Other   School of Media

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Media Education and the Development of Media Competence

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Part of the Communication Technology and New Media Commons

Dublin City Council Presents:
Cities for Children Traffic & Safety Seminar

April 11th 9.30 – 4.15pm
Wood Quay Venue,
Civic Offices

Media education and the development of media competence

Programme

Brian O'Neill
Dublin Institute of Technology
April 11, 2011

9.30 Registration, Tea & Coffee

10.00 - Welcome by Dublin City Manager, John Tierney & Director of Roads & Traffic, Michael Phillips

10.30 - Planning for Children – *Urban Planning in the context of mobility, safety & access issues* – Edel Kelly DCC, Roads & Traffic Planner; Frank

13.30 The role of Media /Media Education- *Cities for Children* Lena von Seggern & Barnardos *Ireland*.

15.00 - Road Safety – Kathleen Elsig International Red Cross & Ronan O'Dea, Dublin City Council Traffic Management

16.15 - Seminar Close - Agree

What is media literacy?

The Skills, Knowledge and Understanding to:

| Access	Understand	Create
Navigate	Read	Produce
Control	Deconstruct	Distribute
Regulate	Evaluate	Publish

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.
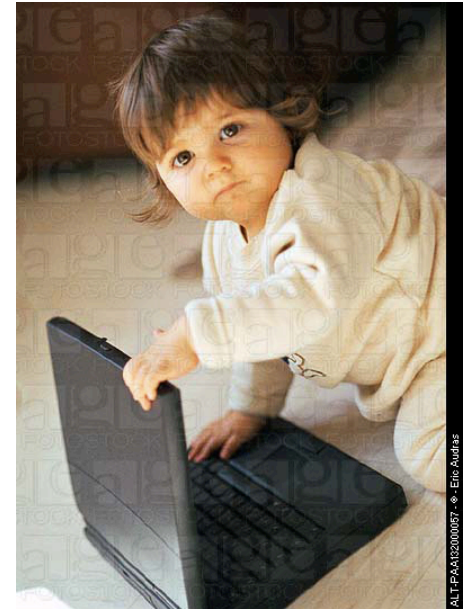
Fact Sheet on Media Literacy
European Commission Audiovisual Media Policies

Media Literacy
- 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 an 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.

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

UNESCO
United Nations
Educational, Scientific and
Cultural Organization

Information and Media Literacy

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

Media Literacy Assessment Criteria

Source:
European Association for Viewers Interests (2009). *Study on Assessment Criteria for Media Literacy Levels*. Brussels

Individual competences

Criteria	Components	Indicators
USE SKILLS (technical)	Computer and Internet Skills	• Computer Skills • Internet Skills
	Balanced and Active Use of Media	• Internet Use • Newspaper circulation • Going to the Cinema • Reading Books • Mobile phone subscriptions
	Advanced Internet Use	• Buying by Internet • Reading News by Internet • Internet Banking
	Understanding Media Content and its Functioning	• 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

Critical Understanding

Criteria	Components	Indicators

USE SKILLS (technical)

CRITICAL UNDERSTANDING COMPETENCES

Computer and Internet Skills

Understanding Media Content and its Functioning

- 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

- Computer Skills
- Internet Skills
- Internet Use

Balanced and Active Use of Media

- Newspaper circulation
- Going to the Cinema
- Reading Books
- Mobile phone subscriptions

- Media concentration

Knowledge about media and media regulation

Advanced Internet Use

- Buying by Internet
- Reading News by Internet
- Internet Banking

- 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

Understanding Media Content and its Functioning

User Behavior

- 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

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

Social Relations

- User-created content in the EU
- Creating a profile or sending a message in a social networking website.
- Media concentration
- Knowledge and opinion regarding the media regulation subject
- Internet for Cooperation

COMMUNICATIVE

Communicative Abilities

Criteria	Components	Indicators
	Computer and Internet Skills	• Computer Skills • Internet Skills
COMMUNICATIVE ABILITIES USE SKILLS (technical)	Social Relations	
	Citizen Participation	• Internet Use • Newspaper circulation • Going to the Cinema • Reading Books • Mobile phone subscriptions
	Balanced and Active Use of Media	• Internet for Cooperation • "User Centricity" on online public services • Citizen Participation activities ever done • E-Government use by individuals
	Content Creation	• Experience of creativity • User Created Content • Buying by Internet • Reading News by Internet • Internet Banking
	Advanced Internet Use	

• Media production subs

| | Understanding Media Content and its Functioning | • 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 |

Study Assessment Criteria for Media Literacy Levels
Final Report edited by EAVI for the European Commission
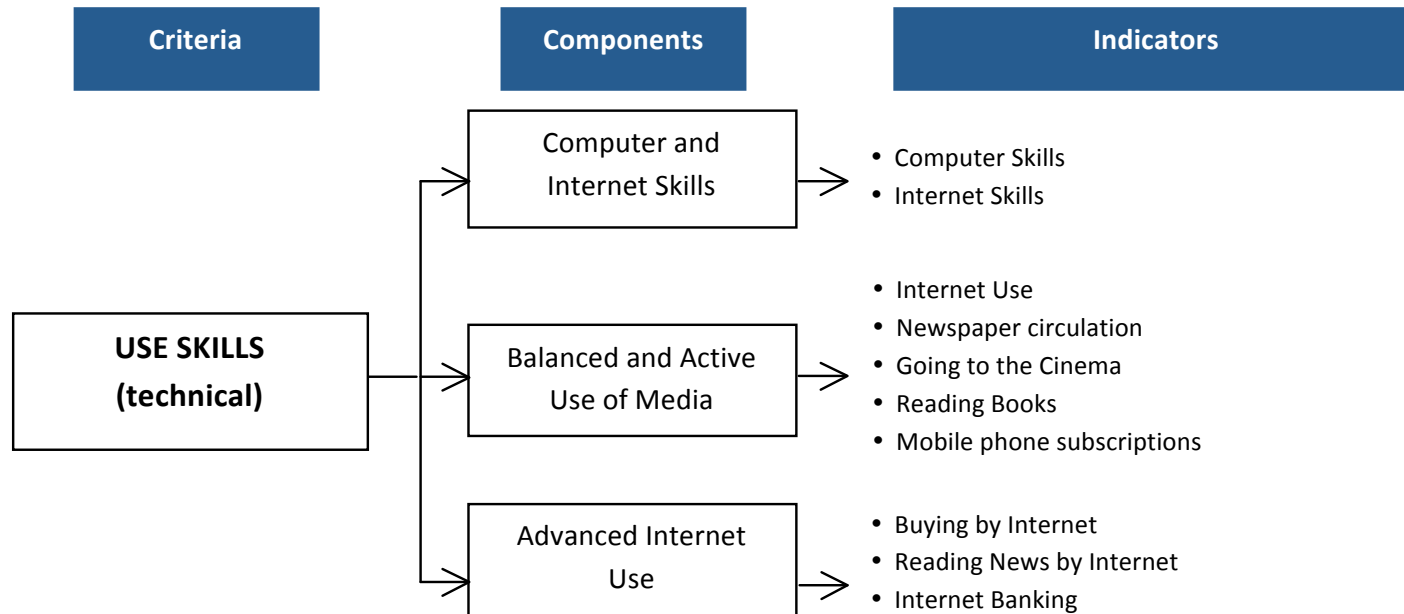p. 1/2
Annex L – List of Indicators, Components and Criteria
Brussels, October 2009

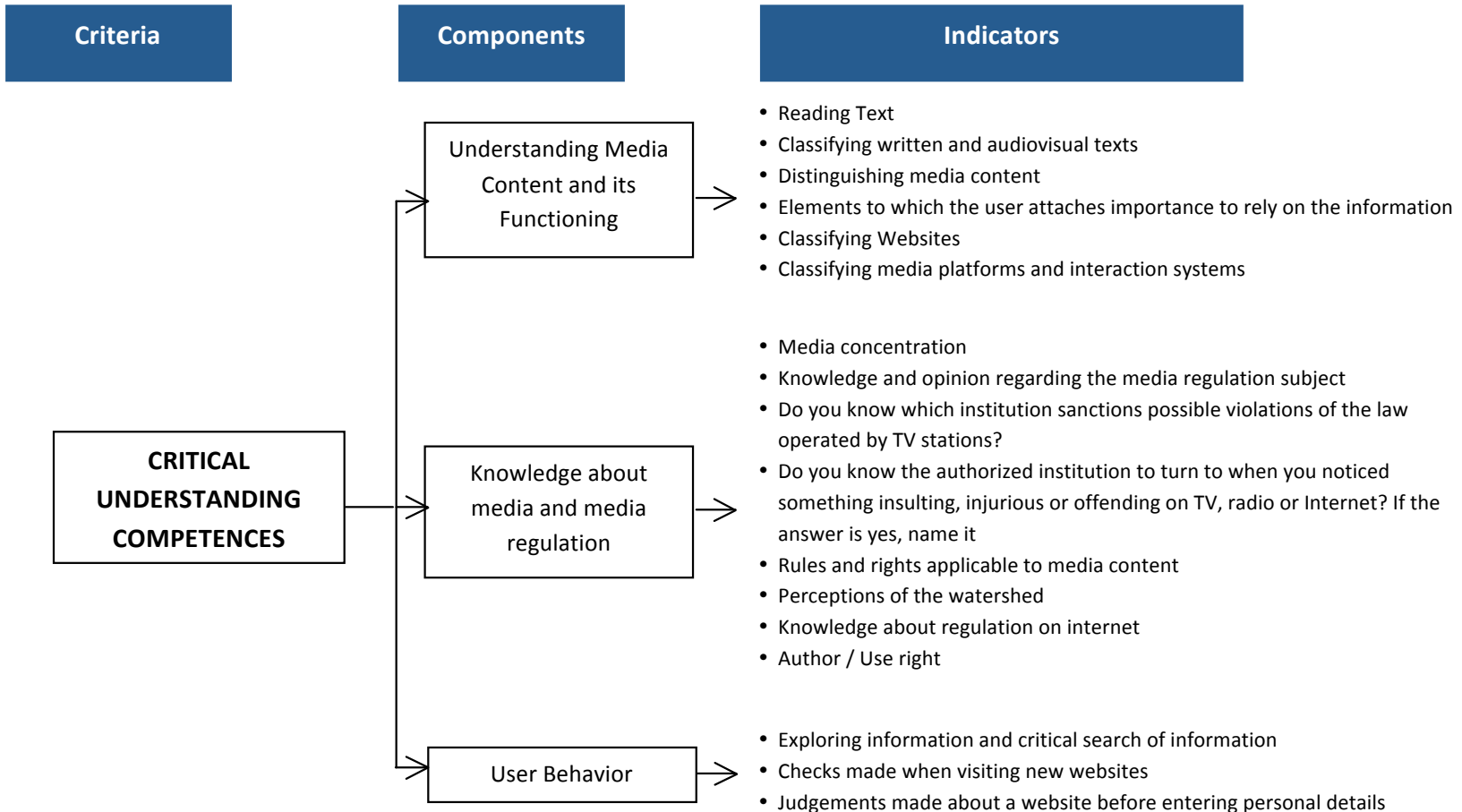**Source**:
European Association for Viewers Interests (2009). *Study on Assessment Criteria for Media Literacy Levels*. Brussels

Digital Media for All
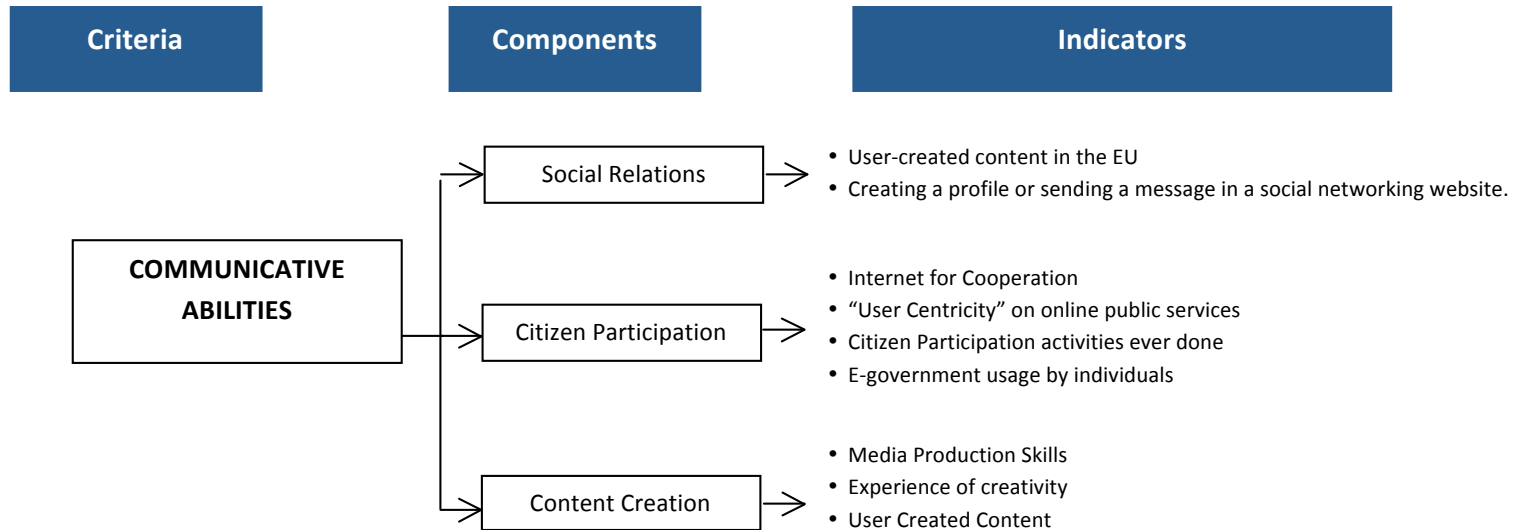An IADT Initiative

DiGiTAL
COMMUNITY PROGRAMME

CLiC
Computer Learning in Communities

the arts council
funding the art of film
28TH MARCH >>> 31ST MARCH 2011
fresh film festival

Media Literacy Lens

A MEDIA LITERACY MANUAL FOR
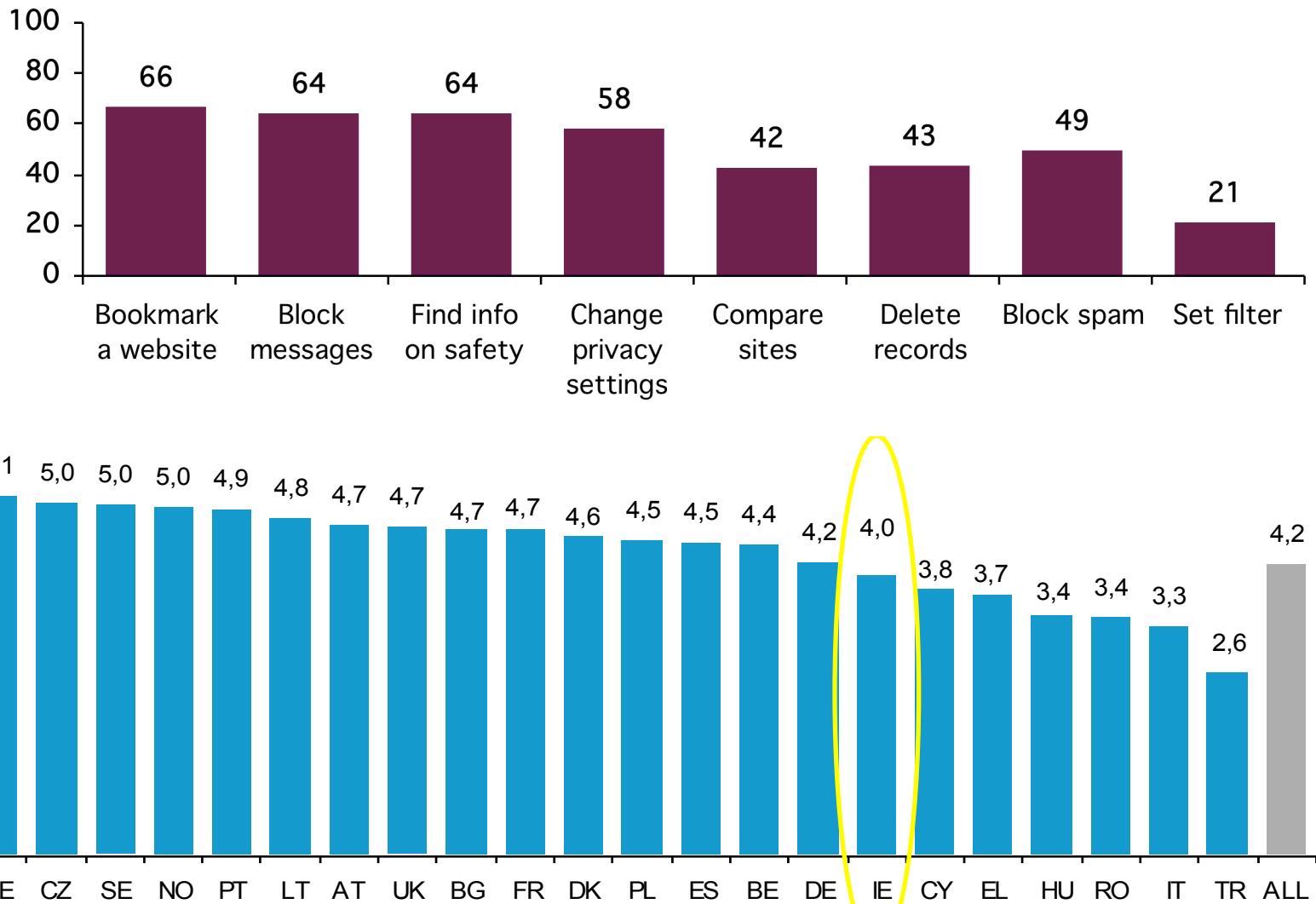**COMMUNITY MEDIA TRAINERS**
VOLUME 1
AN INTRODUCTION TO MEDIA LITERACY
COMPILED BY JACK BYRNE

INCLUDING AN ESSAY ON:
THE RIGHT TO BE MEDIA LITERATE

A Craol Community Radio Publication. 2010

Digital skills are uneven..

Top chart (percentages):
- Bookmark a website: 66
- Block messages: 64
- Find info on safety: 64
- Change privacy settings: 58
- Compare sites: 42
- Delete records: 43
- Block spam: 49
- Set filter: 21

Bottom chart (by country):
- FI: 5,8
- SI: 5,4
- NL: 5,3
- EE: 5,1
- CZ: 5,0
- SE: 5,0
- NO: 5,0
- PT: 4,9
- LT: 4,8
- AT: 4,7
- UK: 4,7
- BG: 4,7
- FR: 4,7
- DK: 4,6
- PL: 4,5
- ES: 4,5
- BE: 4,4
- DE: 4,2
- IE: 4,0
- CY: 3,8
- EL: 3,7
- HU: 3,4
- RO: 3,4
- IT: 3,3
- TR: 2,6
- ALL: 4,2

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

Critical Media Literacy in Ireland

NOVEMBER 2007

The Radharc Trust
Dublin City University
Dublin Institute of Technology

DCU
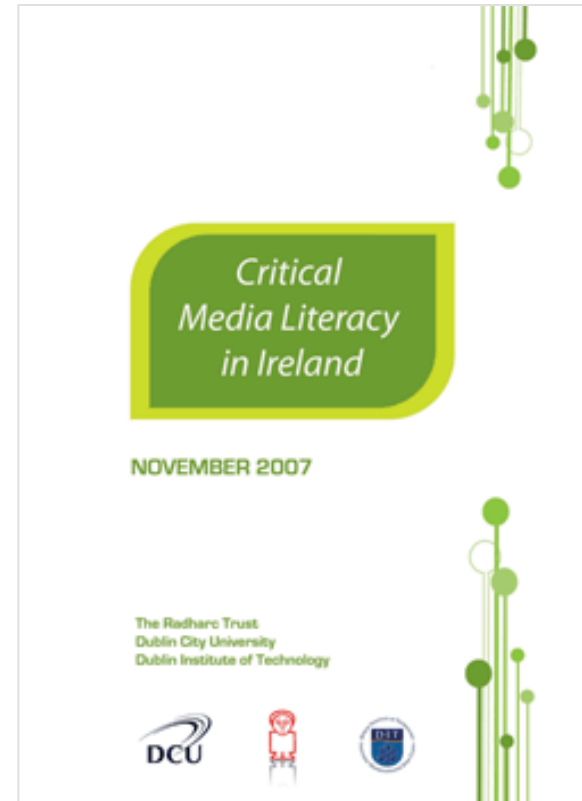
media forum.ie
facilitating media debate

CITIZENS FOR MEDIA LITERACY

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  + Past Events
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CATEGORIES

Jack Byrne

NEAR Media Coop & CRAOL

Presented at Media Literacy Education Symposium (Sat 3rd Nov. 2007, Cultivate Centre, Dublin)

Issues of critical media awareness are important right now, and will continue to grow in importance. Tomorrow's world, will be increasingly dominated by mass media and communications technologies. Generations of the future will need to understand how media influence society. How we are encouraged to accept certain issues while rejecting others. How sometimes, we are encouraged to act against our own best interests.

Media literacy is clearly more than becoming competent in the technologies of communication. Knowing which end of a hammer to hold, won't make me a good carpenter, or a competent architect. Some of us in community media, realise that knowing how to operate Information Technologies without a critical awareness of how the content develops, is missing the point.

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Thanks for listening!

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10.30 - **Planning for Children –** *Urban Planning in the context of mobility, safety & access issues* – Edel Kelly DCC, Roads & Traffic Planner: Frank

13.30 The role of Media /Media Education- *Cities for Children* Lena von Seggern & *Barnardos Ireland*

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Tel: +353-1-4023481

15.00 - **Road Safety** – Kathleen Elsig International Red Cross & Ronan O'Dea, Dublin City Council Traffic Management

16.15 - **Seminar Close** - Agree