

**MEDIA LITERACY LEARNING SCHEMA FOR
THAI GENERATION Y**

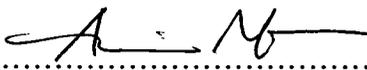
Nudee Nupairoj

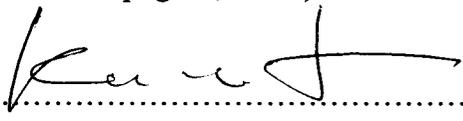
**A Dissertation Submitted in Partial
Fulfillment of the Requirements for the Degree of
Doctor of Philosophy (Communication Arts and Innovation)
Graduate School of Communication Arts
and Management Innovation
National Institute of Development Administration
2015**

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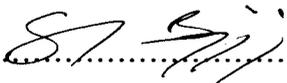
Associate Professor..........Major Advisor
(Ousa Biggins, Ph.D.)

The Examining Committee Approved This Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy (Communication Arts and Innovation).

Assistant Professor..........Committee Chairperson
(Asawin Nedpogaeo, Ph.D.)

Associate Professor..........Committee
(Kamorat Intaratat, Ph.D)

Associate Professor..........Committee
(Ousa Biggins, Ph.D.)

Professor..........Dean
(Yubol Benjarongkij, Ph.D.)

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ABSTRACT

Title of Dissertation	Media Literacy Learning Schema for Thai Generation Y
Author	Mrs. Nudee Nupairoj
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The purpose of this study is to construct a media literacy learning schema for Generation Y based on characteristics and competencies that exist within the Thai context. A needs assessment was conducted to evaluate Generation Y's level of media literacy skills in three key areas, namely, people's ability to access, evaluate, and create media content and information, as conceptualized in UNESCO Media and Information Literacy (MIL) framework. The needs assessment has enabled the identification of Thai Generation Y's weaknesses and strengths in media literacy skills and competencies. Through surveys and focus group discussion, the research identified the level of media literacy skills and competencies of Generation Y in Thailand. The findings of this study led to the conceptualization and construction of a media literacy learning schema; one that has been verified through in-depth interviews with media literacy experts and practitioners.

The findings that resulted from the needs assessment showed that Generation Y is most proficient in evaluation skills, followed by the ability to access and create media and information. While research shows that Thai Generation Y is savvy in using technological devices and applications, major weaknesses resulted in the lack of awareness of the existence of diverse tools to access media and information, compare multiple sources of information, and Generation Y's inability to recognize the nature of online media, privacy, and copyrights issues, among others. The findings of this research study and the body of theory on media education, media literacy, and Generation Y led to the construction of a media literacy learning schema, which, after its verification, resulted in the Ecosystem of Media Literacy; a way to operate the media

literacy learning schema systematically and successfully. Thus, major findings of this research include new Thai media literacy components (for example, the ability to reflect) that differ from those identified in UNESCO MIL Framework, and the existence of the Ecosystem of Media Literacy, one that posits that the learning schema works in an environment that supports media literacy and where each component operates interdependently and in parallel with one another. This research also suggests a pedagogic Model of Media Literacy Outreach for Generation Y in which visual media literacy messages are being sent to a Smart Hub where facilitators and advocates can interact and reach Generation Y through social media and Internet channels. An action plan for the implementation of media literacy and its Ecosystem has also been suggested.

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Finally, I would like to dedicate this dissertation to my father who has always believed in me and has been fully supportive in all of my academic and career decisions; to my loving husband, Dr. Natawut Nupairoj, who has always been very supportive, patient, and understanding, and a mentor with whom I walked hand in hand through this entire journey. Last but not least, I dedicate this dissertation to Dr. Pana Thongmeearkom, without whom I could not have become the person that I am now and without whom I could not have accomplished many of my achievements and goals. Words are not enough to express my love and appreciation to all of you.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

Media in the twenty-first century have led to unprecedented phenomena such as communication technologies that break spatial-temporal boundaries, media content or user-generated content that can be created at any time and by anyone with the appropriate skills and tools and, the emergence of the participatory culture. Communication technologies have initiated these media phenomena and continue to shape the ways in which we live today. Since the invention of the Internet, connectivity has evolved from wire to wireless, ensuring that the Internet is accessible anywhere with fast connection. Today, people can increasingly interact with each other in real-time and engage in a two-way communication. They are able to publish content online, take advantage of social media networks, the Web 2.0, and create user-generated content. The Internet has also led to the creation of the participatory culture; new mediated spaces in which people can take part, engage in online activities, and express themselves, as they never did before. ‘Everyone is creating their own content and participating in others’; media users are simultaneously consuming and creating media content. Meanwhile, communication devices are increasingly becoming computer-based: smartphones, tablets and other types of mobile devices that allow Internet access have become necessary accessories for most Thai people.

If we are to understand today’s media culture, one must necessarily learn about computer-mediated technology, user-generated content, and participatory culture. These three shape the ways in which information and media content circulate and blend with truths and lies, threats and hoaxes, opinions and facts, the real and the unreal. The media today create “the seamless web of the cultural environment that cultivates most of what we think, what we do, and how we conduct our affairs” (Gerbner, 1999, as cited in Moeller,

Joseph, Lau, Carbo, 2011, pp. 7-8).”

In new media cultures, media professionals are no longer the only creators and gatekeepers of information. With the advent of user-generated content, everyone has become a creator and a communicator, and individuals may even invent personas and hide their real identities when communicating online. This raises important questions on media ethics and debates its validity also among media and information professionals.

There are negative and positive sides to the fast development and advent of media and information communication technologies. This research follows a “balanced approach” (Potter, 2008, p. 12) to the study of media and takes into account both the negative and positive views and debates in this field. Moreover, the study distances itself from the narrow meaning of the Thai translation “Ru Tao Tan Sue”, which carries only a negative connotation about media effects, and through media literacy, shifts the responsibility for the negative or positive production, use and consumption of media messages to the media producer, creator and consumer of media messages.

Computer-mediated technology, user-generated content and participatory culture allow new knowledge to be accessible and shareable worldwide, turning the world into an information society where accessing, acquiring, obtaining, and retrieving the required information is just a click away. In some cases, individuals have more freedom to express themselves and unleash their creativity, speak up their ideas and become whoever they wish to be online. On the other hand, it must be said that there are also negative sides to the use, production and consumption of media content. It is users or consumers’ responsibility and choice whether to use media responsibly and ethically or for other purposes.

In this context, “media literacy promotes the critical thinking skills that enable people to make independent choices with regard to which media programming and information to select and how to interpret the information that they receive through the channels of mass communication. Media literacy is also the ability to produce effective and responsible media messages” (Silverblatt, 2014). In other words, media literacy is not about being controlled by the media, rather, taking control of the media, understanding the process of (mass) communication, the impact of the media on individuals and society, developing strategies with which to analyze and discuss media

messages and understanding and appreciating media content. Media literacy helps us see and study our reality by analyzing the “world manufactured by the media” (Potter, 2008, p. 9). In the twenty-first century, media literacy skills are fundamental. As long as technologies change and develop, media literacy will always be a life-long learning skill that will empower individuals with the competencies to use and benefit from media content, make responsible decisions, protect oneself and others, and empower individuals to actively participate as members of the community, society, and as citizens of countries in democratic societies. While media creation and production skills are extremely important, one must not discard analytical and critical thinking skills. These are also a component of media literacy and have been found to be problematic among Thai children (“MOE admits Thai kids,” 2014; “Poll: Thai kids,” 2013).

1.2 Motivation

The aim of this research is to bring a significant contribution to the body of knowledge on media literacy in Thailand and to study media literacy, one of the most important skills needed in the information society. Today, by choice or chance, we are all bombarded by information coming from all kinds of media, both analog and digital. Our daily activities are shaped by the media we consume or the messages we produce; they are also affected by what we read, watch, listen, text, post, or upload online. Since everyone engages in such activities, digesting information has become more complicated. While in the past, mainstream media such as television, radio and newspapers were more credible in that they filtered information and served as gatekeepers; nowadays, this is not the case. New infotainment programs and talk shows increasingly merge opinions and facts and do not verify the information they send to their audience. In addition, the relationship between politics, capitalism and media ownership is often unclear, as well as the ways in which this relationship affects the construction of media presentations. In this context, it is of utmost importance for the audience to apply critical thinking skills before consuming media or take decisions and judgments. The advertising industry has also evolved to the point that it is hard to separate advertisements from TV programming contents or newspaper articles. Advertisers use different techniques and strategies to construct and produce TV commercials with the aim to persuade consumers to buy

products or change their attitudes; for example, they use computer graphics to whiten people's skin, create tear-jerking short stories and advertorial messages.

Furthermore, the proliferation of social media, the dissemination of innumerable information, user-generated content and the anonymity of information sources, make it even more difficult to establish which information is true or false and the hidden agenda behind the messages produced and shared online. The wide selection of media platforms from which one can access media content and information, constantly requires the audience to decide and judge which information to choose and consume. Indeed, in this process, media users must develop those analytical and critical thinking skills that will enable them to locate and retrieve information responsibly and ethically.

Nevertheless, one may argue that media in the 21st century do not have the same centralized power they used to have a decade ago. Today, users, in particular Generation Y, have more power in their hands to create personal and public user-generated content and information through communication technology and applications, photography, video, and info graphics, among others. Generation Y and the media have indeed increased opportunities to enjoy their right to freedom of expression; however, they often forget about the existence of rules and regulations, copyrights and privacy issues, and online safety procedures.

As Thailand prepares for the ASEAN Economic Community (AEC), the Government is pushing forward the Digital Economy Policy with the aims to “provide basic infrastructure and enhance the quality of life and access to public services among people of every ethnicity and from every region in Thailand” (The Ministry of Information and Communication Technology, 2014). Digital economy refers to an economy that is based on digital technologies; consequently, also on the flow of information (digital content) that is disseminated and shared through these technologies. While as mentioned earlier in this chapter, media literacy is a fundamental skill in information societies, the policy framework never mentions the need for media literacy skills and competencies that will enable people to identify the benefits and risks that are associated with technology.

The lack of understanding and awareness of the importance of media literacy in the Thailand's Digital Economy both among citizens, Generation Y and policy makers

motivates this research. The presentation of definitions, frameworks, data and learning schema that will be presented in this work hopes to contribute to media literacy advocacy and awareness raising efforts in Thailand and the creation of capacity building programs in which citizens, particularly Generation Y (the most exposed to digital media and information) will be equipped with the appropriate skills and competencies to become active society members and competitive players in newly established digital economies.

1.2.1 The Focus of Media Literacy

UNESCO Media and Information Literacy (MIL) framework incorporates other literacies, such as Internet literacy, digital literacy, and information literacy, among others. The skill that is shared among all these literacies is critical thinking: the ability to make decisions in our everyday lives within personal, social, cultural, and political contexts (National Association for Media Literacy (NAMLE), n.d.-a). The fact that most media literacy literatures in Thailand still focus largely on the negative side of the media effect on children and youths, and that only a few address the new skills associated with the new technology like the user-generated services (i.e., blogs, YouTube), and the participatory culture, truly inspires this study.

Because little was known about the media literacy competencies among Generation Y at a generalizable level, the study's first step will explore Generation Y's media literacy competencies so as to provide a better understanding of the Thai Generation Y to conceptualize the learning schema, the ultimate goal of this study.

The fact that most literature on media literacy in Thailand focuses largely on negative media effects on children and youths, and that only few scholars address the potential of new skills and practices associated with the advent of new technology and media (i.e., blogs, YouTube, social media, user-generated content, participatory culture) truly inspires this study. Since little is known about media literacy competencies of Thai Generation Y, the first step of this study was to investigate whether Generation Y masters any media literacy skills and competencies. Based on the findings, the ultimate goal is to conceptualize a media literacy learning schema for Thailand.

Since there are different literacies, it is important to clarify why media literacy was chosen for this study. Firstly, as the European Commission states, media literacy is not an independent skill. All literacies, including the ability to read and write, audiovisual literacy, digital literacy, and information literacy are inter-related and overlapping (European Commission, 2007, p. 4). This the reason why the UNESCO redirected its strategy to treat Media and Information Literacy (MIL) as a composite concept (The United Nations Educational, Scientific and Cultural Organization (UNESCO), n.d.), and other agencies address new types of texts and literacies, including information literacy, media literacy, media education, visual literacy, news literacy, health media literacy, and digital literacy. As conceptualized by globally recognized organizations and scholars working in convergent media environments (European Commission, 2007; Hobbs, 2010; NAMLE, n.d.-a; The Office of Communications (Ofcom), 2013; UNESCO, n.d.), media literacy and other types of literacies are branches of the same family; “the boundaries between the various members of this family overlap, but they should be seen as a closely knit family” (Horton, 2007, p. 15). Similarly, the ‘media’ should refer to all types and platforms of media since the same set of competencies should be applicable to all media (The Academic Health Communication Commission, 2004; Ousa Biggins, 2011; UNESCO, n.d.). The broader the framework of MIL is, the most effective it will be since it will focus on the commonalities of literacies rather than their differences (UNESCO, 2013, p. 25). This research study is grounded on media literacy commonalities.

1.2.2 The Scope of Media Literacy

Another motivation to undertake this study is to broaden the scope of media literacy in Thailand and raise its awareness among Thai people. In Thailand, media literacy has always been interpreted and developed on the basis of ‘knowing what the media are up to’ or “Ru Tao Tan Sue”, which emphasize negative media effects and protectionism (Pana Thongmeearkom, 2013). In fact, majority of scholars focus their attention on the negative impact that mass media, including the Internet, have on children and youths, and the ways in which media literacy can be used to overcome these dangers. This protectionist approach discards the multiple functions and benefits brought about by media literacy, for example, learning new skills and exercising digital citizenship. To illustrate, data from the Thai Library Integrated System (ThaiLIS) and

the Thai Thesis Database show that in the past ten years, scholars have written mainly about three types of media: newspapers (Fareeda Tachavarinlert, 2005; Supanee Keawmanee, 2004), television (Urisa Ngarmwuthiworn, 2010; Wisaluk Sitkuntod, 2008), and the Internet (Chariya Sangphet, 2008; Chindarat Bovornboriharn, 2006; Soonthon Promwongsa, 2010; Suparat Kaewsutthi, 2010); Most of the recorded work takes a protectionist stance and emphasizes negative media effects (Aree Thamkrong, 2012; Thippawan Thipjaksu, & Wisuda Iampong, 2012).

The analysis of these documents shows that Thai ML research may be classified into three types:

1) Studies on the perception and level of media literacy (Kritchanat Santawee, 2011; Siriphorn Veerachoti, 2009; Sukjai Pratuangsuklert, 2006; Supanee Keawmanee, 2004; Wisaluk Sitkuntod, 2008)

2) Studies on the relationship between media literacy and some other variables including student's GPA, socio-economic status, media exposure, media use behavior, role of parents, etc. (Kritchanat Santawee, 2011; Sukjai Pratuangsuklert, 2006; Supanee Keawmanee, 2004; Wisaluk Sitkuntod, 2008)

3) Studies related to content-generating behavior (Supreeya Saekang, 2006; Waralak Vongdoiwan Siricharoen & Nattanan Siricharoen, 2012)

The scholarly works in Thailand show that media literacy keeps being confined to the realm of mainstream media, while terms such as Internet and digital literacy are being used in studies on new media and social media.

To comply with UNESCO MIL composite concept, in this research, the scope of media literacy will encompass other overlapping literacies as well, including those of media literacy education and the new skills that have sprout from user-generated content and Web 2.0 technology (Jenkins, 2009). The ability to "Create", one that is already included in media literacy definitions and set of competencies (European Commission, 2007; European Media Programme, n.d.; Hobbs, 2010; Media Literacy Project, n.d.-b; NAMLE, n.d.-a; Ofcom, 2013; Thoman & Jolls, 2002; UNESCO, n.d.) is greatly overlooked and barely addressed in Thai scholarship despite during Thailand's political uprising in 2013, many youths increasingly created and shared media content and information and emancipated from the idea of being a passive audience or media victims.

In the global arena, definitions of media literacy have already been expanded to encompass the ability to create or communicate. While the World Bank defines media literacy as the ability to access, analyze, evaluate, and create media content (Martinsson, 2009), the Aspen Institute's Digital and Media Literacy's Plan of Action (2010) includes five steps of digital literacy (the term often used interchangeably with media literacy):

- 1) Making responsible choices and access information;
- 2) Analyze messages in a variety of forms;
- 3) Create text, audio/visual content in a variety of forms;
- 4) Applying social responsibility and ethical principles to the content created;
- 5) Take social action by working individually and collaboratively in all levels of society.

The first two steps are also part of traditional media literacy frameworks and are common skills shared among media literacy organizations. The third step takes into account user-generated content and demands individuals and media content creators to apply social responsibility as they produce and distribute their work. The fifth step is about the ability to use the media to express oneself, as a citizen and member of the society (Martinsson, 2009).

Media literacy also promotes active citizenship. As Carlsson maintains, "media literate people will be more capable of acquiring a well-founded opinion to better express their opinion as an individual and as a member of a civic society" (Carlsson, n.d., as cited in Martinsson, 2009, p. 3); hence, media literacy empowers people to fulfill their rights and obligations through civic participation and affect change, and also brings about development, lifelong learning, strengthens the public interest, and improve socio-political conditions (Carlsson, 2008, p. 21, as cited in Martinsson, 2009, p.3-5). Remarkably, the Thai media literacy circle has yet to take this into account, even though knowledge about how to operate communication technologies, to communicate, and to work with other people has always been essential for all human beings (Moeller et al., 2011, pp. 7-8). In conclusion, information and all types of communication technologies are vital for democratic engagement, communities, and society.

The lack of a clear media literacy definition in Thailand and the need to create new frameworks that best suit the Thai population have inspired this study. Below is the rationale for redefining and broadening the scope of media literacy, rather than separating it from new literacies (such as digital literacy):

1) Digital media have the power to reach out to a large audience, even global; therefore, digital media are also ‘mass media’. Old media literacy skills identified in the Thai context are still applicable but must be amplified to encompass digital media.

2) Media convergence makes it impossible to separate digital media from traditional (mainstream or mass) media because content disseminated by traditional media can also appear on digital platforms; at the same time, digital media contents can become the agenda of mainstream media.

3) New digital media does not replace old media; similarly, digital literacy is not a substitute for media literacy, rather it is its extension. Traditional media literacy skills involve the abilities to access, analyze, and evaluate media content; however, since the contemporary media landscape is dominated by user-generated content, additional skills such as the ability to create, become socially responsible, and taking action become essential (Hobbs, 2010) and must be addressed. Extending new skills to the concept of media literacy is more effective rather than isolating literacies or creating new ones whenever new technologies are being invented. UNESCO also shares this view.

1.2.3 The Significance of Media Literacy

As a media professional, media lecturer and user/consumer of media messages, the researcher realizes that media literacy is an essential life skill, particularly in rapidly changing and evolving media and ICT environments and in civil societies. It is the critical thinking skill needed for responsible decision-making, it stimulates people’s appreciation and enjoyment of media, rather than media’s control over people, and it promotes active participation and greater freedom to access, analyze, evaluate, and create media content (Media Literacy Project, n.d.-a).

Being media literate also enables navigating the information without getting distracted or harmed by the potential risks of the media (such as commercials,

persuasion, computer viruses, or identity theft); as Potter maintains, through media literacy “you are able to build the life that you want rather than letting the media build the life they want for you (Potter, 2008, p. 9).” Empowerment occurs when people access media content to fulfill their fundamental needs and improve the quality of their life (Moeller et al., 2011, pp. 7-8). The concept of media literacy that is proposed in this study is one that is not against the media (despite it addresses media risks and the political economy of the media); rather, one that envisions media literacy as an ecosystem of collaborations between individuals, organizations, educators, citizen and consumer groups, who share concerns and seek the way of understanding our media environment (NAMLE, n.d.-a).

1.2.4 The Focus on Generation Y

Media literacy education will succeed when it will be seen as a way of life and when it will become a lifelong learning practice that takes into account all members of society and stakeholders. Most likely, this may happen with Generation Y, a new phenomenon of the 21st century and a group of the population that has particular characteristics shaped by the technology it grew up with.

A survey by the National Statistics Office (NSO) reveals the ranking of highest Internet users in Thailand in 2012. The survey shows: people between 15-24 years old rank first with a score of 54.8 percent (an increase from the previous year - 51.9 percent); people between 6-14 years old rank second with a score of 46.5 percent; and people between 25-34 years old rank third with a score of 29.7 percent.

Most Internet use occurs at home (50.6 percent), in academia (47.3 percent), and in the workplace (30.7 percent). In addition, according to the National Statistical Office, (2012, p. 6), 53.5 percent of people use the Internet 1-4 days per week and 40.6 percent use the Internet 5-7 days per week. The statistics show that Generation Y (age 14-32 years old) is the true ‘Internet’ generation, with the highest score on Internet usage. Data is expected to increase over the years (See Figure 1.1), and besides being the tech-savvy generation, in the near future, this population group will become the main force that will drive the world.

Nonetheless, Thai media literacy studies, especially media effects studies, have never focused on Generation Y, probably due to the fact that the age range of the

generation is too wide. Most media effects literature targets either youths or teens aged between thirteen to early twenties or younger age groups. Instead, Generation Y, also known as the Millennials, covers a much wider range, including those who were born between 1982 and early 2000's (Main, 2013). This group of the population will be the focus of the research study due to its dependence on technologies, its high exposure to technology's risks and harms (compared to other generations) and its ability to create and produce media content.

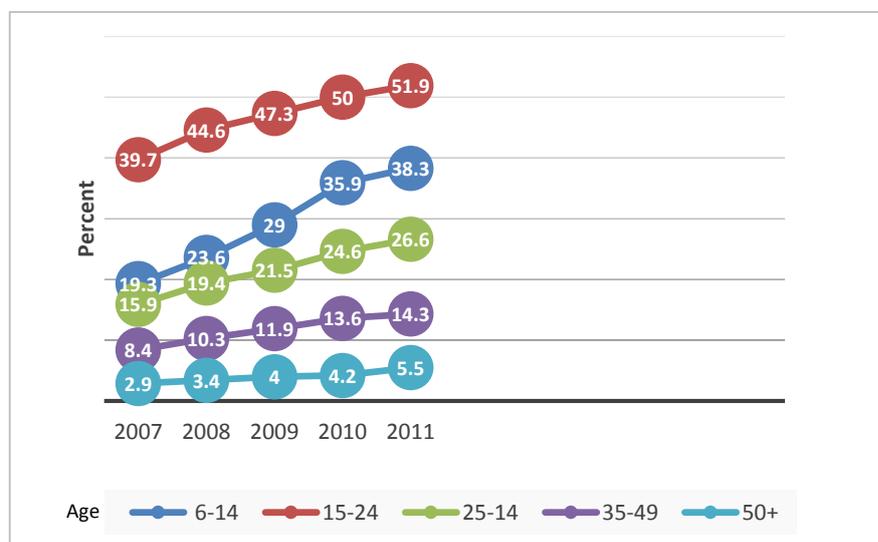


Figure 1.1 Internet users classified by age groups

Source: The National Statistical Office, n.d.

The absence of multi-dimensionality in the literature on media literacy in Thailand, of a systematic and practical model for media literacy education, and the lack of literature and studies about Generation Y's ML competencies at a national level, open up unprecedented opportunities for this study to propose one of the ways in which media literacy frameworks may be created and implemented among the Thai population, in particular Generation Y.

1.3 The Statement Of Purpose

The research has two main objectives.

1.3.1 To examine Generation Y's media literacy competencies in Access, Evaluate, and Create media and information.

The outcome of this first objective is to clearly understand and identify Generation Y's media literacy needs; in particular, its weaknesses and strengths in media literacy skills and competencies.

1.3.2 To construct a media literacy learning schema for Generation Y.

The outcome of the second objective is the construction and implementation of a systematic and practical learning schema that best responds to the needs of Generation Y learners.

1.4 The Research Questions

1.4.1 How are Generation Y's competencies in Accessing, Evaluating, and Creating media and information? Which competencies are strong or weak?

1.4.2 What should constitute the media literacy learning schema for Thai Generation Y?

1.5 The Overview of Methodology

This research consists of two steps: the survey and focus group discussion, and the conceptualization of the learning schema. In the first step, a survey is conducted to examine both the ways in which Generation Y uses the media and to measure media literacy competencies and skills. In this study, 'media' refers to media of all types and formats, either traditional such as newspaper, radio, television, and film; or digital such as the Internet, social media, and online gaming. The needs assessment section of the survey is based on UNESCO's media and information literacy (MIL) components that include the ability to Access, Evaluate, and Create media and information. 'Access' refers to being aware of individuals' need of information, knowing where to search for, access and retrieve the information and media content. 'Evaluate' refers to the

understanding, assessment and evaluation of the information and media content. ‘Create’ refers to the creation or production, the utilization, and the monitoring of information and media content (See Table 1.1). The research uses UNESCO’s MIL model because Thailand is one of the member countries that has embraced UNESCO’s concept of media and information literacy for over a decade.

The analyzed survey data will reveal Generation Y’s media literacy needs; show its media use behavior, and its strengths and weaknesses in media literacy skills and competencies. The results of the quantitative method research are compared to the focus group discussion, which aims to finding qualitative data about Generation Y’s competencies and skills by focusing on the weakness shown in the survey. The findings from both methods serve as a guideline to constitute the key elements within the curriculum, one of the components of the learning schema.

Table 1.1 UNESCO’s Media and Information Literacy components and their corresponding key competencies

MIL Components	Key Competencies
Access	Identify, search, locate, access (effectively, efficiently and ethically), retrieve and store (using various methods and tools) information and media content.
Evaluation	Know the political economy of the media, assess, analyze, compare, articulate, assess, evaluate, authenticate, synthesize, and well as organize the obtained information and media content.
Create	Create or produce and disseminate the new information, media content or knowledge (creatively, ethically, legally and creatively); engage and participate as part of democratic society; be responsible for the actions by monitoring the impact of the created and distributed information, media content or knowledge.

The second step is the conceptualization of the learning schema. In this stage, in order to configure the components of the learning schema, quantitative and qualitative research have been conducted and Generation Y’s needs assessment has been produced. The conceptualized learning schema has then been verified by a group of media literacy experts by means of in-depth interviews. Results have been analyzed and the final learning schema was formulated.

1.6 Rationale And Significance Of The Study

The literature review shows that Thai scholarship inadequately encompasses the necessary skills of media literacy, particularly production skills, and that previous studies do not take into account the broad range of media. The conducted research aims to fill in the gaps in Thai media literacy scholarship and promote a more holistic, efficient and effective approach to media literacy.

The research findings, including the recommendations outlined in the final chapter, are valuable for the following reasons:

1.6.1 The findings from the survey and focus group discussion provide extensive information on Thai Generation Y's media literacy competencies based on UNESCO's well-defined MIL components.

1.6.2 The conceptualized Learning Schema establishes a systematic and practical model for media literacy education that is applicable to other generations or age groups with the ultimate goal of promoting ML as a way of life.

1.6.3 The plan of action recommended in this study may be a provisional guideline that all stakeholders and relevant parties, including ML advocates, can adopt instantly as they pursue their existing media literacy missions.

1.6.4 Media literacy teachers can instantly use the suggestions and recommendations on how to integrate ML in the curriculum without difficulties, including the examples mentioned in Chapter 5 as guidelines for future use and adaptation.

1.6.5 The ultimate outcome of the research provides new knowledge that contributes to the communication arts society as a whole.

1.7 The Role Of Researcher

The role of the researcher can be explained in three stages of the research process: Planning, Execution, and Data analyses. The Planning stage is like the pre-production stage during which the researcher plans and designs everything, starting from the research process and methodology. Once the methodology is finalized, the questionnaire is designed for the survey, while the planning of the focus group

discussion, including the recruitment and the required staffs is determined and scheduled. In this stage, the researcher fully-participated in the process.

The Execution stage or the production stage is when the researcher delivers what was planned in the previous stage. A pilot study was conducted and the researcher fully engaged in all activities. The actual survey was distributed, administered, and collected by a team of researchers. In this stage, the researcher acted like a project manager, overlooking the execution of the field research team. The collected questionnaires were processed and analyzed by the researcher. As for the focus group discussions, the researcher fully-participated in arranging, recruiting the volunteers, and organizing all of the three sessions, while also acting as an observer during the sessions.

1.8 The Research Assumptions

The researcher believes that knowing Generation Y's ML competencies, including creation skills, is a fundamental basis to construct the learning schema for media literacy education in Thailand. Meanwhile, since the population of Generation Y has very unique characteristics, it is assumed that in order to effectively teach media literacy to this generation, certain approaches and strategies are required.

The researcher also believes that Thai media literacy education is not yet as efficient and effective as it should be; one of the main reasons is because media literacy is not recognized as a crucial life skill by teachers and policymakers, both at the national and institutional levels. This is due to the lack of understanding of the core concept of media literacy.

1.9 The Definitions Of Key Terminology

Ecosystem of Media Literacy refers to a system of components essential to the dissemination of media literacy, in which each component operates together as a unit to accomplish the goal of media literacy education (media literacy as a life skill practiced is a way of life). At the core of the Ecosystem, the inner circle, is the media literacy learning schema and its four components; the outer circle encircling the

learning schema comprises other components supporting and creating the environment of the learning schema, including: policy, society, the community, the media, and the private and independent sectors.

Facilitator refers to a person who teaches media literacy by facilitating, guiding, and/or mentoring the learners during the learning process.

Formal Education refers to the education provided in academic institutions, under the Ministry of Education and the Office of the Higher Education Commission.

Generation Y refers to people who were born between 1982 and 2000.

Media refers to all types of media, including both traditional media, namely prints, radio, television, and film, and digital media such as the Internet, Social Media, and online games.

Media Literacy refers to the competences and skills to use the media, and to create media messages. It is used interchangeably with the term Media and Information Literacy (MIL) used by the UNESCO and Thai media literacy circles.

Media Literacy Competencies refer to a set of skills that are essential to the understanding and the creation of the media content and information, with the media encompassing all types of contemporary media, regardless of the question of digital divide that causes an inequality in all of the competencies, such as access, evaluate, and create.

Media Literacy Components refer to the four elements that constitute the media literacy competencies: access, analyze and evaluate, create, and reflect.

Media Literacy Learning Schema refers to a plan in which media literacy education is to be delivered, including the learners, the pedagogy, the curriculum, and the educators.

Out-of-school Education refers to education-related activities that do not occur within the formal educational systems such as those under the supervision of the Ministry of Education or the Office of Higher Education Commission. Out-of-school education includes, but is not limited to, home schooling, self-taught activities, community activities, corporate activities, and learning from non-academic sources such as the media.

Problematic Skills refers to media literacy skills and competencies that Generation Y has little knowledge of or that resulted as a weakness in the conducted survey.

Reflect refers to reflective thinking skills in which an individual contemplates the ethical and responsible effects and consequences of his or her actions.

User-generated Content (UGC) refers to media messages or media content that are created or produced by those who have access to the media, and are circulated by those who use the media. For example, content with new creative forms, such as digital sampling, skinning and modding, fan videos, fan fiction, zines, or mash-ups; podcasting or blogging; content on social networking sites, such as Facebook, Twitter, YouTube.

1.10 The Organization Of The Dissertation

Chapter 1 provides an overview of every aspect of the research. Chapter 2 includes extensive literature review of local and international scholarly sources and displays the gaps of knowledge within the Thai context. It also maps out what was done in the past decade, and how policymakers, educators and ML actors may benefit from this study when implementing media literacy with Generation Y. In Chapter 3, the researcher designates the methodologies for the study, explaining in detail both quantitative and qualitative methods. Chapter 4 extensively reports the findings from the research conducted using quantitative and qualitative methods, as well as displays the construction and validation of the learning schema. Finally, in Chapter 5, a comprehensive discussion on findings will be presented, together with a synthesis and recommendations on how the learning schema can be applied, fulfilling the third objective and completing the research.

CHAPTER 2

THE REVIEW OF LITERATURE

This Chapter comprises four parts: the Media Literacy Literature, Media Literacy Theories and Concepts, The Review of Media Literacy Research, and the Conceptual Framework.

PART I Media Literacy: Literature Review begins with an introduction to scholarly publications on media literacy that provide basic knowledge on global media literacy.

PART II Media Literacy Theories and Concepts will include the body of theory that will be used in this research.

PART III The Review of Media Literacy Research provides the primary and secondary international and Thai sources of studies from scholarly publications within the past ten years based on the data from both academic online library and open access databases. The time span is designated because technology beyond ten years old is considered obsolete and outdated. The documents have been analyzed, compared, and contrasted, and notes have been inserted on the gaps and debates found in the literature.

PART IV is drawn on theories, research, and experience. It displays the constructs and variables relevant to this research. A graphic depiction of the conceptual framework is provided along with the description of the relationships between concepts and ideas that were studied.

2.1 Part I Media Literacy: Literature Review

Part I comprises two major sections:

2.1.1 A review of global documents on media literacy (ML)

2.2.2 A review of Thailand's media literacy concepts and practice

2.1.1 A Review of Global Media Literacy

The section includes the terms that are used by major organizations and countries to address media literacy. The objective is to provide a clear understanding of media literacy and how the term media literacy is being used in this study.

2.1.1.1 The Literacies Family

Media literacy is literally the ability to ‘read’ and ‘write’ the media. As communication technologies develop and the media landscape changes, there are new terms such as information literacy, computer literacy, Internet literacy, and digital literacy. This section provides an overall picture of the family of literacies to show their differences and similarities. This will help the readers understand how these literacies are related and how they can overlap with one another. Consequently, the readers will have a better understanding of the meaning of media literacy. The family of literacies includes literacy, library literacy, computer literacy, information literacy, digital literacy, media literacy, and media and information literacy.

Bawden (2001, p. 220) explains that literacy started out with three concepts: a simple ability to read and write; having some skill or competence; and an element of learning. He finds that the United Nations Educational, Scientific and Cultural Organisation (UNESCO) was the first to introduce the term ‘functional literacy’ to describe a skill that contributes to the public good. As time passed and communication technologies evolved, the original concept of literacy has been expanded and complemented by ‘skill-based literacies’ to accommodate the features that arose with emerging communication technologies; literacy went far beyond the simple ability to read and write (Bawden, 2001, p. 223). Bawden’s findings on the development of the family of literacies, starting from simple ‘literacy’ and continuing to the foundation of new kinds of literacies, is presented below.

1) Literacy

According to Bawden, literacy comprises of the simple ability to read and write with some skill or competence that requires an element of learning. He explains that although the simplest meaning of literacy implies only the ability to read and write, ultimately, ‘reading’ must be performed with the ability to decode or interpret meaning, as well as to understand it. In other words, ‘the fundamental act of cognition’ (Gilster, 1997, as cited in Bawden, 2001). Using the concepts of ‘competence’ and

'learning', Bawden theorizes that literacy means, "being well educated, well-read, versed in literature and 'letters'," and "being able to make effective use of information, gained from written material". Bawden's theory corresponds to what UNESCO calls 'functional literacy', the ability to read and write for individual's everyday life, with the cognitive ability to understand and hence, the ability to make use of what was read. Thus, being literate refers to the ability to contribute to the public as a member of the community one lives in.

As communication changed and developed through time, also the concept of literacy has been broadened. In 2003, a UNESCO Expert Group on Literacy Assessment defined literacy as (UNESCO, 2010, p. 9):

The ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential and participate fully in community and wider society.

The ability to read and write in Literacy is often added with arithmetical literacy, which is the ability to perform simple numeracy tasks. Subsequently, during the United Nations Literacy Decade (2003-2012), a "plural notion of literacy" was conceptualized; one that includes the ability to work within the individual's social contexts and to use literacy skills to "navigate social change". As a result, Literacy is the ability to work within one's own social context, making it culturally, linguistically, and temporally diverse. Educational institutions, family, community, work, religious or government institutions play a significant role in this diversity; social contexts, therefore, are important in shaping the understanding and importance of the concept of literacy.

Today's literacy involves knowledge, skills and aptitudes; these skills are attributed to both the understanding and the relation of individuals' surroundings. Literate individuals in contemporary societies need to acquire "a critical comprehension of messages, including 'media texts', and must be familiar with the semantics and semiotics of psycholinguistics." Hence, new competencies are constantly

added as new information and communication technologies change (UNESCO, 2010, p. 10).

2) Library Literacy

Library Literacy was developed after the concept of simple literacy. The term has two meanings: the competence to use libraries, which sometimes are considered a precursor to information literacy, namely the ability to make informed decisions about sources of information; and the involvement of libraries in literacy programs, i.e. the teaching of reading skills. Library literacy is sometimes synonymous with terms such as bibliographic instruction, library skills, among others. According to Bawden, the term becomes disrepute as it puts its emphasis too much on library resources even though it practically has a broader scope (Bawden, 2001, p. 225). Therefore, the library literacy is not quite relevant to media.

3) Computer literacy

When we have only books and print materials, having the competencies and skills to read and write was adequate. But when the computer came into picture and played a very important part in our everyday life, computer literacy becomes essential. Bawden denotes that computer literacy involves the ability to use information technology skills, from word processing to copying disks and generating hard-copy printout. Bawden concludes that being computer literate is knowing what the computer can and cannot do, and being able to control the computer to accomplish a task. According to Bawden's document analysis, it is found that the terms information technology literacy or IT literacy can be used interchangeably with computer literacy, particularly in a library/information environment. In the library context, information literacy refers particularly to a set of basic competencies to operate computer and telecommunications systems. Computer literacy and IT literacy are what Bawden calls skill-based literacies emerging as the communication technologies become more complex (Bawden, 2001, p. 225).

Similarly, Horton (2007, pp. 5-6) defines computer literacy as "the efficient ability to know how to use and operate computers as information processing machines. It is for one half ICT literacies, and for the other half Media Literacy." Horton divides computer literacy into three categories: hardware, software, and application."

(1) Hardware literacy is the ability to use basic operations to efficiently operate a computer, which refers to all kinds of computer-based technology including smartphones and tablets. It also includes knowing how to use a keyboard and to distinguish between the functions of a printer or a scanner. In conclusion, hardware literacy deals with tangible components of a computer and how they operate;

(2) Software literacy involves the operating systems and software. If hardware makes the computer's tangible parts, software is instead its intangible part, for example, Windows or iOS, Microsoft Office, information service provider software for using the Internet, and sending and receiving e-mails;

(3) Applications literacy is the knowledge and the skills necessary to efficiently use various special-purpose software packages that are on the market, such as those that help manage finances, human resources, logistics, or work flows, among others (Horton, 2007, pp. 5-6).

4) Information Literacy

The concept of information literacy appeared in 1974, when Paul Zurkowski (as cited in Moeller et al., 2011, p. 32), former president of the Information Industry Association, described information literate people as those who have the techniques and skills to use information tools to find information to solve their problems. In 1979, the first White House Conference on Library and Information Services of the United States identified information literacy as one of its major themes. Since then, the American Library Association (ALA) has developed information literacy competencies for librarians.

The definition came with a series of indicators, and although it centered within the library context, it has triggered the development of a broader definition of Information Literacy for lifelong learning. Subsequently, UNESCO has provided its definition of information literacy for lifelong learning as the ability of people to (Moeller et al., 2011, p. 34):

- (1) Recognize their information needs;
- (2) Locate and evaluate the quality of information;
- (3) Store and retrieve information;
- (4) Make effective and ethical use of information; and
- (5) Apply information to create and communicate knowledge.

One can notice that this definition overlaps with the definition of media literacy proposed by Ofcom and the European Charter, particularly in terms of informational abilities, including the abilities to access, analyze, and evaluate information, as well as the expression and communication of ideas, information, and opinions (Moeller et al., 2011, pp. 32-34). The overlapping concepts have led to UNESCO's redirection of media literacy to "media and information literacy", which will be elaborated later.

In addition to the definitions mentioned above, Bawden (2001, p. 219) finds that there are six terms related to information literacy, namely, computer literacy, library literacy, media literacy, network literacy, and digital literacy. Bawden remarks that computer literacy is often used interchangeably with IT/information technology/electronic/electronic information literacy; meanwhile, network literacy is used interchangeably with Internet literacy and hyper-literacy; and digital literacy with digital information literacy.

According to Bawden, computer literacy and library literacy are the most recurrent terms in the literature (computer literacy being the most used). Interestingly, he notes that the term information literacy was scarcely used during the 1980s, but it gained considerable popularity in the 1990s. His findings are also explained by the history of media. Before the 1980s, information could be obtained mainly through print media and television; only when the Internet became accessible to the general public and reached the critical mass during the 1990s, marking the rise of the Information Age, information literacy came into the limelight. This is also true for the term media literacy that was increasingly used in the 1990s, when the media became more complex. Meanwhile, the concepts of Network and Digital literacies have just emerged in the millennium (Bawden, 2001, p. 219).

There are two perspectives of information literacy: on one hand, it is viewed as a subset of computer literacy (Brouwer 1997, as cited in Bawden, 2001, p. 219). On the other hand, it is viewed as opposed to computer literacy. According to Bawden, Brouwer's perspective of information literacy is based on a critical thinking approach, which he conceptualizes as consisting of three principal components:

- (1) An understanding of the power and limitations of technology tools;

(2) Information literacy, based upon a critical approach to understanding and using information;

(3) Socio-political dimensions of understanding IT use.

Meanwhile, Horton, who views information literacy as opposed to computer literacy, theorizes six categories of the twenty-first century survival literacies: 1) basic literacy skills, 2) computer literacy, 3) media literacy, 4) distance education and e-learning, 5) cultural literacy, and 6) information literacy, noting that digital literacy might as well be added to the modern day literacy circle (Horton, 2007, p.3). As traditional and new media converge, the distinction between different literacies is fading. For example, media literacy is often confused with information literacy and even used synonymously.

According to Horton, there are eleven stages through which the application of the information literacy process unfolds. He calls this process The Eleven Stages of the Information Literacy Life Cycle (Horton, 2007, pp. 8-13):

(1) Stage 1: the awareness of the needs of information for problem-solving or decision-making

(2) Stage 2: the ability to identify the required information.

(3) Stage 3: the ability to determine whether or not the information exists; and to find an alternative if it does not. For example, you google and do not find what you need, then you must turn to other tools to help, such as going to the library.

(4) Stage 4: the ability to locate the required information.

(5) Stage 5: the ability to create a new knowledge (If the information does not exist).

(6) Stage 6: the ability to understand or find a way such as help, to understand the obtained information.

(7) Stage 7: the ability to organize the obtained information, in order to analyze and interpret it, by means of inference or deduction.

(8) Stage 8: the ability to communicate and present the information to others in appropriate and usable formats and mediums.

(9) Stage 9: the ability to apply the information, for example, to solve a problem, make a decision, or meet certain need.

(10) Stage 10: the ability to store the information gained for future use.

(11) Stage 11: knowing how to dispose of information no longer needed, with cautions, and protect important information.

Horton's information literacy raises the awareness of the overloading information, and incorporates the skills to identify, access, and obtain data, documents and literature needed for problem-solving and decision-making with through the right tools. It is also very close to the skills and competencies of media literacy identified by a number of scholars, which will be elaborated shortly.

Despite the different perspectives, information literacy and computer literacy are still used interchangeably – particularly in the library context to indicate a set of basic competencies with computer and telecommunications systems (Bawden, 2001, p. 228). However, in the last decades, information literacy prevails and inter-relates to other terms of literacies, such as media literacy and digital literacy. For example, a more recent concept of information literacy that has been conceptualized sees information literacy as incorporating the ability to assess information; a skill that is fundamental in the 21st century and the digital era. Users' decisions are, thus, very important because they will determine the quality of the “conclusions, positions, opinions, or models that they construct from the information gained”. In other words, information literacy is the ability to make educated and smart information assessments (Alkali & Amichai-Hamburger, 2004, p. 423).

5) Media Literacy

Media literacy begins with the classical written alphabet and has been extended to the development of electronic media and digitized information. This literacy has become a part of the important process of human's communicative development. The most important milestones of human's communicative development are shown in Table 2.1.

Table 2.1 Phases of Media Literacy Evolution

Historical era	Communicative environment	New skills	Socio-cultural outcomes
Classical era	Oral and gestural communication +* Development of alphabetical writing	Command of oral and gestural language +Alphabetical skills	+ Systematization and conservation of knowledge + Origin of philosophy and scientific exploration
Renaissance – and first industrial revolution	+ Develop printing, of books and the press	+Amplification and expansion of literacy	+ Advances in empirical philological sciences
Second industrial revolution	+ Appearance of electronic media: telephone, film, radio and television	+Audiovisual literacy	+Media and consumer societies
Information society	+ Digital media and Internet	+digital literacy +Media literacy (in climate of media convergence)	+ Globalization of information + Explosion of knowledge + Knowledge society

Note: *The sign + indicates an innovation introduced during the corresponding period.

Source: European Commission, 2007.

Media education is the process of teaching and learning, and developing critical and creative abilities in relation to the media (Buckingham, 2009). When mass media started to flourish, the media literacy movement emerged and replaced traditional media education. Initially, media literacy was concerned with educating people about traditional media such as print, radio, television and film; it started as a pedagogy (a method and practice of teaching) that focused on an inquiry-based methodology that encouraged students to ask questions about what they had watched, heard, and read (“Pedagogy,” 2014).

The most cited definition of media literacy was conceptualized in 1989 by the Ontario Association for Media Literacy in Canada. According to this definition (Jenkins, 2009, p. 110):

Media literacy is concerned with developing an informed and critical understanding of the nature of the mass media, the techniques used by them, and the impact of those techniques. It is education that aims to increase

students' understanding and enjoyment of how the media work, how they produce meaning, how they are organized, and how they construct reality. Media literacy also aims to provide students with the ability to create media products.

Media literacy is a critical thinking skill used to assess information disseminated by the mass (traditional) media; however, with the advent of digital media, media literacy's definition has been broadened to include the Internet as well (Bawden, 2001, p. 225). According to the report of the National Leadership Conference on media literacy (Afdergeude & Firestone, 1993, as cited in Bawden 2001, p. 225):

To include the powerful post-print media that dominate our informational landscape helps people understand, produce and negotiate meanings in a culture made up of powerful images, words and sounds. A media literate person – and everyone should have the opportunity to become one – can decode, evaluate, analyze and produce both print and electronic media.

It is noteworthy that the 1993 definition already mentioned the ability to produce, although at that time the Internet has only just begun to reach the critical mass. That is because the media landscape changes as the communication technology develops, naturally resulting in changes in human communication behavior. Media literacy has to shift from protecting the audience from the potential risks and harms to providing the competencies (knowledge, skills and attitude) necessary for the audience to engage with all types of media in the digital world.

Across Europe, Asia and the Americas, media literacy has become an academic discipline for over a decade and it is being considered an essential life skill. Some countries have even included media literacy courses in their primary, secondary and higher education school curricula (Moeller et al., 2011, p. 31). Many international organizations, including UNESCO, have adjusted the framework for their media literacy programs, and broadened or incorporated certain literacies to teach the new competencies born with the advent of new information and communication

technology (ICT). Sometimes, to be media literate in the digital world, one also has to have digital literacy skills.

6) Digital Literacy

The word digital literacy is a combination of digital and literacy. It was developed in response to the digitization of the media, and is not a substitute, but an expansion of media literacy (Jenkins, 2009, p. 31). Research shows that different cultures have their own term for digital literacy. For example, while the Organisation for Economic, Co-operation and Development (OECD) uses the term Digital Competence, Henry Jenkins (2009) uses 'New Media Literacies'. The definitions of digital literacy are diverse, and require different skills from those proposed by media literacy. Nicholas and Williams conceptualize ten skills for digital literacy (Nicholas & Williams, 1998, as cited in Bawden, 2001, pp. 247-248):

- (1) The ability to make informed judgments on online information;
- (2) Reading and understanding in hypertext environment;
- (3) The ability to collect, evaluate, assemble, and build knowledge from diverse sources;
- (4) Searching skills using Internet search engines;
- (5) Managing the multimedia flow by using information filters and agents;
- (6) Creating personal strategy to select sources and deliver the knowledge;
- (7) Recognizing and use the networks to collaborate with other people or get help;
- (8) The ability to understand and solve a problem;
- (9) Understanding of backing up traditional forms of content with networked tools;
- (10) The ability to judge the validity and completeness of material referenced by hypertext links.

Bawden conceptualizes similar digital literacy competencies (Bawden, 2008, p. 20):

- (1) Knowledge assembly;

(2) Retrieval Skills – together with “critical thinking” skills - to make informed judgments about the retrieved information, with wariness about the validity and completeness of internet sources;

(3) Reading and Understanding non-sequential and dynamic material;

(4) Awareness of the value of traditional tools in conjunction with networked media;

(5) Awareness of people networks as sources of advice and help;

(6) Using filters and agents to manage incoming information;

(7) Being comfortable with publishing and communicating information, as well as accessing it.

Meanwhile, the research on Experiments in Digital Literacy suggest quite a different set of skills, including: photo-visual skills, reproduction skills, branching skills, information skills, and socio-emotional skills (Alkali & Amichai-Hamburger, 2004, p. 421). Alkali and Amichai-Hamburger, the authors of the Experiments of Digital Literacy maintain that digital literacy is not only about having the technical skills to operate digital devices, rather, having a variety of cognitive skills necessary for performing tasks in digital environments. In other words, being digital literate does not only refer to knowing how to use digital equipment like computers or the Internet, but involves being able to decode messages, understand symbols (such as icons), words and graphics as one surfs the Internet, explore and understand the features on web interfaces, among others. Therefore, digital literacy is a “survival skill” in the technological era.

Since Alkali and Amichai-Hamburger’s study suggests quite an interesting perspective on digital literacy, it is worth to mention the meaning of each skill they map out. The researchers define the term ‘Photo-visual literacy skill’ as the ability to “use vision to think in order to create photo-visual communication with the environment”. An individual with this skill would be able to “intuitively and freely read and understand instructions and messages” presented in a graphics.

‘Reproduction skill’ refers to the ability to “create art and academic work by reproducing and editing texts, visuals, and audio pieces.” Alkali and

Amichai-Hamburger also talk about the concerns over the ethical limits and criteria for legitimate use of digital reproductions. This resonates with media literacy and the ethics of creating media messages, which is also one of the core concepts of this study. They define ‘reproduction literacy’ as “the ability to create new meanings or new interpretations by combining preexisting, independent shreds of information in any form of media (text, graphic, or sound)” (Gilster, 1997, as cited in Alkali & Amichai-Hamburger, 2004, p. 422);

‘Branching literacy’ is the ability to keep users on track without getting lost in the hypertext environment as they navigate the Web. ‘Information literacy’ refers to the ability to assess information by identifying opinions or false information from truths – this is a significant skill to become “smart information consumers.” ‘Socio-emotional literacy’ refers to the ability to use sociological and emotional skills to understand the rules of each communication engagement. Socio-emotional users share their information and knowledge with others, possessing evaluation and abstract thinking skills, as well as being capable of creating knowledge through online collaboration (Alkali & Amichai-Hamburger, 2004, p. 423).

Digital literacy is sometimes referred to as computer or ICT literacy (Moeller et al., 2011, p. 35). It has gained more global recognition as many digital activities manifested major impacts, including the Arab spring or the occupation of New York. These events stimulate interests in digital literacy. The 2009 Report of the Digital Britain Media Literacy Working Group sponsored by Ofcom (British Office of Communication) states that “digital illiteracy could lead to the deprivation of owning new technologies, opportunities to being aware of and access new content and services, as well as the lack of confidence and competence in using digital media (Moeller et al., 2011, p. 35)”. Nevertheless, it is clear that some of media literacy skills and digital literacy skills overlap, as also the Australian Communications and Media Authority (ACMA) maintains (Moeller et al., 2011, p. 34):

Different definitions of media literacy and digital literacy reflect different policy and educational agendas. For example, advocates of media literacy in educational contexts have tended to underline the importance of critical interpretive skills needed to decipher media content and media messages, whereas contemporary regulatory concern with digital media literacy places

relatively more importance on the technical competencies needed to make effective use of digital media services across a range of communications platforms.

While digital literacy shares some skills with media literacy (read, access, analyze), it also overlaps with information literacy skills (access, retrieve, making judgment). The fact that some literacy can always echo others is because they belong to the same family. Some competencies such as accessing and critical thinking recur in almost all of the literacies. This might as well illustrate that newer literacies, for example digital literacy, are not a replacement, rather an extension of previously existing literacies. As UNESCO posits, “Digital literacy should probably be viewed as a subset of the larger concept of media and information literacy (MIL)”. The statement is supported by Eric Newton, vice president of the Knight Foundation, who states (Moeller et al., 2011, p. 35):

People who are digitally literate understand how they can use the new digital tools to engage with the news and information ecosystem, to become part of it. In other words, digital literacy – and for that matter, information literacy – includes within its definition the competencies.

Conclusion: Apparently, information literacy, media literacy, and digital literacy, overlap due to the converging nature of the media. There is no universally accepted definition for them either. Yet, in most cases, a media-literate person, a digital-literate person or an information-literate person can be described in terms of individual-citizen competencies. The global definitions of media literacy have already been expanded to embrace converging media, conjoining the three literacies in the process. Although media literacy may vary in different countries in the world, core concepts and similar competencies are shared to a certain extent. For example, the European Union defines media literacy as “The ability to access, understand and have a critical approach towards media content, create communication in a variety of contexts.”

The British Ofcom compresses the definition to “The ability to use, understand and create media and communications”; and The United States’ NAMLE (National Association for Media Literacy Education (NAMLE), n.d.-a):

A series of communication competencies, including the ability to access, analyze, evaluate and communicate information in a variety of forms, including print and non-print messages, representing a necessary, inevitable, and realistic response to the complex, ever-changing electronic environment and communication cornucopia that surround us.

The recurring keywords in these definitions are the ability to ‘create and communicate’. New skills and competencies are incorporated into the traditional definition of literacy, and presumably, these skills can be applied to all types of media. James Potter’s statement on media literacy also reiterates the concept with the implication of ‘the active use of media and the interaction between audience and the media’ (Potter, 2008, p. 19):

We build our perspectives from knowledge structures. To build our knowledge structures, we need tools and raw material. These tools are our skills. The raw material is information from the media and from the real world. Active use means that we are aware of the messages and are consciously interacting with them.

However, UNESCO states that there is no single set of knowledge and skills because each medium requires different skills. The point is that we need to understand the inter-relationship between these literacies, and the fact that competencies vary according to the types of content, media, ICT, culture, and context. Information literacy and digital literacy, as well as digital media literacy, are distinct but are also overlapping in some of the concepts. Due to this overlapping, UNESCO eventually shifted from using the term ‘media education’ to ‘Media and Information Literacy (MIL)’. Martinsson’s World Bank report also emphasizes the convergence of emerging literacies and the integration of skills of basic literacy, computer literacy, media literacy, and information literacy, to the extent they cannot be clearly identified, as it also happens with the convergence of traditional and digital media (Martinsson, 2009, p. 4).

Therefore, media literacy and other literacies in the family should not be treated as isolated skills (European Commission, 2007; Hobbs, 2010; National

Association for Media Literacy Education (NAMLE), n.d.-a; Ofcom, 2013; UNESCO, n.d.). Consequently, ‘media’ should refer to all types and platforms of the media since the same set of competencies should be applicable to both traditional media such as prints, radio, television and film, and the digital media (The Academic Health Communication Commission, 2004; Ousa Biggins, 2013; UNESCO, n.d.). As Bawden states, no matter how media literacy is defined in the information age, what’s important is that it is “actively promoted as a central core of principles and practice of the information sciences (Bawden, 2001, p. 251).”

However, as stated in Chapter 1, this research uses the term media literacy to refer to the overlapping literacies, including information literacy, digital literacy, and media literacy in the traditional sense, even though it uses UNESCO’s MIL concept as the primary reference in the next chapters.

2.1.1.2 Media Literacy Concepts Around the World

While the previous section gave an overall picture of the family of literacies and the ways in which they are interrelated with one another, this section reviews media literacy concepts and competencies spearheaded by active entities or countries such as Canada, the United States, the European Commission, Australia, Japan, and UNESCO. The media literacy movement in Thailand will be described further in this study.

1) Canada

The Association for Media Literacy (AML) is an international organization that consists of teachers, librarians, consultants, parents, cultural workers, and media professionals in Canada, the United States and around the world, who share the interest in the impact of the media on contemporary culture. The Association was founded in 1978 and was the first comprehensive organization for media literacy teachers in Canada. AML conceptualizes media literacy as: 1) The knowledge and critical understanding of the nature of media, the techniques, and the impact of the media; and 2) The ability to create media content.

AML has strong memberships particularly with England, Australia, Scotland, and the United States, where media literacy is prioritized in the educational system. The Ontario organization provides a global network for media literacy teachers, publishes textbooks, online newsletters, and supplementary materials

for teachers, organizes workshops and conferences, and lobbies and communicates with authorities from government and the media industry, to school boards about media concerns. This has led to Ontario's mandatory Media Literacy for English curriculum that bestows Ontario the first educational jurisdiction in the world to accomplish such task. AML has initiated numerous initiatives, including planning the first National Media Literacy Week, developing Think Literacy documents (strategies for teaching media literacy in Language Arts and English classrooms) for the Ministry of Education, taking part in developing media literacy curriculum, and establishing MediaSmarts, a website devoted to media literacy information (Association for Media Literacy, 2013a).

According to AML, media literacy comprises “the knowledge and skills necessary to understand and use the codes and conventions of a wide variety of media forms and genres appropriately, effectively and ethically.” In 1987, the Ontario organization drew up the Eight Key Concepts of Media Literacy for the Government of Ontario Media Literacy Resource Guide. Numerous scholars, some of whom adapted and compressed them down to four to six concepts, adopted them. John Pungente, one of the members of the Ontario working group, adapted these eight concepts to his 1999 book *More Than Meets the Eye: Watching Television Watching Us* in order to encompass the television audience. Table 2.2 presents the original 8 key concepts in comparison to Pungente's version side by side.

Table 2.2 The Association for Media Literacy (AML) Original Eight Key Concepts of Media Literacy and Pungente's Adaptation (Pungente, n.d.-a)

Original AML Eight Key Concepts	Pungente's Adaptation
1. Media constructs reality. How do the text convince its audience regarding the reality it created? What is told and omitted in this text? Does it make any differences? How would you do it differently?	All media are constructed. The media create carefully crafted constructions that reflect many decisions made by the media creators. Media Literacy deconstructs these elements.
2. The reality constructed by the Media is varied. Media message is biased by the medium and by the creator. People should be able to recognize these biases and realize how they affect the audience's interpretation?	The media construct reality, because they reflect the reality that we perceive. Much of our view of reality is based on the pre-constructed media messages that have attitudes, interpretations, and conclusions already built in.

Table 2.2 (Continued)

Original AML Eight Key Concepts	Pungente's Adaptation
3. Audiences negotiate meaning. Each person interprets the meaning of the media messages differently, based on to their background. Knowing the media form and content are useful in media interpretation.	Audiences negotiate meaning in media. Each individual understands the meaning according to personal needs, interests, emotions at that time, attitudes, experiences, culture, morals, etc.
4. Media messages have economic implications. The media goal is to make profits, therefore, knowing who benefits or affected from the production of the media content becomes crucial to understand the media.	Media messages have commercial implications. They can be infiltrated by the sponsors who pay for the production; i.e., the commercials can influence the production techniques (camera angles, choice of words, etc.), and distribution. The goal of the media is profits. Thus, knowing media ownership is crucial.
5. Media communicate values.	Media messages contain ideological and value messages, explicitly or implicitly; such as the meaning of a good life, the role of women, etc.
6. Media communicate socio-political messages. This means that they assume that their target audience have particular characteristics and behaviors (Gender, race, class, interests), so that they created the messages that address to that particular kinds of audience.	Media messages contain social and political implications. They can influence political stances and social change.
7. Form and content are closely related in each medium. Thus, it is essential to know the media form/genre and their association with the content.	Form and content are closely related in media messages. Each form of the medium has particular way to represent reality. So, different media report the same event differently in terms of impressions and messages they create.
8. Each medium has a unique aesthetic form. Realize this fact allows audiences to enjoy the aesthetics of the media.	Each medium has a unique aesthetic form. People should be able to enjoy the pleasing forms and effects of the different media.

2) The United States

In the United States, the National Association for Media Literacy Education (NAMLE) is the national agency for media literacy. NAMLE views media literacy as a contemporary basic life skill. It aims to help individuals “develop the habits of inquiry and skills of expression that they need to be critical thinkers, effective communicators and active citizens in today’s world.” (NAMLE, n.d.-b).

While the American media literacy education pursues a slightly different path from its European counterparts, and does not comply with the European

principles or policies, it does share some principles with the renowned media literacy advocates, such as the AML, the Ontario Ministry of Education Media Literacy Resource Guide, David Buckingham, Len Masterman, and James Potter. NAMLE's principles posit that media literacy education is to include all forms of media for people of all age groups in order to develop "informed, reflective and engaged participants essential for a democratic society." Media literacy education also requires active inquiry and critical thinking, recognizes that media are a part of culture and function as a space for socialization, and is grounded on the basis that individuals need skills, beliefs and experiences to interpret and make meaning from the media (NAMLE, 2007).

NAMLE defines media literacy as "a series of communication competencies, including the ability to Access, Analyze, Evaluate, and Communicate information in a variety of forms, including print and non-print messages." In other words, it is about providing critical thinking skills and competencies to create media messages, using the right tools and language. To avoid confusion between terms and definitions that are used interchangeably by different organizations, NAMLE declares that media should include all electronic and digital, print and visual media used as a channel to send messages; literacy at the same time, is the process of encoding/decoding, and synthesizing/analyzing media messages. Thus, Media Literacy is "the ability to encode and decode the symbols transmitted via media and the ability to synthesize, analyze and produce mediated messages." NAMLE further elaborates the difference between media education and media literacy; the first refers to the study of media and media production, using hands-on experience techniques; while media literacy education has a broader sense of meaning, that is, a field of study dedicated to teaching the skills associated with media literacy. Media literacy in the U.S. aims to empower citizens to be responsible, competent and conscientious amidst the constantly changes of media and communication technology. (NAMLE, n.d.-b)

Besides NAMLE, the Center for Media Literacy (CML) is another organization that advocates for media literacy education, using the 'Access, Analyze, Evaluate, Create and Participate' framework to develop critical thinking and media production skills as 21st century life skill. CML's most recent work is the MediaLit Kit™ that provides directions, accessible, integrated, research-based teaching

strategies for media literacy educators and community groups, using the pedagogic approach.

The agency conceptualizes the Five Core Concepts and the Five Key Questions of Media Literacy as a teaching framework, targeting at the ability to deconstruct the media messages, as well as the construction of the media content. The CML MediaLit Kit™ consists of CML's Basic Framework; Professional Development Modules; Curriculum Design Tools; Curricula, Lessons, Activities, Assessments; and Cases of schools that teach media literacy programs (Thoman & Jolls, 2005).

Another media literacy actor in the U.S. is the Media Literacy Project (MLP). The New Mexico-based organization was founded in 1993 and is one of the leading national media literacy providers of resources for education. It organizes multimedia presentations and workshops at conferences and in classrooms across the country. It focuses on ‘underrepresented groups’, such as low-income communities, rural populations, youth, women, people of color, LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Queer or Questioning), and people of New Mexico. The organization’s concept of media literacy emphasizes the ability to Access, Analyze and Create, which is also the organization’s tag line. (Media Literacy Project, n.d.-a).

The Media Literacy Project states that media literacy is a set of skills that anyone can learn. Just as literacy is the ability to read and write, media literacy refers to the ability to access, analyze, evaluate and create media messages of all kinds. Many people get most of their information through complex combinations of text, images and sounds as the media environment becomes more complex. Navigating and expressing ourselves using a variety of media tools and technologies has become a necessity (Media Literacy Project, n.d.-b). The MLP provides the key concepts of deconstructing the media messages as follows (Media Literacy Project, n.d.-b):

(1) Source - Who owns this message? Who created or paid for it? Why?

(2) Audience - Who is the “target” of this message? How can we tell who they are (words, images, sounds, etc.)? What is their age, ethnicity, class, profession, interests, etc.?

(3) Text - What is the obvious message? This includes written or spoken words, pictures, graphics, moving images, sounds, etc.

(4) Subtext - What positive/negative messages are presented? This is the meaning we create from the text in our own minds that we base on our personal prior knowledge, experience, beliefs, attitudes, and values.

(5) Persuasion techniques - What are the techniques used to persuade or convince us (to believe or do something)?

(6) Point of view - What part of the story is not being told? Everyone tells part of the story from their point of view. Knowing the point of view of a message let us know the values and biases of the media maker, and uncover powerful ideological and value messages.

In addition, media literacy involves both understanding media messages and creating media, which is the third Media Literacy competency stated by the European Commission (Media Literacy Project, n.d.-b):

We all create media. We write notes and send email. We draw and doodle. Some of us play and compose music. Some take photos or make videos. Many people write blog and use social-networking websites. High-tech or low-tech, our own media creations contribute to the media landscape. Learning how to express oneself in a variety of media is an important part of being media literate.

3) The European Commission

The European Commission is the EU's executive body representing the interests of Europe as a whole. In the late 2000s, the Commission has organized three workshops on media literacy. By the end of 2005, the Commission provided 3.5 million Euros of financial support to some 30 projects through the E-Learning initiative, which proved to be very effective in assisting European countries to establish contacts and networks of media literacy organizations and practitioners. The Recommendation of the European Parliament and of the Council on the protection of minors and human dignity and the right of reply, in relation to the competitiveness of the European audiovisual and on-line information services industry is another European initiative that emphasizes the need for media literacy and media education (European Commission, n.d.).

In the document Communication from the Commission to The European Parliament, the Council, The European Economic and Social Committee and

the Committee of the Regions – A European approach to media literacy in the digital environment (also known as “The Communication”), the European Commission defines media literacy as “The ability to access the media, to understand and to critically evaluate different aspects of the media and media contents and to create communications in a variety of contexts.” (European Commission, n.d.)

In the European context, ‘mass media’ refer to all media that can reach a great amount of audience and cover a wide area through variety of platforms. Media messages include texts, audio and pictures in both traditional media such as radio, television and films, and audiovisual content and texts, in newer media such as websites, video games and social networks (Commission of the European Communities, 2007, p. 3). The Commission considers media literacy very important because media literate people are able to make choices based on information, understand the media, and benefit from communications technologies, while protecting themselves and their families from harmful or offensive materials (Commission of the European Communities, 2007, p. 3). In addition, because of the change in communication technologies and the increased information flow that is affecting both users and producers, media literacy becomes extremely important and essential knowledge for active citizenship in today's information society.

The Commission issues policies to support media literacy by offering financial supports to projects with the following objectives (European Commission, n.d.):

- (1) Analyzing media representations and media values in a multimedia perspective;
- (2) Encouraging the production and distribution of Media Literacy related content;
- (3) Stimulating the use of media in order to improve participation in social and community life;
- (4) Intensifying networking around media education related issues;
- (5) Concentrating on the implementation of media literacy initiatives bridging the media industry and the education world, in a “hands-on” approach.

The Commission divides media literacy into levels and reinstates that media literacy should include all types of media. The following are the levels of media literacy as indicated by The Commission (Commission of the European Communities, 2007, p. 4):

- (1) Familiarity with all types of media available;
- (2) The use of media, including frequency, ability to take advantage of the media to serve individual's purpose, such as for entertainment, for cultural purpose, for learning;
- (3) Ability to apply critical thinking to assess the media content regarding its quality and accuracy;
- (4) Creativity in production and distribution of individual's content;
- (5) Understanding of the political economy of the media;
- (6) Awareness of copyright issues which the Commission considers crucial for a "culture of legality"

In addition to the Commission's efforts to promote media literacy through policies and funding, the Euromeduc project was established to gather all media literacy actors and stakeholders and exchange and reflect on media education (Euromeduc, 2009). At a policy level, David Buckingham, one of the keynote speakers at the second Euromeduc congress, maintains that Media Literacy should involve three aspects: development, encouragement, and prevention.

The Development aspect includes: developing technological skills, gaining knowledge of advertising persuasion and new marketing strategies, including media literacy as a subject in the curriculum, and teaching and learning in ways that are more exciting for both learners of the twenty-first century and educators. The Encouragement aspect includes: encouraging people to make informed economic decisions, appreciate "European audio-visual heritage" (especially in films), understanding the features and functionality of the knowledge society, promote independent public service media, active citizenship and participation in civil society, creative communication competency, equality, diversity and human rights, and strengthen the European media content industry to increase its global competitiveness. The Prevention aspect involves protecting children against harmful content by

providing knowledge of the potential risks that might be associated with the media (Buckingham, 2009, pp. 14-15).

Besides media literacy in Europe is also spearheaded by other partner entities. For example, the Charter for Media Literacy is an initiative of the UK Film Council and the BFI by the so-called Steering Group consisting of major institutions from a number of European countries including: Austria, Belgium, France, Germany, Portugal, Spain, Sweden, and the United Kingdom. The Charter aims to establishing and nurturing consensus on media literacy and media education in Europe. It also “encourages the development of a permanent and voluntary network of media educators in Europe, bound together by their common aims, and enabled by their institutional commitment.” The Charter acts as a group of facilitators and network of media literacy working groups in different countries across Europe (European Media Literacy, n.d.).

Another agency whose role in the promotion of media literacy is as important is the European Association for Viewers’ Interests (EAVI). EAVI is a non-profit international organization registered in Brussels, Belgium. The independent organization has a mission to work with European and other international institutions to contribute to the empowerment of citizens and to serve the public interest in the fields of media, as well as to represent and advance the interests of European media users and citizens. In regards to media literacy, EAVI declares that debates, dialogues, collaboration of all stakeholders including social and economic groups, academic institutions, family, and media professionals, are essential for media literacy to be effectively promoted. It also believes that media literacy is an open window of opportunity for the public service media to win over their public and Europe (European Association for Viewers’ Interests (EAVI), n.d.).

In conclusion, European media literacy has been developing continuously and consistently with the concepts and principles ratified by EU member countries. However, it must also be said that not all European countries are recognizing and developing media literacy education at the same pace; lack of awareness on the importance of media literacy and limited financial support are two main causes. An important step forward to the promotion of media literacy in Europe is the collaborative

approach that organizations have taken to reach shared goals and understanding of media literacy.

The European Commission finds Australia, New Zealand and Canada the most advanced countries in the world for the promotion and implementation of media literacy. This is due to the fact that media literacy is mandatory in the school curriculum; there are strong collaborations between the media industry and media regulators; and there are extensive resources and programs. The Commission also observes that in countries where the importance of media literacy is not recognized by policymakers or where there are higher priorities such as in developing countries, where basic literacy is of greater concerns, the development of media literacy has to rely “almost exclusively” on partnerships (European Media Literacy, n.d.).

4) Australia

Australia uses the term “Digital Media Literacy” to encompass the skills needed with the emergence of new information and communication technologies, including digital media. The Australian Communication and Media Authority (ACMA) is particularly interested in the role of digital media in people’s social, public, and private lives. It has been extensively initiating programs and providing resources to promote digital media literacy, so that Australians are able to “make informed choices about media and communications services and to enable people to participate effectively in the digital economy.” ACMA defines digital media literacy as the ability to access, understand and participate or create content using digital media (Australian Communications and Media Authority (ACMA), 2012); abilities that are essential for living effectively in the digital economy and society in general. Thus, a digitally literate person should:

- (1) Understand the nature of digital media services and content;
- (2) Have basic knowledge and skills to use and access digital technologies and services;
- (3) Be able to participate and make informed choices;
- (4) Be able to protect themselves and their families from the potential risks from the digital media services and content.

These competencies empower individuals to access basic services that are made available online in the digital environment. One of the most fundamental abilities is to access and use broadband Internet connection via appropriate devices and technology. Users also have to be aware of the risks associated with online services and they must make effective use of the Internet to obtain the information they need. Digital media literacy also enhances users' judgment of the information they find online. As social networking sites (SNS) are becoming popular among young people, knowing how to use and participate in social media helps users to embrace the participatory culture and have "greater opportunities for peer-to-peer learning and more self-expression, including participation in new creative forms through blogs, video-production, and video or picture manipulation." (ACMA, 2012)

Media Literacy is implemented in primary and secondary school curricula in every state in Australia. In 1974, Western Australia was the first state to have media studies in the secondary school curriculum as a stand-alone subject. In addition, Queensland deploys the media education curriculum in high schools. However, media literacy curricula still focuses primarily on broadcast media rather than on digital media.

Australia implements media literacy both in formal and non-formal education. Based on their purposes, media education organizations are classified into two categories: those that support the teaching of media literacy (i.e. The Australian Teachers of Media, Enhance TV), and those that promote media literacy among parents and children (i.e. Young Media Australia, The Australian Children's Television Foundation, NetAlert, the Australian Mobile Telecommunications Association). In non-formal education, media literacy focuses mainly on two issues: protection and preparation (Penman & Turnbull, 2007, pp. 36-37).

To complete the review of global media literacy concepts and competencies, a review of an Asian country is also necessary. Media literacy in Japan has developed tremendously, especially in the education sector (European Commission, n.d.). Japan is a good example to analyze in that its Asian values, traditional customs and culture are closer to Thailand than to Western countries.

5) Japan

Media Literacy in Japan began to proliferate in the 1990s with the publication of the Japanese version of the Ontario Ministry of Education book *Media Literacy: Understanding Mass Media* in 1992. The Research Council on Media Literacy in Broadcasting was established in 1999 to put together the concept of media literacy based on the principle that “Media literacy was the power to live in a media society and was essential for the sound development of a democratic society comprising individuals with different values” (Sakamoto & Suzuki, 2010, p. 68). The three main concepts that shape media literacy in Japan are (Sakamoto & Suzuki, 2010, p. 70):

(1) The ability to independently understand and critically analyze, assess, and closely examine information provided by the media in a social context and be able to actively select it. This concept emphasizes the independence and proactive behavior;

(2) The ability to access and effectively use media tools;

(3) The ability to communicate interactively through the use of media.

Besides the Research Council, the Forum for Citizens Television and Media (FCT) is another key player contributing to the promotion of media literacy in Japan. The same concepts as those of The Research Council are highlighted, with an emphasis on critical thinking skills and the ability to creatively produce media messages, as well as to communicate in a variety of forms (Forum for Citizens Television and Media (FCT), n.d.-a). Media Literacy reached the FCT’s attention because of the digital divide that hinders citizens of all groups, including women, senior citizens and children, to receive and exercise their human rights to communicate in media-rich environments. As a result, the FCT declared the “right to media literacy” (FCT, 2002). The duties of the FCT include providing recommendations of media and policy analysis, survey and research in order to create media literacy awareness, particularly since deregulation and digitization have increased the power of the media (FCT, n.d.-b). In addition, the FCT also established the Media Literacy Institute to help with empowering people to tackle the issue by studying and promoting media literacy. The promotion of media literacy is based on the concept of protectionism, namely, to protect people from any possible risks that are associated with the media. Consequently, the government has passed laws such

as the Personal Information Protection Bill and the Human Rights Protection Bill. At the same time, citizens should not only rely on programs and education initiatives launched by the media and government; rather, they should realize that they have the power to control the media and should do so proactively and aggressively (FCT, 2002).

6) UNESCO

UNESCO is the world's leading advocate for media literacy. The organization uses the term Media and Information Literacy (MIL), a composite concept that (UNESCO, n.d.):

Brings together Information Literacy and Media Literacy, along with Information and Communication Technology (ICT) and Digital Literacy, as a new literacy construct that helps empower people, communities and nations to participate in and contribute to global knowledge societies.

UNESCO considers media literacy and information literacy as being interrelated due to the proliferation of ICT that simultaneously enables accessibility of content via multiple platforms. While information literacy encompasses all types of information and content, including that disseminated by the media, media literacy focuses on the competencies and skills directly related to the media, including the ability to understand, evaluate and use media as sources of information. Furthermore, UNESCO considers media literacy and information literacy necessary tools to “empower people with critical knowledge about media functions, information systems, and the content they provide” (Moeller et al., 2011, p. 11).

The concept of knowledge society is core to MIL. It is about being inclusive, pluralistic, equitable and participatory, and grounded on four major principles: equal access to quality education for all; universal access to information; cultural and linguistic diversity; and freedom of expression. In the information society, it is essential to also build the knowledge society at the cultural, economic, political and institutional levels.

The development of ICT has created multiple platforms from which to access, create and share information and knowledge. Therefore, lack of “access to information and knowledge in various formats; limited infrastructure; linguistic divides; and inadequate competencies to participate in the new public sphere”

is considered a major obstacle to the global MIL movement. Defining and measuring MIL competencies is, therefore, extremely important when formulating national information policies (Moeller et al., 2011, pp. 8-9).

What is exactly MIL? Article 19 of the Universal Declaration of Human Rights states “Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers” (The United Nations, 1948).” MIL aims is to empower citizens with the necessary competencies and knowledge about the media and information systems, including how to effectively engage them, and how to evaluate the content and contribute to it. This can be achieved through the provision of critical thinking and lifelong learning skills, including the evaluation of information, comprehension of the solutions they seek, and communication with others (Moeller et al., 2011, p. 13), as well as being proactive. Note that being proactive, responsible and ethical are recurring elements also in the media literacy practices that have been previously reviewed in this study.

The following concepts reflects UNESCO’s attempt to address the different but related information, media and ICT literacies (Moeller et al., 2011, p. 30):

(1) Media includes all kinds of mass media: print media (newspapers, journals, books, etc.), audio media (radio, CD, mp3, etc.), audiovisual media (film, television, video/DVD) and interactive or digital media (the Internet, video and computer games, i-pods, etc.)

(2) Media literacy includes all stages of communication process of the media;

(3) Information literacy includes the competencies in the entire process of using all kinds of documents, with understanding of the ethical implications and the ability to behave ethically;

(4) Digital literacy, an essential and complementary capacity to MIL, refers to the abilities to use ICT effectively and efficiently;

UNESCO also suggests that media literacy includes the following elements or learning outcomes:

- (1) Understand the role and functions of media in democratic societies;
- (2) Understand the condition under which media can fulfil their functions;
- (3) Critically evaluate media content;
- (4) Engage with media for self-expression and democratic participation;
- (5) Review skills (including ICTs skills) needed to produce user-generated content.

The organization conceptualizes MIL competencies into three major components: Access, Evaluate, and Create. Each component has associated competencies, which will be discussed in detail in the next section.

Conclusion: For most organizations, in the twenty-first century, the concept of media literacy has already expanded to encompass the convergence of the fast developing media landscape. For the Canadian AML, the word ‘media’ refers to all types of media and the key competencies identified by the organization are the ability to understand the media and developing critical thinking skills. The United States’ organization, NAMLE also identifies critical thinking skills and the ability to create media content as main media literacy competencies. For the organization, ‘media’ refers to all electronic and digital prints, including other visual media. The EC identifies the abilities to access, evaluate and create or communicate as being core to media literacy. The European Commission uses the term ‘Mass media’ to refer to both traditional and digital media. The Australian ACMA’s concept of ‘digital media literacy’ focuses on the abilities to access, understand, participate and create content using digital media, and “making informed choices about media and communication services, and enabling people to participate effectively in the digital economy”. All of the three prominent organizations, UNESCO, EC and ACMA view media literacy from both the protection and preparation aspects. Japan’s media literacy competencies include: the ability to understand, the ability to critically analyze, assess and examine media content and information; the abilities to access, select and operate media tools; and the ability to communicate using appropriate media tools. Japan emphasizes people’s proactive use of media. Finally, UNESCO’s

media and information literacy concept is based on three main components: access, evaluate, and create; and the term ‘media’ refers to all types of media.

Even though the terms and details of the competencies may differ in different organizations, all of them share the same concept and principle: critical thinking/analysis and understanding of the media, and creation or communication through the media. This reflects the expansion of people’s purpose for using all types of media, namely, to consume as well as to create media content, rather than being a passive audience. In addition, people’s interactive engagement with media is in line with one of media literacy’s functions, namely to encourage individuals to become proactive and independent thinkers.

In conclusion, the operational definition of the term media literacy that will be used in this research study is one that envisions media literacy as the ability to effectively and efficiently access and use all types of media; understand, critically analyze, and assess media messages and content, and create or communicate responsibly and ethically using appropriate media tools.

2.1.2 A Review Of Thailand’s Media Literacy Concepts And Practice

In Thailand, Media Literacy has been defined by a number of scholars, For example, Uajit Virojtrairatt (1997, as cited in Wisaluk Sitkuntod, 2008, p.13) who defines Media Literacy as the intellectual development, aiming to create literate audience who:

Understands the media and its products; has the ability to separate opinions from truths; has an objective judgment on what the media present; is powerful and active; has social standpoint; has self-understanding and social understanding; comprehend what the media present; be able to participate, interact or voice their opinion to the media via appropriate means. (Translated)

Adul Pianrungrroj (2000) defines media literacy as “the knowledge and understanding of the media, as well as mastering the skills to use the media”. There are two levels of media literacy: basic and advanced (ability to criticize). According to Adul, Thai scholars and media professionals define the term as (Adul Pianrungrroj, 2000, as cited in Wisaluk Sitkuntod, 2008, p.13):

Having a basic knowledge about the media, from narrow to broad knowledge; i.e., knowing what mass media is, its role, its language; understanding its production process; having the ability to criticize and critique the media, including the interpretation of the content and implication in the message, the ability to identify facts, truths, opinion and persuasion; the ability to analyze the media's purpose, possibility and credibility; as well as being able to use the media content to serve the purpose of self, community, and society. (Translated)

During the past five years, the Thai 2007 Constitution, the enactment of the Broadcasting Business Act B.E. 2551 (2008) and the establishment of an independent regulator, The National Broadcasting and Telecommunication Commission (NBTC), have stimulated scholars to conduct extensive research on media studies and literacy. The book *Media Literacy* (in Thai), which is a compilation of articles from renowned and respected media scholars and experts, adopts Baran's (2012) concept of media literacy competency and defines Media Literacy as:

- 1) The ability and willingness to make an effort to understand the content;
- 2) An understanding of and respect for the power of media messages;
- 3) The ability to distinguish emotional from reasoned reactions when responding to content and to act accordingly;
- 4) Development of heightened expectations of media content;
- 5) Knowledge of genre conventions and the ability to recognize when they are being mixed;
- 6) The ability to think critically about media messages;
- 7) The knowledge of the internal language of various media and the ability to understand its effects.

Based on Baran's concept (2012), the book states that media literacy refers not only to the ability to read, watch and understand media content, but also includes the ability to question, think, analyze, criticize, and being aware of the background of the media in order to raise awareness and protect ourselves (Time Chuastapanasiri, 2011, p. 8). The NBTC also provides a definition for media literacy, using the traditional Thai interpretation of the Western term ('Ru Tao Tun Seu' or 'knowing what [the media] is up to'). According to the NBTC, 'Ru Tao Tun Seu' means to "know and consciously

use media”. ‘To know the media’ people must be able to interpret and analyze media content and respond to it with self-consciousness and self-awareness; they must know who owns and produces media and under what conditions, and must be able to questions its credibility, purposes, and underlying objectives. Meanwhile, to ‘consciously use the media’ people must seek and access more information from various sources; they must gain benefits from the media; and participate in improving the media by sending feedback, complaints, or calling for consumer rights (The National Broadcast and Telecommunication Commission (NBTC), 2013).

The above definitions mainly promote the one-dimensional framework of Thai media literacy that still considers audiences as receivers of media messages, rather than as producers or creators. Moreover, as mentioned earlier in this study, most research and scholarly work on Thai media literacy still focus on the mass media, the passive nature of the audience, and media effects theory, despite the emerging participatory culture.

Thai scholars have also articulated the following elements for media literacy education (Ousa Biggins, 2013; Porntip Yenjabok, 2011):

1) Media Agencies: these include all levels of media producers, media organizations, television stations, public and private sectors who own the media, column writers, film directors, television sponsors, etc.

2) Media Categories: these include mass media such as radio, television, film, newspapers, magazines and the Internet. For each mass medium, components are categorized based on its form (i.e., the content of the media in a newspaper could be categorized as columns, articles, fictions section, etc.).

3) Media Technologies: refer to the tools utilized in the creation of media such as printing, recording, etc.

4) Media Languages: the media has its own language and the audience has to interpret the message within that language.

5) Media Representation: the media represents what it constructs. Media content affects the perception of audiences by using all kinds of techniques and tactics in order to convince or persuade the audience to reach media’s intended goals.

These five elements are similar to those conceptualized by Buckingham (2003, pp. 53-60). In addition, Canada’s AML Eight Key Concepts have been cited in Thai

research conducted by The Academic Health Communication Commission (2004) and by Ousa Biggins (2011). The Thai media literacy elements are also reflected in those conceptualized by the U.S. Center for Media Literacy (Thoman & Jolls, 2005):

- 1) All media messages are constructed.
- 2) Media messages are constructed using a creative language with its own rules.
- 3) Different people experience the same media message differently.
- 4) Media have embedded values and points of view.
- 5) Most media messages are organized to gain profit and/or power.

In Thailand, Thai PBS (Academic ThaiPBS, 2012) explained these five concepts to its audience by producing a four-episode series on media literacy. The episodes focus on the television business and its involvement with advertising agencies and capitalism, the effects of TV commercials on consumers, the construction of different types of advertising, the ways in which Thai youths expose themselves to the media, especially radio and television, violence in television, and how television content affects our emotions.

While Western media literacy is more open to adjust to the fast development of new media environments and promote people's abilities to create and produce media content, majority of Thai media literacy scholars still do not emphasize the importance of the "production/ creation" competency. Ousa Biggins (2011) is one of the scholars who distances herself from the traditional media literacy framework in Thailand and who understands the importance of the 'creation' component. She maintains that the following elements are essential for developing media literacy skills:

2.1.2.1 Access: includes the abilities to access to the variety forms of media; understand media content and being capable of interpreting the meaning of the messages. As Ousa explains, an individual should be able to:

- 1) 'Read' and make sense out of the media content;
- 2) Recognize and understand the meanings of words, symbols, and the communication techniques used;
- 3) Develop the strategies to seek for several sources of information;
- 4) Filter the information received to serve the desired purpose.

2.1.2.2 Analyze: is the ability to interpret media messages according to media components and forms. Through analyzing media messages and based on their knowledge and experience, individuals should be able to understand and point out the effects that media messages have on society, politics, or economics, and predict the consequences. The analytical techniques include comparative analysis, categorization, causal relationship analysis, and realization of the message context.

2.1.2.3 Evaluate: analysis enables individuals to evaluate media content in terms of its quality, values, and benefits. Some of the values include mental, physical, moral, ethical, social, cultural and traditional dimensions. The ability to evaluate enables people to make connections between the media message and their prior experiences, and expressing the results in different perspectives.

2.1.2.4 Create: Creating media content should involve the acquisition of skills such as planning, writing scripts, researching for more information, among others. Creating or communicating media content can be accomplished by:

- 1) Brainstorming, planning, arranging and editing the messages;
- 2) Efficiently using both written and spoken languages according to linguistic standard;
- 3) Efficiently create and choose images to accomplish the desired goal;
- 4) Use communication technology to structure the content.

Despite few Thai scholars promote the participatory and creative aspect of media literacy, the traditional, protectionist, one-dimensional framework that has been in place for over a decade, is still strongly ingrained in Thai society, whereas media literacy mobilization should be a representation of all stakeholders, including policymakers, scholars, citizen, as well as consumers (The Academic Health Communication Commission, 2004). One of the reasons lies in the negative connotation of the term “Ru Tao Tun Seu” (‘knowing what the media is up to’). The Thai terminology implies the negative effects of the media on the audience, particularly on children, and the inability of people to use media creatively and for their own benefit (Pana Thongmeearkom, 2013).

Hence, for Thailand, being media and information literate should also emphasize both the promotion and the protection, to encourage the civic enforcement

to understand and analyze the media. Also, the 'media' framework should encompass the information and communication technology as well as the traditional media (Ousa Biggins, 2013). Today, as this research study shows, it is still difficult to change this negative connotation and stereotype. However, as Buckingham argues, "we need to move beyond the idea of protection as the role for media literacy. Instead we need to be considering how we can best prepare people for developing a range of socially situated competent practices" (Buckingham, 2003, as cited in Penman & Turnbull, 2007, p. 15).

In line with Buckingham, UNESCO and global media literacy stakeholders, this study supports and promotes a concept of media literacy that aims to enable and empower young people to make informed decisions and be able to actively exercise their full citizenry and participate in societies. Moreover, media literacy is not confined to young children; other social groups, adults, senior citizens, marginalized and disadvantaged communities, should also become media literate. Independent media and information sharing across platforms plays a vital role in the creation and development of a democratic and inclusive culture and an active civil society, and thereby, media literacy in Thailand should include all types of media. In the twenty-first century, mainstream news media alone cannot function as public sphere to support democracies (Moeller et al., 2011, p. 7).

Media literacy is gaining momentum all over the world, however, as MIL advocate, Kamolrat Intararat maintains, the efforts to promote media literacy in Thailand are not as effective as they should be; MIL does not receive adequate attention from the Ministry of Education (MoE). For over a decade, the MoE has collaborated with UNESCO, yet, little has been accomplished in the field of media education, especially to include media literacy in the Thai educational system. Currently, media literacy has become a mandatory subject for undergraduate students enrolled in Communication Arts programs and it is taught in some schools and universities' general courses.

In Thailand, different networks including academia, children and youth, civil society, and mainstream media spearhead Media and Information Literacy (MIL) efforts. The main aim is to build creative media personnel that will lead to creative media production. Another objective of the MIL movement in Thailand is to create a

public space for all MIL stakeholders, practitioners and networks to publish and distribute relevant media and information from all sectors of the Thai society. The Thai MIL network includes (Nilrumpai Pattaranont, 2011):

- 1) Child Media Institute
- 2) Thai Health Promotion Foundation
- 3) UNESCO
- 4) Foundation for Child Development
- 5) ThaiPBS (Thai Public Broadcasting Service)
- 6) CCDKM (The Research Center of Communication and Development Knowledge Management)
- 7) MICT (The Ministry of Information and Communication Technology)
- 8) The Ministry of Education
- 9) NECTEC (Thailand National Electronics and Computer Technology Center.)

The network has also been supporting and promoting MIL in non-formal education. For instance, a teacher-training program in municipal areas in Thailand has been organized and conducted to educate teachers on how to incorporate media literacy strategies in their classrooms. However, the program was not as successful as the trainers hoped due to the lack of teachers' understanding of the media cases presented during the training and the inability of teachers to answer to their students' inquiries.

The Thai Health Promotion Foundation (THPF) is founded under the Health Promotion Fund B.E. 2554 (2011) Act and is another organization that actively promotes media literacy, particularly among children and youths, and with an emphasis on health media literacy. In 2013, the Bangkok Metropolitan Office and four networks, including, THPF, Child Media Institute, The Internet Foundation for The Development of Thailand, and the Foundation for Youth Development, signed a MOU to develop media literacy curricula in schools of the Bangkok Metropolis (ICT Literacy for Thai Children, 2013). In addition, THPF has collaborated with the NBTC on a recent project called "Teachers Role Model for Media Literacy" program. The objective of this project is to educate educators to integrate media literacy in their classrooms. The pilot project hopes to contribute to the development and inclusion of media literacy in school policy.

Unfortunately, only 32 teachers attended the program (Arphawan Sopontammarak, 2014).

Meanwhile, there have been a number of programs on ICT literacy, such as the one organized by the Internet Foundation for the Development of Thailand (INET) to educate children about ICT competencies and skills, in order to protect them from Internet risks and harms. The program emphasizes the elimination of negative effects while promoting the positive effects of ICT for Thai youths. Furthermore, it also encourages the access and creative use of ICT, particularly health and consumption content. The INET is a private organization for development, overlooking ICT policy and supporting the safe use of ICT for the benefits of the Thai society. The ICT literacy program sponsored by THPF is ongoing and will terminate by March 3, 2015 (Sujitra Sara-in, 2015)

Thailand Media and Information Literacy (MIL) Curriculum for Teachers Workshop is another important activity organized by the Thailand Media Literacy Center (TMLC). Assistant Professor Porntip Yenjabok, Director of the TMLC and project leader of this program, points out the importance of both media literacy and information literacy, and that it must be developed together as MIL. MIL is developed by UNESCO, and since Thailand is also a member country of the global organization, Thai teachers guideline for media literacy is thus, built on the UNESCO key competencies: access, analyze, comprehension, evaluation, and creative use of the media (Foundation for Children, 2011).

Conclusion: In the twenty-first century, as young people have become both consumers and producers of media messages, the term media literacy should encompass the new skills needed in the participatory culture (Jenkins, 2009, p. 92). This is the time when user-generated content is flourishing, particularly since 2013, during Thailand's political uprising. While most international media literacy organizations are redefining media literacy for the twenty-first century, (European Commission, 2007; Hobbs, 2010; Media Literacy Project, n.d.-b; NAMLE, n.d.-a; Ofcom, 2013; Thoman & Jolls, 2005; UNESCO, n.d.), media literacy in Thailand should also be re-envisioned to respond at best to new media environments. Reasons for re-defining media literacy in Thailand can be explained as follow:

1) Digital media has the power to reach a large audience, local and global. With media convergence, digital media skills may also be used when dealing with 'mass media'. All traditional media have their own digital channels: websites, Facebook, Twitter, and so on. What is seen on television can also appear on the Internet. What is on a newspaper can also be uploaded online. If all forms of media, analogue and digital, old and new, are converged, why place them in separated categories? Soon Thailand will convert to digital terrestrial television and also radio will become digital. That is why the traditional media literacy framework in Thailand must necessarily upgrade to include new media cultures and technology.

2) Since the emerging new literacies do not replace the old media literacy paradigm, Thailand should not separate the two. The researcher suggests that Media Literacy in Thailand should cover all types of media, following the footsteps of UNESCO's MIL concept. While traditional media literacy addresses the abilities to access, analyze, and evaluate media content, it should also take into account user-generated content. Additional skills such as the ability to create, become socially responsible, take action, accessing, analyzing and evaluating skills are crucial and should be incorporated in Thai media literacy.

3) It would be more efficient to use a holistic media literacy framework in Thailand, rather than inventing a new literacy skill each time new technologies and media are invented. Adding and topping up new skills to the holistic media literacy framework will ensure flexibility and enduring application of the concept.

2.2 Part II Media Literacy Theories and Concepts

Part II consists of a review of media literacy theories and concepts that have been used as a framework in this research, including:

- 2.2.1 Media literacy theories and concepts
- 2.2.2 Media Literacy competencies and skills
- 2.2.3 Media Psychology
- 2.2.4 Generation Y

2.2.1 Media Literacy Theories And Concepts

This research is based on media literacy theories and concepts, including the four key concepts, the James Potter's concept of media literacy, the obstacles to media literacy, and media education.

2.2.1.1 The Four Key Concepts of Media Education

David Buckingham (2005, as cited in Martens, 2010, p. 2) conceptualizes four key concepts of media literacy: Production, Language, Representation, and Audience. These may be used as a theoretical framework that can be applied to the entire range of contemporary media, including traditional mass media and contemporary media. According to Buckingham, the goal of media literacy education is to enable students to “reflect systematically on the processes of reading and writing and to understand and analyze their own experience as readers and writers” (Buckingham, 2003, p. 41, as cited in Martens, 2010, p. 2). Therefore, teachers should start from students' existing understanding of the media and use the four key concepts to encourage and empower them to develop their critical thinking skills (Buckingham, 2003, p. 53):

1) Production: Learning about the production process is learning that the media are constructed. Some media messages are for personal purposes; others are produced and distributed for commercial profits. Recognizing the economic interests in media production enables people to recognize hidden agendas in media messages. Media production involves technologies, the creators of media messages, the media industry, the relationship between media, regulation, circulation and distribution, access, and participation.

2) Language refers to the techniques used in media messages to communicate meaning and generate emotions; i.e. verbal, written languages, moving audio-visual messages, as well as camera angles and lighting. Studying language involves both "paradigmatic choices" and "syntagmatic combinations"; it is about analytical skills and the interpretation of meanings. When studying media languages people should look at:

(1) Meanings: how are these languages used to convey ideas or meanings?

(2) Conventions: How do these languages become familiar and generally accepted?

(3) Codes: How do the media establish a code into the language and what happens when the code is broken?

(4) Genres: How do these conventions and codes operate in different genres of media?

(5) Choices: What are the effects of the forms of language used?

(6) Combinations: How is meaning conveyed through the combination or sequencing of images, sounds, or words?

(7) Technologies: How do technologies affect the meanings?

3) Representation is the way the media re-present reality through the selection and combination of events put together into stories. According to Buckingham, media representations select the way viewers should see the world. At the same time, viewers interpret media messages based on their personal experiences and backgrounds. When studying media representations, people should take into account the following questions:

(1) Realism: Is this message intended to be realistic? Why do some texts seem more realistic than others?

(2) Telling the truth: How do media claim to tell the truth about the world?

(3) Presence and absence: What is included and excluded from the media world?

(4) Bias and objectivity: Do media texts support particular views about the world? Do they use moral or political values?

(5) Stereotyping: How do media represent particular social groups? Are those representations accurate?

(6) Interpretations: Why do audiences accept some media representations as true, or reject others as false?

(7) Influences: Do media representations affect our views of particular social groups or issues?

4) Audience: The Audience is the target of media messages. It involves identifying and measuring demographics, how media reaches its intended audience, how individuals use, interpret, and respond to media messages. When studying media audiences, people should consider the following:

- (1) Targeting: How do media choose their target audiences?
- (2) Address: How do the media speak to audiences?
- (3) Circulation: How do media reach audiences?
- (4) Uses: How do audiences use media in their daily lives?

What are their habits and patterns of use?

(5) Making sense: How do audiences interpret media? What meanings do they make?

(6) Pleasures: What pleasures do audiences gain from media?

(7) Social differences: What is the role of gender, social class, age, and ethnic background in audience behavior?

2.2.1.1 James Potter's Concept of Media Literacy

“Media literacy is a set of perspectives that we actively use to expose ourselves to the media to interpret the meaning of the messages we encounter” (Potter, 2008, p. 19). According to Potter, people develop their perspectives when they are exposed to and engage with organized information and media messages. According to Potter, media literacy is both multidimensional and a continuum process.

1) Media literacy is multidimensional

There are four dimensions of media literacy, namely, cognitive, emotional, aesthetic, and moral dimensions. The cognitive dimension involves factual information such as dates, names, etc., that affect the brain. The emotional dimension includes that part of media messages that affects our emotions (not the brain), such as, love, hate, anger, and happiness, among others. This dimension is the one that is most commonly experienced by people; media producers use emotional strategies to change audiences' behavior to achieve their intended goals. The aesthetic dimension provides a criterion to judge the quality and beauty of media content. Lastly, the moral dimension concerns values and beliefs. The more people develop the moral dimension, the easier it would be for them to identify values and beliefs embedded in media messages.

2) Media literacy is a continuum

Potter compares media literacy to a thermometer; as the temperature in the thermometer may constantly shift, also people's media literacy awareness and skills is always in motion and in a continuum. According to Potter, there is always a space for media literacy to be improved based on the skills needed to acquire information. "People operating at lower levels of media literacy have weak and limited perspectives on the media. They have smaller, more superficial, and less organized knowledge structures (Potter, 2004, p. 21)."

People's levels of media literacy and positions on the continuum depend on their skills and knowledge of the four dimensions. The positions on the media literacy continuum are called the typology of media literacy. The acquisition of Fundamentals, Language, and Narrative are the lowest levels achieved at a young age. The acquisition of Fundamentals – physical things surrounding oneself, their shape, forms, expression, their functions, etc. – occurs during the first year of life. Language acquisition occurs at the age of 2-3 years, while the acquisition of Narrative – understanding the differences between fiction/non-fiction, Ads/entertainment, real/make-believe; and how to connect plot elements such as time and motive-action-consequence – occurs at the age of 3-5.

Developing skepticism, or the ability to disregard claims in ads, sharpen the differences between likes and dislikes, and make fun of certain characters, occurs at the age of 5-9 years old. During the next stage called Intensive development, people become fully functional and are able to obtain the message they want and make sense of its meaning. Some people stay in this stage for the rest of their lives since they have already achieved what they need to know.

There are three more stages that can be accomplished and are considered advanced levels of media literacy: Experiential Exploring, Critical Appreciation, and Social Responsibility. Experiential exploring is about looking for different forms of content to experience new emotional, moral and aesthetic messages. Critical Appreciation involves the ability to apply critical thinking and systematic thinking to evaluate and judge media messages based on internal perspective and focusing on the self. Social responsibility is driven by morality and it is about recognizing

how personal decisions affect society and how one can contribute to the society by taking action.

Potter maintains that the position in the continuum is not static or fixed, rather always in motion - up or down - depending on the medium, the message and the motive for the exposure (Potter, 2004, p. 23):

When you are reading a book that is considered a classic novel for a college course, you may be able to reach the Critical Appreciation level. But when you flick on the television and watch MTV's Pimp My Ride or Beauty and the Geek to relax, you might sink down to the Intensive Development level. There is nothing wrong with this dropping down on the typology.

In addition to the concepts of media literacy, Potter also conceptualized media literacy skills. While some of these skills (access and evaluate) are already addressed in the MIL components, the following five skills are worth mentioning (Potter, 2004, p. 124):

(1) Grouping - determining which elements are alike or different in some way.

(2) Induction - inferring a pattern across a small set of elements, then generalizing the pattern to all elements in the set.

(3) Deduction - using general principles to explain particulars.

(4) Synthesis - assembling elements into a new structure.

(5) Abstracting - creating a brief, clear, and accurate description capturing the essence of a message in a smaller number of words than the message itself.

2.2.1.2 The Obstacles to Media Literacy

In the textbook *Media Literacy: Keys to Interpreting Media Messages*, Silverblatt, Smith, Miller, Smith, and Brown (2014) maintain that there are several obstacles to media literacy.

1) Elitism

People usually do not realize the impact and influence of the media on themselves, but can clearly see it when it happens to others. It is hard for people

to admit such impacts. Therefore, the first step is to recognize (and admit) that we are “exposed to numerous messages daily through the media and that these messages can influence your attitudes, values, and behavior.” (Silverblatt et al., 2014, p. 6)

2) Affective nature of the media content

Usually, people have emotional responses to film and TV programming, rather than rational responses. Audio-visual media can stimulate audiences’ emotions better than print media. However, the quality of an audio-visual media is reduced to simply good or bad. Affective responses can help people start more insightful discussions about the media by asking why you reacted the way you did after being exposed to a film, TV programming, and other media presentations.

3) Audience behavior patterns

Media and communication technologies enable multitasking habits. People text, email, or browse the Web while watching TV. Consequently, people lose focus on one media content, and are likely to catch only the bits that may affect their attitudes or behaviors. Receiving messages in pieces can also cause people to receive an entirely different message from what was originally intended.

4) Audience expectations

People will use media literacy skills to analyze the media only when they are motivated to do so. For example, we don’t use critical thinking to analyze a media message all the time, unless we terribly need to use that message in order to make an important decision or to write a school assignment. Often, people watch TV drama or turn on the radio to relax or keep them company while they are engaging in other activities at the same time.

5) Nature of programming

Earning revenues and generating profits are the primary and ultimate goals of most commercial media. In America, infotainment programs have “severely compromised the content of many news programs.” Similarly, in Thailand, ‘news talks’ have also compromised news reporting principles and journalism.

6) Credibility of media

People tend to believe what is presented in the media, particularly on mainstream media such as TV or newspaper. As Silverblatt puts it, there is a general belief among people that “information presented on television or in the

newspaper must be true, simply because it appears in the media” (Silverblatt et al., 2014, p. 9). At the same time, what is captured in a photograph shows only what the photographer wants it to be viewed, as much as the frame allows. Technology such as editing and computer graphic software also bring into question media credibility. Therefore, it is important to bear in mind that “all media are constructions of reality.”

7) Complexity of language of media

The language of media is complicated and composed by different elements such as camera angles, lightings, and background music, among others. Being familiar with various production elements, such as editing, color, shot selection, can provide an edge to interpreting media languages. Besides being able to read media languages, people must also learn how to produce and disseminate their own media messages.

2.2.1.4 The Media Education

The goal of media literacy education is to develop students’ ability and competencies to locate, consume, and produce information and media content, as autonomous and rational young citizens and independent thinkers (Thoman & Jolls, 2005, p. 21; Wilson et al., 2005, p. 20). This goal has motivated this study and the need for building a media literacy learning schema in Thailand. Research shows that there are five fundamental principles in media literacy education:

1) There are two ways in which media literacy can be taught: through formal education, as a stand-alone subject or as an integral subject; and through out-of-school education. Moreover, media literacy can be promoted and disseminated among the general public through the media, researchers, advocates and online platforms.

2) Learners of media literacy usually include students in formal education from primary to secondary school.

3) Media literacy pedagogy and teaching techniques emphasize enquiry and the student-centered approach. Some literature mentions using technology as a teaching aid for Generation Y.

4) Media literacy educators are usually those in formal education, but also trainers in non-formal educational contexts.

5) Policy refers to both governmental and institutional policy.

2.2.2 The Media Literacy Competencies And Skills

Since competencies and skills are essential components of media literacy, this section provides an extensive review of competencies and skills conceptualized by three prominent international ML advocates: UNESCO, the European Commission, and the Aspen Institute.

2.2.2.1 UNESCO's MIL Components

UNESCO's MIL functions as a combined set of competencies including knowledge, skills, and attitudes, necessary for today's life and work (UNESCO, n.d.). According to the organization, a competency requires both skills and attitudes to fulfill today's world complex demands (UNESCO, 2013, p. 35). In *Definition and Selection of Competencies: Theoretical and Conceptual Foundations (2001) (DeSeCo) Background paper*, the Organisation for Economic Co-operation and Development (OECD) states that key competencies must contribute to society as a whole, while helping individuals meet important demands; and that key competencies are as important to specialists as they are to all individuals. The DeSeCo Project identifies four conceptual elements of key competencies as being:

- 1) Multifunctional
- 2) Transversal across social fields
- 3) Referral to a higher order of mental complexity
- 4) Multidimensional

According to UNESCO, key competencies should contribute to valued outcomes for societies and individuals, help individuals meet important demands in a wide variety of contexts, and be important not just for specialists but for all individuals. UNESCO categorizes MIL key competencies into three components: Access, Evaluate, and Create (UNESCO, 2013, p. 57).

The Access component includes the abilities to recognize individual's need of information, identify useful information and media content from all sources and formats, including print, audio, visual and digital to satisfy this need, and to access and retrieve information and media content using appropriate technologies. Retrieval may be from libraries, museums, personal files or any other sources, which may be stored physically or electronically.

The Evaluation component refers to the understanding, assessment (critically analyze) and evaluation of information and media content. Understanding of the functions of media and information organizations within the context of universal human rights and fundamental freedoms is also crucial for knowing how to deconstruct information and media messages, as well as assisting in the understanding of the relationship and impact of MIL, citizenship, democracy and good governance. Evaluation requires the ability to compare and distinguish facts from opinion, be aware of timing (new/news/obsolete), identify underlining ideologies and values, and to question how social, economic, political, professional, and technological forces shape media content and information. It also involves evaluating the quality (accuracy, relevance, currency, reliability, and completeness) of information. Due to the overload of information, it is essential that individuals acquire the technical skills of organizing, selecting and synthesizing information.

The Create component involves the creation of information, media content and new knowledge, the utilization and effective communication with others, and monitoring of information and media content. More importantly, it includes the attitudes and values to use media content, information and ICTs in an ethical manner, as well as people's participation in democratic societies. In the participatory culture, media production and knowledge creation become crucial.

As a UNESCO member country, Thailand has been using these concepts as an operating model for media literacy and the three MIL components will be the basis of this research. Table 2.4 summarizes the MIL components and their corresponding competencies and skills, while Figure 2.2 depicts the framework for MIL components and its corresponding competencies.

Table 2.3 UNESCO's MIL Components and corresponding key competencies

MEDIA LITERACY COMPONENTS	
1. Access	Abilities to recognize the demand for, to search for, and to access and retrieve information and media content.
2. Evaluation	Abilities to understand, assess, and evaluate information and media content.
3. Creation	Creation, utilization and monitoring of information and media content.

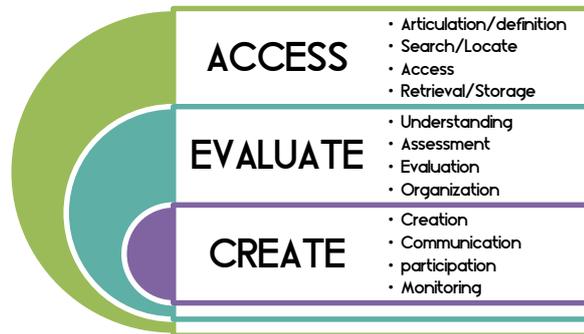


Figure 2.1 The framework for UNESCO’s MIL components and competencies

Source: UNESCO, 2013, p. 56.

There are other media literacy agencies that provide a more detailed description of media literacy competencies. There are also terms and background information on media literacy competencies that shall provide readers with a better understanding on Media Literacy competencies and some of the recurring terms that might appear later in the study. Therefore, a more comprehensive review of ML competencies conceptualized by the European Commission and the U.S. Aspen Institute of Communications and Society Program will be presented in this section of the study.

2.2.2.2 The European Commission

Similarly to UNESCO, the European Commission’s key competencies include access, analyze, and communicate (European Commission, 2007, pp. 18-19). Access refers to physical access to and use equipment and media content, and the cognitive and practical abilities to use and manipulate the media (The Office of Communications (Ofcom), 2005, as cited in European Commission, 2007, p.18).

Analysis refers to the ability to read, understand and evaluate media content. It is about being able to decode a message and comprehend as well as connect the decoded meaning to personal experience or making sense of the messages. Evaluation includes the ability to classify and categorize a message based on one’s experience and value. Analysis and evaluation also involve the ability to explore, locate and select the desired information. Therefore, Analysis and Evaluation require sophisticated abilities and skills such as critical thinking and personal autonomy.

The concept of analyze and evaluate is shared by The Media Literacy Project, who maintains that these competencies are essential first steps for media literacy as they assist the process of deconstructing media messages, that will eventually lead to a deeper understanding.

Communicate, the last competence, involves the skills that allow individuals to create, produce, and distribute media messages through a variety of platforms. It requires creative, technical, semiotic, and social skills. Communicative competence is what the Commission calls “pragmatic skill”, originally referred to as the ability of speakers who address a group or people. However, today, in societies where the general public can increasingly create and produce messages; media literacy has become a new “universal pragmatic skill” redefined by Jürgen Habermas as the skill that allows interaction between people based on rules; it should be seen as “a skill for civil communication” (European Commission, 2007, p. 19).

The Commission’s conception of communicative competencies also corresponds to that of the U.S. Aspen Institute, which agrees that today’s participatory culture requires not just consuming messages, but also creating and sharing them. The American organization maintains that people must acquire multimedia communication skills that include the ability to compose messages using language, graphic design, images, and sound, and know how to use these skills to engage in the civic life of their communities in order to fulfill their digital citizenship (Hobbs, 2010, p. vii). The Aspen Institute’s concepts of ML competencies will be discussed in detail in the next section of this study.

It is evident that the European Commission’s concept of media literacy competencies has been influenced by UNESCO’s Grünwald Declaration. In addition, these competencies should apply to all types of media. (European Commission, 2007).

2.2.2.3 The Aspen Institute Communications and Society Program

The Aspen Institute theorizes five main skills. In addition to the four previously mentioned competencies (access, analyze, evaluate, and create), it includes the abilities to ‘reflect’ and ‘take action’. The five skills specified in its Digital and Media Literacy Plan of Action are described below (Hobbs, 2010, p. 19).

- 1) Access: using appropriate tools to find and use information

2) Analyze and evaluate: understand messages in a variety of forms, using critical thinking skills to identify the author, purpose and point of view, and evaluating the quality and credibility of the content;

3) Create: composing content in a variety of forms by using language, images, sound, and new digital tools and technologies.

For the Create competency, the Center for Media Literacy (Thoman & Jolls, 2005) has conceptualized a set of guideline questions that creators should ask themselves when creating media messages (a reversed version of the deconstruction of media messages model provided by the MLP):

(1) What am I authoring?

(2) Does the message reflect understanding in format, creativity and technology?

(3) Is my message engaging and compelling for my target audience?

(4) Have I clearly and consistently framed values, lifestyles and points of view in my content?

(5) Have I communicated my purpose effectively?

4) Reflect: applying social responsibility and ethical principles to one's behavior and conduct. Noticeably, this skill makes the Aspen Institute's concepts of ML competencies different from other entities. The Institute posits that the important goal of media education is to encourage young people to be more reflective about the ethical choices they make and the impact they may have on others. As Jenkins states, "In the short run, we may have to accept that cyberspace's ethical norms are in flux: we are taking part in a prolonged experiment in what happens when barriers of entry into a communication landscape become lower (Jenkins, 2009, pp. 24-26)."

Thai scholars also pay attention to the ethical issue in media literacy. Ousa Biggins (2013) remarks that in the process of content creation, the author/creator must develop a profound understanding of culture, tradition, morals and ethics, as well as the symbols that construct media messages. The importance of ethics, personal integrity and morals is also stressed in the works of Waralak Vongdoiwan Siricharoen and Nattanan Siricharoen (2012).

5) Act: taking social action and participating as an individual and as a member of society to share knowledge and solve problems, as well as to engage in actual civic activities that improve one's community (Hobbs, 2010, p. vii-viii).

The Aspen Institute's five competencies will also be essential in what Jenkins' calls the participatory culture, one in which young people are actively creating media content and information through various channels (Jenkins, 2009, p. 9). Jenkins describes the participatory culture as one having the following characteristics:

1) Affiliations: memberships in online communities such as Friendster, Facebook, MySpace, message boards, meta-gaming, or game clans.

2) Expressions: producing new creative forms, such as digital sampling, skinning and modding, fan videos, fan fiction, zines, or mash-ups.

3) Collaborative problem-solving: working together in teams—formal and informal – to complete tasks and develop new knowledge, such as through Wikipedia, alternative reality gaming or spoiling.

4) Circulations: shaping the flow of media, such as podcasting or blogging.

Conclusion: The heart of media literacy involves competencies and skills. Most Western organizations identify access, analyze, evaluate, and create/ communicate as the key media literacy competencies, with some variations in the ways each competency and skill is grouped. Ethics also stands out as one of the key concerns in ML as shown in this literature review. It is also clear that the traditional protectionist media literacy framework has expanded to include participatory and creative skills necessary for individuals to enjoy media content as both consumers and creators and participate in civic society as well-informed decision makers. Table 2.4 summarizes ML concepts and terms conceptualized by global organizations.

2.2.3 Media Psychology: Media Use In Adolescence

In this section of the study, the researcher will investigate on the psychology behind adolescents and youths' media use, the need to include under the definition of 'media' both mass media and new digital media, and the reasons for choosing Generation Y as the target population in this study.

Table 2.4 A Summary of Media Literacy Reviews from Global Entities.

ML Entity	ML Term	ML Competencies	Scope of Media
The Association for Media Literacy (AML), Canada	Media literacy	The knowledge and skills necessary to understand and use the codes and conventions of a wide variety of media forms and genres appropriately, effectively and ethically.	N/A
National Association for Media Literacy Education (NAMLE)	Media and digital literacy	A series of communication competencies, including the ability to access, analyze, evaluate, and communicate information in a variety of forms including print and non-print messages	All electronic and digital, prints and all other visual media used as a channel to send messages.
European Commission	Media literacy	The ability to access the media, to understand and to critically evaluate different aspects of the media and media contents and to create communications in a variety of contexts.	‘Mass media’ refers to all media that can reach a great amount of audience and cover a wide area through variety of platforms
Australian Communication and Media Authority (ACMA)	Digital Media Literacy	The ability to access, understand and participate or create content using digital media	Digital media; i.e., the Internet as the new media and the expansion of traditional media (print audio-visual media)
Research Council on Media Literacy in Broadcasting, Japan	Media Literacy	The ability to independently understand and critically analyze, assess, and examine media information and be able to actively select it; the ability to access and effectively use media tools; the ability to communicate interactively through the use of media	N/A
UNESCO	Media and Information Literacy	The abilities to access, evaluate, and create.	Mass media of all kinds, including the Internet, Twitter, blogs, etc.

Since more than five decades ago, when music television and 24-hour programming started to take over the television industry, adolescents and youths, also known as Generation Y, have always been the main audience of TV programming in Thailand. Today, TV audience demographics have not changed, except from the fact that youths use multiple devices to access and produce media content and that

entertainment choices notably increased compared to those available decades ago. Cable television, satellite television, digital television, and other television platforms such as IPTV or video-on-demand (VOD) all have channels with teen-oriented programming. As Giles (2003, p. 151) describes: “Presenters have become younger and more streetwise...and many soaps feature young characters... aimed squarely at the teenage and younger adult market.”

Livingstone and Bovill’s (1999, as cited in Giles, 2003, p. 155) research on adolescence media use (television watching) shows that adolescents who have their own private bedroom; a private space that “separates the teenager from his or her parents (and siblings), still share a media culture and connect to peers through the use of communications technology.” Even though this report was published in 1999, it is still applicable to the present media culture shared and consumed by Generation Y from their private spaces through computer laptops, smartphones, and tablets, among other devices. In addition, media can offer a range of lifestyle and consumer choices. The ‘private space’ and the way adolescents develop their identity through the media, make it necessary for them to gain media literacy skills and competencies, especially the ability to evaluate media and information, in order to responsibly use and protect themselves. The cultural function of the media (i.e., identity building, influences of media use) and social psychology (i.e., the representations of social groups, including gender, sexuality, and minority groups) are also considered important components of media literacy and will be analyzed in this study.

The psychology of media audiences is taken into account when choosing the methodology for this research. There are two schools of thought that approach “audiences” differently. One that “attempts to deal with universal processes, designing studies in which the sample of participants is supposedly representative of an overall population”; and the qualitative method, one that “promotes more user-oriented research paradigms and that takes into account the impact of media effects and social, cultural and historical contexts on viewers’ behavior” (Giles, 2003, pp. 184-185).

This research study follows both quantitative and qualitative methodologies. The survey method (quantitative) will be used to identify Generation Y’s level of media literacy and the skills that result to be problematic; focus group discussion (qualitative)

will help verify and elaborate the data obtained from the survey method. Details of the research methodologies are elaborated in Chapter 3.

2.2.4 The Concepts About Generation Y

In order to construct a learning schema that serves as a foundation towards lifelong learning practice, it is important to understand Generation Y as audience of the media and as the target group for this study. The term Generation Y first appeared in a 1993 Ad Age article (Wallop, 2014). It refers to people who were born during the early 1980's, while some literature might include those who were born in the late 1970's as well. The age range of this Generation is also different from country to country and even from one academic field to another. However, the most common age range is between 1982-2000 (Main, 2013). Generation Y is also known as the Millennials, named by William Strauss and Neil Howe, authors of *Millennials in Generations: The History of America's Future 1584 to 2069*, and *Millennials Rising: The Next Great Generation* ("Millenials," 2014).

To construct the Media Literacy Learning Schema, there are two key aspects of Generation Y that must be understood: its characteristics and teaching strategies with Generation Y.

2.2.4.1 Characteristics of Generation Y

Strauss and Howe believe that each generation has common characteristics that give it a specific character. They view Millennials as civic-minded, and having a strong sense of community both local and global (Foster, 2013; "Millenials," 2014; Wallop, 2014), on the other hand, calls the Generation selfish and self-centered, being shaped by technology, while Gibson (2013a) described it as tech-savvy, longing for love, ambitious, family-oriented, and team player. Generation Y people, also known as the "Gen Yers" are believed to be family-oriented and want to balance work and family life (Alston, n.d.).

Jean Twenge (2006, as cited in "Millenials," 2014), author of *Generation Me* (2006), compared Generation Y with other generations by conducting personality surveys and found Generation Y to be confident and tolerant, with a sense of entitlement and narcissism. People in this generation often switch jobs frequently due to their high expectations. Gen Yers want to be part of a team, but at the same time they want attention;

they also value teamwork, being committed and are constantly looking for feedback and affirmation, which indicates their needs for guidance. They want to be included and involved (Alston, n.d.), and they are usually optimistic and engaged (“Millennials,” 2014).

The characteristics of Generation Y are shaped by technology. Hence, there may be some differences between cultures, depending on the ability to access and use technology. Nevertheless, Gen Yers are everywhere in the world and more or less share common traits. Recognizing these characteristics, educators can find a way to teach Gen Yers effectively and efficiently.

Research conducted in Thailand shows that Thai Generation Y has traits that are both similar and different to those shared in the West. Similarities exist because of globalization, the rapid advance of the Internet and computer technology, as well as the influence of pop culture disseminated from the West (Ratchada Asisonthisakul & Oyuma Rungruang, 2012). The characteristics that are unique to the Thai Generation Y include giving importance to being oneself, searching for one’s identity and being more expressive. According to Assistant Professor Dr. Bhubate Samutachak of the Institute for Population and Social Research, Mahidol University, these characteristics result from the way their Baby Boomers parents and Generation X teachers have raised and taught them (to do what they love). This is also why they go to school – for the love of it and not for the sake of finding a good job. He added, regardless of their income, Generation Y are big spenders because they grew up in a time when goods and services were more niche and choices were abundant. Like their Western counterparts, Thai Generation Y are active users/creators of media content, they post or share content on social media, and vigorously exercise their citizenship through comments that often sound too harsh for the older generations (Gidana Ganghair, 2015). Mobile phones and the Internet become important to Generation Y’s daily life. Natthawut Srikatanyoo (1997, as cited in Ratchada Asisonthisakul & Oyuma Rungruang, 2012) found that Generation Y in Bangkok are more exposed to media, like sports, want a good future, and also recognize the importance of environment and drug issues.

2.2.4.2 Teaching Generation Y

Peter Reilly, an English language teacher at the Universidad Panamericana, Campus Bonaterra in Mexico, studies and suggests teaching strategies

based on Generation Y characteristics. Although his research is based on English Language teaching, the strategies that he uses are still applicable to teaching other subjects. It is important for teachers of the 21st century to find ways to engage students. One of the reasons for the high rates of American high school dropouts is due to their feeling of lack of classroom engagement (Pletka, 2007, as cited in Reilly, 2012, p. 3). For nine Generation Y characteristics, nine teaching strategies have been created:

- 1) Integrating technology;
- 2) Balance students' personal and work lives;
- 3) Use kinesthetic activities and visual tools;
- 4) Constantly give feedback;
- 5) Create an entertaining class and use games;
- 6) Design customized tasks;
- 7) Build respect;
- 8) Give students purpose and build passion;
- 9) Make reading interesting.

1) Strategy 1: Integrating technology

Generation Y grew up with technology, in other words, they are digital natives. Sandars and Morrison (2007, as cited in Reilly, 2012, p. 4) findings show that the 277 first-year university students in Britain learn by using tools such as wikis, blogs, and chat rooms, believing that these tools are beneficial to their academic learning. Oblinger (2003, as cited in Reilly, 2012, p. 4) states that Gen Yers seek “information and understanding from the web and videos, not by looking through a textbook”. These digital devices and applications should be viewed as their tools to accomplish school tasks, rather than viewing them as what make Gen Yers lazy (Gibson, 2013b). Therefore, integrating technology into classroom is the key to engage and motivate students. In Gibson's words, “Technology can be used as much as they like, as long as they get the job done.”

Teachers can create an online collaboration project or video-based activities using YouTube; incorporating video games and blogs; and making use of instant messages (Reilly, 2012, p. 4), or they can simply use a common software such as PowerPoint to create interactivity in learning. In Thailand, the Department of Computer

Engineering at Chulalongkorn University created an application called “Courseville” as a channel to communicate and reach out to students. Since almost all Thai students have Facebook accounts, Courseville is designed to link to Facebook, so when there is an update on Courseville, a notification appears on students’ Facebook page. In this way, students do not have to log in to another application, Courseville, to check for updates. It is an effective way to get students’ attention using social media that they are already familiar with. The initiative works at two levels: first, the name, Courseville, derives from the famous Facebook game, Farmville, so it is easy for the students to feel connected. Besides, the name will always remind them of a game, something entertaining (being fond of entertainment and games is also one of Gen Yers’ characteristics). Second, the application is automatically integrated into students’ lifestyle since it links to their Facebook alerts.

2) Strategy 2: Balance students’ personal and work lives

Generation Y are not workaholics like their predecessors. They do not want to be like their parents sacrificing their personal lives for work. They prefer to ‘work smart’ than ‘work hard’, as they have all the technology that can enhance their efficiency (Reilly, 2012, p. 4). For Generation Y, information and knowledge are at their fingertips, just a few clicks browsing the Internet.

To address this characteristic, Reilly implemented a student-based teaching strategy by encouraging his students to anonymously express their opinions and ideas about the course he teaches every few weeks. He will then see if he can adjust the course or his teaching based on their suggestions. Reilly found that his students “appreciate being listened to and even having the opportunity to influence certain aspects of the course”.

3) Strategy 3: Use kinesthetic activities and visual tools

Generation Y are visual learners and they like learning by doing. There is a mismatch between Generation Y’s learning styles and their instructors’ teaching styles. Findings show that students “prefer kinesthetic and visual learning activities over traditional teacher-centered and text-based tasks” (Faust et al., 2001, as cited in Reilly, 2012, p. 5). Therefore, implementing activities that require movement and visual elements in class is the way to keep students motivated and feel engaged; for example, creating a small discussion group among students, “Find Someone Who...”

tasks, or rally-like activities, in other words, anything that will get students out of their chairs. PowerPoint presentations, video clips, and student-made posters are examples of visuals learning materials for classes (Reilly, 2012, p. 5).

4) Strategy 4: Constantly give feedback

Gen Y always got feedback from many sources throughout their lives, starting with parents who “helped them plan their achievements, took part in their activities, and showed strong beliefs in their child’s worth” (NAS Recruitment Communications 2006, as cited in Reilly, 2012, p. 7). Generation Y also grew up with a whole lot of after-school activities, during which teachers and coaches “offered them a humanistic, empowering learning environment”. On their own time, Gen Yers always get immediate feedback from their online peers. It is not surprising that business management literature is becoming interested in this behavior and the relationship between seeking feedback and progress. On the other hand, this behavior may be a way for Gen Yers to find out in which areas they can perform better (Gibson, 2013b).

Thus, the way to engage with Generation Y students is to give them feedback before they ask for it. Teachers need to “explicitly express what students need to do to learn better” (Reilly, 2012, p. 6). However, it is important to keep in mind that giving ‘feedback’ is not ‘reprimanding’, because Gen Yers do not respond to reprimand. They “prefer sincere concern on the part of teachers” (Reilly, 2012, p. 6). Reilly’s study finds that encouraging students to learn rights from wrongs either through first-hand experience or through their friends’ mistakes will help them become more active in the learning process. In addition, teachers can arrange frequent meetings with students to discuss their progress (Gibson, 2013b).

5) Strategy 5: Create an entertaining class and use games

Entertainment and games are other elements that attract Generation Y. Educational gaming attributes such as “the provision of clearly defined goals, ample practice opportunities, continuous feedback, and scaffolding” can contribute to learning (The Federation of American Scientists, 2006, as cited in Reilly, 2012, p. 7).

Business and management literature frequently shows that Generation Y seeks job satisfaction and fulfillment more than a large salary; at times, enjoyment prevails on success. Therefore, teachers should make their subjects more

fascinating and compelling to Gen Yers and should fulfill or enhance their interests and enjoyment. For example, teachers can make History more enjoyable by finding a way to make students think of war as a rugby match, in order to help them transform their perception of the subject. In other words, use analogy or metaphors that relevant to the students' lifestyles in teaching (Gibson, 2013b). Simple tools such as PowerPoint and handouts, telling jokes or funny stories, smiles, and the learning by seeing and doing techniques would also work (Reilly, 2012, p. 7).

6) Strategy 6: Design customized tasks

Generation Y were raised in a child-centered manner so they are used to get what and when they want (Erikson, 2008, as cited in Reilly, 2012, p. 8). Frequently, they are found unorthodox or not willing to conform to the rules, preferring to work with flexible time and contact through emails or texts to report their progress rather than getting into face-to-face meetings. They are characterized as self-centered by management or human resources literature (Wallop, 2014). In education, Gen Y learners show a preference for convenient and flexible online courses (Moskal et al., 2006, as cited in Reilly, 2012, p. 8).

Therefore, tasks like web assignments are more likely to draw Generation Y students to complete their homework and improve their grades. Teachers need to “reduce the emphasis on how, when, and where students do their work”, and focus on the quality of student performance or the results (Reilly, 2012, p. 8).

7) Strategy 7: Earn the students' respect

Gen Y do not have respect for authority figures, including teachers and bosses; this is due on one hand to notorious scandals of politicians, artists, and athletes; on the other hand because they believe that respect needs to be earned. Generally, this generation admires family, friends, and people with innovative ideas over people with a title or years in the company (Erickson, 2008, as cited in Reilly, 2012, p. 8). And because they grew up texting and chatting with friends, they trust their friends more than they trust authorities. Thus, teachers must anticipate that students “may not reflexively hold them in high esteem”. It is also important for teachers to realize that multitasking and talking with their friends are natural behaviors of people of this generation. An open discussion about the importance of listening to each other would help counter this behavior.

In addition, it is found that a good relationship between students and teachers helps enhance students' performance (Gibson, 2013b; Rimm-Kaufman and Sandilos, n.d.). Friendly relationship with their academic seniors helps with subject engagement (Gibson, 2013b):

Having a dynamic, personable teacher to guide them through a topic will work wonders, as will little unorthodox gobbits of information about the subject. If they know something risqué or quirky about Karl Marx, for example, they may find their interest in his political significance increasing . . . Millennial students care about the unusual as well as the standard, and want a tutor they can have a good time with.

8) Strategy 8: Give students purpose and build passion

Gen Yers are not afraid of change; they are viewed as being confident and ambitious, aiming high and making a difference in the world. Some literature describes them as being "civic-minded". Reilly (Reilly, 2012, p. 9) uses an example from his experience in teaching English language to explain how teaching strategies can respond to this particular trait:

English language textbooks commonly include at least one unit on saving the planet (e.g., tropical forests) and social issues (e.g., poverty). Gen Y finds these topics interesting and worthy of study. Teachers can extend these units by having students investigate a related topic and present what they discover in the form of PowerPoint presentations, posters, and role plays. A second valuable strategy involves inviting someone, such as a fellow teacher or community member, to present on an important issue affecting the local area. Third, a song, newspaper clipping, or movie segment involving a world problem can also engage learners. Institution-wide projects also help students feel proud of their school and more engaged in learning. Unfortunately, time-conscious teachers may claim that such projects take their courses off the syllabus track. However, they need to realize that if they do not include projects of this sort, Gen Y may not engage in learning at all.

9) Strategy 9: Make reading interesting

American Generation Y is reading less and less well as reported by the U.S. Department of Education (National Endowment for the Arts, 2007, as cited in Reilly, 2012, p. 9) because these people are “more visual than textual”. Therefore, teaching strategies to encourage more reading include using more visual materials.

2.3 Part III the Review of Media Literacy Research

This section highlights media literacy research in both the international and Thai arenas. It categorizes the reviewed research into two dimensions: the conceptual, social, and cultural, and the technological dimension. The review of both international and Thai ML research is discussed using these two categories.

2.3.1 The Review of International Media Literacy Research

2.3.1.1 The Conceptual, Social, and Cultural Aspect

From 2004-2014, extensive research has been conducted on media literacy in the conceptual, cultural and social dimension. As communication technology evolves, the concepts of media literacy have been reviewed, revised and clarified through different studies, particularly due to the blurred line between media literacy, information literacy, and digital literacy (Hobbs, 2010, Koltay, 2011; Lee & So, 2014; Park, 2013). The concept of skills and competencies for media literacy in the 21st century are also the target of these studies (Black, 2010; Kamerer, 2013; Park, 2013).

Since media literacy is considered a life-long learning skill for the new decade, studies on media literacy education and policy are proliferating to push media literacy into educational curricula around the world, possibly due to the efforts led by UNESCO (Boske & McCormack, 2011; Mills, 2010; Moore, 2013; Morrison, Bachman, & Connor, 2005; Schmidt, 2013; Wallis & Buckingham, 2013; Wan & Gut, 2008). Research on media literacy education has also been extended to specific groups of people such as older people (Alcalá, 2014; Del Moral-Pérez & Villalustre-Martinez, 2013). The evaluation of media literacy education is also covered by meta-analysis research (Jeong, Cho, & Hwang, 2012).

Meanwhile, it is found that ML research is branched off to more specific literacy. For example, visual literacy, an extended term to media literacy, centers on visual media. Wikipedia describes visual literacy as “the ability to interpret, negotiate, and make meaning from information presented in the form of an image, based on the idea that pictures can be ‘read’ and that meaning can be communicated through a process of reading (“Visual Literacy,” 2014).” This specific type of literacy has also been studied (Metros, 2008; Ravas & Stark, 2012). Noticeably, the term is very new to the Thai media literacy community and thus, is one of the potential study areas for the future. A more familiar type of research is the study of media impact (Eagle, 2007; Kline, Stewart, & Murphy, 2006; Pinkleton, Austin, Chen, & Cohen, 2013).

2.3.1.2 The Technological Aspect

Since media literacy in the 21st century has gone through a conceptual and practical reform due to the development of technology, it is worth paying attention to the studies of media literacy and technology. Most international studies on technology-related literacy mainly focus on Internet use with emphasis on privacy issues; these are currently hot issues and studies have been conducted to find effective and efficient means to address them through media literacy. Many international studies specifically emphasize the technical dimension of knowledge; findings also show positive association between knowledge (technical familiarity) and information control skills (Culnan & Armstrong, 1999; Hoffman, Novak, & Peralta, 1999; Park, 2013; Pierson & Heyman, 2011; Turow, 2003, 2005, as cited in Park, 2013). Research also shows that majority of young Facebook users manage their privacy settings on the site to some extent, believing they are ‘in control’ of their information (Boyd, 2010; Unpublished findings by Urs Gasser).

Recent study on teens, who could be categorized as Generation Y, reported by the 2013 Pew Research data showed that the older teen users were more in control of their information than the younger ones (Madden, Lenhart, Cortesi, Gasser, Duggan, Smith, & Beaton, 2013); this means older teen users are more mature and thus exhibit more information control than younger teens. In this perspective, there is an implication that digital literacy should also start at a young age. The same study showed both genders keep their Facebook profiles private; girls are more likely than boys to restrict access to their profiles (70 percent of girls versus 50 percent of boys) (Madden

et al., 2013). The reason why many international studies focus on privacy is because this has been a priority, especially in the United States, as it might lead to number of crimes and thus, affect the society at large.

2.3.2 The Review Of Thai Media Literacy Research

This section consists of research and studies published during the past decade. The rationale for selecting literature in the ten-year time span is due to the fact that technology older than ten years is considered obsolete and outdated, and media literacy is relevant to information and communication technologies. The keywords that have been used for the research of Thai media literacy literature are: media literacy, digital literacy, information literacy, and media and information literacy. From 2004 to 2014 a great amount of research on the Internet has been conducted.

2.3.2.1 The Conceptual, Social, and Cultural Aspects

There are several studies regarding the media impact aspect; such as, Papungkorn Pridachatchawal, Chailai Sakdiworapong, and Sakol Sathitwitayanunt (2013); Thippawan Thipjaksu and Wisuta Iampong (2012); Yupaporn Piwapong (2011), among others. Most Thai media studies examine mass media such as television more than digital media, and focus on negative effects of the media on people, particularly adolescents and children, which is not surprising considering the mass (traditional) media is the origin of adolescence as an important stage of life, as a result, much of media studies has focused on the media's negative aspect (Giles, 2003, p. 147).

However, this dissertation will focus specifically on media literacy literature. Within the ten-year timeframe (2004-2014), the result from the Thai Library Integrated System (ThaiLIS) and the Thai Thesis Database are as follows:

Supanee Keawmanee (2004) investigates media literacy (specifically newspaper) and newspaper reading behaviors among students in higher education in Bangkok, using concepts of the media that revolves around the organization, such as the media organization as business entity, its production process, the content (the denotation and connotation of the message). Supanee uses 4 levels of media literacy, including awareness, comprehension, analyze, and evaluate and judgment and finds the participants possess the 'awareness' level of media [newspaper] literacy. The findings

also show that newspaper reading behaviors is positively associated with the level of [newspaper] literacy.

Fareeda Tachavarinlert (2005) examines the relationship between media literacy and individual's agenda-setting. The media studied in this research is Thai newspaper. The findings indicate that the agenda-setting in newspapers does not have any association with media literacy level possessed by individuals, but the newspapers' framing can influenced those who have lower level of literacy that those with higher level.

Sukjai Pratuangsuklert (2006) investigates the perception of media literacy among Thai people. According to this research, Thais are highly aware of the impacts and effects of the media, but think that it is important to solve the problems by regulating and punishing the media rather than teaching consumers to acquire media literacy skills. With 4 skills of media literacy, including access, analyze, evaluate, synthesize, and create, the study finds those whose work related to media literacy and education perceive media literacy an essential life skills than others with different background. In addition, the majority of the participants, especially those with higher education and media experience, consider the analytical and evaluative skills of media literacy more important than the creation skill.

Wisaluk Sitkuntod (2008) studies the level of media literacy among Mattayom 3 (equivalent the U.S. grade 9) students in the schools under the administration of the Office of The Basic Education Commission (OBEC) in Bangkok. Wisaluk utilizes the 4 cognitive levels of media literacy. The 4 levels – including awareness, comprehension, analyze, and evaluate and judgment – are used to examine 4 concepts of the media, namely: the media organization particularly broadcast media, the media production process, the media content (the denotation and connotation of the message), and the media values and attitudes. The findings show the majority of the students possess the level 2 (comprehension) media literacy and can be easily influenced by the media. Wisaluk also finds that such factors as grade points average (GPA), income, media use behavior, and parental role in participants' media exposure are positively associated with the level of media literacy.

Siriphorn Veerachoti (2009) examines 4 levels of media literacy: comprehension of media messages, comprehension of messages encoded in media format

and content, and comprehension of the media effects, and find that the participants (Ramkamhaeng University lecturers) have medium knowledge of all levels.

Urisa Ngarmwuthiworn (2010) examines TV drama exposure and media literacy in relation to imitation among homosexual male high school students in the schools under the OBEC in Bangkok. The study finds the participants possess medium level of media literacy. It also reveals that TV drama exposure, media literacy, and opinions on sexual preference have a causal relationship with imitation behavior.

Kritchanart Santawee (2011) studies the levels of media literacy among adolescents in Bangkok, using Len Masterman (2003)'s cognitive levels: awareness, comprehension, analyze, evaluate and judgment. She finds participants have up to comprehension level but not the analytical, evaluation and judgment skills. Kritchanart also examines and finds that income, study plan, frequency of media exposure, media exposure contexts (alone, with family, etc.), and the period of time of media exposure are associated with media literacy at a significant level.

In addition to the research found on the Thai online databases, Anongnat Rusmeeviengchai (2013) studies the demographic factors that influence the media literacy level of 400 high school students of a community school. The research focuses on the knowledge of the media production process and media information distribution, as well as the media effects towards individuals. The findings show that participants have overall media literacy at high level, especially the Internet, followed by radio and newspaper respectively.

Supa Panusbordee (2013) presents a case study of television animation exposure among elementary school children in Bangkok. She studies the relationship between audience backgrounds, media exposure and media literacy. The study shows that Bangkok elementary school children have intermediate levels of media literacy when watching cartoons on television; and that the children's media literacy level is correlated to parent's participation, moral and aesthetic aspects of the media. The study also finds that the format of television cartoon is related to the cognitive, emotional, and moral dimensions of the media.

2.3.2.2 Technological Aspect

Through the ThaiLIS database and Thai Theses Database research, studies on the Internet in the past decade can be categorized into four types: (1) Attitudes

and behaviors of Internet users; (2) Internet as tools for learning; (3) Internet as tools for business organizations; and (4) Internet literacy. For this proposed study, only the Internet literacy will be reviewed.

Chariya Sangphet (2008) conducts a study that finds knowledge positively correlated to the behavior of Internet use among adolescents. This study is in accordance to the western studies of teens' information control skills, which show that information technology does help equip users in the protection of their online data (Culnan and Armstrong, 1999; Hoffman, Novak, & Peralta, 1999; Park, 2013; Pierson & Heyman, 2011; Turow, 2003, 2005, as cited in Park, 2013). Interestingly, the study of high school students in Bangkok finds otherwise, that the higher the level of Internet literacy, the lower level of their privacy protection (Chindarat Bovornboriharn, 2005). The results may be due to such variables as the differences in the sample population and sample size.

Soonthon Promwongsa (2010) studies students in Nong Bua Lam Phu Province and finds they have high level of Internet literacy. By using 5 aspects of media literacy, including: access, analyze, evaluate, synthesize, and create, he finds the students possess high level of the first 4 aspects with the medium level of 'creating' aspect.

Suparat Kaewsutthi (2010) studies Internet behavior, privacy and literacy in Thailand. The results of the study shows that participants under 18 years of age have higher level of privacy protection, and that income and education are negatively associated with privacy protection. The findings also reveal that Internet literacy has nothing to do with privacy protection behavior, while participants' demographics correlate to privacy behavior.

Socioeconomic status (SES) was also included in other studies to find a relation between in SES and information control skills. Results showed that household income and users' education were positively associated with knowledge in Internet literacy (Chindarat Bovornboriharn, 2005; Suparat Kaewsuthi, 2010). Media literacy, however, did not show significant relation with internet use behaviors and online privacy protection behaviors (Suparat Kaewsuthi, 2010). Nonetheless, it was found that most internet users in Thailand were highly aware of their online privacy rights, which positively associate with age and education (Nithima Kananitinant, 2001). These are studies with regards to Internet literacy and privacy or online data protection, of which

some limitations are the sample size but they did provide a clearer picture of Internet literacy in association with Internet behaviors and SES of the young people.

There are fairly limited study that focus on the creation aspect of media literacy. The two Thai online theses databases showed only two results. Ratanawalee Kaitthiniyomsak (1999) finds teens or young generation use the Internet to respond to their needs, with the Internet functions as public sphere where people can generate content such as providing public information, stimulating and urging public interests, creating relationships, as well as communicating certain social taboos. Supreeya Saekang (2006) investigates the pornographic image distribution and finds that different levels of pornographic images senders lead to the differences in prioritizing moral criteria.

Summary: The media literacy research in Thailand from the ThaiLIS and Thai Theses Database reveal that the ‘media’ that have been studied during the ten-year span are newspaper (Fareeda Tachavarinlert, 2005; Supanee Keawmanee, 2004), television (Urisa Ngarmwuthiworn, 2010; Wisaluk Sitkuntod, 2008), and the Internet (Chariya Sangphet, 2008; Chindarat Bovornboriharn, 2005; Soonthon Promwongsa, 2010; Suparat Kaewsutthi, 2010).

The reason that the Thai media literacy studies have focused on the mainstream media is because television and newspaper are still popular among the majority of the Thai people as shown in the latest statistics that shows that the Thai people are likely to watch more television, on any platforms: everyday television consumption of people from different age groups finds that there are 97 percent of people aged between 40-49 years old; 96 percent of people aged between 12-19 and 20-39 years old; and 95 percent of people aged 50 years old and older, which shows 3 percent of an increase in TV consumption rate, the highest growth rate amongst all age groups (Kanokkan Prajongsaengsri & Ailada Follet , 2014). This indicates that studies on media literacy are likely to focus on television, especially while we are having the digital TV. However, it is also likely that the scope of media studies will shift from traditional television to other digital platforms, i.e. the Internet, which becomes more popular among teenagers aged 12-19 years old.

Meanwhile, from the review, the Thai research topics might be classified into three types:

1) The perception and levels of media literacy (Anongnat Rusmeeviengchai, 2013; Kritchanat Santawee, 2011; Siriphorn Veerachoti, 2009; Sukjai Pratuangsuklert, 2006; Supanee Keawmanee, 2004; Wisaluk Sitkuntod, 2008)

2) The relationship between media literacy and variables including student's GPA, socio-economic status, media exposure, media use behavior, role of parents, etc. (Kritchanat Santawee, 2011; Sukjai Pratuangsuklert, 2006; Supanee Keawmanee, 2004; Wisaluk Sitkuntod, 2008)

3) The content-generating behavior (Supreeya Saekang, 2006).

This classification shows that few studies have addressed the power of the audience to generate its own content in the twenty-first century; while privacy issues drew little attention from the Thai scholars. Since competencies and skills are the focal point of this research study, the above review shows that the competencies and skills used in previous studies can be categorized into four sets, as shown in Table 2.5.

Table 2.5 A Summary of Media Literacy Competencies and Skills

Term used	Competencies	Researchers	Population	Findings
Levels	Awareness	Supanee Keawmanee, 2004	Higher Education Students, Bangkok	Awareness
	Comprehension	Wisaluk Sitkuntod, 2008	Mattayom 3 (Grade 9), Bangkok	Comprehension
	Analyze	Kritchanat Santawee, 2011	Thai adolescents	Comprehension
	Evaluate/Judgment			
Skills/ Aspects	Access	Sukjai Pratuangsuklert, 2006	Thai people with various background	Problems should be fixed at media end, not consumer's
	Analyze			
	Evaluate			
	Synthesize			
	Create			Analysis/Evaluation are more important than creating skills
		Soonthon Promwongsa, 2010	Higher secondary (equivalent to U.S. senior high) school students	High level in Access-Synthesize, medium in Create
Levels	Comprehension of - Media messages - Encoded message in media format and content - media effects	Siriphorn Veerachoti, 2009	Ramkhamhaeng University lecturers	Medium level
Skills	Make judgment	Waralak Vongdoiwan	Thai children and youths age between 12-25 years old	
	Personal integrity	Siricharoen & Nattanan		
	Training of family	Siricharoen, 2012		
	Behavior of close friends			

From the Table, it appears that majority of Thai scholars have been emphasizing the first set of competencies: awareness, comprehension, analyze, and evaluate/judgment. This may reaffirm the findings of Sukjai Pratuangsuklert (2006) that academic, scholars and media literacy activists consider analytical and evaluative skills more important than the ability to create media content.

Noticeably, while international scholars have conducted extensive studies in the field of media literacy education in school curricula and teaching techniques, as well as have formulated concepts, competencies and skills (Black, 2010; Kamerer, 2013; Koltay, 2011; Lee & So, 2014), there are very few studies that have been published by Thai scholars. Moreover, the terms ‘skills’, ‘aspects’, ‘levels’ seem to be used interchangeably by scholars, perhaps due to different terminologies and translation.

Another remark is that Thai scholars barely study media literacy in a holistic manner, taking into account different but related literacies such as, visual literacy, digital literacy, advertising literacy, social media literacy, and other types of literacies included under the umbrella of the MIL concept. Visual literacy, for example, has been studied in the West (Metros, 2008; Ravas & Stark, 2012), but there is almost no mention in Thailand about this literacy. Considering the social media and photography sharing culture in Thailand, it would be interesting if more studies were conducted on this topic.

The literature review in this study shows that the Thai media literacy framework does not keep up with new technological developments, it does not incorporate the competencies needed in the 21st century and, there are very few studies in Thailand on media literacy education. To fill some of these gaps, this study will map out the necessary competencies and skills for media literacy education in order to develop a media literacy learning schema for Generation Y. Table 2.6 summarizes the literature review on media literacy.

Table 2.6 A Summary of All Research Literature Review (2004-2014) Showing Their Findings and Remarks

Researchers	Findings	Remarks
INTERNATIONAL		
Culnan and Armstrong, 1999 Hoffman, Novak, and Peralta, 1999 Fox, 2000	User awareness of fair procedural practices in websites alleviated the levels of privacy concern. Users, when aware of malpractices by sites, tend not to disclose information. Low level of familiarity with “cookies.”	Implies that concerns and behaviors could be moderated through knowledge Studied only one variable-cookies
Graeff and Harmon, 2002	Explicit connection between demographic variables and the level of knowledge.	
Turow, 2003, 2005	Widespread ignorance among the public regarding the fundamental aspects of data flow; lack of protective steps taken on the part of consumers; there are significant association between demographic characteristics and the lack of knowledge, proving there was knowledge gap among users of different population segments.	Shows that cognitive power of users are startlingly limited; study at national level.
Acquisi and Gorss, 2006	Most Facebook users were unaware of internal data-collection rules, regardless of their different levels of concern and frequency of use; levels of protective skills were highly limited.	Study at individual level
Park, 2013	Technical familiarity was positively associated with information control behaviors while age and gender is positively associated with information control level.	Study at national level
THAILAND		
Supanee Keawmanee, 2004	Participants possess “awareness” level of media [newspaper] literacy.	Studies students in higher education in Bangkok; focus solely on newspaper
Chindarat Bovornboriharn, 2005	Population had low level of Internet literacy and saw Internet with high risks and thus exhibit higher level of self-protection. Internet literacy showed negative relation with self-protection behaviors. GPAs, household income and parents’ education, Internet experience were associated with Internet literacy. Internet risks assessment was associated with genders, time and Internet experience.	Population limited to high-school students in Bangkok. Did not study behaviors of creating content on the Internet.
THAILAND		
Fareeda Tachavarinlert, 2005	Agenda-setting in newspapers is not associated with media literacy levels; Framing in newspaper has higher influence on individuals with lower level of media literacy	Focus solely on newspaper

Table 2.6 (Continued)

Researchers	Findings	Remarks
Sukjai Pratuangsuklert, 2006	Thai people are highly aware of media effects but consider solving the issue at the media's end rather than teaching media literacy to consumers; Those with academic especially related to media background consider analyze and evaluation more important skills than creation of media content.	Study perception of media literacy; Use national population
Supreeya Saekang, 2006	Studied Internet users as receivers and senders of pornographic images. Results showed male respondents received porn images more than female. As senders, there were no associations with any socioeconomic status and demographics characteristics. For moral criteria, those who received more porn images gave lower value to religion and moral and possess lower levels of social and culture values.	Results do not mention moral criteria of senders – the content-generator
Chariya Sangphet, 2008	Yala senior high school students had moderate Internet literacy and EQ. They had low level of inappropriate use of Internet. Gender, education and the time of Internet use showed significant association with inappropriate use of Internet. Internet Literacy and family relationship were negatively related to Internet behaviors, while EQ did not show any correlation to Internet behaviors.	Studied population cannot be generalized to a national level. The research studied correlation between Internet literacy and use of Internet.
Wisaluk Sitkuntod, 2008	Participants have little media literacy (comprehension) and can be easily influenced by the media; GPA, income, parental role, media use behavior factor in the level of media literacy (positive association)	Studies Thai Mattayom 3 students;
Siriphorn Veerachoti, 2009	Participants have medium knowledge of: comprehension of media messages, comprehension of messages embeded in the media format/content; comprehension of the media effects.	Studies Ramkamhaeng University lecturers.
Soonthon Promwongsa, 2010	Participants have high level of media literacy skills of: access, analyze, evaluate, synthesize; and have medium level of 'create' skill.	Studies secondary school students in Nong Bua Lam Phu province; measure Internet literacy according to their Internet use behaviors.
Urisa Ngarmwuthiworn, 2010	Participants have medium level of media literacy; media exposures, media literacy, and opinions on sexual preference have relation to imitation behavior.	Focus on TV drama; Population includes homosexual male high school students

Table 2.6 (Continued)

Researchers	Findings	Remarks
Suparat Kaewsutthi, 2010	Media literacy did not show significant correlation with Internet use behavior and privacy protection. Age, occupation, education and income did not show significant relation to level of media literacy while socioeconomic status, except for gender, also showed different level of privacy protection.	Studies Internet users at national level. Focused on correlation of socioeconomic status and media literacy.
Kritchana Santawee, 2011	Participants have up to comprehension level. Income, study plan, media exposure frequency/behavior, and period of time of exposure are associated with media literacy.	Studies cognitive levels of media literacy.
Anongnat Rusmeeviengchai, 2013	Studies the knowledge of the media production process, media information distribution, and media effects. The findings show participants have high level of media literacy, especially the Internet, followed by radio and newspaper respectively.	Focus on demographic factors that influence the media literacy level. Scope of work is one school.

2.4 Part IV Conceptual Framework

In 2013 the Thai Health Foundation (THPF) signed a MOU with the Bangkok Metropolitan Office and other four networks to develop media literacy curriculum in schools within the Bangkok Metropolis curriculum (ICT Literacy for Thai Children, 2013), based on UNESCO's MIL curriculum. However, although UNESCO's curriculum is practiced worldwide, it needs to be localized due to the differences in society, culture, and educational system. The research basic assumption is that it is necessary to study the behavior and assess the media literacy competencies needs of the Thai learners, in this context, Generation Y, to determine their capabilities, and weaknesses and strengths in ML skills. The findings should facilitate the localization of Western principles to fit the Thai context, so that media literacy in Thailand can become an effective life-long learning skill and way of life. The process also enables the construction of the media literacy learning schema for Generation Y in Thailand. Figure 2.2 illustrates the conceptual framework of this research and serves two objectives: 1) To examine Generation Y's media literacy competencies in Access, Evaluate, and Create, and 2) To construct a media literacy learning schema for Generation Y.

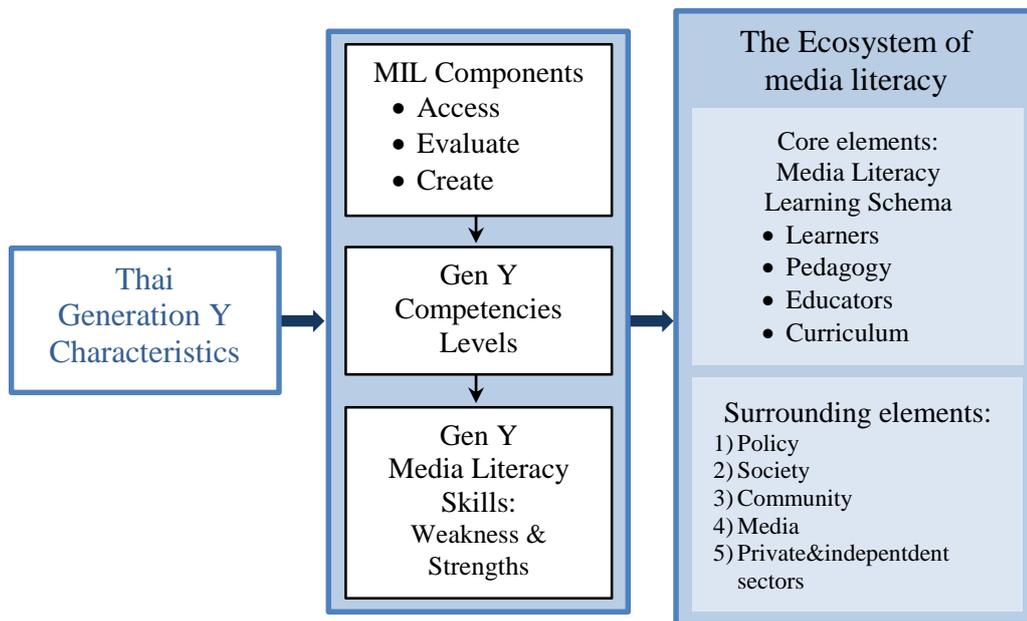


Figure 2.2 The Research Conceptual Framework

In order to construct the media literacy learning schema for Thai Generation Y, it is important to understand the Generation Y's characteristics, which is the main variable that affects other components in the Learning Schema. Generation Y are also the main target group for needs assessment. Assessing their competencies levels makes it possible to identify their weakness and strength in ML skills, enabling the curriculum design that addresses these needs. The competencies examined are based on the UNESCO MIL Components. The Learning Schema consists of four components: educators, learners, pedagogy, and curriculum, encompassed by five surrounding components; all work as a unit within an ecological system.

2.5 Chapter Summary

Media literacy interrelates with other modern literacies including information literacy, Internet literacy, computer literacy and digital literacy. It has become an academic discipline for over a decade and its framework and competencies have been developed constantly over time. In the international arena, ML competencies include the ability to access, evaluate, and create or communicate; even though different

countries have different ways to categorize and define terms, the basic competencies are similar across countries. As communication technology evolves, ML competencies are expanded to encompass the skill to Create media and information.

In Thailand, media literacy still takes a protectionist approach and focuses on a passive audience, rather than on creation and communication skills. Despite, several Western concepts of media literacy have been integrated in Thai ML scholarly work; the themes of these studies are one-dimensional. The review of Thai literature on ML during the past ten years also demonstrates the unidimensional studies of media literacy, both the socio-cultural and technological aspects of ML. This opens the large gap of knowledge for current and future research on ML in the country.

In addition, the focus of this study is on Generation Y and concepts from media psychology have also been used to understand the target population and design this research. Understanding Generation Y is key to conceptualize new learning strategies and construct the Thai learning schema. Most research characterizes Generation Y as being tech-savvy, family-oriented (as they want to balance their work and personal lives), kinesthetic and visual, feed-back dependent, fond of entertainment and games; Generation Y also prefer customized tasks, redefine respect, need purpose and passion, and read less and less well.

Many scholars propose media literacy theories. Among those that are used as a foundation of this research is David Buckingham's conceptualization of the four key concepts: Production, Language, Representation, and Audience, that can be integrated to media literacy teaching, covering both traditional and digital media. Another is James Potter who posits that media literacy is multidimensional, involving the cognitive, emotional, aesthetic, and moral domains. He also theorizes that media literacy is a continuum where the level of literacy can move up or down during the course of time depends on the purpose of media exposure. Silverblatt et al. (2014) also conceptualize that there are seven obstacles to media literacy: elitism, affective nature of the media, audience behavior patterns and expectations, the nature of the programming, the credibility of the media and the complexity of the media language. Regarding the competencies, the research is grounded upon the UENSCO's MIL components, including access, evaluate, and create.

The body of theory on media literacy that has been the foundation for this research study includes David Buckingham's conceptualization of the four key concepts: Production, Language, Representation, and Audience, that can be integrated into media literacy teaching, covering both traditional and digital media. James Potter's work and approach to media literacy as being multidimensional and a continuum, involving the cognitive, emotional, aesthetic, and moral domains. Silverblatt et al. (2014) also conceptualize that there are seven obstacles to media literacy: elitism, affective nature of the media, audience behavior patterns and expectations, the nature of the programming, the credibility of the media and the complexity of the media language. When it concerns competencies, the research is grounded on UNESCO's MIL components, including access, evaluate, and create. In order to put the Learning Schema into practice, the research recommends a provisional plan of action. More details about operational procedures are thoroughly described in Chapter 3.

CHAPTER 3

RESEARCH METHODS

The purpose of this study is to construct a learning schema for media literacy in Thailand, targeting Generation Y, who possesses unique characteristics unlike other generations, and is stepping out to play an important role in society. There are three research questions:

- 1) How are Generation Y's competencies in Access, Evaluate, and Create and what are their strong and weak skills?
- 2) What should constitute the media literacy learning schema for Thai Generation Y?

To answer the questions, two objectives were established:

- 1) To examine Generation Y's media literacy competencies in Access, Evaluate, and Create.
- 2) To construct a media literacy learning schema for Generation Y.

Each objective corresponds to the research questions. The first objective responds to the first research question: how are Generation Y doing in regards to their media literacy competencies and what are their weakness or strength among those skills? The second objective responds to the second research question by using the outcome of the first objective as a foundation to construct the Learning Schema that will be verified by a group of seven experts.

This chapter is structured in two parts: the mixed method and the in-depth interviews.

3.1 Rationale for Research Methodology

Each research method has been selected to appropriately respond to the research questions and achieve the predetermined research objectives. A summary of the work

process is shown in Figure 3.1

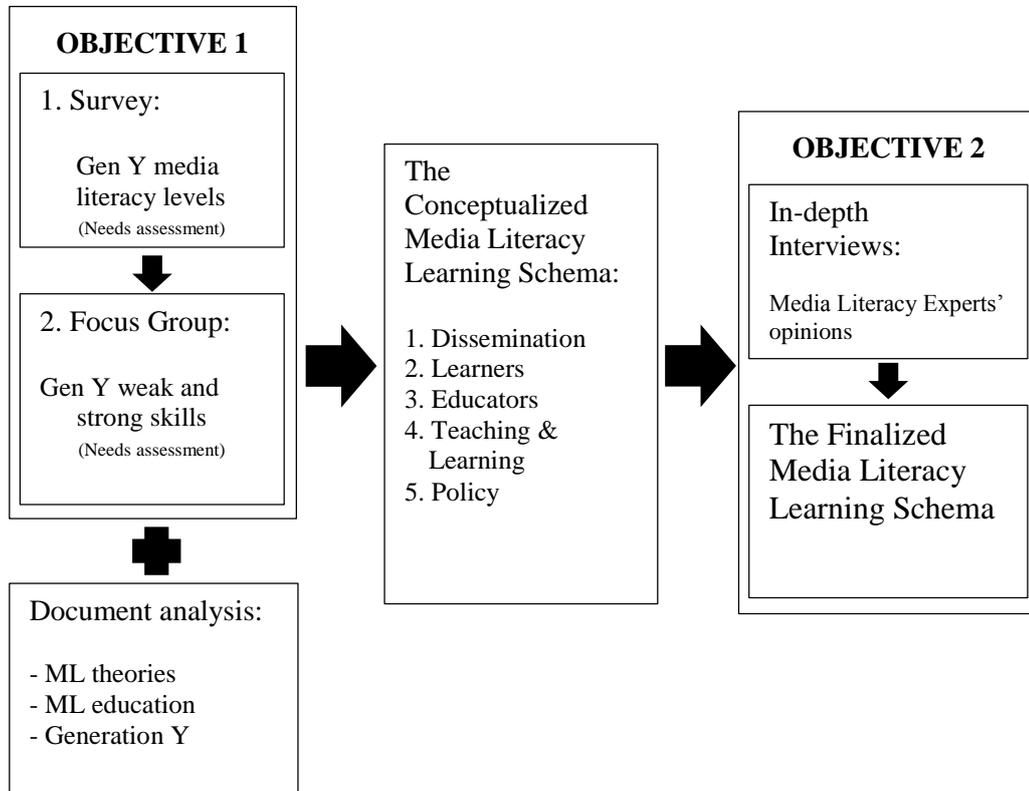


Figure 3.1 The Research Work Process.

From Figure 3.1 the survey and focus group discussion methods provide a basis to determine Generation Y's levels of media literacy competencies and allow the identification of their weak and strong skills. The research that has been conducted and the two methods used in this study will enable the conceptualization of a media literacy learning schema for Thai Generation Y, which will then be verified by experts through in-depth interviews.

3.1.1 The Mixed Method Rationale

In stage 1, quantitative and qualitative approaches are employed to accomplish the first objective of assessing Generation Y's media literacy competency levels and determine their weaknesses and strengths in ML skills. It is necessary to assess the ML competencies of Thai Generation Y using UNESCO MIL components because no study

of this kind has ever been conducted before in Thailand. The results of this survey will also help identify the weaknesses and strengths of Generation Y in ML competencies. A survey (quantitative method) will provide an overall picture of Thai Generation Y's competencies; the focus group discussion (FGD) qualitative methodology will instead serve two purposes: to confirm the survey results, and to provide an insight on Generation Y's media use behavior in all three components (access, evaluate, and create).

3.1.2 The In-depth Interviews

In stage 2, data from the mixed methods (quantitative and qualitative) will be analyzed. The outcome of the data analysis and of the theories will enable the researcher to conceptualize and construct the ML learning schema. In this second stage, the constructed Learning Schema will be verified by a group of ML experts through in-depth interviews. The qualitative method is appropriate for gathering insights from experts with distinct expertise, perspectives and knowledge on ML. Their opinions and insights will be crucial for the formulation of a Thai context-sensitive, practical and appropriate ML learning schema. The next section provides a complete description of all methods used in this research.

3.2 The Research Methods

In order to reach the study's objectives, the research consists of two Stages: Stage 1 describes the methods used in the assessment of Thai Generation Y's level of media literacy competencies and skills; Stage 2 describes the method used in formulating the ML learning schema for Thai Generation Y. Each stage and its corresponding methods are described in the same manner using the following themes: Research setting, Research sample and Data source, Data collection method, Data analyses methods, Issues of trustworthiness, Limitations and Delimitations, as applicable.

3.2.1 Stage 1: Generation Y Needs Assessment

In this Stage, quantitative (survey) and qualitative (focus group discussion) methodologies are employed to serve the first objective, namely, to assess the level of media literacy competencies of Thai Generation Y; the assessment will lead to the identification of Generation Y's weaknesses and strengths in the three competencies: access, evaluate, and create, based on the UNESCO MIL components.

3.2.1.1 The Quantitative method: survey

1) Survey Setting

The survey sites are in different areas of Bangkok, including business and entertainment districts, where people of Generation Y are often found. The survey sites are divided into four zones, including downtown Bangkok, the areas of Silom, Sukhumvit, and entertainment and lifestyle locations such as department stores and entertainment complex around the suburbs of Thonburi and Samutprakarn. These locations have been chosen to cover samples of diverse age groups and backgrounds. Note that Samutprakarn is included as one of the research sites due to its proximity to Bangkok, accommodating a major shopping complex that attracts Bangkokians as well as locals.

2) Survey Sample

The population in this research is Generation Y in Thailand. The samples of Generation Y have been recruited in Bangkok. The purposive sampling technique has been chosen based on research findings that Bangkok is the city with the highest number and most diverse population (Anothai Treewanich, 2009). Hence, the city is suitable for collecting samples that can represent the entire population of Thai Generation Y.

The samples that have been selected are members of Generation Y who were born between 1982 and 2000 (Main, 2013), based on the assumption that members of Generation Y, regardless of their background, share similar characteristics, attitudes, and behaviors that are unique to the generation (Gidana Ganghair, 2015). The sampling size is determined by the Yamane's formula, where the Confidence level is $\pm 5\%$. In Thailand, 18 million people were born during 1982-2004 (Gidana Ganghair, 2015); this results in a sample size of 400 people, as determined by Yamane's formula (Israel, 2013).

A pilot survey was conducted with 50 participants prior the distribution of the 400 questionnaires; this was done to ensure the reliability of the questions, using the Cronbach's Alpha test (results will be presented in Chapter 4).

3) Data collection method

The self-administered questionnaires are collected on site after the respondents finished answering all of the questions. All of the questionnaires from all sites are then gathered for analysis.

4) Data analyses methods

The questionnaires and questions have been coded and the data was entered into the computer using the SPSS software for frequencies and descriptive analyses. An additional examination was conducted to find the relationship between variables related to the level of media literacy competencies based on 3 hypotheses:

Hypothesis 1: Age is associated with the level of Evaluate competencies.

Hypothesis 2: Connectivity to the Internet is associated with the level of Create competencies.

Hypothesis 3: Learning media literacy from the school curriculum is associated with the level of media literacy.

5) Issues of reliability and validity

Questions for each construct (access, evaluate, and create) have been tested for their validity following two approaches: the face validity and reliability tests. The questionnaire for this research has been adapted from that produced by UNESCO MIL framework and has also been submitted to media literacy experts to assess the content validity; its reliability coefficient is based on the Cronbach's Alpha criteria, using .80 as the acceptable reliability value (Garson, 2002, p. 125). Results of the reliability test are shown and explained in Chapter 4.

6) Limitations and Delimitations

The limitation of the survey may occur from those respondents who did not pay attention to the answered questions, resulting in a lot of 'medium' answers in the 1-5 scale (of which 1 = least, and 5 = highest) questions. The focus group discussion qualitative approach will help provide additional explanations and more insights on the thoughts of members of Generation Y.

3.2.1.2 The Qualitative method: focus group discussion (FGD)

1) Focus Group Setting

The FGD is conducted in a classroom to prevent noises and distractions from the outside environment, as well as to provide privacy, concentration, and quiet environment for recording.

2) Focus Group Sample

Participants in the focus group discussion were volunteers. Some of them expressed their interest in joining the FGD during the survey; others found the FGD announcement online. In total there were eighteen participants, which were divided into three groups of six. The sample selection criterion was that participants had to be between 14 to 32 years old. Below is the list of participants. Nicknames have been used for privacy issues and ethical purposes:

Group 1: Wat, Mon, Mew, Pla, Milk, Ice

Group 2: Un, Meow, Meen, Momay, Bang, Job

Group 3: Cee, Title, First, Pakkard, Mew, Earth

3) Data collection method

The discussions were audio and video recorded, and notes were taken by an observer.

4) Focus Group data analysis methods

The recordings from the discussions have been transcribed into written materials and participants' demographic data has been put into a template that shows the data from all three groups. The transcript has been coded and classified into three components: access, evaluate and create. Each component contains themes, or the outcomes of what was expected from the discussions.

The main themes have been summarized using data from textual and contextual analyses that was obtained from the observations during the focus group sessions. Therefore, findings are grounded on both explicit results from the discussions, and implicit results from the interpretation of what was said by the participants.

5) Issues of trustworthiness

Qualitative findings from the FGDs have been crosschecked with the survey data. It is possible that FGD participants learned in advance about the subject of discussion; consequently they provided opinions based on what was expected from

them. There is also a possibility that some of them were influenced by others' opinions, which is one of the disadvantages of this method. To avoid bias, participants were encouraged from the very beginning of the session to be themselves and express their own opinions. The process turned out to be satisfactory.

6) Limitations and Delimitations

Originally, two FGD sessions have been planned; however, the recruited volunteers' age range was between 20's and 30's. Not having participants between 14-19 years old was a limitation to the research study in that Generation Y's entire population was not fully represented. The delimitation of this study was that another FGD was organized, recruiting only the early Gen Yers aged between 14 to 19 years old. This might have prevented younger participants from feeling intimidated by the older and more experienced ones.

3.2.2 Stage 2: The Construction of the ML Learning Schema

This stage consisted of two processes: the construction of the learning schema, and the verification of the learning schema.

3.2.2.1 The construction of the learning schema: document analysis

1) Research settings

Main sources of data included both the results from the survey and the FGD, media education and media literacy theories reviewed in Chapter 2, and the concepts on Generation Y. Additional sources were gathered from statistics and Generation Y general behaviors and media use.

2) Data collection method

Data, including online documents and literature, has been collected electronically from web-based platforms and electronic archives (files). Printed documents have been selected and converted into electronic form. The following documents have been used for analysis:

Documents on media education

(1) Warat Karujit & Chatchawee Kongdee (2012) "The Survey of Media Literacy Education in Higher Education in Thailand";

(2) Ousa Biggins (n.d.). Toolkits of Media and Information Literacy.

- (3) Pornthip Yenjabok (2011). Decoding and Sharpening the Mind for Media Literacy.
- (4) David Buckingham (2003). Media education : literacy, learning and contemporary culture;
- (5) James W. Potter (2004). Theory of Media Literacy: a cognitive approach;
- (6) Pungente (n.d.-b). Criteria For A Successful Media Education Program.
- (7) S. E. Metros (2008). The Educator's Role in Preparing Visually Literate Learners;
- (8) E. Thoman & T. Jolls (2005). Literacy for The 21st Century: CML MediaLit Kit. Center for Media Literacy;
- (9) B. Cope and M. Kalantzis. New Media, New Learning in Multiliteracies in Motion: Current Theory and Practice (2010);
- (10) New Media Literacies and Participatory Popular Culture Across Borders (2012)
- (10.1) J. Schreyer. Adolescent Literacy Practices in Online Social Spaces.
- (10.2) Sandra Schamroth Abrams et. al. Digital Worlds And Shifting Borders: Popular Culture, Perception, and Pedagogy;
- (10.3) A. A. Zenger. Constructing "Local Context" in Beirut: Students' Literacy Practices Outside of Class;
- (10.4) Tuge Gülşen. The "Popular" Turkish Academy;
- (11) Media Literacies: Major Themes in Education (2008)
- (11.1) James Paul Gee. Shape-shifting Portfolio People;
- (11.2) The New London Group. A Pedagogy of Multiliteracies: Designing Social Futures;
- (12) Wilson et. Al (2005). UNESCO. Media and Information Literacy Curriculum for Teachers.
- (13) Sonia Livingstone, Magdalena Bober and Ellen Helsper (2005). Internet Literacy among Children and Young People: Findings from the UK Children Go Online Project.

(14) Renee Hobbs (2010). *Digital Literacy: A Plan of Action Documents on Generation Y*

(1) R. Gibson (2013). *Teaching & Engaging with Millennial Students*;

(2) Perter Reilly (2012). *Understanding and Teaching Generation Y*;

(3) Howe & Strauss (2000). *Millennials Rising: the next great generation*;

(4) B. Tulgan & M. A. Carolyn (2001). *Managing Generation Y*;

(5) K. Garst (2013). *The Blog: Marketing to Millennials - Social Media Matters*;

(6) Johnson, J., & Farkas, S. (with Bers, A.) (1997). *Getting by: What American teenagers really think about their schools: A report from Public Agenda*;

(7) Research results from Part I: Generation Y's competencies and problematic skills.

Results gathered from the analysis of these documents were put into themes and used as components for the learning schema. Figure 3.2 outlines the structure for the construction of the media literacy learning schema.

3) Data analysis method

The data analysis involved the codification and classification of documents. The content from the compiled documents and literature was put into themes and then analyzed. The result of this process was the conceptualization of the learning schema.

4) Issues of trustworthiness

The trustworthiness of the Learning Schema was verified by Thai media literacy experts through in-depth interviews as described in "The verification of the Learning Schema" section.

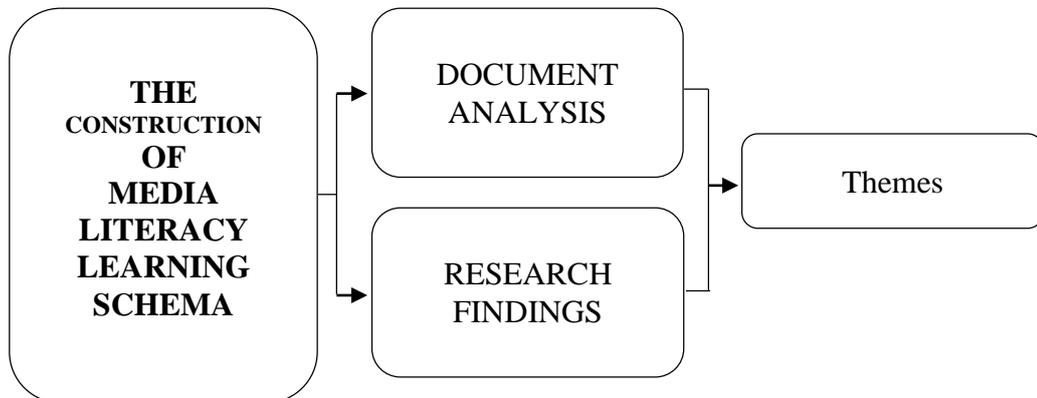


Figure 3.2 The structure of the media literacy learning schema includes document analysis on media literacy education, media literacy theories, concepts of Generation Y and recent statistics on Generation Y and their media use. The structure of the media literacy learning schema can be categorized into themes.

3.2.2.2 The verification of the Learning Schema: In-depth Interviews

1) Research Setting

Interviews were conducted in venues that were most convenient to interviewees; to avoid noise and ensure clear recordings, offices and quiet rooms were chosen.

2) Research Samples

Seven media literacy experts were purposively selected based on their availability to attend the interview. Criteria for being an expert included having extensive and outstanding works and experiences in media literacy education and development. The selected experts were:

(1) Assist. Prof. Porntip Yenjabok, Ph.D.

Deputy Director of Kasetsart University Research and Development Institute Bangkok Campus.

(2) Khemporn Wirunrapan

Director of Child Media Institute, Thai Health Promotion Foundation.

(3) Assoc. Prof. Suriyadeo Trepate, M.D.
Director of the National Institute for Child and Family
Development.

(4) Anothai Udomsilp
Director of Academic Institute, Thai Public Broadcasting
Service (ThaiPBS)

(5) Assist. Prof. Warat Karuchit, Ph.D.
Assistant to President of NIDA and Lecturer, National
Institute of Development Administration (NIDA)

(6) Prof. Art Silverblatt, Ph.D.
Webster University, USA; Co-founder of the Digital
International Media Literacy EBook Project (DIMLE).

(7) Sara Gabai
International Consultant of the Graduate Program in
Communication Arts for ASEAN and lecturer at Sukhothai Thammathirat Open
University; Co-founder and Program Director of the Digital International Media
Literacy eBook Project (DIMLE).

3) Data collection method

Experts were asked to express their opinions on the elements of the conceptualized learning schema using the following scores: Agree (1) No comment (0) and Do not agree (-1). The researcher also asked them to provide reasons for the items that scored No Comment or Do Not Agree. The following additional interview questions were asked:

(1) What is the most important factor that would lead to a successful media literacy learning schema?

(2) What are the obstacles for media literacy education?

(3) What do you suggest for Thai media literacy learning schema for Generation Y?

Each interview session was audio recorded.

4) Data analysis method

The scores received from the experts were analyzed, with emphasis on those where experts responded “no comment” or “do not agree”. The

recordings of their detailed comments and additional opinions have been transcribed, codified and classified for data analysis.

The findings from the data analysis have been taken into account during the re-adjustment of the original learning schema; the result and outcome of the research is the formulation of a Media Literacy learning schema for Thai Generation Y that is well grounded, practical and sensitive to the Thai context.

CHAPTER 4

RESEARCH RESULTS

This Chapter showcases the results from both the quantitative and qualitative methods used in this study. The result report is divided into two parts: Part I Competencies Levels, Weakness and Strength; and Part II ML Learning Schema. Each part consists of full accounts of the findings obtained from the corresponding research methods described in the previous chapter.

4.1 Part I Competencies Levels, Weakness and Strength

Part I showcases the results of Stage 1 of the research methods described in the previous chapter, which reflect the first objective of the study – to assess the media literacy levels and to identify Generation Y’s weaknesses and strengths in ML skills. Based on UNESCO’s MIL components, a survey was conducted to provide the needs assessment. Meanwhile, the qualitative method (focus group discussion), helps verify and clarify quantitative results by providing further explanation on Generation Y’s thoughts and behaviors. The quantitative method also investigates the relationship between age, Internet accessibility and media literacy.

The combined results help determine Thai Generation Y’s strong and weak competencies and during the process, UNESCO’s MIL components will be adapted to the Thai context. The findings will be used in the construction of the ML learning schema that fits the needs of the Thai Generation Y. The mixed method also ensures the generalizability and the accuracy of the results. In Part I of the findings report, quantitative results are presented for each corresponding theme, followed by qualitative results.

4.1.1 Background And Media Use Behavior

The reports of the findings for background and media use behavior begin with the survey results, followed by the focus group discussion (FGD) results. Background and Media Use Behavior constitutes the questionnaire's first two sections, while the assessment part is in the third section.

4.1.1.1 Respondents' Background

1) Survey respondents

The general background of respondents involved in the survey focuses on age, ML education, and media use behavior. The ratio between female and male respondents is shown in Table 4.1. The research samples consisted of 17.3 percent of Early Gen Y (14-18 years old), 27.8 percent of the Middle Gen Y (19-23 years old), and 55 percent of the Late Gen Y (24-32 years old); majority of respondents had jobs. The margin between these two groups was not too wide, therefore, the age group ratio provided a good analytical basis to find the correlation between media literacy and maturity. (See Table 4.1)

Table 4.1 The Survey Respondents' Background

Background	Percent
Gender	
Male	50.25
Female	49.75
Age	
14-18	17.25
19-23	27.75
24-32	55.00
Occupation	
Students	
High School	19.50
Bachelor Degree	21.25
Higher than Bachelor Degree	1.25
Unspecified	56.00

Table 4.1 (Continued)

Background	Percent
Workers	56.00
Media	2.00
Car and Auto Service	2.00
Construction/Hardware/ Property	3.00
Medical Industry	1.50
Insurance	0.50
Power Supplies	1.50
Business Owner/Freelance/Self-employed	3.50
Workers	
Consulting	2.25
Energy/Petrochemical	1.00
Music Supplies	0.25
Banking/Audit	0.50
Transportation	0.75
Interior/Home Decor	1.00
Services/Sales	1.75
Education	0.75
IT	0.25
Consumer Supplies/Foods	2.50
Agriculture	0.25
Others	1.25
Unspecified	29.50
Total	100.00

When it concerns media literacy education and experience, it was found that over 78 percent of the respondents never studied media literacy in their academic curriculum; most of the subjects identified by those who have studied ML before were included in the communication arts curriculum. The results show that media literacy education is still limited to communication students. The survey also revealed that some high schools provide ML in their curriculum, even though it is not mandatory in the Thai educational system. (See Table 4.2)

Table 4.2 Survey Respondents' Media Literacy Learning Experience

Media Literacy Education Source	Percent
From Curriculum	
No	78.50
Yes – subjects that teach ML:	21.50
TV and Communication	0.25
Media and Advertising	0.75
Radio and Television	0.50
Basic Photography	0.25
Marketing Communication	0.25
Media and Marketing	0.25
Information and Communication	1.50
Development Communication	0.25
Health Information Technology	0.25
Broadcast Criticism	0.50
IT Com	0.25
Marketing for Communication	0.25
Writing and Analysis of TV Script	0.25
Electronic Media	0.25
Mass Communication	0.75
Computer-mediated communication	0.50
Science/Math-Computer (high school field of study)	0.50
ICT for Teachers/Education Technology	0.25
IT Media	0.25
Radio and Television	0.25
Integrated Media	0.50
Television Production	0.25
Journalism	0.25
Alternative Media	0.25
Globalization Communication	0.25
Sociology	0.50
Unspecified Subjects	11.25
Total	100.0
Level of Education that provides ML in curriculum	
High school	9.25
Higher Education	8.00
Unspecified	4.25

Table 4.2 (Continued)

Media Literacy Education Source	Percent
Off curriculum	
No	56.75
Yes	43.25
Internet / Social Media / Clip	18.30
Teachers/Lecturer's integration to teaching	4.00
Radio	1.25
Ads	0.50
Advertising Design	0.25
Television	11.75
Special Events	0.25
Internship program	0.25
Flyers / brochures	2.00
Combination of Media (i.e. Social media, radio, TV, Brochures)	4.75
Total	100.00

2) Focus group Participants

The focus group participants' background is reported in details in Table 4.3.

Table 4.3 Focus Group Participants' Background

	Group 1	Group 2	Group 3
Gender	Six participants: 4 women 2 men	Five participants: 3 women 2 men (1 no show)	Six participants: 2 girls 4 boys
Age	4 were 19-23 years old; 2 were 24-32 years old	2 were 19-23 years old; 3 were 24-32 years old	All 6 participants are between 14-18 years old
Education	4 bachelor degree; 2 higher educational level	3 bachelor degree; 2 higher educational level	All 6 are high school students
Areas of study	4 media/communication arts; 2 business/marketing (one of them had two degrees: one in media and the other in marketing); 1 Political science	2 media/communication arts; 2 engineering; 1 liberal arts and marketing	6 participants belong in the school's "computer community" (or a club)
Media literacy experience	3 learned from school; 2 never learned ML; 1 learned from elsewhere (Television)	None of the participants learned ML either from school or elsewhere	4 learned about ML before (2 learned from school, 2 learned from TV and the Internet); 2 had never learned ML before

Table 4.3 (Continued)

	Group 1	Group 2	Group 3
Professions/ educational level	2 working in media; 2 working in marketing; 1 business owner (online media); 1 undergrad student	1 working in market research; 2 were engineers (2 were undergrads students)	All 6 in Matayom 4-6 (equivalent to U.S. senior high school)
Internet use	1 used 12 hours/day; 4 used 2-4 hours/day; 1 used 1 hour/day	1 used 8 hours/day; 4 used 2-4 hours/day	2 used 10 hours/day; 1 used 1 hours/day; 1 used 2 hours/day; 1 used 6 hours/day
Facebook behavior	All 6 checked their Facebook constantly (whenever they can)	3 checked their Facebook constantly (whenever they can)	All 6 checked their Facebook constantly (whenever they can)
Traditional media behavior	All 6 watch TV; 5 watch all types of programs (news, informational shows, and entertainment); 1 watched only entertainment programs	2 do not watch TV at all; 1 listened to the radio; 1 watched all types of TV program; 1 watched only news and factual shows	2 do not watch TV; 1 watched news program; 2 watched entertainment programs, 1 watched informative programs (including documentary and edutainment programs)

4.1.1.2 Media use behavior

1) The survey respondents

This section explores how Generation Y use media (all kinds of media, traditional and digital, as defined in Chapter 1. Media are divided into the following categories:

- (1) Traditional media: newspaper, TV, radio, and film;
- (2) Online media: online newspaper/radio/TV/films,
websites
- (3) Social Media: YouTube, Facebook, Twitter, LINE,
Instagram, Google+;
- (4) Online Gaming: online game including Facebook game
apps;
- (5) Mobile SMS: news, horoscope, goods, services, etc.

The survey respondents were asked to rank media based on their categories, with number 1 being the most frequent used. For each media category, respondents were also asked to specify the particular media they use (they could specify more than one option). The results show that 74 percent of respondents rank social media as the most frequent used media, followed by the traditional media. The second

most frequently used media is online media, including websites (39 percent), closely followed by traditional media (31.8 percent). The third most frequently used media is traditional media (36.3 percent), followed by online media (31.0 percent) (See Table 4.4). Figure 4.1 illustrates the ranking of media platforms.

Table 4.4 Media Use Ranking by Categories

Rank	Media Category	Percentage
1st	Social media	74.0
	Traditional media	14.5
	Online gaming	5.0
	Online media	4.3
	Mobile SMS	2.0
2nd	Online media	39.0
	Traditional media	31.8
	Social media	15.3
	Online gaming	8.5
	Mobile SMS	5.5
3rd	Traditional media	36.3
	Online media	31.0
	Online gaming	17.8
	Mobile SMS	8.3
	Social media	6.8
4th	Online gaming	45.5
	Mobile SMS	28.3
	Online media	11.5
	Traditional media	11.0
	Social media	3.8
5th	Mobile SMS	55.8
	Online gaming	23.3
	Online media	14.0
	Traditional media	6.5
	Social media	0.5

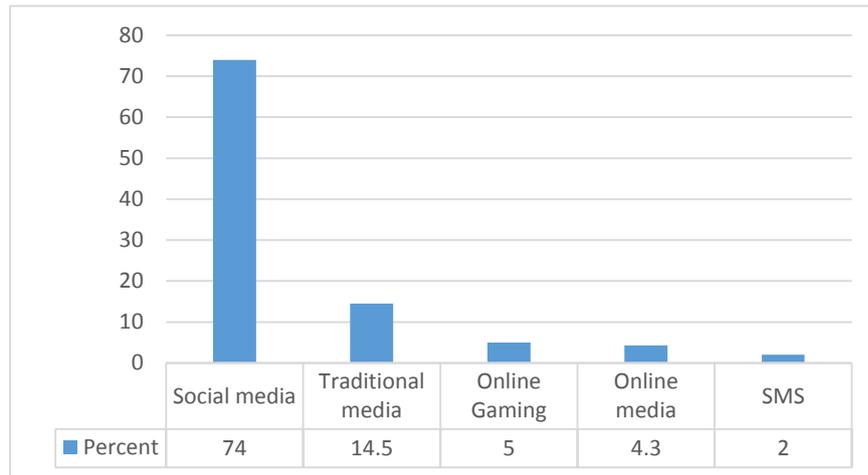


Figure 4.1 Media Types That Were Ranked as Number 1

Findings show that television, radio, and films were the top three media in both traditional and online platforms (47 percent), 23 percent radio listeners, 21 percent films viewers, and 9 percent newspapers readers (See Figure 4.2).

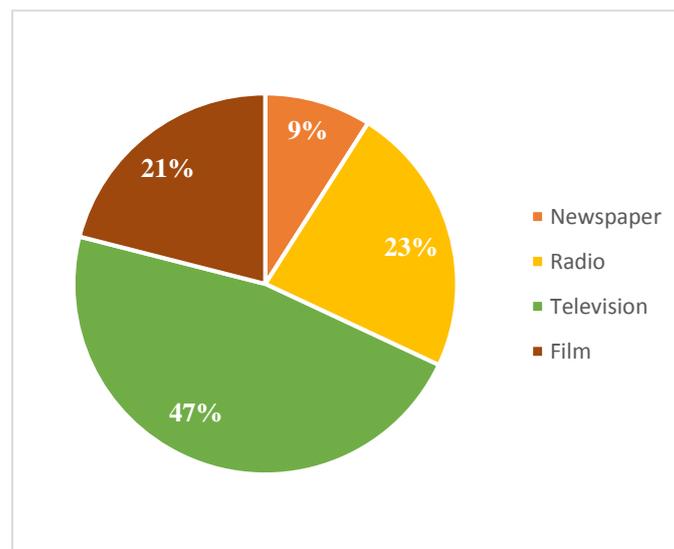


Figure 4.2 Generation Y's Use of Traditional Media (Respondents can choose more than one)

On online platforms, 27 percent of Generation Y watch TV online, while 21 percent and 20 percent of them use online radio and watch films.

Approximately 12 percent use online newspaper and 10 percent use two popular websites each. (See Figure 4.3).

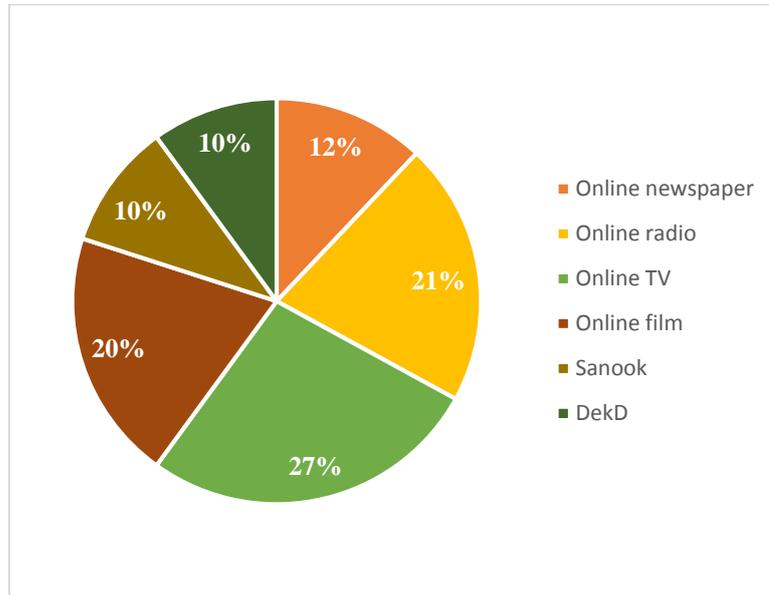


Figure 4.3 Media Use of Online Platform (Respondents can choose more than one)

Facebook, Instagram, and YouTube are the most popular social media used at 27, 22 and 21 percent respectively (See Figure 4.4).

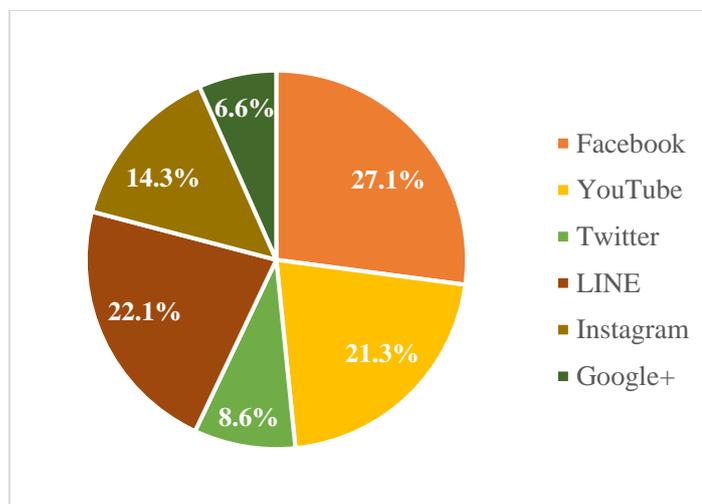


Figure 4.4 Generation Y's Social Media Use (Respondents can choose more than one)

From a pilot study that was conducted earlier, it was found that social media are gaining a phenomenal popularity among Thai Generation Y. Therefore, the survey included questions that explored Generation Y's behavior, specifically in regards to three roles in social media platforms: followers, creators, and commenters. Results show that all respondents use social media. Note that more than one medium could be chosen in the survey. Social media followers are defined as those who have become fans or subscribers of an individual or a fan page, as well as users who read or "follow" posts from friends. The survey shows that 28 percent, 21 percent, 17.5 percent and 14.5 percent of respondents 'follow' people on Facebook, LINE¹, YouTube, and Instagram. For creators, defined as the owners or administrators of a social networking site (SNS), more than half of the respondents reported not to own or be in charge of any SNSs, while 21 percent owns a Facebook page, and the rest are dispersed between other SNSs. It was also found that Gen Y respondents leave comments on Facebook (45 percent), YouTube (21.5 percent), and Instagram (17.9 percent). (See Table 4.5).

Table 4.5 Survey Results of Social Media Behavior by Roles*

Role	Media Category	Percentage
Followers	Facebook	28.4
	LINE	21.1
	YouTube	17.5
	Instagram	14.5
	Twitter	9.4
	Google+	6.5
	Pinterest	1.3
	LinkedIn	0.7
	Others (Social cam)	0.5
Creators	NONE	57.3
	Facebook	21.1
	LINE	8.0
	YouTube	4.8
	Instagram	4.4
	Twitter	2.0
	Google+	1.2
	Blog	0.8
	Pinterest	0.2

¹ LINE is a popular instant messaging application for smartphones and PCs. People can use LINE to text, send images, audio and videos

Table 4.5 (Continued)

Role	Media Category	Percentage
Comment givers	Facebook	45.3
	YouTube	21.5
	Instagram	17.9
	Pantip.com**	11.0
	Blog	2.4
	Web Forum	1.1
	Others (unspecified)	0.8

Note: *Respondents can choose more than one media in each role.

**Pantip.com is a popular Thai web board with a great number of ‘rooms’ for particular topics divided in categories such as politics, home décor, travel, television, etc., where people can log in and post a questions or a topic for others to comments.

In addition, the survey shows that Generation Y use smartphones the most, followed by desktop computers, tablets, and computer notebooks or laptops (See Table 4.6). The majority of them can conveniently access the Internet either at home, using public WiFi connection or 3G/4G technology, while a mere 4 percent of them have to travel somewhere, for example, a computer lab or an internet café, to access the Internet (See Table 4.7).

Table 4.6 The Accessibility to Communication Tools*

Devices	Percentage
Smartphone	43.8
Desktop Computer	27.0
Tablet	14.9
Notebook/laptop	14.3
Total	100.0

Note: *Respondents can choose more than one device.

Table 4.7 Internet ease of access

Internet Accessibility	Percentage
Easy access (Home, Workplace Internet, 3G, WiFi)	95.3
Difficult access (Computer center or Internet cafés)	4.8
Total	100.0

2) The focus group participants

The focus group discussions revealed that 2 participants used the Internet 1 hour per day; nine participants used the Internet 2-4 hours per day; one used it 6 hours per day; and 4 participants used it more than 8 hours per day. Participants' Facebook use revealed that 15 out of 17 participants check their Facebook whenever they can. For traditional media use, four participants said they did not watch TV at all. Meanwhile thirteen participants watch TV with a variety of program types: 6 watched all types of programs; 3 watched only entertainment programs, 3 watched news and other informative programs; and only one said he listened to radio.

Conclusion: Generation Y's media use behavior is leaning towards the Internet. Gen Yers still use traditional media, however, they access it through online platforms rather than through television sets and radio receivers. Some spend a lot of time on the Internet, while others do not spend as much time. Gen Yers are active and vigorous users of social media. Quantitative and qualitative results showed that almost a hundred percent of Thai Gen Yers use Facebook more than other SNS. Other popular SNSs are YouTube, Instagram, LINE, and Google+. However, not many Gen Yers managed or administrated a Facebook page or created media content (such as writing blogs, vlogs, or a fan page). They mostly upload photos and videos and leave comments. Finally, quantitative results showed that most of Gen Yers have easy access to the Internet.

4.1.2 Needs Assessment And Weakness And Strength

The questions for the three ML components in the third section of the questionnaire, Media Literacy Competencies, were tested for reliability using the Cronbach's Alpha Test. The questions on media literacy competencies are based on UNESCO three media literacy components of Access, Evaluate, and Create. Each

component has its associated competencies as described below in UNESCO's framework (2013, p. 57):

Access is defined as:

The ability to access, retrieve and store information and media content, using appropriate technologies. It includes the ability to recognize the need for information, media content and knowledge and to be able to identify useful information and media content from all sources and formats, including print, audio, visual and digital to satisfy this need.

Evaluate is defined as:

The ability to understand, critically analyze and evaluate information, media content, the work and functions of media and information institutions, within the context of universal human rights and fundamental freedoms. This includes comparing facts, distinguishing facts from opinion, being aware of timing (new/news/obsolete), identifying underlining ideologies and values, and questioning how social, economic, political, professional, and technological forces shape media and information content. It also involves evaluating the quality (accuracy, relevance, currency, reliability, and completeness) of information.

Create is defined as:

The ability to master the production knowhow of information, media content and new knowledge and effectively communicate with others. It also includes ethical and effective use of information, media content and in general knowledge for instance intellectual property aspects.

The results reported in this section are divided into three parts; each part begins with the reliability test results, followed by the frequency and mean values tabulation of corresponding indicators. The reliability coefficient in this study is based on the Cronbach's Alpha criteria, of which the acceptable reliability value is .70 or higher. However, sometimes researchers use .75 or .80. Therefore, this study shall use .80 as the acceptable reliability value.

The accounts from the focus group discussions were also reported alongside the quantitative data for each ML component; the process leads to establishing the media literacy level for each ML component.

4.1.2.1 Component 1: Access

1) Survey results

(1) Reliability Test Result

A reliability coefficient test was conducted during a pilot test, resulting in the Cronbach's alpha value of .963. As $\alpha > .80$, the reliability of the Access construct was considered acceptable and the questionnaire was valid. However, due to the lengthy set of 38 questions, several questions were eliminated from the pilot questionnaire and were brought down to 8 survey questions. Hence, to affirm the reliability of the actual survey, a re-test of the questions' reliability was conducted, resulting in the Cronbach's alpha value of .908, which falls within the alpha (α) $> .80$ criteria (See Table 4.8).

(2) Access Competencies Level of Respondents

The Access component consists of eight competencies questions aggregated to the total score of 40, which can be divided into three levels as follows:

0.0-13.32 = Low

13.33-26.67 = Medium

26.68-40 = High

The result shows that the Mean score from all respondents is at 26.36, which is the Medium level; with the Standard Deviation of 6.11; the lowest score is 8.0 while the highest score is 40.0.

Table 4.8 The Reliability Coefficient Results of Access Component

Cronbach's Alpha	N of Items
.908	8

Table 4.8 (Continued)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
identify needs	23.42	28.330	.769	.891
Access knowledge	23.28	28.992	.781	.890
prioritize Info	23.51	29.148	.765	.891
techno significance	23.41	30.548	.643	.902
imp of rules & regulations	23.15	29.261	.709	.896
connect with info. provider	23.46	32.001	.481	.915
use appropriate tools	23.31	29.482	.725	.895
info for future use	23.27	28.576	.770	.891

Table 4.9 shows the detailed answers of each item in this component. The Mean and SD scores are calculated based on the scale 1-5 as shown in the questionnaire. The table shows that the overall respondents' competencies in the Access component are Medium (Mean = 3.29); even though most of the scores resulted Medium (3) and High (4) in the 5-scale questionnaire, there were also some questions where respondents scored Lowest and Low; i.e., the questions on the "Ability to identify, categorize, and prioritize the information and media content," and the "use of the media and contact information providers to interact, express opinions and participate in socio-political events". This suggests that these might be Generation Y's weaknesses or problematic skills. The latter were subsequently brought into account in the design of focus group discussion questions.

2) Focus group discussions on Access

In order to investigate further on the answers that respondents gave during the questionnaire, particularly the items with high number of "low" and "lowest" answers combined over 20 percent (1 out of 5 in the scale) which are considered the weaknesses or problematic skills, FGD were organized.

Table 4.9 The Distribution of Frequency, Mean, and Standard Deviation Values of The Items in Access Component and Competencies Level

Indicators	Competencies Frequencies					Total	Mean	SD	Level
	Lowest (1)	Low (2)	Medium (3)	High (4)	Highest (5)				
1. Ability to identify and articulate the needs for information and media content	34 (8.5)	41 (10.3)	171 (42.8)	111 (27.8)	43 (10.8)	400 (100.0)	3.22	1.05	Medium
2. Ability to access the information and media content, either physically or virtually	10 (2.5)	64 (16.0)	141 (35.3)	139 (34.8)	46 (11.5)	400 (100.0)	3.37	.97	Medium
3. Ability to identify, categorize, and prioritize the information and media content by using the formats, dates, topics, subjects, creators, senders-receivers, keywords, tags, and terms.	16 (4.0)	87 (21.8)	140 (35.0)	132 (33.0)	25 (6.3)	400 (100.0)	3.16	.97	Medium
4. Realization that lack of technology and rules and regulations are obstacles to access information and media content	9 (2.3)	67 (16.8)	176 (44.0)	112 (28.0)	36 (9.0)	400 (100.0)	3.25	.92	Medium
5. Understanding that information provider has to follow its rules and regulations	6 (1.5)	58 (14.5)	148 (37.0)	114 (28.5)	74 (18.5)	400 (100.0)	3.48	1.00	Medium
6. Use of the media and contact info. providers to interact, express opinions, and participate in socio-political events.	9 (2.3)	82 (20.5)	177 (44.3)	88 (22.0)	44 (11.0)	400 (100.0)	3.19	.96	Medium
7. Use of appropriate technology and tools to sort, organize and archive the information and media content	10 (2.5)	59 (14.8)	178 (44.5)	99 (24.8)	54 (13.5)	400 (100.0)	3.32	.97	Medium
8. Knowing that the acquired information and media content can be used in the future	12 (3.0)	63 (15.8)	139 (34.8)	131 (32.8)	55 (13.8)	400 (100.0)	3.39	1.00	Medium
						Total	3.29	.76	Medium

In the Access component, the quantitative results show that Generation Y's competencies is medium. The questions where over 20 percent of respondents answered low and lowest were those that reflected their ability to identify, categorize, and prioritize information, as well as the access to information and media content to interact, express opinions, and participate. Therefore, these competencies were included in the FGD questions. Additional issues to be further investigated in the Access component included the skills to determine and specify information needs, link with key concepts, and take action. The FGD on the Access component aimed at the following outcomes:

Access Outcome 1: To understand how participants access the information and media content they seek, including determining and specifying information needs linking with key concept, as well as their process to acquire the information they need.

Access Outcome 2: To find out how the participants assess their own ability to seek or acquire information and media content.

Access Outcome 3: To understand the participants' behavior in participating in civic and social activities by accessing information provider and media including those available on the Internet.

The responses from the FGD were as follow:

(1) Access Outcome 1: To understand how participants access the information and media content they seek, including determining and specifying information needs linking with key concept, as well as their process to acquire the needed information.

(1.1) The methods used in finding information and media content

Group 1

Four of the participants used social networking sites (SNS) such as Facebook, YouTube, and Instagram as their primary sources of information; one used different means to access particular information, such as Googling for sports scores and

following more hyperlinks to search for further details, watching sports highlight clips in YouTube, and using Google to search for financial and stocks information.

If they need to search for particular information, for example, that related to work, one said they would use the Internet, especially web boards such as Pantip and JeBan; another participant said she started from Instagram and followed the links suggested by the application, otherwise, she would browse the Internet or access websites such as Pantip or Matichon Online. One of the participants said if she needed information for her online television work, she would either buy books, magazines or search particular websites.

Another participant, who worked as online TV director, said he watched YouTube for nothing in particular, or 'liked' those popular Facebook fan pages, so that they appeared on his Facebook newsfeed, or visited Pantip.

Group 2

All five participants mentioned the Internet as their primary source of information. Two of the participant used Facebook to read news; one used Facebook as her sole source for news and used newspaper to find out more about the news she was interested in; while the other also added that she used the Internet (Google) to find more information. Another participant mentioned Wikipedia as the first source of information, followed by books, and browsing other websites on the Internet. Another respondent only mentioned the Internet as main source of information: "I use websites. I don't follow the news. They don't affect my life that much, unless it's work-related. This is because news are biased by the writer that makes it 'unfair' [un-impartial]."

One participant said she started out by asking her friends for information until she felt satisfied with what she got; if she felt it was not enough, she would go on to search more on the Internet. She stated, "I don't like reading. I think information from friends was somehow filtered. I have friends who know a lot of things, listen and read a lot. They take what they learn into discussions. That's a filtering process."

Another participant known by the name “Meen” also said that she only uses the Internet to find more details in order to be able to catch up with what others know.

Group 3

All six of them specified that Internet (Google) was their primary source of information. They all agreed that using the right keywords is the key to finding information on the Internet. Two participants mentioned they looked into different web sites to find the information they wanted, while one elaborated that he used two methods: specific keywords and more generic keywords, for different purposes, as “Tern” said,

If it is a fill-in-the-blank-type of information, I’d use a specific keyword, for example, if the teacher asks what 1+1 is, the keyword used is simply 1+1. However, if I need the information to help make a decision or for other purpose, then I’ll use more generic keywords, such as “how to add numbers.

(1.2) The ways participants react if the methods used do not fulfill their information needs.

Group 1

One participant reported she usually gets the needed information from the Internet, even though, sometimes, it might take more than one link to get to what she really wants. Another said, popular and general information are easy to find on the Internet; however, when it comes to specific and technical information (that he thought would be available online), it was harder to find it, despite the use of different key words, as “Mon” said,

Information on mass issues is easy to retrieve; you are able to find it within one or two pages. But when it comes to very technical issues, it becomes difficult. There should be people who supply digital data but often one cannot find information... there must be something wrong with this.

If Internet was unavailable, “Mon” would acquire information from radio and would tune into different stations for different purposes, for example, “EFM” for stars gossip, and FM96.5 or FM101 for financial information. These stations were chosen based on the hosts’ credibility; Milk’s, on the other hand, would go to the library to search for information that was difficult to retrieve online.

Three participants agreed that it would be hard to live without the Internet. One of them said he only watches YouTube and that he stopped watching TV since Internet connection was installed into his home. He reported not to like mass media, presuming the Internet not to belong to that category. He also reported that when the Net went down while he was online, he got very upset. Another participant said he might ask around for more information if he would like to know more about anything.

Group 2

One participant said if he could not find what he wanted he would go to Asia Books (a bookstore that sells English books). He mentioned this book store because his main interest is on machines, and there was little information in Thai language on that topic. Books from America or Germany were far more updated. If the store did not have the requested book, it could be ordered at a cheaper price compared to ordering it from an online store.

Another participant said that statistics were usually difficult to find online. Using keywords on Google was not enough to retrieve the needed information. Meanwhile, one participant said that there was a barrier to accessing certain information online; for example, for universities’ research archives, one had to be registered as a student in that particular institution.

The rest of the group did not provide any thoughts; presumably they were never unable to find the needed information, or they were always satisfied with the information they found online.

Group 3

One participant said that there were times when she could not find the needed information because no one wrote about that topic, or the information

found was not exactly what she was looking for. If that was the case, she needed to expand her research, for example, from Google to YouTube, as sometimes, video clips could explain concepts more clearly. When YouTube was mentioned as a source of information, another participant added that searching in YouTube was very different from searching in Google, due to the video format and the impossibility to search for content through simple keywords. On YouTube one has to type both the keyword and the word “youtube”. Another participant also mentioned searching for information on YouTube as an alternative to textual content.

Furthermore, two participants used the strategy to change the language of the keywords when they could not retrieve the needed information on Google: “Tern” said, “If using Thai keywords did not bring me to the expected search results, I’ll switch to English; English keywords increase the chances to find the needed information.” While “Miu” said that, “The needed information may not be retrievable in Thai language; therefore, I’ll use English words for my search.”

As another method to find information, one participant mentioned the need for broadening the scope of keywords or using words that are more or less connected to the greater theme of the search; for example, “if you want to find something about mind reading, you might find something about playing chess because there are some connections to that topic. The results will give you the main principles, albeit different from what you intended at first, the bottom line is it’s similar in practice.” Another participant also searched on the Internet differently. Instead of searching via Google, he turned to specific websites or web boards to retrieve particular information; either posting queries or reading comments.

An additional question was asked since participants’ answers mainly revolved around the use of the Internet as a main source of information, and it was not clear enough whether they were competent in accessing the needed information. Once participants were given the condition of not having the Internet, more traditional means of finding information were mentioned:

“Pakkard”: If there was no Internet, I’ll use text books and try to think of the lectures in class.

“Tern”: I would consult with someone who knows; for example, a teacher or a friend, on where to find the information on how to solve the problem.

“Earth”: I would ask someone or an organization for the needed information.

“Miu”: I would go to the library or a book store. If I can’t find a person’s name on the Internet, I’ll find it in the house registration or ask around.

(2) Access Outcome 2: To find out how participants assess their own ability to seek or acquire information and media content.

(2.1) Participants’ problems or troubles in acquiring the information they need, and their feelings about their skills in finding information.

Group 1

All participants do not consider themselves as having troubles in finding or acquiring the information they want. They think, on the other hand, that the information is simply not available when it is supposed to be.

Group 2

Two participants stated that the problems in finding information did not depend from them, rather, from the information itself. “Meen” said, “We are capable. We have the strength and the heart, but we cannot access the information, especially statistics. They should be online but they aren’t (referring to the non-active link in the National Statistics Office),” while “Bang” thought that, “It’s the origin of the media. Thai news is superficial. Those who consume this kind of news are not interested in the figures, facts or to go in-depth in the story; those who want to go in-depth never really get an insight from the media.”

Another participant thought people in general did not have problems accessing information because it was information and news to come directly to

them. One participant confirmed that he never had problems in finding information; while another said he only had problems when searching things he wanted to know.

Group 3

All six participants thought of themselves as not having problems with acquiring the information they wanted. This is not surprising, considering they are all members of the school's computer club. However, three participants thought language was one of the key elements to find information [on the Internet]. The ability to use both Thai and English keywords to search online content, opened up more opportunities to browse the World Wide Web and acquire the desired information.

Another participant added that the thinking process is as important as knowing which language to use to find information. He affirmed, there are two components to finding information: knowing the source (where to find information), and using the skills to acquire the information from that source. "Earth" mentioned that,

If you know a source that has the information you want, it's like you have half of what you need. The rest is all about how much you can get from that source by asking the right questions and the personal connection you can establish with that source. For example, if you want to know about how to program a computer, you know there is a computer community in the school. So you can decide to visit them. The rest is all about your skills to ask the teachers or your friends in the community (and get the information you want).

He explained that the thinking process and knowing what information is needed, are critical when asking the right questions; "some people ask the wrong questions without having any clear goal; others have goals but do not know how to ask the right questions," he added.

Majority of participants from the FGD agreed on the importance of using the right keywords to search information online. Four participants stated clearly, with "Pakkard" saying that, "When [younger students] use wrong keywords,

they get the wrong information. They don't analyze what they have, and pass on the wrong information.”

(3) Access Outcome 3: To understand the participants' behavior in participating in civic and social activities by accessing information providers and media, including those available on the Internet.

(3.1) Participants' accessing information providers and media to participate in social activities, events, opinion seeking, or campaigns.

Group 1

Three participants said they were involved in civic activities before; two hardly joined such activities, and one never was involved in events of this kind.

Among those who participated in civic activities, two affirmed to have signed petitions for political, legal, or social causes, or helped sharing posts in support of charity causes. “I think we should exercise our rights and voice out our concerns; even though ours are just small voices,” said one participant.

The other two justified their lack of participation due to no strong inspirational opinion leaders to guide their actions.

Group 2

Two participants said they hardly took part in any civic activity. While one person said he would not participate in civic activities unless his family did (only because he wanted to be a part of his family's activities), the rest of participants would only join activities or events that they were truly interested in; as “Meen” said, “I participate in some political activities when I feel involved. If not, then I won't do anything. If it's about research, I want to be involved, if I am available;” “Meow” said that, “I won't participate in any political matters, even if it's just signing a petition. It's risky. If it's about cats and dogs and things that I like, then I would,” and “Bang” said that, “If it's about dogs, I'll help. For example, I would share [the story] and promote the cause. I once signed a petition that was sent to a football league to stop a player from moving to another team. I know it's nothing much but I wanted to.”

Group 3

All six participants said they signed up, at least once, for a public campaign on a topic or issue they felt interested in. Two of them were subscribers of the activist's organization Change.org.

(3.2) Participants' behavior and means to access product/service providers and submit feedback.

Group 1

Almost all participants sent at least once, their feedback to products' manufacturers or service providers. Among the five participants who answered YES, one said he would only make a complaint if he was not satisfied with the product or service.

Participants who sent their feedback felt that they deserved products or services that were worth the money they spent. Additional reasons were customer care and brand loyalty. "I like IKEA. I'm happy when I'm here. I wanted to let their manager know [of their employee's bad service] ... I care so I [send feedback]. I wanted them to know I'm not happy. I wanted to help," said "Milk", while "Mew" said, "If I am unsatisfied with my product/service, I always send my feedback...so that the manufacturer will be more careful next time." Another participant, "Ice", said that, "[I give feedback] so that they can improve [their service]. If we ignore, other customers might have to go through the same problems."

In the meantime, the participant who chose not to send his feedback explained that if the service was bad but the product was good enough, he could put up with it. Otherwise, he would find a substitute or an alternative. Only when the product or service caused him troubles, he would send a complaint.

Group 2

One participant said she did not have the heart to send feedback to a product owner or a service provider. The rest of the participants said they would only do so if they cared, or if the product or service affected their lives one way or

another. They would also provide feedback if they knew that there was going to be some improvement.

“Job” said, “I like [to give feedback] very much but sometimes there are no channels to do so.” And “Meen” said, “I give feedback out of my personal feelings. If I don’t like it, I wouldn’t give any feedback.”

Group 3

All of the participants said they would send feedback if they could, and if they really felt that it would be worth it. Most of them mentioned that if giving feedback was as simple as rating the product/ service, for example, giving ‘stars’, then they would do it; however, they would not take the time if it was something that involved writing long comments. One participant said he wrote comments but only short ones; another one said he refuses to write long comments or feedback. However, one participant said he would be willing to leave a long comment if he really felt interested in giving his feedback.

Conclusion: The quantitative data gathered in this study shows that Generation Y has a Medium level of Access of media and information. The questions with low/lowest score, which could determine Generation Y’s problematic skills or weaknesses, were further investigated in the focus group discussions. The survey question on the competencies to “use media and information providers to interact, express opinions, and participate in socio-political events” were further investigated in the focus group discussions and the results were categorized in Table 4.10. The FGDs showed that Gen Yers tend to participate in socio-political events only if they are motivated to do so or if they are interested in the topic. Thus, it is not about “not being able to”, rather about “not wanting to join”. This explains why this topic received the low/lowest scores in the survey. Consequently, Thai Generation Y’s low motivation in using media and information providers to interact, express opinions, and participate in socio-political events might be considered a weakness and an impediment to the participatory culture and the strengthening of democratic societies.

Another item of the questionnaire where respondents scored low/lowest is the ability to “use appropriate technology and tools to sort, organize and archive

information and media content.” According to the FGDs’ results presented in Table 4.10, it was clear that the Internet is Generation Y’s primary, and at times, only source of information. Therefore, it is possible that since information was retrieved mainly from the Internet (and not from other printed media), it required little or no sorting or organization.

FDGs also investigated more in depth about Generation Y’s behavior in Accessing and finding information. Research shows that the Internet – Google, SNSs (Facebook, YouTube, Instagram) and Wikipedia – are the main sources of information for Generation Y. If the Internet is regarded as a “tool” to acquire information, then Generation Y would ‘fail’ the criteria of being able to use diverse tools to access information and media content, and thus, this becomes one of their weaknesses and problematic skills. However, FGDs also showed that Gen Yers were very capable of using different techniques to find information on the Internet, including consulting various websites. For example, one participant Googled sports scores and followed hyperlinks for more details, and watched highlight clips in YouTube; some changed the keywords or switched the language from Thai to English; some consulted friends and other people; some used web boards or community websites; and others used Instagram and followed the links suggested by the application. Noticeably, the older Generation Y also used books or magazines to find specific information, while younger participants did not think of sources apart from the Internet until they were told to. The ability to use various tools and technology to access information could be another weakness and problematic skill for Thai Generation Y.

The FGDs also showed that Generation Y think that all information should be made available on the Internet. When they cannot find information online or when they find partial information, they blame content and service providers for not uploading the content. The discussions reveal that Gen Yers are highly dependent on the information they retrieve online; their decisions are based on information found on the Internet. This is also a problematic skill that needs to be addressed. In addition, the fact that some participants think that there should be no restrictions (such as membership fees, registration to an institution, etc.) to information access, reflects their inability to recognize the importance

of rules, laws, and regulations related to access to information. This may be another weakness and problematic skill of Thai Generation Y.

From the FGDs, it is obvious that Gen Yers do not consider themselves as being incapable of finding information. This reflects one of their unique characteristics of being self-centered. Table 4.10 summarizes Generation Y’s responses concerning the Access component.

Table 4.10 The Taxonomy of Generation Y’s Responses in Access Component in FGD

Gen Yers’ Response	
Access Outcome 1: How Gen Yers access, determine, and specify the information and media content they need, linking with key concept.	
1) The methods used in finding information and media content	<p>General information</p> <p>1. Internet – SNSs such as Facebook, YouTube, Instagram; Google; Wikipedia</p> <p>Particular information</p> <p>2. Web boards (Pantip, Jaban); Matichon Online; books; newspaper; ask someone</p>
2) Reaction if the methods used did not fulfill their needs of information.	<p>1. Radio</p> <p>2. Ask someone</p> <p>3. Books (including going to the library)</p> <p>4. Change keywords (broaden or switch the language)</p> <p>5. Use YouTube (instead of Google)</p>
3) Obstacles	<p>1. Some specific information are not available on the Internet</p> <p>2. Available information are not insight enough</p> <p>3. Some information are restricted to members</p>
Access Outcome 2: How Gen Yers assess their ability to acquire information and media content.	
1) Participants’ problems in acquiring the information they need, and their feelings about their skills in finding information.	<p>1. They do not have problems or troubles finding information because no one puts the information on the Net. (Information should be made available online)</p> <p>2. They think that most people have two obstacles:</p> <ul style="list-style-type: none"> ○ Language: ability to use English to broaden the search ○ Thinking process: how to use the right keywords (direct/indirect) to get the information
Access Outcome 3: Gen Yers’ behavior in participating in civic and social activities by accessing information providers and media, physically and virtually.	
1) Accessing information providers and media to participate in social activities, events, opinion seeking, or campaigns.	<p>1. Yes</p> <p>2. Yes with condition of getting inspired by someone or feel interested in the subject matter</p> <p>3. Sometimes</p> <p>4. Hardly</p> <p>5. Not at all</p>

Table 4.10 (Continued)

	Gen Yers' Response
2) Accessing information providers and media to express their opinion such as product/service feedback	1. Yes because they care or think they deserve better 2. Yes, only if it makes a difference 3. Yes if it is convenient (such as rating as opposed to long writing) 4. No

4.1.2.2 Component 2: Evaluate

1) Survey results

(1) Reliability Test Result

A reliability coefficient test was conducted during a pilot test, resulting in the Cronbach's Alpha value of .967. As $\alpha > .80$, the reliability of the Evaluate construct was considered acceptable, and thus, the questionnaire was valid to use. However, due to the lengthy set of 72 questions, several questions were eliminated so that the number of questions in the actual survey was decreased to 28 questions. Hence, to ensure the reliability of the actual survey, another reliability test was conducted, resulting in the Cronbach's Alpha value of .939, which falls within the alpha (α) $> .80$ criteria (See Table 4.11).

(2) Evaluate Competencies of Respondents

The Evaluate construct consists of 37 questions on competencies aggregated to the total score of 185, which can be divided into three levels as follows:

0.0-61.66 = Low

61.67-123.33 = Medium

123.34-185 = High

The result shows that the Mean score is at 129.99, which is the High level; with the Standard Deviation of 19.75; the lowest score is 8.0 while the highest score is 176.0. Moreover, the figures show that respondents have high knowledge and understanding of media ethics and rights, and the policy/rules/regulations that the media have to comply with. They also master high abilities in recognizing that people may interpret information and media content differently; knowing that advertising is essential

Table 4.11 The Reliability Coefficient Results of Evaluate Component

Cronbach's Alpha		N of Items		
.939		37		
Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
role of media	126.61	351.898	.474	.938
accuracy of report	126.50	351.062	.473	.938
impartiality	126.36	349.455	.508	.938
minor's right	127.04	360.817	.244	.940
source accredited	126.49	350.265	.537	.938
verify source	126.44	348.034	.609	.937
must not create news	126.32	348.581	.562	.937
Do not stimulate conflict	126.48	351.019	.493	.938
media ownership	127.17	363.928	.112	.941
copyrights	126.93	356.515	.346	.939
censorship	127.00	354.345	.377	.939
Free TV gov. license	126.99	353.181	.350	.940
Free TV for profits	126.96	357.009	.316	.940
public TV no ads	127.19	361.707	.180	.941
diff interpretation	126.74	346.995	.611	.937
media policy	126.79	349.020	.605	.937
ads are important	126.83	350.595	.536	.938
ID producers/audience	126.88	345.907	.620	.937
ID credibility	127.01	353.370	.484	.938
recognize intended message	126.90	345.034	.691	.936
what's new/old	127.04	348.497	.585	.937
reliable/accurate	127.10	350.001	.565	.937
can order happening	126.95	347.378	.623	.937
evaluation criteria	127.32	353.541	.479	.938
communicate info	126.99	349.626	.593	.937
know what's censored	127.06	351.160	.573	.937
ID audience	127.03	347.654	.619	.937
product placement	126.83	341.715	.720	.936
sponsor	126.81	343.086	.702	.936
no overstated ads	126.60	347.878	.582	.937
ad msg. input value	126.92	349.083	.570	.937
connecting info diff source	127.15	347.612	.613	.937
use various sources	126.94	342.288	.704	.936
evaluate entire cycle	127.02	342.273	.706	.936
explain evaluate result	127.17	344.903	.591	.937
archiving	127.21	345.160	.606	.937
transform info	127.16	346.367	.573	.937

for information providers and media producers; and identifying the creators of information and media content, its purpose, and target audience. They also realize that advertising comes in different forms, techniques, and messages.

Even though the overall performance of respondents is within the High level, respondents also scored low and lowest on the scale, on questions regarding business and how media organizations function, particularly Free TV (Q3, 6, and 8); on the assessment instrument and providing arguments for the evaluation results (Q18 and 26); on the ability to identify related topics and generate relevant questions (Q23); on the use of tools for organization of information (Q27); and on the ability to transform information from one format to another. Table 4.12 presents the detailed answers of each question in the Evaluate component. The Mean and SD are calculated based on the scale 1-5 as appears in the questionnaire. The table shows that the overall respondents' competencies in the Evaluate component are Medium (Mean = 3.42). The inconsistency from the score-based level criteria is due to the narrower range of each level; thus, putting the result from the table into the Medium instead of the High level. Table 4.12 shows the distribution of scores in each item of the questionnaire.

2) Focus group discussions on Evaluate

In the Evaluate component, quantitative results show that Generation Y's competencies level is high. However, 20 percent of respondents also answered low and lowest on questions that reflect their ability to identify and differentiate owners and creators of information; understand authorship and rights of authors; have knowledge about the nature of media; draw conclusions to one's assessment and provide an argument for it; use appropriate and variety of tools to organize the retrieved information; and transform the retrieved information from one format to another. These questions were asked in the FGD in order to gain more understanding and to double-check survey results.

Table 4.12 The distribution of frequency, mean, and standard deviation values in Evaluate component and competencies level

Indicators	Competencies Frequencies					Total	Mean	SD	Level
	Lowest (1)	Low (2)	Medium (3)	High (4)	Highest (5)				
1. Understand role and functions of media to inform, teach, influence and entertain	1 (0.3)	17 (4.3)	156 (39.0)	111 (27.8)	115 (28.8)	400 (100.0)	3.81	.913	Medium
2. Knows concepts of ethics and rights related to media and information and international and professional standards						total	3.89	.692	High
2.1 News report should be accurate	0 (0.0)	30 (7.5)	112 (28.0)	120 (30.0)	138 (34.5)	400 (100.0)	3.92	.959	High
2.2 The media should be impartial	0 (0.0)	30 (7.5)	102 (25.5)	95 (23.8)	173 (43.3)	400 (100.0)	4.03	.995	High
2.3 The media should protect the ID of minors when report juvenile criminal cases	12 (3.0)	27 (6.8)	194 (48.5)	133 (33.3)	34 (8.5)	400 (100.0)	3.38	.849	Medium
2.4 The media should accredit information source if not its own	1 (0.3)	14 (3.5)	126 (31.5)	129 (32.3)	130 (32.5)	400 (100.0)	3.93	.894	High
2.5 The media should check information source prior to publicize the info. or news	0 (0.0)	20 (5.0)	104 (26.0)	148 (37.0)	128 (32.0)	400 (100.0)	3.96	.883	High
2.6 Information and media content providers should not create false information and media content	1 (0.3)	20 (5.0)	97 (24.3)	106 (26.5)	176 (44.0)	400 (100.0)	4.09	.948	High
2.7 Information and media content providers should not publicize content that would lead to conflict in the society	2 (0.5)	23 (5.8)	112 (28.0)	130 (32.5)	133 (33.3)	400 (100.0)	3.92	.940	High
3. Identify and differentiate who owns and create the information and media content	24 (6.0)	48 (12.0)	170 (42.5)	129 (32.3)	29 (7.3)	400 (100.0)	3.23	.961	Medium
4. Understands authorship and rights of authors	1 (0.3)	65 (16.3)	138 (34.5)	147 (36.8)	49 (12.3)	400 (100.0)	3.45	.913	Medium

Table 4.12 (Continued)

Indicators	Competencies Frequencies					Total	Mean	SD	Level
	Lowest (1)	Low (2)	Medium (3)	High (4)	Highest (5)				
5. Know about editorial independence and censorship or information and media content	4 (1.0)	66 (16.5)	145 (36.3)	127 (31.8)	58 (14.5)	400 (100.0)	3.42	.962	Medium
6. Understand that most of Free TV use contracting license from the government	29 (7.3)	36 (9.0)	142 (35.5)	125 (31.3)	68 (17.0)	400 (100.0)	3.42	1.096	Medium
7. Understand that Free T's goal is to make profits	7 (1.8)	53 (13.3)	156 (39.0)	136 (34.0)	48 (12.0)	400 (100.0)	3.41	.924	Medium
8. Know that public TV does not earn from Ads	13 (3.3)	67 (16.8)	183 (45.8)	103 (25.8)	34 (8.5)	400 (100.0)	3.20	.927	Medium
9. Recognize that audiences interpret information and media content differently	4 (1.0)	34 (8.5)	152 (38.0)	113 (28.3)	97 (24.3)	400 (100.0)	3.66	.970	High
10. Understand that the media has to comply to their policy, rules and regulations	1 (0.3)	32 (8.0)	153 (38.3)	151 (37.8)	63 (15.8)	400 (100.0)	3.61	.855	High
11. Understands that Ads are important to information providers and media content producers	5 (1.3)	32 (8.0)	166 (41.5)	134 (33.5)	63 (15.8)	400 (100.0)	3.55	.894	High
12. Identify producers or creators of information and media content, their purpose and who the messages are meant for	4 (1.0)	50 (12.5)	160 (40.0)	110 (27.5)	76 (19.0)	400 (100.0)	3.51	.971	High
13. Able to assess the credibility of the information and media content	1 (0.3)	47 (11.8)	209 (52.3)	98 (24.5)	45 (11.3)	400 (100.0)	3.35	.839	Medium
14. Know the main elements such as ideas, keywords, concepts, messages and themes from retrieved information and media content	2 (0.5)	49 (12.3)	175 (43.8)	102 (25.5)	72 (18.0)	400 (100.0)	3.48	.942	Medium
15. Able to identify if information and media content retrieved is up-to-date	1 (0.3)	58 (14.5)	187 (46.8)	99 (24.8)	55 (13.8)	400 (100.0)	3.37	.903	Medium

Table 4.12 (Continued)

Indicators	Competencies Frequencies					Total	Mean	SD	Level
	Lowest (1)	Low (2)	Medium (3)	High (4)	Highest (5)				
16. Define the reliability and accuracy of information and media content retrieved	4 (1.0)	60 (15.0)	175 (43.8)	123 (30.8)	38 (9.5)	400 (100.0)	3.33	.879	Medium
17. Able to identify the timeline of events in news and entertainment reports	2 (0.5)	54 (13.5)	163 (40.8)	123 (30.8)	58 (14.5)	400 (100.0)	3.45	.916	Medium
18. Create or use basic assessment tools/ instrument(s) for evaluation of info. and media content and its providers/producers	9 (2.3)	70 (17.5)	205 (51.3)	100 (25.0)	16 (4.0)	400 (100.0)	3.11	.815	Medium
19. Interpret, make connections, and restate in own words the information and media content retrieved	9 (2.3)	29 (7.3)	205 (51.3)	113 (28.3)	44 (11.0)	400 (100.0)	3.39	.859	Medium
20. Distinguish editorial independence and recognize censorship of information and media content	2 (0.5)	48 (12.0)	187 (46.8)	136 (34.0)	27 (6.8)	400 (100.0)	3.35	.795	Medium
21. Describe the intended audiences of the retrieved information and media content	4 (1.0)	54 (13.5)	164 (41.0)	135 (33.8)	43 (10.8)	400 (100.0)	3.40	.887	Medium
22. Know that advertising comes in different forms, techniques, and messages						Total	3.62	.787	High
22.1 Know that water bottle, coffee cup, notebook computer in the set of a TV program are paid advertisement	2 (0.5)	48 (12.0)	155 (38.8)	105 (26.3)	90 (22.5)	400 (100.0)	3.58	.983	High
22.2 Cars scene in a film or TV with the logo appearing on screen is paid advertisement	6 (1.5)	36 (9.0)	159 (39.8)	114 (28.5)	85 (21.3)	400 (100.0)	3.59	.969	High
22.3 Ads cannot overstate the qualifications or goodness of the products/services	1 (0.3)	33 (8.3)	117 (29.3)	140 (35.0)	109 (27.3)	400 (100.0)	3.81	.939	High
22.4 Ads use values (i.e. 'cool' 'chic') as tactics to convince consumer to buy or use product/ services	4 (1.0)	42 (10.5)	150 (37.5)	151 (37.8)	53 (13.3)	400 (100.0)	3.52	.887	High

Table 4.12 (Continued)

Indicators	Competencies Frequencies					Total	Mean	SD	Level
	Lowest (1)	Low (2)	Medium (3)	High (4)	Highest (5)				
23. Able to identify related topics, needs, and ask additional questions	6 (1.5)	70 (17.5)	164 (41.0)	126 (31.5)	34 (8.5)	400 (100.0)	3.28	.902	Medium
24. Able to acquire information from various sources and compare information or media content retrieved	5 (1.3)	51 (12.8)	161 (40.3)	115 (28.8)	68 (17.0)	400 (100.0)	3.48	.960	Medium
25. The assessment and evaluation of the information or media content should include the entire cycle of the process, from searching and gathering information to redistributing the retrieved information/media content in any forms (words, writing, etc.)	9 (2.3)	63 (15.8)	153 (38.3)	118 (29.5)	57 (14.3)	400 (100.0)	3.38	.986	Medium
26. Draw conclusions to own assessment and be able to provide arguments for the conclusions made	29 (7.3)	55 (13.8)	148 (37.0)	128 (32.0)	40 (10.0)	400 (100.0)	3.24	1.046	Medium
27. Use appropriate and variety of tools/equipment to organize information and media content retrieved	30 (7.5)	61 (15.3)	142 (35.5)	133 (33.3)	34 (8.5)	400 (100.0)	3.20	1.043	Medium
28. Able to transform information and media content gained from one format to another	31 (7.8)	50 (12.5)	148 (37.0)	135 (33.8)	36 (9.0)	400 (100.0)	3.24	1.039	Medium
						Total	3.42	.541	Medium

Other competencies that had to be further investigated were the awareness of the existence of various viewpoints in any information; the understanding of the codes and genres of different media and information/media platforms; the ability to identify and verify additional information sources, methods and search strategies using diverse tools; the ability to define the evaluation criteria and appropriate tools; the awareness of bias; and the ability to examine and evaluate the retrieved information, its sources and information providers. The aim of FGDs is to achieve the following outcomes:

Evaluate Outcome 1: To understand participants' thoughts about authorship of information or media content, including identifying the creator/producer of information and media content.

Evaluate Outcome 2: To understand how well participants know about the nature of different types of media,

Evaluate Outcome 3: To understand participants' ability to evaluate information and media content, including the ability to logically assess and analyze it.

Evaluate Outcome 4: To understand how participants respond to the impact of advertisements.

The outcomes of the FGD are presented below:

(1) Evaluate Outcome 1: To understand the participants' thoughts about authorship of information or media content, including identifying the creator/producer of information and media content.

(1.1) The importance of authorship or the sources of information

Group 1

Most participants think that the sources and authors of information affect the credibility of information and/or media content. One of them affirmed that if the information or media content was retrieved from websites such as Pantip, then it required more analytical skills since the content is mainly based on people's opinions; as "Pla" said, "I was once fooled by an Ebola resurrection news. They said the dead infected from Ebola came back to life. Since the news came from a foreign media, I

believed it to be true, and shared it immediately. It turned out that the piece was a promotion for Halloween.”

One participant said he could never follow information or news from websites such as Facebook or Sanook, and that he would recognize immediately advertising content. He also admitted to choose channels with (political) content that was in line with his beliefs; pointing out to the political standpoint of different media. Experience also helped him decided where to retrieve financial information and news: “The stock market can completely draw me into it [to buy the advertised stock], however, I’ll eventually come around and ‘balance’ myself. I learned this from past experiences.”

Another participant added that the media content he was receiving had absolutely low credibility since it was only for the sake of having fun. He was also one victim of the Ebola scam, until the truth was revealed. Furthermore, he noted the negative impact of viral stories and scams:

This type of viral scam humiliates people, who consequently become disappointed with the brand (source of information). This kind of viral marketing makes media content less credible. So, when there’s a social issue like this, I would study and confront various comments and opinions, and investigate the origin of the news. If it wasn’t interesting, I’ll just let it go.

He added, to ‘investigate’ the topic further, he looked at different websites, or directly Googled the issue he wanted to find out.

Although there were no further comments clearly pronounced, the nodding and the uttering sounds of agreement within the group discussion, as observed, indicated implicitly that the participants do realize that some information and media content cannot be trusted and that some aimed at drawing people’s attention to ‘click’ and read the stories inside [the link]. As one participant noted:

Some people like to draw attention towards their [Facebook] posts. For example, famous actress Jenny, posted on her Facebook page that she was getting a divorce from her husband because he had a lover. But I knew there are always two sides of

the story; nothing is black or white. So I would dig deeper to find the other side of the story, which would help me decide where to stand.

Group 2

Two participants stated clearly the importance of the author and of the sources of information. One gave an example of a news story he read from a Chinese original source. The story was distorted once it was translated into Thai, content that was not in the original story was added in the Thai version and the Thai site claimed it was its own source. This experience taught him to think carefully when reading news. Another participant stressed the importance of sources since the same story can be written differently by different sources. He would choose to read news only from trusted sources, he added.

Two participants said it was difficult to identify the source and whether the story was true or not. One said that it was plain to see that a news analysis of a radio station differed from another. “What happened is that I had to collect the information and use my own judgment to decide what to believe. There is no black or white,” she said, adding that the best way to acquire the truth was through reading or collecting information from various media. She concluded that sources were important but it was hard to pinpoint their credibility.

Similarly, another participant thought it was difficult to judge the credibility of the source, saying that the news always came with different comments. However, she said she did not take [reading news and finding the truth] seriously. “Just reading,” she said.

Group 3

Three participants clearly acknowledged the importance of authorship or the sources of information: “Tern” said, “Say, if the author is just a blogger, the information may not be clear as he is not the expert. We need to select the blogs written by authors that are experts in a particular area, such as IT,” and “Cee” said, “If I used a software that turned out to be a disaster, and there’s a blogger recommending it, that would

raise doubts in my mind. So I'll continue to read the comments. If many people disagree with the post, my credibility for the writer will fade." "Miu" added that, "When my mother followed all the steps in a cooking recipes website, it turned out that the writer was just an amateur and the picture of the food was not real. So, you need to be careful."

Four participants mentioned that they opted to retrieve information from trusted official websites, for example, those of governmental organizations or renowned experts.

Two participants expressed their concern when navigating websites that allow editing [like the wiki's] because there might be someone who edited the information in the wrong way. Reading people's comments and replies helped them decide whether the information was trustworthy.

Two participants also determined the websites' credibility by comparing the content with that from other websites. In addition, one participant added that he applied the comparative method of finding information for school homework; however, when searching for news, he did not trust any online source. "Who controls the media usually has control over the general people," he said. He added that if he did not have a first-hand experience, or if he did not know someone who was directly involved in the incident, he would not believe to everything shared through the media. "You need to analyze multiple points of view. The media cannot be entirely trusted. It's different in academic information because there is no need to lie about it," he explained.

(2) Evaluate Outcome 2: To understand how well the participants know about the nature of different types of media

(2.1) The difference of the content in different media – radio, TV, the Internet.

Group 1

Most participants viewed radio and television as being a one-way communication media, disseminating information to a passive audience that has no choice but to believe what is being told to them. "I see radio and television as a one-way communication channel because we don't know other opinions. We don't know if we can

believe 100 percent to what is being said,” said “Mew.” Another participant, “Mon”, said, “TV has the same content. Each channel has its own characteristics; i.e. Sorayuth, Nation Channel. So, I watch TV to follow the social trend, regardless of whether I believe what I see. Radio, on the other hand, provides something more in depth, allowing me to analyze the news better.”

“Wat” said that, “[Before the Internet], we were compelled to believe [what was on TV and radio],” and “Pla” said that, “TV content is bound to authorities’ agenda-setting, while content from the Internet allows people to receive the same content from another perspective.” Meanwhile, “Ice” added that, “Most audience receives information from watching TV. We don’t know what A thinks, or what B thinks, or if it was a fact. News from radio is too short, with [short reports] every hour, and thirty-minute news programs of all genres that air from 7-7.30 am.” She also added that she would listen to radio for specific purposes; for example, listen to and get updates on international music or to gain food and travel information.

Most participants viewed the Internet as a good source of information in terms of having a variety of opinions and viewpoints from people, as opposed to what happens with mainstream media, such as television and radio. People can decide whether or not the information disseminated is trustworthy or valid.

“The Internet brings us closer. People who live overseas can learn Thai news. It also broadens our world view,” said “Ice”, explaining that the Internet allowed us to see the story from different perspectives by reading what others have to say about the same social issue. “[The Internet] makes you see more, and know more,” she said.

However, one participant noted that these comments could also be influenced and widely shared online by social opinion leaders.

Two participants thought that [radio and TV] were becoming independent on the Internet and even an Internet “subset”. “Wat” said:

If [old media] don’t put their content on the Internet, they’d be dead. Look at us, we are barely unable to live without the Net. That’s why I feel that old media are

becoming more dependent on the Internet. With the Net, they can have a two-way communication. The good thing is that with the Internet, we can analyze or filter old media better and the facts.

While “Milk” explained:

You can watch The Voice on the Internet any time you like. If you want to listen to radio, you can just get the app. I only listen to music while I’m driving, I don’t want to listen to news...I only watch TV because I’m working with [online] television so I need to know what people like to watch or what they are watching. If I want to watch something in particular, I would go on the Net. The Internet has everything.

Group 2

Participants shared different views regarding this question.

Two participants said that people needed to wait for TV to offer them content; the Internet, on the other hand, allows people to make their own choices of content. One participant also said most people usually left the TV or radio on without paying attention to it, so there was a chance that they received information they did not want to know. He also added that with the Internet, people could directly seek for specific information. One participant stated that TV was convincing because of the pictures; as “Job” said, “[Internet news] is raw and fresh and is not biased. Reading original information allows one to think more clearly without being influenced by others.”

Another participant agreed on the fact that news hosts can influence the audience when telling stories. She thought it was difficult to distinguish between facts and the host’s thoughts or beliefs (“Job” shared the same feelings on this part). She also provided her own thoughts on how different media present their content to different audiences and maintained, TV and radio targeted a mass audience [referring to locals and grassroot people], while the Internet targeted ‘people in general’, particularly teens. In other words, she thought news on radio and TV were presented differently from online news. The last participant of the group said, “I see news from the Internet before it

appears on TV.” Her statement implies that news on the Internet is faster than TV; this was also supported by another participant.

One participant that uses Facebook as primary source of news, said that when reading news on social media, one needs to read the comments and check the news’ publishing date; on the contrary, another participant said he does not read news on social media at all. “It’s worse than TV,” he said, “because [social media news] has traveled for too many times from one person to another.” He said he only uses Facebook to check out his friends’ activities and photos. “Bang” said that Facebook is not a form of media. It’s a medium for people to find or meet with friends. Two other participants agreed with “Bang” that social media are not the place people should go to for news, and that SNSs such as Facebook were for friends.

In conclusion, in this group, three people do not read news from SNSs, while other two, who are undergraduate students, affirm not to have the time to watch TV or listen to radio, rather use Facebook as their primary source of news.

Group 3

Participants gave different opinions about this topic. Two of them view the Internet as the hub for all media, including radio and television. One stated the Internet is the best form of media, preferring it to radio and television. Another mentioned the content (presumably news) on the Internet is faster than the two traditional mass media.

One participant maintained that content sent through traditional media such as radio and television follows a ‘one-way direction’; “if one media says left, all others will also say left,” while the Internet “has revolutionized the way in which people receive information.” He elaborated that the Internet’s “free land” allows everyone to create any content and express different opinions. Therefore, when “one says left, the other might say right, or no way at all.” Another participant agreed on this point, saying that radio and television audience was fed with content given by media producers; “It’s them talking to us in a one-way manner”. He added, the Internet is like a combination of radio and television with “millions of people sitting beside us [and listening to media content] commenting on a particular subject.”

One participant maintained that radio was not as popular as other types of media. She thought it is in the human nature not to just listen to information; seeing pictures helps enhance information. She believed people who watched TV were passive and could not provide their feedback; through the Internet, on the contrary, people are able to ask questions or argue about the information accessed.

On the issue of credibility, six participants mentioned that the content on the Internet is not entirely trustworthy: “Pakkard” said,

Internet content is disseminated faster than radio content, but we have to be aware of its credibility. I think TV is the most trustworthy media; but with the Internet, what’s hot is hot. We have to evaluate the information after we receive the [online] message. We need to find out more or read the comments to see if the story is true.

One participant stated that news that is shown on Facebook’s newsfeed is not entirely credible, unless it came from an established source, such as a newspaper’s website. Another participant voiced out his concern over the credibility of Internet content; that is, when someone creates a story and others believe it, the false story could be shared with people online and create misunderstandings or hatred. At this point, a participant added that the Internet was beneficial to those who know how to use it, but it could bring to dangerous consequences if used inappropriately (more than television).

(2.2) The importance of media ownership and its effects

Group 1

All of the participants agreed that it was important to know who owns the media so that one could decide whether or not to believe in what one heard or saw, especially when it comes to political issues. “Pla” said:

[Political news] are sensitive. You have to identify which side the media is taking, so that you can realize if they want to go right or left, or if what they are trying to communicate is true or false. You must listen to both sides and be aware that there are two different sides of the story and each side wants to convey their point of view.

“Ice” added that, “If we consume the media without knowing issues of ownership, we can be persuaded very easily or even change our behavior...we need to know about media ownership before we can analyze anything. We need to know from whom did the information come from and which bias is promoted.”

Another participant saw the relationship between the impact of advertising and the importance of knowing about media ownership. People who did not recognize media ownership or bias, would most likely believe to any kind of information. This is because the media has the power to use words, pictures, or any other strategy to influence audience behavior. “Let’s say if a person owns a media. That person sells a fruit juice that he claims to be able to prevent cancer, true or not. Advertising the juice’s acclaimed benefits repeatedly in a show might influence audience to believe and consume it, which could lead to harm,” said “Mew”.

However, one participant also maintained that the trustworthiness of information could be tracked not only by understanding who owns the media, rather, also from the characteristics of the media presentation.

Group 2

One participant said she did not pay attention to media ownership. Another one argued that it was quite obvious how the media expressed their [political] stance; she added that she would use other sources for statistical information such as those from the National Statistics Office.

One of the participants did not answer directly to the question but said, “I wish media owners were not biased, didn’t just think about how to make profits, take money from politicians and cover up truths.” The reply insinuates that the choices of media owners can influence content.

Other two participants thought that media organizations are the ones who decide which standpoint to take, for example, choose whether to sell news or educational content.

Group 3

Half of the participants agreed on the importance of knowing who owns the media, especially when it comes to political issues, which they believe to be most likely biased. One specifically stated that today's media are used as a tool to create hate speech, and that knowing who created the content will help individuals to assess the credibility of information.

However, when asked if they actually know who owns which media, two participants discussed and agreed that their motivation to know about media ownership highly depended on their interests over a particular issue. Only if their interest was high, they would search for more information to assess the validity of the story. "Earth" explained:

If we just want to know what's going on, we don't need to care about [the ownership of the media], rather, just read the story. But if we are really interested, then we need to know about [media ownership]. Actually, every component of the information is important: the sender of the message, where the message is found, or who writes about it.

(3) Evaluate Outcome 3: To understand participants' ability to evaluate information and media content, including the ability to logically assess and analyze it.

(3.1) A TV commercial called "Unsung Hero" by Thai Insurance Company was shown to the participants in order to understand the following issues:

(3.1.1) The techniques used in this ad

Group 1

All participants unanimously agreed that this TVC used strong emotions as a technique to reach the audience. All of them also realized that some activities in the clip (giving a chicken drum to a strayed dog while the lead actor eats rice with fish sauce) were an overstatement of a real life situation, and that it was used only

to reflect ‘something good’. The producer of the TVC also used the same unique narrative voice to tell the story as in other ads of this company.

Group 2

All five participants agreed that the TVC’s emphasis was on conveying a good feeling to the audience. “It feels like there is another side of [life] that we forgot, like giving a chicken drum to a dog, while the giver ended up eating rice with fish sauce,” said “Job”; while “Bang” said, “I feel positive towards the ad, thinking about myself, if I’ve ever done something like that...It’s about the happiness of being a giver. This is a good viral [marketing]. It covers all types of people, those who like trees or dogs,” and “Un” said, “We should have more of these kinds of people. He seems to be a very nice guy, even though he gets nothing in return.”

Group 3

The participants thought that the commercial used a touching story to convey the sense of giving that brings a happiness that money cannot buy. They also thought that the producer used Thai values such as being considerate and decent, reflected in the actor’s behaviour of being good to children and senior citizens. “A touching story is good. The audience like it. The older people like it,” he said.

(3.1.2) The target outcome of this TVC

Group 1

All of the participants felt good about this campaign and concluded that the TVC would not generate any revenue from the audience, but the company gained a good image and visibility. “[The company] gets a hearts but not money,” said “Milk”; while “Mew” said, “[The company] won’t get revenue from this ad but they get a good image and a better feeling from the audience. [If someone buys it] it’s because they recognized the ad.” “Ice” added that, “If [the company] wants our money every month at least they should do something creative. The thirty-second clip is convincing but not enough to take away my money;” and “Mon” thought that “I think they have a good marketing strategy. It’s like a ringing bell that people recognize.”

Group 2

One participant wondered whether the company gained revenue from the sales of the product or if the aim of the TVC was mainly to build and raise awareness on the brand's image. The rest of participants also thought that the ad was more about selling a brand image and creating awareness. Most of them recognized or were able to guess the brand when they saw the TVC. "They want to differentiate themselves that this is a good brand. There are good people in this brand. There is happiness," said "Job"; while "Bang" added that, "They only want to build the image, and it worked. I recognized the brand as soon as I saw [the TVC]."

However, when asked if the brand succeed in gaining a better image, someone said "No."

Group 3

The majority of the group agreed that the TVC used a touching story to attract the audience's attention and initiate the sharing of the clip, which would raise awareness on the brand image. Two participants appreciated the TVC's creativity and how the ad sent some good thoughts, as opposed to directly selling a product.

(4) Evaluate Outcome 4: To understand how the participants respond to the impact of advertisement.

(4.1) The effects of the TVC towards participants' feelings and action in response to the ad.

Group 1

All six participants said they would not want to buy an insurance from this company after watching the TVC. One participant would choose his own insurance without watching ads; "You buy an insurance for a reason, not because of an emotion," he said. Others argued they always had negative impressions on insurances, especially the traditional, direct and hard sales approach they employ. If they were to buy an insurance plan, they would rather consider a saving type offered by commercial banks. "[Buying an insurance] is like burying the money. You may not have to use it. You only

use it when you are sick. So, many may consider buying with a bank for saving purpose instead of buying from an insurance company,” said “Ice”.

One participant thought that people living in the rural areas were most likely the targets of this ad and potential customers due to their lack of knowledge about the company; while another participant thought that the TVC might be effective with an older generation, not [those in the discussion group], since they were the generation that always believed what they saw on TV. “They thought TV is credible and this particular ad was more unique than those of other insurance companies. When they believe in it, they’ll buy it,” said “Wat”.

Group 2

One participant expressed doubts over the content of the TVC, wondering whether the kind of person represented in the ad exists for real. This concern was also shared by others; however, they seemed to pay more attention to the positive feelings conveyed by the ad. “I don’t think [this kind of person] exists. But they might want to communicate that insurance can make your life better. You feel good watching [the ad]. I think it’s good to have this kind of TVC. It’s like saying that we should also do this to others,” said “Meow”. The person who raised this point also said the ad was too intense, the story line was repetitive and she did not like it.

Meanwhile, the other four participants said they liked the TVC because it made them feel happy and think whether they have ever done something like [the man in the ad]. One participant said she liked the profound story but not the sadness of the ad; on the other hand, another participant did not think the ad was sad, rather, it left a feeling of happiness. She explained that this type of ad usually left the audience with sadness, but not this one.

When participants were asked if they would buy an insurance from this company, all gave a negative response, mostly because they thought they were too young to buy an insurance policy. “I think people who buy insurance are 30 years old up. But this ad has nothing to do with selling the product because it’s about building a brand image. I wouldn’t buy. I’m not interested in any insurance, except for a

car insurance,” said “Bang”; while “Un” said, “[TVC] did well. But I wouldn’t buy their policy. And I think I’m not of age to buy one. I think the ad didn’t attract people to buy the product. Mobile companies also make this kind of TVC.”

“Meow” explained that, “Whoever wants to buy an insurance must have had experienced something. I have no reason to buy one. And the TVC didn’t actually say what I would gain from buying their policy. It’s like they just created the ad,” and “Meen” added that, “I’m not buying anything if I don’t see the actual product. And if I have to buy a policy, it wouldn’t be from this company. I would also consider other factors.”

Group 3

The majority of the group expressed a good feelings towards the TVC, with one participant particularly emphasize on her impression on how the ad tried to convey the meaning of giving to the audience; as “Pakkard” said, “Sometimes giving doesn’t need money in return. The happiness of giving is what the money can’t buy.”

However, they thought that some giving acts in the TVC were overstated and were not possible in reality (such as the scene of the protagonist giving a strayed dog a chicken drumstick while he himself eats rice with fish sauce). One said that what was in the commercial was just one side of the story, while there might be other side in another context that was not shown on camera.

Note that this group consisted of younger members of Generation Y aged 14-19 years old; they consider themselves too young to buy an insurance policy. Therefore, the question that was asked to participants was to give their opinion on whether other people would buy the insurance from this company after they saw the TVC. Most participants thought the insurance company would gain brand awareness and a good image, which would eventually lead people to purchase a policy from this company. In other words, buying occurs as an indirect result of brand recognition from watching the TVC.

Conclusion: The overall competencies level for Generation Y's Evaluate component is high. However, further examination was conducted through FDG on the survey items where over 20 percent of the respondents scored low/lowest. Results show that some respondents scored low/lowest on their ability to identify and differentiate media owners and creators, and assessing the credibility of information. Comprehensive data analysis also show that some Gen Yers recognized the importance of authorship and sources of information and media content, and that the same content could be reported differently by different authors or media. Nonetheless, they were not concerned much about the authors and creators of information unless the information interested them or they wanted to learn more about it. This can also explain why survey respondents scored low/lowest on this item. Therefore, it could be concluded that "the ability to identify and differentiate the author" is not a weakness or a problematic skill, however, it might need to be strengthened.

Another survey item that received low/lowest scores is "the ability to recognize the nature of different media." However, examination through FGD shows that this ability may not be a weakness or a problematic skill since during FGD, Gen Yers appeared to know relatively well about the characteristics of each form of media and were also quite capable of providing their own arguments and drawing their conclusions.

Other competencies that were further investigated in the FGDs are the awareness that there are various viewpoints in any information; the understanding of the codes and genres of different media and information/media platform; the ability to identify and verify additional information sources, methods and search strategies using diverse tools; the ability to define the evaluation criteria and appropriate tools; the awareness of bias; and the ability to examine and evaluate the retrieved information, its sources and information providers.

FGDs findings revealed that Generation Y participants are relatively aware of the various viewpoints embedded in information, particularly in political news, even though, few of them admitted it was difficult to differentiate viewpoints from facts. This ability cannot be considered to be problematic, however, it should be strengthened through

media education. The discussions also indicate that Generation Y realize the differences between content disseminated by different media platforms; for example, they realize the bias in personal information shared on social media. They also demonstrated to be able to identify and verify additional information sources, methods and search strategies, as well as to use different techniques to verify the credibility of information and media content. This was shown when Gen Yers selected only official websites of trusted or well-known organizations, compared information from different websites, and read comments and replies to learn about different opinions and gain wider perspectives. However, the fact that most participants used the Internet as their one and only source of information, does not show their ability to retrieve information from different tools and media. This can be considered a weakness or problematic skill. In addition, through observation and analysis of participants' discussions, it was found that participants can manage to find an evaluation criteria to examine and evaluate the retrieved information, its sources and information providers. Table 4.13 summarizes all of the FGD responses in every outcome of the Evaluate component.

Table 4.13 The Taxonomy of Generation Y's Responses in Evaluate Component in FGD

Gen Yers' Response	
Evaluate Outcome 1: To understand the participants' thought about authorship of information or media content, including identifying the creator/producer of information and media content.	
1) The importance of authorship or the sources of information	Important because it affects the credibility of the information. How to ensure credibility. <ol style="list-style-type: none"> 1. Use only trusted sources 2. Compare with several websites 3. Read comments and replies to learn about different perspective and information from other users.
Evaluate Outcome 2: To understand how well the participants know about the nature of different types of media	
1) The differences of the content among different media – radio, TV, the Internet.	Radio <ol style="list-style-type: none"> 1. More in-depth than TV 2. For specific information, such as updates on sports scores, stocks reports, music

Table 4.13 (Continued)

	Gen Yers' Response
	<p>TV</p> <p>1. Agenda-setting; 2. More convincing than radio, using pictures, words, sound, etc.</p> <p>Radio and TV</p> <p>1. One-way communication</p> <p>2. Passive audience</p> <p>3. Target mass audience</p> <p>4. Need to provide content on the Internet to survive</p> <p>5. Content between channels and stations are in the same direction</p> <p>Internet</p> <p>1. 2-way communication</p> <p>2. Allows access to both radio and TV</p> <p>3. Users can have (read/watch/listen to) 'what' they want and 'when' they want.</p> <p>4. News and information are faster than TV</p> <p>6. Variety of opinions, allows better analysis and filter the information and media content better; see fact clearer</p> <p>7. Comments can be dominated by opinion leaders</p> <p>8. Content is not entirely credible unless it is from a trusted source such as newspaper (online)</p> <p>Reception of news from social media</p> <p>1. Yes: because do not watch TV or listen to the radio</p> <p>2. Yes, but check the dates and read comments for credibility</p> <p>3. No. Social media is not a news source</p>
2) The importance of knowing media ownership and its effects	<p>1. Important because</p> <ul style="list-style-type: none"> - Helps in decision-making especially in political news - Helps recognize tie-in advertising - Media owners can influence the content for profits or political reason <p>2. Important BUT</p> <ul style="list-style-type: none"> - no need to figure it out because the content speaks for itself (regarding the political stance of the media) - will find out only when become interested in the issue <p>3. Do not care.</p> <ul style="list-style-type: none"> - Think that the media organization is responsible for the organization's policy, not the media owner. <p>4. Think that the media organization is responsible for the organization's policy, not the media owner.</p>

Table 4.13 (Continued)

Gen Yers' Response	
Evaluate Outcome 3: To understand the participants' ability to evaluate the information and media content, including the ability to assess and analyze logically. (TVC "Unsung Hero)	
1) The techniques used in this ad Accessing information providers and media to participate in social activities, events, opinion seeking, or campaigns.	Techniques used by the TVC 1. Audience' feeling: good, happy, sentimental 2. Conveys the message about doing good deeds, a sense of giving, money cannot buy happiness 3. Use the same storyline and narrator's unique voice to create recognition 4. Use Thai value of doing good and being considerate to communicate
2) The target outcome of this TVC in participants' opinion	What brand gets from this ad 1. Sell image, not products 2. Create brand awareness 2. Generate viral clip (sharing in social media)/good marketing strategy
Evaluate Outcome 4: To understand how the participants respond to the impact of advertisement.	
1) The effects of the TVC towards their feelings and action.	Psychological effect 1. Feel good, happy 2. Reflect on their own action about doing good deeds 3. Impressed with the creativity and profoundness 4. The story is overstated; not true in real life 5. Do not like it. Too intense. Behavior 1. Will not buy (insurance policy from this brand) because 2. Not something people of their age would think about 3. Do not see the product 4. Think the ad's attempt to create brand image and awareness will lead to product purchase eventually

The FGD results confirm the survey results that Generation Y generally has high Evaluate competencies, however, there are some areas that need to be emphasized and strengthened. Table 4.13 illustrates the taxonomy of the Evaluate results from the FGDs.

4.1.2.3 Component 3: Create

1) Survey results

(1) Reliability Test Result

A reliability coefficient test was conducted during a pilot test, resulting in the Cronbach's Alpha value of .958. As $\alpha > .80$, the reliability of the Create construct is considered acceptable, and thus, the questionnaire is valid to use. However,

due to the lengthy set of 72 items, several items were eliminated until the items were decreased to 23 questions for the actual survey. Hence, to affirm the reliability of the actual survey, another reliability test was conducted, resulting in the Cronbach's alpha value of .956, which falls within the alpha (α) > .80 criteria (See Table 4.14).

Table 4.14 The Reliability Coefficient Results for Create Component

Cronbach's Alpha Based on Standardized				
Cronbach's Alpha	Items	N of Items		
.956		.956	23	

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
recreate new knowledge	69.79	223.938	.725	.953
know how use tools	69.44	225.193	.746	.953
audience centered	69.39	221.444	.823	.952
use various tool	69.40	223.251	.791	.952
know consequence	69.32	223.981	.767	.953
sharing new knowlege	69.14	231.313	.563	.955
format match audience	69.31	225.633	.704	.953
rights protection	69.36	227.377	.651	.954
aware of consequence and risks	69.35	228.237	.665	.954
tools for sharing	69.35	230.385	.632	.954
Participate in society	69.46	228.235	.691	.954
participation has consequence	69.46	227.884	.605	.955
interact with producer	69.63	228.463	.571	.955
know how to participate	69.39	227.300	.712	.953
check outcome	69.48	224.716	.739	.953
analyze outcome	69.55	229.733	.734	.953
monitor	69.51	224.717	.762	.953
change if not work	69.66	227.659	.671	.954
know how to voice	69.53	231.196	.612	.955
review for correct before share	69.38	222.229	.755	.953
listen to peers	69.31	230.301	.612	.955
listen to family	69.37	225.259	.712	.953
have experience in create	69.62	235.197	.407	.957

(2) Competencies Level of Respondents

The Create component consists of 23 competencies items aggregated to the total score of 115, which can be divided into three levels as follows:

0.0-38.32 = Low

38.33-76.66 = Medium

76.67-115 = High

The result shows that the Mean score from all respondents is at 72.56, which is the Medium level; with the Standard Deviation of 15.7; the lowest score is 28.0 while the highest score is 108.0.

Table 4.15 displays the detailed distribution of each answer to the items in this component. The Mean and SD are calculated based on the 5-scale questionnaire. Although the result shows that the overall respondents have Create competencies at a medium level (satisfactory), it is worth noting that the number of people who selected “Lowest” and “Low” on the following items was higher compared to the results of the Access and Evaluate components:

“The ability to combine existing information and media content with original idea/thought to produce new information and knowledge” (Q1);

“Share and interact with other creators, producers, users, information providers and targeted audience, physically or virtually, and via a range of tools” (Q13);

“You will retry and adjust shared information, media content and knowledge if the resulting feedback does not achieve purpose” (Q18).

Indeed, data suggests that there are more respondents with low competencies in synthesizing, participating, using various tools, and trying to get the message across correctly and effectively. These items were explored further during the FGD.

Table 4.15 The Distribution of Frequency, Mean, and SD Values of The Items in Create Component and Competencies Level.

Indicators	Competencies Frequencies					Total	Mean	SD	Level
	Lowest (1)	Low (2)	Medium (3)	High (4)	Highest (5)				
1. Able to combine existing information and media content with original idea/thought to produce new information and knowledge	66 (16.5)	46 (11.5)	201 (50.3)	73 (18.3)	14 (3.5)	400 (100.0)	2.81	1.031	Medium
2. Know how to create and present information and media content gathered using various tools/equipment	24 (6.0)	65 (16.3)	156 (39.0)	138 (34.5)	17 (4.3)	400 (100.0)	3.15	.948	Medium
3. Aware that access to information and media content as well as sending the information to the right target is important	34 (8.5)	54 (13.5)	117 (29.3)	176 (44.0)	19 (4.8)	400 (100.0)	3.23	1.027	Medium
4. Use ICT and application to create/produce and present the new knowledge in a variety of forms	33 (8.3)	52 (13.0)	140 (35.0)	156 (39.0)	19 (4.8)	400 (100.0)	3.19	1.003	Medium
5. Realize that new knowledge may be far-reaching and have consequences	14 (3.5)	87 (21.8)	107 (26.8)	163 (40.8)	29 (7.3)	400 (100.0)	3.27	.994	Medium
6. Know that new knowledge should be shared, distributed and communicated	5 (1.3)	49 (12.3)	154 (38.5)	141 (35.3)	51 (12.8)	400 (100.0)	3.46	.909	Medium
7. Communicate, distribute, share information, media content and knowledge in relevant setting to target audience	8 (2.0)	85 (21.3)	137 (34.3)	129 (32.3)	41 (10.3)	400 (100.0)	3.28	.976	Medium
8. Know how to protect own work, personal data, privacy and intellectual rights	8 (2.0)	86 (21.5)	146 (36.5)	119 (29.8)	41 (10.3)	400 (100.0)	3.25	.971	Medium
9. Aware of the consequences and risks of communicating, distributing, and sharing knowledge online	9 (2.3)	73 (18.3)	155 (38.8)	135 (33.8)	28 (7.0)	400 (100.0)	3.25	.911	Medium
10. Shares and communicate information, media content and knowledge using a various media and tools	9 (2.3)	58 (14.5)	166 (41.5)	147 (36.8)	20 (5.0)	400 (100.0)	3.28	.853	Medium

Table 4.15 (Continued)

Indicators	Competencies Frequencies					Total	Mean	SD	Level
	Lowest (1)	Low (2)	Medium (3)	High (4)	Highest (5)				
11. Recognize the importance of being engaged and involved in societal-public activities through various media and information providers	12 (3.0)	70 (17.5)	186 (46.5)	105 (26.3)	27 (6.8)	400 (100.0)	3.16	.896	Medium
12. Aware of the consequences and risks of participating in societal-public activities, including in virtual world	19 (4.8)	85 (21.3)	159 (39.8)	101 (25.3)	36 (9.0)	400 (100.0)	3.13	1.001	Medium
13. Share and interact with other creators, producers, users, information providers and targeted audience, physically or virtually, and via a range of tools	42 (10.5)	73 (18.3)	162 (40.5)	102 (25.5)	21 (5.3)	400 (100.0)	2.97	1.034	Medium
14. Know how and where to engage and participate in societal-public activities through various means and tools	9 (2.3)	81 (20.3)	154 (38.5)	135 (33.8)	21 (5.3)	400 (100.0)	3.20	.897	Medium
15. Know that it's necessary and know how to monitor shared information, media content and knowledge	28 (7.0)	63 (15.8)	160 (40.0)	124 (31.0)	25 (6.3)	400 (100.0)	3.14	.990	Medium
16. Able to analyze and interpret the feedback towards shared information, media content and knowledge from target audience	14 (3.5)	61 (15.3)	220 (55.0)	98 (24.5)	7 (1.8)	400 (100.0)	3.06	.778	Medium
17. Know how results of monitoring could be used for improvement or creation of new information, media content and knowledge	39 (9.8)	38 (9.5)	179 (44.8)	132 (33.0)	12 (3.0)	400 (100.0)	3.10	.963	Medium
18. Retry and adjust shared information, media content and knowledge if the results of feedback do not achieve purpose	36 (9.0)	76 (19.0)	172 (43.0)	107 (26.8)	9 (2.3)	400 (100.0)	2.94	.952	Medium

Table 4.15 (Continued)

Indicators	Competencies Frequencies					Total	Mean	SD	Level
	Lowest (1)	Low (2)	Medium (3)	High (4)	Highest (5)				
19. Know how and where to communicate appreciation or complaints	15 (3.8)	79 (19.8)	177 (44.3)	120 (30.0)	9 (2.3)	400 (100.0)	3.07	.857	Medium
20. Monitor and make judgment on shared information, media content and knowledge, including quality, impact, and integrity of practices	29 (7.3)	64 (16.0)	145 (36.3)	119 (29.8)	43 (10.8)	400 (100.0)	3.21	1.066	Medium
21. Listen to a friend's alert when create or share inappropriate information and media content	8 (2.0)	69 (17.3)	173 (43.3)	118 (29.5)	32 (8.0)	400 (100.0)	3.24	.900	Medium
22. Listen to a family member's alert when create or share inappropriate information and media content	25 (6.3)	56 (14.0)	165 (41.3)	120 (30.0)	34 (8.5)	400 (100.0)	3.21	.995	Medium
23. Have experience in creating or producing information, media content or knowledge	29 (7.3)	65 (16.3)	200 (50.0)	89 (22.3)	17 (4.3)	400 (100.0)	3.00	.920	Medium
						Total	3.15	.683	Medium

2) Focus group discussion on Create

In this component, the quantitative results show that Generation Y's competencies level is medium. The abilities in synthesizing, participating, using various tools, and trying to get the message across correctly and effectively are in questions of being problematic or weak skills as more than 20 percent of responses in the survey scored these items low/lowest. Therefore, these items were examined in the focus group discussions. Additional questions were also included in order to achieve the following outcomes: Create Outcome 1: To understand the participants' behavior in creating public information or media content, including finding if they do so ethically and with social responsibility.

Create Outcome 2: To understand what the participants think about copyright issues, both for their own intellectual properties and others'.

Create Outcome 3: To learn their capabilities in using various tools to Create information and media content, as well as their creativity.

Create Outcome 4: To understand how the participant think and do about their Internet safety and privacy issues while using the Internet.

(1) Create Outcome 1: To understand the participants' behavior in creating public information or media content, including finding if they do so ethically and with social responsibility.

(1.1) Participants' behavior in creating information or media content.

Group 1

All six participants uploaded photos, video clips, as well as shared posts or news on SNS, particularly on Facebook and Instagram. Two participants used to upload video clips on YouTube for classroom activities. Facebook and blogs were also used in college as means to submit assignments and homework. Many of the participants who were working in the media industry or relevant industries refrained from answering this question, allowing others who were not in the field to fully voice out their opinions.

Group 2

One participant never uploaded her photos or activities on Facebook because of privacy issues. Another used social media for backing up or sending/receiving data. He added he used to write a blog a long time ago, and uploaded a video clip on YouTube with privacy settings. The rest of participants post photos or do 'check ins' and keep their Facebook as a diary. One participant also owned a commercial Facebook page. As "Bang" said, "Social media is good if you know how to use it. A few days ago, I looked back to what I did on this day, in the past years. It's a memory. So if you know how to use it, it will become useful in your everyday life." While "Meen" added that, "In the early days of Facebook, I used to post photos all the time, until Facebook started to feed ads and stuff like that. I stopped checking Facebook so often since 2010. I'll just wait for my friends to tag me in our photos."

Group 3

All participants uploaded photos and videos regularly and one participant was a blogger and web developer.

(1.2) Participants' criteria in publishing, posting, and sharing information or media content, such as pictures or videos.

Group 1

Two participants said that their simple rule was not to post anything that would affect or cause harm to others; however, they also confessed that sometimes they have posted angry status, which they deleted immediately after their feeling of anger went away. One of the participants elaborated extensively on sharing posts: "When I was in school, I would share [what I saw] right away after reading only the headline. But now that I'm working with the media, I've learned that what I share will affect a lot of people...sometimes it's not something that should be shared." "Ice" said. Her last sentence referred to a story that became a social issue of girls fighting for a boy.

"Ice" said she would only share information if it was for a cause, if it benefited society, or if it was related to good restaurants or places. She added people need to think before they share anything on social networks. Sometimes posts or

links come from viral marketing campaigns that use catchy headlines to capture our attention. She also understood that despite Facebook is promoted as a personal page, it is not a private space; ‘friends’ can spread one’s personal posts. If she did not want particular person(s) to see what she posted, she would adjust the privacy settings for that post.

Another participant said he would not post anything that conveyed a negative image or feeling about himself. He also contemplated before he posted anything on his page due to his wide network of friends [on social media], including friends of friends and mutual friends. Two more participants also affirmed to post only positive content, such as beautiful pictures, including selfies, and food. One of them wanted her ‘friends’ to get something useful out of her posts, rather than negative emotional status.

Group 2

Four Participants said they posted on social media only what they thought to be “cool” or good, and new experiences.

Group 3

One participant said she would only share or post something good or something that others would enjoy seeing. She also shared causes, for example, a link asking for blood donation.

Three participants would consider putting their personal image when posting or sharing something. Among these three, one said he was careful not to post offensive status, and that if he posted a picture, he would choose the one in which he looked good. Another participant was also concerned about how others would feel about his posts.

Two participants categorized their audience into groups and used different criteria for posting or sharing information. “Tern” explained:

I categorized my privacy to three levels: friends, teachers, other people (“general people”). If it’s about opinions, photos, sharing information, I’ll allow my close friends to see them, in order to express who I am. There is no need to pretend or care what other people would think of me. If it’s the teachers or followers, there’s a need to put some control, because they don’t know me. They will judge me from

my newsfeed based on my interests and the kinds of information I posted. Here's where I pay attention to what I want others to think about me

When it concerns the expression and presentation of one's identity, one participant noted that through his Facebook account, he can showcase the identity he wants others to recognize. He gave an example of himself posting a status about the game he was playing, just to attract the gaming people or "community" in his own term. In this way, other people who did not know him in person, but knew about him from his Facebook, could join him and his interest. He admitted that sometimes people want to create an impression of themselves.

(1.3) Participants' monitoring and response to feedback

Group 1

[When posting something] two of the participants clearly stated that they expected people to 'like' it. "I want people to like who I am. I guess it's my nature to have a standpoint," one of them explained. The other participant also said he posted on Facebook to express his identity and he expected 'likes'; for this reason, he carefully crafted captions for pictures with the intention to attract more 'likes'.

The others did not seem to care much about having many 'likes'. Two shared the same idea of using social media (Facebook and Instagram) as a diary, so 'likes' did not matter much for them. One of them added that the shared photos would be kept online and would not be deleted after a computer repair. Similarly, another participant also said she might get a little bit overwhelmed if there were many 'likes', but did not mind having few or no 'likes'.

Unlike the others, "Wat" said he expected to receive more 'comments' than 'likes'. He would 'tag' friends on posts of common interest. "There's no like. I don't expect likes. I just want friends to come and talk," he said.

Group 2

Three of them said they did not care much about feedback or 'likes' as they only posts things to keep them as a memory. On the contrary, another person

said he expected ‘likes’ from posting on social media, mainly Instagram. “I want at least 200 likes. I used to get 1000 likes,” he said. If he was not satisfied with the number of likes, he would delete the photos and he would post something else. “Feedback affects me spiritually,” he added. The participant noticed that posts with a theme on ‘teens stuffs’ received more ‘likes’ compared to others such as events like mother’s day.

Another participant who owned a commercial page said funny pictures have more ‘likes’ than others.

Group 3

Most participants expected either Likes or comments on their posts. Some explained that it also depended on the purpose of each post; for example, if they had a problem or needed help, then they expected people to give comments and help out with their situations. One said she expected ‘likes’ when she posted her drawings or the pictures of her award winning event. One also admitted to feel a little anxious if a friend who used to hit “like” did not “like” his next posts.

One participant, who is also a blogger and web developer, said he used feedback information such as the number of likes, the views, and comments to evaluate and to improve his works.

(2) Create Outcome 2: To understand what the participants think about copyright issues, both for their own intellectual properties and others’.

(2.1) Participants’ thoughts on copyrights issues and their behavior regarding the issue.

Group 1

Most participants said they had never violated on purpose other’s intellectual properties. All six of them said they usually credited the source or creator whenever possible. One stated clearly that he took the issue seriously: “If it was people’s quotes, I’d give credit to the person. But today, there’re pictures with quotes and credits, so basically you just share the picture;” “Ice” said that, “I usually credited the source because I wouldn’t know who the original creator was.”

“Mew” explained that, “I didn’t actually credit anyone because sometimes the content has been shared too many times [that the original credit was lost]. But if I know who originally created it, I would have referenced them. Besides, I didn’t use the photos I posted for commercial purposes,” whereas “Wat” said, “I wouldn’t ‘save’ a picture on my computer and then post it on my Facebook. I’d rather share from the source so that the credit and the ownership is still there.”

“Wat”, who is an online TV director, also said he knew how hard it was to create a piece of work. Unlike others, “Pla” was the youngest and the only person in the group who had an experience of violating someone else’s copyright work. She once used a friend’s drawing as her MSN profile picture and was told by the owner of the drawing to add the credits. “I realized that if I drew a picture and someone took it, I would also feel terrible. So, when I post something on Facebook, I credit the creator all the time,” said “Pla”.

One participant added that most shared photos usually have credits attached to them, so that was not the case. However, sometimes he used photos that he found on Google and they did not have credits.

Group 2

One participant said from time to time he used quotes and captions from other people, but normally, he never uses others’ photos. Another participant shared a story of her friend who took someone else’s photo and commented on it; however that friend did not feel that she did anything wrong. Another person said that she would give credit to the owner if she took someone else’s pictures.

Group 3

Most participants said they usually gave credit to the owner or author of the work they used in their creations, either by posting the links or writing it in the picture’s caption. If the owner was a friend, then they would simply ask for permission. One participant shared a story of the high number of copyright violations on drawings (when people claim the work of others to be their own) and explained a page was even established to report these violations.

(2.2) Participants' reaction should their work be taken without their consent.

Group 1

Since not many participants have ever seriously uploaded their work of art or original piece, only "Wat", the online TV director, discussed this matter. He recounted how his video clip was shared on a famous video SNS site. The clip was seen by a huge audience and received many 'likes'. At first, "Wat" said he was thrilled, but then, when he realized that the number of 'likes' helped the Site gain revenue from advertisers, he felt that his clip has been stolen from him. However, he tried to send to the Site his original work [so that they knew who produced it] and nothing happened. Leaving a comment under the video clip would not change anything since new comments were rapidly and continuously uploaded. "Wat" did not press charge or do anything else after that; he said copyright violations were common. He also believes "Thai people do not feel guilty downloading pirated software, music, or movies. Some older people even think that these materials are the originals and that they are available for free download."

Another participant added that sometimes her friends photoshopped her picture for fun, but asked for her permission before publicizing it. She thought that photoshopping pictures of other people could be a sensitive issue for some people, especially for a celebrity.

Group 2

One of the participants said he would make his ownership clear in all his photos. He also added he did not mind if someone else used his photos since he did not do it for business purposes. "I might even feel proud. But if my pictures can make a lot of money, then I might reconsider," he said. Another participant would take it seriously if someone used one of her photos without her permission. She said, "I would've allowed it anyway. Just ask." However, there has never been such incident yet, and she could not predict her reaction until the event happened.

Group 3

One participant said he did not mind if his friends used

his photos, but he would mind if strangers used them without knowing their purpose. However, he did not do anything but to ‘unfriend’ that person who stole his photo.

The majority of participants agreed that putting a watermark on their work before publishing it was the best way to protect their rights; however, they realized that those who intended to steal would eventually find a way to remove the watermark. One participant said she did not use the watermark because it ruined the aesthetics of the work. She said she would approve any request, depending on the purpose. “I didn’t put any watermark on my own work, because if I publish it on Facebook, then I’m not really possessive about it. I’ll let people know [by writing] if it’s the work that I’m serious [on protecting my rights],” said “Earth”.

“I’ll upload my photos on Flip ... the site lets you see the identity of the person who downloaded your photos. But normally people just capture their screen. All of my photos have a watermark,” said “Cee”; whereas “First” said, “I’m okay with it as long as [the person who took my photos] keep the watermarks. I’m not so okay if they happen to remove my watermarks.”

(3) Create Outcome 3: To learn their capabilities in using various tools to Create information and media content, as well as their creativity.

(3.1) The programs or applications that the participants use to create or produce information and media content, including texts, audio, and video.

Group 1

As many of the participants had an educational and work background in media, almost all of them showed high competencies in using tools and equipment in creating information and media content. Details about the tools that participants use are listed below:

“Wat”: Photoshop, Illustrator, After Effect, Adobe Premier, Motion Graphic, Net Design, MS Office such as Word

“Ice”: Photoshop, Illustrator, Adobe Premier, Final Cut Pro, Adobe Audition, Sony Vegas, MS Office

“Mew”: Photoshop, Illustrator, Final Cut Pro, Dream Weaver, MS Office, various smartphone applications for photo and video editing

“Mon”: Movie maker, Photoshop, MS Office

“Pla”: Photoshop, MS Office, various smartphone applications for photo and video editing

“Milk”: MS Office (She had learned such programs as Indesign, Photoshop in her undergraduate years but these were not her things, so she had forgotten about it.)

Participants acquired knowledge about the programs they used through obligatory courses in schools, and by themselves, based on personal interests. Two of the participants said they started out from school subjects. They learned about other programs or tools (including smartphone applications) by themselves, either by studying from books or consulting the Internet and YouTube.

Three other participants said they started out from their personal interests, then opted to find a way to enhance their skills in school. After the school years, they independently consulted books, manuals, took extra courses, or followed YouTube. One participant did not clearly state how he learned how to use the programs but that he “did not have much interest in the arts,” and that he “only uses what is necessary.”

Group 2

Most of the participants knew how to use up to two programs or tools to create information or media content:

“Bang”: Photoshop, Illustrator, Autocad

“Un”: Illustrator, sometimes iPhoto

“Meen”: MS Office such as Powerpoint, Word, and a little bit of Excel

“Job”: Paint

“Meow”: Illustrator and 3D

Group 3

“Cee” Adobe Premier, Adobe Audition, Photoshop,
Lightroom, MS Office

“Tern” Wordpress

“Earth” Photoshop, Lightroom, Sony Vegas, Blog
template

“First” Photoshop, Lightroom, YouTube Manager,
Web authoring using codes

“Pakkard” Photoshop, Premier, Audition, Flash,
Fantasia Studio, PhotoScape, Paint Studio, Manga Studio, MS Office

“Miu” Photoshop, Flash, Fantasia Studio, Audacity,
MS Office

(4) Create Outcome 4: To understand how the participant think and do about their Internet safety and privacy issues while using the Internet.

(4.1) Participants’ personal information given on the Internet, particularly Facebook and other applications in social media.

Group 1

All of the participants said they provided their true identity on their Facebook accounts, because they have been using Facebook since the very beginning when, according to them, most people still used their real identity. One did not specifically mention the reason why she used her real identity. When it was asked how much personal information they gave on Facebook, the answers varied: three of the participants chose to provide only certain information; one chose to withhold certain information via privacy settings; one did not post anything personal; and interestingly, the participant who took a media literacy course during her undergraduate year, posted all her personal information.

Recalling a recent experience of a Western male stranger who called her phone number that was published on her Facebook page, she admitted, “I did not know that there are people who use girls’ phone numbers retrieved on Facebook for

dating purposes”. The only reason why she added her number was so that only her friends could contact her. She was not aware that the information was public.

Three other participants who revealed only certain personal information were Pla, Mon, and Mew. “Pla” said she would not use her own photo as a profile picture since she could never know who ‘added’ her as a friend, “Lately, I have been selective on whom to add [as Facebook friends]. I will only ‘add’ those who I actually know...I won’t provide personal data such as phone number or home address. These are the data that I want to keep private, even from friends.”

“Pla” added that as a precaution, she hardly ‘checked in’ because she doesn't want others to know the places she visited. “Mon”, on the contrary, did ‘check ins’ before, but debated whether to share or not his home address and protect his privacy. “Mew” was vague and said she only provided “what she could”.

In a way, “Wat” protected his privacy by not posting much of his private matters on Facebook. He mostly used Facebook to follow what was going on. “I don’t know why I should post my personal stuff on Facebook. No one [in Facebook] can help me solve any problems,” he explained. He usually posted about others rather than about himself. “I’d rather talk to people around me,” he said.

“Ice” was the one who chose to protect her personal data via privacy settings. She said she also gave her phone number on Facebook profile, but had set it as private, so that even ‘friends’ could not see it.

As for other Facebook profile information such as interests, hobbies, etc., everyone generally agreed to be selective. Only one participant said it was a goal to fill in all those personal ‘updates’. The rest of participants said explicitly or implicitly that they were selective and did not provide every single information that Facebook asked.

Group 2

All of the participants shared a similar behavior of giving personal data only to the trusted websites or for necessary matters, such as for educational purposes. They also said that they would give real information, if they have to, but will leave

out their address and phone numbers. Another participant said, “My mother was so concerned about strangers contacting me. I don’t mind. If someone calls to sell me anything, I’ll just hang up,” while “Un” said that, “I won’t give [my phone number]. They like to call and talk even if I said I was busy. It’s annoying.”

Two of the participants said that they feared for their safety, including financial safety; another participant said she kept privacy settings because she did not want to receive unwanted emails or calls [referring to scams via phone calls].

Group 3

All six participants had a Facebook account and had given their personal information on the social networking site; however, they all applied the privacy settings on some of the information given, such as the home address, phone number, and/or email.

Most of the participants used their real identity in their personal account, and expressed their confidence in Facebook’s security system: “I did not trust [Facebook] at the very beginning but nobody would accept my friend request with my false name. Later I added photo, my telephone number, and email. But I set the privacy to allow only my friends to see it,” said “Cee”, while “Tern” expressed his opinion that:

I believe in Facebook’s security and privacy. I put my home address, phone number, and age, but I set it to be visible only to me. This personal information will be useful when I use other applications for example, to order pizza, so that they can find my info [through Facebook]. I share different personal information with different groups of people, such as friends, or close friends.

“Earth” said that,

I give all of my personal information, but withheld certain info for only me ... I trust Facebook since they have a good security team. I think online information is nothing much since I’m not showing it to everyone. It’s just there [in Facebook]. I put all of my info just in case I need them. Only my name is available for public.

Another participant, “First” said, “I categorized my friends. Sometimes I allow my close friends to access my personal info to apply for

something on my behalf. Other friends or the general people cannot see this info ... I believe in the security of Facebook or other famous social networking sites,” while “Miu” added that, “The details such as the year of birth or phone number are set for only me to see ... I put some info on my favorite movies or books too.”

Only one participant affirmed she put both true and false information on Facebook. Most of the info were false, including her name and year of birth; only her pictures, birth date and month were real. She trusts Facebook’s security but needed to ensure that if someone (bad) entered into her account, they wouldn’t know too much of her information. Her close friends would have already known her personal information. The real information she provided was her phone number and address, but she limited the people who could see them.

One participant shared his thoughts about giving personal information on Facebook. For him, Facebook is a convenient social network, while some people use it only for chatting. “People are always worried about what they fear. If you know how it works, you’d know how much information you can give,” said the participant.

As for the reasons to apply privacy settings, he said to prevent any junk emails or phone calls, as well as to protect himself from any malevolence, such as perpetrators using his phone number to do financial transactions, or robbing his house when nobody was home.

(4.2) Facebook and Privacy issue

Group 1

One participant thought that nowadays there is less privacy on Facebook as users are forced to watch ads, especially those they used to ‘like’ before. “Facebook is becoming more and more intrusive,” he said. However, he still believes to be in control of his privacy as long as he was nobody.

Two participants agreed that there is nothing ‘private’ when one uses Facebook or other SNS such as Instagram. “If you don’t like it, don’t use it,” said “Mew,” while “Ice” said, “The name speaks for itself, ‘social media’. Social means society. It’s vast.”

However, Ice explained how Instagram (IG) offered users more privacy. In IG, users could choose to ‘follow’ anyone they wanted. But users also had the option to choose ‘follow’, or not to follow the person who sent them the request. Unlike Facebook, adding friends means both parties would automatically see each other’s posts.

Group 2

Three participants thought that by nature, social media is not ‘private’; two of them had a different point of view. One participant insisted that social media was very private in that he “only uses it to talk to people he knows.” Furthermore, he used social media only to set appointments or telling his friends about news and events. The other participant said privacy settings made it possible for users to maintain their privacy. “Job” said, “If you know how to use it, it still private. But most people do not know how to manage the privacy settings. It’s very detailed. It takes time to learn. That’s why for me, [social media] is very private. But other people don’t know that it can [be private].”

Other three participants shared similar thoughts as follows:

“Meen” said, “Users are not worried about it. If they did, they would not have used it in the first place,” whereas “Un” said that, “It’s not private. Someone would somehow see it anyway.” At the same time, “Meow” explained that, “It depends. My friends tell everyone where they are and where they are going. If there’s a bad guy who secretly admires her or wants to harm her, he’ll know everything. So this could be dangerous.”

Group 3

In the previous question, all of the participants expressed their confidence in Facebook’s security system, which included the protection of users’ privacy. One participant believed that corporations such as Facebook, Twitter, Google+ would not give users’ personal information to a third party for the sake of the company’s credibility. Two participants believed it was users’ fault or mistake when information was leaked, rather than the fault of social networks companies. “Tern” stated that, “The problems in our society derive from users’ errors – that is they do not protect themselves. There are

very few cases where information was leaked because of the provider. So, safety depends on users' own capability to control their content." "Earth" added that,

Information in social networking sites is not different from that in paper format. If users didn't give them to someone or did not forget it somewhere, nobody would know. The government wouldn't reveal our information to the public. There are officers overlooking this information. So there is some privacy. But sometimes, information may be requested by other parties.

Three participants mentioned that there were some applications that used users' information without permission as well as infected users' computer system.

Conclusion: Survey results show that Generation Y score medium on the Create level, with fewer-than-expected respondents with the abilities to create online information or media content. This was also consistent in the FGDs findings. This might explain why participants in both studies have little abilities in monitoring and using feedback to regularly improve their content creation. The FGD findings show that those who seriously publish information and media content online, for their career or as a hobby, for example, posting video clips or writing blogs, apply the monitoring tools and use feedback to improve their work. Furthermore, in line with the survey results, the FGD results show that Gen Yers apply ethics and social responsibility when creating and publishing/distributing information and media content online.

The FGDs results also show that participants have a high ability to use diverse applications (such as computer software) and tools (such as smartphones and YouTube features) to create information and media content. They also know how to protect their own work and intellectual rights, for example, using watermarks on their photos, and they are well aware that their (social media) posts have consequences.

However, it is clear that some participants do not know how to manage their personal data through privacy settings and even have a misconception regarding privacy issues, probably due to the fact that they feel overly confident. For example, some

participants believe that personal information leaks are only caused by user's errors, which in reality, there were cases when servers of large corporations like Facebook and Google were hacked by hackers. Others also believe that big corporations will not leak their personal information to a third party, when in fact, they do it all the time by giving user's information to advertising agencies. Similarly to those who do not know much about privacy settings, those who are very confident about their ability to control their privacy, seem to be at risk by overlooking some of these issues. This could be a weakness and a problematic skill.

Regarding the issue of copyrights, the FGDs results show that participants are well aware of the copyrights and the creators' rights on their work. This was clear when they described how they always kept the credits of the source or the creator when sharing or using the materials. They generally do not mind if their friends use their works without permission; however, they will resent if someone they do not know appropriates their work and uses it for commercial purposes. In addition, most Gen Yers in the FGDs seemed to have a clear understanding that authors have the rights on their creations and that they usually must credit the information or the media content they share over SNSs. However, one participant's action of taking someone's picture and using it as her profile picture, without asking permission or giving credit to the owner, implies that Gen Yers do not know thoroughly about intellectual property violations. Most of the time, they learn from first-hand experience. This might explain the low/lowest scores on this issue. This may be another weakness and problematic skill. Moreover, participants feel that there is nothing they can do if their works are being violated; this feeling of being powerless may also relate to Thailand's increased copyrights violations behavior. Table 4.16 shows the taxonomy of FGD participants' responses.

Table 4.16 The Taxonomy of Generation Y's Responses in Create Component in FGD

Gen Yers' Response	
Create Outcome 1: To understand the participants' behavior in creating public information or media content, including finding if they do so ethically and with social responsibility.	
1) Participants' behavior in creating information or media content.	<ol style="list-style-type: none"> 1. Never upload anything 2. Upload photos/videos via social media including Youtube 3. Share Facebook, Instagram posts/news 4. Use Facebook and YouTube as tools to submit school assignments 5. "Check in" 6. Use Facebook/Instagram as diary keeping 7. Own Facebook commercial page 8. Write blogs, websites
2) Participants' criteria in publishing the information or media content, such as pictures or videos to post/share	<ol style="list-style-type: none"> 1. Don't post/share things that negatively affect others. 2. Don't post/share things that jeopardize one's own image 3. Post/share for a cause/charity (blood donations, help animals) 4. Share useful information (where to dine, good bargain) 5. Post something nice, beautiful (beautiful pictures, selfies) that make people happy 6. Express one's identity 7. Think before post
3) Participants' monitoring and response to feedback	<ol style="list-style-type: none"> 1. Do not care about 'likes' at all 2. Expect 'likes' and 'comments' But do not care how many 3. Do care about number of 'likes', depending on purpose (i.e., showoff something one feels proud of) 4. Expect only 'comments' <ul style="list-style-type: none"> o When seek opinions o When seek help/advice Use websites' statistics or feedback monitoring tools, including number of 'views' to improve work
Create Outcome 2: To understand what the participants think about copyright issues, both for their own intellectual properties and others'	
1) Participants' attitudes on copyrights issues and their behavior regarding the issue.	<p>Attitudes</p> <ol style="list-style-type: none"> 1. Take it seriously 2. Do not mind if friends use their works 3. Depends on purpose – do not mind if it's not taken for commercial purpose <p>Behavior</p> <ol style="list-style-type: none"> 1. Never intentionally violate anyone's rights 2. Usually give credits to source/creators when possible 3. If it belongs to a friend, would ask for permission personally <p>Reaction if one's rights are violated</p> <ol style="list-style-type: none"> 1. Frustrated 2. Notify the violator 3. Cannot do anything about it. It's a Thai norm. <p>Protection measure</p> <ol style="list-style-type: none"> 1. Use watermark on photos 2. Declare in the post or caption

Table 4.16 (Continued)

Gen Yers' Response	
Create Outcome 3: To learn their capabilities in using various tools to Create information and media content, as well as their creativity.	
1) The programs or applications that the participants use to create or produce information and media content, including texts, audio, and video.	<p>Ability to use diverse tools</p> <ol style="list-style-type: none"> 1. 16 out of 18 practice at least two programs/applications (including MS Office) to create their own work 2. Only 2 people use only MS Office <p>How they learn about those tools</p> <ol style="list-style-type: none"> 1. Self-taught 2. School subjects
Create Outcome 4: To understand how the participant think and do about their Internet safety and privacy issues while using the Internet.	
1) Participants' personal information given on the Internet, particularly Facebook and other applications in social media.	<p>Identity</p> <ol style="list-style-type: none"> 1. Real 2. Fake (only one person out of 18) <p>Personal information</p> <ol style="list-style-type: none"> 1. Everything - Just give it all <ul style="list-style-type: none"> - Think only 'friends' would see it - Only to some trusted sites or as necessary (i.e., educational purposes) - Fake part of it (i.e., year of birth) 2. Only some <ul style="list-style-type: none"> o Withheld by applying privacy settings o Withheld by not giving at all o Withheld only sensitive information i.e., phone numbers, home address o Allow only trusted friends 3. Nothing at all <p>Social media behavior</p> <ol style="list-style-type: none"> 1. Do not 'check in' - Fear for safety <ul style="list-style-type: none"> - Want to keep privacy 2. Check in, except home 3. Provide nothing
2) Facebook and Privacy issue	<p>Attitudes towards Facebook's privacy</p> <ol style="list-style-type: none"> 1. No privacy at all 2. Little privacy 3. Very private - Because use only for personal matters <ul style="list-style-type: none"> - When one knows how to use privacy settings 4. Personal information leaks are caused by user's errors 5. Large SNS corporate can be trusted and will not leak user's information to a third party <p>Knowledge on privacy settings</p> <ol style="list-style-type: none"> 1. Not much 2. Believe they are in control

4.1.3 Hypotheses Test Results

The quantitative method was used to investigate Generation Y media literacy competencies. In addition to assessing their ML competencies levels, three hypotheses were formulated in order to find relationships between variables as follows:

Hypothesis 1: Age is associated with the level of Evaluate competencies.

Hypothesis 2: Connectivity to the Internet is associated with the level of Create competencies.

Hypothesis 3: Learning media literacy from the school curriculum is associated with the level of Media Literacy.

4.1.3.1 Hypothesis 1 (H1)

H1 is examined through its null hypothesis, using Chi-square to find if there is a relationship between two variables in the hypothesis. The results are as follows:

H_0 : Age is not associated with the level of Evaluate competencies.

H_1 : Age is associated with the level of Evaluate competencies.

Data from Table 4.17 show that the null hypothesis is accepted, which means that Age is not statistically associated with the level of media literacy particularly the Evaluate component at a significant level .05 (Sig. \geq .05).

Table 4.17 The Frequency of Age and The Media Literacy Level in Evaluate Component

Level of Media Literacy: Evaluate	Age		
	14-18	19-23	24-32
Low	0 (0.0)	0 (0.0)	0
Medium	25 (36.2)	40 (36.0)	87 (39.5)
High	44 (63.8)	71 (64.0)	133 (60.5)
Total	69 (100.0)	111 (100.0)	220 (100.0)

Chi-square = .496

Sig. = .780

4.1.3.2 Hypothesis 2 (H2)

Hypothesis 2 (H2) is examined to find if people who have access to the Internet are likely to create more information and media content, compared to those who do not have easy access to the Internet. This is based on the assumption that people who ‘create’ more content are likely to have more competencies in the Create component. Through the null hypothesis, the Pearson Chi-square is used to find a relationship between the two variables. The results are as follows:

H₀: Connectivity to the Internet is not associated with the level of Create competencies.

H₂: Connectivity to the Internet is associated with the level of Create competencies.

Data from Table 4.18 show that the null hypothesis is rejected; in other words, convenient access to 3G or WiFi is statistically associated with the level of media literacy, particularly the Create component, at a significant level .05 (Sig. < .05). By comparing the percentages, the data show that those who have easy access to the Internet have both Medium and High levels of Create competencies; more than those who do not have easy access.

Table 4.18 The Frequency of Access to Connectivity and Media Literacy Level in Create Component.

Access to Internet connectivity*	Level of Media Literacy: Create		
	Low	Medium	High
Yes	12 (3.1)	182 (92.4)	187 (97.9)
No	0 (0.0)	15 (7.6)	4 (2.1)
Total	12 (100.0)	197 (100.0)	121 (100.0)

Chi-square = 7.148

Sig. = .028*

Note: *Answering Yes means having the Internet connectivity at home, 3G or WiFi at convenience as opposed to going to a computer center or an Internet café (No answer).

4.1.3.3 Hypothesis 3 (H3)

H3 is examined to find if people who have studied media literacy in their educational institution are likely to have higher level of media literacy. Through the null hypothesis, the Pearson Chi-square is used to find a relationship between these two variables. The results are as follows:

H₀: Learning media literacy from the school curriculum is not associated with the level of Media Literacy.

H₂: Learning media literacy from the school curriculum is associated with the level of Media Literacy.

Data from Table 4.19 show that the null hypothesis is rejected, which means that studying media literacy in the curriculum is statistically associated with the overall level of media literacy at a significant level .05 (Sig. < .05). Interestingly, by comparing the percentages, data shows that respondents who never studied Media Literacy education from the school curriculum have Medium and High levels of media literacy, compared to those who studied media literacy before.

Table 4.19 The Frequency of ML Learning Experience and Overall Media Literacy Level.

Media Literacy Education in Curriculum	Overall Level of Media Literacy		
	Low	Medium	High
Yes	0 (0.0)	18 (9.9)	68 (31.2)
No	0 (0.0)	164 (90.1)	150 (68.8)
Total	0 (0.0)	182 (100.0)	218 (100.0)

Chi-square = 26.670

Sig. = .000*

Conclusion: From the hypotheses test results, it was found that age is not associated with the Evaluate competencies and that, older Generation Y do not necessarily

have higher abilities to evaluate media texts; the results are an evidence that older Gen Yers, as well as other older age groups, still need media literacy education in order to be able to evaluate information and media content. Moreover, it was found that easy accessibility to the Internet, either via 3G/4G technology or WiFi, encourages people to learn skills to create information and media content.

Interestingly, the hypothesis test results show that people learn more about media literacy education in out of school settings; Gen Yers who never learned media literacy from the school curriculum possess Medium and High levels, as opposed to those who attended ML courses in school. Perhaps, it is as important to conduct media literacy education programs in non-formal educational settings as it is in the formal school environment.

4.1.4 Part I Summary

To examine Generation Y's media literacy competencies to Access, Evaluate, and Create media and information, survey research and focus group discussions were conducted. The survey was used to find out about Thai Generation Y's media literacy level and their weak and strong skills; the focus group discussions confirmed the quantitative results and provided a more specific explanation of participants' weaknesses. In addition, the hypothesis tests provided fundamental information to construct the ML learning schema. The results of the survey and focus group discussions showed that Thai Generation Y have medium levels of competencies in Access and Create skills, high levels of Evaluate skills, and weaknesses in understanding copyrights and privacy issues. Findings from both quantitative and qualitative methods also helped identify Generation Y's strengths in technology-related skills.

The survey results showed that Thai Generation Y have medium level of competencies in Access and Create skills, while they showed high level of Evaluate skills. The focus group discussions, meanwhile, help explains that the more extensive definitions of every components defined by the UNESCO could have been the cause of such results. That is because most of Generation Y participants showed weakness specifically in the skills

that were usually overlooked in the past, such as the copyright, and privacy issues. Besides the afore-mentioned weaknesses, the findings from both methods also help identify Generation Y's strength in technology-related skills; thus, answering the first research question "How are Generation Y's competencies in Access, Evaluate, and Create; and what are their strong and weak skills?" as well as fulfilling the first objective to the research.

4.2 Part II Media Literacy Learning Schema

At this point, the first research question regarding Generation Y's competencies levels and their weak and strong skills in media literacy have been answered; consequently, the first objective to examine Generation Y's competencies and their media behavior was fulfilled. The findings reported in Part I were useful to determine the components of the ML learning schema that will be constructed and presented in this section. This will allow the research to answer its second question: "What should constitute the media literacy learning schema for Thai Generation Y?"

Part II consists of two sections: in one section, the findings of the documents' analysis will be presented, together with the learning schema and experts' opinions; in the second section, the final learning schema that has already been adjusted to respond to experts' opinions and suggestions, will be explained. Part II fulfills the second objective of this research, namely, to construct the media literacy learning schema for Thai Generation Y.

4.2.1 The Construction And Verification Of Media Literacy Learning Schema

4.2.1.1 The foundation of the construction

The construction of ML Learning Schema is based on two information:
1) The results of Generation Y's competencies and strong and weak skills, as well as their media use behavior reported in Part I; and 2) The analysis of documents on media literacy

theories and media education, the concept of Generation Y; and the results from the in-depth interviews of experts.

1) Generation Y's Competencies

From the results of the needs assessment that was extensively reported in PART I, it was found that Generation Y generally have medium media literacy levels, with medium competencies and skills in Access and Create, and high competencies and skills in Evaluate. The results from FGDs are consistent with the survey results and help explain more in-depth some of the issues that emerged from the survey five-scale ratings.

The research results from both the survey and the FGDs complement each other and verify the outcomes during the process. Hence, the research findings can be considered new and up-to-date in terms of: coverage of all skills and competencies measured based on UNESCO MIL components (Access, Evaluate, Create), which have never been measured by Thai researchers before; the wider range of age group (Generation Y); and the generalizable-samples. Evidence that the Access and Create components may be the weak skills of Generation Y, is also a new finding in Thailand's media literacy arena.

The research also shows particular skills and competencies of each component that can be considered weaknesses:

- (1) The ability to access to the media and information providers to interact, express opinions, and participate in socio-political events;
- (2) The ability to use diverse tools and technology to access information and media content;
- (3) The ability to make decisions based on a variety of sources of information and media content;
- (4) The ability to acknowledge the importance of the rules, laws, and regulations related to access to information;
- (5) The ability to apply the measures to protect personal information online;
- (6) The ability to recognize activities that are the violation of copyrights or intellectual properties;
- (7) The ability to deal with violated intellectual properties;

(8) The ability to recognize and understand the nature of online media (for instance, that online news reports can be as much biased as those on traditional media; and that large global social media corporates such as Facebook will not reveal users' personal information to a third party and have the most security measures to prevent information leaks);

(9) The ability to understand the media business (for example, that media organizations are responsible for the organization's policy, rather than media owners);

(10) The ability to separate opinions from facts in news reports

These weak skills can be mapped into the framework for the three media literacy components based on UNESCO MIL components. The absence of weaknesses (in red) in some of the competencies does not necessarily mean that there are no weaknesses. As Potter (2004) maintains, "Competencies and Skills work together in a continual cyclical process". Some competencies simply cannot be identified due to the limitations of this research; for instance, creation skills can be measured more accurately through other approaches such as experiments. Nonetheless, it is important to note that these competencies are interconnected and thus, a problem in one skill may affect another. Figure 4.5 shows the mapping of the weaknesses in the MIL components.

In the meantime, the most distinctive strength of Generation Y and also their unique characteristic is the ability to use diverse tools and applications to create information and media content.

2) Document Analysis Outcomes and Experts' Opinions

The theoretical foundation underpinning the construction of the ML learning schema is based on the definition and objectives of media literacy education which aim to develop learners' skills and competencies, including locating, consuming, and producing information and media content, as autonomous and rational young citizens, so that they learn to ask the right questions about what they are watching, reading or listening to, in other words, the ability to think for oneself or "critical autonomy" (Thoman & Jolls, 2005, p. 21; Wilson et al., 2005, p. 20).

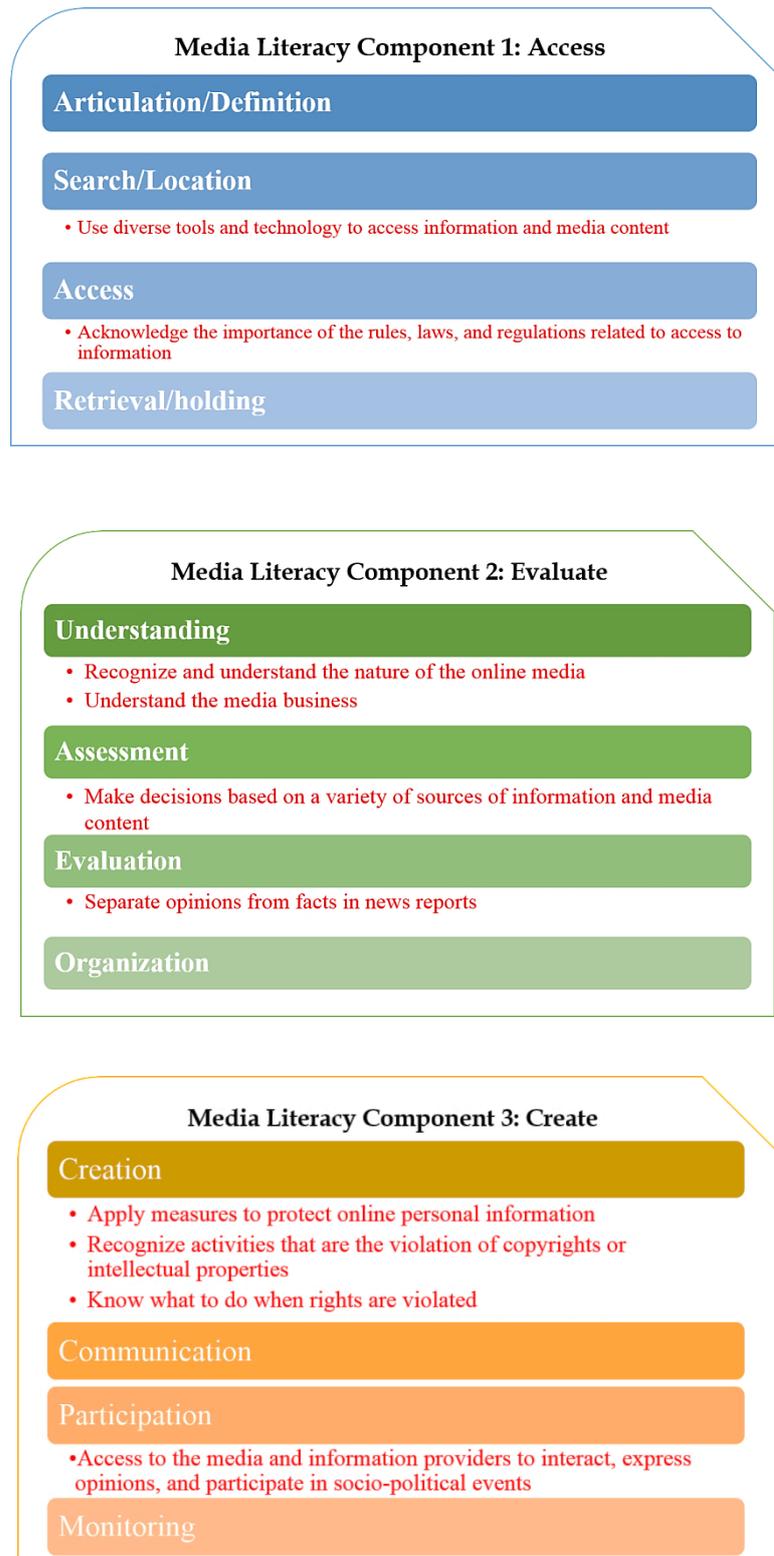


Figure 4.5 Mapping Generation Y's Weak Skills to MIL Components

The other two sources of evidence upon which the media literacy learning schema is grounded are from the analysis of documents on media literacy theories and media education, the concept of Generation Y, and the results from the in-depth interviews conducted with experts. Findings from both methods are reported side by side.

4.2.1.2 Constructing and verifying the learning schema

Through documents' research on media literacy theories, media education, and the concepts of Generation Y (see complete list in Chapter 3), five recurring themes have been selected to become the components of the Learning Schema: Learners, Teaching and learning, The dissemination of ML education, The educators, and Policy (see also Figure 4.6).

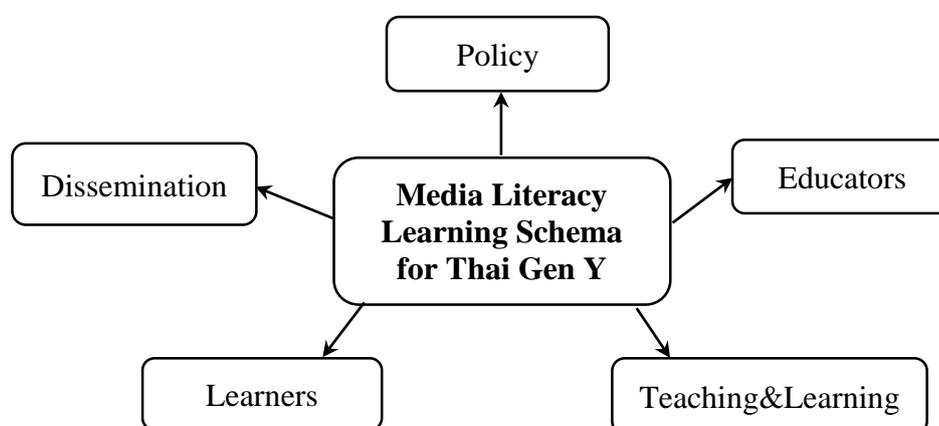


Figure 4.6 The Original Media Literacy Learning Schema for Thai Generation Y as Conceptualized by The Researcher.

Each component consists of related elements that were shown to the experts for their comments and opinions. Therefore, the experts' opinions are reported in the same corresponding themes as illustrated in Figure 4.7.

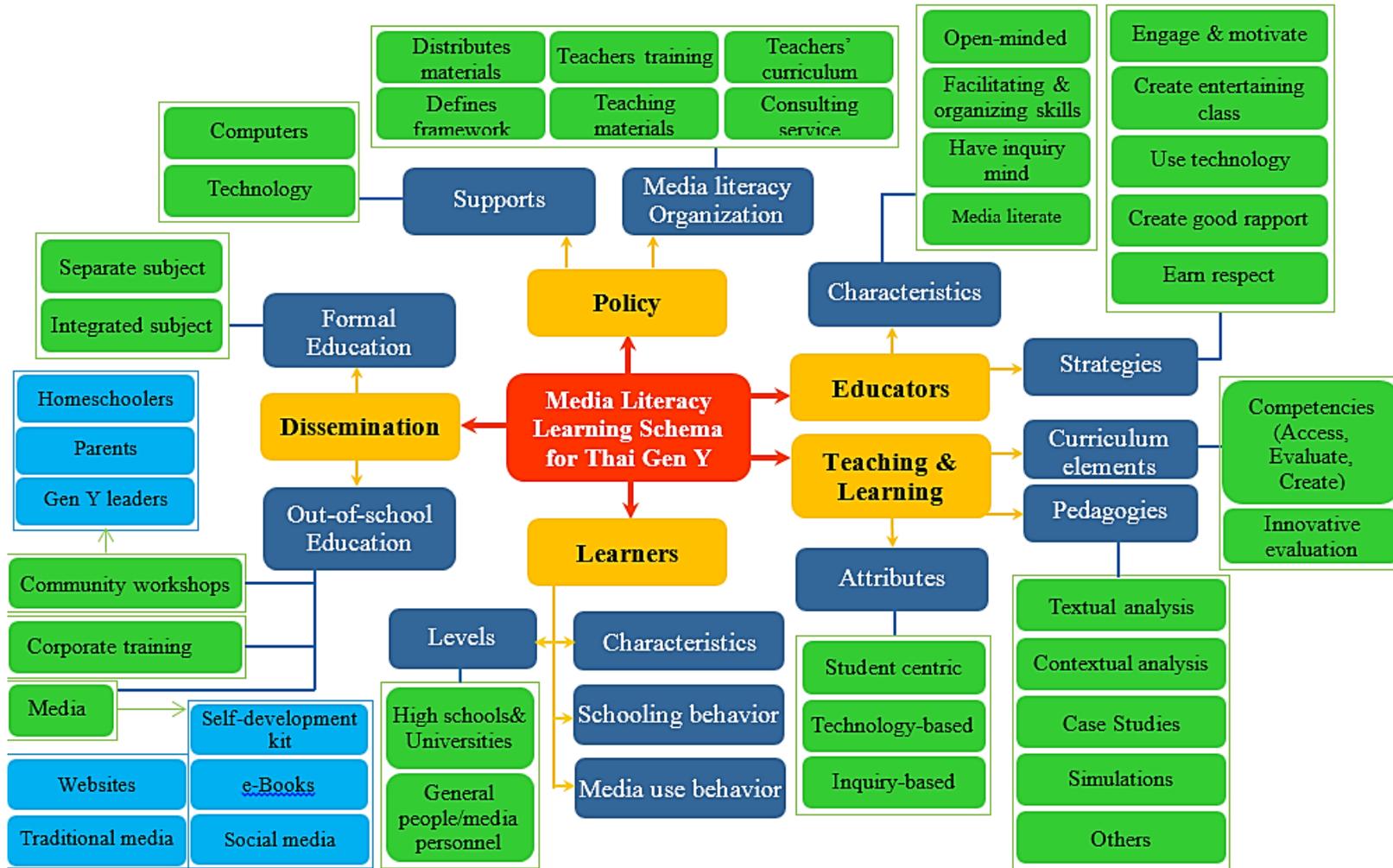


Figure 4.7 The Media Literacy Learning Schema Components and Corresponding Elements as Conceptualized by The Researcher

1) Learners

There are three aspects of Learners: (1) levels of learners; (2) the characteristics of the learners; and (3) the media use behavior.

(1) Levels

The proposition

The results from the documents' analysis show that Learners in formal education are students that are already classified by their educational levels. Therefore, conducting media literacy education in formal education is level-based. The conceptualized ML learning schema for Generation Y in Thailand, thus, determines that learners in formal education include students of Matayom 4-6 and university students, younger Gen Yers (14-23 years old). Meanwhile, learners in out-of-school education can be divided into, but not limited to, two types: general people and media professionals. The categorization of learners depends largely on the organizer of the training and the purpose of the program (trainers can conduct a one-time training or a longer course).

Experts agreed that as proposed in the Schema, the levels of Generation Y learners consist of Matayom 4-6, undergraduates, and young workers. However, it was also suggested that the focus of ML education could be on younger people, the Matayom 4-6 students, rather than the undergraduates who one would presume would be mature enough to understand the influence of the media. Experts also unanimously agreed that media literacy education should start at a very young age, even from preschool and, because media literacy is a continuous process, it should be subsequently taught in every education level.

The experts' opinions

In addition, experts suggested that all groups of people belonging to Generation Y should be identified, including school dropouts, disadvantaged and marginalized youths, and those who are not in the school system, for example, media professionals and parents. As Sara Gabai said:

People with disabilities are often excluded from Thai society. [Dr.Kamolrat Intaratat] research and trainings conducted with this target group show that with the use of ICT, also people with disabilities can express themselves in

unimaginable and creative ways. Indeed, ML strategies can also benefit this target group.

Experts debated whether media professionals should be included in the pool of media literacy learners. Some experts maintained that educating media professionals is considered ineffective, as ML should focus on the consumers, rather than on the producers. On the other hand, it is argued, media professionals should be the drivers of ML education by producing good and ethical programming and fostering an understanding of the media and communications process; as Anothai Udomsilp stated:

Media literate producers have to understand why they do what they do and must recognize the consequences of their programming – not just because other [media] are doing it, not for rating, nor for popularity ... [media producers] either realize [what they should and should not do] but do not put the knowledge in practice, or they do not know anything at all.

Despite parents are not members of Generation Y, they are important bridges to reach out to Generation Y when practicing media literacy, and therefore, they will be included in the Learning Schema. According to the experts, parents should learn how to address the right questions to their children and guide and advise them on which media program to select and watch.

(2) Characteristics

The proposition

According to Western research, Generation Y are characterized as being confident and tolerant individuals (Jean Twenge, 2006, as cited in “Millennials,” 2014) who handle changes very well. They are team players, they want to be included and involved; they also want attention and look for constant feedback (Alston, n.d.). Most of their behavior is shaped by technology; that is why they rely so much on the Internet. In addition, Gen Yers have a very short-attention span due to their multitasking behavior (Elam, Straton, & Gibson, 2007 p.21, as cited in Gülşen, 2012, p. 83) developed through advanced communication technologies like

smartphones and tablets. The pedagogies that will be discussed in the next section respond well to these traits.

The experts' opinions

Thai experts do not fully agree with the characteristics of Generation Y that have been identified by Western scholars, except from the relationship between generation Y and technology. Consequently, the Thai experts provided the following characteristics of Thai Generation Y:

They are confident

They are technology competent

They want to be accepted

They have superficial knowledge

They are indifferent

They lack in-depth understandings in themselves, society, and community

They lack holistic view, unable to connect ideas and concepts

They lack discipline

They do not take criticism very well

They prefer self-learning

Generation Y's ability to handle changes well and their need for constant feedback were rejected by most Thai experts. In addition, they suggested that the gaps among these traits should be identified in order for ML to fulfill its goals, while the strong positive characteristics should be enhanced and used to empower Generation Y to make a difference in their society.

An expert noted that Generation Y believe more to what they discover or learn by themselves, rather than to what they learn in the classroom; this results in a change of roles and authority between teachers and students. The self-learning approach might be an effective way to teach about media literacy.

(3) Media use behavior

The proposition

According to the research results, Generation Y's main (and possibly one and only) source of information and media content is the Internet. They are also very capable of using computer software in creating information and media

content. This evidence explains why the pedagogies should be technology-based and why out-of-school education should include online media as discussed later in “The Dissemination” section. It also affects Generation Y’s schooling behavior as well.

The experts’ opinions

The experts did not have particular comments on this matter.

2) Teaching and learning

The proposition

According to research and scholarly work, Generation Y’s schooling behavior directly affects the way they learn, and subsequently also teaching methods. Generation Y are often distracted during the learning process and cannot memorize information due to their multi-tasking skills and short-attention span. Since they are used to interact with motion, colors, sound, pictures, successive steps to follow, among others, they cannot concentrate for a long time on paper and printed text. Teachers should understand Generation Y’s different learning needs; even though research shows that Gen Yers like school less, they accept that fact that education is essential for their future (Howe & Strauss, 2000, pp. 162, 166, 182, as cited in Gee, 2008, p. 158; Johnson & Farkas, 1997). They are aware of the bigger opportunities (higher income and better jobs) that those with educational degrees have compared to those with lower education; and, in the 21st century, they are also experiencing a harsh competition and the widening gap between rich and poor. Furthermore, Gen Yers are aware that their identities and skills cannot be only acquired and learned in school, rather, also through experience –at home, during activities, joining communities, travelling, and from information on the Internet (Gee, 2008, p. 158). Their ability to easily find information, including academic knowledge, demands teachers to move beyond traditional school lectures and textbooks.

In Turkey, teachers usually complain that their Gen Y students are “ignorant” and “unmotivated” (Gülşen, 2012, p. 83). From the researcher’s experience as a university lecturer, this is also the case in Thailand. Gülşen proposed that new teaching strategies should be based on the characteristics of Gen Yers students; this is why, today, teachers should shift to more student-centric and learning-by-doing pedagogies (Thoman & Jolls, 2005, p. 7; Wilson et al., 2005, p. 17).

Learning involves not only gaining information but also internalizing it, so that the learner can retrieve and adapt the information when it is needed, a process which requires more than just memorizing. At the same time, teaching goes beyond transmitting information from teachers to learners, to implementing a systematic programming that builds information in learners' minds step by step, helping them gain knowledge that they have processed, internalized, and possessed themselves. (Gülşen, 2012, p. 78)

As mentioned earlier, this schooling behavior affects teaching and learning, consequently, also pedagogies and curricula.

(1) Pedagogies

The proposition

According to research and scholarly work, teaching and learning can be referred to as pedagogy; “a teaching and learning relationship that creates the potential for building learning conditions leading to full and equitable social participation” (The New London Group, 2008, p. 313)”. This is one of the most important conditions when providing media literacy education; therefore, it is of utmost importance to include a pedagogic approach to media literacy in the Learning Schema. Pedagogy is changing from simple literacy and teaching how to “read and write” to “multiliteracies”, encompassing the contemporary cultural context that is becoming more and more diverse and globalized as a result of information and multimedia technologies. Therefore, pedagogy “includes understanding and competent control of representational forms that are becoming increasingly significant in the overall communications environment, such as visual images and their relationship to the written word” (The New London Group, 2008, p. 314).” Clearly, this statement displays the overlap between the skills and goals of pedagogy and those of media literacy.

As a result, the pedagogy of multiliteracies has been explored in order to identify the media education principles that are most suitable for 21st century learners. The mission of education, to “ensure that all students benefit from learning in ways that allow them to participate fully in public, community, and economic life” (The New London Group, 2008, p. 313), and ML aim to “prepare” rather than to “protect”

learners, are the two fundamental principles underpinning the construction of this Learning Schema.

From research analysis, three aspects about pedagogy have been identified, including pedagogic attributes, strategies, and curriculum elements.

(1.1) Pedagogic attributes

The pedagogy for media literacy education should be student-centric, technology-based, and enquiry-based.

(1.1.1) Students-centric

It is important that teachers encourage students to share their knowledge and opinions, and form their own conclusions about a topic. However, there are still things that students do not know; this requires direct teaching. In student-centric pedagogy, teachers provide some information, while students undertake additional research. By using all the information they retrieved on the topic, students can then express their judgment (Buckingham, 2003, p. 69). This process incorporates the Access and Evaluate ML competencies. Using media production and the media can also be used to encourage investigation and reflective thinking on the part of the students (Wilson et. al., 2005, p. 28).

Using the students-centric pedagogy also involves students to participate in designing the class structure. Reilly (2012) employed this strategy by encouraging his students to express their opinions and ideas about the course he teaches every few weeks. When possible, he would adjust the course or his teaching to their suggestions. Reilly found that his students “appreciate being listened to and even having the opportunity to influence certain aspects of the course” (Reilly, 2012, p. 4).” This approach was successful and students were more interested in learning and participated more actively in the course. Even though this experiment was conducted in a Mexican school, the method can be applied also in the Thai context.

Hence, the key to student-centric pedagogy is learning-by-doing or experiential learning. The method enables students to conceptualize things in multiple levels, through action, demonstration, experimentation, or immersion. It is a knowledge process in which the students learn to make “the tacit explicit and generalizing from the particular (Cope & Kalantzis, 2010, p. 103).” Using kinesthetic activities and visual tools can also enhance students’ learning experience

because Gen Yers are visual learners; their learning styles and their instructors' teaching styles must be in accordance with one another. Findings show that students "prefer kinesthetic and visual learning activities over traditional teacher-centered and text-based tasks" (Faust et al., 2001, as cited in Reilly, 2012, p. 5). Therefore, implementing activities that require movement and visual elements in class is the way to keep students motivated and feel engaged. For example, teachers can create small discussion groups among students, "Find Someone who..." tasks, or rally-like activities; in other words, anything that will get the students out of their chairs. PowerPoint presentations, video clips, and student-made posters are examples of visual learning materials for classes (Reilly, 2012, p. 5).

(1.1.2) Technology-based

Another attribute of the 21st century media literacy pedagogy is to integrate technology in teaching. As discussed in Chapter 2, members of Generation Y are either tech-savvy or overly dependent on technology. The results of this research study reflect this trait of Gen Yers since they think that all information should be made available online and without the Internet, their life would be difficult. The research findings are also consistent with other research and literature (Cisco Systems Inc. (CISCO), 2014; Garst, 2013) that show how Gen Yers use social media, especially Facebook, as their primary sources of information and knowledge (i.e. reviews, blogs, forum, and web boards). The digital natives' generation is highly capable of using computers and the Internet even before they have received any schooling (Gülşen, 2012, p. 75). When they grow up, adolescent Gen Yers spend most of their time participating in online activities, including chatting, writing texts, uploading videos and photos, joining online communities where they share common interests such as comics, games, and movies (Schreyer, 2012, p. 61). The popular culture that is shared online also contributes to shaping the way young people learn (Schreyer, 2012; Williams & Zenger, 2012).

These are evidences indicating technology should be used as teaching tools (Buckingham, 2003; Reilly, 2012). It is also important to keep in mind that Gen Yers do not passively engage in online activities; on the other hand, "the very relationship of author and reader has become muddied as readers create written work for mass consumption and contribute to the revision of online texts"

(Rhodes & Robnolt, 2009, p. 155, as cited in Schreyer, 2012, p. 71). Furthermore, Oblinger (2003, as cited in Reilly, 2012, p. 4) observes that Gen Yers seek “information and understanding from the web and videos, not by looking through a textbook”; for example, first-year British university students learn by using tools such as wikis, blogs, and chat rooms, believing that these tools are beneficial to their academic learning (Sandars & Morrison, 2007, as cited in Reilly, 2012, p. 4).

For these reasons, teachers have to adjust and “take the opportunities to begin where students are, and to connect that with the critical thinking and understanding they are trying to promote (Schreyer, 2012, pp. 71-72).” Pedagogies must change in response to the digital era, and they must take into account the new social, economic, and technological landscapes (Zenger, 2012, p. 41). Indeed, integrating technology into the classroom is the key to engage and motivate students; as Gibson (2013b) maintains, “technology can be used as much as (students) like, as long as they get the job done”.

For example, teachers can create an online collaboration project or video-based activities using YouTube; incorporating video games and blogs and making use of instant messages (Reilly, 2012, p. 4), or they can simply use a common software such as PowerPoint to create interactivity in learning. In Thailand, the most common integration of technology in the classroom is the use of Facebook group pages as a means of communication between the teacher and the students. YouTube is widely used when it comes to submitting video assignments. The academic application that was developed by the Department of Computer Engineering at Chulalongkorn University was also a successful initiative.

(1.1.3) Enquiry-based

Enquiry-based pedagogy or issue-enquiry approach involves investigating issues related to information and media content. This approach is highly student-centric and the focus of the enquiry is on media literacy in contemporary society. Enquiry-based pedagogy enables students to acquire new knowledge and skills by means of “identification of the issue; recognition of underlying attitudes and beliefs; clarification of the facts and principles behind the issue; locating, organizing and analyzing evidence; interpretation and resolution of the issue; and taking action and reconsidering the consequences and outcomes from each phase” (Wilson et

al., 2005, p. 35). The teaching strategies that incorporate this pedagogic attribute are those that include problem-based learning and decision-making. For example, teachers can ask students to explore how gender is represented in certain media, or the issue of privacy in social media.

An example of enquiry-based pedagogy is the scientific enquiry strategy, which refers to the ways scientists explore the natural world, which include making observations; asking questions; finding out what is already known; planning investigations; reviewing past knowledge; using tools to gather, analyze, and interpret data; proposing explanations; and communicating the results (Wilson et al., 2005, p. 36). For example, the students can investigate the impact of TV dramas on the Thai society.

The experts' opinions

Experts agreed with the proposition that the pedagogy must be student-centered and enquiry-based, emphasizing that teachers must have a clear understanding of the concept, otherwise, it would not work. Often, the student-centered approach is misunderstood with lack of teachers' guidance. After each lesson, the ultimate goal of the student-centered pedagogy should be students' development. When it concerns the proposed technology-based pedagogy, experts expressed different opinions and maintained that while technology is not always necessary, it can still be a pedagogic attribute.

(1.2) Pedagogic strategies

The proposition

The pedagogic strategies or teaching techniques can be very diverse. Most student-centric and enquiry-based strategies involve both students' individual and group efforts to complete small group to whole-class assignments. They also involve various teaching strategies that integrate technologies as teaching and learning aides. Some of the strategies in which teachers should be trained include:

(1.2.1) Textual and Contextual Analysis

Textual analysis is a close examination and questioning of one particular text. Students are encouraged to provide evidence for their judgments on the text and reach a deep understanding of the key concepts. Textual analysis is a type of semiotic analysis in which students are taught to identify the

techniques, symbols and narratives of media messages (Wilson et al., 2005, p. 36); it involves three stages: in the first stage, students have to be able to identify and list what they see and hear in the text; the second stage involves looking into the meaning of the text; and the third stage is where they are encouraged to make judgments about the text as a whole (Buckingham, 2003, pp. 71-72).

If textual analysis is about examining media messages, contextual analysis is about determining the contexts, or the circumstances that create the media text. Contextual analysis enables us to understand the connections between media languages and the production and audience of that media and determine, for instance, how media ownership and concentration relate to democracy and freedom of speech. Following this strategy, teachers may ask students to select a piece of media text that is of interest to them, a news article or a YouTube clip, and let them analyze the material, perhaps, in small groups (Buckingham, 2003, p. 73).

Textual and contextual analysis can be achieved by deconstructing media messages. The notion of ‘deconstruction’ is based on the assumption that all media are constructed to fulfill a purpose or motive; authors or producers of media texts use techniques to construct media messages, for instance, language, camera angles, lights, sound, among others, and convey their message to the audience. One can deconstruct media messages by learning the five concepts of media deconstruction and asking five key questions outlined in Table 4.20 (Porntip Yenjabok, 2011, p. 30; Thoman & Jolls, 2005, p. 24).

(1.2.2) Case studies

Case studies can be particular media issues that students can choose and examine in depth. The case studies approach is highly student-centered and suitable for ML education. It offers “a systematic way of looking at events, collecting data, analyzing information, and reporting results, and in return, it promotes students’ enquiry-based learning (Wilson et al., 2005, p. 37).” For example, teachers or students can choose to study media consumption and question what makes consumers decide to buy a certain product, or they can study marketing strategies used to promote a certain product. Other cases may involve media production, the investigation of different media and their effects on audiences (Buckingham, 2003, pp. 75-77).

Table 4.20 The five key concepts and questions to deconstruct media messages

Key Concepts	Key Questions	Targets
1. All media are ‘constructed’.	1. Who creates/send the message?	1. Author
2. Media messages are constructed using a creative language with its own rules	2. What techniques or technology of production are used?	2. Format
3. Different people experience the same media message differently.	3. How do other people understand the message different from me?	3. Audience
4. Media have embedded values and point of views.	4. What values/beliefs/lifestyles etc., are represented or omitted from the media message?	4. Content
5. Most media messages are organized to gain profit and/or power.	5. What is this telling/selling?	5. Purpose or Motive

(1.2.3) Translations

The translation approach involves media language and representation, as well as other contextual issues; this approach is concerned with how media texts are presented differently across different media (Buckingham, 2003, p. 77). For example, students could watch a television commercial and then try to convert it into a storyboard that corresponds to the scene, identifying the shots, angles and transitions that have been used; they could also turn a news article from a newspaper into a radio broadcast script; or they could translate a person’s biography into a short documentary presentation (Wilson et al., 2005, p. 37).

(1.2.4) Simulations or role-play

Simulations are a good way for students to impersonate various media stakeholders and roles in order to learn about their duties and work; for example, they could pretend to be TV commercial producers, or a magazine editor. In role-play, students have to make a series of choices to achieve the desired outcomes or to solve the problems presented to them (Buckingham, 2003, p. 79). Therefore, simulations involves both learning by doing and problem-based learning.

(1.2.5) Production

Media production is based on the experiential learning approach and it is an important aspect of learning in the twenty first century (Wilson et. al., 2005, p. 37) and of media education. For students, it is one of the most fascinating components of media education; however, for teachers it may be one of the most challenging activities; this is why it is important that teachers have the appropriate training (Buckingham, 2003, p. 82). During the production process, students fully immerse in the activities and they learn through doing and exploring while being creative and expressing their opinions, voices, ideas and perspectives. For example, students can use software such as iMovie or Moviemaker (or any other similar free and open source software) to make a one-minute digital story about an environmental issue or any other subject of interest (Wilson et al., 2005, pp. 37-38). Where technology is not available, students can also create posters by using scissors, pens and paper.

(1.2.6) Problem-based learning (PBL)

The 21st century ML learning must be designed to engage students in problem solving and discovery (Thoman & Jolls, 2005, p. 7). PBL is a teaching strategy that “simultaneously develops students’ interdisciplinary knowledge bases and skills, as well as critical thinking and problem-solving strategies (Wilson et al., 2005, p. 35). It engages students in critical and deep enquiry of real-life problems as they learn to manage the objectives, enquiries, methods, and the outcomes by themselves. For example, students can design a social marketing campaign for a certain audience (Wilson et al., 2005, p. 35).

(1.2.7) Cooperative Learning

The teaching strategy that requires students to work together in order to accomplish the common goals is cooperative learning. Cooperative learning can be as simple as a paired work or more complex such as project learning. In cooperative learning, students learn to develop “conceptual understandings and higher order thinking, better interpersonal skills, more positive attitudes toward schools and the self, and the exploration of how to manage academic heterogeneity in classrooms with a wide range of achievement in basic skills” (Wilson et al., 2005, p. 36).” A wiki space is one of the most outstanding examples of cooperative learning.

The above-mentioned teaching strategies can be applied for both formal and out-of-school education. However, the execution of the strategies in out-of-school education largely depends on the learners, which are more diverse compared to those in formal education, in terms of demographics, professions, experiences with the media, etc. Teachers in out-of-school education need to seriously take learners' differences into account in order to let them enjoy and benefit from the lessons.

Integrating media education with the overwhelming teaching strategies can be discouraging for media literacy teachers. There are four key concepts that can help simplify the teaching of media literacy as proposed by David Buckingham (2003). The four key concepts of media education include all the necessary competencies in access, evaluate, and create, while responding to the pedagogical attributes. They also cover both contemporary media and old or traditional media, eliminating the question of digital divide and lack of access to advanced technology in schools; thus, they are applicable to all schools in Thailand. These key concepts are to be used in curriculum planning and each lesson may focus on different concepts; in other words, it is not necessary to focus on all the concepts at the same time. However, in the curriculum planning one must assume that students understand the relationship between different media elements. The four key concepts of media literacy are production, language, representation, and audience.

Media texts are deliberately constructed. Recognizing the economic interests in media production and the ways in which profits are generated leads to a deeper understanding of the hidden agenda in media messages. Production also includes knowing about the technologies, the producers or creators, the media industry, the connection between media, regulation, circulation and distribution of the media, and access and participation. (Note that this concept reflects the idea that "all media are constructed" which is also presented in other documents mentioned earlier, including the Center for Media Literacy (CML) 'Five Key Concepts' (Thoman & Jolls, 2005, p. 24)

The verbal, written languages, moving audio-visual messages, camera angles, lighting that may be used to create certain emotions, etc., are examples of media languages that are used to construct media messages and

communicate meaning. Knowing the languages of media messages to interpret their meanings requires analytical skills. (Note that this concept corresponds to the CML's second concept: "media messages are constructed using a creative language with its own rules").

Representation: The media help us see the world by re-presenting reality through the selection and combination of events, creating stories and characters. Media representations allow viewers to see the world in particular ways. Audiences compare what they see on the media with their own experiences and decide how realistic they are (therefore, different people can understand media texts differently – the third CML concept). Viewers can understand that what they see is not real; yet they still know it can explain reality.

Audience: Studying audience involves identifying and measuring the audience demographic; how media reach their intended audience; and how individuals use, interpret, and respond to the media. (The comprehensive details of the four concepts were described in Chapter 2).

The experts' opinions

The experts unanimously agreed with the proposed strategies but emphasized the need for clearly understanding and delivering the core concepts of these strategies. Most experts also agreed on integrating the five key concepts (production, language, representation, and audience) in ML teaching practice. Nonetheless, one expert noted that it is a long-term process, and suggested that ML education should focus on the basics of different forms of media. The expert also suggested that analysis should be treated as a separate component from the evaluate one. Another important remark from experts was that all items are 'facts' and that the Learning Schema should be improved to produce new knowledge for ML education.

Additionally, the experts mentioned that experiential learning is crucial for ML learners. As one expert noted, media literacy education does not always have to take place in the classroom. Activities that encourage students to think for themselves are effective and practical as they enable students to apply the enquiry skills they learned while using media in their everyday life, such as watching TV; as Kemporn Wirunrapan said:

[Learning from experience] is more long lasting than learning from analyzing an advertisement because the process already started from inside. It's the self-actualization. If the ad values people who have white underarms, they would know why they should necessarily have white underarms to attract guys, as opposed to other values. [Analyzing an ad] could still result in people buying the product – no behavior change.

(2) Curriculum elements

(2.1) Competencies and Skills

The proposition

Media literacy curriculum elements should focus on the competencies that emphasize the development of enquiry-based skills and the ability to rationally engage with all types of media and information (Wilson et al., 2005, p. 18). For Thai Generation Y, the following competencies and skills should be emphasized, since during the research, they appeared to be weaknesses:

Access

The ability to access to the media and information providers to interact, express opinions, and participate in socio-political events.

The ability to use diverse tools and technology to access information and media content.

The ability to make decisions based on a variety of sources of information and media content.

The ability to acknowledge the importance of the rules, laws, and regulations related to access to information;

Evaluate

The ability to recognize and understand the nature of the media both online and traditional media;

The ability to separate opinions from facts in news reports.

Create

The ability to apply the measures to protect personal information online – such as “meta tagging their digital files with pertinent information about creator, date, subject, and so forth (Metros, 2008, p. 107).”

The ability to recognize activities that are the violation of copyrights or intellectual properties – this ability is essential particularly in Thailand where copyrights violation has long become the norm for people in general. Students as well as educators must know the etiquette and copyrights laws, including proper citations/accreditation of the sources, and how and when to request permission to use copyrighted materials (Metros, 2008, p. 107), as well as how to find royalty free materials online.

The ability to deal with violated intellectual properties.

The experts' opinions

Experts agreed on teaching such competencies in access, evaluate, and create components, and one of the experts pointed out that analyze should be a separate component. Another expert expressed that emphasis should be put on analytical thinking and critical thinking skills; however, to accomplish these two skills, the Thai educational system would require an educational reform since the focus is currently on memorizing information; as Kempon Wirunrapan said:

[Analytical and critical thinking skills] are crucial to being media literate. If people do not know how to ask questions, how to think logically, and how to use their common sense, they will not question the media. That means they will accept anything the media offer, believing everything in the media.

Meanwhile, Art Silverblatt stated that, “The ability to devote critical attention to the media industry and media presentations has emerged as an essential educational skill.” Synthesizing is also another necessary skills to be addressed and taught to the members of Generation Y, as Anothai Udomsilp said:

People are overloaded with information from the media, but they are unable to verify whether it is true or false, and cannot put it in good use or turn it into new knowledge. That's being in the information society; is nothing but being trendy.

One expert also pointed to 4 essential life skills: analytical thinking, critical thinking, systematic thinking, and reflective thinking. Based on the above-mentioned components, all but one of the life skills was addressed: the reflective thinking skill. Therefore, reflective thinking should also be included in the curriculum, as

Dr. Suriyadeo Tripathi explained, “[Reflecting] is necessary for life. People should realize how they feel and how others feel . . . they should have the ability to decipher how one feels, what one learns, and how one is going to use the knowledge to make something better.”

According to the experts, morals and ethics are also very important, particularly on the part of media producers, who must abide by professional ethics and must not violate people’s rights. An expert remarked that it is important for teachers to be aware of the fact that Generation Y, particularly those who are young workers, are the senders of messages, or the media producers, in the user-generated content era. Therefore, they need to realize that their messages will always have consequences; indeed, they are obliged to know and practice media ethics and social responsibility. Teaching ethics, including copyrights and privacy issues, is challenging. It must not be lecture-based and it should focus on how to use the media legally and with responsibility.

One expert added that the content should be relevant to learners’ lives; it should be “something practical that they can use once they are out of school”. Furthermore, it is important for media literacy materials to be updated on a regular basis in order to keep up with new technologies and developments, as stated by Art Silverblatt:

One of the principles of media literacy is that media literacy focuses on process, not product. In other words, we don’t teach students what to think; we teach them how to think. Thus, it is imperative that students understand the application of these principles to the ever-changing media landscape.

The proposition

There are additional skills that are crucial in media literacy education. According to Potter’s theory, there are seven skills for being media literate and that should be incorporated into media literacy education: analysis, evaluation, grouping, induction, deduction, synthesis, and abstraction (Potter, 2004, p. 124).

Analysis - the breaking down of a message into meaningful element.

Evaluation - judging the value of an element by comparing the element to some criterion.

Grouping - determining which elements are alike or different in some way.

Induction - inferring a pattern across a small set of elements, then generalizing the pattern to all elements in the set.

Deduction - using general principles to explain particulars.

Synthesis - assembling elements into a new structure.

Abstracting - creating a brief, clear, and accurate description capturing the essence of a message in a smaller number of words than the message itself.

The experts' opinions

For these additional skills, the experts agreed, but added that it should include the holistic approach and how to connect the ideas to fulfill the gap in Generation Y's characteristics. Anothai Udomsilp said, "[Generation Y] cannot connect things because [information] come to them in pieces like popup windows. So, sometimes they can't see the overall picture and consequently are unable to connect."

(2.2) Classroom requirements

The proposition

Media education in the 21st century requires a lot of class activities and students' participation as discussed earlier. Therefore, small classrooms are required to ensure full participation and teacher's attention.

The experts' opinions

The experts noted that a small number of students in a ML classroom should be the standard for the entire educational system; however, limiting the number of students could also cause problems when teaching ML since there might be 200-300 students in one level.

One expert said that it would be too much of a restriction to set a requirement for the number of students that can be enrolled in a ML class since teaching the subject in a larger classroom is not impossible. ML education is about teaching methods, even though workshop sessions can also be organized with small groups of students. On the other hand, some experts agreed on the proposition and

added that small classrooms should be a requirement for the entire educational system, not just for media literacy. One of them noted that this might require hiring more teachers to teach all of the students in one particular level, for example, the entire Matayom 4 students, which could add up to a few hundred people.

(2.3) Evaluation mechanism

The proposition

It is not possible to talk about teaching and learning without mentioning evaluation. With Gen Yers as the target audience for this Learning Schema, innovative evaluation is a requirement.

Not only evaluation is an important element in teaching and learning, it is also a type of feedback that will help students realize their abilities and improvement. As previously shown in this research, members of Generation Y are eager to receive feedback. During their lifetime, they have been used to get feedback from their Generation X parents, from school to family events, from their coaches or teachers from after-school activities, and their online friends (Gibson, 2013b).

Research shows that encouraging students to learn rights from wrongs, either through first-hand experience or through their friends' mistakes, will help them become more active in the learning process; therefore, feedback should be given to Generation Y students constantly, or even before it is asked for: "Teachers need to "explicitly express what students need to do to learn better" (Reilly, 2012, p. 6). However, it is important to keep in mind that giving 'feedback' is different from 'reprimanding'; Generation Y do not respond to reprimands. In addition, teachers can arrange frequent meetings with their students to discuss about their progress (Gibson, 2013b). They should also use innovative assessment and evaluation methods, such as peer reviews or personal testimonies of learners, aside from conventional tests and exams. The experts all agreed to this proposition.

3) The educators

Pedagogic strategies can be adjusted to respond to the characteristics of Generation Y and the way they learn; however, pedagogies are nothing without teachers' ability to motivate and engage students to learn in the classroom. Teachers in the 21st century must be seen as designers of the learning process and environments, not as bosses dictating instructions (The New London

Group, 2008, p. 327) or “sage on stage”. The characteristics of Generation Y have an impact on how teachers should teach and design their classroom lessons. The following techniques may be useful to manage the 21st century ML classroom:

(1) Earn respect

The proposition

Gen Yers do not have respect for authority figures, for example, teachers, because they believe respect needs to be earned. They tend to admire family, friends, and people with innovative ideas over people with a title or years in the company (Erickson, 2008, as cited in Reilly, 2012, p. 8). And because they grew up texting and chatting with friends, they trust their friends more than they trust authorities. Thus, teachers must anticipate that students “may not reflexively hold them in high esteem.” It is also important for teachers to realize that multitasking and talking with their friends are Gen Yers’ natural behaviors. An open discussion about the importance of listening to each other would help counter this behavior. Hence, the teacher’s role is to be a “guide on the side” or a mentor who encourages, guides and supports students in the learning process (Thoman & Jolls, 2005, p. 7) instead of being the authoritative figure standing in front of the classroom.

The experts’ opinions

The experts commented that it was more important to build and strengthen students’ belief and passion in the learning process, rather than building respect for an authoritative figure; in other words, teachers must be accepted for their ability to teach. One expert also pointed out that the word “respect” might be confusing to use in the Thai context. Traditionally, the concept implied that students had to respect the teacher because of his/her authoritative role. This raises issues of inequality in knowledge sharing, even though for some topics, teachers might know less than their students. Therefore, in the Thai context, the word respect should not be used; rather, it should be changed into making students feel assured about the learning process, and not in the teacher as a person.

The experts also noted that the Thai educational system has to change if media literacy is to be implemented. While media literacy requires horizontal knowledge sharing between teachers and students, Thai traditional classrooms are still

very hierarchical and knowledge is imparted top-down from the teacher to students; as Sara Gabai noted:

One of the ML components in the West is to share equal power in the classroom with the teachers. This can also be happening when you produce a video together, or when the teacher is more of a facilitator rather than the instructor that has a very strong power compared to the young generation. In Thailand tradition is very strong, the role of instructor are much separated, very hierarchical. One of the key here is to loosen up that hierarchy and the prof are willing to give up that power to share with the students.

This is also corresponding to what Art Silverblatt said:

While it is important to incorporate media literacy into a country's educational philosophy, it is also essential to move away from a hierarchical approach to media literacy education. In a hierarchical approach, the teacher is the sole authority, and all pedagogical matters are funneled through the instructor. However, these days, it is impossible for an individual to be knowledgeable about all media programming and global trends. As a result, students can serve as an important resource.

(2) Establish good rapport

The proposition

Research shows that establishing a good relationship between teachers and students helps enhance students' performance (Gibson, 2013b; Weinberger & McCombs, 2003), and subject engagement. Gibson (2013b) maintains:

Having a dynamic, personable teacher to guide them through a topic will work wonders, as will little unorthodox gobbits of information about the subject. If they know something risqué or quirky about Karl Marx, for example, they may find their interest in his political significance increasing . . . Millennial students care about the unusual as well as the standard, and want a tutor they can have a good time with.

The experts' opinions

Experts believe that a good relationship should be established

between educators and students in order to stimulate class participation and create a friendly and safe environment where students can speak up and express their opinions freely.

(3) Customize tasks (by using technology)

The proposition

Generation Y have been raised in a child-centered manner so they are used to get what they want and when they want it (Erikson, 2008, as cited in Reilly, 2012, p. 8); this also affects the way Generation Y students learn. Many prefer the convenience and flexibility of online courses (Moskal et al. 2006, as cited in Reilly, 2012, p. 8), while FGDs results also reveal that Generation Y go to YouTube when they want to learn the ‘how to’, such as how to operate particular software. Therefore, tasks like web assignments are more likely to draw Generation Y students to complete their homework and improve their grades. Teachers need to “reduce the emphasis on how, when, and where students do their work”, and focus on the quality of students’ performance or the results (Reilly, 2012, p. 8).

The experts’ opinions

Experts argued that technology can be used when teaching ML unless there is a strong digital divide. Others also maintained that technology is not necessary when teaching ML.

(4) Engage and motivate

The proposition

Textual analysis from the FGDs reveals that members of Generation Y are not as “incapable” in the Evaluate competencies as it was originally thought. They simply pay attention only to what interests them; consequently, the “classroom must be what learners perceive to be worth learning” (Cope & Kalantzis, 2010, p. 99).” In addition, strategies to engage Generation Y in the classroom are also very important since they prefer to use their mobile devices rather than listening to a “boring” lesson.

Generation Y has been described several times as being “civic-minded”; in fact, Gen Yers are usually confident and ambitious, and want to make a difference in the world. Reilly (2012) finds that topics such as “saving the planet” and social issues interest his students in New Mexico. The same approach can

be applied to Thai Generation Y. Teachers may use a popular soap opera or a current social issue as topics of interest for class discussion or activities and apply the pedagogic strategies, such as case studies, or simulations, and have their students create certain media contents to report their findings; i.e., PowerPoint presentations, posters, or video clips. Teachers can also invite guests with expertise in the chosen topics to give a lecture in class (Reilly, 2012, p. 9).

All experts agreed on this proposition.

(5) Create an entertaining class

The proposition

As digital natives, Generation Y grew up learning through audio-visual media, such as movies, TV documentaries, or community web boards and blogs. They acquire lot of their cognitive skills through digital media such as computer games; through these games, Generation Y learn to remember things, make hypothesis and test them as they go through the course of the game, and employ strategic planning to achieve the goal of the game (Buckingham, 2003, p. 175). These out-of-school experiences are apparently more exciting than learning in traditional classrooms. That is why it is no longer effective when teachers try to make Gen Y students remember things from textbooks or texts on PowerPoint presentations. As Gülşen explained, “With a generation that gets so much information, and consumes it so fast that they cannot realize how much they acquire, academics try to make them internalize printed academic knowledge fast and apply it in different academic contexts (Gülşen, 2012, p. 85).”

The contradiction between teaching and learning creates confusion and often blocks Gen Yers from learning academic subject matters (Gülşen, 2012, p. 85); teachers should make the subject they teach more fascinating and compelling in order to keep their students engaged in class. Using pop culture and entertainment such as movies, music, TV programs, games, or video clips can help keep Generation Y’s attention as well as enhance their learning outcomes; educational games attributes, such as “the provision of clearly defined goals, ample practice opportunities, continuous feedback, and scaffolding” can contribute to learning (The Federation of American Scientists, 2006, as cited in Reilly, 2012, p. 7). Research also shows that games engage students in meaning-making activities (Abrams, Gerber, & Burgess,

2012, pp. 91-92; Lacasa, Mendez, & Martinez, 2008, p. 342). However, simple tools such as PowerPoint and handouts, telling jokes or funny stories, smiles, can make the class entertaining and fun (Reilly, 2012, p. 7).

In conclusion, ML teachers in the 21st century should earn students' respect by being their mentors and encouraging, guiding, and supporting their learning through class activities that discuss topics that are of interest to them; moreover, when possible, teachers should incorporate technology and the Internet in these activities (using access, evaluate, and create competencies). New teaching techniques and pedagogies demand teachers to possess certain requirements in order to teach ML to Generation Y (Porntip Yenjabok, 2011, p. 33; Thoman & Jolls, p. 10; Wilson et al., 2005, p. 17, 28):

Teachers must be media literate and they should learn production skills; the ability to develop media literacy teaching materials and tools, so that they can help students apply these tools and resources in their learning, particularly in enquiry and media production.

Teachers should be skillful in organizing and facilitating student-centered learning.

Teachers should have an inquiring mind and a willingness to answer the students' questions with "I don't know. How could we find out?"

Teachers must not ask questions that would lead to expected answers, since the goal is to generate as many discussions as possible, in order to give students the skills to express what they think.

Teachers must have an open mind to accept students' interpretations, as long as they are well substantiated. There are no right or wrong answers.

It is okay for teachers to answer "I don't know," and discuss with the students how they can find out the answer for the questions asked.

At the end of the lesson, teachers must keep in mind that students should become more analytical and not more cynical.

The experts' opinions

Experts believe that it is more important for teachers to

motivate their students and stimulate their eagerness to learn, rather than to entertain them. Their opinion is that studying does not have to be fun or entertaining, rather, it must be motivating. Most of them agreed on the proposition related to educators' qualifications, especially the need for them to become media literate and clearly understand media literacy's core concepts. As Kemporn Wirunrapan said:

What Thailand needs is a tremendous change, starting from understanding what media literacy is – that it is skills building and not teaching the [theoretical] knowledge. Only when teachers or educators understand this that they can then adapt the learning process both in and out of school.

Furthermore, educators should be able to teach across disciplinary fields of knowledge, as Sara Gabai explained:

Media literacy is not a stand-alone subject; it can be integrated and taught in literature, art, and social science courses, among others. Teachers can learn ML skills and competencies, and use them to teach their standard courses more effectively. 21st century teaching requires a more interdisciplinary and dynamic approach.

Experts emphasized the need for educators to constantly improve and upgrade their abilities in ML, be able to design the learning process, be informed about media events and understand society. Meanwhile, they did not think that production skills should be a requirement for educators. Rather, they thought that educators should be able to produce the teaching materials in other forms, such as contents, or be able to create the learning process.

Experts also agreed that educators should be “open minded” and acknowledge that sometimes, students may have more knowledge than them on certain topics, and that there are no right or wrong answers; as Kemporn Wirunrapan stated:

The teacher might not know anything, however, he or she can encourage the learning process among students and motivate them ... In the new generation learning process, teachers excel not because they have authority or seniority.

Teaching media literacy requires educators to change their mind set. The experts believe that ML educators must first have a clear understanding of the concept of media literacy, otherwise the ML learning process cannot be achieved, particularly with Generation Y who prefer self-learning to listening to the teachers, as Kemporn Wirunrapan explained:

Media literacy is sophisticated. It is the individual's power to reject or receive [the information]; that must begin internally. So, this is not just in the classroom. The learning process must occur continually through students' real life. If the teachers do not understand this, then they cannot teach ... Teachers need to believe in the media literacy learning process and practice it themselves, so as to convince students to be media literate ... [media literacy] must also be a way of life.

According to Kemporn, the media literacy process comprises of knowing the media, knowing the self, and knowing the society. It is important that Generation Y realize the effects of these three components. In addition, members of Generation Y also have to recognize their responsibility when using the media creatively – to make a difference, not just for entertainment.

In conclusion, majority of experts expressed their opinion that the items described under “teaching techniques” were misplaced and did not fit to the title “techniques”.

4) The dissemination of media literacy education

The proposition

Research shows that there are two major ways to disseminate media literacy education: through the academic curriculum or formal education; and through out-of-school or informal education. The two ways are suitable for the diverse members of Generation Y between 14-32 years old, both school students and young workers.

In addition, research results indicate that it is necessary to provide media literacy education both via formal education and out-of-school education. Those who attended media literacy school lessons proved to have a higher level of media literacy. At the same time, since media literacy is still not mandatory in

Thailand's school curriculum, out-of-school courses should also be provided to Gen Yers that are increasingly being exposed to user-generated content (both their own and that of others). Since out-of-school education through corporate trainings or community workshops might not be sufficient, using media channels to disseminate ML education might also be an added value.

The experts' opinions

Experts agreed that media literacy should be taught both in formal and out-of-school education and they added the following comments:

(1) Teaching in ML as a stand-alone subject in the formal education must not be lecture-based (with teachers doing all the talk in front of class)

(2) Teaching ML as an integral subject is a more effective way to incorporate ML into the student's way of life, however, it requires a great deal of effort on the teachers' part.

(3) Lessons from any out-of-school projects and activities should be analyzed, evaluate, and shared among stakeholders for future development.

(4) Out-of-school education should cover all activities, inside or outside the school's premise.

(5) Disseminating ML through parents might not be as effective with Generation Y.

The details of document research findings and the experts' comments are reported below:

(1) Formal education

The proposition

Research shows that there are two ways in which media literacy could be disseminated in formal education: as a separate subject, and as an integrated subject across the curriculum (Buckingham, 2007, pp. 87-89; Warat Karujit & Chatchawee Kongdee, 2012, p. 138). Both conducts are currently in practice in Thailand. The respondents' background survey showed that some high schools are currently offering media studies or media literacy as a separate subject (although it is not mandatory); instead, other schools teach ML as an integral subject. It is noteworthy that the Thai educational system does not facilitate media literacy education as an integral subject, since Gen Y high school students (Matayom 4-6) focus on passing the

examinations with high scores in order to get accepted in the desired university. Therefore, it will be best to offer media literacy to Gen Y high school students as a separate subject, either as a mandatory or elective course, or a special event (guest lecture), a school trip to an ML provider or training organization, and a seminar on media studies or organizing a media studies week.

Media literacy education in higher education is conducted in the same manner. However, media literacy is taught as a separate subject in public and private universities only in the faculty/departments of communications or journalism. Some universities offer the subject as a mandatory course (in the general education course) for all freshmen year students. ML education can also be delivered in universities in the form of special guest-lecturing events (Warat Karujit & Chatchawee Kongdee, 2012, p. 138).

The experts' opinions

Experts agreed with the proposition and that ML as a stand-alone subject in formal education must not be taught following the lecture-based approach that has always been in place in the Thai educational system. Some experts mentioned that teaching ML as an integral subject across the curriculum can better make students use the skills they learned in their everyday lives; in other words, it is a more practical approach. However, one expert pointed out that this approach would require a lot of effort on behalf of the teacher. As Anothai Udomsilp suggested an example:

A history teacher can integrate ML in the class by choosing as a case study a historical drama. The teacher can encourage students to analyze, which facts in the drama are real historical instances, and which ones are fictional, and have been constructed by the media for entertainment purposes. The teacher can also explain the ways in which the media affect audiences' emotions; for example, how watching the Thai-Myanmar historical conflict drama *Bang Rajan* has increased Thai people's hatred for Myanmar people. This could raise sensitive issues as we head towards the ASEAN Community.

This example shows that to incorporate ML in a course, teachers must know what and when to include the ML elements. The task requires a lot

of expertise, and for that matter, it is impossible to provide a standard manual on how to do so, rather, just some guidelines for teachers.

(2) Out-of-school education

The proposition

Out-of-school Gen Yers include the younger ones who do not have the opportunity to continue their studies in formal education after the obligatory primary school level, and those who opt to pursue their education via alternative approaches such as homeschool. Out-of-school Generation Y also include the older Generation Y, who have already been at the workplaces, some have had media education from school, while others never before. These members of Generation Y often learned about media literacy from first-hand experiences, as well as out-of-school channels.

According to one expert, out-of-school education should refer to the school's extracurricular activities, either in or out of the school premise. For example, a training organized by the Ministry of Culture may be considered out-of-school education. Most experts considered out-of-school education to be more appropriate in order to reach Generation Y for two reasons. First of all, out-of-school education seems to better respond to the traits and characteristics of Generation Y; secondly, ML skills are to be applied in learners' everyday life, rather than be theories or a subject to study and memorize for exams.

Research also explains that there are two ways to provide media literacy education in a non-formal and out-of-school setting: through media channels and training/workshop activities. Experts also provided their opinions on this topic:

(2.1) Media channels

The proposition

Research evidence and survey results show that media channels such as the Internet, radio, television, and flyers/brochures are among the most efficient ways to reach Generation Y; in particular, the Internet and social networking sites. Traditional mass media such as television programs can also be used in conjunction with the Internet and SNS's. Media content styles and formats should be concise, using a simple language, and avoiding jargons. To respond to Gen Yers'

characteristics (further explained in the “Learners” section), graphics and pictures should be utilized more than texts in order to attract their attention.

Providing a self-development kit through media channels is another way to disseminate out-of-school media literacy. A self-development kit is like an exercise for those who want to develop and improve their media literacy competencies by themselves and at their own time and pace. Contents should be simple and easy to understand, featuring media cases or issues for the learners to practice their critical thinking. At the same time, the kit should contain knowledge on topics such as: media ethics for content creators, digital media privacy and safety issues, and the rights of authors. After conducting extensive research, the researcher suggests that the self-development kit should include six questions for each media case or issue:

Who creates/send the message?

What techniques or technology of production are used?

How do other people understand the message different from me?

What values/beliefs/lifestyles etc., are represented or omitted from the media message?

What is this telling/selling?

Who would benefit from this message? (Public, media organization, advertisers, etc.)

The first five questions help learners develop analytical skills, while the sixth question encourages learners to evaluate and decide for themselves how to react or respond to the message.

The experts’ opinions

Majority of experts agreed on the usefulness of the self-development media literacy kit; however, they noted that it would work only if students had prior knowledge about media literacy concepts and skills from formal or out-of-school education

(2.2) Training/workshop activities

The proposition

Since most survey respondents learned about media literacy through corporate trainings, these kinds of capacity-building activities should

be included in the Learning Schema as a way to disseminate ML education. Trainings and workshops can be conducted in collaboration with media organizations or media professionals in the community, in the business industry, in both public and private interested agencies, among others. The framework for training includes sharing experiences and knowledge on the impact of media on Generation Y, practicing how to analyze and evaluate media messages, understanding media effects on personal emotions, and the lessons learned during each training program. Different groups of people have been identified to participate in media literacy trainings or workshops in order to implement media literacy in out-of-school settings:

(2.2.1) Training of the Trainers (ToT). Generation Y ML leaders should be trained to teach media literacy to their peers and colleagues. As research shows, this strategy might be effective since Gen Yers relate better with their friends rather than with authorities and educators.

(2.2.2) Parents. Parenting the tech-savvy Generation Y children is a very challenging task as children watch TV in their bedrooms, go online whenever they want, create Facebook pages, or have their own smartphones at a very early age. Research shows that there is a correlation between parental roles in children's use of media and media literacy levels; either by being present while watching television, or employing Internet rules and restrictions. Therefore, it is important to also train and educate parents in media literacy so that they can guide Gen Y children out of school. This will also be added to the Learning Schema

(2.2.3) Generation Y workers. Some Gen Y workers left school without any prior media literacy education; they often learned it the hard way or through the media and other people's experiences. Therefore, Gen Y workers are another group of people that should be trained and educated.

(2.2.4) Generation Y homeschoolers. Homeschooling is becoming a popular alternative to formal education. Thus, it is important to ensure that Generation Y homeschoolers receive the appropriate media literacy education through community trainings, self-development kits with parental guidance, or through the approved academic curriculum available to registered homeschool applicants.

Since the duration of community, corporate, or ML training projects is much shorter than that of courses conducted in formal education,

the researcher suggests that ML trainers should focus on practical skills and competencies, rather than on theory. The goals of out-of-school ML trainings should include, providing learners with the skills to ‘read’ media messages, including the ability to analyze media message; developing learners’ common sense when consuming media, including the ability to evaluate media messages and benefit from media content (Ousa Biggins, 2010, p. 55).

The experts’ opinions

Experts agreed on the proposition and suggested the following comments:

For the community training, activities must respond to the community’s needs; as Anothai Udomsilp noted:

Does the community need media literacy? Do community members have a clear understanding of what media literacy is? How should the community be selected? How can we ensure that the attendees or participants will not be purposefully recruited to make the activity meet its KPI?

Experts also suggested that the lessons learned from each ML activity and project be analyzed and shared in order to generate new knowledge that can be used for future development. They also argued that a lot of activities that have been conducted in the past were not sustainable in the long run and that lessons learned have not been examined.

As for the parental outreach, most experts remarked that members of Generation Y are not always available and receptive to their parents’ advice. Since they prefer finding information and learning by themselves, especially through the Internet, the self-learning process should be included in the learning schema.

Most experts also agreed to promote ML among business stakeholders and corporations.

Furthermore, disseminating ML via the Internet received unanimous agreement from experts, while most agreed in using also traditional media. However, one expert argued that disseminating ML through traditional media would not be practical since there could be a conflict of interest within the media industry, as

Warat Karujit said, “The media alone cannot mobilize [media literacy] since they all have their own agendas, and media literacy is often about criticizing their work, hence, no media want to [promote ML]. In the end, it is up to the parents to protect both themselves and their children.”

However, Warat also suggested that government incentives might push the media to being more involved in disseminating ML:

For example, a tax reduction can be granted to media who support ML; or a law can be enforced to make the media promote ML for a certain amount of their airtime to meet the tax reduction requirement; those who sponsor or donate for ML programs can also receive a tax reduction.

In addition, experts suggested that a study should be conducted on the problems facing existing media, particularly, content providers. They also agreed to use the Internet, particularly social media as a way to disseminate ML.

Moreover, experts strongly believe that ML education should be provided to multiple sectors, including families, schools, social environment, community, public and commercial traditional media, and government agencies. The Learning Schema should ultimately lead to a behavior change and bring people to endorse media literacy as a way of life. It was also suggested to identify the problems in today’s ML education, in order to design a new curriculum that will respond at best to the identified challenges.

5) Policy

The proposition

UNESCO maintains that a national media literacy policy, following international standards, is required to ensure the systematic and progressive inclusion of ML at all levels of educational systems, both in formal and out-of-school education. If ML policies do not exist, then teachers should be the advocates of ML. Policies should also provide the best practices and should allow updates when required (Wilson et al., 2005, p. 24).

According to John J. Pungente, the president of the Canadian Association of Media Education Organizations (CAMEO) (Pungente, n.d.-b), there are certain criteria for a successful media education program. The following criteria have

been adapted from Pungente's to suit the Thai context:

(1) Media education must be initiated by the people not the authority. Therefore, teachers need to take a major initiative to achieve this.

(2) Educational authorities must provide full support to the programs by mandating the teaching of media literacy within the curriculum, establishing guidelines and resource books, and by ensuring that the curricula are developed and materials are available.

(3) Ministry of Education or concerning institutions must recruit media literacy staffs to train future teachers and offer courses in media education. Full support and consultation must also be provided.

(4) Training at the schools and universities must be provided as an integral part of ML policy implementation.

(5) Schools and universities need consultants who are media education experts who will establish communication networks.

(6) Suitable textbooks and audio-visual materials which are relevant to the country must be available.

(7) A support organization must be established for the purposes of workshops, conferences, dissemination of newsletters and the development of curriculum units. Such a professional organization must cut across school boards and districts to involve a cross section of people interested in Media Education.

(8) There must be appropriate evaluation instruments which are suitable for the unique quality of media studies.

(9) Because media education involves such a diversity of skills and expertise, there must be a collaboration between teachers, parents, researchers and media professionals.

Research suggests that media literacy can be disseminated with or without national media literacy policy. In Thailand, there is no national media literacy policy yet. However, it is worthwhile to address both cases for the country. If media literacy policy were to be established in the country, it would have to follow international standards, ensure best practices and be flexible enough to allow updates as media and technology change through time. Since Thailand is already using UNESCO MIL framework, it would not be difficult to implement a model that follows

international standards, however, policy on media education also has to take into account and be based on Thai educational systems and socio-cultural contexts. In other words, to reach international standards, the global model must be localized. For example, factors such as the digital divide, the educational systems, both formal and out-of-school, Thai students' schooling behaviors, the classroom environment, and the teachers' duties to meet their key performance index must be taken into account.

The conceptualized Learning Schema proposes that Policy includes setting up a ML organization to support its mobilization and dissemination, and that policy also supports ML in technology and computers. The roles of the proposed ML organization would be to:

- (1) Defines the operational framework of ML
- (2) Serves as a center for ML resources:
 - Supports and produces textbooks and teaching materials
 - Supports and designs ML curriculum for teachers
 - Provides training of the trainers
 - Provides consultations on ML
 - Produces self-development kit
 - Organizes events such as training, conferences for ML
- (3) Distributes ML through media channels: Social media, web sites, and traditional media

The focal point of the results was on the concept of setting up an organization, rather, than its roles listed above, on which most experts agreed. The experts expressed concerns about the efficacy of the organization, as several organizations in Thailand have proved to be unsuccessful in achieving their goal; and that ML is a complicated matter that should involve diverse sectors. Some experts also suggested that the existing organizations should be involved. At the same time, some experts agreed while other disagreed on supporting ML through technology and computers.

Figure 4.8 shows the policy components in the conceptualized Media Literacy Learning Schema for Generation Y and its elements. From the illustration, one can see that national policy can support media literacy in two ways: the establishment of a Center for Media Literacy in Thailand, and providing support through

technological infrastructure and equipment.

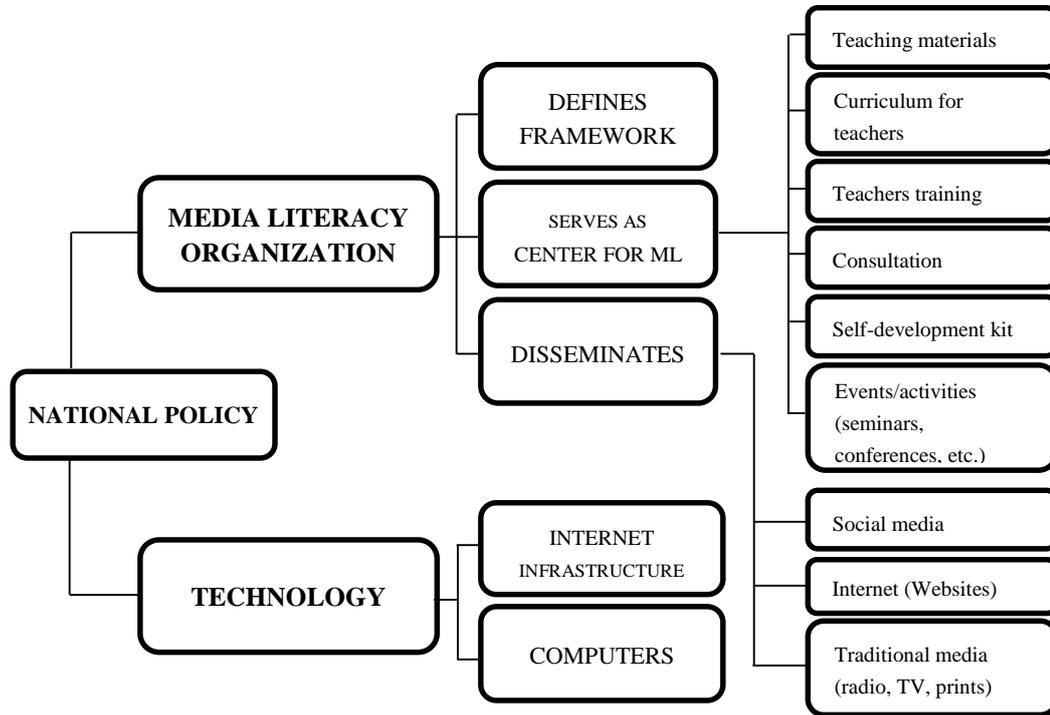


Figure 4.8 Policy model for the original Media Literacy Learning Schema for Generation Y as conceptualized by the researcher.

Extensive discussions that took place on Policy issues, both from the proposition based on research analysis, and experts' opinions, are described accordingly under each element.

(1) National media literacy organization

The proposition

In order for a policy to accomplish its goal, a national media literacy organization should be established to ensure the best practices and flexibility of the policy. According to Pungente's criteria, the organization must be independent from school boards and districts and must consist of people from a variety of sections who are interested in media education. The organization must also be independent from economic as well as political influences, and consist of scholars, researchers, and practitioners who share the same interests in order to build the network to disseminate

media literacy (Ubolrat Siriyuwasak, 2010, p. 7).

Research from other countries shows that although there can be more than one media literacy organizations in a country, a national agency has always been established to act as a center for the nation's official media literacy organization; for example, NAMLE in the U.S., AML in Canada, and ACMA in Australia. These organizations serve and respond to the ML policy by advocating, promoting and supporting media literacy in the country, with full support from the government or the Ministry of Education. In other words, the policy must provide all the necessary support for the organization to serve its purposes to determine the national framework and scope of media education, support the teachers, organize workshops and conferences, disseminate ML information and develop curriculum units.

Research from Thailand also stresses the necessity for the establishment of a national media literacy organization. University teachers teaching ML identified three obstacles when teaching the subject: lengthy preparation for teachers, very few media literacy materials to teach, and too many students in the classroom (Warat Karujit & Chatchawee Kongdee, 2012, p. 145).

Therefore, in order to meet the criteria for a successful media education, the Learning Schema for Thai Generation Y suggests that the to-be-established national media literacy organization serves the following roles:

(1.1) Providing teaching materials including text books and activities manuals;

(1.2) Providing media literacy curriculum for teachers:

This is crucial to develop skillful and media literate teachers. The curriculum should, among others, equip teachers with knowledge of actions that can be taken when ML systems deviate from expected roles (Wilson et al., 2005, p. 27). This helps solve one of the problems for Thai teachers who try to integrate ML in their class and do not know how to respond to students' questions that were not taught to them during the training (Kamolrat Intararat, 2013). The ML curriculum for teachers should focus on the following areas (Wilson et al., 2005, p. 22): Knowledge and understanding of media and information for democratic discourses and social participation; Evaluation of media texts and information sources; Production and use of media and information.

UNESCO released the MIL Curriculum for teachers; this is available for adaptation thanks to the curriculum's flexible framework and modules (Wilson et al., 2005, p. 26). Therefore, the established organization can adapt and translate the curriculum for Thai use.

(1.3) Providing teachers training:

In order to achieve this, recruitment of staff that is capable of training future teachers is essential. Training for teachers include both those who have and do not have access to advanced technology.

(1.4) Providing media literacy self-development kit for students (and general people):

A self-development kit is a tool to help students to learn, practice, and improve their media literacy skills at their own time, especially the out-of-school Generation Y students. It should be available both in print and in electronic format, such as e-books, info graphics easily sharable through social media, YouTube video clip, and websites, to suit Generation Y's preferences and lifestyle. The self-development kit can also become very beneficial when users share their knowledge with their family and friends and hence, become their friends' influencers in media literacy.

(1.5) Disseminating media literacy information through media channels:

According to Generation Y's media use behavior, the dissemination should be undertaken via social media such as YouTube, the Internet (websites), and traditional media, particularly television. The media content should be short and concise and should attract the attention of Generation Y people. The production of ML information and media content can also be achieved through collaboration with existing media literacy actors, such as the Foundation for Child Development and the Thai Health Promotion Foundation, and any media organizations.

The experts' opinions

Experts took different stances when asked whether it was convenient to set up a national center for ML. The main reason for their disagreement was about the efficacy of the organization, as Warat Karujit said, "It's difficult to set

up an organization because it needs budgets. Media literacy is not an urgent issue like the economy issue.”

The experts who objected the proposition considered ineffective setting up an organization and argued there should not be only one agency to mobilize ML education in the country. Most experts also remarked that many organizations in Thailand are ineffective and unsuccessful due to the lack of human resources and financial support.

An additional concern was that organizations cannot mobilize ML education because they cannot make ML a part of people’s daily life – the ultimate goal of ML education. A media literacy policy should be the driver for the implementation of ML as people’s way of life and as a good practice in academic institutions.

Some of the experts thought that existing organizations and agencies can be involved in the mobilization of ML. Besides, ML is a complicated issue with several dimensions to address, and therefore, it cannot be accomplished by one single organization. Kemporn Wirunrapan, one of the experts, explained:

Currently there are organizations and agencies that are already responsible for ML in different dimensions. For example, NBTC is responsible for ML through law, regulations, and master plans; the Thai Civic Education who collaborates with the MoE uses media literacy to build citizenship; and attempts to push a law for the establishment of an independent organization for the protection of consumers, including media consumers, who will work in the societal and consumers’ sectors.

However, some experts noted that the existing agencies should adjust themselves to the changing world. Furthermore, for the existing organizations and agencies to be effective, the experts said they should bypass the traditional way of thinking and should not apply the bureaucratic system. A joint collaboration between government agencies and organizations could be initiated to work on ML.

One expert remarked that the proposed organization does not have to provide the self-development kit by itself; rather, it should apply for external

funding. Moreover, he argued, disseminating ML through traditional media will not work since the media do not have space for ML.

(2) Technology

The proposition

The result of the research hypothesis shows that the level of media literacy is correlated with the ease of access to the Internet via wireless network or at home (as opposed to going out somewhere such as Internet cafés or a computer lab). The result implies that having Internet access can help Gen Yers develop and improve their media literacy skills, either through first-hand experience (learning from doing), or through self-teaching, such as finding or exposing oneself to information on media literacy. Technology is the key to solve the digital divide; however, in Thailand, some schools still do not have the infrastructures. Eliminating or reducing the digital divide gap is the way to help promote media education, especially when Generation Y are all about learning by doing, what they want, when they want, and in creative ways.

The experts' opinions

Some experts do not think that policy should focus on providing infrastructure and technology. One expert suggested that instead, there should be a budget for any ML projects. Kemporn Wirunrapan thought that, "Policy is not about computer and technological support. There must be [ML] education in all levels." However, others agreed with the proposition, as Sara Gabai stated:

The government does not have to necessarily provide computers to each student... One computer for one community would be enough, so that members of the community can collaborate on ML projects, even with little technology support ... [Policy] should also support ML resources and contents for fair use. For example, films, pop culture materials, and ad campaigns, among others; these are key resources to teach media literacy.

Experts suggested that it is essential that policymakers, including the Ministry of Education (MoE), have the right understanding of media literacy in order to recognize its importance in the school curriculum. Therefore, the policy framework must be clearly defined before the ML curriculum is implemented at

the national level. Thailand does not have yet in place a ML curriculum in schools (from kindergarten to the higher levels) that suits students' levels and needs.

Kemporn believes that ML policy should be multi-dimensional, involving all stakeholders, and creating a social environment for a media literate society. For example, once the Thai society understands its core concept, media literacy can be extended to the social learning process. The consumer network, the Child Media Institute, the Family Media Watch, and media organizations can all contribute to empower the media literate society, so that it will no longer be solely the school's duty. This will eventually allow media literacy to become the way of life; she explained:

Family can teach their children about ethics and morals; media associations can determine the ethics for the media to comply with. These are the environmental factors that will stimulate people, showing how practicing media literacy in everyday life situation can be beneficial.

Kemporn also noted that there should be a policy to teach ML in universities' faculty of education; at the same time, the key performance index for teachers will have to change accordingly. The conventional duty designated in the curriculum does not allow or support the teaching of critical thinking. Therefore, changes in policy are necessary for the entire system to reform media literacy education:

If the MoE does not reform the curriculum in the faculties of education, there will be no ML teachers. If teachers do not change their teaching methods, then they will not be able to teach this subject because ML will become just another subject for students to memorize for exams (like it is now). So everything has to be done in parallel.

4.2.1.3 Summary

Parts of the Learning Schema have been constructed through the results gathered from measuring and identifying Generation Y's competencies and problematic skills, and research analysis on Generation Y. In addition, research analysis on media literacy education and media literacy theories has determined the themes and hence, the components of the Learning Schema, namely, dissemination, learners, teaching/learning

methods or pedagogies, educators, and policy. These have been codified and put into their corresponding themes. For example, learners or Generation Y are the source and basis for other components; the characteristics of Generation Y affect the pedagogic attributes of being student-centric, technology-based, and enquiry-based; as a result, this affects how the teachers develop and design their classroom activities using different teaching strategies such as PBL, case studies, or role-play.

The conceptualized Learning Schema answers the second research question on how the ML learning schema for Thai Generation Y should be. It also fulfills the second research objective, namely, to construct a media literacy learning schema. However, the conceptualization of the Learning Schema is not complete without the validation and verification from media literacy experts; therefore, in-depth interviews have been conducted with experts. These are reported in the next section.

4.2.1.4 Experts' Suggestions

During in-depth interviews, experts provided the following suggestions on the successful implementation of media literacy education in Thailand.

1) The Most Important

Experts agreed that the most important thing for the mobilization of media literacy in Thailand is to foster at all levels of society (from policymakers to educators) a clear understanding about what media literacy is; as Sara Gabai said, “The first step for the implementation of ML is to have a clear, practical, straightforward and simple definition of media literacy that can be understood and shared cross culturally by multiple stakeholders.”

Experts agreed this to be one of the most important points of departure, in that if policy makers, for example, do not understand the concept and value of ML, they will never be motivated to draft and implement policies. At the same time, educators must have a clear understanding of the subject in order to design the learning process. Once the concept and principles of ML are well understood and appropriated by all stakeholders – policymakers, teachers, students, the media, and the private sectors – then, the first step will be to move forward and advocate for the inclusion of ML into the national policy.

2) The First Step

Most Thai experts agreed that there must be a media literacy policy first and foremost in order to implement the media literacy curriculum in all school levels. “There must be an ML policy first,” said Khempon, while Warat Karujit said, “With a serious policy and law, much can be done.”

3) Media Literacy Education

The implementation of media literacy education programs involves a commitment on the part of educational institutions to value media literacy education. Academic institutions can accommodate media literacy by conducting trainings and teaching ML. Art Silverblatt explained that, “If the definition of an educated person involves an understanding of one’s personal and cultural environment, our environment is now being shaped by the media industry and media presentations.” Therefore, it is essential that academic institutions commit to ML as well.

4) The Learning Schema

Experts suggested adjusting the Learning Schema in the following areas:

(1) The misuse of words in the categorization. For example, “Earn respect” is not ‘Teaching techniques’.

(2) Curriculum and Educators should be clearly defined and separated.

(3) The Learning Schema should state how to implement this plan and how the plan would bring about behavioral change.

(4) Prioritize what needs to be done first; or identify the pros and cons for each of the element.

(5) The Learning Schema should reach out mainly to Generation Y.

(6) The Learning Schema should include a simpler framework that comes from the Thai people for the Thai people.

One expert pointed out that members of Generation Y prefer self-learning, therefore, to reach out to this generation other media channels might be used in non-formal educational settings. In other words, the Learning Schema should answer the question on how to draw Generation Y’s attention to ML?

4.2.1.5 Challenges for Implementation

One of the most frequent questions experts addressed was on how to make the implementation of ML happen and whether or not media literacy education will be practiced among learners, as Dr. Suriyadeo Tripathi explained:

Will media literacy be effective or not? Are we content just to have it in the curriculum? Thailand is failing in education – students know, but do not act. An education that doesn't lead to a change in behavior cannot be called [media literacy] education.

Dr. Suriyadeo's statement is in line with other experts who believe that media literacy must become an individual's way of life, and that media literacy education is a continuous process that needs to develop in parallel with the changing media landscape and communication technology. The experts also stated that media literacy as a life skill can be accomplished when the entire environment accommodates the learning process outside classrooms, where Generation Y can learn and practice their ML skills.

However, there are major challenges for media literacy education in Thailand:

1) The Lack of Clear Understanding on the Concept of Media Literacy

Media literacy is life skills, not just theory or another subject matter to be learned. Often times, a common misconception is that media literacy is about criticizing the media, which is the same in other parts of the world. As Sara Gabai commented that, "There is a misunderstanding of what media literacy stands for, what media literacy is, and what media literacy scales are." Art Silverblatt also stated that, "The discipline of media literacy is trivialized by some administrators and teachers, who see this area of study as simply 'watching movies'," while Khempon said, "Media literacy is not about criticizing the media. It is about using the media creatively to create changes."

2) The Teaching Methods and Pedagogies

Students' conventional mnemonic learning does not lead to behavioral change, since what is learned is never put in practice. This logic is very

different from media literacy education. Therefore, conventional teaching must be changed to a more student-centered approach. This affects the requirements and obligations on the part of educators; even if they change their teaching methods, they still have to comply with the old systems where students' grades are part of the teachers' KPI. As Art Silverblatt explained:

Finding the time to devote to media literacy instruction is often a challenge. To illustrate, in the U.S., educators are faced with state standards, which are measured through series' of Exams. The success of a school (and the careers of teachers) are defined by students' performance on these tests. Consequently, time that could be spent on educating students instead focuses on test preparation.

3) The Teachers

Generally speaking, teachers also need to spend a lot of time for preparation, constantly keeping themselves up-to-date on the media landscape, which poses an obstacle for teachers teaching ML, as Art Silverblatt noted:

Many teachers feel unprepared to teach media literacy ... Media literacy is a rigorous discipline that requires an understanding of the theory and practice of media literacy education. In addition, many teachers are intimidated by the media technology and are unfamiliar with new trends.

Often, Thai teachers do not understand teaching strategies and methods.

4) Many Activities, Few Lessons Learned

Most of the time, activities like workshops and trainings are a waste of time, budget, and resources because the lessons-learned are unknown and are not used for future development. One expert suggested that all the stakeholders advocating for ML should get together to exchange their knowledge and experiences.

5) Policy Issue

Government and policymakers do not recognize the importance of media literacy as a crucial life skill for the 21st century. Thus, they do not consider ML an urgent issue. Consequently, it is always difficult to mobilize ML within government agencies and advocate for a serious ML policy. As Porntip Yenjabok said,

“The MoE liberalized the academic institutions to offer ML [in their curriculum], so it is not an obligatory order from the government. That is why it is hard to mobilize ML in schools.” In addition, any policy has to be flexible enough to be upgraded due to the fast changes in media and communication technology.

4.2.2 Finalizing The Learning Schema

The analysis of the in-depth interviews conducted with experts shows that the Learning Schema should be clear, the categories and its contents must match each other, reflect the target population (Generation Y), and include a simpler framework that comes from the Thai people for the Thai people. The experts also emphasized ML as being a learning process that requires the involvement of the social environment, and not just academic institutions.

For this reason, the Learning Schema was re-designed to include all the elements that contribute to the creation of the ML environment in Thailand. The researcher proposes “The Ecosystem of Media Literacy”, where the word ecosystem responds to the opinions and concepts suggested by the experts, and the ways in which each component is dependent and supports the other, just like the organisms in the natural environment. Figure 4.9 shows the Ecosystem of Media Literacy.

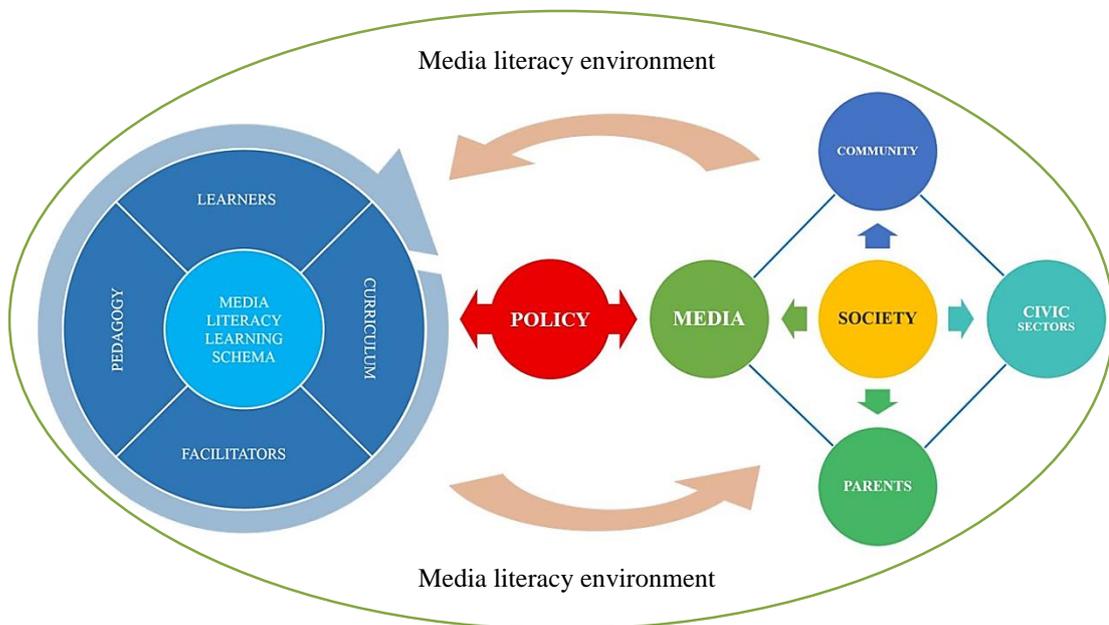


Figure 4.9 Nudee’s Ecosystem of Media Literacy

4.2.2.1 The Ecosystem of Media Literacy

The Ecosystem of Media Literacy consists of the Media Literacy Learning Schema, Policy, and the Society. The Media Literacy Learning Schema is the core component that revolves around education; the Society encompasses all the components that contribute to building the media literacy environment, largely including out-of-school education; and the Policy is the center of the Ecosystem in facilitating, enforcing, and mobilizing media literacy in both formal and out-of-school settings. For media literacy to thrive as a way of life, all these primary components need to operate in parallel.

1) The Media Literacy Learning Schema Components

The Learning Schema consists of four elements that are crucial for education: the facilitators, the learners, the pedagogy, and the curriculum. These four elements are directly involved in the learning process, both in formal and informal out-of-school education.

(1) The Learners

In this context, Learners refer particularly to Generation Y, including both students and young workers. While Gen Y students are involved in formal education, the Gen Y workers are more involved in the out-of-school education environment. The characteristics of Generation Y are the primary variables that influence the other three elements in the Learning Schema.

From the original Learning Schema and experts' opinions, the research has identified the following characteristics of Thai Generation Y:

Confident

Prefer self-learning approach, particularly from the Internet

Believe and trust people from their experiences, not their titles or authority

Believe what they have discovered and learned by themselves, as well as their peers, more than they do their parents or teachers.

Cannot take criticism

Multitasking

Have short attention span

These traits oblige educators, or better, facilitators (see Figure 4.9), to adjust their teaching methods and pedagogies, in such ways to engage and motivate Gen Yers to pay attention in the classroom and practice ML in their everyday life.

(2) The Pedagogy

In order for facilitators to engage their students in the learning process, their pedagogy should be student-centered and enquiry-based. These two attributes involve experiential learning, which responds well to Gen Y's self-learning trait, as well as the importance of valuing Gen Yers' experiences. The most important thing is for facilitators to truly understand the core principles of these attributes, and the teaching strategies (case studies, textual analysis, etc.) available to them to achieve the desired outcomes. The evaluation of learners' work should also include other means apart from traditional exams, for example, peer review or self-assessments.

Teaching strategies such as textual and contextual analysis, case studies, translations, simulations, production, problem-based learning (PBL), and cooperative learning should be employed when teaching ML.

In addition to the mentioned strategies, integrating Buckingham's four key concepts, integrating production skills, analysis of media languages, media representations, and audience, may also be a successful strategy to teach Generation Y. These four concepts respond to the pedagogic attributes and encompass all the necessary competencies, including access, evaluate, and create.

(3) The Facilitators

The term 'facilitator' is used to replace the term 'educator' because when teaching 21st century skills and media literacy, the teacher becomes more like a mentor or a guide who designs and facilitates the learning process through knowledge sharing, experience and discussion, as opposed to lecture-based teaching.

In-depth interviews show that media literacy facilitators should have the following qualifications:

(3.1) Have a knowledge and an understanding of 1) The core concepts and principles of media literacy. Facilitators must know that media literacy is neither showing video clips in the classroom or media criticism, nor the

teaching of theories to be memorized. ML is a lifelong learning skill to be practiced in everyday life; and 2) the principles of student-centric and enquiry-based teaching strategies to achieve desirable results.

(3.2) Facilitators must be media literate both in their personal practice and in teaching.

(3.3) Facilitators should be open and informed about the changing media environment.

(3.4) Facilitators should embrace interdisciplinary knowledge.

(3.5) Facilitators should motivate learners to believe in the learning process.

(3.6) Facilitators should be friendly, gain learners' trust and make them feel comfortable to speak up and express themselves freely in the classroom. The student-centered and enquiry-based pedagogy requires that facilitators change their role from being authoritative figures to becoming guides, mentors, and facilitators in the learning process; this will foster and encourage knowledge sharing in the classroom.

(3.7) Facilitators should have an open mind and acknowledge that sometimes they do not have all the answers and might even know less than students on certain issues. What is more important for educators is that they are capable of creating a learning experience.

Since Generation Y is technology savvy, when possible, facilitators should use technology as their aid when teaching ML; for example, they can assign simple tasks such as using the Internet to research more information, or use texting applications and social media to communicate out of the classroom. However, it is crucial to understand that technology is an advantage, and not a necessity. Media literacy can be taught with and without the support of technology.

Another key to the success of ML education is to use examples that learners can easily relate to and use in their everyday life. When learners connect the theory to the practice, it is more likely that they will apply what they have learned to everyday life situations; this will be one step forward to accomplishing the goal of behavioral change.

(4) The Curriculum

(4.1) Media literacy as a stand-alone subject and as an integral subject

Gen Y learners might be in two levels of education; Matayom 4-6, and university. If media literacy were to be implemented as a stand-alone subject, it could either be a core course or an (mandatory) elective course, depending on whether students already undertook a ML class in their earlier education. At present, since in Thailand media literacy is not mandatory in the school's curriculum, it is very difficult to implement it as a stand-alone subject. ML courses should be taught in every academic level, with contents varying depending on students' level and age group.

Teaching ML as an integral subject is considered more effective; for example, it could be integrated in general subjects such as history, Thai language, and Sociology, among others. In history, facilitators can use historical drama or films as their case studies.

(4.2) Competencies and Skills

In the previously proposed Learning Schema, the competencies and skills were based on UNESCO MIL Components of access, evaluate, and create, which Thailand has been following for over a decade. However, this research shows that Thai experts believe these components are not sufficient. According to Dr. Suriyadeo, one of the interviewed experts, there are four skills that are crucial in our lives: analytical thinking, critical thinking, systematic thinking, and reflective thinking. In the mapping of the original three components, all the mentioned skills, besides reflective thinking, are already included in the Evaluate component. Therefore, Reflect would be added as an extra component.

Porntip Yenjabok, another expert, pointed out that the Analyze component should be emphasized and should appear separately from the Evaluate component (where it is currently incorporated). In addition, Generation Y should be taught following a holistic approach that will enable them to connect ideas and make sense of the information they receive.

According to Anothai Udomsilp, another interviewed expert, members of Generation Y lack a holistic perspective and are unable to connect

ideas, due to the characteristics of the information they receive that is usually compact, comes from different sources and pieces like popup windows on the Internet.

As a result, there should be four main ML components for Thailand as shown in Figure 4.10.

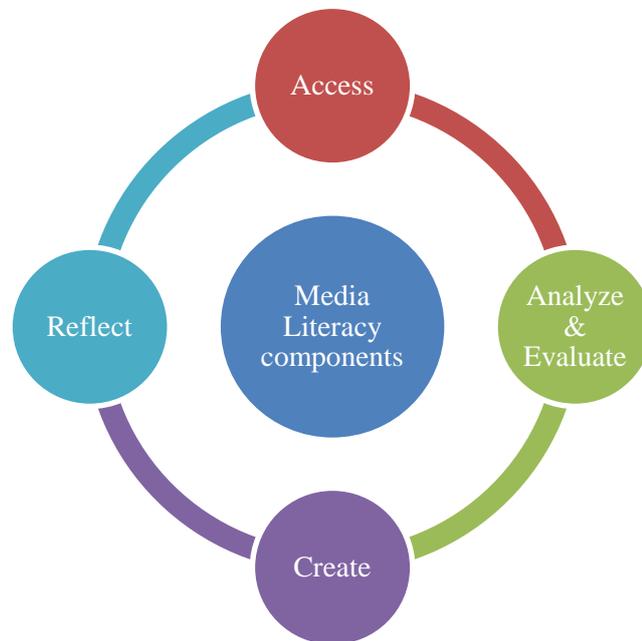


Figure 4.10 Thailand’s Media Literacy Components proposed by the researcher

The new component, Reflect, as Dr. Suriyadeo maintains, “is crucial for life because people should realize how they feel and how others feel; what they learned and how to use it for future improvement.” Reflective thinking also helps individuals make moral and ethical judgments when they create media content and information.

In addition, Thai educators usually overlook production skills (in the Create component). Teaching production is not just about how to operate the tools and applications to produce information or media content, rather, to use it creatively and responsibly in order to become active citizens and make a difference in society.

(4.3) Ethics and morals

Ethics and morals have been already integrated in all of the ML components since the very beginning. Nevertheless, there is a compelling necessity to reinstate the importance of the issue in the curriculum. Since Generation Y and later generations were born in the beginning of the Internet era, particularly in a time where social media and the culture of copying and pasting content were proliferating, plagiarism and copyrights violations have become the Thai habit and norm, long before the issues were taken seriously by law enforcement and stakeholders. Therefore, it is essential that media literacy education in Thailand reinforces the significance of morals and ethics when using and accessing media content in such a way to equip learners with the skills and knowledge to change their behavior and use media and information responsibly and ethically.

(4.4) Digital Citizenship

Digital citizenship is defined as the norms of appropriate, responsible behavior with regard to technology use (Ribble, 2015). It has also been defined as “the essential first step to being media literate in the 21st century” (Cyberwise1, 2011). Most importantly, teaching digital citizenship fits the media use profile of Generation Y since it addresses the use of technology in all aspects, overlapping all of the media literacy skills. Mike Ribble (2015) suggests nine elements of digital citizenship as follows:

(4.4.1) Digital Access: Complete electronic participation in society is the first step to equality in digital rights and the starting point of digital citizenship, as well as access of information and media content, the first component of ML.

(4.4.2) Digital Commerce: Technology users like Generation Y should understand that electronic buying and selling of goods can be both legitimate and illegitimate in different contexts and cultures. Therefore, digital citizens should recognize this issue in order to become effective consumers in the digital economy, particularly since the digital economy policy is now effective in Thailand.

(4.4.3) Digital Communication: Communication technology, both hardware and software, can be overwhelming for some people, and

thus, digital citizens must know how to make decisions and judgments about all the options that are available to them.

(4.4.4) Digital Literacy: concerns the process of teaching and learning about technology and the use of technology, not only for learning in the school environment, but also for the workplace environment, such as video conferencing or teleconferencing. Digital literacy also concerns teaching how to learn in a digital society, which is learning anything, anytime, and anywhere. This matches the self-learning behavior of Generation Y.

(4.4.5) Digital Etiquette: Also known as netiquette, this concerns electronic standards of conduct or procedure so that people are responsible technology users in the network society.

(4.4.6) Digital Law: Like in the offline society, also online there are rules and regulations on electronic actions that technology users must know. In Thailand, important digital laws include the Computer Crime Act B.E. 2550 and the Electronic Transaction Act B.E. 2544.

(4.4.7) Digital Rights & Responsibilities are the main issues in Thailand. It is essential that technology users recognize their rights as well as other people's rights, and understand that rights must always be accompanied with responsibilities. As Ribble maintains, "basic digital rights must be addressed, discussed, and understood in the digital world. With these rights also come responsibilities".

(4.4.8) Digital Health & Wellness involve having knowledge about one's physical illnesses, such as eye pain, the so-called office syndrome, and back pain; psychological illnesses such as Internet addiction must also be addressed.

(4.4.9) Digital Security (self-protection). Digital citizens need to know how to protect their privacy and personal information while being online or while using digital technology.

Learners, Facilitators, Pedagogy, and Curriculum are interrelated and operate in parallel. Without one component, the learning schema becomes incomplete. In the ML ecosystem, Learners (Generation Y in this context) are the primary variables that influence and affect the way the other variables (educators, pedagogy, and curriculum) function.

2) The Society components

Society helps establish the media literacy environment that can lead to the awareness and the practice of media literacy as a way of life. The function of Society is to foster cooperation and collaboration among all segments of society, including the Community, Civic Sectors, the Media, and Parents:

(1) The Community

Communities have always played an important role in Thai society, particularly in areas outside of Bangkok and in major cities around the country. Members of a community can become one of the most effective channels to disseminate media literacy to those who are not enrolled in the formal education system. The Community segment refers to a space that can be an extension of the academic classroom where students can undertake research outside of the school premises. Students' out-of-school learning should be passed on to the community leaders, who are powerful influencers among the local community members. In this way, school knowledge can be disseminated also to members of Generation Y that are not enrolled in the school system. Hence, the Community segment is dependent on formal education to recognize the potential of members of a community in disseminating media literacy. This can only be achieved when teaching and learning strategies change, as well as when initiatives are backed up by Policy. Private sectors may also contribute to the dissemination of ML through community members.

(2) The Civic Sectors

The Civic Sectors are the non-profit organizations, private and independent agencies, as well as media professional organizations that are key players in mobilizing, promoting, and advocating for media literacy in Thailand. Non-profit organizations such as ChildMedia, the Thai Public Health Foundation, and the Family Media Watch networks should continue their missions. The key is for these organizations to share their knowledge and experiences, so that they can learn from each other, and use their expertise to conduct and initiate future projects more effectively and efficiently. Civic Sectors and academia should be proactive in lobbying for ML policy. They can also use media channels to publicize their activities and initiatives; this would be possible if the Policy provides incentives to the media to promote ML.

(3) The Media

The media should play a part in disseminating media literacy through their traditional and digital channels. While print media, the Internet and social media may advocate for ML more actively, there might be a conflict of interest with television. However, public television can become the key leader to advocate for ML on all types of media, including, drama, advertisements, the Internet, social media, among others. Other TV stations can focus on the Internet or social media to avoid conflict of interests. However, in this context, they should disseminate ML through their other media platform, such as websites or social media pages in order to reach Generation Y.

The questions of how to convince the media to commit to the dissemination of ML also depend largely on the Policy, that is, through law enforcement, or incentives. This particular point will be elaborated in the Policy section.

(4) Parents

Parents are an important segment of society for the dissemination of ML since they are the closest people to Generation Y. However, they must first become media literate. This segment has to be trained through projects and initiatives spearheaded by other society segments such as the community, academia, private and independent sectors, the media, or policy, among others.

Even if Generation Y and other media users privately access media such as smartphones, tablets, personal computers/notebooks, TV and radio in their rooms, it is still parents' responsibility to set up the house rules, and regulate and monitor their children's media use. For example, they may setup the time in which the entire family can watch TV together, limit the time children can spend on the Internet, playing games, among others. Parents should also talk to their children regularly and monitor their media use behavior.

3) Policy

Policy is the most important component that can ensure the success of the dissemination of media literacy education in both formal and informal contexts. Policy can be created and implemented both nationally (i.e., government policy) and institutionally (i.e., school or university policy). Government Policy can exercise the following tasks:

(1) Roles of Policy in formal education:

The MoE mandates media literacy curriculum in the educational system, from kindergarten to college.

The MoE supports teachers by passing and updating rules and regulations to assist teachers in different areas, such as making ML as teacher's KPI, grants and funds for ML research.

Adjusts the existing KPI to support a new way of teaching (student-centered and enquiry-based approaches); for example, instead of using exams as KPI, the MoE can come up with other ways so that teachers are not forced to teach students to memorize lessons (this system fails to deliver ML as a way of life).

At the academic level, schools and academic institutions have to understand the importance and the principle of media literacy, and provide necessary support, such as budget for ML books and teaching materials, and funding for writing or translating ML textbooks.

(2) Roles of Policy in out-of-school dissemination

Provide incentives for the private sectors, including the media, in such a way to encourage them to promote ML. For example, allow a tax reduction for the media who promote ML.

Regulators such as the NBTC can enforce ML as a part of media regulations, for example, by determining the ratio of ML programming on TV.

In addition, a national policy may help guarantee accessibility to media and information by providing the necessary infrastructure and technology. According to quantitative research findings, Internet access is associated with media literacy levels and the ability to create information and media content; this implies that access to the Internet provides users more opportunities to receive information that is relevant to media literacy, as well as to experience the effects of online information, such as cyber scams or frauds. The Internet also encourages users to practice with technology applications, while enhancing users' ability to create information or media content. Most importantly, Access to information is a fundamental human right. However, it must be stressed that technology must always be accompanied with the knowledge on how to use it safely, wisely and responsibly.

Conducting UNESCO's Global Media and Information Literacy Assessment Framework and investigating Thailand's readiness and competencies might achieve the Policy component. The framework suggests five key areas to indicate if countries are ready and competent to be media liter nations (UNESCO, 2013, pp. 51-53):

Education: ML is mandatory in the curriculum (particularly in secondary school); and teacher training curriculum;

Policy: there must be a national ML policy to "ensure systematic take-up of MIL";

Supply: mechanisms to guarantee media and information made available to the population.

Access and use: the availability and quality of services to the entire population.

Civil society: non-governmental organizations and entities that are actively engaged in the advocacy and promotion of media literacy.

The first three indicators largely depend on the government; media access and use indicators depend on academia and individuals; and the last indicators on non-governmental organizations, the private sector and media industries.

Institutional Policy is also crucial in supporting ML education (with or without the national policy), by integrating ML in the curriculum's general courses. Institutional policy can determine regulations that promote the teaching of ML, for example, setting ML as one of the KPI, giving incentives to teachers who participate in ML trainings, or providing funding and grants for ML research. Institutional policy can also help provide libraries with ML resources such as books and textbooks. The challenge is to convince the school or university board that ML is an essential part of students' lives.

The Media Literacy Learning Schema, the Society and the Policy components are highly interdependent, with Policy serving as the main component that supports all the others. The Society component is also considered vital for the ML Learning Schema since it shapes the media literacy environment and promotes ML as a way of life.

As one expert argued, media literacy is so sophisticated and multidimensional that it needs to be mobilized and requires efforts from many sectors. Since formal education alone cannot lead to behavioral change, out-of-school education taking place in society becomes a necessity to supplement and complement formal learning. With all components operating together, like an ecosystem, it is possible for ML to be learned and practiced as a way of life.

The Ecosystem of Media Literacy is applicable even when the age groups change. Although the content of some components of the Learning Schema may slightly change based on learners' characteristics, the relationship between every component in the ecosystem remains the same.

4.2.2.2 Action Plan for The Ecosystem of Media Literacy

As discussed earlier in this research, the term media includes all types of contemporary media, both digital and traditional; while the core Thai media literacy competencies include four skills: Access, Analyze, Evaluate, Create, and Reflect. Based on data retrieved from both the interviews conducted with experts and research studies, this action plan aims to offer a way in which the Ecosystem of Media Literacy can be implemented and prioritized. Considering Thailand's current circumstances, there are challenges and limitations to the application of the ML Ecosystem. In this section, recommendations are provided on how to complete the Ecosystem:

- 1) Expand the definition of media literacy and clearly define its mission, namely, to change behavior, since ML is way of life and not a subject to memorize for exams
- 2) Create an understanding of the core concepts and principles of media literacy.
- 3) Provide training of the trainers, including teachers, parents, and Generation Y's influencers.
- 4) Mobilize teachers to influence change in academic policy in support of media literacy education.
- 5) Integrating ML in classroom teaching.
- 6) All media literacy advocates and actors are encouraged to set up meetings to share experiences to improve the efficacy of future projects. This is very important because, as the European Commission observes, in countries where the

policy makers do not recognize the importance of media literacy, or were there are higher priorities, for example, basic literacy in developing countries, advocacy and projects must be conducted “almost exclusively” through partnerships (European Media Literacy, n.d.).

7) Media literacy organizations and partners should launch projects that involve Generation Y.

8) Addressing digital citizenship, as it is an appropriate way to teach about risks associated with today’s digital technologies, as well as teaches how to use the media.

9) Include all groups of people in the dissemination and practice of ML, including people with disabilities, the marginalized, and school dropouts, minorities, homeschoolers, and senior citizens, among others.

The next Chapter discusses the research findings and sums up the Media Literacy Learning Schema for Thai Generation Y.

CHAPTER 5

DISCUSSION OF RESULTS

The ultimate goal of this research is to find a media literacy learning schema for Thai Generation Y by asking two research questions concerning on one hand, Generation Y's competencies, on the other hand, the components that would constitute the learning schema. The purpose of this research has been accomplished and will be discussed in this chapter following five key areas:

- 5.1 Methods and procedures
- 5.2 Major findings
- 5.3 Discussion
- 5.4 Research contribution
- 5.5 Suggestions

5.1 Methods And Procedures

The two objectives of this research study were to examine the media literacy levels of generation Y and identify their weakness and strength in media literacy skills (based on UNESCO's MIL components: Access, Evaluate, and Create); secondly, to find the components that constitute the media literacy learning schema for the Thai context.

To answer the first research question and complete the first objective, the research findings show that Thai members of Generation Y born between 1982 and 2000 have medium competencies in Access and Create components, but have high competencies in the Evaluate component. This leads to an overall medium media literacy level.

Findings also show that members of Generation Y have strong skills in using technology, both hardware and software. They are active users of the Internet and social

media, and over 90 percent said they “check their Facebook account whenever they can”. However, they can become overly dependent on the information they receive only from one source, the Internet, and even through social media. This was the major weakness found in the Access component. Another weakness that characterizes Generation Y is in the Create component. Gen Yers know how to create media and information but they lack knowledge about copyrights and do not recognize the activities that are a violation of intellectual property. Moreover, although they participate by giving comments, posting and uploading audio-visual media in social networking sites, in practice, they do not create or produce anything serious. They also lack knowledge on privacy issues, even though they are concerned with giving away their personal information on the Internet. The findings enable educators and curriculum designers to recognize which areas they need to focus on, particularly when teaching Generation Y.

To answer the second question regarding the components of the ML learning schema for Thai Generation Y, research findings show that the Learning Schema, which comprises of both formal and out-of-school education, should be operating in parallel in order to create a holistic and inclusive media literacy environment. According to experts, this would lead to the ultimate goal of practicing media literacy as a life skill and a way of life. Indeed, this research proposes an Ecosystem of Media Literacy that includes the Learning Schema, the Society and the Policy as active elements of the media literacy environment. The conceptualized Learning Schema consists of Learners, Facilitators, Pedagogy, and Curriculum. Although the components are largely involved in formal education, they also take part in out-of-school education. The Society segment consists of the Community, the Civic Sectors, the Media and Parents. The Policy has also been identified as a part of the media environment and the main variable to enforce and support both the Learning Schema and the Society. The core principle of the Ecosystem is that these components are all connected and interdependent with one another, and must operate at the same time for media literacy to accomplish the goal of being a life skill practiced as a way of life.

5.2 Major Findings

The major findings of this research are media literacy competencies for the Thai Generation Y and other generations, and the way to systematically mobilize media literacy education using the Ecosystem of Media Literacy as a model. The research started out using UNESCO's MIL components, which consist of Access, Evaluate, and Create, and definitions on analytical thinking, critical thinking, and synthesizing skills. However, according to the Thai experts, reflective skills should also be added as one important aspect of media literacy. In addition, they stress the importance of emphasizing on critical thinking skills and suggest that analysis should be a distinctive media literacy component. As a result, this research proposes a localized version of UNESCO's global MIL concept, one that includes four components: Access, Analyze, Evaluate, Create, and Reflect, as shown in Figure 5.1.

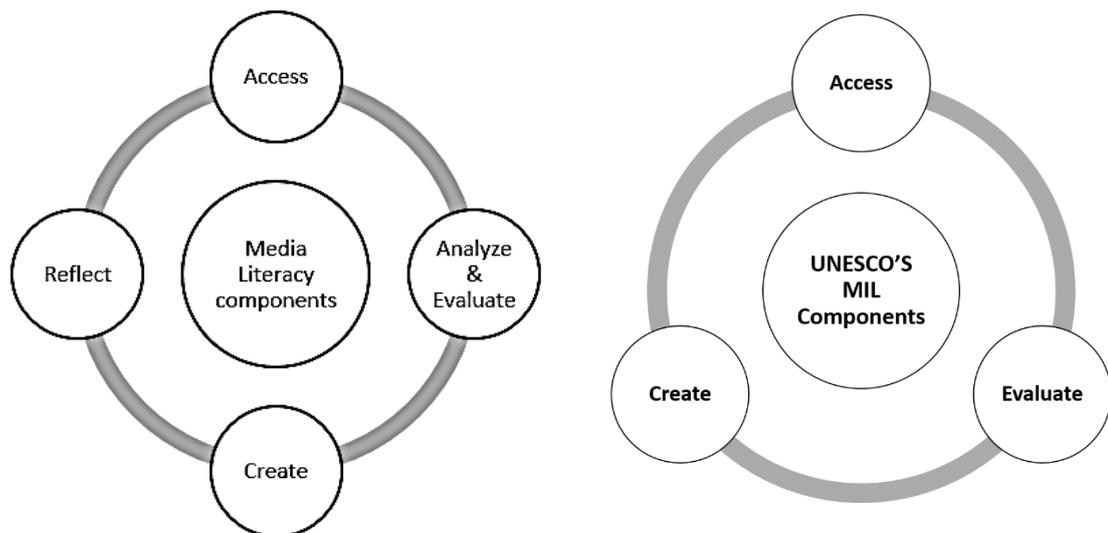


Figure 5.1 Nudee's Thai media literacy components (left), in comparison to the UNESCO's MIL Components (right).

The second and most important finding is the Ecosystem of Media Literacy that was conceptualized by the researcher to advance media literacy education systematically and as a way of life for Thai Generation Y and other generations. The data retrieved from the mixed method approach, including the survey, the focus group

discussions, and the in-depth interviews, form the bases for the Ecosystem of Media Literacy. The Ecosystem posits that the Learning Schema and its components, including Learners, Facilitators, Pedagogy, and the Curriculum (crucial parts of learning in both formal and out-of-school education), will only lead to the success of media literacy education as a life skill when operating in parallel to other segments of Society that shape the media literacy environment. Such segments or components include the policy, the community, the civic sectors, the media, and parents.

Meanwhile, in relation to UNESCO's five key areas of Country Readiness and Competencies, which include Education, Policy, Supply, Access, and Civil Society, findings show that the conceptualized Ecosystem of Media Literacy shares some similarities and differences.

Both UNESCO's Country Readiness and the Ecosystem include mandatory education, a national policy to ensure the implementation of media literacy, and the involvement of civil society (NGO's and entities that advocate and promote media literacy). Furthermore, as UNESCO Framework stresses the importance of making ML available to the population (Supply) and Access and Use, the Ecosystem of Media Literacy also stresses the importance of the availability and quality of services in the Policy component. Essentially, the core concepts of UNESCO's Framework and the Ecosystem are similar. The major difference is in how it is presented. The Ecosystem illustrates each component in a holistic fashion, showing how each one is interconnected and interdependent to one another.

In conclusion, the research meets the ultimate goal to construct a Media Literacy Learning Schema for Thai Generation Y and creates a model that may lead to practice media literacy as a life skill and a way of life.

5.3 Discussion

There are two aspects of the research to be discussed: the media literacy competencies and the media literacy learning schema – or the Ecosystem of Media Literacy.

5.3.1 The Media Literacy Competencies

The research finding led to a localization of UNESCO's MIL components to respond at best to the needs of Thai people. Even though most of the skills defined in the UNESCO MIL Framework are included in Thai media literacy components (access, analyze and evaluate, create, and reflect), it is worth emphasizing those that are most relevant in the Thai context.

Adding the Reflect component corresponds to the Western concept of social responsibility. Potter's (2008) theory posits that people should apply internal morals and integrity to critically appreciate the external focus. Reflection makes people recognize how personal decisions affect society and realize that one can contribute to the society by taking certain actions. This idea also coincides with the aim of media literacy to educate people to "reflect systematically on the processes of reading and writing, to understand and to analyze their own experience as readers and writers" (Buckingham, 2003, p. 41). In addition, the four Thai ML components are very similar to the digital and media literacy competencies conceptualized by Renee Hobbs which consist of five skills: Access, Evaluate, Create, Reflect, and Act (Hobbs, 2010).

Thai literature and scholarly work on media literacy hardly discuss the reflective thinking skill and concentrate mainly on the analytical and critical thinking skills (Kritchana Santawee, 2011; Soonthon Promwongsa, 2010; Sukjai Pratuangsuklert, 2006; Supanee Keawmanee, 2004; Wisaluk Sitkuntod, 2008) based on Western concepts. Only one study mentioned personal integrity as one of the key media literacy elements (Waralak Vongdoiwan Siricharoen & Nattanan Siricharoen, 2012). The fact that Thai experts suggested to include the Reflect component in Thai media literacy education helps fill the gaps in the Thai literature and generate the competencies for the Thai ML education.

In addition, the empirical evidence that Thai Generation Y have medium competencies in Access and Create components, reflects Generation Y's need to strengthen their skills in Access and Create; skills that are often overlooked in Thai media literacy education. There are limitations in previous studies on Thai youth's ability in the Access and Create components in that the population did not cover a national sample size, and the operational definitions did not encompass certain areas such as organizing and storing information, ethics and copyrights in accessing and

creating information and media content. This research provides empirical evidence that the Thai media literacy curriculum needs to address the Access and Create components as much as the Evaluate component. Without all components, media literacy education becomes incomplete (Warat Karujit & Chatchawee Kongdee, 2012, p. 146).

There are some similarities and some differences between the findings of this research and those in previous studies conducted in Thailand. In this research, it was found that Generation Y scores high on the level of Evaluation skills; these results differ from the studies conducted by Kritchanat Santawee (2011), Supanee Keawmanee (2004) and Wisaluk Sitkuntod (2008), where it was found, instead, that Thai adolescents lack the abilities to analyze and evaluate. Many factors could have caused this difference in research findings, including the scope of the studies, the sample size, the age group, the operational definitions, and the research sites. For example, Supanee's studies focused on undergraduate students' ability to understand media messages in newspapers, while Wisaluk's focused on Matayom 3 students, and Kritchanat's focused on adolescents in Bangkok. Differently from the other studies, the scope of 'media' in this research is expanded to include all types of media, particularly the Internet (used mostly by Generation Y), a medium that allows people to acquire more diverse information and perspectives compared to television and newspapers. In addition, the target's age range is much wider in this research, covering school children, adolescents and adults. High Evaluation results also correspond with those of other Thai studies. However, the high Evaluation result also corresponds to some other previous Thai studies (Anongnat Rasmeeviengchai, 2013; Soonthon Promwongsa, 2010).

From observations during the FGD, the researcher realized that Generation Y do not entirely lack evaluation skills. They just spend time analyzing and evaluating what they consider relevant or important to them, for example, the information they need for school assignments, for work, or for decision-making.

The researcher believes that the purpose of respondents' media usage in other Thai studies might have determined low Evaluation skills. Young Thai people usually use the media for entertainment. They turn on TV to watch dramas, listen to music on the radio and use the Internet to retrieve general information on products and services and download/play games (National Statistical Office (NSO), 2012). Therefore, they do not apply critical thinking skills. As Potter mentions in his theory of the media literacy

continuum, no one can be absolutely illiterate or completely literate in media literacy and the position of the media literacy level is not static, depending on the purpose of media exposure (Potter, 2008, p. 23). Meanwhile, in this research, the extensive use of the Internet, as opposed to traditional media, might be the reason why respondents of this research scored high on Evaluation skills. The Internet allows them to investigate additional information through hyperlinks, replies and comments, web boards, blogs, etc., and obtain different perspectives on certain issues.

It is important to mention that this research does not address the issue of the digital divide, which concerns Internet accessibility in Thailand's rural areas. As the survey shows, majority of respondents have easy access to the Internet (at home or workplace, through Wi-Fi, 3G/4G). In other words, the results of this research are only valid for those who have easy access to technology and the Internet. Additionally, the sites where the survey was conducted can also be a main factor that contributes to such different result; Bangkok is not as diverse as it was believed to be. Therefore, in the future, to verify the research results, surveys should take place all around the country.

5.3.2 The Media Literacy Learning Schema

The media literacy learning schema and the Ecosystem of Media Literacy provide a systematic way to mobilize and manage media literacy education in the Thai context, including at the policy level. The recommended plan of action that was discussed in Chapter 4 also offers a provisional guideline that demonstrates the practicality of the Ecosystem of Media Literacy for either Generation Y or other generations.

While no Thai literature and scholarly work have ever explored media literacy policy, Western literature that addresses media literacy policy issues such as the Digital and Media Literacy Plan of Action by the Aspen Institute (Hobbs, 2010), cannot be used as a model in Thailand due to socio-political and cultural differences. For example, the Plan of Action of the Aspen Institute was designed for the United States, where working principles and systems, resources and supplies, technology, etc., are more efficient and abundant. In other words, most of Western media literacy schemes or plans originate in countries with higher media literacy readiness; some already have media literacy in their curriculum, and others have media literacy policy effectively in action.

5.4 Research Contribution

The research findings, the Thai media literacy competencies, and the Ecosystem of Media Literacy may enable a systematic approach for the dissemination and mobilization of media literacy in Thailand. The body of knowledge can be useful to policy-makers, curriculum designers, as well as educators. For example, policy-makers such as the Ministry of Education (MoE) can use the Ecosystem model to set their educational agendas in support of ML education, for example, they can create a ML curriculum that responds at best to the needs of Thai people; moreover, the government can collaborate with the Community to deliver media literacy initiatives; the NBTC can initiate the derivatives that involve the Media; curriculum designers can use the newfound competencies and Generation Y's strengths and weaknesses to design curricula; while teachers can design classroom activities. More examples are elaborated in the Suggestions section. In this manner, the research findings help improve ML dissemination and education, and eventually bring about a media literate society and country.

In addition, the Ecosystem of Media Literacy can also function as a model when considering the dissemination of ML to other Learners and target groups; including, ethnic groups, the marginalized, the disabled, senior citizens or older generations, youths in juvenile correcting facilities, prisoners, etc. In conclusion, with the Ecosystem of Media Literacy, ML actors will be able to have an overall picture of the Thai media environment and recognize who is doing what, where and how. New effective partnerships can be established to advocate and advance media literacy in Thailand.

5.5 Suggestions

In this section, suggestions are provided for the four following dimensions: ML Policy, Reaching Generation Y, Teaching media literacy, and Future research.

5.5.1 Media Literacy Policy

Policy is the most important component in the Ecosystem to ensure the smooth implementation of media literacy education both in formal and non-formal educational

settings. In order to push for a media literacy policy, one must realize that media education must be initiated by the people, not the authorities (Pungente, n.d.-b). This is already in progress in Thailand. However, despite the support of UNESCO and the efforts of Thai ML advocates lobbying for a media literacy policy, ML is still absent in the curriculum and the only result was the setting up of an organization with a mandate to protect consumers rights that include media consumers.

All experts interviewed in this study agreed that it is difficult to convince policy makers of the importance of including ML in the curriculum; however, as one expert noted, it is important to choose the right way to approach policymakers. This research proposes a new way to approach policymakers, following the same method used to reach Generation Y, as one of the interviewed experts, Sara Gabai said:

ML advocates and scholars must understand the language of policy makers and present them practical solutions as opposed to lengthy and complex reports. They should clearly show policy makers how media literacy can help them fulfill their goals and mandates. Policy makers must understand media literacy concepts and strategies and the benefits they will gain from implementing media literacy also at the policy level.

It is also important to clearly explain the potential of media literacy to empowering people to be active citizens and participate in civil society. Since Thailand has yet to push for a media literacy policy, the private and independent sectors, mostly non-profit organizations, are currently the key actors to mobilize and create a media literate environment within the community and the society, and disseminate media literacy to parents.

5.5.2 Reaching Generation Y

In order to reach Generation Y, one must understand their traits and characteristics and fulfill their learning needs by using the tools they are most comfortable and familiar with (social media, games, visuals, among others).

5.5.2.1 Participating Trait

Some of Generation Y's traits and behaviors can be an advantage to media education. According to the survey results, Generation Y like to give their

comments and to be involved, however, they are motivated to do so only with what interests them the most. Hence, it is challenging to motivate members of Generation Y to participate in activities. Therefore, ML initiatives must be appealing to them; for example, one can invite a guest speaker/lecturer in the class, create fun and resourceful activities in which their ideas or inputs are heard and put into real actions. In the out-of-school environment, teen idols or celebrities may be used to attract their attention and motivate them.

5.5.2.2 Social Media Trait

It is not likely that members of Generation Y will seek out for media literacy, unless it is a school or work-related assignment. Hence, media literacy must be brought to them through the media they spend more time with. According to the research findings, Generation Y's most distinct behavior is their hyper-activity and dynamic use of social media. For this reason, the best way to reach Generation Y is to bring ML to them through social media.

A social media campaign that asks Generation Y to present their abilities to create new forms of media and content and showcase their love for social media may be a successful strategy. The following examples show how social media can be used effectively (Kraft, 2013):

Ford marketed its C-Max hybrid by using Instagram to create stop motion animations that was later used as their commercial. The campaign involved customers taking picture of themselves in front of the specifically made billboard designs (there were 98 of these billboards), and hashtag #CMAX, for the company to incorporate it to the first 30 seconds of the commercial, that constantly changed as new people uploaded their photos.

Nike launched a NikeiD project, allowing users to design their own Nike sneakers by submitting Instagram photos, that Nike's use to design a sneaker from the photo's dominant colors. For example, the color of the American flag has more red in it, so the Nike's software will design the sneakers with red color in the design. Users can then either purchase the sneaker or share their creation with friends.

These two successful campaigns motivated people to showcase and share their production skills through social media platforms. The same strategy may be used with media literacy themes.

In addition, it is also possible to adapt social marketing to disseminate media literacy. Philip Kotler and Gerald Zaltman coined the term social marketing to convey the idea of selling intangible goods like ideas, attitudes and behaviors, with the end result of behavior change (Weinreich, 2006). Social marketing is used to promote positive behaviors or discourage negative behaviors, and thus, it is used to “sell the well-being of society as a whole (Social Marketing, 2012).” This strategy is also largely used in health care promotion, but if the end result is to change the behavior, then it shares the same goal as media literacy, and thus, it may be applied for its dissemination. Good social marketing campaigns have proven they can be very powerful for effective change. Examples of social marketing include the anti-drinking or anti-drunk driving campaigns. However, launching a social marketing campaign requires a lot of research and funding, therefore, it may not be the best short-term solution to promote media literacy in Thailand.

5.5.2.3 Visual learning traits

Generation Y are more visual than textual (National Endowment for the Arts, 2007, as cited in Reilly, 2012, p. 9). This means they can remember pictures and graphics better than lengthy texts. That’s why info graphics are flourishing as a powerful marketing tool to target members of Generation Y. Other than being efficient in carrying the message in a short, precise, and graphical way, info graphics are like pictures that can be easily shared through social media. If done properly, Generation Y will either click “like” or share the info graphics, and spread ML messages easily through their networks (See Figure 4.13). The impact will even be greater if the person sharing the message is an opinion leader, a celebrity, or someone with many followers and subscribers. Info graphics must be designed carefully using the right text and data that can attract and affect Generation Y. Scholarly theoretical teachings and languages that are difficult to understand should be avoided. Creative languages should be used to deliver successfully the desired message.

Nevertheless, the infographics must be designed carefully using the right wordings and texts that attract Generation Y. The scholarly theoretical teachings like

“all media are constructed, the context of the media, etc.” are not attractive and even sound boring (to Generation Y), not to mention being hard to understand. Generation Y are creative people, so the message needs to be creative: take ML out of the box; use something more colloquial and related to Generation Y’s real life situation to make it catchy enough for them to read and share, distributing the ML message throughout their network, which include both Generation Y and other people.

Since we live in the digital information society, it may be a good starting point to build a media literacy knowledge hub where visual materials created by ML advocates, ML actors, facilitators and curriculum designers can be accessed and shared among all stakeholders. The researcher recommends the Model of Media Literacy Outreach for Generation Y as illustrated in Figure 5.2. This pedagogic Model starts with the “ML Smart Hub”, a space to collect visual content on ML such as pictures, clips, and info graphics. Media literacy facilitators/curriculum designers, advocates and actors can help contribute to this hub by sharing and storing their content. Stakeholders can then use and share the stored materials on their social media platforms and web sites in order to reach Generation Y, who can then share again the materials through their networks

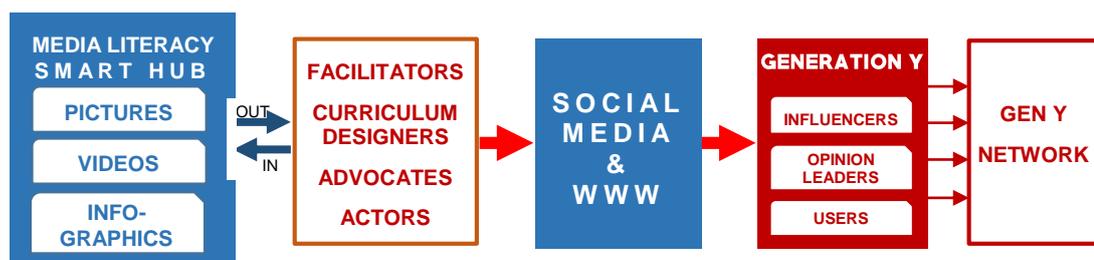


Figure 5.2 Nudee’s Model of Media Literacy Outreach for Generation Y.

Note that visual content should also be used in the pedagogy for Generation Y, in other words, facilitators should use shorter texts and more visual elements, and the content should include both media literacy and digital citizenship.

5.5.2.4 Gaming traits

Online gaming is another activity where Gen Yers spend most of their

time. For example, when users (not only Generation Y) click on a gaming website, often a warning window appears with a ML related message. For instance:

Example 1: Playing games can be addictive and leads to pathological addiction. Do not overplay. Set your timer. When you're done, click OK to continue.

Example 2: Playing games too long in a session can harm your eyesight. If you ever feel sore or irritated in the eyes, then you probably spend too long staring at the screen. Set up a timer to limit your gaming activity. Your eyes cannot be bought or replaced, or healed by any magical power [depends on the types of game]. To continue, click OK.

Example 3: You cannot actually make all the jumps in real life like you did in this game. Your avatar can be reborn or revived. You Can't. Got it? Click OK to continue.

Example 4: Selling, buying, or carrying illegal weapons is a crime. It is OK only in games. Do not participate and get yourself involved in these illegal activities.

More affective messages that use advertisers' strategies to stimulate audience's emotions may also be used. For instance:

Example 1: Do you spend more time playing [name of the game] than being with your loved ones? THINK before you continue.

Example 2: Do you converse with your online friends - someone you don't even know what they look like or what their real name is - more than your family? THINK before you continue.

Example 3: The message can change every time the user log in to provide more.

The message can change every time the user logs in. Bringing media literacy to Generation Y through online gaming is difficult in practice but it is not impossible. It can be accomplished through collaborations between policy makers (Ministry of Information and Communication Technology), private sectors (game developers and distributors), as well as international cooperation.

5.5.3 Teaching Media Literacy: Alternative Approach

Facilitators can use Generation Y's self-learning habit as part of the learning-by-doing method and can assign them to find information on the Internet and discuss what they have found. This will not require teachers to spend extra time preparing additional activities and lesson plans. Most students learn to find information on their own, however, through discussion and guidance led by facilitators, they will learn that not all the retrieved information can be used; some might be false, outdated, or speculative. In this way, learners can both strengthen their Access skills and investigate further on the topics taught in the classroom.

However, to teach Generation Y and stimulate their participation in the classroom, facilitators must be on the same page as learners; for example, they must learn about their interests and the media they use and consume, their popular culture and expressions. When there is mutual understanding between facilitators and learners, the learning process will become more dynamic and stimulating.

The main challenge is for facilitators to, first and foremost, understand the core concepts of media literacy, and the student-centric and enquiry-based teaching techniques in order to practice media literacy both as a stand-alone or integral subject, and as a way of life. Traditional and hierarchical ways of teaching and assessing students are an impediment to media literacy education.

Inspired by interviews conducted with experts, the researcher suggests that integrating Buddhist philosophy and media literacy may be an alternative successful teaching strategy, as described below.

5.5.3.1 Integrating of Buddhist philosophy and media literacy.

According to the NSO's survey (2011), 94.6 percent of Thai people are Buddhists and, since Buddhism is already in the school curriculum, infusing ML with Buddhism philosophy might be a good entry point to teach media literacy in schools. However, the academic policy should be supportive. Access, analyze and evaluate, create, reflect, and the ethics and morals should be embedded in the lessons whenever possible. Some aspects of the Buddhist philosophy that can be used to teach media literacy are:

1) Kālāma Sutta

Kālāma Sutta, or the Charter of Free Inquiry is the key to apply logical reasoning when seeking truth, wisdom and knowledge, whether religious or not. Thus, it can perfectly be applied to teach students about information on the Internet and social media, with practical examples. The essence of the ten criteria is as follow (“Kalama Sutta,” 2015):

- (1) Do not go upon what has been acquired by repeated hearing;
- (2) Nor upon tradition;
- (3) Nor upon rumor;
- (4) Nor upon what is in a scripture;
- (5) Nor upon surmise (guessing, deduction, assumption, hypothesis);
- (6) Nor upon an axiom (sayings, proverbs);
- (7) Nor upon specious (unfounded) reasoning;
- (8) Nor upon a bias towards a notion that has been pondered over;
- (9) Nor upon another’s seeming ability;
- (10) Nor upon the consideration that the speaker is the teacher

The philosophy reminds people that, “to avoid fallacies, knowledge should not be immediately judged as truthful without further investigation.” Online information, especially in social media, obliges users to apply analytical and critical thinking skills to use various sources to identify and choose truthful and useful information. The Kālāma Sutta comes in handy during these very processes in the same fashion, as Buddha said to the Kalama people, “You, yourselves know these things are good, these things are not blamable, these things are praised by the wise, undertaken and observed, and these things lead to benefit and happiness, enter and abide in them. (“Kalama Sutta,” 2015).”

2) The Brahmavihāras

The Brahmavihāras or the Four Immeasurables, namely, loving-kindness or benevolence, compassion, empathetic joy, equanimity (“Brahmavihara,” 2015) are especially appropriate in teaching about posting or creating something on

social media because these concepts remind users to think about morals and to apply social responsibility in their actions.

Integrating Buddhist philosophy when teaching media literacy can, on one hand, offer a new and creative approach to teach Buddhist philosophy, on the other hand, it shows how Buddhist philosophy can be useful in everyday life situations.

5.5.3.1 Digital citizenship

Digital citizenship is the first step towards media literacy as it addresses both the benefits from using technology, as well as how one should protect oneself from the associated risks that come with technology. Generation Y do not watch anymore TV on TV transmitters, nor listen to the radio from radio receivers. Therefore, media literacy for Generation Y should focus more on the Internet, and social and digital media, rather than on traditional media. Generation Y think they are knowledgeable because they can find all the desired information on the Internet; however, they must also learn that not all the information available online is trustworthy. Digital citizenship provides the first step to becoming media literate. It addresses nine aspects of living in digital societies;

- 1) Digital Access
- 2) Digital Commerce
- 3) Digital Communication
- 4) Digital Literacy
- 5) Digital Etiquette
- 6) Digital Law
- 7) Digital Rights and Responsibilities
- 8) Digital Health and Wellness
- 9) Digital Security

Therefore, media literacy curriculum should also address the digital citizenship.

5.5.4 The Future Research

This research may open up new opportunities for future studies to be conducted on this topic. Since media literacy competencies are multidimensional and media

literacy is a continuum, new dimensions of ML competencies may be explored, as well as the causes that bring users to shift their ML level on the continuum. Closed attention may also be addressed to the Create component and its relationship to ethics in the user-generated content culture. Meanwhile, further studies are to be conducted on the additional Reflect component that was identified as part of the Thai media literacy competencies.

Moreover, it may be interesting to conduct again this research with different target groups, particularly, Baby Boomers and Generation X since they are more familiar with traditional media, rather than social and digital media. The research results may be completely different from the ones reported in this study. In addition, since digital citizenship is the first step to becoming media literate in the 21st century, the topic should be explored further in Thailand, particularly with the implementation of Digital Economy policy and initiatives.

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APPENDIX

แบบสอบถามเรื่องความสามารถเชิงสมรรถนะในด้านการรู้เท่าทันสื่อของเจนเนอเรชันวาย

คำชี้แจง

แบบสอบถามนี้เป็นส่วนหนึ่งของการศึกษาหลักสูตรดุขภูิบัณฑิต คณะนิเทศศาสตร์และนวัตกรรมการจัดการ สถาบันบัณฑิตพัฒนบริหารศาสตร์ การเก็บข้อมูลจากแบบสอบถามนี้เกิดจากการสุ่มตัวอย่าง ข้อมูลส่วนบุคคลทั้งหมดจะถูกเก็บเป็นความลับ ผลการวิจัยที่ได้จากแบบสอบถามนี้เป็นผลการวิจัยเชิงสำรวจเพื่อนำไปพัฒนาการให้ความรู้และการศึกษาด้านการรู้เท่าทันสื่อในยุคศตวรรษที่ 21 ที่เหมาะกับบริบทของสังคมและวัฒนธรรมไทยอันจะนำไปสู่การเรียนรู้ตลอดชีพที่เป็นระบบและมีประสิทธิภาพ โปรดตอบคำถามต่อไปนี้ตามความเป็นจริงหรือตามความคิดเห็นของท่าน

ตอนที่ 1 ภูมิหลัง

โปรดกาเครื่องหมาย ✓ ในช่องตามความเป็นจริง

1. เพศ

1) ชาย

2) หญิง

2. อายุ

1) 14 - 18 ปี

2) 19 - 23 ปี

3) 24 - 32 ปี

3. อาชีพ

นักเรียน/นักศึกษา

ทำงาน

ระดับการศึกษาปัจจุบัน

โปรดระบุสถานที่ทำงาน.....

มัธยมศึกษา

.....

ปริญญาตรี

สูงกว่าปริญญาตรี

4. ท่านเคยได้รับการศึกษาด้านการรู้เท่าทันสื่อตามหลักสูตรการศึกษาหรือไม่

1) เคย ชื่อรายวิชา.....

สถานศึกษา.....

2) ไม่เคย

5. ท่านเคยมีประสบการณ์การเรียนรู้หรือได้รับทราบข้อมูล/ข่าวสารด้านการรู้เท่าทันสื่อ นอกเหนือจากหลักสูตรการศึกษาหรือไม่

1) เคย โปรดระบุ*.....

(*ตัวอย่างเช่น ครู/อาจารย์สอนแทรกในบทเรียน จากสื่อต่างๆ แฝงพบ โบรชัวร์ คลิปวิดีโอ วิทยู โทรทัศน์ เป็นต้น)

2) ไม่เคย

ตอนที่ 2 พฤติกรรมการใช้สื่อ

6. จัดอันดับสื่อที่ท่านใช้มากที่สุด (ข้อ 6.1 ถึง 6.5) และระบุประเภทของสื่อที่ใช้เป็นประจำด้วยการกาเครื่องหมาย
 ✓ ในช่อง หน้าสื่อแต่ละประเภท (เลือกได้มากกว่า 1 ประเภท)

6.1 ___ สื่อดั้งเดิม

หนังสือพิมพ์กระดาษ วิทยุ โทรทัศน์ ภาพยนตร์ในโรงภาพยนตร์

6.2 ___ สื่อออนไลน์ (เว็บไซต์)

หนังสือพิมพ์ออนไลน์ วิทยุออนไลน์ โทรทัศน์ออนไลน์ ภาพยนตร์ออนไลน์

เว็บไซต์ Sanook.com เว็บไซต์ Dek-D

6.3 ___ สื่อสังคมออนไลน์หรือโซเชียลมีเดีย (social media)

ยูทูบ (YouTube) เฟสบุ๊ก (Facebook) ทวิตเตอร์ (Twitter)

ไลน์ (LINE) อินสตาแกรม (Instagram) กูเกิ้ลพลัส (Google+)

6.4 ___ เกมออนไลน์ (รวมเกมทางเฟสบุ๊กและแอปพลิเคชันต่างๆ ที่มีการเชื่อมต่อออนไลน์)

6.5 ___ ข้อความสั้น (SMS) ผ่านโทรศัพท์มือถือ (เช่น ข่าวดวง โปรโมชั่นสินค้าและบริการ ฯลฯ)

7. ท่านใช้สื่อสังคมออนไลน์หรือไม่

1) ใช่ 2) ไม่ใช่ (ข้ามไปข้อ 9)

8. ปัจจุบันท่านใช้งาน เช่น เป็นสมาชิก เป็นผู้อ่าน หรือผู้ติดตาม (followers) สื่อสังคมออนไลน์ใดบ้าง (ตอบได้มากกว่า 1 ข้อ)

1) เฟสบุ๊ก (Facebook) 2) ทวิตเตอร์ (Twitter) 3) ยูทูบ (YouTube)

4) ไลน์ (LINE) 5) อินสตาแกรม (Instagram) 6) กูเกิ้ลพลัส (Google+)

7) ลิงก์อิน (LinkedIn) 8) พินเทอเรสต์ (Pinterest)

9) อื่นๆ โปรดระบุ.....

9. ท่านเป็นเจ้าของ/ผู้ผลิต/ผู้ดูแล (admin) ที่เผยแพร่ข้อมูลข่าวสารสู่สาธารณะผ่านสื่อเหล่านี้ (ตอบได้มากกว่า 1 ข้อ)

1) ไม่ได้ทำ 2) เฟสบุ๊ก (Facebook) 3) ทวิตเตอร์ (Twitter)

3) ยูทูบ (YouTube) 5) ไลน์ (LINE) 6) อินสตาแกรม

(Instagram) 7) กูเกิ้ลพลัส (Google+) 8) บล็อก (Blog)

9) พินเทอเรสต์ (Pinterest)

10. เว็บไซต์ที่ท่านเคยหรือมักจะเข้าไปให้ข้อมูลหรือแสดงความคิดเห็น

1) เฟสบุ๊ก (Facebook) 2) ยูทูบ (YouTube)

3) เว็บพันทิป (Pantip) 4) อินสตาแกรม (Instagram)

5) เว็บฟอรัม (web forum) 6) เว็บบล็อก (blog)

7) อื่นๆ (ระบุได้มากกว่า 1) _____

11. ท่านเป็นเจ้าของหรือสามารถเข้าถึงอุปกรณ์เหล่านี้ได้อย่างสะดวก (ตอบได้มากกว่า 1 รายการ)
- 1) คอมพิวเตอร์ desktop (ตั้งโต๊ะ) 2) คอมพิวเตอร์โน้ตบุ๊ก (notebook/laptop)
- 3) สมาร์ทโฟน (Smartphones) 4) แท็บเล็ต (Tablets)
12. ท่านสามารถเชื่อมต่ออินเทอร์เน็ตได้เมื่อต้องการโดยสะดวก
- 1) ใช่ (เช่น มีที่บ้าน ที่ทำงาน ใช้ 3G WiFi ได้)
- 2) ไม่ใช่ (เช่น ต้องใช้ตามศูนย์คอมฯ ของสถาบัน หรือไปอินเทอร์เน็ตคาเฟ่)

ตอนที่ 3 ความสามารถเชิงสมรรถนะในการรู้เท่าทันสื่อ

โปรดกาเครื่องหมาย ✓ ในช่องว่างตามลำดับ ความเห็นด้วย/ความรู้/ความเข้าใจ ของท่านต่อประเด็นต่างๆ โดย 1 = น้อยที่สุด และ 5 = มากที่สุด

องค์ประกอบที่ 1 การเข้าถึง (Access)

ประเด็น	น้อยที่สุด (1)	น้อย (2)	ปานกลาง (3)	มาก (4)	มากที่สุด (5)
1. เมื่อถูกมอบหมายงาน ท่านรู้ได้ว่าข้อมูลหรือเนื้อหาสื่อ (media content เช่น คลิปวิดีโอ บทความในสิ่งพิมพ์ รายการโทรทัศน์ เว็บไซต์ เฟสบุ๊ก ฯลฯ) ที่ต้องใช้มีอะไรบ้าง					
2. ท่านรู้วิธีและเครื่องมือที่จะใช้ในการค้นหาและเข้าถึงแหล่งข้อมูลและเนื้อหาสื่อที่ต้องการได้ เช่น เดินทางไปสำรวจเอง หรือหาจากอินเทอร์เน็ต					
3. ท่านรู้ความแตกต่างและจัดลำดับความสำคัญของแหล่งข้อมูลโดยดูจากประเภท วันที่ หัวข้อ ผู้แต่ง ผู้รับ-ส่ง คำสำคัญ (key word) แท็ก (tag) และชื่อเฉพาะ (terms) ต่างๆ					
4. การขาดเทคโนโลยีและข้อจำกัดทางกฎหมาย เศรษฐกิจ สังคมวัฒนธรรม การเมือง ฯลฯ อาจเป็นอุปสรรคต่อการค้นหาและเข้าถึงแหล่งข้อมูลและเนื้อหาสื่อได้					
5. ท่านคิดว่ากฎหมายและระเบียบข้อบังคับที่เกี่ยวข้องกับการเข้าถึงข้อมูลข่าวสารมีความสำคัญ					

6. ท่านใช้สื่อและติดต่อผู้ให้บริการข้อมูลข่าวสาร เพื่อแสดงความคิดเห็นส่วนตัว เสนอไอเดีย ความคิด และ/หรือเข้าไปมีส่วนร่วมทางสังคม และการเมือง					
7. ท่านใช้เทคโนโลยีและอุปกรณ์ที่เหมาะสมเพื่อ คัดเลือก จัดระเบียบ และเก็บบันทึกข้อมูลและ เนื้อหาสื่อ					
8. ข้อมูลและเนื้อหาสื่อที่ท่านมาได้เอามาใช้ ประโยชน์ได้อีกในอนาคต					

องค์ประกอบที่ 2 ความเข้าใจ การประเมินค่าข้อมูลข่าวสาร

ประเด็น	น้อย ที่สุด (1)	น้อย (2)	ปาน กลาง (3)	มาก (4)	มากที่สุด (5)
1. สื่อและผู้ให้บริการข้อมูลข่าวสารมีหน้าที่ให้ ข้อมูล สอน ชักจูง และให้ความบันเทิงต่อสังคม					
2. ท่านมีความรู้เรื่องต่อไปนี้มากน้อยเพียงใด					
2.1 การรายงานข่าวควรมีความถูกต้องแม่นยำ เช่น ใครทำอะไร ที่ไหน เมื่อใด					
2.2 สื่อควรนำเสนอข่าวด้วยความเป็นกลาง					
2.3 สื่อไม่ควรนำเสนอภาพที่แสดงตัวตนของ ผู้ต้องหาหรือผู้ต้องคดีที่เป็นเด็กหรือ เยาวชน					
2.4 หากใช้ข้อมูลจากแหล่งข้อมูลอื่น สื่อควร อ้างอิงแหล่งที่มาของข้อมูลนั้นด้วย					
2.5 สื่อควรตรวจสอบที่มาของข่าวสารก่อน นำเสนอต่อประชาชน					
2.6 ผู้ผลิตสื่อหรือให้ข้อมูลข่าวสารไม่ควรโกหก หรือสร้างข่าวขึ้นมาเอง					
2.7 ผู้ผลิตสื่อและให้บริการข้อมูลข่าวสารไม่ควร เผยแพร่ข้อมูลข่าวสารที่ก่อให้เกิดความ แตกแยกในสังคม					
3. ท่านสามารถบอกได้ว่าใครเป็นเจ้าของและ ผู้ผลิตข้อมูลข่าวสารและเนื้อหาในสื่อ					
4. ท่านเข้าใจว่าผู้แต่ง ผู้สร้างสรรค์ หรือผู้ผลิต ผลงานเป็นเจ้าของลิขสิทธิ์และมีสิทธิทุกประการ ในผลงานของเขา					
5. ท่านรู้ว่าเนื้อหาในสื่อต้องไม่ถูกแทรกแซงหรือ เซ็นเซอร์					

6. ท่านรู้ว่าช่องฟรีทีวี (เช่น ช่อง 3 5 7 9) ส่วนใหญ่ได้รับสัมปทานจากรัฐ					
7. ท่านรู้ว่าช่องฟรีทีวีมีเป้าหมายในการแสวงหากำไร					
8. ท่านรู้ว่าโทรทัศน์สาธารณะไม่แสวงหากำไรจากโฆษณา					
9. ผู้ชม/อ่าน/ฟัง แต่ละคนเข้าใจและตีความข้อมูลข่าวสารสื่อไม่เหมือนกัน เช่น ท่านกับเพื่อนอาจเข้าใจเนื้อหาของรายการที่ดูด้วยกันไม่ตรงกันก็ได้					
10. ท่านเข้าใจว่าสื่อต่างๆ (ทีวี วิทยุ อินเทอร์เน็ต ฯลฯ) ต้องปฏิบัติตามนโยบายและหลักปฏิบัติขององค์กร					
11. ท่านเข้าใจว่าโฆษณามีความสำคัญต่อผู้ผลิตสื่อและผู้ให้บริการข้อมูลข่าวสาร					
12. เมื่อรับข่าวสารทั้งสาระและบันเทิง ท่านบอกได้ว่าใครเป็นผู้ผลิตหรือเผยแพร่ มีวัตถุประสงค์อะไรและต้องการสื่อสารถึงใคร (กลุ่มเป้าหมายเป็นใคร)					
13. เมื่อรับข่าวสารทั้งสาระและบันเทิง ท่านบอกได้ว่าเนื้อหาข่าวสารนั้นมีความน่าเชื่อถือหรือไม่					
14. เมื่อรับข่าวสารทั้งสาระและบันเทิง ท่านจับใจความสำคัญได้ และบอกได้ว่ามันเกี่ยวกับอะไรหรือใคร มีลำดับเวลาอย่างไร					
15. ท่านบอกได้ว่าข่าวสารทั้งสาระและบันเทิงที่ท่านได้มาเป็นเรื่องใหม่หรือเก่าแล้ว					
16. เมื่อรับข่าวสารทั้งสาระและบันเทิง ท่านบอกได้ว่าเนื้อหาข่าวสารนั้นถูกต้องเที่ยงตรง และครบถ้วนหรือไม่					
17. เมื่อรับข่าวสารทั้งสาระและบันเทิงต่างๆ ท่านบอกได้ว่า อะไรเกิดก่อน-หลัง					
18. ท่านมีวิธีการในการประเมินค่าข้อมูลข่าวสารและเนื้อหาสื่อ ผู้ผลิตสื่อ รวมทั้งผู้ให้บริการข้อมูลข่าวสารได้					
19. ท่านสามารถแปลความหมาย ตีความ ทำความเข้าใจ และสามารถถ่ายทอดข้อมูลและเนื้อหาสื่อที่ได้รับมาให้กับผู้อื่นได้					
20. ในการเปิดรับข่าวสารหรือเนื้อหาสื่อ ท่านบอกได้ว่าข่าวสารหรือเนื้อหาสื่อ นั้นถูกแทรกแซง/เซ็นเซอร์หรือไม่					

21. เมื่อท่านพบข้อมูลข่าวสารในสื่อ (เช่น อ่านหนังสือ นิตยสาร ดูทีวี ฯลฯ) ท่านบอกลักษณะของกลุ่มเป้าหมายที่ผู้ผลิตต้องการได้ เช่น “เป็นผู้หญิง เพิ่งเรียนจบ โสด เป็นมนุษย์เงินเดือน”					
22. ท่านรู้ว่า...					
25.1 ขวดน้ำ แก้วกาแฟ หรือโน้ตบุ๊ก ที่ตั้งในรายการทีวี เป็นสิ่งของที่สปอนเซอร์หรือผู้สนับสนุนรายการให้มาตั้งโดยจ่ายเงินให้กับผู้ผลิตรายการ					
25.4 ฉากรถยนต์ที่ถ่ายให้เห็นโลโก้ (ตราสัญลักษณ์) รถอย่างชัดเจนในรายการโทรทัศน์หรือละครหรือภาพประกอบเรื่องต่างๆ ได้ เพราะเจ้าของแบรนด์รถจ่ายเงินให้ผู้ผลิต					
25.5 โฆษณาไม่ควรกล่าววดอ้างสรรพคุณหรือคุณสมบัติของสินค้า/บริการเกินความจริงได้					
25.6 ข้อความ/ภาพ/เสียง นี้ถูกสร้างขึ้นมาเพื่อให้ท่านรู้สึกว่าการสวมใส่เสื้อผ้าแบรนด์นี้ทำให้ท่าน “เท่” หรือ “สวย”					
23. เมื่อได้รับข้อมูลข่าวสารใดๆ ท่านบอกได้ว่ามันจำเป็น หรือเกี่ยวข้องกับหัวข้อหรือประเด็นอื่นใดบ้าง และสามารถตั้งคำถามเพิ่มเติมได้					
24. ในการหาข้อมูล ท่านใช้แหล่งข้อมูลที่หลากหลาย และนำข้อมูลเหล่านั้นมาเปรียบเทียบกัน					
25. ในการประเมินค่าสื่อ ต้องดูตั้งแต่ขั้นตอนการค้นหา รวบรวมข้อมูล ไปจนถึงการเผยแพร่ต่อไม่ว่าจะเป็นด้วยคำพูด รายงาน หรือด้วยสื่อรูปแบบต่างๆ					
26. ท่านสามารถอธิบายผลการประเมินค่าข้อมูล/เนื้อหาสื่อ (เช่น คลิปวิดีโอ บทความ รายการทีวี เว็บไซต์ เฟสบุ๊ก ฯลฯ) ที่ท่านทำขึ้นได้อย่างมีเหตุมีผล					
27. ท่านใช้อุปกรณ์ต่างๆ เช่น คอมพิวเตอร์ การเข้าแฟ้ม เพื่อจัดประเภทของข้อมูลที่ทำมาได้อย่างมีระบบ					
28. ท่านสามารถแปลงข้อมูลให้อยู่ในรูปแบบที่ต่างไปจากต้นฉบับได้ เช่น จากภาพถ่าย ทำให้เป็นไฟล์ภาพดิจิทัล					

องค์ประกอบที่ 3 การสร้างสรรค์ การใช้งาน และการติดตามข้อมูลและข่าวสารทางสื่อ

ประเด็น	น้อยที่สุด (1)	น้อย (2)	ปานกลาง (3)	มาก (4)	มากที่สุด (5)
1. ท่านสามารถนำข้อมูลหรือเนื้อหาสื่อ (เช่น คลิปไฟล์ภาพ/เสียง) มาสร้างเป็นผลงานต้นฉบับของตนเอง หรือองค์ความรู้ใหม่ได้ เช่น นำตัวเลขสถิติ มาเขียนเป็นกราฟ/แผนภูมิ หรือ อินโฟกราฟิก (infographic)					
2. ท่านรู้จักใช้เครื่องมือต่างๆ และคอมพิวเตอร์ ในการคิดและนำเสนอข้อมูลและเนื้อหาสื่อ					
3. ท่านเห็นความสำคัญของการเข้าถึงข้อมูลข่าวสาร และการส่งข้อมูลข่าวสารให้ตรงกลุ่มเป้าหมาย					
4. ท่านรู้จักใช้เทคโนโลยีสารสนเทศและการสื่อสาร (ICT) และแอปพลิเคชันต่างๆ ในการผลิตและนำเสนอ องค์ความรู้ใหม่ได้หลากหลายรูปแบบ					
5. ท่านรู้ว่าสิ่งที่ท่านผลิตอาจถูกใครนำไปใช้ก็ได้ ตามแต่วัตถุประสงค์ของเขา ซึ่งอาจก่อให้เกิดผลที่ตามมาได้หลายอย่าง					
6. องค์ความรู้ใหม่เป็นสิ่งที่ควรแบ่งปัน และเผยแพร่					
7. ในการผลิตหรือเผยแพร่ข้อมูล/เนื้อหาสื่อ ควรเลือกรูปแบบให้เหมาะสมกับปริมาณของข้อมูล และผู้รับข้อมูล (กลุ่มเป้าหมาย)					
8. ท่านรู้ว่าจะคุ้มครองผลงาน ข้อมูลส่วนตัว สิทธิเสรีภาพ ความเป็นส่วนตัวและลิขสิทธิ์ของตัวเองได้อย่างไร					
9. ท่านตระหนักว่าการสื่อสาร เผยแพร่และแบ่งปันความรู้ข้อมูลข่าวสารผ่านอินเทอร์เน็ต ย่อมก่อให้เกิดผลอย่างไรอย่างหนึ่งและเป็นการกระทำที่มีความเสี่ยง					
10. ท่านรู้จักใช้เครื่องมือและสื่อที่หลากหลายในการแบ่งปันข้อมูล เนื้อหาสื่อ และความรู้ เช่น โปรแกรมคอมพิวเตอร์ แอปพลิเคชัน คลิปภาพ/เสียง สิ่งพิมพ์					
11. ท่านให้ความสำคัญกับการเกี่ยวข้องและมีส่วนร่วมในกิจกรรมสาธารณะผ่านสื่อและผู้ให้บริการข้อมูลข่าวสาร					

12. ท่านรู้ดีว่าการมีเข้าไปมีส่วนร่วมในสังคมทั้งการไปด้วยตนเองและการทำผ่านสื่อออนไลน์ย่อมทำให้เกิดผลที่ตามมาและมีความเสี่ยง					
13. ท่านแบ่งปัน พูดคุยโต้ตอบกับผู้ผลิต ผู้ใช้งาน และผู้ให้ข้อมูลข่าวสารอื่นๆ รวมทั้งผู้ที่รับข้อมูลจากท่านไม่ว่าจะเป็นด้วยตนเองหรือผ่านทางออนไลน์					
14. ท่านรู้วิธีการและช่องทางในการเข้าไปมีส่วนร่วมในกิจกรรมทางสังคม					
15. ท่านคิดว่าเป็นเรื่องจำเป็นและรู้วิธีการที่ท่านจะต้องคอยดูแลผลลัพธ์ของข้อมูลข่าวสาร/เนื้อหาสื่อและองค์ความรู้ที่ท่านเป็นผู้ผลิตและ/หรือเผยแพร่ออกไป					
16. เมื่อได้รับผลตอบรับจากกลุ่มเป้าหมายที่มีต่อข้อมูลข่าวสาร/เนื้อหาสื่อ/องค์ความรู้ที่ท่านผลิตหรือเผยแพร่ ท่านสามารถวิเคราะห์ทำความเข้าใจได้					
17. หากท่านมีการตรวจสอบผลของการผลิตเนื้อหาทางสื่อออนไลน์ ท่านจะนำผลที่ได้ไปใช้เพื่อพัฒนาหรือสร้างสรรค์ข้อมูล/เนื้อหาสื่อ/องค์ความรู้ใหม่ๆ					
18. ถ้าผลของการผลิตและเผยแพร่ข้อมูล/เนื้อหาสื่อไม่เป็นไปตามต้องการ ท่านจะเปลี่ยนวิธีการผลิตและเผยแพร่ใหม่อีกครั้ง					
19. ถ้าท่านอยากจะร้องเรียนหรือแสดงความขอบคุณใคร หรือ หน่วยงานใด ท่านรู้ว่าจะต้องทำอย่างไร					
20. ท่านทบทวนความถูกต้องของข้อมูลข่าวสารและเนื้อหาของสื่อทั้งที่ผลิตเองหรือเผยแพร่ รวมทั้งคิดถึงผลที่จะตามมาหากข้อมูลข่าวสาร/เนื้อหาสื่อไม่นั้นไม่ถูกต้อง เช่น การรายงานข่าวช่วงภัยพิบัติ หรือภาวะวิกฤตต่างๆ ที่ไม่ถูกต้องจะก่อให้เกิดผลอย่างไรบ้างต่อผู้ที่ได้รับข้อมูล					
21. หากท่านเผยแพร่หรือผลิตสิ่งที่ไม่เหมาะสมแล้วเพื่อนตักเตือน ท่านจะรับฟังและดำเนินการแก้ไข					
22. หากท่านเผยแพร่หรือผลิตสิ่งที่ไม่เหมาะสมแล้วคนในครอบครัวหรือคนใกล้ชิดตักเตือน ท่านจะรับฟังและดำเนินการแก้ไข					

23. ท่านมีประสบการณ์ในการผลิตหรือสร้างสรรค์ ข้อมูลข่าวสาร/เนื้อหาสื่อ (เช่น ผลิตคลิปวิดีโอ ของตัวเอง เขียนบทความเอง โพสต์สถานภาพ และแสดงความเห็นในเฟซบุ๊ก ฯลฯ)					
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ตอนที่ 5 ข้อเสนอแนะ เกี่ยวกับการเผยแพร่ให้ความรู้ ข้อมูลข่าวสาร เกี่ยวกับการรู้เท่าทันสื่อ

หากมีการจัดสนทนากลุ่มเพื่อเก็บข้อมูลเชิงลึกเพิ่มเติมในอนาคต (มีค่าเดินทางและของว่าง) ท่าน....

ไม่สนใจ

ยินดีเข้าร่วม ชื่อเล่น _____ โทร. _____
(ชื่อและเบอร์โทรของท่านจะไม่ถูกเปิดเผยหรือนำไปมอบให้กับบุคคลที่สาม ไม่ว่าจะกรณีใดๆ)

ขอขอบคุณที่ท่านสละเวลาตอบแบบสอบถามนี้...นุติ หนูโพโรจน์ ผู้วิจัย

BIOGRAPHY

NAME

Nudee Nupairoj

ACADEMIC BACKGROUND

Bachelor's Degree (Second-class Honor), with major in English from the Faculty of Arts, Chulalongkorn University, Bangkok, Thailand in 1995 and a Master's Degree in Media Arts at Michigan State University, U.S.A. in 1999.

EXPERIENCES

Co-author of The Digital Information and Media Literacy E-book Project (DIMLE) in 2015

Guest Lecturer at The Graduate School of Communication Arts and Management Innovation, National Institute of Development Administration (NIDA) between 2014 and 2015

Second Screen Content Consultant at MePassion Co., Ltd. from 2014 to 2015
Lecturer and later guest lecturer at the Faculty of Communication Arts, Huachiew Chalermprakiat University from 2008 to 2013

Received a research grant for the study of The Path to Success and Principles of News Announcers in Thailand in 2011, from the Faculty of Communication Arts, Huachiew Chalermprakiat University

Received a research grant from government expenditure for a Doctoral dissertation on Media Literacy Learning Schema for Thai Generation Y, National Institute of Development Administration (NIDA) in 2015.

Secretary for the Working Group for Cable and Satellite Regulations at the National Telecommunication Commission (NTC) from 2008 to 2009

Participated in the Censorship Committee for the Advertising Association of Thailand during 2008 and 2010

Senior Producer for Smile TV Networks Co., Ltd. from 2005 to 2007

Senior Creative/Producer at Music Television Networks Co., Ltd. from 2002 to 2005