



## **A Development of The Undergraduate Curriculum for Innovative Communication, College of Social Communication Innovation, Srinakharinwirot University**

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### **Abstract**

This research and development study aims at developing the undergraduate curriculum for innovative communication, College of Social Communication Innovation at Srinakharinwirot University. It had 2 specific objectives: (1) to identify the innovative professional communication competencies and (2) to develop the Bachelor of Arts Program Majored in Communication Innovation (Innovative Communication). This curriculum was the competency-based curriculum that used innovative professional communication competencies and Thai Qualifications Framework for Higher Education (Undergraduate) for framework to develop curriculum structure. The research procedure comprised 4 main following steps: (1) Analyzed the fundamental data and identified the curriculum purposes (2) Drafted the innovative communication of undergraduate program (3) Evaluated and revised the draft of curriculum and (4) Curriculum validation

Two specific objectives were developed as follow:

(1) The innovative professional communication competencies were 1) contained of morality and code of professional standards for innovative communication 2) expertised in the knowledge of innovative communication that covered both in theoretical and practical aspects 3) contained of intelligence skills that concluded information literacy, analytical thinking, synthesizing, and problem solving 4) human relation and responsibility 5) contained of numeric skills, communication skills, and ICT literacy and 6) skillful professional practical in innovative communication and

(2) The Bachelor of Arts Program Majored in Communication Innovation (Innovative Communication) which consisted 4 sections: (1) General data (2) Specific of curriculum (3) Educational system, Operation, and Curriculum Structure and (4) Learning outcome, Teaching and Evaluating Strategies

**Keywords:** The Innovative Communication Professional Competencies, Competency-based Curriculum, Innovative Communication

## Introduction

According to the government's policies that take for the innovative-based business to create the sustainable competitive advantages, so the future business must be interested in developing innovations that include technology, product, method, and new concept. However, when we talked about the innovation system, the communication's process was presented to be the important tool to introduce the right knowledge about the implements of science and technology or diffuse the innovation to the social system. It related to the study of the innovation's adoptions of Swedish farmers [1] which were found that the efficiency communication's channels for creating awareness or adoption of innovations were depended on the level of innovative complication. It meant that they can use mass media to inform the details of uncomplicated innovations but in case of complex innovations the personal media was more effective than the mass media. So, if you would like the public adopted your innovations, you must have the innovative communicators who were the experts in the knowledge of communication, innovation, and diffusion of innovation.

From the mentions above, I found that Germany and Sweden became the first countries which studied and took for the knowledge of innovative communication. When I studied about the communication arts' curriculum for undergraduate program in thailand, the researcher found that they only covered (1) Advertising and Public Relation (2) Newspaper and Journalism (3) Radio and Television (4) Mass Communication (5) Cinema Photography and Video (6) Information Management (7) Business Communication Arts and Communication Management (8) Dramatism (9) Speech Communication and (10) Visual Communication. Nothing emphasized to the knowledge of innovative communication. About the curriculum

at Srinakharinwirot University, it had only the Communication Design program in Faculty of Fine Arts that taught about the graphic design for communicating something through media. So it was necessary to develop the curriculum for innovative communication which response to prepare the communication's students who fitted in the future business and effectively communicated for diffusion of innovations.

The developed curriculum for innovative communication was the competency-based curriculum that used innovative communication professional competencies and TQF : Thai Qualifications Framework for Higher Education (Undergraduate) be the framework for curriculum structure. About the standard of learning outcomes in TQF that separated to 5 sections: (1) Ethical and Moral Development (2) Knowledge (3) Cognitive Skills (4) Interpersonal Skills and Responsibility and (5) Analytical and Communication Skills, be integrated in the characteristics of graduate in this bachelor degree.

## Aims

This research aims at developing the undergraduate curriculum for innovative communication, College of Social Communication Innovation at Srinakharinwirot University. It had 2 specific objectives: (1) to identify the innovative professional communication competencies and (2) to develop the Bachelor of Arts Program Major in Communication Innovation (Innovative Communication).

## Operational Definitions

1. Innovations as something new that bring the new values, believes, or behaviours to the economic and/or social system.
2. Communication innovations as new types, methods, techniques, concepts, or technologies of communication.
3. Innovative communication as process

of interactions and introduction something such as technologies knowledge or new values to the social system for creating awareness and adoptions.

4. Curriculum development for innovative communication as competency-based curriculum development that used innovative communication professional competencies and TQF of Undergraduate level to be the characteristics of graduate and the standard of learning outcomes.

5. The innovative communication professional competencies as the behavioral characteristics which were the results of knowledge, skills, and others attributes for performing a specific task, action or function successfully in the innovative communication fields.

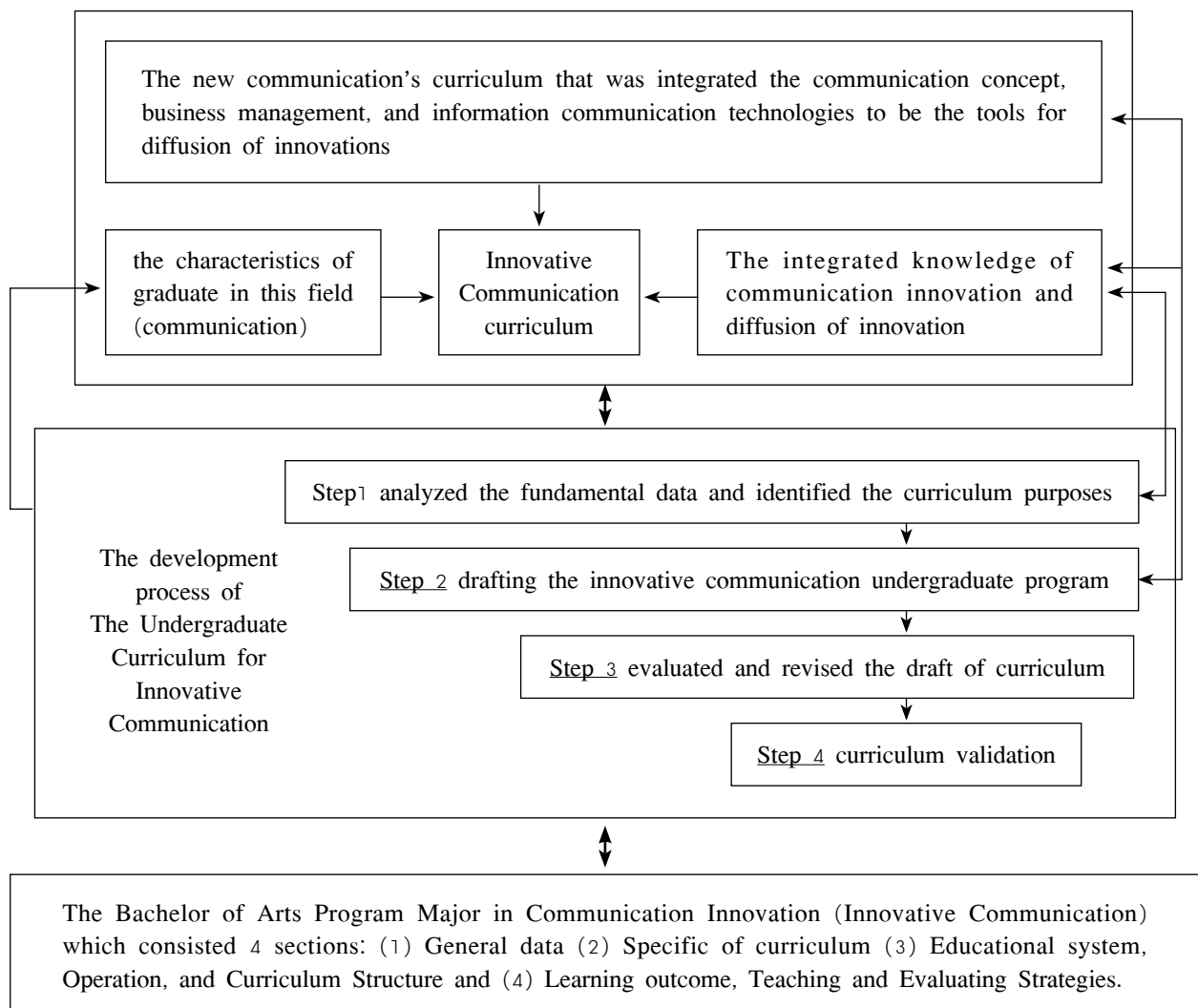
**Research Framework**

Before doing this research, the researcher studied more about the related curriculum in Thailand, new concepts about the innovative communication, curriculum development, expected characteristics in the 21st century or the future business, and the structure of TQF. Afterwards the researcher created the research framework (figure 1)

**Research Method**

This curriculum was the competency-based curriculum that used innovative communication professional competencies and Thai Qualifications Framework for Higher Education (Undergraduate) for framework to develop curriculum structure. The research procedure comprised 4 main following steps:

**Figure 1** research framework



(1) analyzed the fundamental data and identified the curriculum purposes : In this step, the researcher synthesized the data about the competencies of communication's professional by content analysis and focusgroup method. And then the researcher did the workshop with the lecturer from the College of Social Communication Innovation in order to identify the the characteristics of graduate in this curriculum.

(2) drafting the innovative communication undergraduate program : In this step, the researcher applied the participatory workshop with lecturer and administrators from the College of Social Communication Innovation for developing the curriculum.

(3) evaluated and revised the draft of curriculum : In this step, the researcher evaluated the curriculum's quality (appropriateness congruity and possibility) by experts from the fields of curriculum development, communication, and innovation communication.

(4) curriculum validation : In this step, the researcher did the participatory workshop with experts and stakeholders who involved in this curriculum for the last rechecked about the complete curriculum. After that researcher revised the curriculum following their suggestions and got the final undergraduate curriculum for innovative communication, College of Social Communication Innovation at Srinakharinwirot University.

## Results

From this research the researcher thought that it had some interesting results as follow:

(1) The competencies of innovative communicators

The researcher used 3 ways for analysing innovative communicators' competencies. First, the researcher studied more about the documents that related to research and academic standards of Communication, media, and film. Second, the researcher used job analysis technique to get the

draft of competencies. Finally, the researcher did the focused group and participatory workshop to identify the competencies of innovative communicators. From the details above, they made the researcher got the completely competencies that covered the bodies of basic knowledge and capability to work in the future business.

The innovative communicator's competencies were 1) morality and code of professional standards for innovative communication 2) expert in the knowledge of innovative communication that cover both theoretical and practical 3) intelligence skills that conclude information literacy, analytical thinking, synthesizing, and problem solving 4) human relation and responsibility 5) have numeric skills, communication skills, and ICT literacy and 6) have skillful professional practical in innovative communication.

(2) Innovative communication curriculum

From step 1 of this curriculum development process, the researcher got the innovative communicator's competencies and applied them to be the expected characteristics of graduate in this program. Because this curriculum was the competency-based curriculum, it integrated between real works' world and academic world to create the new breeds of communication's students who were ready to work efficiently in the innovative communication's fields. This curriculum showed baseline data which related to standards learning outcomes of the graduate in order to build up the confidence from the students' users. After that the researcher developed the drafted innovative communication curriculum, It was drafted according to the fundamental data and Thai Qualifications Framework for Higher Education, which consisted 4 sections: (1) General data (2) Specific of curriculum (3) Educational system, Operation, and Curriculum Structure and (4) Learning outcome, Teaching and Evaluating

Strategies. This curriculum was 131 credits. The education system and curriculum structure separated to 4 types such: (1) general courses (2) core courses (3) major courses and (4) elective courses. But in this research I studied and created new courses only in all of major courses (61 credits) and two of core courses (6 credits).

Afterwards the researcher evaluated this curriculum about the appropriateness, congruity and possibility with experts. It found that every components in this curriculum were matched and appropriated. Finally, the researcher did the

curriculum validation with experts and stakeholders that showed some revised for complete program as follows: (1) revised the principle and curriculum background to response social needs (2) revised some courses and combined the courses that so duplicated and (3) revised some course descriptions to reflect practical learning more than lecturing learning. After that the researcher got the undergraduate curriculum for innovative communication, College of Social Communication Innovation at Srinakharinwirot University.

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