

# GUIDELINES FOR ORGANIZING ACTIVITIES TO PROMOTE LEARNING THAT ARE USED IN TEACHING AND LEARNING IN CLEAN-HEARTED YOUTH COURSES

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## ABSTRACT

The objectives for this study, on guidelines for organizing learning activities for the “Clean-Hearted Youth” course, are to study the current state, problems, and needs for organizations of learning activities; to develop and implement learning activities for students who registered for the Clean-Hearted Youth course; to evaluate the student’s satisfaction in the learning activities; and to inform related members of staff within the Institute or other related offices, so they could adapt the study’s findings for other practical uses. The sample of this study consisted of the course’s teaching professor, a teaching assistant, and students registered for the Clean-Hearted Youth course in the academic year 2021 of Suan Sunandha Rajabhat University, Thailand. The samples size was at least 300, selected using purposive sampling from all registered students. Questionnaires were used to collect data, which were than analyzed using percentages, mean values, and standard deviations.

### Results

1. The study on the current state, problems, and needs for organizations of learning activities for student in the Clean-Hearted Youth course found that 42 per cent of the students registered for this course because they wished to learn about punishment policies, 21 per cent wished to learn about corruption. In terms of their expectations of the course, 36 per cent of the students expected to learn about community engagement and anti-corruption approaches, and 34 per cent expected to learn about corruption prevention. 41 per cent of the students preferred the instructors to deliver the course in a way that combined lectures, class activities, games, and quizzes. 24 per cent of the students preferred the contents on the punishment policies to be emphasized in the Clean-Hearted Youth course.

2. With the implementation of learning activities in the Clean-Hearted Youth course, the mark scheme was changed from the original 50:50 format – where 50 per cent of the mark came from a mid-term examination, and the other 50 per cent from a final examination – to a new format, where quizzes contributed 40 per cent, individual projects contributed 30 per cent, and final examinations contributed 30 per cent to the overall grades.

3. Implementation of the learning activities in the Clean-Hearted Youth course was very well received by the students, implied by the large number of registered students, filling the course to its capacity.

4. The survey on student satisfaction in the learning activities showed good results. An overall satisfaction level of *very satisfied* was achieved.

**Keywords:** Education, Current state, Problems

## INTRODUCTION

Education in the 21st century promotes reconciliation of people's differences, prevention of conflicts, and peaceful approaches of resolving conflicts. It demands that people adapt to rapid changes in information and facts. This requires broad and extensive general knowledge, which makes people ready to dive into in-depth studies of new subjects that interest them. An extensive general knowledge leads to life-long learning, plants a secure basis for the pursuit of knowledge and practical skills, and thus is fruitful in many situations, the majority of which could not be predicted beforehand. Moreover, it makes enables one to work together with others. Students should have opportunities for practical sessions that develop their personal skills, while they study subjects related to their career paths and to the needs of their society. They should also have opportunities to learn the life skill of recognizing their responsibility of working together with others to achieve common goals, while simultaneously independently thinking and making smart decisions. An educator must encourage the students' talents – for example, talents in remembering, reasoning, creativity, arts, communication – to ripe, while simultaneously educate the students about themselves.

Therefore, education that prepares students for changes plays an important role in the development of a nation, especially in developing the human resources – a crucial factor for economic development. Presently, the most valuable resource is educated people, since the productivity of a nation depends on the knowledge of its people. To bring a nation's population to its maximum potential, all aspects – namely, the body, the mind, and the knowledge – must be simultaneously developed. To this end, a balanced and pleasant learning process must be developed. Further, learning processes must adapt to changes, to suit the changing environment, and must be student-oriented.

The General Education Program – part of the Suan Sunandha Rajabhat University's undergraduate program – focuses on educating students with subjects of humanities and on providing them with an extensive general knowledge base, making the students understand and value themselves, others, societies, arts, and nature, aware of changes in their environment, orient themselves towards the goal of life-long learning, live according to ethics, ready to help others, and be valuable Thai and global citizens. Suan Sunandha Rajabhat University recognizes the importance of teaching process development and of modernizing its curricula, aligning them with the philosophy, the identity, and the missions of the University. In accordance with these goals, the University has assigned The Office of General Education and Innovative Electronic Learning the task of improving the General Education Program for the academic year 2019. The Program must fulfill all specifications mentioned above, as well as be aligned with Thailand Qualification Framework for Higher Education B.E. 2552 (2009), with the University's policies, and with the philosophy of the General Education Program. In addition, the Program must focus on developing basic skills for the development of its students into good role models of societies.

The author – a teaching assistance in the Clean-Hearted Youth course – and the course’s teaching professor, recognizing the importance of good learning activity designs, agree that the course’s learning activities should be improved to fulfill the needs of the students and of other related parties. The learning activities for the Clean-Hearted Youth course must match the learning objectives and the revised course structure of the academic year 2019. The goals are to improve learning outcomes, as well as to systematically store and distribute, in writing, designs of the learning activities.

## **RESEARCH OBJECTIVES**

1. To improve the designs of learning activities for the students in the Clean-Hearted Youth course
2. To implement the learning activities for the students in the Clean-Hearted Youth course
3. To evaluate the student satisfaction in the learning activities

## **MATERIALS AND METHOD**

### **Population and Sample**

The population consisted of the teaching professor and the teaching assistant. The sample consisted of students who registered for the Clean-Hearted Youth course offered by Suan Sunandha Rajabhat University in the academic year 2021.

### **Data Collection and Processing**

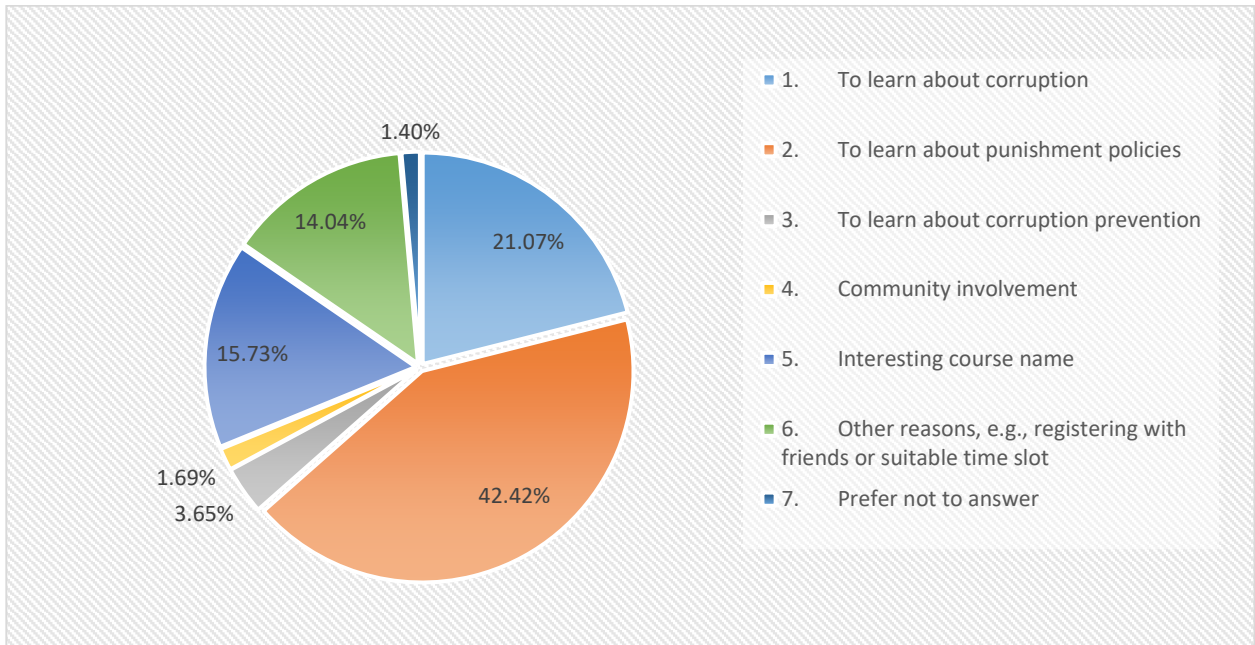
1. General information of the responders were processed using percentage values
2. The responder’s answers on their satisfaction in the management of teachings in the mandatory general education subject was processed using percentage values

## **RESULTS**

### **4.1 General Information of the Responders**

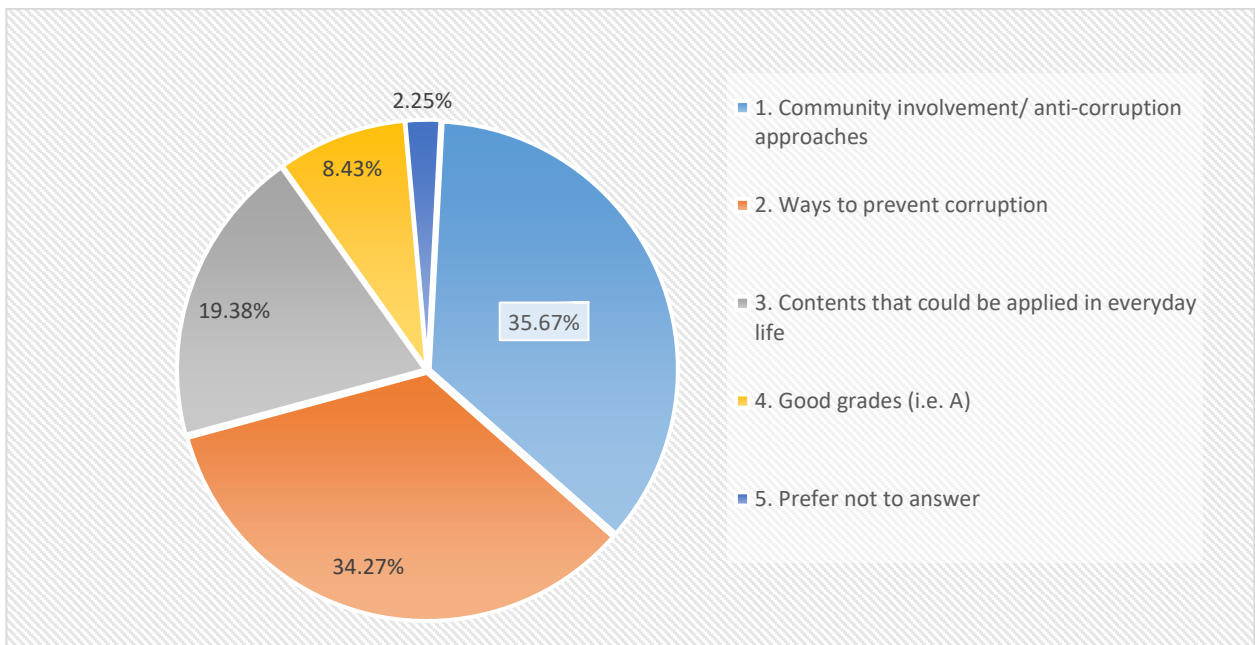
We have designed questionnaires to survey general information, opinions, and needs of students relevant to the organization of the Clean-Hearted Youth course. The answers provided feedback for the teaching professor to develop and improve the course so the latter would be more relevant and educative to the students. The questionnaires were distributed at the beginning and at the end of the course. Each questionnaire was divided into 4 parts. Their details were as follows.

### Students' reasons for registering for the Clean-Hearted Youth course



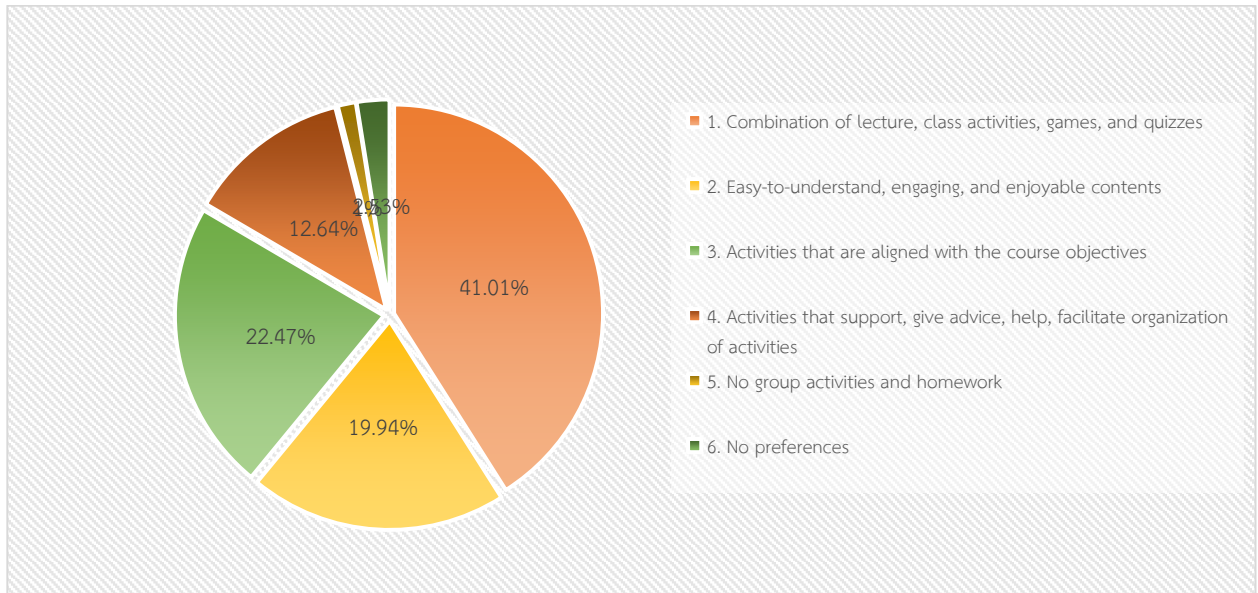
**Figure 1** A pie chart indicating students' reasons for registering for the Clean-Hearted Youth course

### Expectations of the students on the course



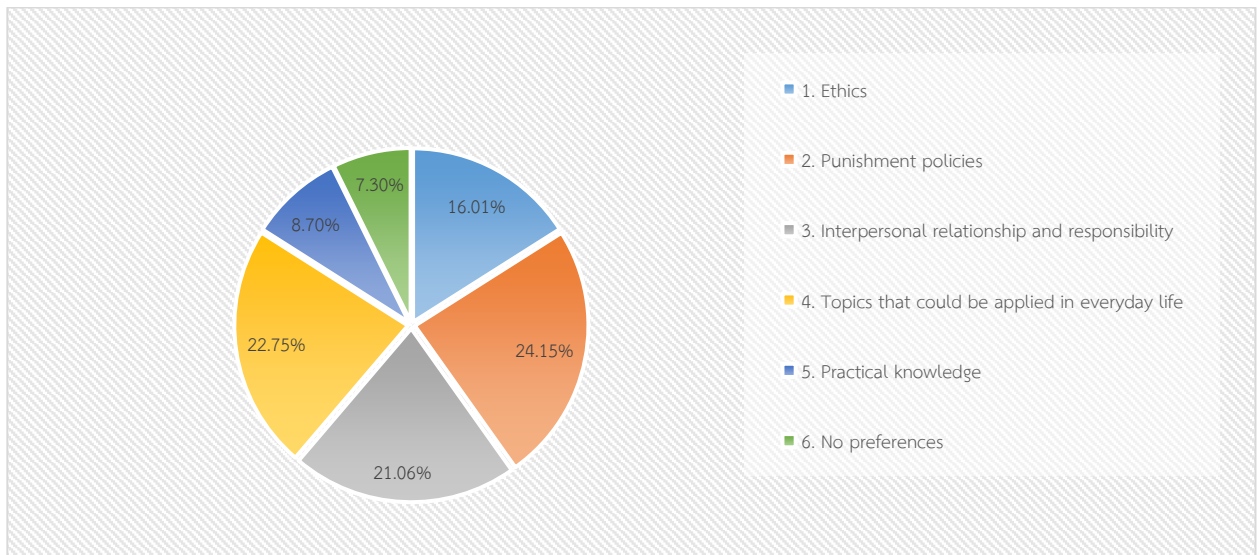
**Figure 2** A pie chart indicating the expectations of the students on the course

### Student preferences on learning activities for the Clean-Hearted Youth course



**Figure 3** A Pie chart indicating student preferences on learning activities for the Clean-Hearted Youth course

### Topics that the students wished to focus on in the Clean-Heart Youth course



**Figure 4** A pie chart indicating topics that the students wished to focus on in the Clean-Heart Youth course

## CONCLUSION AND DISCUSSION

5.1 In the study of the current state, problems, and needs for learning activities for students registered for the Clean-Hearted Youth course, 42 per cent of the students indicated that they registered for the course wishing to learn about punishment policies, and 21 per cent wished to learn about consequences of corruption. In terms of their expectations, 36 per cent of the student expected the course to be about community involvement and anti-corruption approaches, and 34 per cent expected the course to be about corruption prevention. In terms of the preference about learning activities, 41 per cent of the students preferred that the instructors delivered the course in a way that consisted of lecture, class activities, games, and quizzes. In terms of the course content the students wanted to focus on, 24 per cent of the students preferred that the course focused especially on punishment policies.

5.2 With the implementation of the learning activities in the Clean-Hearted Youth course, the mark scheme was changed from the original 50:50 format – where the mid-term and final examinations each yielded 50 per cent of the overall grades – to a new format, where quizzes contributed 40 per cent, individual projects contributed 30 per cent, and final examinations contributed 30 per cent to the overall grades.

5.3 The learning activities implemented in the Clean-Hearted Youth course were very well received by the students. This was implied by the large number of registered students, filling the course to its capacity.

### Recommendations

From our findings in this study, and from reviewing related literature, we propose the following recommendations.

1. In the study of current state, problems, and needs for learning activities for students in the Clean-Hearted Youth course, we have surveyed the students' opinions and expectations regarding the course, as well as their perception of the knowledge and understanding gained from the course. This would help the teaching professor design the course outline and class activities that suited the needs of the students, as well as help him/her adapt the activities to suit different learning contexts in different classes.

2. It was found that the implementation of the learning activities for students in the Clean-Hearted Youth course was well-received. This could be seen in the attendance rate, in students' attention in the classes, and in their participation of class activities throughout the semester.

### Acknowledgements

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