

Use of social online media to improve life skills in online media literacy of children and youth

¹Chatchayapha Wattanathum

ABSTRACT--The purposes of this research were to create, develop and investigate of online social media for enhance life skill: media literacy of children and youth. The samples used in the research were voluntary and volunteered to participate in activities, with parental consent and support. There were 30 children and youth aged between 9-16 years old. The research area consisted of 5 communities in the Khlong Lat Prao area, including Chao Por Somboon 54 community, Roi-Krong community, Bang Bua Ruam Chai community (Saphan Mai 2), Run Mai Pattana community and the Ruam Mit Rang Satta community. The research tools used for data collection were 1) Focus Group interview form, 2) Expert quality evaluation form for online storytelling books and online media literacy (Content) which is an assessment of the 5 level assessment scale, 3) The evaluation form for the quality of experts towards the electronic story book online combined with the subject of media literacy (technical) is an evaluation form of the 5 level assessment scale, 4) The expert opinion form for the knowledge test Media literacy (IOC), and 5) Activity schedule for learning about media literacy by using the training for 3 days, in a total of 24 hours. 6) Online story books and electronic storytelling combined with media literacy.

Keyword--Life skill, Media literacy, Online social media, Electronic book, Augmented reality technology.

I. INTRODUCTION

Partnership for 21st Century Skills, 2011, presented the framework of necessary skills for learners in the 21st Century. It consists of 3 components: learning and innovation skills, information media and technology skills, information literacy, media literacy and life and career skills. It can be seen that media literacy is a necessary skill of learners in the 21st Century because they have to live among rapid changes. The concept of media literacy originated in Germany in the 17th Century. According to the global conferences on media literacy by UNESCO at Grundwald, Germany, the Mass Media Declaration was drafted and it stated that media education shall be provided for students from kindergarten to university level; a curriculum and means for training teachers shall be created to increase their understanding of media, and that there shall be research and development activities for the benefits of mass media study. This resulted in alertness and enthusiasm in media literacy in several countries, such as Canada, Australia, France, Norway, Britain, Finland, Scotland and Sweden. Media literacy project has become part of the national curriculum in these countries.

¹ College of Teacher Education, Phranakhon Rajabhat University, 9 Changwattana Road, Bangkhen Bangkok, Thailand 10220 , (662) 544-8456, chatchayapha_w@gmail.com

For Thailand, the information from a child and youth watch project from Ramajiti Institute concerning the time that new generations of children spend on media showed that in the year 2012, more than 91% of students in secondary education level and higher education level own a mobile phone (Department of Children and Youth, 2017). It has been increased from 85% in the year 2009. From the analysis of behavior and usage of mobile phone, it was found that, on average, the students use their mobile phones to talk and chat via programs such as Line, WhatsApp, Bbmessenger, and Facebook for about 166 minutes (2 hours 40 minutes) per day.

In addition to the above reason, the researcher went to communities along Lat Phrao canal in January 2019 and arranged a meeting with the people at Kor Sor Bor Communities Moo 5 (Saenthawee, 2010). Interviews were conducted with the children and youth of the area, as well as their parents who participated in the meeting. The topic was about how the children and youth regularly spend the time of their day. Almost all of the children and youth said that, apart from studying in the classroom, they spent most of their time using their mobile phones. They played online games and used LINE, Facebook, and Instagram. Some of them used the internet to search for information to do their school assignments. The parents gave information about the behavior of the children that pointed toward the same direction. At home, the children were mostly busy with their mobile phones. When the parents seized the phone from the children, they went outside to play online games. This made the parents worried because they were not sure whether the children under their custody spend too much time on the internet or use the internet inappropriately. They agreed that if there would be activities which helped children and youth learn to spend appropriate amount of time on their mobile phones, it would bring benefits to families and communities.

In order to develop online social media literacy skill in children and youth, this research aims to create, develop and investigate the efficiency an online social media that enhances life skills in media literacy in children and youth of Lat Phrao Canal Communities, Thailand as shown in Fig. 1. After doing some literature review, it was found that the study of media literacy in students is about the study of behavior, conditions, and factors that affect media literacy (Chanaisawan, K., 2001). An important question occurred: what should be the characteristics of the tool for improving online social media literacy in students? That was why the researcher became interested in creating and developing online social media that will enhance media literacy in children and youth living in Lat Phrao canal communities (Kaewthep, K., 2002). It was aimed to be the media that is fresh, interesting and resulting in learning. It was to be used as an effective tool to enhance online social media literacy. The results from this research would lead to the use of this online social media to improve media literacy in children and youth at a larger level.

II. SCOPE OF STUDY

The scope of this research is as follows:

1. Population and Sample Group

This research covers communities along Lat Phrao Canal as shown in Fig. 2, which includes 12 communities in Khlong Song area of Sai Mai District, 8 communities in Bang Bua area of Bangkhen District, 6 communities in Laksi area of Don Muang District, 15 communities in Lat Phrao area in Huaykwang District, and 11 communities in Wang Thonglang area of Chatuchak District. In total, there are 52 communities.

Population – The population in this research are children and youth age 6-18 years old who live in communities in 3 areas along Lat Phrao Canal: 12 communities in Klong Song area of Sai Mai District, 14 communities Bang Bua area of Bangkhen District, Laksi, Don Muang, 26 communities in Lat Phrao area of Huaykwang District and Wangthonglang Chatuchak District. In total, there are 52 communities.

Sample Group – The sample group in this research was selected by the willingness and volunteering of the children and youth to participate in the activity. They received permission from their parents to participate. In total, there were 30 children and youth from age 9-16 years old who lived in communities along Lat Phrao Canal who were ready and wanted to participate in the activity “The Use of Online Social Media to Enhance Life Skills in Media Literacy.” They were 30 children and youth from San Chaopor Somboon 54 Community, Roykrong Community, Bangbua Ruamjai Community, Roonmai Phattana Community, and Ruammit Raengsattha Community.

2. *Scope of Content* – The content used in this research came from the study and the analysis of how to adapt and use online social media. It is called “The Use of Online Social Media to Enhance Life Skills in Media Literacy in Children and Youth from Communities along Lat Phrao Canal.” It is consisted of knowledge about media literacy, stories, games, internet, and mobile phone.

3. *Scope of Time* – The research lasted for 1 whole year, from December 1, 2018 and to December 30, 2019.

4. *Scope of Area* – Five Communities along Lat Phrao Canal: San Chaopor Somboon 54 Community, Roykrong Community, Bangbua Ruamjai Community, Roonmai Phattana Community, and Ruammit Raengsattha Community.

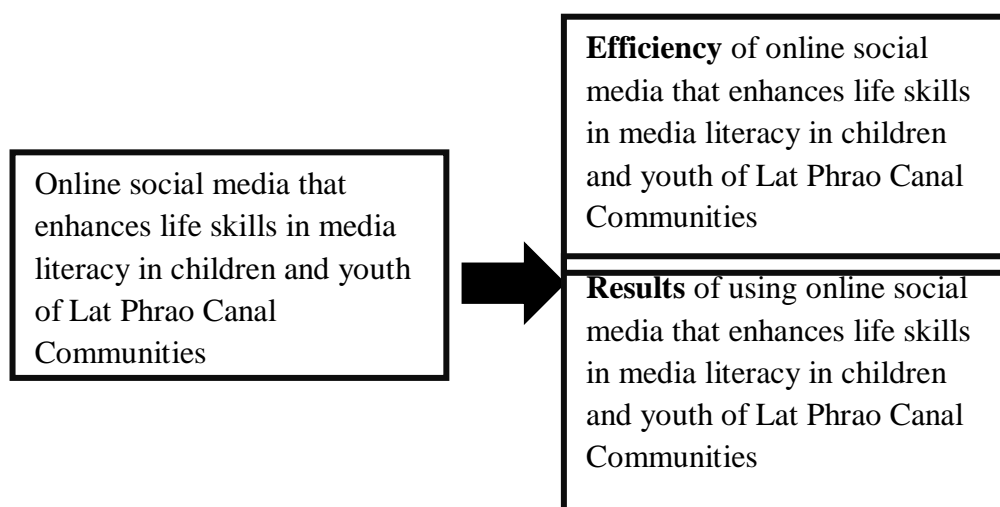


Figure 1: Research Framework

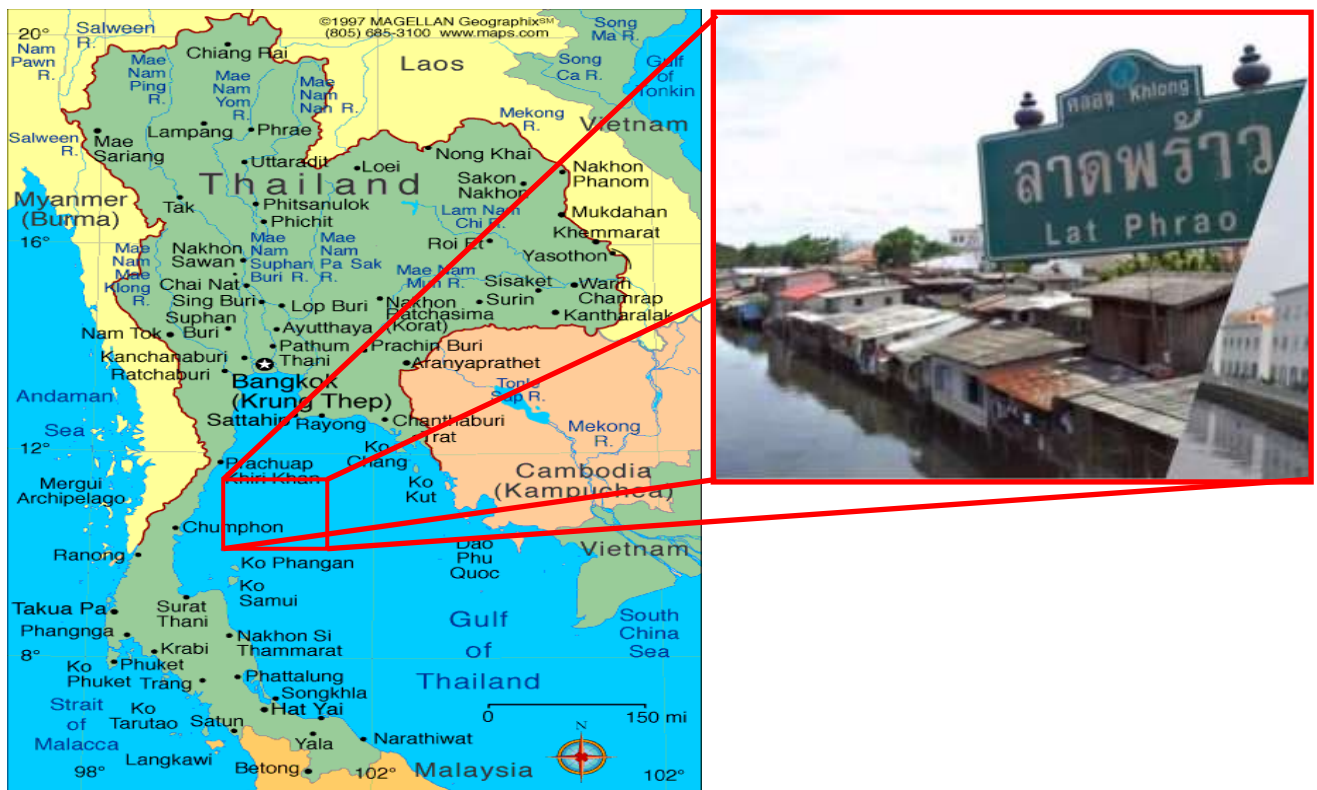


Figure 2: Area of communities along Lat Phrao Canal

III. METHODOLOGY

The research “The Use of Online Social Media to Enhance Life Skills in Media Literacy of Children and Youth in Communities along Lat Phrao Canal” is an experimental research that used pre-experimental design. The experiment was conducted according to One Group Pretest-Posttest Design (Pakitfuangfu, N., 2016). The method has been divided into 3 phases, as follows.

Phase 1

It is a study to accomplish objective no.1, which is to create and develop online social media that enhances life skills in media literacy in children living in communities along Lat Phrao Canal. Concepts and theories related to the desired media were studied. For example, concepts and theories about how to use online social media to improve media literacy in children and youth. The knowledge and information gained from this step was then developed into a tool for data collection or an interview form to be used when interviewing the experts. Then the media and the evaluation forms were delivered to 15 experts to find out the efficiency.

Phase 2

It is a study to accomplish objective no.2, which is to determine the efficiency of online social media that enhances life skills in media literacy in children living in communities along Lat Phrao Canal. The following steps were used.

1) Sample Group – The sample group were selected by visiting the communities along Lat Phrao Canal and conducted a survey about the needs and interests of 30 children and youth to participate in the activity.

2) Objectives of the activity were established. The sample group were analyzed. Then it was decided which online social media was to be used in the activity.

3) Study and select the media to be produced as electronic media for the activity and learning design. The steps in design and development are as follows.

- Analyze the sample group, the content, and the objective of the activity
- Analyze the data collected and find appropriate electronic media to be used in the designed activity.

4) Design and develop tools for data collection

5) Use augmented reality stories called “Media Literacy” and asked the expert to evaluate its quality and appropriateness of its content and techniques. Use the comments and suggestions to improve and revise the media.

After to the abovementioned steps, a data-collection tool was produced, which were online augmented reality story book about media literacy and criteria for evaluating the quality of the media. The data from quality evaluation consisted of the quality of content score and the quality of technique score.

Phase 3

It is a study to accomplish objective no.3, which is to determine the efficiency of online social media that enhances life skills in media literacy in children living in communities along Lat Phrao Canal. The following steps were used

1) Analyze the data gained from the study in Phase 2 and conclude the level of quality. Improve the media based on the suggestions from the experts who evaluate it.

2) Study the details of the design and development of data-collection tool in order to find the value of IOC between the content and the objectives and the IOC between the test and the objectives.

3) Develop a tool for evaluating the IOC between the content and the objectives and the IOC between the test and the objectives.

- A test that measures life skill in media literacy (20 items)
- Evaluation form to find IOC between the content, the test, and the objectives.

4) Give the test that measures media literacy skill in children and youth to 7 experts and bring the results of their evaluation to calculate for IOC of each item.

5) Use the evaluation results and suggestion received to improve the media, making it most accurate and complete.

IV. RESULTS AND DISCUSSION

Evaluation results from the expert on the use of online social media to enhance life skill in media literacy of children and youth in communities along Lat Phrao Canal.

Part 1 – Overall picture

The overall picture of the use of online social media to enhance life skill in media literacy of children and youth in communities along Lat Phrao Canal was given to the experts so they may evaluate the appropriateness of the form in general.

The results of evaluating the overall picture of the use of online social media to enhance life skill in media literacy show that the elements of the online social media received the highest level of appropriateness (\bar{x} = 4.60), the process of training received the highest level of appropriateness (\bar{x} = 4.50), principles and concepts in developing online social media received high level of appropriateness (\bar{x} = 4.40), the objectives of using online social media received high level of appropriateness (\bar{x} = 4.20), and the tools used in the training received high level of appropriateness (\bar{x} = 4.00), respectively.

Altogether, the overall picture of the use of online social media to enhance life skill in media literacy of children and youth in communities along Lat Phrao Canal received high level of appropriateness (\bar{x} = 4.34) and can be used in the experiment. The experts also provided the following opinion.

- The objectives should be more comprehensive and the activity should be more suitable to the age range of the children and youth.

Part 2 – Elements that affect the training

The elements that have effects on the training of the use of online social media to improve media literacy in children and youth were given to the experts to they may evaluate their appropriateness.

The results of the evaluation of the elements that have effects on the training showed that activity-based learning received highest level of appropriateness (\bar{x} = 4.80); online media and online social media received highest level of appropriateness (\bar{x} = 4.60); objectives of using online social media / content analysis received high level of appropriateness (\bar{x} = 4.20) and the evaluation received high level of appropriateness (\bar{x} = 4.00), respectively.

Altogether, the elements that affect the training of using online social media to improve life skill in media literacy in children and youth in communities along Lat Phrao Canal receive high level of appropriateness (\bar{x} = 4.36) and can be used in the experiment. The experts also provided the following opinion.

- The activity should be one that children and youth can participate by themselves so they can have fun and are able to do hand-on practice.

Part 3 – The procedure of the activity

The procedure of the activity that used online social media to enhance life skill in media literacy in children and youth from communities along Lat Phrao Canal was given to the experts so they may evaluate its appropriateness.

The results of evaluating the procedure of the activity showed that the process of training received high level of appropriateness (\bar{x} = 4.33); the preparation received high level of appropriateness (\bar{x} = 4.22), and assessment and evaluation received high level of appropriateness (\bar{x} = 4.00), respectively.

Altogether, the procedure of the activity that used online social media to enhance life skill in media literacy in children and youth from communities along Lat Phrao Canal received high level of appropriateness ($\bar{x} = 4.25$) and can be used in the experiment. The experts also provided the following opinion.

- The process of training is appropriate but the researcher should select the content used in the training that is more suitable with the age of the participants and more up-to-date with the current circumstance.

Part 4 – The tools used in online social media to improve media literacy

The tools used in the online social media to enhance media literacy in children and youth of communities along Lat Phrao Canal was given to the experts to evaluate their appropriateness.

The results of the evaluation of the tools used in online social media to enhance media literacy showed that online media and online social media received highest level of appropriateness ($\bar{x} = 4.67$); information source from websites in various forms, such as document, message and picture received high level of appropriateness ($\bar{x} = 4.33$) and media literacy assessment form received high level of appropriateness ($\bar{x} = 4.25$), respectively.

Regarding the tools used in online social media to enhance media literacy in children and youth of communities along Lat Phrao Canal received high level of appropriateness ($\bar{x} = 4.22$) and can be used in the experiment. The experts also provided the following opinion. Moreover, the media should be more suitable to the age range. It should be in the form of a tale or a comic story with colorful pictures. The story should be about interesting events in the present time.

Part 5 – The use of online social media to enhance media literacy

The use of online social media to enhance life skill in media literacy in children and youth of communities along Lat Phrao Canal was presented to the experts so that they may evaluate the appropriateness of it.

The results of evaluating the use of online social media to enhance media literacy showed that the content of media literacy that was used in the training received highest level of appropriateness ($\bar{x} = 4.67$); the venue of the training received high level of appropriateness ($\bar{x} = 4.33$) and the length of time used in the training received high level of appropriateness ($\bar{x} = 4.25$), respectively. Furthermore the use of online social media to enhance media literacy in children and youth in communities along Lat Phrao Canal receive high level of appropriateness ($\bar{x} = 4.42$), and can be part of the experiment. The experts also provided the following opinion. Time and venue of the training should be suitable for the activity and not too much time should be spent on each step of the training.

V. CONCLUSION AND RECOMMENDATIONS

The outcomes of research found that (a) The result of create and develop the online social media for enhancing life skill, media literacy of youth were separate in 3 parts: 1) Online game, 2) Internet and 3) Mobile phone, (b) The efficiency of online social media for enhancing life skill, media literacy of youth was found that E1/E2 amount 91.6/91.7 and (c) The result of evaluate the effectiveness of online social media for enhance life skill, media literacy of youth were found: score post-experiment was higher than pre-experiment at 0.5 statistic significantly, addition, score form assessment of using online media awareness was increased as well. In addition, some suggestion on how to make further use of the research as follows:

- The electronic augmented-reality story book that had been developed in this research can be used in for life skill in medial literacy in children and youth in other places such as schools, learning centers, and other communities.

- The electronic augmented-reality story book should be publicized through websites of organizations that have the duty in promoting media literacy in youth, such as Foundation for Consumers and Thai Health Promotion Foundation, in order to use it as a learning media for parents and people in general.

- Thai Media Fund, which has a duty in promoting medial literacy in children and youth, has used the electronic augmented-reality story book developed in this research as a set of media literacy learning tools for children and youth.

VI. CONFLICT OF INTEREST

There is no conflict of interest in this study.

VII. ACKNOWLEDGEMENTS

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