

Developing and Creating Multimedia for Learning Values of Thai Literature¹

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Abstract

This qualitative research aimed to creating efficient multimedia for learning values of Thai literature and producing it as an innovative media. Processes of developing the required media resulted from discussions of five scholars analyzing and sorting out effective ways of making the multimedia. Findings of the research were concluded as these: 1) contents of the media should focus on stories and values of the literature; and 2) storyboards showed clear details of the contents and emphasized on three main values of Thai literature, including aesthetic and social aspects and the moral. Six classical Thai literature selected for creating multimedia were: Niras Phukaotong; Pra Apaimanee; Lilit Talengpai; Mathana Phatha; Khunchang Khunpan; and Sam Kokh. Processes of developing the multimedia were: 1) writing scripts and drawing storyboards; 2) storyboards were checked by scholars; 3) reviewing storyboards; 4) discussions between content writers and media producers; 5) gathering of resources for media production, including drawing characters; video filming; games designing; animation cartoon making; graphic designing; collecting of related motion pictures, state performances, and television dramas for parts supporting; and sound making, including narrations, conversations, and prose and poetry chanting; 6) multimedia production of the six classical Thai literature; 7) reviewing of the multimedia by scholars; and 8) revising of the multimedia and the completion media as teaching materials for schools and universities.

Key words: developing; multimedia creating; learning values of Thai literature

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Introduction

The general challenge of teaching literature is the dried teaching method which creates boring learning. The teacher focuses on “story reading” by only memorizing the content according to the course. The learner thinks that the reading story is absurd and outdated and the learner has the bad attitude toward literature study. In addition, the teacher becomes guide leading to limitation or blockage of learner’s judgement. (Praphasri Seehaumphai.2007:35) The teachers trend to create learners’ stress and difficulty of literature reading. The teachers teach the learner to learn by heart about life and realize about nation’s culture and society. So after learning the literature, the learner should be able to adapt the knowledge and idea to their daily life. This teaching method is against the objectives and intention of the program which specify within Thai learning group because instead of loving the literature, the learner hates it. This is the crisis of teaching Thai literature which is struggling in the today society. (Phannarong Rattanachai. 2012:96-98)

As mentioned problem of teaching literature, if teacher ignore problem solving and let the literature more difficult and apart from new generation, the literature becomes the well-kept antiques only representing the flourish of language culture in the past without studying gratefully and seriously. So sorting out the efficient teaching strategy is the importation and urgent mission challenging all level of literature teachers.

National Education Act of B.E. 2542 (1999), section 4, code 22-23 and section 9 code 63-64 set the guideline of education management and technology that emphasizes the importance of developing teaching media and learning resources in order to improve the quality of learners and teachers (Department of Curriculum and Instruction Development, Ministry of Education. 2001: 99) To organize teaching with a variety of learning methods supports the learners to use the resources and medias as self-study and be able to link their knowledge systematically. Using the learning media that is appropriated to the learner’s capability and interest enhance the learner’s competency and success in learning. Therefore, it is necessary to use the media in Thai learning group.

In the modern information technology society where the advanced knowledge, and communication technology are unlimited. The technology is the key component that helps the learner learn and improve by using the learning media and various resources. The Master plan for information technology and communication for Ministry of Education 2011 – 2013 defines the second strategy to support the teaching with information and communication technologies to enhance the efficiency of education in Thailand. There are 4 measures that apply ICT in teaching in order to achieve the mentioned strategy which are 1) Improve the teaching format/methods in every level to apply ICT as the important component in teaching 2) Increase the quantity and quality of the learners to have higher ICT skills 3) promote the education in all levels applying ICT as teaching tools 4) develop the teaching media and contend in term of quantity and quality. (Information and Communication Technology Center, Office of the Permanent Secretary, Ministry of Education. 2010: online)

To organize the Thai teaching activities in accordance to its master plan, it is necessary to use Information and Communication Technology (ICT) and educational

technology to support Thai education management. Information Technology and Communication (ICT) is comprised of key technologies such as computer technology and communication technology. It can be applied in a variety of teaching and learning styles, such as Computer Assisted Instruction (CAI), Web Based Instruction (WBI), learning through electronic and Internet (e-learning), called as e-Learning (Electronic Learning) and Mobile Learning (m-Learning), etc.

The use of information technology in teaching and learning is applied in various forms according to the suitability of each subject. The popular technology in teaching and learning is multimedia which use computers and the software programs to convey the message through variety of multimedia such as colorful text, graphics, animation, audio and video. When the user is able to control the media to present as desired, this system is called multimedia interaction. With the multimedia interaction, the user is able to manage through keyboard, mouse, pointer, etc.

(Palin Piriyasurawong. 1999: 12) So the lesson in multimedia combines the multiple Medias to present various information including text, still images, animations, narratives, and music with interaction which make the lesson presented through the multimedia more livelily.

The lessons through multimedia is considered as one of important media because the learners are able to interact and respond immediately. The multimedia presented with motion, voice and illustration motivates the learning and more interest in lesson content. Therefore, the learners achieve the targeted learning objective. Another advantage of the lesson presented through multimedia is that it can be applied to anyone. Some lessons are created to interact with different level of the learners because the lesson through multimedia focuses on self-study and the learners have to use their on ability to understand the lessons. Therefore, designing the lesson in multimedia is so important that the producer has to design according to content and learning objectives. Thai literature learning has various content and aims to stimulate the reader to appreciate the value of Thai literature on human life as aesthetic, social aspect and the morals. So if the subject of Thai literature learning is developed as a lesson through multimedia, these lessons will deeply affect Thai literature learning. In addition, they can motivate the learner to become more aware of the value of Thai literature on human life in three aspects efficiently.

Based on mentioned importance of this, the researcher develops the learning values of Thai literature through multimedia in order to sort out how to manage Thai learning literature to provoke more interest in learning values of Thai literature according to its objective. This study is to find out how to develop the learning values of Thai literature through multimedia according to its learner's requirement in order to support their learning value of Thai literature profoundly.

In addition, the research will find out how the development of the learning values of Thai literature through multimedia effect to Thai literature's learners.

Objectives

To sort out how to create the learning values of Thai literature through multimedia
To develop and produce the multimedia for the learning values of Thai literature

Population and Sample

1. Population and sample for objective 1

1.1 Population is the scholars in teaching Thai literature in university education holding the academic position of assistance professor or higher level and Ph.D.

1.2 Sample consists of five scholars in teaching Thai literature in different universities holding the academic position of assistant professor or higher level and Ph.D.

2. Population and sample for objective 2

2.1 Population is the scholars in educational technology in university education holding the academic position of assistance professor or higher level and Ph.D.

2.2 Sample consists of three scholars in teaching Thai literature in different universities holding the academic position of assistant professor or higher level and Ph.D.

Research Tools

Questions used in the discussion of the scholar to brainstorm the opinion on the development of learning values of Thai literature through multimedia in 8 topics.

Assessment of the multimedia's storyboard for learning values of Thai literature

Assessment of the multimedia for learning values of Thai literature

Research Processes

1) Step 1 (to reflect objective 1)

The research organizes the group discussion among the scholars regarding to the development of learning values of Thai literature through multimedia to provoke the learner's interest to be capable to learn the literature's philosophies and values profoundly. There are three group discussions among scholars and taking six hours per time in following topics:

First Discussion: the scholars discuss on the challenges in teaching Thai literature according to the survey in step 1 to conclude the solution in Thai literature teaching

Second Discussion: the scholars select 6 Thai literatures and discuss on their values which must be taught to learners in order to create truly the learning values of Thai literature.

Third Discussion: the scholars discuss on 6 literatures to sort out the development of learning values of Thai literature through multimedia. The scholars present key content and multimedia presentation strategy.

2) Step 2 (to reflect objective 2)

2.1 The researcher creates the storyboard multimedia for learning values of Thai literature according to the guideline of the development of learning values of Thai literature through multimedia.

2.2 The researcher presents the storyboard of learning values of Thai literature to the scholars' consideration, recommendation and quality assessment.

2.3 The researcher corrects the storyboard of learning values of Thai literature according to the scholars' recommendation until completion.

2.4 The Researcher produces the multimedia for learning values of Thai literature according to the storyboard.

2.5 The researcher presents the multimedia for learning values of Thai literature to the scholars for their consideration, recommendation and quality assessment.

2.6 The researcher corrects the multimedia for learning values of Thai literature according to the scholars' recommendation until completion and readiness to apply to Thai literature teaching classes.

Research Results

1. Guideline for managing the learning values of Thai literature through multimedia

The researcher invites five scholars in teaching Thai literature to the group discussion: Assoc. Prof. Maneepin Phromsuthirak, Ph.D, retired, Faculty of Arts, Silpakorn University

Assoc. Prof. Thida Mosikrat, Faculty of Liberal Arts, Huachiem Chalermprakiet University

Assoc. Prof. Somporn Ruamsuk, Faculty of Education, Silapakorn University

Assist. Prof. Somkiat Khuthaweekul, Faculty of Humanities, Srinakharinwirot University

Assist. Prof. Mookda Liplap, Faculty of Humanities, Phranakorn Rajabhat University

The researcher organizes the three group discussions among scholars to brainstorm on the development the learning values of Thai literature through multimedia by setting 8 discussion topics according to approved tools.

The results of the discussion were as follows. The scholars recommended that literature study's important values were aesthetic value. The aesthetics in literature is the presentation and use of the language. In tern of language usage, the researcher has to make the learner understand the meaning and be able to select the right word for example; ant represents the diligence, etc. For Social and cultures, the researcher has to find how to focus on the content, life experience in literature which the learners are able to apply to their daily life. Lastly, the scholars questioned about the morals if there is any life experience in literature which is applicable.

To select the content for multimedia, it has to cut some or add some for the benefit of the most learner. In the storyboard, the content should consist of narrative, analysis, synthesis of the exercise. The content should have sample and stimulation by language usage for example, questioning, using references to present the values. In Vessantara Jataka, the student told that Vessantara was the bad father because the learner did not understand the key message of this story. The teacher could change by referring the poem to explain or raising the questions by correct guideline of the correct answer but not to block their idea. To create the content, the researcher has to

think of the values of each story and how it can be introduced. The teacher is able to analyze, guide and use the word to present how important story and character are.

Producing the multimedia must support the learner to see the values and the teacher must tell the students by giving example. It can combine the existing dramas and then make as the comic. The multimedia about the literature should promote self-study. The multimedia should attract the learner to follow maybe by using game in different challenge to introducing the story. As children like comics, the comic characters should present the values in the multimedia. The researcher must think which values and how to introduce the values according to literature.

To produce the multimedia, there are teaching tools, narration, game to analyze, different format in the stories to introduce the morals. In addition, it should include analysis and synthesis in different aspects. The multimedia can also be in mind mapping format to teach the learner in memorizing and thinking systematically. The content is the summarized story with colorful picture that allow the learner to think systematically with mind mapping. The children has the liberty to think in filling word. They will answer broadly what the value of the literature are. There are stimulator and leader. Two Medias used in teaching are 1) illustration presenting the interesting narration, 2) introducing the content by characters or comic, conversation should be short.

The Cognitive Domain should be measured by examination, exercise, project and the Affective Domain should be measure by observation such as reading manner, listening and watching manner. It should measure the content from the media by asking the learners how they like the selected stories and if the stories are useful and if the learner get any values from the stories.

In conclusion, producing the multimedia for Thai literature should begin from selecting the stories suitable for learners and course, then creating the storyboard. The content of literature remains in communicate the aesthetic, social and moral aspects as per each literature's content.

According to the scholars' recommendation, it have to focus on thinking skill of the learner. The success factor in multimedia for Thai literature is that the multimedia making the Thai literature lively on computer due to its modern technology and being right to the learner's interest.

The scholars has selected 6 literatures to be produced in multimedia as follows:

- 1) 2 stories for Middle School level: Niras Phukaotong and Pra Apaimanee
- 2) 2 stories for High School level: Lilit Talengpai and Mathana Phatha
- 3) 2 stories for University level: Khunchang Khunpan and Sangthong

The Scholar committee recommended that creating the multimedia should be done in accordance of time. During teaching, there is the teaching plan with rough topics and content. For convenience of making the storyboard, the content, activities and literary should be divided as chapters. Medias and activities should be related to the content and set objectives. To create the multimedia for six Thai literatures should present content, characters (if any), aesthetic, social and moral aspects and these three values should be measurable.

2. Developing and creating the multimedia for learning values of Thai literatures

2.1 Developing and creating the storyboard of multimedia for learning values of Thai literatures

2.1.1 The researcher uses the development guideline of the learning values of Thai literature through multimedia to create the storyboard of 6 literatures by meeting with 3 storyboard writers (2 stories each). The storyboard writers are the expert with experiences in teaching Thai and educational technology.

2.1.2 The researcher presents the storyboard of multimedia for learning values of six Thai literatures to three scholars for recommendation and quality assessment. The result of the quality assessment of the storyboard of multimedia for learning values of Thai literatures finds that:

Assessment Description	St or y 1	St or y 2	St or y 3	St or y 4	St or y 5	St or y 6	Aver age
1. Content							
1.1 Analysis of the content from Thai literatures	4.6 7	4.6 7	4.6 7	5.0 0	4.3 3	4.6 7	4.67
1.2 Presentation of the concept and content of Thai literatures	4.6 7	4.3 3	4.6 7	4.6 7	4.3 3	4.3 3	4.50
1.3 Presentation of the storyline interrelated throughout the story	4.6 7	4.3 3	4.3 3	5.0 0	4.3 3	4.6 7	4.56
1.4 Presentation of three values in Thai literatures.	4.3 3	4.3 3	4.3 3	4.6 7	4.3 3	4.6 7	4.44
2. Use of Language							
2.1 Use language following Thai language principle	4.0 0	4.3 3	4.6 7	4.3 3	4.6 7	4.6 7	4.45
2.2 Use the polite language according to language level used in mass media	4.0 0	4.6 7	4.6 7	4.6 7	4.6 7	4.6 7	4.56
2.3 Use the modern and interesting writing strategy in description and conversation.	4.6 7	4.3 3	4.3 3	4.6 7	4.6 7	4.3 3	4.50
3. Presentation Technique							
3.1 Design of angle, shooting technique and film locations	4.6 7	4.3 3	4.6 7	4.3 3	4.0 0	4.3 3	4.39
3.2 Design of narrative sound, interview and background music	4.6 7	4.6 7	5.0 0	4.6 7	4.3 3	5.0 0	4.72
3.3 Creativity, fresh idea, beautiful and adaptation in filming	4.6 7	4.6 7	5.0 0	4.6 7	4.0 0	5.0 0	4.67
Average in all areas	4.5 0	4.4 7	4.6 3	4.6 7	4.3 7	4.6 3	4.55

2.1.3 The researcher corrects the multimedia for learning values of Thai literatures according to the scholars' guideline until completion

2.1.4 The researcher produces the multimedia for learning values of Thai literature by meeting on its content with Development and production of multimedia in order to collect the resource to create resource for the multimedia for learning values of six Thai literature. The details of the implementation of multimedia for each story as follows:

1) The format and production techniques of multimedia for 6 Thai literatures

1.1) Niras Phukaotong

Niras Phukaotong is presented in text, graphic, animation, photos, motion pictures, video, recorded rhythm narration, recorded narration, recorded background sound by visual and audio computer program such as Photoshop, video editor program, mixed sound program and animation creator program, etc. Then, it processes the multimedia with flash animation and the interaction creator program to present the story and the content of the itinerary according to Niras Phukaotong such as create the map on multimedia from Bangkok to Ayutthaya by Chao Phraya river and create matching games for exercises, etc.

1.2) Pra Apaimanee

Pra Apaimanee is presented in text, graphic, animation, photos, motion pictures, video, recorded rhythm narration, recorded narration, recorded background sound by visual and audio computer program such as Photoshop, video editor program, mixed sound program and animation creator program, etc. Then, it processes the multimedia with flash animation and create the interaction with the lesson. Video presentation of Phra Apaimanee is presented by the MC (Sinsamutr) at Wax museum at Nakorn prathom province to present the story of Pra Apaimanee. Matching game also added as exercise.

1.3) Lilit Talengpai

Lilit Talengpai is presented in text, graphic, animation, photos, motion pictures, video, recorded rhythm narration, recorded narration, recorded background sound by visual and audio computer program such as Photoshop, video editor program, mixed sound program and animation creator program, etc. Then, it processes the multimedia with flash animation and create the interaction with the lesson. It includes the comic video about Naresuan the Great (with permission of the producer) to tell the story and content of Lilit Talengpai. Multiple-choice exercise and a subjective exercise are also created for Lilit Talengpai.

1.4) Mathana Phatha

Mathana Phatha is presented in text, graphic, animation, photos, motion pictures, video, recorded rhythm narration, recorded narration, recorded background sound by visual and audio computer program such as Photoshop, video editor program, mixed sound program and animation creator program, etc. Then, it processes the multimedia with flash animation and create the interaction with the lesson. It include the video of stage play “Mathana Phatha” (with permission of the producer) to present the story and content of Mathana Phatha. Moreover; multiple-choice exercise and a subjective exercise are also created for Lilit Talengpai.

1.5) Khunchang Khunpan

Khunchang Khunpan is presented in text, graphic, animation, photos, motion pictures, video, recorded rhythm narration, recorded narration, recorded background sound by visual and audio computer program such as Photoshop, video editor program, mixed sound program and animation creator program, etc. Then, it processes the multimedia with flash animation and create the interaction with the lesson. It includes the movie “Khun pan: Wantong was executed” (with permission from the producer). In addition, there is the video of Khunchang khun pan’s insight by MC in Thai - central traditional dress at Thai traditional house in Suphanburi province to present the story and content of Khunchang Khunpan. Besides, multiple-choice exercise and a subjective exercise are also added.

1.6) Sangtong

Sangtong is presented in text, graphic, animation, photos, motion pictures, video, recorded rhythm narration, recorded narration, recorded background sound by visual and audio computer program such as Photoshop, video editor program, mixed sound program and animation creator program, etc. Then, it processes the multimedia with flash animation and create the interaction with the lesson. It also edits the comic video “Sangtong” (with permission of producer) to present the story and content of Sangtong. In addition, multiple-choice exercise and a subjective exercise are also included.

2) The barriers of producing the multimedia for Thai literature

2.1) To pursue the computer technicians who are able to apply the approved storyboard and content of Thai literature in multimedia in limited time and budget. It requires the technician who has the basic knowledge in Thai literature and education management with assistance of the researcher and assistant researcher.

2.2) Time consumes in collecting raw material. To avoid the Intellectual Property Violation, video, motion picture, comic and characters need to be newly made for example; drawing characters, drawing the event in the literature, traveling to the scene for filming. For comic videos, movie videos and background music, it requires the official letter to request permission of usage. Moreover; to record the narration and rhythm, the reader need to be well-trained before appointment. Raw material in each literature is very detailed and takes a lot of time to prepare and procure. Therefore it caused the delay than the plan.

2.1.5 The researcher present the multimedia for learning value of Thai literature to three scholars for consideration, recommendation and quality assessment.

The quality assessment of multimedia for the learning values of Thai literature are follows:

Assessment Description	St or y 1	St or y 2	St or y 3	Stor y 4	Sto ry 5	St or y 6	Ave rage
1. Content							
1.1 Multimedia content follows the academic principles	4.6 7	4.3 3	4.3 3	4.6 7	5	4.6 7	4.61
1.2 Multimedia content follows its objective	4	4.3 3	4.6 7	4.6 7	4.3 3	4.3 3	4.39
1.3 Multimedia content's difficulty suitable to media receiver	4.6 7	4.6 7	5	4.3 3	4.6 7	4.3 3	4.61
2. Language							
2.1 Use language following Thai language principle	4	4.6 7	4.3 3	4.3 3	4.6 7	4.3 3	4.39
2.2 Use polite language suitable to media receiver	4.6 7	4.3 3	4	4.6 7	4.3 3	4.3 3	4.39
3. Presentation techniques							
3.1 Design is easy to understand and communicate to the point	4.3 3	4.3 3	4	4.3 3	4.3 3	4.6 7	4.33
3.2 There are graphic technique, size, color and font that make the media easy to read	4.6 7	5	5	4.3 3	4.3 3	4.3 3	4.61
3.3 Quality of narrative sound, music: clear and interesting to pursue	4.6 7	5	4.3 3	4.3 3	4.6 7	4.6 7	4.61
4. Creativity							
4.1 There are creativity to make different, beautiful and creative.	4.6 7	4.6 7	4.3 3	4.6 7	4.3 3	4.3 3	4.50
4.2 There are presentation techniques and useful	4.6 7	5	4.3 3	4.3 3	4.6 7	4.6 7	4.61
Average in all aspects	4.5 0	4.6 3	4.4 3	4.4 7	4.5 3	4.4 7	4.51

2.1.6 The researcher corrects the multimedia for the learning value of Thai literature according to the scholars' recommendation until completion and readiness to be implemented in teaching Thai literature to students. There are the condition to the success of producing multimedia for Thai literature as follows:

1) The factor that contributed to the successful development of Thai literature were: Multimedia is a tool making Thai literature lessons live on computer media due to its modernization and meeting learner's interest.

2) The factor that contributed to the successful development of Thai literature were: these tree experts have given the importance in storyboard and content of six Thai literatures. They have reviewed and given the suggestion in details to create the multimedia that can develop the learners in aesthetics, social and morals profoundly according to the concept of six Thai literatures.

Result Explanation

Research result concludes that the knowledge from scholars' brainstorming discussion is that to present Thai literature with multimedia, it should well create with modern technology according to learner's interest in order to communicate the knowledge in Thai literature and make the learners understand and realize the values of Thai literature in 3 aspects truly. Thai literature is Thai's intellectual treasures which worth to Thai youth to learn in deep the values of Thai literature by adapting the teaching according to learner's date. The result form the scholars' discussion is to create the multimedia for 6 Thai literatures, it is to present the content, characters (if any) aesthetics, social and morals aspects and the values in three aspects in six Thai literatures should be measured. Producing the multimedia for six Thai literatures by focusing on Thai literature's learning values in aesthetic, social and morals, Thai teachers in high school and university receive teaching tools following to Thai literature course: the students know and realize Thai literature's values in aesthetic, social and morals which are the key of learning Thai literature, Thai's worthy legacy; and being the media arousing student's interest more in Thai literature. In tern of multimedia production and presentation technique, 6 multimedia Thai literatures are presented in drawing image, drawing character, video, game, animation, motion picture, graphic, inserting movie, play and TV drama in multimedia, using recorded narration, conversation and rhythm reading. The research result is in line with the concept of Sujit Peanchop and Saijai Intarumphun (1992: 230 – 238) saying that Thai literature is Thailand's cultural heritage. The teaching of Thai literature should emphasize the students appreciated in the value of literature and try to maintain this legacy to stay forever and should use the suitable teaching materials with worth result. In addition, it is also related to the research in applying technology in teaching Thai literature by various scholars such as Songrit Chimmode (2010) who studied on comparison of learning achievement by six thinking hat method and general teaching with computer's lesson in Samkok: Guan Yu works with Cao Cao in Matthayom 6, Pimnicha Prommjnot (2010) studying on Lesson development in assistance of computer: Thai learning group Traiphumpruang: Manussaphum in Mattayom 6, Piyorot Mahathunpoka (2007) researching on the development of computer multimedia lessons. "Ramayana" Thai learning group for the third level students. All the research results showed that the students had better learning achievement and the attitude towards Thai literature improved after learning Thai literature in the form of technology media. It is because technology media has encouraged students more interested in lessons. But it is due to content of Thai literature being an inherently valuable asset to humanity. Therefore, the introduction of Thai literature combined with multimedia using various technological techniques can well convey the message, stories and values to the new generation.

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