

## COURSE SPECIFICATION

**Name of institution** Mahidol University  
**Campus/faculty/department** International College

### Section 1 General Information

**1. Course code and course title**

Thai ICMC 213  
 English ICMC 213 Mass Media and Public Policy

**2. Number of credit**

4 (4-0-8)  
 (Lecture 4 hours – Laboratory 0 hours – Self-study 8 hours)

**3. Curriculum and type of subject**

3.1 Curriculum Offered in Fine and Applied Arts Division  
 3.2 Type of Subject Media and Communication Program Core Course

**4. Responsible faculty member**

Dr. Treepon Kirdnark

**5. Trimester / year of study**

5.1 Trimester 1 / Year of study 2020-2021  
 5.2 Number of students -

**6. Pre-requisite**

None

**7. Co-requisite**

None

**8. Venue of study**

Mahidol University International College, Mahidol University,  
 Salaya campus

**9. Date of latest revision**

August 2020

## Section 2 Goals and Objectives

### 1. Goals

1.1 Students can describe the role that mass media (and social media) play in the formation of public policies.

1.2 Students can explain how information distribution and media's incentives can affect different groups of people in society.

1.3 Students can describe how the transformation of media platforms (from print media to traditional media) can shape political participation and public policies.

1.4 Students can compare and contrast media and their influences in policy making in different socio-political contexts.

### 2. Objectives of development/revision

To revise course in order to be up-to-date and relevant to the current situation.

## Section 3 Course Management

### 1. Course descriptions

(English) Examination of the crucial role that mass media plays in the formation of public policy especially on information distribution and media's incentives that affect different types of groups in society; and the transformation of the modern platform of mass media through various socio-political policies. Analysis of various case studies on interrelationship between mass media and public policies in the local, ASEAN and global spheres.

### 2. Credit hours / trimester

Lecture (Hours)	Additional class (Hours)	Laboratory/field trip/internship (Hours)	Self study (Hours)
48 hours (4 hours x 12 weeks)	0	0	96 hours (8 hours x 12 weeks)

### 3. Number of hours that the lecturer provides individual counseling and guidance

4 hours per week as indicated on syllabus (by appointment)

## **Section 4 Development of Students' Learning Outcome**

### **1. Expected outcome on students' skill and knowledge**

1. Students can describe the role that mass media (and social media) play in the formation of public policies.
2. Students can explain how information distribution and media's incentives can affect different groups of people in society.
3. Students can describe how the transformation of media platforms (from print media to traditional media) can shape political participation and public policies.
4. Students can compare and contrast media and their influences in policy making in different socio-political contexts.

### **2. Teaching methods**

- (1) Lectures
- (2) Discussions
- (3) Self-reflection
- (4) Case studies
- (5) Individual/Group exercises

### **3. Evaluation methods**

- (1) Final project
- (2) Developing a media and public policy presentation
- (3) Reflection paper
- (4) Final paper
- (5) Online quizzes

### **1. Morality and Ethics**

#### 1.1 Expected outcome on morality and ethics

- (1) Perceived importance of morality, ethics, and integrity
- (2) Have discipline, self and social responsibility

- (3) Have a positive attitude in professional and express their morality and ethics
- (4) Be responsible and participate in activities for development

### 1.2 Teaching methods

- (1) Lectures
- (2) Discussions
- (3) Individual and group activities

### 1.3 Evaluation methods

- (1) Attendance and theory labs
- (2) Developing a communication theory presentation
- (3) Curating a communication theory project

## 2. Knowledge development

### 2.1 Expected outcome on knowledge development

- (1) Knowledge of theories and concepts in evolution of art and sciences in the Thai and global communities
- (2) Analysis of causes and consequences of events/situations/problems and solutions to current case studies
- (3) Analyze impact of work and problems
- (4) Keep up on academic progress and situations occurring in everyday life and global society

### 2.2 Teaching methods

- (1) Lectures
- (2) Discussions
- (3) Self-reflection
- (4) Case studies
- (5) Individual and group exercises

### 2.3 Evaluation methods

- (1) Theory labs
- (2) Developing a communication theory presentation
- (3) Online discussion boards
- (4) Curating a communication theory project
- (5) Online quizzes

### 3. Intellectual development

#### 3.1 Expected outcome on Intellectual development

- (1) Develop analytical thinking
- (2) Apply theoretical and practical knowledge to real life activities
- (3) Apply knowledge and skills to solve problems and synthesize solutions

#### 3.2 Teaching methods

- (1) Discussions
- (2) Self-reflection
- (3) Case studies
- (4) Individual and group exercises

#### 3.3 Evaluation methods

- (1) Theory labs
- (2) Developing a communication theory presentation
- (3) Online discussion board
- (4) Curating a communication theory project
- (5) Online quizzes

### 4. Interpersonal relationship and responsibility

#### 4.1 Expected outcome on Interpersonal relationship and responsibility

- (1) Express tolerant opinions appropriate to the subject matter
- (2) Can adjust to work in team both as leader or follower
- (3) Self-development both in academic and professional career and have responsibility for assignment (individual/group)

#### 4.2 Teaching methods

- (1) Discussions
- (2) Case studies
- (3) Group exercises

#### 4.3 Evaluation methods

- (1) Theory labs
- (2) Developing a communication theory presentation
- (3) Curating a communication theory project

## 5. Mathematical analytical thinking, communication skills, and information technology skills

5.1 Expected outcome on Mathematical analytical thinking, communication skills, and information technology skills

- (1) Can use effective communication skills (Listening, Speaking, Reading, and Writing) to communicate with others in group meetings project workshops, and presentations
- (2) Can use information technology for communication in appropriate ways
- (3) Develop analytical skills from case studies
- (4) Develop skills to search for information from on-line sources
- (5) Skill to use information technology for communication such as e-mail and group communication

5.2 Teaching methods

- (1) Discussions
- (2) Handouts

5.3 Evaluation methods

- (1) Theory labs
- (2) Developing a communication theory presentation
- (3) Curating a communication theory project

## Section 5 Teaching and Evaluation Plans

### 1. Teaching plan

Class	Topic/Details	Number of hours		Online Session	On-Campus	Instructor	Note
		In-Class session	Lab session				
1	Introduction to course	4		x		Dr. Treepon Kirdnark	Zoom and Google Classroom
2	Mass media and national policies	4		x		Dr. Treepon Kirdnark	Zoom and Google Classroom
3	Media and refugee policies	4		x		Dr. Treepon Kirdnark	Zoom and Google Classroom

Class	Topic/Details	Number of hours		Online Session	On-Campus	Instructor	Note
		In-Class session	Lab session				
4	Media and policies towards minorities	4		x		Dr. Treepon Kirdnark	Zoom and Google Classroom
5	News framing and environmental issues	4		x		Dr. Treepon Kirdnark	Zoom
6	Media framing and cannabis policies	4		x		Dr. Treepon Kirdnark	Zoom
7	Project Briefing	4		x		Dr. Treepon Kirdnark	Zoom and Google Classroom
8	Facebook, political activism and education policies	4		x		Dr. Treepon Kirdnark	Zoom and Google Classroom
9	Twitter and environmental movement	4		x		Dr. Treepon Kirdnark	Zoom and Google Classroom
10	Social media and LGBTQ+ movement	4		x		Dr. Treepon Kirdnark	Zoom and Google Classroom
11	Project Consultation	4		x		Dr. Treepon Kirdnark	Zoom and Google Classroom
12	Project Pitching	4		x		Dr. Treepon Kirdnark	Zoom and Google Classroom
	Total	48					

## 2. Evaluation plan

Expected outcomes	Methods / Activities	Week(s)	Percentage
1-4	Final Project	7,11,12	20%
1-4	Online Quizzes	1-10	20%
1-4	Presentation	3, 7, 8, 10, 11	10%
1-4	Final paper	13	30%



1-4	Reflection paper	4, 9, 12	20%
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## Section 6 Teaching Materials and Resources

### 1. Texts and main documents

**Reading 1:** Sato, H. (2003). Agenda Setting for Smoking Control in Japan, 1945-1990: Influence of the Mass Media on National Health Policy Making. *Journal of health communication*. 8. 23-40. 10.1080/10810730305731.

**Reading 2:** Jelínková, M. (2019). A Refugee Crisis Without Refugees: Policy and media discourse on refugees in the Czech Republic and its implications, *Central European Journal of Public Policy*, 13(1), 33-45. doi: <https://doi.org/10.2478/cejpp-2019-0003>

**Reading 3:** Saleem, M., Prot, S., Anderson, C. A., & Lemieux, A. F. (2017). Exposure to Muslims in Media and Support for Public Policies Harming Muslims. *Communication Research*, 44(6), 841–869. <https://doi.org/10.1177/0093650215619214>

**Reading 4:** Das, J. Framing and sources: News on environmental justice in Bangladesh [online]. *Pacific Journalism Review*, Vol. 25, No. 1/2, Jul 2019: 122-138.  
Availability:<<https://search.informit.com.au/documentSummary;dn=526051749378089;res=IELHSS>> ISSN: 1023-9499. [cited 20 Sep 19].

**Reading 5:** Pardal, M. & Tieberghien, J. (2017). An analysis of media framing of and by Cannabis Social Clubs in Belgium: making the news?, *Drugs: Education, Prevention and Policy*, 24:4, 348-358, DOI: [10.1080/09687637.2017.1336509](https://doi.org/10.1080/09687637.2017.1336509)

**Reading 6:** [Avigur-Eshel, A.](#) and [Berkovich, I.](#) (2017), "Using Facebook differently in two education policy protests", *Transforming Government: People, Process and Policy*, Vol. 11 No. 4, pp. 596-611. <https://doi.org/10.1108/TG-06-2017-0029>

**Reading 7:** Heather E. Hodges & Galen Stocking (2016) A pipeline of tweets: environmental movements' use of Twitter in response to the Keystone XL pipeline, *Environmental Politics*, 25:2, 223-247, DOI: [10.1080/09644016.2015.1105177](https://doi.org/10.1080/09644016.2015.1105177)

## **Section 7 Evaluation and Improvement of Course Management**

### **1. Strategies for effective course evaluation by students**

- 1.1 Student evaluations of course
- 1.2 Student suggestions for improvements to the course
- 1.3 Discussions between professor and students

### **2. Evaluation strategies in teaching methods**

- 2.1 Observations and reflections by professor
- 2.2 Results from examinations and assignments
- 2.3 Verification of results from student evaluation of course

### **3. Improvement of teaching methods**

- 3.1 Workshop for all program faculty members

### **4. Evaluation of students' learning outcome**

- 4.1 Analysis of students' learning outcomes using scores from participation activities, global media presentations, global media text research project, comprehensive final exam, and one-on-one discussions with students

### **5. Review and improvement for better outcome**

- 5.1 Meeting of lecturers to review the course before semester starts

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