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Advantages of Online Learning:
Faculty of Business Administration of RUTS

COVID-19 (CORONA Virus) has dramatically affected to considerable difficulties within a half year, such as health and safety, traditional norm, economic crisis, and so fourth. However, it has not only created difficult issues, but it has also provided positive benefits in some cases. *Nowadays, an increasing number of people now prefers to live online.* This disruptive behavior is leading positively to the educational system.

More recently, learning via online platform is a mainly alternative model in many universities, particularly at **Faculty of Business Administration (FBA) of RUTS**. This paper aims to discuss some significant advantages of online platform to the FBA faculty, which is influenced by the disruption of COVID-19. The article is going to begin by briefing a background of traditional education here, then the next topic will demonstrate an advantage of online platform. Finally, the paper will finish by illustrating summative feedback from lecturers.

<u>**Background**</u>

The FBA is mainly teaching in undergraduate degrees, which are Accounting, Marketing, Management and Business Information System. In couple years, there is an increase in the number of students, which led to a large gap of the relation.

Faculty of Business Administration tried to use the *Learning Management System (LMS)* to control quality of large group students (FBA, 2017); in addition, the faculty also adapted

teaching and learning by using the website (FBA, 2018). Nonetheless, the developmental process provided potential benefit to some students, who could employed modern technology. A diverse group of learners, who could not deploy available technology, could not maximize full advantage from learning.

Online Platform and its feedback

In the summer, all programs had to teach online since the beginning of pandemic. Both teachers and students must transform from offline into online. Available platforms to assist learning were dramatically applying, such as Microsoft Teams, Google Classroom, Google Meet, Zoom, and so on. A rapid transformation was positively affecting the outcome of learning. Assistant Professor Pichate Prommai[1] claimed that students can utilize the existing technology to support their learning effortlessly. An overall outcome was significantly rising, which was demonstrating in the final grade of students at the end of course.

The FBA also made use of *Summative Feedback* to evaluate effect of online teaching. At the end of Summer's semester, Assistant Professor Chainun Panyavoodso[2], the Dean of FBA, called all members' meeting for recommendations via Google Meet. The suggestions were more advantages than disadvantaged. For an instance[3], teachers can call students to join online class at night when they were stuck on missions.

An additional example, online platform can assist lecturer when they taught some classes that have many students. Teacher can divided members into small group. In Cost Accounting and Managerial Accounting programmes, Instructor[4] spilt learners into numeral group via Skype. *Students can participate more easily with their tutors*.

To sum up, learning online due to COVID-19 might be create usefulness of results in some cases.

References

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