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Utilization Of The Internet For Teaching Public Relations At The Undergraduate Level In Thailand

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UTILIZATION OF THE INTERNET FOR TEACHING PUBLIC RELATIONS AT THE UNDERGRADUATE LEVEL IN THAILAND

BY

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Chapter 1

INTRODUCTION

Students in higher education are going to face change as they advance in the workplace and in the world expansively. It is meaningful to substitute an emphasis on the knowledge of content to an emphasis on the process of learning (Halpern, 1994). However, teachers and students are encountering the changing of the nature of learning when multimedia resources become a part of education. Therefore, teaching and learning must be changed because of the changing of technologies in the educational environment.

At this moment, teaching and learning are being redefined by the use of computers and technologies. It is known as many names -- computer-mediated communications (CMC), computer conferencing, online learning, Internet-based learning, and telematics (McCormack and Jones, 1998). In the past several years, the Internet has been used extensively among scientists and academics. Yet, in the last three years, the emergence of “a layer of communications called the World Wide Web (WWW)”, the use of graphic devices, and the growth of home page provides the access to information for all people (Forsyth, 1998, p. 1). Forsyth also points out that the use of the Internet or WWW is the liberation of educational and training material and the support of education and training (Forsyth, 1998).

The use of Internet changes both the role of educators and the role of students. It turns the “face-to-face teaching” into an alternative mode of delivery which becomes a more flexible educational and training setting (Forsyth, 1998, p. 14). An alternative mode of delivery is “the source of open, distance, flexible, mixed mode, peer and
monitoring, on and off campus learning, and will need to account for the recognition of prior learning and credit transfer” (Forsyth, 1998, p. 14).

McCormack and Jones (1998) found that the use of a Web-based classroom in education has started in the second half of 1997 (p. 2). “A Web-based classroom is an environment created on the World Wide Web in which students and educators can perform learning-related tasks” (McCormack and Jones, 1998, p. 1). A web-based classroom is a channel that educators use to disseminate information to students, perform the tasks of communication, student assessment, and class management as well. In addition, the educators can also use Web-based classrooms as a complement to existing teaching method or as a substitute for existing methods (McCormack and Jones, 1998).

Commonly, most educators want to use a teaching approach that is practical, competent, and pleasant. The Web-based classroom offers the characteristics that make it feasible to more easily facilitate these aims. McCormack and Jones (1998) note that the advantages of using the Web-based classrooms are:

1. Increased participation
2. Increased variety
3. Need for increased flexibility
4. Increased expectations
5. The changing nature of knowledge
6. Increased competition (pp. 18-19).

Within the educational environment in Thailand, there are many technology initiatives appearing in universities. Some of these universities offer distance education through the hi-tech technologies; for instance, using satellite and Computer-Assisted
Instruction (CAI). Recently, a “SchoolNet Thailand” began, which provides the access to the high schools around the country to be able to connect to Internet services much more easily. The educators can also pull out the information on the Net to support their lessons and enhance their students’ learning. The author also found that the Internet in Thailand is growing rapidly and is sure to expand in the next decade, just as it has in the western countries. Even though the Internet in Thailand is just in its infancy, it interests most the people, especially the university students. As an educator, the author believes this is a good time for integrating the Internet into the educational environment especially because of its wide-ranging use. The Internet provides information for both educators and learners to discuss and disseminate ideas together. Moreover, the learners will develop and increase their viewpoints and perceptions of the outside world.

From her research, the author realizes that learning with Internet and other information electronic resources are significant because these information resources are powerful, elaborate, and continually change. Moreover, the Internet can provide valuable support in academic settings to enhance learning.

As an educator at a university, the author would like to help develop an education system in Thailand that is much more modern and powerful than it is now. In order to do so, the author suggests adopting the Web-based classrooms that are used in the United State as a prototype for designing a classroom online at a university in Thailand. With this in mind, this study will focus on how to build a Web-based classroom for teaching public relations in undergraduate school in Thailand. The author will also focus on the impact of the Internet for enhancing student learning. In addition, the author will look at the obstacles that teachers encounter while using the Internet for teaching.
Research Question

How are teachers using the Internet for teaching public relations at undergraduate level in Thailand?

Subsidiary Questions

Additionally, the author will explore these supplementary questions:

1. How is the use of Internet enhancing the students for learning?
2. What obstacles will teachers encounter for using Internet as a tool in teaching public relations in undergraduate classrooms?

Need for the Study

The Internet is expanding around the world and it has also become a major initiative within the education system. The Internet is a new approach that instructors use to develop ways to teach in order to become more effective, efficient, and enjoyable (McCormack and Jones, 1998).

In 1996, the Thai government connected to the Internet preliminary for Thai academics to communicate and exchange information with scholars from other parts around the world. As an educator, the author realizes the importance of the Internet in developing education that will have a global perspective. The Internet will increase the participation of students in the classroom and enhance the abilities of students in learning as well. Therefore, the author would like to build the Web-based classroom in order to develop the teaching of public relations at a university in Thailand to be efficient and gratifying at the same time. In order to build the Web-based classroom successfully, the author has to study how to build the Web-based classroom by looking at the Web-based classrooms that have been used in United States and adopt them in order to build one in
Thailand. The literature review in this study provides information about how to use Internet for teaching classrooms online and the importance of the Internet in teaching and learning.

Objectives

The study presents how the Internet becomes a powerful source for supporting instruction in higher education. The author has focused this study on designing a public relations classroom online in undergraduate school in Thailand. The author will also focus on what obstacles those teachers will confront in teaching with the Internet.

Definition of Terms

1. Bookmark: An electronic pointer to a Gopher, FTP or Web site that can be recalled for future reference. A list of bookmarks is known as a hotlist.

2. Domain: An element of Internet or e-mail address designating an Internet organization, sub-organizations and the type of organization.

3. Downloading: Retrieving a file or application from a remote host over the Internet.

4. Electronic Mail (E-mail): E-mail services allow one person to send, forward, and receive electronic messages to another around the world, commonly at no charge. Further, electronic mail also allows one person to participate in electronic conferences and discussions. In addition, one person can use e-mail to request information from individuals, universities, and institutions.

5. Flame: Usually a pejorative term describing a post that attacks a message or an individual. A frame usually has a confrontational tone and offers little or no constructive criticism.
6. **File Transfer Protocol (FTP):** FTP is a method that allows one person to move files and data from one computer to another.

7. **Gopher:** Simplified menu-oriented system for file transfer and remote access.

8. **Gopher Client:** A program, which provides an easy interface for searching, and accessing documents and directories in Gopherspace.

9. **Gopher Server:** Also referred to as a Gopherhost. A centralized server that offers hierarchically organized information to a user via a Gopher client.

10. **Hypermedia:** A means of storing information in files such that any word or picture can refer to any other file in the system.

11. **Internet:** 1.) World's largest information network. 2.) Global web of computer networks. 3.) Inter-network of many networks all running the TCP/IP protocol. 4.) Powerful communication tool. 5.) Giant highway system is connecting computers and the regional and local networks that connect these computers. Synonyms: Information superhighway, Infobahn, Data highway, Electronic highway, Net, Cyberspace (Leshin, 1995, p. 4).

12. **Internet Access:** The right to use software programs on a large computer, which is connected to the Internet.

13. **Internet Account:** Personal space on a large computer, which is connected to the Internet.

14. **Link:** A connection between two files in a hyper media system.

15. **Listserv:** Also know as a milling list or list. A program which allows mail to be sent to a group of addresses at once.
16. **Listserv Conferences:** Electronic mail is used for group discussions, as known as listserv or computer conferences.

17. **Mail Reader:** Also known as a mail client. A program that provides an easy interface for reading, composing, posting and downloading e-mail messages.

18. **Mail Server:** An Internet server that organizes stores and distributes e-mail messages.

19. **Mailbox:** The specific identification or name given to an e-mail user. Used in conjunction with the domain name, it makes up the e-mail address.

20. **Mailing Lists:** Automated electronic mail, allowing multiple recipients of a single message.

21. **News Server:** Also known as News Host. An Internet connected server, which organizes stores and distributes newsgroup messages.

22. **Newsfeed:** Messages posted to a newsgroup which originate from a wire service or other traditional news source.

23. **Newsgroups:** Subject-oriented group discussions on the Internet.

24. **Newsreader:** Also known as a news client. A program, which provides an easy interface for reading, composing, posting, and downloading newsgroup, messages.

25. **Nickname:** Similar to an address book entry for string one or more e-mail address. When a message is sent to the nickname, the computer sends that message to each of the addresses in the nickname file.

26. **Post:** To send an electronic message to a newsgroup. Also used as a noun to refer to the message itself.
27. Remote Access: Using the services of a distant Internet computer from your own.


29. Search Tools: Special services, which allow you to search for information anywhere on the Internet.

30. Surfing: The process of navigating from site to site on the Internet (usually the Web) in a non-linear and non-hierarchical manner.

31. Targeting: Connecting directly to a Gopherhost or Web site by entering a known address.

32. Telnet: Telnet is a feature of the Internet that allows one to use another computer anywhere on the network as though it were directly connected to one's desktop computer and to use it interactively in real time.

33. Thread: A posting and a series of replies on the same topic, usually with the same subject heading.

34. Tunneling: Accessing a site (usually a Gopher site) by digging down through various directories or sub-directories.

35. URL (Uniform Resource Locator): The address assigned to each file on the World Wide Web.

36. Usenet: One subset of the Internet, which facilitates the exchange of messages and discussion.

37. Web Browser: Client software used for navigating and interacting with the World Wide Web.
38. **Web Server**: A server equipped with software to facilitate the Hypertext Transfer Protocol (HTTP) that enables documents to be linked and shared on the Web.

39. **World Wide Web (WWW)**: WWW is a browsing system that allows points and clicks navigation around the Internet. WWW users can easily access text documents, images, and video and sound (Leshin, 1995, p. 6).
Chapter II

THE INTERNET, A HISTORICAL PERSPECTIVE

The Internet is a phenomenon which has been connecting people all over the world. This is due to its unique characteristic when compared with any other communication media. With abundant exciting and potential applications, it has turned around the ways people interact, disseminate ideas, do business, conduct research, and also monitor the world. According to Steen, Roddy, Sheffield, and Stout (1997) “one analyst has predicted that 550 million people will be connected to the Internet by the year 2000” (p. 47). This certainly indicates that the Internet is becoming the major channel for people to communicate.

A brief history of the Internet

In the late 1950s, the process of sending the data between the computers was complex and time consuming. The data was sent by first moving the data from memory to 80-hole punch cards. Then, a fully punched stack of cards was carried by hand to a card reader that connected to a telephone line using a fundamental modem. A mechanic sensor read the cards and sent the information through the telephone connection to a distant card. The stack of cards punched at the distant site would transfer to computer memory by reversing the process subsequently.

In 1962, Paul Rand found the better way for transmitting the information between the computer by arranging the data into packets and transmitting through the telephone wires directly. The packets would send to a packet switch, which could forward to other switches until it reached a remote computer. A Department of Defense (DOD) program under the Advanced Research Projects Agency (ARPA) established the first packet
switch and it arrived at UCLA in early September 1969. ARPA had a version that packet switching would revolutionize military communication system. This was the birth of the Internet.

During the 1980s, the National Science Foundation (NSF) provided five supercomputer centers for researchers at many places around the United States. Those centers were connected to an upgraded ARPAnet. In the meanwhile, the NSF created this new network of packet switches by connecting the telephone lines to the other regional networks. This inter-networking of networks gives the Internet its name. In 1987, Merit Network, working with IBM and MCI, provided the NSF with a core network to connect regional networks over the telephone lines operating at the high speed.

The NSF is searching for a way to turn the Internet over to a commercial company to meet the rapidly growing needs of the community of users. Steen et al. (1997) mentioned that “…it is an international network made up of an estimated 5,000 regional networks interconnected with telephone lines as fast as 45 million bits per second and with as many as 20 million people within its reach” (p. 47).

Internet in Thailand

Thailand had a connection to the Internet in 1987. At the first time, Songkranakarin University (Hatyai Campus) and Asian Institution of Technology (AIT) sent an e-mail to Melbourne, Australia by connecting to the telephone line. During the infancy of the Internet in Thailand, the Internet was restricted to people in government, a few universities, and large corporations who could connect to the Internet for conducting research and communicating between the nations. Until July 1992, Chulalongkorn
University had the Internet for 24-hour use by connecting through UUNET Technologies company in Virginia, USA.

In 1989, National Electronics and Computer Technology Center (NECTEC) set up the NECTEC E-mail Working Group (NWG) for education and research. Besides, NECTEC arranged the Intercampus Network for connecting to another computers in various universities and government for educators, researchers, and students. The network was called "THAISARN (the Thai Social/Scientific Academic and Research Network)". In 1995, the government provided the Internet service to public subsequent. Nowadays, THAISARN includes 27 institutions-20 universities and 7 government agents. There are also some companies which are not less than 20, preparing for connecting to the Internet in the near future (Lertpiriyaprasert, 1997). According to his thesis, Lertpiriyaprasert noted that Internet networking in Thailand has connected to the Internet overseas in two place-NECTEC and Chulalongkorn University. As the Internet grows, the Telecommunication Authority of Thailand turns the Internet over to 16 commercial companies for providing the Internet access available to public.

Internet users in Thai society

Thailand is only one of the countries where people have woken up to see the world, as they've never seen it before. In Thai society, the Internet is becoming a power channel for communication because of its unique characteristic. The Internet plays an important role in education, business, and politic as well. In accordance with the Lertpiriyaprasert's research (1997), he notes that developing of the Internet usage in Thailand is expanding promptly. According to his survey in 1994, he found that there were only two commercial companies providing Internet service. Those were KSC
Commercial Internet Company and Internet Thailand Limited Company. At that moment, there were only 5,000 Internet users in Thailand. The Internet users were increasing quickly according to his study, as there were 65,000 Internet users in 1996 and 170,000 Internet users in 1997.

Lertpiriyaprasert presents these data from his survey. Interviewing the experts about characteristics of the Internet users in Thailand he found the following:

1. Age
   - 20-24 years old are 26.39%
   - 25-29 years old are 27.83%

2. Sex
   - Male is 76.35%
   - Female is 23.65%

3. Education
   - Undergraduate level is 55%
   - Postgraduate level is 25%

   Most of them have a high education level because people have to use English for communicating with each other. Even though there is software, which has been done, in a Thai version for the Internet, it still works best with Thai people only.

4. Occupation
   
   Internet users are educators, businessman, and students.
   - High school students and Undergraduate are 39%
   - Employed is 58%
   - Unemployed is 3%
In addition, he mentions about his research in 1997 that the Internet users there is only 37% who have known about the Internet for one-two years and 26% of people who know about the Internet for two-three years. Furthermore, the study shows that most of people (41%) use the Internet less than one year, 32% use the Internet for one-two years, and the rest is people who use for more than two years. Nonetheless, most people use the Internet for e-mail, to conduct research, and search for other information. However, there are about 54% of the people like to find information through the World Wide Web (WWW) (Lertpiriyaprasert, 1997).
Chapter III

INTERNET AND EDUCATION

The effectiveness of technology in the education system

Technology has developed in an enormous way over the last few years and there are hundreds of published studies examining its effect. Most of the more current literature verifies the potential of a variety of technologies to be powerful components in accomplishing current education visions such as preparing the students to serve the community.

In the 1980s, the use of computer-based technology for instructional purposes expanded rapidly in the U.S. According to the US Congress, Office of Technology Assessment, the percentages of schools using technology grew from 18 percent in 1987 to 95 percent in 1987. “It is estimated that as of December, 1994, more than 18.1 million computers were installed in the nation” (SPA, 1996, paragraph 1). Further, the Software Publishers Association (SPA) noted that the computer technology had a significant influence both teachers and learners. It seems to be a precious tool for learning. In correspondence to SPA report, the use of a computer in an educational environment attributed to “motivating students, aiding instruction for special needs students, improving student attitudes toward learning, and motivating teachers and freeing them from some routine instructional tasks, enabling them to better utilize their time” (SPA, 1996, paragraph 2).

In 1990, Interactive Education Systems Design, Inc. in Washington, DC conducted research on the Effectiveness of Technology in Schools based on 176 studies. The research showed that the use of technology in education makes a commensurate
difference in student achievement, attitudes and interaction with teachers and other students. The research indicated that the positive effect of technology depends on the subject areas, characteristics of the student population, the teacher's role, how students are grouped, the software's design, and the accessibility of technology (SPA, 1996, paragraph 3).

Grambrell (1996) discusses this issue in a survey of Society for Technical Communication members which asked what graduates should know about communication through computer technology. The results, published in Technical Communication, points out these five requirements:

1. Being able to use information highway and other technologies
2. Learning effective communication using multimedia
3. Having training for hardcopy and/or online work
4. Understanding the implications of distance learning systems for technical communicators
5. Being prepared for changing continually in technology (p. 225).

Based on the SPA report (1996), the use of computer in instruction is becoming an important channel for teaching and learning. It is making a productive impact on education. The research reveals that the use of computer in teaching and learning has becoming a powerful tool for enhancing the teaching and learning process in schools. There are numerous findings that support the use of technology, especially computers, in education. The SPA reports notes that:

- Introducing technology into the learning environment has been show to make learning more student-centered, to encourage cooperative learning, and to stimulate increased teacher/student interaction.
Courses for which computer-based networks were used increased student-student and student-teacher interaction, increased student-teacher interaction with lower-performing students, and did not decrease the traditional forms of communication used. Many students who seldom participate in face-to-face class discussions become more active participants online.

Greater student cooperation and sharing and helping behaviors occurred when students used computer-based learning that had students compete against the computer rather than against each other.

Online telecommunications between different geographic locations improved academic skills. (page 3)

McKinney (1996) in his study, points out some of the benefits gained from implementing technology in universities; for example, "...increased instructor creativity, increased student interest and learning, and greater flexibility of instructional delivery" (paragraph 2). In addition, McKinney (cited in Doucette, 1994) depicts two types of technology implementation in instruction. The first implementation is "the use of technology as a simple add-on to enhance current instructional method" and the second is "the more complex process of using technology to transform both the teaching and learning functions" (1996, paragraphs 3-4).

Besides, SPA (1996) mentions some particular learning characteristics that help to maximize the benefits of educational technology such as:

1. District-level involvement and the leadership of a school-level computer coordinator are key factors in developing a school environment conducive to effective use of technology.
2. Teachers are more effective after receiving extensive training in the integration of technology with the curriculum.
3. Exemplary computer-using teachers benefit from a social network of other computer-using teachers at their school.
4. Exemplary computer-using teachers typically have smaller class sizes and more funds available for software acquisition.
5. Teachers should carefully plan, and actively participate in, learning activities that incorporate tool software. Before students use database software independently, they should be given search strategy training. Teachers should offer student self-directed learning experiences and activities that encourage self-expression.
6. Students benefit from personal interactive among class members.
7. Teachers with more than 10 years of computer experience, provide students with a higher demonstrated knowledge of subject, critical thinking, teamwork, presentation skills, and can apply programming skills to analyze an area interest. (page 2)

It appears that technology, especially the Internet, is changing the ways in which people communicate, conduct the business, and provide educational opportunities. Hence, the educators have to keep their curriculum up-to-date all the time, and also integrate the technologies to enhance the students' learning skills in order to prepare them to serve a new global market. They need to have a high competence in communication skills to deal with the real situations in business world. It seems to be clear that the educational institutions have to be prepared to provide the educational opportunities for students to be proficient in the real world.

Role of the Internet in education

Telecommunication is a valid and powerful tool for learning. The Internet allows people to access to unlimited information that capture the interest of both teachers and students. Students are able to use the Internet for everything such as researching the consumer behavior data or learning history. They can access all the databases for information or communicate with people throughout the world by using e-mail, mailing list, newsgroup, or serving through the web. Hence, they can collaborate on projects with students across town or around the world or they can query experts for firsthand information.

According to Johnson (cited in Summer, 1996) "Today 20% of all information is available online. By the year 2000, 90% of all information will be available online" (p. 26). This indicates that there is a variety of information that will be posted on the Internet. The Information will up-to-date and be more specific in detail providing
complete information to the researchers. Further, the vast resource of information provided by the Internet will assist both teachers and students. The Internet will provide the opportunity for the teachers and the students to look up the information that they need often in a more complete way than with a library.

Ryder and Graves stress (1997) that the Internet provides the opportunity to enhance the students’ reading and writing skills and to promote their skills in information gathering and problem solving (p. 1). Additionally, they noted “the Internet is a dynamic medium” because it provides access to both teachers and students instantaneously (1997, p. 3). Besides, its resources are vast and update. This means people can keep on updating the information during their lifetime. Ryder and Graves also point that “the resources on the Internet are unlimited and the educational applications of these resources presently fall into three main categories: communicating, gathering information, and obtaining computer programs” (1997, p. 3). In addition, Ryder and Graves (1997) comment on the sources of information on the Internet “the sources of information available from the Internet have the potential to greatly enhance students’ ability to engage in learning activities that result in generative learning” (p. 8).

As Steen et al. (1997) stated, “If you’re considering adding the Internet to your teaching toolkit, then you should also considering how your students learn” (p. 189). The educator has to create the activities in the classroom that allow the students to engage in the learning process. According to Steen et al. (1997) there are three things that would happen if learning takes place. These three things include:

1. The student must ask or adopt a question.
2. If nothing is interesting to question, the students will search for the information which relevant to the question. In the meantime, the teachers have to encourage their students to ask the questions.

3. Students have to analysis and critique all the information that they have gathered (Steen et al., 1997, pp. 191-192).

Further, Steen et al. mentioned the Internet will be a useful tool for those teachers who encourage the students to ask the questions, because of the amount of information and the resources accessible for the students to consider concepts and ideas from outside the classrooms.

Gustafson and Thomsen (1996) interviewed Darin Richins, product public relation manager for Utah-based WordPerfect Corporation about the future advertising and public relations professionals on August 11, 1993. Richins recommends that “the future advertising and public relation professionals will spend increasingly more time managing and using database and information services as well as going online to connect with clients, the media, and customers” (paragraph 7). Moreover, Gustafson and Thomsen also state that public relations and advertising courses offer the opportunity for teachers to incorporate the use of computer in the traditional coursework (1996, paragraph 10).

According to Gustafson and Thomsen (1996), there are benefits for incorporating the use of e-mail and the Internet in public relations and advertising. Gustafson and Thomsen (1996, p. 3) points out these benefits:

1. The use of the Net increase students' knowledge of telecommunications and computer networks.
2. The use of Net requires writing. And, according to the Writing Across Curriculum (WAC), the more writing students do, the better their writing and analytical skills become. (Hansen, 1994)

3. The use of e-mail and the virtual classroom increase the opportunity for student-teacher involvement. Students may be less intimidated about asking questions via e-mail and instructors may reply confidentially. E-mail may also foster more student teamwork as it increases contact and collaborative opportunities. (Baker, 1994)

This information indicates the Internet will promote a variety of skills including verbal, written, critical thinking, computer and telecommunications. Furthermore, Gustafson and Thomsen suggest that public relations and advertising instructor must incorporate the Internet and its services into the curriculum. In addition, the students have to learn about Internet and its services that are available online and know how to apply those services into their "work-a-day worlds" (1996, p. 6).

In contrast Owston states in his study about the web that it is used only to search for information and he also comments "...no medium, in and of itself, will likely improve learning in a significant way when it is used to deliver instruction" (1997, p. 5). Nonetheless, he points out three advantages the web has for enhancing the students' learning:

1. Web appeals to students' learning mode

The web appeals to the way the students prefer to learn. They play and learn with computer. "They tend to be more visual learners than previous generations because their world is rich in visual stimuli. They also thrive on interacting with the device" (p. 5).

Hence, the educators can design the materials that capitalize on how the students prefer to learn.

2. Web provides for flexible learning
The web is a viable tool to help students gain an education without being on campus. In his study, he mentions that a growing number of faculty provide their regular and full-time students greater flexibility in accessing their courses as well. There are a number of courses listed online apparently. It indicates that the teachers provide Web based study projects and on-line activities that students can access anywhere in anytime.

3. Web enable new kinds of learning

He reports that academic, community, business, and government leaders require the educational institutes to graduate “a different kind of student than a generation ago” (p. 7). Based on the new global economy, they demand the students to have some skills—critical thinking, problem solving, written communication, and ability to work collaboratively. Therefore, the teachers should incorporate the Internet into the coursework by encouraging the students to participate in the online activities. He suggests the teachers should encourage students to explore the Web with the goal of having them weight evidence, judge the authenticity of data, compare different viewpoints on issues, analyze and synthesize diverse sources of information, and construct their own understanding of the topic or issue at hand. Those will develop the students’ critical thinking and problem solving skills. Additionally, the students will develop their written communication skills by writing to an actual audiences. The students will concern more about the vocabulary, syntax, and grammar. In the meantime, the teachers also develop the students’ collaborative skills by structuring the group projects (Owston, 1997, pp. 5-8).

Wulf (cited in Kerka, 1996) found that there are seven forms for distance learning:
1. Electronic Mail for delivery course materials, handing in assignments, getting 
giving the feedback, and so forth

2. Bulletin boards/newsgroups for discussion of special topics

3. Downloading of course materials or tutorials

4. Interactive tutorial on the Web

5. Real-time, interactive conferencing using MOO (Multiuser Object Oriented) 
systems or Internet Relay Chat

6. “Intranets”, corporate websites protected from outside accesses that distribute 
training for employees

7. Informatics, the use of online databases, library catalogs, and gopher and 
websites to acquire information and pursue research related to study (Kerka, 1996).

However, the educators and educational institutes have to be concerned about the 
limitations caused by access and equity issues. These relate to access to the technology, 
the ability to be supported in that access, and limitations caused by the computer-based 
nature of the Internet.

Bates, Eastmond, and Wulf (cited in Kerka, 1996) notes that there were some 
advantages and disadvantages of delivering distance learning on the Internet. As the 
advantages, she found:

1. Time and place flexibility

2. Potential to reach a global audience

3. No concern about compatibility of computer equipment and operating systems

4. Quick development time, compared to videos and CD-ROMs

5. Easy updating of content, as well as archival capabilities
6. Usually lower development and operating costs (Kerka, 1996, p. 2).

She also found disadvantages for using the Internet. Those included:

1. Limited bandwidth (the capacity of the communications links) and also slow modems hamper the delivery of sound, video, and graphics

2. Learners' technical skills in computer operating and Internet navigator, as well as the ability to cope with technical difficulties

3. Learners' ability in dealing with information overload

4. Accessibility to the Internet for some areas and people with disabilities (Kerka, 1996, p. 2).

Anderson, Benjamin, Busiel, and Paredes-Holt (1998) recommend the five strategies for teaching with the Internet. These strategies include:

1. Evaluate the time commitments required to implement the technologies effectively.

2. Account for the different levels of student technological expertise by designing assignments, which provide options flexible enough to engage both more experienced students as well as Internet novices. Also, consider forming collaborative groups, which can help alleviate discrepancies in student knowledge.

3. Try to chart out the territory you plan to introduce to your students before you get to class. Don't assume that the technology will work the way you expect it to. Make sure to check and double check all instructions by walking through the steps before you give your students the assignment.

4. Always try to have a back up plan that does not involve using computers in case there are problems with the technology.

5. Integrate Internet activities into a well-thought out pedagogy. Don't just use the Internet because it's exciting and different. (pp. 7-8)

As shown in the previous paragraphs, the author believes that the Internet is an excellent tool for teaching. However, the Internet can both combine existing instructional problems and lead to new difficulties. Therefore, the educators have to keep this issue in mind and consider whether the educators are going to provide the materials online or not.
Internet in Thai education

Although, the use of the Internet is increasing in higher education throughout the world, it has been used in only a few Thai universities for instruction among the education institutes. Most schools and universities are using just email for exchanging the information and ideas between instructors and students or even among the students. In addition, they are using WWW, File transfer Protocol (FTP), Newsgroups, and Telnet for gathering general information. The purpose for using the Internet as an academic tool is not quite clear.

However, there are some schools and universities connecting to the Internet and integrating the Internet into the instruction as distance education; for example, Chulalongkorn University, Kasetsart University, Assumption University (Malitong, 1997). Malitong has seven Internet formats that have been used in education institutions currently. Those are:

1. Instructors use e-mail for sending the lessons to all students and let the students ask the questions and discuss or even assign the works for them and mail them back.

2. Instructors ask the students to search the information through WWW and present to the class subsequent.

3. Instructors use FTP for transfer the information from other files such as news files from other computers and download into their own computers and use them for study.
4. Building Web Site of each educational institution, each web Site provides the information about their own institutes and also the instructors can provide general information, which are useful for their students through the Web Site.

5. The instructors and students use the Internet for communicating without leaving their places.

6. The instructors assign the students to participate into the newsgroup in the interesting topic and discuss in the class.

7. Arranging the activities on the Internet in order to lead the educators and the students corporate in creating the lessons, which are used together among those educational institutes. Further, there is a channel for exchanging the educational information between the students and the institutes as well (Malitong, 1997, p. 344).

Lately it appears that there is the corporation between some educational institutes and government agents for arranging the instruction activity on the Internet. This activity is called SchoolNet Thailand which belongs to the National Electronics and Computer Technology Center (NECTEC) in Thailand (Malitong, 1997).

SchoolNet Thailand

In 1996, National Electronics and Computer Technology Center (NECTEC) provided the Internet network to the high schools that were a part of the SchoolNet Thailand project. According to the National Economic and Social Plan VIII and Information Technology-2000 (IT 2000) there is a concern about developing human resources to have the most potential in society. The SchoolNet Thailand project set up its objectives by following those policies (Malitong, 1997). Malitong points out the four objectives of the SchoolNet Thailand:
1. It provides all the high schools to be able to access to the Internet around the world.

2. It is a middle medium, which exchanges all information among the educational institutes and between those institutes and government agents as well.

3. It contributes the Internet access around the world to be available for the educators and learners among those schools to approach the information that they look for.

4. It provides the access for those educators and learners to get in touch with the other institutes in both Thailand and oversea (Malitong, 1997, p. 345).

In order to accomplish the goal of SchoolNet Thailand project, NECTEC tries to develop computer networking among those schools by connecting to the Internet. They also work to develop the skills of educators. This project is divided into two sections. The first one is connecting the Internet networking at least 50 high schools within 1996. The second one is expanding the Internet networking to the other high schools (at least 100 schools) and arrange the Internet networking in the library of 1,000 schools in 1998 (Malitong, 1997).
Chapter IV

INTEGRATING THE INTERNET INTO CURRICULUM

Among all the educational technologies, the Internet is one of the most used over in the past few years. The educators try to bring the Internet into their classrooms to encourage and enhance student learning. According to Steen et al. (1997), "the Internet is best used when teachers use it for themselves before bringing it to their students" (p. 263). The teachers can use the Internet for personal purpose; for instance, writing e-mail to friends, joining the listservs, browsing the World Wide Web. After that, they begin to use the Internet for professional purpose; for example, finding lesson plans and searching for specific information in their subject area. When they feel comfortable with the Internet, they will be able to use the Internet efficiently in their classroom (Steen, et al., 1997).

In the following sections, the author describes each Internet services- - Electronic Mail, Usenet News, and the World Wide Web- - and how to integrate these applications into a course. After that, the author provides introductory exercises for each Internet service, and also some sample assignments that the educators can assign to their students.

Electronic Mail

Electronic Mail (called e-mail) is one of the most basic and useful Internet services. It allows the Internet users to send the messages among themselves. Each person is given a unique e-mail address that identifies him or her to the rest of the Internet. The e-mail address has two parts separated by the @ symbol- -the user’s name and the domain that identifies the host name of the organization such as the educational
or governmental institution, and a network provider. Roerdon (1997) points out the basic functions that users can perform:

- composing and sending the mail
- addressing the mail to multiple people
- reading and responding to a message
- forwarding a message to another with an introduction
- saving the address in an address book
- sending a carbon copy (cc) of your message to another
- printing, saving, or deleting a message

The advantages of using e-mail in classroom

Anderson et al. (1998) found “E-mail offers instructors and students an excellent opportunity to think through the rhetorical significance of audience” (p. 13) This means e-mail requires the sender to decide the way the message can be addressed to one or many people. Moreover, Anderson et al. (1998) stated the instructors can apply for the discussion groups, which are outside the classroom by putting the students on the listsevs. By the way, the students have to learn how to interact with a large audience and keep up the previous discussions on the list. Further, the students also have to concern about conventions of Internet etiquette as well (Anderson et al., 1998).

There are hundreds of ways that e-mail can develop the teaching to be more productive and easier. E-mail provides an opportunity for the instructors and students to expedite contact between students and instructors. Further, the e-mail can expand the traditional boundaries of the classroom, by bringing outside issues into discussions in
classroom, and by increasing research field. These activities will develop the students' ability to gather the information, participate in the discussions. By using the e-mail, the students will learn from the experts directly and will develop their creative thinking as well. There are also a number of resources that can be accessed through e-mail. The majority of voices in listserv offer educators the valuable teaching tools and the students also receive many useful citations and suggestions for further thought. In the meantime, the students can question, post their opinion, and receive the reaction from their argument. Eventually, e-mail can be used by connecting the students to guest participants. Instructors can operate “a series of exchanges” between the class and experts (Anderson et al., p. 30).

Connecting the e-mail into the classroom

Anderson et al. (1998) reveal the process of integrating the e-mail into the class:

1. Setting up the students’ accounts at the first week or two of the semester and also making sure that everyone is connected.

2. Familiarizing the students with the mail readers that will be used in class. Assigning the students to send themselves messages to make sure that their accounts are working well.

3. Assigning the students to send the messages to the instructor so the instructor can collect a list of class e-mail address.

4. Sending a list of class e-mail address to all the students and making a class listservs or nicknames in their mail reader.

5. Setting up a listserv for the course (optional, depending on institutional resources and courses needs) (Anderson et al., 1998, p. 24).
Introductory exercises: E-mail

1. After the students have their accounts set up, ask them to send a test message to themselves to practice the mail composition process and to make sure that the accounts are working properly.

2. Arrange a directory of student e-mail address; introduce students to the nickname feature in their mail reader by instructing them how to make a nickname from the directory list.

3. Incorporate e-mail exchange into your preexisting collaborative assignments, such as peer review.

4. Assign students ordinarily postings to the class listserv: responses to discussion or readings, written assignments, research findings, etc. (Anderson et al., 1998, p. 31).

Sample assignments

There are four example assignments that the instructors can utilize the Internet to be a part of activities in the classroom in order to enhance the student learning to be much more effective. Anderson et al. (1998) recommend those four examples assignments as the following:

1. Having students in peer review groups e-mail papers and peer reviews to each other. Instead of writing a single peer review, have your students go through at least one more round of follow-up response. This will give the author of a paper a chance to ask peer reviewers questions about their suggestions or about effective ways of incorporating the changes suggested in the review. Have students send a copy of their reviews to the instructor as well.

2. Have students subscribe to a listserv. After they have followed the conversation for about a week, have them write up a short description of the listserv, analyzing the audience, the listserv's main function, the types of messages posted to the listserv, or any other distinguishing characteristics.

3. Collect several messages from a listserv discussion, which demonstrate an array of positions on a given subject. Forward these messages to your
students as class reading and suggest that they look for the various rhetorical strategies in each posting. Have a class discussion about the listserv's probable audience and how author shape their messages to accommodate a particular readership. Use this as an opportunity to teach critical reading skills and to demonstrate to your students the ways that nontraditional sources can be used effectively to support an argument.

4. Using a contact that you already have, or after establishing a contact through a listserv, a newsgroup or a Web page, contact your class to a class in the another part of country or world. You can use this connection to talk about texts or issues that may be of shared interest to both classes. Or perhaps, if the students are from different cultures, correspondence may provide students with insights into the cultural assumptions that shape arguments. (pp. 31-32)

Usenet News

Anderson et al. (1998) state that Usenet is “a place for everything, and everything in its place”(p. 41). It presents its popularity by the way that Usenet furnishes such as a diversity of topics and individuals. At this moment, “there are more than six thousand newsgroups online, with an estimated three to four million Usenet users” (Anderson et al., p. 41).

Newsgroups are like the bulletin boards that educator from all over the world can post their messages, and in the same time the educators can search for the value information on those bulletin boards as well. In the academic institutes, the educators will be connected to Usenet mostly, which have been collected by a news server of each academic institution (Anderson et al., 1998). “Usenet newsgroups are topic-specific sites where the “news” is a mixture of encoded multimedia, personal posting, carefully crafted articles, and conventional newsfeeds” (Anderson et al., 1998, pp. 41-42). Further, newsgroups can be directed at audiences ranging from the local to the international. However, Anderson et al. (1998) divide the newsgroup into three categories: newsfeeds, moderated groups, and unmoderated groups.
1. Newsfeeds represent the most familiar from of newsgroup information. Groups based on newsfeeds collect traditional news sources from wire services like the Associated Press and Reuters. Usually listed under the large hierarchy of Clarinet or “Clari” newsgroups, these groups provide students doing basic research with instant access to a wide variety of current resources.

2. Moderated groups operate on the premise that messages posted to the group should be filtered through a moderator; therefore not every message sent to a moderated list will be posted. Because messages that lean toward unsubstantiated personal rants are generally censored, postings to a moderated list often fall into the category of expert opinions or topic-centered articles. These posts are usually well argued and offer fairly knowledgeable insight into a research topic.

3. Unmoderated groups are open to anyone and offer the best window for viewing the diverse types of written interaction that can take place on Usenet newsgroups. Messages display varying levels of formality (ranging between scholarly articles and “chat”) and often prompt substantial interaction. A posted message and subsequent responses (comprising a “thread”) reveal a dialogue, which often moves between a series of arguments and counter-arguments. (p. 43)

Most newsgroup discussions fall into unmoderated groups’ category. The postings commonly relate to a single topic and also provide insight and perspectives from knowledgeable individuals that can be easily conceived as resources for student distributions. Some groups are more directly to traditional print media, while other range toward personal opinion (Anderson et al., 1998).

Generally, the newsgroups can be read in two ways, depending on the Internet Service Provider and browser. The first way is launching a program called a newsreader, which allows the users to customize the list of newsgroups that they want to read and post to. It is not just only find a group that the user likes to read, yet also censor a groups that might deal with issues inappropriate to children. Those security systems are NetNanny and CyberPatrol. Some Internet Service Providers, choosing a newsgroup is so easy because the browser Navigator provide a built-in newsreader. The basic functions that the users will be able to perform are: reading messages, posting messages, customizing a
the users will be able to perform are: reading messages, posting messages, customizing a list of newsgroups that the user want to read, and marking things as read (Roerden, 1997). The advantages of using newsgroups in classroom

Newsgroups provide an opportunity for the students and instructor to engage in conversation about the course and it also conduct the daily operations of course management - sending notices to students, forwarding pertinent readings, making changes in assignments. Further, newsgroups provide an opportunity to the students to communicate with a variety of readership. The feedback that the students gain from outside help them to shape their understanding which focus on the communicating ideas and exchanging information. However, the feedback that the students receive comes from informed readers who are knowledgeable about their subject matter. It is very helpful when the students write research papers covering a wide range of topics. Further, the students will experience in various rhetorical situation that can take place. The students will learn “to be conscious of the fact that the clear writing is vital for effective communication” (Anderson et al., 1998, p. 45).

Moreover, the students who have multilingual will benefit in further discourse communities, which may provide interesting perspective on the work in any other languages. However, the students may bring those works for discussions in class, it can lead to abundant discussions about access to information itself.

One of the benefits of these newsgroups is that they offer a crucial amount of alternative information which are more than the traditional library (especially concerning international) that is often absent from mainstream news sources. Anderson et al. (1998) found students would be able to find well-written articles on their topics, and also the
important documents—government legislation or official UN statements, and array of opinion and perspectives on the issue on the newsgroups as well. The volume of information available on newsgroups emphasizes the need for an instruction that stresses evaluation and critical reading skills. Ordinarily, newsgroups simplify the process of gathering various perspective in the same issue. Statements that have found in the same thread usually comment on, analysis and/or correct previous messages. "The thread presents rich material to demonstrate the fundamentals of critical reading—that is granting the writer as much credibility as possible while simultaneously keeping in mind opposing points of view and possible points of rebuttal" (Anderson et al., 1998, p. 50).

**Setting newsgroups in classroom**

Anderson et al. (1998) disclose the procedure of setting up the newsgroups in the classroom:

1. Contacting the systems administrator to figure out what policies the institution follows for creating local groups and looking for the availability of newsgroups in the institution.

2. Introducing the students to the newsreader that will be used in class.

3. Arranging and handing out a list of newsgroups related to the course to the students.

4. Introducing the students with the different types of newsgroups and the material available on them. Considering the assignments for the students to follow and analyzing the discussion on one or more groups.
5. Having the students reserve a diskette only for their newsgroups’ works. Explain to them the currency and ephemeral nature of newsgroup postings, and the need to serve useful material that they are found.

6. Establishing a newsgroups of your own for the class use, if desired.

7. Making the students to participant in the class newsgroups by giving them some flexibility for participation and also considering a portfolio system to grade newsgroups postings. Collecting these portfolios several times during the semester to encourage consistent activity on the newsgroups (Anderson et al., 1998, p. 53).

Introductory exercises: Newsgroups

1. Select a newsgroup related to a course topic and assign students the task of following its discussion, working through basic newsreading skills: locating group, scanning and reading messages, downloading information to a diskette, and posting messages to the group.

2. When students become familiar with the availability and organization on Usenet, have them prepare a short annotated list of newsgroups related to a research topic or a combination of personal and school-related interest.

3. Create a newsgroup, using it like a listserv for the course by encouraging the students to consider widen audiences that newsgroup facilitate. Develop threads of discussion by assigning students the responsibility both of posting new messages and commenting on previous ones (Anderson et al., 1998, pp. 58-59).

Sample assignments

Anderson et al. (1998) suggest three example assignments that the educators can incorporate into the classroom. Those assignments include:
1. Pull four-eight postings about the same issue (particularly an issue not getting much coverage in the mainstream press) from a variety of groups to show the different types of information available on newsgroups. Make sure to include sources which would traditionally seem credible (such as newsfeeds or more "academic" articles) along with some posts which might appear to carry less authority (for instance, several posts from a thread of discussion). Have your class evaluate the sources for use in a hypothetical research paper. Stress that nontraditional sources can be incorporated as well as more school pieces, and highlight the ways that news, both online and from the mainstream media, must be read critically and evaluated from an informed perspective.

2. Have each students in your class follow the conversations on a newsgroups for several days. After observing the group, have them write up a short description of the types of messages that are posted, the apparent purpose of the group, and the audience to which it seems most directed. Have students do a rhetorical analysis of one or two representative postings to illustrate their description of the group’s function and audience.

3. After having students do some initial research on a subject, ask them to post a request for information to a set of selected newsgroups. Make sure that students write thoughtful questions or comments, keeping in mind the expertise of the group’s audience. (pp. 59-60)

The World Wide Web

Steen et al. (1997) stated “the World Wide Web (WWW) is the first and foremost information retrieval system” (p. 150). People using the Internet around the world have created information available in the form of files on their computer, and also those information can transfer to another computers immediately. It indicates that everything available on the Internet (except e-mail) is available through the World Wide Web as well.

In the following paragraphs, the author uses the concept of browsing including both Gopher and the World Wide Web. Gopher is a set of protocols, which allowed users to access different machines worldwide and to view directory structures and available files. Additionally, Gopher provides a more user-friendly interface for file transfer protocol (FTP), the system which allows files to move from one site to another.

Moreover, a user could easily browse the contents of Internet hosts and retrieve the files
stored there even for first time (Anderson et al., 1998). In addition, Anderson et al. (1998) noted three strategies for finding specific information by using Gopher:

1. Students can target a specific machine (a Gopherhost) whose address they know, and hunt through the site.

2. Students can access a number of Gopherhosts and tunnel through them, exploring geographically organized directories as well as subject trees.

3. Students can perform keyword searches of Gopherspace in order to retrieve files or directories containing those keywords.

However, Gopher sites are maintained by individual institutions and updated as new material is created, formatted, and approved. Furthermore, Gopher sites can store some of the most current and expansive research field, online library catalogs, an institution's academic calendar and a variety of other materials.

On the other hand, browsing the World Wide Web allows users to access and download files at a site, examine and explore broad topic categories, and perform a multitude of keyword search. Further, a user can tunnel up or down among hierarchies on the Web, the hypertextual capabilities of the Web allow connections between documents regardless of their location. A single Web page can display multimedia files and link to other documents on local or remote servers. Additionally, most Web browsers incorporate Internet technologies, like Gopher and newsgroups.

The advantages of implementing the Internet browsing into the classroom

Browsing the Internet offers the opportunity for the students to practice their writing skills and also provide students the materials for their papers and projects. In addition, the Internet develop the students’ research skills as well by “teaching them
about the necessity of narrowing their topics, evaluating source material and effectively incorporating online research into their writing” (Anderson et al., 1998, pp. 104-105).

Steen et al. (1997) argued even though there are hundreds of resource materials available online, but researching with the Internet brings some difficulties to the students somehow. First of all, online information exists on different servers all over the world, but nowhere has a comprehensive list of available resources. Second, material on the Internet is “ephemeral” -- addresses changed, documents replaced, and information can be gone in the next day (Steen et al., 1997, p. 105). Finally, new information is being added hourly.

On the other hand, Steen et al. (1997) mentioned “Getting information about subjects you teach is important, but we find the Web to be just as useful (if not more) for getting information about subjects you don’t teach” (p. 151). This means the Internet will help the instructors to gather all information for preparing the materials for class, but it also helps the instructors to search for other information which are outside areas of the instructors’ teaching strengths when the students raise the questions. In addition, the Internet has something to offer which reference books cannot--most documents on the Web are being update continually.

Three Strategies for Internet browsing

Anderson et al. (1998) divided strategies for browsing (whether through Gopher or the Web) into three categories--targeting a specific site, tunneling Gophers and Web surfers, and keyword searches.

1. Targeting a specific site. While the software users use to browse Gopher will probably be configured to use the institution’s host, the users will be able to begin
another Gopher session by entering an alternate Gopher address. Gopherhost addresses are machine name, they look much like the portion of an e-mail address following the "@" symbol. If users already know the location of a site, the users can search it out by moving through a sequence of geographical hierarchies. But, for the users who cannot enter a Gopherhost address directly, this method will be the easiest way to locate a particular Gopher site.

2. Tunneling Gophers and Web surfers. Subject directories (or trees) are a good starting point for students who have a broad idea of their topic but do not yet have a keyword narrow enough to bring back a manageable amount of material. The trick for both instructors and students is finding a good set of subject trees. If the institutions provide their own Gopherhost, check there first to see what subject categories are available. If not, try to start research from a well-established site. On the other hand, the users can explore the World Wide Web resources such as Yahoo or Infoseek, which abound with complex subject trees that can lead to useful topic-specific resources.

3. Keyword searches. There are a number of search engines and web sites that can be incorporated to classroom. According to Anderson et al. (1998), they suggested three search engines using Gopher-- Boolean Operators, WAIS, Veronica-- and some web research sites.

3.1 Boolean Operators. Most of keyword search engines use a form of Boolean operators to shape search strings by employing some commands to narrow a search and bring back a small number of results. The commands are:
Entering Searches for

term1 term2 term3 all occurrences of either term1 or term2 or term3

term1 AND term2 only occurrence of both term1 and term2

term1 OR term2 either term1 or term2

term1 NOT term2 only occurrences of term1 which do not contain term2

term* occurrences of the root within other words' (a “Fuzzy Search” of term1)

“term1 term2 term3” only occurrences of all three terms together (a “Literal Search”)

Moreover, the term can be used in conjunction with one another as well.

(Anderson et al., 1998, pp. 109-110)

3.2 WAIS or the Wide Area Information Search is a tool what helps users locate and draw out information from a collection of documents. WAIS allows the users to search multiple databases, but its area of coverage is narrower than more recently developed tools that search multiple hosts' world wide. Further, WAIS searches only a limited number of databases, and requires that certain connections are established between the WAIS software and the text to be searched. Many WAIS hosts will allow searching the complete text of documents for keywords. In addition, WAIS applications support Boolean search strings as well (Anderson et al., 1998, pp. 110-111).
3.3 Veronica is an index and retrieval system, which can locate items on 99% of the Gopher servers around the world. To start a Veronica search, the users must connect to a site (located in cities like New York, Pisa, Koeln, and Bergen) which offers the service. When the user logs on to a Veronica host, the user will be asked to enter a search string. Veronica searches for only words in titles of resources, it does not do a full-text search of the contents (Anderson et al., 1998, p. 111).

3.4 Web research sites. Commonly the web provides keyword search engines of its own. Most of web search engines allow a variety of different keyword searches and also some form of subject directories. The best way to begin a keyword search on the web is to find a web page with links to various search engines and brief descriptions of each such as the University of Texas at Austin (http://www.utexas.edu/search/). The web search tools described below represent some of the innumerable research sites and search engines available on the web.

3.4.1 All-in-One Search Page (http://www.albany.net/allinone/)

3.4.2 Alta Vista (http://altavista.digital.com/)

3.4.3 The Argus Clearinghouse (http://www.clearinghouse.net/)

3.4.4 EINet Galaxy (http://www.einet.net/)

3.4.5 Excite (http://www.excite.com/)

3.4.6 Infoseek (http://www.infoseek.com/)

3.4.7 Inter-Links (http://alabanza.com/kabacoff/Inter-Links/)

3.4.8 The Internet Public Library (http://www.ipl.org/)
3.4.9 The Internet Services List (http://www.spectracom.com/islist/)

3.4.10 Library of Congress World Wide Web Home Page
(http://lcWeb.loc.gov/)

3.4.11 Lycos (http://lycos.cs.cmu.edu/)

3.4.12 Open Text Index (http://index.opentext.net/)

3.4.13 Savvy Search (http://guaraldi.cs.colostate.edu:2000)

3.4.14 WWW Virtual Library
(http://www.3w.org/hypertext/DataSources/bySubject/Overview.html)

3.4.15 WebCrawler (http://Webcrawler.com/)

3.4.16 Yahoo! (http://www.yahoo.com/)

(Anderson et al., 1998, pp. 113-121).

There are other strategies for Internet browsing which can help make the students’ works more productive. The instructors have to instruct their students how to download and save information that they find on the Web for writing their papers and building multimedia projects. Further, the instructors have to teach the students to make use of bookmarks and hotlists finally (Anderson et al., 1998).

Introductory exercises: Internet browsing

1. Introduce the organization of Gopherspace by having students’ tunnel to a specified site.

2. Introduce students to Boolean operators as a prelude to the different kinds of keyword searches; assign them a comparison of the results produced by different combinations of search terms.
3. If available, use institution’s electronic library catalog as a transition to concepts of online research. Students should be able to e-mail themselves the results of searches on the online catalog, reinforcing earlier Internet skills.

4. Have students’ practice browsing through subject trees to become familiar with their organizational logic of where particular information might be located.

5. Require students to use a diskette reserved for Internet research; design an assignment, which demonstrates the process of saving information from Web and Gopher research (Anderson, 1998, p. 123).

Sample assignments

Anderson et al. (1998) imply three assignments which Gopher and the Web can be integrated into the activities in classroom. Those assignments are:

1. As an introduction to the Internet browsing, have your students participate in an online “scavenger hunt.” Choose one or more subjects related to class issues and ask students to find and save five documents that relate to those topics by tunneling or surfing with either Gopher, or the Web. You can also use this assignment as an opportunity to show students how to compile bookmarks and hotlists while they are researching a topic. Once your students have made their bookmarks, you can create a useful class resource by compiling them.

2. Have students run a series of keyword searches on a topic. Make sure that they try different types of searches, preferably using at least one search engine for both Gopher and the Web. This exercise can teach students how to narrow or broaden a keyword search in order to gather a reasonable number of “hits” for a research project. Work with Boolean commands, and stress the process of researching on the net.

3. Perhaps as an intermediate stage in a research project, have students compare the types of sources they find in the library with the types of sources they find browsing in Gopherspace or on the Web. Ask them to access the materials critically and suggest how each type might be usefully incorporated into their argument. Look carefully at the kinds of materials that might be found only online or only in a library. Have students evaluate the advantages and disadvantages of including both types of research. (Anderson et al., 1998, p. 124)
Apparently, the Internet is a powerful tool for developing teaching's style and enhancing the student learning in educational institution. As one can see in the previous sections, the Internet services -- E-mail, Usenet news, and the World Wide Web -- will be profitable for both instructors and students. As e-mail service, it provides the opportunity for students and teachers to dispatch contact between each other, to ask the experts about the topics, and to bring outside issues into classroom. Besides, Newsgroups service provides the opportunity for students to find well-written resources and other important documents, to shape students' understanding which focus on the communicating ideas and exchanging information with experts directly, and also to engage in conversation about the course between students and instructor. In addition, WWW also provides the opportunity for students to practice their writing and research skills. There are hundreds of resources available online which are being updates constantly. Further, WWW provides the information which are outside area of the instructors' strength. Integrating an Internet service into the curriculum, the instructors have to concern about their own skills -- which the Internet service they are comfortable with, the students' computer skill, the subjects, the availability of resources on each Internet service, and also the cost for operating.
Chapter V

DESIGNING A HOMEPAGE FOR PUBLIC RELATIONS

After reviewing the literature, the author realizes the advantages of integrating the technology especially the Internet for teaching public relations on the undergraduate level. The author believes the Internet develops and enhances the student learning skills — writing, researching, and problem solving — and also provides the good resources for students' assignments or students' projects. Further, the web environment allows instructors to draw upon the extensive global resources of the World Wide Web to provide the students with the most up-to-date and relevant information and knowledge and also provide the students in some cases with divergent opinions and perspectives.

In the following sections, the author presents a web site for her course that has integrated the Internet services — E-mail, Newsgroups, and WWW — into the curriculum. The author divides the homepage into these seven pages:

Page 1: The main home page
Page 2: Course
Page 3: PR Links
Page 4: Search Engines
Page 5: Thailand Media
Page 6: International Media
Page 7: Links to Dhurakijpundit University

The author hope that this web site will be a starting point for introducing the Internet services to students at Dhurakijpundit University. By doing so, the author will provides a number of resources on the web by offering the crucial web site's addresses on
her web site for the students to look up to the information which are relevant to their assignments or projects. When they are familiar with those tools, they can search on the web by themselves.

Page 1: The main homepage

Course PR Links Search Engines Thailand Media International Media DPU Homepage

Welcome to My Homepage

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Semester 1, Year 2000
Principle of Public Relations
PR 600-205
Principle of Public Relations
Syllabus Semester1, Year 2000

Instructor
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Course Goals and Objective
Principle of public relations is the introductory class in the field of public relations. It will provide you a basic understanding of public relations processes, practices, and effects. It also examines communication and social science methods in the context of the research, planning, communication, and evaluation steps of the public relations process. Moreover, it provides an overview of the role of public relations in all aspects of the society, including business, government, non-profit organizations, and other institutions. PR 600-205 examines the procedures involved in solving public relations problems and the tools of the public relations process. This course is designed to help you develop such basic skills as writing and problem solving in public relations. By the end of this course, you should be able to:
1. Describe the major theories and processes of public relations.
2. Identify and describe the roles of public relations in organizations and business.
3. Describe the major strategic considerations for the public relations practitioner.
4. Utilize the basic vocabulary of the public relations practitioner.
5. Define the major tools and tactics of the public relations practitioner.
6. Identify the ethical implications of public relations practices.

Text and Materials
Daily study of radio or television newscast.
Additional readings and assignments as announced in class.

Policies
1. All assignments must be typed neatly.
2. Assignments will be accepted only on the day they are due. If you are going to be gone the day an assignment is due, turn it ahead of time.
3. Academic dishonesty will not be tolerated.

Grades
Your grades of the course will be based on the following components:
Class participation..................................5 points
What is PR?.................................10 points
Midterm Exam.................................30 points
Theoretical Analysis..........................15 points
Final Exam..................................40 points
Total.........................................100 points

Final course grades will be assigned as follows:
85-100 points = A
80-84 points = B+
75-79 points = B
70-74 points = C+
65-69 points = C
60-64 points = D+
55-59 points = D
Below 55 Points = F

Requirements
What Is Public Relations? This is the first individual writing assignment. Within the paper, you must incorporate class readings and outside research in formulating clearly what the term public relations means to you. Length must be 2-3 pages.
Theoretical Analysis. This major theoretical paper is a 5-8 page research paper with references and a bibliography. You must have at least 4 different sources, and only one of them can be a textbook. The paper is to be written one or two communication models, concepts or theories. You may select one theory which you thoroughly explain & critique, or a couple of theories which you compare or contrast. A critique is putting your own evaluation and criticism of the particular theory in your conclusion.
Whichever of the two types of papers you choose to write, you should identify the authors/proponents, and their major theoretical works. You also should show application of the theory or theories to practical public relations. This paper should be typed, double-spaced, with all-around margins of not more than 1.25” and type-size no more than 12 points. An acceptable academic format must be used for the bibliography.
Examinations. Midterm and final exams will consist of objective and essay questions covering your readings, class and guest lectures and discussion. The final will be comprehensive.

Course Schedule
June 6 -- Course Orientation
June 13 -- PR Defined (Read Chapter1), Roles in Public Relations (Read Chapter 2, 4, & 5)
June 20 -- Models and History of Public Relations (Read chapter 3, "What is PR?" assignment due)
June 27 -- Corporate Public Relations (Read Chapter 14)
July 4 -- Communication Theory/ Crisis & Risk (Read Chapter 9), Communication Theory/ Public Opinion & Persuasion (Read Chapter 11)
July 11 -- Public Affairs & Government (Read Chapter 15), Ethics and Professionalism (Read Chapter 6)
July 18 -- Strategic Management, New Technologies (Read Chapter21)
July 25 -- Midterm Exam
August 1 -- International Public Relations (Read Chapter 16), Research (Read Chapter 7)
August 8 -- Membership and Education (Read Chapter 17 and 19)
August 15 -- Planning (Read Chapter 8), Budgeting and Decision-making
August 29 -- Social, Cultural & Health (Read Chapter 18)
September 5 -- Tactics (Read Chapter 22-24)
September 12 -- Evaluation (Read Chapter 10), Theory research paper due
September 19 -- Media Relations (Read Chapter 12)
September 26-- Media Relations & The Law (Read Chapter 13)
October 3 -- Final Exam

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Public Relation Links

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<thead>
<tr>
<th>International Association of Business Communicators</th>
<th>Luce Press Clippings</th>
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<td>Public Relations and Marketing</td>
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<td>The Communications Roundtable</td>
<td>PR Central Reputation Management</td>
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<td>Museum of Public Relation</td>
<td>The Nonprofit Zone</td>
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<td>Columbia Journalism Review</td>
<td>PRSSA Public Relations Student Society of American PRSSA</td>
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<td>National PR Network</td>
<td>CyberPulse Division of Impulse Research-Internet surveys and CyberGroups</td>
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<td>Society for Technical Communicators</td>
<td>PubList.com</td>
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<td>American Association of Advertising Agencies</td>
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<td><a href="http://www.commercelpark.com/AAAA">http://www.commercelpark.com/AAAA</a></td>
<td>PRFORUM is a mailing list for the discussion of public relations issues.</td>
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<td>American Marketing Association</td>
<td>To subscribe, send an e-mail to <a href="mailto:listserv@indycms.iupui.edu">listserv@indycms.iupui.edu</a>. In the body of your message type “subscribe prforum”</td>
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<td><a href="http://www.ama.org">http://www.ama.org</a></td>
<td>(without the quotes) along with your first and last name (e.g.: subscribe prforum John Doe).</td>
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**Search Engines**

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- HotBot http://www.hotbot.com
- Looksmart http://www.looksmart.com
- Magellan http://www.magellan.com
- WebCrawler http://www.webcrawler.com
- Excite http://www.excite.com
- Infoseek http://www.infoseek.com
- Lycos http://www.lycos.com
- Snap http://www.snap.com
- Yahoo http://www.yahoo.com

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**Thai Media**

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<td><a href="http://www.born.ksc.net/">http://www.born.ksc.net/</a></td>
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International Media

N-Net
http://www.n-net.com
News and Newspapers Online
http://www.uncg.edu/~cecarr/news/
CNN
http://www.cnn.com
CNN financial news network
http://www.cnnfn.com
Time-Warner's Pathfinder Site
http://www.pathfinder.com
Time Daily (daily news from Time Magazine)
http://www.pathfinder.com/time/daily
NBC/Microsoft
http://www.msnbc.com
USA Today
http://www.usatoday.com
New York Times
http://www.nytimes.com
Washington Post
http://www.washingtonpost.com
Los Angeles Times
http://www.latimes.com
Chicago Sun-Times
http://www.suntimes.com
Philadelphia Inquirer
http://www2.phillynews.com/inq/
Miami Herald
http://www.herald.com
Jacksonville Times-Union
http://www.times-union.com
Atlanta Journal-Constitution
http://www.accessatlanta.com/ajc
Nando Times
http://www2.nando.net

ABC Radio Network
http://www.abcradionet.com

BusinessWeek
http://www.businessweek.com

Fortune
http://www.fortune.com

Forbes
http://www.forbes.com

Barron's
http://www.barrons.com

Reuters
http://www.reuters.com

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Chapter VI

CONCLUSION

In correspondent with a review of the literature, the author has determined that a number of instructors around the world are using the web for delivering their courses material. There are two sorts of instructors who use the Internet for classroom. Some instructors are using the web to provide basic information about course requirements, lecture dates and topics, and recommended readings. Other instructors use the web to delivery their course materials including lectures, recommended readings, class information, and administrative information.

According to what the literature shares, the author realizes that the use of Internet services --E-mail, Newsgroups, and WWW will be beneficial for both students and instructors. This means instructors can use those Internet services for preparing students to serve the society and also up-to-date their materials and lessons for classrooms. In the meantime, students can use those Internet services for develop their learning skills and also their communication skills. Students can use those Internet services for researching and doing their assignments or building their projects. Moreover, the students can create their own perception of the real world outside the classroom. Students need to learn how to deal with the new technologies because most businesses need graduates who have the communication skills which will help the businesses to be successful.

The Internet services are very profitable for teaching and learning in the educational institutes. Educators have to be aware of some disadvantages that may occur during the planning stage, construction stage, and teaching stage. These influences are divided into five categories:
1. The outside world including administrative policies and procedure, web publishing access policies, Internet access policies, and colleagues and superiors

2. The subject being taught including exiting resources, subject type, pedagogy, experience

3. The students including background, language, their learning styles, their communication skills

4. The educators including their abilities, their skills

5. The technical issues including client software and hardware, the server, distribution methods (McCormack and Jones, 1998, pp. 30-51).

The author believes the educational environment in Thailand will be changed dramatically after integrating the Internet into the curriculum. The Internet services will change the way the instructor operates the classroom from the traditional classroom to be more active and open that it is. Students will play a majority role in the classroom's activities -- sending e-mail to one another, asking the experts about the topics through the web directly. Further, the author believes the Internet services -- E-mail, Newsgroups, and WWW -- will provide the opportunities for both students and instructors to engage the conversation about the course and exchange outside information between each other more that it is. Additionally, the students can develop their communication skills through those Internet services finally.
References


