Characteristics of Digital Mass Media Officer in Media Convergent Age

Chantana Papattha, Prachyanun Nilsook, and Namon Jeerungsuwan

Abstract—The objectives of the research study were to: (1) study experts' perspective about mass media officers' characteristic in media convergent age and (2) synthesize characteristic of mass media officers toward individual competences. The qualitative research was to conduct in-depth interview from 21 experts who were the leader in the field of media. The experts were the executive in mass communication organizations and administrator in universities. The research results revealed that there were 14 elements of digital mass media officers' characteristic including interdisciplinary knowledge, keenness, communication skills, systematic thinking, creative thinking, analysis thinking, critical thinking, media literacy, flexibility in working, active learning and self-learning, mass communication ethics, public consciousness and responsibility, multi-skilling, and integration and application to work. The syntheses characteristic toward individual competences of mass media officer consisted of three elements included knowledge, skills, and attributes. The knowledge elements composted of three essential elements including interdisciplinary knowledge, media literacy, and mass communication ethics. The skill elements consisted of eight essential elements including communication skills, systematic thinking, creative thinking, analysis thinking, critical thinking, active learning and self-learning, and multi-skilling. The attribute elements comprise of four essential included keenness, flexibility in working, public consciousness and responsibility, and integration and application to work.

Index Terms—Characteristic, digital mass media officer, individual competences, media convergent age.

I. INTRODUCTION

At present, the globalization faced an urgent problem on the increase of the population, the demand factors of life, progress of science and technology, and the change of the way of life. It is essential for human to adapt themselves with the technological change [1]. Quality education management was essential for the growth of every nation due to the reason that education provides foundation for the growth in social, economic, political and technology sectors [2]. Considering Thailand revolutionized the country's educational system in 2011 and the better educational direction known as the 21st Century skill that focused on individual skillset of the students [3]. The Thai National Education Act B.E. 2542 (A.C.1999) and Amendments (Second National Education Act B.E.

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(2002) imposed an education reform stressing the curriculum development and modification of teaching methods to develop a students' critical idea, solution skills, and the awareness of the value of culture [4]. Quality of life has been improved through better access to various economic and social security measures and gains in poverty reduction. It is, however, essential to place emphasis on the development of human capital and security, promotion of good governance and fair competition, and a more equitable distribution of development benefits in order to reduce social inequality [5].

Office of the Higher Education Commission (HEC) [5] acts as a regulatory agency to promote the operation of higher education institutions Thai Qualifications Framework for Higher Education: TQF for HEd. The TQF for HEd was the measurement to drive the policy in the National Education Act B.E. 2542 (1999) and Amendments [Second National Education Act B.E. (2002)]. The HEC had set the standard professional qualification and adopted the standard across the country. One responsibility of higher education institute was to provide education based on TQF for HEd, however in Thailand there was no designated National Qualification Framework for Higher Education degree in mass communication and communication arts. The education that aims to develop knowledge, thinking ability, and moral is a device to progress human [6]. Quality graduates must be knowledge, capacity, attitude, and multi-skills to develop the potential latency and the self-sufficiency of the graduates [6]. The study intended to find digital mass media officer's characteristics in experts' perspective to synthesize characteristic of mass media officer toward individual competences for design model of the education management in media convergent age.

II. OBJECTIVES OF THE STUDY

The objectives of the research study were to study experts' perspective about mass media officers' characteristic in media convergent age and synthesize characteristic of mass media officer toward individual competences of mass media office for designing model of the education management in media convergent age.

III. RESEARCH METHODS

The methodology was the qualitative research. Two steps in the study:

Step 1: Study experts' perspective about of mass media officers' characteristic was to conduct in-depth interview from the 21 experts who were leadership in the field of media consisted of executive in mass communication

organizations and administrator in universities in the field of communication arts and mass communication.

Step 2: analysis and synthesis data from in-depth interview to find characteristic of mass media officer in media convergent age. Synthesize characteristic of mass media officer based-on individual competences of digital mass media officer's characteristic to design model of the education management.

IV. RESULTS

Result of the research study presented the following results:

Part 1 results: There were 14 elements of digital mass media officers' characteristic in media convergent age by 21 experts presented in Table I.

TABLE I: SYNTHESIS EXPERTS' PERSPECTIVE ABOUT OF DIGITAL MASS MEDIA OFFICERS' CHARACTERISTIC

Experts' perspective	21 Experts																					digital mass media officers' characteristic
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
1. Interdisciplinary knowledge	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
2. Keenness	✗	✗		✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
3. Communication skills	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
4. Writing skill	✗		✗											✗	✗	✗		✗	✗	✗	✗	
5. System thinking	✗			✗				✗			✗	✗	✗		✗	✗	✗	✗				✗
6. Creative thinking	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
7. Analysis thinking		✗		✗	✗		✗	✗						✗	✗	✗	✗	✗		✗		✗
8. Synthesis thinking		✗			✗			✗			✗			✗		✗		✗				
9. Critical thinking		✗		✗	✗	✗	✗	✗	✗		✗		✗			✗	✗	✗				✗
10. Media literacy	✗	✗	✗		✗	✗		✗			✗			✗	✗			✗	✗			✗
11. Flexibility in working	✗	✗			✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗		✗	✗	✗
12. Active learning and learning person	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
13. Mass communication ethic	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
14. Public consciousness and responsibility	✗	✗			✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗				✗
15. Multi-skills	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
16. Awareness and attitude to career in mass communication			✗		✗	✗		✗					✗		✗	✗		✗				
17. Integration and application to work	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗

Table I showed synthesis experts' perspective about of digital mass media officers' characteristic in media convergent age consisted of 14 elements included interdisciplinary knowledge, keenness, communication skills, system thinking, creative thinking, analysis thinking, critical thinking, media literacy, flexibility in working, active learning and self-learning, mass communication ethics, public consciousness and responsibility, multi-skilling, and integration and application to work.

Part 2 result: there were synthesis characteristic of mass media officer toward individual competences for designing model of the education management in media convergent age presented in Table II.

TABLE II: SYNTHESIS CHARACTERISTIC OF MASS MEDIA OFFICER TOWARD INDIVIDUAL COMPETENCES FOR DESIGNING MODEL OF THE EDUCATION MANAGEMENT IN MEDIA CONVERGENT AGE

Experts' perspective	Individual Competences [7], [8]		
	Knowledge	Skills	Attributes
1. Interdisciplinary knowledge	✗		
2. Keenness			✗
3. Communication skills		✗	
4. System thinking		✗	
5. Creative thinking		✗	
6. Analysis thinking		✗	
7. Critical thinking		✗	
8. Media literacy	✗		
9. Flexibility in working			✗
10. Active learning and self-learning		✗	
11. Mass communication ethics	✗		
12. Public consciousness and responsibility			✗
13. Multi-skilling		✗	
14. Integration and application to work			✗

Table II showed syntheses characteristic toward individual competences of mass media officer based-on individual competences framework [7], [8] consisted of three elements included knowledge, skills, and attributes. The knowledge elements composted of three essential included interdisciplinary knowledge, media literacy, and mass communication ethics. The skill elements consisted of eight essential included communication skills, system thinking, creative thinking, analysis thinking, critical thinking, active learning and self-learning, and multi-skilling. The attribute elements comprise of four essential included keenness, flexibility in working, public consciousness and

responsibility, and integration and application to work. The individual competences of mass media officer in media convergent age presented mind map relation elements essential in Fig. 1.
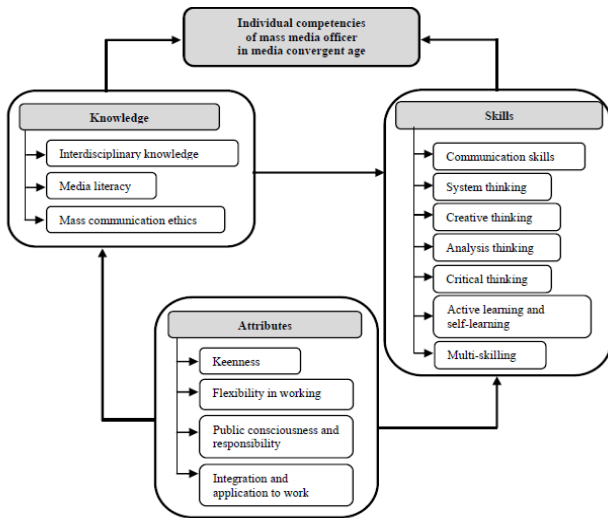

Fig. 1. Mind map relation elements essential of the individual competences of mass media officer in media convergent age based-on individual competences framework [7], [8]. Source: Designed by Chantana Papattha (2014).

V. DISCUSSIONS

The results of the study were 14 essential elements of digital mass media officers' characteristic in media convergent age included interdisciplinary knowledge, keenness, communication skills, system thinking, creative thinking, analysis thinking, critical thinking, media literacy, flexibility in working, active learning and self-learning, mass communication ethics, public consciousness and responsibility, multi-skilling, and integration and application to work. The 14 essential elements to synthesize the individual competences for designing the mass media education management consisted of three elements include knowledge, skills, and attributes. The results of the study with were consisted to the framework of Partnership for 21st Century skills [3], [9] presented 21st century student skills. Core subjects and 21st century themes: Mastery of core subjects and 21st century themes was essential to student success. Core subjects included English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics. In addition, schools must promote an understanding of academic content at much higher levels by weaving. Learning and Innovation Skills: Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information, Media and Technology Skills. Nowadays, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as: Information

Literacy, Media Literacy, ICT (Information, Communications and Technology) Literacy, and Life and Career Skills. Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as: Flexibility and Adaptability, Initiative and Self-Direction, Social and Cross-Cultural Skills, Productivity and Accountability, and Leadership and Responsibility. Finally, 21st century support systems: Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multi-dimensional abilities that will be required of them.

VI. CONCLUSION

The research results revealed that experts' perspective consisted of 14 elements of digital mass media officers' characteristic which included interdisciplinary knowledge, keenness, communication skills, system thinking, creative thinking, analysis thinking, critical thinking, media literacy, flexibility in working, active learning and self-learning, mass communication ethics, public consciousness and responsibility, multi-skilling, and integration and application to work. The syntheses characteristic toward individual competences of mass media officer consisted of three elements included knowledge, skills, and attributes. The knowledge elements composted of three essential included interdisciplinary knowledge, media literacy, and mass communication ethics. The skill elements consisted of eight essential included communication skills, system thinking, creative thinking, analysis thinking, critical thinking, active learning and self-learning, and multi-skilling. The attribute elements comprise of four essential included keenness, flexibility in working, public consciousness and responsibility, and integration and application to work.

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