

Developing a model for promoting media literacy skills for an aging society through family participation

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ABSTRACT

This research project is on developing a media literacy model for the elderly with a focus on family participation. The study had three main objectives: (1) to examine the problems and needs of the elderly in Sang Tho Sub-district, (2) to develop a media literacy promotion model, and (3) to evaluate the quality of the model. The findings revealed that elderly individuals faced challenges using media platforms like Facebook and YouTube. These issues negatively affected their health and made them vulnerable to misinformation and online fraud. The researchers developed a media literacy model for the elderly with six main components: foundational principles, objectives, curriculum, learning activities, assessment, and a support system. The model integrates the Media and Information Literacy and Dialogue (MIDL) framework, adult learning theory, and participatory learning. It focuses on four key skills: access, analysis and evaluation, content creation, and application for transformation. The learning activities are based on the "SONGSOT" model, which includes seven steps: 1) Situation analysis, 2) Observe and question, 3) Navigate media, 4) Generate content, 5) Share and discuss, 6) Open mind, and 7) Transformer. The model received the highest quality rating from expert evaluations.

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1. INTRODUCTION

In the 2024 Budget, Thailand is entering a super-aged society. Ubon Ratchathani Province has the third-highest elderly population in the country. Out of the top 5, Ubon Ratchathani has an elderly population of 401,029 people. The elderly population (60 years and over) has a ratio of 132.7 per 100

people compared to the childhood population (under 15 years old). The elderly population (60 years and over) has a ratio of 39.3 per 100 people compared to the working population (15–59 years old) (National Statistics Office, 2024). In Khueang Nai District, Ubon Ratchathani Province, there are 21,429 elderly people, the highest in the province. The sub-district area with the most elderly residents has 2,072 people (Department of Elderly Affairs, 2024).

The elderly are considered a valuable human resource and an important social cost, especially in Thai society, which respects them as individuals who accumulate local experience and wisdom in various fields to be passed on to future generations. Family members also use the elderly as a spiritual center, providing warmth, guidance, and instruction to their children. If the number of elderly people, which is constantly increasing, can be self-reliant and live a valuable life, it will be considered an important power of the family. It should not be viewed as a burden. However, Thai society today is facing the problem of online fraud in various forms. As a result, psychological and property damage, such as intimidation, forced communication alone, or tactical actions, can prompt the elderly to recognize promptly. These events have caused many seniors and families to experience disappointment. Grief and loss of assets of high value.

In the digital era, individuals must have the ability to access, understand, analyze, interpret, and evaluate the value and credibility of media, information, and digital technology in order to select, receive, utilize, and create media, news, and communication effectively. They will be able to take advantage of media, information, and digital technology for self-development. Community and Society (Office of the Secretariat of the Council of Education, 2019) is a necessary skill for individuals of all ages. Critically analyze the media and use digital resources effectively. In addition, the development of such skills is conducive to constructive participation in democratic societies, as well as interaction with media and information providers for expression and lifelong learning (Elya et al., 2023).

Many scholars and educators have developed models to strengthen media literacy skills for different target groups. Most of them are designed activities that focus on a specific group. However, such development lacks the dimension of relationship and participation between community members and society as a whole. We aim to improve media literacy skills for the elderly through a learning management process. Therefore, creating a family-based learning management model is an important approach that promotes both media literacy skills and constructive relationships between family members and the community. It is also in line with the Participatory Behavior Index, such as volunteer activities. Child care, care for the elderly in the household. Participation in community/village activities and political participation was found to be low compared to other dimensions. The development of a participatory learning management process involving family members, relatives, and neighbors will help the elderly gain knowledge, understanding, and skills to analyze the reliability of information and use digital technology for effective communication, ultimately leading to their empowerment. This will strengthen families and communities in a sustainable manner.

This research aims to 1) study the problem conditions and need context related to media literacy for an aging society in the area of Sang Tho Sub-district, Khueang Nai District, Ubon Ratchathani Province. 2) Develop a model to promote media literacy skills for the aging society by using the participation of family members. And 3) evaluate the quality of the model for promoting media literacy skills for an aging society through family participation.

2. METHOD

This is a developmental research design based on the development of a model to promote media literacy skills for an aging society by organizing a participatory learning process for family members. We have reviewed various documents and research studies that focus on the development of media literacy skills.

This study employs the grounded theory technique to formulate the main hypotheses based on precise and reliable data. dependable data. We aimed to generate creative theories by applying the interpretative and creative phenomenon processes from the main informant's viewpoint (Table 1).

Table 1 Learning module framework for achieving learning outcomes

Module	Activities	Learning Outcomes
In-depth Knowledge (Analyzing and Exploring Community Information)	Experience: This step encourages learners to draw upon their prior experiences and apply them to the learning process while sharing their experiences with peers who may have similar or different backgrounds.	<p>Dimension 1: Access media and information, and use digital technology safely.</p> <p>1.1 Understand the roles, functions, and methods of accessing media, information, and digital technologies.</p> <p>1.2 Understand the diversity of media and their benefits in serving different objectives.</p> <p>1.3 Understand the principles and be able to access media, information, and digital technologies correctly and safely.</p> <p>1.4 Understand personal information needs, recognize channels for accessing and obtaining information, and select appropriate information that is relevant and suitable.</p> <p>1.5 Use digital technologies technically to access, transmit, and disseminate information to others in a safe manner.</p> <p>1.6 Be self-aware while consuming media, and allocate time for media and digital technology use appropriately.</p>
Accurate Knowledge (Creative Media Design)	<p>Reflection and Discussion:</p> <p>This step provides learners with opportunities to express their opinions and feelings and to exchange perspectives with group members. The instructor facilitates the process by posing key issues for analysis and critique. Learners gain exposure to diverse viewpoints that differ from their own, which broadens their learning experience. Reflection and discussion lead to multiple conclusions and foster the development of teamwork skills.</p>	<p>Dimension 2: Analyze, critique, and evaluate media, information, and digital technology.</p> <p>2.1 Understand the structure of the media industry.</p> <p>2.2 Analyze the conditions under which the media operate.</p> <p>2.3 Recognize the mechanisms of media monitoring and regulation in a democratic society.</p> <p>2.4 Analyze the differences in media types and content based on their origins and purposes of communication, and compare how media, information, and digital technologies are utilized for different objectives.</p> <p>2.5 Analyze media construction and the implicit meanings embedded in media content.</p> <p>2.6 Evaluate the value and credibility of media with critical judgment in consuming media, information, and digital technologies.</p> <p>2.7 Be aware of the impacts of disseminating media, information, and digital technologies on oneself, others, and society.</p>
Critical Awareness (Creative Media Development)	Understanding and Conceptualization: This step involves developing comprehension and forming conceptual thinking. It may be initiated by learners themselves,	<p>Dimension 3: Create media content and information.</p> <p>3.1 Be aware of the objectives as a media creator, disseminator, and sharer of information, acting ethically and responsibly as a citizen.</p> <p>3.2 Utilize digital technologies and other methods to create media and information, synthesize knowledge,</p>

	with the instructor providing guidance to complete the understanding. Alternatively, the instructor may lead the process initially, and learners continue to develop the idea until it matures into a complete conceptual understanding.	and organize information systematically for practical use.
Media Literacy (Disseminate Creative Media)	Experiment or Application : This step enables learners to apply newly acquired knowledge and skills in various contexts or situations, gradually developing their own approaches and practices.	Dimension 4: Apply knowledge and foster transformation. 4.1 Recognize one's role in creating and using media and information for civic expression, and be able to explain one's role in this process. 4.2 Select appropriate communication channels and methods to foster change, considering objectives, target groups, and socio-cultural contexts. 4.3 Initiate and participate in creating and using media and information to solve problems, monitor outcomes, and promote positive and beneficial changes at individual, group, or societal levels.

1. Media literacy skills, as conceptualized by the Thai Media for Youth Institute, refer to the competencies necessary for developing media, information, and digital literacy that foster active and responsible citizenship among the elderly. These competencies are categorized into four dimensions: (1) Access – the ability to access media, information, and digital technologies safely and effectively; (2) Analysis and Evaluation – the capacity to critically analyze, interpret, and assess media, information, and digital technologies; (3) Creation – the ability to generate media content and information creatively and responsibly; and (4) Application and Transformation – the application of media literacy knowledge and skills to drive positive change and transformation.

2. Aging society refers to the community of Saang Tho Subdistrict, Khueang Nai District, Ubon Ratchathani Province, where the population aged 60 years and above is significant. The target group for the research consisted of family members of schoolchildren who expressed an interest in learning. Their participation was intended either as preparation for entering an aging society themselves or as a means of acquiring knowledge to further support and transfer learning to elderly individuals.

3. Family participation refers to the process in which family members, such as children, grandchildren, or caregivers, play an active role in supporting, encouraging, and guiding elderly individuals. This involvement includes engaging in joint learning activities, providing assistance in the use of technology and communication, and supporting both the use and production of media. The ultimate aim is to foster the development of media literacy skills among the elderly.

For the elderly, with the participation of family members, including conceptual concept media information and digital literacy: MIDL. Adult learning theory, family concept included. The research methodology is divided into three stages, as follows : Step 1: Study of the condition, problems, and necessary needs.

Target Group : A total of 25 participants were purposively selected, comprising elderly individuals, experts, and key stakeholders, including public health officers, the headman of Saang Tho Subdistrict, village leaders, community representatives, village health volunteers, retired civil servants, and elderly residents of the Saang Tho community.

The data collection tool is an in-depth interview. The question consists of 5 main point structures, as follows: 1) Media literacy for today's aging society. 2) Problems and causes of media literacy problems for an aging society. 3) The need to solve media literacy problems for an aging society. 4) Appropriate approach to strengthening media literacy skills for an aging society. 5) Open-ended questionable feedback.

The results of the group discussion will be used as basic information to confirm the need for development in accordance with the context and needs of the area. It is also used as important information for the

development of a model to promote media literacy skills for an aging society by organizing a participatory learning process for family members.

Step 2: Drafting and Developing the Model

This step is to process the data from the implementation of step 1 to analyze and synthesize to determine the guidelines for drafting the model, which is to use the results of the basic data study to determine the structure of the model, which has 6 components: 1) the principles of the model 2) the objectives 3) the content 4) the activities 5) the measurement and evaluation and 6) the support system that emphasizes the participation of the main speakers is a village public health volunteer. Use the participation model of 1 main speaker. For 10 families, there is a learning process that connects the same experience with more knowledge. Be open to new things – learn deeply and apply your knowledge to everyday life.

Step 3: Evaluating the quality of the model

Target Group : The 5 experts were selected from a specific selection of qualified persons who have a master's degree or higher in education, curriculum development, measurement and evaluation, and the organization of media literacy activities.

The quality assessment of the developed model using the model quality assessment form using a five-level estimation scale is the most, the average, the middle, the least, and the least that the researcher created according to Likert's concept. The number of 10 points in each aspect is based on the principles, essence, Objectives, activities, and measurement and evaluation, together with the connoisseurship deliberation meeting.

Analysis of the results of the feasibility assessment of the model. Consider the average of the points that consider the draft model appropriate. Must have an average of 3.50 or higher.

3. RESULT AND DISCUSSION

The study on conditions, problems, and context needs related to media literacy for an aging society in Ubon Ratchathani Province. It was found that most of the viewing habits involved lying on the phone in a crib. It lasts about 30 minutes or more. Watch the program on popular platforms such as Facebook, YouTube. The program of items to watch is dance band, agriculture, fertilizer use, and animal husbandry.

That can summarize and classify 4 needs. Details are as follows: 1) Access to information, basic use of mobile phones, how to search and check source information such as food and drug registration numbers, cosmetic product registration numbers, etc., 2) Data analysis considering the reliability of products, food products, medicines, and products sold through the online system, 3) Prevention of online scams, call center gangs, messages, and unsafe links, and 4) Development of communication skills and story presentation. Recording clips, telling, and demonstrating what he is already good at, such as weaving, preserving food, dancing, exercising, and telling stories. An emotion that conveys the wisdom that the elderly want to pass on to the next generation.

A six-component model was developed to promote media literacy among the elderly through family participation. The first component, the model's principles, is based on 4 key ideas:

1. Media Literacy Competency focuses on four dimensions: safe access to media, critical analysis, content creation, and applying knowledge to drive positive change.
2. Adult Learning Theory emphasizes a learner-centered approach, where facilitators guide participants to learn from real-life experiences and apply new skills immediately. The process is designed to be low-stress, encouraging reflection and discussion.
3. Family Involvement integrates family members, like children and grandchildren, into the learning process. Activities are designed to be done together to promote intergenerational learning.
4. Participatory Learning encourages participants to share their media experiences (like encountering fake news), reflect, discuss, and apply what they learn through group activities.

The second component outlines the model's objectives: to enhance media literacy skills in the four dimensions mentioned above.

The third component, the content, is divided into four modules: in-depth understanding, accurate knowledge, critical awareness, and media literacy.

The fourth component consists of the learning activities, which follow a seven-step "SONGSOT" model: situation analysis, observe & question, navigate media, generate content, share & discuss, open mind, and transformer.

The fifth component, assessment and evaluation, measures knowledge, skills, and application through authentic assessments, worksheets, and project reviews.

Finally, the sixth component, the support system, highlights the active participation of families and village health volunteers in reinforcing learning.

The model consists of six components that promote media literacy skills for the aging society through family participation. These components include education and awareness, intergenerational workshops, access to resources, supportive technology training, community engagement, and feedback mechanisms. Together, they aim to empower older adults to navigate the digital landscape confidently and effectively. It includes learning activities organized into four modules, with each activity following a seven-step process, referred to as the SONGSOT model, as illustrated in Figure 1. This model enhances understanding and encourages active participation among family members, fostering a collaborative learning environment. By integrating these approaches, families can work together to bridge the gap between generations, ensuring that older adults feel connected and capable in today's technology-driven world.



Figure 1 The SONGSOT model

The quality of the developed model was evaluated using a 5-point Likert scale questionnaire. The evaluation was categorized into four dimensions and applied to assess the quality of the model across the four learning modules. Data analysis is presented in Table 2, showing the results of the model quality evaluation.

Table 2 The quality of the developed model

Item	Issue	Accuracy		Suitability		Feasibility		Usefulness	
1	Background and importance of the model	4.80	0.40	4.90	0.30	4.85	0.36	4.90	0.30
2	Principles of the model	4.65	0.48	4.55	0.50	4.65	0.48	4.65	0.48
3	Objectives of the model	5.00	0.00	5.00	0.00	4.65	0.48	5.00	0.00
4	Activity implementation procedures	4.55	0.50	4.85	0.36	4.55	0.59	4.60	0.49
5	Learning content	4.75	0.43	4.90	0.30	4.85	0.36	4.90	0.30
6	Activities to promote media literacy skills	4.70	0.46	4.85	0.36	4.85	0.36	4.90	0.30
7	Activities to encourage participation	4.75	0.43	4.65	0.48	4.45	0.50	4.80	0.40
8	Assessment and evaluation of the model	4.55	0.50	4.15	0.48	4.40	0.73	4.65	0.57
9	Evaluation criteria of the model	4.35	0.48	4.55	0.67	4.50	0.59	4.75	0.54
10	Overview of the model	4.95	0.22	4.90	0.30	4.80	0.51	4.85	0.36
	Conclusion	4.71	0.46	4.73	0.48	4.66	0.53	4.80	0.42
	Summary overview	Mean=4.72 SD=0.48							

Based on Table 2, the overall quality of the model across the four activity modules was rated at the highest level, with a mean score of 4.72 and a standard deviation of 0.48. When analyzed by dimension across the four modules, the mean score for accuracy was 4.71 (SD=0.46), for suitability was 4.73 (SD=0.48), for feasibility was 4.66 (SD=0.53), and for usefulness was 4.80 (SD=0.48). These results indicate a strong consensus among participants regarding the model's effectiveness, particularly in terms of usefulness, which received the highest mean score. The low standard deviations across all dimensions further suggest that the ratings were consistent, reinforcing the reliability of the model's performance.

4. CONCLUSION

As stated in the "Introduction" chapter can ultimately result in "Results and Discussion" chapter, so there is compatibility. Moreover, it can also be added the prospect of the development of research results and application prospects of further studies into the next (based on result and discussion). Based on a study in Ubon Ratchathani, this research developed and evaluated a model for promoting media literacy among the elderly with family participation.

The initial findings revealed that older adults commonly use LINE, Facebook, and YouTube for daily tasks, but prolonged use leads to health issues and a higher risk of falling victim to online scams and misinformation. Their primary needs are to verify information, identify fake pages, and safely navigate online commerce and scams. These findings align with previous research showing a need for

greater digital and media literacy among this demographic. Community and family members also expressed a need for support in helping the elderly with technology.

A six-component model was created to address these issues. Its principles are based on media literacy competency, adult learning theory, family involvement, and participatory learning. The model's objectives focus on four key areas: safe access, analysis, content creation, and application for transformation. The curriculum is divided into four modules: in-depth understanding, accurate knowledge, critical awareness, and media literacy. The learning activities follow the seven-step "SONGSOT" model, and assessment is conducted through worksheets and project reviews. The model's support system relies on families and community health volunteers.

The model was systematically developed using established educational theories and methodologies, including the ADDIE model. Expert evaluation confirmed its high quality, with an average score of 4.72 out of 5. The highest scores were for usefulness, followed by appropriateness, accuracy, and feasibility. This positive evaluation validates the model's design and its potential to effectively enhance media literacy skills for the elderly in Thailand.

Recommendations from the Study were, For effective implementation, practitioners must fully understand the media literacy model's components and development steps. Instructors should use relevant, current case studies and news to align with learning modules, enhancing learner engagement. Creating a positive, family-like atmosphere is also crucial to encourage open discussion and participation. Future research should explore using family participation to develop other skills. Additionally, studies could focus on creating specialized models for community leaders to promote knowledge sharing and sustainable change.

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