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The model of field environmental education action camp for development learning standard on higher education qualification framework of Thailand

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Abstract

The purposes of this research were to model of field environmental education action camp and study learning standard of field environmental education. The sample were 58 undergraduate students at 4 year in environment education program, Faculty of Environment and Resource Studies, Maharakham University, acquired by purposive sampling. The instruments used in this research were manual of field environmental education action camp, activity participation record and evaluation form learning standard of field environmental education. The data were analyzed by statistics of percentage, mean and standard deviation. The results revealed that model of field environmental education action camp, 10 days, was the highest appropriate level, affect learning standard on higher education qualification framework of Thailand.

Keywords: Action camp model; field environmental education; learning standard; higher education qualification framework; Thailand.

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1. Introduction

Environmental education is a process that aims to build population have consciousness and caring environmental problems as well as other related problems and have the knowledge, attitude, intention and commitment to find solution that face and prevent new problems by both manually and with the cooperation with others, which aims to provide the management of natural resources, promote, and maintain environmental quality along with sustainable economic and social development and enhance the quality of life of the people, to achieve coordinated development concept and conservation to go in the same direction. Educational policy and public relations for the environment can enhance the performance of the community at all levels have strengthened and the cooperation in environmental management efficiently according to practice environmental education is learning as a process. The forms and methods of activities can be classified 3 pattern is a learn in environment, to learn about environment and to learn for Environment is a learning activity oriented to practice and participation in the protection and development of the environment (Wongchantra, 2016).

Environmental education process is important in the management of natural resources and environment such as the base camp of environmental education is the study, design, planning, and environmental education activities in the community as well as the assessment of the implementation of environmental education activities that, and proposed actions, effects of activities and recommendations. A learning process outside focused on working with individuals in the community to make people realize the value and maintain biological diversity to be concrete an exchange of knowledge and experience between the students and the community. The objective is to provide environmental education field activities in the community, the students on the ground in the study of natural resources and environment actually, educational problems, causes and solutions of problems and sustainable development which focuses on soil, water, forests, wildlife, humans, etc. (Division of registration Mahasarakham University, 2016).

Therefore researchers interested in developing Model of environmental education camps operating activities and operating environmental education field for undergraduate students at 4 year in environmental education program, Faculty of Environment and Resource Studies, Mahasarakham University, acquired by purposive sampling.

2. Objectives

- To development the model of field environmental education action camp for development learning standard on higher education qualification framework of Thailand.
- To study evaluated the results of the field environmental education action camp for development learning standard on higher education qualification framework of Thailand.

3. Research Methodology

3.1. Population and Target Population

The population field environmental education action camp of 428 undergraduate students in environmental education program, Faculty of Environment and Resource Studies, Mahasarakham University, the first semester of the academic year 2016.

The sample were 58 undergraduate students at 4 year in environmental education program, Faculty of Environment and Resource Studies, Mahasarakham University, acquired by purposive sampling.

3.2. Tool used in the research

Tools used in the research were model of field environmental education action camp for development learning standard on higher education qualification framework of Thailand, manual of

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field environmental education action camp and activity participation record and evaluation form learning standard of field environmental education.

4. Data analysis

The data were analyzed by descriptive and statistics of percentage, mean and standard deviation.

5. Research result

1. The model of field environmental education action camp in community (10 days) formats learning environment in the community was placed the sheet follows. (Figure 1)

Day 1 : The designated area to collect data, Students were divided into groups according to the number of communities responsible for space to store data. The scoping study, students distribution and median stay home residents to learn about the lifestyle and culture of the community.

Day 2 : When the area to collect data, each students were required to prepare a map of the community. The map was used to simulate the community in the planning and management community by allowing students into the community to collect information to operators mapping, the important places of worship, houses, shops, homes, water, trees, forests and other sensitive data. The map the most detailed.

Day 3 - 6 : Collect environmental data in areas of the community. Maps were used to plan, collect information. The students will prepare an environmental survey of the community to collect information on all aspects of the community both basic forestry, soil, air, water, wildlife, culture, environmental issues and other aspects of the data were analyzed and the results presented to the community.

Day 7 : Students information through analysis and finalized, discussed with the community to get to know the information to the community, and give the community more facts. Then a vote on the issue or community development made by consensus of the community to put it into practice.

Day 8 – 9 : The votes of the community to solve community problems were on community development activities or environmental issues in the community to joint activity between the students and communities. The duration depends on community issues that need fixing the rivalry between the sports community with students classified by the community and the students responsible for the area. The competition will be awarded during the day and in the evening. Then, in the evening of the same day. There was recreation eating dinner together every community. The rules for each house that student's stay home to cook for at least one year and have a harmonious dance to raise funds to support the activities of community organizations in the development community.

Day 10 : The end of the learning community, information was presented to the community and providing information and maps outlining the community for the community. The community had the information to be used for community development and management community.

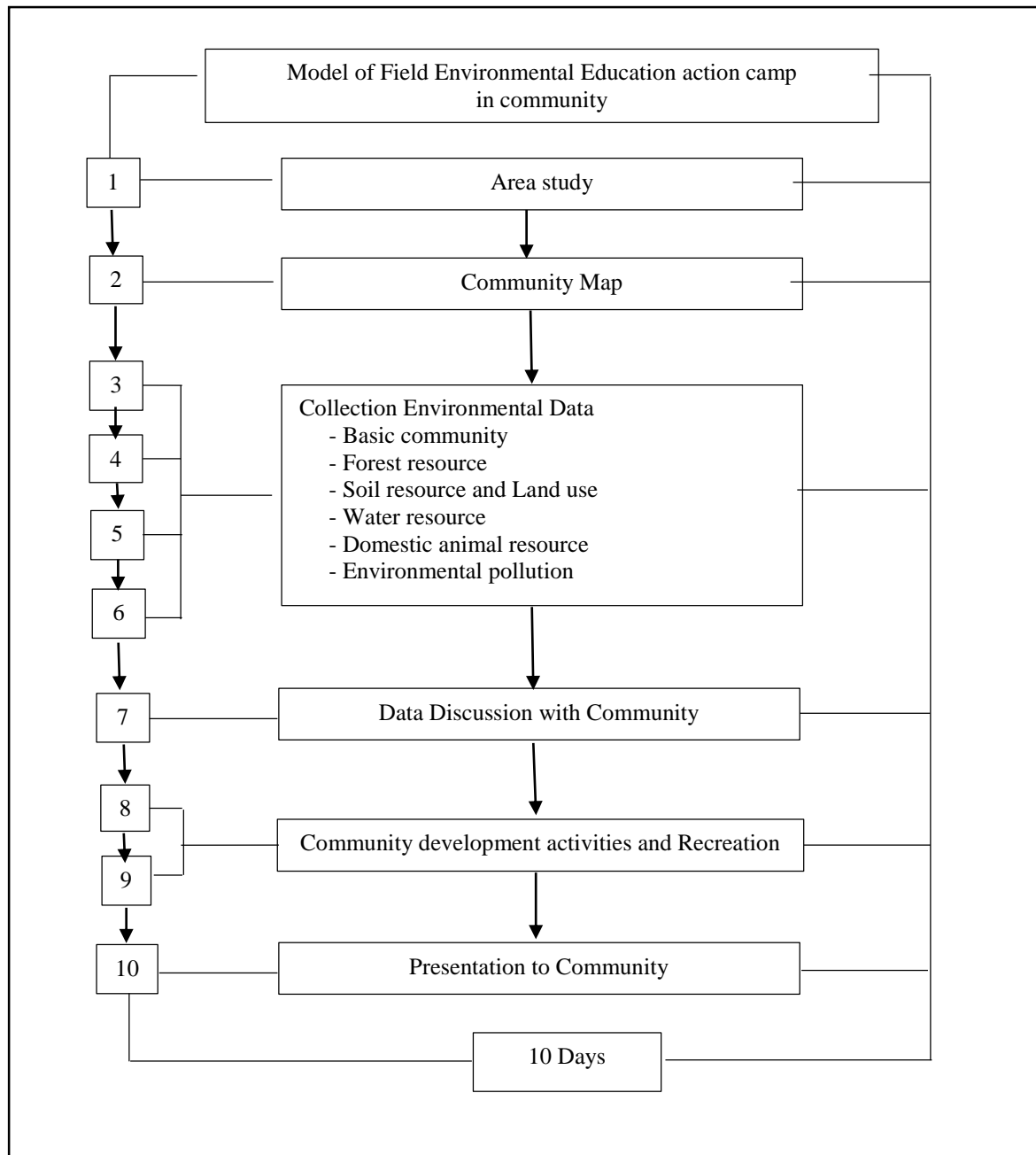


Figure 1. The model of field environmental education action camp in community (10 days)

2. The study evaluated the results of the environmental learning camp for learning the standards of higher education qualifications framework of the country. After operation, students found with the assessment standards of the learning environment of the camp were at all total the highest level. ($\bar{x} = 4.55$) (Table 1) ; morality and ethics, knowledge, cognitive skills, interpersonal relationships and responsibilities and analysis of communication and information technology.

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Table 1. Evaluation standards learning of field environmental education action camp each aspect

Standards learning of field environmental education action camp Each aspect (5 Levels)	After		
	\bar{x}	S.D.	Level
1. Morality and ethics	4.52	0.50	highest
2. Knowledge	4.38	0.49	highest
3. Cognitive Skills	4.53	0.50	highest
4. Interpersonal relationships and responsibilities	4.68	0.47	highest
5. Analysis of Communication and Information Technology	4.62	0.79	highest
Total	4.55	0.55	highest

6. Discussion

The model of field environmental education action camp for development learning standard on higher education qualification framework of Thailand. The results highlighted the importance of learning and its application to benefit by study model of field environmental education action camp in community 10 days, area study, community map, collection environmental data; 1) basic community 2) forest resource 3) soil resource and land use 4) water resource 5) domestic animal resource and 6) environmental pollution, data discussion with community, community development activities and recreation and presentation to community so that students have knowledge, understanding of the operation of environmental education camp.

The camp environment learning outside the classroom, the students learnt what close to something far, from easy to difficult, from what know and see to still do not see. Students had the responsibility for social development. Know community on the self developed interpersonal relationship the students direct experience, attitudes are desirable to know cherish pride love, care and natural environment. The step learning activity to developing students thinking process, have fun, invite the cause of boring interesting. Don't make feel free to experience the environment familiar with and learn from the reality of life and nature (Samran, 2000). Chotikapanit (2015) studied that the study development of learning plans of environmental education according to the learning cycle model 7 step using the multiple intelligences learning management plan. Environmental education using the learning cycle 7 step using the multiple intelligences, it was found that the students of environmental education by using the learning cycle 7 step using multiple intelligence achievement in higher level. So the development of environmental education action camp for learning the standard teaching on higher education qualification framework in Thailand. The sequence data clearly and thoroughly as a result, the model of environmental education camp operation quality.

Evaluating the results of the environmental learning camp for learning the standards of higher education qualifications framework of the country. The operating environment of university education the average scores were all total at the highest level considering that it was found that students had the moral overall average at the highest level. It showed that the development of environmental education camps operating performance and useful activities to make the learning process for all students appropriately. This was consistent with the concept of Boonme (1999) that moral Or the natural person should behave moral was expressed physically in pretty good accuracy. As the purpose of the social and ethical issues will be forced to rely on the doctrine of religious precepts, including the implied criterion or practice to bend or verbal and physical training in order to be normal. That was to say or do anything to be normal, do not get wrong (sinful) as saying correctly. To be fair to say it right when it was wrong to say or do will be fairly happy with the cold did not suffer as a result of having suffered no such joy bleak. As a result of a sacrament or as a result of the moral virtues in mind when they were already in the mind causes behave ethically correct. So the moral and ethical precepts of a structure. Ongpang (2013) studied that the results indicated that the education management model to develop moral elementary students in schools under the office of primary education found that evaluating management model to develop ethics students in schools under the office of the district primary education, created there is a possibility to a large extent and the most useful in the form of the

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environmental education camp for learning the standards of higher education qualifications framework of the country. The scoping study, the duration of the operation was clear to give students discipline, punctuality and responsibility for their own professional and social duties with righteousness. It to students' morality ethics increase

Students' knowledge scores were at the highest level. Showed that the format of the environmental education camp for learning the standards of higher education qualifications framework of the country effective and useful activities to make the learning process for all students. The appropriately Kungthong (2010) learning as a tool to encourage the students to study hard and love to learn more of course, the students will go to a destination is success in life or not, that. It is up to the great learning of the instructor. If the teachers know how to use learning management and appropriate, it will have a positive impact on the learning of the students is as follows; 1) knowledge and understanding of the subject or to learn 2) the skills or expertise in the subject matter or activities to learn 3) there was a positive attitude toward the class 4) can put that knowledge to use in everyday life and 5) can bring awareness to further their education to the next. The instructors will encourage students to thrive in every way; the physical, emotional, social and intellectual, to promote the best was education from the above. You can see that learning was important to educate the students as well. consistent with research Lithysong and Soontornrodj (2015) studies that the research found that to study the matter further develop Thailand. The literary city Chakungrao promoted the knowledge of reading, writing, communication and critical thinking of students. Grade 1 to find additional course material. Learning a language learning Thailand. The literary city Chakungrao Grade 1 has components: 1) Introduction 2), 3) Principle 4) Destinations 5) The content and learning standards six) objectives Course 7) Structure Course 8) Description 9) Standards of Learning. and measure 10), the purpose of learning 11) learning 12) guiding the learning activities, 13), and media sources. 14) the measurement and evaluation, and 15), the criteria for awarding grades. And were suitable for most levels and achievement in reading, far above the 80 percent level of statistical significance .05. The theme of the camp for environmental education learning standards by the higher education qualifications framework for Thailand, the principles applied in the preparation of an environmental education camp. Students learn to focus on yourself, the real space to study the environmental community. The students' environmental knowledge. You can take the principles and theories of environmental education, applications of environmental issues in the community more effectively.

Intellectual skills the students' average scores were at the highest level. It showed that the format of the environmental education camp for learning the standards of higher education qualifications framework of the country, the event gives students a learning process for all, appropriately explained that cognitive skills is the ability to analyze, situation and understanding the concepts, principles, theories and processes. In analytical thinking and problem solving when faced with new situations, that is not expected before (Chairerk, 2015) Consistent with research, Chunjanat (2015) studied that the research found that developed a model to learn physical skills, intellectual practice. for students who find that three forms of learning physical skills to perform effectively (E1 / E2) is 76.47 / 76.79. Which was higher than the prescribed threshold. Effectiveness index model of learning gymnastics skills practice is equal to 0.7633, indicating that students were progressing 0.7633 or percentage 76.33 practical skills of students who have followed the pattern of learning physical skills to perform at a high level, quality criteria (\bar{x} = 13.80, SD = 0.51). In summary, the development of physical education and learn practical skills for students in the third-effective manner. To gives talented students the practical skills. Therefore, it should be used in the event of teaching physical education in other ways, however, the environmental education camp for learning the standards of higher education qualifications framework of the country. The study focused on students in their own education into real space. As a result, students had more cognitive skills. In its analysis Synthesis of the environmental situation the problem can be solved by social, environmental principles and theories of learning to use properly and an awareness of the problem and is always eager to learn more.

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The interpersonal relationships and responsibilities, the students' average scores were at the highest level. It showed that the format of the environmental education camp for learning the standards of higher education qualifications framework of the event was to make the learning process for all students. The appropriately explained that human relations was the art and science because there were principles and theory knowledge. And the principle or theory to practice to be successful, it requires technique, which was the artistic identity of the individual. You will notice that each one has the ability to connect with others as well. Some of the satisfaction of the masses a lot of people have friends and there were people who want to talk contact or work with him. While some people did not want anyone to get close to or worked with. That's because he lacked the art to connect with others. This may be because they do not know the principles, or because adopting the wrong way, so that we had a good relationship with the other person. You need to learn both theory and keep practicing to specialize. It can be taken as a message that the theoretical knowledge to work fairly (Bunchuwong, 2008). Consistent with research, Tunsuwannarat (2010) studies that the research found that the effectiveness of the learning architecture of Thailand found that the effectiveness of the learning architecture of Thailand. accounting for 76.20 % percent of the average learning outcomes of study architecture, Thailand. accounting for 79.50 % of the students at the learning architecture Thailand. A positive attitude happens to own, Attitudes towards the fellow instructors. and attitudes toward learning. Compliance with standards-based learning courses bachelor of architecture, interior architecture all five aspects of ethics, knowledge and intellectual skills. Interpersonal skills and responsibility. Numerical and analytical skills, communication and information technology, so the form of the environmental education camp for learning the standards of higher education qualifications framework of the country. The highlight for the students to work with the leadership team to set goals together. As a result, students with interpersonal relationships and responsibility even more. In terms of the ability to work with others as well. was responsible for the assignment. and human relationships with associates and guests.

Analysis of communications and information technology, the students' average scores were at the highest level. It showed that the format of the environmental education camp for learning the standards of higher education qualifications framework of the country effective and useful activities to make the learning process for all students appropriately. This was consistent with the concept of Wongchantra (2015) described environmental management was the need to use multiple tools simultaneously. The tools included scientific and technological information. The technical tools used to solve environmental problems because awareness of scientific knowledge can be applied to yield benefits in terms of technology. Which control the environment was better efficiency. Necessary to take into consideration was the use of appropriate technology with critical thinking were the main reasons. This consistent with research Bunyasup and Sangsuriyong (2013) studied that the research found that the availability of information and communications technology in the management of personnel in Nonthaburi Municipality. It found that the availability of information and communications technology; the female was the availability of information and communications technology than male workers aged between 21-30 years, with the most information and communications technology, personnel with a higher education degree with the availability of information and communications technology the most experienced personnel to work at least 10 years, with the most information and communications technology and personnel were positioned in a class action was the availability of information and communications technology, rather than those with the highest levels, so the form of the environmental education camp for learning the standards of higher education qualifications framework of the country. By providing students used technology to collect data such as mapping and neighbors who rely on information technology to help. As a result, the students learnt to use tools that increase information technology both in terms of creating presentations that lead to development effectively.

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7. Suggestions

- Should study the model of field environmental education action camp and study learning standard of field environmental education of 10 days, thoroughly and prepare the process as well.
- There should be a regular advisor and volunteers to give advice to students throughout the camp.
- Should focus on the people's participation in camp activities of field environmental education action camp and study learning standard of field environmental education.
- Should study the attitudes, opinion, values, awareness and participation in field environmental education action camp and study learning standard of field environmental education.

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