*The Result of Lesson Learned to Develop a Manual for Development of Social Media Knowledge Project in Southern Border Provinces of Thailand*

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**Abstract**
This research focuses on the problem of poverty and unrest prevailing in Thailand's 4 southern border provinces during the digital era. To contribute to the resolution of these challenges, the researchers undertook a social media knowledge development project spanning from 2020 to 2022. The project's implementation process involved several key steps, which were carefully analyzed and documented by a working group comprising 15 individuals. The primary aim was to consolidate the information and insights gained from the project into a comprehensive manual. This manual, in turn, serves as a concise reference guide and an effective roadmap for organizing future training sessions, aimed at further enhancing the body of knowledge related to social media in this target region. The lessons learned from this project underscore the importance of a well-structured implementation process, which can be summarized into three distinct parts. Firstly, Part 1 comprises two initial steps: the analysis step, involving research and data collection, and the design and public relations step, involving expert meetings and alliance coordination. Secondly, Part 2 focuses on the training phase, involving two key steps: knowledge development through content and image creation, as well as fostering creativity; and an inspiring step that includes mentoring and stimulating learners, followed by diligent follow-up. Lastly, Part 3 encapsulates the post-training phase, which consists of a single step: evaluation. This evaluation encompasses lesson learned, fulfillment of objectives, reinforcement of concepts, and assessing the learners' progress. To structure and analyze the lessons learned, the researchers utilized the ADDIE Model conceptual framework, which played a crucial role in elucidating the project's effectiveness and guiding the future development of similar initiatives in addressing socioeconomic challenges in this region.


Keywords: Lesson Learned, Manual, Social Media, Southern Border Provinces of Thailand

**Introduction**

Communication holds a pivotal role in human life, transcending beyond basic necessities and serving as an essential element for human existence. Especially in the information age or digital era, communication has become even more critical, as it plays a central role in shaping human life and societal development. The abundance of information in this era accentuates the significance of effective communication, making it a catalyst for progress and growth in societies and communities [1].

The advent of online social media platforms, such as Facebook, Line, Twitter, Google Plus, Instagram, and YouTube, has revolutionized the landscape of communication, providing limitless opportunities to establish connections without constraints of time, place, or equipment, merely requiring a smartphone. This transformative power of online social media has left a significant impact on the world, leading many organizations to recognize its importance and actively promote proper usage and creativity on both individual and organizational levels to drive positive change in society [2].

In the context of Thailand, the southern border provinces have always held special importance due to their geographical distance from the central administrative center and their cultural proximity to neighboring regions. These provinces possess distinctive societal, religious, and cultural characteristics, often facing challenges in various aspects, including social, psychological, economic, political, and governance-related issues. Misunderstandings and mistrust between government officials and the local population have been persistent concerns. To address these complexities comprehensively, the Thai government formulated specific policies, culminating in a unified direction to tackle overall security issues in the southern border provinces [3].

Against this backdrop, the Center for Communication and Integrated Service Studies (CCISS) at King Mongkut's University of Technology Thonburi initiated a project aimed at developing knowledge in online social media to foster creative benefits in the southern border provinces from 2562 to 2564 BE (2019-2021). The primary objectives of the project are twofold: to disseminate knowledge about the proper use of online social media to enhance mutual understanding in the southern border provinces and to equip the target group with the knowledge, understanding, and skills to utilize online social media correctly and creatively. Additionally, the project aims to generate benefits for the community and society as a whole.

The project's success relies on collaborations with various partners, including government and private sector organizations, to ensure effective implementation [3]. Through a meticulous working process, the project team has documented multiple phases and steps, summarizing the information into a handbook. This handbook serves as a concise guide to understanding the project's implementation process and will be valuable for future training and knowledge development initiatives. The data compiled in the handbook represent the collective insights and lessons learned by the 15 members of the project team.

*Scope of Work*

1. Training Program: Implement a 12-month training program titled the "Development of Social Media Knowledge Project in Southern Border Provinces of Thailand."

2. Target Audience: Conduct training sessions for four groups, comprising a total of 120 participants selected from three provinces in the southern border region and four districts in Songkhla province.
3. Expert Trainers: Engage experienced professionals in the field of social media to conduct direct training sessions, equipping participants with essential knowledge and skills for effective and creative use of online social media.

## *Objective*

The primary objective of this project is to extract valuable lessons learned from the Development of Social Media Knowledge Project in Southern Border Provinces of Thailand. The project team aims to utilize the ADDIE Model as the central framework to guide the development of a comprehensive handbook. This handbook will serve as a valuable resource, summarizing various insights and experiences gained throughout the project's implementation process.

## Literature Review

The ADDIE Model is a widely used instructional design process that enables designers to create effective learning experiences. Developed by the Florida State University's Center for Educational Technology, it focuses on analyzing problems and finding efficient solutions. The model's systematic and iterative approach allows for continuous improvement and refinement of instructional materials, making it valuable for designing effective learning experiences in various educational settings. Its adaptability and effectiveness have enhanced teaching methodologies, benefiting learners worldwide.



Figure 1: showed ADDIE Model Process

The project team has categorized the training process into three main parts as follows:
1. Before Training:
   - Utilize Analysis and Design and PR steps to plan the training, develop the course curriculum, and implement promotional activities.
2. During Training:
   - Implement the Develop step to create comprehensive knowledge content aligned with the course curriculum.
   - Utilize the Implement step to deliver knowledge effectively during the training sessions using engaging teaching methodologies.
3. After Training:
   - Evaluate the training's outcomes and effectiveness to gather participant feedback and identify areas for improvement.

**Methodology**

The research methodology adopted for this study is qualitative in nature. Data collection occurred through a joint lesson analysis conducted by a 15-member team in April 2023. The data was gathered after the completion of the "Development of Social Media Knowledge Project in Southern Border Provinces of Thailand," which spanned from 2019 to 2020. This was followed by a two-year summary and revision phase from 2021 to 2022. In 2023, the team analyzed and extracted the lessons learned.

Given the project's complexity, which involved multiple steps and collaborations with various government agencies as partners, the project team was tasked with preparing a project manual. To facilitate this, the ADDIE Model was employed as the primary framework for developing the manual.

**Results**

The joint lesson analysis conducted by the team of 15 members yielded intriguing findings:

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| **Part 1 - Pre-training Phase:** |
| Step 1 - Analysis: This phase was research-based and focused on identifying the learners' needs and requirements. |
| Step 2 - Design and Public Relations (PR): The team concentrated on designing the core curriculum of the training program and strategizing public relations (PR) efforts for effective promotion. |
| **Part 2 - During Training Phase:** |
| Step 3 - Develop: The team dedicated this phase to creating knowledge content and materials for the training program. It encompassed three main aspects: Content Creation, Visual Creation, and Creativity and Inspiration. |
| Step 4 - Implement: During this phase, the team ensured the effective application of the acquired knowledge during the training program. It involved two main aspects: Consultation and Stimulate and Follow-up. |
| **Part 3 - After Training Phase:** |
| Step 5 - Evaluate: The focus of this phase was to assess the training program's effectiveness and its impact on the participants. It involved three main aspects: Extracting Lessons and Refinement. |

Table 1: Summary Flowchart of the Project Implementation Process

These results highlight the comprehensive and multi-step process of the training program, underscoring the significance of each phase in achieving the desired outcomes.

*Step 1 - Analysis*

During the analysis phase, the research was conducted to gather accurate and precise data necessary for the project. Quantitative research methods, including surveys, were utilized by the team of operators to analyze various fundamental data. Meetings and brainstorming sessions were conducted to draft the main curriculum, and surveys were employed to gather opinions on the proposed training curriculum. The aim was to ensure that the content of the training program aligned with the participants' needs.

Data collection involved seeking opinions and expectations related to the curriculum to develop a curriculum that best suited the participants' requirements. Surveys were administered to relevant stakeholders, including government agencies, educational institutions, and individuals with connections to the southern border provinces. The sample size was determined using the Yamane formula, with a desired confidence level of 95% and a margin of error of 2%. Stratified and purposive sampling techniques were applied to ensure representation.

Data was planned and collected in each province in the southern border region, and the collected data from surveys and interviews were then qualitatively analyzed by experts to summarize and develop a curriculum suitable for the context of the southern border provinces.

Based on the survey results from the sample group, the project team categorized the main content into three clusters:

Cluster 1: Basic Knowledge for Media Literacy - Focusing on fundamental concepts related to digital media organizations, content categorization, digital media consumption behaviors, and potential risks associated with digital media usage.

Cluster 2: Digital Literacy for Safe and Beneficial Living – Emphasizing understanding digital life and utilizing digital media safely and beneficially.

Cluster 3: Creative Digital Media for a Better Life and Society - Involving the creation of innovative digital media for personal and societal development, including designing and producing creative digital media, incorporating business strategies, and media ownership in the production process.

## *Step 2 - Design and Public Relations (PR)*

To implement the designed curriculum effectively, the project team organized meetings with academic and professional experts in information technology, communication, and law. Additionally, collaboration with partners from various government agencies and educational institutions in the southern border provinces was crucial to ensure that the training curriculum was well-suited to the local community's needs.

The project was divided into three parts:
a. Part 1: Practical Training - A three-day, two-night training program scheduled on Friday, Saturday, and Sunday.
b. Part 2: Group and Individual Projects - Participants were assigned to create projects, and mentors provided guidance and follow-up.
c. Part 3: Show and Share Activity - Participants presented and shared their projects, and awards were given to outstanding group and individual works.

The target audience for the practical training comprised personnel in the communication and public relations field from government agencies, responsible for media information dissemination and understanding. Each training session was conducted in the provinces of Pattani, Narathiwat, Yala, and four districts in Songkhla, with 30 participants in each location.

Regarding the application process, the Southern Border Army Region 4 and the Santi Witya Center had the authority to consider and select individuals to participate in the program. The

total target number for training was set at 120 participants, necessitating effective coordination with local partners to achieve the project's objectives successfully.

## *Step 3 - Develop*

The Develop phase involved the implementation of the practical training program, spanning three days and two nights over the weekend (Friday, Saturday, and Sunday). Training sessions were carried out in the selected provinces, following the well-designed curriculum. Subject matter experts and professionals conducted the training sessions through various formats, including lectures, discussions with key individuals in the area, and hands-on exercises.

The emphasis during this phase was on creating creative content and fostering learning about digital media. The key aspects were:
   a. Creating Content: Participants learned to create engaging and innovative content for online social media communication. They were guided in crafting text messages and communication materials that are creative and effective in online communication.
   b. Visual Communication: Participants explored the art of visual communication through photography and videos, especially using their mobile devices. They were introduced to techniques and ideas to communicate effectively through images, conveying messages creatively.
   c. Creativity: This aspect focused on cultivating creativity among the participants, helping them understand different types of online media and fostering an appreciation for the creative use of digital media. The objective was to encourage a creative approach to using online social media as a means of effective communication.

The training sessions were divided into three important topics: content creation, visual communication, and creativity. Participants were encouraged to experiment and think innovatively during the training. Practical techniques were provided for utilizing smartphones as tools for photography and video production.

The project aimed to develop a sense of creativity and understanding of various online media platforms, instilling an appreciation for creative use and acceptance of online communication through social media. By the end of the Develop phase, participants were expected to be well-equipped with the necessary knowledge and skills to utilize online social media creatively for the benefit of their work and the community.

## *Step 4 – Implement*

After the practical training program, participants were assigned two post-training activities:
   a. Group or Prototype Work: Each group, consisting of no more than 10 participants, was tasked with selecting a topic and utilizing online social media to create content that would benefit their respective communities. Thequality of the work was judged based on the number of likes and followers. Each group presented their work during Activity 3.
   b. Individual Work: Participants were also required to create individual projects using the knowledge gained from the training. They were asked to develop content suitable for online social media platforms. Each participant had to present one project during Activity 3.

For these activities, the project team provided guidance and support through LINE groups and assigned mentors to each group. The mentors communicated with the participants, offering advice and encouragement.

Furthermore, to ensure that participants followed through with their projects, the mentors and project team conducted follow-up activities. They met with the participants informally at coffee shops or other relaxed settings within the community. During these meet-ups, they motivated the participants and took photos of their projects to be shared on social media. This approach proved to be highly effective, as it boosted participants' confidence in creating content, storytelling, and sharing their work on online social media platforms.

By implementing these post-training activities, the project team successfully facilitated the application of the knowledge gained during the training program. It also encouraged participants to actively utilize online social media for the benefit of their communities and beyond.

### *Step 5 – Evaluate*

In the final training session, participants from all four rounds were gathered together in Songkhla province, totaling 120 people, to proceed with the following steps:
- Lesson Recap and Enrichment: The "Show and Share" activity was the third activity for participants who completed the practical training in each province. They had to come together again for this practical training. In this activity, participants integrated the knowledge gained from all three subject groups, combined with their experiences and knowledge acquired from previous follow-ups by mentors, using various formats as follows:
    a. Lesson Recap for Creative Use of Social Media
    b. Enrichment with Advice from Mentors and Fellow Participants
- Reinforcement: After the joint activity of lesson recaps, participants continued to present individual and group work. Awards and prizes were given for outstanding performances.
- Evaluation: To evaluate the program's effectiveness, the project team conducted quantitative research to measure the level of knowledge, understanding, application of knowledge, confidence, and ability to disseminate among the participants.

During the training period, most of the participants demonstrated high levels of knowledge, understanding, and application of the knowledge acquired. They were also confident and capable of disseminating and sharing the knowledge gained via social media, exceeding expectations. Notably:
a. Participants showed the potential to create positive content on Facebook pages with a significant number of views, reaching tens of thousands. This means that the positive content shared by the local community was effectively spread through online social media to a large number of people outside the region. Additionally, participants could effectively present their work using statistical reports, such as views, reach, likes, and shares, which were interesting and credible.
b. The exchange of learning and camaraderie within and between groups and between participants and mentors were evident. Participants from diverse backgrounds established good relationships with each other, accepting each other as friends or even calling each other relatives. The exchange of learning occurred in various aspects,

such as new media technology and presentation techniques, where the younger generation conveyed knowledge to the older generation.

Overall, the training program achieved a high level of success in terms of knowledge acquisition, understanding, application, confidence, and dissemination capabilities among the majority of participants. The unexpected positive outcomes highlighted the potential of participants to create impactful content and the value of their mutual learning and camaraderie.



Figure 2: showed the participants



Figure 3: showed the reinforcement with the presentation of awards

## Discussion

The After-Action Review (AAR) is a crucial process for reviewing the project's outcomes, encompassing lessons learned, successes, failures, and overall team insights [6]. Key principles of the AAR involve conducting it promptly after task completion, creating a conducive atmosphere, employing a facilitator to stimulate discussions, asking relevant questions, analyzing problems, comparing plans with actual outcomes, and documenting essential issues. In this project, the team adeptly applied these principles to develop the training manual By applying it in conjunction with the ADDIE Model in conducting research on learning media, as referenced in various past research studies conducted by the research team [7,8,9,10,11,12,13,14,15,16,17].

## Conclusion

The project follows the ADDIE Model, comprising three parts and five steps, with multiple phases and detailed actions. The team successfully secured funding and support for research and development, leading to the creation of knowledge about online social media for creative purposes.

## Suggestions

To implement the project in the border province areas, strong coordination with regional partners, including government agencies, private organizations, and local communities, is essential. Additionally, facilitators must consider local cultural aspects related to religion, food, and lifestyle, heavily influenced by Islamic practices. The rural charm in these areas may facilitate participants' embrace of new knowledge.

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