RESHAPING COMMUNICATION

ARTS CURRICULUM FOR

SIAM UNIVERSITY

By

URAPHEN TRIYANGKUL

Bachelor of Arts
Chulalongkorn University
Bangkok, Thailand
1988

Master of Arts
Chulalongkorn University
Bangkok, Thailand
1992

Submitted to the faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
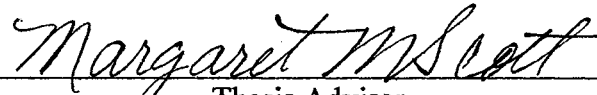the requirements for
the Degree of
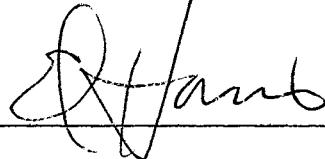DOCTOR OF EDUCATION
December, 2002

RESHAPING COMMUNICATION

ARTS CURRICULUM FOR
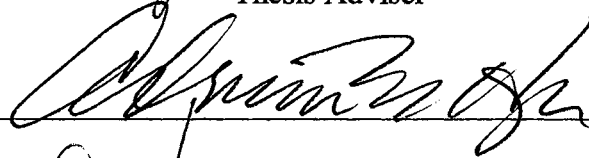
SIAM UNIVERSITY

Thesis Approved:

_____
Thesis Adviser

_____

_____

_____

_____
Dean of the Graduate College

ACKNOWLEDGEMENTS

"Men work together," I told him from the heart.

"Whether they work together or apart."

-Robert Frost-

I would also like to thank Mr. Prathan Rangsimaporn, Dean, Dr. Chamnong Vibulsri, Present Dean, Mr. Pornpong Wongboonpaeng, Assistance to the Dean, all staff and students in the Faculty. Miss Jaruporn Lertphisunh, my most dedicated friend, Mrs. Pranida Dhitivara, my English Language nurse, and my friends at Stillwater. Without their love and support, this dissertation would be the only "building a castle in the air." I give many thanks and a thousand kisses to Mom and Dad, my beloved husband, and family.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

Introduction

The recent world conference on higher education in the twenty-first century, conducted by UNESCO, stated that universities need to understand the forces of globalization that are affecting employment internationally, nationally, and regionally. Besides, universities act as the providers of human resources to the industry and occupational market, in terms of courses and skills required. Not surprisingly, present universities must be good at "know-what" and "know-why" aspects of education in relation on regional or local development (1998, October 5-9). As expressed in the ASAIHL-Thailand Conference in Bangkok (2001, July 20), higher education is considered an essential factor for the national development towards modernization. The role of the university is vital in promoting higher education to meet the changing world.

Besides the impact of globalization, the advance in information technology (IT) is the key reinforcement on the revolution of learning method. With the rapid growth in freedom of education, each country can expand its educational services to other countries without any barriers. Thus, the competition in the educational market is becoming more intense. Our educational policy makers themselves still misunderstand the appropriation and consistency between current curricula and social situation, including the graduates' potentials to use their knowledge and abilities to develop themselves and society (Kaewdang, 1999). For instance, the Ministry of Education, in its direction and trend of the curriculum process based upon the 1999 National Education Act design, claims that the existing curriculum process has not been fully accomplished because the skills and abilities contained in the content cannot be applied to real life situations.

1

As referred to in the 1999 Act, faculty should adopt some new values praised in Thai society, such as emotions, lifestyles of the new generation, moral values of industrial and informative society, including duties and responsibilities for mankind. Currently, Thai public and private universities have become aware of the global concepts and visions as they reconstruct the curriculum and put more effort to the development of instructing methods.

To develop human resources in the Communication Arts field during the twenty-first century, the curriculum needs to be more suitable to social situations (National Education Act Guidelines, 1999). Having curriculum changed or improved is a very sensitive task. First, we must do a micro research accompanied with macro study in order to analyze the current curriculum contents that will correspond to the social contexts. In doing this, the change is not merely based on the curriculum policy makers or designers, but also on every stakeholder in the field. For instance, the Unit 29 of the 1999 Act indicates that for stakeholders to strengthen society, a cooperation among institutions, families, social organization, local organization, private organization, religious groups, and other organizations must exist.

Siam University is concerned with processing qualified graduates who are ready to apply knowledge and skills in real situations, to be the essential resources that are highly demanded in society. Most importantly, Siam University conforms to the current Economic and Social Development Plan (1997-2001) that emphasizes an effective and efficient human resource development. The increase in quality of knowledge and skills of human resource will enhance the level of economic and social development (National Economic and Social Development Committee Office, 1999). There are three main

aspects in producing competent graduates that meet the standard not only of the university, but also of both public and private organizations. These aspects are enrolling students must be qualified for the field of study, the creation and development of the program must enhance the knowledge and skills of the students, and educational process must be applicable to the content and suitable to each group of students. In regards to the development of the program, Siam University has gathered the curriculum-design committee from various fields of study to reconstruct the foundation of the program that will correspond to the development process as mentioned above. This program educates learners on how to adapt their knowledge in real life. Such knowledge includes intellectual property rights, human relations, family planning method, practical music, human and environment, computerized skills, and other basic public relations. The new program has been enforced on the opening academic year 2001.

As a result of social changes in the past four decades, Thai education faces both a crisis in quality and efficiency. The economic crisis directly affects the finance of the institution and requires them to change higher tuition fees, which affects learners financially. In the case of Siam University, there is a decline in the number of enrolling students because the students cannot afford the tuition fee by reason of their economic problems. The second crisis is that institutions are unable to provide genuine knowledge. Even though there are a growing number of graduates, there are fewer experts, analysts, and capable human resources in the organization because the quality of the program does not meet the educational standard (Bureau of Higher Education Standard, 2001).

The freedom of education is another crisis in institutions. There is free access to educational service in other countries, thus threatening the competitive status of the profit

organization like Siam University. Under such crisis, the faculty of Communication Arts, which is the subordinate of the Siam University, has attended the meeting with the central unit of the university to construct a plan on the educational program, resource maintenance, research and development, and marketing strategy. The faculty of Communication Arts has come up with a five-year plan (2001-2005) that will first focus on the development of the three general fields, which are advertising, public relations, and journalism. Then the department will expand into two new fields, mass production and broadcasting, in order to meet the future need.

As defined in the five-year plan, it is quite clear that the new curriculum and instruction system in the Communication Arts field of the Siam University are ready to be modified or elaborated for global change. All courses in the general education programs, core courses, and major courses are being revised so that they are appropriate to the current situations. These courses emphasize the learning of English, social studies, computer and information technologies. The new curriculum of Siam University will be constructed with the concern all stakeholders, including students, parents as financial supporters, employers, Siam University planners, and Communication Arts instructors. These are the expectations of all involved:

1. To broaden the learner's perspective and provide a more thorough understanding of the integration of theoretical knowledge and practical skills in the Communication Arts field in the Global Age.

2. To progress the learner from an academic world into the professional world so that the learner receives the prospect of being well educated for future career.

3. To advance the learner's skill that can be adapted to new technology of the Globalization era by providing intensive course activities and internship experiences.

4. To establish a full understanding and realization in the Communication Arts study of the twenty-first century that aims to serve the community and respond to societal need.

5. To build an intermediate character and personality of the learners in the Global Age.

(Monthly Conference of Communication Arts Curriculum Committee, July 29, 2001)

This research study is conducted under these inspirations. The present planners and decision-makers should look forward to bridging the gap between academic acceptance and pragmatic laypersons. The existing curricula are still focusing on a traditional style of theoretical learning rather than practical skills. Consequently, most of the graduates are prepared to be scholars but not ready to perform effectively in their future workplaces. The research on reshaping the curriculum will not only focus on the analysis of the existing Communication Arts program, but also to develop new curriculum patterns.

The Communication Arts Degree in Thailand

The structure of the Communication Arts curriculum is composed of three elements (Anwachsiriwong, 1990): General education provides deeper understanding of the society and environment. This is considered the foundation for the vocational courses, such as Social Science, Humanity, Thai language, English language, Mathematics, and Science, in the junior and senior year. The total credit requirement is

30 – 60 credits. <u>Vocational Education or Communication Arts Knowledge</u> provides

learners with knowledge and skills and increases their abilities theoretically and

practically. The total credit requirement is 48-148 hours. <u>Other alternative courses</u>

unrelated to the Communication Arts field support the knowledge of major courses.

There are three to eighteen elective courses from both inside and outside the faculty.

<u>Specific Characteristics of the Communication Arts Curriculum</u>

The subject of Communication Arts is very broad and covers all matters that are

impacted by mass media. Therefore, the Communication Arts specialists are expected to

have expertise in adapting knowledge for the use in mass media. Thus, the science of

Communication Arts is more likely to be a field of study rather than theory

(Pitipatanakhosit, 1991). As a result, The Communication Arts curriculum should be

flexibly managed in order to achieve the objective of producing qualified human resource

to the society (Research and Development Department of Chulalongkorn University,

1987).

<div align="center"><u>Statement of the Problem</u></div>

Traditionally, the concept of curriculum shaping in Thailand has been only from

our elders (university top administrative level and educator from government sector),

who have been designated as the key informant group. It is long believed that only the

graduates processed by this channel of production will be well prepared in both academic

knowledge and professional skill.

Recent research (Kopolkaai, 1998; Siriyuwasak, 1984) points out that even

though higher education in Thailand has been gradually developed by the Ministry of

University Affairs, the content of the current Communication Arts curricula does not

really correspond to human resource development required in this globalization. Therefore, shaping these curricula along the traditional way by the top-down planning mechanism at either the institutional or regional level will not be readily achieved any more. We must take other internal and external stakeholders, such as educational and training providers, employers, trade unions, economic development and labor market agencies, and individual instructors and students into consideration.

Understanding the role of one another and other factors that encourage or inhibit an institutional and regional engagement will provide a clearer view on the trend of the twenty-first century. Thus, reshaping the new Communication Arts curriculum of Siam University must link the competencies of knowledge, skills, and dispositions (opinions and attitudes) expressed by internal and external stakeholders. Besides, the impact of globalization, the information technology (IT) advance is the key reinforcement in the learning literacy revolution. Importantly, the gap between localization to globalization and Easternization to Westernization concept should be merged into this new curriculum. The Diamond Model (1997) provides a model through which to design this new curriculum.

Purpose of the Study

Identifying the need for curriculum change as prescribed by the Diamond Model (1997), defined below, is the preliminary stage for the reshaping of Communication Arts curriculum. The purpose of this study is to complete the sequence proposed by the Diamond model in attempts to offer a new design for Siam University's Communication Arts communication:

7

1. Identify the statement of need as indicated by internal and external stakeholders and distinguish their essential roles in shaping the new Siam University Communication Arts curriculum,

2. Determine the competencies (knowledge, skills, personality and dispositions) and procedures required for students, instructors, and communication classrooms as suggested by stakeholders and defined the Field of Knowledge

3. Provide a Statement of Goals

4. Identify the recommended reforms needed in the current Communication Arts program.

5. Offer a plan of implementation and assessment.

<u>Theoretical Framework</u>

The model of Diamond (figure 1) illustrates that the course and curriculum design should move from general to the specific, beginning with an assessment of need, a statement of goals, followed by design, implementation, assessment and revision of the course and curriculum (Diamond, 1997).
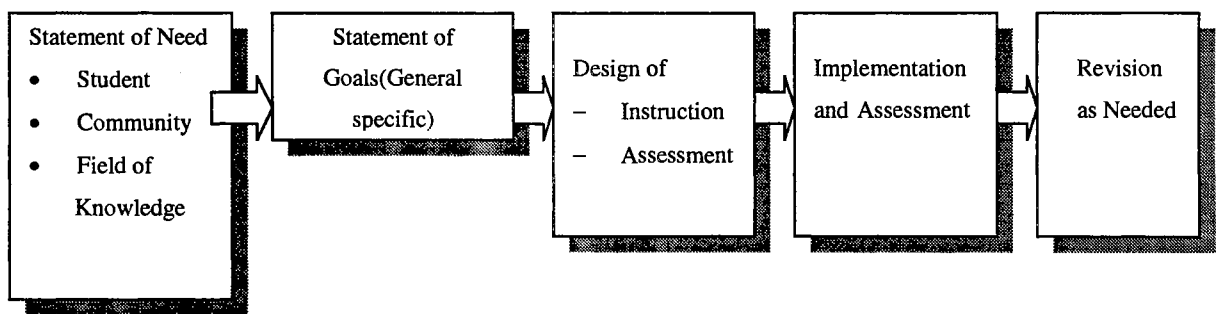
Figure 1. Diamond Model Basic Design Sequence

This research will apply this model with five steps of the basic curriculum design, which starts from examining statements of need from student, community, and field of

knowledge. The next step is to set statement of goals, and then to select the courses to be

taught in that curriculum including planning the teaching techniques. The final step is to

evaluate whether the curriculum is on the right track and will accomplish its objective.

<center>Significance of the Study</center>

Conducting this research is worthy. The new knowledge, paradigms, models, and

concepts from this doctoral program will be applied for reshaping the new

Communication Arts curriculum. Furthermore, the curriculum developed may be more

suitable to current situations because it is not merely based on the curriculum policy

makers or designers, but also on every stakeholder in the field.

Even though the result of this study will focus on the Communication Arts

curriculum of Siam University, its conceptualization can be generalized to other colleges

and universities. According to Diamond's model, most of universities hardly follow the

five steps as mentioned. This study will demonstrate both advantage and disadvantage of

these steps, including the new vision of curriculum shaping.

As mentioned in the theoretical framework, a framework for the future

Communication Arts curriculum development is offered in this study. The literature

review begins with the introduction of theories and concepts that are related to higher

education, which include mission, function, objective and policy of human development

that affect the curriculum development plan. The next part explores the relationship

between and significance of Thai and foreign Communication Arts curriculum. An

analysis of the current Communication Arts curriculum in Thailand is provided. Then the

study discusses the curriculum itself and also analyzes the internal and external factors

that should have an effect on decision-making process. This discussion leads to an

<center>9</center>

identification of needs, competencies, and reshaping of classroom procedures, including the desirable traits for Communication Arts graduates.

Reporting

Chapter Two reviews the literature and includes an analysis of the database of Thai current Communication Arts Curriculum. Chapter Three presents the research methodology. The research results will be presented and analyzed in Chapters Four and Five. Chapter Six includes a summary, conclusions, and recommendations for further study.

CHAPTER TWO

Review of Literature

Curriculum perspectives and frameworks for shaping and processing future

curricula in Communication Arts field guide this study. In this chapter, I introduce

theories and concepts related to higher education, including the mission statement and

human development policy that affects the curriculum design and development. Then, I

examine the idea of defining curricula and the internal or external factors that influence

decision making. These theories and concepts help me diagnose my findings. Next, I

review Thai and foreign Communication Arts curricula to further the research. Finally, I

analyze the current Communication Arts curriculum in Thailand.

Theories and Concepts related to Higher Education

All institutions, especially colleges and universities, are the main contributors of

human resources to the labor market (Monday et al., 1999). Molen (1996) suggests that

education in undergraduate level is the foundation of the body of knowledge for learners.

This body of knowledge is derived from three related approaches (see figure 2): the

transfer of knowledge from educators and textbooks, the application of theoretical

knowledge, and creativity (Molen, 1996).

Creation
(Research)

KNOWLEDGE

| **Transfer** | **Application** |
| **(Teaching, publication)** | **(consultant, parent-care)** |
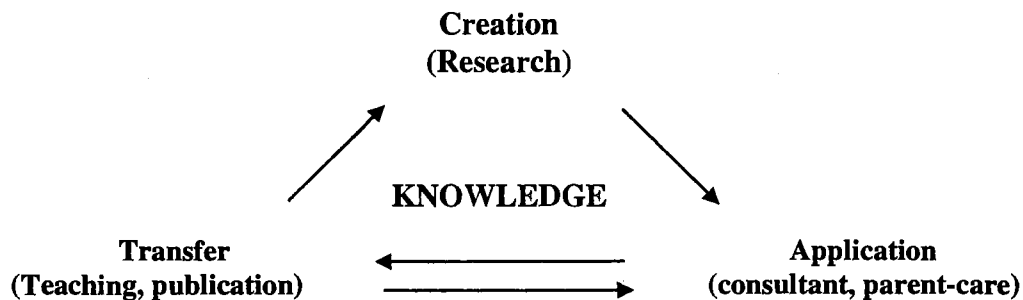
Figure 2. Creativity, Transfer, and Application (Molen, 1996)

Rojo (1996) adds that undergraduate institutions need to lay a good foundation of cultural and science knowledge to students, produce high performance professional human resources to support the country, and present professional work that advocates industrial development.

In Thailand, the aim and goal of institutions have been changed according to the development plan of undergraduate education level. The upcoming plan for next year, the Ninth Revision (2002-2006), considers society's suggestions as a main contributor of how to develop undergraduate education so as to correspond best to society's need. The objectives of this plan are to develop human resource to be highly proficient, effective, ethical, and harmonized, and to create a body of knowledge that is reliable and a strengthener of society. This plan aims to increase the educational standard of people, both in theoretical concepts and practical skills in order to develop the community, society, and country. Furthermore, those people should be qualified in many areas such as intellect, ethics, and discipline so as to better build their own works; hence, this will enhance the country's competitiveness. The aim and goal of institutions can be shown as follows:

1. To build competency of Thai students both in academic and vocational skills

2. To educate and train them in knowledge and skills that are useful to the development of the nation;

3. To enhance their intelligence, morality, ethics, disciplinary, consciousness in self-employment, initiation, and creativity;

4. To improve the administrative system and management of higher education both at the governmental and institutional levels so that schools are independent and have high efficiency and quality, and

5. To provide up to date material so that students encounter real economical, social, political, and technological situations.

Roles and Responsibility of the University

The university is a higher educational institute with functions and objectives based on the features of other higher educational institutes. The Office of National Educational Committee, Ministry of Education (1979) defines the major role of the university as a producer of human resources to fulfill society's demands. This role is also mentioned in every university's regulations. Additionally, the university must develop people with the goal of enhancing their intelligence, ethics, and knowledge in art, culture and tradition so that they can contribute to their lives and the lives of others. The next goal is to create prosperity, progression and dissemination of academic knowledge to the learners and society. The last is to nurture and carry on Thai art and culture, which is mandated by the National Education Act (see figure 3).
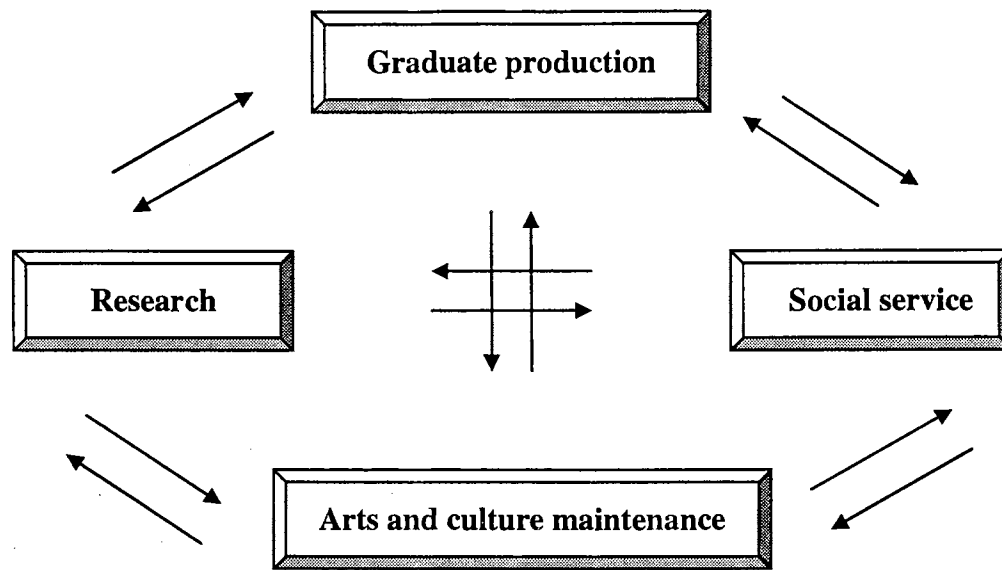
Figure 3. Roles Network of University in Thailand (Bawornsiri, 1998)

University and Production of Human Resources

Suggested by the objective and role of educational institution as mentioned above,

the most important role of the university is to produce competent graduates for society.

More importantly, the quality of the graduate is the key to success of all universities.

Bawornsiri (1998) explains that the role of the university is not only to provide

knowledge but also to develop graduates to be moral and ethical. As graduates from the

university, they should gain not only knowledge but also wisdom in order to judge what

is right and wrong and to cope with social norms. Suwanwala (1998) claims that

qualifications and personalities of graduates vary among universities depending on

universities' philosophies and objectives. In order to fulfill the demand of graduates in

the labor market, the university must consider the three factors that contribute to the

production of the graduates. The first factor is to select the right students for the

appropriate fields. Second, the curriculum must be in accordance with the objective of

the university. Finally, the university has to find teaching techniques that are appropriate for each subjects (Suwanwala, 1998).

<u>The Idea of Defining Curriculum and Internal/External Influences</u>

We define curriculum in a variety of ways. The understanding of what a curriculum should be depends on our educational priorities and principles. Every definition of curriculum rests on the way education is viewed. Hirst (1975) regards a curriculum as a program of activities designed to promote certain ends. In his view, these ends must include a liberal education, that is, the introduction of learners to the main modes of experience or forms of knowledge, which in his view, constitute human understanding. Satorn (1971) defines curriculum as a series of content units arranged in such a way that the learning of each unit may be accomplished as a single act, provided that the capabilities designed by specified prior units (in the sequence) have already been mastered by the learner. Stark and Lattuca(1997) summarize that most definitions include at least one and usually more of the following elements:

1.   A college program's mission, purpose, or collective expression of what is important for students to learn

2.   A set of experiences, or courses, that some authorities believe all students should have

3.   The set of courses students actually elect from those available

4.   The content of a specific discipline

5.   The time and credit frame in which the college provides education.

      (Stark, & Lowther, 1986)

15

In the study of different fields in Communication Arts, Anantasomboon (2000) claims the word "curriculum" is divided into five meanings. The first meaning of curriculum is the plan for the implementation or the written strategy to achieve goal. The second meaning relates to the learner's experience during the academic year, involving all experiences that occur both inside and outside the university. The third meaning refers to the system that links personnel to the process or the organization that is related to personnel or the process. The fourth meaning states that curriculum is the source of knowledge, including the institution and the body of knowledge, such as personal research, theory, and reasoning. The last meaning involves the content of academic subjects such as mathematics, science, history, etc.

Influences on Curriculum Reshaping

Shaping a curriculum is like shaping a house. Sowell (1996) in his School Based Curriculum Development and Teacher Education Policy, comments that teachers should be its innovators.

Conrad and Pratt (1983), in their model of curricula decision making, conclude that societal factors constitute a broad category of variables: the expressed and perceived needs of various publics, for example, industrial and business staffing needs, community educational needs, cultural needs, area, and regional economic needs or those emanating from the Department of Education or state coordinating boards and the constraints placed on institutions and their programs by various educational and professional certification agencies. Conrad and Pratt (1983) further state that institutional characteristics comprise yet another category of variables related to institutional missions or purposes: the physical and financial resources of an institution, its history, faculty resources,

16

governance structure, management capacity, adaptive capacity, and boundary exchange capacity. As might be expected, the specific nature of the variables under this heading fluctuates considerably across institutions. Student clientele or a culture represents a category of basically demographic variables, such as projected enrollment population, the average age of students, average working status of students, financial capabilities of students and/or their parents, previous academic preparation of students, predominant socioeconomic backgrounds of the student population, and perceived and expressed educational needs of students.

Figure 4 points out that these environmental variables are not only related to one another, but also have reciprocal relationships with the curriculum system.
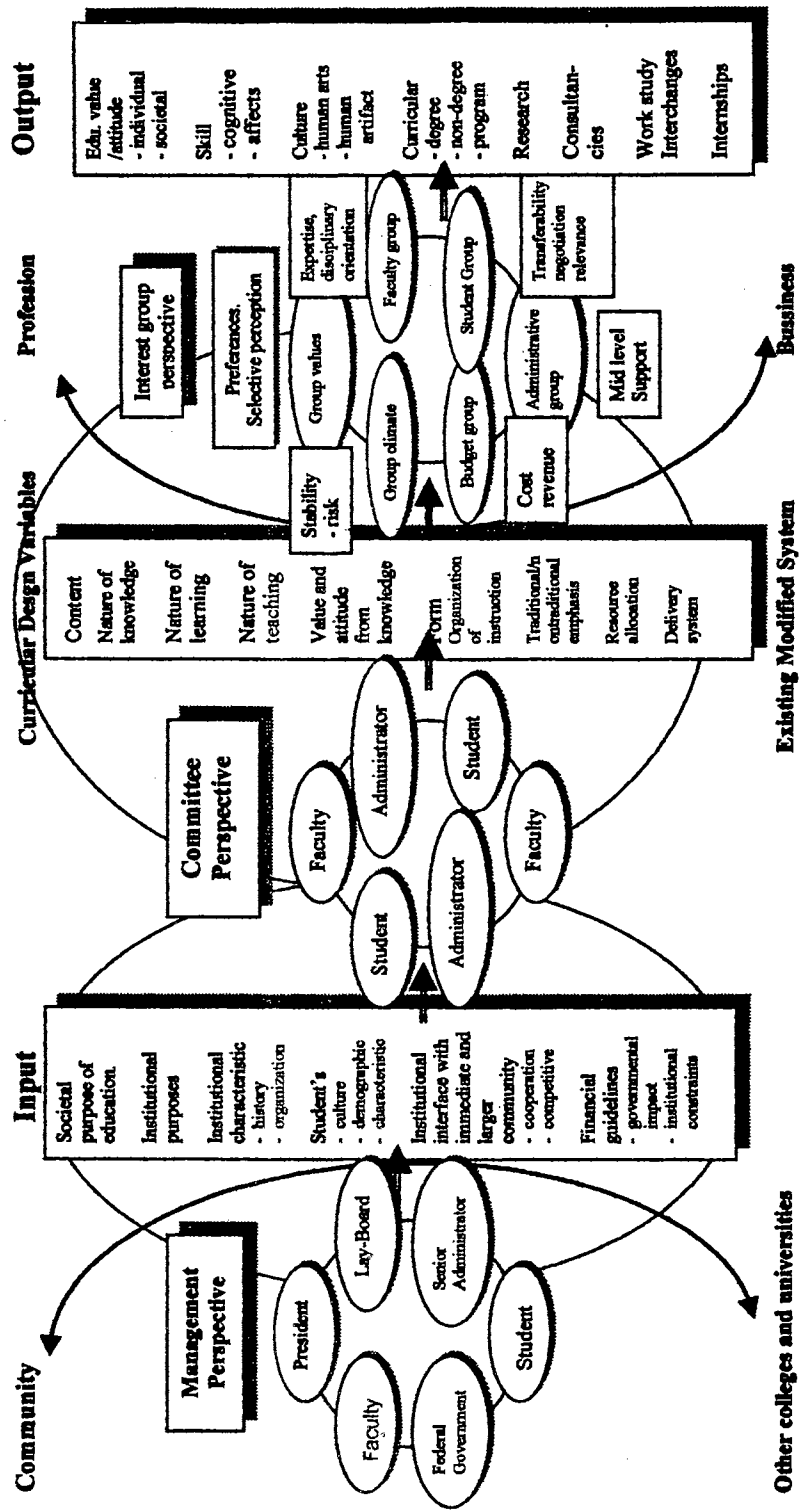
Figure 4. A Model of Curricular Decision-Making

Stark and Lattuca (1997) view the curriculum as an academic plan that expresses

learners' purposes. As they show in the Figure 5, learners are affected by influence

18

external to the college and university, including their earlier preparation, their goals, their future lives, and employment prospects and choices. For traditional-age learners who reside on campuses, influences from inside the college – faculty, other students, and missions of the programs in which they study – may be stronger than external influence during the college years.
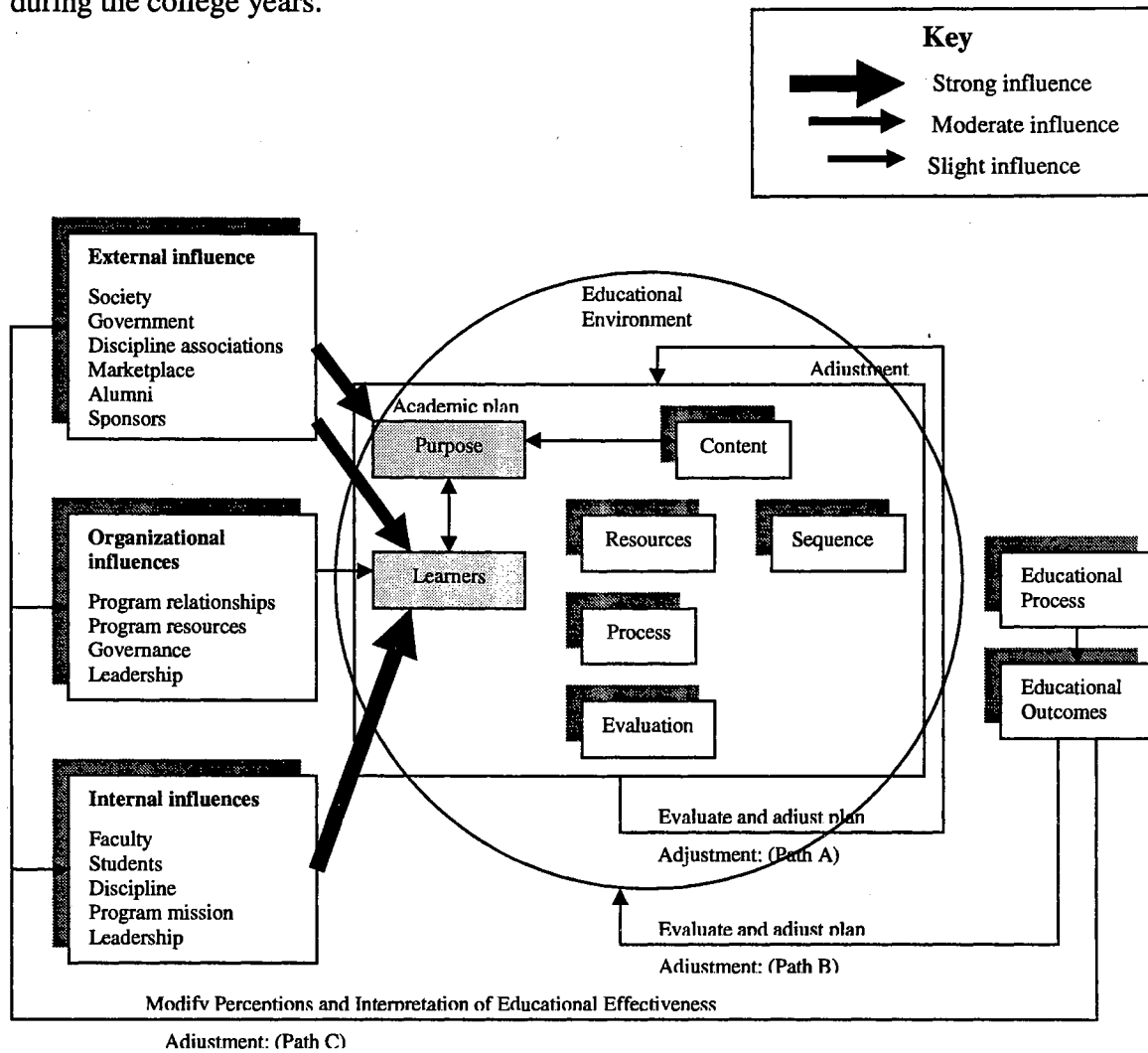
Figure 5. Academic Plans in Environmental Context: Focus on Learners and their Purposes

The Structure and Level of Curriculum

Curriculum Structure

Satorn (1971) states that basically curriculum structure has been divided by five major categories, which substantiate organizational curriculum. The first group follows the subject organization and focuses on studying subject by subject, such as Thai, mathematics, chemical, or physics. The committee of curriculum development would consider the quantity and quality of teaching. Decisions would be dominated by the cognitive domain and also would depend upon how much the learner is able to perceive. Nevertheless, this curriculum has some weak points in terms of the learner who lacks concern for his or her own initiative and enthusiasm.

The second group focuses on curriculum combining each subject under one main factor, for example geography, history, civil role, and morality are all classified as sociology. This group focuses more on performance than details. The third group models curriculum based on social processes and life functions, studies of our daily lives relevant to cultural and social participation. Presently, Siam University is adapting its curriculum, for instance, humanities and religion, family planning, personality, etc. The fourth group focuses curriculum on activity and experience. Learners must lead their own experience in that they study and resolve problems by themselves. The key here is that learners should select specific problems that they are interested in so as to be more effective. Generally, this kind of curriculum would be more suitable for primary level learners since it requires primarily experience to study. On the contrary, this curriculum might be difficult for adult learners, since they bring with them broader perspectives.

The last group enlists core curriculum, which has strict but range of knowledge combination and particularly focuses on learner needs and activity and life relevant implementation for studying. The core could have two meanings in itself. First, one might interpret it as curriculum restricted to relevant subjects to study. For example, history teachers cover Thai history in the Ayuddhaya era while mythology teachers teach in Ayuddhaya mythology. The second meaning could be a reference to study by gathering all subjects together, which might be based on curriculum boundaries.

The Form of the Curriculum

The arrangement of curriculum in undergraduate levels is somehow different from other educational levels. Sinlarut (1995) divides the arrangement of undergraduate curriculum into two forms. The first form accentuates the importance of relationships and sets humans as the main element. The field of study that arises from this form is highly associated with human relations such as the faculty of medical science, laws, and education. The second form does not interact with humans directly; this means it relates to humans in some part but not all. The curricula in this form will be connected with the content or expertise of the study field, such as the faculty of humanity, arts, and science, etc. The second form gives emphasis on the products of the curriculum, and it divides them into three classifications of curriculum:

1. General knowledge education that aims to develop learners to be responsible and ethical

2. Vocational knowledge that provides systematic training to learners to become professionals

3. Elective education that allows learners to take courses of their interests.

21

Levels of Curriculum

Sowell (1996) had divided curriculum development into four levels, which is based on curriculum duration with learners. The first level is societal. This curriculum can be designed by politicians, administrative agencies, or specialists who have the capacity for determining the objectives of the program, its goal, topic, time duration, and teaching implementation. The second level of development works at meeting the needs of the institution, or "explicit curriculum" is developed based on local community needs. The third level is instructional and involves curriculum planning for a teacher according to that institution's possibility, needs, or authorization. This type of curriculum has its own unique features for individual teachers. Thus, it is more effectively and suitably used in many classrooms. The last level concerns experiential curriculum.

The Curriculum Development Plan

There are five approaches in developing the curriculum: subject-matter approach, co-curriculum activities approach, child-centered approach, social-adjustment approach, or a synthesis of all approaches. Thailand tries to focus on the synthesis of approaches, but actually they are inclined towards the social-adjustment approach (Satorn, 1971). This is relative to the model of Diamond (1997), that states that the course and curriculum design should move from general to the specific where it begins with an assessment of need and a statement of goals then is followed by design, implementation, assessment and revision of the course and curriculum.

According to the four models of curricula planning, there are four steps to find the hub of the process, which starts from analyzing the framework of certain curriculum. The next step is to set the objective and goals of the curriculum, and then select the courses to

be taught in that curriculum including planning the teaching techniques. The final step is to evaluate whether the curriculum is on the right track and if it will accomplish its objective. As departments, schools, colleges, and universities under an external mandate to assess the quality of their academic programs are finding out, no matter where one begins the process, one will need to go back to the statement of need before developing a statement of goals on which assessment must be based. For example, to assess the program, designers will need to know where they are trying to go. And then based on this information, they will need to develop an assessment program that can help determine whether they are successful.

The model (see Figure 6), which Diamond first developed at the University of Miami in the early 1960s, has undergone a number of significant revisions, but its basic structure is unchanged. A large number of faculty and support staff has used it to design a broad range of courses and curricula. Users report that it is easily understood for its efficiency and effectiveness. The model is less complicated than most of its type and requires less time between inception and implementation than others. The costs involved are also less. In addition it can be used to design and implement courses, curricula, and other instructionally related projects such as workshops and seminars. The model has two basic phases: Project selection and design and Production, implementation, and evaluation.

Project Selection and Design

Phase 1

- **Basic Planning Inputs**
- (project-specific)
- – Field of knowledge
- – Student knowledge, attitudes, and priorities
- – Societal needs
- – Research
- – Educational priorities

- **Project and Specific Factors**
- Curriculum Projects
- – Accreditation requirements
- – Credit restrictions
- – Fiscal and staff constraints
- **Course Projects**
- – Goals
- – Time available (faculty)
- – Resources
- – Student factors
- – Related research
- – Grading and scheduling options

Project Selection
- – Establishing needs
- – Ensuring success

"Idea" Sequence

Operational Sequence

Phase 2

Production, Implementation, and Evaluation for Each Unit

Design Evaluation Instruments and Procedures

Determine Objective | Select Instructional Formats | Evaluation and Select Existing Materials | Produce and Field-test New and Evaluate Materials | Coordinate Logistics Implementation | Determine Objective

Figure 6. Process for Course and Curriculum Development.

Like most models, it is generally sequential, requiring that certain steps should be completed before others begin. However, the linear nature of the process is somewhat deceptive. Ideally, some actions must precede others, and certain decisions should not be made until all relevant facts are known. But in practice all the data may not be available

when an initial decision is required; information collected later may contradict earlier

data, suggesting a different decision; of those involved may, for a number of reasons,

wish to focus on an issue that is somewhat out of sequence. The model allows this

flexibility. Although the overall flow of the model is generally followed, the steps in the

model may overlap, as Figure 7 illustrates.
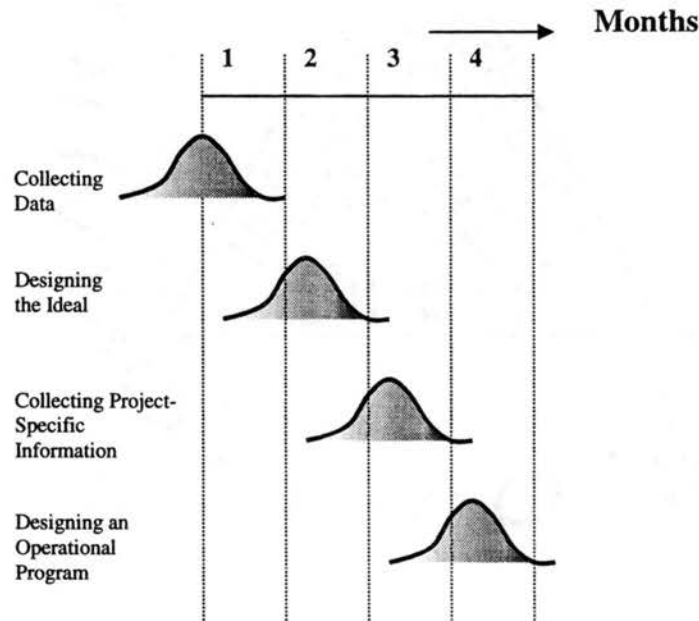
Figure 7. Work Flows by Time

Communication Arts Study Abroad

The research for development of Communication Arts curriculum begins with the

background of the curriculum that came from foreign countries in order to show the first

stage of the curriculum development. Then it compares theories and methods of teaching

in different countries to conclude that social, economic, and political factors can affect

the development of the curriculum. Furthermore, the research also analyzes the

advantages and disadvantages of educational development in these countries to develop

Thai Communication Arts. Since foreign countries have an impact on Thai education,

the information from the research can be used to guide the Communication Arts curriculum of Siam University.

Today, the Communication Arts curriculum in the U. S. focuses on three major factors in relation to learning imaginative, comprehensive in broadcast, and performance and intern working experience, and this is restricted by studying a total of 15 credits for minor subjects and selected subjects for 18 credits. The United States has commented that the Communication Arts study should be learned along with another fields because Communication Arts itself relates to every field. In Thailand's case, the study still focuses on only broadcast knowledge and technique.

Communication Arts Study in Western Europe Countries

Starting from post World War II, studying in Communication Arts has been a popular and interesting field. Germany is the one exploration country that had provided learning in Communication Arts field. Teaching and researching in terms of journalism had been conducted throughout World War II. Eventually, most Western countries had been interested in and therefore added it in their curriculum system. In England in 1960, Communication Arts study had been more famous and taking seriously course in making a film at the university of London in 1967, particularly by focusing on journalism teaching, then widespread more in mass media, broadcast, and television.

Communication Arts study aboard can be divided by political or social zones:

- The United State of America
- Western European countries
- Eastern European countries and Russia
- Asian countries

Communication Arts Study in the United States of America

Communication Arts has been studied and curriculum has been developed in the United States for over 100 years. By 1972, 41,691 students graduated with degrees in Communication Arts from American universities. 166 universities across the US offer Communication Arts courses.

Before 1960, the oldest curriculum in Communication Arts in the United States directly focused on the effects or influences of mass media based on studies of the second World War, in terms of performance and modern technology development. Later on, seriously more learn in thought and applying, as Saengurai (1982) stated. Master and doctoral programs, focused not only on the preparation of the students, but also disseminate knowledge outside the universities, Katzen (1975). In 1960, the US increasingly focused on students' needs, not just to labor market or the mass media business.

Currently, the Communication Arts curriculum in the US focuses on three major factors: comprehension of the fundamentals of Communication Arts, training in, and practice of Communication Arts skills within the university, and external internship and experiences. This is restricted to study of only 15 credits for minor subjects and 18 credits of selected subjects. Further, the US is planning to develop curriculum in Communication Arts, leading to double degrees. A graduate would obtain two degrees at the same time. The US is also considering that the Communication Arts study may be learned along with other fields, because Communication Arts itself relates to every field.

Communication Arts Study in Western European Countries

Starting from post Second World War, the Communication Arts study has been increasingly popular in Western European countries. Germany is one of the exploration countries that provided the Communication Arts study. Journalism was taught and researched throughout the Second World War. Eventually, most Western countries had been interested in the Communication Arts field and added it in their curriculum process. In 1967, England opened a film production course at the University of London, particularly its Communication Arts field was focused on the journalism instruction. Later on, the mass media courses in terms of broadcasting and television production were established.

Some British and European educators such as Kurt Lewin, Paul Lazarfeld, and Theodore Adorno who received the government scholarship of the Communication Arts study, were representatives of the next generation. The Communication Arts curriculum in Western European Countries is similar to that of the United States, which concentrated on the mass media functions and five models of Wilbur Schramm; who, what, when, where and why (Roger, 1994).

Communication Arts Study in Eastern European Countries and Russia

Katzen (1975) claimed that the journalism program was the most popular study that reflected the Marxism philosophy. After the Second World War, broadcasting programs such as mass media and television production have been more popular among the Communication Arts students in Eastern European Countries and Russia.

Communication Arts curriculum in the Eastern Germany specified learners' qualifications of the high school graduation, at least one year internship or training

28

journalism experience, mass media or television production. Similar to the journalism study in Thailand, the Eastern Germany provides courses of mass media, technical terms, the communication for planning and management in the first three academic years. In their fourth year, Eastern German students must be trained by the external internship, edition, an d doing their individual researches on a variety of topics:

- Marxism and Leninism,

- Political system and Soviet or Germany military, and

- Theory, practice and internship of Communication Arts study

Communication Arts Study in Russia

Russia has formally conducted the Communication Arts study since 1921, specifically, in journalism. Its main purpose is training students to be good journalists and to spread widely the communist ideals to the public. At that time, the University of Moscow offered:

1.   Journalism theory and practice

2.   Editing and publishing

3.   Technical production in terms of journalism and mass communication

4.   History, printing documents, and Russian mythology

5.   Journalism history

6.   Russian writing patterns

7.   Journalism history and world wide mythologies

As cited above, the majority of Russian Communication Arts study focused on two factors, history and technical terms. More recently, Russia has deviated toward to broadcasting, mass media, magazines, printing, and film production.

Communication Arts Study in Asia

There were problems in Communication Arts curriculum management, especially in those countries that used to be released from Western colonies. The government required mass communication as its representative for social, economic and political development in the areas of literacy and professional knowledge. Asian countries lack specialists, teachers, improper educational qualifications of learners, and locally-produced textbooks.

Eastern Asia Zone. Generally, Communication Arts education has just begun. After the Second World War, ten universities in China provided the Communication Arts programs, those greatly influenced by the U.S. educational system.

Japan provides more Communication Arts study than other Asian countries. Eight hundred institutions and universities in Japan have operated these courses since 1968. The Asian instructional method has been influenced by Germany and Switzerland. At first, the government opened the departments of journalism, mass media, and broadcasting by providing technical supports and sociological theoretical concepts. It appears that Japan has continued mass communication development professionally since then.

Taiwan is the first country in the Eastern Asia zone that tries to manage training or studying in the Communication Arts field. In 1918, Taiwan started offering journalism courses. The curriculum expanded as industry expanded and has been influenced by the United States. Broadcasting, mass media, television, advertising, public relations and electronics are being added in selected general education curricula operated by five

faculties: law, political science, economies, international relations, and business management.

South Korea has developed a high standard of the Communication Arts field. Students do research along with mass communication study. The first course was established at Hong Kong College in 1954. This course is still included in bachelor and master level degree (Chis-Shih, Crispin Maslog, and Tong- Jac Cho, 1972).

South East Asia Zone. The development of Communication Arts curricula is slower in some countries, such as in the Philippines. Because of budgetary limitations since 1936, the study of journalism was under the English department and expanded into sociology and arts faculties at the University of Sato Tomas only recently. More developments in other fields such as broadcasting, television, and film production are in progress, Chia-Shih Hsu, Crispin maslog and Tong-jac Cho, 1972.

Communication Arts education in Malaysia begun with the journalism study. In 1969, this curriculum came under the humanities faculty and focused on communication, culture and social mass communication, and mass communication theory development. The University of Malaya is the only reputable institute of the Communication Arts study in Malaya, and is supported by UNESCO and the Asia Broadcasting Union.

In conclusion, Asian countries are becoming more focused on career development than the theoretical study of Communication Arts.

The Trends in Communication Arts Curricula in Thailand

In the undergraduate educational level, curriculum is defined as the key element to direct and study for the benefit learners. Curriculum is the provider of subjects that

furnish knowledge and serve the objectives of the educational institution (Khunranukorn, 1980).

The Structure of Bachelor's Degree Program in Thailand

The field of study in each level of education has different aspects that directly lead to the objectives of the curriculum. However, all aspects serve a single purpose, which is to build and develop learners according to their philosophies. The structure of the curriculum is composed of three elements (Sinlarut, 1985). First, general knowledge attempts to broaden learners' perspectives and social responsibilities that can be applied to professional work. Next, vocational knowledge should lead learners to adapt their expertise and skills to future careers. And third, elective knowledge responds to learners' needs and interests, which will lead them to better lives in society.

From the overview of the Communication Arts curriculum in Thailand, it has been found that the management of curriculum and units of credit requirements remain unchanged and are similar to other fields of study (Anwachsiriwong, 1990). General education aims to provide deeper and wider understanding of the society and environment, such as social sciences, humanities, Thai language, English language, mathematics, and sciences, in the junior and senior years are considered foundations for vocational courses. The total credit requirement is estimated to be 30 – 60 credits. Vocational education/Communication Arts knowledge intends to provide learners' knowledge and skills and to increase their abilities theoretically and practically. Other alternative courses are unrelated to the Communication Arts field but have the purpose of supporting the content of major courses. Each regional university

differentiates these courses. There are three to eighteen elective courses from both inside and outside the faculty.

Specific Characteristics of the Communication Arts Curriculum. The Communication Arts field is very broad and covers all matters that relate to humans and is impacted by mass media. Therefore, the Communication Arts specialists, who have been passed through the curriculum, are expected to have a high level of expertise in adapting knowledge for the use in mass media. It can be concluded from such expectations that the science of Communication Arts is more likely to be a field of study rather a theory (Pitipatanakhosit, 1991). As a result, the Communication Arts curriculum should be flexibly managed in order to achieve the objective of producing qualified human resources for society.

The scope of Thai curricula in Communication Arts is not different in terms of the number of credits, including all subject arrangements. All include study in general education and specialized education of Communication Arts. For example, Sukhothaithammathirat University has offered in vocational education more than 67% of its entire number of courses. Ramkhamhaeng University has offered 28% of its courses in vocational education and is more focused on elective education. Pilunowadd (1987) stated that Kasertsart University has focused on general education in the Communication Arts field. Suwanwaela (1988) has commented that even though Communication Arts curriculum has been more developed for higher standards; some weak points exist such as appropriate practice, good technology, and application of the curriculum to the real life.

Relevant Research of Communication Arts Study in Thailand

Cheypratab (1985) remarks that the majority of Communication Arts researches involves the sender, the messenger, the message, and efficient feedback. In fact, external factors have directly impacted the development of the Communication Arts study, such as the economic crisis, politics and society, and technology. However, Communication Arts research has been divided into three major categories: historical communication arts research, communication arts movement research, and trend research.

Historical Communication Arts Research

"Communication Arts Education in Thailand: A Description of the policy Process," by Siriyuwasak (1984), is an important document and used by most researchers in the Communication Arts field in Thailand.

Communication Arts education in Thailand has not yet covered the complete human communication procedure. Thai learners prefer to focus more on theory without correctly social comprehending and are unable to exactly apply knowledge in social development.

Pilunowadd (1987) has researched the training characteristics of seven universities. Private universities focus more on teaching by using technology as software user than software producer, which is different from the public universities that focus more on details. Nevertheless, both private and public universities are limited in technological development in mass communication; meanwhile, specialists are more increasingly required.

Warren and Khotanon (1980) stated that in Thailand, the Communication Arts study for developing countries and has been influenced by ideas of from the US. But Thai

students lack English Language skills. Other factors have affected Communication Arts study development, instructors' compensation at the public universities is lower than instructors at the private universities, including unmatched time for research.

Communication Arts Movement Research

Buranadachachai (1988) researched learning and teaching development at teacher colleges in Thailand. Based on evaluations, from instructors and students, she discovered the quality and standard of teaching and learning is on a moderate level in terms of lessons, curriculum, implementation, relations between instructors and students, teachers' personalities, teaching preparation and evaluation. Most instructors continue to request for curriculum development, training, implementation, more technology, and larger budgets.

Kruekraay (1994) studied local communicators at Sahasriayudhaya College between 1987-1988, in order to analyze and evaluate curriculum based on a questionnaire on labor needs. Communication Arts curriculum at teacher colleges is base on the Ministry of Education. The most required people in the Communication Arts field are public relations officers, advertisers, actors and broadcasters.

Trend Research

Thipsumonta (1996) studied policy and trends in Communication Arts for ten years with a focus on mass communication technology improvement, skill improvement, and new trend support. These could be adapted to political society, environment, economy, culture, morality, and belief, which are the keys to succeed for studying and developing in Communication Arts.

Hirunruk and Tanasophon (1984) surveyed graduates from the Faculty of Communication Arts at Chulalongkorn University regarding their careers and incomes. Public Relations is required by organizations and government. Next are in order of descending importance: broadcasting, journalism, and advertising. In the future, the Communication Arts graduates will be more sought after, due to after business expansion and a lack of specialists. Finally, the curriculum areas of news writing, documentary writing, using technology, English, human relations, advertising, and marketing ought to be improved.

Sukapaan (1987) studied the education and careers of students at Thammasart University. From her study, 80% of students got good jobs after graduation. The most fields required were public relations, advertising, news reporting and broadcasting. Her study showed that improvements are required in curriculum, instructors, external internships, and support from both the private sectors and universities.

Sinchai (1987) researched attitudes of administrative boards and instructors in terms of local development communicators. Board members and instructors agreed that local communicators should comprehend and communicate well so that the problems, needs, environmental issues, economy, culture and society of rural residernts are improved. Boards and instructors recommend that good communicators should have enthusiasm and learn in the actual field as well as confront with the real situations. Instructors shall be more specialized and dominant in the curriculum.

Sathornsantikul (1990) studied the graduates of Chulalongkorn University in terms of scope of their jobs and satisfaction. The majority of them felt satisfied with their

work. The problem is the lack of specialists, competitive colleagues, and implementation procedures.

Suthiwong (1990) studied inspiration of study selection. Random target is student at the government universities. Mostly reasons of selecting study in this field are very challenging and make more vision. The good communicator shall have their own initiation, imagination, language skills, computer, art, design, and graphic.

Warren and Khotanon (1980) researched Communication Arts training procedures in Thailand. The broadcasting field has had more training or interns working than any other field in terms of Communication Arts study. Printing is the next. They analyze that Thai learners still lack capacity of comprehend and communicate in English skills.

Kuhacharoen (1991) studied the eligible characteristics of public relations employees and advertisers. From the study, the applicants should be directly majored in Communication Arts, useful experience, good personality, and versatile. Part of advertising company would more focus on the applicant's GPA direct experience, personality, and versatile of working.

Sirikijwattana (1992) studied the characteristics of journalists as needed. Nearly all the organizations or government would have trend to recruit people in journalism field three years later as assumption. The applicants shall have qualifications from direct experience and degrees in Communication Arts, have knowledge in law of printing, use technology as well, have good skills in English, perform well in professional duties, be emotionally stable, and be able to present, report, write, and adapt.

Ousayakul (1993) searched for the real image and role of Communication Arts. The research in this field becomes the first selection for students, especially, at Chulalongkorn University and Thammasart University.

Duangpummate (1993) studied the role and satisfaction of Communication Arts students at Saharattanakosin College. Most graduated students have shown job satisfaction. However, some of them face the problems of promotion and salary rates in their positions.

Cheyjanya (1994) studied public relation progressing, in female cases. As a result, the researcher found that males and females have no different capacity of working, and most work responsibility is in an operation field. Progressing depends on the company's policy and effort. Three factors are components to be partly of female progressing at work: good knowledgeable, enthusiasm development, and family and financial firm status.

Kopolkaai (1999) investigated the training and education of Communication Arts in Thailand. Based on research by Siriyuwasak (1984), analysis of Communication Arts in college level and gathering all additional historical documents showing on concerning about education and society. Long term research should be conducted for the future development.

Anantasomboon (2000) stated that advertising curriculum in Thailand could be divided into two major categories: versatile curriculum and specific or specialist term curriculum. Those learners shall have good knowledge in marketing, advertising, English skills, enthusiasm, expressiveness and patience.

Summary of Research Literature

The social change and business development or other internal and external factors have directly impacted the study of Communication Arts. Therefore, the curriculum ought to improve the match between academy and market demands more accurately. Focusing more on development in theory, technology, and performance, the learners must apply all skills and knowledge to help and develop their society. The previous research has discovered that the trend of Communication Arts curriculum has focused on marketing demand more than human resource development. The controversy and discussion at Chulalongkorn University, under the topic, "The role of universities in a knowledge driven economy," pointed out that our society has high expectations from universities, institutions, and organizations to build the future.

The Analysis of the Current Communication Arts Curriculum in Thailand

This analysis is the groundwork for research starting from the present condition of this type of field to its future trend. Reshaping Communication Arts curriculum of Siam University can successfully achieve its goal when stakeholders of the curriculum use these analyses to help make the decisions related to the curriculum. These analyses can be examined through six components of current Communication of Arts Curriculum.

Component 1: Group of Communication Arts institutions in Thailand

At present, there are many Thai universities and colleges that provide knowledge in the field of Communication Arts. They can be classified according to the type of institution and responsible department. There are three classifications as follows:

The Public University

There are now eight public universities that offer Communication Arts program.

Chulalongkorn University	Thammasat University
Chiang Mai University	Ramkhamhaeng University
Kasetsart University	Burapha University
Sukhothai Thammathirat	Naresuan University

Open University

The only one autonomous university offering a Communication of Arts Program, Suranaree Technology University, aims to provide knowledge on information technology.

There are twenty private universities emphasizing business in Communication Arts or Marketing Communication:

Kasem Bundit University	Rangsit University
Kirk University	Vongchavalitkul University
Christian College	Sripatum University
Saint John's University	Siam University
Tongsuk College	University of the Thai Chamber of
Mahanakorn University of Technology	Commerce
Dhurakijpundit University	Assumption University
Payap University	Chaopraya University
North-Eastern University	Eastern Asia University
Yonok College	Webster University (Thailand)
Vongchavalitkul University	Stamford International College

The information on numbers of universities and colleges that provide Communication Arts field reveals that the largest group that provides knowledge on this field are the twenty private institutions. This has affected the production of graduates and caused an increase of manpower in the mass communication industry. In the study of distribution of these universities and colleges, it was found that nineteen institutions provide Communication Arts in Bangkok while there are only ten institutions in other areas. This is illustrated in Table 1.

Institutions located in and nearby Bangkok	Institutions located in Local Areas
Chulalongkorn University	**Northern Part**
Thammasat University	Chiang Mai University
Kasetsart University	Narasuan University
Ramkhamhaeng University	(Pitsanulok Province)
Sukhothai Thammathirat Open University	Payap University
Bangkok University	(Chiang Mai Province)
Kasem Bundit University	Yonok College
Christian College	(Lampang Province)
Tongsuk College	
Mahanakorn University of Technology	**North-Eastern Part**
Dhurakijpundit University	Suranaree Technology University
Rangsit University	(Nakornrajasrima Province)
Sripatum University	Vongchavalitkul University
The University of the Thai Chamber of Commerce	(Nakornrajasrima Province)
Assumption University	
Eastern Asia University	**Eastern Part**
Siam University	Burapha University
Kirk University	(Chonburi Province)
Webster University (Thailand)	**Central Part**
	Stamford International College
	(Chonburi Province)
	Chaopraya University

Table 1. Distribution of Colleges and Universities that Provide Communication Arts Program in Thailand

<u>Component 2: Concentrations Available in the Communication Arts</u>

Currently there are twelve areas of concentrations in the Communication Arts

Curriculum.

<u>Advertising and Public Relation</u>

This concentration is available in all institutions that offer Communication Arts

program, except for Suranaree Technology University, Kirk University, Payap

University, and Stamford International College.

<u>Journalism</u>

Fourteen institutes that offer this concentration are Chulalongkorn University,

Chiang Mai University, Thammasat University, Sukhothai Thammathirat Open

University, Yonok College, Siam University, Vongchawalitkul University, and Rangsit

University. And the rest of six institutes are Dhurakijpundit University, the University of

the Thai Chamber of Commerce, Eastern Asia University, Bangkok University, North-

Eastern University, and Christian College.

<u>Broadcasting (Radio and Television)</u>

There are a total of twelve universities that provide this concentration. Four of

them are public universities: Thammasat University, Sukhothai Thammathirat Open

University, Chulalongkorn University, and Chiang Mai University. The other eight

private institutions are Rangsit University, Dhurakijpandit University, the University of

the Thai Chamber of Commerce, Saint John's University, Eastern Asia University,

Bangkok University, Sripatum University, and Yonok College.

Film

This field of study at Chulalongkorn University, Chiang Mai University, Thammasat University, Sukhothai Thammathirat Open University, and Rangsit University.

Mass Communication

This concentration has been offered by Chulalongkorn University, Kasetsart University, Ramkhamhaeng University, and Kasem Bundit University.

Information Management

This concentration is available at Dhurakijpundit University, Rangsit University, and Suranaree Technology University.

Business Communication Arts or Marketing Communication

This concentration is provided by Thammasat University, Mahanakorn University of Technology, and Dhurakijpundit University.

Performance Arts

This concentration is opened in Chulalongkorn University, Bangkok University, and Kasem Bundit University.

Speech Communication

Only Chulalongkorn University has offered this kind of major.

Arts

This is available at Assumption University.

Media Communication

This program is offered at Webster University (Thailand).

Media for Advertising and Marketing

This program is provided by Webster University.

Out of the previous list, Advertising and Public Relations Concentration is the most popular concentration and has the highest expansion rate. Most universities with Communication Arts programs, especially the private universities, offer this concentration. This is some evidence that shows demand in the market is responded by many educational institutions. The second most popular concentration is related to media such as news media and broadcasting on radio and television. While other concentrations are not directly concentrating on media, they combine Mass Communication with other subjects that are less popular. Such information reveals that Communication Arts education in Thailand does not pay much attention to the connection of Communication Arts with other subjects.

The Timeline of the Establishment of the Communication Arts Concentrations

In the First Era (1939-1947) and the Second Era (1948-1970) universities offering the Communication Arts programs provided almost all concentrations that were related to Communication Arts. For example, Chulalongkorn University provided all concentrations, including Speech Communication Concentration. It was the only university that has such a concentration. Whereas universities in the Third (1971-1984) and Fourth Eras (1985-1995) emphasized more on Advertising and Public Relations Concentration. Many private universities added the majors that are related to Marketing Communication and tended to reduce the Journalism and Film Majors. The trend of Communication Arts was moving towards the business world.

New concentrations approached during economic expansion in the year 1989 were the Business Communication Arts or Marketing Communication Concentration. For there was an increasing demand on Communication Arts Specialists in business field. These specialists must be knowledgeable and able to apply their skills to business organizations and society. Concentration focused on the business management and aimed to produce graduates who skillfully conducted the research and created new types of business such as information in magazine business and information in service business. This also includes expansion of business that provides information about marketing.

A new concentration established during the Fifth Era (1996-2000) was the Information Management, centered on the knowledge about information technology as the basis of its field. Suranaree Technology University, developed this field by having a group of specialists from Communication Arts, information technology, and mass communication areas design courses. Advice from top administrators in relation with business field and mass media personnel was considered to help draft the plan for implementation. All courses focus on the importance of technology as an essential tool in developing business organizations. Moreover, the morality of learners was considered (Kopolkaai, 1998).

Component 3: Structure of Colleges and Universities

Nineteen institutions manage their department independently. Thammasat University provides this field of study under the trademark of the name the Journalism and Mass Communication faculty. And the following eighteen institutions offer this major under the title the Communication Arts faculty.

Chulalongkorn University

Sripatum University

Eastern Asia University

Kirk University

Saint John's University

Vongchavalitkul University

Siam University

Assumption University

Chaopraya University

Yonok College

Sukhothai Thammathirat

Burapha University

Naresuan University

Kasem Bundit University

Ratchapat Institute

Dhurakijpundit University

Northeastern College

Rangsit University

Eleven institutes provide Communication Arts fields under other faculty.

Under the Humanity Faculty

Ramkhamhaeng University (Mass Communication Concentration), Kasetsart University, and the University of the Thai Chamber of Commerce.

Under the Business Administration Faculty

Mahanakorn University of Technology, Ramkhamhaeng University (Advertising and Public Relations Concentration), and Ratchapat Institute.

Under the Social Science Faculty

Payap University.

Under the Liberal Arts Faculty

Webster University and Stamford International College.

Under other Faculties

Suranaree Technology University, in which it is to be under the Information Technology Concentration in the Social Technology faculty.

From the characteristics of such curriculum management, it was found that most institutions provide the Communication Arts field independently, especially those new private institutions. This trend leads to two assumptions: first, the Communication Arts program is becoming more acceptable and there is less constraint in preparing the opening of new department to fulfill the increasing demand. Second, the expansion rate of mass communication business supports an independent faculty.

Communication Arts programs under other faculties provided by public institutions was opened during the first period of establishment of Communication Arts field. Moreover, the philosophy in education still perceives mass communication as part

of other science. Arrangement of courses, therefore, is on the basis of the faculty's philosophy. Universities with their own Communication Arts faculty emphasize the importance of media, while those institutions under Business Administration Program apply Communication Arts to other business fields. Furthermore, institutions to be under the Department of Humanity or Liberal Arts focus on the value of education and personal relationship.

Component 4: The Philosophy and Objective of Communication Arts Education

In order to meet the curriculum standardization declared by the Ministry of University Affair (2001, p. 26), the philosophy and objective of a curriculum must incorporate the National Educational Plan and philosophy of Higher Educational institutions, including the academic and professional standards. These standards focus on both academic and professional development so that graduates become specialists in their field. The specialist is a must be able to implement his/her knowledge and skill to the career efficiently. For a better understanding, this element will be analyzed as follow:

The Public University

In the opening of Communication Arts program, institutions such as Chulalongkorn University and Thammasat University had set two philosophies in their Communication Arts education to fulfill the labor market demand of public sector. The goal is to provide personnel to serve public agencies or develop the country, and the curriculum aims to produce specialists in the mass communication field. The original philosophy in Communication Arts education (1939) was followed until the year 2000. Now the new technology is tied to market expansion. For example, Chulalongkorn University in 2000 stated in their philosophy in 1997. Chulalongkorn seeks academic

49

excellence to produce high quality and effective graduates who have high ethics and social etiquette, to develop professional knowledge, and to help the public sector to advocate the education that is related to the National Educational Development Plan.

The essence of Chulalongkorn University's philosophy in the year 2000 has not changed much from the past. That is it aims to produce skillful and knowledgeable graduates who are capable of performing in working environment. The philosophy of Chulalongkorn University does not emphasize much on social science, but more on development of academic excellence and response to the public sector.

Nonetheless, the main concern of all public universities is to produce graduates with knowledge application in different fields combined with Communication Arts knowledge. These graduates must be able to apply their knowledge in their daily life in society. Moreover, professional ethics and accountability are highly regarded in its objective. For instance, the public University of Naresuan in Pitsanulok Province, which firstly established its Communication Arts faculty in the year 1996, has increased the opportunity for students in the lower northern part of the country to study in this field. Its objectives are to expand the educational opportunity to locality as stated in the National Educational Plan and to create graduates in Communication Arts field in response to the need of market and society.

The Private University

Previously, the mission and philosophy of the private university did not give as much emphasis to academic excellence as the public university did. Private universities were more concerned with the production of graduates in accordance with the requirements of labor market. According to the Bangkok College president, Tonoo

50

Kulchon (1995) marketing demand was a key factor in determining whether a curriculum should be opened. Kulchon claims:

> Before the opening of any program, we survey the market and conduct feasibility study. We have to consider the budget such as lab cost and we also have the minimum on the available courses. For summer program, the course will not be opened if there are less than ten students.

Siam University

In contrast Siam University (2000) declares its philosophy, mission, responsibility, and objectives were more similar to those of public universities and emphasized morality. First, Siam University's philosophy is that wisdom is the quintessence of mankind. The focus is on fulfillment of the country's need to produce qualified human resources with wisdom, technical skills and morals. Next, the University believes its mission is to produce Curriculum Arts and mass communication graduates with knowledge and morality. Third, the responsibility of Siam University is to educate learners with knowledge of Communication Arts and mass communication in order for them to develop their body of knowledge. This is for the benefit of the development on economics, social, politics, and administration and to fulfill the objective of the society. Furthermore, the school's objectives are to increase learner's wisdom and knowledge of Thai's and other countries' communication. Moreover, it aims to encourage wisdom, morals and ethics in order to implement the societal objectives. To do so, it attempts to enhance, theoretical and practical knowledge and technical skills related to Communication Arts and mass communication, in order to produce qualified graduates that are appropriate for the professions in all organization. Additionally, it sets

out to produce graduates that are creative in communication to promote the development in both public and private organizations.

The Autonomous University

The Communication Arts Program in Suranaree Technology University concerns with four factors in the production of qualified graduates. These four enhanced the academic excellence are technological, humanistic, organizational, and informational skills. With these skills, graduates are prepared for their future careers. In contrast to the previous groups, which are the public and private universities that only emphasize on the humanistic and informational skills, the Antonomous University will increase the ability of graduates to apply their capability to other business fields.

Main responsibilities of the Suranaree Technology University are to introduce new technology and apply them to the national development, to service people in both public and private sectors, to preserve local and national cultures, especially the culture in the northeastern part (Kopolkaai, 1998).

The fundamental principle behind the implementation plan is to try to create the uniqueness of the Communication Arts, which focuses less on the use of media, but tries to create qualified personnel who are responsive to changes in information, science, and technology. Besides service to business, service, and market sectors, it also emphasizes ethical standards and morality in mass communication careers.

Component 5: The Structure of the Communication Arts Curriculum

The structure of Communication Arts curriculum is similar in all four-year institutions in Thailand because it complies with the regulations and criteria set by the Ministry of University Affairs (B. E. 1999). Basically, it consists of three components,

52

general education, faculty core courses, and electives. General education engages the students in developing proper attitude, vision, responsibility, morality and knowledgeability. It is fundamental to professionalism in each discipline. The main courses include social sciences, humanities, Thai language, English language, mathematics and science. These courses are essential for further study in core requirements.

The faculty core in Communication Arts is the group of courses to be studied in each area of concentration. It is composed of core courses that refer to general or common courses in Communication Arts, including introductory courses to various media, e.g. Introduction to Communication, Introduction to Broadcasting, Principles of Advertising, Principles of Public Relations, Photography, etc. The total credit requirements are 15-60 credits. Within the faculty core are also major courses that prepare students for their profession, ranging from fundamental knowledge of media to skills, practical training, ethics and morals pertaining to professionalism and seminars. Examples of courses in this category include Advertising Management, News Writing and Reporting, Television Production etc. The average credit requirements are 18-54 credits.

Minor/Elective courses, another component of Communication Arts curriculum are advanced courses in Communication Arts or specific media of students' choice, depending on their capacity and interest. Examples of this area include Feature Writing, Business Newspaper, Fine Arts, Photography, etc. The average credit requirements are 15-34 credits. Also offered are free electives or non-Communication Arts; these courses

serve the need and individual interest of individual students. Courses are selected from those offered in the Faculty or outside. The credits range from 3 to 18 credits.

It can be concluded that the total credit requirements and the management of program structures of each institution are fairly similar.

Courses grouping

The groups of courses offered in Communication Arts, relating to Mass Communication, are those that cover general or introductory knowledge to mass media, the historical backdrop of media, and media research. Also, there are those that relate to method and presentation technique and courses that cover technology and marketing.

Training Courses

The courses relating to Communication Arts training are classified into three groupings, according to the content and format. For example, Technique of Media Utilization includes the use of equipment, laboratory or classroom technology. The aim is to build up the skills necessary for apply mass media to practical work as a supplement to theoretical knowledge. Also, Training in Media Management includes the application of knowledge in business and administration to mass media. Additionally, a Professional Internship includes the application of theoretical and practical knowledge obtained in classroom to a short period of professional internship. This kind of training usually takes place in the last semester before graduation at governmental organizations or private enterprise.

The specific training courses of each area of concentration are similar. Examples include:

1. Journalism: Professional Internship to Journalism and Photo-journalism

2. Advertising and Public Relations: Professional Internship in Public Relations and Personality Improvement of Public Relations Personnel

3. Radio and Television: Radio Production and Television Performance

4. Film: Photographic Technique and Special Project in Film and Photography

5. Speech Communication: Training Activities Administration and Announcer and Master of Ceremony

6. Business Communication Arts or Marketing Communication: Program Production and Multi-media for Communication Arts

Professional Associations in Communication Arts in Thailand

In Thailand, the main objective of the association of media practitioners, such as mass media, journalism, and advertising are among the very first groupings. The main objective is to safeguard the benefits of the members.

As for the media academics, there was a recent move to establish The Council of Mass Communication Faculty Members of Thailand (MCMT) in an attempt to improve the strength of Communication Arts education. The main objectives are to support the co-operation and exchange of professionalism and ethics of mass communication, to enhance the right and freedom of the public as well as implement the laws relating to Mass Communication, and to support education, research and suggest the national policy relating to Mass communication for public interest.

Therefore, the three institutional groups are determined to manage the educational curriculum of Communication Arts in three major categories following the standards of the educational bureau. They consist of general courses, major courses for concentration, and elective or alternative courses.

Concentration Comparison

When looking at the major courses available in both public and private universities, they share certain similarities. One of the reasons is that most experts who helped establish the curriculum are either the lecturers or graduates from the public universities. One of the similarities in both public and private institutions is the focus on the media as the criterion for separating the concentrations. Researchers make comparisons among the three types of institutions in terms of their curriculum structure. First, the group of public university imitates the curriculum of the Chulalongkorn University. The group of private institution follows the curriculum of the Siam University. The Autonomous University uses the curriculum of the Suranaree Technology University.

Available Concentrations

Chulalongkorn University. The university provides five concentrations, which are Journalism, Mass Communication, Public Relations, Speech Communication and Performance Arts, and Film. These concentrations reveal the origin of the Communication Arts that highlights on the use of media. The curriculum aims at developing the ability of learners in general as they can use their knowledge in both public and private sectors.

Siam University. There are three concentrations: Advertising Concentration, Public Relations Concentration, and Journalism Concentration, which are quite similar to the Chulalongkorn University in the way that they both contain media management in their primary courses. A person who graduated from this group often has general knowledge rather than specialized skills in the mass communication field.

Suranaree Technology University. The Communication Arts Curriculum in Suranaree Technology University is found to be the minor concentration under the Social Technology faculty. This faculty is basically responsible for providing knowledge on information technology and consisted of three curriculum: Communication Arts, Information Management, and Informational Education Curriculum. These minor curriculum are not broken down by the type of media as the other two groups mentioned above. Rather, it focuses on the combination of the information technology and social values as an essential element in the curriculum, while the media is only a mechanism to communicate information.

Curriculum structure comparison among Chulalongkorn University (Public University), Siam University (Private University) and Suranaree Technology University (Autonomous University) is given in Table 2.

University	Total of credits	General education	Faculty core (cr.)			Free elective
			Core	Major	Minor	
Chulalongkorn University	142-152	35	42	48-59	Choose from faculty core and free elective	3
Siam University	≤ 141	36	54	30	15	6
Suranaree Technology University	175	42	49 (from technology-based course)	42 (from faculty core 30 cr. And interdisciplinary education 12 cr.)	36	6

Table 2. Curriculum Structure Comparison among Universities proving the

Communication Arts Courses

One conclusion drawn from this table is that the higher educational curricula must

pay more attention to faculty core than general education. The following amplifies the

mentioned findings:

Chulalongkorn University emphasizes on faculty core more than others and

classifies all management subjects as minor courses.

Siam University as Chulalongkorn University also focuses on faculty core and

defines major and minor courses. Students have to specialize in one of three majors and

another one as a minor to support their prospective occupations.

Suranaree Technology University highlights technology-based subjects. In the

information age, English and Computer have played an important role in the work

market. Moreover, students are able to take general education courses using an interdisciplinary approach from integrating pure science, applicable science, sociology and humanity into the general education. Therefore, Suranaree Technology University curriculum differs from that of the other two previous universities.

It was found that the faculty core courses were taken in the third and fourth years and it was suggested that each course grouping should be incorporated with that university's philosophy.

Another difference in the curriculum of institutions is the location of core courses in Communication Arts. Some universities arrange the courses according to their specific fields; other public institutions provide basic courses in theory, while some private institutes provide courses more related to business, marketing and management in Communication Arts. Suranaree Technology University offers the basic courses in technology.

In shaping the four-year curriculum, all Communication Arts colleges and universities in Thailand follow the criteria of bachelor-degree curriculum standard (B.E.1999) declared by the Ministry of University Affair, strictly.

<u>Component 6 : Changes in Courses</u>

In the study of Communication Arts, programs can be categorized as course development in the areas of all available courses within the curriculum. Those courses that still maintain the same contents might be able to divide into two groups.—I don't know what she's saying here.

59

Mass Communication courses are the primary courses that provide Communication Arts management. These primary courses reflect the methodology in which media is the most significant principle. Nevertheless, these courses focus on basic and general knowledge such as history, which is irrelevant to the adaptation or relation to the current situation. That is how it is so different from other courses. It is common in every Communication Arts institution to provide courses that can build up capability in analyzing current issues because it is the basic principle in the curriculum today.

Presentation Technique and Technology and Marketing Courses have dissimilar characteristics compared to Mass Communication Courses. These courses emphasize techniques for presentation and technological and marketing strategies rather than applying the theory in mass media to a country's development.

Additional courses for Communication Arts curriculum should improve the study of English. These courses teach the basics of translation and English for Communication Arts specialists. Other courses should focus on specific topics rather than general topics. For example, news reporting in Royal ceremonies, ceremonies, general and certain occasion on radio and broadcasting could be offered. There should also be an emphasis on the use of technology, such as applying computer use in Journalism and computer graphics in advertising desktop publishing, a production of motion pictures by applying film production process. Additionally, courses should provide instruction on business skills, especially in Advertising and Public Relations such as publishing business newspaper, forecasting marketing budget as well as launching film on the market. Additional courses could posits more global studies, such as international mass media and advertising, and eastern literary work. All courses should aim at teaching individual

skills, experience, and abilities in publich speaking and public relations. Courses related to Arts should also be offered, courses that relate to photography, communication, and creative writing (Kopolkaai, 1998).

According to findings, new courses offered in Communication Arts should apply informational technology with marketing skills or information technology with a keen sense of presentation. These courses conform with the expansion of Public Relations Industry, which is studied in detail in order to respond to the specific target groups, for example, women magazines and children magazines.

For the study radio and television broadcasting, the distinction of interests among target groups, especially in television, helps producers to understand the interest of viewers because television can now be customized to fit the individual interest. It can be concluded that one important element in achieving customer satisfaction is the need of more skillful human resources, which is essential in offering new courses in Communication Arts.

In summary, the new courses in all three groups of institutions follow the same direction and concentration on technical courses, followed by technology and marketing. New courses related to the context of media are also appearing, but proportionately less than the other two courses. This shows that all three groups realize the importance of utilizing media for future careers, in which the roles of marketing and new technological advancement are also increasing.

The offering of such courses is consistent with the trend in the business market. It is found that the mass communication market is demanding more personnel with high technical skills. The public relations field needs personnel with electronics and computer

skills who can perform effectively within and outside the organization system and be able to collect and analyze data. (Dechachep, 1989). Therefore, there is an urgent need for qualified staffs to perform effectively and efficiently.

Another observation reveals that there is no connection between new courses and other science field and moral development. This means institutions are not going along with agricultural, political science, or laws. On the other hand, these courses are growing in terms of quantity rather than quality. Therefore, it is reasonable to say that the new courses are constructed with the original framework, in which the focus is on the importance of media. There is not much progress in promoting new elements in the courses, only adjusting the courses according to the transformation of the media.

The reason behind such phenomenon might come from the perception that this field of study is only a tool to support other science. When compared to other fields of study such as law, medicine or economics, Communication Arts field is considered as a tool. Therefore, it is difficult to bring equal acceptance from the majority. Moreover, many people think Communication Arts field is the mechanism to enhance other sciences.

Reduction of Courses

From past to present, reduction of courses is small and most of them are focused on theory rather than practice. Most of the courses that were deleted focus on mass communication in general. The new courses break apart the elements of mass communication and present them more specifically. Other courses that were out of date and inconsistent with the current situation in Thai society have also been eliminated.

This supports the trend that specialized courses tend to be perceived and treated as more important than generalized ones.

From the information, it is very interesting to point out that courses, which use the knowledge on mass communication for political purposes, were excluded from the curriculum. This evidence suggests that the mass communication knowledge in the first era was used as tool to support the government in politics, but such activity has become less important now. On the other hand, the information technology is increasing its significance in this field.

Two considerations for the adjustment of Communication Arts Curriculum in Thailand are that curriculum changes should meet the requirements set forth by the Ministry of University Affairs and that the curriculum should respond to market demand. Since the development of the curriculum is a very sensitive issue, each institute has to carefully assess their current curriculum before implementing the development plan. They have to set the goal, structure, form and content of the curriculum. (Worakijpokatorn, 1981)

However, it can be concluded that there is no complete curriculum transformation in any institution, either public or private. Re-shaping exists only in forms of adjustment, reduction as expansion of courses, and contextual change in some courses. The process for implementation and adjustment is time consuming, compared to the first era, because of the complexity of rules and regulations. Education bureau is not elastic enough in the process proposing the transformation program.

Summary of Current Communication Arts Curriculum in Thailand

From the information gathered for this chapter, the period of Communication Arts curriculum development was in 1987-2000. The group with the highest expansion rate was private institutions. They often began their adjustment process with studying and gathering data, drafting transformation, and finally requesting approval from the Ministry of University Affairs. Curriculum development is found in the form of opening new concentrations, increasing number of student admitted and adjusting some courses rather than reconstructing the whole curriculum.

The new courses available in all three groupings of institutions: the public, private and autonomous colleges and universities follow the same direction of concentration on technical courses, followed by technology and marketing. The courses related to the context of media are also increasing, but less than the other two courses. Our current mass communication market is demanding more personnel with high technical skills.

CHAPTER THREE

Methods and Procedures

The purpose of this study is to identify the statement of need as indicated by internal and external stakeholders and distinguish their essential roles in shaping the new Siam University Communication Arts curriculum, following the Diamond model (1997) in an attempt to offer a new design for Siam University's Communication Arts communication. This will be accomplished by the following:

1. Identify the statement of need as indicated by internal and external stakeholders and distinguish their essential roles in shaping the new Siam University Communication Arts curriculum.

2. Determine the competencies (knowledge, skills, personality and dispositions) and procedures required for students, instructors, and communication classrooms as suggested by stakeholders and defined the Field of Knowledge.

3. Provide a Statement of Goals.

4. Identify the recommended reforms needed in the current Communication Arts program.

5. Offer a plan of implementation and assessment.

The research reviewed theoretical frameworks of curriculum concept and design, impact on internal and external factors, and practical processes for shaping, planning and applying. Second, the database of all current Communication Arts curricula in Thailand was examined. These two activities served as the determination background of research definitions, direction, and scope. Next, the survey guide and questionnaires were designed from Thai and foreign theoretical frameworks and the national academic

65

conference under the topic, "Global Communication Studies Beyond 2000" at the

Emerald Hotel (May 31, 2001). The responses were checked for validity and confidence

value. The IRB request was approved by the Oklahoma State University Review Board

(see Appendix A).

<div align="center">Data Sources</div>

Data was collected from stakeholder populations: (1) curriculum design

committee and Communication Arts Dean, (2) Communication Arts instructors, (3)

Communication Arts enterprises: prospective employers of graduates, (4) Siam

University Communication Arts alumni, (5) Siam University Communication Arts senior

undergraduates, and (6) Siam University Communication Arts senior undergraduates'

parents or guardians.

These six groups were sampled as described in Table 3.

Item	Simple technique	No. of respondent
Curriculum design committees, Dean and Assistance dean	Population	5
Faculties/Instructors	Population	16
Enterprise groups	Purposive sampling	25
Alumni*	Simple random	112
Senior undergraduates	Population	205
Parents/money supporters	Population	88

Table 3. Target Groups of the Study

* Sample size of Siam University Alumni calculated from

Total population Alumni (N) = 1,341 persons (graduate in 1997 = 351, 1998 =

340, 1999 = 335 and 2000 = 315), Precision (e) = +- 9.05%, at 95% confidence interval

So, sample size (n) = $N/1+Ne^2$

$$= 1341/1+1341(9.05/100)^2$$

$$= 1341/1+10.98$$

$$= 112 \text{ persons}$$

This method is from Yamane, Taro statistic (an Introductory Analysis: N.Y. Harper and

Row).

<u>Data Collection</u>

As a portion of the collected data contributing to this study, an assessment of the

current Siam University Communication Arts curriculum was used. The curriculum

provided philosophy, objectives, and curriculum structure. It noted Siam University

stakeholders' role in shaping the new Communication Arts curriculum for Siam

University and their input for defining competencies in the areas of knowledge, skills and

dispositions of Siam University Communication Arts graduates and established

guidelines for new curriculum. The data was obtained using structured, open-ended

questionnaires with curriculum design committees, a dean and an assistance dean of

Communication Arts faculty in Siam University, Communication Arts faculties in Siam

University and enterprises that employ Communication Arts students. A questionnaire

was employed with Communication Arts Alumni of Siam University, Communication

Arts senior undergraduates of Siam University and Communication Arts senior

undergraduates' parents or guardians. The researcher interviewed key-informants; two of

the three questionnaires were distributed by mail to alumni and senior undergraduates'

parents or guardians. Responses to the third questionnaire were collected from

Communication Arts senior undergraduates in the classroom.

<div align="center">Data Analysis</div>

Data was collected from the curriculum design committee, dean, assistance dean,

instructors, and enterprise personnel using structured interviews and survey

questionnaires. The differences and similarity of their opinions toward the philosophy,

objectives, social current situation, labor market and the effective factors which impact

the reshaping the Siam University Communication Arts curriculum were identified.

Quantitative data collected from the questionnaires of senior graduate and alumni

groups were coded and processed, using SPSS: Statistical Package for Social Science,

Window Version 9. The data was analyzed by using simple descriptive statistics, namely

percentages and means to show the socio-economic conditions of the target population

and subjects' attitudes relevant to the research objective, and by using the Likert-Type-

Scale for the target population's attitudes toward the importance of subjects, personality

of Communication Arts employees, and the current Communication Arts curriculum of

Siam University. Basically, five social scales were constructed to assess reshaping

Communication Arts Curriculum for Siam University.

Weighted Average Index (WAI). The WAI was employed to measure the level of

importance of subjects in the Communication Arts curriculum; the level of personality of

Communication Arts employees; and the attitude towards the current Communication

Arts curriculum. The values were calculated based on the frequency of importance in

<div align="center">68</div>

subject and personality items, divided into five scales: Very much, Much, Moderate, Little, Very little.

Scale:

1.0	0.8	0.6	0.4	0.2
------------	-----------	------------	-----------	
Very much	Much	Moderate	Little	Very little

$WAI = (1.0*f1+0.8*f2+0.6*f3+0.4*f4+0.2*f5)/f1+f2+f3+f4+f5)$

Note: WAI: weighted average index of the level of importance of subjects in the Communication Arts curriculum and level of personality of Communication Arts employee were:

F1 = frequency of responses indicating "very much"

F2 = frequency of responses indicating "much"

F3 = frequency of responses indicating "moderate"

F4 = frequency of responses indicating "little"

F5 = frequency of responses indicating "very little"

The WAI also assisted in measuring the attitude towards the current Communication Arts curriculum. Values were calculated based on the frequency of attitude towards the current Communication Arts curriculum, divided in to five scales: Strongly agree, Agree, Undecided, Disagree, Strongly disagree.

Scale:	1.0	0.8	0.6	0.4	0.2
	------	------	------	------	------
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree

$WAI = (1.0*f1+0.8*f2+0.6*f3+0.4*f4+0.2*f5)/f1+f2+f3+f4+f5$

69

Note: WAI: weighted average index of the attitude towards the current

Communication Arts curriculum was

F1 = frequency of responses indicating "strong agree"

F2 = frequency of responses indicating "agree"

F3 = frequency of responses indicating "undecided"

F4 = frequency of responses indicating "disagree"

F5 = frequency of responses indicating "strong disagree"

Summary

Structured, open-ended questionnaires were given to target groups, consisting of the curriculum-design committees, dean, assistant deans, instructors, enterprises, senior undergraduates, and their parents. The respondents were sampled by using purposive sampling and simple random sampling techniques.

The data for this study were gathered from primary sources. These questionnaires were distributed by mail to alumni and senior undergraduates' parents or guardians or collected from Communication Arts senior undergraduates in the classroom. The other data were gathered from the structured, open-ended questionnaires with the curriculum design committees, dean, assistance deans, instructors, and enterprises that employ Siam University graduates. For analysis, data gathered through the questionnaire were coded and processed, using SPSS for Windows.

CHAPTER FOUR

Findings

In this chapter, all data collected from stakeholders by using both structured interviews and survey questionnaires are reported in descriptive terms. The first half of the data presentation offers the opinions of stakeholders as viewed through the lens of the Diamond model (1997) regarding the statement of needs. For better understanding, the second half were grouped and reported in (1) the direction of Communication Arts curriculum development and (2) internal and external stakeholders' views toward Communication Arts curriculum reshaping, and (3) courses and subjects as key factors in Reshaping Curriculum.

The total respondents of target groups and sample size are:

1. Structured interviews: curriculum design committee, Dean and Assistant Dean of Mass Communication faculty (5 respondents), faculty members/instructors (16 respondents), and enterprises (25 respondents).

2. Questionnaires: alumni (112 respondents), senior undergraduates (205 respondents), and senior graduates' parents/guardians (88 respondents).

The reasons for selecting these target stakeholders are:

1. Curriculum design committee members, deans and assistant deans are considered as top administrators who take part in initiating, supporting, and approving the project of curriculum design. They must be experts in (1) educational priorities, (2) mission of institution, program, department, (3) philosophy, (4) goals, and (5) the overall of curriculum structure.

2.   Communication Arts faculty members including department head and instructor act as an academic team of the curriculum reshaping process. They are experts in the field of knowledge, required or essential content, future trends in the discipline or have an understanding of accreditation requirements and new content areas.

3.   Enterprise groups express and perceive needs of various labor market demands, for example, industrial and business staffing needs, and area and regional economic needs. They can indicate (1) basic knowledge, skills and competencies all students should have by graduate, (2) career-specific requirements, and (3) exciting gaps between required knowledge, skills and competencies or abilities of graduates.

4.   Communication Arts faculty alumni take their essential part in informing (1) general skills and personal traits of undergraduates relevant at the entry level in their professional, (2) topic and experiences to their specialization, and (3) an opportunity for students to share vision of the future to help them anticipate changes in their profession for student preparation

5.   Communication Arts faculty senior undergraduates serve as outcomes of the curriculum process. Traditionally, they do not play a major role in curriculum design because curriculum reshaping needs the academic backgrounds and experience of such faculty. On the other hand, it is vital that curriculum is exiting for students rather than instructors. Instructors, actually, are persons who provide their students a suggestion. Then, the students make their own decision in their academic lives. Senior undergraduates should take part in curriculum assessment. For example, they can express what courses, learning experiences and classrooms they need.

6.   Students' parents or guardians act as money supporters who, in Thai culture, can take their essential role in guiding and supporting their children's lives. Even though, they may not be an essential factor of this curriculum reshaping process, they should have the opportunity to consider what knowledge, skills and competencies or abilities their children will gain for their lives and job application.

The first finding will distinguish these six essential roles by expressing their opinions on the Communication Arts philosophy, the consistency between philosophy and goals, the consistency between structure, content and goals, the appropriateness of the curriculum in the current social situation, and the constraints to the execution of the Communication Arts curriculum as below.

The Opinions of Curriculum Design Committee Members

Five members of the Curriculum Design Committee were given an open-ended survey questionnaire (See Appendix B). Regarding Communication Arts philosophy and curriculum, three of the responding committee members mentioned the importance of a philosophy to indicate that the curriculum meets the objectives, which encourages learners to be responsible in Thai society. Some of the committee members believed that the curriculum encourages the best quality of Communication Arts knowledge. Members believed that learners know how to analyze and synthesize, and have good discipline and morality. In terms of conformity to philosophy and its goals, four of members agree that students conformed. As for curriculum, structure, content and goals, four have no doubt that students also conformed. However, when asked about the appropriateness of curriculum to current the social situation, only two agreed with the present curriculum. Some members said that the curriculum should be revised every five years and focus

more on technical skills, transferable skills and managerial skills. Curriculum Design Committee Members' opinions toward the obstacles and problems for curriculum implementation are very important. The quality of instructors and resource persons were mentioned as the first priority (by three of the committee) in terms of teaching approach, technology and facilities. As far as the knowledge, skills and experiences and personalities were concerned, three of the committee members expected that the graduates be required to attain broad knowledge, as well as in-depth knowledge both in theory and in practice in order to adapt in professional life appropriately. However, three of the members expected that practical skills be related to the field of study of each graduate. This indicates that the university should provide opportunities to learners by setting up demonstration situations or workshops in order to train related skills to students. The committee members' opinions toward the appropriate personality traits of graduates are grouped into three categories. The first category is politeness and patience (identified by three members of the group); the second group identified by two members is the ability to adapt and learn more, enthusiasm, and good human relationships. The final category identified personality traits such as English skills, computer skills, creative thinking and well roundness.

The Curriculum Design Committee agreed that the situation of the labor market is affected by the economic situation. One committee member indicated that in this era of IT growth, Communication Arts graduates are in high demand in the mass media industries. Each graduate should be "a one man operation", both generalist and specialist. Another committee member believed that the market requires only experienced human resources since the company does not want to waste time and money to train the

graduates. Some members felt that the employment market was still good since the news media played a vital role in the current situation. Information is an important factor in decision-making, and mass communicators are key persons in broadcasting the news; therefore, there remains a large demand in this career area. Even though market competition is high quality, creative, and responsible persons are required.

Three of the committee members agreed that the today's graduates are ready for this information age at moderate levels. This means that graduates are required to learn some difficulties lessons in their work experience. Two of the members stated that graduates' readiness is poor because they are still young and lack any work experience, and some of them are forced by their parents to learn in this field. Moreover, committee members also indicated that poor learner readiness would affect the preparation of each learner for working life. The main indicator of readiness is learner performance. The others indicators focus on the practical skills experiences, the element of knowledge development, the teaching and learning activities, instructor's teaching performance, and English efficiency.

Curriculum Design Committee members believe that the curriculum contents should focus more on practical computer skills such as Internet use, graphic programs, digital editing for television work and IT knowledge in general and that English skills and English for professional purpose should be integrated in the curriculum. Other mentioned curriculum contents include broadcasting and television, newspapers, practical skills related to each student's field of study and learner needs, creative thinking, production technology, and communication law for mass media that focuses on merit and ethics.

With regard to the reshaping of the curriculum, some of committee members agree that the curriculum should consider the trends in the mass media market; some noted that the curriculum depends on the strengths of the university including the effectiveness of the Dean and University President. Most committee members indicated that the prime objective should be to encourage learners' discipline and morality, responsibility for Thai society, development of knowledge and appropriate skills, and focus on the intellectual learning process.

In terms of Communication Arts subjects, the Curriculum Design Committee members suggested that subjects which are similar in their contents, such as introduction to photography and cinematography, introduction to advertising and introduction to broadcasting should be integrated in one subject named mass media, thus allowing more time to practice learners' skills. Some members agreed that Thai Usage 1 & 2 should be integrated into language for communication because the contents are presently duplicated. Others mentioned that public relations, communication research and advertisement should be integrated in a universal knowledge-based subject. Three of the informants suggested that the curriculum should be improved by focusing on both theory and practical skills. All members said that each subject should be renamed based to the current environment and terminology. One member also indicated that Comparative Public Relations, English for Advertising and English for Public Relations should be cancelled because they are similar to the Professional Experience in Advertising and English course. Another suggested that Radio and Television Production, Advertisement Production and Promotion, and Information Technology should be added to the curriculum.

Most of committee members agreed to increased emphasis in other fields in order to better response to the market requirements in this global information era. Three members state that the Radio and Television fields of study should be increased because they are the most important media. Another proposed that Multi Media and Information Technology, and Advertising, Public Relations and Marketing Promotion become new fields in the Communication Arts curriculum because of the development in the mass media market.

Most of informants agreed that the process of reshaping the curriculum should be participated in by a large number of stakeholders such as alumni, experts, academicians, faculty member, governmental bodies, state enterprises, private companies, newspapers, public relations operators and the media and students. The members agreed that the participation of other groups is useful in terms of brainstorming and sharing of experiences from other perspectives, including the needs of the media market.

<u>The Opinions of Faculty Members/Instructors</u>

Sixteen instructors were given an open-ended survey questionnaire (See Appendix C). The opinion toward the clarity of the existing Communication Arts philosophy of Siam University indicated that four instructors thought that the current philosophy is appropriate to the current situation. Three others indicated that the philosophy should encourage learners' discipline and morality. Three others stated that the philosophy encourages learners to learn while doing and apply their learning in their lives. The philosophy should be clear and easy to understand. One believed that the philosophy should enhance learners' abilities and skills and focus on intellectual learning. The

philosophy should also balance objectives, purposes and community needs. Only one instructor indicated that the philosophy of Siam University is unclear.

In terms of the consistency between the philosophy and goals of Siam University, the study points out that 14 (87.5%) of the instructors agreed that the conformity between the philosophy and goals is good, while 2 (12.5%) believed that it has only moderate consistency.

Instructor opinions toward consistency between the structure, contents and goals can be divided into two categories: positive and negative. Seven instructors believed that the consistency was at a good level while four stated that the level is moderate. Another two instructors indicated that conformity was poor because the curriculum focuses on theory more than practical skill. The others thought that some parts of the curriculum should be improved; morality is ignored; and more options should be provided to the learners in terms of free elective courses and fields of study.

Four instructors mentioned that the relationship between the curriculum and the current social situation was good and three agreed it was moderately. One suggested that the curriculum should enhance both theory and skills since the graduates would apply both in their working lives. One indicated that market trends affect the quality of graduates; therefore, the curriculum should be revised every five years and focus more on IT, creative thinking and foreign languages.

Faculty members/instructor opinions toward the obstacles and problems for curriculum implementation were very interesting. Four mentioned the performance of learners and the quality of the instructors. Three instructors mentioned that some learners lack the opportunity to practice skills. Other obstacles included the quality or the

standard of the university and related organizations, the clarity of the curriculum, education technology and facilities, and the selection of learners.

The instructors' expectations of learners' knowledge, skills, experiences, and personality, were also studied. Nine instructors stated that theory and academic knowledge should be the focus in order to help the students adapt appropriately in work life. Two instructors indicated that the types of knowledge that should be the focus are in-depth knowledge of both theory and practical skills, well roundness, communication theory, and morality and principles. All of the instructors expected that practical skills, related to the field of study of each graduate, should be taught in class. Two agreed that IT and computer skills should be taught; while another two instructors confirmed that skills and experiences are the most important factors for Communication Arts students.

The instructors' opinions toward the appropriate personality traits of graduates in the present age of globalization and information can be identified in these following terms. The most common traits mentioned were a good personality and patience (by six instructors), self-confidence (by five), creative thinking, ethics, and morality (by four). Other required personality traits are politeness, enthusiasm, ability to adapt, learn more, and work responsibly.

Most instructors agreed that the situation of the labor market depends on the economic situation. Six instructors stated that the market is highly competitive, only the most highly qualified learner is employed. Four others believed that the market requires only experience human resources since companies do not want to waste time and money on training the graduates. Three indicated that the employment situation is good because news media played the vital role in the current situation; therefore, demands for graduates

79

in this career area are high. Two others felt the economic situation influenced the fields of public relations and advertising in a negative way.

To reshape the Communication Arts curriculum, some factors or elements must be considered. The findings of this study show that in this current era of globalization, the readiness of schools and universities in terms of facilities, equipment, and learning activities are the most important factors according to six faculty members/instructors. A second factor (mentioned by five members) is the trends in the mass media market and the performance and the quality of graduates. The third element (given by four members) focused on the educational budget and the applicability and modernization of the curriculum.

Eleven faculty members/instructors (68.7%) agreed that the graduates are ready for information age at a moderate level. Five others (31.3%) stated that the graduates' readiness is poor because some of them are forced to study in this field. The instructors also identified indicators that impact on the readiness of each learner for working life. One indicator from seven instructors is that learner is eager to learn. Another indicator mentioned by three instructors focused the teaching and learning activities; two instructors mentioned the need for practical skill experiences.

The content of the curriculum was also studied with the instructors. Ten of them agreed in a similar way that the content of the curriculum should focus on practical skills that relate to each student's fields of study and each learner's needs. Seven offered that computer skills and IT knowledge should be integrated in the curriculum. Newspapers, merit and ethics, communication, public relations, advertising, creative thinking, English and other related social sciences are mentioned as other curriculum needs.

Ten of the instructors' opinions toward the objectives of the curriculum indicated that the objectives should be focused on the knowledge of learners both in terms of theory and practical skills. Seven of them stated that the curriculum should enhance ethics and the good attitudes of each learner. Two suggested that the objectives should enhance students' abilities in self-learning. Other ideas that surfaced indicated that the curriculum should be based current and future trends of the mass media market, the standards of the university, the philosophy and mission of the university, and other related factors.

To reshape the curriculum structure, some subjects should be changed and improved in order to be in the line with the current situation. Seven instructors did not give any comments about subjects that should be integrated into the curriculum. Some subjects such as Man and Literature and Man and Arts, Thai studies and usages, and Basic Mathematics and Mathematics in Civilization should be integrated because the contents duplicate each other. Two instructors indicated that the subjects, such as Introduction to Broadcasting should be improved. It should focus on practical skills instead of theory. Four of the target group suggested that each subject should be renamed based to the current situation and terminology. Several agreed that it is very difficult to identify which subjects should be cancelled. Four of instructors suggested that Radio and Television Production is a new subject that should be added to the curriculum and three teachers proposed that Introduction to Film should be added. Two said that Computer Graphics and Art Appreciation should be added to the curriculum in order to meet new market needs. New subjects such as Science and Technology, Advertising, International Economics, Psychology, Photography and Social Problems should be added as well. Most instructors agreed to increase other fields in order to respond to the market requirements

in this information age. Twelve of those asked stated that the Radio and Television fields of study should be increased because they are the most important media. Four proposed Film as a new field of study. On the other hand, two disagreed with this opinion because of the limited university human resources and facilities.

To reshape the Communication Arts curriculum, most instructors agreed that the process should include participation by related groups such as newspapers, public relations operators and media, experts, private companies, concerned governmental bodies and state enterprise. One disagreed with this opinion whereas five instructors agreed that the participation of these groups would be useful in terms of brainstorming and sharing experiences from other perspectives. Four indicated that this participation is a means of surveying trends in the market, and two mentioned in a similar way that this will helps to train learners in the needs of the mass media market. The other supporting reasons were to identify the appropriate curriculum, teaching methods and learning activities, and to provide modern equipment.

At the conclusion of the structured interview, the faculty members/instructors were asked their opinions of their jobs. All were satisfied with their jobs but for different reasons. Twelve were satisfied because teaching is their ideal career. Other reasons included love to pass on knowledge and experiences (three), and search for academic information (one).

The Opinions of Enterprise Groups

Twenty-five persons from enterprise groups were given an open-ended survey questionnaire (See Appendix D). Regarding the Communication Arts philosophy, five of the 25 informants suggested the philosophy should indicate that the curriculum offers

alternatives for students' futures. Most informants believed that the philosophy shows all the principles and aims of the curriculum, but four were worried that individual students might fail in pursuing the studies.

Seven respondents agreed that the philosophy and goals were consistent while others disagreed and suggested that they should lead students in the right direction, be up to date, and practical. Ten respondents had no comment.

In terms of the curriculum structure, content and goals, eight give no comments; three had no doubts that they were consistent. Another three suggested the promotion of practical sessions in some subjects, such as law.

When asked about the appropriation of the curriculum to the current social situation, five suggested the redesign of the curriculum content to cover all essential knowledge and enhance the competency of students for their future careers. Other suggested the curriculum should build technical knowledge and skills and strengthen the morality and ethics of students.

Regarding problems and constraints, three mentioned that some knowledge/skills needed for actual work were not being developed at the university and another three indicated that some training was not practical or useful for actual work. Ten had no comment.

Six informants believed that the labor market is able to accommodate only limited numbers of mass communication personnel due to the Thai economic crisis. As soon as economic conditions revive, the market would offer job opportunities to larger numbers of personnel. Another six concluded that in the information age, in which mass communication plays a major role, there is an increasing demand in the market that

arouses institutes to produce more mass communication personnel. However, five noted that there are already too many mass communication personnel in the employment market.

Regarding expectations in competencies and qualifications of Communication Arts graduates, most informants expected no specially or particular qualifications of graduates. However, three were convinced that theoretical knowledge is an advantage and necessary for graduates to adapt themselves to future organizations and areas of work. Three were certain that graduates should be knowledgeable in all fields of study, or at least, they should be knowledgeable in the basics of mass communication. As for the skills and experience of graduates, seven expected graduates to be experienced and competent in their field of study; three anticipated graduates should have direct experience in their field of study or a company's area of service; and three others preferred graduates with some experience and believed graduates would need minimal additional training before starting work. As for personality and characteristics, five informants looked for positive personalities in graduates, for example, patience, creativity, and ethical standards, because they would play a role in the society. Moreover, being enthusiastic, diligent and capable of producing results were also advantages.

To recruit personnel for their organizations, employers have two options--new graduates or experienced personnel. Five informants intended to recruit new graduates with personality and characteristics appropriate for working in the mass communication field. Three respondents take enthusiasm, willingness to learn and gain experience, and academic experiences to consideration. Another three believed that overall GPA and grades for specific subjects indicated the degree of competency and responsibility of

graduates. However, seven enterprise persons preferred experienced personnel believing they could start working immediately. Five agree conditionally that their experience and educational background should be consistent with available positions.

Regarding the readiness and capacity of graduates in the context of globalization and the information age, five respondents considered theoretical knowledge and the ability to manipulate knowledge at work as important. Four add that well roundedness, universality, and willingness to learn are also critical characteristics. In the present information era, nine informants expect the Communication Arts Curriculum to strengthen technical knowledge/skill of student, with regard to writing, wording, hospitality, and tourism. Moreover, eight respondents expected the curriculum to include internships as well as actual work condition simulations to enhance student's practical skills.

To reshape the curriculum, three informants agreed that application of individual subjects in actual work situations is a major factor to be considered. Three suggested that curriculum should aim to develop competency and students' skills in their field of studies. Another three feel that the present objectives are fine.

Four respondents believed that subjects with similar contents (i.e. statistic, research and economics) should be integrated. Three are convinced that all English course should be integrated into only one course or classified into fundamental, intermediate, and advanced levels. Some informants suggested the improvement of subjects that require university expertise in order to enhance analysis and research skills of students, particularly Thai and English Usage.

With respect to renaming, removing and adding curriculum subjects, most informants give no comment on renaming (17) or removing subjects (16). Three insisted in retaining current titles and suggested no renaming; three believed that it was not necessary to remove any subjects; eight suggested adding subjects related to computer skills and information technology; and four preferred to add subjects that develop skills and strengthen the intelligence of students.

Opinions about programs organized by the university showed that, even though six informants give no comment, five recommended that the university organize radio and television broadcasting programs.

Regarding who should participate in reshaping curriculum, eight informants called for ideas from all stakeholders/beneficiaries and experts, and six requested coordination among stakeholders in order to reshape the curriculum.

<u>The Opinions of Siam University Alumni</u>

This questionnaire (See Appendix E) surveyed 112 alumni between October 1 and November 22, 2001. Respondents came from three educational backgrounds: advertising (58.9%), journalism (25%) and public relations (16.1%). Most respondents were female (62.5%) and 37.5% were male. Employers of Siam University Alumni include governmental organizations (55.4%), business owners (5.4%) and private companies (1.8%). The remaining 14.3% are continuing their higher education. Others employment (23.2%) are as shown in Table 4.

	Item	No.	%
Gender	Female	70	62.5
	Male	42	37.5
Field of Study	Advertising	66	58.9
	Journalism	28	25.0
	Public Relations	18	16.1
Type of Agency	Governmental Organization	62	55.4
	Business Owner	6	5.4
	Private Company	2	1.8
	Studying in Higher Education level	16	14.3
	Others	24	23.2

Table 4. General Information of Siam University Alumni

Respondents' Attitudes

A Likert Scale was used to collect data from Siam University Alumni about the

Communication Arts Curriculum.

To assess the degree of importance gained from the general education subjects in

Communication Arts Curriculum, the majority of alumni received "very much" value

from the fundamental computer and information system courses (57.1%) as well as all

English subjects (57.1-62.5%). Also they gained "much" from Man and Environment

(44.6%), and Human Relations and Personality Development courses (42.9%). The

importance expressed as "moderate" were in Mathematics in Civilization (58.9%) and

peace studies (53.6%). Some of alumni gained "little" of importance from Civilization

(28.6%). Comparative Religions (26.8%), Music Practice (25%), Physical Education and

Man and Literature (21.4%) courses respectively.

From the overall assessment of general education subjects based on 30 subjects, it

is seen from the value of the WAI that the subjects in the "very much" level of

importance are all English subjects (0.90-0.91), Human Relations and Personality

Development (0.87), and General Psychology (0.84). The "much" level consists of the

Fundamentals of Computers and Information Systems (0.79), and Thai Usage 1 & 2

(0.77). On the other hand, the "moderate" level of importance includes Physical

Education (0.50), Comparative Religions and Music Practice (0.53), and Civilization

0.56). Based on the above, the overall importance level of all 30 subjects can be evaluated

as "much" (Total WAI = 0.72).

In case of the feedback of alumni on the importance of the core courses subjects,

the majority of alumni received "very much" from Computers for Communication

(62.5%), Introduction to Communication (58.9%), and Consumer Behavior (57.1%).

Most alumni gained "much" importance from Organization Communication and

Management (55.4%), Social Psychology (41.1%), Principles of Marketing and

Introduction to Communication Research (41.1%) respectively. Some alumni expressed

"moderate" importance for the Public Relations for Government and Business course

(25%). Others ascribed "little" importance level to courses such as Law and Ethics of

Mass Media (8.9%).

The overall assessment of the 10 core courses is seen from the value of the WAI:

the "very much" level of importance includes Computer for Communication (0.90),

Consumer Behavior and Introduction to Communication (0.89) and Principles of

Marketing, Introduction to Advertising and Speech (0.87). The "much" level consists of

Law and Ethics of Mass Media (0.79). Base on the above, the total importance of 10

subjects can be evaluated as "very much" (Total WAI = 0.84).

In terms of the feedback of alumni on the importance level of the major courses, the majority of alumni received "very much" importance from the major Journalism courses, such as English for Journalism (48.2%), Professional Experiences in Journalism (41.1%), Printing Technology (39.3%), and News Reporting (35.7%). Based on the above, the total importance level can be evaluated as "very much" (Total WAI = 0.86).

The majority of alumni received "very much" from the major Public Relations courses; English for Public Relations (55.3%), Professional Experiences in Public Relations (41.1%) and Organizational Communication (35.7%) respectively, and some of them gained "much" from Public Information Systems and Public Relations Activities (32.1%) and Comparative Public Relations (28.6%). Based on the above, the total importance can be evaluated as "very much" (Total WAI = 0.85).

The majority of alumni receive "very much" from the major Advertising courses, such as English for Advertising (64.3%), Account Executive Management (58.9%), and Advertising Creativity and Production (57.1%). Base on the above, the total important can be evaluated as "very much" (Total WAI = 0.86).

To evaluate the importance level gained from the major courses, most alumni received "very much" from all minor courses which consisted of Journalism, Public Relations and Advertising. Based on above, the total importance of all 5 subjects can be evaluated as "very much" (Total WAI = 0.84 to 0.87).

In terms of personalities of Communication Arts employees, alumni assessed the degree of importance of the personality aspects that the majority of alumni assigned "very much" importance to responsibility at work (78.6%), creativity (76.8%), patience (64.3%), and problem solving (60.7%). Some of alumni ascribed gained "much"

importance to people skills (42.9%), good personality and outspokenness (41.1%) of 22 items, those at the "very much" level of importance are responsibility at work and creativity (0.94), and patience (0.90). The "much" level consists of politeness (0.80), conscience and ethics (0.79). Base on the above, the overall importance level of the 22 items can be evaluated as "very much" (Total WAI = 0.86).

Regarding the feedback of Siam University alumni on the attitudes toward the current Siam University Communication Arts curriculum, the majority of alumni expressed "strongly agree" attitudes toward the curriculum that enhances computer skills of undergraduate students (48.2%). The curriculum that enhances the universal intellect of students as well as develops their morality, ethics and virtue received a "46" rating at 41.8%. The curriculum that enhances student's communication and learning skills in theoretical and practical knowledge received a rating of 41.1%. Alumni expressed an "agree" attitude toward the curriculum enhances ability in communication of undergraduate students (67.9%), the curriculum that enhances critical abilities that is based on knowledge and the rational of undergraduate students (58.9%), and the curriculum that develops students' self-learning abilities and interest in pursuing further knowledge (53.6%). Some alumni had an "undecided" attitude toward the curriculum that is up-to-date, and the curriculum that enhances English skills sufficient to use for work (30.4%).

The overall assessment of personality aspects based on 16 items is seen from the value of the WAI. The item of "strongly agree" attitude is "the curriculum that enhances students' ability in communication (0.81). The "agree" attitude courses consist of the curriculum that develops students' self-learning abilities and interest in pursuing further

knowledge. These courses intensify student roundness encourages attitudes of teamwork, and strengthens universality of undergraduate students (0,80). On the other hand, some alumni stated that the curriculum should be more up-to-date (WAI = 0.54). Based on above, the personality aspects from all 16 items can be evaluated as "agree" (Total WAI = 0.75).

The Opinions of Siam University Senior Undergraduates

The questionnaire survey (See Appendix F) sampling 205 Siam University senior undergraduates was conducted in October 2001. Students from three majors participated: Advertising (72.6%), Journalism (17.6%) and Public Relations (9.8%). Student plans following graduation include: going to work with agencies in the private sector (34.2%), becoming business owners (20.4%), and working for governmental organizations (2.9%). The remaining 25.4% planned to pursue higher education and 17.1% expressed other plans. Table 5 summarizes this information.

	Item	No.	%
Gender	Female	115	56.1
	Male	90	43.9
Field of Study	Advertising	149	72.6
	Journalism	36	17.6
	Public Relations	20	9.8
Plan after Graduation	Private Company	70	34.2
	Business Owner	42	20.4
	Governmental Organization	6	2.9
	Studying in Higher Education	52	25.4
	Others	35	17.1

Table 5. General Information of Senior Undergraduates of Siam University

Regarding the level of importance attached to general education subjects in the Communication Arts Curriculum by senior undergraduates, the majority of senior students attached "very much" importance to Fundamentals of Computers and Information Systems (44.4%), all English subjects (31.2-34.6%), and Human Relations and Personality Development (33.6%). They also expressed "much" importance for Thai subjects (41.5-42.9%), general psychology (41.9%), and Man and Environment (37.5%). The importance levels expressed at "moderate" level were for Man and Literature (51.2%), Mathematics in Civilization (50.2%), and Study Skills (48.3%). Some senior students expressed "little" importance for Music Practice (24.9%), Civilization (24.9%), and Physical Education and Comparative Religions (23.9%).

Based on the WAI assessment of general education courses for 30 subjects, those at the "very much" level of importance are Fundamentals of Computers and Information systems (0.85), Human Relations and Personality Development and English 1 and English 2 (0.81). The "much" level consists of English 3 to English 6 (0.78-0.80), and Thai Usage 1 & 2 (0.76). The "moderate" level of importance includes Comparative Religions (0.55), Physical Education (0.57), Civilization and Mathematics in Civilization (0.58), and Man and Literature (0.60). Base on the above, the total importance levels for all 30 subjects can be evaluated as "much" (Total WAI = 0.70).

In case of the feedback of senior undergraduates on the importance level of the core courses subjects, the majority of senior students assigned "very much" importance for Introduction to Advertising (64.9%), Computers for Communication (59.5%), Introduction to Communication (57.6%) and Introduction to Photography and Cinematography (57.1%). Most students expressed "much" importance to Public

Relations for Government and Business (58.5%), Speech (48.9%), Organization Communication and Management (47.3%), and Principles of Marketing (46.8%). Many senior students saw "moderate" importance of Social Psychology (27.3%), and Law and Ethics of Mass Media (26.8%).

Of the 10 core subjects, the subjects rated at the "very much" level of importance are Introduction to Advertising (0.92), Speech, Interpretation of Current Affairs, and Introduction to Communication Research (0.83). The "much" level consists of Law and Ethics of Mass Media Organization Communication and Management (0.80), and Comparative Public Relations (0.76). Based on the above, the overall importance of 10 subjects can be evaluated at the "much" level (Total WAI = 0.79)

In terms of the feedback of senior undergraduates on the importance level of the major Journalism courses, the majority of senior students gave "very much" importance to Editorial and Critical Writing (29.3%), Similarly, Publication Design (29.3%) and Newspapers and Magazine Edition (28.3%). They also expressed "much" importance to Printing Technology (27.3%), Book Publishing (25.4%), and Feature Writing (23.9%). The importance levels of subjects at the "moderate" level were Professional Experiences in Journalism (24.8%). Photo Journalism, and English for Journalism (20%).

The overall assessment of major journalism courses at the "very much" level of importance were Publication Design (0.83), Photo Journalism and English for Journalism (0.81). The "much" level consists of Printing Technology and Professional Experiences in Journalism (0.79), Feature Writing (0.78), and Book Publishing (0.77). The overall important ascribed to all subjects in this can be evaluated as "much" (Total WAI = 0.80).

The feedback of senior undergraduates regarding the importance level of the major Public Relations courses, reported "very much" importance for English for Public Relations (26.3%), and Writing for Public Relations (25.4%). They also expressed "much" importance for Public Relations Media Relations (25.4%). They also expressed "much" importance for Public Relations Media (28.8%), Comparative Public Relations (28.8%), and Organizational Communication (26.3%). The importance subjects at the "moderate" level were Public Information Systems (27.8%), Public Relations Research (27.3%), Professional Experiences in Public Relations (25.8%), and Public Relations Activities (25.8%).

The WAI assessment of the major Public Relations at the "very much" level of importance were Writing for Public Relations (0.82), Public Relations Media and English for Public Relations (0.81). The "much" level consists of Organization Communication (0.80), Public Relations Management and Public Relations Activities and Professional Experiences in Public Relations (0.79) and Public Relations Research (0.77). Based on the above, the overall importance of subjects can be evaluated as "much" (Total WAI = 0.79).

The majority of senior undergraduates assessed "very much" importance for the major Advertising courses such as Advertising Design and Advertising Creativity and Production (53.6%), Advanced Advertising (49.7%), and Advertising Media and Advertising Planning (47.3%). Based on the above, the overall importance of these subjects can be evaluated as "very much" (Total WAI = 0.86).

To evaluate the importance level of the minor courses by senior undergraduates, most students expressed "very much" importance to the two minor fields of studies that

consist of minor Journalism and Advertising. The total importance of subjects can be evaluated as "very much" (Table WAI = 0.82-0.88).

The majority of senior students assigned "very much" importance to the minor Public Relations courses such as Writing for Public Relations (25.4%), and Public Relations Media (23.9%). Some senior students expressed "much" importance to Organizational Communication (26.3%), and Public Relations Management (25.8%). At the "moderate" importance level was Public Relations Research (27.3%).

The WAI assessment of minor courses at the "very much" level, consisted of Writing for Public Relations (0.82), and Public Relations Media (0.81). The "much" importance level included Public Relations Research (0.77), Public Relations Management (0.79), and Organizational Communication subject (0.80). Based on above, the total importance of these subjects can be evaluated as "much" (Total WAI = 0.80).

In terms of Personality of Communication Arts Employee, senior undergraduates ascribed "very much" importance to creativity (53.6%), working responsibility (52.6%), self-confidence (47.3%), and outspokenness, and sagacity (43.9%). Some of the students assigned "much" importance to adaptability to change (51.7%), and rationality (48.8%). On the other hand, offered "moderate" levels of importance to interest in political, economic and social problems (33.6%), personal skills (32.6%), and conscience (32.2%).

In terms of Personality of Communication Arts Employee, senior undergraduates ascribed "very much" importance to creativity (110), working responsibility (108), self-confidence (97), and outspokenness, and sagacity (90). Some of the students assigned "much" importance to adaptability to change (106), and rationality (100). On the other

95

hand, offered "moderate" levels of importance to interest in political, economic and social problems (69), personal skills (67), and conscience (66).

The overall assessment of personality aspects based on 22 items, that the items rated at the "very much" level are creativity (0.88), self-confidence and outspokenness (0.87), and responsibility at work (0.86). The "much" level of importance consists of interest in political, economic and social problems (0.74), conscience, personal skills and ethics (0.76), and systematic thinking (0.77). Based on above, the overall importance in this category can be evaluated as "very much" (Total WAI=0.82).

Feedback of senior undergraduates regarding the attitudes toward the current Siam University Communication Arts curriculum demonstrate that some students expressed "strongly agree" attitudes toward the curriculum that intensifies well roundness (27.8%), enhances student's communication skills and learning skills in theoretical and practical knowledge (26.8%), and encourages attitudes of teamwork (25.9%). Most students stated an "agree" attitude toward the curriculum that enhances abilities in communication (72.2%), develops students' self-learning ability and interest to pursue further knowledge (63.9%), and enhances critical ability based on knowledge (62.9%). An "undecided" attitude was expressed toward the curriculum being up–to-date was 30.7%, and toward the curriculum that enhances computer skills 29.3%, and English skills that are sufficient to use at work 28.3%.

On the other hand, students said that they "disagree" that the curriculum that is up-to-date (29.3%), enhances English skills that are sufficient to use at work (24.9%), focuses on enhancing theoretical knowledge more than developing skills. Graduates believed they cannot apply for work (24.4%), and do not have knowledge from the

curriculum that is sufficient for work (23.4%). However, the overall assessment of personality aspects bases on 16 items showed the students had a "strong agree" attitude toward the curriculum intensifies well roundness (0.82), enhances abilities in communication and communication skills and develops learning skill in theoretical and practical knowledge (0.81). The "agree" attitude scale includes the curriculum that encourages teamwork, strengthens universality and aims to produce graduates with creativity in developing and operating organizations (0.79). Some students suggested that the curriculum should be up-to-date (0.60). Based on above, the personality aspects can be evaluated as "Agree" (WAI=0.75).

The Opinions of Senior Undergraduates' Parents or Guardians

Questionnaires (See Appendix G) were received from 88 respondents in this classification. They consisted of 55.7% male and 44.3% female. The age groups were 40-50 years old (64.6%), 51-60 years (20%), and 56-70 years (15.4%). The majority of parents or guardians were business owners (47.8%), those working in the private sector (13%) and governmental organizations (4.3%). The main occupations were trading, house construction companies, and housewives.

Most (51.9%) of parents or guardians were satisfied with the current curriculum because it led their children toward their expected future. Twelve mentioned that the curriculum encourages their children to be more creative and thoughtful. On the other hand, two agreed that the experiences gain from their studies were limited; one stated that their students were unable to enroll in their preferred field and graduates had limited opportunities to be recruited for work. Programs of study for their children were

97

identified as Journalism/Printed Media 30.3% and Advertising 69.7%. Sixteen stated that their children planed to continue their studies, or to operate businesses.

In terms of participation in reshaping the curriculum, about half the parents or guardians thought they should not participate because that they had no perception of the educational system of their children, or they were too busy with their occupations. The other half of the parents or guardians thought they should participate. They mentioned that the learning and instructing methods should be improved; that the curriculum should help upgrade the knowledge of students; the contents of mass communication courses should be current; and the curriculum should be more effective for future students.

The qualitative data from the survey and questionnaires were grouped and reported under (1) the direction of Communication Arts curriculum development and (2) internal and external stakeholders' views toward Communication Arts curriculum reshaping, and (3) courses and subjects as key factors in reshaping curriculum.

The Direction of Communication Arts Curriculum Development

The beginning development of the Communications Arts curricula in Thailand focused on producing graduates to satisfy the labor market. The main mission was to serve and respond to private business organizations instead of other parts of society. Thus, this field of study is often criticized in terms of its academic quality and its professional ethics. The curriculum should be reshaped in order to increase its usefulness to the other parts of society. This reformation should be started in each institution and directed at the quality of each learner. Each institution should be specific and clarify the

98

philosophy of education based on the specialization and readiness of each university. The quality of education should create learners who are responsive to society's needs.

One Curriculum Design Committee member mentioned, "The modern mass communicators have to prepare themselves to be ready to enter the labor market at all times because this is the age of information. The communicators that will be needed in the labor market must have the characteristic of a one-man operation. Moreover, they must be general specialists who are omniscient and know things profoundly in all circumstances, not just experts in only the field of mass media creation. The curriculum designer should be concerned about these matters as well."

This research indicates that the development directions for the Communication Arts curriculum in Thailand. First, the curriculum should be focused in both a theoretical and a practical way by increasing cooperation between non-governmental organizations and educational institutions. Course contents that are related to training and consulting should be added to the curriculum. The interview data supporting this idea are:

An instructor suggested, "In terms of curriculum planning when agencies are asked to provide cooperation in terms of technical knowledge to enhance communication skills, the university should primarily teach theories and basic skills then private agencies that have expertise in selected field can practice technical skills. In this manner, the good curriculum can promote the development of cognitive skills, because in this era of information technology, we can research other information from many different sources."

An advertising producer stated, "Mass communication training, for the purposes of practicality and professionalism, can be divided into two forms. One is to establish dummy companies that can manage fairs by asking different companies to provide their

products in order to advertise the products for them. The other is to establish more practical dummy companies that provide real service in the mass communication field with advice from many professional companies."

Next, the curriculum should be adjusted according to current trends, and information age and information technology, by focusing on the following aspects: first, the four practical skills: reading, speaking, writing and listening; second, aspects in foreign languages especially English 5; third, several minor courses should be added; fourth, professional and general knowledge should be divided. There are many opinions, which support this concept as follow:

A curriculum design committee said, "In the information age, the content of the curriculum should develop technical skills in the fields of 1) Computers: Internet, Graphics, Digital Editing and Tele-printing. 2) Media: Broadcasting and Printing. 3) Language. These are the fundamental skills that help students to further research their studies."

An instructor indicated, "The curriculum should advocate learners to adapt their knowledge to respond to the problems and situations encountered. At the same time, general knowledge such as English, Computers, Politics and Economics are supplementary fields of knowledge that can help attract employers in the future."

The director of the Animate Group Co., Ltd explained, "As a mass communicator, communication skills, including speaking, reading and writing are important. Furthermore, computers are vital in this information age since everything relies on them, especially information technology systems. This is because the companies use Internet as a medium to communicate information and also as a search engine. Another qualification

that is considered as an advantage for the mass communicator is the ability to speak foreign languages, such as English, Japanese and Chinese."

Additionally, the curriculum should be more flexible and easier to administer according to the specialized mission of each university. It should have comprehensive subjects in each field such as seminar courses so that learner can apply knowledge in practical ways. Two instructors express their opinion as follow:

An instructor offered, "We must realize that technology in the past can not match up-to-date ones because of the changes in the world situation, which affects the development of education, technology, politics and other fields, curriculum should be flexible and easily modifiable in the present situation."

Another instructor stated, "Seminar courses in each branch are significant and some subjects should make case studies or projects that gather the knowledge gained from a study. The learner should study, understand and be able to complete the projects." Fourth, the objective or the philosophy of education should not focus only on the academic but also on the understanding of Thai society. The learner should be more responsible for social problems too. There are three supporting data as follow:

A curriculum design committee indicated, "We need to emphasize the philosophy of education in its three dimensions. First, we need to use knowledge to analyze and synthesize; second, we need to have knowledge, morals and ethics in profession life, and third, we need to be responsible for oneself and society."

An instructor expressed, "The philosophy of education should give equal emphasis to both knowledge and social responsibility, as this will be consistent to the principle of a "knowledge society" in the 21st century."

Another instructor said, "Curriculum reshaping should be done in accordance with the objectives of education, which cognitive domain, true understanding in the core of knowledge; the psychology domain, morals, merit and ethics, skillful domain, the ability to use mass communication technology in jobs."

The learning approach in this field should be changed in each university. The interactive learning approach should be adapted in teaching and learning activities. The intellectual knowledge approach should be developed and focused more in order to be more practical in the current situation. Quantity should be decreased and focused on the quality and knowledge by increasing the capacity of human resources. This learning idea is supported by the following data.

An instructor described, "Learners should participate actively and indicate the appropriate learning atmosphere that can be highly beneficial for them. This is consistent to the idea of student/child-centered learning. Since the technical courses of the Curriculum Arts curricula mostly deal with practicing and training, learners have to learn by doing with emphasis on practice. On the subjects of quantity and quality, the priority concern is to be able to distinguish each learner's talents in order to provide them with the highest benefit."

A drama copywriter explained, "Beside knowledge from texts, graduates should pass through various types of career training course in order to learn directly from their experience of true profession. With this, each will have a wide and deep range of perspectives towards the environment. Students should do case studies based on real situations to develop their cognitive and performing skills."

Furthermore, the research, documents and materials of the Communication Arts Curriculum should be produced from local sources in order to reflect Thai social and economical situations rather than focusing on western influences. The supporting data are:

An instructor said, "By considering the societal role of each locale or country, one will be able to respond to external change. The Education Reform Act of 1999 indicates the importance of new curriculum design that can respond to the change due to the cohesion between localization and globalization and Easternization and Westernization."

Another finding indicates that all institutions should strengthen their capacities by providing training courses for workers in the field in order to ease students into employment. The supporting data are:

A department head indicated, "The university may collaborate with agencies of other institutes in order to develop the technical skills to the employees. In other words, it is the duty of the university to serve the society. For instance, the Curriculum Arts Department has an announcer-training project."

Next, the proportions of teaching, administration, curriculum and learners should be reorganized because the fundamental courses of the Communication Arts Curriculum are not strengthened enough. It is shown in these data.

An instructor explained, "The core courses should not only provide benefits for learners in their lives, but they should regard the global content of the Curriculum Arts Curriculum. This is because when learners enter the labor market, they should be competent enough to attract employers. For example, Political Science or Modern Art should substitute for Physical Education courses."

An editor of TV Pool magazine told, "Either as a journalist, public relation operator or advertiser, one must have general knowledge, such as politics, social and mass communication knowledge because this knowledge can be adapted to the career. Moreover, this knowledge will enhance each individual's work efficiency."

Finally, public hearings at local and national levels should be arranged for brainstorming ideas and solutions directed at current problems in order to apply more practical applications and also to open new paradigms of academic perspectives for human resources. This idea is supported by the following data.

A dean indicated, "In the development of good curriculum design, there should be a seminar participated in by intellectuals to present their ideas. The draft of a new curriculum would be taken as the principal subject and the dean would introduce the issues to discuss. Each participant would give ideas on the issues, such as the number of credits required."

A film producer expressed, "The content of the curriculum should be adjusted so that it can apply to both the local and international contexts. It is considerable that high emphasis on theories will give less benefit, therefore, there should be more training programs so learners can deal with real jobs or have scenarios to practice. It is important to recognize that the world is changing, thus the exchange of ideas from all is needed to develop the new curriculum design.

The Internal and External Stakeholders

Stakeholders consisted of curriculum design committees, the dean and assistance dean, instructors of the Communication Arts faculty, enterprise groups, Communication Arts alumni of Siam University, Communication Arts senior undergraduates of Siam

University, and their parents or guardians. During their interviews, some of these target groups suggested which stakeholders should participate in curriculum design and how.

A curriculum design committee informed, "Non-stakeholders can participate to express their ideas, but the final decision should belong to the curriculum design committee. This is because non-stakeholders do not understand the philosophy of the university curriculum, which aims to produce efficient and effective human resources for society."

Another curriculum design committee pointed out, "There should be an open opportunity for all stakeholders, such as experts, professors, people in the mass communication business, journalists, advertising agencies, public relation sectors and customers, which are the graduates and alumni, to present their ideas about the new curriculum. The seminar should be held to collect ideas from these people since they can tell whether the curriculum is applicable or not. In the past, the making of the curriculum was done by duplication, especially from abroad."

A dean suggested, "In the curriculum design, there should be corporation among the alumni, faculty representatives, the agencies that need graduates, the university, and representatives from the Ministry of Communication Arts. There should be a meeting of these people to formulate ideas to produce the ideal graduates. Presently, only representatives from numbers 4 and 5 are present in such meetings.

An assistant dean explained, "one organization can not maximize efficiency; it requires all organizations, both from public and private sectors, who have experienced obstacles to present their ideas to help design the new curriculum and that will provide synergistic outcomes for learners, organizations and society."

The most important key informants are internal groups that consist of the curricula design committee, the dean and instructors. They must take care of the contents of the curriculum and are responsible for showing problems and improving graduates' personalities by reshaping the Communication Arts curriculum. Moreover, enterprise groups and alumni are also important for new graduates in terms of appropriate personalities, work performance, and labor marketing demands.

In this research, all key informants distinguished their essential roles in reshaping the new Siam University Communication Arts Curriculum in terms of clarity of the Communication Arts Philosophy, consistency between Philosophy and Goals, Consistency of Structure, Content and Goals, appropriateness to the current social situation, and the constraints to the execution of the Communication Arts curriculum. These statements are supported by interview data as follow:

A curriculum committee stated, "The philosophy of education must consist of the learner's ability to use knowledge to analyze and synthesize and the learner's characteristics of wisdom, morals, work ethics, and responsibility towards oneself and the society."

A dean said, "There is nothing more important than responsibility towards oneself and society. Therefore, mass communicators must be responsible for themselves and society. They should be qualified with wisdom, morals, merits, and ethics."

An assistant dean explained, "The curriculum should be in accordance with the philosophy of the university."

A department head indicated, "Graduates must have expertise and high technical skills, along with morals. Most importantly, they must be able to implement these

considerations in their professions. This is considered the absolute philosophy of education."

The first instructor pointed out, "Learners must have adequate knowledge and ability to enter the labor market proudly and confidently. Learners currently lack confidence in performing their jobs."

The second instructor offered, "The philosophy of education should emphasize on "knowledge" along with social responsibility, as this is consistent with the principal of "societal knowledge" in the 21st century. Moreover, knowledge is an important tool for graduates in order to be competent in the labor market."

The third instructor indicated, "The missions and objectives of education should be in consistent with the university, in which it focuses on the learners as the center of education services. It should provide appropriate education according to learners' abilities and interests. Furthermore, it should promote morals and cognitive skills in learners to be good mass communicators."

A creative writer said, "The curriculum should aim to increase learners' cognitive skills, make them have new vision and creativity, and determined to utilize their potential to learn in order to gain more experience and be active workers.

Another creative writer explained, "The main objective of all education departments is to provide extensive knowledge of different fields of study for learners to have wider perspectives. With this, learners will be able to adapt to the society with good attitudes and ready to learn more in their working environment."

A curriculum design committee informed, "The philosophy of study should aim to provide genuine wisdom to graduates, where graduates are responsive and can put high

effort in their jobs. Therefore, it must be accorded with the philosophy of work, in order to be professional."

A vice manager and program producer stated, "An additional requirement for the philosophy of study is the emphasis on making learners be more responsible in their professions, not using the mass communication profession for personal benefit or the expense of others."

From the opinions of experts and professors above, it is reasonable to state that the philosophy, mission, responsibility and objective of our current Communication Arts curriculum have clearly covered the purpose of the requirements of the profession.

Philosophy: Wisdom is the quintessence of mankind. This mainly focuses on fulfillment of the country need to manage university study to produce qualified human resources with wisdom, technical skills and morals. The philosophy of the institute is wisdom is the quintessence of mankind.

Mission: The mission is to produce Curriculum Arts and mass communication graduates with knowledge and morality.

Responsibility: The department is responsible to educate learners with knowledge of Communication Arts and mass communication in order for them to develop their body of knowledge. This is for the benefit of the development on economics, society, politics, and administration and to fulfill the objectives of the society.

Objectives:

1. Aim to increase learner's wisdom and knowledge of communication in Thailand and other countries: Moreover, it aims to encourage wisdom, morals and ethics in order to implement societal objectives.

2. Aim to enhance, theoretically and practically, knowledge and technical skills that are related to Communication Arts and mass communication in order to produce qualified graduates that are appropriate for professions in all organizations.

3. Aim to produce graduates that are creative in communication in order to promote development in both public and private organizations.

Constraints to the Execution of the Communication Arts curriculum

As found in the interview data, Communication Arts lecturers and resource persons deal with the following criticism:

- Insufficiency of teaching approach, technology and facilities,

- Learner lack of opportunity to practice skills and lack of training in the University for actual work,

- Curriculum not up-to-date,

- Curriculum that does not enhance English skills that are sufficient to use for work,

- Curriculum focused on enhancing theoretical knowledge more than skills, therefore, graduates can't apply for work.

These lists are summarized from the interview data as follow:

A curriculum design committee stated, "The considerations are 1) how the department administrators have vision to utilize the curriculum. 2) whether the lecturers being recruited are qualified or not. 3) how learners are prepared and determined to learn,

109

and 4) the learning atmosphere that can support study, including the equipment and facilities in the department."

An assistance dean indicated, "There is a continuous development of the theory of Communication Arts that suits the modern society. One factor that should be taken into consideration is the emphasis on the training of various skills to bring knowledge into practice."

An instructor said, "In my opinion, the first challenge is the readiness and quality of learners to study. Secondly, the instructor's preparation is also important. Thirdly, the organization's readiness to support the study, such as the funding of the facility and equipment. Finally, the design of the curriculum that in accord with the current situation is important."

A department head suggested, "The science of Curriculum Arts requires practical training to develop the technical skills. Some courses contain only theoretical learning; as a result, graduates are unable to perform effectively. For instance, the subject of journalism and publishing should have printing facilities for students to practice."

An agency producer offered, "The most important thing is to have qualified lecturers that are up-to-date; who understand what types of personnel are highly demanded in the present employment market. With the current curriculum, we should visit various agencies to explore new ideas."

A vice-manager of production division replied, "I perceive the readiness of the graduates begins in class lectures and moves on to activities, both inside and outside of the institutions. These will develop the mass communication skills and help verify the quality of the graduates."

A public relations officer explained, "The main factor that indicates the quality of the graduates are the student themselves. If the university is an indicator, it must be able to provide knowledge excellently and the lecturers must be highly qualified. Learners must be able to perform effectively both inside and outside class, not just for grades but also for experience."

A radio and television producer suggested, "Language is an important tool for all means of communication. One must not only know basic language, but the professional English is needed. Graduates can use international languages, especially English, as a means of communication."

Courses and Subjects as Key Factors in Reshaping Curriculum

Regarding the reforms needed in the current Communication Arts curriculum, the target groups identified courses and subjects as key factors in reshaping Communication Arts curriculum and planning instructional techniques.

The following selective courses should be useful:

- Computer Skills e.g. the Internet, Graphic Programs, Digital Editing for Television Work, and IT Knowledge

- English Skills and English for Professions

- Production Technology

- Communication Law for Mass Media which is focused on merits and ethics

- Broadcasting (Radio and Television) should be added as a new field.

The following subjects should be integrated:

- Introduction to Photography, Cinematography, Introduction to Advertisement, and Introduction to Broadcasting should be called "Mass Media."

- Thai Usage 1 and 2 should be renamed "Language for Communication."

- Public Relations Research and Communication Research and Advertisement should be known as "Universal Knowledge."

- Man and Literature should be integrated with Man and Arts because the contents are duplicated.

- Basic Mathematics should be integrated with Mathematics in Civilization because the contents are duplicated.

- All English subjects should be integrated into only one course or classified into fundamental, intermediate and advanced levels.

The following subjects should be added:

- Television and Radio Production

- Advertisement Production and Promotion

- Information Technology

- Introduction to Film

- Computer, Graphic Design and related software

- Computer operating skills and Information Technology

- English Proficiency

The following subjects should be cancelled:

- Comparative Public Relations should be cancelled because the content is similar to Professional Experiences in Advertising subject.

- English for Advertising and English for Public Relations should be cancelled because the content is similar to that in English course.

- Basic Mathematics and Mathematics in Civilization should be cancelled because they are too old and not related to the major field of study.

The following general education and core courses should be given less importance:

- Comparative Religions

- Music Practice

- Physical Education

- Man and Literature

- Civilization

- Mathematics in Civilization

- Social Psychology

Competencies

Competencies of knowledge, skills, personality and dispositions (opinions and attitudes) required for Siam University Communication Arts students to succeed in their field must be determined.

To evaluate whether the curriculum is on the right track and will accomplish its objective the following steps must be taken:

Knowledge, Skills, Personality and Application

- The Curriculum should improve students' abilities to manipulate their knowledge in working and to adjust themselves to new environments.

- The Curriculum should enhance students' universal intellects as well as develop their morals, ethics and virtue.

- The Curriculum should enhance students' communication skills.

- The Curriculum should enhance students' computer skills.

- The Curriculum should intensify well roundness and universality.

- The Curriculum should encourage students' teamwork.

- The Curriculum should develop students' self-learning abilities and interest in further study.

- The Curriculum should enhance criticism abilities that are based on knowledge and rational.

- Curriculum should upgrade students' knowledge and abilities.

- The graduates should be "one man operations", generalist and specialist.

Provision of Training and Professional Experience

- The Curriculum should provide students' opportunities to learn from demonstration situations (Dummy Companies) or workshops in the university.

- An internship should be included and promoted to enhance students' practical skills.

Improvement of Instructional Processes and Facilities

- The Curriculum should improve the instructional process to be really student centered.

- The University should provide good facilities, equipment, and learning activities continuously.

Awareness of Marketing Requirements

- The market requires experienced personnel and does not want to waste time and money training new graduates.

- Job market competition is high, therefore only the highest quality, creative and responsibilities persons are required.

- The market requirements in this globalization and information age indicate that Radio Broadcasting and Television, Integrated Communication, and Information Technology fields of study should be taught increasingly because they are needed mass media.

- The Personality of graduates should be improved in terms of politeness, patience, adaptability, enthusiasm, human relationships, self-confidence, English skills, computer skills, creative thinking, well roundness, ethics and morality, responsibility, diligence, enthusiasm to get jobs done, understanding and systematic problem solving, thirst for life long learning, outspokenness, and conscience.

A curriculum design committee suggested, "In the Communication Arts business, graduates must be patient, respectful to team workers, not sloppy, or negligent of local customs. These disciplines are taught in the university."

The first instructor explained, "It is significant to have good human relations to get along with all types of people. Learners should be enthusiastic to pay attention to their surroundings and open to information. They should have ability to analyze, synthesize and think logically."

The second instructor said, "Learners should be wise in their field of study, discerning in their work and adaptable to the nature of work, able to learn the working system, enthusiastic to work and disciplined in their lives and organizations."

The third instructor described, "Personality is very important, starting from the recruitment process, which basically requires patience, general knowledge, confidence, morals and ability to cope with emergency situation."

The fourth instructor indicated, "Graduates must be confident to present their ideas based on creativity, logic and uniqueness. Practically, they must know how to behave according to place and occasion."

A film producer told, "Responsibility comes first, this is considered very important when working in a team. Punctuality, open-mindedness, dexterity, intelligence, good human relationships and self-confidence are significant personal traits of good graduates."

A film editor replied, "From personal experience, new graduates are unable to work efficiently. They must be determined, attentive, patient, not arrogant and willing to

learn to perform effectively. In this field of study, learners must develop self-understanding and self-development."

A drama director pointed out, "Personality is significant to create impressions and respect in the workplace. For example, one should know how to behave and dress according to the place and occasion, graduates must be eager to learn and be open-minded."

A company owner stated, "Personality in this case does not only consist of good appearance, but it also refers to appropriate behavior in the workplace. Most important, one must be moral, industrious, punctual, healthy and adaptable to the environment."

Summary

This chapter provides structured interview and survey questionnaire data from internal and external Siam University stakeholders including curriculum design committee members, deans and assistant deans, Communication Arts faculty members, enterprise groups, Communication Arts faculty alumni, Communication Arts faculty senior undergraduates, and their parents or guardians. They distinguish their essential roles in reshaping the Communication Arts Curriculum for Siam university by expressing their opinions on the Communication Arts philosophy, the consistency between philosophy and goals, the consistency between structure, content and goals, the appropriateness of the curriculum in the current social situation, and the constraints to the execution of the Communication Arts curriculum. Furthermore, the target groups identified key factors that should be considered in the reshaping Communication Arts curriculum. They also indicated what courses and subjects should be taught in the new curriculum. Regarding the competencies such as knowledge, skills and experience,

personality and dispositions (opinions and attitudes) required for Communication Arts

students at Siam University, the stakeholder respondents indicated the elements that are

important for succeeding in the field.

CHAPTER FIVE

Data Analysis

The purpose of this research study was to arrive at findings that could reshape the new Siam University Communication Arts curriculum. The study included a critical assessment from the internal and external stakeholders who participate in determining the knowledge, skills, personality, and revision of the courses and curriculum through the lens of basic design sequence model of Diamond (see figure 1, p. 9). This chapter will offer the analysis collection related to theoretical framework.

Background on Current Communication Arts Curriculum in Thailand

First of all, there are some interesting notions in Chapter Two that should be considered as the fundamental information of the Communication Arts curriculum reshaping as follow:

1. The institutions that had the highest expansion rate were the private institutions. The Committee of Private Institutions has collected data and reported that the development of the curriculum was often in the form of opening new concentrations, increasing the number of admittance, and adjusting some courses rather than reconstructing the whole curriculum.

2. The new courses available in all three groupings of institutions—the public, private and autonomous—follow the same direction in that they concentrate on technical courses, followed by technology and marketing. The courses related to the context of media are opening more, but proportionately less than the two courses mentioned above.

3. Thai mass communication market is demanding more personnel with higher technical skills. The internal and external stakeholders were identified as (1) academic groups: administrator and instructor of the

119

Communication Arts faculty, (2) professional groups: enterprise and recruiter, (3) outcome groups: Communication Arts Alumni of Siam University, Communication Arts senior undergraduates, and parents and guardians of graduates.

4. Previously, the main mission was to serve and respond to private business organizations instead of other parts of society. Thus, this field of study is often criticized in terms of its academic quality and its professional ethics. The curriculum should be reshaped in order to increase its usefulness to the other parts of society.

5. The recent reformation should be directed at the quality of each learner. The philosophy of education should be based on the specialization and readiness of each university. Finally, the quality of education should create learners who are responsive to society's needs.

Last but not least, the reshaping of Communication Arts curriculum should be focused in both a theoretical and a practical way by increasing cooperation between non-governmental organizations and educational institutions. Course contents that are related to training and consulting should be added to the new curriculum.

Based on the research findings and theoretical framework, there are two collections of data analysis, which should be considered.

The Analysis of Theories and Concepts Related to University as Higher Education

As referred to in Chapter Two, the key role of universities is to contribute human resources for the labor market (Monday, 1999). Molen (1996) suggested that higher education is the foundation of a learner's body of knowledge. This body of knowledge is derived from three related approaches, which are the knowledge transferred from educators and textbooks, the application of theoretical knowledge,

and creativity. Basically, this research employs the creativity, transfer and application model of Molen for the analysis of higher education concepts (see figure 2, p. 15).

Considering the speech of the Siam University president at the conference of the Private Higher Educational Institute Association of Thailand, the fundamental goals of higher education are to transfer and shape the body of knowledge for students, to enhance students' academic and professional knowledge for getting and advancing in their jobs, and to cultivate the social responsibility of students. Higher educational institutions ought to be a place of unlimited academic knowledge and ought to conduct research and educational assessment continuously for human development in an unpredictable society (Mongkornvanit, 1998). These concepts relate strongly to the Molen's model.

Private universities are normally for profit organizations. Otherwise, they cannot survive in the high business competition climate and economic crisis. As a result, they have neglected their higher educational roles and objectives determined by The Office of National Educational Committee, Ministry of Education (1979). As stated in the majority of university's regulations, the main role of the university is to produce people with a body of knowledge, which fulfill the demands of society.

Even in the upcoming plan, the Ninth Revision (2002-2006) focuses on the development of human resource more than that of infrastructure as offered in the previous plans. Thai people are the main source of higher education development so as to correspond to the society's need. They should be highly proficient, effective, ethical, harmonized, and create a body of knowledge that is reliable and strengthens society. In summary, these national policies lead to self-learning and a learning society. Thai people have virtue in building their own works, hence this will enhance the country development, as well.

For the self-learning and learning society, Siam University develops its students with the ultimate goals of enhancing their intelligence for the sake of academic progression and their morals and ethics in art, culture and traditions so that they can live valuably with others, in society and the nation. These precepts are written in its philosophy, mission and objectives.

The analysis from Chapter Two points out that most universities rarely follow their own blueprints. For example, their students are not well prepared or adequate for the demands of the labor market and society. This assessment is also from the survey questionnaire results of this research. One serious problem comes from the process of curriculum reshaping, which is traditionally conducted by only top administrators and government officers. It neglects other stakeholders' participation. As mentioned in Chapter Four, a variety of people should be involved in the analysis of the curriculum reshaping. For example, in the criteria relating to strategies or methods of instruction, it would be very desirable to involve instructors some of whom should be outside the curriculum design groups. Even though curriculum is for learners more than instructors, students normally never took part in the curriculum process. This research indicates that students' perspectives are able to reflect what level of knowledge, skill and competency they can enter or must enter. Even in the moral and ethic cases, they will express their ability to judge what is right or wrong within the concept of social reality. Without any doubt, this criterion is very useful for curriculum reshaping.

The last example is the information of professional groups, which offer the cultivation of professional ethic and critical thinking in the curriculum process. The enterprise indicates that the faculty does not develop its graduates' learning style. Students still learn by rote, which obstructs their creative thinking and skill development.

In summary, the analysis of theories and concepts related to higher education expresses the point that the university philosophy, mission and objective have been already focused on quality and are suitable for human development, especially its body of knowledge. The weak point is a lack of real application. Thus, all of these obstacles should be further studied for benefit of education and curriculum development.

<u>The Analysis of Communication Arts Curriculum Reshaping Process</u>

In every college and university, the final determinant of the academic program is the performance of its graduates (Diamond, 1997). The degree of success will depend on how well the curriculum is conducted systematically, delivered in courses and provides learning experiences to students. Up to the present time, the Communication Arts Faculty of Siam University has rarely reviewed the structure of its curriculum or investigated the statement of needs (of internal and external stakeholders) before its curriculum design. Traditionally, the statement of need is considered by only top university administrators (curriculum design committee, dean and assistant dean). The later process of curriculum revision and approval depends on the regulations of the Ministry of University Affairs. However, throughout this research, the Diamond Model (1997) illustrates that the effective curriculum reshaping at Siam University should begin with an assessment of need, a statement of goals, and then be followed by design, implementation, assessment, and revision as needed.

<u>Step One: Statement of Need</u>

Beginning with the first step, internal and external stakeholders indicate some factors, which should be considered for shaping the statement of need.

Throughout this research and stakeholders' opinions, the most important

factors, which effect the reshaping of the Communication Arts curriculum are

changes: education in Globalization, Information Technology (IT) and the educational

revolution.

<u>Changes</u>

Education in Globalization: As a result of globalization, western communities

have become the dominant people in the world. In order to sustain the current

communication system, students should acquire both their mother tongue and English

as it is used as a first language in the system, of computerized communicating skills.

Communication Arts curriculum cannot avoid this global impact. The faculty of

Communication Arts needs to understand the impact on employment internationally,

nationally, and regionally, especially in terms of courses and skills required. Thus,

present curriculum providers must be good at know-what and know-why aspects of

curriculum in relation on local and global development

Information Technology (IT): Besides the globalization impact, the advance

in information technology (IT) is the key reinforcement in the revolution of learning

methods. With the rapid growth in information technology, each country can expand

its educational services to other countries without any barriers. Thus, the competition

in educational market is becoming more intense.

Again for the IT age, the style of ready-made knowledge that provides

knowledge and theory in university packages will no longer be fully beneficial. In the

present, the body of knowledge is dynamic where learning can happen anytime in any

situation. The importance of learning in a university is no longer based upon the

content or the body of knowledge, but it is rather based on the process of learning,

which means learning how to learn. All curriculum policy makers of Communication Arts should beware of this change.

Educational Revolution: Combined with the information of Chapter One, Thailand, as other developing countries, needs higher proficient human resources for national development. The Ministry of Education indicated the direction and trend of the curriculum process based upon the Act of Educational Legislation of 1999 design. It stated that the existing curriculum process had not been fully accomplished because the skills and abilities contained in the content could not be applied to real life situations. Therefore, the reformation of higher education in Thailand towards globalization should not focus only on the concept of modernization but also on comprehension of the world (National Education Committee Office, 1997). Faculty should not only teach how to think and how to practice, but emotional knowledge should be included in the curriculum (Sinlarat, 1995).

Currently, Thai public and private universities have awakened to the global concepts and visions that they reconstruct in their Communication Arts curriculum and put more effort on the development of instructional method.

Next is to analyze the statement of need through the views of internal and external stakeholders toward the quality of the existing of academic program. All analysis data are classified as follow:

Student as outcome of educational process

It is desirable that the quality of graduate is the key to success of all faculties and universities. After completing a degree in the Communication Arts field (Public Relations, Journalism, or Advertising), a Siam University graduate in the twenty-first century should be qualified in three main areas including:

- Theoretical and professional knowledge

- Combination of character, personality and skill required to get, to keep and to progress in jobs

- Morality, ethics and civility.

The graduates of Bachelor Degree programs in Communication Arts must be developed toward the following goals:

Theoretical and professional knowledge:

- To be well rounded in all Communication Arts fields as a general specialists

- To have foresight and insight and be visionary, not only in the Communication field but also in related fields

- To always keep abreast of academic and professional knowledge which responds to demands of the labor market

- To be knowledgeable in Thai and international languages for communication

- To speak, write and think systematically and creatively

- To understand the communication process in every circumstance such as between two persons, in public, in organizations, formally or informally or cross-culturally

- To be expert in selecting and applying modern equipment or media at work

- To be expert in information technology skill such the Internet, graphic programs, and digital editing for media

- To be knowledgeable in communication law for mass media, which focuses on merit and ethics

- To be knowledgeable in psychology, culture and sociology

In this era, interdisciplinary knowledge such as politics, social science and arts should be implemented in the curriculum in order to enhance the specific knowledge in each field of study. Then learners should be taught about Communication Arts techniques. Finally, learners will be more qualified for work.

<u>Combination of character, personality and skill required to get, to keep and to progress in jobs</u>

The character, personality and skill of Communication Arts graduates are politeness, patience, vision and wisdom, ability to adjust to society and occupations, enthusiasm, human relationships, self-confidence, English skills, computer skills, creative thinking, well-roundness, ethics and morality, responsibility in work, diligence, activity and energy to get job done, understanding and systematic problems solving skills, commitment to continuous learning for life, outspokenness, and conscience.

<u>Morality, ethic and civility</u>

As referred to in the National Education Act of B.E. 1999, faculty curriculum should support some new values praised in Thai society, such as emotions, lifestyles of the new generation, moral values of industrial and informative society, including duties and responsibilities for mankind. Besides, the professional groups claims that the exciting curriculum process has not been fully accomplished because students rarely applied morality, ethic and civility taught in their classroom to real life situations. Therefore, new communicators must be:

- To be sincere, unbiased and socially responsible.

- To be a democratic person and respect others' rights.

- To be a moral and ethical communicator who respects the regulations of the mass communication association and society.

127

- To be patient, steadfast and never be discouraged by problems.

- To be disciplined and able to control emotions.

- To be conscious in self-improvement and social development.

Community as a reflector of social and market demand

In course and curriculum design, it is best to comprehend the current demands of market and society. To analyze this part, the curriculum designer not only identifies the knowledge and skill that are necessary for success in career, but also understands how they necessary for success in career are applied in the "real world". The summary is:

- To work as a one-man operation or a general specialist

- To have in-depth knowledge both in theory and practical skills in order to adapt to work life

- To be proficient in Communication Arts and other subject areas, such as politics, economics

- To be flexible in adjusting oneself to persons of different status and in different cultures

- To be knowledgeable in communication, information technology and computer operation

- To be skillful in every related communication field (i.e. Journalism, Public Relations, Advertising) and be able to apply knowledge to existing societal conditions

- To be able to communicate both in Thai and English

- To have good manners and behavior

Field of Knowledge: Course and Curriculum Changes

Diamond states (1997) that the content of any program should be assessed by the instructional staff. Besides, as provided in this research, he ensures that a review of major journals and topics in specific program, such as Communication Arts along with conversations with professionals in specific field are all excellent sources for identifying trends and content changes in the discipline. In this research, there are four topics that should be considered as the field of study.

Curriculum Structure

The structure of the Communication Arts curriculum is similar in all Thai institutes because it complies with the regulations and standard criteria set by the Ministry of University Affairs. Basically, there are three main components:

General Education engages the students in developing proper attitudes, vision, responsibility, morality and knowledge. It is fundamental to professionalism in each discipline. The main courses include social sciences (6 credits), humanities (6 credits), mathematics and science (9 credits), language (15 credits). These courses (36 credits) are essential for further study in core requirements.

Faculty Core (Communication Arts) is the group of courses to be studied in each area of concentration and consists of

Core Courses refered to as general or common courses in communication Arts, including introductory courses to various media such as Communication, Broadcasting, Printing and Newspapers, Advertising, Public Relations, Photography and Cinema, and Speech and Drama. The total credit requirements should be 39-54 credits.

Major Courses prepares the students for professionalism in an area of concentration, ranging from fundamental knowledge of media to skills, practical training, ethics and morals pertaining to professionalism and

129

seminars. Examples of courses in this category include News Reporting, Printing Technology, Comparative Public Relations, and Radio and Television Production. The average credit requirements should be 30 credits.

Minor/Elective Courses are advanced courses in Communication Arts or specific media of the student's choice, depending on their capacity and interests. Examples include Advertising Planing, Business Newspapers, Marketing and Communication Integration and Information Technology System. The average credit requirements are 9-15 credits.

Free Elective (Non-Communication Arts) answers to the need and personal interests of individual students. Courses are selected from those offered in the faculty or outside such as music, politics or economics. The rage of credits is 3-6 credits.

<div align="center">Learner and Instructor Competencies</div>

For students and faculty to succeed in this field of knowledge, stakeholders have identified specific competencies.

Learner characteristics

- Willing to learn, demonstrates initiative and creative

- Conscious in learning by doing

- Systematic thinking and analytical

- Good human relationships and able to work in team

- Intelligent and adjustable to changes and more learning

- Able to use technology appropriately

- Well-rounded and up-to-date with current situation recognition

- Self learning and enthusiasm

- Understanding the body of knowledge well for job application

- Ready to apply knowledge to various jobs

Instructor characteristics

- Expert and specialized in various fields of Communication Arts

- Creative thinking skill

- In-dept Communication Arts knowledge in various fields

- Well-rounded and modern approach to world change

- Enthusiasm to improve knowledge and skill

- Willingness to exchange information and ideas with experts

- Broad-minded and flexible

- Has job satisfaction and is well trained both academically and sin related skills

- Has completed at least a Master's Degree in Communication Arts

Types of Academic Activities and Extra Academic activities

- Practical activities

- Role-playing and observations in field of work

- Case-studies and evaluation of the output

- Seminars for problem solutions and workshops and exhibitions to present academic output and research.

- Focus on practical skills by cooperating with external organizations

- Encourage activities according to learners' interests

- Encourage learning by doing activities

The Facilities for Teaching and Learning Activities

- Sufficient classrooms, studios, laboratory rooms and auditoriums for all types of classes, including for meetings and discussions before or after class

- Quality instructional equipment in classroom such as whiteboards, video and television equipment, microphones, computers and screens and recording tools

- Broaden and more productive knowledge network between other departments and faculties

- Internet system for learning activities

- Database system such as ERIC for researching related academic information

- Recording of lectures on cassette tapes, CD-ROMs or videos. The learners or others can borrow after class if interested.

Step Two: Statement of Goals

Normally, the curriculum consists of a philosophy, goal or objective, a curriculum structure, design of instruments, teaching and learning instruments, practical training and evaluation and monitoring.

With regard to the philosophy, goal or objective of the Communication Arts curriculum, the academic stakeholders indicate that the curriculum planners must keep the national and educational goals in mind. All of stakeholder informants agree that philosophy should indicate the institution's goals or objectives to produce competent, moral and ethical graduates as well as graduates who respond to their personal needs, their careers, and society.

Considering the model of Diamond, this research initiates the course and curriculum design by moving from general to specific beginnings with an assessment of needs and then a statement of goals (Diamond, 1997). Most of research informants believe that the current philosophy and objectives of Communication Arts curriculum of Siam University have clearly stated. For this analysis part, philosophy and objectives for Communication Arts curriculum should be as below.

<u>Philosophy and Objectives for Communication Arts Curriculum</u>

The philosophy should be in the line with the learner needs and market demands as follow:

- Learners are the center of study that must be supported fully in order to develop themselves naturally and as individuals.

- The body of knowledge consists of international and Thai wisdom as well as social needs.

- The knowledge and experience offered by the curriculum is solidly built for learners to apply in work appropriately.

- Learners should be ethical, academic and practitioners.

- Learners have positive attitudes toward their work places and people concerned.

The objectives should encourage learners to be responsible for global as well as Thai society, be more focused on technical skills, transferable skills and managerial skills, information technology (IT), creative thinking, English language, and offering alternatives for students' futures as follows:

- To enable learners to apply knowledge and skills gained from Communication Arts into their lives and careers.

- To create mass communicators who have in-dept communication knowledge and can adapt to rapid technology change in the present and future.

- To shape mass communicators suited to social needs and market demands.

- To create general specialist who think, analyze, criticize, and evaluate various issues effectively.

- To develop ethical and moral specialists and professionals for Thai and global society

Step Three: Design of Instruction and Assessment

In data findings, external and internal informants made suggestions concerning courses to be offered, added an integrated in the curriculum on deleted from the curriculum, as well as recommendations on reducing the significance of some courses.

The assumption is (1) courses to be offered are aimed at increasing the students' skills and knowledge for their widen labor market, (2) courses to be integrated are mostly concern with basic general knowledge applied to students' daily life and working efficiently, including higher technical skills of specific areas, (3) courses to be cancelled are courses, which have duplicated contents, and (4) courses to be reduced significantly are less useful courses in students' daily life and future careers.

To design instruction, some interviews and survey questionnaires mention that students should have opportunities to learn from actual working places, and receive learning facilities that help upgrade and update students' knowledge and skills. The directions of instruction and assessment design are:

Design of Instruction

Learning and Teaching Methods

- Start from basic steps to advanced steps

- Use learner-centered methods such as learner interests.

- Be applicable and dynamic in real life

- Integrate global and local communication knowledge

- Integrate Information Technology and Thai wisdom skills

- Add seminar subjects, individual study and elective subjects for individual improvement

- Promote learner ideas of "Creative & Producer" to create output of knowledge

- Insert ethics and morality to every course

  The approach method:

- Learn by direct experience in order to develop wisdom and thinking such as problem solutions, role playing, or dummy companies for student practice

- Learn by doing approach by reducing large classes and the lecture method. Focus on seminars and discussions in order to exchange ideas with each other.

- Use interactive communication, on the Internet as a means to communicate between learners and instructors. Thus, learner can send email to ask questions or discuss directly with instructors.

- Provide visual learning networks among colleges and universities for knowledge exchanges

Teaching and Learning Instruments

- Use textbooks, journals, document sand other mass media such as newspapers, magazines, radios, television and movies as instructional sources

- Use the Internet, multimedia equipment, computers and database networks for learners to search for information by themselves

Practice and Training

- Raise learners' interests by allowing them to select their job training

- Learn from situations and place such as at radio and television stations, production houses, agencies or public relations agencies

- Cooperate with external institution such as governmental and educational institutions, professional associations, enterprises and alumni.

Assessment and Monitoring

- Based on learners' academic and skill development

- Focus on knowledge and skill applications for real life and the work place

- Monitor from external institutions

- Evaluate by multi-techniques as grading, observation and questionnaire.

Step Four: Implementation and Assessment

Before implementation of new curriculum, the revised curriculum must pass the approval process of Siam University, which depends on the regulations of the Ministry of University Affairs.

The process for revision would be as follows:

1. The university submits a written requisition endorsed by its dean/president, as well as the form for "Proposing Curriculum Development of Private Higher Educational Institutes" to the Sub-Ministry of University Affairs. These

documents must arrive at the Sub-Ministry not less than 45 days before the curriculum takes effect with evidence of the university committee's endorsement and resolution.

2. The university prepares tables comparing strengths and weaknesses of the current curriculum with the proposed curriculum. Rational of development and its effective date must be identified. In case of intensive curriculum development, the institute must prepare at least 5 copies of completed and amended curriculum forms with its effective date identified to present to the Sub-ministry.

3. Proposing curriculum development may be processed to modernize its content if necessary and appropriate. The university should periodically review, monitor and evaluate academic movement as well as demand input of students, the labor market and society.

4. Should any subject in the curriculum have been proven to be below educational standards, the date for improving this course must be identified and a copy of the Sub-Ministry's announcement must be attached.

5. For any subject which is not for Ph. D candidates but proven to be below standard, the institute shall establish a "Steering Committee of Curriculum and Educational Standard Development for .... Subject" to develop the curriculum according to academic standards and measurements of the Sub-Ministry.

In any case, authority, duty, qualifications and composition as well as other details must accord to the "Guidelines and Methods for Considering Curriculum Development of Private Higher Educational Institutions, 1999."

The "Steering Committee of Curriculum and Educational Standard Development for .... Subject" should be composed of at least 5 members including 3 scholars from the Sub-Ministry (as shown in the list of scholars in the Sub-Ministry) and 2 scholars from the university itself. The committee's chairperson must be from the Sub-Ministry.

Instructors from the Sub-Ministry must possess a Ph. D. or equivalent in the concerned subject area or relevant field. They must be experienced with remarkable achievement in the subject area and posses a title not lower than Associate Professor in the concerned subject area or relevant field.

In the case that the curriculum to be developed requires instructors who not on the Sub-Ministry list, the private institution should propose its list of those instructors who possess qualifications equivalent to the ones of the Sub-Ministry. Should instructors in certain subjects, who are non-residents of Thailand, require professional work permits, the university shall appoint local professional organizations to sponsor said scholar. These foreign scholars shall be recognized by the Sub-Ministry.

The university council is authorized to establish a "Steering Committee of Curriculum and Educational Standard Development for .... Subject" Every meeting called for the "Steering Committee of Curriculum and Educational Standard Development for .... Subject" should be attended by all members.

The university shall propose curriculum development with approval from the "Steering Committee of Curriculum and Educational Standard Development for .... Subject" as using the "Proposing Curriculum

Development of Private Higher Educational Institutes " form from the Sub-Ministry.

The Sub-Ministry shall monitor and evaluate the developed curriculum process using standards and measurements at each step before presenting results to the "Private Higher Educational Institute's Committee" to endorse and give comments to the Minister for approval of the curriculum.

The Sub-Ministry shall inform the institute of approval for its curriculum. They shall amend or add rules and regulations as required, and inform the status to the Office of Civil Service Commission.

6.   Finally, the university shall arrange the learning schedule in line with the developed curriculum as soon as receiving approval from the Sub-Ministry.

Summary

This chapter presented the data analysis. Regarding the data during 1987-2000 in chapter four, there are some analysis data, which should be considered as the fundamental information of the Communication Arts curriculum reshaping. For example, the highest curriculum development has occurred in the private colleges and universities. The new courses of the Communication Arts field opened in public, private, and autonomous colleges and universities. They focused on technical courses, technology, and marketing courses. However, those courses related to the context of media are provided increasingly.

The entire curriculum needs to be reshaped according to social responsibilities. This reformation must be occurred by the cooperation between internal and external stakeholders, consisting of curriculum design committees, dean and assistance dean, instructors, senior students, enterprises groups, alumni, and

senior students' parents or guardians. The strong demand of Communicators is the "one man operation" with high technical skills.

This chapter also provided two topics of data analysis. First, the analysis of higher education theories and concepts of Molen's model are those published in the Siam University catalog. Unfortunately, Siam University hardly applied the context in its catalog to the real situations. As a result, students are not ready for the highly competitive labor market and community needs.

Second, the analysis of the Communication Arts curriculum reshaping process was tracked by the Basic Design Sequence of the Diamond model.

Finally, to assess whether students succeed in their lives and careers is an essential factor in the curriculum design process. Therefore, the reshaped curriculum ought to support students who currently graduate from the Communication Arts Field and are qualified in theoretical and professional knowledge, character and personality and skills required to get, to keep and to progress in jobs.

CHAPTER SIX

Conclusions and Recommendations

This chapter presents the conclusions of this study and recommendations for

reshaping the Communication Arts curriculum for Siam University.

Purpose of the Study

This study describes the current Communication Arts curricula in Thailand,

identifies the internal and external stakeholders, and distinguishes their essential roles in

reshaping the new Siam University Communication Arts curriculum. In lieu of these

stakeholders' views about employment in the Communication Arts field, the study

suggests reforms needed in the current Communication Arts curriculum at Siam

University and the competencies in the areas of knowledge, skills, personality and

dispositions required for Siam University Communication Arts students to succeed in this

field.

Current Communication Arts Curriculum in Thailand

The findings in previous chapters show that even though the Communication Arts

curriculum in Thailand has been developing for the past fifteen years, the development is

going in the wrong direction. Basically, curriculum development has been conducted by a

small number of internal administrators within individual institutions. This idea limits and

suggestions offered to produce a better quality curriculum. The result of this is an increase

in the number of subjects and courses, while the improvement of graduate quality has been

ignored. The survey results also indicate that the current Communication Arts curriculum

is focused only on producing a number of graduates to serve and respond to the market

142

and business organization demands. It is not encouraging graduates to contribute to society as much as they should.

Moreover, the existing curriculum is designed without any relation to the current environment. The curriculum is largely out of date and not adapted to current and future changes. The content is too focused on theoretical and special technique knowledge, which can be adapted only to narrowly defined graduate careers. It yields Communication Art graduates who lack general knowledge, which is beneficial to daily life and careers. Even though it is believed that the curriculum should be designed for specialization and based on the readiness of individual institutions, the content of the current curriculum does not highlight the specialties of institutions that all provide the same curriculum.

Instructional approaches are very conventional. Learners mostly receive ideas and knowledge from instructors. The opportunities for exchanging idea among themselves and instructors are very limited. It obstructs creativity and initiative of students.

Cooperation between private business organizations and educational institutes in building undergraduates' capacities is very limited. This lead to low quality graduates who are not competitive in the labor market since they are competent only in theory, not in practice. Among the institutions themselves, there is no cooperation in order to improve or maintain good quality graduates or Communication Arts personnel.

<u>Suggestions for Change</u>

Instead of providing more technical, technological, marketing and media context-related courses, the institutes should aim to enhance academic and vocational competency and the ethics of their students. The curriculum should be designed to create consciousness and recognition of graduates' contributions to other parts of society, for

143

examples, social problems solving and social development, as well as the enhancement of ethics. Furthermore, experts at the local and national levels should be organized in order to solicit ideas and suggestions for strengthening current curriculum weaknesses, developing curriculum, and creating new paradigms of academic perspectives.

The content of the curriculum should be more flexible and adaptable to current situations. For example, seminars and case studies, which enhance undergraduates' knowledge and ideas, should be provided. Opportunities to join in consulting projects, which strengthen analytical and practical skills, should be added, as well as general knowledge courses, such as political and social sciences. Current trends and situations should be brought into consideration when reshaping the curriculum so that undergraduates will be developed toward current needs. Four aspects including communicative skills, foreign language skills, Information Technology (IT) skills, and vocational and general knowledge need to be augmented.

Instructional approaches should be more interactive and suitable to the learners. The body of knowledge should be derived from three related approaches, the transfer of knowledge from educators and textbooks, the application of theoretical knowledge, and creativity (Molen, 1996). It is believe that when learners are in such an atmosphere, they prefer their learning and are more productive. Therefore, the learner-centered approach is suggested. Instructional materials should be localized to reflect internal social and economic situations, which the graduates must deal with directly. Western influences should be minimized.

Private organizations and institutions should be cooperative in building the students' capacities, both theoretical and practical. While institutions are responsible for

building theoretical knowledge and basic practical skills through course work or seminars, business and private organizations should help to enhance students' technical and practical skills through internships, technical and in-kind support in dummy companies.

Periodically, all institutions that provide Communication Arts programs should collaboratively organize capacity training programs for Communication Arts personnel in order to maintain and improve their knowledge and skills, as well as widen their opportunities for career advancement.

External and Internal Stakeholders and Their Essential Roles in Reshaping Siam University's Communication Art Curriculum

As mentioned, the information used in this research is based on opinions of two informant groups: the Internal groups including the curriculum design committees, a dean, an assistant dean, instructors and senior students at Siam University, and the External groups including enterprise, alumni and the parent or guardian of senior students. Ideas and suggestions of each group contribute to different factors in reshaping the curriculum.

With regard to the philosophy and the goals of the curriculum, internal and external informants agree that philosophy should indicate the institutions' goals and mission to produce competent, moral and ethical graduates as well as graduates who are respond to themselves, their careers and society. The Diamond model demonstrates that the course and curriculum design should be moved from general to specific, beginning with an assessment of needs and a statement of goals then followed by design, implementation, and assessment and revision of the course and curriculum (Diamond, 1997). However, only the internal informants believed that the current philosophy,

mission and objectives of Siam University's Curriculum have clearly stated all suggestions above.

Major problems and weaknesses listed by all informants showed that the current curriculum needs to be developed in all aspects including the quality of instructor or human resource, the sufficiency of facilities, opportunities for skill and knowledge development, and the content of the curriculum.

Although the research found that the opinions and ideas of the external informants are generally useful in reshaping the curriculum, the final decisions are made by the curriculum design committee only.

<u>Suggestions for Reshaping the Current Communication Arts Curriculum</u>

As noted above, external and internal informants made suggestions concerning courses to be offered, added an integrated in the curriculum on deleted from the curriculum, as well as recommendations on reducing the significance of some courses. The subjects that were suggested to be offered are aimed at enhancing the skills and knowledge of students in order to widen their opportunities in the labor market. Subjects to be integrated are mostly concerned with basic general knowledge that is applicable to students' daily lives and helps enhance efficiency in their work. Subjects to be added provide higher technical skills in each area of study. Subjects to be cancelled include subjects that duplicate other subjects significantly. Lastly, subjects to be reduced significantly (instructional duration) include the content of which is less useful in daily life and future careers of students. Details of each group of subjects are explained in Chapter Five.

The reshaped curriculum should enhance well- roundedness, universal intellect, morality, ethics and virtue of students, strengthen their general and technical knowledge/skills, encourage team work, develop self-learning abilities, enhance ability to criticize based on knowledge and rational. Educational institutes should provide opportunities for students to learn from actual business activities, improve learning and teaching approaches and provide learning facilities that help upgrade and update students' knowledge and skills.

Desirable Competencies and Traits for Communication Arts Graduates

The designed competencies and personal characteristics defined by informants for graduates in the Communication Arts field consist of:

- Having well-developed manners and personalities

- Being well-rounded and universal with willingness and self-motivation to learn

- Having the ability to apply knowledge learned from institutes in actual work situations effectively

- Being moral, ethical and responsive

- Being knowledgeable theoretically and practically in their fields of study

- Being competent in all supporting qualifications such as computer operation, foreign language communication, and with effective communication skills

- Being experienced in actual work, even if only through in-house activities.

It is hoped that the suggestions and ideas above can help in guiding the reshaping of the Current Communication Arts Curriculum. Procedures and methods for proposing and instituting the reshaped curriculum are also provided here.

<u>Recommendations for Communication Arts Curriculum</u>

The suggestions and ideas of this research conclusion can help in guiding the reshaping of the current Communication Arts Curriculum. There are two essential recommendations for Communication Arts curriculum.

1.   The new procedures and methods for proposing and instituting the reshaped curriculum should be revised by all stakeholders.

The research findings in Chapter 5 assure that the traditional curriculum design process for Siam University needs to be revised. All stakeholders should take part in brainstorming new ideas, exploring the clear demands of learner, society, and labor market, and listening carefully to everyone involved the curriculum reshaping process. I recommend that the new procedures and methods for proposing and instituting the reshaped curriculum should be combined to Diamond's Model as in figure 8.

Statement of Need
- Student
- Community
- Field of Knowledge

Statement of Goals
(general to specific)

Design of:
- Instruction
- Assessment

Implementation and Assessment

1. Submission of Written Requisition and "Proposing Curriculum Development of Private Higher Education"

2. Preparation of table comparing Strengths/Weaknesses of Current Curriculum

3. Modification of Proposed Curriculum

Necessary

Satisfied

4. Is any Subject below Educational standard?

NO

YES

5. "Steering Committee of Curriculum and Educational Standard Development for .... Subject"

Approved

6. University arranges learning schedule according to Developed Curriculum

Figure 8: Procedures and Methods for Proposing Reshaping of

Communication Arts Curriculum at Siam University

149

2.   The future curriculum should be flexible and applicable in changing

environments.

The Thai social situation is in constant change along with a trends of socio-

economics and technology growth, such as mass media market, marketing

communication, situation of labor market, international education, economic crisis,

information technology for Communication Arts, computer skills and English language

skills. Many educational institutions, faculties and social sectors realize these unpredicted

situations. The research participants, as the representatives of all sections, suggest that

educational philosophy should be in the line with the demands of learner, society, and

labor market. The state of goals should encourage a learner to be responsible for the Thai

society and to live comfortably in the Global Age. Finally, the future curriculum should

offer alternatives for a learner's future. Complying with the regulations and standard

criteria set by the Ministry of University Affairs, the new structure of Communication

Arts curriculum at Siam University still has three main components as other higher

educational institutions. However, in practice, learners can select their courses, majors

and minors by themselves (see figure 9). The three main components are defined as

below:

General Education engages the students in developing their proper attitude, vision,

responsibility, morality and knowledge. It is fundamental to professionalism in each

discipline. Students must enroll at least 30 credits selected from these main course These

courses are essential for further study in core requirement.

Core Courses refer to general courses in Communication Arts field, including

introductory courses to various media. The total credit requirements are at least 30 credits.

Major Courses prepare the students for professionalism in the area of concentration, ranging from fundamental knowledge of media to skills, practical training, ethics and morals pertaining to professionalism and seminars. The requirements of these courses are at least 36 credits.

Minor/Elective Courses are advanced courses in Communication Arts field or specific media of the student's choice, depending on their capacity and interest. The total credit requirements are at least 18 credits.

Free Elective (Non-Communication Arts) serves the need and individual interest of individual students. Courses are selected from those offered in the Faculty or outside. Students must take these course at least 6 credits.

It can be concluded that the total credit requirement of Communication Arts curriculum is at least 120 credits. Figure 9 provides a model of the Communication Arts curriculum structure.
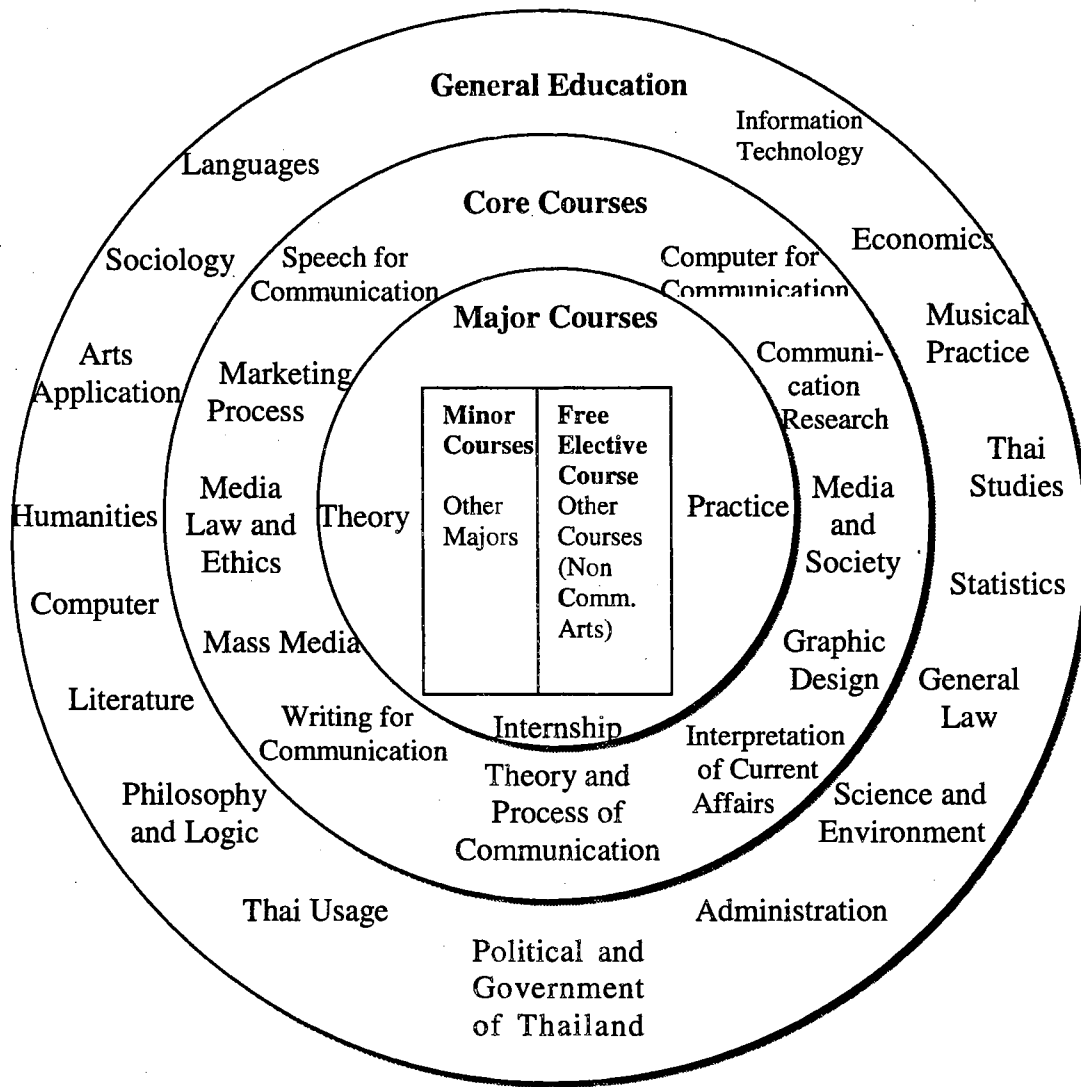
Figure 9. Model of Communication Arts Curriculum Structure

Recommendations for Further Studying

1. The study of the Communications Arts Curriculum at other educational levels, such as the master's degree and vocational levels, should be continued. Short training courses should be offered.

2. Further study should be focused on how to organize training courses in order to increase the capacity of the human resources in both the governmental and non-governmental sectors.

3. The contents of the curriculum, especially in each subject, should be studied further to acquire more detail in order to understand its philosophy and objectives. The findings can be used to further improve the curriculum.

4. The study of the future Communication Arts curriculum should be on specific areas of concern in the curriculum and more focused.

Summary

This chapter concluded the study of current communication Arts Curriculum in Thailand and made recommendations to reshape the Communication Arts Curriculum for Siam University. The study found that current curriculum was not appropriated to the current environment because the development of the curriculum is in the wrong direction under small group of internal administration within each institution. The emphasis of current curriculum is related to technical and theoretical approaches instead of practical skills, ethics and morality. The curriculum should provide broad ideas and suggestions related both local and international market. The internal and external stakeholders suggested that to reshape the curriculum, the philosophy should clarify the institution's mission and goals to produce competent, moral and ethical graduates. Graduates, as the educational product, should cultivate their reponsibilties, careers, and society. Human resource development is one of major concerns in reshaping the curriculum as referred to Thai Educational Act. This curriculum would be organized from ideas of concened informants and is flexible to any changes which may occur in the future.

REFERENCES

Anantasomboon, K.(2000). Undergraduate Curriculum in Advertising and Workforce

Demand in Thailand. Bangkok: Chulalongkorn University.

Anwachsiriwong, T. (1990). Higher Education in Thailand: Communication Arts Field.

Journal of Communication Arts. 11(1). pp. 18-19.

ASAIHL-Thailand Conference in Bangkok (July 20, 2001). Paper prepared of Annual

ASAHIL-Thai Conference. Emerald Hotel. Organized by ASAIHL-Thailand.

Bawornsiri, W. (1998). **Course Outline: 421 602 Higher Education for Development.**

Bangkok: Chulalongkorn University.

Bureau of Higher Education Standard (2001). The Criterion of Curriculum Development

of Private Higher Education Institute 1999. Bangkok: Bureau of Policy and

Planning, Ministry of University Affairs.

Buranadachachai, S.(1988). Teaching and Learning Development at Teacher Colleges.

Mass Communication Faculty. Thammasat University.

Cheyjanya, P.(1994). The Status and Progress of Public Relations Career: Female Case.

Bangkok: Chulalongkorn University.

Cheypratab, S.(1985). Mass Media and National Development in Thailand. Bangkok:

Chulalongkorn University Publishing.

Chis-Shih, Crispin Maslog, and Tong-Jac Cho (1972). Mass Communication Study

Research of Hong Kong College. Hong Kong.

Conrad, C. F., & Pratt A. M. (1983). Making Decision about the Curriculum: From

Metaphor to Model. Journal of Higher Education. 54(1). pp. 16-30.

Dechachep, S.(1989). <u>Organizational Qualification and Duty of Public Relations man</u>.

Public Relations Department. Bangkok: Chulalongkorn University.

Diamond, R. M. (1997). <u>Designing & Assessment Courses & Curricula</u>. San Francisco:

Jossey-Bass Publishers.

Duangpummate, N.(1993). The Status and Job Satisfication of Sahavittayarair

Rtanakosin, Mass Communication Department. Bangkok: Chulalongkorn

University

Eighth Economic and Social Development Plan of Thailand (1997-2001). [Online].

Available: http//www.mua.go.th/

Hirst, P.H.(1975). <u>Knowledge and the Curriculun Development: A Collection of</u>

<u>philosophical Papers</u>. Boston: Routledge &Kegan Paul.

Hirunruk, D. & Tanasophon, K.(1984). <u>The Survey of Career, Income and Further Study</u>

<u>of Communication Arts Graduate for Instructional Development</u>. Bangkok:

Chulalongkorn.

Hirunruk, D.(October 19-20, 2000). <u>Communication Arts Education in Thailand</u>. Paper

prepared for the excellence and Equity in Asia-Pacific Communication, Quezon

City, Philippines.

Kaewdang, R. (1999). <u>Thai Educational Revolution</u>. Bangkok: Matichon Publishing.

Khunranukorn, P.(1980). <u>Higher Education Research</u>. Bangkok: Department of Higher

Education. Faculty of Education. Chulalongkorn University Publishing.

Kopolkaai, H. (1998). <u>Development of Education and Training in the Field of</u>

<u>Communication in Thailand</u>. Bangkok: Chulalongkorn University Publishing.

Kruekraay, S.(1994). The Status of Local Communicator from Sahasriayudhaya College.

Public Relations Department. Chulalongkorn University.

Kuhacharoen, D.(1991). The Eligible Character of Publics Relation Man and Advertiser.

Bangkok: Research Department of the University of Thai Chamber of Commerce.

Kulchon (1995). The Speech of Annual Conference of Bangkok University: referred in

Kopolkaai, H. (1998). Development of Education and Training in the Field of

Communication in Thailand. Bangkok: Chulalongkorn University Publishing.

Ministry of Education (1979). Education in Thailand in 1979. Bangkok: MOE(The

Ministry of Education).

Ministry of University Affairs. [Online]. Available: http//www.mua.go.th

Ministry of University Affairs (1997). Higher Education Development Plan No.8(1997 –

2001 in Handbook of National Education Plan. Bangkok: Bureau of Policy and

Planning. Bangkok.

Molen, J. H. (1996). Creation, Transfer and Application of Knowledge through the

Higher Education System. In A. Burgen(Ed.). Goal and Purpose of Higher

Education in 21st century. London, UK: Jessica Kingsley. pp. 13-23.

Monday, R., & Premeaux, S. (1999). Human Resource Development (7th ed.). Upper

Saddle River. NJ: Prentice Hall. p.5.

Mongkornvannit, P.(1998). President's Speech of Annual Conference of the Private

Higher Educational Institute Association of Thailand. Emerald Hotel: Organized by

the Private Higher Educational Institute Association of Thailand. Bangkok

Monthly Conference of Communication Arts Curriculum Committee. (July 29, 2001).

Conference Report (No. 2/2001). Siam University: Communication Arts Faculty.

National Academic Conference (May 31, 2001). <u>Vision of 21st century of Higher</u>

    <u>Education</u>. Emerald Hotel Bangkok: National Economic and Social Development

    Office. pp.65-66.

National Education Committee Office, (1997). National Education Committee in

    <u>Handbook of National Education Plan</u>. Bangkok: Bureau of Policy and Planning

National Education Act 1999 [Online]. Available: http//www.mua.go.th

National Economic and Social Development Committee Office, 1999 [Online].

    Available: http//www.mua.go.th

Ninth Economic and Social Development Plan of Thailand (2002-2006) [Online].

    Available: http//www.nesdb.go.th/interesting_menu/progress_plan9_data/21.html

    (June 26, 2001).

Ousayakul, J.(1993). <u>The Real Image Creative of Mass Media Career</u>. Mass

    Communication Department. Chulalongkorn University.

Pilunowadd, O.(1987). <u>Trainers of Communication Professional: A look at Thai</u>

    <u>Universities</u>. Journal of Communication Arts. Bangkok. (55)1. p.23

Pitipatanakhosit, U. (1991). <u>Status and Advantage of Women in Public Relations Field</u>.

    Bangkok: Chulalongkorn University Publishing.

Roger, E. R. (1994). Mass Media and Communication Study. <u>in Handbook of</u>

    <u>Communication</u>. Chicago: Rang McNally College Publishing Company.

Rojo, J. M. (1996). University Autonomy and the Research for the Quality. In A.

    Burgen(Ed.). <u>Goal and Purpose of Higher Education in 21st century</u>. London, UK:

    Jessica Kingsley. pp. 155-208.

Saengurai, R. (1982) <u>Communication Arts Study in the Unite States of America:</u>

    <u>researched by Katzen, M(1975) Master and Doctor Degrees in Communication Arts</u>

    <u>Study. US. pp. 11-260</u>. Bangkok: Thammasat University.

Satorn, P.(1971). Principles of Educational Administration. Bangkok: Thai Wattanapanit

    Company.

Sathornsantikul, O.(1990). <u>Career Status and Job Satisfaction of Development</u>

    <u>Communication Graduate</u>. Public Relations Department. Chulalongkorn University.

Sinchai, P.(1987). <u>The Attitude of Administrative Broad and Teacher to Produce Local</u>

    <u>Development communicator</u>. Public Relations Department. Chulalongkorn

    University.

Sinlarut, P. (1985). <u>Understanding the Context and Process of Higher Education.</u>

    Bangkok: MMS. pp. 18-26.

Sinlarut, P. (1995). "Successes and Failures of faculty development in Thai universities."

    <u>Chulalongkorn Educational Review</u>. Vol.1(2).

Sirikijwattana, R.(1992). <u>The Journalist's eligible Character</u>. Bangkok: Chulalongkorn

    University

Siriyuwasak, U. (1984). <u>Communication Studies at High Education Level in Thailand.</u>

    Bangkok. Chulalongkorn University.

Sowell, E.J.(1996). <u>Curriculum An Integrative Introduction</u> . Englewood Cliffs, NJ:

    Prentice-hall

Stark, J. S. & Lattuca, L. R. (1997). <u>Shaping the College Curriculum: Academic Plan in</u>

    <u>Action</u>. Massachusetts: Stephen D. Dragin.

Stark, J. S. & Lowther, M. A. (1986). Designing the Learning Plan: <u>A Review of</u>

<u>Research and Theory Related to College Curricula</u>. Ann Arbor: University of

Michigan, National Center for Research to Improve Post secondary Teaching and

Learning.

Suthiwong, <u>The Inspiration of Communication Arts Study Selection</u>. Mass

Communication Department. Bangkok: Thammasat University.

Suwanwaela, J.(1998). <u>On the Higher Educational Route</u>. Bangkok. Chulalongkorn

University.

Thipsumonta, S.(1996). <u>Policy and Trend of Communication Arts Study in Next Decade:</u>

<u>Attitudes from Communication Academy</u>. Communication Arts Faculty.

Chulalongkorn University

UNESCO. (October 5-9, 1998). "Higher Education in the Twenty-first Century Vision

and Action." <u>World conference on higher education</u>. Paris.

Warren, P. & Khotanon, S.(1980). <u>The Factors affect Communication Arts Study in</u>

<u>Developing Country</u>. Bangkok:Thammasat University.

Worakijpokatorn, P.(1981). <u>Undergraduate Curriculum Evaluation</u>. Bangkok: Thammasat

University.

APPENDICES

Oklahoma State University
Institutional Review Board

Protocol Expires: 11/29/02

Date: Friday, November 30, 2001   IRB Application No   ED0253

Proposal Title: RESHAPING COMMUNICATION ARTS CURRICULUM FOR SIAM UNIVERSITY

Principal
Investigator(s):

Uraphen Triyangkul   Margaret Scott
233 Willard   233 Willard
Stillwater, OK 74078   Stillwater, OK 74078

Reviewed and
Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

Dear PI :

Your IRB application referenced above has been approved for one calendar year. Please make note of the expiration date indicated above. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved projects are subject to monitoring by the IRB. If you have questions about the IRB procedures or need any assistance from the Board, please contact Sharon Bacher, the Executive Secretary to the IRB, in 203 Whitehurst (phone: 405-744-5700, sbacher@okstate.edu).

Sincerely,

Carol Olson, Chair
Institutional Review Board

Interview Guide for Curriculum design committees, Dean and Assistant Dean of

Communication Arts Faculty

Reshaping Communication Arts Curriculum for Siam University

1. What do you think about the following aspects of existing Communication Arts

   Curriculum in your university?

   1.1 Clarity of Communication Arts Philosophy

   1.2 Consistency between philosophy and goals

   1.3 Consistency between structure, content, and goals

   1.4 Appropriateness to current social situation

   1.5 Constraints in Communication Arts Curriculum implementation

2. In globalization and information age, what do you expect of graduates in

   Communication Arts field? Why?

   2.1 Knowledge

   2.2 Skills and experiences

   2.3 Personality

3. In your opinion, do you think Communication Art graduates are ready for working in

   the globalization and information age? What factors affect on it?

4. In the globalization and information age, what do you expect from Communication

   Arts Curriculum? Why?

5. What factors should be considered in reshaping the Communication Arts Curriculum?

   Why?

6. For reshaping the Communication Arts Curriculum of Siam University,

6.1 What are Curriculum objectives?

6.2 What is the Curriculum structure?

6.3 Which subjects should be integrated to another subject? Why?

6.4 Which subject should be adapted to another subject? Why?

6.5 Which subject should be renamed to be more attractive and up to date? Why?

6.6 Which subjects should be removed from curriculum? Why?

6.7 Which subject should be added in the new curriculum? Why?

6.8 Do three fields offered in current curriculum response to market requirement in globalization and information age? How? If no, please specify the new fields of study and its component to be added.

7. Who should participate in shaping the Communication Arts Curriculum?

ℬ ℬ ℬ End of Interview ℬ ℬ ℬ

Interview Guide for Communication Arts Faculty Members/Instructor Groups

Reshaping Communication Arts Curriculum for Siam University

PART I: General Information

1. Gender

    ☐ Male   ☐ Female

2. Age .... years old.

3. Educational background

    ☐   Bachelor Degree:

          In field of .... Major ....

    ☐   Master Degree:

          In field of .... Major ....

    ☐   Ph.D.:

          In field of .... Major ....

4. The initial year that you teach in the Communication Arts faculty of Siam University.

    B.E.............................

5. Field of your teaching

    ☐   Publics Relations   ☐   Advertising

    ☐   Journalism

PART II: Opinion towards reshaping the Communication Arts curriculum for Siam University

1. What do you think about the following aspects of exiting Communication Arts Curriculum in your university?

    1.1 Clarity of Communication Arts Philosophy

    1.2 Consistency between philosophy with goal

    1.3 Consistency between structure and content and goals

    1.4 Appropriation to current social status

    1.5 Constraints in Communication Arts Curriculum execution

2. In globalization and information age, what do you expect to graduates in Communication Arts field? Why?

    2.1 Knowledge

    2.2 Skills and experiences

    2.3 Personality

3. In your opinion, do you think Communication Art graduates are ready for working in globalization and information age? Which factors affect on it?

4. In globalization and information age, what do you expect from Communication Arts Curriculum? Why?

5. Which factors should be considered in shaping the Communication Arts Curriculum? Why?

6. For shaping the Communication Arts Curriculum of Siam University,

    6.1 What are Curriculum objectives?

    6.2 What is the Curriculum structure?

    6.3 Which subjects should be integrated to another subject? Why?

6.4 Which subject should be adapted to another subject? Why?

6.5 Which subject should be renamed to be more attractive and up to date? Why?

6.6 Which subjects should be removed from curriculum? Why?

6.7 Which subject should be added in the new curriculum? Why?

6.8 Do three fields offered in current curriculum response to market requirement in globalization and information age? How? If no, please specify the new fields of study and its component to be added.

7. Who should participate in shaping the Communication Arts Curriculum?

₯ ₯ ₯ End of Interview ₯ ₯ ₯

Interview for Enterprise Groups

Reshaping Communication Arts Curriculum for Siam University

1. Please describe current situation of market demand of personnel from Communication Arts field

2. In globalization and information age, What do you expect from graduates of Communication Arts field? (please specify against the following aspects) why?

    2.1 Knowledge

    2.2 Skills and experiences

    2.3 Personality

3. What are the factors to be considered in recruiting Communication Arts personnel for your enterprise? Why?

    ❑ In case of newly graduate without experience

    ❑ In case of experienced person

4. In your opinion, do you think Communication Art graduates are ready for working in globalization and information age? Which factors affect on it?

5. In globalization and information age, what do you expect from Communication Arts curriculum? Why?

6. What do you think about the following aspects of existing Communication Arts curriculum of Siam University? Why?

    ❑ Clarity of Communication Arts Philosophy

    ❑ Consistency between philosophy and goals

    ❑ Consistency between structure, content and goals

□ Appropriateness to current social situation

□ Constraints of Communication Arts Curriculum implementation

7. What factors should be considered in shaping the Communication Arts curriculum? Why?

8. Forre shaping the Communication Arts curriculum of Siam University

8.1 What are curriculum objectives?

8.2 What is the curriculum structure?

8.3 Which subjects should be integrated to another? Why?

8.4 Which subject should be adapted to another? Why?

8.5 Which subject should be renamed to be more attractive and up to date? Why?

8.6 Which subjects should be removed from curriculum? Why?

8.7 Which subject should be added in the new curriculum? Why?

8.8 Do the three fields offered in current curriculum response to market requirement in the globalization and information age? How? If not, please specify the new fields of study and its component to be added.

9. Who should participate in reshaping the Communication Arts curriculum?

⇝ ⇝ ⇝ End of Interview ⇝ ⇝ ⇝

Questionnaire for Alumni Groups

Reshaping Communication Arts Curriculum for Siam University

PART I: General Information

1. Gender ☐ Male ☐ Female

2. Age .... years old.

3. The year that you graduated from the Communication Arts field of Siam University:

   B.E ....

4. Field of your study

   ☐ Publics Relations ☐ Advertising

   ☐ Journalism

5. After graduate, how long that you spend for looking for a job: .... Month(s)

6. Status of working

   ☐ Unemployment

   ☐ Studying in higher level in the field of ....

   ☐ Work at private company ◯ Routine Work ◯ Temporary work

       Type of business :...............................

   ☐ Work at governmental organization ◯Routine Work ◯Temporary work

       Type of business :...............................

   ☐ Business owner

       Type of business :...............................

   ☐ Other (Please specify ....

7. Your years of working experiences are ....

8. Your working position ((Please specify)

   ....

PART II: Opinion towards the Subjects in the Communication Arts Curriculum

For work in the Communication Arts field, what subjects in the Communications

Arts curriculum do you think are important?

Please mark ✔ on answers that you agree of every item.

Subjects	Level of importance				
	Very much	Much	Moderate	Little	Very little
- General Psychology					
- Introduction to Sociology					
- Principle of Economics					
- Study Skills					
- Human Relations and Personality Development					
- Peace Studies					
- Introduction to intellectual Property					
- Civilizations					
- Fundamental of Philosophy and Logic					
- Man and Literature					
- Man and Arts					
- Physical Education					
- Thai Studies					
- Comparative Religions					
- Family Life Planning					
- Music Practice					
- Thai Usage 1					
- Thai Usage 2					
- English 1					
- English 2					
- English 3					
- English 4					
- English 5					
- English 6					
- Mathematics in Civilization					
- Basic Mathematics 1					
- Basic Mathematics 2					
- Man and Environment					
- Statistics and Probability					
- Fundamental of Computer and Information System					

Subjects	Level of importance				
	Very much	Much	Moderate	Little	Very little
- Organization Communication and Management					
- Principles of marketing					
- Consumer Behavior					
- Introduction to Communication					
- Introduction to Print Journalism					
- Introduction to Publics Relations					
- Introduction to Advertising					
- Introduction to Photography and Cinematography					
- Speech					
- Interpretation of Current Affairs					
- Introduction to Broadcasting					
- Law and Ethics of Mass Media					
- Public Relations for Government and Business					
- Computer for Communication					
- Introduction to Communication Research					
- Social Psychology					
❖ **Journalism**					
- News Reporting					
- Newspaper and Magazine Editing					
- Editorial and Critical Writing					
- Publication Design					
- Book Publishing					
- Printing Technology					
- Feature Writing					
- Photo Journalism					
- English for Journalism					
- Professional Experiences in Journalism					
❖ **Public Relations**					
- Writing for Public Relations					
- Public Relations Media					
- Public Relations Management					
- Comparative Public Relations					
- Organizational Communication					

Subjects	Level of importance				
	Very much	Much	Moderate	Little	Very little
- Public Relations Research					
- Public Relations Activities					
- Public Information System					
- English for Public Relations					
- Professional Experiences in Public Relations					
❖ **Advertising**					
- Advertising Media					
- Advertising Design					
- Advanced Advertising					
- Advertising Creativity and Production					
- Advertising Research					
- Advertising Planning					
- Account Executive Management					
- Analysis of Audience Behavior					
- English for Advertising					
- Professional Experiences in Advertising					

PART III : Importance of the Personality of Communication Arts employees

For working in the Communication Arts field, what do you think about the

importance of personality of Communication Arts employees?

Please mark ✔ on answers that you agree of every items.

Personality	Level of importance				
	Very much	Much	Moderate	Little	Very little
- Good personality					
- Patience					
- Adaptability to change					
- Enthusiasm					
- Self-confident					
- Well roundness					
- Conscience					
- People Skills					
- Creativity					
- Problem Solving					
- Honest					
- Polite					
- Vision					
- Ethics					
- Responsibility in working					
- Out-spokenness					
- Rationality					
- Systematic thinking					
- Interest in Technology and information					
- Applicability					
- Sagacity					
- Interest in political economical and social problem					

PART IV: Attitude towards the Current Communication Arts Curriculum of Siam

       University

       Please mark ✔ on answers that you agree of every item.

Item	Attitude				
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. The curriculum encourage ability in self-learning and interest to pursue knowledge of undergraduate student.					
2. The curriculum encourages ability in communication of undergraduate student.					
3. The curriculum encourages criticism ability that based on knowledge and rationale of undergraduate student.					
4. The curriculum encourages well - roundness in general and other knowledge of undergraduate student.					
5. The curriculum encourages attitude to work as a team of undergraduate student.					
6. The curriculum encourages universality of undergraduate student.					
7. The curriculum encourages computer skills of undergraduate student.					
8. The curriculum encourages knowledge and ability in information technology of undergraduate student.					
9. Knowledge from the curriculum is sufficient for working.					
10. The curriculum is up to date.					
11. The curriculum enhances learning by doing.					
12. The curriculum enhances on knowledge more than skill so graduate can't apply in working.					

Item	Attitude				
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
13. The curriculum enhances on English skills that sufficient to use in working.					
14. The curriculum meets the objective – intend to student's growth of intellect of Thai and foreign communication on knowledge moral merit and ethic to succeed social purpose.					
15. The curriculum meets the objective to intend student's Communication Arts and public communication knowledge and skills in both of theory and training for efficiency in working.					
16. The curriculum meets the objective to produce graduates that have communication creativity for developing and administration in organization.					

PART V: Opinion towards Reshaping the Communication Arts Curriculum of Siam
University

1. Factors to be considered in Reshaping the Communication Arts Curriculum of

   Siam University (Multiple choice)

   World situations: (specify)

   ....

   Thai situations:

   (specify)..

   ....

   Competition situations: (specify)

   ....

   Thai culture/wisdom: (specify)

   ....

   Governmental educational policy (describe)

   ....

   Labor market' demand:

   (specify)..

   Others (specify)

   ....

2. Curriculum objectives

   Need not to be developed

   Need to be developed (Please specify)

   1) ....

   2) ....

   3) ....

3. Curriculum structure

   3.1 Subjects that should be integrated to another

   1) Subject: ....into..................................

   Because..

   2) Subject: .... .into..................................

Because...

3) Subject:..................................into...

Because..

3.2 Subject that should be adapted to another subject

1) Subject: ....into...

Because..

2) Subject: ....into...

Because..

3) Subject:..................................into...

Because..

    3.3 Subject that should be renamed to be more attractive and up- to date

1) Subject: ....into...

Because..

2) Subject: ....into...

Because..

3) Subject:..................................into...

Because..

3.4 Subjects that should be deleted

1) Subject:..

....

Because..

....

2) Subject:..

....

Because..

....

3) Subject:..

....

Because..

....

3.5 Subject should be added to the new curriculum

1) Subject:...

....

Because..

....

2) Subject:...

....

Because..

....

3) Subject:...

....

Because..

....

4. Other Recommendations

....

....

....

....

....

....

....

....

....

&2 &2 &2 End of Questionnaire &2 &2 &2

178

Questionnaire for Senior Undergraduate Groups

Reshaping Communication Arts Curriculum for Siam University

PART I: General Information

1. Gender ☐ Male ☐ Female

2. Age .... years old.

3. Field of your study

    ☐ Publics Relations ☐ Advertising

    ☐ Journalism

4. Do you satisfy with your education?

    ☐ If Yes, because

    ....

    ....

    ☐ If No, because

    ....

    ....

5. What is your plan after your graduation?

    ☐ Studying in higher level in field of

    ....

    ☐ Work at private company

    Type of business: ....

    ☐ Work at governmental organization

    Type of business : ....

    ☐ Business owner

        Type of business : ....

    ☐ Other (Please specify) : ....

PART II: Opinion towards the Subjects in the Communication Arts Curriculum

For work in the Communication Arts field, what subjects are important in the

Communication Arts curriculum?

Please mark ✔ on answers that you agree of every item.

Subjects	Level of importance				
	Very much	Much	Moderate	Little	Very little
- General Psychology					
- Introduction to Sociology					
- Principle of Economics					
- Study Skills					
- Human Relations and Personality Development					
- Peace Studies					
- Introduction to intellectual Property					
- Civilizations					
- Fundamental of Philosophy and Logic					
- Man and Literature					
- Man and Arts					
- Physical Education					
- Thai Studies					
- Comparative Religions					
- Family Life Planning					
- Music Practice					
- Thai Usage 1					
- Thai Usage 2					
- English 1					
- English 2					
- English 3					
- English 4					
- English 5					
- English 6					
- Mathematics in Civilization					
- Basic Mathematics 1					
- Basic Mathematics 2					
- Man and Environment					
- Statistics and Probability					
- Fundamental of Computer and Information System					
- Organization Communication					

Subjects	Level of importance				
	Very much	Much	Moderate	Little	Very little
and Management					
- Principles of marketing					
- Consumer Behavior					
- Introduction to Communication					
- Introduction to Print Journalism					
- Introduction to Publics Relations					
- Introduction to Advertising					
- Introduction to Photography and Cinematography					
- Speech					
- Interpretation of Current Affairs					
- Introduction to Broadcasting					
- Law and Ethics of Mass Media					
- Public Relations for Government and Business					
- Computer for Communication					
- Introduction to Communication Research					
- Social Psychology					
❖ **Journalism**					
- News Reporting					
- Newspaper and Magazine Editing					
- Editorial and Critical Writing					
- Publication Design					
- Book Publishing					
- Printing Technology					
- Feature Writing					
- Photo Journalism					
- English for Journalism					
- Professional Experiences in Journalism					
❖ **Public Relations**					
- Writing for Public Relations					
- Public Relations Media					
- Public Relations Management					
- Comparative Public Relations					
- Organizational					

Subjects	Level of importance				
	Very much	Much	Moderate	Little	Very little
Communication					
- Public Relations Research					
- Public Relations Activities					
- Public Information System					
- English for Public Relations					
- Professional Experiences in Public Relations					
❖ Advertising					
- Advertising Media					
- Advertising Design					
- Advanced Advertising					
- Advertising Creativity and Production					
- Advertising Research					
- Advertising Planning					
- Account Executive Management					
- Analysis of Audience Behavior					
- English for Advertising					
- Professional Experiences in Advertising					

PART III : Importance of the Personality of Communication Arts employees

In the Communication Arts field, what is the importance of employees' personality?

Please mark ✔ on answers that you agree of every items.

Personality	Level of importance				
	Very much	Much	Moderate	Little	Very little
- Good personality					
- Patience					
- Adaptability to change					
- Enthusiasm					
- Self-confident					
- Well roundness					
- Conscience					
- People Skills					
- Creativity					
- Problem Solving					
- Honest					
- Polite					
- Vision					
- Ethics					
- Responsibility in working					
- Out-spokenness					
- Rationality					
- Systematic thinking					
- Interest in Technology and information					
- Applicability					
- Sagacity					
- Interest in political economical and social problem					

PART IV: Attitude towards the Current Communication Arts Curriculum of Siam

University

Please mark ✔ on answers that you agree of every item.

Item	Attitude				
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. The curriculum encourage ability in self-learning and interest to pursue knowledge of undergraduate student.					
2. The curriculum encourages ability in communication of undergraduate student.					
3. The curriculum encourages criticism ability that based on knowledge and rationale of undergraduate student.					
4. The curriculum encourages well - roundness in general and other knowledge of undergraduate student.					
5. The curriculum encourages attitude to work as a team of undergraduate student.					
6. The curriculum encourages universality of undergraduate student.					
7. The curriculum encourages computer skills of undergraduate student.					
8. The curriculum encourages knowledge and ability in information technology of undergraduate student.					
9. Knowledge from the curriculum is sufficient for working.					
10. The curriculum is up to date.					
11. The curriculum enhances learning by doing.					
12. The curriculum enhances on knowledge more than skill so graduate can't apply in working.					
13. The curriculum enhances on English skills that sufficient to use in working.					

Item	Attitude				
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
14. The curriculum meets the objective – intend to student's growth of intellect of Thai and foreign communication on knowledge moral merit and ethic to succeed social purpose.					
15. The curriculum meets the objective to intend student's Communication Arts and public communication knowledge and skills in both of theory and training for efficiency in working.					
16. The curriculum meets the objective to produce graduates that have communication creativity for developing and administration in organization.					

PART V: Opinion towards Reshaping the Communication Arts Curriculum of Siam
        University

  1. Factors to be considered in Reshaping the Communication Arts Curriculum of

     Siam University (Multiple choice)

        World situations: (specify)

        ....

        Thai situations:

        (specify)..

        ....

        Competition situations: (specify)

        ....

        Thai culture/wisdom: (specify)

        ....

        Governmental educational policy (describe)

        ....

        Labor market' demand:

        (specify)..

        Others (specify)

        ....

  2. Curriculum objectives

        Need not to be developed

        Need to be developed (Please specify)

        1)

        ....

        2)

        ....

        3)

        ....

3. Curriculum structure

3.1 Subjects that should be integrated to another

   1) Subject: ………………………………..into………………………………………

      Because……………………………………………………………………………

   2) Subject: ……………………………… .into……………………………………

      Because……………………………………………………………………………

   3) Subject:……………………………...into……………………………………

      Because……………………………………………………………………………

3.2 Subject that should be adapted to another subject

   1) Subject:

      …………………………………..into…………………………………………..

      Because……………………………………………………………………………

   2) Subject: …………………………………..into……………………………………

      Because……………………………………………………………………………

   3) Subject:………………………………………into………………………………

      Because……………………………………………………………………………

3.3 Subject that should be renamed to be more attractive and up- to date

   1) Subject:

      …………………………………….into……………………………………………

      Because……………………………………………………………………………

   2) Subject:

      ……………………………………….into…………………………………………

      Because……………………………………………………………………………

   3) Subject:

      …………………………………….into……………………………………………

      Because……………………………………………………………………………

3.4 Subjects that should be deleted

1) Subject:..

....

Because..

....

2) Subject:..

....

Because..

....

3) Subject:..

....

Because..

....

3.5 Subject should be added in the new curriculum

1) Subject:..

....

Because..

....

2) Subject:..

....

Because..

....

3) Subject:..

....

Because..

....

4. Other Recommendations

....
....
....
....
....
....
....
....
....

&2 &2 &2 End of Questionnaire &2 &2 &2

Questionnaire for Parent and Guardian Groups

Reshaping Communication Arts Curriculum for Siam University

1. Gender: ☐ Male ☐ Female

2. Age: .... years old.

3. Status of working :

☐ Don't Work at private company ◯ Routine Work ◯ Temporary work

Type of business:..

☐ Work at governmental organization ◯ Routine Work ◯ Temporary work

Type of business :..

☐ Business owner

Type of business: ....

☐ Other (Please specify) ◯ Routine Work ◯ Temporary work

Type of business: ....

4. Your years of working experiences are ....

5. Your working position ((Please specify)

....

6. Your child' s field of study:

☐ Publics Relations ☐ Advertising

☐ Journalism

7. Your child's future plans?

    ☐   Studying in higher level in field of

    ....

    ☐   Work at private company

    Type of business: ....

    ☐   Work at governmental organization

    Type of business: ....

    ☐   Business owner

    Type of business: ....

    ☐   Other (Please specify): ....

8. Does your child talk with you about her/his study?

    ☐   Yes   ☐   No

9. Should graduate students' parents participate with the university in shaping the curriculum?

    ☐   If Yes,
    (Please specify)...

    ☐   If No,
    because..

10. Other Recommendations:

....

....

....

....

ঞ ঞ ঞ End of Questionnaire ঞ ঞ ঞ

APPENDIX H

Letter to Request Interview and Questionnaire

Dear Sir/Madam:

Our warm greetings to you, I would like to solicit your time in answering this questionnaire guide for my research entitled "Reshaping Communication Arts (CA) Curriculum for Siam University (SU)".

I would like to get your perceptions on the new directions of CA curriculum design, key academic knowledge and skills for Communication Arts students, and Communication Arts graduates' qualification that employers want.

I hope for your truthful and objective assessment so I could be able to determine the future directions of CA curriculum for Siam University.

Please be assured that whatever information you give me will be kept confidential. You will not be asked to identify yourself in the questionnaire. Your answers will be processed and analyzed together with other participants; only the summarized results will be presented. This questionnair will be destroyed after the research is completed. By completing this questionnaire you have agreed to voluntarily participate in this study. By not placing your name on this form all information will be anonymous. Again, my sincerest thanks and gratitude for your cooperation and involvement, all in the name of "OSU Thai cohort student".

Very truly yours,

Uraphen Triyangkul

OSU Thai cohort student

192

Transcript of Interview

MEMORANDUM

To

From: Uraphen Triyangkul

Subject: Transcript of Interview

Date:

Thank you very much for taking the time to talk to me about your beliefs and attitudes concerning the university autonomy in Thailand. I have included a copy of the transcript, dictating our conversation. You will notice that all the names you had mentioned in our talk to pseudonyms in this transcript. This is to protect confidentiality of the people you work with.

Please look over this transcript for accuracy, and please feel free to make corrections, additions, or deletions to your transcript.

I've enclosed a return envelop for your use. If you care to receive a revised copy of the transcript, please make a note on the transcript. If you need to contact me, please call me at the phone number 001 662-4570068 Ext. 183 in my office hours, and 001 662-6890366 in our home.

Once again, thank you indeed for all of your help and support on this project.

VITA

Uraphen Triyangkul

Candidate for the Degree of

Doctor of Education

Thesis: RESHAPING COMMUNICATION ARTS CURRICULUM FOR SIAM
UNIVERSITY

Major Field: Higher Education Administration

Biographical:

Personal Data: Born in Bangkok, Thailand on January 6, 1964, the first daughter
of Udom and Pensri Triyangkul

Education: Graduated from Satit Kaset School, Kasetsart University, Bangkok,
Thailand in 1983; received Bachelor of Arts degree in Broadcasting from
Chulalongkorn University, Bangkok, Thailand in 1988; Master of Arts degree
in Mass Communication from Chulalongkorn University, Bangkok, Thailand
in 1992. Completed the requirements for the Doctor of Education degree with
a major in Higher Education Administration at Oklahoma State University,
Stillwater, Oklahoma in December, 2002.

Experience: Began career as an Economic News Reporter at the Governmental
Radio Station, Bangkok, Thailand in 1988. Served as a Trainee Officer in
Training Division, Department of Highways from 1989 to 1994. Since 1994,
teach at Siam University as an instructor of Communication Arts. In addition,
appointed as Head of Advertising Department of this Faculty in 2001.