Changing Thai for Communication Instructional Model to Enhance Communication and Collaboration Skills in 21st Century: Change for the Digital Age

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Abstract

General Education aims to enhance graduates' desirable attributes reflecting the identity of institutions come from their philosophy and mission as well as Thai Qualifications Framework for Higher Education. Content course should be emphasized on cultivating the academic covered sciences on human, society, and natural world. Important skills focused to help student's sustainable survival were communication and collaboration skills. If these had been integrated into the instruction using social media, it would help students get higher achievements. Thai for communication instructional model situated in General Education divided into the four areas of communication skill development: listening, speaking, reading, and writing. Each area is included five procedures of collaboration skill development: 1) Decision, 2) Plan, 3) Implementation, 4) Acknowledge, and 5) Evaluation.

Keywords: Thai for communication, Communication skill, Collaboration skill, 21st Century

Introduction

In the 21st century, communication and collaboration skills are pair of the important and essential ones to prepare students for the future. They are one of the skills of learning and innovation skills which are in the core of 21st century skills. Comparatively, it can be seen that the students need to use these skills for lifelong learning throughout their lives and to work creatively for worthy living in the work globe. Instruction will be designed for students to learn the skills on hand as they are not taught directly but held process to be learned (Panich, 2012). Another point worthy of consideration is the 21st century world need more extensive and profound collaboration skills than the earlier period as a result of the even more progressively digital and communication technology in accordance with Hanover Research (2011: online) has brought different needed skills for the 21st century life to synthesize and arrange the skills as frequency based on the concepts of individual organizations or agencies; the Partnership for 21st Century Skills, Tony Wagner's. Global Achievement Gap Seven Survival Skills, enGauge, Iowa Essential Concepts and Skills – 21st Century Skills, Connecticut Department of Education's 21st Century Skills and the Assessment and Teaching of 21st Century Skills (ATC21S) had conducted the concepts to apply and extend, they found all institutions mentioned collaboration as it firstly was the most important skill.

Collaboration will encourage students to have completed skills, support the performance to achieve objectives and get results along targets as well as is fundamental to self-development towards accountability. When the students involved in the collaboration, goals and objectives were determined together, communicate to share information with each other and although the number of students is less, they can work effectively, resulting in a more complete success (McCloskey & Mass, 1998). It is clear that collaboration makes students learn, share experiences, promote their knowledge and acquire expertise in various skills, for example, communication one.

Since the growth of Information and Communication Technology (ICT) makes people can get information and quickly communicate through a computer network for exchanging information between them; such as, texts, audio, images and moving pictures. This information exchange may be a real time communication or synchronous (communicate occurs simultaneously) and an asynchronous communication (communication occurs in different time) by using computer as a way to communicate effectively, this is the alternative choice of the recent instruction that enhance communication skill via computer which transmits content or support the management and communicate in courses. Information technology in the content transmit dimension is used instead of textbooks and students. The communication dimension is used to reduce time constraints in the encounter between teachers and students including other management.

This is chiefly seen when ICT has become a part of students' life and changed their behaviour in online world into a social network that is widely used throughout the continually computer technology development which is likely to become the primary medium for future people. Notice that senders can share any messages in various forms to online community or virtual community. People can get to know, exchange ideas, share experiences, connect in either direction, and has been expanded through a communication network via using Social media which is a communication model to reach people at all levels, therefore, if teachers could use

sources and tools of social media to support their own teaching, it would give learners access to resources and interact with teachers and other students comfortably like chatting with friends or online working together without any restrictions on time and place.

In general educational system, if considering instruction process, it had the elements and procedures like a communication process. That is teacher will act as a sender and student act as a receiver which requires media as a medium and instructional performance is measured by the quality and quantity of the students' behaviour change. In addition to combine with the technology improvement has made the communication process from one way communication with distinctly sender and receiver to the state of communications technology interacting with each other between related individuals more specifically, communication via social media turns the sender or the source and receiver to a Participant called Participatory communication. Another important point is with those students in a class or in social media are constructing more knowledge. Hence, Thai for communication course management in higher education aimed to provide students with knowledge as a tool for learning and communicating with others in daily life effectively should pave the basic knowledge of Thai language skills and use communication and collaboration skills to build higher knowledge for all profession of students.

An exception can be found in the fact that Thai for communication instructional problem is currently no study in Thailand to develop the educational model to enhance communication and collaboration skills on social media. Then, researcher aims to design and develop a Thai for communication instructional model based on participatory communication on social media to enhance communication and collaboration skills in the 21st century of undergraduates. This developed instructional model will be an important approach for Thai for communication teachers in switching their roles from senders to participants with learners through social media and teaches Thai for communication course to enhance communication and collaboration skills to meet the instruction in 21st century

Theoretical Framework

Participatory communication

Communication is a vital part of participation approach. If the development means to engage with people who want to get the most improvement, one needs to start from the actual needs or problems. These individuals must recognize their real needs and can inform their own real problems. Nevertheless, in a large level, these people cannot do because they are not seriously involved in the development for solutions (Servaes, Jacobson, & White, 1996). Participatory communication is a two-way communication in the information exchange by all parties can switch roles as "messengers" and "recipients" may be called "participants" through communication in various forms based on the foundation of opinion respect, mutual equality, and collaboration to bring about the conclusion of discussion to the decision-making process in various groups harmoniously (Wiboolyasarin, 2013)

Another key part of participatory communication is the process of sharing ideas, listen together, respect for others' ideas, awareness of rights and responsibilities of community members, including social issues analysis, information exchange, as well as the process to search approaches and decisions together based on the background information. Participatory communication of members in society will lead to public conscientization and learning process between them to contribute the development of appropriate social change and a consensus of the members in society.

Kaewthep (2004) discussed about participatory communication that owner will take the initiative to issue/problem in the first step. Then plans how to do or solve the problems in step two as well as proceeds the operations in step three, which will send a communications partner to participate. When completed, in step four and five, it will be the duty of the owner once again. In short, participatory communication process can be divided into five steps: 1) decision 2) plan 3) implementation 4) acknowledge and 5) evaluate.

Social media

Social media is a communication channel between senders and receivers using various applications on computer via the Internet network, combined with the use of Web 2.0 technology that allows users create and share content to other users in the nature of interaction between them and become a society on a virtual space.

Social media users can act as self- generated content editors and share them with other people freely; no need to be considered from individuals, or any organizations. This is different from traditional media that content must be checked before publishing, and production is done only the man passed a direct production training as well as also restrictions on the date and time.

We can classify social media into seven categories based on the characteristics of applications as follows: 1) Social network is to create a personal web page to communicate with friends and other people who may not know each other before. 2) Blog is an online journal to tell the story, experience, knowledge which other users are welcome to comment on the journal. 3) Wiki is to modify and share news or content and can edit them to be the most complete. 4) Podcast is to listen to the audio or watch video over the Internet provider. 5) Forum is a public space for users to comment on the issues arisen in society. 6) Content community is a website with content sharing based on unique characteristics of that community such as photos, videos, documents, and etc. 7) Micro- blogging is the integration between social networks with small blogs that users can inform information, change their status, activities to do at the time by limiting the amount words of not more than 140 characters

Communication and collaboration skills

World in the 21st century requires more extensive and profound communication and collaboration skills than the earlier period as a result of digital and communication technology. Communication and collaboration skills design should be set the target and methods (Panich, 2012) as following:

Target of communication skill: have a communicate skill clearly.
   - Compile ideas and views as well as to communicate as easily understood and has the ability to communicate both verbal and written, and non-verbal or written such as gestures, facial expressions.
   - Listen effectively comes from intention in communication to understand the means of attitude and intention values.
   - Use communication to achieve multiple goals, such as informing, motivating and persuading.
   - Communicate effectively in various environments, including multiple languages communications.
Target of collaboration skills: have a skill in collaborating with others.
   - Demonstrate the ability to work effectively and respect with diverse teams.
   - Show flexibility and compromise in order to achieve a common goal.

- Express a shared responsibility in the work to do together as a team and appreciate the role of the other members in team.
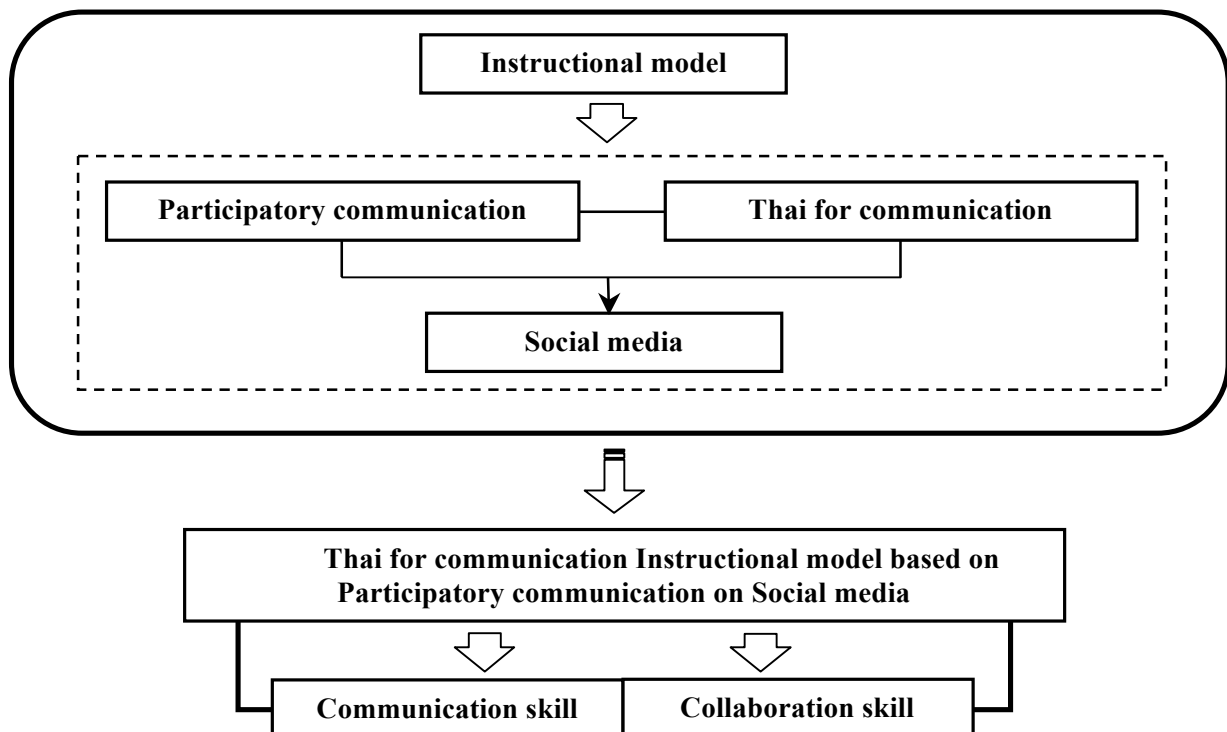
Enhancing communication and collaboration skills includes the key approaches as follows: operation plan, ability to communicate and share ideas during the operation, and ability to collaborate with others. By the same token, to prepare a plan for operation, student will be required to participate in the collaboration planning, and can follow the created plan strictly. For communication skill between collaboration, students can post principled and reasonably comments while one can accept other opinions. For collaboration skill, students accept the group's consensus and are able to perform the duties assigned willingly and capably.

Thai for communication

Thai for communication course is one in language subject group within General Education that freshman year undergraduate students of every university in Thailand must enroll to prepare for them to use as a base in the quest for knowledge at a higher level, also practice various communication skills, included listening, speaking, reading and writing to students as a tool for educational purposes along with adapting to the real life. Looking for many Thai for communication course descriptions, it is obvious that the focal point of this course is to enhance communication skills in listening, speaking, reading and writing as a knowledge base for studying other subjects of each program.

Proposed Framework

From theoretical framework above, it can be proposed and shown below.

Results and Discussions

  The results from gathering and integrating theoretical framework of Thai for communication instructional model based on participatory communication on social media can be changed communication and collaboration activities in 21st century as detailed in Table 1.

Table 1 Procedures and activities of Thai for communication instructional model to enhance communication and collaboration skills in 21st century.

Thai for Communication	Procedure	Social media	Communication and collaboration activities
Listening	Decision	Forum	Students in each groups chooses interesting VDO clip to listen on "Youtube" together.
	Plan	Forum	Students in each groups plan the listening procedures and post example VDO clips on "Proboards"
	Implement	Content community	Students in each groups listen VDO clips in order on "Youtube" and make notes of what they got from listening on
	Acknowledge	Podcast	Students in each groups post audio files as notes on "Voicethread" and other student listen and comment
	Evaluation	Blog	Teacher evaluates students' activities by posting feedback on "Blogspot" of each group
Speaking	Decision	Content community	Students in each groups study how to speak from well-known speakers on "Youtube" and decide to choose their unique speaking.
	Plan	Blog	Teacher determines speaking topic for students to plan how to speak well on "Blogspot"
	Implement	Social network	Students practice their speaking with friends or teacher via "Skype"
	Acknowledge	Social network	Students take turn commenting towards friends' speaking via "Skype"
	Evaluation	Blog	Teacher evaluates students' activities by posting feedback on "Blogspot" of each group
Reading	Decision	Social network	Students in each groups read reading skill development on "Facebook" that teacher created, then decide to choose e-Book that is consistent with the guidelines development.
	Plan	Content community	Students plan and search interesting e-Books on "Issuu".
	Implement	Content community	Students read e-Books on "Issuu" together.
	Acknowledge	Blog	Students make notes of what they got from reading on "Blogspot"
	Evaluation	Blog	Teacher evaluates students' activities by posting feedback on Blogspot of each group
Writing	Decision	Content community	Students in each groups search and decide to choose good written works on "Issuu"
	Plan	Forum	Students in each groups brainstorm to plan how to create written works on "Proboards"
	Implement	Wiki	Students in each groups create group written works on

			"PBWorks"
	Acknowledge	Wiki	Students in other groups comment towards their group written works on "PBWorks"
	Evaluation	Blog	Teacher evaluates students' activities by posting feedback on "Blogspot" of each group

Communication and collaboration activities in the 21st century, teachers should divide the class into groups and identify the role of each student towards their own group and practice them to learn using social media for all types since the first period of instruction. For Thai for communication learning management in Thailand would take sixteen weeks per semester, development on each skill, it should take four weeks per skills. Emphasis on communication and collaboration between student and student within the group and outside the group as well as students and teacher, teacher can customize the Thai language content to develop language skills focused the given instructional model above.

Conclusions

Course content is important but not sufficient for learning to live in the 21st century. Current content or subject matter learning should be learned from research of students, teacher will recommend and design activities that allow each student evaluate their own learning progress as appropriate courses in the 21st century. Therefore, learning in the 21st century must transcend subject matter to learn "21st Century Skills" that teachers need to design learning and facilitate learning for the students to learn from the active class, and then learning takes place within students' mind and brain.

This developed instructional model will help students enhance communication and collaboration skills in the 21st century which is the guideline for the 21st century teacher who will transform their traditional instruction to the digital age in order to develop students' skills to have living skills and they have enough potential to compete in the labour market. Especially, when students enhance communicate and collaboration skills, it can be ensured that they have certainly succeeded in personal life and work life in the 21st century.

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About Author

Dr.Watcharapol Wiboolyasarin was born in Bangkok, Thailand on September 4th, 1986. The author graduated from Ramkhamhaeng University, Thailand on October 2005, a Bachelor of Arts with a major in English and minor in mass communication and also from Chulalongkorn University, Thailand on March 2009, a Bachelor of Education (secondary education) with two majors in Thai language and educational technology (1st class honor degree). In 2010, Watcharapol received a Master of Arts in the field of teaching Thai as a foreign language from Srinakharinwirot University and continued a Doctor of Philosopher in the same year at Faculty of Education, Chulalongkorn University, Thailand. In 2013 Watcharapol has been titled a Ph.D. in the field of Educational technology and communications.
He worked as a Department Chair and a Full-time lecturer of Thai, Faculty of Humanities and Social Sciences, Suan Dusit Rajabhat University, Bangkok, Thailand since 2011. In some semesters, he has been invited as a Part-time Lecturer at Innovation Learning Centre, Srinakharinwirot University and Faculty of Arts, Panyapiwat Institute of Management, Thailand. Some relevant academic works are "Blended Instructional Model Based on Participatory Communication with Round Table Using Social Media to Enhance Creative Criticism Writing Ability for Undergraduate Students: A Synthesis and Proposed Model" (IJEEEE, vol.2 no.6 2012) and "Blended Problem-Based Instructional Model via Facebook Application on Mobile: Are You Ready for m-Learning?" (IJEEEE, vol.4 no.2 2014).