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# Development of Work Processes by Applying the VOOV Program Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University

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## Abstract

This research aims to study: 1) the development of a manual for online teaching management using VOOV, 2) the learning outcomes of online teaching using VOOV, and 3) the satisfaction of students towards online teaching using VOOV. This study is a quantitative research. The sample group consists of 60 graduate students from the Master of Arts program in Visual Arts and Design, Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University. Since the population is known, the sample size was determined using the Krejcie and Morgan (1970) formula for sample size calculation.

The study results found that: 1) The majority of the sample group were female, with 35 individuals, representing 51.1%, and male, with 25 individuals, representing 44.9%. Most of the sample group were aged between 25-35 years, with 35 individuals, representing 51.1%, followed by those aged 36-50 years, with 25 individuals, representing 44.9%. The majority of the sample group were first-year students, with 50 individuals, representing 50%, and second-year students, with 30 individuals, representing 50%. 2) The VOOV program received high satisfaction regarding the application system and the effectiveness in teaching and learning.

**Keywords:** Teaching Management, Master of Arts, VOOV

## 1. Introduction

The National Education Act of 1999 emphasized the importance of the teaching and learning process through the use of educational media and technology. Section 67, under Chapter 9, states that the government must promote research and development in the production and development of educational technology (Office of the National Education Commission, 1996). This led to the year 2008, which was an era of a knowledge-based economy and society (Knowledge-Based Economy/Society, KBE/KBS), during which information and communication technology (ICT) developed continuously and was used as a tool for educational development and management support. This resulted in improvements to the teaching and learning methods to be more suitable for the times. In higher education, students must possess sufficient knowledge and skills to use information technology to search for and create knowledge independently. They must also engage in social interaction and exchange learning with instructors and peers at any time and have access to content and knowledge resources everywhere. Therefore, the implementation of e-Learning in higher education can effectively promote self-directed learning and knowledge creation for students. (Srisak, 2008)

The e-Learning teaching system is considered a modern and innovative approach in the Thai education process (Kanchana, 2005). It is believed that students who seek knowledge independently will experience deeper learning compared to learning from a teacher alone. However, there are still challenges, with the main issue being 'the necessity for e-Learning students to have more discipline than traditional classroom students' (Srisak, 2008), which may not be suitable for undergraduate levels but may be more appropriate for graduate education. This level of education offers greater independence and flexibility (Kanchana, 2005). As e-Learning may not fully address the social interaction between students and instructors, a blended learning approach was introduced. This 'Blended Learning' method integrates various teaching approaches, combining classroom instruction with online teaching. It is believed that this blended learning format will help students achieve the most effective learning (Chayarat, 2008; Chetha, 2009; Thorne, 2003).

The Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University, plays a role in providing teaching and learning services, as well as facilitating research and knowledge acquisition for both students and staff within the faculty. This serves as an extension beyond the classroom, following the concept that education is endless. The faculty aims to be a center of learning and a leading service provider to elevate the standards of service delivery, teaching management, and the quality of graduates in alignment with the identity of Suan Sunandha Rajabhat University. The faculty offers diverse and modern services that are in line with the current era.

Given this situation, the researcher is interested in developing a teaching management manual for students in the Master of Arts program, specializing in Visual Arts and Design, Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University, by applying the VOOV program. This program will be used to develop systems and processes for managing teaching and learning in various ways. It is believed that blended learning, which combines classroom instruction with online teaching, will help students achieve the most effective learning. Additionally, it allows students to access information and resources more efficiently. The development of this work process will meet the objectives of improving the teaching management system, making information accessible through the system, and enhancing efficiency. It also contributes to building potential in alignment with the goals, vision, and strategic mission of Suan Sunandha Rajabhat University.

### **1.1 Research Objective**

1. To develop an online teaching manual using VOOV.
2. To evaluate the learning outcomes of online teaching using VOOV.
3. To assess students' satisfaction with online teaching using VOOV.

### **1.2 Research Methodology**

The research instrument used in this study was a questionnaire designed by the researcher to examine students' satisfaction with online teaching using VOOV in the Faculty of Fine and Applied Arts at Suan Sunandha Rajabhat University. The questionnaire included both closed-ended and open-ended questions to gather data comprehensively.

The collected data were analyzed using descriptive and inferential statistics. The questionnaire was structured to cover key areas, including content organization, operational systems, information access, and information creation.

The data collection process for this study involved eight key steps as follows:

1. The researcher studied relevant concepts, theories, and previous research to develop an interview framework suitable for the content and scope of the study.
2. The researcher submitted the interview framework to experts for review and made revisions according to their recommendations to align with the research objectives.
3. The researcher finalized the interview framework for use in data collection.
4. Data obtained from the interviews were analyzed to identify best practices for developing work processes by applying the VOOV program.
5. A systematic guideline for developing work processes using the VOOV program was established.
6. The proposed system development guideline was submitted to experts for evaluation regarding its feasibility and appropriateness for implementation.
7. The finalized guideline for work process development using the VOOV program was prepared.
8. A manual for managing online teaching using the VOOV program was developed.

The researcher validated the data obtained from interviews and questionnaires, analyzing the content using a content analysis table. The findings were summarized and presented in narrative form. This analysis was then used to develop a set of operational guidelines for work process improvement by applying the VOOV program within the Faculty of Fine and Applied Arts at Suan Sunandha Rajabhat University.

## 2. Body of paper

The results of student satisfaction with teaching and learning management, using the VOOV Meeting application, indicate high satisfaction with the application's functionality and the effectiveness of online learning. Online learning is conducted via the internet, incorporating modern technology with internet networks. Students found the VOOV Meeting application easy to use and could quickly learn how to operate it. The application facilitates continuous communication between instructors, classmates, and learners. Students believe that learning via VOOV Meeting reduces unnecessary costs associated with teaching and learning. The application offers comprehensive features that support educational needs and helps students better understand lessons. Using VOOV Meeting encourages active student participation in the learning process. Students can immediately ask questions during lessons and easily exchange knowledge with instructors or guest lecturers. Additionally, students can review lessons at their convenience. Learning through the Zoom Cloud Meeting application provides a positive experience, making students feel as if they are learning in a real classroom. Students perceive that this method enhances the effectiveness of teaching and learning, leading to improved academic achievement. Consequently, the use of VOOV Meeting contributes to greater efficiency in their academic and practical performance.

As outlined above, the online teaching and learning process using the VOOV application fosters interaction between instructors and learners through online education. This approach integrates knowledge with innovative learning methods and modern technology, offering diverse teaching formats. It is crucial for instructors to thoroughly analyze the curriculum, objectives, content, teaching methods, assessment strategies, and potential challenges to effectively design an efficient and impactful online teaching framework.

## Benefits of Online Teaching

- **Convenience and Flexibility:** Online teaching allows learners to access lessons at their convenience, regardless of location or time.
- **Support for Non-Formal Learning:** Online lessons effectively enhance both formal education and non-formal learning opportunities.
- **Ability to Meet Learners' Needs:** Online teaching tools, such as VOOV, can be tailored to learners' specific needs, making the learning process more effective.

Currently, online lessons are widely popular due to their numerous advantages for both instructors and learners. They also promote education in both formal and non-formal systems. Online learning serves as a user-friendly tool that supports internet-based teaching and learning, aligning closely with the needs of learners. This alignment is considered a key factor in its success.

## 3. Results

Through the study and collection of information regarding the development of a manual for the work process development system by applying the VOOV program at the Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University, and the analysis and synthesis of relevant documents, the researcher employed a qualitative research approach. This involved synthesizing documents, conducting in-depth interviews, and administering surveys to summarize opinions regarding the practices involved.

The VOOV program has the highest level of satisfaction with the application system and the effectiveness of teaching and learning within the system. Online learning is a mode of learning through the internet, using modern technology combined with the internet network for the teaching and learning process. Students believe that the VOOV application is easy to use, and they can quickly learn how to use it. The management of teaching and learning through the VOOV application enables continuous communication between instructors, classmates, and learners. Students believe that the VOOV application reduces the wastefulness of the teaching process. They think that the VOOV application offers comprehensive options for teaching and learning. The management of teaching through the VOOV application helps students better understand the lessons.

The teaching and learning management via the VOOV application encourages students to engage more actively in the learning process. Students can immediately ask questions about the lessons during the class. They can easily and quickly exchange knowledge with instructors or guest speakers. Students can review their lessons whenever they want. Teaching and learning via the VOOV application can create a positive experience for students, making them feel like they are actually learning in a classroom. Students think that learning through the VOOV application enhances the efficiency of teaching, and their academic performance improves after learning through the application. This, in turn, increases the effectiveness of their work.

The teaching of the Japanese translation course was originally conducted in an on-site format, incorporating a teaching process that encouraged student participation. Students were required to present their work in class, allowing their peers to engage in discussions and share their thoughts collaboratively. This approach fostered a clear atmosphere of cooperation in the learning process. However, in the first semester of 2021 (1/2564), the course transitioned to an

online format, which changed the classroom environment. Presentations were conducted through screen sharing from students' devices. As a result, participation and responsiveness in class discussions were not as effective as in the on-site format. (Kachaphat Limjaroen.(2023).

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