Using Knowledge Management for Developing Secondary School Students' Public Mind in Thailand

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Abstract

Using knowledge management model for developing the secondary school students' public mind in Thailand. This research uses methodologies Mixed – Methodology applied research and development. And participatory action research. found that the model is appropriate for the context environment. The participants were able to complete the learning activities in a participatory forms of knowledge management and the use of 5-step model is updated. Through action research involved 7 main activities down to the operating activities develop the public participation 15 sub-activities. And have an impact on the students in creating their own appropriate behavior whole practices personal public and learning characteristics.

Keywords: Knowledge Management, Participatory Action Research, Public Mind, Action Learning

Introduction

Public Mind refers to consciousness. Regard to collective sharing Knowing empathy is engaged in the collective interest of the nation. A sense of ownership in what is communal. The realization and action willingly, without being told, no one ordered and orchestrated. But the desire to make things better. (The development and political participation. 2010), which in Thailand today. An important feature of the past. The sequel Children in society today No responsibility for themselves and others. And social problems such as stealing, theft, muggings selfish. We have adopted and developed by Public Mind and make an alias in the National Education Act 1999, Section 7 is the purpose and process of learning. To focus awareness on the correct side for the learner. (Ministry of Education. 2008), the development of human resources for individuals of all ages to develop their own potential are endless. So the Public Mind, which is a desirable feature of learners. And it is important that educators. Must be set to clear but the primary issue. This is to set goals and direction of the study, and other elements that promote, support, and management-

related studies conducted in the right direction and responding to social development, pace and pace, leading the world in the era. knowledge economy (Sinraratana et. al., 2006)

The development of students' conscious public is very necessary and important because one of the factors of National Major Power, is human resources. For national development to be prosperous in every aspect, it is indispensable to develop the potentiality in aligned with inculcation of virtue and morality for children and youth of the country since the adults would then be of good quality and ethics, the basis from process of efficient socialization through social institutions including the family institute, educational institute, and religious institute. Therefore, the development of conscious public is very necessary. Every sector has to participate in development. The development can be performed in concrete as well as sustainable form. With community participation in decision making as well as development, the community would feel that they are owners, and there is a partnership. This technique would be the way leading to sustainable development (Tongho et. al., 2008)

Participation of all parties involved in the development of the Public Mind of the learner. Will require tools that can be used to develop people. In current society, which today is called. Social Knowledge Base Relies on three factors: the response driven knowledge creation. And experience But when entering the knowledge society will build on knowledge-driven society with Trusting Coring sharing, and Collaborating the desire for existence in the knowledge society continue a meaningful and happy to be added to the morality and ethics into the (Mabintree. 2007) and society. mentioned the idea that knowledge is a valuable resource. The development of new knowledge to compete and strengthening. Base is crucial to the development process which discusses this tool is knowledge management.

So, knowledge is an important thing in every step of human life, and valuable in every organization. Consequently, educational Institutions are the places where everyone has to attain and build upon knowledge. Knowledge Management as the role model for individuals, groups and organizations (Office of Secretariat, Council of Education, 2010). Knowledge Management is an instrument for tapping the inherent potential. It is useful in many dimensions by drawing forth tacit knowledge in human beings, construct, and apply knowledge and experience for knowledge or innovation, and store it as information source which could be accessed by the persons from different channels organized by organizations so that existing knowledge would be applied in developing work, human endeavouts, and organization (Chantarasombat. 2010).

Researchers who are involved in the development of education and are interested to participate in the development of students achieve desirable features, especially the Public Mind as a series of knowledge caused by the practice. For this study will be used to develop a desirable feature. Both attribute their common features And features to learn and discover patterns and processes of development appropriate to the context of education. This development and the quality of students and higher education in Thailand. Another part of the research suggests that knowledge management is a process that produces new knowledge which can develop students to possess the Public Mind. And discover a model developed in the Public Mind with learning through best practice. And the new knowledge appropriately. Can be applied to schools that have the same context.

The purpose of the study

The purpose of the study were: 1) to study the results of using knowledge management model for developing the secondary school students' public mind in Thailand and 2) to assess satisfaction

with knowledge management model for developing the secondary school students' public mind in Thailand.

BACKGROUND

Jennex (2005) defines Knowledge management as the practice of selectively applying knowledge from previous experiences of decision making to current and future decision making activities with the express purpose of improving the organization's effectiveness. Jennex (2005), viewed a Knowledge management system, KMS, as that system created to facilitate the capture, storage, retrieval, transfer, and reuse of knowledge. Sary, Chantarasombat and Siristhi (2011), viewed a Knowledge management system, is composed data, information, and Knowledge. Alavi and Leidner (1998), Knowledge management systems, KMS, viewed a information systems that have evolved from the need to enable systematic organizational learning and memory by facilitating the coding and sharing of knowledge across organizational entities that previously may have had little occasion for interacting. As such, an understanding of the effective development and implementation of KMS require a foundation in several rich research literatures including: organizational learning, the sociology of knowledge, and the resource based theory. This is a Chantarasombat (2007, 2009 and 2010), knowledge is a tool of creating added value, intellectual properties and competitive capability by basing on 5 principles such as; morality, intelligent, right economic, right state, and strong society. Alavi and Leidner (2001) viewed that Knowledge management involves distinct but interdependent processes of knowledge creation, knowledge storage and retrieval, knowledge transfer and knowledge application. Wiig (1993), viewed that knowledge the insights, understanding, and practical knowhow the will all possess is the fundamental resources that allow us to function intellectually. Over time, considerable knowledge is also transformed to other manifestations such as books, technology, practices, and traditions within the organizations of all kinds and in society in general. These transformations results in cumulated expertise and when used appropriately, and increased effectiveness. Knowledge is a principle factor that makes personal, organization, and societal intelligent behavior possible. Russ (2010), gave a short definition with an actionable components that knowledge are comprised with an action, or a potential of an action that creates or has the potential to create, value based on data or previous knowledge and/or information. Groff and Jones (2003), knowledge is information combined with understanding and capability; it lives in the mind of the people. Typically, knowledge provided a level of predictability that usually stems from the recognition of patterns.

METHODOLOGY

The study was divided into five phases:

Phases: 1 Analysis of Problems and Needs: Workshop participatory constructively. The Application of Analysis Problem Tree. The cause of the problem The root of the problem And ranking the importance of the issue. Brainstorming to determine the topics to be collected. Summary of Current Issues The need and feasibility of implementation. Motivation and awareness The meeting to share their opinions on activities focusing on the needs of students in three parts: 1) the desire to start a fun, 2) the need to do things with friends, and 3) the need to do things to benefit. to come to their noticeable.

Phases: 2 The Development knowledge management Model to public mind develop.

1. Establishment of Developmental Plan and Innovation: Development within the research team And prepare a knowledge management plans to develop appropriate the public mind of

students. The development tools includes Achievement Test in knowledge management with the discriminative between .217-.689 with the reliability of the original .603 and test of knowledge about the development of public mind discrimination between .201-.845 with a reliability .742 level

2. Conceptual Model: The concept of Knowledge Management, in particular the concept of Nonaka and Takeuchi (1995) Wijan Panich (2005) and Chantarasombat C. (2007). The concept of Action Learning of Chantarasombat (2008). The concept of Social Cognitive Learning Theory Babduru (1977). The concept of Participatory Action Research of Ramasoota (1997) and Chantarasombat (2008). The concept of Desirable characteristics development of Wongvanich (2009). And survey results the school's with outstanding promotion activity and development of public affection. To build a knowledge management model for developing the secondary school students' public mind in Thailand. Then take the Model of knowledge management model temporary for developing the secondary school students' public mind in Thailand. And development plans secondary school students' public mind. Experts offer 5 to determine the appropriate action. The possibility in practice. Consistency in practice And the benefits of an action plan management with the knowledge to develop the public mind of students. The evaluation result are based on the highest average ($\overline{X}$=4.73) after the amendments proposed by the experts as illustration 1.
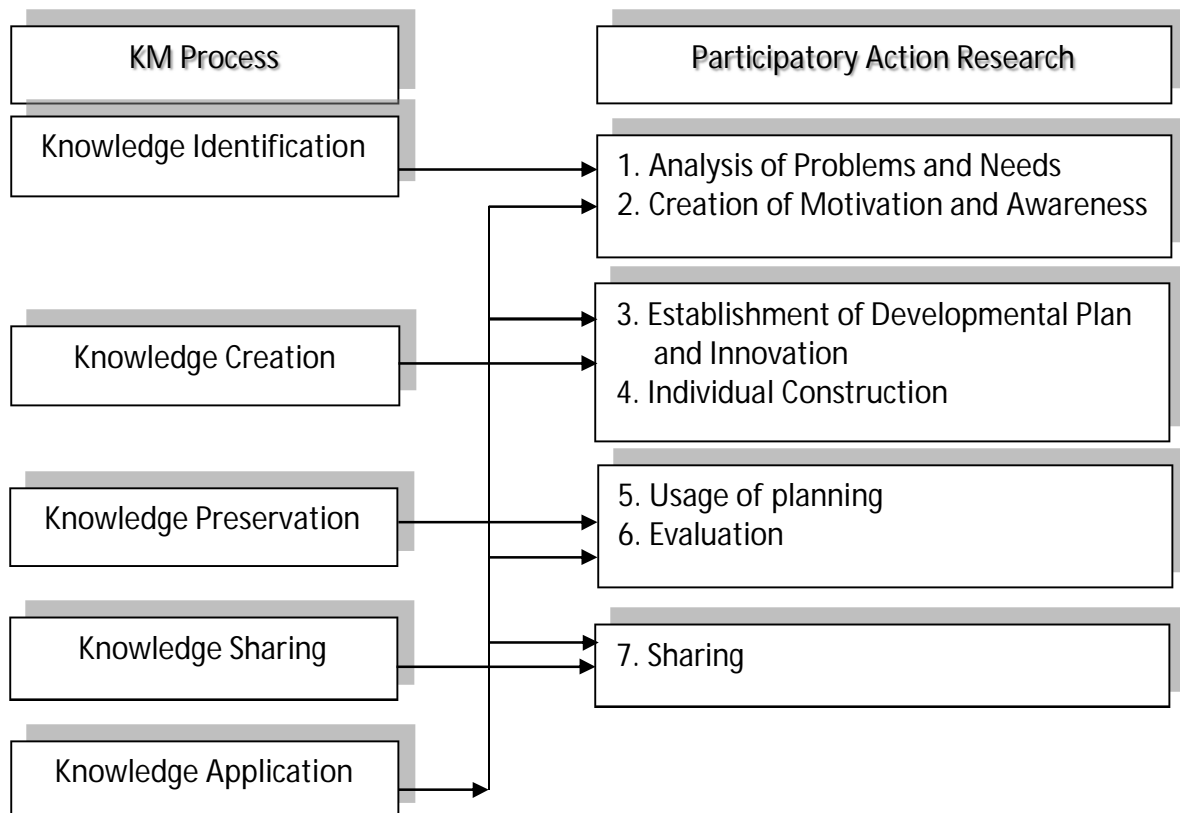

Illustration 1 Knowledge Management Model

Phases: 3 The development indicators in knowledge management of success. The development of indicators of success in knowledge management model for developing the secondary school

students' public mind in Thailand. Researcher and co-researchers has conducted workshops participatory constructively. To brainstorm team to discuss the indicators of success in the performance of developing the secondary school students' public mind. Defines indicators of success of the event whole the third consists of the features involved. Is indicators of success of the event 5 event on 25 indicators of the attribute. Is indicators of success of the event 4 event total of 29 indicators and aspects of learning. Is indicators of success of the event 4 event on 37 indicators, and later presented the thesis shall be presented to the 5 experts consider the consistency between activities and indicators of success. The evaluation result are based on an average level ($\overline{X}$=4.11) and take suggestions from the experts to make adjustments. And applied in the evaluation of developing the secondary school students' public mind.

Phases: 4 Apply Conducting experiments using a knowledge management model for developing the secondary school students' public mind in Thailand. Temporary secondary school students and action plan development activities of the secondary school students' public mind. The instrument used to collect the data base. A semi-structured interview The unstructured interview Participant-observation Observation-form does not participate Before Action Report: BAR Within Action Review: WAR After Action Report: AAR. The evaluation result of experts have an average level. There are two elements essential elements: 1) the action research participation seven steps, and 2) the activities of public Mind Development of students participatory as 14 sub-activities.

Step: 1 Analysis problems and needs: 1) Creative Participatory Workshop and 2) Teamwork Development.

Step: 2 Motivation and Consciousness: 3) The Study of the Needs to Participate in the Activities 4) The Field Trip Study to Schools with Best Practice.

Step: 3 Plans Development and Innovations: 5) Planning for Development in Team and 6) Establishment of Appropriate Plan for Developing.

Step: 4 Conceptual Model: 7) Brainstorming Workshop in the Team 8) Establishment of Indicator of Success and 9) Establishment of Handbook for Implementation.

Step: 5 Apply: 10) Implementation according to the plan for implementing activities as well as evaluation 11) Conference for sharing one's opinion and 12) Analysis, synthesis, and investigation of implementation.

Step: 6 Evaluation: 13) Evaluation and success of implementation according to plan was concluded.

Step: 7 Sharing: 14) Practice for Sharing

Phases: 5 The motivation for developing the public mind.: Implementation of activities, learning and development of participation in the preliminary stage to participation willingly in the action plan developing the secondary school students' public mind. Activities in the implementation of incentives and consciousness. The activities An incentive to work together. The illustrated lecture For example, people with mind and public success in life, past, present and future, and the student representative study, the development of Desirable characteristics. With emphasis on the public mind good in school. Education at schools with the development of Desirable characteristics. With emphasis on the public mind good. Every school is a school that has the students were successful and nationally acclaimed. The researcher has led the researcher to study all the schools. The researchers have urged participants to the incentive to work together. The effect of learning and working together to achieve the learning alongside practical problems in operations research and questioning together. Working in schools According to manager Facilitator Worker group

coordinators and the roles of the consortium. Collectively define a framework for the work to be linked together in the classroom and school. In this study the role of major research colleagues have determined person or group of people in management, in line with the school context. Classified as a research The relative level of each type of activity is the operation manager. Facilitator Workers classified as group 1) major worker groups, 2) record the information and coordination.

Conclusions

1. The action takes the form of knowledge management for development of students in the public mind. Is appropriate to the context environment. The participants were able to perform the activities of learning, participatory forms of management knowledge includes 1) Knowledge Identification 2) Knowledge Creation 3) Knowledge Preservation 4) Knowledge Sharing and 5) Knowledge Application. Through the application of action research involved 7 steps as follows.

1.1 Problem analysis and needs The technique workshops of participatory and creative application of Problem Tree come together brainstorming. Knowledge sharing between teachers. The basic education students and students' parents. Which held that the identified of knowledge sharing and application of knowledge management model of knowledge which is learned by practice. I used to do together. It can be used on a daily basis to resolve issues arising from the implementation of the team by meeting with the director of the school, the teachers of the school committee. Student Council Students and Parents There are people who are interested in joining the team of 33 people, the researcher explained the project and the importance of the activities Participant. Everyone must contemplate decided to practice a joint responsibility. Join the beneficiaries And the conclusion as well as developing the skills, knowledge and knowledge management. And knowledge of the public mind. The joint research team to tell the story of the development of Desirable characteristics of students who achieved and problems. To share and learn each other The participants shared a story with a summary and synthesis of the corresponding mutually Desirable characteristics that the student should be improved as soon as possible is a feature of public affection. Because of the current lack of volunteers to help each other at all. Should be developed further. By focusing on activities that perform regularly in school. And supplemented by volunteers in camp activities. Is applied to fit the context of the school. Consequences of the study. Story ideas on Knowledge Management. The public Mind Development of students. Affect the incentives. Consciousness in the working groups. The Research Network on the team in practice. The results of the operation to confirm the action again.

1.2 Motivation and awareness The study was conducted by Best Practices in the promotion and development of Desirable characteristics. With emphasis on the public mind good. The researcher encourages participants to be motivated to work together, the results of learning and working together to be successful by learning alongside practical solutions for operations, and the questioning. in joint research Then synthesize the various elements That every school has used the planning system. Performance by participation of all parties involved. Evaluate the performance of the students. School mate Teachers and parents The results of the development processes. And must be based on the assessment results are used to plan improvements for better performance. Or conclusion It is a practical work plan P: Plan, D: Do, C: Check, A: Act.

1.3 Plans Development and Innovations: To plan and develop innovation The researcher and participants had an appointment within a team every week to share learning and knowledge creation to occur. Also during the operation, if a problem occurs can modify activities as appropriate and flexible teaching and learning activities of the school and the district office of education. And not add to the workload of the teachers who participated in this research. By understanding the common research framework for research. The Knowledge Exchange Comments and needs to work well and reflect the thoughts of the participants in the operation. This is a vision of knowledge management in schools. Direction of Management Studies Management structure and philosophy, vision, mission, goals, consistent with the development of a comprehensive quality management. In analyzing the third step is to find out what their interests first, including strengths and weaknesses, expectations from the leaders they want / do not want. Learning what their interests are two solutions to practical problems. Standards, strategies and indicators of success. And to learn what they are interested in three project goals, objectives, procedures, budget responsibility and are expected to get. This allows everyone to participate in of participatory workshop. Learning See the importance of the organization Consortium to convey. Transfer to students and teachers to do. The project plan, which led to the idea of the consortium and interested to join the project by the characteristic features 14 events, each project will include the process of activity-based learning process. the knowledge management stage 5 were 1) Knowledge Identification 2) Knowledge Creation 3) Knowledge Preservation 4) Knowledge Sharing and 4) Knowledge Application.

1.4 Establishing indicators success. The researcher and participants work together to set goals in the clear. participation in determining indicators of success together. The study was conducted in accordance with the activities whole 14 activities that were set up. Was indicators of success in the implementation of activities, 91 indicators of success. And perform a manual operation. The 5 Stages of Knowledge Management is to identify the knowledge. Knowledge creation The of knowledge the system. Knowledge sharing And application knowledge This results from a manual operation. Focuses on developing students' of knowledge. process Skills And attitudes of students is divided into 6 parts, part 1: knowledge management to develop the public mind of the student. Part 2: Introduction to Knowledge Management Part 3: Introduction to Mind Development. Part 4: preparation of management plans to develop the public mind of knowledge. Part 5: operational plan and the 6 indicators of success.

1.5 Action Plan: The researcher and co-researchers led classroom teacher. Parents and students understand the assessment before development. The behavioral assessment of students before the public mind. And concluded before the public mind of the student. And to educate students and the students learn from practice. To contribute to knowledge. The students develop the public mind is based on manual operations management knowledge to develop the public mind of students. The researcher and co-researchers as well. Among the more common assessment. Results of the public Mind Development of students. And working together to improve public Mind Development of students every morning at 7:00 to 8:30 pm. Lunch 12:00 to 13:00 The evening 15:30 to 18:00 hrs. From the implementation of the improvement plan and work from the record after practice. personal attributes attribute And Learning Features Can be summarized as follows:

1.5.1 Knowledge Identification: The group wanted to develop students' characteristics by emphasizing the student- centered approach. The activities should cause self-development and

development of community, society. Learning should take place individually and publicly without increasing actra workload. Activities should be practiced daily by students through collaboration in designing the process of implementation by teachers, and students.

1.5.2 Knowledge Creation: Before implementation, the group consisted of staffs who advised in developing personal and public characteristics, and learning. The activities were those which the students should be familiar with by collaboration in designing the process of shared implementation by teachers, and students. Before action, the group had staffs who advised in developing personal and public was characteristics, and learning. Activities were those which students should be familiar with but there was no grouping together, continuous development, and transference from one generation to another. After implementation, each one studied the activities of different schools via field trip, Internet, and various printed material. When students participated in group, they shared knowledge starting from determination of activities, collaboration in planning for implementation and fashioned assignment of responsibility, evaluation. The group members tried to work in a step-by-step. This way they could develop personal characteristics of group members leading to development of the group on one level.

1.5.3 Knowledge Preservation: The knowledge report was established for development of personal characteristics including 5 activities. Activities for public development 5. And the development of learning characteristics 4 activities.

1.5.4 Knowledge Sharing: Teachers and students collaborated in observing students' behavior and their own color group. They collaborated in concluding notices from students' record form, and suggesting, and designing, and finding better guidelines. They shared their knowledge with group members with similar characteristics, and those outside the group. Besides, there was a sharing among La-tai-wittaya School, Yamngchoomnoi-pittayakom School, Prasanmit-wittaya School, and Bua-noi-wittaya School.

1.5.5 Knowledge Application: The group obtained knowledge in developing students' public mind regarding personal characteristics, transference for members as well as other interested parting, being able to transfer to other youths. The students were another body of knowledge, able to practice by themselves, and bring the process obtaining from sharing to improve, develop, and apply continuously as well as conclude the findings periodically. The information was improved, corrected, changed, and applies for use in development for follow up, help, correction, and the encouragement of students on a more correct basis.

1.6 Evaluation: The researcher and co-researcher seminars and exchange knowledge during the implementation of the development plans are put on hold plans to review the planned activities outlined. Sharing, analysis, synthesis and verification after the event. The evaluation process using the practice during the operation (WAR) by The Research participants used for evaluation were analyzed to find flaws to improve the indicators of success. The results used to develop the public mind of the students. In the second Thursday of every month. And to evaluate the performance. changes And summarize results of operations. To an assessment by quantitative assessment of patient satisfaction with knowledge management for public Mind Development of students. Based on indicators of success of knowledge management decision. Presents the results of knowledge management. The framework in action is to assess The power of a summary of lessons learned, findings, or conclusions learned from the experience process. Empowerment aims to evaluate three factors: (1) the development process aimed at developing a better evaluation. The participants develop more and learn to change, (2) accountability is considered deliberation. The mutual recognition of communication for change. Linkage, and (3) the creation of of

knowledge. Value the of knowledge arising from the project together. of knowledge from experience Culture and cognitive development in the search continues. A community of learning The knowledge and wisdom to change. And to make the event public Mind Development of students as to the purpose of the research. The monitoring of the implementation of activities in the nature of information whole participant indicated the school board, parents of students and students was conducted to evaluate the performance by using the technique of assessment centers, according to the plan estimate. success Indicators And monitoring and evaluation of the school's team, colleagues whole team administrators. The participants were teachers, parents and students conducted an evaluation of the conduct of research. Evaluation: (1) behavioral performance after implementation to compare with previous operations (2) evaluation of the operation after operation. The implementation of the measures. It collects performance data in detail. The data collected were analyzed individually, and interpret data collected through questionnaires, interviews, observation, practice, and assess the results were analyzed according to the purpose of the study. The data comes from a reflection written by descriptive analysis and the result has been to improve the learning activity.

1.7 sharing: The researcher and co-researchers in the conclusion of the event. Exhibitions showcase the public mind. Of students in school groups The activities to develop students' the public mind as to the purpose of the research. And student / school have the opportunity to bring their work represents. Making and problem solving So we encourage schools to the exhibition. The school has organized exhibitions. Expression of participation and pride in the work that has been published. School students and participants to present their activities with friends and students. The school promotes the dissemination of research-based public mind activities of the students. Or research a variety Have opportunities and channels of academic leadership. And bring the experience to apply for the next academic standing. The published results of the research. Or academic performance whole the public mind activities of the students directly. And Other Stories Are presented in the following pages.

Operational activities for development of the public mind participatory in operations in the integration of both contemplate, decided to practice a responsibility. The beneficiaries and conclusion of 15 sub-activities, as Illustration 2.

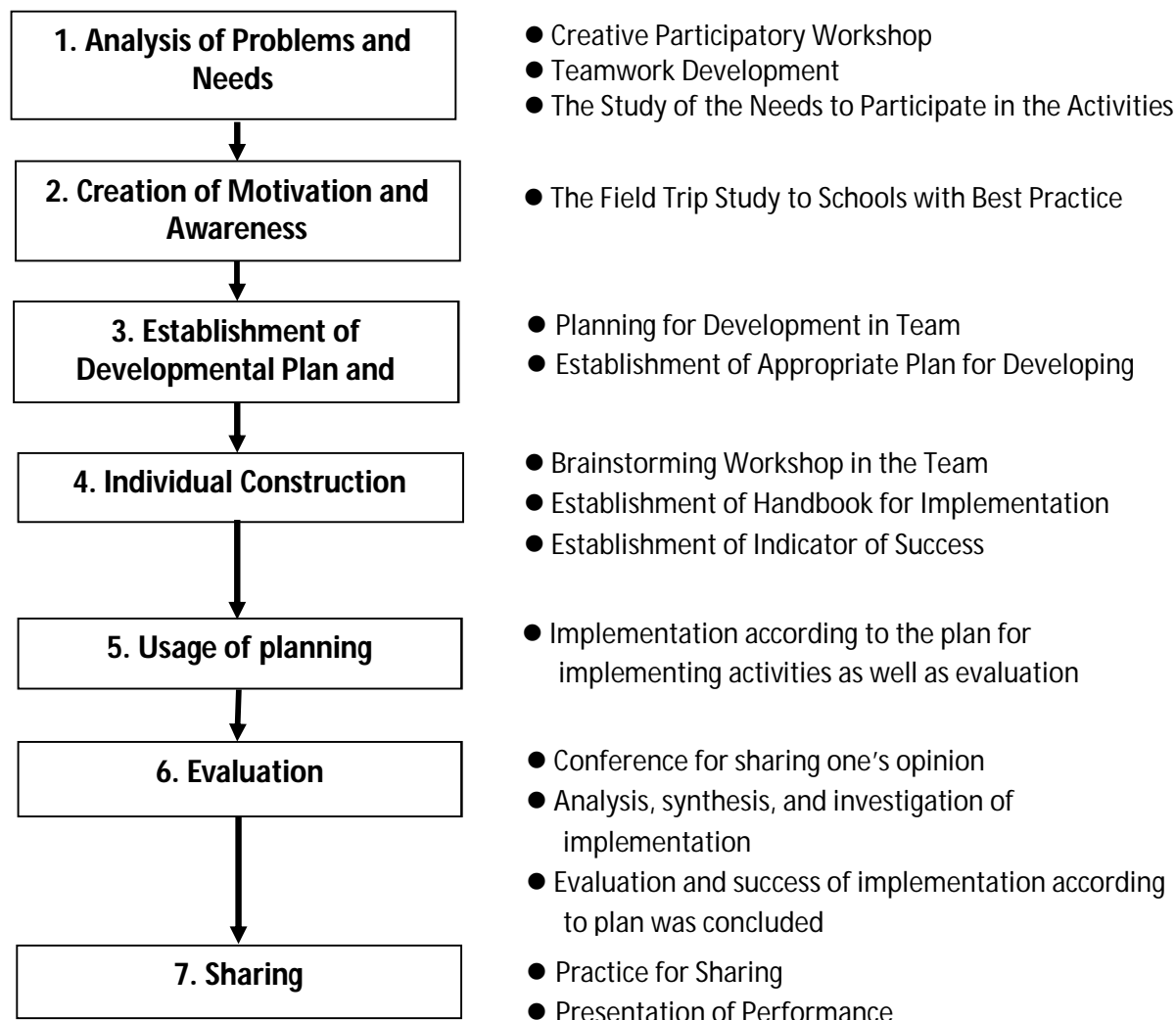|	
1. Analysis of Problems and Needs	• Creative Participatory Workshop • Teamwork Development • The Study of the Needs to Participate in the Activities
2. Creation of Motivation and Awareness	• The Field Trip Study to Schools with Best Practice
3. Establishment of Developmental Plan and	• Planning for Development in Team • Establishment of Appropriate Plan for Developing
4. Individual Construction	• Brainstorming Workshop in the Team • Establishment of Handbook for Implementation • Establishment of Indicator of Success
5. Usage of planning	• Implementation according to the plan for implementing activities as well as evaluation
6. Evaluation	• Conference for sharing one's opinion • Analysis, synthesis, and investigation of implementation • Evaluation and success of implementation according to plan was concluded
7. Sharing	• Practice for Sharing • Presentation of Performance

Illustration 2   A Model of Knowledge Management for Developing Secondary School Students' Public Mind in Thailand

It was also found that:

(1) The research participants were the work practitioners, note takers, and group co-operators of all 3 groups, including knowledge management, origin of knowledge obtained from problems, questioning, and problem solving by real practice till the appropriate body of knowledge as well as success in group implementation was achieved

(2) The research participants had learning processes from the source-of-knowledge specification and construction, organization of knowledge management, knowledge sharing and application.

(3) The research participants collaborated in integrating their own knowledge with new knowledge. There was adequate and congruent knowledge with the needs of students, school, and community including: 1) the administration and management, 2) the knowledge management center for the group to share their knowledge both internally and externally via website, and 3) there were knowledge package and work pieces of research participants.

Results for the knowledge management for developing secondary school students' public mind in Thailand. Found that when the public mind development plans to enable students to

develop the students to learn from practice. The creation of good behavior both to themselves and to the public. Increased volunteerism a desirable feature, which demonstrated markedly. When the test is a measure of success in carrying out the activities to measure the behavior of students with behavior that students in both their personal and public was characteristics, and learning the highest level

2. Assessment of satisfaction with the implementation of knowledge management for developing secondary school students' public mind in Thailand as follows.

Table 2 The average satisfaction of doing a personal level.

No.	Indicators	Personal	Public	Learning
1	Awareness of importance learning.	4.43	4.37	4.16
2	Enthusiasm pursues knowledge and learning and ready to learn throughout life.	4.23	4.35	3.99
3	The Systems Thinking creative	4.35	4.35	4.00
4	Responsibility for their own learning continuously.	4.36	4.52	4.21
5	Works or parts of their proudest contributions to Share & Care of group membership.	4.35	4.44	4.22
6	Recorded after their performance continuously.	4.31	4.51	4.18
7	Using Technology And Innovation in Practice	4.51	4.48	4.09
8	Guide the implementation of knowledge management in the public mind, to develop operational efficiency.	4.48	4.47	4.47
9	To learn new things.	4.35	4.52	4.21
10	Experience in knowledge management Action learning.	4.35	4.37	4.30
	Total	4.37	4.44	4.18

Table 3 The average satisfaction of doing a group level.

No.	Indicators	Personal	Public	Learning
1	Creating a vision for a common goal.	4.54	4.43	4.31
2	Team building through training, workshops and study tours.	4.18	4.23	4.21
3	Participatory planning to put it into practice.	4.44	4.35	3.94
4	Encourage group activities And teamwork	4.47	4.36	4.46
5	The implementation and development tasks.	4.50	4.37	4.15
6	Responsibilities in their assignments.	4.71	4.49	4.37
7	Creating new knowledge Then Share & Care among group members.	4.63	4.27	4.23
8	Send to performance continuously.	4.51	4.54	4.37
9	To learn to work as a team.	4.51	4.29	4.11
10	Gain experience in learning the practice team.	4.51	4.37	4.29
	Total	4.50	4.37	4.24

Table 4 The average satisfaction of doing a organization level.

No.	Indicators	Personal	Public	Learning
1	Environment that promotes learning.	4.50	4.38	4.28
2	Creating a culture of learning that occurs.	4.20	4.46	4.52
3	Developing people in the organization to its full potential.	4.34	4.27	4.46
4	Information system for continuous improvement.	4.44	4.41	4.43
5	Defining metrics down to the success of the organization as a goal of development.	4.36	4.43	4.43
6	Tracking system Audit Practice	4.53	4.51	4.48
7	Knowledge is a collection of research articles. Or innovative learning of team participants.	4.52	4.40	4.48
8	Schools are educating on issues of interest. And storing a wide range of knowledge.	4.47	4.46	4.51
9	Schools have their own identity management proper knowledge.	4.33	4.44	4.50
10	School as a learning organization.	4.33	4.36	4.40
	Total	4.40	4.41	4.45

Discussion

1. Using knowledge management models to improve public awareness of secondary school student's in Thailand rewires learning the process of knowledge management in five step action research. Participatory 7 steps down to the operating activities develop public participation activities and outcomes of the model 15-17 elements forming a successful fruition as expected. This is due to the development of a research framework to analyze, synthesize concepts and findings of a panel of international experts. Knowledge management and development techniques as Jennex and Zakharova (2005) KM is the process used to make knowledge actionable to members of the organization. It involves capturing, storing, retrieving and using knowledge. KM involves the creation of a KM system. The KM system includes an environment that promotes organizational learning. In this respect KM can be an organizational change or transformation tool as it can help management create a learning organizational culture. KM is a tool for improving organizational effectiveness as it promotes knowledge reuse to improve decision making. such as using knowledge management concepts are applicable to Nonaka and Takeuchi (1995) WijanPanich (2005) and Chantarasombat (2007) action learning of Chantarasombat (2008), together with other principles such as taking notes after practice (AAR) , questioning, real and virtual knowledge exchange, Attributed to the mechanisms underpinning knowledge management is knowledge management in schools . Both as a source of action and on the Web. This is enables the management to develop the public's knowledge of secondary school students. And some evidence that indicates the success it has brought criticism.

1.1 Participation cause the key to learning. All features have the knowledge to develop the public five groups manager Chief Knowledge Officer: CKO Knowledge Facilitator: KF Knowledge Practitioner: KP Note Taker. and Network Manager in accordance with Nonaka and Takeuchi (1995), team building, knowledge management, starting at the individual mind. Group members understand the role of knowledge management is that managers are aware that a major operational staff. Group

of middle managers as they interpret convert knowledge into knowledge in the paper. Knowledge Management Group Acts targeting Create an atmosphere conducive to the exchange of knowledge and to extract the value. Consistent with WijanPanich (2005) the key knowledge management in your organization, including a director who foster the exchange of knowledge in the activity. And cultural systems You work as a worker group. Considered as a knowledge management activities or about 90 percent of all your notes, information on events destined as a knowledge management narrative summary of core knowledge. Meeting notes And coordination co-ordination network acting as a knowledge management and enterprise groups.

    1.2 learning coupled with practical knowledge of the source of the problem, questioning the practicality and the solution with the right knowledge. Contribute to knowledge management issues. Interested consists Identifying knowledge creation The knowledge of the system. Knowledge exchange And application of knowledge consistent with BodinWijan (2007) stated that the process of knowledge management as a major activities to be developed to leverage the intellectual capital of the organization, which is higher. resources can cause worth and value to the organization as much as possible consistent with PrawetWasri (2002) said that learning of one person is not enough to make it successful, because other people and organizations. Institutions have not learned. Learning together in practice only to yield successful results, which must manage the knowledge through a series of practical knowledge of each organization in line with Phaynoi (2003), who said that the record after practice. (AAR) is an important learning to extract the essence of knowledge. Findings of the individual or organization that is roughly consistent with Sangkeap (2012) that said AAR as a tool to analyze the practice to improve and develop work practice echoed back immediately. pass This is a way to cause learning during the implementation and development of people. Development projects or And is consistent with theories of social learning oriented rationality (Social Cognitive Learning Theory) of Albert Bandura (1977) believed that the experience of social thought to play a role in the development and modification of behavior by the child. learn new behaviors, who raised him to act grown up. By imitating parents Which may cause positive behavior. It has been awarded as the reinforcement. And consistent with Chantarasombat (2008) that said, learning from practice. Together with other measures, such as AAR, the question of knowledge, both the real and the virtual. Moreover, the mechanisms underpinning knowledge management is a knowledge management in schools. As a source of action and in the Web. (www.drchalard.com) contribute to knowledge management.

    2. The development of indicators of success in Knowledge Management for Developing Secondary School Students' Public Mind in Thailand the successful operation of the public mind at the moment. Due to contemplate, decided to conduct a joint responsibility. Join beneficiaries And finalized with the teacher. School board Parents and students have resulted in the developing of students public mind. Successful this is due to the work by the planning system. Carefully prepared Performance through participation. The results of the use, including monitoring performance periodically. Which corresponds to Ramasoota (1997) whose ideas about the research participant has 9 steps: 1) community, 2) training researchers together from the community, 3) determining the research model 4) embarked storage 5) processing and analysis 6) discussing findings with the community 7) planned community 8) leads to action plans and 9) monitoring and evaluation in the community. The concept of Chantarasombat (2009) has 5 steps: 1) preparing community 2) motivating consciousness. And promoting participation and create a vision 3) the plan development team 4) the plan development and implementation, and 5) evaluation.

Suggestion

1. Suggestions on adoption.

1.1 can make important operational success is a joint research team. Which is absolutely essential to the art of speech and coordination skills, a good relationship so that the performance goals have been set.

1.2 should be used psychology to help in the brainstorming session to analyze the access problem. And needs as much as possible so that development is taking part in the operation.

1.3 should follow the guide in the implementation of knowledge management because it is important. Strongly and as a guide to develop the students' knowledge of both the Public Mind. Practical skills And consciousness in practice in a good way.

1.4 To develop the public by the 7 step process necessary to fully understand how each event. And applied to the context of the school and community.

1.5 Teachers should organize learning activities to support the development of Public Mind of the students. Should act as a good role model for the student. Because teachers are individuals deemed critical to the development activities of the students, the Public Mind.

1.6 Implementation of various Guidelines Manual. Is subject to the terms of the offer. Participation of stakeholders in the public mental development of the students. And must practice constantly and earnestly to achieve concrete and sustainable.

2. Suggestions for further research.

2.1 should study the relationship of the development of the desirable features of both the Public Mind to another. common features And attribute learning Consistency or inconsistency or not.

2.2 should study the desirable features in a wider scope, such as Public Mind school level, provincial level, district level education. To have concluded a comprehensive and clearer.

2.3 should be a participatory action research in different sizes. The class At provincial, district and school level education. The result of the study were analyzed to determine the path coefficients regression equation to develop the public in accordance with the local conditions, contexts and different more.

2.4 should perform research on knowledge management in order to develop desirable characteristics on the other side. Because the students develop to its full potential. And to develop students to be good people and happy to live in the future.

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