

**A PROPOSED MODEL OF CORPORATE GOVERNANCE
CHARACTERISTICS DEVELOPMENT OF SMALL AND MEDIUM
ENTREPRENEUR FOR UNDERGRADUATE STUDENTS MAJORING
BUSINESS ADMINISTRATION BY USING COGNITIVE
APPRENTICESHIP IN SOCIAL NETWORK**

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Abstract: The objective of the research are (1) to study current situation of cognitive apprenticeship learning model in Facebook for higher graduate education and corporate governance characteristics of small and medium entrepreneurs. (2) To develop learning model in corporate governance characteristics of small and medium entrepreneurs for undergraduate students using cognitive apprenticeship learning model in Facebook. Data collecting method in this study was questionnaire, corporate governance characteristic for SME test. The evaluation form about corporate governance characteristic of small and medium entrepreneurs collect information from the sample group who are 51 in the third years, or higher years of undergraduate students majoring in fields related to small and medium entrepreneurs, business owners, traders, and small and medium entrepreneurs management. Data analysis methods are statistic, frequency, percentage, average, standard deviation, and content analysis.

Developing learning model using cognitive apprenticeship learning model in Facebook to develop corporate governance characteristics of small and medium entrepreneurs for undergraduate students require 3 important factors which are (1) small and medium entrepreneurs whom received award in good corporate governance for SME of the year as the role model and students as the apprentice have active communication and continue collaboration in Facebook. (2) Facebook is an important tool in unique learning method benefiting education through communication, collaboration and resource/material sharing. (3) Managing learning method with 6

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steps of cognitive apprenticeship learning model which are being a modeling, coaching, scaffolding, articulation, reflection and exploration. Through learning in Facebook for 104 days, the researcher found that total score in corporate governance characteristic in small and medium entrepreneurs of the students after learning in Facebook reveals the higher score before learning with Paired t-test of 3.568 which is greater than 1.96 with the obvious confident difference at 0.001 which is less than statistical difference at 0.05. Moreover, students who learned through writing “Comment” in Facebook more than 80 percent of all learning units showed the post-learning score related to corporate governance characteristics of small and medium entrepreneurs achieving highest level of 5 which is close to the small and medium entrepreneurs whom received good corporate governance for SME of the year award and is the level showing the students have understandings in strategic thinking with the capabilities to create a balance between making profit and public responsibility from adjust to their new experiences to maintain changing attitude in the aspect of affective domain permanently.

Keywords: Cognitive Apprenticeship Learning Model, Cognitive Apprenticeship Learning Model in Facebook, Develop Corporate Governance Characteristics of Small and Medium Entrepreneurs, Small and Medium Entrepreneur, Corporate Governance for Undergraduate Students

Introduction

At present, the context of being small and medium entrepreneurs relate more and more to students. This is because the changing environment of economic and social context in the information age which help doing business easier. This makes a lot of students aiming their social status to be an entrepreneur after graduated. However, because of the fact that corporate governance characteristics of Thai small and medium entrepreneurs currently have been neglected among Thai entrepreneurs, (The Office of Small and Medium Entrepreneur, 2011), It is an important mission of higher education institutes to teach, train, and develop virtue, morality, and corporate governance to the students ensuring that these students will be succeed as a good small and medium entrepreneur in the long run.

Nonetheless, the limitation of teaching, training and developing virtue, morality, and corporate governance in educational institutes nowadays is learning management method that separate cognitive domain, affective domain, and psychomotor domain from the real life situations. Students will be trained about problem solving through reading and writing which cause teachers and students unable to reveal thinking process clearly (Collins, 2006). This makes students unable to truly understand in practical training about virtue, morality, and corporate governance characteristics for small and medium entrepreneurs which are ideal characters needed to be directly taught from experienced small and medium entrepreneurs who received the best of corporate governance entrepreneur for SME of the year award from the Institute for Small and Medium Enterprises Development, Puay Uengphakon Institute, the Thai Bankers’ Association, and the Bank of Thailand.

Cognitive apprenticeship learning is a form of learning which shall help students as an apprentice to learn about practical process about corporate governance

characteristics directly from small and medium entrepreneurs whom received the best of corporate governance entrepreneur for SME of the year award as a model who has higher skill and more experience in best practice of corporate governance of small and medium entrepreneurship. This should help encourage students to uplift their thinking from the real best practice and eventually become professional in the long-run. The apprentices will be able to see the process of modeling, coaching and scaffolding with help from their models. They will learn meaningfully in social interaction through articulation, reflection and exploration. (Collins, 2006)

However, cognitive apprenticeship learning in educational institute has a limitation that the amount of apprentices is outnumber the model affecting the inability to advise any apprentice individually in case of complex and real-life situation practice. Moreover, the model is unable to give an apprentice a prompt feedback because there is time needed for design management and evaluation form. There is also the limitation that the models stay around their own businesses, make it hard for the apprentices to travel and meet them. (Liu, 2005)

Hence, Facebook is a proper tool to for the current situation for the students because they are digital age children and familiar with using technology as a part of their life since they are young. Facebook also encourage knowledge management in a broader area. (Sanchez, Cortijo, Javed, 2013) Moreover, using Facebook for social interaction causing students to be alert in using Facebook to create active interaction with their classmates, realize the benefit of using this tool to exchange knowledge, and communicate with their friends more effectively resulting in positive attitude in using Face for educational purposes. (Mazman & Usluel, 2010) So, Thai educational institutes should use the bright side of Facebook in social interaction for increase for students' learning result through communication, cooperation, and sharing information and document.

Research Objectives

There are two objectives for the research:

1. To study current situation of cognitive apprenticeship learning model using Facebook for education in higher educational institutes and corporate governance characteristics in small and medium entrepreneurs
2. To develop learning model in corporate governance characteristics of small and medium entrepreneurship for students with cognitive apprentices learning model in Facebook

Research Scope

1. Practical model in corporate governance characteristics of small and medium entrepreneurs from small and medium entrepreneurs whom received the best of corporate governance entrepreneur for SME of the year award from the Institute of Small and Medium Entrepreneurs, Puay Uengphakon Institute, the Thai Bankers' Association, the Bank of Thailand between 2007 – 2014 in specific good practice which are good practices toward employee, good practice toward consumer, and good practice toward social and environment as a role model of cognitive apprenticeship in Facebook.

2. Concentrate on improve third year or higher of undergraduate students majoring related to being small and medium entrepreneurs or business owners because these majors prepare students for being entrepreneurs the most.

Conceptual Framework

Framework from Figure 1 shows the model of learning management to develop corporate governance characteristics of small and medium entrepreneurs with cognitive apprenticeship learning model combining 4 significant factors of knowledge management methods through cognitive apprenticeship learning mode which are (1) Content which are 3 proper format of the good practice of corporate governance characteristics: employee, consumer, and social and environment, (2) Method, (3) Sequence, and (4) Sociology or learning environment. The three objectives of using Facebook for education are (1) communication, (2) collaboration, (3) resource/material sharing. These will be done through 4 steps of educational knowledge management which are (1) specify the clear objective, (2) select the right content, (3) design the appropriate the teaching methods and learning experience, and (4) end with the evaluation.

(See Figure 1 on the next page)

Research Methodology

This study is a descriptive research which is divided into 4 steps as followed.

1. Study and analyze concepts, theories, principle, and related researches about cognitive apprenticeship learning model and current situation of cognitive apprenticeship learning by collect and analyze data using research tool of semi-structure interview to interview 3 instructors in higher educational institutes or professional instructors experienced in teaching or learning management using cognitive apprenticeship learning model to undergraduate students.

2. Study and analyze concepts, theories, principle, and related researches about learning in Facebook and current situation in using Facebook for education by collect and analyze data using research tool of semi-structure interview to interview 4 professional in information technology in using Facebook for education teaching undergraduate students.

3. Study current state of related practical model in corporate governance characteristics of Thai small and medium entrepreneurs by collect and analyze data about concrete practical model from interviewing entrepreneurs whom received the best of corporate governance entrepreneur for SME of the year award from the Institute for Small and Medium Enterprises Development, Puay Uengphakon Institute, the Thai Bankers' Association, the Bank of Thailand between 2008 – 2014 and the executives from both governmental and private sectors who are responsible for supporting the guidelines of corporate governance characteristics to small and medium entrepreneurs such as the Institute for Small and Medium Enterprises Development, Thaipat Institute by using research tool of semi-structure interview to interview 10 interviewees which are entrepreneurs whom received the best of corporate governance entrepreneur of the year award and the executives from both governmental and private sectors.

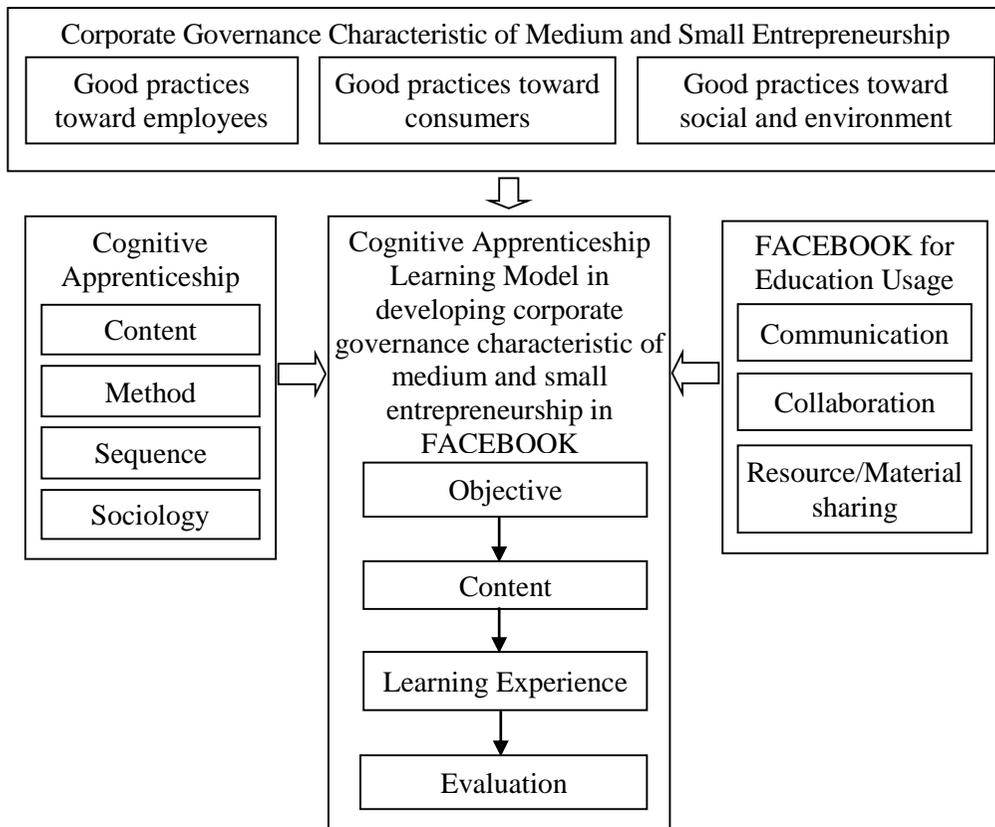


Figure 1: Conceptual Framework of the Study

4. Develop and use cognitive apprenticeship learning model in Facebook about developing learning model in corporate governance characteristics of Thai small and medium entrepreneurship for undergraduate students approved by experts exercising in developing students about venture, moral, and corporate governance to students and 6 small and medium entrepreneurs whom received the best of corporate governance entrepreneur for SME of the year award to verify content of the study so that the researcher can improve the study accordingly. Then, bring learning model for developing corporate governance characteristics of small and medium entrepreneurs in Facebook to test with the sample group of 51 third year undergraduate students who are studying in majors related to being entrepreneur, business owner, investors, and small and medium entrepreneurs management as an apprentice. These apprentices will take a test about corporate governance characteristics of small and medium entrepreneurs before and after learning using Facebook and select 3 small and medium entrepreneurs whom received the best of corporate governance entrepreneur for SME of the year award from the Institute for Small and Medium Enterprises Development, Puay Uengphakon Institute, the Thai Bankers' Association, and the Bank of Thailand as a part of learning using Facebook as a role model.

Research Results

1. Study and analyze concepts, theories, principle, and related researches about learning with cognitive apprenticeship learning model and current situation of cognitive apprenticeship learning. The research found that cognitive apprenticeship learning is a form of learning which will help students as an apprentice to learn to analytically watch thinking processes from the instructors who have higher skill and more experience. This will encourage high level of thinking by students themselves and eventually become their skill. The apprentices will see actual regulation and can train with helps from their instructors. The apprentices will gain meaningful learning in the real world and have context in social interaction through watching, supervising, and training which are important combinations for using cognitive apprenticeship learning model (Collins, 2006) as shown in Figure 2.

Content 1. Domain Knowledge 2. Strategic Knowledge	Method Role model Apprentice 1. Being a Role model 4. Articulation 2. Being a coacher 5. Reflection 3. Offering scaffold 6. Exploring
Sequence 1. Increasing Complexity 2. Increasing Diversity 3. Global before local skill	Sociology 1. Situated Learning 2. Community of Practice 3. Intrinsic Motivation 4. Exploiting Cooperation

Figure 2: The Four Important Elements of Cognitive Apprenticeship (Collins, 2006)

(1) Content is the thing that gives the expert their knowledge. Knowledge can be divided into 2 main groups which are: (1.1) Domain knowledge which includes concept, fact, processes shown in content taught. Domain knowledge can be found in textbooks, lecture, and demonstration. Such knowledge is required but not enough for the apprentice to apply in real life problem and working, especially in learning method which the context of true problems and practical problem solve are taught separately. (1.2) Strategic knowledge which can be divided into 3 steps: (1.2.1) Heuristic Strategies. Initiate from using technique and method to complete a task but might not be used in some occasions. When used, heuristic strategies can help solving problem effectively because the role model has learnt strategies in solving such problems from their own experiences. (1.2.2) Metacognitive Strategies. Metacognitive strategies consists of controlling and judgment from the apprentice who is in the situation which forced to choose using various strategies, but found the problem in management or controlling the situation. As a result, metacognitive strategies are needed for controlling the apprentice own thoughts in choosing possible strategies to solve problems, or to decide when strategies needed to be changed. This links with high level of thinking skill which has multiple and complex processes, most of which need varied basic skills using together. (1.2.3) Learning

Strategies. Learning strategies is a strategy for learning everything mentioned above. This type of strategy is knowledge related to methods that create learning activities from general strategies, learning new concepts, and specific strategies to solve complex problems such as learning from a real complicated situation so that the apprentice can learn from conditions with conflicts that force him or her to decide one way or another to solve that problem. Moreover, this could encourage the apprentice to apply their knowledge in creative ways to find a way to make their situation better and can learn about the possibilities to consider problem from different aspects. (Artitaya Duangmanee, interview, 4 June 2014)

(2) Method is managing knowledge to encourage the apprentice to be an expert. Method should be designed so that the apprentice will have a chance to watch and find various strategies through all learning activities which have 6 steps as followed explanation. (2.1) Modeling which is related to the role model working for the apprentice to watch and form thinking process of workflow in order to complete the tasks. (2.2) Coaching related to the role model watches the apprentice works and suggest, help, give feedback, and show them examples so that the apprentice can remember resulting in effectiveness in working in the same level as the role model. (2.3) Scaffolding related to the role model helps the apprentice until they can work on their own efficiently. (2.4) Articulation related to the apprentice communicate through talking or writing about knowledge, reason or process in solving problem clearly through questioning so that the role model can talk or write about thought used for solving problems including allow the apprentice to take a role in controlling participating activities. (2.5) Reflection related to allow the apprentice to compare their processes solving problem with the role models and other apprentices'. (2.6) Exploration related to encourage the apprentice to try to use the processes to solve problems on their own.

(3) Sequencing is a sequence of learning activities which is vital to the structural learning model. The 3 important principles are: (3.1) Increasing complexity is creating a sequence of processes of tasks to be more complex so that the apprentice can show their skills freely. (3.2) Increasing diversity is creating a sequence of processes of tasks with a variety of strategies and required skills. And (3.3) Global before local skills is creating a sequence of learning steps from basic skills applying for high-level strategies.

(4) Sociology is the social context of learning environment. It consists of four areas as follows: (4.1) Situated learning is creating an environment that encourages the apprentices to actively solve problems from real-life situations under different conditions and the apprentice can apply. (4.2) Community of practice is to creating a learning environment that the role model understands the methods for solving problems and operate activities in the community as an owner of the community, leading to the mutual dependence and sharing experience. (4.3) Intrinsic motivation is creating a learning environment associated with learning from real situations and practical community which are needed for stimulating learning intrinsic motivation. And (4.4) Exploiting cooperation is creating a learning environment to promote collaborative problem-solving.

Moreover, cognitive apprenticeship learning model can lead to the development of affective domain because the development of cognitive domain and affective domain are formed from significantly interaction through learning which related to the behavior with emotional elements and all feelings are concerned with affective domain. (Miller, 2005) As a result, learning management administrators need to plan learning model that can cause attitude change in terms of way, level, and the intense of attitudes. By changing one element will affect other elements so strategies for managing learning effectiveness are needed by focusing on creating new attitudes through changing. Learning management about attitudes effectively needs persuasive presentations and new information related to the apprentice through the absorption, adjustment, and eventually creating a new balance. Hence, the learning manager must set a shared target between the role model and the apprentice. The role model must be ready to teach or guide, and have the skills to present and express the main ideas because learning about practices related to affective domain is the learning method which expect the learners to be able to leverage strategic thinking and receive new attitudes. The achievement of learners will depend on their basic abilities. If their basic abilities are good, the learner then can learn about strategic learning faster. If the role model has the ability to express their knowledge, or make the apprentice understand, and can communicate well, this will eventually stimulate learning.

2. Study and analyze concepts, theories, principle, and related researches about learning in Facebook about using Facebook for education. The researcher found that teaching methods in higher educational institutes in foreign countries has been using Facebook as a tool in education to a degree. Using Facebook for education is directly related to the purpose of use and indirect related to the usage. The use of Facebook is associated with benefit from using, the convenience of using, social influence, conditions of cooperation and be a part of the society. The benefit from using is the most important reasons for using Facebook, causing the rapid growth of its users. Moreover, social influence is the most significant factor in using Facebook which means that students are lured by social influence to use Facebook to create or maintain relationship with others who share same interests. This prove that social interaction is the main reason for using Facebook, indicating that the social nature of Facebook will drive to the application and the usage of Facebook by students in higher education 6. (Sanchez, Cortijo, Javed, 2013; Mazman and Usluel, 2010)

Moreover, after using Facebook for social purposes, students will be motivated in using Facebook to actively interact with classmates. They see the advantages of using such tool to exchange knowledge and communicate with friends effectively, resulting in positive attitude among students in using Facebook as an educational tool through communication, cooperation, and sharing information. (Mazman & Usluel, 2010).

Communicating through Facebook focuses on creating interaction and communication in different directions between members of the virtual community which encourage communication between students and instructors effectively. (Apichat Diloksakulchai, interview, 29 May 2014)

Collaboration is another skill needed for learning in Facebook because Facebook is built on a foundation of friendship and hospitality. This results in knowledge exchanges through arguments for reasons between students and instructors by telling

stories in Facebook, or among students themselves. It promotes relationships between students so well that leads to stimulating the creation of varied knowledge from meaningful interactions and develop high-level thinking through talking in the online community.

Resource/material sharing through images, video, and animation on web 2.0 tools enables data and document sharing via Facebook, promoting the development of students as information consumers with quality in time and access ability. It allows students to engage in creative and analytical thinking using video or photo posted on Timelines. Students also can participate in visual communication. (Chaiyos Pansakulchai, interview, 12 June 2014)

3. The result of current situation related to the practical guidelines in corporate governance characteristics of Thai small and medium entrepreneurs. The researcher found that a good practical guideline in corporate governance characteristics of small and medium entrepreneurs is to concentrating on the owner of the business because SME is a business driven by its owner. If the owner sees the importance and bring in corporate governance characteristics to be a part of business management, the practical guidelines in corporate governance characteristics will be more solid. This shows especially in guideline of activities which can motivate the employees in the organization, highlighting on practical step by step and start from what people in the organization are interested in. Governmental departments involve in the development of corporate governance characteristics for small and medium entrepreneurs should select private organizations which received excellence corporate governance award to be the role models in proving the guideline to other businesses in society and should be done continuously so that it will be recognized broadly. The appropriate guideline in the development of corporate governance characteristics of small and medium entrepreneurs should focus on stakeholders in three groups as follows (Institute for Small and Medium Enterprises Development, 2014).

A. Good practices toward employees

Employee development is very important especially with the small and medium entrepreneurs driven by people. The business owners must make their employees feel encouraged to work for the organization. Rewards in the form of salary or other benefits must be consistent with the real economic situation. Assessment must follow the criteria clearly and can be verifiable in order to reflect working ability of the employee. (Narakorn Rachapolsith, interview, 29 April 2014) However, as in the context of the best practice for the employee, business owners may think that hiring employees with salaries have to be worthwhile. In fact, salary is not the answer to everything. So, the good guideline of treating employees business owners should focus on are (1) Issues related to law and regulations such as labor laws and welfare which need to meet the minimum standards required by law, paying salary in full by the date and time agreed upon. (2) Issues related to emotions. Business owners must have a moral, be considerate and refine to help keeping employees happy. This will create close-knitted atmosphere in the workplace. Business owners may interlace with Buddha's teachings, taking care their employees as if a family member. (Yaowalak Kunakornporamat, interview, 3 April 2014) They must

always think that the word "employee" (ลูกน้อง) is the combination of two elements: "child" and "sibling". If an employee does something well, how and what can the employer support that? If an employee fails in something, how can the employer help fulfilling and support him or her to succeed? (Phansak Leelaasuwanakulsiri, interview, 4 April 2014)

In most large organizations, there is a union for protecting benefits of the employees, but that is not necessary in small and medium entrepreneurs because if the mindset of the business owner is already the union, it's not hard to own their employees' trust. Managing people is the art and science that takes time. The employees have to participate with the organization as much as possible. When every employee understands, everyone will involve in making the organization successful in the long run. These will reflect positively when the business faces obstacles or has difficulty. These employees will be ready to reduce their own benefits to help the organization survive longer. (Yaowalak Kunakornporamat, interview, 3 April 2014)

B. Good practices toward consumer

The corporate governance characteristics of small and medium entrepreneurs' guideline for treating consumers should focus on value of the product or service. This should start from selecting raw materials. Product quality is as advertised. After-sale service should follow moral regulation. There should also be processes for compensation and responsibility available to help solving problems for the consumers. (Pipat Yodpruttikarn, interview, 8 April 2014) That product or service must be worth in the perspective of the consumers as well. Concealing consumers' information and make it confidential is another important thing for the business owners who need to respect the privacy of others. This is especially important now, in the age of the consumer, when the bargaining power is in the consumers' hand. Even if the owner does not want to focus on the moral, customer's demand still is a key factor that can make entrepreneurs change their way of doing business. Like eating non-toxic food, if the entrepreneurs do not adapt to the change, the consumers have the rights to purchase products or services from those who offer safer choices. (Suwanchai Lohawattanakul, interview, 9 June 2014) So, the sincerity in doing business and allowing consumer to giving their opinions is a strategy that results in consistent repeat in purchasing product and using service.

C. Good practices toward social and environment

Social and environment problems are issues that are alert and aware of by the public because it is close to people's life and affects many people's lives. The business owners need to follow laws and regulations and hold on moral principle that the organization will not make the community suffer and not taking advantage of the society. The examples are that industrial production must not emit pollutions or waste into environment, improving the establishment to be free from drugs under the concept of White Factory, categorizing waste, designing high structure for the factory following the wind way for constant air circulation. (Nartrapii Wangwongsakul, interview, 6 May 2014) Moreover, the

entrepreneurs in suburban areas can help saving the society and the environment because rural communities in Thailand still need help and participation from people in society such as factories in communities having temple, school, and hospital. The business owners can initiate campaigns for supporting the community through a variety of activities. (Yaowalak Kunakornporamat, interview, 3 April 2014)

4. Developing and using cognitive apprenticeship learning model in Facebook to improve learning about corporate governance characteristics of small and medium entrepreneurship for undergraduate students. The researcher found that developing and using cognitive apprenticeship learning model in Facebook to improve learning about corporate governance characteristics of small and medium entrepreneurs for undergraduate students needs 3 important elements which are: (1) Small and medium entrepreneurs who have received the best of corporate governance entrepreneur for SME of the year award as a role model and students as an apprentice need to have active and continuous interactions in Facebook. (2) Facebook is a valuable tool which has unique characteristic related to educational benefits through communication, collaboration, and resource/material sharing. (3) Managing learning methods with cognitive apprenticeship learning model has 6 steps: being a modeling, coaching, scaffolding, articulation, reflection and exploration. Students will access to the core concept until being an expert in high level of strategic thinking and be able to solve problems on their own. They also can control their own ideas, learn to analyze in a situation requiring them to choose possible solutions to solve a problem or to decide when need to change strategies accordingly.

Moreover, the learning management model with above mentioned elements has to have 4 important learning management processes (Phaitoon Sinlarat, 2013) as shown in Figure 3.

(See Figure 3 on the next page)

(1) Setting the objective so that the mentioned learning model and guideline for developing students in the development of corporate governance characteristics of small and medium entrepreneurs in Facebook can be applied for learning in formal system, informal system, and private system.

(2) Determine the contents containing with core knowledge. The core knowledge consists of basic content about concepts and guidelines related to corporate governance characteristics of small and medium entrepreneurs. They are fact and strategic content. This content requires high level of thinking process offering the apprentice techniques and methods to complete their tasks, learning to solve problems in proper situations through practicing solving problems. The apprentice also learns to control their own thinking learn to analyze in a situation requiring them to choose possible solutions to solve a problem or to decide when need to change strategies accordingly.

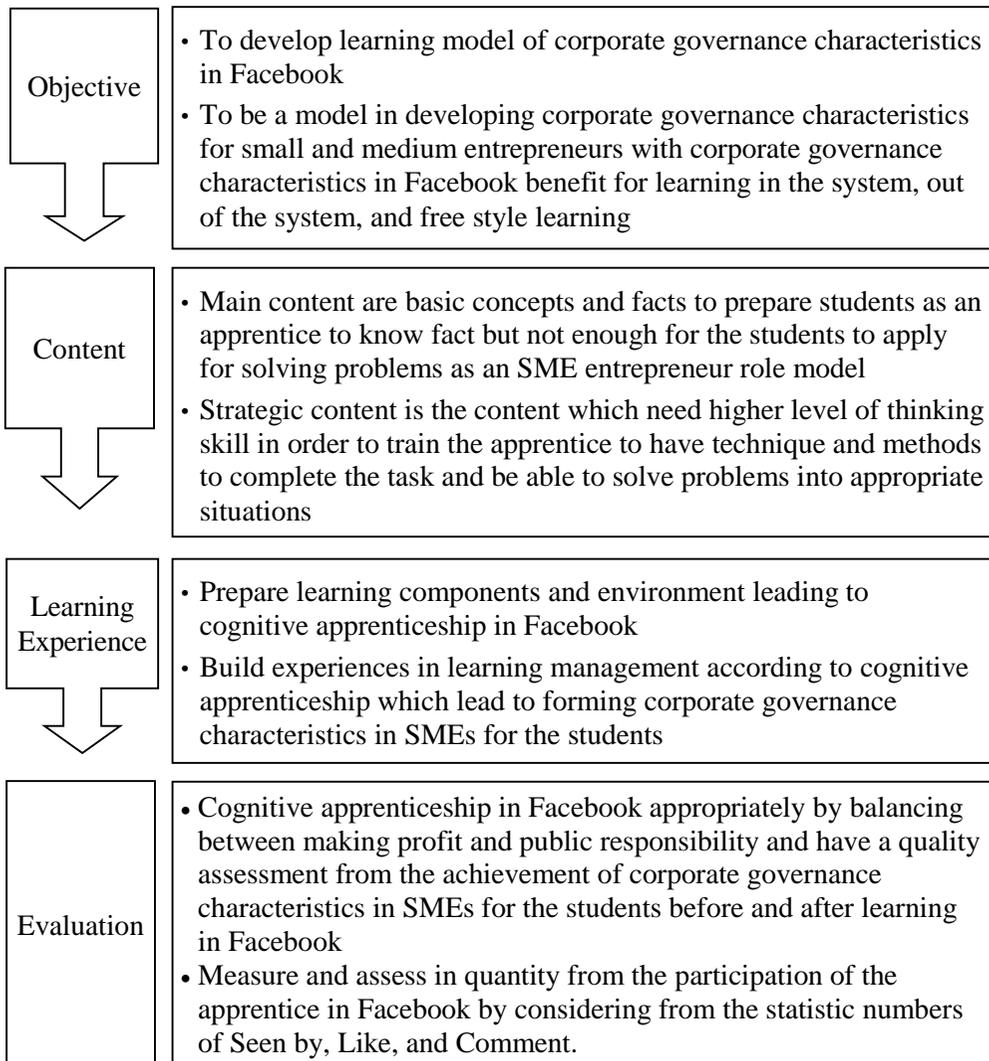


Figure 3: Framework Presenting Cognitive Apprenticeship Learning Model in Facebook to Develop Corporate Governance Characteristics of Small and Medium Entrepreneurship for Undergraduate Students

(3) Teaching and learning experience methods by managing learning experience so that the apprentice can understand the guideline of corporate governance characteristics of small and medium entrepreneurs permanently. The learning methods are created in hierarchy, from the first stage that the role model shows corporate governance characteristics of small and medium entrepreneurship from the real situations in doing the business as primary or basic knowledge content so that the apprentice can understand the basics. Then, in the second stage, the apprentice will be in the process of assimilation or absorption corporate governance

characteristics of small and medium entrepreneurs through strategic content of case studies that relate to real life situations to stimulate attitude change. The role model will offer advice, guide, and give the opportunity to discuss after learning so that the apprentice can absorb the different attitudes. The role models communicate by writing their thoughts on Facebook. These thoughts are processed with high level of thinking and planning skill. In the third stage, the apprentice will learn to adjust and rearrange their attitude toward corporate governance characteristics of small and medium entrepreneurs. The apprentice will continuously develop strategic thinking from case studies related to real life situation when the role model increase the number of different and complex factors so that the apprentice can adjust and arrange the conflicts between new and old experiences, encouraging the apprentice to review their thoughts about new case studies which are more diverse and complex. The fourth stage, the highest, is when the apprentice can permanently build attitude balance in corporate governance characteristics of small and medium entrepreneurs with good guideline through case studies related to diverse and complex real life situations continuously until they can build attitude balance in affective domain through new experiences accepted by themselves. The apprentice can develop thinking process the same way as their role model does and be able to participate in seeking other apprentice who might still be in the stage of adjust and rearrange to push them to have inner encouragement in balancing attitudes from new experiences and form new attitude solidly.

(4) Measurement and evaluation. Cognitive apprenticeship learning model in Facebook to develop the corporate governance characteristics of small and medium entrepreneurship should be measured and evaluated in two parts.

(4.1) The quantitative assessment using the achievement of the corporate governance characteristics of small and medium entrepreneurship of undergraduate students before and after learning in Facebook using the score from the Rubric scale⁴ through 3 good practice toward employee, consumer, and social and environment. The researcher analyzed the achievement of the guideline for practice corporate governance characteristics of small and medium entrepreneurship of students by comparing the difference of achievement scores

⁴ Meanings of Rubric scale are: 0 point means the apprentice choose the guideline which is against corporate governance characteristics. 1 point means the apprentice agrees with the guideline that supports corporate governance characteristics of SME taught by the role model. 2 point means the apprentice has basic understanding which supports corporate governance characteristics of SME taught by the role model. 3 point means the apprentice has higher level of understanding from absorbing new experiences that encourage changing attitude in affective domain meaningfully of the apprentice. 4 point means the apprentice has understanding from using strategic thinking which built by adjustment and rearrangement between new and old experiences to encourage attitude changing in affective domain. 5 point means the apprentice has understanding from using high level of strategic thinking which can build balance between making profit and public responsibility which formed from adjust to new experiences to maintain changing attitude in affective domain permanently.

between pre and post-test of learning with cognitive apprenticeship learning model in Facebook by using the statistic tool of Wilcoxon Signed Rank Test from SPSS under the assumption of both of sample groups (pre and post-test) are the same group and not independent. The distribution gives normal curve. The analysis of the achievement scores of the corporate governance characteristics of small and medium entrepreneurship of the student after learning in Facebook are higher from the scores before learning significantly with confident significance at 0.001, which is less than the statistical significance at 0.05.

(4.2) The quantitative assessment of learning in Facebook quantified using function in Facebook such as Seen by, Like, and Comment. The quantitative assessment shown that considering from the statistic of "Seen by" of the apprentice learning in Facebook from all learning units, in learning unit 1 to 8, all of 51 apprentices, or 100 percent, saw the learning unit. The learning unit seen least saw by 15 apprentices from 51 apprentices, or 29.40 percent. Moreover, the arithmetic average of "Seen by" is 37 apprentices, or 73 percent. The statistic of "Like" of the apprentice for learning unit used for the case study shows that the highest number of the apprentice pressed "Like" button are 29 apprentices from 51 apprentices, or 57 percent. The lowest number of the apprentice pressed "Like" button are 7 apprentices from 51 apprentices, or 14 percent. The average number of pressing "Like" is 13, or 26 percent. In addition, the statistic of Comment of the practice for the learning unit used for the case study showed that the highest number of the apprentice writing "Comment" are 21 apprentices from 51 apprentices, or 41 percent. The lowest number of the apprentice writing "Comment" is 4 apprentices from 51 apprentices, or 8 percent. In addition, the statistic of "Comment" is 7 apprentices, or 14 percent.

Discussion Research Results

Managing Activities for extracurricular activities in Facebook is appropriate for students in this time because the children are familiar with information and communications technology. It can be seen from the students in the sample groups in learning experience in Facebook experiment. All 51 students have already used Facebook and available to be invited into this experiment since the orientation on the first day there. During the 104 days of learning in Facebook, the researcher had measure and assess learning outcomes in Facebook both in terms of quality, using Rubric scale, and quantity, based on the statistics of "Seen by" viewers, the number of Like, and comment. The researcher found that students' participation in learning through writing "Comment" in Facebook will relate to the achievement of desirable corporate governance characteristics of small and medium entrepreneurs because the achievement of students who presses "Like" button or "Seen by" viewing the learning units posted on Facebook but did not write "Comment" had scores less than students who wrote comments significantly. So, communication via writing solid comments on Facebook reflects that the students could review their thought and can explore to encourage choosing guidelines about the corporate governance characteristics appropriately (Collins, 2006). This corresponds to one of the factors in using

Facebook for education effectively: communicate via Facebook help encourage the communication between instructors and learners. (Mazman and Usluel, 2010)

In addition, the students who learned actively and continuously through commenting on Facebook have higher scores than the students who did not learn actively and continuously. This can be proved by the students who learned through comment on Facebook more than 70 percent of all learning units showed the achievement related to corporate governance characteristics of small and medium entrepreneurs highest at levels 5 which is close to the small and medium entrepreneurs whom received the best of corporate governance entrepreneurship for SME of the year award and is the level that the students have understandings in strategic thinking with the capabilities to create a balance between making profit and public responsibility from adjust to their new experiences to maintain changing attitude in the aspect of affective domain permanently. (Lall and Lall, 1983 cited in Sakchai Phucharoen, 2010; Miller, 2005; Mazman & Usluel, 2010) For the students who comment on Facebook less than 70 percent of learning units but view “Seen by” or press “Like” button for the units constantly show the achievement in corporate governance characteristics of small and medium entrepreneurs at the highest level of level 3, meaning the students have higher level of understanding from absorbing new experiences that encourage changing attitude in affective domain meaningfully of the apprentice.. (Lall and Lall, 1983 cited in Sakchai Phucharoen, 2010; Miller, 2005).

The achievement of students who viewed “Seen by” or pressed the “Like” button of the learning units but did not write comment has lower scores than the students who wrote comments significantly because corporate governance characteristics is an attitude content that should have been idea-crystallized through highly complex thinking processes which are: (1) Absorption is the processes that the brain receives stories and information for storing, (2) adjustment and rearrangement the system is the processes that the brain has adapted and merged older and new experiences together and forming new cognitive structures, and (3) building a balance is the process resulted from the stage of adjustment. If the adjustment is appropriate, it will be balanced. If unable to adjust between old and new experiences, the balance will lose and cause conflict. (Lall and Lall, 1983 cited in Sakchai Phucharoen, 2010) However, the number of students who commented on Facebook more than 70 percent of all learning units is quit a small proportion. This may be due to the learning model used in Facebook for this experiment is an extracurricular activity. As a result, the students were not actually obliged to participate in learning in Facebook. So, the challenge of learning manager is how to encourage the students to participate more in learning through writing comments on Facebook.

From the study, the researcher found that managing situated learning in Facebook need to encourage participation of its members because the more the members are active or eager to learn, the more chances of increasing participation from the members rises. The research of using Facebook of students in Israel said that the proportion of Facebook users in a period long enough benefits educational learning by 30 users from the total of 47 users who are active in participating in learning, or about 64 percent. (Forkosh-Baruch & Hershkovitz, 2011) Moreover, the role of friendship is highly influential in helping to stimulate learning through interaction between friends in Facebook. (Whitehill, Brockman & Moreno, 2012) However, from

the results of experimental learning in Facebook of 51 students who are friends and close together which should help supporting interaction in active learning in Facebook. However, the research results do not show any correspondence to the theory mentioned above in any way. This may be due to the social context of Thailand which is highly private. Despite being close friends, the students did not like to share academic information or content on Facebook because it needs exchanging intelligent views that can be compared with one another who is smart, or not, unlike sharing entertaining or easy-going stories which encourages the interaction among friends on Facebook well.

The relationship between small and medium entrepreneurs and the students facilitate the learning in Facebook through collaboration is another successful factor for using Facebook for education (Mazman and Usluel, 2010) because the collaboration in Facebook concentrate in creating interaction and multi-way social group members in the virtual world. (Ventura & Quero, 2013) This encourages collaboration between small and medium entrepreneurs and the students because the environment of Facebook is friendly making the students more comfortable to communicate with the operators of small and medium entrepreneurs and encourage creating a variety of knowledge from meaningful interactions and develop high level of thinking process through talking in the online communities. (Lin, Hou, Wang, Chang, 2012) The researcher had introduced small and medium entrepreneurs to the students via a video clip before started learning and managed activities during the learning to help small and medium entrepreneurs and students to have opportunities to learn about each other. However, knowing each other in the virtual world cannot compensate a face-to-face meeting. Moreover, the context of Seniority in Thai society which the junior should show the respect to the senior one will be one obstacle that students will be able to open their mind to talk with small and medium entrepreneurs freely. Consequently, creating the friendly environment between students and small and medium entrepreneurs ensuring they are familiar each other will encourage the effectiveness of learning on Facebook from relationship and collaboration between small and medium entrepreneurs and students.

Moreover, there was a tendency that students' participation during the 104 days of learning through viewing "Seen by" learning units, pressing "Like" button, and commenting gradually decrease in the first 30 days which is not related to the research from foreign country indicated that the period of time spent on Facebook for education must more than 98 days in average. (Forkosh-Baruch & Hershkovitz, 2011) There were only 4 students from 51 students, or 8 percent, who view learning units, presses Like button, and commented all through the 104 days. This research results reflects that the continuous dropping of students' participation in Facebook may be because that 104 days for a period of learning is too long for Thai students. Plus, content for the learning are too academic and had similar learning pattern in every learning units which starting from a video clip following with a few case studies from each unit. As a result, the students feel bored beyond participating or stay active in learning in Facebook. To conclude, managing learning in Facebook should prepare content that not too academic within a reasonable period of learning I

In conclusion, managing the effective learning for educational purpose in Facebook need to encourage participation of its members actively and eagerly via

writing comments between the familiar and sincere small and medium entrepreneurs and students which can easily stimulate the collaboration between them using the edutainment content with has both hidden academic purpose and fun style at the same time under the appropriate the learning period

Recommendations for Future Research:

The challenges of learning management in Facebook to develop corporate governance characteristics of small and medium entrepreneurship for students are:

1. Increase learners' participation in Facebook constantly because the achievement of corporate governance characteristics of small and medium entrepreneurs of the students who learned continuously reached as high levels as small and medium entrepreneurs. So, learning managers need to find a strategy encourage active learning in students in learning in Facebook by:

- A. Too academic content make learners unable to enjoy learning unlike using Facebook for entertainment in daily life. So, the selection of content should be update and easy to link with learners' lives affecting more participation in learning in Facebook.
- B. Managing learning experience in Facebook need a diversity, not monotone, or too pattern-like repetition such as every learning unit start with a video clip followed by 2 case studies every times. This will make the learners get bored and unable to motivate them to participate more in learning in Facebook.
- C. The 104 days of learning period in Facebook may be a too long learning period for the students in the social context of Thailand. So, modifying content to fit within a month may be a proper period for learning in Facebook
- D. Providing opportunities to participate in design learning in Facebook may help motivate the students to be more active in learning such as setting up a problem which is within the interest of the students and let the students find the answers from challenging activities like making short films or producing a viral clip may help making learning in Facebook more efficient.

2. Quality measurement is very important to the achievement in learning of the students. The assessment for learning in Facebook considered by popular "Seen by" view or number of "Like" may be the action of following others, or just scrolling by which the students have not truly intend to read to learn. Thus, effective learning assessment in Facebook should focus qualitative assessment through written comments which could reflect the thinking of the students clearly of how they understand the content. So, qualitative measurement is very significant to the achievement in learning of the students in Facebook.

3. Building relationship and familiarity between instructors and learners, or between among learners themselves is very important in creating interaction in learning on Facebook. It also have to be the relationship which is strong and close enough that other members in Facebook are willing to share and exchange information with their group casually. In this point, learning managers have to understand the private context of Thai society. So, ice breaking activities is a chance to allow the students to introduce themselves via a short video clip before start learning in Facebook for a long enough period resulting in the creation of deeper friendship that will help learning between Facebook members better.

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