วารสารวิจัยราชภัฏพระนคร ปีที่ 9 ฉบับที่ 1 มกราคม –มิถุนายน 2557
Phranakhon Rajabhat Research Journal Vol. 9 No. 1 January-June 2014

การขับเคลื่อนสังคมความรู้ : ทัศนภาพการปรับตัวสำหรับสถาบันอุดมศึกษาของประเทศไทย ปี 2568

SOCIETY KNOWLEDGE MOVEMENT : EVOLVING SCENARIOS FOR HIGHER-EDUCATION INSTITUTIONS IN THAILAND IN 2025

จันทนา อุดม
Chanthana Udom

อาจารย์และนักวิจัย คณะวิทยาการจัดการ มหาวิทยาลัยราชภัฏพระนคร ประเทศไทย
chanthana_u@hotmail.com

บทคัดย่อ

การศึกษานี้เป็นการถอดบทเรียนการขับเคลื่อนสถาบันอุดมศึกษาเพื่อการขับเคลื่อนสังคมความรู้ของประเทศไทย วิธีการศึกษาเป็นการสังเคราะห์ทัศนภาพทางเลือก โดยกำหนดคำถามหลักไว้ว่า "สถาบันอุดมศึกษาของประเทศไทยควรมีการปรับตัวเพื่อขับเคลื่อนสู่สังคมความรู้ภายในปี 2025 อย่างไร?" การวิเคราะห์ทางเลือกทัศนภาพให้ความสำคัญกับแรงขับเคลื่อนที่มีอิทธิพลต่อบทบาท และการปรับตัวของสถาบันอุดมศึกษา สองประการคือ การขับเคลื่อนนวัตกรรม และการสร้างศักยภาพของบุคคลากรของสถาบันการศึกษาของสังคมไทย ผลการศึกษาได้นำเสนอ และอธิบายทางเลือกที่สำคัญสี่แนวทางเพื่อการปรับตัวของสถาบันอุดมศึกษาในการขับเคลื่อนสู่สังคมความรู้ของประเทศ

คำสำคัญ

การสังเคราะห์ทัศนภาพ, สถาบันอุดมศึกษา, การขับเคลื่อนนวัตกรรม, ศักยภาพบุคคลากร

ABSTACT

The participants’ presentation and discussion could be summarized as a set of what are deemed to be plausible scenarios for higher-education (HE) sectors for in the region. Having determined that the focal question:

“What will Thailand’s Higher-education Institutions (HEI) be in 2025 for knowledge society development?”, in this paper authors aim to propose a set of scenario, involving four distinctive future storylines, concerning on two major forces – the role university’s technological revolution and human resource capability – which appear to have a big impact on the future of HE sectors in the country.

Keywords

Higher-education (HE) institutions, human resource capability, scenario, storylines, technological revolution.

Introduction

From the DEPISA conference; a discussion on how to be a role model and leadership of the Higher-education Institutions (HEI) for country’s knowledge society creation were widely debated. A range of key drivers of change were discussed, including; change agent concepts and its patterns for an effective managerial system, the pace of technological change, the country’s policy environment and economic growth, university’s curriculum designed and their members role and accountability teaching and mentoring. Of particular issues, two major drivers were believed to have a likelihood of high impact on the future HE sectors-the role of technological revolution and university’s human capability. However, in the long run, these two forces are also uncertain in terms of how might impact and play out, and hence the key question arises: “What will Thailand’s Higher-education Institutions be in 2025, for knowledge society development?”

In a global perspective, an incremental change from the role of technological revolution has emerged as one major factor for enhancing a social knowledge strong theme. In education and learning contexts, the adaptive role of technology change somehow may be considered as

university limitation or compliance failure. A major question rises around the degree on how HEI will be able to anticipate in and leverage off the technological revolution. If they are unable to do so – somewhat by limited or resources (tangible and intangible resources) constrains, hence the implication and impacts point to very difference preferable, possible, probable or plausible futures for the society as a whole.

Concerning on human capital, it knowledge productive is deemed critical to the HEI and of the country future. Specifically, university cannot be a major source of development for a strong knowledge society without capable of their people.

In following sections, author aim to present a set of scenario, involving different future storylines for the HEI in Thailand, with key assumptions and consequence, a summary.

The Scenario Storylines

Grounded on the study's focal question, a scenario set was constructed, involving four distinctive future storylines for development. All storylines were developed in order to describe the relationship between two major forces and their possible future impact on the human capability, the learners, HE's managerial system, and the level of social knowledge movement. In doing this, two axis diagram were constructed by embracing the following assumption (see also Figure 1):

1. On the vertical axis, the first pair of forces is defined to as the 'innovator axis,' with end-points of 'high-end technology' and 'convention technology.' These two forces represent the pressure enabling and flexibility choices, made from HEI and the learners, which complys to pre-define choices and opportunities by global or local standards.

2. On the horizontal axis, the second pair of driving forces is defined to as the 'human capability,' with end-points of 'high-touch capability' and 'searching for soul.' These two forces represent the knowledge gap–

ingenuity gap–between the outcomes from HEI and the need of social human resources capability.

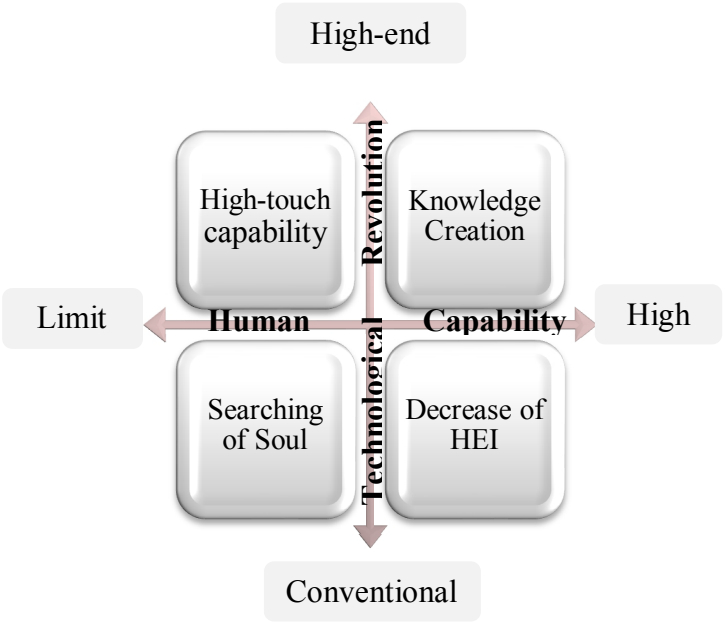

Figure 1 A Scenario Set to HE in Thailand towards year 2025.

From a set of scenario developed, four different storylines for Thailand's HEI were developed as follows:

Scenario One: Knowledge Society

This scenario describes a future where country and their communities have an advantage and variety capacities in HE sectors, drive with choices and opportunities of the technological revolution.

With high-end technology availability and an effective human capability: University is a source of Knowledge-society creation.

Background story: With organization learning, human's skill development together with enabled through an advanced technologies, HEI is akey of country knowledge society movement. Most universities growth pathways are concentrated on students' capability enhancement. With state-of-the-art innovation infrastructure, they involve with researchers, instructors, entrepreneurs as their key stakeholders in the society. From year 2013 to 2025 universities are able to move with flog-leap steps through the foresight of local and regional integration and rigorous investment in knowledge driven and technological movement.

In this preferable scenario, HEI poins to a knowledge-society through high-quality education, wide-spread technological accessibility and competence and overall system that values human capital and social innovation. In this picture, there is high demand for integrating public and private sectors and social entrepreneur sector. Such successes have shared a significant progress in achieving HEI for social knowledge capital, drive with technological and learning innovation connectivity, together with high academic quality, relevant knowledge/research output/outcome and applicability for social as a whole.

Scenario Two: Search for High-touch human resources

This scenario describes a future where country's communities have vigorous access high-end technology revolution, but lack in skill in the HE sectors.

With available and flexible technology and low human capability: University is searching for human resource skills: - High-touch human resources

Background story: Grounded on the story's question: As country are wealthy with technological revolution, what mechanism would enhance our HE managerial system? The academics in the HEI will not able to utilize those advance and applicable technologies, because the researcher/instructors do not have the required capabilities. The technological infrastructure with the scientific equipment and sophisticated system are underutilized, hence technology just count as a wasted investment and un-effective use in enhancing the human capability and social innovation.

In this possible future, the high-end technology exists but without the essential capability to operate – human capability failures. Without university's foresight thinking and underutilized from advance technological infrastructure, these two factors lead; i) an inefficient use of country resources (financial/human resources), and ii) a scare with limited quality educators and instructors. In this picture, for long-term plan to create knowledge society with the exiting high-end technology, universities need to search and craft their human resource – high-touch human capability development.

Scenario Three: University Searching for its Soul

This scenario describes a future where country and HEI have vigorous human capability, but where there is an un-effective technological development. With a vigorous human capability, this factor leads a great opportunities to achieve social's strategic goals – knowledge society development. However, with constrained technological revolution, which is weakening the long-range desired social's aspiration – social's knowledge creation.

With conventional technology and vigorous human capability: University is searching for its development soul.

Background story: Basically with HEI potential innovation system, scholars have a high-level of capability enhancement. But they were constrained by un-sufficient and un-efficient institutions' facility to support them with; i) conventional technological infrastructure and outdated software, ii) high-cost of investment for institutions or un-affordable cost for learners. In addition, under this picture, most graduated students have become worthless for private sector and have become insecured about their future career paths.

In this probable future, social's knowledge potential and long-range aspirations are limited by technological infrastructure. HEI are inability to provide scholars a learning environment under the global-knowledge standard, and unable to actualize its local-capability potential required. In this picture, universities who can change to more developed knowledge society need in searching their development soul.

Scenario Four: The Decease of Higher-education

This scenario describes a future where HEI are faced with a high demand for graduated students. With University's curriculums poorly designed and low-quality instructor/staffing, a culture of learning comfort zone has created learners with a minimized to a degree qualification process, these factors has become a wicked cycle of social knowledge. In such conditions, those factors lead to a low in academic's knowledge with unproductive and capability for graduated students.

With conventional technological and un-skill human capability: Higher-education institutional is decease

Background story: In order to cope with country's abundance students with limit capability instructors, while universities are carrying on their own conventional economic growth stories. The university cannot offer learners new skills, with the same knowledge material and same lecture slides that has been use since last decade. In addition, the university teaching process has been carried out with old-fashion technological support, while learners have the smart technological communication devices, which acquire in other parts of the world with affordable at low-cost.

In this plausible future, the basic learning and advance research of universities are fixed with conventional technological infrastructure and managed by un-skilled members. In this picture, learners have educated trough fixed cook-books with same project slides developed by instructors more than a decade before. Universities have become more unproductive for skill graduated students, while private sectors have to train their own resources. Most of graduated students have no idea how to innovate a new knowledge in the real world – creeping catastrophe for knowledge society creation.

Conclusion

In this paper, authors propose a set of scenario; involving different future storylines of Thailand HEI. It was developed concerning two major driving forces which appear to have a big impact on education institutions in country. The goal of scenarios development is not to provide the answers to the universities, but to propose future alternative stories that they could applied in creating their adaptive learning organization. Particularly, it was

developed to condense the different managerial approaches – ideas-driven – for knowledge society development.

References

Godet, M. (1987). **Scenarios and Strategic Management**. London: Buttersworth Scientific,

Huss, W.R. (1998). A Move TowardsScenario Analysis. **International Journal of Forecasting**. 4, 377-388.

Schwartz, P. (1991). **The Art of the Long View: Planning for the Future in an Uncertain World.** New York: Doubleday.

Schwartz, P. (2003). **Inevitable Surprises: A Guide for the 21st Century**. London: Free Press.

Van der Heijden, K. (1996). **Scenarios.** Chichester: John Wiley & Sons.

van der Heijden K., & Galer G. (1992). The Learning Organization: How Planners Create Organization Learning. **Marketing Intelligence & Planning.** 10(6), 5-12.

van der Heijden, K. (2002). Scenarios and Forecasting: Two Perspectives. **Technology Forecasting and Social Change**. 65(3), 31-36.

van der Heijden, K., Bradfield R., Burt G., Cairns G., Wright G. (2002). **The Sixth Sense: Accelerating Organisational Learning with Scenarios.** Chichester: John Wiley & Sons Ltd:

van der Heijden, K., Burt G., Cairns G., Wright G., & Bradfield R. (2004) Exploring e-Government Futures through the Application of Scenario Planning. **Technological Forecasting and Social Change**. 71(3), 217-238.

van der Heijden K. (2004). Can Internally Generated Futures Accelerate Organisational Learning. **Futures**. 36, 145-159.