

The Comparison of Teaching Approaches for Media Literacy: Case Study of Assumption University Student

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Abstract

This research presents the comparison between 3 teaching approaches to find the most effective teaching approach and create guideline for choosing teaching approach for media literacy education, to ultimately improve the level of media literacy in Thai youth. The approaches being compared are the 100% lecture-based approach, the 50% lectures-based and 50% activity-based, and the 100% activity-based approach. The 50% lecture-based and 50% activity-based is expected to be the most effective teaching approach.

This research study is an experimental research which was conducted on Assumption university students from Communication Arts faculty. Participants were divided into 3 groups, then each group received different treatments according to the teaching approaches selected in this study. To compare the effectiveness of each approach, participants had to do the pretest and posttest, to measure their level of media literacy. The test results were compared between each group and analyzed using descriptive statistic.

The overall result indicates that the most effective teaching approach is the 100% activity-based approach. However, the most effective way to create teaching approach for media literacy is through customization. There are factors to be considered before planning media literacy class; time duration, student's preexisting media literacy knowledge and social media usage rate, to achieve the most effective result.

Keywords : media literacy, teaching approach, media literacy level

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การเปรียบเทียบแนวทางการสอนความรู้เท่าทันสื่อ: กรณีศึกษาของนักศึกษา มหาวิทยาลัยอัสสัมชัญ

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บทคัดย่อ

งานวิจัยฉบับนี้จัดทำขึ้นเพื่อหาแนวทางการสอนสำหรับความรู้เท่าทันสื่อที่ได้ผลดีที่สุด และเพื่อสร้างแนวทางในการเลือกรูปแบบการสอนความรู้เท่าทันสื่อ เพื่อนำไปสู่การยกระดับความรู้เท่าทันสื่อแก่เยาวชนไทย แนวทางการสอนที่ถูกนำมาเปรียบเทียบในงานวิจัยนี้ได้แก่ การสอนแบบบรรยายล้วน การสอนแบบบรรยายครึ่งหนึ่งผสมกับกิจกรรมครึ่งหนึ่ง และการสอนแบบกิจกรรมล้วน โดยคาดว่า การสอนแบบบรรยายครึ่งหนึ่งผสมกับกิจกรรมครึ่งหนึ่งจะเป็นแนวทางการสอนที่ได้ผลดีที่สุด

งานวิจัยฉบับนี้เป็นงานวิจัยเชิงทดลอง โดยมีนักศึกษาคณะนิเทศศาสตร์ มหาวิทยาลัยอัสสัมชัญเป็นกลุ่มตัวอย่าง ซึ่งจะถูกแบ่งออกเป็นสามกลุ่ม แต่ละกลุ่มจะถูกสอนโดยแนวทางการสอนที่ต่างกัน เพื่อเปรียบเทียบผลสำเร็จของแต่ละรูปแบบการสอน กลุ่มตัวอย่างจะต้องทำแบบทดสอบก่อนและหลังการทดลอง เพื่อวัดระดับความรู้เท่าทันสื่อของกลุ่มตัวอย่าง จากนั้นผลทดสอบจะถูกวิเคราะห์และอภิปรายโดยใช้สถิติพรรณนา

ผลการวิจัยภาพรวมพบว่าแนวทางการสอนแบบกิจกรรมล้วนให้ผลสำเร็จที่ดีที่สุด อย่างไรก็ตามวิธีการเลือกแนวทางการสอนความรู้เท่าทันสื่อที่ได้ผลดีที่สุดคือการปรับเปลี่ยนรูปให้เหมาะสมกับผู้เรียนและปัจจัยแวดล้อม ได้แก่ ระยะเวลาในการสอน ความรู้เบื้องต้นเกี่ยวกับความรู้เท่าทันสื่อของผู้เรียน และระดับการใช้สื่อออนไลน์ของผู้เรียน

คำสำคัญ : ความรู้เท่าทันสื่อ ระดับความรู้เท่าทันสื่อ รูปแบบการสอน

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INTRODUCTION

Media are known to have very powerful influences on the society. Nowadays, media play a very big part in Thailand, including both mass media and social media. There are plenty of media messages surrounded Thai people and the amount increases everyday due to the functions of social media that allow the audiences to become content creators themselves (User-generated content). The survey has found that, in Thailand, the overall media consumption rate rises continuously throughout the years and the internet consumption rate rises by 13% within one year; 2015 – 2016 (Kantar World Thailand, 2016).

Due to the rapid technological development and the decrease of electronic products prices, media are more accessible for Thai people. The increase amount of access to media is very beneficial. It grants more opportunities for Thai people to gain knowledge and explore countless amount of information. However, the information found on media messages are not always truthful and transparent. According to Center of Media Literacy (CML), one of the natures of media messages is “Most media messages are organized to gain profit and/or power.” Most media message creators or owners are profit-oriented individuals or organizations. The media messages produced by them are usually designed to serve some commercial or political purposes. Therefore, the information in the media messages could be altered in order to achieve the designed purposes.

The fact that the information are being altered in media messages could lead to misunderstanding and wrong perception toward certain things, persons, organizations, and more, which could possibly lead to future actions as the media message creators/ or owners designed, as well as other unexpected negative consequences. Unfortunately, the rules, regulations and law enforcement for media, especially online media in Thailand are not strict enough to control and filter all media messages. Therefore, developing Thai citizens to be media literate might be a better approach to reduce the negative effects caused by media on Thai citizens and

society, and to push the media creators/owners to be more honest and transparent in publishing truthful information on media messages.

Currently, a survey on Bangkokians' (in the age of 18 and above) media literacy level shows that majority of people have medium level of media literacy; 54.5 percent, while 30.75 percent of people have low media literacy level, and only 14.75 percent of people have high media literacy level (Mon Korcharoen and Nutthasit Siripunyathanakij,2016). The current level of media literacy of Thai people as found in the survey shows that there is a gap to be developed and increased media literacy level to preferably be in medium to high level.

By getting media literacy education, the level of media literacy could be increased. As a study conducted in Chulalongkorn university, Thailand, found that after getting media literacy education, the mean score of media literacy level in the post test is 10.33 out of 12, while the pretest mean score is only 5.87 out of 12; by 93.3% of participants have higher score in the posttest, while only 3.33% remain the same score and 3.33% have lower score in the posttest (Supicha Meenin,2015).

Over the past few years, many organizations and education institutes have stepped into the media literacy and media education field. For example, Child and Youth Media Institute was founded in 2006 by Thai Health Promotion Foundation and Foundation for Child Development to develop media content for children and youth, to develop media literacy skills of children and youth and to propose media policy to the government agency. Many projects and activity have been initiated. For example, 'Thai kids are Media Literate program' was created and run by Internet Foundation for the Development of Thailand, sponsored by Child and Youth Media Institute, to educate students around Thailand to be literate toward media and information and communication technology (ICT). Apart from these examples, there are many books, free seminars and activities conducted to develop media literacy skills and media education in Thailand.

However, media literacy has not yet to be included in most Thai school and university curriculums, and the effective teaching approach of media literacy education has not been determined.

Recently, in the 21st century, the concept of Media literacy through critical thinking has been proposed and used widely in the United States as a more effective teaching approach for media literacy education (Center of Media Literacy). Therefore, including media literacy education in Thai school and university curriculums could be a promising approach to develop media literacy level of Thai undergraduate students, and to ultimately develop the quality of Thai citizens and society.

OBJECTIVES

1. To study and compare the effectiveness of 3 different teaching approaches for media literacy education.
2. To find out if people with different background (initial media literacy level, gender, G.P.A, and social media use) would react to each approach differently.

RESEARCH METHODOLOGY

This research project is an experimental research on the teaching approaches for media literacy education. The experiment was done on 62 bachelor's degree students from Communication Arts faculty, Assumption university, Suvarnabhumi campus. The participants were recruited using convenience sampling technique. A set of pretest to determine the media literacy level was distributed to every student in 3 sections of general education classes (to get variety of student attributes), that the lecturers agreed to cooperate. Each section received different treatments as the following

The first group was taught about media literacy using 100% lecture-based approach. Students were only lectured for the entire session without any knowledge application.

The second group was taught about media literacy using 50% lecture-based and 50% activity-based approach. Students were lectured for the first half of the session. In the second half of the session, students were presented with actual media messages, and then asked with “5 key questions of media literacy (CML)”; which are 1) Who create this message? 2) What creative techniques are used to attract my attention? 3) How might different people understand this message differently than me? 4) What values, lifestyles, and points of view are represented in, or omitted from, this message? 5) Why is this message being sent?, to let them analyze and evaluate the media messages presented to them.

The third group was taught about media literacy using 100% activity-based approach. Students were presented with actual media messages, and then asked with “5 key questions of media literacy (CML)” to analyze and evaluate the media messages presented to them throughout the entire session.

The number of participants in each group vary according to the number of students in the available sections. The first and second group had the same amount of participants which are 14 students, while the third group had 34 participants.

After the treatments, every participant was asked to do a set of posttest to determine the effectiveness of each teaching approach. The test result would be analyzed using descriptive statistic.

The test covered 2 main skills of media literacy: analyzing and evaluating media messages, as well as the applications of these skills with real media messages such as fake news and false advertisements from various sources and in different forms.

Measurement

The media literacy level was determined by the ability to analyze and evaluate media messages in variety of forms. This measurement was defined according to the

commonly used grading system, which arrange from 'A' to 'F'. In this grading system, those who score less than 50 percent are considered to get an 'F' grade, which means, they do not pass. The total score of each test will be 25 scores.

RESULTS AND DISCUSSION

The teaching approach with the highest mean score on pretest is the 100% Activity-based approach, with the mean score of 20.36 score, following by the 100% Lecture-based approach, with the mean score of 19.71, and lastly, the 50% Lecture-based and 50% Activity-based approach, with the mean score of 19.57. For posttest, the teaching approach with the highest mean score is also the 100% Activity-based approach, with the mean score of 21.44 score, following by the 100% Lecture-based approach, with the mean score of 20.79, and lastly, the 50% Lecture-based and 50% Activity-based approach, with the mean score of 20.29.

The result of this research seems to suggest that the 100% Activity-based is the most effective teaching approach for media literacy education on this study, when compare to the other two teaching approaches which are the 100% Lecture-bases approach and the 50% Lecture-based and 50% Activity-based approach. The result is contradicting to the presumption of the researcher which predicted that the 50% Lecture-based and 50% Activity-based approach would be the most effective teaching approach for media literacy education due to the mixture of both informative part and the application part that research participants would get to experience with this teaching approach, unlike the other two approaches that research participants would experience either only the informative part or only the application part.

However, the result conforms with the related research mentioned in Chapter 2; A comparison of the effects of problem-based learning and lecturing on the development of students' critical thinking (Tiwari Agnes, Lai Patrick et al.,2006), which also found that students who studied a certain subject through problem-based learning approach revealed better results at the end of the semester, than students who studied with traditional lecture-based approach in the same subject.

The research result also conforms with the Bloom's Taxonomy of Learning: Cognitive Domains. The teaching approached for media literacy education used in this research are related to the framework as shown in the following table.

Bloom's Taxonomy	Teaching Approaches	
Create		
Evaluate	100% Activity-based	
Analyze	Approach	50% Lecture-based and
Apply		50% Activity-based
Understand	100% Lecture-based	Approach
Remember	Approach	

In this research, the 100% Lecture-based approach covers two steps in Bloom's Taxonomy Cognitive Domains; Remember and Understand, as the participants received lecture on media literacy theories and concepts and the examples of each theory and concept. The 100% Activity-based approach covers three steps; Apply, Analyze and Evaluate, as the participants were asked to look at various kinds of real media contents and asked to answer questions about those media contents. The 50% Lecture-based and 50% Activity-based approach covers five steps; Remember, Understand, Apply, Analyze, and Evaluate, as the participants received lecture on media literacy theories and concepts with the examples of each theory and concept, and were asked to look at various kinds of real media contents and answer questions about those media contents

It is reasonable that the 100% Lecture-based approach in this research is not the most effective teaching approach for media literacy education, as it is only tapping into the first two steps of Bloom's Taxonomy Cognitive Domains; Remember and Understand. The participants were not given opportunity to further apply, analyze, and evaluate the media literacy knowledge that they learnt to the actual media contents. While the 100% Activity-based approach is the most effective teaching approach in this research, as it gave opportunities for participants to apply, analyze and evaluate the media literacy knowledge to the real media contents. However, according to the

research result and the Bloom's Taxonomy; Cognitive Domains, it seems to suggest that the participants for this research may have preexisting knowledge about media literacy. As the participants got to use their knowledge on real media contents within the classroom, the 100% Activity-based approach helped elevate their media literacy skill effectively.

The 50% Lecture-based and 50% Activity-based approach that was previously predicted by the researcher to be the most effective approach for media literacy education on this study, might possibly lead to better results than the 100% Activity-based approach, if more time is available. As the 50% Lecture-based and 50% Activity-based approach includes five steps from Bloom's Taxonomy Cognitive Domains; Remember, Understand, Apply, Analyze, and Evaluate, it would require more time to cover all five steps effectively. Since the other two approaches include two steps and three steps of Bloom's Taxonomy Cognitive Domains, which are less steps to be covered, they require less time in the process. Thus, if more time is available, the 50% Lecture-based and 50% Activity-based approach might potentially be the most effective teaching approach for media literacy education on this study.

The overall research result tends to indicate that, to develop the analyzing and evaluating skills for media literacy in undergraduate students, using the teaching approach that give students chances and trainings to apply the media literacy knowledge to analyze and evaluate the real media contents, is the most effective way to be included in the process of planning the media literacy lesson. However, this activity-based approach may not be the most effective teaching approach for media literacy education if the students getting the lesson, do not have any preexisting knowledge about media literacy.

Comparison between 3 teaching approaches and participants backgrounds

To explore whether the participant's backgrounds; gender, GPA and daily social media use, would have any effect on the result of each teaching approach, the

participants' mean score in posttest are calculated separately, according to the participant's background.

After analyzing the results, participant's GPA and gender had no effect in this study. However, considering the posttest score of each approach with the daily social media usage of the participants, the 100% Activity-based approach had the best results on participants who use social media in moderate amount daily; 4-6 hours and 7-9 hours per day, in which the mean scores are 22.64 and 22.50 accordingly. In contrast, 100% Lecture-based approach had the best result in participants who use social media in small amount and large amount daily; 1-3 hours and 10 hours above per day, in which the mean scores are 22.50 and 22.33 accordingly. The result indicates that, there are some difference in results between each teaching approach for media literacy and the daily social media usage of participants.

According to the research result, how much time participants spend on social media per day has effect on the research results. Participants who spend moderate amount of time on social media per day (4-9 hours) revealed better results with the 100% activity-based approach. While participants who spend less time on social media per day (1-3 hours) and participants who spend a lot of time on social media per day (10 hours above) revealed better results with the 100% lecture-based approach when compared to the other two media literacy teaching approaches.

The 100% Lecture-based approach works better for participants who spend less time on social media per day due to their low exposure to the media content on the internet. When participants have low exposure to the media content on the internet, they might be lack of awareness of the natures of online media content. Therefore, what is needed for them to develop their media literacy level, or to guide them through the process of analyzing and evaluating media contents, is the concepts and theories of media literacy in the form of lecturing to build a strong fundamental knowledge of media literacy for them.

On the other hand, the 100% Lecture-based approach also works better on participants who spend a lot of time on social media per day due to their high

exposure to media content on the internet. When participants spend a lot of time consuming media contents on the internet, the amount of information they receive could be overloaded. Participants might lose some of the ability to analyze and evaluate those media contents and differentiate between truthful information and false information. Thus, what is needed for participants to improve their media literacy level is the guidelines to help them sort out the information they receive, as well as analyze and evaluate the information in the literate way.

Limitations

The result found in this research is only directly applicable to cases when the limited time is the main condition when conducting media literacy educational sessions. Since this research was conducted with short sessions; 60 minutes for each teaching approach, the 100% Activity-based approach is the most effective approach for media literacy education to be used in this case according to the research result. However, when the time condition differs, the result might be different from the result of this research. Thus, other teaching approaches for media literacy might be more suitable and should be considered.

CONCLUSION

In conclusion, the 100% Activity-based approach is the most effective teaching approach for media literacy education, if the time condition is limited and the students getting the media literacy lesson already have some preexisting knowledge about media literacy. If any of the two conditions is different; more time is available, or students do not have any preexisting knowledge about media literacy, the 100% Activity-based approach may not be the best approach for media literacy education to be used.

The research result shows that, there is no universal approach or pattern that is considered the most effective teaching approach for media literacy education on

undergraduate students. To effectively increase level of media literacy for undergraduate students, there are a lot of factors to be considered before planning any media literacy education class, training, or short lesson, such as the time duration available, students' social media usage rate, students' preexisting knowledge about media literacy, and students' initial media literacy level. The teaching approach that will be used, should be selected according to these factors. Thus, customized teaching approach is going to lead to the better results (higher level of media literacy) for media literacy education.

Prior to the process of planning media literacy classes for undergraduate students, the course planner need to gather as much information about the participants background as possible to consider and customize the teaching approach that best suit the students' background. The planner also need to know the time duration of the class in order to plan and choose the best approach for the time condition that they have to work with. The diagram below suggests how to customize the teaching approach for media literacy education by suggesting which teaching approach would be more appropriate with each factors and conditions.

Factors		100% Lecture-based approach	50% Lecture-based and 50% Activity-based approach	100% Activity-based approach
Time Duration	Short	/		/
	Long		/	
Media Literacy Knowledge	Some		/	/
	None	/	/	
Social Media Usage Rate	Low	/	/	
	Medium		/	/
	High	/	/	

If the time duration available for the media literacy class is short (single session within 1-2 hours), the 50% Lecture-based and 50% Activity-based should not be used since the time available is not enough to incorporate both media literacy

lecturing and activities in one short session. On the other hand, both of the 100% Lecture-based and the 100% Activity-based would be more suitable. The next thing to be considered is the preexisting knowledge about media literacy of the students. If the students do not have prior knowledge about media literacy, the course planner should consider using the 100% Lecture-based approach to build strong knowledge based of the students rather than using the 100% Activity-based approach, which is more appropriate to use with students who have some prior knowledge about media literacy. The 100% Activity-based approach will help guiding students and creating a deeper understanding on how to use their knowledge to analyze and evaluate the media content effectively.

Apart from the preexisting knowledge of the students, the other thing that should be considered is the social media usage rate, which indicates how much exposure to the media contents the students have. If the students have medium social medial usage rate (4-9 hours per day), the 100% Activity-based suited them best. On the other hand, if the students have low social media usage rat (1-3 hours per day) or high social media usage rat (more than 9 hours per day), the 100% Lecture-based is more appropriate.

On the other side, if the time duration available is long (single session with more than 3 hours, or multiple sessions), the 50% Lecture-based and 50% Activity-based approach could be more effective. This approach could possibly be suitable for both students with and without preexisting knowledge about media literacy and students with low, medium and high social media usage rate, when the time duration is not limited. This approach would be effective if sufficient time is available, as the approach incorporates both essential media literacy concepts and theories, and the activities to guide the students on how to use the knowledge to analyze and evaluate media contents.

However, this suggestion may not be applicable to all cases. The suggestions are created from the research result, which is based on the undergraduate students from Assumption University, Thailand.

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