# The Learning Process Focusing on Communication Arts Students' Public Relations Research

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## Abstract

*The purposes of this research were: 1) to study the learning process of communication arts students in a public relations research course, and 2) to study the essential factors in regard to supporting the learning process of PR research. Qualitative research methodology was employed consisting of 5 stages: 1) informing the students in order to motivate them to develop the research problem and title; 2) during the research workshop of the students, providing advice on PR Research; 3) auditing the research project workshop; 4) presenting the research results for each research project, and 5) analyzing the essential factors of the students' PR research by checking with them in class. There were 22 students registered for the PR research class for the 2/2010 term. The results of this study were as follows: 1) the students developed the 6 PR research projects regarding the issue of evaluation of the PR project campaign and the PR media; 2) there were 4 steps in the learning process: 2.1) PR research project planning, 2.2) data collection and analysis of the data, 2.3) research reporting, and 2.4) presentation of the research; and 3) 3 essential factors were seen in the effective process of learning: the lecturer as a research counselor, the students as researcher, and the course description.*

***Keywords:*** *Public Relations Research, Learning Process, Research-based Learning*

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# กระบวนการเรียนรู้ที่มุ่งเน้นนักศึกษานิเทศศาสตร์
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## บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษากระบวนการเรียนรู้ของนักศึกษานิเทศศาสตร์ โดยปฏิบัติการวิจัยประชาสัมพันธ์ในรายวิชา 2) ศึกษาปัจจัยที่ส่งเสริมกระบวนการเรียนรู้ โดยการวิจัยด้านการประชาสัมพันธ์ของนักศึกษา โดนนักศึกษาทั้งหมด 22 คนที่ทำการ ลงทะเบียนเรียนในรายวิชาวิจัยประชาสัมพันธ์ภาคเรียนที่ 2/2554 ซึ่งระเบียบวิธีการศึกษา ออกแบบให้เป็นงานวิจัยเชิงคุณภาพมี 5 ขั้นตอน คือ 1) สร้างแรงจูงใจให้ผู้เรียนพัฒนาโจทย์ การวิจัยด้านการประชาสัมพันธ์จากปัญหา 2) ระหว่างการดำเนินการวิจัยของนักศึกษา จะมีการบรรยาย และให้คำปรึกษาผู้เรียนอย่างต่อเนื่อง 3) ติดตามประเมินผลการดำเนินงาน วิจัยของนักศึกษาแต่ละโครงการ 4) ให้นักศึกษารายงานผลการวิจัย 5) วิเคราะห์ปัจจัยที่จำเป็น สำหรับการวิจัยประชาสัมพันธ์ระหว่าง ผู้สอน และนักศึกษา ผลการวิจัยสรุปได้ดังนี้: 1) นักศึกษา สามารถดำเนินการวิจัยได้ 6 โครงการวิจัยในประเด็นการวิจัยเกี่ยวกับการประเมินผลโครงการ ประชาสัมพันธ์ และประสิทธิผลการใช้สื่อเพื่อการประชาสัมพันธ์ 2) กระบวนการเรียนรู้จาก การวิจัยประชาสัมพันธ์ มี 4 ขั้นตอนสำคัญ ได้แก่ 2.1) การวางแผนวิจัยประชาสัมพันธ์ 2.2) การรวบรวมและวิเคราะห์ข้อมูล 2.3) การเขียนรายงานผลการวิจัย 2.4) การนำเสนอ ผลการวิจัย 3) มี 3 ปัจจัยสำคัญที่จำเป็นสำหรับกระบวนการเรียนรู้โดยเน้นการวิจัยของ นักศึกษา ได้แก่ การปรับบทบาทของผู้สอนเป็นพี่เลี้ยงนักวิจัย นักศึกษาเป็นนักวิจัย และ การดำเนินรูปแบบการเรียนรู้ตามหลักสูตรการเรียนรู้

**คำสำคัญ:** การวิจัยประชาสัมพันธ์ กระบวนการเรียนรู้ การเรียนรู้พื้นฐานการวิจัย

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## Rationale

The direction of Thai educational reform is to teach students to be able to think, analyse, and criticize as "smart consumers." Selecting new teaching approaches that support these characteristics must be as forward-thinking as those of other countries. The students have to create their own knowledge (producing culture instead of a receiving culture (Silarat, 2007). The appropriate teaching approach should begin with the goal of searching for new knowledge, which is initiated by the teacher.

Then the teacher leads the students to create a project through which they initiate a process of developing knowledge. Finally the teacher lets the students work and study together. The outcome of this process is that the students develop the ability to apply and create their own knowledge (Silarat, 2007).

Chareonwongsak (1997) suggested that Thailand is one of many developing countries where the social structures have change to a high degree. A society needs its population to develop its abilities. For example the population needs to comprehensively think, skillfully act, wisely analyze, properly synthesize, and prudently evaluate information. A country also needs its population to have the characteristics of enthusiasm, diligence, and voluntarism. Ultimately, the society should be concerned about the social situation at both the community and world level.

These changes by the Thai population will improve society. The National Education Act supports these national needs by rendering guidelines for Thai Educational reform. The Act emphasizes learner-centered learning, lifelong learning, and social engagement. Section 24 of the National Education Act states that education administration has to:

"(1) provide substance and arrange activities in line with the learners' interests and aptitudes, bearing in mind individual differences;"

"(3) organize activities for learners to draw from authentic experience; drill in practical work for complete mastery; enable learners to think critically and acquire the reading habit and continuous thirst for knowledge;"

"(6) enable individuals to learn at all times and in all places. Co-operation with parents, guardians, and all parties concerned in the community shall be sought to develop jointly the learners in accord with their potentiality."

Section 24 also suggests that learners and teachers might learn together through this course of action from any knowledge resource. It suggests that instructors should try to create a learning atmosphere and provide instructional media and facilities for learners to learn and become well-rounded people. Both students and teachers should benefit from research as part of the learning process.

The course description shows that *"study the technical and social science research methodology, which is necessary to applied the Public Relations research. Practice to write and do the Public Relations research projects"*. The lecturer has to design an active course by thinking of another ideology, learner-centered, espoused by the Act, and should be discussed in this paper. The goal of teaching and learning within the learner-centered approach is to develop learners to their optimal level. Then the teachers' roles must be decreased and the learners' roles must be increased (Prapaisit, 2003).

In adopting a learner-based approach, I (researcher) strongly believe that research, and the subsequent creation, validation, and dissemination of knowledge, are fundamental to the operation of a research-intensive university. The intention of research-based learning is that university academics make positive moves to help communication arts students build strong intellectual and practical connections between research frontiers and the students' own learning. Student benefits include (Alison Green, 2010): (1) inducting students to the disciplines' values, practices, and ethics; (2) ensuring that course content includes cutting-edge research findings; (3) increasing students' understanding of how their chosen discipline contributes positively to society; (4) developing and enhancing students' skills and capabilities including: (4.1) generic skills such as critical and analytical thinking, information retrieval and evaluation, and (4.2) problem-solving skills in conducting and evaluating research that are helpful to students' ongoing personal and professional lives. Finally is (5), providing enhanced opportunities for teaching and learning approaches such as inquiry-based and experiential methods that have been linked to positive learning outcomes for students.

Research-based learning, which was used in the public relations research course, is a multi-faceted concept referring to a variety of learning and teaching strategies that link research and teaching. Good practice in research-based learning may include (Blackmore & Fraser, 2007) the following:

- Research outcomes inform the curriculum
- Research-process based methods of teaching and learning
- Learning to use the tools of research
- Developing an inclusive research context

The following strategies provide a guide for incorporating research-based learning into courses and programs. There is an overlap between categories and some suggestions are more appropriate in some disciplines, at some year levels, and in some teaching and learning contexts than others. They give a range of options that will be most effective if tailored to the particular context and student cohort.

Laurel English (2005: 3) said that public relations research is a kind of fundamental part of identifying important issues for the organization, developing strategically-based public relations programs, and measuring the impact of those programs on the organization. Without public relations research, public relations process is left with little but outputs and hunches to report. Without research, public relations cannot show how public relations make a difference.

Broom and Dozier (1990: 4) define research as "the controlled, objective, and systematic gathering of information for the purposes of describing and understanding." Research is an integral part of the public relations process. Two steps of the four-step public relations process, developed by Cutlip, Center, and Broom (2000), depend on research: defining the public relations problem or opportunity, and evaluating the program. Similarly, Hendrix's ROPE model (research, objectives, program, and evaluation) and Marston's RACE model (research, action, communication, and evaluation) rely on research for the first and last steps of the public relations process (as cited by Stacks, 2002).

The aim of this article is to introduce research-based teaching in which the teacher's role changes from lecturer to research advisor and the students' roles

change from receivers to researchers. Then the learning process is studied and the essential factors in the research-based approaches, focused on public relations research.

## Objectives

1. To study the learning process of communication arts students in a public relations research course

2. To study the essential factors in regard to support of the learning process of PR research

## Limits of the Study

The research investigated the learning process by focusing on students' PR research. All 22 students had to have passed the course of research in communication arts, which is a basic course for the development of the students' research knowledge and skill. In semester 2/2553, they were enrolled the public relations research course. Most of the area of study is in Chantaburi province. There are 14 weeks for PR research activity.

## Methodology

The study on "The Learning Process Focusing on Communication Arts Students' Public Relations Research" was a qualitative research. The methods of collecting information included a review of documents, semi-structured interviews with key staff teachers, and observation and focus group of the student in the class. The steps in collecting the data were as follows:

### 1. Participants in the Study

The participant students majoring in public relations enrolled in semester 2/53 in the Faculty of Communication Arts, Rambhai Barni Rajabhat University—RBRU. The number of students that evaluated the teaching was 22 students enrolled in this public relations research course and were divided into 6 groups, with 3-4 members in each group.

## 2. Teaching Technique in the Classroom

The subject course was designed to last 14 weeks. Each week the students studied the subject content. Additionally, they were assigned a research according to their interests focused on public relations. They and the teacher had to meet to discuss their study topic every week. By the end of the course, they had to finish their research and present their study to the class. The work steps were designed as in the table below:

**Table 1: Steps of Learning Public Relations Research in Each Weeks by Week of Research-based Approach**

| Week | Activities |
|------|-----------|
| 1 | Course introduction. The teacher reviewed the communication arts research together with the students. |
| 2 | Finding a topic for public relations research |
| 3 | Discussion and suggestions for the topic |
| 4 | Presentation of the proposal in each group |
| 5-8 | Discussion and suggestions of the students' work |
| 9-10 | Data collection |
| 11-12 | Analyzing data and making conclusions |
| 13 | Preparing the presentation |
| 14 | Presenting the results of the study in class |

## 3. Source of Data

The data of this study take from the observation and group focusing in public relations course. Moreover, the secondary data came from a related book in the public relations research field, communication theory, and a review of the related research literature. The details are as follows:

3.1) Review of documents: the researcher asked for student portfolios of, baby research or the research product of students that had learned using the research-based learning method. The lesson plans and diaries which were written by the teachers were reviewed in this study. In addition to the histories and the school year planning reviewed and analyzed in order to obtain information

about PR theory such as the public relations research conceptual framework, research-based learning theory, the culture of the organization, and the context for greater understanding about this case.

3.2) Observation: non-participant observation of the students was used to collect the information for this case.

3.3) Focus group discussion: this case study used the qualitative technique by conducting a focus group discussion with 22 students. The content collected was the indicator of the research-based learning and provided a guideline to develop other topics in research-based learning. Field notes, taking photographs, and tape recording were used in this project for more information and increased validity about this case.

The qualitative data were reviewed, synthesized, and analyzed using analytic induction.

### 4. The Research Design

The methodology consisted of 5 stages.

During *stage 1* the students were informed in order to motivate them to develop the research problem and title. In *stage 2* during the research workshop of the students, the lecturer gave them advice on PR research. During *stage 3* the research project workshop was audited. During *stage 4* the research results were presented for each research project, and in *stage 5* in the essential factors of the students' PR research were analyzed by checking with the students in the class.

## Findings of the Study

Because of the nature of the study, it was important to provide several basic definitions. Social research methods were defined as quantitative research techniques applied to public relations problems. Respondents were told that some, but not all, of those techniques would include: probability sampling, statistical analysis, hypothesis testing, survey research design, experimental design, data interpretation and data presentation. (David L. Martinson, 1992)

To "understand" or "have knowledge about" social science methods was defined by David L. Martinson (1992) as meaning a practitioner has (1) an appreciation for social science techniques and (2) a general idea of their importance and application in public relations. The practitioner has no detailed knowledge about research techniques, and he/she is unable to interpret research without expert help.

To "use" social science methods was defined as meaning a practitioner has some detailed knowledge about social science research techniques but not enough to conduct a research study without expert help. The practitioner is able to interpret and to use research data.

To "conduct" research meant that a practitioner has substantial knowledge about social science research techniques and is able to conduct research and to interpret research data without help. (David L. Martinson, 1992)

The learning process of public relations research can be summarized the following steps:

1. There are 4 steps of the learning process: (1) PR research project planning, (2) data collecting and analyzed the data, (3) research reporting, and (4) research presenting.

**Table 2: Steps of Learning Process in Public Relations Research**

| Learning Process | Details |
|---|---|
| Step 1 PR research project planning | - PR research problem/topic/issues |
| | - Review research literature |
| | - PR research hypothesis |
| | - PR research conceptual framework |
| | - PR research design/quantitative methodology |
| | - research population and sampling |
| | - research tool (questionnaire) |
| Step 2 data collecting and analyzed the data | - research tool measurement (validity & reliability) |
| | - statistical analysis; hypothesis testing |
| | - PR research result conclusion |
| Step 3 research reporting | - research report writing according to the institute of RBRU Research format |
| | - reference (APA) |
| Step 4 presenting the research | - the students' skill of research presentation to the class |
| | - return the research results to the beneficial organization |

The table 2 shows the 4 steps of Public Relations research:

*Step 1: Research Project Planning*

The students learned about how to plan their research project in each group, each comprising not more than 4-5 students; then each group selected the head of the research project. All students developed 6 research titles or problems (shown on Table 3), and after that the teacher assigned the students to review related conceptual frameworks, related theory, and related research literature so that the students were able to define the variables and write the hypothesis. Most of the research groups of students designed the type of research as quantitative research. They defined the population and sampling (most of them were from Chanthaburi province) and the research tool used was a questionnaire.

As public relations educators stressed to the students the importance of research to enhance strategic planning and accountability, but tight budgets and time constraints were often obstacles to including a research element in public

relations campaign classes. (O'Neil, J., **2004**) While some students came to consult their research project with a clear research question into the PR fields, many others arrive at this point with several ideas. The students had to manage their time and undertake a variety of tasks. It was useful to work out **14** weeks they have until they need to submit their completed PR research, and draw a chart showing these weeks. Block out the weeks when they knew they would be unable to work, and mark in other main commitments they have that will take time during this period. Then allocate research tasks to the remaining time.

It seemed very important to be realistic about how long each task was likely to take. Some focused thought at the beginning, then at the planning stage of each phase, could save hours later on. They wrote down the resources needed for each stage. It could be time in the library; the resource of their working hours; or the use of equipment or room space that needs to be booked in advance.

*Step 2: Data Collection and Analysis of the Data*

After the students designed the questionnaire, they learned how to reliable tested by related group sampling, they analyzed the validity and reliability of the questionnaire by showing the Pearson's correlations statistics. After the students collected their survey responses and keyed in the data, performing the appropriate statistical computations and evaluating the statistical output by analyzing to identify active publics and whether such publics support or oppose the campaign issue. The final output was both statistical (e.g., overall mean levels of awareness, information seeking, personal efficacy, and support and frequency tables for each survey item) and in statement form.

*Step 3: Research Reporting*

The students should think about writing their report at every stage of their research activities. The sections of the research report discussed in this article come from the most-cited style source for educational and psychological literature—the Publication Manual of the American Psychological Association (APA, **1994**). The Publication Manual provides detailed information about the entire process of publication—from organizing, writing, keying and submitting one's manuscript, to

seeing the accepted manuscript through production and publication. Of special interest in the fourth edition were the updated sections on reporting statistics, writing without bias, preparing manuscripts with a word processor for electronic production, and publishing research in accordance with ethical principles of scientific publishing.

*Step 4: Presenting the Research*

Being able to present the research results to the class is a key skill for students (as researchers) to develop. There are a variety of different settings where students may be asked to do this, from seminars to class participation conferences. It is important that every presentation take account of who the audience is. All the students presented using PowerPoint presentation slides.





**Figure 1: The Presentation Process of Students**

2. The students developed the 6 PR research projects in the issue of evaluating the PR projects or campaigns or, and the effective PR media.

Table 3: The 6 PR Research Projects in Each Kind of PR Issue and Activity

| Public Relations Issues/Activities | Name of PR Research |
|---|---|
| 1 Evaluating the PR projects/ campaigns | - The tourism information on youth's perception in Chanthaburi<br>- The correlation between media exposure perception and breast cancer protection behavior of females in Chanthaburi |
| 2 Effective PR media | - The film erotic exposure *Nam-tan-deang* in regard to female youth's protection of virgin in Chanthaburi<br>- The RBRU's Spiritual on Belief of Students<br>- The Stop Female Violence Project's PR media on male's participation in Chanthaburi<br>- The effectiveness of PR media on Aerobic dance exercise decision making of the public in Khokwang, Chanthaburi |

The results of this study (according to Table 3) point to several avenues where further research should/must be directed Public Relations sequence process and the social science research methodology is very important to the public relations research designed. Other studies indicate that practitioners in the field do not incorporate to the campaigns. It would appear, therefore, that three critical needs to be addressed:

(1) Most faculty members believe social science research methods are important for public relations and component of the public relations courses they teach.

(2) Students that graduate with a "major" in public relations genuinely comprehend the role that research and evaluation must play.

(3) Students that "major" in public relations, in fact, graduate with an appreciation of the importance of social science research, they accept themselves

discouraged—at least implicitly—from incorporating such social science research methods by superiors who are not supportive—or willing to pay—for good social science research.

3. There are 3 essential factors in the effective process learning, i.e. the lecturer as research counselor, the students as researcher, and the course description (context).
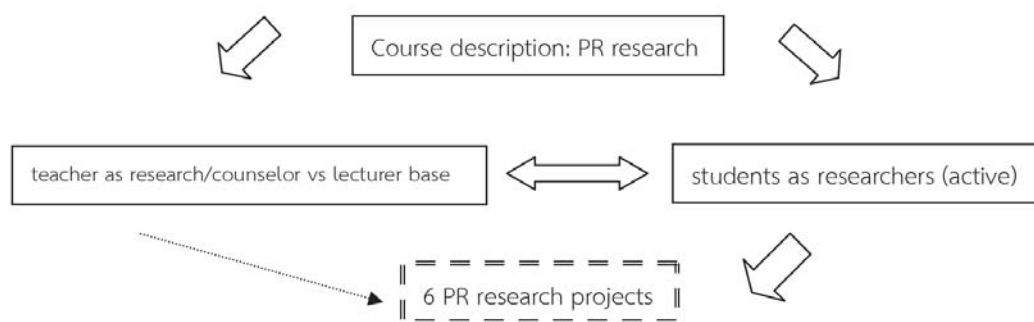


**Figure 2: The 3 Essential Factors in the Effective PR Research Process Learning**

From the Figure 2 showed that the first consideration of course description (PR research) is a guideline for all the direction of how to learn and manage the learning process in effectively with the public relations research course description, much attention has focused on the campaigns research course and ways to develop relationships between students in the class and "real world" PR research practice. Some courses are designed so that each group works with a different student while others incorporate a competitive element in which there is one student and multiple groups competing against one another. I asked myself, which method of teaching is best is certainly up for debate and beneficial to learners and teacher. So that the research-based learning process moves beyond the classroom and into a public arena that enriches real-world experiences beyond what the traditional public relations research classroom course allows.

I strongly believe that PR major students must benefit from a public relations research course. From the research found that the students of each groups were enable to build the human relationship between them and agency or local government perspective in Chanthaburi, collaboration with a university can be a cost-effective

approach to developing and implementing campaigns that directly reach large target audiences. For students, the role of research skill may be a motivator to succeed, create quality research work (6 public relations research projects), and take pride in their research well done.

Concerning the teacher's role as a research/counselor, conducting research can be an important aspect of all teachers' professional lives. It provides a means for major PR students to learn about themselves how to correctly the PR research doing, altogether the teacher and students can study the PR research findings. By conducting some form of research, We (I and my students) found a new world of information not only about ourselves and our teaching styles but also about students' attitudes and learning styles--two things that can be difficult to understand without research. The preceding pages detail some suggestions and methods for ways to begin conducting research in our classroom. It supported to "the live-long learning" concept.

## Conclusion and Discussion

### Conclusion

This paper covered the idea concerning how students can do public relations research and how they can use research to develop strategies and programs (including media relations and publicity programs), monitor programs, and evaluate results. It provided case studies of real-life research studies.

The ability of students to conduct public relations research can benefit the PR practitioner's career. Several studies found a link between PR research and PR participation in planning decision-making. Despite the recognized benefits of PR research, many practitioners conduct little or no research. Common reasons for not conducting research include lack of funding, lack of training in research, and fear that measurement research will show that they have not been successful with their program.

Public relations research, the first step of PR process supported by Cutlip,S. (2000) the goal of PR is basically considered, accordance with Laurel PR research helps determine what an enterprise's goals should be, identify possible barriers to

achieving goals, and provides knowledge about the environment and key publics so that the organization can achieve those goals.

Evaluation research can be used to monitor programs under way and measure effectiveness at completion. There are three possible objectives of a PR campaign: informational, motivational, and behavioral. The PR practitioner must measure the appropriate objective for each campaign.

There are basically quantitative types of PR research: The six case studies were developed as independent "stories" to illustrate how public relations research is conducted in the real world. There was no dominant type of PR research methodology conducted. In each case, PR practitioners used the research method that best suited their requirements and budget. Cases included a communication audit using a survey of sampling to measure message retention after employee meetings; an anthropological research study of people nationwide as part of a media relations campaign; a series of qualitative and quantitative research methodologies as part of a university branding campaign; and an online survey of those who attended a sporting event to measure awareness of and attitude toward the products of a major sponsor.

In most cases research capabilities enhanced the perceived value of the PR department in the eyes of the dominant coalition. Research provided information that those learning approach and in the organization.

## Discussion

### *Public Relations Research*

The difficult of public relations process is complex and setting meaningful goals and objectives (Hon, 1998). Some PR students think it is nearly impossible to measure the value of public relations (Walker, 1997). Moreover, no universal measurement or tool exists. Instead, PR students have to customize measurement and evaluation by using the statistic result of questionnaire conducting efforts to meet their government and corporate organizational and programming scenarios. PR students must also decide which level of measurement to use (Lindenmann, 1999).

The easiest and most common way to measure public relations success is to quantify public relations outputs, those things that are visible to the eye. Yet, a more meaningful way to demonstrate public relations value is to measure public relations outcomes, or impact. A focus on outcomes or impact requires that practitioners measure changes in opinions, attitudes or behaviors. While more meaningful, these efforts take longer and require more sophisticated research techniques (Lindenmann, 1999).

Attention has been given in recent public relations scholarship to examining how public relations provides value. Organizational-public relationship instruments have been developed by Bruning and Ledingham (2000), Hon and Grunig (1999) and Huang (2001). Kim (2001) documented the impact that public relations has on the bottom line.

Len-Rios (2001) developed a scale to diagnose the health and strength of online organization-public relationships. Jeffries-Fox (2004) proposed an objective, quantitative way for public relations to choose websites that really matter to their organizations and then monitor and analyze the contemporary situation on audience perception and or the outside factors components such as: politic; economic; culture; social.

The recent development of so many measurement and evaluation instruments underscores the importance of research to contemporary public relations practice. PR research competency has been identified as an important learning outcome for neither PR undergraduate students nor postgraduate students. (Neff, Walker, Smith, & Creedon, 1999; O'Neil, 2004; Stack, Botan, & Turk, 1999). In one such recent study O'Neil (2004) supported these study that PR students identified the research measurement and evaluation skills. More than eighty percent of practitioners said students should learn how to measure economic returns, reputations and media coverage. Interestingly, students should learn how to measure and hypothesis test relationships between the dependent and independent variable on the PR research field. According to identify the one research technique or skill that they wished they knew how to do, most PR students frequently mentioned analyzing statistics, conducting focus groups, writing survey questionnaires and analyzing qualitative data.

Surprisingly, very few studies have examined how public relations research is taught. One exception, a study by DeSanto (1996), revealed a somewhat unfavorable assessment. DeSanto found that only 47 out of 179 programs surveyed offered separate public relations research courses. Her study also found that most students eschewed practical applications in their teaching methods, instead choosing to focus on research design and data analysis.

### Theory and Research-based Principles of Learning

The following list presents the basic principles that underlie effective learning. These principles were distilled from public relations research courses from a variety of disciplines.

### 1. Prior knowledge can help or hinder learning.

Prior knowledge of PR research is the lens through which teacher and students view all new information. If that lens is not accurate, incomplete, or naive, it can interfere with or distort the integration of incoming information (Clement, 1982; NRC, 2000). Consequently, it is important for the learning process to know the misconceptions students hold, and to connect new information of contemporary PR to accurate information they already possess by using a research approach.

### 2. Motivation generates, directs, and sustains learning behavior.

PR research motivation influences the amount of time and effort PR students devote to learning and support their continued engagement when difficulties arise. Motivation may be influenced by a number of factors, such as students' interests, goals, and expectations (Hidi and Renninger, 2004; Bandura, 1989; Carver and Scheier, 1990), students' beliefs about learning (Schommer, 1994, Dweck, 2002), and emotional experiences surrounding the learning context. In addition, PR students learn best when the classroom environment provides a balance between support and challenge (Kuh et al., 2005). Finally, knowledge themselves can be a powerful motivator—the more PR students know, the more they want to know.

*3. The way students organize knowledge determines how they use it.*

It's enable to PR students to retrieve and apply knowledge both effectively and efficiently from PR research. Their knowledge representations that accurately reflect the concepts, the relationships among them and the contexts of use, PR students' knowledge representations in turn shape further learning (DiSessa, 1982; Holyoak, 1984; NCR, 2000). Knowledge is organized according to superficial features, when the connections are not accurate, or if the representation is a set of disconnected and isolated concepts, PR students can fail to retrieve or appropriately apply their knowledge. Teacher need to help students learn to organize knowledge the way experts do, around core concepts or big ideas that guide expert thinking about our domain, give an example of PR research clearly and also teacher need to identify and correct students' disconnected information and inaccurate links.

*4. Meaningful engagement is necessary for deeper learning.*

During the PR research practice, meaningful engagement, such as posing and answering meaningful questions about PR concepts, making analogies, or attempting to apply the concepts or communication or PR theories to solve problems, leads to more elaborate, longer lasting, and stronger representations of the knowledge (Craik and Lockhart, 1972). The teacher still guide them (students) more related theory by forming more connections to related ideas on related field such as sociology; psychology, these activities increase the likelihood that students will be able to retrieve and use the concepts and skills when they are relevant.

*5. Mastery involves developing component skills and knowledge, and synthesizing and applying them appropriately.*

Many activities that faculty believe require a single skill (for example, writing or problem solving) actually involve a synthesis of many component skills Anderson et al. (1989). To master these complex skills, students must practice and gain proficiency in the discrete component skills (for writing this may involve identifying an argument, enlisting appropriate evidence, organizing; paragraphs, etc; for problem solving it may require defining the parameters of the problem, choosing appropriate formulas, etc.)

To perform PR research complex tasks, PR students must also practice and gain proficiency in synthesis, stakeholder's analysis; in other words organizing and integrating component skills into a coherent whole. Finally, PR students have to understand the conditions and contexts of application and have to practice applying skills and knowledge appropriately in new contexts; new media; otherwise they may have difficulty transferring knowledge and skills learned in one context or another (Singley, 1989).

*6. Goal-directed practice and targeted feedback are critical to learning.*

Goal-directed practice involves working toward PR research a specific level of performance and continually monitoring performance relative to clearly define goals.

These goals are explicitly communicated to PR students' research practice, they guide and support students' purposeful practice and help students monitor their progress of PR research. In addition, PR students' practice is more effective when teacher (a) provide feedback that explicitly relates students' performance to the criteria, (b) ensure that the feedback is timely, frequent, and constructive, and (c) provide opportunities for them to incorporate that feedback into further practice. (NRC 2001; Wiggins 1998). Instructor feedback can come via formal (e.g., quizzes, papers, exams) and informal (e.g., classroom activities) assessments.

*7. Students must learn to monitor, evaluate and adjust their approaches to learning to become self-directed learners.*

In other words, students must become conscious of their thinking processes. This is Called metacognition (Matlin, 1989; Nelson, 1992). One way to do this is to require students to explicitly monitor, evaluate, and reflect on their own performance, and provide them with feedback on these processes. To help students develop these skills we can model the process for students, by showing them how we approach problems, question our strategies, and monitor our performance.

*8. PR Students develop their learning is affected by the social and emotional aspects of the classroom climate.*

PR students are not only intellectual but also social and emotional beings, and all these dimensions interact to impact communicating learning and performance (Pascarella & Terenzini, 2005). The social and emotional aspects of the classroom climate affect some PR students in ways that enhance or hinder learning (Ford, 1992). For example, if they feel supported and respected, students will be more likely to take intellectual and creative risks. In doing so, when PR students fear ridicule or persecution, or feel marginalized or stereotyped (Steele & Aronson, 1995; Walton & Cohen, 2007), they may disengage from classroom participation and learning opportunities during they practice outside classroom.

## Recommendations

My study of research based-learning through public relations research suggests it can be a valuable tool for making research a feasible part of public relations campaigns class requirements. This study, however, underscores certain factors effecting on research-based learning and was used by PR students, and based on our experience we make the following recommendations to instructors using this for future study.

Teacher should consider continuing the value of research as a campaign planning tool and as a means of enhancing the accountability of the public relations field.

For those students that already have passed a research skill and methods course, the teacher as a counselor should inform them that the learning curve encountered, review the basically research methodology, will pay off through the rich results available from the program's relatively sophisticated analysis of the data.

At the last, the teacher have to confident that your students are able to do the research, through with you closely consult them until the research finish.

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