

DEVELOPING INSTRUCTIONAL MEDIA DESIGN PROCESSES FOR ACADEMIC COURSES: A CASE STUDY OF “GOOD CITIZENSHIP” COURSE IN HIGHER EDUCATION

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ABSTRACT

This research aims to enhance the instructional design processes for the course “Good Citizenship”, focusing on flexible learning environments and improved learning outcomes. The objectives of the study are as follows: **Flexibility for Learners:** The research emphasizes the importance of accommodating learners' convenience, allowing them to access course materials and participate in learning activities at their preferred times and locations. Given the increasing prevalence of online education, the study explores the implementation of 24/7 access to course content through a dedicated website. **Multimedia Integration:** The study advocates for the incorporation of diverse multimedia elements on the website, including text, static images, dynamic visuals, audio, and video. This multimedia approach aims to stimulate learners' interest and facilitate a more comprehensive understanding of course content, making it more accessible and engaging. **Course Customization:** The research promotes a learner-centric approach by allowing students to select courses based on their interests and needs. This customization empowers students to tailor their learning experiences, fostering a sense of ownership and motivation. **Expanded Learning Resources:** The inclusion of hyperlinks to additional knowledge sources within the website's documents expands the scope of learning. This strategy encourages deeper exploration and application of acquired knowledge, enriching the overall learning experience. The research methodology involves studying the patterns of learning activity promotion used in managing the course “Good Citizenship”. This includes live streaming sessions, self-paced learning through software courses, quizzes, individual projects, and end-of-semester exams. The study was conducted over an academic year, with 1,800 students participating out of a total of 2,000 enrolled, representing a 90.00% participation rate. The instructional strategies employed were diverse, including live streaming sessions, self-directed study, quizzes, individual projects, and expert lectures. The findings from the evaluation of the “Good Citizenship” training program revealed a high overall satisfaction rate of 92.00% among participants. Additionally, the participants demonstrated a significant improvement in knowledge and understanding, with a 5.20% increase post-training. In summary, the research concludes that the instructional design processes implemented in the course “Good Citizenship” effectively promoted flexible learning, multimedia integration, course customization, and expanded learning resources. The overall satisfaction rate of 88.20% indicates the success of the teaching and learning methods employed.

Keywords: Instructional Design, “Good Citizenship”

INTRODUCTION

The development of instructional media for the “Good Citizenship” course website at Suan Sunandha Rajabhat University aims to create innovation and effective learning experiences for students. The research methodology employed is qualitative, delving deep into the understanding of students' needs and satisfaction. The study's objectives are to provide convenience, diverse media options, and self-selected course access, ultimately enhancing the overall learning experience.

The instructional media design for the course website considers not only the requirements and satisfaction of students but also aligns with the curriculum's goals. The incorporation of various media types, including text, images, videos, and audio, intends to captivate students' interest and facilitate a holistic understanding of the course content. With 24/7 accessibility, the website enables students to learn at their convenience, fostering flexibility in their learning schedules. The website will feature links to additional knowledge sources, expanding the scope of learning and promoting in-depth comprehension. The overall objective is to contribute to the improvement of educational quality and stimulate innovation and efficient learning experiences for students. We anticipate that this research will serve as inspiration for future studies in educational technology, leading to the development of more effective learning tools and platforms.

Moreover, the course website will facilitate rapid and convenient communication between instructors and students. Students can directly submit questions or concerns through the website, and instructors can provide timely responses. Additionally, the platform will encourage peer-to-peer communication, allowing students to exchange ideas and thoughts with their peers, fostering a sense of community in the learning process.

RESEARCH OBJECTIVES

This research study was aimed to

1. To investigate and emphasize the importance of accommodating diverse learners, regardless of their background or location, with the flexibility to engage in learning at any time that suits them.
2. To explore the significance of online schools providing 24/7 access to their websites, allowing learners to tailor their educational experience based on personal convenience.
3. To assess the impact of expanding the scope of learning by providing links to external resources, encouraging students to explore and deepen their understanding of various topics.

CONCEPTUAL FRAMEWORK

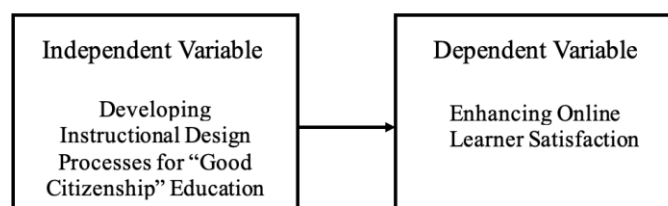


Figure 1. Conceptual Framework of the Study

This conceptual framework presents a three-pronged approach to developing instructional media design processes for “Good Citizenship” education. The first prong, accommodating diverse learners, emphasizes the importance of creating learning experiences that are accessible and engaging for students of all backgrounds and locations. This can be achieved by providing flexible learning options, such as asynchronous instruction and self-paced modules.

The second prong, providing 24/7 access to learning resources, allows students to learn at their own pace and convenience. This can be achieved by making instructional materials available online 24/7. The third prong, expanding the scope of learning, encourages students to explore and deepen their understanding of various topics. This can be achieved by providing links to external resources, such as websites, articles, and videos.

METHODOLOGY

The research methodology employed in this study adopts a Descriptive Research approach, focusing on the analysis of the “Good Citizenship” courses offered during the academic year 2022 at Suan Sunandha Rajabhat University. The primary objective is to understand the learning needs of students enrolled in the course and develop a model for learning enhancement activities that can be implemented and evaluated.

The study's population encompasses instructors of the "Good Citizenship" course, Teaching Assistants (TAs), and students who were enrolled in the course during the specified academic year. The sample group comprises a subgroup of students currently enrolled in the “Good Citizenship” course during the academic year 2022.

Data collection and analysis involve a multifaceted approach. The study aims to examine the patterns of learning activity promotion utilized in managing the course. Various instructional strategies, including live streaming sessions, self-paced software courses, quizzes, individual projects, and end-of-semester exams, will be comprehensively analyzed.

The research is conducted at the General Education and E-Learning Innovation Office, Suan Sunandha Rajabhat University. The study's timeline spans from October 1, 2022, to August 31, 2023, encompassing data collection, analysis, and evaluation phases.

Data analysis methods include the calculation of percentages for general information gathered from questionnaire respondents, satisfaction level assessments concerning the management of the “Good Citizenship” course, and in-depth evaluation of suggestions and feedback provided by the participants. The criteria for data interpretation are established, with mean scores categorized into five levels, ranging from Very High Satisfaction to Unsatisfactory, allowing for a comprehensive assessment of the research findings and satisfaction levels among participants. Additionally, the study findings will be presented in a comprehensive manner, incorporating the perspective of Kaewrattanapat et al., (2023) enhancing the depth and breadth of the analysis:

Table 1. Statistics and definition in key studies

Statistics	Definition	Reference
<i>Mean</i>		
4.50 – 5.00	Strongly agree	(Best, 1981)
3.50 – 4.49	Agree	
2.50 – 3.49	Neutral	
1.50 - 2.49	Disagree	
1.00 – 1.49	Strongly disagree	
<i>Median</i>		

Statistics	Definition	Reference
≥ 4.00	High Level of Important	(Ab Latif, Dahlan , Mulud, & Nor, 2017)
≤ 3.50	Low Level of Important	
Standard Deviation: S.D.		
0.00 – 1.00	High Consensus	(Henning & Jordaan., 2016)
1.01 – 1.49	Moderate Consensus	
1.50 – 2.00	Low Consensus	
> 2.00	Without Consensus	

RESULT

This study aimed to assess the satisfaction of participants in a training program on “Good Citizenship” conducted by the instructors Dr. Kranikarn Piriyanat and Mr. Wiraphot Ratnavan during the first semester of the academic year 2022. The evaluation covered four aspects: instructors, facilities/duration, services provided by project staff, and media and project publicity. The results were obtained through a survey of 1,800 participants, and the data were analyzed to provide a comprehensive overview of participant satisfaction. Instructor Evaluation: The table below summarizes the participants' satisfaction with instructors.

Table 2. The Participants' satisfaction with instructors.

Evaluation Aspect	Mean	S.D.	Interpretation
Instructor Preparation and Readiness	4.67	0.58	Very Satisfied
Instructor Delivery	4.33	0.58	Satisfied
Clear and Relevant Content Explanation	4.07	0.35	Satisfied
Use of Appropriate and Understandable Language	4.07	0.26	Satisfied
Instructor's Response to Questions	4.87	0.58	Very Satisfied
Appropriateness of Supplementary Lecture Materials	4.07	0.58	Satisfied
Average	4.35	0.49	Very Satisfied

The participants' overall satisfaction with the instructors was high, with an average score of 4.35, indicating an 87.00% satisfaction level.

Table 3. The participants' satisfaction with facilities/duration.

Evaluation Aspect	Mean	S.D.	Interpretation
Readiness of Audiovisual Equipment	4.73	0.36	Very Satisfied
Appropriateness of Training/Seminar Duration	4.40	0.47	Satisfied
Average	4.57	0.42	Very Satisfied

The participants expressed high satisfaction with facilities and duration, with an average score of 4.57, indicating a 91.40% satisfaction level.

Table 4. The participants' satisfaction with the services provided by project staff.

Evaluation Aspect	Mean	S.D.	Interpretation
Staff Service	4.07	0.26	Satisfied
Project Staff Coordination	4.93	0.58	Very Satisfied
Convenience of Project Staff Assistance	4.93	0.26	Very Satisfied
Guidance and Answers from Project Staff	4.93	0.26	Very Satisfied
Average	4.72	0.34	Very Satisfied

The participants demonstrated very high satisfaction with the services provided by project staff, with an average score of 4.72, indicating a 94.40% satisfaction level.

Table 5. The participants' satisfaction with media and project publicity.

Evaluation Aspect	Mean	S.D.	Interpretation
Quick Communication/Publicity	4.93	0.24	Very Satisfied
Diverse and Appropriate Publicity Channels	4.87	0.32	Very Satisfied
Accuracy and Utility of Information in News	4.07	0.50	Satisfied
Interesting Media/Publicity Materials	4.93	0.28	Very Satisfied
Overall Satisfaction with the Project	4.87	0.28	Very Satisfied
Average	4.73	0.32	Very Satisfied

The participants expressed very high satisfaction with media and project publicity, with an average score of 4.73, indicating a 94.60% satisfaction level.

Table 6. The summarizes the participants' satisfaction with their knowledge and understanding before and after the training.

Evaluation Aspect	Mean	S.D.	Interpretation
Knowledge/Understanding Before Training	4.47	0.46	Satisfied
Knowledge/Understanding After Training	4.73	0.38	Very Satisfied
Average	4.60	0.42	Very Satisfied

The participants demonstrated high satisfaction with their knowledge and understanding both before and after the training, with an average score of 4.60, indicating a 92.00% satisfaction level.

Table 7. The summary of satisfaction across the four aspects evaluated.

Evaluation Aspect	Mean	S.D.	Interpretation
Instructors	4.35	0.49	Very Satisfied
Facilities/Duration	4.57	0.42	Very Satisfied
Staff Services	4.72	0.34	Very Satisfied
Media and Project Publicity	4.73	0.32	Very Satisfied
Overall Average	4.59	0.42	Very Satisfied

In conclusion, participants exhibited high satisfaction across all evaluated aspects, resulting in an overall average satisfaction level of 91.80%. This indicates a very high level of satisfaction with the training program on “Good Citizenship”.

Table 8. The student's satisfaction in “Good Citizenship” course.

Evaluation Criteria	Mean	Interpretation
Punctuality of Instructors	4.47	Very Satisfied
Clarity and Objectives of Teaching Methodology	4.44	Very Satisfied
Relevance of Teaching Materials to Learning Objectives	4.45	Very Satisfied
Classroom Atmosphere and Participation Opportunities	4.43	Very Satisfied
Depth of Instructor's Knowledge and Comprehensive Teaching	4.39	Very Satisfied
Step-by-Step and Understandable Teaching Methodology	4.43	Very Satisfied
Encouraging Self-Learning through Additional Resources	4.33	Very Satisfied
Use of Diverse Learning Support for Increased Interest	4.39	Very Satisfied

Evaluation Criteria	Mean	Interpretation
Evaluation of Understanding with Constructive Feedback	4.44	Very Satisfied
Fair and Appropriate Grading Criteria	4.35	Very Satisfied
Flexible and Varied Teaching Responsive to Student Needs	4.38	Very Satisfied
Encouragement of Critical Thinking and Creativity	4.45	Very Satisfied
Choice of Projects/Assignments and Real-World Application	4.35	Very Satisfied
Facilitation of Learning Exchange Activities	4.43	Very Satisfied
Integration of Media for Enhanced Learning	4.40	Very Satisfied
Overall Satisfaction with Teaching Program	4.41	Very Satisfied

The teaching program received an overall satisfaction score of 4.41, indicating a high level of participant satisfaction with the online course on “Good Citizenship” during the first semester of the academic year 2022.

CONCLUSION

The research focuses on the development of the instructional design process for the “Good Citizenship” course (“Good Citizenship”) at Rajabhat Suan Sunandha University. The aim is to enhance students' civic awareness and satisfaction by improving teaching activities. The instructional format includes live streaming sessions, self-study, quizzes, individual projects, exams, and expert lectures. The project, spanning an academic year, involved 1,800 out of 2,000 students, with a 90% participation rate.

Results indicate high overall satisfaction (92.00%), improved knowledge and understanding post-training (94.60%), and a satisfactory evaluation of the “Good Citizenship” course teaching (88.20%). The study concludes that the instructional design positively impacted civic awareness and learning outcomes, aligning with a similar study on cloud-based learning. The cloud-based system comprised situation analysis, online activities, and evaluation, leading to enhanced learning outcomes for students. The research aligns with the study conducted by (Sinchai, P. 2021) for the learning model through the cloud-based system in general education courses at Suan Sunandha Rajabhat University. Silachai's study identified three components of the cloud-based learning system: 1) situational analysis, 2) online teaching activities using Google App for Education, and 3) evaluation, improvement, and effectiveness testing (E1/E2), with scores of 82.87/83.75, meeting the established criteria. The study also revealed that students' learning outcomes after the course were higher than before, indicating progress in learning after adopting the cloud-based learning approach in general education courses at Suan Sunandha Rajabhat University.

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