การศึกษาความต้องการจำเป็นในการพัฒนาความตระหนักทางวัฒนธรรมของนักศึกษาปริญญาบัณฑิต

A Needs Assessment Study in Developing Cultural Awareness of Undergraduate Students

ปัญชลี เวียงยิ่ง[1] และ ใจทิพย์ ณ สงขลา[2]

Panchalee Wiangying[1] and Jaitip Na-Songkhla[2]

บทคัดย่อ

การวิจัยครั้งนี้มีจุดมุ่งหมายเพื่อศึกษาความต้องการจำเป็นในการพัฒนาความตระหนักทางวัฒนธรรมของนักศึกษาปริญญาบัณฑิต ตัวอย่าง ได้แก่ นักศึกษาปริญญาบัณฑิต จำนวน 400 คน ได้มาจากการเลือกตัวอย่างแบบเจาะจง (purposive sampling) เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล คือ แบบสอบถามความคิดเห็นของนักศึกษาปริญญาบัณฑิต ประกอบไปด้วยข้อคำถาม 45 รายการ และนำมาวิเคราะห์ข้อมูลด้วยสถิติเชิงบรรยาย ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และค่าดัชนีเรียงลำดับความสำคัญความต้องการจำเป็น ($PNI_{Modified}$) ผลการศึกษาพบว่า ค่าดัชนีความต้องการจำเป็นในการพัฒนาความตระหนักทางวัฒนธรรมของนักศึกษาปริญญาบัณฑิต มีค่าเฉลี่ยอยู่ในระดับปานกลาง ($PNI_{Modified}$ = 3.17) เมื่อพิจารณาค่าดัชนีความต้องการจำเป็นในรายด้าน พบว่า นักศึกษาปริญญาบัณฑิตมีความจำเป็นที่ต้องได้รับการพัฒนาด้านการรู้เท่าทันสื่อเชิงวิพากษ์มากที่สุด ($PNI_{Modified}$ = 3.23) รองลงมา คือ ด้านพหุวัฒนธรรม ($PNI_{Modified}$ = 3.17) ด้านโลกเสมือนจริง ($PNI_{Modified}$ = 3.13) และด้านอินโฟกราฟิก ($PNI_{Modified}$ = 3.10) เป็นลำดับสุดท้าย

คำสำคัญ: การศึกษาความต้องการจำเป็น, การรู้เท่าทันสื่อเชิงวิพากษ์, พหุวัฒนธรรม, โลกเสมือนจริง, อินโฟกราฟิก, ความตระหนักทางวัฒนธรรม

[1] นิสิตดุษฎีบัณฑิตสาขาวิชาเทคโนโลยีและสื่อสารการศึกษา ภาควิชาเทคโนโลยีและสื่อสารการศึกษา คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
อีเมล: panchalee.w@gmail.com
Ph.D. Candidate in Department of Educational Technology and Communications, Faculty of Education, Chulalongkorn University
Email: panchalee.w@gmail.com

[2] อาจารย์ประจำสาขาวิชาเทคโนโลยีและสื่อสารการศึกษา ภาควิชาเทคโนโลยีและสื่อสารการศึกษา คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
อีเมล: jaitip.n@chula.ac.th
Lecturer in Department of Educational Technology and Communications, Faculty of Education, Chulalongkorn University
Email: jaitip.n@chula.ac.th

Abstract

This research aims to study the need to develop cultural awareness among undergraduate students in Thailand. The sample group comprised 400 undergraduate students under the Office of the Higher Education Commission (OHEC), Ministry of Education, Bangkok, who were recruited by the purposive sampling method. Applied tools used to collect data consisted of a questionnaire which elicited the students' opinions about critical media literacy, multiculturism, virtual worlds and infographics of undergraduate students, and included a checklist of 45 items, rating scales and open-ended questions. Findings were presented as percentage, mean and standard deviations, and modified Priority Needs Index. The results show the indices needed to develop an instructional model of critical media in multicultural virtual worlds with infographics to enhance cultural awareness among undergraduate students in Thailand. Overall, a comparison of the priority needs index values revealed the average GPA ($PNI_{Modified}$) at a moderate level ($PNI_{Modified}$ = 3.17).

Keywords: needs assessment study, critical media literacy, multicultural, virtual worlds, infographics, cultural awareness

Introduction

At present, the digital age or the information age is quite competitive in society and affect the adaptation of learners to develop with the changes in every dimension. In the transition to the 21st century, Thailand is preparing to enter the ASEAN Economic Community (AEC). It must take into account several important factors and elements due to differences in language, culture, economy, society, politics, government, environment, terrain, education system, history, ethnicity, religion, etc., in line with the Educational Development Plan of the Ministry of Education. The Eleventh Edition (2012-2016) aims to promote the development of the social environment as a base for human development and create a moral society wisdom and learning. The policy is to promote international cooperation in education, develop internationalization of education to serve as an ASEAN Community and increase the competitiveness of the country under the globalization. At the same time, students can live together

peacefully with the world, have dependence and support each other (Office of the Education Council [OEC], 2010). Therefore, it is necessary to prepare students for the change. The education is in a way called "Multicultural education". This is a reform of educational management. The National Education Act B.E. 2542 defines the principle and purpose of integrating education into culture by organizing the environment within the institution. Students from different backgrounds, such as race or ethnicity, language, religion, sex, social class etc. have learned to accept cultural differences, to not be bias, to not be discriminate which reduced conflicts between each other (Yongyuan, 2008), as well as the promotion of cultural awareness, be it their culture or the culture of others. As Padungchewit (2007) mentioned that, in situations where people from different backgrounds or cultures are communicating, Cultural Differences or Cultural Diversity such as Background, Experience, Concept, Worldview, Language, or Nonverbal Interpretation assumptions can cause communication problems without the recognition of cultural awareness. The cultural effects that affect the processes and behavior of communication in society with Osula and Irvin (2009) discusses the importance of cultural awareness that current leaders face a number of challenges, which are essential for cultural awareness, knowledge, and skills when working with a global or international team. Being able to think in addition to one's own culture and looking at the problem through the eyes of others is critical to success.

Therefore, the teaching that emphasizes the learner's cultural awareness should be promoted in higher education. This is a feature that graduates should have in order to live a quality life and adapt to living in accordance with the needs of society in the nation, the ASEAN community, as well as international. In line with the vision of the Higher Education Development Plan No. 11 (2012-2016) "Higher education is a source of high-quality human resources and

knowledge for sustainable development. Create a Lifelong Learning Society According to the National Economic and Social Development Plan No. 11 (2012-2016) on the philosophy of sufficiency economy. It is the role of the ASEAN community and towards the quality of higher education". In teaching and learning to promote cultural awareness, Sarasuphab (2010) said that in addition to the concepts and principles of teaching content one must also take into account the conditions of the environment and the context of teaching and learning, design of instructional management and teaching procedures, role of the participant and learning activities that promote cultural awareness.

Alvermann and Hagood (1999) argue that critical media literacy is the best concept in the work of cultural education because the media is a part of everyday life including understanding of critical thinking helps in building people's knowledge in the world and in society, economy and politics. Therefore, the teaching of critical media literacy is a process that can lead learners to develop the ability to know the media in difference of social patterns, culture, as well as rule. In the context of the nation and the ASEAN community, Grigoryan and King (2008) states that in implementing the critical media literacy process in the classroom, Critical media analysis allows students to access, analyze and evaluate popular texts in terms of culture, politics, ideology including social and economic aspects. These are important and relevant issues for learners and teachers. Integrating Critical Media Analysis into Second Language Classes is a great way to give students the skills to communicate and high-level thinking. In line with Kellner and Share (2007) which deals with critical media literacy, it promotes multiculturalism, understanding and participation in the diversity of major cultures and subcultures around the world and in the world of diversity culture. This critical media literacy does not teach the learner just to learn from the media, anti-media manipulation or using of creative materials only. It also

involves developing skills that will help build a good citizen, help each person to have more motivation and power to participate in society.

In today's rapidly changing environment, the use of information and communication technology in the management of education can be done in many ways such as modern technology. One of those technologies being Virtual World which helps to create a new society of the world, regardless of race, language, traditions, cultures, gender, age, location and distance. Only those who enter the virtual world must be able to access and have skills to use those technologies because in the virtual world, there is no need to show true identity with no confrontation that can be selected in any society that the user needs. If you do not like, you can find a new world in cyberspace to meet. The design of the virtual world to be applied to the study is consistent with the National Education Act B.E. 2542 in Section 9 focuses on educational technology. It aims to develop the technology of education thoroughly to promote the development of educational technology in the systematic and informal education. As Barbour et al. (2013) said in recent years there has been significant growth in the use of virtual worlds for learning on the Internet. Virtual environments enhance the distance learning experience where students can engage in both personal and group activities using advanced communication tools. The simulations are complex within and have a great deal of interplay. And in the virtual world, learners interact with virtual objects. And it helps to learn on the virtual world, effective communication. There is an exchange of learning, brainstorming and discussion that will result in the learner understanding and adapting to the current constantly changing society (Yodsin, 2004) by Thomassen (2014) supporting social learning and cultural awareness in the 3D virtual world for military training, the virtual world provides support in terms of interaction and learning in a social context. It can also serve as a platform for training in

cross-cultural communication and cultural awareness from a situation where the virtual role of cultural artifacts is created and replicated in the scene.

For this reason, the researcher was interested in studying the opinions, problems, and needs in teaching and learning to improve the cultural awareness of graduate students by using purposive sampling method and collecting data by using the questionnaire. This is a guideline for developing a model of teaching and learning critical media in multicultural virtual reality with infographics to enhance cultural awareness and support higher education in the context of cultural diversity.

Objective

To study the need to develop cultural awareness of undergraduate students

Methodology

This study was a quantitative research to study the opinions of undergraduate students towards critical media literacy, multicultural, virtual worlds and infographics to enhance cultural awareness of undergraduate students. The sample group composed of 400 undergraduate students under the Office of the Higher Education Commission (OHEC), Ministry of Education Bangkok. They were recruited by purposive sampling method. Applied tools to collect data were a questionnaire asking opinions about critical media literacy, multicultural, virtual worlds and infographics of undergraduate students. The questionnaire comprised of 45 items of checklists, rating scales, and open-ended questions. It had been validated by 3 experts using Index of Item-Objective Congruence (IOC), tested and revised prior to collect actual data. Reliability of the questionnaire was 0.97 based on Cronbach's Alpha. Data was collected

from December, 2017 and analyzed by descriptive statistics. Findings were presented as percentage, mean, and standard deviations.

Finding

1. Background information of the respondents

There were 400 respondents which were mostly female (72.75%) rather than male (27.25%). 32.50% of them were studying in the third year followed by the fourth-year and the second-year, 28.50% and 21.75%, respectively. Most of the samples were students studying in Central, Southern and Northern Thailand at 44.25%, 36% and 9% respectively. As for religion, it was found that most of them are Buddhist (78.75%) followed by Islamic (17.75%). Currently, the channels through which most of the information is received consists of the internet at 90.50% and social media at 64.75%. 56% of the students had the frequency of using computer and Internet daily which is the highest level. More than half of the samples (54%) have had experience in learning through virtual worlds. In terms of experience in learning about cultural awareness, it was found that 66.00% of the students have had experience in.

2. The opinions of the respondents

According to the survey of undergraduate students under the Office of the Higher Education Commission, the study was conducted on the problems and needs in teaching and learning to develop cultural awareness by analyzing and prioritizing the need to develop the critical media literacy instructional model in multicultural virtual worlds with infographics to enhance cultural awareness of undergraduate students. The statistics were used by Priority Needs Index technique (PNIModified). The survey results are as follows.

2.1 The comparison of the priority needs index values

A survey of undergraduate students found that the indices needed

to develop the instructional model of critical media literacy in multicultural virtual worlds with infographics to enhance cultural awareness of undergraduate student were as presented in Table 1.

Table 1

Comparison of the priority needs index values

List	M current condition	M expected condition	M (PNI$_{Modified}$)	Level	Order
Critical Media Literacy	3.98	4.18	3.23	moderate	1
Multicultural Education	3.94	4.13	3.17	moderate	2
Virtual World	3.78	4.06	3.13	moderate	3
Infographics	3.59	4.00	3.10	moderate	4
Total	3.82	4.09	3.17	moderate	

Data in Table 1 showed the average GPA (PNI$_{Modified}$) was at a moderate level (PNI$_{Modified}$ = 3.17). Considering the results of the index, it was found that the most critical media literacy is a need to develop in the field of teaching and learning (PNI$_{Modified}$ = 3.23), followed by multicultural education (PNI$_{Modified}$ = 3.17), virtual world (PNI$_{Modified}$ = 3.13) and infographics (PNI$_{Modified}$ = 3.10) respectively.

2.2 The opinions of undergraduate students on teaching and learning critical media literacy

The results of the survey of undergraduate students found that the current condition of teaching and learning of critical media literacy was ranged as high level (M = 3.98, SD = .72). When considering each item, it was found that the items with the highest average of 3 were respect and acceptance of the differences in terms of race, religion, skin color, background, as well as different cultures of the person. The mean was at the high level (M = 4.30,

SD = .72), followed by discrimination that the media has in its content for commercial purposes. The mean scores were at the high level (*M* = 4.15, *SD* = .70), and the final score recognizing that the media play a role in politics, economics, society as well as culture. This can have both a positive and a negative impact on the community, society and country. The mean scores were at the high level (*M* = 4.12, *SD* = .78), respectively. The expected of teaching and learning of critical media literacy was ranged as high level (*M* = 4.18, *SD* = .71). In terms of individuality, it was found that the items with the highest mean of the first three were respect for and acceptance of differences in ethnicity, religion, skin color, background, and different cultures of individuals. The average level was (*M* = 4.41, *SD* = .68), followed by the awareness that the media play a role in politics, economy, society as well as culture. This can have both positive and negative effects on the community, society and country. The mean scores were at the high level (*M* = 4.26, *SD* = .71). To distinguish the media is the content that is inserted for commercial purposes. The mean scores were at the high level (*M* = 4.24, *SD* = .75).

2.3 The opinions of undergraduate students on multicultural education

The results of the survey found that the current condition of multicultural education was ranged as high level (*M* = 3.94, *SD* = .82). The top three highest values are respect for religion, race, culture and language of others. The mean scores were at the high level (*M* = 4.24, *SD* = .74), followed by pride in religion, race, culture and language, was at a high level (*M* = 4.18, *SD* = .79). And the last score study and live with those who are different without discrimination and prejudice. The mean scores were at the high level (*M* = 4.09, *SD* = .76), respectively. For the expected condition of multicultural education was ranged as high level (*M* = 4.13, *SD* = .81). When considering each item, it

was found that the items with the highest average of 3 were respect for religion, race, culture and language of others. The mean scores were at the high level (*M* = 4.34, *SD* = .73), followed by pride in religion, race, culture and language, was at a high level (*M* = 4.33, *SD* = .74) and the final score study and live with those who are different without discrimination and prejudice. The mean scores were at the high level (*M* = 4.23, *SD* = .78), respectively.

2.4 The opinions of undergraduate students on virtual world

The results of the survey found that the current condition of virtual world was ranged as high level (*M* = 3.78, *SD* = .84). The top three are the willingness to enter the virtual world environment with others who are different (*M* = 4.02, *SD* = .79) and the virtual world has made it easier to interact with other people (*M* = 4.02, *SD* = .74) had the same mean in the high level, followed by the acceptance of a variety of other identities (Avatar) in the same virtual world environment. The mean scores were at the high level (*M* = 3.90, *SD* = .80). The final score interaction with others in a virtual world environment (*M* = 3.78, *SD* = .82) and the availability of multiple resources and tools in a virtual world environment to support learning more effectively (*M* = 3.78, *SD* = .77) had the same mean in the high level in terms of the expected condition on virtual world. Overall, the mean scores were at the high level (*M* = 4.06, *SD* = .78). When considered individually, the items with the highest average 3 first were willingness to enter the virtual world environment with others who are different (*M* = 4.19, *SD* = .77) and the virtual world has made it easier to interact with other people (*M* = 4.19, *SD* = .73). The mean scores were the same at the high level, followed by the acceptance of a variety of other identities (Avatar) in the same virtual world environment (*M* = 4.10, *SD* = .77), interaction with others in a virtual world environment (*M* = 4.10, *SD* = .76) and the availability of multiple resources and tools in a virtual world environment to support

learning more effectively (*M* = 4.10, *SD* = .73). The mean was the same in the high level. And the last one is the participation in activities such as education, resources, job submission, meeting, group discussion, etc. in a virtual world environment. The mean scores were at the high level (*M* = 4.01, *SD* = .78).

2.5 The opinions of undergraduate students on infographics

The results of the survey show that the current condition of infographics was ranged as high level (*M* = 3.59, *SD* = .9). The top three are: To realize that good infographics must be able to communicate effectively, easily understand and interesting. The mean scores were at the high level (*M* = 3.74, *SD* = .94). The second is to gain knowledge about the infographic in classroom instruction. The mean scores were at the high level (*M* = 3.72, *SD* = .99) and the final is to interpret and understand the contents of infographics. The average level was high (*M* = 3.61, *SD* = .92), respectively. In terms of the expected condition, the mean score was high (*M* = 4.00, *SD* = .90). the items with the highest average 3 first were to realize that good infographics must be able to communicate effectively, easily understand and interesting. The mean scores were at a high level (*M* = 4.07, *SD* = .88), followed by to gain knowledge about the infographic in classroom instruction. The mean scores were at the high level (*M* = 4.05, *SD* = .90), and the final score interpret and understand the contents of infographics. The mean scores were at the high level (*M* = 3.99, *SD* = .89), respectively.

Discussion

Based on the study of the need to develop cultural awareness of graduate students, the results of this research were discussed as follows:

1. The results of the analysis show that the priority issued which needed to develop was the field of teaching and learning the most critical media literacy

so the instructor should include the content in this subject into the associated course. To provide students with the knowledge and skills they can apply to benefit real life. Consistent with Obamos (2014) discusses the importance of critical media literacy. Students need to be knowledgeable and able to apply in real life as a consumer, citizen, trainer, creator, trainer, and coordinator. Educational institutions play an important role in supporting teaching and learning especially in technology. For instance, Grigoryan and King (2008) stated that learning critical media literacy will enable learners to access, analyze and evaluate texts in terms of cultural, political, ideological, and sociological and economic implications which are an important and essential issue for 21st century learners.

2. From the results of the analysis, Students need to develop in multicultural education, followed by the second. Teachers should be aware of the importance and readiness in learning together with others in multicultural society to be able to live together with others who have different cultural backgrounds. According to Cortes (1996) discusses multiculturalism which is the process by the instructor prepare students with cultural differences to understand each other, including the collaboration to see the true benefits of dependence as well as recognition of the cultural diversity must not lead to divisiveness.

3. Results of the research. Students should develop in a virtual world. Teachers should be provided with the knowledge and integration of virtual world technology as a part of teaching and learning or use it as a classroom environment to stimulate learners' learning. Based on the features of the virtual world with media features, virtual environment with high level of interaction, including the use of game concepts and simulation, are done by using computer networks and Internet networking support. Students can interact with others (Bartle, 2003; Carl, 2009).

Recommendation

1. According to the research, the instructor can use the research results as a guide to develop teaching and learning about enhancing cultural awareness of learners.

2. According to the research, the results of the study show that teaching critical media literacy is important. In the next study should be used for experimental research to develop learners.

3. For further study, there should be an increase in the number of samples that are used to collect data, so that the results are comprehensive by reflecting on the representation of the population.

4. For further study, there should be the study about the opinions about problems and priority needs in teaching and learning to improve cultural awareness of other students.

5. For further study, the study towards the needs related to education among other things should be considered in order to know the problems and needs of the students to use as a guideline for develop students.

References

Alvermann, D. E., & Hagood, M. C. (1999). Critical media literacy: Research, theory, and practice in "new times". *The Journal of Educational Research*, *93*(3), 193-205.

Barbour, M. K., Archambault, L., & DiPietro, M. (2013). K–12 online distance education: Issues and frameworks. *American Journal of Distance Education*, *27*(1), 1-3.

Bartle, R. A. (2003). *Designing virtual worlds*. New Riders.

Carl, A. (2009). Virtual worlds, simulations, and games for education: A unifying view. *Innovate: Journal of Online Education*, *5*(5). https://nsuworks.nova. edu/innovate/vol5/iss5/1

Cortes, E. C. (1996). Preparing for multicultural future. *Principle*, *76*(1), 16-20.

Grigoryan, A., & King, J. M. (2008). Adbusting: Critical media literacy in a multi-skills academic writing lesson. *English Teaching Forum*, *46*(4), 2-9. http:// files.eric.ed.gov/fulltext/EJ1096283.pdf

Kellner, D., & Share, J. (2007). Critical media literacy, democracy, and the reconstruction of education. In D. Macedo & S. R. Steinberg (Eds.), *Media literacy: A reader* (pp. 3-23). Peter Lang.

Obamos, E. (2014). *Deconstructing the digital divide critical media literacy implementation*. University of San Francisco. http://repository.usfca.edu/ cgi/viewcontent.cgi?article=1047&context=artscistu

Office of the Education Council [OEC]. (2010). *Academic lecture to raise awareness of the ASEAN community*. Pimdeekarnpim. http://backoffice. onec.go.th/uploads/Book/1020-file.pdf

Osula, B., & Irvin, S. M. (2009). Cultural awareness in intercultural mentoring: A model for enhancing mentoring relationships. *International Journal of Leadership Studies*, *5*(1), 37-50.

Padungchewit, J. (2007). *Culture, communication and identity*. Chulalongkorn University Printing House.

Sarasuphab, S. (2010). *Development of an online social network learning model utilizing situated learning theory to enhance intercultural awareness of foreign language learners* [Doctoral dissertation]. Chulalongkorn University Intellectual Repository (CUIR). http://cuir.car.chula.ac.th/ handle/123456789/19364

Thomassen, I. (2014). *Supporting social learning and cultural awareness using a 3D virtual world for military training: An empirical study* [Master's thesis]. University of Oslo. https://www.duo.uio.no/handle/10852/40754

Yodsin, N. (2004). *Effects of virtual panorama image in educational field trips on web upon learning achievement of Mathayom Suksa four students* [Master's thesis]. Chulalongkorn University Intellectual Repository (CUIR). http://cuir.car.chula.ac.th/handle/123456789/482

Yongyuan, B. (2008). Promotion of child development in the context of cultural diversity. *National Institute for Child and Family Development*, 93–95. http://www.cf.mahidol.ac.th/autopage/file/SatAugust2008-16-15-47-4