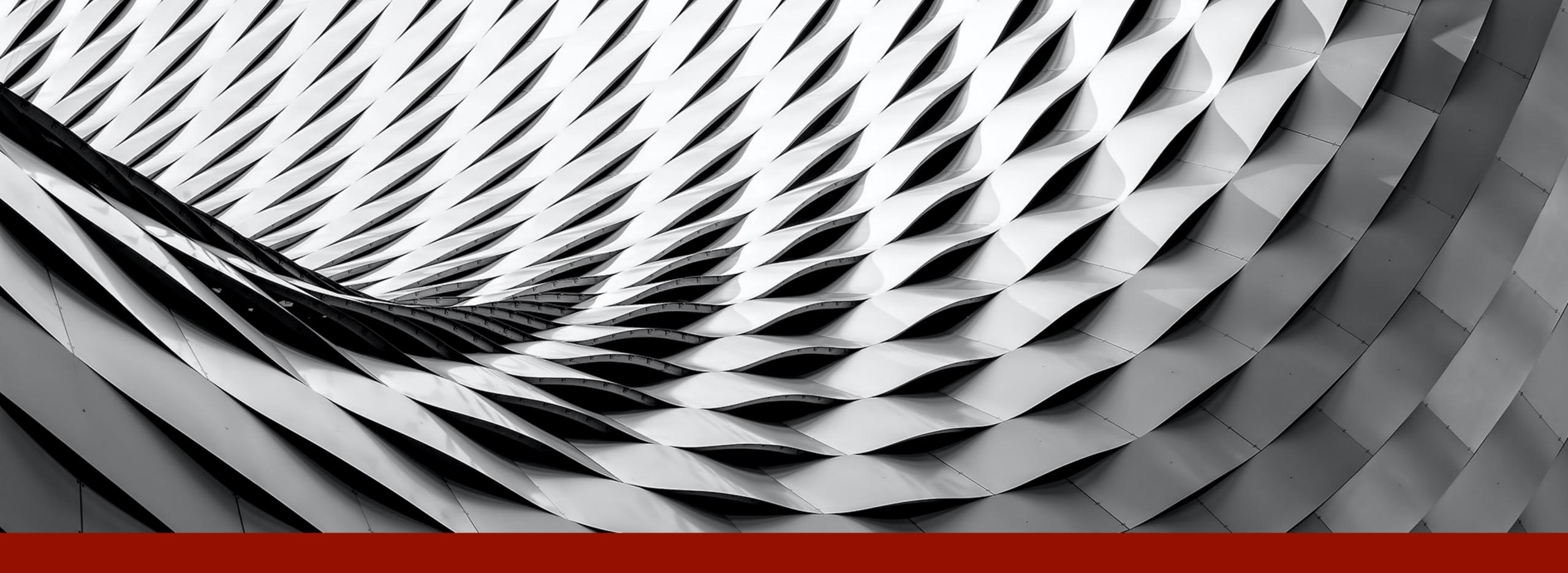


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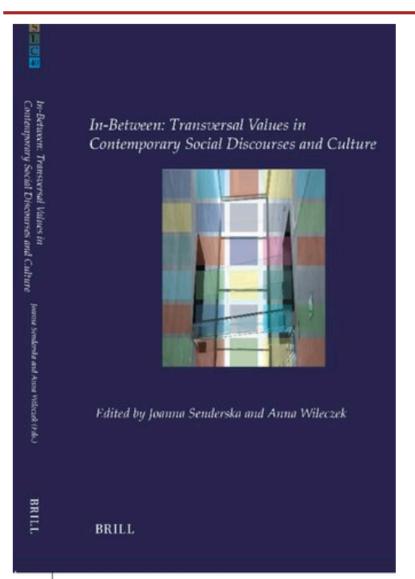
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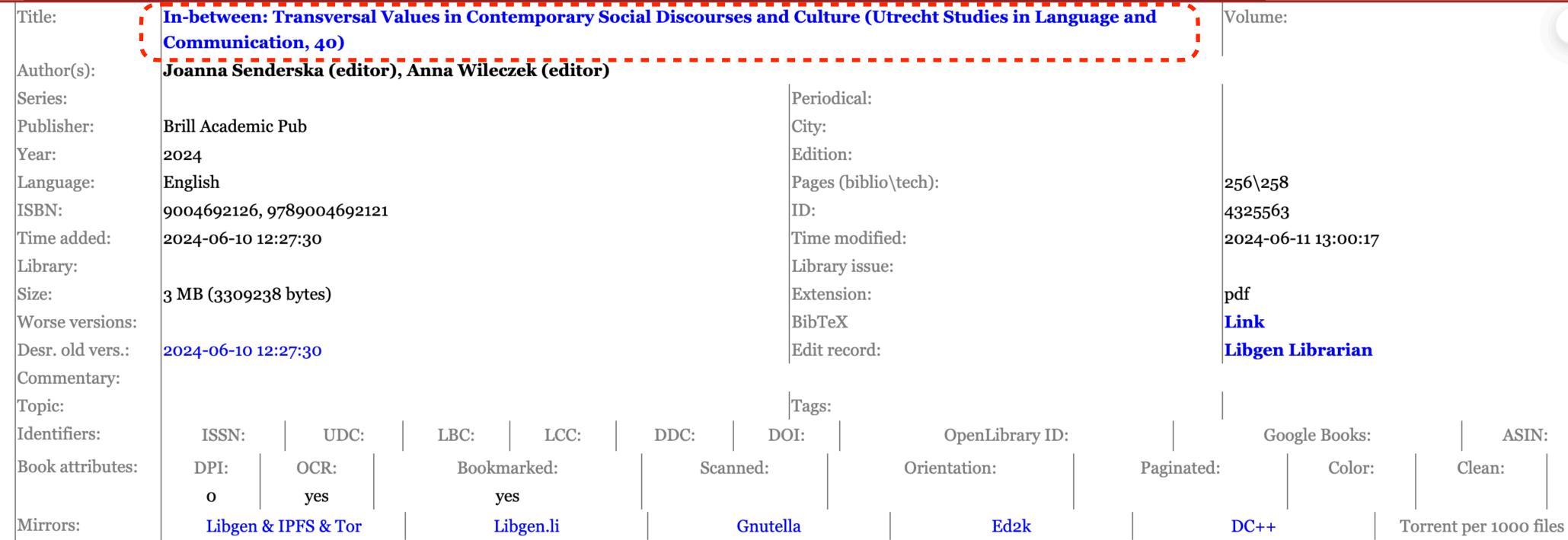
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### Table of contents:

Contents

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Acknowledgements

**Tables** 

**Figures** 

**Notes on Contributors** 

Introduction

Chapter 1. Between Transgression and Transdisciplinarity: Word, Image, Discourse, Community and Contemporary Cultural Communication (Leszczak)

Chapter 2. Between the Sender and the Receiver: Metaxu and Communication (Wileczek)

Chapter 3. Between Nature and Culture: Ecolinguistics in the Context of Climate Discussion (Kwaśniewska)

Chapter 4. Between Generations: Generational Strategies of Requesting (Rosińska-Mamej)





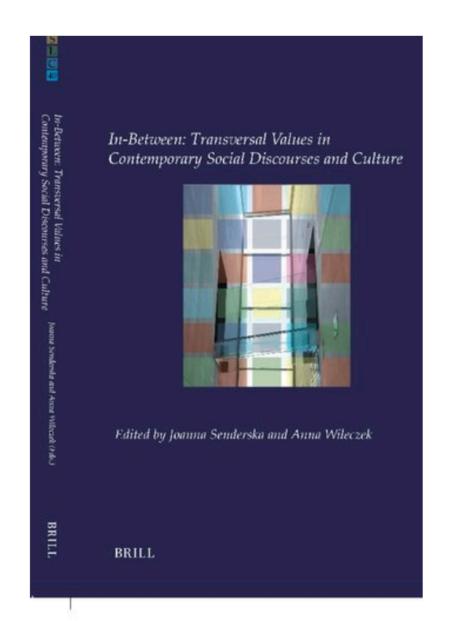
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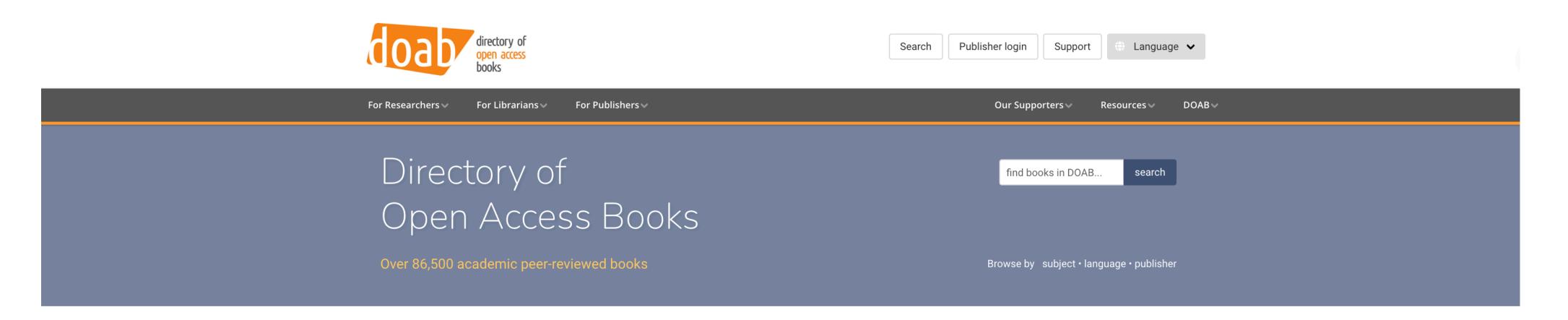
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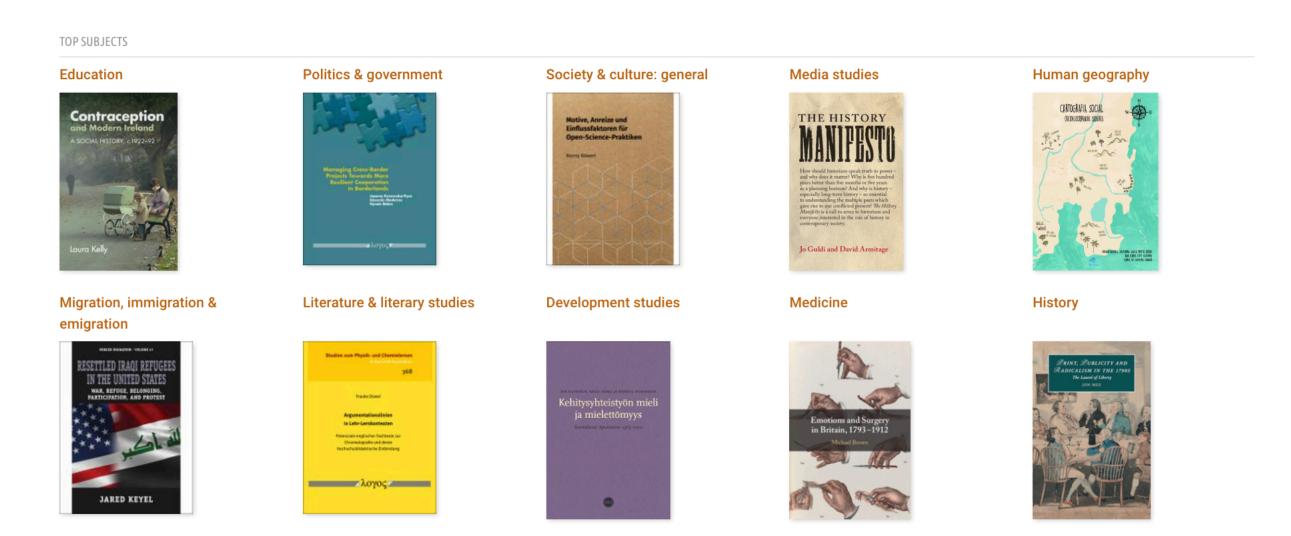
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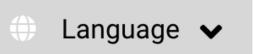
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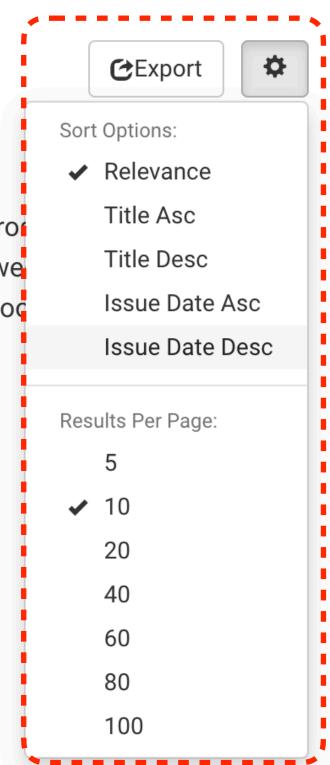
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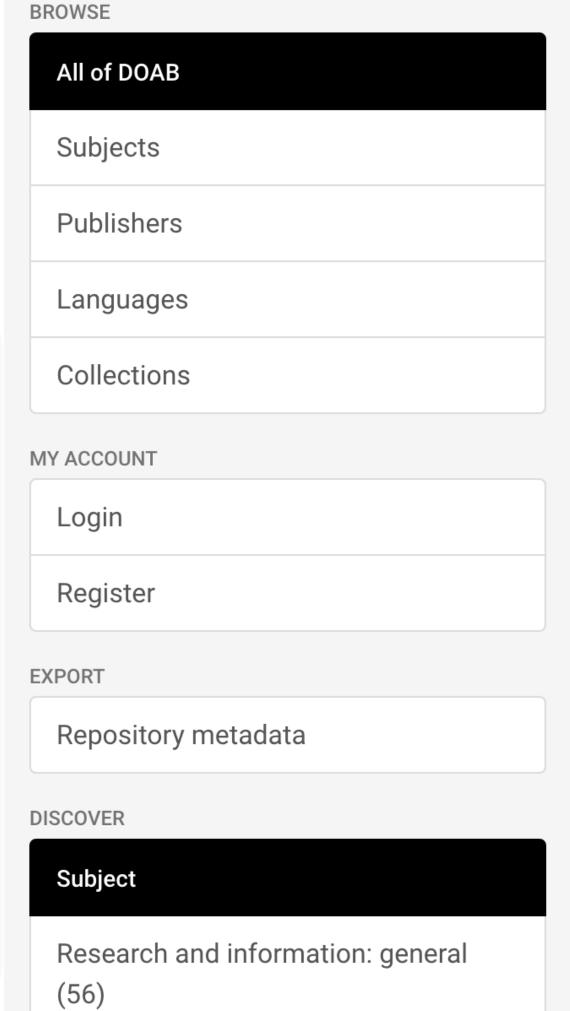
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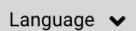




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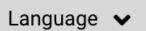


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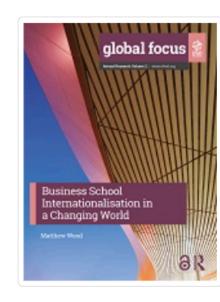
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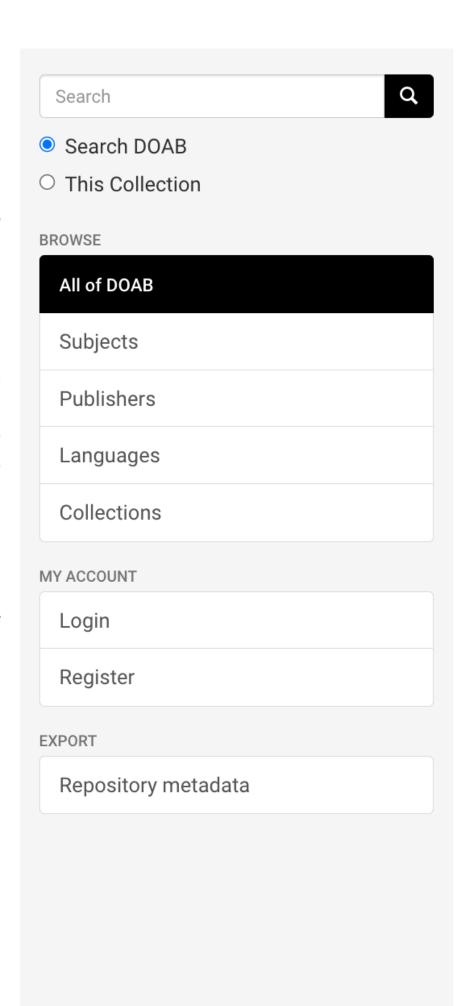
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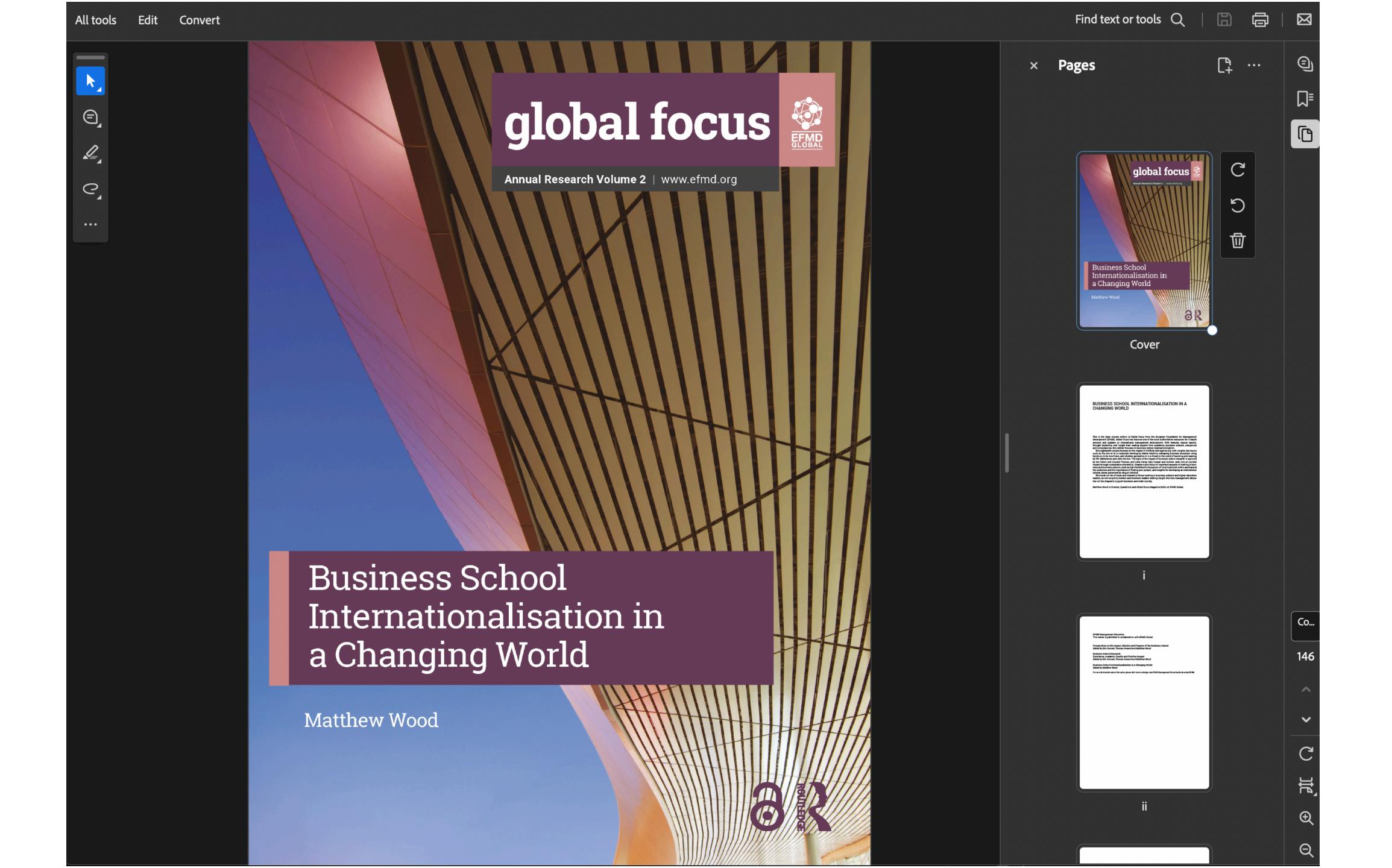
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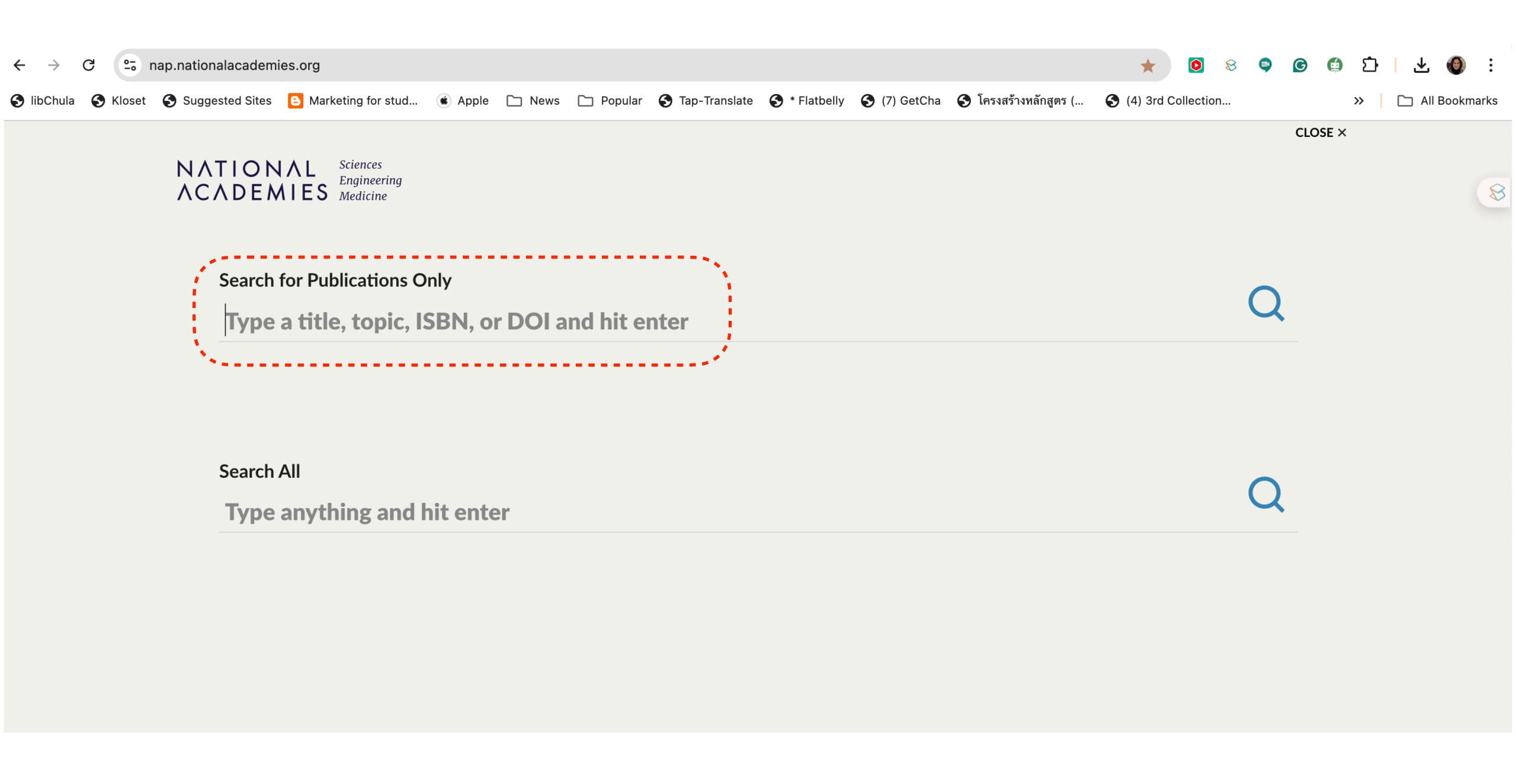


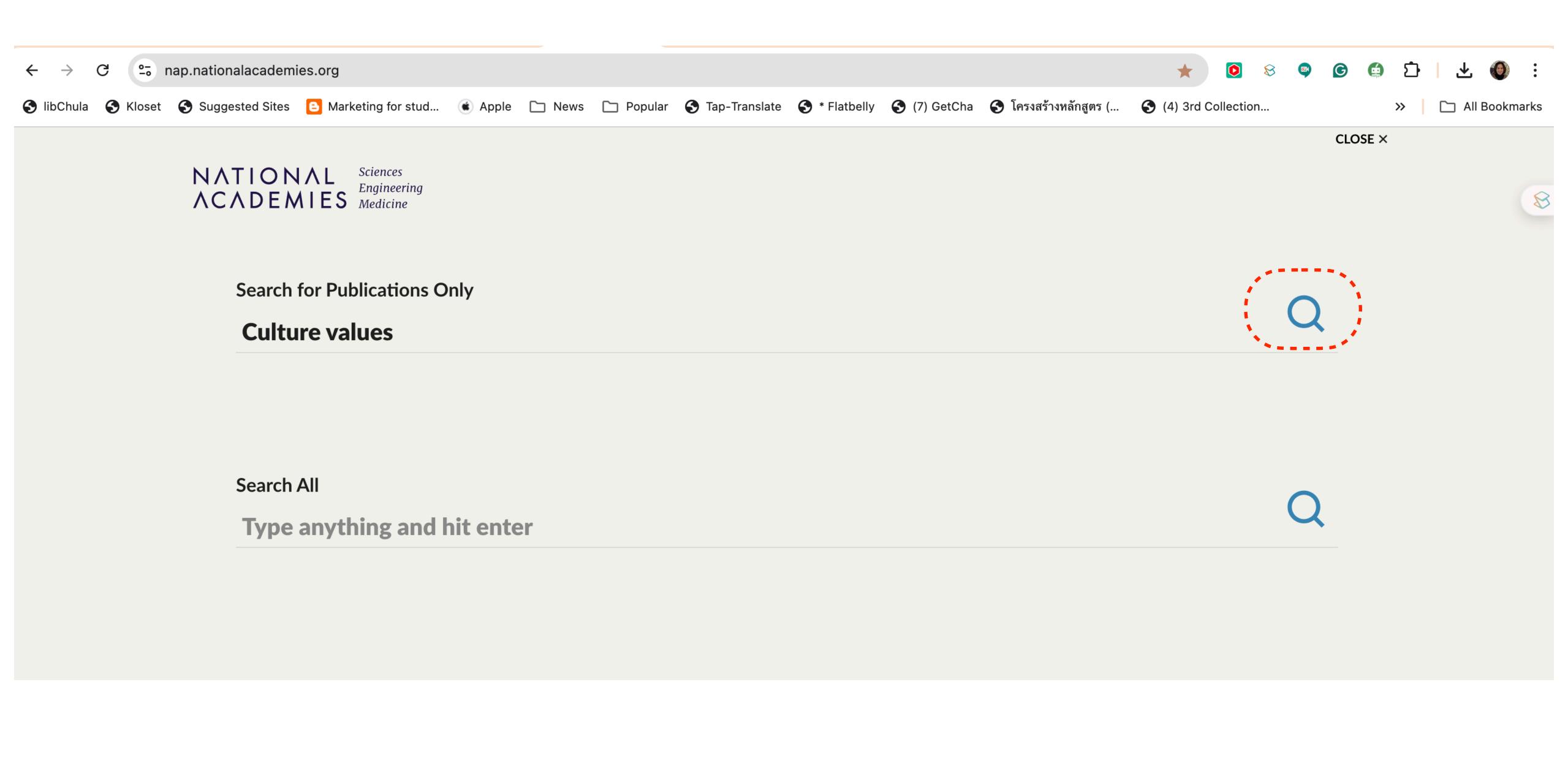


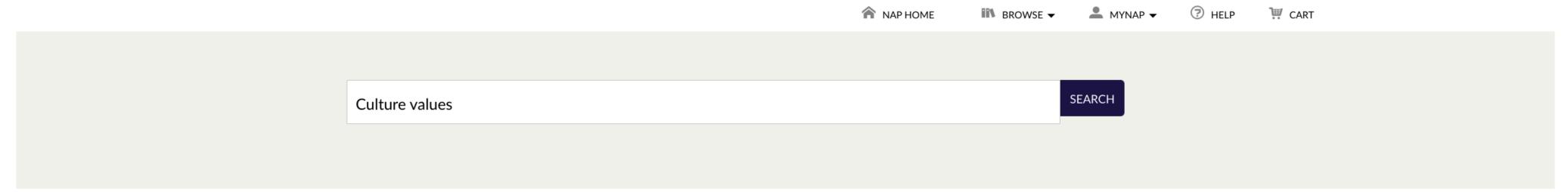
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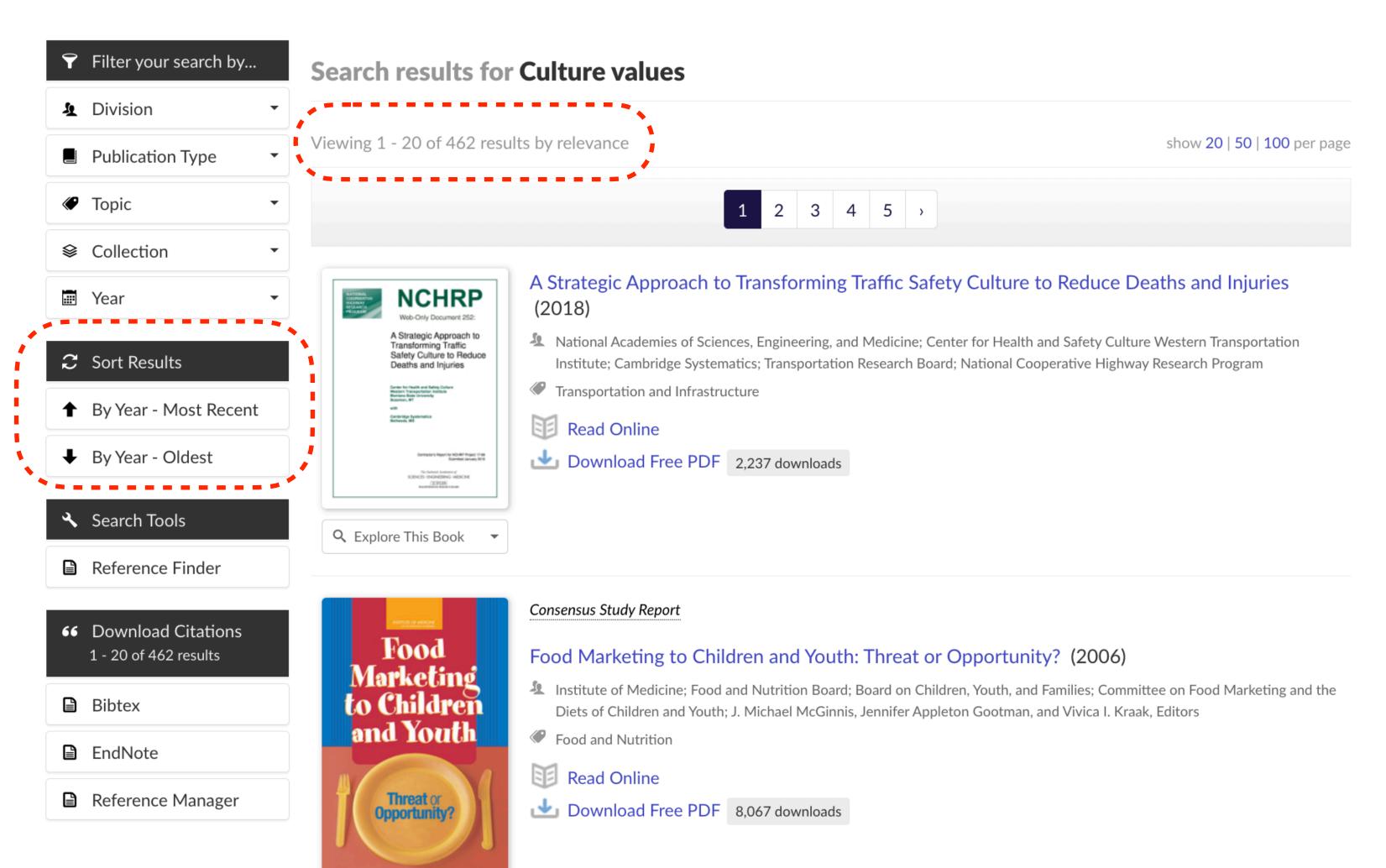
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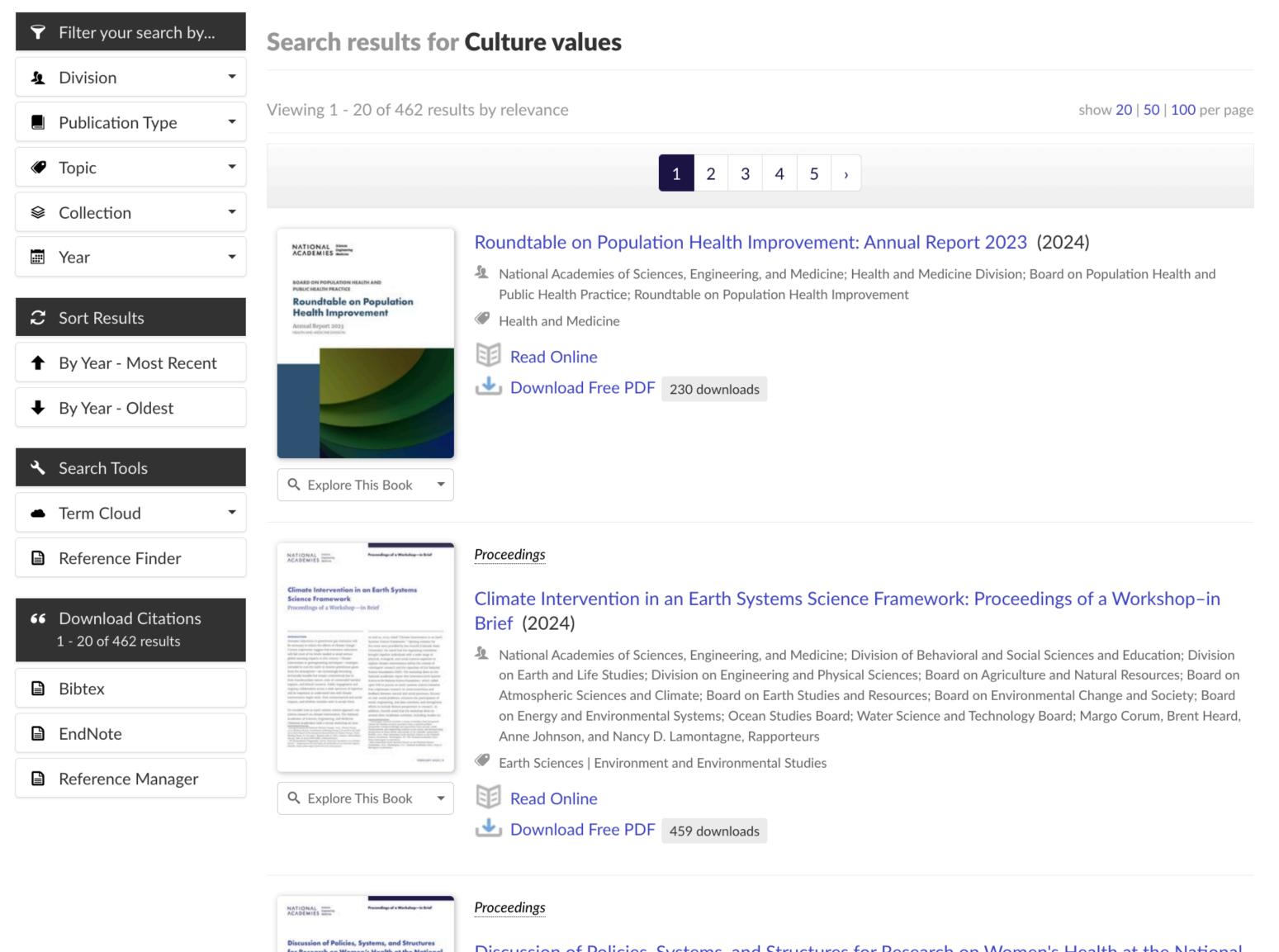














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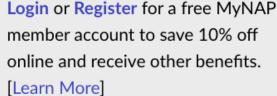
People with disabilities are the largest minority group in the United States. While nothing about science, technology, engineering, and mathematics (STEM) education, jobs, or workplaces would seem to inherently exclude people with disabilities, in practice, stigma and discrimination continue to limit opportunities for disabled people to fully contribute to and be successful in the STEM ecosystem. The planning committee for Beyond Compliance: Promoting the Success of People with Disabilities in the STEM Workforce of the National Academies of Sciences, Engineering, and Medicine, with funding from the U.S. National Science Foundation, organized a hybrid national leadership summit and virtual workshop series to address and explore issues of accessibility and inclusivity in STEM workplaces. Across the 5 days of workshops, dozens of panelists spoke about their personal and professional experiences of ableism and barriers to full participation in the STEM workforce, as well as identified positive examples of mentorship and efforts to create fully inclusive STEM spaces in education, labs, the private sector, and professional development settings.

Contributor(s): National Academies of Sciences, Engineering, and Medicine; Policy and Global Affairs; Division of Behavioral and Social Sciences and Education; Board on Higher Education and Workforce; Board on Science Education; Kerry Brenner and Maria Lund Dahlberg, Editors; Taylor Kate Brown and Melissa E. Wynn, Rapporteurs

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4 Cultivating Accessible Educational Pathways and Spaces	27-38
5 Lived Experiences of Disabled STEM Students	39-48
6 Fostering Effective Mentorship in the STEM Ecosystem	49-62
7 Understanding Workforce Barriers and Reimagining Access	63-70
8 Creating Disability-Inclusive Workforces and Workspaces	71-88
9 Reflections and Next Steps	89-90
Appendix A: Agendas	91-104



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3 Centering Disability and Identifying Equity	17-26
4 Cultivating Accessible Educational Pathways and Spaces	27-38
5 Lived Experiences of Disabled STEM Students	39-48
6 Fostering Effective Mentorship in the STEM Ecosystem	49-62
7 Understanding Workforce Barriers and Reimagining Access	63-70
8 Creating Disability-Inclusive Workforces and Workspaces	71-88
9 Reflections and Next Steps	89-90
Appendix A: Agendas	91-104



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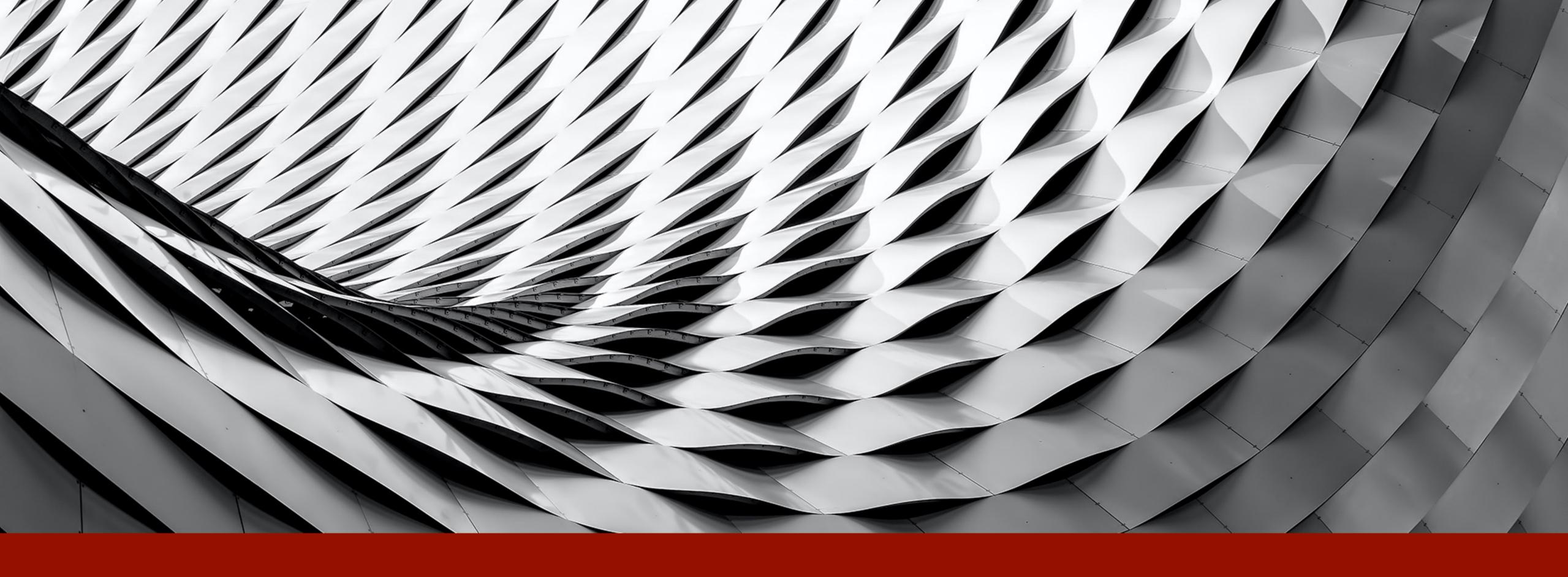
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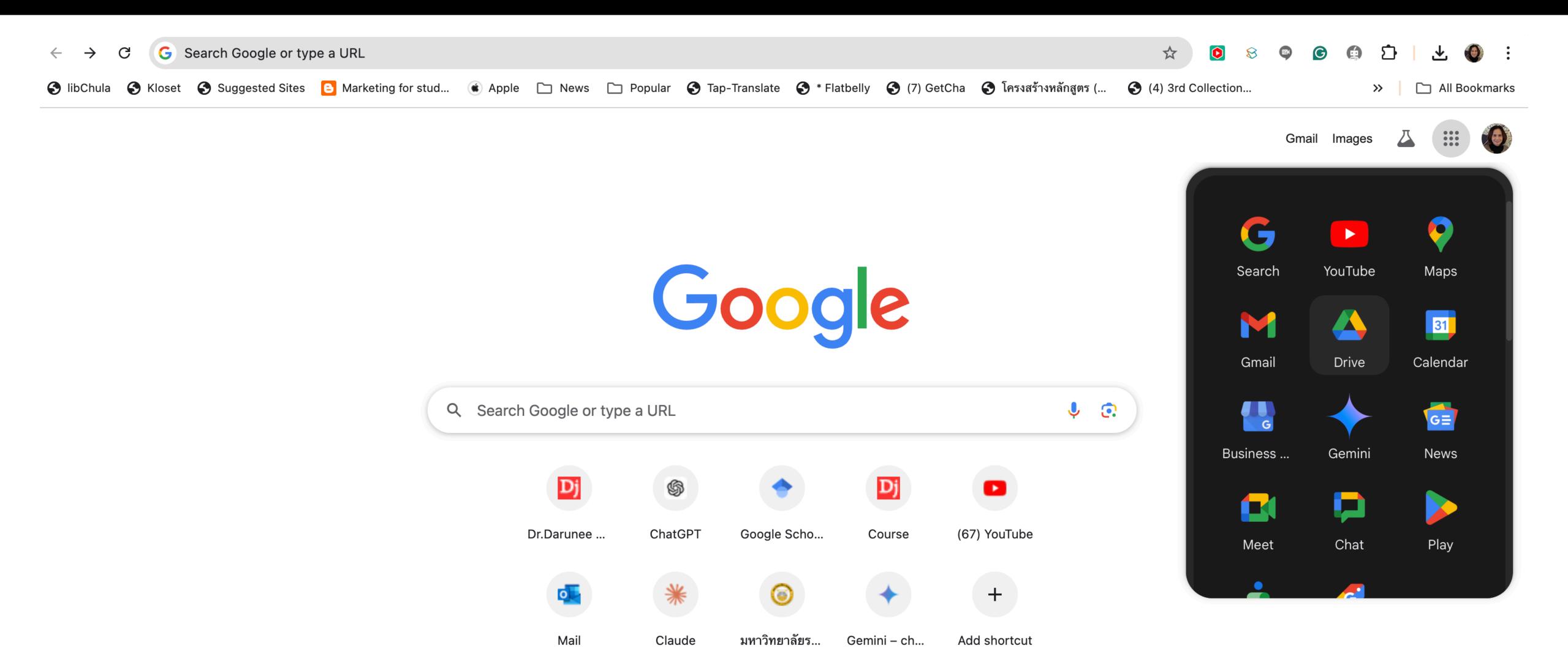


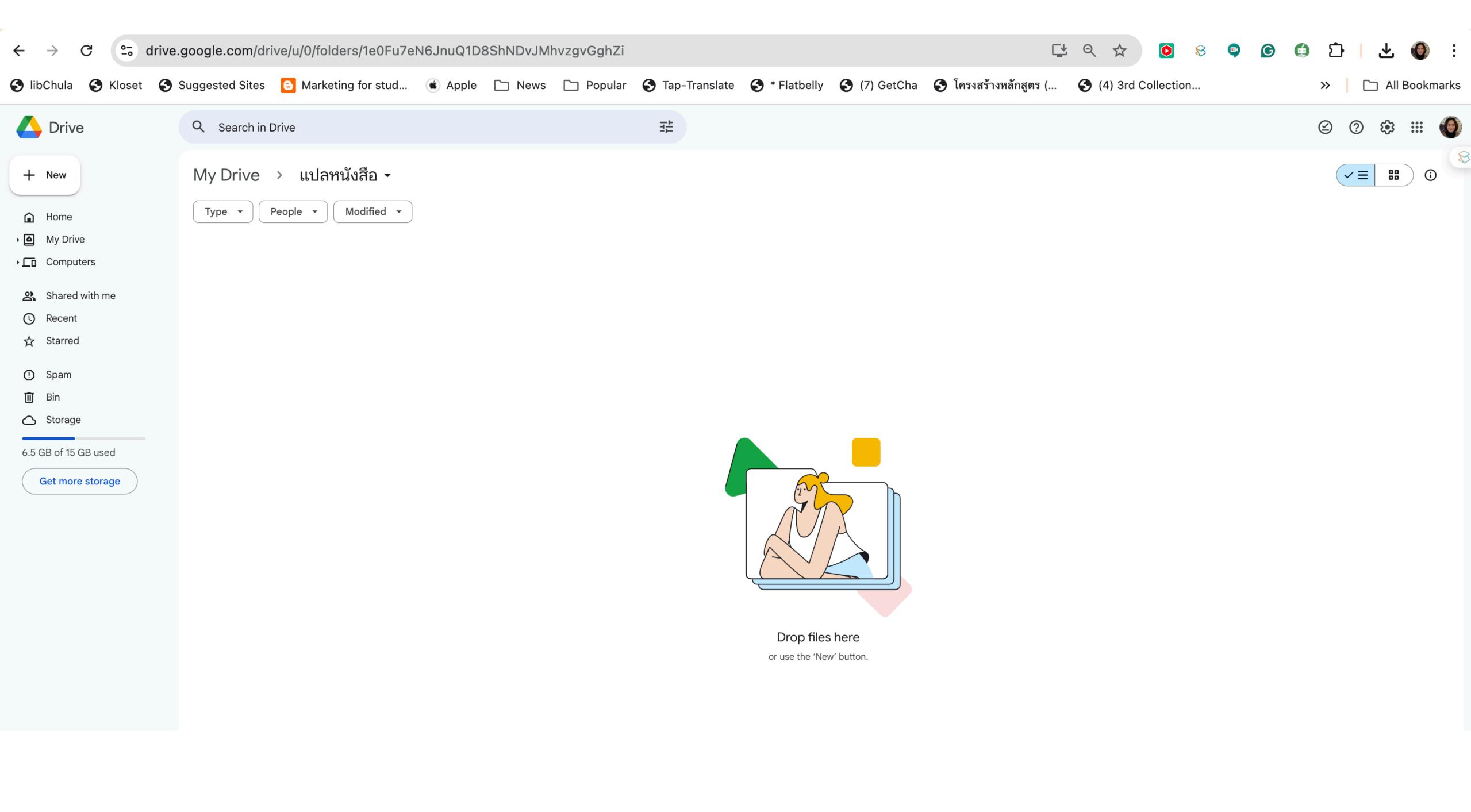
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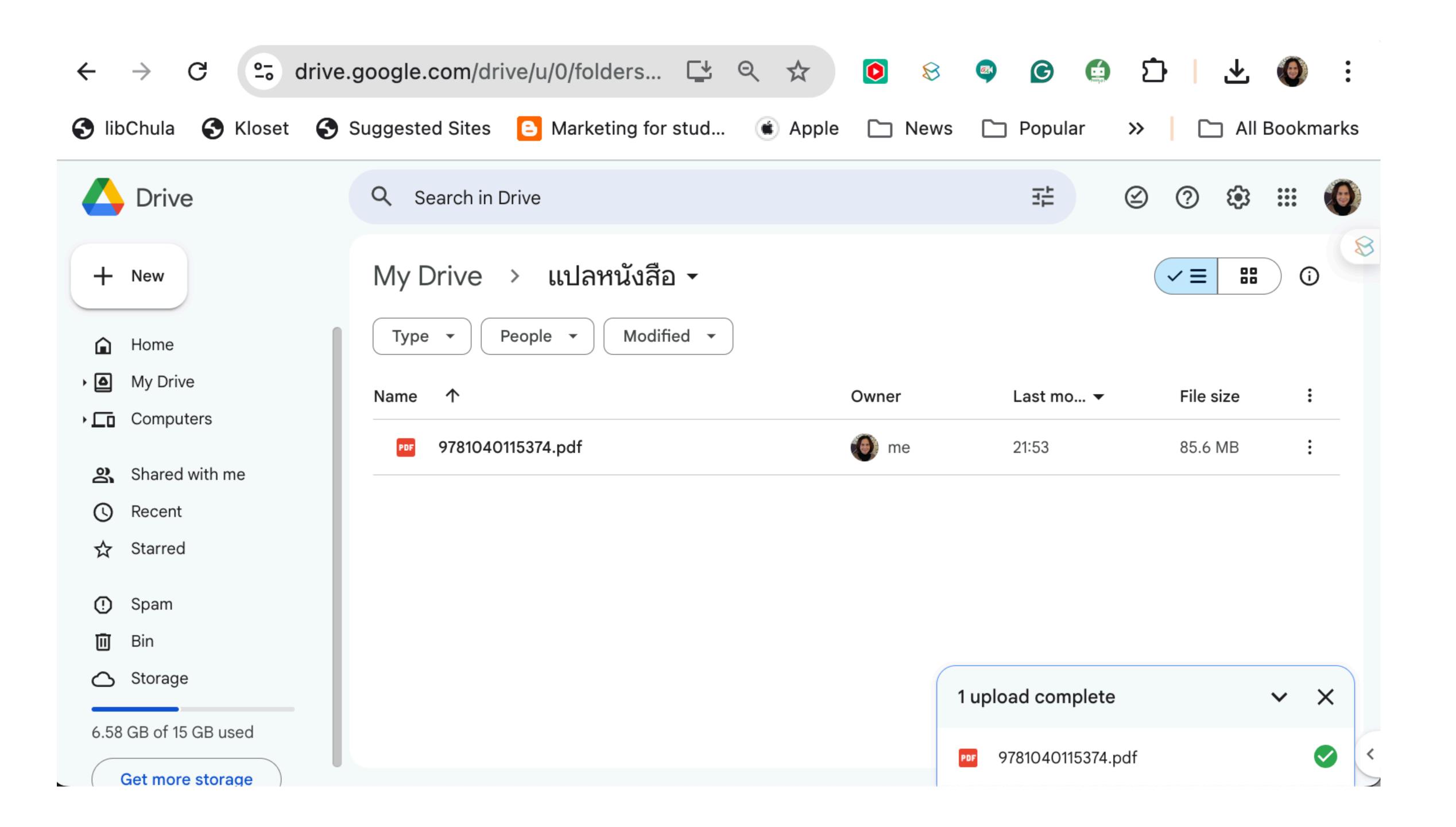
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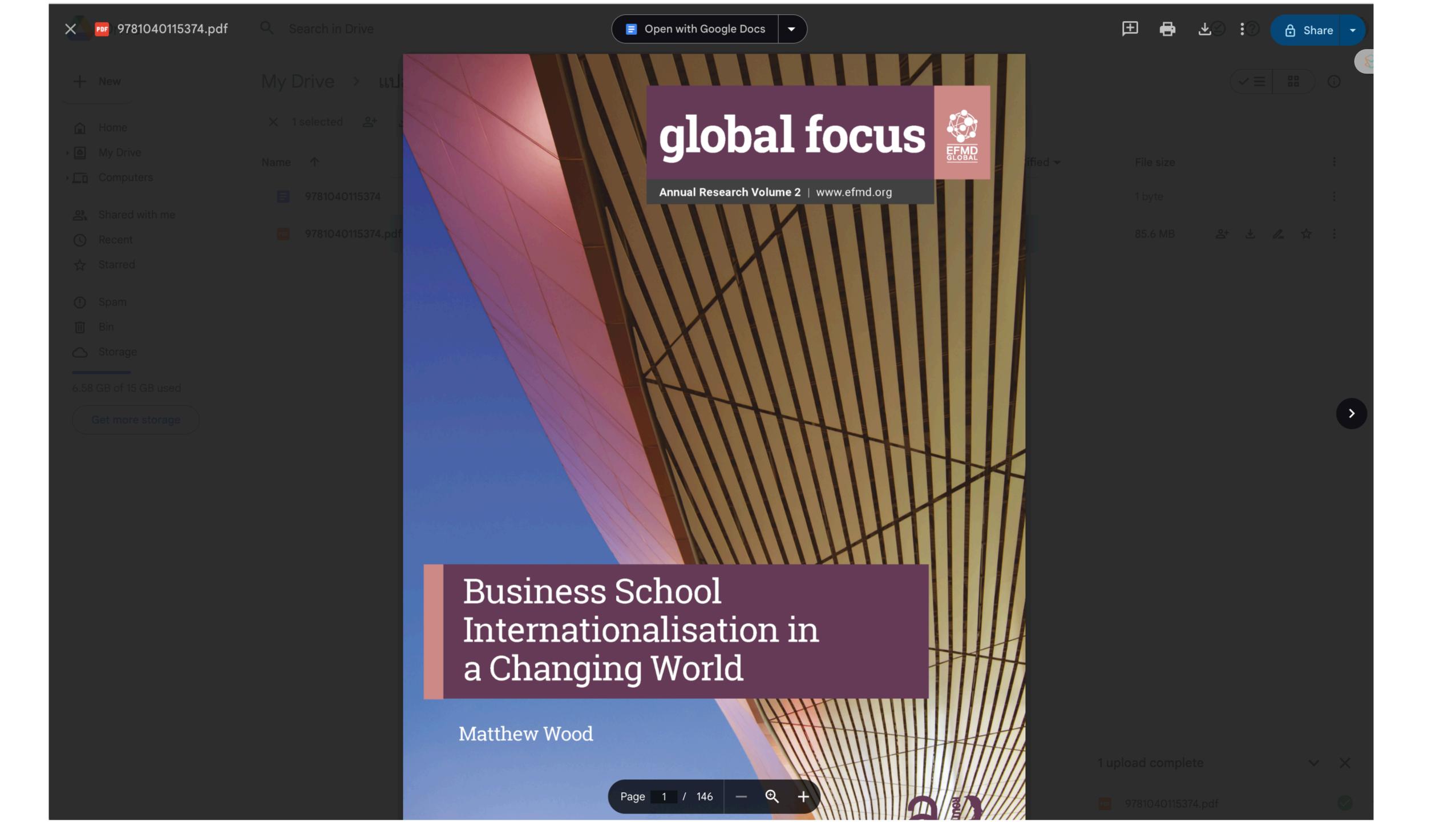


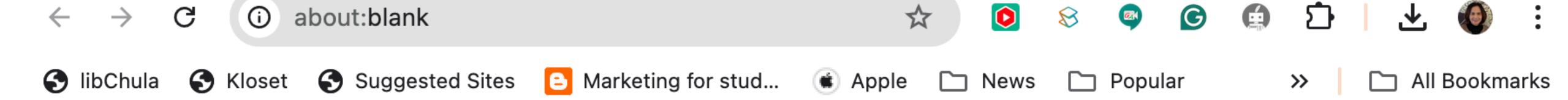
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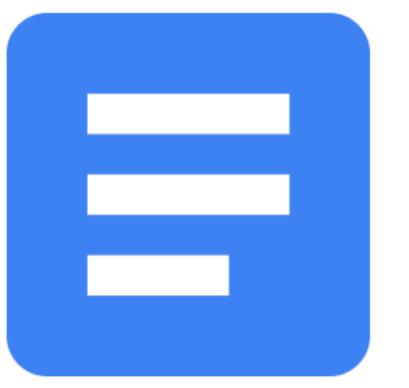


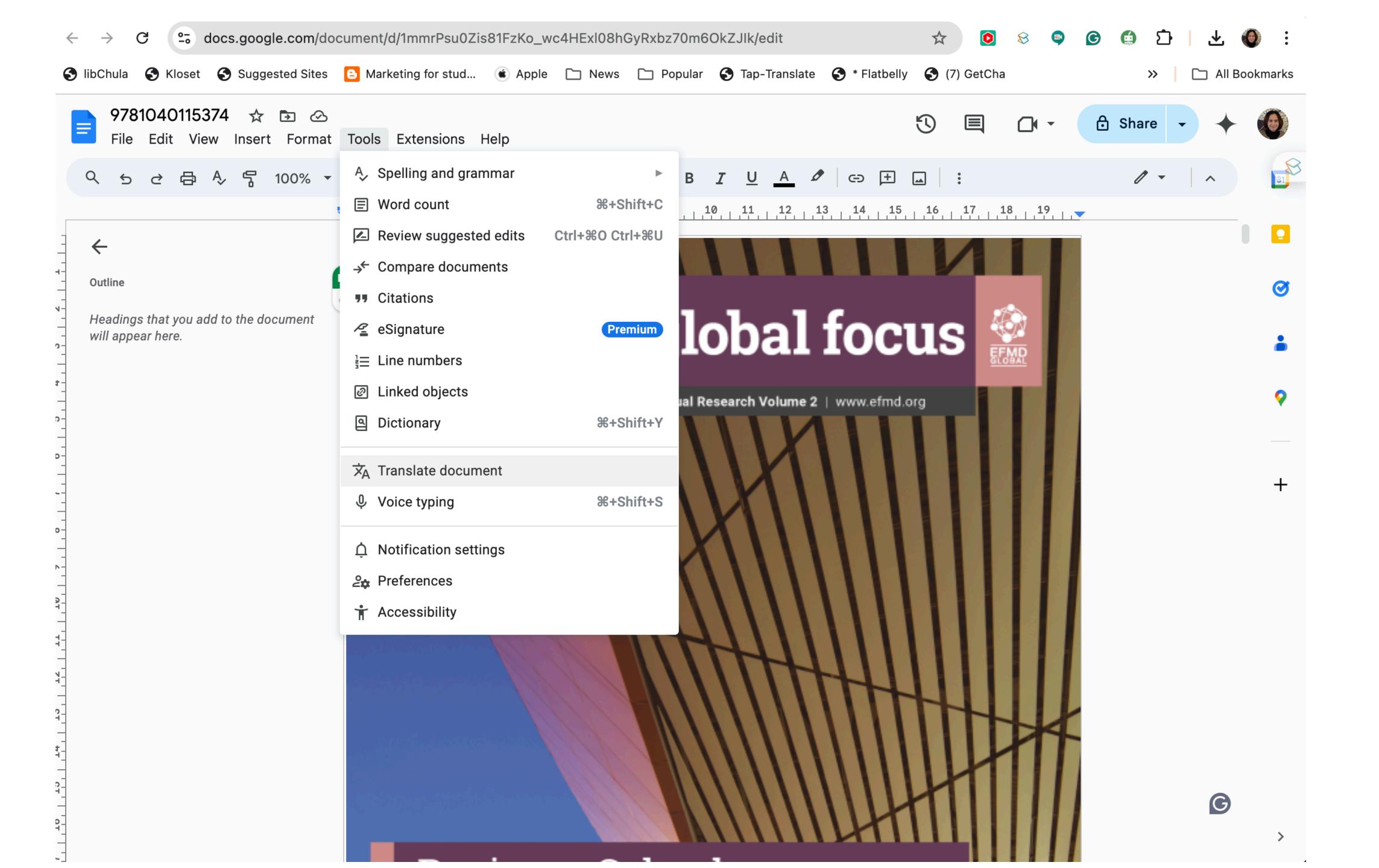


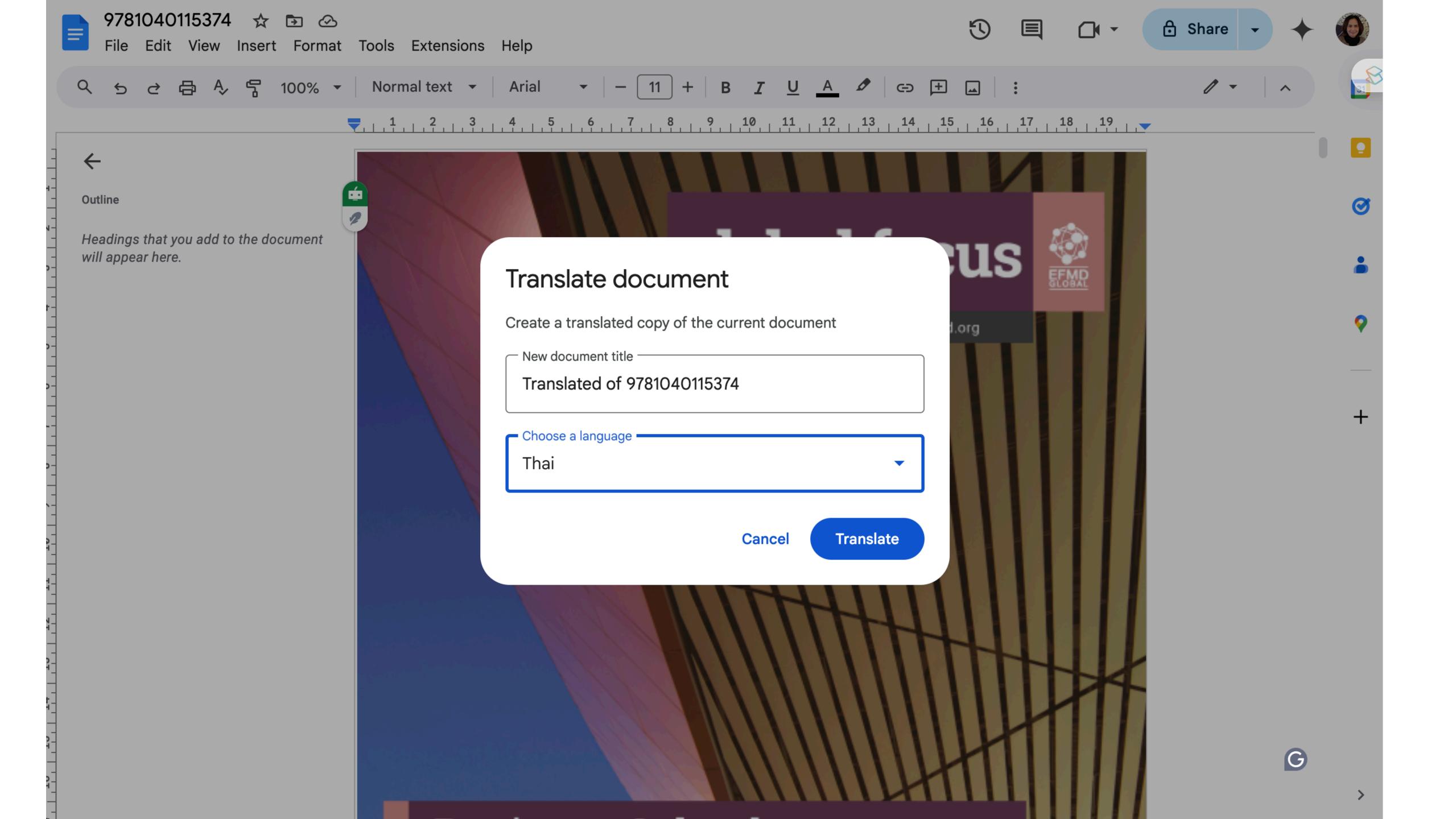


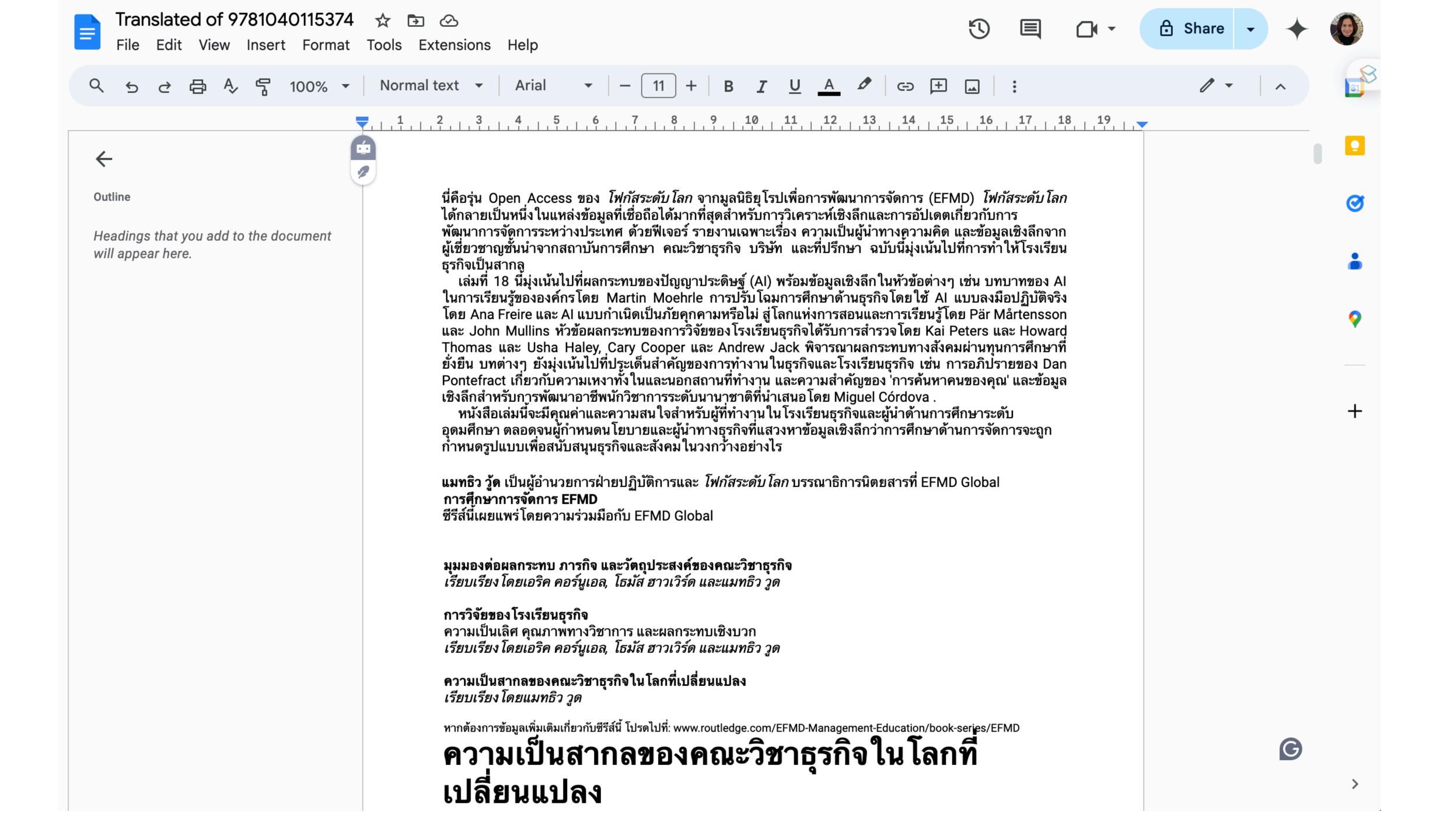


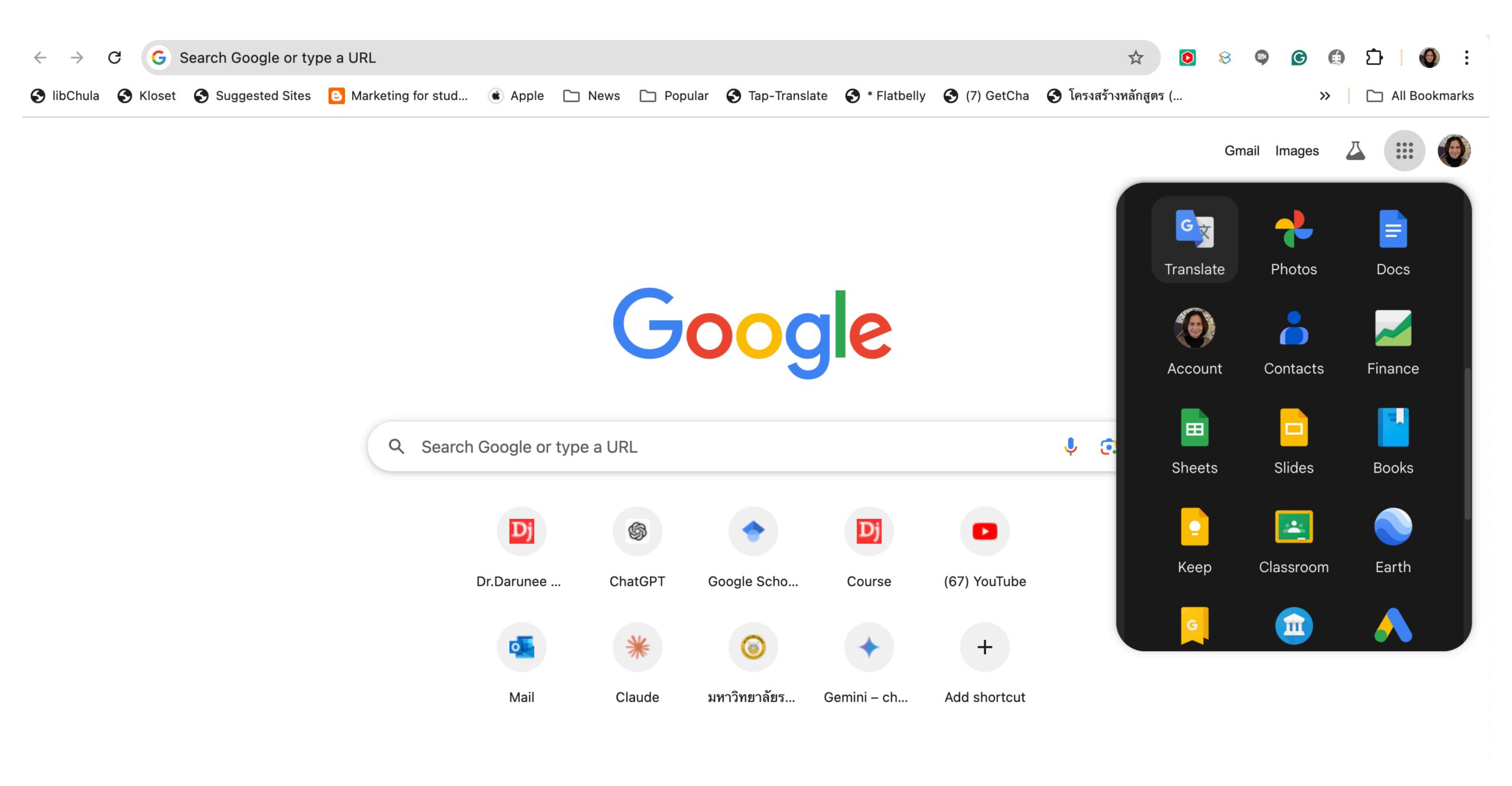




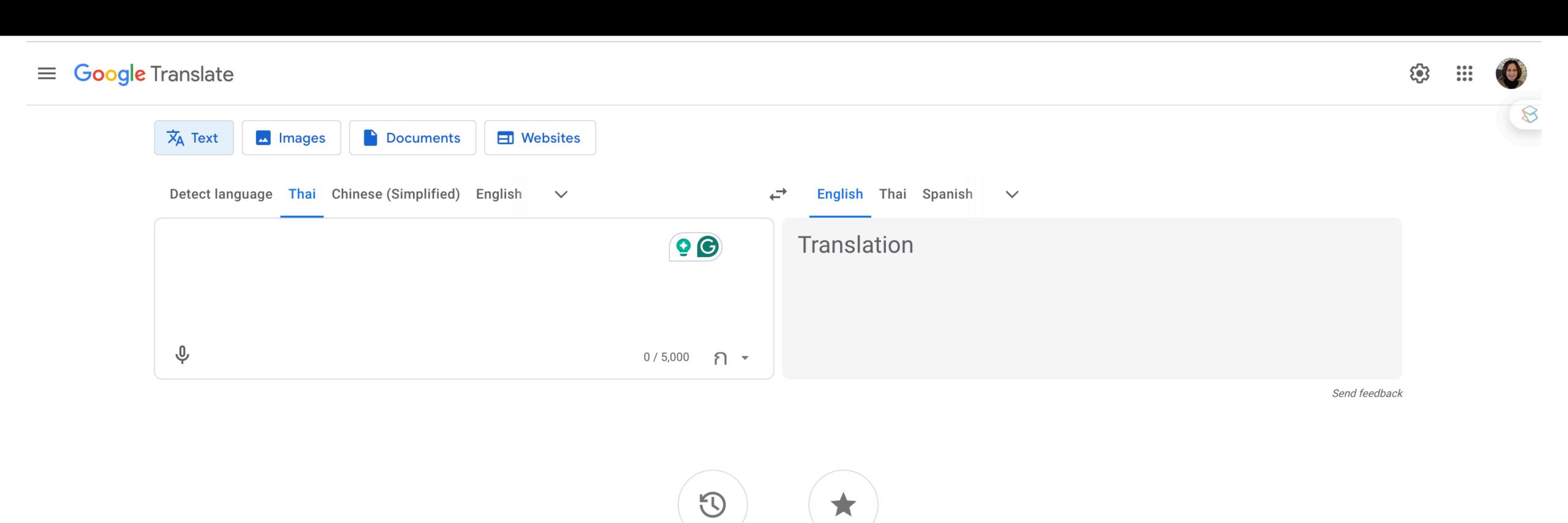








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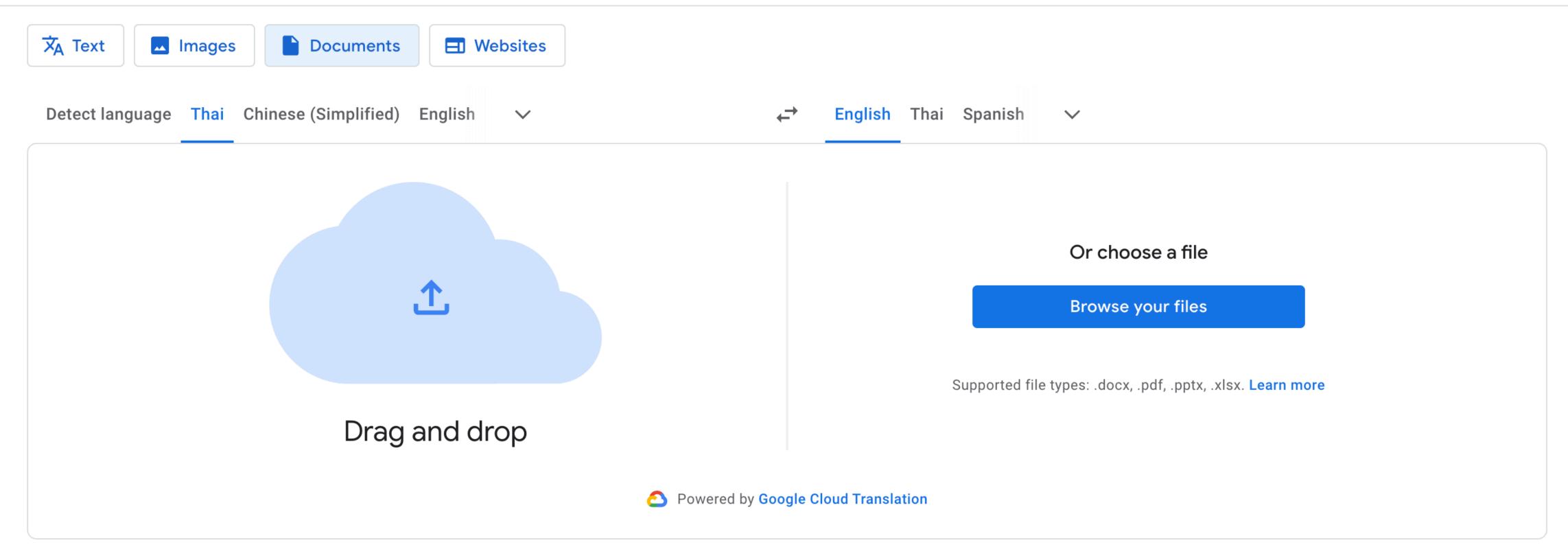
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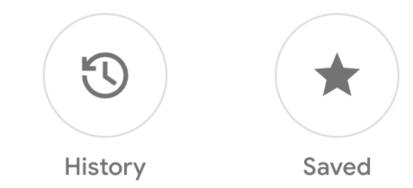






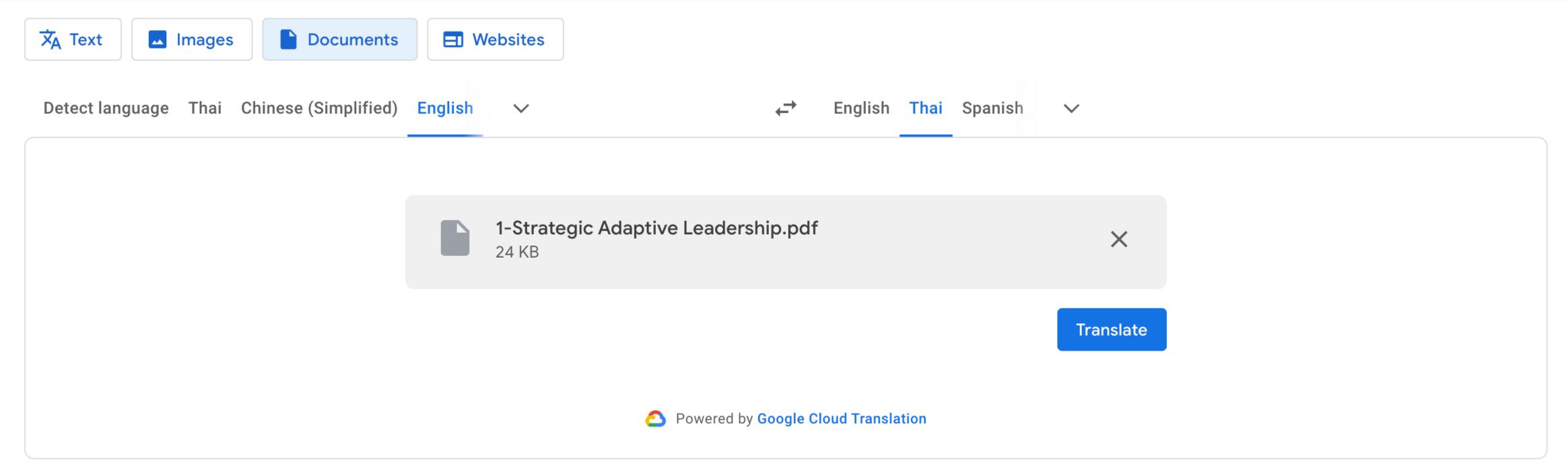


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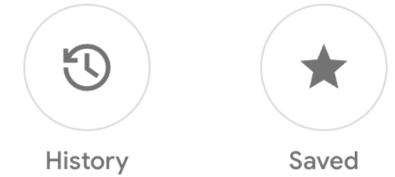








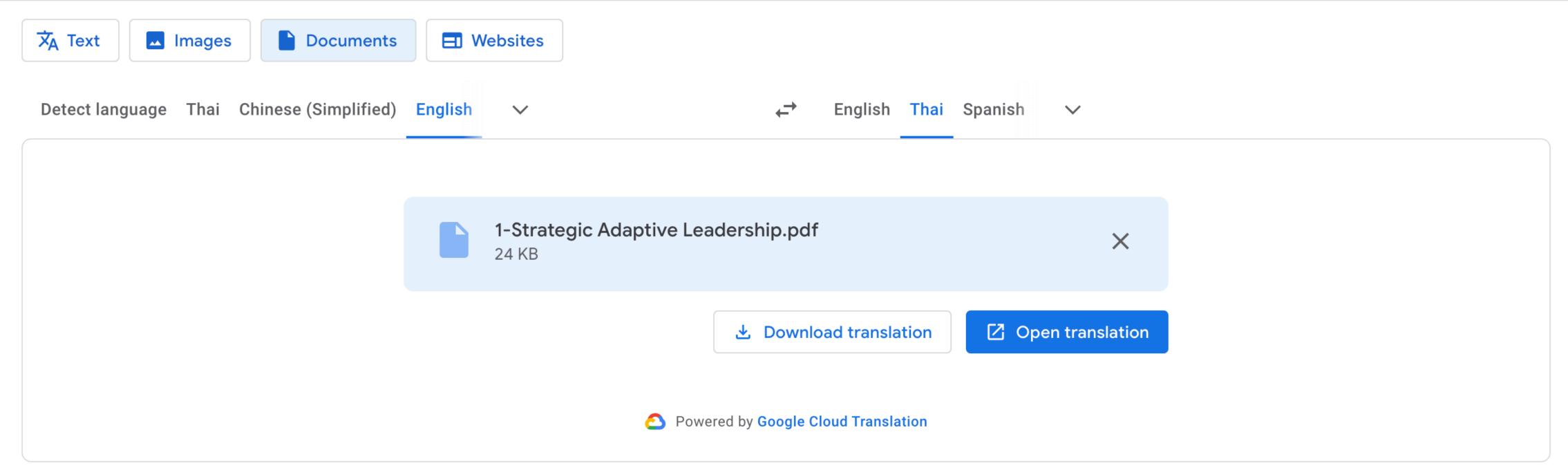
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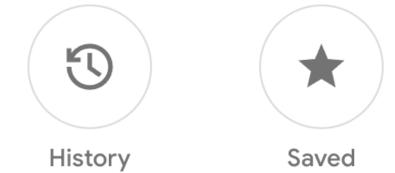








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> การพัฒนาภาวะผู้นำแบบปรับตัวเชิงกลยุทธ์ของผู้บริหาร ของสถาบันอาชีวศึกษาภาคตะวันออกสู่ความเป็นเลิศ: มุ่งเน้นนโยบายการจัดการอาชีวศึกษา 4.0 ของประเทศไทย

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<sup>2</sup>อีเมล์: darunee.pan@rmutr.ac.th <sup>3</sup>อีเมล์: prapatpongs@yahoo.com <sup>4</sup>Email: rujajinda@gmail.com <sup>5</sup> หลักสูตรการบริหารการศึกษา มหาวิทยาลัยราชพฤกษ์ Email: ⁵samrerng2791@gmail.com

#### เชิงนามธรรม

งานวิจัยนี้มีวัตถุประสงค์เพื่อ (1) ระบุคุณลักษณะการพัฒนาภาวะผู้นำแบบปรับตัวเชิงกลยุทธ์ของผู้บริหาร สถาบันอาชีวศึกษาภาคตะวันออกสู่ความเป็นเลิศตามนโยบายการจัดการอาชีวศึกษาไทย 4.0 (2) วิเคราะห์องค์ประกอบของ ภาวะผู้นำแบบปรับตัวเชิงกลยุทธ์ของผู้บริหารสถานศึกษาอาชีวศึกษาภาคตะวันออก และ (3) เสนอแนวทางการพัฒนาภาวะ ผู้นำเชิงกลยุทธ์ของผู้บริหารสถาบันอาชีวศึกษาภาคตะวันออก สู่ความเป็นเลิศด้านการจัดการอาชีวศึกษา ผู้วิจัยใช้ (1) การ วิเคราะห์เชิงเอกสาร (2) ข้อมูลเชิงประจักษ์จากการสัมภาษณ์เชิงลึกของผู้บริหารที่ประสบความสำเร็จ 15 คนที่ประสบความ สำเร็จ และ (3) แบบสอบถามเกี่ยวกับความเป็นผู้นำด้านการปรับตัวเชิงกลยุทธ์ 3 ด้าน ได้แก่ (i) คุณลักษณะส่วนบุคคล (ii) ึงานที่พัฒนาไปสู่ ความเป็นเลิศ และ (iii) การพัฒนาบุคลากรและการปรับตัวสู่ความปกติใหม่ เก็บข้อมูลจากกลุ่มตัวอย่างผู้ บริหารและบุคลากรสถาบันอาชีวศึกษาในภาคตะวันออกจำนวน 622 คน ข้อมูลที่ได้รับวิเคราะห์โดยการวิเคราะห์ปัจจัยเชิง สำรวจ ทดสอบโดยเทคนิควิธีการวิเคราะห์สามเหลี่ยมข้อมูล และยืนยันแนวทางที่ร่างโดยแนวทางผู้รอบรู้ ผลการวิจัยพบว่า ภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถาบันอาชีวศึกษาภาคตะวันออกสู่ความเป็นเลิศประกอบด้วยองค์ประกอบ 9 ประการ ได้แก่ (1) ความเป็นผู้นำด้วยความสามารถพิเศษและแรงจูงใจสร้างแรงบันดาลใจ (2) การพิจารณาและทำงานเป็นทีมเป็นราย บุคคล (3) การสร้างองค์กรการศึกษาเชิงนวัตกรรม , (4) กลยุทธ์และความท้าทายในการปรับตัว (5) การสร้างวัฒนธรรม องค์กรเชิงบวก (6) การสร้างบรรยากาศองค์กรที่สร้างสรรค์และค่านิยมร่วมกัน

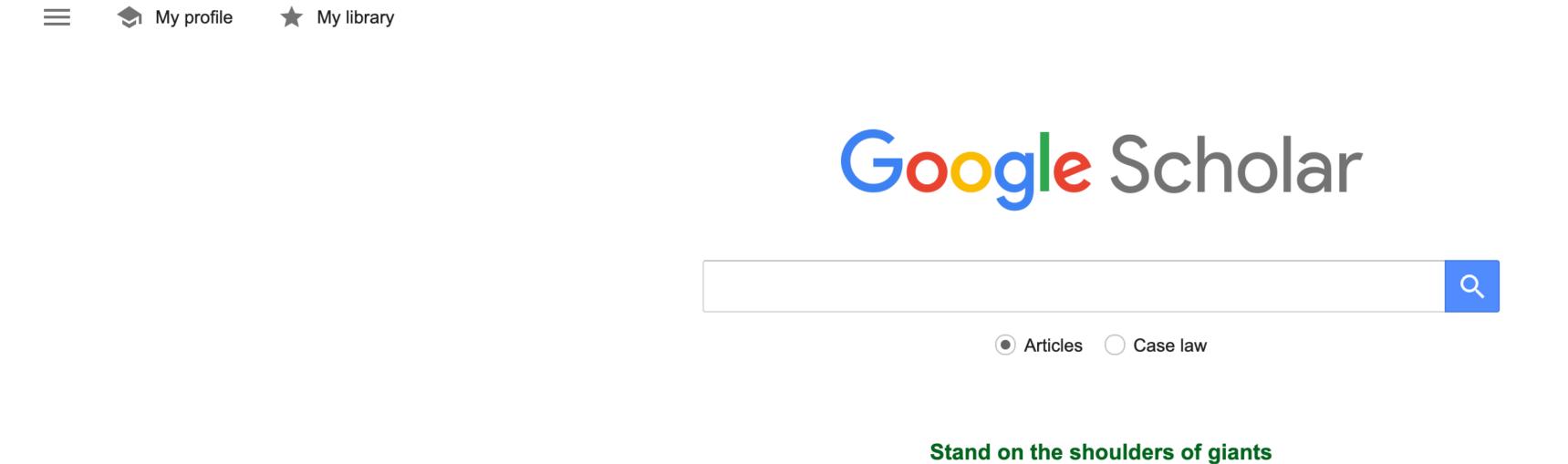


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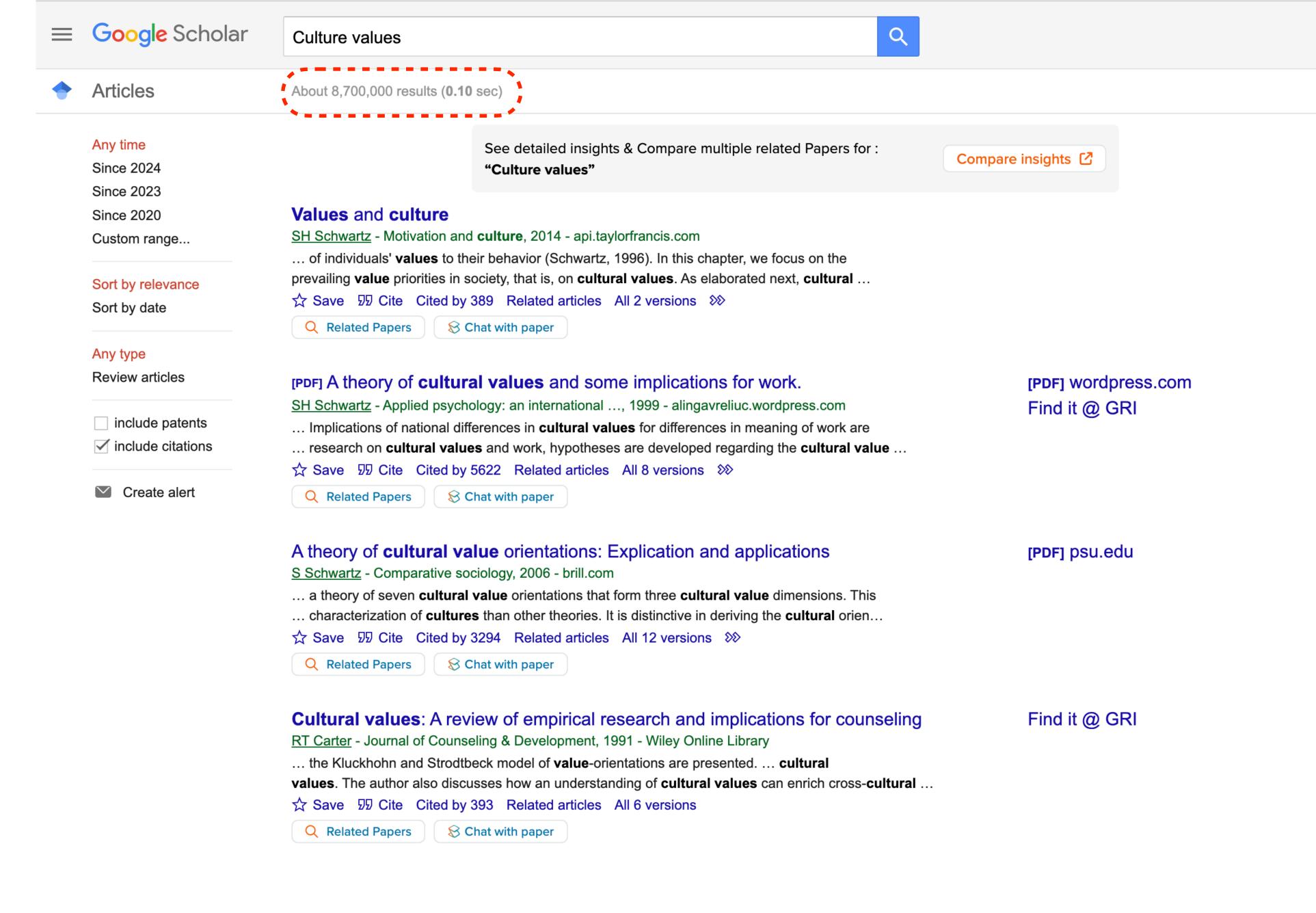
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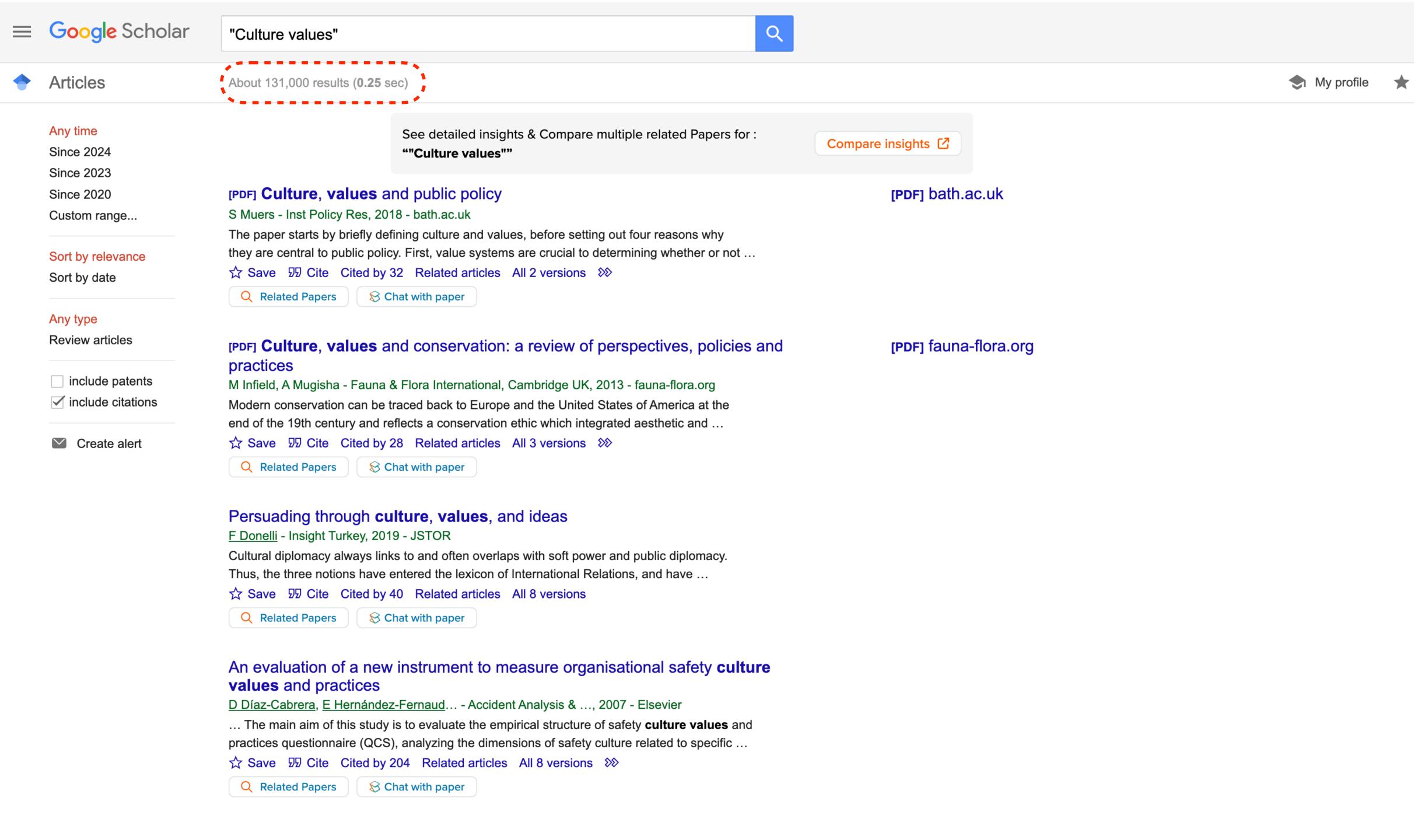


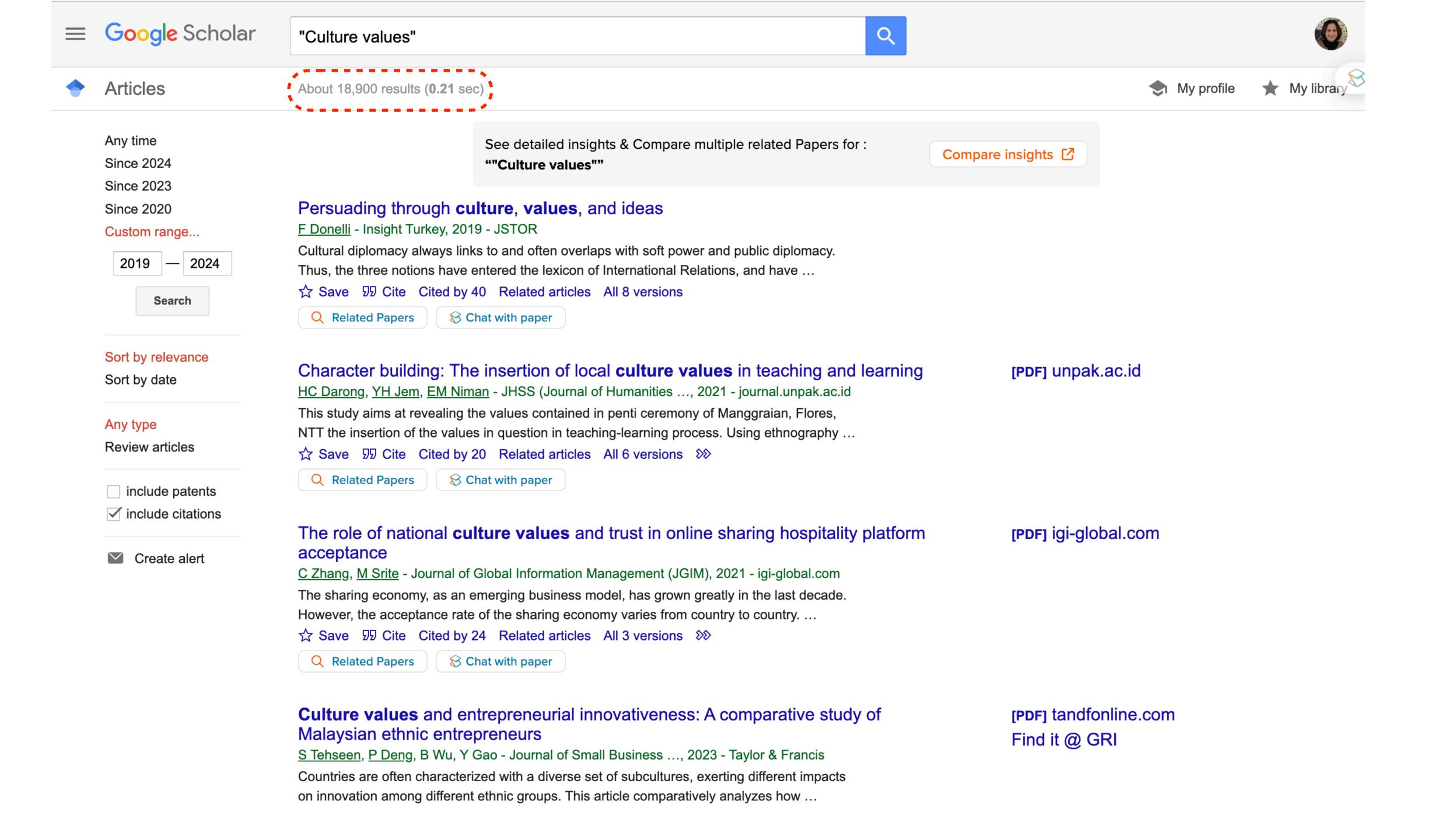


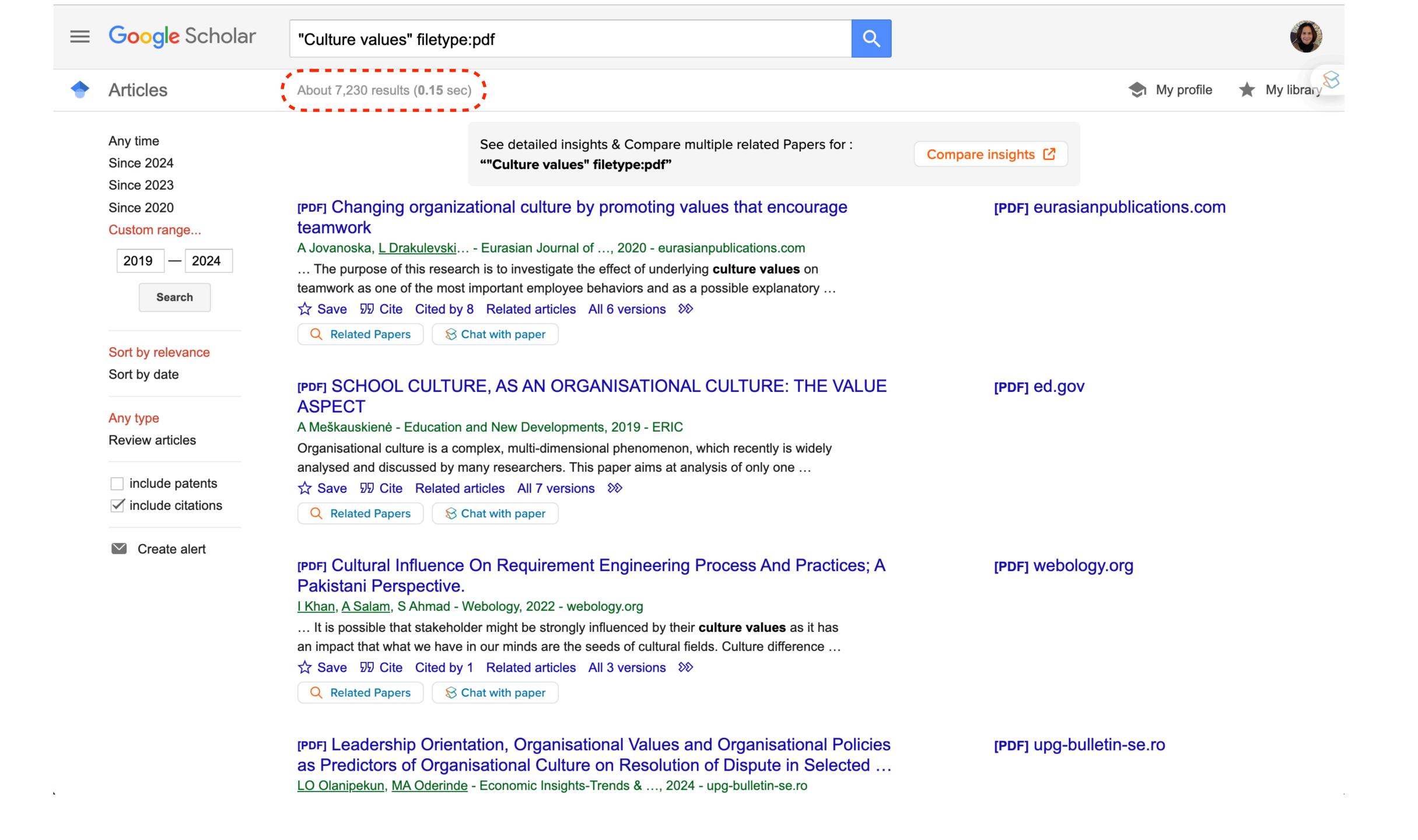


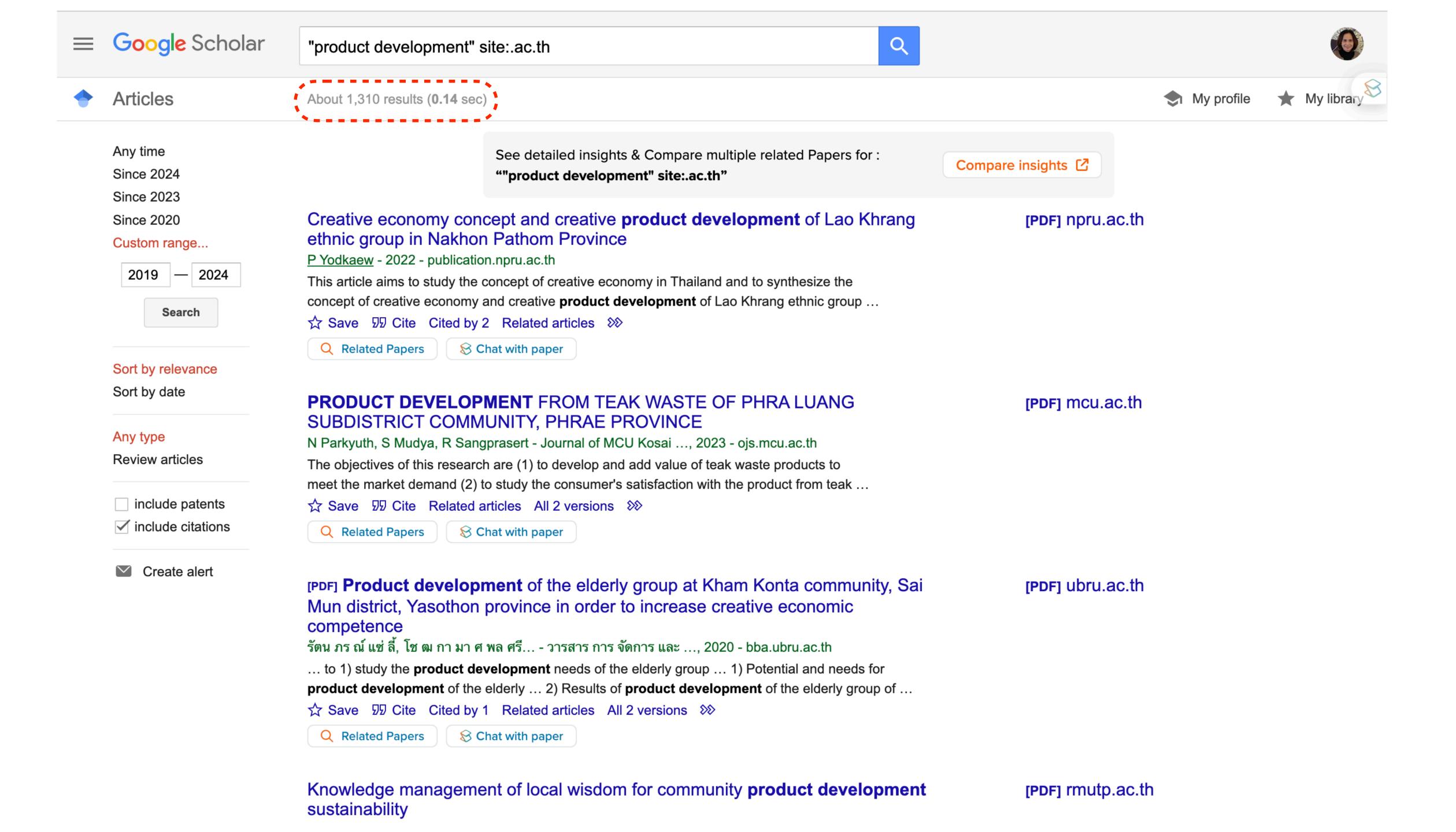


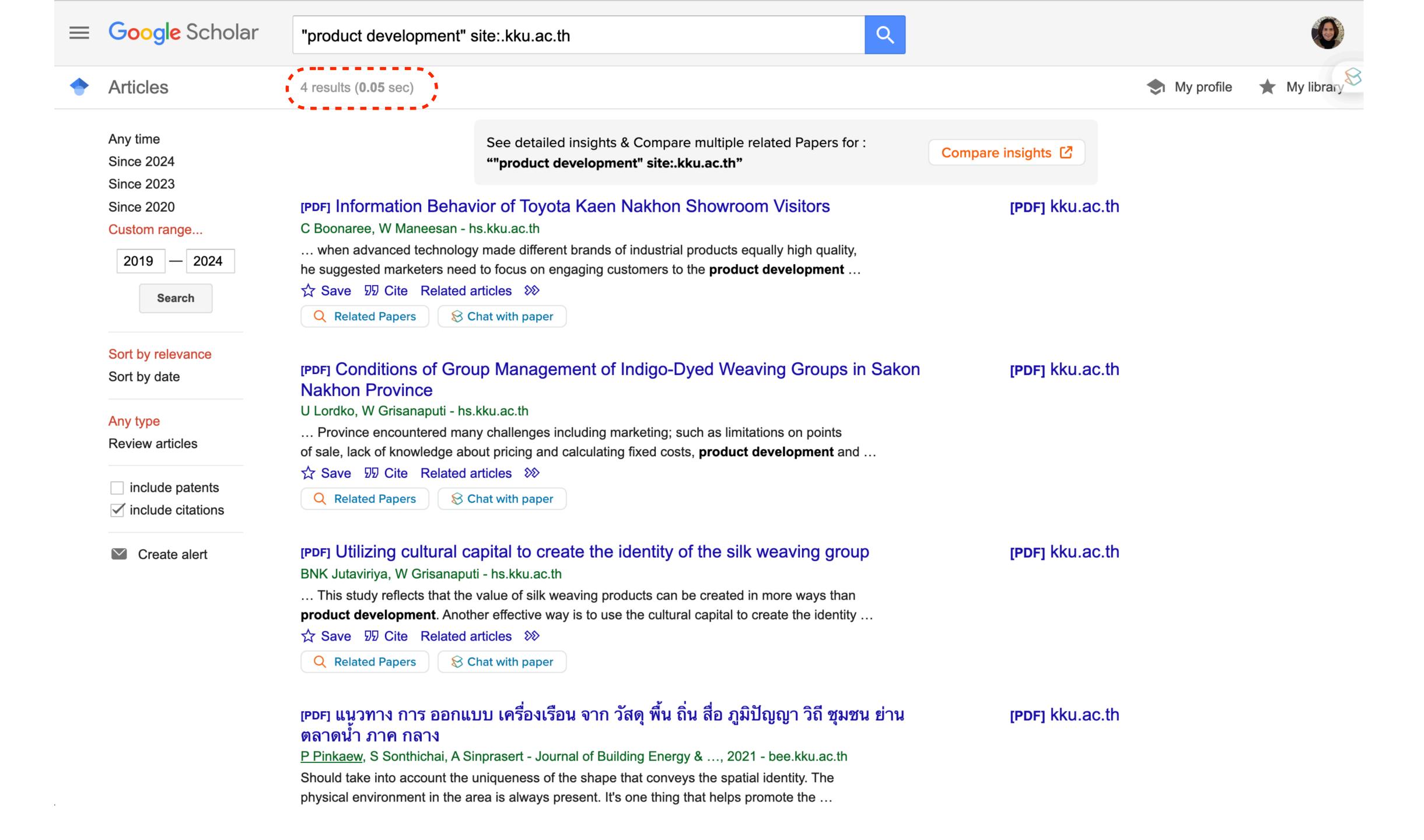
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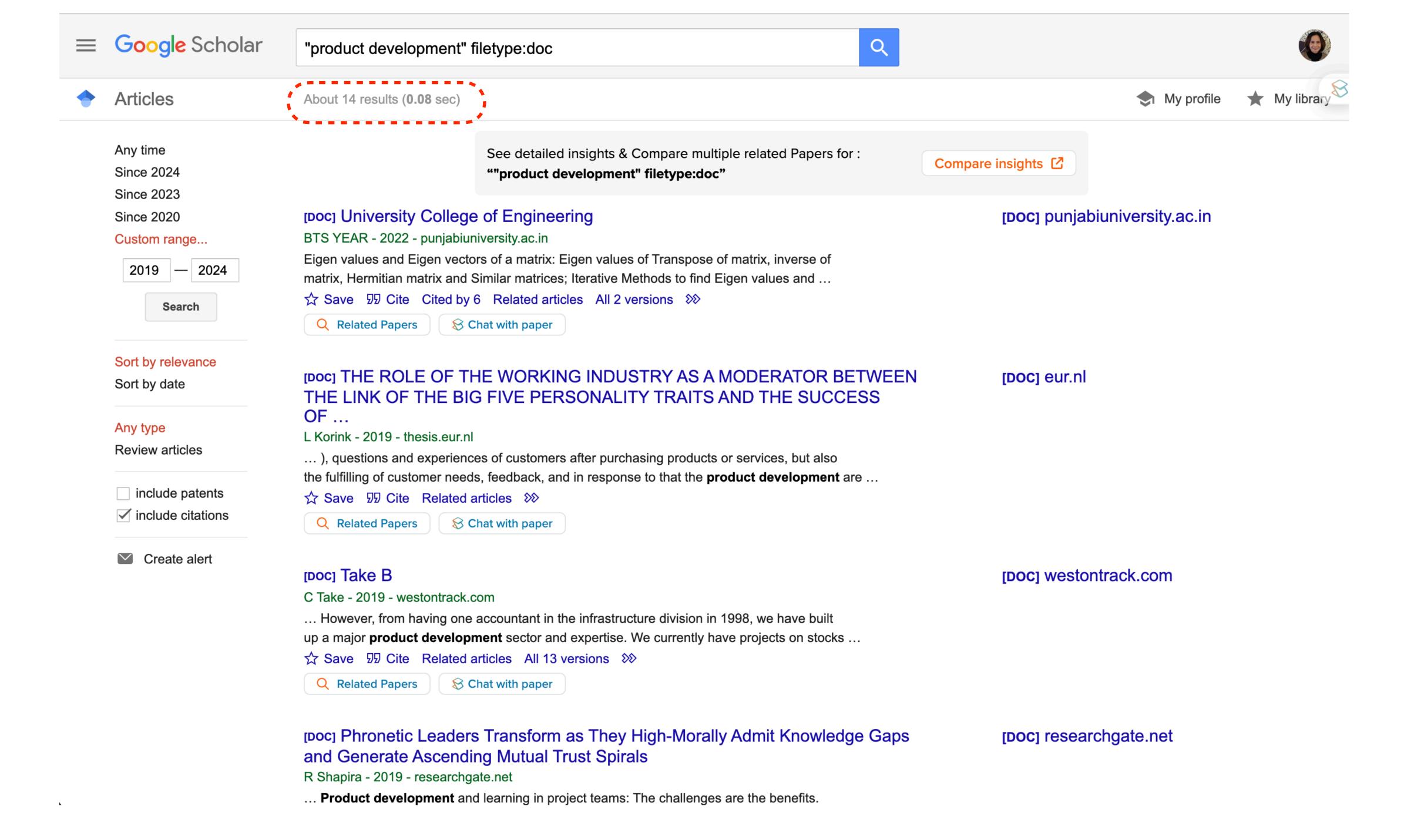








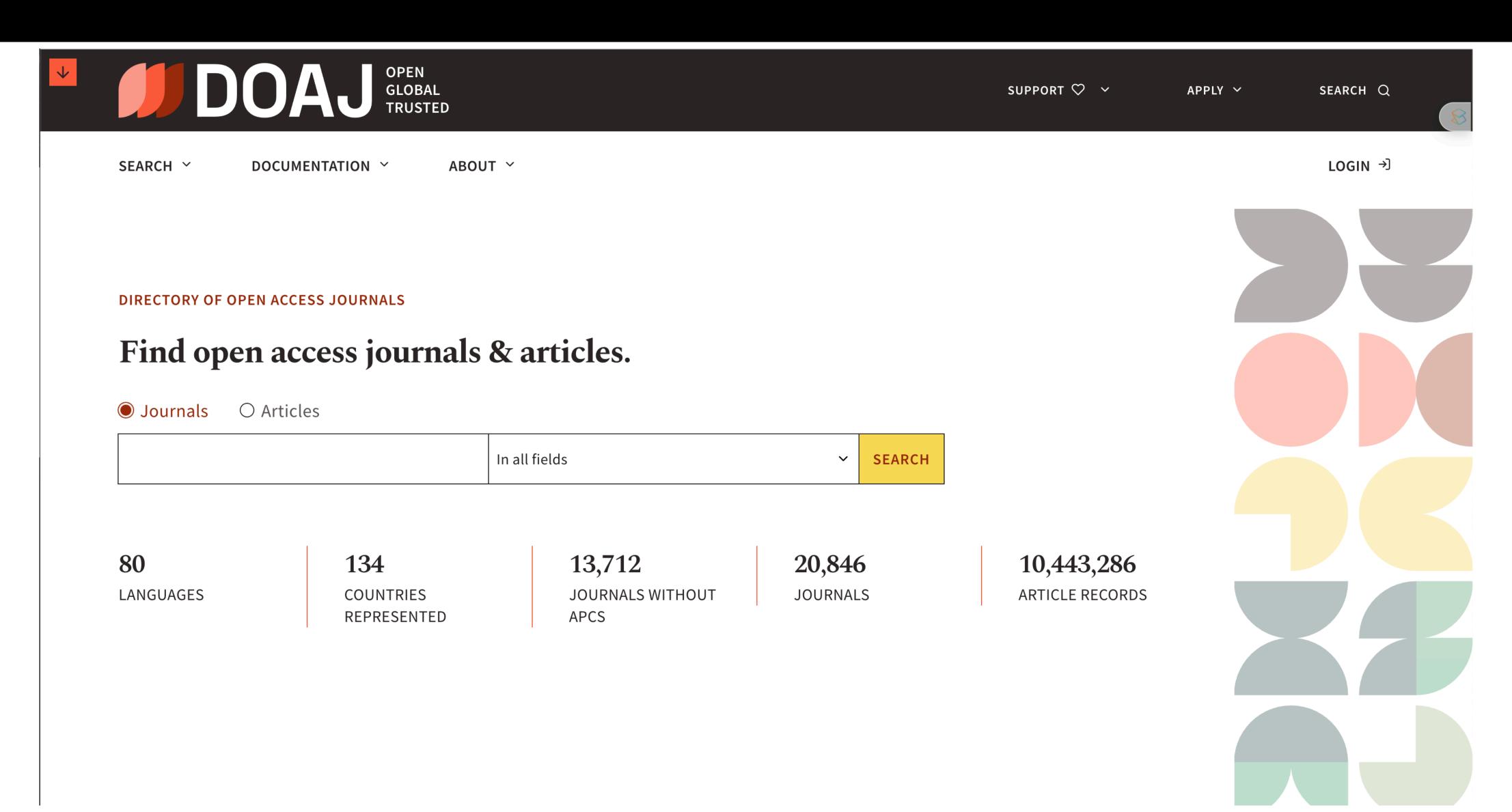




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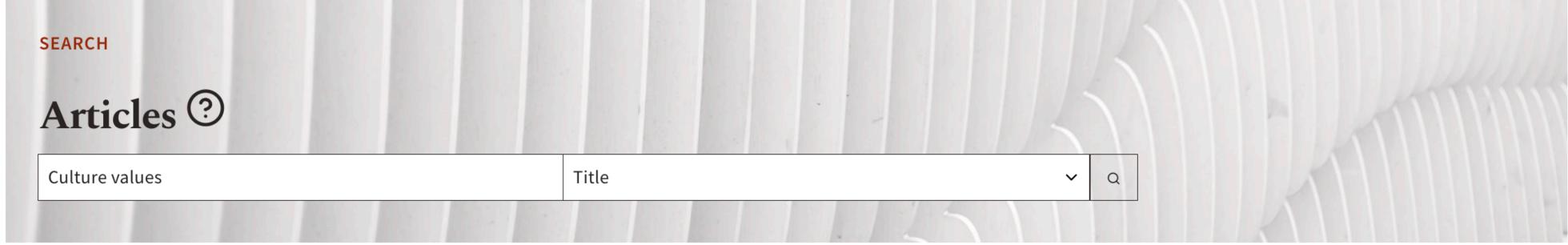


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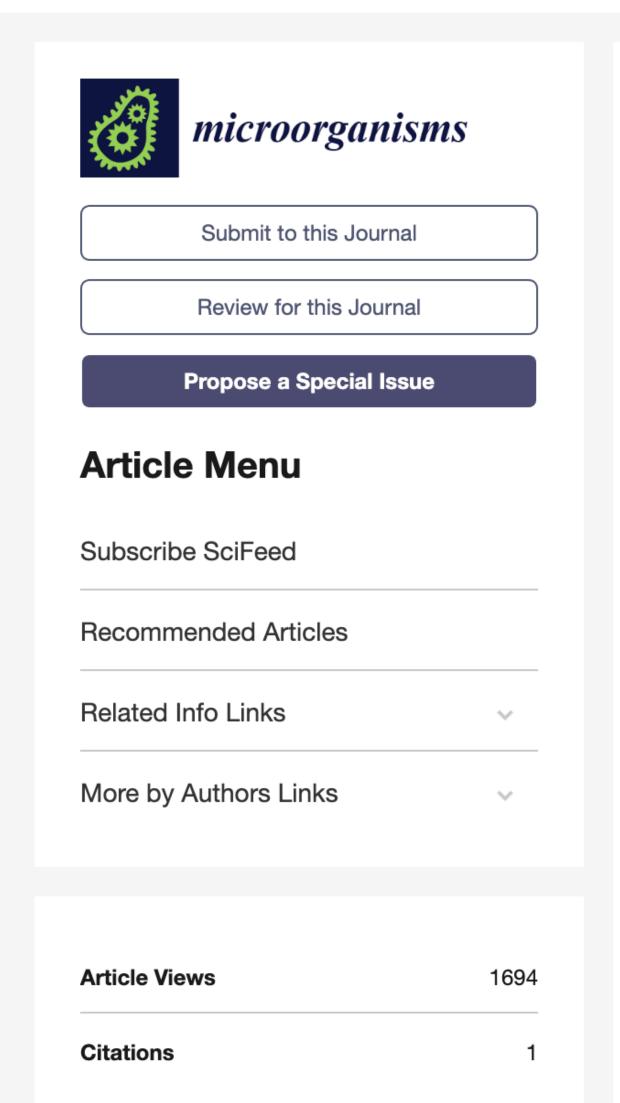
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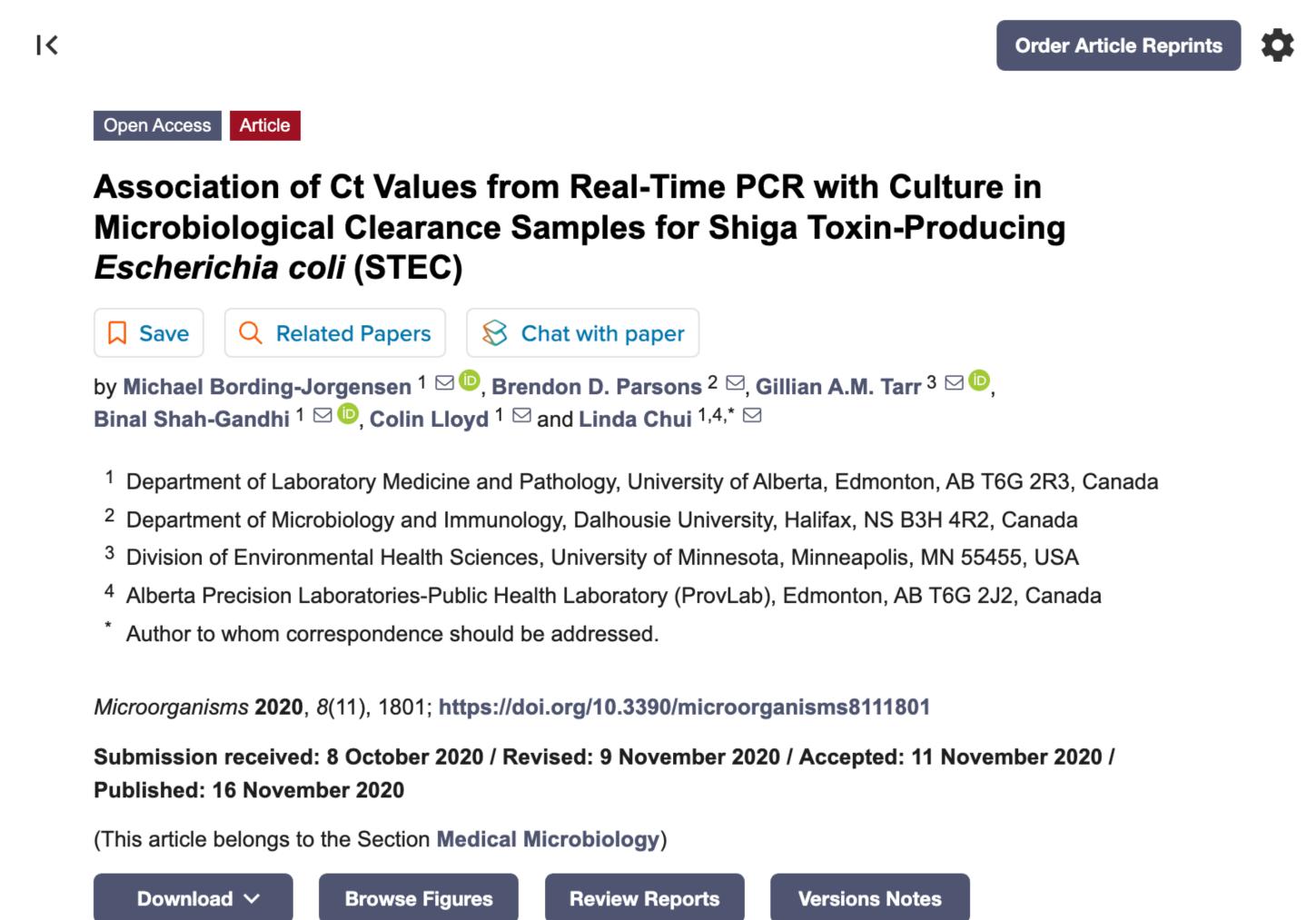
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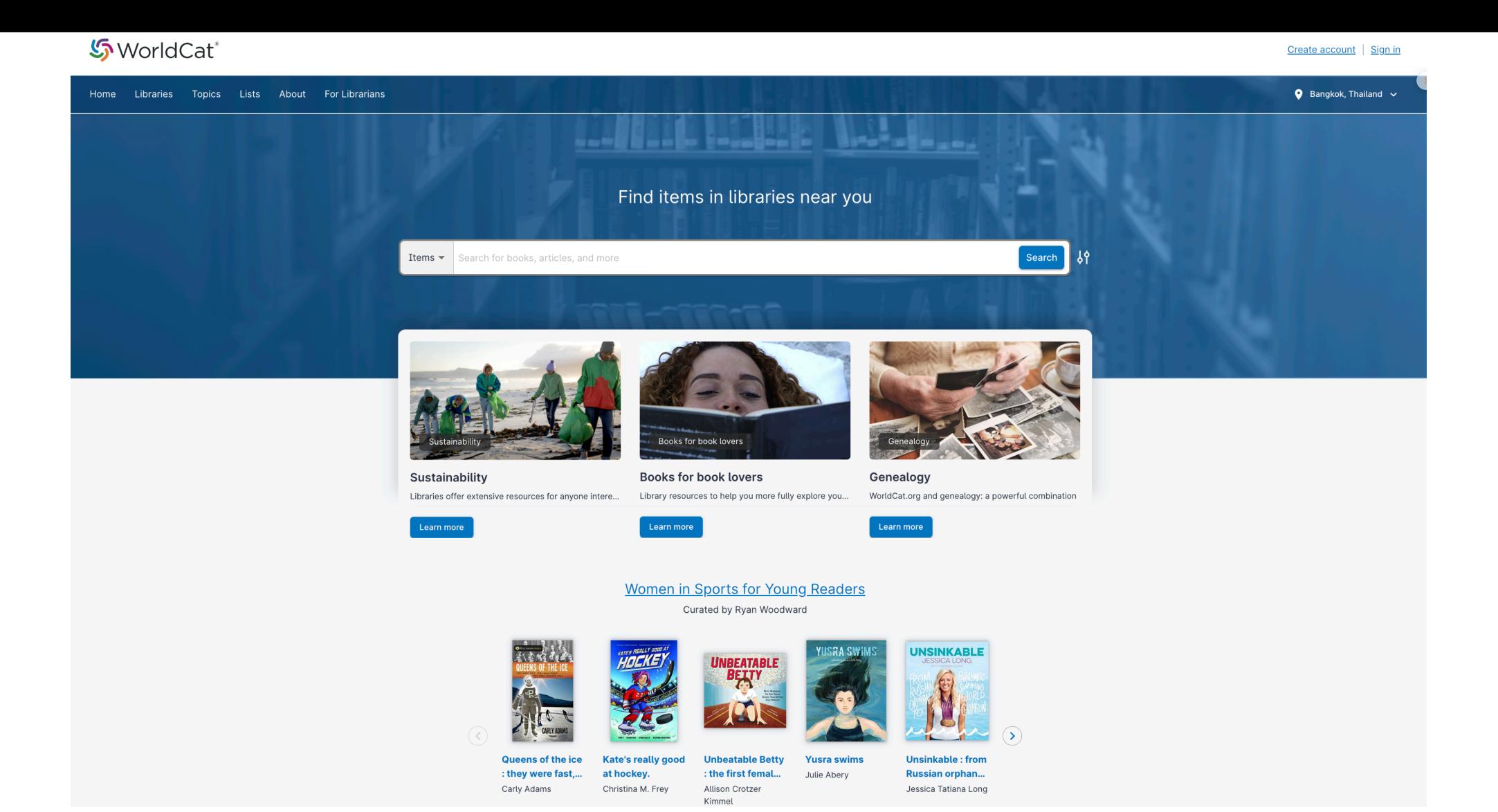




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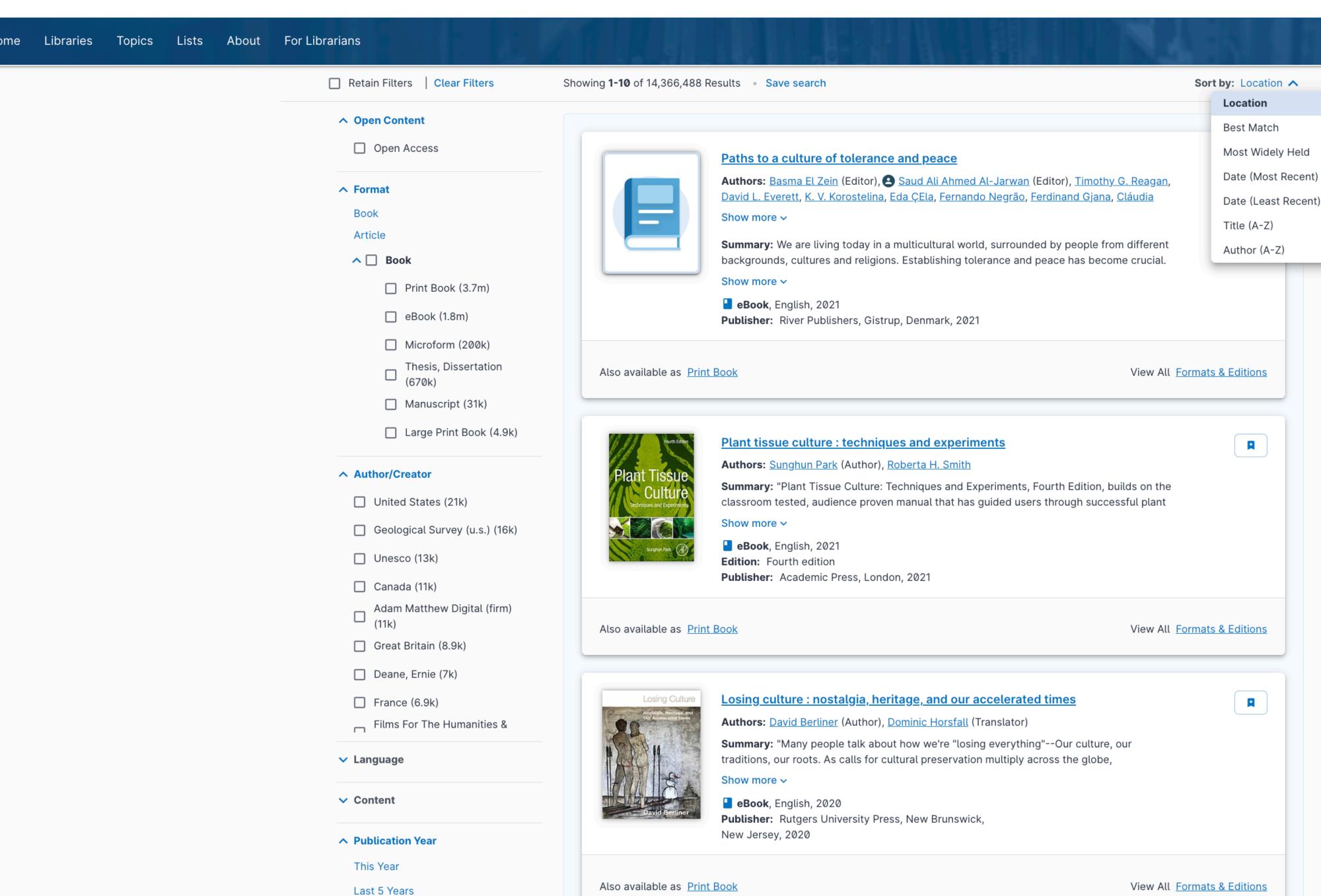


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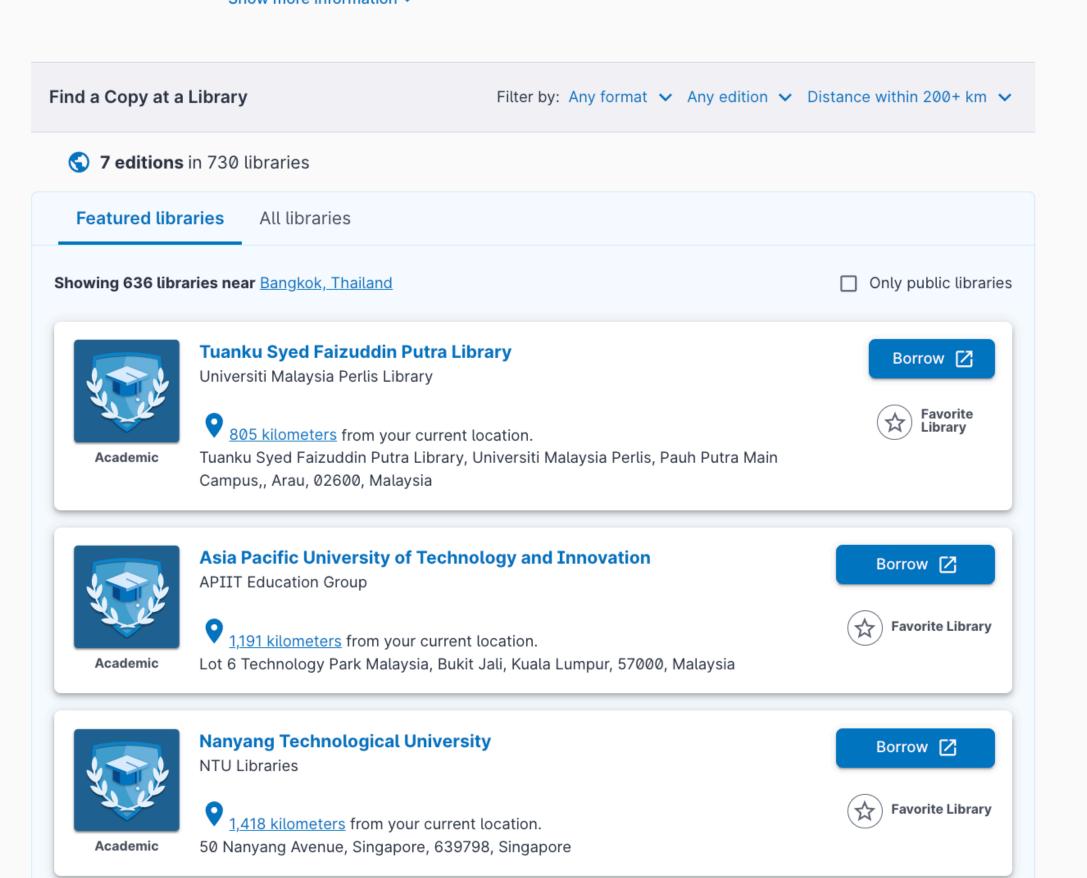
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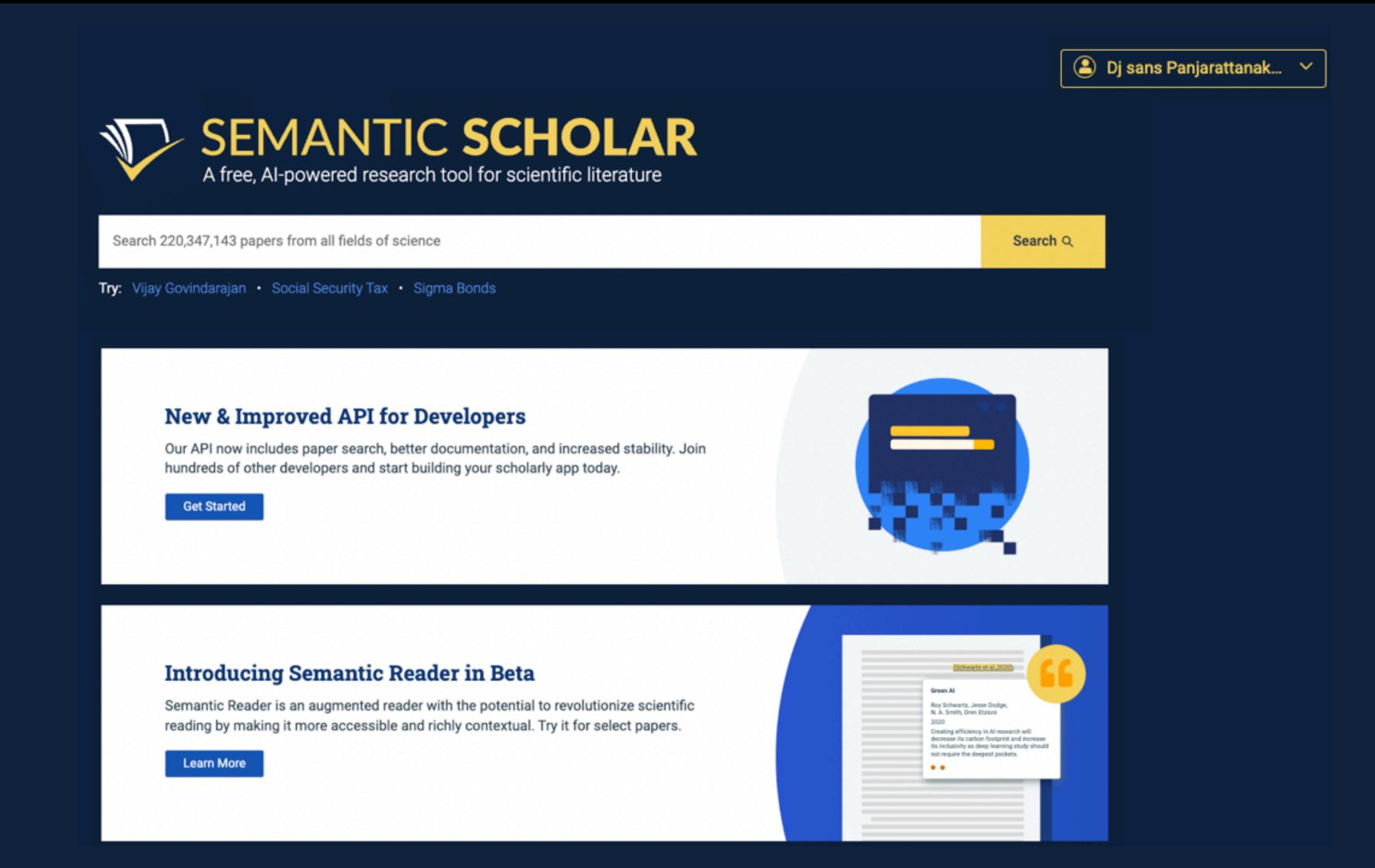
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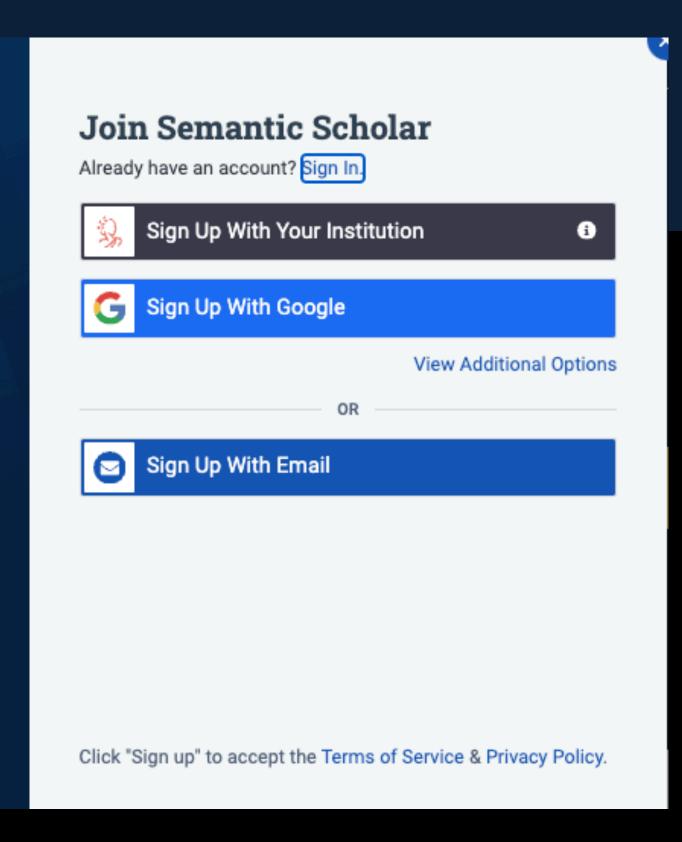


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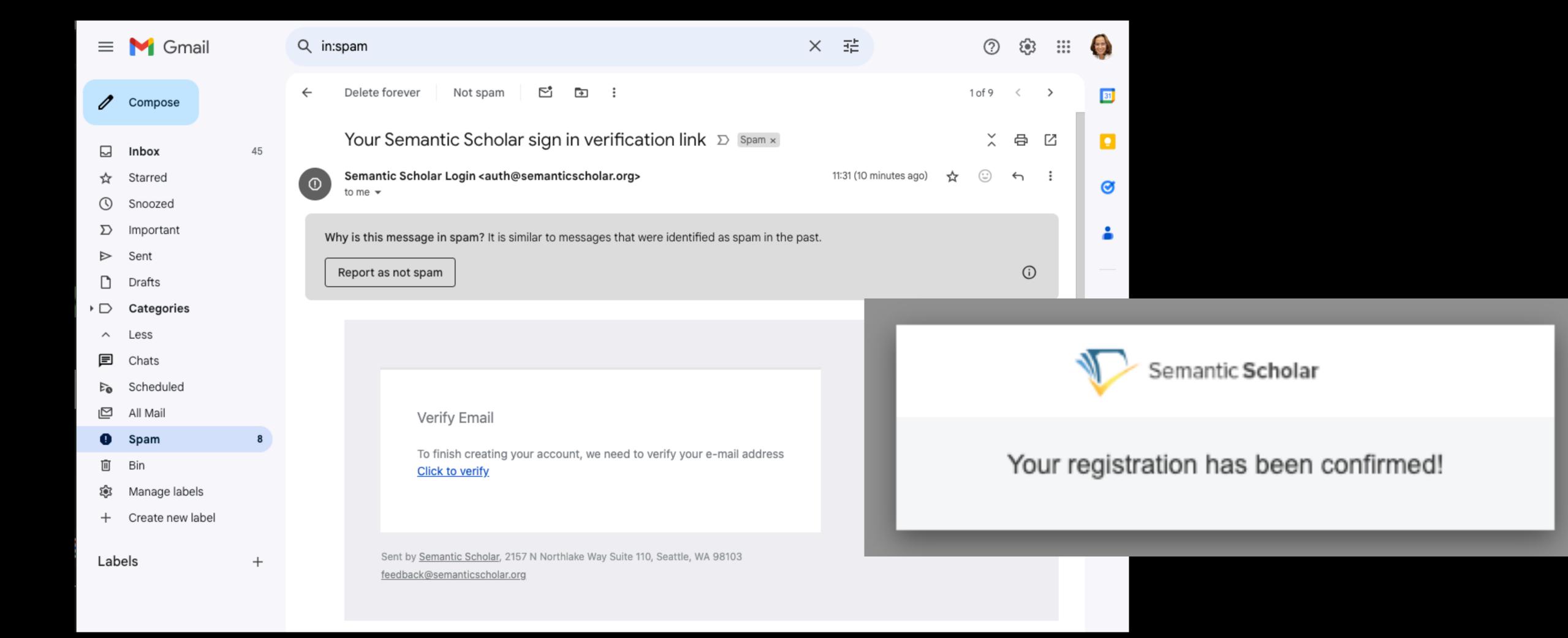
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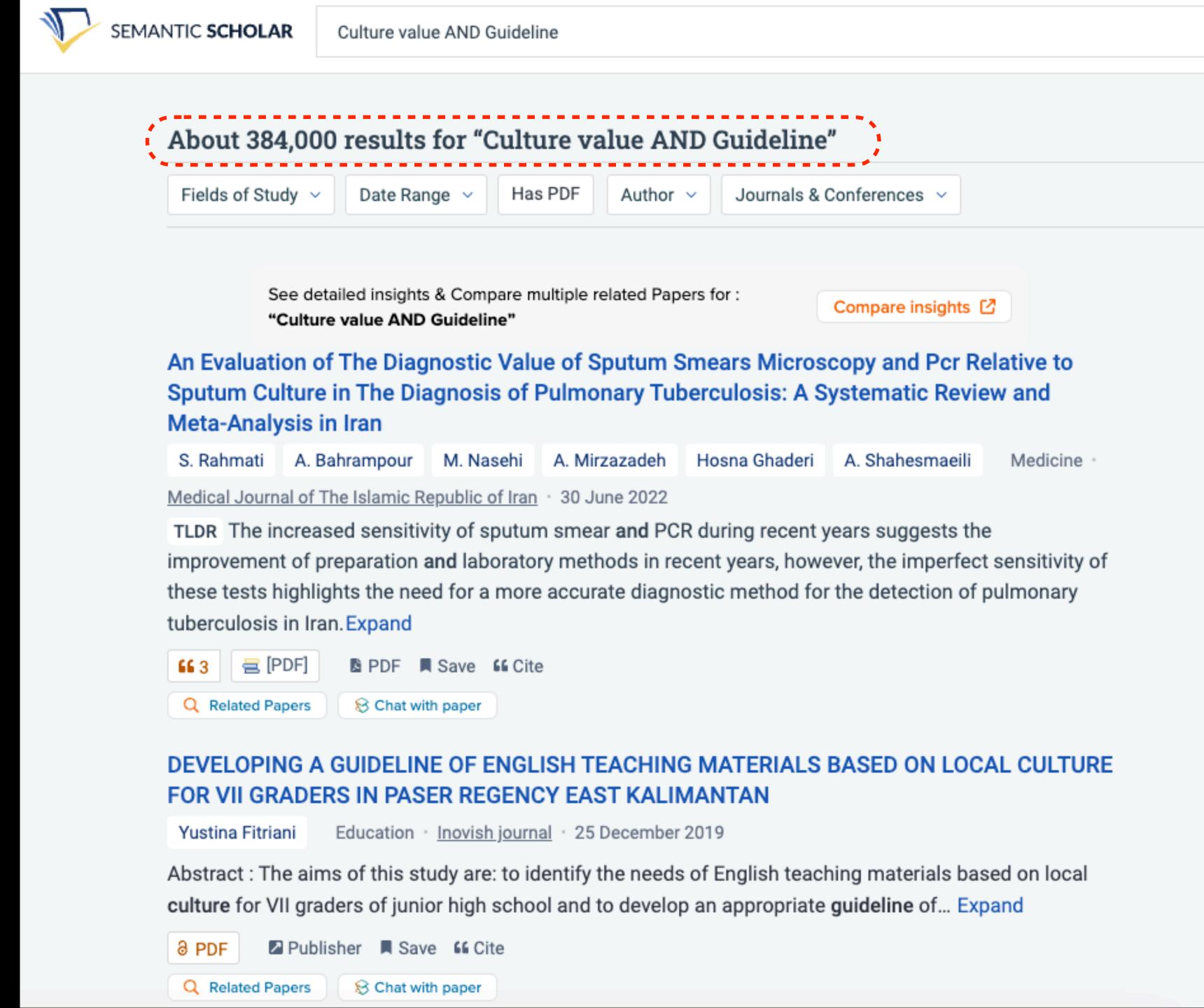
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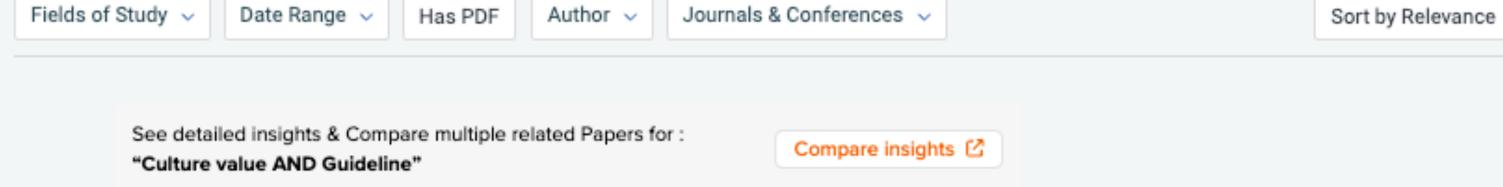
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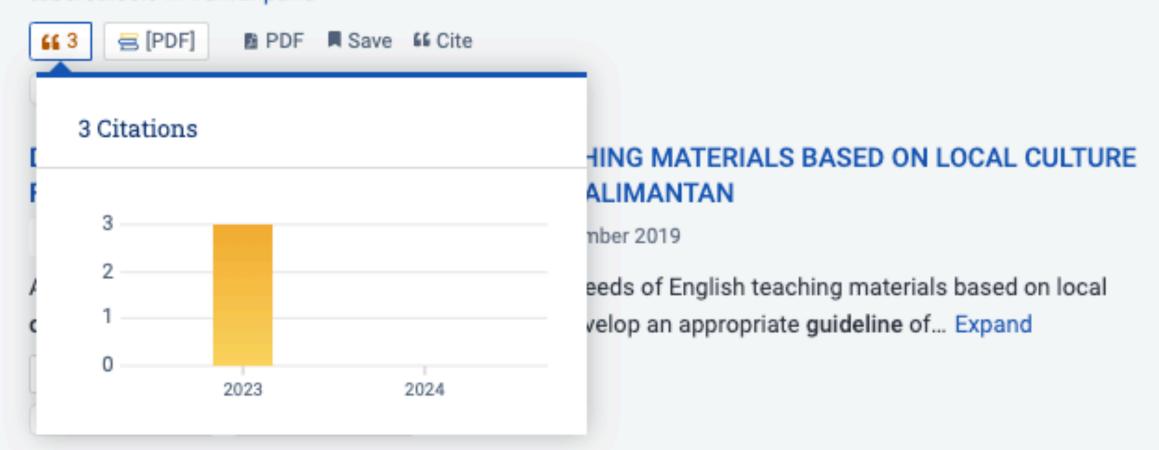
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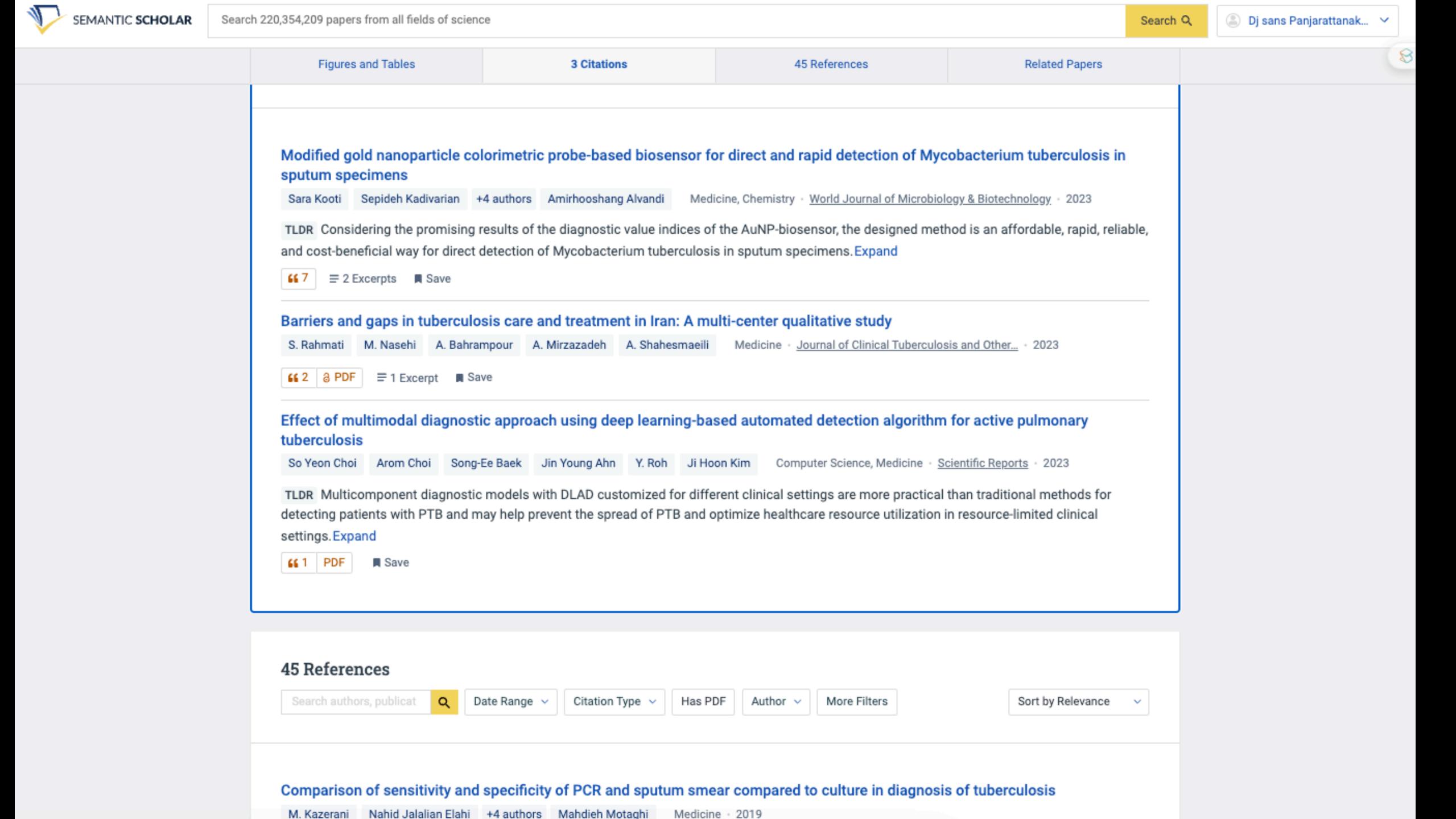
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