Blended Instructional Model Based on Participatory Communication with Round Table Using Social Media to Enhance Creative Criticism Writing Ability for Undergraduate Students: A Synthesis and Proposed Model

Watcharapol Wiboolyasarin

Abstract—This paper presents a blended instructional model based on participatory communication approach with round table activity using social media to enhance creative criticism writing ability for undergraduate students. This instructional model was analyzing and synthesizing the theoretical perspectives and related researches of Participatory communication, Social media, Round table, and Creative criticism writing. The content analysis and synthesis revealed that five major processes of the model for enhancing creative criticism writing ability included (1) Determine, (2) Plan, (3) Proceed, (4) Acknowledge, and (5) Evaluate. The results of this study will be a prototype for instruction in a bachelor level to enhance creative criticism writing ability and also help lecturers design their curricula with social media to gain more interesting in the learning activities.

Index Terms—Participatory communication, round table, social media, creative criticism writing.

I. INTRODUCTION

Writing is the representation of speech or the visual signs and symbols that humans created and continue to create sometimes for communication purposes, other times for expressing and sharing message thought feeling, emotion, and etc. from writer as sender to reader as receiver. In all language abilities, writing is the most difficult and complex to practice and enhance, as well as becomes a necessary ability according to the national educational standards for professional workers in many countries [1] now require that work graduates build and demonstrate a skills base in professional writing. In education realm, undergraduate students spend a great deal of their studying day involved in written communication. Writing abilities then are just as important as spoken ones in the knowledge and skills base employers need for professional work practice. Thus, if students were acutely aware of the important of professional writing ability especially Creative criticism writing blended critical and creative writing ability together, they would maintain accurate their written works, and to be thinkers respectively as well as their ideas could be reasoned and trusted because of being screened and assessed carefully. The ideas, in addition, were thought and described in term of writers' words. This is one of the best ways of promoting and

intensifying students linguistic and intellectual development that come to reflect their maturity and expertise [2].

The results of literature review stated that creative criticism writing could be enhanced by accompanying with various methods such as collaborative learning [3], group writing process [4], [5] , brainstorming technique [6], [7] internet and computer technology as a tool and etc. [8], [9], [10] then the researcher selected participatory communication process, some categories of social media, round table technique, and how to write as creative criticism to be a conceptual framework for developing this model that would be an instructional approach for lecturers to enhance creative criticism writing ability of undergraduate students efficiently.

II. PURPOSE OF THE STUDY

The purposes of this study were:
1) To develop conceptual framework for the blended instructional model based on participatory communication with round table using social media to enhance creative criticism writing ability for undergraduate students.
2) To study the experts' opinions on the model.

III. LITERATURE REVIEW

The researcher studied the theoretical perspectives and related researches, including contents of Participatory communication, Social media, Round table, and Creative criticism writing which provided more details as following:

Participatory communication is defined as a two-way communication process of sharing information [11], [12] by entering into dialogues between the parties involved in development or receivers and the information source, [13] mediated by development communicators as renewal facilitators. [14] Both of them are able to switch their roles between sender and receiver or "Participants" [15], free, and have equal access to the means of expressing their viewpoints, feelings, and experiences. [16] Collective action aimed at promoting their interests, solving their problems and transforming their society, is the means to an end [17]-[20]. Participatory communication process could be divided into five steps [21] as Fig. 1. In this study, all steps of participatory communication were selected as an umbrella term for developing the model.

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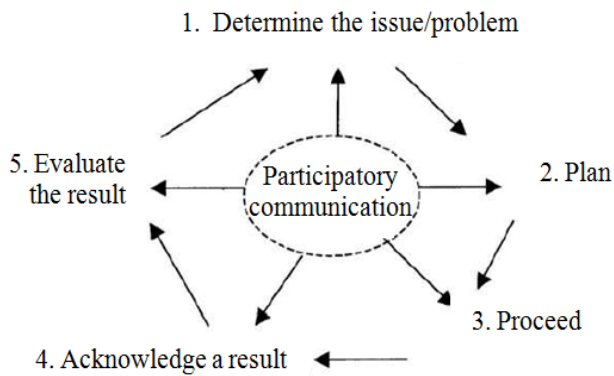
Fig. 1. Participatory communication process [21]

Social media is a new set of tools, new technology that allows people to more efficiently connect and build relationships with each other [22]. It is a channel for communicating between senders and receivers [23] using software programs via internet network and with web 2.0 technology, allow user create and share content to other users in all interaction level on virtual space [24], [25]. The entire world of social media could be classified into fifteen categories [22] as follows; Social networking, Photo sharing, Audio, Video, Microblogging, Livecasting, Virtual worlds, Gaming, RSS and aggregators, Search, Mobile, Interpersonal. Some scholars [23], [26], [27] proposed other categories of social media such as Wiki, Podcasts, and Online forum. However, in this study, online forum and wiki were selected as tools for enhancing creative criticism writing.

Round table is a brainstorming activity which is a simple and effective skill-building technique to use when a high level of creativity and criticism are desired. The entire class or the smaller can participate to generate responses per one or many questions which mostly process of activities between round table and brainstorming are alike [28]. Therefore, brainstorming approach can be used in round table activity by organizing six – ten students per group, the leader begins the brainstorming session by briefly stating the problem under consideration and should stress to the group that all idea need to be expressed. All group participants need to realize that achieving the highest possible quantity of suggestions is paramount. Participants then generate thoughts and collect information for solving the problem, a note taker writes down the states and problem of doing activity as well as all thoughts into whiteboard or paper (a pen and a paper per one group). The whole process should be less than one hour and started when the leader states questions or problem, then the first student writes a reply, says it out loud, and passes the paper to the left-handed side student, the second does the same until the time is up and the activity will be done. After that, choose five best ideas and decide the best idea or merge all into one. In this study, round table activity is hold via online forum or electronic webboard (www.proboards.com), instead of pen and paper as well as wiki (www.pbworks.com) for collaboration to create written works.

Creative criticism writing is blended critical writing and creative writing together and defined as a high-leveled writing ability towards any subject matters derived from 1) studying, finding out, and compiling knowledge, 2) expressing any ideas, evidences, or arguments, 3) giving his own opinions towards any subject matters, 4) passing on new knowledge, thoughts, experiences and imagines, and 5) using his own various idiomatic wording [29]-[32].

From these contents, the blended instructional model was developed and conceptual framework of the research is shown in Fig. 2.
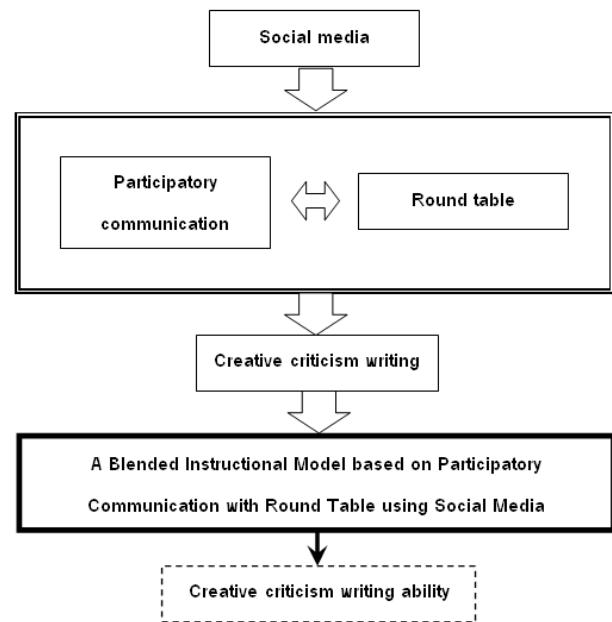

Fig. 2. Conceptual framework of the study

IV. RESEARCH METHODOLOGY

There are three phases of this research study:

1) The first phase is to study theoretical content and related research of Participatory communication, Social media, Round table, and Creative criticism writing.

2) The second phase is to develop the blended instructional model based on participatory communication with round table using social media.

3) The last phase is to study fifteen experts' opinions on the quality of the model. At this phase, the researcher used information obtained from both first and second phase to develop the model and be certified by fifteen experts.

V. RESEARCH RESULTS

The results from the study of the blended instructional model based on participatory communication with round table using social media to enhance creative criticism writing which is consisted of three stages:

A. Preparation Stage

The preparation stage composes of four steps.

Step one: Content selection, researcher chose the course for teaching and learning in the model, which was 1543105 Cross-cultural Communication course in Department of Thai, Faculty of Humanities and Social Sciences, Suan Dusit Rajabhat University because of its suitable content for creative criticism writing.

Step two: Student analysis is to consider learner characteristics for learning and prepare the student through the model.

Step three: Facilitators support is to provide documents,

resources, and social media (online forum and wiki) used for teaching and learning in the model.

Step four: Orientation is a meeting session to explain and prepare the students about learning the model.
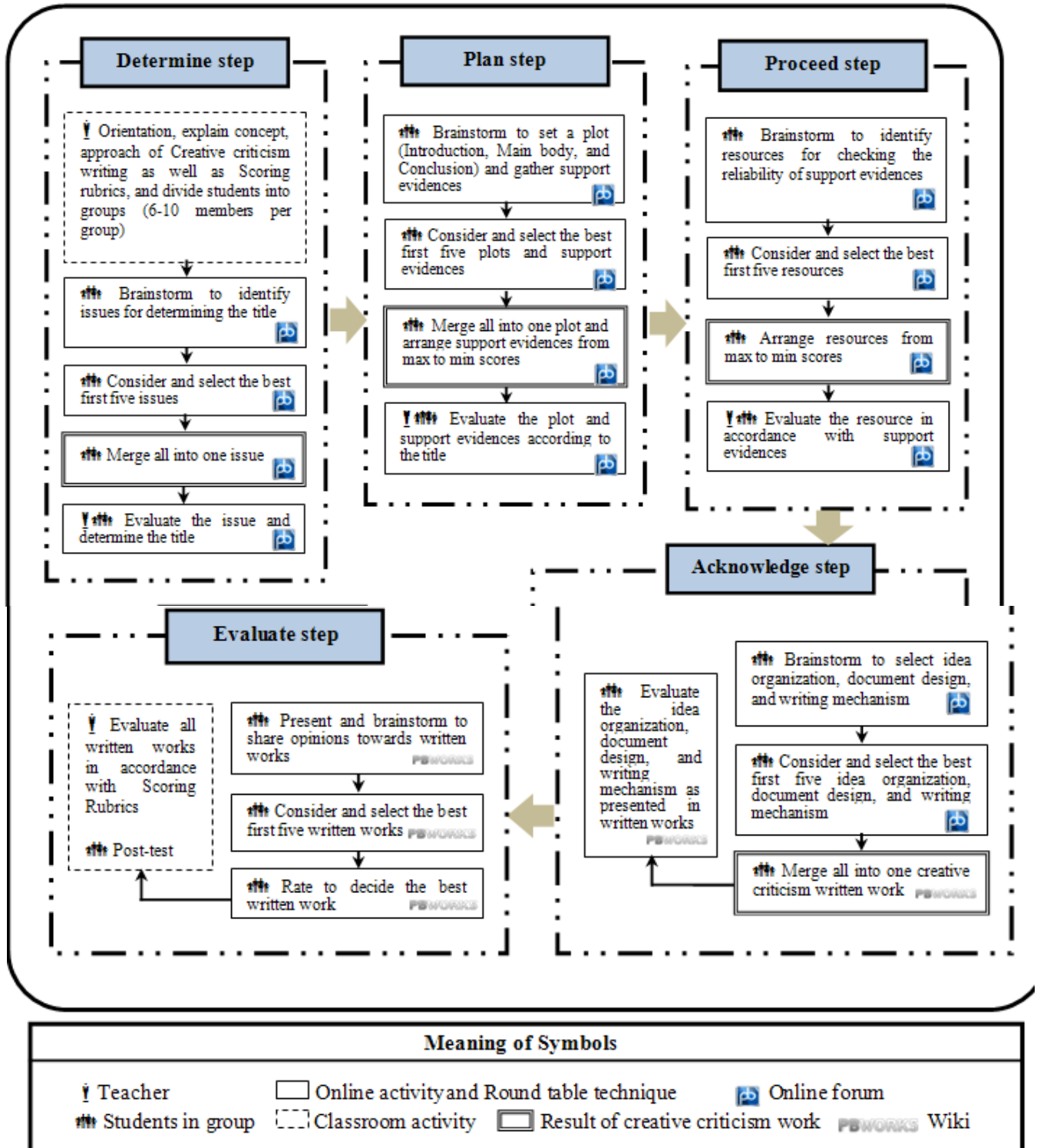

Determine step

Ý Orientation, explain concept, approach of Creative criticism writing as well as Scoring rubrics, and divide students into groups (6-10 members per group)

↓

Brainstorm to identify issues for determining the title

↓

Consider and select the best first five issues

↓

Merge all into one issue

↓

Ý Evaluate the issue and determine the title

Plan step

Brainstorm to set a plot (Introduction, Main body, and Conclusion) and gather support evidences

↓

Consider and select the best first five plots and support evidences

↓

Merge all into one plot and arrange support evidences from max to min scores

↓

Ý Evaluate the plot and support evidences according to the title

Proceed step

Brainstorm to identify resources for checking the reliability of support evidences

↓

Consider and select the best first five resources

↓

Arrange resources from max to min scores

↓

Ý Evaluate the resource in accordance with support evidences

Acknowledge step

Brainstorm to select idea organization, document design, and writing mechanism

↓

Consider and select the best first five idea organization, document design, and writing mechanism

↓

Merge all into one creative criticism written work

Evaluate the idea organization, document design, and writing mechanism as presented in written works

Evaluate step

Ý Evaluate all written works in accordance with Scoring Rubrics

Post-test

Present and brainstorm to share opinions towards written works

↓

Consider and select the best first five written works

↓

Rate to decide the best written work

Meaning of Symbols

Ý Teacher
Students in group

☐ Online activity and Round table technique
☐ Classroom activity

☐ Result of creative criticism work

Online forum
PBWORKS Wiki

Fig. 3. The blended instructional model based on participatory communication with round table using social media

B. Instructional Design Stage

In the second stage, the instructional design was very important because it integrated elements, steps, tools, and activities from Participatory communication, Social media, Round table, and Creative criticism writing as shown in Fig.3.

C. Evaluation Stage

The final stage was to evaluate students' creative criticism

writing ability composed of five elements: 1) Knowledge collection, 2) Evidences expression, 3) Commentation, 4) New imagines usage, and 5) Idiomatic wording of writer.

Knowledge collection is to arrange ideas clearly and logically to support the purpose or argument; ideas flow smoothly and are effectively linked; reader can follow the line of reasoning

Evidences expression is to bring up evidences and argument supported or referred written work through the story efficiently. The written works are supported by a

variety of strong, properly cited evidence. All claims are backed up by research and evidence as well as anchor quotes more effectively.

Commentation is to express writer's great opinions that could clearly be allowed by reader, crafted a compelling, original argument. Also, writer gives clear and accurate reasons in support of his claim as well as discusses the reasons against his claim and explains why it is valid anyway.

New imagines usage is to delight and excite through its ability to engage the reader or viewer or listener at a sophisticated level. More formally, it demonstrates an overall coherence of tone, control of narrative strategies, an inventive use of language and a distinctive voice. In addition, it consisted of new, well-arranged knowledge, thoughts, experiences, and imagines which brought into written works.

Idiomatic wording of writer should be various and not appeared any words to blame or accuse others. The writing style contributes considerable power to written works; the message is clearer and more effective because of the way one write. This is an achievement, great work.

The third phase is to study fifteen experts' opinions on the quality of the blended instructional model based on participatory communication with round table using social media. The results showed that the quality of the model was at high level and some given additional suggestions concluded that lecturer was a key factor that played a significant role in students' online learning processes. The process of students' online learning or creative criticism writing ability was not acquired by individual students working by themselves; rather this type of learning is assisted by the social relations set up through their social media and lecturer has to be participating in last of each step and a facilitator when students faced some troubles among the process.

VI. CONCLUSION

This paper highlighted the issues in enhancing creative criticism writing ability based on participatory communication process, round table activity, and some social media. Moreover, the paper addressed the important for online activity in learning that was going to be a significant advance in the way students were able to interact with each other for producing a collaborative written works. Finally, the paper illustrated a conceptual framework based on theoretical perspectives and related researches in terms of enhancing creative criticism writing ability for undergraduate students.

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