

TLIC



**CHIANG MAI
UNIVERSITY**

COVID-19 RESPONSE RESEARCH: LESSON LEARNED FOR ONLINE EDUCATION

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TLIC RESEARCH BACKGROUND

OFFICE OF EDUCATIONAL QUALITY DEVELOPMENT
TEACHING AND LEARNING INNOVATION CENTER

FIRST WAVE OF COVID-19 PANDEMIC

MARCH 2020-APRIL 2021

**OBJECTIVE: TO COMPILE THE IMPACT AND ADAPTATION
OF TEACHING AND ASSESSMENT THAT TOOK PLACE
DURING THE PANDEMIC @ CMU**



RESEARCH METHODOLOGY

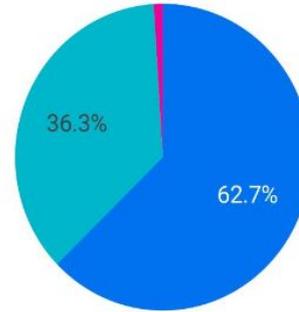
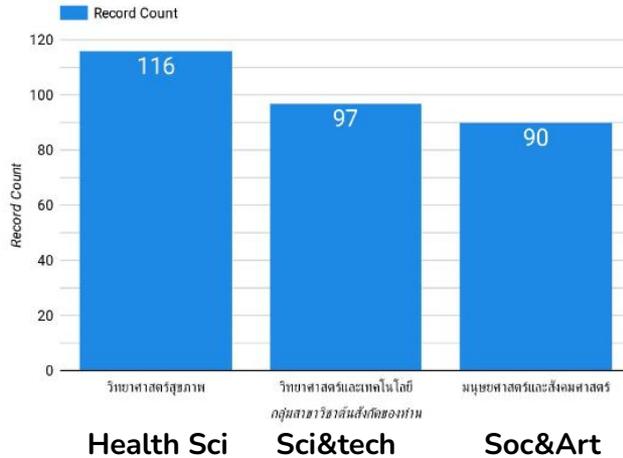
MIXED MODEL ANALYSIS SURVEY

- **QUANTITATIVE:** ONLINE QUESTIONNAIRES (INSTRUCTORS AND STUDENTS)
- **QUALITATIVE:** FOCUS GROUP INTERVIEW (DEANS & ADMIN, INSTRUCTORS, SUPPORTING STAFF, AND STUDENTS)



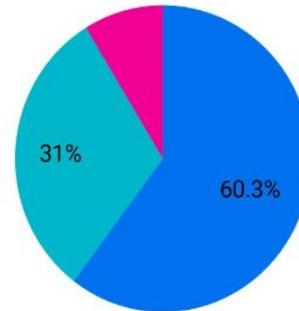
DEMOGRAPHIC ONLINE SURVEY INSTRUCTORS

Record Count
303 (11.5%)



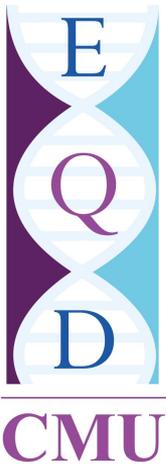
● หญิง Female
● ชาย Male
● ไม่ต้องการระบุ N/A

Gender



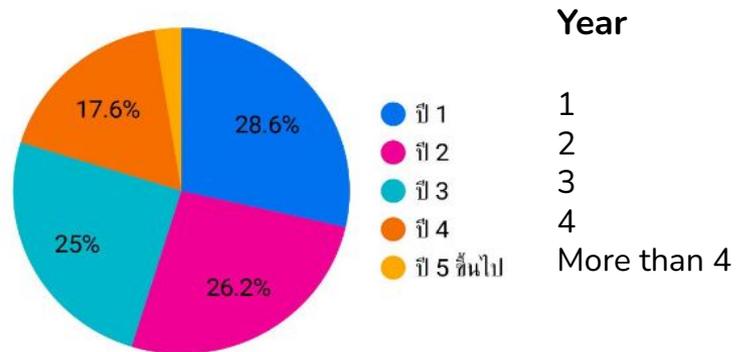
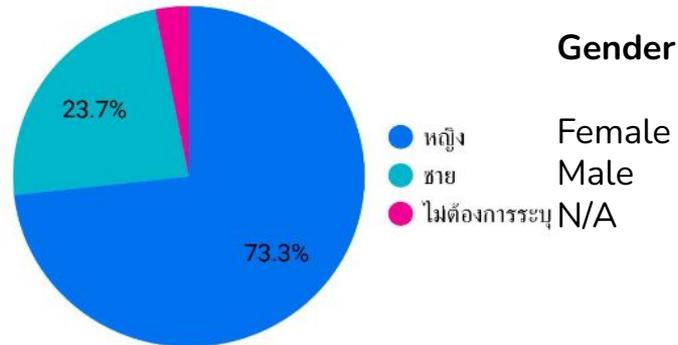
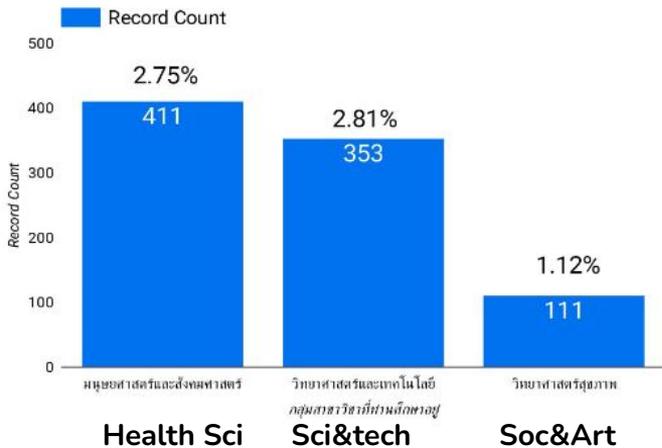
● 40 - 55 ปี 40-55
● 24 - 39 ปี 24-39
● 56 ปีขึ้นไป More than 50

Age



DEMOGRAPHIC ONLINE SURVEY STUDENTS

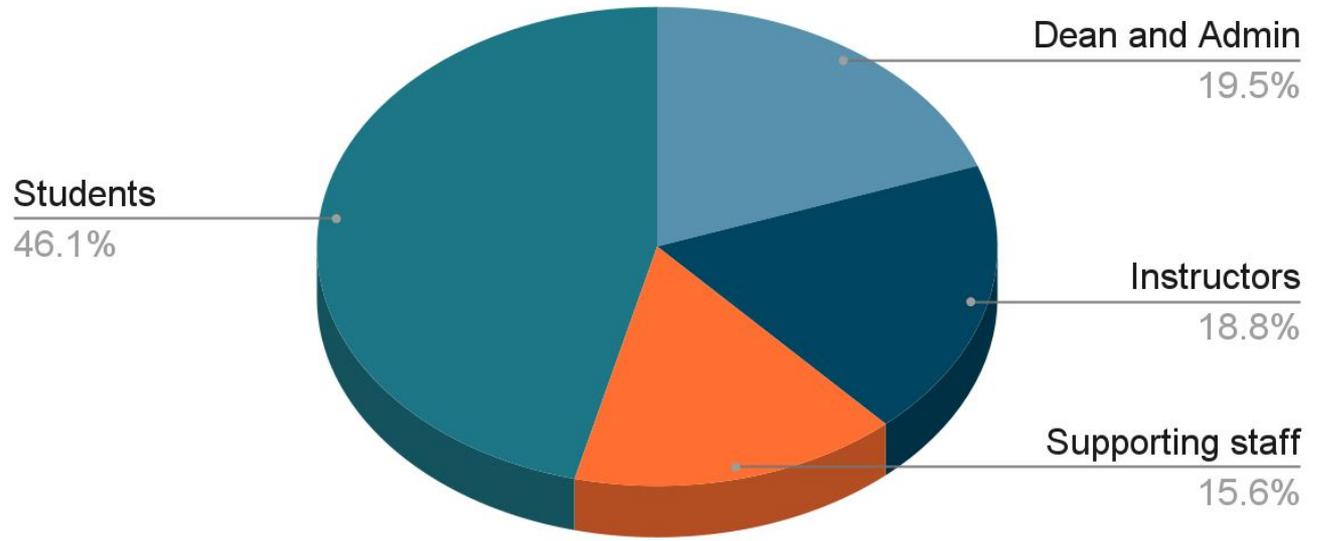
Record Count
875 (2.4%)





FOCUS GROUP INTERVIEW

Focus group





DIMENSION OF IMPACT AND ADAPTATION FINDINGS

TEACHING AND LEARNING

ONLINE SURVEY + FOCUS GROUP

STUDENT DEVELOPMENT ACTIVITIES

FOCUS GROUP

SUPPORT OF LEARNING RESOURCES

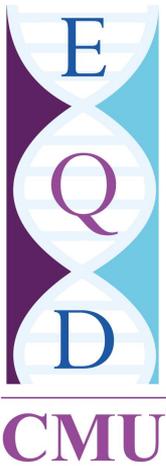
ONLINE SURVEY + FOCUS GROUP

LEARNING ASSESSMENT

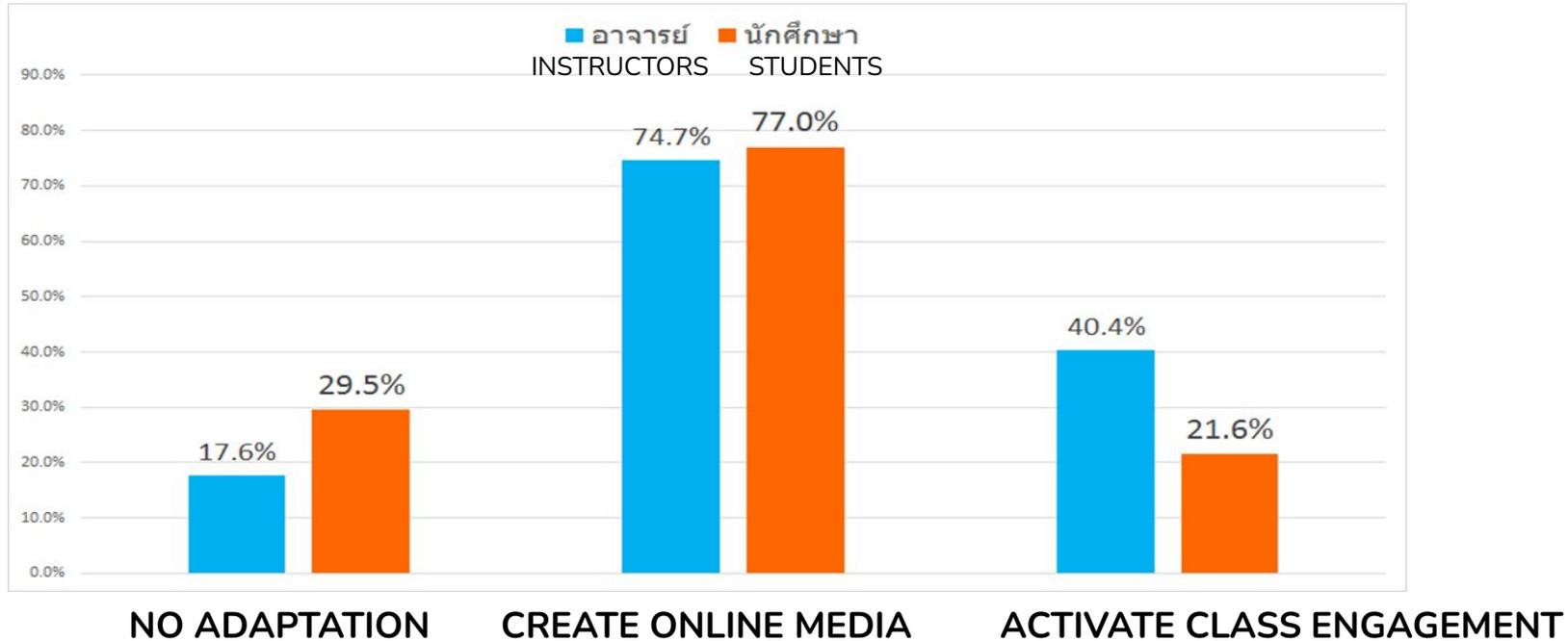
ONLINE SURVEY + FOCUS GROUP

RISK MANAGEMENT

FOCUS GROUP

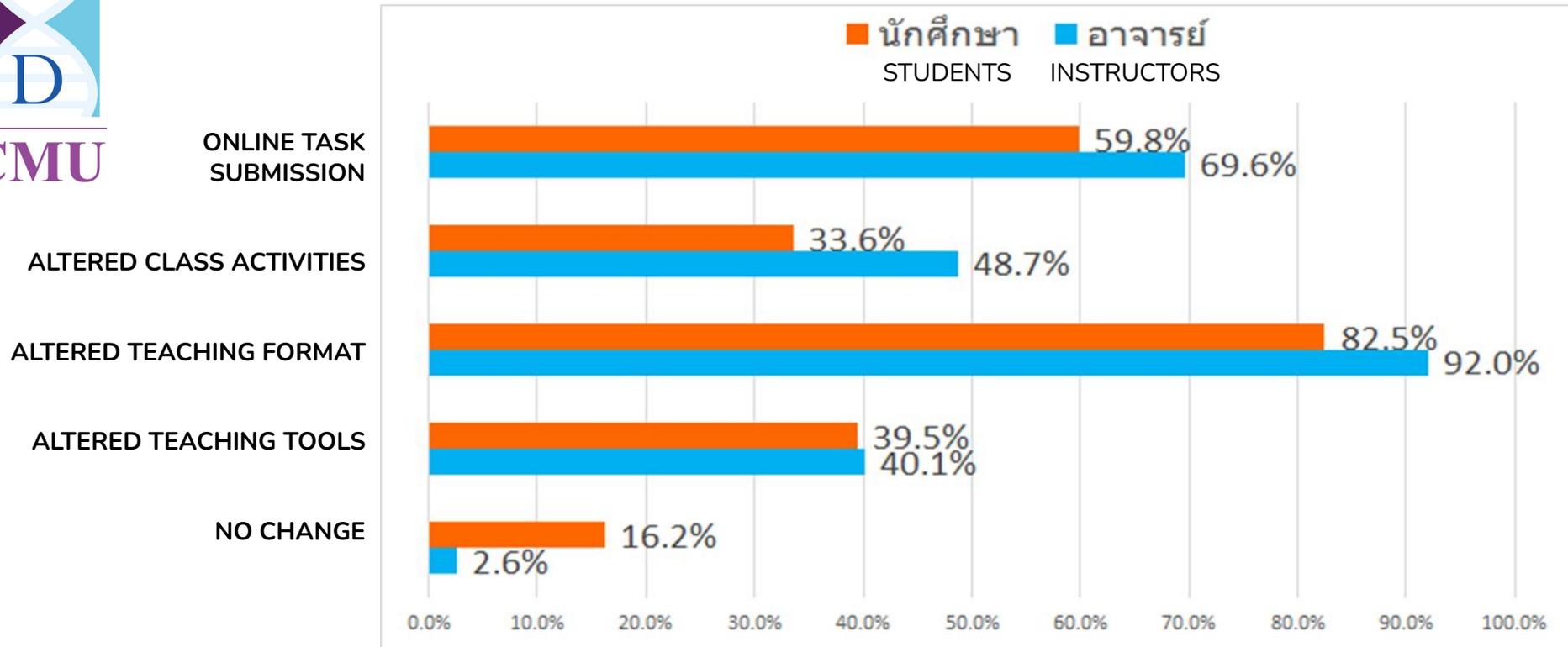


FINDINGS: TEACHING AND LEARNING ADAPTATION OF TEACHING MEDIA TO ONLINE





FINDINGS: TEACHING AND LEARNING ADAPTATION OF LEARNING TOOLS & ASSIGNMENTS

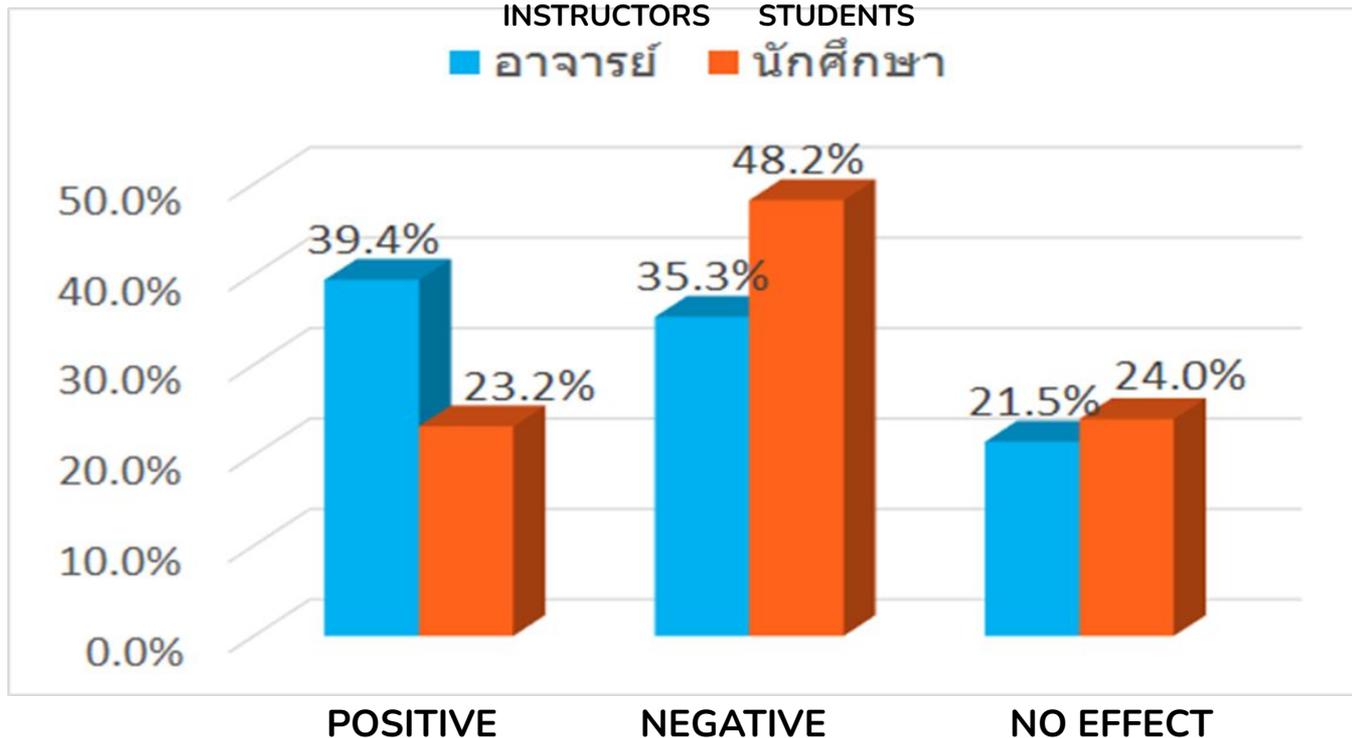




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FINDINGS: TEACHING AND LEARNING EFFECT OF MULTIPLE ONLINE PLATFORMS AND TOOLS



FOCUS GROUP:

Students were actually well-adapted to online tools but too complex online platforms and teaching tools were confusing

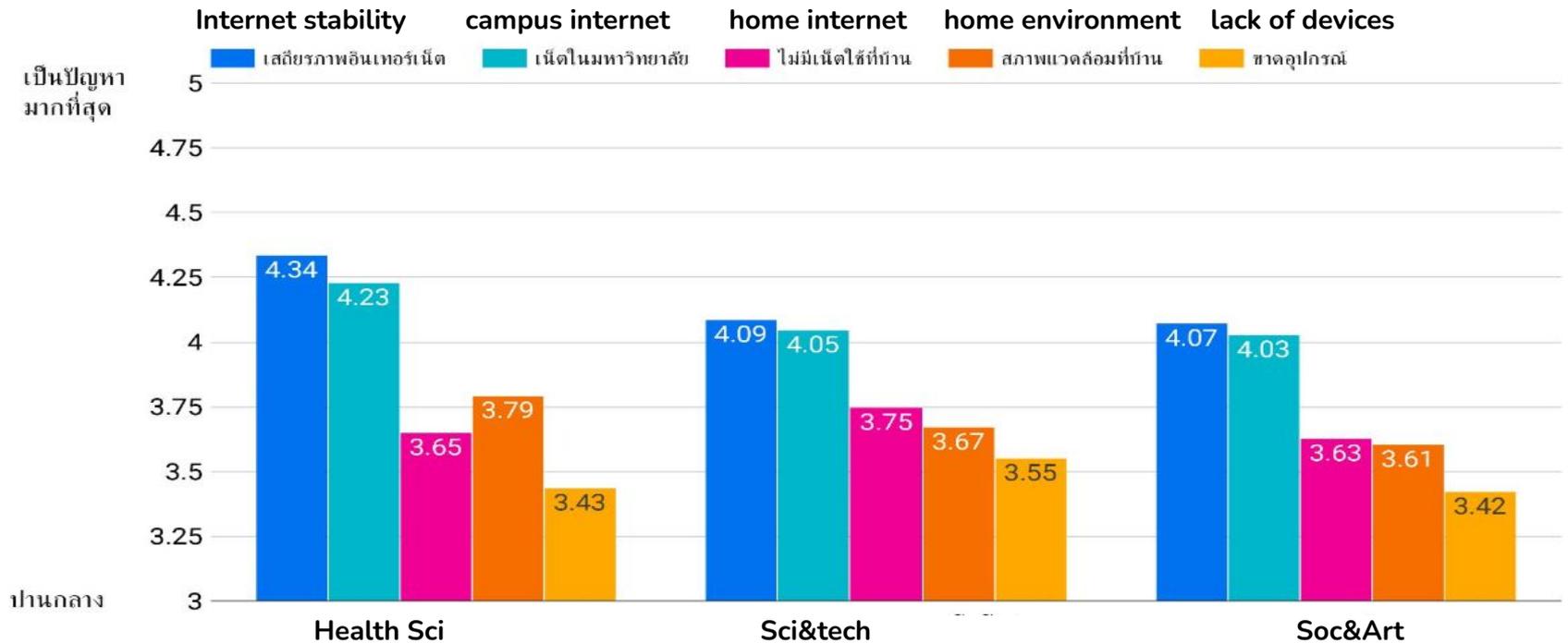


FOCUS GROUP INTERVIEW FINDINGS: **STUDENT DEVELOPMENT ACTIVITIES**

- NO ONLINE ACTIVITY COULD REPLACE PRE-COVID STUDENT DEVELOPMENT ACTIVITIES
- RESULTED IN LOSS OF
 - STUDENT COMPANIONSHIP
 - STUDENT-INSTRUCTOR RELATIONSHIP
 - ENGAGEMENT TO THE UNIVERSITY CULTURE
 - **EMOTIONAL STRESS MANAGEMENT**



FINDINGS: SUPPORT OF LEARNING RESOURCES STUDENT PROBLEMS DURING ONLINE LEARNING



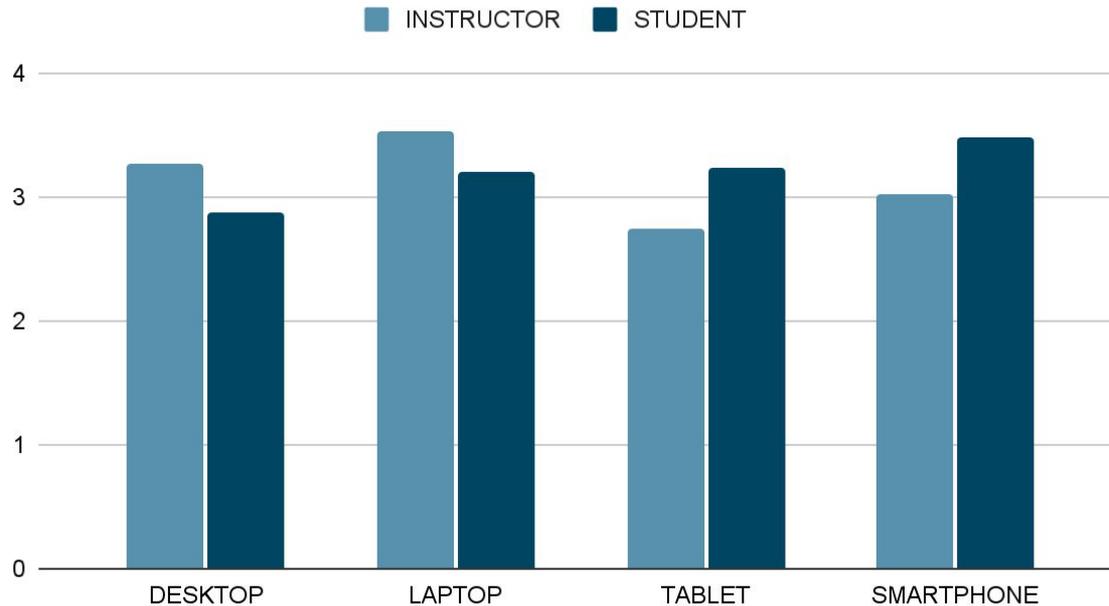


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FINDINGS: SUPPORT OF LEARNING RESOURCES ONLINE TEACHING & LEARNING DEVICES

Average score of competence



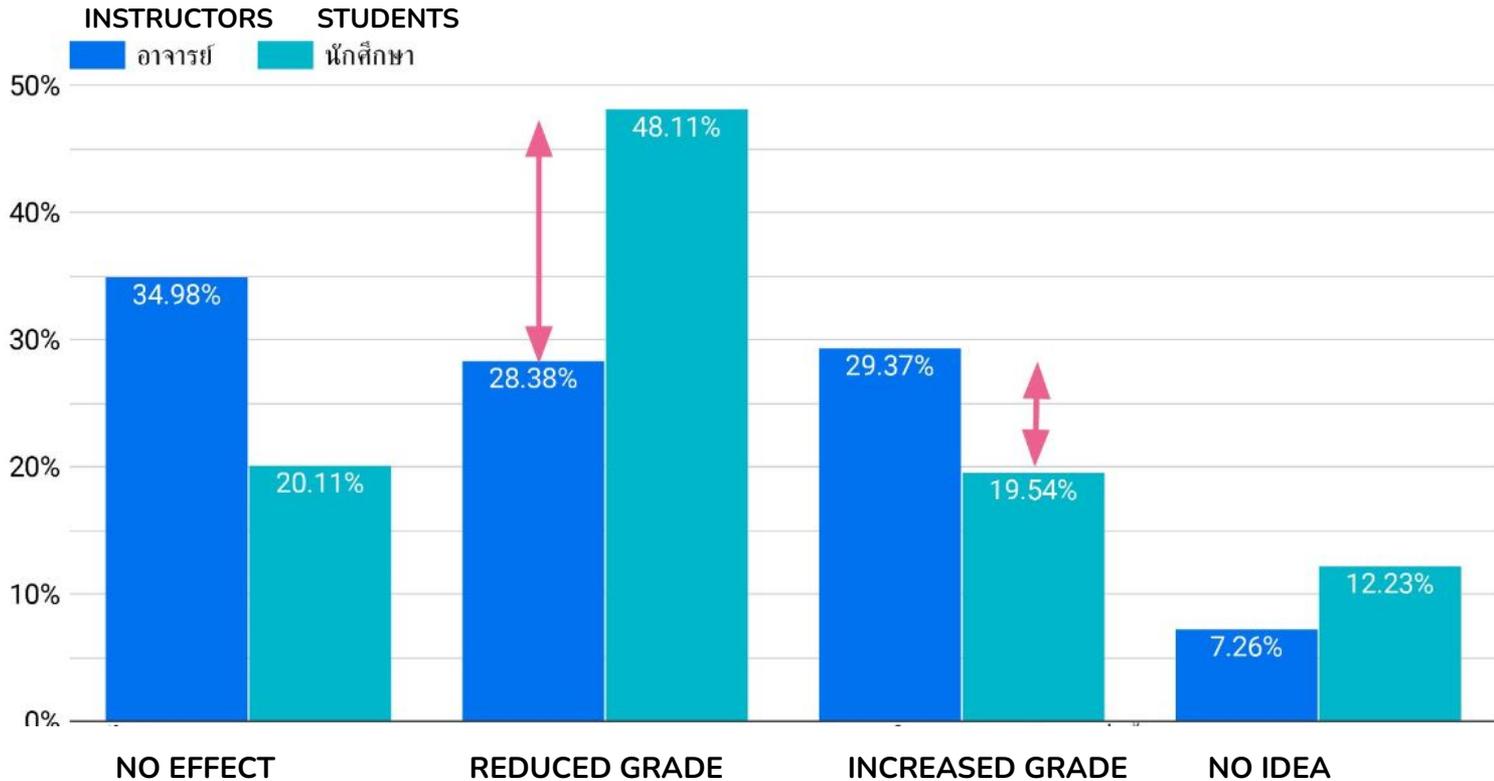
FOCUS GROUP:

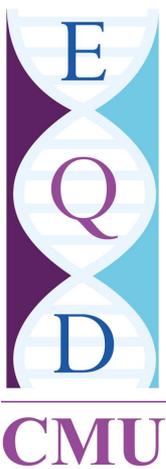
Although student devices had been surveyed, instructors favored devices that may be different from students. This resulted to incompatibility of learning media and student devices.



FINDINGS: LEARNING ASSESSMENT

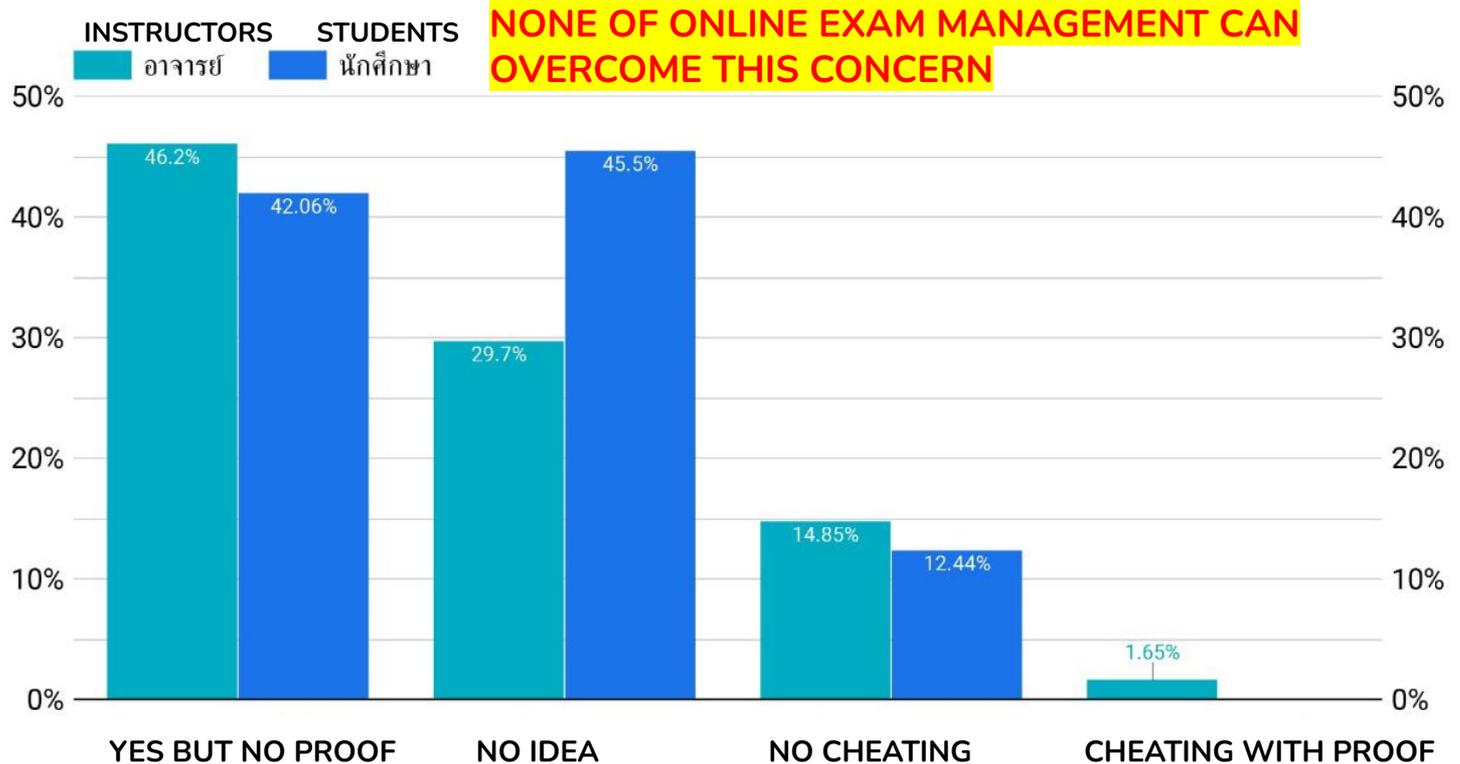
OPINION: STUDENT GRADE ALTERED BY ONLINE LEARNING?





FINDINGS: LEARNING ASSESSMENT

OPINION: WERE THERE CHEATING DURING ONLINE EXAM?





FOCUS GROUP FINDINGS: RISK MANAGEMENT

INTERVIEW DEANS AND FACULTY ADMINs

- FIRSTLY FOCUSED ON STUDENT NEEDS
- MAKING DECISIONS BY REGULAR FACULTY BOARD (NO SPECIFIC BOARD FOR COVID-RESPONSE)
- QUALITY OF RESPONSE BASED ON READINESS OF DATA AND INFORMATION
- HEALTH SCI WERE BETTER IN PROMPT RESPONSE
- NO BUSINESS CONTINUITY PLAN APPEAR AT THIS PHASE



RECOMMENDATIONS

1. **REGULARITY OF ONLINE PLATFORM CAN REDUCE STUDENT FRUSTRATION WHEN THEY RUN THROUGH STUDIES ON THEIR OWN**
2. **CONTINUOUSLY EDUCATE /TRAIN INSTRUCTORS FOR:**
 - a. **PRINCIPLE AND OPTIONS OF LEARNING AND EVALUATION TOOLS FOR ONLINE LEARNING**
 - b. **ONLINE EXAMINATION MANAGEMENT HANDLING**
3. **HYBRID LEARNING IS BECOMING THE NEXT THEME OF EDUCATIONAL MANAGEMENT:**
 - a. **SUPPORT INFRASTRUCTURE**
 - b. **CONSIDER TA/TS**
4. **COMMUNICATION BETWEEN STUDENTS, INSTRUCTORS, FACULTY, AND UNIVERSITY IS THE MOST IMPORTANT ISSUE DURING CRISIS**
5. **THE MORE READINESS OF DATABASE/INFORMATION, THE BETTER AND QUICKER CRISIS HANDLING**



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THANK YOU

