The Case Study of The Thailand Pomelo-Based Learning Model to Improve Students' Learning Experience

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Abstract
This research aimed to study the effect of the project-based learning (PBL) approach to students' learning experience by developing the Thailand pomelo-based learning model. The methodology used in this project is participatory communication. Participants in the research process selected by using the purposive sampling technique consisted of three main sample groups: the academic team and the student team from the Communication Arts program, the faculty of Management Sciences at Phranakhon Rajabhat University, and the community team in the Rai Khing municipality and its community philosopher. This research project can identify the pomelo-based learning model with the real pomelo fruit. The whole pomelo shows the research utilization of the TRF research database. The base of the pomelo in each layer that surrounds the fruit means engaging and supporting the allies. The pulp is divided into circularly arranged lobes; therefore, it means that each student should be put into small groups to produce the media based on the assigned project and to adjust the students' roles. Finally, the stems and leaves are attached to the fruit, meaning learning from real life in the local community context. The results showed that the Thailand pomelo-based learning model helped to improve students' community media production skills. All students in small groups can produce the media based on the assigned project in their real-life situations. Students' learning experiences and outcomes were also enhanced through this PBL approach.

Keywords: Thailand, pomelo-based learning model, PBL
Introduction

The Thailand Research Fund (TRF) is a national organization in Thailand that has a mission to support research that fosters knowledge, policies, and innovation and develops researchers, research systems, and research organizations. TRF’s primary role is to assist in the development of researchers and research-based knowledge through making research grants and assisting with research management. TRF does not itself conduct and research. The results of this research include the creation of new academic knowledge. To make sure that knowledge is beneficial to genuine and sustainable development, the TRF has extended its focus to the management of research utilization.

Communication is an essential mechanism in disseminating research results in utilizing the research of the TRF. The communication of knowledge was brought forth from research with the Institute of Communication Arts, which was founded by the TRF itself through a project named "Communication for the Utilization of Research in Communities and Areas." (Eiamrerai, 2015)

This communication process is consistent with teaching in the 21st century, especially regarding PBL or problem-based learning. Problem-based learning (PBL) can transform a regular classroom into a thinking classroom. It affects the development of students' abilities and skills as well as the stimulation of knowledge. The researcher found the contribution of this teaching through the research entitled "A potential developing process of communication arts students after changing normal classroom for thinking room" (Roonkaseam, 2014).

The study of "the case study of the Thailand pomelo-based learning model to improve student's learning experience" may show that all the TRF's research will be used in the target areas and in the development of learning processes and outcomes in the field of communication.

The phrase "pomelo-based learning" is derived from "zombie-based learning" from the work of Standards-based Geography Curriculum... with Zombies, initially designed by David Hunter of Minnesota High School. To be able to escape these zombies, it is necessary to use the skills of reading city plans or state maps or to have knowledge of geography. (Zombie-Based Learning, 2018)

After reviewing the research supported by TRF, the researchers found that research on the pomelo shows that communication will play an important role. By integrating it with problem-based learning (PBL) in the classroom, the TRF's research results will be disseminated in the target areas to the users for the utilization and development of learning in the field of communication arts in the academic area. In this research, "The Case Study of the Thailand Pomelo-Based Learning Model to Improve Students' Learning Experience," the researcher focuses on the pomelo-based learning model to teach the process of community communication.
Objective

This research aimed to study the effect of the project-based learning (PBL) approach to students' learning experience by developing the Thailand pomelo-based learning model.

Research methodology

The methodology used in this project is participatory communication. Participants in the research process were selected by using the purposive sampling technique and consisted of three main sample groups: an academic team and a student team from the communication arts program, faculty of management sciences, Phranakhon Rajabhat University, and the community team in Rai Khing municipality and the community philosopher.

For the role of the academic team, the community team and student team are as follows:
1. Become a research team to communicate research results.
2. Jointly develop, design, and improve research processes.
3. Create research tools and collect research data.
4. Select stakeholder groups and advocacy groups to work together.
5. Contribute to the data and review the information obtained in the research.
6. Benefit from the communication of research results.

Conclusion

The main conclusions of the research "The Case Study of the Thailand Pomelo-Based Learning Model to Improve Students' Learning Experience" are the following:

(1) Pomelo-problem based learning
Concerning the learning process in communication arts, we can use participatory teaching methods in the target area through the "pomelo-based learning model." It is Integrated with other subjects of the communication arts faculty at Phranakhon Rajabhat University with the lecturers' meeting on task assignments and inserting knowledge into the goals of each subject.

The PBL starts with the introduction of integrated learning methods with the TRF's research. Then, subjects are divided into subgroups of students for the "pomelo model" media project.

The students must explore the problem of communities together with a media type and the target audience of each media type. Before the production process ensues, it must be carried out by empowering the students to be community communicators. Then, it will go through the publishing process via the exhibition and evaluation of the media and the teaching process.

(2) The Thailand pomelo-based learning model
Comparing the pomelo-based learning model to the real pomelo fruit is done as follows:
• The comparison of the pomelo fruit with the use of research on the problem of this fruit is the basis of this research because it aims to integrate learning about the real situation with the classroom. The results from the implementation of the project can communicate knowledge from research. In addition to being useful in communicating research to benefit the local community, it also affects the students in the field of communication studies.

• The peel in each layer means to mobilize, engage, and support allies. The model is relevant and linked to a wide range of partners or stakeholders, especially teachers from each related subject since the student requires all the relevant knowledge and experience to produce media. In addition to mobilizing the participation of lecturers in each of the related subjects, it must mobilize the participation of other sectors involved, such as the community of the beneficiaries of TRF research.

• The pomelo fruit is divided into circular petals. This means that each learner is a small group in the production of media based on the assigned project and the role of the learner in learning from the real space.

Figure 1: Learning from the real space: Community lab.

Then, the process of producing the media must also be based on participatory work and the analysis of the information, problems, and needs of the target audience. The students have used the community diary and the community philosophy and production calendar to collect all the information. There are various types of media, including infographics, books, pop-up cards, poster, radio, and video clips. Once media has been produced, it must be disseminated and evaluated by the target audience and must be publicly available through online communication channels.
Figure 2: The student’s media production: the series of poster comment for Line application.

Figure 3: The student’s media production: the story of Mr. Ubol and his pomelo.

- The stems and leaves of the pomelo that are attached to the fruit are meant to teach about the real conditions in the local community. In this project, students need to explore and analyze the needs of target groups and the context of community media in real situations.

Not only does learning from real contexts benefit the communication of the knowledge of TRF's research to benefit the community, but at the same time, learning and sharing of experiences in the area also leads to the self-improvement of students and of the classroom management skills of the lecturer.

(3) The effect of project-based learning (PBL) approach on students' learning experience
The above results suggest that the Thailand pomelo-based learning model has a significant effect on the student. The feedback collected from students was positive, with more knowledgeable, enjoyed learning, acquired problem-solving skills,
communication management skills, understanding of community media production concepts.

Suggestions

1. Future research should use experimental research to compare results between quantitative and qualitative research.

2. It should be noted that the researcher should be very aware of what community is involved in the learning process.

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