

# THE EFFECTIVENESS OF TRANSITIONING TO ONLINE LEARNING DURING COVID 19 AND BLENDED LEARNING FOR POST-COVID 19 IN THAILAND

Nualmorakot Taweethong\*, Somkiat Korbuakeaw\*\*

*Suan Sunandha Rajabhat University, 1 U-Thong Nok, Dusit Bangkok, Thailand*

*Email: nualmorakot.ta@ssru.ac.th\*, somkiat.ko@ssru.ac.th\*\**

## ABSTRACT

The COVID-19 pandemic has substantially impacted every aspect, one of which is education. It is a hard time for the global community, especially for providing education during the coronavirus disease (COVID-19) outbreak is a challenge for Thailand because most secondary schools are currently based on traditional learning methods, following the traditional setup of face-to-face lectures in a classroom. However, many academic units have also started blended learning; many are still stuck with old procedures.

This paper aims to assess how students of the Demonstration School of Suan Sunandha Rajabhat University, Bangkok, Thailand are satisfied with online learning. The results showed that satisfaction with online learning management was high and the results of the development of blended learning management for use in learning management after COVID-19 Highly rated in terms of content, appropriateness of media and application and activities. The results from the assessment were brought to improve and manage further. This paper also includes suggestions for academic institutions on how to deal with challenges associated with online learning. Also, how to improve learning loss, such as soft skills, after coming back on site.

**Keywords:** online Learning, secondary educational management, Blended learning, Post Covid19 Education

## INTRODUCTION

The country's central purpose is "School can stop, but learning cannot stop." Applying knowledge is the key to educational provision, and the school cannot let students stop learning. Therefore, the school has to ensure that students will continue to access quality learning effectively and efficiently during the postponement of the school reopening. The urgent imperative to 'move online,' caused by the recent Covid-19 pandemic (World Health Organization, n.d.), has added to the stresses and workloads experienced by school teachers and staff. The present article focuses on the pedagogical preparedness of school teachers who have yet to gain experience in online teaching. However, because of a sound plan, the school could finally provide an appropriate online course for the whole school until the school could reopen again.

The first step for the whole country, the government gave the country's policies as an announcement of the Ministry of Higher Education, Research and Innovation where the school depended after acknowledging that the school changed to online learning and also the Higher Education gave strictly announced as follow;

1. Personnel, instructors, and students to avoid traveling to other countries.
2. Personnel, instructors, and students returning from other countries stop working or studying for 14 days.
3. Personnel, instructors, and students with a fever or abnormal respiratory symptoms must see a hospital doctor.
4. Personnel, instructors, and students always wear hygiene masks and keep their hands clean.
5. Increases hygiene care in agencies and institutions.
6. the agencies and institutions to avoid social activities.
7. Avoid activities that gather a large number of students.

These rules showed that Thailand realized and prepared since the Covid 19 pandemic was first introduced to the world, which helped the institution have a straightforward way to follow and create online classes properly. In addition, each school could create its policies and detailed plans for what it must do. For the Demonstration School of Suan Sunandha Rajabhat University, the most crucial part is dealing with students and parents with clear messages that they could practice and solve the problems they might face during the pandemic time. We concluded that the problems needed more technologies or exceptional support.

Bangkok has about 30,000 primary and secondary schools, so managing each section has to be different as the education ministry gave the new pedagogical approaches and parental roles.

For primary students (Year 1-6), the curricula will differ from the older ones. For this level, the pedagogical method will focus on one-way communication since the students still rely on their parents and need help to follow the online schedules. Over more, there will be learning exercises and homework for learners to practice.

For secondary students (Year 7-12), it is essential to ensure more interaction between students and teachers; therefore, the Demonstration School of Suan Sunandha Rajabhat University focuses on a two-way communication approach. Besides content on the website with the Moodle platform, teachers are expected to be more active in providing support to learners via different online platforms. Teachers can respond to the different needs of learners, provide them with feedback, and generate an exchange of ideas. (UNESCO Bangkok, Asia and Pacific Regional Bureau for education)

During this pandemic, parents or guardians will also have to adjust themselves and prepare to assume the role of teachers' assistants to help their children learn. Schools will need to make new management of facilities and education to accommodate social distancing. We started many processes, such as introducing hybrid education and upgrading the ICT skills of teachers and administrators. New education needs a teacher who can utilize digital technology as a learning tool and develop new learning media/materials to replace or complement traditional education, designing content to support distance and interactive learning and providing health education to teachers and administrators. (UNESCO Bangkok, 2020)

## LITERATURE REVIEWS

E-learning is a much used and misused term. Kurtus (2004) states that e-learning is a catchall term that covers a wide range of instructional material that can be delivered on a CDROM, over the Local Area Network (LAN), or on the Internet. It includes Computer-Based Training (CBT), Web-Based Training (WBT), Electronic Performance Support Systems (EPSS), distance or online learning, and online tutorials. In the context of this paper, I use the term to refer to Online Learning rather than what appears to be the Thai interpretation, which includes web-based materials both interactive and static, as well as what Western countries would call a form of CAI (Computer Assisted Instruction), making use of internet and proprietary technologies to enable distance education through video broadcasting. (Pagram, 2006)

Since 2000, the Thai government announced the intention to initiate a project to create the capacity for the use of government services by citizens via the internet. E-learning development was commenced in 2005 upon the opening of the Thailand Cyber University (TCU) by the Office of the Higher Education Ministry. E-learning Systems in Thailand are based upon the continuously developed system from Web-Based Instruction and adds Course/Learning Management System (CMS/LMS) so that content can be managed, and the progress of the learner can be monitored. The most extensively applied instrument in online instruction in Thailand has been Moodle as the primary instrument used in lesson management. Moreover, free applications for Education such as Google Classroom, a learning management system which is usable free charge in conjunction with Google Docs, Google Drive, and Gmail, should be utilized for rural schools with shortages of personnel and resources in E-learning design and management. (Taweethong, 2018)

According to the International Telecommunication Union (ITU), a greater problem faced by households in Thailand than poor Internet accessibility is having no computers to use at home. Compared to countries around the world, only 21% of Thai households have computers, which is lower than the global average of 49% and the developing countries' average of 38%. Meanwhile, the proportion of Thai households with home Internet access is 68%, which is higher than the global average of 55 percent and the developing countries' average of 44% in 2018. (Rattanakhamfu, 2020) Contrasting, in Bangkok 70% of households have computers and easy access through the internet so how to manage online courses is different. DLTV is the main solution during the COVID-19 crisis for the rural area. The Education ministry combines existing recorded courses, which have been prepared in the past years, with newly recorded ones. On the other hand, in Bangkok as the capital city where students have a higher chance, they could access online platforms and the curricula will be classified into different parts.

## METHODS

There are several theories and models related to the study of online learning; this research uses Online Collaborative Learning (OCL) and also adopts the components of e-learning through the definition of seven dimensions based on Borotis's model that explains e-learning readiness.

Online Collaborative Learning (OCL) OCL is a theory that Linda Harasim proposed. The theory focuses on the internet as a source of learning through fostering collaboration and building knowledge. Harasim describes the new theory of acquiring knowledge as focused on collaborative learning, internet use, and knowledge building. Harasim (2017) describes it as reshaping formal, non-formal, and informal education. Like Siemens, Harasim (2017) points out that many benefits are associated with moving to teaching and learning to the internet and predicting a large-scale network of education being created from e-learning. In some instances, he utilizes Alberto Barabasi's point of view on the power of networks.

OCL is believed to support three phases of knowledge acquisition and construction. They include the following;

**Idea generating:** This is a phase that involves brainstorming. In this phase, divergent thoughts are put together.

**Idea organizing:** Different ideas are compared, analyzed, and categorized using organized discussions and arguments.

**Intellectual convergence:** At this phase, intellectual synthesis and consensus take place. Agreeing to disagree is embraced; assignments are made in the form of essays as well as joint pieces of work (Harasim, 2017)

Thai citizens learned of the COVID-19 virus in January, and on 28 January 2020, Thailand became the second highest-risk country. By the way, February was the last month before school summer break, so every school tried to seriously follow the ministry's suggestion and finish the final examination in early February. They announce a 3-month summer break from March to 15 May 2020. The time between summer break was considered Thailand's great opportunity to manage and prepare teachers and technologies and decide on what the school has to do to run the students' learning properly, whether the situation will be better or worse. However, it still needed to improve the education system too.

For the information of the office of the basic education commission, Thailand has almost 30,000 government schools, both primary and secondary. The demonstration school of Suan Sunandha Rajabhat University is about middle size. It has 1,354 students and is under the higher education ministry, so it flexibly manages compared to other kinds of schools that directly control the Education ministry. Before the pandemic, the SD SSRU school tried improving online learning for a few years by giving teachers and staff many practical workshops, such as how to create a website and content online. Hence, teachers of SD SSRU already have some base to use if they have to change to a full-time online school. The school plan was created in 4 phases.

The first phase was preparing time, and during this phase, the school decided to practice with new students in years 7 and 10 who never join this school before, so these groups needed to practice more than others. Because of limited time, the administrators' team decided to manage a short summer course online for one month by using recorded video and sharing it on our school website. Some students could not go online since they moved to rural areas during the virus spread.

For the second phase, the school team researched and assessed students from phase 1, what the problems were and how to improve the online class efficiently.

During this time school announced and gave demonstration videos on YouTube and other channels to students' years 7 to 12 that they would have joined the online class in the next phase.

The third phase was called on-air and online because not only use recorded video anymore since it was not suitable for active learning and students could not interact with teachers. Therefore, the school managed more live meetings on Zoom and did some exercises on demand using the google classroom platform.

In the last phase, the school prepared to return full-time but still had to assess the situation and ensure students will not infect with the virus. In addition, the school researched learning loss during the circumstance and decided to apply blended learning. So, the administrators started to open an on-site school where students from each level would come to school only three days per week and study online for two days until they could guarantee that school was safe 100% from the pandemic.

## **RESULTS**

The most important while managing the school by following the plan was the first phase, which was divided into four factors the school needed to deal with and prepare for. First, prepare the teachers and ensure they can use various kinds of technology by giving them workshops and the support tools they need. The demonstration school of sun Sunandha Rajabhat University has about 100 teachers, and 70% already have experienced making online contents and have their website and YouTube channels. Hence, the school helped the only teachers who could not use some platforms and practiced by making online meetings and giving them practice presentations.

The other point found during this research was that e-books or online content are significant; if the school gives students a lesson through recorded video and lets them learn by themselves, it is ineffective for all students. Some slow learners lose concentration, so the school needs to create an e-book and send it to them ahead of time, so parents can help them catch up with the lesson. So, the school changed from a typical lesson book and exercise to an e-book for eight main subjects and made it more concise in writing to fit well with online classes.

For the platform school needed, the Demonstration School of sun Sunandha Rajabhat University has been using Moodle for teachers' websites. The school improved its website by linking all teachers' websites directly to the school website and creating a login that students can follow their schedule by clicking on the school website, and also school put a zoom meeting schedule and link for each subject. Furthermore, the school created a handbook to explain all kinds of school use and contact students through the LINE application, with one teacher looking after 30 students in the group chat as their advisor.

The last process was sending all plans to students and parents and supporting them if they had a problem. So the school researcher team did a survey before about their readiness. The result shows that our students can use 100% technology and have their computer, smartphone, and internet. However, the school still needed to adequately explain the education plan to parents before the online courses started; teachers had meetings online with parents and tried to solve all their problems.

After the Demonstration School of Suan Sunandha Rajabhat University completed the first summer course online for years 7 and 10, the school worked further to prepare the online course for the whole school. After researching and practicing the first time, the school manages class by Using Moodle 30%, google classroom 30%, and zoom 40%. Since students have stayed home for a while, they need more interaction with each other and the teacher. They enjoyed answering the question online but still needed an offline video for self-learning. A teacher must make lessons more fun and best-selected exercise or assignments related to the lesson on google classroom, which the teacher can give them feedback on, making them more active and easier to access everywhere.

However, after three months passed, Thailand was able to control the spread of the virus, and the daily number of infected cases steadily declined. So, the ministry of higher education allowed schools to assess whether each school would be ready for open on-site school.

Since school was postponed one more month and using online learning, the director and management team finally decided to open blended learning. As a new schedule, they were using on-site haft students from grades 7 to 9 come on Mon/ Wed/ Fri, and grades 10 to 12 come on Tue/Thurs/ Sat and limited only 20 students per classroom. For online subjects, the teacher has to do both videos and live so students can log in and study by themselves whenever possible. Also, teachers have to set up online meetings depending on the schedule for making interactive classes.

Providing education during the coronavirus disease (COVID-19) outbreak is challenging for all countries, especially those wishing to improve equity and equality. Blended learning is one of the teaching styles and techniques the school use for learning and training in today's information society, which is a combination of styles. Learn face-to-face and through a computer system on the Internet (Computer Mediated) to create a wide range of knowledge. Learners can study without restrictions on time and place, creating opportunities and equality in learning for students.

**AVERAGE (  $\bar{X}$  ) STANDARD DEVIATION ( SD ) AND INTERPRETING THE OPINIONS OF EXPERTS IN CURRICULUM AND TEACHING. AND THE ASPECT OF LEARNING MANAGEMENT IN THE FORM OF BLENDED LEARNING THAT AFFECTS THE WORK CONTEXT IN LEARNING. SOCIAL STUDIES , SECONDARY SCHOOL GRADE 7**

Assessment Items	n = 5		opinion level
	$\bar{X}$	SD	
1. Contextual tasks for students to do	4.31	0.78	a lot
2. Indicators related to work	4.00	1.70	a lot
3. Knowledge, skills and relevant social behaviors in work	4.15	0.68	a lot
4. Assessment Criteria	4.00	1.25	a lot
5. Overview of the work context dataset	4.40	0.62	a lot
<b>Summary of the overview of Instructional management</b>			
<b>Blended learning</b>	<b>4.17</b>	<b>1.01</b>	<b>a lot</b>

From Table 1 , it was found that In general, qualified very much agree ( $\bar{X} = 4.14$ ,  $SD = 0.60$  ) with the context of working to enhance student competency. Through blended learning management, organized at the 7th grade level developed by the researcher All items with a high evaluation level, the items with the highest mean, respectively, were the overall aspect of the work context dataset ( $\bar{X} = 4.40$ ,  $SD = 0.62$  ). contextual tasks for students to do ( $\bar{X} = 4.31$ ,  $SD = 0.78$  ) Knowledge skills and social behaviors related to work ( $\bar{X} = 4.15$ ,  $SD = 0.68$  ) As for the indicators involved in the work ( $\bar{X} = 4.00$ ,  $SD = 1.70$  ) and the evaluation criteria ( $\bar{X} = 4.00$ ,  $SD = 1.70$  ) with the same lowest mean scores.

## CONCLUSIONS

From the online learning management during Covid 19 pandemic. The SD SSRU has made the research and subway for creating the best practice and brought it to the secondary school education system for the first time. The results show that teachers should adapt their roles to respond to the needs of this online teaching platform. Even though some teachers are still unfamiliar with online teaching or need opportunities to use instructional technology and related devices, the school has to facilitate them more.

During a hard time for the whole world, the crisis has turned shortcomings into opportunities for all teachers in the country to adjust and fine-tune their ICT skills and competencies for the present and future use teachers have opportunities to enhance their ICT skills. They may need to rehearse before teaching online, but the adjustment may be challenging.

As a result of blended learning management, 85 percent of learners can exchange knowledge and send messages to each other quickly, creating a learning society through e-learning. Parents gave their opinions at a very satisfactory level and saw that it was an excellent opportunity for learners who wanted to develop their skills, work knowledge, life skills, and everyday knowledge to enhance their learning efficiency.

## ACKNOWLEDGEMENTS

This research owes its success to the contributions of many people. Most appreciations go to those experts for their advice and also to Suan Sunandha Rajabhat University for their valuing this research and funding support. Special thanks also go to participating teachers at Demonstration School of Suan Sunandha Rajabhat University for their questionnaire responses. Utilization of the current research results will be ensured.

## REFERENCES

- Ainley, J., Arthur, P., Macklin, P. and Rigby, B. (2001) **Capacity Building of Thai Education Reform (CABTER)–Learning Technologies (Stage1)**, THAI LEARNING TECHNOLOGIES 2010, Bangkok: Office of National Education Commission, 2001.
- Bernath, R. (2012). Effectives Approaches to Blended Learning for Independent Schools. [Online]. from: <http://www.testden.com/partner/blended%20learn.html>.

- Carman, J. M. (2006). Blended Learning Design: Five Key Ingredients. [Online]. from: <http://www.agilantlearning.com/pdf/Blended%20Learning%20Design.pdf>.
- Complex Problem Solving on Performance and Attitude in a Web-Enhanced
- Demuyakor, John. **Coronavirus (COVID-19) and Online Learning in Higher Institutions of Education: A Survey of the Perceptions of Ghanaian International Students in China**. [https://www.researchgate.net/publication/341491955\\_coronavirus-covid-19-and-online-learning-in-higher-institutions-of-education-a-survey-of-the-perceptions-of-ghanaian-international-students-in-china](https://www.researchgate.net/publication/341491955_coronavirus-covid-19-and-online-learning-in-higher-institutions-of-education-a-survey-of-the-perceptions-of-ghanaian-international-students-in-china)
- Dhawan, Shivangi. **Online Learning: A Panacea in the Time of COVID-19 Crisis**, Journal of Educational Technology Systems 2020, Vol. 49(1) 5–22. <https://journals.sagepub.com/doi/pdf/10.1177/0047239520934018>
- Graham. C.R. (2012). Introduction to Blended Learning. [Online]. from: [http://www.media.wiley.com/product\\_data/excerpt/86/C.pdf](http://www.media.wiley.com/product_data/excerpt/86/C.pdf).
- Korbuakeaw, Somkiat. **Demonstration School of Suan Sunandha Rajabhat University Annual Reports**, 2018 - 2022.
- Learning Environment. Ph.D. Dissertation, College of Education, the Florida State
- Muhammad Adnan and Kainat Anwar, **Online learning amid the COVID-19 pandemic: Students perspectives**, Journal of Pedagogical Sociology and Psychology Volume 2, Issue 1, 2020. <http://www.doi.org/10.33902/JPSP.2020261309>.
- Nakorntup, A. **Report of Thai Educational Reform 2002, Office of National Commission for Education, Bangkok**. Office of the National Education Commission (2003) Education in Thailand 2002/2003, Bangkok, Thailand: Amarin Printing. [http://www.onec.go.th/publication/education03/index\\_education003.htm](http://www.onec.go.th/publication/education03/index_education003.htm). Office of the National Education Commission (2000) National Education Act of B.E.2542 (1999), Prig Wan Graphic Co., Ltd., Bangkok, March, 2000.
- Ngiwline, Phuwitch and Nilsamranchit, Suchat (2018). 'The Effects of Using Animation Movies to Develop Listening and Speaking Skills and Satisfaction towards English Studying of Grade 8 Students. IJBTS Journal with ISSN: 2286-9700, **IJBTS international Journal of Business Tourism and Applied Sciences**.
- Pagram, Penporn and Pagram Jeremy, **ISSUES IN E-LEARNING: A THAI CASE STUDY**, EJISDC (2006) 26, 6, 1-8. [https://www.researchgate.net/publication/49278093\\_Issues\\_in\\_E-Learning\\_A\\_Thai\\_case\\_study/link/558d1da608ae40781c208152/download](https://www.researchgate.net/publication/49278093_Issues_in_E-Learning_A_Thai_case_study/link/558d1da608ae40781c208152/download)
- Rapanta, Chrysi and others, **Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity**, Post digital Science and Education (2020) 2:923–945.
- Taweethong, Nualmorakot **THE SOCIAL BENEFITS OF E-LEARNING FOR THE STUDY OF FOREIGN LANGUAGES IN THE THAI EDUCATION SYSTEM**. Proceedings of 102 nd The IRES International Conference, Sydney, Australia, 4 th -5 th February, 2018.