

Effects of a Teaching Model on the Creative Economy Concept for Promoting Thai Wisdom in Healthcare Services.

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Abstract

This research surveyed nursing students' learning outcomes from the Creative Economy concept, employing the self-learning (Constructivism) theory as a basis in the 'Thai Wisdom in Healthcare course'. The sample consisted of 57 third-year nursing students selected by purposive sampling. The research instrument was a questionnaire with verification of reliability using the Cronbach's Alpha Coefficient, and data were collected on five occasions. The data analysis was conducted with the SPSS. The study revealed that students' theoretical academic achievement resulted in a mean score of 82.33 percent and a practical ability mean score of 76.98 percent. Clients at the Agricultural Fair were satisfied with the academic services, with a mean score of 4.60, at an 'excellent' level. Learning outcomes in applying Thai healthcare wisdom in solving health problems showed a mean score of 4.33, SD = .70, at a 'high' level. Students' self-appraisal of their knowledge gained showed a mean score of 4.09, SD = .67, with a competency mean score of 4.09, SD = .71, and an attribute mean score of 4.32, SD = .75, at a 'high' level. Results from a focus group interview showed that students were quick to understand the subject, responsible, and able to work as a team. They were also able to integrate the knowledge of Thai wisdom into the creative process, producing herbal compresses, food, and juices, and using skills in the art of massage to reduce stress, thus providing value-added health services in the process of solving health problems.

Keywords: Thai wisdom, Teaching model, Creative Economy concept, Healthcare services

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ผลการนำรูปแบบการสอนตามแนวคิดเศรษฐกิจสร้างสรรค์ในการส่งเสริมการนำภูมิปัญญาไทยไปใช้ในการดูแลสุขภาพผู้รับบริการ

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บทคัดย่อ

การวิจัยครั้งนี้เป็นการศึกษาเชิงสำรวจผลการจัดรูปแบบการสอนตามแนวคิดเศรษฐกิจสร้างสรรค์ในการส่งเสริมการนำภูมิปัญญาไทยไปใช้ในการดูแลสุขภาพผู้รับบริการ โดยใช้ทฤษฎีการเรียนรู้ด้วยตนเอง (Constructivism) เป็นฐาน เลือกกลุ่มตัวอย่างแบบเจาะจงคือนิสิตพยาบาลชั้นปีที่ 3 จำนวน 57 คน ใช้แบบสอบถามที่ผ่านการทดสอบความเชื่อมั่น Cronbach's Alpha coefficient และเก็บข้อมูลวิจัยจำนวน 5 ครั้ง ตามประเด็นหลักที่ผู้วิจัยสร้างขึ้น การวิเคราะห์ข้อมูลโดยโปรแกรมสำเร็จรูป SPSS ผลการวิจัยพบว่า ผลสัมฤทธิ์การเรียน ภาคทฤษฎีร้อยละ 82.33 ภาคทดลองมีคะแนนเฉลี่ยเท่ากับ 76.98 ผลความพึงพอใจของผู้รับบริการในเกษตรแฟร์ในงานภูมิปัญญาไทยกับการส่งเสริมสุขภาพ มีค่าคะแนนเฉลี่ย 4.60 อยู่ในระดับดีมากที่สุด และผลความคิดเห็นของผู้รับบริการในชุมชนต่อนิสิตในการการใช้ภูมิปัญญาไทยในการดูแลสุขภาพ และแก้ปัญหาสุขภาพในการฝึกปฏิบัติการพยาบาลครอบครัวและชุมชน 2 ของนิสิตพยาบาล มีค่าคะแนนเฉลี่ย 4.33 , SD= .70 อยู่ในระดับดี ผลการประเมินตนเองของนิสิตด้านความรู้ มีค่าคะแนนเฉลี่ย 4.09 SD=.67 ความสามารถมีค่าคะแนนเฉลี่ย 4.09 SD=.71 และคุณลักษณะมีค่าคะแนนเฉลี่ย 4.32 SD=.75 ซึ่งในระดับดีมากทุกด้าน ผลการสอนท่านากลุ่ม พบร่วกกลุ่มนิสิตมีความสามารถเรียนรู้ได้เร็ว รับผิดชอบ สามารถบริหารจัดการ ทำงานเป็นทีม มั่นใจ และสามารถเชื่อมโยงความรู้ภูมิปัญญาไทยกับความรู้ทางการพยาบาลสามารถใช้กระบวนการคิดแบบสร้างสรรค์ผลิตภัณฑ์จากสมุนไพรลูกประคำ อาหาร น้ำสมุนไพร และทักษะการนวดคลายเครียดทำให้เพิ่มมูลค่าบริการสุขภาพ และต่อยอดคิดแก้ไขปัญหาสุขภาพได้ดี เหมาะสมกับสถานการณ์

คำสำคัญ: ภูมิปัญญาไทย รูปแบบการสอน แนวคิดแนวเศรษฐกิจสร้างสรรค์ บริการสุขภาพ

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Background:

Education at the higher educational levels must be provided in relation with other social systems and operated in response to national requirements and development. Currently, many countries such as Japan, Vietnam, Thailand, Hong Kong, Malaysia, Singapore, Taiwan, and China are faced with the shortage of a quality labor force (Adecco Group, 2014). The problem has arisen from the fact that university graduates have been prepared with regard to theoretical knowledge but lack the skills required by clients; often they have a negative attitude toward their work and the field in which they study (Rittirong, and Reena, 2015). In addition, it is found that nursing teachers' teaching techniques emphasize lecturing, with the result that clients evaluated nursing graduates' quality as 'moderate'. There is a need for higher educational institutions to make attempts to improve learning so that students have a positive attitude toward the field in which they study and willingness to develop professional skills as well to enhance autonomy of thought (Lammert, 2000). Furthermore, educational management in the 21st century places an emphasis on advanced thinking, learning and innovation, and information and communication, along with the essence of each course and knowledge related to changes in the global society. Learners

should be equipped with knowledge about economics and entrepreneurship through teaching and the learning process in the courses provided in order to develop their learning achievement, creative thinking, innovation in solving health problems, and ability to work with others. In the meantime, learners should be knowledgeable in searching through the information technology network. Teachers are required to readjust their teaching strategies and to provide a learning atmosphere that is conducive for students to develop advanced and creative thinking related to creative economic policy, preparing them to enter into participation and competition in ASEAN and other countries of the world.

The Creative Economy concept espouses the adding of value to products and services based on foundation knowledge and thinking which can serve as a guideline for promoting cultural-based Thai traditional medicine for health benefits. According to the National Health Act, Thai traditional medicine is categorized as one aspect of Thai wisdom that has been passed on from generation to generation, serving as a holistic health approach (Saklertsakul, 2006). Thai wisdom related to health includes herbal medicine, Thai massage, herbal compresses, natural healing, and meditation. A survey by the Food and Drug Administration of Thailand

showed that a significant number of Thai people used pain killers, such as Paracetamol in the amount of about 100 million tablets per year and unnecessarily consumed modern medications, resulting in rising healthcare costs and the deterioration of their health. Given the fact that many illnesses could be either easily cured or relieved by using domestic herbal remedies, the application of Thai traditional/alternative medicine, along with modern medication, if necessary, is beneficial for people in the community in terms of cost savings and improving health outcomes, and may rapidly help patients recover from ailments (Wanarat, 1967: 1).

Like other higher educational institutions, Boromarajonani College of Nursing, Nopparat Vajara, has four missions: to provide nursing education, conduct research, provide academic services, and promote art and culture. To achieve the college's missions, a selective course, 'Thai Wisdom in Healthcare', was provided. The course was comprised of the following topics: 1) definition and significance of Thai wisdom, 2) current restoration and promotion of Thai wisdom, 3) Thai wisdom and holistic care, 4) guidelines for self-reliance in healthcare, and 5) nurses' role in promoting Thai wisdom by learning folk ways and local wisdom, exchanging experiences, summarizing concepts to

enhance the values of Thai wisdom, and applying the concepts to holistic nursing care for individuals, families, and communities. In addition, the course was designed based on the Creative Economy concept which is comprised of four components: creative thinking, innovation, Thai wisdom, and value-adding. The five-step McSLU (United Nations, 2013) was used to frame the learning process: motivation, the act of being conducted to think, stimulation, learning by doing, and useful students' applications of Thai wisdom in providing academic services and nursing care to clients during the 'Family and Community Nursing Practicum II'.

For the above reasons, the study on the effects of a teaching model using the Creative Economy concept for promoting the application of Thai wisdom in healthcare services by students of the Nursing Nopparat Vajara could provide useful information for the purpose of improving the process of producing knowledgeable and competent nurses with regard to Thai wisdom in order to better serve clients.

Objectives:

1. To assess nursing students' academic achievement in the course, 'Thai Wisdom in Healthcare'

2. To study clients' satisfaction with the services of the Thai wisdom-based nursing care provided at the Agriculture Fair by nursing students

3. To solicit the opinions of clients toward the application of Thai wisdom in promoting healthcare in the community

4. To study nursing students' knowledge, capability, skill, and attributes

in applying Thai wisdom in healthcare services

5. To study the outcome of a focus group of faculties' teaching members concerning students' competencies in utilizing Thai wisdom in providing nursing care in the 'Family and Community Nursing Practicum II' course.

Theoretical Framework:

Figure 1: Theoretical framework of the research titled 'Effects of a Teaching Model on the Creative Economy Concept for Promoting Thai Wisdom in Healthcare Services.

INPUT	PROCESS	OUTCOME
<p>Nursing students' 'Thai Wisdom in Healthcare'</p> <p>1. Neck/shoulder massage</p> <p>2. Acute pressure at 25 points</p> <p>3. Compress ball for curing knee osteoarthritis</p> <p>4. Herbal juice production</p> <p>5. Bean sprout pillow to reduce allergies</p>	<p>1. Learning management for Creative Economy-based course, 'Thai Wisdom in Healthcare'</p> <p>2. Providing social services</p> <p>3. Integrating Thai wisdom with the 'Family and Community Nursing Practicum II'</p>	<ul style="list-style-type: none"> - Learning achievement - Clients' satisfaction with social services - Clients' opinions of healthcare services - Students' self-assessment regarding competencies in applying Thai wisdom in communities - Faculty results from focus group interviews on students' competencies

Research Methodology:

The survey research on 'Effects of a Teaching Model on the Creative Economy Concept for Promoting Thai Wisdom in

Healthcare Services by Boromarajonani Noparrat Vajira Nursing Students' was conducted using the following research procedures:

Population and Sample:

The population for the research consisted of 57 third-year nursing students who registered for the course, ‘Thai Wisdom in Healthcare’. The sample for the study was selected by using purposive sampling.

1.1 Fifty-seven nursing students

1.2 Clients who received services in health promotion and disease protection using Thai wisdom at the 49th Agriculture Fair. Two hundred and forty people were selected according to purposive sampling

1.3 Clients who received Thai healthcare wisdom from the course on ‘Family and Community Nursing Practicum II’ at two sites in Chachoengsao and Ayutthaya Provinces. Two hundred and twenty people were selected according to purposive sampling

The teaching model used in presenting the Creative Economy concept for promoting Thai wisdom in healthcare services by nursing students consisted of five phases.

Phase 1: Motivation

- A review of Thai wisdom for promoting healthcare and the prevention of disease was conducted for students in the course;
- Lectures were given and group discussion was made emphasizing the

significance, value, and benefits derived from the application of Thai wisdom toward curing and restoring patients’ health;

- Group work was organized to discuss health issues, government policies related to improvement, and restoration and promotion of the use of Thai wisdom in various aspects of healthcare; results were presented to interested individuals and students at other class levels.

Phase 2: Conduct to Think

- Students were conducted to think by assigning them to practice Thai wisdom in various aspects of healthcare. Students were free in planning their learning regarding using Thai wisdom for healthcare in the community and choosing the topics of interest for each group; results of the groups’ learning were presented as a learning plan.

- Students participated in study visit plans approved by a Thai wisdom lecturer for each group as well as by peers.

Phase 3: Stimulation

- Thai wisdom lecturer demonstrated the use of Thai wisdom in healthcare and, in return, students demonstrated for other students what had been taught.

Phase 4: Learning by Doing

- Students' hands-on training dealing with massage to reduce stress and producing an herbal compress ball, including the application of both with faculty members, group members, students in class, and college personnel.

Procedure:

Research methods consisted of the following five steps:

Step 1: Provided a study program that consisted of both lectures and laboratories on Thai wisdom in healthcare services using the Creative Economy concept with 57 third-year nursing students and evaluating their academic achievement.

Step 2: Students were assigned to provide academic services in Thai wisdom at the 49th Agriculture Fair; the clients evaluated their satisfaction with the services received using the five-level rating scale questionnaire with a Cronbach's Alpha Coefficient of 0.89.

Step 3: Students applied the Thai wisdom gained during the 'Family and Community Nursing Practicum II' in order to provide nursing care to clients in Chachengsao and Ayutthaya Provinces. The clients evaluated their satisfaction with the services received using the five-level

rating questionnaire with an overall Cronbach's Alpha coefficient of 0.909.

Step 4: Fifty-seven students evaluated their six-aspect learning outcomes and competencies after utilizing Thai wisdom-based caring in the 'Family and Community Nursing Practicum II' by using the five-level scale questionnaire developed by researchers with an overall Cronbach's Alpha coefficient of 0.945.

Step 5: Conducted focus group interviews with Thai wisdom lecturers and nursing faculty members who were responsible for academic services and the supervision of students in the 'Family and Community Nursing Practicum II' course following the researchers' interview guidelines.

Results:

The study revealed the following results:

1. Most students had a 'good' level of learning achievement in the Thai wisdom course, with a mean score of 82.3 percent, whereas students had a 'fair' level of learning achievement in practice with a mean score of 76.98 percent.

2. Clients' satisfaction with the Thai wisdom services provided at the Agricultural Fair.

Table 1: Means of clients' satisfaction with the healthcare services provided by students using Thai wisdom.

	Activities	Acupressure: at 25 points to release stress	Massage: neck shoulder	Compress ball for curing knee osteoarthritis	Bean sprout pillow to reduce allergy	Herbal juices	Mean	Results
Process	1. Procedure for service	4.53	4.36	4.50	4.37	4.86	4.52	excellent
	2. Project publicity	4.37	4.51	4.69	4.38	4.45	4.45	high
Service Provider	3. Knowledge of service provider	4.60	4.51	4.54	4.63			excellent
	4. Provider's friendliness	4.62	4.66	4.75	4.54	4.86	4.69	excellent
Facilities	5. Suitability of place of service	4.20	4.32	4.06	4.33	4.31	4.24	high
	6. Access to service	4.61	4.13	4.19	4.21	4.09	4.16	high
	7. Suitability of audio-visual equipment	4.20	4.15	4.31	4.26	4.23		high

Table 1 (Continued)

Aspects	Activities	Acupressure: at 25 points to release stress	Message: neck shoulder	Compress Ball for curing knee osteoarthritis	Bean sprout pillow to reduce allergy	Herbal Juices	Mean	Results
		8.Quality of service	4.50	4.68	4.62	4.71	4.54	4.61
		9.Benefits from the project	4.47	4.70	4.81	4.62	4.81	4.6
Service Quality		10.Knowledge gained from the project	4.32	4.68	4.81	4.54	4.89	4.65
		11.Applicable of the knowledge gained	4.47	4.59	4.75	4.71	4.47	4.60

Table 1 shows the satisfaction of the clients with regard to the following aspects:

Related to the process aspect, clients were satisfied with the service process at a ‘good’ level and with the publicity of the project at an ‘excellent’ level.

Regarding service providers, clients were satisfied with the abilities of nursing students in terms of their cheerful and friendly characteristics at an ‘excellent’ level.

In terms of the facilities, clients were satisfied with the suitability of place of service, access to the place, and suitability of audio-visuals at an ‘excellent’ level.

3. Types of treatment and the overall opinion received by clients using the healthcare services provided at Ayutthaya and Chachoengsao Provinces by students in the course, ‘Family and Community Nursing Practicum II’.

Table 2. Number and percentage of health problems of clients using the services of the Thai wisdom-based healthcare

Health problem	Number	Percentage
Knee/joint pain	65	29.5
Back pain	87	39.5
Musculoskeletal pain	101	45.9
Stress	26	11.8
Allergy	12	5.5
Illness not identified	18	8.2
Total	309	140.4

Table 2 shows that most clients had the health problem of musculoskeletal pain (101 clients, 45.9 percent). This was

followed by those who experienced back pain (87 clients, 39.5 percent).

Table 3. Mean and standard deviation result with regard to the opinions of clients in using Thai wisdom for healthcare

No.	Issue	Mean	Standard Deviation	Results
1	Using an herbal compress to lessen joint pain and to reduce drug dependency	4.08	.79	high
2	Using Thai wisdom to promote well-being, to prevent sickness and to stay healthy, and to reduce medical expenses	4.04	.85	high
3	Applying Thai wisdom in self-healthcare	4.14	.736	high
4	Being able to apply the Thai wisdom advice that was given by nursing students for the pursuance of self-healthcare	4.15	.73	high
5	Providing knowledge of Thai wisdom for the public to use in healthcare, enabling people to be self-reliant with regard to the reduction of medical expenses and avoidance of the side effects of drugs	4.16	.78	high
6	Applying Thai wisdom in healthcare, promoting the development and sustainability of Thai wisdom	4.34	.73	high
	Total	4.15	.73	high

Table 3 shows that the overall opinion of clients regarding the Thai wisdom-based healthcare services was at a 'high' level. Most clients stated that they agreed that the nursing students who provided health services were generous ($X=4.47$), followed by the statement that

the students showed confidence in the provision of Thai wisdom-based healthcare services ($X=4.36$).

Table 4 shows the self-assessment of 57 nursing students (57 questionnaires administered and 55 copies returned [96.49 percent]).

Table 4: Mean and standard deviation results concerning the self-assessment of nursing students' knowledge, ability, and attributes derived from learning Thai wisdom in healthcare

No.	Issue Assessed	Mean	Standard Deviation	Results
1	Knowledge gained from learning Thai wisdom for healthcare	4.09	.67	high
2	Ability derived from learning Thai wisdom for healthcare	4.09	.71	high
3	Attributes derived from learning Thai wisdom for healthcare	4.32	.75	high
	Total	4.16	.71	high

Students felt that they were capable, skillful, and confident in applying their knowledge of Thai wisdom in both the arts and sciences and in providing advice on Thai wisdom in healthcare to clients, patients, families, and communities for the purpose of self-reliance. The students' attributes were confirmed by members of the focus group discussion.

From learning Thai wisdom, students also acquired the following attributes: creative and systematic thinking to spur innovation from the value-added wisdom, ability to think and solve problems appropriately depending on the circumstances, critical thinking, pride of being Thai and awareness of conserving and developing Thai wisdom, good management and teamwork, friendliness and responsibility as professional nurses, ability to

communicate well with service users, respect of the dignity of service receivers, ability to efficiently present and transfer knowledge, and ability to work on an individual basis and with others. Focus group members agreed that students gained the aforementioned attributes and that they should apply Thai wisdom in healthcare, integrate it in providing academic knowledge for society, and link it with other nursing disciplines, such as the treatment of patients in the ward.

Discussion and Conclusion:

1) Client satisfaction with the Thai wisdom services provided at the Kaset Fair was at an 'excellent' level. Regarding the provider aspect, the clients were greatly satisfied with the students' knowledge in

terms of their abilities and friendliness. Concerning the quality aspect, they were also greatly satisfied with the quality of service, benefits received, knowledge gained, and practical application. Client satisfaction with the Thai wisdom-based nursing care provided in the communities was at a 'good' level. Students were confident in providing humanized and knowledgeable care, were knowledgeable and skillful, and gave practical advice related to Thai wisdom that resulted in the recovery from illnesses suffered by the clients. The learning objectives specified in the course competencies were achieved due to the fact that students demonstrated their abilities in providing Thai wisdom-based holistic nursing care to individuals, families, and communities.

2) Faculty members reflected students' knowledge and abilities in incorporating various related arts and sciences to provide Thai wisdom based on the Creative Economy concept. The students' competencies included critical thinking; having pride in being Thai and being conscious of conserving Thai wisdom; good management and teamwork; having a good interpersonal manner, responsibility, and communication skills; respecting clients' dignity; providing practical advice; and working independently and collaboratively with the team. The findings were similar to

the study on desirable characteristics of nursing graduates from Boromarajonani College of Nursing, Nopparat Vajira, that surveyed the opinions of stakeholders, such as managers, coworkers, and clients ($n=165$) from 52 hospitals (district, general, private, and health promoting hospitals). The subjects indicated that the most desirable characteristics of the nurses were the provision of healthcare services with human dignity, willingness to care, compassion, caring, and creative thinking. The implication derived was that the provision of learning through the 'Thai Wisdom in Healthcare' course and adherence to following the steps in the teaching model could produce nurses with desirable characteristics for the Boromarajchanok Institute. The mean scores of students' learning achievement in the Thai wisdom course and practice were 82.3 and 76.98 respectively. By the end of the course, the students reported their knowledge, abilities, and competencies gained at a 'very good' level, particularly the aspect of developing Thai wisdom for caring and solving health problems. Students were able to provide Thai wisdom-based nursing care and were conscious of conserving Thai wisdom, with the results being congruent with Tylor's learning theory. The learning process was comprised of three components, including 1) continuity (e.g., continual practice of skills); 2) sequence (e.g.,

sequential activities, starting from simple to more complex tasks); and 3) integration (e.g., providing a course that integrates various experiences in different situations because learning experiences result from interaction between students and the environment). This was also consistent with Seymour Papert's theory of Constructionism, based on Piaget's Theory of Learning and Constructivism. This theory states that good learning stems from the inner knowledge power of the learner. If the learner has the opportunity to generate his/her thoughts and apply them to create subjects/subject activities using appropriate media and technology, this self-generated knowledge will last longer and will be easily communicated/transferred to the other person. This knowledge could then be used as the foundation for building new knowledge. In Constructionism theory, emphasis is also placed on the Learning-by-Doing method that allows students to perform tasks in which they have an interest while learning about the tasks and procedures through these activities. The teacher will facilitate students' learning outcomes by creating an appropriate environment and by providing appropriate facilities and learning materials.

Similar results were found in the study by the Curriculum and Instruction Department (n.d.: 2) on local wisdom and

the provision of basic education in elementary and high schools, which found that the provision of a local wisdom course should be integrated with universal knowledge and local knowledge to facilitate students' independent and multifaceted thinking. Teachers or local wisdom scholars are responsible for teaching and evaluating the courses based on local knowledge and experience. The classes take place in either schools or homes of local persons (Office of National Education Commission, 1998: 81; cited in Samphaongoen, n.d.: 2). The results were also consistent with the study by Chamchaiporn (2008: 1) on the research and development process of learning local lessons about Thai wisdom in cooking Thai desserts of the Tapoot people. The results revealed that learners were satisfied with the provision of the learning process concerning various aspects, such as content, practice, measurement and evaluation, and practical uses in daily life. The learners were also satisfied with the opportunity to learn the subjects with which they could relate; to actually cook nutritious foods to discover the way to run a food/cuisine business, and to feel as though they were part of the learning. The results showed that the learning achievement after participating in the class was higher than before taking the class. Apart from practical knowledge that could be used in daily life, the learning

outcomes included teamwork, use of the scientific method for learning, pride of local wisdom, and the sense of conserving local wisdom.

1) Educational institutions should engage in further research with control and experimental groups for comparison of research outcomes.

2) A learning course should be provided to enhance creative thinking and to develop Thai wisdom applications in healthcare,

particularly with regard to maternity and infant nursing care.

3) An education network should be established for public and private institutions for the purpose of the exchange of ideas and for knowledge management of Thai wisdom and healthcare.

4) Educational institutions should honor Thai wisdom teachers by expressing gratitude and presenting awards for the recognition of works or accomplishments related to Thai wisdom.

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