

Managing Creative Online Learning Activities on “How to be an Inspirational Teacher using the IMTEAC Model” via the Line Application

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Abstract

The objectives of this research were to 1) develop and evaluate the quality of using creative online learning activities, 2) study the results of using creative online learning activities; and 3) study the evaluation results of using creative online learning activities; The study indicated that: 1) the quality of using creative online learning activities has the mean IOC scores for Step 1 - Step 6 (I-M-T-E-A-C) = 0.88; as evaluated by 7 experts using the Index of Consistency. 2) the results of using creative online learning activities on “how to be an inspirational teacher using the IMTEAC model” taught via the Line application on a sample group of 30 graduate students (population = 42 graduate students) in the first semester of the 2020 academic year was that the inquisitive mind scores of the students were higher than before the study to a statistically significant degree at significance level .05. 3) the evaluation results of using creative online learning activities as assessed by 5 qualified experts are found to be “the most appropriate”.

Keywords: How to be an inspirational teacher, Knowledge management, IMTEAC model, Inquisitive mind, Line application

Introduction

Due to the COVID-19 pandemic situation and in compliance with government regulations (following a Cabinet resolution of 17 March 2020) , on 18 March 2020, Ramkhamhaeng University announced that all the classes for both undergraduate and graduate levels would be conducted using online teaching method only. And people were instructed to work from home. At the time, organizing online teaching and learning was a new challenge for teachers and instructors at all levels. Teachers had only less than two weeks’ time to find tools and equipment such as microphones and earphones through online shopping, as stores were closed except those selling food and medicine. Many tried to obtain high speed Internet service, and all searched for suitable applications to facilitate teaching and learning. Many decided to try Zoom, Google Meet, Cisco Webex, Microsoft Team, Google Classroom, Edmodo, Line, or other applications. Once the systems and equipment were all in place, the next challenge was how can we make them psychologically ready for it? as most students are new to online leaning and the switch was too sudden.

The COVID-19 situation directly impacts peoples’ mental health. Every day people are inundated with news of the pandemic’s toll in reports of infections, hospitalizations, and deaths. Naturally this causes stress, fear, and anxiety. All these factors could affect students’ emotional

states. In addition, peoples' expenses may have risen from quarantine- or isolation-related expenses, such as the need for protective equipment, medications, or other self-care expenses. At the same time, many families suffered a drop in income from work being reduced or suspended.

Under this situation, significant questions are, "How can we manage an online learning activity through a mobile phone application to create happiness, fun, and excitement for these learners?" How can instructors design online learning activities to attract learners' attention and make these learning activities as fun as playing games? How can you make an abstract concept like "being an inspirational teacher" easy to understand and heart-touching? How can you make online learning activities full of interaction under a positive learning environment among all learners, and between the instructor and learners? How can you give the learners a deep and meaningful learning experience that generated self-learning and constructivism? How can you foster creativity through online learning activities and promote learners' inquisitive minds? Furthermore, how to inspire learners who are teachers to make them feel that they always want to spark inspiration in their students. How can methods of organizing creative online learning activities be transmitted to student teachers so they can apply them with their students and are willing to integrate affection into learning to reaches the hearts of their students?

As mentioned above, the next challenge for researcher is how to turn all these aspirations into a reality by using the IMTEAC model. How can I best harness this knowledge management model to design creative online learning activities through Line application's chat and message functions so that learners feel they are embraced in fun, and challenging activities at every step of learning? Finally, how can we make learners open to new methods of learning.

Literature Review:

According to the study on acceptance of e-learning (perceived usefulness, and perceived ease of use) using the Technology Acceptance Model (TAM) on a sample of 694 university students in Bangladesh during the COVID-19 crisis, Tamal et al. (2022) found that "sudden transition raises many concerns about e-learning acceptability. Students' overall e-learning acceptability was not adequate (32.8%), a significant number of students (46.8%) were not satisfied with the e-learning experience and the majority (70.2%) of students preferred face-to-face education systems for their future study." The study also stated that the underlying factors that negatively affect students' e-learning acceptance included lack of technological skills, less familiarity with e-learning, lack of simplicity, low productivity, inefficiency, and so on (Tamal et al, 2022). Therefore, for learners who are unfamiliar with online learning and short of technological skills may begin with technology that they are familiar with, such as the mobile phone, then the transition would be easier.

In a systematic review, Calderón-Garrido et al. (2022) analyzed 60 articles indexed to the Journal Citation Reports database between the years 2011 and 2020 and found that mobile phones in classrooms can be beneficial for educational purposes, provided that certain preliminary work is carried out and a certain development is achieved of the digital and media skills of both students and teaching staffs.

An application that is very user-friendly for learners is Line Application. As of 2020, there were about 45 million registered Line user accounts in Thailand. Using the free Line application would be easy for students and would not be a burden as it would not increase students' Internet expenses or require additional speed or bandwidth.

The study of LINE application: An alternative tool to develop writing abilities by Jumariati & Febriyanti (2020) has revealed the potential use of LINE application in developing students' writing abilities through blended learning. It employed a quasi-experimental design which involved 39 students on the advanced writing course. The experimental group was taught

by using process and product approach combined with LINE application with teacher's and classmates' feedbacks while the control group was taught by using a conventional method without LINE application. The data were the result of students' writings collected by using a writing test and scoring rubric as the instruments. The analysis of the students' scores was carried out by employing an independent sample t-test. The finding showed that there was a significant effect of the use of LINE application on the students' writing abilities.

Children's minds are delicate. Their emotional maturity and psychological immunity are not as well-developed as adults. Now, we all are living in the world of social media, problems do arise in the virtual world as well as in the real world. These problems include deception and bullying using insulting and aggressive language. News on self-harm and abusive behaviors can be seen daily. And while the level of severity is growing, the age of the culprit is getting younger and younger. Therefore, life skills should be integrated into lessons to strengthen emotional maturity and psychological immunity. As recommended by the Bureau of Educational Activity Promotion (2015). These life skills consist of 4 main components 1) The awareness of self and others, 2) The critical thinking, decision making and creative problem solving, 3) Dealing and emotions and stress, and 4) building good relationships with others.

To integrate life skills into the subject content is important as it makes learner realize the value and importance of the lesson, also to create incentive and inspiration to learn. As Good & Brophy 1997; Wager, Golas & Keller 2005; Polland 2006; Nasongkhla 2007; Whattananarong 2009 cited by Dangchamroon (2016), wrote, there are both internal and external incentives to learn. Internal incentive can be driven by helping learner to see the value or usefulness of the lesson, creating participation through a positive learning environment, making learning fun, using challenging questions that spark learners' curiosity, giving inspiring feedback, and building learner's confidence. In contrast, external incentives such as point/grading systems and rewards can be beneficial for the learner in the beginning but may lead to boredom and negative pressure later.

Teacher is one of the most important sources of knowledge for student, and "being inspirational" is an important skill for teachers in the 21st century Panich (2012). Being inspirational comprises of at least 2 components: 1) creating a positive learning environment by communicating creatively and building a desire to learn; 2) (using the IMTEAC model) to design learning activities that touch learners' heart, such as activities that encompass learners' feeling, focus on life skills, knowledge creation, and inquisitive mind (Dangchamroon, 2016). Also, when a life crisis happens to students, it is a challenge for the teacher to incorporate helpful life lessons into the subject matter and encourage learners to creatively apply what they have learned to real life problems. Life skills are essential for people of all ages, especially teachers as well-adjusted teachers can act as a role model for their students.

Once learners are motivated and inspirationally driven, they will be happy and enjoy learning. This outcome, in return, creates learners' inquisitive mind characteristic. Being inquisitive means mastering knowledge by means of 1) Su: listening, watching, reading, and receiving information; 2) Ji: pondering and reflecting on what you have seen / heard/read; 3) Pu: inquiring about things to get the truth and form new knowledge; 4) Li: recording by noting down in writing, printing, or making a digital recording. This process resulted in systematic thinking. Because thinking is needed before writing something down. It also helps in memorizing, reviewing, and collecting what have learned as well as sharing it to others. These 4 components of an inquisitive mind are timeless. According to the education revolution, one of the important characteristics of learners in the 21st century is active learner. By participates in group discussions, expresses opinions, and learns from the teacher and fellow students by listening, thinking, reading, writing and recording (Her Royal Highness Princess Maha Chakri

Sirindhorn 1999; Phradhammagitthiwong 2003; Office of the Education Council 2004; cited by Dangchamroon (2016).

The characteristics of inquisitive mind and eagerness to learn exhibited in sharing and exchanging knowledge during learning. Knowledge management exists when learner participates in discussing and expressing opinions, reflects on thoughts and ideas, and sharing feelings and experiences. The meaning of knowledge management is bringing out a person's tacit knowledge and explicit knowledge and transmitting it between fellow learners or other people in form of sharing and exchanging knowledge, learning through discussion and reflection to produce new and valuable knowledge. Technology is used to facilitate knowledge recording, making it quicker and easier to access. In knowledge management (KM) an emphasis is on interactive interpersonal communication via technology rather than focusing on technology itself. Successful KM depends heavily on interpersonal relations (Panich, 2003; Jindawong, 2006; Phasukyud, 2006; Punlumjeak, 2009; Sirasoonthorn, 2009 cited by Dangchamroon, 2016).

Applying knowledge management principles into the IMTEAC model begins with synthesizing KM related researches both domestically and internationally with the intention of designing activities that nurturing inquisitive mind, creating motivation, building self-confidence and self-image, promoting interactions with fellow learners, openness to new ideas, managing learning activities that emphasize on feeling rather than rote memorization, applying knowledge, analytical skills and synthesizing ideas, ability to solve problems, and ability to draw conclusions and write summaries. This is based on research on "Developing a form of KM through learning exchange on web blogs".

Dangchamroon (2016) wrote about the reasons for applying KM principles in learning management are that 1) interaction is the core of KM and technology is only a channel or a tool for storing, accessing and transmission of knowledge (Davenport cited by Sirasoonthorn (2009); 2) positive interaction leads to good relationships, good relationships replace feelings of unfamiliarity therefore, learners are fully and comfortably participate in classroom or online learning activities as well as other activities outside the classroom. Also, under these friendly leaning environments, learners' willingness to learn is increasing; 3) when learners are familiar with classmate as well as see themselves as part of the group, their desired to learn is rising. This helps solve the problems of truancy, dropouts, and fail to graduate; 4) familiarity helps learners be their true selves, willing to express themselves, reflect on ideas, along with sharing life experiences while completing learning activities; 5) activities that encourage learners to reflect on ideas, knowledge, feelings, and experience including both tacit knowledge and explicit knowledge. The more reflected, the deeper level of expertise they develop. Learning is then more durable and meaningful; 6) when learners are both listen to and reflect on ideas, knowledge, feelings, or experiences of their classmates in form of knowledge sharing, they will be able to learn new knowledge from different points of views. This leads to a broader and deeper understanding; 7) while sharing knowledge, ideas, feelings, and experiences, learners feel more confident about expressing themselves. Also, when learners share knowledge (tacit and explicit knowledge) with their classmates they feel a greater sense of pride in a creative way. They feel capable and knowledgeable. It is self-fulfillment and complete as a whole human; 8) the more learners feel good about themselves, the more energy they must devote to learning. This is an internal incentive and an endless source of inspiration to learn more; 9) when a learner has a powerful driving force inside, and wants to learn, wants to develop him- or herself, they will be even more inclined to participate by sharing thoughts, knowledge, feelings, and experiences both in the classroom, on the web blog, and outside the classroom. Also, when a learner sees their own personal development by comparing their abilities from the beginning of the term to near the end of the course, they will see changes that will make them feel very proud. For example, a switch from doing a reflective writing by repeating what

is learnt through rote memorization and parroting to synthesis and critical thinking method; 10) in addition, apart from high-level thinking processes, synthesis thinking; learners will also develop greater self-confidence, willing to express oneself, understand others' feelings and points of view, understand the reality of the world, be open and friendly and willing to help others, be insightful and able to respond quickly and rationally to various problems or setbacks. These are all valuable traits for people in the teaching profession.

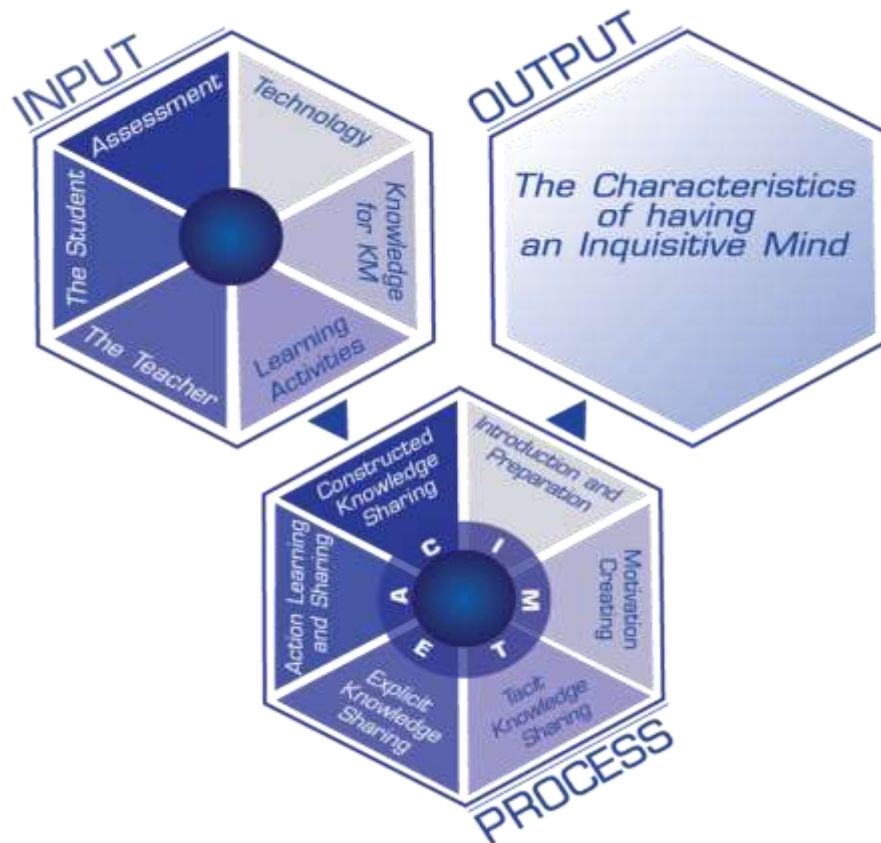


Figure 1 The Elements and Steps of IMTEAC Model (Dangchamroon, 2016)

The IMTEAC model (Dangchamroon, 2016) comprises 6 elements including technology, knowledge for KM, learning activities, the teacher, the student, and assessment. And 6 steps are:

Step 1: Introduction and preparation (I) – getting the learner ready before starting off the learning process is very important. This can be done by building up a positive atmosphere, creating familiarity, and using ice-breaking activities to make the learner feel more at ease, relaxed and ready to open to the instructor, the course, and the subject matter. When students first meet each other and first meet the teacher, ice-breaking activity is very important to help them get to know each other. If the opening activities make them excited and curious, then it will really help start the learning process and maintain student's enthusiasm throughout the journey.

Step 2 : Motivation creating (M)- how can you make learners see the value and importance of the lesson or course material? How can you create the lesson that touches their hearts and mind? There are many ways to create incentives to learn. You can inspire them with a personal story, or with a fictional story, song, picture, animation, performance, or by asking an interesting open-ended question related to the content. These methods can bring the lesson into the hearts and minds of the learners in a natural way without making the learner feel

pressured or opposed to the lesson and without relying on rote memorization. The subject matter can seep into the learners' hearts and minds without them being aware of it- the next thing they know, they feel good about the subject matter, and they are thirsty for more knowledge and eager to develop themselves and learn more.

Step 3 : Tacit knowledge sharing (T)-the teacher and students discuss subject matter that is relates to existing experiences via online interactions. Creating opportunities for learners to share their past experiences will create a sense of belonging and being a part of the lesson and an important part of the class. When learners share their past experiences, knowledge, ideas, and feelings, which may be positive or negative will be accepted as valid and meaningful and thus, enhance learning and understanding between learners, making them feel deeply sympathize with each other rather than a superficial connection. When learners share their ideas, knowledge, feelings or experiences, good or bad, related to the same topic, each thing they express is unique. Even if they have not had the same experiences as their classmates, hearing about others' ideas can help learners get a better understanding of different contexts and they are exposed to a diversity of opinions.

Step 4 : Explicit knowledge sharing (E)- as the teacher and the learners discuss the subject matter together, they share new experiences (by working on group or solo projects and assignments) and start interacting online. In this step, when you give learners the opportunity to exchange and share new experiences, they feel that they are an important part of the lesson. And when they constantly share their ideas, feelings, and experiences as they find these activities are challenging, they will want to continue to be an important part of the class. The important thing is to quickly solve problems as they arise, respond quickly to every question and be aware of individual differences. Everyone has their own strong points, inclinations, and levels of ability. As learners give out different ideas and experiences on the same subject, they will learn about their classmates' special abilities, and this will help break down the old idea that there is only one correct answer to every question. Learners will accept different ideas and their learning experience will become broader, deeper, and more colorful. This leads to the implementation of step 5, action learning, more creatively as they let go of the ideas that the was the only one correct answer.

Step 5 : Action learning and sharing (A)- this happens when learners brainstorm to creatively solve a challenging question or difficult situation (it should be a real problem or situation so that the results of brainstorming can be applied to real life). As learners share real experiences, this leads to meaningful and sustainable learning. Learners can build up their own knowledge while the instructor acts as a coach by asking open-ended questions or by giving additional opinions that create inspiration. These all help learners be able to solve problems better in a creative way when facing challenging situations. Learners not only exchange and actively learn together through real action and experiences from group activities, but they also learn together through their friends' experience and other groups' activities. They can experience a wide variety of different viewpoints, processes of planning, ways of doing, ways of thinking and how creative works are done. This bring them to another level of thinking process, which are ability to assess and evaluate other's works in a more productive way and be able to give feedback creatively.

Step 6: Constructed knowledge sharing (C) -the instructor and learners discussing and extracting knowledge learnt. By reviewing and concluding the ideas, feelings and experiences gained from participating in all the learning activities from step 1 to step 5 (introduction and preparation, motivation creating, tacit knowledge sharing, explicit knowledge sharing, and action learning and sharing). In all steps, when learners are fully participated in every activity, a meaningful and retention learning take place. They were able to experience a wide variety of ideas and knowledge from their classmates and learned from their friends' work. Their written assignments are of good quality because it was distilled from real experience. The written

assignment is derived from actual learning experiences and has gone through synthesis-thinking process. not just a list of fact or knowledge that was memorized. It is a written work that has been thought, reflected, and synthesized.

When learners share knowledge through writing assignments or video clips, their written or spoken words along with facial expressions, tone of voice and body language will enhance leaning of this process by assisting them to reflect, and construct knowledge more deeply. Also, process of sharing constructed knowledge assisting them in practicing higher-level thinking skills such as evaluating skill as they assess their friend's work quality on clarity, impressiveness.

From the above description, you can see that the IMTEAC model is valuable and can increase the enjoyment and pride in the learning experience. It can be applied for both offline and online learning activities. The foundation principles of the IMTEAC model are based on knowledge management and learning exchange, with emphasis on a motivational learning process that harmoniously integrates ethics and focus on learner feeling (affective education), then by sharing prior experiences to create linkage to new experiences and finally, put that knowledge into action that encompass challenge. Sustainable learning is created through the process of constructed knowledge sharing.

Methodology

1. A course on organizing creative online learning activities on how to be an inspirational teacher using the IMTEAC model for graduate students in the field of education was developed and taught online through the Line application. The course was evaluated by 7 experts from 7 institutions. The quality of the activities was assessed based on the Index of Consistency (IOC). The criteria for selecting qualified expert were that they had to be an instructor, educator, or involve in academic teaching with at least 20 years of expertise in the field of technology and communication in education, knowledge management, learning activities management, psychology in education, reflective writing, development of inquisitive mind or having academic title of associated professor.

The results of the creative online learning activities on how to be an inspirational teacher using the IMTEAC model for graduate students in the field of education that was taught online through the Line application was studied. The pre- and post-test results are as following:

A test group of 45 graduate students registered for the Curriculum development and learning resource course at Ramkhamhaeng University in the second semester of the 2019 academic year (April 2020) were used for evaluating the efficiency of the creative online learning activities on how to be an inspirational teacher using the IMTEAC model taught online through the Line application.

2. A sample group of 30 graduate students registered for the Curriculum development and learning resource course at Ramkhamhaeng University in the first semester of the 2020 academic year who volunteered to participate and did participate in the learning activities through the developed course on creative online learning activities (on how to be an inspirational teacher using the IMTEAC model) taught online through the Line application.

One-Group Pre-test/post-test design was employed in this study. The study was conducted after the developed model (including 6 components and 6 steps) with a duration of 24 class hours (8 class hours x 3 days).

3. The creative online learning activities (on how to be an inspirational teacher using the IMTEAC model) for graduate students taught online through the Line application was evaluated by five qualified experts from 5 institutions. The criteria for selecting qualified experts were that they had to be an instructor or involve in academic teaching with at least 25

years of expertise in the field of technology and communication in education, knowledge management, learning activities management, psychology in education, reflective writing, development of inquisitive mind or having academic title of associated professor. A 5-level evaluation form was used to assess the appropriateness of the activities.

Results

1. The quality of the creative online learning activities (on how to be an inspirational teacher using the IMTEAC model) for graduate students taught online through the Line application evaluated by 7 experts from 7 institutions have an Index of Consistency (IOC) score of (Mean=0.88, S.D.=0.32) > 0.8, indicating that the online learning activities were appropriate for teaching. Then the creative online learning activities (on how to be an inspirational teacher using the IMTEAC model) taught online through the Line application were used to teach on a test group of 45 graduate students who had registered for the Curriculum Document and Learning Source Development course at Ramkhamhaeng University in the second semester of the 2019 academic year (April 2020). The results of using the online learning activities on “how to be an inspirational teacher using the IMTEAC model” taught via the Line application on a test group of 45 graduate students at Ramkhamhaeng University in the second semester of the 2019 academic year (April 2020) was that, after the activities, the Inquisitive mind scores of the test group were higher than before the study.

2. The results of the creative online learning activities on how to be an inspirational teacher using the IMTEAC model for graduate students in the field of education that was taught online through the Line application was studied using pre-test and post-test design, with the following details:

Next, the creative online learning activities (on how to be an inspirational teacher using the IMTEAC model) taught online through the Line application were tested on a sample group of 30 graduate students who had registered for the Curriculum development and learning resource course at Ramkhamhaeng University in the first semester of the 2020 academic year who volunteered to participate and did participate in the learning activities in the developed course on creative online learning activities (on how to be an inspirational teacher using the IMTEAC model) taught online through the Line application following the steps of the IMTEAC model for a total of 24 class hours (8 class hours x 3 days) was studied and analyze. The level of inquisitive mind of the sample group students before and after participating in the learning activities were statistically analyzed.

Table 1 Average score, standard deviation and t-test of the Inquisitive mind scores of the samples between before and after the study

| Inquisitive Mind | n | \bar{X} | S.D. | t | Sig. |
|------------------|----|-----------|------|-------|------|
| before the study | 30 | 3.22 | 0.32 | | |
| after the study | 30 | 4.60 | 0.72 | 12.50 | .000 |

* $p < .05$.

The evaluation form consisted of 32 questions under 4 main indicators including: 1st indicator: “Su”- behavioral patterns that include determination to learn/ study (listen, read). 2nd indicator: “Ji”- behavioral patterns that include recollection of existing knowledge, trying to understand what they have read and listened. 3rd indicator: “Pu”- behavioral patterns that include learning by questioning and talking. 4th indicator: “Li”- behavioral patterns that include learning by memorizing. In each area, there are four types of knowledge gained,

namely: knowledge gained in class, knowledge gained outside class, knowledge gained on the weblog and new knowledge that pops up in mind. The pre-test/post-test scores were statistically analyzed using t-test for dependent samples (paired t-test). The sample group in this study consisted of 30 graduate students. The scores were distributed in a normal curve at significant level .05, which is in consistent with the initial considerations for using t-test for dependent samples. After the study, the Inquisitive mind scores of the samples were higher than before the study to a statistically significant degree at significance level .05 .

3. The result of the evaluation of the creative online learning activities (on how to be an inspirational teacher using the IMTEAC model) for graduate students (taught online through the Line application) as evaluated by the 5 qualified experts from 5 institutions was that the experts gave the learning activities an average score of 4.7 (S.D. = .35). Additional opinions from experts are that the course was an example of online teaching that did an excellent job of bringing teaching theory into practice, especially basic psychology, which was harmoniously blended into the teaching process, while the teaching process itself was systematic and promoted participation so that learners could share an interesting learning experience without getting bored. However, the qualified expert noted that the instructor had to work hard in preparing the lessons ahead of time before the first lesson, but after that, the course would proceed smoothly. Overall, the course is an interesting academic work. This is reflected in the body of knowledge transmitted through actual teaching management. It is a good model for online instruction.

Discussions

For implementing the creative online learning activities course (on how to be an inspirational teacher using the IMTEAC model) through Line application, key factors that has direct positive effects on learners are to create positive learning environments using constructive communication; build inspirations; encourage friendly and warm interactions among learners; design learning activities that interesting yet sophisticated enough to gain learner's attentiveness. The above factors are consistent with the work of Wang (2022), who found that learning interest, learning attitude, and learning motivations can improve learning outcomes significantly. Throughout the course, by using IMTEAC model, students will be engaging in exciting, fun, and interesting stimulus activities.

In addition, the success of using Line application to organize the online learning activities is that all learners were already familiar with the application. Similarly, the research reported by Liu (2022), who wrote "Learning motivation, teaching model, learning ability, learning attitude, and learning environment have a significant positive effect on learning satisfaction. The average learning satisfaction of students not familiar with the use of mobile social media is significantly lower than that of students familiar with using mobile social media."

In terms of creating a positive leaning environment, all written messages used in conversing are about to create inspiration, self-fulfillment, and pride in members of the class. Command and forceful type of order was restricted. Open-end type of questions is used most of the time to grab learners' attention and opportunity to express their thought (Dangchamroon, 2016). All feedback given is intended either to create a challenge or to cheer up the learners. Word such as "need improvement", "weak spot", or "below standard" should be avoid when giving advice or opinions. Asking questions and giving productive compliments when appropriate are the proper ways to encourage participation and keep interaction going. Also, help learners to develop an inquisitive mind.

Finally, designing challenging tasks and fun activities is significantly important. Lacking of these factors, learners' attention, excitement to participate, and active involvement might be low, hence, impact the creation of positive leaning environments.

Conclusion and suggestions

The implementation of creative online learning activities through Line application in this research was based on the principles and concepts of Affective Education and Knowledge Management. Activities are including asking interesting open-ended questions in which learners can answer freely based on their own ideas and experiences that led to knowledge sharing and positive interactions among learners, giving constructive feedbacks to help create inspirations, combine and integrate what is being learned with life skills such as knowing oneself, realizing one's worth and the value of others, how to build good relationships with others, stress and emotional management, analytical skills, decisions making and creative problems solving skills.

Throughout the course, by using IMTEAC model, students will be engaging in exciting, fun, and interesting stimulus activities; student will recognize the importance of knowledge being learnt even abstract concept; participating in the process of exchanging personal experiences in form of tacit knowledge, would produce various perspectives that reflect a deep understanding of the studying matters, followed by explicit knowledge sharing via completing a role as an inspirational teacher; then, bringing all knowledges and experiences accumulated applied to real life by means of problem solving and innovative thinking; finally, sharing of constructed knowledge that being synthesized, organized throughout the leaning process.

The core concept of designing online learning activities via Line application is to pull attention, each activity is like playing games, and this can be seen, especially, in the development of "being an inspirational teacher" course. From an abstract concept turns out to be activities that are easy to understand, heartwarming, and insightful. Meaningful leaning, knowledge construction and inquisitive mind has developed within each learner after the end of the course.

Therefore, regarding the mentioned factors and leaning activities above, Line application is the most appropriate leaning tool, as it supports individual differences, allows learners to type and post their ideas and questions at the same time. Learners can response and send feedback instantly and simultaneously unlike traditional classroom where a learner must take turn when asking and answering questions.

With Line application, learners can immediately see what their classmates think, as all posts appear right away. Therefore, more opinions are to be shared and discussed without interrupting each other's time and thoughts. Activities are likely to consume fewer leaning hours. Learners tend to feel proud of their own responses and classmates' abilities.

While compared to standard video conferencing, a longer time would need to listen to all of classmates' responses, especially where there were several issues to discussed, people might start to get weary and bored. Since the classmates only got to know each other a few days before the beginning of the course, some might feel nervous and uncomfortable to respond on video, leading to moments of dead air. Also, video conferences can be plagued with problems such as interference, interruptions, audio or video problems, technical difficulties, or problems with Internet connections.

New knowledge and the effects on society and communities

The outcome of the research not only adds an innovative way of online teaching but also creates a positive impact on society and community, especially teaching profession and educator. Inspirational teachers are a characteristic that fills the gap between traditional style of teaching and modern way of teaching. A teacher should not be viewed as knowledge provider but also to inspire, to bring understating and affection into the classroom.

After the process of leaning using IMTEAC model, student will create a deeper understanding to realize that the core of online learning is not the application tool or technology but the creative activities that embedded challenging tasks itself, in other word, interaction is the key.

Furthermore, learners learn how to be an inspirational teacher (moving from traditional teaching method that characterized by a retell, demand, and explanation type of teacher to be an inspiring teacher), how to create positive leaning environment and how to create creative online learning activities.

Finally, students at graduate level have the inspiration to be one of inspirational teachers for their own student. They applied knowledge constructed and experiences that they have accumulated throughout the course to their own class at both primary level and secondary level in an innovative way. They learn how to use affectionate led knowledge when it comes to teaching using IMTEAC model.

Reflective writing from learners (during the 6th step: Construct knowledge sharing) showed that the acquisition of inquisitive minds had developed through leaning activities. For example: Romping into the Super Fun Station,” day 1 (8 class hours):

It was the morning of Vesak Day (an important Buddhist holiday). After I gave my offering to the monks, I hurried to take a shower, get dressed and eat breakfast get myself ready in front of the computer screen waiting for my first online class with Ms. Apicha. I kept looking at the clock and checking the Line group. It felt like I was a little girl in school with pigtails hair again.

(I): The time I had been waiting has come. Ms. Apicha came up with a challenge to battle activities, where we had to send stickers in 2 rounds. The first activity was so exciting, I forgot that I was study online.

(M & T): The teacher approached the leaning content without explaining the subject matter directly, but yet I understood both the learning source and the roles of teachers in the 20th and 21st centuries. It’s very strange that ever since I started working as a teacher, there are times when I totally forget my childhood and forget what it’s like to be a kid. I forgot what I was feeling then, and that has sometimes created an emotional gap between teachers and students.

(E): Today the instructor showed us a video that made me feel like I went back to my childhood. “How can I, as a teacher, reach the hearts of the students?” and the answer I got is, every student is different. Each student has their own ideas, their own abilities, and their own styles.

(A & C): The teacher is an important factor that actually make learning happened. The teacher should encourage all student to express their opinions by giving them opportunity and supporting them and this will, eventually, lead the teacher into the hearts of all students. In managing learning activities, the important thing is creating a positive leaning atmosphere and building inspiration. The teacher builds inspiration using constructive communication. Constructive communication can be observed through teacher’s facial expression and actions. Regardless of what the teacher says or do have an impact on learners’ perceptions and knowledge acquisition. When teacher express themselves in an agreeable way by respecting

others more than respecting oneself that's disrespecting oneself. When teacher express oneself in an aggressive way, that show you are only thinking of yourself. But teacher who express oneself in a constructive way, they are respecting oneself as well as others. When you're a teacher, all your actions have a direct impact on the learners. Everyone in teaching profession should be a good presenter and practice good expression skills to bring about sustainable learning. All of this, everything I have mentioned about since the beginning, comes from what I learned and understood in class today. I have to say, it's incredible. I have to say it again and again. It is hard to believe that a learning experience without really sitting down in the classroom (online leaning) could be so much fun and be full of knowledge.

Reflective writing from learners (during the 6th step: Construct knowledge sharing) showed that the acquisition of inquisitive minds had developed through leaning activities. For example: Romping into the Super Fun Station," day 2 (8 class hours):

(I): The time I have been waiting for is now! What will the second day of class with Ms. Apicha be like indeed? Will I be able to keep up in a sticker duel with my classmates? Thinking about it, I hurried to turn on my phone and search for stickers in preparation. Today, The learning began with the summary of what we learned yesterday. The same feelings came around again – the feeling of “am I really learning in a class?”.

(M & T): “Teacher” is the most important source of learning for students. By creating a positive leaning atmosphere and utilizing activities that truly fascinated by learners (IMTEAC model) will resulted in a student-based teaching model. Being a teacher is in my blood. I can't give up.

(E & A): Following Ms. Apicha in her time machine to all 3 Super Fun Stations. The first station... Who am I? I was asking myself who am I? What do I tell the teacher about who am I. My answer is based on the value I see in myself, but not to flatter oneself, (grinning). Narcissistic, wrapped in one's thoughts, compel and look down on other people which is different from feeling of pride. When I treat other people nicely and they reflect that back to me, that's a good thing. And when you realize that your self-value will gradually start to shine out beautifully. After I got to know myself at the first station, the second station came right up next: to accept other people. Accepting others means building friendships and sound relationships. That leads to good interactions in classroom. In this class, I have lots of good friends (in fact they are all lovable). Everyone is helping each other in learning. I want to say thank you to all of them but better wait a while, until we all get our diplomas together. In short, I want to say I love you all. The third station is about 5 steps problems solving following Eng & WantZ (1978). 1) search deeply to know the true problem; 2) obstacles; 3) diverse methods; 4) assess all situations; and 5) choose the best method. When I go through all 5 steps, I learned that every problem could go from looking really bad to, seemingly manageable.

(C): Our adventure at the third station ...when we arrived at this station, my first thought is my students. I will tell them that I found a invaluable treasure from these 3 “Super Fun Stations”. I will turn my classroom into an adventures journey just like Ms. Apicha took us on today. At this point, I feel just like yesterday class, ‘wow, how did I learn so much in one day?’, ‘It's evening time already? is class over for the day? See you tomorrow! Good evening.

Reflective writing from learners (during the 6th step: Construct knowledge sharing) showed that the acquisition of inquisitive minds had developed through leaning activities. For example: Romping into the Super Fun Station," day 3 (8 class hours):

(I): For me, throughout this course with Ms. Apicha, can be summed up in one word “It's impossible.” From the very first assignment that Ms. Apicha asked us to summarize the book “1) Life skills (Dangchamroon, 2020) and 2) How to organize a captivating training (Dangchamroon, 2016) session” in just 3 days' time, I told my family, “It's too difficult. I can't do it.

(M): What should I do?" It turned out, it was easy to read, and it was actually really fun.

(T): When I compared it to my actual experiences in real life, it was like, "that's really it!" Is that what they mean by "life skills?" I never look at it that way.

(E): When I wrote it out, it was really fun and enjoyable. I finished the writing in a day - very fast, it just came out and it was faster than I thought. The classmates wondered how I did it so fast. I had fun. The book was easy to read. The only problem I had was working during daytime, I was with my family and my children are small. They did not understand. They asked, "What are you doing, Papa?" Normally I would play with them during the daytime. I thought, "OK, I will change my work time to nighttime." So, I had to stay up late, and do work at 2:00 or 3:00 in the morning. Reading and summarizing the book "How to organize a captivating training session"

(A): I was really amazed by it, because I finished it in one day. I made a mind map. At first, I thought I would have to send in the assignment late. But some classmates said they could do it, and I should give it a try, and work on it. They cheered me on. So, I tried my best. I took out all I had; all the skills I possess; every knowledge I had learned before. It took me a while, but at the end I was satisfied with my work.

(C): When my classmates and the teacher praised my work, I felt proud. I thought, "I can do it."

(I): But then when the class begin, the old doubts came back in my mind..."can I really study?" "can I make it?" I wondered if taking a course using the Line application would really keep me interested. I have no idea what it would be like.

(M): But when the teacher started teaching using Line Application I have to admit I liked it a lot. Not only that I can do it, but I also enjoyed it. I should not doubt the leaning via the Line application at first. It turned out, just 2 days after I had thought it was impossible, I had to change my thought. Everything is possible for me. It's like I became more confident. Just like the teacher said, I saw my own value. After I realized, I worked hard, and I felt proud. I tried my best; I faced every problem that came up with full attention and effort. And I could do it.

(T & E): It was a good work. The instructor praised it, my classmates and friends praised it. I patted myself on the back that I could do it and do it well. Another thing that turned out well and I was proud of was the group work of Group 1. Besides feeling proud of myself and proud of all my classmates (not just those in Group1), I feel proud of all classmates. They are all accomplished. I really like their work. It's a great feeling of pride. When you are surrounded by capable people and with good friends, I think we make each other stronger and accomplish even more.

(A): At first we felt unsure on the first day, but by the second and the third day when we are able to create something together...when I would throw out a question like "can we do it this way?" everyone contributed some ideas, and we were able to blend and combine them together. And the work came out really well. Certainly, I'm not sure who would think it was good, but I will go ahead and praise my own work. I want to thank everyone in the group.

(C): As for what I gained, the knowledge I got...I think the teacher had summarized it very well today. I liked her conclusion. We realized our own value and felt proud of ourselves. The friendship and acceptance from classmate including older and younger in the course are very good. They are great people. I really got something out of it. As for the IMTEAC model, I have memorized it in my mind. I will certainly use it. How will I use it? I can share that with you. If you have free time, you can read my Line posts. In fact, tomorrow I'm going to teach online. I will adapt parts of the IMTEAC model and try it out. I will use it in a physics class. I have already made an appointment with my students. I really want to say thanks to the instructor. I did not realize how taking a master's degree course here would open-up my world.

In just the first week, my world became much bigger. In just a week I got very close to my classmates. I know everyone in my group and everyone in my year. Through activities, we open our hearts to each other I feel good about myself. I'm glad I could study with Ms. Apicha and all my classmates. Thank you.



Figure 2 Romping into the Super Fun Station (IMTEAC Model, 2020)

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