





Professional facilitator: Development of training courses to enhance the facilitator technique for Thai community enterprises through online media

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ABSTRACT

Article History

Received: 28 April 2023

Revised: 14 June 2023

Accepted: 19 July 2023

Published: 9 August 2023

Keywords

Courses assessment
Courses development
Facilitator training course
Facilitator's technique
Professional facilitator
Thai community enterprise.

This study aims to develop a training course to enhance the techniques of a facilitator for Thai community enterprises using online media. The author collected data from sixty participants from Thai community enterprises in two sub-districts using cluster random sampling. Three research instruments, namely, training courses, knowledge tests and skill assessment forms were used for data collection. The data was analysed using statistics such as mean (\bar{X}), standard deviation (SD), t- test dependent and one-sample t-test. The ultimate contribution of this research is to enhance the economic stability of community enterprises for sustainability and self-reliance according to Thailand's government strategic plans and national policy.

Contribution/Originality: This study contributed to the knowledge of professional facilitator techniques for community enterprises. The findings help to increase problem management skills and self-reliance within the group which will create sustainable economic stability for community enterprises in the future.

1. INTRODUCTION

According to the 12th edition of strategic plans established by the Office of the National Economic and Social Development Council (2017), economic, social and environmental development are the ultimate goals for national economic and social development policies. It focuses on increasing opportunities, providing government services in education, health and quality welfare, building community capacity, improving the community economy and building strong financial foundations such as supporting small businesses as well as social enterprises. The department of agriculture extension also set three crucial strategies to promote community enterprises. There are three guidelines for promoting and developing the potential of community enterprises: 1) Assessing the potential of community enterprises. 2) Learning from external learning sources and focusing on self-reliant community management. Organizing the concept of self-reliant development and having a process for effective problem-solving management. 3) The preparation of a community enterprise plan (Office of Small and Medium Enterprise Promotion, 2017).

Noppakesorn (2015) argues that there are still some farmers or community enterprises that are inappropriate and incompatible with social and economic changes. The government's strategic policies aim to promote the self-reliance of community enterprises. It is crucial to train the members of the community enterprises to become

facilitator. Wilkinson (2012) states that the facilitator is responsible for the guide, the motivator acts as a bridge builder who creates and maintains a safe and open environment for sharing ideas, the clairvoyant who keeps an eye on unusual behavior to avoid unwanted behavior, the praiser who admires the participants for their efforts, the peacemaker who has to come to solve the problem quickly when the conflict and the group lead to create solutions, the taskmaster who is responsible for the treatment of activities to be in accordance with the plan and the active listener who has to listen and can analyze opinions efficiently. According to the government's objectives, these responsibilities are important to help community enterprises carry out their self-reliant activities or even solve problems within the groups. Similarly, Kitson, Harvey, and McCormack (1998) also suggest that the facilitator has an important role in helping people and teams understand what they need to change by using interpersonal relationship management expertise to achieve the desired objectives. The crucial components of a facilitator consist of individual characteristics, clearly specified roles and appropriate working styles.

It is necessary to develop a training course to promote the facilitation skills necessary for community enterprises such as story telling techniques, questioning techniques, providing feedback, observation techniques, body language techniques and listening techniques. A preliminary set of data was obtained from the needs assessment process. Electronic Book (E-Book) and YouTube enable the exchange of knowledge between trainers and trainees in learning regardless of time and place. Thailand's government encourages community enterprise members to learn management skills, knowledge and experience to become more independent in the future.

2. OBJECTIVES OF RESEARCH

The objective of the research was to develop a training course to enhance the techniques of facilitators of Thai community enterprises through online media. The sub-objectives were: (1) to develop and verify the quality of the training course. (2) To trial and study the effectiveness of the training course. (3) To assess the developed training course.

3. LITERATURE REVIEW

3.1. Curriculum Development

According to Tyler (1950), the principles and reasons for curriculum development must answer four basic questions: 1) What educational aims should schools pursue? 2) What educational experiences have the school provided that will assist in achieving the intended aims? 3) How to organize the educational experience to be effective? 4) How do you know that the goals you set have been achieved? These four principles and reasons must be answered in order and brought into the process of curriculum development respectively. Saylor, Alexander, and Lewis (1981) stated that the curriculum planning process consists of setting goals, objectives and scope for curriculum design, implementation and evaluation. According to Taba (1962), the curriculum development process consists of seven steps: 1) Needs analysis. 2) Determination of educational aims. 3) Selection of subjects to be used in teaching and learning. 4) Gathering content by considering the suitability for learners to receive. 5) Selection of learning experiences. 6) Organizing learning experiences. 7) Evaluation.

Curriculum development begins with a needs assessment. The second step is defining and prioritizing the content that will be included in the curriculum. The third step is setting measurable goals and objectives. The fourth step is emphasizing methods. The curriculum is aligned by selecting educational strategies. The fifth step is determining what resources are needed at the practical level to implement the curriculum. The sixth step is implementation and the last step is to evaluate the curriculum and use the results of that assessment to improve it (Schneiderhan, Guetterman, & Dobson, 2019).

According to Noll and Wilkins (2002), stakeholders should be allowed to review and make further recommendations after curriculum and program development. Critical skills, electives and special topics dependent on factors such as the expertise of the instructor, the needs of the student and the work force should be included in

the curriculum. According to [Shawer \(2010\)](#), curriculum makers should first conduct needs assessment followed by organizing and sequencing teaching content. The data must be collected from various sources not only textbooks and the subject matter should be relevant to the specified curriculum. In synthesizing the existing studies, [Soto \(2015\)](#) concluded that curriculum development is a complex and ongoing process that requires analysis and consideration in many areas. The curriculum developer must know about planning, implementing and evaluating the curriculum. Understanding curriculum demand is one of the requirements of curriculum. Learners, communities, subject experts and society are sources of information for curriculum development.

[Church, Burkhardt, Phan, and Davies \(2023\)](#) claimed that curriculum development demonstrates that programs are designed to provide students with both practical and theoretical skills that help them succeed in various future career paths. The curriculum is developed through revising, optimizing and re-observing the course content through teaching methods that allow the program to be adjusted promptly to keep up with the current curriculum and align with educational needs.

3.2. Training through Online Media

The training course to enhance the skills and techniques of facilitators for Thai community enterprises through online media developed in this research is based on the account of [Wannaphapha \(2017\)](#) who suggested that the criteria and guidelines for the use of social media in training are as follows: 1) the use of social media must be relevant to the content and purpose of teaching. 2) The use of social media must be appropriate for the age, class, knowledge and experience of the learners. 3) The use of social media must be appropriate to the teaching process and teaching style. 4) The use of social media in teaching and learning must take into account the principles of learning psychology and developmental psychology and the intellectual development of learners.

[Faizi, El Afia, and Chiheb \(2013\)](#) studied the advantages of using social media in education and found that social media fosters communication between students and teachers and encourages students to share their thoughts and express their opinions. Another advantage of the use of social media in education is that it fosters collaboration. Online media can be a valuable tool that can enhance the learning experience, whether it is applied to fully online, blended, or face-to-face learning. According to [Hikamah, Rohman, and Kurniawan \(2021\)](#), all students and teachers interacted from their homes during online or virtual learning. According to research, students may improve their communication skills through peaceful virtual communication using Zoom meetings and WAG. [Raut and Patil \(2016\)](#) stated that social media has both positive and negative effects on education and students. Indeed, the use of social media is a great way for teachers to pay attention to the academic progress of their students and to deal with their various problems.

After examining the importance of using a digital learning platform in training, [Gameil and Al-Abdullatif \(2023\)](#) revealed that Google Classroom is an effective digital learning platform for helping participating early childhood teachers develop their cognitive and practical competencies in educational design. The results also showed a high level of learning engagement among pre-school teachers on cognitive, behavioral and social levels when learning to design instruction through the Google Classroom platform.

There are some barriers that prevent teachers from using social media for teaching and learning purposes in India. The biggest barrier is the lack of social media integration with the learning management system and management faculties. The lack of verification of the integrity of student submissions while using social media for teaching and learning has been a problem for teachers from both India and Sri Lanka. Sri Lankan teachers also feel that privacy is of the utmost importance when using social media for teaching. Social media is popular among many people. Teachers are still unable to use the potential of this form of communication due to the lack of proper mechanisms to integrate social media into learning management systems ([De, Kurian, Dinithi, Hareesh, & Saira, 2018](#)).

In summary, when using online media in training, the content and purpose of the teaching must be relevant to the media used. In addition, the teaching process and the teaching style must be appropriate for the age, level, knowledge and experience of the learners. It also takes into account the principles of learning psychology and the intellectual development of learners as well as the effectiveness of online media used in training. Online media will serve to promote communication between learners and teachers effectively.

3.3. Curriculum Assessment

There are many different forms of assessment depending on the assessor used. In the present study, the researcher applied the conceptual framework of responsive evaluation based on Stake (2004) who put a great emphasis on the problems and needs of stakeholders by emphasizing the objectives and the design of the assessment based on the needs and opinions of the stakeholders, strengths and weaknesses directly to the point. It evaluates the total value of the project including the expectations and opinions that individuals have about it. The 12 steps of assessment are as follows: 1) discussions with stakeholders to find out their needs and problems arising within the community enterprise. 2) Identify the curriculum's scope by considering the problems and needs of various stakeholder groups. 3) Study the overview activities of the curriculum to realize and understand the actual training process which examines the suitability and consistency between the curriculum and training activities. 4) Determine the objectives of the assessment by co-researching with the stakeholders in steps 1-3. 5) Create a framework for assessment issues using information obtained from discussions with the stakeholders in steps 1-4 to create a framework for assessment issues. 6) Determine the required information and sources together with relevant people in order to design a method of data collection. 7) Select a tool for collecting data for the assessment topic. 8) Data collection phase: the researcher collects the data using the tools chosen in step 7. 9) Preparation of the assessment report to disseminate the results of the assessment to the chairman of the community enterprise groups for acknowledgment. 10) Validate the results of the assessment after the data has been collected. 11) Preparation of the report according to the interests of the groups. 12) Preparation of a formal report in the form of research.

Anderson, Stern, Powell, Dayer, and Archibald (2022) concluded that responsive evaluation is a foundation of collaboration that can build assessment capacity and foster critical thinking within the organization and across the community. This evaluation supports organizational learning and promotes social justice through inquiry. This is consistent with Curran, Christopher, Lemire, Collins, and Barrett (2003) who suggested that the core value of a response approach is to promote stakeholder ownership since the responsive evaluation allows questions to appear during the assessment process which enable the assessors to understand the program and determine what kinds of issues and concerns are most important to stakeholders.

In brief, it can be concluded that responsive evaluation is an assessment of the needs and opinions of stakeholders to co-create and design assessment issues among providers, assessors and program participants.

4. METHODOLOGY

4.1. Research Scope

The researcher continues to assign the informant group or the sample for the curriculum development step approved by the Research Ethics Committee of King Mongkut's Institute of Technology Ladkrabang to conduct this study (approval number EC-KMITL_66_033). There are seven experts to examine the appropriateness and feasibility of the curriculum including curriculum research and development experts, training course experts and educational technology experts. As for the process of trial and study of the effectiveness of the training course, the researcher employs cluster random sampling and obtains 30 members of Thai community enterprises from 1 sub-district in Nakhon Pathom province. However, it is also worth noting that these samples are different from those in the training course assessment process.

According to the report of the provincial community enterprise in Nakhon Pathom in Tongbuasirilai (2011), one of the limitations in the development of community enterprises in Nakhon Pathom Province is that various activities are often carried out by the group chairman alone. Particularly, the members seemed to cooperate well at the beginning of the activities but sometimes they ceased to cooperate in the activities.

4.2. Data Collection Instruments

According to the research procedures, the tools for data collection consist of three instruments. In the course development process, the data collection instrument was the assessment form for the appropriateness and feasibility of the training course using a 5-level rating scale evaluated by seven experts. The evaluation results showed that the appropriateness of the training course was at the highest level ($\bar{X} = 4.51$, $S = 0.51$) and the feasibility of the training course was also at the highest level ($\bar{X} = 4.52$, $S = 0.53$). In the process of trial and study of the effectiveness of the training course, there were two instruments used to collect data: a facilitator technique test which was evaluated for content validity by five experts, quality ranged from 0.60 - 1.00, difficulty (p) was in the range of 0.23 - 0.77, discrimination (r) was in the range of 0.27 - 1.00, reliability (Kuder-Richardson KR-20) was 0.75 and a facilitator skill assessment form which was evaluated for content validity by five experts, quality ranged from 0.60 - 1.00, reliability (r) by Cronbach's alpha coefficient was 0.75.

4.3. Data Collection

During the phase of training course development, the researcher determined the experts to assess the appropriateness and feasibility of the training course. The researcher coordinated and collected the assessment form from them. The next phase is to test and study the effectiveness of the training course. During the training, the researcher assessed facilitator technique knowledge that had been previously created by the researcher. The final phase is the training course assessment. The researcher applied the 12-step responsive evaluation concept (Stake, 2004) to assess the training course. The researcher used steps 5-7 to create an evaluation framework and guide the training course assessment as shown in Table 1.

Table 1. Evaluation framework of training courses to enhance the facilitator technique for Thai community enterprises through online media.

Objective	Assessment issues	Data	Instrument	Data analysis	Assessment criteria
1. To assess knowledge	Assess the knowledge of facilitator techniques	Members of community enterprise groups in Nakhon Pathom Province, 1 sub-district, 30 people	The facilitator technique knowledge test	The t-test dependent was used to analyze knowledge test results by comparing the test results before and after using the training course.	The facilitator technique knowledge of community enterprise members after using the training course was higher than before using the training course.
2. To assess skills	Assess the facilitator's skill	Members of community enterprise groups in Nakhon Pathom Province, 1 sub-district, 30 people	The facilitator skill assessment form	The one-sample t-test was used to analyze facilitator skills by comparing them with the criteria.	The facilitator skills of community enterprise members compared to the criteria must not be less than 75 percent.

4.4. Data Analysis

The researchers analyzed data from tests and assessment forms using statistical data as follows:

1. The data on the quality of training courses derived from the appropriateness and feasibility assessment form of training courses were analyzed by mean (\bar{X}) and standard deviation (SD) (Leekitwattana, 2015) then compared with the criteria.

2. The data from the efficiency testing of training courses were analyzed by efficiency of process or efficiency of products (E1/E2) (Phromwong, 2013). The formula for this study was as follows:

$$E1 = \frac{\sum X}{N} \times 100$$

E1 = Efficiency of the process.

$\sum X$ = The total score of practice exercises, activities or tasks performed during the course.

whether inside or outside the classroom or online.

A = Full score for all practice exercises combined.

N = Number of students.

$$E2 = \frac{\sum F}{B} \times 100$$

E2 = Efficiency of the product.

$\sum F$ = The total score of the post-test assessment.

B = The full score of the final assessment for each unit consists of the results of the post-test and assess the final work.

N = Number of students.

3. The data in the evaluation of training courses were analyzed by comparing the knowledge scores of facilitator techniques before and after using the training course using the t-test (Leekitwattana, 2015). The formula for this study was as follows:

$$t = \frac{\sum D}{\sqrt{\frac{n \sum D^2 - (\sum D)^2}{n-1}}}$$

Df = n - 1

D = The difference between the scores of each pair.

$\sum D$ = The sum of the difference between the scores of each pair.

$\sum D^2$ = The sum of the difference between the scores of each pair squared.

The average score of facilitator skills compared to the criteria must not be less than 75% using the one-sample t-test (Chanaboon, 2015). The formula for this study was as follows:

$$t = \frac{\bar{X} - \mu_0}{\frac{s}{\sqrt{n}}}$$

Df = n - 1

\bar{X} = The mean was obtained from the data in the sample.

μ_0 = The constant value set in the test hypothesis (H0) that the researcher wants to compare.

5. RESULTS

This study aimed to develop a training course to enhance facilitator techniques for Thai community enterprises through online media (e-book and YouTube). The study was divided into three phases: Phase 1 was the development and examination of training courses to enhance facilitator techniques for Thai community enterprises

through online media. Phase 2 was the trial and study of the effectiveness of the training courses and Phase 3 was the assessment of the training courses. The results of the study can be presented as follows:

The assessment of the quality of the training course to enhance facilitator techniques for Thai community enterprises through online media on the appropriateness of training courses was overall at the highest level ($\bar{X} = 4.51$, $SD = 0.51$). When considered individually, it was found that the measurement and evaluation criteria were the highest ($\bar{X} = 4.71$, $SD = 0.49$) while the duration was the lowest ($\bar{X} = 4.14$, $SD = 0.38$) (see Table 2). The feasibility of a training course was generally at the highest level ($\bar{X} = 4.52$, $S = 0.53$). When considering each aspect, it was found that measurement and evaluation were the highest ($\bar{X} = 4.71$, $SD = 0.49$). Basic concepts in the course development was the lowest ($\bar{X} = 4.29$, $SD = 0.49$) (see Table 3).

The ratio of the efficiency of the process to the efficiency of the results was 77.05/76.11 which met the specified criteria of 75/75 (see Table 4).

Table 2. Mean (\bar{X}), and standard deviation (SD) of experts toward the appropriateness of the training course to enhance the facilitator technique for Thai community enterprises through online media

Assessment items	N = 7			
	\bar{X}	SD	Appropriateness	Assessment results
1. Background of rational criteria	4.43	0.53	High	Pass
2. Basic concepts in course development	4.43	0.53	High	Pass
3. Objectives	4.57	0.53	Highest	Pass
4. Course structure	4.29	0.49	High	Pass
5. Duration	4.14	0.38	High	Pass
6. Designation of learning units	4.57	0.53	Highest	Pass
7. Description of the learning unit	4.57	0.53	Highest	Pass
8. Scope of learning content	4.43	0.53	High	Pass
9. Guidelines for learning management	4.57	0.53	Highest	Pass
10. The process of organizing learning activities	4.57	0.53	Highest	Pass
11. Learning materials	4.57	0.53	Highest	Pass
12. Measurement and evaluation	4.71	0.49	Highest	Pass
13. Assessment criteria	4.71	0.49	Highest	Pass
Total	4.51	0.51	Highest	Pass

Table 3. Mean (\bar{X}), and standard deviation (SD) of experts toward the feasibility of the training course to enhance the facilitator technique for Thai community enterprises through online media.

Assessment items	N = 7			
	\bar{X}	SD	Appropriateness	Assessment results
1. Background of rational criteria	4.57	0.53	Highest	Pass
2. Basic concepts in course development	4.29	0.49	High	Pass
3. Objectives	4.43	0.53	High	Pass
4. Course structure	4.43	0.53	High	Pass
5. Duration	4.57	0.53	Highest	Pass
6. Designation of learning units	4.57	0.53	Highest	Pass
7. Description of the learning unit	4.57	0.53	Highest	Pass
8. Scope of learning content	4.43	0.53	High	Pass
9. Guidelines for learning management	4.57	0.53	Highest	Pass
10. The process of organizing learning activities	4.43	0.53	High	Pass
11. Learning materials	4.57	0.53	Highest	Pass
12. Measurement and evaluation	4.71	0.49	Highest	Pass
13. Assessment criteria	4.57	0.53	Highest	Pass
Total	4.52	0.53	Highest	Pass

Table 4. Efficiency test results of the training courses to enhance the facilitator technique for Thai community enterprises through online media with the facilitator technique knowledge test.

Score	Number of trainees	Full marks	Point average	Average of percentages	The efficiency of training course
The knowledge test for each training unit	30	70	53.93	77.05	77.05/76.11
The knowledge test after training	30	30	22.83	76.11	

The efficiency test results of the training course performed using a facilitator skill assessment form indicated that the efficiency of the process to the efficiency of the results was 79.06/78.22 which satisfied the criterion of 75/75 (see Table 5).

Table 5. Efficiency test results of the training courses to enhance the facilitator technique for Thai community enterprises through online media with the facilitator skill assessment form.

Score	Number of trainees	Full marks	Point average	Average of percentages	The efficiency of training courses
The skill assessment form for each training unit.	30	120	94.87	79.06	79.06/78.22
The skill assessment form after the training unit.	30	15	11.73	78.22	

The results of the evaluation of training courses to enhance the facilitator technique for Thai community enterprises through online media by comparing the training achievements before and after training indicated that the results of comparing the mean scores on knowledge of community enterprise members after training ($\bar{X} = 22.40$, $SD = 2.14$) were higher than before training ($\bar{X} = 10.87$, $SD = 3.61$) at the 0.05 level of significance.

Table 6. The results of the data analysis compare training achievements before and after training with the training courses to enhance the facilitator technique for Thai community enterprises through online media. (n = 30).

Test	Full marks	\bar{X}	SD	df	t	Sig
Pre-test	30	10.87	3.61	29	13.35*	0.00
Post-test	30	22.40	2.14			

Note: * p < 0.05.

The results of the assessment of the training course to enhance facilitator techniques for Thai community enterprises through online media by comparing the mean scores for facilitator skills of community enterprise members after training with the criteria found that facilitator skills for all six skills, namely storytelling skills, questioning skills, giving feedback skills, observation skills, body language skills and listening skills showed a mean score after training ($\bar{X} = 12.13$, $SD = 1.25$) accounted for 80.89%, which was higher than the specified criterion of 75%, statistically significant at the .05 level. (see Table 7).

Table 7. The results of the data analysis compared the mean scores on facilitator skills of community enterprise members after training with criteria. (n = 30).

Skills	Full marks	Criterion (75%)	\bar{X}	SD	Df	t	Sig
Storytelling skills	15	80.89	12.13	1.25	29	53.08*	0.00
Questioning skills							
Giving feedback skills							
Observation skills							
Body language skills							
Listening skills							

Note: * p < 0.05.

6. DISCUSSION

The evaluation results of the quality of the training course to enhance the techniques of facilitators in Thai community enterprises using online media through e-book and YouTube are discussed. The appropriateness of the training course was at the highest level ($\bar{X} = 4.51$, $SD = 0.51$). Considering each aspect, it was found that measurement and evaluation and evaluation criteria had the highest mean ($\bar{X} = 4.71$, $SD = 0.49$) while the duration had the lowest mean ($\bar{X} = 4.14$, $SD = 0.38$) and the feasibility of the training course was at the highest level ($\bar{X} = 4.52$, $SD = 0.53$).

When considering each aspect, it was found that the measurement and evaluation had the highest mean ($\bar{X} = 4.71$, $SD = 0.49$) while the basic concepts of training course development had the lowest mean ($\bar{X} = 4.29$, $SD = 0.49$). The results of the current research are consistent with Tam (2014) and Mumbo and Kinaro (2015) who suggest that teaching and learning must be aligned to achieve the objectives and relate to the course design process as well as the elements of duration and the course sequence which should be specified in the curriculum to prepare the learners before training.

The efficiency test results revealed that the ratio of the efficiency of the process to the efficiency of the results was 77.05/76.11. It was found that the ratio of the efficiency of the process to the efficiency of the results was 79.06/78.22 which was in accordance with the criterion 75/75. This is consistent with the notion of Phromwong (2013).

Therefore, the researcher tested the effectiveness of the courses before actual implementation to ensure that training courses through online media (e-books and YouTube) were effective which guarantees the facilitator technique for community enterprises.

When comparing training achievements, the results of the evaluation of training courses to enhance facilitator techniques for community enterprises through online media revealed that the mean scores on knowledge of community enterprise members after training ($\bar{X} = 22.40$, $SD = 2.14$) were significantly higher than before training ($\bar{X} = 10.87$, $SD = 3.61$) at the 0.05 level. When comparing the mean scores of facilitator skills after training with the criteria, it was found that the facilitator skills had a mean score ($\bar{X} = 12.13$, $SD = 1.25$) representing 80.89% which was higher than the criteria with statistical significance at the 0.05 level. This research is consistent with the notion that Wilkinson (2012) stated that student and school grades have a relationship with curriculum assessment systems.

This research is also consistent with the notion of Davis, Misra, and Van Auken (2002) in that curriculum assessment provides a starting point for discussion among instructors about modifying or changing the curriculum to suit their findings. Moreover, this research is consistent with the notion of Wyse and Torrance (2009) that a focus on curriculum assessment can help UK students be more successful in the future. Therefore, the evaluation of the training course is important in evaluating the various elements of the course to determine how appropriate they are and whether the course can be used to achieve the desired objectives.

7. CONCLUSION

Based on the results of the research, it can be concluded that the training course developed to enhance the facilitator technique for Thai community enterprises through online media was of the highest quality. The training course for enhancing facilitator techniques is used to train community enterprise members through e-book and YouTube. Learning with interactive e-books improves the effectiveness of teaching in terms of greater satisfaction, better teaching quality and teaching methods and stimulates the interest of the learners compared to the traditional PowerPoint method (Liao, Tang, Chen, Huang, & Tiao, 2021).

YouTube is considered a user-friendly learning and teaching tool that engages learners emotionally, cognitively and behaviorally (Mthembu & Roodt, 2017). When implementing a training course, it was found that when the training achievement was compared, the score after training was higher than before training. The contribution of this research is to expand knowledge in terms of facilitator techniques that community enterprise members can apply to solve problems that arise between individuals or within groups.

It is recommended that policy development promote the sustainability and self-reliance of community enterprises in Thailand. It is advisable for the government sector or relevant agencies to apply the training course presented in this study to form concrete strategic action plans enabling community enterprise members to become professional facilitators.

Funding: This research is supported by the National Research Council of Thailand, Thailand (Grant number: 173886).

Institutional Review Board Statement: The Ethical Committee of the King Mongkut's Institute of Technology Ladkrabang, Thailand has granted approval for this study on 1 March 2023 (Ref. No. EC-KMITL_66_033).

Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

Competing Interests: The authors declare that they have no competing interests.

Authors' Contributions: All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

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