

# Chapter 1

## Introduction

### Rationale

The challenges and dynamics of the 21st century have affected countries around the world. Thailand is one of those affected countries that has been struggling with economic and social changes (Samim & Jenatabadi, 2014). Under the current globalisation, capital, goods, people, and free trade investments are widely available, and in particular, information technology has made the world more interconnected. Technology has moved and crossed borders easily and spread information widely. Boundless worlds have dramatically changed the landscape of the economic, social and geopolitical world. The economies of different countries are closely linked and interdependent. Opportunities that open and the impact of this phenomenon are rapidly becoming more and more demanding with the advancement of technology. Business models have evolved tremendously, and in the future, the changes will be faster and will become major conditions for transforming the world, including Thailand. The digital revolution and globalisation have resulted in changing life styles and altered attitudes, beliefs, values, cultures, and the behaviour of the population in the country, resulting in the need for Thailand's transformation. This transformation of the country has been promoted by the present government which pushes numerous efforts to drive Thailand forward to the new and the next stage called Thailand 4.0, the Fourth Industrial Revolution. By promoting the country's transformation, the government has stipulated statutes found in the 20-Year National Strategy Framework (B.E.2560 - 2579) (Executive Summary Three-Year Performance Report of the Government of General Prayut Chan-o-cha, 2017). This framework indicates problems in the quality of life for Thai people of all ages, including the quality and standards of education at all levels, the weaknesses of the education system, and in particular the development in science, English, technology and administration. It also states that the educational institutions are lacking mobility, and also describes inequalities in educational opportunities and access to learning resources. To adapt and meet these challenges from both external and internal factors, it is essential for Thailand to reform the country, especially the education system, in order to compete with others and beautifully develop itself to Thailand 4.0 version.

Thailand has started reforming the country into “Thailand 4.0” and “The 20-Year National Strategy Framework” has been introduced into every sector of Thailand. Chiang Mai Rajabhat University, as an educational institution operated under the Ministry of Education and monitored by the Office of the Higher Education Commission, has responded to government policy related to the 20-Year National Strategy Framework by modifying its strategy to follow the learning transformation strategy, which is one of the strategic plans from the 20-Year National Strategy Framework. The strategy aims to modify the learning system to facilitate the development of skills for the 21st century by designing a learning process at every level of the education system from early childhood to higher education. The focus is on the use of a knowledge base, a thinking system, self-directed learners and transforming the role of “teacher/lecturer” by adjusting the role from teaching to facilitating, in other words transforming “teachers/lecturers” into “facilitators.” Facilitators are professionals who encourage students to learn, who organize knowledge, and who design activities for students to learn, and who also produce research in order to develop pedagogy. This strategy also emphasizes the use of technology for helping students graduate and exercise life-long learning by using online education and digital literacy (The 20-Year National Strategy Framework [B.E.2560-2579], 2017).

As we are lecturers in the Innovative Business Management Department, in the International College at Chiang Mai Rajabhat University, we aim to produce quality graduates and enhance the quality of teaching in order to keep current with the changes of the 21st century. At the International College, every subject is taught in English, including subjects related to business content. Although we are an international college, the majority of our students are Thai. Teaching business in English might present some challenges during classes. We often see our students’ lack of interest in learning and lack of motivation for coming to business classes, so, we strive to find a better way of teaching and learning for our students to encourage their motivation in learning.

In our traditional classroom teaching, our lecturers generally teach by using Power Point or other materials that are mostly one-way communication. This kind of pedagogy is criticized for not motivating students enough to participate in class, and it is not an active way to encourage students to explore the topics being taught (Rotellar, and Cain, 2016). Many teaching techniques have been reviewed, and we found that a flipped classroom is an interesting pedagogical approach that might be the solution for adjusting our teaching styles to improve our students’ skills. Since our students are young people born in 1994 and later, the generation known as generation Z, they live in a predominantly digital era (Schneider, 2015). Moreover, we would like our students to be able to express

themselves as international students who are confident in their ideas and knowledge. Therefore, we believe that using a flipped classroom will enhance our students' motivation for learning, and will help them learn in efficient and effective ways, as they can watch videos via smart phone, computer or laptop provided by their lecturer whenever they want in order to have a better understanding of each lesson. We believe that these teaching methods will prepare them for work in the 21st century, where they will face the realities of the digital revolution and globalisation.

### **Research Objectives**

1. To study the motivation in learning of International College students using flipped classroom approach in teaching and learning business contexts.

### **Research Hypothesis**

H1. The students have motivation in learning after using flipped classroom methods.

H2. The motivation in learning of students in three classes are not different.

### **Scope of Research**

#### **Population**

- Global Business Management 2nd year GBM students who enrolled in BUS 4206  
Global Business Management

- Global Business Management, 2nd year EIC students who enrolled GSOC 2204  
Fundamental Knowledge of Business Practice

- Global Business Management 3rd year GBM students who enrolled in BUS 3205  
Leadership for Global Business

#### **Variables**

Independent Variable: Flipped classroom learning method

Dependent Variable: Motivation and satisfaction in learning

## Definition of Terms

*Flipped classroom* is a learning approach model that students learn by watching the videos about the lessons outside the class, and do the extended activities in the classroom time.

*Motivation in learning* means the condition that students desire to do something to achieve their learning goal.

## Research Benefits

1. The researchers will be able to introduce the knowledge from flipped classroom and use it as a guideline in Innovative Business Management Department for further benefits.
2. The students of business content will have motivation in learning when using flipped classroom method.

