

“MEDIA LITERACY – CONCEPT FOR THE EDUCATION OF THE 21st CENTURY”

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"I think there is a world market for about five computers"

Thomas J. Watson (Chairman of the Board of International Business Machines IBM), 1943.

• **Media literacy** is the **only antidote** for a culture where :

we continue to amuse ourselves to death

information has replaced knowledge,

style has replaced substance,

violence is the major form of ***entertainment***

human relationships are trivialized and commodified

we let **technology drive the quality of our lives** without reflection or analysis.

• Neil Postman

The CONTEMPORARY CULTURE is simply the

intersection of high technology, mass media and consumer capitalism

we neglect children's **emotional engagement** with the media

and the **genuine pleasures** they receive

Maybe children and young people don't need to be protected at all,

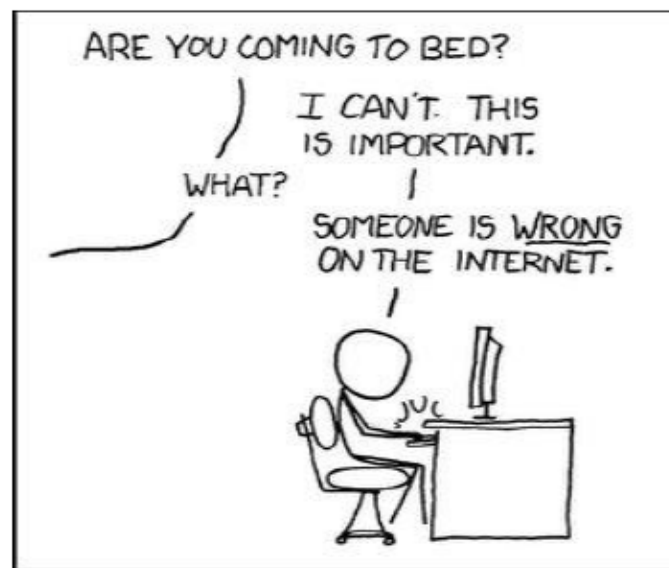
just invited to participate in the community's discourse about media.

David Buckingham

Why we need media literacy?

● Five key concepts

1. All media messages are constructed
2. Media messages are constructed using a creative language with its own rules
3. Different people experience the same media message differently
4. Media are primarily business driven by a profit motive
5. Media have embedded values and points of view



cartoon from <http://xkcd.com/>

Education in the 19-20 ct and 21 ct

19th – 20th Century Learning	21st Century Learning
<ul style="list-style-type: none"> • Limited access to knowledge and information 	<ul style="list-style-type: none"> • Infinite access to knowledge and information
<ul style="list-style-type: none"> • Emphasis on learning content knowledge that may or may not be used in life 	<ul style="list-style-type: none"> • Emphasis on process skills for lifelong learning
<ul style="list-style-type: none"> • Goal is to master content knowledge (literature, history, science, etc) 	<ul style="list-style-type: none"> • Goal is to learn skills (access, analyze, evaluate, create) to solve problems
<ul style="list-style-type: none"> • Facts and information are “spoon-fed” by teachers to students 	<ul style="list-style-type: none"> • Teachers use discovery, inquiry-based approach
<ul style="list-style-type: none"> • Classroom-limited learning and dissemination 	<ul style="list-style-type: none"> • World-wide learning and dissemination
<ul style="list-style-type: none"> • Textbook learning from one source, primarily print 	<ul style="list-style-type: none"> • Real-world, real-time learning from multiple sources, mostly visual and electronic
<ul style="list-style-type: none"> • Conceptual learning on individual basis 	<ul style="list-style-type: none"> • Project-based learning on team basis
<ul style="list-style-type: none"> • Mastery demonstrated through papers and tests 	<ul style="list-style-type: none"> • Mastery demonstrated through multi-media
<ul style="list-style-type: none"> • Teacher selecting and lecturing 	<ul style="list-style-type: none"> • Teacher framing and guiding
<ul style="list-style-type: none"> • Teaching with state-adopted textbooks for subject area with little accountability for teaching 	<ul style="list-style-type: none"> • Teaching to state education standards with testing for accountability

Media Literacy

Expert Group

Activities and Programmes

Communication

Consultation

Studies

Global Perspective

Media Literacy

Media Literacy

Media literacy is the ability to access the media, to understand and to critically evaluate different aspects of the media and media contents and to create communications in a variety of contexts.

Media literacy relates to all media, including television and film, radio and recorded music, print media, the Internet and all other new digital communication technologies. It is a fundamental competence not only for the young generation but also for adults and elderly people, for parents, teachers and media professionals. The Commission considers media literacy as an important factor for active citizenship in today's information society.

Commission actions

The Commission's initiative on media literacy responds to requests by the European Parliament and industry together with a number of Member States. At the end of 2007, the Commission adopted a communication on media literacy which adds a further building block to European audiovisual policy and links to the provisions of the **Audiovisual Media Services directive (AVMS)**. Article 26 in this directive introduced a reporting obligation for the Commission on levels of media literacy in all Member States. In 2008, the Council and the European Parliament adopted respectively conclusions and an own initiative report on media literacy.

Commission RECOMMENDATION

The Commission has come forward with a recommendation on media literacy:

The way we use media is changing and the volume of information we get today is enormous.

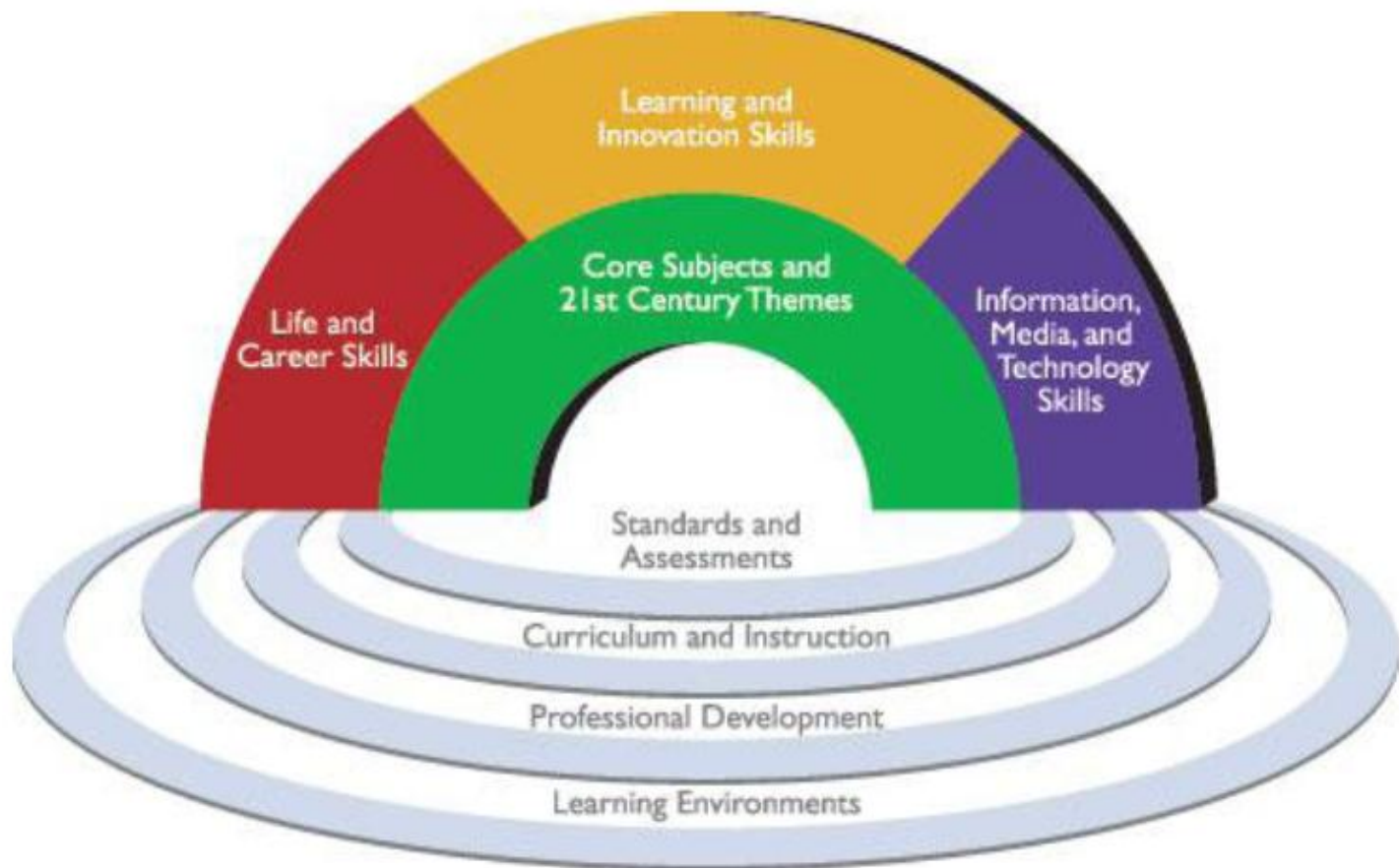
People need the ability to access, analyse and evaluate images, sounds and texts on a daily basis especially if they are to use traditional and new media to communicate and create media content.

The Commission recommends that all EU countries and the media industry need to increase people's awareness of the many forms of media messages they encounter be they advertisements, movies or

Key elements of the 21st century education



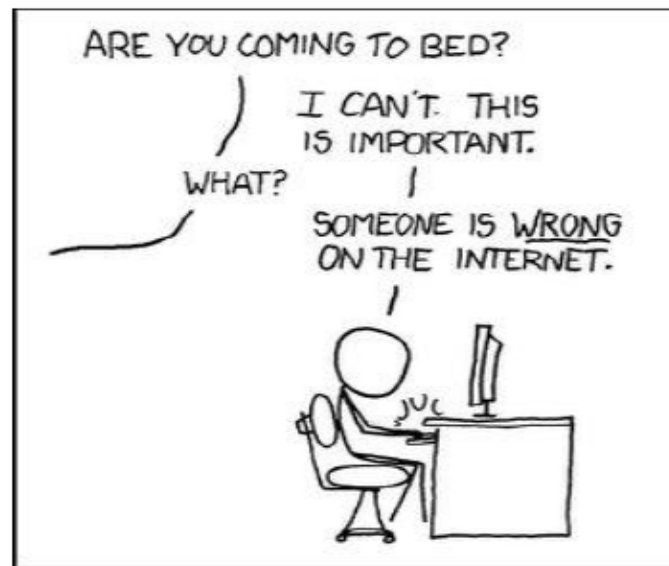
PARTNERSHIP FOR
21ST CENTURY SKILLS



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Why we need media literacy?

- **Five key questions**

1. Who created this message and why it is sent?
2. Which techniques are used to attract my attention?
3. What points of view are represented through the message?
4. How different people experience this message differently?
5. What is missed in this message?

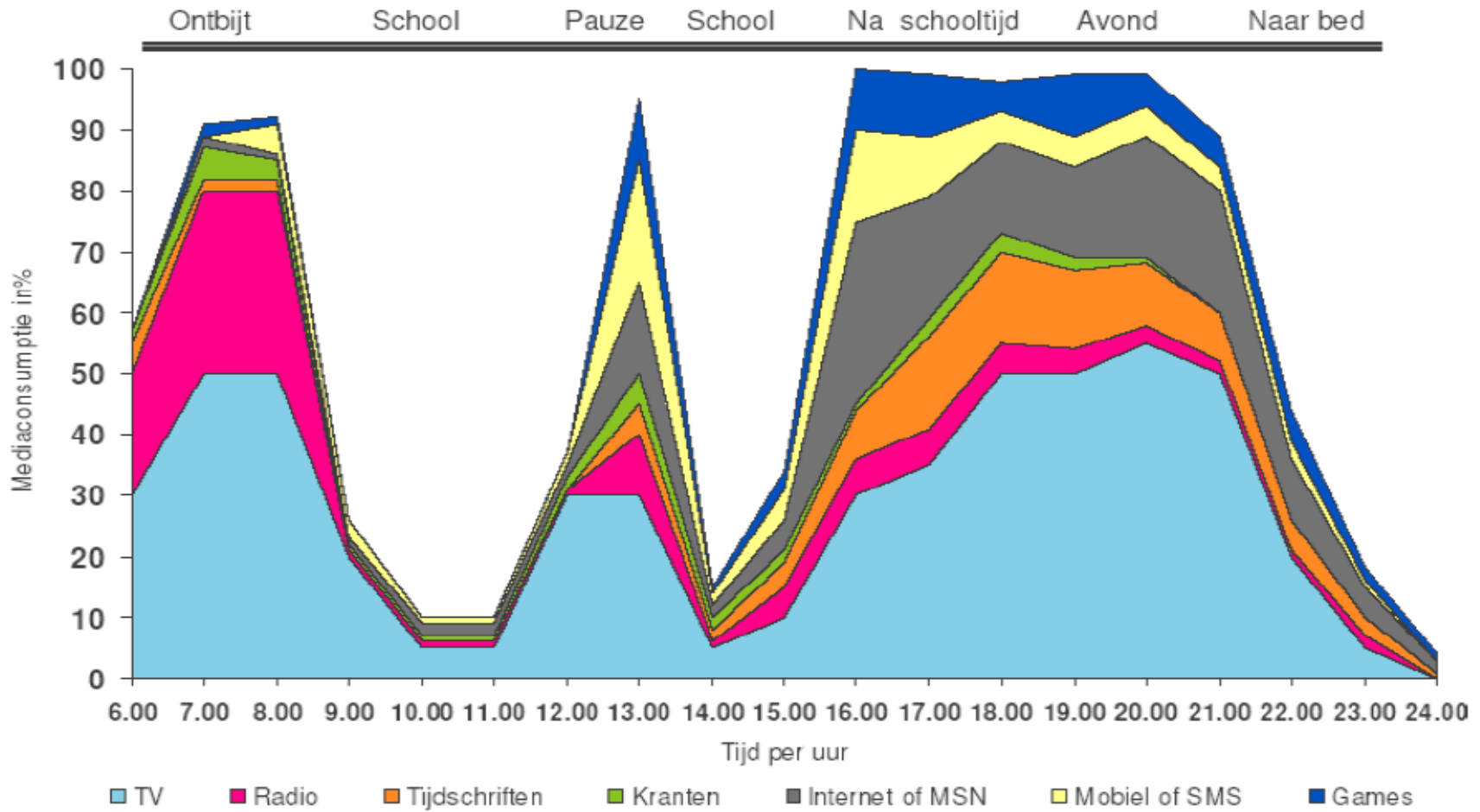
What is media literacy?

- *It is a 21st century approach to education. It provides a framework to access, analyze, evaluate and create messages in a variety of forms — from print to video to the Internet.*
- **IT IS:** new approach in the education.
- **IT IS NOT:** a new subject in the education

Why young people need media literacy?

- In the process of education, raising and socialization of young people, not only the family and school are the main actors, any more, but media also play important role
- Young people must learn how to use media and how to interpret the media messages
- Media literacy allows children to be critical, analytical and open to see the **BIG PICTURE** of the media messages and thus avoid their negative influences

School children' media consumption in Holland



Source: Krant in de Klas

Media literacy as an educational concept

- In Macedonia, due to many reforms, the teaching process is changing slowly
- Project “***Improving Media Literacy Education in Macedonia***”
- The ***Goal***: To improve and increase understanding among children, adolescents and young adults of the role of the media and its function within a democratic society in order to participate more fully in the democratic processes

How we will achieve that?

1. 60 trainings of 1.400 teachers on Media Literacy
2. Teachers' handbook
3. Media Literacy web-site for teachers, students and media professionals
4. A conference on Media Literacy

Holland' example

- Media literacy integrated through all subjects in the curricula
- It was started as a project of the Holland Government-2006
- Main idea: The media education is a concept of life-long learning, that should motivate the citizens, public and private companies to engage consciously, critically and be active in the medialized world

Our Goals

- Awareness raising among youngsters via teachers
- Media literate citizens of the future
- Participatory democracy