

Chen Lijiang. (2024). Effect of Flipped Classroom Combined with Learning Management System on Culinary Teaching Skill of Third-Year Students College Students in Microteaching and Practical Training of Teaching Skills Course. Master of Education (Curriculum and Instruction). Advisors: Asst. Prof. Dr. Thapana Choicharoen, Asst. Prof. Dr. Nitikorn Onyon

ABSTRACT

This experimental research aimed to 1) compare the students' culinary teaching skills before and after learning through the flipped classroom combined with learning management system, and 2) compare the students' culinary teaching skills after learning through the flipped classroom combined with learning management system with the criterion set at 70%. The sample of this research was 32 students (1 classroom) in third-year students of the Culinary and Nutritional Education program at Hanshan Normal University, the People's Republic of China, during the 2023-2024 academic year, which was derived from using cluster sampling. The research instruments were 1) four lesson plans which based on learning through the flipped classroom combined with LMS with mean of congruence at 4.25, 2) the culinary teaching skills evaluation form with inter-rater reliability through Pearson correlation coefficient was at .69. The statistics for data analysis were mean, standard deviation, t-test for dependent samples and t-test for one sample.

The results of this research were as follows: 1) After learning through flipped classroom combined with LMS, both students' overall culinary teaching skills and each sub-skill had significantly improved compared with before learning, with a statistical significance of .01 ($t_{31} = 20.71, p = .001$); And 2) after learning through flipped classroom combined with LMS, students had higher scores on the culinary teaching skills than 70%, with a statistical significance of .05 ($t_{31} = 2.25, p = .032 < .05$).

The knowledge gained from this research was the new teaching method using flipped classroom combined with LMS. This teaching method consists of 3 stages with a total of 8 steps as follow; 1) stage 1 before class compose of 4 steps (step 1: uploaded learning materials, step 2: online assignments, step 3: self-learning, step 4: created lesson plan), 2) stage 1 in class compose of 2 steps (step 1: simulated teaching, step 2: discussions and evaluations), and 3) stage 3 after class compose of 2 steps (step 1: submitted discussions and evaluations, step 2: feedback).

Keywords: Culinary Teaching Skills, Flipped Classroom, Learning Management System