



Innovative Design of Integrated Teaching Media 360 Degrees Hotel and Tourism

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Abstract:- *The student support system is one of the processes in the educational administration of educational institutions with a teacher advisor as to the main operating personnel. by the participation of all personnel involved both inside and outside the educational institution combined with crises, various changes that occur, whether it is the climate change (Climate Change), the crisis caused by the Coronavirus Disease 2019 (COVID-2019). This paper aimed to study to develop online lesson media for students effectively with the sample in this study consisting of using 2nd-year students, consisting of students in the field of Hotel and Tourism Management. Tourism Innovation Branch, English for Service Industry Aviation Business and Hotel and Restaurant Management Project to establish the Department of Service Industry and Language Innovation Faculty of Arts and Sciences Kasetsart University Kamphaeng Saen Campus, 500 persons. Research tools consisted of questionnaires and documented data. Quantitative data analysis from questionnaires using a statistical software package. The statistics used consisted of descriptive statistics such as frequency, percentage, mean and standard deviation. The results showed that The results of the analysis of the demand for online learning system model The demand for online learning system model First, the need for an online learning system model. The content structure covers the lesson objectives of 500 people, representing 78.2% of the demand for online lessons. In terms of the learning management system Overall, it was an average of 4.22.*

Keywords: Innovative Design; Media 360 Degrees; Integrated Teaching; Hotel; Tourism

Introduction

The current epidemic situation requires a variety of teaching and learning formats. Therefore, the quality of education that students receive in each area will not be the same. Therefore, the same knowledge or skill score cannot be used to provide accountability. Otherwise, it may result in more inequality. Instructors should adjust the test-based criteria to give weight to non-academic indicators. More non-academic measures such as attendance rate, etc., by collecting data on these indicators that can be used by technology. To reduce the burden on teachers, for example, using the Google Classroom system to record usage will help the district be able to track and provide the support that is more relevant to their needs. for measurement and evaluation will require cooperation from many parties Observation methods, interviews, information, and cooperation from parents may be used. Use different forms of testing, such as email assessments. Schedule small group appointments. ready to adjust the school education model Prepare to fight COVID-19, focusing on learning by having a teacher at home through teaching video media distributed via online channels. must have design Prepare a learning plan to cover all students both online and through other channels. Teaching innovation is something newly created to help solve problems related to teaching or to develop. Learners learn effectively, including concepts, patterns, methods, processes, and media related to education. The use of Internet media is a way to reduce the limitation of distance and time in studying. including academic content that children Can search a lot without having to go to special classes. which is considered another cost-saving (Anan, U. 2006: Attaphut, P., Sitthiwong, T., & Theeraputhon, D.: 2017).

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From problems, principles, and reasons for the outbreak of the coronavirus disease (COVID-19) have spread rapidly. To make teaching and learning operations effective The research team is interested in developing teaching materials with 360-degree technology, such as digital classrooms or MOOCs (Massive Open Online Courses), an online teaching system for hotel and tourism courses that allow visitors to Unlimited and still project-based Makes it meet the needs of students and can be applied in real life. It can also be applied to teach entrepreneurs who are interested in increasing their knowledge in the field of hotel and tourism. in the form of short-term learning in the future.

Research Objective

This research aimed to study to develop online lesson media for students effectively.

Research Methodology

Population and sample:

The population studied consisted of using 2nd-year students, consisting of students in the field of hotel and tourism management, Tourism Innovation Branch, English for Service Industry Aviation Business, and Hotel and Restaurant Management Project to establish the Department of Service Industry and Language Innovation Faculty of Arts and Sciences, Kasetsart University, Kamphaeng Saen Campus, 500 respondents Specifically, by dividing the sample data equally, 100 students each, with the sample in this study, consisted of using 2nd-year students, consisting of students in the field of Hotel and Tourism Management 100 students Tourism Innovation 100 participants, English for Service Industry 100 students Aviation Business 100 students and Hotel and Restaurant Management 100 students a total of 500 students.

The sample size was 500 respondents. However, 500 questionnaires were gathered by using a probabilistic sampling method between June to October 2021.

Research Instrument

In this research, it is research to create innovations in designing 360-degree online teaching materials, the Hotel and Tourism courses. The investigators experimented to determine efficacy. of the online lesson material: Design for Production Interaction and multimedia by allowing the sample to make a model Test before class and test after class To examine the effectiveness of the lessons according to the 80/80 criteria and find the learning achievement. by giving the sample to do the test before and after school The experiment was divided into two stages as detailed below (Tirontanakul, P., & et al., 1999; Songkhram, N. 2010).

1. Small group experiment The objective is to find an appropriate time to examine problems, deficiencies, and obstacles that may arise. It was possible in the experiment to find out the real efficiency. was carried out by the sample used was 2nd-year hotel and tourism management course students before starting the lesson The researcher recommends the experimental procedure. and methods for studying lessons for the sample by giving students did the test during the class and after studying the content of 6 lessons and then doing the test after studying. and ask questions about problems, and obstacles, ask students' opinions on the lesson, as well as set a timer for each unit of study. After that, the experimental results are analyzed. to improve Flaws for field trials

2. Field trials are aimed at finding the performance of the lesson series and to find the effectiveness of learning. The sample used was 500 student's hotel management students and the researcher introduced the experimental procedures and methods. study lessons sample Then start taking the test before studying and then study each unit lesson. After studying all the content, take the quiz after class. During the experiment, the researcher distributed a questionnaire. The students' opinions on the lesson for students to show comments along with After that, the results of the experiment to analyze and draw conclusions creating research tools

It is typed into 3 parts as follows: Part 1 is online lesson materials, part 2 is a performance and achievement test, and part 3 is a satisfaction survey.



1. Online Lesson Materials Developing the innovative design of online teaching materials 360 degrees, hotel and tourism courses For the production of interactive media and multimedia, the process is divided into operations by creating a content network chart (Content Network Chart), which brings various subjects. Necessary to create a lesson, which is derived from the topic chart (Concept Chart) to create a content network chart (Content Network Chart), taking into account the order of learning before - after. Or learn in parallel without being related to each other by employing network analysis (Network Analysis) until a network is obtained. complete content Determine how to present and behavioral objectives (Strategic Presentation Plan & Behavior Objective). unit and set behavioral objectives of Each unit corresponds to the content to be presented, and then define the lesson presentation plan as a Course Flow Chart. Create a module presentation chart for each unit (Module Presentation Chart) to show the format. The presentation of the lesson content according to the teaching principles is the introduction to the learning content, summarizing the knowledge-enhancing activities, and the evaluation of each unit.

1.1 Developing a framework for lesson content (Development) write content details (Script Development) according to the format that has been defined by writing a framework. must write according to the plan Arrange the content (Storyboard Development) by bringing the content frame or written in Script to arrange for the presentation that was planned, in which the content frame will be in the form of a document.

1.1.1 Bring all content frameworks to content experts for validation. The content integrity and content integrity of the learning content. The researcher has considered reliability. following the course content In the media, innovations in the design of online teaching materials, 360 degrees, hotel and tourism courses. by using 3 experts

1.1.2 Make improvements to content according to the proposal. Expert advice Then take it to experiment with the group. Examples used in idiom analysis, 3 people to examine idioms used in interpreting meanings. which affects the learning of the learners?

1.1.3. Create quizzes for during and after lessons for each unit. The quality of the test was assessed by analyzing it to determine the difficulty, discrimination power, and confidence of the test. to be packed It is part of the courseware.

1.1.4 Bring content and media that have been prepared, imported, developed in design software such as Adobe Photoshop, Adobe Flash and executed according to the plan which will be a multimedia medium 360 Degree Online Lessons Hospitality and Tourism Courses

1.1.5 Bring already created lessons to experts' Technical production of online lesson materials, checking the quality and accuracy in production, amounting to 3 persons, if found an error, then bring it to improve. continue to be correct

1.1.6 Use online lesson materials to test for efficiency in using lessons to check problems. and obstacles arising from learning lessons It was used with a sample of 500 students to experiment with lessons, observe and ask students about problems and obstacles while studying and apply the information to be corrected. Before taking the lesson series Experiment to find efficiency and real results.

1.1.7 Prepare user manual. Prepare lesson manuals to support learning with multimedia lesson materials. Developing the innovative design of online teaching materials in 360 degrees.

Data analyses:

Research tools consisted of questionnaires by statistics used consisted of descriptive statistics such as frequency, percentage, mean and standard deviation.

Results

Regarding general data of the respondents, the following were found: Summarize the results of the personal factors of the respondents

Personal data of students of the Department of Service Industry and Language Innovation Project establishment Faculty of Arts and Sciences From the analysis of general data of the respondents, namely

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subject, gender, and equipment for online learning. Online learning requirements The reason for choosing the online system type for studying 500 people found that

Gender: Most of them are female, 392 people, representing 78.4 percent, and 108 people, accounting for 21.6%. online learning equipment Most of them studied through mobile phone systems of 500 people, representing 72.2 percent, followed by people aged 20 years and 19 years people, 74 people, or 14.8%, aged 17 years, 221 people, representing 44.20% between the ages. 18 years old, 74 people, or 14.8%

Online learning requirements by notebooks, 316 people, accounting for 63.20%, and online systems such as Zoom Meet Webex, 184 people, accounting for 36.80percent.

Reasons for choosing an online system type to study Most of them already have a phone, 220 people accounted for 44.0%, followed by 200 people who were easily logged in and remembered, or 40.0% were portable, 52 people accounted for 10.4%, and were able to see 28. People accounted for 5.6%

Table 1 personal factors of the respondents

Personal factors of the respondents	(n)	(%)
Gender		
1. Female	392	78.4
2. Male	108	21.6
Total	500	100
Age		
1. 17 Years old	221	44.20
2. 18 Years old	75	15.00
3. 19 Years old	74	14.80
4. 20 Years old	65	13.00
5. 21 Years old	80	13.00
Total	500	100
Online system		
1. Notebooks	316	63.20
2. Zoom Meet Webex	184	36.80
Total	500	100
Reasons for choosing an online system type		
1. Phone	220	44.00
2. Easily logged	200	40.00
3. Portable	52	10.40
4. Clearly	28	5.60
Total	500	100

The results of the model online learning system

The results of the online learning system model, the demand for the online learning system model First, the need for an online learning system model. The content structure covered the lesson objectives of 500 students, followed by helping to enhance the self-learning skills of 177 students, accounting for 55.4%, with easy access to course content, 103 students, or 50.6%. Can be repeated to increase understanding, 30 people, accounting for 28.2%, adding modern learning channels, 28 people, accounting for 20.0%. Interaction design is easy to use, with 7 people, accounting for 17.4%. Appropriate and beautiful proportions of 22 people, representing 23.6 percent.

Table 2 Model online learning system



Model Online Learning System	(n)	(%)
1. Content structure covered	103	22.60
2. Self-learning skills	177	55.4
3. Easy access to course content	133	50.6
4. Increase understanding	30	28.2
5. Modern learning channels	28	20.0
6. Interaction design is easy to use	7	17.41
7. Beautiful proportions	22	23.6
Total	500	100

The results of the analysis of the need for teaching aids in online teaching and learning systems Overall, it was at the level of high demand (Average 3.73). When considering sub-issues, it was found that they could increase the chances of accessing learning content from various devices, an average of 4.07, followed by making them attractive and increasing learning efficiency teach Average of 3.96, Easy access to course content Average of 3.94, Diverse learning activities Average 3.85, Up-to-date and always-on learning Average 3.83, Easy-to-use interaction design Average 3.69, Access to content learning from a variety of devices, average 3.67 respectively, as the table 3 and figure 1.

Table 3 Need for teaching aids in online teaching and learning systems

Need for teaching aids in online teaching and learning systems	Average	Meaning
Could increase the chances of accessing learning content from various devices	4.07	High
Making them attractive and increasing learning efficiency teach	3.96	High
Easy access to course content	3.94	High
Diverse learning activities	3.85	High
Up-to-date and always-on learning	3.83	High
Easy-to-use interaction design	3.69	High
Access to content learning from a variety of devices	3.67	High
Overall	3.73	High

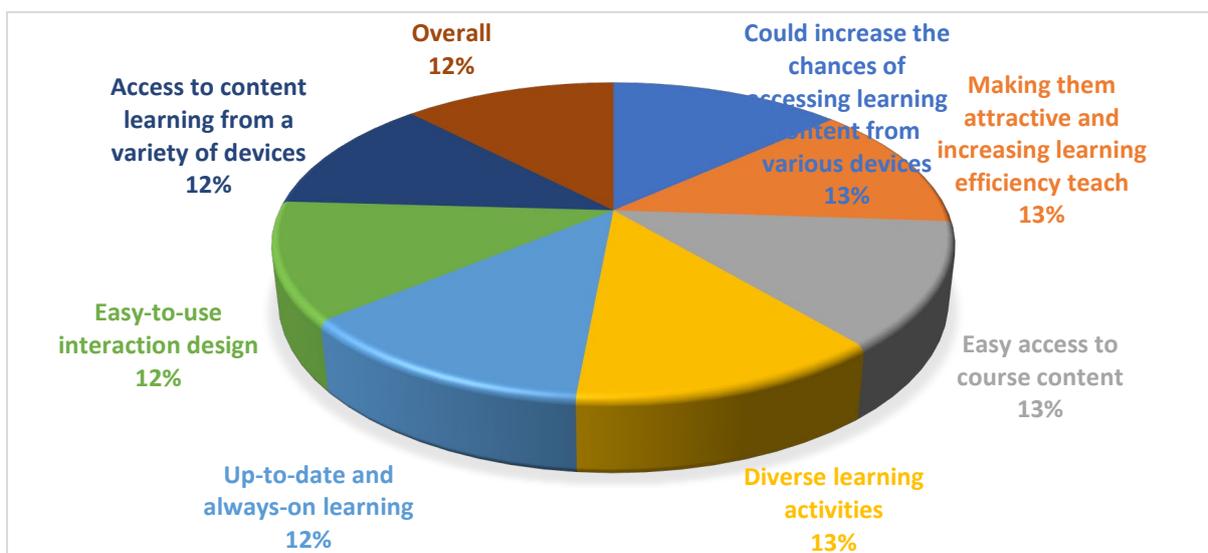


Figure 1 Need for teaching aids in online teaching and learning systems

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Discussions

The results of the demand for online lessons in terms of the system overall, with an average of 4.22, are consistent with Heath (1997), a design and development study. And the support for teaching in the form of a virtual classroom found that the online learning model or the virtual classroom on the web in the form of distance education led to more positive classroom developments. Consistent with Seguin (1995), a study of teachers' use of the Internet in teaching curricula and activities found that the supplementary use of the Internet in teaching-learning activities resulted in student achievement, thinking skills, motivation, and communication. and social skills improved (Thachaipong, P., & Durongkaverot, P., 1998). In line with Johnson (1997), a study of the ability to use www in the form of lesson review found that www is a resource of knowledge that can be used for educational purposes. that is to say, can bring It was used to design lessons for use in reviewing knowledge on the Internet, in line with the Office of the Secretary of the National Information Technology Board (2001) assessed the Internet Network Project for Thai schools. It was found that in secondary schools participating in the project 18.60% use the Internet for teaching, using a web browser to search. Information for teaching various subjects and searching for new knowledge that is most beneficial to education, learners need activities related to teaching and exchanging information <http://www.ssru.ac.th>. Knowledge on the Internet such as creating teaching materials on the Internet Research and study via www. News exchange and dissemination. Academic knowledge, especially teaching and learning activities, was the most consistent with Inthakanok, P. (1998) studied the subject of teaching using the Internet. It was found that the learning achievement of the learners who received both teaching methods was not shown. no different Demonstrates a variety of characteristics in the learning environment. teach with the internet that can respond to every uniqueness The students' aspects are equally equal, making learning occur no different. The researcher believes that the technology system plays an important role in the students' learning in an online format that meets the needs of the learners. At the same time, the online system will respond to learning successfully or not? Depends on the online format type factor to suit the target group of learning in that course. It is more important than just modernity and accessibility.

Conclusion

Courses in the Hospitality and Tourism Program It can be considered that the nature of learning part of vocational skills must also be based on the context of learning in a real place. To create learning through real experiences such as hotels, tourist attractions food and beverage outlets including businesses related to the tourism industry, etc. Despite the COVID-19 outbreak, traveling to various places have to stop Innovative online media design should be developed in a 360-degree manner to make it attractive to learners. and the process of learning real experiences from places around the world that are useful for teaching and breaking the limitations of traveling to various places making such online learning virtual learning with the location of case studies related to teaching and learning, etc.

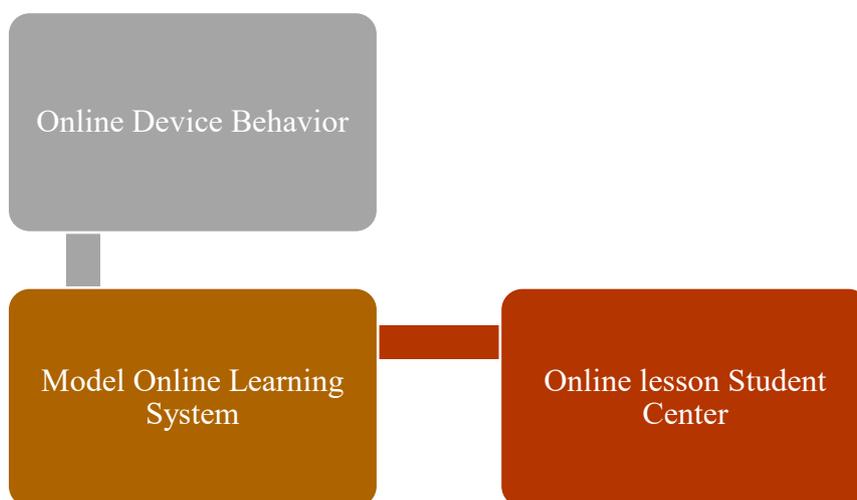


Figure 2 Model online learning system

Recommendations

A. Practices Recommendation

Online learning system model. The content structure covered the lesson objectives of 500 students, followed by helping to enhance the self-learning skills of 177 students, accounting for 55.4%, with easy access to course content, 103 students, or 50.6%. Can be repeated to increase understanding, 30 people, accounting for 28.2%, adding modern learning channels, 28 people, accounting for 20.0%. Interaction design is easy to use, with 7 people, accounting for 17.4%. Appropriate and beautiful proportions of 22 people, representing 23.6 percent. Thus, the agency organization should operate as the following;

1. Use of this online lesson material It should have a high speed and stable internet connection. to avoid delays in downloading data that has both pictures and video However, online tutorials can help reduce the problem of capacity consumption of electronic devices and compatibility of different operating systems.

2. Teachers should involve all learners in every activity after studying through online lessons. to exchange ideas and creative skills because the study of studying and doing the test alone may be able to demonstrate knowledge and understanding of the content but cannot reflect the concept of Creativity as good as creating real work.

3. An application that is easy to use, not difficult to the menu, supports a variety of devices to help promote learning that is not limited to being in the classroom only. This allows students to use their free time to review or study by themselves. Therefore, it is suitable for teaching and learning materials that will enhance students' achievements.

B. Further Research Recommendations

The need for teaching aids in online teaching and learning systems Overall, it was at the level of high demand. When considering sub-issues, it was found that they could increase the chances of accessing learning content from various devices, an average of 4.07, followed by making them attractive and increasing learning efficiency.

1. There should be comparative research on learning achievement. By using online lessons with many teaching methods such as teaching projects Cooperative teaching before learning, multi-wisdom teaching, etc.



2. There should be research and development of online lessons. to have a variety of styles so that students will not be bored The traditional online learning style also allows students to contact teachers immediately.

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