

Expected Learning Outcomes from Thesis of Local Development Course through Cultural Capital with Research-based Learning Skill

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Abstract

The research aims to study the learning outcomes from Thesis of Local Development course in accordance with the expected learning outcome for standards of the curriculum with evaluation of the outcomes-based learning activities implemented for Bachelor of Arts in Innovation for Local Development (the year 2017 Developed Program/ Curriculum), in academic year of the 2021. The qualitative research was designed to apply for purposive samplings with 10 students, 3 community representatives and 3 university lecturers. The field methodological tools were used such as; structural interview guidelines, rating scales by percentage, mean and standard deviation-SD was processed in data analyzing to show the findings. The findings revealed that research-based learning activity of Thesis of Local Development course produced learning outcomes consistency of 5 expected learning standards of the curriculum. Students' skills development was shown in a 'Great' level, particularly interpersonal skills and self-responsibility. The required improvement aspects are numerical analysis skills, communication, and Information Technology-IT and in English Communication Proficiency. Research-based learning-RBL using Thesis for Local Development course builds satisfaction for stakeholders in a 'Great' level. The overall evaluation results from the RBL activities of Thesis for Local Development course meet expected learning standards outcomes, and all stakeholders are satisfied with the instruction process on learning skills.

Keywords: Innovation for Local Development Course, Social Development, Research-based Learning Skills

Introduction

Kalasin University Act, from (the year A.D.) 2015, enacted establishment of Kalasin University, has been executing and serving as academic and expertizing institute as professional and specialist. Its' objective is to provide education and to promote research, and construct body of knowledge and technology to serve local community and society, in the research promotion and

educational purposes. The university philosophy is to provide educational and technological opportunities to local people to strengthen communities' education, economy, and social development. (Royal Thai Government Gazette, 2021)

Bachelor of Arts in Innovation for Local Development course designed to instruct Thesis works for Local Development program as a basic course for undergraduate students. From literature review, number of studies are research and/or independence study or in other titles for bachelor's degree in local development implemented course by several institutes. Following significant studies backed up the program arrangement; Ratchaneporn Chaiyaming's studying (Chaiyaming, 2007) involved the development of tools used to measure and evaluate learning outcomes suggested by the Thai Qualification Framework for Higher Education-TQF: HE regarding the bachelor program of public health, Colleges under Proboromarajchanok Institute and by Uthumphorn Lordkho's studying (Lordkho, 2007). All studying agreed the tools used to evaluate 6 aspects of learning outcomes; 1) morality and code of ethics 2) knowledge 3) cognitive skills, 4) interpersonal skills and responsibility 5) communication, information technology and numerical skills, and 6) professional practice skills. Following studies and a project found the promotion for students' creative research and improvement in students' invention and innovation, as well as encouragement for national publication based; (Malasam et al., 2021), on 'Development of Enrichment Curriculum to Enhance Public Mind Based on Service Learning and Community-based Learning for Undergraduate Students', (Tangphakdee, 2017), on 'Students' competencies development of instructional design for media production pre and post learning by instructional model of community-based learning with design thinking process for undergraduate degree', (Tovivich, 2017), on Community participatory for sense of place building at Bang Klong Bang Luang community and the outstanding project of Suphatthra Kosaiyakanon (Kosaiyakanon, 2015), on The Promotion of Inventions and Innovations by Young Generation Project. In the same direction of the study conducted by Naksit Panyoyai and others (Panyoyai et al., 2020) on the Curriculum Management of Food Science and Technology on a Basis of Sufficiency Economy Philosophy for Graduate and Community Development found that the moderation principle is a balanced management of four aspects; budgets and resources, learners, internal process, and learning and development.

According to literatures review and the related issues, it exposed that knowledge transferring and learning activities process enable students to develop the innovation to apply for community development and develop student potential development as expertizing graduates and reflects KSU value and mission then meet the future national development trend.

Research Objectives

The research intended to study learning outcomes from Thesis of Local Development course by the curriculum expectation in learning standards and to examine evaluation results from learning activity; Bachelor of Arts in Innovation for Local Development, Kalasin University.

Conceptual Framework of Research

The research employed learning activities management into Research-based (RB) Learning-RBL, with research implementation process or RB as learning activities or employing research process as knowledge acquisition for desirable characteristics of learners. Advantages from RBL as followings;

1. Student as learners' skills development in research methodologies should act as knowledge acquisition and in theory, concept, valid principle and finding(s) studying.

2. Teacher or instructor- for systematic working plan should act as instruction plan, and learning activities design providing opportunities as a part of learning process fit to particularly each learner.

3. Educational sector gains good data and information to share among teachers on learning activities management. Content of knowledge alone is not the key goal in knowledge transfer for the Education Reform. Previous works presented RBL as a creative instruction technique and a heart of graduate school for the best method to build a real body of knowledge by a learner (Wichadee, 2011; Paweenbampen, 2017).

4. Research Implementation Plan: Process and outcomes based on innovation in student learning process was Deming Cycle with steps; Planning, Doing, Checking, and Action as followings;

4.1 Planning: This step applied for in according to Thai Qualifications Framework for Higher Education-TQF: HEd2 Programme Specification of Bachelor of Art, Innovation for Local Development Program, Kalasin University.

4.2 Doing: This step applied for in according to TQF: HEd3 developed course.

4.3 Checking: This step applied for learning outcomes monitoring by weekly progress report from students, committee, and thesis advisors to report in TQF: HEd3, verifying and educational quality evaluation.

4.4 Action: The step applied for bringing in TQF: HEd3, verifying report and educational quality evaluation report into improvement for the next academic year.

Research Methodology

This research designed by qualitative methods with field work designs. The scopes, target samplings, data and information collection tools, analysis, statistic were applied in research findings presentation.

1. Scope of Research

1.1 The first objective was to study learning outcomes of Thesis work of Local Development course in accordance with the curriculum standards in the 6 following learning outcome aspects; with morality and code of ethic, with knowledge construction, with cognitive skills, with interpersonal skills and responsibility and in numerical analysis, communication, and IT skills. Data and information collecting samples employed structural interview guidelines and rating scale forms with purposive samplings targeted of 10 students who enrolled for the course in the academic year of 2021.

1.2 The second objective was to study result of evaluation result of Thesis of Local Development course in the scope of 4 parts; student evaluation, defense committee, effectiveness verifying committee, and community representatives. Data and information tools were rating scales evaluation and structural interview guidelines. The target samplings are the enrolled students, thesis advisors, and community representatives of 13 purposive samplings in total.

2. Statistical Application of Research

Statistic were used for the framework analysis and descriptive analysis for both quantitative and qualitative data shown as percentage, mean, and standard deviation-SD.

Results

1. Learning outcomes of Thesis work for Local development in accordance with the program curriculum standards.

Learning outcomes of Thesis for Local Development course were shown in accordance with expected standards in the 5 learning outcome aspects; morality and code of ethics, knowledge, cognitive skills, interpersonal skills and responsibility, and numerical analysis, communication and Information Technology-IT. Data and information collecting employed structural interview guidelines, rating scales for the purposive samplings. 10 students who enrolled in the course in academic year of 2021.

1.1 Thesis of Local Development course sampling groups

The 10 students enrolled in the Thesis of Local Development course in the second semester of academic year of the 2021 in detail course of 4 researches in the followings as titles, objectives, methodologies, and research findings.

Thesis of Local Development in title of “Pin Phu-Tai” from waste materials Ban Kud Wa, Kud Wa Sub-district, Kuchinarai District, Kalasin Province’ was used as a Mixed Methods Research of qualitative and action research to understand the status of Phu-Tai local musician and how they transfer their knowledge and skills to the next generation. (Kulnasatian et al., 2022)

Thesis of Local Development in title of ‘Branding Through Participatory Processes for Agricultural Product Group of Ban Non Thiang Moo 15, Kalasin Province’ was designed as PAR

employed semi-structural interview guidelines, focusing group discussion, branding evaluation forms and brand-uses evaluation to collect data and information by purposive samplings as research target groups, including stakeholders. (Kahaban et al., 2022)

Thesis of Local Development in title of ‘Stray cats and stray dogs population control by participatory process in Wat Sri Sa-ad Temple, Ban Na Mom, Kalasin province’ was used in the objectives of the research using survey stray cats, stray dogs population and implement population control by applied participatory process (PAR). All stakeholders are satisfied with the population control in a high level at the close of the PAR.

Thesis of Local Development in title of ‘Solid waste management from bamboo garland handicraft for creative By-product’ was applied with objective of survey solid waste management from bamboo handicraft production and situation in Ban Kud Wa, Kuchinarai District, Kalasin Province.

1.2 Morality and Code of Ethics

Table 1 Morality and Code of Ethics

Learning outcomes	Mean	S.D.	Development Level
1) Volunteer spirit and public consciousness	4.22	0.44	Great
2) Discipline, tolerance, and punctuality	3.88	0.33	Medium
3) Social consciences, awareness, and code of ethics abidance	4.11	0.33	Great
4) Thai and local awareness	5	0	Maximum
Average	4.30	0.48	Great

From Table 1, learning outcomes in morality and code of ethics in quantitative scale found the overall rating scales in expected standard at 4.30 Mean (S.D.= 0.48) showing that student researchers have developed in ‘Great’ level in the expected standards. Each aspect standard from very high or maximum to least outcomes with Thai and local awareness, volunteer spirit and public consciousness, social consciences, awareness and code of ethics abidance, and discipline, tolerance, punctuality, respectively.

Evaluation by the students is consistent with the expected learning outcomes with morality and code of ethics for Thai and local awareness, social consciences, awareness, and code of ethics abidance. In discipline, tolerance and punctuality aspect is required improvement and effective learning activities redesign for the course in the next semester.

In qualitative analysis, the learning activities motivated the students in local consciences and awareness by focus their researches to find local issues resolutions, developed local

community identity inheritance, demonstrated their local awareness, and desired to become their own local communities' development workers.

'I'm Phu-Tai native, listens to the sound of Pin Phu-Tai since I was just a boy. Now, the music from the instrument is not often played and less players. Not many new players play Pin Phu-Tai for the Pin itself is rare to find, difficult to make and too- high-price- to-pay-for-it. I hope to sustain Pin Phu-Tai making, keep Pin Phu-Tai's sound alive in Phu-Tai communities and be perpetual ethnic identity.' (Kulnasathian, Interviewed on 30 March 2022)

1.3 Knowledge construction and information learning outcomes

Table 2 Knowledge construction and information learning outcomes

Learning outcomes	Mean	S.D.	Development Level
1) Knowledge construction and understanding in socio-economic, environmental situation and changing in national and international levels.	4	0	Great
2) Knowledge construction and understanding in theory, principle, concept, process, methods, and techniques in innovative development in accordance with local society context	4.44	0.52	Great
3) Ability in self-learning and researching	4.55	0.52	Maximum
4) Ability in integration with other related disciplinaries	4	0	Great
5) Ability in developing body of knowledge from real practice	5	0	Maximum
Average	4.4	0.42	Great

From Table 2, learning outcomes on knowledge construction (and information) in quantitative scale showed the overall rating in expected standards at the rating of 4.4 Mean (S.D. = 0.42). It can be described that the students have developed according to the standard in 'Great' level. Each aspect standard from very high or Maximum to least outcome were shown at ability in developing knowledge construction from real practice, ability in self-learning and researching, obtain knowledge and understanding in theory, principle, concept, process, methods and techniques in innovative development in accordance with local society context, knowledge construction and understanding in socio-economic, environmental situation and changing from national into international levels, ability in integration with other related disciplinaries, respectively. Nevertheless, evaluations of the students were in consistent with the expected learning outcomes standards in the aspects of self-learning and researching, empowering them to develop their own

knowledge construction from real practice, and enable them to integrate their knowledge with other related disciplines.

In qualitative part, research processed based on community's problem solving showed that the students have been trained to develop body of knowledge construction from their real practice working with their target communities. The new students as researchers gain part of positive impact and changing in the issues and enable to conduct research methods and to perform self-learning from their own action and activities in their target communities.

'In branding by participatory process for agricultural production group, it trained me to identify problems and to take action to solve them. Collaboration made between a student and community members actively on test and check of how the brand(s) could be successful by testing our hypotheses on the brand(s)' (Srisaenyong, Interviewed on 30 March 2022)

'Research methodologies in my own effort is challenging and beyond that is tougher with literatures review to construct conceptual framework. It needed patience to go through numerous of journals and all database of journals and texts. It was on our own process and efforts and required these references to back up our research.' (Kkamjantheuk, Interviewed on 30 March 2022)

1.4 Cognitive skills learning outcomes

Table 3 Cognitive skills learning outcomes

Learning outcomes	Mean	S.D.	Development Level
1) Systematic and analytical thinking skills	3.77	0.66	Great
2) Creative thinking skills	4.66	0.5	Maximum
3) Integration and holistic thinking skills	4.55	0.52	Maximum
4) Knowledge applying for problem solving and development skills.	4.88	0.33	Maximum
Average	4.47	0.48	Great

From Table 3, learning outcomes of Cognitive skills in quantitative results showed that the standards met with the students' effectiveness in the overall rating at 4.47 Mean (S.D = 0.48). It means the students have been developed in accordance with learning outcomes standards in the Great level. In the cognitive skills outcomes from maximum to least outcomes were knowledge applying for problem solving and development skills, creative thinking skills, integration and holistic thinking skills, and systematic and analytical thinking skills, respectively.

The evaluation of the students was in consistency with the expected learning outcome in Cognitive skills aimed to provide opportunities for students to practice creative thinking skills, integration and holistic thinking skills, and knowledge applying for problem solving and development skills. The skills meet with the expected outcomes except for systematic and analytical thinking skills needed to improve and redesign to have successful learning skills for the next academic year.

In qualitative analysis part, Thesis of Local Development course's researches were developed and conducted by the students' knowledge obtained from their courses since they studied them from the first year until the research year. They brought all information and knowledge to develop into the research implementation to solve the communities' problems. At the same time, problems solving required creative thinking such as Pin Phu-Tai from waste materials, products brand & logo, and packaging designs.

'In find the best solid waste to be reused in creation of playable and qualified Pin-Phu Tai, creative thinking is really needed. The recreative Pin Phu-Tai must be good enough for the young musicians' training and rehearsing. Creative thinking brings in development of the low-cost and affordable string instrument to be compatible to classic Pin Phu-Tai. It absolutely solved unaffordable, too-high price instrument.' (Wongsawat, Interviewed on 30 March 2022)

'Working in the research field a Participatory Action Research, I needed to put real practice of all skills for both integrated and holistic thinking skills to comprehend all actions for the research positive impacts' ending' (Srisuk, Interviewed on 30 March 2022)

1.5 Interpersonal skills and responsibility outcomes

Table 4 Interpersonal skills and responsibility outcomes

Learning outcomes	Mean	S.D.	Development Level
1) Team spirit, leadership, and followership	4.66	0.5	Maximum
2) Social and self-responsibilities	4.66	0.5	Maximum
3) Cooperation and collaboration	4.44	0.52	Great
4) Respect and value human dignity	4.88	0.33	Maximum
Average	4.66	0.18	Maximum

From Table 4, learning outcomes of Interpersonal skills and responsibility in quantitative results showed that the standards meet with the students' effectiveness in the overall rating at 4.66 Mean (S.D 0.18). It can be explained that the students have been developed to their maximum level of the expected standards. Learning outcomes list can be narrated from highest to

lowest by the standards in the following order of; Respect and value human dignity, team spirit, leadership and followership, social and self-responsibility and cooperation and collaboration, respectively.

Nevertheless, the evaluation of the students is in consistent with the expected learning outcomes in Interpersonal skills and responsibility of which aimed to build leadership, followership, and team spirit, to be responsible to their obligation and commitment, to contain ability to collaborate and cooperate with others, and to respect and value human dignity.

In qualitative analysis part, Thesis of Local Development course researches were developed and conducted by the students to train them to value human dignity in community people and respect them particularly in Participatory Action Research-PAR. The PAR required various group of people in many social groups, differ by age and gender and in certain with conditioned amount of time, to work as a team work. These young researchers were trained to work as a team and obligated to their responsibilities and committed to the research field communities. In the research of one-semester time framework and strict due-date, learning activities in the PDCA concept was brought into the sessions.

‘One of key achievements in the researches is self- responsibility and good relationship in the team. In order to accomplish our plans in co-responsibilities, working as a team is very important and we, as a member of the team, must minimize our ego to keep teamwork’s atmosphere smooth and uprise feeling for the team spirit’ (Wongsawat, Interviewed on 30 March 2022)

1.6 Numerical analysis, communication, and IT skills

Table 5 Numerical analysis, communication, and IT skills

Learning outcomes	Mean	S.D.	Development Level
1) Competency in media and IT proper utilization	4.22	0.44	Great
2) Capability in public speaking and effective communication making	4.77	0.44	Maximum
3) Capability in academic writing	4.33	0.5	Great
4) Proficiency in communicative English in local development activities	3.66	0.5	Great
5) Ability in basic numerical analysis to apply in innovation for development	4.33	0.70	Great
Average	4.26	0.39	Great

From Table 5, Learning outcomes of numerical analysis, communication and IT technology skills from quantitative analysis showed the overall rating at 4.26 Mean (S.D.= 0.39). Interpreting that the students have been developed according to the standard in the high level. Learning outcomes list can be narrated from highest to lowest by the standards in the following order of; Capability in public speaking and effective communication making, capability in academic writing, ability in basic numerical analysis to apply in innovation for development, competency in media and IT proper utilization, and proficiency in communicative English in local development activities, respectively. Skills in communicative English was least developed because there was no opportunity to use English language in the local communities and/or with the target groups. English language skills mainly are reading and comprehension skills, when reviewing literatures and translation of the abstracts.

The evaluation of the students is in consistent with the expected learning outcomes in the following aspects of; numerical analysis, communication and IT utilization, public speaking and effective communication skills and capability in academic writing.

In qualitative findings from the students' field works showed that the students developed communication skills, when they worked in communities using their writing skills developed before publication in an academic journal verified by 3 external experts in Double Blinded Reviews.

'It was so challenging that self-development was done during conversation made to the research target group because if I did not perform my responsibilities well, it would difficult. I was required to arrange my stage, process, and interview the target groups from my own preparation. I was trained to have effective communication.' (Narmsri, Interviewed on 30 March 2022)

'I was very concentrated in all research things for the long, entire semester. It was in my breath, in and out, and really helped well in presentation as I understand it clearly all about the subject.' (Chormali, Interviewed on 30 March 2022)

2. Learning activities evaluation for Thesis of Local Development course

Evaluation on learning activities management for Thesis of Local Development course showed the 360 Degree Feedback. Evaluated by the students, with defense committee of the theses, the course effectiveness verifying committee, and the community representatives. The results showed the following aspects:

2.1 Evaluation by the students via SU's system and mechanism by students to evaluate learning activities of courses/program/subject via online system. Seven students in the Thesis of Local Development course evaluated the learning activities online of which is 70 in percentage and found satisfaction level at Very Good level, Mean 4.77 (S.D.=0.47).

2.2 Evaluation of learning activities management by the external committee for course verifying system. The external committee appointed by Faculty of Liberal Arts, KSU composed of 3 sets of the university internal and external expert committees evaluated on 3 topics (see Table 6).

Table 6 Evaluation of learning activities management by the external committee for course verifying.

Thesis for Local Development	Mean	S.D.	Development Level
Creation of 'Pin Phu-Tai' from waste materials at Ban Kud Wa, Kud Wah Subdistrict, Kuchinarai District Kalasin Province	4.83	0.40	Excellence
Branding through participatory processes for agricultural product groups	4.16	0.40	Good
Stray cats and stray dogs population control by PAR with the local temple, Wat Sri Sa-ad, Ban Na Mon, Na Mon Subdistrict, Na Mon District, Kalasin Province	4.14	0.37	Good
Creative production from bamboo garland production's waste materials	-	-	No exam
Average	4.37	0.39	Good

2.3 Evaluation on learning activities management by the effectiveness verifying committee. The committee comprised of one external expert and 2 experts who were ex-curriculum lecturer in order to review course details; content, mark grading system, answer sheet, examination, job sheet, report, performance /outcomes, correctness of grading, students' satisfaction towards course management, instruction and learning activities management with TQF standard framework of learning outcomes evaluation. All these components showed that the Thesis of Local Development course is in accordance with Thai Qualifications Framework for Higher Education TQF: HE3 -Course Specification and TQF: HE5-Course Report. The course content accredits students' potential on research conduct and undertake as well as in the research field with evaluation result at 'Very Good' level in 4.95 Mean (SD= 0.21).

2.4 Evaluation implemented on learning activities management by community representatives from the 3 communities showed in the High level in 4.33 Mean (SD = 0.57). (Department of Innovation for Local Development, 2022)

3. Outcomes from learning activities by Thesis of Local Development course in accordance with learning standards

Table 7 Outcomes from learning activities

Learning Outcome Standards	Mean	S.D.	Development Level
Learning outcomes in morality and code of ethics	4.30	0.48	Great
Learning outcomes in learning skills	4.40	0.42	Great
Learning outcomes in cognitive skills	4.47	0.48	Great
Learning outcomes in interpersonal skills and responsibility	4.66	0.18	Maximum
Learning outcomes in numerical analysis communication and IT	4.26	0.39	Great
Average	4.41	0.15	Great

Discussion and Conclusion

Discussion

From research findings, the learning outcomes from Thesis of Local Development are consistent with the curriculum learning standards in 5 standard aspects with Mean at 4.41 (S.D. = 0.15). It has been interpreted that all learning standards reached in the 'Great' level. It is classified in highest to lowest by statistical score as following; Interpersonal and responsibility skills, cognitive skills, knowledge and information learning skills, morality and code of ethics skills and numerical analysis, communication, and IT skills.

In accordance with the research implemented on the RB learning by Det-a-mornchai and Dansawat (2012) on use of integrated units RB approach in French Intermediate I course for Thammasat University's Undergraduate Student. The outcome from their RB approach was the students had higher effectiveness score reached 60 percent required by the curriculum standard including to their attitude toward their learning was higher. Their conduct, behavior, team-work spirit was improved. The students agreed the RB approach was very useful and productive as RB approach provide research methods and process enabled them to learn and develop various skills required in French language learning and practicing. They conducted self-studying and information searching, develop thinking system, rational thinking, problem solving and team/group working. The RB study implemented by Reungdet and Chawsuansricharoen (2014) titled 'Effectiveness of Using RB Learning Integrated with SECI Model toward Attitude, Knowledge and Skills in English Language for Public Health among Undergraduate student before and after intervention for Nursing Student, Sirindhorn College of Public Health, Yala Province, found that the intervention course could change the

students' attitude obviously and increase knowledge and skills in English language significantly. Backed up by the study of Doung-In (2019) titled 'A Study of Applying RB Learning to a Digital Collection Development and Preservation Course for Digital Information Management Undergraduate Students at Walailak University' and found that the students could pass the effective examination at 58.82 percent and the overall rating of the program evaluation was in high level and students' attitude post the intervention was higher than pre intervention. The course was recognized by the students as a support for future career and a pleasure in learning. The research implemented by Doungwilai (2021) in title 'Learning Management of Thai Language Producing of Thai Language Instructional Media using RB to Enhance Learning Achievements and Research Skill of B.Ed. Thai Language Students' found that effectiveness in the course for the senior students increased and better at 87.19 in percentage and better research skills at 84.86 in percentage.

Evaluation on Learning Activity Implementation for Thesis of Local Development Course Evaluation on Thesis of Local Development course

Evaluation on Learning Activity Implementation for Thesis of Local Development Evaluation on Thesis of Local Development course was implemented in 360-degree feedback/evaluation. Learning activities evaluated by the students appeared as the Very Good rate. Evaluation implemented by the external evaluation committee for the verifying learning activities appeared in the 'Good' rate. Evaluation implemented by the effectiveness verifying committee on learning activities appeared in the 'Very Good' rate. And the evaluation implemented by the communities' representatives appeared 'satisfaction' rate toward the researches of which were conducted by the students in the 'Very Good' rate for the end results. It has been concluded that Learning outcomes in RB of Thesis of Local Development course appeared in 'Very Good' rate satisfaction level among stakeholders. These evaluation results have been in consistent with the research of Jansen et al. (2022) on Architecture Students and Research Courses: Students' Attitude towards Research Course in the Netherlands on Statistic and research courses using R-ATR (Revised – Attitudes Towards Research scale) for attitude measurement and it was found that R-ATR had the internal reliability and the second-year architecture students' attitude towards research courses is reasonably favorable. Students, in general, acknowledge the usefulness of research courses and do not feel anxious, but find them stressful and difficult to some extent and do not enjoy them. No relationship emerged between attitude and age or gender but female students considered research courses are more useful. Providing a research-friendly, enjoyable, and supportive environment might improve students' attitude towards research courses.

Conclusion

One prime conclusion was learning outcomes on interpersonal and responsibility developed into their maximum degree as the key character for local communities with high diversity in ethnicity like Kalasin Province. An it's in accordance with Siriporn Pengjan's conclusion (Pengjan,

2021) that roles of educational institute approaching in diverse identities and multicultural communities to construct good multicultural society. By focusing on multicultural education management it is required entire society participation in building for organs in order to have most effective multicultural society.

It can be concluded that the students have learned from RB activities designed for the program and meet with the learning standards in 'Great' level. In particular, the skills in interpersonal and responsibility has reached 'Maximum' degree. They required a level of development by the learning activities and skillful in numerical analysis, communication, and Information Technology-IT, especially proficiency in English language communication on local development.

Recommendation

Responsible course lecturer and advisor should apply RBL model in various subjects in order to develop undergraduates' learning capacity and developing research skills in the faculties. RBL should be promoted widely in further, academical development.

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