The Digital Media Education Concept of Business Education for Thailand

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Abstract:- *The changes in the business environment impact the teaching and learning of business in Thailand. Especially in the dynamic of digital media, it has played an essential role in improving the business teaching process. This academic paper aims to explain the role of media education and perspectives of educational media for business management teaching through theoretical discussions. This academic paper presents the potential and educational materials for business education management. It highlights the importance of business activities as educational media and the impact of the driving force of the educational media concept on the teaching of business management for Thailand. The last section of this academic paper also provided recommendations for theoretical and practical business studies to promote more effective business education in Thailand.*

Introduction

In recent years, there has been increased discussion at all levels of society about the nature of digital media, new media, or information and communication technologies, as well as their significance in the knowledge society, effects on and potential applications in learning and educational processes, and other topics. Digital media has its technological foundation in computers (Culatta, 2021). In the broad sense of computer technology, information technology, and communications technologies, they can be classified as software products or software processes (Rashid & Zreyazb, 2021). However, engineering and technology carry distinct cultural value (Turkmen, 2020). The significance of technology in culture is discussed in detail in the sections that follow, to the extent that they can also be used to understand how digital media is perceived (Stanley, 2021). Media education has taken up the topic of the effects of digital media on culture, society, the workplace, education, and much more as a prominent area of research. It was also brought up that the unique qualities of digital media might have educational value (Wu, 2020).

The significant changes that digital media cause for society, culture, economy and politics also influences people on an individual level (Culatta, 2021; Stanley, 2021). This creates a need for education which gain an understanding of these technologies in order to influence themselves to be able to take the direction and speed of one's options for action (Tkacheva, 2019). From an educational perspective, the perspective arises about the type of qualification that digital media require and the type of educational potential it enables (McDougall & Potter, 2019). The ability to use digital media in a media-competent manner has become a much-discussed task in media education due to its growing importance in society (Turkmen, 2020). However, the ability to use digital media is not enough on its own (Fleischmann & Daniel, 2013). Effects of digital media influence our lives regardless of whether we would like to use them or not. This can be seen, for example, in the discourse on the use of digital voting machines in political elections. With a software-based, automated

generation of a falsified election result, they would impact the living conditions of a country's population. An understanding of digital media and its operating principles is necessary (Glick, 2008). Digital media are different from traditional media. This is indicated by analyses published in recent years from an IT and media science perspective in Thailand. Most of the published papers were focused on digital media literacy (Nora, 2018; Sachanand, 2022; Kantawan, Sataruji & Satharuji, 2022; Patharathikul & Sa-u, 2022). The authors did not find a published paper which focused on the digital media education concept of business education. These differences also pose new challenges for media education (Cheng, 2016).

A significant difference between the new media and traditional media lies in their changes - namely software-based - production processes and modes of operation. In this context, software-based does not mean that we use the software as an aid to create a newspaper article, but that media content is calculated using software (Wu, 2020). As internet users, we encounter this when we ask ourselves where the internet-based commerce provider Alibaba, Facebook and Amazon, which products are of interest to a customer. While traditional radio stations and newspapers present fixed content and advertising, digital media can react to their users' constructed software structures (Tkacheva, 2019). Even without consciously entering private data, calculate profiles of an internet user and then automatically generate content (Rashid & Zreyazb, 2021). The examples outlined are based on the software-based principles of digital media: technology and content interact. Such effects can be planned in construction activities. Media education in traditional media hardly had to deal with creating media content generated by software (Glick, 2008). Due to the new developments, questions arise for media education about the effects of these new technologies on media education processes.

The new challenges for education that have arisen due to digital media require a theoretical framework that considers the principles and specifics of the digital media (Buckingham, 2013; Culatta, 2021). The present work aims to develop such a theoretical framework in media education (Turkmen, 2020). It does this by examining an activity that influences the technological basis of digital media (Wu, 2020) ; construction activity with digital media. The specific relationship between technology and content that mix in the digital medium is based on the software as the technological core of the digital media. In construction work with digital media, disputes with the software structure and the specifics of digital media are to be assumed.

The idea for an investigation into construction work came about as part of this paper in the research group digital media in education at the university in Thailand. There, the researchers (Glick, 2008; Fleischmann & Daniel, 2013; Cheng, 2016; McDougall & Potter, 2019; Tkacheva, 2019; Wu, 2020; Culatta, 2021; Rashid & Zreyazb, 2021) has been involved in the development and implementation of projects and workshops in recent years, in which lay people were able to construct digital media themselves. For example, they developed a communication platform or changed a business program. They built and programmed small robots that could clean up Lego blocks or drive away from grabbing hands. The participants themselves carried out concept development and implementation. Due to the positive experience of construction activities observed there, their investigation seemed worthwhile from a media educational perspective.

The paperwork is based on theories about digital media and media education. The discipline of tasks and areas of media education are presented, which explained which approaches exist in media education and media education, which tasks and concept are formulated. Then it is presented which perspectives on the impetus for concept development of digital media in

business education and whether and how these are integrated into business educational concepts. It is found that the specific technology of the digital medium is only picked up in business education cases. The focus of the work on those theories of media education that analyses the digital medium's starting point for their theory formation is explained. Finally, the knowledge gained in the theoretical part is summarized and related to the aim of the present work. The gaps that became visible in the theoretical analysis of the business education field lead to the formulation of open questions to make the need for business education management clear (Buckingham, 2013).

Media Education Perspectives on Tasks and Area of Media Education as a Superordinate Discipline

Effects of digital media on culture, society, and the world of work, education and much more are the essential research focus of media education (Turkmen, 2020). As a conclusion of the previous section, however, the possible educational relevance of the specific properties of digital media was pointed out (Tkacheva, 2019). The following section will examine whether and how this educational relevance resulting from digital media properties is taken up in the various areas of media education (Tkacheva, 2019). The section presents the basic assumptions, orientations, contents and goals of these areas. The development from a more conservative pedagogical orientation of media education to educational approaches that focus on the potential of different media or their use and design for personality development can be traced (Fleischmann & Daniel, 2013; Sacchanand, 2022). The emergence of new media and special media have traditionally influenced media-pedagogical approaches (Cheng, 2016). Therefore, it is examined whether and how the emergence of the computer and digital media have been integrated into media pedagogical theory (McDougall & Potter, 2019). For this purpose, media competence models are subjected to a particular test because theoretical views have congealed in them as formulations of tasks and goals (Buckingham, 2013). It will be shown that a specific alignment, including the basic theoretical assumptions, to the new digital media challenges, is slow (Glick, 2008). Such approaches are shown based on the discourses on the development of media education. The discourses of media education are based on a specific concept of education, which this paper will therefore explain here.

The beginnings of media education approaches can be dated to the beginning of the 20th century (Turkmen, 2020). It is shown that pedagogues saw influences on young people that needed to be critically questioned and encouraged discussion about dealing with such media content. The term media education appeared in the 1960s (Wu, 2020). Since then, the now quite differentiated research in media education has dealt with the effects of media use and the development of corresponding media education concepts (McDougall & Potter, 2019). As in light, the constantly emerging media, especially the mass media, have enriched the debates and concepts (Buckingham, 2013). Media education is tied to technical developments. Buckingham (2013) is often asked to draw educational consequences from these respective developments. As a scientific discipline, media education has broad questions. However, it is also an action science and therefore confronted with a multitude of practical tasks. In theory and research, media education refers to all cultural development opportunities that should be encouraged in people and influenced by the media (Tkacheva, 2019). Describing the tasks and goals of media education has led to different systematics (Fleischmann & Daniel, 2013). The terms used in various media-pedagogical approaches are different and sometimes contradicting (Glick, 2008). Even the clear separation that is often made of media didactics deals with the design of

learning situations supported by media and therefore conveys knowledge through the media (Cheng, 2016). Media education deals with imparting knowledge about media and their effects, which is currently blurred when media didactics reflect on their media pedagogical roots and the necessity of their orientation towards media education goals, especially under the influence of developments in digital media. Digital multimedia offers to combine informative and teaching elements with entertaining and playful that have to be answered by media pedagogy by linking media didactic and educational concerns (Buckingham, 2013).

Hug (2002) and Turkmen (2020) pointed out that all areas of media education would mix more and more in future tasks, concepts and procedures. This is especially true for the term media education, which has been used more and more for some time, which attempts to shift the focus from imparting knowledge to an educational theory orientation (Glick, 2008). This term is also used inconsistently so that a delimited systematic representation is problematic. This paper intends to examine the education-oriented perspectives of media education on digital media and their technological basis (Tkacheva, 2019). Therefore, this paper focuses on media education and media competence models due to their general education requirements and approaches to media education.

In the following, this academic paper outlines the goals and tasks of media education described by the authors (Glick, 2008; Turkmen, 2020; Wu, 2020; Stanley, 2021) who understand media education as a sub-area of media education. It then deals with tasks and methods of media educational activity and aims to educate people to use the media in a conscious, reflective, critical, socially desirable manner (Turkmen, 2020) In; the following paper outline the tasks of media education as presented by Hug (2002) Spanhel (2006) and Wu (2020). Media education sees the ability to use signs as the basis for enabling people to use the media to gain a relationship with the world, with themselves and with others. This is inherent in people but must first be developed and developed (Spanhel 2006).

Hug (2002), Spanhel (2006) and Wu (2020) pointed the normative goal of media education in media education; it is named as the task and goal of media education. This paper uses media education to describe the mutual development of people and the world in an active engagement with the diversity of the media and the abundance of media offers. Education is understood here as personality development, as an end in itself and not as a means to an end (Spanhel 2006; Tkacheva, 2019). In a narrower sense, media education is then an aspect of personality development that is to be understood as a process and a result of mediating the world and self through media (Spanhel 2006). According to Spanhel (2006) and Wu (2020), the tasks of media education include promoting skills in establishing and shaping social relationships, the abilities concerning the constitution and design of personal worlds of experience, and understanding content. These goals, which by the way, are similarly mentioned by representatives of media education, seem to focus on the media as mediators. The focus is on the use of media and their possibilities for communication and consumption. The promotion of skills to understand the technological basics of digital media is missing here, as is a perspective on the change of content, of the world and oneself with and due to technological processes (Fleischmann & Daniel, 2013).

Spanhel (2006) Wu (2020) and Quah & Ng (2022) pointed to overcoming a technological-functional position in a review of the historical development of media-pedagogical positions, which has received an upswing since the mid-1980s through the so-called information technology primary education in schools and universities. In this paper opinion, construction activities with digital media could also be located in action and

production-oriented media work. In these approaches, however, there is often a focus on producing and dealing with content, not technology. This is primarily understood as a means for production and communication. Not least because of the criticism of imparting media skills as one of the most important fields of action in media education (Cheng, 2016), a discussion about the tasks of media education has emerged in recent years. However, media education does not appear as a term in the relatively new concepts of media education, nor does it appear in the definitions of the sub-areas of media education (Tkacheva, 2019). What is understood by media education has so far hardly been defined. However, the advocates of media education do not see this as just a normative goal of media education but try to critically point out that media education concepts are supposedly too strongly oriented towards imparting media competence (Kamkankaew et al. 2022). A concentration of media pedagogical concepts on the promotion of media competence is sceptically stated by many authors (Fleischmann & Daniel, 2013; Cheng, 2016; Tkacheva, 2019; Turkmen, 2020; Wu, 2020; Rashid & Zreyazb, 2021; Stanley, 2021). Instead, they argue for an alignment of media pedagogical concepts to educational goals and develop theories of media education from them.

The arguments for media education can be divided into two strands (McDougall & Potter, 2019) : One strand of the discourse takes up the distinction between imparting skills versus promoting education. It is argued that educational offers on dealing with the media should not be limited to imparting media skills. Media educational offers would also offer educational potential that goes beyond that. Therefore, it mainly included promoting processes of understanding and reflection, the ability to criticize and the possibility of self-expression. The second line of argument in the discourse takes a perspective on the media. The particular importance and specific properties of the new media are emphasized and criticized for the fact that existing models of media competence and the media-pedagogical debate about them are primarily geared towards traditional media (Glick, 2008; Cheng, 2016; Turkmen, 2020; Wu, 2020; Rashid & Zreyazb, 2021; Stanley, 2021). The media analysis carried out different contexts of use (possibilities and dangers) of traditional and new media and novel processing processes controlled by algorithms and given rules of action, which are assigned an educational relevance.

Educational Perspective in Media Business Education

The discourse about the focus of the pedagogical perspective on educational tasks is largely ignited by a criticism of the supposedly too strong focus on tasks of imparting skills seen separately from education. Turkmen (2020) considers the concept of media competence to be too limited because it is used too much as an affirmative adaptation to the so-called knowledge society. This must be overcome by adding fundamental aspects of education to media education. Wu (2020) criticized a purely technical perspective which many models of media competence emphasize. However, Wu (2020) does not use this term to designate perspectives on technology but instead criticizes the limited focus on teaching manual and cognitive skills. In doing so, Fleischmann & Daniel (2013) developed requirements for an educational approach to media, in which the holistic aspect of people's personality is taken into account. Because media have significantly shaped and changed society and culture, media education must do what pedagogy has always wanted. Media education must therefore relate to central educational concepts.

On the one hand, it has to enrich its terms in educational theory, and it must draw attention to the media-related deficit of many educational theories. According to Tkacheva (2019),

successful media education comprises three things; competent handling of the media, reflection on it, and adapting appropriately to unknown media situations. Media education also includes media literacy but expands it to reflect it (Fleischmann & Daniel, 2013). The present paper follows this argumentation in that it aims to determine the educational potential of construction activity, which is not limited to imparting technical and instrumental skills. The perspective of reflexive behaviour towards the media is adopted as a sensitizing concept (Hyojin, 2012).

Therefore, media education must impart media competence to people, but rather it must support people in their enculturation process in a digital culture. For this purpose, command knowledge and orientation knowledge would have to be conveyed together. With the pedagogical positions outlined here - incidentally, parallel to other pedagogical areas (Stanley, 2021) - a dispute about the concept of competence and the relevance of the imparting of competence in media education becomes visible. This leads to the use of the term media education.

This paper will use the term media education because when looking at construction activity. It refers to the educational potential that becomes visible. The discourse about the differences between media education and media literacy seems to be primarily characterized by different emphases. In the formulations of media literacy models, the object is more likely to be the subject of learning, through which it is to be formed and should be appropriated, in focus. This is expressed, for example, in formulations based on the digital media demand steadily growing and changing skills from each individual, which are taught by the state educational mandate (Cheng, 2016).

An orientation towards the imparting of competencies, in which the necessary acquisition of competencies is primarily formulated in a normative way, while media education focuses more on enabling educational processes through digital media. In media education theories, the focus is on subject-oriented educational opportunities, which are also made possible by digital media (Tkacheva, 2019). Media are understood here more as constituting society so that it is argued that education cannot be conceived without taking media into account; Education needs a media space (Stanley, 2021). Likewise, educational theory should be applied to particular media problems but analyzes media constituting society must contribute to the modification and redefinition of educational theory because media have fundamental importance for what pedagogy undertakes in theory and practice (Turkmen, 2020). This perspective makes it clear why a distinction between media competence and media education does not have to be hair-splitting: imparting media competence can be the task of a sub-area of pedagogy; however, a perspective on the connections between media, society and the individual can have implications for the self-image of the entire discipline.

However, there are also apparent similarities in both positions. Representatives of media education also consider imparting media literacy to be necessary, and representatives of media literacy models also orient this towards goals based on educational theory. Most media competence models are by no means exclusively geared towards imparting available knowledge, but rather, in their theoretical explanations, they explicitly promote critical reflection and the associated orientation knowledge (Glick, 2008; Cheng, 2016; Tkacheva, 2019; Turkmen, 2020; Wu, 2020; Rashid & Zreyazb, 2021; Stanley, 2021). However, it may be true that the use of the term is becoming increasingly blurred in practice and that the increasingly demanded conveyance of media competence leads to concepts in which the conveyance of skills and knowledge about a learning object media is in the foreground (Hyojin, 2012).

Since the present paper is expressly not about determining a possible acquisition of competencies, this paper orient on the discourse on media education theory, this paper aims to explore the educational potential of specific activity with digital media. With this use of the term, this paper underlines the focus on educational processes. The outlined discourse is also ignited by the nature of the newly emerging media. In this presentation, however, it became clear that the arguments refer to the effects, but in some cases, hardly any reference to the technology of these new media. In the media education discourse, however, more technology-related arguments can also be found in media education. These are presented in the next section. With the present paper, this paper would like to follow up on the approaches mentioned by focusing on the specific characteristics and structures of digital media as IT, algorithmic media (Tkacheva, 2019). In an overview of theoretical knowledge of the principles and functioning of digital media, their fundamental differences compared to traditional media could be shown. They cause profound changes both on the level of the actions of users and designers and on the social and cultural level (Cheng, 2016). This makes it questionable whether computers and digital media can be subsumed under media education questions as other new media. The ongoing development and redevelopment of media have always presented media education with new challenges and fields of action (Fleischmann & Daniel, 2013). Thus, there has been a need to review both the objectives and the methods and fundamental theories of media literacy. In an overview of the tasks and goals of media education, which are available in the congealed form in media competence models, it was possible to show that the specifics of digital media are only partially taken up in media education perspectives.

In addition to the use and reception of and dealing with media and media content, media education focuses on media education as a media competence to be acquired (Cheng, 2016). However, design activity is primarily seen as an opportunity to understand better the made-up of media content (Turkmen, 2020; Wu, 2020; Rashid & Zreyazb, 2021; Stanley, 2021), but less so to better understand the new principles and functions of the design and construction of media technology itself. It can be assumed that there are differences between construction activity and media design because due to the software structures, construction activity must go beyond the design of content and into the construction of the technology, in which the content is designed in interaction with the machine and its structural guidelines.

In primary information technology education and IT education, which explicitly also have the technological specifics of the computer as a learning object, the general education requirement is formulated relatively narrowly. The first more recent approaches were presented in which the specifics of digital media are discussed from a media education perspective and made fruitful for educational processes. A structural media education proposal points out the importance of analyzing the media structures that enable creating specific new educational spaces. Focusing the perspective on the structure proves to be particularly useful after analyzing the technological characteristics of digital media.

The Educational Potential of Business Studies with Digital Media for Thailand

Regarding the educational concept of structural educational theory, the educational potential of business activity was highlighted and justified for the context of determining the educational content of such activities with digital media, the extension of the concept of education to include a perspective on the technological relationship and its interactions with self-relationship and relationship to the world. The paper comes to this result theoretically based on a perspective on digital media informed by media education theory based on

developing the core category of business activity. This refers to the role of technology and the relevance of a technology relationship's tentative and testing development through the subjects. Although technology is part of the environment, the world of business and could therefore theoretically have been included under the business world relationship, the specific relevance of the development of a technology relationship for the development of self and world relationships becomes apparent. The representations of the design business student of their design activities indicate that the design business students perceive the technology as changed and that they can also experience themselves and the world as far changed due to the described interactions. In these self, world and technology changes, references also change accordingly. The designers relate, for example, the business student experience of business work to their personal future goals. The technology appears in these processes as a connection object. The stakeholder involved in business activities thus address their perceptions of business activity with their reflections on their personal development, their social participation opportunities, their influence, and with their flexible and ambivalent search for points of view in their assessment of and view of digital media, aspects that are also in the normative, theory-based demands on media education presented at the beginning are mentioned. This empirically indicates the educational potential of business work with digital media. In the developed categories, the following educational potential of construction work with digital media can be seen that it is reflecting on and business changing relationships with oneself, the business world and technology; acquisition of orientation business knowledge for dealing with contingency; expansion of options for action by establishing business connection processes; reflection on the business connections between society and IT and digital media literacy for business operation (Kamkankaew, 2020, 2021).

Business Activities as Digital Media Education for Thailand

Due to the technological properties of digital media such as processing, socio-technical interactions that come into play, these educational potentials from business activities are likely to differ from other educational opportunities, such as those through the pure application and use of digital media such as E-commerce, Mobile commerce and Web-based Commerce, through content design and other online media such as graphic design such as online content, online magazines, image processing, or visual design, differentiate. To put this specific educational potential of digital media, as it shows in the business activity in the focus of the media education theoretical discussion, digital media education was proposed in this work. Although educational concepts can also be developed within previous media education, the previous implementation of media educational concepts with digital media shows that the educational use of digital media is recognized as necessary because they are new. However, their specific characteristics and technical, cultural, political, and educational relevance are often not considered. The requirement for the conception of digital media education arises from the analyses. It can be concluded that constructive interactions differ qualitatively from other media in business education. The technological character of digital business media enables other interactions between technology, the customer acting, and the content conveyed. Digital media enable new ways of dealing with go beyond ways of dealing with traditional media. This includes, for example, design business activities on the technical level. Business media pedagogical concepts should therefore integrate these new approaches. The specific educational potentials of construction activity could be shown in the tentative development of business running, business environment and technology relationships. As a consequence of the

educational business potentials presented, there is a demand for a connection between technical business education and general business education. Proposals for such concept developments for digital media education in business were derived from the discussion.

Impetus from the concept development of digital media in Business Education for Thailand

The results of the discussion above provide impulses for concept development of educational interventions with the aim of digital media in business education as follow that.

1. Relevance of the meaning dimension for concept creation

The discussion of the meaning dimensions described could be checked for their relevance when creating a concept such as enabling the creation and business-determined activities, enabling business connection processes to be established, dealing with business semiotics, enabling business functioning, taking social design relevance into the business account.

2. Consider the need for orientation knowledge.

Pay attention to the impulses of digital media on business cultural practices, such as modular learning, enabling further business processing. The future application and development possibilities with digital media are often beyond our knowledge. Therefore, it is also crucial for media educators in the business area to recognize this as an area of indeterminacy relevant to education and give the wishes, interests, and practices of business learners an appropriate priority. Innovation often takes place not only by business developers but also by business users. The same can be assumed for business education - not only pedagogues but also business learners develop new business inspiring perspectives in dealing with digital media.

3. New media enable new business forms of learning

Business didactic methods should therefore be selected appropriately. Most traditionally, business learning was able to gain indications that the imparting of traditional knowledge with traditionally instructive procedures was rejected mainly and ended in irrelevance. As the author is teaching in the Thai university, I was able to find something similar in other contexts, such as my students expressed criticism of a teacher who asked them in business class to design a business model and program the business plan that draws an old method to analysis the business environment and create the business model with the traditional point because they tended to stipulate all analysis steps in stages to control the processes under a traditional concept. Significant business learning contexts are also likely to play a significant role in increasing interest in business technical topics and new technical business aspirations. It showed that technology could not be used separately from the business didactic concept because it provides didactic impulses.
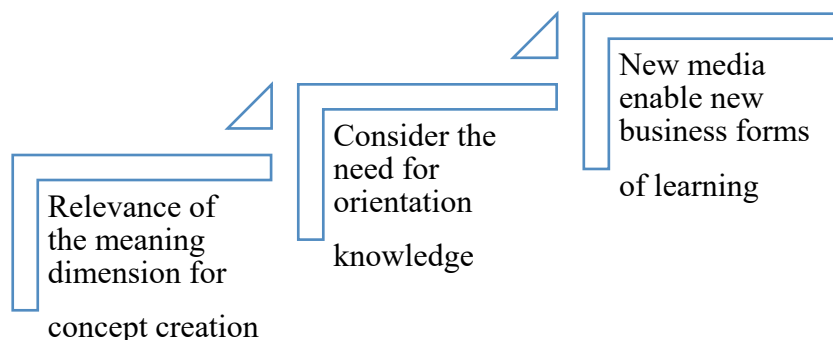
Figure 1 Impetus from the concept development of digital media in
Business Education for Thailand

Conclusion and Suggestion

In understanding the digital media in business education, every investigation and theory development serves as an inspiration for further investigations and theory development. Not the confirmation, not the provability of available theses, but the development of new questions, the knowledge of this paper is, therefore, the immanent goal of a theory investigation.

The results and conclusions of the present study also offer indications and approaches for future research work. The knowledge about the connections between business activities and the evocation of pedagogically relevant reflection processes, as well as the knowledge about the relevance of the specific properties of the digital media in business education, provide a basis for further empirical quantitative and qualitative research method, but also for the theoretical development of digital media in business education and the elaboration of its implications for general pedagogy and educational theory. These connection options are outlined below on various levels.

Further empirical surveys seem to be helpful in quantitatively checking the empirically obtained this paper that educational processes can be evoked with business activity and determine the frequency of such educational processes for different groups of business people. The developed hypothesis in the future research of the explanatory model that business activities tend to develop an interest in and understanding of how technology works than other activities with digital media should be tested in a business study with a stakeholder in business operation.

So far, the need to develop suitable media in business educational concepts has been justified primarily with the constantly rapidly changing information technology developments and the associated change in requirements in the business operation and business environment. The results of this paper suggest not reacting defensively to the change but using the opportunities for business educational processes. These are made possible in particular by business activities with digital media. When developing concepts for media education work that wants to use the specific potentials of business work with digital media, suitable reflection methods and concepts for the business didactic embedding would have to be developed in order to be able to realize this potential.

This paper was able to provide the impetus for the theoretical foundation of digital media in business education. The urgency, currently formulated by various media educators in a media education manifesto of the Thai Government by the Ministry of Higher Education, Science, Research and Innovation that to give media education a higher priority in education

is supported by the results of the work, which show the general education potential of business activity and the relevance of the light on digital media for business educational processes. The discussion results in a need for research concerning the development of business pedagogical theory. The importance of digital media in business education within pedagogy should be clarified, particularly the relationship between business educational goals and the goals of media education.

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