

THE STUDY ON THE PARTICIPATION PATTERN OF MEDIA ENTREPRENEURS TOWARD THE PUBLIC'S MEDIA LITERACY ENHANCEMENT

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ABSTRACT

This research study aims to investigate patterns toward the public's media literacy enhancement by media entrepreneurs. In this action study, qualitative research tools were employed to collect data from key informants, including 15 media entrepreneurs and media specialists, and 27 stage workshops with the total number of 162. The data obtained were analyzed and presented descriptively. The findings suggested that the patterns of media literacy formation by media entrepreneurs consist of 1) providing knowledge and enhancing media literacy which should be proceeded with media consumers in educational institutes and in forms of media literacy training programs for the targeted, 2) developing media consumers into active citizens along with constructing media citizens in order for these people to take part in protecting their freedom, to verify public information and to respect others' opinions, 3) enhancing responsibilities of media entrepreneurs through incentive measures along with assigning duty indicators coupled with assessment system in order for the outcomes to be processed as tax reduction, 4) employing public media channels to produce media literacy programs, which, with freedom, must not be corruptible by financial incentives and political power, 5) enhancing self-monitoring among media entrepreneurs with media monitor or media watch through the consideration of committee consisting of media entrepreneurs, volunteers, media consumers, and academics, 6) direct financial supports from responsible bodies to produce media literacy programs.

Keywords: media literacy, media entrepreneurs, patterns

INTRODUCTION

It is considerably accepted that in our modern society, media play an important role as a communication tool or a knowledge constructor and narrator through channels in order to propagate accounts to members of the society. Though media have been an important tool to enhance the society, politics, economy, education, culture, intellectual communication, and social psychology, they also affect the members. It is because, in order to survive the challenging competitiveness of the society, economy, and politics, organizations have employed media for stimulation and improvement toward their desirable outcomes, such as the stimulation for product and service consumption. Therefore, despite their concrete benefits on consumers, media can more or less adversely affect those who lack the ability to extract the truth or perceive media appropriateness, especially children and juveniles. If these

citizen groups are not suggested toward media literacy, media may more or less contribute to adverse outcomes toward themselves and the society. The concept of media literacy holds considerable importance toward critical thinking skills for people to open to and apply the information through analytical and reasoning practices. This allows them to improve their quality of life and their media literacy, along with the awareness toward rights and responsibilities in sharing opinions and social participations. This is one of the key competencies of World citizens in the 21st century. Based on the theoretical ground of Smart Media for Smart Consumers that promote the relationship and need addressing between media and consumers and that does not aim at negating or investigating, the four components that lead to the equality of relationship, helps, and contributions toward smooth media administration consist of 1) access which deals with how to make consumers gain access to media and how to make them know the media, 2) analysis which concerns about how to increase the media consumers' analytical ability along with stimulating the audience's feedback, 3) assessment which resembles how one looks in the mirror to see his/her advantages or downsides for further improvements, and 4) content production which seems to be a challenge as this requires the change of role: from consumers to production partners of different levels (open space for consumers' opinions, suggestions or for content production analysis. The open space as part of component in 4) is in line with the study of Christ and Potter (1998) [1]. which suggested that media literacy consists of four dimensions: 1) cognitive dimension which refers to the personal ability to comprehend simple symbols and complex information, 2) emotional dimension which refers to the ability to categorize symbols stimulating emotions and feelings and which requires consumers to recognize how these symbols stimulates both issues along with how to exercise these symbols to adjust their personal feelings as desired, 3) aesthetic dimension referred to as the ability of an individual to entertain himself with the access or the value of artistic appreciation as this is the fundamental understanding toward each media production, 4) moral dimension referring to the ability of a person to analyze the hidden message Potter, (2006) [2]. Furthermore, [3] Suparak Chutrakul (2018) [3]. stated that there are two factors that contribute to media literacy: internal and supportive factors. The internal contributors toward the media literacy of leading juveniles include 1) critical thinking, 2) awareness toward media influence, and 3) self-awareness. Meanwhile, the supportive factors consist of friends and teachers, 2) exposure to creative media and use media and technology creatively, 3) reading, 4) aesthetics.

Media literacy has been considerably conceived internationally, which UNESCO (2013) [4]. has determined as key strategy of mass media. This is under the concept of freedom promotion and the enhancement of ability in globally and equally accessing information and knowledge Yenchabok, (2009) [5]. Therefore, many countries started to perceived the importance of media literacy and have implemented into propagating and improving the knowledge in the form of participatory research along with the participation of those in media organizations, who can more or less contribute to smart media amongst the existing media and newly emerging digital channels. In order to be exercised as the prototype, the media literacy must focus on media entrepreneurs as partners toward effective literacy. This will lead to the benefits of the public who will select and use media consciously, be able to analyze, synthesize, and utilize toward self-development in multidimensional aspects.

OBJECTIVE

This research aims at investigating the patterns toward the public's media literacy enhancement by media entrepreneurs.

METHODOLOGY

This research was an action study employing in-depth interview, a qualitative tool, to collect data. The key informants comprised 15 media entrepreneurs, media specialists, and lecturers from higher-education institutes. Also, there existed workshops with 27 media entrepreneurs which included Channel 5 HD, NBT, Thai PBS, Channel 3 HD, MCOT Family, MV Family, TNN 24, Thai TV, New TV, Spring News, Bright TV, Voice TV, Nation TV, Workpoint, True 4U, GMM25, Now 26, Channel 8, Channel 3 SD, Mono 29, MCOT, ONE, Thairath TV, Channel 3, Amarin TV, Channel 7 HD, and PPTV. The total number of participants were 162. The documentary research was also performed.

Regarding the scope of content, processed were the analysis and the synthesis of opinions and actual situation of media literacy enhancement. In addition, the systematic review of documents was exercised. The qualitative analysis was performed on the in-depth interview. These were to gain insights and formulate thinking frameworks toward the participatory strategies of media literacy enhancement among media entrepreneurs. Afterwards, the workshops were arranged in order to exchange opinions critically to arrive at a final conclusion toward media literacy enhancement, along with the determination of patterns toward media literacy enhancement among media entrepreneurs. The emphasis was placed on new knowledge and extend the existing knowledge systematically. This was to embrace and prepare for actual implementation.

The researcher performed an in-depth interview with media specialists, lecturers in higher-education institutes, and media entrepreneur representatives, along with the arrangement of workshops in order to exchange opinions critically to arrive at a final conclusion toward media literacy enhancement, along with the determination of patterns toward media literacy enhancement among media entrepreneurs. The interview process started by determining key issues based on the research framework, specifying required data of each issue, and validating the interview questionnaire along with issues in the workshops by experts toward content validity. Later, revisions according to suggestions were performed.

The researcher analyzed the data retrieved, compared and synthesized in order to summarize. These steps followed the practice of qualitative research. Afterwards, the conclusion was formulated by associating the data acquired and demonstrated in the form of descriptive data. Finally, the relationship between issues of all groups retrieved led to the formulation of holistic thinking process.

RESULTS

According to the findings, patterns toward the public's media literacy enhancement by media entrepreneurs include the following.

1) Education toward knowledge and media literacy enhancement remains necessary for the mission. This can be processed in all educational levels through the use of different media as seen appropriate as follows.

- There should be media literacy enlisted in the study programs of primary, secondary and tertiary levels. There should also be some introduction of media literacy program in the contents of other courses by applying such the skills as analysis, questioning, criticisms, to promote media literacy for children and juveniles.

- There should be the media literacy enhancement in the non-formal education institutes, to promote the issues amongst those who do not pursue degrees in normal education path, especially the elderly, workers, parents of students. The lesson can be propagated in form of distance learning via radio, TV, and e-learning by the content supports of institutes and organizations that promote and control the media literacy.

- There should be media literacy trainings for the target groups. The trainings can be processed, for example, by professional facilitators, peer-to-peer toward media literacy, short film contest, songs, or via local media channels.

- Media literacy enhancement can be processed through personal media by using the thoughts of each consumer group to protect and address risk behaviors resulting from media consumption of family members. This can include precaution, questions, and negative reflections toward such media for members.

- There should be media literacy enhancement on the internet. This can be proceeded by using media channels appropriate for each consumer group to release trustworthy information, such as Facebook, Twitter, Line along with main media like radio and TV programs. It is more or less similar to what radio and TV channels and other related organizations are doing to propagate proper information to the public.

2) There should be the active citizen promotion, to create active citizen networks related to media to take part and protect their freedom toward communication, verify public information, and respect others' opinions. There must also be supports for sharing channels and continuous process. This can be supported by media-control organizations, leading to the increased awareness toward producing media contents, and responsible media entrepreneurs.

3) There should be an enhancement toward the responsibilities of media entrepreneurs by stimulating measures and determining media responsibility indicators along with evaluation system. The evaluation result can be counted toward tax reduction or toward permission fee reduction by NBTC or budget distribution, including fundraising campaigns from decent entrepreneurs of products and services. These entrepreneurs may participate in the development of the media literacy program concepts.

4) Public media can be used to produce media literacy programs. They are free media without any financial or power interruptions. They can produce such programs to be propagated or be a lesson in educational institutes or on the internet.

5) The self-monitoring of media entrepreneurs should include verifiable mechanisms along with media monitor or media watch protocols in the form of committee, consisting of media professionals, volunteers, media consumers and academics. The committee shall investigate the responsibilities of the media and reflect.

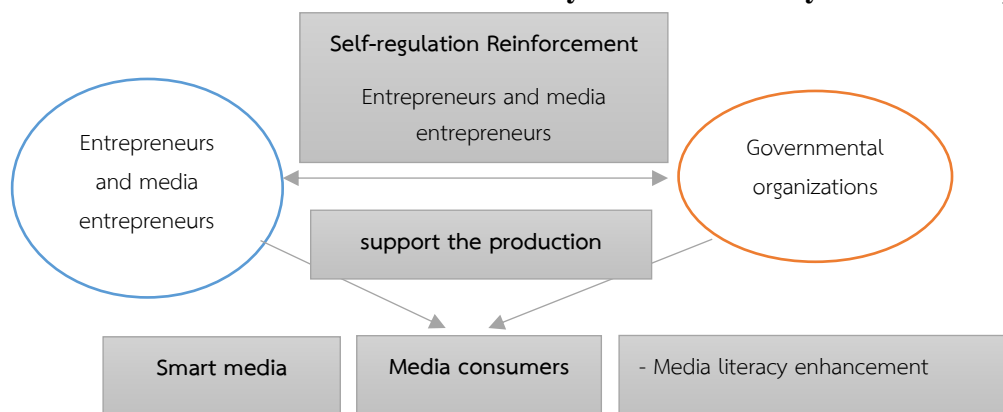
6) There should be direct organizations to support the issue by financially promoting the production of media literacy programs, or other programs without business supports, or

using the fund raised from frequency permission auction in media businesses to produce media literacy programs in any forms.

New knowledge

When the level of media literacy among the public increases, it will force the media entrepreneurs to perform in accordance with professional ethics. There should be an advocacy for the media entrepreneurs to become Smart Media for Smart Consumers by stimulating the entrepreneurs to produce contents that improve the public’s media literacy. Media are the key factor of the mission. As Smart Media, the introduction toward effective Smart Citizens with media literacy should be reinforced through quality media production. In addition, the advocacy toward self-regulation of media entrepreneurs provides key data to governmental organizations, including NBTC. The NBTC hence can issue policies based on the data retrieved. This enhances the participation of media entrepreneurs toward the public’s media literacy reinforcement, in order for them to become active citizens, as demonstrated in the following diagram.

Figure 1
The Pattern toward the Public’s Media Literacy Enhancement by Media Entrepreneurs



CONCLUSION AND FUTURE WORK

Based on the interviews with media entrepreneurs and media specialists, it was revealed that the current situation of media literacy enhancement for the public more or less improves. Responsible organizations for media control have accentuated on the media literacy. Many educational institutes enlist media literacy in their curricula. However, media entrepreneurs who are to compete one another for their business seem not to participate in this campaign. They hold the understanding that media literacy refers to the literacy toward media personnel and owners. That is considered the negative definition. However, the media entrepreneurs echoed that the literacy will lead to the improvement of professional ethics and social responsibilities among media. For example, there are TV programs that promote media literacy by raising news topics or viral clips into analysis and discuss. The public then receive the proper knowledge and hold proper understandings. Specialists of various disciplines take part in sharing opinions. These programs include “Roo-Tao-Roo-Tan” of Thai PBS, “Sure-Korn-Share” of MCOT HD, “Sure-Na-Mae-Yah-Share-Mua” of Amarin TV. In addition, there exist TV programs aired on social media, another channel for consumers to retrieve

data, and criticize. According to the research findings, it was suggested toward media-control organizations on the public's media literacy enhancement by media entrepreneurs that should include 1) extending knowledge, improving skills toward media literacy along with trainings for media literacy skills improvement, 2) advocating consumers to become active citizens, building media citizens in order for media entrepreneurs be more responsible for media consumers, 3) enhancing media entrepreneurs' responsibilities by measure incentives and media responsibility indicators, 4) advocating public media to produce media literacy programs to be aired in other media, 5) enhancing self-regulation among media entrepreneurs to hold verifiable mechanisms in the form of committee including media professionals, volunteers, media consumers, and academics, and 6) direct supports from media-control organizations to fund the media literacy productions for knowledge programs that hold no financial supports by businesses.

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