



MINISTRY OF EDUCATION  
THAILAND

# TRANSFORMING EDUCATION IN THE DIGITAL ERA

HAPPY LEARNING: ANYWHERE ANYTIME



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# TRANSFORMING EDUCATION IN THE DIGITAL ERA

Under the framework of the 20-year National Strategy (2018-2037) and the Education minister’s policy, a development guideline and objectives have been set up to deal with the changing economic and social context, emphasizing unlocking lifelong potential and simultaneously implementing substantial reforms, i.e., making value and cultural adjustment so that Thai people ‘live a moral life’ and raise a collective consciousness of shaping a livable society, as well as transforming education from preschool education to lifelong learning. A learning system that responds to changes in the 21st century is developed, embracing a new learning system, changing roles of teachers, boosting efficiency of educational administration and management, and developing a lifelong learning scheme to enable learners to monitor and stipulate the pursuit of learning that is appropriate for their individual needs, even after graduation. Furthermore, the new learning system underlines developing, promoting, and maintaining the country’s talents to encourage their intellectual growth exploiting technology and innovation. Plus, the system is reformed to promote personal health literacy and awareness and encourage cozy families that lay a solid foundation for potential students who can move through a more advanced stage of learning later on.



As a crucial meeting jointly attended by educational leaders from ASEAN, ASEAN+3, and ASEAN+8 countries, the 13<sup>th</sup> ASEAN Education Minister’s Meeting and Related Meetings on “Transforming Education in the Digital Era” will be held at Teachers’ Council Auditorium, Secretariat Office of the Teachers’ Council of Thailand.

To cope with the ever-changing world, the key objectives of this event are listed below



Express educational visions and exchange methods for driving education



Promote cooperation on HR development of the future and education between the member countries and dialogue partners

Apart from the meetings, the participants can make a visit to elementary, secondary, and vocational schools to explore and learn about active learning, life skills, application of AI innovation and technology in line with the “**Happy Learning: Anywhere Anytime**” policy formulated by the Ministry of Education, Thailand.

## OBJECTIVES

The objectives of the policy are closely in line with the Ministry of Education's vision:

“

*Learners of all ages will be developed to their full potential, be moral and ethical, have the necessary skills, be ready to adopt lifelong learning, and be able to adapt to the way of life in the modern world by the year 2027.*

”

*Police General Permpoon Chidchob*  
Minister of Education Thailand

**HAPPY LEARNING:  
ANYWHERE ANYTIME**



The “Happy Learning” education policy tackles the challenges faced by two groups: the first comprises teachers and educational personnel while the second centers on students and parents.

### FOR TEACHERS AND EDUCATIONAL PERSONNEL



Adjusting the performance appraisal system



ensuring transparent mechanisms to enable teachers to transfer back to their hometown/province



Solving debt problems



Providing teaching materials and 1 tablet or PC per teacher.

### FOR STUDENTS AND PARENTS



Learning anywhere and anytime



Establishing the 1 district, 1 quality school system



Establishing study guidance/counselling and a life goal coaching system



Developing the Skill Certificate system



Developing the academic equivalency and evaluation system



Enabling students to gain paid work experience

# Education for Excellence and Education for Stability in Life

The education minister has implemented the “Anywhere Anytime” policy aimed at providing free ‘learner-centered’ education with learning systems or platforms to reduce educational inequality by promoting the role of the private sector (establishments) to support and organize education by providing appropriate compensation for students during their studies or vocational training so that they can enter the job market earlier.

The ‘Happy Learning: Anywhere Anytime’ policy has transformed Thailand’s education system and prepares our students for the digital era through the following concepts and methods.



presented by Khon Kaen Vocational College

Nowadays, AI technology has played a crucial role in various fields, i.e., industry, commerce, agriculture, medicine, marketing, and investment, as well as daily life. The technology creates both positive and negative impacts, viz., great values and damage to the people of Thailand. Therefore, Khonkaen Vocational College (KVC) is aware of and places importance upon cultivating AI personnel with great potential who keep up with changes in technology of the world, fulfil needs of entrepreneurs to enhance Thailand's competitiveness at the global level, and proactively develop the AI workforce.



### KVC AND AI LEARNING

#### Cooperation on AI learning and development

AI CIRA Center, KVC works in collaboration with the Faculty of Engineering, Khon Kaen University (KKU), the Faculty of Information Technology, King Mongkut's Institute of Technology Ladkrabang (ITKMITL), Artificial Intelligence Entrepreneur Association of Thailand (EAT), Cisco Systems Thailand, and the Robot and Artificial Intelligence Learning Center (RAIL) of Kamalasai School in AI learning and development.

#### Innovation-based learning model

The innovation-based learning model consists of the following procedures:

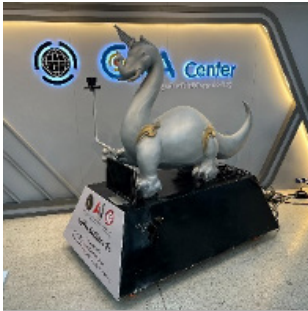
- **Co-planning:** The Department of Information Technology alongside entrepreneurs jointly formulate learning plans and lesson plans of each AI-related subjects.
- **Co-teaching:** The AI-related classes are given by the entrepreneurs and lecturers in the Department of Information Technology.
- **Co-assessment:** The entrepreneurs jointly assess the students, and projects in the AI-related courses are collaboratively assessed by the lecturers. The students are tested and assessed in each subject.
- **Co-reflection:** The entrepreneurs, lecturers, and students jointly reflect on instructional and learning performance.

#### Courses and vocational programs in AI offered at KVC learning model

- A short training course in AI for teachers
- A short training course in AI for students
- Certificate in AI
- High Certificate in AI

Students and teachers enrolling in these courses and programs in AI are provided with an opportunity to create AI works and sell them to earn income while studying. Some examples of the successful AI works created by the students are shown below.

### Gajasimho Achariyacharo or CAN, a symbol of a Generative AI innovation



The students enrolling in the AI courses and programs collaboratively created Gajasimho Achariyacharo which shows the combination of the intelligence, virtues, and the essence of Thai identity. It features characteristics of Gajasimha, a mythical creature that is a mixture of an elephant (gaja) and lion (simha), and Phuwiangosaurus Sirindhornae, a kind of dinosaur unearthed in Khon Kaen Province, while Achariya and charo are derived from Thai words that mean intelligence and customs, respectively. The creature is also known as CAN (C- Computer vision: face recognition, A- Artificial Intelligence, and N- Natural language processing: profanity detection). “Can” is a homophone of a Thai word for “a northern Thai bamboo pan flute” which is a local music instrument of Khon Kaen; and it represents the Thai style AI innovation that clearly demonstrates Thai identity and modern technology based on virtues.



### Smart Fire Alarm System Version 2

The students also designed and sold Smart Fire Alarm System Version 2 to customers who were local entrepreneurs. The system comprises AI machine learning object classification, cameras, sensors of temperature, smoke density, and sparks, and a fire alarm notification system. The customers will be notified by messages and pictures on LINE Application, and alarm will be sounded in case of fire.

### Intelligent Temperature and Humidity Control System for Pig Farms



The Intelligent Temperature and Humidity Control System for Pig Farms has been used in pig farms in Khon Kaen Province. It satisfies needs of the farmers in that it helps reduce losses and production costs, as well as enhance the productivity of the pig farms.

presented by the Office of Education Council



Learners can ask specific questions related to the information provided at the learning resource center.



Learners can selectively employ correct and suitable data collection methods.



Learners can conceptualize their findings and illustrate them in attractive visual presentations.



Learners can present the findings and share knowledge in a proper and effective way.



Learners can reflect and self-evaluate their learning.



The Research-Based Learning Activities for Middle School Students were organized at the Nakhon Phanom Science Center for Education, Nakhon Phanom Province and the King Mongkut Science Park at Wa Ko, Prachuap Khirikhan Province.

## STEPS OF THE LEARNING ACTIVITIES

### STEP 1

#### IDENTIFY THE QUESTIONS

In this step, various topics of the information presented at the learning resource center are introduced. The students choose a topic that they want to explore and generate specific questions guided by the teachers and coaches. Next, the students identify and propose the questions to the class.

### STEP 2

#### EXPLORE AND FIND THE ANSWERS

The students are tasked with searching for, finding, and using information on the identified question through numerous sources provided at the learning resource center and on the Internet. Moreover, they are provided with the opportunity to interview the experts at the center for more clarified answers. After seeking out the resources and collecting data, they students organize, classify, categorize, define, and conceptualize the data and summarize results to answer the questions.

### STEP 3

#### CREATE VISUAL PRESENTATIONS

The students summarize and conceptualize the findings, as well as think creatively to make a visual presentation in which drawing pictures, graphic elements, and mind maps are used to illustrate the findings.

### STEP 4

#### PRESENT THE FINDINGS

The students, as a group, present their findings and share knowledge through the visual presentation to the classroom. After the presentation, the teachers, coaches, and classmates ask questions about their findings and data collection processes.

### STEP 5

#### REFLECT AND SELF-EVALUATE THEIR LEARNING

In the final step, the students are asked to reflect on their learning activities through 4 questions as follows:

- 1) What is your identified question?
- 2) What is the answer to the identified question?
- 3) What is your lesson learned from the research-based learning activity?
- 4) How would you apply this lesson learned to your daily life?

presented by Baan Nong Na Wiang School

Baan Nong Na Wiang School, Sisaket Province, is one of the small, high-potential schools that revolutionize education to meet international quality standards. The school holds smart classrooms to reduce educational inequality in small schools by offering instruction adopting the modern DynEd digital technology system which integrates computer equipment and software developed into Big Data and AI. The concept of sustainable smart schools is shown below:



S

#### **SUCCESS – Learning Towards Achievement**

Aiming to ensure that learners succeed in life by focusing on comprehensive academic skills tailored to their aptitudes and interests, and by promoting global citizenship to support sustainable development goals.

M

#### **MORALITY – Learning Towards Ethical Values**

Striving to develop learners who are not only proficient but also possess moral and ethical values, creating modern individuals who excel in both.

A

#### **ACTIVE ACTIVITY – Learning Through Joyful Engagement**

Fostering joy in learning through the organization of creative, proactive learning activities (Active Learning). This approach aims to cultivate a love for learning, using innovative integrative activities both inside and outside the classroom, employing diverse learning resources and assessment methods, and focusing on developing learners into innovators capable of creating new solutions.

R

#### **RELATIVITY – Learning Towards Community Engagement**

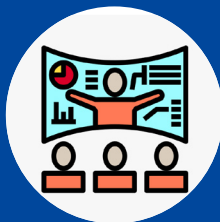
Connecting knowledge with daily life in local communities, societies, and global contexts. This approach fosters global awareness, social responsibility, and appreciation for cultural diversity, while integrating technology and local culture to create value (Soft Power).

T

#### **TECHNOLOGY – Learning Through Modern Digital Technology**

Utilizing advanced digital technology that engages students effectively and meets the demands of contemporary education.

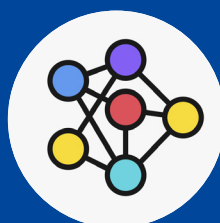
# THE CONCEPT OF "SMALL, HIGH-POTENTIAL SCHOOLS THAT REVOLUTIONIZE EDUCATION TO MEET INTERNATIONAL QUALITY STANDARDS"



The concept involves reducing educational disparities in small schools by holding smart classrooms that focus on teaching employing the advanced DynEd digital technology system which integrates computer equipment and software developed into Big Data and AI. It enhances sound systems, designs Brain-Based Learning frameworks, and develops curricula in alignment with the Common European Framework of Reference for Languages (CEFR).



Teachers design blended learning models to foster effective learning experiences, connect knowledge to real-life applications, and enable learning anytime, anywhere.



The 'establishing international learning networks to provide new educational experiences for both teachers and students' approach aims to develop learners' natural English communication skills, academic excellence, and global citizenship to support sustainable development goals.

# 4

## LEARN TO EARN: STEAM TO SMART BOX

presented by Sri Sangwan Chiang Mai School



### Promote the STEAM learning scheme and project-based learning

The students work in a real project related to STEAM, e.g., robot production, application development, and digital art design.



### Sharpen necessary skills in working in the digital era

by exploiting technological and digital tools, for instance, coding, 3D-design software, and digital art creation.



### Create opportunities for learning from practice and real projects

Professional skills in organizing training and workshops are broadened, i.e., teamwork, time management, effective communication, creation of a community of learning, and establishment of learning networks in which the teachers and students can share and experience knowledge.



### Extend knowledge to pursue a good career sustainably

The students properly prepared for and deal with the job market in the digital era.

**PROFESSIONAL SKILLS ACQUIRED THROUGH THE CAREER-ORIENTED EDUCATION MODEL: "LEARN TO EARN: STEAM TO SMART BOX"**

The STEAM to Smart Box scheme allows the students to explore their abilities and gain hands-on experience while conducting projects, experiments, and inventions that are challenging and relevant to real life. This process promotes a career-oriented education model: "Learn to Earn: STEAM to SMART BOX" aiming to provide the following employable skills for students.



The students learn to use **essential tools and programming languages** such as Python, which is popular for developing AI and IoT applications, and PyCharm, a tool for coding and testing, by which the students can create complex and efficient programs.



The students gain **practical experience in teamwork, problem-solving, and innovation**, as well as develop products that can generate additional income, such as Smart Farms, Smart Boxes, and Smart Weather Stations for PM 2.5.



The students participate in **designing and developing the innovations**, which can be commercialized and installed for various organizations.

Sri Sangwan Chiang Mai School gives the students the opportunity to work as Trainers, Supporters, and Trainer & Supporters under the iDektep project. Besides, the "Genius Kids Can Be Created from Childhood" project allows them to earn income by teaching in programs for normal students from various schools in Chiang Mai and nearby provinces. This enables them to generate income while studying, helping improve their families' financial status, and opening up opportunities for future career or higher education.

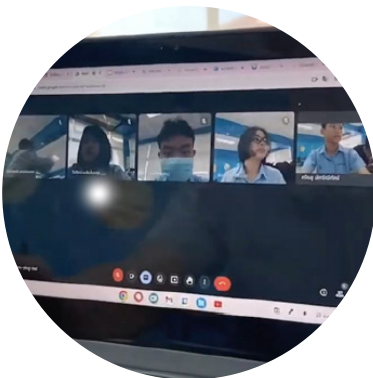
presented by Setsatian School for the Deaf

Digital media is an integral part of daily life that is essential for education and work. Recognizing the importance of digital media, Setsatian School for the Deaf under Royal Patronage provides programs and applications that help the Deaf to access learning on an equal basis to the general public and has integrated the following technologies to develop students' digital skills for learning and future career.



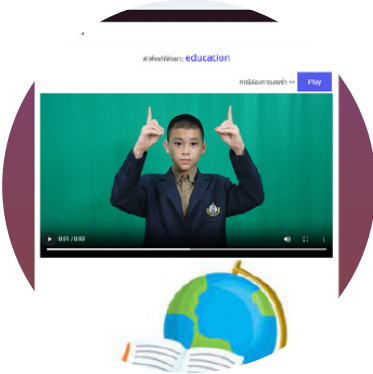
#### CHROMEBOOKS & GOOGLE WORKSPACE FOR EDUCATION

By using Chromebooks with Google Workspace for Education platform, the students with hearing impairments are allowed to effectively acquire knowledge. A high-quality video calling program for communicating in sign language, which can also convert speech to text and provide live captions and transcriptions, allows the students to follow conversations and instructional content visually on the application. This empowers them to learn and develop themselves to the fullest.



#### SYSTEM SUPPORT

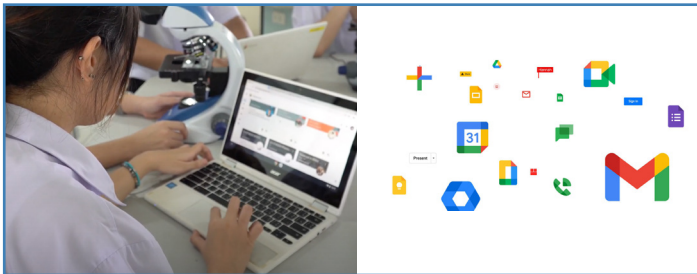
DEAL application compiles sign language vocabulary for everyday communication and Word Bank, an online lexicon of Thai and American sign language vocabulary that users can easily search and learn by themselves through the website. The school has also developed online lessons for hearing-impaired students, viz., Setsatian channel on YouTube.



Digital media suitable for those with hearing impairments has been created on the DEK DEAF YouTube channel which showcases student achievements through various activities. Furthermore, electronic books (E-books) are also provided to serve as a knowledge repertoire for students and interested parties as well.

presented by Matthayom Watnairong School

Matthayom Watnairong School, a medium-sized institution currently offering special English programs from grades 7 to 12, has transformed into the first English Program school on the Thonburi bank of Bangkok and serves as a model school that attracts visits from institutions nationwide and internationally. The school is recognized by The Ministry of Education as a leading English Program school and a model for using ICT in teaching and educational management (SMART EP: SMART ICT) and adopts HyFlex Learning in its instructional activities as detailed below.



Google Workspace for Education Plus has implemented in the teaching and learning processes for over 13 years at the school, combining offline and online instruction. Teachers create Google Classroom with course outlines for each course, allowing students to review the full content of their courses they enroll. Assignments including detailed introductions to the lessons, a variety of teaching materials, worksheets, and attached scoring rubrics are also offered. In case of learning difficulties, the students can submit assignments and learn independently through Google Classroom anytime and anywhere. The teachers can then review and provide immediate feedback, ensuring continuous learning opportunities. What is more, the teaching process is evaluated by a team of supervisors, internal subject supervisors, and students to improve teaching methods in the following year.

IXL is an educational platform that enables students to learn anytime, anywhere. It offers content from kindergarten to higher education level, covering subjects such as mathematics, science, English, social studies, and Spanish, based on U.S. standards. The platform is powered by AI, which can analyze individual learners, design personalized learning paths, provide instant feedback, and continuously adjust lessons to suit each student. It is easily accessible on various electronic devices. Our school has been using IXL for over 8 years, allowing students to achieve individual academic goal and enjoy learning atmosphere at school. With the IXL platform, each student can independently design and assign their own lessons and set their learning pace. The AI system monitors students' learning potential and always provides personalized recommendations.

In other words, the students can self-learn anywhere, anytime, ahead of the curriculum schedule, to compile their academic results, which are accumulated in a Credit Bank. If students meet the graduation criteria earlier, they can complete their education in a shorter period, such as finishing junior high school in just 2 years. Additionally, slower learners can store credits to avoid dropping out of the education system, thus promoting lifelong learning. The HyFlex learning process in line with the Happy Learning: Anywhere Anytime policy at this school is outlined below.

### 1. PREPARATION



Google Classroom



Course Outlines



Lesson Plans

### 2. LEARNING



Assignment



Online and On-site  
Classrooms



Learning Steps



Learning Materials

### 3. EVALUATION & FEEDBACK



Rubric Score



Score Reporting and Feedback  
on Students' Learning

### 4. ASSESSMENT OF TEACHING



Supervision via Google Form



Student Response to Teaching



Improvements to Next Semester



presented by Distance Learning OBEC  
and Excellence in Science Education Bureau



Placing importance on education, His Majesty King Bhumibol Adulyadej the Great established schools, provided educational support in the Royal Palaces and Royal Monasteries, and bestowed scholarships at all levels and in various fields of study and research. These royal grants were from His Majesty's personal assets and Royal Treasury and have been continuously under the Royal Patronage to relieve the government's burden of fostering the nation's future. His Majesty King Maha Vajiralongkorn Phra Vajiraklaochaoyuhua and the Royal Family have furthered the DLTV – IDL project and Princess Chulabhorn Science High Schools (PCSHS) as detailed below:

## DLTV (DISTANCE LEARNING TELEVISION)



### Background

His Majesty King Bhumibol Adulyadej the Great established the Distance Learning Foundation Under the Royal Patronage in 1995, contributing 50 million THB to address educational disparities in remote areas.



### Furtherance

His legacy is handed on to His Majesty King Maha Vajiralongkorn, who modernizes education while upholding effective methods to combat inequality and emphasize education's role in national security.



### Boadcast details

The Foundation now broadcasts background of DLTV, educational content daily from 8:30 AM to 2:30 PM on 15 channels through the NEW DLTV initiative, serving kindergarten to lower secondary students and lifelong learners via satellite TV (DLTV1-15 channels) and [www.dltv.ac.th](http://www.dltv.ac.th). Online resources such as manuals and lesson plans are available to support teachers.



### Methods of presentation and instructional media

Content in English language prepared by the teachers and displayed in Canva Application, instructional VTRs with English subtitles on DLTV created by regional DLTV schools with good, practical guidelines, and instructional VTRs with English subtitles on DLTV for each grade from preschool to junior secondary education prepared by prototypical schools, as well as teachers' and students' narratives which emphasize using activity worksheets



### Collaboration

Collaborating with OBEC, the Foundation enhances education quality in 11,059 underserved schools by providing DLTV equipment, teacher training, and utilizing evaluation tools like BIGDATA.DL to prioridevelopment.

## IDL (INTERACTIVE DISTANCE LEARNING)



### Background

Embracing Her Royal Highness Princess Maha Chakri Sirindhorn's initiative, OBEC integrates Interactive Distance Learning (IDL) by combining online and normal teaching methods to enhance educational standards, ensure equal access, and reduce teacher workloads. Supported by the Distance Learning Foundation, the program employs internet-based video conferencing in 20 schools across Thailand, fostering real-time classroom interactions and improving nationwide educational quality.



### Learning concepts and methods

SPEIRS and 5Cs models are applied along with utilizing Google Workspace for team teaching, lesson planning, and assessment, as well as developing student relationships which lead to the recognition alongside various awards in both national and international stages. IDL develops academic performance, teachers' skills, and digital technology competency, aligned with Princess Maha Chakri Sirindhorn's goal of innovating education for equitable learning opportunities.



### Content displayed on Canva Application

Background of the IDL project, source and destination schools from 5 regions of Thailand; methods / guidelines on instruction for Google Workspace; cooperation between the Distance Learning Foundation, the Office of the Basic Education Commission, and Educational Service Areas; and instruction / testing and assessment / outcomes / learning



### Methods of presentation and instructional media

Content in English language prepared by the teachers and students and displayed in Canva Application, VTRs with English subtitles on DLTV showing narratives from students in the project in both source and destination schools, and VTRs with English subtitles showing the project operation and activities of each school, e.g., activities for course development, teachers' classrooms, student potential improvement camps, instructional activities of the teachers and students, and work that the students from the source and destination schools jointly created.

## PCSHS (PRINCESS CHULABHORN SCIENCE HIGH SCHOOLS)



### Background

Her Royal Highness Princess Chulabhorn Krom Phra Srisavangavadhana has exceptional scientific talent. Therefore, in accordance with the Cabinet's resolution, Princess Chulabhorn Science High Schools were established to celebrate in her 36<sup>th</sup> Birthday Anniversary in 1993. Initially, 12 schools were set up nationwide, and there are 18 across the country at present.

### Objectives

Princess Chulabhorn Science High Schools were established with the aim of promoting and developing secondary school students and expanding opportunities to underprivileged students with knowledge and abilities in Science, Mathematics, and Technology. Each school accommodates 720 students. The students are provided with full financial support from the government.

### Curriculum

The curriculum focuses on Science, Mathematics, and Technology with modern teaching materials and science laboratories in Physics, Chemistry, Biology, Technology, and STEM Education.

### Cooperation and knowledge exchange

There is also a successful academic cooperation and knowledge exchange with Super Science High School and KOSEN in Japan which encompasses 20 institutions. The aim is to develop students into scientists and inventors in various fields, thereby contributing significantly to national development. With this commitment, students have achieved notable success in both national and international academic arenas.

## FROM THE ROYAL INITIATION TO THE SUSTAINABLE EDUCATIONAL DEVELOPMENT IN SCHOOLS

Princess Chulabhorn Science High Schools (PCSHS) employ digital technology, that is, Google Classroom in the instructional process and classroom management system. Plus, some applications and operating systems such as Z-Space laptops that allow the students to have ultimate virtual reality (VR) learning experience are also used in classes.

### INSTRUCTIONAL DIGITAL TECHNOLOGY



**Instruction in on-site classes** involves Google Classroom, some applications, e.g., Unreal Chemist – Chemistry Lab, etc., and media and technology that facilitate the instructional activities.



**Classroom activities according to the curriculum** include self-learning activities and projects in some subjects, e.g., Innovation, Projects, etc., as well as classes held in STEAM labs, Fab labs and Z-Space labs which are VR scientific labs.



**International cooperation** comprises the digital meeting system and MOUs with leading Japanese science schools.

presented by Potisarnpittayakorn School

'Defining the future' is the career-focused curriculum and vision of Potisarnpittayakorn School, a big school that provides secondary education from grade 7 to grade 12, that is designed to enable middle and high students to be motivated, have a clear understanding of their future careers, and can explore and find their own interests and aptitudes for the careers. Potisarnpittayakorn School places great emphasis on curriculum development, internal management, and the use of technology for education.



## THE EMPHASIS ON THE CAREER-FOCUSED CURRICULUM



**9 career-related elective subjects** divided into 9 subject groups are taught: health sciences; engineering-architecture; computer technology; art-music and performing arts; foreign languages; law-politics-government; business



**The upper secondary program consists of 10 study plans:** Pre-Medical, Pre-Pharmacy-Allied Health, Pre-Engineering, Pre-Architecture, Pre-Science/Computer-Robotics, Pre-Communication Arts, Pre-Human Studies-Education, Pre-Arts, Pre-Business Administration- Accounting-Services, and Legal-Political Science Preparation.



**All students study project-based and research-based courses** led by a team of expert lecturers from famous universities.

## PS ONLINE LEARNING SYSTEM

### Background

Due to the outbreak of the coronavirus (covid-19) in 2020, the school has developed an online teaching system using Google Workspace. As a result, the PS ONLINE LEARNING system was set up.

### Objectives

The learning system aims to enable all students in the school to learn from home.

### Projects

Other projects were also launched, such as the “Friends Help Friends P.S. Online Tutoring, Creating Dreams for the Future” Project which has been in operation for 4 seasons, with the aim of creating more opportunities for higher education in the desirable faculties and fields of study for grade 12 students throughout the country free of charge. This project can reduce inequality and gives the students the opportunity to access high quality teachers, media, and technology, as well as strengthens the network of assistance, reliance, and cooperation as well.

## USE OF TECHNOLOGY FOR EDUCATION

### Collaborative Albus-II project

In 2024, Potisarnpittayakorn School participated in the Potisarn Albus-II project together with its partners, viz., the Faculty of Education, Chulalongkorn University, Google Panel, Depa, and Loxley Orbit. The teachers participating in this project received theoretical training and principles of creating learning units by emphasizing proactive learning management to enable students to adhere to the lessons using gamification on the digital platform.

### Project using instructional

Currently, Potisarnpittayakorn School supports many schools by offering assistance to the schools suffering shortages in teachers and using instructional technology as a source school in the Google workspace system while other schools are destination schools. We have collected teaching materials in form of videos, from the past to the present as a knowledge repository on Youtube. Consequently, the “Anywhere Anytime Project”, in which the students can learn anywhere, anytime, was carried out.

presented by Human Capital Excellence Management Center

The Ministry of Education ensures equal access to education and promotes equity and educational opportunities for all. Police General Permpoon Chidchob, the Minister of Education, announced the 'Happy Learning' policy which aims to lighten the workload for teachers and educational personnel, as well as reduce the burden on students and parents. Known as 'Anywhere Anytime,' the policy promotes flexible learning opportunities, allowing the students to study at their convenience, encourages, and motivates the teachers to prioritize their students.

## OFFICE OF THE BASIC EDUCATION COMMISSION (OBEC) AND ITS RESPONSIBILITIES

OBEC oversees basic education for students nationwide. Teacher development is a crucial policy for OBEC. Recognizing that teachers play a pivotal role in students' overall growth, particularly in preparing them to adapt to 21st-century changes, OBEC emphasizes their professional development.

OBEC employs the Common European Framework of Reference for Languages (CEFR), an international standard for describing language ability on a six-point scale, from A1-A2 for Basic Users, B1-B2 for Independent Users, and up to C1-C2 for those who have mastered a language as Proficient Users.

OBEC has developed a Digital Competency Framework aimed at elevating digital competence standards for teachers and educational personnel. This framework is structured into three stages and seven levels, ranging from DC1-DC3 for Basic Digital Competency, DC4-DC5 for Intermediate Digital Competency, and up to DC6 - DC7 for Advanced Digital Competency.

OBEC uses the Hanyu Shuiping Kaoshi (HSK), an internationally recognized test of Chinese language proficiency. The test has three stages and nine levels: 1) Beginner (HSK 1-3), 2) Intermediate (HSK 4-6), and 3) Advanced (HSK 7-9).

## TEACHER DEVELOPMENT

Teacher and educational personnel development under OBEC focuses on equipping individuals with essential skills, namely English language proficiency in alignment with the CEFR framework, Chinese language proficiency in alignment with the HSK framework, and digital technology proficiency in line with the digital competency framework. In regard to learning management and other essential 21st-century skills for transitioning into a digital society, teacher development is offered in three formats:

### 1. Online Teacher Development

Teachers and educational personnel can study anywhere, anytime through learning-obec.com, e-learning platforms offered by OBEC. Furthermore, there are additional online professional development programs available for teachers, for instance, the “Level Up Your English” Webinar which aims at enhancing English communication skills.

### 2. On-site Teacher development

#### Human Capital Excellence Centers (HCECs)

185 HCECs in all provinces focus on training and developing teachers and educational personnel in alignment with 21st-century competencies and professional standards and serve as testing centers, utilizing the results to support teachers’ professional growth.



#### Objectives

HCECs offers teacher training to address specific needs, including proficiency in English language, Chinese language, digital skills, as well as active learning competencies.

At the HCECs, teachers receive training based on the cascade model. Trainers are trained in courses covering topics such as Financial Literacy, Digital Skills, and Active Learning to train other teachers in the service area. Also, workshops on using AI at work for personnel at the Head Quarter of OBEC are offered.

### 3. Hybrid Teacher development



This integration of both on-site and online training for teacher development and educational personnel underscores the combination of 2 approaches and professional development. Examples of hybrid teacher development are English ReBoot for English language pedagogical development, Fundamental Active Learning, and the session to the new HSK Chinese language proficiency test system.

## PERFORMANCE APPRAISAL (PA) FOR TEACHERS



Test centers at HCECs offer standardized English and Chinese language proficiency exams approved by the Teachers Council of Thailand. The test results in line with CEFR level equivalents can be used for the teachers' Performance Appraisal (PA).

## PROMOTION ACCELERATION

Teachers and educational personnel have an opportunity to expedite their career advancement by submitting English and Chinese language proficiency test results that meet specific criteria. Ordinarily, teachers are eligible for promotion to higher positions and academic rankings within a four-year timeframe. However, by adhering to the conditions established by the Office of the Teacher Civil Service and Educational Personnel Commission (OTEPC), they can accelerate this process, reducing the timeline from four years to three. The conditions are as follows:



### 1. Teaching Profession

For teachers in other subject areas, they are required to have language skills that are higher than B1. As for Thai teachers of English, an English language proficiency score exceeding B2 is required.



### 2. Educational Administration Profession

School administrators are required to have English language skills that are higher than B1.



### 3. Educational Supervision Profession

Educational Supervisors are required to have English language skills that are higher than B1.

The teachers' Performance Appraisal (PA) is now available on a digital platform called Digital Performance Appraisal (DPA).

Over the last 21 years, OBEC has dedicated to enhancing teachers' digital skills, ensuring that they can adapt to the evolving digital landscape. This commitment will improve the overall quality of education for future students.



presented by ASEAN University Network (AUN)

ASEAN University Network (AUN) came into being in 1995 when the AUN Charter was signed by Ministers responsible for Higher Education from ASEAN countries. The Agreement on the Establishment of the AUN was signed by the presidents, rectors, and vice chancellors of participating universities, and the formation of the AUN Board of Trustees. Since its establishment, the Network has been active in promoting the development of the region's higher education through networking, youth empowerment, academic and collaborative projects in different areas. In this regard, university collaboration has always been at the core of the Network's continuous progress and accomplishments for almost thirty years.

## MISSION



to provide a platform for discussion on policy development for ASEAN higher education



to strengthen existing network of cooperation among universities in ASEAN



to promote collaborative studies, research, and educational programmes in the priority areas identified by ASEAN



to promote cooperation and solidarity among scholars, academicians, and researchers in the Member States



## AUN MEMBERSHIP



and 240 AUN Associate / Affiliate Member Universities from AUN Thematic Networks

## AUN THEMATIC NETWORKS

The following 19 AUN Thematic Networks, acting as sub-networks of AUN to foster Specialized areas of academic cooperation. Each thematic network is given high autonomy to advance their areas through collaboration within ASEAN Higher Education Institution and beyond.

- AUN Quality Assurance
- AUN Student Affairs Network (AUN-SAN)
- AUN for Business and Economics Network (AUN-BE)
- AUN Sustainable City and Urban Development Network (AUN-SCUD)
- AUN Southeast Asia-Engineering Education Development Network (AUN/SEED-NET)
- ASEAN University Network on Culture and the Arts (AUN-CA)
- Libraries of ASEAN University Network (AUNILO)
- AUN University Innovation and Enterprise (AUN-UIE)
- AUN Human Rights Education Network (AUN-HRE)
- AUN Thematic Network on Architectural Design Education and Research in ASEAN (AUN-ADERA)
- AUN ASEAN Credit Transfer System (AUN-ACTS)
- AUN University Social Responsibility and Sustainability (AUN USR&S)
- AUN Ecological Education and Culture (AUN-EEC)
- AUN Technology Enhanced Personalized Learning (AUN-TEPL)
- AUN AEC Thematic Network (AUN-AEC)
- AUN Digital Transformation (AUN-Dx)
- AUN Disability and Public Policy Network (AUN-DPPnet)
- AUN Gender Justice and Inclusion (AUN-GJI)

Digital transformation in higher education involves 3 areas of development, namely quality standardization, digital innovation and infrastructure development, and human and institutional capacity building.

This exhibition showcases ASEAN University Network (AUN), its member universities, and partners' collaborative efforts as follows:

## 1. ASEAN University Network Digital Transformation (AUN-Dx)

AUN-Dx serves as a new AUN Thematic Network focusing on digital and IT quality and management capability building and standardization across ASEAN higher education institutions.

**Host:** Prince of Songkla University

**Activities**

1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> workshops on quality standardization of ICT management systems frameworks

**Framework in development**

Quality standardization of University ICT management and systems framework

**Key benefits of AUN-Dx framework**

- Resource management efficiency
- Consistent policy and operational alignment
- Simplified and integrated auditing
- Improved risk management



## 2. AUN-TEPL fosters collaboration among ASEAN universities to improve students' success through technology-enhanced personalized learning.

AUN-TEPL fosters collaboration among ASEAN universities to improve students' success through technology-enhanced personalized learning.

**Host:** Singapore Management University

**Members:** 57 (AUN 30 + 21 UNet + 6 Associate members)

[auntepl@smu.edu.sg](mailto:auntepl@smu.edu.sg)

[auntepl.com](http://auntepl.com)

**Activities**

- Inaugural AUN-TEPL symposium (online)
- AUN-TEPL Thematic network MOU signing
- AUN-TEPL webinar series
- AUN-TEPL MOU signing with METLOT
- 2nd and 3rd AUN-TEPL symposiums
- AUN-TEPL Inter-University Research and Writing Group
- AUN-TEPL Resource-sharing Community (online) through MERLOT

### 3. COLLABORATION WITH ASEAN CYBER UNIVERSITY (ACU)

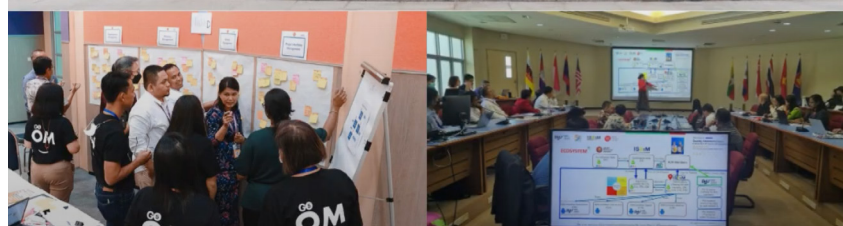
Lastly, AUN is also in an ongoing partnership with ASEAN Cyber University (ACU) with the aim of expanding opportunities of higher education in ASEAN Member States through Learning Management System (LMS) and Open Educational Resources (OER) platforms, as well as strengthening the relationship between the Republic of Korea and ASEAN.

ACU operates and offers Learning Management System (LMS) and Open Educational Resources (OER) platforms for ASEAN countries. The project also creates high quality e-learning content and make it available for all instructors and learners.



Access online learning courses and lectures hosted by ACU at <http://www.aseanoer.net/main.acu>

By highlighting these successful initiatives, AUN emphasizes the region's capacity to create a technology-driven learning environment that aligns with global standards. In this regard, collaboration between universities as well as partners from different sectors are crucial in elevating the digital integration of ASEAN higher education



# CONCLUSION

In the 13<sup>th</sup> ASEAN Education Minister's Meeting and Related Meetings on "Transforming Education in the Digital Era" constitutes a significant event in which leaders of ASEAN education from ASEAN Member States, ASEAN+3, and ASEAN+8. Thailand's educational institutions offering primary, secondary, and vocational education take this event as an international arena for showcasing various technology and innovation, the Internet, specific and interesting learning models, instructional activities, necessary life skills, as well as modern courses and curriculums in line with the "Happy Learning: Anywhere Anytime" policy formulated by the Ministry of Education, Thailand that are adopted and provided in the schools and contribute to a remarkable transformation in education of the country.

The Thai students including ordinary ones, those in poverty, students with physical disabilities, mobility impairments, or health issues, and even those living in remote areas of Thailand, equally receive education through online, on-site, and broadcast instructional materials, tools, and equipment and can carry out projects and experiments, do instructional and extra-curriculum activities, and explore their future career. All this not only offer them invaluable knowledge and experiences but also generate income for some of them, as well as cultivate them to be decent, world citizens in the digital era while staying happy and innovative.





MINISTRY OF EDUCATION  
THAILAND

# TRANSFORMING EDUCATION IN THE DIGITAL ERA

HAPPY LEARNING: ANYWHERE ANYTIME

