Fostering Media Literacy Competencies for Navigating Digital Media Cultures: Findings of a Comparative Study in Southeast Asia.

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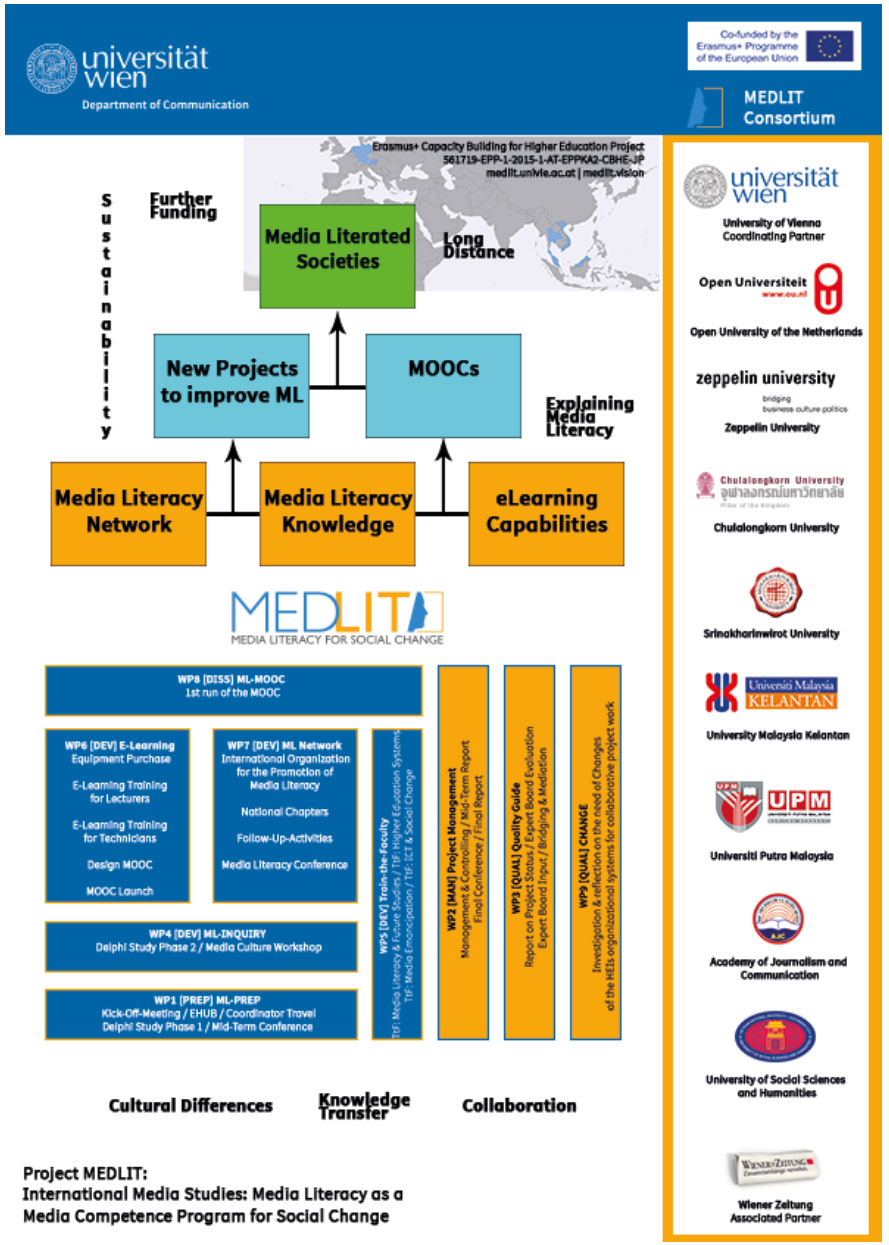
Communications Research in Digital Age
International Communication Association
Asia Regional Conference 2017

Session A2: Digital Media Applications
Friday, 15th December 2017



Project MEDLIT

MEDIA LITERACY FOR SOCIAL CHANGE

International Media Studies:

Media Literacy as a Media Competence Program for Social Change

http://medlit.vision

561719-EPP-1-2015-1-AT-EPPKA2-CBHE-JP

Co-funded by the Erasmus+ Programme of the European Union

International Collaboration

MEDLIT Consortium

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University of Vienna
Coordinating Partner

Universiti Malaysia KELANTAN

University Malaysia Kelantan

Chulalongkorn University
จุฬาลงกรณ์มหาวิทยาลัย
Pillar of the Kingdom

Chulalongkorn University

AJC

Academy of Journalism and Communication

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BERILMU BERBAKTI

Universiti Putra Malaysia

SRINAKHARINWIROT UNIVERSITY

Srinakharinwirot University

VIETNAM NATIONAL UNIVERSITY - HOCHIMINH CITY
UNIVERSITY OF SOCIAL SCIENCES AND HUMANITIES

Jniversity of Social Sciences and Humanities

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bridging
business culture politics

Zeppelin University

Malaysia

Thailand

Vietnam

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MEDLIT
MEDIA LITERACY FOR SOCIAL CHANGE

Sustainability

Further Funding

Media Literated Societies

Long Distance

New Projects to improve ML

MOOCs

Explaining Media Literacy

Media Literacy Network

Media Literacy Knowledge

eLearning Capabilities

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Activities / Work Packages

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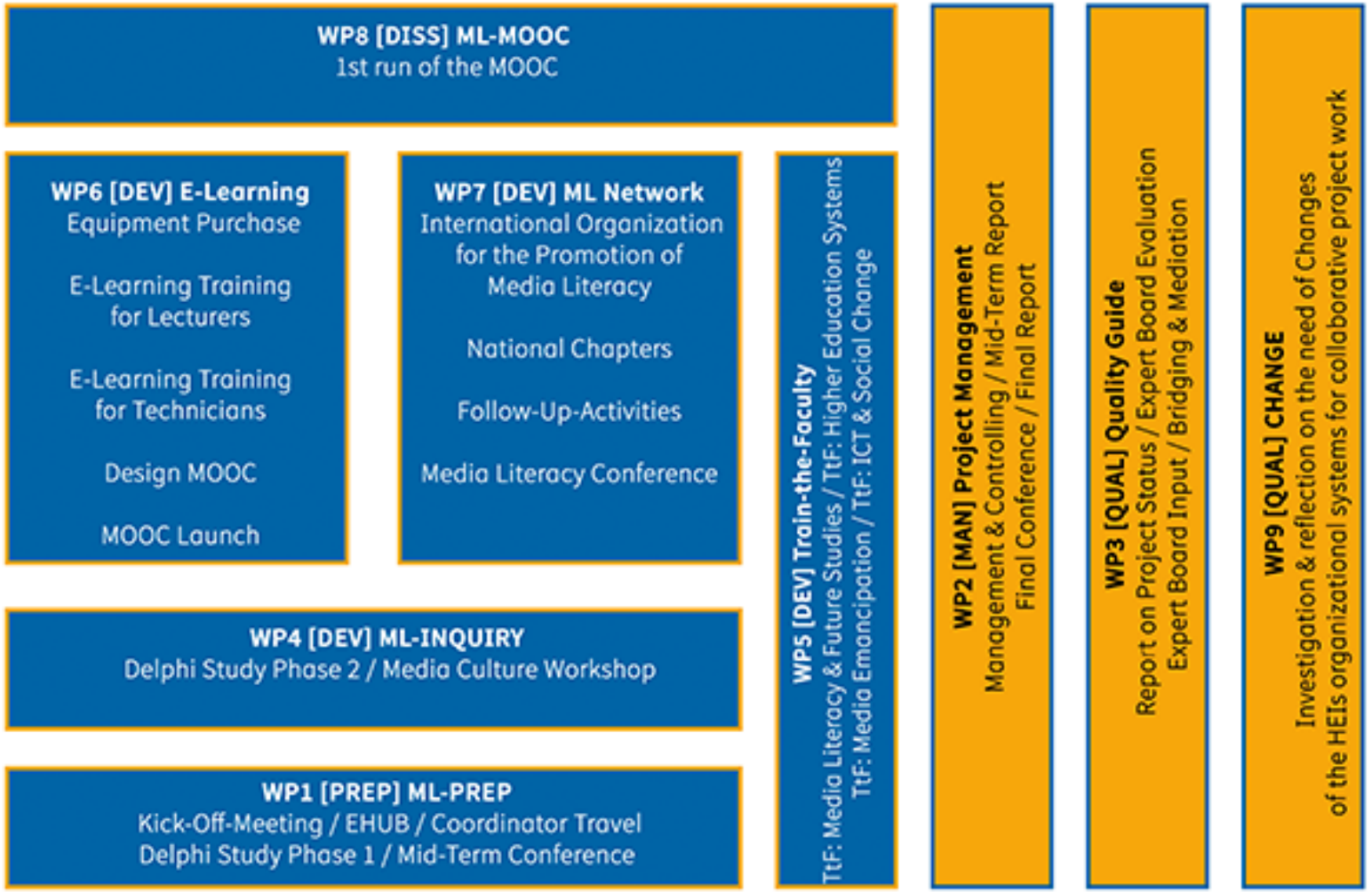

Extended Two Years Projects
October 15th, 2015 to
March 14th, 2018

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Sources of Media Literacy Knowledge

MEDLIT
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Academic Reflection

Professional / External Expertise

Workshops

Media Culture
Media Literacy & Future Studies
Higher Education Systems
Media Emancipation
ICT & Social Change

Delphi Study

2 WAVES
Part of Preparation WP
Media Literacy Inquiry

Pre-Existing Institutional Knowledge

Academic

Future (Basic) Media Literacy

Synergy / Didactics / Reflection

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Delphi Study (Goals)

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- Identifying media systemic and media culture specific aspects of the Southeast Asian Media Societies
- Conducting a Delphi study in collaboration with research teams from Malaysia, Thailand and Vietnam to identify national experts' opinions on
  - Media literacy competencies
  - Future education on media communication and required competencies

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Delphi Study (Method)

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- Delphi technique is widely used in educational research
- Group communication process
- Experts judge, weigh and rank a certain problem
- Experts are not directly confronted
- Iteration process of two or more waves including feedback loops

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Delphi Study (Stakeholders)

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- National experts (in particular from the media fields)
- Media education, media production, politics and administration, NGOs, media companies, media practitioners, activists/civil society, observers and students, researchers.

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Delphi Study (Limitations)

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- Applied Science
  - It's a Erasmus+ CBHE project
  - Research is only a tool to generate an educational / higher education system output

- A Comparative Study
  - Different Media Systems
  - Different Media Culture
  - Different Media Literacy / Education

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Delphi Study Facets

MEDLITA
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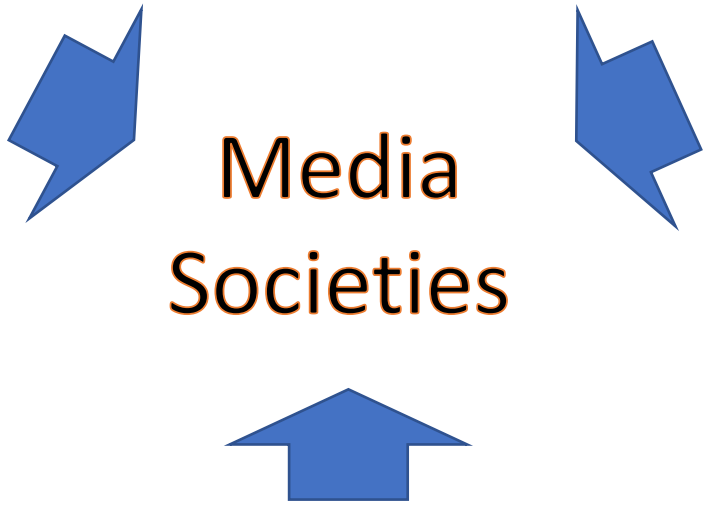
Media Culture

Media Literacy



Media System

cf. Guttman & Greenbaum 1998

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Facet: Media Literacy

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Skill-based approach to media literacy by Sonja Livingston (2004)

4 aspects/dimensions of media literacy:

- Access
- Analysis
- Evaluation
- Creation

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Facet: Media Culture

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Analysed aspects/dimensions

- Phenomenological level
- Epistemological level
- Normative level

(Adolf 2006)

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Facet: Media System

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Analysed aspects/dimensions

- Market structure
- Market conduct
- Market performance (SCP-scheme)
- Media regulation
- Economic situation of the media system
- Content strategies of media companies within the media system

(Wallner 2007)

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Field Work

The empirical work was conducted by the national research teams from Malaysia, Thailand, and Vietnam, in collaboration with the team from Zeppelin University

- Preliminary study
- First wave:
  - May to August 2016
  - open- and closed-ended questions, scale 1 (not important at all) – 6 (very important)
- Second wave:
  - December 2016 to February 2017
  - open- and closed-ended questionnaires, scales (1–6) and rankings
  - Feedback of 1st wave included

Findings (Malaysia)

MEDLIT
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- Representation of Reality / Trustworthiness
  - ➢ Skills, how to differentiate true from false
- Cultural Values / Communication Ethics, Human Rights
  - ➢ Responsible media use concerning culturally sensitive content
- Critical thinking / Manipulation
  - ➢ Evaluate effects of media content

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Table 3a: Means and SDs of ranking of normative understanding facet items of media literacy education (dimension: market structure, regulation, and cultural values) by stakeholder (Tamam et al. 2017, 12)

Dimension: Market structure, media regulations and cultural values	1st wave	2nd wave						
	Rank	All (n= 44)	E (n= 5)	GA (n= 8)	NA (n= 12)	P (n= 4)	NGO (n= 4)	PA (n= 6)	S (n= 5)
Communication ethics is important in order to create mutual respect and responsible media use.	[1]	1.75 *1.314* [1]	2.80 *1.788* [2]	1.87 *1.726* [1]	1.17 *.577* [1]	3.00 *2.160* [3]	1.00 *.000* [1]	1.50 *.547* [1]	1.80 *.836* [1]
Malaysian cultural values are important in order to analyze, create and disseminate culturally sensitive media content.	[2]	2.38 *1.401* [2]	3.20 *2.387* [3]	2.13 *1.246* [2]	2.42 *.792* [2]	2.75 *2.872* [2]	2.25 *.500* [2]	2.17 *1.169* [2]	2.00 *1.225* [2]
Media laws and regulations to create media content.	[3]	2.86 *.851* [3]	2.20 *.836* [1]	2.75 *.886* [3]	3.17 *.792* [3]	2.50 *.577* [1]	3.50 *.577* [4]	2.83 *.983* [3]	2.80 *1.095* [3]
Media ethics to create culturally sensitive media content (respect cultural and religious sensitivity).	[4]	3.57 *1.043* [4]	4.00 *1.224* [5]	3.50 *1.195* [4]	3.25 *.965* [4]	4.25 *.500* [5]	3.25 *.957* [3]	4.17 *.983* [4]	3.00 *1.000* [4]
Media laws and regulations in order to analyze media contents.	[5]	4.66 *1.119* [5]	3.80 *1.789* [4]	4.63 *.517* [6]	5.08 *.900* [5]	4.00 *1.155* [4]	5.25 *.500* [5]	5.00 *.000* [5]	4.20 *1.923* [6]
Media laws and regulations in order to determine what is appropriate to publish/broadcast.	[6]	4.79 *1.132* [6]	4.60 *1.140* [7]	4.62 *.916* [5]	5.17 *1.193* [6]	4.50 *1.290* [6]	5.25 *.500* [5]	5.17 *.408* [6]	3.80 *1.789* [5]
Intellectual property rights in order to ethically use and create media content.	[7]	5.41 *1.647* [7]	4.40 *2.701* [6]	5.37 *1.505* [7]	5.83 *.717* [7]	4.75 *2.629* [7]	6.50 *.577* [7]	5.33 *1.751* [7]	5.20 *1.923* [7]

Note: Figures in italic are standard deviation; Figures in [bracket] are rank in descending order of importance.
E= Educator; GA= Government agency; NA= News/media agency; P= Politician; NGO= Non-governmental organization; PA= Professional association; S= Student

Findings (Thailand)

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- Responsible media use / differentiation between genres
  - ➢ Awareness, consideration, discretion, accountability
- Representation of reality within the media
- Knowledge about current affairs
- Access to information and ICT

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Table 11 Important knowledge and skills to prepare university students to become media literate in the future of the first and second-wave Delphi study (Sinthuphan et al. 2017, 17)

Item	Statement	1st wave (n=10)	2nd wave (n=40)	difference
19	Knowledge and ability to select information and media content that are relevant to one's needs	5.5	5.5	=
20	Knowledge and ability to distinguish different types of media genres	5.4	5.5	+0.1
21	Knowledge about the characteristics (qualities & aesthetic) of different media genres to demand desirable media content	5.2	4.8	-0.4
22	Knowledge about how media present reality	5.7	5.9	+0.2
23	Ability to see how (socio-economy, race/ethnicity, ideology) diversity (or lack thereof) is presented and represented in media content	5.6	5.2	-0.4
24	Ability to communicate and produce content with creativity and responsibility	5.7	5.6	-0.1
25	Knowledge about the positive and negative influence of media on people's daily life	5.6	5.5	-0.1
26	Ability to use media content with consideration and awareness	5.9*	6.0*	+0.1
27	Ability to create media content and/or communicate with discretion and accountability	5.7	5.5	-0.2
28	Knowledge about current affairs to demand better/desirable media content	4.9**	5.4	+0.6
29	Knowledge about relevant discliplines to demand better media content	5.2	5.0	-0.2
30	Ability to incorporate demand for better content and media/ICT skills to create desirable content	5	4.8**	-0.2
31	Knowledge about online opportunities and risks is important to create awareness in using new media	5.4	5.2	-0.2

Note: * = Highest score, ** = Lowest score

Findings (Vietnam)

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- Knowledge about political, economic, cultural and historical contexts of the country
  - ➢ to participate and understand mass communication activities

- Ability to use foreign languages, e.g. English, to access the global media market

- Knowledge and skills about new media
  - ➢ new media plays in important role for societal participation
  - ➢ perceived to be one of the main information sources but not as information generator

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Table 4d. Media values and expectation

No	Statements	Del@1	Results Del@2				
		Mean (SD)	Mean (SD)	Managers	Practitioners	Edu. & Researchers	Users
17.15	Knowledge about online advantages and challenges (in order to create awareness in using the Internet platform for communicating)	4.79 (.097)	4.71 (1.222)	4.64	4.48	5.22	4.50
17.16	Knowledge and skills in journalistic writing and producing (in order to analyze the media content)	**4.69** (.117)	4.62 (1.316)	4.45	4.41	5.28	4.25
17.18	Technical knowledge and skills to use computer and Internet (in order to access or create media content)	**4.56** (.103)	4.57 (1.209)	4.90	4.30	4.94	4.33
17.19	Ability to use foreign languages, esp. English (in order to access global media market)	**5.27 (.078)**	**5.34 (.874)**	5.27	5.33	5.28	5.50
17.20	The skills of thinking critically about mass communication (in order to analyze and evaluate media content)	4.98 (.104)	5.24 (1.024)	5.36	5.11	5.50	5.00
17.26	Understanding of the audience's needs (in order to create, analyze and evaluate media content)	5.13 (.101)	5.16 (1.002)	5.18	4.96	5.61	4.92
17.27	Understanding of the audience's method of determining the meaning of the text (in order to create, analyze and evaluate media content)	4.86 (.102)	4.78 (1.077)	4.45	4.78	5.22	4.42
17.29	Knowledge about the mechanism of trust of the audience toward the media institutions	4.71 (.109)	4.46 (1.301)	5.09	4.33	5.03	4.33
17.30	Knowledge about the freedom of speech (in order to analyze, evaluate and take part in the field of media)	4.81 (.101)	**4.91 (.942)**	4.55	4.78	5.33	4.92
17.31	Knowledge and skills in using the new media (in order to create, analyze, evaluate and distribute media content)	4.99 (.093)	**5.18 (.929)**	5.27	4.96	5.39	5.25

Cross-Country Results

MEDLIT
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- Media and Communication ethics
- Knowledge about media content and role
- Critical thinking, manipulation
- Representation of reality
- Knowledge about cultural context (current affairs, social, political, economical context)
- Media laws and regulations

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Sustainability of the Delphi Study

MEDLIT
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- Stakeholders stay an important group
  - Evaluators of national MOOCs ("3rd Delphi")
  - Future Members of MEDLITnet

- Findings
  - Creation of MOOCs
  - Future revisions of national MOOCs / Future MOOCs
  - Future revisions of courses & other teaching (materials)

- Academic Publication

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Thank you for your attention!

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Follow the project on ResearchGate

https://www.researchgate.net/project/MEDLIT-International-Media-Studies-Media-Literacy-as-a-Media-Competence-Program-for-Social-Change

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