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Utilization of Thai Public Broadcasting Service's Learning Media to Develop Learning and Teaching Social Sciences Subjects

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ABSTRACT

Objectives of this qualitative research were to study a way to access and utilize learning media of Thai Public Broadcasting Service or Thai PBS and to develop learning and teaching Social Sciences subjects by using learning media. Data were collected by using In-depth Interview, Focus Group Discussion, Group Activities, Secondary Data Collecting and Observation. It was found that for the utilization of the public broadcasting's learning media, Thai Public Broadcasting Service as a producer or a broadcaster and School of Community Development, Chiang Mai Rajabhat University as a utilizer had to consider a concordance with Thai PBS's and the department's works as well as their needs. Their most significant roles and duties were to promote various forms of educations in order to extend the media's advantages to be used broadly. For the utilizer, the key parties were lecturers and students who chose the media relating to their needs in order to have interesting and a many kinds of learning. Moreover, the media could make the students clearer understand the contents of the subjects that were concrete. Then, they could share their own ideas, categorized the media by the contents of the TV programme to have suitable media. This led to guidelines for development learning and teaching 6 Social Sciences subjects. 5 informative, entertaining and news TV programmes of Thai PBS were chosen and these TV programmes were re-run on its website. To develop learning and teaching with the above media, many factors were considered like desired contents that correlating with the objective of the subjects, the suitable contents of the programmes, supportive facilities and equipment as well as continual activities to build up knowledge and understanding as using the media.

Keywords: public broadcasting, learning and teaching development, media access

Introduction

Public media is one of significant tools for human development in order to make them have knowledge and wisdom to consider some suitable alternative for their living because it is influenced by influential persons and state power less than commercial media. It is controlled by core values of production, broadcasting, administration and audition under democracy. In Thailand, this kind of media that is obviously seen is Thai Public Broadcasting Service (Thai PBS). It is valuable food for thought and public area for the people. It is also a device for defending the country's interests and its citizen's dignity (Wanwisa Khaokham, 2011). Unfortunately, the audience cannot reach this source of information because of programmes timetable and inconsistent programmes. This causes new contents of the media cannot provide its in-depth information, particularly, quality programmes relating social, community, cultural, political and administrative aspects. There are also educational and entertaining programmes for children and juvenile that support and their learning and knowledge without any violence, inappropriate language, discrimination, as well as

inappropriate sexual contents. Moreover, these programmes are presented theoretically in order to explain some phenomenon without any bias for consuming the data (Thai PBS's Audiences and Listeners Council, 2015; TDRI, 2007). The programmes are distinguished in its concepts representing generosity, discipline, interdependence, unity, conservation, moral, cooperation, living, dependence, devotion, social and cultural changes and its effects, interrelationship, and group procedure (Nisara Amornphan, 1991). If these programmes are adapted to be learning media, the learning and teaching will be lively, arouse learners to catch the contents, save time for explanation, and the learners can understand the lessons shortly and accurately. The learners can acquire more experiences via their sights and hearing (Mattana Thongyai, cited by Jarupat Wannarat, 1999). To choose the teaching media, its appropriateness with methods and budgets is considered (Pongsuk Khumpai, 2002). Its contents also should be investigated the accuracy, accordance between the contents and objectives, distinctness of language use and its priority (Tuangsang Na Nakorn, 2007). Teachers have to know sources of the teaching media and purposes of media application (Winyat Banglieng, 1997). To set learning and teaching activities, it has to be done relating the subject's objectives and characteristics of the contents respectively (Kidanan Malithong, 1988). Furthermore, the learning and teaching activities should be a variety of modern media and devices, the students should participate in assessment and it should focus on student-centered approach (Saowaluch Ruengsri, 2000). Also, Utilizing the teaching media can reduce time for teaching preparation while the teaching is more convenient and the students' achievement get higher score than learning without teaching media (The Institute for Technical Education Development, King Mongkut's University of Technology North Bangkok, 1993). This is also useful for learning and teaching and valuable for reutilization.

Purposes of the Study

- 1) to study an access and utilization of Thai Public Broadcasting Service's
- 2) learning media
- 3) to develop learning and teaching using learning media in Social Sciences subjects

Research Methodology

In this study a sample group was chosen with purposive sampling. The sample group is 5 lecturers and 200 students who registered in Community and Development, Thai Society and Philosophy of Sufficiency Economy, Social and Cultural Diversity, Knowledge Management in Community Development, Social Problems and Sustainable Development.

The research methodologies used in the study were 1) in-depth interview which used for interviewing 5 lecturers to investigate their pedagogies, how to choose video and their attitudes towards teaching media application; 2) focus group which set for the participants to find out their expectations for teaching and learning with the media and to review its gain; 3) learning and teaching activities which conducted for the students by watching the video with the indicated contents; 4) observations while attending conferences held by Thai Public Broadcasting Service and conducting learning and teaching activities, both participatory and non-participatory observations ; and 5) secondary data which were related documents and reports.

The research instruments included questions for the focus group with recorded notes and interviewing questionnaires to reflect the participants' thoughts and opinions towards the learning and the teaching.

Research Results

The research results could be divided into 2 main aspects that were contexts and a concordance of operation of a sector supporting utilization public media, and developing learning and teaching using public media.

1) Contexts and a Concordance of Operation of Section Supporting Utilization Public Media

The distinguished characteristics of Thai Public Broadcasting Service or Thai PBS were its justification, neutrality and correctness of the broadcast. Notably, the public could easily access its broadcast. Thai PBS also operated under the 2008 Broadcasting Act. This led its significant mission and role that was producing the high-quality programmes promoting knowledge and education. It also emphasized the public's cooperation in its operation as well as promoting the service and development for the society with the ignored target audiences.

Thai PBS also reflected a need to expand the audience base in order to strengthen the national education like producing the programme which built up new alternative educational management for community teachers and students, creating a space for improving life skills for children and juveniles in order to face some problems, training teachers and students to reutilized the Thai PBS's programmes and developing Thai PBS to be a learning source for the students and their parents.

A sector which was responsible for Social Sciences subjects was Department of Community Development, Faculty of Humanities and Social Sciences. Its responsibilities were teaching and managing the subjects following Thai Qualifications Framework for Higher Education or TQF. During a period of conducting this research, there were Community and Development, Thai Society and Philosophy of Sufficiency Economy, Social and Cultural Diversities, Knowledge Management in Community Development, Social Problems and Sustainable Development providing for the students. These subjects were all lecturing subjects aiming the students able to analyze and understand social phenomenon. The subjects were indicated the video as the learning and teaching media in order to build up the learners' understanding.

Furthermore, it was also found these teachers did not indicate any reliable media that were specific for all subjects. This reflected their needs for suitable and qualified media which were easy to access and it was a benefit for learning and teaching in the same time. The learners also expressed their needs for various videos. From the above needs and operations, it was revealed that the needs and operations harmonized with Thai PBS needs that was expanding the utilization of its media by rebroadcasting as same as the needs of the teachers and the students who would like to reutilize the media.

2) Developing Learning and Teaching Using Public Media

Media access and teaching media development included:

Producers' Screening Programmes. A process of programmes screening started from proposing a programme into a strategy of contents screening. Then, the programme was screened by screening programmes subcommittee and it was passed to choosing programmes subcommittee. For informative and entertaining programmes, it had to indicate its objectives which were responding public value in an aspect of community and environmental rights and resources; justified and democratic society; political community and corruption; media literacy; providing knowledge in many sciences; life skills, living and occupations; understanding and respecting in cultural, ethnical and sexual diversities; arts and culture; creativity, aesthetics and imagination; social power development for qualified and moral society.

Building up Understanding and Choosing Learning and Teaching Media of Utilizers. According to the study, it was revealed that the teachers required 2 main categories as follows: a) an entertaining programme was a programme that pleasantly presented information and knowledge to the audiences without any boredom; b) an informative programme was a programme aimed to develop quality of lives such as consumer protection documentary; general knowledge; agricultural programme; exercising, health and recreation; philosophy and religions; sexual understanding; underprivileged; and social organizations and sectors.

To choose suitable programmes, the teachers exchanged and shared their ideas to search programmes and there were 2 programmes that were entertaining programs and informative programmes. These consisted of 20 subprogrammes. Finally, it was concluded that the subprogrammes that its contents conformed to the lessons and objectives of the subjects were 5 informative programmes which were Kin Yu Kue, Klang Muang, Doo Hai Roo, Polmuang Khao and Lor Len Loke. These 5 programmes composed of many parts and the teachers had to review the parts that were in line with the lessons and made the students understand the contents of the lessons clearly. Below is a table indicating the concordance of the contents of the programmes and the objectives of the subjects; and how to utilize:

No.	Characteristics of the programmes	Parts	Contents of the subjects/utilization
1.	Kin Yu Kue : was a programme that used foods to be a medium telling stories of lives, living, arts and culture, conserving different local and communities' culture and foods concealing positive point of views and values towards oneself and society . The programme also presented that each dish could tell different origin.	Akha's Supermarket: described contexts of forestry areas on Mae Salong mountains, Chiang Rai where was a habitat of Akha who were bounded with the forest and it was like their markets for foods and medicines.	Thai Society and Philosophy of Sufficiency Economy: its objectives were to make the students understand and acquire knowledge of Thai culture, Thai wisdom and awareness, cultural and social changes and to analyze Thai social problems and could apply a cultural process and Thai wisdom to solve the problems efficiently. : watch the video in order to conclude the subject's overview and integrate the Philosophy of Sufficiency Economy with Thai Society.
		Eat and Live Understandably: presented understanding and natural principles for human and other livings living together systematically.	Community and Development: its objective was to provide fundamental knowledge on community development applying concepts, principles and methods of the community development with the community and the students themselves. : watch the video to conclude the subject's overview in order to integrate the process of community development with the practice.

2.	Polmuang Khao: presented news on changes so that the audiences could learn some changes in different point of views	Roles of students: explained social movement of university movements and people who were treated iniquity.	Social and Cultural Diversities: its objectives were to make the students understand and acquire knowledge of diversities of modern social and cultural phenomenon and apply the knowledge to their daily live. : the video used to explain relating lessons thoroughly and academically.
3.	Doo Hai Roo: presented Japanese society, ways of life, arts, culture and modern technologies and how it deal with obstacles applying tips and skills to their daily lives.	Eco town : presented a protection of nature for sustainable development in a city nearby industrial areas	Sustainable Development: the students were aimed to understand a model of sustainable development in both Thai and global social contexts and they could implement this knowledge of sustainable development with their further work. : the video used to explain relating lessons thoroughly and presenting the concrete information .
4.	Klang Muang: was a documentary focusing on many social aspects and presented a way of urbanization that could not separate from the locality, explained with academic approach.	Interchange: was to present difference and discrimination of homosexual	Social Problems: the students were aimed to understand the social problems, have good attitudes towards the society, aware the importance of cooperation, protection and solution of the social problems. : the video used to explain relating lessons thoroughly and presenting the concrete information.
5.	Lor Len Loke: was a travelling programme including talks with famous persons in many professions in order to convey dignity of handicapped (its host was also handicapped). Moreover, it presented social, cultural, economic, and arts aspects.	Dialogue, wisdom and minds: was to present principles and methods of transcribing the knowledge via creative talks.	Knowledge Management in Community Development: the students were aimed to understand a procedure of knowledge management and apply it with the contexts of the community. : the video used to explain the dialogue and transcribing knowledge thoroughly.

However, the study revealed that the teachers of these subjects stating concepts and preliminary understanding of the utilization of the media. After that there were continuous activities such as discussions, group activities and further explanation pointing out the importance of the contents and integration of the contents of the media and the ideas.

Conclusion and Discussion

Developing the learning and teaching with the utilization of the public media caused the learners be interested in and would like to using these media continually because it could be understand increasingly. This was equivalent to Mattana Thongyai's study (cited by Jarupat Wannarat, 2008) that stated that the teaching media could stimulate the students to monitor the contents and the students could understand the lessons accurately and rapidly; and could gain more experiences. Furthermore, referring the studies of Pongsuk Khumpai (2002), Toungsang Na Nakorn (2007) and Winyat Banglieng (2003), it noted that to select the teaching media, the teachers had to consider the relating of the contents, the objectives, clarified language, decided priority and purposes of the utilization. As the results of this research found that in media selection, the teachers decided with the subject's objectives and contents, which process of the lessons was required the media. Also, the students reflected the chosen media in this research were ordered to be easy to understand.

Finally, for the teachers, it was revealed that the learning and teaching with the utilization of Thai PBS media could decrease the time for teaching preparation in order to searching for case studies. They also could communicate with the students effortlessly. This was in line with the study of The Institute for Technical Education Development, King Mongkut's University of Technology North Bangkok (1993) which noted that the teaching media was convenient for the teachers in terms of the teaching preparation and the instruction.

Suggestions

1) The media should be evaluated by the teachers and the students with proper indicators following course syllabuses. 2) The teachers should usually search for updated contents because the public media has normally rescheduled and changed its patterns. 3) The teachers should have the good accepting and attitude towards the media because they are the ones who could utilize the media regularly.

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