

CHAPTER 3 METHODOLOGY

This research aims to use the qualitative study rather than the quantitative study. The researcher aims to gather in-depth understanding of group behavior and investigate why and how the decision is made along the time.

3.1 Qualitative Study

3.1.1 Data collection

In this study, the qualitative method such as field survey and interview will be used as a mean to collect and analyze data. In order to understand the type and meaning of learning, the study needs to be used for a long period time to observe how people build the community. The outcome mapping techniques will be used to observe the change of behavior of the target group or boundary partners. This includes the interaction among stakeholders. There are four phases of study in the following.

3.1.2 First phase (Aug-Sept 2008) : Field survey and in depth-interview

The first phase started with the focus group method and field survey of the youths' activities. The healthcare center was a part of the community process. The health officers formed the activity against the motorcycle accident as can be seen in figure 3.1. Two hundred participators joined this activity. It was two-day activity at Kanjanaburee campus of Mahidol University. The activity included the exhibition presenting the motorcycle accidents and a mobile radio station. The outcome of this activity showed that teenagers started to form the community with the help of health center.



Figure 3.1 Activity run by health officers

Focus group

After the health center activity was conducted for a month, the focus group was setup by the researcher at Tambon authority organization (TAO) as can be seen in Fig. 3.2. The Thasao youth group had members of both female and male teenagers aged from 11 to 16 years old. In the focus group, the participants had different backgrounds. For example, some of them were from wealthy families. Some of them were minority and some had family problems. The objectives of this focus group were to find out the grounded problem, to explore the method to solve the problem and to extend the group members.



Figure 3.2 Focus group with the youth

The group of male teenagers had an idea to setup a radio station to solve the problems of motorcycle accident and family. Their radio station was inspired from the old one but more focus on solving the problem. FM 92.75 name was named Sai Yok Noi waterfall community radio station. The researcher guided them to use the participatory design to discuss the issues that they could do on the radio station. The aim of the radio station was to report the traffic situation and news. One of the solutions was to recruit motorcyclists to be disc jockeys. Other idea was about the public concern such as the knowledge transfer from elder wisdom, the public health care and others. There were several supported team who discussed the topics for radio broadcasting. In summary, the radio station launched its first broadcast in November 2008. The members of the youth group did many jobs such as disc jockeying and content delivering.

3.1.3 Second phase (Nov-Dec 2008): Focus group and in depth-interview



Figure 3.3 Radio station at military area

The youth group used the community radio at military area as can be seen in Fig. 3.3. The community leader agreed to support the youth group by letting them using the station and equipment without charging. The group had a role to form the group and found out the budget for running the station. Two teams of teenagers formed automatically according to the ethnics group. One group called itself the humor black faces and another group the charming white faces. Those were from minority and Thai groups respectively. Both groups worked together but they assigned the responsibilities according to their daily job. They built the content by themselves. In the mean time, the minority group had a part-time jobs such as resort service and farming.



Figure 3.4 The destroy of the radio station

On Feb 2009, the radio station was destroyed by political conflict. As a result, the youth groups were end. They needed to move out their equipments. Some of them had continuing studies and others were employed. Even the radio station was destroyed, the radio station was still operated in the school by the second generation of youth group. They were supported by teachers.

3.1.4 Third phase (Jan-March 2009) : Participatory design

On Jan 09, at Pu-Taey health center area, the participatory design process started at the village community shelter.



Figure 3.5 Focus group at the small restaurant

After the radio station was destroyed, the location of the community was needed to change. The lesson learned from the second phase showed that the teenager target group was more dynamic. The target group was changed to more static groups and many stakeholders. Several interested groups were health volunteers and female teenagers. The health volunteers were willing to do the public work that could benefit their community. The female teenagers were another target group that was more static, since they tended to stay with their families rather than male ones.





Figure 3.6 The Pu Ong Ka community shelter

Figure 3.7 is a picture of surveying is located at Pu Ong Ka community shelter. There is a room that could be an office for a teamwork. The community had meetings over there to solve the community problem. One of the spaces that the health center officer wanted to setup was a small room. This room may be used as a meeting place.

Focus group

The participants of the focus group were health volunteers, female teenagers and community leaders. The researcher set up two questions. The first question was ‘what is the meaning of the learning space in your opinion?’ and the second question was ‘what does the environment of the room look like?’

As can be seen from Fig. 3.7, the participants used paper to draw an image of the space, using the post-it-note to brainstorm the idea. The result showed that many participants defined the meaning of the learning space; for example, all community member involved in participation process for the first opinion. They thought that the activity should benefit the community. The second opinion was the learning center, a platform and working place such as the physical space that included the cabinets and furniture. The infrastructure included the radio station. This model was similar to the previous activity that had been done.

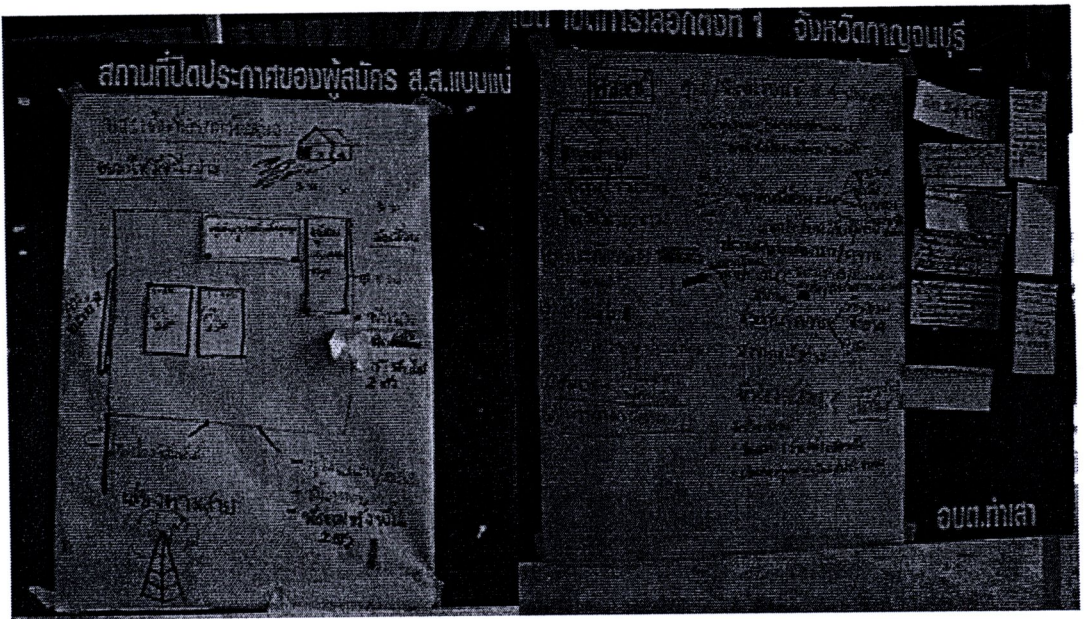


Figure 3.7 Result from the participatory design process

The team located the learning space in many places such as the school football field, beneath tamarind trees, the village bank, temples, cottages and others. They also wrote down how to manage the activities. The third opinion showed that everybody needed to maintain the space together.

In summary, this chapter shows that stakeholders are dynamic. They changed from boys to girls. Therefore, the situation can change the context of group forming.