

**THE COMPARISON OF TEACHING APPROACHES FOR  
MEDIA LITERACY: CASE STUDY OF ASSUMPTION  
UNIVERSITY STUDENT**



**Natcha Sathapornsathit**

**A Thesis Submitted in Partial  
Fulfillment of the Requirements for the Degree of  
Master of Arts (Communication Arts and Innovation)  
The Graduate School of Communication Arts and Management  
Innovation  
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## ABSTRACT

<b>Title of Thesis</b>	THE COMPARISON OF TEACHING APPROACHES FOR MEDIA LITERACY: CASE STUDY OF ASSUMPTION UNIVERSITY STUDENT
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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.

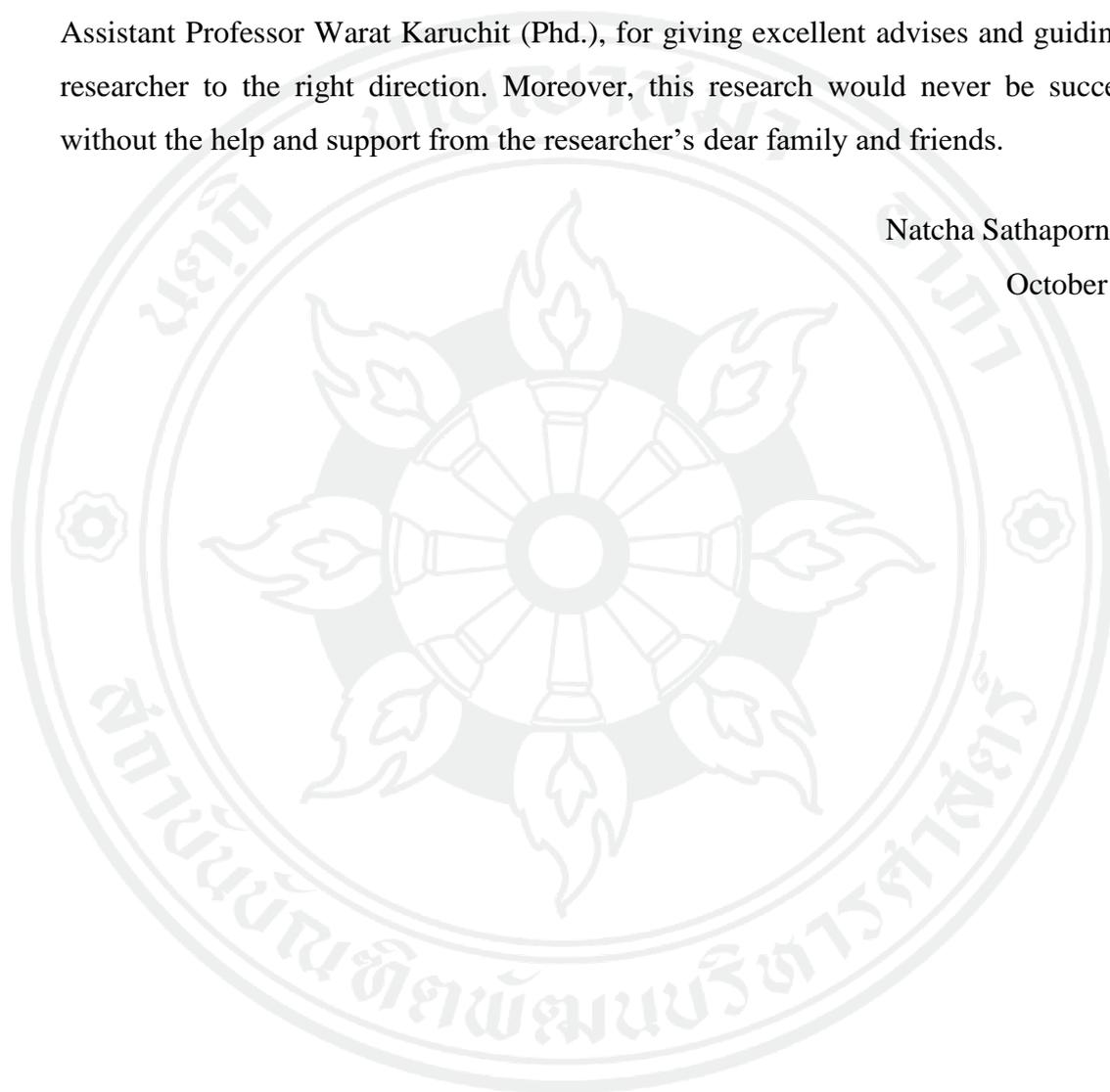
(Keywords): media literacy, teaching approach, media literacy level

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Natcha Sathapornsathit

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## CHAPTER 1

### INTRODUCTION

#### 1.1 Problem Statement

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).

As media have influences on society. The level of intensity may vary according to many factors, such as media consumption behavior and level of media literacy of each individual. Media can be very powerful and capable of injecting information and beliefs into audience minds and stimulating desirable response (Hypodermic needle theory). In contrast, media are believed to have limited effect. The information sent from the media sources must go through opinion leaders, then passed to the individuals who are in contact with or influenced by the opinion leaders to create any effects on knowledge, attitudes or behaviors (Two-steps flow theory). Moreover, media, especially television, are believed to have small but measurable effects on the way the audiences; with long term exposure, perceive the world (Cultivation theory). Media are also believed to play a big part in telling the audiences what everyone is thinking, by heavily and repeatedly presenting one side of each story, as if it represents the thought of the whole society, and slowly suppressing the voice of the others who have different opinions (Spiral of silence theory). These theories indicate how influential media can be and how much effects it can cause in societies and individuals.

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. Moreover, it could take very long time to change or add any rules and regulations in Thailand, and enforcing those rules on all kind of media and all media messages would take great number of officers, due to the endless amount of media messages created and published daily. 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. In contrast, media literacy education has been discussed, developed and practiced in classroom in the United States since 1990s. The important movements are as listed below.

1990 - 1995

- National Council of Teachers of English Commission recommends media education.
- Aspen Institute hosted historic gathering to set agenda for the decade (Aspen Media Literacy Leadership Conference Report).
- Harvard hosted first Media Literacy Institute.
- U.S. Senate invited testimony for media literacy as strategy for violence prevention.

1995 - 2000

- First National Media Literacy Conference at Boone, NC.
- Second National Media Literacy Conference in Los Angeles.
- National Media Education Conferences at Colorado Springs, Toronto.

2000 - 2010

- First International Media Literacy Research Conference hosted by OfCom in London.
- First Information Session on Media Literacy sponsored by U.S. Department of Education.
- Alliance for a Media Literate America (AMLA) was founded and renamed National Association for Media Literacy Education (NAMLY).

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.

## 1.2 Research 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.

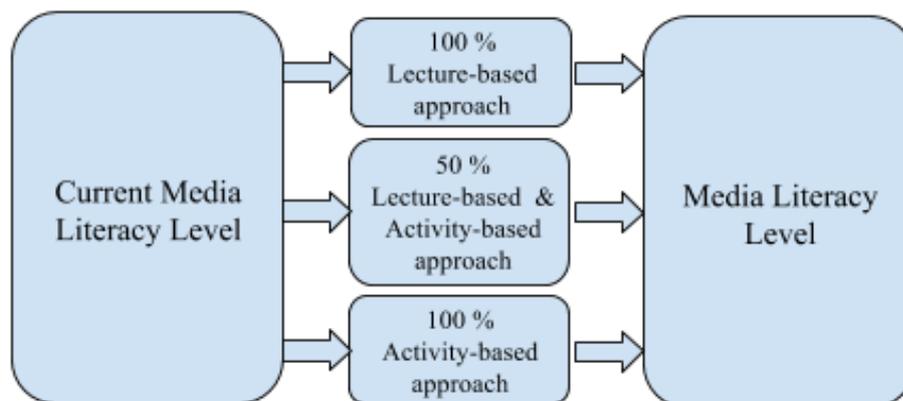
## 1.3 Research Questions

1. What is the effective teaching approach to increase level of media literacy for Thai undergraduate students?
2. Does different approach affect people with different background (initial media literacy level, gender, G.P.A, and social media use) differently?

## 1.4 Expected benefits

To find the most effective teaching approach for media literacy education to be used to improve Thai citizens to be more media literate, and to future propose the possible media literacy education guideline to the government officers, to be included as a part of Thai schools and universities curriculums.

## 1.5 Conceptual Framework



*Figure 1 Conceptual Framework*

## 1.6 Scope of the Study

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

**The first group** will be taught about media literacy using 100% lecture-based approach. Students will only be lectured for the entire session without any real application.

**The second group** will be taught about media literacy using 50% lecture-based and 50% activity-based approach. Students will be lectured for the first half of the session. In the second half of the session, students will be presented with actual media messages, and then will be asked with “5 key questions of media literacy (CML)” to analyze and evaluate the media messages presented to them.

**The third group** will be taught about media literacy using 100% activity-based approach. Students will be presented with actual media messages, and then will be asked with “5 key questions of media literacy

(CML)” to analyze and evaluate the media messages presented to them throughout the entire session.

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

The test will cover 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.

### 1.7 Assumptions

The second group, which get a 50 percent lecture-based and 50 percent application-based treatment will develop the media literacy level higher than the other 2 groups, since they will receive all the essential information about media literacy, and get to apply the knowledge with real media messages.

### 1.8 Operational Research Definitions

**Media message** means messages sent to audiences in any forms; text, picture, video, and audio, through any kinds of media including mass media and online media.

**Media literacy level** means the level that indicate the ability to analyze and evaluate various forms of media messages.

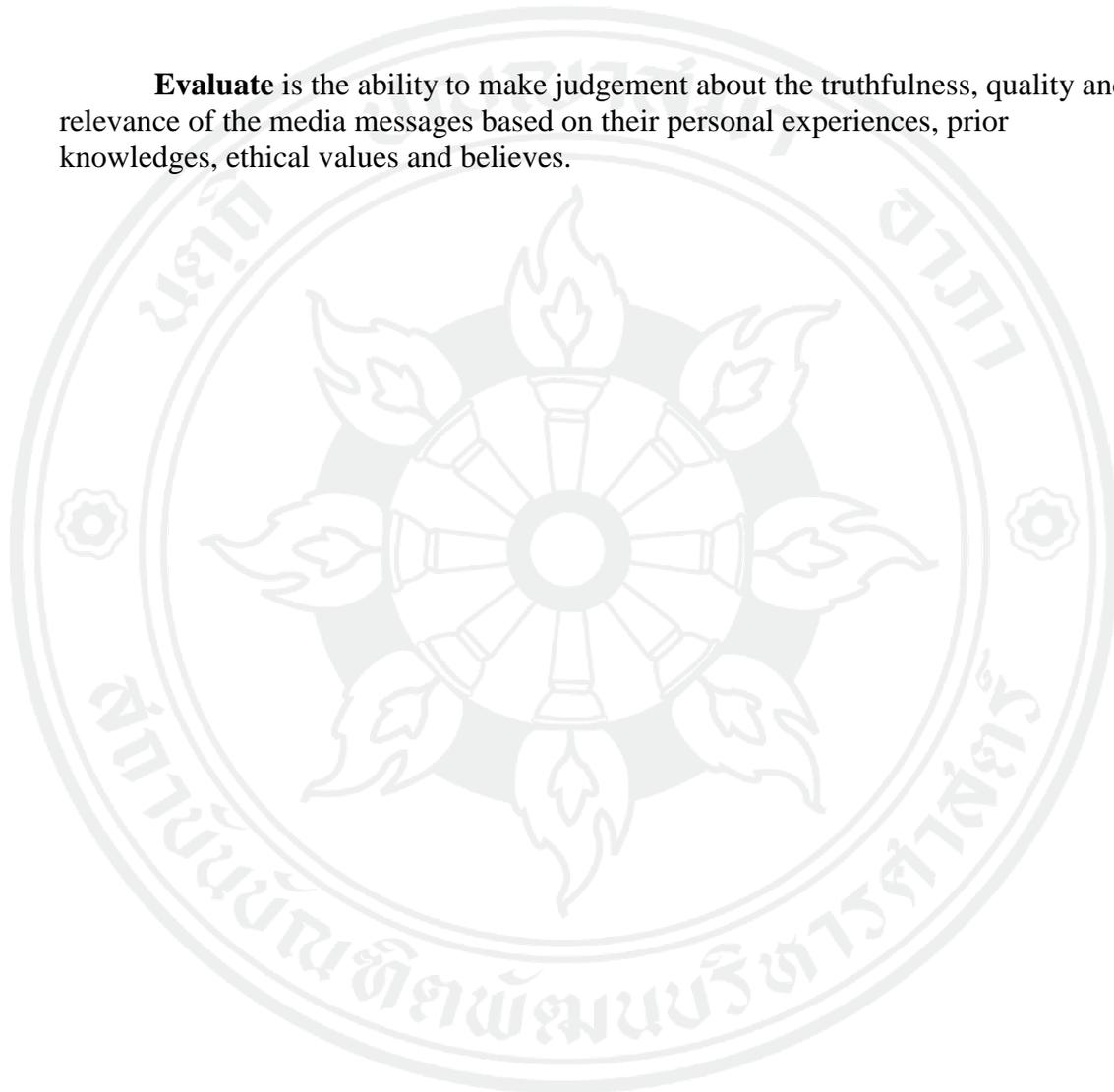
**Activity-based approach** means a teaching approach which focuses on presenting students with real media messages and guiding them through the process of critically analyzing and evaluating the media messages.

**Lecture-based approach** means a teaching approach which focuses on informing students about concept and the importance of media literacy, and essential

skills and knowledge for media literacy including natures of media and natures of media message.

**Analyze** is the ability to examine each elements of media messages such as forms, structure, design, and sequence, as well as to understand the context in which the media message occurs using their own experiences and knowledges.

**Evaluate** is the ability to make judgement about the truthfulness, quality and relevance of the media messages based on their personal experiences, prior knowledges, ethical values and believes.



## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Related Concepts and Theories

The comparison of teaching approaches for media literacy: Case study of Assumption university student, will be using these following theories and concepts:

- 2.1.1 Definition of Media Literacy
- 2.1.2 Core Principles of media literacy
- 2.1.3 Five Key Questions of Media Literacy
- 2.1.4 Digital Literacy
- 2.1.5 Media Literacy Education
- 2.1.6 Bloom's Taxonomy of Learning Domains

##### 2.1.1 Definition of Media Literacy

The widely-accepted definition of media literacy is “the ability to access, analyze, evaluate and create messages in a variety of forms”, which is from the conference of Aspen Media Literacy Leadership Institute in 1992 (Thoman Elizabeth and Jolls Tessa,2004).

However, the definition of media literacy has evolved over time and has recently been defined by Center of Media Literacy (CML) as “Media Literacy is a 21st century approach to education. It provides a framework to access, analyze, evaluate and create messages in variety of forms – from print to video to internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy (Thoman Elizabeth and Jolls Tessa,2008).”

## Four Skills of Media Literacy

Even though there are variety of different definitions of media literacy, it is widely accepted that the essential skills of media literacy are these 4 skills (Thoman Elizabeth and Jolls Tessa,2004):

**Access** : People who can access media messages, are able to collect useful and relevant information and able to comprehend the meaning of the information effectively. This skill also includes; being able to understand and recognize a rich vocabulary of words, symbols, and techniques of communication, being able to come up with strategies for locating the relevant information from a variety of sources, and being able to select an assortment of information types which is relevant to the purpose of each task.

**Analyze** : People who can analyze media messages, can examine the design of the message's form, structure and sequence. They are able to use their existing knowledge of artistic, literary, social, political, and economic concepts and their experiences to understand the context in which the media messages occur.

**Evaluate** : People who can evaluate media messages, are able to relate media messages to their personal experience and make judgements about the truthfulness, quality and relevance of the messages. This skill also includes being able to evaluate the quality of a message based on its content and form, being able to judge the value of a message based on their own ethical, religious, and democratic principles, being able to respond expressively to messages in variety of forms, varying complexity and forms, and being able to appreciate and take pleasure in interpreting messages in different genres and forms.

**Create** : People who can create media messages, can write their ideas using words, sounds, and/or images effectively for various purposes, as well as being able to use various technologies and techniques of communication to create, edit and disseminate their messages effectively.

However, this research will be focusing on 2 skills from the 4 skills of media literacy, which are 'Analyze' and 'Evaluate'. Since the researcher believe that every Thai citizen already has the ability to access to media messages and information in some certain level, and this ability can be improved rapidly and naturally. While the abilities to analyze and evaluate media messages and information they receive, may take much more time and effort to develop. Furthermore, if the person does not know

how to analyze and evaluate the information being received, that person may not be able to create media message and utilize the information effectively. Therefore, the abilities to analyze and evaluate are the most important media literacy skills that will be the main focus in this research.

### 2.1.2 Core Principles of Media Literacy

National Association for Media Literacy Education (NAMLE), has proposed that being media literate means understanding the “core principles of media literacy” (National Association for Media Literacy Education Association, 2007). There are 6 core principles to be recognized:

1. “All media messages are constructed” : Media messages are built just like how the buildings are constructed. Therefore. It is important to figure out who construct the messages and to what effect. E.g. a video ad consist of a storyline, actors/actresses, a director, a producer, costumes, settings, after-production, product/service and slogan. These elements are put together in a particular way to serve the purpose of advertising which is to promote the product or service, or to call for action.
2. “Each medium has different characteristics, strengths, and a unique language of construction” : Each form of media has its own rules; a low angle camera shot conveys the powerlessness of a character or the viewer, a fast and upbeat music conveys fun and cheerfulness, or a big headline conveys the importance of that particular story. Therefore, it is essential to learn and understand the rules and language of each media to lessen the effect of media manipulation.
3. “Media messages are produced for particular purposes, mostly to gain profit and/or power” : Most media are developed to be money-making enterprises. As most organization needs to make money in order to run the business and gain profit, most media are no different. Even the online media are now a money-making tool for businesses and individuals. Therefore, it is important to recognize the purposes of each media message and consider the message critically.
4. “Media messages have embedded values and points of view” : Since media messages are constructed, each media message has its subtext which indicate who or what is important. Every choice made to create a media message; choice of words, character of the actors, locations, mood and tone, etc., are

designed to help convey the subtext. It is important to be able to understand these subtexts and to recognize the purposes of them.

5. “People use their individual skills, beliefs and experiences to construct their own meaning from media messages” : Different people may interpret the same message differently according to their own knowledge, skills and experiences. E.g. A whitening cream advertising using only women with pale skin. If a woman with pale skin sees the ad, she might feel good about her own skin. In contrast, if a woman with dark skin see the same ad, she might feel uncomfortable with her skin and feel less worthy.
6. “Media and media messages can influence beliefs, attitudes, values, behaviors, and the democratic process” : As mentioned earlier in chapter 1, media and media messages have effect on people’s beliefs, attitudes, values and behaviors in one way or another. Therefore, it is important to be aware of its influence and evaluate each media messages carefully.

### 2.1.3 Five Key Questions of Media Literacy

Center of Media Literacy (CML) proposed the “5 key questions of media literacy” that would allow students to think critically toward media messages and through mastering these key questions, students would ultimately become media literate (Thoman Elizabeth and Jolls Tessa,2008).

No.	Key Questions	Keyword	Core Concepts
1.	Who created this message?	Authorship	All messages are ‘constructed’.
	<u>Guiding Questions :</u> <ul style="list-style-type: none"> <li>• What kind of ‘text’ is it?</li> <li>• What are the various elements (building blocks) that make up the whole?</li> <li>• How similar or different is it to others of the same genre?</li> <li>• Which techniques are used in its creation?</li> <li>• What choices were made that might have been made differently?</li> <li>• How many people did it take to create this message? What are their various jobs?</li> </ul>		

2.	What creative techniques are used to attract my attention?	Format	Media messages are constructed using a creative language with its own rules
<p><u>Guiding Questions :</u></p> <ul style="list-style-type: none"> <li>• What do you notice (about the way the message is construct)? <ul style="list-style-type: none"> <li>◦ Colors, Shapes, Sizes, Sounds, Words, Silence, Props, Sets, Clothing, Movement, Composition, and Lighting.</li> </ul> </li> <li>• Where is the camera? What is the viewpoint?</li> <li>• How is the story told visually? What are people doing?</li> <li>• Are there any symbols? Visual metaphors?</li> <li>• What’s the emotional appeal? Persuasive devices used?</li> <li>• What makes it seem ‘real’?</li> </ul>			
3.	How might different people understand this message differently than me?	Audience	Different people experience the same media message differently.
<p><u>Guiding Questions :</u></p> <ul style="list-style-type: none"> <li>• Have you ever experienced anything like this in your life?</li> <li>• How close is this portrayal to your experience?</li> <li>• What did you learn from this media text?</li> <li>• What did you learn about yourself from experiencing from experiencing the media text?</li> <li>• What did you learn from other people’s response? From their experience of life?</li> <li>• How many other interpretations could there be? How could we hear about them?</li> <li>• Are other viewpoints just as valid as mine?</li> <li>• How can you explain the different responses?</li> </ul>			
4.	What values, lifestyles and points of view are represented in, or omitted from, this message?	Content	Media have embedded values and points of view.
<p><u>Guiding Questions :</u></p> <ul style="list-style-type: none"> <li>• What kinds of behaviors / consequences are depicted?</li> <li>• What type of person is the reader / watcher / listener invited to identify with?</li> <li>• What questions come to mind as you watch / read / listen? What ideas or values are being “sold” to us in this message?</li> <li>• What political ideas are communicated in the message? Economic ideas?</li> <li>• What judgments or statements are made about how we treat other people?</li> <li>• What is the overall worldview of the message?</li> <li>• What ideas or perspectives are left out? How would you find what’s missing?</li> </ul>			

5.	Why is this message being sent?	Purpose	Most media messages are organized to gain profit and/or power.
<p><u>Guiding Questions :</u></p> <ul style="list-style-type: none"> <li>• Who's in control of the creation and transmission of this message?</li> <li>• Why are they sending it? How do you know?</li> <li>• Who are they sending it to? How do you know?</li> <li>• What's being sold in this message? What's being told?</li> <li>• Who profits from this message? Who pays for it?</li>   <li>• Who is served by or benefits from the message <ul style="list-style-type: none"> <li>○ the public?</li> <li>○ private interests?</li> <li>○ individuals?</li> <li>○ institutions?</li> </ul> </li> <li>• What economic decisions may have influenced the construction or transmission of this message?</li> </ul>			

*Figure 2 Five key questions of media literacy*

#### 2.1.4 Digital Literacy

An organization in the United States called Common Sense, has categorized 8 core topics that kids and teenagers need to learn about digital literacy (Common Sense Media,2012):



*Figure 3 Digital Literacy*

1. Internet Safety : They need to be able to use internet safely and also be able to separate between trustworthy online friends and online predators. They need to realize that online relationships are risky.

2. Privacy and Security : They need to be able to keep their personal information as safe and as private as possible by setting up strong password and understanding privacy policy of each website to prevent potential risks that occur online, such as stolen identity and online scams.
3. Relationships and Communication : They should be empowered to be good digital citizens. Moreover, they need to know how to communicate with others to create positive relationships online and also be aware that their actions can cause others to perceive them in certain ways.
4. Cyberbullying & Digital Drama : They need to know how to react when they are being bullied online. They have to realize both positive and negative effects that online communities have on themselves, friends and online communities in order to behave positively when they are involved in cyberbullying or digital drama.
5. Digital Footprint and Reputation : They need to learn how to protect their personal information and also respect others' personal information. They have to realize that every information in online world stays forever; every post they post leaves digital footprint that cannot be erased. The footprint that they have, might affect their personal lives, education, and occupations in the future.
6. Self-image and Identity : They need to realize how their true identity differ from self-image and identity that they have created online. They also need to recognize that how the differences affect their true identity, self-respect, others' acceptance, and relationships in physical world
7. Information Literacy : They should be able to access, analyze and make use of digital information effectively. They should know how to optimize search engines and also be able to evaluate the quality, trustworthy and truthfulness of the information and the websites.
8. Creative Credit and Copyright : They need to understand and respect the creative credit and copyright. They should learn the fair use of copyright works and how to give credit to the owners when using their works to avoid plagiarism and piracy

Digital Literacy is included in this research since there are some overlapping part with media literacy, such as information literacy, and creative credit and copyright. Furthermore, most media messages people are consuming nowadays are in

the form of digital information. However, media literacy is still the main focus in this research.

### 2.1.5 Media Literacy Education

Project Look Sharp by Ithaca College, USA proposed “12 Basic Ways to Integrate Media Literacy and Critical Thinking into any Curriculum” to be guidelines for teachers on how to include media literacy education into their curriculum (Scheibe Cyndy and Rogow Faith,1999).

1. Practice general observation, critical thinking, analysis, perspective-taking, and communication skills by
  - a. Teaching students to routinely ask questions about data and information they receive daily including the information from textbooks to help them think critically about those information presented to them by media
  - b. Explaining your process to assess the credibility of sources and why you choose the media that you use in class
  - c. Pointing out how different people from different backgrounds may interpret the same media message differently
  - d. Asking students what they notice about the media ‘texts’ to begin the discussion of media ‘texts’ (not only print, but also image- or sound-based ‘text’)
  - e. Encouraging students to produce the media messages about a topic to develop their communication skills and creativity
  - f. Giving students freedom and flexibility in choosing which media formats are the most effective way for them to communicate the required information as assigned in an assignment
  
2. Stimulate interest in a new topic by
  - a. Asking students to search through media for information about a topic
  - b. Showing an exciting video clip, playing a popular song, or reading a short story or poem about the topic
  - c. Assigning students to work in small groups to read, analyze and discuss controversial magazine, newspaper, or online article about a topic
  - d. Stimulating discussion, and encouraging students to express what they already know or their opinion about a topic by showing a short video, magazine, illusion, blog entry or brief article.

- e. Showing students how to search for information about a topic on the internet and compare results from different search engines
3. Identify how students' prior ideas about a topic have been influenced by media messages by
    - a. Giving examples from popular media to illustrate what students already know or believe and discussing the accuracy of that knowledge
    - b. Clarifying the way a specific terminology related to the topic might be used differently in an academic sense than it might be used in the popular culture
  4. Use media as a standard pedagogical tool by
    - a. designing assignments that require students to use more than one type of media source.
    - b. providing information about the topic through a variety of media sources, comparing the usefulness of different media, and address conflicting information that may come from different sources.
    - c. using diverse media in classroom
    - d. encouraging students to share information in class that they have gotten from various media sources both inside or outside of class, to train them to think critically and able to explain why information from a certain source is credible
    - e. asking students to design their written work as if it was a chapter in their textbook, and helping them think about which information is important enough to highlight and why.
  5. Identifying sources for erroneous beliefs about a topic by
    - a. analyzing media content that misrepresents a topic or presents false or misleading information about a topic and showing students examples of misleading ways in which data are presented in media
    - b. pointing out language constructs or words that are often used to mislead or misrepresent
    - c. identifying inaccurate or stereotyped beliefs held by students about a topic that may have come from either overt or implied media messages
    - d. encouraging students to create their own false or misleading media messages and then have them present the message and "debunk" it for the other students in the class.

6. Develop an awareness of issues of credibility and perspective by
  - a. teaching students how to recognize the sources of a media message, their purpose or goal, and how that might influence production choices
  - b. helping students learn to distinguish between fiction and nonfiction
  - c. identifying ways to decide which sources are credible about this topic within different types of media
  - d. encouraging students to ask who benefits from or is disadvantaged by a media message.
  
7. Compare the ways different media present information about a topic by
  - a. Giving examples of contrasting ways in which information about a topic might be presented in a documentary film, a TV news report, a newspaper article, blog, or an instructional video and comparing the amount of time/space devoted to a topic in different media from the same time period and discuss why the difference occurs
  - b. analyzing different conclusions that might be drawn by people exposed to information presented in one medium versus another.
  - c. discussing the strengths and weaknesses of different media to communicate a particular message and to reach particular target audiences.
  - d. having students produce reports about a topic using different forms of media, or manipulating the same information and visuals to convey different messages
  
8. Analyze the effect that specific media have had on a particular issue or topic across different cultures and/or historically by
  - a. discussing the role that the media have played in the history of a topic or in the framing of current debates.
  - b. helping students assess the accuracy of reporting on a current event or debate
  - c. discussing the differences between how people in our generation and people of earlier generations access to the information about a selected topic
  - d. exploring the level of knowledge about a topic in different cultures and how that knowledge is influenced by the media available.
  - e. assigning students to include information about available media and media ownership in reports about other countries or cultures.

9. Build and practice specific curricular skills by

- a. using print media to practice reading and comprehension skills, and to help students identify various types of and purposes for writing
- b. using media production to practice skills (e.g., speaking, grammar, research, writing, math)
- c. encouraging students to search for information on the Internet, develop multimedia projects, and use computers to present information about a topic, to fostering their computer skills
- d. using media to provide students with a broader audience for their work.

10. Facilitate use of a range of media formats to express students' opinions and illustrate their understanding of the world by

- a. encouraging students to analyze media messages on issues of particular interest to them
- b. encouraging students to express their feelings and knowledge by designing and producing media about the topic for other students to view.
- c. encouraging thoughtful critiques of various media productions.
- d. promoting discussion of different points of view about popular media articles and productions.
- e. discussing with students who their intended audience is and who might actually have access to the media they create.

11. Use media as a assessment tools by

- a. at the end of a class, presenting a media 'text' that contains false information about the topic and see if students can identify what is correct and what is incorrect in the message
- b. having students summarize their knowledge about a topic in a final report that employs media formats beyond the standard written report
- c. encouraging students to work in groups to illustrate their understanding of a topic by creating mock media productions
- d. assessing observation and memory skills by asking students to look for specific things when they view videos or read print material, and then asking them about those things afterward.

12. Connect students to the community and work toward positive change by

- a. finding collaborative possibilities for projects with community institutions that involve students analyzing or creating media messages
- b. encouraging older students to teach production techniques or media literacy principles to younger students.

- c. using media forums to solicit input or share research about a topic.
- d. helping students see the power of media by encouraging them to use media to give people in their community a voice

This research will be using these “12 Basic Ways to Integrate Media Literacy and Critical Thinking into Any Curriculum” as a guide in the Activity-based approach.

### 2.1.6 Bloom’s Taxonomy: Cognitive Domains

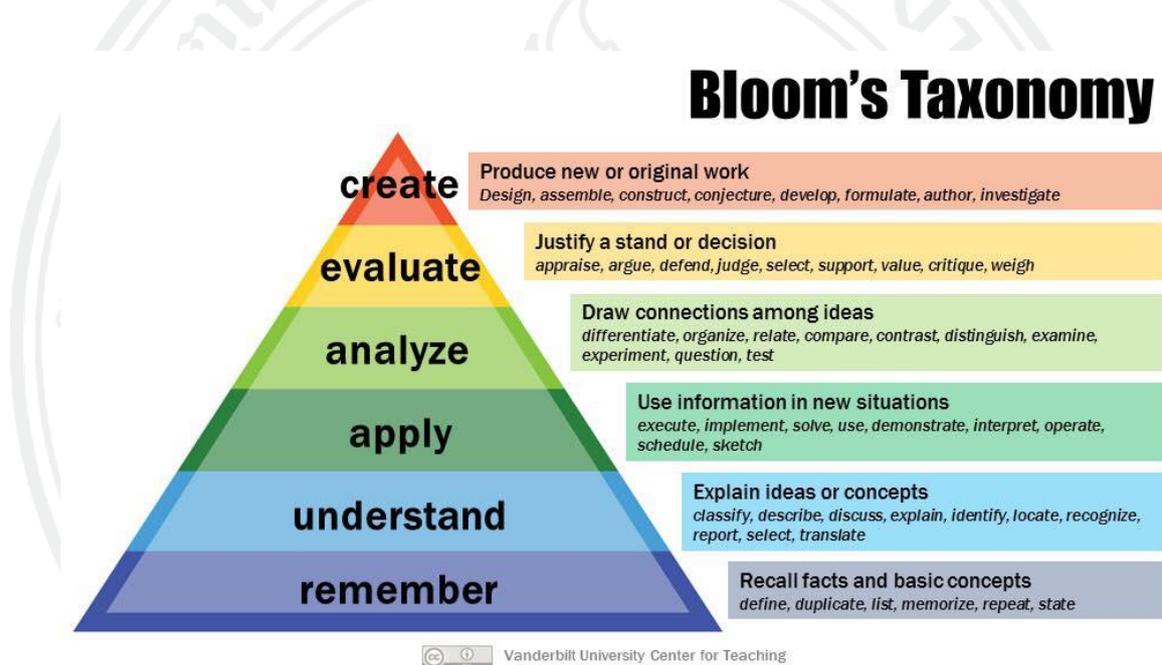


Figure 4 Bloom’s Taxonomy Diagram created by The Vanderbilt University Center for Teaching

Bloom’s Taxonomy of Learning Domains is a framework originated by Benjamin Bloom in 1956. However, it has been revised in 2001. It is created to help categorizing educational objectives and to promote the higher forms of thinking in education. It is often used to design educational, training, and learning process. Cognitive domains involve knowledge and the development of intellectual abilities and skills. There are six main categories in cognitive domains, starting from simplest to the most complex as listed in the table below (Patricia Armstrong, 2018).

Categories	Keywords
<b>Remember:</b> Recall or retrieve previous learned information.	defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states
<b>Understand:</b> Comprehending the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.	comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates
<b>Apply:</b> Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.	applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses
<b>Analyze:</b> Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.	analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates
<b>Evaluate:</b> Make judgments about the value of ideas or materials.	appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports
<b>Create:</b> Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.	categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes

*Figure 5 Bloom's Taxonomy: Cognitive Domains*

In this research, Bloom's Taxonomy is used as a guide to help design the three different teaching approaches for media literacy education and also to help explain the result of this research.

## 2.2 Related Researches

The comparison of teaching approaches for media literacy: Case study of Assumption university student, will be using these following related research:

### 2.2.1 Communication Literacy in Digital Age of Citizens in Bangkok

(Mon Korcharoen and Nutthasit Siripunyathanakij,2016)

This research found that media literacy level (for both traditional media and digital media) of the participants (Bangkokians in the age of 18 and above) are; 54.5 percent medium level, 30.75 percent low level, and 14.75 percent high level. The result does not indicate that level of media literacy has true correlation with demographic factors of population such as age and education, nor with media consumption behaviors.

This research shows that most Bangkokians has potential to be manipulated by the media since most Bangkokians has medium level of media literacy. While only small percentage of Bangkokians have high level of media literacy.

### 2.2.2 The Survey of Media Literacy Education in Higher Education in Thailand

(Warat Karuchit and Chatchawee Kongdee,2012)

This research was conducted and collected data from 112 colleges and universities in Thailand, which curriculums were available to access. The results showed that there were 8 subjects directly about media literacy from 6 institutes, and 68 institutes had subjects about media literacy mixed with other knowledge about media. All 68 institutes carried faculty of communication. In contrast, in all faculty education and faculty of art and language, did not have subjects of media literacy, but 41 institutes had subjects related to media literacy.

This research shows that media literacy has started to be taken into consideration among some universities in Thailand. However, it still needed to be emphasized more on how important media literacy is among all university and school in Thailand.

### 2.2.3 Media Literacy and Facebook Literacy Behavior (Supicha Meenin,2015)

This research found that by getting media literacy education, the level of media literacy could be increased. As a study was conducted on bachelor degree and master's degree students, in Chulalongkorn university, the result 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. Overall, the participants' level of media literacy increased after getting media literacy education.

This research shows that media literacy skill can be improved through education. Moreover, media literacy should be included in Thai schools and university curriculums, to elevate the quality of Thai students.

### 2.2.4 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)

This research was conducted in a nursing school in Hong Kong and found that within 1 academic year, there were significant differences in developing student's critical thinking skill by using problem-based learning (PBL) versus lecturing. Students who undertook the problem-based learning shown significant improvement of their critical thinking skill when measured at the end of the academic year. Problem-based learning is an educational approach in which students learn about a subject through the experience of solving open-ended problems found in the related topic.

In this research, the activity-based approach will take the essence of problem-based learning to educate students about media literacy and encourage them to think critically about any media messages they receive.

## CHAPTER 3

### RESEARCH METHODOLOGY

This research project is a quasi-experimental research on the teaching approaches for media literacy education. The experiment was done on participants then the result data was collected and analyzed with quantitative research methodology to compare the differences between each teaching approaches in relation with different initial media literacy level, as well as different background of participants.

#### 3.1 Research Participants

The participants of this research are bachelor's degree students from Communication Arts Faculty, Assumption university, Suvarnabhumi campus. The participants were recruited using convenience sampling technique. Participants are from 3 different sections of general education classes, which consists of variety of student attributes; age, G.P.A, and gender. Total number of participants is 62 participants.

#### 3.2 Research Locations

This research project was conducted in various locations in Assumption university, Suvarnabhumi campus. This research project was using different classrooms around the campus, as the class lecturers agreed to cooperate.

#### 3.3 Experimental Research Steps

1) Before conducting an experiment, a set of pretest was distributed to every participants (students) in 3 different sections of general education classes that the lecturers agreed to cooperate.

2) All participants in each class got different treatments as the following:

**The first group** was taught about media literacy using 100% lecture-based approach. Students were lectured for the entire session without any real 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 were asked with the 5 key questions of media literacy (CML) to 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 were asked questions according to the 5 key questions of media literacy (CML) to analyze and evaluate the media messages presented to them throughout the entire session.

Note : Every treatment is 60 minutes long.

- 4) After the treatments, every participant was asked to take a posttest to determine the effectiveness of each teaching approach.
- 5) The pretest and posttest results are compared and analyzed using descriptive statistic. The test results of each group are compared to one another, to determine which approach of media literacy teaching is more effective.
- 6) The results are discussed and concluded.

### 3.4 Research Tool

1. Pretest and Posttest : the pretest and posttest have the same format, which consist of 3 sections :

**Demographic Information** : consists of questions about participants' demographic information, such as age, gender, and G.P.A.

**Media literacy Skill: Analyze** : consists of questions that test whether participants are able to analyze media messages in variety of forms.

**Media Literacy Skill : Evaluate** : consists of questions that test whether participants are able to evaluate the value of media messages in variety of forms.

2. Teaching Approaches : the detail of 3 different teaching approaches that were used in the experiment are as the following :

**The 100% Lecture-based approach** : this approach consists of important media literacy concepts, theories and practices.

1. What is media literacy?
2. 4 Skills of media literacy
3. Core principles of media literacy
4. 5 Key questions of media literacy
5. Digital literacy

**The 50% Lecture-based and 50% Activity-based approach** : this approach consists of 2 sections. The first section took 30 minutes and consists of important media literacy concepts, theories and practices. The lesson was the shorten version of the 5 topics covered in the first approach.

The second section took 30 minutes and the participants were presented with both real and fake news from different sources and in variety of forms. Then the participants were asked with the “5 key questions of media literacy” to analyze and evaluate the media messages.

**The 100% Activity-based approach** : this approach consist of in class activity in which participants were presented with both real and fake news from different sources and in variety of forms. Then the participants were asked with questions according to the “5 key questions of media literacy” to analyze and evaluate the media messages. All participants were not informed about any media literacy knowledge.

Remark : All research tools were in Thai, in order to avoid language barrier.

### 3.5 Measurement

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

Grade	Percentage	Media Literacy Level	Score
A	80 - 100	High	21 - 25
B+	75 - 79	Medium	17 - 20
B	70 - 74		
C+	65 - 69		
C	60 - 64	Low	13 - 16
D+	55 - 59		
D	50 - 54		
F	Less than 50	Fail	0 - 12

*Figure 6 Research Measurement*

### 3.6 Data Collection and Analysis

In this research project, the data were collected from pretest and posttest scores of the participants. The data from pretest score indicates the current level of media literacy of the participants. Then it is compared with data from posttest score, to determine which teaching approach is more effective and to test if there is any difference in results between each teaching approach and each initial media literacy level of the participants. The demographic data collected is analyzed to determine if there is any relationship between media literacy level and attributes of participants; gender, G.P.A, and social media use. The data is analyzed to answer the research questions using descriptive statistic.

## CHAPTER 4

### RESULT

For the study of ‘The comparison of teaching approaches for media literacy: Case study of Assumption university student, the researcher had conducted a quasi-experimental research. The experiment had been done on undergraduate students of Assumption University, in 3 different class rooms within the same faculty, in order to get the equal standard of preexisted knowledge and to eliminate the bias of accumulated grade point average (GPA), since each faculty uses different grading systems. To measure participants’ current Media Literacy Level, all participants had been assigned to do a pretest before receiving a lesson about Media Literacy in the approach that they were put in. After receiving the lesson, all participants were assigned to do a posttest to measure the differences that each teaching approach had on their Media Literacy Level. To find out which teaching approach for Media Literacy is more effective, the pretest and posttest scores were analyzed and compared using descriptive statistic on SPSS software.

**The research result is divided into 2 parts,**

**4.1 Comparison between 3 teaching approaches**

**4.2 Comparison between 3 teaching approaches and participants’**

**backgrounds**

#### 4.1 Comparison between 3 teaching approaches

##### 4.1.1 Participants' Basic Information

*Result Table 1 Participant's Gender*

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	25	40.3
Female	37	59.7
Total	62	100.0

Result table 1 shows the total number of participant was 62 students, 25 participants (40.3 percent) were male and the other 37 participants (59.7 percent) were female.

*Result Table 2 Participant's Academic Year*

<b>Academic Year</b>	<b>Frequency</b>	<b>Percent</b>
First-year	0	0.0
Second-year	13	21.0
Third-year	22	35.5
Fourth-year	20	32.3
Beyond fourth-year	7	11.3
Total	62	100.0

Result table 2 shows that majority of participants were Third-year students; 22 participants (35.5 percent), following by Fourth-year students; 20 participants (32.3 percent), Second-year students; 13 participants (21.0 percent), and Beyond fourth-year students: 7 participants (11.3 percent). The table also shows that there was no First-year student among the participants.

*Result Table 3 Participant's GPA*

<b>GPA</b>	<b>Frequency</b>	<b>Percent</b>
1.00-1.99	0	0.0
2.00-2.99	32	51.6
3.00-4.00	30	48.4
Total	62	100.0

Result table 3 shows that 32 participants (51.6 percent) had GPA in 2.00-2.99 grade point range, while 30 participants (48.4 percent) had GPA in 3.00-4.00 grade point range, and no participant had GPA lower than 2.00 grade point.

*Result Table 4 Participant's Social Media Usage*

<b>Hours</b>	<b>Frequency</b>	<b>Percent</b>
1-3 Hours	11	17.7
4-6 Hours	23	37.1
7-9 Hours	16	25.8
10 Hours Above	12	19.4
Total	62	100.0

Result table 4 shows that majority of participants had daily social media usage between 4-6 hours; 23 participants (37.1 percent), following by 7-9 hours; 16 participants (25.8 percent), 10 hours above; 12 participants (19.4 percent) and 1-3 hours; 11 participants (17.7 percent).

*Result Table 5 Number of Participants in Each Approach*

<b>Approaches</b>	<b>Frequency</b>	<b>Percent</b>
100% Lecture-based	14	22.6
50% Lecture-based and 50% Activity-based	14	22.6
100% Activity-based	34	54.8
Total	62	100.0

Result table 5 shows that there were 14 participants (22.6 percent) who received a lesson with 100% Lecture-based approach, as well as 14 participants (22.6 percent) who receive a lesson with 50% Lecture-based and 50% Activity-based approach, and 34 participants (54.8 percent) who received a lesson with 100% Activity-based approach. The number of participants in each approach is according to the number of students who attend each class on the day of the experiment. The size of each class that were available for the researcher were different.

#### 4.1.2 Media Literacy Level Results

##### 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.

Grade	Percentage	Media Literacy Level	Score
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B	70 - 74		
C+	65 - 69		
C	60 - 64	Low	13 - 16
D+	55 - 59		
D	50 - 54		
F	Less than 50	Fail	0 - 12

*Figure 7 Research Measurement*

**Result Table 6 Comparison of Mean Score Between 3 Approaches**

<b>Approach</b>	<b>Mean (Pretest)</b>	<b>Mean (Posttest)</b>	<b>Mean Difference (Posttest – Pretest)</b>
100% Lecture-based	19.71	20.79	+ 1.08
50% Lecture-based and 50% Activity-based	19.57	20.29	+0.72
100% Activity-based	20.94	22.18	+ 1.24
Total	20.36	21.44	+ 1.08

Result table 6 shows that 100% Activity-based approach had the highest difference in mean score; increased by 1.24 score, following by 100% Lecture-based score; increased by 1.08 score, and 50% Lecture-based and 50% Activity-based approach; increased by 0.72 score. In total, the overall mean score had increased by 1.03 score. This table indicates that 100% Activity-based approach is the most effective teaching approach for Media Literacy among the 3 approaches that were tested since it has the highest mean score in posttest and also has the greatest different in mean when comparing pretest and posttest score.

**Result Table 7** Comparison of Percentage of Participants within Each Media Literacy Level between Pretest and Posttest of 100% Lecture-based Approach

	<b>Low</b>	<b>Medium</b>	<b>High</b>	<b>Total</b>
<b>Pretest</b>	21.4% (3)	28.6% (4)	50.0% (7)	100% (14)
<b>Posttest</b>	14.3% (2)	21.4% (3)	64.3% (9)	100% (14)
<b>Percent Different (Posttest-Pretest)</b>	- 7.1% (-1)	- 7.2% (-1)	+ 14.3% (+2)	0%

Remark: (N) indicates number of participants

Result table 7 shows that for participants who received 100% Lecture-based approach, in Pretest, there were 21.4 percent of participants who had low level of media literacy, 28.6 percent of participants who had medium level of media literacy, and 50 percent of participants who had high level of media literacy. In posttest, participants who had low level of media literacy had decreased to 14.3 percent; 7.1 percent lower, and participants who had medium level of media literacy had also decreased to 21.4 percent; 7.2 percent lower, while participants who had high level of media literacy had increased to 64.3 percent; 14.3 percent higher.

**Result Table 8** Comparison of percentage of participants within each media literacy level between pretest and posttest of 50% Lecture-based and 50% Activity-based approach

	<b>Low</b>	<b>Medium</b>	<b>High</b>	<b>Total</b>
<b>Pretest</b>	14.3% (2)	57.1% (8)	28.6% (4)	100% (14)
<b>Posttest</b>	28.6% (4)	28.6% (4)	42.8% (6)	100% (14)
<b>Percent Different (Posttest-Pretest)</b>	+ 14.3% (+2)	- 28.5% (-3)	+ 14.2% (+2)	0%

Remark: (N) indicates number of participants

Result table 8 shows that for participants who received 50% Lecture-based and 50% Activity-based approach, in Pretest, there were 14.3 percent of participants who had low level of media literacy, 57.1 percent of participants who had medium level of media literacy, and 28.6 percent of participants who had high level of media literacy. In posttest, participants who had low level of media literacy had increased to 28.6 percent; 14.3 percent higher, while participants who had medium level of media literacy had decreased to 28.6 percent; 28.5 percent lower, and participants who had high level of media literacy had increased to 42.8 percent; 14.2 percent higher.

**Result Table 9** Comparison of Percentage of Participants within Each Media Literacy Level between Pretest and Posttest of 100% Activity-based Approach

	<b>Low</b>	<b>Medium</b>	<b>High</b>	<b>Total</b>
<b>Pretest</b>	2.9% (1)	41.2% (14)	55.9% (19)	100% (34)
<b>Posttest</b>	0.0% (0)	17.6% (6)	82.4% (28)	100% (34)
<b>Percent Different (Posttest-Pretest)</b>	- 2.9% (-1)	- 23.6% (-8)	+ 26.5% (+9)	0%

Remark: (N) indicates number of participants

Result table 9 shows that for participants who received 100% Activity-based approach, in Pretest, there were 2.9 percent of participants who had low level of media literacy, 41.2 percent of participants who had medium level of media literacy, and 55.9 percent of participants who had high level of media literacy. In posttest, participants who had low level of media literacy had decreased to 0.0 percent; 2.9 percent lower, and participants who had medium level of media literacy had also decreased to 17.6 percent; 23.6 percent lower, while participants who had high level of media literacy had increased to 82.4 percent; 26.5 percent higher.

**Result Table 10** Comparison of the different in percentage of participants within each media literacy level between pretest and posttest

<b>Percent Different (Posttest-Pretest)</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>
<b>100% Lecture-based</b>	- 7.1%	- 7.2%	+ 14.3%
<b>50% Lecture-based and 50% Activity-based</b>	+ 14.3%	- 28.5%	+ 14.2%
<b>100% Activity-based</b>	- 2.9%	- 23.6%	+ 26.5%

Result table 10 shows that the 100% Activity-based approach has the highest percentage different for participants who have high level of media literacy, when compares the percentage of posttest and pretest. The percentage of participants who have high level of media literacy for the 100% Activity-based approach is increased by 26.5 percent, following by the 100% Lecture-based approach, which is increased by 14.3 percent, and lastly, the 50% Lecture-based and 50% Activity-based approach, which increased by 14.2 percent.

Overall, 100% Activity-based approach is the most effective teaching approach for Media Literacy Education, following by 100% Lecture-based approach and 50% Lecture-based and 50% Activity-based approach. The result is contradicting to the presumption of the researcher, which had predicted the 50% Lecture-based and 50% Activity-based approach to be the most effective approach. However, this result does not take the difference in backgrounds of participants into consideration. The relationships between participants' background and the different teaching approaches shall be discussed in the next part of this chapter.

#### 4.2 Comparison between 3 teaching approaches and participants backgrounds

*Result Table 11 Comparison between 3 Teaching Approaches and Gender of Participants*

<b>Gender</b>	<b>Approach</b>	<b>Mean (Posttest)</b>	<b>SD. (Posttest)</b>
<b>Male</b>	100% Lecture-based	21.00	1.41
	50% Lecture-based and 50% Activity-based	17.00	3.37
	100% Activity-based	22.53	2.01
<b>Female</b>	100% Lecture-based	20.54	3.14
	50% Lecture-based and 50% Activity-based	21.6	3.31
	100% Activity-based	21.73	2.05

Table 4.2.1 shows that considering the posttest score of each approach with the gender of the participants, the 100% Activity-based approach had the best results on male participants, in which the mean score is 22.53, following by 100% Lecture-based approach at 21.00 score, and 50% Lecture-based and 50% Activity-based approach at 17.00 score. As for female participants, 100% Activity-based approach also had the best results on female participants, which the mean score is 21.73 score, following by 50% Lecture-based and 50% Activity-based approach at 21.6 score, and 100% Lecture-based approach at 20.53 score.

This table indicates that, there are no difference in results between each teaching approach for media literacy and the gender of participants.

*Result Table 12 Comparison between 3 Teaching Approaches and GPA of Participants*

<b>GPA</b>	<b>Approach</b>	<b>Mean (Posttest)</b>	<b>SD. (Posttest)</b>
<b>2.00 – 2.99</b>	100% Lecture-based	20.43	2.99
	50% Lecture-based and 50% Activity-based	19.40	4.39
	100% Activity-based	22.00	1.86
<b>3.00-4.00</b>	100% Lecture-based	21.14	2.91
	50% Lecture-based and 50% Activity-based	20.78	3.70
	100% Activity-based	22.38	2.39

Result table 12 shows that considering the posttest score of each approach with the GPA of the participants, the 100% Activity-based approach had the best results on participants with GPA between 2.000 – 2.99, in which the mean score is 22.00 score, following by 100% Lecture-based approach at 20.43 score, and 50% Lecture-based and 50% Activity-based approach at 19.40 score. As for participants with GPA between 3.00 – 4.00, 100% Activity-based approach also had the best results on female participants, which the mean score is 21.73 score, following by 100% Lecture-based approach at 21.14 score, and 50% Lecture-based and 50% Activity-based approach at 20.78 score.

This table indicates that, there are no difference in results between each teaching approach for media literacy and the GPA of participants.

*Result Table 13 Comparison between 3 Teaching Approaches and Daily Social Media Usage of Participants*

<b>Daily Social Media Usage</b>	<b>Approach</b>	<b>Mean (Posttest)</b>	<b>SD. (Posttest)</b>
<b>1-3 hours</b>	100% Lecture-based	22.50	0.70
	50% Lecture-based and 50% Activity-based	15.00	0.00
	100% Activity-based	21.75	2.71
<b>4-6 hours</b>	100% Lecture-based	20.25	3.19
	50% Lecture-based and 50% Activity-based	20.75	4.65
	100% Activity-based	22.64	2.01
<b>7-9 hour</b>	100% Lecture-based	17.00	0.00
	50% Lecture-based and 50% Activity-based	21.28	2.87
	100% Activity-based	22.50	2.20
<b>10 hours above</b>	100% Lecture-based	22.33	1.52
	50% Lecture-based and 50% Activity-based	17.50	3.54
	100% Activity-based	21.57	0.79

Table 4.2.3 shows that 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.

This table indicates that, there are some difference in results between each teaching approach for media literacy and the daily social media usage of participants.

## CHAPTER 5

### CONCLUSION

#### 5.1 Result Summary

This research was conducted in Assumption University, Suvarnabhumi Campus by using experimental research method. There was a total of 62 participants joining the experiment, in which all participants are Assumption University undergraduate students who are studying in Albert Laurence School of Communication Arts Faculty.

##### 5.1.1 Participants' Basic Information

There were 25 male participants (40.3 percent) and 37 female participants (59.7 percent). Classified by academic year, there were 0 first-year student (0 percent), 13 second-year students (21.0 percent), 22 third-year students (35.5 percent), 20 fourth-year students (32.3 percent) and 7 beyond fourth-year students (11.3 percent). Majority of participants, which is 32 participants (51.6 percent) has GPA between 3.00 - 4.00 grade points, while 30 participants (48.4 percent) has GPA between 2.00 – 2.99 grade points, and there were no participants with GPA between 1.00 – 1.00 grade points. For their daily social media usage, majority of participants, which are 23 participants (37.1 percent) use social media between 4 – 6 hours per day, following by 16 participants (25.8 percent) use social media between 7 – 9 hours per day, 12 participants (19.4 percent) use social media more than 10 hours per day, and 11 participants (17.7 percent) use social media between 1 – 3 hours per day.

Participants were divided into 3 groups, in which different teaching approach was used on each group. The first group contained 14 participants (22.6 percent). This group was taught using the 100% Lecture-based approach. The second group also contained 14 participants (22.6 percent). This group was taught using the 50% Lecture-based and 50% Activity-based approach. The third group contained 34 participants (54.8 percent). This group was taught using the 100% Activity-based approach.

### 5.1.2 Media Literacy Level Results

Before each group of participants were lectured with different teaching approaches, they were asked to do a set of Media Literacy Pretest. After getting lectured with different teaching approaches, participants in each group were asked to finish a set of Media Literacy Posttest to determine the results each teaching approach has on the participants. The score of pretest and posttest of each group are compared to find out which teaching approach is the most effective among the three teaching approaches chosen in the research.

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.

When compare the difference in mean score of posttest and pretest of each teaching approach, the 100% Activity-based approach has the highest increase in mean score. It has increased by 1.24 score from pretest result to posttest result. The 100% Lecture-based has the second highest increase in mean score. It has increased by 1.08 score from pretest to posttest. The 50% Lecture-based and 50% Activity-based approach has the least increase in mean score when compare to the other two approaches. It has increased by 0.73 score from pretest to posttest.

To look at the result in a different view, the changes from pretest to posttest in number of participants whose scores fall into each level of media literacy are compared. For the 100% Lecture-based approach, in pretest, there are 21.4 percent of participants with low media literacy level, 28.6 percent of participants with medium level of media literacy, and 50.0% of participants with high level of media literacy. In posttest of the 100% Lecture-based approach, there are 14.3 percent of participants with low level of media literacy, 21.4 percent of participants with medium level of media literacy, and 64.3 percent of participants with high level of media literacy. For the 50% Lecture-based and 50% Activity-based approach, in pretest, there are 14.3 percent of participants with low media literacy level, 57.1 percent of participants with medium level of media literacy, and 28.6 percent of participants with high level of media literacy. In posttest, there are 28.6 percent of participants with low level of media literacy, 28.6 percent of participants with medium level of media literacy and

42.8 percent of participants with high level of media literacy. For the 100% Activity-based approach, in pretest, there are 2.9 percent of participants with low level of media literacy, 41.2 percent of participants with medium level of media literacy, and 55.9 percent of participants with high level of media literacy. For posttest, there are 0.0 percent of participants with low level of media literacy, 17.6 percent of participants with medium level of media literacy, and 82.4 percent of participants with high level of media literacy.

When compare all three teaching approaches for media literacy education with the changed percentages of participants with each level of media literacy, the results show that the 100% Activity-based approach has the highest increase in percentage of participants whose score fall into the high level of media literacy from pretest to posttest. The percentage has increased by 26.5 percent. The 100% Lecture-based approach has the second highest increase in percentage of participants with high level of media literacy. The percentage has increased by 14.3 percent. The 50% Lecture-based and 50% Activity-based approach has the least increase in percentage of participant with high level of media literacy from pretest to posttest. The percentage has increased by 14.2 percent.

The overall results suggest that the 100% Activity-based approach is the most effective teaching approach for media literacy education, followed by the 100% Lecture-based approach and the 50% Lecture-based and 50% Activity-based approach. However, the result is contradicting to the initial research assumption, which predicted the 50% Lecture-based and 50% Activity-based approach to be the most effective teaching approach for media literacy, since it has a combination of theory-learning and practicality in one session. Nevertheless, this result is excluded the consideration of participants backgrounds that might lead to different results.

### 5.1.3 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.

Considering the posttest score of each approach with the gender of the participants, the 100% Activity-based approach had the best results on male participants, in which the mean score is 22.53, following by 100% Lecture-based approach at 21.00 score, and 50% Lecture-based and 50% Activity-based approach at 17.00 score. As for female participants, 100% Activity-based approach also had the best results on female participants, which the mean score is 21.73 score, following by 50% Lecture-based and 50% Activity-based approach at 21.6 score, and 100% Lecture-based approach at 20.53 score. The result indicates that, there are no difference in results between each teaching approach for media literacy and the gender of participants.

Considering the posttest score of each approach with the GPA of the participants, the 100% Activity-based approach had the best results on participants with GPA between 2.000 – 2.99, in which the mean score is 22.00 score, following by 100% Lecture-based approach at 20.43 score, and 50% Lecture-based and 50% Activity-based approach at 19.40 score. As for participants with GPA between 3.00 – 4.00, 100% Activity-based approach also had the best results on female participants, which the mean score is 21.73 score, following by 100% Lecture-based approach at 21.14 score, and 50% Lecture-based and 50% Activity-based approach at 20.78 score. The result indicates that, there are no difference in results between each teaching approach for media literacy and the GPA of participants.

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.

## 5.2 Discussion

### 5.2.1 The most effective teaching approach for media literacy education

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.

#### *Research Result and Bloom's Taxonomy: Cognitive Domains*

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.

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

*Figure 8 Bloom's Taxonomy: Cognitive Domains and Teaching Approaches*

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.

### *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.

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.

## 5.2.2 Participant's Background and Teaching Approaches

### *Participant's Academic Year*

Looking at the overall research result, it is possible that the academic year of participants might also have some effect on the result of this research. According to the research result, participants in the group that got the highest media literacy score, which had been taught with the 100% Activity-based approach, are the group that mostly are in higher academic year (mostly third and fourth-year). While the other two groups of participants that got lower media literacy score and had less improvement in media literacy level, are in lower academic year (mostly first and second-year). Since each group of participants did not contain students from every academic year (first-year, second-year, third-year, fourth-year, and beyond fourth-year), the data collected in this research is not enough to conclude that participants' academic year truly have effect on how participants' media literacy level would improve. However, it is an interesting point to be investigated and studied in the future research.

### *Participant's Daily Social Media Usage Rate*

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.



### 5.3 Recommendation

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	/	/	

Figure 9 Media Literacy Teaching Approach Guideline

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 media 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 rate (1-3 hours per day) or high social media usage rate (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.

## 5.4 Future Study

There are many ways to extend the knowledge from this research to find the most effective teaching approach or the more effective guidelines to create the teaching approach for media literacy education.

1. Conducting the same experiment with longer time duration; multiple sessions or a full-day session, to investigate whether the 50% Lecture-based and 50% Activity-based approach would be more effective with more time duration.
2. Conducting the same experiment and distributing students from every academic year into each teaching approach session, to investigate if the students' academic year have any effect on how effective each approach is.
3. Adding more teaching approach to the experiment, such as letting the students create media contents to serve some specific purposes, then discuss within class on how much of the content they created are true and how much of it are altered, to draw the clearer picture of how the media contents are usually created.
4. Conducting the same experiment with the addition of measuring students' skills beforehand, and divide students into groups according to their skills, to investigate if the skills of students have any effect on how effective each approach is.

## APPENDIX

## 1. Media Literacy Test (Pre and Post Test)

## แบบทดสอบวัดระดับความรู้เท่าทันสื่อ

[Pretest]

หมายเหตุ : แบบทดสอบชุดนี้เป็นส่วนหนึ่งในโครงการวิทยานิพนธ์ ระดับปริญญาโท คณะนิเทศศาสตร์และนวัตกรรมการจัดการ สถาบันบัณฑิตพัฒนบริหารศาสตร์ (นิด้า) ข้อมูลทั้งหมดจะถูกใช้เพื่อการศึกษาเท่านั้น และข้อมูลของผู้เข้าร่วมโครงการจะถูกเก็บเป็นความลับ

ส่วนที่ 1 : กรุณากรอกข้อมูลในช่องว่าง

ชื่อ \_\_\_\_\_ นามสกุล \_\_\_\_\_

เพศ ( ) ชาย ( ) หญิง

ชั้นปีที่ ( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) มากกว่า 4

G.P.A. \_\_\_\_\_

ใช้งาน social media ประมาณ \_\_\_\_\_ ชั่วโมง ต่อวัน

ส่วนที่ 2 : กรุณาเขียนเครื่องหมายกากบาท(X) ในช่อง ‘ถูก’ หากเห็นด้วย หรือกากบาท (X) ในช่อง ‘ผิด’ หากไม่เห็นด้วยกับข้อเท็จจริง

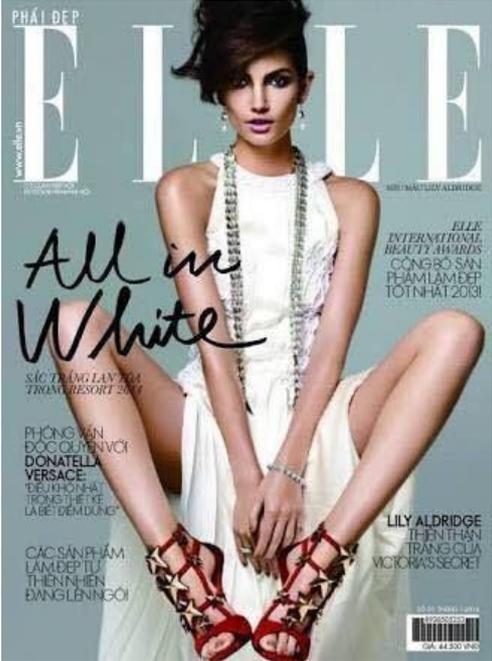
ข้อ	ข้อเท็จจริง	ถูก	ผิด
1	ข่าวและข้อมูลที่ถูกเผยแพร่ทางสื่อหลัก (ทีวี วิทยุ หนังสือพิมพ์ และอื่นๆ) เป็นข้อมูลที่ถูกต้องและตรงตามความเป็นจริงทั้งหมด		
2	แต่ละบุคคลอาจตีความข้อความเดียวกันที่ได้รับจากสื่อแตกต่างกัน		
3	ข้อมูลในสื่อโฆษณาต่างๆ มักเป็นข้อมูลที่ถูกสร้างขึ้นและปรับแต่งเพื่อให้เป็นประโยชน์แก่ผู้โฆษณา		
4	เนื้อหาและข้อมูลที่ถูกนำเสนอทางสื่อ เปรียบเหมือนภาพสะท้อนของความเป็นจริงในสังคมนั้นๆ ได้เสมอ		
5	นักร้องมืออาชีพทุกคนสามารถร้องสดได้ไพเราะเหมือนกับเพลงที่อัดไว้วางขาย		

6	คนหนึ่งคน สามารถมีได้มากกว่าหนึ่งตัวตน (account / identity) บนโลกอินเทอร์เน็ต		
7	ดาราทุกคนที่ลงภาพของผลิตภัณฑ์ต่างๆ บน social media account ส่วนตัว ล้วนแล้วแต่ใช้ผลิตภัณฑ์เหล่านั้น และชื่นชอบในผลิตภัณฑ์ เหล่านั้นทั้งสิ้น		
8	กิจกรรมต่างๆ ที่กระทำบนอินเทอร์เน็ตและสื่อสังคมออนไลน์ (social media) ล้วนแล้วแต่ที่ร่องรอยของข้อมูลเอาไว้ ซึ่งสามารถถูกติดตาม และรวบรวมได้ภายหลังแม้จะถูกลบไปแล้วก็ตาม		
9	เมื่อคุณเห็นบุคคลหนึ่งถูกประนามบนโลกอินเทอร์เน็ต เพราะมีผู้พบเห็นว่าบุคคลนี้มีพฤติกรรมที่ไม่ถูกต้องไม่ควร การร่วมประนามบุคคลนี้ในทันทีเป็นสิ่งที่สมควรทำ เพื่อให้เป็นตัวอย่างแก่สังคมว่าไม่ควรกระทำตามพฤติกรรมของบุคคลนี้		
10	เน็ตไอดอลทุกคน มีตัวตนในโลกความเป็นจริงไม่แตกต่างไปจากที่สามารถเห็นได้ในโลกออนไลน์		

### ส่วนที่ 3 : กรุณากากบาท (X) ด้านหน้าข้อที่ถูกต้องที่สุด

ข้อ	ข้อความจากสื่อ	คำถาม
1	 <p>Facebook post from Lollypure ลดน้ำหนัก, March 30. The post features a photo of hands peeling a durian fruit. The text in Thai reads: "กินทุเรียน ลดน้ำหนัก" ขับถ่ายดี เพียงทานให้ถูกเวลา. Below the photo, it says: "กินทุเรียน ลดน้ำหนัก" ขับถ่ายดี เพียงทานให้ถูกเวลา. "ทุเรียน" ผลไม้สุดโปรดของใครหลายคน ด้วยรสชาติหวานมัน กลิ่นยั่วน้ำลาย ทำให้เป็นที่ต้องการของตลาด ถึงแม้ราคาจะสูงขึ้นแค่ไหนก็ยังมีคนซื้อกิน. At the bottom, it says: KAIJEAW.COM   BY KAIJEAW - ไซเจียว. Engagement: 173 Reactions, 2 Comments, 18 Shares.</p>	<p>คิดอย่างไรเกี่ยวกับบทความนี้?</p> <p>( ) เป็นจริงแน่นอน เพราะมีกระแสพูดถึงเยอะ</p> <p>( ) อาจจะจริงหรือไม่จริง หรือจริงบางส่วนก็ได้</p> <p>( ) ไม่เป็นจริงแน่นอน เพราะผู้เผยแพร่บทความไม่มีความน่าเชื่อถือเพียงพอ</p>

2	 <p>chomismaterialgirl Adidas Siam Discovery &gt;</p> <p>131,105 likes chomismaterialgirl #adidasthailand</p>	<p>คิดอย่างไรเกี่ยวกับโพสต์นี้?</p> <p>( ) ชมผู้ลงรูปเพื่อแชร์กิจกรรมประจำวันตามปกติ</p> <p>( ) ชมผู้ชอบใช้สินค้าแบรนด์ Adidas มาก จึงลงรูปเพื่อช่วยโปรโมท โดยไม่ได้รับค่าตอบแทน</p> <p>( ) ชมผู้อาจเป็นพรีเซนเตอร์ให้กับ Adidas และลงภาพนี้เพื่อช่วยโปรโมท</p>
3	 <p>ppanward</p> <p>Liked by inginc and 42,074 others ppanward ไปไหนจะคุยงานอะไรไม่เคยติดขัดเรื่องสัญญาณเลย @wifibank</p>	<p>คิดอย่างไรเกี่ยวกับโพสต์นี้?</p> <p>( ) เบี้ยอาจได้รับค่าตอบแทนในการลงรูปเพื่อโปรโมท @wifibank</p> <p>( ) เบี้ยลงรูปเพื่อแชร์กิจกรรมประจำวันตามปกติ</p> <p>( ) เบี้ยใช้บริการของ @wifibank แล้วชอบ จึงลงรูปเพื่อช่วยโปรโมท โดยไม่ได้รับค่าตอบแทน</p>

<p>4</p>		<p><b>ข้อใดเป็นความจริง?</b></p> <p>( ) นางแบบทุกคนบนหน้าปก นิตยสารมีร่างกายที่สมบูรณ์แบบ แบบตั้งแต่เกิดอยู่แล้ว</p> <p>( ) นางแบบทุกคนบนหน้าปก นิตยสารต้องทำศัลยกรรมตกแต่งรูปร่างให้สมบูรณ์แบบมาก่อน</p> <p>( ) ไม่ใช่ นางแบบทุกคนบน หน้าปก นิตยสารมีรูปร่างที่ สมบูรณ์แบบ นางแบบบางคน ถูกตัดต่อภาพให้มีรูปร่างที่ดีขึ้น</p>
<p>5</p>		<p><b>ข้อใดเป็นความจริง?</b></p> <p>( ) สื่อส่วนมากเป็นองค์กรที่แสวงหาผลกำไร ที่เผยแพร่ เฉพาะ ข้อมูลข่าวสาร ที่เป็นจริง เทียงตรง และไม่เอนเอียงไป ทางฝ่ายใดฝ่ายหนึ่งเท่านั้น</p> <p>( ) สื่อส่วนมากเป็นองค์กรที่แสวงหาผลกำไร ที่อาจเผยแพร่ ข้อมูล ข่าวสาร ที่ไม่เที่ยงตรง และเอนเอียงไป ทางฝ่ายใด ฝ่ายหนึ่งเพื่อผลกำไรทางธุรกิจ เป็นบางครั้ง</p> <p>( ) สื่อส่วนมากเป็นองค์กรซึ่ง ไม่หวังผลกำไร ที่เผยแพร่เฉพาะ ข้อมูล ข่าวสารที่เป็นจริง เทียงตรง และ ไม่เอนเอียง ไปทางฝ่ายใดฝ่ายหนึ่งเท่า</p>

6		<p>คุณคิดว่าโฆษณานี้ส่งผลกระทบต่อตัวบุคคลหรือสังคมหรือไม่ อย่างไร?</p> <p>( ) ไม่ส่งผลกระทบ เพราะมัน เป็นแค่โฆษณา</p> <p>( ) ไม่ส่งผลกระทบ เพราะปกติ ผิวขาวก็ข้อมดีอยู่แล้ว</p> <p>( ) ส่งผลกระทบ อาจทำให้ คนที่มีผิวสีคล้ำรู้สึกมีปมด้อย และรู้สึกว่าต้องมีผิวขาวบ้าง</p>
7	 <p>(แม้กระทั่งผู้หญิงก็สามารถเปิดขวดนี้ได้?)</p>	<p>คุณคิดว่าโฆษณานี้ส่งผลกระทบต่อตัวบุคคลหรือสังคมหรือไม่ อย่างไร?</p> <p>( ) ส่งผลกระทบ อาจทำให้ ผู้หญิงบางคนรู้สึกถูกดูถูกว่า อ่อนแอ</p> <p>( ) ไม่ส่งผลกระทบ เพราะมัน เป็นแค่โฆษณา</p> <p>( ) ไม่ส่งผลกระทบ เพราะปกติ ผู้หญิงไม่มีแรงเปิดขวดทุกคน</p>

8	 <p>พิเศษกว่าใคร กับ iPhone 5s บนรูป/ เอช 4G</p> <p>iPhone 5s</p> <p>ใบราคาเริ่มเพียง 5,900.- พร้อมผ่อน 0% บน 10 เดือน</p>	<p>คุณคิดอย่างไรเกี่ยวกับโฆษณานี้?</p> <p><input type="checkbox"/> สามารถซื้อได้ราคา 5,900 บาท ถ้วน</p> <p><input type="checkbox"/> อาจมีต้องเสียค่าใช้จ่ายเพิ่มเติม ส่วนอื่นอีก เช่น การคิด สัญญารายเดือน หรือการชำระ ค่าบริการ ล่วงหน้า</p> <p><input type="checkbox"/> สามารถซื้อได้ราคา 5,900 บาท ถ้วน หากผ่อน 0% 10 เดือน</p>
9	 <p>Thairath Sponsored •</p> <p>ใครว่านมผงแย นมโคแท้ดีกว่า อายากรู้คลิก</p> <p>จริงหรือ? นมผงแย! นมโคแท้ดีกว่า</p> <p>ใครว่า นมผงแย นมโคแท้ดีกว่า? ทำไมคนไทยเชื่อว่านมโคแท้ที่ดีต้องไม่ผสมนมผง ? ทั้งที่นมผงก็คือ นมโค... thairath.co.th</p>	<p>คุณคิดอย่างไรเกี่ยวกับเนื้อหานี้?</p> <p><input type="checkbox"/> เป็นข่าวที่น่าเสนอเหตุการณ์ที่เกิดขึ้นจริง</p> <p><input type="checkbox"/> เป็นบทความที่เขียนขึ้นเพื่อความบันเทิง</p> <p><input type="checkbox"/> เป็นโฆษณาที่ได้รับการสนับสนุนจากองค์กร</p>

10		<p>คุณคิดอย่างไรเกี่ยวกับข่าวนี้?</p> <p>( ) เป็นข่าวจริงแน่นอน เพราะ มีวิดีโอยืนยัน</p> <p>( ) เป็นข่าวจริงแน่นอน เพราะมียอด View และ Like เยอะ</p> <p>( ) มีโอกาสที่จะมีความผิด-พลาดของข้อมูลได้ แม้ว่าจะเป็น ข่าวจากสำนักงานข่าวใหญ่</p>
11		<p>โฆษณานี้มีจุดประสงค์หลักคืออะไร</p> <p>( ) ต้องการให้ผู้บริโภครู้จักการเลือกสิ่งที่ดีให้กับตัวเอง</p> <p>( ) ต้องการขายเครื่องดื่มดัชมิลล์ไลฟ์</p> <p>( ) ต้องการให้ผู้บริโภคมีสุขภาพดี หุ่นดีเหมือนปู ไปรยา</p>
12	<p>สื่อประเภทใดที่ “น่าเชื่อถือ” มากที่สุด</p> <p>( ) โทรทัศน์</p> <p>( ) หนังสือพิมพ์</p> <p>( ) สื่อออนไลน์</p> <p>( ) ไม่สามารถตอบได้</p>	

13	<p><b>ข้อใดเป็นความจริงสำหรับโลกออนไลน์</b></p> <p>( ) การเปิดเผยข้อมูลส่วนบุคคล ไม่ได้เพิ่มความเสี่ยง ตราบใดที่เปิดรับเฉพาะคนที่รู้จักเท่านั้น</p> <p>( ) คนอื่นที่ไม่ได้เป็นเพื่อนเราไม่สามารถเห็นสิ่งที่เราเขียนเกี่ยวกับตัวเขาได้</p> <p>( ) การแกล้งกันสนุกๆในโลกออนไลน์ไม่มีผลรุนแรงเหมือนการกลั่นแกล้งในชีวิตจริง</p> <p>( ) เมื่อมีผู้มีชื่อเสียงมาขอเพิ่มเป็นเพื่อน ต้องรีบรับไว้ทันที</p>
14	<p><b>ข้อใดไม่ใช่ผลเสียจากการเสฟสื่อออนไลน์</b></p> <p>( ) ทำให้ได้รับข้อมูลที่หลากหลายและรวดเร็ว แต่อาจได้รับข้อมูลที่ผิดหรือหลอกลวง</p> <p>( ) ทำให้เห็นสินค้าและบริการมากมาย ทำให้ตัดสินใจเลือกซื้อมากขึ้น</p> <p>( ) ทำให้รู้จักผู้คนมากมายที่ไม่รู้ว่าไว้ใจได้จริงหรือไม่ และอาจถูกหลอกได้</p> <p>( ) ทำให้เกิดความสับสนแยกแยะไม่ออกระหว่างโลกออนไลน์กับโลกจริง</p>
15	<p><b>หากต้องการสืบค้นข้อมูลทางอินเทอร์เน็ต ควรปฏิบัติอย่างไร</b></p> <p>( ) ใช้แหล่งข้อมูลที่ขึ้นมาเป็นอันดับแรกจากการ search ใน Google เนื่องจากเป็นข้อมูลที่ระบบประมวลแล้วว่าเป็นแหล่งข้อมูลที่ดีที่สุด</p> <p>( ) ค้นหาแหล่งข้อมูลอันไหนมีความนิยม มีคนไลค์และแชร์มากกว่า แล้วใช้ข้อมูลจากแหล่งนั้น</p> <p>( ) เทียบข้อมูลจากแหล่งข้อมูลหลายๆแหล่งที่น่าเชื่อถือ เพื่อตรวจสอบความถูกต้องของข้อมูลก่อน</p> <p>( ) ใช้ข้อมูลจากแหล่งใดก็ได้ เพราะข้อมูลแต่ละแหล่งข้อมูลก็มักจะเหมือนกันและลอกกันมาอยู่แล้ว</p>

### แบบทดสอบวัดระดับความรู้เท่าทันสื่อ

[Posttest]

หมายเหตุ : แบบทดสอบชุดนี้เป็นส่วนหนึ่งในโครงการวิทยานิพนธ์ ระดับปริญญาโท คณะนิเทศศาสตร์และนวัตกรรมการจัดการ สถาบันบัณฑิตพัฒนบริหารศาสตร์ (นิด้า) ข้อมูลทั้งหมดจะถูกใช้เพื่อการศึกษาเท่านั้น และข้อมูลของผู้เข้าร่วมโครงการจะถูกเก็บเป็นความลับ

ส่วนที่ 1 : กรุณากรอกข้อมูลในช่องว่าง

ชื่อ \_\_\_\_\_ นามสกุล \_\_\_\_\_

เพศ ( ) ชาย ( ) หญิง

ชั้นปีที่ ( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) มากกว่า 4

G.P.A. \_\_\_\_\_

ใช้งาน social media ประมาณ \_\_\_\_\_ ชั่วโมง ต่อวัน

ส่วนที่ 2 : กรุณาเขียนเครื่องหมายกากบาท(X) ในช่อง ‘ถูก’ หากเห็นด้วย หรือกากบาท (X) ในช่อง ‘ผิด’ หากไม่เห็นด้วยกับข้อเท็จจริง

ข้อ	ข้อเท็จจริง	ถูก	ผิด
1	สื่อหลัก (ทีวี, วิทยุ, หนังสือพิมพ์) ทุกชนิดนำเสนอข้อมูลและข่าวสารที่เป็นความจริงเท่านั้น เพื่อให้ไม่ให้เกิดชื่อเสียงและความน่าเชื่อถือ		
2	ในความเป็นจริง ดาราทุกคนอาจไม่ได้ดูดี หุ่นดี และมีผิวที่สวยงามเหมือน ที่เห็นได้ในนิตยสารและสื่ออื่นๆ		
3	เรื่องเรื่องเดียวกัน แม้ว่าจะถูกเล่าโดยสื่อชนิดที่ต่างกัน เนื้อหาสาระ ยังคงเป็นเหมือนเดิมเสมอ		
4	สื่อส่วนมากเป็นองค์กรที่ไม่แสวงหาผลกำไรทั้งสิ้น ซึ่งต้องการเผยแพร่ความจริงให้ผู้คนรู้เท่านั้น		
5	สินค้าและบริการทุกชนิดมีคุณสมบัติที่ดี และตรงตามที่ลงโฆษณาไว้ทั้งหมด		
6	เมื่อผู้นำทางความคิด เช่น โมเมทาเพลิน แพร์ฟาย หรือ จำ Drama Addict แนะนำสินค้าหรือบริการใดๆ อาจไม่ได้มาจากความชอบ ส่วนตัวของพวกเขาทั้งหมด แต่เป็นการแนะนำโดยได้รับค่าตอบแทนจากเจ้าของสินค้าและบริการนั้นๆ		

7	ข้อมูลและข่าวสารบนสังคมออนไลน์ (social media) ส่วนแล้วแต่เป็นความจริงทั้งหมด เพราะเป็นข้อมูลที่เน้นความรวดเร็วทันเหตุการณ์ จึงไม่ถูกปรุงแต่งให้ผิดไปจากความเป็นจริง		
8	ข้อมูลใดๆ ที่ถูกเผยแพร่ไปในโลกออนไลน์แล้ว สามารถลบออกได้ และเมื่อลบออกแล้ว ไม่มีใครสามารถเห็นหรือเข้าถึงข้อมูลนั้นๆ ได้อีก		
9	เมื่อคุณแชร์หรือคัดลอกผลงานของผู้อื่นมาใช้ เช่น รูปวาด รูปภาพ บทความ และอื่นๆ บนอินเทอร์เน็ต คุณจำเป็นต้องให้เครดิตกับเจ้าของผลงานเสมอ แม้ว่าผลงานเหล่านั้นถูกเปิดให้เข้าถึงได้โดยสาธารณะบนอินเทอร์เน็ตอยู่แล้วก็ตาม		
10	คนที่คุณรู้จักบนโลกออนไลน์ อาจจะมีตัวตนในโลกจริงที่ต่างออกไปจากตัวตนในโลกออนไลน์ก็ได้		

### ส่วนที่ 3 : กรุณากากบาท (X) ด้านหน้าข้อที่ถูกต้องที่สุด

ข้อ	ข้อความจากสื่อ	คำถาม
1	 <p><b>มะนาว &amp; โซดา ช่วยรักษามะเร็ง</b>            FB : จารย์ตรีโย ไชยศิริกรสม  <b>และสรรพคุณอีกมากมายของ มะนาว</b>            FB : จารย์ตรีโย ไชยศิริกรสม  <b>สมุนไพรรักษาโรคภัยไข้เจ็บ สารพัดประโยชน์</b>            1 แשר = 1 ธรรมทาน   <b>จารย์ตรีโย ไชยศิริกรสม</b></p>	<p>คิดอย่างไรเกี่ยวกับบทความนี้?</p> <p>( ) เป็นจริงแน่นอน เพราะมีกระแสพูดถึงเยอะ</p> <p>( ) อาจจะจริงหรือไม่จริง หรือจริงบางส่วนก็ได้</p> <p>( ) ไม่เป็นจริงแน่นอน เพราะผู้เผยแพร่บทความไม่มีความน่าเชื่อถือ เพียงพอ</p>

2	 <p>urassayas</p> <p>125,579 likes</p> <p>chomismaterialgirl #3zaaap วันเน่ หมวย โพนอิน เจอกัลลบาย โมง</p>	<p>คิดอย่างไรเกี่ยวกับโพสต์นี้?</p> <p><input type="checkbox"/> ญาญ่าลงรูปเพื่อแชร์ กิจกรรมประจำวันตามปกติ</p> <p><input type="checkbox"/> ญาญ่าเป็นพรีเซนเตอร์ของ แพ นทิน และอาจได้รับ ค่าตอบแทนในการลงรูปเพื่อ โปรโมทสินค้า</p> <p><input type="checkbox"/> ญาญ่าใช้แซมพูแพนทิน แล้วชอบ จึงลงรูปเพื่อช่วย โปรโมท</p>
3	 <p>chomismaterialgirl</p> <p>125,579 likes</p> <p>chomismaterialgirl #3zaaap วันเน่ หมวย โพนอิน เจอกัลลบาย โมง</p>	<p>คิดอย่างไรเกี่ยวกับโพสต์นี้?</p> <p><input type="checkbox"/> ชมพู่ลงรูปเพื่อแชร์กิจกรรมประจำวันตามปกติ</p> <p><input type="checkbox"/> ชมพู่ชอบใช้มือถือ Samsung มาก จึงอยากลงรูปมือถือเพื่อโปรโมทโดยไม่ได้รับค่าตอบแทน</p> <p><input type="checkbox"/> ชมพู่ต้องการโปรโมท รายการ 3zaaap และอาจ โปรโมทโทรศัพท์ Samsung ไปด้วย เนื่องจากชมพู่เป็นพรีเซนเตอร์ของ Samsung</p>

4		<p>ข้อใดเป็นความจริง?</p> <p>( ) นางแบบทุกคนบนหน้าปก นิตยสารมีผิวเนียนสวยสมบูรณ์ แบบอยู่แล้ว</p> <p>( ) นางแบบทุกคนบนหน้าปก นิตยสารผ่านการคัดเลือกตกแต่งใบหน้า และผิวให้สวยสมบูรณ์แบบมาก่อนแล้ว</p> <p>( ) ไม่ใช่ นางแบบทุกคนบน หน้าปก นิตยสารมีผิวที่เนียนสวยสมบูรณ์แบบ นางแบบบางคน ถูกตัดต่อภาพให้มีผิวที่ดีขึ้น</p>
5		<p>ข้อใดเป็นความจริง?</p> <p>( ) สำนักข่าวต่างประเทศต่างๆ เป็นองค์กรที่แสวงหาผลกำไร ที่เผยแพร่เฉพาะข้อมูล ข่าวสาร ที่เป็นจริงเที่ยงตรง และไม่เอนเอียง ไป ทางฝ่ายใดฝ่ายหนึ่งเท่านั้น</p> <p>( ) สำนักข่าวต่างประเทศต่างๆ เป็นองค์กรที่แสวงหาผลกำไร ที่อาจเผยแพร่ข้อมูล ข่าวสารที่ไม่เที่ยงตรง และ เอนเอียงไปทางฝ่ายใดฝ่ายหนึ่งเพื่อผลกำไรทางธุรกิจเป็นบาง ครั้ง</p> <p>( ) สำนักข่าวต่างประเทศต่างๆ เป็นองค์กรซึ่งไม่หวังผลกำไร ที่เผยแพร่เฉพาะ ข้อมูลข่าวสารที่เป็นจริงเที่ยงตรง และไม่เอนเอียง ไปทางฝ่ายใดฝ่ายหนึ่งเท่านั้น</p>

<p>6</p>		<p>คุณคิดว่าโฆษณานี้ส่งผลกระทบต่อตัวบุคคลหรือสังคมหรือไม่ อย่างไร?</p> <p>( ) ส่งผลกระทบต่อ อาจทำให้คน ที่มีผิวสี คล้ายรู้สึกมีปมด้อย และ รู้สึกว่าตัวเองไม่ดีพอ</p> <p>( ) ไม่ส่งผลกระทบต่อ เพราะมัน เป็นแค่ โฆษณา</p> <p>( ) ไม่ส่งผลกระทบต่อ เพราะปกติ ผิวขาว ก็ข้อมติว่าอยู่แล้ว</p>
<p>7</p>	 <p>(เหยื่อของความสวย)</p>	<p>คุณคิดว่าโฆษณานี้ส่งผลกระทบต่อตัวบุคคลหรือสังคมหรือไม่ อย่างไร?</p> <p>( ) ไม่ส่งผลกระทบต่อ เพราะเป็นแค่ โฆษณาที่จินตนาการขึ้น ผู้คนทั่วไปดูแล้วสามารถรับรู้ได้ว่าเป็นเรื่อง ไม่จริง</p> <p>( ) ส่งผลกระทบต่อ อาจทำให้ บางคน เข้าใจว่าความรุนแรง เป็นเรื่องปกติ ใครๆก็ทำกัน และผู้หญิงอาจตกเป็นเหยื่อของความรุนแรงมากขึ้น</p> <p>( ) ไม่ส่งผลกระทบต่อ เพราะ โฆษณา นี้ เป็นเพียงการสะท้อนความจริงของ ธรรมชาติที่ผู้หญิงส่วนใหญ่อยากสวย และยอมที่จะทำทุกอย่างเพื่อความสวย</p>

8	 <p>The poster is red with white and yellow text. It says 'MID YEAR SALE up to 70%*' and '25 มิ.ย. - 2 ส.ค. 58'. At the bottom, it lists various sports brands like Nike, Adidas, and Puma. The Supersports logo is in the top right corner.</p>	<p>คุณคิดอย่างไรเกี่ยวกับโฆษณา ส่วนลดนี้?</p> <p>( ) สามารถซื้อสินค้าชิ้นใดก็ได้ โดยจะได้รับส่วนลด 70% <u>ทุกชิ้น</u></p> <p>( ) สามารถซื้อสินค้าชิ้นใดก็ได้ โดยจะได้รับส่วนลด 70% <u>ทุกชิ้น</u> แต่ต้องซื้อในช่วงเวลาและสาขาที่ระบุเท่านั้น</p> <p>( ) สามารถซื้อสินค้าบางชิ้นได้ โดยจะได้รับส่วนลด 70% และ สินค้าอื่นๆ อาจมีส่วนลดที่ น้อยกว่า 70%</p>
9	 <p>The image shows a Facebook post on a mobile device. The post is in Thai and says 'แชร์เตือนกันไว้เลย! แอปเช็คมือถือแฟน ผิด พ.ร.บ.คอม ระวังคุก 2 ปี ปรับ 4 หมื่น' and 'วันที่ 29 กันยายน 2560 - 17:44 น.'. There are social media sharing icons for Facebook, Twitter, and Google+. Below the text is a photo of a person holding a smartphone. At the bottom of the photo, there is red text that says 'แอปเช็คมือถือแฟน คุก 2 ปี ปรับ 4 หมื่น!'.</p>	<p>เมื่อคนรู้จักของคุณแชร์ข่าวนี้มาให้คุณ คุณจะอย่างไร?</p> <p>( ) แชร์ต่อทันที เพราะ</p> <p>( ) แชร์ต่อทันทีโดยบอกที่มาด้วย</p> <p>( ) ตรวจสอบความถูกต้องของข้อมูลก่อน เมื่อพบว่าถูกต้องแล้วจึงแชร์</p>

<p>10</p>		<p>คุณคิดอย่างไรเกี่ยวกับเนื้อหานี้?</p> <p>( ) เป็นข่าวที่น่าสนใจข้อเท็จจริง</p> <p>( ) เป็นบทความที่ผู้เขียนนำเสนอความคิดเห็นส่วนตัว</p> <p>( ) เป็นโฆษณาที่ได้รับการสนับสนุนจากองค์กร</p>
<p>11</p>		<p>โฆษณานี้มีจุดประสงค์หลักคืออะไร</p> <p>( ) ต้องการให้ผู้บริโภคมองทางเลือกใหม่ที่คุ้มค่ากว่า</p> <p>( ) ต้องการให้คนเปลี่ยนมาใช้ บริการของ TMB</p> <p>( ) ต้องการให้ผู้บริโภคมองความสนุกกับการไม่ต้องจ่ายค่าธรรมเนียม</p>
<p>12</p>	<p>สื่อประเภทใดที่ “ไม่น่าเชื่อถือ” มากที่สุด</p> <p>( ) โทททัศน์</p> <p>( ) หนังสือพิมพ์</p> <p>( ) สื่อออนไลน์</p> <p>( ) ไม่สามารถตอบได้</p>	

13	<p>ข้อใดต่อไปนี้ไม่ใช่ผลจากการทิ้ง “รอยเท้าดิจิทัล” (digital footprint) ไว้ในโลกออนไลน์</p> <ul style="list-style-type: none"> <li>( ) ผู้อื่นอาจขุดคุ้ยสิ่งที่ไม่เหมาะสมที่เราเคยเขียนเอาไว้ในอดีตมาโจมตีเรา</li> <li>( ) บริษัทที่เราสมัครงานอาจตรวจสอบลักษณะพฤติกรรมของเราทางออนไลน์ได้</li> <li>( ) อาจทำให้เราสับสนและแยกแยะไม่ออกระหว่างโลกออนไลน์กับโลกจริง</li> <li>( ) บริษัทต่างๆ ส่งโฆษณาเข้ามาขึ้นในหน้า newsfeed ของเรา หรือติดต่อเราทางอีเมลและโทรศัพท์</li> </ul>
14	<p>ข้อใดคือไม่ใช่มิติของความรู้เท่าทันสื่อดิจิทัล</p> <ul style="list-style-type: none"> <li>( ) การรู้จักการปฏิบัติตัวตามมารยาทออนไลน์และกฎหมายที่เกี่ยวข้อง</li> <li>( ) การเรียนรู้แนวทางการสร้างตัวเองให้มีชื่อเสียงและเป็นที่ยอมรับในโลกออนไลน์</li> <li>( ) การป้องกันตัวเองจากถูกกลั่นแกล้งรังแกทางออนไลน์</li> <li>( ) การป้องกันตัวเองจากการถูกหลอกลวงทางออนไลน์</li> </ul>
15	<p>ข้อใดไม่ใช่ข้อควรปฏิบัติ เมื่อต้องการสืบค้นข้อมูลทางอินเทอร์เน็ต</p> <ul style="list-style-type: none"> <li>( ) ใช้แหล่งข้อมูลที่ขึ้นมาเป็นอันดับแรกจากการ search ใน Google เนื่องจากเป็นข้อมูลที่ระบบประมวลแล้วว่าเป็นแหล่งข้อมูลที่ดีที่สุด</li> <li>( ) เชื่อว่าแหล่งข้อมูลอันไหนมีความน่าเชื่อถือ แล้วเลือกใช้ข้อมูลจากแหล่งนั้น</li> <li>( ) เทียบข้อมูลจากแหล่งข้อมูลหลายๆ แหล่ง เพื่อตรวจสอบความถูกต้องของข้อมูลก่อน</li> <li>( ) เทียบข้อมูลที่หาได้จากอินเทอร์เน็ตกับข้อมูลที่ได้จากหนังสือหรือแหล่งข้อมูลอื่นๆ ก่อน</li> </ul>

## 2. Lecture-based Approach Tool

### การรู้เท่าทันสื่อ

Media Literacy

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### การรู้เท่าทันสื่อ คือ...

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- ❖ “The ability to access, analyze, evaluate and create messages in a variety of forms.”  
(Thoman & Jolls, 2005)
- ❖ “ความสามารถในการเข้าถึง วิเคราะห์ ประเมิน และสร้างสรรค์สื่อในรูปแบบต่างๆ”

## 4 ทักษะของการรู้เท่าทันสื่อ

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- \* 1. การเข้าถึงสื่อ (Access)
  - \* สามารถเข้าถึงและเก็บข้อมูลที่เกี่ยวข้องและเป็นประโยชน์ได้ รวมถึงสามารถเข้าใจความหมายขององค์ประกอบต่างๆ ของข้อมูลเหล่านั้นได้

## 4 ทักษะของการรู้เท่าทันสื่อ

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- \* 2. การวิเคราะห์สื่อ (Analyze)
  - \* สามารถใช้ความรู้และประสบการณ์ที่มีอยู่ในการแยกแยะองค์ประกอบต่างๆ ของสื่อ และวิเคราะห์ข้อมูลต่างๆ ตามบริบทของสื่ออื่นๆ

## 4 ทักษะของการรู้เท่าทันสื่อ

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- \* 3. การประเมินสื่อ (Evaluate)
  - \* สามารถใช้ความรู้และประสบการณ์ที่มีอยู่ในการเชื่อมโยงกับข้อมูลในสื่อ และประเมินความน่าเชื่อถือ ความเป็นจริง และคุณภาพของข้อมูลนั้นๆ

## 4 ทักษะของการรู้เท่าทันสื่อ

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- \* 4. การสร้างสื่อ (Create)
  - \* สามารถใช้ความรู้และเทคนิคต่างๆ ในการสร้างสื่อหลากหลายรูปแบบ เพื่อสื่อสารความคิดและไอเดียของตนเองได้ เพื่อวัตถุประสงค์ต่างๆ

## 6 องค์ประกอบสำคัญของการรู้เท่าทันสื่อ

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- ❖ 1. All media messages are constructed.
  - ❖ เนื้อหาในสื่อทั้งหมดล้วนแล้วแต่ถูกมนุษย์สร้างขึ้นมาด้วยองค์ประกอบที่หลากหลาย

## 6 องค์ประกอบสำคัญของการรู้เท่าทันสื่อ

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- ❖ 2. Each medium has different characteristics, strengths, and a unique language of construction.
  - ❖ สื่อแต่ละชนิดมีเอกลักษณ์ ลักษณะเด่น และกฎเฉพาะตัวในการก่อสร้างขึ้นมา

## 6 องค์ประกอบสำคัญของการรู้เท่าทันสื่อ

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- \* 3. Media messages are produced for particular purposes, mostly to gain profit and/or power.
- \* ข้อความของสื่อถูกสร้างขึ้นเพื่อจุดประสงค์ใดจุดประสงค์หนึ่ง โดยมากแล้วเพื่อสร้างผลกำไร และหรือ เพื่ออำนาจ

## 6 องค์ประกอบสำคัญของการรู้เท่าทันสื่อ

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- \* 4. Media messages have embedded values and points of view.
- \* ข้อความของสื่อมีค่านิยมและมุมมองทางความคิดที่ถูกซ่อนไว้เสมอ

## 6 องค์ประกอบสำคัญของการรู้เท่าทันสื่อ

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- \* 5. People use their individual skills, beliefs and experiences to construct their own meaning from media messages.
- \* แต่ละบุคคลใช้ความรู้ความสามารถ ความเชื่อ และประสบการณ์ส่วนตัวในการสร้างความหมายของข้อความของสื่อขึ้นมา เพราะฉะนั้น แม้จะได้รับข้อความเดียวกัน แต่ละบุคคลอาจตีความความหมายของข้อความนั้นๆ แตกต่างกันไป

## 6 องค์ประกอบสำคัญของการรู้เท่าทันสื่อ

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- \* 6. Media and media messages can influence beliefs, attitudes, values, behaviors and democratic process.
- \* สื่อและข้อความของสื่อสามารถโนมน้าว และมีผลกระทบต่อความเชื่อ ความคิด ค่านิยม พฤติกรรม และกระบวนการทางประชาธิปไตย

## 5 คำถามสำคัญของการรู้เท่าทันสื่อ

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- ❖ 1. Who create this message? (Authorship)
- ❖ ใครคือผู้สร้างข้อความนี้ขึ้นมา

## 5 คำถามสำคัญของการรู้เท่าทันสื่อ

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- ❖ 2. What creative techniques are used to attract my attention? (Format)
- ❖ เทคนิคอะไรที่ถูกใช้และทำให้ฉันรู้สึกสนใจข้อความนี้

## 5 คำถามสำคัญของการรู้เท่าทันสื่อ

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- ❖ 3. How might different people understand this message differently than me? (Audience)
- ❖ บุคคลอื่นอาจตีความความหมายของข้อความนี้แตกต่างไปจากฉันได้อย่างไรบ้าง

## 5 คำถามสำคัญของการรู้เท่าทันสื่อ

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- ❖ 4. What values, lifestyles, and points of view are represented in, or omitted from, this message? (Content)
- ❖ มีค่านิยม แนวทางการดำเนินชีวิต แลมุมมองทางความคิดใดบ้างที่ถูกซ่อนหรือใส่ไว้ในข้อความนี้

## 5 คำถามสำคัญของการรู้เท่าทันสื่อ

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- \* 5. Why is this message being sent? (Purpose)
- \* ข้อความนี้ถูกส่งออกมาเพื่อจุดประสงค์ใด

## การรู้เท่าทันสื่อดิจิทัล

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- \* 1. Internet Safety
- \* 2. Privacy and Security

## การรู้เท่าทันสื่อดิจิทัล

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- \* 3. Relationships and Communication
- \* 4. Cyberbullying & Digital Drama

## การรู้เท่าทันสื่อดิจิทัล

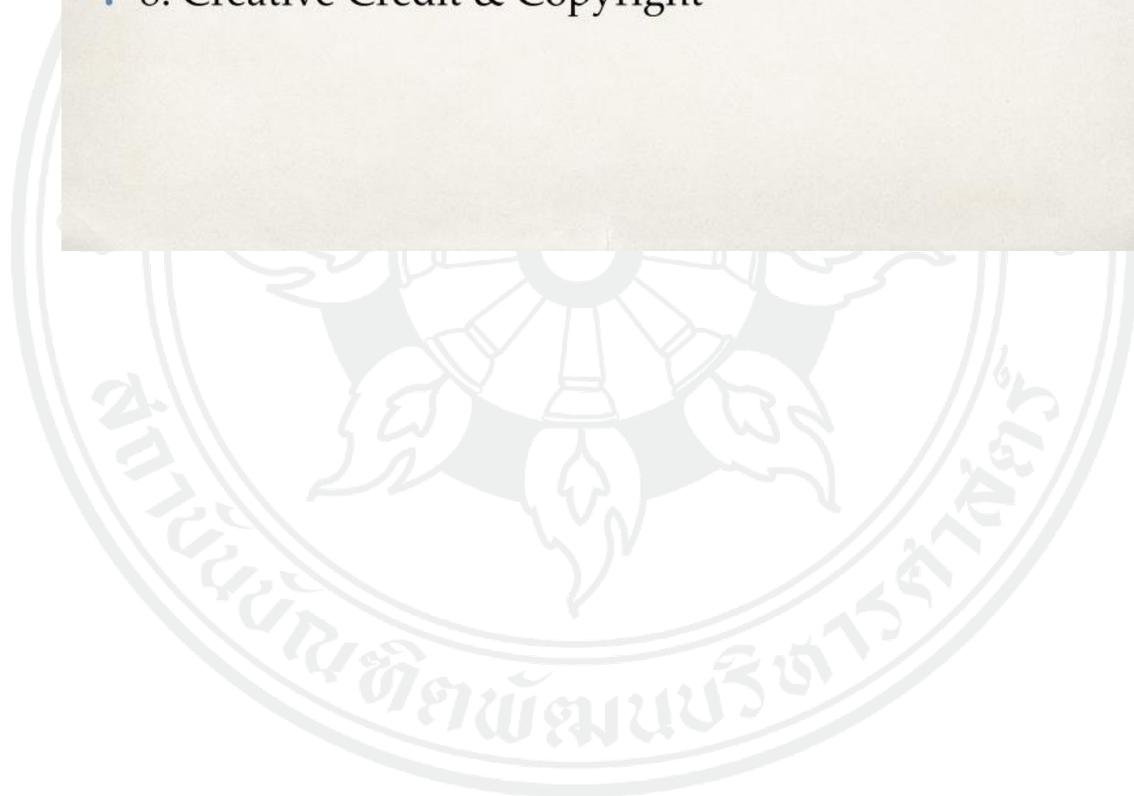
---

- \* 5. Digital Footprint & Reputation
- \* 6. Self-image and Identity

## การรู้เท่าทันสื่อดิจิทัล

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- \* 7. Information Literacy
- \* 8. Creative Credit & Copyright



### 3. Activity-based Approach Tool

# MEDIA LITERACY

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การรู้เท่าทันสื่อ

ASK QUESTIONS

ตั้งคำถาม

# WHO CREATED THIS MESSAGE?

---



# WHAT MAKES THIS MESSAGE ATTRACT MY ATTENTION?

---



**WHAT VALUES  
OR POINTS OF  
VIEW ARE  
EMBEDDED IN  
THIS MESSAGE?**

---



**HOW MIGHT  
DIFFERENT  
PEOPLE  
UNDERSTAND  
THIS MESSAGE  
DIFFERENTLY?**

---



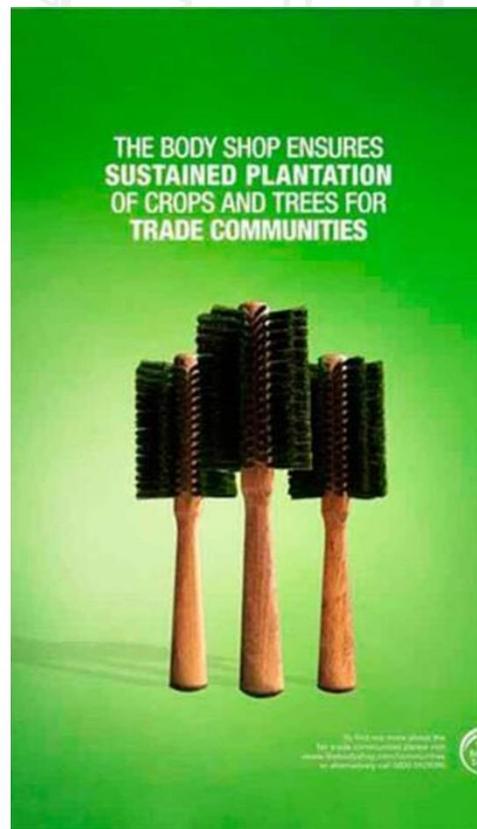
# WHY IS THIS MESSAGE BEING SENT?

---



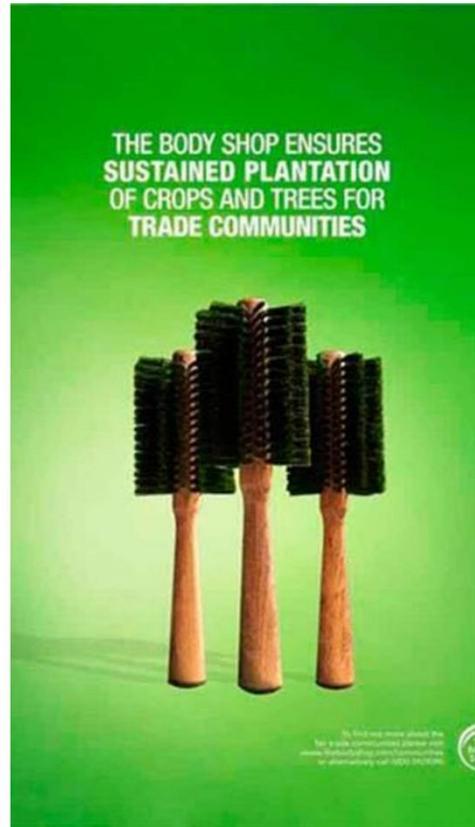
# WHO CREATED THIS MESSAGE?

---



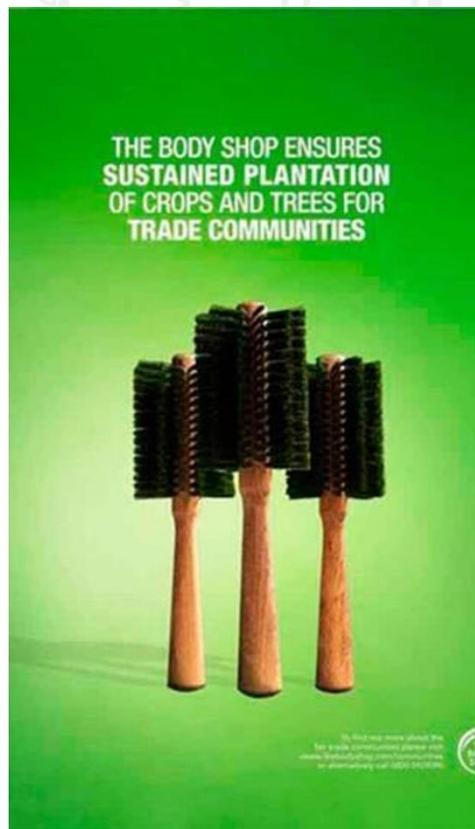
**WHAT MAKES  
THIS  
MESSAGE  
ATTRACT MY  
ATTENTION?**

---



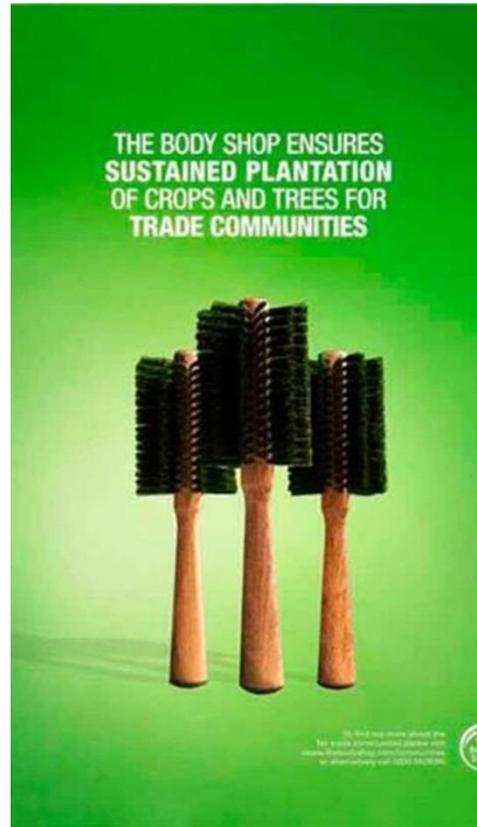
**WHAT VALUES  
OR POINTS OF  
VIEW ARE  
EMBEDDED IN  
THIS MESSAGE?**

---



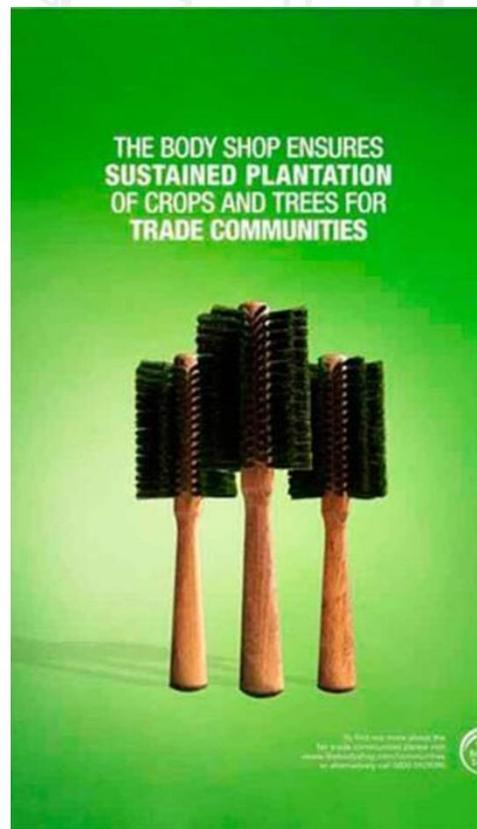
**HOW MIGHT  
DIFFERENT  
PEOPLE  
UNDERSTAND  
THIS MESSAGE  
DIFFERENTLY?**

---



**WHY IS THIS  
MESSAGE  
BEING SENT?**

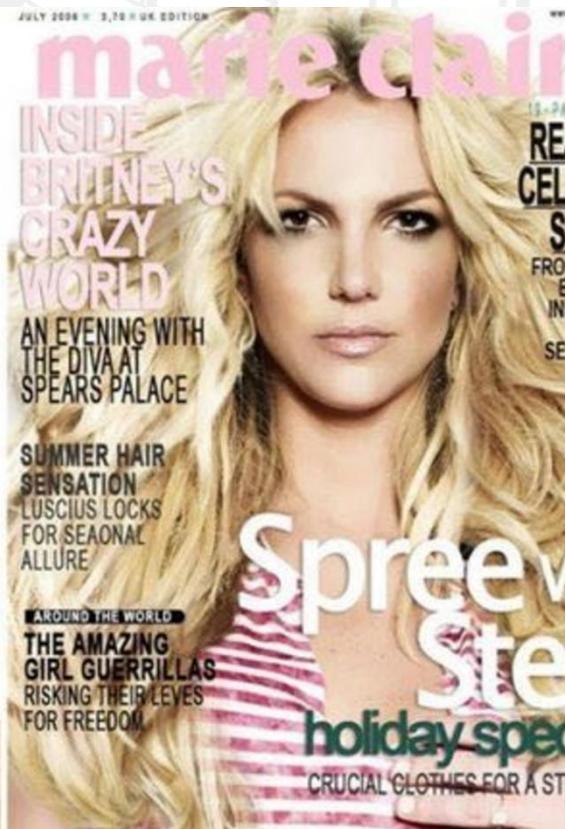
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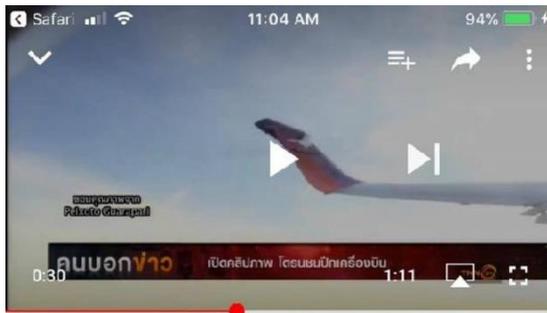




## ANALYZE THIS MAGAZINE COVER

- ภาพนี้ถูกตัดต่อหรือไม่ อย่างไร?
- ถ้าภาพถูกตัดต่อ เพื่อเหตุผลอะไร?
- ทำไมถึงเลือกใช้บริตनी?
- ภาพนี้สามารถตีความได้ว่าอย่างไรบ้าง?





วินาทีระทึก! โดรนชนปีกเครื่องบินขึ้นทั้งลำ  
 255,401 views  
 834 likes, 132 dislikes, Share, Save, Add to

TNN 24  
 434,699 subscribers  
 SUBSCRIBE

Published on Sep 7, 2017

โลกออนไลน์เผยแพร่คลิปวินาทีสุดระทึก ภาพโดรนพุ่งชนปีกเครื่องบินจนเสียหาย ทำให้เครื่องขึ้นทั้งลำ

TNN24 ออกอากาศทางทีวีช่อง 15  
 ชมสดได้ที่ <http://www.tnnthailand.com/player.php>

เกาะติดข่าวเด่นประจำวันได้ที่  
<http://www.tnnthailand.com>  
<http://www.fb.com/TNN24>  
<https://twitter.com/tnnthailand>

## DO YOU THINK IT'S TRUE?

- คิดว่าข่าวนี้จริงหรือไม่ อย่างไร?
- ทำไม TNN จึงเลือกลงข่าวนี้?

➤ <https://www.youtube.com/watch?v=Res4Ri80mO0>

➤ <https://www.youtube.com/watch?v=gCh1ei4hByk>

## WHAT DO YOU THINK? & WHAT WOULD YOU DO?

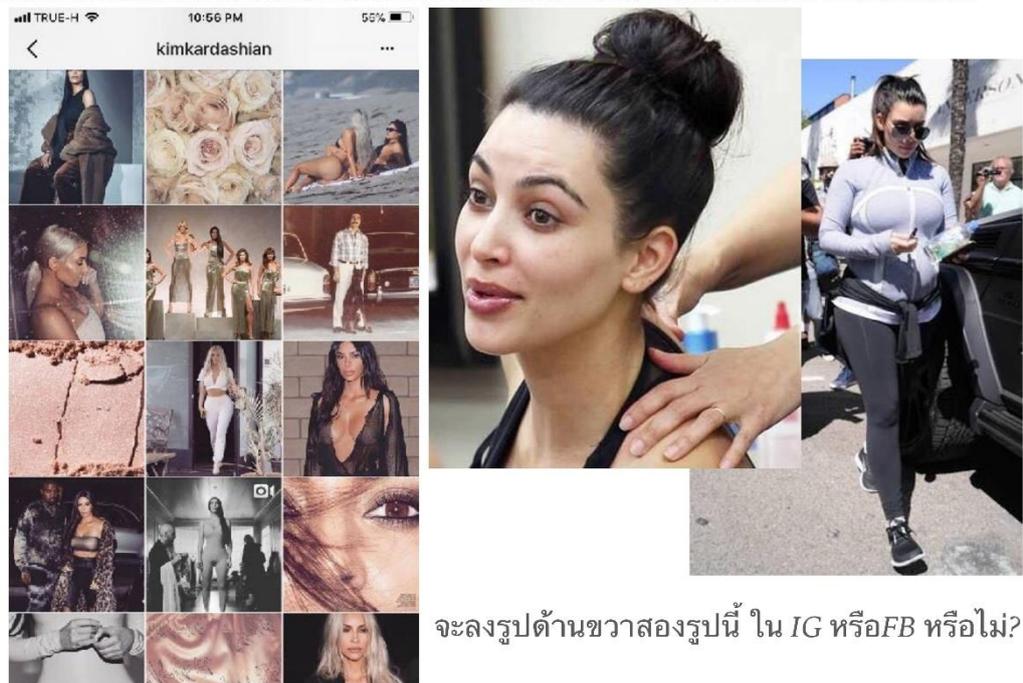
added 3  
 Saturday at 7:00 PM - Edited - 📷  
 ไม่รู้ว่าเป็นใคร แต่เขาไอเทค มิกล้องตัว  
 จี๊วที่ปลาสรองเท้า ด้านซ้ายด้วยอะ กระโปรง  
 สั้นก็ระวังกันหน่อยนะ สาว ๆ @BTS Onnut

**ระวังตัว ภัยจากการแอบถ่าย บนรถไฟฟ้า !!**

# TRUTH

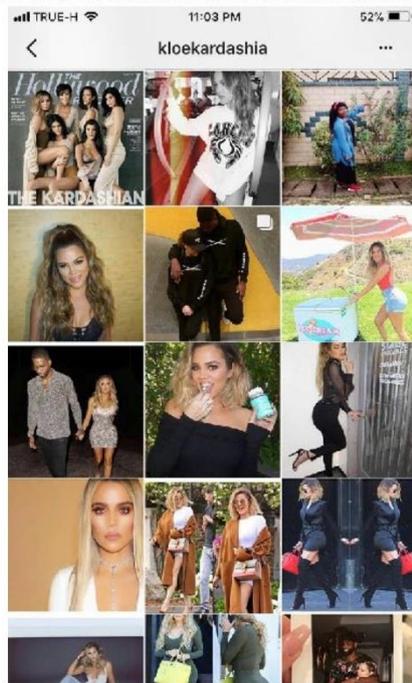


# WHICH ONE IS REAL?



จะลงรูปด้านขวาสองรูปนี้ ใน IG หรือFB หรือไม่?

## WHICH ONE IS REAL?



สิ่งที่เห็น อาจไม่ได้เป็นจริงทั้งหมด  
 และก็ไม่ใช่ไม่จริงทั้งหมด  
 แต่เป็นส่วนหนึ่งของความจริงที่  
 เขาต้องการให้เราเห็น



### 3. In-class photos



#### 4. Pretest and Posttest Score Comparison of Each Participant

No.	Approach	Pretest Score	Level	Posttest Score	Level
1	100% Lecture-based	20.00	Medium	21.00	High
2		23.00	High	23.00	High
3		18.00	Medium	22.00	High
4		25.00	High	22.00	High
5		23.00	High	24.00	High
6		22.00	High	23.00	High
7		20.00	Medium	23.00	High
8		22.00	High	20.00	Medium
9		19.00	Medium	23.00	High
10		22.00	High	22.00	High
11		15.00	Low	17.00	Medium
12		10.00	Low	15.00	Low
13		22.00	High	20.00	Medium
14		15.00	Low	16.00	Low
15	50% Lecture-based and 50% Activity-based	20.00	Medium	19.00	Medium
16		20.00	Medium	15.00	Low
17		16.00	Low	20.00	Medium
18		21.00	High	22.00	High
19		24.00	High	25.00	High
20		19.00	Medium	20.00	Medium
21		15.00	Low	15.00	Low
22		23.00	High	24.00	High
23		20.00	Medium	16.00	Low
24		19.00	Medium	15.00	Low
25		20.00	Medium	25.00	High
26		17.00	Medium	20.00	Medium
27		21.00	High	24.00	High
28		19.00	Medium	24.00	High
29	100% Activity-based	20.00	Medium	20.00	Medium
30		21.00	High	21.00	High
31		24.00	High	24.00	High
32		17.00	Medium	23.00	High
33		23.00	High	22.00	High
34		23.00	High	24.00	High
35		23.00	High	22.00	High

36	100% Activity-based	20.00	Medium	20.00	Medium
37		21.00	High	24.00	High
38		23.00	High	25.00	High
39		23.00	High	23.00	High
40		24.00	High	24.00	High
41		20.00	Medium	18.00	Medium
42		22.00	High	24.00	High
43		18.00	Medium	18.00	Medium
44		15.00	Low	22.00	High
45		18.00	Medium	22.00	High
46		23.00	High	18.00	Medium
47		22.00	High	23.00	High
48		20.00	Medium	23.00	High
49		20.00	Medium	21.00	High
50		20.00	Medium	21.00	High
51		23.00	High	25.00	High
52		20.00	Medium	25.00	High
53		21.00	High	25.00	High
54		19.00	Medium	23.00	High
55		20.00	Medium	19.00	Medium
56		18.00	Medium	22.00	High
57		21.00	High	21.00	High
58		22.00	High	21.00	High
59		20.00	Medium	21.00	High
60		23.00	High	23.00	High
61		23.00	High	23.00	High
62		22.00	High	24.00	High

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## **BIOGRAPHY**

<b>NAME</b>	Natcha Sathapornsathit
<b>ACADEMIC BACKGROUND</b>	Bachelor Degree in New Media Communication, Albert Laurence School of Communication Arts, Assumption University
<b>EXPERIENCES</b>	Customer Service Administrator at Wifi Bank Company

