

DISTANCE LEARNING FOR MUSIC ARTS IN THAI HIGHER EDUCATION

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ABSTRACT

The purpose of this study is to study the elements of distance teaching and learning forms or curricula via internet network systems for the Bachelor of Music Arts degree in Higher Education Institutions in Thailand. The researchers have studied distance teaching and learning forms by way of collecting documents and related research in order to analyze and synthesize the elements of distance learning forms by means of the principles and theories associated with such forms via the internet network systems, particularly with regard to the concepts of distance teaching and learning forms for the Bachelor of Music Arts degree in Thai higher education institutions, and the principles and concepts of research and development as they relate to teaching and learning forms, the contexts of teaching and learning music programs in Thai higher education institutions, and the criteria for introducing a distance learning curriculum. The study finds that distance learning forms via the internet network consist of a number of inputs that influence achievement. These are as follows: 1) instructors, 2) learners, 3) contributing factors, 4) teaching and learning environments, 5) teaching and learning activities, 6) teaching and learning technologies, and 7) Music Arts curricula.

INTRODUCTION

Education is a process that involves social activities which are important foundations for helping human beings to behave and to develop the principle habits that allow them to live happily with other people. Furthermore, it helps human beings to develop themselves in various ways, and to obtain skills, knowledge, and capabilities that can be used to achieve a country's advancement. Education is a process that is inevitably changing all the time in line with the process of globalization; as a result, educational management needs to adapt to keep pace with changes in order that man can live in human societies happily. Education management in a knowledge – based society has focused on developing learners in such a way as to ensure that they have knowledge, competitive capabilities, and understand change. In addition, they are able to deal with critical thinking, inquiries, and engage in problem solving from various sources (Alghazo 2006). With the advancement of technologies nowadays, they have become a significant resource for education managing reform aimed at contributing to learners' learning (Adam 2005).

Therefore, educational managers should develop methods or instructional forms that comply with an national education development plan by means of technological progress applied to current situations. With information technologies and telecommunication systems developing rapidly, they have become important tools to support learning, especially in the light of published articles and research which deal with the development and creation of teaching and learning forms which offer many choices in terms of teaching and learning principles and theories. These sources indicate the need for the use of modern information technologies in order to promote learning throughout life. A key aspect is the use of distance learning systems via the internet. These involve new teaching and learning forms linked to rapid changes in the modern world in the 21st Century (Nilsook, Utakrit and Clayden 2014). Individuals who hope to be successful and to survive in the sustainable modern world have to be vigorous, strong, capable, display wide initiative, resourceful, knowledgeable, creative, and problem solving. In addition, they must be able to create learning processes by themselves throughout their lives (Ambrose et al. 2010; Trilling & Fadel 2009).

Distance education management via internet networks has been developed to introduce educational innovations in order to meet any country's educational demands, especially in developed countries such as the United States of America and the United Kingdom. This development aims to expand opportunities at a higher education level and support learners, both within and outside a country; furthermore, there are some programs aimed at providing educational services and training for working-aged people in order to enhance their skills and knowledge. In the case of Thailand, higher educational institutions have started developing increasing amounts of online teaching and learning systems. However, the development is still at an early stage. Many universities have introduced development plans. Distance teaching and learning management via the internet has lots of advantages, such as the utilization of management processes and efficient education provision, owing to the internet networks being flexible in terms of time, places, communication methods, applications, and allow the easy presentation of multimedia content (Mazza 2004). It provides tools for learning anywhere and anytime, facilitation for instructors and learners (Koohang and Durante 2003), and creating participation in operational, teaching and learning activities (Donlevy 2000). The management of distance teaching and learning via internet

systems is taking the potential and aspects of information technologies to help learners or students study everywhere, at anytime, using a range of materials and is for all (Burghstahler 2003; Wong and Trinidad 2004). The main components are the capability to connect the internet to distant learners in remote areas, various instructional media, instructors, learners, library facilities, support services, and other resources. In addition, curriculum development for learning needs to consider student-centered learning, a variety of digital media, and application through the internet with personal computers (Picciano 2001).

Teaching and learning management in music is an aspect of education which is contained in national teaching and learning systems in terms of elementary education, secondary education, and higher education from undergraduate to doctoral degree level. Music Arts in Thai higher education has opened up across the country. Many universities teach Music Arts including Chulalongkorn University, Mahidol University, Srinakharinwirot University, Mahasarakham University, Khon Kaen University, Burapha University, Thaksin University, Silpakorn University, Kasetsart University, Rangsit University, Assumption University and Payap University. Even if computer and information technologies are important tools in teaching and learning, other educational technologies suitable for learners in each locality, culture, and which allow integration between online learning and class participation must be considered in order to ensure the maximum efficiency of an educational plan (Office of the National Education Commission 2001).

As of 2005, higher education institutions have been required to develop and launch programs in distance learning. They have to comply with the regulations for opening and operating undergraduate courses or curricula in distance education systems in order to promote lifelong education for people, encourage learners or students to have opportunities to learn by themselves, and to maintain the quality standards of higher education management. By virtue of sections 8 and 4 of the National Government Organization Act, B.E. 2546 (2003) of the Ministry of Education, in the distance learning system of A.D. 2005, the Minister of Ministry of Education, directed by the Higher Education Committee, declared that, in article 8 relating to higher education institutions managing distance learning, such institutions need always to develop distance learning completely, especially in terms of presenting technologies, supplementary and mainstream media, or the adequate use of integrated media, in order to ensure that learners would receive high quality educational services and, through the provision of high quality education, would be able to learn by themselves (Office of the National Education Commission) , based on the criteria of open and freely operating undergraduate courses within a distance education system.

Even though distance teaching and learning management via the internet is costly, operational forms and distance learning approaches which are obvious, appropriate and efficient, will be most useful. Consequently, the researchers have put forward many ideas and are interested in studying synthetic forms of distance teaching and learning management via internet networks. Whether or not learners and instructors are separate in terms of different time and places should not be a problem for learners when it comes to studying, talking, discussing, and interacting with one another and with instructors due to the use of efficient visualization via the internet networks.

THE PURPOSE OF THE STUDY

The purpose of the study is to examine the components of distance learning forms via internet networks as they apply to the Bachelor of Music Arts in Thai degree provided by higher education institutions in Thailand.

CONCEPTUAL FRAMEWORK

The researchers have defined a conceptual framework based on the principles and theories involved in distance teaching and learning management via internet networks that relates to Music Arts' conceptual management for the Bachelor of Music Arts degree in Thai higher education institutions, according to the criteria and standards that exist for Thai higher education programs (Rodmunkong, Wannapiroon & Nilsook 2015). The framework also incorporates the principles and concepts of research and development of instructional forms, teaching and learning contexts for Music Arts in higher education institutions in Thailand, and the criteria for opening distance education programs.

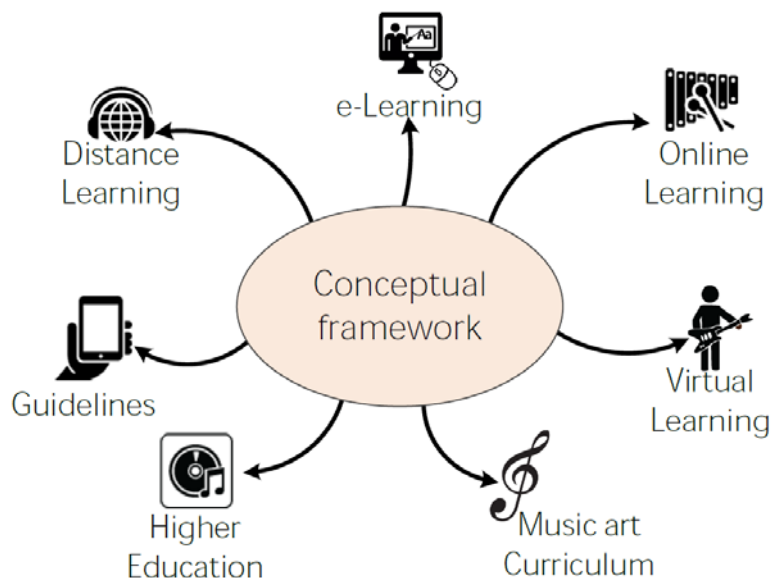


Figure 1. Conceptual Framework

THE SCOPE OF THE STUDY

This study aims especially at an examination of distance learning management via internet networks for the Bachelor of Music Arts degree in Thai higher education institutions. The researchers have synthesized the documents based on the principles and theories relating to distance teaching and learning management via internet networks for Music Arts' conceptual management in terms of the Bachelor of Music Arts in Thai higher education institutions, the principles and concepts of research and development associated with instructional forms, the teaching and learning contexts for Music Arts programs in the case of 5 higher education institutions in Thailand, and the criteria for opening a distance learning program. Jointly, this will be the basic data used to define guidelines for developing distance teaching and learning forms via internet networks with regard to Music Arts' conceptual management for the Bachelor of Music Arts degree in Thai higher education institutions in the future.

RELATED DOCUMENTS

Bates (2005, pp. 8-9) expressed the view that distance education is another learning approach rather than a learning philosophy by which learners could study at a convenient time and in a chosen place (the homes, office, or study center) without being in front of an instructor. Furthermore, technologies were important components that strongly influence distance education.

Distance education is the concept of educational management that responds to the philosophy of lifelong learning. This is considered to be important in life, in as much as it is open education and expands educational opportunities to individuals in such a way as to meet their needs and to allow continuous development throughout their lives (Piriyasurawong and Nilsook 2010). In Company with advanced information technologies, a variety of distance education approaches have been introduced both at the present time and will be introduced in the future. It is the educational approach which helps humans experience sustainable prosperity and lessens the limitation in terms of time, place, teaching and learning activities, teaching and learning technologies, and the various communication channels chosen. Though learners and instructors live in or work in different places, technological systems and current modern information technologies are able to help convey the substance of the area of study and encourage learners to study mainly by themselves. Having investigated related documents, especially in terms of the meaning of distance education, there are various terms used relating to distance education such as distance education, distance teaching and learning, distance learning through the web, and distance learning via electronic media. Whether or not words or phrases are used indicates the same meanings (Keegan 2013; Moore 2013; Moore & Kearsley 2011; Schlosser, Simonson & Hudgins 2009).

Generally, the forms of distance learning management via internet network systems consist of 3 types (Wong and Trinidad 2004):

1) Type I features media supplementing traditional distance learning and which strengthens self-directed learning. Learners or students have an opportunity to choose media and activities that best suit their needs; moreover, learners may choose to study via internet networks within their accommodation.

2) Type II is like type 1 but with the addition of such features as holding a videoconference using computers which place stress on interaction, criticism, creative knowledge, and learners' reflective thinking.

3) Type III supplements the other two types, particularly in participating in teaching and learning during a formal class. Media comprise of images, animation, audio, video, and multimedia or hyperlink.

Even though distance learning via internet networks can provide real benefits, the application in reality may lead to problems. According to Falowo (2007), there may be a number of problems:

1) Learners' Problems: there may be many problems for learners such as a lack of tools or equipment, poor internet connections, lack of guidance and motivation, poor communication between learners and instructors, learners and learners, lack of support, bad experiences, lack of experience, and difficulty in accessing systems.

2) Instructors' Problems: instructors' problems include them being anti-distance learning, copyright laws, lack of an ability to create programs or courses, lack of skills in information technologies, training, and time for communication issues.

3) Management Problems: there are management problems such as a lack of infrastructure availability, support agencies, support systems, personnel, insufficient budgets, and inadequate technologies and network systems.

Khan (2005, pp. 12-18) presented a conceptual framework for e-Learning, in which he categorized the systematic factors of electronic educational management into 8 dimensions: Institutional, Management, Technological, Pedagogical, Ethical, Interface Design, Resource Support, and Evaluation as shown in Figure 2.

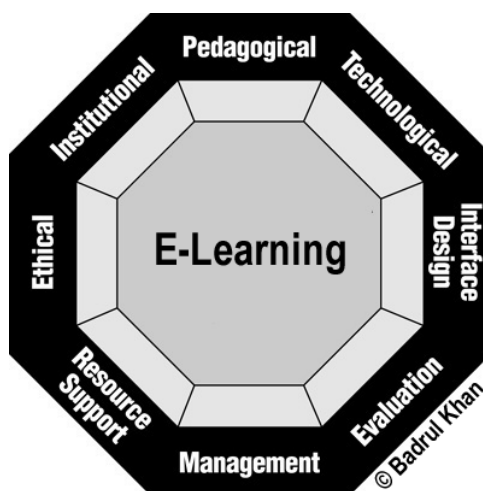


Figure 2. Khan's Distance Learning Management Framework

The Bachelor of Music Arts in Thai Higher Education Institutions in Thailand

1) In terms of the context for Music Arts, the researchers have highlighted the Bachelor of Music (B.M.) degree and find that the course structure is in accordance with the criteria of the Office of the Higher Education Commission (OHEC), which specifies that various subjects are no fewer than 120 credits and subjects for the Bachelor of Music Arts degree are divided into 3 categories as follows:

General Education Course. This contains the university's core subjects with regard to which all students are required to complete at least 30 credits. It consists of General Education, Language Courses, Science Courses, and Social Sciences and Humanities courses.

Specific Course for the Bachelor of Music Arts degree. These focus on specific subjects for the degree, and comprises required and elective courses. Specialized courses, divided into 2 aspectual courses, are a theoretical course and a practical one.

Free Elective Course. This is a group of subjects from which learners are able to choose and study what they desire.

2) The scope of the course stresses the need for students or learners to study musical knowledge both in theory and practice from a basic level to an advanced one. This includes such features as learning the principles of music, music history, music theory, music analysis, harmony arranging, music composition, solo instrumental performance, and ensemble performance, which are studied in regular classes involving both learners and instructors (face-to-face).

3) The duration of the higher education program is not less than 4 academic years, but no more than an 8 academic years. Therefore, the Bachelor of Music program concentrates on learners or students studying music

theory, developing practical instrumental skills in terms of both solo practice for any instrument and in a music ensemble. Learners or students are able to create musical works, study morality and ethics in professional music, learn integration by means of research processes and other musical creations. Currently, programs are taught in a regular classroom in which instructors and students are required to meet one another in the classroom or face-to-face. After they have graduated, students can choose a wide variety of professions, such as being musicians, music producers, composers, working in the music business, music researchers, related people in music cultures, and sound engineers.

Based on the master plan of the Ministry of Education for the use of information and communication technologies in education, criteria for opening the distance program (2007 – 2011) have been developed. The Ministry of Education sets the direction for ICT development and its vision; that is, learners and instructors and educational personnel take such ICT advantages as accessible services, fully ethical and potential studies, and ICT competency based on international standards. The mission is for the development of the use of ICT in order to improve the quality and effectiveness of learning, the effectiveness of educational management, ICT graduate production and quality improvement to ensure national development. Consequently, distance education development plays an important role in developing a country when associated with the vision and the mission of the Ministry of Education. The Ministry of Education announced the criteria for opening and operating a Bachelor of Music Arts degree in terms of a distance learning system in 2015. The higher education institutions which are required to introduce this program must act in accordance with the announcement of the Ministry of Education regarding the 2015 criteria for introducing and operating a Bachelor of Music Arts distance learning degree, with the aim of encouraging long life education for people and to offer learners the opportunity to study on their own and to maintain the quality as set out by of higher education management standards by virtue of sections 8 and 4 of the National Government Organization Act, B.E. 2556 (2013).

For related research and for the acquisition of a development framework with regard to distance instruction in music, the researchers studied various pieces of research as that of Jianhua, Zho, Akahori & Kanji (2001) which was consistent with a model regarding design and learning together through the web. This system was entitled WebICL, and the design emphasized flexibility and learning together in order to facilitate students' learning under various learning environments through networks. The model design contains 6 aspects: Registering, Learning Group, Knowledge Learning, Teacher Role, Evaluation, and Tools.

With regard to educational planning and program development, the work of Escoffery, Cam and others (2005) was studied, especially with regard to the planning and program development of electronic distance education. This work related to a public health course delivered by Emory University, USA. It presented a model focusing on mainly giving priority to the support of instructors and learners. The eight major aspects considered were institutional support, course and teaching, participant management, library and educational resources, assessment, services, supporting technologies, finance and facilities, and educational program management.

In terms of online education management in universities, there has been a great deal of related research such as that of Allen and Seaman (2005), who studied online education in the United States of America. The survey was conducted in over 1,000 colleges and universities, and found that e-learning education had spread into higher education institutions in terms of the number and diversity of subjects and programs such that they have become an important part of higher education. Organizing instructors for teaching e-learning did not have an adverse effect given that colleges and universities calculated the ratio of instructors to special instructors for e-learning instructional management. Likewise, in terms of management of teaching in the classroom or face-to-face, the survey results indicated that it was clearly likely that e-learning was part of the long-term strategies of leading higher education institutions. The number of e-learning learners was increasing at a satisfying rate, but not much like a number of last year's. An increasing number of learners for this year came close to that of last year (with an annual increase of approximately 360,000 students). For this year, the growth rate of growth in terms of the number of students is approximately 18.2%. Generally, the educational managers believe that an e-learning subject provides equal quality with regard to any subject in the classroom; furthermore, students are satisfied that an e-learning subject is equivalent to learning that subject in a regular classroom. Educational leaders believe that an e-learning subject requires more effort on the part of the instructor and also more discipline on the part of the students. In the view of educational institutions, online courses or subjects need be developed more (Gulatee and Nilsook 2014).

As a result, prior documents and research data have acted as guidelines for the researchers studying the composition of distance learning forms via internet networks. Teaching in music education which has been introduced in many higher education institutions in Thailand involves a new kind of educational management approach in order to further develop Thailand's education.

RESULTS

This study aims to study the components of distance learning forms via internet networks in the case of Music Arts in Thai higher education institutions. In order to obtain the results with regard to distance learning forms via internet networks as they relate to Music Arts in higher education institutions in Thailand, the researchers studied distance learning forms by collecting documents and undertaking related research in order to analyze such forms. They found that there were many distance learning forms. Documents and related research were studied and synthesized in terms of the main theories and aspects as follows:

1. The theory of distance learning management
2. The theory of distance learning via internet networks
3. The theory of distance learning types through the web
4. The theory of teaching and learning publically through the web
5. The theory of virtual classroom forms
6. The context of teaching and learning in higher education in Thailand
7. The Bachelor of Music Arts degree in higher education institutions in Thailand
8. The criteria for introducing a distance learning program.

Documents were then synthesized and the researchers summarized the components of distance learning forms through internet networks as shown in Figure 3:

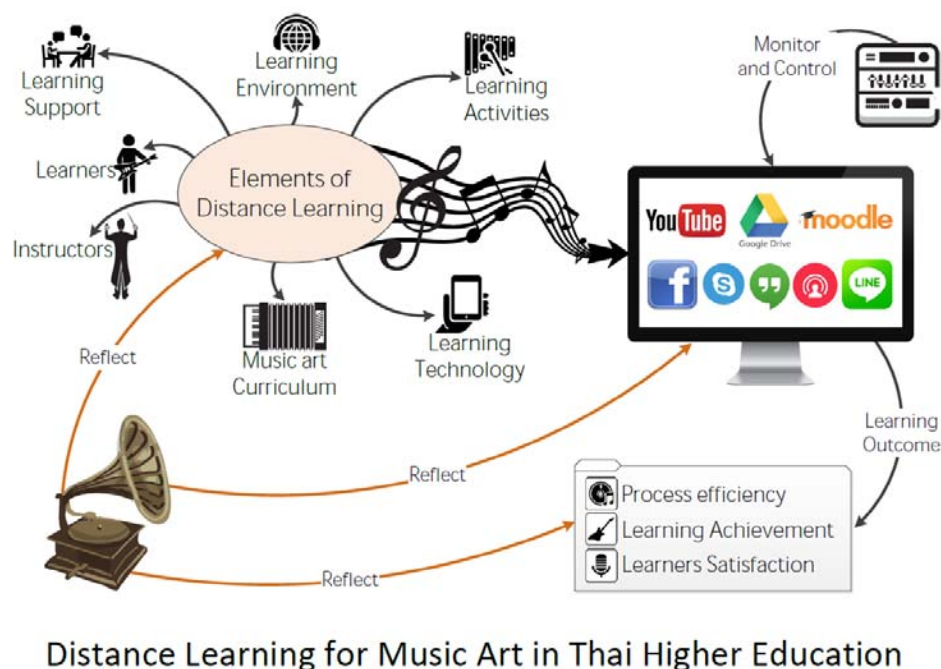


Figure 3. The Components of Distance Learning for Music Arts in Thai Higher Education

Figure 3 has demonstrated the components of distance learning for Music Arts provision in Thai higher education. They are important to help any organization to achieve its goals successfully; furthermore, they are a part of a systems approach, published in various circles as well as an academic ones. A systems approach is the concept utilized to contribute to things being in order to reach desired goals. It depends on the classification to distinguish 7 main components which are the input factors that lead to achievement: 1) instructors, 2) learners or students, 3) contributing factors, 4) teaching and learning environments, 5) teaching and learning activities, 6) teaching and learning technologies, and 7) Music Arts Curriculum.

1) Instructors throughout the internet networks are the main factors that influence success in terms of teaching and learning. The instructors' roles and responsibilities are changing, and they are required to have those characteristics which particularly facilitate distance teaching and learning activities. The instructors need the capability of providing instruction, skills, intelligence, the understanding of materials taught well, and knowing various teaching methods through creating activities to create a relationship with one another, linking the relationship between learners, and decreasing distance limitations.

2) Learners or students using internet networks are required to have particular characteristics that will result in achieving individual success. Their personal properties are distance learning quality, learning

capabilities, good attitudes, high self-responsibility, high self-discipline, high self-control, studying material in advance, seeking more knowledge all the time, regular interaction with friends and instructors, and adjusting self-learning behaviors. Essential for encouraging self-study, learners are required to have knowledge, skills for utilizing technologies via internet networks, and ability to engage in two-way communication.

3) Contributing factors for distance teaching and learning via internet networks are crucial because they are facilities which bring about teaching and learning efficiency with regard to human resources, learning sources, related technologies, budgets, and personnel development.

4) Teaching and learning environments with regard to internet networks are extremely crucial to the effectiveness of distance learning, as well as the arrangement of teaching and learning environments which are classified into 3 aspects: physical, academic, and psychological environments.

5) Distance learning activities via internet networks refer to two-way communication, not only with regard to content presentation but also in terms of creating interaction between learners and instructors. The instructors determine the scope of distance learning activities via the internet network. Such educational management requires certain activity attributes and surroundings that allow access to the learners' minds, given that the learners and the instructors are distant from one another.

6) Teaching and learning technologies via internet networks involve unique media features: a transferable feature, a production system, and ease in accessing information. Distance learning technologies are distance learning forms and management. These are modern and show 2 features: main and supplementary media by way of utilizing modern technology tools, based on the evolution of innovation and technology.

7) The Music Arts Curriculum via internet networks should be appropriate to distance learning and directly useful to the participants. Likewise, learners must be able to explore materials from either general sources or using easily reachable information technologies via internet networks.

Teaching and learning procedures involve distance teaching and learning arrangements, distance teaching, assignments, and distance learning evaluation, all of which are very important for teaching and learning management. These depend on various media and technologies to encourage learners to achieve self-learning (Wannapiroon & Nilsook 2012) which is directly related to the learning management system, communication between learners and instructors, and between learners using knowledge sharing through such social networks as Facebook, LINE, Instagram, Google Hang Out, Youtube, Facebook Live, Google Drive and Cloud (Anupan, Nilsook and Wannapiroon 2015). Music Arts requires students to engage in musical instrument practices, either solo and in an ensemble. Performances can be similarly displayed through live broadcasts on the above-mentioned social networks. Participants are able to evaluate performances in other ways; moreover, a control mechanism or another approach is to be employed in order to control and monitor procedures to ensure that they are effective, so as to evaluate all aspects of procedures. The results of distance learning have been analyzed and synthesized to find defects, and in order to improve and adjust Music Arts programs to achieve international and national standards (Nilsook and Wannapiroon 2014).

An output is a result which derives from performances. If the result meets a defined goal, it means that the system is effective. However, if the result does not meet such a goal, it means that a system is defective. It is advisable that procedures or input factors, which are the causes of effects, should be improved. Desirable outputs relate to the effectiveness of the teaching and learning processes used, learners' achievement, and learners' satisfaction. All these aspects are evaluated as feedback factors and provide data stemming from analyzing relationships between an output and a goal. This consists of feedback data which can be used to improve processes and input factors, consistent with a particular output and goal. Such a distance learning management approach provides feedback results that will be employed for the subsequent improvement of Music Arts.

CONCLUSION

With regard to the study of the components of distance learning forms via internet networks for Music Arts in higher education in Thailand, the researchers have studied the contexts of teaching and learning management with regard to the Bachelor of Music Arts degree in higher education in Thailand. The sources that were studied included the analysis of documents and related research. Such contents or materials included those relating to teaching and learning management for a Bachelor's degree in higher education in Thailand, the principle and concept of distance teaching and learning management, the principle and concept of researching and developing the forms of delivery, and the contexts of those higher education institutions which deliver the Music Arts program.

The results of the study into the components of distance learning forms via internet networks indicate that there are various distance teaching and learning forms. The researchers synthesized documents and related research into 2 concepts: distance learning – managing concepts, and distance e-learning via internet networks. The development of distance learning forms via internet networks for the Bachelor of Music Arts degree in Thai

higher education possesses 4 elements: 1) instructors, 2) learners or students, 3) supporting factors or learning support, 4) teaching and learning environments, 5) teaching and learning activities, 6) teaching and learning technologies, and 7) the Music Arts Curriculum.

Table 1. The dimensions of the components of distance learning forms for the degree of Bachelor of Music Arts in higher education in Thailand

Dimensions of Distance Learning	Description
Instructors	Instructors are the main factors that affect success in teaching. The instructors are required to have knowledge, teaching capabilities, skills, intelligence, understanding of materials taught well, and awareness of various teaching methods.
Learners	Learners are required to have good attitudes, high self-responsibility, high self-discipline, high self-control, the ability to constantly seek for more knowledge, technologies-utilizing skills via internet networks, and the ability to engage in two-way communication.
Learning Support	Learning support factors are facilities which bring about teaching and learning efficiency in terms of human resources, learning sources, related technologies, budgets, and personnel development.
Learning Environments	Learning environments are physical, academic, and psychological.
Learning Activities	Learning activities refer to a two-way communication, not only for material presentation but also for creating interaction between learners and instructors. Such educational management should possess activity attributes and surroundings that allow access to learners' minds, given that the learners and the instructors are distant from one another.
Learning Technologies	Learning technologies develop according to the evolution of innovation and technology. Main and supplementary media are utilized and shown through modern technology tools.
Music Arts Curriculum	The materials should be directly beneficial to learners. They can search for any material from a range of accessible sources through the internet network system.

DISCUSSION

From studying data obtained from analyzing and synthesizing documents and undertaking related research, the researchers identify the issues to be discussed, especially with regard to the factors that influence success in terms of distance learning via internet networks. There are 7 elements as follows:

1. Instructors: such professionals are an important factor that influences distance learning via internet networks. The instructors are those individuals who make teaching and learning systems interact and move. They are like couriers who take messages to the learners. Therefore, instructors are required to obtain knowledge skills, communication skills, and technology transfer skills. Similarly, the instructors must meet the learners' needs, and the learners must be able to understand most of their learning experiences (Babb, 2011). While teaching, instructors have to obviously communicate to the learners (Penn Stage 2008)

2. Learners: this factor appears in every distance learning step. The learners are required to be knowledgeable in the effective use of modern information technologies. In addition, they are likely to prefer online communication and to have the capabilities to do many things at the same time, such as distance learning as well as a more routine approach. Consequently, distance learners, at present, are the leaders who utilize information technologies to develop their potential. Learners' significant features are personal responsibility and a strong work ethic (Piyapimonsit, Srifa and Nilsook 2010).

3. Learning Support: such support effectively facilitates teaching and learning, the development of personnel resources, learning sources, related technologies, budgets, and personal development. For budgets, adequate availability and coverage are somewhat necessary (Brown 1994).

4. Learning Environments: these are physical, academic, and psychological in nature. Computers and modern information technologies should be sufficient for the application under consideration. Computer laboratories should be available and should be linked with high speed internet networks so as to be able to respond to learners' individual needs in the classroom. The classroom should be soundproofed and private in order to allow learners to concentrate on learning. In addition, the learners' psychological readiness is crucial in that it helps learners concentrate and to focus on distance learning via internet networks by themselves.

5. Learning Activities: this involves a two-way communication process to present materials and create an interaction between learners and instructors. Activity forms and atmosphere arrangements must be set in such a way as to access learners' minds, because learners and instructors are distant. Lin and Kelsey (2009) stated that learning together might be a technique to enrich the interaction between learners and instructors,

enhance learning efficiency, and improve learners' understanding. Likewise, learners have to be patient when it comes to learning more.

6. Learning Technologies: tools for learning management and several online social networks can be employed and supported to stimulate learners to engage in learning processes together, such as webboard, chat, and online social networks. In addition, interactive multimedia are the most efficient media for reflecting on learners' needs because they are able to convey learning by presenting several information sources, promoting learning experiences, and creating exciting interaction (Wands & Blanc 2001).

7. Music Arts Curriculum: this is a crucial factor because materials include theories and instrumental practice. Theories should be materials that encourage learners' analysis, and which can act as to be an approach to the development of instrumental practice skills for their professional development. The Music Arts curriculum has to arrange appropriate activities within a limited time scale in any semester, and encourage learners to apply learning technologies that will be directly useful to the learners' way of life. Learners are able to explore materials from a number of knowledge sources via accessible internet networks. The curricula can meet communities' needs and those of a country as well. Designing and choosing quality should be suitable for online learning (EAQA 2005; Kocur & Kosc 2009; Masrom et al. 2008; Mosakhani & Jamporazmey 2010; Selim 2005, 2007), enhance interest, and stimulate learners' interaction (Penn State 2008).

SUGGESTIONS

Instructors and learners' behaviors in real situations in terms of what humans do before and after mainly should be studied, while distance learning via internet networks for a Bachelor of Music Arts degree in higher education in Thailand is being operated, to be existent to facts. Modern technologies should be studied to determine a more expansive view, and should be employed to develop distance learning forms or courses via internet networks to ensure that the Bachelor of Music Arts degree is efficient and effective in the future.

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