

# The Media Literacy in the 21st Century of Physical Education Teacher-Student

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**Abstract.** The factors affect the information technology perception and skill of teacher-student in Physical Education is media literacy skills preventing the misunderstanding of media without judgment, lack of responsibility, both for oneself and others. Misunderstanding of the media causes rights violations and reduce the media beneficence. The objective of this research was to analyze the elements of media literacy among Physical Education teachers by conducting a survey with 600 Physical Education teacher-students studying at universities that enrolled Physical Education Courses in Thailand. The subjects were collected by the multistage random sampling method. The results showed that all 25 variables were important in measuring the media literacy skills of Physical Education teacher-students. Importantly, the variables used to measure the media literacy skills of Physical Education teacher-students are correlated.

**Keywords:** Media Literacy, Physical Education, Teacher student.

## 1 Introduction

The 21 Partnership for 21st Century Skills [1] presents a conceptual framework for learning of 21 century learners consist of: 1) Core subject and 21st Century Themes, 2) Learning and Innovation Skills, 3) Information Media and Technology Skills, 4) Life and Career Skills. The 21st Century learners must have 21st Century Skills as learning tools. These are live-long learning skills that advantage them in work (Pearson Education, Inc, 2009). Additionally, these skills will benefit their learning, career, and living. Information media and technology skills include information literacy and media literacy. Importantly, media literacy is one of the essential skills that learners in the 21st century must have to live under the disrupted changes of the 21st century.

The concept of media literacy skills was established in the 17th century in Germany. In according to the UNESCO World Conference on Media Literacy in Grundwald, Germany, the

term "Media Literacy" has similar meanings to several words, depending on the used reference and country or the organization. The "media literacy" is used in the United States, whereas media education is commonly used in Australia and European countries. The "Media Literacy" is commonly used as a state of media cognition, influence and impact of the media, ability to analyze media output, ability to interact with media, as well as the ability to produce and disseminate media for specific purposes. Similarly, the "Media. However, the Aspen institute (1992, cited in Aufderheide, P, 1993)[3] defines media literacy skills as the ability to access, analysis, evaluation, and production of content from a wide range of media, consistent with the Learning for the 21st Century report. The report mentioned that the skills needed to work and live in the 21st century comprise of 5 components (Center for Media Literacy,2008) [4] namely, access skills, analytical skills, evaluative skills, creating skills, and participating skills. Media literacy skills are cognitive and intellectual developments whose ultimate goal is to create knowledgeable media recipients. Understanding of the media and the productivity of the media can differentiate opinion from reality, accurately judge what the media project, be an energetic and active recipient of the media, understand self & society as well as participating and appropriately comment toward medias. Thereafter, the Physical Education teacher-student should have properly knowledge in media literacy.

Physical Education is a field of study that aims to produce quality and effective Physical Education teachers. The Physical Education teacher-student must be high-potential candidates who can pursue future teacher careers. Physical Education teacher-students need to be able to develop their physical, mental, and social performance. The development of teacher-students comprises of 3 elements, namely 1) developing learners in physical fitness supporting lifelong learning, 2) developing learners in mental and psychological health providing them with a strong mind, indomitable to obstacles, athletes mind, forgive others, and 3) developing learner in social skills so that they can live happily with others. Currently, developing learners to be able to meet all three competencies requires new approaches that can effectively access those techniques from information technology media on the Internet, rapidly access, and be able to aware of media propaganda. Moreover, the teacher-student should be aware of abuse and intoxicated by various forms of latent computer games. These might affect the students as antisocial or difficulties in learning surrounding environment. Therefore, the teacher-students in Physical Education must have the ability to use information technology media in a timely manner and use information technology materials to explore those new knowledge and techniques for effectively developing learners.

However, media literacy is the most effective skill of the teacher-student in Physical Education. The skilled learner will be protected from media critic, responsibility lacking, both for oneself and others, misuse of media causes rights violations. Moreover, the skilled learner will effectively use of media. to its full potential. As a teacher in Physical Education and as a program committee is interested in studying the 21st century skills in media literacy of Physical Education teacher-student. The result will be further used as information to improve the Physical Education curriculum.

## **2 Methods**

The objective is to analyze the elements of media literacy of Physical Education teacher-student. The samples used in this research are: Physical education teacher-student studying at universities teach Physical Education courses in Thailand, academic year 2018, 6 universities in 6 regions. There are university in Bangkok, Northern, Northeastern, Central Region, Eastern and Southern regions. The sample is 600 people gathered by using G\*Power 3.1 at the effect size of 0.2, the  $\alpha$  is 0.05, and the power of the test is 0.95. Five groups of 490 people were used as controlled group. The questionnaires were electronically collected. Therefore, an additional sample size of approximately 20% was determined to obtain a sample size of 600 people by Multistage Random Sampling. The questionnaires used in the research is a 21-century media literacy test of Physical Education teacher-student, 5-level estimation, and 25 items. The data was analyzed by using Factor Analysis: FA with a ready-made statistical program.

### 3 Results

Findings: The results model analyzes the affirmative component of the Physical Education teacher-student's media literacy skills model is structurally straight. The statistical values used to verify the model's straightness are chi-square = 251.056, df = 217,  $p = 0.0562$ , CFI = 0.997, TLI = 0.996, SRMR = 0.017, RMSEA = 0.014, and chi-square/df = 1.157.

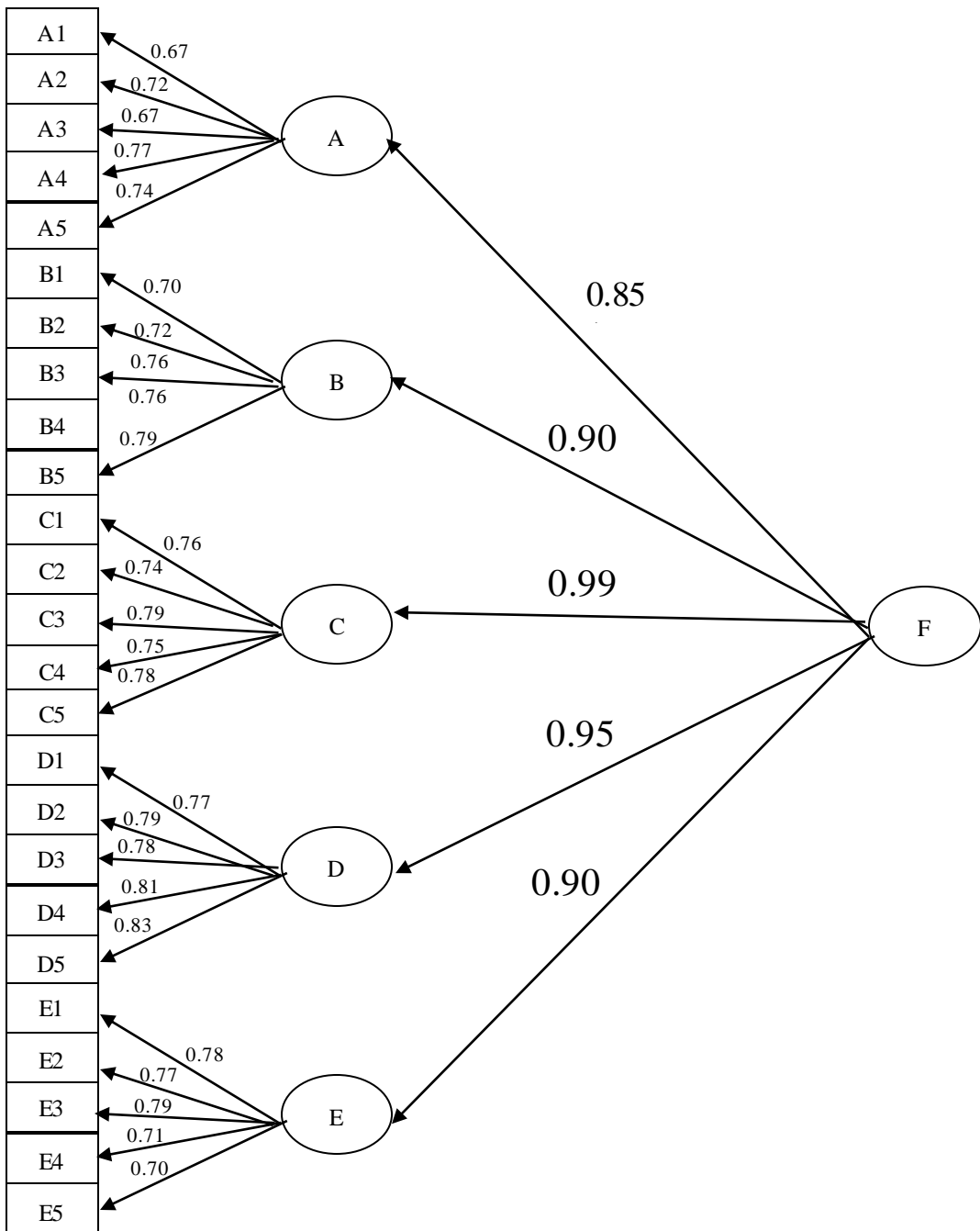
Regards the consideration of the 5 elements, 25 variables, found that all elements were statistically significant at the .01, ranging from 0.667 to 0.991. It shows that the variables used to measure the media literacy skills of Physical Education teacher-students are corelated as shown in the Table 1.

**Table 1** The media literacy analysis of Physical Education teacher-student

Variable	Element weight	SE	Z-test	R <sup>2</sup>
Element 1: Access Skill	0.851**	0.015	55.185	0.725
1. Physical Education teacher-student can choose to use media or develop new approach to access information from various media such as books, newspapers, journals, and electronic media such as the Internet, facebook, Line, Instagram.	0.672**	0.023	29.299*	0.451
2. Physical Education teacher-student can fully recognize and understand the content, information, news and details from various media.	0.717**	0.022	33.120	0.515
3. Physical Education teacher-student can seek information from a various medias without limiting it to a particular type of media, or prefer to use only certain types of media to seek information, such as using merely facebook.	0.667**	0.022	29.904	0.446
4. Physical Education teacher-student can gather information and select relevant and useful types of information according to the aims from various media channels.	0.767**	0.018	42.934	0.588
5. Physical Education teacher-student can effectively observe, remember, understand, and tell	0.737**	0.019	38.502	0.544

Variable	Element weight	SE	Z-test	R <sup>2</sup>
or explain the meaning of specific terms, symbols, and techniques of communication.				
Element 2: Analyze Skill	0.907**	0.012	73.575	0.822
6. Physical Education teacher-student can effectively distinguish fraud, exaggerated proposals, opinions, and propaganda.	0.703**	0.020	35.142	0.494
7. Physical Education teacher-student can effectively distinguish pros and cons of the media presentations.	0.724**	0.019	38.169	0.525
8. Once Physical Education teacher-student have decided to gather information from any media, they can effectively distinguish pros and cons, as well as effects toward themselves and other.	0.762**	0.017	43.777	0.581
9. Physical Education teacher-student can accurately and comprehensively tell or explain the main objectives and latent objectives of various forms of media.	0.763**	0.017	44.500	0.582
10. Physical Education teacher-student can reasonably give reasons to support the results of their own media analysis.	0.790**	0.016	48.006	0.624
Element 3: Evaluate Skill	0.991**	0.011	93.631	0.982
11. Once Physical Education teacher-student have decided to gather information from any media, they can make critical or reasonable decisions to believe or disbelieve the information.	0.758**	0.017	45.566	0.574
12. Physical Education teacher-student can choose to receive information from media that are creative and useful to themselves and others according to their aims and denying or blocking useless or unproductive information from the media.	0.742**	0.017	42.450	0.551
13. Physical Education teacher-student know and understand the hidden information and can effectively judge the accuracy, appropriateness, and quality of information from those media.	0.785**	0.015	51.267	0.617
14. Physical Education teacher-student use moral, ethical, and democratic principles to judge the value of information from the media.	0.750**	0.017	43.271	0.563
15. Physical Education teacher-student use their previous experience to judge the accuracy and appropriateness of information from various media based on moral, ethical, and democratic principles.	0.784**	0.016	50.474	0.615
Element 4: Create Skill	0.953**	0.011	87.984	0.908
16. Physical Education teacher-student can design media presenting information, knowledge and opinions	0.774**	0.016	47.503	0.599

Variable	Element weight	SE	Z-test	R <sup>2</sup>
17. Physical Education teacher-student transparent presenting information and based on responsibilities and ethics.	0.786**	0.016	50.328	0.618
18 Physical Education teacher-student produce media through the process of planning, scripting, and researching content to appropriate design media.	0.780**	0.016	48.978	0.609
19. Physical Education teacher-student can effectively edit and disseminate information from various types of media.	0.805**	0.014	57.705	0.647
20. Physical Education teacher-student constructively express their opinions and suggestions to criticize information, values, beliefs, opinions, facts, as well as persuasion, propaganda, and exaggerated propositions or hidden information.	0.834**	0.015	57.048	0.695
Element 5: Participation Skill	0.903**	0.012	74.012	0.816
21. Physical Education teacher-student engage in critiques and comments on information from the media published in various ways to ensure accuracy and beneficence.	0.778**	0.016	47.294	0.606
22. Physical Education teacher-student engage in collaboration media or leverage other people's media for the dissemination of accurate and useful information to society.	0.771**	0.016	47.132	0.594
23. Physical Education teacher-student interact with others in critiques and openly express their opinions to the media on the basis of responsibility and ethics.	0.785**	0.016	49.512	0.615
24. Physical Education teacher-student respect the right and freedom to express the opinions of others through various media.	0.708**	0.020	34.571	0.501
25. Physical Education teacher-student give other people the opportunity to engage in critiques, comment, collaborate, and make appropriate use of their media.	0.702**	0.020	34.670	0.493



## **4 Conclusion**

According to the data, the 25 variables are important variables in measuring the media literacy skills of Physical Education teacher-student. It has been shown that the variables used to measure the media literacy skills of Physical Education teacher-student are access skills, analyze skills, evaluate skills, create skills, participation skills, all of which are correlated. The result is also used as a guide for the development of Physical Education courses in Bachelor's degree modernizing technology and transferring knowledge effectively.

## **References**

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