

Development of a Learning Activity Management Model with the Community Learning Sources for Environmental Education

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[Abstract] To develop methods and efficiency measures for experimental design of the learning activity management model with community learning conservation will enhance students' activities, environmental education, attitudes of their environmental conservation toward their behaviors, and the pre- and post-students' continuing to engender environmental learning activities with the community learning; conservation is assessed on two sample groups of 60 students in the lower secondary education, Thailand. The study uses a knowledge-measuring document, a questionnaire that studies students' attitudes; the questionnaire on students' behaviors and the test of students' knowledge of their environmental education, were assessed. It has been found that, the efficiency of the students' pre- and post-learning activities of their environmental education activity management model was 85.05/81.33; students' attitudes toward their environmental conservation and their behaviors toward their learning activity management model with the community learning source of different genders, and students' continuing knowledge of environmental conservation were differentiated significantly ($p < 0.05$).

[keywords] learning activity management model; community learning sources; environmental education; Lower secondary education

Introduction

According to the United Nations Environment Program (World Environment Day, 2014), the environment, health, and socio-economic situation of the world are deteriorating at an increasingly rapid pace, demanding immediate, effective measures by governments. Some of the most important problems are global emissions of CO₂, which reached a new high; ozone-depletion, which is increasing with detrimental environmental effects due to increased ultraviolet (UV) radiation that harms the health of humans, animals, plants, and marine organisms. Species extinction is rapidly increasing at a much greater rate than ever before in the history of the world; water-stressed conditions are rapidly increasing. Sinking ground water, water contamination, and water shortages are becoming major global problems; more than half the world's coral reefs are threatened by human activities, including global warming. Coral death in large areas is rapidly increasing; exposure to hazardous chemicals is causing adverse effects from birth defects to cancer; and soil degradation induced by humans is putting the livelihoods of more than 1,000 million people at risk (Suurkula, 2009).

The politics of global warming are complex due to numerous factors that arise from the global economy's interdependence on carbon dioxide emitting hydrocarbon energy and because carbon dioxide is directly implicated in global warming, making global warming a non-traditional environmental challenge while fossil fuel abundance and low prices continue to put pressure on the development of adequate advanced energy technologies that can realistically replace the role of fossil fuels; over 91% of the world's energy is derived from fossil fuels and non-carbon-neutral technologies. Fossil fuel abundance and low prices continue to put pressure on the development of adequate advanced energy technologies that can realistically replace the role of fossil fuels. As developing nations industrialize, their energy needs increase, and since conventional energy produces carbon dioxide, the carbon dioxide emissions of developing countries are beginning to rise at a time when the scientific community, global governance institutions, and advocacy groups are telling the world that carbon dioxide emissions should be decreasing. Some developing nations blame the developed world for having created the global warming

crisis because it was the developed countries that emitted most of the carbon dioxide over the twentieth century, and vulnerable countries perceive that it should be the developed countries that should pay to address the challenge. Some special interest groups work to suppress the consensus while others work to amplify the alarm of global warming. All parties that engage in such acts add to the politicization of the science of global warming (Wikipedia, 2014).

The government of Thailand has been focusing on the social and economic development of the country for the past 35 years. However, since Thailand introduced the Seventh Economic and Social Development Plan (1992-1996), protecting the environment has become one of the top priorities for Thailand's government. The Seventh Economic and Social Development Plan seeks to maintain economic growth and achieve sustainable growth and stability, especially in the petrochemical, engineering, electronics, and basic industries. Over the past few decades, Thailand's dramatic economic growth brought about new environmental challenges in the once-agrarian economy. The country presently faces problems with air and water pollution, declining wildlife populations, deforestation, soil erosion, water scarcity, and hazardous waste issues. According to the 2004 indicators, the cost of air and water pollution for the country scales up to approximately 1.6% - 2.6% of the GDP per year. As such, Thailand's economic growth has come at great cost in damage to its people and environment (Office of Environmental Policy and Planning, 2011).

Education in Thailand is provided mainly by the Thai government through the Ministry of Education from pre-school to senior high school. A free basic education of twelve years is guaranteed by the constitution, and a minimum of nine years of school attendance is mandatory. Formal education consists of at least twelve years of basic education and higher education. Basic education is divided into six years of elementary education and six years of secondary education, the latter being further divided into three years of lower- and upper-secondary levels. Kindergarten levels of pre-elementary education, also part of the basic education level, span 2–3 years depending on the locale, and are variably provided. Non-formal education is also supported by the state. Independent schools contribute significantly to the general education infrastructure. Administration and control of public and private universities are carried out by the Office of Higher Education Commission, a department of the Ministry of Education. The focus of the Thai curriculum in environmental conservation at Grades 9-10 is part of the core curriculum of 2008. The curriculum standards are to understand the relationship between human beings and the physical environment of Thailand, including natural and environmental conservation and consciousness for sustainable development, and learner outcomes are to analyze the situations and crises of natural resources and the environment of Thailand and the world and to identify the methods of prevention, solve problems, and create a lifestyle approach to resource and environment conservation to sustain development (The Ministry of Education, 2009).

Education is necessary for a large number of living organisms. Humans are the only species that can learn at a very high level, which enables them to develop and change society. It is education that has placed humankind on this long, unpredictable path. Thailand has collected experiences from working in environmental education, both in schools and at the national policy level, in the hopes that WWF Thailand can be a part of developing the educational system, specifically in environmental education, as a means to conserve Thailand's biodiversity. In doing so, this biodiversity becomes the source allowing for a balance of both development and conservation that will ultimately lead to sustainable development. The establishment of Bang Pu and Rangsit Nature and Agriculture Education Centers as learning centers for schools has created places where the connection between urban development, natural resources, and the environment can be explored. Lessons have been established to coincide with curriculum standards and use the natural environment to motivate interest in conservation. This system of learning allows learning about the environment to be fun while, also, building awareness of environmental issues. Ultimately, from awareness, a desire to help one another maintain conservation of natural resources and environment arises (Thailand, 2011).

A learning resource center is a facility within a school, staffed by a specialist and contains several information sources. A school utility was driven by a qualified expert. It contains several information resources and their techniques, which the teacher directly deals with to acquire research skills for finding

information, analyzing and evaluating it to build a new knowledge and experience, then develop that knowledge using several learning methods. It also provides services to facilitate the uses for both teaching and learning. This view encourages educational trends, which ruled in the mid 1960s and 1970s, whereas these methods of self-learning, from programmed learning, learning for mastery, and learning through audio media to surpass earlier methods by employing computers in the learning process. Information technology and teaching and learning theories have added a new dimension to the learning resources centers concept. The strong connection between learning resources and methods support the general cultural role of school libraries as essential, and accurately planned roles that achieve the method and its purposes. Information and communication development opportunities and information flow are the big challenges arising from a dedicated review of most educational questions, whether from theoretical frameworks or material facilitations. School libraries are considered one of the most important resources within educational facilities. The need to develop school libraries is urgent in that, on the one hand, there is a need to convey information via a wide diversity of technologies and resources, and on the other hand, there is a myriad of new teacher and student roles to support. Within this view came the project of learning centers (Brian, 2009).

Taking students on field trips or using other community resources in their classes is not a new idea for teachers. Often, however, these experiences are thought to be frills or rewards that compete with instructional time in the classroom. Curriculum reform in science and mathematics calls for a new look at using community resources. The national standards in science and mathematics suggest that good programs require access to the world beyond the classroom so that students will see the relevance and usefulness of science and mathematics both in and out of school. Changing the educational experiences of children by moving beyond the classroom walls can diversify the array of learning opportunities and connect school lessons with daily life and real problems. Teachers always face the task of pulling together the diverse understandings their students bring to the classroom. The use of community resources provides a shared memory for the class. For example, going on a field trip is only part of the total experience. As students and teachers talk about the trip and think about it after it is over, they are building shared understanding. The event becomes part of the common knowledge of the class and can be referred to in subsequent lessons. What was learned is, thus, reinforced and extended in later discussions as the teacher refers to field observations. Community resources that can enhance mathematics and science learning include science centers visiting museums, nature centers, interactive science centers, aquariums, gardens, and zoos, places to explore that are unique to the local school (such as a nearby creek, pond, city street, or business), people in the community, or materials that can be borrowed or purchased (Maarschalk, 1988).

The Department for Environment Education, Innovation and Skills (BIS), has brought together a wide range of resources specially designed to support anyone with a passion for creating, supporting, or delivering high quality informal learning. Whether learners want to develop their skills as a learning facilitator, create a learning culture at work, find out how technology can support informal learning or get information about how learner can open up a space for learning, there's advice and help here for them. Informal adult and community learning are learning for its own sake rather than to get a qualification. It covers a wide spectrum of activities from personal development through to family learning, community development, and employability. Many different individuals and organizations are actively involved in informal learning. Learners might be supported by public funds, employed by private business, lead a self-organized group or work for a voluntary organization. These resources will help learners develop, deliver, and/or support informal learning in places like libraries, museums, community centers, union learning centers, extended schools, child's centers, colleges, and workplaces (Department of Environment Education and Skills, 2013).

Mukdahan is a town and capital of Mukdahan Province in Thailand, which became Thailand's 73d province in 1982. In the northern region of the country, on the right (west) bank of the Mekong River, it was formerly a district of Nakhonphanom Province. The population of the municipal area was 180,600 in 2010. The city was established at the mouth of Muk Creek and named *Mukdahan* from *Kaeo Mukdahan*. Prehistoric paintings and other archaeological discoveries show that the area of Mukdahan was the

location of ancient communities. The modern history of the city begins late in the Ayuthaya Era (1350-1767). In the years 1767–1770, Prince Kinnari, son of Prince Suriwong, ruler in Ban Luang Phonsim of Suvannakhet, established a settlement at the mouth of Muk Creek, across the Maekong from Savannakhét. In the reign of King Taksin, 1768–1782, Prince Kinnari received appointment as *Phraya Chandara Sri Surat* with a rank equivalent to viceroy. In 1893, Savannakhét District of Mukdahan was ceded to France (Thailand Census, 2010).

Khamcha-i, Asia property world, is a district of Mukdahan Province, Northeastern Thailand. Neighboring districts are (from the north clockwise) Dong Luang, Mueang Mukdahan and Nong Sung of Mukdahan Province, Kuchinarai and Khao Wong of Kalasin Province. The minor district (King Amphoe) was created on June 24, 1941, when the 6 tambon Khamcha-i, Nong Sung, Ban Song, Ban Kho, Ban Lao and Nong Ian were split off from Mukdahan district. Khamcha-I Pitthayakhom School, the dream school project, is the secondary school in the Secondary Educational Service Area Office 22 of the Ministry of Education in Thailand. This natural location environment of the school includes surrounding environmental resources where students are able to be taught about the natural environments, such as waterfalls, mountains, the Maekhong river, forestry, cultural sources, and etc. Students have had the natural environments and so ought to learn about conservation of these environmental sources and must be keep them for daily life for themselves and the world for a mass national population (see Figure 1).

An assessment of the quality of lower secondary education has indicated that only 40% of students received adequate preparation for readiness in community learning sources before attending primary school. Although Thailand has a very high percentage of youth attending learner development centers, if such centers are not supported properly by strengthening capacity and management, the quality of lower secondary students' development and youth learners' preparation for higher schooling can be seriously affected (UNESCO, 2011). Lower secondary students attend formal controlling institutions administered by the Ministry of Education, and about half of these students enroll in learning development centers of the formal education system mainly administered by the Department of Local Administration.

The Office of Basic Education Commission (OBEC) prepares the core secondary educational curriculum and disseminates it to all Educational Service Area (ESA) Offices for distribution to parents, guardians, and teachers so as to ensure that all key stakeholders combine efforts to provide secondary school with quality education. The 10-Year Plan and Policy for Secondary Education Development (2006-2015) provides a blueprint for achieving universal lower education students for all Thai students. The 10-Year Plan and Policy gives priority to three main strategies, namely (1) to support secondary education student; (2) to support parents and other stakeholders; and (3) to promote an environmental education that facilitates of their location for conservation of community sources and school environment.





		
Map of Mukdahan Province, Thailand	View of Mukdahan Province and Khamcha-I District Environment	Environmental Learning Source at Khamcha-I Secondary School in Kham Cha-I District

Figure 1. Khamcha-I Pitthayakhom secondary school at the natural environment of Khamcha-I district in Mukdahan province in Thailand

A researcher who is, also, a teacher at the local educational community emphasizes the 10-Year Plan and Policy of UNESCO and the 10-Year Plan and Policy, giving priority to three main strategies Thailand has taken with regards to environment education in at the Khamcha-I Pitthayakhom School in the Secondary Educational Service Area Office 22. How can this school management support students' learning development with the community learning source? What are the teachers and other stakeholders supported by this school to admire and believe about what is being taught about the natural environment source? How can teachers promote an environment that facilitates the education of lower student development, developing an activity learning management model for students that enhances their social skills, conserve the natural resources, and improve the desirable behaviors of lower education students? This study ought to answer these questions to formulate a common concept and guidelines for lower secondary education at Grade 9 development to provide concrete operational plans for effective mobilization, management, and resource utilization, to provide guidelines for data and information collection, and to incorporate lower secondary education at Grade 9 development with the community learning source model as an integral part of environmental education reform.

Methodology

Focusing on the research methodology and procedure of this study, this article will examine the lower secondary education at Grade 9's development curriculum in Thailand. Historically, in Thailand, there was little government intervention in school provision, in curriculum, and in curriculum implementation. Recently, in order to raise standards and improve the quality of lower secondary education at Grade 9's development institutions, government intervention in lower education has increased significantly. In the last three decades, the government has introduced a framework for a lower secondary education curriculum with *desirable outcomes for students' learning on entering individual environmental education* revised as the *community learning source*.

Research Aims

1. To investigate and develop the learning activity management model with the community sources for environmental education of lower education students at Grade level 9.
2. To compare the learning activity management model with the community sources for environmental education of lower education students in Grade 9 with the criterion of 80/80.

3. To associate between students' attitudes of their environmental conservation and students' behaviors of their environmental conservation by the pre- and post-learning activity management model with the community sources for environmental education of lower education students in Grade 9 with their gender and overall development.
4. To compare the continuing effects of their environmental knowledge between pre- and post-learning activity management model with the community sources for environmental education of lower education students in Grade9.

Research Limitations

Environmental Knowledge and Content Limitation. This limitation is made up of 4 factors: the natural and environmental conservation; the sustainable economics; physical and biological environments; and the festival, cultural, and local folk wisdom of the social environment.

Environmental Conservation Attitudes. This limitation is composed of the following factors: the individual's mind in environmental conservation, undestroyed environments, and environmental responsibilities.

Environmental Conservation Behaviors. These factors are natural to the conservative source: suitable economics, physical and biological environments, and the festival, cultural, and local folk wisdom of the social environment.

Sampling

A Learning Activity Management Model with the Community Sources for Environmental Education to enhance students' activities and behaviors in lower education students at Grade level 9 was administered with a sample size of 60 students of secondary school classes split into two groups at Khamcha-I Pitthayakhom School. Using the purposive random sampling from 250 students of five secondary education schools at Khamcha-I District in the Secondary Educational Service Area Office 22 of Mukdahan and Nakhon Phanom Provinces, Thailand, were selected. The first group of 30 students was selected as the experimental group from students at Grade 9/1 class, while the control group with 30-students was selected at Grade 9/2 class from Khamcha-I Pitthayakhom School.

Research Instruments

Using the six instruments' indications of a learning activity management model with the community sources for environmental education on the topic of the environment for lower secondary students is the instrument of this main study; it is called the environment lesson plans, which has four sub-topics divided into 10 topics of 20 periods for teaching plans. It used a 40-item test for assessing students' knowledge of their schooling about environmental education on four scales: the conservative source and environment, sufficient economy, physical and biological environment, and festival, cultural, and local folk wisdom scales. The 20-item questionnaire on students' attitudes about their environmental conservation, the 20-item questionnaire on students' behaviors toward environmental conservation, and the continuing evaluation of student's knowledge were assessed.

Data Analysis

Using foundation statistics, the mean average and standard deviation analyzed the students' responses to their learning activity management model with the community sources for environmental education were, thereby, assessed. Associations between the students' responses on the learning activity management model with the community sources for environmental education were built from the Wilcoxon statistic' form (E1/E2, efficiency). To test the hypothesis, comparisons were made between students' perceptions of using a learning activity management model with the community sources for environmental education of pre- and post-forms of their environmental conservation with different gender and an overall assessment of students' responses for each scale with Two-way ANOVA and the Two-way MANOVA statistic and to compare the continuing effects of students' engaged in a learning activity management model with the community sources for environmental education; this was a repeated measure with the ANOVA statistic.

Results

This study includes the quantitative method indicated that students' perceptions of their knowledge, their attitudes, and their behaviors to their conservative source of environment and students' continuing effects with a learning activity management model with the community sources for environmental education on the topic of environmental education for the lower secondary students at Grade level 9 to the response's scales of the conservative source and environment, sufficient economy, physical and biological environment, festival, cultural, and local folk wisdom scales, the results of this study are as follows :

1. Students responded to their environmental education and the quality of a learning activity management model with the community sources to enhance students' desirable learning activities with the community learning source of the lower secondary education students as 85.05/81.33, and the effective indicating value was 0.6229.
2. Students' responses on their pre- and post-knowledge, pre- and post-attitudes, and pre- and post-behaviors to their conservation environment with a learning activity management model on the community sources for environmental education in these two groups illustrated differences and showed statistically significant differences at level 0.05.
3. In terms of differential gender responses of their environmental knowledge about their conservation environment, it was found that the male students' responses were higher than female students', which illustrated differences and showed statistically significant differences at the level 0.05 on the four scales of the conservation resource and environment, sufficient economy, physical and biological environment, festival, cultural, and local folk wisdom scales. On the other hand, students' attitudes and their behaviors in response their conservation environment did not find that the male and female students' responses show statistically significant differences between genders.
4. Focused on students' attitudes toward their conservation environment with the four categories of the experimental and controlling groups, making them conscious of the environment, the undestroyed environment, the interactional environment, and their environmental responsibility, the experimental student group illustrated greater knowledge than the control student group, and the two groups were differentiated statistically significant at the level 0.05.
5. In terms of the conservation environment of students' behaviors with the four categories (natural conservation source; sufficient economy; physical and biological environment; and festival, cultural, and local folk wisdom scales), the experimental group indicated more than the controlling group and showed statistically significant differences at the level 0.05 in the four categories.
6. Interestingly, students' knowledge of their learning activity management model with the community sources for environmental education on the topic of the environment for lower secondary students, it was found that the post-learning activities were higher than the pre-learning activities' assessments and were differentiated statistically by significant differences at the level 0.05.

Discussions

The actual assessments evaluated the two groups of the 30-experimental student group, which was administered a learning activity management model with the community sources for environmental education, and the students in the 30-student control group who learned the usual learning activity on the environmental education of lower secondary school class at Grade 9 in Khamcha-I Pitthayakhom School in Mukdahan Province of Thailand were compared. The comparison regarded the learning activities with community learning source of students' outcomes to their attitudes, behaviors, and their knowledge of the learning activity management model with the community sources for environmental education for enhancement of student's activities. Students' responses and performance were highest for their learning activities with community learning sources as 85.05/81.33, efficiently, and the effective indicating value was 0.6229, significantly.

These results confirm that the study of Palmer (1998) that reported that environmental education (EE) refers to organized efforts to teach about how natural environments function and, particularly, how human beings can manage their behaviors and ecosystems in order to live sustainably. The term is often

used to imply education within the school system, from primary to post-secondary. However, it is sometimes used more broadly to include all efforts to educate the public and other audiences, including print materials, websites, media campaigns, etc. Related disciplines include outdoor education and experiential education. Environmental education is a learning process that increases people's knowledge and awareness about the environment and associated challenges, develops the necessary skills and expertise to address the challenges, and fosters attitudes, motivations, and commitments to make informed decisions and take responsible actions. Later that decade, in 1977, the Intergovernmental Conference on Environmental Education in Tbilisi, Georgia, emphasized the role of environmental education in preserving and improving the global environment and sought to provide the framework and guidelines for environmental education. The Conference laid out the role, objectives, and characteristics of environmental education, and provided several goals and principles for environmental education (Malone, 1999). The four developmental domains of lower secondary education activities are how well a student is developing an individual mind for conserving natural resources by from learning activity management with a community learning source, including environmental education, namely knowledge, attitudes, behaviors in response to student's social skill interactions with environmental education.

These behaviors and attitudes direct students' thinking and subsequent actions in response to events of their learning. Emotional connections develop when students relate to being taught through outdoor learning activities with natural environment of community source, share feelings and experiences, and are open and vulnerable (Neaum, 2013). Cognitive skills help students understand the local environmental learning with their local folk wisdom and develop through the process. They are developed through sensorimotor period, followed by a pre-operational period, then a concrete operational period and, finally, a formal operational period. Piaget believed that students showed prominent differences in their cognitive thinking as they developed through the process (O'Dea & Mukherji, 2000). "Normal" development is measured by the rate of vocabulary acquisition. This result was confirmed by Lieberman and Hoody (1998), who reported that schools can integrate environmental education into their curricula with sufficient funding from EE policies. This approach, known as using the "environment as an integrating context" for learning, uses the local environment as a framework for teaching state and district education standards. In addition to funding environmental curricula in the classroom, environmental education policies allot the financial resources for hands-on, outdoor learning. These activities and lessons help address and mitigate "nature deficit disorder," as well as encourage healthier lifestyles. In secondary school, the environmental curriculum can be a focused subject within the sciences or as a part of student interest groups or clubs. At the undergraduate and graduate level, it can be considered its own field within education, environmental studies, environmental science and policy, ecology, or human/cultural ecology programs (Smyth, 2006).

This study focused on the results of student's attitudes, student's behaviors, and students' knowledge about their conservation of the environment with the four categories of the experimental and controlling groups: making students conscious of their environment, undestroyed environment, interactional environment, and environmental responsibility, experimental student groups illustrated greater knowledge than the control group and were differentiated statistically significant. This learning activity with a community source was confirmed that it has been reported to supported an open source learning method, is an emerging education practice that allows students to capitalize on the scope and power of learning innovation to create and manage their own learning experiences and produce interactive material that is available to everyone. The term "Open Source Learning with Community Source" was coined for this context in 2009 by David Preston, a teacher who developed the Open Source Learning principles, tools, and techniques that are being used in a growing number of K-12 schools and colleges (Preston, 2013). In 2007, before Preston, American author and former school teacher of 30 years, John Taylor Gatto (2009) was already using the term "Open Source Learning with Community Source," extending this idea to all learning to everyone. For Taylor Gatto, the underlying premises of open source learning is that learning is available everywhere in life and is not restricted to places of learning (schools) (Gatto, 2009).

Suggestions

Interestingly, a secondary education school, Khamcha-I Pitthayakhom School, a community educational institute, and a dream school project in Khamcha-I district, Mukdahan Province of Thailand, where the location is surrounded with a plentiful environment of natural resources in Thailand. The students' who live with their parents and who are members of the school environment ought to emphasize the quality of their natural environment and community source. Teachers ought to have a specialized curriculum on environmental education for sustainability that helps students learn to design and implement actions that can contribute to a more sustainable future. The incorporation of sustainability into learning has been occurring for some time by teachers and state and territory education and environment agencies. In Australia, the Department of Environment of Australian Government emphasizes these initiatives, along with the advent of the first Australian Curriculum, which includes sustainability as a cross-curriculum dimension, provided the impetus for the development of the Sustainability Curriculum Framework (Department of Environment, 2010).

The result of this study provides information and guidance to curriculum developers and policy makers on how education for sustainability may be effectively incorporated into curriculums. It achieves this through a framework that describes what students may need to learn to live sustainably within their environments and community social sources, and it considers the most appropriate times and environments in which this learning should occur. This research study has been structured into lower secondary education groupings (age between 15-16 year old) to give curriculum developers flexibility to align the learning activity management model with the community sources for an environmental education framework content across all learning areas and enable in-depth focus on teaching in particular years to specify, support, help, enhance, and emphasize their learning with community and natural environment sources about how education for sustainability will be taught across the curriculum with environmental education to conservation of natural sources.

In the last thirty years, therefore, this research emphasizes environmental education activity learning management to confirm other research in Thailand, ought to join between social activities and individual minds from a social community's sources have merit for the natural environment (Veerawattananon, 2010). The environmental education forms should be able to develop the learning constructivism into the context of educational institutes (Jankong, 2008), to intervene with ethics into the learning activities in environmental education learning management for students' conservation, to their high-quality values found in their natural resource (Rattanadeemun, 2008). The educational institute ought to manage of teaching and learning and important units on the basic education of responsibilities of children's and youths' daily life.

At the present, learning management on environmental learning activities for students' attitudes and behaviors do not occur in a variety of forms; it has been seen that an environmental teachers administer their teaching activities, generally. Teachers have spent their time teaching in classroom learning activities and making a stand of their texts, to refuse directly the student' opportunities of their experiment and experience with their environment sources, and to emphasize learning activities that teach students to solve problems and solve them in the social community. The roles of community development ought to make community strength and self-abilities reinforce their power for supporting members of their social community for their practicing and training participation in the promotion of their arts, festivals, cultures, inheritance of their local folk wisdom, socialization of their beloved homeland by making participation of their environmental conservation and natural source (Wittayasukpan & Tayanont, 2007). Community schools and the schooling environment ought to be learned for students, whereas direct learning experience that has been learned through daily life, and made intensely interesting (Singsiwo, 2011). Using the natural learning community and source ought to determine with the school where students are able to manage of teaching and learning to make to be jealousy of the local natural source and environment; students will be feeling protected and solve problem in their local community and natural source, which are sustainable forever.

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