# บันทึกข้อความ

**ส่วนราชการ**   ภาควิชาเทคโนโลยีการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยศิลปากร โทร 29201

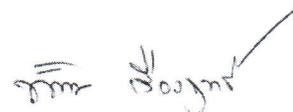**ที่**   ศธ 0520.203/213   **วันที่**   11 มิถุนายน 2556

**เรื่อง**   ขออนุมัติเบิกเงินทุนสนับสนุนการเสนอผลงานวิจัยระดับชาติ

① **เรียน**   คณบดีคณะศึกษาศาสตร์

ตามที่ คณะศึกษาศาสตร์ มหาวิทยาลัยศิลปากร ได้มีการสนับสนุนทุนการเผยแพร่ผลงาน
ในวารสารวิชาการ นั้น ข้าพเจ้า อาจารย์ ดร.น้ำมนต์ เรืองฤทธิ์ ได้รับการตอบรับจากสมาคม AACE ให้เข้า
ร่วมการนำเสนอผลงานวิจัยเรื่อง A Development of Project-based and Blended Learning Activities
Using Social Media Tools to Enhance Article Writing Skills of Graduate Students at Silpakorn
University. ในการประชุมระดับนานาชาติ SITE2013 ที่เมือง New Orleans รัฐ Louisiana ประเทศ
สหรัฐอเมริกา ระหว่างวันที่ 25-29 มีนาคม 2556 โดยเผยแพร่ออนไลน์อยู่ในฐานข้อมูล EdITLib, the Digital
Library for Education & Information Technology ดังเอกสารที่แนบมาพร้อมนี้ ในการนี้ข้าพเจ้าจึงขอรับเงินทุน
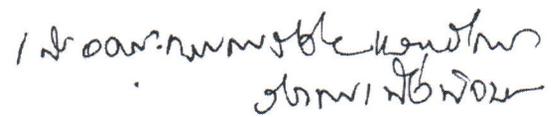สนับสนุนการตีพิมพ์เผยแพร่ผลงานวิจัยดังกล่าว

จึงเรียนมาเพื่อโปรดพิจารณาอนุมัติ

(อาจารย์ ดร.น้ำมนต์ เรืองฤทธิ์)

② เรียน รองคณบดีฝ่ายวิจัยฯ
เพื่อโปรดพิจารณา กรั่นกำเนินสมควร
เสนอคณะกรรมการวิจัย และบริหารวิชาการ
พิจารณาต่อไป

12 มิ.ย.56

12 มิ.ย.56
13 มิ.ย.56

# A development of project-based and blended learning activities using social media tools to enhance article writing skills of graduate students at Silpakorn University.

1. Nammon Ruangrit, Silpakorn University, Thailand, Silpakorn University, Thailand

Tuesday, March 26 3:25-3:45 PM

The purposes of this research were to develop project-based and blended learning activities using social media tools to enhance article writing skills of graduated\students at Silpakorn University; and to study the article writing skill of graduate students, Silpakorn University. The instruments were interviews, quality assessment, and article assessment. The results showed that project-based and blended learning activities were constructed with a theory-based format which consisted of project based learning, blended learning, research studies on social media tools, and article writing skills.

ID

> 37795

Type

> Brief Paper

Topics

> Information Technology Diffusion/Integration Distance/Flexible Education Graduate Education & Faculty Development

Conference attendees are able to comment on papers, view the full text and slides, and attend live presentations. If you are an attendee, please login to get full access.

# A Development of Project-based and Blended Learning Activities Using Social Media Tools to Enhance Article Writing Skills of Graduate Students at Silpakorn University.

Nammon Ruangrit
Faculty of Education, Silpakorn University
Thailand
rnammon@gmail.com

**Abstract:** The purposes of this research were to develop project-based and blended learning activities using social media tools to enhance article writing skills of graduate students at Silpakorn University, and to study the article writing skill of graduate students, Silpakorn University. The instruments were interviews, a quality assessment, and a article assessment. The results showed that project-based and blended learning activities were constructed with a theory-based format which consisted of project based learning, blended learning, research studies on social media tools, and article writing skills.

## Introduction

Nowadays, people use a vast array of social media and communication technologies as part of their everyday life and practice. Social media are technological tools that allow users to share and discuss information. Most social media are internet based applications that manage textual information, such as blogs (Blogger, Wordpress), microblogging (Twitter, Pownce), wikis (Wikipedia), forums, or Social Networks (Facebook, MySpace, LinkedIn). But there also exist other social media internet applications, where users share more than text, such as photo sharing tools (Flickr, Picasa), video sharing (YouTube, Vimeo), livecasting (Ustream), or audio and music sharing (last.fm, ccMixter, FreeSound). More recent social media include virtual worlds (Second Life), online gaming (World of Warcraft, WarHammer Online), game sharing (Miniclip.com) and Mobile Social Media like Nomad Social Networks, where users share their current positions in the Real World (William W. Cohen, 2012).

Project-based learning (PBL) is a model for classroom activities that shift away from the classroom practices of short, isolated, teacher-centered lessons and instead emphasize on learning activities that are long-term, interdisciplinary, student-centered, and integrated with real world issues and practices. One immediate benefit of practicing PBL is a unique way that can motivate students by engaging them in their own learning. PBL provides opportunities for students to pursue their own interests and questions and to make decisions about how they will find answers and solve problems.

Blended Learning is defined as a learning solution, which includes face-to-face, live e-Learning and self-paced learning. At times, blended learning is also used to describe a combination of varied delivery media (ILT and e-Learning) and a mix of technologies such as, e-Learning, electronic performance support, and knowledge management practices (Valiathan, 2002).

As an instructor, I think that communication is very important. In fact, it is a necessary component of education, livelihood, and basic functionality in our society. It is also fairly obvious that there are two main ways to communicate although more obscure forms exist. Basically, we talk and we write. That is how we let other people know what's going on, and it's important skills to have. Every student can talk, but how many can truly write well? Good writing skills are critical for today's students, especially graduated students who must write articles for publishing their research according to curriculum regulations. Therefore, the project-based and blended learning activities using social media tools are useful for them in order to enhance their article writing

skills.

## The Purpose

The purposes of this research were to 1) develop project-based and blended learning activities using social media tools to enhance article writing skills of graduate students at Silpakorn University, and 2) study the article writing skills of graduate students at Silpakorn University.

## Theoretical framework

### 1) Project- Based Learning

Project-based learning (PBL) is a model for classroom activities that shift away from the classroom practices of short, isolated, teacher-centered lessons and instead emphasize on learning activities that are long-term, interdisciplinary, student-centered, and integrated with real world issues and practices. One immediate benefit of practicing PBL is a unique way that can motivate students by engaging them in their own learning. PBL provides opportunities for students to pursue their own interests and questions and make decisions about how they will find answers and solve problems.

Project-based learning typically begins with an end product or "artifact" in mind, the production of which requires specific content knowledge or skills and typically raises one or more problems which students' must solve. Projects vary widely in scope and time frame, and end products vary widely in a level of technology used and sophistication. The project-based learning approach uses a production model. First, students define the purpose for creating the end product and identify their audience. Second, they research their topic, design their product, and create a plan for project management. Students then begin the project, resolve problems and issues that arise in production, and finish their product. Students may use or present the product they have created, and ideally allot time to reflect on and evaluate their work. The entire process is meant to be authentic, mirroring real world production activities and utilizing students' own ideas and approaches to accomplish the task at hand. Though the end product is the driving force in project-based learning, it is the content knowledge and skills acquired during the production process that are important to the success of the approach.

### 2) Blended Learning

Blended learning is defined as a learning solution. It includes face-to-face, live e-Learning and self-paced learning. At times, blended learning is also used to describe a combination of varied delivery media (ILT and e-Learning) and a mix of technologies such as, e-Learning, electronic performance support, and knowledge management practices (Valiathan, 2002).

Blended learning consisted of 2 groups: offline and online. Each group split into 6 subgroups.
Six *offline* component groups: 1. Workplace learning 2. Face-to-face tutoring, coaching or mentoring
3. Classroom 4. Distributable print media 5. Distributable electronic media 6. Broadcast media

Six *online* component groups: 1. Online learning content 2. E-tutoring, e-coaching or e-mentoring
3. Online collaborative learning 4. Online knowledge management 5. The web 6. Mobile learning

### 3) Social Media Tools

Social media are media designed to be disseminated through social interaction, created using highly accessible and scalable publishing technique. Social media uses Internet and web-based technologies to transform broadcast media monologues (one to many) into social media dialogues (many to many). It supports the democratization of knowledge and information, transforming people from content consumers into content producers.

### Google Docs

Google Docs is a suite of products that let us create different kinds of online documents, work on them in real time with other people, and store our documents and other files an online, and for free. With the Internet connection, we can access our documents and files from any computer, anywhere in the world. (There's even some work we can do without an internet connection) This guide will give us a quick overview of many things

that we can do in Google Docs (Google Docs, 2012).

Google documents is an online word processor that let us create and format text documents, and collaborate with other people in real time.

### Facebook Groups

For this tool we can create a group, add friends, and start sharing. Once we have our group, we can post updates, poll the group, chat with everyone at once, and more. We can also share different things with different people

Groups let us share things with the people who will care about them most. By creating a group for each of the important parts of our life - family, teammates, and coworkers - we decide who sees what we share.

### Learning Management System (LMS) (Wikipedia, 2012)

A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of online education courses or training programs. A robust LMS should be able to do as follows:

- centralize and automate administration
- use self-service and self-guided services
- assemble and deliver learning content rapidly
- consolidate training initiatives on a scalable web-based platform
- support portability and standards
- personalize content and enable knowledge reuse
- deliver online training and webinars

### 4) Article Writing Skills

Article writing is to write an article that discusses an issue. It is to clarify its nature and significance, to analyze its cause and effect, or to present its strength and weakness. Before commencing writing, it is important to define the article's major argument and collect relevant keywords. The writer needs to conduct sufficient background research and gather supporting data in order to establish a clear outline for the article.

## Research Methodology

To develop a project-based and blended learning activities using social media tools to enhance article writing skills of graduate students, the researcher conducted two phases as shown below.

1. Development phases: designing and developing a project-based and blended learning activities using social media tools. The following are steps:

- Interviews with experts
- Development of the tentative activities
- Assessment of the quality of activities by interviewing with experts
- Development of scenario of the activities

2. Trail phases: using the project-based and blended learning activities using social media tools. The following are steps:

- Test of the activity by graduate students
- Evaluation of articles
- Feedback from the graduate students

### Research Participants

The study examined article writing skills of graduate students during participating a project-based and blended learning activities using social media tools in the 468 444 Production of Printed Materials course at Silpakorn University in Thailand. Forty-one students enrolled in this course the first semester of the 2012 academic year.

### Data collection and research instruments