

# INTERACTIVE SHORT FILMS AND ONLINE ACTIVITIES USING THE GROW MODEL TO GUIDE SENIOR STUDENTS

Ingtawan Suwansupa, Prapassorn Wongdee, Pakorn Supinanont, and  
Kuntida Thamwipat\*

Faculty of Industrial Education and Technology, King Mongkut's University of Technology  
Thonburi, Thailand

## ABSTRACT

**\*Corresponding author:**  
Kuntida Thamwipat  
[kuntida.tha@kmutt.ac.th](mailto:kuntida.tha@kmutt.ac.th)

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This research aimed: 1) to develop and evaluate the quality of interactive short films combined with online activities using the GROW Model to guide fourth-year students before entering internships, 2) to compare the perceptions of the sample group before and after viewing the media combined with online activities, and 3) to assess the satisfaction of the sample group towards the developed media and online activities using the GROW Model to guide fourth-year students before entering internships. Data were collected from undergraduate students enrolled in the ETM 363 Knowledge Management course during the first semester. A simple random sampling method was used, with a sample of 30 students. The statistics used included mean, standard deviation, and t-test. The research findings are as follows: The researchers developed 15-minute interactive short films combined with online activities using the GROW Model to guide fourth-year students before entering internships. Expert evaluation results indicated that the content quality of the media and activities was at a good level ( $\bar{x} = 4.32$ , S.D. = 0.38), and the quality of media presentation was at a good level ( $\bar{x} = 3.80$ , S.D. = 0.32). The perception results of the sample group showed that their perception after viewing the media combined with online activities using the GROW Model to guide fourth-year students before entering internships was significantly higher than before viewing, at the .05 statistical significance level. The satisfaction evaluation of the sample group towards the media and online activities was at a high level ( $\bar{x} = 4.34$ , S.D. = 0.50).

**Keywords:** Interactive short films; online activities; GROW model

## 1. INTRODUCTION

King Mongkut's University of Technology Thonburi (KMUTT) has stressed the importance of internships, and the university aims for internships to serve as an educational tool. This approach provides students with opportunities to practice and apply classroom knowledge, to become familiar with real-world work environments, and to develop interpersonal skills essential for working effectively with others. Internships are incorporated as a mandatory part of the curriculum, with the following objectives (KMUTT Student Affairs Office, 2024):

1. To help students understand the nature of work and professional careers, learn management and administration in the workplace, and to apply classroom knowledge to practical tasks.
2. To enable students to adapt to social environments in the workplace and appropriately act as both leaders and followers.
3. To allow students to learn about technologies and obstacles encountered in the workplace and to develop problem-solving skills.
4. To familiarize students with the duties and specific characteristics of personnel in the workplace, including role-specific personalities, responsibilities, organizational culture, and teamwork among staff.

The Department of Educational Communications and Technology, Faculty of Industrial Education and Technology is one of the disciplines in which fourth-year students are required to undertake internships for one semester. Therefore, faculty members have to provide guidance to students during the first semester through the ETM 363 Knowledge Management course. Guidance is crucial for students, as highlighted in the royal speech of His Majesty King Bhumibol Adulyadej the Great during the degree conferral ceremony of the College of Education on November 30, 1972. He emphasized the importance and necessity of serious guidance efforts to ensure students' educational success and suitable career placement (Naresuan University Alumni, 2019). The key points of the royal speech are as follows:

Currently, there is a widespread feeling that the problem with the youth in the country is increasing due to various circumstances. In truth, young people do not wish to cause difficulties, but due to insufficient attention and care, and lacking proper guidance and support, they become problematic to society. Teachers, educators, and administrators must help them by providing knowledge and skills. Everyone who has studied guidance principles should apply them to provide real benefits to the youth. Especially important is guidance on behavior and mindset. Efforts should be made to impart knowledge and thoughts without harm, guiding and educating them with reason, sincerity, and compassion, leading them towards the right and prosperous path. This will instill confidence and motivation in the youth to do good, ensuring a bright and secure future (Office of National Identity Promotion, Office of the Permanent Secretary, 2024). Additionally, research supports the significance of guidance, in particular, a study on the needs, trends, and comparison of the needs of five guidance services—educational, career, personal, and social guidance—at primary school level in Thailand, involving 200 primary school teachers and 20 guidance teachers. It found that guidance experts emphasized that educational guidance services should aim to help students understand themselves in terms of education, enjoying studying, accessing career information, discovering their interests and professional aptitudes, and learning about various professions, including personal and social aspects, in line with their desirable characteristics. They noted that the overall trend and specific aspects of guidance services in elementary schools were at the highest level. Guidance specialists observed the growing importance of elementary school guidance in individual inventory services and the increasing use of technology to gather information. It was also noted that technology and information are becoming more diverse and complex and consulting services are increasingly involving parents and guardians. Moreover, individual Inventory and Information Services are progressively using technology to gather more information, while Counseling Services are addressing personal and social needs. Furthermore, there is a trend toward personalized learning management in personnel placement services. Monitoring and evaluation services are increasingly using technology to collect data and apply evaluation results to enhance the efficiency of guidance work (Sabaiying, 2024). Based on previous concepts regarding student counseling, it is evident that educational guidance plays a crucial role in students' decision-making for their future careers. The department currently lacks modern instructional media that can be combined with activities that guide decision-making for internships during the final semester of fourth-year students. Therefore, the researchers have conducted a preliminary study to serve as a guideline for developing modern instructional media combined with online counseling activities for fourth-year students before their internships.

The nature of the target group for this study, which includes fourth-year students studying at the University of Technology with a special interest in technology, is evidenced by the research project titled "Development of the Student Documentary Short Films on disadvantaged people in the community under the bridge zone 1 in Bangkok Entitled UTOPIA" (Thamwipat & Boonrom, 2015). In this study, students learned through service learning and community-based learning approaches, collaborating to produce a documentary short film with the community and showcasing it in cinemas. When the media was evaluated by experts, it was found that the content quality was very good ( $\bar{x} = 4.64$ , S.D. = 0.28), the presentation media quality was also very good ( $\bar{x} = 4.78$ , S.D. = 0.47), and the satisfaction of the samples towards the student documentary short films was high ( $\bar{x} = 4.00$ , S.D. = 0.75). In addition, the Gen Z generation has grown up with technology as a primary aspect of their lives, and due to the COVID-19 pandemic, their reliance on technology has increased even more, for education, entertainment, information retrieval, and social media interaction, for over three years. This has led this demographic to become adept at using technology correctly, adapting to modern life,

and impacting future labor markets. They can access and understand various devices and their functionalities without needing additional training from companies. This generation can efficiently leverage technology and generate innovative ideas. Gen Z tends to embrace diversity, using humanism as a foundation, seeking truth alongside reason, often having clear evidence before acting, and consistently looking for solutions (Suppawechraksakul, 2023). Therefore, in this research, the idea is to produce an interactive short film to guide fourth-year students before they enter internships. Viewers can define their own storylines. These short films were produced using the 3 Ps principle for video media production (Lone Star College, 2024). Firstly, Phase One: Pre-Production - the first step in creating a video involves preparation and laying the groundwork. This phase includes planning, research, problem-solving, and organization, all essential to ensure the success of your video project. Secondly, Phase Two: Production—with meetings concluded and preparations completed, the production phase is where all the interviews and footage for the video are captured and when the story begins to take shape. During this phase, all the raw materials for the video are gathered. If the student has specific visions, ideas, or visuals they want to include in the final product, they can ensure that they communicate them clearly with their producer before the production phase ends. Finally, Phase Three: Post-Production—when the production phase is finished, the producer and editor begin their work. In the post-production phase, the video production team will organize, plan, and edit the video. The producer reviews all the footage and transcribes the interviews. Then, they assemble the story, and the video editor works their magic to bring all the elements together.

The researchers applied the aforementioned principles to produce interactive short films by dividing them into sub-episodes to suit the guidance needs of fourth-year students before their internships. Additionally, the researchers utilized interactive short films combined with online activities using the GROW Model to guide fourth-year students before their internships. The GROW Model following ICF coaching core competency model, consisting of four parts, involves: (Punsakulchai, 2015).

1. Goal: Asking the students about their objectives, what they aim to achieve, and when they expect these goals to be accomplished.

2. Reality: Inquiring about the current situation and the progress made by the students.

3. Options: Generating various options or strategies to help the students achieve their goals.

4. Will/Way Forward: Establishing a plan of action for the students to reach their objectives.

The application of the GROW Model in mentoring students before their internships was conducted through online activities facilitated by external speakers by volunteer coaches with a certified and approved coach specific training hour program (ACSTH). This approach aimed to provide effective guidance and outline development pathways for the students, enabling them to confidently begin their internships with a solid foundation for decision-making and future endeavors. Due to the importance of mentoring students before their internships, especially for fourth-year students, and the lack of instructional media in the form of short films for the ETM 363 Knowledge Management course for fourth-year student. Despite the course being taught for over 5 years, the researchers aimed to develop interactive short films combined with online activities using the GROW Model for mentoring fourth-year students before their internships. This initiative aimed to provide students with quality instructional media and communication activities that can be practically applied and serve as a guide for developing media and activities for other courses in the future.

### **1.1 Research objectives**

This research has set three objectives as follows:

1. To develop and evaluate the quality of the interactive short films combined with online activities using the GROW Model to guide fourth-year students before internships.

2. To compare the perceptions of the sample group before and after viewing the interactive short films combined with online activities using the GROW Model to guide fourth-year students before internships.

3. To assess the satisfaction of the sample group with the interactive short films combined with online activities using the GROW Model to guide fourth-year students before internships.

### **1.2 Hypotheses of the study**

This research has established three hypotheses as follows:

1. The quality of the interactive short films combined with online activities using the GROW Model to guide fourth-year students before internships is at a good level.

2. The perception of the sample group after viewing the interactive short films combined with online activities using the GROW Model to guide fourth-year students before internships is significantly higher than before, at the .05 level of statistical significance.

3. The sample group's satisfaction with the interactive short films combined with online activities using the GROW Model to guide fourth-year students before internships is at a high level.

### 1.3 Expected benefits

This research is expected to yield two benefits as follows:

1. The interactive short films can serve as high quality instructional media to guide fourth-year students before their internships in the ETM 363 Knowledge Management.
2. The online activities using the GROW Model can guide students in choosing their future major fields of internships thereby ensuring satisfaction with their decisions.

## 2. LITERATURE REVIEW

This research is based on three main concepts: the concept of interactive short films, the concept of online activities using the GROW Model, and the concept of guiding senior students. The researchers have applied these concepts in the development of media and activities as follows:

### 2.1 The concept of the interactive short films

Interactive short films have become a popular approach among producers to attract attention from viewers. There are three major differences between short films and longer cinematic narratives. First, short films may or may not include conflict between characters. Second, while the main character in a longer narrative is expected to undergo a fundamental transformation, known as a character arc, the main character in a short film generally remains the same throughout. Finally, in short films, wordless storytelling is a viable option (Musicbed, 2024). The principle is that modern viewers are active audiences and should be able to choose the storyline for the main characters. Interactive short films, which allow viewers to make choices for the characters, have been well-received. The convenience of selecting options for the main characters is crucial. It is noted that the timeline or storyline should not be too complex nor too long. Sometimes, viewers want more or fewer choices for the main characters. This type of film production is considered novel and has garnered significant interest among students (Klahan & Mai-iam, 2018). Therefore, the researchers decided to produce interactive short films that promote life goals and self-esteem among undergraduate students, keeping the choices simple. Each main character's decision will have only 2 to 3 options under the theme choice, divided into smaller episodes. The structure consists of 3 major episodes and 7 sub-episodes as follows: 1. Internship location selection (1.1 Selecting based on friends, 1.2 Selecting based on personal interest) 2. First day of internship (2.1 Wholehearted dedication, 2.2 Bare minimum completion) and 3. Last day of internship (3.1 Continuing work here, 3.2 Seeking a new workplace, 3.3 Pursuing a master's degree).

### 2.2 The concept of online activities using the GROW model

There are many coaching models available to help structure your conversations. One of the most widely known and used models is the GROW model, developed by Sir John Whitmore in 1992. It consists of four parts: Goal, Reality, Options, and Way Forward. The GROW model is based on a set of questions designed to frame the conversation and guide it toward a positive outcome (Imperial College London, 2014). The activities in this context involve organizing coaching sessions by volunteer coaches with a certified and approved coach specific training hour program (ACSTH) to enhance students' awareness of life goals and self-esteem through discussions, listening, questioning, and reflecting. The aim is to help fourth-year students, who are about to start internships in next semester, find answers or choices on their own using various methods and tools, including the interactive short films and the GROW Model coaching activities. According to Suksawang (2018), the GROW Model consists of four steps:

G = Goal:

- What is the one thing you most intend to change today?
- What is the most desired outcome from this coaching session?
- What is the goal of this change/work/development/learning?
- What do you most want to achieve at this moment?

R = Reality:

- What gaps do you see between the current situation and your goal?
- In analyzing the current situation, what do you think are the key factors?
- What will happen if you continue doing what you are doing now?
- What is happening right now?
- What is the current situation like?

O = Options:

- What plan should be in place to achieve this goal?
- What methods do you have to ensure this goal is achieved?
- How do you plan to handle this situation?
- What decisions will you make to achieve this goal?

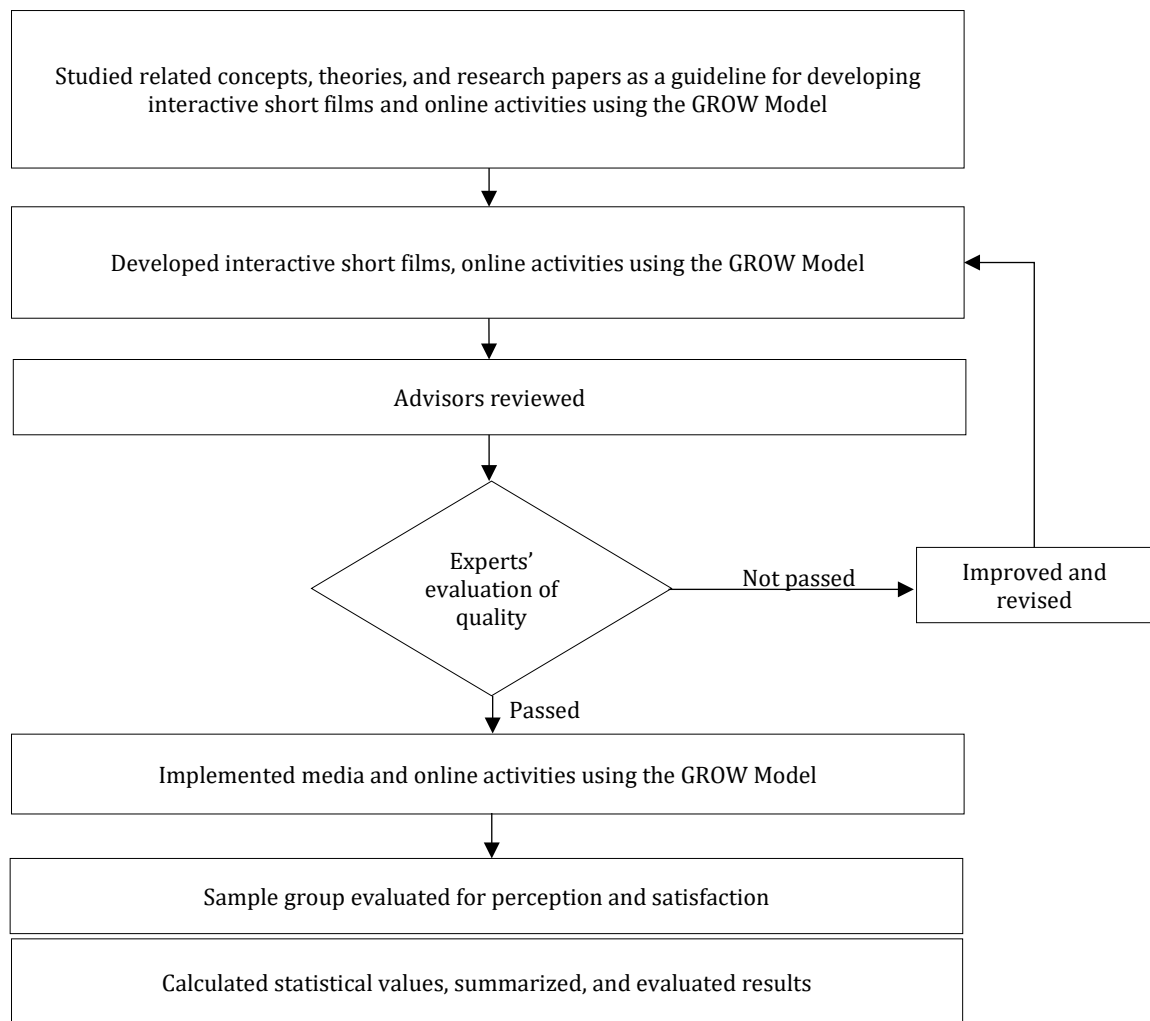
W = Way Forward:

- When will you start implementing your plan?
- What is the summary of your action plan?
- What will you do after our conversation today, and when will you do it?
- Who can help you achieve this goal?
- What new insights or lessons have you gained from today's discussion?

These activities aim to help students set clear goals, understand their current reality, explore various options, and plan their way forward, thereby enhancing their readiness for internships and their future careers. The researchers conducted activities using the GROW Model in four steps, following the guidelines of Suksawang (2018) that following ICF coaching core competency model. These activities were carried out five times, each session lasting 2 hours, via a Zoom Meeting. This online format was chosen for convenience as it involved 21 experts from the Thai Coaching Institute, who are external personnel to the university.

### 2.3 The concept of guiding senior students

The concept of guiding senior students revolves around developing guidelines enabling them to prepare and make confident decisions when choosing internship placements. Studies suggest that university counseling management is moderately satisfactory, but the most crucial need is seen in developing career counseling systems. Internships are deemed crucial opportunities for preparation and career growth. Therefore, providing advice and guidance for final-year students in choosing internship placements is crucial (Panatungthirawit et al., 2020). Students in their fourth year, particularly those enrolled in the course ETM 363 Knowledge Management, are the target group for internship advice and guidance to prepare them for internships before entering the second semester of their final year. The variables in this research following the ADDIE Model framework (Thamwipat & Boonrom, 2015) are illustrated in Figure 1:



**Figure 1:** Displaying concepts and variables in a diagram following the ADDIE Model framework

### 3. METHODOLOGY

The research methodology in this study consists of three parts, namely scope of studies, study tools, and data analysis as follows:

#### 3.1 Scope of studies

For this research, the study population comprises fourth-year students majoring in Educational Communications and Technology at the Faculty of Industrial Education and Technology, King Mongkut's University of Technology Thonburi. There are a total of 45 students enrolled in the course ETM 363 Knowledge Management. For an experimental group, a simple random sampling method was used to select 15 students from the fourth year who enrolled in the course ETM 363 Knowledge Management before the actual sample. For the sample group, a simple random sampling method was used to select 30 students from the fourth year who enrolled in the course ETM 363 Knowledge Management in the first semester, taught by the Department of Educational Communications and Technology (Department of Educational Communications and Technology, 2022).

Regarding the experts involved, they possess expertise, qualifications, and experience in thesis evaluation or thesis examination for at least 5 years, with at least 3 experts in each area, including:

1. Experts in measurement and evaluation to assess the index of item-objective congruence (IOC) of various measurement tools.
2. Content experts to evaluate the quality of the content of short media along with activities.
3. Presentation media experts to evaluate the quality of media presentation associated with activities.

#### 3.2 Study tools

For this study, the research tools consist of 4 items as follows:

1. A content quality assessment form for the media with activities
2. A presentation media quality assessment form for media with activities
3. A Pre- and Post-Perception assessment form for the sample group before and after viewing media with activities.

4. A satisfaction assessment form for the sample group regarding media with activities

Steps for developing study tools and collecting research data were as follows:

1. Tools Development
  - a. The researchers designed assessment tools for evaluating the quality of content and presentation media, developed interactive short films, online activities using the GROW Model, a pre- and post-perception assessment, and a satisfaction assessment form.
  - b. The tools were submitted to the advisors for review and improvements of all instruments.
  - c. All assessment forms were provided to three experts in measurement and evaluation to ensure the Index of Item-Objective Congruence (IOC) was above 0.5. The draft thesis and all assessment forms were then evaluated by the Research Ethics Committee at King Mongkut's University of Technology Thonburi (KMUTT), which was granted approval under certificate number KMUTT-IRB-COA-2021-044.
2. Data Collection
  - a. The researchers and the lecturers explained the online activities using the GROW Model to students in the ETM 363 course for 30 minutes.
  - b. The sample group completed a perception assessment, which took approximately 15 minutes, and viewed developed interactive short films for 15 minutes.
  - c. Students participated in the online activities using the GROW Model for about 60 minutes.
  - d. The sample group then completed the post-viewing perception assessment, taking approximately 15 minutes, followed by a satisfaction assessment, also taking about 15 minutes. The total time for these activities was 135 minutes.

#### 3.3 Data analysis

The analysis involved calculating the mean ( $\bar{x}$ ), standard deviation (S.D.), and conducting a t-test (Wongrattana, 2019) based on the weight score data across 5 ranges as follows (Yodsala, 2010):

- If the mean falls within the range of 4.50 – 5.00, it indicates "Very Good/ The highest."
- If the mean falls within the range of 3.50 – 4.49, it indicates "Good/High."
- If the mean falls within the range of 2.50 – 3.49, it indicates "Moderate."
- If the mean falls within the range of 1.50 – 2.49, it indicates "Low."
- If the mean falls within the range of 1.00 – 1.49, it indicates "Very Low/The Least"
- The acceptable value is a mean score of "Good/High" or higher.



## 4. RESULTS

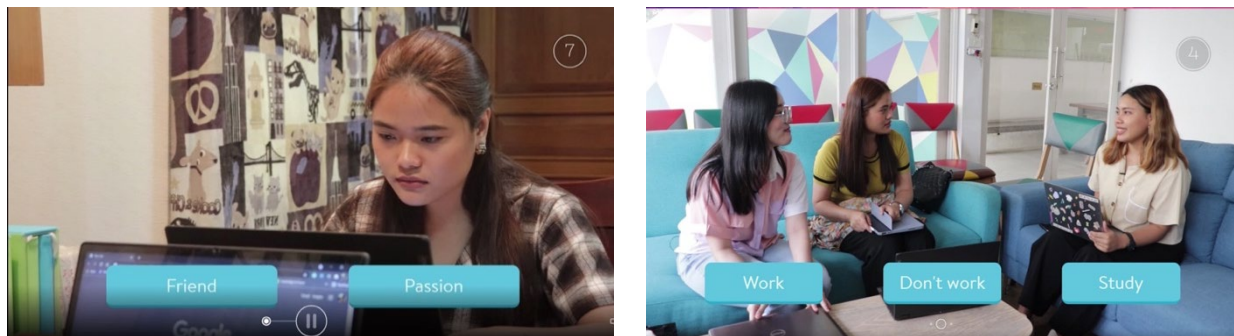
The research findings in this study consist of 3 main parts. The first part concerns development and quality assessment. The second part compares the perception of the sample group before and after viewing the media combined with the online activities. The third part includes the satisfaction evaluation results of the sample group.

### 4.1 Development and quality assessment of content and presentation media

#### 4.1.1 Development of content and presentation media

The development and quality assessment of content and presentation media was carried out by 3 experts. In the section concerning the interactive short films, the researchers applied the 3 Ps principle, which comprises Pre-Production, Production, and Post-Production. They developed interactive short films to guide fourth-year students before their internships. The main characters were limited to making decisions between 2 to 3 options under the theme choice with a duration of 15 minutes. The film was divided into 3 major episodes, each containing 7 sub-episodes:

1. Internship location selection (1.1 Selecting based on friends, 1.2 Selecting based on personal interest)
2. First day of internship (2.1 Wholehearted dedication, 2.2 Bare minimum completion)
3. Last day of internship (3.1 Continuing work here, 3.2 Seeking a new workplace, 3.3 Pursuing a master's degree), as illustrated in Figure 2. The students watched the interactive short film developed by scanning the QR code in Figure 3.



**Figure 2:** Displaying the interactive short films



**Figure 3:** Displaying a QR Code for watching an interactive short film

In the section on online activities utilizing the GROW Model in 4 steps, the guidelines of Suksawang, S. (2018) were followed, consisting of: G = Goal, R = Reality, O = Options, W = Way Forward. This structure is illustrated in Figures 4–5.



**Figure 4:** Displaying online activities using the GROW Model with volunteer coaches



**Figure 5:** Displaying feedback of online activities using the GROW Model

#### 4.1.2 Quality assessment of content and presentation by experts

**Table 1:** Average content quality assessment scores by experts

| Assessment list                                       | Analysis results |             |               |
|---|------------------|-------------|---------------|
|   | $\bar{x}$        | S.D.        | Quality level |
| 1. Overview of online activities using the GROW Model | 4.50             | 0.36        | Good          |
| 2. Overview of interactive short films                | 4.04             | 0.75        | Good          |
| <b>Overall average assessment results</b>             | <b>4.32</b>      | <b>0.38</b> | <b>Good</b>   |

According to Table 1, the overall quality assessment scores by three experts on the content of the interactive short films combined with the online activities using the GROW Model to guide fourth-year students before their internships were rated at a good level ( $\bar{x} = 4.32$ , S.D. = 0.38). Upon closer examination, it was found that the quality ranged from good to very good. Specifically, the aspect with the highest average rating was the online activities using the GROW Model ( $\bar{x} = 4.50$ , S.D. = 0.36), followed by interactive short films media ( $\bar{x} = 4.04$ , S.D. = 0.75).



**Table 2:** Average quality assessment scores of presentation media by experts

| Assessment list   | Analysis results |             |               |
|---|------------------|-------------|---------------|
|   | $\bar{x}$        | S.D.        | Quality level |
| 1. Overall characteristics of the interactive short films | 3.92             | 0.36        | Good          |
| 2. Overall aspect of utilization                          | 3.89             | 0.19        | Good          |
| 3. Overall aspect of audio                                | 3.89             | 0.51        | Good          |
| 4. Overall aspect of editing                              | 3.50             | 0.50        | Good          |
| 5. Overall aspect of visual                               | 3.44             | 0.51        | Good          |
| <b>Overall average assessment results</b>                 | <b>3.80</b>      | <b>0.32</b> | <b>Good</b>   |

According to Table 2, the quality assessment by experts in media presentation of interactive short films, combined with online activities using the GROW Model to guide fourth-year students before their internships, revealed that overall, the media presentation quality was at good level ( $\bar{x} = 3.80$ , S.D. = 0.32). Upon closer examination, the quality ranged from moderate to good. Areas with higher mean scores included the characteristics of interactive short films ( $\bar{x} = 3.92$ , S.D. = 0.36), the overall aspect of utilization ( $\bar{x} = 3.89$ , S.D. = 0.19), the overall aspect of audio ( $\bar{x} = 3.89$ , S.D. = 0.51), the overall aspect of editing ( $\bar{x} = 3.50$ , S.D. = 0.50), and the lowest mean score was the overall aspect of visuals ( $\bar{x} = 3.44$ , S.D. = 0.51), respectively.

#### 4.2 Assessment results of the sample group's perception before and after viewing the media with online activities

**Table 3:** Assessment results of sample group's perception before and after viewing the media with activities

| Assessment results | Before viewing the media with activities |      | After viewing the media with activities |      | $\bar{D}$ | t      | Sig (P-value) |
|--------------------|--|------|---|------|-----------|--------|---------------|
|                    | $\bar{x}$                                | S.D. | $\bar{x}$                               | S.D. |           |        |               |
| Overview (n = 30)  | 3.74                                     | 0.47 | 4.48                                    | 0.34 | 0.73      | 8.590* | .000          |

\* $p < .05$

According to Table 3, the assessment results of the sample group's perception before and after viewing the interactive short films combined with online activities using the GROW Model to guide fourth-year students before their internships, show that the average perception scores after viewing the interactive short films and the online activities was significantly higher than the scores before, at a statistical significance level of .05.

#### 4.3 Assessment results of sample group's satisfaction with the media and activities

**Table 4:** Assessment results of the sample group's satisfaction to the media and activities

| Assessment list   | Analysis results |             |                    |
|---|------------------|-------------|--------------------|
|   | $\bar{x}$        | S.D.        | Satisfaction level |
| 1. Overview of online activities using the GROW Model                         | 4.43             | 0.62        | High               |
| 2. Overview of interactive short films online activities using the GROW Model | 4.30             | 0.50        | High               |
| <b>Overall average assessment results</b>                                     | <b>4.34</b>      | <b>0.50</b> | High               |

According to Table 4, the assessment results of the sample group's satisfaction to the interactive short films combined with online activities using the GROW Model to guide fourth-year students before their internships, revealed that the overall satisfaction level in all aspects was at high level ( $\bar{x} = 4.34$ , S.D. = 0.50). When considering each aspect individually, satisfaction was at high level in all areas. The aspect with the highest average satisfaction was the overview of online activities using the GROW Model ( $\bar{x} = 4.43$ , S.D. = 0.62), followed by the overview of interactive short films ( $\bar{x} = 4.30$ , S.D. = 0.50).

## 5. DISCUSSION

In this study, the researchers developed a 15-minute short film with interactive options, following the 3 Ps principle (Dubitsky, 2024). Pre-production involves planning and preparation, while production encompasses the filming process, and post-production involves editing, sound mixing, and special effects. The short film focused on presenting the theme of internship placement through content accessible to undergraduate students. The film aims to create alternatives for characters, simulating real-life situations for

students to explore choices and observe the consequences, reflecting life goals and self-esteem. The story progresses with a single main character to avoid viewer confusion, while additional characters are introduced to highlight differences in individuals' lives and decision-making processes. This approach enables viewers to see options, life goals, and self-esteem through the media. Simultaneously, the researchers utilize the interactive short films combined with online activities employing the GROW Model (Suksawang, 2018) to guide fourth-year students before their internships. The GROW Model consists of four steps: Goal, Reality, Options, and Way Forward. These online activities are conducted five times, each lasting two hours. The initial session serves as an introduction and self-introduction, followed by four sessions applying the GROW Model step by step. After completing all sessions, the researchers assess and evaluate the results in the next sample group.

The evaluation results by the content experts of the interactive short films combined with the online activities using the GROW Model overall fall within a good range ( $\bar{x}$  = 4.32, S.D. = 0.38). Additionally, the evaluation results by the presentation media experts of the interactive short films combined with the online activities using the GROW Model found that overall, the quality of presentation media falls within a good range ( $\bar{x}$  = 3.80, S.D. = 0.32). This aligns with the research conducted by Namaso et al. (2022), which studied the design and development of media and activities for public relations in the new normal situation to enhance the public image of the Continuing Education Center. The evaluation results for content and presentation media quality are in the good to very good range. Both this research and the aforementioned research utilized the ADDIE Model as a framework for designing and developing media and activities. Similarly, this research also adheres to the 3 Ps principle in designing media and activities and utilized the GROW Model to define the framework of the activities. Both research studies provide guidelines for designing high-quality media and activities. A short film is a type of film production that strives to convey its theme within a brief duration, often arranging its structure in a compelling manner. Equally, short films are commonly used for educational purposes both during production and throughout consumption (Kabadayi, 2012). Therefore, teachers should promote the use of short films as teaching materials for students, both in terms of being producers themselves and being good viewers; the art of storytelling through short films is important and makes storytelling easier within a short period of time.

The perception evaluation results of the sample group before and after watching the media with the online activities revealed that the average perception scores after watching the interactive short film with the online activities using the GROW Model were higher than before watching the interactive short films with the online activities using the GROW Model for advising fourth-year students before internships, with statistical significance at the .05 level. This finding is consistent with the research by Waiwingrob et al. (2023), that investigated the use of digital content to promote awareness of Thai arts and culture for undergraduate students' extracurricular activities. It is also consistent with the research by Kaewsomnues et al. (2023), which developed an E-exhibition in conjunction with a game-based learning communication activity. Both studies used modern media along with extracurricular activities to enhance awareness of Thai arts and culture and online Green Heart and SDGs activities, which are extracurricular activities for undergraduate students. The research found that the sample group had higher average perception scores after watching the media with the activities compared to before, with statistical significance at the .05 level. Therefore, it can be concluded that using modern digital content such as interactive short films, motion graphics, and online exhibitions on the metaverse combined with both online and offline activities can effectively promote awareness among undergraduate Gen Z students regarding various content areas.

The satisfaction evaluation results of the sample group towards the interactive short films combined with the online activities using the GROW Model for advising fourth-year students before internships revealed a high level of overall satisfaction in all aspects ( $\bar{x}$  = 4.34, S.D. = 0.50). This finding is consistent with the research by Kittipongpisut et al. (2024), which conducted a meta-analysis of studies synthesizing digital content and activities to promote Thai students' perception through the four principles of Buddhism. The analysis found that when using digital content and activities to promote Thai students' perception, even with complex concepts such as the four principles in Buddhism (the Sangaha Vatthu 4 comprising Generosity, Kind Speech, Beneficial Action, and Equanimity), breaking down these difficult-to-understand concepts into digital content and presenting them in small episodes on online platforms alongside activities can lead to the highest level of satisfaction among the sample group, who are students.

Online education, with its distinct characteristics, has revolutionized the learning experience for students. Consequently, research has delved into understanding the various facets of online learning environments that impact students' experiences. While numerous aspects have been identified through these endeavors, individual studies often focus on only a subset of these factors, leading to some contradictory findings. In this study, the authors adapt an integrative approach by considering most of the aspects highlighted in the literature within a unified model. The aim is to ascertain which factors wield the greatest influence on students' satisfaction and perceived learning. The study involved 499 students enrolled in online courses in

social sciences at higher education institutions in the USA, China, and Spain. The findings reveal that the most significant aspects influencing students' satisfaction and perceived learning in online social sciences courses are the quality of learning content and the design of the course itself (Barbera et al., 2013). Therefore, educators in educational institutions should pay attention to the learning content and the design of the course, whether it is teaching or providing internship guidance for further education. Thus, in this research, the researchers emphasize the importance of content in short film media and the design of activities using the GROW Model to enhance students' perception and satisfaction in teaching, learning, and internship guidance.

## 6. CONCLUSION

This research focuses on developing an interactive short film with a duration of 15 minutes, following the principles of the 3 Ps, including Pre-Production, Production, and Post-Production, along with online activities using the GROW Model to guide fourth-year students before their internships. The activities consist of 4 steps: 1) Goal, 2) Reality, 3) Option, and 4) Way Forward, with each online activity session lasting 2 hours, conducted 5 times. The evaluation results by content and presentation media experts of the interactive short film combined with the online activities using the GROW Model revealed that overall, the quality was at a good level ( $\bar{x} = 4.32$ , S.D. = 0.38) and ( $\bar{x} = 3.80$ , S.D. = 0.32), respectively. The perception evaluation of the sample group before and after viewing the media with the online activities showed that the sample group had significantly higher average perception scores after viewing the interactive short films combined with the online activities using the GROW Model compared to before viewing. Additionally, the satisfaction evaluation of the sample group towards the interactive short film combined with the online activities using the GROW Model revealed a high overall satisfaction level in all aspects ( $\bar{x} = 4.34$ , S.D. = 0.50).

## 7. LIMITATIONS

This research has one limitation concerning the implementation of online activities to guide fourth-year students before their internships using the GROW Model. Conducting activities using the GROW Model five times, each lasting two hours, requires a significant number of facilitators with up to 21 people rotating to conduct activities continuously with the same group of students. Consequently, the activities had to be conducted online via a Zoom Meeting to facilitate external facilitators who were not affiliated with the educational institution. Additionally, there were confounding variables that occurred during online activity sessions, such as students' workload, fatigue, stress, etc., which may have decreased students' willingness to participate fully in all five sessions.

## 8. SUGGESTIONS

### 8.1 Suggestions for applying the results of the study

Instructors of cooperative education courses or courses related to internship guidance can utilize the interactive short film as a teaching tool. This allows students who have viewed the film to simulate real decision-making scenarios and practice decision-making before selecting their own internship placements. This teaching tool can be integrated into various stages of the curriculum and should be combined with online activities, such as using the GROW Model, as demonstrated in this research. However, lesson planning should be tailored appropriately as viewing the media and engaging in activities multiple times should not exceed 1–1.5 hours each session. Additionally, there should be an adequate number of facilitators to ensure the activities can be carried out effectively for everyone, making them suitable for moderately sized classrooms. A facilitator to student ratio of 1:1 is suggested, maintaining continuity within the same group throughout the 5 activity sessions.

### 8.2 Suggestions for further research

Future studies should expand interactive short films by sharing them on the metaverse, using spatial io. to present the choices of each segment of the short films into 7 sub-episodes. After that, the sample could play a quiz game to review the lessons before entering the onsite activities using the GROW Model. Then, the students' satisfaction could be assessed after viewing the media and participating in the onsite activities. Additionally, the researchers should follow up to evaluate the decision-making process regarding the students' internships in the following semester.

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