

Development of hybrid learning activity package with Reflective Feedback 360 degree

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Abstract

The objectives of this research were to 1) develop hybrid learning activity packages with reflective feedback 360 degree to promote lesson plans writing's ability in Thai language subject for Thai student teacher to reach the efficiency of 80/80 and 2) compare the students' ability of lesson plans writing before and after implementing the learning activity packages. The sample group of the study was 30 Thai student teacher students studying in third years, semester 1 of the academic year 2025 at Suan Sunandha Rajabhat University, and they were obtained by purposive selection. The duration of the implementation was 8 weeks with the total of 16 periods. The research instruments were 1) 4 sets of learning activity packages and 2) lesson plans writing's ability test. The statistical treatment of this study was analyses and calculation for mean, standard deviation and t-test dependent.

From the results, it could be unfolded that 1) the efficiency of the developed learning activity packages was 85.11/87.05 and 2) the students' post-test mean score on lesson plans writing's ability after learning from the learning activity packages ($M=20.51$, $S.D.=4.03$) was higher than that of the pre-test score ($M=11$, $S.D.=3.56$) at the statistical significance level of .05. It could be reflected from the study that the created instructional innovation could be utilized for lesson plans writing's ability enhancement of the students and had a great contribution to promote their ability to further apply benefits from real life.

Keywords: Hybrid learning, Activity packages, Lesson plans writing

1. Introduction

In the educational management process, the teacher plays a crucial role in linking the relationships between the school, parents, students, and the community. Therefore, teachers have the duty to manage instruction that focuses on empowering students to think analytically, encourages learning through practice, reduces rote memorization, allows students to perform activities to fully develop their potential, and instills desired virtues, ethics, and values by integrating them into the instructional activities to make them easy to understand and engaging. This also includes creating an atmosphere conducive to student learning (Noonchukhan et al., 2016). All these aspects can be fully realized by designing and writing a lesson plan.

When writing a lesson plan for the Thai language subject, the Thai language teacher must utilize their understanding of the content to be taught and the nature of the subject to design activities. This involves selecting an appropriate teaching method that guides students through practical steps aligned with language usage skills, literature, and language principles. Appropriate methods include inductive, deductive, and role-playing approaches. A lesson plan has six essential components that the writer must define: 1) Learning Objectives, 2) Core Content (or: Key Concept), 3) Subject Matter/Content, 4) Learning Activities, 5) List of Media

and Learning Resources, and 6) Learning Measurement and Evaluation. Each component must have consistent details. A well-written lesson plan helps guide the teacher in delivering instruction effectively.

Based on the researcher's experience as an instructor for student teachers and a trainer for developing Thai language teachers' instructional management, it was found that a large number of student teachers and Thai language teachers have problems writing their own lesson plans. When they are required to write lesson plans for submission as a report or to school administrators, they often copy or directly duplicate commercially published lesson plans from various publishers. This results in teachers being unable to design and prepare instruction suitable for their own students and unable to write a lesson plan that is both their own original work and appropriate for their specific context. This, in turn, creates problems in quality instructional management and in providing evidence of the teacher's work, which directly affects the teacher's career advancement and the school's quality assurance system (Satthaphong, 2016).

In the Bachelor of Education program at Suan Sunandha Rajabhat University, students are required to write lesson plans for their teaching subjects in several courses, including Learning Management Science, Learning Management for Thai Language Content Area, Internship in Teaching Profession 3, and Teaching Professional Experience 1-2.

During these courses, which require the creation of lesson plans for various Thai language topics, it was found that students encounter several problems in lesson plan writing. These include: inconsistency in the details written across various components; selection of teaching methods inappropriate for the content or teaching context; incorrect design of activities according to the steps of the chosen method; selection of unsuitable or uninteresting media and learning resources; and incorrect determination of learning measurement and evaluation that does not align with the learning objectives.

Furthermore, students themselves expressed a need to develop their lesson plan writing competency in post-course surveys. This issue was also documented in the Course Operation Reports (TQF 5) of the relevant courses that require lesson plan writing.

The researcher recognized the students' problem and considered solutions. It was found that to write effective and correct lesson plans, the writer must possess subject knowledge, correct knowledge of lesson plan writing methodology, and the skill to write fluently, accurately, and precisely. This can be achieved by receiving proper knowledge about Thai language learning principles and correct lesson plan writing techniques, having opportunities to practice writing the sub-components of the lesson plan through the complete process, receiving constructive criticism or advice for improvement, and repeating the practice numerous times. This approach would help resolve the aforementioned problem.

In reviewing the assigned lesson plans from individual students, two significant problems were found: 1) The accurate writing of the core content and its relevance to the learning objectives, and 2) The design of learning activities consistent with the steps of the chosen teaching method.

Therefore, addressing these two issues will be the key focus in the lessons of the instructional package to be developed. Given that instruction at Suan Sunandha Rajabhat University is blended and online media is conveniently used as the primary medium for

instruction, the researcher intends to develop an instructional package combined with 360-Degree Feedback.

Instructional packages are multimedia educational innovations created by adjusting instructional materials to align with an integrated curriculum (Suttirat, 2024). They compile various media, processes, and learning activities to serve as a medium between the instructor and the learner, enabling students to achieve learning objectives effectively. This aligns with Sinthapanon (2009), who states that instructional packages enable students to independently study the content, train them in knowledge seeking, reading, and systematic summarizing. Completing exercises and skills practice helps students solve problems in line with educational standards. Furthermore, by following the instructions and self-checking their work, students develop self-discipline and learn to collaborate with and listen to the opinions of others.

This is complemented by providing feedback upon completion of an assignment or task, using 360-Degree Feedback. Although initially developed in the business sector, studies have shown that this concept is crucial for teaching writing skills and improving the quality of written work. It promotes active student participation, enhances their ability to critically analyze their own writing, and allows them to independently learn to revise their content, arrange supporting arguments accurately, and increase the academic credibility of their work (Thongchin et al, 2017).

To enhance the Thai language lesson plan writing competency for Thai major teacher students, this instructional package will serve as the primary medium for self-study and practice. It will be piloted with students enrolled in the aforementioned courses (Learning Management Science, Learning Management for Thai Language Content Area, Internship in Teaching Profession 3, and Teaching Professional Experience 1-2) in the first semester of the 2025 academic year to allow for initial testing and further improvement of its effectiveness, thereby solving the problems faced by subsequent generations of Thai major students.

2. Objective

1. To develop hybrid learning activity packages with reflective feedback 360 degree to promote lesson plans writing's ability in Thai language subject for Thai student teacher to reach the efficiency of 80/80
2. To compare the Thai language lesson plan writing competency of Thai major teacher students using a Hybrid Instructional Package combined with 360-Degree Feedback.

3. Methodology

1. Research Sample

Population:

1.1 Population refers to 550 students from the Faculty of Education at a certain Rajabhat University.

1.2 Sample refers to 30 third-year Thai language major students from the Faculty of Education at the same Rajabhat University, enrolled in the second semester of the 2025 academic year, selected using cluster random sampling.

2. Research Instrument: 1) 4 sets of learning activity packages and 2) lesson plans writing's ability test.

The subjects used in the experiment are: The Thai Language Learning Management course, which includes the content used for the experimental writing of Thai language lesson plans (Bureau of Academic Affairs and Educational Standards, 2009: 17-18) as follows: 1) Reading Content Area, 2) Writing Content Area, 3) Listening, Viewing, and Speaking Content Area, 4) Principles of Language Use Content Area, and 5) Literature Content Area.

3. Instrument Development and Quality Evaluation. The researcher developed the hybrid learning activity packages by following these steps:

3.1 Principles of the Hybrid Instructional Package Combined with 360-Degree Feedback : 1) Emphasize the primary role of the student. 2) Give importance to the individual differences among learners. 3) Students learn through media and reading strategies designed by the teacher. 4) Students engage in interaction with the teacher and peers during the learning process.

3.2 Content Determination : The researcher conducted a synthesis of relevant documents and research to determine the content of the instructional package. The content aspects include: 1) Writing a lesson plan for reading skills; 2) Writing skills; 3) Listening, viewing, and speaking skills; 4) Language principles (or: principles of language use); and 5) Literature, all of which align with the core content framework of the Thai Language Learning Content Area.

3.3 Determining the Criterion for Mean Appropriateness: If the mean score from the experts is 3.50 or higher, the instructional package and its accompanying user manual are considered appropriate. The evaluation results for the instructional package and the user manual yielded a mean score of 4.26 with a standard deviation of 0.13, which indicates that the components of the instructional package are at a High level of appropriateness.

4. Steps for Constructing the Lesson Plan Writing Test. Analyzing the Instructional Goals for Student Lesson Plan Writing. The research results were used to synthesize the desired instructional goals for lesson plan writing in learners. The competency in writing a lesson plan is divided into three aspects:

4.1 Aspect of Lesson Plan Components: The ability to correctly write the structural components according to lesson plan writing principles, select indicators that align with the core content/subject matter, write learning objectives, and determine appropriate and feasible learning measurement and evaluation covering all aspects.

4.2 Aspect of Learning Activity Management: The ability to design learning activities that align with the indicators and evaluation methods, and to design student-centered learning activities that are continuous and follow the learning sequence, including the selection of instructional media and learning resources appropriate for the content.

4.3 Aspect of Written Language Use: Writing the core content/subject matter accurately and appropriately for the time allocated, using language correctly according to academic principles, and writing explanations and examples clearly.

4.4 Content Validity Assessment: The test was reviewed by three Thai language teaching experts to assess content validity using the Item-Objective Congruence (IOC) index. Results showed that: 25 items had an IOC score of 1.00 and 5 items had IOC scores greater than 0.57. Some questions were revised to avoid inter-item dependency (i.e., where an answer to one question affected the next). The test was also revised to remove overly difficult or inappropriate items, reduce item count, and adjust the total testing time to 120 minutes.

4.5 Pilot Testing and Reliability Analysis: The revised test was piloted with a group of 20 students who had similar Thai language proficiency but were not part of the sample group.

The pilot aimed to assess item clarity and student understanding. The test was then scored, and reliability was calculated using the Kuder-Richardson Formula 20 (KR-20), with an acceptable reliability threshold set at 0.40 or above. Item analysis included the calculation of: Item difficulty index (acceptable range: 0.2–0.8). Item discrimination index (acceptable: ≥ 0.2) Using statistical software, items were selected based on quality. The final test had the following results: Difficulty index ranged from 0.42 to 0.73. Discrimination index ranged from 0.20 to 0.68. Reliability coefficient was 0.79

4.6 The duration used for the experiment is 5 weeks, totaling 20 sessions (50 minutes per session) in the second semester.

4. Results

Part 1: Results of the develop hybrid learning activity packages with reflective feedback 360 degree to promote lesson plans writing's ability in Thai language subject for Thai student teacher to reach the efficiency of 80/80

Part 2: Results of the Study on the Effect of Using the Hybrid Instructional Package Combined with 360-Degree Feedback to Enhance Thai Language Lesson Plan Writing Competency for Thai Major Teacher Students

Table 1
Results of the Efficiency Evaluation of the Instructional Package with reflective feedback 360 degree to promote lesson plans writing's ability in Thai language subject for Thai student teachers.

Evaluation Items	Number of Students	Full Score	Mean Score	Process Efficiency (E1)
Scores from the Instructional Package	30	200	188.10	85.11
Scores from the test	30	30	26.42	87.05

The mean score from the hybrid instructional package was 188.10, which is equivalent to 85.11%. The mean score from lesson plans writing's ability test was 188.10, which is equivalent to 87.05%. This shows that the hybrid instructional package developed by the researcher has an efficiency (E1/E2) of 85.11/87.05, which is higher than the established criterion of 80/80.

Table 2
Results of the Comparison of the Mean (M), Standard Deviation (SD), and t-test (t-test) of lesson plans writing's ability Scores.

lesson plans writing's ability	Pre-test		Post - test		<i>t</i>	<i>p</i>
	M	SD	M	SD		
Full Score 30	11	3.56	20.51	4.03	13.16	.00*

*Note: $p < .05$

The sample had a mean (M) and standard deviation (SD) of reading literacy competency scores equal to (M= 11, S.D. =3.56) before the experiment, and a mean (M) and standard deviation of lesson plans writing's ability scores equal to (M= 20.51, S.D. =4.03), respectively, after the experiment. The test of difference in means showed that the sample's overall lesson plans writing's ability after the experiment was significantly higher than before the experiment at the .05 level of statistical significance.

Figure 1

Classroom Teaching Experiment Activities



5. Conclusion And Future Work

1. The mean score from the hybrid instructional package was 188.10, which is equivalent to 85.11%. The mean score from lesson plans writing's ability test was 188.10, which is equivalent to 87.05%. This shows that the hybrid instructional package developed by the researcher has an efficiency (E1/E2) of 85.11/87.05, which is higher than the established criterion of 80/80.

2. The sample had a mean (M) and standard deviation (SD) of reading literacy competency scores equal to (M= 11, S.D. =3.56) before the experiment, and a mean (M) and standard deviation of lesson plans writing's ability scores equal to (M= 20.51, S.D. =4.03), respectively, after the experiment. The test of difference in means showed that the sample's overall lesson plans writing's ability after the experiment was significantly higher than before the experiment at the .05 level of statistical significance.

Discussion

This research study on the development of a Hybrid Instructional Package combined with 360-Degree Feedback to enhance Thai language lesson plan writing competency for Thai major teacher students yields the following discussion:

1. Discussion of Experimental Results for Evaluating the Instructional Package's Effectiveness

1.1 Lesson Plan Writing Competency

The research findings indicated that the sample group, which received instruction using the developed instructional package, demonstrated overall lesson plan writing competency significantly higher than before the experiment at the .05 level of statistical significance.

This result aligns with the research of Songkram (2013) and Pudtikunkaseam (2024), who used the concepts of Active Learning and Hybrid Web-Based Instruction to develop virtual field trip design and foster creativity among undergraduate students in the Faculty of Education/Science Education. Her study found that the experimental group, which learned

using Active Learning and Hybrid Web-Based Instruction, had a statistically significant difference in creativity scores before and after the experiment at the .01 level.

This also corresponds with Masril et al. (2024), who state the advantages of Hybrid Learning as follows: 1) It is a blend of classroom instruction and online learning, which allows for both theoretical and practical instruction. 2) The instruction can be adapted to the needs of each individual learner. 3) It offers schedule flexibility, which can be adjusted according to the learners' context and the instructors' readiness. 4) It enables effective collaborative learning through face-to-face and online interaction between students and instructors, or among students themselves.

2. Discussion of Instructional Package Development Results

The discussion regarding the development of the instructional package focuses on three main issues: strengths, limitations, and opportunities for application, detailed as follows:

2.1 Strengths of the Instructional Package

The instructional package has the following strengths: It addresses problems that occur in real-world contexts.

The developed instructional package is a model based on studying the actual problems students face in writing lesson plans. This was achieved by analyzing evaluation results, interviewing instructors and students about the issues, and identifying the causes of lesson plan writing problems. Furthermore, the researcher studied relevant documents and research to synthesize the findings into key lesson plan writing issues and to explore theories and concepts that could solve the problems and develop learners in a way that aligns with the needs of the real context.

The developed instructional package incorporates 360-Degree Feedback to help students improve in areas such as: correctly writing the components according to lesson plan writing principles; selecting indicators consistent with the core content/subject matter; writing learning objectives; determining appropriate and feasible learning measurement and evaluation covering all aspects; designing learning activities consistent with indicators and evaluation methods; designing student-centered learning activities that are continuous and follow the learning sequence; selecting instructional media and learning resources appropriate for the content; and writing the core content/subject matter accurately and appropriately for the time allocated, using language correctly according to academic principles, and writing explanations and examples clearly.

The results of this research reflect that the developed instructional package helps solve lesson plan writing problems. This is consistent with Thongchin et al. (2019), who developed an instructional model based on the Inquiry-Based Learning concept combined with 360-Degree Feedback to enhance the argumentative English writing ability of undergraduate students. The study found that the developed instructional model consisted of four steps: 1) Induction of Curiosity, 2) Planning for New Knowledge Construction, 3) Creative Product Generation, and 4) Reflection for Development. The experimental group's argumentative English writing ability after the experiment was significantly higher than before the experiment at the .05 level of statistical significance. This also aligns with Goldsmith (2007), who stated that the advantages and benefits of 360-Degree Feedback are that it helps with targeted self-development. Diverse feedback sources allow personnel to pinpoint specific behaviors or skills that require improvement, enabling them to plan their self-development effectively according to their needs.

Future work

The researcher has the following suggestions for applying the research findings in teaching practice and for future research:

1. Suggestions for the Application of the Instructional Package

1.1 The developed instructional package was piloted with university-level students who have a foundation in Thai language learning management and are ready for self-directed learning. Therefore, anyone interested in using this instructional package should adapt it to suit the context of their learners, such as adjusting the core content to relate to the student's field of study or specific interests. Minor activity adjustments may also be necessary; for instance, if the original activity involved students writing to link instructional steps before drafting the full lesson plan, the instructor applying this package might need to clearly point out the key concepts of instructional design before the actual lesson plan writing process.

1.2 The instructional process emphasizes 360-Degree Feedback. The instructor must clearly demonstrate and explain the method of using 360-Degree Feedback and effectively convey this understanding to the students. Therefore, when implementing this instructional package, the instructor must be well-prepared with the chosen 360-Degree Feedback method for each content area and practice step. This ensures that students can easily observe and learn without confusion, and allows the instructor to answer questions or provide further explanations regarding the 360-Degree Feedback process.

2. Suggestions for Future Research

The researcher offers the following suggestions for future research:

2.1 This research developed an instructional package aimed at enhancing lesson plan writing competency, which includes the aspects of lesson plan components, learning activity management, and written language use. Future research should investigate the effects on other variables, such as the ability to design learning management or the creation of lesson plan evaluation instruments.

2.2 Future research can study the comparative effectiveness of students learning through the developed instructional package by dividing the sample group based on specific courses, in order to examine the differences in outcomes among students in other subjects.

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