



**New Paradigms in Education  
in the Post-COVID-19 Era**

**The 1<sup>st</sup> International  
Teacher Education  
Network Conference**

**16 – 17  
MARCH 2022  
Bangkok, Thailand**

# PROCEEDINGS



**Hosted by:**

**Faculty of Education  
Kasetsart University, Bangkok, Thailand**





**Association of Southeast Asian Teacher Education Network (AsTEN)**



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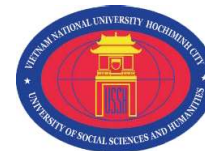
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## Welcome to ITEN 2022

**Dr. Chongrak Wachrinrat**  
President of Kasetsart University



Honorable Guests, Ladies and Gentlemen,

It is my great pleasure to join all of you today during the opening ceremony of the *International Teachers Education Network Conference: New Paradigms in Education in the Post-COVID-19 Era*, presented by the Faculty of Education at Kasetsart University. I extend my warmest welcome to all of you, especially the visitors who are joining from abroad.

The International Teacher Education Network Conference (ITEN) provides the opportunity for educational professionals and practitioners to come together and exchange views about the needs, challenges, and trends in education. The theme this year is *New Paradigms in Education in the Post-COVID-19 Era*.

I am pleased to know that quite a large number of educators and teachers are participating in this international teacher education network conference. I am confident it will be a valuable opportunity for your professional development. I hope that the knowledge gained from this conference will help teachers keep pace with the latest trends in education and motivate them to prepare for forthcoming challenges.

“Tomorrow’s Learning” is being showcased today. The foundation of this concept is the recognition that we all have the potential to become “change agents” ... to offer our creativity and to pursue innovation as we move into the future. The key to societal growth is a well-educated society, with high-quality education made available at every level of society.

I believe that the presentations, the discussions, and the collegial contacts you make during the conference with people who have shared common goals will be beneficial to you.

Thank you for attending, and best wishes for a successful conference.

# ITEN 2022 Program

## 16 March 2022

8:30 - 9:00	Registration and Opening Remark by President of Kasetsart University and Dean of Faculty of Education, Kasetsart University
9:00 - 10:00	<i>“New Paradigm in Teacher Education”</i> Keynote speaker: <b>Prof. Dr. Anthony Clarke</b> University of British Columbia, Canada
10:00 - 10:10	Coffee break
10:10 - 12:00	Parallel sessions (1)
12:00 - 13:00	Lunch break
13:00 - 14:00	<i>“New Paradigm in Technology Teacher Education”</i> Keynote speaker: <b>Prof. Dr. John Williams</b> Curtin University, Australia
14:00 - 15:50	Parallel sessions (2)
15:50 - 16:00	Coffee break
16:00 - 17:00	Panelist Session: <ol style="list-style-type: none"><li>1. <b>Prof. Dr. Te-Sheng Chang</b> Department of Education and Human Potentials Development National Dong Hwa University, Taiwan</li><li>2. <b>Dr. Niño D. Naldoza</b>, Institute of Knowledge Management, Philippines Normal University, Philippines</li><li>3. <b>Asst. Prof. Dr. Udomluk Koolsriroj</b>, Department of Education, Kasetsart University, Thailand</li><li>4. <b>Assoc. Prof. Dr. TEO Tang Wee</b>, National Institute of Education, Nanyang Technological University, Singapore</li></ol>

## 17 March 2022

9:00 - 10:00	<i>“Assessment Using Learning Progressions: An Important Concept in Teacher Education”</i> Keynote speaker: <b>Prof. Dr. Mark Wilson</b> University of California, Berkeley, USA
10:00 - 10:10	Coffee break
10:10 - 12:00	Parallel sessions (3)
12:00 - 12:45	Lunch break
12:45 - 13:45	<i>“Fostering Learner Autonomy: Key to Advancing Learning in Post Covid-19”</i> Keynote speaker: <b>Prof. Gary John Confessore</b> The George Washington University, USA
13:45 - 14:00	Closing Remark and Presentation Award Session
14:00 - 16:00	Collateral AsTEN meeting for international collaborations

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## 16 SOFT SKILL THOUGHT TEACHING AND LEARNING IN FUTURE OF WORK

*Kanidta Chairattanawan*

Institution of General Education, Sripatum University, Bangkok, Thailand  
\*E-mail: Kanidta.ch@gmail.com, Tel. +66869749750

### Abstract

Suitable soft skills in professional career working in Thailand are important in post COVID-19 Era. The research aims to 1) find the most essential soft skill for employment and 2) study alternative guideline to development soft skill for higher education management. There were 2 phase of data collection in this study. The first phase was documentary research, And the second phase was conducted qualitatively using an in-depth interview and two focus group interviews were conducted with 27 participants consisting of 3 job mentor, 16 cooperation advisor/job mentor and 8 representatives of establishment respectively. All information was analyzed by using content analysis. The results revealed 16 soft skills as follows: 1) communication skills 2) leadership 3) negotiation skills 4) work ethics 5) decision-making 6) design thinking 7) innovation skills 8) analytical and synthetic skills 9) problem solving 10) teamwork 11) media and technology skills 12) professional skills 13) environment life skills 14) emotional skills 15) time management and 16) willingness to learn skills. Both cooperation advisor and representatives of establishment present the development of soft skill by using general education curriculum to implement a volunteer project based on subject education in three ways: 1) integration through various activities 2) integration through the mission of the higher educational institution with participate course and 3) cross-curricular and cross-disciplinary integration. Finally higher education and enterprises must be collaboration for development of soft skills together.

**Keywords:** soft skills, future of work, career success

### Background

National Education Plan (B.E. 2017-2036) in Thailand has stated that all Thai people should have the ability to work with the needs of the job market and the development of the country. In addition, the National Thai Strategy (B.E. 2018-2037) also mentions the goals of human resource development in all dimensions to be good, competent, and qualified.

Higher education management aims to produce qualified human resources in accordance with labor market needs and national development. In addition, all of higher educational have prepared learner to meet the needs of the establishment. It is; therefore, Cooperative education is a form of education management in higher education programs to develop the quality of learners to meet the needs of the establishment or labor market. If learners have entered cooperative education, then we can be said that all of them prepared for career development. Representative of Thai cooperative education (Wichit Srisa-an) had said that “Learning by doing” make learners gain more direct experience by working in the workplace than other method.

Mitchell et al. (2010) believed that employers usually prefer to find blend of competencies in their staff and in addition to discipline-based knowledge and skill, adequate levels of soft skills are considered desirable for moving forward in the career. So enterprises need more and more

learners with soft skills. (Balcar, 2014; Carnevale, 2013; International Labor Organization, 2008) And the literature review showed that 75% of success employee results from soft skills and only 25% comes from technical skill.(Doyle, 2019) It is, therefore soft skills is the beginning of success in work.(Glenn, 2008; Mitchell et al., 2010; Perreault, 2004) And soft skills itself impact on the increase in productivity of employee, business productivity and the success of organization. (Benjamin, Gulliya & Crispo. 2012; Kyllonen, 2013)

Therefore, this research focus on the most essential soft skill for employer needed especially caused by the world's pandemic COVID-19 and find the alternative method to improve soft skill of the employee.

### **Objective**

1. To find the most essential soft skill for employment.
2. To study alternative guideline to development soft skill for higher education management.

### **Method**

The research contains a qualitative approach to gather information. There were 2 phase of data collection in this study. The first phase was documentary research. And the second phase was conducted qualitatively using an in-depth interview and two focus group interviews were conducted with 27 participants consisting of 3 job mentor, 16 cooperation advisor/job mentor and 8 representatives of establishment respectively.

The study used purposive sampling which selected willing both roll cooperation advisor, job mentor and willing representative of establishment for develop soft skill.

The instrument in this study is a semi -structured interview. All information was analyzed by using content analysis.

### **Results**

From documentary research can measure the significant and development of 10 soft skills (Pratchayaporn et al., 2020: 97; Rattanawat and Kongsab, 2021; and the second study has a result that the important soft skills as identified by cooperation advisor, job mentor and representative of establishment accordance with labor market needs are the followings:

1. Communication Skills
2. Leadership
3. Negotiation Skills
4. Work Ethics
5. Decision-making
6. Design Thinking
7. Innovation Skills
8. Analytical and Synthetic Skills
9. Problem Solving
10. Teamwork
11. Media and Technology Skills
12. Professional Skills
13. Environment Life Skills
14. Emotional Skills
15. Time Management
16. Willingness to Learn Skills

“Learners must practice soft skill through activity of general education curriculum as a base for learning”. Both cooperation advisor and representative said together because learners can be the right skills and qualities to accomplish their role and contribute by practice and experience. Alternative guideline to development soft skill for higher education management have 3 ways: 1) integration through various activities 2) integration through the mission of the higher educational institution with participate course. For example: participate in research of professors, participate in academic services to society, participate in preservation of arts and culture. And finally, 3) cross-curricular and cross-disciplinary integration. By using activity as a middleware. This method will provide a connectivity of job and soft skill. Learners will learn across subject and skill and know how to solve problems in different part of society, such as in the marketing academics of the Faculty of Business Administration. We can use activity that can make learner learn Presentation skill about How to make online sales materials, which require knowledge related to Thai for communication, Personality development and information technology in online media, etc.

### **Discussions**

The purpose of this study was to investigate soft skill of the important for education and employment. The results showed that generally 16 soft skills in Thailand were aware for employment and career advancement. Shaheen et al. (2012) was also found that soft skills has be important for education and employment. As well as Shaheen et al. (2012: 1037-1038) was reported in Singapore that the six top importance soft skills for employment were communication skills, leadership, teamwork, decision-making, problem solving and time management. However, for work ethics, Rattanawat and Kongsab (2021: 66-67) in Thailand was confirmed that employers in the workplace prefer people with ethical soft skills because their integrity reflects the characteristics of person in terms of diligence honesty and integrity and positive attitude towards work. Other skills such as negotiation skills, design thinking, innovation skills, analytical and synthetic skills, media and technology skills, environmental life skills, emotional skills, willingness to learn skills and professional skills are neutral level without affecting their employability status from their employers’ perspectives (Succi and Canovi, 2020). However, on the contrary, Cheng et al. (2021: 31-32) advocated that soft skills integration in communication and problem-solving is the most supported skill the support employability skill levels. That is the prove that soft skill from this research is suitability and be needed for employer in Thailand

For 3-way alternative guideline to development soft skill for higher education management as follow: 1) integration through various activities 2) integration through the mission of the higher educational institution with participate course and finally 3) cross-curricular and cross-disciplinary integration. As same as Barbara (2016) had said that some alternation methods to teach soft skills for example: integrating soft skills in different subject of a degree, setting up different subjects for each soft skills and integrating them in programs with different teachers, who are only dedicated to teaching of soft skills and train soft skills.

### **Conclusions**

The change has occurred during and post COVID-19 to make important soft skills more than hard skills. So higher education must be innovative teaching and learning experiences to develop soft skills for learners