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Proactive Public Relations to Promote Lifelong Learning at Burapha University of Chonburi Province

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Abstract

This research aims to study Proactive Public Relations to enhance lifelong learning of Burapha University Chonburi Province. Qualitative methods and data were collected by in-depth interviews with the library director, librarian, public relation subdivision, education practitioners, and Communication Arts Academic groups. The research found that the proactive public relations to enhance lifelong learning of Burapha University Chonburi Province are: smart communication, or it's the communication process for proactive public relations to promote lifelong learning of Burapha University; smart content, or a story that uses Lifelong Learning Benefits to get positive feedback; smart technology, or using new technologies rather than traditional media such as public addresses; and smart feedback, or using positive communication in order to create benefits for improving the service and public relations communication.

Keywords: Proactive Public Relations, Lifelong Learning, Burapha University

Introduction

Learning comes with human life from the past to the present, especially lifelong learning, which is essential to human life in every society. In addition, the current situation in which the world exists has changed a lot, in terms of economy, society and culture, government politics, and science and technology. These things greatly affect the lives of human beings. Cumulatively, they make people develop themselves to have knowledge and experience to keep up with changes. Therefore, countries' populations must be taught the



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process used to explain and to demonstrate the functioning of various components in terms of how communication works in the form of coordination (Kanjana Kaewthep, 2014).

Serm Sri Samartkij (2008) has studied the communication and public relations process of Burapha University by collecting data from a group of students. The results showed the students commented on the communication and public relations process of the university. The information is out of date and less publicly available. Like the research of Sittichok Wirunarat (2016) that studied the effectiveness of public relations tools of Burapha University, there are still many problems and obstacles to student recognition and access, such as the university's websites like Facebook media, etc. which the content still lacks inspiration. The research of Uthis Bumrungcheep (2016) on communication problems of Burapha University found that not keeping up with the events of providing information on teaching and learning and educational activities through new media are important problems for Burapha University students of Chonburi.

For the reasons mentioned above, it is the origin of this study that asks over time: What is the communication process, especially about lifelong learning? This will benefit the university in bringing the results obtained, and can be used in the development of a communication process for lifelong learning, as well as be a part in helping to drive society towards efficient and sustainable development.

Research Objectives

To study proactive public relations to promote lifelong learning of Burapha University. Chonburi Province

Research Methods

This research is qualitative research. The data source used in this research is Academic Studies/Policy Public Relations, Burapha University Communication Arts Academic and a group of undergraduate students, using a specific selection method (Purposive Sampling), the criteria for selection were must be an expert or those involved in education, communication and public relations, and is an undergraduate student who has experience in accessing lifelong



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learning information through the communication and public relations process of Burapha University. The researcher studied research papers related to the concept of communication theory, public relations concept, and lifelong learning concept by focusing on studying communication strategies to promote lifelong learning of Burapha University, Chonburi. They used the concepts based on the communication elements of Berlo (Berlo, 1960) that consist of the messenger, the content of the message, and channels for sending messages and recipients; the research tool is a semi-structured in-depth interview.

Research Results

Objective 1:

To study proactive public relations to promote lifelong learning at Burapha University of Chonburi Province.

Major problems that hinder the proactive public relations to promote lifelong learning at Burapha University, in the part of the messenger will find that the language used is outdated and too formal. It has a great effect on perception and attention because the issue of lifelong learning communication must not be too formal. It should be balanced together so that the audience can understand the attitude and thoughts of the messenger. In addition, the content must correlate with the appropriate generation of the target group because the resonating content will bring a desire to learn, including the channel of communication which should be the medium that recipients use regularly. This may be based on student application usage surveys in order to disseminate it to the audience quickly, whether it is through a communication channel or public relations. Nowadays, the world has entered an era without borders of communication. Online media has a strong influence on its use for various purposes. Simple accessibility and barriers are important factors for flow to help keep audiences motivated, and interaction retaliation is one of the strategies to create proactive public relations communication to promote lifelong learning at Burapha University.

Problem Determinants: Communication for public relations to promote lifelong learning must portray the basic information as to what are the issues that will be communicated that will affect life after school, including the benefits of access to lifelong



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learning course material and information. The important thing is to find the cause of the problem whether it be exploring issues of access to technology, learning needs, or other problems that will hinder the perception and access to lifelong learning information. At the same time, the communication process for public relations needs to be done continuously. It may start by bringing up the issues as a starting point in communicating and linking to communication and public relations content.

Next is the planning and organizing plan layouts. The informants reflect that the first thing is to plan and create an action plan for the creation of infographic media by providing practical guidelines for accessing lifelong learning information and clarifying the pros and cons of guidelines or procedures for accessing information. This includes making the course accessible in the long run and utilizing artificial intelligence or chatbots as a tool to provide the basis for lifelong learning information. In order to get an idea of the effectiveness of the plans made, the evaluation may be divided into 1) Self-report), 2) use of the Google form platform, 3) Satisfaction Assessment, and 4) Pre- and Post-learning assessment.

Research Findings



Diagram 1

Knowledge gained from research

Proactive Public Relations to Promote Lifelong Learning of Burapha University Students

Chonburi province consists of 4S, namely



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have received a quality education and lifelong learning, and live happily in accordance with the philosophy of sufficient economy. Changes in the world of the 21st century, education management to achieve the vision and human resource development to be able to live in a volatile world. Innovation and technology are therefore important to raise the level of education together with cooperation from all sectors. Adjustments in communication formatting and the change of public relations from the use of traditional media is a mix between old and new media. This makes it possible to reach the audience faster than before which comes from the feedback of the objectives that have been surveyed, asking about media access, to which the younger generation in Burapha University has access. As the research of Angkhana Chongthai (2015) states that acceptance of media assimilation by each generation is different. Some use more Facebook than Youtube, so a preliminary survey is needed to understand media exposure. Therefore, a proactive public relations model must start from upper management. Teachers and students must work together to plan and communicate lifelong learning, for the audience to have a process of changing their minds and be confident in learning new things that are beneficial to the masses.

Suggestions from Research

1. There should be research to find components of lifelong learning characteristics of Burapha University students, especially as a guideline for determining the appropriate learning content of the subject.
2. There should be a quantitative comparative study between the usage of old and new media, to find out which media will reach a larger audience.

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