

# The Evaluation of Promoting Ideas and Improving Life Through Movement's Workshop Project

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**Abstract.** The research aims to study the result and approaches of applying knowledge from the promoting ideas and improving life through movement's workshop project. The participants were 38 people. Research instruments were a questionnaire and a semi-structured interview. The research statistics were frequency, percentage, mean, standard deviation, and content analysis. The data was conducted after 2 weeks of training via online and telephone interviews. The results showed that 1) the participants able to apply the knowledge to integrate in teaching and learning, and apply them in practice, overall, is in the highest level. And is in the highest level in every aspects. 2) Approaches for applying knowledge to work is to apply the principles and knowledge gained to meet the objectives of the activities by designing activities according to the principles of movement correctly to continue to integrate in teaching and learning management.

**Key words:** evaluate training, practical training, movement

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## INTRODUCTION

Fundamental physical movement is one of the activities of the physical education subject, aiming to help develop basic motor skills in students, especially those in kindergarten and primary school levels. This is because young learners are supposed to acquire basic physical movement skills properly during the early stages of life [5] and develop their brains in the process, which leads to improved thinking, effective decision-making, and intelligent body movement. When done correctly, physical movement activities can simultaneously enhance Fundamental Movement Skills and Neuromuscular Coordination. The activity should be enjoyable, consisting of a variety of physical exercises in order to develop students' effective and different levels of body movements, brain and nervous systems, as well as coordination of the body functions. According to [1], fundamental coordination, performed in the right sequence of steps, is instrumental and of paramount importance for the development of movement and specific sporting skills. An individual body part is moved through body muscles, which are controlled by the brain. Therefore, an effective physical movement heavily relies upon the cognition of the brain and the nervous system.

Physical education is an instructional method, targeting to develop and construct knowledge in students through movement activities and using sport as an agent or a medium of skill building and understanding of instruction content. Its aim is to have learners transfer their knowledge by doing movement and sporting activities to improve their thinking, intellectuality rather than understanding the knowledge of sport itself. By taking the significance of physical education, whose aim is to encourage and facilitate the physical and mental well-being of an individual, into consideration, it can be said that raising people's awareness on suitable and sufficient physical movements and exercises is key to better quality of life, both at personal and societal levels. Age-appropriate physical activities, conducted in the right sequence of steps, play a vital role in helping the brain to function systematically and develop effectively, resulting in better cognitive process and decision-making for children of different ages and maturity levels.

To conduct a workshop project is to run a scope activity on a short-term basis with a predefined time schedule based on available resources. Workshop project management requires an application of knowledge, skills, tools, and resources to achieve the predetermined goals within a limited time span. The achievement of the workshop project should be evaluated for its output, outcome, and impact, using Result-based management. Hence, the objective of this study is to evaluate the knowledge gained from participation in the workshop project on promoting ideas and improving life through physical movements, which was hosted by the researchers, and take full advantage of this study's results to ensure greater success and efficiency of the future workshop project.

### **Objectives of the Study**

- 1.1.1 To investigate the level of application of knowledge gained from participation in the workshop project on promoting ideas and improving life through physical movements
- 1.1.2 To study the approaches of using knowledge acquired from the workshop project on promoting ideas and improving life through physical movements of the participants

### **Significance of the Study**

The results of this study, as revealed through an evaluation of the application of knowledge gained from the present workshop project, would be beneficial for future workshop projects, aiming to promote ideas and improve life through physical movements.

## **METHODS**

This research study employed a mixed methods approach. The researchers aimed to assess the knowledge acquired from the workshop project on promoting ideas and improving life through physical movements.

### **Participants**

In this study, 38 participants took part in the workshop project on promoting ideas and improving life through physical movements.

### **Research Instruments**

Two research instruments were utilized in the present study, consisting of:

- 1.1.3 Questionnaire on the knowledge gained from participation in the workshop project on promoting ideas and improving life through physical movements, which was divided into 3 parts as follows.

**Part 1:** General information of the respondents

**Part 2:** The application of knowledge acquired from participation in the workshop project for working purposes.

**Part 3:** Other suggestions

- 1.1.4 Semi-structured interview, whose questions under study were designed to elicit more insightful and thorough answers from the interviewees and included details on the application of knowledge acquired from participation in the workshop project for working purposes.

### **Development and Validation of the Research Instruments**

Derived through the following steps, the research instruments utilized in this study were developed by the researchers.

- 1.1.5 Study the concepts, theories, academic publications and researches relevant to the field.
- 1.1.6 Study the criteria for the development of the questionnaire and semi-structured interview.
- 1.1.7 Develop the questionnaire and semi-structured interview that entirely included all aspects of the research topic and were relevant to the study objectives.
- 1.1.8 Have the research instruments examined by a specialist in the field for further modifications, objectiveness, validity, and comprehensibility of the questionnaire and interview's questions. The research

instruments were then validated by three experts for their content validity using Index of Item Objective Congruence (IOC). The results of the overall IOC value of the research instruments were 1.00 .

1.1.9 Modify the research instruments according to the experts’ suggestions prior to their actual utilizations in the data collection process.

**Data Collection**

The data were collected from the responses of the questionnaire and the participants’ answers to the semi-structured interview. During a span of two weeks, the questionnaire was distributed online and the participants were asked to respond within a given period of time. The researchers scheduled the date and time of the semi-structured interviews, which were later conducted with the participants on the phone.

**Data Analysis**

1.1.10 The quantitative data, collected from the questionnaire’s responses, were computed and analyzed using descriptive statistics: frequency, percentage, average and standard deviation. The data were reported using semi-tabular presentation. Other suggestions, which were collected from the participants’ answers to the open-ended questions at the end of the questionnaire, were summarized and categorized into different themes.

1.1.11 The qualitative data, gathered from the semi-structured interviews and analyses of related studies, were interpreted using descriptive analysis in order to explain the phenomenon observed by the researchers and summarize the opinions of the 38 informants so as to draw up a guildene on the application of knowledge acquired from the workshop project on promoting ideas and improving life through physical movement for working purposes.

**RESULTS AND DISCUSSION**

The results of the application of knowledge acquired from the workshop project on promoting ideas and improving life through physical movement for working purposes are presented in Tables 1-2 as follows.

**Part 1** reveals analysis of general profiles of the 38 questionnaire respondents, participating in the workshop project

**Table 1.** General Information of the Participants

General Profiles	N (38)	Percentage
<b>Gender</b>		
Male	19	50.00
Female	19	50.00
<b>Years of Age</b>		
21-30	13	34.21
31-40	15	39.47
41-50	5	13.16
51-60	5	13.16
<b>Education Level</b>		
Bachelor degree	19	50.00
Master degree	16	42.11
Doctoral degree	3	7.89
<b>Occupation</b>		
Teacher	10	26.32
University lecturer	15	39.47
Others	13	34.21
<b>Years of Work Experience</b>		
Less than 5	12	31.57
5-10	12	31.57
11-20	8	21.05
21 or more	6	15.78

**Table 1** reveals that 50% of all questionnaire respondents (N=38) are males and the other 50% are females. The highest proportion of respondents are aged 40-49, accounted for 39.47%, followed by the 21-30 age group (34.21%). The least common age of respondents are 41-50, and 51-60, having equal proportions of 13.16%. The majority of participants obtains bachelor degree (50.00%), followed by master degree (42.11%), while the minority receives doctoral degree (7.89). The participants were mostly university lecturers (39.74%) and teachers (34.21%) whereas % pursued other careers. The largest number of participants have less than five or five to ten years of work experience, equally at 31.57%, seconded by those with eleven to twenty years of work experience (21.08%), while the smallest group consists of the participants who have up to 21 years of work experience (15.78%).

**Part 2** presents an investigation on the application of knowledge acquired from the workshop project on promoting ideas and improving life through physical movement for working purposes

**Table 2.** Level of Application of Knowledge Acquired from the Workshop Project on Promoting Ideas and Improving Life through Physical Movement for Working Purposes

Items	$\bar{x}$	S.D.	Level of Applied Knowledge
Understanding fundamental concepts on physical movement	4.87	0.34	Highest
Designing physical activities through movements	4.92	0.27	Highest
Sequencing activity steps for brain development	4.87	0.34	Highest
Providing learning through movement activities for brain development	4.84	0.37	Highest
Sharing acquired knowledge with others	4.84	0.44	Highest
Total	4.87	0.06	Highest

**Table 2** demonstrates that the overall level of the participants’ application of knowledge acquired from the workshop project was at the highest level ( $\bar{x}$ =4.87, S.D.=0.06). This is also the case for each individual item, whose level of applied knowledge was at the highest degree, namely, understanding fundamental concepts on physical movement ( $\bar{x}$ =4.87, S.D.=0.34), designing physical activities through movements ( $\bar{x}$ =4.92, S.D.=0.27), sequencing activity steps for brain development ( $\bar{x}$ =4.84, S.D.=0.37), providing learning through movement activities for brain development ( $\bar{x}$ =4.84, S.D.=0.37), and sharing acquired knowledge with others ( $\bar{x}$ =4.84, S.D.=0.37).

**Other Suggestions Made by the Participants**

Based on the participants’ answers to open-ended questions at the end of the first part of the questionnaire, concerning their opinions, suggestions, and perceived problems, most participants found the current workshop beneficiary as a whole because of its variety of useful knowledge given to them. They could work collectively and harmoniously. However, additional content and provision of supplementary texts would be appreciated, so that they could later revisit the knowledge acquired from the present workshop project. The participants also suggest they want more time allocated for an exchange of experiences and expertises among themselves, as well as between themselves and the guest speaker, which would be advantageous for sharing their knowledge with the future target audience, performing their teaching duties, practicing their life-skills, acquiring new knowledge, as well as further realizing the full potentials in themselves.

**Part 3 Approaches of the participants’ uses of knowledge for working purposes**

The qualitative data were collected and analyzed using semi-structured interviews to elicit in-depth discussions on the application of knowledge acquired by the interviewees, participating in the workshop project aiming to promote ideas and improve life through physical movement for working purposes. The semi-structured interview’s questions were developed to conform to the study’s objectives, consisting of 3 types of questions on: 1) fundamental concepts on physical movement, 2) designing physical activities through movements, and 3) sharing acquired knowledge with others. The qualitative findings, emerging from the

interview data of 38 participants (10 teachers, 15 university lecturers, and 13 others), can be summarized as follows.

1. **Fundamental concepts on physical movement:** after their participation in the workshop project, the participants were reported to have a better knowledge on principles of physical movement, which is useful for various working purposes:
  - 1.1 For teachers, the better knowledge acquired from the workshop is useful for instructional development and can be applied to meet the objectives of movement activities, designed for students of different ages and genders.
  - 1.2 For university lecturers, the acquired knowledge could be used to develop theoretical concepts on physical movement for tertiary students.
  - 1.3 For participants of other occupations, the gained knowledge could be suitably combined with training drills for athletes.
2. **Designing physical activities through movements for brain development:** based on the interview data, each group of participants attending the workshop project variedly demonstrated their knowledge as follows.
  - 2.1 Based on the knowledge gained from the workshop project, the group of teachers can design physical movement activities, suitable for students in different levels of fundamental education and applicable to real-life situations.
  - 2.2 The group of university lecturers are able to design lesson plans and activities that are practical and applicable to their future teachings, including that of fundamental movement skills to student teachers, majoring in Physical Education.
  - 2.3 The group of other occupations, mostly made up of sport scientists and trainers, can design activities according to the needs and movements suitable for athletes.

Based on the findings from the interview, it can be concluded that the participants can differently apply the knowledge gained from the present workshop project, based on individual working objectives.

3. **Sharing acquired knowledge with others:** The knowledge shared by the participants results in a better organizational change. The participants develop the knowledge acquired from the workshop project and share it with their colleagues.
  - 3.1 According to the interview with teachers, the participants could distribute the gained knowledge to their teacher colleagues and staff within academic institutions, integrating it with the teachings of elementary students.
  - 3.2 The group of university teachers report that they share the knowledge acquired from the workshop project with lecturer colleagues, students, and university athletes.
  - 3.3 The group of other occupations report that sport trainers and exercisers at Sport Authority of Thailand's training center, have shared the knowledge acquired from the workshop among themselves.

To conclude, the findings, emerging from the interview data, show that the participants attending the workshop project could implement the fundamental concepts of physical movement, design movement activities, and apply the knowledge to meet the objectives of movement activities that are suitable for different age groups and integrative to the teachings in sport training centers and academic institutions.

The present research aims to investigate the application of the participants' knowledge gained from the workshop project on promoting ideas and improving life through physical movements for working purposes. The findings reveal that 38 participants were able to apply knowledge acquired from the workshop project for their occupational purposes at the highest level ( $\bar{x}=4.87$ ,  $S.D.= 0.06$ ).

The results are separately presented and discussed as follows. 1) The participants were able to grasp the fundamental movement concepts, fulfilling the main objective of this workshop project. The participants were also able to integrate the knowledge acquired from the workshop project with their teachings and apply it when sharing knowledge with others. This is consistent with [6], who notes that manipulative movement could develop hand-eye, and foot-eye coordination, as well as eye-hand-foot coordination in children. 2) The participants demonstrated the ability to design and integrate physical movement activities for brain development. This is correspondent with [3], who finds that brain-based learning can improve learners' concentration through practices of mindfulness, story-telling, exercises, and games, and can provide students with hands-on experiences and build up new knowledge through interpersonal interactions. The brain-based learning, enabling students to practice the essential skills, consists of 6 steps: 1) Set up; 2) Tie-in; 3) Engage; 4) Perform; 5) Use; and 6) Pack. Using the brain-based learning method, teachers make students aware of

problems to promote skills and competences, which are relevant to the needs of the changing society and the demands in the 21st century. The students, as a result, develop a variety of skills, including cognitive, intellectual, interpersonal, mathematical, communicative, and technological skills. This is particularly the case for teacher students, majoring in Physical Education, who demonstrated the ability to carry out the brain-based learning in the classroom to promote analytical thinking, problem solving skills, and creative thinking in their students. 3) The participants were able to arrange the sequential steps of activity for brain development. The activity was relevant with teaching content, objectives, and students' interests, which promotes students' learning based on their abilities and encourages their participation in activities provided by teachers. The presentation was given through pictures that capture students' attention with an addition of procedural and practical techniques, consisting of steps, methods, procedures, and lectures, suitable for practice and utilization of skills. It also increases the students' motivation to learn and utilize the acquired skills effectively. This is in accordance with [2], who claims that Physical Education activities, which are run in a suitable sequence of steps and contain a variety of skill-building tasks, are more attractive and engaging to students.[4], experience-based learning can further improve the existing knowledge of learners through personal observations and reflections, as well as collective judgments among students, which makes them thoughtful and considerate individuals. 4) It is demonstrated that physical movement activity for brain development results in easier and faster acquisition of learners' knowledge. [1] states that cognitive learning is a reflection of perceptive behavior, which stems from an understanding of physical gestures and actions. This is because human behaviors are controlled by the brain functions and the nervous system, stimulating systematic movements of the bodies. This process leads to adaptation to new circumstances and development of the brain of human beings. 5) The participants demonstrate an ability to share knowledge on physical movement acquired from the workshop project with others. This conforms with [1], who notes that movement-based activities can benefit the teachings of physical education in schools and develop learners' physicality, mentality, emotionality, interpersonality, and intellectuality, making them successful individuals.

The findings of the participants' approaches of using knowledge acquired from the workshop project are separately discussed as follows.

1. **Fundamental concepts on physical movement**—The participants have a better knowledge on the basics of physical movement, benefitting various working purposes. Teachers use the knowledge acquired from the workshop to develop their existing knowledge and apply it to meet the objectives of movement activities, suitable for individuals of different ages and sexes. University lecturers have an improved understanding of physical movements and employ the acquired knowledge to develop theoretical concepts on physical movement for undergraduate students. The participants of other occupations can correctly combine the gained knowledge with training drills for athletes.
2. **Designing physical activities through movements for brain development**—Each group of participants, attending the workshop project, uses their knowledge in the following ways. Teachers can design physical movement activities, suitable for students in different levels of fundamental education and applicable to real-life situations. University lecturers are able to design lesson plans and activities that are practical and applicable to their future teachings, including that of fundamental movement skills to student teachers, majoring in Physical Education. The participants of other occupations, mostly made up of sport scientists and trainers, can design activities according to the needs and movements suitable for athletes. In summary, the participants can differently apply the knowledge gained from the present workshop project, based on individual working objectives.
3. **Sharing acquired knowledge with others**—The participants' distributions of knowledge lead to a better organizational change. The participants develop the knowledge acquired from the workshop project and are able to share it with their colleagues. The teacher participants could integrate the gained knowledge with the teachings of elementary students. The university lecturers share the knowledge with undergraduate students and university athletes. The group of other occupations shared the gained knowledge with sport trainers and exercisers at the training center.

### **Recommendations from the Current Research**

It is recommended that the follow-up investigations on the participants' approaches of using the knowledge acquired from the workshop should be conducted for an extended period of time.

### **Recommendations for Future Research**

It is advisable to: 1) use the current study's evaluation as a criteria for future workshop projects; and 2) study other workshop projects that are conducted over a longer period of time to gain more constructive information.

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