Development of Instruction in Television Creative Presentation Course Through Digital Media

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Abstract

This qualitative research entitled "Development of Instruction in Television Creative Presentation Course through Digital Media" aimed to study 1) the effective instructional development in Television Creative Presentation Course and 2) the learning results related to the management of television creative presentation through online media conducted by students. The results were:

1) The effective instructional development was to assign students to implement strategic planning for television presentation. Firstly, they were to set their targets including target population, audiences' behaviors and content matching with the concept of program. Then they had to create content of the program suitable for the type of chosen media as well as target audiences. Moreover, they were to improve the program they had produced before broadcasting. This was a simulation of broadcasting and receiving audiences' feedback, in order to improve the quality of their next episode. In this regards, they were assigned to present 6 episodes for one program to be broadcast one episode a week, totally 6 weeks of presentation. According to this simulation, the students had learn to run a project professionally like a real broadcast.

2) The learning results related to the management of television creative presentation through online media revealed that a repetition of practice made students learn about the process of television presentation as well as try to work their project out under the core concept of their program. Consequently, students had their own framework for creating the program and understood the concept of their own program better. Finally, they became more professional in producing different types of program.

Keywords: Instructional development, creative television presentation, online media

Introduction

Today, we are absolutely in the era of internet. The technology is being developed by leap and bound. A lot of equipment to be applied with the internet has also been created such as computers and smartphones. All information have been rapidly processed. People can easily access information without frontier. Nowadays, Thailand is now focusing on improving its digital economy under the policy called "Thailand 4.0" aiming for developing every sector with innovation and creativity. Moreover, Thai people are surfing an internet not only to gain more knowledge and communicate with others, but also to consume some entertainments such as watching movies, listening to music, viewing and reviewing live television programs and following daily news.

Consequently, developing instruction for communication arts is very difficult at present. Although technology has continued changing, the creation of content has never changed. The more development occurred, the more creative ideas are needed. The situation of creativity are different from the past; the most important principle at present is to work as a team. The teamwork makes unique and the creativity is the heart of television presentation. In this regard, the principles of television presentation can be summarized into 3 aspects as follows:

1. Attraction: The television program should be elaborately created with ability to attract audiences in different ways as well as to manage audiences' emotion and interest. The process of presentation must finely integrate interesting content convincing audiences to follow without boredom.

2. Interaction: The television program must keep directly and indirectly interacting with its audiences. In particular, in current situation, the social media is playing important role of making audiences interaction with the live program; as audiences can give immediate feedback through the social media of the program. Therefore interaction between the host and receivers can happen in real time.

3. Audience orientation: The television program must concern on interests of audiences to become successful in terms of marketing; as the producer can sell advertising time and gain more sponsorships to support cost of production. Consequently, the television creative presentation can meet audiences' interests as well as offer entertainment.

More and more television programs have been produced at present. The increase of television programs and websites of television channel such as YouTube, Line TV, Facebook or official website of each television channel is reducing the problem of watching. However, it causes the problem of content which is called "Content is the KING". This is the reason why many television producers must concern on the creativity of the production to meet audiences from several channels of watching.
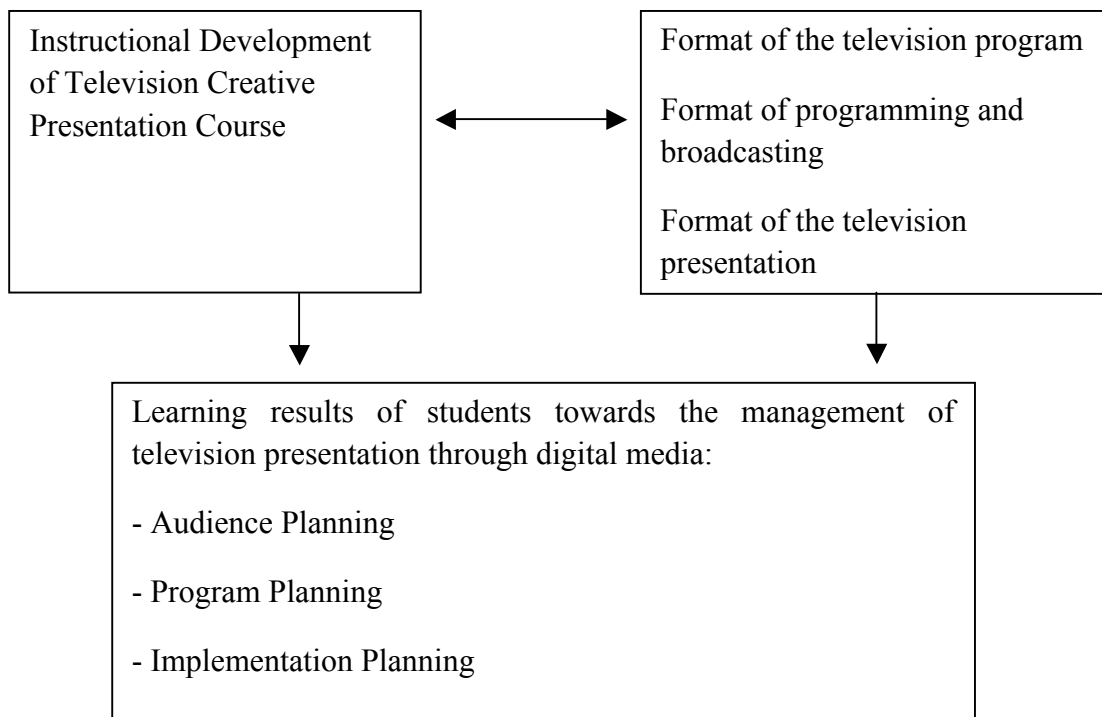
Thus, the instructional development of television creation presentation in this era should enhance skill of developing creative content suitable for digital media; as it is

the most contemporary channel. Furthermore, it is so popular among people from generation Y and X. The old-fashioned media is dying and need to be improved to survive in the digital era. Therefore, the new concept of production has been developed to follow the new trend of technology influencing current audiences' behaviors. The students who are studying the Television Creative Presentation Course must know how to follow up and implement this new concept, so that they will be able to produce the program suitable for the new platform of broadcasting in the future.

Objectives

1. To study the effective instructional development in Television Creative Presentation Course

2. To study the learning results related to the management of television creative presentation through online media conducted by students

Conceptual Framework

Instructional Development of Television Creative Presentation Course	←→	Format of the television program Format of programming and broadcasting Format of the television presentation

Learning results of students towards the management of television presentation through digital media:

- Audience Planning

- Program Planning

- Implementation Planning

Research Methodology

The methodology of this qualitative research entitled "Development of Instruction in Television Creative Presentation Course through Digital Media" consisted of research population and sample, research instruments, data collection, data analysis and presentation and research results. The researcher presented the results in descriptive analysis.

To select the research population, the research used purposive sampling method. The 50 students enrolling in the Television Creative Presentation Course taught in the first semester of the academic year 2017 at Bansomdejchaophraya Rajabhat University were the population of this research. The sampling of the research was composed of 36 key informants which had been divided into 3 working groups; each group was composed of 12 members. These 36 key informants were assigned to arrange the focus group interview. The research then summarized data gathered from the interviews for further synthesizing into qualitative information.

Research Result

The instruction of television creative presentation through digital media applied the principle of television creative presentation to achieve marketing goal. This principle starts with selecting target audiences, then developing the program under the framework including 4 elements: 1) Concept, 2) Presentation, 3) Bible and 4) Loglines.

Richard Lindheim and Richard A. Blum had mentioned that the concept of successful television were composed of 3 principles. Firstly, the creativity should fit with audiences' needs. Whoever found the real needs of major audiences would become successful. Therefore the producer of television program had to think to find that desires and developed as a story to serve audiences' desires. The chief executive officers would throw the question to the production team stated: "Why do think people must watch your program?" or "How will you do to make the program gain enough audiences so that it will survive?" Consequently, television program producers and television channels had to compete with each other to gain high rating enough to sell advertisements to agencies; so that they would receive income.

Secondly, the creativity should be reproduced continuously in several episodes. The success of each television program could be assessed within 3-6 months at minimum. The producers should then keep creating sustainable creative program to be broadcast as episodes within at least 3 months. To make the episode sustain, it should contain a "strong core concept" as well as good strategy.

At last, the internal conflict, in the case of series or comedy shows, should maintain; as it would create feelings of the episode.

The lessons student learned from this course were the principle of focusing on target audiences, television channels' needs and sponsors' needs. However, the sponsors' needs weren't the main factor involved in the instruction of this course; as the student hadn't requested from any sectors. Therefore students were free to create their own work. Students, in this study, were considered as newcomer television producers could focus on real needs of public and find the right need of specific group of audiences effectively. Another advantage of working in the era of digital media is that there is no prime time fixed. Students had also learn that the prime time of digital era has depended definitely on audiences; only audiences made prime time as they would watched anytime they wanted to. In terms of television channels' needs, student had

to imagine that the characteristic of their program would fit with which television channels in Thailand; and developed the program to serve that channel. The instruction of this course could make use of an internet consisting of YouTube and Facebook as a tool for student to try to broadcast their television presentation. In this regard, students could learn how to broadcast like in the real situation. They could get the audiences' feedback immediately so that they could improve their program in the next episode. This simulation of broadcasting was the assignment to produce 6 episodes of television program to be broadcast 1 episode a week, totally 6 weeks. Students participated in this course had a chance to learn, in the classroom, to work like being in the real television program production company.

For discussion, the researcher selected 3 programs including "Answer If You Can" (or Pritsana Sab Laew Tob), "On The Wok" (or Long Kra Ta) and "Around Thailand" (or Ta Lui Thailand). Each program had presented its concept as follows.

The program entitled "Answer If You Can" (Pritsana Sab Laew Tob) is a 15-minute quiz show about Thai and international films. There were 2 teams; each team consisted of 3 members. The 2 teams had to compete with each other by answering questions about Thai and international films correctly. The game was divided into 2 rounds; the team collecting the highest point would become the winner.

Figure 1: Answer If You Can (Pritsana Sab Laew Tob)

The program entitled "On the Wok" (Long Kra Ta) was a 15-minute cooking competition on television. The participant and the host had to cook a dish according to the given information; then each dish would be tasted by a professional chef who would judge which one would be the best.

Figure 2: On the Wok (Long Kra Ta)

The program entitled "Around Thailand" (Ta Lui Thailand) was a 15-minute travel series aiming for taking the audiences to important and attractive tourist destinations in Bangkok hosted by 2 female buddies.

Figure 3: Around Thailand (Ta Lui Thailand)

Every program produced weekly; the students could learn the whole production process including preparing information, script writing, working on the site, shooting and editing to be broadcast on time which was every Thursday at 7:00 p.m. on YouTube Channel: MassComm BSRU9.

According to this simulation, the researcher could synthesize the instructional model for the Television Creative Presentation Course into 4 steps as follows:

Step 1 - Analysis and definition: Students were to analyze the problems and conditions assigned. For example, when students were assigned to set up the variety program for teenagers to be broadcast on YouTube, they had to figure out what kinds

of program would be possible. Finally, they were to define the specific topic in order to set the theme of their own program.

Step 2 – Data collection: Students were to gather information required for creating their television program including target audiences and audiences' behaviors. Then they had to develop their program to attract audiences' interest.

Step 3 – Design of creative presentation: Students were to set up the concept, plot, presentation, characteristic and, especially, mood and tone of the program. For instance, Around Thailand (or Ta Lui Thailand) was developed using the concept stated: *"A travel guide aims to visit several attractions and provide both knowledge and entertainment led by two female buddies."*

Step 4 – Developing implementation plan: Students were to develop strategic plan. They had to manage their manpower to fit with specific functions including the host, production team, script writer, cameramen, equipment team, location management, budgeting, timing and, finally, editing file to be uploaded on YouTube.

The results gained from the way students had managed their television presentation through online media could be summarized as follows:

In terms of audience planning, the feedback gained from views on YouTube channel:

MassComm BSRU9 and discussion in the classroom had made students learn the planning process. For program planning, the students had learned about the pre-production process as they had to survey the area and coordinate with selected location in advance to check whether they could arrange the shooting there. In particular, the hosts of the program who were new to this kind of television presentation, had learned to adjust and improve themselves to fit with the concept of their program the most. All in all, they had learned that there would be nothing easy in the real situation.

> *"...I dedicated to the job. I would like to apologize you all for doing something wrong such as being late. I really dedicated to my duty. I considered the producer as my leader and listened to him as if we were working in real situation..."*
> (Sunita Wongsakul, the host of Around Thailand)

The learning results related to the management of each television creative presentation consisting of 6 episodes of 15 minute-long program revealed that a repetition of practice made students learn about the process of television presentation as well as try to work their project out under the core concept of their program. Consequently, students had their own framework for creating the program and understood the concept of their own program better. They also became more professional in producing different types of program. Moreover, they had learned to take mistakes occurred in each episode as lessons learned to plan for further improvement in their next episode.

Each team was assigned to present 6 episodes weekly like a real broadcast; therefore students had to work under pressure to meet the deadline of broadcasting schedule. Moreover, they were to manage time for uploading their program on YouTube. Once they had finished broadcasting their 6 episodes, they found out that they could understand the production process as well as the concept of television presentation. They had got an immediate feedback about the content they'd selected stating it was fun, attractive, interesting; or it was so boring that audiences were ready to skip to program to watch another. This could be considered as an advantage of the online media at presents. In this regard, it influenced producers to concentrate more on presenting their content though the online media because the consumers have had more choices of content to consume nowadays.

Recommendations

According to the result of the research entitled "The Instructional Development of Television Creative Presentation through Digital Media", the researcher would like to recommend further implementations as follows:

1. Propose the result to the Communication Arts Curriculum Committee for further integration into the instructions and curriculum development.

2. Propose the result to the executives of the university to encourage more support on the instructional development through the project for students can learn to transform theories into practices.

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