



INTERNATIONAL CONFERENCE ON
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FOR ALL

**6th INTERNATIONAL CONFERENCE ON
LIFELONG EDUCATION AND LEADERSHIP FOR ALL
CONFERENCE PROCEEDING BOOK**

ISBN: 978-605-66495-8-5

July 16-18, 2020/ Sakarya University – TURKEY

Editors

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Using a Creativity-based Learning Approach to Enhancing Product Creative Skill of Undergraduate Students in Communication Arts under COVID 19: The Case Study of Sripatum University, Thailand.

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Abstract

The aim of this studied was; 1) to study strategies of lecturers who using a creativity-based learning approach to enhance the product creative skill of undergraduate students in communication arts under COVID 19 situation and 2) to studied tools and techniques for fully online creativity-based learning approach. At that period, any instructor could not arrange their class as face-to-face as the traditional way. The fully online teaching was replaced every course differently but lead the students to create a new idea of presentation and products as the learning outcome. The methodology of this studied was an in-depth interview with the dean, faculty members, and students and present the results with descriptive analysis. The results found that lecturers used a flipped-classroom model by using a creativity-based learning approach with the “fully online” by using Zoom meeting for synchronous learning and Learning Management System : LMS (Moodle) which contain content and scaffolding will be help student to create a creative product as asynchronous learning. Line group, Facebook messenger and Facebook close group as communication tools could help students to share an idea and collaborate with their team on a fully online course. The student used any kind of online presentation technique like making a video clip presentation and used "The Sims™ 4" (for PC/Mac) to simulate their product idea. The creative product of communication arts undergraduate students is a novelty, a resolution and elaboration, and synthesis of new things. The effects of the COVID 19 process changed educational systems of Institution and this result would be adapted into the lifelong learning for the alumni and anybody who need to enhance product creative skill.

Keywords: Creativity-based learning, creative product, communication arts, COVID 19

Introduction

Nowadays, many educational institutions are interested and focus on teaching their students to be creative by teaching and learning by doing (Rasmussen & Sörheim, 2006, pp. 185–194). There are also efforts to promote and design guidelines for learners to learn from experience (RG & MacMillan, 2000, p. 340) increase critical thinking skills and decision-making attitudes for learners (Solomon et al., 2002, pp. 65-66). Especially in communication arts students, it is necessary to develop creativity. Because of the broadcasting business and others job in the communication arts area must be a creative work. That is the key to driving and developing content. As well as creating a form of an interesting presentation.

Creativity-Based Learning (CBL) is one of the methods of student-centered teaching and learning. Which the main structure of creative teaching is base on a problem-based teaching and learning structure (Problem-based learning : PBL) and the way to develop the parallel thinking of Edward de Bono, which is the way to manage learning for the 21st century. The CBL process as a base to helps lecturers to drive students learning experience, promote teamwork, support research, related to interpersonal communication through individualized solutions that collaborate on projects and teamwork. In which the learners will change from listening and reading the lesson content to work with their own teammates to solve real-world problems (Michaelsen et al., 2014, p. 232),



using CBL processes will help learners become independent and be able to make appropriate decisions (Ruechaipanit, 2015, pp. 26-30)

Communication arts students are necessary to develop their creativity. The creative product is very important competency. A cornerstone of the drive and content development as well as creating a news "thing". But due to COVID 19 pandemic, all of lecturers and instructors could not arrange their class as face-to-face as the traditional way. The effects of the COVID 19 changed the process of educational systems in many institutions. University in Thailand has been shut down from March 15, 2020 to June 30, 2020. The fully online pedagogy was replacing face-to-face teaching. The instructor's change their teaching style to be online learning by maintaining the same "learning outcome".

Blended learning by used flipped-classroom combined with the creativity-based learning process (CBL) will be able to promote creative product skills. The development and creative presentations will be promoted through an action and evaluation of creative product skills from creative works of learners which is considered a novelty, problem resolution or resolution, and elaboration and synthesis. in which the combination of flipped-classroom learning and CBL process based will be able to promote a positive feeling level, increasing independence in creativity, attract learners to a life-long learning (Roehl et al., 2013, p. 74). In which research results will create knowledge the way to develop students to be a good communicator that can adapt themselves to the world after COVID era.

Problem statement

- 1) What are the strategies of lecturers who using a creativity-based learning approach to enhance the product creative skill of undergraduate students in communication arts under COVID 19 situation?
- 2) What are the tools and techniques for fully online of creativity-based learning approach at Sripatum University, Thailand and how they used?

Method

The method of the research is qualitative research by using in-depth interview methodology. The population is an instructor and students, faculty of communication, Sripatum University, Thailand.

The study group is the dean faculty of communication, Sripatum University, Thailand, 6 instructor members and 15 students.

Data collection tools is a semi-structured interview has been arranged which the interviewer does not strictly follow a formalized list of questions. Instead, they will ask more open-ended questions, allowing for a discussion with the interviewee rather than a straightforward question and answer format. The reliability and validity of data explore appropriate strategies used "thick descriptions" (Geertz, 1973), and variation in participant selection. Dependability can be established through audit trails and triangulation. Confirmability is established through reflexivity or intra- or inter-coder reliability, where applicable. An analysis technique is a descriptive analysis.

Findings

- 1) Strategies of faculty of communication arts lecturers, Sripatum University, Thailand.
 - ZOOM Cloud meeting training 1 by 1 had been arranged by the staff of the office of online education (OOE) on March 10-20. All instructors at Sripatum University adapt themselves to be an online instructor "overnight". Virtual background of Zoom cloud meeting has been used for simulation many lessons, the green screen has been used for a better quality of the creative idea presentation

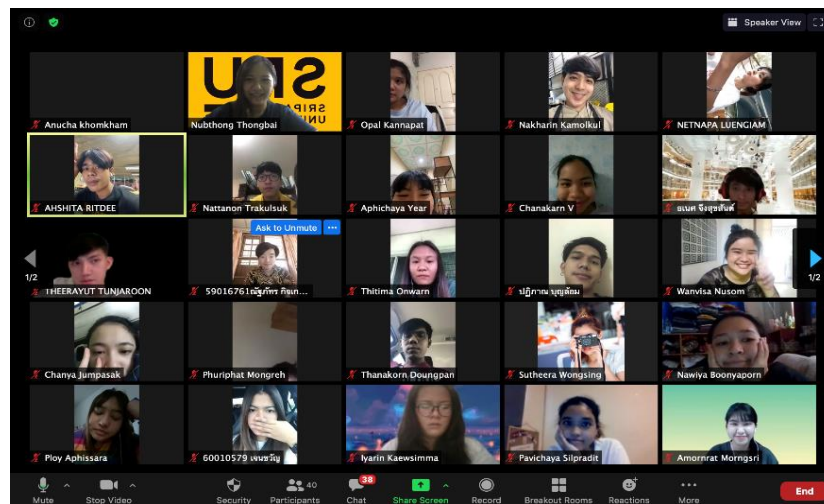


- The fully online teaching was replaced every course differently but lead the students to create a new idea of presentation and products as the learning outcome. Many instructors used “Zoom” for synchronous teaching.

Picture 1. Virtual background of Zoom cloud meeting



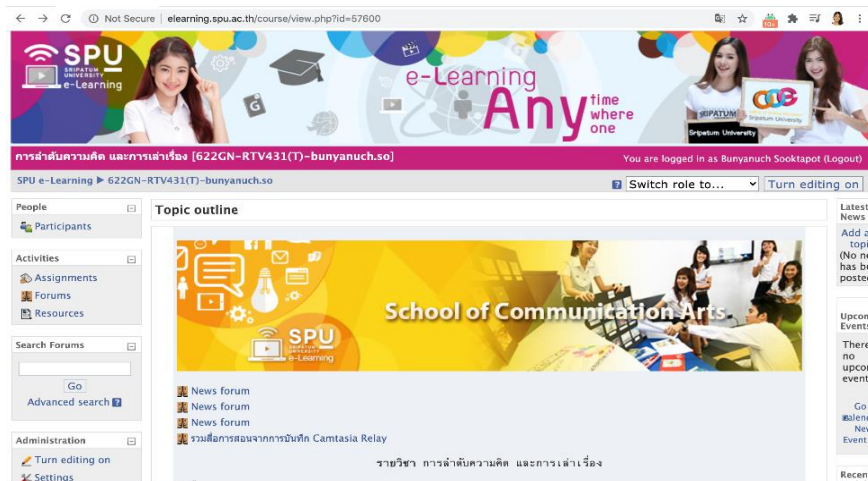
Picture 2. Zoom cloud meeting as a tool for creative teaching



- LOOM and Vidyard has been used for making a video on demand.
- The flipped classroom model has been integrated into the learning management system (LMS)
- LMS (Moodle) which contain content and scaffolding will be help student to create a creative product as asynchronous learning



Picture 3. Sripatum university learning management system (SPU-LMS)



- G-mail, Line group, Facebook messenger, and Facebook close group had used for a communication tools that could help many students to share an idea, collaborate with their team on a fully online course.
- The student used many kind of online presentation technique like making a video clip presentation and used "The Sims™ 4" (for PC/Mac) to simulate their product idea. Such as a television production style.
- The creative product of communication arts undergraduate students is a novelty, a resolution and elaboration, and synthesis of new things.

Picture 4. The Sims™ 4" as a tool for television studio production idea presentation via Zoom

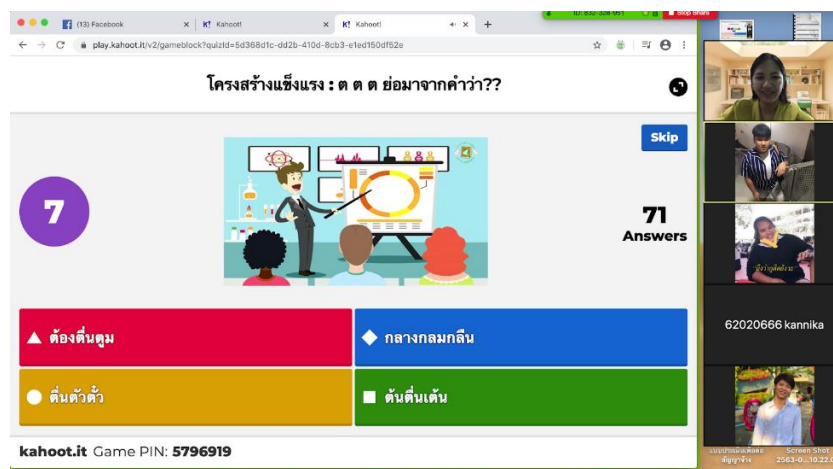


- 2) Tools for online teaching during COVID 19 of Sripatum University instructor
 - ZOOM cloud meeting as a tool for fully online teaching
 - SPU-LMS (Learning Management System: Moodle) had used for containing the video on demand link
 - Facebook close group and Line Group had used for a communication tool

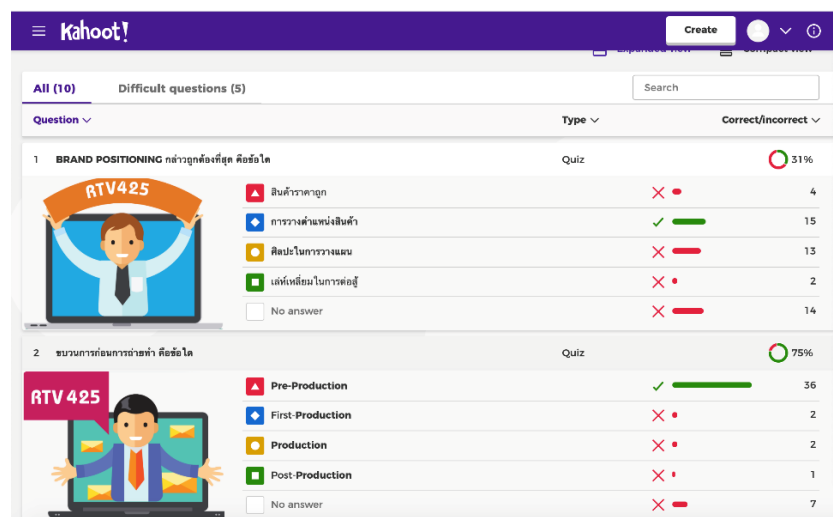


- Many applications such as Kahoot (Premium), Mentimeter, Quizzes, Padlet had used for collaborative teaching, involves educators working in tandem to lead, instruct and mentor groups of students.
- PowerPoint Presentation (PC) / Keynote Presentation (Mac) had been upload into SPU-LMS as a knowledge management.
- YouTube Channel has used for publication student's creative product idea.

Picture 5. The used of Kahoot as a collaborative teaching tool via Zoom

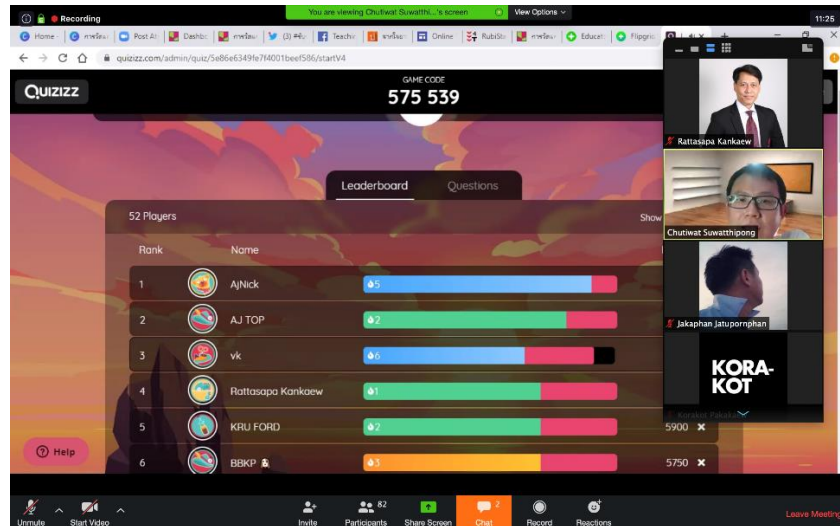


Picture 6. Result of Kahoot for CBL teaching





Picture 7. The training of Quizizz as a competitive teaching tool via Zoom



Picture 8. Student used Facebook group and YouTube for presentation





Results, Conclusions and Recommendations

Under COVID 19 situation. The fully online teaching was replaced every course differently but lead the students to create a new idea of presentation and products as the learning outcome. The results found that lecturers used a flipped-classroom model by using a creativity-based learning approach with the “fully online” by using Zoom meeting for synchronous learning and Learning Management System : LMS (Moodle) which contain content and scaffolding will be help student to create a creative product as asynchronous learning. Line group, Facebook messenger and Facebook close group as communication tools could help students to share an idea and collaborate with their team on a fully online course. The student used any kind of online presentation technique like making a video clip presentation and used "The Sims™ 4" (for PC/Mac) to simulate their product idea. The creative product of communication arts undergraduate students is a novelty, a resolution and elaboration, and synthesis of new things. The effects of the COVID 19 process changed educational systems of Institution and this result would be adapted into the lifelong learning for the alumni and anybody who need to enhance product creative skill.

The results of this study in an area of learning outside the classroom or homework. A study from instructional videos, exchange online learning and online exercises, content, and support bases are consistent with the research of Hongkhunthod (2015, pp. 173-174) that was studied and developed the flipped-classroom learning system. While using the steps of learning activities in the classroom to focus on the CBL process was consistent with the concept of Ruechaipanit (2015, pp. 26-30) which describes the important steps to succeed in CBL teaching. While the characteristics of creative product in communication arts from learning pedagogy in COVID 19 pandemic consistent with the Besemer (2006, pp. 48-55) that studies the characteristics of creative works in the context of the United States of America.

Using video on demand of CBL process in COVID 19 for an online classroom activities at home was in line with the concepts of Bergmann & Sams (2012, pp. 55-58) that studied how to use the 5-7 minute video for teach his students from home. And spend time in the online classroom to assigning students to practice, interact, discuss, or experiment. While the teaching design based on CBL consistent with the results of Jetsadawiroj's study (2017, pp. 1-8) in the study of creative learning processes for children course.

The result of this research found that the behavior of students has a positive relationship with the creative products. This is consistent with the Suwan (2017, pp. 7) which found that creative teaching methods are the basis to encourage learners to learn and create necessary skills in the 21st century.

Suggestions for future studies

- 1) Study in terms of forms, characteristics, and methods of teacher assistance that influence of skill promotion of learners or may have a comparative study under COVID-19.
- 2) Study by experimenting with creative learning processes as a base to stimulate creative thinking skills or creative skills of learners through online learning together with virtual classrooms.
- 3) Study the product creative skill with a life-long learning style in different situation

Plagiarism Rate = 3.2%

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