



# A Study of Satisfaction with the Learning Management of Local Literature by Applying Story Map through Padlet

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**Abstract.** Local literature is an important cultural heritage of the nation. The Ministry of Education of Thailand has emphasized its importance by providing a national curriculum that encourages students to learn Thai Local literature. Faculty of Education, Naresuan University has long had a commitment to produce teachers with the quality and potential to meet the goals of the country. Accordingly, students majoring in Thai language need to have the skills and ability to teach the literature in a creative and modern way for preventing such valuable literature from disappearing in the modern world that is undeniably driven by information technology. Padlet is a platform that has many features and is easy to use. For that reason, it could be an appropriate choice to be used in the teaching and learning of Local literature. Therefore, this article aims to study the satisfaction of those students mentioned on the use of story map in Padlet in teaching and learning Local literature. The result indicates that the students were satisfied with the learning management at the highest level. Additionally, the satisfaction is divided into 5 aspects, namely the composition of the pattern, learning objectives, content, pedagogical materials, and assessment and evaluation.

**Keywords:** Satisfaction, Learning Management, Local literature, Story Map, Padlet

## 1 Introduction

Local literature is a cultural heritage which is precious and noteworthy to Thai people from children to adults. It is used as a source of entertainment, pleasure for readers or listeners, providing lessons and morals for living ones' life in order to be in a society happily [1]. Local literature is Thai literature that arises from commoners' creativity. It appears in each region in Thailand divided by cultural area into 4 categories that is, Northern, Northeastern, Central and Southern. Local literature is categorized into 2 types which are written literature and oral literature. Written literature is literature that is recorded with letters such as Jataka stories, legends, Kom book (a book made by binding around 10 – 40 pages of palm leaves which is around 2 X 12 inches with a short story) and Bud book (archaic document from Southern Thailand), etc. Oral literature is literature that is passed on orally such as tales, folk songs, lullaby songs and riddles. Local literature has a mixture of unique characteristics of language idioms, ideas, belief, wisdom and values in each region.

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Local literature is used as a tool to educate and teach ethics to Thai children [2]. Teachers apply different types of Local literature to be part of the class to make students understand content, reflect social situations and lifestyle of people in each region as well as seeing the value of Local literature which is a cultural heritage that needs to be preserved and descended long-lastingly [3]. As a result, Local literature is not only a wisdom heritage that focuses on just entertainment or pleasure, but it gives lessons and morals for youth from all eras to apply it in living their daily life. Also, it is a mirror reflecting social situations, culture and lifestyle of people in rural area which is a foundation to patriotism.

Although, adopting Local literature in teaching Thai language subject is an applicable approach, class arrangement nowadays may not be suitable for the teachers to use it. There is a limitation, for example, teachers do not have enough understanding for local language and culture [4]. Teachers do not have approach to adopt Local literature appropriately. Accordingly, it reveals that adoption of Local literature in class is still a problem that needs to be solved.

Bachelor of Education Program in Thai, Faculty of Education, Naresuan University aims at developing the students to be graduates with ethics and knowledge, profoundly and systematically equips them with ability on concept, theory, process, teaching profession advancement and Thai language skills so that they are able to apply the knowledge of language and literature in passing on to students correctly. Noteworthiness of Local literature is realized in curriculum provided in the program, as a result, region literature study is provided for students to learn about its social and cultural background including its characteristics and pattern, to analyze and develop the skill of applying it in class in their teaching profession [5, 6].

Providing Local literature lessons in modern social trends is challenging for both teachers and learners. The researchers realize and understands about change of modern world that needs technology to be part of class arrangement, especially, Local literature class, to be more modern and interesting. Thus, the application, Padlet is adopted in the class. Padlet is a network website that can be used for free of charge and with fee. There is a dashboard format in which teachers set and divide different lessons. Teachers and Students can upload data such as photos or GIF on Padlet and can exchange comments among students or with the teachers all the time. Other learners can see the messages of their classmate at the same time and it is real-time. It is suitable for learners who do not have courage to ask questions in class. With Padlet, the dashboards can be separated in to different lessons according to the lesson plans that have been made. The data that is put in dashboards is still there, although new boards or chats are added. Learners can return to the data that is in all dashboards later. Students can learn via Padlet anywhere with tools that use the internet like smartphones, tablets or computers that are connected to the internet. This helps learners to learn concepts and principles and build knowledge while having social interaction, participation and motivation in learning activities.

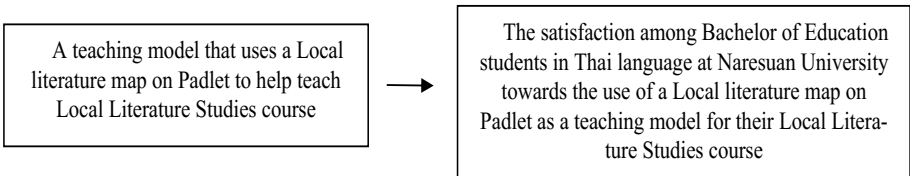
Padlet adoption in class of Local literature is considered another channel that learners can enquire teachers about Local literature. This makes students having interaction in class and it can be used to help brainstorming on disseminating their own Local literature. Learners put information and illustration of Local literature on its map and learn from what their classmates do so at the same time.

In this research, the researchers studied on learners’ satisfaction on the format of teaching Local literature by applying the map of Local literature in Padlet application in order to see the direction of its modern and interesting class. Learners involve in designing class in order to achieve the course objectives and realize the noteworthiness of Local literature.

## 2 Research Objectives

The purpose of this research was to study the satisfaction among Bachelor of Education students in Thai language at Naresuan University towards the use of a Local literature map on the Padlet application as a teaching model for their local literature course.

## 3 Conceptual Framework



## 4 Research Methodology

### 4.1 Population and sample of the study

The study population consists of 217 students in Thai language Department of the Faculty of Education at Naresuan University. However, the study sample comprises 30 students in Thai language Department of the Faculty of Education who are enrolled in Local Literature Studies.

### 4.2 Research tools

In this study, the researchers have created and developed a qualified research instrument used in conducting the research, namely the satisfaction questionnaire particularly designed for students in the graduate program in Thai language at Naresuan University. The questionnaire assesses their satisfaction with the utilization of the Local literature

teaching model through the use of a local literature map on Padlet. The study was conducted on how to create a questionnaire based on the 5-Point Rating Scale, which consists of (5) Strongly Agree; (4) Agree; (3); Neither Agree nor Disagree; (2) Disagree; (1) Strongly Disagree [7]. A draft satisfaction questionnaire was created with a 5-aspect structure, including components of the teaching model, learning objectives, course content, teaching materials, and outcome assessment. Eventually, the developed questionnaire underwent a quality assessment by three experts, and their expert opinions were applied to ensure the questionnaire's precision and to make necessary adjustments.

### **4.3 Data Collection**

Firstly, basic information about teaching and learning of local literature was studied in order to design the teaching approach in the Local Literature Studies course. The approach involves the use of local literature map on the Padlet application. For the purpose of collecting feedback from students enrolled in the Thai language graduate program at Naresuan University, a draft satisfaction questionnaire was developed with a structure of five aspects, namely components of the teaching model, learning objectives, course content, teaching materials, and outcome assessment. The students were then asked to complete the questionnaire to gauge their perception and satisfaction regarding the utilization of the local literature map on the Padlet application as a teaching model in Local Literature Studies course.

### **4.4 Data Analysis**

Data were analyzed according to the responses obtained from the satisfaction questionnaires completed by Master's degree students specializing in Thai language at Naresuan University. The assessment focused on their satisfaction with the use of the local literature map on the Padlet application in teaching Local Literature Studies course. Mean and Standard Deviation were employed as statistical measures to summarize and interpret the findings.

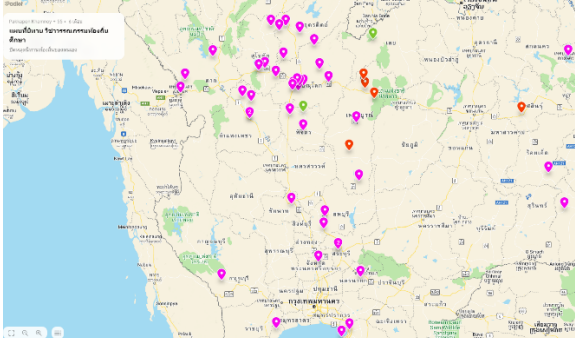
## **5 Results**

The study found that the students in the Thai language graduate program at Naresuan University exhibited a notably high mean satisfaction level ( $\bar{x}$ =4.53) with a standard deviation (S.D.) of .67. The research results were summarized as follows.

### **5.1 The satisfaction with the components of the local literature teaching model using the local literature map on Padlet**

The results of the satisfaction survey of graduate students in the Thai language at Naresuan University, concerning the use of the local literature map on the Padlet application in teaching Local Literature Studies course, indicated that the components of the local literature teaching model using the local literature map on Padlet attained a mean

satisfaction score of 4.31 ( $\bar{x}=4.31$ ), with a standard deviation (S.D.) of .69. The students were at a high level of satisfaction with the components of the teaching model using the local literature map on Padlet that covered a wide range of local literature content. Students were satisfied that they were able to use the Padlet application to share local literature in their own communities, enhancing accessibility to information about local literature. Furthermore, the components of this model included a structured learning procedure. In this process, students began by searching for local literature stories that interest them, then they created a dedicated local literature map, recorded relevant information and visuals, and ultimately shared their work on Padlet.



(Figure 1. Example of the creation of a dedicated folktales map, Local Literature Studies)

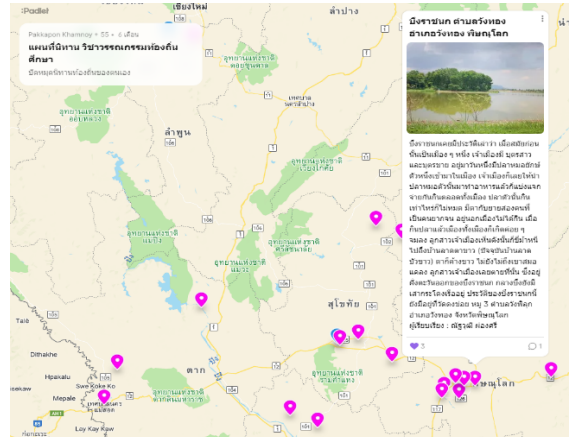
## 5.2 The satisfaction with learning objectives of Local Literature Studies course taught through the use of the local literature map on Padlet

The results of the satisfaction survey of the students in the Thai language graduate program at Naresuan University, concerning the use of the local literature map on Padlet in teaching Local Literature Studies course, showed that the learning objectives of the Local Literature Studies course were associated with a mean satisfaction rating of 4.54 ( $\bar{x}=4.54$ ), with a corresponding standard deviation (S.D.) of .67. The students were at the highest level of satisfaction with the clarity and measurability of the learning objectives of the Local Literature Studies course, which were taught using the local literature map on the Padlet application. Moreover, the learning objectives were consistent with the course description, which emphasized on the study of local literature, societal and cultural background, characteristics and styles of local literature, critical analysis, and the developing of local literature skills for effective educational application.

## 5.3 The satisfaction with the course content of Local Literature Studies course taught through the use of the local literature map on Padlet

In terms of course content, it was found that the students were satisfied with the content of the local literature delivered via the local literature map on the Padlet application. The average satisfaction score was 4.66 ( $\bar{x}=4.66$ ), with a standard deviation (S.D.) of .54. The students were at the highest level of satisfaction with the local literature content delivered through the teaching model using the local literature map on Padlet. This aligned with the learning objectives of the Local Literature Studies course, which aimed

to help students to understand the basic features of local literature, understand local literature from different regions in Thailand, analyze local literature and apply it to everyday life, systematically describe local literature characteristics in various regions, create teaching materials for local literature, and select appropriate local literature for teaching or professional use.



(Figure 2. Example of content appearing in the folktale map, Local Literature Studies)

#### 5.4 The satisfaction with the teaching materials with the use of local literature map on the Padlet application

The findings of the satisfaction survey of the students in the Thai language graduate program at Naresuan University, concerning the use of the local literature map on the Padlet application in teaching Local Literature Studies course, revealed that, in terms of teaching materials, the mean satisfaction score was 4.50 ( $\bar{x}=4.50$ ), with a standard deviation (S.D.) of .73. The students were at the highest level of satisfaction with the teaching materials, which were modern, creative, and interesting. To elaborate, the teaching approach using the local literature map on Padlet for local literature course could be adjusted to suit specific contexts. It carefully considered the teaching goals, objectives, activities, and techniques aimed at ensuring effective student learning and comprehension of the instructional material.

#### 5.5 The satisfaction with the outcome assessment of the local literature teaching model using local literature map on the Padlet application

The findings derived from the satisfaction survey of the students in the Thai language graduate program at Naresuan University, focusing on the use of the local literature map on the Padlet application in teaching Local Literature Studies course, unveiled that, with respect to outcome assessment, the satisfaction rate averaged at 4.65 ( $\bar{x}=4.65$ ) with a standard deviation (S.D.) of .60. The students exhibited the highest level of satisfaction with the outcome assessment methods employed, which were consistent with the learning objectives and content. The assessment processes were appropriate and clear, according to the students. To illustrate, the process of outcome assessment was

undertaken by the teacher in a three-step approach: 1. prior to implementing the local literature teaching model using the local literature map on the Padlet application, the teacher explained the learning objectives and defined the methods for outcome assessment to all students. 2. During the course, the teacher actively evaluated student engagement and their collaborative involvement in class activities. 3. Following the completion of learning through the local literature teaching model using the local literature map on the Padlet application, the teacher evaluated students' work concerning the publicizing of local literature information via Padlet. This evaluation was aimed at ensuring that the content aligned with the course objectives and was both accurate and comprehensive. Afterwards, the teacher provided constructive feedback to the students based on this evaluation.

**Table 1.** The Satisfaction with the Learning Management of Local Literature by Applying Story Map through Padlet.

No.	The Satisfaction with the Learning Management of Local Literature by Applying Story Map through Padlet	Mean ( $\bar{x}$ )	Standard Deviation
1	The satisfaction with the components of the local literature teaching model using the local literature map on Padlet	4.31	.69
2	The satisfaction with learning objectives of Local Literature Studies course taught through the use of the local literature map on Padlet	4.54	.67
3	The satisfaction with the course content of Local Literature Studies course taught through the use of the local literature map on Padlet	4.66	.54
4	The satisfaction with the teaching materials with the use of local literature map on the Padlet application	4.50	.73
5	The satisfaction with the outcome assessment of the local literature teaching model using local literature map on the Padlet application	4.65	.60
Total average		4.53	.67

The results from the satisfaction questionnaire, which assessed the use of the local literature teaching model with local literature map on the Padlet application across five different aspects, indicate that students in Naresuan University's Thai language graduate program expressed a consistently high to the highest degree of satisfaction with this teaching approach. This showed that this model of teaching local literature had

elements that encompass local literature content, followed a systematic learning process, presented clear and measurable learning objectives, and allowed for outcome assessment. In addition, this approach to teaching local literature featured clear and appropriate teaching content. The teaching materials were innovative, modern, and engaging, suitable for students and applicable in professional contexts. Furthermore, the assessment methods were appropriately aligned with the defined learning objectives and course content.

## **6 Discussion**

In the present day, Padlet boards are increasingly being used as educational tools. The utilization of the local literature teaching model with the local literature map on Padlet indicates that students expressed a high to the highest level of satisfaction with their local literature learning experience. Notably, this teaching model is consistent with the objectives of the Local Literature Studies course. The application of the local literature map on Padlet made it possible to clearly see the information on local literature from various regions, providing quick and up-to-date access to this valuable content. Employing this teaching approach cultivates students' enthusiasm for local literature, fostering active engagement and peer interaction. This aligns with a study conducted by [8], which examined the utilization of Padlet among 30 first-year undergraduate students. The findings from their study showed that students demonstrated better comprehension and an enhanced level of interaction within group activities. In addition to that, a study conducted by [9] examined how using Padlet improved students' writing performance. The results showed that integrating Padlet into teaching led to better academic achievement, helping students write and pass exams according to the specified criteria. Likewise, [10] studied the comparison of academic performance before and after the implementation of Padlet in the course of Calculation Program for second-year diploma degree students in Business Computer. Her study revealed that students who learned with the utilization of Padlet achieved higher scores compared to their counterparts who did not receive Padlet-based approach. Moreover, [11] conducted a study examining the satisfaction levels associated with Padlet use, which revealed that the student satisfaction was notably high. Furthermore, their research indicated that Padlet effectively captured students' attention and encouraged active participation. Therefore, the application of the local literature map on Padlet represents an additional teaching model that can engage students in local literature narratives, raise awareness about the significance of their local context, and help disseminate local literature in a suitable and up-to-date manner.

## **7 Conclusion**

According to the results of the study, the high level of satisfaction use of the Local literature teaching model illustrates that the teaching model has clear and systematic components. There are learning objectives that are consistent with the course. It contains Local literature content that is appropriate and relevant to the learning



objectives. It apparently is an interesting and modern pedagogical material. Additionally, it can be easily measured and evaluated. Organizing the teaching of Local literature using the Padlet application is a teaching approach that is appropriate these days so that students are interested and keen to learn about Local literature. This allows students to participate in learning and interact with other students in the class. This format promotes students' thinking skills in searching for Local literature and also students' writing skills in order to collect and store Local literature information through Local literature maps. Despite the fact that Local literature seems to be outdated and only a few people are interested in studying it, the using of the Padlet application in teaching Local literature draws attention from the new generation of youth to study Local literature and to see the value of their own local area.

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