



Cooperative Education Report

EduIT: Integrating IT and Education for Seamless Management and Student Experience at Interkids Bilingual School Nimitmai

Submitted by

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Title - EduIT: Integrating IT and Education for Seamless Management and Student Experience
at Interkids Bilingual School Nimitmai

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We have approved this cooperative report as a partial fulfillment of the Cooperative
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Oral Presentation Committees



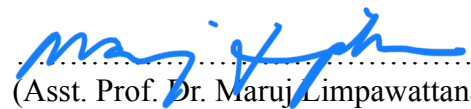
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ABSTRACT

This internship report outlines the experiences of Yati (Pinky) Maung Maung Myint during her six-month tenure as a Business Developer Intern at Interkids Bilingual School Nimitmai. It highlights the challenges faced, accomplishments achieved, and key lessons learned while working across the interconnected fields of IT and Education. As a Business Developer Intern, she created a database using Moodle, designed a centralized website for students, personalized lesson plans, and taught English with a focus on improving the students' writing and comprehension skills. Balancing responsibilities across IT and education, she integrated technologies to bridge the gap between these sectors, creating efficient solutions for both educators and students. She not only strengthened her technical skills in front-end development, database management, and web design but also honed her soft skills in innovation, leadership, and time management. For future improvements, she suggests digitizing the current paper-based system to mitigate risks from natural disasters, consolidating English subjects for a more streamlined curriculum, and expanding the resource base to better support students, teachers, and management in staying competitive with international schools offering structured English programs.

Keywords: Business Developer, IT, Education, Moodle, Web Design, Database Management

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Next, I would like to thank the team of Interkids Bilingual School for giving me the opportunity to broaden my horizons and challenge myself to apply my IT skills to their fullest potential. The knowledge and skills that I have gained over the past six months is irreplaceable. I am not only grateful for the new experience but also the fact that I was able to be given a hand at teaching the new generation of young scholars.

Finally, I would like to extend my deepest gratitudes to my family, who have been giving me strength since the very beginning. With their support and reassurance, I was able to reach greater heights, not only in my studies but also the workforce, than I could ever imagine.

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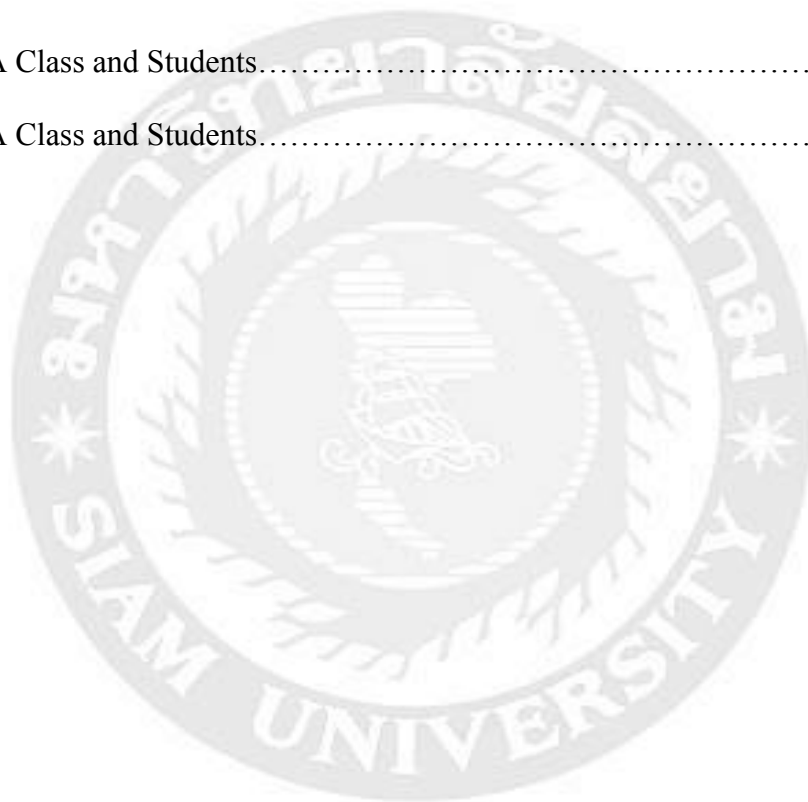
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Abbreviations

IBS : Interkids Bilingual School

TELL : Technology, Ethics, Language, and Leadership

CO-OP : Cooperative Education

DTR : Daily Teaching Records

SDGs : Sustainable Development Goals

IELTS : International English Language Testing System

SATs : Standard Assessment Tests

IT : Information Technology



Chapter 1: Introduction

1.1 Company Overview

Interkids Bilingual School Nimitmai, also known as IBS Nimitmai, is a bilingual school with 2 branches, one in Seri Thai and one in Nimitmai. It follows an integration of the British curriculum and the Thai curriculum, housing students from pre-kindergarten all the way up to Grade 12.



Figure 1: Interkids Bilingual School Nimitmai Logo

1.2 Mission of the Company

The mission of IBS Nimitmai is centered around the acronym TELL, which represents Technology, Ethics, Language, and Leadership. The school emphasizes these core principles to help students excel by providing a strong foundation in English, Thai, and Chinese languages, fostering leadership qualities, promoting ethical decision-making, and equipping students with cutting-edge technological skills to prepare for the future.

1.3 Vision of the Company

The vision of IBS Nimitmai is to foster academic and life skills that transform its students into citizens of the world.



Figure 2: IBS Nimitmai Vision Statement

1.4 Organizational Structure

1.4.1 Diagram of Organizational Structure

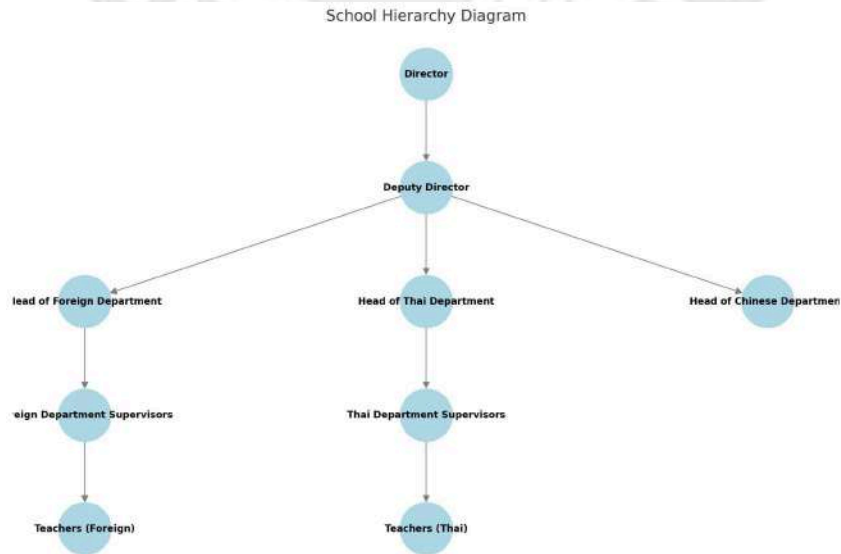


Figure 3: IBS Nimitmai Organizational Structure

The organizational structure of IBS Nimitmai operates within a vertical hierarchy, led by the Director. Directly beneath the Director is the Deputy Director, followed by three distinct groups managing the Foreign, Thai, and Chinese departments. Currently, the Chinese department is still in development, with a Head of the Chinese Department in place while recruiting supervisors to oversee Chinese teachers. For now, Chinese teachers fall under the Foreign Teachers Department.

Each department operates through a tiered system where issues are first addressed by supervisors before escalating to the department heads. The Foreign Department, for example, is managed by the Head of the Foreign Department, who oversees matters pertaining to foreign teachers.

The leadership approach at IBS Nimitmai combines distributive and collaborative leadership styles. Leadership responsibilities are shared across staff, fostering shared decision-making and teamwork. Despite the hierarchical structure, individuals at all levels of the organization are empowered to make executive decisions when necessary, promoting a cooperative and inclusive work environment.

1.5 Job Position

The position I held at IBS Nimitmai was a Business Developer Intern with part-time teaching responsibilities. During my tenure, I was assigned with a multitude of tasks that strengthened both my strategic thinking and professional development skills:

- **Develop Business Strategies for School Improvement:** In my role as Business Developer, I was responsible for generating initiatives to enhance school operations. This included revising course outlines, organizing events and activities to support student learning, and implementing new technologies to streamline information management for both staff and students.
- **Innovation in the IT Department:** I held the role of coming up with a variety of different ways to implement technology changes for the school. I was responsible for spearheading ideas to streamline processes, making them more efficient and user-friendly for both management and students.
- **Teaching English to Grades 8-12:** During my part-time work, I taught students in Writing, Grammar, and the English for Work elective for grades 8-12, emphasizing on building practical language skills.
- **Coordinating School's Course Outline:** In addition to teaching, I managed course outlines for grades 8-12 in Writing, Grammar, and the English for Work elective. My approach focused on developing students' language skills and preparing them for real-world applications of English.
- **Assisting Students in the Form of Special Classes:** I would also be in charge of the English based special classes, such as Grammar and English for University, to help

students in preparation for university, important out-of-school examinations (IELTS, SATs), and further studies.

1.6 Job Position in the Company's Organizational Structure

In the organizational structure, I fall under the foreign teachers department, as there is no specific IT group yet and I am a foreign employee and part-time teacher. My position reported directly to the supervisory team. If any issues arose, I would address them with my immediate supervisors or directly with the deputy director, who oversaw my role.

In addition to reporting, I was also responsible for overseeing the students, ensuring they remained on task and handling any behavioral concerns. Furthermore, I would track and report their significant progress throughout the semester.

1.7 Objectives of the CO-OP Study

As I came into the internship with two roles in mind, I had a couple major objectives that I wanted to accomplish when coming into the internship.

- **Enhancing IT Infrastructure:** My first goal was to improve the school's IT infrastructure. I quickly realized that much of the school's operations were still reliant on a paper-based system, which was time-consuming and inefficient. I aimed to provide an easier and more effective way for the school to process tasks, access documents, and manage operations through digital solutions.

- **Creating an Innovative and Supportive Environment:** As an educator, my primary objective was to foster an environment where students could learn effectively while integrating technology. I recognized the potential in each student and sought to create a space that nurtured their existing skills while helping them grow. By leveraging technology, I aimed to make learning more seamless and engaging for them.
- **Driving Positive Change:** The main goal of my internship was to create positive change for both students and management. I worked to streamline processes for the management team, making their tasks more efficient, while also helping students improve their skills, whether in writing or other subjects. If I succeeded in creating lasting improvements in the institution, I considered my objective accomplished.

1.8 Intention and Motivation to Choose This Company as Your CO-OP Studies Workplace

My primary motivation for choosing this company for my co-op experience was the opportunity to gain a fresh perspective. In my undergraduate studies, I explored how IT could improve processes in fields such as healthcare and aviation, but I did not have the opportunity to examine its applications in education, a key industry with far-reaching impact.

Two main factors influenced my decision:

Broadening My Skill Set: I have a strong commitment to continuous learning, and working in education presented the opportunity to apply my IT expertise to address real-world challenges

within a school environment. This role offered a unique chance to explore how technology could be used to resolve practical issues in education.

Personal and Professional Development: Engaging in the education sector allowed me to develop new skills and innovative ideas in a field centered on preparing future generations. This experience enabled me to gain practical insights and contribute meaningfully to an industry dedicated to growth and development.

1.9 Strategic Analysis of the Company

There are many ways to analyze the strategies of Interkids Bilingual School, but one of the most effective ways to do so is the SWOT analysis.

Strengths:

- **Strong Focus on Language and Technology:** IBS Nimitmai's mission emphasizes technology, ethics, language, and leadership (TELL), which aligns well with current trends in education, preparing students for the future with cutting-edge tools.
- **Multilingual Curriculum:** The integration of English, Thai, and Chinese into the curriculum is incredibly valuable, making students more competitive and well-prepared for global opportunities.
- **Collaborative Leadership:** The distributive leadership style encourages teamwork, shared decision-making, and collaboration, fostering an inclusive and supportive working environment.

Weaknesses:

- **Paper-Based Systems:** The school still relies on paper-based systems, which can be difficult to manage and risky for the institution, as they might go through a huge loss of data in the event of a disaster.
- **Current Lack of an IT Department:** The absence of a formal IT department limits the focus on technology-driven initiatives and can create challenges in managing tech-related projects.

Opportunities:

- **Digitization of Records and Systems:** Transitioning to digital systems, such as cloud-based storage, would greatly enhance efficiency, accessibility, and disaster recovery capabilities.
- **Resource Expansion:** Increasing the availability of resources for both students and management (e.g., through digital platforms) could streamline learning and teaching processes and create better opportunities for growth.

Threats:

- **Natural Disasters:** The current reliance on paper-based systems exposes the school to risks in case of natural disasters, which could lead to data loss or operational disruptions.
- **Competition from Other International Schools:** Schools with a more integrated English curriculum and a stronger IT infrastructure may be seen as a stronger competitor.

Chapter 2: Co-op Study Activities

2.1 Job Description and Responsibilities

Company: Interkids Bilingual School, Nimitmai Campus

Departments: IT and Education

Supervisor: Assistant Director, Interkids Bilingual School

Job Summary:

A Business Developer plays a vital role in generating innovative ideas that benefit both the IT and Educational sectors. At IBS Nimitmai, this position focuses on developing strategies to enhance the experience for management, staff, and students alike. Within the IT Department, the Business Developer is responsible for creating solutions to streamline processes for management and teachers, while also improving students' access to essential resources. In the Educational sector, the role emphasizes creativity in teaching methods and using technology to simplify workflows and improve the learning experience for students.

Qualifications:

- Enrolled in a Bachelor's Degree
- Have an excellent command of English, both verbal and written skills.
- Ability to multitask in multiple sectors of the institution.
- Passionate about innovation and the implementation of new ideas with a strong work ethic.

- Strong leadership skills and detail-oriented.

Benefits:

- Gain valuable experience in two different industries.
- Play a vital role in the upbringing of the new generation.
- Receive a letter of recommendation upon completing the internship.
- Opportunity to create new connections due to the incredibly collaborative environment.

Responsibilities:

- *Developing New Business Strategies for School Improvement*
 - Research and implement strategies to enhance school and student experiences.
 - Create proposals for new programs, extracurricular activities, or facilities to attract prospective students.
 - Implement technological strategies to streamline the processes for management, teachers, and students.
- *Overseeing Digital Transformation Initiatives*
 - Lead the integration of new technologies into teaching, learning, and administrative processes.
 - Monitor system performance and troubleshoot issues related to new technologies.
 - Ensure that all digital transformations align with the school's long-term goals.
- *Teach and Guide Grades 8-12 in the English Language*

- Design and deliver engaging lesson plans tailored to students' language proficiency levels.
 - Foster critical thinking and communication skills through creative writing, formal writing, debates, and group projects.
 - Assess and track student progress to identify areas for improvement and provide personalized support.
 - Encourage a positive learning environment where students can confidently develop their English skills.
- *Coordinating the Course Outline*
 - Develop and organize a cohesive curriculum that aligns with educational standards and goals.
 - Integrate modern teaching methods, including technology and interactive learning, into the course outline.
- *Monitoring and Evaluating Program Effectiveness*
 - Develop metrics to measure the impact of educational activities.
 - Analyze data to identify areas for improvement and recommend actionable changes.
- *Acting as a Mentor and Guide for Students*
 - Provide personalized guidance to students on university applications, including local and international options.

- Serve as the primary instructor for English examination preparations, ensuring students are fully prepared for their exams.
- Offer ongoing support to help students make informed decisions about their academic and career paths.

2.2 Contributions of the Student

During my time as a Business Developer Intern at Interkids Bilingual School Nimitmai, I believe I made significant contributions by introducing a more technology-driven approach to the school's internal processes. Additionally, I provided students with innovative methods to improve their writing and English skills, creating a dynamic and engaging learning environment. Shown below are specific examples of how I met the responsibilities of my role:

- **Developing New Business Strategies for School Improvement**
 - One technological strategy I developed was implementing a teacher database system using Moodle. This comprehensive system enables teachers to track student attendance, record scores, and manage teaching resources. Additionally, the system incorporates a digital leave form for teachers, giving convenience for those unable to submit physical forms due to illness. Not only does this feature assist teachers, but it also gives management the ease of promptly finding replacements to teach during the specified teacher's absence. The implementation of this database significantly reduced administrative processing time by over 50%, making operations easier for both teachers and management.

- Another technological strategy I implemented was the making of a centralized student website to give students the ability to browse not only domestic universities but also international universities. This was created to give students a more convenient way to research universities they are interested in, reducing their research time span and giving them more time to focus on their marks for further study.

- As for strategies to enhance student engagement and education, I introduced an *In-Class Business Start-Up Challenge* in the elective course *English for Work*. This challenge aimed to foster creativity, innovation, and teamwork while emphasizing sustainability. Students were tasked with developing original and viable business ideas that aligned with global challenges and opportunities.
 - One standout project was a "temperature-responsive sweater," an innovative concept integrating IoT technology to create a product that adjusts to the wearer's temperature. This idea not only showcased innovation but also aligned with the United Nations' Sustainable Development Goals (SDGs), particularly the goal of Good Health and Well-Being. The project demonstrated the students' ability to merge technology with sustainability to design a groundbreaking product that can solve real-world problems.



Figure 4: IoT Sweater Project by Students in Grade 10 (Nattapat Khamwan, Vachiravit Wongreungseang, Phongphon Lamprasert, Ghan Punyabuddhaporn, Tinnapob Hongsawong, Songkran Khienkangplu)

- **Overseeing Digital Transformation Initiatives**

- During the implementation of the Teacher’s Moodle, I took on the role of system administrator, overseeing its functionality to ensure it operated smoothly. My responsibilities included creating courses, assigning user roles, and troubleshooting any access issues. By managing these tasks, I ensured that teachers and staff can navigate and use their respective areas of Moodle effectively without encountering problems.

- **Teach and Guide Grades 8-12 in the English Language**

- I was responsible for teaching Grammar, Writing, and the elective subject English for Work. Throughout my time with the students, I prioritized critical thinking and communication skills. To achieve this, I assigned writing tasks at least once a week, tailored to their grade level and aligned with the topics in their textbooks.

- For instance, Grade 12 students wrote one essay per week based on what we learned in class. During the first week, we focused on narratives, and in the second week, biographical essays. I provided them with challenging topics suited to their level to develop their writing skills further. In addition to formal essays, Grades 11 and 12 worked on university-style reports to prepare them for academic writing beyond school.
- To encourage creative thinking, I assigned Grades 8–12 creative writing prompts designed to improve their grammar and writing structure. Specifically for Grades 9 and 10, I introduced a project where they wrote a book on a topic of their choice. This not only enhanced their creative writing and critical thinking but also helped them refine their organizational and structural skills.
- In English for Work, I placed a strong emphasis on teamwork. Group projects were crucial to the course, helping students understand how to collaborate effectively. Each group presented their work in English, which strengthened their communication skills and built their confidence in speaking.
- I tracked each student's progress weekly, providing detailed, personalized feedback for every assignment. Beyond academics, I created a supportive learning environment where students felt comfortable expressing themselves and sharing their experiences, ensuring they felt heard and valued in the classroom.

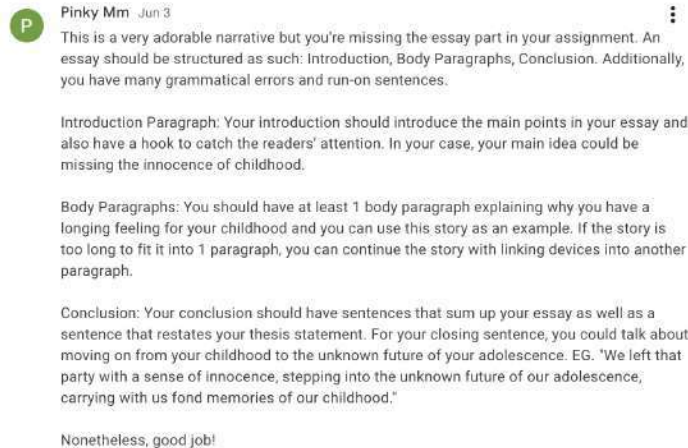


Figure 5: Feedback Given as an Educator

- **Coordinating the Course Outline**

- I was responsible for creating the course outlines for Grades 8–12, making sure they aligned with the provided textbooks while incorporating my own modern teaching approach. I emphasized class participation in my teaching style, encouraging students to speak up during lessons. This method significantly improved their speaking skills and boosted their confidence in expressing themselves.
- In the sense of technological integrations; for Grade 11, I introduced a report-writing project where students were tasked with designing an invention. Many students proposed ideas that integrated technology, such as hologram-projection glasses, kinetic energy-powered cars, and reusable biodegradable straws. I supported this approach because it not only tapped into their innovative potential but also helped them understand how to connect existing technologies with practical applications. This activity linked their

creativity and the real-world technological landscape, preparing them to think critically about how technology can shape the future.

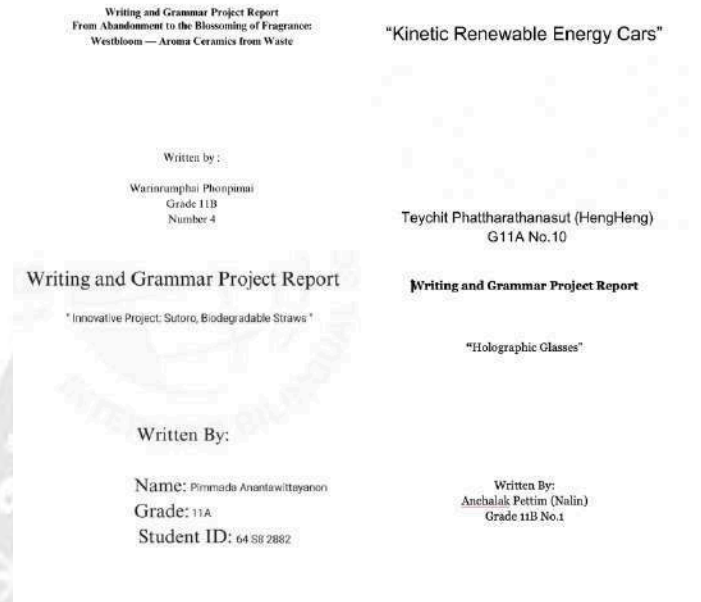


Figure 6: Inventions Created by Grade 11 Students

- **Monitoring and Evaluating Program Effectiveness**
 - The grading rubric I used typically followed a 10-point scale, with 2 points assigned to each of the following criteria: Expression, Awareness, Errors, Structure, and Vocabulary.
 - For special projects, the rubric was adjusted, with 4 or 6 points allocated to each criterion. Depending on the project, there would be 6–8 sections evaluated, allowing for a more detailed assessment.

- These rubrics helped me measure both the students' progress and the effectiveness of my teaching methods. I noticed significant improvement in the students' performance over time, reflecting the impact of the educational activities I implemented. For example, one student who initially scored 3/10 on their first assignment went on to achieve full marks on their final project after six months of guidance. This incredible improvement highlighted the effectiveness of my approach and the student's growth.

RUBRIC

	6	5	4	3	2	1	0
Content	Highly effective style capable of conveying subtle meaning.	Effective style.	Sometimes effective style.	Inconsistent style, expression sometimes awkward but meaning clear.	Limited style.	Expression unclear.	Unfinished or Not turned in.
Structure	Carefully structured for benefit of the reader.	Secure overall structure, organized to help the reader.	Ideas generally well sequenced.	Relies on the sequence of the original text.	Response is not well sequenced.	Poor sequencing of ideas.	
Vocabulary	Wide range of sophisticated vocabulary, precisely used.	Wide range of vocabulary, used with some precision.	Range of vocabulary is adequate and sometimes effective.	Vocabulary is simple, limited in range or reliant on the original text.	Limited vocabulary or words/phrases copied from the original text.	Very limited vocabulary or copying from the original text.	
Awareness of Audience	Highly effective register for audience and purpose.	Effective register for audience and purpose.	Sometimes effective register for audience and purpose.	Some awareness of an appropriate register for audience and purpose.	Limited awareness of appropriate register for audience and purpose.	Very limited awareness of appropriate register for audience and purpose.	
Mechanics	Spelling, punctuation and grammar almost always accurate.	Spelling, punctuation and grammar mostly accurate, with occasional minor errors.	Spelling, punctuation and grammar generally accurate though with some errors.	Frequent errors of spelling, punctuation and grammar.	Persistent errors of spelling, punctuation and grammar.	Persistent errors in spelling, punctuation and grammar impede.	

Figure 7: Rubric Used to Assess Grade 9 and 10 Final Projects

- **Acting as a Mentor and Guide for Students**

- I played a crucial role in assisting students with their personal statements, providing tailored guidance on university applications, and clarifying specific requirements for both local and international universities. To further support their academic and career planning, I created a website called *Campus Connect*. This platform offers streamlined access to information on universities in Thailand and abroad, along with blog posts on topics like resume writing, internship research, and long-term career planning.

- To help students explore their interests and align them with their future goals, I designed assignments aligned with their aspirations. For Grades 9-10, students created books based on their personal interests, fostering creativity and self-expression. For Grades 11 and 12, I introduced more structured projects: Grade 11 students wrote reports on inventions they wanted to create, detailing the processes involved, while Grade 12 students prepared formal university-style reports analyzing issues in industries they planned to pursue. These tasks not only deepened their knowledge of their chosen fields but also honed their research and writing skills.
- As the primary instructor for mock IELTS exams, I guided students through the testing process, allowing them to be familiar with the format and providing strategies to improve their performance. I also supported students preparing for the TOEFL exam, offering detailed insights into each section and assisting them with developing the skills and confidence needed to excel in the actual test.
- I also guided students in special classes, where I provided support not only for IELTS preparation but also for foundational grammar rules and structures. Additionally, I assisted older students with SAT preparations.



Figure 8: Assistance for the Students



Chapter 3: Learning Process

3.1 Indicate how I Successfully Solved Problems 33

During my tenure at IBS Nimitmai, I have made irreplaceable memories and was given the opportunity to develop my skill set to the highest degree. Below are some of the instances where I was given to train myself and my existing skills, whilst also further developing them for the future.

Challenge 1: Paper-Based System

Many of the school's main processes relied on paper-based systems, making it challenging to efficiently retrieve and analyze data. For instance, the school did not have a centralized database, making it challenging to manage and track information effectively. This issue was particularly hard for teachers, as the only system we had were our daily teaching records (DTR), the primary method for tracking attendance and classes, which were only accessible on-site. Determining when someone was absent required manually sifting through these records. Additionally, the process for submitting leave forms required teachers to submit leave requests by physically handing in paper forms to the office, which was especially inconvenient when they were unwell.

Daily Teaching Record G.T. - G.12

Date: 05 (Fri) Month: July

Period	Subject	Contents	Teacher's Name	Time
1	Maths	Properties of 3D Figures	Mr. Kenneth	8:00-8:45
2	Maths	Properties of 3D Figures	Mr. Kenneth	8:50-9:35
3	Maths	Properties of 3D Figures	Mr. Kenneth	9:40-10:25
4	Maths	Properties of 3D Figures	Mr. Kenneth	10:30-11:15
5	Maths	Properties of 3D Figures	Mr. Kenneth	11:20-12:05
6	Maths	Properties of 3D Figures	Mr. Kenneth	12:10-12:55
7	Maths	Properties of 3D Figures	Mr. Kenneth	1:00-1:45
8	Maths	Properties of 3D Figures	Mr. Kenneth	1:50-2:35
9	Maths	Properties of 3D Figures	Mr. Kenneth	2:40-3:25
10	Maths	Properties of 3D Figures	Mr. Kenneth	3:30-4:15
11	Maths	Properties of 3D Figures	Mr. Kenneth	4:20-5:05
12	Maths	Properties of 3D Figures	Mr. Kenneth	5:10-5:55

Total No. of Student: 16 Absent: 12 Present: 4

Head of Operations (H.O.)

Foreign Supervisor

Mr. M.A. Hassan Effie R. Germinal

Figure 9: DTR Used at the School

Solution:

- Using Moodle's open-source platform, I created a centralized database to streamline processes for teachers, enabling them to manage tasks more efficiently. The system was designed to provide teachers with easy access to their schedules, attendance records, course outlines, main events happening at the school, and more, all readily available on a single website.

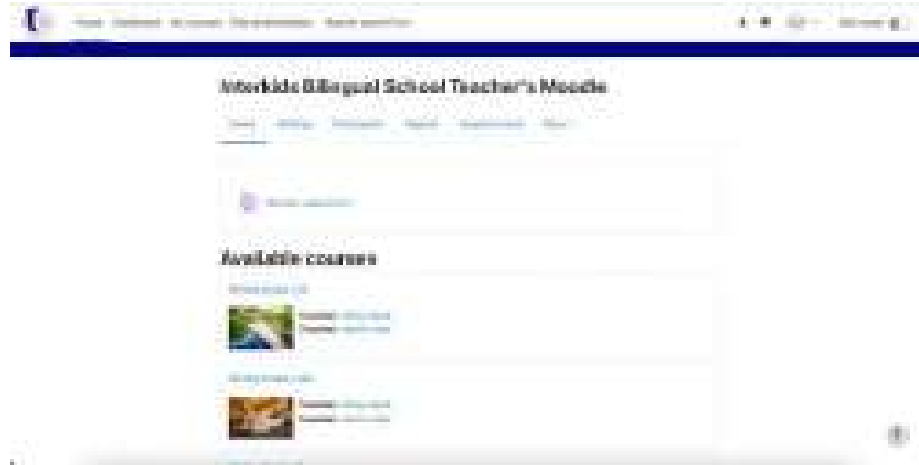


Figure 10: IBS Teacher's Moodle

- The IBS Nimitmai Teacher's Moodle included the following features:
 - Course Outlines
 - PowerPoint Presentations
 - Teacher Leave Form
 - Databases for Attendance
 - Assignment Tracking
 - Direct Communication with Admin for Leave Approvals



Figure 11: Course Outline in IBS Teacher's Moodle

- With centralized access to these resources, teachers no longer needed to juggle multiple tabs or platforms to prepare lessons, track attendance, or check schedules.
- Submitting leave requests also became much more convenient. Teachers can now request and receive approval for leave directly through the platform, eliminating delays. For management, Moodle's ability to export data into Excel files simplified the process of managing teacher attendance and calculating related finances, providing all necessary data in one easily accessible file.

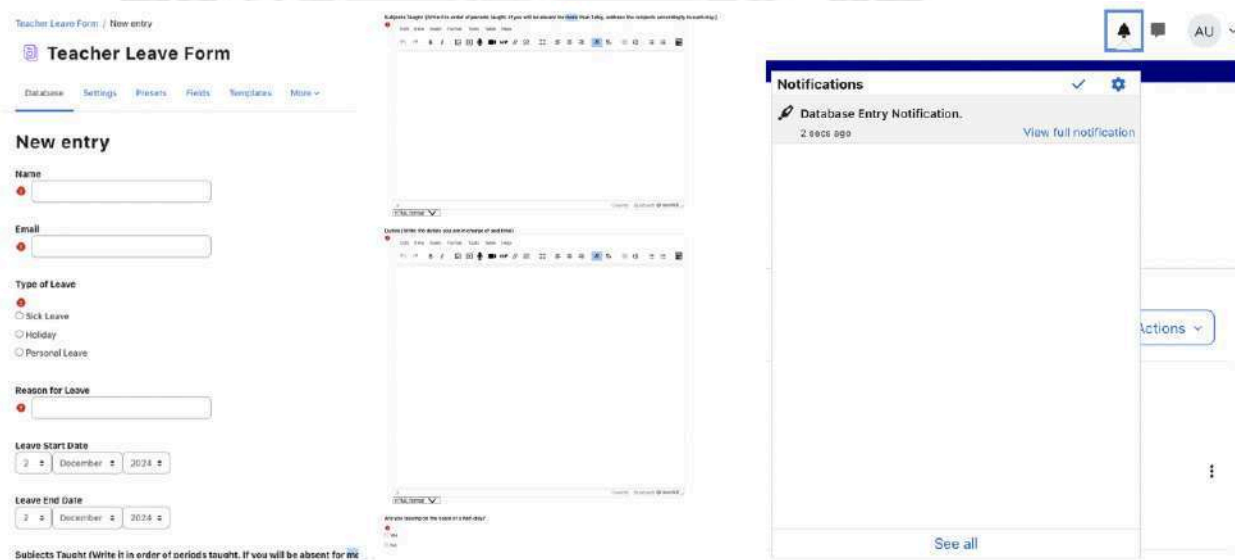


Figure 12: Process for Leave Form

Challenge 2: Lack of Vital Platform for Students

The high school students (Grades 9-12) lacked an integrated platform to explore both domestic and international universities. Many of these students were highly motivated to apply to

prestigious universities, both within Thailand and abroad, but they expressed frustration over how difficult it was to research universities while doing schoolwork and other responsibilities. Additionally, they had expressed interest for more opportunities for out-of-school events and opportunities to build up their portfolios.

Solution:

- I created a website called *Campus Connect* (*campusconnectlearners.wordpress.com*) on WordPress that includes the necessary information needed about the universities not only in Thailand but also overseas. It includes information such as:
 - Undergraduate Programs
 - Tuition Fees (for both Locals and International Residents)
 - General Admission Requirements



Figure 13: Campus Connect Website

- The website also features information about upcoming educational events in Bangkok, such as university open houses and fairs where representatives from international and local universities provide details about their programs.

EVENTS IN THE SPOTLIGHT



IDP – Study in the USA

[See More](#)



IDP – University Fair
(Australia and the UK)

[See More](#)



SI UK University Fair
Bangkok 2025

[See More](#)

Figure 14: Events Section of Campus Connect

- In addition to this, the site offers guidance on long-term career development, including tips on finding internships and writing resumes. It also provides students with opportunities to enhance their writing skills and build their portfolios. They can contribute blog posts related to their chosen industries, offering advice to younger students. These blog posts, published under their names, serve as valuable assets they can showcase to future admission officers and potential employers.

Blog Posts

Resume Writing: The ATS Method



Figure 15: Blog Section of Campus Connect

Challenge 3: Challenges with Writing

Students often struggled with writing essays, reports, and other long-form pieces. They lacked experience and encouragement in independently crafting lengthy pieces, which made structuring their writing and organizing paragraphs difficult for them.

Solution:

- I specifically crafted lessons for each Grade level to help them and gain confidence in their writing. For Grades 11 and 12, the focus was on formal writing. I had them write essays regularly and had their final project be a university-style report. From the beginning of my internship to the end, they improved immensely, with one of the students achieving an increase of 230% in their scores.

Being a duck

I've been a duck for my whole life. And here are the experiences I have faced from being one.

First of all being a duck is being good at everything but not mastered any of them. From the day I was young until now I remember that I was able to learn and understand most of the lessons. However, I have never really mastered any of them. I can understand my lesson and did a great job on test but after that I feel like I have lost all of it.

The word 'I'm never going to be enough' can describe my situation the most at this moment. I'm always feeling like even though I was able to did good in a test, I've never truly understood them. I have a good grade on my paper but how should I feel knowing that I'm not able to make any use of it in my real life.

I can do variety position in activities but I've never really got accepted from doing any. It makes me feel so blank I can't even express it in a word, maybe its feels like you're all alone in a white empty room with nothing else.

Some people are jealous of us. But for the one who can't adapt with them being a duck well, this is nothing but an endless nightmare. No matter how hard they tried it's like they're running in a circle, always come back to the start.

I just hope that I will be able to adjust myself with being a duck one day. And be a happier duck than now. So from now on, all I can do is don't let the duck in me pull me down but I will bring it to the top with me instead.

Abstract

This report explores the repercussions of unethical wildlife tourism on the reputation of Thailand's tourism industry. The study aims to pinpoint the factors influencing Thailand's image in the global tourism market and propose strategies for addressing these issues. Through a comprehensive analysis of news reports, surveys, and interviews, the research highlights how unethical practices, including the exploitation of wild animals and labor, negatively impact Thailand's tourism reputation from an international perspective. Key findings indicate that these issues stem from inadequate governmental oversight, long-standing cultural practices, and the normalization of exploitative practices among local communities.

The report concludes that mitigating the negative effects of unethical wildlife tourism requires the implementation of robust and comprehensive regulatory measures. It emphasizes the importance of educating and providing clear guidelines for local communities, tourism operators, and visitors to foster more ethical wildlife interactions. Additionally, the study advocates for increased support for conservation initiatives and activities, aiming to enhance the preservation of wildlife and improve Thailand's standing as a responsible and sustainable tourism destination. By addressing these concerns, the report suggests that Thailand can better align its tourism practices with global standards of ethical treatment and conservation.

Keywords: unethical, wildlife animal, Thailand's tourism, tourist, exploitation

Figure 16: Writing Improvement of G12 Student (Irissa Wong-aree)

- For Grades 8-10, I emphasized creative writing to encourage self-expression and exploration of their interests before transitioning to formal writing. Their final project was to write a book with at least three chapters on a topic of their choice. It could be a fictional story, an autobiography, or any genre they found interesting. This project not only helped them discover their passions and potential career interests but also incredibly increased their writing output. By the end, they wrote much more than when I had assigned work at the beginning of the internship, with noticeable enthusiasm and skill.



Figure 17: Book Covers of G9 Students Marinka Brown (Left) and Warissa Santasorn (Right)

Challenge 4: Lack of a Video Editor

Before the Grade 9 graduation, the management team at IBS Nimitmai required a video editor to film and edit personalized videos for all 36 students.

Solution:

- I created each video to not only meet the school's branding requirements, such as including the logo and maintaining the school's overall vibe, but also to highlight the unique personalities of each student. I ensured that every video felt personalized, making it a meaningful and memorable experience for both the students and their parents watching the videos.



Figure 18: Beginning of Edited Video for G9 Graduation using CapCut and Canva

Challenge 5: Absence of a TOEFL Teacher

IBS Nimitmai has a partnership with TOEFL to administer TOEFL exams to students in Grades 6 and 9, and the school required someone to prepare the Grade 9 students for the examination.

Solution:

- In the month leading up to the TOEFL exam, I guided the students through the essential components of the test, including mock listening, reading, and language form and meaning sections. I took a step-by-step approach, thoroughly explaining each section to ensure the students understood the format and knew what to expect on exam day.
- This preparation proved effective, as the majority of the students achieved a CEFR level of B1 or higher, demonstrating significant competence.

Challenge 6: Substitution for ICT Class

Occasionally, the school asked me to step in as a substitute teacher, and one such instance was for the Information Technology class.

Solution:

- During this class, I taught students the fundamentals of coding and introduced them to the primary languages used in website development. I also guided some of them through JavaScript and the basics of GUI coding. This experience sparked an interest in coding for several students, inspiring a newfound passion for technology and programming.

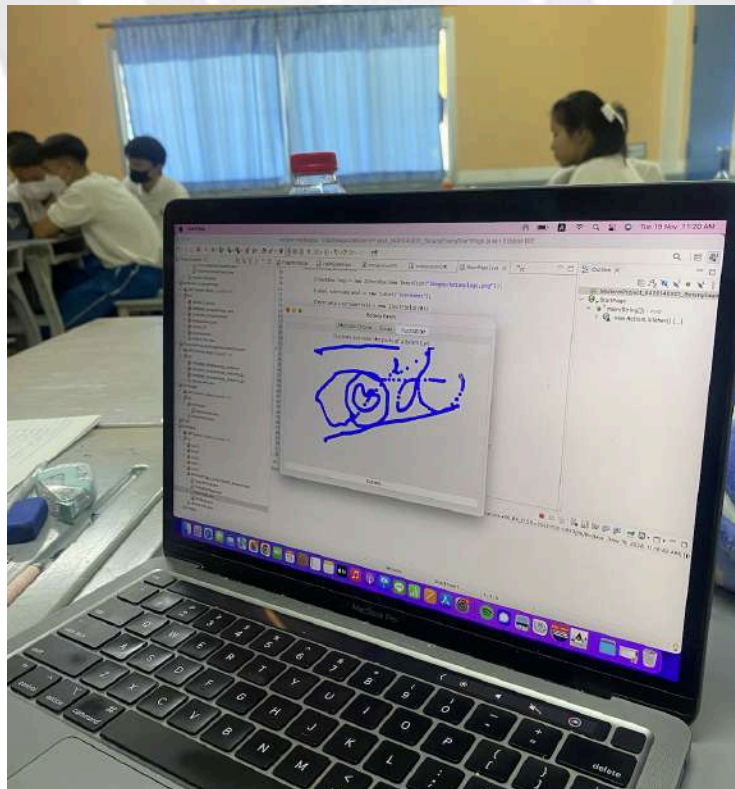


Figure 19: Learning the basics of Java and GUI coding in class

3.2 Things Learnt in my Internship

The experience at IBS Nimitmai has been incredibly eye-opening for me. Personally, I believe I learnt many things, not only from the teachers and staff, but also from the students. The things I learnt also didn't just stop at things related to Information Technology, but also life lessons that will stay with me forever. Below are some of the important lessons I learnt throughout my time at IBS Nimitmai.

- **Database Creation via Moodle:** The first thing I learnt had to do with a lack of technology in the education scene. As someone who is passionate about innovation and advancements, I was incredibly shocked by how many educational institutions use a Paper-Based system. To combat this issue, I decided to leverage the open-source code from Moodle and create a fully functioning database for the school. I decided to digitize IBS Nimitmai's DTR records to make it easier for management and the teachers to access vital information to process grades. To do this, I had to install the open source code and establish the connection through Docker and the Terminal application on my laptop. Once the connection was established through those applications, I took over the admin role and created the necessary courses needed. First, I created the courses that I taught as a teacher to use as an example before fully integrating all the information of the teachers and courses. I also utilized the languages HTML and CSS to personalize the Moodle into the colors and theme of IBS Nimitmai.
- **Website Creation Via WordPress:** During my internship, I realized that the students had a lack of resources to help them out with university information and guidance, which is

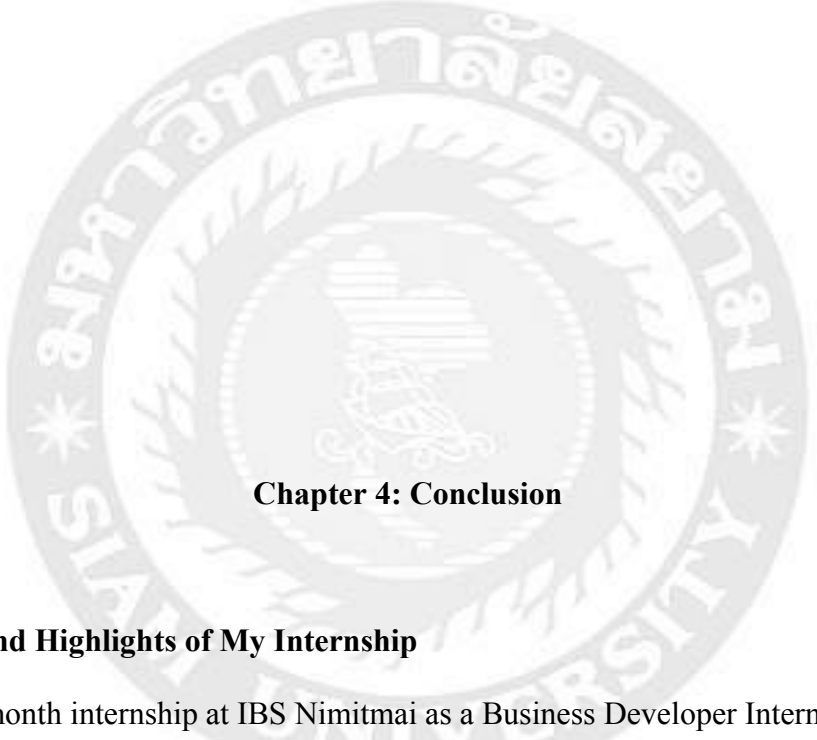
why I decided to make the website *Campus Connect*. Whilst creating this website, I had to leverage my multimedia skills in logo creation and color theory to make an aesthetically pleasing website that had a suitable UX/UI design. To ensure a positive user experience and that all information was displayed effectively, I made myself familiar with the tools and structure of WordPress, which has its own specific functions. I focused on developing the content effectively, so that it was properly presented in a way that was clear and accessible for the students.

- **The Pros and Cons of AI on our New Generation:** Doing my internship in a school really opened my eyes on not just the benefits of technology on our new generation but also the negatives. In the eyes of someone in Information Technology, I believe that the development of technology is crucial for the world to move forward, and I am incredibly happy with the development of AI. However, in the eyes of an educator, I realize how much of a negative effect that AI has on some students of our generation. I've realized that many of our questions and assignments can be done easily with the existence of ChatGPT, which completely defeats the purpose of further knowledge and learning. To combat this problem as an educator, I encouraged the traditional way of writing in my classes. Traditional writing on paper not only builds one's own critical thinking skills but it also helps with better memory retention. It allows students to connect more deeply with their writing, simultaneously improving their engagement in the process.
- **Innovation and Development:** One of the major skills that I've learnt during my internship is developing my innovation skills. As someone working in both the IT and

education sectors, I was responsible for creating ideas for both management and students. This experience significantly enhanced my innovation skills, particularly when designing creative and engaging ways to teach students. While teaching English, I developed fresh, fun lessons to capture their attention and ensure they learned effectively. I personalized topics to help students explore global subjects beyond the typical themes like holidays and other routine topics, broadening their knowledge and perspective. In integrating IT with education, I developed ideas that I might not have done without this internship. These included creating a centralized database and a dedicated website to provide students with easy access to all the essential information needed for their academic and career planning.

- **Adaptability and Problem Solving Skills:** My adaptability and problem solving skills also greatly increased due to the experience I got in working in two different sectors. I was able to combat a variety of different problems and solve them with the best method possible.
- **Leadership and Effective Communication:** As an educator, I further developed my skills of leadership in the classroom and communicating effectively with my students to give them the most relevant advice possible. I also had to give presentations to management about my new integrations into the institution, so my communications skills had increased immensely throughout the past six months.

- **Resilience and Perseverance:** I also further developed my resilience and perseverance. Even when challenges arose, such as issues with integrating the Teacher’s Moodle or unexpected difficulties in class, I maintained a positive, can-do attitude. This mindset proved incredibly valuable, as it helped me navigate obstacles effectively and reinforced the importance of staying determined when facing challenges.

The logo of Srinakharinwirot University is a circular emblem. It features a central figure, possibly a bird or a traditional symbol, surrounded by a wreath. The outer ring of the logo contains the university's name in Thai script at the top and 'SRINAKHARINWIROT UNIVERSITY' in English at the bottom, separated by two stars.

Chapter 4: Conclusion

4.1 Summary and Highlights of My Internship

My six-month internship at IBS Nimitmai as a Business Developer Intern was a transformative experience that left a lasting impact on both my personal and professional development. During this time, I had the chance to refine my technical expertise and interpersonal skills while gaining irreplaceable insights that will guide me throughout the rest of my career.

Firstly, I am truly grateful for the opportunity to work in the two distinct fields of IT and Education. This experience not only strengthened my technical abilities but also deepened my understanding of the unique challenges within the education sector. It inspired me to explore a

future where I can integrate IT with other industries, starting with education, to create impactful solutions that address real-world problems.

The role tested my problem-solving capabilities as I applied my IT knowledge to tackle diverse challenges. Witnessing the difficulties faced by educators due to limited technological resources motivated me to develop practical solutions to streamline their workflows and enhance efficiency. This involved digitizing their current paper-based system into a method that was much more accessible and efficient by using the Moodle software.

Another thing that was equally inspiring was my time spent working with students. I saw their enthusiasm and ambition to explore new opportunities, yet many lacked access to the resources they needed. This realization drove me to create *Campus Connect*, a website to empower students and provide seamless access to valuable information, ensuring they research the information they need while focusing on achieving their goals simultaneously.

Overall, this internship allowed me to create solutions that were not only functional but also meaningful. I am proud to have contributed to creating an environment where educators and students alike can thrive. The experience reinforced my belief in the power of technology to transform education and highlighted the importance of bridging gaps to enable progress for both present and future generations.

4.2 Application of CO-OP Course Work in Real Life

My internship as a Business Developer Intern was an invaluable experience that allowed me to directly apply the knowledge and skills gained from my academic coursework to real-world

challenges. Here are specific examples of how my academic foundation helped me address workplace challenges:

- **Multimedia Design Experience and Skills:** While designing the logo and website for *Campus Connect*, I reflected on lessons from my first-year multimedia design classes. These courses emphasized the importance of logo design, color theory, and their impact on visual communication. Drawing from this knowledge, I created a logo and website that aligned with the educational nature of the platform. For instance, I used blue to symbolize learning and focus, paired with white to showcase calmness, ensuring a visually engaging and student-friendly design. I also applied principles of UX/UI design from my coursework to enhance the user experience, enabling students to navigate the site with ease.
- **Use of Digital Tools:** My digital tools classes provided me with a solid foundation in creating effective presentations and videos. Using tools like Canva and CapCut, I designed visually appealing presentations for students and crafted personalized videos for the Grade 9 graduation. These projects allowed me to integrate creative and technical skills to produce content that was both engaging and tailored to the needs of students and their families.
- **Incorporating Technology into an Institution:** Incorporating a fully functional database into the school required leveraging the technical knowledge I gained during my 3.5 years

studying Information Technology at Siam University. I used Docker to install the Moodle open-source system and employed HTML and CSS to customize the Teacher's Moodle to reflect the school's branding. My familiar experience with Moodle, gained through my university experience, was vital in this process. With this foundation, I created a personalized Moodle platform for teachers, streamlining processes such as attendance tracking, accessing course outlines, and more.

These instances illustrate how my academic training directly translated into practical solutions, allowing me to contribute meaningfully to the organization while reinforcing my understanding of the skills I learned in university.

4.3 Limitations of CO-OP Education in Real Life

My time at IBS Nimitmai was an incredible learning experience, providing me with valuable lessons that will stay with me for a lifetime. However, there were a few limitations worth noting. These are not deal breakers but points to consider for future CO-OP students to better prepare them for potential challenges:

- **Work-Life Balance:** Managing coursework, including my thesis, while working full-time was challenging, especially since I had responsibilities spanning two different sectors of the institution. Balancing these demands required effective time management, which I believe is crucial for any CO-OP student to succeed.

- **Distance:** The daily commute was a significant limitation for me, as it took approximately 80 minutes round-trip, sometimes longer due to traffic. This was time that I could have used to complete other tasks before having to rest for the day. For CO-OP students, the distance to the workplace is something to consider when planning their schedules.
- **Balancing Tasks from Multiple Sectors:** While working in both IT and Education was an incredible opportunity that allowed me to gain experience in two distinct industries, it was also demanding. Balancing tasks from both sectors required a lot of energy and effort, but it taught me resilience and adaptability. Although challenging, it was ultimately rewarding and contributed to my growth. However, CO-OP students should be aware that if they decide to balance tasks from different industries, it helps to have a good time management schedule.

Despite these challenges, my overall experience was overwhelmingly positive. The CO-OP program offered me the chance to develop professionally, gain practical skills, and grow personally. It's an experience I'm deeply grateful for and one that I would recommend to anyone seeking meaningful growth.

4.4 Recommendations for IBS Nimitmai

After completing my six-month tenure at IBS Nimitmai, I've identified a couple of areas where the school could improve to create a more efficient environment for teachers, management, and students:

- **Adopt a Digitized System:** The current paper-based system can become difficult to manage over time. Searching for documentation is time-consuming, and physical records can be easily damaged, especially during natural disasters. Transitioning to a digitized system, where records are stored securely on the cloud, would make access easy for everyone involved and eliminate the need to sift through extensive paperwork.
- **Streamlining English Subjects:** As a part-time educator, I noticed that the English curriculum is divided into multiple subjects like Reading, Writing, Grammar, and English. This separation can overwhelm students and dilute their ability to retain knowledge effectively. Combining these into a single comprehensive English subject could reduce students' cognitive load while also lightening the workload for teachers, allowing them to focus on delivering more impactful lessons.
- **Expanding Resources for Students and Management:** Both students and management could benefit from an expanded resource base. For students, this means easier access to external opportunities, such as scholarships, extracurricular programs, and learning materials. For teachers and management, having a centralized hub of resources could support more effective lesson planning and administrative efficiency. Investing in a larger, accessible resource database would allow all parties to thrive.

Implementing these changes could significantly improve the overall functionality of the institution, fostering an environment of efficiency and enhanced learning outcomes.



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ANNEX

Undergraduate Programs

- ▶ Faculty of Architecture
- ▶ Faculty of Arts
- ▶ Faculty of Communication Arts
- ▶ Faculty of Psychology
- ▶ Faculty of Engineering
- ▶ Faculty of Science
- ▶ Faculty of Medicine
- ▶ Chulalongkorn School of Integrated Innovation
- ▶ Faculty of Commerce and Administration
- ▶ Faculty of Economics
- ▶ Faculty of Law
- ▶ Faculty of Physical Science

Tuition Fees

Faculty/Program	Year 1	Year 2	Year 3	Year 4
Faculty of Architecture	100,000 THB	100,000 THB	100,000 THB	100,000 THB
Faculty of Arts	80,000 THB	80,000 THB	80,000 THB	80,000 THB
Faculty of Communication Arts	80,000 THB	80,000 THB	80,000 THB	80,000 THB
Faculty of Psychology	80,000 THB	80,000 THB	80,000 THB	80,000 THB
Faculty of Engineering	100,000 THB	100,000 THB	100,000 THB	100,000 THB
Faculty of Science	80,000 THB	80,000 THB	80,000 THB	80,000 THB
Faculty of Medicine	150,000 THB	150,000 THB	150,000 THB	150,000 THB
Faculty of Physical Science	80,000 THB	80,000 THB	80,000 THB	80,000 THB

Admission Requirements

General Requirements

High School Diploma Minimum GPA/Requirement: 2.50 or above

ECTS: 4.0 or above

CGPA: 2.50 or above

English Proficiency

TOEFL (Paper): 500 or above, TOEFL (Internet): 79 or above

IELTS (Writing): 6.0 or above

SATs/ Aptitude Test

SATs (Writing and Math): 1000 or above

GRE (Verbal and Math): 1000 or above

*Some countries may require you to take an online SAT or GRE test subject to the SAT.

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[Chulalongkorn Courses](#)

Figure 20: Campus Connect Further Information

```

.navbar {
  position: relative;
  z-index: 1000;

  &:after {
    content: "";
    display: block;
    background-color: #010583;
    color: #010583;
    text-align: center;
    padding: 0;
    margin: 0;
    position: absolute;
    bottom: -23px;
    left: 0;
    width: 100%;
    z-index: -1;
  }
}

.drawer-toggler.drawer-right-toggle,
.btn.btn-icon.rounded-circle.mx-2 {
  margin-top: 27px;
}

.icon.fa.fa-xmark.fa-fw {
  margin-top: 27px;
}

```

Figure 21: CSS Code used to Personalize IBS Teacher's Moodle



Figure 22: G9A Class and Students



Figure 23: G9B Class and Students



Figure 24: G11A Class and Students



Figure 25: G11B Class and Students



Figure 26: G12A Class and Students



Figure 27: G10A Class and Students