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Conference Proceedings

**INTERNATIONAL BUSINESS ECONOMIC TOURISM SCIENCES TECHNOLOGY
HUMANITIES SOCIAL SCIENCES AND EDUCATION RESEARCH CONFERENCE**

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INTRODUCTION

We would like to welcome our colleagues to the International Business Tourism Transport Technology Social Sciences Humanities Education Research Conference. It is the seven series in 2016 of Conference on Business Tourism and Apply Sciences was held in Amsterdam. As always many members of the ICBTS 2016 community look forward to meeting, sharing and exchanging their research ideas and results in both a formal and informal setting which the conference provides. Likewise, the concept of alternating the international conference every one month on April to November between Europe and the rest of the world is now well established. This year's event in London (UK) Paris (France) Munich (Germany) Amsterdam (Netherlands) Boston (USA) Toronto (Canada) London (United Kingdom) Zurich (Switzerland) Berlin (Germany) Tokyo (Japan) and another continues with the cultural following the very successful and productive event held in London-Zurich in August 2016 in the field of various types for international academic research conference on Business Economics Social Sciences Humanities Education and Apply Sciences. As usual The ICBTS 2016 brings together leading academics, researchers and practitioners to exchange ideas, views and the latest research in the field of Business Tourism and Apply Sciences.

The theme of this event The 2016 ICBTS International Business Tourism Social Sciences Humanities and Education Research Conference is "Opportunities and Development of Global Business Economics Social Sciences Humanities and Education" It is also represents an emerging and highly challenging area of research and practice for both academics and practitioners a like, The current industrial context is characterized by increasing global competition, decreasing product life cycles, Global Business, Tourism Development, Social Sciences Humanities Education Apply Sciences and Technology collaborative networked organizations, higher levels of uncertainties and, above all, and customers. In our view holding this event in Tokyo represents a timely opportunity for academics and researchers to explore pertinent issues surrounding Business Economics Tourism Social Sciences Humanities Education Sciences and Technology.

Potential authors were invited to submit an abstract to the International Conference Session Chairs. All abstracts were reviewed by two experts from the International review committee and final papers were further reviewed by this volume with 30 contributing authors coming from 18 countries. This book of proceedings has been organized according to following categories:

- Business
- Management
- Marketing
- Accounting
- Financial
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- Education
- Marketing
- Logistics Management
- Social Sciences
- Supply Chain management
- Industrial Management
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BLENDING LEARNING MODEL AND ACHIEVEMENT IN A FOUNDATION OF MARKETING COURSE

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ABSTRACT

This study aims to measure the academic achievement of students using a blended learning model in a course on marketing at the College of Innovation and Management, and to measure the satisfaction of the students towards the blended learning model. This study uses a sample of students studying Information Technology and Communications at the College of Innovation and Management. The students were asked about 1) the form of blended learning used in the foundation of marketing course, 2) their achievement test scores in foundation of marketing course, and 3) their satisfaction with the blended learning teaching model.

The results : achievement before and after the study found that the achievement of students with the blended learning model in the foundation of marketing course achieved higher scores than the previous level of significance .01, and the satisfaction of learners towards the blended learning model in the Marketing Fundamentals course were very satisfied with the level.

Keywords – blended learning, model, achievement, foundation of marketing course

INTRODUCTION

Currently, Thailand has applied information technology and communications technology into education reformation to a great extent. The National Education Act, Year 1999, Amendment No. 2 of 2003 requires the use of information technology and communications technology for education in Section 9: Technology for Education. As a result, all levels of education, including higher education, apply technology into their knowledge and skill development in using technology for self-learning throughout their lives. (The National Council of Education, 2003, p. 13)

"Education" is an important tool in improving the quality of human beings through the learning process to become a complete human in terms of body, mind, intellect and knowledge, including being ethical and understanding of culture of life to live happily with others (MOE, 2003). It is vital to prepare students for the real world and keep pace with the rapid expansion of the global information environment where new knowledge is constantly happening. Students need to learn and seek knowledge continuously over time to develop skills in the pursuit of knowledge and lifelong learning. They also need to develop their production skills, and the use of information technology and communications technology for the benefit of themselves and society so as to enhance the learning potential of each person to their capability.

In the twenty-first century, classroom management requires the application of information and communications technology to be able to contribute to the students' learning outcomes to reach to the standard expected outcomes, as prescribed in the Thailand Higher Education Qualifications Framework, with the body of knowledge. Students are encouraged to have a better quality of life in all humanity intact, and to have the twenty-first century's learning skills. The researcher is interested in the study of the use of blended learning format in Foundation of Marketing Course at the College of Innovation and Management, Suan Sunandha Rajabhat University. The study is aimed to study the effects of the blended learning model to encourage students to learn on their own through online learning with digital media, which leads to functional skills and appropriate information technology application for communications in the future.

OBJECTIVES

1. To measure the learning achievement of students who took Foundation of Marketing Course in blended learning model at the College of Innovation and Management, SuanSunandhaRajabhat University
2. To study the satisfaction of the students towards blended learning model who took Foundation of Marketing Course at the College of Innovation and Management, SuanSunandhaRajabhat University

HYPOTHESIS

The achievement of students after taking Foundation of Marketing Course with blended learning model will increase significantly higher at 0.05.

LITERATURE & THEORY

Blended learning

Driscoll (2002) said that blended learning refers to a combination of technology and teaching materials together. The combination or blending of web-based technology into conventional classroom learning, such as, virtual classroom, self-learning, cooperative learning, video streaming, texting and audio, is meant to achieve the goals of education arrangement and the highest learning achievement.

Whitelock & Jelfs (2003) said Blended learning refers to a combination of teaching methods or teaching system to promote and support learning management and to provide a wide variety of solutions for the best results of teaching and learning, which may or may not include teaching technology, such as direct approach or self-learning, and so on.

Harriman (2004) mentioned that Blended learning refers to the combination of online learning and interface learning.

Allen & Seaman (2005) said that Blended learning refers to the combination between teaching technology and practical work. The nature of the traditional classroom teaching or face-to-face teaching and the online teaching which emphasizes the students receive training and practice on their own makes the curriculum flexible and allow learners to learn to their full potential to achieve the goal of learning.

This can be concluded that blended learning model refers to a combination of learning activities and classroom confrontation, and online learning, with the goal to help students achieve their full performance potential.

Model of blended learning

New Mindsets (2003) presents a messaging model in mixing dimensions between face-to-face learning and online learning that affects actual performances, and the reverse effect of learning in four forms as per below.

- 1) Classroom confrontation/workshop to which online learning resources can be used as background information. This format has similar limitations with reading or using library as learning resources in the traditional classroom. Online connecting devices are hardly exploited, whereas learners are enthusiastic. This approach gives the least total percentage of positive results on the learners, which is about ten percent.

- 2) Classroom learning with online connecting devices, and the focus remaining on the classroom discussion. This approach gives a moderate level of results. Before-classroom assignments enable the students to fill the learning gap, prepare students for learning and stimulate ideas before class, and assignments after school can expand learning and facilitate the implementation of learning systematically. In general, active

students choose to adopt the approach due to the relevance of learning assignments in order to solve specific problems. A small percentage of students, however, pay interests to the approach.

3) Classroom learning and online learning that connects to the personal purpose of learning, and personal capability development planning by further training, counseling or advocacy work, affects highly to the performance. The integration of theoretical work, such as, assignments or peer presentations, report assignments, or the role of learning facilitator enables the ability of development planning, especially when online resources are specific, such as exercises that are relevant to given tasks.

4) Learning activity designed for provable results, applied and modified by educational personnel proves that classroom learning and direct online learning lead to positive learning creation. It also improves personal performance and team work, which is a basic purpose. It will affect the highest level of the performance and achieve good results in a specific project.

Allen, Seaman & Garrett (2007) have classified the types of teaching by the use of online media to determine the proportion of teaching into four categories, which are per below.

1) Traditional or Classroom-based: face-to-face teaching and learning in classroom, lecturing and using whiteboard (or blackboard) and transparencies as tools, with no online media.

2) Web-Facilitated: using online instruction 1-29 percent of the time and mainly maintaining face-to-face classroom learning, using Course Management System (CMS) using the webpage for announcement to students, such as, course description and assignments and so on.

3) Blended / Hybrid Combined: 30-79 percent using online materials with a combination of classroom teaching. Most classroom learning relies on online materials, such as, online consultation, and face-to-face classroom.

4) Online / E-Learning: up to 80 percent of the course relies on online materials, most or all will be in the online form. There may be no classroom interface, or no traditional classroom learning.

Teaching through digital media

Digital media refers to the information presented in a systematic way with various forms, such as, the production of visual animation, photos, voices or music in the form of digital media, which can be released via computers and the Internet. Most digital media is often used for teaching and learning, whereas its forms are developed until the present (Sutthirat, Chaiwat, 2010).

Teaching through digital media

The processes of educational multimedia development are as follows : (Songkram, Natthakorn, 2010, pp.11-13).

Stage 1 Planning

The plan includes the following components of 1) Set the Objective, 2) Analyze related Factors and 3) Operation Plan.

Stage 2 Design

The design process consists of the following steps of 1) Making objectives into behavioral objectives, 2) Content writing, Set the form, 3) Teaching method, and assessment, 4) Structure and direct lessons, 5) Operation flow chart drafting, 6) Interface layout and 7) Storyboard writing

Stage 3 Development

After the design process, the storyboards will be conveyed to a multimedia program that actually works. The key role in this process is to set key components for presentation and put into the program that is easy to use. The processes consists of 1) Preparing media to present content, 2) Preparing decorative graphics, 3) Program writing, 4) Initial pilot testing, and 5) creating a user's manual.

METHODOLOGY

1. Research Population

1.1 The population of this research is undergraduate students who major in Information Technology and Communications for Marketing, from the College of Innovation and Management, Suan Sunandha Rajabht University who enrolled in the Foundations of Marketing.

1.2 The samples were 50 undergraduate students majoring in Information Technology and Communications for Marketing, at the College of Innovation and Management, Suan Sunandha Rajabhat University, who took the Foundations of Marketing Course in the first semester of the year 2015.

2. Research Variables

2.1 Independent Variable is the students from the College of Innovation and Management, Suan Sunandha Rajabhat University who took the Foundations of Marketing Course taught with the Blended Learning Model.

2.2 Dependent Variables

- The achievement of students from the College of Innovation and Management, Suan Sunandha Rajabhat University, who took the Foundations of Marketing Course taught with Blended Learning Model.

- Satisfaction of students from the College of Innovation and Management, Suan Sunandha Rajabhat University, who took the Foundations of Marketing Course taught with Blended Learning Model.

3. Research Tools

3.1 Foundations of Marketing Course taught with Blended Learning Model at the College of Innovation and Management, SuanSunandhaRajabhat University

3.2 Achievement Test for the Foundations of Marketing Course

3.3. Survey of Satisfaction of students in regards to the Blended Learning Model in the Foundations of Marketing Course

4. The data was collected to analyze the average, standard deviation, and hypothesis test with Paired - Sample T-test

RESULTS

Synthesizing Blended Learning Model for the Foundations of Marketing Course at the College of Innovation and Management, SuanSunandhaRajabhat University, the components of learning activities for the Blended Learning Model is the combination between offline and online learning activities. The offline learning activities are composed of normal classroom learning, with performance consultation and guidance for 9 weeks or 52.94% of the whole course. The online learning activities include E-learning lessons, learning from assignments, and community content, which is 8 weeks or 47.06% of the course. The content of offline learning activities are the Foundations of Marketing textbook, and a practice book. Online learning content

includes the course manual, 8 chapters of E-learning lessons, a pre-test, a project assignment, learning resource community, communication channels between the teacher and the students, and mid-term and final exams.

The achievement of the students from the College of Innovation and Management, SuanSunandhaRajabhat University, who took the Foundation of Marketing Course can be concluded as per below.

Table 1
The analysis compares the achievement of students before and after the form of blended learning who took Foundations of Marketing Course at the College of Innovation and Management, SuanSunandhaRajabhat University

SCORE					
BEFORE	52	18	0.674	3.226	.000*
AFTER	52	24	0.744		

*

Table 1 shows the achievement of 52 undergraduate students from the Information Technology and Communications for Marketing major, College of Innovation and Management, SuanSunandhaRajabhat University, who took the Foundations of Marketing Course taught with the Blended Learning Model in the first semester, Academic Year 2015. Before the class, the average score = 18 and = 0.674. The achievement of the undergraduate students from the Information Technology and Communications for Marketing major, College of Innovation and Management, SuanSunandhaRajabhat University, who took the Foundations of Marketing Course taught with Blended Learning Model in the first semester, Academic Year 2015 averaged a post-test score = 24 And S.D. = .744. The comparative analysis of student achievement revealed that the undergraduate students from the Information Technology and Communications for Marketing major, College of Innovation and Management, Suan SunandhaRajabhat University, in the first semester, Academic Year 2015 after taking the course was significantly higher than before taking the course at the level.05.

The results of the analysis of student satisfaction toward the Foundations of Marketing Course taught with Blended Learning Model at the College of Innovation and Management, SuanSunandhaRajabhat University

Table 2
The analysis of student satisfaction with the blended learning model who took Foundations of Marketing Course at the College of Innovation and Management, SuanSunandhaRajabhat University

No.	Description			Definition
1.	Learning activities help students understand the content better	4.51	.647	Very High
2.	Clearly clarifying the objective of each unit to students	4.20	.722	High
3.	Fun and interesting activities enable you to learn more.	4.11	.568	High
4.	Media used for content to understand better.	4.62	.448	High
5.	A variety of media used for learning activities makes the lesson not boring.	4.22	.621	High
6.	Media makes learning more interesting.	4.18	.724	High
7.	Opportunities to participate in learning activities are open.	4.02	.862	High
8.	Classroom management stimulates learning process.	4.30	.771	High
9.	Exercises and activities help understand the content better.	3.86	.489	High

No.	Description			Definition
10.	Variety of Evaluation and Measurement Forms	3.96	.678	High
	Total in average	4.19	.724	High

Table 2 showed that the analysis of student satisfaction toward the Foundations of Marketing Course taught with Blended Learning Model at the College of Innovation and Management, SuanSunandhaRajabhat University, of 52 undergraduate students in Information Technology and Communications for Marketing major, in the first semester, Academic Year 2015 revealed a high level. The average score = 4.19 and =.724

CONCLUSION AND FUTURE WORK

Developed Blended Learning model is suitable for classroom teaching and learning. Activities include a 9-week session of offline learning, opportunities for learners to ask questions to teachers, with an 8-week online session, and content and learning activities on internet. The instructors interact directly with students in regular classes. Using digital media, such as video clips, as a teaching material is found appropriate with blended learning model. The level of online digital media can be adjusted to 50-60%, for instance, 50% online learning, and 50% traditional classroom. The adjustment shall vary upon individual differences and the right timing to use in the course. In each curriculum, the students can learn by themselves by getting access to the main learning resources and other online learning resources for additional activities. The students can do further study, lesson reviews, and self-learning. Blended Learning Model helps the learners by adjusting the lessons up to the level of competency, adjusted environment to stimulate learning, and it can be integrated with other multimedia and technology at appropriate level to facilitate the learning of students.

Suggestions for further studies

1. Model of learning support system should be developed to motivate students to use Self-directed Learning activities teaching to be self-knowledge seekers in accordance with twentyfirst century Learning Principles.

2. Flipped Classroom learning should also be developed to help learners apply their knowledge in practical situations. Mastery Learning encourages students to exchange ideas, work together in groups, and help developing problem-solving skills.

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