
Computer Graphic Education for Incarcerated Learners at Bangkok College of Fine Arts: Building a Learning Community for Human Rehabilitation and Social Reintegration

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ABSTRACT

This study investigates the educational, psychosocial, and collaborative impacts of a School as Learning Community (SLC)-based computer graphic education program implemented in a correctional setting. The study adopts a qualitative case study design supported by descriptive statistical indicators to examine how arts-based and community-oriented pedagogies facilitate learning and transformation among incarcerated learners. Participants included 18 incarcerated learners, 4 instructors, and 3 correctional officers. Data were collected from multiple sources, including 62 digital artworks, 54 reflective narratives, classroom observations, lesson study records, and stakeholder feedback. A structured rubric was used to evaluate learners' digital artworks, while reflective narratives were analyzed using a thematic coding framework grounded in SLC principles. Descriptive statistics, including frequencies, percentages, and growth indicators, were employed to identify observable learning patterns. The findings reveal clear descriptive patterns of improvement across multiple dimensions. A majority of learners demonstrated increased technical proficiency in digital design, enhanced creative expression, and greater autonomy in using digital tools. Reflective narratives indicate notable developments in self-worth, emotional resilience, and identity reconstruction, while observational data show a consistent trend of increased collaborative behaviors, including peer support and shared problem-solving. In addition, instructors exhibited progressive shifts toward learner-centered pedagogical practices through lesson study cycles. Early indicators of social reintegration were also observed through stakeholder feedback and learners' expressed future aspirations. While the findings are based on qualitative interpretation supported by descriptive statistics, the convergence of multiple data sources suggests that the integration of SLC and arts-based learning can support meaningful educational and psychosocial development within correctional environments. These results provide practical implications for the design of inclusive, community-oriented, and transformative educational programs in alternative and marginalized learning contexts.

Keywords: School as Learning Community (SLC), computer graphic education, incarcerated learners, rehabilitation, project-based learning, correctional education