The Design of Blended learning enhance Digital storytelling in Teacher's College Students Lao PDR.

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ABSTRACT: *The research explores the use of blended learning to enhance digital storytelling skills in Teacher's College students in Lao PDR. The study focuses on the design of a PAKSE model consisting of 5 steps: 1) Plan, 2) Active, 3) Keep, 4) Share, and 5) Evaluate. The research investigates the effectiveness of this model in developing English communication skills, including speaking, listening, reading, and writing, through the creation and sharing of digital stories using various digital tools and platforms. The findings suggest that the use of blended learning can provide students with a flexible and personalized learning experience and improve their communication, creativity, and critical thinking skills. The study highlights the importance of addressing factors such as students' access to technology, learning preferences, and resources and support when designing PAKSE models to ensure an inclusive and effective learning environment.*

Keywords: Blended learning, Digital storytelling, English Grammar 3, Teacher's College Students Lao PDR.

1. Introduction

The government of Lao PDR has established a vision for social-cultural development until 2030 that aims to develop human resources to meet regional and international standards and enhance the production force to meet national economic-social development needs. The government also aims to improve the general education of Lao citizens, provide quality public health services, and increase the average life expectancy to over 75 years. In addition, the government has prioritized cultural-social development as the highest goal of the socio-economic development strategy until 2025, with a focus on improving the quality of life, reducing poverty, developing the education sector, culture, and enhancing the quantity and quality of work skills.

The Ministry of Education, Culture, Sports, and Science has established a vision that aligns with the government's 2030 vision and 2025 socio-economic development strategy. The ministry aims to provide equal education opportunities for all Lao citizens, enabling them to develop themselves into good citizens of the nation with high qualifications, health, strength, knowledge, and abilities, preparing the nation to integrate and compete on a global level.

To achieve this vision, the ministry has identified eight missions that include providing compulsory primary and secondary education, eradicating illiteracy, improving vocational education, and training, enhancing the quality of teaching and learning, strengthening education management and supervision, expanding research and evaluation of policies and strategies, and promoting physical education and sports. (Ministry of Education and Sport 2015) In the Lao People's Democratic Republic, there are 8 teacher training colleges in addition to various university departments and the Department of Art and Physical Education under the Ministry of Education and Sports. Each college has developed its study-teaching curriculum and learning plans based on UbD (Understanding by Design), a framework that identifies teacher and student activities through seven stages and five steps. However, certain subjects are still undergoing improvement, and teaching methods focus on student-centered lectures. Deputy Minister of Education and Sports, Mr. Kongsi Saengmani, noted the need for curriculum and teaching method upgrades in all disciplines to reduce theory hours and increase practical hours. The ministry aims to achieve qualitative and quantitative goals for student teachers while integrating English and ICT into the learning-teaching process.

The Lao People's Democratic Republic's Ministry of Education and Sports is working to modernize the study-teaching curriculum and promote teacher training colleges as centers for effective learning using new techniques and teaching methods.

Education is an essential component of human society. With the rapid progress of science and technology, it has become crucial to keep up with modern advancements in teaching and learning. Therefore, developing and improving learning and teaching styles is paramount. Blended Learning is an approach to teaching and learning that emphasizes flexibility, creating a learning environment that allows learners to learn independently. This method considers learners' unique learning styles, communication channels, and patterns of interaction between learners and instructors, as well as learners with content and learning contexts. It employs a variety of teaching materials, activities, and methods, both online and face-to-face, to cater to individual learners' needs and facilitate their learning goals. The aim of Blended Learning is to enable all learners to achieve their full potential in teaching and learning. (Nilsook, and Wannapiroon, 2556)

Digital storytelling is an important tool in teaching and learning because it allows for the integration of various forms of media, such as audio, video, and images, to convey a message or tell a story. This approach engages learners and promotes active participation and collaboration, allowing learners to create and share their own stories. Digital storytelling can also improve critical thinking skills and digital literacy, as learners must select appropriate media and use technology to create their stories. (Ohler, J. 2013).

English grammar is an important aspect of language acquisition as it helps learners to develop the ability to communicate effectively in English. A solid understanding of grammar rules enables learners to express their thoughts accurately and coherently, and it also facilitates reading and writing skills. There has been a shift towards a more communicative approach to teaching grammar, which focuses on teaching grammar in context and using it as a tool for communication. This approach emphasizes the use of authentic language input, which is relevant to learners' lives and interests. It also encourages learners to practice using grammar in real-life situations through activities such as role-plays, discussions, and games. (Ellis, R. & Larsen-Freeman, D. 2009)

English communication skills can also increase cultural understanding and promote diversity. It enables individuals to connect with people from different countries and cultures, which can lead to better relationships and collaborations. In addition, developing English communication skills can boost confidence, self-esteem, and overall language proficiency. (Chelliah, K., & Sabri, N. B. 2021).

Based on the background and the significance of the problems mentioned above, it is crucial to create the design of Blended learning enhance Digital storytelling in Teacher's College students Lao PDR, and the researchers' work, which led to the development of a teaching model known as the PAKSE Model, based on Digital storytelling (Prof Nilsook 2023) This will serve as a guide to teaching and learning English communication skills as effectively adapt to the rapidly evolving world of the 21st century, acquiring relevant skills such as Digital literacy. Critical thinking. Communication and Collaboration. Creativity. Adaptability. Emotional intelligence. Lifelong learning

2. Research methodology

Outline the methods for conducting research. The steps for conducting the research are as Documents Analysis

Table 1. synthesis of Digital storytelling process

PAKSE Model	Digital storytelling process	Chiew Har 2011	Tatlı 2022	Meletiadou 2020	Mirza 2020	Gürsoy 2020	Rajendran 2021	Kasami 2021	(Jitsupa et al., 2022)	Haifa 2020	(Pradit & Nilsook, 2022)	Conclude
1. Plan	1.Come up with idea with a proposal	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
	2.Research/Explore Learn	✓		✓		✓		✓		✓		
2. Active	3. Write/script	✓	✓	✓	✓		✓			✓	✓	✓
	4.Story board/plan	✓	✓							✓		
3. Keep	5. Gather/Create Image; Audio; Video	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
	6. Put it all together	✓		✓	✓	✓		✓		✓		
4. Share	7. Share	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5. Evaluate	8.Feedback and Reflect	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓

From the first table found Digital storytelling process Consists of 5 steps
1. Plan
To create a structured approach to generating new concepts or solutions to a problem. The process involves identifying a problem or opportunity, brainstorming potential solutions, evaluating the feasibility and viability of those solutions, and then presenting a well-defined proposal that outlines the proposed idea in detail and studying of a particular topic, one can gain a deeper understanding of it and develop new insights and ideas. This approach emphasizes the importance of actively engaging with the material and seeking out multiple sources of information to gain a comprehensive understanding of the topic.

2. Active
To create written content, such as a story, essay, article, or letter. It can also refer to the act of recording information in writing, such as taking notes or filling out a form or written document that outlines the dialogue, actions, and written plan or strategy for a particular situation and events and visual representation of the ideas and how it will be conveyed in the project, whether it's a film, animation, or even a presentation.

3. Keep
To process of collecting or producing different types of content, such as images, audio, and video. Here's a brief explanation of each: putting it all together" implies the completion of a process or task by bringing together all the necessary pieces in a way that makes sense and achieves the desired outcome and combine all the necessary components or elements to form a complete or coherent whole. It can be used in a variety of contexts, such as problem-solving, or creative endeavors.

4. Share
To form of distribution, whether that's dividing ownership, splitting up a resource, or passing along information.

5. Evaluate
To providing learners with timely and constructive feedback, encouraging self- reflection and peer feedback, setting goals, using reflection prompts, and providing opportunities for revision, it can help learners to improve learning outcomes and achieve the goals.

Table 2. Synthesis of Pakse Model + Blended Learning

PAKSE Model	Blended Learning	
	Online	Fact to Face
1. Plan		Self-paced
2. Active	✓	Language skills
3. Keep	✓	Authentic content
4. Share	✓	Practice and feedback
5. Evaluate	✓	Progress monitoring/Application

According to table 2, found that the Blended Learning consists of 5 steps.
1. Plan: As a Blended learning that combines of face-to-face learning
2. Active: As a Blended learning that combines the online learning
3. Keep: As a Blended learning that combines the online learning
4. Share: As a Blended learning that combines the online learning
5. Evaluate: As a Blended learning that combines the benefits of face-to-face learning

Table 3. Synthesis of English Communication skills

English Communication skills	(Yamazaki, 2008)	(Cai, 2022)	(Ratanapumma & Anuyahong, 2018)	(Wu, 2009)	(Anuyahong, 2018)	(Tao et al., 2018)	(Meen et al., n.d.)	(Huang, 2021)	(Liu & Hou, 2020)	Conclude
1. Speaking skill	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Listening skill	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. Reading skill	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. Writing skill	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

According to table 3, found that the English Communication skills consists of 4 steps.
1. Speaking skill is the ability to communicate effectively using spoken language. It involves using appropriate vocabulary, grammar, pronunciation, and intonation to convey ideas and messages clearly and fluently. Good speaking skills also include being able to adjust one's language use based on the audience, purpose, and context of the communication. Effective speaking skills are important in various situations.

2. Listening skill is the ability to receive, interpret, and understand spoken language. It involves paying attention to what is being said, comprehending the meaning of the message, and processing the information to respond appropriately. Good listening skills also include being able to recognize nonverbal cues such as tone of voice, facial expressions, and body language. Effective listening skills are important in various situations such as in the workplace, in social interactions, in educational settings, and in personal relationships. Developing good listening skills can help improve communication, build rapport, and foster better understanding between people.

3. Reading skill is the ability to understand written language and to extract meaning from written text. It involves being able to decode and recognize words, comprehend sentence structure, paragraph organization, and interpret the author's message. Good reading skills also include being able to make inferences, draw conclusions, and apply critical thinking to written material. Effective reading skills are important in various settings such as in education, in the workplace, and in everyday life. Developing good reading skills can improve one's ability to learn, communicate, and understand the world around.

4. Writing skill is the ability to communicate effectively using written language. It involves using appropriate vocabulary, grammar, punctuation, and style to convey ideas and messages clearly and

cohesively. Good writing skills also include being able to organize thoughts and information logically, and to adapt writing style to different audiences and purposes. Effective writing skills are important in various situations such as in academic and professional writing, in creative writing, and in everyday written communication. Developing good writing skills can help individuals express themselves more clearly, persuasively, and accurately in writing.

English Communication skills are the ability to effectively communicate ideas, thoughts, and information using the English language. These skills include speaking, listening, reading, and writing, and involve using appropriate grammar, vocabulary, pronunciation, and style to convey messages clearly and coherently. English communication skills are important in various settings, including in education, in the workplace, and in everyday life. Developing strong English communication skills can help individuals build relationships, achieve success in careers, and participate more fully in global communication.

3. Results

The summary of research findings is as follows:

Table 4. The roles of learners and teachers

| PAKSE Model	Blended learning	Instructor's role	Learner's role
1. Plan	☐ Essential Subjects and Critical Competencies including ☐ Technology and Digital Learning Skills.	☐ Provide guidance on learning by informing course objectives. ☐ Organizing study units, and teaching and presenting subjects accordingly.	☐ Conduct research, divide tasks, perform critical analysis, and summarize problems.
2. Active	☐ Essential Subjects and Critical Competencies including ☐ Technology and Digital Learning Skills.	☐ Follow up on learning activities and provide consultation	☐ Take action by implementing the work plan and carrying out the tasks outlined in the plan.
3. Keep	☐ Essential Subjects and Critical Competencies including ☐ Technology and Digital Learning Skills.	☐ Listen actively and provide constructive suggestions.	☐ Take action by implementing the work plan and carrying out the tasks outlined in the plan to solve operational problems.
4. Share	☐ Essential Subjects and Critical Competencies including ☐ Technology and Digital Learning Skills.	☐ Provide encouragement and support for the pilgrimage.	☐ Give a presentation and listen to feedback for the purpose of improvement.
5. Evaluate	☐ Essential Subjects and Critical Competencies including ☐ Technology and Digital Learning Skills.	☐ Evaluate presentations. based on the actual circumstances.	☐ self-assessment
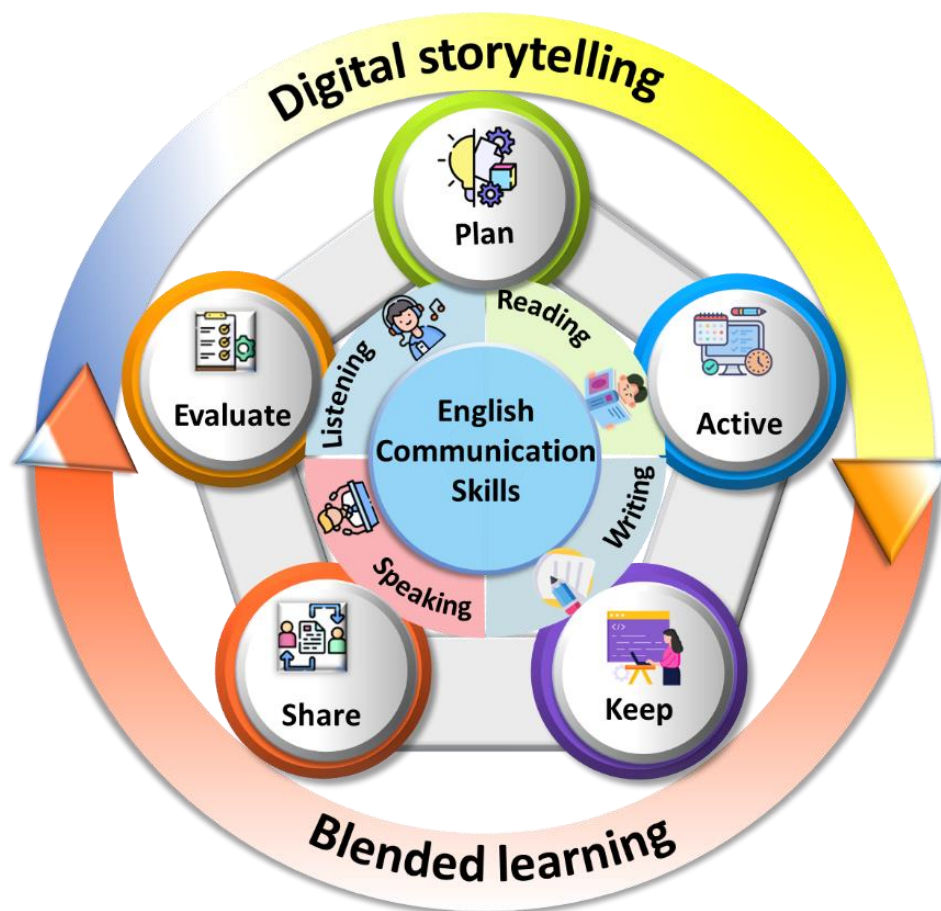
Figure 1. Model of teaching and learning English communication skills

PAKSE Model is a powerful tool that can be used in education to enhance learning and promote creativity. Here's a breakdown of what teachers and students can do in each step of the PAKSE Model.

1. Plan: (1) The teacher introduces the concept of PAKSE model and encourage students to brainstorm ideas for their own stories and provide examples of digital stories to inspire students and guide them in the process then provide guidance on reliable sources and research methods. (2) Students conduct research on their chosen topic to gather information and ideas for their story.

2. Active: (1) The teacher provides guidance on how to create an effective storyboard and how to translate it into a digital format and provides feedback and guidance on storytelling techniques, structure, and pacing. (2) Students write a script or plan for their digital story
and create a storyboard or plan for their digital story, including the visuals, audio, and text that they will use.

3. Keep: (1) The teacher provides guidance on how to use the digital tools effectively and how to troubleshoot any issues that arise and provide guidance on how to find or create appropriate media, as well as how to use digital tools for editing and enhancing media.
(2) Students gather or create images, audio, and video that they will use in their digital story and use digital tools to put together their story, adding the images, audio, and video that they have gathered or created.

4. Share: (1) The teacher provides guidance on how to share the stories effectively and how to promote them to a wider audience. (2) Students share their digital stories with the class or a wider audience, using platforms such as YouTube or Vimeo.

5. Evaluate: (1) The teacher provides guidance on how to evaluate the effectiveness of the stories and how to identify areas for improvement for future projects. (2) Students receive feedback from their peers and the teacher on their digital stories and reflect on the process of creating them.

4. Discussion

Discussion of the Results of Developing a Blended Learning Design Through PAKSE model base on Digital Storytelling

The research on developing a blended learning design through PAKSE model based on digital storytelling was conducted using the ADDIE Model, which consists of five stages: analysis, design, development, implementation, and evaluation. The study found that the use of this integrated learning design for Lao PDR Teachers' College students was appropriate for teaching and learning, with high-quality content and effective media production techniques.

The researcher followed a rigorous development process for the blended learning design through PAKSE model based on digital storytelling and received input from experts with various competencies. As a result, the quality assessment of the blended learning design through PAKSE model based on digital storytelling was very good.

5. Conclusion

Based on the research conducted on the design of blended learning to enhance PAKSE model based on digital storytelling in Teacher's College students in Lao PDR. The researcher has developed a PAKSE model consisting of five steps: 1) Plan, 2) Active, 3) Keep, 4) Share, and 5) Evaluation. This model includes teaching activities aimed at enhancing English communication skills, specifically speaking, listening, reading, and writing. It can be concluded that the use of blended learning can effectively enhance the PAKSE model based on digital storytelling skills of students in Teacher's College.

The research found that blended learning, which combines online and face-to-face learning activities, can provide students with a more flexible and personalized learning experience. Using various digital tools and platforms, such as video editing software and social media, students can create and share digital stories that are engaging and meaningful.

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