

# GUIDELINES FOR THE DEVELOPMENT OF TEACHING AND LEARNING INNOVATION TO ENHANCE ETHICAL DECISION-MAKING ABILITY IN JOURNALISTIC PROFESSION: A CASE OF PHOTOJOURNALISM COURSE IN THAILAND\*

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## Abstract

The research entitles “Guidelines to develop teaching and learning innovation to enhance ethical decision-making ability in journalistic profession: a case of photojournalism course in Thailand has 2 objectives: 1) to study the status and problems of teaching

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*\*Research article “GUIDELINES FOR THE DEVELOPMENT OF TEACHING AND LEARNING INNOVATION TO ENHANCE ETHICAL DECISION-MAKING ABILITY IN JOURNALISTIC PROFESSION: A CASE OF PHOTOJOURNALISM COURSE IN THAILAND” is a part of Dissertation entitle “DEVELOPMENT OF A BLENDED INSTRUCTIONAL MODEL USING CRITICAL PROBLEM-BASED LEARNING TO ENHANCE ETHICAL DECISION-MAKING ABILITY IN JOURNALISTIC PROFESSION” by the support of THE 90 TH ANNIVERSARY OF CHULALONGKORN UNIVERSITY FUND (Ratchadaphiseksomphot Endowment Fund)*

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and learning management in photojournalism course in Thailand and 2) to create guidelines for the development of teaching and learning management in photojournalism course that can enhance ethical decision-making ability in journalistic profession for Thai students. The qualitative data collecting techniques used in this study are comprised of documentary analysis, and in-depth interview technique with journalistic teachers, faculties in the field of educational technology and journalistic professionals while common theme analysis is brought to analyze data derived. The main results are as the following :

1. The status and problems of teaching and learning management in photojournalism course in Thailand are as follows:

1.1 The photojournalism courses are merely a free elective course not a core course for journalism major and its description is too wide and cover all types of photojournalism not only for news photos which cause the ethical violation in journalistic profession much more than other types. So, it is difficult to set the goals of teaching and learning that can cover the development of student cognition, affection and ethical decision making ability as said in Bloom's Learning Theory, that after a learning episode, the learner should have acquired new skills, knowledge, and/or attitudes.

1.2 There is a shortage of qualified photojournalism teachers who have breadth and depth knowledge of involving sciences; photography, journalism, principle of morality and ethics , and instructional design that directly affect on the enhancement of student cognition, affection and decision making ability. Moreover, most of them don't pay enough attention to socialize the journalism

ideology and ethics to their student and seriously be the role model or idol of ethical man in both everyday life and in the profession.

1.3 All photojournalism teachers don't plan their teaching pedagogy by using appropriated model of the instructional design: critically blended problem-based learning (or blended PBL.) that has been convinced by academic and professionals for the possibility to make an effective enhancement on student cognition, affection and ability to make ethical decision in the cases of professional ethics violation. This affect on the improper teaching contents, teaching techniques, activities, instructional media and textbooks, assignment and evaluation method and then, the failure in the assimilation process to enhance journalistic student' knowledge , awareness and ethical decision-making ability.

2.To enhance ethical decision-making ability in journalistic profession for Thai students, the guidelines for the development of teaching and learning innovation in photojournalism course should be comprised of three factors as follows.

2.1 The curriculum of communication arts, majoring in journalism and other majors should focus more on student socialization process for knowledge, awareness and skill to work in accordance with the professional ideology and ethics by clearly identify in the course description of all subjects so that photojournalism teachers and communication arts faculty members will be inevitably controlled to plan their course outlines by integrating professional ethics into all lessons and assignments aiming to improve student learning as Bloom's Taxonomy of Learning Domains to classify forms and levels of

learning: cognitive domain or knowledge, affective domain emphasizing on feeling and emotion or attitude and psychomotor concerned with skills to solve the problems of ethical violation and skills to work in accordance with journalism ideology during four years of studying. Then the photojournalism course should be a core course for student majoring in journalism not an elective one while its course outline should be well prepared aiming to socialize student cognition, affection and skill of news phototaking in accordance with ideology and professional ethics.

2.2 The faculty development should include 3 main elements: 1) depth and breadth knowledge covering the principle and theory of journalism, photography, journalism ideology and ethics, instructional design model and teaching and learning evaluation 2) skill improvement involving phototaking equipments and skill to take news photos in accordance with journalism ethics and professional standards in order to be good samples for students, and 3) behavioral improvement that means photojournalism teachers should be an ethical role model for student both in the way of life, and in the profession. Moreover, they should be the member of journalism association or other professional associations involved in order to make academic and professionals networking that can help continuous improvement of knowledge, experience, teaching and learning skill, and other collaborative projects: research projects, contest activities and other special activities involved that are useful for faculty members themselves and also for students registering in photojournalism subject.

2.3 The development of teaching and learning process should aim to enhance student cognition, affection and psychomotor as Bloom's Taxonomy using critically blended PBL instructional model which is focused on using collaborative group discussion inside and outside classroom via e-learning system and tools both synchronous and asynchronous that make a chance for faculty members and student to interact in any time and any place freely. Then, teaching and learning innovation designed by teachers help in searching for more information, student' learning, sharing and participating in ethical decision-making process: producing, selecting, editing and presenting news photos and all types of photojournalism products, and guidelines to solve the problems of ethical violation in ๔ dimensions: human dignity, human rights, untasty and violence, critically that can enhance learning process, awareness and skill to take news photos in accordance with professional ethics among Thai students. Moreover, the assessment of teaching and learning process should be comprised of both formative and summative one and should be done by ๓ main stakeholders: teacher assessment, student self-assessment, and group assesement using evaluation tools that can reflect ethical decision-making ability of student after finishing each lessons and the end of the critically blended PBL designed model.

**Keywords:** journalism / photojournalism / instructional design / blended problem-based learning / critically blended PBL / journalism ethics

## บทคัดย่อ

บทความวิจัยเรื่อง“แนวทางการพัฒนานวัตกรรมการจัดการเรียนการสอนเพื่อเสริมสร้างความสามารถในการตัดสินใจทางจริยธรรมในวิชาชีพวารสารศาสตร์ : กรณีศึกษารายวิชาการถ่ายภาพวารสารศาสตร์ในประเทศไทย มี 2 วัตถุประสงค์ได้แก่ 1) เพื่อศึกษาสถานภาพและปัญหาการจัดการเรียนการสอนรายวิชาการถ่ายภาพวารสารศาสตร์ที่ส่งผลกระทบต่อความสามารถในการตัดสินใจทางจริยธรรมในวิชาชีพวารสารศาสตร์ของนักศึกษาวารสารศาสตร์ และ 2) เพื่อสร้างนวัตกรรมการจัดการเรียนการสอนในรายวิชาการถ่ายภาพวารสารศาสตร์เพื่อเสริมสร้างความสามารถในการตัดสินใจทางจริยธรรมในวิชาชีพวารสารศาสตร์แก่นักศึกษาวารสารศาสตร์ การเก็บรวบรวมข้อมูลประกอบด้วยการวิเคราะห์เอกสาร และการสัมภาษณ์เชิงลึกอาจารย์ผู้สอนสาขาวารสารศาสตร์ และอาจารย์สาขาเทคโนโลยีการศึกษา และวิเคราะห์ข้อมูลโดยใช้การวิเคราะห์ความสอดคล้องของข้อความ ผลการศึกษาที่สำคัญมีดังนี้

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1. สถานภาพการจัดการเรียนการสอนในรายวิชาการถ่ายภาพวารสารศาสตร์เพื่อเสริมสร้างความสามารถในการตัดสินใจทางจริยธรรมในวิชาชีพวารสารศาสตร์ในประเทศไทยพบว่า มีสถาบันอุดมศึกษาเพียงบางแห่งเท่านั้นที่เปิดสอนหลักสูตรนิเทศศาสตร์สาขาวิชาวารสารศาสตร์และจัดให้มีรายวิชาการถ่ายภาพวารสารศาสตร์และคำอธิบายรายวิชาที่เน้นด้านคุณธรรมจริยธรรมในวิชาชีพอย่างชัดเจน อย่างไรก็ตาม อาจารย์ผู้สอนรายวิชาการถ่ายภาพวารสารศาสตร์ในประเทศไทยยังคงไม่ได้ใช้การจัดการเรียนการสอนแบบผสมผสานโดยการแก้ปัญหาอย่างมีวิจารณญาณ เพื่อเสริมสร้างความสามารถในการตัดสินใจในวิชาชีพวารสารศาสตร์ ยิ่งกว่านั้น อาจารย์ผู้สอนส่วนใหญ่ยังไม่ได้ให้ความสนใจเพียงพอต่อการสอนประเด็นปัญหาด้านจริยธรรมและการละเมิดจริยธรรมในวิชาชีพอย่างจริงจัง

2. แนวทางการพัฒนานวัตกรรมการเรียนการสอนเพื่อเสริมสร้างความสามารถในการตัดสินใจทางจริยธรรมในวิชาชีพวารสารศาสตร์ในประเทศไทย ที่ควรมีให้ความสำคัญอย่างเร่งด่วน มีดังนี้

2.1 การพัฒนาหลักสูตรการเรียนการสอน คำอธิบายรายวิชา และแนวการจัดการเรียนรู้ที่สามารถเสริมสร้างความรู้ความเข้าใจ และความสามารถในการตัดสินใจทางจริยธรรมในวิชาชีพวารสารศาสตร์ สำหรับนักศึกษา ในกระบวนการผลิต การคัดเลือก การบรรณานุกรมภาพ การคัดเลือกเพื่อนำเสนอผลงานภาพถ่ายเชิงวารสารศาสตร์ทุกประเภท

2.2 การพัฒนาการออกแบบการเรียนการสอนที่สามารถเสริมสร้างกระบวนการตัดสินใจทางจริยธรรมในวิชาชีพวารสารศาสตร์โดยตรง ประกอบด้วย 1) มีแผนการเรียนนักศึกษาที่เป็นรูปธรรม 2) ปรับปรุงเทคนิคและกลยุทธ์การสอนโดยใช้รูปแบบการสอนแบบผสมผสานโดยการแก้ปัญหาอย่างมีวิจารณญาณ สื่อและกิจกรรมการสอนที่ผสมผสานระหว่างสื่อออนไลน์ และการสอนในชั้นเรียน รวมถึงการประเมินผลการเรียนการสอนโดยใช้แบบสอบ MEQ 3) การออกแบบเนื้อหาวิชา ประกอบด้วย แนวคิดเกี่ยวกับหลักวารสารศาสตร์และจริยธรรมในวิชาชีพวารสารศาสตร์ กระบวนการตัดสินใจทางจริยธรรมในวิชาชีพ แนวคิดการเรียนการสอนโดยการแก้ปัญหาอย่างมีวิจารณญาณ องค์ประกอบและวิธีการใช้ระบบการจัดการเรียนรู้ (LMS) แนวคิด และเทคนิคการทำแบบสอบ MEQ และ 4) การออกแบบนวัตกรรมการเรียนการสอนที่ช่วยให้นักศึกษามีความสุขกับการเรียนรู้ด้วยตนเอง เสริมสร้างการแลกเปลี่ยนเรียนรู้เป็นกลุ่ม มีส่วนร่วมในกระบวนการตัดสินใจทางจริยธรรมในวิชาชีพได้อย่างมีวิจารณญาณ

**คำสำคัญ:** วารสารศาสตร์ / การถ่ายภาพวารสารศาสตร์ / การออกแบบการเรียนการสอน / การเรียนแบบผสมผสานโดยใช้ปัญหาเป็นฐาน / การเรียนแบบผสมผสานโดยการแก้ปัญหอย่างมีวิจารณญาณ / จริยธรรมในวิชาชีพวารสารศาสตร์

## introduction

The research entitles “Guideline for the development of teaching and learning innovation to enhance ethical decision-making ability in journalistic profession: a case of photojournalism course in Thailand” is necessary for teaching and learning in journalism program because professional organizations which produce newspapers and online newspapers are nowadays seriously criticized by academic, professionals and society for the covert and overt violation of professional ethics especially for the violation of human dignity, human rights, violence and horrible accidents, ugly and untaste pictures and also sensitive or drama news pictures. As a result, media presentation of these violated photojournalism products may hurt the victims and their relatives, create a sense of panic, stress, and depress to their readers and Thai people as a whole.(Nindam, & Piyamanothamma,(2012) [1]

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The situation cited above causes academics and professionals in journalism pay more attention to the instructional design model that can socialize and cultivate student’ ethical concept, attitude and decision-making ability to their journalistic students before entering in journalism profession in the future with the expectation to have qualified and responsible young-blood reporters, and photojournalists to create quality news stories and photojournalism products that can convey meaningful, clear, accuracy, tasteful, and positive sense of public mobilization for social justice, peace, and healthy society. This will make media organizations be recognized as quality gatekeepers, and social monitors that can lead to the strenghten of social norms. (Meksrithongkum,2002) [2] Moreover, publics can get accurate



information that is helpful for making a decision in various issues which will benefit both themselves and society as a whole.

However, the preliminary study of journalism curriculums and photojournalism courses offered in public and private higher education institutions shows that there is still no focus on ethical decision-making ability in the course description and course outline content and activities using appropriate instructional design that can indeed foster and enhance Thai student cognition, affection and ethical decision-making ability in journalistic profession. Moreover, there is still no research on the development of teaching and learning management or instructional design model to improve journalistic students' ability on ethical decision-making in photojournalism course or other similar subjects that can apply to photojournalism courses. As a result, these young blood photographers or reporters then inevitably face with a moral conflict situation and can not make the suitable decision as it should be. The phenomena cited above, then, leads to the ethical violation and a lack of quality in news stories and photojournalism products which meet the professional standards. This is because being photojournalists or journalists does not just merely taking a photojournalism products or reporting as robot but they have to consider and decide what should be white photos and news stories, how to present and why, when facing with ethical conflicts in the journalistic profession. (Meksrithongkum,2002) [2]Then, the study entitled on "Guideline for the development of teaching and learning innovation to enhance ethical decision-making ability in journalistic profession: a case of photojournalism course in Thailand" has two objectives: 1) to

study the status and problems of teaching and learning management in photojournalism course in Thailand, and 2) to create guidelines for the development of teaching and learning innovation in photojournalism course that can enhance ethical decision-making ability in journalistic profession for Thai students. The research will provide the guidelines for the development teaching and learning innovation that can socialize and shape journalism student knowledge and attitudes on professional ideology and ethics that can finally lead to enhance their ability on ethical decision-making before entering in the profession. Moreover, professional organizations and associations involved can also apply these innovation in the designing of the professional training courses for their operation staffs and management in each levels.

## METHODOLOGY

Research methodology are the qualitative methodology using both documentary analysis and in-depth interview technique. The instruments used to collect data including: 1) the data analysis form, and 2) the semi-standardized interview protocols

### 1.1 Population and sample

#### 1.1.1 Population and sample for documentary analysis

Population of documentary analysis are comprised of both the primary sources: the journalism curriculums, photojournalism course descriptions, teaching outlines, and photojournalism books provided by the Faculty of Communication Arts in public and private university, and secondary sources: academic writings or research articles in academic and professional journals together with research reports

related to photojournalism course which were conducted by academics or professionals themselves and also got financial supported from the Faculty of Communication Arts in public and private universities, profesional organizations and associations involved.

Samples of the primary and secondary sources of document were chosen by using information retrieval tools: [www.thailis.or.th](http://www.thailis.or.th) and [www.google.com](http://www.google.com) during November 1st, 2012 to December 31st, 2012.

#### 1.1.2 Population and sample for in-depth interviews.

Population for in-depth interviews were divided into 3 groups: 1) Lecturers of the journalism program of public and private university in Thailand, 2) journalism professionals at the operational level, including photojournalists and reporters and the management level including news cheif, assistant to editor and editor in chief who are involving in the process of selecting, editing and publishing news photos and news stories. Moreover, journalistic professionals are board committees of Thai professional organizations involving the ethical standardization and 3) Lecturers of the educational technology program both public and private universities in Thailand.

Sample of the 3 groups cited above are chosen by purposive sampling using criterias:.

1) Teaching and profesional experiences in the field for more than five years and 2) willingness to cooperate for in-depth interviewing process till the end of research.

The twenty-eight key informants were comprised of 1) nine faculty members of journalism programs in both public and private universities, 2) thirteen journalism professionals including 9 members

of professional organizations; chief of photo journalists, news chief, assistant to editor and editor in chiefs, and 4 board committees of the professional associations supervising the professional ethics, and 3) six faculty members of the educational technology programs in both public and private universities

## 1.2 Tools for data collection.

The semi-standardized interviews protocols are comprised of nine key questions as follows:

1.2.1 The problems and causes of violations of ethics of professional journalism and the news.

1.2.2 Problems of teaching photojournalism and other courses to enhance professional ethics in journalism and the solutions.

1.2.3 The networking among journalism academics and professionals to solve the violation of professional ethics.

1.2.4 Guidelines to revise the journalism curriculums in Thai universities.

1.2.5 Guidelines to create and develop teaching and learning model for photojournalism course with blended instructional model using critical problem-based learning to enhance ethical decision-making ability in Thai students: learning and teaching process, lesson content, learning materials, media, activities, and teaching techniques both inside and outside classroom and the evaluation techniques.

1.2.6 A current situations of the professional ethics violations: principle of human dignity, principles of good taste, principle of individual rights and principle of fact, that should be used as issues of discussion.

1.2.7 The classroom environment that enhance students learning process.

1.2.8 The sources and supporting materials that should be provided or guided by lecturers.

1.2.9 The conditions or factors affecting the effectiveness of student ethical decision-making ability.

### **1.3 Data collection**

Data collecting used in the process of indepth interview technique are as follows:

1.3.1 The semi-standardized interview protocols were examined by academic, professional and educational technologist and improved before pretesting.

1.3.2 The semi-standardized interview protocols were brought for pretesting by interviewing with 3 key informants: communication faculty members, journalistic professionals and educational technologists in order to check understanding, consistency, difficulty of the questions and timing of interviewing, as well as to make the researcher become familiar with the sequence of the interview, and improve the skill of questions probing.

1.3.3 The semi-standardized interview protocols were developed both language and format before using to collect information from the 28 key informants.

1.3.4 The researcher contacted and made an appointment with these 28 key informants, sent them the semi-standardized interview protocols by email or fax and asked them for the allowance of audio and video recording, photo-taking, and note-taking by researcher and

assistant while conducting an interview.

1.3.5 The data was then transcribed and analysed using common themes analysing technique

## Results

The research findings are respectively presented as the research objectives as the following

1.1 Research objective 1) to study the status and problems of teaching and learning management in photojournalism course in Thailand

The results of the status and problems of teaching and learning management in photojournalism course in Thailand using both documentary analysis and interviewing with journalism academics and professionals can be categorized into three main factors: 1) the status and problems of curriculum and course 2) the status and problems of the teachers, and 3) the status and problems in the instructional design and teaching process.

### 1.1.1 Status and problems of curriculum and courses.

The research findings about the status and problems of curriculum and course that directly affect the enhancement of ethical decisions-making ability among Thai journalism students have 3 issues as the following.

1.1.1.1 The journalism curriculums for undergraduate level in both public and private universities in Thailand always merge the content of mass media laws and professional ethics in one subject as core course with 3 credit planned for the second or third year student. Therefore, the content of the subject are rather wider than to focus in the

details of mass media laws and journalism ethics that is necessary for the enhancement of student ability in ethical decision-making process. Moreover, the teaching pedagogy used in this subject is still lecture-based which cause student feel bore and ignore the important of this subject for being qualified ,responsible, and critical professionals which directly promote their career paths in the future.

1.1.1.2 The journalism curriculum doesn't pay enough attention and focus on the socialization of journalistic professional ideology and ethics to Thai student, according to most of the course description appeared in the curriculum and teaching outlines that don't show the integration of teaching and learning strategies to continuously enhance student knowledge, attitude and decision-making ability on the violation of professional ethics in the overall subjects throughout the four-year of curriculum and course plan.

1.1.1.3 The Photojournalism courses are merely free elective course not a core course for journalism major. Therefore the subject isn't selected by the curriculum committees for the reason of no lecturer or teacher or the subject can not be opened for the reason of the limited number of students registration. As a result, there is only a part of journalistic student that have a chance to study in this course. Moreover, It was found that the course description is too wide and cover all types of photojournalism not only news photographs which cause the violation of professional ethics in journalism than other types of them. So, it is difficult to set the goals of teaching and learning that cover the development of student cognition, affection and ethical decision-making ability as said in Bloom's Taxonomy of Learning

Domians with the expectation to socialized young blood professionals who is qualified, conscious, responsible and can make a contribution to their profession which can gradually diminish the problem of ethical violations in journalistic profession.

### 1.1.2 Status and problems of the teachers.

The research findings about the status and problems of the teachers that directly affect the enhancement of ethical decision-making ability among Thai journalism students have 3 issues as the following.

1.1.2.1 The photojournalism teacher are university lecturers or guest lecturers who are always photojournalists of professional organization. This cause a lack of breadth and depth knowledge covering the involving sciences; photography, journalism, morals and ethics, and instructional design that directly affect on the enhancement of student cognition, affection and decision-making ability. Moreover, the instructors don't pay attention to socialize the journalism ideology, morals and ethics to their student and seriously behave as ethical role model in both everyday life and in the profession.

1.1.2.2 The results showed that almost of the curriculum committees of both public and private universities don't select photojournalism for the reason of teachers shortage, while some of them solve the problem by assigning two faculty members to take charge of the subject: lecturers and lab teachers. This cause the lack of unity and continuity in the teaching and learning activities, and student progress assessment in cognition, affection and ethical decision-making ability in journalistic profession.



1.1.3 Status and issues in the instructional designing and teaching process.

The research findings about the status and problems in the designing and teaching process that directly affect the enhancement of ethical decision-making ability among Thai journalism students have 5 issues as the following: 1) the status and problems of the teaching and learning process 2) the status and problems of teaching content 3) the status and problems of textbook 4) the status and problems of teaching techniques, activities and Instructional media and 5) the status and problems of teaching evaluation. The details are as follows:

1.1.3.1 The status and problems of the teaching and learning process. Photojournalism teachers in most universities don't use any instructional design model in teaching and learning management; problem-based learning; critical problem solving or blended critical problem-based learning etc., which are the suitable instructional models to enhance student cognition, affection and ethical decision-making ability in the cases of professional ethics violation. Moreover, the evidence showed in the course outline that they set content about the professional ideology and ethics in only one lesson with three or four teaching periods in the first or second week using lecture-based technique. The main concept always is the framework and professional ethics in journalism, declared by the National Press Council of Thailand and the relevant professional associations together with group discussion, following by lecturing on various techniques to create photojournalism products in each types and giving student an assignment to take photojournalism in each types that student can use

as materials to do their final project; wall newspapers, online newspaper or magazine.

However, the assignment to create photojournalism in each types and in the process of doing their final project are not emphasized on the conformation to the journalism ideology and ethics from the acquisition of the photo, the first step; pre-production or planning stage, the second step; production or photo-taking stage and the third step; post-production covering selecting, editing and presenting of these various types of photojournalism.

Moreover, the teachers don't set the current situations or problems of ethical violation in journalistic profession in each cases which were seriously and continuously found in news media : principle of truth, principle of human dignity, principle of individual rights and principle of good taste, in order to make their students understand, aware, able to find solutions and finally choose the best way to solve these problems effectively.

#### 1.1.3.2 The Status and problems of teaching content.

Teaching contents that were always set in the course outlines can be categorized into four groups: 1) the introduction of photojournalism covering the definition, importance, types, qualifications and benefits of photojournalism etc., 2) The production process and technique covering the equipement, principle and technique to take photojournalism in each types; news photos, documentary photos and serial photos etc., and 3) The using of photojournalism covering the selecting, furnishing or editing with computer graphic software programs, and publishing. However, teaching contents in each groups are still not continuously

and completely merged and integrated in the teaching and learning process from the starting point till the end with the aim to train and enhance student ethical decision-making ability.

1.1.3.3 The status and problems of books or textbooks. The result shows that there are a few books created by photojournalism teachers and officially published and distributed by universities' book centres or publishers. (Namwong, et al. 1997; Nitsamoeu, 2002; Ketkhowit, 2005; Thonglert, 2011) [3], [4], [5], [6] Moreover, there are many books that are copy printed by teachers and free distributed to their students.

When analyzing the content and written format, the interesting finding are that contents appeared in these published books can be categorized into 3 groups which are consistent with teaching contents as cited above, while their written format still focus on the principles and theory of photojournalism than being as a handbook or a guidebook that can enhance journalism student ethical decision-making ability in each steps: pre-production or planing, production and post-production process.

1.1.3.4 The status and problems of teaching techniques, activities and instructional media. The finding shows that teaching professional ethics in journalism is boring because of teaching technique focusing on lecture-based technique together with the explanation of classic and real cases of the photojournalism published in Thai newspapers that show the problem of ethical violation much more than using student group discussion which is the suitable technique to train student ability to apply the ethical principles or theories involved

to identify and describe the problem of violation nowadays that can lead to the sense of awareness and ability to solve these problems .

Moreover, most teachers use new media such as email and facebook by setting new group for this subject in order that students can quickly and conveniently access to the assignment, and teacher comments on their works, while some of them design lesson on e-learning which are mainly comprised of content, powerpoint, worksheets, e-books, samples of photojournalism in each types, and evaluative tools especially for achievement tests etc., that can help student easily accessing and learning by themselves outside classroom. However, the use of new media especially for setting group in facebook and e-learning are not designed to provoke student learning, searching and sharing between and within their group freely by having efficient interactive tools such as blogs, etc., as the part of teaching and learning process regulated by teacher assignment, conditions and guidelines in order that student can finally improve their critical judgement for the most appropriate ways to solve the ethical violation problems in each cases.

1.1.3.5 The status and problems of teaching evaluation. The status of teaching evaluation focus on cognitive domain especially for knowledge and understanding on ethical issues found in mass media photojournalism. However, the lecturers don't evaluate the ability to apply the ethical principles to classify and explain the phenomena of professional ethics violation, their attitude and their skill on ethical decision-making critically of the whole process, from the planning stage, production stage and post-production stage that will show the

students' decision-making ability.

Moreover, it was found that the teachers themselves do their major role as evaluators not student. As a result, student do not engage in the evaluation process both self-assessment and group assessment since most teachers still use lecture-based as teaching strategy not a group process with the aims to develop student knowledge and understanding on principles of professional ethics more than to make them a chance to share, learn and find out the way to solve the problem that can help cultivate and socialize students' attitude and practical skill of photojournalism products which are in accordance with journalism professional ethics .

Moreover, it was also found that evaluation tools are not link with the professional ethics in journalism because teacher always use academic achievement test and skill to take photojournalism products, however evaluative criterias are focus on meaning, beauty, composition, and creativity not journalism ethics standards of the profession.

1.2 Research objective 2) to create guidelines for the development of teaching and learning innovation in photojournalism course that can enhance ethical decision-making ability in journalistic profession for Thai students

To enhance ethical decision-making ability in journalistic profession for Thai students, the guidelines for the development of teaching and learning innovation in photojournalism course should be comprised of 1) the guidelines for the development of curriculum and course 2) the guidelines for faculty development 3) the guidelines for instructional design and teaching process, and 4) the guidelines for

student development. The details are as follows:

1.2.1 The guidelines for the development of curriculum and course.

The top three guidelines for the development of curriculum and course are as the following

1.2.1.1 The curriculum of communication arts should separate the subject entitled “mass media law and ethics” into two subjects: Mass media law and Mass media ethics. Moreover, the style or teaching strategy should be improve by using lecturing, real case studies and collaborative learning that concentrate on student discussion about the status of ethical violation problems in mass media, the cause of violation and finding the solution not traditional way of teaching technique: lecture-based that focus on the cognitive domain especially on student knowledge and remembering on the principle of mass media laws and mass media ethics not the affective domain and psychomotor or skill that are necessary for criticizing and solving the problem of ethical violation in photojournalism course and other subjects involved .

1.2.1.2 The curriculum of communication arts, majoring in journalism and other majors should focus more on knowledge and professional ethics in the course description of each subjects in order that all of the course outlines during 4 years of studying must integrate professional ethics into all lessons and assignments aiming to improve student cognition, affection or aware on the professional ethic violation, and skill to solve the problems and work in accordance with journalism ideology as Bloom’s Taxonomy of Learning Domains. (Anderson & Krathwohl, 2001): Moreover, the faculty members taking charge as

curriculum developer may design special projects or activities for student development step by step to enhance student knowledge, awareness, and ability to manage the ethical conflicts in the profession.

1.2.1.3 The improvement of course description and type. The subject should be a core course or compulsory course for student majoring in journalism not an elective one. Moreover, the course description should focus on the student improvement on cognition or knowledge and understanding, affection or awareness of ethical violation in news and news photo nowadays and skill of news photo-taking in accordance with ideology and professional ethics that journalism student can apply when taking photo journalism of all types.

1.2.2 The guidelines for the faculty development.

The top three guidelines for the faculty development are as the following

1.2.2.1 The photojournalism faculty should take his or her role as lecturer and lab teacher or be responsible for teaching both theory and practices of photojournalism in order to provide the unity ,the efficiency and the effectiveness of teaching and learning : student cognition, affection, and skill of taking news photos and other kinds which are in accordance with the journalism ideology and ethics.

12.2.2 The faculty who is assign to teach the photojournalism course should be developed in 3 main elements:1) depth and breadth knowledge improvement covering the principle and theory of journalism,photography, morals, ethics, instructional design model and teaching and learning evaluation method 2) skill improvement in the rapid change of photo-taking equipments, skill to sove the technical

problems suddenly occur while taking news photos and skill to take quality journalistic photos :meaningful, clearful, and beautiful that can be used as good samples for students, and 3) behavioral improvement, the photojournalism faculty members should be an ethical role model for student both in the way of life, and in the profession as teacher and journalistic profession in order to convey students' belief, faith and finally behave as their role model.

1.2.2.3 The faculty should be the member of journalism associations or other associations involved in order to have academic and professionals networks that can help them improve knowledge, experience and skill involving in teaching and learning photojournalism course. Moreover, the connection will make them arrange their course plan and special activities easily. For example, the faculty members can invite the professionals in each levels such as photographers, chief of photographers, sub-editors, assistant to editors, or editor in chief etc., as a guest lecturers, visitors and commentators in the stage of pre-production or planning, production or creating, and post-production stage:selecting, editing and publishing news photos and also the final project to present these qualified news photos and other types in practice newspapers or exhibition etc. both in the dimension of journalism ideology and professional ethics together with the dimension of quality.

1.2.3 The guidelines for the instructional design and teaching process.

The top five guidelines for the instructional design and teaching process are as the following



1.2.3.1 The development of teaching and learning process should aim to enhance student cognition, affection and psychomotor using various interesting teaching strategies, media and activities. Teaching techniques which are mostly recommended are blended instructional model using critical problem-based leaning (or critical blended PBL) using collaborative group discussion inside and outside classroom via e-learning and its equipments both synchronous and asynchronous that convey a chance for faculty and student to interact in any time and any place freely. The instructional design as said should be explained to student by faculty themselves together with student handbook to make sure that student will understand and can easily participate in each steps of teaching and learning process.

1.2.3.2 The development of teaching content in the photojournalism course outline to enhance ethical decision-making ability of Thai student should cover 3 mains group as follows:

1.2.3.2.1 The concept and theory of photojournalism including the definition, importance, types and good characteristics, benefits of news photos and other types of photojournalism. Moreover, the content should cover the steps of news and photos editorial process: pre-production, production and post-production before publishing via newspaper, and on-line newspaper

1.2.3.2.2 The ideology and ethics of the journalistic profession together with the laws involving with mass media publication of news and news photos such as the right of children and youth, and human right. The content should be presented to student by lecturing, case study and analytical papers for the state of ethical violation appeared

in Thai newspapers nowadays and “how to” use the photo techniques to solve the problems in each cases.

1.2.3.2.3 The creative process of news and news photos making which is in accordance with the ideology and ethics of journalistic profession, especially for the 4 dimensions criticized as most ethical violation: correctness, human rights, human dignity, and good taste.

1.2.3.3 The development of handbook in photojournalism that can enhance Thai student ethical decision -making ability critically should be designed as manual or practical guidelines for student to practice planning, photo-taking, selecting, editing and publishing of news photos and other types. The handbook should emphasis on the skill improvement on ethical decision-making critically from the real cases of news photos published in Thai newspapers and online newspapers which found ethical violation covering the 4 dimensions of violation cited in 1.2.3.2.3.

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Therefore, the aim of the course and handbook should be comprised of 3 domains: cognitive, affective and psychomotor. (Anderson & Krathwohl, 2001) [7] Then, the content of handbook should cover 1) the concept and theory of photojournalism, 2) journalism ideology, ethics and laws involving the journalistic profession and 3) the editorial process of news and news photos. The lessons should be run in order as in the course outline. The format of each lessons should be planned to make student understand the concept or principle, create the sense of awareness in ethical violation and ethical valuing, enhance the skill of ethical decision-making in the process of planning, production and post-production in order to solve the problems

of journalism violation in 4 dimensions using critical blended PBL. However, the samples of news photos in each of these 4 dimensions should be the real cases published in Thai newspapers which are comprised of the case of ethical violation and non-violation and gray or overlapp between violate and non violate cases in order that student can learn from the good, bad and neutral samples.

1.2.3.4 The development of teaching techniques, activities and instructional media should pay more attention to critical blended PBL to enhance ethical decision-making process in journalistic profession both inside and outside classroom as the following:

1.2.3.4.1 The proportion of blending between teaching and learning technique, media and activities both inside and outside classroom should be symmetry 50:50 or 60:40 percent.

1.2.3.4.2 The design of teaching and learning technique, media and activities both classroom and outside classroom should aim to improve students' cognitive, affective and skill domains as follows:

1.2.3.4.2.1 The improvement of students' cognitive domain should comprised of 1) student understanding the principle and be able to apply the principle of ethics and theory involved to explain the phenomena of ethical violation in the profession. Moreover, it should help student improve the analytical thinking skill for the cause and effect of violation, classify the case of ethical violation and non-violation, the synthesis skill to create their own knowledge, and evaluative skill for the right or wrong based on the fact, theory and criterias .

1.2.3.4.2.2 The improvement of student affective domain should make student perceive, have positive attitude, recognize, and value the ideology and ethical principle of journalism.

1.2.3.4.2.3 The improvement of student psychomotor domain or skill should focus on student ability to make their judgement on news photos taking that can solve the problem of ethical violation.

The practical guidelines should be designed for both teacher and student to help improve student ability to make their own judgement on what and how to take news photos which do not violate journalism ethics in 4 dimensions: accuracy, human rights, human dignity, and good taste, using collaborative group learning process. Besides the assignment to improve student decision-making ability to solve the ethical violation in 4 dimensions should be well designed by teachers. Then, teachers should act as the facilitators, advisors, supporters, mobilizers of the teaching and learning process, while student should follow the practical guidelines from the start to the end: searching, describing, understanding the problems of ethical violation in each of 4 dimensions, analyse the case of violation and non-violation, synthesize the cause and effect and make creative plan to solve the problem of violation. The teaching and learning steps as said can make student aware of the problems, agree to follow and behave in accordance with journalism ideology and ethics. Moreover, the group process can help student find out the appropriate and practical solutions for the cases assigned that can be agreed by academics, professionals and target audience or society, and also help in sharing within and between groups of what need to be improved when facing with the cases of violation as this in the future.

1.2.3.5 The development of teaching and learning evaluation should focus on 3 main strategies in accordance with Bloom's taxonomy as follows:

1.2.3.5.1 The evaluation method and technique should be designed to measure the progress of cognitive, affective domains and psychomotor or skill as Bloom's Taxonomy of Learning Domains (Anderson & Krathwohl, 2001) [7]. The measurement method and technique which is mostly recommended by academics in the field of communication arts and educational technology is modified essay questions or MEQ because the qualifications of MEQ can bring about and clarify student knowledge and understanding, awareness and ability to make critical decision or judgement in the cases of ethical violation. However, the lecturers can also use other measurement techniques such as student achievement test, aptitude test, observation form, and evaluative form for student' news photos. Moreover, the rubric scoring should be brought to measure in all steps of teaching and learning process especially for the stage of taking news photos and other types of photojournalism in each stages: pre-production, production and post-production.

1.2.3.5.2 The evaluation of teaching and learning process should be done after finishing each lessons and covered both the formative evaluation and summative evaluation in order that the lecturers will know student progress in cognitive, affective domains and psychomotors or skill to make qualified news photos for mass media especially for newspapers, magazines and other types of publication. Moreover, if the lecturers aim to compare student cognitive, affective

and psychomotor skill before and after using critical blended PBL instructional design, the pretest should be prepared to measure student level of knowledge and understanding , awareness on the ethical violation in journalism profession and skill on ethical decision-making critically based on reasons that are approved by stakeholders involved: academics, professionals and society.

1.2.3.5.3 The assessement of teaching and learning process to enhance student ethical decision-making ability should include 3 main stakeholders: teacher assessment, student self-assessment, and group assessement.

### Conclusion and discussion

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The finding shows that the curriculum of communication arts majoring in journalism especially for the photojournalism doesn't pay much important to student cultivation of journalism ethics continuously and concretely because photojournalism is still being an elective subject that mean student can choose another subject instead. This cause direct affect on student lacking of knowledge, awareness and ability to make critical judgement in the preparation stage, production or photo taking stage and post-production or selecting, editing, and publishing which is necessary for entering the journalistic profession. Moreover, the content is wider than to improve student knowledge, and awareness in the journalistic profession that finally inspire them to take photojournalism at all types in accordance with the professional standards and ethics.

The finding is consistent with Trinarong (2002) [8] who propose that curriculum in communications arts should emphasize more on

quality and integrity of student and graduates by increasing subjects involving the principles of ethics, moral and integrity in order that student will be socialized on knowledge, have a sense of awareness and finally have a skill to make thier critical judgement on selecting and presenting the qualified photojournalisms products using the ethical and professional standards, morality and humanism as important criterias instead of marketing principles. Moreover, if it's neccessary to present news photos , they may ignore the sensational pictures and using photography techniqe to create the pictures which have the same meaning but are different in emotional experiences. Moreover, the results is consistent with Namwong, Niyomthai, Pattana, Rojanawichien, Rojanawichien, Tansuwannon, Chanwadee and Latifi (2001) [9] that shows journalistic professionals need young blood who are qualified in morality and professional ethics in many aspects: honesty, trustworthy, moral, orderly, correct, objective, patient, deligent, responsible, humble, timeliness, courtesy, and human relationship.

Furthermore, the research found that there are only a fews faculty members who are qualified and well rounded in both contents involving with the principles of photojournalism & journalism ethics, techniques of taking photographs and photography equipments, instructional design model especially for the critically blended problem-based learning using group discussion and multi acitivities and media both inside and outside classroom for freely share and find the solutions appropriated for journalistic professional standards and ethics., and skill to take photojournalisms at all types which are in accordance with journalism ethics.

The finding is consistent with Bloom's learning theory (Bloom et al, 1956; Banks & Clegg.,1985) [10], [11] who said that student development of ethical decision-making ability can be possible if student contain both knowledge and attitude because decision-making process to solve the problem of professional ethics violation are scientific method which are comprised of five steps: 1) identify the problema, 2) clarify the problem, 3) Choosing the alternative way to solve problems, 4) decision to take action, and 5) performance evaluation.

Moreover, the result is consistent with (Thonglert, Srikaew, and Kaewdenduang, 2004; Thonglert and Kaewdenduang, 2005) [12], [13] which propose that student's value judgement criterias to select photojournalism products, especially on feature and sport news photos, can imprové both student' attitude and skill for the creation of photojournalism outputs which can gain higher score in news value judgement. Then teaching and learning activity and assignment in photojournalism subject, especially for news photos, should emphasize on photo taking practices using ethical criterias on value judgement in order that student will be improved their concept in taking photos, selecting and presenting appropriate photos to publics and society that will finally leverage the professional standards and ethics in journalism. The finding is in accordance with that of Fu-inloang (2004) [14] which found that using group discusion process alter course lecture in the subject "laws and ethics in mass media" can improve students' learning and sharing, responsibility, enthusiasm and good attitude to the subject.



Therefore, enhancing teacher knowledge on the principles of journalism, professional standards and ethics, instructional design etc., awareness in the situation of ethical violation and have a skill to take all types of photojournalisms which are qualified and meeting professional standards & ethics; quality in light, shade and composition, beauty, creativity, and meaning etc., and finally behave as ethical role models for students both in their ways of life and in the profession are still necessary.

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