THE EFFECTIVENESS OF LEARNING CRISIS RESPONSE STRATEGIE THROUGH MOVIES

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ABSTRACT

Since media have both positive and negative influences on their audiences, the educator should identify the way to use media to benefit the audiences, especially the students. The current study used movies as the source for the students to learn and classify crisis response strategies. The participants were 47 students from a large university in Bangkok. The researcher assigned them to watch 4 movies and look for the circumstance that movie characters use crisis response strategies. The findings revealed that the students' understanding regarding crisis response strategies were continuously improved all along the process. There were the significant difference among their scores based on the first, second, and third movies, but there was no difference found between third and fourth movies. This implies watching only three movies was sufficient to develop students' understanding about crisis response strategies. Future studies should test this learning strategy in other classes or other lessons, and the researchers in this field should suggest ways to improve media content and improve media literacy skills in their students.

Keyword—learning, effectiveness, through movies

INTRODUCTION

Recently, many researchers have identified the impact of media, including positive, negative, and also neutral outcomes. These outcomes could be physical behavior (Higgs & Woodward, 2009; Bevelander, Meiselman, Anschütz & Engels, 2013), personal belief (Popa & Gavriliu, 2015), and psychological traits (Krahé, Busching & Möller, 2012; Carpenter, 2012). These researchers worried about negative outcomes, especially in young children or adolescents. The current study sought to test the strategy of using media in the classroom to see if media containing crisis and violent content could improve students' knowledge.

Earlier previous research studies regarding media-based learning were likely to be about educational media, such as astronomy applications, chemistry interactive slide shows, and other web-based learning (Rieber, 1990; Kehoe, Stasko & Taylor, 2001). It could be true that educational media could entertain the students better than traditional lecture (Arunrangsiwed, 2014a), but if the instructors use the media that the students initially prefer, the students should find it more enjoyable. This enjoyment can results in students' class involvement, excitement, pride, and satisfaction (Ainley & Hidi, 2014; Dewaele & MacIntyre, 2014). Moreover, class performance could be predicted by enjoyment, self-regulated learning, and motivation (Mega, Ronconi, & De Beni, 2014). After the academic years, in-class enjoyment could also benefit students since it brings about their positive attitude toward learning. This attitude will help them develop their lifelong learning (Hagenauer & Hascher, 2014), which is also one of 21th century skills.

Overview of Media Effect

Media have both direct and indirect effect on their audiences. Audiences may imitate the behaviors of fictional media characters or actual people they see in the news, for example, people mimic murdering strategies from films (Helfgott, 2015) or active fans wear the similar cloth as their favorite cartoon characters in a cosplay event (Lamerichs, 2013; Chen, 2007). Other impact of media on their audiences includes the belief in rape myth, gender stereotype (Garland, Branch, & Grimes, 2015; Gökçearslan, 2010; Kittredge,

2014; Sramova, 2014; Durham, 2012), body image, and stereotype regarding goodness and attractiveness (Bazzini, Curtin, Joslin, Regan & Martz, 2010; Avery-Natale, 2013). Several researchers have worried about how people with these beliefs may act improperly to other people near them (Garofalo, 2013; Arunrangsiwed & Pasomsat, 2016).

Psychological trait and behavioral script can also be influenced by media, and the script related to violent video games has been confirmed in research with experimental, cross-sectional, longitudinal design, and also meta-analysis (Anderson & Warburton, 2012). Video games are not only things that results in physical violence, there is also the physical aggressiveness of cartoon audiences (Chraif & Anitei, 2011; Kirsh, 2006). Narcissism is another trait influenced from the media and also influence behavior in media use (Arunrangsiwed, 2015a; Alloway, Runac, Qureshi & Kemp, 2014), for instance, self-marketing behaviors (Carpenter, 2012; Arunrangsiwed & Komolsevin, 2013; Mehdizadeh, 2010) and disembodiment (Kim et al., 2012). However, media do not always send a negative influence to their audiences. Media can be used to educate people both inside and outside classroom. Parents and teachers should help young children to learn from media by either suggestion or conducting a workshop (Ivrendi & Ozdemir, 2010; Hoffmann, 2014)

Media-Based Learning

As mentioned earlier regarding educational media, general educational media require skillful application developers or media artists to create them and also requires an organization who would provide funding support. Although these applications are useful, teachers or university instructors should not wait for this type of media to be produced, they should use available sources in the meantime (Arunrangsiwed & Meenanan, 2016). Fan scholars with media literacy knowledge have tried to use fan activities to enhance students' class performance, since fan activities allows the students to write, draw, and discuss topics that they are interested (Black, 2006; Black 2009). Bahoric and Swaggerty (2015) suggested teachers to use fan fiction writing activities as a method for students to rewrite the plot from original media and remove stereotype and minority identity discrimination content. Moreover, the links among fan activities, fan identity, and self-esteem have been explored in various fields in the area of fandom, for example, sport fans (Stavros, Meng, Westberg & Farrelly, 2014;), music fans (Herrmann, 2008; Larsson, 2013), fans of animated films (Chen, 2007) and also game players (Davies & Hemingway, 2014). This could imply that fan activities used in classroom may heighten students' self-esteem, which has a positive relationship with academic motivation (Supple, Su, Plunkett, Peterson, & Bush, 2013).

Crisis Response Strategies

The present study sought to use movies that students were familiar with as the source to study crisis response strategies, which was first established by Coombs (2007). Students in communication arts or media arts majors should have an opportunity to learn this theory and learn to be aware of misleading media content, because they will grow up to be media producers, who will produce movies, publish news, or advertising for people to consume. One small mistake in media could bring about a negative impact in large number of audiences, especially young people, who have little real world experience (Aker, 1973; Sramova, 2014).

Previous studies regarding situational crisis communication theory and crisis response strategies (Coombs, 2007) were mostly done with textual analysis based on actual news, such as the suicide case at Foxconn (Xu & Li, 2013; Chan, 2013), SARS disease (Zhang & Benoit, 2009), school library burning (Arunrangsiwed, 2014b), face protection of a Taiwanese basketball player (Wen, Yu, & Benoit, 2009), mad cow disease discourses between the Taiwanese and United States governments (Wen, Yu, & Benoit, 2012). It was known that media content can educate their audiences, but none of previous papers identified crisis response strategies found in movies. None have provided the students with a workshop to learn and analyze

crisis response strategies from the media they prefer. The researcher of the current study also hopes that during workshops, students' media literacy skills would also be increased. Media literacy skills do not only benefit an individual personally, but for communication arts and media arts students, they would learn how to produce prosocial media, which will benefit the society as a whole in the future.

METHODOLOGY

Participants

The participants in this study were 47 undergraduate students enrolled in a communication arts or media arts major at a large university in Bangkok, Thailand. Twenty five of them were female, and 22 were male. They would receive 5 raw scores out of 100 every time they analyzed crisis response strategies in a movie.

Procedure

After the research proposal was approved by ethics committee of Institute for Research and Development at Suan Sunandha Rajabhat University, the participants were provided with a list of movies contained crisis content, and they were asked to vote for 4 movies that they wanted to watch in class. Before watching the movies, everyone had a coding sheet and was also instructed by the researcher. The participants finished their coding and description while watching movies. After that, the researcher led them into a class discussion about what they learned from movies. All their coding sheets were collected and coded again by using content analysis. Two blind coders rated the three variables, as follows: (1) crisis response strategies (ethical strategy= 1; unethical strategy= 0), (2) ethical or unethical role fictional characters who used the strategies (hero= 1; villain= 0), and (3) dominant role of characters who use the strategies (major character= 1; minor character=0).

Analysis

ANOVA and Tukey Post Hoc Test were used to compare the amount of right answers provided by the participants. Independent-sample t-test was used to compare the number of ethical and unethical crisis response strategies, ethical and unethical fictional characters, and dominant or minor role of characters. Because the same group of students watched 4 movies, the researchers needed to use Bonferroni correction to increase p-value 4 times to prevent Type I errors.

RESULTS

After the data collection process, the results were analyzed in a statistical package. The total number of cases was 780, and 547 cases were with the correct answers. ANOVA was used to test if the students developed their understanding regarding crisis response strategies found in movies, and the findings revealed that the numbers of right answers were continuously increasing every week ($F=98.687$; $p=.001$; $p_{adjusted}=.004$). This implied that this teaching method was suitable with this group of students. In Tukey Post Hoc test, there was a statistically significant difference found between the numbers of correct answers from the first and second movies (Statistic=.231; $p=.001$; $p_{adjusted}=.004$), the second and third movies (Statistic=.278; $p=.001$; $p_{adjusted}=.004$), but there was no significant difference between the correct answers from third and fourth movies (Statistic=.074; $p=.229$; $p_{adjusted}=.916$). This implied that students may only need to watch 3 movies to understand crisis response strategies, and they did not need to watch the forth movies. These findings help to make a suggestion to the teachers who want to use this teaching method to save their class hours to provide the students with other learning topic.

The results from independent-sample t-test showed that heroes were more likely to use ethical crisis response strategies, and villains were more likely to use unethical ones ($t=4.670$; $p=.001$; $p_{adjusted}=.004$). For

example, a hero would try to correct their past mistake by helping other people who face the crisis he had made, but a villain would deny and be irresponsible about what he had done. Another part of mean comparison revealed that major characters were more likely to use ethical crisis response strategies than minor characters, but it failed to reject the null hypothesis after adjusting p-value by the Bonferroni correction (t = 2.156; p = .032; $p_{adjusted}$=.128).

Table 1
Result from Tukey Post Hoc Test and Descriptive Statistic

Movie #	Correct answer	Stat. diff. from Movie #1	Adjusted p-value	Reason of Incorrect Answer		
				Misconcept about the crisis	Incorrected identify the strategy	Unreadable hand writing
1	36%	-	-	121(51.9%)	2(9%)	11(4.7%)
2	60%	.231	.004	42(42.4%)	5(5.1%)	18(18.2%)
3	87%	.509	.004	11(50%)	1(4.5%)	10(45.5%)
4	95%	.584	.004	3(25%)	9(75%)	0(0%)
total	70.13%			177(76%)	17(7.3%)	39(16.7%)

DISCUSSION

This teaching method could be considered as an effective strategy that could gain students' attention and increase their knowledge and understanding. The findings suggested that to provide the students with three movies to watch and analyze was enough for learning crisis response strategies. To save class hours, teachers may assign their students to analyze the movie by using several theories or topics. For example, the students may list down gender and racial stereotypes, parent-role diminishing, and violence against minorities at the same time when they watch a particular movie. Based on the findings, this teaching method was effective for this group of students, but it may not be able to generalize in other schools or other countries.

One thing that had surprised the researcher during the workshop was how a participant raised a new crisis response strategy that had never been in the list of Coombs (2007). She told the researcher that a fictional character diminished his own mistake by talking about the prior reputation of another who was in the same position as him. Generally, when people face crisis, they may mention their own past reputation, but in this case, this participants' suggestion could contribute to both the knowledge regarding crisis management and also how identification theory could be used during crisis.

Future research in media studies may try to use skillful raters to conduct content analysis or thematic analysis directly from the movie. Although students gain literacy skills from movie analysis, their results may not be precise enough for the researcher to identify media violence or misleading content. If misleading contents were found, researchers and educator should be able to suggest the way to solve such the problems. However, the findings of the current study showed that most students perceived proper media content, such as heroes and major characters acting ethically, and villains and minor characters acting inappropriately. Based on early studies regarding identification theory, media audiences were likely to imitate the characters who they identified with, such as their point-of-view, attractiveness, heroism, and place as major characters

（Pairoa & Arunrangsiwed, 2016; Mongkolprasit & Arunrangsiwed, 2016）, and also the character that they perceive similarity towards （Arunrangsiwed, 2015b）. As a result of this, it could imply that the movies used in the workshop of the current study had safe content, because the participants perceived ethical crisis response strategies used by hero and major characters.

As mentioned earlier, the major limitation of this study was that the participants were from similar majors in a university, so it may not be able to generalize for all students. Another limitation that prevents the finding to be generalized was that only 4 movies were used as the cases and the genre of all these movies were the same. This genre was action with a rating of PG-13. Future studies should select various movie genres and other themes of knowledge used to discuss movies.

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