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Media Education and the Development of Media Competence

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Media education and the development of media competence

Brian O’Neill
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What is media literacy?

The Skills, Knowledge and Understanding to:

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<thead>
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<th>Access</th>
<th>Understand</th>
<th>Create</th>
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<td>Navigate</td>
<td>Read</td>
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<td>Control</td>
<td>Deconstruct</td>
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<td>Regulate</td>
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Media Literacy

*Media Literacy is about being able to access all media - from radio to social networks, from digital TV to the printed press and the most recent mobile devices - to fully exploit their potential and to use them in a critical, active and creative manner. This is a fundamental part of our basic entitlement to full citizenship and democratic participation. Media literate citizens will have a higher degree of freedom because they will be able to choose and evaluate their sources and actively participate in the information society.*

_Fact Sheet on Media Literacy_

European Commission Audiovisual Media Policies
Media literacy: do people really understand how to make the most of blogs, search engines or interactive TV?

"In a digital era, media literacy is crucial for achieving full and active citizenship," said Information Society and Media Commissioner Viviane Reding. "The ability to read and write – or traditional literacy – is no longer sufficient in this day and age. People need a greater awareness of how to express themselves effectively, and how to interpret what others are saying, especially on blogs, via search engines or in advertising. Everyone (old and young) needs to get to grips with the new digital world in which we live. For this, continuous information and education is more important than regulation."
Grunwald Declaration - UNESCO

We live in a world where media are omnipresent: an increasing number of people spend a great deal of time watching television, reading newspapers and magazines, playing records and listening to the radio. In some countries, for example, children already spend more time watching television than they do attending school.

Rather than condemn or endorse the undoubted power of the media, we need to accept their significant impact and penetration throughout the world as an established fact, and also appreciate their importance as an element of culture in today’s world. The role of communication and media in the process of development should not be underestimated, nor the function of media as instruments for the citizen’s active participation in society. Political and educational systems need to recognise their obligations to promote in their citizens a critical understanding of the phenomena of communication.

Grunwald, Federal Republic of Germany, 22 January 1982
The protectionist paradigm

“the flood of information stimuli and exhortations conveyed by sound and image by which the pupil is assailed outside the school through posters, cinema, television, strip cartoons, radio and popular songs”.

Primary Curriculum Handbook 1971
The participation paradigm

“It involves the active involvement of children in learning process that is imaginative and stimulating. Its overall vision is to enable children to meet with self-confidence and assurance the demands of life both now and in the future”

The Primary School Curriculum 1999
Children’s communication rights

**Convention of the Rights of the Child (UN 1989) - Participation Rights**

Article 17: (Access to information; mass media): Children have the right to get information that is important to their health and well-being. Governments should encourage mass media – radio, television, newspapers and Internet content sources – to provide information that children can understand and to not promote materials that could harm children. Mass media should particularly be encouraged to supply information in languages that minority and indigenous children can understand. Children should also have access to children’s books.
The Oslo Challenge

On the 10th anniversary of the UN Convention on the Rights of the Child - at a meeting in Oslo organized by the Norwegian Government and UNICEF - children, young people, media professionals and child rights experts met to discuss the development of children's rights and their relation to the media throughout the world.

From their discussions emerged the Oslo Challenge, issued on 20 November 1999, which acknowledges that "the child/media relationship is an entry point into the wide and multifaceted world of children and their rights - to education, freedom of expression, play, identity, health, dignity and self-respect, protection - and that in every aspect of child rights, in every element of the life of a child, the relationship between children and the media plays a role."

http://www.unicef.org/magic/briefing/oslo.html
The challenge to governments is:

• to recognize children as an investment rather than a cost, and as potential rather than a burden, and to strive to integrate this reality into policy, including that related to the media;

• to meet national obligations set out under the Convention on the Rights of the Child and to report regularly to the Committee on the Rights of the Child on policies and actions aimed at fulfilling Articles 12, 13 and 17;

• to ensure that resources are provided so that children and young people have access to information;

• to explore ways in which, without compromising professional independence, support can be given to media initiatives aimed at providing greater access to children, serving their needs and promoting their rights;

• to recognize that an independent media is fundamental to the pursuit of democracy and freedom and that censorship and control are inimical to the best interests of both children and adults, and thus to create an effective and secure environment in which the media can work professionally and independently.
The challenge to children and young people is:

• to know and understand their rights as laid down in the Convention on the Rights of the Child, and to find and develop ways to contribute to the fulfilment of these rights, including the rights of access to information and to diverse points of view, and to find ways to promote their own active participation in the media and in media development.

• to learn as much as they can about the media so that they can make informed choices as media consumers and gain maximum benefit from the diversity the media offer;

• to grasp opportunities to participate in production of media output and to provide feedback to media producers, both positive and negative;

• to share their opinions about the media with those who can help to support a positive relationship between children and the media: parents, teachers and other adults and young people.
The challenge to parents, teachers and researchers is:

- to acknowledge and support the rights of children to have access to media, participate in it and use it as a tool for their advancement;

- to provide a protective and supportive environment in which children can make choices as media consumers that promote their development to their full potential;

- to be as informed as possible about trends and directions in the media and, where possible, to contribute actively to forming such trends and directions through participation in focus groups, feedback mechanisms and by using procedures laid down for comment and complaints on media content.
The challenge to organizations and individuals working for children is:

• to respect the need for independence of the media as a component of democratic society;

• to work together with media professionals to promote and protect children's rights and to respond to children's needs;

• to provide effective media liaison services to ensure that media have access to reliable sources of information on children's issues;

• to facilitate accurate coverage of child-related issues by developing media liaison policies that discourage misrepresentation in the interests of publicity and fundraising.
Media Literacy and the Broadcasting Act 2009

The Broadcasting Act 2009 provides a new role for the Broadcasting Authority of Ireland (BAI) (http://www.bai.ie/) in promoting Media Literacy. Under the Act the BAI are given ancillary functions to encourage and foster research and to undertake measures and activities which are directed towards the promotion of media literacy.

The Act also provides that the Broadcasting Funding Scheme may support new television or radio programmes to improve media literacy.

Media Literacy is formally defined as follows;

“media literacy” means to bring about a better public understanding of:

(a) the nature and characteristics of material published by means of broadcast and related electronic media,

(b) the processes by which such material is selected, or made available, for publication by broadcast and related electronic media,

(c) the processes by which individuals and communities can create and
Media Literacy Assessment Criteria

Source:
Individual competences

Criteria

USE SKILLS (technical)

Components

- Computer and Internet Skills
- Balanced and Active Use of Media
- Advanced Internet Use

Indicators

- Computer Skills
- Internet Skills
- Internet Use
- Newspaper circulation
- Going to the Cinema
- Reading Books
- Mobile phone subscriptions
- Buying by Internet
- Reading News by Internet
- Internet Banking

Source:
Critical Understanding

CRITICAL UNDERSTANDING COMPETENCES

- Understanding Media Content and its Functioning
- Knowledge about media and media regulation
- User Behavior

Components

Indicators

- Reading Text
- Classifying written and audiovisual texts
- Distinguishing media content
- Elements to which the user attaches importance to rely on the information
- Classifying Websites
- Classifying media platforms and interaction systems

- Media concentration
- Knowledge and opinion regarding the media regulation subject
- Do you know which institution sanctions possible violations of the law operated by TV stations?
- Do you know the authorized institution to turn to when you noticed something insulting, injurious or offending on TV, radio or Internet? If the answer is yes, name it
- Rules and rights applicable to media content
- Perceptions of the watershed
- Knowledge about regulation on internet
- Author / Use right

- Exploring information and critical search of information
- Checks made when visiting new websites
- Judgements made about a website before entering personal details

Source:
Communicative Abilities

**Criteria**

**Components**

- Social Relations
- Citizen Participation
- Content Creation

**Indicators**

- User-created content in the EU
- Creating a profile or sending a message in a social networking website.
- Internet for Cooperation
- “User Centricity” on online public services
- Citizen Participation activities ever done
- E-government usage by individuals
- Media Production Skills
- Experience of creativity
- User Created Content

*Source:*
European Association for Viewers Interests (2009). *Study on Assessment Criteria for Media Literacy Levels*. Brussels
Digital skills are uneven..
Media Education does not get prominence

- .. not uniformly available and/or supported in all schools
- .. is hampered by low status and considered to be a ‘soft’ subject
- .. is unstructured
- ... Community-based initiatives do not generally receive recognition
- .. A lack of research and funding for specifically Irish contexts seriously undermines any attempts at gaining credibility or inspiration
- .. There is a low rate of collaboration between schools, community and industry
- .. no ‘ownership’ of Media Education and a vital need for it to be endorsed
Thanks for listening!

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