

**ACHIEVEMENT AND SATISFACTION ON ONLINE  
COLLABORATION TRAINING ACTIVITIES FOR JOB  
HUNTING BY HIGHER EDUCATION STUDENTS**

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**A THESIS REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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<b>Thesis Title</b>	ACHIEVEMENT AND SATISFACTION ON ONLINE COLLABORATION TRAINING ACTIVITIES FOR JOB HUNTING BY HIGHER EDUCATION STUDENTS
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### **Abstract**

The purpose of this study was three-fold: Firstly, it aimed to develop online collaboration training activities to aid students in higher education with their job-hunting efforts. Secondly, it sought to compare the academic achievement of students using online collaboration training versus traditional methods of the students. Finally, the study aimed to evaluate student satisfaction with the online collaboration training activities for job-hunting in higher education. The sample group comprised 60 students from three classes using cluster random sampling in the academic year 2021 at the Shanxi Jinzhong Institute of Technology in Shanxi, China. The research tools used included online collaboration training activities for job-hunting, post-tests, a resume form, and a questionnaire measuring students' satisfaction. The data were collected through posttests and questionnaires. Data analysis was The quantitative results from closed-ended questions calculate the mean and standard deviation (S.D.) of the scores and The post-test scores were calculated to find any significant differences by finding the mean of the scores using a T-test independent.

The results of the study demonstrated that the online collaboration training activities for job-hunting were of the highest quality according to expert evaluations. Furthermore, students who used the online collaboration training activities achieved higher scores than those from the control group at the 0.05 level. Finally, the online collaboration training activities received high levels (Mean =3.80, S.D.=0.81) of satisfaction from the students who participated in them.

**Keywords:** Online Collaboration Training Activities, Learning Achievement, Satisfaction, Chinese Higher Education students

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Looking back at the past two years of my learning journey, I am grateful, for every person who has been by my side. It is your kindness and companionship that have pieced together my attachment and love for this journey. Although the experiences of these two years may not be remembered for a lifetime, they will definitely be remembered with gratitude for a lifetime.

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Juan Du

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# CHAPTER 1

## INTRODUCTION

### 1.1 Research Background and Problems

With the rapid development of the market economy and private education, people pay more and more attention to education. Various training institutions respond to the deepening of the awareness of education in society. The online training industry is vibrant and promising. Primary school students, middle school students, and even college students are actively signing up to participate in various training institutions, hoping to improve their cultural level and skills. Online job-hunting Training is a kind of training branch born in this background, which aims to guide young students and social people's needs of employment and improve their interview ability for employment and employment-related knowledge.

In the era of the knowledge economy, simple academic education can no longer meet people's needs. With the rapid update of knowledge and technology, as well as the continuous improvement of talent requirements in society, we not only need to master certain basic knowledge but also need to have certain professional skills. Therefore, it is the trend of The Times to vigorously develop online job-hunting and Training careers, which is important and far-reaching significance to improve the national quality and build a learning-oriented society. In the fierce market competition, in the increasingly cruel environment, one after another, large and small online job-hunting training institutions are constantly being tested and eliminated. The needs of society are an online job training institution that adapts to China's national conditions and an online job training institution that can meet the market needs and continuously move forward healthily. Therefore, online job-hunting training institutions should have unlimited power and pressure so that they can not only stand themselves in the fierce market competition but also defeat competitors to win the consumers' trust.

In the Internet era, the connection between people is mostly realized through the Internet, and the online curriculum resources are relatively rich. Therefore, people's communication and resource sharing are mostly in a state of time and space separation, which can easily lead to loneliness and adverse effects. A strong sense of social presence helps to strengthen the perception and intimacy between online personnel, while the text and picture expressions of the forum, video, and audio sent from the chat rooms all contribute to the formation of a personal social sense of presence. Pointed out that the social presence in the online course forum refers to the learners' Perception of their existence and the close degree of interaction with other students while participating in the online discussion. Creating and enhancing a sense of social presence in a network environment can promote interpersonal relationships and communication and interaction between individuals and others, thus enhancing the pleasure of participants in the process of using the site. Through research on the

online learning environment, some scholars have found that social presence can reduce the loneliness of learners in the online learning process, enhance the positive learning experience of learners, and improve their learning satisfaction.

(Kern, 2014) pointed out that under the increasingly difficult employment situation, the difficulty of employment for college students will be widely discussed by the public, and solving the employment problem of college students is still a difficult problem of economic development. Under the background of economic system reform, the previous government's job distribution mode is no longer functional; it has been gradually transformed into independent employment, independent employment by individual job seekers through field job fairs, job agencies, and network channels, which are the most important means of employment in the current social and economic stage. (Chen, 2019) believes that personal independent career selection cannot completely solve the employment problem, and there are still certain institutional loopholes in the employment market, which requires the social network to play its unique role mechanism to fill these institutional loopholes to perfect the labor market.

(S. Liu, Chen, Wang, & Wang, 2020) the rise of network governance theory is an inevitable choice for the government to promote the development of public services with a new attitude. At present, according to the actual employment needs of college students in China, governments at all levels should guide some public and private institutions to carry out limited public employment training services, and their effect and influence are not ideal. The scholars, from the perspective of network governance theory, put forward the process of public service supply, explore the college student's employment training service network to perfect new ideas, and through different forms of training service cooperation government responsibility, clear the government and relevant agencies, to ensure the flexibility and stability of the whole training service network. (Gao & Wang, 2022) pointed out that the network training institutions should be according to the requirements of the school talent training program and the syllabus, based on the school employment guidance work reality, combined with the current teaching requirements of college students employment guidance class, building college students employment guidance class network teaching mode, to improve the employment guidance of college students teaching quality and teaching level finally.

In offline teaching, there are many problems in college students' career planning courses, such as:

1. Single content of teaching courses. Society has higher and higher requirements for students' employment quality, not only for professional skills but also for comprehensive quality. The courses offered by colleges and universities rarely combine the characteristics of different majors with targeted teaching.

2. Lack of practical teaching. Career planning requires students to complete step by step, which requires students to complete every link under the guidance of teachers. In classroom teaching, students pay more attention to practice rather than theory. However, the teacher-oriented single knowledge transfer method is still the mainstream in career planning courses, and teachers cannot make students fully realize the

significance of career planning for their future career development. (Parrish, Guffey, Williams, Estis, & Lewis, 2021) believes that the use of online platforms such as online research and asynchronous discussion to strengthen the sense of social presence in teachers' online Training and learning activities can promote teachers' ability to show themselves in academic communication and emotion and then improve teachers' satisfaction with online Training. (Yoon & Leem, 2021) pointed out that learners' sense of social presence in virtual learning communities has a decisive impact on satisfaction, and when learners have a strong sense of social presence, their learning satisfaction is also relatively high. The higher the social sense of presence in the virtual learning community, the more helpful it is to enhance the cohesion and interpersonal relationship of the students in the network learning system, reduce the difficulty of learning, and improve the learning performance and satisfaction of the training teachers.

This paper develops online Collaboration training Activities for the job-hunting of students in higher education and satisfaction for college students seeking employment. In this paper, we refer to the student's point of view, and after listening to experts' opinions with reference to foreign research results, and measure the satisfaction of online collaborative training activities of college students' job search in China. It also takes Shanxi Jinzhong Institute of Technology University as an example to investigate the current situation of satisfaction with online collaborative training activities for graduating college students' job search.

## **1.2 Research objectives**

The research objectives of this paper are mainly in the following three aspects:

- (1) To develop online Collaboration training Activities for the job-hunting of students in higher education.
- (2) To find students' satisfaction in online Collaboration training Activities for job-hunting of students in higher education.

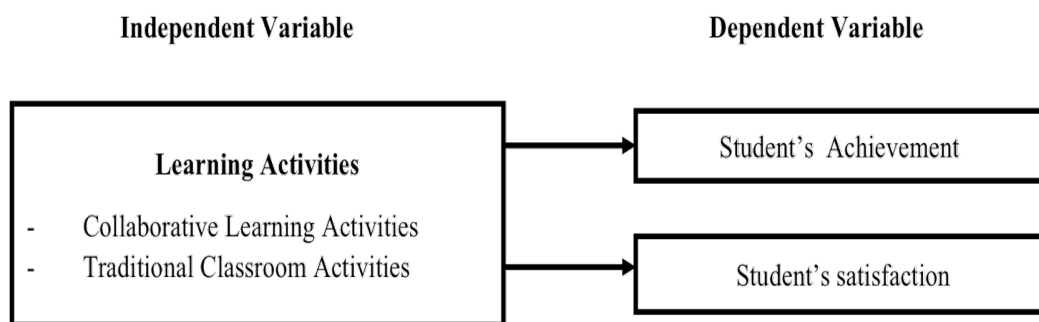
## **1.3 Research questions**

The research problems in this paper include three main aspects:

- (1) How to design and develop online collaborative training activities in college students' job-hunting?
- (2) Are there a difference in learning achievement between students learning with online collaborative training activities and students learning with traditional method?
- (3) What is the satisfaction level of students in the online collaborative training activities for job search?

## **1.4 Conceptual framework**

Online Collaboration Training Activities are the independent variables; Student Achievements and Satisfaction are the dependent variables. The relationship between the three can be explained as follows if Online Collaboration Training Activities produce significant results or do not produce effectiveness, it may affect student performance in the course and affect student satisfaction.



**Figure 1.4** Conceptual framework

### 1.5 Scope of the study

The purposes of this study were to develop online Collaboration training Activities for the job-hunting of students in higher education and to find students' satisfaction with online Collaboration training Activities for the job-hunting of students in higher education. The participants in the experiment were 60 students from 3 classes of the Shanxi Jinzhong Institute of Technology University Management class who were about to graduate as experimental subjects; 20 students in each class were selected from the three classes by Multi-stage random sampling by 1) random three classes by using Simple random sampling and 2) random 20 students each class by using Simple random sampling. Divided into two groups, the experimental group, and the control group. Thirty people were in each group. The duration of the experiment was one week, with 4 class periods.

### 1.6 Definition of terms

1. Tencent Meeting is VooV Meeting, which is an online meeting software. It offers secure, reliable, convenient, and cloud-based HD conferencing services.

2. Training activities are prepared in advance for Online Training about job-hunting for students from the Shanxi Jinzhong Institute of Technology University Management

3. Activity process is steps for developing students consists of Step 1, Online Collaboration Training Activities 4 weeks Step 2, Taking the post-test and Step 3, Questionnaire

4. Online Training is a training method and form created by applying network technology to the field of human resource development.

5. Online Collaborative Activities A procedure in which two or more persons learn information together or in a group context is known as online collaborative activities. Requesting information from one another, assessing one another's ideas, and keeping track of one another's progress when a group of students collaborates to find insight, meaning, or answers or to build a learning artifact

6. Job-hunting is the act of looking for employment due to unemployment or discontent with a current position and process that aims to match job seekers to suitable job opportunities. According to their own professional situation, through online and offline to look for the vacancy of the work unit staff, get a satisfactory job.

7. Student achievement is the measurement of the amount of Job -hunting assessed through frequent progress and comprehension checks and examinations. There are 40 multiple-choice questions.

8. Student satisfaction is used as a quantitative evaluation criterion, a number that reflects a specific trend and can also be expressed in the form of words. In practical terms, satisfaction is a difficult indicator to define, often with personal emotions, while the results of satisfaction can be influenced by various external factor.

## CHAPTER 2

### LITERATURE REVIEW

This chapter reviews the literature and research online training to improve students. It divides into six main areas: (1) Online Training; (2) Online Collaborative Activities; (3) Job-hunting; (4) Student Achievement and Achievement in Job hunting; (5) Student satisfaction; (6) Relevant Research.

#### 2.1 Online Training

Online Training is the training process through electronic media to manage practicing skills and increasing knowledge which emphasizes on self-learning skills of the trainees. The trainees are free to study at the time or occasion they wish. The content of the knowledge is designed for easy learning with multimedia containing statements, pictures, or sounds, including motion pictures. The Training through electronic media reflexes studying to continuously increase lifelong knowledge and skills, which can be taken anywhere and anytime.

Training through an Internet system is the educational activity management using the Internet as a medium on the Internet or the intranet networks. This is the form of learning which meets the learners' requirements as follows:

- support continuous learning
- support learners' learning by the time they want
- make learning like the authentic classroom (like sitting in a real class)

The forms of the Training through the Internet

The forms of Training through the Internet can be categorized into various types as follows:

1. Type categorized by the differences between the training courses as follows:

(1) Leader-Led or Facilitated Online Learning.

This type is taught and guided by the teacher through an online system.

(2) Self-Paced, Web-based Learning.

This type is the form of the website with managed contents, media, or situations responding to learners' learning as self-learning.

(3) Web-Based Electronic Performance Support Systems (EPSS).

This type will fix the time of learning. Besides, various simulations can be illustrated for responding to the learning.

2. Type categorized by the form of the instrument used on the internet network as follows:

1 Text-Only

2 Multimedia

### **Benefits of the use of the Internet in Training**

The training course can be reached at every work unit where the installment of the Internet is available.

The training course can be organized without leaving the duty to attend the course.

Some expenses for accommodation, meals, and snacks are not necessary.

The training course can be organized 24-hour.

The training course is a learner-centered type, so the trainees will be self-directed.

The trainees will be self-pacing.

The contents and lessons can be revised at any time.

Questions and suggestions can be made through the website.

The trainees can exchange ideas through an e-mail or a chat room.

A formal ceremony is not needed.

1. CAI or Computer-Assisted Instruction. This refers to a form of teaching and learning through the computer that utilizes the capability of the computer to present multimedia such as messages, photos, graphics, charts, graphs, video, motion pictures, and sound.

2. WBI or Web-based Instruction. This refers to the lesson set up for learning through the internet network. This type is applied to use the strong point of servicing information of WWW. Consequently, Web-based Instruction is a type of CAI through an online system that presents on the computer monitor linked to the main network containing learning lessons.

3. E-learning. This refers to a self-learning process through the computer network, Internet, or intranet. The trainees can learn according to their abilities and interest. The content in the lesson will be messages, pictures, sounds, video, and other multimedia.

4. E-book or electronic book. This refers to the book written by a computer program as electronic documents. Normally, this is an information file that can be read on the computer screen with an online or offline system.

5. E-Training. This refers to the training process emphasizing skill practicing and gaining knowledge trained themselves through electronic media. The trainees are free to learn by the time or occasion they want. The body of knowledge is designed for easy learning with a multimedia form containing messages, pictures, or motion pictures in some cases.

6. Learning Object. This refers to the management of organizing independent learning content taking 2 – 15 minutes for each one. Although it is a small unit of learning, Learning Object is completed in itself. The content consists of a title, description, keywords, learning objectives, learning activities, and an assessment. This can help trainees learn by themselves completely.

APP program is the favorite program for online meetings through the Video Conference system.'



**Figure 2.1** Tencent (voov meeting)

3. Tencent Meeting provides an easy-to-use, smooth, secure, and reliable cloud-based high-definition video conferencing solution that enables customers and users to host or join meetings anytime, anywhere. During the coronavirus outbreak, Tencent Meeting is providing free services and connecting users all over mainland China. Its international version, VooV Meeting, was launched in more than 100 countries and regions around the world in March.

Leveraging a wealth of expertise and experience accumulated in the development of our audio and video technologies over the past 20 years, Tencent Meeting takes into account the critical needs of enterprise meetings and seeks innovative breakthroughs by integrating Tencent's capabilities in AI, cloud computing, security, and more. Tencent Meeting supports flexible call-ins through smartphones, personal computers, and Weixin Mini Programs, as well as one-click calling via Weixin and WeChat. Its intelligent audio and video noise reduction capability enables high-quality, smooth communication. In addition, it provides a variety of meeting management features such as online document collaboration, real-time screen sharing, and instant text messaging that facilitates collaboration and teamwork during meetings. Tencent Meeting is also equipped with virtual backgrounds and other UI enhancements.

Tencent Meeting is currently widely used in business, municipal services, finance, education, healthcare, and other industries and is available for online document signing, business solicitation, recruitment, online learning and Training, and much more.

4. Microsoft Teams is another online meeting program designed to increase effectiveness and smoothly facilitate the working of a huge number of workers. This program is combined with Office Applications like Word and Share point (in Office 365).

The program is designed for users to remotely communicate with each other, and Microsoft combines Skype for Business to work with Microsoft Team, too. The good point of this online meeting program is to support other equipment such as Slack. The program can be used to chat and send messages in a personal group. Microsoft Teams is a program that can integrate well with other chat programs found variously in the market. However, Microsoft seems to be the most proper program selected for online meetings on condition that the meeting can be opened from their chats directly.

Special features of the Microsoft Teams Program

Word, Excel, and PowerPoint are provided on a web browser.

Support saving and sharing data cooperatively.

Be able to upgrade to accommodate 300 meeting participants

The support team is available on the phone and website 24 hours every day.

However, the researcher chooses E-Training with Voov meeting and Tencent Meet to use in this study.

## **2.2 Online Collaborative Activities**

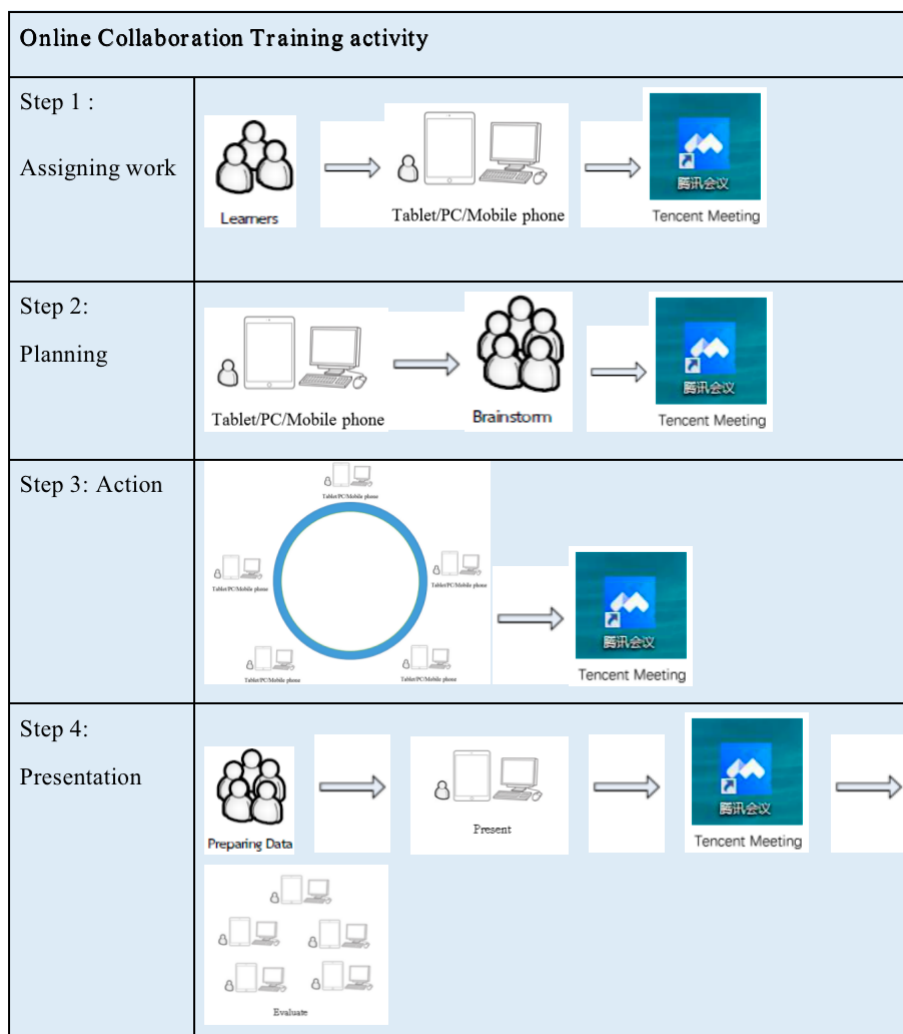
Collaborative learning is an opportunity for students and instructors to engage in shared efforts to search for meaning, understanding, and solutions to complex problems or concepts.

This learning relationship invites the instructor to facilitate active learning strategies and activities that encourage students to interact with others and share their diverse perspectives to explore course material and their own experiences in multiple ways.

Using collaborative learning activities to promote active and emergent work within a course can help instructors support students in articulating and applying their learning alongside course lectures and extend meaningful discussions inside and outside of the classroom.

Collaborative learning activities and approaches vary in the amount of in-class and out-of-class time built around collaboration. The following activities can be used in any discipline and modified to suit any course context.

This study used the learning activities composed of five steps, as follows: (1) assigning work, (2) planning, (3) action, (4) presentation, and (5) discussion and conclusion (Sumalee et al., 2018)



**Figure 2.2** Online Collaborative Training Activities

The Online collaborative learning activities via Tencent Meeting consist of 5 steps as follows:

**Step 1: Assigning work** – An instructor will assign work to learners to be performed using a tablet/PC/Mobile phone via Voov meeting. When the learners have been assigned their work, they will be divided into six groups, with five people in each, to study the content and to create an assignment of work. Assigning works will be done by using a tablet/PC/Mobile phone via Voov meeting.

**Step 2: Planning** - The learners have to set up a meeting to plan for an agreement, the scope of work, and the division of responsibilities for members.

**Step 3: Action** - Each member will be responsible for the learning and tasks assigned by the group. After that, the learners will study the content attached in the Voov meeting. When the learners have learned the content, they will be able to share and exchange their knowledge with the other group members. Then, the group members will exchange their opinions, discuss the topic, and extract the knowledge of the group.

Step 4: Presentation - Members of each group will jointly prepare and present the learning content according to the action plan as determined by the group. Each group will be asked to evaluate the presentations of the other groups and also of their own group. The evaluation will be conducted through the computer tablet that is connected to Tencent Meeting for an online meeting.

Step 5: Discussion and conclusion – This step involves questions between the instructor and the learners or between the members of each group. The instructor and the learners will cooperate to conclude the lesson and evaluate the learning results in terms of their groups in order to identify any defects and suggest corrective action for group operations to make them more effective. The discussion and conclusion can be implemented in the classroom between the instructor and the learners. Also, the discussion and conclusion can be implemented by using the tablet/PC/Mobile phone via Tencent Meeting online meeting group discussion to increase the convenience of learning even more.

## **2.3 Job-hunting**

### **Job search**

Job search is the process that aims to match job seekers to suitable job opportunities. An efficient matching process would mean that individuals acquire the Job that maximizes their wage and their productive contribution, thus making society more productive overall. However, job seekers' information about the labor market is incomplete, and employers do not hold unlimited information either. As Autor (2001) noted, 'the labor market is replete with imperfect and asymmetric information' (p. 25). The cost of inefficient job searches for job seekers includes prolonged unemployment spells and emotional distress, and there are also wider societal costs.

Job search is, in general, costly for the job seeker, but it is also necessary in order to find employment. From an economic perspective, a job-search theory is concerned with individuals' decisions to accept or reject job offers given the cost of searching and the reservation wage – i.e., the minimum wage that has to be offered for a person to accept a job. In this case, job offers are treated as exogenous, and the decision to accept the offer (i.e., the strategy used) is based on the reservation wage (Atkinson & Micklewright, 1991). The sociological perspective on job search takes into account more aspects of the job-search process. In fact, a sociological approach to job search is frequently concerned with the activities that led to job offers being made, to jobs being found, and even to the motivating factors leading to job seekers starting the job search at all.

Job-search methods have traditionally been divided into formal and informal methods. Formal methods include using the services of employment agencies or answering advertisements published in newspapers, journals, and, more recently, the Internet. Using one's personal contacts is among the most studied informal job-search strategies (e.g., Drentea, 1988), but with other methods, One option is to contact

employers directly. They are also considered informal job-search methods. As job-search categories, formal and informal methods are too broad and too aggregated, and thus research into job search tends to be more specific about the methods being studied.

There are other ways of categorizing job-seeking behavior, such as considering job searches by individuals in employment versus the job search conducted by unemployed individuals. From the perspective of a government aiming to prioritize the use of its resources, the latter seems more imperative. However, given that being in employment is a better position from which to search for work (Weber & Mahringer, 2008), there may be lessons that those unemployed can learn from employed job seekers. Moreover, job-search behavior has been classified as 'active' or 'passive' depending on the level of activity that the individual engages in to seek employment. If active and passive Job seeking is seen as two extremes of a continuum, an active job seeker utilizes a number of methods to find information regarding employment opportunities and performs a variety of activities to access these. A passive job seeker, on the other hand, is more imprecisely described as either someone who does not conduct any job-seeking activity or as someone who browses employment opportunities but then takes little or no action to pursue them. For instance, employed individuals who are constantly updating their knowledge of what jobs are available 'out there' but have no intention to pursue them can be seen as passive job seekers. However, given the range of job-search behavior in which individuals engage, in practice, notions of 'active' and 'passive' are rather difficult to apply.

### **Resume**

Compared with an application form, job applicants can choose what information to include in their resumes.

Some of the options for categories to include are:

- (a) personal information;
- (b) personal opening, job objective, Career objective and summary of qualifications;
- (c) education;
- (d) work experience;
- (e) references;
- (f) Scholarships, awards, and honors;
- (g) hobbies, interests, and extracurricular activities;
- (h) willingness to Relocate and travel.

Next, the empirical research literature regarding the information that should be included in the resume for each of the aforementioned categories is reviewed.

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- (d) work experience;
- (e) references;
- (f) scholarships, awards, and honors;
- (g) hobbies, interests, and extracurricular activities;

(h) willingness to relocate and travel. Next, the empirical research literature regarding the information that should be included in the resume for each of the aforementioned categories is reviewed.

#### (1) Personal Information

A large and well-established body of research has suggested that the applicant's name, address, and phone number should definitely be included in the resume (Hornsby & Smith, 1995). Although not focused on stylistic resume issues, a recent study by Burns, Christiansen, Morris, Periard, and Coaster (2014) has provided support for the inclusion of a school e-mail address over a personal e-mail address as their sample of human resource professionals provided more favorable judgments for resumes that included e-mail addresses containing ".edu ."The advice to include a school e-mail address over a personal e-mail address is especially applicable for student applicants and recent graduates but may also have implications for additional applicants. Specifically, future research should address whether more professional e-mail addresses.

(e.g., givenname.surname@emailprovider.com) are rated more favorably than less professional e-mail addresses.

(2) Personal Opening, Job Objective, Career Objective, and Summary of Qualifications Although recent research has provided support for the notion that there is no need for a personal opening in a resume (Burns et al., 2014), including a job objective and/or a career objective has traditionally been found to be important information to include in a resume (Harcourt & Krizan, 1989). Harcourt and colleagues' (1991) sample of 212 campus recruiters demonstrated a preference for a career objective over a job objective or a combined career and job objective. However, future research is needed to more conclusively demonstrate the impact of including a career objective, a job objective, or a combined career and job objective, especially considering the technological advancements since some of this research was conducted. Lastly, a summary of qualifications may also be important to include in a resume (Harcourt & Krizan, 1989; Harcourt et al., 1991); however, future research is also needed to determine whether including a summary of qualifications is effective if a career objective, a job objective, or a combined career and job objective has already been included. Overall, the best available advice for resume writers is to avoid a personal opening and instead include an objective or a summary of qualifications.

#### (3) Education

Both early and more recent resume research agree that resumes should include formal educational qualifications, including information regarding the degree or designation as well as the major, minor, and, if applicable, the expected date of graduation (Burns et al., 2014; Feild & Holley, 1976)

#### (4) Work Experience

A primary inclusion for the resume is the work experience section, and applicants should include information regarding previous employers, the dates in which they worked for each employer, their job title at each previous employer, and whether each Job was part- or full-time (Feild & Holley, 1976; Harcourt & Krizan, 1989; Harcourt et al., 1991)

#### (5) References

Regarding the inclusion of references in resumes, previous studies have indicated that the inclusion of references in a resume or at other initial screening stages is of little or no importance (Horn, 1988; Hutchinson, 1984)

#### (6) Scholarships, Awards, and Honors

Previous research has provided support for the inclusion of a list of scholarships, awards, and honors in resumes (Burns et al., 2014; Champion, 1978). Moreover, the preference for the inclusion of awards received on resumes has increased in importance since the Hutchinson (1984) study (Hutchinson & Brefka, 1997).

#### (7) Hobbies, Interests, and Extracurricular Activities

Despite the evidence in support of the inclusion of special skills and job aptitudes in resumes (e.g., languages, software; Harcourt & Krizan, 1989; Harcourt et al., 1991; Hutchinson, 1984; Wells et al., 1981)

#### (8) Willingness to Relocate and Travel

Some empirical research literature has recommended the inclusion of information pertaining to an applicant's willingness or lack of willingness to relocate and travel in the resume (Harcourt & Krizan, 1989; Harcourt et al., 1991; Hutchinson, 1984; Wells et al., 1981)

## 2.4 Student Achievement and Achievement in Job Hunting

### Student achievement

Every effort must result. Students learning means students strive to achieve learning goals (Daryanto, 2001: 7). The usefulness of educational assessment focuses on the assessment of learning outcomes for the following purposes: (1) provide direction and guidance in the implementation of education, (2) determine a student's self-image regarding the development of their capabilities, (3) as inputs to improve the teaching process. Further terms of description that have been mentioned above can be defined that: Assessment (evaluation) as a result of learning is the process of activities to conclude whether instructional objectives of a program have been achieved. The trick is to do the measurement and assessment of the conformity between instructional objectives that have been set by the achievement of learning outcomes obtained through tests or examinations.

Thus the evaluation can be applied to any element of educational activity, which is in the planning, implementation, and scope of the activities of small and national. The main benefit evaluation in education is as follows: (1) improve the quality of the

instructional program, (2) increase the motivation of each individual student, (2) communication of the results of learning, (3) the accreditation of schools, (4) improvement of school administration systems, (5) decision-making.

Learning outcomes are changes in behavior. Changes in behavior as a result of the behavior of the overall learning, which includes cognitive, affective, and psychomotor. Some experts mention the existence of some kind of behavior as a result of learning that skill, information, understanding, and attitudes (Lindgren, 1968), cognitive, affective, and psychomotor (Benjamin Bloom, 1956), and verbal information, intellectual skills, cognitive strategies, attitudes, and motor skills (Gagne, 1977). Of course, for students to be successful in the learning process in accordance with the objectives that must be achieved, it is necessary to note the factors that affect the study results, both internal factors and external factors.

Student results are the abilities possessed by students after they receive a learning experience. Behavior as a result of learning in a broad sense includes the fields of cognitive, affective, and psychomotor. Therefore, in the assessment of learning outcomes, the role of learning objectives and the ability of the formulation containing the desired behavior controlled by the student becomes an essential ingredient as a basis and reference for valuation. Thus the success of the learning process depends on the activeness of the students in planning, implementing, and assessing the learning process and learning outcomes. Liveliness students are expected to appear significantly, especially during the execution of the learning process, either individually or in groups.

Lecturers and students are those who engage in learning activities, of course, want to know the processes and outcomes of learning activities carried out; it is necessary for the assessment of learning outcomes. Whereas to determine the level of student success in achieving the goals set, then, the assessment of learning outcomes in the form of targeted domains contained in the destination. From the study results of each student in the class gathered in a classroom set of learning outcomes. For faculty, student results in the class are useful for the improvement of teaching and follow-up evaluation. As for student learning outcomes is useful to improve ways of studying further.

Cognitive learning theory is a learning theory that explores the learning law by studying the cognitive process of human beings. The main points include that people are the main body of learning, active learning; the process of information acquisition is the information exchange process of perception, attention, memory, understanding, and problem-solving; people's perception, attention, and understanding of external information are selective; the quality of learning depends on the effect (Zimmerman et al., 2007)

Cognitive learning theory is a psychological theory about the internal process of organic learning, such as the acquisition and memory of information, knowledge, and experience, the acquisition of insight, the interconnection of ideas and concepts, and the solution of problems. The core of cognitive theory can be summed up in one

sentence, that is, the dynamic principle of perception is consistent with the dynamic principle of learning (Nall, 2011)

### **Achievement in Job Hunting**

Achievement in Job hunting is the measurement of the amount of Job –hunting assessed through frequent progress and comprehension checks and examinations 40 questions Consist 1) Gets jobs 2) Network and 3) Research 4) Resume

## **2.5 Student satisfaction**

### **2.5.1 research on the definition and influencing factors of higher education student satisfaction;**

The concept of student satisfaction came into being in the 1960s, and scholars basically put forward the definition of this concept from different angles according to the definition of customer satisfaction. The following table lists the representative views of scholars on the definition of student satisfaction in different periods.

In terms of influencing factors, the representative research results are Aitken (1982) found that students' grades, satisfaction with courses, teaching, and majors, and sense of isolation were significantly correlated with students' satisfaction level. Griffith (1999) found a significant correlation between school atmosphere and student satisfaction at different levels and believed that factors affecting student satisfaction could be classified into two aspects: students' learning experience and social experience.

### **2.5.2 The Model and Practice of higher education student satisfaction evaluation**

In the measurement of college student satisfaction, developed countries such as the United States and Britain have formed relatively mature theories, systems, and methods, among which the United States is the first country to conduct practical research on college student satisfaction, so it is the most representative. American student satisfaction measurement theory is constructed on the basis of the consumer theory of the market economy. Dwayne D.Gremler and Mchael

McCollough (2002) proposed a student satisfaction evaluation model based on improving students' satisfaction with teachers' teaching results. Mavondo, Felix T.et al. (2004) designed a conceptual evaluation model of satisfaction based on improving students' satisfaction in teaching, learning, technology, library, student services, and student orientation.

### **2.5.3 In China, the evaluation of college students' satisfaction began at the end of the 20th-century Empirical Research.**

Representative ones, such as Zhang Yi and Bao Wei (2005), use statistical description and regression analysis to verify that college students' recognition of private higher education is related to many factors. Yang Qingming (2003) conducted a questionnaire survey on students' satisfaction in Universities in Chongqing and found that girls' satisfaction was generally higher than boys'. According to the principle of random cluster sampling, You Haiyan and Yu Limin (2005) selected 80 students from

different batches of universities in Ningbo City for a questionnaire survey, and the results showed the factors affecting student satisfaction in Empirical Research. Representative ones, such as Zhang Yi and Bao Wei (2005), use statistical description and regression analysis to verify that college students' recognition of private higher education is related to many factors. Yang Qingming (2003) conducted a questionnaire survey on students' satisfaction in Universities in Chongqing and found that girls' satisfaction was generally higher than boys'. According to the principle of random cluster sampling, You Haiyan and Yu Limin (2005) selected 80 students from different batches of universities in Ningbo City and conducted a questionnaire survey. The results showed that factors affecting student satisfaction were highly consistent. Wang Ping and Qian Guijiang (2004), Sun Baozhi (2003), Li Ke (2007), Li Wenchao and Li Jing (2002), Fu Zhenfang (2004), and others have also done relevant research.

With the gradual maturity of the structural equation model, empirical research using the structural equation model to evaluate student satisfaction comes into being. For example, Yang Xue and Liu Wu (2006) proposed a CHE-CSL model based on the specific situation of Chinese universities and conducted an empirical study on six universities in Shenyang. Liu Hui (2011) analyzed the connotation and evaluation methods of higher education service quality on the basis of customer satisfaction theory and used a structural equation model based on PLS technology to estimate and test the conceptual model of student satisfaction.

## **2.6 Relevant Research.**

### **Relevant Research in China**

Heng-Yu Ku (2013). Study Collaboration Factors, Teamwork Satisfaction, and Student Attitudes toward Online Collaborative Learning. Results revealed that the three extracted online collaboration factors (team dynamics, team acquaintance, and instructor support) from the student attitude survey had moderate to high degrees of correlation with teamwork satisfaction. Results also revealed that the three collaboration factors accounted for 53% of the variance in online teamwork satisfaction. In addition, results from both surveys and open-ended questions revealed students favored working collaboratively in an online environment.

Long She (2021) Study Online Learning Satisfaction during COVID-19 Pandemic among Chinese University Students: The Serial Mediation Model. The aim of this study was to investigate the relationship between interaction and online learning satisfaction and whether this relationship is mediated by academic self-efficacy and student engagement among Chinese university students during the COVID-19 pandemic. A serial mediation model was developed to examine the proposed relationship. The results of the measurement model showed good reliability and validity for all constructs. The results of the structural model and hypothesis testing showed that all hypotheses were supported in this study. Particularly, there was a significant positive relationship between interaction and online learning satisfaction (Q1), interaction and

academic self-efficacy (Q2), academic self-efficacy and student engagement (Q3), and student engagement and online learning satisfaction (Q4). In addition, the results showed that academic self-efficacy and student engagement serial mediated the relationship between interaction and online learning satisfaction (Q5). The serial mediation model explained 34.6% of the variance of online learning satisfaction. The findings shed light on the underlying mechanisms that explain students' online learning satisfaction during the COVID-19 pandemic. Universities and policymakers need to make better decisions that ultimately could lead to students' academic outcomes and achievement.

Mingzhang Zuo (2021) studied K-12 students' online learning motivation in China: An integrated model based on a community of inquiry and technology acceptance theory. This study investigates the effects of K-12 students' perceived presence and technology acceptance on their online learning motivation. The findings reveal that: (1) perceived usefulness, self-efficacy, social presence, and perceived ease of use have a larger positive effect on online learning motivation, while cognitive presence has a small positive effect on online learning motivation; (2) teaching presence positively influences online learning motivation through social or cognitive presence; (3) factors, such as school location, previous online learning experience, family social-economic status, and prior academic achievements, may influence technology acceptance. The implications for designing, developing, and managing K-12 online education are discussed.

Sijing Zhou's (2021) study Predicting Chinese University Students' E-Learning Acceptance and Self-Regulation in Online English Courses: Evidence from Emergency Remote Teaching (ERT) During COVID-19. This study identified specific psychological and contextual factors that impact learners' e-learning acceptance and online self-regulation based on Technology Acceptance Model (TAM). Learners' actual use of three sub-processes of self-regulated strategies, namely, goal setting, task strategies, and self-evaluation, was also examined. Partial least squares (PLS)-structural equation modeling (SEM) technique was used to test hypotheses and proposed research model. The quantitative results indicate that media richness, as a contextual factor, and social presence and flow, as two typical psychological factors, are determining antecedents that impact Chinese learners' e-learning acceptance. Meanwhile, quantitative findings show that learners' behavioral intention to use e-learning is a main contributor to their use of all three sub-processes of self-regulated learning strategies. Furthermore, thematic analysis was conducted to study the qualitative data, revealing that learners held rather divided and mixed perceptions regarding the online learning experience. These findings have important implications for effective online English course design and implementation.

HSI-CHIH WANG (2004). Study about The effect of online collaboration on students' achievement and perception of time on task in an undergraduate computer applications class. The goal of the study was to investigate the effect of online collaboration on students' time spent on tasks and their achievement. Previous research

indicated that there is no significant difference in students' achievement, whether the instruction is online or face-to-face. On the other hand, there was also research indicating that collaboration helped improve student performance. This study attempted to branch out to look at not only students' achievement but their time spent on tasks in a skill-oriented course in both online and face-to-face environments, collaboratively or independently. The study focused on skill-oriented achievement (PowerPoint grade), knowledge-oriented achievement (Quiz), and students' time spent on task in an undergraduate computer application course to determine if the instructional environment (online vs. face-to-face) and classroom activity (collaborative vs. independent) played an important part in course designing and development. The results of the study suggest that skill-oriented courses may still be best-taught face-to-face, and the environment does not affect students' time spent on tasks. However, because of the limitation of the study, there should be further research.

Chang Zhu (2011). Study about Online collaborative learning: Cultural differences in student satisfaction and performance. This study aims to examine student satisfaction and performance in online collaborative learning involving students in two different cultural contexts. A parallel e-learning environment with online collaborative group work was implemented for a group of Chinese first-year students from a national comprehensive university in Beijing, China, and a group of Flemish first-year students from a regional comprehensive university in Flanders, Belgium. Differences and similarities with regard to student (dis-)satisfaction and their performance are analyzed and discussed from a cross-cultural perspective.

#### **Relevant Research in Other Countries**

Adirek Yaowong and Pongsaton Palee (2021). Study The Lesson Learn from Learning Internet of Things Training Course by Mind Mapping of Computer Education Student of 3rd, Faculty of Education. The research found that: 1) The satisfaction results of the Internet of Things courses of all were higher, and 2) the evaluated results of lessons learned from Learning by mind mapping with specified criteria were good levels or more than 70%

Cherdchan Poldongnok (2012). Study about The development of coaching online training system for the service officer to technology user, commercial bank. The results were concluded as follows: 1) the resulting development of the coaching online training system in the debit mass system for the service desk at the commercial bank was of a high level of quality. ( $\bar{x}= 4.34$ , S.D. = 0.35) 2) The result of comparing the before and after Training with the coaching online training system in the debit mass system for the service desk, the commercial bank was the after Training had higher scores than the before Training and had a statistically significant difference at the level of 0.05. 3) The result of the opinion of the service desk and commercial bank effect on the coaching online training system in the debit mass system was at a high level. ( $\bar{x}= 4.36$ , S.D. = 0.60)

Nongnuch's (2020) Study about the Development model of online Training by using interactive multimedia technology based on constructivism to enhance in-service

teachers' computer and technology competency. The results of this research showed that: 1) model of online Training by using interactive multimedia technology based on constructivism is suitable favorably which consists of three main components: input, which consists of online Training, and interactive multimedia technology process, which consists of active Training, collaboration and coaching, and output, computer and technology competency consists of knowledge, skill, and attitude and called this model is ACCOCO model, 2) the quality of training website based on the model of online Training evaluated was at a high level ( $\bar{x} = 4.50$ ), and 3) teacher's computer and technology competency showed that (1) the learning achievement test scores were higher than the pre-test scores at the significance level of 0.05, Effectiveness Index showed at 0.87, (2) high level average practical skills scores at 4.77, and (3) high-level average attitude scores at ( $\bar{x} = 4.42$ ).

Sumalee et al. (2018). Study The Development of Systems and Collaborative Learning Activities in Ubiquitous Learning Environments Using Computer Tablets with QR Codes. The results found the developed system and collaborative learning activities in ubiquitous learning environments using tablets and QR codes. The system consists of four parts, as follows: (1) computer tablet, (2) wireless communication, (3) ubiquitous learning environment, and (4) sensor technology. The learning activities are composed of five steps, as follows: (1) assigning work, (2) planning, (3) action, (4) presentation, and (5) discussion and conclusion.

Eakchais (2021) Study about the Development of an Online Training Package on the Use of Google Apps for Education for Personnel of Hatyai University. The results showed that 1) the online training package about the use of Google Apps for Education for personnel of Hatyai University had an efficiency value of 81.33/83.56, which meets the 80/80 criteria, 2) the post-test score of Training was significantly higher than the pre-test score at the level of 0.01, and 3) the personnel were satisfied by the online training package at a high level ( $\bar{x} = 4.32$ . S.D = 0.71)

Chantip Leelithum and Ponpen Eak-iamvudtanakul(2016) Study about Satisfaction of Students to Google Classroom in Thonburi Commercial College. The result showed that Google Classroom makes teaching in the classroom easier; moreover, the highest average of this technique was 4.65, and the standard deviation was 1.15. On the part of security in network systems and determining points for access to the system, the highest average of all was 4.37, and the standard deviation was 1.23. With regard to the advantages of Google Classroom for the review of unfinished information, the highest average was 4.88, and the standard deviation was 1.38. Besides, the topic of some students leaving the group was composed of the disadvantages of using Google Classroom; the highest average of this topic was 4.73, and the standard deviation was 1.29. The average of the three areas was 4.32, and the standard deviation was 1.33.

## CHAPTER 3

### RESEARCH METHODOLOGY

This section focuses on the study design, participants, research instruments, research procedures, and data collection and analysis.

#### 3.1 Study Design

The overall research design was divided into two parts: a post-test and a questionnaire.

The Post-test is the most important method of this experiment, and the comparison between them directly reflects the results of the experiment.

The post-test and the lesson plan is used to conduct a teaching experiment for students.

In addition, the Questionnaire was used to understand students' satisfaction with Online Collaboration Training Activities. Student satisfaction is committed to student satisfaction. Student satisfaction is used as a quantitative evaluation criterion, which is a number that can reflect specific trends and can also be expressed in textual form.

The researcher designed the experiment with The Post-test only Design with a Nonequivalent Group by using Online Collaboration Training Activities. The experimental plan was as follows:

**Table 3.1** Sampling Pre-test Treatment Post-test

Sample group	Pre-test	Treatment	Post-test
RE	-	X	O <sub>1</sub>
RC		-	O <sub>2</sub>

RE: Experimental group that learns through Online Collaboration Training Activities.

RC: Normally learned control group.

X: The experimental group learning using Online Collaboration Training Activities.

O<sub>1</sub>: The result of the experimental group achievement test.

O<sub>2</sub>: The result of the control group achievement test.

### 3.2 Participants

The target population was 120 students from 3 classes of the Shanxi Jinzhong Institute of Technology University Management class who were about to graduate as experimental subjects; then 60 students from 3 classes of the Shanxi Jinzhong Institute of Technology University Management class who were about to graduate as experimental subjects, 20 students in each class were selected from the three classes by Multi-stage random sampling by 1) random three classes by using Simple random sampling and 2) random 20 students each class by using Simple random sampling. Divided into two groups, the experimental group, and the control group. Thirty people were in each group. The duration of the experiment was one week, with 4 class periods.

### 3.3 Research Instruments

#### 1. Develop the Online Collaboration Training Activities plan

1.1 Lesson plan is used to conduct a teaching experiment for students. Organize the resources (videos, content, documents, tests, etc.) for online collaborative job-hunting Training, and students need to complete a questionnaire on the status of career planning before class. After completing the Questionnaire, the online collaborative job-hunting Training began.

1.2 Resume production and interview skills. The actual case analysis and relevant materials to give the basic requirements of making a resume have reached more interview opportunities.

#### Resume form

Name:

Student ID Number:

- 1) Personal Information
- 2) Personal Opening, Job Objective, Career Objective, and Summary of Qualifications
- 3) Education
- 4) Work Experience
- 5) References
- 6) Scholarships, Awards, and Honors
- 7) Hobbies, Interests, and Extracurricular Activities
- 8) Willingness to Relocate and Travel

1. Online collaborative training event design. The researchers systematically explained the knowledge points, combined with the students' pre-class questionnaire situation, and carried out class discussions, group tasks, brainstorming, and other activities in the class.

**2. Validated the content in Online Collaboration Training Activities Plan by an expert.**

The researcher created the lesson plan based on applying Online Collaboration Training Activities. This lesson plan was designed for four weeks and approved by the researcher's advisor and three experts in the field.

The researcher ran the class based on the lesson plan. The students were taught job-hunting Training through online collaborative training activities for four weeks. After that, they were assigned to complete both the post-test and Questionnaire.

This part was a close-ended questionnaire that was based on Likert-type scales. The participants were asked to rate their degree of agreement on each statement-form number 1-5. The interpretation of each number is described as follows:

5= strongly agree

4 = agree

3 = Neutral

2 = Disagree

1= Strongly disagree

The test time was approximately thirty minutes.

### **3.IOC Validated for Post-test and the Questionnaire of students' satisfaction.**

Validated Post test questions prior to conducting the main study to eliminate confusion and ambiguities of wording. This study invited three experts: 3 computer teachers to verify by using the Index of Congruency (IOC), to test congruency and content validity of the Post-test and Questionnaire in satisfaction.

Evaluation criteria are used to check the consistency between objectives and test items, as follows:

+1 = the test item is considered to be consistent with the goal.

0 = the test item is considered neutral in terms of whether the test item is consistent with the goal.

-1 = the test item is considered to be inconsistent with the target.

For acceptable data, the Index of Congruency (IOC) follows:

IOC of Lesson plan of Online Collaboration Training Activities for Job Hunting between 0.67 – 1.00, higher than 0.5 for all of the questions.

IOC of the Post-test between 0.67 – 1.00, higher than 0.5 for all of the questions.

IOC of the Questionnaire of students' satisfaction was between 0.67 – 1.00, higher than 0.5 for all of the questions.

### **4. Try out**

Try out with 30 people other than the experimenters were selected to test the study's effectiveness. There are 40 items of post-test and 12 Questionnaires of students' satisfaction.

These students also belong to the Shanxi Jinzhong Institute of Technology University, but they are not the sample of this study. After the test, the reliability index of the results obtained by the Kuder-Richardson formula is used to confirm the effectiveness of the experiment (Ismail, R., 2018).

Try to also ask three experts working in the field of computer and technology to check the consistency between the test objectives and the project. The data obtained is used to calculate the project goal consistency index (IOC).

Try out the participants through Online Collaboration Training Activities to explore their job-hunting before and after Online Collaboration Training Activities.

The try-out study was conducted to ensure that the questionnaires were reliable and did not cause any confusion for participants. For doing this, Cronbach's Alpha was adopted to measure the reliability of the questions presented in the questionnaires. Cronbach's Alpha is aimed to estimate the reliability of questions in a questionnaire or survey. Reliable must be higher than Cronbach's Alpha of 0.7. Analyzed by SPSS Statistics, the alpha value of the post-test was 0.89, and the alpha value of the Questionnaire on students' satisfaction was 0.84.

## **Experiment**

### **1.Post-test**

The steps of the post-test of job-hunting. They are as follows.

Step 1: The researcher selects the test type. Multiple choice tests were selected for this study.

Step 2: The post-test was conducted among 30 students. These students belong to the Shanxi Jinzhong Institute of Technology University and then compare the pre and post-test Job hunting scores of these 30 students.

Step 3: Post-test the participants to explore their Job hunting after Job hunting through Online Collaboration Training Activities.

According to the online collaborative job training, there will be two tests after the end of the experiment, the scoring test and the interview resume, to measure the students' learning effect with actual results.

### **2.Questionnaire**

The Questionnaire was used to ask about the student's satisfaction with learning Job hunting through Online Collaboration Training Activities. The researcher did the following steps (Nesset, V., 2014).

Step 1: The researcher created the Questionnaire using both close-ended and open-ended questions. The purpose was to investigate the students' satisfaction with learning Job hunting through Online Collaboration Training Activities in terms of advantages, disadvantages, and other suggestions. The Questionnaire consisted of three parts as follows (Yannakakis, G, 2018).

Part 1: This part was used to investigate the students' background information, such as gender, age, and so on.

Part 2: The students' satisfaction with learning Job hunting through Online Collaboration Training Activities.

This part was a close-ended questionnaire that was based on Likert-type scales. The participants were asked to rate their degree of agreement on each statement - from

numbers 1-5. The interpretation of each number is described as follows:

- 5 = strongly agree
- 4 = agree
- 3 = undecided
- 2 = disagree
- 1 = strongly disagree

Part 3: This part was an open-ended questionnaire. The participants were asked to express their satisfaction and suggestions towards learning Job hunting through Online Collaboration Training Activities in terms of advantages, disadvantages, and other suggestions.

Step 2: The Questionnaire is composed of 30 students who are registered in Shanxi Jinzhong Institute of Technology University, but not the sample of this study. After the trial of the Questionnaire, Cronbach applied  $\alpha$  the reliability index of the result was calculated by the coefficient formula.

Step 3: The Questionnaire was used with the participants in order to explore their satisfaction with learning Job hunting through Online Collaboration Training Activities. The overall lesson plan was followed by a series of Online Collaboration Training Activities and post-test and questionnaires were used later in the Online Collaboration Training Activities at the end of the lesson plan. The post-tests were written by myself and my school teachers.

### **3.4 Procedure**

Step 1: The researcher studied theories of Job hunting and Online Collaboration Training Activities in order to develop the questions in the post-test and Questionnaire.

Step 2: The post-test and Questionnaire were reviewed by the researcher's advisor and another three experts in the field.

Step 3: A post-test and questionnaire survey were conducted among the students at Shanxi Jinzhong Institute of Technology University. The researcher's choice of research materials is the Voov meeting.

Step 4: A group of 30 students was arranged to complete the post-test. These students are studying the student course at Shanxi Jinzhong Institute of Technology University.

Step 5: The researchers applied Online Collaboration Training Activities and teaching plans. The course plan is designed for four weeks to ensure an Online Collaboration Training Activities course once a week, which is approved by the consultant of the researcher and three experts in the field.

Week 1 Who Gets Jobs?

Week2 Your Network

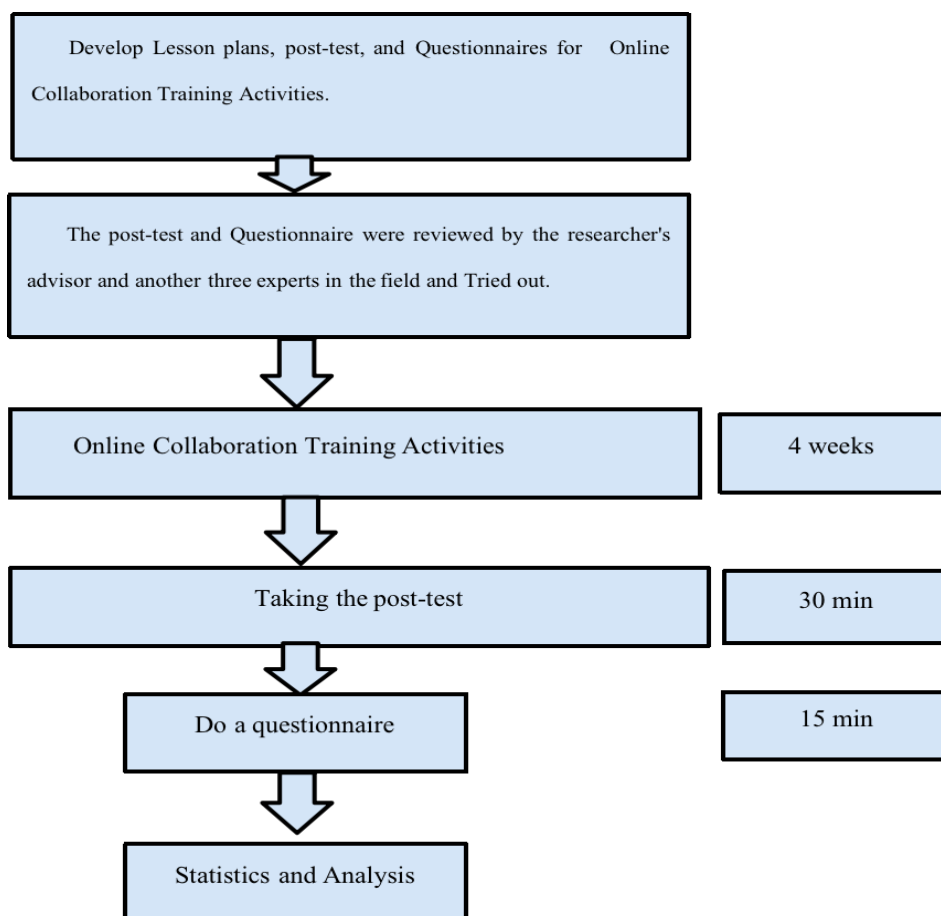
Week3 Research

Week4 Polish Your Resume

Step 6: The researcher ran the class based on the lesson plan. The students were taught Job hunting and Online Collaboration Training Activities for four weeks. After

that, they were assigned to complete both the post-test and Questionnaire. The test time was approximately one hour.

The following is the procedure diagram:



**Figure 3.4** Procedure for Research

### 3.5 Data collection

The data were collected through post-tests and questionnaires.

The data from the post-test in terms of Job hunting, comparisons can be made by students' responses to multiple-choice questions.

There are two types of data from the Questionnaire: first, the scores of the satisfaction measures chosen by the students in the Questionnaire, which are specific and quantifiable data, and second, the related suggestions of the students, which are textual data that are difficult to quantify and need to be studied and analyzed by the researcher himself (Nuari, LF.,2018).

### 3.6 Data Analysis

The post-test scores were calculated to find any significant differences by finding the mean of the scores. To find out the significance of standard deviation (S.D.) and post-test scores, a t-test independent was used in this study.

The quantitative results obtained from the closed-ended questions in the Questionnaire were used to determine any significant differences by calculating the mean and standard deviation (S.D.) of the scores.

The quantitative results obtained from the open-ended questions in the Questionnaire reveal, through content analysis, students' perceptions of Online Collaboration Training Activities. The interpretation of the average score of the closed-ended Questionnaire was as follows:

4.50 – 5.00 = Very High

3.50 – 4.49 = High

2.50 – 3.49 = Moderate

1.50 – 2.49 = Low

1.00 – 1.49 = Very Low

## CHAPTER 4

### RESULTS

This chapter reports the research results based on data and quantitative methods to achieve the research objectives. The results of this study come from the post-test and Questionnaire survey completed by 60 students randomly selected from 3 classes. The data obtained from the research tools reveal the answers to three research questions in this study:

(1) How to design and develop online collaborative training activities in college students' job search?

(2) Are there a difference in learning achievement between students learning with online collaborative training activities and students learning with traditional method?

(3) What is the satisfaction level of students in the online collaborative training activities for job search?

The research results are presented in the form of tables and explanations. The results of the data analysis are divided into two parts:

(1) Comparative analysis of students' post-test scores between the experimental group and the control group. This part mainly analyzes the post-test scores of students participating in Online Collaboration Training Activities scores.

(2) Student satisfaction analysis. This section describes the satisfaction of students participating in Online Collaboration Training Activities through charts.

#### 4.1 The Activities Design and Development

The test paper is used to test the impact of active learning activities on online Collaboration training Activities for job-hunting. In order to ensure that the test papers and questionnaires of the experiment have good content reliability and conform to the knowledge level and ability characteristics of our students, the research conducted appropriate investigation and deletion on the difficulty and quantity of the test questions and solicited opinions from three experts in the form of scales.

The scores of the three experts on the test papers and questionnaire questions are shown in the attached table. All IOC of the scale is greater than 0.5 (0.67 – 1.00), indicating that the post-test papers have good validity.

#### 4.1.1 Reliability and Validity Analysis of Satisfaction Questionnaire

##### (1) Reliability Analysis of Questionnaire

The reliability of the Questionnaire refers to the reliability and credibility of the Questionnaire. It refers to the consistency and stability of the measurement results of the Questionnaire when using the same method to investigate the same object, which reflects the authenticity of the measured Questionnaire, that is, the degree to which the Questionnaire can stably measure the measured things or variables. This experiment uses SPSS software to test the internal consistency of 12 questions in the Questionnaire. The reliability test is expressed by Cronbach a reliability coefficient, which indicates the degree of correlation between problems. If Cronbach a  $> 0.6$ , the reliability is good; If Cronbach a  $> 0.7$ , the reliability is high and acceptable; If Cronbach A is greater than 0.8, the reliability reaches the ideal value; If Cronbach a  $> 0.9$ , the reliability is ideal. In order to test the reliability of the returned Questionnaire, the author tested the reliability of 12 questions in the Questionnaire. The reliability test results are shown in Table 4.1.1.1 and Table 4.1.1.2.

**Table 4.1.1.1** Questionnaire case processing summary

		N	%
Case	Effective	30	100.0
	Excluded	0	0.0
	Total	30	100.0

**Table 4.1.1.2** Questionnaire reliability statistics

Cronbach's Alpha	Number of items
0.956	12

The above two tables are the reliability test of the Questionnaire. According to Table 4.1.1.1, 30 questionnaires of the Questionnaire are valid. According to Table 4.1.1.2, among the 12 questions in the Questionnaire, Cronbach a = 0.956  $> 0.6$ , the reliability is ideal, and it passed the reliability test.

**4.1.2 Mean, standard deviations, and levels of online Collaboration training Activities for job-hunting, were validated by the experts.**

**Table 4.1.2** Mean, standard deviations, and levels of online Collaboration training Activities for the job-hunting which validation by the experts.

Item	Mean	S.D.	Result
1. Online Collaboration Training Activities plan	4.6	0.5	Highest
2. Resume form	4.2	0.8	High
Overall	4.43	0.7	High

As shown in Table 4.1.2, Overall ( $\bar{x}=4.43$ , S.D.=.65) and the highest average is the Online Collaboration Training Activities plan ( $\bar{x}=4.61$ , S.D.=.54)

## 4.2 Results of Learning Achievement

The result data was gathered from Self-Assessment and Learning assessment as follows.

### **Analysis Learning Achievement between students learning with online collaborative training activities and students learning with the traditional method**

The scores of the post-test of the experimental and control class are scored from 40 items, and the post-test of 2 groups data are paired with an independent sample t-test. The purpose is to compare the students' achievement between online Collaboration training and traditional method.

Table 4.1.1.1 shows that the P values of the total achievement and 40 items' achievements of the experimental and control class are  $< 0.05$ , indicating that there are significant differences between post-test achievements in the total achievement and the average achievement of the post-test of online Collaboration training is higher than that of the post-test of the traditional method. It shows that after the intervention conditions, that is, after the implementation of the process genre teaching method in the experimental class, the total score of students in the experimental and control classes has significantly improved. Compared with the post-test average score of the total score, the overall score of the experimental class is higher than 7.73 points.

**Table 4.2** Independent sample t-test results of the total achievement of the post-test experimental and control class

Independent sample t-test results						
	Items	Mean value	N	Standard deviation	t	p
The total score of the test	Experimental group	31.50	30	1.98	13.42	0.00
	Control group	23.77	30	2.46	1	0

Table 4.2 revealed that analysis of the online collaboration training activities for the job-hunting, which post-test scores after training with online collaboration activities higher than their pre-test scores at the 0.05 level.

### 4.3 The Students' Satisfaction

The data in the analysis of student satisfaction in this experiment comes from the data collected by issuing a questionnaire to 30 experimental students. After the experiment, 30 questionnaires were distributed to the students in the experimental class, 30 of which were recovered and 30 of which were effective, with a recovery rate of 100%.

#### Data Analysis of Student Satisfaction

Data Analysis of Student Satisfaction for Online Collaboration Training Activities for the Job-Hunting in Table 4.3.

**Table 4.3** Statistical analysis of students' learning with Online Collaboration training Activities for the job-hunting

Items	Mean	S.D.	Result
1. Online Collaboration Training Activities for Job Hunting were very interesting.	4.03	0.85	High
2. I enjoyed learning Job hunting more through Online Collaboration Training Activities.	3.23	1.04	Moderate
3. Online Collaboration Training Activities helped me to improve my Job Hunting.	3.87	0.97	High
4. I will use the Online Collaboration Training Activities for more learning in the future.	3.93	1.11	High
5. The Online Collaboration Training Activities have made me more confident in searching the Job online	3.97	0.81	High
6. The Online Collaboration Training Activities were easy to learn.	3.63	1.10	High
7. The Online Collaboration Training Activities can improve my enjoyment of Job Hunting.	3.50	1.07	High
8. The Online Collaboration Training Activities are very efficient for learning?	3.63	0.93	High
9. Through Online Collaboration Training Activities, I can acquire knowledge about job hunting faster.	4.07	0.91	High
10. In my study, I often use Online Collaboration Training Activities to get interesting feelings.	3.70	1.24	High
11. I am confident I can find an interesting job through Online Collaboration Training Activities.	3.87	0.97	High
12. The Online Collaboration Training Activities are very easy to learn Through Voov meeting	4.13	0.82	High
<b>Overall</b>	<b>3.80</b>	<b>0.81</b>	<b>High</b>

The score in Table 4.3, Statistical analysis of students' learning with Online Collaboration training Activities for the job-hunting with an overall score of 3.80 out of 5, at a 12. The Online Collaboration Training Activities are very easy to learn Through the Voov meeting, which was at a high level.

## CHAPTER 5

### DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter summarizes the research and summarizes the research results, discussions, conclusions, and suggestions for further research.

#### 5.1 Summary of the Study

The purpose of this study is to develop online collaboration training activities for the job-hunting of students in higher education and compare the students' achievement between online collaboration training and the traditional method. And find students' satisfaction in online collaboration training activities for job hunting in higher education.

The purpose, research questions, research objects, research tools, procedures, and data analysis of this study are summarized as follows:

##### 5.1.1 Research Objectives

The current study was conducted in order to investigate three main issues:

- (1) To develop online Collaboration training Activities for the job-hunting of students in higher education.
- (2) To find students' satisfaction in online Collaboration training Activities for job-hunting of students in higher education.

##### 5.1.2 Research Questions

The questions are as follows:

1. How to design and develop online collaborative training activities in college students' job search?
2. Are there a difference in learning achievement between students learning with online collaborative training activities and students learning with traditional method?
3. What is the satisfaction level of students in the online collaborative training activities for job search?

##### 5.1.3 The Participants of the Study

The target population was 120 students from 3 classes of the Shanxi Jinzhong Institute of Technology University Management class who were about to graduate as experimental subjects; then 60 students from 3 classes of the Shanxi Jinzhong Institute of Technology University Management class who were about to graduate as experimental subjects, 20 students in each class were selected from the 3 classes by Multi-stage random sampling by 1) random 3 classes by using Simple random sampling and 2) random 20 students each class by using Simple random sampling. Divided into two groups, the experimental group, and the control group. Thirty people

were in each group. The duration of the experiment was one week, with 4 class periods.

#### **5.1.4 The Research Instruments**

The study used six tools. The first tool is the lesson plan. The second is a post-test paper that includes 40 multiple-choice questions and aims to investigate students' application of job-hunting. The third is the Resume form, and The fourth is the Questionnaire, which is divided into three parts: Part 1: Basic information about the participants, Part 2: Participants' satisfaction towards online collaboration training activities for the job hunt, and Part 3: Participants' Satisfactions and Suggestions.

#### **5.1.5 The Research Procedures**

In order to carry out this study

Step 1: The researcher studied theories of Job hunting and Online Collaboration Training Activities in order to develop the questions in the post-test and Questionnaire.

Step 2: The post-test and Questionnaire were reviewed by the researcher's advisor and another three experts in the field.

Step 3: A post-test and questionnaire survey were conducted among the students at Shanxi Jinzhong Institute of Technology University. The researcher's choice of research materials is Tencent VooV Meeting: TVM.

Step 4: A group of 30 students was arranged to complete the post-test. These students are studying the student course at Shanxi Jinzhong Institute of Technology University.

Step 5: The researchers applied Online Collaboration Training Activities and teaching plans. The course plan is designed for four weeks to ensure an Online Collaboration Training Activities course once a week, which is approved by the consultant of the researcher and three experts in the field.

Step 6: The researcher ran the class based on the lesson plan. The students were taught Job hunting and Online Collaboration Training Activities for four weeks. After that, they were assigned to complete both the post-test and Questionnaire. The test time was approximately one hour.

#### **5.1.6 The Data Analysis**

The post-test scores were calculated to find any significant differences by finding the mean of the scores. To find out the significance of standard deviation (S.D.) and post-test scores, a t-test independent was used in this study.

The quantitative results obtained from the closed-ended questions in the Questionnaire were used to determine any significant differences by calculating the mean and standard deviation (S.D.) of the scores.

## **5.2 Conclusion**

### **5.2.1 online collaborative training activities**

Online collaboration training activities are more effective than traditional teaching methods in improving students' interest in finding a job and the ability to write an accurate and perfect resume.

According to the statistics of the Questionnaire, the results show that the online collaborative training activities method can effectively change students' attitudes towards job hunting and that they can recognize the help of the online collaborative training activities method in their learning. The online collaboration training activities are very easy to learn through Tencent VooV Meeting (TVM) and can help you acquire knowledge about job hunting faster.

### **5.2.2 Students Learning with online collaborative training Activities and students learning with Traditional Method**

The results of Learning Achievement between students learning with online collaborative training activities and students learning with the traditional method, which post-test scores of experimental with online Collaboration activities higher than control class scores at the 0.05 level.

According to the statistics of the achievement results, the results show that compared with the traditional result teaching method, the online collaborative training activities method can improve students' Job hunting, which is specifically reflected in the improvement of students' scores; the average score of the total score, the overall score of the experimental class is higher than 7.73 points.

### **5.2.3 Satisfaction Level of Students in the online collaborative training activities**

The results of questionnaires and interviews show that most students hold a positive attitude towards online collaboration training activities. In the online collaboration training activities class, students can cooperate and interact with teachers and are willing to accept the correction of others and resume based on the feedback of teachers and other students. Moreover, the online collaboration training activities mode provides students with a relatively loose and free cooperative learning environment. In this environment, students can more effectively master job hunting.

## **5.3 Discussion**

Online collaborative training activities are to design the basic operation of applying meetings by using Tencent VooV Meeting: TVM for online meetings. The author of this paper has formulated a teaching plan for four weeks, once for 45 minutes. Students actively learn the relevant Who Gets Jobs?, Your Network, Research, and Polish Your Resume through online resources. The course plan is designed to ensure an online-based teaching course a week, which is approved by the researcher's consultant and three experts in the field.

From the learning achievement between students learning with online collaborative training activities and students learning with traditional methods. Every effort must result. Students learning means students strive to achieve learning goals

(Daryanto, 2001: 7). Most relevant studies have shown that online collaborative training activities can effectively improve students' Job hunting. Most teaching research is to introduce the theory of online collaborative Training or studies the specific operation steps, and most of the teaching experiments are based on the teaching steps of the online active learning activity teaching method proposed by (Lei & Lei, 2019). Achievement in Job hunting is the measurement of the amount of Job - hunting assessed through frequent progress and comprehension checks and examinations 40 questions Consist 1) Gets jobs 2) Network 3) Research 4) Resume. This paper discusses whether there is a significant difference between the post-test scores of experimental students with online collaboration activities and those of the control class by comparing item learning scores after class. Through the analysis of the above writing test results, it can be explained that after online collaboration activities, job hunting is significantly improved, which is specifically reflected in the improvement of student performance, so as to further analyze the role and influence of the online collaboration activities teaching method on students' aspects. The average Compared with the post-test average score of the total score, the overall score of the experimental class is higher than 7.73 points.

Finding the satisfaction level of students in the online collaborative training activities, measures can be taken to ensure effective communication between teachers and students, timely update curriculum content, and improve teachers' discipline and professional quality (Bao, 2019). (He & Fu, 2022) conducted a questionnaire survey on students' satisfaction in Universities in Chongqing and found that girls' satisfaction was generally higher than boys'. Such as (LEE & SEONG, 2020) use statistical description and regression analysis to verify that college students' recognition of private higher education is related to many factors. Yang (Tang et al., 2022) conducted a questionnaire survey on students' satisfaction in Universities in Chongqing and found that girls' satisfaction was generally higher than boys'. According to the principle of random cluster sampling, You Haiyan and (T. et al., 2023) selected 80 students from different batches of universities in Ningbo City and conducted a questionnaire survey. The results showed that factors affecting student satisfaction were highly consistent. Wang Ping and Qian Guijiang (2004), Sun Baozhi (2003), Li Ke (2007), Li Wenchao and Li Jing (2002), Fu Zhenfang (2004), and others have also done relevant research.

This paper discusses the attitude of students in Shanxi Jinzhong Institute of Technology University Management towards learning Job hunting through online collaborative training activities and analyzes the answers to the Questionnaire. The survey results show that most participants (more than 70%) believe that learning Job hunting through online collaborative training activities overall score of 3.80 out of 5, at a 12. The Online Collaboration Training Activities are very easy to learn Through Tencent VooV Meeting: TVM, which was at a high level.

## **5.4 Recommendations**

### **5.4.1 Recommendations for Implementing**

Attach importance to the auxiliary role of multiple input methods in the job search as the basic way to search for job information. Teachers need help in other areas of teaching. Search is a fundamental way for people to understand and understand job searching. Teachers should add ways to develop students in addition to research, such as surveys of specialty careers and measuring career attitudes. In order to use the information to design more diverse student development research.

### **5.4.2 Recommendations for Further Study**

This study proves that Job hunting in Shanxi Jinzhong Institute of Technology University Management under the guidance of online collaborative training activities method can help students in all groups effectively improve their Job hunting performance and provide some practical experience for teachers' teaching. The author hopes that in future research, more educators will accept and adopt the experimental results of this study, and more scholars will conduct Research and Exploration on the basis of further refinement so as to promote the progress of Job hunting teaching courses for all students.

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## APPENDIX

### APPENDIX A

#### Lesson Plan

**Time:** Once a week, 45 minutes at a time.

**Period:** 4 weeks

**Target students:** 30 students of the Shanxi Jinzhong Institute of Technology University

**Objectives:**

1. Students' Understand which job-hunting techniques are most effective, and why.

**Week 1:**

<b>Subject/Course:</b>	Job-Hunting		
<b>Topic:</b>	Who Gets Jobs?		
<b>Lesson Title:</b>	What are the best methods for finding satisfying work?		
<b>Level:</b>	Higher Education	<b>Lesson Duration:</b>	45 minutes
<b>Lesson Objective:</b>			
<ol style="list-style-type: none"> <li>1. Be aware of various job-hunting techniques, and the success rate of each, including networking, cold calling, responding to print and online ads, posting resumes to job websites, and mass mailings.</li> <li>2. Distinguish between a passive and active job search, recognizing which is more effective and why.</li> <li>3. Identify a personal job-hunting goal.</li> </ol>			
<b>Learning Activities :</b>			
<p><b>Assigning work:</b> Teacher create work about <b>Who Gets Jobs? Consist Ranking Job Hunting Techniques, Ways to Look for a Job, Setting a Job Goal</b> in Voov meeting and students work with group 6 , 5 students each group by using tablet/PC/Mobile phone via Voov meeting.</p> <p><b>Planning :</b> Students have to set up a meeting to plan for an agreement ,the scope of work <b>Consist Ranking Job Hunting Techniques, Ways to Look for a Job, Setting a Job Goal</b> and the division of responsibilities for members via Tencent Meeting follow</p> <p>Number 1-2 is <b>Ranking Job Hunting Techniques</b></p> <p>Number 3-4 is <b>Ways to Look for a Job</b></p> <p>Number 5 is <b>Setting a Job Goal</b></p> <p><b>Action:</b> Each member will be responsible for the learning and tasks assigned by the group then share and exchange their knowledge with the other group members. Then, the group members will exchange their opinions, discuss the topic, and extract the knowledge of the group via Tencent Meeting.</p> <p><b>Presentation:</b> Students each group present the learning content with teacher via Tencent Meeting for online meeting.</p> <p><b>Discussion and conclusion:</b> Teachers and students group will cooperate to conclude the lesson and evaluate the learning results in terms of their groups by using the tablet/PC/Mobile phone via Tencent Meeting group discussion.</p>			
<b>Materials/Equipment and tools :</b>			
PPT, VooV Meeting, <b>Tencent Meeting</b>			

**Week 2:**

<b>Subject/Course:</b>	Job-Hunting		
<b>Topic:</b>	Your Network		
<b>Lesson Title:</b>	Who in my personal network can help me get started on my job search?		
<b>Level:</b>	Higher Education	<b>Lesson Duration:</b>	45 minutes
<b>Lesson Objective:</b>			
<ol style="list-style-type: none"> <li>1. List people in personal network.</li> <li>2. Consider ways to expand and maintain contacts.</li> <li>3. Practice appropriate ways to enlist help in their job searches.</li> </ol>			
<b>Learning Activities :</b>			
<p><b>Assigning work :</b> Teacher create work about Your Network <b>consists The Power of Networking, Networking Etiquette ,Networking Log</b> in Voov meeting and students work with group 6 , 5 students each group by using tablet/PC/Mobile phone via Voov meeting.</p> <p><b>Planning :</b> Students have to set up a meeting to plan for an agreement ,the scope of work <b>consists The Power of Networking, Networking Etiquette ,Networking Log</b> and the division of responsibilities for members via Tencent Meeting follow</p> <p>Number 1 is <b>Power of Networking</b>  Number 2-3 is <b>Networking Etiquette</b>  Number 4-5 is <b>Networking Log</b></p> <p><b>Action:</b> Each member will be responsible for the learning and tasks assigned by the group then share and exchange their knowledge with the other group members. Then, the group members will exchange their opinions, discuss the topic, and extract the knowledge of the group via Voov meeting and Tencent Meeting.</p> <p><b>Presentation:</b> Students each group present the learning content with teacher via Tencent Meeting for online meeting.</p> <p><b>Discussion and conclusion :</b> Teachers and students group will cooperate to conclude the lesson and evaluate the learning results in terms of their groups by using the tablet/PC/Mobile phone via Tencent Meeting online meeting group discussion</p>			
<b>Materials/Equipment and tools :</b>			
PPT, VooV Meeting, <b>Tencent Meeting</b>			

## Week 3:

<b>Subject/Course:</b>	Job-Hunting		
<b>Topic:</b>	Research		
<b>Lesson Title:</b>	What companies might be interested in someone with my talents and skills, and how can I find out more about them?		
<b>Level:</b>	Higher Education	<b>Lesson Duration:</b>	45 minutes
<b>Lesson Objective:</b>			
<ol style="list-style-type: none"> <li>1. Research to find companies in their fields of interest.</li> <li>2. Research a specific company in preparation for an initial phone call.</li> <li>3. Prepare to make a cold call to a company of interest.</li> </ol>			
<b>Learning Activities :</b>			
<p><b>Assigning work :</b> Teacher create classwork about Research consists <b>Contact Call Evaluation , Who's Hiring, Company Research ,Cold Calls and Job Lead Follow</b> in Voov meeting and students work with group 6 , 5 students each group by using tablet/PC/Mobile phone via Voov meeting.</p> <p><b>Planning :</b> Students have to set up a meeting to plan for an agreement ,the scope of work consists <b>Contact Call Evaluation , Who's Hiring, Company Research ,Cold Calls and Job Lead Follow</b> and the division of responsibilities for members via Tencent Meeting follow</p> <p>Number 1-2 is <b>Contact Call Evaluation and Who's Hiring</b></p> <p>Number 3 is <b>Company Research</b></p> <p>Number 4-5 is <b>Cold Calls and Job Lead Follow</b></p> <p><b>Action:</b> Each member will be responsible for the learning and tasks assigned by the group then share and exchange their knowledge with the other group members. Then, the group members will exchange their opinions, discuss the topic, and extract the knowledge of the group via Tencent Meeting.</p> <p><b>Presentation:</b> Students each group present the learning content with teacher via Tencent Meeting for online meeting.</p> <p><b>Discussion and conclusion :</b> Teachers and students group will cooperate to conclude the lesson and evaluate the learning results in terms of their groups by using the tablet/PC/Mobile phone via Tencent Meeting online meeting group discussion</p>			
<b>Materials/Equipment and tools :</b>			
PPT, VooV Meeting, <b>Tencent Meeting</b>			

**Week 4:**

<b>Subject/Course:</b>	Job-Hunting		
<b>Topic:</b>	Polish Your Resume		
<b>Lesson Title:</b>	How can my resume show that I am well qualified for the job?		
<b>Level:</b>	Higher Education	<b>Lesson Duration:</b>	45 minutes
<b>Lesson Objective:</b>			
<ol style="list-style-type: none"> <li>1. Review the parts of a resume and the purpose of each part.</li> <li>2. Identify job-related skills useful to a potential employer and translate the skills into accomplishment statements.</li> <li>3. Revise or create a resume.</li> </ol>			
<b>Learning Activities :</b>			
<p><b>Assigning work :</b> Teacher create work about Polish Your Resume  <b>Consists Resume Refresher, Hitting Your Target and Revise Your Resume</b> in Voov meeting and students work with group 6, 5 students each group by using tablet/PC/Mobile phone via Voov meeting.</p> <p><b>Planning :</b> Students have to set up a meeting to plan for an agreement ,the scope of work <b>consists Resume Refresher, Hitting Your Target and Revise Your Resume</b> and the division of responsibilities for members via Tencent Meeting follow</p> <p>Number 1-2 is <b>Resume Refresher</b>  Number 3-4 is <b>Hitting Your Target</b>  Number 5 is <b>Revise Your Resume</b>  All of member to do <b>Resume form</b></p> <p><b>Action:</b> Each member will be responsible for the learning and tasks assigned by the group then share and exchange their knowledge with the other group members. Then, the group members will exchange their opinions, discuss the topic, and extract the knowledge of the group via Tencent Meeting.</p> <p><b>Presentation:</b> Students each group present the learning content with teacher via Tencent Meeting for online meeting.</p> <p><b>Discussion and conclusion :</b> Teachers and students group will cooperate to conclude the lesson and evaluate the learning results in terms of their groups by using the tablet/PC/Mobile phone via Tencent Meeting online meeting group discussion</p>			
<b>Materials/Equipment and tools :</b>			
PPT,VooV Meeting, <b>Tencent Meeting</b>			

## APPENDIX B

### Test and questionnaire

#### Post test(English version)

Name: **Duration:30 Minutes**

Student ID Number:

**Please circle the correct answer for each of the following questions.**

#### Part I

**Items 1-40:40 items×1 mark each= 40 marks.**

1. How many Ways to look for a Job?

- a) 12 ways      b) 13 ways      c) 14 ways      d) 15 ways

2. What rate of Answering ads in professional or trade journals appropriate to your field?

- a) 7%              b) 8%              c) 9%              d) 10%

3. Which of these techniques are most effective?

- a) Internet      b) Newspaper Ads      c) Internet      d) Networking

4. How many resume items form?

- a) 7                  b) 8                  c) 9                  d) 10

<b>Anthony Martino, Jr.</b>	
661 Idaho Avenue Chicago, IL 60681 312-555-1212 tony_martino@net.com	
<b>Profile</b>	Physically fit and morally strong High School Senior seeks part-time job while enrolled in the Portland State University Criminology program.  Maintained a solid "B" average in high school courses with honors in Math  Comes from three generations of law enforcement officers
<b>Education</b>	Chicago High School, Chicago, IL 2006-2010  Expected graduation date: June 2010 <ul style="list-style-type: none"> <li>• GPA: 3.4</li> <li>• Member, Varsity Football Team, 2008 - 2010</li> <li>• Member, Varsity Wrestling Team, 2008 - 2010</li> </ul>

5. What data don't relate with Anthony Martino, Jr.
- a) GPA is 3.40
  - b) Fit and morally strong
  - c) E – mail is tony\_martino@net.com
  - d) Salary request
6. Which one is not component of resume?
- a) Profile
  - b) Education
  - c) References
  - d) Salary
7. What's generally considered the best way to find a job?
- a) Networking
  - b) Internet career search engines
  - c) Newspaper add
  - d) informational interviewing
8. What percentage of jobs are filled through informal methods like networking?
- a) 40
  - b) 50
  - c) 60
  - d) 70
9. An article in the Wall Street Journal found that this percentage of successful job hunters had been helped by networking.
- a) 63
  - b) 78
  - c) 94
  - d) 96
10. If you want to rake in big bucks after graduation, what's the best college major to pick?
- a) Marketing
  - b) Engineering
  - c) Pre-Med
  - d) Computer Science
11. In any given pile of resumes from a job posting, what percentage make the cut?
- a) 5
  - b) 15
  - c) 20
  - d) 45
12. About how long does it take an employer to pass judgment on a resume?
- a) 5 to 12 seconds
  - b) 23 to 35 seconds
  - c) 30 seconds to a minute
  - d) one minute



22. It's commonly estimated that what percentage of jobs are filled by word of mouth. Is it...

- a) Half
- b) One-third
- c) Over two-thirds
- d) Under 10 percent

23. According to a poll of executives, how do hiring managers prefer a candidate's resume to be organized?

- a) Functional (organized around skills, experiences and accomplishments)
- b) Chronological (organized by date of previous work experience)
- c) Combination (a combination of functional and chronological)
- d) Alphabetical (all information listed in alphabetical order)

24. Which of the following is a breach of interview etiquette?

- a) Admitting that you don't know the answer to a question
- b) Taking a seat before the interviewer has offered you one
- c) Accepting a cup of coffee from the person interviewing you
- d) Shaking the interviewer's left hand

25. According to a recent survey, what percentage of executives consider the advice of their administrative assistants to be important when making hiring decisions?

- a) Over 90 percent
- b) One-third
- c) Two-thirds
- d) Half

26. How many interviews can most employees expect to go through before they are offered a job?

- a) Four to five
- b) Two or three
- c) One to two
- d) Five to six

27. Executives believe approximately what percentage of job seekers lie on their resumes?

- a) Two-thirds
- b) Half
- c) Over 90 percent
- d) One-third

28. An interviewer is somewhat less likely to hire the person he or she interviewed:

- a) First
- b) Last
- c) Before lunch
- d) Doesn't matter

29. Executives were asked for the quality in job seekers – apart from ability – that impressed them most during an interview. Three responses each received about 30 percent of the vote. They were:

- a) Sense of humor, enthusiasm, appearance
- b) Appearance, verbal skills, honesty
- c) Honesty, enthusiasm, verbal skills
- d) Enthusiasm, appearance, honesty

30. Assuming all the other candidates have resumes as impressive as yours, which of the following factors will likely give you an edge?

- a) Knowing more about the firm than any other candidate so you can discuss how your skills meet their needs

- b) Sending a very eloquent thank-you note to the interviewer
- c) Maintaining a constant presence through regular calls and e-mails to the hiring manager
- d) Having the lowest salary requirements

31. All but one of the following are responses actual job candidates gave when asked why they should be hired. Which one is the fake?

- a) "I'm the sole source of support for my puppy."
- b) "I have a nice smile."
- c) "I like the candy you stock in your vending machines."
- d) "I can be an asset to your company softball team."

32. Which type of resume is best?

- a) Chronological
- b) Functional
- c) Combination of the two
- d) Depends on your work history, job objective and skills

33. How has the job search process changed dramatically over the last two decades?

- a) Your resume may get screened electronically for keywords, so you should include the right keywords to help your résumé get noticed.
- b) Electronic job applications — emailing résumés or submitting forms online — have become the norm.
- c) A successful job search includes networking online through social media sites. You'll be surprised how far-reaching your network can become.
- d) All of the above

34. Your personal brand helps you stand out in a competitive job market. What is your personal brand composed of?

- a) Skills and qualifications
- b) Achievements and value
- c) Passions
- d) All of the above

35. Which of the following is not a question you should ask a potential employer during a job interview?

- a) Can I clarify anything for you about my experiences and skills?
- b) How would job performance in this position be measured?
- c) When would I receive my first salary increase?
- d) Do you have any questions about my qualifications that I can address now?

36. If you think it's time for a career change, consider working with a career counselor or a career coach. Which of the following is not how you should choose a career professional?

- a) Don't worry about checking credentials or requesting referrals from other clients.
- b) Ask friends, relatives and colleagues if they can recommend someone trustworthy.
- c) Check out professional counseling and coaching associations online.
- d) Make sure the one you choose has experience working with people 50 and older.

37. What can you do if you are not getting any responses to your job applications?

- a) Treat your job search as a full-time job
- b) Attend events and career fairs
- c) Match your skills to a specific industry and types of jobs
- d) All of the above

38. Which of the following is not a job hunting mistake?

- a) Waiting passively for the phone to ring
- b) Job hunting without networking
- c) Proofreading your résumé and all correspondence with employers
- d) Turning your résumé into your autobiography

39. If you are told that you're overqualified for a job, which of the following is not a way to deal with the overqualified label and make your qualifications a virtue?

- a) Revise and streamline your résumé to show how your relevant skills have produced proven results.
- b) Skip the cover letter and focus solely on your résumé.
- c) Prepare for the interview by thinking of responses to potential interview questions that might lead to the overqualified label.
- d) Target appropriate jobs

40. How can you ace your job interview?

- a) Dry clean your suit from 20 years ago
- b) Have a stiff drink beforehand to calm any nerves
- c) Explain how hiring you will contribute to the success of the organization
- d) Think of all the reasons you disliked your previous employer

## 测试和问卷(Chinese version)

姓名： 时长： 30 分钟

学生证号：

请选择下列问题的正确答案。

## 第一部分

第 1-40 题： 40 题×每题 1 分=4 0 分。

1. 有多少种找工作的方式？

- a) 12 种方式 b) 13 种方式 c) 14 种方式 d) 15 种方式

2. 适合您所在领域的专业或贸易期刊的广告回复率是多少？

- a) 7% b) 8% c) 9%  
d) 10%

3. 这些技术中哪种最有效？

- a) 互联网 b) 报纸广告 c) 互联网 d)

网络

4. 简历有多少条？

- 1) 7 b) 8 c) 9  
d) 10

<b>Anthony Martino, Jr.</b> 661 Idaho Avenue Chicago, IL 60681 312-555-1212 tony_martino@net.com	
<b>Profile</b>	Physically fit and morally strong High School Senior seeks part-time job while enrolled in the Portland State University Criminology program.  Maintained a solid "B" average in high school courses with honors in Math  Comes from three generations of law enforcement officers
<b>Education</b>	Chicago High School, Chicago, IL 2006-2010  Expected graduation date: June 2010 <ul style="list-style-type: none"> <li>• GPA: 3.4</li> <li>• Member, Varsity Football Team, 2008 - 2010</li> <li>• Member, Varsity Wrestling Team, 2008 - 2010</li> </ul>

5. 哪些数据与 Anthony Martino, Jr. 无关。

a) GPA 为 3.40

b) 健康和坚定

道德

c) 电子邮箱是 tony\_martino@net.com

d) 工资申请

6. 哪一项不是简历的组成部分？

a) 概况

b) 教育

c) 推荐人

d) 工资

7. 通常认为最好的找工作方式是什么？

a) 网络

b) 互联网职业搜索引擎





a) 正确

b) 错误

19. 判断对错：你的简历中应该有一个部分列出你熟悉的所有技术和计算机程序。

a) 正确

b) 错误

20. 在经济衰退之前，每个空缺职位对应多少失业求职者？

a) 1

b) 2

c) 3

d) 4

21. 有多少雇主会在提供工作机会之前检查您的信用记录？

a) 41

b) 42

c) 43

d) 47

22. 通常估计有多少工作岗位是靠口耳相传填补的。是吗...

a) 一半

b) 三分之一

c) 超过三分之二

d) 低于 10%

23. 根据对高管的一项调查，招聘经理更喜欢如何组织求职者的简历？

- a) 功能性（围绕技能、经验和成就组织）
- b) 按时间顺序排列（按以前工作经历的日期排列）
- c) 组合（功能和时间顺序的组合）
- d) 按字母顺序排列（所有信息按字母顺序列出）

24. 下列哪项属于违反面试礼仪的行为？

- a) 承认你不知道问题的答案
- b) 在面试官给你一个座位之前就座
- c) 从采访你的人那里接过一杯咖啡
- d) 握住面试官的左手

25. 根据最近的一项调查，在做出聘用决定时，有多少高管认为行政助理的建议很重要？

- a) 超过 90%
- b) 三分之一
- c) 三分之二
- d) 一半

26. 大多数员工在获得工作之前预计要经过多少次面试？

- a) 四到五次
- b) 两次或三次
- c) 一到两次
- d) 五到六次

27. 高管们认为大约有多少求职者在简历中撒谎？

- a) 三分之二
- b) 一半
- c) 超过 90%
- d) 三分之一

28. 面试官不太可能雇用他或她面试过的人：

- a) 第一个
- b) 最后一个
- c) 午餐前
- d) 都没关系

29. 高管们被问及求职者在面试中印象最深刻的品质——除了能力之外。三种回应各获得了大约 30% 的选票。他们是：

- a) 幽默感、热情、外表
- b) 外表、口头表达能力、诚实
- c) 诚实、热情、口头表达能力
- d) 热情、仪表、诚实

30. 假设所有其他候选人的简历都和你一样令人印象深刻，以下哪些因素可能会给你带来优势？

- a) 比任何其他候选人都更了解公司，因此您可以讨论您的技能如何满足他们的需求
- b) 向面试官发送一封非常雄辩的感谢信
- c) 通过定期给招聘经理打电话和发电子邮件来保持持续存在
- d) 具有最低的工资要求

31. 以下除了一项以外，都是实际求职者在被问及为什么应聘用时给出的回答。哪一个是假的？

- a) “我是我小狗唯一的经济来源。”
- b) “我有一个开心得笑。”
- c) “我喜欢你们自动售货机里的糖果。”
- d) “我可以成为贵公司垒球队的一笔财富。”

32. 哪种类型的简历最好？

- a) 按时间顺序
- b) 功能性
- c) 两者的结合
- d) 取决于您的工作经历、工作目标和技能

33. 在过去的二十年里，求职过程发生了怎样的巨大变化？

- a) 您的简历可能会针对关键字进行电子筛选，因此您应该包含正确的关键字以帮助您的简历受到关注。
- b) 电子工作申请——通过电子邮件发送简历或在线提交表格——已经成为常态。
- c) 成功的求职包括通过社交媒体网站建立在线网络。您会惊讶于您的网络可以变得如此广泛。
- d) 以上所有

34. 你的个人品牌帮助你在竞争激烈的就业市场中脱颖而出。你的个人品牌是由什么组成的？

- a) 技能和资格
- b) 成就和价值
- c) 激情

d) 以上所有

35. 以下哪项不是您在求职面试中应该问潜在雇主的问题？

a) 我可以就我的经验和技能为您澄清一下吗？

b) 如何衡量该职位的工作绩效？

c) 我什么时候会收到第一次加薪？

d) 您对我现在可以解决的资格有任何疑问吗？

36. 如果您认为是改变职业的时候了，请考虑与职业顾问或职业教练一起工作。以下哪项不是您应该如何选择职业专业？

a) 不要担心检查凭据或请求其他客户的推荐。

b) 询问朋友、亲戚和同事是否可以推荐值得信赖的人。

c) 在线查看专业咨询和辅导协会。

d) 确保您选择的人有与 50 岁及以上的人打交道的经验。

37. 如果您的工作申请没有得到任何回复，您该怎么办？

a) 将求职视为全职工作

b) 参加活动和招聘会

c) 将你的技能与特定行业和工作类型相匹配

d) 以上所有

38. 下列哪项不是求职失误？

- a) 被动等待电话响铃
- b) 没有网络的求职
- c) 校对你的简历和所有与雇主的往来信件
- d) 将你的简历变成你的自传

39. 如果你被告知你的工作资格过高，以下哪项不是处理资格过高的标签并使你的资格成为美德的方法？

- a) 修改和精简你的简历，以展示你的相关技能如何产生了可靠的结果。
- b) 跳过求职信，只关注你的简历。
- c) 通过考虑对可能导致资格过高标签的潜在面试问题的回答来准备面试。
- d) 瞄准合适的工作

40. 你怎样才能能在求职面试中脱颖而出？

- a) 干洗 20 年前的西装
- b) 事先喝一杯烈酒来平息紧张情绪
- c) 解释雇佣你将如何为组织的成功做出贡献

d) 思考你不喜欢你以前雇主的所有原因

### QUESTIONNAIRE(ENGLISH VERSION)

To explore the satisfactions students of Shanxi Jinzhong Institute of Technology University, China, toward Online Collaboration Training Activities for the Job Hunting of Students in Higher Education

The purpose of this questionnaire is to investigate the satisfaction of students of Shanxi Jinzhong Institute of Technology University, China, with Online Collaboration Training Activities for the Job Hunting. This questionnaire is for academic research purposes only and your responses will be kept confidential, so please feel free to complete it. This questionnaire is divided into three parts (Li, 2020).

Part 1: Basic information about the participants

Part 2: Participants' satisfactions towards Online Collaboration Training Activities for the Job Hunting

Part 3: Participants' satisfactions and suggestions

#### **Part 1: Basic information about the participants**

1. Age:
2. Gender:
3. Specialty:

#### **Part 2: Participants' satisfactions towards Online Collaboration Training Activities for the Job Hunting**

Items	Strongly Agree-Strongly Disagree				
	5	4	3	2	1
1. Online Collaboration Training Activities for the Job Hunting were very interesting?					
2. I enjoyed learning job hunting more through Online Collaboration Training Activities.					

3. Online Collaboration Training Activities helped me to improve my Job Hunting.					
4. I will use the Online Collaboration Training Activities for more learning in the future.					
5. The Online Collaboration Training Activities have made me more confident in search the job online					
6. The Online Collaboration Training Activities was easy to learning.					
7. The Online Collaboration Training Activities can improve my enjoyment of Job Hunting.					
8. The Online Collaboration Training Activities are very efficient for learning?					
9. Through Online Collaboration Training Activities, I can acquire knowledge about job hunting faster.					
10. In my study, I often use Online Collaboration Training Activities to get interesting feelings.					
11. I confident I can find interest job through Online Collaboration Training Activities.					
12. The Online Collaboration Training Activities are very easy to learning Through Voov meeting					

### Part 3: Participants' satisfactions and suggestions

Direction: Please give satisfactions or suggestions for the following topics.

1. What are your reasons for being satisfied/ dissatisfied with Online Collaboration Training Activities?
2. What do you think are the advantages and disadvantages of Online Collaboration Training Activities?
3. What are your suggestions for Online Collaboration Training Activities?

## 调查问卷(Chinese version)

山西晋中工学院学生对大学生求职在线协同培训活动的满意度调查。

本问卷的目的是调查山西晋中工学院学生对在线求职协作培训活动的满意度。问卷仅供学术研究使用，您的回答将被保密，请您放心填写。本问卷分为三个部分（Li, 2020）。

第一部分：参与者基本信息

第二部分：参加者对在线求职协同培训活动的满意度

第三部分：参会者满意度及建议

第 1 部分：参与者基本信息

1. 年龄：

2. 性别：

3. 特长：

第二部分：参加者对在线求职协同培训活动的满意度

项目	非常同意-非常不同意				
	5 分	4 分	3 分	2 分	1 分
1、求职线上协作培训活动很有趣？					
2. 我更喜欢通过在线协作培训活动学习求职。					
3. 在线协作培训活动帮助我提高了求职能力。					

4. 以后我会利用在线协作培训活动进行更多的学习。					
5. 线上协同培训活动让我在网上找工作更有信心。					
6. 在线协作培训活动简单易学。					
7. 在线协作培训活动可以提高我的求职乐趣。					
8. 在线协作培训活动学习效率高吗？					
9. 通过在线协作培训活动，我可以更快地获得求职知识。					
10. 在学习中，我经常利用在线协作培训活动来获得有趣的感受。					
11. 我相信我可以通过在线协作培训活动找到感兴趣的工作。					
12. 在线协作培训活动非常容易通过 Voov 会议学习。					

### 第三部分

受访者满意度及建议方向：请对以下题目给予满意度或建议。

1. 在线协作培训活动满意/不满意的原因是什么？
2. 您认为在线协作培训活动的优点和缺点是什么？
3. 在线协作培训活动有何建议？

## APPENDIX C


### List of experts

The research instruments of the research entitled "The Achievement and Satisfaction of Online Collaboration Training Activities for The Job Hunting of Students in Higher Education" were the online Collaboration Training Activities lesson plans, the IOC of a Job Hunting of Students in Higher Education ability Posttest and the questionnaire of students' satisfaction.

1. Online Collaboration Training Activities expertise
2. Online Collaboration Training Activities expertise
3. Educational Technology expertise

	Position	length of work	Position describe
Shi yi	Lecturer	20 years	Student entrepreneurship Responsible for student online courses.
Xiaohong Chen	Director of the job-hunting office.Lecturer	15years	Guiding students on job hunting activities and entrepreneurship.
Miao Feng	Director of Student Affairs	18years	To guide college students in learning planning, employment guidance, mental health guidance

## The request letter



NO. 7004/ **1296**

School of Industrial Education and Technology  
King Mongkut's Institute of Technology Ladkrabang  
1 Chalongkrung Rd. Ladkrabang Bangkok 10520


2 NOVEMBER 2022

Subject: Request for an appointment of qualified examiner instruments for research (thesis)  
Dear Xiaohong Chen,

Ms. Du Juan, student ID 63603153, a master's degree student in Master of Science Program in Technology-Enhanced Learning and Innovation, King Mongkut's Institute of Technology Ladkrabang is working on a thesis title " ACHIEVEMENT AND SATISFACTION OF ONLINE COLLABORATION TRAINING ACTIVITIES FOR JOBHUNTING" with Asst. Prof. Dr. Kanyarat Sriwisathiyakun as a thesis advisor and Asst. Prof. Dr. Sirirat Petsangri as co-advisor.

The School of Industrial Education and Technology acknowledged on your professional competence in regarding field, the faculty would like to invite you as a senior expert to evaluate on accuracy and appropriate of the content on questionnaires (IOC Checking). The recommendations and reviews from your assessment will be beneficial to the completeness of Ms. Du Juan 's research.

Please consider on this invitation, the faculty is looking forward and most appreciated for your kind acceptance.

Sincerely yours,  


(Assistant Professor Dr. Worapong Pairindra)  
Assistant Dean for Academic Affairs for Dean

International Office, School of Industrial Education and Technology, KMITL  
Email: [pongsakorn.mi@kmitl.ac.th](mailto:pongsakorn.mi@kmitl.ac.th), [warin.wi@kmitl.ac.th](mailto:warin.wi@kmitl.ac.th)



NO. 7004/ **1296**

School of Industrial Education and Technology  
King Mongkut's Institute of Technology Ladkrabang  
1 Chalongkrung Rd. Ladkrabang Bangkok 10520

2 NOVEMBER 2022

Subject: Request for an appointment of qualified examiner instruments for research (thesis)

Dear Shi Yi,

Ms. Du Juan, student ID 63603153, a master's degree student in Master of Science Program in Technology-Enhanced Learning and Innovation, King Mongkut's Institute of Technology Ladkrabang is working on a thesis title " ACHIEVEMENT AND SATISFACTION OF ONLINE COLLABORATION TRAINING ACTIVITIES FOR JOBHUNTING" with Asst. Prof. Dr. Kanyarat Sriwisathiyakun as a thesis advisor and Asst. Prof. Dr. Sirirat Petsangsri as co-advisor.

The School of Industrial Education and Technology acknowledged on your professional competence in regarding field, the faculty would like to invite you as a senior expert to evaluate on accuracy and appropriate of the content on questionnaires (IOC Checking). The recommendations and reviews from your assessment will be beneficial to the completeness of Ms. Du Juan 's research.

Please consider on this invitation, the faculty is looking forward and most appreciated for your kind acceptance.

Sincerely yours,

A handwritten signature in blue ink, appearing to be 'Worapong Pairindra'.

(Assistant Professor Dr.Worapong Pairindra)  
Assistant Dean for Academic Affairs for Dean

International Office, School of Industrial Education and Technology, KMITL  
Email: [pongsakorn.mi@kmitl.ac.th](mailto:pongsakorn.mi@kmitl.ac.th), [warin.wi@kmitl.ac.th](mailto:warin.wi@kmitl.ac.th)

NO. 7004/ **1296**

School of Industrial Education and Technology  
King Mongkut's Institute of Technology Ladkrabang  
1 Chalongkrung Rd. Ladkrabang Bangkok 10520

2 NOVEMBER 2022

Subject: Request for an appointment of qualified examiner instruments for research (thesis)

Dear Miao Feng,

Ms. Du Juan, student ID 63603153, a master's degree student in Master of Science Program in Technology-Enhanced Learning and Innovation, King Mongkut's Institute of Technology Ladkrabang is working on a thesis title " ACHIEVEMENT AND SATISFACTION OF ONLINE COLLABORATION TRAINING ACTIVITIES FOR JOBHUNTING" with Asst. Prof. Dr. Kanyarat Sriwisathiyakun as a thesis advisor and Asst. Prof. Dr. Sirirat Petsangsri as co-advisor.

The School of Industrial Education and Technology acknowledged on your professional competence in regarding field, the faculty would like to invite you as a senior expert to evaluate on accuracy and appropriate of the content on questionnaires (IOC Checking). The recommendations and reviews from your assessment will be beneficial to the completeness of Ms. Du Juan 's research.

Please consider on this invitation, the faculty is looking forward and most appreciated for your kind acceptance.

Sincerely yours,

(Assistant Professor Dr. Worapong Pairindra)  
Assistant Dean for Academic Affairs for Dean

International Office, School of Industrial Education and Technology, KMITL  
Email: [pongsakorn.mi@kmitl.ac.th](mailto:pongsakorn.mi@kmitl.ac.th), [warin.wi@kmitl.ac.th](mailto:warin.wi@kmitl.ac.th)

## APPENDIX D

### Result of Lesson Plan Validity

Description: This lesson plan is part of Achievement and Satisfaction of Online Collaboration Training Activities for Job Hunting.

Criteria

Mean 4.51-5.00 means the Very agree

Mean 3.51-4.50 means the Agree

Mean 2.51-3.50 means the Moderate

Mean 1.51-2.50 means the Disagree

Mean 1.00-1.50 means the Very disagree

No.	Aspect	Expert			Mean Of Validity	Criteria
		1	2	3		
1	The lesson plan contains all of the necessary elements.	4	4	5	4.33	Agree
2	The content is suited for the students' level of understanding.	5	4	4	4.33	Agree
3	The learning activities are relevant to the subject matter.	5	5	4	4.67	Very agree
4	Learning activities are designed according to Online Collaboration Training Activities for Job Hunting.	4	5	4	4.33	Agree
5	Learning activities are difficult and also easy to suit the level of learners	5	5	4	4.67	Very agree

6	The timing of the activities is appropriate.	4	5	5	4.67	Very agree
7	The teaching materials applied to the activities are appropriate.	5	4	5	4.67	Very agree
8	Digital tools used for activities are sufficient.	5	5	4	4.67	Very agree
9	Assessment methodologies are appropriate	5	5	5	5.00	Very agree
10	Assessment methodologies are accurate and fair.	5	5	4	4.67	Very agree
Mean					4.60	Very agree

## IOC POSTTEST

### Online Collaboration Training Activities for Job Hunting

#### Description:

This test is part of Online Collaboration Training Activities for Job Hunting. Your responses are valuable and considered highly confidential.

#### Direction:

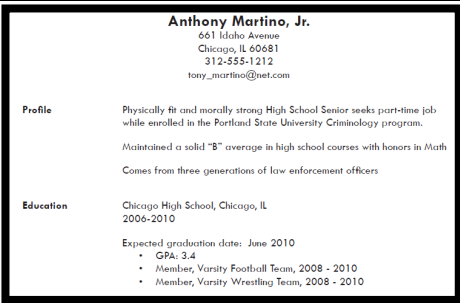
Read through the test questions in this form. Please indicate the degree to which each item is congruent with the objective of this study. If you have any comments on the congruence of each question, please record them in the space provided. Tick (✓) to rate the congruence according to the scale below.

+1 = certain that the question is congruent with themes of Online Collaboration Training Activities for Job Hunting.

0 = uncertain that the question is congruent with themes of Online Collaboration Training Activities for Job Hunting.

-1 = certain that the question is NOT congruent with themes of Online Collaboration Training Activities for Job Hunting.

No.	Question items	Expert			Σ R	IOC	Result
		1	2	3			
1.	How many Ways to Look for a Job ? a) 12 ways    b) 13 ways    c) 14 ways d) 15 ways	0	+ 1	+ 1	2	0.67	Used
2.	What rate of Answering ads in professional or trade journals appropriate to your field ? a) 7%   b) 8%   c) 9%   d) 10%	+ 1	+ 1	+ 1	3	1.00	Used

3.	Which of these techniques are most effective? a) Internet      b) Newspaper Ads c) Internet      d) Networking	+	+	+	3	1.00	Used
4.	How many resume items form ? a) 7      b) 8      c) 9      d) 10	+	+	+	3	1.00	Used
5.	 <p>What data don't relate with Anthony Martino, Jr.</p> <p>a) GPA is 3.40 b) Fit and morally strong c) E – mail is tony_martino@net.com d) Salary request</p>	+	+	+	3	1.00	Used
6.	Which one is not component of resume ? a) Profile b) Education c) References      d) Salary	0	+	+	2	0.67	Used
7.	What's generally considered the best way to find a job? a) networking b) Internet career search engines c) newspaper add d) informational interviewing	+	+	+	3	1.00	Used

8.	What percentage of jobs are filled through informal methods like networking? a) 40 b) 50 c) 60 d) 70	+	+	+	3	1.00	Used
9.	An article in the Wall Street Journal found that this percentage of successful job hunters had been helped by networking. a) 63 b) 78 c) 94 d) 96	+	+	+	3	1.00	Used
10.	If you want to rake in big bucks after graduation, what's the best college major to pick? a) Marketing Engineering c) Pre-Med Computer Science b) d)	+	+	+	3	1.00	Used
11	In any given pile of resumes from a job posting, what percentage make the cut? a) 5 b) 15 c) 20 d) 45	+	+	+	3	1.00	Used
12	About how long does it take an employer to pass judgment on a resume? a) 5 to 12 seconds b) 23 to 35 seconds c) 30 seconds to a minute d) one minute	+	+	+	3	1.00	Used
13	Is it acceptable to announce on sites like LinkedIn and Facebook that you're looking for a job? a) yes b) no	+	+	+	3	1.00	Used

14	These days, resumes are often scanned and added to a database. What's something you need to keep in mind in case your resume is scanned? a) resume length b) keywords c) reverse chronological order d) All of above	+	+	+	3	1.00	Used
15	Can an interviewer ask you about your religion? a) yes b) no	+	0	+	2	0.67	Used
16	It's a good idea to send your resume to as many people as possible at a company where you want to work. a) True b) False	+	+	+	3	1.00	Used
17	Resumes should be one page. Period. a) True b) False	+	+	+	3	1.00	Used
18	True or false: You should keep graduation dates on your resume. a) True b) False	+	+	+	3	1.00	Used
19	True or false: You should have a section on your resume that lists all the technology and computer programs you're familiar with. a) True b) False	+	+	+	3	1.00	Used
20	Before the recession, how many unemployed job hunters were there for every open job? a) 1 b) 2 c) 3 d) 4	+	+	+	3	1.00	Used
21	What percentage of employers will check your credit history before they make a job offer? a) 41 b) 42 c) 43 d) 47	+	+	+	3	1.00	Used

22	<p>It's commonly estimated that what percentage of jobs are filled by word of mouth. Is it ...</p> <p>a) Half</p> <p>b) One-third</p> <p>c) Over two-thirds</p> <p>d) Under 10 percent</p>	+	+	+	3	1.00	Used
23	<p>According to a poll of executives, how do hiring managers prefer a candidate's resume to be organized?</p> <p>a) Functional (organized around skills, experiences and accomplishments)</p> <p>b) Chronological (organized by date of previous work experience)</p> <p>c) Combination (a combination of functional and chronological)</p> <p>d) Alphabetical (all information listed in alphabetical order)</p>	+	+	+	3	1.00	Used
24	<p>Which of the following is a breach of interview etiquette?</p> <p>a) Admitting that you don't know the answer to a question</p> <p>b) Taking a seat before the interviewer has offered you one</p> <p>c) Accepting a cup of coffee from the person interviewing you</p> <p>d) Shaking the interviewer's left hand</p>	+	+	+	3	1.00	Used
25	<p>According to a recent survey, what percentage of executives consider the advice of their administrative assistants to be important when making hiring decisions?</p> <p>a) Over 90 percent</p> <p>b) One-third</p> <p>c) Two-thirds</p> <p>d) Half</p>	+	+	+	3	1.00	Used

26	How many interviews can most employees expect to go through before they are offered a job?  a) Four to five b) Two or three c) One to two d) Five to six	+	+	+	3	1.00	Used
27	Executives believe approximately what percentage of job seekers lie on their resumes?  a) Two-thirds b) Half c) Over 90 percent d) One-third	+	+	+	3	1.00	Used
28	An interviewer is somewhat less likely to hire the person he or she interviewed:  a) First b) Last c) Before lunch d) Doesn't matter	+	+	0	2	0.67	Used
29	Executives were asked for the quality in job seekers – apart from ability – that impressed them most during an interview. Three responses each received about 30 percent of the vote. They were:  a) Sense of humor, enthusiasm, appearance b) Appearance, verbal skills, honesty c) Honesty, enthusiasm, verbal skills d) Enthusiasm, appearance, honesty	+	+	+	3	1.00	Used

30	<p>Assuming all the other candidates have resumes as impressive as yours, which of the following factors will likely give you an edge?</p> <p>a) Knowing more about the firm than any other candidate so you can discuss how your skills meet their needs</p> <p>b) Sending a very eloquent thank-you note to the interviewer</p> <p>c) Maintaining a constant presence through regular calls and e-mails to the hiring manager</p> <p>d) Having the lowest salary requirements</p>	+	+	+	3	1.00	Used
31	<p>All but one of the following are responses actual job candidates gave when asked why they should be hired. Which one is the fake?</p> <p>a) "I'm the sole source of support for my puppy."</p> <p>b) "I have a nice smile."</p> <p>c) "I like the candy you stock in your vending machines."</p> <p>d) "I can be an asset to your company softball team."</p>	+	+	+	3	1.00	Used
32	<p>Which type of resume is best?</p> <p>a) Chronological</p> <p>b) Functional</p> <p>c) Combination of the two</p> <p>d) Depends on your work history, job objective and skills</p>	+	+	+	3	1.00	Used
33	<p>How has the job search process changed dramatically over the last two decades?</p> <p>a) Your resume may get screened electronically for keywords, so you should include the right keywords to help your résumé get noticed.</p>	+	+	+	3	1.00	Used

	<p>b) Electronic job applications — emailing résumés or submitting forms online — have become the norm.</p> <p>c) A successful job search includes networking online through social media sites. You'll be surprised how far-reaching your network can become.</p> <p>d) All of the above</p>						
34	<p>Your personal brand helps you stand out in a competitive job market. What is your personal brand composed of?</p> <p>a) Skills and qualifications</p> <p>b) Achievements and value</p> <p>c) Passions</p> <p>d) All of the above</p>	+ 1	+ 1	+ 1	3	1.00	Used
35	<p>Which of the following is not a question you should ask a potential employer during a job interview?</p> <p>a) Can I clarify anything for you about my experiences and skills?</p> <p>b) How would job performance in this position be measured?</p> <p>c) When would I receive my first salary increase?</p> <p>d) Do you have any questions about my qualifications that I can address now?</p>	+ 1	+ 1	+ 1	3	1.00	Used
36	<p>If you think it's time for a career change, consider working with a career counselor or a career coach. Which of the following is not how you should choose a career professional?</p> <p>a) Don't worry about checking credentials or requesting referrals from other clients.</p> <p>b) Ask friends, relatives and colleagues if they can recommend someone trustworthy.</p> <p>c) Check out professional counseling and coaching associations online.</p> <p>d) Make sure the one you choose has experience working with people 50 and older</p>	+ 1	+ 1	+ 1	3	1.00	Used

37	<p>What can you do if you are not getting any responses to your job applications?</p> <p>a) Treat your job search as a full-time job</p> <p>b) Attend events and career fairs</p> <p>c) Match your skills to a specific industry and types of jobs</p> <p>d) All of the above</p>	+	+	+	3	1.00	Used
38	<p>Which of the following is not a job hunting mistake?</p> <p>a) Waiting passively for the phone to ring</p> <p>b) Job hunting without networking</p> <p>c) Proofreading your résumé and all correspondence with employers</p> <p>d) Turning your résumé into your autobiography</p>	+	+	+	3	1.00	Used
39	<p>If you are told that you're overqualified for a job, which of the following is not a way to deal with the overqualified label and make your qualifications a virtue?</p> <p>a) Revise and streamline your résumé to show how your relevant skills have produced proven results.</p> <p>b) Skip the cover letter and focus solely on your résumé.</p> <p>c) Prepare for the interview by thinking of responses to potential interview questions that might lead to the overqualified label.</p> <p>d) Target appropriate jobs</p>	+	+	+	3	1.00	Used
40	<p>How can you ace your job interview?</p> <p>a) Dry clean your suit from 20 years ago</p> <p>b) Have a stiff drink beforehand to calm any nerves</p> <p>c) Explain how hiring you will contribute to the success of the organization</p> <p>d) Think of all the reasons you disliked your previous employer</p>	+	+	+	3	1.00	Used

## IOC Satisfaction Questionnaire

### Online Collaboration Training Activities for Job Hunting

#### Description:

This Questionnaire is part of a study Satisfaction with Online Collaboration Training Activities for Job Hunting. Your responses are valuable and considered highly confidential.

#### Direction:

Read through the test questions in this form. Please indicate the degree to which each item is congruent with the objective of this study. If you have any comments on the congruence of each question, please record them in the space provided. Tick (✓) to rate the congruence according to the scale below.

+1 = certain that the question is congruent with themes of Satisfaction with Online Collaboration Training Activities for Job Hunting.

0 = uncertain that the question is congruent with themes of Satisfaction with Online Collaboration Training Activities for Job Hunting.

-1 = certain that the question is NOT congruent with themes of Satisfaction with Online Collaboration Training Activities for Job Hunting.

No .	Question items	Expert			$\Sigma$ R	IOC	Result
		1	2	3			
1	Online Collaboration Training Activities for the Job Hunting were very interesting  5=Very Satisfied 4=Satisfactory 3=Fair 2=Not Satisfied	+1	+1	+1	3	1.00	Used

	1=Very dissatisfied						
2	I enjoyed learning job hunting more through Online Collaboration Training Activities.  5=Very Satisfied 4=Satisfactory 3=Fair 2=Not Satisfied 1=Very dissatisfied	+1	+1	+1	3	1.00	Used
3	Online Collaboration Training Activities helped me to improve my Job Hunting.  5=Very Satisfied 4=Satisfactory 3=Fair 2=Not Satisfied 1=Very dissatisfied	+1	+1	+1	3	1.00	Used
4	I will use the Online Collaboration Training Activities for more learning in the future.  5=Very Satisfied 4=Satisfactory 3=Fair 2=Not Satisfied 1=Very dissatisfied	+1	0	+1	2	0.67	Used
5	The Online Collaboration Training Activities have made me more confident in search the job online.  5=Very Satisfied 4=Satisfactory 3=Fair 2=Not Satisfied 1=Very dissatisfied	+1	+1	+1	3	1.00	Used

6	The Online Collaboration Training Activities was easy to learning.  5=Very Satisfied 4=Satisfactory 3=Fair 2=Not Satisfied 1=Very dissatisfied	+1	+1	+1	3	1.00	Used
7	The Online Collaboration Training Activities can improve my enjoyment of Job Hunting.  5=Very Satisfied 4=Satisfactory 3=Fair 2=Not Satisfied 1=Very dissatisfied	+1	+1	+1	3	1.00	Used
8	The Online Collaboration Training Activities are very efficient for learning.  5=Very Satisfied 4=Satisfactory 3=Fair 2=Not Satisfied 1=Very dissatisfied	+1	+1	+1	3	1.00	Used
9	Through Online Collaboration Training Activities, I can acquire knowledge about job hunting faster.  5=Very Satisfied 4=Satisfactory 3=Fair 2=Not Satisfied 1=Very dissatisfied	+1	+1	+1	3	1.00	Used

10	In my study, I often use Online Collaboration Training Activities to get interesting feelings.  5=Very Satisfied 4=Satisfactory 3=Fair 2=Not Satisfied 1=Very dissatisfied	+1	+1	+1	3	1.00	Used
11	I confident I can find interest job through Online Collaboration Training Activities.  5=Very Satisfied 4=Satisfactory 3=Fair 2=Not Satisfied 1=Very dissatisfied	+1	+1	0	2	0.67	Used
12	The Online Collaboration Training Activities are very easy to learning Through Voov meeting.  5=Very Satisfied 4=Satisfactory 3=Fair 2=Not Satisfied 1=Very dissatisfied	+1	+1	+1	3	1.00	Used

## APPENDIX E

### Output in SPSS

#### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.859
Bartlett's Test of Sphericity	Approx. Chi-Square	323.114
	df	66
	Sig.	.000

#### Reliability

##### Case Processing Summary

		N	%
Valid		30	100.0
Cases Excluded <sup>a</sup>		0	.0
Total		30	100.0

a. Listwise deletion based on all variables in the procedure.

##### Reliability Statistics

Cronbach's Alpha	N of Items
.956	12

#### T-Test

##### Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
score	postRC	30	23.7667	2.45909	.44897
	postRE	30	31.5000	1.97833	.36119

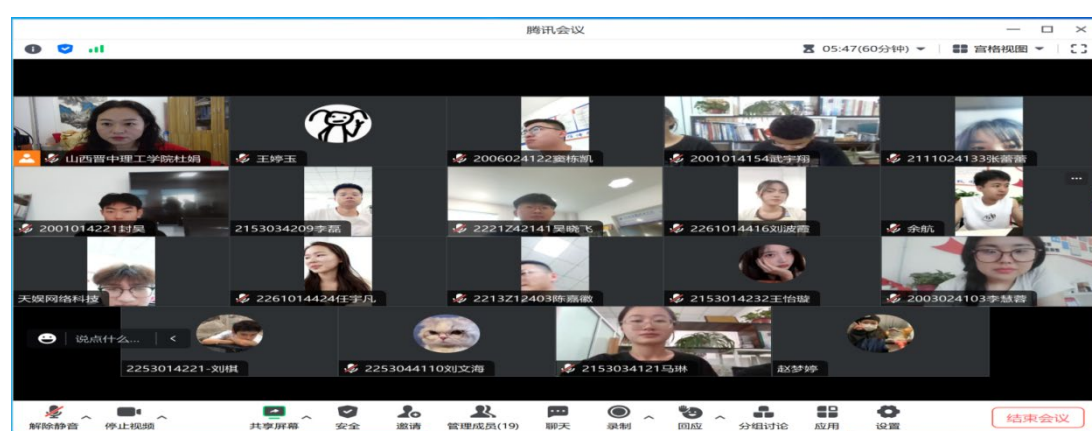
##### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
score	Equal variances assumed	.105	.747	-13.421	58	.000	-7.73333	.57622	-8.88677	-6.57990
	Equal variances not assumed			-13.421	55.456	.000	-7.73333	.57622	-8.88789	-6.57877



## APPENDIX F

## Pictures of Conducting Research Experiments



## **AUTHOR BIOGRAPHY**

**Author:** Ms.Juan Du  
**Degree:** Master  
**Date of Birth:** September 15, 1988  
**Place of Birth:** Taiyuan, Shanxi, China

### **Undergraduate and Graduate Education:**

Master of Science in technology enhanced learning and innovation, King Mongkut's

Institute of Technology Ladkrabang, Bangkok

Administrative Management Major

Sichuan University,2016

Major:Technology enhanced learning and innovation

### **Presentations and Publications:**

Du Juan, Kanyarat Sriwisathiyakun , Sirirat Petsengsri and Thanongsak  
Sovajassatakul(2023).Achievement and Satisfaction of Online Collaboration  
Training Activities for the Job Hunting of Chinese Higher Education students.

07/07/2022

To whom it may concern:

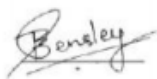
The purpose of this letter is to verify that ETRAN STAR (Beijing) Information Technology Co., Ltd. provided the English proofreading services for the following thesis :ACHIEVEMENT AND SATISFACTION ONLINE COLLABORATION TRAINING ACTIVITIES FOR THE JOB HUNTING OF CINESE HIGHER EDUCATION STUDENTS

Author: Juan Du

The basic language editing including the correction of grammar, punctuation and syntax was performed normatively with our best efforts. And the edited document was returned to the writer on 07/072022. We are unaware of any changes or additions made to the manuscript after that time. We have kept the specimen of the received original file in case of any legal dispute.

Sincerely,

Paula Bensley



ETRAN STAR (Beijing) Information Technology Co., Ltd.

Tel: 15169016016

Address: Room A-2826, Building 3, No. 20, Yong' an Road, Shilong Economic Development Zone, Mentougou District, Beijing, China