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# External Growth Opportunities for Children's Programming at Thai PBS

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# External Growth Opportunities for Children's Programming at Thai PBS



An Interactive Qualifying Project

*In Cooperation with Thai Public Broadcasting Service*

Presented to the Faculty of

WORCESTER POLYTECHNIC INSTITUTE

On 4 March 2011

In Partial Fulfillment of the Requirements for the Degree of Bachelor of Science

Submitted By:

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**จุฬาลงกรณ์มหาวิทยาลัย**  
**Chulalongkorn University**

Pillar of the Kingdom

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## **Abstract**

In this cross-cultural collaboration, a team of Thai and American students identified strategic opportunities for Thai Public Broadcasting Service to increase public awareness and expand the audience base for its children's programming. Group interviews with TPBS employees revealed the needs of the broadcaster's children's programming department. A comparative study of five public broadcasters –TPBS plus those of Australia, Japan, the UK, and the US– identified expansion opportunities in three modes of public participation: community outreach activities, children's websites, and Web 2.0 applications. The corresponding strategic recommendations involved development of outreach activities, design of children's websites, and promotion of programming using Web 2.0.

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## Executive Summary

Founded in 2008, Thai Public Broadcasting Service (TPBS) is the first and only public broadcasting station in Thailand. It represents important civic values and democratic principles that are absent from other broadcasting stations. As a young corporation, TPBS still faces the challenge of effectively reaching its target children's audience, ages 3 to 12. The children's audience is important to TPBS because it represents the future of Thai society as the next generation of active and informed citizens.

This project presents strategic opportunities to increase awareness of TPBS and further engage and enlarge the audience base for children's programming. To develop these strategic opportunities, we conducted a comparative study to identify public participation techniques – methods of reaching audience base other than through program content – used by other, more established public broadcasters. We then applied these findings to the TPBS culture. This comparative study examined examples of public participation techniques at five public broadcasters: Australian Broadcasting Corporation (ABC), British Broadcasting Corporation in the UK (BBC), Nippon Hoso Kyokai in Japan (NHK), Public Broadcasting Service in the US (PBS), and TPBS.

This study compared three specific public participation techniques:

1. Community outreach activities: community-based events, such as school programs, sponsored by public broadcasters to engage audience members in society and further portray a broadcaster's values;
2. Children's websites: subsections of public broadcasters' main websites that are geared towards children by incorporating games and activities for a young audience; and

3. Web 2.0 applications: websites to engage the audience through user interaction methods, such as chatting, watching videos, sharing photos, and playing games.

The community outreach activities used by the compared broadcasters suggest options for TPBS to use to increase audience engagement, form personal connections with audience members, and promote the broadcaster, thus expanding audience base. Five specific strategic options identified for the community outreach platform at TPBS are: combining education and entertainment activities, targeting rural audiences, targeting family audiences, appealing to the interests and issues of the audience, and allowing audience interaction within programming. By implementing these options, TPBS could further engage and expand its target audience.

In researching the children's websites of four foreign public broadcasters, we identified a range of strategic options related to age of target audience, children's programming logos, and parents' pages. Age of the target audience affects development of a website because the design and content of a page vary greatly between websites for children of school age and those who are younger. Addressing the appropriate target age helps to increase viewers' engagement with the website. A children's page can use a logo to reinforce and develop the identity of a public broadcaster. Finally, developing a parents' web page can increase parents' trust in the public broadcaster, increasing the likelihood that parents will allow their children to watch the broadcaster's programming. Strengthening engagement, identity, and trust at TPBS can help to maintain and expand audience base.

The final platform of the comparative study, Web 2.0 for children, investigated three applications: Facebook (a social networking site), YouTube (a video sharing site), and online communities (interaction-focused sites run by the broadcasters). Our analysis showed that public broadcasters use Facebook, YouTube, and online communities to help inform and expand

audience bases. The Facebook and YouTube websites maintained by public broadcasters reach out to children as well as parents with two goals. One is encouraging children to watch the broadcaster's programming. The other is informing parents of the content of programming and community events so that they will allow their children to watch the programs and attend community events. Online communities target children by offering games and chat rooms to engage children and to reinforce continued use of the community. TPBS could use these three Web 2.0 applications together to promote program content, upcoming programs and events, and public participation among children.

A full explanation of the comparative study and the strategic opportunities appears in the body of the report, along with descriptions of the public participation techniques examined at the five public broadcasters. TPBS will be able to expand and engage its target children's audience through the implementation and integration of these strategic options based on community outreach activities, children's websites, and Web 2.0 applications. Such integration may include embedding a YouTube video on a new children's website, or announcing a new upcoming community outreach event on the children's Facebook page. The combination of the options presented offers TPBS the opportunity to reach more young citizens, thereby expanding its audience base.



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## Chapter 1: Introduction

Thai society faces the problem of inadequate exposure to unbiased, community-oriented programming that builds towards a just and democratic society. This is a problem because a just and democratic society represents the collaboration of citizens through public participation, and without citizen collaboration, there is limited societal progression.

Thai Public Broadcasting Service attempts to advance society by broadcasting programs that encourage cultural and democratic values, high ethical standards, and diverse content in a variety of programming subjects: news, entertainment and culture, documentaries, beneficial programs, and youth and children's programs. The corporation currently faces challenges with increasing its audience base, specifically in the area of children's programming. A limited audience base inhibits Thai Public Broadcasting Service from communicating its democratic values and promoting public participation to the children of Thailand; this, in turn, inhibits the personal growth of children, as well as the growth of Thai society.

This project provides strategic recommendations on the ways in which TPBS could expand its audience base of children's programming. Its foundation is a comparative study among five public broadcasting services: Australian Broadcasting Corporation (ABC), British Broadcasting Corporation in the UK (BBC), Nippon Hoso Kyokai in Japan (NHK), Public Broadcasting Service in the US (PBS), and Thai Public Broadcasting Service (TPBS). We chose these public broadcasters on the basis of their success in producing informative and entertaining children's programming and in achieving a wide audience base. This comparative study concentrated on programming for children ages 3 to 12, as TPBS has expressed interest in

engaging and expanding this target audience. For each of the five public broadcasters, we focused on three platforms related to audience expansion and engagement:

1. Community outreach activities: community-based events sponsored by the public broadcaster to promote civic engagement among audience members and potential audience members.
2. Complementary children's websites: subsections of public broadcasters' main websites created for use by children. These websites incorporate games and activities for a young audience.
3. Web 2.0 applications for children: websites that engage the audience through interactive methods, such as chatting, watching videos, sharing photos, and playing games.

TPBS is well positioned to benefit from a further understanding of the strategies used by other public broadcasters to reach children's audiences through community outreach strategies, complementary children's websites, and Web 2.0 applications, because it is a young corporation with great opportunity for growth. TPBS can use the information gathered in this assessment of outreach strategies for children's programming by applying them to the TPBS culture, and then improving and reforming its current strategies to reach its target audiences.

This report begins with background information on each of the five public broadcasters to provide a basis for the comparative study and analysis as to how TPBS can expand its children's audience. Chapter 3 compares community outreach activities used by public broadcasters, based on the audience response, purpose, and relation of the activity to programming content. This comparison leads to strategic options for improvements in TPBS's current outreach activities. By improving and expanding the community outreach activities at TPBS, the broadcaster can

deepen its connection with its current audience and expand its programming and values to new audience members. Chapter 4 compares the content, general characteristics, ease of use, and aesthetics of the children's websites of the five public broadcasters. These four points of comparison are used to develop strategic options for TPBS to consider regarding the establishment of a children's website, which can be used to further engage and expand its target children's audience. Chapter 5 compares the use of three Web 2.0 applications – Facebook, video sharing sites, and online communities – at the five public broadcasting stations. Through understanding the Web 2.0 strategies used by other public broadcasters, TPBS can increase its online presence by implementing similar web applications in order to increase awareness of programming and expand the TPBS audience base.

The options developed in this project, based on an analysis of community outreach activities, children's websites, and Web 2.0 applications, provide TPBS executives with essential information with which they can make strategic decisions that could help expand and enhance the audience base through reaching out to current and potential audience members.

## **Chapter 2: Background**

This chapter profiles the importance of public broadcasters in society, and provides background information on each of the five broadcasters examined in the comparative study, the platforms for comparison, and brief overviews of the interviews conducted with TPBS employees. For TPBS to increase audience awareness and expand its children's audience base, the corporation must use these public participation techniques to its advantage, as done by the other broadcasters.

### **2.1 Role of Public Broadcasting Stations in Society**

Public broadcasting stations advance society by increasing awareness of worldwide current events and promoting public participation in community activities. According to Hooghe (2002), "public broadcasting should stimulate civic attitude" and promote public participation to better society through unbiased programming. This should be done through broadcasting innovative programming, localized news, and presenting opportunities for audience interaction (Hooghe, 2002). As public participation declines, nonprofit organizations have increasingly argued that they are key to enhancing civic activity (Kirlin, 2002). As such, public broadcasters should not work to please a commercial sponsor or the government; rather they should work to improve the lives of individuals and the well being of communities (Hooghe, 2002). Because the public provides funding, public broadcasters must center their goals more on benefitting the community by bringing public policy and a positive message to the audience, rather than generating the largest market share (Holland, 2010). Public broadcasting stations are thus able to work towards promoting citizens' democratic participation without simultaneously working towards a political agenda or commercial strategy (Nitsmer, 2009).

Public participation, or civic engagement, means the ways in which citizens participate in the life of a community in order to improve societal conditions or to help shape the future of the community (Adler and Goggin, 2005). Public participation is an important aspect of civil life in that it encourages the growth and progression of the society through the active participation of citizens in community change and progress. Through developing societal principles and ways of thinking, civic engagement “enables the formation and strengthening of citizenship... through collective actions and responsibilities” (Rodloytuk, n.d., pg. 34). TPBS’s commitment to “encourage public awareness and public participation in the building of a just and democratic society through bold and impartial reporting with public interest at its heart” mirrors the common expectation of public broadcasters.

Public broadcasters often emphasize children’s programming, as child viewers are the future of society and are more easily influenced (Stoneman, 2002). By presenting quality children’s programming, public broadcasting stations can help to develop well-rounded youth citizens who will eventually make decisions for themselves and their communities (Stoneman, 2002). One message conveyed by the programming shown on public broadcasting stations is to stimulate the audience, including children, to become more active in their communities to better society (Kirshner, 2007).

According to Juneau (2000), the missions of public broadcasters vary, but, overall, they share the common goals of “universality, diversity, and independence” (pg. 6). Universality and diversity involve making programming available to all citizens, promoting equality, educating, appealing to the imagination, creating a variety of programming, and entertaining. The mission of “independence” expresses the freedom of public broadcasting services from commercial and political influence (Juneau, 2000). With these common purposes influencing programming as



well as behind-the-scenes operations, public broadcasters can provide quality programming for citizens of all ages.

## 2.2 Background of Stations

Understanding the goals and purposes of a variety of public broadcasting corporations leads to the identification of similarities and differences among them. These similarities and differences can be used to highlight possible public participation strategies for TPBS, which, upon implementation, could lead to increased audience awareness and an expanded audience base, ultimately increasing public participation to fulfill the mission and values of the station.

The following charts present basic background information on the five different public broadcasting stations: ABC, BBC, NHK, PBS, and TPBS.

Table A: Australian Broadcasting Corporation (ABC)

*Source: ABC Annual Report, 2010*

*Source: About the ABC, 2011*

Location	Sydney, New South Wales, Australia
Services	Television, Radio, Internet, Mobile
Kids' Programming	Yes: on ABC3
Date Founded	1956
Audience Base	16.5 million viewers (73% of population)
Annual Expenditures	2010: 34 billion THB 2009: 33.3 billion THB
Mission	The station's role is to keep audiences informed about local, national, and international events and issues. As a public broadcaster, the ABC has a duty to ensure that the gathering and presentation of news and information is accurate and impartial.
Values	1. <i>Integrity</i> : The ABC acts with trustworthiness, honesty, and fairness. The corporation delivers on its commitments and is accountable.
	2. <i>Respect</i> : The ABC treats its audiences and each other with consideration and dignity. The corporation embraces diversity.
	3. <i>Collegiality</i> : Employees of the ABC willingly works together to share in the corporation's challenges and successes.
	4. <i>Innovation</i> : The ABC fosters creativity and distinctiveness.

	Management encourages new thinking and strives to achieve quality in all they do.	
Objectives	1. <i>Good Governance</i> : To ensure the ABC's independence, integrity, and high standards.	
	2. <i>Output &amp; Audiences</i> : To be recognized as the leading Australian public media space where people engage with issues and ideas.	
	3. <i>Value for Money</i> : To deliver maximum benefit to the people of Australia through the effective and efficient delivery of ABC services.	
	4. <i>Learning &amp; Growth</i> : To sustain and grow the ABC through high-quality leadership and an environment of responsibility and opportunity.	
Types of Programming	Arts & Culture	Indigenous
	Children's	Infotainment & Lifestyle
	Current Affairs	Music
	Comedy	Nature & Environment
	Documentary	News
	Drama	Sports
	Education	Special Events
	Entertainment	Science & Health
Internal Audience Relations	<i>Audience and Consumer Affairs</i> : This unit responds to complaints from the audience about the station's programming and operations.	
External Audience Relations	<i>Advisory Council</i> : The Advisory Council is the link between the ABC audience and the ABC Board of Governors. Council members must view, listen to, and access all ABC programs and services and review all aspects of output, as well as hold public discussions to understand audience feedback.	

Table B: British Broadcasting Corporation (BBC)

*Source*: BBC Annual Report, 2010

*Source*: BBC Performance Against Public Commitments, 2010

*Source*: About the BBC, 2011

Location	London, United Kingdom
Services	Television, Radio, Internet, Mobile
Kids' Programming	Yes: on CBBC
Date Founded	1922
Audience Base	60 million viewers (UK)
Annual Expenditures	2010: 211.2 billion THB 2009: 223.2 billion THB

Mission	The BBC’s public service mission is to inform, educate, and entertain audiences with programs and services of quality, originality, and value.	
Values	1. <i>Citizenship</i> : The BBC has a worldwide reputation for reportage and analysis of current events. The UK-wide, international, national, and local channels and services cover a wide range of stories, issues, and information tailored for a diverse range of users.	
	2. <i>Learning</i> : The BBC promotes and supports formal and informal education for all age groups through television, radio, and the internet.	
	3. <i>Creativity</i> : The BBC offers unique and innovative content that entertains and engages audiences, including live music and the biggest range of radio, television, and bespoke online drama from any broadcaster in the world.	
	4. <i>Community</i> : The BBC reflects the UK’s diversity at national, regional, and local levels with services in English, Scottish, Gaelic, and Welsh, and programs in over 30 other languages. The corporation reaches an audience with differing interests by offering a variety of programs.	
	5. <i>Global</i> : Global news services offered by the BBC provide independent and internationally respected news and analysis, covering the key stories of the day.	
	6. <i>Digital</i> : The BBC is the most used online content provided in the UK, with millions of users listening to the radio via digital platforms. The corporation is helping people in need to switch to digital television to better reach audiences.	
Objectives	1. To increase the distinctiveness and quality of output.	
	2. To increase the value of programming for the money provided by license fee payers.	
	3. To set new standards of openness and transparency.	
	4. To do more to serve all audiences.	
Types of Programming	Children’s	Music
	Comedy	News
	Drama	Religion & Ethics
	Entertainment	Sports
	Factual	Weather
	Learning	
Internal Audience Relations	<i>BBC Trust</i> : The Trust is the governing body of the BBC. Its role is to make decisions for the corporation based on audience comments and opinions.	

External Audience Relations	<i>Audience Councils:</i> The BBC has 4 Audience Councils representing England, Northern Ireland, Scotland, and Wales. Each Council has several Regional Audience Councils composed of members reflecting the diversity of the UK that report to the Audience Councils. The role of the Councils is to reflect the views of audiences across the UK to the BBC to better programming and operations.
	<i>Service Reviews:</i> The BBC Trust undertakes a review of all BBC public services at least once every five years.
	<i>Annual Audience Surveys:</i> The BBC Trust distributes surveys to the public regarding the purposes of the BBC and their importance to the public.

Table C: Nippon Hoso Kyokai (NHK)

Source: NHK Annual Report, 2010

Source: NHK Corporate Info, 2010

Location	Tokyo, Japan
Services	Television, Radio, Internet, Mobile
Kids' Programming	Yes: on NHK Kids
Date Founded	1950
Audience Base	<i>Unknown</i>
Annual Expenditures	2010: 237.5 billion THB 2009: 232.7 billion THB
Mission	The duty of NHK is to transmit reliable and valuable information to the public in an accessible and people-friendly ways, anywhere and at any time. NHK strives to serve the needs of as many people as possible by offering a broad selection of programs.
Values	1. <i>Public security and good morals and manners</i>
	2. <i>Political impartiality</i>
	3. <i>Truth</i>
	4. <i>Diversity of opinions</i>
Objectives	1. To provide both domestic and international news to the world accurately and promptly.
	2. To present information on Asia from various perspectives, making the best use of NHK's global network.
	3. To serve as a vital information lifeline in the event of major accidents and natural disasters.
	4. To broadcast programs with great accuracy and speed on many aspects of Japanese cultures and lifestyles, recent developments in society and politics, the latest scientific and industrial trends, and Japan's role and opinions regarding important global issues.

	5. To foster mutual understanding between Japan and other countries and promote friendship and cultural exchange.	
Types of Programming	Children's & Education	Entertainment
	Culture & Arts	News & Current Affairs
	Drama	Science & Technology
	Emergency Reporting	Travel
Internal Audience Relations	<i>Call Center:</i> NHK's Call Center receives opinions and inquiries from viewers and listeners, and delivers such comments to the relevant departments for future improvements.	
	<i>General Administration of Audience Relations:</i> This division of NHK includes the Audience Relations and Cultural Promotions Department, the Public Relations Department, and the Audience Services Department. This division also deals with audience opinions and requests.	
External Audience Relations	<i>Meetings With Audiences:</i> NHK organizes meetings with audiences across the country to receive viewers' opinions and requests regarding operations and programming.	
	<i>Cultural and Community Programs:</i> NHK sponsors programs that encourage public participation to strengthen its bonds with viewers and listeners, such as "NHK Nodojiman," or NHK Amateur Singing Contest.	
	<i>Community Events:</i> NHK produces projects that go beyond broadcasting to help a certain causes such as environmental issues or disaster prevention. One such program is the NHK Helping Hand Campaign.	

Table D: Public Broadcasting Service (PBS)

Source: WGBH Annual Report, 2010

Source: About PBS, 2011

Location	Arlington, Virginia, USA
Services	Television, Radio, Internet, Mobile
Kids' Programming	Yes: PBS Kids
Date Founded	1969
Audience Base	120 million viewers
Annual Expenditures	2010: 16.3 billion THB 2009: 17.9 billion THB
Mission	The station aims to enrich people's lives through programs and services that educate, inspire, and entertain, fostering citizenship and culture, the joy of learning, and the power of diverse perspectives.
Objectives	1. To foster and informed and active citizenry.
	2. To make knowledge and the creative life of the arts, sciences, and humanities available to the widest possible public.

	3. To reflect the diversity of the audience, inviting a sense of inclusion and a better understanding of each other.	
	4. To improve, for all people, access to public media.	
	5. To be a trusted partner to parents and educators, providing programs and services that promote the healthy development of children.	
	6. To serve the individual not just as a spectator, but also as a participant, able and willing to learn new skills through the programs and services of PBS.	
Types of Programming	Arts & Entertainment	How-to
	Children's	News & Public Affairs
	Culture & Society	Science & Nature
	Health	Technology
	History	
Internal Audience Relations	<i>Marketing and Communications:</i> This division encompasses corporate communications, local and national promotion and marketing, branding, and visual communications, advertising and on-air promotion, audience research, and the website.	
	<i>Broadband and Interactive Media:</i> This division addresses the relationship between consumer behavior and programming content and delivery opportunities.	
External Audience Relations	<i>Consumer Advisory Board:</i> The CAB consists of viewers, listeners, and web visitors of the station. These members make recommendations on behalf of the community regarding improvements for the station.	

Table E: Thai Public Broadcasting Service (TPBS)

Source: TPBS Annual Report, 2010

Source: About TPBS, 2011

Location	Bangkok, Thailand
Services	Television, Internet
Kids' Programming	Yes: no specific channel
Date Founded	2008
Audience Base	60 million viewers
Annual Expenditures	2010: 1.1 billion THB
Mission	The mission of TPBS is to provide innovative and comprehensive broadcasting services of high standard based on the code of ethics, public interest, and cost-effectiveness.
Values	1. <i>Diversity:</i> Variety of programming is essential as TPBS holds the goal of serving people with a range of interests, who watch television at varying times of the day.
	2. <i>Standards:</i> TPBS holds high standards in terms of both the ethics of production, procurement, and the quality of

	programming.	
	3. <i>Value</i> : TPBS promote positive societal values, such as accurate knowledge of current events, physical wellbeing, and social harmony.	
	4. <i>Access</i> : TPBS aims to narrow the knowledge gap in society by providing the public with access, through basic cable television, to beneficial, neutral, and accurate news programming, entertainment programming, and educational programming.	
	5. <i>Democratic Values</i> : TPBS emphasizes public participation in the community and understanding differing points of view.	
Objectives	1. To encourage public awareness and public participation in the building of a just and democratic society through bold and impartial reporting with public interest at its heart.	
	2. To educate, inform, and entertain every sector of the society with an aim of promoting quality citizenry.	
	3. To inspire and encourage imagination and creativity.	
	4. To contribute to a sense of identity, cultural diversity, and unity within the Thai society.	
	5. To reflect social diversity and provide space for minorities and marginalized sectors with an aim of promoting active public participation both at the local and national levels.	
	6. To promote good understanding among communities and people and between the Thai society and the world.	
Types of Programming	Beneficial	News
	Documentaries	Youth & Children's
	Entertainment, Art, & Culture	
Internal Audience Relations	<i>Civic Development Department</i> : This department is composed of four sub-departments: Public Participation, Citizen Networking, Social Capital (Fundraising), and the Academic Institute of Public Broadcasting. The Department ensures that TPBS programming emphasizes the value of public participation through the corporation's values.	
	<i>Audience Feedback Department</i> : This department responds to telephone calls, emails, and letters regarding suggestions and complaints, mostly regarding programming, from audience members.	
External Audience Relations	<i>Audience Council</i> : The Audience Council is a group of 50 Thai citizens who represent interests and concerns of all sectors of the Thai society. Council members collect suggestions and complaints from the TPBS audience, and relay the comments to TPBS management so that improvements can be made.	
	<i>Puen TV Thai (Friends of TV Thai)</i> : This group of audience members also collects audience feedback to report to the Audience Council and the Board.	

## 2.3 Comparative Study

To reach the goal of our project, we completed a descriptive comparative study assessing the five public broadcasting stations of ABC, BBC, NHK, PBS, and TPBS, and their respective children's channels: ABC3, CBBC, NHK Kids, and PBS Kids (TPBS does not separate children's programming). This was done to reveal the variations, both significant and subtle, among the stations.

A descriptive comparative study focuses on the context of the criteria studied (Routio, 2007). Conducting a descriptive comparative study allowed us to trace the links between inputs and activities to outputs and outcomes (Khagram and Thomas, 2010) of other public broadcasters, in order to compile possible ways for TPBS to reach its desired outcome – increased awareness and viewership among children.

Defined criteria for this comparative study were grouped into three platforms: community outreach activities, children's websites, and Web 2.0 applications for children. These platforms are discussed in detail in the three preceding chapters.

We chose these platforms based on research through documentation, as well as information gathered from six semi-structured interviews with employees of TPBS. The first interview conducted was with P'Peung, a TPBS News Broadcaster. P'Peung explained her work in examining and improving the image of TPBS through the creation of a logo and a unique station "jingle." She also discussed the importance of children's programming to the broadcaster, and the need to encourage the children's audience to tune in during more timeslots. This interview is detailed in Appendix A.

In our next interview, P'Wilaiporn, the Manager of TV Program Department, explained the current obstacles faced by the children's programming department, including the fact that the



department was established just last year. P'Wilaiporn also explained future goals of the department, such as increasing children's participation. Details from this interview are in Appendix B.

The third interview (see Appendix C) was a joint interview with P'Neung and P'Yod, who both work for the TV Program Department. They stated that the rating of each program is not as important as dispersing the values of the program to citizens. P'Neung explained that the department considers the potential social impact of a program to measure its quality.

Our next interview, with P'Wichan from the Audience Feedback Department, explored the current ways in which TPBS receives and responds to audience feedback (see Appendix D). P'Wichan stated that the majority of audience comments are either called in on the telephone, or are sent via email. The Audience Feedback Department compiles such feedback and reports it to the appropriate department so that improvements can be made to better serve the audience.

The next interview was with the TPBS Audience Council Liaison, P'Thanamol (see Appendix E). She described how the Audience Council functions as a part of the TPBS organization by gathering feedback from the public. P'Thanamol also discussed the current challenges faced by the Council, such as difficulties that arise from working with people of a variety of backgrounds.

Finally, we interviewed P'Jaranya, the Manager of the Foreign Program Acquisition Department (see Appendix F). She explained the department's program-purchasing process, specifically in relation to the children's programming. She also expressed the challenge in purchasing programs with valuable content that simultaneously entertain children.

While these six interviews did not provide us with details on public participation, they confirmed our research and provided the foundation on which we built our three comparative study platforms.

## 2.4 Summary

ABC, BBC, NHK, PBS, TPBS, and their respective children's channels are similar in many ways, but also have differences among them that may affect the audience base. These five public broadcasters all have similar mission statements, hold similar values and objectives for the future, and air similar types of programming. Audience relations departments and organizations are similar as well, with ABC providing fewer groups dedicated to audience opinion.

TPBS is a much newer station; the corporation was founded in 2008, whereas the four other stations have at least 40 years of experience. BBC and NHK spend significantly more money on operations than ABC, PBS, and TPBS, with TPBS spending a notably smaller sum. Additionally, TPBS does not currently offer radio or mobile services. ABC, BBC, NHK, and PBS all provide separate channels for children's programming.

The similarities found in the background of these stations provide a solid foundation upon which a comparative study based on outreach and online platforms can be conducted. The differences among the stations may indicate areas for improvement that can lead to increased awareness of TPBS, and therefore an expanded audience base. The comparative study to follow further examines these differences and the opportunities they suggest for growth for TPBS.

## **Chapter 3: External Growth Opportunities Using Community Outreach Activities**

The first platform of our comparative study was community outreach activities.

Community outreach activities help to engage, educate, and expand the audience through the development of user generated content, interactive programming, or contests sponsored by the broadcaster. User participation promotes civic engagement among citizens, and therefore a more democratic society. Viewers' interactivity strengthens feedback for the program and the station (Hills and Michalis, 2011). Audience interaction also provides a public broadcasting service with information on viewer preference and this information can be used to reach a more diverse audience.

### **3.1 Methods**

As the basis of our comparative analysis of community outreach activities, we examined three community outreach activities from ABC, BBC, NHK, PBS, and TPBS. These activities related to specific programs as well as to the general mission of public broadcasters. Each of the fifteen activities covered wide target audiences, a variety of purposes, and different relations to the broadcaster's children's programming. After conducting the comparative study, we researched additional information on the community outreach efforts at TPBS in order to develop sound strategic options for TPBS.

We assessed each activity against a set of fixed criteria using an evaluation chart, as seen in Appendix G.

### 3.2 Criteria for Comparative Study

The community outreach platform describes the different community based activities used by the broadcaster to connect with and expand the audience base. Community outreach is important for public broadcasters because this type of marketing “seeks to benefit the target audience” (Wienrich, 2009).

We used the following criteria to complete our study of community outreach:

1. **Associated Program and Relation to Program:** We divided this criterion into either a relation to a specific program or relation to the general mission of the broadcaster.  
  
Relating the activity to the television program attracts the audience of the specific show, and can capture the attention of new audience members as well. A program-based activity should build directly off of the characters, props, or storyline of the program to capture the audience (Educational Outreach, 2002).
2. **Relation to Audience:** We studied how the audience was engaged in the activity. When the audience is interacting with the program, the audience will learn and connect with the program (Kolb, 1983). Through gaining a general description of the program and the audience relation to the program, we were able to recommend options for TPBS’s future community outreach activities.
3. **Purpose:** If the community outreach activity is related to a specific program, the purpose of the activity must coincide with the purpose of the program. The purpose of the activity must also portray the general mission and values of the station (Oulette, 2002). As education and entertainment are primary values of public broadcasters, successful children’s programs should portray these two ideas. Having activities that combine education and entertainment also helps to attract and engage children in the activity

(Willis, 2003). Looking at the purpose of the community outreach activity showed us why other stations hold certain activities, and we were also able to see if TPBS could adapt these activity ideas for use both in its current and future outreach programs.

4. **Target Audience and Location:** The target audience and location indicates for whom the event was held and what venues might be appropriate for different target audiences. This information helped us when considering possibilities for TPBS in regards to the activity's target population, in terms of both age and geography.
5. **Attendance:** Attendance at the actual event reflects whether or not the event was successful. We needed to consider adjustments to activities with poor turnout before making recommendations to TPBS. Outreach programs with good attendance spread the message of the activity and the mission of the broadcaster to more people (Wood, 2010). This helps the broadcaster enlarge its audience base by increasing the amount of people that can share their experiences with others (Michael, 2009). Examples of attendance at events include turnout for outreach events or number of participants in a contest.
6. **Audience Response:** A positive audience response can help increase both the audience base and the audience participation levels in an event. Positive feedback can lead to increased viewership because the audience will share their positive experience with others (Michael, 2009). When the audience has a positive experience and is satisfied with a program, it can help them relate to the program associated with the activity (Wood, 2010). We acquired audience response information from sources such as social media and audience forums. In this project, we first considered activities with positive audience responses for implementation by TPBS.

We used the following chart (Table 1) to organize our findings on community outreach activities:

**Table 1: Community Outreach Activity Criteria**

<i>Activity Source</i>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Associated Program	To what program is the activity related?	
Relation to Program	Are mascots used? How are activities related to the show?	
Relation to Audience	How is the audience engaged? What is the general description of the activity?	
Purpose	Is the purpose entertainment, educational, family values, etc.?	
Target Audience	What age range, region, or type of person is the activity aimed toward?	
Location	Where does the activity take place?	
Attendance	How many people attended the event?	
Audience Response	Is the feedback positive or negative?	

### **3.3 Data & Analysis**

#### **3.3.1 Increase Turnout**

##### *Education and Entertainment*

Community outreach activities that combine education and entertainment are the most effective ways to reach a children’s audience. Basing events on these two purposes simultaneously produces events with better turnout and positive feedback from participants, indicating increased audience awareness. According to Willis (2002), the most successful children’s programs combine education and entertainment. The purpose of 7 of the 15 activities researched in this study combine education and entertainment, as seen in Table 2:

**Table 2: Community Outreach Activity Purposes**

	<b>Only Education</b>	<b>Only Entertainment</b>	<b>Education and Entertainment</b>
<b>Activity</b>	ABC HeyWire	BBC See Me on CBBC Tour	ABC Exhibition Trailer
	ABC Open	NHK Nodo Jiman	BBC News School Report
	NHK Japan Prize Competition	TPBS Quiz Game	BBC Stories Throughout the Decades
	PBS Empowering Youth		NHK Play With English
	TPBS Essay Contest		PBS bHealthy for Life Summit
			PBS Independent Lens
			TPBS Thanon Dek Dern

This combination supports public broadcasting stations’ missions while still appealing to audience interest. PBS in the US commits in its 2010 Annual Report, “to enrich people’s lives through programs and services that educate, inspire, and entertain.” PBS follows through on this commitment through its community outreach activity, “Independent Lens.” Independent Lens is a film-viewing program that takes place in different cities across the US and promotes civic-minded ideas. There has been a positive response to this activity in both audience response and audience turnout, with over 40,000 people attending since the activity’s start. Many of these 40,000 people have taken action after seeing the films, making their communities stronger, safer, and environmentally friendly with the help of PBS.

NHK’s mission also involves the ideals of education and entertainment. Its mission states, “to lift the level of culture, happiness, and construction of democracy.” NHK promotes education and entertainment both through its programming and community outreach program, “Play With English,” an educational show that goes to different Kindergarten classrooms to

teach children English through song and dance. The popularity of the program has led to the production of a CD to accompany the program.

From the activities in the comparative study, TPBS only combines education and entertainment through one of its community outreach activities, Thanon Dek Dern. This activity is a Road Show that teaches the audience about the values of TPBS programming by setting up small booths and activities on a main street in the Province of Narn. It entertains the audience by providing activities related both to programming and Thai culture.

### *Family Audiences*

Community outreach activities that target family audiences can attract more people to the event. This can increase awareness because these events present a wide array of programming and values, as done by ABC's Exhibition Trailer and TPBS's Road Show.

The ABC Exhibition Trailer travels to different community events around Australia to promote both the broadcaster and its programming. It has many unique features that attract audiences of all ages. Inside the trailer, there is a studio for live recordings. The studio allows ABC to represent and promote its news programming. This gives the visitors a behind the scenes look at the internal operations of the news broadcast. The trailer also contains interactive games that engage the ABC audience while teaching them about programming and the values of ABC. Outside the trailer, there is a stage for ABC to do live performances and promotions at all the community events it attends. Over 20,000 people have visited the ABC Exhibition Trailer since its opening, which is the second largest turnout of all the community outreach activities in this study.

The TPBS Road Show, while focused on a smaller geographical region than the ABC Exhibition Trailer, has also had a positive response from the audience with over 3,000 people



attending the last event. According to P'Wilaiporn, the Manager of Children's Programming, the Road Show uses activity booths to allow parents to participate in the program along with their children.

### *Online Supporting Media*

In order to gain more participants for online community outreach activities, such as ABC's HeyWire, NHK's Japan Prize, and TPBS's Quiz Game, broadcasters need to set up supporting media to market the activities.

ABC HeyWire is an essay contest that allows rural teens to send in stories online about their unique experiences in rural Australia. The winners of the contest travel to Sydney to participate in a forum discussing key issues relevant to Australian life. The project has had thousands of essays submitted. This success may be attributed to the existence of its complementary media. HeyWire has its own webpage, making it easier for the audience can gain information about the program, connect with other people involved, and easily contribute and upload individual essays. The HeyWire Facebook page, for social networking, allows the audience to learn about the program, get updates, and stay connected. It also gives the audience the opportunity to get to know the winners each year, which could encourage participation in future years. This Facebook page has almost 2,000 fans. The complementary Twitter page also indicates the popularity of the program, with over 1,000 followers. The HeyWire Twitter page, where users can trade short comments to others, gives the audience the opportunity to express their views on the competition, share ideas on Australian life, and learn other audience member's views.

Japan Prize, a competition aimed to raise awareness of educational media among a variety of broadcasters, is a successful competition that is sponsored in part by NHK.

Broadcasters can submit educational media to the competition online. Japan Prize has strong complementary media, including its own webpage, as well as supporting organizations to help market the program. This strong marketing has contributed to the success of the program, with over 300 entries in the last year.

TPBS has an online Quiz Game that relates back to children's programming. Viewers go onto the website and answer a question about a picture shown on the show. This Quiz Game does not have the same kind of supporting media, as the only advertisement for the Quiz Game are on-air during the program, and the small section for answer submission on the broadcaster's website.

### **3.3.2 Increase Audience Connection**

#### *Key Issues and Interests*

ABC, BBC, and PBS increase audience interaction by providing children the opportunity to submit user-generated content that is based on key issues faced by the broadcaster's target audience. This strategy allows the stations to benefit from the viewer's perspectives and also enhances audience commitment and connection to the programming while helping to instill public broadcasters' values.

BBC's News School Report allows children to both learn and produce news through an online lesson plan made available to teachers. By reporting on news that interests the students, the students will be more interested in the content of the news and therefore more connected to the final product of the broadcaster's programming.

ABC's user-generated content also allows children to learn about key issues. Through ABC's HeyWire competition, rural teens can write stories about their experiences in rural life to win the opportunity to attend a forum in Sydney to discuss current topics relevant to Australian

life. This competition's essays and forums have had positive feedback. Thousands of essays have been submitted, and over 400 of those stories have been broadcasted or posted on the website. In response to the forum, the ABC Annual Report documents audience feedback including, "good issues are being raised" and "innovative ideas are discussed." Allowing the youth to write about issues that are both relevant and interesting to them informs the broadcaster of the audience's interests and creates a connection between the broadcaster and the audience.

PBS encourages its audience to generate community-oriented activities through two activities, bHealthy for Life and Empowering Youth. The bHealthy for Life summit is a program based in Buffalo, NY that teaches school children how to lead healthy lifestyles. According to Men's Health Magazine, Buffalo is the 14<sup>th</sup> most overweight city in the United States and the most overweight city in the Northeast (Colletti, 2009). PBS successfully addresses this key issue faced in Buffalo with the bHealthy for Life program, with the participation of over 350 students from 3 different schools. Students developed community events including a walk-a-thon and a pedometer relay race to educate and engage the greater community with the values of a healthy lifestyle. PBS's "Empowering Youth" is an activity started by ten incarcerated teens in San Diego, California to raise awareness of violence in teen relationships. These ten teens have since started a program called "You Decide" to spread lessons learned from their experiences to other children. This program experiences growing success with the participation of over 500 teens in the program so far.

### *Audience Interests and Abilities*

Contests based on personal interests and abilities, such as a singing contest or personal experience, are more effective than contests based solely on programming, like TPBS's Quiz Game. ABC and NHK are two broadcasters that base contests on audience interest or abilities.

ABC's program, Somewhere In Between, is a project that teaches children in Eurobodalla, Australia the art of using video slideshow as a means to express their personal experiences growing from children to adult. This competition has thousands of entries, demonstrating that viewers enjoy being able to share personal stories with the broadcasting station.

NHK's program Nodo Jiman allows viewers to showcase their singing abilities through an amateur singing contest. This contest takes place in multiple cities in Japan. Viewers share their talents through this program and NHK has received over 4,000 applicants in one season.

On the contrary, TPBS's Quiz Game focuses solely on the programming related to the Quiz Game. Because the game only involves programming details, it is not as engaging or interactive as the activities researched from ABC and NHK.

### *Personal Learning Experience*

Children's participation in community outreach activities should include a personal learning experience, such as creating news reports at BBC or participating in NHK's "Play With English." Personal involvement with the program can help the children to connect both with the broadcaster and the content of the program, encouraging them to watch the broadcaster's programming. When the children learn in an interactive way, it helps to engage them with both the activity and the lesson learned through the activity (Kolb, 1984).

BBC's News School Report allows children to learn both about news that interests them as well as how to broadcast the news. This interaction appeals to audience interests and thus forms a connection between the child and content of the programming. NHK's "Play With English" program also allows viewers to learn on-air by teaching English to kindergarteners the use of interactive song and dance techniques. Similarly, TPBS currently offers a program,

“Kanom Thai Arai Oei,” in which children learn through hands-on methods how to make traditional Thai desserts.

### **3.3.3 Increase Audience Base**

#### *Rural Audiences*

Our study showed that the mission of all the public broadcasters researched is to reach all components of the community through both programming and public participation. However, focusing on particular aspects of the community can achieve better results. For example, ABC and BBC intentionally engage both rural and urban audiences through their community outreach activities. By aiming specific community outreach activities towards rural areas, these stations engage more rural viewers than those stations without specific programs that target rural populations.

ABC’s ABC Open program focuses on engaging the Australian rural population. The program is made up of a series of projects that target different age groups and geographical regions. One of the projects this study researched is called Somewhere In Between, which targets “tweens” living in Eurobadalla, Australia. Somewhere In Between reaches its target audience through teaching the children the art of video-slideshows as a form of user-generated content to express the issues faced during the stage of life between child and adult. Other projects within the ABC Open program include a variety of photography, written, and video-recorded user-generated projects that describe local life in the target demographic.

BBC’s News School Report also engages the rural populations of the UK by providing the educational material required for the program to schools across the UK. This program allows the broadcaster to engage the rural and urban populations through the same activity but also

allows for the differing perspectives and values to shape the activity as the students learn and report on news topics of their own interest.

### **3.4 Strategic Opportunities for Community Outreach Activity Improvement and Development**

#### **3.4.1 Opportunity One: Target Rural Audiences**

Through the development of rural community outreach activities, TPBS can increase awareness and audience base in targeted geographical regions. TPBS expresses the desire to expand its audience and by focusing on the rural audience, there is a large opportunity to do so. There are over 60 million people in Thailand, and TPBS captures 10 million of these citizens as rural audience members. This indicates that the rural areas would be a valuable focus for audience expansion.

TPBS's Road Show, Northern TV Program, and "Na Tee Polamuang" are initial efforts to engage rural audiences. All three of these programs help to connect with the audiences involved. The latter two allow local populations to produce citizen journalism. The Northern TV Program trains citizens to become journalists, which helps raise local concerns and challenges. According to TPBS News Broadcaster P'Peung (2011), "Na Tee Polamuang," a community outreach activity that offers support and instruction through the production of user-generated local news, garners significant attention from local people. Both the Northern TV Program and "Na Tee Polamuang" help create a connection between TPBS and its audience, as well as increase audience involvement. According to interviews with the TV Programming Department, the Road Show improves branding and TPBS expects to increase awareness through this program over time through word-of-mouth by audience participants. Furthermore, if the Road Show travels to specific regions, it can help raise awareness in new geographical areas (P'Neung and P'Yod, 2011).

While these programs currently increase audience awareness, TPBS does not have any programs that focus on engaging rural children's audiences, apart from certain aspects of the Road Show. Other broadcasters from this study expand rural children's audiences through activities such as school programs, targeted children's outreach projects, and sponsoring events through local sponsors. Through the development of school programs, similar to those seen in BBC's News School Report, TPBS could reach many different geographical regions. This could also engage Thai children in two genres of TPBS programming: news and children's programming.

TPBS could develop a large rural outreach program with a series of smaller projects geared toward different age ranges and geographic regions, similar to the ABC program called "ABC Open." This program could target specific groups of citizens to expand audience base. This type of program requires TPBS to understand the cultural differences and local interests in each of the geographic regions.

Finally, developing activities that work with trusted local sponsors could help build TPBS audience acceptance. TPBS currently has an activity where it goes to the "Traditional Hang-Yao Boat Race" for promotional purposes and to report on the event. TPBS could bring this same idea to rural events that have already proven successful in the targeted area.

### **3.4.2 Opportunity Two: Target Key Issues and Interests of the Audience**

In order to further connect with and expand the children's audience, TPBS should focus on developing community outreach activities that relate to children's interests, parental concerns, and key issues face by this target audience. The Civic Engagement Packet offers TPBS the recommendation to offer "useful programs for children and youth in various forms and on themes such as environment, global warming, cartoons, media literacy, health and wellness,

alternative media, art and culture” (Rodloytuk, 2011). TPBS must understand audience interests or talents as a public broadcaster because viewers want children to be able to show their talents through programming and outreach activities (P’Wicharn, 2011).

The current TPBS outreach activities that appeal to audience issues and interests include the Audience Council, 108 Music Show, the Film Project, and Public Stage. All of these programs target an older audience of 18 years and above. Rodloytuk (2011) states that currently, the Audience Council acquires some understanding of children’s views and issues, fulfilling its purpose to “[induce] knowledgeable views of and participation from various public groups.” However, TPBS does not have activities or programs that specifically gather or target children audience’s issues, interests, or talents.

To gain further understanding of children’s issues and interests throughout Thailand, TPBS could implement a program similar to the ABC HeyWire essay competition. This project has viewers write in about life experiences and challenges faced in rural Australia. The winners of the competition attend a forum in Sydney to discuss current issues in Australia and possible solutions. TPBS could use this same strategy to gather audience information, and apply this information strategically to cater future programming and community outreach to the interests and issues raised through the contest.

### **3.4.3 Opportunity Three: Combine Education and Entertainment**

If TPBS continues its efforts in combining education and entertainment within its community outreach activities, it can support the organizational values and engage the target children’s audience. The combination of education and entertainment is essential to uphold the broadcasters’ values. As a public broadcaster, TPBS faces the challenge of finding a balance between education and entertainment. According to an interview with the TPBS TV Program



Department, “other stations (commercial television stations) focus too much on entertainment and fun.” TPBS programming aims to display quality, achieve high standards, and involve both entertainment and education (Rodloytuk, 2011). The Civic Engagement Packet also states that TPBS prioritizes “edutainment programs.” TPBS defines edutainment programs as programs that combine education and entertainment (Rodloytuk, 2011). Other public broadcasters, such as BBC and PBS, also include the use of education and entertainment as key factors of the broadcasters’ programming and missions. Based on this evidence, the values of education and entertainment prioritized in programming and mission statements should be carried into the community outreach activities.

TPBS currently uses education and entertainment as a way to reach audiences through the Thanon Dek Dern Road Show. This is one of the broadcaster’s most successful community outreach activities, with over 3,000 people in attendance last year. The Road Show combines education and entertainment through fun children’s activities that relate to the educational children’s programming.

For future programs, TPBS could research audience entertainment interests, and then use this information to tailor community outreach activities around the audience interests and strategically incorporate educational values into the activities. PBS in the US currently does this through the “Independent Lens” outreach activity, which shows civic-minded films to adults across the country. TPBS can identify popular forms of entertainment in Thailand, and incorporate educational aspects into these findings, as done in “Independent Lens,” to create a successful and educational outreach program.

#### 3.4.4 Opportunity Four: Target Family Audiences

By developing more community outreach activities that target family audiences, TPBS could expand its audience base and build audience trust. TPBS aims to reach all audience age ranges and demographics, particularly those that are ignored by commercial TV broadcasters, such as children. Holding family-oriented community outreach activities could allow TPBS to reach more children viewers through increased family audience trust and connection. Family is a part of the “public sphere,” as defined by the Civic Engagement Packet, and therefore it is essential to increase family participation (Rodloytuk, 2011). According to P’Peung (2011), a TPBS News Broadcaster, TPBS targets family audiences through its on-air programming. TPBS should imitate these same initiatives in its community outreach activities in order to connect and engage family audiences.

From the community outreach activities studied, we learned that the TPBS Road Show is the only activity that targets family audiences. TPBS could increase the value of the Road Show if it could take the ideas used in the current Road Show and modify them to target different geographical regions across Thailand. Through our interviews, we understand that cultural differences present challenges to TPBS. TPBS should fully understand these cultural differences in order to appeal to specific geographical regions.

In the future, TPBS should develop a balance between community outreach activities that specifically target children and those that target family audiences. This would allow TPBS to expand its children’s audiences through appealing to the target audience’s interests and through building trust and connection in family activities. It is simpler for the broadcaster to target children, because they form smaller audience with similar interests. However, targeting a smaller audience does not expand the audience as efficiently as targeting entire families. Family oriented

activities present TPBS with the opportunity to inform both parents and teachers about the benefits of engaging children with TPBS values and programming. Through these programs, TPBS can build parent and teacher trust and this can increase the children's audience, as parents and teachers have decision making power over the children. However, while the family oriented activities in this study are successful, they are also larger activities and therefore require more resources from the broadcaster.

### **3.4.5 Opportunity Five: Implement Interaction in On-Air Programming**

As shown through this study, children's audiences connect more to programming when they are actively engaged and learning from on-air programming. To better connect to its target audience, TPBS could incorporate on-air interaction and personal learning experiences in its community outreach activities. Through our interviews, we learned that TPBS desires to increase interaction between the children's audience and the on-air programming. P'Wicharn, from the Audience Feedback Department, stated "viewers want kids to be able to participate [in programming]." This is why, according to an interview with P'Wilaiporn from the TV Programming Department, TPBS is making children's participation a main focus of its programming.

Currently, TPBS successfully integrates interaction and personal learning experiences on its cooking show, "Kanom Thai Arai Oei." This may contribute to the fact that this show ranks number 1 in children's programming on TPBS (TPBS Annual Report). According to our interview with P'Wilaiporn, TPBS receives significant feedback for this show because children want to participate in the program.

TPBS staff identified the problem of maintaining children's audiences through weekend mornings. According to P'Jaranya, the Manager of Foreign Program Acquisition, TPBS has high

ratings early in the morning, and then the rating drops during the news broadcast. In order to alleviate this problem, TPBS could implement an outreach program similar to the BBC's News School Report. This program engages children across the UK by having them report on news stories that interest them. Currently, TPBS broadcasts a news program combined with community outreach program called "Na Tee Polamuang." According to our interview with P'Peung, this program allows local people to make their own news stories and submit them to TPBS. If TPBS could combine these two outreach ideas and engage school-aged children in the news, this would increase the children's interaction and interest with the news programming and could help sustain children viewership through the weekend morning news.

### **3.5 Summary**

TPBS can make strategic decisions regarding further development of its community outreach activities based on the information gathered from other public broadcasters' outreach activities in terms of relation to programming, activity purpose, and audience response. Through the implementation of these strategic options, TPBS can increase audience base by encouraging public participation and audience interaction with programming content and the values of TPBS. In order to reach new levels of children's audience base, TPBS must also consider opportunities for a complementary children's website and Web 2.0 applications.

## **Chapter 4: External Growth Opportunities Using Children’s Websites**

The second platform of our comparative study was children’s websites. Public broadcasting services can use websites to widen and deepen audience base through interactivity, creativity, and information. Interactivity works to bring the user closer to the organization and adds value to programming, which, in turn, works to enhance the brand of the broadcaster. (Hills and Michalis, 2011). Hills and Michalis (2011) describe branding as a means to raise customer loyalty, because it involves strong expression of the broadcaster’s values. Interactivity engages the audience, which helps to maintain existing viewers, both new and old. Maintaining viewers indicates public broadcasting is achieving its mission to serve the public. Strong branding raises awareness of the values of public broadcasting and makes it more likely that the broadcaster will attract new viewers as well.

Creativity, like interactivity, helps distinguish a public service broadcaster from other broadcasters that are competing for the same viewers. A public broadcaster is different from other commercial and private broadcasters because it works to entertain the audience without sacrificing its strong values. This difference helps strengthen brand and enhance audience base. Building the brand of a broadcaster, and therefore the trust of customers, develops reputation and awareness of the broadcaster. Awareness of a broadcaster and its values will make it more likely that people will watch programming.

Communicating information in a way that is tailored to the needs of the public helps a more diverse audience become interested in the station as well. Choy (1999) states that a website “[enhances] the capacity of [public broadcasters] to deliver their educational goals more creatively according to user needs.” Reaching educational goals and satisfying public needs are both important values of a public broadcaster. Hills and Michalis (2011) say a website “might be

used to meet the needs of minority groups or geographical regions not adequately served by broadcasts.” So, if a website addresses the needs of groups not directly provided for by programming, the broadcaster can better provide for a diverse audience as well as increase interest in programming of a wider audience base.

#### **4.1 Methods**

Our comparative study included the children’s websites of the four public broadcasters outside of Thailand in order to provide TPBS with strategic opportunities related to the use of children’s websites for expanding and enhancing audience base. The children’s websites studied were ABC3 of ABC (ages 6-15), CBBC of BBC (ages 6-12), NHK Kids (ages 4-6), and PBS Kids (ages 2-6) and PBS Kids Go! (ages 6-8).

We explored the children’s home pages, three television program pages, and parents’ pages for children’s websites of each broadcaster, with the exception of the NHK parents’ page. The three program pages were chosen according to popularity. This geared the study towards seeking opportunity for TPBS rather than identifying negative aspects of programs. Data pertaining to each of the children’s websites was compiled in Appendix H.

#### **4.2 Criteria for Comparative Study**

In order for a website to effectively widen and enhance audience base, it must include factors affecting audience attention and engagement; these factors comprise our research criteria. Hills and Michalis (2011) state that the assessment of a website must involve an examination of ease of use, frequency of update, and level of interactivity of a website. Harding (2009) and Large (2002) also state that aesthetics of a page plays an important role in attracting attention to children’s pages. The combination of ease of use, aesthetics and content determine what Hills and Michalis (2011) call how ‘sticky’ a web page is, meaning how likely it is the site will be

used. Increased use of the web page supports viewer engagement, increased branding, and therefore, public awareness of a broadcaster.

#### 4.2.1 General Characteristics

The general checklist of website criteria included characteristics important to all websites. This general checklist consisted of: the existence of children's, parents', teachers', and help pages and the ability to contact broadcaster representatives and provide feedback. The table used for collecting data is shown in Table 3.

1. **Page Existence:** The first website criterion asked whether the website of each broadcaster had children's, parents', and teachers' web pages. The existence of a children's page is useful in engaging a young audience. Parents' and teachers' pages provide alternative ways to reach the children's audience. Referring to a study on the "appeal of a program and the effect of learning objectives on children", Cohen (2002), says parents' "reactions in terms of approval and appeal" should be considered. He gives the example of how in a culture where a mother must stay at home, a child will be guided through a program. Therefore, if people with decision-making skills and influence on children approve of the programs, then it is more likely they will weave programming and content material into the daily lives of children. This exposure to the programs by a trusted source will make it more likely children will begin or continue to watch programming.
2. **Help Page and Feedback:** Help pages and user feedback options help address navigation issues, serve the user, and inform users that the broadcaster is looking out for the public's best interest. A help or frequently asked questions page makes it easy for users to resolve issues on their own. Large (2002) describes, in reference to Bilal (2000), the importance

of “help facilities, and especially context-sensitive help, on portals designed for young users.”

**Table 3: Website General Characteristics Criteria**

	ABC	BBC	NHK	PBS	TPBS
Help Page					
Children’s Page					
Parents’ Page					
Teachers’ Page					

#### 4.2.2 Ease of Use

Harding (2009) and Large (2002) express the importance of navigational tools. This may include a search bar, alphabetical list, and organized links for easy navigation. Examinations of the simplicity of website usability can help TPBS evaluate its current web page and make improvements on the page’s usability. Table 4 shows the chart used to compile Ease of Use data.

1. **Links:** A number of factors affect the success of links in creating an easy to use, searchable web page. Brown (2011) describes some of these factors to be: affordance, alignment, chunking, consistency, Hick’s Law, proximity, similarity, and the “3-click rule.”
  - a. **Affordance:** Affordance, in this case, is when a link’s physical characteristics indicate its purpose (Brown, 2011). A graphic link helps the user understand which action to choose, speeding up the searching process.
  - b. **Alignment:** Alignment, or making sure edges line up, makes the page easier to scan. Content is not lost in confusing patterns.
  - c. **Chunking:** Information is organized into a small number of “chunks.” According to Brown (2011) this “[limits] the amount of stress on Short Term Memory.”
  - d. **Proximity and Consistency:** Proximity and consistency means that things of similarity are grouped together and “expressed in similar ways” (Brown, 2011).



This makes it easier for the user to identify the link needed and explore other similar options.

- e. **Hick's Law:** Hick's Law states that the presence of more choices increases the time to make a decision. The time to make decisions on a web page can be measured indirectly by counting the header links, usually at the top of the page, and other links. The greater the number of links, the more difficult it is for the user to find and choose the right link. (Usability First, 2002).
  - f. **Control:** Control, in this case, means the complexity of a page. Users with more experience can handle more control and options on a page than users with less experience.
  - g. **3-click rule:** The 3-click rule states that the number of clicks it takes to get to a site reveals the ease of site navigation. The number '3' is not proven, but a guideline to reducing complexity (Usability First, 2002). Large (2002) says of his study, "The kids disliked navigating through multiple levels within category hierarchies."
2. **Search Tools:** The existence of search tools such as a search bar and alphabetical lists may reduce the number of clicks or time it takes to get to a page.

**Table 4: Website Ease of Use Criteria**

	<b>ABC</b>	<b>BBC</b>	<b>NHK</b>	<b>PBS</b>	<b>TPBS</b>
Main Menu Links					
Other Links					
Main Links [Number]					
Other Links [Number]					
Shape Relation					
Features					
Groupings					
Personalization					
Control					
Clicks [each program]					
Search Bar					
Alphabetized					

### 4.2.3 Aesthetics

The research of Harding (2009), Large (2002), and Braun (2006), as well as studies they reference, indicates a common finding that the aesthetics of a page largely affects the attraction of children to a website. Aesthetics of a site therefore affects the number of children who will become engaged in a website, and further engaged in programming. The data on Aesthetics was recorded using Table 5.

1. **Colors:** Studies by Large (2002) and Braun (2006) state that children prefer the use of bright colors and dislike white space.
2. **Graphics and Animation:** Graphics and animation are important for attracting children. According to Large (2002) and Harding (2009), characters on the website are especially beneficial. Harding (2009) says, “Participatory prompts from a TV character leads to an active response” and Large (2002) suggests, “Characters, whether graphical or animated, should appear throughout the portal.”

3. **Sound Effects:** Harding (2009), describing the results of a study, says, “Children preferred highly visual sites and appreciated multimodal features as animation and sound effects.”
4. **Logo:** Braun (2006) states that using a professionally designed logo across a website supports branding.

**Table 5: Website Aesthetics Criteria**

	<b>ABC</b>	<b>BBC</b>	<b>NHK</b>	<b>PBS</b>	<b>TPBS</b>
Graphics					
Colors					
Animation					
Sound Effects					
Font					
Logo					
Straight Lines					

#### 4.2.4 Content

Website Content data was compiled using Table 6.

1. **Title:** The title of a site should be clear and “appropriate to its purpose” (ALA, 2011). It should not be “lost among other graphics” (Large, 2002). The clarity of the web page title ensures the clarity of the purpose and distinction of the children’s website.
2. **Games:** Braun (2006) describes games to be a standard acceptance of children’s websites, and he insists that computer games are “an attention grabber...a popular influence with primary school children.”
3. **Parents’ Page:** Content of the parents’ page is important in understanding how each broadcaster gains the trust of parents. According to Cohen (2002), the approval by and appeal of a program to parents influences the effect a program may have on a child. Therefore, if a website addresses issues that may be of concern to a parent, trust is built,

program approval is attained, and thus, children are more likely to become engaged in programming.

**Table 6: Website Content Criteria**

	<b>ABC</b>	<b>BBC</b>	<b>NHK</b>	<b>PBS</b>	<b>TPBS</b>
Title					
Games					
Other Interaction					
Parents' Page Information					

### **4.3 Data and Analysis**

#### **4.3.1 Target Age**

Since children closer in age tend to share similar mental processing abilities, broadcasters that build sites aimed at a narrower age range can more effectively tailor the usability of a website to match the abilities of its intended audiences and more likely engage them in web material. ABC and BBC have two children’s websites. ABC Kids targets children ages 6 and under, and ABC3 targets 6-15 year olds (“About,” 2011). BBC’s Cbeebies targets ages 6 and under, and CBBC targets ages 6-12 (“Policies, Guidelines,” 2010). NHK targets 4-6 year olds, PBS Kids, 2-6, and PBS Kids Go! targets children ages 6-8 (“PBS Producer,” 2007). The children’s websites of ABC and BBC have wider age ranges than those of NHK and PBS, but it is important to note that age six is the point at which the websites are divided. According to the Center for Disease Control and Prevention (2010), middle childhood, 6-8 years, brings many changes to a child’s life including rapid mental development. Therefore, it is important that though a public broadcaster may target children ages 3-12, a website is much more successful with a narrower target age range that focuses on children either below or above the age of six. Support for a target age range either less than or greater than six years old is seen in the large number of differences between websites targeting older versus younger children.

## *Layout*

A broadcaster can increase the usability of a children's website for children under the age of six by reducing the number of options to choose from during website navigation. Brown (2005) says, "Beginners want 'training wheels' when using the interface, with more help and fewer choices. Experts tolerate more complexity, demand more control, and tend to need less assistance." Younger children do not need the control provided by a large amount of content and search options. Therefore, reducing the number of options available will create a more usable site and increase the likelihood the audience will be able to further engage in programming.

The differences in main menu bars, main menu links, the number of featured links, and search options between the ABC3 and CBBC websites and the NHK Kids and PBS Kids websites demonstrate the difference in control provided by websites targeting different age groups. Menu bars do not exist on the websites for NHK Kids and PBS Kids, but there are six to nine links on the menu bars of ABC3 and CBBC. Since the existence of a menu bar displays a number of options to choose from, it increases control and complexity of the website. The absence of a menu bar creates a more exploratory site. For example, the NHK Kids website, NHK Kids' World, requires the user to click on characters to explore options. PBS Kids Go! lets the user move through the background scene to find games.

The number of featured links on the main pages of ABC3 and CBBC is much greater than on the main pages for NHK Kids and PBS Kids. Featured links, in this case, are any links on the main page that send the user to the page of a specific activity being promoted. Table 7 shows that the number of featured links on the CBBC site is greater than the number of featured links on the NHK Kids website. PBS Kids has only three links to for featured web pages at the top. This demonstrates the reduced complexity of sites targeting a younger age group. A public

broadcaster should note the number of featured links on a web page in order to increase the usability of the page for its target audience. This will make it more likely that the audience will engage with programming and continue watching public broadcasting.

**Table 7: Website Features**

	<b>ABC</b>	<b>BBC</b>	<b>NHK</b>	<b>PBS</b>	<b>TPBS</b>
<b>Number of Features</b>	10	11	0	5	28

*Search*

A public broadcaster should plan for an appropriate number and variety of search options for its target audience. Search bars, for example, exist on the CBBC, ABC3 and PBS Kids Go! websites, but the search bar is not on the main page of the PBS Kids Go! site. This is appropriate because the target age range of PBS Kids Go! targets ages six to eight only. Neither the PBS Kids website nor the NHK Kids website has a search bar, and neither site targets children older than six years old.

Also, an alphabetical search option is available for all websites except PBS Kids and NHK Kids. The absence of search options for both younger children’s websites demonstrates the idea that younger children usually do not need and cannot handle having a lot of control. By understanding the use of website search options, a broadcaster can create websites that target the age range to make it most efficient, increasing engagement, and viewership.

*Content*

The content of a children’s website should match the average level of maturity and knowledge of the target audience. The differences in content of the websites targeting younger children versus older children demonstrate this need. NHK Kids and PBS Kids, whose target ages are within two to eight years, and ABC3 and CBBC, whose target ages are within 6-15 years, demonstrate this difference. There are some similarities in content between all four foreign

broadcasters' children's pages. All of them provide games, videos, and printable activities for offline engagement. The differences between the PBS Kids and NHK Kids websites and the ABC3 and CBBC websites occur in the types of interaction and information provided. Some content on the PBS Kids and NHK Kids pages, but not on the ABC3 and CBBC pages, includes songs, lyrics, and story time. Content on the ABC3 and CBBC websites, but not on the PBS Kids and NHK Kids websites, includes a chat option, voting, and quizzes. The older children's websites offer more opportunity for the users to express their opinions, while the younger children's websites mostly involve interaction with programming. Since different websites are created for children below and above six years, we can conclude that the creation of content must depend on whether or not the target audience has reached this age.

#### 4.3.2 Aesthetics

A public broadcaster can create audience recognition of a program if the aesthetics of the program page complements the theme of the program. Stronger recognition, in turn, promotes audience engagement with the program, which helps to maintain audience viewership. The Tracy Beaker page on the CBBC website, for example, displays a drawing of the main character, Tracy Beaker. Characters are an effective way to draw the attention of children, as shown in the research of Harding (2009) and Large (2002). The cartoon drawing is also effective because it draws attention to the program's creative use of mixed media within the show. Viewers who recognize this may become excited about the relation and explore the web page. The SciGirls web page on the PBS Kids site features a spinning atom to indicate loading, and the menu links appear to be floating through balloons. The science-themed aesthetics of this page draws attention to the exploratory values of the program and encourages viewers to become intrigued

by science. Aesthetic tools attract and hold the engagement of viewers who are then more likely to explore the variety of interactive options on a website and to continue watching programming.

### **4.3.3 Logo**

PBS incorporates its logo into its children's web pages to develop the brand of children's programming; that is, to increase the likelihood that site users will remember the broadcaster, its programs, and associated values. The logo of the PBS children's website is a modified version of the PBS logo, which leads to the website's association with the entire PBS brand. The PBS Kids' logo varies throughout the website based on the context of each page. Customization of the logo draws attention, increases awareness of the brand, and provides a reference as a link to the site's main page. Logo animation and sound effects further develop the identity of PBS. The logo on the PBS Kids Go! page shouts "Go!" when pointed the cursor points to it, and a jingle is played upon loading the page. A logo can strengthen identity and influence users to watch programming.

### **4.3.4 Parents' Page**

Building trust between a corporation and its consumer is understood to have a large effect on the number of people who use and continue to use the corporation's services. According to Ranaweera (2003), consumer trust is more likely to lead to a loyal consumer, as well as "[encourage] people to make positive comments about their service provider." Maintaining customers and building corporate awareness through word of mouth help to increase the consumer base. In order to build trust, it is useful for the corporation to reach consumers in ways besides normal service. Bradford (2009) suggests that "extra effort and behavior" is "perceived by the customer as a reflection of the supplier." When a corporation makes positive connections with the customer, trust is formed, and the consumer base is maintained.



The concept of building trust between a corporation and consumers can be applied to public broadcasting, where building viewer trust is important for fulfilling its purpose as a public service provider. A parents' page on a public broadcaster's website can be used to promote children's programming by providing content that gains the trust of parents by addressing parental concerns. Further, this content may be related to children's programming. Since parents have decision-making powers and influence, children are more likely to be permitted to watch programming that comes from a source trusted by the parents.

Public broadcasters such as ABC, BBC, and PBS show that they care about and understand children by providing information on topics of parental concern such as childhood health, education, and fun. This builds parents' trust that broadcasters will create quality programs and contribute to the healthy growth and development of their children. ABC, for example, offers information on childhood development for children ages eight and under, including information on learning, health, and behavior ("Newborns," 2011). This sends the message that ABC supports parents in helping their children grow up with a healthy body and mind. Educational information is also offered on broadcasters' parents' sites, as seen at PBS, where the site provides information and advice on school ("Education," 2011). Interactive learning on the site reflects the values of PBS. Finally, the broadcasters suggest activities for parents and children, such as BBC's instructions on how to create puppets with children ("Puppets," 2011). Parents' approval of the values portrayed in offering this information can help increase children's viewership.

Broadcasters can relate the concerns of parents to children's programming in order to associate programs with similar feelings of trust, as well as to help children become familiar with the program, and therefore increase viewership. PBS provides a compilation of material online

called “Get Help for Kids with Asthma from Arthur” (“Kids With Asthma,” 2011). It is more likely that children will watch a program if they can relate to the provided material, in this case, if they have asthma. Games and fun activities related to programming on a parents’ website form an image of entertainment for the programming. For example, ABC3 provides an online radio link for playing songs from television shows (“Playground,” 2010), CBBC offers printable birthday invitations and hats (“Arthur Party”), and PBS has links to games that are “from” a program, such as “from Super Why.” Educational and explorative topics are also related to programming, such as the option for a child to write a letter to Arthur on the PBS webpage (“Write,” 2011). Providing program-related material for children on the parents’ web page increases parents’ trust in programming and provides a way to reach children through their parents. This increased sense of trust increases the likeliness that watching public programming will become accepted or encouraged in a household.

Finally, public broadcasters can also gain the trust and loyalty of parents by providing universal as well as audience-specific advice on sensitive family issues. This information helps make a public broadcaster a reliable resource for family-related information and advice, which brings PBS closer to the audience. Of the five public broadcasters researched, PBS provides the most advice on personal family issues, such as its pages on “death of a loved one” and “financial struggles” (Issues and Advice, 2011). PBS proves to be sensitive to a variety of issues by addressing such delicate matters. PBS also provides audience specific advice on personal issues as seen in its page for military families and its page for children with learning disabilities. BBC provides resources on childhood issues such as bullying and childhood obesity. Public broadcasters build trust by showing understanding of common issues.

## **4.4 Strategic Opportunities for Implementation of a Children’s Website for TPBS**

### **4.4.1 Opportunity One: Target Audience**

TPBS could begin developing its children’s website by focusing on the age group that is more likely to use the site. This way, once the site has become more popular, it will be easier to gain recognition of a second site. Sites dedicated to either an older or younger children’s audience are more effective in engaging the user. In order to choose which age group to focus on, TPBS could consider the target age of programming, which programs are most popular, which group is more likely to use the website, and how parents affect children’s website use.

From the data collected in this study, we concluded that it is more beneficial to create a website targeting younger children, ages 2-6, first. If a younger age group is targeted first, parents will be more likely to be involved in helping their child interact with the website. If parents are involved, then they are more likely to trust TPBS, as well as influence their child to watch TPBS programming. An exploratory page using graphics and animation may take more time to create, but content would be simpler and, perhaps, take less time. Songs and lyrics as seen on the NHK children’s page, and printable coloring sheets, as provided on the PBS Kids website would be alternatives to developing the more complex interactions that older children require, such as, chat options.

### **4.4.2 Opportunity Two: Aesthetics**

TPBS could develop graphics and animations related to the themes of its programs in order to attract attention to the website and create recognition of individual programs. Both children’s websites that target older children as well as those that target younger children can benefit from this sort of attention. Currently, the site does not contain graphics like those seen on the children’s pages researched, such as cartoon drawings. It only uses pictures. Graphics that

employ a variety of bright colors and animated characters from the programs are attractive to children and should be used.

#### **4.4.3 Opportunity Three: Logo**

The development and use of a logo throughout children's web pages can be used to brand children's programming and raise awareness of children's programming at TPBS. TPBS is already working towards strengthening its brand. Strengthening the brand of children's programming contributes to the broadcaster's identity as well. In our interview with P'Peung, she discussed the need for a logo, open and end credits, and a jingle for the TPBS programming. P'Peung also insisted that these needs be applied to children's programming as well. If TPBS modifies its logo for the children's page as PBS does, it can strengthen children's branding from the identity created for TPBS. TPBS can create a jingle for the children's website, and the design of the web page can complement the logo. TPBS can strengthen the identity of children's programming, and expand viewership, by developing a logo and implementing it in a variety of ways.

#### **4.4.4 Opportunity Four: Parents' Page**

Developing a parents' page on the TPBS website would help build trust between parents and TPBS. The more parents trust TPBS, the more they will influence their children to watch TPBS programming. TPBS could use a parents' page to promote the values it upholds. In an interview, P'Peung explained that TPBS is concerned about content [portraying values] that do not attract children, but parents care, and if they know about it, they will recommend that their children watch the show.

TPBS must make the public aware of the implementation of a parents' web page. This may be done by featuring content of the parents' page on the main website or after a popular

television show. The parents' page should provide information related to programming, such as a description of the programming and activities that correspond to the content of the programs. TPBS could begin by offering a variety of educational and entertaining offline activities for children.

A parents' page on the TPBS website could also be used to reach audiences who are not reached through programming alone. If TPBS addresses the concerns of a wide variety of people, including small groups, it will be working towards its goal of reaching a diverse audience.

#### **4.5 Summary**

TPBS should first consider the benefits of developing a children's website devoted solely to attracting and informing children. In order to develop content and design the children's page, the broadcaster must decide upon a target age range. A parents' page can be a beneficial addition to the website, since it is used to gain the trust of parents. Parents' trust is important for expanding audience base because parents decide on the programming that they allow their children to watch. Finally, TPBS needs a strong identity for children's broadcasting. By developing a logo for the children's programming and drawing attention to it, as done by PBS, TPBS may also increase brand awareness and maintain viewers.

## Chapter 5: External Growth Opportunities Using Web 2.0 Applications

The third platform of our comparative study was Web 2.0 for Children. Web 2.0 is the term used when referring to websites that are based on user interaction, such as blogging, playing games, chatting, watching videos, and sharing photos. For each of the five public broadcasters in our comparative study, we examined three different applications of Web 2.0: Facebook (a social networking site), video sharing sites (in particular, YouTube), and online communities.

### 5.1 Methods

Our third platform required research on the different ways in which children's programming on public broadcasting television could reach out to society using Web 2.0, to complement its main website. We focused this research on Facebook, video sharing sites, and children's online communities on the Internet.

For the Facebook criteria, we searched [www.facebook.com](http://www.facebook.com) to see if the broadcasters and their children's channels had fan pages. We then further explored the features of these pages, such as content and number of users.

For criteria on video sharing sites, we searched for external websites offering video content, particularly children's video content, posted directly by the broadcaster. Our search led us to [www.youtube.com](http://www.youtube.com) for all five broadcasters.

Finally, for children's online communities, we searched each broadcaster's children's website for pages that allow children to interact with each other over the Internet. We then examined the options available within these pages, such as if login is required and if children are able to chat with each other.

The criteria that we used to investigate each Facebook page, video sharing channel, and online community, are detailed in the following section. The findings of our study on Web 2.0 are compiled in Appendix D, where three groups of charts detail the Facebook pages, video sharing sites, and online communities of ABC, BBC, NHK, PBS, and TPBS, and their respective children's channels.

## 5.2 Criteria for Comparative Study

### 5.2.1 Facebook

A properly maintained Facebook page of a public broadcasting station can help to distribute the mission of the station, encourage page users to watch programming, and stimulate public participation. According to Luke (2009), social networking allows an organization to connect with more people, more often, and in less time. More specifically, creating a Facebook page with a common target group, such as women or children, will attract more interest than a general page (Luke, 2009). This project investigated the Facebook pages of each of the five public broadcasting stations and their children's channels, as [www.facebook.com](http://www.facebook.com) reaches a wide audience and is growing in popularity.

The following criteria were examined and noted in Table 8:

1. **Existence:** Millions of people use Facebook everyday to keep up with friends, upload photos, share links and videos, and learn more about people, groups, and organizations (Facebook, 2011). Facebook's mission is "to give people the power to share and make the world more open and connected" (Facebook, 2011), which illustrates that Facebook is a key method to spread a message to a wide audience. A broadcaster with a Facebook page is able to benefit from these advantages.

2. **Updates:** Updates are made to ensure that the Facebook page is kept up to date to offer recent news and information. Luke (2009) states that it is essential for an organization with Facebook to post information regularly. While updates should be frequent, they should also not be too often, as this can overwhelm a site user, and lead him or her to stop using the page (Ramsay, 2010). For this reason, updates should be consistent; the web master should post about once a day (Hawkins, 2009). Such updates are important to a public broadcaster as they keep the audience aware of the organization's news.
3. **Fans:** A large fan base will disperse the organization's updates to more people. Fans of the broadcaster's Facebook page receive updates posted by the organization on their Facebook homepage as new information is posted (Luke, 2009). According to the Credit Union Journal (2010), organizations that use Facebook and its fan page module to market themselves to customers can increase sales, word-of-mouth marketing, and customer loyalty significantly. Thus, a public broadcaster can potentially expand its audience by using a fan page correctly.
4. **Features:** Features on the Facebook page should be attractive to users and relevant to the organizations. The organization should post interactive content, such as videos related to programming, to make the site more of a destination page (CBBC, 2007). Additionally, the page should have announcements such as upcoming events, newly released articles, and new podcasts (Luke, 2009). These attractive features help to maintain the fan base.



**Table 8: Facebook Criteria**

<i>Facebook: Broadcasting Station</i>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Existence	Does the broadcaster have a Facebook page on <a href="http://www.facebook.com">www.facebook.com</a> ?	
Updates	How often is the page updated?	
Fans	How many people are fans of the page?	
Features	Does the page have photos, videos, comments, announcements, events, etc.?	
<i>Facebook: Children's Broadcasting Station</i>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Existence	Does the broadcaster have a Facebook page on <a href="http://www.facebook.com">www.facebook.com</a> ?	
Updates	How often is the page updated?	
Fans	How many people are fans of the page?	
Features	Does the page have photos, videos, comments, announcements, events, etc.?	

### 5.2.2 Video Sharing Sites

Video sharing sites are an ideal way to attract children to programs, as video clips are often short, catering to individuals such as children with a shorter attention span. Uploading videos opens content up to an audience who will find, watch, share and distribute it further than the organization may otherwise reach, thus expanding the audience (Wai, 2009). One video sharing website, [www.youtube.com](http://www.youtube.com), is commonly used for businesses and organizations to post videos relevant to their products or services, specifically to gain strategic advantages over competitors (Wai, 2009). In addition, user attentiveness on YouTube is 1.5 times higher than

user attentiveness to television (Wai, 2009), making the website a viable option for capturing viewers and increasing audience base.

The following criteria were examined, and compiled in Table 9:

1. **Existence:** An established channel on a video sharing site can be an efficient way to reach viewers and introduce them to the organization's mission and programming content. Channels allow organizations to create their own brand space that make it easy for users to find and share with friends all of the organization's content (YouTube, 2011). Viewers reached via video sharing sites can also be attracted to the actual television programming, as oftentimes only short clips are offered online, thus expanding audience base.
2. **Number of Videos:** The number of videos posted by the broadcaster shows how much the broadcaster values the video sharing site. It can also show if the opportunity is present for viewers to take full advantage of the channel. A limited array of videos available limits the number of interested viewers.
3. **Number of Views:** The number of viewers shows if the channel is popular, or if it is not well known. Because public broadcasters air programming over large geographical areas, a low number of views may indicate that viewers are not aware of the site.
4. **Number of Subscribers:** The number of subscribers shows the number of viewers who receive updates from the channel, and therefore receive direct links to the videos.
5. **Links:** The broadcaster's website should have a link that leads directly to its video sharing channel for easy access (Bannan, 2010). Links to specific videos relating to certain programs or events should also be included (Bannan, 2010). Links may lead more site visitors to the channel where they can share it with friends, thus expanding the

audience. In addition, the channel should include a link back to the broadcaster's home website (Bannan, 2010). The channel should be used as a tool to not only attract viewers to watch videos, but also to lead them to the broadcaster's website, so they can further explore the broadcaster's mission, program content, and program timetable (Bannan, 2010).

6. **Comments:** The web master for the broadcaster's video sharing site should encourage viewer comments and respond to them as appropriate (Ramsay, 2010). Replies to feedback can be powerful and are a good way to spread a message (Ramsay, 2010). Taking part in conversations encourages comments and subscriptions (Wai, 2009 and Bannan, 2010), thus expanding audience awareness.

**Table 9: Video Sharing Sites Criteria**

<i>Broadcasting Station</i>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Existence	Does the broadcaster have a channel on a video sharing site?	
Videos	How many videos does the channel have?	
Views	How many views does the channel have?	
Subscribers	How many subscribers does the channel have?	
Linked	Is the broadcaster's video channel linked from the broadcaster's main webpage?	
Link Back	Is the broadcaster's main webpage linked from the broadcaster's video channel?	
Comments	Does the channel moderator respond to comments left by viewers?	
Children's Programming	Does the channel show videos related to children's programming?	

### 5.2.3 Online Communities

We chose to look at online communities because they can be effective ways to reach and attract audience members. According to Andrews (2002), “non-profit organizations have opportunistically viewed online communities as inexpensive mechanisms for developing customer and donor relationships.” Additionally, Walmsley (2007) notes that such virtual worlds that target children and teens are experiencing significant growth.

We examined the following criteria on online communities, and compiled our findings in Table 10:

1. **Target Audience and Purpose:** The target audience shows the age range for which the community is intended. Topics of the site may depend on age range. The purpose of virtual communities may be to garner support from others, but is more often to share information based on common interests (Andrews, 2002). Looking at the purpose of the community and its target audience can show the most effective ways to reach a certain audience, thus expanding audience base. Examples of purposes may include learning how to read, sharing thoughts on a certain program, or getting advice from friends.
2. **Login:** Online communities generally require users to register in order to chat. Registering can also allow users to save information such as game scores or favorite pages (Club 3, 2011).
3. **Chat:** Chat forums provide a place for users to become addicted to the website (Walmsley, 2007). Users can engage in integral conversations regarding topics of their interest (Choi, 2009), encouraging them to return for further discussion. Information sharing features help users to communicate with each other, thus reinforcing continued

use of the online community (Andrews, 2002). Examples of chat forum topics are “Comments on Good Game Spawn Point” or “What do you want to see on ABC3?”

4. **Games:** Over three-quarters of children reported spending at least 20 minutes online each day, with game playing accounting for most of their time (Goldie, 2007). Games stimulate interest between the player and the content of the game using interaction.

**Table 10: Online Communities Criteria**

<i>Broadcasting Station: Online Community</i>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Description	Describe the community.	
Target Audience	At what age group is the community aimed?	
Login	Must a child log in to be in the community?	
Chat	Is there a chat feature within the community?	
Games	Are there games offered in the community?	

## 5.3 Data & Analysis

### 5.3.1 Facebook

#### *Children’s Facebook*

Public broadcasters can expand their audience bases by creating Facebook fan pages on [www.facebook.com](http://www.facebook.com), as stated in the mission of Facebook: “to give people the power to share and make the world more open and connected” through friend-based networks built upon trusting relationships. The content of a broadcaster’s page is available to fans, and shared among friends of fans. Friends of fans trust the content, as they are receiving it from a friend; thus the broadcaster’s audience expands.

Broadcasters ABC, BBC, PBS, and TPBS, as well as kids’ channels ABC3 and PBS Kids, all have Facebook fan pages that reach large audiences (see Table 11 below). Fans have

access to all content uploaded by the broadcaster. In addition, fans can share content with their friends to help expand the audience.

In particular, the Facebook fan page for PBS Kids has 32,776 fans, indicating that it reaches a significant number of people. Because the Facebook page includes information on the content of programming of PBS Kids, the fans are informed of what the broadcaster offers.

**Table 11: Number of Facebook Fans**

	<b>ABC</b>	<b>ABC3</b>	<b>BBC</b>	<b>PBS</b>	<b>PBS Kids</b>	<b>TPBS</b>
<b>Number of Fans</b>	18,959	23,197	66,624	566,228	32,966	12,979

*Facebook Features*

One of the purposes of the content of specific Facebook fan pages is to engage the audience – also a primary purpose of public broadcasters. Public broadcasters and their associated children’s channels use marketing tools offered by Facebook, such as posting photos and videos of community outreach events and creating discussion boards to garner feedback and encourage conversation, to engage their audience. The Facebook tools used by each broadcaster are organized in Table 12 below.

All broadcasters examined that have a Facebook page use similar marketing tools:

- An information page, where the broadcaster provides background information and the states the purpose of the channel,
- Photos of community events, stills from programs, and behind-the-scenes,
- Links back to the broadcaster’s main website, and
- Announcements of upcoming programs and community events.

All broadcasters, except BBC, use the ‘video’ feature, where broadcasters can post clips from programs, behind-the-scenes clips, and unaired video segments. Such clips engage the audience and encourage them to watch the entire program on television.

ABC and TPBS use the ‘poll’ feature, which is especially effective in engaging the audience. Polls regarding the broadcaster and its programming and events give fans the opportunity to share their opinion, while simultaneously providing the broadcaster with audience thoughts and opinions that it can use to make improvements to better reach the audience.

ABC uses the ‘notes’ tool on Facebook to post recipes from its cooking shows. This information encourages the audience to act upon the programming.

The Facebook pages of ABC, ABC3, PBS, and PBS Kids use the ‘discussion’ tool to engage the audience through conversation. Discussion topics are largely based on specific programs of the broadcaster, and any fan of the page can participate.

ABC3 and PBS Kids, both children’s channels, use the ‘reviews’ feature on Facebook. This is a place for parents and children to post their opinions on the broadcaster’s programming through both comments and a star ranking. This feature engages the current audience while also drawing new users to the page to learn about the programming and current viewer opinions. Reviews can help expand the audience, as new users read them to decide if they want to watch specific programs, or if they want to allow their children to watch.

ABC and PBS post banners, or online announcements, for upcoming community events on their Facebook pages. To encourage fans to become engaged and attend events, bold event announcements state a description of the event, the date and location, and the purpose.

**Table 12: Facebook Features**

	<b>ABC</b>	<b>ABC3</b>	<b>BBC</b>	<b>PBS</b>	<b>PBS Kids</b>	<b>TPBS</b>
<b>Information</b>	X	X	X	X	X	X
<b>Photos</b>	X	X	X	X	X	X
<b>Links</b>	X	X	X	X	X	X
<b>Announcements</b>	X	X	X	X	X	X
<b>Videos</b>	X	X		X	X	X
<b>Polls</b>	X					X
<b>Notes</b>	X					
<b>Discussion</b>	X	X		X	X	
<b>Reviews</b>		X			X	
<b>Events</b>	X	X		X	X	X

*Facebook Updates*

Facebook fan pages are designed to increase awareness of certain causes through the mass distribution of messages across a network of connections through which people communicate and share information. Public broadcasters update the content of their fan pages daily with news and announcements in order to instantly engage fans that can then ‘like,’ comment on, or share the updates with their friends to further expand the audience.

All broadcasters with Facebook update their pages at least once a day. ABC and ABC3 post updates for distribution daily, while BBC and PBS Kids update their pages about two to three times daily. Posting updates regularly, about once a day, is an effective way to distribute information via Facebook to increase audience awareness (Ramsay, 2010). PBS, however, updates its Facebook page about three to four times daily, and TPBS posts updates approximately every fifteen minutes. Such frequent updates may be too often, and may overwhelm fans (Ramsay, 2010). Excessive updates can lead fans to remove themselves from the broadcaster’s fan base.



### *Facebook Comments*

Facebook helps non-profit organizations connect with current supporters and grow the number of their supporters by “joining the conversation,” or participating in fans’ conversations to get immediate feedback on issues as well as to encourage audience engagement. By joining conversations on discussion boards, public broadcasters gain valuable feedback on programming and also encourage users to watch programming and attend community events, thereby expanding the audience base.

All Facebook pages allow fans to comment, or leave messages, for the broadcaster and other fans to see. When the broadcaster responds to comments, fans see that the broadcaster is listening to what they have to say (Best Practices, n.d.). As mentioned, ABC, ABC3, PBS, and PBS Kids provide additional discussion boards to take advantage of Facebook as a culture of communication. However, none of these broadcasters respond to comments left by fans.

### **5.3.2 Video Sharing Sites**

#### *YouTube Channels*

The primary goal of [www.youtube.com](http://www.youtube.com), the leading video entertainment destination on the Internet, is to allow people to easily upload and share video clips across the Internet through websites, blogs, and email (YouTube Fact Sheet, n.d.). Public broadcasters establish unique channels on YouTube in order to reach a large audience who will find, watch, share, and distribute the uploaded videos to others, thereby expanding the audience base. All public broadcasters that we examined in our comparative study have channels on [www.youtube.com](http://www.youtube.com). However, the number of views of the videos on each channel covers a wide range, as shown in Table 13.

**Table 13: Number of Video Views**

	<b>ABC</b>	<b>BBC</b>	<b>NHK</b>	<b>PBS</b>	<b>TPBS</b>
<b>Number of Views</b>	3,296,143	466,592,785	6,941,022	85,190,368	80,189

*YouTube Subscriptions*

A YouTube channel’s latest videos and recently shared activities are automatically delivered to subscribers’ homepages. Through subscriptions, public broadcasters share programming information directly with channel subscribers, thereby increasing audience awareness of programming.

Upon receiving newly posted content from the broadcaster, subscribers can easily share the content with friends through social networks and email. The number of subscribers is presented in Table 14, which illustrates that the video sharing sites of ABC and TPBS reach a much smaller audience than those of ABC, BBC, and PBS.

**Table 14: Number of Video Subscribers**

	<b>ABC</b>	<b>BBC</b>	<b>NHK</b>	<b>PBS</b>	<b>TPBS</b>
<b>Number of Subscribers</b>	2,460	276,380	16,553	64,996	55

The YouTube channel for PBS in the US has nearly 65,000 subscribers and over 85 million total video views, whereas the YouTube channel for TPBS has 55 subscribers and just over 85,000 total video views. The population of the US is about five times larger than that of Thailand, thus these numbers cannot be expected to mirror one another; however, the number of views of TPBS videos and the number of subscribers to TPBS can still increase.

*YouTube Comments*

Providing a space for comments on a video channel encourages site users to discuss video clips. Broadcasters permit users to leave comments on their video channels, which leads to

program-related discussion among viewers; this stimulates users' interest and encourages them to share the content with their friends, thus expanding audience bases.

ABC, BBC, and TPBS allow users to make comments on their respective video sharing sites; however, no comments have yet been made on the site for TPBS. Videos, like any other communication technique, should be a two-way medium (Bannan, 2010). The broadcaster can turn on a setting that requires that all messages are reviewed before they are posted (Bannan, 2010). This can help keep the conversation appropriate according to the particular broadcaster's standards.

### **5.3.3 Online Communities**

#### *Purpose of Online Communities*

The goal of online communities is to allow users to share information on a common interest – in this case, children's programming. Public broadcasters offer online communities for children in which users can share information to stimulate interest in the content of the programming.

ABC3, CBBC, NHK Kids, and PBS Kids all offer online communities for children to connect over programming:

- Club 3 is an online space within the ABC3 website where children can create a profile based on their interests. They can play games, make friends, bookmark their favorite games and pages, enter competitions, and send and receive messages (Club 3, n.d.).
- The Message Boards on CBBC are based on specific programs, games, characters, and more. Children can log in and talk with one another on these topics (CBBC Message Boards, n.d.).

- Kids’ Wonderland on the NHK Kids website allows children to join a community that lives on an island. Children can meet and play with characters and learn about daily tasks as they go grocery shopping, participate in public works projects, help grow plants, and build a road to reach other characters. The purpose of these games is for children to explore their creativity (Kids’ Wonderland, n.d.).
- It’s My Life is a site created by PBS Kids for children ages 9-12, to help them overcome common issues faced by pre-teens. Children can read informative articles, play games, share stories, listen to advice from older children and experts, and more. The site covers six main topics: friends, family, school, body, emotions, and money (It’s My Life, n.d.).
- Secret Box is another online space within the PBS Kids website where children can design their own “box” with a unique background and character to represent themselves. They can use the box for website content related to all programs, play and save their favorite games, add friends, and watch and save videos, all within their box (Secret Box, n.d.).

These online communities offer message boards for chatting about the broadcaster’s programming as well as games that are based on program content, both of which children can play in a group connected over the Internet. Communities and activities for each broadcaster studied are shown in Table 15.

**Table 15: Online Community Activities**

	<b>ABC3</b>	<b>CBBC</b>	<b>NHK Kids</b>	<b>PBS Kids</b>	<b>PBS Kids</b>
<b>Community</b>	Club 3	Message Boards	Kids’ Wonderland	It’s My Life	Secret Box
<b>Chat</b>	X	X		X	X
<b>Games</b>	X		X	X	X

### *Community Login*

Users are required to register for their own login account for online communities. Registered communities build trust among a young audience by providing options for users to make friends on chat forums and share information with others. Public broadcasters require registration to join their online communities in order to reinforce continued use of the community and cement children's engagement with the broadcaster.

All online communities that we examined required user registration prior to participation in conversations and games. Members can then add other users as friends, send each other links to pages they enjoyed, return to unfinished conversations, and save quiz scores.

Login requires users to agree to the rules set forth by the broadcaster, which ensures that all users "stay safe and treat each other with respect" (Club 3, n.d.). CBBC Message Boards, aimed towards children ages 6-12, also require parent permission to use the site and the child's date of birth (CBBC, n.d.), while Club 3, which targets 6-15 year olds, also requests the child's first and last name, email address, date of birth, gender of the child, and the child's postal code (Club 3, n.d.). Security levels and complexity of login vary, but are specific to the age group for which the community is intended.

### *Community Games*

Games offered in online communities allow users to save their scores and play across the Internet with others with common interests. Public broadcasters provide children with games based on programming to reinforce continued use of the online community and promote engagement with the broadcaster.

Because children must be logged in to play games, they are able to save game and quiz scores to keep a record of their progress. This encourages the children to watch programming and then return to the site to get a better score on the game or quiz. As seen in Table 15 above, Club 3, Kids' Wonderland, It's My Life, and Secret Box all offer games for children.

### *Community Chat*

Chat forums stimulate user interest in website content by allowing users to connect with each other over common likes and dislike of content. Public broadcasters offer children's web pages that feature chat capabilities that allow children to communicate directly with one another on topics related to programming, thereby strengthening children's engagement with the broadcaster.

Table 15 above shows that Club 3, CBBC Message Boards, It's My Life, and Secret Box all provide message boards for children to chat. Threads, or topics of discussion, are based on specific programs, such as the "Good Game Spawn Point" thread on Club 3, individual characters, like "The Official Arthur Thread" on CBBC Message Boards, and particular games, such as the "Adventure Rock" thread on CBBC Message Boards. Moderators enforce the rules of interaction on these chat forums to ensure that conversation is respectful and appropriate.

## **5.4 Strategic Opportunities for Audience Improvements Using Web 2.0**

The following strategic opportunities present possible ways in which TPBS can use Web 2.0 applications to increase audience awareness and expand its audience base.

### **5.4.1 Opportunity One: Facebook**

TPBS could create a Facebook fan page targeted specifically to the children's audience, in addition to the current fan page focused on general TPBS programming. This would allow TPBS to increase audience awareness of its programming and events.

Nearly 50% of the online population of Thailand, over eight million people, uses Facebook. Over the last six months alone, the popularity of Facebook in Thailand has grown significantly, with over three million more users joining the website since August 2010 (Social Bakers, 2011).

It is most appropriate for TPBS to use its children's Facebook page to target both children and parents, as 40% of Facebook users in Thailand are ages 18-24, and 35% are ages 25-34 (Social Bakers, 2011). Targeting young parents of these ages that use Facebook will encourage them to allow their children to watch TPBS children's programming.

#### ***5.4.1.1 Facebook: Features***

The children's Facebook page could strategically utilize the features offered by Facebook in order to attract both parents and children to the web page, as done by ABC3 and PBS Kids. Attracting parents to the web page expands the audience base by encouraging the parents that TPBS children's programming is appropriate for their children. If the Facebook page attracts children, it expands the audience base by encouraging the children themselves to tune in to upcoming programs.

ABC3 and PBS Kids attract both age groups by aiming program-related announcements, photos, and videos towards children, and directing information about the broadcaster and its programming, as well as program reviews, towards parents. Both of these Facebook pages reach large audiences and can act as good models for a children's page for TPBS.

#### *5.4.1.2 Facebook: Updates*

The TPBS children's Facebook page could be updated about once every day to keep fans informed of programming and events. If people are aware of future television shows, they are more likely to tune in to watch, thereby expanding the audience base. Additionally, if TPBS Facebook fans are notified of future community outreach events, they are able to plan to attend and participate, and thus expand the audience base of TPBS.

As mentioned, excessively frequent updates can overwhelm fans and discourage them from visiting the broadcaster's page. The Facebook pages for ABC, ABC3, and PBS post updates once a day; this is an ideal strategy for TPBS to adopt.

To capture fans' attention and encourage engagement, updates could be brief, specific, and promote TPBS's programming or events, as done by ABC and PBS. A recent example of an update posted by ABC on its Facebook page is: "It's time for Adam Hills in Gordon St Tonight, with comedian Carl Barron, basketballer Lauren Jackson & singer Jessica Mauboy. Plus, a special treat for a Doctor Who fan in the audience! 8:30 TONIGHT ABC1," (ABC Facebook, 2011). This post is both energetic to attract fans, and also states the vital information so that fans can watch the program. A recent PBS post reads, "Have a question about last night's FRONTLINE, "Revolution In Cairo?" Join a live chat today at noon ET with FRONTLINE correspondent and GlobalPost co-founder Charles Sennott, and FRONTLINE field producer Azmat Khan. Unable to be there? You can leave a question now. Also, the chat will be archived for later reading," (PBS Facebook, 2011). This update encourages audience interaction by providing the basic information necessary for participation, including how audience members can participate if they are not available at the time of the actual event.



### **5.4.1.3 Facebook: Comments**

Because public broadcasters focus heavily on audience opinion, TPBS could listen and respond to audience comments on discussion boards to encourage audience engagement with the broadcaster's programming and events. By participating in discussions, TPBS can steer the conversation in a certain direction. For example, the TPBS Facebook site moderator can initiate discussion on a particular community outreach event, such as the Road Show, to generate interest in the activities involved and promote attendance at the event.

If audience members state their likes and dislikes of programming, TPBS could use this information to produce programs that are more appealing to the audience. Basing programming styles on audience preferences will make people more likely to watch the programming, thereby expanding the audience. TPBS can encourage programming-based conversations by asking questions on discussion boards. TPBS should then respond to comments made to ensure fans that their opinions are valuable and respected by the broadcaster.

### **5.4.2 Opportunity Two: Video Sharing Sites**

If TPBS incorporates children's videos onto its YouTube channel, it will expand its children's audience by providing additional videos through a medium other than television. The channel could offer clips from past programs, such as the previous week's episodes of "Box Box Club," as well as web exclusive programming content, such as behind-the-scenes footage of "World Why Wit."

TPBS can benefit from including children's programming on its YouTube channel, as there is already a large audience using the Internet for entertainment purposes. Entertainment-based websites account for 40.48% of Internet usage in Thailand – more web users visit entertainment sites than any other sites (Koanantakool, 2007).

#### *5.4.2.1 Video Sharing Sites: Links*

TPBS could provide a direct link to its YouTube channel from its main website. A direct link will lead website visitors to online video clips that provide them with programs that they can watch at any time, from any Internet source, thereby strengthening their connection to the programming.

PBS provides a link from its main web page, [www.pbs.org](http://www.pbs.org), to its YouTube channel at [www.youtube.com/pbs](http://www.youtube.com/pbs). However, the link is small and not prominently placed on the page. Should TPBS implement this link, it should be strategically positioned so that it attracts viewers.

#### *5.4.2.2 Video Sharing Sites: Comments*

If TPBS were to initiate discussions in the comment area on its YouTube channel, it could experience similar benefits to those that would result from stimulating conversation on its Facebook page, ultimately encouraging audience engagement and strengthening connections to the broadcaster. As with Facebook discussion boards, YouTube comments are an essential way for a broadcaster to receive audience feedback.

Currently, the comment section on TPBS's YouTube channel is available, but users have not yet made comments. Therefore, TPBS should ask questions to encourage audience engagement. While we did not find examples of broadcasters asking users questions, users often ask questions to the broadcaster. Because the broadcaster does not reply to user comments, the user may feel disregarded, and no longer use the site or watch the broadcaster's programming. For example, a user on ABC's YouTube channel commented, "[M]ay [I] ask what is the song called in the video Smile?," (ABC YouTube, 2011). No response was given to this comment, among others, which may imply that the broadcaster is not interested in viewer comments and questions.

### **5.4.3 Opportunity Three: Online Communities**

Developing online communities for children, based off of children’s programming, could benefit TPBS by providing additional online space for children to interact with program topics and characters where they can strengthen their connection to the program.

TPBS could begin with a simple online community to receive feedback as to children’s preferences. A potential model for TPBS is Secret Box, one online community of PBS that we investigated in our comparative study. The layout of this community is very simple, as it targets children ages 2-8. Children can personalize their “box” and save games and messages that pertain to different programs all in this same “box” (Secret Box, n.d.).

#### ***5.4.3.1 Online Communities: Registration & Safety***

If TPBS requires children to register with a username and password to join the online community, the community environment will be safer for young audiences, encouraging them to return to the site. In order to register, children should agree to abide by the rules and regulations of the community set forth by TPBS. Rules should ensure that members conduct themselves appropriately, as described by TPBS, thus creating a safer and more friendly atmosphere within the community that make children want to return to the site and watch the programming.

TPBS could assign a site moderator to approve community members’ comments before they are posted to a chat forum. Site moderators also keep the community safe and appropriate for children, encouraging users to return to the site.

#### ***5.4.3.2 Online Communities: Activities***

TPBS’s online community could offer children games to play and chat rooms to talk amongst each other; games and chat rooms could be based on TPBS’s children’s programming.

Chatting and playing games in TPBS's online community will strengthen children's engagement with program content.

Community members should be able to save games scores to encourage them to watch programming and return to the game for a better score. Chats should be saved to the website to encourage children to revisit the community to continue past conversations. ABC3 and PBS Kids both offer games and chat rooms within their children's communities that TPBS can use as models.

## **5.5 Summary**

The data collected from our comparative study of Web 2.0 applications of five public broadcasters highlighted certain aspects of social networking, video sharing, and online community interaction that have the potential to be applied to TPBS for audience expansion purposes. While this study focused only on Facebook, YouTube, and specific online communities, there is a multitude of other interaction-based websites that TPBS can consider improving or implementing, including Twitter, a micro-blogging site that allows user to announce brief news updates to "followers," Blogger, a website used to create blogs for sharing information, and Digg, an online place to share content from any website.

## Chapter 6: Conclusions

Upon implementation of these strategic options regarding community outreach activities, children's websites, and Web 2.0 applications for children, TPBS can increase audience awareness of its children's programming and expand its children's audience base. The opportunities presented should be used in connection with one another; for example, the new and expanded Road Show should be promoted using the broadcaster's Facebook page, or the children's website should have YouTube videos embedded in its pages.

Looking to the future, TPBS can replicate this study for its other programming genres. While program content receives positive audience feedback, there remains room for increased audience awareness and audience expansion. Conducting a comparative study provides insight into the techniques used by other public broadcasters working towards similar missions, thereby offering valuable information that TPBS can use to expand its audience.

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## Appendices

### Appendix A: Interview 1

Ms. Peung

*News Department, News Broadcaster*

*17 January 2011*

*Question 1: Please explain the project that you have been working on.*

*Answer:* My project explores ways to create a clear image of TPBS. TPBS as a Public Broadcaster does not have a clear image yet. For example, when TPBS tries to contact local people for news information, Thai people do not recognize TPBS as a news broadcaster. We have to tell people that we are from channel number 6 or the old iTV station in order to have them recognize us.

*Question 2: What is the organization's method to solve this problem?*

*Answer:* First, we have to find where the problem is. The way that we can communicate with people right now is through the television programming. We have to make the Thai people recognize our station's logo, open and end credits, and sound effects. For example, BBC News is easily recognizable because it has a clear and consistent opening jingle. TPBS is not like this yet. Other companies produce many of our programs, so we have to work with them to help make our station easily recognized.

*Question 3: How do you measure viewership?*

*Answer:* TPBS used to say that rating was not important, but we have to use rating as a result when comparing our station to other commercial broadcasters so that we know where we are standing. We use rating as an indicator to develop our channel.

*Question 4: What is the current state of the children's programming?*

*Answer:* Children's and youth programming has become a priority of TPBS's plan to improve. We have scheduled the programming into good time slots, especially on Saturday and Sunday mornings when other channels air cartoons. We have cartoons as well but our cartoons stress the importance of content not just entertainment. We want to have cartoons that have parents' approval.

*Question 5: Do the children's programs have good rating?*

*Answer:* On weekend mornings, we have the third best ratings. The ratings drop after the nine o'clock morning news. This is a problem because we stress the importance of showing this news broadcast.

*Question 6: Can you tell us how you portray TPBS's corporate mission through your programming?*

*Answer:* You can see our corporate mission through the programming we provide viewers. We plan our programming to expand our viewer base and cover both males and females of all ages. We not only evaluate ourselves but also listen to the audience and receive feedback from Friends of TV Thai.

*Question 7: How does the News Department encourage audience participation?*

*Answer:* The News Department has a program called "Na Tee Polamuang," which allows local people to produce news stories. It offers instruction and support through the production process. Also, TPBS broadcasts local activities including "Traditional Hang-Yao Boat Race." This program gets a lot of attention from local people. These programs also offer TPBS a good chance to promote the channel and increase awareness.

*Question 8: As a news reporter, do you think the prime-time news program, aired weekdays 19:00-20:00, is successful?*

*Answer:* In my opinion, it is not successful yet. I think we still have to improve on the strength of the news content. Even though we have a pretty good program, not a lot of people watch it. This may be because TPBS does not have a marketing department.

*Question 9: Without commercial sponsorship, how does TPBS run the channel?*

*Answer:* As you know, TPBS gets money from the alcohol and tobacco tax. We have also created activities that charge entrance fees. We can also make money from making a book or CD based on a popular show.

*Question 10: How does the News Department respond to feedback from viewers?*

*Answer:* We have a center that accepts audience feedback. This information is sent to the appropriate departments. We have a committee that screens all of the feedback so that if we agree with the feedback we can present that information to the Board and Chairman. The feedback received does not affect the news department very much but we do appreciate the feedback.

*Question 11: Do you have any suggestions on how to increase acceptance of TPBS?*

*Answer:* My suggestion would be to keep our image strong and not to follow other commercial TV broadcasters, with the focus staying away from making money. We should build our standard and create a new norm for others to follow.

## Appendix B: Interview 2

Mr. Wilaiporn Chongkolwattana

*Manager of Creative-Informative Programming and Children's Programming,  
Manager of TV Program Department*

*19 January 2011*

*Question 1: When did TPBS start broadcasting children and youth programs?*

*Answer:* We just began the children's and youth programming last year in October. Our first program is "Kanom Thai Arai Oei." This is our only in-house production.

*Question 2: In your opinion, does the absence of sponsorship cause problems?*

*Answer:* There are no problems without any sponsorship. We like to work this way because we do not have to be under control of sponsors. We can work on whatever we want, which allows us to be more creative compared to commercial TV. Our programs are better than commercial TV because our programs focus on teaching people, not making money. Many other stations have trouble airing children's programming that is beneficial because it is hard to find commercial support for this type of programming. These programs often shut down because of a lack of support from sponsors.

*Question 3: Is it expensive to make children's programs?*

*Answer:* These programs just started to become part of our main strategy last year. This year, we will focus on making more programs that allow the children to participate in the program. For a rough budget, the educational programming uses one-fourth of the budget from all programming, about 25 million Baht per year. It is not easy to make children's programs, so it is expensive.

*Question 4: What does your job entail?*

*Answer:* Currently, our main plan is to improve the children's programming this year. This might be through a quiz show, talent contest, or animal game. We are careful in producing each program because children are much more sensitive than adults.

*Question 5: How do you choose children to participate in the programming?*

*Answer:* For the first 3 to 4 episodes, we choose the children to participate. After that, we allow the children to apply to be on the show.

*Question 6: What age range do you consider children and youth?*

*Answer:* 3-12 years old and 15 to 25 years old, respectively.

*Question 7: What do you consider children's programs? Youth Programs?*

*Answer:*

Children's Programs

- Worldwide Wit
- Klong Nuk Kid
- Chang Kid Chang Sungkate

- Kanom Thai Arai Oei (only in-house production)
- Nitan Roi Buntud
- Pen Dek

#### Youth Programs

- Kla Ar-Sa
- English Breakfast
- Kra Tai Tuen Tua
- Hot Short Film
- 108 Don Tree
- Nung Paa Pai

*Question 8: What do you think causes the low rating of TPBS?*

*Answer:* Three things:

1. Poor public relation,
2. Small public awareness, and
3. People are unfamiliar with TPBS programming and programming presentation.

*Question 9: How do you promote activities related to programming?*

*Answer:* We largely promote activities on screen while the program is being aired. We also promote activities through the website and the Road Show.

*Question 10: What challenges does your department face?*

*Answer:* The main challenge is to balance what children want to watch and what they should watch. We do not emphasize the rating of a show but we do emphasize the content and lessons of the programs.

*Question 11: How do you gather audience feedback?*

*Answer:* We mainly gather audience feedback through email, letters, and soon, Puen TV Thai, or Friends of TV Thai.

*Question 12: What future plans or goals does your department have?*

*Answer:* We have four goals:

1. Improve children's programs so they are a strong point of TPBS. This is important because other commercial TV broadcasters focus on dramas and news due to sponsor desires,
2. Involve more children in the children's programs,
3. Be ranked 2<sup>nd</sup> for children's programs in the Thai TV industry, and
4. Produce TV programs for the disabled.

*Question 13: What does your department have to do before a program can be aired?*

*Answer:* Before the program can be aired, we have to figure out the timeslot available for the program and the target audience of the program. Children's programs are on-air weekdays from 16:00-17:00 and weekends from 18:00-20:00. The second thing that we consider is the cost of the program.



*Question 14: What program has the largest amount of feedback?*

*Answer:* “Kanom Thai Arai Oei,” which is our first children’s program and only in-house production. We get a lot of letters for this show because children want to get involved in the show.

*Question 15: How do you encourage audience participation?*

*Answer:* Our main focus is to have the audience participate in the show. We provide space for our audience to join our activities and our workshop.

*Question 16: What are the long-term goals of your department?*

*Answer:* We are planning to have a Kid’s Club at TPBS in the future.

*Question 17: What obstacles does TPBS face?*

*Answer:* The main obstacle faced by TPBS is that we are a new organization. There are still many factors to study and research to develop our programming. Since October 2010, TPBS worked with other public broadcasters to create program content that could air in all participating countries. Each country would have different MCs.

*Question 18: Where do you receive feedback?*

*Answer:* We receive our feedback from Friends of TV Thai and also from the audience feedback department (calls, faxes, email, letters).

*Question 19: Is there experience in children’s programming within TPBS?*

*Answer:* We do not have any experience in children’s programming. We have to research, work, and teach others all at the same time to produce this programming. My boss is thinking about working with a university to open a major in children’s programming. This major does not currently exist in Thailand.

*Question 20: How many employees work on children and youth programming?*

*Answer:* There are only 5 employees working on this programming. This is why we have to have other companies create our concepts for programming. This affects the budget and the quality of the programming.

*Question 21: Does TPBS have a PR Department?*

*Answer:* No, we are still discussing the existence of a PR Department.

*Question 22: Does TPBS have plans to make cartoons?*

*Answer:* Yes, we are planning on making cartoons in the future. We also try to support other Thai cartoons because they are related to our life and our Thai culture. We aim to teach children the values of Thai culture.

*Question 23: Are there a lot of obstacles in your department with only five people?*

*Answer:* It is tough because the five people, including myself, have no experience working on children’s programming before. We have to research, work, and teach the technical staff about camera angle and production methods. We are very careful in distinguishing children’s programs from the content of adult programs.

## Appendix C: Interview 3

Mr. Neung and Mr. Yod

*TV Program Department*

*19 January 2011*

*Question 1: What obstacles does your department face?*

*Answer:* One of the obstacles faced by this department is determining what content is suitable for public broadcasters. Thai society is used to commercial TV so the values and content of public broadcasters is not clear to them. We are trying to make this clear and spread the benefits of public broadcasting.

*Question 2: What programs do you make?*

*Answer:* My work is divided into in-house production and hiring out-source production. The in-house production uses in-house producers and creators. The out-source production has to make programs that are exactly to TPBS's specifications.

*Question 3: Do you also make children's programs?*

*Answer:* No, my department is only in charge of programs targeted for audiences older than 15 years old.

*Question 4: Is there good feedback for the programs you produce?*

*Answer:* Yes, the feedback is good but we are still behind other stations in rating. Almost all of the TPBS programs do not have good rating compared to similar programs at other channels, but they do have good audience feedback.

*Question 5: How does TPBS measure rating?*

*Answer:* We measure rating from audience feedback sent to the station and sometimes from feedback gathered from events, like the Road Show. The traditional rating system helps to give us an idea of which age group is watching TPBS. From this rating system, we can also see if a specific program is reaching the target audience.

*Answer:* For public broadcasting stations, the success of a program is not just in the rating. Other factors and parameters need to be considered to gauge the popularity of a program.

*Question 6: What other factors or parameters does TPBS look at?*

*Answer:* We are developing a new tool to measure the quality of programming, and another that would measure how programs impact social behavior. We can combine these parameters with the feedback from the audience.

*Answer:* We have to admit that, as a public broadcasting station, we cannot challenge the commercial TV broadcasters in popularity. Commercial TV broadcasters aim to serve the sponsors' needs, unlike TPBS. TPBS shows value for everyone in society, not just targeted commercial age ranges, including elderly people and children's audiences.

*Answer:* The children's programs and the elderly audiences aim at making these audiences active citizens.

*Question 7: What additional challenges does TPBS face, because of the absence of sponsors?*

*Answer:* We see both benefits and challenges from the lack of sponsorship. The benefit is that no one limits our ideas and we are happier working this way. The drawback is that this limits our budget. The challenge is to balance the quality of programming with a limited budget.

*Question 8: Do you think the Road Show event can increase audience awareness?*

*Answer:* It will work if the audience members in the area where the event takes place have seen the programs. If the events go to their hometown, it can be effective in increasing awareness. For example, if the event went to Chiang Mai, the people who live in Chiang Mai will be more likely to watch the program because the program was filmed where they live.

*Answer:* It will be somewhat effective but not totally effective the first time. It is likely that it will improve the branding to the audience. We expect the long-term awareness to build continuously from audience to another audience.

*Question 9: What do you think are the main challenges that TPBS faces in getting the audience to know about its programming?*

*Answer:* I think the main problem is the timeslot. Audiences do not know when programs are offered. This year (2011), we will come out with a more specified timeslot. For example, children will know that TPBS shows children's programming weekend mornings and they can rely on this.

*Answer:* When the channel first started, we discussed producing programs that the audience "would want to watch" or programs that the audience "should watch." If we produced programs that their audience should watch, we would be presenting programs different from commercial broadcasters. We think that we should do what commercial TV broadcasters cannot do because they have the barrier of having to produce programming that capture audience support. However, when we decide to produce programs the audience "should watch" instead of "want to watch," we run into the problem of attracting viewers. This is the challenge faced by TPBS: how to make the audience want to watch programs that they should watch.

*Question 10: Do you think hiring famous Thai personalities is important to attract audiences?*

*Answer:* Yes, famous Thai personalities would act like a magnet and attract more audiences. The problem with hiring these personalities is TPBS's limited budget.

*Question 11: How is the timetable going to help attract audiences?*

*Answer:* The new timetable will have timeslots for specific audience groups.

*Answer:* The content of all TPBS programs bring in values and knowledge from outside the programming. For example, the cooking show can include content and values such as where the ingredient comes from or the nutritional information. This allows it to become more than just a cooking show.

*Question 12: What do you research before creating a program?*

*Answer:* This year we will focus on researching the audience needs and values in society. For children's programming, the station will send an employee out for training to learn about children of all age ranges.

*Answer:* TPBS has a mission to become known as Thailand's trademark quality station because it receives funding from the people. We think the channel should represent quality to the public.

## Appendix D: Interview 4

Mr. Wichan

*Audience Feedback Department*

*24 January 2011*

*Question 1: How does the Audience Feedback Department work?*

*Answer:* We communicate with the audience through social networking through a Facebook fan page for the audience to give comments, email, phone calls, and face-to-face. We take the feedback and send it to the relevant departments or people. The feedback will be discussed and responded to within the different departments. Most of the feedback is through Facebook and other social networking websites. Viewers do not complain much or give comments directly to the station.

*Question 2: What type of feedback do you receive from the audience?*

*Answer:* The feedback is more positive than negative. The positive feedback is mainly about the content of programs. The negative feedback usually complains about the incorrect use of the Thai language. Some of the negative feedback deals with inappropriate body language of cartoon characters. There are also viewers who want more programs or space for the youth to participate and show their talents in the programming.

*Question 3: What obstacles does your department face?*

*Answer:* We do not really have any problems within the department. The only concern is when departments do not respond to feedback that we send to them. Because of this, some of the feedback gets lost.

*Question 4: What future plans does TPBS have?*

*Answer:*

1. Hire more people,
2. Conduct activities at schools/universities, and
3. Produce a movie called “Nung Paa Pai,” which is a reflection of audience feedback.

## Appendix E: Interview 5

Ms. Thanamol Jutarat

*Audience Council*

*31 January 2011*

*Question 1: What is the Audience Council?*

*Answer:* The Audience Council was created under the TPBS Act to help TPBS receive audience feedback.

*Question 2: How do you choose council members?*

*Answer:* We have an open registration for people to apply to be members. To apply, they must watch programming, analyze the program, and give feedback. After this information is received, we call them for an interview.

*Question 3: Are there any benefits that council members receive? Why do people choose to become members?*

*Answer:* The membership is strictly based on volunteerism. People choose to become members as a way to serve their community and some may become members so they can put it on their resumes. Many of the members hope that becoming involved will help their local communities. After we pick a member, they go into their communities and create a network to gather people's opinions and feedback. We try to inform people that TPBS's audience feedback is different because we use local people to reach out to local people. Since it is a new system, we are still trying to figure out how to get the feedback heard by the board.

*Question 4: Are there any problems having the members work together?*

*Answer:* The members are all from different backgrounds so there has been some difficulty working together.

*Question 5: What is your role in the Audience Council?*

*Answer:* I am not a member of the Audience Council. I work for TPBS as a supporter and secretary to the Audience Council.

*Question 6: Does the Audience Council present a center to gather feedback?*

*Answer:* Yes, they do. One way they do this is by increasing audience awareness and participation. They also know that TPBS wants to gain the audience feedback so some call in or send in a suggestion. Most of the feedback is directed to the news department. For example, some of the audience thinks that some of the pictures are too violent. All suggestions and feedback must be examined before the board can approve the suggestions. The Audience Council does not have the kind of power to make significant changes at TPBS and the board denied most of the suggestions. Audience members also complained that the feedback was not received. Sometimes we go to schools to get feedback from the school children but most of the suggestions are aimed at entertainment programming. Right now, the audience council has two youth members but they have a hard time going on the road and attending all the events to gain

valuable feedback. We are recruiting new members but we have to limit the number of members because of our budget.

*Question 7: How you gotten feedback on the website or TPBS's school outreach programs?*

*Answer:* I have not looked at the online feedback.

*Question 8: What kind of feedback do you receive?*

*Answer:* Many people voice concerns about problems in their particular areas rather than feedback on TV programs. Much of the feedback we receive is in response to the news program, raising social concerns.

*Question 9: What kind of news reports are people looking for, based on the feedback?*

*Answer:* People want local problems aired. TPBS faces the challenge that it cannot broadcast all of the problems because of limited space and limited time. People do not understand that the goal of the Audience Council is not to gather problems of local populations but rather to gain feedback on current programming. For example, people have told the Council about a problem between a local population and the government. The government wishes to build a dam but the local people believe that the dam will effect their crops and the profits of this area.

*Question 10: What type of community outreach programs are you aware of?*

*Answer:* The program "Public Stage" goes to different areas and films local people. This program allows the local people to discuss their problems. Both negative and positive comments are expressed. The Audience Council can then gain feedback on this film show.

## Appendix F: Interview 6

Ms. Jaranya Kengtawikarn

*Manager of Foreign Program Acquisition Department, Importer of International Programs*

*8 February 2011*

*Question 1: What does your department do?*

*Answer:* TPBS is a free TV station, unlike UBC, a cable TV station that requires members to pay a monthly fee. We currently import a majority of our children's programming but we have to think hard about the culture differences before purchasing.

*Question 2: What is your target audience?*

*Answer:* Our main target audience is family and pre-school. Primetime television is everyday between 6:00am and 8:00am. During the weekday, it is between 16:00 and 18:00. We are ranked second or third for preschool programs. We target family audiences with a documentary called "Wonderful Planet," which is aired Monday to Friday. We try to appeal to all of Thailand, over 60 million people.

*Question 3: How many people are in your department?*

*Answer:* There are only 3 people in my department, including me.

*Question 4: From which countries do you purchase programming?*

*Answer:* We purchase programs from England, France, Singapore, Malaysia, and many more. We have to take contracts and the price of programming into account. The price is often dependent on the quantity purchased. If we purchase more programs, the price will be lowered.

*Question 5: What is involved in the purchasing process?*

*Answer:* First, we are concerned with the culture, values, and themes of the programs. Values and themes are the most important. The steps involved in the purchasing process are:

1. DVD previews are received from the distributors.
2. We select the programs and present them to the committee.
3. If the committee approves, we can purchase the program according to the time slot.

Culture and content often take priority over the quality of production. We will not accept programs involving sex or violence.

Some programs that we work with include Indonesia, despite their Islamic culture. We also work with Finland through an exchange program. We would send children to Finland to participate in a workshop and they would send children here.

*Question 6: Do you only purchase programs that are popular?*

*Answer:* No, we do not limit ourselves to only popular programs. We are more concerned with the content. Sometimes, the program becomes popular after we air it.



*Question 7: What is considered primetime for children's programming?*

*Answer:* TPBS children's programming have the highest rating on weekend mornings. Channel 7 has very popular Thai cartoons. When these cartoons come on, all other station's ratings drop because children want to watch these cartoons.

*Question 8: What are the main factors in choosing a program to purchase?*

*Answer:* The rating of the program is not as important as receiving positive audience feedback. TPBS recognizes that the production value of Thai programs is not as high as other top public broadcasters. This is why we look into purchasing programs. TPBS buys the most programs in Thailand. True Vision, the largest cable TV broadcaster in Thailand, is the second largest purchaser of programs. A list of the factors TPBS looks at in purchasing programs is:

1. Value of program
2. Timeslot
3. Budget
4. Reliability of Distributors

*Question 9: What goals does your department have to expand and diversify the audience base?*

*Answer:* We are trying to make TPBS ranked number one for children's programming in the Thai TV industry. We are making a plan to create a website for children's programming. We also plan on continuing the development of children's education and imagination through the use of animated shows with no sound and by purchasing the Australian children's program, Teletubbies.

## Appendix G: Community Outreach Criteria

This appendix contains the data collected for the Community Outreach Activities platform of the comparative study. We looked at three activities from each of the five stations: ABC, BBC, NHK, PBS, and TPBS. Here each activity is presented with a brief description in the row labeled “Description” in each chart.

### Australian Broadcasting Corporation (ABC)

<i>Activity 1: ABC Exhibition Trailer</i> Source: <a href="http://www.abc.net.au/trailer/">http://www.abc.net.au/trailer/</a>		
Criteria	Questions	Responses
Associated Program	To what program is the activity related?	<i>General ABC Mission</i>
Relation to Program	Are mascots used? How are activities related to the show?	<ul style="list-style-type: none"> <li>• <i>Live shows have characters involved</i></li> <li>• <i>Interactive games have ties to programming</i></li> </ul>
Relation to Audience	How is the audience engaged? What is the general description of the activity?	<ul style="list-style-type: none"> <li>• <i>Trailer Travels to community events to promote ABC and engage the audience</i></li> <li>• <i>It involves a studio, a stage for live shows, interactive games, and a trailer tour to engage the audience</i></li> </ul>
Purpose	Is the purpose entertainment, educational, family values, etc.?	<ul style="list-style-type: none"> <li>• <i>Activity: Educational and Entertaining</i></li> <li>• <i>To promote ABC</i></li> </ul>
Target Audience	What age range, region, or type of person is the activity aimed toward?	<ul style="list-style-type: none"> <li>• <i>Audience at community event</i></li> <li>• <i>Shows: aimed at children under 10</i></li> <li>• <i>Interactive Games: aimed at tweens and teens</i></li> </ul>
Location	Where does the activity take place?	<i>Visited 14 different community events last year (e.g., Australian Day Broadcast and Apollo Bay Music Festival)</i>
Attendance	How many people attended the event?	<i>200,000 people have visited since its start</i>
Audience Response	Is the feedback positive or negative?	<ul style="list-style-type: none"> <li>• <i>Facebook feedback is positive</i></li> <li>• <i>Can leave comments to ABC on website but cannot view them</i></li> </ul>

**Activity 2: HeyWire!**

Source: <http://www.abc.net.au/heywire/index2.html>

<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Associated Program	To what program is the activity related?	<i>General ABC Mission</i>
Relation to Program	Are mascots used? How are activities related to the show?	<ul style="list-style-type: none"> <li>• <i>No mascots</i></li> <li>• <i>Not linked to a specific program</i></li> </ul>
Relation to Audience	How is the audience engaged? What is the general description of the activity?	<ul style="list-style-type: none"> <li>• <i>User-generated content as well as competition</i></li> <li>• <i>Kids write stories about rural life and winners attend forum to discuss solutions to Australian problems</i></li> </ul>
Purpose	Is the purpose entertainment, educational, family values, etc.?	<ul style="list-style-type: none"> <li>• <i>Activity: Educational</i></li> <li>• <i>To encourage Audience Participation</i></li> </ul>
Target Audience	What age range, region, or type of person is the activity aimed toward?	<i>Teens in the rural areas of Australia</i>
Location	Where does the activity take place?	<ul style="list-style-type: none"> <li>• <i>Hand submissions in online</i></li> <li>• <i>Forum held in Bangkok for the winners</i></li> </ul>
Attendance	How many people attended the event?	<ul style="list-style-type: none"> <li>• <i>Over 400 stories broadcasted</i></li> <li>• <i>Thousands have been sent in</i></li> <li>• <i>37 Winners chosen in 2011</i></li> </ul>
Audience Response	Is the feedback positive or negative?	<ul style="list-style-type: none"> <li>• <i>Generally positive response</i></li> <li>• <i>“Good issues being raised”</i></li> <li>• <i>“Innovative ideas discussed”</i></li> </ul>

*Activity 3: ABC Open with focus on “Somewhere in Between”*

*Source: <http://open.abc.net.au/projects/somewhere-in-between>*

<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Associated Program	To what program is the activity related?	<i>General ABC Mission</i>
Relation to Program	Are mascots used? How are activities related to the show?	<i>No direct connection to programming</i>
Relation to Audience	How is the audience engaged? What is the general description of the activity?	<ul style="list-style-type: none"> <li>• <i>Teach youth the art of storytelling through audio slideshow project</i></li> <li>• <i>Generates stories about tweens in the area of Eurobodalla, NSE</i></li> </ul>
Purpose	Is the purpose entertainment, educational, family values, etc.?	<ul style="list-style-type: none"> <li>• <i>Activity: Educational</i></li> <li>• <i>Part of ABC Open Project (getting rural areas involved with ABC)</i></li> </ul>
Target Audience	What age range, region, or type of person is the activity aimed toward?	<ul style="list-style-type: none"> <li>• <i>Age 12 to 25</i></li> <li>• <i>From Eurobodalla, NSW</i></li> </ul>
Location	Where does the activity take place?	<ul style="list-style-type: none"> <li>• <i>“Somewhere in Between:” Eurobodalla, NSW</i></li> <li>• <i>ABC Open: across Australia in the rural areas</i></li> </ul>
Attendance	How many people attended the event?	<i>400 entries last year</i>
Audience Response	Is the feedback positive or negative?	<i>Posts on Twitter and on the website are positive</i>

## British Broadcasting Corporation (BBC)

<i>Activity 1: BBC News School Report</i> Source: <a href="http://news.bbc.co.uk/2/hi/school_report/7600511.stm">http://news.bbc.co.uk/2/hi/school_report/7600511.stm</a>		
Criteria	Questions	Responses
Associated Program	To what program is the activity related?	<i>General kids' programming</i>
Relation to Program	Are mascots used? How are activities related to the show?	<ul style="list-style-type: none"> <li>• <i>Related to News Program</i></li> <li>• <i>No relation to children's programming</i></li> </ul>
Relation to Audience	How is the audience engaged? What is the general description of the activity?	<ul style="list-style-type: none"> <li>• <i>Students are trained in preparing and broadcasting reports on news. They choose a topic that matters to them and produce video, audio or text-based news reports and publish them to their school websites.</i></li> <li>• <i>BBC spends some time reporting children's findings on the news</i></li> <li>• <i>Lesson plans and materials for teachers are provided on the website</i></li> <li>• <i>Support from BBC staff to help students learn</i></li> </ul>
Purpose	Is the purpose entertainment, educational, family values, etc.?	<ul style="list-style-type: none"> <li>• <i>Activity: Educational and Entertainment</i></li> <li>• <i>By engaging young people with news</i></li> <li>• <i>By bringing their voices and stories to a wider audience</i></li> <li>• <i>By sharing some of the public service values behind content creation, such as fairness, accuracy, and impartiality since so many young people are content creators and distributors</i></li> </ul>
Target Audience	What age range, region, or type of person is the activity aimed toward?	<i>School students ages 11-14 across the UK</i>
Location	Where does the activity take place?	<i>Primary schools across UK</i>
Attendance	How many people attended the event?	<i>Over 700 schools</i>
Audience Response	Is the feedback positive or negative?	<i>N/A</i>

*Activity 2: See Me on CBBC Tour*

Source: <http://www.bbc.co.uk/cbbc/help/tvhelp/seemeoncbbc.shtml>

Source:

[http://www.bbc.co.uk/pressoffice/pressreleases/stories/2008/09\\_september/10/tour.shtml](http://www.bbc.co.uk/pressoffice/pressreleases/stories/2008/09_september/10/tour.shtml)

<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Associated Program	To what program is the activity related?	<i>3 top shows on tour</i>
Relation to Program	Are mascots used? How are activities related to the show?	<ul style="list-style-type: none"> <li>• <i>Star in or be part of crew of a show</i></li> <li>• <i>Activities associated with the shows</i></li> <li>• <i>“Virtual Tracy Beaker”</i></li> <li>• <i>Get photo taken with cast and crew</i></li> </ul>
Relation to Audience	How is the audience engaged? What is the general description of the activity?	<ul style="list-style-type: none"> <li>• <i>“Special Beaker Booths”</i></li> <li>• <i>Virtual Tracy Beaker</i></li> <li>• <i>Dr. Who</i></li> <li>• <i>Star in your own special mini-episode of The Sarah Jane Adventures or Tracy Beaker</i></li> <li>• <i>Be part of the TV crew in a live Richard Hammond’s Blast Lab show</i></li> </ul>
Purpose	Is the purpose entertainment, educational, family values, etc.?	<ul style="list-style-type: none"> <li>• <i>Activity: Education and Entertainment</i></li> </ul> <p><i>“Experience first hand the fun and excitement of introducing their favourite CBBC show in front of a television camera.”</i></p>
Target Audience	What age range, region, or type of person is the activity aimed toward?	<i>Ages 6-12</i>
Location	Where does the activity take place?	<ul style="list-style-type: none"> <li>• <i>Trafford Centre, Manchester, August holiday</i></li> <li>• <i>London Tames festival</i></li> <li>• <i>Birmingham</i></li> </ul>
Attendance	How many people attended the event?	<i>N/A</i>
Audience Response	Is the feedback positive or negative?	<i>N/A</i>

*Activity 3: “Stories Throughout the Decades”*

*Source: [http://www.bbc.co.uk/outreach/newsletter/newsletter\\_33.html](http://www.bbc.co.uk/outreach/newsletter/newsletter_33.html)*

<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Associated Program	To what program is the activity related?	<i>General kids’ programming</i>
Relation to Program	Are mascots used? How are activities related to the show?	<i>Mascots not present</i>
Relation to Audience	How is the audience engaged? What is the general description of the activity?	<ul style="list-style-type: none"> <li>• <i>Short stories written based around decade</i></li> <li>• <i>Dramatized and performed by pupils</i></li> <li>• <i>Author Philip Ardagh and actress and director Fiona Ross joined secondary school children in Gloucester</i></li> </ul>
Purpose	Is the purpose entertainment, educational, family values, etc.?	<ul style="list-style-type: none"> <li>• <i>Activity: Educational and Entertainment</i></li> <li>• <i>Celebrate 60th anniversary of Chettenham Literature Festival</i></li> </ul>
Target Audience	What age range, region, or type of person is the activity aimed toward?	<i>Primary school students</i>
Location	Where does the activity take place?	<i>Primary schools in UK</i>
Attendance	How many people attended the event?	<i>6 schools</i>
Audience Response	Is the feedback positive or negative?	<i>N/A</i>

## Nippon Hoso Kyokai (NHK)

<i>Activity 1: NHK Japan Prize Competition</i> <i>Source: www.nhk.or.jp</i>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Associated Program	To what program is the activity related?	<i>Educational Programming</i>
Relation to Program	Are mascots used? How are activities related to the show?	<i>Supports NHK's educational programming and international ideals.</i>
Relation to Audience	How is the audience engaged? What is the general description of the activity?	<ul style="list-style-type: none"> <li>• <i>Competition that looks for educational programs in five different categories. Entries consist of online proposals to NHK.</i></li> <li>• <i>Goal is to provide the audience with the best educational material possible</i></li> </ul>
Purpose	Is the purpose entertainment, educational, family values, etc.?	<ul style="list-style-type: none"> <li>• <i>Activity: Educational</i> <i>To improve the quality of educational programs around the world and contributing to the development and fostering of international understanding and cooperation.</i></li> </ul>
Target Audience	What age range, region, or type of person is the activity aimed toward?	<ul style="list-style-type: none"> <li>• <i>Linear Contents</i></li> <li>• <i>Websites</i></li> <li>• <i>Games</i></li> <li>• <i>Other Interactive Materials</i></li> </ul>
Location	Where does the activity take place?	<i>Online submissions with judging at NHK headquarters</i>
Attendance	How many people attended the event?	<i>324 entries from 196 organizations in 2009</i>
Audience Response	Is the feedback positive or negative?	<i>Positive – number of applicants has been growing since its start in 1965</i>



*Activity 2: Production of “Play With English”  
Source: NHK Annual Report*

<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Associated Program	To what program is the activity related?	<i>“Play With English”</i>
Relation to Program	Are mascots used? How are activities related to the show?	<ul style="list-style-type: none"> <li>• <i>Mascot present</i></li> <li>• <i>Kids learn English during the activity</i></li> </ul>
Relation to Audience	How is the audience engaged? What is the general description of the activity?	<ul style="list-style-type: none"> <li>• <i>Producing an episode in a kindergarten classroom with the students</i></li> <li>• <i>Audience at home and audience on show dances, plays games, and sings along with show host</i></li> </ul>
Purpose	Is the purpose entertainment, educational, family values, etc.?	<i>Educational and entertaining</i>
Target Audience	What age range, region, or type of person is the activity aimed toward?	<ul style="list-style-type: none"> <li>• <i>Kindergarten age</i></li> <li>• <i>Kids in the school chosen</i></li> </ul>
Location	Where does the activity take place?	<i>Elementary school classroom</i>
Attendance	How many people attended the event?	<i>Unknown</i>
Audience Response	Is the feedback positive or negative?	<i>Unknown</i>

*Activity 3: NHK Nodo Jiman*  
*Source: NHK Annual Report*

<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Associated Program	To what program is the activity related?	<i>General programming</i>
Relation to Program	Are mascots used? How are activities related to the show?	<ul style="list-style-type: none"> <li>• <i>No mascots</i></li> <li>• <i>Activity reflects the mission of the station to get the audience involved</i></li> </ul>
Relation to Audience	How is the audience engaged? What is the general description of the activity?	<i>Audience participates in an amateur singing contest (on air)</i>
Purpose	Is the purpose entertainment, educational, family values, etc.?	<i>Activity: Entertainment To strengthen NHK's bonds with viewers and listeners through participation</i>
Target Audience	What age range, region, or type of person is the activity aimed toward?	<i>Young adults</i>
Location	Where does the activity take place?	<ul style="list-style-type: none"> <li>• <i>Auditions: multiple cities</i></li> <li>• <i>Final Competition: NHK Hall, Tokyo</i></li> </ul>
Attendance	How many people attended the event?	<i>Unknown</i>
Audience Response	Is the feedback positive or negative?	<i>Unknown</i>

## Public Broadcasting Service (PBS)

<i>Activity 1: b-Healthy for Life Youth Summit</i> Source: <a href="http://mediaengage.org/shareStory/stories/stories.cfm?storyid=WNED_health">http://mediaengage.org/shareStory/stories/stories.cfm?storyid=WNED_health</a>		
Criteria	Questions	Responses
Associated Program	To what program is the activity related?	<i>General programming</i>
Relation to Program	Are mascots used? How are activities related to the show?	<i>Activity encourages kids to be active in their community, as well as live healthy, balanced lives</i>
Relation to Audience	How is the audience engaged? What is the general description of the activity?	<ul style="list-style-type: none"> <li>• <i>WNED sponsored summit teaching elementary students about fit and healthy living</i></li> <li>• <i>Students took this information and developed activities to benefit their community: a walk-a-thon, and pedometer relay race, and they commissioned for a salad bar at the school cafeteria</i></li> </ul>
Purpose	Is the purpose entertainment, educational, family values, etc.?	<ul style="list-style-type: none"> <li>• <i>Activity: Entertaining and educational</i></li> <li>• <i>To emphasize the importance of living a healthy lifestyle through community activities</i></li> <li>• <i>To show students how to speak and how to plan and express their message</i></li> </ul>
Target Audience	What age range, region, or type of person is the activity aimed toward?	<i>Elementary students</i>
Location	Where does the activity take place?	<i>Buffalo, New York</i>
Attendance	How many people attended the event?	<i>350+ students from three elementary schools</i>
Audience Response	Is the feedback positive or negative?	<i>Positive – students proceeded to execute their ideas beginning the day following the summit</i>

*Activity 2: Empowering Youth*

*Source:*

[http://www.mediaengage.org/shareStory/stories/stories.cfm?storyid=KPBS\\_youth](http://www.mediaengage.org/shareStory/stories/stories.cfm?storyid=KPBS_youth)

<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Associated Program	To what program is the activity related?	<i>General programming</i>
Relation to Program	Are mascots used? How are activities related to the show?	<i>Activity encourages teens to better their community through helping their peers</i>
Relation to Audience	How is the audience engaged? What is the general description of the activity?	<ul style="list-style-type: none"> <li>• <i>Ten incarcerated teens created the “You Decide” campaign</i></li> <li>• <i>Teaches other audience members about the dangers of teen relationship violence</i></li> </ul>
Purpose	Is the purpose entertainment, educational, family values, etc.?	<ul style="list-style-type: none"> <li>• <i>Educational</i></li> <li>• <i>To raise awareness about teen relationship violence</i></li> <li>• <i>For teens to help each other through providing local resources</i></li> </ul>
Target Audience	What age range, region, or type of person is the activity aimed toward?	<i>Youth in the San Diego probation system</i>
Location	Where does the activity take place?	<i>San Diego, California</i>
Attendance	How many people attended the event?	<i>500 teens</i>
Audience Response	Is the feedback positive or negative?	<p><i>Positive</i></p> <ul style="list-style-type: none"> <li>• <i>Teens involved in the campaign have been genuinely empowered and they’ve also embraced the role of empowering others</i></li> <li>• <i>The program continues to grow and the reach of the campaign is expanding</i></li> </ul>

### *Activity 3: Independent Lens*

*Source:*

[http://www.pbs.org/independentlens/getinvolved/resources/community\\_overview.pdf](http://www.pbs.org/independentlens/getinvolved/resources/community_overview.pdf)

<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Associated Program	To what program is the activity related?	<i>General programming</i>
Relation to Program	Are mascots used? How are activities related to the show?	<i>Reflects general mission of public broadcasting</i>
Relation to Audience	How is the audience engaged? What is the general description of the activity?	<ul style="list-style-type: none"> <li>• <i>Free monthly screening event of a film that raises important social issues</i></li> <li>• <i>Audience can participate in panel discussion, attend guest speakers, and use resources to spur conversation to encourage people to get more involved in their communities</i></li> </ul>
Purpose	Is the purpose entertainment, educational, family values, etc.?	<ul style="list-style-type: none"> <li>• <i>Entertaining and educational</i></li> <li>• <i>To get community members together to think about challenging issues such as the death penalty, racism, globalization, and freedom of religion, and how they can come together to address these issues</i></li> </ul>
Target Audience	What age range, region, or type of person is the activity aimed toward?	<i>Civic-minded adults</i>
Location	Where does the activity take place?	<i>Various cities across the US</i>
Attendance	How many people attended the event?	<i>40,000+ participants all together</i>
Audience Response	Is the feedback positive or negative?	<i>Positive – attendees of past events have been inspired and empowered with resources and action steps</i>

## Thai Public Broadcasting Service (TPBS)

<i>Activity 1: Thanon Dek Dern (A Road Show)</i> <i>Source: TPBS Employee Interviews</i>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Associated Program	To what program is the activity related?	<i>All kids' programs</i>
Relation to Program	Are mascots used? How are activities related to the show?	<i>Represents all programs and the general station's mission.</i>
Relation to Audience	How is the audience engaged? What is the general description of the activity?	<ul style="list-style-type: none"> <li>• <i>Event Fair</i></li> <li>• <i>Audience tours through different activity booths for each program</i></li> </ul>
Purpose	Is the purpose entertainment, educational, family values, etc.?	<ul style="list-style-type: none"> <li>• <i>Activity: Entertaining and educational</i></li> <li>• <i>Give the audience information and entertainment both on programming and station's values</i></li> </ul>
Target Audience	What age range, region, or type of person is the activity aimed toward?	<i>Family Audiences (all ages)</i>
Location	Where does the activity take place?	<i>Narn Province</i>
Attendance	How many people attended the event?	<i>3,000 people last year Only occurred once (Oct. 2010), Will occur twice this year (2011)</i>
Audience Response	Is the feedback positive or negative?	<i>Interviews with TPBS Employees indicate positive response.</i>

*Activity 2: Essay Contest*  
*Source: TPBS Annual Report*

<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Associated Program	To what program is the activity related?	<i>Kanom Thai Arai Oei</i>
Relation to Program	Are mascots used? How are activities related to the show?	<ul style="list-style-type: none"> <li>• <i>Mascot on the set (Bai Tong) – young male character who narrates the show</i></li> <li>• <i>Activities allow kids to win a prize or be on the show</i></li> </ul>
Relation to Audience	How is the audience engaged? What is the general description of the activity?	<ul style="list-style-type: none"> <li>• <i>Kids send in an essay about Thai dessert</i></li> <li>• <i>Audience has the chance to win a teddy bear dressed in a Thai costume</i></li> <li>• <i>Audience can also send in a request to participate on the show</i></li> </ul>
Purpose	Is the purpose entertainment, educational, family values, etc.?	<i>Educational and rewarding</i>
Target Audience	What age range, region, or type of person is the activity aimed toward?	<ul style="list-style-type: none"> <li>• <i>Kids who enjoy “Kanom Thai Arai Oei”</i></li> <li>• <i>Ages 4-10</i></li> </ul>
Location	Where does the activity take place?	<i>TPBS studio set</i>
Attendance	How many people attended the event?	<ul style="list-style-type: none"> <li>• <i>About 20 essays submitted each week (no limit)</i></li> <li>• <i>About 100 requests to be on the show each week – only 2-3 selected</i></li> </ul>
Audience Response	Is the feedback positive or negative?	<i>Positive feedback</i>

*Activity 3: Quiz Game*  
*Source: TPBS Annual Report*

<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Associated Program	To what program is the activity related?	<i>“Box Box Club”</i>
Relation to Program	Are mascots used? How are activities related to the show?	<i>Mascot doll prize – P’Box Box Junior</i>
Relation to Audience	How is the audience engaged? What is the general description of the activity?	<ul style="list-style-type: none"> <li>• <i>Weekly quiz game on TPBS website</i></li> <li>• <i>Audience can win a doll (mascot of the show)</i></li> <li>• <i>Audience can also send in a request to participate on the show</i></li> </ul>
Purpose	Is the purpose entertainment, educational, family values, etc.?	<i>Entertaining and educational</i>
Target Audience	What age range, region, or type of person is the activity aimed toward?	<i>Kids who enjoy “Box Box Club”</i>
Location	Where does the activity take place?	<ul style="list-style-type: none"> <li>• <i>TPBS website</i></li> <li>• <i>TPBS studio set</i></li> </ul>
Attendance	How many people attended the event?	<i>N/A</i>
Audience Response	Is the feedback positive or negative?	<ul style="list-style-type: none"> <li>• <i>Positive feedback</i></li> <li>• <i>Kids like winning the prize</i></li> </ul>



## Appendix H: Children’s Website Criteria

This appendix contains the data collected for the Children’s Website platform of the comparative study. There are four categories of criteria: general, ease of use, aesthetics, and content. Each category consists of information on each of the five broadcasters: ABC, BBC, NHK, PBS, and TPBS, as well as information on the respective children’s channels of each broadcaster.

### General Criteria

	ABC	BBC	NHK	PBS	TPBS
Help Page		X	X	X	X
Children’s Page	X	X	X	X	
Parents’ Page	X	X	X	X	
Teachers’ Page	X		X	X	

## Ease of Use

	<b>ABC</b>	<b>BBC</b>	<b>NHK</b>	<b>PBS</b>	<b>TPBS</b>
Main Menu Links [Names]	<i>Home Studio 3 Watch Now! Games TV Guide TV Shows News Make It Chatter</i>	<i>Home Presenters Things to Do Get Involved Games Badges Videos On TV</i>	<i>Search Timetable Programs BS Channel RI FM Children Philosophy License Fee</i>	<i>TV Times Search Help Login</i>	<i>Home Gallery Live TV Archive Carrier About TPBS Guestbook</i>
Other Links [Names]	<i>Animals Arts Music Sports Science Digital Club3</i>	<i>Contact Us “Diaries” Chat Updates</i>	<i>News Sports Info Drama Music Variety Movie Anime Documentary Theater Education</i>	<i>Videos Programs Games Parents Teachers</i>	<i>PR News Contact Us Comment News Programs Beneficial Documentary Kids/Youth Service</i>
Main Links	9	6	9	3	7
Other Links	6	N/A	11	7	3
Shape Relation	Yes	Yes	No	No	No
Features	10	11	0	5	28
Groupings	No	Yes	N/A	No	N/A
Personalization	Yes	Yes	No	No	No
Control	6	6	N/A	10	N/A
Clicks [each program]	4	1	1	1	2
	4	3	1	1	2
	4	N/A	1	1	2
Search Bar	Yes	Yes	Yes	Yes	Yes
Alphabetized	Yes	Yes	Yes	No	No

## Aesthetics

	ABC	BBC	NHK	PBS	TPBS
Graphics	<i>Stills from programs, slideshow links</i>	<i>Nature imagery</i>	<i>Characters, Japanese imagery</i>	<i>Blocks, people, river, doll house</i>	<i>Stills</i>
Colors	<i>Black, white, &amp; red with swirls</i>	<i>Green, blue, white, &amp; brown</i>	<i>Dark red</i>	<i>Blue, green, red, &amp; orange</i>	<i>Gray, orange, &amp; white</i>
Animation	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>No</i>
Sound Effects	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>No</i>
Font	<i>Clear, bold, capital letters</i>	<i>Block letters</i>	<i>Clear, large, bold</i>	<i>Bold</i>	<i>Small</i>
Logo	<i>Modern, large, ABC3 logo</i>	<i>Medium-sized CBBC logo</i>	<i>NHK Online logo, NHK Kids logo</i>	<i>Medium-sized PBS Kids logo</i>	<i>TPBS logo</i>
Straight Lines	<i>No</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>

## Content

	ABC	BBC	NHK	PBS	TPBS
Clarity of Title	<i>Clear</i>	<i>Clear</i>	<i>Clear</i>	<i>Clear</i>	<i>Unclear</i>
Games	<i>Yes [71]</i>	<i>Yes</i>	<i>Yes [16]</i>	<i>Yes [106]</i>	<i>No</i>
Other Interaction	<i>Chat Feedback Send Ideas Articles Biographies Blogs News Interviews</i>	<i>Chat Video Quiz Feedback</i>	<i>Music Shop Songs Lyrics</i>	<i>Printables Downloads Comments Send In</i>	<i>Feedback</i>
Parents' Page Information	<i>Activities Stories Videos Descriptions of programs</i>	<i>Activities School Info</i>	<i>N/A</i>	<i>Activities Child development</i>	<i>None</i>

## Appendix J: Web 2.0 Criteria

This appendix contains the data collected for the Web 2.0 platform of the comparative study. There are three categories of criteria: Facebook, video sharing sites, and online communities. Each category consists of information on each of the five broadcasters: ABC, BBC, NHK, PBS, and TPBS, as well as information on the respective children's channels of each broadcaster.

### Facebook

<i>Facebook: ABC</i>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Existence	Does the broadcaster have a Facebook page on <a href="http://www.facebook.com">www.facebook.com</a> ?	Yes – <a href="http://www.facebook.com/ABCTV.au">www.facebook.com/ABCTV.au</a>
Updates	How often is the page updated?	<i>Updated daily</i>
Fans	How many people are fans of the page?	<i>22,312 fans</i>
Features	Does the page have photos, videos, comments, announcements, events, etc.?	<ul style="list-style-type: none"> <li>• <i>Information</i></li> <li>• <i>Videos</i></li> <li>• <i>Photos</i></li> <li>• <i>Notes</i></li> <li>• <i>Reviews</i></li> <li>• <i>Discussion</i></li> <li>• <i>Link to ABC3 Website</i></li> </ul>
<i>Facebook: ABC3</i>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Existence	Does the broadcaster have a Facebook page on <a href="http://www.facebook.com">www.facebook.com</a> ?	Yes – <a href="http://www.facebook.com/pages/ABC3/98741427477">www.facebook.com/pages/ABC3/98741427477</a>
Updates	How often is the page updated?	<i>Updated daily</i>
Fans	How many people are fans of the page?	<i>23,197</i>
Features	Does the page have photos, videos, comments, announcements, events, etc.?	<ul style="list-style-type: none"> <li>• <i>Announcements</i></li> <li>• <i>Information</i></li> <li>• <i>Photos</i></li> <li>• <i>Discussion</i></li> <li>• <i>Reviews</i></li> <li>• <i>Videos</i></li> </ul>

<i>Facebook: BBC</i>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Existence	Does the broadcaster have a Facebook page on <a href="http://www.facebook.com">www.facebook.com</a> ?	Yes – <a href="http://www.facebook.com/bbcworldnews">http://www.facebook.com/bbcworldnews</a>
Updates	How often is the page updated?	<i>Multiple times per day</i>
Fans	How many people are fans of the page?	<i>566,239 fans</i>
Features	Does the page have photos, videos, comments, announcements, events, etc.?	<ul style="list-style-type: none"> <li>• <i>Pictures</i></li> <li>• <i>News updates</i></li> <li>• <i>Events</i></li> </ul>
<i>Facebook: CBBC</i>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Existence	Does the broadcaster have a Facebook page on <a href="http://www.facebook.com">www.facebook.com</a> ?	<i>No</i>
Updates	How often is the page updated?	<i>N/A</i>
Fans	How many people are fans of the page?	<i>N/A</i>
Features	Does the page have photos, videos, comments, announcements, events, etc.?	<i>N/A</i>

<i>Facebook: NHK</i>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Existence	Does the broadcaster have a Facebook page on <a href="http://www.facebook.com">www.facebook.com</a> ?	<i>No</i>
Updates	How often is the page updated?	<i>N/A</i>
Fans	How many people are fans of the page?	<i>N/A</i>
Features	Does the page have photos, videos, comments, announcements, events, etc.?	<i>N/A</i>
<i>Facebook: NHK Kids</i>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Existence	Does the broadcaster have a Facebook page on <a href="http://www.facebook.com">www.facebook.com</a> ?	<i>No</i>
Updates	How often is the page updated?	<i>N/A</i>
Fans	How many people are fans of the page?	<i>N/A</i>
Features	Does the page have photos, videos, comments, announcements, events, etc.?	<i>N/A</i>

<i>Facebook: PBS</i>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Existence	Does the broadcaster have a Facebook page on <a href="http://www.facebook.com">www.facebook.com</a> ?	Yes – <a href="http://www.facebook.com/pbs">www.facebook.com/pbs</a>
Updates	How often is the page updated?	Updated 3-4 times daily
Fans	How many people are fans of the page?	566,228 fans
Features	Does the page have photos, videos, comments, announcements, events, etc.?	<ul style="list-style-type: none"> <li>• <i>Announcements</i></li> <li>• <i>Information</i></li> <li>• <i>Photos</i></li> <li>• <i>Videos</i></li> <li>• <i>Events</i></li> <li>• <i>Discussion</i></li> <li>• <i>Shopping</i></li> <li>• <i>Links to <a href="http://www.pbs.org">www.pbs.org</a></i></li> </ul>
<i>Facebook: PBS Kids</i>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Existence	Does the broadcaster have a Facebook page on <a href="http://www.facebook.com">www.facebook.com</a> ?	Yes – <a href="http://www.facebook.com/PBSKIDS">www.facebook.com/PBSKIDS</a>
Updates	How often is the page updated?	Updated 2-3 times daily
Fans	How many people are fans of the page?	32,966 fans
Features	Does the page have photos, videos, comments, announcements, events, etc.?	<ul style="list-style-type: none"> <li>• <i>Information</i></li> <li>• <i>Videos</i></li> <li>• <i>Photos</i></li> <li>• <i>Announcements</i></li> <li>• <i>Events</i></li> <li>• <i>Discussion</i></li> <li>• <i>Reviews</i></li> <li>• <i>Links to <a href="http://www.pbskids.org">www.pbskids.org</a></i></li> </ul>

<i>Facebook: TPBS</i>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Existence	Does the broadcaster have a Facebook page on <a href="http://www.facebook.com">www.facebook.com</a> ?	<i>Yes – <a href="http://www.facebook.com/ThaiPBSFan">www.facebook.com/ThaiPBSFan</a></i>
Updates	How often is the page updated?	<i>Updated about every 15 minutes</i>
Fans	How many people are fans of the page?	<i>12,979 fans</i>
Features	Does the page have photos, videos, comments, announcements, events, etc.?	<ul style="list-style-type: none"> <li>• <i>Contact information</i></li> <li>• <i>Videos</i></li> <li>• <i>Announcements</i></li> <li>• <i>Comments from viewers</i></li> <li>• <i>Contact information</i></li> <li>• <i>Polls</i></li> <li>• <i>Links to stories on <a href="http://www.thaipbs.or.th">www.thaipbs.or.th</a></i></li> </ul>
<i>Facebook: TPBS Kids</i>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Existence	Does the broadcaster have a Facebook page on <a href="http://www.facebook.com">www.facebook.com</a> ?	<i>No</i>
Updates	How often is the page updated?	<i>N/A</i>
Fans	How many people are fans of the page?	<i>N/A</i>
Features	Does the page have photos, videos, comments, announcements, events, etc.?	<i>N/A</i>



## Video Sharing Sites

<i>ABC</i>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Existence	Does the broadcaster have a channel on a video sharing site?	<i>Yes – <a href="http://www.youtube.com/user/NewOnABCTV">www.youtube.com/user/NewOnABCTV</a></i>
Children's Programming	Does the channel show videos related to children's programming?	<i>No</i>
Videos	How many videos does the channel have?	<i>535 videos</i>
Views	How many views does the channel have?	<i>3,296,143 total video views</i>
Subscribers	How many subscribers does the channel have?	<i>2,460 subscribers</i>
Linked	Is the broadcaster's video channel linked from the broadcaster's main webpage?	<i>No</i>
Link Back	Is the broadcaster's main webpage linked from the broadcaster's video channel?	<i>Yes</i>
Comments	Does the channel moderator respond to comments left by viewers?	<i>No</i>

<i>BBC</i>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Existence	Does the broadcaster have a channel on a video sharing site?	<i>Yes – <a href="http://www.youtube.com/user/BBCWorldwide">http://www.youtube.com/user/BBCWorldwide</a></i>
Children's Programming	Does the channel show videos related to children's programming?	<i>No</i>
Videos	How many videos does the channel have?	<i>4,907 videos</i>
Views	How many views does the channel have?	<i>466,592,785 total video views</i>
Subscribers	How many subscribers does the channel have?	<i>276,380 subscribers</i>
Linked	Is the broadcaster's video channel linked from the broadcaster's main webpage?	<i>No</i>
Link Back	Is the broadcaster's main webpage linked from the broadcaster's video channel?	<i>No</i>
Comments	Does the channel moderator respond to comments left by viewers?	<i>No</i>

<b>NHK</b>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Existence	Does the broadcaster have a channel on a video sharing site?	<i>Yes – <a href="http://www.youtube.com/nhkonline">www.youtube.com/nhkonline</a></i>
Children's Programming	Does the channel show videos related to children's programming?	<i>Yes</i>
Videos	How many videos does the channel have?	<i>394 videos</i>
Views	How many views does the channel have?	<i>6,941,022 total video views</i>
Subscribers	How many subscribers does the channel have?	<i>16,553 subscribers</i>
Linked	Is the broadcaster's video channel linked from the broadcaster's main webpage?	<i>No</i>
Link Back	Is the broadcaster's main webpage linked from the broadcaster's video channel?	<i>Yes</i>
Comments	Does the channel moderator respond to comments left by viewers?	<i>No – comments disabled</i>

<i>PBS</i>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Existence	Does the broadcaster have a channel on a video sharing site?	<i>Yes – <a href="http://www.youtube.com/user/PBS">www.youtube.com/user/PBS</a></i>
Children’s Programming	Does the channel show videos related to children’s programming?	<i>Yes</i>
Videos	How many videos does the channel have?	<i>3,813 videos</i>
Views	How many views does the channel have?	<i>85,190,368 total video views</i>
Subscribers	How many subscribers does the channel have?	<i>64,996 subscribers</i>
Linked	Is the broadcaster’s video channel linked from the broadcaster’s main webpage?	<i>Yes</i>
Link Back	Is the broadcaster’s main webpage linked from the broadcaster’s video channel?	<i>Yes</i>
Comments	Does the channel moderator respond to comments left by viewers?	<i>N/A – comments disabled</i>

<i>TPBS</i>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Existence	Does the broadcaster have a channel on a video sharing site?	<i>Yes – <a href="http://www.youtube.com/user/ThaiPBS">www.youtube.com/user/ThaiPBS</a></i>
Children's Programming	Does the channel show videos related to children's programming?	<i>No</i>
Videos	How many videos does the channel have?	<i>117 videos</i>
Views	How many views does the channel have?	<i>80,189 total video views</i>
Subscribers	How many subscribers does the channel have?	<i>55 subscribers</i>
Linked	Is the broadcaster's video channel linked from the broadcaster's main webpage?	<i>No</i>
Link Back	Is the broadcaster's main webpage linked from the broadcaster's video channel?	<i>Yes</i>
Comments	Does the channel moderator respond to comments left by viewers?	<i>No – no viewer comments</i>

### Online Communities

<i>ABC3: Club 3</i>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Description	Describe the community.	<ul style="list-style-type: none"> <li>• <i>Children can create a profile about themselves</i></li> <li>• <i>Children can make new friends, create their own characters, save favorite pages, enter competitions, and more</i></li> </ul>
Target Audience	At what age group is the community aimed?	<i>School-aged children</i>
Login	Must a child log in to be in the community?	<i>Yes</i>
Chat	Is there a chat feature within the community?	<i>Yes – message boards</i>
Games	Are there games offered in the community?	<i>Yes</i>

<i>CBBC: Message Boards</i>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Description	Describe the community.	<ul style="list-style-type: none"> <li>• <i>A series of message boards for children to chat</i></li> <li>• <i>Boards are based on specific programs, specific characters, or games</i></li> </ul>
Target Audience	At what age group is the community aimed?	<i>Children ages 6-12</i>
Login	Must a child log in to be in the community?	<i>Yes</i>
Chat	Is there a chat feature within the community?	<i>Yes</i>
Games	Are there games offered in the community?	<i>No</i>

<i>NHK Kids: Kids' Wonderland</i>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Description	Describe the community.	<ul style="list-style-type: none"> <li>• <i>Children explore life on an imaginary island where they can meet characters</i></li> <li>• <i>Children participate in common tasks such as grocery shopping</i></li> </ul>
Target Audience	At what age group is the community aimed?	
Login	Must a child log in to be in the community?	<i>Yes</i>
Chat	Is there a chat feature within the community?	<i>Yes</i>
Games	Are there games offered in the community?	<i>Yes</i>

<i>PBS Kids: It's My Life</i>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Description	Describe the community.	<ul style="list-style-type: none"> <li>• <i>A site that helps children deal with common issues</i></li> <li>• <i>Children can share their stories, read informative articles, and receive advice from mentors</i></li> </ul>
Target Audience	At what age group is the community aimed?	<i>Children ages 9-12</i>
Login	Must a child log in to be in the community?	<i>No</i>
Chat	Is there a chat feature within the community?	<i>Yes – message boards</i>
Games	Are there games offered in the community?	<i>Yes</i>
<i>PBS Kids: Secret Box</i>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Description	Describe the community.	<ul style="list-style-type: none"> <li>• <i>A profile in which children can choose their own background and character to represent themselves</i></li> <li>• <i>Children can add friends, watch video clips, save games scores, and more</i></li> </ul>
Target Audience	At what age group is the community aimed?	<i>Children ages 2-12</i>
Login	Must a child log in to be in the community?	<i>Yes</i>
Chat	Is there a chat feature within the community?	<i>Yes – message boards</i>
Games	Are there games offered in the community?	<i>Yes</i>

<i>TPBS: no online communities</i>		
<b>Criteria</b>	<b>Questions</b>	<b>Responses</b>
Description	Describe the community.	<i>N/A</i>
Target Audience	At what age group is the community aimed?	<i>N/A</i>
Login	Must a child log in to be in the community?	<i>N/A</i>
Chat	Is there a chat feature within the community?	<i>N/A</i>
Games	Are there games offered in the community?	<i>N/A</i>