

Research Title	BLENDED INSTRUCTIONAL MODEL BASED ON PARTICIPATORY COMMUNICATION APPROACH ON SOCIAL MEDIA FOR UNDERGRADUATE STUDENTS
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The purposes of the research were 1) to study the elements and states of a blended instructional model based on participatory communication approach on social media for undergraduate students, and 2) to develop the blended instructional model based on participatory communication approach on social media for undergraduate students. Using a purposive sampling method, a sample population was obtained from two sections Thai for Communication (course number 1500117), a freshmen course at Suan Dusit Rajabhat University, during the first semester of 2014 academic year. Research instruments utilized during the study included 1) a prototype of blended instructional model based on participatory communication approach on social media for undergraduate students, 2) an activity plan of blended instruction based on participatory communication on social media, 3) an interview form addressing the current states, problem, obstacles, and suggestions for Thai for communication courses in higher education, 4) a questionnaire assessing undergraduate students' opinions towards the lecturer's instruction and the general states in the Thai for communication courses in higher education, 5) an observation form of communicative and collaborative behaviors on social media, 6) a communicative and collaborative work evaluation form, and 7) a pre and post self-assessment form for measuring communication and collaboration skills in the 21st century. This study used a research and development methodology. Statistical analysis of the data included percentage, mean, standard deviation, descriptive analyses, a dependant t-test, a one-way ANOVA, a Spearman's rank correlation coefficient.

The results obtained from this research suggest that a blended instructional model based on participatory communication on social media for undergraduate students consists of seven key elements: social media, students, lecturers, course contents, contents, instructional activities, teaching methods, and evaluation. Furthermore this model is composed of five main stages: selection, planning, operation, acknowledgment and editing, and evaluation. In this study the experiment 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.