

Blended Instructional Model Based on a Participatory Communication Approach to Teaching Social Media to Undergraduate Students in the 21st Century: Enhancing Communication and Collaboration Skills

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Abstract

Communication and collaboration skills are important and essential to prepare students for the future. They are learning and innovation skills which are essential to the 21st century. According to the growth of Information and Communication Technology (ICT), this is the essential choice of the recent instruction that enhances communication and collaboration skills via computer or other electronic devices. Especially, applying social media which is a communication model to reach people at all levels, therefore, if teachers could use social media sources and tools to support their own teaching, it would give learners access to resources and interact with teachers and other students comfortably. With this importance, the researcher develops and evaluates the blended instructional model based on participatory communication on social media for undergraduate students. The results of this study suggest that this model consists of seven key compositions: social media, students, lecturers, course contents, contents, instructional activities, teaching methods, and evaluation. Furthermore it is composed of five main procedures: selection, planning, operation, acknowledgment and editing, and evaluation. In this study the experimental group exposed to the novel instructional model showed significantly higher scores in the parameters of learning, communication, and collaboration ($P < .05$) relative to the control group.

Keywords: Blended instructional model, participatory communication, social media, communication and collaboration skills

Introduction

Collaboration skills are not only important and essential when preparing students for the future, it should be at the heart of education in the 21st century. That said, students need to use these skills to spend their lives and to work creatively with values for living in the world of knowledge-focused work. Teachers will design instruction for students to learn these skills because these are not taught directly, but managed the process to be learned (Panich, 2012), specifically the world of 21st century skills requires students to work together as a result of digital and communication technology to flourish and become more advanced. The advancement of information and communication technologies enable humans to receive information and communicate quickly through a computer network to exchange data between them; such as, text, audio, images and movies, etc.. The information exchange may be communicated immediately or synchronously which allows individuals to communicate with each other at the same time our process is asynchronous which communicates with each other at different times by using the computer as a way to communicate more effectively. This is an alternative way of teaching today particularly, social media. It is a form of communication that reaches people at all levels used widely and under constant development of computer technology, which is likely to become the main media for people in the future (Wijitraboonyaruk, 2011) because the senders are able to share messages in various forms to the audience through online networks by interacting between senders and receivers or receivers themselves.

In general instruction systems, when considering the teaching process, a process of communication in many respects, both the components and processes can be seen when the teacher acts as a messenger and the students act as audiences, which is required of media. The effectiveness of teaching and learning can be measured by the quality and quantity of changing the behaviour of students (Sookhapreede, 2003) combined with the advancement of technology has made the process of communicating change from one way communication with the fixed sender and receivers to the condition of two-way communication making each other between the parties concerned more specifically. Communication through social media allows the sender and receivers switch roles, and even change the meaning of the communication process of transferring information into the construction of social reality (Roger, 1986; Roger & Kincaid, 1981; Sthapitanonda, 2004; Sthapitanonda et al., 2006), known as Participatory communication, where two dimensions overlay; a collaborative process between the sender and receivers, and dynamic process in the knowledge combination of participating in communication.

As such, Participatory communication can be used in the design of instruction by supplying the channel and the various forms of participation through social media to assist the learners to take part in the process of communication and collaboration with a focus on the effects of the student's participation in the communication process by using a dialogue form between the sender and receivers at all times. The heart of the dialogue is a form of participatory communication since communication is based on a participatory model of ritual communication with a switch the role of audiences to be messengers and want to join the group of people to make a conversation form but the conversation alone usually cannot be driven instructional activities to be done, so it requires a collaborative process to help strengthen the effectiveness of learning to students in the 21st century.

Research Objectives

1. To study the compositions and procedures of the blended instructional model based on participatory communication approach on social media for undergraduate students.
2. To develop blended instructional model based on participatory communication approach on social media for undergraduate students.

Research hypotheses

Subjects in the experimental group learned by the blended instructional model based on participatory communication approach on social media for undergraduate students had all the higher scores in self-assessment and communication and collaboration works than the control group by statistical significant difference at the .05 level

Research Methodology

This study is divided into four phases as followed.

Phase 1 Model Study

This is a study of compositions and procedures of the blended instructional model based on participatory communication approach on social media for undergraduate students.

This phase had two procedures.

1. Studying current states, problems, difficulty, suggestions and instruction of Thai for Communication courses in higher education.
2. Studying, analysing, and synthesising basic information related to the blended instructional model based on participatory communication approach on social media for undergraduate students.

Phase 2 Model Construction

The development of the blended instructional model based on participatory communication approach on social media for undergraduate students.

This phase had three procedures.

1. Creating a prototype of a blended instructional model based on participatory communication approach on social media for undergraduate students by using the data obtained from phase one to prioritize the relationship of the individual compositions and details the procedures to construct the first draft.
2. Conducting to determine the quality of the prototype by sending it to the fifteen specialists in term of Thai language, Educational technology, and 21st century skills considered in the interpretation, scope, and the appropriateness of implementation as well as make recommendations on the compositions and procedures of the blended instructional model based on participatory communication approach on social media for undergraduate students.
3. Editing the prototype in accordance with the recommendations of specialists.

Phase 3 Model Implementation

The application of blended instructional model based on participatory communication approach on social media for undergraduate students.

This phase had three procedures.

1. Testing the experiment and control group students before learning by using a Pre-test to measure the communication and collaboration skills in the 21st century.
2. Implementing the blended instructional model based on participatory communication approach on social media for undergraduate students with the experimental group and observing behaviour of communication and collaboration on social media. Besides, the control group was implemented by the general instructional model. The researchers spent ten weeks or thirty hours and evaluated communication and collaboration works in the first semester of the academic year 2014 between August to October.
3. When the implementation is completed, the researchers tested the experimental group and the control group after learning by using a Post-test to measure the communication and collaboration skills in the 21st century.

Phase 4 Model Confirmation

The certification of blended instructional model based on participatory communication approach on social media for undergraduate students. This phase had two procedures:

1. Using the data from implementing the blended instructional model based on participatory communication approach on social media for undergraduate students in phase three to revise and then, present in the form of illustrations and essays.
2. Sending the instructional model to three experts in term of Thai language, Educational technology, and 21st century skills for evaluating to certify the blended instructional model based on participatory communication approach on social media for undergraduate students.

Results

Instructional Needs

Data obtained from interviewing the initial subjects - 20 faculties who have more five-year experiences in teaching Thai for Communication course from different universities revealed that:

Current states found that the number of students per class now has a lot to cause problems in the classroom management. Students did not practice the skills because the teaching is largely a lecture method, a teacher-centered learning. There are also many sections per semester opening to enroll in the first semester. It follows that they have been asked for cooperation from the teachers in other related fields and this made different standards. One point of differentiation is in the second semester there is less section and this affected to no teaching workload. Students also focused on learning a little because they thought it was a basic course.

Mostly lecturers lack in good teaching skills and tend not to be fully capable. To separate the sections was poor so that the number of students in each section was either many or less; such as, some sections are more than one hundred students. To practice each skill could not have been achieved unless the teacher was able to check the assignments on time and provide immediate feedbacks.

However, it should focus on practicing skills to develop communication and collaboration skills. It may use technology and social media to enhance instruction in case of the teacher cannot resize the sections so that students can practice and be active learners, it should not focus on lecture methods but should be use group process or activity, learning good workgroup processes and provide activities to practice four language skills with a teacher as a mentor including gives the opportunity for students to analyze their own learning and provides activities/works/projects in accordance with the student's field of study. The teacher must review and reflect on the accuracy and inaccuracy of the students' works to improve. Skills development will be achieved by the students need to know what is wrong and how to correct it. About assignments, if no fault were told that was true or false, students would have misunderstood that what to do was right and did it then, thus the instructor should be the guide.

Instructional model

The blended instructional model based on participatory communication approach to teaching social media to undergraduate students was developed by using participatory communication to enhance communication skill and social media to enhance collaboration skill. There are seven key compositions including 1) Social media, 2) Students, 3) Teachers, 4) Course contents, 5) Instructional activities, 6) Teaching methods, and 7) Evaluation as shown in Figure 1 and the five main procedures of instructional model including 1) Selection, 2) Planning, 3) Operation, 4) Acknowledgment and editing, and 5) Evaluation as shown in Figure 2.

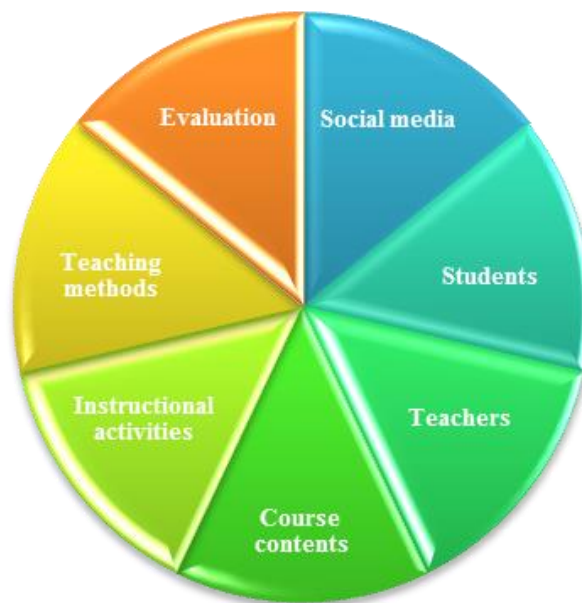


Figure 1 the compositions of blended instructional model based on participatory communication approach on social media for undergraduate students

1) Social Media were the use of websites to communicate and work with others on computers or smartphone devices via the Internet network between the students and the teacher or students and students to facilitate in enhancing communication and collaboration skills by using any web browser to access the website Youtube, Issuu, Pbworks, Facebook.

2) Students showed the role of Thai for communication content learners and use social media to communicate and work together with implementation of the participatory communication process on social media.

3) Teachers were facilitators in the preparation of content and resources to provide students with a better understanding of Thai for Communication Course and prepared social media to help the students perform the task effectively.

4) Course contents contained in the textbooks of Thai for communication (course code 1500117). The students would receive textbooks within the first week of the semester for self-learning or reading before class. The teachers only presented concise contents conducive learning for students to create new knowledge.

5) Instructional activity were organized to teach students to be learnt. The student would study the content knowledge in the classroom and be the practitioners and trained skills in the online in order to know the actual performance and proficiency in communication and collaboration skills for 10 weeks, 3 hours per week, including 30 hours by the proportion of teaching in class of 30% or 9 hours (3 weeks) and teaching online of 70% or 21 hours (7 weeks).

6) Teaching method was the ways that teachers taught the students to perform learning objectives by using the lecture teaching method (offline) to provide students with a better understanding about Thai for communication course. Then the participatory communication process on social media (online) to allow students take the knowledge gained from the classroom to communicate and collaborate via computer to create two works together.

7) Evaluation was the self-assessment before and after the study. The self-evaluation of communication and collaboration skills in the 21st century and the evaluation of communication and collaboration works were used with the rubric's assessment of listening and speaking. (TV Program-Talk) and the rubric's assessment of reading and writing (Essay).

Blended Instructional Model Based on a Participatory Communication Approach to Teaching Social Media to Undergraduate Students in the 21st Century

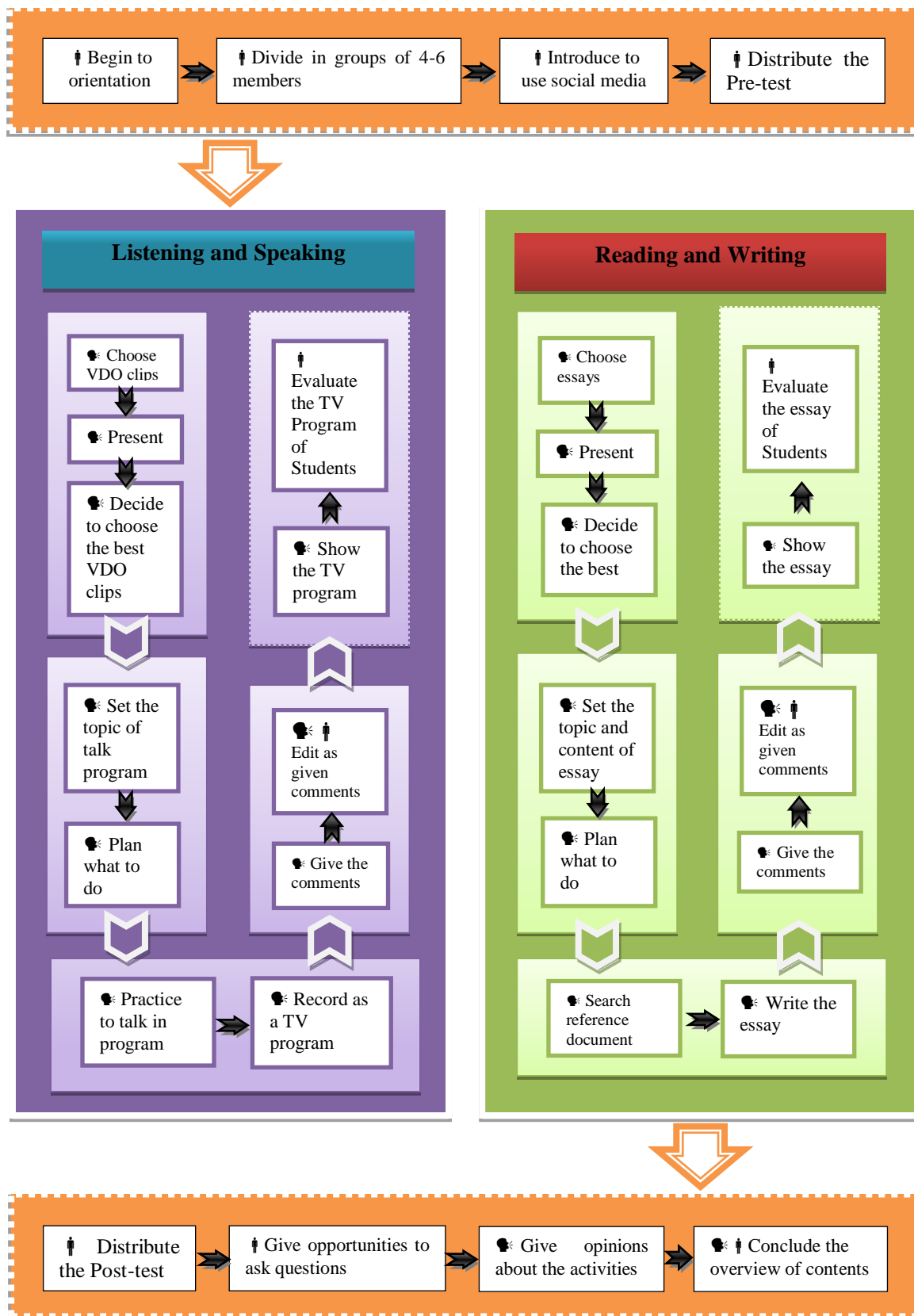


Figure 2 the procedures of blended instructional model based on participatory communication approach on social media for undergraduate students

According to the above instructional model procedures, it can be organized the teaching activity for 5 weeks. In the first week, teachers organized the selection activities to find and choose the sample of the best TV Programs (Talk) or Essays form Content Communities like Youtube or Issuu. In the second week, teachers organized the planning activities to establish the production approach together which students would brainstorm their ideas on works via Social Network like Facebook. In the third week, teachers organized the operation activities to start building the communication works through collaboration. In the fourth week, teachers organized the acknowledgement and editing activities to help the students to get to know the works of different groups and comment on the contribution of each group to improve for the final and in the fifth week teachers organized the evaluation activities to determine the contribution of each group.

Instructional results

The results of implementing the instructional model can be divided into three areas: the score of self-assessment to measure communication and collaboration skills in the 21st century before and after learning of the experimental group and the control group, the score of communication and collaboration works in the 21st century of the experimental group and the control group, Percent of the behavior of the students expressing as the procedures of blended instructional model based on participatory communication approach on social media for undergraduate students, as detailed below.

3.1 The score of self-assessment to measure communication and collaboration skills in the 21st century before and after learning of the experimental group and the control group are shown in Table 1

Self-assessment score to measure communication and collaboration skills in the 21st century	Before		After		t	df	p
	\bar{X}	S.D.	\bar{X}	S.D.			
Experimental group (N = 29)	3.77	0.45	4.33	0.42	-4.401	28	.00
Control group (N = 25)	3.66	0.50	3.86	0.45	-1.572	24	.12

*p<.05

Table 1 Mean and Standard Deviation of self-assessment score to measure communication and collaboration skills in the 21st century before and after learning of the experimental group and the control group

3.2 The score of communication and collaboration works in the 21st century of the experimental group and the control group are shown in Table 2.

Communication and collaboration works in the 21st century (40 Scores)	Experiment		Control		t	p
	\bar{X}	S.D.	\bar{X}	S.D.		
TV Programs (Talk)	15.70	1.09	10.50	1.65	4	.00
Essays	15.40	0.82	11.20	2.07	4	.00
Total	31.10		21.70			

*p<.05

Table 2 Mean and Standard Derivation of score of communication and collaboration works in the 21st century of the experimental group and the control group.

From Table 2, the evaluation of communication and collaboration works in the 21st century between the experimental group and the control group and the comparison of the scores in the experimental group and the control group was found that the average scores of TV Program (Talk) of the experimental group (\bar{X} = 15.70) was higher than the control group (\bar{X} = 10.50), a significant

statistical level .05 and the average scores of Essays of the experimental group (\bar{X} = 15.40) was higher than the control group (\bar{X} = 11.20), a significant statistical level .05.

Instructional Certification

Results and suggestions from experts to certify the blended instructional model based on participatory communication approach on social media for undergraduate students found that IOC evaluation results showed that all procedures valued as one meant that it could be used in learning and teaching.

Discussion

Development of instructional model

The blended instructional model based on participatory communication approach on social media for undergraduate students is an instructional model developing from participatory communication and the 21st century skills enhancement with the use of social media. Each procedure of instructional model development was carried out in a systematic process. This is chiefly seen when it was developed in step by step, each step related in a relationship. Start with a survey of twenty faculties about instruction of Thai for Communication course which is the general education course for freshman undergraduate students in almost Thai university to get information about the current states, problems, difficulty, and suggestions of instruction with the study of basics contents included blended learning, participatory communication, social media, 21st century skills by synthesizing the concept of Thai and International educators. These were defined as the principles, compositions, and procedures of instructional model.

In determining the compositions' adequacy of instructional model, researcher had linked as systematic by starting with determining the principle of instructional model linked to the proportion specification between the classroom and online learning, objectives, procedures, teaching methods, social media, measurement and evaluation of instructional model, and the role of students and teacher. Then these compositions were produced as a prototype of instructional model and sent to the fifteen specialists in three fields of study: Thai language, educational technology, and 21st century skills for reviewing and giving the recommendations to improve instructional model to be effective prior to apply in teaching to the real situation and adjust the subsequent to become more completed. Then bring the three experts to certify that it can truly be used and appropriate for instruction in Thailand.

Looking ahead, it is obvious that the development of instructional model has proceeded with a systematic approach, including concepts and principles as a basis or a framework for development, has been validated by qualified people and certified by experts. This is consistent with the opinion that an effective instructional model can be used as the pattern of teaching and learning to achieve the objective of strengthening communication and collaboration skills for undergraduate students. The development of this instructional model was consistent with the concept of the development of instructional model of Joyce and Weil (1986) concluded that this development must require support theories, such as, psychology theory, learning theory, have conducted a research to prove and quality checked by applying to the actual teaching situation, as Khammanee (2007) noted that the instructional model should cover the key compositions which have been arranged neatly on philosophical theories, principles, concepts, or beliefs by the important processes or procedures in teaching including teaching methods and techniques that can help teaching based on the theory, principles, and concepts used in the instructional model must have been proven to be effective or acceptable. It can really be used as a pattern to achieve teaching objectives. In essence, this instructional model has also developed the concept of operations of Wiboolyasarin (2014) proposed guidelines for learning and teaching in Thai for communication

course to enhance the communication and collaboration skills in the 21st century at the 21st Century Academic Forum Conference at Harvard University, United States.

Quality evaluation of instructional model

The results showed that the experimental group taught by blended instructional model based on participatory communication on social media for undergraduate students had the score of self-assessment to measure communication and collaboration skills and the score of communication and collaboration works in the 21st century after learning higher than the control group taught by conventional instruction as statically significance at .05 level which is consistent with the hypothesis. So, the researcher would like to discuss these results as two parts.

1.) Effect of instruction model on the communication and collaboration skills in the 21st century

The study found that the experimental group had the score of self-assessment and the score of communication and collaboration works after learning higher than the control group as statistically significant at .05 level. This finding indicated the instructional model was able to enhance communication and collaboration skills because it opened opportunities for students to communicate together in every step with the final goal was to create works together in groups within participatory communication. It is clear that members in the groups need to be involved and engaged in every step, communicate with each other, alternatively comments, respect and accept the opinions differed from their own. It was consistent with the concept of Sthapitanonda (1999) that participatory communication was a practical process for members of the society on the process of think together, share, listen and respect the other opinions, be aware of rights and duties, jointly analyze issues, exchange of information, find solutions and decide together on the basis of complete information, look at the goal of collaboration to create works based on communication and decision making, so the results of participatory communication came from the cooperation of the members in the group affected the scores of experimental group were higher than the control group which was consistent with Bordenave (1994) said that when people had accessed to communication channels and had expressed their own views, feelings ,and experiences to fullest, this would motivate and support to individuals in different groups to decide what they were interested in doing and acting together to solve problems. Students were participated by using social media as tools for facilitating communication and collaboration with applying the instruction in the classroom and online teaching to create learning activities required students to work together and became the high quality products. This paper explored the concept of Bonk & Wisner (2000) that the use of social media to learn in small groups made each member of the group have relationship to the learning activities, participate in the success of the group, exchange of ideas, learning resources, and mutual support. Group members were responsible for their learning and work assignments while interacting with other members in the group, thus teacher need to build a learning or working together to achieve anywhere and anytime by connecting all cognitive knowledge for the integration of communication and the creation of new knowledge. The following discussion will focus on the Partnership for 21st Century Skills (2011: online), and Churat (2009), collaboration required the abilities to work with diverse groups effectively, help and compromise in order to achieve goals with the division of duties and responsibilities, and have common purposes or expectations. In particular, the instructional model for Thai for Communication course had aims “to provide students with the ability to communicate effectively” and had a final project as a group work reflecting the ability to communicate and collaborate. As a result, the scores of self-assessment and communication and collaboration works of the experimental group were higher than the control group.

2.) Effect of instructional model on the communication and collaboration behavior of students

The experimental group expressed participation behaviors as an average 19.5 people or 67.24 percent of 29 students showed that students enjoyed participating in group work corresponding to

the speech of Kaewthep (2004) that normally people would like to participate in communication. Particularly, they prefer to carry a conversation rather than sit and only listen to. This activity-based instructional model also allows students to express their opinions freely. The teacher involved in the process at the beginning of each week then, allow student to communicate through social media which was consistent with the similarly concepts of Gumucio Dagron (2001), Servaes, Jacobson, & White (1996), Singhal (2004), Sthapitanonda (2004) noted that participatory communication should give priority to dialogue on the nature of the deliberations in order to open the opportunity for members in society to have faced and talked to each other to understand the principles and guidelines for a wide range of information for decision-making in their group. The result can be proud of their participation as well as dedication and devotion to work together. Students taught by this instructional model had participation behaviors in a relatively high level. The collaboration to be successful and effective needed for communication between the members that help good relationships to occur as Darling-Hammond (2010) said that if the students were able to communicate, they could work with others and take advantage of the knowledge and expertise of others. In this model, the activity process would allow students to communicate with each other within the group to agree and find a conclusion together before preceding an activity in the next step. Students must participate in group activities that require interaction, using language to communicate ideas to the group members to understand, and everyone must responsible for their own work by using the concept of Fisher & Frey (2010) and Panich (2012) recommended that the work creation caused by organizing ideas and views of the group can be communicating simplicity and elegance through verbal and facial expression (video clip of a TV program) and writing (essay) via social media by using Wiki technology (Pbworks) so that students would learn to work with others, creative exchange of ideas, and critical thinking about what they read, use content communities content (Youtube and Issuu) to get the basic data for developing their communication skills, and use social network (Facebook) to communicate among the students and the students and teacher. In most circumstances, these were all reflected the communication and collaboration behavior among learners and can be measured and evaluated by observing the behavior and performance of students in accordance with the principles of instructional model.

Conclusion

Reflecting on these facts, we can see that the blended instructional model based on participatory communication approach to teaching social media to undergraduate students is a significant instructional model that higher education institutions should be applied to adjust teaching strategies in general education for promoting the graduate's desirables and establishing standards for the accreditation of higher education institutions. Executives should encourage this instructional model to improve teaching effectiveness by encouraging teachers in general education courses have understood the purpose of general education and it should be clear in the desirable characteristics of the graduates, especially the 21st century skills, which should encourage teachers to match specific skills that can be applied to a group of general education courses; such as, matching Thai for communication course with the communication and collaboration skills, Academic Thinking and Decision Making course with critical thinking and problem solving, Information Technology course with information and communication technology skills.

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