

Applying Constructive Alignment through 3Os Platforms for Graduate Students during COVID-19 in Thailand: English for Events and Exhibitions Course (ESP)

Kittiya Keadplang

Faculty of Liberal Arts, Panyapiwat Institute of Management

Email: kittiyakead@gmail.com

Received August 29, 2021; **Revised** October 26, 2021; **Accepted** November 15, 2021

Abstract

The epidemic of COVID-19 has affected the educational system worldwide. As we noticed, many schools and universities have been closed constantly. The massive pandemic also immediately endangers teachers and students' educational achievement. Especially, teaching graduate students have been concerned because of the sudden change. The challenge of education and teaching management during the COVID-19 pandemic time is how teachers teach students successfully and completely. Teachers manage a class with the large numbers of students they may encounter, teaching practices, and the quality of interactions. This exactly affected the relationship between teachers and students because of the pandemic changing. In addition, teachers need to manage the class to reach the course outcome learning and students should understand the assessment. Therefore, the descriptive 3Os education platforms will be discussed through the constructive alignment that can be applied in English courses as a key effectively. This article provides an English for Events and Exhibitions Course (ESP) as a case study that is taught at a private university in Thailand. This article can be applied as a contemplated way for teachers and educators who have difficulty teaching English as a practical language as a practical course in university. Moreover, this article will assist teachers in course designing by engaging excellent teaching channels in running education and enhance students' learning and ability effectively.

Keywords: Change and challenge of Teaching during Covid-19 Pandemic Time; 3Os education platforms; Constructive Alignment; Formative feedback; English for Events and Exhibitions course (ESP); Learning motivation

Introduction

As we notice that the COVID-19 pandemic since 2020 has become ubiquitous, disturbing many countries especially, developing countries. The outbreak of the massive COVID-19 pandemic affects the educational systems and processes continuously. Many countries around the world attempt to proceed with responsive attention. Thailand cares for people therefore, the Thai government declares the primarily concerned strategies that include wearing face shields or masks, keeping and having social distancing, handwashing, and avoiding mass places. Thailand also locks down the risk area where the disease spreading has. People in Thailand need to stay home because of the controlling policies. Thailand announced closing schools and universities and changing of the officers to work from home (WFH) since March 2021 because of the third disease spreading. The sudden change and movement have an impact on education in terms of teaching and learning during the academic year. Many universities cannot continue face-to-face teaching as usual. Teaching graduate students to have different conditions and problems for learning online especially, English for specific purpose courses. Many teachers in Thailand also attempt to understand students' behavior, lifestyle, and health (Fauzi et al., 2020) and create teaching techniques to utilize during teaching under the COVID-19 pandemic situation (Sutarto, Sari & Fathurrochman, 2020). In Thailand, many universities are closed and switched the teaching course between online and onsite courses within a semester that can make students confused when they learn the English language because COVID-19 has fully swung (Hussein et al., 2020; Mondol & Mohiuddin, 2020). According to the pandemic is not getting better in Thailand, the universities are closed completely since April 2021 (Koh, 2020). However, Thailand country-does not use the English language as an official language like other countries, the teachers who teach the English language in Thailand is reaming face communication difficulty. The teachers must manage class completely and adaptively and allow the students to know what the online channel needs to be used immediately. The challenge is how teachers communicate to students and how the students are adaptive during online learning successfully (König et al., 2020). However, using technology as a tool has an important role to assist both teachers and students because it can maintain and support teachers' teaching and students' development (Archambault et al., 2010; Nomass, 2013). Especially, English for specific purpose (ESP) course for graduate students who need to learn because of further benefit after graduating (Avsheniuk et al., 2021). This article discusses and exchanges the idea of teaching English for events and exhibitions courses that used to teach by the author in a private university.

Moreover, the article highlights the styles of teaching approaches as the 3Os platforms through constructive alignment in English for a specific purpose (ESP) both of weakness and strength. This article discusses and suggests the teaching and learning processes during the change and challenges of continuing education during the COVID-19 pandemic.

Change and challenge of Teaching during Covid-19 Pandemic Time

COVID-19 pandemic crisis is an important factor that leads to educational change rapidly. The questions are how teachers prepare, how the education trend changing according to the world of education which is changed promptly because of the pandemic (Donitsa-Schmidt & Ramot, 2020). The importance of teaching setting needs to be aware appropriation and efficiency of teaching methods from offline (in class) to online teaching (Bafaeovich & Baratovna, 2021). A notice that the limitation of online teaching is the individual preparation particularly, in the local area many teachers do not familiar with online programs and technology. Moreover, several students do have not enough equipment and network. Therefore, educators and teachers should plan and support online teaching to achieve the core of education completely (Gillett-Swan, 2017; Sims, 2021). While developing students' skills, discussion, participation, exchanging the ideas are needed. The education change depends on adaptation, skills, the balance of technology, environment, and nature both of teachers and students (Alqurashi, 2019; Panigrahi, Srivastava & Sharma, 2018). Additionally, the change of education causes the teaching challenge of teachers for example more paperwork, less time of planning, handling many problems, using the technical equipment, and difficulty of balancing a diversity of classes (Gross, 2020; Jomud et al., 2021). To assist teachers handle classrooms many universities declare the policy or platforms of classroom management under the Covid-19 situation. The method teachers deliver quality education through the several platforms for a paradigm shift. Educational transforming from traditional face-to-face teaching and learning to the online platform may different practice for teachers and learners that they need to adapt themselves (Blum et al., 2005; Ersin & Atay, 2021). There are 3 education platforms that can be applied in the education system for choices in private universities, which are called 3Os platforms during education in crisis.

3Os education platforms

According to the new wave of COVID-19 pandemic hit as the third time, universities have been closed. Educational businesses, teachers, students, and parents have had the effect of the

pandemic. Therefore, teaching management policies and platforms are applied by experienced teachers or educators in a private university. There are three alternative platforms are declared during the academic year in university under the COVID-19 pandemic. As the 3Os education platforms for example a) online education (entire class), b) onsite education (entire class) and c) online + onsite education (mixed platforms). First, online education is the channel that uses the network through a web conference. This is two-way communication between teachers and students, the applied programs are appropriately selected tools for example E-learning, MS TEAM, ZOOM Cloud Meeting, Google App for education, Classroom tools, etc. The advantages of online learning are the students can review the lessons, ask questions immediately, be motivated by applied online programs, save their money, and learn the updated course (Dumford & Miller, 2018; Rizvi, Rienties & Khoja, 2019). Second, onsite education is continued in the green area (the area that has no the covid-19 the pandemic) bases on the social distancing. This method is taught by a limited number of students, in Thailand is allowed 25 students each class. The difficulty of onsite is the teachers cannot manage a class effectively, the normal class is usually more than 40 students. Teachers need to assign small projects instead of large projects and consider student's performance. Several teachers do not agree with this method because of the COVID-19 situation (Liguori & Winkler, 2020). Lastly, online plus onsite education is mixed teaching methods that are half students in each class need to study in the room and another study online (Hart et al., 2019; Pei & Wu, 2019). This also can make the teachers have difficulty with class management during a teaching in class and online because of switching classes. A long span of COVID-19 affects the education system worldwide, many universities both private and governmental university need to plan teaching and assessment strategies appropriately. However, teachers need to select the appropriate platforms for teaching students to depend on the pandemic area and teachers need to have an effective assessment through the courses. Therefore, this article applies a constructive alignment for students' assessment throughout English for a specific purpose.

Constructive Alignment

Constructive alignment (CA) is explained as an outcomes-based methodology for teaching that has learning outcomes. Teachers explain the learning outcomes before class or course happens for achievement. Assessment and teaching for academics approaches are designed learning outcomes what both teacher's and students' achievement as standard priorities (Hailikari et al.,

2021; Kandlbinder, 2014). Enhancing the learning quality should be concerned learning approach and teaching assessment needs to require for the learning process noticeably. An important constructive alignment has an important role in higher education practice increasingly (Biggs, 1996, 2014). Teachers demonstrate students' learning through their skills and knowledge. Constructive alignment is based on how and what students learn from the course, it is not on the chapter which teachers teach especially, in work-based learning (WBL) (Walsh, 2007). The learning outcomes identify what students have to accomplish course or learning outcomes. Learning activities should meet the learning outcomes according to students' skills and knowledge that focuses on the learning activities. The assessment learning process presents how students have learned from learning activities. This can represent students' knowledge and skills especially, their new knowledge. Implementing and applying constructive alignment for English for a specific course in higher education can be a necessary circumstance for students learning quality that associates with the aligned course element efficiently (Biggs & Tang, 2010; Trigwell & Prosser, 2014). Therefore, a private university can align teaching assessment to embed graduate abilities through adapting constructive alignment (Jaiswal, 2019; Ruge, Tokede & Tivendale, 2019; Thian, Ng & Ewe, 2018). Using constructive alignment to assess students through appropriate teaching and learning activities can assist students to achieve in course objectives. Moreover, an appropriate criterion is used for assessment, teachers must be clear about what they plan their students need to learn and understand student's performance. Then students are provided evidence that matches the course objectives. Therefore, student's grade develops to the highest level convincingly (Biggs, 1996). CA can propose for a teaching method what students are counted as a student center in the educational system in terms of assessment. Therefore, learning activities and teaching are evidently support to the lesson of the learning outcomes (Cain & Babar, 2016). The CA can inspire students to engage effective approaches in learning language especially, it indicates the level of student development and can be applied as a guideline in further learning and teaching.

Formative feedback

Generally, education has assessment to serve its purposes that are evaluating outcomes or encouraging learning. The two forms are called summative assessment and formative assessment (Harlen & James, 1997). The second assessment purposes to assess the learning of students by providing a feedback that students can know and improve themselves through their understanding.

In contrast, summative assessment points to assess how students perform each assignment or task and get the final grade (Knight, 2002). The mentioned types of assessment are useful, the teachers should apply the appropriate assessment. In this article, formative feedback has importance in the education area and is supportive feedback clearly in the practicing class or ESP course. This shows the effective learning that can achieve in course design (Rushton, 2005). The strength feedback is given frequently by friends or teachers. The students will pay attention carefully to receive feedback so that their abilities can be improved. Having a purposeful practice such goal-directed practice must be related to targeted feedback for effective learning. The feedback likes a roadmap for telling these aspects: where the students are, what students know and do not know, how to tell how students must continue their efforts during the learning process (Halverson, 2010). Therefore, good feedback or suggestions make learning easier as well as helping to achieve learning outcomes to reach the level of “exact knowledge”, not being lost in learning. Therefore, it is not only affecting learning today but also affects future learning (Nicol & Macfarlane-Dick, 2006). In principle, the feedback communication to the students is communication to tell where the students are already according to the stated goals and what improvements should be made to achieve the goals. In regards to times, feedback advice should be given at the time most useful to the students. According to learning goals and scheduled learning activities (Shute, 2008).

English for events and exhibitions course (ESP)

English for events and exhibitions course is a specific course (project-based) – the study of expression and technical terms of events and exhibitions that are utilized in real life in the workplaces. Students have to present and give information, both practice student's management skills to organize the events or exhibitions and create events or exhibitions simulation contexts by using the English language. The outcomes of this course relate to National Qualifications Framework (Thailand NQF) that develops students or people in every age as long-life learning (Thailand National Qualifications Framework Summary, n.d.). The students should have knowledge and skills to work according to the labor market trend thus this course is created and planned. This course develops the quality of students who are taught and practiced in the class. The developed course can lead to each industry that emphasis on students who should have the knowledge, creativity, digital technology, especially, an innovation to stimulate students' interaction (Brockmann, Clarke & Winch, 2008; Klaassen & De Graaff, 2001). Those notices need to merge which include language

communication skills for sustainable development for the students. This course is normally taught onsite class but during COVID-19 time, the teacher should change the teaching method because of the changing of education. The challenge of teaching this course is how the teachers teach students effectively when the students cannot study in the classroom as usual and they may lose the opportunity to develop knowledge and skills. Teachers and students will have less interaction with each other. As a result, teachers are unable to fully monitor the development of students. It may not be able to recognize students' problems immediately. Especially, having language knowledge which may have a negative effect on long-term learning. Therefore, the development assessment cannot be reduced or abandoned, both the assessment for learning (assessment for learning) of the students. The teachers need be aware of the learning process of the students. They will be able to give feedback to the students and adapt the teaching plan according to the unusual situation. The formative assessment induces student's learning (assessment as learning) whereas the teachers give children the opportunity to reflect on their learning process. This process makes the students more responsible and takes ownership of their learning. Including when the students understand themselves, it will be an opportunity to plan their learning together with teachers and friends. Therefore, online studying needs to design for students' changes. The teachers need to set the goals which relate to the course learning outcomes. Therefore, teachers should design courses, plan the lessons, and evaluate the students appropriately according to constructive alignment with the creativity of learning motivation.

Learning motivation

The most important element that influences English language learning is motivation. There are Several research papers reveal that language learning can succeed because of having positive motivation and attitudes (Keller & Suzuki, 2004). Motivation leads to effective language learning, this context the motivation refers to the student's effort to success the goal of language learning. Therefore, students in the universities should have a high motivation to learn the English language especially, the ESP (Wang, 2009). According to motivation plays an important role that has an influence language learning achievement, teachers should pay attention and investigate student's learning. Many studies reveal that motivation creates the positive effects on the learners (Hidi, 2000). Therefore, promoting student's motivation has importance for classroom management because the classroom has different types and level of motivation. As we known, motivation is

necessaries for English language learning, three aspects can make learners' motivation that comes from teacher's behavior (Kyu, 2018). There are three aspects that teachers should understand. First, learning the environment is very important for the learners. Teachers need to design the classroom by using interesting materials for example ringing bell, music, movies, cards, and etc. Then, teachers should create the positive relationship during the class. Making an interesting class can increase learners' motivation when learners learn the language, teachers choose a variety of activities for engaging the learners (Kittrell & Moore, 2013). Finally, course objectives and setting are set for expectation in language learning. The learners are motivated by doing the hard work in order to the short term goals. Teachers may motivate their students in long term (Hamer, 2001). Learners' interest is a requirement that leads to learners active learners. Teachers have to concern about the learner's intention that are what the learners want and how they learn individually. Teachers play role as a facilitator, supporter, assistant, and manager to create the positive class environment (Moposita, 2015) to encourage students' motivation.

Conclusion

This article presents the teaching and learning by the author's view during COVID-19 pandemic around the world, in this article is a case of a private university in Thailand (a developing country). The 3Os education platforms may be suitable platforms for teaching in the university. Both teachers and students need to familiarize themselves with the online tools when they have class (Pokhrel & Chhetri, 2021). Moreover, teachers should encourage students through the class continuously, students learn in front of the personal computer. They may not be happy and escape the online class. Teachers need to be adaptive teaching, have a high-quality technique and effective assessment for example providing projects or assignments that relate to the online course and let student's feedback to each other to achieve the course learning outcomes. This article encourages online teaching to achieve the education goals, online teaching can assist teachers. The course is developed by using teaching techniques such as games, teaching tools online, music, cases study, programs, etc. The mentioned methods are interesting and updating program which can motivate students completely. Especially, teaching the English for events and exhibitions (ESP) course is a practical course, exactly the teaching method need to adjust as online teaching. The difficulty of teaching is how teachers design their teaching or class. The recommended answer is the teachers should assign a project, have an oral presentation, organize the online events or exhibitions-consist

of a suitable lesson and teaching hours, have the effective assessment that bases on constructive alignment as previous mentioned. Although the COVID-19 pandemic creates educational change, innovation of learning thus online teaching is an appropriate method, students can access and learn from their place and they feel happier. The reactions and participation also happen in class, many students enjoy the online course with a learning motivation moreover, and teachers can develop themselves continuously. The highlight is “teachers” should select the right track to teach the students as professionals because of enhancing skill labor in the future. Moreover, online education can connect knowledge and income, many universities attempt to seek the education partner to develop an education model to gain income, in terms of the education business. Within ten years, we may perceive the mega education project in many countries, especially university level that affects the labor market. The university needs to produce graduate students according to the need of the labor market and teachers and students need to communicate together constantly during the pandemic situation. However, teachers must focus on the quality of education and the students’ interaction and organize curriculum, giving feedback with an appropriate assessment that relate learning outcomes has been constructive for both teachers and students completely.

References

- Alqurashi, E. (2019). Predicting Student Satisfaction and Perceived Learning within Online Learning Environments. *Distance Education*, 40(1), 133–148.
- Archambault, L., Wetzel, K., Foulger, T. S., & Kim Williams, M. (2010). Professional Development 2.0: Transforming Teacher Education Pedagogy with 21st-Century Tools. *Journal of Digital Learning in Teacher Education*, 27(1), 4–11.
- Avsheniuk, N., Seminikhyna, N., Svyrydiuk, T., & Lutsenko, O. (2021). ESP Students’ Satisfaction with Online Learning During the COVID-19 Pandemic in Ukraine. *Arab World English Journal (AWEJ) Special Issue on Covid 19 Challenges*, (1), 222–234.
DOI: <https://dx.doi.org/10.24093/awej/covid.17>
- Bafaeich, A. B., & Baratovna, A. M. (2021). The Importance of Teaching Methods of Fine and Applied Arts. *Middle European Scientific Bulletin*, 9.
<https://doi.org/10.47494/mesb.2021.9.212>
- Biggs, J. (1996). Enhancing Teaching through Constructive Alignment. *Higher Education*, 32(3), 347–364.

- Biggs, J. (2014). Constructive Alignment in University Teaching. *HERDSA Review of Higher Education*, 1, 5–22.
- Biggs, J., & Tang, C. (2010). Applying Constructive Alignment to Outcomes-based Teaching and Learning. In *Training Material for “Quality Teaching for Learning in Higher Education” Workshop for Master Trainers, Ministry of Higher Education, Kuala Lumpur*. (23–25).
- Blum, H. T., Yocom, D. J., Trent, A., & Mclaughlin, M. (2005). Professional Development: When Teachers Plan and Deliver Their Own. *Rural Special Education Quarterly*, 24(2), 18–21.
- Brockmann, M., Clarke, L., & Winch, C. (2008). Knowledge, Skills, Competence: European Divergences in Vocational Education and Training (VET)–the English, German and Dutch cases. *Oxford Review of Education*, 34(5), 547–567.
- Cain, A., & Babar, M. A. (2016, May). Reflections on Applying Constructive Alignment with Formative Feedback for Teaching Introductory Programming and Software Architecture. In *Proceedings of the 38th International Conference on Software Engineering Companion*. (336–345).
- Donitsa-Schmidt, S., & Ramot, R. (2020). Opportunities and Challenges: Teacher Education in Israel in the COVID–19 Pandemic. *Journal of Education for Teaching*, 46(4), 586–595.
- Dumford, A. D., & Miller, A. L. (2018). Online Learning in Higher Education: Exploring Advantages and Disadvantages for Engagement. *Journal of Computing in Higher Education*, 30(3), 452–465.
- Ersin, P., & Atay, D. (2021). Exploring Online Mentoring with Preservice Teachers in a Pandemic and the Need to Deliver Quality Education. *International Journal of Mentoring and Coaching in Education*, 10(2), 203–215.
- Fauzi, A., Husamah, H., Miharja, F. J., Fatmawati, D., Permana, T. I., & Hudha, A. M. (2020). Exploring COVID–19 Literacy Level Among Biology Teacher Candidates. *Eurasia Journal of Mathematics, Science and Technology Education*, 16(7), 1–12.
<https://doi.org/10.29333/ejmste/8270>
- Gillett-Swan, J. (2017). The Challenges of Online Learning: Supporting and Engaging the Isolated Learner. *Journal of Learning Design*, 10(1), 20–30.
- Gross, D. R. (2020). *Balancing Teaching, Research, Service, and Life*. In A Field Guide to Grad School: Uncovering the Hidden Curriculum. New Jersey: Princeton University Press.

- Hailikari, T., Virtanen, V., Vesalainen, M., & Postareff, L. (2021). Student Perspectives on How Different Elements of Constructive Alignment Support Active Learning. *Active Learning in Higher Education*. <https://doi.org/10.1177/1469787421989160>
- Halverson, R. (2010). School Formative Feedback Systems. *Peabody Journal of Education*, 85(2), 130–146.
- Harlen, W., & James, M. (1997). Assessment and Learning: Differences and Relationships Between Formative and Summative Assessment. *Assessment in Education: Principles, Policy & Practice*, 4(3), 365–379.
- Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed.). Longman.
- Hart, C. M. D., Berger, D., Jacob, B., Loeb, S., & Hill, M. (2019). Online Learning, Offline Outcomes: Online Course Taking and High School Student Performance. *AERA Open*, 5(1), <https://doi.org/10.1177/2332858419832852>
- Hidi, S. (2000). *An Interest Researcher's Perspective on the Effects of Extrinsic and Intrinsic Factors on Motivation Intrinsic and Extrinsic Motivation*. In Sansone, C., & Harackiewicz, J. M. (eds.), *Intrinsic Motivation: Controversies and New Directions*. New York: Academic Press.
- Hussein, E., Daoud, S., Alrabaiah, H., & Badawi, R. (2020). Exploring Undergraduate Students' Attitudes Towards Emergency Online Learning During COVID-19: A case from the UAE. *Children and Youth Services Review*, 119(C), DOI: 10.1016/j.childyouth.2020.105699
- Jaiswal, P. (2019). Using Constructive Alignment to Foster Teaching–Learning Processes. *English Language Teaching*, 12(6), 10–23.
- Jomuad, P. D., Antiquina, L. M. M., Cericos, E. U., Bacus, J. A., Vallejo, J. H., ... & Clarin, A. S. (2021). Teachers' Workload about Burnout and Work Performance. *IJEPRR*, 8(2), 48–53. <https://doi.org/10.15739/IJEPRR.21.007>
- Kandlbinder, P. (2014). Constructive Alignment in University Teaching. *HERDSA News*, 36(3), 5–6.
- Keller, J., & Suzuki, K. (2004). Learner Motivation and e-Learning Design: A Multinationally Validated Process. *Journal of educational Media*, 29(3), 229–239.
- Kittrell, D. L., & Moore, G. E. (2013). Student Motivation. *Nacta Journal*, 57(1), 94–95.
- Klaassen, R. G., & De Graaff, E. (2001). Facing Innovation: Preparing Lecturers for English–Medium Instruction in a Non–native Context. *European Journal of Engineering Education*,

- 26(3), 281–289.
- Knight, P. T. (2002). Summative Assessment in Higher Education: Practices in Disarray. *Studies in Higher Education*, 27(3), 275–286.
- Koh, D. (2020). COVID–19 lockdowns throughout the world. *Occupational Medicine*, 70(5), 322–322. <https://doi.org/10.1093/occmed/kqaa073>
- König, J., Jäger–Biela, D. J., & Glutsch, N. (2020). Adapting to Online Teaching During COVID–19 School Closure: Teacher Education and Teacher Competence Effects Among Early Career Teachers in Germany. *European Journal of Teacher Education*, 43(4), 608–622.
- Kyu, T. T. (2018). Effective Strategies to Motivate Students to Become Active Participants. In *1st International Conference on Engineering Education and Innovation*, December 13–14, Myanmar. (8–11).
- Liguori, E., & Winkler, C. (2020). From Offline to Online: Challenges and Opportunities for Entrepreneurship Education Following the COVID–19 Pandemic. *Entrepreneurship Education and Pedagogy*, 3(4), 346–351.
- Mondol, M. S., & Mohiuddin, M. G. (2020). Confronting COVID–19 with a Paradigm Shift in Teaching and Learning: A Study on Online Classes. *International Journal of Social, Political and Economic Research*, 7(2), 231–247.
- Nicol, D. J., & Macfarlane–Dick, D. (2006). Formative Assessment and Self–regulated Learning: A Model and Seven Principles of Good Feedback Practice. *Studies in higher education*, 31(2), 199–218.
- Nomass, B. B. (2013). The Impact of Using Technology in Teaching English as a Second Language. *English Language and Literature Studies*, 3(1), 111.
- Panigrahi, R., Srivastava, P. R., & Sharma, D. (2018). Online Learning: Adoption, Continuance, and Learning Outcome–A review of the Literature. *International Journal of Information Management*, 43, 1–14.
- Pei, L., & Wu, H. (2019). Does Online Learning Work Better than Offline Learning in Undergraduate Medical Education? A Systematic Review and Meta–Analysis. *Medical Education Online*, 24(1), DOI: 10.1080/10872981.2019.1666538
- Pokhrel, S., & Chhetri, R. (2021). A Literature Review on Impact of COVID–19 Pandemic on Teaching and Learning. *Higher Education for the Future*, 8(1), 133–141.

- Rizvi, S., Rienties, B., & Khoja, S. A. (2019). The Role of Demographics in Online Learning; A Decision Tree-based Approach. *Computers & Education*, 137, 32–47.
- Ruge, G., Tokede, O., & Tivendale, L. (2019). Implementing Constructive Alignment in Higher Education—cross—institutional Perspectives from Australia. *Higher Education Research & Development*, 38(4), 833–848.
- Rushton, A. (2005). Formative Assessment: a Key to Deep Learning?. *Medical teacher*, 27(6), 509–513.
- Sims, L. (2021). Planning for Online Learning. *Effective Digital Learning*, 19–25. DOI:10.1007/978-1-4842-6864-3_3
- Shute, V. J. (2008). Focus on Formative Feedback. *Review of Educational Research*, 78(1), 153–189.
- Sutarto, S., Sari, D. P., & Fathurrochman, I. (2020). Teacher Strategies in Online Learning to Increase Students' Interest in Learning During COVID-19 Pandemic. *Jurnal Konseling Dan Pendidikan*, 8(3), 129–137.
- Thailand National Qualifications Framework Summary. (n.d.). [Text/HTML]. World Bank. Retrieved May 27, 2021, from <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/553231508753630151/Thailand-National-Qualifications-Framework-summary>
- Thian, L. B., Ng, F. P., & Ewe, J. A. (2018). Constructive Alignment of Graduate Capabilities: Insights from Implementation at a Private University in Malaysia. *Malaysian Journal of Learning and Instruction*, 15(2), 111–142.
- Trigwell, K., & Prosser, M. (2014). Qualitative Variation in Constructive Alignment in Curriculum Design. *Higher Education*, 67(2), 141–154.
- Villegas Moposita, M. T. (2015). *Classroom Management Strategies for the English Language Teaching and Learning Process with the Students of Fashion Design, Beauty and Cosmetology at "Latacunga Artisanal Educative Unit" During the Academic Cycle 2014–2015*. Latacunga. UTC. <http://repositorio.utc.edu.ec/handle/27000/2328>
- Walsh, A. (2007). An Exploration of Biggs' Constructive Alignment in the Context of Work-based Learning. *Assessment & Evaluation in Higher Education*, 32(1), 79–87.
- Wang, B. (2009). Motivation and Language Learning. *Asian social science*, 5(1), 98–100.