



Nakhon Si Thammarat  
Rajabhat University

# 17

## PARTNERSHIPS FOR THE GOALS



International collaboration  
data gathering for SDG



Collaboration for SDG best  
practice



Collaboration with NGOs for  
SDGs



Sustainability Literacy







## International collaboration data gathering for SDG

The university has established a cooperation network with domestic and international organizations to elevate the operation in all missions to the international level. A Memorandum of Understanding has been signed with international organizations, including the Memorandum of Understanding between the Network of Rajabhat Universities and National Pingtung University, China; the Memorandum of Understanding between Nakhon Si Thammarat

Rajabhat University, Thailand, and Gunma University, Japan; and the Memorandum of Understanding between Chengdu University, China, and Nakhon Si Thammarat Rajabhat University, Thailand. The said Memorandum of Understanding includes (1) student exchange activities; (2) faculty, administrative staff, and researchers exchange activities; (3) research papers, publications, and related information; (4) arts and culture activities; and (5) joint research activities and other joint educational activities. These collaborations lead to international cooperation for sustainable development.



## Collaboration for SDG best practice

Due to SDG 17.2.4 specifically underscoring the importance of research and collaboration to identify and disseminate best practices across different countries and regions. Nakhon Si Thammarat Rajabhat University has been working towards SDG 17.2.4 in international collaboration and research with various university in various countries including Hanseo University (Korea), Korea Institute of Geoscience and Mineral Resources (Korea), Anhui Jianzhu University (China), Anhui University of Science and Technology (China), Suzhou University of Science and Technology (China), Hefei University (China), Suzhou University (China), Ho Chi Minh City University of Technology (Vietnam), Universitas Islam Indonesia (Indonesia), Central University of Gujarat, (India), Malaya University (Malaysia), King Mongkut's Institute of Technology Ladkrabang, (Thailand), and Khon Kaen University (Thailand). During the meeting, we talk about how crucial research and teamwork are to achieving SDG objectives. As a result, we have started using conferences to spread the word, including the 17th International Conference on Multi-functional Materials and Applications at Anhui Jianzhu University, China (November 24–25th, 2023) and the 5th International Conference on Chemistry, Chemical Process, and Engineering. The theme of this conference is Chemistry for Sustainable Development: Achieving SDGs through Innovations and Collaborations. This event will be scheduled for August 14th, 2024, in Yogyakarta, Indonesia. Following these occasions, Nakhon Si Thammarat Rajabhat University has been pursuing SDG 17.2.4 in international cooperation and research through a range of initiatives, including student and lecture exchanges and the publication of research articles that promote the SDGs.







## Collaboration with NGOs for SDGs

The Thanyarak Foundation, founded under the royal benevolence of Her Royal Highness Princess Srinagarindra. The foundation's mission is to empower Thai women in the fight against breast cancer. In the academic year 2023, the Thanyarak Club of Rajabhat University campaigned for Thai women to learn how to properly self-examine their breasts and to observe changes regularly. The goal is to mitigate the risk of illness and lower the mortality rate from breast cancer by utilizing the communication campaign activities of students from the Thanyarak Club, which involve providing knowledge to communities within the service area. The activities carried out by the students received the first runner-up award in the "Continuing and Expanding the Mission to Conquer Breast Cancer" project competition. The students in the team consist of Ms. Chudamas Luangprab, Ms. Manatsanan Chamnankit, Ms. Natchaya Numnuan, Ms. Phassorn Thongkhaopuek, and Ms. Phonsiriwan Lateh. The club advisors are Ms. Sita Ritthatham, Ms. Hathairat Talyarak, Ms. Thannalin Krainara, and Ms. Saowalak Satcha-awut.







## Sustainability Literacy

To evaluate students' ability to learn and retain key sustainability concepts, I use a mix of assessments that focus on both understanding and application. Formative assessments like quizzes and discussions provide real-time insights into comprehension, allowing for adjustments as needed. Project-Based Learning (PBL) tasks, such as designing sustainable solutions for local issues, demonstrate students' practical grasp of concepts. Case studies and reflection journals encourage deeper processing, as students connect theory with real-world issues. Capstone projects and cumulative exams help assess long-term retention and synthesis of knowledge. Finally, peer and self-assessments promote metacognitive awareness, as students reflect on their learning journey. This blend of methods ensures a comprehensive view of their learning and retention of key sustainability principles.

Evaluating students' ability to learn and retain key sustainability concepts requires a combination of assessment strategies that reflect both understanding and application. Here are some effective approaches:

**1. Formative Assessments:** As fundamental sustainability concepts are presented, students' understanding of them is gauged through frequent, low-stakes tests such as quizzes, reflections, and conversations. By using these tests, teachers can address any understanding gaps and modify their lectures in response to immediate feedback.

**2. Project-Based Learning (PBL):** Students learn sustainability ideas most effectively when they are able to apply them to actual situations. Students learn ideas and gain practical experience by working on projects like creating sustainable solutions for neighborhood problems or performing environmental impact assessments. Students' level of internalization of the subject is demonstrated by evaluating these projects using standards such as inventiveness, viability, and comprehension of sustainable principles.

**3. Case Studies and Critical Analysis:** Students are encouraged to examine and debate intricate real-world situations by using case studies that illustrate sustainability issues. Teachers can determine how effectively students have retained important topics by evaluating their critical thinking abilities and their capacity to draw connections between theory and practice.

**4. Reflection Journals:** Students are better able to process knowledge when they are encouraged to keep journals in which they consider what they have learned about sustainability. Teachers might gain insight into students' changing viewpoints and their understanding of the long-term effects of sustainability issues by reviewing these journals.

**5. Capstone or Cumulative Assessments:** Capstone projects or cumulative tests that ask students to synthesize and apply what they have learned are very successful at assessing retention over time. These evaluations could take the form of portfolios, reports, or presentations that highlight students' thorough comprehension and capacity to remember important ideas over the course of a term or year.

**6. Peer and Self-Assessment:** Group projects are frequently a part of sustainability education. Integrating peer and self-assessment allows students to evaluate their own learning and analyze their level of comprehension in comparison to their peers. As students actively assess their own comprehension, this metacognitive method improves retention.

Combining these approaches offers a comprehensive understanding of how students learn and retain sustainability concepts, promoting both knowledge acquisition and the capacity to use that information in significant ways.