







## VIII. CONCLUSION AND DISCUSSION

The analysis results for knowledge management among primary school teachers in Thailand found that 1) the average of what was expected to perform was higher than what was happening in actual practices. The average of the expectations and practices were the highest in item 11 which states “I am fully dedicated to improve my teaching and learning management” with the value of mean =4.59, SD=0.57 and mean =4.48, SD=0.62 respectively. On the other hand, for the least desired practices and actual practices, item 7 stated that “I develop my teaching by doing my own research.” with the value of mean =4.06, SD=0.79 and mean =3.80, SD=0.88 respectively which corresponds to [3].

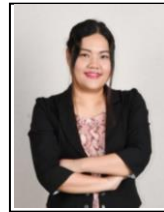
In addition, 2) Activities for computational science learning for primary school students can be organized in both online and offline platforms including blended learning by focusing on proactive learning approaches [7]. Creating entertaining activities for students to have opportunities to practice and experience in various environments can make their learning memorable. However, these practices are not common in some schools, hence, education policy makers need to develop proper innovation policies, better identify key agents of change and promote them and find more effective approaches to scaling and disseminating innovation [6] and [8].

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