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Talent Training Model and Its Implications for the Ed.D. Program at Srinakharinwirot University in Thailand

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Abstract : This study conducts a comprehensive analysis of the Doctor of Education (Ed.D.) program at Srinakharinwirot University in Thailand, focusing on critical dimensions such as talent development objectives, specialization offerings, curriculum design, faculty strength, and program duration. By systematically exploring the university's innovative practices and successful experiences in doctoral education, this research aims to identify valuable insights and practical implications that can inform and enhance the sustainable development of Ed.D. programs.

Keywords : Doctor of Education; Talent Training Model; Srinakharinwirot University; higher education; Ed.D.

1. Introduction

After the Asian financial crisis in 1997, Thailand's national economy maintained a relatively low inflation rate and a basically functioning national economic system, despite the significant shock to the national economy. In the 1990s, Thailand became one of the "four Asian tigers" countries, which is inseparable from the Thai government's high attention to education and the implementation of scientific and reasonable education policies (Brimble & Doner, 2007). In 2016, Thailand implemented the "Thailand 4.0 Strategy". This strategy aims to transform Thais into "21st Century Competent People" and "First World Thais". In the educational aspect, it emphasizes improving the quality of higher education, especially doctoral education (Kan & Xu, 2019). In 2024, to boost the country's economy and ensure that every student at every age has access to all levels of development, Thailand's Ministry of Education recently formulated seven key policies to drive the development of the education system in 2024 (China Education Daily, 2024).

In the era of globalization, international exchanges of educational experience have become a crucial means of promoting educational development (Zhang & Shi, 2024). As countries around the world become increasingly interconnected, through international exchanges and cooperation, they can share advanced educational concepts, innovative teaching methods, and successful talent - training models. This not only helps improve the quality of education in each country but also significantly contributes to the overall enhancement of the global education level. Doctoral training, as the pinnacle of postgraduate education, is closely linked to a country's economic development and scientific and technological progress. Without a robust doctoral education system, a nation will lack strong innovation capabilities and a competitive edge (Zhai & Wang, 2023). Currently, China's Ed.D. Program has several deficiencies in talent cultivation. For example, the assessment and elimination exit mechanism for doctoral students is not perfect. In the doctoral course - learning and teaching process, there are differences in the understanding of the courses between students and teachers (Ling, 2019). Moreover, China's Ed.D. Program is weak in practical aspects, and the supervision of supervisors' guidance has an academic bias, among other issues (Ma & Li, 2015).

Established in 1949, Srinakharinwirot University is a prestigious national comprehensive university in Bangkok, Thailand, with a history spanning more than half a century. The name "Srinakharinwirot", which means "Light of the City" in Thai, was bestowed upon the university by the former Thai Emperor. In 1986, the university became authorized to grant doctoral degrees in education. Its education system combines elements of European, American, and Asian systems. This blend is evident in its curriculum design, where courses incorporate international best practices while also considering Thai cultural and educational needs. The teaching management system is well - developed, ensuring high - quality education delivery. Prof. Sarongkul Bhoyasri, a modern educationist, is the founder of the university. He laid the foundation of Thailand's education system by integrating Western teaching and learning concepts, such as books, grading, and assessment systems, with the Thai context (edu.swu.ac.th/). Srinakharinwirot University has been the subject of numerous research studies across various disciplines. Education - related Research: In the field of

education, one study explored the learning styles of EFL writing class students (Srijongjai, 2011). Another study focused on integrating electronic portfolios for transformative learning on ethics (Mebusaya et al., 2021). These studies contribute to improving teaching and learning methods in the education domain. Medical and Healthcare Research: In the medical and healthcare area, research has been conducted on diverse topics. Trials on zinc supplementation for dengue therapy (Rerksuppaphol et al., 2018) and its efficacy in managing acute diarrhea (Rerksuppaphol et al., 2019) are important for improving healthcare in Thailand. Other studies analyzed transcatheter arterial embolization for trauma patients (Boonsinsukh et al., 2020), dengue - induced hemophagocytic lymphohistiocytosis (Takkinsatian et al., 2020), and bile duct stone passage in cholangitis patients (Sanguanlosit et al., 2020). Biomedical research includes addressing carcinoma cell inhibition via cholic acid - conjugated complexes (Wanlop et al., 2021) and probiotic treatments for alcohol - induced hepatitis (Boonyarut et al., 2021), as well as validating CCL20 expression levels as a biomarker for ovarian carcinoma (Sakares et al., 2022). Psychology - related Research: Regarding psychology, research on mindfulness meditation examined its impact on medical students' stress and mental health (Turakitwanakan et al., 2013). Environmental Science Research: In environmental science, a study investigated phosphorus removal from wastewater using eggshell ash (Torit et al., 2018), which is relevant for environmental protection in Thailand. The university also has initiatives like the “green university” initiative (Intarasaksit et al., 2021) and the use of cognitive technology for advanced academic counseling in the “new normal” (Karapakdee et al., 2022). This paper takes Srinakharinwirot University as a case study. It discusses the representative first - class university education doctoral training model in Thailand from the perspectives of education philosophy and discipline development, faculty strength and professional orientation, curriculum and years of study. By exploring its main features, system structure, and development characteristics, it aims to provide reference and inspiration for the training of education doctoral personnel in China.

2. Methods

This study adopted a qualitative research approach, employing document analysis as its primary data collection method. Through careful examination and systematic analysis of relevant documents—including official university publications, policy statements, curriculum plans, academic schedules and institutional guidelines from Srinakharinwirot University—the researcher gained comprehensive insights into the educational objectives, curriculum design, training models, faculty resources, and practical implementation of the university’s Doctor of Education (Ed.D.) program. By using document analysis, the study thoroughly explored the institutional context and underlying structures that shape the university's doctoral education, providing a solid foundation for deeper interpretation and critical reflection on the effectiveness and unique characteristics of its educational practices.

3. The talent cultivation model of the Doctor of Education at Srinakharinwirot University in Thailand

In the process of human development, education carries the socialization function of promoting the individual's ideological development, behavioral norms, occupational awareness and social role formation, and the realization of values. It also carries the functions of improving the population quality, enhancing the national quality, promoting the development of productive forces, and facilitating cultural inheritance and innovation. Talent cultivation mode refers to the overall design and organization of a series of educational activities to achieve specific talent cultivation goals. It specifically encompasses cultivation objectives, educational programs, instructional methods, learning environment and assessment mechanisms. The design of the talent training model ought to take into full account both the development requirements of higher education and the actual circumstances of students. Moreover, it must adhere to the principles of systematicity, innovation, and sustainability (Xu, 2019).

3.1 Talent Cultivation Goals

Srinakharinwirot University is a leading international research university oriented towards virtue education, based on innovation and creativity. In 1980, the Foundation for the Promotion of the Gifted was established at Srinakharinwirot University in Bangkok to support gifted education in Thailand. Gifted Education aims to teach students in accordance with their aptitudes, fully develop their own strengths, and stimulate their potential (Anuruthwong, 2017).

The school aims, through social practice and professional learning, to cultivate individuals with sound moral values and personalities that can develop harmoniously. Moreover, it aims to enhance students' sense of service and social responsibility. Additionally, the university encourages doing sustainable research that is creative, in line with the laws of development, and beneficial to mankind, for the development and reform of the country and the world. The university also focuses on students' learning of research and analysis, the promotion of student arts and culture, and the development of administrative systems to serve the public. The development of the educational philosophy of Srinakharinwirot University incorporates the three basic functions of a contemporary university, namely, human resource development, academic research, and community service (Ma & Li, 2015). The philosophy of education guides the practice of education. The training objectives of Srinakharinwirot University focus on students' moral education, practical application, creativity, and social spirit. These aspects contribute to the cultivation of a well-rounded society.

3.2 Admission Program and educational system

Srinakharinwirot University is composed of eight departments (edu.swu.ac.th/): Adult Education, Educational Administration, Curriculum and Instruction, Educational Technology, Guidance and Educational Psychology, Educational Foundations, Educational Testing and

Research, and Special Education. The Doctor of Education degree Program encompasses a broad spectrum of areas, such as Educational Administration and Management, Educational Technology, Higher Education, Educational Measurement and Evaluation, Guidance Psychology, Early Childhood Education, Adult Education, and Special Education.

Regarding the academic system, the training period for the Ed.D. Program at Srinakharinwirot University generally lasts three years, with a maximum duration not exceeding six years. This differs from China's education doctorate academic system. In China, the initial duration of the doctoral Program was three years. However, through long-term practice, it has been proven that three years is insufficient for the cultivation of doctoral talents in education. As a result, the academic system has been extended to four years. When it comes to the academic system for education doctorate studies, specific issues need to be analyzed on a case-by-case basis. Given the different actual situations of each country, it is challenging to draw a definite conclusion on whether one system is right or wrong.

3.3 Faculty Strength

In Thailand, educators in higher education play a pivotal role in the advancement of higher education. As an indispensable element, they directly influence the quality of instruction and the comprehensive development of higher educational institutions (Tri et al., 2021). The teaching profession in Thailand commands great respect, and teachers enjoy a lofty social standing. Historically, only those who were intellectually sharp, capable, and of exemplary character were chosen to become teachers. The Thai Ministry of Education recognizes teachers as a crucial driving force behind the nation's educational progress. In recent times, Thailand has placed a premium on teacher development. It has been exerting unwavering efforts to sustain and elevate the quality and prestige of the teaching workforce. This is accomplished by instituting more rigorous standards for pre-service teacher education programs and the teacher certification system. Consequently, upon successful completion of the relevant program and fulfillment of the assessment criteria, a professional license is duly awarded (Jamjuree, 2017). The Ministry of Higher Education has systematically regulated the development of teachers in higher education. The Sixth Five-Year Plan for Higher Education in Thailand (1987 - 1991) laid down specific requirements for enhancing teachers' professional qualifications, instructional capabilities, research aptitudes, and opportunities for academic exchanges. Moreover, the academic qualifications of Thai teachers are relatively high when compared to those of other ASEAN countries (Liu & Aisha, 2021).

At Srinakharinwirot University, each degree program is divided into separate departments according to its specialisation. There are seven departments under the Faculty of Education, namely Educational Administration and Management, Higher Education Management, Industrial Research Management, Educational Technology, Special Education, Educational Measurement, Evaluation and Research, as well as Guidance Psychology. The faculty of each department consists of 6-9 faculty members, each of whom holds a doctoral degree and all of whom have graduated from renowned universities in Thailand or have had overseas study experiences. Evidently, when it comes to the composition of the teaching staff, there is not

much difference between the teaching staff of Srinakharinwirot University in Thailand and that of our educational institutions in the context of offering doctoral degrees in education. Thailand places great emphasis on the development of high-quality teachers and has formulated numerous policies and requirements for teacher training. Nowadays, China also attaches great importance to the development of the teacher team to provide talent support for the construction of a strong educational country. China can, to a certain extent, learn from Thailand's experience and relevant policies in the construction of the teacher team.

3.4 Curriculum

The curriculum design of the Ed.D. Program at Srinakharinwirot University demonstrates notable flexibility and adaptability. The university has established a modular curriculum structure that provides students with considerable autonomy in selecting courses aligned with their individual research interests, career objectives, or future professional plans. For instance, within the doctoral program in education, specializations such as Educational Technology or Educational Management allow students to choose from multiple core courses based on their personal research interests, career goals, or future aspirations. This flexible selection approach effectively supports students' personalized academic and professional development. Moreover, students' autonomy is further enhanced by offering multiple elective options within core courses, enabling them to pursue personalized learning objectives and fostering the development of diverse professional competencies. Overall, such flexible and diversified curriculum design not only accommodates students' varied academic interests but also significantly enhances their intrinsic motivation for learning. It contributes meaningfully to individualized student growth and unlocks their full academic potential, facilitating the cultivation of diversified professional talent.

Table 1 Subject contents of the various specialisations of the Ed.D at Senakaninwirot University

Subjects		Main Content
Educational Management	Administration and	Theoretical knowledge of administration, education and management studies
Higher education administration		Theoretical knowledge related to higher education studies
Industrial Research Management		Theoretical knowledge of industrial education
Educational Technology		Theoretical knowledge of educational technology, evaluation of educational technology, development of tools, design and development of

	technological Programs
Special Education Studies	Theoretical knowledge of special education
Educational Measurement Evaluation and Research	Theoretical knowledge of educational measurement and assessment, statistical theory of educational research, psychological theory
Instructional Psychology	Theory of Educational Statistics, Psychological Testing and Assessment, Theory of Developmental Psychology

4. Lessons and Insights from the Ed.D. Training Model at Srinakharinwirot University in Thailand

China and Thailand are both located within the Asian cultural sphere and have maintained a long-standing friendly relationship. The two countries share a rich history of cultural and educational exchanges dating back to the Sui and Tang dynasties. These frequent and profound historical interactions have fostered shared cultural foundations and values, laying a robust theoretical and practical groundwork for mutual learning and collaboration in educational talent development. Through an in-depth analysis of the distinctive characteristics and successful practices of the Doctor of Education training model at Srinakharinwirot University in Thailand, and considering the current status of doctoral education training in China, this paper identifies several key insights and implications for Chinese universities. These insights aim to enhance the quality of China's Ed.D. programs and encourage innovative developments in doctoral training models.

4.1 Diversity in Program Offerings

The Faculty of Education at Srinakharinwirot University offers a diverse range of academic programs. In addition to traditional fields of education, the faculty provides specialized areas of study such as Educational Measurement, Educational Administration, and Counseling Psychology. Such diverse program offerings not only accommodate varied research interests among students but also provide valuable human resources to support sustainable development in education. In contrast, doctoral programs in education in China between 2010 and 2015 demonstrated a notable lack of diversity, with enrollment numbers in Educational Leadership and Management approximately three times greater than those in Curriculum and Instruction and Student Education and Development combined (Wang, 2020). This limited program scope restricts the ability to meet the academic advancement needs of diverse education professionals. Therefore, China could consider adopting a more diverse approach to educational program offerings, drawing from the experiences of Srinakharinwirot University, to better meet the varied needs of learners and society.

4.2 Integration of Theory and Practice in Teaching

First, Srinakharinwirot University emphasizes the organic integration of theoretical courses and practical activities within its curriculum design. The university combines theoretical instruction closely with practical components, assigning relevant hands-on activities such as field research and case analyses alongside each theoretical course. Students are required to conduct field studies and practical projects based on their theoretical learning, thus ensuring a strong linkage between theory and practice and enhancing their ability to solve real-world problems.

Second, the university actively promotes deeper integration between educational theory and teaching practice through methods such as case studies and field research. This approach enables students to better understand and apply theoretical knowledge within authentic contexts, thereby significantly improving their comprehensive skills (Boud & Lee, 2009). Additionally, students are encouraged to undertake action research, closely connecting their academic research activities with their professional practice, fostering productive interactions between theoretical insights and practical applications.

Finally, regarding assessment methods, the university implements a combination of formative and summative evaluation mechanisms. This balanced evaluation system focuses not only on students' mastery of theoretical concepts but also pays particular attention to their performance and practical problem-solving skills throughout their coursework, providing a comprehensive and objective assessment of learning outcomes.

In China, the Doctor of Education (Ed.D.) degree aims to cultivate advanced, versatile, and professionally oriented experts in the fields of education, teaching, and educational management (Ma et al., 2021). As a professional doctoral degree, the Ed.D. places greater emphasis on practical applications compared to the academically-oriented Ph.D. in Education. However, currently, China's Ed.D. programs could benefit from enhancing their practical focus. Chinese universities can learn from the experiences of Srinakharinwirot University by strengthening the integration of theory and practice in curriculum design, instructional methods, and assessment strategies. Such enhancements would better equip Ed.D. students with practical problem-solving capabilities and effectively meet society's growing demand for high-level education professionals.

4.3 International Education Perspectives

Srinakharinwirot University has integrated educational approaches from Europe, America, and other Asian countries, creating a diverse and internationalized learning environment for students. Within its Doctor of Education (Ed.D.) program, the university emphasizes developing a globally-oriented curriculum by introducing advanced international educational theories, innovative teaching methodologies, and cutting-edge course content, enabling students to stay informed of the latest global trends in education. Additionally, the university actively encourages students to participate in international academic exchanges and collaborative projects, promoting cross-cultural understanding and enhancing their competitiveness within the global educational context. This internationalized curriculum not

only elevates students' overall academic quality and competencies but also establishes a strong foundation for their future careers.

In the context of deepening globalization, actively learning from advanced educational concepts and best practices abroad holds significant value for the development of education in China. Therefore, doctoral programs in education at Chinese universities could further strengthen their international course offerings, introduce high-quality global educational resources, and broaden students' international perspectives. Meanwhile, Chinese institutions should continuously enhance international cooperation and exchanges, integrate advanced global educational ideas and teaching models, and cultivate high-level educational talents equipped with international vision and cross-cultural communication skills.

4.4 Flexible learning styles

Srinakharinwirot University employs a flexible teaching model combining intensive holiday-based sessions and online courses, providing convenient learning conditions for working students. By effectively utilizing traditional vacation periods, this approach avoids conflicts with students' regular work schedules, enabling them to fully concentrate on coursework and research tasks during relatively uninterrupted and focused periods. Conducting intensive sessions during students' leisure or holiday time not only facilitates systematic absorption of knowledge but also creates more opportunities for meaningful interactions among teachers and students, enhancing the cohesion of the learning community. Furthermore, this arrangement demonstrates thoughtful consideration of working students' daily rhythms and personal needs, effectively reducing potential stress arising from balancing work and study, and significantly enhancing learning efficiency and student satisfaction.

4.5 Language Support

Srinakharinwirot University fully recognizes the challenges that language barriers may pose to international students. To address this, the university has established a comprehensive multilingual teaching and tutoring system within its doctoral programs in education. In addition to English as the primary language of instruction, the university offers tutoring and language support services in multiple languages, including Thai and Chinese, enabling international students to quickly adapt to the learning environment and overcome language difficulties.

In China, international students constitute a significant proportion of doctoral programs in education, yet their Chinese language proficiency varies considerably. Language issues have become one of the major challenges international students face during their studies in China (Su, 2019). Thus, when recruiting international students, Chinese universities could consider adopting a multilingual teaching support system, drawing insights from Srinakharinwirot University's experience to enhance international students' learning experience and educational quality.

5. Conclusion

Although Thailand's educational standards still lag behind those of developed Western countries, Thailand's educational development model offers significant reference value for developing countries such as China. China and Thailand both belong to the Asian cultural sphere, maintaining close educational and cultural exchanges. By closely studying and drawing upon the successful talent-training practices of Srinakharinwirot University's Doctor of Education program in Thailand, this research provides new insights for China's Ed.D. programs and contributes to achieving high-quality and sustainable development in doctoral education.

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