New Media Literacy

Kanchana Meesilapavikkai

Abstract

Technology complicates metaphors of space and place, including the belief that audiences are separate from each other. New media users, the Twitter or Facebook audience is potentially limitless. New media technologies have come into the social environment, with the increased number of digital channel provides. Technology acceptance is very important for using in new media era. Uses and gratification theory (U&G), by the process of interactivity, demassification, and asynchroneity let individuals as active users in new media surrounding up to their lifestyle types. U&G makes individuals empower to select any medium by the preference and life fitting.

ผู้ช่วยศาสตราจารย์ ดร.กาญจนา มีศิลปวิกกัย คณบดีคณะนิเทศศาสตร์ มหาวิทยาลัยศรีปทุม

The white paper, an authoritative report or guide that helps solve a problem, **Confronting the Challenges of Participatory Culture: Media Education for the 21st Century** (Jenkins et al., 2006) identifies the kinds of participatory practices youth are engaged in today, and draws up a provisionary list of the skills called the new media literacy. Jenkins et al., (2006) conclude a set of core social skills and cultural competencies that young people should acquire if they are to be full, active, creative, and ethical participants in this emerging participatory culture. Content and context of media do make people realize about new media literacy cause of the technology efficiency and effectiveness, and the very important point of "Citizen's Right" to be a sender in new media world. However, as a sender, he/she doesn't know much or maybe careless of realization about "Ethics." In another side, anyone as a receiver he/she should understand and analyze "What is right or wrong? This is the important point for the government to use strategic plan to provide the content of new media literacy to people.

Introduction

Technology complicates metaphors of space and place, including the belief that audiences are separate from each other. To understand, new media, the Twitter or Facebook audience is potentially limitless. The understanding of the social media audience is limited. While anyone can potentially read or view a digital artifact, it needs a more specific conception of audience than 'anyone' to choose the language, cultural referents, style, and so on that comprise online identity presentation. In the absence of certain knowledge about audience, participants take cues from the social media environment to imagine the community (boyd, 2007). This, the imagined audience, might be entirely different from the actual readers of a profile, blog post, or tweet.

Self-presentation theory has been used to understand the further combination of audience by digital media. Self-conscious identity performances have been analyzed in internet spaces like social network sites (boyd, 2007), blogs (Hodkinson and Lincoln, 2008), dating sites (Ellison et al., 2006) and personal homepages (Schau, 2003). Personal homepages, arguably the first multi-media online identity presentations, are highly managed and limited in collaborative scope; people tend to present themselves in fixed, singular, and self-conscious ways.

The specifics of the imagined audience are more important in social media that involve greater interaction with readers than personal homepages. Professional writers' sense of 'audience awareness' factors greatly into their writing, in terms of goals, vocabulary, technique, and subject matter (Berkenkotter, 1981). Social network site users select 'markers of cool' based on an imagined audience of friends and peers. Liu's (2007) study of 'taste cultures' on social network site profiles found that participants listed favorite books, music, movies, and TV shows to construct elaborate taste performances, primarily to convey prestige, uniqueness, or aesthetic preference.

Social network presents as new media that concern and impact to society, especially children and youth. New media literacy is very important to let anyone realize and understand to navigate life under new media umbrella. The merger of new media creates a global social sphere that is changing

the ways we work, play, write, teach, think, and connect. Because this new context operates through evolving arrangements, theories have yet to establish a rhetorical and theoretical paradigm that fully articulates this emerging digital life.

New Media

The survey of new media the Pew Internet & American Life Project found that 57% of American teenagers create content for the internet—from text to pictures, music and video. In this new-media culture, says Paul Saffo, a director at the Institute for the Future in California, people no longer passively consume media but actively participate in them, which usually means creating content, in whatever form and on whatever scale. This does not have to mean that people write their own newspaper, a prominent blogger and software engineer at an internet portal. It could be as simple as rating the restaurants they went to or the movie they saw, or as sophisticated as shooting a home video (Kluth, 2006). Manovich (2001) describes new media as having these five tendencies:

1. Numerical Representation. New Media objects are composed of digital code, and can be described mathematically.

2. Modularity. Media elements are represented as collections of discrete samples (pixels, polygons, voxels, characters, scripts), and keep their identity when assembled into larger objects.

3. Automation. "The human intentionally can be removed from the creative process, at least in part." Automation occurs in varying levels of sophistication, authorship or artistry involves selection from pre-existing images, code, or other elements and a kind of "collaboration" with the software to see what is possible.

4. Variability. A new media object is not fixed; it can exist in different, potentially infinite, versions. Example: different versions of a Website or QuickTime video based on a user's connection speed. Manovich adds that this trait fits with a post-industrial society that values individuality over conformity.

5. Cultural transcoding. New media consists of two layers: the "cultural layer" and the "computer layer". These layers are influencing each other.

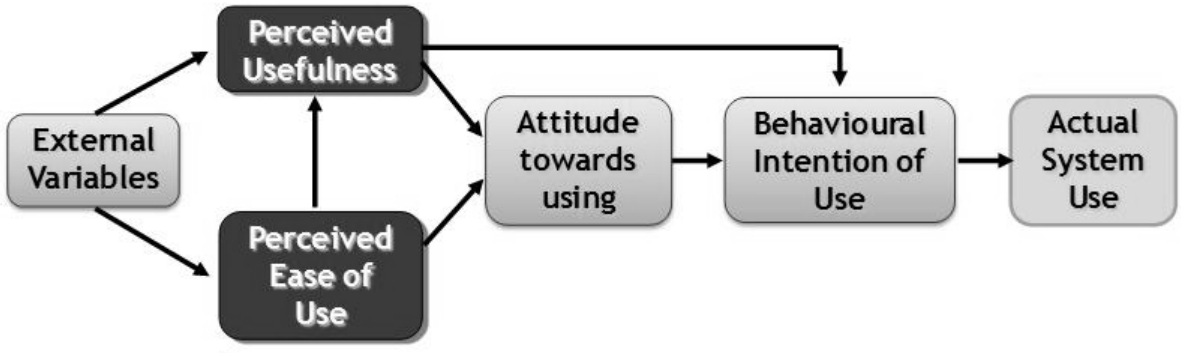
As new media technologies have come into the social environment, with the increased number of digital channel provides. These changes have come to digital spaces like Facebook and Twitter in which users can find information about, and interact with. Technology acceptance is very important for using in new media era.

Technology Acceptance Model

The Technology Acceptance Model (TAM) is an information systems theory that models how users come to accept and use a technology. The model suggests that when users are presented with a new technology, a number of factors influence their decision about how and when they will use it, notably:

- **Perceived usefulness** (PU) - This was defined by Fred Davis as "the degree to which a person believes that using a particular system would enhance his or her job performance".
- **Perceived ease-of-use** (PEOU) - Davis defined this as "the degree to which a person believes that using a particular system would be free from effort" (Davis 1989).

Figure 1: Technology Acceptance Model (Davis 1989)



The goal of TAM is to provide an explanation of the determinants of computer acceptance that general, capable of explaining user behavior across a broad range of end-user computing technologies and user populations, while at the same time being both parsimonious and theoretically justified. According to the TAM, if a user perceives a specific technology as useful, she/he will believe in a positive use-performance relationship. Since effort is a finite resource, a user is likely to accept an application when she/he perceives it as easier to use than another. As a consequence, educational technology with a high level of PU and PEOU is more likely to induce positive perceptions. The relation between PU and PEOU is that PU mediates the effect of PEOU on attitude and intended use. In other words, while PU has direct impacts on attitude and use, PEOU influences attitude and use indirectly through PU. User acceptance is defined as "the demonstrable willingness within a user group to employ information technology for the tasks it is designed to support" (Dillon & Morris, 1996).

Technology rapidly better changes and always do make individuals get benefit cause of perceived ease of use and/or perceived usefulness. Therefore, in this new media era technology acceptance is spread abroad and very influential for society, not just for children and youth but also for adults to use new technology in their lives.

Uses and Gratification Theory

Uses and gratification theory (U&G) suggests that media users play an active role in choosing and using the media. Users take an active part in the communication process and are goal-oriented in their media use. The theorists say that a media user seeks out a media source that best fulfills the needs of the user. Uses and gratifications assume that the user has alternate choices to satisfy their need (Blumler and Katz, 1974)

Finn (1997) points that U&G fell out of favor with some mass communication scholars for several decades, but the advent of telecommunications technology may well have revived it from dormancy, convergence of mass media and digital technology have altered the exposure patterns of many media consumers. New technology, now allow for the compression of video data for online transmission

down telephone copper wire, coaxial, fiber optic cable, and by broadcast satellite, cellular, and wireless technologies (Chamberlain, 1994). New technologies as new media present people with more and more media choices, motivation and satisfaction become even more crucial components of audience analysis. Many researchers have been busy applying U&G theory to a wide range of newly popularized video media technologies. Donohew, Palmgreen, and Rayburn (1987) explored how the need for activation interacts with social and psychological factors to affect media U&G sought by cable television audiences. They identified four lifestyle types whose members differed significantly on a wide range of variables, including newspaper and newsmagazine readership and gratifications sought from cable television. They found that individuals with a high need for activation had lifestyles involving greater exposure to media sources of public affairs information than individuals with a lower need for activation and less cosmopolitan lifestyles.

Funk and Buchman (1996) explored the effects of computer and video games on adolescents' self-perceptions. Perse and Dunn (1998) examined home computer use, and how CD−ROM ownership and Internet capability were linked to computer utility. Each of these scholars questioned whether new telecommunications media are used to satisfy the same needs they had been theorized to satisfy with traditional communication media (Williams, Phillips, & Lum, 1985). For example, the parasocial aspects of television soap opera viewing may soon pale in comparison to the interactive relation possibilities offered by electronic chat rooms and multiuser domains. Researchers are now being challenged to "decode the uses and gratifications of such communication experiences" (Lin, 1996).

This increasing interest by communication scholars in online audiences may be particularly intense because of the makeup of these new media forms: interactive media obscure the line between the sender and receiver of mediated messages (Singer, 1998). Furthermore, new media like the Internet possess at least three attributes of data not commonly associated with traditional media (Ruggiero, 2000):

1. Interactivity-significantly strengthens the core U&G notion of active user because it has been defined as the degree to which participants in the communication process have control over, and can exchange roles in their mutual discourse (Williams, Rice, & Rogers, 1988),

2. Demassification- the ability of the media user to select from a wide menu as the control of the individual over the medium, which likens the new media to face-to-face interpersonal communication.

3. Asynchroneity- the concept that messages may be staggered in time, senders and receivers of electronic messages can read mail at different times and still interact at their convenience (Williams et al., 1988). It also means the ability of an individual to send, receive, save, or retrieve messages at her or his convenience (Chamberlain, 1994).

For users, text, voice, pictures, animation, video, virtual realitymotion codes, and even smell have already become part of the Internet experience (Newhagen & Rafaeli, 1996). The Internet offers its audience an immense range of communication opportunities. Networks are always "up," allowing 24-hour asynchronous or synchronous interactions and information retrieval and exchange among individuals and groups (Kiesler, 1997). Communication on the Internet also leaves a trail

that is easily traceable. Messages have time stamps, accurate to one hundredth of a second. Content is readily observable, recorded, and copied. Participant demography and behaviors of consumption, choice, attention, reaction, and learning afford extraordinary research opportunities (Newhagen & Rafaeli, 1996). James et al. (1995) suggest Internet forums such as electronic bulletin boards fulfill many expectations of both mass and interpersonal communication. Internet is a new dominion of human activity.

Convergence is the basis of computer networks, wherein many different operating systems are able to communicate via different protocols. This digital convergence of new media, in particular are multi-level convergent media world where all modes of communication and information are continually reforming to adapt to the enduring demands of technologies, changing the way to create, consume, learn and interact with each other.

Uses and gratification theory, by the process of interactivity, demassification, and asynchroneity let individuals as active users in new media surrounding up to their lifestyle types for example, want to use internet, web, facebook, twitter, blog, broadcast satellite, cable television. Communication, content, is provided in many channels. U&G makes individuals empower to select any medium by the preference and life fitting.

New Media Literacy

The white paper, an authoritative report or guide that helps solve a problem, **Confronting the Challenges of Participatory Culture: Media Education for the 21st Century** (Jenkins et al., 2006) identifies the kinds of participatory practices youth are engaged in today, and draws up a provisionary list of the skills called the new media literacy. Jenkins et al., (2006) point that some defenders of the new digital cultures have acted as though youth can simply acquire these skills on their own without adult intervention or supervision. Children and youth do know more about these new media environments than most parents and teachers. To say that children are not victims of media is not to say that they, any more than anyone else, have fully mastered what are, after all, complex and still emerging social practices. There are three core flaws with the laissez faire approach.

The first, the participation gap: is that it does not address the fundamental inequalities in young people's access to new media technologies and the opportunities for participation they represent such as: providing wireless Internet access for the residents, being possible of getting computer skills and connection to the Internet.

The second, the transparency problem: is that it assumes that children are actively reflecting on their media experiences and can thus articulate what they learn from their participation such as: becoming more adept at using media as resources (for creative expression, research, social life, etc.), they often are limited in their ability to examine the media themselves; having a safe space within which they can master the skills they need as citizens and consumers, as they learn to parse through messages from self-interested parties and separate fact from falsehood as they begin to experiment with new forms of creative expression and community participation.

The third, the ethics challenge problem: with the laissez faire approach is that it assumes children, on their own, can develop the ethical norms needed to cope with a complex and diverse

social environment online such as: willing to lie to access the communities, assuming actions are fictive, designed to allow broader rein to explore darker fantasies by shared norms exist about acceptable or unacceptable conduct as Julian Dibbel's "A Rape in Cyberspace" (1993), Henry Jenkins's "Playing Politics in Alphaville" (2004), and Always-black's "Bow Nigger" (2004) offer reminders that participants in these worlds understand the same experiences in very different terms and follow different ethical norms as they face off against each other

Any attempt to provide meaningful media education in the age of participatory culture must begin by addressing these three core concerns. Jenkins et al., (2006) conclude a set of core social skills and cultural competencies that young people should acquire if they are to be full, active, creative, and ethical participants in this emerging participatory culture in Table 1:

Table 1: Social Skills and New Media Literacy

Social Skills	New Media Literacy
1. Play	the capacity to experiment with one's surroundings as a form of problem- solving
2. Performance	the ability to adopt alternative identities for the purpose of improvisation and discovery
3. Simulation	the ability to interpret and construct dynamic models of real-world processes
4. Appropriation	the ability to meaningfully sample and remix media content
5. Multitasking	the ability to scan one's environment and shift focus as needed to salient details.
6. Distributed Cognition	the ability to interact meaningfully with tools that expand mental capacities
7. Collective Intelligence	the ability to pool knowledge and compare notes with others toward a common goal
8. Judgment	the ability to evaluate the reliability and credibility of different information sources

9. Transmedia Navigation	the ability to follow the flow of stories and information across multiple modalities
10. Networking	the ability to search for, synthesize, and disseminate information
11. Negotiation	the ability to travel across diverse communities, discerning and respecting multiple perspectives, and grasping and following alternative norms.

Applied from Jenkins et al., (2006)

The new media literacy should be seen as social skills, as ways of interacting within a larger community, and not simply an individualized skill to be used for personal expression. Changes in the media environment are altering under standing of literacy and requiring new habits of mind, new ways of processing culture and interacting with the world. A broad sense of which competencies are most likely to matter as young people move from the realms of play and education and into adult world of work and society, also. List of eleven core social skills needed to participate within the new media landscape.

Fostering such social skills and cultural competencies requires a more systemic approach to media education in the United States. Everyone involved in preparing young people to go out into the world has contributions to make in helping students acquire the skills they need to become full participants in society. Schools, afterschool programs, and parents have distinctive roles to play as they do what they can in their own spaces to encourage and nurture

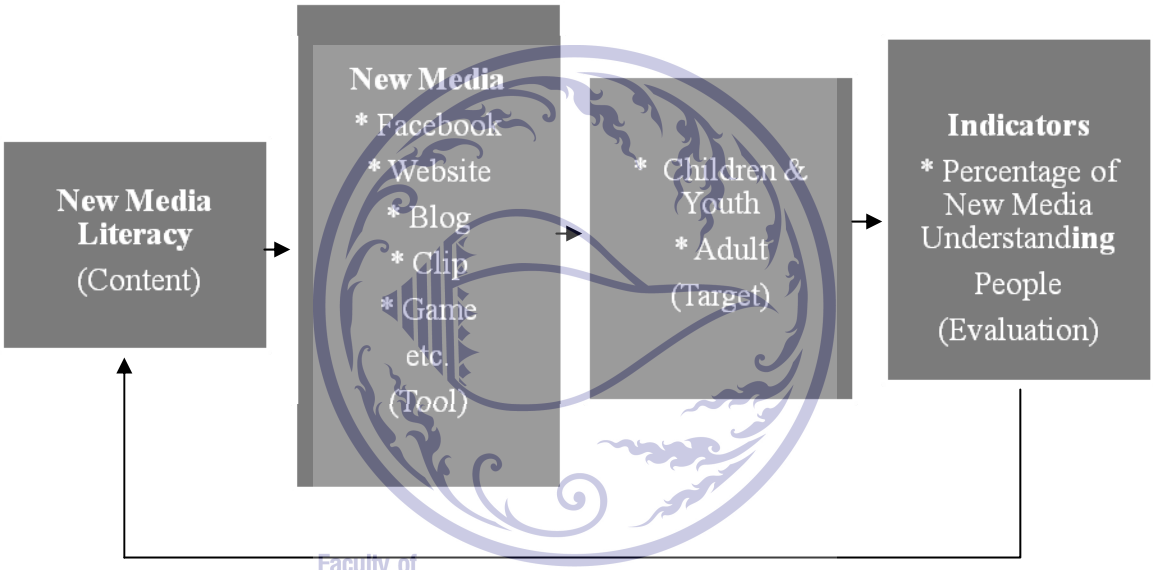
Strategic Plan: Implementation of New Media Literacy

The objectives of strategic planning including understanding the benefits of strategic planning; understanding the products/service of strategic planning; and learning the keys to successful planning and implementation. Strategic planning is a step by step process with definite objectives and end products/service that can be implemented and evaluated. Very simply, it is a process by which future looking, paint a picture of that future based on current trends, and influence the forces will affect. It looks three to five years ahead.

Strategic planning charts a definite course based on strong indicators of what the organization environment will be like in those years. Indicators include census demographic statistics, economic indicators, government policies, and technological advances. Some of trends are potential opportunities, some potential threats, and some are both. Examining the possibilities and formulating strategies to meet the challenges can help the organization take full advantage of opportunities and minimize threats. In short, the leader can take control of the future.

Team can use energies and resources more effectively and conduct the organization more successfully, despite changes in the environment (Ahoy, 1998). He points that the three major keys to successful strategic planning and implementation are commitment, credibility, and communication. This paper focuses just only the implementation by communication process of new media literacy, see Figure 2

Figure 2 : Strategic Plan: Implementation of New Media Literacy



In Figure 2, the content of New Media Literacy (Table 1) will be created with new media as Facebook, Website, Blog, Clip, Game, etc. to target group or may be called receivers in communication process in difference because of the maturity, children & youth and adult. Strategic plan provides the process of evaluation by indicators using, percentage of new media understanding people will be measured and the data or information that happen during the strategic plan process will be the significant for the next year.

Conclusions

In history, the tools of today were not available back then, and so in thinking of the definition of distributed cognition, broadly define the word tools as devices used to communicate, perform, make or facilitate. These devices work in conjunction with people mental capacities, a combination of "hybrid systems" interacting with one another. These tools can take many forms of externalized memory or the tools to do work with, in gathering

new information - like Facebook or Wikipedia, or the periodic table. People use these tools to expand the pool of knowledge they access. The ability to use these tools becomes increasingly important as the amount of information available to tap into becomes bigger and bigger.

Content and context of media do make people realize about new media literacy cause of the technology efficiency and effectiveness, and the very important point of "Citizen's Right" to be a sender in new media world. However, as a sender, he/she doesn't know much or maybe careless of realization about "Ethics." In another side, anyone as a receiver he/she should understand and analyze "What is right or wrong? What is white, grey, or black?" This is the important point for the government to use strategic plan to provide the content of new media literacy to people.

Bibliography

Books

Ahoy, C. (1998). Facilities planning & management. Iowa State University, **Facilities News,** September.

Blumler J.G. & Katz, E. (1974). **The uses of mass communications: Current perspectives on gratifications research.** Beverly Hills, CA: Sage.

Boyd d (2007). Why youth <3 social network sites: The role of networked publics in teenage social life. In: Buckingham D (ed.). **Youth Identity and Digital Media.** Cambridge MA: MIT Press, 42-119.

Berkenkotter C (1981). Understanding a writer's awareness of audience. **College-Composition and Communication** 32(4): 388–99.

Chamberlain, M. A. (1994). New technologies in health communication. **American Behavioral Scientist,** 38, 271–284.

Davis, F. D. (1989). "Perceived usefulness, perceived ease of use, and user acceptance of information technology", **MIS Quarterly** 13(3): 319–340.

Dillon, A. & Morris, M. (1996). User acceptance of information technology: theories and models. **Annual Review of Information Science and Technology,** p 3-32.

Donohew, L., Palmgreen P., & Rayburn, J. D., II. (1987). Social and psychological origins of media use: A lifestyle analysis. **Journal of Broadcasting & Electronic Media,** 31, 255–278.

Finn, S. (1997). Origins of media exposure: Linking personality traits to TV, radio, print, and film use. **Communication Research,** 24, 507–529.

Funk, J. B., & Buchman, D. D. (1996). Playing violent video and computer games and adolescent self-concept. **Journal of Communication,** 46(2), 19–32.

Hodkinson P, Lincoln S (2008). Online journals as virtual bedrooms? Young people, identity and personal space. **Young** 16(1): 27–46.

James, M. L., Wotring, C. E., & Forrest, E. J. (1995). An exploratory study of the perceived benefits of electronic bulletin board use and their impact on other communication activities. **Journal of Broadcasting & Electronic Media,** 39, 30–50.

Jenkins H., Clinton, K., Purushotma, R., Robison, A.J., & Weigel, M. (2006). **Confronting the Challenges of Participatory Culture: Media Education for the 21st Century.** MacArthur Foundation.

Kiesler, S. (Ed.). (1997). **Culture of the Internet.** Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Lin, C. A. (1998). Exploring personal computer adoption dynamics. **Journal of Broadcasting & Electronic Media,** 42, 95–112.

Manovich, L. (2001). **The Language of New Media.** Cambridge: MIT Press.

Newhagen, J., & Rafaeli, S. (1996). Why communication researchers should study the Internet: A dialogue. **Journal of Communications,** 46(1), 4–13.

Perse, E. M., & Dunn, D. G. (1998). The utility of home computers and media use: Implications of multimedia and connectivity. **Journal of Broadcasting & Electronic Media,** 42, 435–456.

Ruggiero, T.E. (2000). Uses and Gratifications Theory in the 21st Century. **Mass-Communication & Society,** 3(1), 3–37.

Scheidt LA (2006). Adolescent diary weblogs and the unseen audience. In: Buckingham D, Willett R **Digital Generations: Children, Young People and New Media.** New Jersey: Lawrence Erlbaum Associates.

Schau HJ, Gilly MC (2003). We are what we post? Self-presentation in personal web space. **Journal of Consumer Research** 30(3): 385–404.

Williams, F., Phillips, A. F.,&Lum, P. (1985). Gratifications associated with new communication technologies. In K. E. Rosengren, L.A. Wenner, & P. Palmgreen (Eds.), **Media Gratification Research: Current Perspectives** 241–252. Beverly Hills, CA: Sage.

Williams, F., Rice, R. E., & Rogers, E. M. (1988). **Research Methods and the New Media.** New York: Free Press.

Electronic Media

Liu H (2007) Social network profiles as taste performances. **Journal of Computer-mediated Communication** 13(1) article 13. URL (consulted June 2009). Available at : http://jcmc.indiana.edu/vol13/issue1/liu.html

Ellison N, Heino R, and Gibbs J (2006) Managing impressions online: Self-presentation processes in the online dating environment. **Journal of Computer-mediated - Communication** 11(2). URL (consulted June 2009). Available at: http://jcmc.indiana.edu/vol11/issue2/ellison.html

Kluth, A. The Survey of New Media [WWW document]. **URL http:www. economist.com/node/6794156** [11, May 2011].

Manovich, L.(2007). Principle of New Media [WWW document]. URL **http://hulln.wordpress.com/2007/11/20/principles-of-new-media/** [6, June 2011]

Singer, J. B. (1998). Online journalists: Foundations for research into their changing roles. Journal of Computer-Mediated Communication, 4. Retrieved May 1999 from the World Wide Web: **http://jcmc.huji.ac.il/vol4/issue1/smith.html#ABSTRACT**

Ahoy, C. (1998). Facilities planning & management. Iowa State University, **Facilities News,** September.