

Development of Teaching Model Using Phenomenon-Based Learning in Volleyball Skills and Instruction to Enhance Students' Creativity at Faculty of Education, Thailand National Sports University

Input

Theoretical and Conceptual Frameworks

Principles, Concepts, Theories, Documents, and Related Research on Creative Thinking, Volleyball Skills and Instruction, and Phenomenon-Based Learning

Perspectives of Students and Instructors

Related to the learning management problems influencing creative thinking

The Creativity Levels of Students

Students in their third and fourth years who have completed the Volleyball Skills and Instruction course

Perspectives of Experts

Regarding the teaching model in the Volleyball Skills and Instruction course to enhance students' creativity by using phenomenon-based learning

Process

Step 1



Student interview



Teacher interview

Step 2



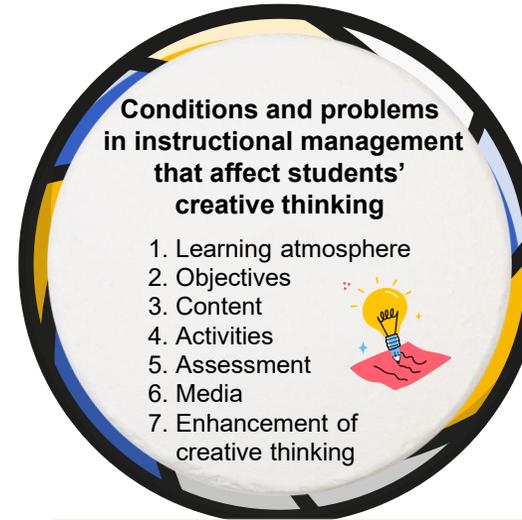
Third-year students

Fourth-year students

Step 3

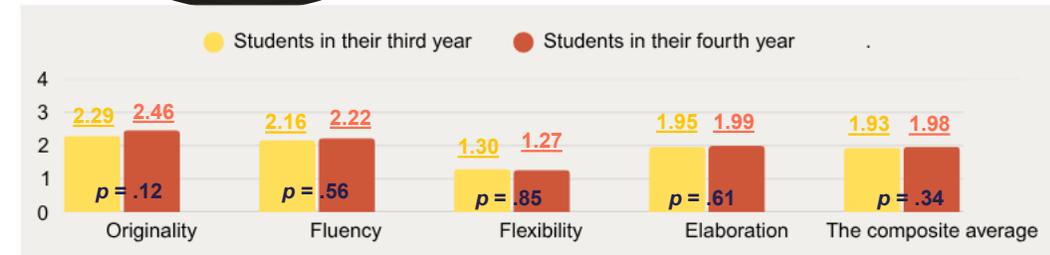


Expert interview



Output

The problems in learning management revealed that the learning atmosphere, learning objectives, content, activities, assessment and evaluation, and the use of instructional media remain traditional, lacking variety and modernity. They do not meet the needs of learners and fail to connect with real-life contexts faced by students. Furthermore, the promotion of creativity lacks a clear and systematic approach.



The teaching development approach for the course should provide opportunities for students to actively participate in shaping the learning environment, objectives, content, activities, and assessment

It should incorporate the use of modern media and emphasize experiential learning, integrating subjects based on the phenomenon-based learning concept. This approach aims to foster diverse perspectives in learners, enabling them to connect knowledge and reflect their thinking through the creation of practical and effective works and innovations.