

Title : A Digital Technology Transfer Model for General Scripture Schools
using Collaborative Coaching Technique.

Author : Apichat Lagdee

Degree : Ph.D. (Technology Management)
Rajabhat Maha Sarakham University

Advisors : Asst. Prof. Dr.Worapapha Arreerard Major Advisor
Assoc. Prof. Dr.Panjai Tantasanawong Co-advisor

Year : 2017

ABSTRACT

The purposes of the research were to analyze models of digital technology transfer for schools of religious education through collaborative coaching technique, 2) to develop learning activities of the digital technology transfer for schools of religious education, 3) to assess the results of the learning activities and 4) to investigate the acceptance of the activities for digital technology transfer through collaborative coaching technique. The research was divided into four phases. The samples were fifty four teachers of the religious education schools. The instrument was five sets of questionnaires, two sets of assessment forms and guidelines for digital technology transfer. The statistics used were the percentage, mean, standard deviation, t-test and f-test

The study showed that the model of the digital technology transfer for the religious education schools consisted of five parts: policy, principles and theories related to, three-step teaching technique, four-step process, two sections of digital technology and indicators for the activities. 1) The overall opinion of the experts toward the appropriateness of the model was a the highest level. 2) Four learning and teaching activities included collaborative planning, digital technology learning, supervision and feedback. The handbook of learning activities consisted of three lessons, training guideline, assessment and evaluation, knowledge sheet , worksheet and a skill assessment form. The average appropriates of the activities regarding the assessment of the experts was at the highest level. 3) Regarding the self-study of seven

learning activities, the study showed that VDO Clip was the activity which the trainees needed the advice of the trainers. The trainees were able to access six activities and study by themselves without the advice of the trainers. Whereas, the trainees were accessible two learning activities with the advice of the trainers. The overall satisfaction of the trainees with the activities of digital technology transfer was at a high level. The trainees were able to apply eight activities for instructional purpose. The overall satisfaction of the trainees with the advice was at the highest level. 4) The average acceptance of the trainees for the learning activities was at the highest level. Regarding the different gender, the findings indicated that the sex and ages of the trainees did not accept the learning activities of the digital technology transfer at the .05 level of the statistical significance. Lastly, the findings revealed that the ages and work statuses of the trainees did not accept the learning activities of the digital technology transfer at the .05 level of the statistical significance.

Keywords: Model, Transfer, Digital technology, Schools of Religious Education, Teaching Techniques and Collaborative Coaching Technique

Major Advisor