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## **Learning Management Process and Media and Information Literacy in Thailand**

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**Abstract.** Moving forward to the convergence of media and information era has much affected Thai youths and societies. Teaching to build media and information literacy skills to learners has been accepted as a basis of transferring bodies of knowledge to youths in order to furnish learners with wisdom arms for further media and information selection. Learning process to build media and information literacy skills consists of 7 phases i.e. 1) elicitation phase- to encourage learners in expressing their prior knowledge, 2) engagement phase- to guide learners to interesting learning contents from their own interests or from group discussion, 3) exploration phase- after learners understand interested questions or issues to be studied, a plan with guidelines, exploration, hypothesis, specifying alternatives, and implementation will be set for further data collection, 4) explanation phase- after data are collected, they will be analyzed, interpreted, concluded, and presented which can build knowledge and raise learning to learners, 5) elaboration phase- the newly built knowledge is linked with prior knowledge or concepts, or the newly built model or conclusion can be applied to explain other situations or events, 6) evaluation phase- learning is evaluated by various processes to find what are learnt by learners, and quantity of learning which will assist learners to further application of the gained knowledge, 7) extension phase- providing opportunities to learners to apply the gained knowledge in their daily living. Teachers play an important role in encouraging learners to build further new knowledge from the gained one and learners, then, can transfer learning to others as well.

**Keywords.** learning process, media and information literacy skills

### **Introduction**

Societies in Thailand are democratic so accessing to media and information is with freedom. Due to the current situations, media, information, and multimedia have been exponentially changed and it is expected that the situations will remain in the future. Smart phones have played important roles in human lives. Thai societies are moving to the era of media and information convergence that will much affect information perception of people in the country. Communication patterns have been changed to application of digital information technology in a virtual world. People have borderless and quick access to media and information with just their fingertip clicks. The access, therefore, inevitably causes changes to Thai societies. The access to media, information, and digital is a fundamental human right of Thai citizens. Promotion of human right to equally access information, think, make decision,

and educate people to have skills in creatively understanding and accessing media, information, and digital are accepted as furnishing wisdom arms to Thai citizens. Besides, protection of self-rights, realization in government power, capital power or power of media and information business are advantages to creation of fair and democratic societies. In the 21<sup>st</sup> Century, media and information literacy does not cover only media or multimedia but also the information or it is so called Media, Information and Digital Literacy (MIDL). The first media literacy is mass media literacy consisted of television media, radio broadcast, advertisement, and publication. People will literate media and information when they are able to analyze and understand patterns of media, purpose of media producers and hidden benefits. Do not believe in contents communicated by media once read, being able to evaluate the received contents and their sources, analyze them, literate what are communicated and understand various patterns of communication techniques, support people to produce creative media for themselves and their societies. “Information Literacy”, information consists of articles, books, news, research/academic works, organizations’ information, information museums, etc. Although the stated information seems to be fact but they all are created media so people need to criticize, analyze and know how to apply them. The government needs to promote equal access to information and provide people with knowledge on different patterns of information. People should be able to evaluate reliability of information and seek for more information from other sources for reasonable discussion with morality. “Digital Literacy”, in this era, people have spent more than half of their normal living through technology. They use internet with freedom and borderless. Digital literacy is, therefore, as a very important skill. People in the 21<sup>st</sup> century need to have knowledge in digital literacy. They need to be able to analyze information to get facts, have emotional quotient, have interaction with others, understand online identity, protect privacy and care for safety for their own. People also need to understand that private information or any action, once it is posted in digital world, it is very difficult to be removed without trace. Intelligence in digital world refers to people respect to both their own and others’ rights. Media should not be applied to harm other people. People need to have self-control and can communicate creatively. The important issue to be concerned is people need to have self-management in appropriately apply digital media and always realize in their physical-appearance in the real world. They should also understand that ways of life in the real world are different in the virtual world. (Sangwan Tukphimai and Th. Purnima Devi. 2021)

Due to the above stated information technology development and change of information receivers’ behaviors, teaching is therefore as a heart of development for knowledge transfer to Thai people in order to develop their media and information literacy which conforms to main capability of learners according to the Basic Education Core Curriculum (Ministry of Education. B.E. 2008: 4-9) stated as follows: 1) communication capacity- referring to one’s ability in sending and receiving message with culture of language use to transfer thought, knowledge, understanding, feeling and attitude to exchange information, news and experience for one’s self- and social development. Ability in communication also advantages to negotiation to decrease and get rid of possible problems and conflicts, selection to receive or not receive information base on logical reasons, and selection of efficient communication pattern with awareness of possible effects to both one’s self and society., 2) thinking capacity- referring to one’s ability in analytic, synthetic, creative, critical, and systematic thinking leading to creation of bodies of knowledge or information for appropriate decision making about one’s self and society., 3) solution capacity- referring to one’s ability in appropriate handling with problems and difficulties based on logical principles, virtue, information, understanding relationship and changes of situations in society, knowledge seeking and applies it for problem

prevention and solution, and making efficient decision for one's self, society, and environment., 4) life skills capacity- referring to ability in application of different processes in daily life such as self-learning, continued learning, working, and living with others in societies with good relationship, appropriate handling with problems and conflicts, self-adaptation to social and environmental changes, and avoiding undesirable behaviors that may affect one's self and others., 5) technology capacity- referring to one's ability in choosing various technology with skills in technology processes for self- and social development in learning, communication, working, creative problem solving. Teaching process, therefore, is as a foundation for youths to become valuable human resource of the country.

### **Meaning of Media and Information Literacy**

Media and Information Literacy refers to skills and abilities in accessing to required information, analytical thinking, understanding media and information for further application with ethics.

UNESCO (2013) defines that media and information literacy refers to abilities in wise seeking, evaluating, applying, and taking part in media and information, having knowledge in rights of people online, understanding method handling with online hate speeches and bullying, understanding ethics issues, participating with media and information technology to promote equality in free expression, culture exchange, and associating in religions and peace issues, etc.

National Association for Media Literacy Education (NAMLE) (2013) defines that media and information literacy refers to abilities in accessing, analyzing, evaluating, and communicating information in different patterns which is as one interdisciplinary. Media and information literacy is essential and inevitable in complicated and changeable environment and endless communication around people.

Dennis Reineck and Jan Lublinski (2015) define that media and information literacy refers to abilities in accessing, analyzing, and creating media. It is as a basic requirement for youths to realize in their private rights and freedom in expression of their ideas.

In conclusion, media and information literacy is integration between media literacy and information literacy which refers to abilities in appropriate accessing, understanding, evaluating media, including efficient application and creation of media and information based on ethics principles.

### **Educating Learners for Media and Information Literacy Skills Development**

Media and information literacy is a process to promote youths to have critical thinking and ability in creating work pieces through media with pictures, languages, and sound. The process aims to develop learners in all age ranges to be able to search, seek and express in aspects relevant to media and information. The process will support learners to be furnished with analytical thinking, enthusiasm, and efficiency. Teaching methods are specified aiming to develop learners to be furnished with six aspects of critical thinking (National Association for Media Literacy Education, 2014; Terdsak Maitaonthong. 2014) as follows:

1. Educate learners to have skills in enthusiastically search for media and information, have critical thinking on news including efficient media analysis procedure focusing on media and information contents, used language, purposes of media and information (for benefits or power). The contents of media and information is essential to be considered if they contain hidden aspects on values or attitudes which will influence beliefs, attitudes, values, behaviors of people and procedures in democratic system. Questioning for better and deeper understanding in media and information contents, practicing for analytical thinking, practicing

to use documentary evidences, discussing to meet logical conclusion, analyzing media and information from youths' or learners' points of view from watching VDOs or cinemas, reading books or different manuals are all advantageous to teaching and learning.

2. Educate learners to have skills in expanding literacy concepts in all patterns of media and information emphasizing on analysis ability and opinion expression of learners through media like facebook, ability in linking their understanding and create conclusion from received media, ability in integrating contents of learning subjects, ability in using popular media presenting contents in broad scopes, ability in using classrooms fully equipped with tools for media production and analysis, and ability in integrating concepts of media and information literacy with understanding publications, technology, information, etc.

3. Educate learners to be furnished with essential skills at every age range and have integrated and repeating interactive practices including: development of continuing skills, knowledge, attitude and action of learners; providing opportunities in different learning and practices to develop learners' analysis skill and expression through various patterns of learning as co-learning among teachers, learner, and classmates; creating skills supporting way of life focusing on health care; and ability to decide on effect of media, media management, and selection of media and information.

4. Educate learners to realize in importance of democratic society including: supporting learners to pay attention to updated news and situations in aspect of country citizens and realize in their rights and responsibilities in media and information application; designing teaching pattern focusing on promoting learners to make questions, having positive thinking to other people, studying media and information structure and their influence, publicizing of media and information and meaning of their contents; and teaching without personal bias.

5. Educate learners to realize that media is a part of culture and learners hold responsibilities as representatives of societies including: integrating media contents, presenting different opinions, point of views, and communities, studying alternative media and international points of view, studying issues relevant to violence, gender, racism, and others, and building mutual understanding between media and information owners, producers and community members in case that there is a possible media impact to persons or society.

6. Guide learners to apply their personal skills, beliefs, and experiences in creating meaning from media contents including choosing an alternative conforming to their own values, realizing in importance of meaning of created contents in media and meaning relating to learners' values, understanding that interpretation of media and information contents by teachers and learners may be different, understanding that people in different age ranges and experiences may differently understand the same contents, and arranging group discussion and contents analysis for learners so that they can share dissimilar points of view.

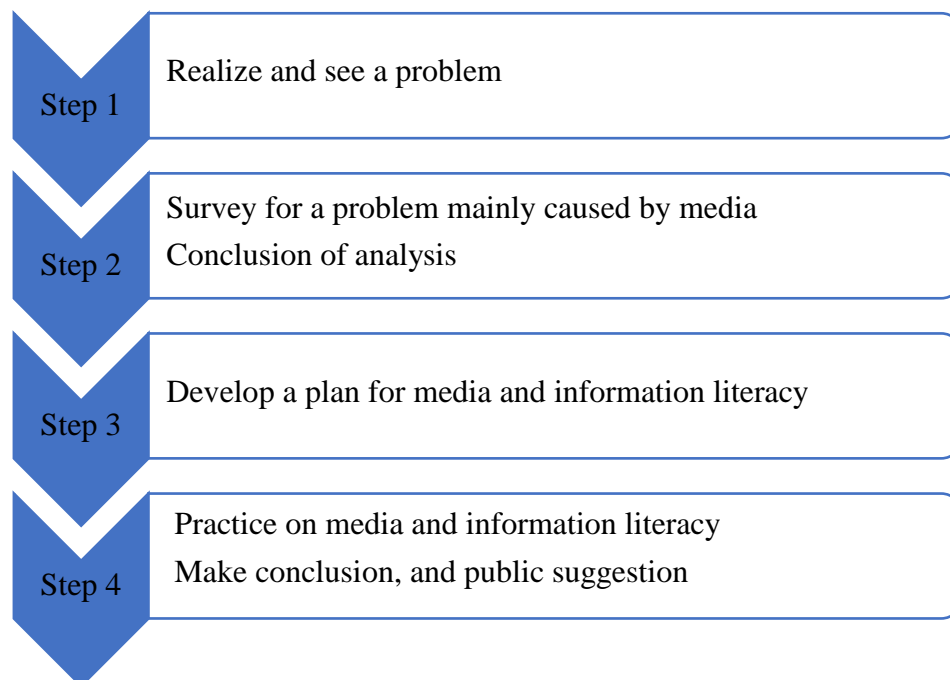
In conclusion, to educate learners for development of their media and information literacy skills, teachers need to educate them to have skills on searching for media and information with eagerness, critical thinking, expanding literacy concepts in all patterns of media and information, focusing on learners' analysis and expression, supporting learners to have integrative, interactive and repeating practice skills, supporting learners to realize in essential of democratic societies emphasizing that media is as a part of culture with responsibilities as representatives of society, and guiding learners to apply their personal skills, beliefs, and experiences to create media contents.

### **Learning Process for Building Media and Information Literacy Skills**

The below presented learning process emphasizes learners to be able to literate media and information received on their daily life and drive them to create awareness on possible effects of media and information in communities and societies and systematize their thoughts for problem solving at social level.

The process is based on learners' real practices (learning by doing) to seek for answer in each step of the process which will lead to synthesis of the findings from learning and proposal for media and information literacy at social level.

Media and Information literacy needs co-learning and promotion for effort consolidation of learners as social members to create sub-societies with literacy. Guidelines of learning process consisted of four steps (Manee Mana Group and Songkla Media Literacy Teachers Network. n.d.) as follows:



**Figure 1:** Process of Learning for Media and Information Literacy  
Source: Sangwan Tukpimai (2021)

Steps of building media literacy, conclusion, and making public suggestion:

In each step of learning process, there are sub-steps as factors of the process which are targets of the process:

1. develop learners' ability in media and information literacy
2. build awareness of learners on problems caused by media and information in school societies
3. synthesize and communicate with public about proposal on enhancing youths to literate media and information

The institute for the Promotion of Teaching Science and Technology (IPST) has proposed a teaching pattern consisted of the following major steps:

### **1. Engagement**

Engagement is a step leading to a lesson or an issue of interest originated from a learners' doubtfulness, group discussion, current situations, or an issue related to the newly learnt from classroom. The stated issue will encourage learners to make questions, and specify a study issue. In the case that there is no interesting issue, teacher may guide learners to study for one from various media or encourage learners by raising an issue for them. However, learners should not be forced to accept the issue proposed from teacher's interest.

After an issue is accepted as a study issue by learners, a scope of study and details will be specified. This may include prior experiences or more knowledge from other sources for more understanding about the study issue and more exploration patterns.

### **2. Exploration**

When a study issue or a question is clearly understood, a planning for testing and specifying study hypothesis, possible alternatives, and implementation for data or information collection will be formulated. A testing can be conducted by various methods such as an experiment, field activities, computer simulation, documentary study with reference documents or other information sources for adequate information for further implementation.

### **3. Explanation**

When adequate data are collected, data will be analyzed, interpreted, concluded, and presented in different patterns such as summary presentation, mathematical model, drawing, table presentation, etc. The findings from this step is possible in various ways such as the hypothesis is supported, or the findings do not relate to the specified issues. It does not matter what the findings will be as they still support knowledge creation and encourage learning to learners.

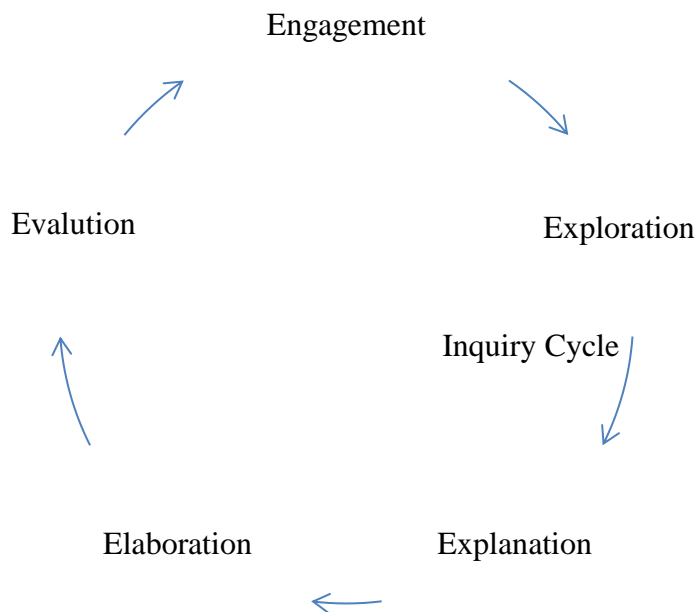
### **4. Elaboration**

Elaboration is a step of linking the newly built knowledge to the prior one, ideas, a model, or a conclusion received from a study to describe an occurring situation or an event. The more the newly built knowledge can describe the situation or event, the lesser limitation occurs.

### **5. Evaluation**

Evaluation is a step to evaluate learning through various processes to find out about learning of learners. Application of knowledge or a built model to describe other issues, situations or events will be the next step. It does not matter the describing will bring new issues, questions, or problems, the continued process will occur which is so called Inquiry Cycle. The knowledge exploration process, therefore, assists learners to have learning in main contents, principles, theories and practices to get knowledge as basis of further learning.

The stated learning activities support the occurrence of media and information literacy. In real way of living, interesting issues to be studied are endless for both teachers and learners. The Inquiry Cycle is designed as shown below.



**Figure 1.** Knowledge Seeking Process by Inquiry Cycle 5E  
**Source:** Sombat Kanjanarakpong (2006: 6)

With reference to the Inquiry Cycle 5E presented above, in 2003, Eisenkref (2003: 56-59) increased two more phases, from five to seven phases or Inquiry Cycle 7E as follows:

**1. Elicitation Phase**

During the Elicitation Phase, teachers will raise questions to encourage learners to express their prior knowledge. The questions may relate to issues on found knowledge and information. Application of found knowledge and information in learners' daily living and ability of learners to link their learning to prior experiences can assist teachers to know learners' basic knowledge. Teachers can also manage additional needed knowledge to learners including arranging appropriate learning plan to meet learners' need.

**2. Engagement Phase**

The Engagement Phase is a phase leading to lessons or issues of interest originated from learners' interest, group discussion, current situations, or issues related to learners' prior knowledge. Teachers encourage learners to make questions and may specify study issues for learners. In the case that there is still no interesting issue, teachers may guide learners to study for one from various media such as newspaper, journal, internet, etc. which may cause some conflicts in learners' ideas and ask them to raise important issues. However, learners should not be forced to accept the issue proposed from teachers' interest.

**3. Exploration Phase**

When study issues or questions are clearly understood, planning for testing and specifying study hypotheses, possible alternatives, implementation for data collection, information, will be formulated. The testing can be conducted by various methods such as by information searching, surveys, experiments, field activities etc., for adequate information for further implementation. Teachers should encourage learners to inspect issues and have data collected by their own.

#### **4. Explanation Phase**

When adequate data are collected, data will be analyzed, interpreted, concluded, and presented in different patterns such as summary presentation, model, table, graph, etc. which can assist learners to realize in data relation, be able to make conclusion, and results discussion based on clear evidences for further concept presentation. Learners can create new bodies of knowledge in this phase. The findings from this phase may be in various ways such as the hypothesis is supported, or the findings do not relate to the specified issues. It does not matter what the findings will be as they still support knowledge building and encourage learning to learners.

#### **5. Elaboration Phase**

Elaboration is a phase of linking the newly created knowledge to the prior one, ideas, a model, or prior concepts with additional study, or application of model or conclusion received from a study to describe occurring situations events. The more the newly created knowledge can describe the situations or events, the lesser limitation occurs. Teachers are recommended to arrange activities or situations for more knowledge to learners so that they can expand their scopes of concepts and link them to their prior experience. Teachers should encourage learners to raise issues for discussion and express additional ideas.

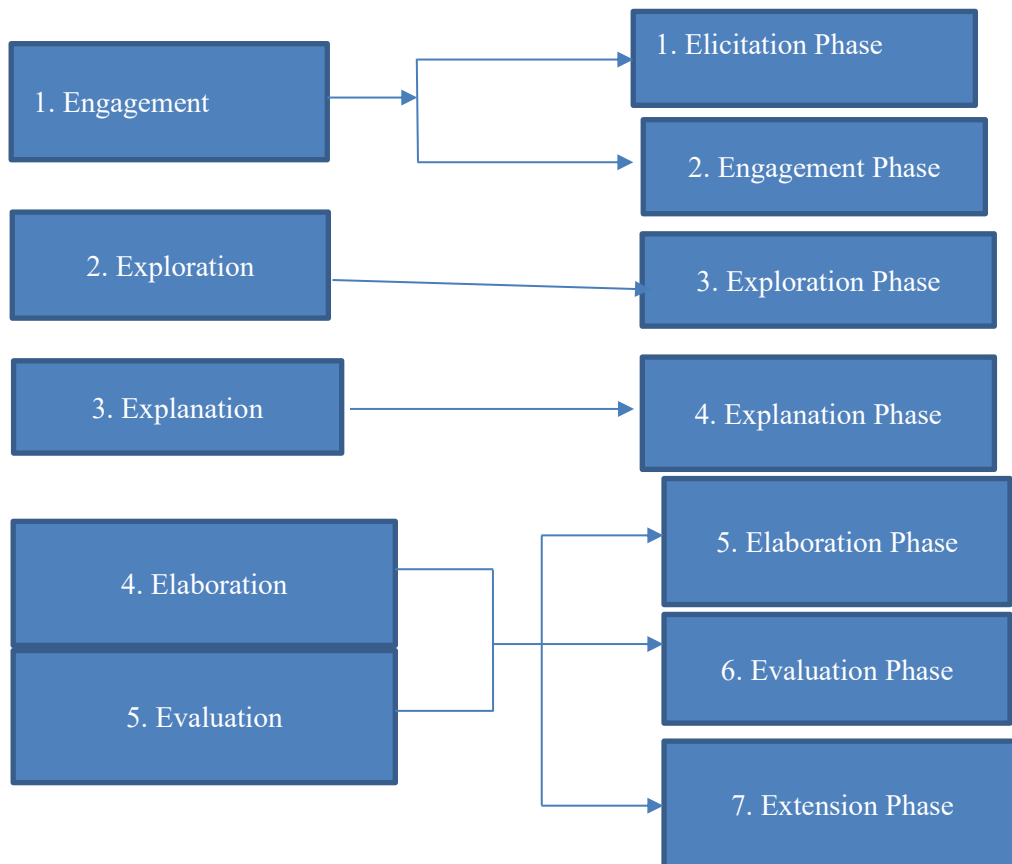
#### **6. Evaluation Phase**

Evaluation is a phase to evaluate learning through various processes to find out about learning of learners. In this phase, learners will be able to apply the received knowledge to handle other issues. Teachers have important role in promoting learners to link the newly received knowledge to the prior one and later create them to new bodies of knowledge. Moreover, teacher should provide opportunities for learners to have checks and balances among them.

#### **7. Extension Phase**

In this phase, teachers are necessary to provide learners with opportunities to apply their received knowledge with their daily living. Teachers take a part in encouraging learners to use their knowledge to create new bodies of knowledge which can be further transferred by learners to others.

In conclusion, the 7 Es inquiry-based learning is developed from the 5 Es by adding the Elicitation Phase and the Extension Phase to meet requirement on learner development for learning process and skills and self-learning. Below is a figure presenting development from 5E to 7E Model.



**Figure 2.** Development of Inquiry-based Learning from 5E to 7E Model  
**Source:** Eisenkreft. (2003: 58)

### **Advantages of Providing Education for Media and Literacy Skills Development**

The focusing on having youths furnished with analytical thinking, media and information content evaluation, and ability in information searching for evidence of media and information, and accepting the others' opinions are as basis of media and information literacy which conform to the concept of Naisbitt (Naisbitt. 2011, cited in Terdsak Maithaotong. 2014). Naisbitt described advantages of media and information literacy as follows:

#### **Advantages to learners**

Providing education for media and literacy skills development advantages learners as intelligent media and information consumers. Learners will be able to communicate and express their ideas through media and information in different patterns, analyze contents of media and information using analytical thinking, choose and apply updated media meeting their interest and link them with their daily living, and spend their lives in international media culture benefiting them.

#### **Advantages to teachers**

Teachers can integrate media and information literacy learning with all others subjects in under curriculum. They also learn media and information literacy together with learners and guide them about searching process for media and information learning contents.

### **Advantages to societies**

Providing education for media and literacy skills development is as preparation of tools and supporting of discussion for mutual understanding, and building necessary citizenship skills on participation and public discussion.

In general, teaching and learning need to conform to learners' competences stated in the Basic Education Core Curriculum B.E. 2551 (Ministry of Education. 2008: 4-9) consisted of: 1) communication competence- competence in receiving and sending information with culture in language application to: transfer learners own thoughts, knowledge, understanding, feeling, and opinions; exchange useful information, news and experiences for their own self-development and societies including for negotiations to get rid of or decrease problems and conflicts; select to receive or not receive information with logical decision; select efficient communication method based on consideration on possible effects both to learners, themselves, and societies, 2) thinking competence- competence in analytical, synthesizing, creative, critical and systematic thinking which leads to creation of bodies of knowledge or information for appropriate decision making for learners themselves and societies, 3) solution competence- competence in reasonable handling problems and difficulties based on principles of logics, ethics, and received information; understanding relationship of situations and their possible changes; applying of knowledge in preventing and/or solving problems with efficient decision with consideration of possible effects to learners' themselves, and environment, 4. life skills competence- competence in applying different processes to learners' daily living such as self learning, continued learning, peaceful co-working and co-existence with personal good relationship, appropriate handling with problems and conflicts, self-adjustment to changing societies and environment, avoiding undesirable behaviors possible affect both learners, themselves, and others, and 5) technology competence- competence in choosing and applying technology in various aspects, and furnished with skills on technology procedure for creative, reasonable and ethical self- and social development in learning, communication, working, and problem solution.

### **Librarian Teachers and Media and Information Literacy Skills Development**

In the era of media and information convergence, librarian teachers and school libraries take part in and are affected by learners' behaviors on searching for information and bodies of knowledge since learners are searching for knowledge from internet sources and currently information technology are in various patterns. Learners usually communicate and search for information, recorded knowledge and disseminate them through computer systems and networks. Librarian teachers, therefore, have played various roles. Nijboer & Hammelbury (2009) in conforming to Tripp (2011) described librarian teachers' roles related to media and information literacy as follows:

1. arrangement and provision of information resources, contexts for learning of media, information and digital, including arrangement of new media and information for advantages of learning, production of learning program on media and information focusing on analytical behaviors in international culture. The stated arrangement and provision can be made in collaboration with other organizations working related to media and information in communities and organizations working for information service focusing on assistance and consultation providing for learners who has enquiry about media and information literacy.

2. arrangement for learning and training on media and information literacy skills, including teaching and training programs on media and information literacy focusing on promoting learners' interest in media and information, and participation in libraries' activities through learning by media and information.

It is found that librarian teachers and media and information literacy skills development consisted of 1) teaching to support learners to have media and information access skill which is a skill to support learners to be able to collect appropriate and useful information, and efficiently understand content meaning communicated by media, 2) teaching to support learners to have analytical skill which is a skill to support learners to be able to inspect design, structure, and sequence of events of information, including being able to applying concepts in aspects of economy, societies, and politics to understand presented information context, 3) teaching to support learners to have media and information evaluation skill which is a skill to enhance learners to link information contents to personal experiences and make decision on accuracy, quality, and relationship of information contents, 4) teaching to support learners to have creative skill which is a skill to assist learners to be able to efficiently express their thoughts through written message, voice, and/or pictures for various purposes, including be able to apply communication technology for information creation, and 5) teaching to support learners to have participation skill which is a skill to encourage learners to participate or interact with others which will result in further working with others in the future.

### **Components and Indicators of Media and Information Literacy Skills**

Components and indicators of media and information literacy skills are tools for skills measurement and guidelines for learner development in media and information literacy skills. With reference to a research on Development of Measurement Scale on Media and Information Literacy for Secondary Students, the results revealed that there are five components and 17 indicators (Saranya Janchusakul, Ujsara Prasertsin, and Pinda Warasunan. 2017) as follows:

Component 1: **Access** refers to an individual realizes in types of information he/she needs and can specify description/scope of contents of the needed information, can select methods/tools for information searching, can access the required information effectively and efficiently in dimension of time and expense, can apply information under principles of ethics, private right, copyright, law, safety, and can systematically collect information.

Indicator 1.1 Specification of content scope of required information and being able to choose methods/tools for information searching from different media

Indicator 1.2 Access to the required information effectively and efficiently

Indicator 1.3 Access to information under principles of ethics, private right, copyright, law, and safety

Indicator 1.4 Systematically collect information

Component 2: **Analysis** refers to competence in specifying media content creators; understanding media objectives, media target group, interpreting media meaning by classifying facts and opinions; specifying media techniques to draw users' attention; analyzing media contents influencing users' beliefs and behaviors; and applying prior knowledge and experience to reasonably forecast possible effects from presented information on users themselves, others, and societies under principles of ethics and law.

Indicator 2.1 Specification of media components consisted of media producers, objectives, and target groups

Indicator 2.2 Interpretation of media contents by classifying between facts and opinions and techniques applied by media to attract users' attention

Indicator 2.3 Analysis of media contents influencing users' beliefs and behaviors

Indicator 2.4 Forecast possible effects of presented information on users themselves, others, and societies under principles of ethics and law.

Component 3: **Evaluation** refers to competence in judging value of media through analysis process consisted of judging value and trust of media and information contents from various sources and media and information service providers in societies, update, and appropriateness of media and information under principles of ethics and law.

Indicator 3.1 Judgment of value and trust of media and information from various sources

Indicator 3.2 Ability in judging if media and information contents are updated and can be applied

Indicator 3.3 Evaluation of appropriateness of media and information under principles of ethic and law

Component 4: **Users** refers to competence in selecting information from different media sources for application and dissemination with judgment appropriate to objectives with concerning of good manners, personal private right, copyright, ethic, law, and possible effects to users themselves, others and societies.

Indicator 4.1 Ability in choosing information from various media with judgment appropriate to required objectives

Indicator 4.2 Selecting information with concerning of good manners, private rights, copyright, ethics, law, and possible effects to users themselves, others, and societies.

Indicator 4.3 Dissemination of information or expression of ideas with judgment and concerning of good manners, private rights, copyright, ethics, law, and possible effects to users themselves, others, and societies.

Component 5: **Creativity** refers to competence in integration of prior knowledge to new ones effectively and meeting the required objectives leading to production and revision of information contents, and creation of media and different patterns related to daily living. This includes media and information presentation through appropriate channels with concerning of ethics, private rights, copyright, and law.

Indicator 5.1 Effective revision of contents for application in learning or daily living

Indicator 5.2 Appropriate design, creation, and presentation of media and information

Indicator 5.3 Creation and presentation of media and information under principles of ethics, private right, and law

Conclusion of Components and Indicators of Media and Information Literacy Skills

Learning process focusing on encouraging learners to be furnished with competences and skills on media and information literacy skills consisted of the following process, components and indicators (Sangwan Tukpimai. 2021):

**Step 1** Analytical - It is a step to build awareness and media and information literacy skills with the following components and indicators:

**Component 1 Access**  
**Indicator 1.1** Specification of content scope of required information and being able to choose methods/tools for information searching from different media

Indicator 1.2 Access to the required information effectively and efficiently

Indicator 1.3 Access to information under principles of ethics, private right, copyright, law, and safety

Indicator 1.4 Systematically collect information

The above stated component and indicators support building media and information literacy access skill of learners to furnish them with ability to collect appropriate and useful information, and efficiently understand meaning of information contents communicated by media.

**Step 2** Exploring for problems- It is a step to explore problem issues mainly caused by media focusing on issues caused by media and information and later conclude analysis results with the following components and indicators:

**Component 2 Analysis** Indicator 2.1 Specification of media components consisted of media producers, objectives, and target groups

Indicator 2.2 Interpretation of media contents by classifying between facts and opinions and techniques applied by media to attract users' attention

Indicator 2.3 Analysis of media contents influencing users' beliefs and behaviors

Indicator 2.4 Forecast possible effects of presented information on users themselves, others, and societies under principles of ethics and law.

The above stated component and indicators support building analysis skill to learners to assist them to be able to inspect designs, structures, and sequence of information contents and be able to apply concepts in term of economy, societies, and politics to understand presented content contexts.

**Step 3** Developing plan- It is a step to develop a plan for building skills on media and information literacy, choosing of media and applying them to meet required objectives with the following components and indicators:

**Component 4 Users** Indicator 4.1 Ability in choosing information from various media with judgment appropriate to required objectives

Indicator 4.2 Selecting information with concerning of good manners, private rights, copyright, ethics, law, and possible effects to users themselves, others, and societies

Indicator 4.3 Dissemination of information or expression of ideas with judgment and concerning of good manners, private right, copyright, ethics, law, and possible effects to users themselves, others, and societies

The above stated component and indicators support building learners' skills on media and information evaluation which can promote learners to be able to link information contents to their personal experiences to judge for correctness, quality, and relationship of contents, including skill on media and information choosing.

**Step 4** Literacy practices- It is a practice process to create media and information literacy, public recommendation, and make conclusion of the recommendations with the following component and indicators:

**Component 5 Creativity**

Indicator 5.1 Effective revision of contents for application in learning or daily living

Indicator 5.2 Appropriate design, creation, and presentation of media and information

Indicator 5.3 Creation and presentation of media and information under principles of ethics, private rights, and law

The above stated component and indicators support building creativity skill which assist learners to be able to efficiently express their ideas applying message, voice and/or pictures for different required purposes, apply communication technology to create learners' information contents for further dissemination, create participation skill so that learners can participate or react in working with others.

## **Conclusion**

The Thailand basic education management defines that principles of the Basic Education Core Curriculum (Ministry of Education. 2008 4-9) consists of 1) being as an education curriculum for national unity with certain objectives and having learning standard as its goal to develop children and youths to be furnished with knowledge, skills, attitudes, and

ethics based on Thai national and international identities, 2) being as an education curriculum for public, can be equally accessed by all citizens, 3) being as an education curriculum responding to decentralization principle and open for societies to take parts in education management meeting local requirements and situations, 4) being as an educational curriculum with flexible structure in term of learning courses, time, and learning arrangement, 5) being as an education curriculum based on learners, 6) being as an education curriculum for formal, non-formal, and informal education covering all target groups and flexible to transfer study results.

The teaching and learning management process to build media and information literacy skills, therefore, consisted of 1) elicitation phase- to encourage learners to express their prior knowledge, 2) engagement phase- to lead learners' attention to interesting learning contents which may occur by learners' interest, or from group discussion, 3) exploration phase- a plan for guidelines, exploration, making hypothesis, specifying possible alternatives, and data collection are implemented after learners deeply understand interested question or issue., 4) explanation phase- to analyze, interpret, conclude and present the collected information by learners. The received results, do not matter they are in any patterns, can build knowledge and add knowledge to learners, 5. elaboration phase- to link the created knowledge to prior knowledge or newly explored concepts, and apply the received model or conclusion to explain situations or events, 6) evaluation phase- to evaluate learning by various processes to know what learners get from learning which will support learners to be able to apply the received knowledge, 7) extension phase- to provide learners' with opportunities to appropriately apply the received knowledge for advantages in daily living. Teachers take roles in encouraging learners to create new knowledge from the current one which will assist them to be able to transfer knowledge to others.

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