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A Study on the Effectiveness of Viewer-Media Center

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Abstract

Recently, new media such as YouTube and AR/VR have emerged, and media content has become more complex and diversified. To respond to the new media environment, the Korean government wanted to increase people's access to media and to enhance their ability to utilize it through the establishment of viewer-media center. In this paper, based on the score of media literacy, education programs of the viewer-media center were verified to provide their effectiveness. This paper also suggests and comments on the programs that the viewer-media center should focus on by comparing and analyzing the efficacy among educational programs.

Keywords: *Media, Viewer-Media Center, Media Literacy, Training Effect, Media Welfare, One-person Media*

1. INTRODUCTION

In the past, TV, radio, newspapers, and magazines had a great influence on viewers, and were the only medium in our society to provide all information to viewers at home and abroad. Viewers' right to choose media was very limited, and the content provided by each media could also be consumed only to a certain extent. Recently, it has emerged in a new media environment based on the participation of many users. By using smartphones, tablet PCs, and AR/VR devices, interactive communication is possible, and users who consume content actively produce them. They not only entertain people with entertainment or entertainment content, but also contribute to the development of culture and art, but also share social problems.[1]

In this convergence media environment, participation programs need to be expanded to include participatory programs that communicate and feedback directly to the program as a leading user, not just a consumer-only acceptor, to readjust the role and meaning of users. This is because the role of "viewers" has become much bigger due to the development of media in the modern era than before. In this regard, we would like to analyze the changed media environment and explore ways to enhance the effectiveness of the program of the viewer-media center, which has recently been activated.

2. Theoretical Background

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2.1 The Age of Convergence

There is a radically different phenomenon in the broadcasting sector than in the past. Traditional media such as newspapers, TV and radio have lost influence. Along with traditional media, a new media environment is being created, including new media platforms such as YouTube, Twitch TV, and AR/VR content, following the commercialization of smart devices.

More than eight out of 10 Koreans use smartphones. The percentage of people who read newspapers and news on smart devices is quite high, and SNS usage time is continuously increasing.[2] According to a survey by the Korea Communications Commission, the percentage of smartphone users reducing the use of traditional media (TV, radio) was more than four times higher than that of non-smartphone users. The media, which currently values interaction, has developed and the way viewers consume broadcast content has changed actively accordingly. Viewers' ability to utilize the media is now important because it is not just a viewer but also a producer. Therefore, the government wanted to establish viewer-media centers in various parts of the country to enhance the people's access to and utilization of media.

2.2 Media Literacy

As the media environment becomes more diverse and the role of users increases, the ability to utilize the media or to understand the media becomes important. With the growing influence of the media, proper education is an important issue at the national level. Media literacy refers to the ability to basically understand information technology, such as Internet social media, to use information media, and to express one's thoughts using information or information.[3] Simply called media education, education on the technical aspects of the media can be highlighted, which includes the scope of education that can be used as a tool for education depending on how media technology is advanced. On the other hand, I think the concept of media literacy at an analytical level focuses on the educational effects of interpreting content. Thus, the way in which media literacy is understood, or the need for it, may be that there is a difference in perspective between each media area.[4] The scope of media literacy extends from the center of technology and ability to handle media to the level of literacy that requires an understanding of social, cultural and economic context, and further to the cultural ability to respond to changes occurring throughout society and culture.[5]

2.3 Viewer-Media Center

The Viewer-Media Center, established by the Korea Communications Commission, is an organization that organizes education and experience programs on media and helps viewers produce broadcasting programs themselves. Moon Jae-in, the government 100 as one of the national political agenda was proposed, and the ‘healthy development of the media’ proposed ‘Media Services’ as one of the main contents. Specifically, the government announced that it would expand programs for participation of viewers by establishing a comprehensive media education promotion plan and expanding the "Viewer-Media Center." The main operating programs of the Viewer-Media Center are as follows:

2.3.1 Media Education

It operates a media education program in which various members of society, including citizens and students of the community, participate, and open various educational programs as permanent media education so that all citizens can take the classes. In addition, media education is designed and provided to the underprivileged, such as the disabled in the region, the elderly, multicultural families, and residents of the island area, or to the living community, village community, various institutions and organizations according to the participants' circumstances.

The focus is on the development of customized education programs for local and viewers and the utilization of education, including supporting village media education where residents communicate directly through media, and organizing and operating media volunteer groups for social return of their media utilization capabilities.

2.3.2 Media Experience

It supports viewers to create their own media content. It rents facilities and equipment for content production and organizes an age-specific audience production team with members of the Viewer-Media Center to produce broadcasting programs under the guidance of the instructor in charge. The produced program is organized as a viewer-participating program through consultation with local broadcasters and is actually aired.[6]

Figure 1. TV Open Studio

Figure 2. Radio Open Studio

3. Research Problems and Methods

3.1 Research problems

The main goal of the viewers-media center is to bridge the media gap. The media gap means not only a simple gap in accessibility, but also a gap in understanding and utilization of the media. In order to enhance viewers' media utilization capabilities, the viewer-media center serves to provide viewers with opportunities to receive media education, but should seek ways to launch more effective programs within a limited budget. However, there is a lack of existing research that measures the effectiveness of the program. Therefore, the goal is to analyze the effectiveness of the program of the viewer-media center through research to find the

direction of the project that should be pursued intensively in the future.

3.2 Subjects and methods of research

In this paper, subjects to explore as examples are students of the TV Documentary Production Class Program and one-person Media Contents Classroom Program at the Busan Viewer-Media Center from 2019 to 2020. The two programs are educational programs related to traditional media, and one-person media content programs related to new media, respectively. Both programs aim to 'improve the ability to utilize media'. The subject of the course is ordinary people in society. The research method was analyzed through a questionnaire survey before and after taking two education programs.

The questionnaire was based on the Media Literacy component of the European Commission for Viewers' Rights (EAVI). After reviewing overseas cases for media literacy definitions and components, the media literacy index model of the European Commission (EAVI) is considered the most sophisticated among overseas cases.[7] A total of 20 questions were investigated by organizing contents such as media accessibility, ability to use, critical understanding, and communication skills. The assessment questions were based on a five-point Likert scale. The total score is 100 (20 questions*5 points), and the higher the score, the higher the media literacy ability. In addition, this study excluded duplicates of other programs to enhance comparative analysis before and after the program, and samples of each of the two programs are 30. The SPSS program was used to analyze this research. Determine whether or not a student of a training program will be effective and verify the differences in how much each program improves the student's media literacy. For analysis, each result was verified by Paired T-test.

Null hypothesis: There is no difference in media literacy scores before and after the training program.

Alternative hypothesis: There are differences in media literacy scores before and after the training program.

Table 1. Media Training Program User Questionnaire

How often do you use the media below?
Q1.Mobile phone
Q2.Radio
Q3.Newspaper
Q4.Internet
Q5.Television
Can you do the following activities on your own?
Q6.I can find the information I need using the Internet search function.
Q7.I can use messenger (Kakaotalk, Line, etc.) such as voice/video chatting, file transmission and reception without difficulty.
Q8.I can connect various external devices (printers, external hard drives, USBs, etc.) to my computer.
Q9.I can set up the display, sound, security, input method, etc. in mobile smart device.
Q10.I can write documents or materials using mobile smart devices.
Q11.I can utilize the smartphone application needed to block harmful content.
Q12.I can block spam mail or spam text messages.
Please answer the questions below to the extent that you can actually do it.
Q13.I can distinguish between news and article-type advertising.
Q14.I can distinguish between the broadcasting company's production program and one-person video.
Q15.I can distinguish between commercial and non-commercial websites.
Q16.I can judge whether the source of the information I have encountered is reliable.

Please answer how much you normally do on the Internet:
Q17.When I deliver Internet information to others, I check and deliver it to them to make sure it is accurate.
Q18.When I write on the Internet, I check to see if my writing is true.
Q19.Make sure my writing doesn't offend the other person.
Q20.I exchange information about each other's interests with SNS friends.

Q1~Q5 consists of (1) Not used (2) More than once a month (3) More than once a week (4) More than 3 times a week (5) Almost Every day. Q6~Q20 consists of (1) Absolutely no (2) No (3) Average (4) Yes (5) Strongly Yes.

4. Research Results

The results of comparing and analyzing the scores of the preliminary and post-test through Paired t-test to see how the TV Documentary production class program and one-person media content class program affect the students' media literacy scores are as shown in Tables 2 and 3.

Table 2. Comparison of Media Literacy Score Statistics before and after the TV Documentary Production Classroom

Classification		Descriptive statistics			t(p)
		N	Mean	Std.Deviation	
TV Documentary Production Classroom	Before class	30	64.70	8.417	-11.262(0.000) ***
	After class	30	73.77	8.093	

*p<.05, **p<.01, ***p<.001

To find out the difference between the media literacy score before and after the TV documentary production class, we conducted a Paired t-test and the results are as shown in Table 2. The results were statistically significant, with t=-11.262, p=0.000, based on a significant level of 0.0001. Therefore, the rejection of the null hypothesis and the alternative hypothesis were adopted, and the difference between the pre-education media literacy score of the Documentary Production Class Program and post-education media literacy score can be said.

While the average media literacy score of students in the pre-education documentary production class was 64.70, the post-education media literacy score rose 9.07 points to 73.77. The actual education program is believed to have helped students improve their media literacy scores.

Table 3. Comparison of Media Literacy Score Statistics before and after the one-person media content class

Classification		Descriptive statistics			t(p)
		N	Mean	Std.Deviation	
One-person media content class	Before class	30	66.20	6.661	-15.763(0.000) ***
	After class	30	80.43	7.482	

*p<.05, **p<.01, ***p<.001

Paired t-test was conducted to determine the difference between the media literacy score before and after the course in the one-person media content class, and the results are as shown in Table 3. As a result, t=-15,753, p=0.000, which is statistically significant based on a significant level of 0.0001. Therefore, the null hypothesis rejection and the alternative hypothesis were adopted, and the difference between the pre-education media literacy score of the one-person media content classroom and the post-education media literacy score can be said.

While the average media literacy score of one-person media content class students before training was 66.20, the post-education media literacy score rose 14.23 points to 80.43 points on average. In fact, the education program is believed to have helped students improve their media literacy scores. Both programs were effective in enhancing students' media literacy skills, but one-person media content classes aimed at new media education provided higher student efficacy (total score of 5.16 points) than documentary production classes aimed at traditional media education.

5. Analyses and Conclusion

In the era of convergence media, competition between media will intensify, and at the same time, the contents that users can enjoy will diversify, and at the same time, there will be a higher entry barrier. The concept of a viewer is now recognized as a pre-modern expression that is unilaterally accepted, and in the future, individual users will be important as the main body of the media era.

In line with this trend, the role of the viewer-media center will become more important. The viewer-media center shall, as a national operating organization, promote the media welfare of the people and provide a lasting sense of efficacy. The positive functions of existing viewer-media centers should be further strengthened and developed to meet the needs of increasingly diversified consumers.

Based on this, the following suggestions are made: First, education on existing media should continue to be maintained, but the development of educational programs for new media should continue to provide users with a high level of effectiveness, as indicated by research. As the areas of interest of users become more diverse, the diversity and utility of education programs should be secured by identifying the interests of each type of users. In addition, investment should be made in developing and operating existing center-centered education programs as well as producing user-led education programs.

Second, for the balanced promotion of media literacy skills, not only practical training related to media utilization, but also training to develop the ability to communicate properly with the media is needed. In a smart media environment, protectionist and tool-based media education is not a fundamental solution because it must ban and block the corresponding media whenever a problematic use of the media occurs.[8] Therefore, media education should provide appropriate education for the new media environment so that it can communicate and effectively utilize human-to-human communication as well as artificial intelligence-based machines such as computers and robots.

Third, provide educational programs that enhance the ability to adapt to the new media environment. The World Economic Forum predicts that the mobile Internet, cloud technology, big data, the Internet of Things and artificial intelligence will lead to major technological changes in the fourth industrial revolution in terms of science and technology. Based on these technological advances, the media and telecommunications industries we are in will still play important roles in the era of the Fourth Industrial Revolution, when everything is connected to each other and development into a more intelligent society is expected.[9] The ability to not only access and understand the simple media that traditional media education has emphasized but also to interact with the world through collaboration, sharing and participation will be an essential capability in adapting to the upcoming new media age.

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