied experiences and perspectives of students can enrich classroom discussions and broaden the scope of learning (Kamkankaew et.al., 2022). Yet, this diversity also requires educators to adapt their teaching strategies to meet the needs of all students. Traditional teaching methods, which may have been effective in more homogenous classrooms, may not be sufficient in these massified settings (Varghese, 2015). As a result, there is a growing need to explore pedagogical approaches that foster inclusivity and cater to the diverse learning styles present in modern classrooms.

Investigating teaching excellence in inclusive university environments is crucial in this context (Thanitbenjasith & Kamkankaew, 2023). Pedagogical excellence goes beyond the delivery of content; it encompasses the ability to engage students, accommodate different learning needs, and create a supportive learning environment (Dias, 2015). In the context of massified higher education, achieving pedagogical excellence means adopting strategies that promote inclusivity and ensure that all students, regardless of their background, have the opportunity to succeed (Noui, 2020). This focus on inclusivity is particularly



important in business education, where the goal is to equip students with skills and knowledge that are relevant in a diverse and interconnected world.

The massification of higher education has rapidly expanded access to universities worldwide, including in Thailand. This increase in enrollment has allowed a wider range of individuals from diverse backgrounds to pursue higher education, especially in business schools (Espinoza et.al., 2024). While this expansion brings numerous benefits, such as greater inclusivity and broader societal engagement, it also introduces challenges that educators must address. The diverse academic preparedness, learning styles, and expectations of students demand more than traditional teaching approaches. Business schools, which play a critical role in preparing students for complex, globalized markets, need to rethink their teaching methods to ensure inclusivity and engagement for all students (Thanitbenjasith & Kamkankaew, 2023). Achieving pedagogical excellence in massified higher education is essential for fostering inclusive learning environments that accommodate different needs and empower all students to succeed, particularly in a field as dynamic and globally interconnected as business.

The purpose of this review article is to examine strategies for achieving pedagogical excellence in Thai universities, with a specific focus on business schools. By exploring inclusive teaching practices, this review aims to identify approaches that can enhance student engagement and learning outcomes in massified educational settings. The significance of this investigation lies in its potential to inform educators and policymakers about effective teaching strategies that can support diverse student populations and contribute to the overall quality of higher education in Thailand.

Definition of Massification

Massification in higher education refers to the rapid expansion of access to university education to a larger segment of the population (Teichler, 1998). This process is driven by several key factors, including societal aspirations for upward mobility, governmental policies aimed at increasing educational attainment, and the broader democratization of knowledge. As more people seek higher education, the landscape shifts from being exclusive to more inclusive, aiming to cater to diverse groups beyond the traditional elite (Hornsby & Osman, 2014). This transformation is evident globally, with many countries, including Thailand, experiencing a significant increase in student enrollment numbers.

The shift from elite to mass education has profound implications for higher education institutions (). Traditionally, universities served a small, select group of students, often those from privileged backgrounds (Guri-Rosenblit, Sebkova & Teichler, 2007). However, as education becomes more accessible, institutions must adapt to accommodate a more diverse student body (Huang, 2012). This shift necessitates changes in teaching methods, curriculum design, and support services to meet the needs of a broader audience. The challenge is not only to provide access but also to ensure quality and equity in education for all students. In the context of Thai universities, massification presents specific challenges (Jampaklay et al, 2022). One major issue is the strain on resources, including teaching staff, facilities, and funding (Crocco, 2018). As the number of students increases, maintaining the quality of education becomes more difficult. Additionally, there is a growing need to address the diverse educational backgrounds and preparedness of students entering higher education (Kamkankaew et.al., 2022). This diversity requires a more inclusive approach to teaching, with strategies that cater to different learning styles and levels of academic readiness.

Furthermore, Thai universities face the challenge of balancing traditional academic standards with the demands of a massified system (Crocco, 2018). The pressure to expand access can sometimes lead to concerns about maintaining academic rigor and standards (Kamkankaew et.al., 2022). As a result, universities must find ways to innovate and adopt new pedagogical strategies that uphold excellence while embracing inclusivity (Areesophonpichet et.al., 2024). This balance is crucial for ensuring that the expansion of higher education serves its intended purpose of empowering individuals and contributing to societal progress.

In conclusion, the massification of higher education has transformed the landscape of universities, making access to education more inclusive and available to a wider population. Thai universities, like many globally, face the challenge of adapting to this shift by implementing pedagogical strategies that ensure



both quality and inclusivity. The increase in student enrollment, coupled with diverse educational backgrounds, calls for innovative teaching methods that cater to varied learning needs while maintaining academic standards. Achieving pedagogic excellence in this context requires balancing the demands of mass education with the goal of providing equitable, high-quality education. By embracing inclusive teaching practices, Thai universities can ensure that all students are empowered to succeed in an increasingly interconnected world.

Characteristics of Excellent Teaching in Inclusive Environments

Educators who excel in diverse teaching environments share certain key traits that enable them to connect effectively with all students (Varghese, 2022). One of these traits is empathy, which allows teachers to understand and respond to the unique needs of their students (Akalu, 2016). Empathetic educators are sensitive to the varying backgrounds and experiences of their students, and they strive to create a learning atmosphere where everyone feels respected and valued (Xu, 2021). This quality helps to build trust and open communication, making students more comfortable participating in class discussions and activities. Another crucial trait is adaptability. In inclusive classrooms, educators must be flexible in their teaching methods to cater to the different learning styles and paces of students (Alves & Tomlinson, 2021). This involves using a variety of instructional strategies, such as visual aids, hands-on activities, and digital tools, to engage students with different preferences. Adaptable educators are also willing to modify their lesson plans based on student feedback and learning outcomes, ensuring that all students have the opportunity to succeed (Tight, 2023).

Pedagogical strategies that align with the needs of a heterogeneous student body focus on inclusivity and engagement. Active learning techniques, such as group discussions, problem-based learning, and collaborative projects, are particularly effective in diverse settings (Mohamedbhai, 2014). These strategies not only foster critical thinking and teamwork but also encourage students to share their perspectives, enriching the learning experience for everyone (Mok & Jiang, 2017). Additionally, clear and structured instruction, paired with frequent feedback, helps students from various backgrounds to understand the material and stay on track (Hornsby & Osman 2014).

The concept of context-mediated pedagogy is highly relevant to teaching excellence in inclusive environments (Noui, 2020). This approach emphasizes the importance of relating academic content to the students' real-world experiences and cultural contexts. By making learning relevant to their lives, educators can enhance student motivation and engagement (Dias, 2015). Context-mediated pedagogy also involves recognizing and valuing the diverse cultural knowledge that students bring to the classroom, using it as a foundation for deeper learning and connection (Huang, 2012).

However, achieving teaching excellence in inclusive environments comes with its challenges. Educators may face difficulties in balancing the diverse needs of their students, particularly in large classes where individual attention is limited (Mok & Jiang, 2017). Additionally, there can be a lack of resources and support for implementing inclusive teaching strategies, such as training in cultural competence or access to adaptive learning technologies (Espinoza et.al. 2024). Overcoming these challenges requires institutional support, ongoing professional development, and a commitment to continuous improvement (Xu, 2021).

To adapt and maintain high standards of teaching excellence, educators must be proactive in seeking feedback from their students and colleagues (Akalu, 2016). Regular reflection on teaching practices, along with a willingness to learn and implement new strategies, is essential (Xu, 2021). By embracing these challenges and continuously refining their approach, educators can create an inclusive learning environment that not only accommodates but celebrates the diversity of their students, ultimately leading to greater educational outcomes for all (Mok & Jiang, 2017).

In conclusion, achieving pedagogic excellence in massified higher education requires educators to be empathetic, adaptable, and committed to inclusivity. In Thai business schools, where students come from diverse backgrounds, these qualities are essential for creating an environment where all students feel valued and supported. Educators must employ a variety of teaching methods and actively engage students through



context-mediated pedagogy, ensuring that learning is relevant to their experiences. While challenges such as resource limitations and large class sizes persist, continuous reflection, feedback, and institutional support can help educators overcome these barriers. By prioritizing inclusivity and adapting to the needs of all students, educators can enhance learning outcomes and foster success in diverse classrooms.

Table 1 Characteristics of Excellent Teaching in Inclusive Environments

Characteristics of Excellent Teaching	Description	Challenges
Empathy	Understanding and responding to students' unique needs, building trust and open communication.	Building trust with students from diverse backgrounds.
Adaptability	Flexibility in teaching methods, using various instructional strategies, and modifying plans based on feedback.	Catering to different learning styles and adapting lesson plans effectively.
Inclusive Pedagogical Strategies	Active learning techniques such as group discussions and collaborative projects, clear instruction, and frequent feedback.	Balancing diverse needs in large classes with limited resources.
Context-Mediated Pedagogy	Relating academic content to students' real-world experiences and valuing their cultural knowledge.	Connecting content to diverse cultural contexts and real-world experiences.
Continuous Improvement	Proactive in seeking feedback, reflecting on practices, and implementing new strategies to improve teaching.	Overcoming limited resources and institutional support, and committing to continuous professional development.

Source: By the authors

The impact of academic, cultural, and socioeconomic diversity on teaching methods.

Academic, cultural, and socioeconomic diversity in higher education creates a dynamic and complex classroom environment (Alves & Tomlinson, 2021). This diversity can impact how students engage with the material, interact with their peers, and respond to teaching methods. Academic diversity, including varying levels of prior knowledge and learning abilities, requires instructors to adapt their teaching strategies to meet the needs of all students (Varghese, 2015). Some students may struggle with basic concepts, while others are ready for more advanced discussions (Mok & Jiang, 2017). This range necessitates differentiated instruction and the use of varied teaching methods to cater to the different learning paces and styles within the classroom.

Cultural diversity brings a variety of perspectives and experiences into the learning environment (Pineda & Mishra, 2023). It enriches discussions and broadens the scope of learning by allowing students to learn from each other's backgrounds (Stentiford & Koutsouris, 2021). However, it can also pose challenges, such as language barriers and differing communication styles (Akalu, 2016). In Thai universities, where students come from various regions and ethnic groups, inclusive teaching strategies that respect and celebrate these differences are essential (Dakka, 2020). Instructors must be culturally sensitive and aware of how cultural norms can affect participation and learning (Noui, 2020). For example, some students may come from cultures where questioning authority is discouraged, affecting their willingness to engage in class discussions.

Socioeconomic diversity influences students' access to resources, such as textbooks, technology, and study environments (Rodriguez-Hernandez et al, 2020). Students from lower socioeconomic backgrounds may face additional stressors, such as financial difficulties, which can impact their academic performance



(Barnett, 2020). Instructors need to be mindful of these disparities and provide support where possible, such as offering alternative resources or flexible deadlines (Brunner & Labrana, 2020). Acknowledging these challenges and being proactive in addressing them can help create a more equitable learning environment (Alves & Tomlinson, 2021).

To manage and leverage diversity within the classroom, instructors can employ a range of strategies (Akalu, 2016). One effective approach is the use of collaborative learning, where students work in diverse groups to solve problems or complete projects (Pineda & Mishra, 2023). This not only helps students learn from each other but also fosters a sense of community and belonging. Instructors can also use case studies and examples that reflect a variety of cultural and socioeconomic contexts, making the content more relevant and accessible to all students (Barnett, 2020). By incorporating diverse perspectives into the curriculum, students are more likely to see the value in what they are learning and how it applies to their own lives (Stentiford & Koutsouris, 2021).

Another strategy is to use formative assessments to gauge student understanding and identify areas where additional support is needed (Alves & Tomlinson, 2021). Regular feedback allows instructors to adjust their teaching methods to better suit the needs of the class (Varghese, 2015). In large, diverse classrooms, formative assessments can be an effective tool to ensure that no student is left behind (Hornsby & Osman, 2014). Instructors can also use technology to provide personalized learning experiences, such as online quizzes that adapt to the student's level of understanding or video content that students can review at their own pace (Stentiford & Koutsouris, 2021).

Creating an inclusive classroom environment also involves setting clear expectations and establishing a respectful and supportive atmosphere (Hornsby & Osman, 2014). Instructors should encourage open dialogue and create a space where all students feel comfortable expressing their views (Dias, 2015). This can be achieved through activities that promote empathy and understanding, such as cultural exchange sessions or discussions on socioeconomic challenges (Rodriguez-Hernandez et al, 2020). By fostering a sense of respect and inclusivity, instructors can help students feel valued and motivated to participate in the learning process.

In conclusion, academic, cultural, and socioeconomic diversity significantly impacts teaching methods in Thai universities. To effectively address these diversities, educators must adopt inclusive teaching strategies that cater to varying academic abilities, cultural backgrounds, and socioeconomic challenges. By embracing diverse perspectives, using differentiated instruction, and fostering an inclusive classroom environment, instructors can create richer learning experiences for all students. This approach not only enhances student engagement and learning outcomes but also prepares students for success in a diverse and interconnected world. Recognizing diversity as a strength is key to achieving pedagogic excellence in massified higher education.

Table 2 Impact of Academic, Cultural, and Socioeconomic Diversity on Teaching Methods

Type of Diversity	Impact on Teaching Methods	Challenges	Effective Strategies
Academic Diversity	Necessitates differentiated instruction and varied teaching methods to address different learning paces and styles.	Managing varying levels of prior knowledge and learning abilities.	Use of varied teaching methods, such as visual aids, group work, and adaptive learning technologies.
Cultural Diversity	Requires culturally sensitive teaching strategies and inclusivity to navigate language barriers and	Navigating language barriers, differing communication styles, and cultural norms affecting participation.	Incorporating diverse perspectives into discussions and using culturally relevant case studies.



Type of Diversity	Impact on Teaching Methods	Challenges	Effective Strategies
	different communication styles.		
Socioeconomic Diversity	Demands awareness of resource disparities, providing support such as alternative resources or flexible deadlines.	Addressing financial difficulties and resource limitations impacting academic performance.	Providing support, flexible deadlines, and alternative resources; fostering a sense of equity.

Source: By the authors

Implications for Policy and Practice

To achieve pedagogical excellence in massified higher education, policymakers, academic leaders, and educators must work together. Policymakers should create clear guidelines and incentives that encourage inclusive teaching practices. This can include funding for faculty development programs that focus on inclusive and student-centered teaching methods. Academic leaders can play a crucial role by fostering a culture of teaching excellence within their institutions. They should recognize and reward innovative teaching approaches that promote engagement and inclusivity in the classroom.

Institutions should support teaching excellence by providing continuous training for educators. This training should focus on effective teaching strategies for large, diverse student populations. Workshops, seminars, and mentorship programs can help educators enhance their skills in managing diverse classrooms and adapting their teaching methods to meet the needs of all students. Additionally, institutions should provide access to teaching resources, such as technology and teaching materials, that support active and inclusive learning.

Structural adjustments within universities can also promote pedagogical excellence. This includes reducing class sizes where possible, enhancing classroom environments, and ensuring that educators have the time and resources needed to focus on teaching quality. Institutions might consider hiring more teaching staff or employing teaching assistants to support faculty in managing large classes. Furthermore, providing flexible learning spaces and technology that facilitates interactive learning can significantly enhance the teaching and learning experience.

Quality assurance frameworks play a key role in promoting pedagogical excellence. These frameworks should include criteria that assess and support the quality of teaching and learning, rather than focusing solely on research outputs. Regular evaluations of teaching practices, combined with constructive feedback, can help educators continuously improve their methods. Quality assurance processes should also involve students' feedback to ensure that teaching practices are meeting their needs and expectations.

Moreover, quality assurance frameworks should encourage reflective practices among educators. By reflecting on their teaching methods and outcomes, educators can identify areas for improvement and adapt their strategies to better support students' learning. Institutions should provide platforms for educators to share best practices and learn from one another, fostering a community of continuous improvement.

Finally, policymakers and academic leaders should advocate for the integration of inclusive teaching practices into the core mission of higher education institutions. This can be achieved by embedding inclusive teaching criteria into faculty evaluations and promotion processes. By aligning institutional goals with pedagogical excellence, universities can ensure that their teaching practices not only support student success but also contribute to the overall quality of higher education in Thailand.

In conclusion, achieving pedagogical excellence in massified higher education requires collaboration between policymakers, academic leaders, and educators. Policymakers should create supportive guidelines and provide resources for inclusive teaching practices, while academic leaders must cultivate a culture that values teaching innovation. Institutions should prioritize continuous educator training and offer the necessary resources to support diverse student needs. Structural adjustments, such as reducing class sizes and enhancing learning environments, are crucial for fostering effective teaching. Quality assurance



frameworks should focus on improving teaching practices, incorporating student feedback, and promoting reflective teaching. By integrating inclusive teaching into institutional goals and evaluation processes, Thai universities can ensure the success of all students and enhance the overall quality of higher education.

Table 3 Implications for Policy and Practice in Pedagogical Excellence

Stakeholder	Implications for Policy	Implications for Practice
Policymakers	Create clear guidelines and incentives for inclusive teaching; fund faculty development programs.	Encourage inclusive teaching through policy support and funding for professional development.
Academic Leaders	Foster a culture of teaching excellence; recognize and reward innovative teaching practices.	Promote engagement and inclusivity in the classroom through leadership and recognition of best practices.
Institutions	Provide continuous training; support teaching excellence with resources and structural adjustments.	Offer workshops, seminars, and mentorship for effective teaching strategies; reduce class sizes where possible.
Quality Assurance Bodies	Implement frameworks that assess teaching quality; include student feedback in evaluations.	Regular evaluations and constructive feedback to improve teaching methods; promote reflective practices.
Educators	Advocate for inclusive teaching as a core mission; engage in reflective practices and share best practices.	Reflect on teaching methods and outcomes; adapt strategies to support diverse student needs.

Source: By the authors

Future Directions and Research Opportunities

Future research on pedagogical excellence in massified higher education should focus on understanding how teaching strategies can be tailored to diverse student populations. As classrooms become more varied in terms of students' backgrounds, skills, and needs, it is essential to explore which approaches work best for different groups. Studies could examine the specific challenges faced by students from underrepresented or disadvantaged backgrounds and how inclusive teaching methods can be adapted to address these challenges effectively.

Another area worth exploring is the scalability of successful teaching strategies across different disciplines and educational contexts. Research could investigate whether the inclusive teaching practices identified for business education can be applied to other fields, such as the sciences or humanities. Comparative studies that look at the transferability of these strategies can help identify core principles of inclusive pedagogy that are universally effective, as well as discipline-specific nuances that need to be addressed.

There is also a need to examine the impact of technological integration in massified classrooms. Future research could focus on how digital tools and online platforms can support inclusive teaching and enhance student engagement. Investigating the effectiveness of blended learning models, which combine in-person and online instruction, can provide insights into how technology can help manage large class sizes while still maintaining high teaching standards.

Exploring the role of teacher training and professional development in promoting pedagogical excellence is another important research direction. Studies could investigate the types of training that are most effective in equipping educators with the skills needed to teach in massified environments. This could



include examining the impact of ongoing professional development programs that focus on inclusive teaching practices, use of technology, and adaptive learning techniques.

Further research could also delve into the student perspective on inclusive teaching. Understanding how students perceive and experience different teaching methods can provide valuable feedback for educators. Surveys, interviews, and focus groups with students can help identify which strategies they find most supportive and engaging, and where there might be gaps or areas for improvement.

Finally, longitudinal studies that track the long-term outcomes of students who experience inclusive teaching in massified settings would be valuable. These studies could examine how such teaching impacts not only academic performance but also broader outcomes such as career readiness, personal development, and social mobility. By linking teaching strategies to long-term student success, researchers can provide a stronger evidence base for the benefits of inclusive pedagogy in higher education.

These future directions highlight the importance of continued exploration into teaching excellence within massified higher education. By broadening the scope of research to include various disciplines, contexts, and student experiences, the field can move towards a more comprehensive understanding of what constitutes effective and inclusive teaching in diverse and evolving educational landscapes.

In conclusion, future research on pedagogic excellence in massified higher education should focus on developing teaching strategies that cater to the diverse needs of students. Studies should explore how inclusive methods can be tailored to support underrepresented and disadvantaged groups. Research on the scalability of successful teaching strategies across different disciplines will be valuable in identifying core principles of inclusive pedagogy. Investigating the role of technology in enhancing student engagement and managing large classrooms is also crucial. Additionally, understanding the impact of teacher training and the student perspective on teaching methods will provide deeper insights into effective practices. Longitudinal studies that examine the long-term outcomes of students exposed to inclusive teaching will further strengthen the evidence for its benefits, guiding future improvements in higher education.

Table 4 Future Directions and Research Opportunities in Pedagogical Excellence

Research Area	Research Focus	Potential Impact
Tailoring Teaching Strategies to Diverse Populations	Investigate how teaching strategies can be adapted for students from underrepresented or disadvantaged backgrounds.	Identify effective strategies for inclusive teaching tailored to specific student needs, enhancing equity in education.
Scalability Across Disciplines	Examine whether inclusive teaching practices can be applied across different disciplines and contexts.	Develop a framework for scalable inclusive teaching practices that can be adapted to various fields.
Impact of Technological Integration	Explore the role of digital tools and blended learning models in supporting inclusive teaching in large classes.	Provide insights into how technology can enhance teaching quality and student engagement in massified settings.
Role of Teacher Training and Professional Development	Study the effectiveness of professional development programs in equipping educators for massified environments.	Offer guidelines for designing impactful training programs that promote teaching excellence.
Student Perspective on Inclusive Teaching	Understand student perceptions and experiences of inclusive teaching methods through surveys and interviews.	Reveal student preferences and gaps in current teaching methods, informing improvements in practice.
Longitudinal Studies on Inclusive Teaching Outcomes	Track long-term impacts of inclusive teaching on academic	Demonstrate the long-term benefits of inclusive pedagogy,



Research Area	Research Focus	Potential Impact
	performance, career readiness, and social mobility.	supporting evidence-based policy and practice.

Source: By the authors

Conclusion

In conclusion, achieving pedagogic excellence in massified higher education requires a multifaceted approach that addresses the diverse needs of students. As Thai universities continue to expand, educators must adopt inclusive teaching strategies that cater to various learning styles and backgrounds. Effective teaching in these environments involves empathy, adaptability, and the use of diverse instructional methods that engage students actively. By focusing on inclusivity, educators can create a supportive and dynamic learning atmosphere that enhances student engagement and learning outcomes.

Moreover, collaboration between policymakers, academic leaders, and educators is crucial to support teaching excellence in massified settings. Institutional support for professional development, adequate resources, and structural adjustments can significantly improve the quality of education. Implementing quality assurance frameworks that emphasize teaching effectiveness, along with integrating student feedback, can help institutions maintain high standards while fostering an inclusive learning environment. By embracing these strategies, Thai universities can ensure that all students have the opportunity to succeed and contribute meaningfully to society.

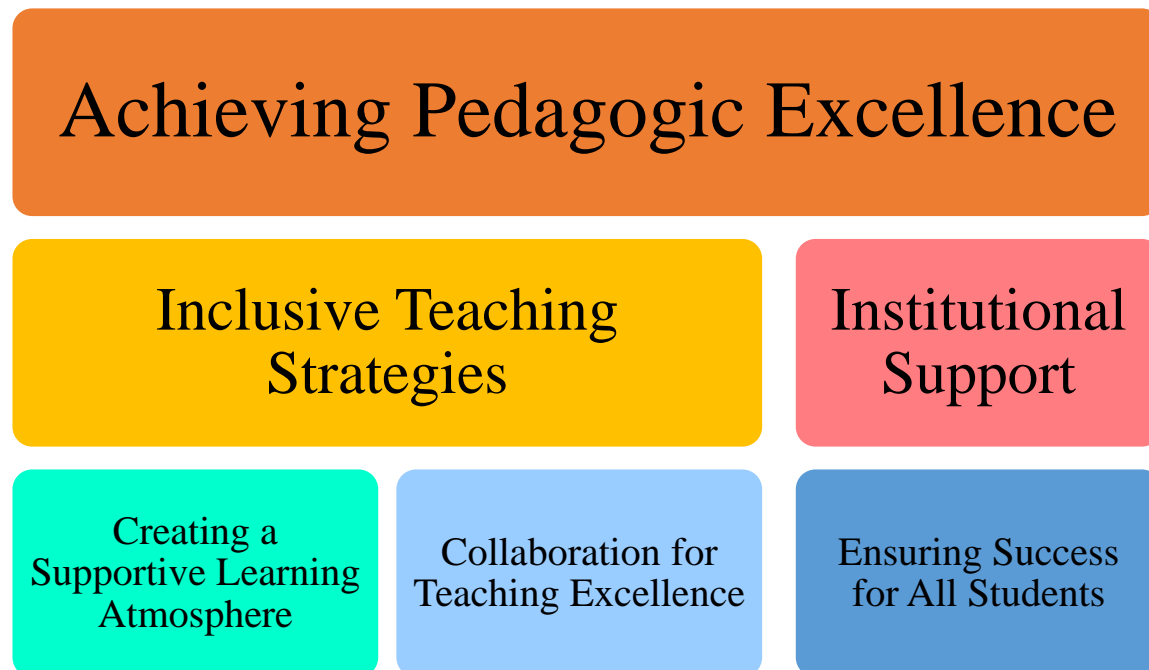


Figure 1 Strategies for Inclusive Business Teaching in Thai Universities



Recommendation

In order to enhance pedagogical excellence in massified higher education, particularly in Thai universities, it is essential to implement a comprehensive set of recommendations that address policy, university administration, and teaching practices. At the policy level, there should be clear guidelines and incentives that encourage the adoption of inclusive teaching methods, which accommodate the diverse learning needs of students. This can include funding for professional development programs aimed at training faculty on adaptive teaching techniques and the integration of digital tools to facilitate active learning. Policymakers should also emphasize the importance of cultural sensitivity and inclusivity in education policies to ensure that universities are equipped to manage diverse classrooms effectively.

For university administrations, the primary focus should be on creating an environment that supports teaching excellence. This can be achieved by reducing class sizes where possible, ensuring adequate resources such as teaching materials and technology, and offering continuous professional development for educators. Universities should establish support services like tutoring, mentoring, and counseling that cater to students from varied socio-economic backgrounds, ensuring that all students have access to the help they need to succeed. Additionally, universities should adopt institutional policies that recognize and reward innovative teaching methods that promote student engagement and inclusivity. This can foster a culture of continuous improvement in teaching quality, aligning institutional goals with the overall mission of providing high-quality education to a diverse student body.

For teaching practices, educators need to be trained in inclusive pedagogical strategies that can address the academic, cultural, and socio-economic diversity present in massified higher education settings. Teachers should be encouraged to utilize a range of active learning techniques, such as group discussions, collaborative projects, and case studies, which allow students from different backgrounds to participate meaningfully. Moreover, clear and structured instruction, along with regular feedback, can help students stay on track, particularly those who may need additional support. Instructors should also be trained in the use of technology to deliver personalized learning experiences, which can help manage large class sizes while maintaining the quality of instruction. Reflective practices, where educators continually assess and improve their teaching methods based on student feedback and outcomes, are crucial for fostering a supportive learning environment that promotes student success.

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