

Development of an Instructional Model Based on Television Creative

Sanpach Jiarananon, Bansomdejchaophaya Rajabhat University, Thailand

The IAFOR International Conference on Education 2016
Official Conference Proceedings

Abstract

The objectives of this research were (1) to study development of an instructional model based on television creative presentation and (2) to study learning achievements focusing on creative television production project published through YouTube media.

The populations of this experimental research were 31 students taking the Television Creative Presentation through Broadcasting Course at Bansomdejchaopraya Rajabhat University in the 1st semester of the academic year 2014. The sample students were selected according to specific sampling techniques. The researcher chose a group of 10 students to participate in the innovative television project to be published through YouTube media as the experimental group of the study. The data was analyzed using descriptive statistics, mean, and analysis of variance in order to compare student achievements of the experimental group to the control group. The means of effects of student achievements gained from joining television production project published through YouTube media which was derived from the Creative Presentation through Broadcasting Course indicated in the national qualifications framework for Bachelor of Communication Arts (Mass Communication), Bansomdejchaophraya Rajabhat University.

In terms of developing an instructional model, the researcher applied the Uses and Gratification Theory with the students from experimental group. Therefore, the results were: 1) The developed instructional model based on television creative presentation enhanced chances to experimental students to practice according to the principles television production process (3Ps) focusing on creative entries to reach the audiences which were measured from the viewing of viewers on website YouTube and 2) effects of the student achievements from the experimental group were as followed: a) Ethics were good - very good at 4.6 average rating; b) Knowledge was good – very good at 4.8 average rating; c) Cognitive Skills were good at 4.4 average rating. d) Responsibility and Interpersonal Skills were good-very good at 4.67 average rating; and e) Information technology and numerical analysis Skills were good – very good at 4.5 average rating.

iafor

The International Academic Forum
www.iafor.org

Introduction

The Office of the Higher Education Commission has initiated the Thai Qualifications Framework for Higher Education (TQF:HED) as a tool for implementing the policy regarding the higher education standards mentioned in the National Education Act objecting to better student's learning outcomes which are minimum quality standards of graduates. The TQF is focusing on rules and regulations regarding curriculum and instruction as a tool to communicate better understanding about the expected qualification of graduates among stakeholders such as students, parents, entrepreneurs, communities, society and related organizations, from both Thailand and international which would make Thai qualifications and degrees to be globally accepted as well as would promote lifelong education.

The standard of learning achievement according to Thailand Qualification Framework for Higher Education (TQF) has been composed of at least 5 domains: 1) Ethics and moral which refers to habits of acting ethically and responsibly in personal and public life in ways that are consistent with high moral standards and ability to resolve value conflicts through application of a consistent system of values, 2) Cognitive Skills which means the ability to apply knowledge and understanding of concepts, principles, theories and procedures when asked to do so; and analyze situations and apply conceptual understanding of principles and theories in critical thinking and creative problem solving when faced with unanticipated new situations, 3) Knowledge which is the ability to understand, recall and present information including specific facts, concepts, principles and theories and procedures, 4) Interpersonal Skills and Responsibility which means the ability to work effectively in groups, and exercise leadership; accept personal and social responsibility, and plan and take responsibility for their own learning and 5) Numerical Analysis, Communication and Information Technology Skills which mean the ability to use basic mathematical and statistical techniques, communicate effectively in oral and written form, and use information and communications technology.

The Creative Presentation through Broadcasting Course aims for creating television programs to efficiency communicate crucial content together with implementing symbolic content in television program; and integrating the principle of broadcasting management from professional media organizations as a model for manpower planning, program planning, marketing strategy and audience targeting in order to communicate the content to target audiences. At present, the integrated instruction has been implemented for students can apply knowledge gained, such as creation of program, script writing, pre-production, production, editing, sequence of shot and sound editing, to produce a television program.

The internet is a large computer network and a public system which is widely used. It is considered as a library and a global financial and capital market available for those who would like to search for information and knowledge or invest in different businesses. In this regard, communicating through computer has become a new way to form a socially oriented relationship as the socio-emotional process occurred during the communication through computer is an antisocial pattern neither specifying emotions nor specifying receivers. Therefore, the participants of communication through computer must adjust themselves to fit with the communication more than face-to-face communication.

Social Media such as Facebook and YouTube have become new channels for communication personnel to broadcast their projects without relying on the mainstream media like television. It isn't necessary to have many broadcasting staff. On contrary, it is so easy that the programs can be uploaded anywhere and anytime through the internet. According to the result of the research entitled "Attitudes and Behavior through Social Networks in Establishing A Reputation: Case Study of YouTube", it was revealed that YouTube have effectively met the needs of customers who have been consistently using the media; and it was also shown that the number of YouTube users have become larger and larger. In addition, it was concluded that people in our society would use YouTube as a tool to reach for the success in terms of reputations, revenues or marketing communications of their business.

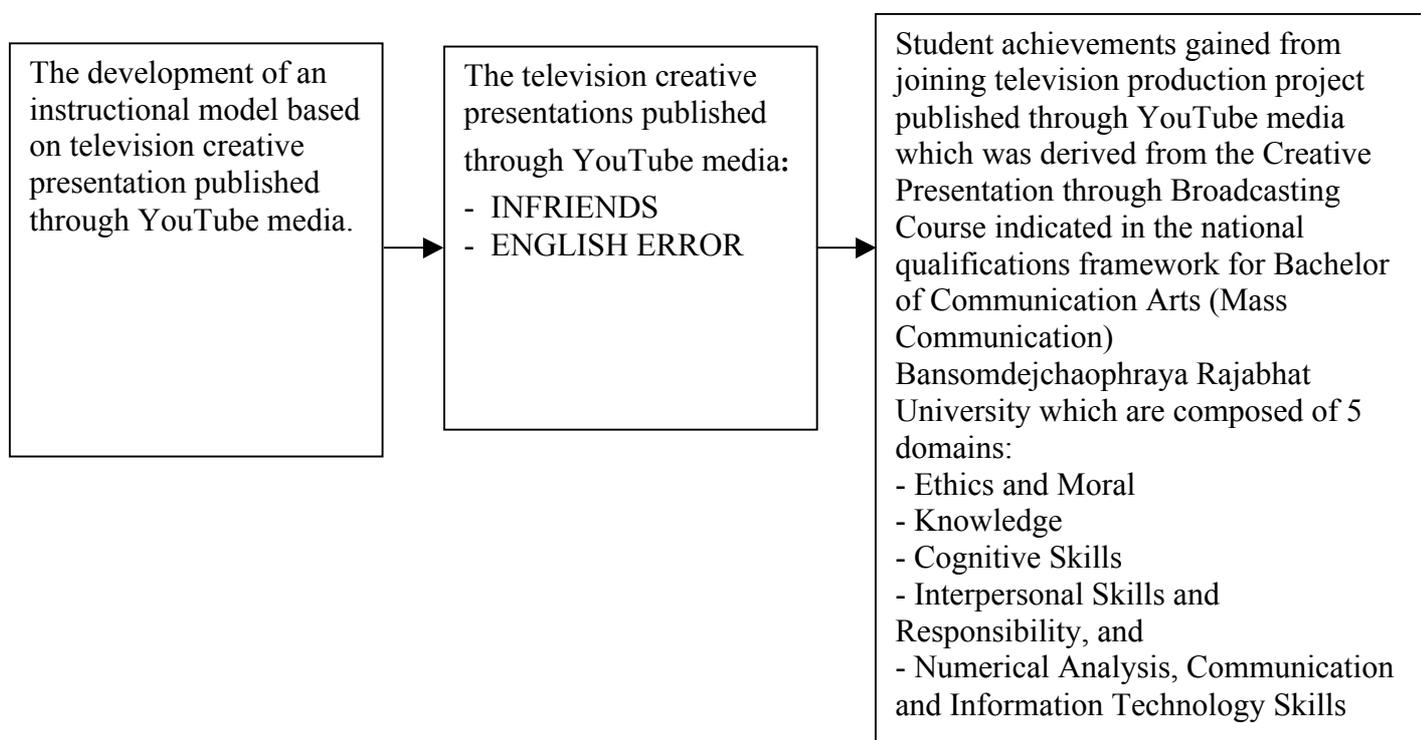
Consequently, the researcher developed an instructional model based on television creative presentation production project published through YouTube media in order to encourage students to take an advantage of YouTube to promote their created television program. Not only this was widely broadcast, but this also could immediately verify popularity rating or views of the active programs. Moreover, viewers could write their feedback in the comment box under the posted program. Therefore, the producers would be immediately informed the feedback toward their project.

Thus, the researcher would like to study about the Development of an Instructional Model Based on Television Creative Presentation broadcast through YouTube to find out how the created television program influence on learning achievement of the students according to Thailand Qualification Framework for Higher Education (TQF).

Research Objective

1. To study development of an instructional model based on television creative presentation published through YouTube online media.
2. To study learning achievements focusing on creative television production project published through YouTube online media.

Research Framework



Methodology

This research entitled “The Development of an Instructional Model Based on Television Creative Presentation Through YouTube Online Media” was an experimental research. The research procedure was designed according to the populations, samplings, research instrument and data collecting techniques. Finally, the research results were presented in table together with descriptive approach.

The populations of this experimental research were 31 students taking the Television Creative Presentation Course at Bansomdejchaopraya Rajabhat University in the 1st semester of the academic year 2014. The sample students were selected according to purposive sampling techniques.

The research samplings were 10 students who had participated in the innovative television project to be published through YouTube media as the experimental group of the study. The data was analyzed using descriptive statistics, mean, and analysis of variance in order to compare student achievements of the experimental group to the control group. The means of effects of student achievements gained from joining television production project published through YouTube media which was derived from the Creative Presentation through Broadcasting Course indicated in the national qualifications framework for Bachelor of Communication Arts (Mass Communication), Bansomdejchaopraya Rajabhat University.

The research instrument was a test. The objective of each learning unit was developed into behavior indicators. There were 5 tests divided according to Thailand Qualification Framework for Higher Education (TQF) composed of at least 5 domains: 1) Ethics and moral which refers to habits of acting ethically and responsibly in personal and public life in ways that are consistent with high moral standards and ability to resolve value conflicts through application of a consistent system of values, 2) Cognitive Skills which means the ability to apply knowledge and understanding of concepts, principles, theories and procedures when asked to do so; and analyze situations and apply conceptual understanding of principles and theories in critical thinking and creative problem solving when faced with unanticipated new situations, 3) Knowledge which is the ability to understand, recall and present information including specific facts, concepts, principles and theories and procedures, 4) Interpersonal Skills and Responsibility which means the ability to work effectively in groups, and exercise leadership; accept personal and social responsibility, and plan and take responsibility for their own learning; and 5) Numerical Analysis, Communication and Information Technology Skills which mean the ability to use basic mathematical and statistical techniques, communicate effectively in oral and written form, and use information and communications technology.

The developed tests were applied with a group of 10 students who had participated in the innovative television project to be published through YouTube media to investigate their learning achievement and content validity.

The collection of data was done by the researcher. The verified and adjusted tests were applied with the 10 students, who had participated in the innovative television project, to evaluate their learning achievement of the course entitled Creative Presentation through Broadcasting. The samplings were selected by using purposive approach and the test was done during December 1-10, 2015. All gathered data would be processed using statistical analysis.

Research Result

The research entitled “The Development of an Instructional Model Based on Television Creative Presentation Through YouTube Online Media” was conducted as a simulation company. It was required that each simulation company should have its broadcasting process flow to produce a television program presented through YouTube online media. Moreover, each company should implement the management as a process which was systematic, coordinated and cooperative. The management team should operate according to the POSDCORB model including Planning, Organization, Staffing, Directing, Coordinating, Reporting and Budgeting. Therefore, students would have a chance to practice systematic management and teamwork.

The first one entitled “INFRIENDS” aimed for introducing Freshy Boy and Girl from different universities who have had attractive look together with talent. This program was a talk show composed of a master of ceremonies named Mr.Pathomwong Saejia who has handled 3 responsibilities including a master of ceremonies, a creative and a producer. The second program entitled “English Error” presenting knowledge about English language and interesting vocabularies, composed of 2 masters of ceremonies named Mr.Sunapon Munjai-arn and Mr.Kobkit Janjerdkarn and Mr.Pongsakorn Jang-in as a producer. These 2 programs were planned their broadcasting at 8:00 p.m. every Monday; and the viewers could watch a new episode every week. In addition, the fanpage on Facebook of these 2 programs had been created to promote the programs and to communicate with the viewers.

These 2 programs had implemented the Uses and Gratifications Theory stating that audiences deliberately chose media that would satisfy their needs and that the value of content would be evaluated by audiences. Each week, both teams had evaluated their broadcast program until the last episode had been launched.

The results of studying learning achievements focusing on creative television production project published through YouTube online media assigned in Creative Presentation through Broadcasting Course, which gained from the 5 tests designed

according 5 domains mentioned in Thailand Qualification Framework for Higher Education (TQF), were as follows:

1. Ethics and Moral : Students had demonstrated honesty and integrity with an appropriate balance of personal and group goals and objectives even though there had been some conflicts.
2. Knowledge: Students were able to present the content by analyzing and determining facts according to the principles and theories of broadcasting they had learned from the class; and, finally they could design their concept and search for more information to be developed as the content suitable for their 2 television programs.
3. Cognitive Skills: Students could investigate complex problems and recommend creative and innovative solutions taking account of relevant theoretical knowledge. Once, the instruments were accidentally broken or the production could be done at the selected location, the students had to adjust their production procedure in order to fit with the daylight. For example, INFRIENDS whose production was shot outdoor, the daylight was required for shooting and recording.
4. Interpersonal Skills and Responsibility: All students had learned how to work as a team whether in a leadership role or as a member of a group and respect each other duties. They could plan their work and handle their responsibilities; as normally, in the broadcasting work, a producer is the main decision maker and find solution for each problem. Moreover, students had a chance to learn that every function has had its own important. To make the project done, none of duties could miss. For example, a welfare team which seemed unimportant at first; once, they were so busy that there was no time to take a meal, they had to rely on welfare team.
5. Numerical Analysis, Communication and Information Technology Skills: Technologies, such as cameras and computers for editing, are required in broadcasting work. As they had to upload their production on YouTube every week, sometimes, they were in trouble with computers for editing that had taken more time; and internet signal was bad during the time they were uploading the files.

According to the statistical analysis, the results of learning achievements focusing on creative television production project published through YouTube online media assigned in Creative Presentation through Broadcasting Course stated in the curriculum for Bachelor of Communication Arts (Mass Communication), Bansomdejchaophraya Rajabhat University, revealed that the learning achievements according to TQF of experimental group compared with the control group had been as follows : 1) Ethics and Moral reached good-very good level with a mean score 4.6, 2) Knowledge reached good-very good level with a mean score 4.8, 3) Cognitive Skills were in good level with a mean score 4.4, 4) Interpersonal Skills and Responsibility were in good-very good level with a mean score 4.67 and 5) Numerical Analysis, Communication and Information Technology Skills: Technologies, were in good-very good level with a mean score 4.5

In conclusion, the development of an instructional model based on television Creative presentation through YouTube online media achieved the research objectives because of the developed simulation company which made students learn to solve problems in real situation and the online feedback that students gained from YouTube viewers which they could get necessary recommendation for further improvement immediately. Moreover, the feedback of the project could be a guideline for the curriculum development of Bachelor of Communication Arts (Mass Communication), Bansomdejchaophraya Rajabhat University, in order to keep its instruction contemporary as well as to increase efficiency of student development.

Recommendations

In this regard, the researcher would like to propose recommendations for further studies gained from the research entitled “The Development of an Instructional Model Based on Television Creative Presentation Through YouTube Online Media” as below:

1. Propose to the Ministry of Education to announce a policy giving more support on project-based learning instruction for students can learn how to implement the theory in real situation.
2. Propose the research results to the Committee for Curriculum Administration of Bachelor of Communication Arts (Mass Communication), Bansomdejchaophraya Rajabhat University for improving curriculum.
3. This research was done within one course offered to students. Therefore, more research on the factor influencing the instructional development, especially for Communication Arts, should be taken.

References

Books

Em Griffin (2012). *A First Look at Communication Theory*. New York: McGraw-Hill.

Fred N. Kerlinger, Howard B. Lee (2000) *Foundations of Behavioral Research*.
Wadsworth

Cengage Learning. USA.

Roger D. Wimmer , Joseph R. Dominick (2011). *Mass Media Research An
Introduction*.

Wadsworth Cengage Learning. USA.

Stanley J. Baran Dennis K. Davis. (2012). *Mass Communication Theory Foundations,
Ferment, and Future*. Canada: Wadesworth, Cengage Learning.

Stephen W. Littlejohn, Karen A. Foss (2008). *Theories of Human Communication*.
Wadsworth Cengage Learning. USA.

Contact email: Sanpach_bsru@yahoo.com