

Integrated Learning Management System in Performing Arts Research Course, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dance and Theatre), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University

^[1] Manissa Vasinaron*, ^[2] Phakamas Jirajarupat
^[3] Mananshaya Phetruchee, ^[4] Sakgavin Siri Wattanakula

^[1] ^[2] ^[3] Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University, Thailand

^[4] Faculty of Fine and Applied Arts, Chulalongkorn University, Thailand

^[1] manissa.va@ssru.ac.th, ^[2] phakamas.ji@ssru.ac.th, ^[3] Mananshaya.ph@ssru.ac.th,

^[4] sakgavin.si@chula.ac.th

*Corresponding Author e-mail: manissa.va@ssru.ac.th

Abstract

The objective is to study learning system, management, features, factors, achievement, and utilization of integrated learning system in Performing Arts Research course, Bachelor of Fine and Applied Arts Program in Performing Arts, Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University, academic year 2021. Research is conducted by documentation, interview, observation, and evaluation of learning achievement. For the results, 51 students were categorized by research skills into 3 groups: advanced development group, development with guidance group, and development with difficulties group. The learning was conducted online, emphasized the equality to develop learners according to their individual potential. The content is corresponded to performing arts and its related topics in both theory and practice. The learning system are: 1. Indication of benefits from research and self-development to adjust learners' attitude; 2. Application of games to stimulate learning, develop skills, and build learning experience. By learning with classmates, the learners will feel accepted by others, which will create confidence and pride in themselves; 3. Doing research on their chosen topic to discover their potential and development. Researching the interested topics will be beneficial for future studies and their occupation; 4. Exchange of knowledge, demonstration, and advices from friends and instructors, both in group and individually, to stimulate learning and help learners to accept opinions of others and understand the code of conduct for researchers. This is based on social psychology to adjust learners' attitude and social behavior. Using games as a medium can approach the learners effectively. The achievement is evaluated by: 1. Level of interests in learning contents; 2. Rate of assignment submission; 3. Idea for research topics, which helps develop research skills according to the course objectives; 4. Application of knowledge in other courses and in daily life. This study is innovative and worth developing in performing arts education.

Keywords— Integrated Learning Management System, Performing Arts Research Course, Thai Dance and Theatre, Suan Sunandha Rajabhat University

I. INTRODUCTION

In the past, education in Thailand has continually developed education systems to benefit the youth of the nation. Now, Thailand has reformed and organized the education system according to the National Education Law in 1999. [1] which is the master law of Thai education. This important point mentions that an education system emphasizes integration between the learner as the center of learning (Child center), which was meaning of learning by having a thought process linking the content of various subjects together completely and being able to apply the learning method for benefits of studying and working. Students used to integrate the process for solving problems in daily life because this form of education did not focus on the subject matter at all. However, such a concept was a new concept for Thai people. It affected causing problems in practice: practitioners did not understand the concept of such an education model. Thus, causing an error in the teaching method that directly affects the learners later. The learners lacked a true understanding of education which caused learners to become bored in their studies and create negative attitudes towards education. It can also cause more social problems accordingly. In addition, in the past, teachers were

used to teaching methods that focus on students remembering the course content and following the instructor only, without training students to think about connecting with their experiences (Teacher center). As a result, students are unable to apply the lessons they have learned in practice. Then, the past belief that a disciple must obey and do follow the teacher and forbid the learners to express opinions or argue. As a result, learners were not afraid to think and practice outside the framework of ideas. The teacher sets knowledge, the tool of learning, and mindset before the beginning of teaching. Then, this lack of courage for learners to think or express themselves directly affected the students' thinking processes, the learners lack the connected thinking process, creative thinking development, and are unable to think for themselves. Moreover, some textbooks used in education lack sufficient depth in interpretation and understanding of the new educational system. This causes, the learners to lack guidelines for the study of the real associative thinking process. Some textbooks today were still produced in a way. The body of knowledge was divided into parts. Sometimes, the learners were unable to link the body of knowledge themselves, resulting in learners having the same educational method, remembering only, and lacking effective analysis.

Performing Arts was one of the subjects that requires essential skills and must follow the teacher's style in terms of performance styles, dance movement, and choreography. In the past, learning of teacher center system as well, the teacher emphasized on the learners to remember the dance, choreography, and performance characteristics but teacher did not allow the learners to think by themselves. They learned causing learners to lack skills in associative thinking processes and the development of creativity. This can be seen from the idea of a new acting style that doesn't happen as much as it should. As mentioned above, Thailand has reformed the education system in schools. Therefore, the school's educational policy had to change the teacher-centered education system to be an educational system (Integration) by the learner as the center of learning (Child center) according to the Education laws 1999. However, some teachers had misconceptions about the teaching system. This makes teaching in this field not as effective. It also resulted in the students having a negative attitude towards the subject they studied.

The teaching of Performing Arts (Thai Dance and Theatre) Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University realized the importance of an integrated education system and an emphasis on students being the center of education. Therefore, the Bachelor of Fine Arts program was designed in 5 subject areas: skills, history, research, design, and performing arts management. [2] However, the practical was nature of performing arts subjects. In addition, students lacked interest in seeking knowledge from other methods such as reading, listening, speaking, and writing. As a result, theory courses were difficult successful study: performing arts research, performing arts theory, performing arts history, and, etc.

Studying in the Performing Arts Research Course of the Performing Arts Department (Thai dance and theatre) brought the integration system and emphasizes student-centered use in terms of content, teaching methods, assessment, and individual learner development. Such teaching and learning management applied learning psychology to the use of games as a teaching medium. which is an interesting issue for education for learner development.

According to, the researcher was interested in studying integrated teaching and learning management. Performing Arts Research Course Bachelor's degree Performing Arts (Thai Dance and Theatre), Faculty of Fine and Applied Arts Suan Sunandha Rajabhat University by studying documents, interviews, observations, and surveying from questionnaires This will be a guideline for the development of teaching and learning management. teaching skills development learning development of learners as well as developing the potential of performing arts researchers.

II. RESEARCH OBJECTIVES

The objectives of this research article were to study learning system, management, features, factors, achievement, and utilization of integrated learning system in Performing Arts Research course, Bachelor of Fine and Applied Arts, Program in Performing Arts (Thai dance and theatre), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University, the academic year 2021.

III. LITERATURE REVIEW

The change in teaching and learning style in Thailand occurred in 2002 under the National Education Law. That was the master law of Thai education. In the past, the teaching and learning system was a teacher-centered learning system, and this caused a problem. Students were unable to think critically and link different bodies of knowledge. As a result, learners are unable to truly solve everyday problems. As mentioned above, the change in teaching style was new, causing some users of the system to not fully understand the meaning of the system. This was due to a misinterpretation of the system and from this error, many chain problems arose. [3]

The problems of teaching and learning management in performing arts research course (including dance research), from the survey of learners' questionnaires found that an important problem of the study was the attitude towards the course and the teaching methods that affected the learners' learning development of performing arts research skills. In addition, the teachers encountered 8 problems of thinking system and language usage: the researcher's knowledge and curiosity, the ability to link data together, inconsistency in the using of language, using of spoken language in research, discrete, muddled, and redundant sequencing, researcher's fiscal constraints, resolution in explaining inadequacy and spelling errors. There were suggestions to ways to fix the basics of using language, encouragement to enhance thinking organization skills by teachers as well as enhancing the experience of researching other people's research and reviewing their research to achieve academic standards.[4]

Meaning of Educational integration was a learning process that focuses on students' ability to link various knowledge with the process of teaching and learning that link both vertically. (linking learning content within the course) and horizontal (linking learning content in various courses including daily experiences) in order to solve the students' living problems in order to have a complete life in accordance with the ever-changing social situation. [5]

The problem of teaching and learning in the collected performing arts research course showed that there were similar issues: the research thinking system. However, from the problems that arise solving the problem at the root cause cannot alleviate the problem. studying of the Integrated Education System to an interesting point was the integration of teaching methods, content, teachers, measurement, and evaluation. This affected the learning development of learners, arousing interest, and applying the research process and content to apply in daily life, further education, and career

IV. RESEARCH METHODS

This research is qualitative research, conducted by gathering information from primary and secondary documentation, questionnaire: online learning management opinion of the student, interview 2 groups of experts in performing arts: Professor of performing arts research and research student in class, observing performing arts research skill and studying Video and Social media including YOUTUBE and Facebook. and evaluation of learning achievement. For the results, 51 students were categorized by research skills into 3 groups: advanced development group, development with guidance group, and development with difficulties group. This study also applied mixed methods to

criticize information and interpreting information for evaluating the reliability, as well as paraphrasing the information by synthesizing and analyzing Integrated Learning Management System in Performing Arts Research Course, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dance and Theatre), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University steps were shown in Fig. 1.

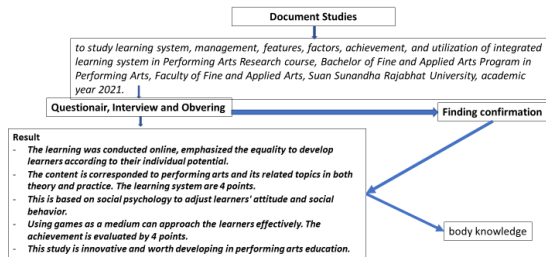


Fig.1: Research process for Integrated Learning Management System in Performing Arts Research Course, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dance and Theatre), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University [6]

V. RESEARCH RESULTS

The learning was conducted online, emphasized the equality to develop learners according to their individual potential.

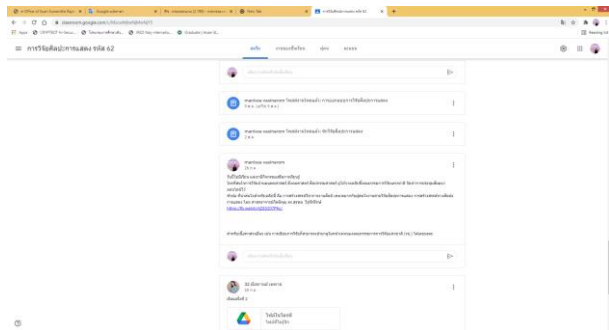


Fig.2: Announcement for Performing Arts Research Course in Google Classroom, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dance and Theatre), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University [7]

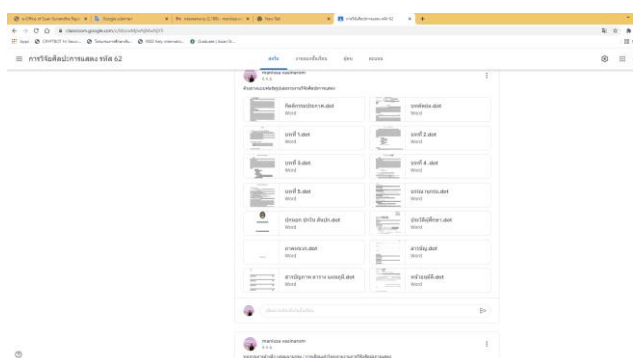


Fig.3: Example performing arts form for Performing Arts Research Course in Google Classroom, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dance and Theatre), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University [9]

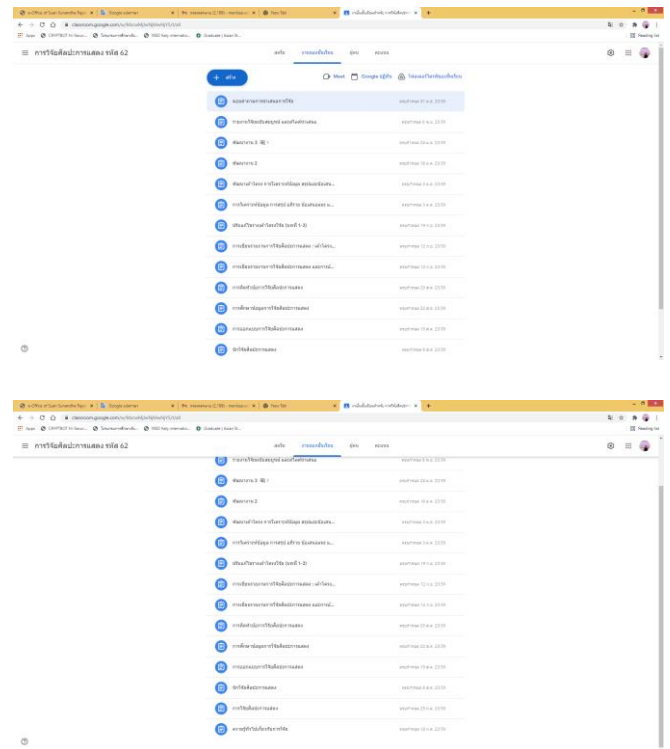


Fig.4: Assignment's Activity Research for Performing Arts Research Course in Google Classroom, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dance and Theatre), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University [8]

The content is corresponded to performing arts and its related topics in both theory and practice.

Table1: Relationship between Content's performing arts research course, Activity and Game, and Result in Google Classroom, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dramatic Arts), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University.[9]

Performing arts Research Course		
Content	Activity and Game	Result
Introduction for performing arts research	- Survey qualification of performing arts research - Adapt /change the attitude	Students were interested in learning
performing arts researcher	- Find qualification of performing arts researcher - Develop skills for performing arts researcher - Roleplay rule and Moral for performing arts researcher	Prepare, review, indicate for new qualifications of performing arts researcher: observe, order, make a group, make to a story, logic, split, summary, interview, discover, presentation, etc.
Design for performing arts research	-Separate style research -Integrate field, tool, how to, content	How to Design for performing arts research in each style of this field
Studying information for performing arts research	-Separate, Summary, Sequence, Group Interpret, Translate, category of information for performing arts research	How to study interpreting, and translation for performing arts research in each style of this field
The idea to Topic of performing arts research	- Find and Combine words, phrases for the idea to Topic of performing arts research	Relationship between word or phrase and topic, keyword, objective, and scope research
Writing for performing arts research	-add important words, phrases, sentences for performing arts research in the blank	Structure, language, format, citation

Performing arts Research Course		
Content	Activity and Game	Result
Proposal of performing arts research	- do the biography of student performing arts research - do the interested topic performing arts research of student	Example do research Awareness valve of self-person Learning of interesting point's each self-person.
Analyze and Presentation of performing arts research	- do the biography of student performing arts research - do the interested topic performing arts research of student	For example, do a research Awareness valve of self-person Learning of interesting point's each self-person. Integrated the subject, science, how to solve
Conclusion, discussion, and comment of performing arts research	- do the biography of student performing arts research - do the interested topic performing arts research of student	For example, do a research Awareness valve of self-person Learning of interesting point's each self-person Summary to Idea, knowledge, how to solve, and connection
Student research s'presentation	- do the biography of student performing arts research - do the interested topic performing arts research of student	Understanding of self - person, friend, family, society Guideline for self-development, teacher-developed skill of the student Guideline for the career in the future

The learning system are 4 points:

1. Indication of benefits from research and self-development to adjust learners' attitude

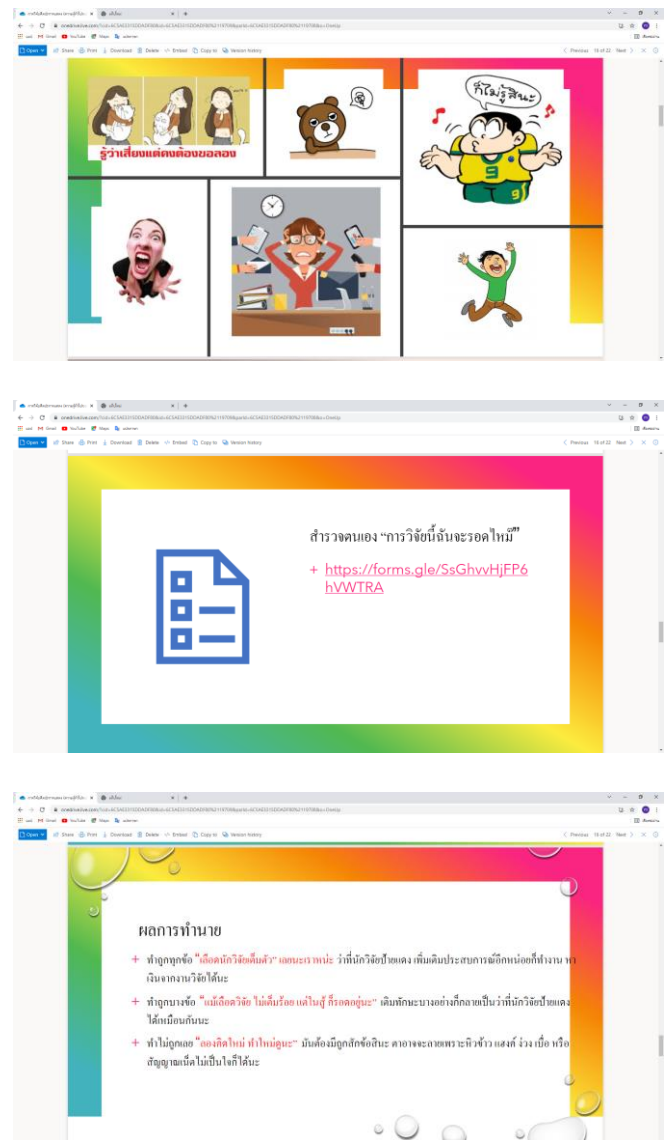


Fig.5: Survey attitude and qualification researcher for Performing Arts Research Course in Google Classroom, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dance and Theatre), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University [10]

2. Application of games to stimulate learning, develop skills, and build learning experience. By learning with classmates, the learners will feel accepted by others, which will create confidence and pride in themselves.

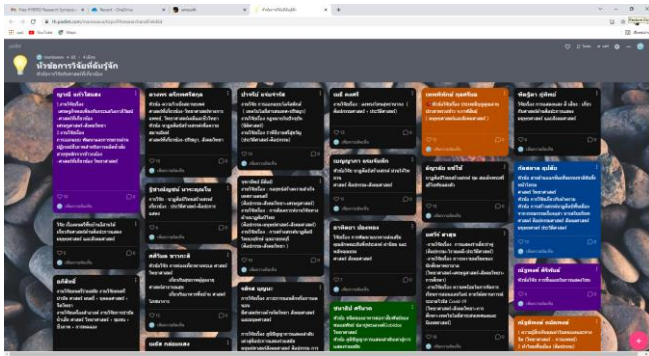


Fig.6: Padlet: a web application for Performing Arts Research Course in Google Classroom, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dance and Theatre), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University [11]

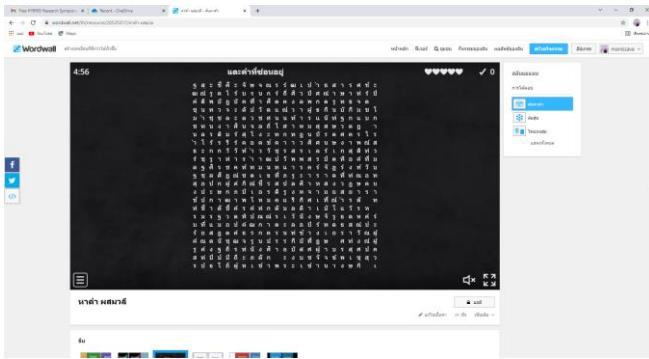


Fig.7: Wordwall: a web application for Performing Arts Research Course in Google Classroom, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dance and Theatre), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University [12]

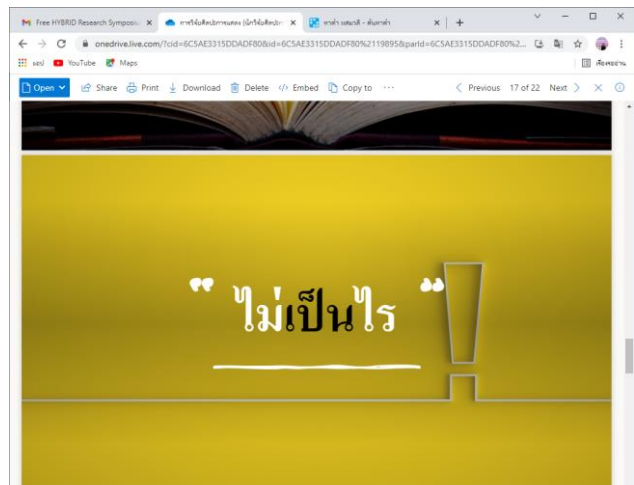
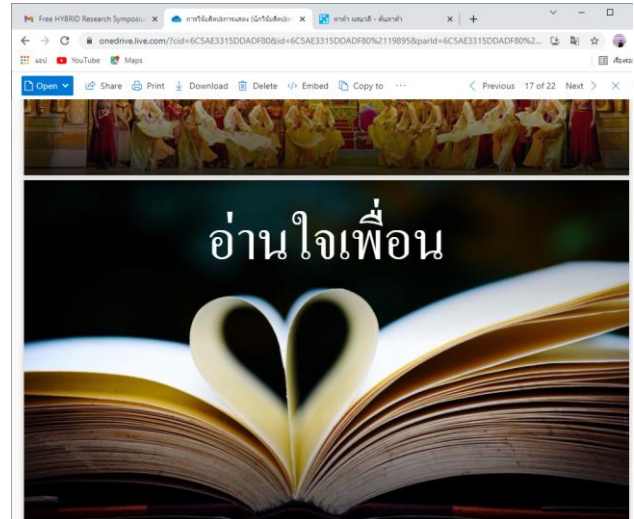


Fig.8: Game in online classroom for Performing Arts Research Course in Google Classroom, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dance and Theatre), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University [13]

3. Doing research on their chosen topic to discover their potential and development. Researching the interested topics will be beneficial for future studies and their occupation.

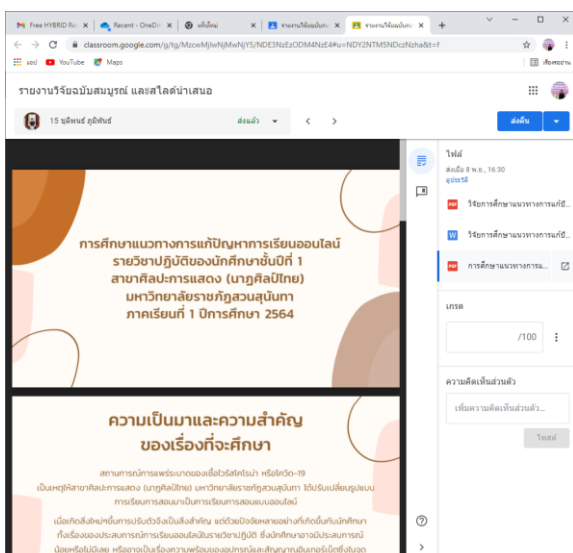
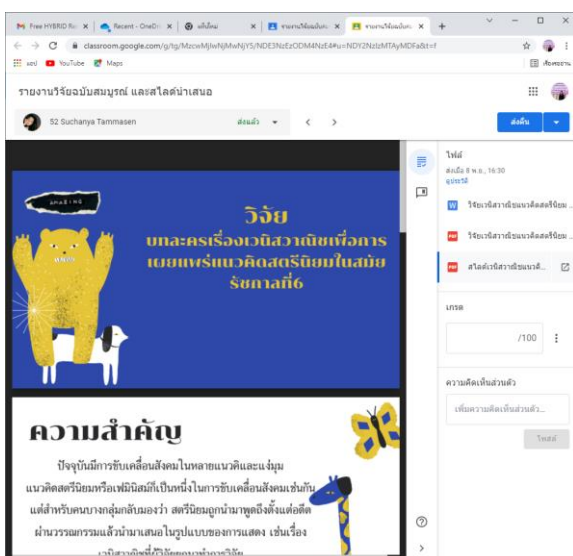
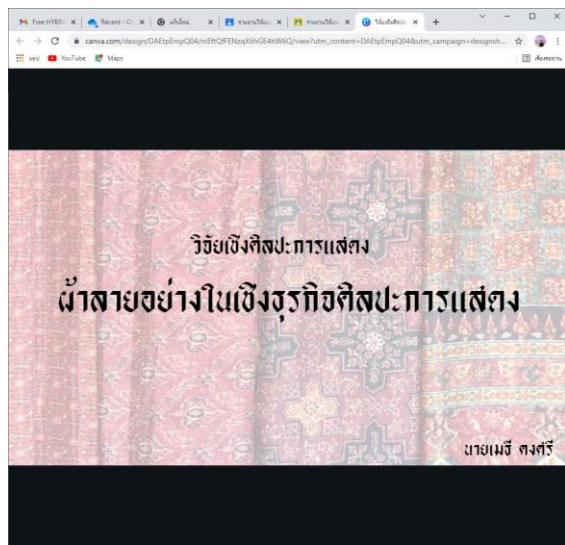


Fig.9: Variety topic performing arts research for Performing Arts Research Course in Google Classroom, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dance and Theatre), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University [14]

4. Exchange of knowledge, demonstration, and advice from friends and instructors, both in group and individually, to stimulate learning and help learners to accept opinions of others and understand the code of conduct for researchers.

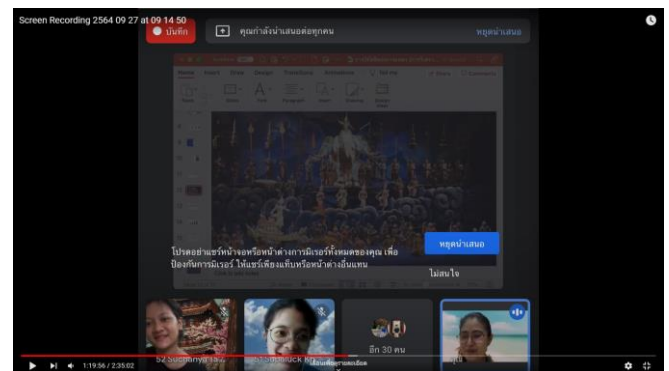
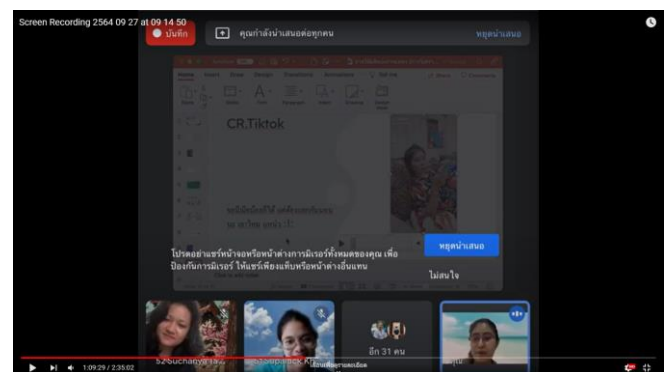
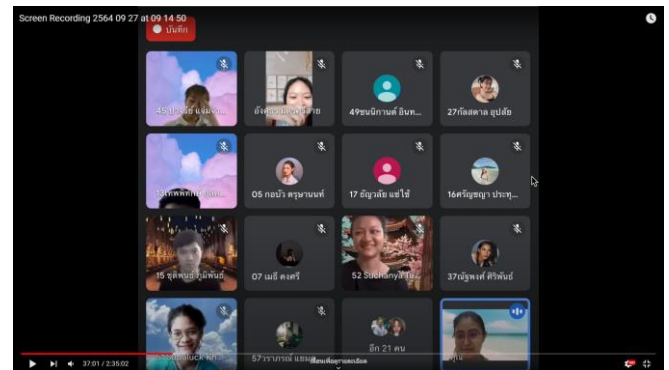


Fig.11: Exchange knowledge, demonstration, and advice performing arts research our class: friends and instructor for Performing Arts Research Course in Google Classroom, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dance and Theatre), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University [15]

This is based on social psychology to adjust learners' attitude and social behavior.

Using games as a medium can approach the learners effectively.

The achievement is evaluated by 4 points:

1. Level of interests in learning contents

การประเมินความรู้ ทักษะ ประสบการณ์วิจัยศิลปะการแสดง

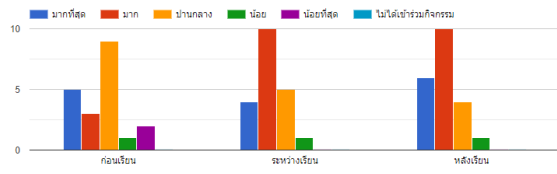


Fig.12: Level of interests in learning; knowledge, research skills, and experience for Performing Arts Research Course, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dance and Theatre), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University [16]

การนำความรู้ ทักษะ ประสบการณ์วิจัยศิลปะการแสดงไปใช้ประโยชน์

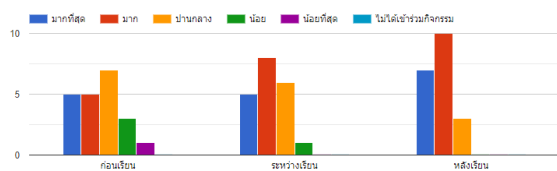


Fig.13: Level of interests in learning; benefits for studying Performing Arts Research Course, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dance and Theatre), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University [17]

2. Rate of assignment submission

ความพร้อมการเข้าร่วมกิจกรรมของรายวิชา

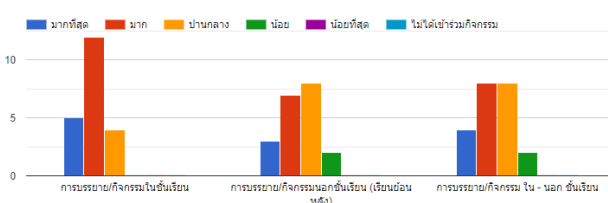


Fig.14: Rate of assignment submission: inside class, outside class, and combine (inside-outside class) for Performing Arts Research Course, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dance and Theatre), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University [18]

3. Idea for research topics, which helps develop research skills according to the course objectives

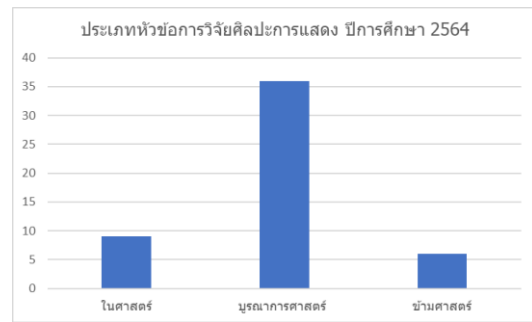


Fig.15: Categories of performing arts research's topic in Performing Arts Research Course, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dramatic Arts), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University [19]

4. Application of knowledge in other courses and in daily life.

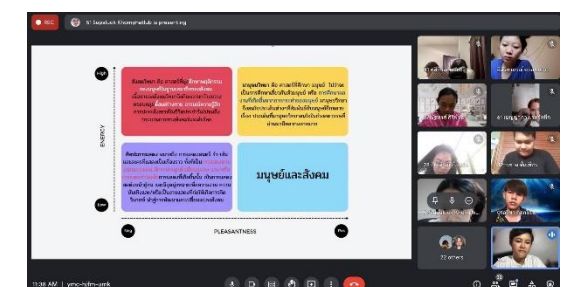
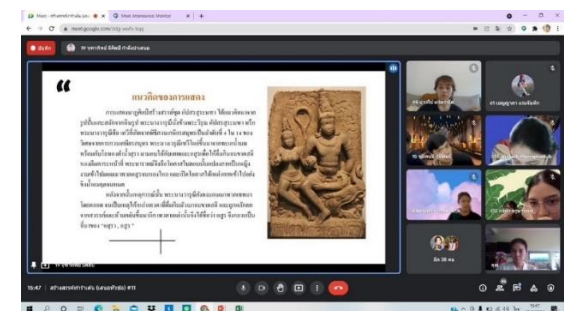
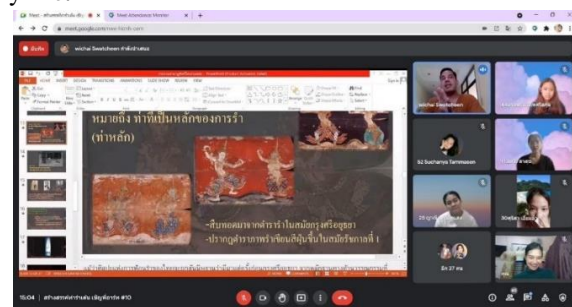


Fig.16: Integrated choreograph course for Performing Arts Research Course in Google Classroom, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dramatic Arts), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University [20]

VI. DISCUSSIONS

Integrated teaching and learning management system Performing Arts Research Course of the Bachelor of Fine Arts Program Faculty of Fine and Applied Arts Suan Sunandha Rajabhat University with an emphasis on students. It is an integration of education in four areas, content, teaching methods, measurement, and evaluation, and technology, based on individual learning. To encourage lifelong learning which was the heart of the study. [21]

Performing Arts Research course was designed for learning content. To develop individual research skills such as observation, presentation, interpretation, communication, sequencing, grouping, analytical thinking, synthesis, etc. These skills can be applied in daily life. [22] An analysis of one's history and works. There were built yourself aware of your worth, self-development, guidelines student, promotion acceptance among friends. Thinking about research topics on their own allowed students to think, explore for themselves, and try to do what they strive for research problems under the scope of the performing arts. When students answered questions or a successful research problem resulted in self-esteem and its use in the future. The use of games as part of the process of stimulating learners' interest. It was also an effective tool for communication between teachers and students because games gave learners access to organized knowledge, easy digestion, reduced time to understand, fun in games that use teachers must understand, and select appropriately for the content. Learner's Qualifications will be effective such teaching and learning management was a combination of learning psychology and behavioral learning through the learning process of performing arts [23]. As it was said "Performing Arts, It is a communication tool for individuals, groups of people to express themselves. and the image of each person and society." [24] Bringing the Performing Arts to Education It is another way that students can see, approach, model, and act. It can also be cultivated until it becomes a habit.

CONCLUSION

Integrated teaching and learning management education Performing Arts Research Course Undergraduate of the performing arts branch (Thai Dance and Theatre) Faculty of Fine and Applied Arts Suan Sunandha Rajabhat University It is an integrated study consisting of the content in the science of performing arts, and across science. A student-centered teaching approach leads to individual development. Using games as a learning medium and stimulate the learning process to attract learners' interest, follow up, experiment, and practice and its use of Individual measurements and assessments puts learners in competition with themselves. When successful resulted in pride self-acceptance and acceptance from society. Adjusting the attitudes of learners before starting school was another process of cognitive integration between learners and teachers. This whole process integrates education, psychology, and performing arts. This study was innovative and worth developing in performing arts education.

ACKNOWLEDGEMENT

This research was conducted under the policy of Suan Sunandha Rajabhat University in promoting and enhancing the faculty member's potential in terms of research. The budget was allocated through the Research and Development Institute and granted to researchers qualified. The researcher wished to thank all bodies concerned for your kind consideration.

REFERENCES

- [1] National Education Law, 1999, Section Guidelines for Educational Management, The Government Gazette, 1999, Ministry of Education, Thailand.
- [2] Wittaya Wayo, Apiradee Charoennukul, Chatsuda Kankayant, and Janya Konyai. Online Learning Under the COVID-19 Epidemic : Concepts and applications of teaching and learning management. Regional Health Promotion Center 9 Journal. Vol.14,34 (2020): May-August, Retrieved file:///C:/Users/PC/Downloads/242473-Article File-845510-1-10-20200805.pdf
- [3] Phetcharat Jongnimitarasatthapon, and group. The Interdisciplinary integration on across Curriculum of majesty's virtue prathomsuksa IV student, Education. Journal, Konkarn University, Thailand. Vol.32, 4 (2009) : October – December, Retrieved file:///C:/Users/PC/Downloads/173-276-2-PB.pdf
- [4] Phacharin Santiatchawan. A solution to the problem of dance research: thought systems and language use. Journal of the Institute of Culture and the Arts, Srinakharinwirot University, Vol 19, 2 (2018): January – June, Retrieved that <https://so02.tci-thaijo.org/index.php/jica/article/view/129945>
- [5] Manissa Vasinaron. (2004). Integrated of Learning management in Introduction to Performing arts: basic content's course in phrase 4 of Rajavinit Matayaom School. [Report] Chulalongkorn University, Thailand.
- [6] Manissa Vasinaron. (2021). Research process for Integrated Learning Management System in Performing Arts Research Course, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dramatic Arts), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University. Suan Sunandha Rajabhat University, Thailand.
- [7] Manissa Vasinaron. (2021). Announcement for Performing Arts Research Course in Google Classroom, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dance and Theatre), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University. Suan Sunandha Rajabhat University, Thailand.
- [8] Manissa Vasinaron. (2021). Assignment's Activity Research for Performing Arts Research Course in Google Classroom, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dramatic Arts), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University.
- [9] Manissa Vasinaron. (2021). Relationship between Content's performing arts research course, Activity and Game, and Result in Google Classroom, Bachelor of Fine and Applied Arts Program in Performing Arts

- (Thai Dramatic Arts), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University.
- [10] Manissa Vasinaron. (2021). Survey attitude and qualification researcher for Performing Arts Research Course in Google Classroom, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dance and Theatre), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University.
 - [11] Manissa Vasinaron. (2021). Padlet: a web application for Performing Arts Research Course in Google Classroom, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dance and Theatre), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University.
 - [12] M. Vasinaron. (2021). Wordwall: a web application for Performing Arts Research Course in Google Classroom, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dance and Theatre), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University.
 - [13] M. Vasinaron. (2021). Game in online classroom for Performing Arts Research Course in Google Classroom, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dance and Theatre), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University. Suan Sunandha Rajabhat University, Thailand.
 - [14] M. Vasinaron. (2021). Variety topic performing arts research for Performing Arts Research Course in Google Classroom, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dance and Theatre), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University. Suan Sunandha Rajabhat University, Thailand.
 - [15] M. Vasinaron. (2021). Exchange knowledge, demonstration, and advice performing arts research our class: friends and instructor for Performing Arts Research Course in Google Classroom, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dance and Theatre), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University. Suan Sunandha Rajabhat University, Thailand.
 - [16] M. Vasinaron. (2021). Level of interests in learning; knowledge, research skills, and experience for Performing Arts Research Course, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dance and Theatre), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University. Suan Sunandha Rajabhat University, Thailand.
 - [17] M. Vasinaron. (2021). Level of interests in learning; benefits for studying Performing Arts Research Course, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dance and Theatre), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University.
 - [18] M. Vasinaron. (2021). Rate of assignment submission: inside class, outside class, and combine (inside-outside class) for Performing Arts Research Course, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dance and Theatre), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University.
 - [19] M. Vasinaron. (2021). Categories of performing arts research's topic in Performing Arts Research Course, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dance and Theatre), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University, Thailand.
 - [20] P. Jirajarupat, S. Siri wattanakula and M. Phetruchee. (2021). Integrated choreograph course for Performing Arts Research Course in Google Classroom, Bachelor of Fine and Applied Arts Program in Performing Arts (Thai Dramatic Arts), Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University, Thailand.
 - [21] N. Anantrawan. The Concept of Arts Integrated Learning Management: Visual Art, Music, and Dance for Arts Teacher. *Fine Arts Journal Srinakarinwirot University*. Vol.20,1 (2016): January-June, Retrieved that <https://so01.tci-thaijo.org/index.php/jfofa/article/view/92918>
 - [22] K. Aim-aod. Integrated Learning and Teaching in Course: Thai Dance and Drama 5 Sukhothai Dance. Revised that http://rdedu.bpi.ac.th/research/myfile/BPI20180627101637_kason.pdf
 - [23] K. Sumawan and M. Vasinaron. The Dissemination of Thai Drama's MADANABADHA of King Vajiravudh. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*. Vol.12,8 (2021). p.2180-2184. Retrieved that <https://www.turcomat.org/index.php/turkbilmat/article/view/3460/2962>
 - [24] M. Vasinaron. Thai Performing Arts and Public Policy 1925-1973. [dissertation]. Chulalongkorn University, Thailand.