

A CASE STUDY OF THE SCHOLOGY LMS AT ASSUMPTION COLLEGE ENGLISH PROGRAM

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Abstract: *Blended learning (BL) is a major educational trend that uses technology to enhance and complement traditional classroom learning, and may help Thailand achieve educational goals of the “Thailand 3.0” policy. Foreign teachers at Assumption College English Program (ACEP), a private K-12 school near Bangkok, have adopted Schoology Basic, a free learning management system (LMS) to support teaching and learning for all of their courses. This qualitative study used questionnaires and interviews to gather data on the usage, satisfaction and preferences of students and teachers regarding the LMS, and examine how it fits into BL at the school. Descriptive statistics and thematic analysis were conducted. The study found high satisfaction overall, with higher satisfaction and usage in teachers, but more variation in usage patterns for students. Students and teachers alike prized features relating to submitting work, grade calculation and staying organized, while communication features were largely unused. Both groups had come to value the LMS highly and wished strongly to continue using it, despite various technical annoyances. Regarding improvements, students wished for a chat feature and improved mobile app quality; teachers would like usability and efficiency improvements in the web app. LMS adoption is highly recommended for similar schools.*

Keywords: *Blended Learning, Learning Management System, Schoology, Thailand*

1. INTRODUCTION

Education is changing rapidly due to the rapid advancement of technology. With its “Thailand 4.0” policy, Thailand aims to prepare the next generation of secondary and higher-education graduates for the economy of the future, which will demand workers with a high degree of fluency in technology (Jones and Pimdee, 2017; Royal Thai Embassy, 2018).

Assumption College English Program (ACEP), established in 2012, is a coeducational K-12 private Catholic school in Samut Sakhon Province, Thailand. The school’s program of instruction combines instruction in Thai, lead by Thai teachers, and in English, lead by foreign teachers from English-speaking countries.

Since its inception, ACEP has prioritized the use of technology, offering facilities such as multiple computer labs, sets of iPads in carts, and campus-wide WiFi for teachers and students to use alongside traditional classroom-based learning, a paradigm known as blended learning (Watson, 2008; Friesen, 2012).

Blended learning (BL) can be enabled and enhanced using learning management systems (LMS), “a software-based platform used to administer courses, manage training, track results and more” (Sharma, 2015). Numerous studies show success in introducing LMS – including social learning networks (SLN), which incorporate social network features – to classrooms around the world (Holland and Muilenburg, 2011; Sanders, 2012), and educational institutions in Southeast Asia is no exception. Studies in the Philippines and Indonesia using Edmodo, a leading web-based LMS and SLN, found that students learned it quickly and displayed increased motivation (Enriquez, 2014; Joshua et al., 2015).