



Subjects: Introduction to Management, Global Management Capstone, Marketing Strategy, Introduction to Marketing, E-commerce, Management of Human Resources and Organizational Behavior



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3 Tips:

1. Active Learning and Active Teaching
2. Encouraging students to speak up during the class
3. Improving class from 4 perspectives: self-reflection, student feedback, exchanging ideas with other professors, making lessons relevant and current

Active Learning and Active Teaching

Q: How do you increase the quality of students' learning in your classes?

A: I improve the quality of students' learning in my classes through both active learning and active teaching.

Active learning and active teaching involve 2-way input and 2-way communication by both the student and the lecturer. To be more specific, active learning involves students doing an

assignments prior to class to acquire a brief understanding of the core theory. For example, I use edpuzzle.com in my Introduction to Marketing class, in which students are required to watch an assigned video and complete mini quizzes before the class.

During the class, I will have an Active Learning Activity* for students to share their thoughts regarding the lecture or the pre-class assignments. This way, students will be encouraged to think during the lecture and these active learning

activity that will allow them to apply what they have learned rather than simply learning by listening. Active teaching is the lecturer having the ability to gauge students' understanding by encouraging students' participation in class and adjusting the class content according to their learning abilities. I plan my 95-minute lectures based on Figure 1 and set learning objectives for each class. Instead of just the lecturer preparing for class, I assign pre-class assignments and expect students to complete these

assignments will help them understand the context better. After each class there will also be a post assignment, a mini quiz on Manaba, to enhance students' understanding and help them revise.

*Examples of Active Learning Activities:

- In-class Discussion: For Introduction to Management class, the students discuss with their team and complete a worksheet
- Mini activities: Marshmallow challenge (Management of Human Resources and Organizational Behavior) Link: "Build a tower, build a team"

https://www.ted.com/talks/tom_wujec_build_a_tower_build_a_team/transcript

Students are divided into teams and compete to build the tallest tower that can support a marshmallow. The available tools are spaghetti, tape, and string. The learning objectives of this activity are:

1. To determine the difference between groups and teams
2. To identify the five stages of team development

Interviewer's note:

I took this class 2 years ago and the

underlying concepts I learned from the Marshmallow Challenge remain vivid in my mind. It was a fun, creative, and unforgettable group activity that outlined key concepts while being engaging.

- In-class questions/Live poll (Online lectures): Post the questions in the Powerpoint slides, ask students to think about it for one minute and share answers to the class.

Changes made to Online Classes to improve/maintain

the quality of students' learning

Q: This year, classes have been held online from the Spring Semester. What sorts of changes have you made for your online classes?

A: Since the transition to online learning, I have faced a few challenges, such as losing the opportunity to see my students' expressions, unstable internet connection, and lack of time in class. To tackle these

challenges, one of the changes I have made is my pre-posted PowerPoint slides. I have added more text into my slides to accommodate students who couldn't catch up due to poor connection, whereas I previously left large portions of my pre-posted slides blank to encourage students to come to in-person classes. I take into consideration the potential issues based on students' feedback and try to accommodate students during this transition.

Ways of encouraging students to speak up during the class

Q: You mentioned that you always include an active learning activity in your class and encourage students to share their thoughts as well as ask questions in your class. My impression of your classes is that they are always very energetic and lively. How do you

encourage your students to speak up in class?

A: I always tell my students that there is no right or wrong answer in our class as long as you clarify the rationale behind your answer. Rather than saying the student's answer is wrong, I would say, "That was a good try, but how about this..." then I will guide the students to think from a different perspective. Students have taken a huge step by expressing themselves in front of the



class and the last thing I would want to do is to demotivate them by saying what they don't want to hear the most. I want to be an approachable educator so that the students will feel more comfortable in expressing themselves.

Q: What if nobody answers or speak in class? What would you do?

A: I would "cold call," which is passing my microphone to the person besides me

or sitting at the back. To do this, I think it's important to tell the students in advance that a cold call might be applied during the class anytime and that students are not called on because they are not paying attention. I don't want the students to consider being called on as a punishment, but simply a way of encouraging participation. Additionally, I would change the way I phrase the question or give hints (such as by revealing 20% of the answer.).

Q: Among the subjects you are teaching, which one do you spend most of your time preparing?

A: The subject that I spend most of my time preparing is E-commerce. The main reason for this preparation is because I have to update the subject each semester to ensure that what the students are learning is relevant and current. As I mentioned earlier, I usually plan an active learning activity for each class. The market trend keeps evolving, including E-commerce,

and especially during the pandemic. For example, I included a case study of Airbnb and Economic Sharing, Overcoming the Pandemic and Challenges Ahead, in my E-commerce class this semester.

Improving my class from 4 perspectives

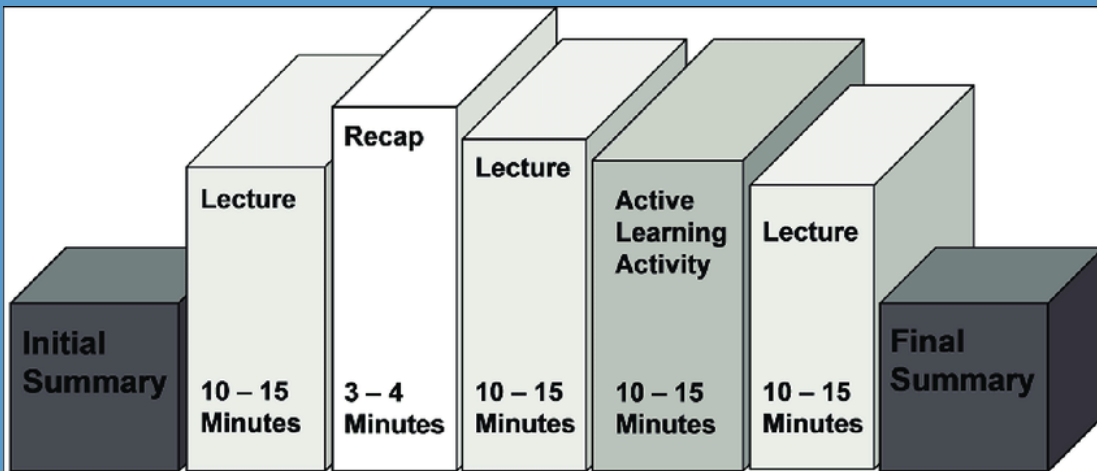
Q: When improving the contents of your classes, what kinds of steps do you take towards improvement?

I improve my classes from 4 perspectives: Self-reflection, Student feedback,

Ultimately, students are our target, and thus I think it is important to listen to their voices.



(Marshmallow Challenge)



Class Schedule

exchanging ideas with colleagues who teach the same subject in Japanese and observing the current market.

Self-reflection

I do a quick self-reflection after each class, taking note of student' s questions, and another one each semester when updating my syllabi on Campus Terminal.

Student feedback

I receive student feedback through the attendance paper during in-person classes as well as for online classes. In online classes, I always stay after the class (5-10

exchange ideas or comments regarding their teaching methods. Through this exchange of ideas, I get to know what works well and not so well as new ideas to be implemented in my classes.

Observing the current market

I always observe the current market when preparing the content of my classes to make sure that what students are learning is up-to-date.

minutes) to discuss any unclear class content or question with the students. As for the final class evaluation survey, I always pay attention to the detailed feedback to get to know more about what the students liked and disliked about my classes. Ultimately, students are our target, and thus I think it is important to listen to their voices.

Exchanging ideas with colleagues who teach the same subject in both English and Japanese

I spend my time with other professors and

Interviewer Impressions

I have taken a few of Professor Pajaree' s classes and most of the time the classes were full of energy. There were always in-class activities and lots of interactions between the students and professor going on in class. Little did I realize that Professor Pajaree puts a lot of time and effort into what she calls "active teaching and active learning" to improve the quality of students' learning. Having those active learning activities in class really does help make the lesson stick in your mind, such as the Marshmallow challenge.

What is [Q]?

At APU there are many professors who put together wonderful classes, and if we could get to know how these classes are planned, it would contribute to the improvement of other professors' classes. For that purpose, we have begun doing interviews in order to learn about class planning. These articles have been entitled [Q], comprising a variety of meanings such as: increasing the [Q]uality of classes, answering [Q]uestions to increase quality, and forming a [Q]ueue, or line, of class improvements. We would be very happy if these articles could contribute to the [Q]uest of APU professors' class quality improvement.

