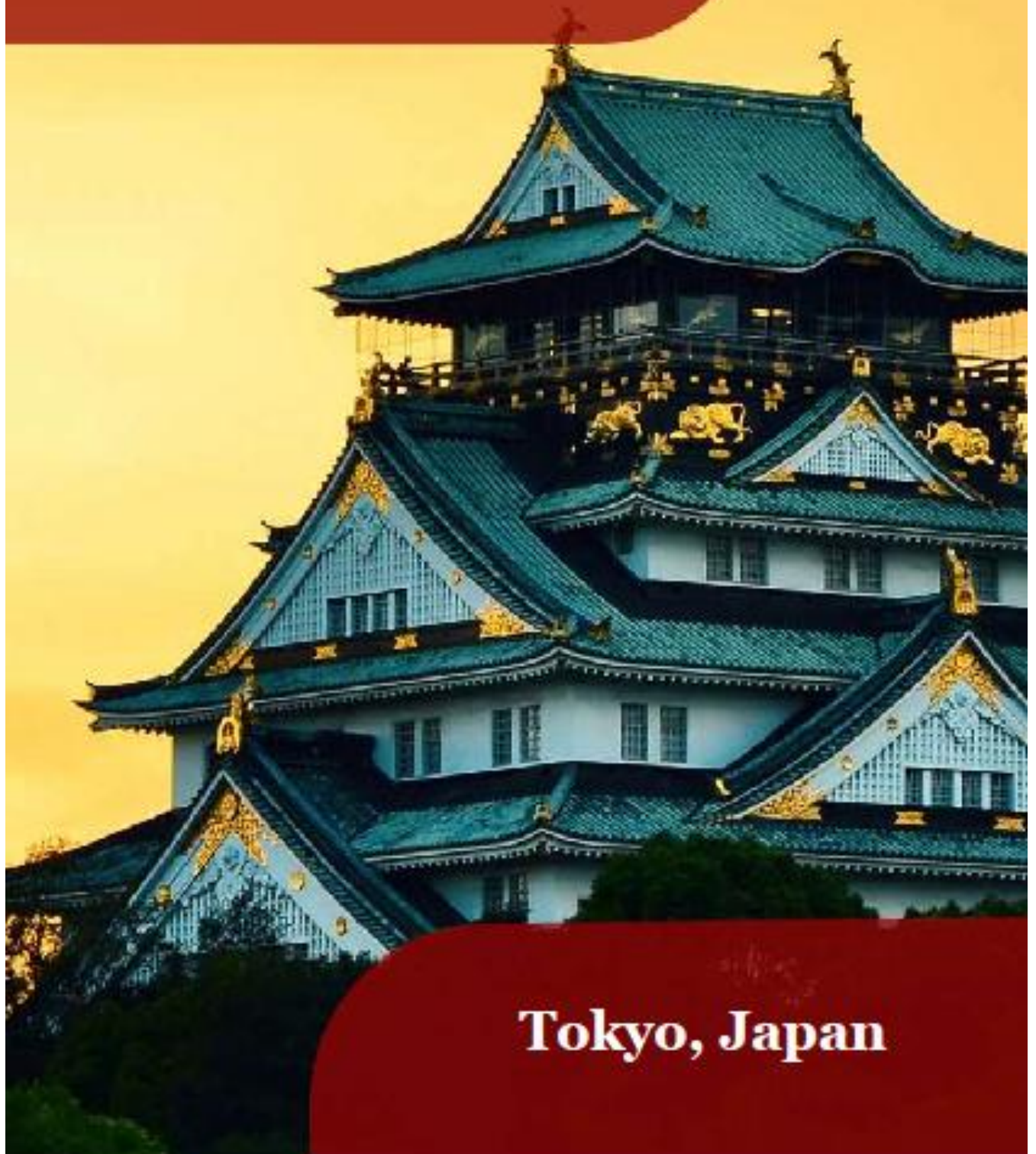


18th International Conference on
Innovative Trends in Social Sciences,
Business and Management Studies
(ITSBM-MARCH-2018)



Tokyo, Japan

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PAPER
PROCEEDINGS*

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*19th International Conference
on Innovative Trends in Social
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Management Studies (ITSBM-
MARCH-2018)*

Venue: TKP Tokyo Station Yaesu Conference Center

Theme: Promoting research and developmental
Activities through Social Sciences innovation

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CONFERENCE CHAIR MESSAGE

Dr. Vincent

International Conference of Akademika Nusa Internasional Association of Social Sciences and Humanities) is a platform that thrives to support the worldwide scholarly community to analyze the role played by the multidisciplinary innovations for the betterment of human societies. It also encourages academicians, practitioners, scientists, and scholars from various disciplines to come together and share their ideas about how they can make all the disciplines interact in an innovative way and to sort out the way to minimize the effect of challenges faced by the society. All the research work presented in this conference is truly exceptional, promising, and effective. These researches are designed to target the challenges that are faced by various sub-domains of the social sciences and applied sciences.

I would like to thank our honorable scientific and review committee for giving their precious time to the review process covering the papers presented in this conference. I am also highly obliged to the participants for being a part of our efforts to promote knowledge sharing and learning. We as scholars make an integral part of the leading educated class of the society that is responsible for benefitting the society with their knowledge. Let's get over all sorts of discrimination and take a look at the wider picture. Let's work together for the welfare of humanity for making the world a harmonious place to live and making it flourish in every aspect. Stay blessed.

Thank you.

Dr. Vincent

Conference Chair

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Active Learning Effect to Thai Students Learning Outcomes

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Abstract. This article aims to evaluate the learning outcomes of active learning and compare the learning outcomes of pretest and posttest. Using mixed research methodology, such as 1) Action Research 2) Quantitative research and 3) Qualitative research. The sample size are students 88 people from total 310 people. The populations using stratified random sampling, data analyze by Descriptive Statistics, Pearson Correlation and Paired Sample T-Test. The research found that. 1) The Learning Outcome in five domains of students have higher average after teaching by active learning between 1 to 17 weeks. 2) The pretest and posttest in five domains such as, Moral and Ethics, Knowledge Skills, Interpersonal Skills and Responsibility and Numerical Analysis, Communication and Information Technology, which all of this have higher. However, when comparing weekly scores found that week 3 and week 4 the results in opposite. Posttest have lower than scores Pretest that -0.95 and -2.62 respectively. The implications of this, 1) Encourage the Thai students to make a questions 2) Improve or create a classroom atmosphere 3) Caring for learners 4) Integration Active Learning with other approach 5) The executive should encourage and support teachers and 6) Design classroom conditions to have a high impact on learning.

Keywords— Active Learning, Creativity Based Learning, Learning Outcomes

INTERODUCTION

In the present, the problems of a course teaching “GES 1101 Information Technology for Learning and Communication” in a degree level of University. It is a general course, not a core course. Then, the students was less interested that effect to uneven attendance and the most of teaching used Passive Learning (PL). These teaching was focus to know and memorize. This teaching approach created the problem to Learning Outcome (LO) (Jie, 2010). It is not support, thinking process, development of numerical analysis skills, communication, Intellectual skills, and information technology skills

From these problems, If apply the research solution by the conceptual of active learning approach (Zeina et al., 2016; MacVaugh, 2012) such as Creativity-Based Learning (CBL). This teaching approach focus to content knowledge and creative thinking. Then, lead to behavior change, help to problem solving and positive effect to five learning outcomes in subject “GES 1101 Information Technology for Learning and Communication” such as; 1) Moral and Ethics domain is students have discipline, responsible, honesty, sacrifice, good role model, self-understanding and understanding of global social evolution. 2) Knowledge domain is students have knowledge of the lifestyle. 3) Intellectual skills domain is students have problem solving skills, use academic skills thoroughly. 4) Interpersonal skills and responsibility domain is students have a proper role in group work, use innovation to solve problems creatively, and Initiate appropriate problem analysis base on self and group, and 5) Numerical analysis skills, communication and information technology domain is students have ascertain and using IT for data collection, processing, translate, and dissimilarly information for problem solving.

However, child center teaching should must consider learning goals, teaching approach, appropriate measurement and assessment, compliance follows the Thailand Qualifications Framework (TQF).

LITERATURE AND THEORY

Active Learning (AL)

Active Learning (AL) are the process of learning, the students have doing and used the thinking process before. Create excitement in the classroom and Student-Centered Learning (SCL). Al help to create the knowledge from the experience (Ize, 2014) the learners are change role from Receiver into Co-creators, good memorize, long term, and the better Passive Learning approach (Lento, 2016; MacVaugh, 2012). However, teaching activities must provide opportunities for all students to practice all skills. Such as; reading skill, writing skill, interactive skill, problem solving, synthesis, estimation, and Presentation, encourage individual learners to learn individually.

CBL Active Learning Approach

Creativity-Based Learning (CBL) is the teaching process, must create the teaching plan design that cover the contents and creative. Which have five steps such as; 1) Motivation, 2) Problem Set and Segmentation, 3) Ascertainment and thinking, 4) Presentation, and 5) Evaluation.

Learning Outcome (LO)

Learning Outcome (LO) is assessment of learners learning (Jie, 2010), in the Thailand Qualifications Framework (TQF) II include that 5 domains such as; 1) Moral and Ethics domain, 2) Knowledge domain, 3) Intellectual skills domain, 4) Interpersonal skills and responsibility domain, and 5) Numerical analysis skills, communication and information technology

METHODOLOGY

The research methodology was used mixed method between Action Research, quantitative research, and qualitative research. The population was student year 2 in course name GES 1101 Information Technology for Learning and Communication of College of Logistics and Supply Chain, Suansunandha Rajabhat University Bangkok, Thailand.

The sample size was 88 people from the total 310 People. The quantitative data collection was questionnaire, 88 people and response back 50 people. The quantitative data collection was In-depth interview, 12 people. The questionnaires have three parts with 26 items, used 5 rating scale, evaluated by 3 experts, IOC value = 1 and Confidence value = 0.95.

In addition, the action research have four steps, such as; 1) Using 5 steps of CBL active learning was design a lesson planed (Williams-Pierce and Swartz, 2016) and identified in TFQ3 for teaching on 17 weeks per a semester.

2) Development of teaching media such as; e-Learning website (Dominic and Neal, 2016; Pates and Summer, 2016), Kahoot Tool, and CBL Tool (Jarumon and Nutthapat, 2017), 3) implementation for real teaching, 4) Evaluate learners by observing and recording student behavior for 17 weeks, recording Pretest-Posttest and the progress notes.

RESULTS

The results analyzing the feedback levels of respondents on CBL Active Learning Learning and Learning Outcomes using descriptive statistics. The analysis of data shown in Table 1 and 2.

Table 1
Average and standard deviation of CBL Active Learning

CBL Active Learning approach	\bar{X}	S.D.	Rating Scale
1. Motivation introduction to the lessons with variety ways such as; using Multimedia, event, game, and activity etc.	4.02	1.02	More
2. Problem Set and Segmentation Use problems or worksheets as a proposition for group learning	3.92	0.88	More
3. Ascertainment and thinking have enough time for ascertain and thinking , and helping between groups.	4.00	0.99	More
4. Presentation you have to present, and have the question to create the new issues	3.78	1.06	More
5. Evaluation you were evaluated in class at all times	3.50	1.23	More
Totals	3.84	0.83	More

Table 2
Average and standard deviation of Students learning outcomes

Learning Outcomes (LO)	\bar{X}	S.D.	Rating Scale
1. Moral and Ethics domain students have discipline, responsible, honesty, sacrifice, good role model, self-understanding and understanding of global social evolution	3.98	1.02	More
2. Knowledge domain students have knowledge of the lifestyle	3.92	0.80	More
3. Intellectual skills domain students have problem solving skills use academic skills thoroughly	3.72 3.62	0.73 0.85	More More
4. Interpersonal skills and responsibility domain students have a proper role in group work, use innovation to solve problems creatively Initiate appropriate problem analysis base on self and group	3.90 3.84	0.91 0.96	More More
5. Numerical analysis skills, communication and information technology domain students have ascertain and using IT for data collection, processing, translate, and dissimilarly information for problem solving	3.84	0.96	More
Totals	3.83	0.72	More

CONCLUSION AND RECOMMENDATIONS

The conclusion for answer an objective 1: to evaluate the learning outcomes of active learning.

The finding found that,

- 1) Moral and Ethics domain was increased 1.00 percent.
- 2) Knowledge domain was increased 2.50 percent.
- 3) Intellectual skills domain was increased 1.07 percent.
- 4) Interpersonal skills and responsibility domain was increased 7.18 percent.
- 5) Numerical analysis skills, communication and information technology domain was increased 12.60percent.

The conclusion for answer an objective 2: to compare the learning outcomes of pretest and posttest.

The finding found that, Posttest was increased.

The conclusion for hypothesis testing (H1): Active Learning teaching have positive direct effect to student learning outcomes. The testing found that, accept the some point of an assumptions and the rejected points shown in the italic bold red font of Table 3.

Table 3
Testing the relationship between active learning and learning outcomes

Variable	Moral and Ethics	Knowledge	Intellectual skills	Interpersonal skills and responsibility	Numerical analysis skills, communication and information technology	Student learning outcomes
Motivation	.373*	.425*	.614*	.624*	.548*	.654*
Problem Set and Segmentation	.204	.222	.526*	.528*	.520*	.522*
Ascertainment and thinking	.445*	.282*	.556*	.514*	.604*	.600*
Presentation	.451*	.291*	.480*	.569*	.673*	.612*
Evaluation	.430*	.268	.397*	.665*	.745*	.627*
Active learning teaching	.482*	.371*	.633*	.728*	.779*	.754*

* Statistical significance was at 0.05

Recommendations

For apply to use should be,

- 1) Teach students to ask questions
- 2) Should improve or create a classroom atmosphere
- 3) Care for the whole classroom
- 4) Active learning should be combined with lecture or mixed other approach such as; GPAS, Flipped Classroom (Camillo, 2016; Pates and Sumner, 2016; Lento, 2016) etc.
- 5) The executive should encourage and support teachers to use Active Learning to grow professionally (Ciampa, 2015). Active learning is a strong and effective support (Daouk et al., 2016).
- 6) Classroom design should high impact on learning, flexible With a pop-up computer (Pates and Sumner, 2016)

For the future research should be,

- 1) Research on issues "To achieve success in teaching with thinking and ask questions for complete active learning"
- 2) The CBL teaching method should be applied to other subjects that will have different environments, including the instructor, the learner, and the nature of the course.

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