

Outcome-Oriented Online Instructional Management Model for Tourism and Hospitality Industry Students in Higher Education

By

Aunkrisa Sangchumnong

School of Tourism and Hospitality, Suan Dusit University

Suriya Somchan

School of Business and Communication Arts, University of Phayao

Email: somchanup@gmail.com

Krit Phanpanya

Ind. Tech. Civil Technology, M. A. Tourism and Hotel Management, Ph. D., Tourism Management, International College, Maejo University

Piyaphong Supanyo

School of Business and Communication Arts, University of Phayao, Thailand

Abstract

The situation of the COVID-19 pandemic has pushed all agencies toward the need to adapt in order to be able to continuously drive implementation forward, including organizations and stakeholders that are affected the least, such as in the circles of higher education. The Online Instructional Management model has come to play a role in instructional management, which has resulted in every field of study needing to adapt in order to avoid obstacles in learning management for students, especially the field of study in the tourism and service industry in which learners will need to have learning outcomes that are different from those of other fields of study. The learning model that is appropriate under the situation of the regulations, measures, rules, and limitations of online instructional management information technology that has become involved with online instructional management thus has importance that should receive consideration of many components as well as the capabilities, experience, skills, expertise and competencies of those who want to communicate to others who want to receive and know the information that needs to be conveyed both directly and indirectly. It was found that teachers will need to take into consideration the various processes comprising analysis of competencies, expected outcomes of the courses, assessment of learners before organizing classes, design of learning activities, assessment of the results of the learning activities and assessment of the competencies of the learners following their completion of the courses, which are all important.

Keywords: Outcome-Based Learning, Tourism and Hospitality Industry, Online Teaching, Online Instructional Management Model, Students in Higher Education

1. Introduction

During the business situation in the tourism sector in the year 2020-2021, it was found that businesses in every area experienced significant problems in terms of profits that decreased by being increasingly impacted from the spread of COVID-19. The difficulties included more than the impacts from lockdowns as many businesses also lacked liquidity, resulting in the need to stop operations or completely go out of business, and workers lost their jobs. Meanwhile, remedial measures may prove to be inadequate if there are additional lockdowns. Following which, the important factor was the acceleration of 100 million doses of the COVID-19

vaccination to the public within the year 2021 according to the plan that will result in both companies and the public being able to resume the business of life and spending as usual. With the gross domestic product of Micro, Small and Medium Enterprises (MSME), the tourism business in the year 2020 had a value of 621,668 million baht calculated as 11.60% of GDP. The MSME total, which when compared with the year 2019 before the occurrence of the pandemic of COVID-19, had a proportion reaching 17.50%, indicating that the impacts from COVID-19 that MSME tourism business have received were somewhat severe when compared with businesses in other fields. Moreover, when divided according to the size of business, it was found that the MSME had a proportion of GDP reaching 52.90% in the tourism sector (Office of Small and Medium Enterprises Promotion, 2021). The situation of the coronavirus-19 pandemic resulted in the tourism industry needing to adapt greatly as the business sector and the many various services needed to face a period with the largest decrease in the number of tourists in history enduring for a lengthy period of time lasting more than 2 years. Thailand has used tourism as a tool for driving the economy of the country, thus it can be said that this caused severe impacts and broadly affected every sector and level (Office of the Permanent Secretary, Ministry of Tourism and Sports, 2020) because when there was a lack of tourists, it resulted in a discontinuation of the activities in the economic system that are involved with tourism. It can be seen from the impacts on the aviation sector, both domestic and international, that it was disrupted, and this had an effect on the tourism, service and accommodation sectors as well as the local communities that conduct trade at tourist attractions.

In respect to education, which plays an important role in human development for participation in society and employment, especially in the service industry, it was found that it is one sector that has received severe impacts due to the situation of COVID-19, which resulted in mass unemployment of many employees, causing a wave of lack of confidence and insecurity regarding working in the service industry to emerge (Suthiwatanaruput, 2021). In addition, the field of instructional management was impacted due to human resource development for entry into the tourism industry and service personnel needing to have both knowledge and expertise in preparation for service in which learners will need to receive continuous intensive training that will result in having preparedness and competencies in doing work in the service industry. However, under the limitations of instructional management during the situation of COVID-19, the impacts meant that the normal style classroom was not able to be used. At the same time, classes could not be suspended to wait for the situation to change because it was not known when it would improve. Changing normal classrooms to online classrooms thus was the only solution that educational institutes at every level chose to use, and teachers needed to adapt in order to access the online instructional management tools that are needed in the development of the competencies of learners, which is still possible as expected. The educational model that is appropriate for online instructional management in the fields of study that are involved with the tourism and service industries thus is the important target that will be discussed in this paper for application to use as guidelines for teachers to apply for use in the future.

2. Revolution in Education and the Influence of the Online World

The revolution in education that was hardly expected to actually happen suddenly changed the normal style of instructional management to the online format, which, as a result, both teachers and various learners were not prepared for these sudden changes that were caused by the coronavirus (COVID-19) pandemic that occurred quickly at the end of the year 2019 and increased in harshness, especially the widespread rapid impacts, throughout the year 2020 as well as into the current year 2022. Without the issuing of clear guidelines for ending the

pandemic, people worldwide have needed to change their way of life in order to avoid contact with the pathogens by important measures that were applied, namely social distancing through the reduction of close interactions of every type, which led to the issuing of measures to stop activities that require gathering together in large groups and instead communicating with each other primarily through social media online. Instructional management is a social model that will need to follow the same standards as the situation in the past that will be similar to the model of instructional management in a classroom totaling from 10 people up to 100 people or more that has become common and organizing education by having teachers and/or the team of assistants to carry out the delivery of knowledge to learners through the lecture process with various types of teaching materials and documents. However, during this era of change that was determined by COVID-19, studying together in the same classroom needed to be cancelled immediately, and teachers needed to lead learners' entry into studying through online academic channels in order to be in accordance with the social distancing measures and reduction of the spreading of pathogens. Unavoidably, this adaptation that was required happened abruptly, both for learners and teachers, resulting in the use of online classrooms (Inthason, 2020). It was found that there are both advantages and disadvantages that emerged, as follows.

In respect to the advantages, it was found that although there was the situation that was a serious problem, instructional management was still able to continue due to the advantages of online instructional management, which can be summarized as studying online helps with reduction of travel time for both teachers and learners, there is a system to facilitate classroom management that provides further convenience, there are channels for communication between teachers and learners, and convenience in using the technological tools in searching for information easily. In contrast, with regard to the disadvantages, it was found that the instructional management teaching model results in a one-way communication style more than two-way communication, which easily leads to errors in learning, accessing the learning equipment has limitations and high costs, young learner students do not have the concentration in studying due to a lack of self-control, remaining in front of the screen a long time easily results in stress and boredom, studying online is may lead to online addiction, and using eyesight in front of the screen more than necessary may cause related health problems easily (Thairath Online, 2020. Finally, the main lesson learnt from the COVID-19 pandemic is that teachers and students/learners should be oriented on the use of various online educational tools. After the COVID-19 pandemic, when the normal classes resume, teachers and learners should be encouraged to continue using such online tools to enhance teaching and learning (Pokhrel & Chhetri, 2021).

3. Online Instructional Management Model

Online instructional management has been discussed for a long time; however, it did not have a strong influence on academic society until the arrival of this era of the COVID-19 pandemic, which has resulted in the educational institutes being forced to arrange educational models during this situation with five types of dissemination, namely the On-site model, which is the arrangement of education in normal classrooms for small schools; the On-Air model, which is the arrangement of education through a distance education satellite system; the On-demand model, which is the delivery of education through an application system, the On-hand model, in which teachers travel to distribute worksheets to learners or arrange the delivery of educational materials to learners, and the On-line model, which teachers apply to conduct teaching through electronic media (Inthason, 2020; Mathuros, 2021).

The online learning management model has been further developed quickly and in many various ways with a focus on learners receiving the development of skills and competencies in accordance with what has been determined in the curriculum under certain limitations, which are (1) online classrooms, (2) learners have freedom in self-control, (3) the environment surrounding learners is not conducive to having concentration in studying, (4) instructors are not able to analyze learners physically, (5) skills training is difficult to process when hands-on practice cannot be controlled, and (6) the screens that are used in constructing interactions with teachers have a small size, resulting in the learners losing interest easily.

However, teachers can conduct the design of the process of online instructional management that covers various issues for the reduction of these limitations as much as possible as follows:

- 1) Prepare teaching materials in electronic form and have channels for distribution of media to learners online such as WBS-C-LMS
- 2) Open online classrooms through applications that are appropriate for instructional management, such as ZOOM or Microsoft Teams
- 3) Use chatrooms to communicate, converse, make appointments or ask questions through various platforms such as Line Application, WeChat, Facebook, Messenger, and WhatsApp
- 4) Use a wide range of teaching materials online to motivate learners, such as Kahoot, Quizziz, and TikTok
- 5) Use the instructional management model with a wide range of styles, such as Active Learning, Flip classroom, Project-based, Research-based, Outcome Based, and Game-Based

An example of the media that have received popularity in use as a replacement for actual classrooms is Zoom Cloud Meetings. Regarding the advantages, it was found that this is a system that is appropriate for online instructional management providing the ability to make video calls, save content both in Cloud or on the computer, share content, and to use both the free model and the paid version. The limitations that were found are that users are not able to store work and support for usability is limited for those using the free version, such as not exceeding 40 minutes and not allowing more than 100 people. Another channel that has become popular is Google Meet, and its advantages were found to be that it is appropriate for the arrangement of meetings and users are able to make video calls and save videos. Moreover, Microsoft Teams also has advantages that were found to be appropriate for the implementation of the instructional management model as the full version provides the ability to make video calls, arrange meetings, assign work and submit homework, perform tests, save teaching information and view the information that was previously posted. With the availability of a wide range of platforms and online educational tools, the users, both educators and learners, face frequent problems while using these tools. Some of the challenges identified and highlighted by many researchers are summarized as follows: Broadly identified challenges with e-learning are accessibility, affordability, flexibility, learning pedagogy, life-long learning and educational policy (Pokhrel & Chhetri, 2021; Aqsam, 2022). Furthermore, some academically competent learners from economically disadvantaged backgrounds are unable to access and afford online learning. The level of academic performance of the students is likely to drop for the classes held for both year-end examination and internal examination due to reduced contact

hours for learners and lack of consultation with teachers when facing difficulties in learning/understanding (Sintema, 2020). Student assessments are carried out online, with much trial and error, uncertainty and confusion among the teachers, students and parents.

4. Concept of Performance Evaluation of Academic Achievement

COVID-19 led to the worldwide closure of schools and universities, forcing them to adopt a remote learning model. Teachers had little time to adapt to online learning that continued classes in the homes. Although technology has evolved rapidly, making it easier for us to do many day-to-day things, the shift to online education has not occurred as smoothly as we would like. Formative or summative assessments can be used in both face-to-face and online courses. The latter offers more attractive formats that evaluate innovatively, allowing students to perform, apply the content they have learned, and demonstrate their knowledge profoundly in ways that are not possible with a traditional multiple-choice test following online questionnaires, essay questions, drag-and-drop activities, dialogue simulations and online surveys. Evaluation is a necessary practice in the learning process because it shows whether the students have mastered the content and whether the educational objectives have been met. Online assessments offer new and engaging methods that can be implemented in classes, such as real-time surveys, drag-and-drop interactions, and dialog simulations, with ramifications that allow students to navigate multiple paths through a conversation, etc. (World Health Organization: WHO, 2020).

Performance evaluation of academic achievement is the measurement of academic success or the measure of academic experience that learners have received from classes by assessments in accordance with the aims of teaching or the measurement of success from educational training in various programs (Center for Teaching Innovation, 2022). The definition of achievement is provided as studying according to a plan that is determined in advance as a result of the teaching process during a period of time. Performance evaluation of academic achievement can thus be said to have importance as a result of observing the product that has occurred from instructional management, and this is regarded as a principle activity in instructional management that is required (Muenpho, 2020).

Outcome-based education (OBE) or education that focuses on outcomes is an educational philosophy that states that education should have the aims in learning outcomes (knowledge and ability of students in the initial stage) that are specified by the curriculum and methods. Classes are designed to be able to produce students that have the knowledge and ability as mentioned. Learning outcomes is the expectation that students will have the ability to perform in accordance with the goals of learning based on the learning activities. Giving importance to the learning outcomes process in specifying outcomes is the factor that controls class activities in outcome-based learning. Every curriculum and class is determined in order to produce the specific qualities that students will have when they graduate. The importance of the learning management model is the outcomes, and it was found that it is a method that will result in the teachers communicating with learners directly and clearly so that in these courses, learners will have received knowledge and know how they have developed, which is the performance evaluation of the development of learners objectively and efficiently (Sun & Lee, 2020).

In order to adjust the Program Learning Outcomes (PLO) to be consistent with the aims of the management curriculum of each university that emphasizes Outcomes Based Education (OBE) by curriculum, it is necessary to specify the learning outcomes both at the program level

(Program Learning Outcomes: PLO) and the course level (Course Learning Outcomes: CLO). This includes the creation of a table showing the relationship between learning outcomes of the courses (PLO) with Student QF and learning outcomes in accordance with the framework of standard qualifications at the national level of higher education, having five aspects (TQF-LOs). Improvement of learning outcomes of the curriculum employs the method of redesign of the new courses, in which curriculum meetings are held between the professors who are responsible for the curriculum and the teachers to survey the needs of user graduates as well as conduct studies and compare with the courses that are already offered in other institutions. It was found that the courses employ teaching methods that are in line with the standard learning outcomes in the five aspects, including Expected Learning Outcomes (ELOs), Generic Learning Outcomes, and Specific Learning Outcomes.

Related research that is interesting, namely the research of Sun & Lee (2020), mentioned the findings from their study indicated that when there are large classrooms that have instructors who are assigned to teach more than one course, consistency in implementation according to the teaching and learning methods and assessment of the performance of learners becomes a challenge. Some scholars have a bias toward learners that have better academic performance, and effective assessment of learning outcomes that might require many years to be conducted. Moreover, some scholars must face the increase of pressure when applying OBE to use, which leads to reduction of quality and creative ideas between the curriculum and delivery of assessment, as emphasized by Gunarathne et al. (2019). Nevertheless, this concept is in conflict with the findings that were summarized by Matthews & Mercer-Mapstone (2018) and indicates the teaching guidelines that are different and innovative, which are included for facilitation of scaffolding and development of a progressive skill set in the presentation and assessment of the course. This factor allows learners to build interest and motivates them to be the owners of their education.

5. Competency and Guidelines for the Development of Academic Competencies

“Competency” is a word that comes from an article entitled Testing for Competency Rather than for “Intelligence” published by David C. McClelland, who studied the relationship between the positive characteristics of a person (Excellent Performer) and ability that is genuine, which is known as “competency”. This article states that competency is regarded as the personality that hides within the individual which is able to push that individual to create performance that is considered good or in accordance with the criteria that have been determined regarding the work for which they are responsible (Ratchagit, 2019). Components of competency comprise knowledge, skills, self-concept, personality, traits, motives, and attitudes. The models to determine the level of competency include two types, the first of which is the scale in which the competencies of individuals are determined by their level of knowledge, skills and different characteristics based on factors that are defined as behavioral indicators that reflect the ability in each level (proficiency scale). The criteria for the rating of the level and ability are specified into five levels, which are 1. the basic level (Beginner), 2. the level having some knowledge (Novice), 3. the level having a high amount of knowledge (Intermediate), 4. the level of having very much knowledge (Advanced), and 5. the level of having complete expertise (Expert) (Kittiwantichaphar & Tubtiagn, 2018). In addition, the second model is undefined as a scale for competencies that are emotional behavior or attitudes that do not require the use of a scale such as honesty, punctuality, etc. Such measurement-specific competencies are often beyond the usual methods; however, it may be necessary to use stakeholders in support of the needs of all learners. The standard tools to measure

competencies may be applied as a strategy that helps in determination of the guidelines in the assessment. The scale of learning outcomes of Bloom’s Taxonomy (Revised) may be used to measure the level of learning outcomes of learners in each of the courses.

Assessment is regarded as the process of data collection to interpret, save and use the related data of the learners that complete the workload/work assignments so that the learners know what they are capable of doing and how they will achieve further with numerous methods and tools. In education, the term “assessment” refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, and educational needs of students.

Performance assessments typically require students to complete a complex task, such as a writing assignment, scientific experiment, speech, presentation, performance, or long-term project. For example, educators will often use collaboratively developed common assessments, scoring guides, rubrics, and other methods to evaluate whether the work produced by students shows that they have mastered what they were expected to learn. Performance assessments may also be called “authentic assessments,” since they are considered by some educators to be more accurate and meaningful evaluations of learning achievement than traditional tests.

Acquired skills are talents and expertise often obtained through education or experience. These include soft skills such as communication and hard or technical skills such as computer programming.

Learning and development is the process of acquiring and developing knowledge, skills, capabilities, behaviors and attitudes through learning or developmental experiences. It is concerned with ensuring that organizations have the knowledgeable, skilled, engaged and committed workforce that they require.

However, as mentioned above, there is direct consistence with the Conceptual Learning Model (U.S. Department of Education, 2001), as seen in Figure 1.

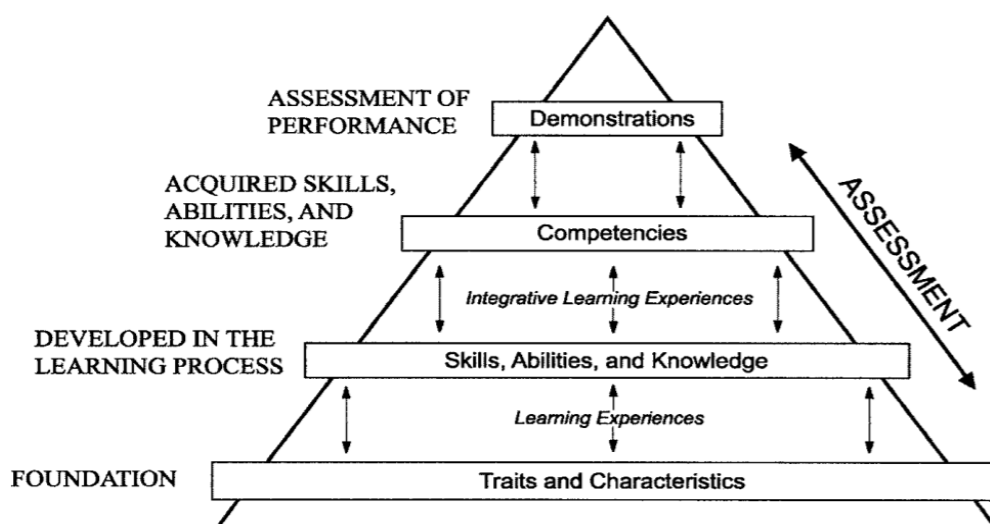


Figure 1. *Conceptual Learning Model*
Source: U.S. Department of Education (2001)

The learning concept according to the model reflects the view that every learner will have basic competencies within themselves (Foundation: Traits and Characteristics) that may result from various causes such as previous learning, hearing from others or directly from relevant experiences. From these factors, when applying synthesis with the research results above, it was found that the competencies of learners will be developed further when they gain experience from the classroom (Learning Experiences). Thus, teachers need to arrange classes that focus on constructing experience in order to provide skills, knowledge and abilities for the ongoing teaching of competencies to learners. Teachers will need to apply this concept to the courses that are arranged in order to specify the guidelines for constructing experience in classrooms related with the expected competencies according to the courses in order to achieve the goals of the results-oriented instructional management model by focusing on outcomes, which is referred to as Outcome Based Education.

Table 1. *Relationship between PLO and Learning according to the Theory of Bloom's Taxonomy*

PLOs	Knowledge	Skills	Competence
	(Remembering, Understanding)	(Applying, Analyzing)	(Evaluating, Creating)
1) Understand the science of tourism and service management principles and ethics in the tourism and service sector	- Knowledge about tourism and service - Ethics in the tourism and service sector	- Communication skills - Systematic thinking skills	
2) Application of knowledge and skills in the management of tourism and service businesses in order to create products and services that respond to the needs of tourists	- Knowledge about the management of tourism and service businesses	- Skills in the management of tourism and service businesses - Skills in the development of products and services - Skills in selling products and services	- Development of products and services that are able to respond to the needs of tourists
3) Analysis of the possibilities in the tourism and service businesses for making business decisions	- Knowledge of the analysis of possibilities	- Skills in making business decisions	- Assessment of the possibilities in tourism and service businesses
4) Be able to conduct assessment of the trends of the tourism and service sector in the future	- Knowledge based on assessment of the trends of the tourism and service sector	- Skills in assessment of the trends of business	- Assessment of the trends in tourism and service businesses
5) Create plans for tourism and service businesses that include environmental consciousness	- Knowledge of development planning for the tourism and service sector - Knowledge in sustainable business management	- Skills for the creation of the tourism and service sector planning	- Development of plans for tourism and service businesses with environmental consciousness
6) Work creatively with service-mindedness to be able to solve the problems at hand		- Skills in thinking creatively - Skills in service mind - Skills in solving problems at hand	
7) Be able to learn throughout life (Lifelong Learning)		- Learning skills throughout life	

5.1 Expected Competencies of Students in the Field of the Tourism and A Service Industries

The fields of study within the tourism and service industries currently include many branches, namely tourism, hotels, the airline industry, the transportation industry, restaurants,

the arrangement of exhibitions and trade shows, etc. The Ministry of Education issued an announcement regarding the standard qualifications level of a bachelor's degree in the field of Tourism and Hotels in the year 2010 followed by the Ministry of Education announcing the standard curriculum in the level of higher education in 2022 by specifying that instructional management in the Hotels and Tourism sector is a field of study in the area of social sciences that is focused on the instructional management model integrated with various sciences, both in theory and practice. Thus, the qualifications of graduates will need to have conformity with the needs of the labor market by being equipped with (1) morality and ethics, service-mindedness, and social responsibility according to professional ethics, (2) academic knowledge and professional skills in the science of tourism and hotels and ability in performing service and management work equivalent with professional performance standards in other regions of the world, (3) skills in the analysis of the situation by application of reason and judgement appropriately for the need to face various situations, (4) a good personality and ability to work with other people at every level appropriately and the ability to continuously develop oneself both in terms of knowledge and professional skills, (5) efficiency in using information technology and at least one international language, especially the English language, as well as ability in appropriate cross-cultural communication, and (6) knowledge and ability in the use of basic mathematical techniques in the processing and analysis of data for the planning of management and development. Therefore, instructional management focuses on the development of potential according to the fields of study that have been specified (The Government Gazette, 2010; The Government Gazette, 2022).

The competencies of students in the field of the tourism and service industries are focused on having skills in doing work so that when they finish their education they will be able to commence work responsibilities immediately. The more expertise one has, the faster the results will be received in terms of the response from the established institutions or organizations. Institutions of higher education thus have the target for raising the level of ability of learners more than merely having knowledge and understanding. However, they will need to be able to perform in various types of work according to the students' interests, such as providing service, inflight services, ground services for passengers, front-end services, flight reservations or providing tours, etc. These skills are in addition to needing to have knowledge and understanding of various processes of work, and the students that study in these courses will need to have classroom training practice until expertise is obtained. Following this, the students will be sent to practice doing real work with establishments before they finish their education, which is a process known as professional experience training or cooperative education. Therefore, it can be seen that the instructional management that has conformity with competency for students in the tourism and service industries is greatly needed to provide opportunities in training for actual skills, which indicates that the use of online classrooms alone could be an obstacle in the development of the students.

For the channels through which students are able to submit requests, opinions or suggestions and feedback regarding the courses via various platforms and channels which are used to contact for news updates and provide advice to students, there are the channels to contact and communicate with stakeholders, entrepreneurs, and leaders as well. Each course can be developed by a system of receiving requests and feedback from learners, the instructors, the personnel providing support and graduate users systematically by receiving knowledge of the results of the assessment and developing the quality on a regular basis, which is an important factor that will result in the course designers gaining awareness of the results in various areas that can be applied to improve and develop the courses. Having a system for

receiving the data from the assessment of the implementation of courses in various areas and applying the data and feedback for improvement of the quality of courses is as follows:

1. The system for the feedback data from learners based on questionnaires and interviews
2. The system for the feedback data from the professors and personnel support line based on Thai Qualifications Framework for Higher Education(TQF : HEd) questionnaires and interviews
3. The system for the feedback data from graduate users and entrepreneurs in the tourism and service sector from questionnaires and interviews

From the results of the assessment of the feedback data system, it was found that the system can efficiently collect the feedback data that is accurate and covers the stakeholders in instructional management according to the tourism management business courses when receiving the suggestions through various channels. Then, the collection of data is presented in the meetings of the course instructors. Following this, the course instructors jointly analyze the suggestions and apply them to improve the course development, then report to and inform the course chairperson and the dean. Following this, they contact and assign a person who is responsible for this and the personnel, from both the academic departments and support line, apply the suggestions to develop the work and the curriculum and conduct assessment of the performance and provide reports in meetings in order to identify the guidelines for further development. The final stage of the process is the reflecting upon the stakeholders to inform them of the application of the suggestions for developing the tourism business management courses.

From the problems due to the spread of the COVID-19 virus, entrepreneurs in the field of tourism have been heavily impacted, resulting in numerous universities needing to arrange internship courses for students in their 4th year within universities in order to increase their options. After it was found that outside internships have limitations because most tourism establishments in the area were closed because of COVID-19 and those that were still open refused to accept student interns, the internships of the universities invited experts from outside such as from TCEP or arranged the meetings and exhibitions, airlines, and 5-star hotels to provide additional lectures and enhance knowledge according to the topics laid out in time periods of four months with a total of six courses free of charge to the additional students. However, if there are external agencies that are open to accepting students for internships, this has not been blocked.

5.2 Summary of Guidelines for Instructional Management for Students in the Field of the Tourism and Service Industries

Under the limitations of the situation of the COVID-19 pandemic, there have been severe impacts on educational institutes, especially the field of instructional management and directing of learning outcomes of learners due to the situation of the pandemic, resulting in the instructional management system not being able to conduct the normal process of interacting face-to-face. Analysis of learning outcomes is difficult to perform through online channels, especially with courses in the service industry, and this has had an effect on the competencies of learners during the use of the online instructional management model with the results in the learning outcomes in competencies in service and performance being lower than usual because learners are not able to perform in accordance with or make an attempt at the topics that the instructors present. The guidelines for instructional management through online channels have

been developed so as to be able to solve the problems of educational management and result in the learning outcomes and competencies of learners being in accordance with what is expected of students in the tourism and service industries. Thus, there is a need to aim at the development of skills through online channels to achieve the expected outcomes by combining the important concepts as follows.

1. Analysis of the competencies and expected outcomes of the courses which teachers are able to conduct through studying the course descriptions with the application of the KSA model and analysis by dividing the components into knowledge, skills and attitude, which are the important components of the expected competencies of the courses.

2. Assessment of learners before arranging classes based on the guidelines of the instructional management model focusing on outcomes according to the concepts mentioned by the U.S. Department of Education (2001) in instructional management that will require the basic education of learners before the arrangement of learning activities that are consistent and the conducting assessment of performance under the limitations of online classrooms together with the application of the concept of Bloom's Taxonomy in the design of the questions for the assessment of learners so that it will be consistent with the expected competencies that have been determined.

3. Design of classroom activities that utilize the styles of instructional management that are results-oriented, such as Active Learning, Flip classrooms, Project-based, Research-based, Outcome-Based, and Game-Based, applied to the learning content, as it is expected that in the courses learners will be given more practice than lectures.

4. Assessment of the results of classroom activities as the process of assessment that will be defined as taking place during the learning activities (Formative Assessment) by focusing on giving individual and group feedback in order to promote the development of the students for providing the expected competencies by giving feedback focused on the development of the KSA related with the content of the courses that is expected.

5. Assessment of the competencies of learners when they finish their education in the courses and assessment of competency of learners before finishing the courses (Summative Assessment) for the summary of the learning outcomes compared with a tool that is used in assessment comprising testing and the performance of the students.

Nevertheless, the most important thing that teachers will need to be concerned about is the design of the activities focusing on enabling learners to practice and present their performance instead of completing written tests. This will result in even more expected achievements for students in the tourism and service industries.

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