

ABOUT ME



Asst. Prof. Dr. Suttipong Boonphadung
(A lecturer in Educational Administration Program)

- **Education**

In 1990, he obtained his first degree of Bachelor of Education (Honors) from Suan Sunandha Teacher College, Bangkok, Thailand.

In 1997, he furthered his studies in Educational Measurement (M. Ed.) at Srinakharinwirot University in Bangkok, Thailand.

In 2006, he graduated Doctorate in Curriculum and Instruction from Kasetsart University in Bangkok, Thailand.

- **Training**

Cert. in Applied Mathematics, The University of Newcastle, Australia. (1993)

Dip. in Educational Mathematics, Hiroshima university, Japan. (1998-2000)

Cert. in Research papers, Presentations and Academic Communication Program, The University of Queensland, Australia. (2012)

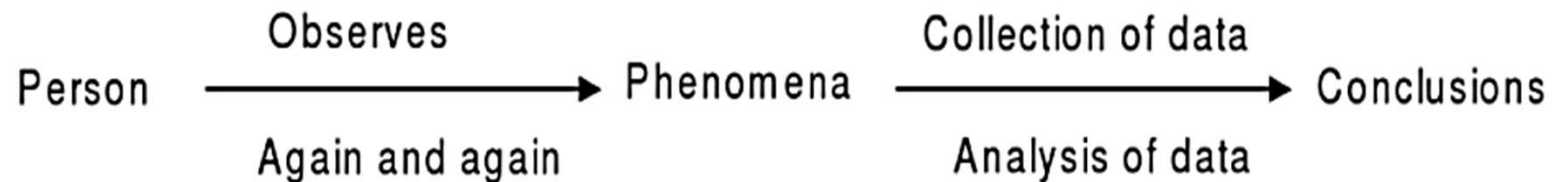


TERM RESEARCH

The term 'Research' consists of two words:

$$\text{Research} = \text{Re} + \text{Search}$$

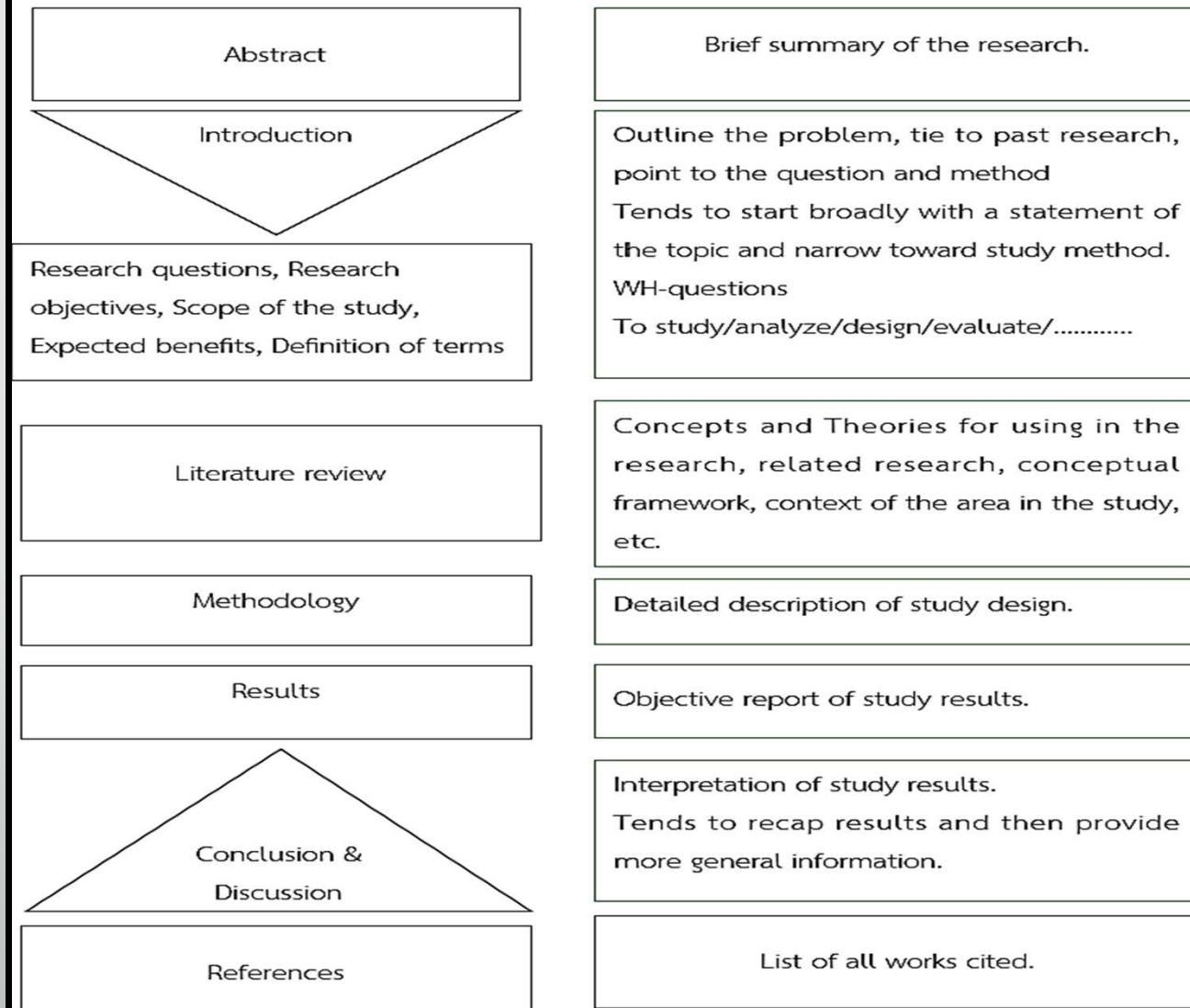
'Re' means again and again and 'Search' means to find out something, the following is the process:



Therefore, research means to observe the phenomena again and again from different dimensions. For example there are many theories of learning due to the observation from different dimensions.

The research is a process of which a person observes the phenomena again and again and collects the data and on the basis of data he draws some conclusions.

Major sections of a Research

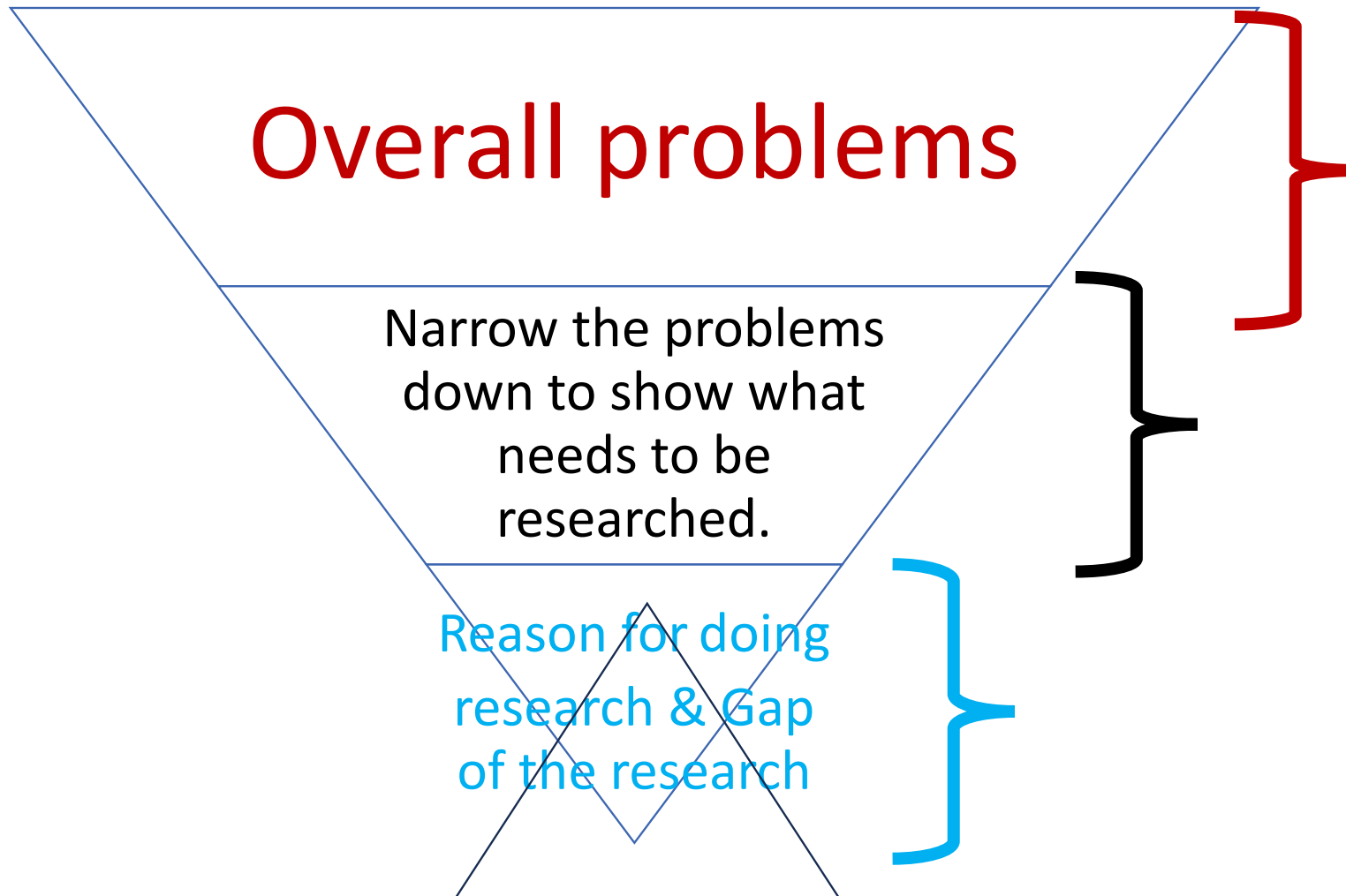


Abstract

- Background
- Research objectives
- Research design
- Research methods
- Research results
- Contributions

Chapter 1

Introduction



The importance and the research problem

Preliminary Research

- Gather information from various sources such as books, academic journals, online articles, and interviews with professionals in the field. Take notes and organize your findings.

Develop a Thesis Statement

Organize Your Information

- Start with a broad overview of the field, then narrow down to your specific topic. Use headings and subheadings to make it easy to follow.

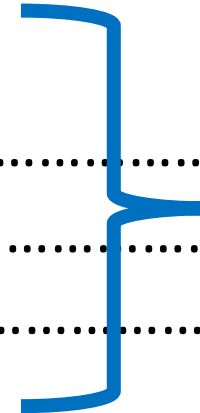
Cite Your Sources

Q & A

Chapter 1

Introduction

The importance and the research problem



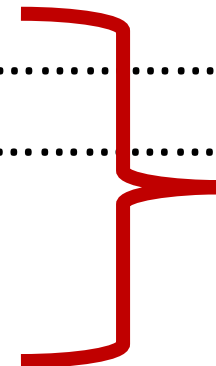
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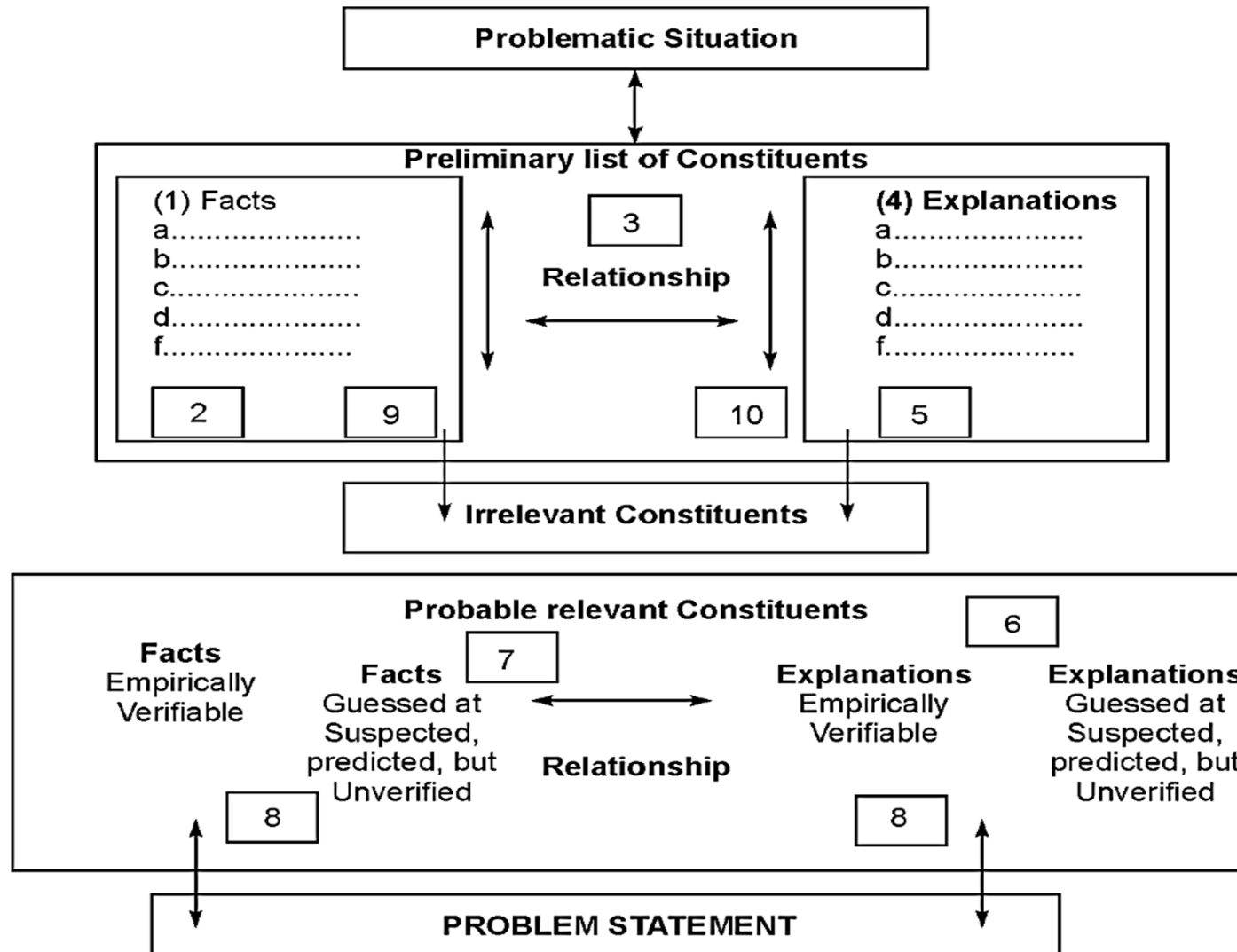


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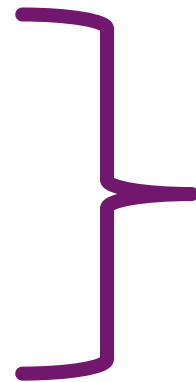
Schematic Analysis of a Problem



Research questions

This study attempted to answer the following questions:

1.
2.
3.



A good research question

- ❑ Closed yes/no questions are too simple to work as good research questions
- ❑ The research question should be developed based on initial reading around your topic, and it should focus on addressing a problem or gap in the existing knowledge.
- ❑ It also has clearer relevance to current social concerns and debates.

Discuss:

Examples of Good and Bad Research Questions

1. How does social media affect people's behavior?
2. What effect does the daily use of YouTube have on the attention span of children aged under 16?
3. Has there been an increase in childhood obesity in the US in the past 10 years?
4. How have school intervention programs and parental education levels affected the rate of childhood obesity among 1st to 6th-grade students?

Answer

- The first research question is considered bad because of the vagueness of “social media” as a concept and the question’s lack of specificity.
- A good research question should be specific and focused, and its answer should be discovered through data collection and analysis.
- It is too simple, and it’s easily answerable by a “yes” or “no.”
- It is more complicated; to answer it, the researcher must collect data, perform in-depth data analysis, and form an argument that leads to further discussion.



Research objectives

The purposes of this study were to

1. determine the
2. study
3. examine.....
4. propose the model/ guidelines.....

Practice

A Mixed-Methods Study..... in ...(City).....

Research Questions

1.
2. How does the relationship between ?
3.

Research Objectives

1.
2.
3.

RESEARCH HYPOTHESES

Depend on the conceptual framework



Scope of the study

- Scope of the content

 - Concept & Theory

- Scope of the population

 -

- Scope of the variables

 -

- Scope of time

 - November 2024 to October 2025

Significance of the study

Expected Benefits

1. Academic knowledge.....
2. Policy.....
3. Outcomes & Impact
4. Implementations.....

DEFINITION OF TERM

Define all variables in the study.

XXXXX refers to..... (From Chapter 2)



Chapter 2

Literature Review

.....Introductory part.....

.....

.....

Concepts and theories about

Concepts and theories about

Concepts and theories about

.....

.....

Related research

Conceptual framework

Chapter 2

Literature Review

Introductory part

Main topics for the studying, e.g.

Concept and theory about.....

Concept about

Concept and theory about.....

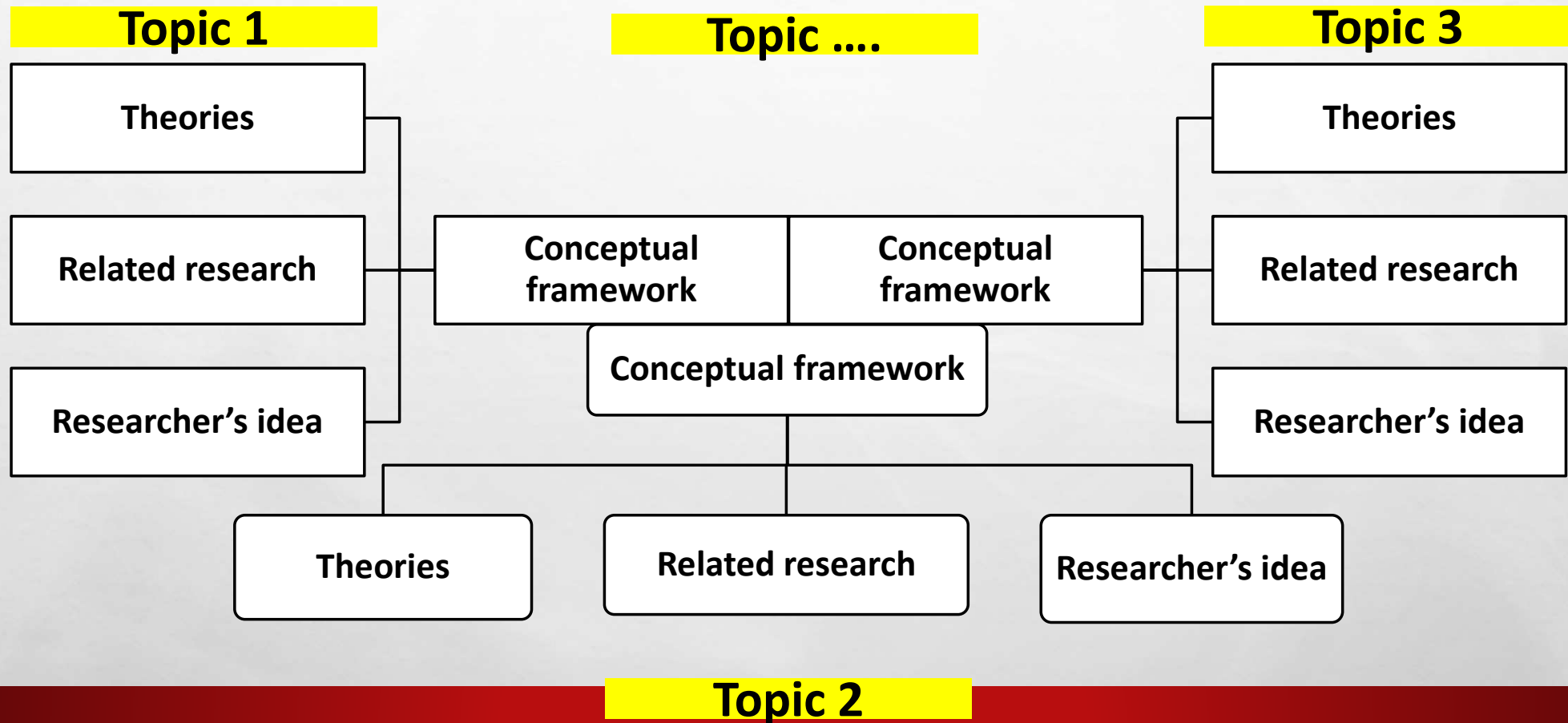
Source of variables and variables in the study

Context of the study area

Related research

Conceptual framework

DIAGRAM FOR LITERATURE REVIEW



After reading multiple articles, this writer has identified these three major themes.

A SAMPLE SYNTHESIS MATRIX

Topic: Anxiety in Graduate Students

	Multiple Roles	Relationships	Classroom Environment
Fogg (2009)		Students can be blackballed in departments because those within the department can be very critical	Classroom contests to debate arguments and reading assignments could lead to extreme anxiety
Offstein, Larson, McNeill, & Mwale (2004)	Graduate students, especially doctoral students, are also expected to teach		
Austin, Cameron, Glass, Kosko, Marsh, Abdelmagid, & Burge (2009)	Graduate student socialization is unique in that not only does the student need to transition into the role as a student, but they must also be socialized into the profession		
Wolniewicz (1996)	Graduate students report feeling pressure to prioritize academic roles over health, financial security, and personal relationships	Personal relationships and connections suffer; socializing is not a priority	Anxiety over finishing large projects and meeting deadlines.
Davis & Coleman (2007)			Instructor feedback can be overwhelming, particularly when instructors use red ink when giving feedback
Wyatt & Oswalt (2013)	Graduate students often have problems juggling academic responsibilities, research, and financial responsibilities	Graduate students are often detached from the social and cultural events and activities largely promoted to undergraduate students on campus.	
Pallos, Yamada, & Okawa (2005)		Limited support and interactions with supervisors	A lot of independent learning and researching without much guidance
Salim (2011)	Graduate students must balance teaching responsibilities (office hours, student emails, preparation)		Managing and working with challenging students in the classroom can contribute to stress/anxiety
Perepiczka, Chandler, & Becerra (2011)			Statistics and research-focused courses can be overwhelming and produce anxiety/procrastination

There are some blanks in the matrix, as not all resources will discuss every identified theme.

The writer has included the names of the author(s) and the year. This provides all the information needed for APA in-text citations. For MLA, include author(s) and page number; for Chicago Style, include author(s), year, and page number. Format your matrix according to your assignment instructions.

<https://writingcenter.uagc.edu/synthesis-matrix>

HOW TO SYNTHESIS THE INFORMATION



POOR



EFFECTIVE

Ex: Poor synthesis “Why?”

Lenneberg (1967) theorized that language acquisition could occur only within a critical period of development between infancy and puberty. Johnson and Newport (1988) have researched the capability of young people to learn a second language. Their findings suggest that young learners acquire a second language more easily than older learners. Schepens, van Hout, and van der Slik (2022) have found that age and language dissimilarity play a role in adults' abilities to acquire a second language.

Ex: Effective synthesis “Why”

Research on the barriers to second language acquisition has primarily focused on age-related difficulties. Building on Lenneberg’s (1967) theory of a critical period of language acquisition, Johnson and Newport (1988) tested Lenneberg’s idea in the context of second language acquisition. Their research seemed to confirm that young learners acquire a second language more easily than older learners. Recent research has considered other potential barriers to language acquisition. Schepens, van Hout, and van der Slik (2022) have revealed that the difficulties of learning a second language at an older age are compounded by dissimilarity between a learner’s first language and the language they aim to acquire. Further research needs to be carried out to determine whether the difficulty faced by adult monoglot speakers is also faced by adults who acquired a second language during the “critical period.”

	Academic sources (20 sources)											Frequency
Aspects	Name (Year)	Name (Year)	Name (Year)	Name (Year)	Name (Year)	Name (Year)	Name (Year)	Name (Year)	Name (Year)	..	...	
	✓	✓		✓	✓		✓	✓				9
		✓	✓	✓	✓	✓	✓	✓	✓			14
	✓											12
	✓		✓									2
			✓	✓	✓	✓	✓	✓				6
	✓	✓	✓	✓	✓			✓	✓			7
	✓	✓	✓	✓	✓	✓	✓	✓	✓			18
:												
:												Q & A
Frequency	8	5	9	6	10	3	4	7	5			

The Conceptual Framework

- There is no single definition of the conceptual framework (CF) or consensus on how it is best applied in the research process.
- CF is a tool used to link the literature review, research methodology, and study design.
- The CF helps the researcher articulate their rationale for why the study should be performed, justify their study design, and describe the lens through which they analyze a phenomenon or research question.