

# **Utilization of Research Results for Learning Development and Instructional Management**

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## **1. Goal of Utilizing Research Results:**

Our commitment is to use research results to enhance the quality of our own instructional management and to promote learner development to achieve their full potential.

## **2. Verification of Credibility and Feasibility of Utilizing Any Research Results**

### **2.1 Verification of the Internal Validity**

This includes examining whether the use of samples in research [Sampling Design], variable measurement, and statistical analysis are accurate and credible.

### **2.2 Consideration of the Feasibility of Application or Generalizability of Research Results (External Validity)**

This typically involves examining the representativeness of the sample population. When applying research results, they should be used in a manner involving scaling up or piloting within our own educational context.

## **3. Utilization of Different Types of Research Results**

### **3.1 Survey Research or Analytical Study Results**

These provide insight into current conditions, problems, best practices, or recommendations for development. They can be used to inform development planning or learning management plans.

### **3.2 Research and Development (R&D) Results Aimed at Developing Media, Inventions, or Process Innovations**

Innovations, inventions, or instructional management processes derived from research can be applied directly in the classrooms where we teach.

### **3.3 Evaluation Research Results**

These reveal the performance or effectiveness of plans, projects, or instructional management, along with recommendations for future improvement and development. (The heart of evaluation lies in its recommendations — focus on the sharp, insightful recommendations.)

### **4. Citing Research Used in Instructional Management**

Research must be cited correctly according to the required format, without plagiarism.

### **5. Use of Research-Based Instructional Strategies (RBIS)**

**5.1** Have students study and compile research findings on a specific topic being learned (e.g., studying research on the behavior of diabetic patients while learning about behavioral disorders in health education). Students will become familiar with research, gain up-to-date knowledge, and exchange learning in the classroom.

**5.2** Teachers study research findings on topics they are teaching. Both teachers and students will always acquire up-to-date knowledge.

**5.3** Teachers define a research topic, design the research, and then have students collaboratively collect data. Students will gain teamwork experience, learn the research process, and reach conclusions from the research.

**5.4** Assign students to work in groups and collaboratively study relevant topics. Students will learn the research process and become future knowledge creators."