

CASE STUDY: THE VALUE OF LEARNING AND TEACHING DESIGN: KEY FACTORS INFLUENCING, KNOWLEDGE, ENGAGEMENT, CASE STUDY, AND PRESENTATION

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ABSTRACT

Research on Case Study: The Value of Learning and teaching Design: Key Factors Influencing, Knowledge, Engagement, Case study, and Presentation aimed to study on analyzing these factors to create a conceptual framework for developing of the Value of Learning and teaching Design: Key Factors Influencing, Knowledge, Engagement, Case study, and Presentation. The sample size is Ph.D. students who enrolled in program in Innovative Management, College of Innovation and Management, Suan Sunandha Rajabhat University. The sample size of 400 people. Collect data by using a questionnaire, analyze data using Taro Yamane's formula (Yamane Taro: 1973, p.125), is 200 individuals. The scope of this research was at College of Innovation and Management, Suan Sunandha Rajabhat University. Based on the quantitative and qualitative findings, a conceptual framework for the value of learning and teaching design was developed. The framework consists of four interconnected dimension.

Keywords: The Value of Learning and teaching Design, Key Factors Influencing, Knowledge, Engagement, Case study, and Presentation

INTRODUCTION

Effective teaching and learning design in today's higher education context is a complex challenge that requires consideration of various value dimensions. Case studies on the value of teaching and learning design show that key factors affecting learning effectiveness are not limited to content alone, but also include processes that promote participation and knowledge integration. (Biggs & Tang, 2011). Laurillard's (2012) study found that student-centered teaching and learning design can significantly increase student engagement and participation. Meanwhile, research by Vicharn Panich (2013) shows that creating a learning environment conducive to exchanging ideas is a key factor in developing higher-order thinking skills as the research by Tanapol Kortana (2020) is aligned with the growing influence of consumer behavior, delivered value, and the digital market on the online confidence of small and medium-sized enterprises (SMEs) in Thailand, focusing on the herbal business. According to the survey, technology has been instrumental in changing marketing medium and ushering in the digital marketing era.

Furthermore, Fink's (2013) study demonstrates that designing meaningful learning experiences connected to real-world situations affects students' deep knowledge development. This aligns with Paitoon Sinlarat's (2015) research suggesting that authentic assessment and presentation methods help build lasting understanding and promote knowledge transfer to other contexts. Research by Tubtimthong Korbuakaew (2023) on hybrid learning models that enhance competency in developing innovative learning media for teacher education students also indicates that the efficiency of learning activities based on the developed model is high. This reflects the necessity of developing valuable teaching and learning designs that respond to social changes and the needs of 21st-century learners. The researcher believes that designing learning and teaching is a crucial component in developing educational quality, especially in the digital era where technology and educational innovations play important roles in enhancing

learners' experiences (Reigeluth & Carr-Chellman, 2019). Key factors affecting the value of learning and teaching design include knowledge, participation, and presentation, which are factors that promote the efficiency of the learning process and help learners develop deep understanding and practical application (Mayer, 2021). It is evident that knowledge gained from quality teaching design helps learners develop essential 21st-century skills, including analytical thinking, problem-solving, and collaboration (Anderson & Krathwohl, 2001). Additionally, learner participation is a critical variable affecting motivation and educational achievement. Designing activities that encourage participation can increase student interest and attention (Deci & Ryan, 2000).

Finally, presentation is a process that helps learners effectively communicate their knowledge, understanding, and skills, which is essential for long-term potential development. Research by Kuncharee Kakhai (2023) on "Quality Development and Application for Product Standard Certificate of Local Fishery Products" indicates that "The factor that chooses a product is the standard quality product," suggesting that teaching design must be of high quality. This study therefore focuses on analyzing these factors to create a conceptual framework for developing the values in learning and teaching design, key influencing factors, knowledge, participation, case studies, and quality presentation methods.

OBJECTIVE

1. To study on analyzing these factors to create a conceptual framework for developing of the Value of Learning and teaching Design: Key Factors Influencing, Knowledge, Engagement, Case study, and Presentation.

METHODOLOGY

Research Design: This research employs a mixed-methods approach to examine the value of learning and teaching design by analyzing key factors including knowledge, engagement, case studies, and presentation. The research design combines quantitative and qualitative methods to provide a comprehensive understanding of the research objectives.

Population and samples: The population include Ph.D. students who enrolled in program in Innovative Management, College of Innovation and Management, Suan Sunadha Rajabhat University. The sample size of 400 people, calculated by Taro Yamane's formula (Yamane Taro: 1973, p.125), is 200 individuals.

Scope of area: College of Innovation and Management, Suan Sunandha Rajabhat University

Research Tools: the tool used in this research were:

1. Questionnaire: A 5-point Likert scale questionnaire was developed to measure perceptions regarding the value of learning and teaching design, with sections covering knowledge integration, engagement strategies, and presentation effectiveness.
2. Semi-structured Interview Protocol: In-depth interviews were conducted with 20 key informants to gather qualitative insights about successful case studies and implementation challenges.
3. Observation Form: Structured observation of teaching and learning activities was conducted to validate the findings from questionnaires and interviews.

Data Collection: This research adopts a survey approach, utilizing a questionnaire for data collection.

Data Analyze: According to the mixed-methods research design, data analysis should include:

1. Quantitative Data Analysis

Descriptive Statistics: Descriptive statistics including frequency, percentage, mean($\bar{x}$), and standard deviation (S.D.) were calculated using statistical software to analyze the demographic data and participants' perceptions regarding the value of learning and teaching design.

Correlation Analysis: to study the relationship between various factors, including knowledge, engagement, case study, and presentation

Multiple Regression Analysis: to study the influence of factors on the effectiveness of teaching

2. Qualitative Analysis: Content Analysis from in-depth interviews with 20 key informants and analysis of data from observation forms of teaching and learning activities

RESULTS

Based on the quantitative and qualitative findings, a conceptual framework for the value of learning and teaching design was developed. The framework consists of four interconnected variables:

Knowledge

- Effective learning and teaching design requires meaningful knowledge integration connected to real-world contexts
- Knowledge integration showed a moderate influence on presentation effectiveness ($\beta = 0.267$)
- Quality teaching design helps learners develop essential 21st-century skills, including analytical thinking, problem-solving, and collaboration

Engagement

- Engagement strategies demonstrated the strongest influence on presentation effectiveness ($\beta = 0.531$)
- Activities designed to encourage participation increased student interest and attention
- Creating learning environments conducive to exchanging ideas proved to be a key factor in developing higher-order thinking skills
- Student-centered teaching and learning design significantly increased student engagement and participation

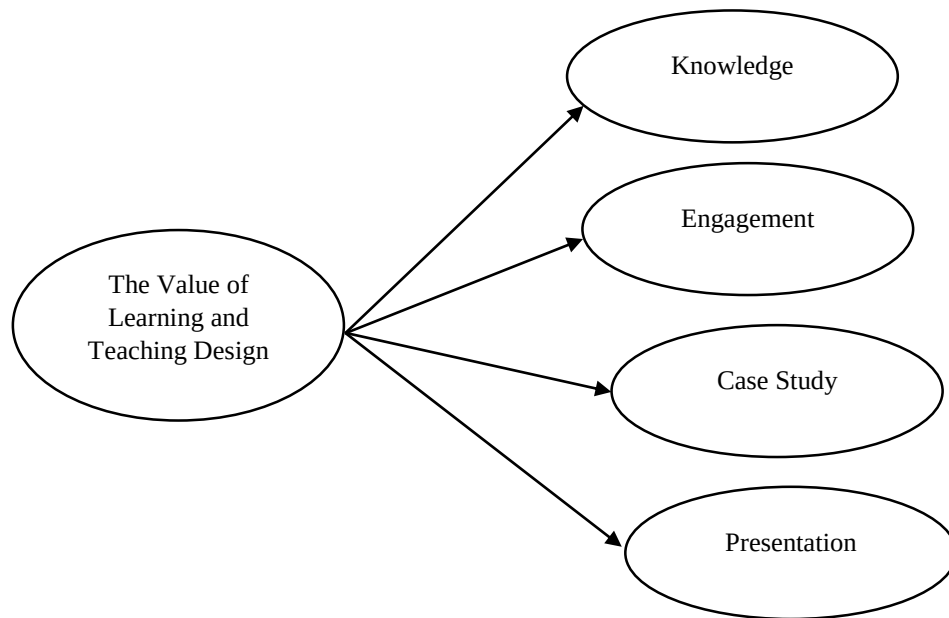
Case Study

- Although case study implementation showed the least influence compared to other factors ($\beta = 0.195$), it remained statistically significant
- Designing meaningful learning experiences connected to real-world situations affected students' deep knowledge development
- Authentic case studies helped bridge theoretical knowledge with practical applications relevant to future professional contexts

Presentation

- Presentation serves as a process that helps learners effectively communicate their knowledge, understanding, and skills
- Authentic assessment and presentation methods helped build lasting understanding and promoted knowledge transfer to other contexts
- Presentation skills were found to be essential for long-term potential development

Figure 1
Conceptual framework



CONCLUSION AND FUTURE WORK

The findings suggest that effective learning and teaching design should integrate knowledge meaningfully, foster active engagement, implement authentic case studies, and utilize diverse presentation approaches. The regression analysis indicates that engagement strategies have the strongest influence on presentation effectiveness ($\beta = 0.531$), followed by knowledge integration ($\beta = 0.267$) and case study implementation ($\beta = 0.195$).

This study contributes significantly to educational quality development, especially in the digital era where technology and educational innovations play important roles in enhancing learners' experiences. The conceptual framework developed from this research can serve as a guideline for designing valuable learning and teaching approaches that respond to social changes and the needs of 21st-century learners.

The research recommendations include: educational institutions should invest in faculty development programs focused on innovative teaching design that emphasizes the integration of the four key dimensions identified in this study; instructors should incorporate technology-enhanced engagement strategies that facilitate active participation and collaborative learning; and curriculum designers should embed authentic case studies that bridge theoretical knowledge with practical applications relevant to future professional contexts.

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